

# Multiple Intelligence

The theory of multiple intelligences was first proposed by Howard Gardner in his 1983 book “Frames of Mind”, where he broadens the definition of intelligence and outlines several distinct types of intellectual competencies.

- Howard Gardner's theory of multiple intelligences proposes that people are not born with all of the intelligence they will ever have.
- This theory challenged the traditional notion that there is one single type of intelligence, sometimes known as “g” for general intelligence, that only focuses on cognitive abilities.
- To broaden this notion of intelligence, Gardner introduced eight different types of intelligence consisting of: Linguistic, Logical/Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist.
- Gardner notes that the linguistic and logical-mathematical modalities are most typed valued in school and society.
- Gardner also suggests that there may other “candidate” intelligence—such as spiritual intelligence, existential intelligence, and moral intelligence—but does not believe these meet his original inclusion criteria.

## **Linguistic Intelligence (“word smart”)**

Linguistic Intelligence is a part of Howard Gardner's multiple intelligence theory that deals with sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals.

### ***Potential Career Choices***

Lawyer, Speaker / Host, Author, Journalist, Curator

## **Logical-Mathematical Intelligence (“number/reasoning smart”)**

Logical-mathematical intelligence refers to the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.

### ***Potential Career Choices***

Mathematician, Accountant, Statistician, Scientist, Computer Analyst

### **Spatial Intelligence (“picture smart”)**

Spatial intelligence features the potential to recognize and manipulate the patterns of wide space (those used, for instance, by navigators and pilots) as well as the patterns of more confined areas, such as those of importance to sculptors, surgeons, chess players, graphic artists, or architects.

#### ***Potential Career Choices***

Pilot, Surgeon, Architect, Graphic Artist, Interior Decorator

### **Bodily-Kinesthetic Intelligence (“body smart”)**

Bodily-kinesthetic intelligence is the potential of using one’s whole body or parts of the body (like the hand or the mouth) to solve problems or to fashion products.

#### ***Potential Career Choices***

Dancer, Athlete, Surgeon, Mechanic, Carpenter, Physical Therapist

### **Musical Intelligence (“music smart”)**

Musical intelligence refers to the skill in the performance, composition, and appreciation of musical patterns.

#### ***Potential Career Choices***

Singer, Composer, DJ, Musician

### **Interpersonal Intelligence (“people smart”)**

Interpersonal intelligence is the capacity to understand the intentions, motivations, and desires of other people and consequently to work effectively with others.

#### ***Potential Career Choices***

Teacher, Psychologist, Manager, Salespeople, Public Relations

### **Intrapersonal Intelligence (“self-smart”)**

Intrapersonal intelligence is the capacity to understand oneself, to have an effective working model of oneself—including own’s desires, fears, and capacities—and to use such information effectively in regulating one’s own life.

This type of intelligence can help a person to understand which life goals are important and how to achieve them.

### ***Potential Career Choices***

Therapist, Psychologist, Counselor, Entrepreneur, Clergy

### **Naturalist intelligence (“nature smart”)**

Naturalistic intelligence involves expertise in the recognition and classification of the numerous species—the flora and fauna—of his or her environment.

### ***Potential Career Choices***

Botanist, Biologist, Astronomer, Meteorologist, Geologist

### **Implications for Learning**

The most important educational implications of the theory of multiple intelligences can be summed up through individuation and pluralization. Individuation posits that because each person differs from others there is no logical reason to teach and assess students identically.

### **Gardner’s Multiple Intelligences Summarized**

- Verbal-linguistic intelligence (well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words)
- Logical-mathematical intelligence (ability to think conceptually and abstractly, and capacity to discern logical and numerical patterns)
- Spatial-visual intelligence (capacity to think in images and pictures, to visualize accurately and abstractly)
- Bodily-kinesthetic intelligence (ability to control one’s body movements and to handle objects skillfully)
- Musical intelligence (ability to produce and appreciate rhythm, pitch and timber)
- Interpersonal intelligence (capacity to detect and respond appropriately to the moods, motivations and desires of others)
- Intrapersonal (capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes)
- Naturalist intelligence (ability to recognize and categorize plants, animals and other objects in nature)
- Existential intelligence (sensitivity and capacity to tackle deep questions about human existence such as, “What is the meaning of life? Why do we die? How did we get here?”)

## **Conclusion**

Gardner himself asserts that educators should not follow one specific theory or educational innovation when designing instruction but instead employ customized goals and values appropriate to teaching, subject matter, and student learning needs. Addressing the multiple intelligences can help instructors pluralize their instruction and methods of assessment and enrich student learning.

## **References:**

<https://www.simplypsychology.org/multiple-intelligences.html>

<https://www.niu.edu/citl/resources/guides/instructional-guide/gardners-theory-of-multiple-intelligences.shtml>