

In his ground-breaking book, *Frames of Mind: The Theory of Multiple Intelligences*, Howard Gardner describes seven (now nine) specific types of intelligences. Tech4Learning’s software tools can help you easily engage your students multiple intelligences. Project work with Tech4Learning tools supports students most capable intelligence, while also requiring them to utilize their other intelligences as well.

Multiple Intelligences	Supporting Use of Tech4Learning Tools
<p>Linguistic Intelligence <i>A proficiency with language and written forms of communication.</i></p>	<p>Students write scripts and narrative for digital stories, animation, and podcasts. Students can:</p> <ul style="list-style-type: none"> • use the text features in Pixie or Wixie to write original poems and stories. • write scripts for animations and digital stories they create with Frames. • Use Share’s text features to tell a story or share information.
<p>Logical-Mathematical Intelligence <i>A proficiency with numbers, mathematical concepts, and logic.</i></p>	<p>Students plan out and sequence the steps necessary for project success, build budgets, and determine resource allocation. Students can:</p> <ul style="list-style-type: none"> • Illustrate word problems in Pixie or Wixie. • Adjust timing, duration, and sequence of frames in Frames animations. • Organize choose your own adventure (nonlinear) stories in Share.
<p>Spatial Intelligence <i>A proficiency with spatial relationships and the ability to think and communicate in a visual format.</i></p>	<p>Students illustrate their projects, find images to support their text and narration, as well as develop storyboards for their projects. Students can:</p> <ul style="list-style-type: none"> • use the paint tools and sticker to illustrate a story in Pixie or Wixie. • illustrate and animated a diagram or science concept in Frames. • choose pictures to support content in Share.
<p>Musical Intelligence <i>An appreciation of a variety of forms of music and proficiency in using music as a form of self-expression.</i></p>	<p>Students create and choose sound effects and music that set the mood or showcase conflict for their projects. Students can:</p> <ul style="list-style-type: none"> • develop and record mnemonic devices in Pixie or Wixie. • write a song and create an animated video of their work in Frames. • Develop presentations and sites about styles of music in Share.
<p>Bodily-Kinesthetic Intelligence <i>A proficiency in using one’s own body to express oneself or to create/build/manipulate objects.</i></p>	<p>Students build and create projects to demonstrate their understanding. Building backgrounds, set, and characters for claymations and stop-motion animation can also engage this intelligence. Students can:</p> <ul style="list-style-type: none"> • Build patterns with physical blocks and use images of these as pattern play pieces for development in Pixie or Wixie.* • Build characters and set designs for claymations in Frames. • Student design, build, share, and play curriculum-based quest-style interactive games they create in Share.
<p>Interpersonal Intelligence <i>A proficiency in understanding and responding effectively to other people.</i></p>	<p>Students work in teams to complete a project, dividing tasks to take advantage of each individual’s strengths. Students can:</p> <ul style="list-style-type: none"> • Combine and extend individual work to develop a podcast in Pixie or Wixie. • Apply their expertise to write, narrate and illustrate an animated news broadcast in Frames. • Work to develop an interactive magazine in Share dividing tasks content based on interest and expertise.

<p>Intrapersonal Intelligence <i>A proficiency in knowing one's self-motivation, strengths, feelings.</i></p>	<p>Students keep records of their contributions, feelings, and experiences during the project-building process or as part of a project product. Students can:</p> <ul style="list-style-type: none"> • Develop an All About Me project in Pixie or Wixie to show their strengths. • Create digital stories in Frames to share an important event in their lives and how it affected them. • Organize and publish digital portfolios of their academic work, recording reflections about their work in Share.
<p>Naturalist Intelligence <i>A proficiency in identifying, understanding, organizing, and classifying patterns in the natural environment or the plant, animal and human world.</i></p>	<p>Students build projects that examine patterns and processes in the natural world. Students can:</p> <ul style="list-style-type: none"> • Create illustrations and diagrams in Pixie or Wixie to show life cycles. • Create conservation public service announcements in Frames. • Record observations of the natural world and use Share to publish an online journal or portfolio.
<p>Existential Intelligence <i>A proficiency in asking and examining questions about life, death, and ultimate realities.</i></p>	<p>Students develop projects that answer big or essential questions that are truly compelling. Students can:</p> <ul style="list-style-type: none"> • Write, draw pictures, and record narration in Pixie or Wixie to showcase their thoughts about important issues. • Develop video biographies using Frames to highlight the actions of heroes or people who have had a significant impact on history. • Communicate their interest and viewpoint in Share to create web sites on a current issue.

Project Work Supports Multiple Intelligences

The process of building technology projects, such as this example of a project about a historic event, can help you engage and strengthen student intelligences.

Discuss what it might have been like to live during a particular historic period, as a man, as a woman, as a child, or in different social classes (intrapersonal, existential). Discuss how the natural and social environment at that time contributed to the actions and feelings of different people (naturalist).

Divide students into teams and have each team choose a historic event to retell. The teams should assign roles to each student to recreate the event from a perspective not normally chosen (interpersonal). For example, what was it like to hear Dr. Martin Luther King's "I Have a Dream" speech as a child in the audience?

Each team should complete an overview and storyboard and plan the steps they will need to take to finish their project (logical-mathematical). The team then creates sets, characters, and illustrations (visual-spatial), as well as and sound tracks (musical) to teach others about this historic event and how it affected different people.

*Drew, Dr. Walter and Dr. Henry Olds. (2009) *Iconic Pattern Play*. *Creative Educator*, 18.