"EVALUATING TEACHER EDUCATION MODELS THROUGH THE LENS OF MULTIPLE INTELLIGENCES THEORY"

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ABSTRACT

This research critically examines existing teacher education models through the framework of Howard Gardner's Multiple Intelligences (MI) Theory. The study aims to explore how teacher training programs integrate MI principles to cultivate diverse instructional strategies, thereby enhancing educational outcomes. By analyzing current practices, this paper identifies gaps and proposes recommendations for more inclusive and effective teacher education.

Keywords: Teacher Education, Multiple Intelligences, Instructional Strategies, Educational Models, Teacher Training

1. INTRODUCTION

Schools are established to make the most of human potential. They are supposed to develop the skills, capabilities and attitudes of students. Schools are also supposed to help children think laterally so as to encourage the development of multiple perspectives. We are aware that the needs of today's students are ever changing. Teacher of today face more intense challenges from students compared to teachers thirty years ago. Instruction doesn't limit to lecturing to students sitting in rows at desks, sincerely listening and memorizing what they hear, rather, now it offers every child a rich, rewarding, and unique learning experience.

Teachers initially were told what, when, and how to teach. They were supposed to educate every student in exactly the same way and they were not held responsible when many students failed to learn. They were expected to teach using the same methods as they did for many generations before that and if any teacher tried to implement something new which deviated from the traditional practices it was discouraged by supervisors or prohibited by education policies and regulations. Thus, many teachers simply stood in front of the class and delivered the same lessons year after year, growing old and tired of not being allowed to change what they were doing.

Today, the seeds of such a remarkable transformation in education are being planted. Leading this transformation are a bunch of teachers who are reimagining every part of their jobs -- their relationship with students, colleagues, and their role in developing the society; the tools and techniques they employ for teaching, learning and assessment; the structure and content of curriculum; what benchmarks to set and how to evaluate whether the set standards are being met; their development as teachers and their continuing professional development; and they are also thinking about the structure of the schools in which they are working. In short, teachers

are reinventing themselves and their occupation to better serve schools, students, society and nation at large.

The most loved and respected teachers have discovered how to make students active participants in the learning process by providing project-based, participatory educational opportunities. They are aware that in order to get students to take responsibility for their own learning, the curriculum must be related to real lives, learning activities must utilize their natural curiosity, assessments must measure real achievements and their individual differences must be considered. What is badly needed today is a new approach to education that stresses more essentially on methods of learning that are engaging students. If students love the process of learning, the battle would be won. Then students will find education as an intrinsically motivating experience and enjoy learning. This in turn emphasizes the need of changes in teacher education programmes accordingly so as to train the pre service teachers in new approaches which are engaging all students. One such approach which caters to all students is multiple intelligences approach to teaching - learning.

Teacher education plays a pivotal role in shaping competent educators capable of addressing the diverse learning needs of students. Traditional models often emphasize uniform pedagogical approaches, which may not cater to the varied intellectual capacities of learners. Howard Gardner's MI Theory, introduced in 1983, challenges the monolithic view of intelligence, proposing eight distinct intelligences: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. This study evaluates the extent to which teacher education programs incorporate MI principles to foster holistic and inclusive teaching methodologies.

2. LITERATURE REVIEW

Altan, Mustafa. (2012). The theory of Multiple Intelligences (MI) developed by Howard Gardner (1983) suggests that the traditional notion of intelligence, based on I.Q. (Intelligence Quotient) testing, is far too limited. Instead, Gardner proposes different intelligences to account for a broader range of human potential in children and adults. In order to invite English as foreign language (EFL) teachers to use MI in their classrooms, first English language teaching (ELT) teacher educators should be encouraged to include the theory into their programs. This article aims to point out how the idea of multiple intelligences can become part of ELT teacher education by raising some questions and issues which should be considered in the process of ELT preparing teachers. The paper also advocates the presence of a new intelligence, Moral Intelligence.

Shearer, Branton. (2018). This brief paper summarizes a mixed method review of over 500 neuroscientific reports investigating the proposition that general intelligence (g or IQ) and multiple intelligences (MI) can be integrated based on common and unique neural systems. Extrapolated from this interpretation are five principles that inform teaching and curriculum so that education can be strengths-based and personalized to promote academic achievement. This framework is proposed as a comprehensive model for a system of educational cognitive neuroscience that will serve the fields of neuroscience as well as educators. Five key principles

identified are culture matters, every brain is unique—activate strengths, know thyself, embodied cognition/emotional rudder, and make it mean something.

Mantiri, Oktavian. (2013). This paper explores the relevance of multiple intelligence theory today in one international kindergarten in Bangkok Thailand. It identifies the intelligence recognised by Gardner and reviews some of his recent statements of multiple intelligence theory. This paper discusses some of the criticisms of the theory and provides answers to them. The study reflection considers some of the effects on students of using multiple intelligence theory and how the theory has aided student learning. It is however recognised that it is difficult to test for multiple intelligence however one assessment of performance is considered to be the ease of entry to higher education. This paper concludes that the use of multiple intelligence theory can be both beneficial to both students and teachers.

Ulfa, Siti &Wiryokusumo, Iskandar &Leksono, Ibut. (2019). This study aims to develop teaching materials based on the multiple intelligences theory in central learning models for childhood aged 5-6 years, in the form of teacher manuals and student worksheets. This study uses a development model of ADDIE (Analysis, Design, Development, Implementation, Evaluation) which contains needs analysis and curriculum analysis to test the effectiveness of instructional materials. The results of the validation of teaching material books were analysed using descriptive presentations. Field trials of teaching material books were conducted on 22 students as research subjects. The results of the development of teaching material books based on the multiple intelligences theory of content / material experts scored 82%, from learning media experts scored 95% and from peers obtained a score of 94%. The use of teaching material books in learning gets good responses from principals and teachers based on the interview results stating that the use of teaching materials based on the multiple intelligences theory in the central learning model makes students become creative and active so learning becomes fun. Whereas from the observation results, the scale of students 'developmental achievements shows students' development in accordance with the expectations and activeness of the students very well. The results of the research obtained can be concluded that the development of teaching materials in the form of teacher manuals and student worksheets based on the multiple intelligences theory in the centre of learning model aged 5-6 years is valid and suitable for use in classroom learning.

Wang, Haijun. (2017). The theory of multiple intelligences, which has been successfully used in the education and teaching reform in the west, has been brought forward for many years. Many researches have been done and some achievements are attained in our country at the end of the twentieth century, but it is different from theoretical discussion when it was in practical use. The current higher education system plays a great constraining role, which represents control phenomenon among the talent training and the evaluation system of teachers. It is extreme necessary to explore the feasible education reformation route, regarding the multiple intelligence theory as the basic guiding ideology. Confirming the training objectives of colleges and universities, providing students with practice opportunities, and focusing on the development of individual superior intelligence will be used as a reference for the reform and development of higher education.

3. METHODOLOGY

This study employs a qualitative research design, analyzing curriculum documents, syllabi, and training modules from various teacher education programs. Semi-structured interviews with educators and program coordinators further enrich the data.

3.1 Data Collection

- **Document Analysis:** Examination of curriculum materials from ten teacher education institutions.

- **Interviews:** Conversations with 15 educators and 5 program coordinators to gain insights into MI integration.

3.2 Data Analysis

Thematic analysis is employed to identify patterns and themes related to MI incorporation in teacher education.

4. FINDINGS

4.1 Current State of MI Integration

The analysis reveals that while awareness of MI Theory is prevalent, its practical application varies significantly across programs. Some institutions offer dedicated modules on MI, while others integrate it sporadically within general pedagogy courses.

4.2 Challenges in MI Implementation

- **Lack of Training:** Many educators lack adequate training to effectively apply MI principles.

- **Curriculum Constraints:** Rigid curricula often limit the flexibility required for MI-based instruction.

- **Assessment Issues:** Standardized testing frameworks do not align well with the diverse outputs encouraged by MI.

4.3 Best Practices

Programs that successfully integrate MI often:

- Incorporate hands-on workshops and micro-teaching sessions focused on MI strategies.

- Encourage reflective practices, allowing educators to assess and adapt their teaching methods.

- Utilize diverse assessment techniques that cater to multiple intelligences.

5. DISCUSSION

The findings highlight a gap between the theoretical endorsement of MI and its practical application in teacher education. Addressing this gap requires systemic changes, including curriculum redesign, targeted professional development, and flexible assessment models.

6. RECOMMENDATIONS

1. **Curriculum Enhancement:** Develop comprehensive modules dedicated to MI theory and its classroom application.

2. **Professional Development:** Offer regular workshops and training sessions focused on MI-based instructional strategies.

3. **Assessment Reform:** Implement diverse assessment methods that align with MI principles.

4. **Collaborative Learning:** Encourage peer learning among educators to share best practices and innovative strategies.

7. CONCLUSION

Evaluating teacher education models through the lens of MI Theory reveals significant opportunities for enhancing teacher preparedness and instructional effectiveness. By embracing the principles of multiple intelligences, teacher education programs can cultivate more adaptable, inclusive, and effective educators.

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