

Multiple Intelligences & Learning Styles

Senior Strategies

Multiple Intelligences & Learning Styles

Overview

On the next several pages there are two different checklists. One is for multiple intelligences, and the other is for learning styles. It is beneficial for students to have an idea of what their dominant intelligences are and what their preferred learning style is. Knowing that information will help students make choices about their learning environment and study habits and will challenge them to grow.

Encourage students to go with their instincts when filling out the checklists. They should not spend too much time deliberating over any one question. When everyone has finished and has calculated the scores for each category, spend some time explaining the strengths and weaknesses of each learning style. You can present the learning style information to the whole class on overhead transparencies, or you may wish to make them into handouts.

Howard Garner, multiple intelligences and education:
www.infed.org/thinkers/gardner/htm

"An Explanation of Learning Styles and Multiple Intelligences (MI)"
www.ldpride.net/learningstyles.mi.htm

> "Learning styles are simply different approaches or ways of learning".
> "Conceived by Howard Gardner, Multiple Intelligences are seven different ways to demonstrate intellectual ability".

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Name _____
Hour _____

Multiple Intelligences Checklist

Directions: Read through the following Multiple Intelligences Checklist. Check "Yes" for those items that are most often true about you. Remember to go with your instincts when filling out the checklist. Don't linger on any question for too long.

At the end of each intelligence, write down any other unmentioned things about you that represent your strength in that particular intelligence.

Complete this section after finishing the checklist.

Dominant Intelligences:

(The categories where you had the most checkmarks)

_____

_____

_____

Remember:

- Every person possesses all eight intelligences.
- Most people can develop each intelligence to an adequate level of competency.
- Intelligences usually work together in complex ways.
- There are many ways to be intelligent within each intelligence.

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Linguistic

	Yes	No
You enjoy word play. Making puns, tongue twisters, limericks.	____	____
You read everything- books, magazines, newspapers, even product labels.	____	____
You can easily express yourself either orally or in writing, i.e. you're a good story-teller or writer.	____	____
You pepper your conversation with frequent allusions to things you've read or heard.	____	____
You like to do crosswords, play Scrabble, or have a go at other word puzzles.	____	____
People sometimes have to ask you to explain a word you've used.	____	____
In school you preferred subjects such as English, history and social studies.	____	____
You can hold your own in verbal arguments or debates.	____	____
You like to talk through problems, explain solutions, and ask questions.	____	____
You can readily absorb information from the radio or CDs.	____	____

Logical-Mathematical

	Yes	No
You enjoy working with numbers and can do mental calculations.	____	____
You're interested in new scientific advances.	____	____
You can easily balance your checkbook; do the household budget.	____	____
You like to put together a detailed itinerary for vacations or business trips.	____	____
You enjoy the challenge of brainteasers or other puzzles that require logical thinking.	____	____
You tend to find the logical flaws in things people say and do.	____	____

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Logical-Mathematical cont.

	Yes	No
Math and science were among your favorite subjects in school.	____	____
You can find specific examples to support a general point of view.	____	____
You take a systematic, step-by-step approach to problem-solving.	____	____
You need to categorize, group or quantify things to properly appreciate their relevance.	____	____

Visual-Spatial

	Yes	No
You have an appreciation of the arts.	____	____
You tend to make a visual record of events with a camera or camcorder.	____	____
You find yourself doodling when taking notes or thinking through something.	____	____
You have no problem reading maps and navigating.	____	____
You enjoy visual games such as jigsaw puzzles and mazes.	____	____
You're quite adept at taking things apart and putting them back together.	____	____
In school you liked lessons in art and preferred geometry to algebra.	____	____
You often make your point by providing a diagram or drawing.	____	____
You can visualize how things look from a different perspective.	____	____
You prefer reading material that is heavily illustrated.	____	____

Musical

	Yes	No
You can play a musical instrument.	____	____
You can manage to sing on key.	____	____

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Musical cont.

	Yes	No
Usually, you can remember a tune after hearing it just a couple of times.	____	____
You often listen to music at home and in your car.	____	____
You find yourself tapping in time to music.	____	____
You can identify different musical instruments.	____	____
Theme music or commercial jingles often pop into your head.	____	____
You can't imagine life without music.	____	____
You often whistle or hum a tune.	____	____
You like a musical background while you're working.	____	____

Bodily-Kinesthetic

	Yes	No
You take part in a sport or regularly perform some kind of physical exercise.	____	____
You're quite adept at "do-it-yourself."	____	____
You like to think through problems while engaged in a physical pursuit such as walking or running.	____	____
You don't mind getting up on the dance floor.	____	____
You like the most thrilling rides at the fun fair.	____	____
You need to physically handle something to fully understand it.	____	____
The most enjoyable classes in school were PE and any handicrafts lessons.	____	____
You use hand gestures or other kinds of body language to express yourself.	____	____
You like rough and tumble play with children.	____	____
You need to tackle a new learning experience "hands on" rather than reading a manual or watching a video.	____	____

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INTERpersonal

	Yes	No
You enjoy working with other people as part of a group or committee.	____	____
You take great pride in being a mentor to someone else.	____	____
People tend to come to you for advice.	____	____
You prefer team sports- such as basketball, softball, soccer, football- to individual sports such as swimming and running.	____	____
You like games involving other people- bridge, Monopoly, Trivial Pursuit.	____	____
You're a social butterfly. You would much prefer to be at a party rather than at home alone watching television.	____	____
You have several very close personal friends.	____	____
You communicate well with people and can help resolve disputes.	____	____
You have no hesitation in taking the lead; showing other people how to get things done.	____	____
You talk over problems with others rather than trying to resolve them by yourself.	____	____

INTRA-personal

	Yes	No
You keep a personal diary or log to record your innermost thoughts.	____	____
You often spend "quiet time" reflecting on the important issues in your life.	____	____
You have set your own goals- you know where you're going.	____	____
You are an independent thinker- you know your own mind, make up your own mind.	____	____
You have a private hobby or interest that you don't really share with anyone else.	____	____

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INTRA-personal cont.

	Yes	No
You like to go fishing by yourself or take a solitary hike. You're happy with your own company.	____	____
Your idea of a good vacation is an isolated hilltop cabin rather than a five-star resort and lots of people.	____	____
You have a realistic idea of your own strengths and weaknesses.	____	____
You have attended self-improvement workshops or been through some kind of counseling to learn more about yourself.	____	____
You work for yourself- or have seriously contemplated "doing your own thing."	____	____

Naturalistic

	Yes	No
You keep or like pets.	____	____
You can recognize and name many different types of trees, flowers and plants.	____	____
You have an interest in and good knowledge of how the body works-where the main internal organs are, for example, and you keep abreast on health issues.	____	____
You are conscious of tracks, nests and wildlife while on a walk and can "read" weather signs.	____	____
You could envision yourself as a farmer or maybe you like to fish.	____	____
You are a keen gardener.	____	____
You have an understanding of, and interest in, the main global environmental issues.	____	____
You keep reasonably informed about developments in astronomy, the origins of the universe and the evolution of life.	____	____
You are interested in social issues, psychology and human motivations.	____	____
You consider that conservation of resources and achieving sustainable growth are two of the biggest issues of our times.	____	____

When deciding on roommates you may want to review these traits. Are you compatible? To learn more about Multiple Intelligences check out www.infed.org/thinkers/gardner/htm

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What Are Learning Styles?

- Learning styles apply to all persons of all ages.
- There is no connection between your learning style and whether you are male or female.
- There are no right or wrong styles. But people can use their styles in an inappropriate or negative way.
- It is important to match your learning style to what you have to learn so that you may learn with efficiency and effectiveness.
- It is important not to match your learning style all the time or you will not learn how to adjust to different situations.
- When you're not successful learning through one approach, try to approach the task from a different style instead of getting angry with the teacher or the assignment or blaming yourself for not being smart.
- There is no connection between learning style and intelligence.
- Most learning situations require use of a certain style.
- Most people use their natural style instead of the style required by the learning situation.
- People can learn to use style flexibility.
- Open communication and discussion are effective ways to solve problems between people with different styles.
- People have a right to be themselves but a responsibility to respect others.
- Every person has elements of all styles in them. No one is completely just one style.

For more information about learning styles check out
www.ldpride.net/learningstyles.mi.htm

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Name _____
Hour _____

Learning Styles - Ways I Like To Learn

Place a 4 next to the sentence that you really like to do, place a 3 next to the sentence you like to do sometimes, place a 2 next to the sentence that you don't like to do very much, and place a 1 next to the sentence you don't like to do at all. Remember, you may like more than one thing in each group. It is not necessary to have a 1,2,3,4 for every group.

___a. I enjoy checking off things as I finish them.
___b. I enjoy talking about what I'm learning in a group.
___c. I enjoy playing games to learn new things.
___d. I enjoy reading.

___a. I like to make outlines.
___b. I like to see videos to learn new things.
___c. I like to solve puzzles.
___d. I like listening to a teacher tell me about new things.

___a. I enjoy making charts or tables and graphs.
___b. I enjoy working with my friends in a group.
___c. I enjoy making up new things no one ever thought of before.
___d. I enjoy working alone.

___a. I like to write down what I've learned in just a few words.
___b. I like to do work that I can put my name on.
___c. I like to study new things by myself that the class isn't learning.
___d. I like to write long papers about something that interests me.

___a. I enjoy collecting lots of facts.
___b. I enjoy pretending I'm other people so I can understand them better.
___c. I enjoy doing experiments.
___d. I enjoy working in the library.

___a. I like to work in labs.
___b. I like to imagine or pretend I'm someone or somewhere else.
___c. I like to come up with answers different than anyone else's.
___d. I like to take notes.

___a. I enjoy working on computers.
___b. I enjoy writing short essays on something I'm interested in.
___c. I enjoy having a choice about what I study.
___d. I enjoy writing short papers on facts.

___a. I like to read about how to do something.
___b. I like to draw pictures about what I've learned.
___c. I like to study things that have no right or wrong answers.
___d. I like to study and learn everything about something I'm interested in.

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WAYS I LIKE TO LEARN SCORING SHEET

Add all the numbers to your A answers and place the total here _____ (CS)

Add all the numbers to your B answers and place the total here _____ (AR)

Add all the numbers to your C answers and place the total here _____ (CR)

Add all the numbers to your D answers and place the total here _____ (AS)

STYLE PROFILE

Circle the number you scored for each category or write it in where it would land on the scale.

Concrete Sequential (CS)

(weak) 8_ _ _16_ _ _ 24_ _ _ 32 (strong)

Abstract Sequential (AS)

(weak) 8_ _ _16_ _ _ 24_ _ _ 32 (strong)

Abstract Random (AR)

(weak) 8_ _ _16_ _ _ 24_ _ _ 32 (strong)

Concrete Random (CR)

(weak) 8_ _ _16_ _ _ 24_ _ _ 32 (strong)

LEARNING STYLE: Abstract Random

Natural abilities include:	• Having the ability to reflect • Being flexible • Being sensitive • Having an imagination and using it to create • A preference for being part of a group
AR's learn best when they:	• Can work and share with others • Have assignments requiring information • Balance work with play • Have a non-competitive atmosphere • Can communicate with others
AR's may have trouble:	• Giving exact answers • Memorizing • Working within time limits • Organizing parts • Focusing on one thing at a time
To expand their style, AR's need to:	• React less emotionally to time limits • Look before they leap • Attend to important details • Stick with a decision and follow through • Include objective data in making decisions

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LEARNING STYLE: **Abstract Sequential**

Natural abilities include:	• Debating points of view • Gathering information, analyzing ideas • Being a patient learner • Judging value or importance • Finding answers
AS's learn best when they:	• Have access to references and experts • Follow traditional procedures • Can work alone • Are respected for intellectual ability • Rely on lecture notes and do library research
AS's may have trouble:	• Working in groups effectively • Writing creatively • Being criticized • Facing the unpredictable • Convincing others diplomatically
To expand their style, AR's need to:	• See the humorous side of life • Accept imperfection • Place grades in perspective • Explore personal feelings • Consider alternatives, choices

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LEARNING STYLE: **Concrete Random**

Natural abilities include:	• Experimenting to find answers • Creating change • Independence • Curiosity • Creating unusual approaches
CR's learn best when they:	• Are self-directed • Use trial-and-error approaches • Produce real, yet imaginative, products • Are competitive • Use open-ended activities
CR's may have trouble:	• Pacing, meeting time limitations • Choosing one answer • Keeping detailed notes • Following a lecture with no chance for interaction • Having few options or choices
To expand their style, CR's need to:	• Learn to prioritize • Bring projects to fruition • Delegate responsibility • Accept others' ideas as they are • Not make promises they can't keep

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LEARNING STYLE: Concrete Sequential

Natural abilities include:	• Working step-by-step • Planning, organizing • Following directions • Creating practical products • Getting the facts
CS's learn best when they:	• Have an orderly environment • Face predictable situations • Can trust others to follow through • Can apply ideas in a practical way • Are given approval for specific work
CS's may have trouble:	• Choosing from many options • Acting without specific rules • Understanding feelings • Answering "what-if" questions • Dealing with opposing views
To expand their style, CS's need to:	• Express their own feelings • Not react to first impressions • Get explanations of others views • Work with an organized divergent thinker • Set reasonable limits on expectations

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Notes on Concrete Sequential:

Live in the real, physical world— for a CS "seeing is believing."

CS's like to know what's going to happen— they like things to stay the same. They want events to have a beginning, a middle, and an end. They don't like to just "start anywhere" nor do they like meetings without closure.

If they're frustrated, CS's tend to get "pushy."

They like to make lists and check off what they've done.

Usually CS's are calm, cool, collected. They tend to be responsible and dependable. They abide by laws and expect to receive tangible rewards for their efforts: money, recognition, awards.

Everything has a reason for a CS— everything can be explained. If a CS is unhappy, they believe the reason is external— something that actually happened to them— and they like to explain the reason.

CS's only want things to change if there is a good reason— if it can be proven or shown that the change will be more effective or efficient.

CS's set high standards for themselves. They like things to be quiet and orderly. They have a low tolerance for distractions.

They don't like academic or theoretical discussions— they want practical solutions.

CS's are intolerant of people who break rules, who don't keep promises, or people who procrastinate. They are always on time and they seldom lose things.

CS's are rare compliment givers— they expect things to be done well.

We need CS's because they make us get to work and keep us organized and on task.

Notes on Concrete Random:

CR's like change. Something different is exciting.

"WHY?" is their favorite word. "WHY NOT?" are their two favorite words.

CR's tend to be very independent people and they look for options and choices. They want to know all the possibilities before making a decision. CR's love to do six things at once. They get bored if they have to do one routine task over and over.

They're intuitive— understand quickly the relationship between things or among people. They usually understand quickly how things work or go together.

CR's are risk takers, especially if they can manage or control the circumstances. They can be very competitive.

CR's have difficulty following but they don't necessarily want to be leaders either. Mostly they want to do it their own way.

Others may have difficulty following a CR's thinking because CR's tend to jump around— they operate by trial and error.

Process is important to a CR— generally more important than the product. They want to know,"How did we get here?" "How can we get to where we want to be?" CR's prefer a stimulus rich environment.

We need CR's because they'll come up with a new, better way to do things and they'll encourage us to try new things, to take risks. They'll forge ahead when the rest of us would be happy to stay behind.

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Notes on Abstract Sequential:

AS's want things in their proper place. Holiday celebrations should be at home with the family, not in restaurants. They like to follow tradition.

They like to gather lots of information—their recreation is intellectual persuits —learning things. They like to get things "right" and search out all the facts.

AS's have one standard—excellence. But AS's tend to be absent minded. Their minds work quickly but they tend to forget things and lose things.

They like to ask questions—where did you get the information? How do you know that? What are your credentials?

They like to read and their favorite reading material is historical books and other works of non-fiction. They don't have much time for novels or poetry.

AS's can appear to "sit on the fence", because they often won't make a decision or take a side until they have all the information.

AS's need solitude to focus and study. They tend not to like group work or cooperative learning.

They do have strong feeling but they tend to keep them to themselves and focus on facts.

We need AS's because they will make sure we get all the information before we make decisions and they will encourage us to do quality work.

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Notes on Abstract Random:

Tend to be emotional— live in the world of feelings. People with strong ESP or clairvoyance (if you believe in that sort of thing) would be AR's. They have "intuition."

They want to be "free to be me."

AR's are collectors— they have collections of rocks, or birds, or books— they read fiction and poetry.

They develop rapport with other people easily— share inner thoughts and feelings immediately. They love to talk about their "reactions" to things and they tend to have reactions to everything.

They want everybody to be happy and comfortable— it bothers them if someone else is unhappy or in a bad mood.

AR's are good listeners- they make good counselors. They are also enthusiastic and have high energy especially if they like what they are doing.

They like lots of color, activity— they don't like rules— but they love surprises. They are the animal and plant lovers of the world.

AR's are sometimes criticized for being too emotional. People, especially sequentials, will say AR's are "flighty."

AR's can be flamboyant— even outrageous in their behavior (and in their dress). They tend to view others who are not as "lively" as they are as "boring."

We need AR's because they remind us to care about each other, that how people feel as we work together is as important as accomplishing the task.

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Name_____

What Kind of a Student Are You?*

To find out what kind of a student you are, read the following 10 questions and put check marks in the spaces that best describe you. This will take about 2 minutes.

	Always	Sometimes	Never
1. I complete homework assignments.	_____	_____	_____
2. I have all necessary materials when I go to class (book, pencil, pen, paper)	_____	_____	_____
3. I use the time teachers give us in class to get started on homework.	_____	_____	_____
4. I take good notes.	_____	_____	_____
5. I ask and answer questions in class.	_____	_____	_____
6. I use tricks to memorize information.	_____	_____	_____
7. After reading an assignment in a textbook, I know what I've read.	_____	_____	_____
8. I get along well with my teachers.	_____	_____	_____
9. I am good at taking tests.	_____	_____	_____
10. I am happy with my grades.	_____	_____	_____

Give yourself 2 points for each *Always* response, 1 point for each *Sometimes* response, and 0 points for each *Never* response. Add up your score. **Score** _____

*From booklet: "How to Get Good Grades"

20-15 points: You are a very good student. You have established good habits. Specific attention to specific skills may help you raise your grades even higher.

14-10 points: You are a student who could be getting better grades. Focusing on specific study skills will enable you to improve your grades significantly.

9-4 points: You're probably not getting very good grades. You can change that. It could even change how you feel about school.

3-0 points: Your grades may be a disaster. Credits may be lost and will have to be made up. Ask your Freshman Focus teacher for specific ideas in addition to those above to help you to "Study Smart".