

## Multiple Intelligences Choice Board (Figure 2 below)

### Strengths:

- highlight the importance of the individual student (Gardner, 2006).
- Students feel their value and worth (Gardner, 2006).
- more success and greater desire to continue on to be successful students (Gardner, 2006).
- develop into lifelong learners (Gardner, 2006).
- target the individual learning styles of each student (Gardner, 2006).
- Students will feel inspired, motivated and possess a self-efficacy (Kosanovich, Ladinsky, Nelson & Torgesen, 2013).
- successful application of knowledge (Kosanovich, Ladinsky, Nelson & Torgesen, 2013).
- clearly written objectives (Thousand, Villa & Nevin, 2007).
- increases communication between educators and students (Thousand, Villa & Nevin, 2007).
- provides a variety of learning opportunities (Thousand, Villa & Nevin, 2007).
- matches activities to address content with learning personalities (Thousand, Villa & Nevin, 2007).
- experience for students in different learning personalities (Thousand, Villa & Nevin, 2007).
- provides for a layered curriculum (Thousand, Villa & Nevin, 2007).

### Weaknesses:

- need to focus on a range of personalities instead of continually addressing one learning style (Thousand, Villa & Nevin, 2007).
- requires several objectives for lessons (Thousand, Villa & Nevin, 2007).
- can be time consuming (Thousand, Villa & Nevin, 2007).
- requires a significant amount of planning and preparation time (Thousand, Villa & Nevin, 2007).
- Too many objectives, using a variety of the MI principles, may lead to students focusing on what needs to be learned and not on the incidental peripheral learning (Thousand, Villa & Nevin, 2007).
- tendency to pigeonhole students (Thousand, Villa & Nevin, 2007).

### Value:

- makes educators focus on higher thinking skills instead of residing in the lowest categories of Bloom's taxonomy (Thousand, Villa & Nevin, 2007).
- provides opportunities to focus on content to be used for learning not just content, teaching students lifelong learning skills (Thousand, Villa & Nevin, 2007).

### Application:

This method easily is integrated into every lesson planning session and teaching moment. It can be used as a quick reference to help educators keep attention on different learning personalities as it provides a quick checklist for both questioning and activities. These questions and activities are aligned with the specific learning styles as created by Howard Gardner (2006).

Figure 2. Multiple Intelligences Choice Board

Intelligence	Sample Ways to Access Content
Verbal/linguistic	oral presentations speeches books newspapers internet search tape recorders reports book on tape
Logical/Mathematical	calculators/other technology math manipulatives timelines outlines lab experiments puzzles formulas math games
Visual/Spatial	graphs concept maps graphic organizers videos powerpoint presentations cameras Legos posters charts cartoons

Intelligence	Sample Ways to Access Content
Bodily/Kinesthetic	field trips building tools hands-on-tactile learning multisensory learning manipulatives role playing acting cooperative learning experiments sports/games sports equipment
Musical/Rhythmic	songs raps jingles rhymes mnemonic devices poetry musical instruments tape recorder
Naturalist	plants animals field trips identifying elements of and/or relationships to nature gardening tools naturalists' tools
Interpersonal/People Smart	think-pair-share activities cooperative group learning role play debate co-teaching board games props for role play party supplies
Intrapersonal/Self Smart	journals diaries self-monitoring materials materials for projects

*Figure 2: Multiple Intelligences Choice Board by Thousand, J., Villa, R. & Nevin, A. (2007). Differentiating instruction: Collaboratively planning and teaching for universally designed learning. Thousand Oaks, CA: Corwin Press. p. 68-69.*