

Artifact 1-1

I think the idea of “educators who believe that students can be talented in different ways offer the most-effective learning environments” starts not at multiple intelligence theories but at the idea of an equitable classroom. The root of this idea is that all students can succeed, our goal as teachers is to find methods that allow us to make that happen. One of these methods is using multiple intelligence theories to understand that each student is unique and has strengths and weaknesses (Snowman, 2011, p. 118).

Gardner’s theory of multiple intelligence differs from the historical “IQ” version of measuring intelligence. Binet’s traditional intelligence (IQ) tests were focused only on the ability to complete tasks that were required in the classroom: memory, attention, comprehension, discrimination, and reasoning (2011, p. 112). Gardner’s multiple intelligence (MI) tests abilities that transcend the classroom environment and are used by individuals in their daily lives: logical-mathematical, linguistic, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist (2011, p. 118). Each student is expected to have different levels of performance on each of these and each is considered independent of each other.

When looking at teacher application of (MI) in the classroom it is apparent that it fits directly into the teaching theory of constructivism. The major principles guiding (MI) implementation into the curriculum are:

1. Variation of activities and project that draw from the different types of intelligences.
2. Collaborative and individual work
3. Student collaboration in assessment and project development
4. Performance based assessment

Adapted from (Snowman, 2011) and ("Tap. in. Mult. Int.: Imp.," 2004).

One of the things that struck me while learning about (MI) theory, and reflecting on classroom implementation was the connection to Moll’s theory of “Funds of Knowledge” (Moll, Amanti, Neff, & Gonzalez, 1992). The idea of utilizing culture and household interactions as a resource for cognitive development is really a form of (MI) utilization. Drawing on outside influences and unique experiences of students, and bringing those into the classroom where they can be shared in a collaborative fashion sets the foundation for an effective classroom based on constructivism.

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. *Theory Into Practice*, 31(2), 132.

Snowman, J. (2011). *Psychology applied to teaching* (13th ed.). Belmont, CA: Wadsworth.

Tapping into Multiple Intelligences: Implementation. (2004). *Concept to Classroom*. Retrieved July 6, 2014, from <http://www.thirteen.org/edonline/concept2class/mi/implementation.html>