**Assignment #1 – Course Essential Elements**

PHI 800-12: Transformative Learning and Adult Education

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Professor

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**Content Questions**

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1. Select One (1) Core Essential Element from the Syllabus Outline:

a. Weekend Residency: Create a 350-word original discussion paper (with cited sources) during the week of the residency. Be prepared to discuss and engage with other students during the live sessions. Post this document in DIAL.

b. Professor will check for quality of content and word-count requirements. Grade assigned will be Credit or No Credit (CR/NC).

**Multiple Intelligences Theory**

The emergence of Multiple Intelligences Theory has revolutionized ideas about education, cognitive skills, and instructional techniques in education and schools, as well as how we as a society view and define intelligence. Intelligence has traditionally been defined from a cognitive perspective. For example, “IQ tests are interpreted as measures of general intelligence or g-which is construed as a heritable component of the commonality among measures of intellect that relates to the acquisition of knowledge” (Brody, 1999, p. 19). This is how we have viewed intelligence for hundreds if not thousands of years until the 1980s when a writer by the name of Howard Gardner introduced his idea on intelligence called “Multiple Intelligences.” Only individuals exhibiting a certain level of cognitive or intellectual skills were deemed intelligence. That is, “bright people” were intelligent rather than those who exhibited great skills in physical, social, and other non-cognitive-intellectual tasks. However, Gardner’s ideas changed that as he introduced the Multiple Intelligences Theory by identifying and defining nine different types of intelligences in people:

1. Verbal-linguistic intelligence which stems from individuals having well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words)
2. Logical-mathematical intelligence which describes the ability to think conceptually and abstractly, and capacity to discern logical and numerical patterns.
3. Spatial-visual intelligence, which defines individuals’ capacity to think in images and pictures and to visualize things in accurate and abstract ways.
4. Bodily-kinesthetic intelligence which describes one’s ability to control one’s body movements and to handle objects such a football, or sword, in a skillful way.
5. Musical intelligence which refers to an individual’s ability to produce and appreciate rhythm, pitch, and timber.
6. Interpersonal intelligence which defines one’s capacity to identify and respond correctly to others’ moods, motivations, and desires.
7. Intrapersonal intelligence which describes one’s capacity to be self-aware and to understand one’s own feelings, values, beliefs and thought process.
8. Naturalist intelligence which refers to an individual’s capacity to recognize and categorize plants, animals, and other objects found in nature.
9. Existential intelligence which deals with one’s sensitivity and capacity embrace and evolve deep questions about existence such as one’s purpose, life’ meaning, and death (Aguayo, Ruano & Vallejo, 2021; Morgan, 2021; Gardner; Gardner, 1983).

Today’s educators and educational institutions have had to modify their curriculum and definition of intelligence to a more inclusive and diverse model as a result of the powerful impact of this theory on how we must measure and conceive intelligence.

When it comes to Multiple Intelligences Theory and education today, this learner feels that it has really had both positive and negative impacts. The idea of ‘multiple intelligences’ has led to great innovations, accommodation, and diversity in instructional and learning approaches and strategies. At the same time, it has negatively affected the merit-based system of the academy by not giving the level of recognition and focus to cognitive skills or intellectual skills that we once did. As a result, many students who are extremely cognitively gifted in terms of their academic and intellectual capacities and achievements are often not given the recognition and rewards they deserve.

**Works Cited**

Aguayo, B.B., Ruano, C.A., & Vallejo, A.P. (2021). Multiple intelligences: Educational and cognitive development with a guiding focus. *South African Journal of Education*, *41*(2), 1-10.

Brody, N. (1999). What is intelligence?. *International Review of Psychiatry*, *11*(1), 19-25.

Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.

Morgan, H. (2021). Howard Gardner’s Multiple Intelligences Theory and his Ideas on Promoting Creativity. In F. Reisman (Ed.), *Celebrating Giants and Trailblazers: A-Z of Who’s Who in Creativity Research and Related Fields* (pp.124-141). London, UK: KIE Publications.