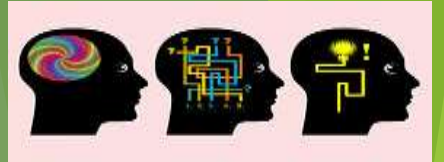


UNDERSTANDING MULTIPLE INTELLIGENCE & CHOICE BOARDS

26.08.2021



**GEETA GANGWANI
PRINCIPAL
BBPS ROHINI**



According to Gardner, a developmental psychologist and a professor at the Harvard Graduate School of Education, an intelligence is "a bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that



Visual-Spatial



Linguistic-Verbal



Interpersonal



Intrapersonal



Logical-Mathematical



Musical

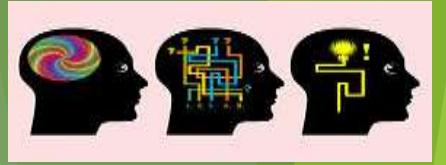


Bodily-Kinesthetic



Naturalistic

TYPES OF INTELLIGENCE ? - Gardner - 1983



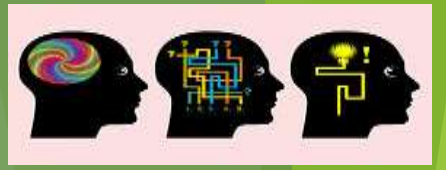
- ❑ Linguistic intelligence (word smart)
- ❑ Logical-mathematical intelligence (number/reasoning smart)
- ❑ Spatial intelligence (picture smart)
- ❑ Bodily-Kinesthetic intelligence (body smart)
- ❑ Musical intelligence (music smart)
- ❑ Interpersonal intelligence (people smart)
- ❑ Intrapersonal intelligence (self smart)
- ❑ Naturalistic Intelligence (nature smart)

PICTURE SMART

VISUAL SPATIAL



- ✓ People who learn best visually and tend to organize their thinking spatially.
- ✓ They like to think and create pictures.
- ✓ They are drawn to information that is presented in visual forms



Students with visual-spatial intelligence:

- Are good at putting puzzles together
- Interpret pictures, graphs, and charts well
- Enjoy drawing, painting, and the visual art
- Recognize patterns easily

PICTURE SMART

VISUAL SPATIAL



Activities:

Painting
Pretending
Idea Sketching
Brochures
Drawings
Molding Clay

Photography
Sculpting
Labeling
Collages
Flow Charts

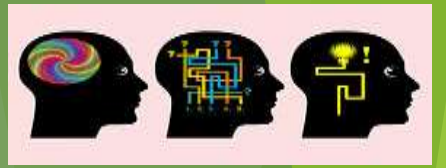
Posters
Visualization
Patterns
Designs
Mapping

WORD SMART

LINGUISTIC



- ✓ People who **learn best through language** including speaking, writing, reading, and listening.
- ✓ They are able to **verbalize or in writing** by explaining, convincing and expressing themselves.



People with linguistic-verbal intelligence:

- Remember written and spoken information
- Enjoy reading and writing
- Can debate or give persuasive speeches
- Are able to explain things well
- Use humor when telling stories



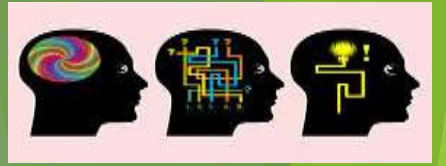
Logical-Mathematical Intelligence

Gardner's Definition:

- Logical-mathematical intelligence (**Logic Smart**) is the capacity to use numbers effectively and reason well.
- People with this intelligence think by reasoning, and they love experimenting, questioning, figuring out logical puzzles, and calculating.
- They are able to identify a problem and solve it right there on the spot.



Students with logical-mathematical intelligence:

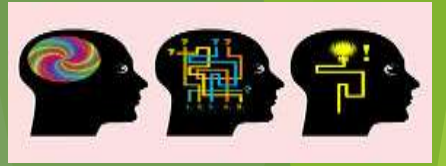


- Have excellent problem-solving skills
- Enjoy thinking about abstract ideas
- Like conducting scientific experiments
- Can solve complex computation

Bodily-Kinesthetic Intelligence

- Sit down! Be still!
- Possess a certain control over movement, balance, agility, and grace, even before formal training
- Natural sense of how the body should act and react
- Learn through activity – games, movement, hands-on tasks, building





Students with kinesthetic intelligence :

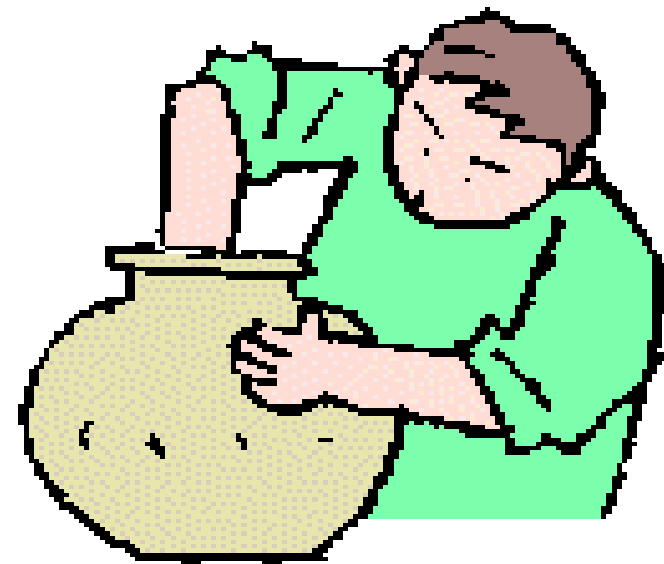
- Are skilled at dancing and sports
- Enjoy creating things with their hands(3Hs)
- Have excellent physical coordination
- Remember by doing, rather than hearing or seeing



Athletic



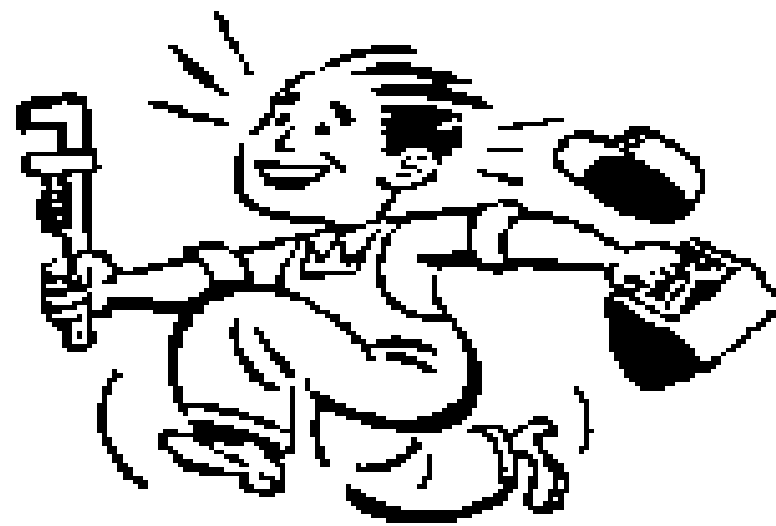
Dancing



Crafts



Acting



Using Tools

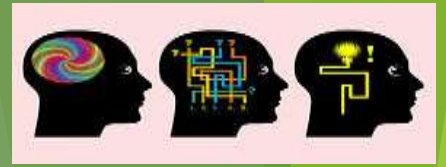
PEOPLE SMART

INTERPERSONAL



- ✓ People who learn best through **interaction with other people.**
- ✓ They are **able to create synergy** in a room by being aware of the feelings and motives of others.





Students with interpersonal intelligence:

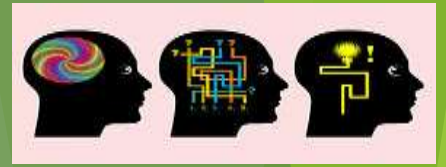
- Communicate well verbally, are good at group discussions
- Are skilled at nonverbal communication
- See situations from different perspectives
- Create positive relationships with others
- Resolve conflicts in group settings

Student Council, House
Captains , Club incharges

Musical/Rhythmic Intelligence



- **Ability to produce and appreciate music**
- **Think in sounds, rhythms, and patterns**
- **Respond to music and sounds**



People with musical intelligence:

- Enjoy singing and playing musical instruments
- Recognize musical patterns and tones easily
- Remember songs and melodies

SELF SMART

INTRAPERSONAL



- ✓ People who learn best through **metacognitive practices** such as getting in touch with their feelings and self motivation.
- ✓ They are **able to concentrate and be mindful.**

Metacognitive Approach

Before

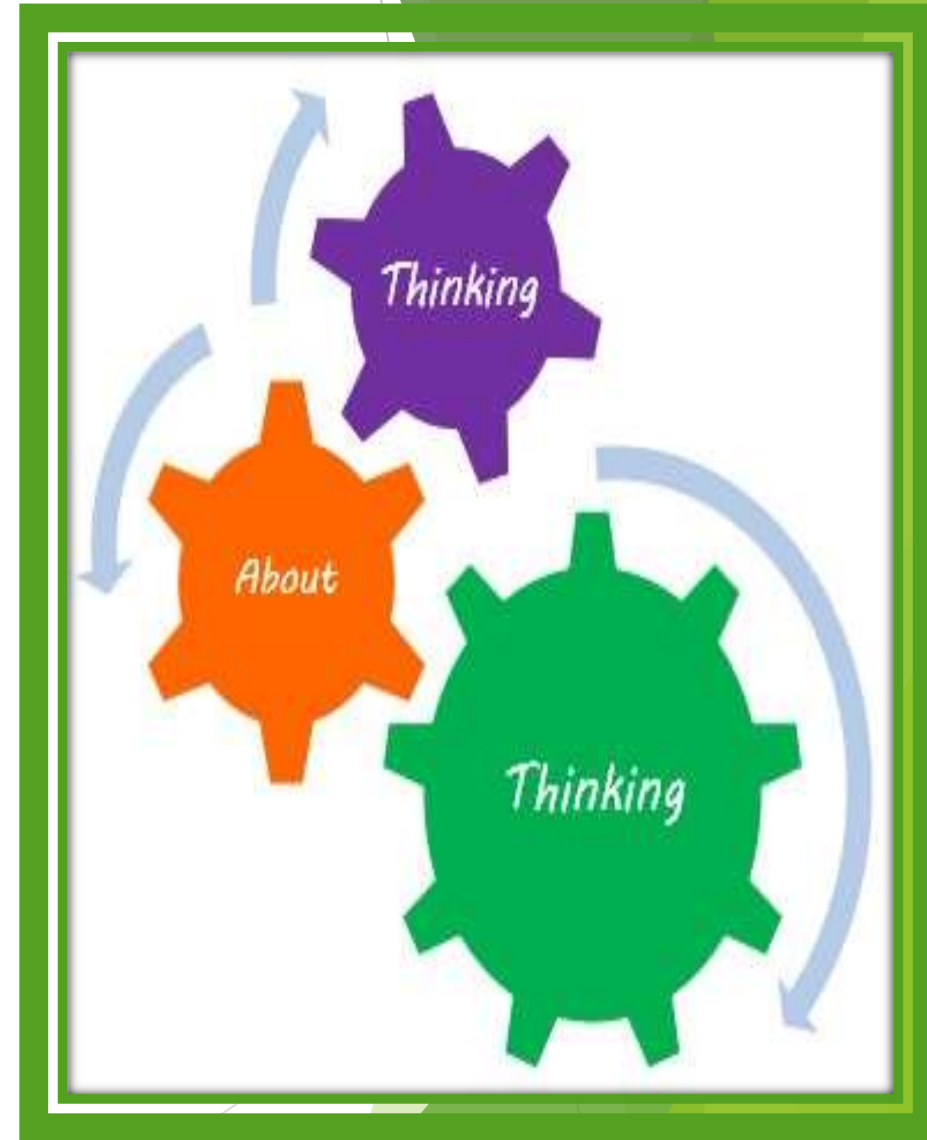
1. Have I done something like this before?
2. Think about existing strengths + strategies
3. Set goals- what do I want to achieve?

During

1. Trial and error
2. Reflection- is the strategy working for me?
2. Can I change anything?
3. Am I meeting my goals?

After

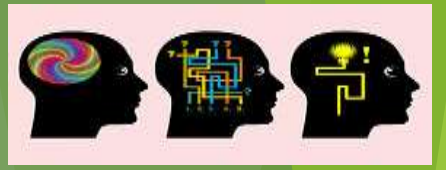
1. What worked well?
2. Is there anything I can improve or alter
3. Embed into workflow
4. Apply to different tasks



D n A



diversity and ability



Students with intrapersonal intelligence:

- Analyze their strengths and weaknesses well
- Enjoy analyzing theories and ideas
- Have excellent self-awareness
- Understand the basis for their own motivations and feelings
- Good at writing Journals/blogs/portfolio making/research driven/ inquiry driven work

NATURE SMART

NATURALISTIC

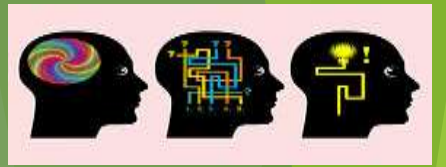


Naturalistic Learner

Learns better by:

- * Studying outside
- * Smelling, seeing touching, tasting
- * Observing natural phenomenon





People with naturalistic intelligence:



- Categorize and catalog information easily
- Enjoy camping, gardening, hiking, and exploring the outdoors
- Dislike learning unfamiliar topics that have no connection to nature

Existential Intelligence

Existential intelligence can be defined as the ability to be sensitive to, or have the capacity for, conceptualizing or tackling deeper or larger questions about human existence, such as the meaning of life, why are we born, why do we die, what is consciousness, or how do we get here.

Existential
Intelligence



Not surprisingly, major figures in history are among those who may be said to have high existential intelligence,



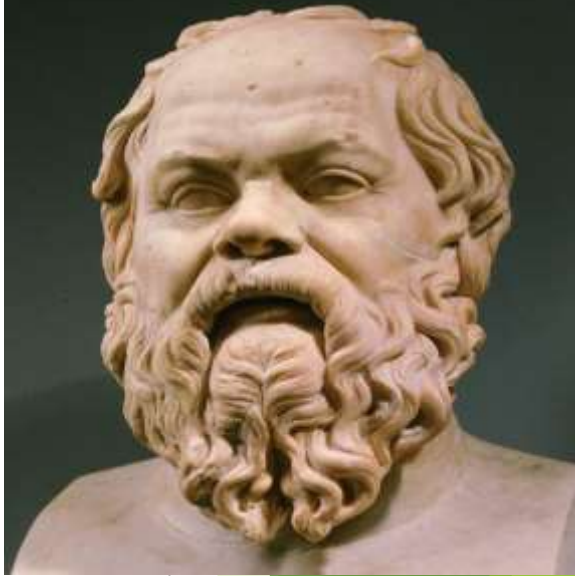
**St Augustine
Algerian/Roman
Philosopher**



Buddha



Jesus Christ



Socrates
Greek Philosopher
*Why is that happening?
How do you know this?
Show me ... ?
Can you give me an
example of that?
What do you think
causes ... ?
What is the nature of
this?
Are these reasons good
enough?*

How to inculcate Existential Intelligence in Classroom

Make connections between what is being learned and the world outside the classroom.

Provide students with overviews to support their desire to see the big picture.

Have students look at a topic from different points of view.

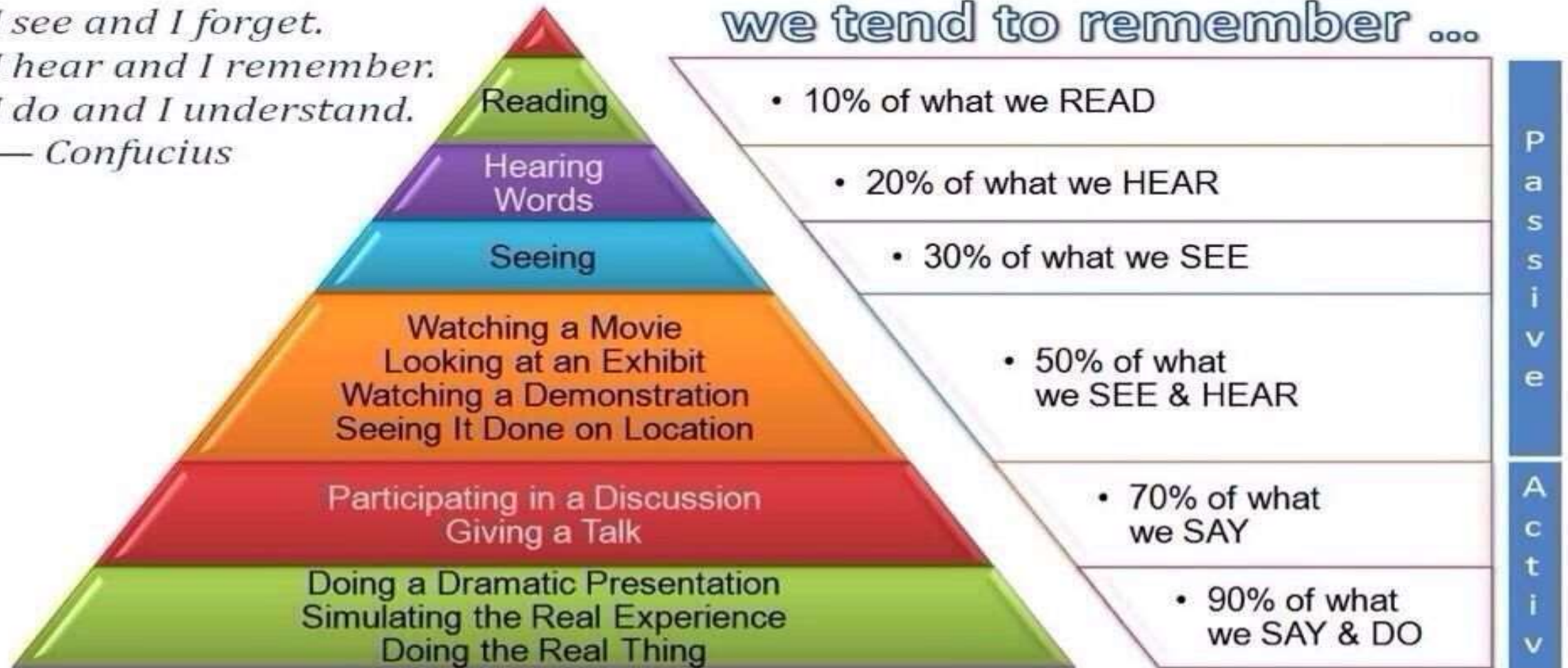
Have students summarize the information learned in a lesson.

Have students create lessons to teach their classmates information.

The Cone of Learning

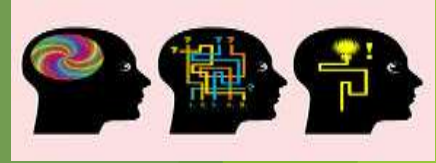
*I see and I forget.
I hear and I remember.
I do and I understand.*
— Confucius

After 2 weeks,
we tend to remember ...



Source: Edgar Dale (1969)

RECOMENDATIOND FOR EDUCATORS



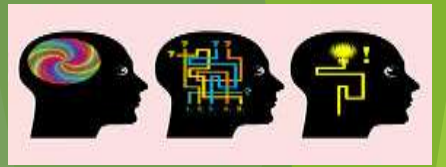
DO's

Acquaint with your students' strengths

This could be done with the following:

- ❖ “All About Me” projects
- ❖ Surveys
- ❖ Interviews with students
- ❖ Presentations about self-interests
- ❖ Conducting MI test

DO's



➤ **Diversify lessons/Pluralize the teaching**

Give students multiple ways to access information: Not only will your lessons be more engaging, but students will be more likely to remember information that's presented in different ways

➤ **Individualize your lessons**

Avoid a one-size-fits-all method of teaching, and think about students' needs and interests.

DO's

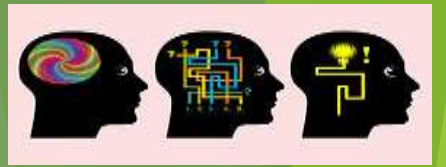
➤ **Incorporate the arts into your lessons:**

Schools often focus on the linguistic and logical intelligences, but we can nurture student growth by letting them express themselves in different ways. Visual & performing arts must be integrated in scholastic teaching.

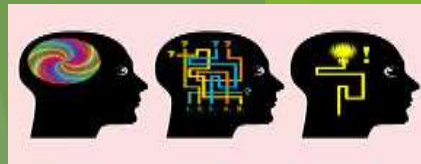
DONT's

➤ **Label students with a particular type of intelligence:**

By pigeonholing students, we deny them opportunities to learn at a deeper, richer level. Labels—such as “book smart” or “visual learner” can be harmful as this will discourage students from exploring other ways of thinking and learning, or from developing their weaker skill



ASSESSMENT



- ▶ **Variety** - Use different tools, procedures, and instruments to assess.
- ▶ **Give it time** - Look at this process as a gathering of evidence, not a one-and-done assessment.
- ▶ **You're never finished** - Think you've figured out which MI the child exhibits, Chances are, he or she has characteristics of many and will show those strengths during differing tasks
- ▶ **Build a team** - Having a team of professionals who are part of the process gives opportunities for many objective eyes to determine strengths and weaknesses.

MOLE CONCEPT

Type of Intelligence	Activities
Musical	Compose a song/sing a song
Mathematical	Tarsia puzzle on numericals on mole concepts Download Tarsia formulator http://www.mmlsoft.com/index.php/products/tarsia
Linguistic	Put up the notice for the missing monster called “Mole” on the school notice board by President of Chemistry club
Visual	T-shirt designing on mole concept
Interpersonal	Celebration of Mole day 23 October from 6.23 am to 6.23 pm

What are Choice Boards

Choice Board is an instructional strategy based on the concept of differentiation that permits students to progress at their own pace and have a choice over what they learn and how they interrelate with the content.

Simple tips for teachers to design and implement Choice Boards in the classroom

- 1. Identify the learning objectives and learning outcomes of a unit of study.**
- 2. Determine student readiness, interests, learning styles and needs**
- 3. Design nine different activities that meet students' various interests, needs and learning styles. Arrange each activity so it has its own grid on the Tic-Tac-Toe board.**
- 4. Out of 9 grids, choose the middle square as non-negotiable, the one activity that the teacher wants every student to complete.**
- 5. Students must complete three tasks, one of which must be the one in the middle. Tasks must be completed in a vertical, horizontal or diagonal Tic-Tac-Toe row.**
- 6. When creating the Tic-Tac-Toe Choice Boards, make sure to frame activities that cater to every learning style such as Arrange the activities on a Tic-Tac-Toe template based upon its appropriate usage.**

8. Give each student a paper/digital version of the Tic-Tac-Toe with clear instructions
9. Prompt students to pick their learning style and activities which are appropriate for them.
10. In case of a multi-day assignment, consider creating a personal development plan or a calendar for students to monitor their progress throughout the activity.
11. While students are working through their activities, use the time to individually interact with students on their progress, queries, sticking points, etc.
13. Provide students with a rubric for the areas of growth and achievement planned to assess for each designed activity.
14. Consider the assessment options for students (self-assessment, peer assessment, formative assessment) and introduce the assessment options to students for their better understanding.

Name: _____

Literacy Contract

Select an activity and color the box when complete.

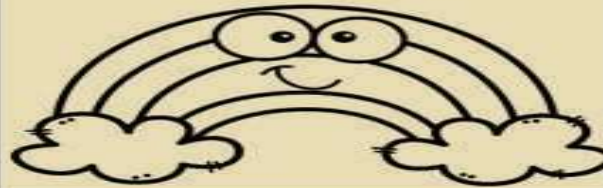
Read to Self

Write how you felt when you read the book.



Spelling

Write your spelling words in rainbow colors.



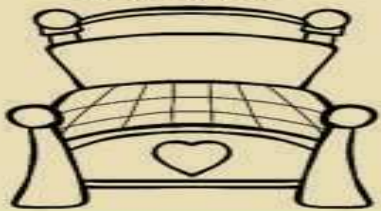
Journal

Write about your weekend.



Label

Draw and label your bedroom.



Reading

Read with a buddy.



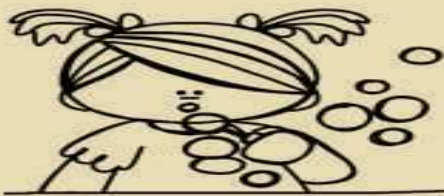
Spelling

Write your words in bubble writing.



Spelling

Draw pictures for 5 of your spelling words.



Vocabulary

Write a list of 10 nouns you can see at school.



Silent Reading



Water: The life giving liquid

Choice Board

Advertisement

Write an advertisement
To install a Rain water harvesting plant depicting its importance to people.



**LOGICAL
INTELLIGENCE**

Computer project

Make a Google slide presentation
appreciating the importance of water as a life-giving liquid.



**VISUAL-SPATIAL
INTELLIGENCE**

Newspaper Report

Prepare a newspaper report on a recent incident of a flood or a drought in our country. Describe in the report how these incidents affected the people. What steps did the government take to mitigate the effect of flood or drought in the affected regions?



**SPATIAL
INTELLIGENCE**

Rap or Song

Create a rap or a song that communicates the uses of water.



**MUSICAL
INTELLIGENCE**

Poster

Create a poster on ways to conserve water



**INTERPERSONAL
INTELLIGENCE**

Project time

Create your own water cycle. Take photos and make a slide show explaining this project.



**NATURALIST
INTELLIGENCE**

History

The Indus Valley Civilisation, that flourished about 5,000 years ago, had the most sophisticated urban water supply in the world. Find out more such information and pen it down on a piece of paper.



**EXISTENTIAL
INTELLIGENCE**

Tension Experiment

How many drops of water can fit on a penny surface? Using a dropper, carefully put a few drops of water over a coin till it starts spilling. Count the number of drops on the coin before spilling. Write the explanation enumerating the property of water behind this experiment.



**LOGICAL
INTELLIGENCE**

Bottle Snake

Cut the bottom of the plastic bottle and cover it with a piece of towel. Dip the cut end of the bottle into the bubbling mixture. Blow through the bottle opening and watch the bubbles snake down



**BODILY-
KINESTHETIC
INTELLIGENCE**

Benefits of Using Choice Boards

Give students autonomy and choice in their learning

Increase student ownership and provides teachers with opportunities to differentiate and support students

Students get the power to choose “how” to learn a particular subject or concept.

Allow students to work on the activities at their own pace.

Enables teachers to identify and hone students' interests and preferences to stimulate active learning and student engagement

Freedom encourages students to be more responsible, accountable and independent in their learning.

Pros and Cons of Choice Board

Pros	Cons
This differentiation is effective for both gifted students and students with special needs.	Teachers require more time for lesson planning.
Students take ownership of learning.	Schools may require resource mobilization to implement this strategy.
Student Engagement in learning inclines to be robust because it addresses the children as equal individuals.	Many schools lack professional development resources to properly orient the teaching staff.

THANKS