DIVERSITY OF STUDENTS’ MULTIPLE INTELLIGENCES

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In schools, a learner who has more achievements is more intelligent. Gone were those days when one’s intelligence is measured according to his capacity to memorize what was taught. Upon the introduction of a progressive teaching wherein it was believed by John Dewey that a child should be the center of the educative process, the concept of intelligence was broadened. According to Parankimalil (2014) Intelligence is a mental capability that involves the ability to reason, to plan, to solve problems, to think abstractly, to comprehend complex ideas, to learn quickly and to learn from experience.

Howard Gardner believed that there are at least eight ways (“intelligences”) and the possible addition of the ninth intelligence that people understand and perceive the world. These intelligences may not be exhaustive. Gardner lists the following: He further came up with the introduction of the relatively independent dimensions of intelligence namely: Linguistic Intelligence, Logical-Mathematical Intelligence, Musical Intelligence, Spatial Intelligence, Bodily Kinesthetic Intelligence, Interpersonal Intelligence, Existential, Naturalist and Intrapersonal Intelligence. These diversified domains of intelligences were said to be contributing distinctly on various achievement of a person. The verbal-linguistic and logical-mathematical intelligences are often used in traditional school curricula. A more balanced curriculum that incorporates the arts, self-awareness, communication, and physical education may be valuable in order to leverage the intelligences that some students may have.
References:

https://www.learning-theories.com/gardners-multiple-intelligences-theory.html
http://web.cortland.edu/andersmd/learning/MI%20Table.htm