

Multiple Intelligences and Learning Styles

Intelligence	How strong I am in this area	What this says about my preferred learning style
verbal/linguistic		Verbal/linguistic learners think in words and learn by reading, speaking, and listening, by playing word games, and by creating texts such as poems and stories, using tools such as books, computers, games, multimedia, tape recorders, and lectures.
logical/mathematical		Logical/mathematical learners think conceptually and abstractly, noticing patterns and relationships. They learn by experimenting and investigating, solving puzzles, mysteries, and logic games, and asking big questions. They tend to need the big picture or concept before they can focus on the details.
interpersonal/social		Interpersonal/social learners learn by interacting with others during group activities, discussions, debates, seminars, and dialogues, using tools such as telephones, audio conferencing, video conferencing, computer conferencing, writing, and email.
musical/rhythmic		Musical/rhythmic learners are sensitive to rhythm and sound and learn by speaking rhythmically, turning lessons into lyrics, and tapping out time using tools such as music, musical instruments, radios, stereos, CD-ROMs, and multimedia.
intrapersonal/introspective		Intrapersonal/introspective learners are intuitive and in tune with their inner feelings. They learn independently using tools such as books, diaries, privacy, and time to themselves.
visual/spatial		Visual/spatial learners think in terms of physical space. They learn by representing, viewing, picturing images, and manipulating objects, using tools such as models, graphics, charts, photographs, drawings, 3-D models, videos, video conferencing, television, and multimedia.

Multiple Intelligences and Learning Styles (2)

Intelligence	How strong I am in this area	What this says about my preferred learning style
body/kinesthetic		Body/kinesthetic learners have a keen sense of body awareness and move effectively. They learn through physical activity, hands-on experiences, acting out, and role playing, using such tools as equipment, real objects, and props.
naturalistic*		Naturalistic learners observe and care for the natural environment. They learn by noting observations, similarities and differences, and changes in the environment and by going on field trips to explore nature exhibits, museums, or the outdoors, using tools such as binoculars, telescopes, microscopes, cameras, and magnifiers.
existentialist*		Existentialist learners are concerned with the “ultimate” questions about human existence, such as why we are here on earth and how we should best spend our time here, and they are very aware of the diversity, complexity, and wonder of the universe. They see beyond the obvious to the deeper meaning of events and issues. They learn best when the subject matter is related to their main purpose in life and when they understand the theory and philosophy behind the subject. They learn through ceremonies, meditation, reflection, contemplation, reading, and discussion.

* Aboriginal communities include naturalists and existentialists among Howard Gardner’s multiple intelligences. Brian McLeod provides summary definitions for naturalist and existentialist learners:

Naturalist learners—believe and appreciate that humans co-exist with all forms of life on this planet. They explore and try to understand how all things on earth are related to each other. Traditional knowledge of the cycles of life, balance, and respect for life are intrinsic to this learning.

Existentialist learners—seek vision to understand the path chosen for one to fulfill one’s roles and responsibilities in their life walks. Ceremonies such as fasting, vision quests, sun dances, et cetera, are all part of strengthening the understanding of the natural world. The emphasis is not so much on trying to answer the question “What is the purpose or meaning of life?” but rather the question “What is a good way to honour life (my relations) with my purpose?” A deeper relationship to the Creator is central to this learning.

Multiple Intelligences and Learning Styles (3)

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