Multiple intelligences is not a new topic in the field of education. From the college days up until today, seminars and trainings would often discuss about multiple intelligences. But how do we observe multiple intelligences inside the classroom? Are we able to harness its full capacity of teaching the learners in an unconventional manner of executing the lesson? Are we using multiple intelligences the right way?

These are just some of the questions that the teacher must ponder in dealing with multiple intelligences. Sadly in some cases, when a teacher asks the students to do role playing or draw or dance, they claim that they are applying multiple intelligences in their lesson. Is that enough to foster learning?

Multiple intelligences come in the form of varied activities and enhancements of the learning experience of the students. This is in response to the notion that students learn not only through listening to class discussions or taking the tests. Learning may also come to other forms of delivery. The art decoration or painting hanged on the wall may be a form of multiple intelligence, the song heard or the dance seen can be an application of multiple intelligence, but how?

The teacher must therefore skillfully craft the lesson to cater the different talents and potentials of the students. It is not only through special school programs that the students have the avenue of displaying their artistic prowess. It’s a normal thing to see students dance during school events or become actors and actresses in school plays but what if there are no school initiated programs? Will the students resort back to sitting down on arm chairs and listening to teachers’ boring discussions specially during the first
periods of the class? Of course not. The teacher must infuse the variation of activities in the lesson itself. It may be a bit challenging for the teacher but equally rewarding none the less. By having a unifying theme based from the discussion, the teacher may ask the students to group themselves according to their line of interest and align the classroom activities based from these interests. But the teacher must be firm in student performance so as to avoid students choosing the easiest route to having a grade but not really dealing with the interest he/she has. In this case a tailor fit rubrics for grading would be the best tool a teacher may have. By discussing the mechanics of the tasks, how they will be graded according to their outputs and how they will be regarded as artists of their own rights after the presentation are great means of ensuring that students learn and at the same time develop their hidden potentials.

References: