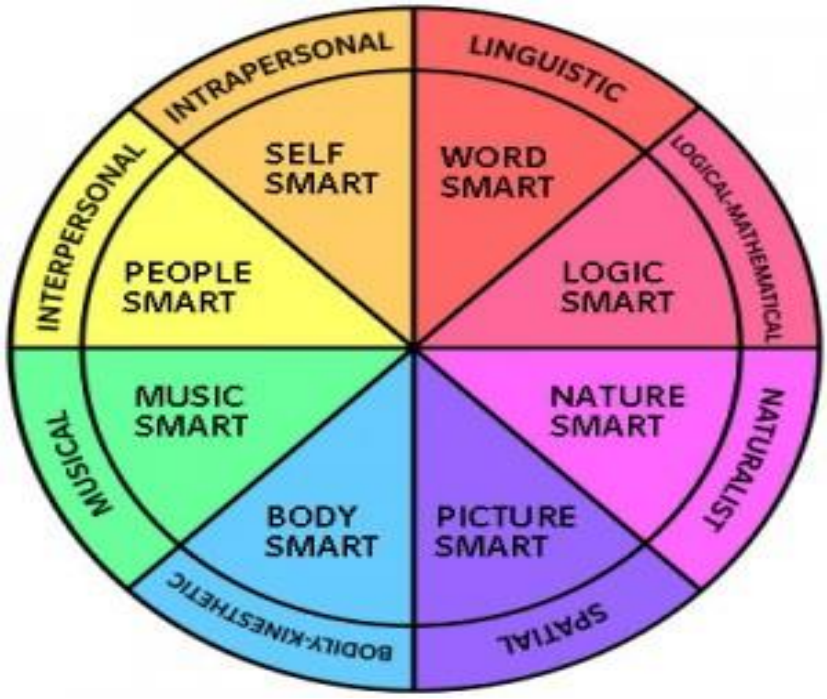
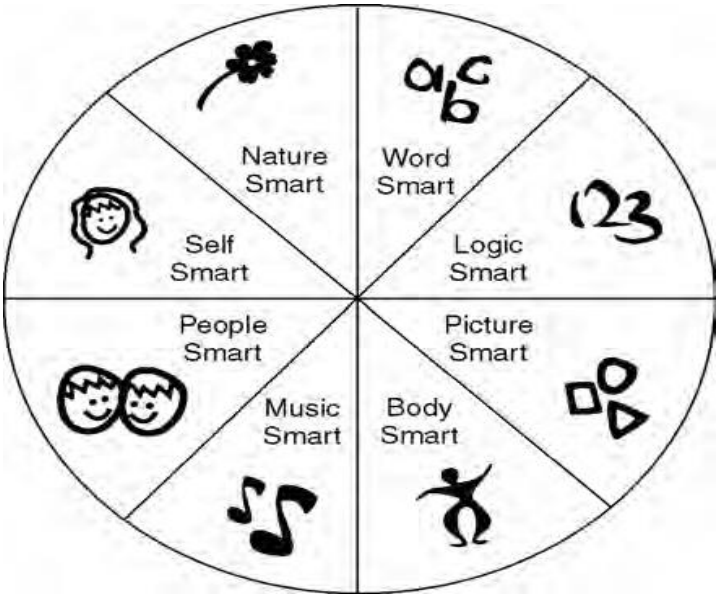
Howard Gardner's MI model according to the Theory of Multiple Intelligences (1983)



(source:http://learn2b.ro/wp-content/uploads/2011/05/multiple_intelligences)



Multiple intelligences 'pizza'

Source: Armstrong, T. (2009), *Multiple Intelligences in the Classroom* (3rd edition), Alexandria, VA: Association for Supervision and Curriculum Development

Verbal/linguistic intelligence is the ability to have a mastery of language, i.e., to communicate both in speaking and writing in an effective manner, to learn new languages, to remember information and do word processing on a computer. People who have a strong verbal/linguistic intelligence manipulate well the syntax, the phonology, the semantics and the pragmatic dimensions or practical uses of languag. They are keen on reading, writing, telling stories or playing word games. People with linguistic intelligence often choose careers like teachers, interpreters, lawyers, editors, journalists, linguists, poets, novelists, radio or television announcers, politicians, librarians.

Logical-mathematical intelligence is the ability to think about things in a logical, systematic manner, use numbers effectively, explore relationships, such as cause and effect, make connections and make experiments to examine things. People who prefer to use their logical-mathematical intelligence think by reasoning and they like to solve abstract problems and often do so by trial and error. Many tend to be familiar with scientific principles and methods. Logical-mathematical people can see patterns in thought and logic as well as in nature. Like a painter or a poet, a mathematician is a maker of patterns. To Gardner's way of thinking, the logical-mathematical skill is one among a set of intelligences, but one no superior to others. Suitable careers for this type of intelligence are scientists, mathematicians, computer programmers, economists, engineers, accountants, statisticians or science teachers.

Visual/spatial intelligence is the ability to comprehend mental models, manipulate and model them spatially and draw them in detail. People who prefer to use this kind of intelligence have a visual mind and would rather draw a picture than write a paragraph. They enjoy rearranging the furniture in their house. The spatially intelligent people think in images and pictures and see things that other people probably miss. They notice colours, shapes and patterns and how light falls on the objects. There is a productive interaction between logical-mathematical and spatial intelligences in areas like chess, engineering and architecture. In visual intelligence, the sense of the whole is of central importance. It would be very interesting to say that visual/spatial intelligence is not limited to visual domains. Gardner indicates that it is also formed in blind children. This intelligence is evident in the activity of painters, engineers, architects, graphic artists, mechanics, photographers, sculptors, hunters, scouts, guides, pilots, navigators, interior decorators or inventors.

Bodily-kinaesthetic intelligence is the ability to use body language skilfully to express ideas and feelings, to solve problems, create products or present emotion. It completes a trio of object-related intelligences: logical-mathematical, spatial and bodily. People with a preference for this kind of intelligence generally have skills such as strength, balance endurance, flexibility and coordination. They are good at acting out plays and doing laboratory experiments (Teele 2000). Therefore, bodily-kinaesthetic intelligence challenges the popular belief that mental and physical activities are unrelated. People with bodily-kinaesthetic intelligence might become dancers, actors, mimes, swimmers, athletes, football players, fire fighters or surgeons.

Musical/rhythmic intelligence is the ability to recognize and use the nonverbal sounds: pitch and rhythm. Gardner believes that musical intelligence has its own developmental trajectory, although it is very strongly connected to linguistic and mathematical intelligence. People who are musically intelligent can usually hear the music in their heads and learn songs quickly. They like to play musical instruments or spend hours listening to music on the radio or CDs. People with a strong musical intelligence often choose careers as musicians, music therapists, composers, music teachers, conductors, piano tuners, studio engineers or disc jockeys.

Interpersonal intelligence is the ability to be empathetic and to cooperate skilfully and effectively with others, but also to convince others in order to achieve personal objectives. People with a high preference for interpersonal intelligence always have a talent for understanding other people's feelings, thoughts, motivations, moods, needs and struggles . They use this skill to help and comfort people, but also to manipulate and persuade people. Interpersonal intelligence is manifested to high degrees among salespeople, lawyers, politicians, business executives, travel agents, diplomats, social workers, religious leaders and school principals.

Intrapersonal intelligence is the ability for self-analysis and reflection. It is the capacity to understand and know oneself and to be able to quietly contemplate and assess one's accomplishments. People with a preference for interpersonal intelligence like to ponder questions like: "Who am I?" or "What is the meaning of my dream?" Their goal is to understand themselves. In order to do this, they take the time to become aware of the many different emotions that live inside of them. Gardner uses the term "sense of self" as a

reference to the balance struck by people – and cultures – between their inner feelings and the pressures of the others. According to Gardner, a developed sense of self is the highest achievement of human being. Through formal tutoring or through literature, rituals and other forms, individuals are helped to make discriminations about their own feelings or about the others. People with this kind of intelligence often become therapists, psychologists, entrepreneurs, writers, philosophers and religious leaders.

Naturalistic intelligence was integrated by Gardner in the MIT only in 1997. It is viewed as the ability to recognize and classify both the animal and plant kingdoms, to make distinctions in the natural world and to use this ability productively – for example in biological science, farming and hunting. People who use this intelligence are always concerned with observing, classifying and understanding the parts of the physical environment as well as showing understanding of natural phenomena. People with high naturalistic intelligence often choose careers as farmers, botanists, conservationists, environmentalists, forest rangers and biologists.

Existential intelligence, being more recent, is not mentioned in much of the literature on multiple intelligences. According to Gardner, those people who possess existential intelligence are concerned with questions regarding the human condition such as the meaning of life, death and love. People with this kind of intelligence often practise meditation and learn about the different types of religions. Existential intelligence can facilitate a dialogue between reason and emotion, in other words, between mind and body.

Gardner, H. (1993), *Frames of Mind - The Theory of Multiple Intelligences* (2nd edition), London: Fontana Press

Gardner, H., (1999) *Intelligence Reframed: Multiple Intelligences for the 21st Century*, New York: Basic Books

Armstrong, T. (2009), *Multiple Intelligences in the Classroom* (3rd edition), Alexandria, VA: Association for Supervision and Curriculum Development