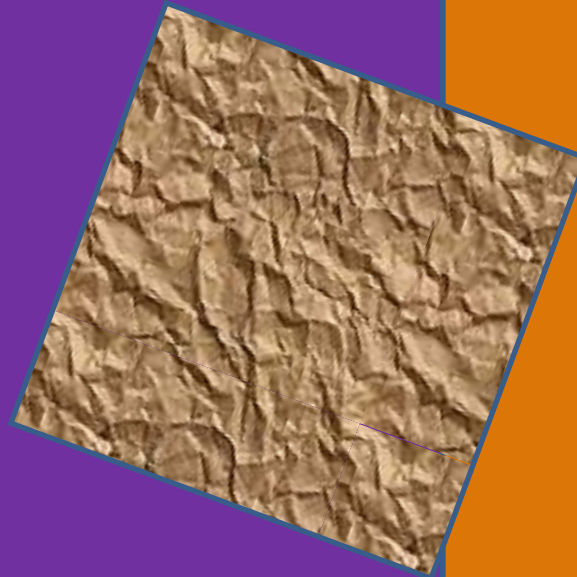
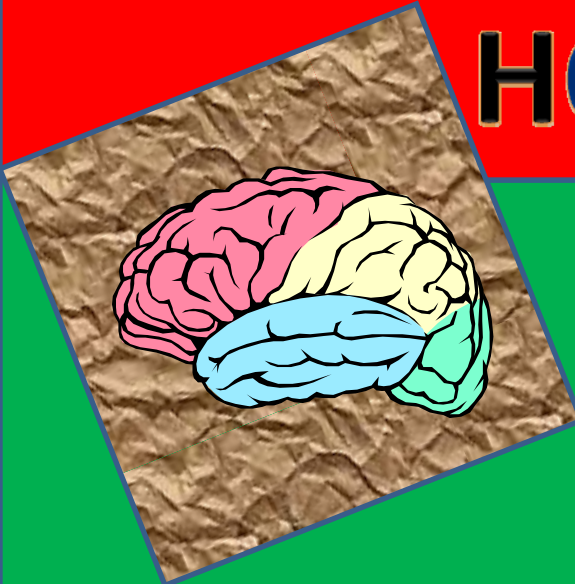


# Focus Project

**HOWARD GARDNER**



**Monique  
Preciado  
EDGS 5500  
Spring 2010**

# HOWARD GARDNER

The purpose of this project is to **REVIEW** Gardner's theory of *Multiple Intelligences*, and to **LEARN** more about his ideas about *5 Minds for the Future*.

By reading about Gardner I hope to get some ideas about how I can **better** my teaching practices.

\*\* Before beginning the focus project, I had read, and incorporated the idea of Multiple Intelligences into my everyday teaching.

## Philosophical and Historical Perspectives

In the 1900's Alfred Binet came up with the idea that people's intelligences could be quantifiable and measured, just as we measure ones' height and weight. His discovery is what we now call the "intelligence quotient" measured by the "intelligence test." (Note: IQ is measured by mental age divided by chronological age and multiplied by 100)

## Multiple Intelligences

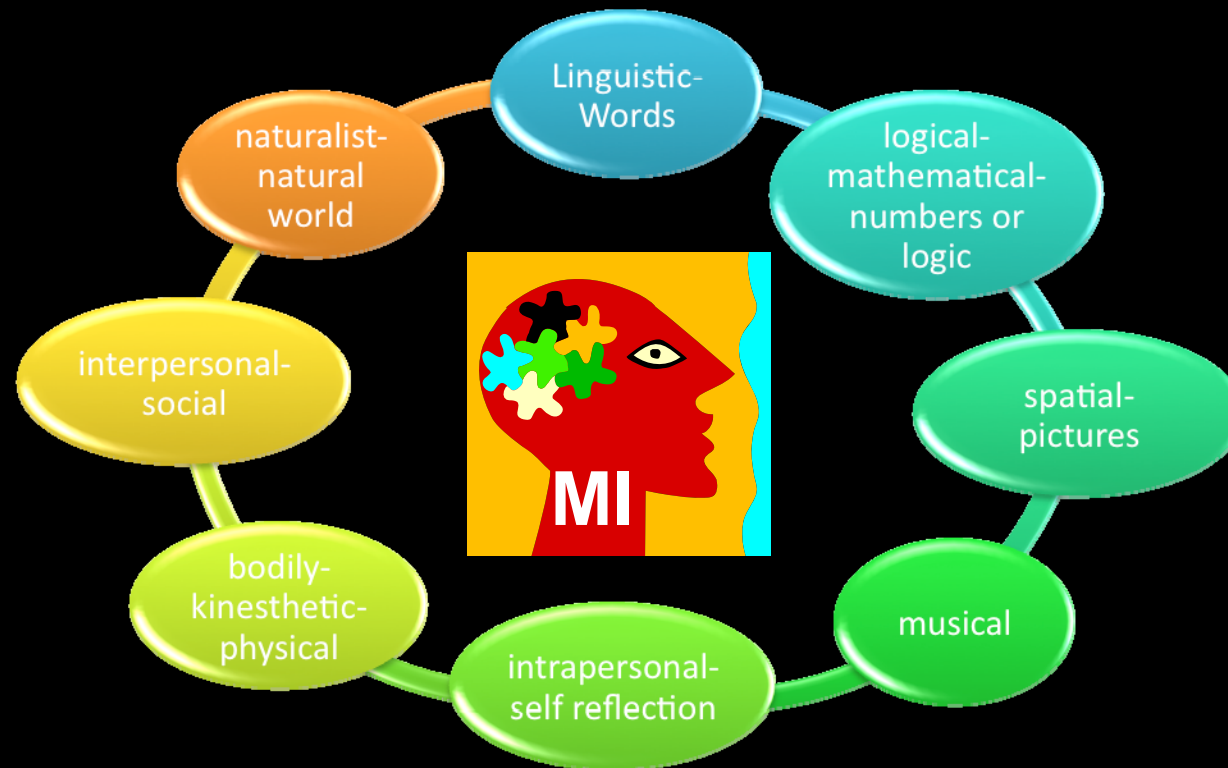


Gardner's theory proposed a major shift in thought, cognitive science (the study of the mind), and neuroscience (the study of the brain) were not sciences that existed in Binet's time (Gardner, 1999). Gardner's alternative theory to intelligence recognizes several different cognitive strengths and cognitive styles. His ideas suggest "intelligence" as being multifaceted. He describes intelligence "in terms of a set of abilities, talents, or mental skills, which more adequately reflect the data of human 'intelligent' behavior" (Gardner 1999).

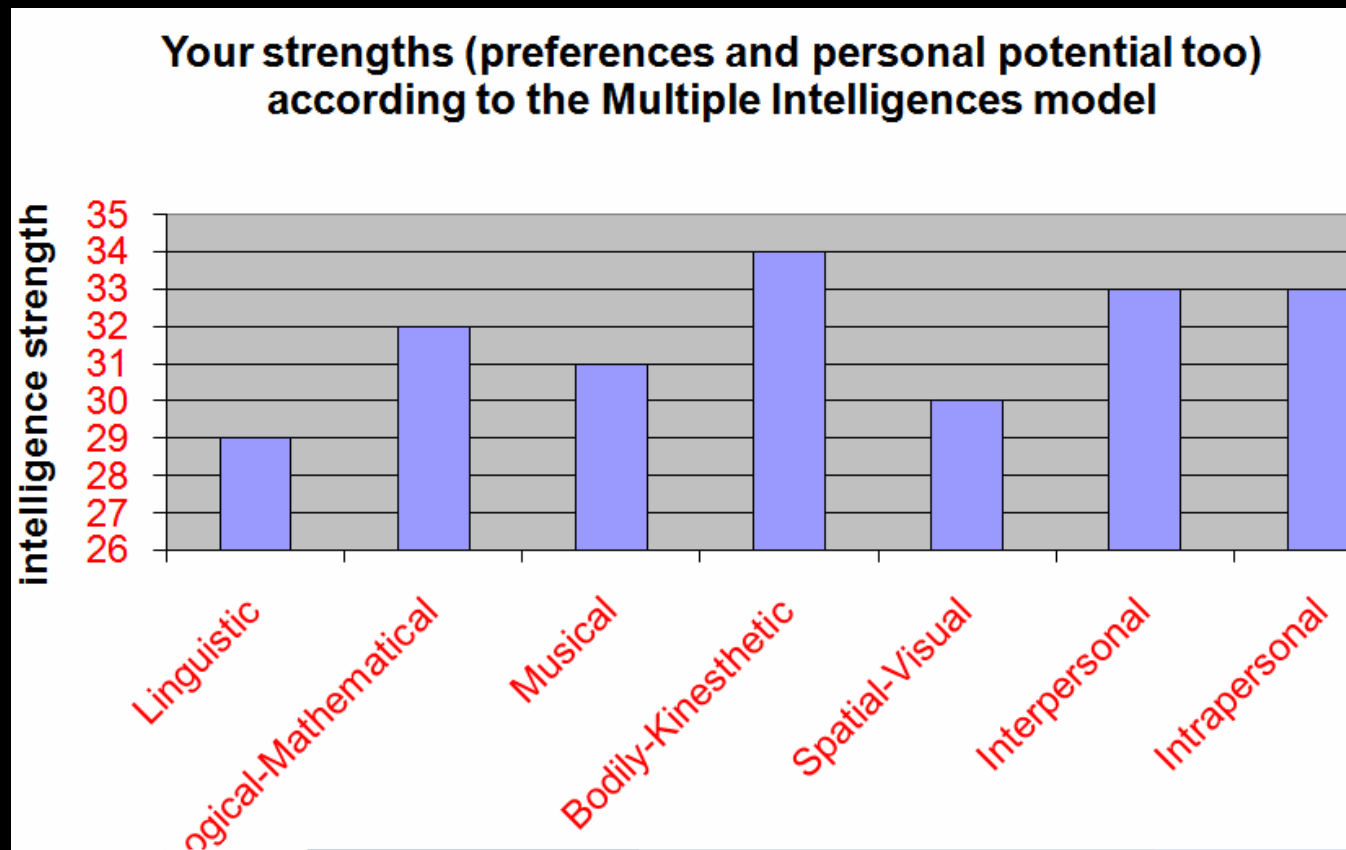
In 1983 Gardner's MI Theory was developed . His ideas proposed a broader scope of intelligence.

### Theory Behind the Model:

- Humans possess varying amounts of intelligences
- Intelligences are located in different areas of the brain
- MI's can be nurtured & strengthened, or ignored and weakened.



Ran across a Gardner centered test...couldn't help but take it☺



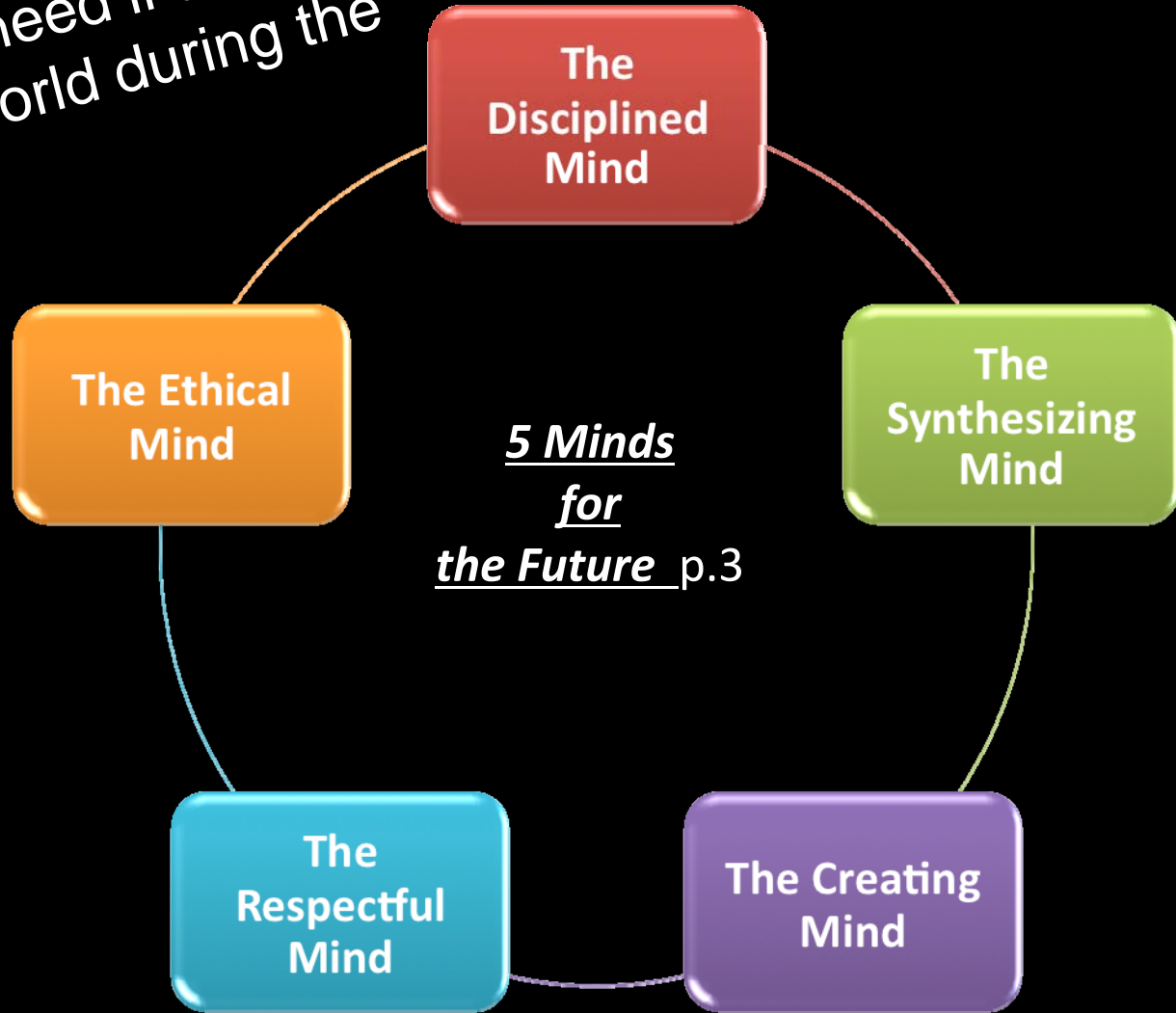
<http://www.businessballs.com/howardgardnermultipleintelligences.htm#multiple%20intelligences%20tests>



Pretty accurate, however, my linguistic and musical should probably be switched.

# Howard Gardner

According to Gardner the kinds of minds that he describes are the ones that “people will need if they (we) are to thrive in the world during the eras to come”



### **The Ethical Mind:**

“conceptualizes how workers can serve purposes beyond self-interest and how citizens can work unselfishly to improve the lot of all.”



### **The Creating Mind:**

“breaks new ground, new ideas, unfamiliar questions, fresh ways of thinking, unexpected answers... creations must find acceptance.”



## **Summary of The Minds**

5 Minds for the Future.p3

### **The Synthesizing Mind:**

“takes info...understands it, evaluates it objectively, makes sense out of it for herself and others.”



### **The Respectful Mind:**

“notes and welcomes differences between humans...seeks to work effectively with them...all interlinked.”



### **The Disciplined Mind:**

“mastered at least one way of thinking; discipline, craft, or profession”



“I think of myself as more of a fox than a hedgehog,” Gardner says. “A fox does many things, a hedgehog does one. I do lots of things.”(Ed Magazine)

**A FEW CITATIONS OF CONTRIBUTION PUBLISHED BY GARDNER**

**\*5 MINDS FOR THE FUTURE (2008)**

**The Development and Education of the Mind (2006)**

**The Disciplined Mind (1999)**

**\*Multiple intelligences (1993)**

**Creating Minds (1993)**

**Leading Minds (1995)**

**Extraordinary Minds (1997)**



**Resources used \***

<http://www.howardgardner.com/books/books.html>



## A FEW CITATIONS WRITTEN ABOUT GARDNER

[http://www.gse.harvard.edu/news\\_events/ed/2008/fall/features/gardner.html](http://www.gse.harvard.edu/news_events/ed/2008/fall/features/gardner.html) (Ed Magazine)\*

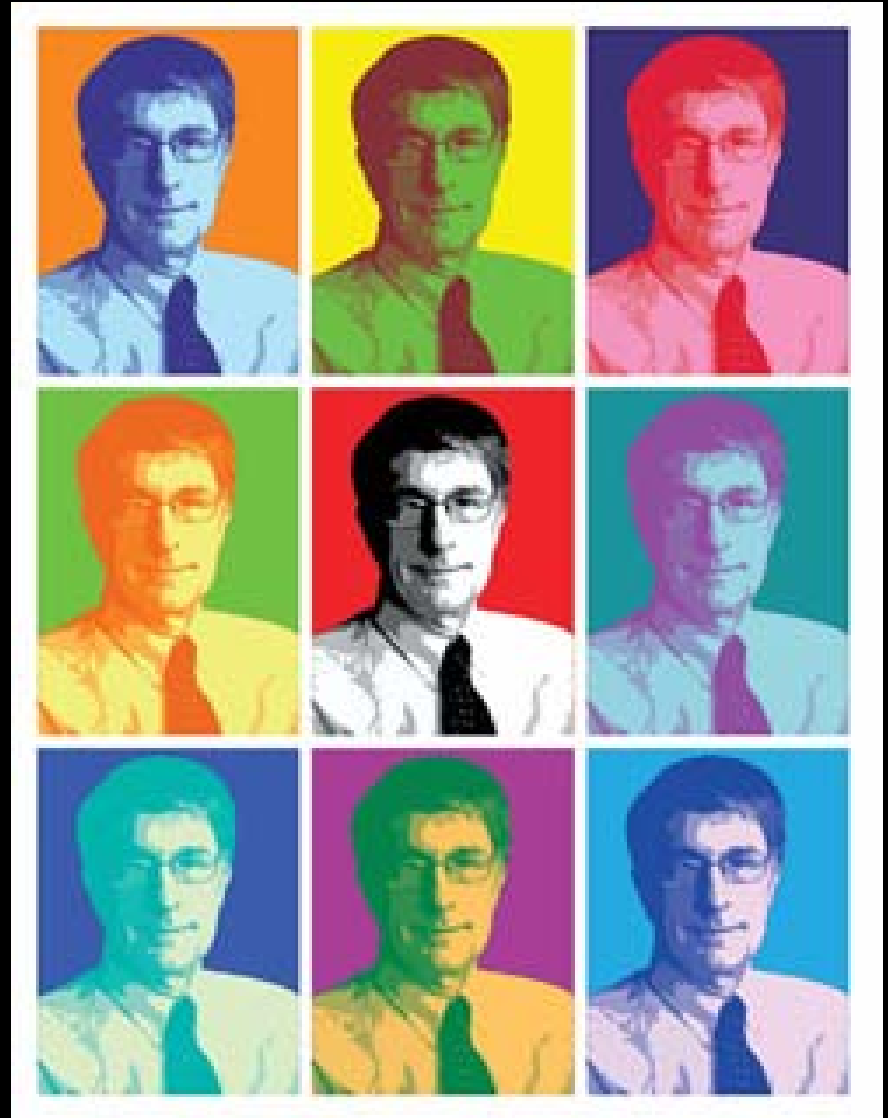
[http://www.gse.harvard.edu/faculty\\_research/profiles/profile.shtml?vperson\\_id=316](http://www.gse.harvard.edu/faculty_research/profiles/profile.shtml?vperson_id=316) (profile)\*

<http://www.brr.com.au/event/1ACD/60122/27697/wmp/e39dcpuj7c> (5 Minds Interview-podcast)\*\*

<http://www.howardgardner.com/books/books.html> (book summaries)

<http://www.edutopia.org/multiple-intelligences-introduction> (article and blog)

<http://eduscapes.com/tap/topic68.htm> (great site lots of information; including new projects)\*



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I first read Gardner, when I was taking courses for my credential. Every word that came off the page was an Aha! for me. It totally made sense! The idea of people having different modes of learning, and how different modes worked for them better than others. The idea that all modes should be taken into consideration when planning a lesson for students. His ideas of “intelligences” go hand-in-hand in my opinion, with active engagement, and collaborative learning ideas.

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In a lesson where students are asked to reflect independently, share with a partner, represent their findings in a picture or in written form...MI, MI, MI! Those types of lessons have the idea of Multiple Intelligences written all over. Having students take information, and write a poem, or a song to present the information, MI! Using Total Physical Response, every chance possible, MI! I think it's good practice to incorporate Gardner's ideas into everyday lessons. Active engagement won't be an issue if multiple modes of learning are being focused on.

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When discussing the 5 Minds, I feel that Gardner has again managed to, “hit the nail on the head.” The Minds are very different from his MI ideas, but equally important. He conveys that teaching of the Minds are old concepts . Concepts that were previously taught in educational institutions, dropped, and now are being pushed back in. It is understood that our society is not as it was in the past; people are not as respectful, ethical, synthesizing, creative, or focused in their disciplines (if they have a discipline) as before. Character Education, is something that many schools are getting back into, and with good reason! Gardner states that in order for us to be successful in the future as a person, and as a people, we will need to develop these minds, with the understanding that we live in an interconnected world, were we must strive to be active, lifelong learners, who can appreciate the value of more than just ourselves.