



Beacon Media

Supporting worldwide Christian education

Learning Styles

The theory of **Multiple Intelligences** was put forward by Howard Gardiner, Harvard University, 1983.

This PowerPoint presentation has been adapted
from www.TES.com.au

We all learn in different ways

- We all have different strengths and weaknesses.
- We are good at some things but not so good at other things.
- We have different likes and dislikes.

Multiple Intelligences

- Our intelligence or ability to understand that world around is complex.



- Some people are better at understanding some things than others.
- Some of us find it easy to understand how a flower grows, but find it difficult to learn how to play a musical instrument. For others, music might be easy, but playing football is difficult.



Multiple Intelligences

- Instead of having one intelligence, we have several different intelligences. These are:
 - Kinaesthetic (body smart)
 - Logical (number smart)
 - Linguistic (word smart)
 - Interpersonal (people smart)
 - Intrapersonal (myself smart)
 - Auditory (music smart)
 - Visual/spatial (picture smart)
 - Naturalistic (nature smart)



Kinaesthetic: Body-Smart

- You may be body-smart. You will enjoy sports and are good at swimming, athletics, football, gymnastics and other sports.
- You enjoy learning through ‘doing something’.



People who are body smart are good at:

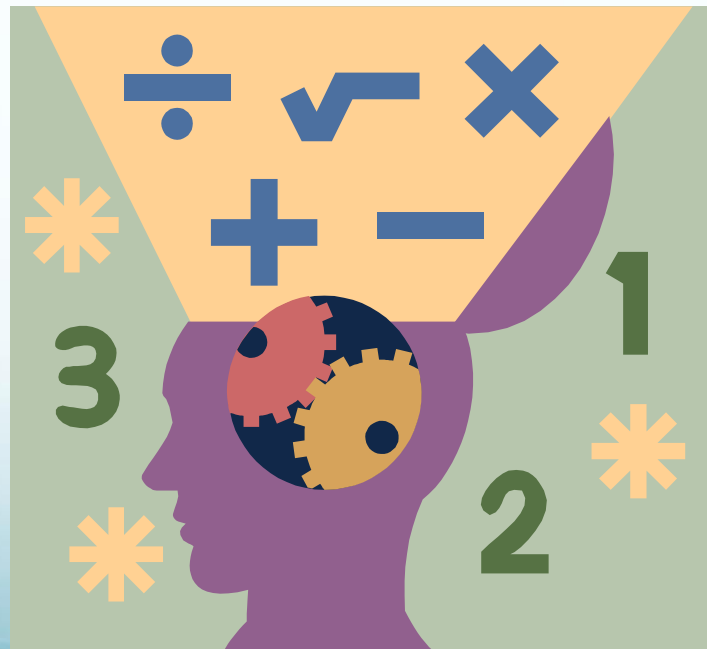
- Hands-on experiments
- Activities
- Creative movement
- Dancing
- Physical education
- Crafts

Application

- Beware of making students look bad if they are not good at sport.
- For a game of class competitive sport, don't choose two captains and ask them to take turns to "pick their team". They will inevitably pick the best ones first and the weka ones last, making the weak ones stand out.
- Provide non-competitive physical activities for student who are not good at sport, e.g., aerobics

Logical: Number-Smart

- You may be number-smart. You will be good at mathematics and other number activities; you are also good at solving problems.

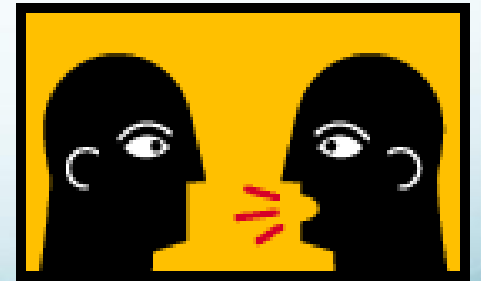


Application

- For a student who is not number smart, aim to equip them with the basic mathematical skills necessary for life, e.g. money, measurement, adding, subtracting, multiplying.
- They do not need to be good at high level maths unless they are going to become an engineer or similar.

Linguistic: Word-Smart

- You may be word-smart. You will enjoy reading, writing and talking about things.
- You will find learning new languages easy.



People who are word-smart are good at:

- Story telling
- Speaking
- Reading aloud
- Writing stories

Application

- There will be many levels of literacy ability within one class. Like maths, literacy is a basic skill for life. Students need to have a degree of competence to succeed in life.
- Work with your class in literacy ability groups, so the gifted students can reach their potential without being held back by the weaker ones. Work with the weaker ones in their own small group.

Interpersonal: People-Smart

- You may be people-smart. You will like to mix with other people and you will belong to lots of clubs. You like team games and are good at sharing.



People who are interpersonal are good at:

- Cooperative learning
- Group work
- Forming clubs
- Leadership
- Discussion
- Resolving conflicts
- Counseling

Application

- These students can make relationships easily and will be good at making conversation. Provide opportunities for them, e.g. class talks and presentations, and give them roles in group leadership.
- They may not excel in literacy, but will have a gift of speaking. Teach them to speak well, and to use English correctly. This will get them a good job in the future.
- Read plenty of stories to the class so they are hearing correct use of English.

Intrapersonal: Myself-Smart

- You may be myself-smart. You will know about yourself, and your strengths and weaknesses. You will probably keep a diary.



People who are myself-smart are good at:

- Individual study
- Individual projects
- Independent reading
- Journal writing
- Getting on with the task

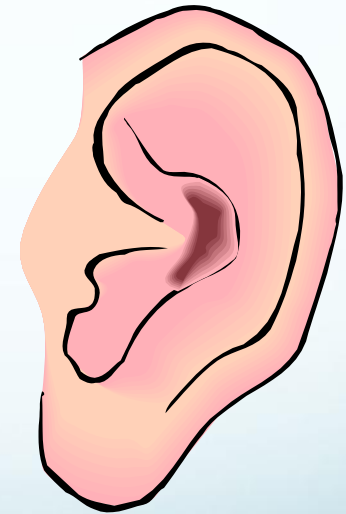
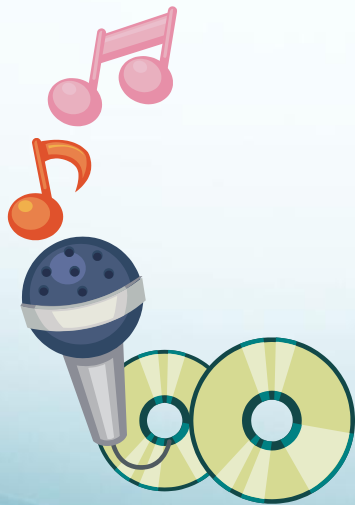
Application

These students will be able to focus on personal study without too much assistance. However, for the students who are NOT ‘myself smart’:

- Don’t make them work on their own for too long.
- Provide for their short concentration span.
- Don’t make them listen to long teacher lectures. Keep them active.

Auditory: Music-Smart

- You may be music-smart. You will enjoy music and can recognise sounds, the quality of a tone and will have a good sense of rhythm.



The Ear

Application

- Provide opportunities for them to perform, e.g. concerts
- older students performing for younger students
- Organized excursions to elderly citizens groups to perform music

Visual/Spatial: Picture-Smart

- You may be picture smart. You will be good at art and also at other activities where you look at pictures, like map reading, finding your way out of mazes and graphs.



Application

- Allow students who excel in art to be in charge of group projects such as murals or group construction displays on the God-centred theme.

Naturalistic: Nature-Smart

- You may be nature-smart. You like the world of plants and animals, and like learning about them.



Ways of learning

We can learn by:

Seeing



Hearing



Doing

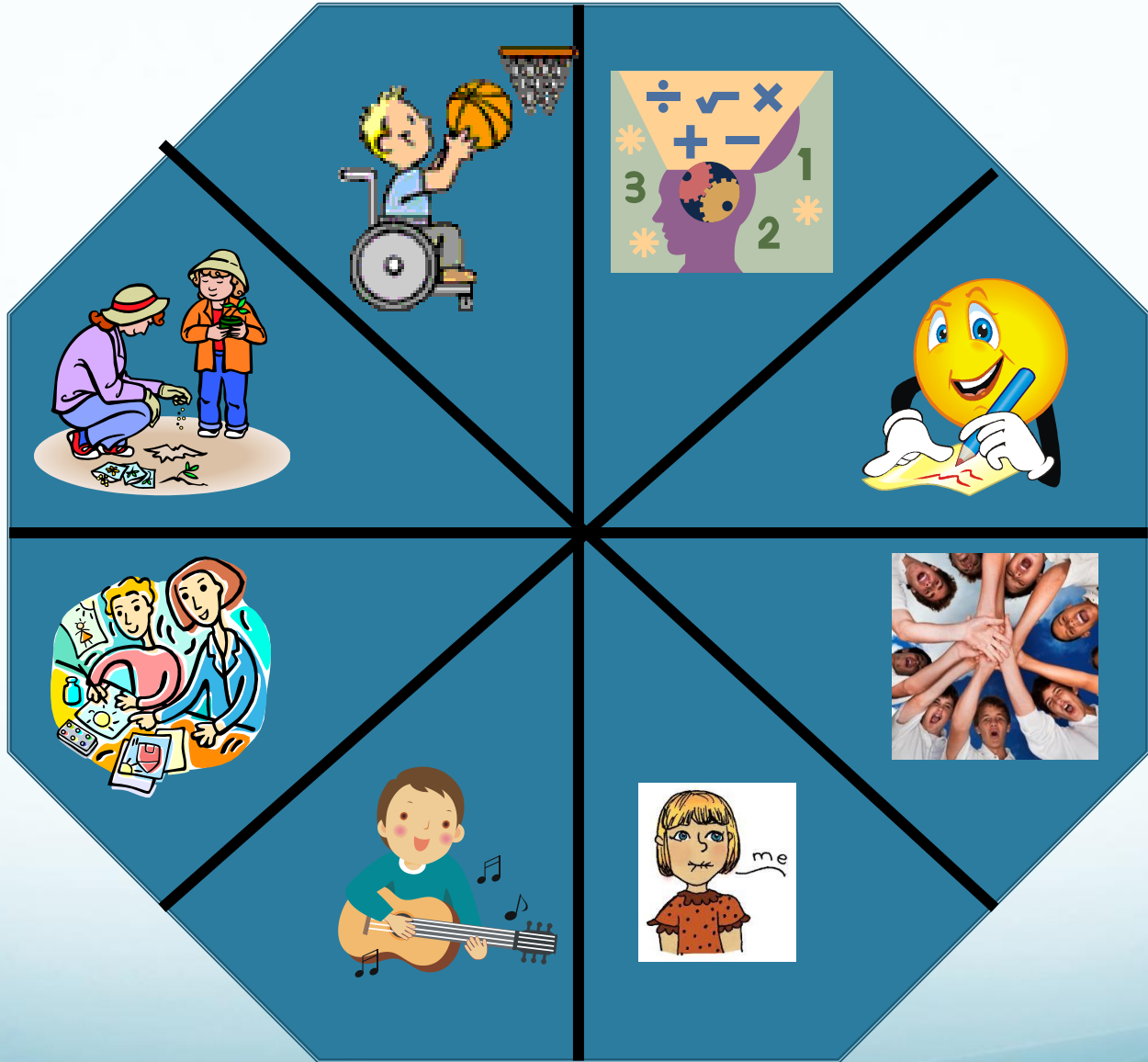


How do you learn best?

Think of something you have learned this week. Did you learn it by seeing it, hearing it or doing it?

Discuss with a partner.





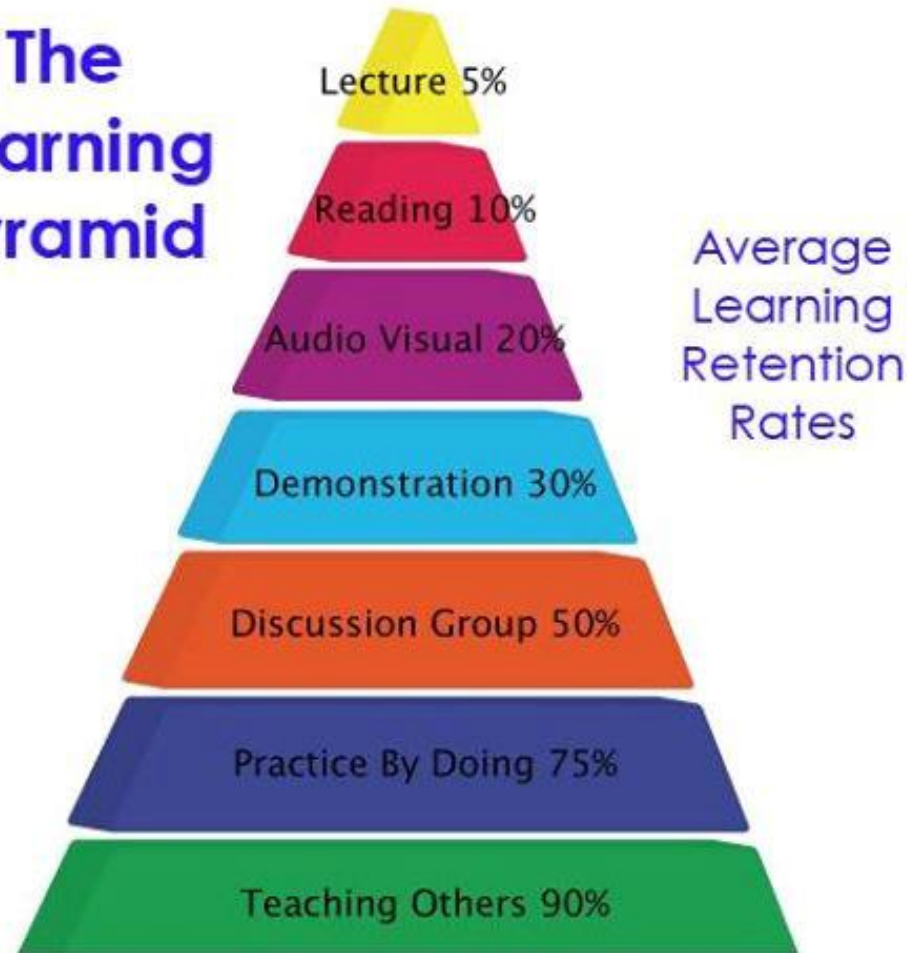
Cater for all your students

Provide opportunities for:

- Speaking, story telling, writing stories, acting
- Problem solving, measuring, experimenting
- Art
- Phys ed and dance
- Music
- Group work
- Individual work
- Exploring nature

How much do we remember?

The Learning Pyramid



Average Learning Retention Rates

Adapted from NTL Institute for Applied Behavioral Science

How much do we remember?

- The learning pyramid shows the *AVERAGE* way in which people retain the most. It will be different for different people.

God knows us

- God knows us better than anyone because He made us.
- He knows how many hairs are in our head.
- He knows what we are good at, and what we are not good at.

Luke 12:6-7

Not one sparrow is forgotten by God. Even the hairs on your head have all been counted. Do not be afraid. You are worth more than many sparrows.

We don't have to be good at everything

- God loves us for who we are.
- God can help us get better at the things we are not good at.
- Maybe there are some things we will never be good at.
- That's OK. Trying your best is all that matters.

- Think about the things you *are* good at. These are your special gifts from God.
- Work on your gifts so that you can serve God in a really special way.
- There is great joy and satisfaction in doing what God has called you to do!
- Don't compare yourself with others. Inward beauty is not related to outward appearance.
- Happiness comes from thanking God for the way He made you.

God made you to be the person you are

- He did not make a mistake when He made you.
- Psalm 139 says, “You created every part of me; you put me together in my mother’s womb...When my bones were being formed, carefully put together in my mother’s womb, when I was growing there in secret, you knew that I was there – you saw me before I was born.”

Our God-centred curriculum teaches students that all are valued

Year 1

God is Love: “Myself”

Year 2

God is Love: “Friends”

Year 3

God is Love: “Families”

God is Creator: “The senses; touch and hearing”

Year 4

God is a Servant: “Gifts and talents”

Year 5

God is a Servant: Serving the community”

Year 6

God is Wise: Health and fitness”

Year 7

God is Wise: “Time and Work”

Year 8

God is Love: “Heredity”; God is Pure: “Human biology”