Multiple Intelligences
& Extraordinary Instructors

Guy Rossi
PSTF Staff
Objectives

At the conclusion of this module of instruction the adult learner will be able to list orally or in writing:

1. Five of the eight “Multiple Intelligences”
2. The five characteristics of an “Extraordinary Instructor.”
Binet

- I.Q. testing initially became popular for screening applicants in the military during WWI.
- Has I.Q. testing “pigeon holed” the learning process?

Alfred Binet
1857-1911
Dr. Howard Gardner

- 1983 Developed Multiple Intelligence Theory.
- Prof. Of Ed. Harvard Graduate School
- Prof. Of Neurology
- Boston Univ. Medicine
Dr. Howard Gardner

- His theories are based on research performed on normal, gifted and brain damaged individuals.
Generic Definitions of Intelligence (Gardner)

• Intelligence is the capacity to do something useful in the society in which we live.

• Intelligence is the ability to respond successfully to new situations and the capacity to learn from one’s past experiences.
Dr. Gardner’s Defines Intelligence as:

- The ability to solve problems, or to fashion products, that are valued in one or more cultural or community settings.
  - The problem solving skill allows one to approach a situation in which a goal is to be obtained and to locate the appropriate route to that goal.
According to Dr. Gardner

There are at least eight relatively autonomous intellectual capacities that apply an approach to problem solve and create products
Linguistic Learners are Word Smart
- Reading
- Filling in blanks
- Rhyming
- Poetry
• LOGICAL-MATHEMATICAL

• Pattern seeking in words
• Sequence, Structure and Organization
• Lists
• Diagrams
• Rules
VISUAL/SPATIAL

- Picture Smart
- Seeing, visualizing
- Words in color
- Pictures of words
- 3 dimensional mind
BODILY-KINESTHETIC

- Body Smart
- Move and feel
- Physical sensations
- Act out stories/words
MUSICAL

- Music Smart
- Patterns of words
- Sounds of words
- Put story to music
INTERPERSONAL (AKA SOCIAL)

- Peer reading
- Group reading
- Role play
- Read aloud
- Predict what might happen
- Retell a story
INTRAPERSONAL (AKA SELF)

- Ponders and reflects
- Knowledge of self
- Focus on overall meaning
- Read silently
- Identify purpose of the reading
NATURALIST

- Living systems smart
- Reading in natural settings
- Words, stories about nature
Objective 1 – Eight MI’s

1. Linguistic
2. Logical – Mathematical
3. Visual-Spatial
4. Bodily-Kinesthetic
5. Musical
6. Interpersonal (Social)
7. Intrapersonal (Self)
8. Naturalist
Extraordinary Instructors

Guy Rossi, PSTF Staff

http://web.monroecc.edu/grossi/
The key to all education is…

Development
Q: What qualities do you consider those of an extraordinary instructor? Examples?
Value Statements

• It is more than being just a great speaker
• The value of mentorship in law enforcement
• My personal mentors
“Learning rests not upon the teaching skills of the leader, not upon scholarly knowledge of the field, not upon curricular planning, not upon use of audiovisual aids, not upon the programmed learning used, not upon lectures and presentations, not upon an abundance of books, though each of these might one time or another be utilized as an important resource. No, the facilitation of significant learning rests upon certain attitudinal qualities that exist in the personal relationship between the facilitator and the learner.”

Carl Rogers
Instructors that demonstrate Unconditional Positive Regard

- Think back and you will find all of the teachers whom you’ve looked up to possessed a similar trait.
- They encouraged “active learning” and are comfortable using different mediums to deliver the message.
- They were able to relate to both the lowest and highest common denominator in the class.
Adult Education Concepts

- A teacher is a facilitator of learning
- The interaction between the student and instructor is “student centered”
- Recognizing student attitudes and feelings
- Viewing the learning process from the student point of view
Adult Education Concepts

• Mentor your students
• Establish a time to interact outside of the classroom
• Encourage critical analysis
  – Agree to disagree demonstrating mutual respect
  – Synthesis likely occurs outside of the classroom (hallway classrooms)
  – Encourage interaction even if it is contrary to what is being instructed
Five Characteristics of Extraordinary Instructors

Demonstrate a great passion for their work
Five Characteristics of Extraordinary Instructors

They know what to teach, how to teach and how to improve
Five Characteristics of Extraordinary Instructors

They excel at creating exciting classroom environments
Five Characteristics of Extraordinary Instructors

They connect exceptionally well with their students
Five Characteristics of Extraordinary Instructors

Extraordinary Instructors challenge the students to reach their full potential
Objective 2

Characteristics of an Extraordinary Instructor:

1. Demonstrate a great passion for their work
2. They know what to teach, how to teach and how to improve
3. They excel at creating exciting classroom environments
4. They connect exceptionally well with their students
5. Extraordinary Instructors challenge the students to reach their full potential
Questions????

- Thank you.