



The theory of multiple intelligences also has **strong/firm/hard** implications for adult learning and development. Many adults find themselves in jobs that do not make **maximal/better/optimal** use of their most **best/highly/fearlessly** developed intelligences (for example, the highly bodily-kinesthetic individual who is stuck **on/at/in** a linguistic or logical **desk/table/cubicle** job when he or she would be much happier in a job where they could move **around/in/up**, such as a recreational leader, a forest ranger, or physical therapist). The theory of multiple intelligences gives adults a **whole/total/complete** new way to look at their lives, examining potentials that they **forgot/missed/left** behind in their childhood (such as a love for art or drama) but now have the opportunity to develop **through/from/between** courses, hobbies, or other programs of self-development (see [7 Kinds of Smart](#)).

How to Teach or Learn Anything 8 Different Ways

One of the most remarkable **features/areas/components** of the theory of multiple intelligences is how it **offers/contains/provides** *eight different potential pathways* to learning. If a teacher is having difficulty **engaging/reaching/succeeding** a student in the more traditional linguistic or logical **ways/method/systems** of instruction, the theory of multiple intelligences suggests several other ways **from/for/in** which the material might be presented to **facilitate/teach/suggest** effective learning. Whether you are a kindergarten teacher, a graduate school instructor, or an adult learner **seeking/looking/searching** better ways of pursuing self-study on any subject of interest, the same **formal/basic/unique** guidelines apply. Whatever you are teaching or learning, see how you might connect it with

- words (linguistic intelligence)
- numbers or logic (logical-mathematical intelligence)
- pictures (spatial intelligence)
- music (musical intelligence)
- self-reflection (intrapersonal intelligence)
- a physical experience (bodily-kinesthetic intelligence)
- a social experience (interpersonal intelligence), and/or
- an experience in the natural world. (naturalist intelligence)

For example, if you're teaching or learning about the law of supply and demand in economics, you might read about it (linguistic), study mathematical **sums/equations/formulas** that express it (logical-mathematical), examine a graphic chart that **illuminates/illustrates/draws** the principle (spatial), observe the law in the natural world (naturalist) or in the human world of commerce (interpersonal); examine the law in **terms/consequence/connection** of your own body [e.g. when you supply your body with lots of food, the hunger **urge/supply/demand** goes down; when there's very little supply, your stomach's demand for food goes way up and you get hungry] (bodily-kinesthetic and intrapersonal); and/or write a song (or find an **existing/existent/ existence** song) that **shows/reveals/demonstrates** the law (perhaps Dylan's "Too Much of Nothing?").



You don't have to teach or learn something in all eight ways, just see what the possibilities are, and then decide which particular pathways interest you the most, or seem to be the most effective teaching or learning tools. The theory of multiple intelligences is so intriguing because it expands our horizon of available teaching/learning tools beyond the conventional linguistic and logical methods used in most schools (e.g. lecture, textbooks, writing assignments, formulas, etc.). To get started, put the topic of whatever you're interested in teaching or learning about in the center of a blank sheet of paper, and draw eight straight lines or "spokes" radiating out from this topic. Label each line with a different intelligence. Then start brainstorming ideas for teaching or learning that topic and write down ideas next to each intelligence (this is a spatial-linguistic approach of brainstorming; you might want to do this in other ways as well, using a tape-recorder, having a group brainstorming session, etc.). Have fun!

<http://vrml.k12.la.us/survey.html>

Before you check your answers,

Talking points

From what you have read about multiple intelligences, do you think the idea makes sense?
What different ways of learning have you tried? What was most successful?
Are there any ideas here you would like to try?



Check your answers

The theory of multiple intelligences also has strong implications for adult learning and development. Many adults find themselves in jobs that do not make optimal use of their most highly developed intelligences (for example, the highly bodily-kinesthetic individual who is stuck in a linguistic or logical desk-job when he or she would be much happier in a job where they could move around, such as a recreational leader, a forest ranger, or physical therapist). The theory of multiple intelligences gives adults a whole new way to look at their lives, examining potentials that they left behind in their childhood (such as a love for art or drama) but now have the opportunity to develop through courses, hobbies, or other programs of self-development (see 7 Kinds of Smart).

How to Teach or Learn Anything 8 Different Ways

One of the most remarkable features of the theory of multiple intelligences is how it provides *eight different potential pathways* to learning. If a teacher is having difficulty reaching a student in the more traditional linguistic or logical ways of instruction, the theory of multiple intelligences suggests several other ways in which the material might be presented to facilitate effective learning. Whether you are a kindergarten teacher, a graduate school instructor, or an adult learner seeking better ways of pursuing self-study on any subject of interest, the same basic guidelines apply. Whatever you are teaching or learning, see how you might connect it with:

- ◆ words (linguistic intelligence)
- ◆ numbers or logic (logical-mathematical intelligence)
- ◆ pictures (spatial intelligence)
- ◆ music (musical intelligence)
- ◆ self-reflection (intrapersonal intelligence)
- ◆ a physical experience (bodily-kinesthetic intelligence)
- ◆ a social experience (interpersonal intelligence), and/or
- ◆ an experience in the natural world. (naturalist intelligence)

For example, if you're teaching or learning about the law of supply and demand in economics, you might read about it (linguistic), study mathematical formulas that express it (logical-mathematical), examine a graphic chart that illustrates the principle (spatial), observe the law in the natural world (naturalist) or in the human world of commerce (interpersonal); examine the law in terms of your own body [e.g. when you supply your body with lots of food, the hunger demand goes down; when there's very little supply, your stomach's demand for food goes way up and you get hungry] (bodily-kinesthetic and intrapersonal); and/or write a song (or find an existing song) that demonstrates the law (perhaps Dylan's "Too Much of Nothing?").

You don't have to teach or learn something in all eight ways, just see what the possibilities are, and then decide which particular pathways interest you the most, or seem to be the most effective teaching or learning tools. The theory of multiple intelligences is so intriguing because it expands our horizon of available teaching/learning tools beyond the conventional linguistic and logical methods used in most schools (e.g. lecture, textbooks, writing assignments, formulas, etc.). To get started, put the topic of whatever you're interested in teaching or learning about in the center of a blank sheet of paper, and draw eight straight lines or "spokes" radiating out from this topic. Label each line with a different intelligence. Then start brainstorming ideas for teaching or learning that topic and write down ideas next to each intelligence (this is a spatial-linguistic approach of brainstorming; you might want to do this in other ways as well, using a tape-recorder, having a group brainstorming session, etc.). Have fun!