

- 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 (Tixi, 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-reporting 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