



## Innovative Practice in Teacher Education

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### Abstract:

*Multiple intelligence is an outcome of the thinking of Gardner 1983. He based his work on Brain researches particularly in the area of multiple intelligence and learning style. Teacher effectiveness can be well observed in teachers, who are aware of multiple intelligence. A teacher with awareness of multiple intelligence can generate new knowledge effectively. A professional teacher never tries to identify learners with rough ideas imbibed of limited rationalized and stereotype observation. Therefore, he needs an intellectual support to understand human as an individual with all its angles psychologically supported. The learners are also types in many ways. This paper indicates general types of learner just to enhance understanding of a learner in a better way. Some basic contents of learning style add in the understanding.*

**Keywords:** Innovative Practice, Multiple Intelligence, Teacher education

### 1. Multiple Intelligence

#### 1.1 Innovative Practice in Teacher Education

In 1983, Gardner first published his theory, derived from extensive brain research, on Multiple Intelligence. The Intelligences Gardner recognizes include: verbal-linguistic, math-logic, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalist. His theory can be used by teachers by:

- Cultivating desired capabilities and talents in our students.
- Approaching a concept or subject in a variety of ways.
- Personalizing education as we take human differences seriously.

### 2. Eight Ways of Being Smart

Intelligence Area	Is strong in	Likes to	Learns best through
Verbal- Linguistic	reading, writing, telling stories, memorizing dates, thinking in words.	read, write, talk, memorize, work at puzzles.	reading, hearing and seeing words, speaking, writing, discussing and debating.
Math-Logic	math, reasoning, logic, problem solving, patterns.	solve problems, question, work with numbers, experiment.	working with patterns and relationships, classifying, categorizing, working with the abstract.
Spatial	reading, maps, charts, drawing, mazes, puzzles,	design, draw, build, create, daydream, look at	working with pictures and colors, visualizing,

	imaging things, visualization.	pictures.	drawing.
Bodily- Kinesthetic	athletics, dancing, acting, crafts, using tools.	move around, touch and talk, body language.	touching moving, processing knowledge through bodily sensations.
Musical	singing, picking up sounds, remembering melodies, rhythms.	sing, hum, play an instrument, listen to music.	rhythm, melody, singing, listening to music and melodies.
Interpersonal	understanding people, leading, organizing, communicating, resolving conflicts, selling.	have friends, talk to people, join groups.	sharing, comparing, relating, interviewing, cooperating.
Intrapersonal	understanding self, recognizing strengths and weaknesses, setting goals.	work alone, reflect, pursue interests.	working alone, doing self-paced projects, having space, reflecting.
Naturalist	understanding nature, making distinctions, identifying flora and fauna.	be involved with nature, make distinctions.	working in nature, exploring things, learning about plants and natural events.

### 3. What Type of Learner are you?

1. When I was a child, my favorite activities and hobbies outside of school were:
2. My favorite subject/s in school was:
3. My favorite teacher was because:
4. As a child, I always felt I was intelligent in the following ways:
5. As a child, I didn't feel intelligent in the following areas:
6. School would have been better for me if...
7. I decided to teach because of the following reasons:

### 4. Learning Style

#### 1. If I have to learn how to do something, I learn best when I:

- (V) Watch someone show me how.
- (A) Hear someone tell me how.
- (K) Try to do it myself.

#### 2. When I read, I often find that I:

- (V) Visualize what I am reading in my mind's eye.
- (A) Read out loud or hear the words inside my head.
- (K) Fidget and try to "feel" the content.

#### 3. When asked to give directions, I:

- (V) See the actual places in my mind as I say them or prefer to draw them.
- (A) Have no difficulty in giving them verbally.
- (K) Have to point or move my body as I give them.

**4. If I am unsure how to spell a word, I:**

- (V) Write it in order to determine if it looks right.
- (A) Spell it out loud in order to determine if it sounds right.
- (K) Write it in order to determine if it feels right.

**5. When I write, I:**

- (V) Am concerned how neat and well spaced my letters and words appear.
- (A) Often say the letters and words to myself.
- (K) Push hard on my pen or pencil and can feel the flow of the words or letters as I form them.

**6. If I had to remember a list of items, I would remember it best if I:**

- (V) Wrote them. down.
- (A) Said them over and over to myself.
- (K) Moved around and used my fingers to name each item.

**7. I prefer teachers who:**

- (V) Use the board or overhead projector while they lecture.
- (A) Talk with a lot of expression.
- (K) Use hands-on activities.

**8. When trying to concentrate, I have a difficult time when:**

- (V) There is a lot of clutter or movement in the room.
- (A) There is a lot of noise in the room.
- (K) I have to sit still for any length of time.

**9. When solving a problem, I:**

- (V) Write or draw diagrams to see it.
- (A) Talk myself through it.
- (K) Use my entire body or move objects to help me think.

**10. When given written instructions on how to build something, I:**

- (V) Read them silently and try to visualize how the parts will fit together.
- (A) Read them out loud and talk to myself as I put the parts together.
- (K) Try to put the parts together first and read later.

**11. To keep occupied while waiting, I:**

- (V) Look around, stare, or read.
- (A) Talk or listen to others.
- (K) Walk around, manipulate things with my hands, or move/shake my feet as I sit.

**12. If I had to verbally describe something to another person, I would:**

- (V) Be brief because I do not like to talk at length.
- (A) Go into great detail because I like to talk.
- (K) Gesture and move around while talking.

**13. If someone were verbally describing something to me, I would:**

- (V) Try to visualize what she was saying.
- (A) Enjoy listening but want to interrupt and talk myself.
- (K) Become bored if her description got too long and detailed.

**14. When trying to recall names, I remember:**

- (V) Faces but forget names.
- (A) Names, but forget faces.
- (K) The situation that I met the person other than the person's name or face.

**Scoring Instructions:** Add the number of responses for each letter and enter the total below. The area with the highest number of response is your primary mode of learning.

V (Visual) =

A (Auditory) =

K (Kinesthetic) =

## **5. Types of Learning Styles**

### **5.1 Visual Learners [learn through seeing...]**

These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

### **5.2 Auditory Learners [learn through listening...]**

They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

### **5.3 Tactile/Kinesthetic Learners [learn through, moving, doing and touching...]**

Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

## **References**

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