- Intrapersonal
  - Understand self, including strength, interests, goals, thoughts and feelings
  - Capable of self-reflection
- Naturalist
  - Ability, identify and distinguish between components or phenomena in our natural environment
- Musical
  - Appreciate a variety of musical forms and use music as a vehicle of expression
  - Perceptive to rhythm, melody, harmony and pitch
- Body-Kinaesthetic
  - Ability to use own body skilfully as a means of expression
  - Use physical coordination to master problems
- Logical-mathematical
  - Understand and use logic, numeric symbols and operations
  - Recognise relationships between patterns and things
- Interpersonal (social)
  - Understand and interact well with others
  - Understand other people’s actions and feelings

**Measuring MI**
- Multiple Intelligences Profiling Questionnaire (Tirri, 2007)
  - 5-point likert self-rating questionnaire based on the theory
- Gardner (2007) criticised the test
  - Don’t measure performance - find out preferences, interests and abilities
  - Self-report nature relies on self-awareness
  - Model suggests not everyone has intrapersonal skills
  - Too difficult to create a valid test

**Applying MI to Education**
- Practical applications in teaching, curriculum development in education
- Gardner (2003); rethinking teaching and assessment to take more account of individual needs
- Lessons and education are more personalised
  - Education now values specific types of intelligences
- Promoting different intelligences = more opportunities for more to succeed and act as a great motivator

**Benefits of using MI in the classroom**
- Teachers can see that arts etc can be as valuable in contributing to students’ understanding of the world as well as traditional academic subjects
- Authentic learning based on students’ needs, interests and talents
- Students able to share and show their strengths
  - Increase motivation to be a specialist in an area