

Linking Software to Multiple Intelligences

The purpose of this questionnaire is to encourage teachers look at software through a multiple intelligence perspective. It is one more way of identifying programs which may engage diverse learners in curriculum and of helping teachers match software to student needs. The questions should help teachers decide if a program will appeal to a student who is high in a specific intelligence, and engage the student in the learning.

1. Consider the content of the program.

- a. What is the curriculum content area(s) supported by program? If this is a software tool program, which area(s) of curriculum does it support?

- b. Would this content, or tool for specific content area, naturally appeal to a student who is high a corresponding linguistic, logical-mathematical, spatial, music, bodily-kinesthetic, naturalist, interpersonal, intrapersonal intelligence? _____
- c. Other content consideration? _____

2. Consider the format of the program.

The following questions focus on how the program presents a concept, skill, activity, or lesson. For software tool programs, the questions will indicate which intelligences are needed for the student to use the tool to perform a task.

a. *Linguistic Intelligence (Word Smart)*

Does the program require the student to:

___read stories, directions, problems, poems, paragraphs, answers?

___write answers, sentences, paragraphs, stories, poems?

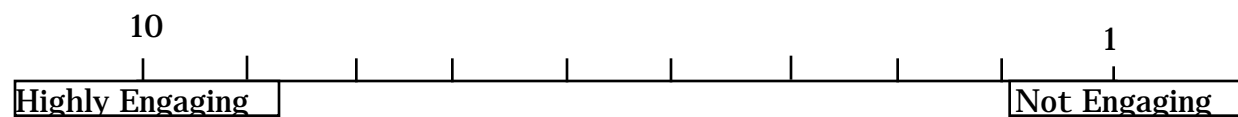
___listen to stories, directions, problems?

___practice spelling, grammar, vocabulary, punctuation?

___play word games, solve crossword puzzles?

___speak words?

How engaging would this program would be to a student who is high in *Linguistic Intelligence*?

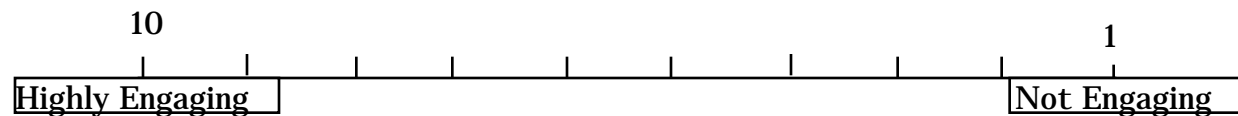


b. *Spatial Intelligence (Picture Smart)*

Does the program require the student to:

- use colorful graphics, animation, video clips?
- read, interpret, create maps, diagrams, charts?
- draw, paint, color, design things?
- navigate through mazes, worlds?
- visualize, imagine, pretend?
- solve, create jig-saw puzzles, board games?

How engaging would this program would be to a student who is high in *Spatial Intelligence*?

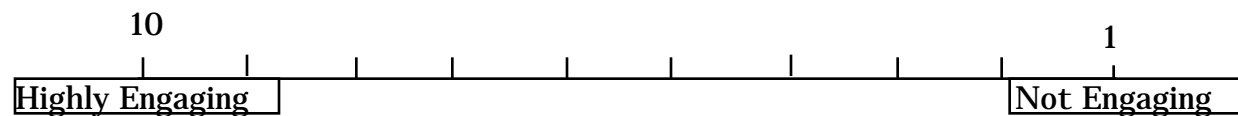


c. *Logical-Mathematical Intelligence (Number Smart)*

Does the program require the student to:

- solve problems, write computer programs?
- work with numbers, number concepts?
- use, create a database, spreadsheet to organize information?
- recognize patterns, categorize information?
- do experiments, explore science concepts?
- play strategy games, solve logic puzzles?

How engaging would this program would be to a student who is high in *Logical-Mathematical Intelligence*?



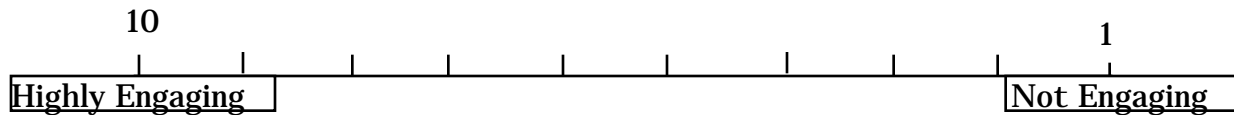
d. *Musical Intelligence (Music Smart)*

Does the program require the student to:

- create, play music, songs, sounds?
- learn through rhythm and melody?

- use music, sounds, patterns to solve problems, remember information?
- listen to music to set mood, transition activities, engage in content?
- explore variety of musical compositions, instruments, composers?
- play musical games?

How engaging would this program would be to a student who is high in *Musical Intelligence*?

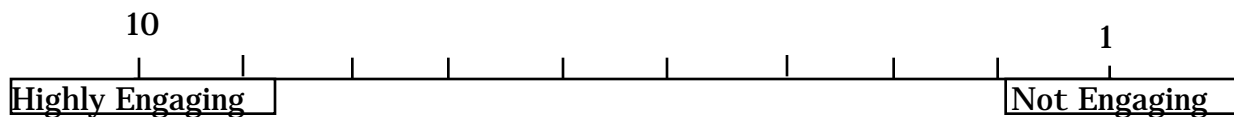


e. Bodily-Kinesthetic Intelligence (Body Smart)

Does the program require the student to:

- use alternate input such as probes, touch screens, graphic tablets, cameras?
- move objects around on the screen?
- participate in a simulation, role play?
- use manipulatives, printout/assemble objects?
- create multimedia presentations?
- play arcade-type games?

How engaging would this program would be to a student who is high in *Bodily-Kinesthetic Intelligence*?

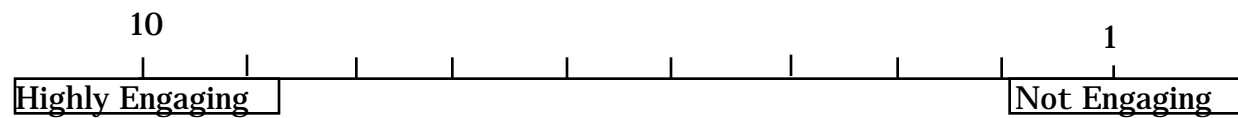


f. Naturalist Intelligence (Nature Smart)

Does the program require the student to:

- identify, classify plants, animals, rocks, insects?
- read stories, information about animals, plants, natural phenomena, weather?
- consider environmental issues such as endangered species, recycling?
- use probes to learn about environment such as temperature, barometric pressure?
- go outdoors to do activities?
- gather data on plants, animals, environment?

How engaging would this program would be to a student who is high in *Naturalist Intelligence*?



g. *Interpersonal Intelligence (People Smart)*

Does the program require the student to:

___ work together on a project?

___ focus on social issues, problems, situations?

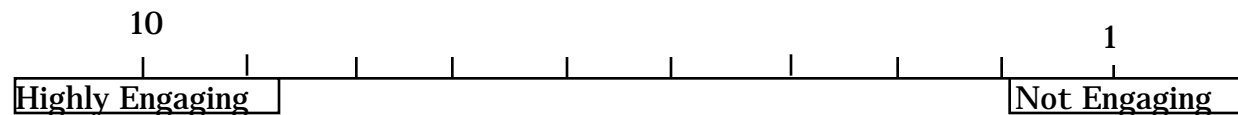
___ use email to communicate with other students, professionals, experts?

___ require gathering information on other students' opinions, beliefs, values?

___ participate in games for two or more players?

___ interact with characters on screen, or use "primary person" resources?

How engaging would this program would be to a student who is high in *Interpersonal Intelligence*?



h. *Intrapersonal Intelligence (Self Smart)*

Does the program require the student to:

___ work through a tutorial, or self-paced instruction, exercises?

___ keep a diary, or a journal of personal experiences?

___ reflect on events, activities, poems, stories, quotations?

___ identify personal strengths, goals, areas for improvement?

___ play games with the computer as the opponent?

___ take an individual assessment?

How engaging would this program would be to a student who is high in *Intrapersonal Intelligence*?



Summary:

Based on my observations and the checklist, I believe students who are high in the following intelligences will be engaged by this program:

___Linguistic (Word Smart)

___Spatial (Picture Smart)

___Logical-Mathematical (Number Smart)

___Musical (Music Smart)

___Bodily-Kinesthetic (Body Smart)

___Naturalist (Nature Smart)

___Interpersonal (People Smart)

___Intrapersonal (Self Smart)

(Very Draft)
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