Sharing Methodologies, Attitudes, Responsibilities and Thinking (SMART)

Multiple Intelligences

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0. Introduction

SMART is the acronym for de Sharing Methodologies, Attitudes, Responsibilities and Thinking, a KA219 project funded by Erasmus+, in which two European schools from Island and Spain worked together during two school years (2017-2019) sharing good practices in the room through the use of different active methodologies tasks. Further information about the techniques used could be found in the project website.

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During this project, each part Will develop a SMART guide both in English and Spanish according to the following themes:

- Spain:
  - SMART – *Cooperative Learning*
  - SMART – *Multiple Intelligences.*
- Island:
  - SMART – *School Journal.*
  - SMART – *Musical.*

The objective of this guide is sharing a Good practice out of the SMART Project between teachers, offering them the means to increase the students' interest about different contents of different areas through the use of methodologies that try to place the student in the centre of the teaching learning process, no matter which knowledge area we are speaking about. Therefore, we will encourage the development of the students' competences.

1. Summary

In this document we present an activity framed within the methodology of multiple intelligences, in order to show to Icelandic students how we approach this perspective at all stages our school.

To do so, a summary video will be shown in which the different intelligences will be introduced. They will then be divided into small groups, and assigned a different intelligence to work on how to promote its development. Finally, a common reflection will be made to strengthen what has been learned in a small group and to enrich their knowledge through the work of other groups.

2. Materials and methods

The materials used for the workshop developed are the following:

1. Video presentation on multiple intelligences (https://www.youtube.com/watch?v=s2EdujrM0vA)
2. Multi-intelligence worksheet for group activity design.

As mentioned above, we are developing a Multiple Intelligences workshop, whose author is Howard Gardner. According to this approach, intelligence could be divided into different types:

1. Logical-mathematical intelligence: related to the ability to solve logical-mathematical problems, where mechanisms of mathematical operations and reasoning


Picture 1: Icelandic students during the activity introduction
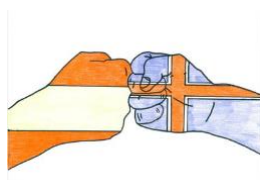
are involved. This is the intelligence that could be directly related to traditional intelligence tests.

2. Linguistic-verbal intelligence: related to language fluency, words meaning, syntactic order and phonetics and phonology.

3. Visual-verbal intelligence: linked to imagination, is the ability to create mental models of shapes, colors and textures. People with strength in this intelligence have ease to transform images in their minds, creating designs, pictures, diagrams...

4. Body-kinetic intelligence: ability to control the body and to perform physical activity and sport, where coordination, rhythm, body control, etc. are required.

5. Musical intelligence: ability to create sounds, rhythms, melodies, emotional expression and feelings through music.

6. Interpersonal intelligence: linked to the relationship with others, empathy, interpretation of facial expressions.

7. Intrapersonal intelligence: the ability to relate to ourselves, understand our emotions and self-control.

8. Naturalistic intelligence: natural environment comprehension, scientific observation from areas such as Biology, Geology or Astronomy.
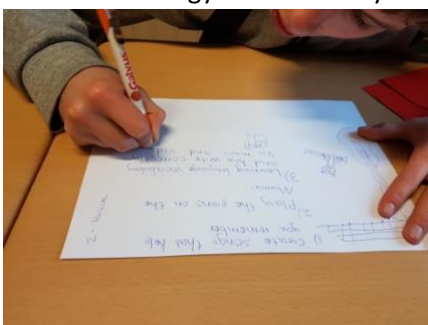
Picture 2: Icelandic student designing activities for the development of the body-kinetic intelligence

From this perspective, each person is considered to have a different learning style, characteristic for having strengths in different fields. These strengths make difference on how each student understands and develops their knowledge. For this reason, following this idea, our school is all about addressing each content from several perspectives in order to make it easier for them to understand what they need to learn.

Once we have addressed what the methodology is about, we go on to describe the organization of the session and the activities carried out at all times. For more specific information on multiple intelligences see annexes.

The total duration of the activity is estimated to be 30 minutes. First of all, we should point out that the language targeted was Spanish, since it was an activity to encourage its use by Icelandic students. However, given the difficulty of the subject, the session has been developed predominantly in English.

1. Multiple intelligences video presentation (5 min): we should play the video presentation (link is provided above). This is a clear and concise summary of each of the multiple intelligences. Prior to playback, each group is already assigned a

Picture 3: Icelandic students paying attention to partners presentation

different intelligence so that in the video they focus their attention on the one that has touched them to go thinking ideas.

2. Small group work (10 minutes): They will think within the group what activity or activities could be developed in the classroom to work on any content, relative to the assigned intelligence.

3. Sharing (5 minutes): Each group will expose to the class the activity or activities that could be developed to promote the work of each of the intelligences.

4. Final reflection (5 minutes): a large group reflection is made on the usefulness of the activity carried out and also to ensure that they have understood one of the main
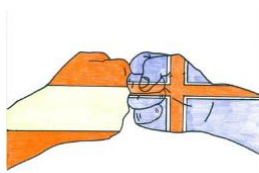
methodologies that characterize the line of work of the center.

Picture 4: Final reflection to think about the relevance of the activity

3. Results and evaluation

At first students found some difficulties in thinking about activities to work each of the intelligences. They were used to work according to this methodology but not to think about what they do, so they did not know how to identify the intelligences within the activities they normally do. Once the help was offered, they understood better what was asked and began to emerge interesting proposals for each of the intelligences addressed.

## 4. Acknowledgements

5. References

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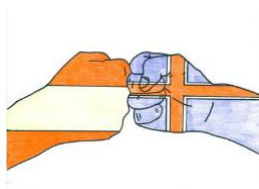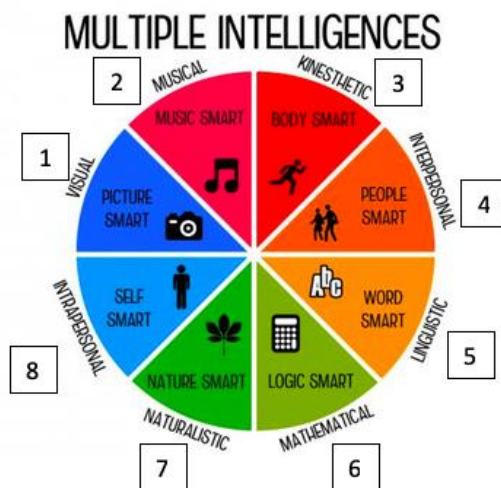
Annex

Annex I: Worksheet 1: Multiple Intelligences

SMART – Proyecto Erasmus+
Taller Inteligencias Múltiples

Vérzlo – CODEMA

These are the 8 multiple intelligences according to Howard Gardner:

MULTIPLE INTELLIGENCES

2 MUSICAL — MUSIC SMART
3 KINESTHETIC — BODY SMART
1 VISUAL — PICTURE SMART
4 INTERPERSONAL — PEOPLE SMART
5 LINGUISTIC — WORD SMART
8 INTRAPERSONAL — SELF SMART
7 NATURALISTIC — NATURE SMART
6 MATHEMATICAL — LOGIC SMART

Describe here the activity we can use to develop the intelligence that has been selected for you:

Name of the intelligence:.....………………………………………………………….

Activity/Game: