INTEGRATION BETWEEN LEARNING STYLES AND MULTIPLE INTELLIGENCE

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ABSTRACT

In the 20th century, two great theories have been put forward in an attempt to interpret human differences and to design educational models around these differences. Learning-style theory has its roots in the psychoanalytic community; multiple intelligences theory is the fruit of cognitive science and reflects an effort to rethink the theory of measurable intelligence embodied in intelligence testing .Both, in fact, combine insights from biology, anthropology, psychology, medical case studies, and an examination of art and culture. But learning styles emphasize the different ways people think and feel as they solve problems, create products, and interact. The theory of multiple intelligences is an effort to understand how cultures and disciplines shape human potential. Though both theories claim that dominant ideologies of intelligence inhibit our understanding of human differences, learning styles are concerned with differences in the *process* of learning, whereas multiple intelligences center on the *content* and *products* of learning. Until now, neither theory has had much to do with the other. The present paper explains the integrated relationship between learning styles and multiple intelligence.

INTRODUCTION

Learning styles refer to a range of competing and contested theories that aim to account for differences in individuals' learning. These theories propose that all people can be classified according to their 'style' of learning, although the various theories present differing views on how the styles should be defined and categorized. A common concept is that individuals differ in how they learn.

The idea of individualized learning styles became popular in the 1970s, and has greatly influenced education despite the criticism that the idea has received from some researchers. Proponents recommend that teachers assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style. Although there is ample evidence that individuals express preferences for how they prefer to receive information, few studies have found any validity in using learning styles in education. Critics say there is no evidence that identifying an individual student's learning style produces better outcomes. There is evidence of empirical and pedagogical problems related to forcing learning tasks to "correspond to differences in a one-to-one fashion". Well-designed studies contradict the widespread "meshing hypothesis" that a student will learn best if taught in a method deemed appropriate for the student's learning style.

Research shows us that each <u>learning style</u> uses different parts of the brain. By involving more of the brain during learning, we remember more of what we learn. Researchers using brain-imaging technologies have been able to find out the key areas of the brain responsible for each learning style.

For example:

- Visual: The occipital lobes at the back of the brain manage the visual sense. Both the occipital and parietal lobes manage spatial orientation.
- Aural: The temporal lobes handle aural content. The right temporal lobe is especially important for music.
- Verbal: The temporal and frontal lobes, especially two specialized areas called Brocaï¿½s and Wernickeï¿½s areas (in the left hemisphere of these two lobes).
- Physical: The cerebellum and the motor cortex (at the back of the frontal lobe) handle much of our physical movement.
- Logical: The parietal lobes, especially the left side, drive our logical thinking.
- Social: The frontal and temporal lobes handle much of our social activities. The limbic system (not shown apart from the hippocampus) also influences both the social and solitary styles. The limbic system has a lot to do with emotions, moods and aggression.

Solitary: The frontal and parietal lobes, and the limbic system, are also active with this style.

Integration between learning styles and multiple intelligence

Integration about learning styles and Multiple Intelligence (MI) is helpful for everyone especially for people with learning disabilities and Attention Deficit Disorder. Knowing your learning style will help you develop coping strategies to compensate for your weaknesses and capitalize on your strengths. This article provides an explanation of what learning styles and multiple intelligence are all about. Integrating Learning Styles and Multiple Intelligence attempted to describe, for each of Gardner's intelligences, a set of four learning processes or abilities, one for each of the four learning styles. For linguistic intelligence, for example, the Mastery style represents the ability to use language to describe events and sequence activities; the Interpersonal style, the ability to use language to build trust and rapport; the Understanding style, the ability to develop logical arguments and use rhetoric; and the Self-expressive style, the ability to use metaphoric and expressive language.

What are the types of Multiple Intelligence?

Visual/Spatial Intelligence:

Ability to perceive the visual. These learners tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos, and movies.

Their skills include: puzzle building, reading, writing, understanding charts and graphs, a good sense of direction, sketching, painting, creating visual metaphors and analogies (perhaps through

the visual arts), manipulating images, constructing, fixing, designing practical objects, interpreting visual images.

Possible career interests: navigators, sculptors, visual artists, inventors, architects, interior designers, mechanics, engineers

Verbal/Linguistic Intelligence:

Ability to use words and language. These learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than pictures.

Their skills include: listening, speaking, writing, story telling, explaining, teaching, using humor, understanding the syntax and meaning of words, remembering information, convincing someone of their point of view, analyzing language usage.

Possible career interests: Poet, journalist, writer, teacher, lawyer, politician, translator,

Logical/Mathematical Intelligence:

Ability to use reason, logic and numbers. These learners think conceptually in logical and numerical patterns making connections between pieces of information. Always curious about the world around them, these learner ask lots of questions and like to do experiments.

Their skills include: problem solving, classifying and categorizing information, working with abstract concepts to figure out the relationship of each to the other, handling long chains of reason to make local progressions, doing controlled experiments, questioning and wondering about natural events, performing complex mathematical calculations, working with geometric shapes

Possible career paths: Scientists, engineers, computer programmers, researchers, accountants, mathematicians

Bodily/Kinesthetic Intelligence: *Ability to control body movements and handle objects skillfully.* These learners express themselves through movement. They have a good sense of balance and eye-hand co-ordination. (e.g. ball play, balancing beams). Through interacting with the space around them, they are able to remember and process information.

Their skills include: dancing, physical co-ordination, sports, hands on experimentation, using body language, crafts, acting, miming, using their hands to create or build, expressing emotions through the body

Possible career paths: Athletes, physical education teachers, dancers, actors, firefighters, artisans

Musical/Rhythmic Intelligence:

Ability to produce and appreciate music. These musically inclined learners think in sounds, rhythms and patterns. They immediately respond to music either appreciating or criticizing what they hear. Many of these learners are extremely sensitive to environmental sounds (e.g. crickets, bells, dripping taps).

Their skills include: singing, whistling, playing musical instruments, recognizing tonal patterns, composing music, remembering melodies, understanding the structure and rhythm of music.

CONCLUSION:

learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They are great organizers, although they sometimes resort to manipulation. Generally they try to maintain peace in group settings and encourage co-operation. They use both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, body language)   to open communication channels with others. seeing things from other perspectives (dual-perspective), listening, using empathy, understanding other people's moods and feelings, counseling, co-operating with groups, noticing people's moods, motivations and intentions, communicating both verbally and non-verbally, building trust, peaceful conflict resolution, establishing positive relations with other people.

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