Intrapersonal

This intelligence involves the awareness of one's feelings, motivations, and self-reflections. Philosophers, writers, and psychologists have this intelligence.

Activities: Students with intrapersonal intelligence learn best by doing individual study, independent reading, and personal response logs. Using technology, they could go on individual webquests (or create their own!), or write a blog in response to class activities.

Visual-Spatial

Learners with this strength have good spatial judgment and the ability to recognize patterns. Artists and architects have this intelligence.

Activities: Students with this intelligence learn best through visual puzzles, making 3D projects, and graphic organizers. Illustrating stories or photographing for documentation may also be appropriate for visual-spatial learners.

Bodily-Kinesthetic

This ability involves using part of the body or whole body to solve problems. Dancers, surgeons, and soldiers have this intelligence.

Activities: Students with this intelligence learn best with hands-on experiments, field trips, and cooperative learning activities. For younger students, these materials/ methods may be helpful: manipulatives, acting out stories, magnetic or tactile letters or words, and pointing to words while reading.
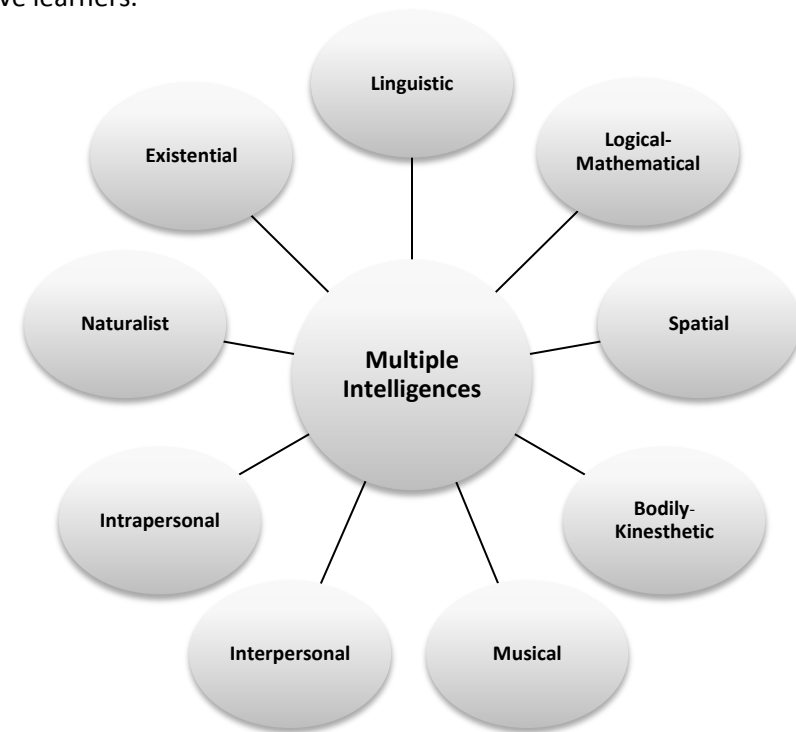
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Multiple Intelligences

Readin', writin', and 'rithmetic aren't the only ways to learn!

Howard Gardner introduced his theory of multiple intelligences in the book *Frames of Mind* in 1983, with seven learning strengths used to solve problems. Gardner later added two more strengths in *Intelligence Reframed* in 1999. We all use different ways of problem solving, but some of those skills are stronger than others. As teachers, we need to recognize and teach to the learning differences in our classroom to encourage students to be active learners.

Linguistic

Existential

Logical-Mathematical

Naturalist

Spatial

Multiple Intelligences

Intrapersonal

Bodily-Kinesthetic

Interpersonal

Musical

LS 570.01 Collaborative Project: Angelene Hanna, Christine Margocs, Brenda Sparks-Speck

Naturalist

Naturalist learners seek connections and interactions in nature. They also have a keen interest in change over time. There are numerous ways to integrate these strengths with technology, either by having the learner document change with digital cameras, or by directing him or her to websites and live feeds where others have done the same. These learners benefit from simulations as well.
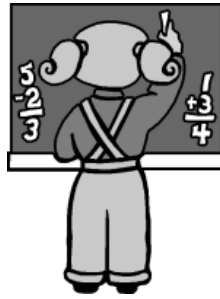
Activities: One way to engage naturalist learners is to allow them to document interactions, using software such as Inspiration or Kidspiration that will allow them to enhance their graphic organizers with images, either from clipart or their own that have been imported. SmartArt in Microsoft Word can also be used.

Logical-Mathematical

Logical-mathematical learners like facts and are uncomfortable with ambiguity. They are engaged by software such as spreadsheets and databases that allow them to organize, categorize , define, and calculate information. Often, they will learn many of the advanced features of these programs. Virtual manipulatives are another way to engage their mathematical interests while incorporating technology.

Activities: Assignments for these students should allow them to organize and calculate. Invite them to use spreadsheet software to create graphs and manipulate statistics. Encourage the logical-mathematical learner to present information in a way that is persuasive.

Existentialist

The existentialist learner was the last to be added by Gardner. Existentialist intelligence focuses on a macro perspective, examining the world as a whole and questioning why things exist and operate the way they do. Technology that is most effective in engaging these learners is based in communication and problem solving.
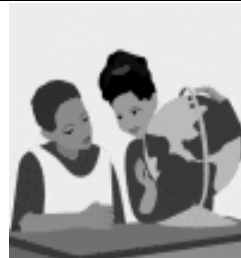
Activities: These students will thrive on assignments that allow them to imagine "What if?" This can be a reimagining of history if events had occurred differently, or a glimpse into the future. Teachers should invite these learners to reflect on how things fit into a larger, global, picture, such as, "What role has technology played in changing our culture?"

Linguistic

Linguistic learners have the ability to use the written and spoken word effectively. People with this intelligence learn foreign languages easily. Writers, lawyers, and poets have this intelligence.

Activities: Students with linguistic intelligence learn best with debates, making presentations, and journal writing. Oral and essay exams are "good fit" assessments for linguistic learners. Technology strengths could include blogging, emails, and use of word processing for polished results.

Musical

As the name suggests, musical learners learn and express themselves in auditory ways. However, one of their often overlooked strengths is recognizing and developing timing and patterns.

Activities: To engage these learners one should consider audiobooks and podcasts, as well as composing and synthesizing software. When assigning projects that tailor to the musical learner's strengths, teachers should seek to create an auditory component. One such assignment would be to have him or her create a soundtrack. This could be for a novel studied in a language arts class, to represent a culture studied in social studies or to represent life cycles studied in science. Similarly, these students can also be assigned to compose a song, rap or jingle about a topic; the possibilities are endless.

Interpersonal

The interpersonal learner is a collaborator. He or she thrives on group projects and is often capable of guiding and motivating the entire group. These students learn through participating in discussions. Any software that allows the learner to collaborate or seek input from others is likely to engage him or her, such as email, videoconferencing, or online survey tools .

Activities: Assignments geared to these learners should focus on their creative and communicative strengths. Allowing him or her to present to a group will accomplish this. The interpersonal learner would also benefit by creating and maintaining a blog detailing his or her learning, or even managing a classroom blog.