

# DOWNLOAD PDF BEYOND MARKETS AND INDIVIDUALS : A FOCUS ON EDUCATIONAL GOALS HOWARD GARDNER

## Chapter 1 : The Global Search for Education: What Do We Value Most? | HuffPost

*Table of Contents: Introduction / Richard H. Hersh and John Merrow ; 1. The media: degrees of coverage / Gene I. Maeroff ; 2. Ready or not?: where the public stands on higher education reform /.*

Recently, people have asked me why, at the age of 70, I embarked on a very large empirical study of higher education in the United States. As a young child, I thought that one day I would teach classes to children of every age. But for the first half of my scholarly career, I carried out studies in developmental psychology and neuropsychology, without a particular focus on education. That situation changed for two reasons. First of all, my theory of multiple intelligences, never of particular interest to psychologists, proved of great interest to educators. One inevitably notices what others notice. My students were largely involved in education but not in higher education. As a result, if you look at my published writings in education from to , they have focused almost entirely on K education. But while my research veered toward pre-collegiate education, my colleagues and I were also undertaking a major study of professions in American life. That study, known initially as The Good Work Project, took place over 10 years. It yielded a variety of publications and toolkits, now collated under the label of The Good Project. In that research, I and my colleagues—Wendy Fischman and Lynn Barendsen—were disturbed by a particular finding. They wanted to be successful and well-off, and so they, like their peers, had to be willing to cut corners, or so they thought. They told us that one day, once they had achieved their material goals, then they would be doing good work and modeling such work for other people. We wondered whether we could do something with college students to orient them to the importance of carrying out good work from the start—work that is technically excellent, personally engaging, and—most important—carried out in an ethical way. Accordingly, we looked for opportunities where we could work with college students on these issues. The first opportunity arose at Colby College in Waterville, Maine. There, a colleague, Sandy Maisel, invited us to teach a course in ethics, along with the nearby Institute for Global Ethics. With a set of engaged students, we reviewed many of the ethical dilemmas that arise in work life. The course worked out well. The following year, I had the opportunity to carry out a similar, briefer course at Amherst College with the then-president, Tony Marx. While carrying out these experimental courses, we had also been speaking to educators at Harvard College—much closer to home! Especially important was the collegiality of Dick Light, a long-time friend and colleague and, unlike me, a genuine expert in higher education. We were struck by two phenomena. On the one hand, nearly every month, new books appear—often rather depressing in tone—about the state of higher education in America. We speak to all the major stakeholders on each campus. In our interviews, we ask participants, particularly students, about their perspectives on excellence, ethics, and engagement. These virtues relate to the college experience, in both academic and campus life. Soon we will turn our attention to making sense of these in-depth interviews. Over the next months and years, we will report many of our impressions and findings on this blog, Life-Long Learning.

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## Chapter 2 : "Why Are You Doing That Research?" | Howard Gardner

*Beyond markets and individuals: a focus on educational goals / Howard Gardner This little student went to market / David L. Kirp How undergraduate education became college lite.*

Interpersonal Environmental-naturalist Recently, Gardner added a ninth intelligence Existentialist to the list. Because the ninth intelligence is so new, not much has been written about it yet, particularly about its applications in the classroom, if any. Keep your eyes and ears open for new information! As you look at resources devoted to the multiple intelligences, make sure that they are not just collections of "fun" activities. As you look at each intelligence, think about how you could apply it to your classroom instruction. Keep in mind that the intelligences are manifested in different ways. For example, a verbal-linguistic child who has complementary interpersonal strengths may be a talker, whereas a verbal-linguistic child who is more intrapersonal may be a writer.

**Verbal-Linguistic Word Strong** These students speak, read, or write well. They like manipulating words jokes and puns and playing with language word games. To develop verbal-linguistic intelligence, have students read and write in a variety of genres, give speeches, participate in performances, and hear the magic of language by reading telling stories. Have them create word games, crossword puzzles, and word searches. Model your love of language.

**Logical-Mathematical Math Strong** These students are good with numbers and enjoy logic problems and puzzles. They enjoy figuring things out and coming up with unusual solutions. To develop logical-mathematical intelligence, use Think Alouds for solving mathematical problems. Have them record information on graphs, establish time lines, and create maps. Let them explore how things work.

**Visual-Spatial Space Strong** These students doodle and design. They "see" things differently in their minds, and they recognize spatial relationships. To develop visual-spatial intelligence, read stories with well-described visual images, such as James and the Giant Peach. Have students listen to the words the author uses and draw a picture from the description. Use videos, slides, art, puzzles, and mazes.

**Bodily-Kinesthetic Intelligence Body Strong** These students are highly aware of the world through touch and movement. There is a special harmony between their bodies and their minds. They can control their bodies with grace, expertise, and athleticism. To develop bodily-kinesthetic intelligence, provide time for students to act out skits or scenes in a book, play physical games like Twister and Simon Says, and build objects to represent concepts. Allowing movement breaks during the day, even quick stretches, is helpful as well.

**Musical-Rhythmic Music Strong** These students are affected by music, rhythm, and environmental sounds. They sing, whistle, hum, tap, and sway. They are able to attach feelings to music and can create and replicate tunes. To build musical-rhythmic intelligence, have students create songs or raps to explain concepts e. Play different types of music during the day.

**Intrapersonal Intelligence Self Strong** These students are self-motivated and reflective. They watch and listen, taking in conversation rather than contributing to it. They prefer working alone, need quiet time to process new ideas, and daydream often. They usually need space and time away from hustle and bustle of the classroom agenda so they can pursue ideas in their own way. To develop intrapersonal intelligence, give students time at the end of each day to reflect on what they have learned and experienced in a journal, involve them in setting personal goals, and allow them to work at their own pace. Share your own reflections, listing two or three reasons why the day was a good one. They excel at cooperative activities and solving conflicts between classmates. To develop interpersonal intelligence, use cooperative learning, have students tutor each other, and teach students methods for solving group problems, perhaps using class meetings as a forum for social problem solving. Let them interact with others when problem solving.

**Environmental-Naturalist Nature Strong** These students have empathy for stranded crickets and butterflies with broken wings. They seem to "come alive" when allowed to interact with nature. They are able to see patterns and relationships in nature and life. To develop environmental intelligence, read stories about environmental issues to your students, categorize and classify objects of all kinds, or turn your classroom into a nature lab complete with plants and animals. Conduct lessons outside on occasion or even

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create a playground nature area as a school service project "nature strong" students will be happy to maintain it. Keep in mind that the multiple intelligences are problem-solving capabilities. Allow students to use all the intelligences to solve a problem read about it, analyze it, draw it, act it out, work to a rhythm, relate it to nature, talk about it, or reflect on it. Having multiple ways to solve a problem is beneficial for all of us, particularly when problems are complex and require innovative thinking. Multitudes of educational applications have been developed based on multiple intelligence theory. Below are examples of three teaching structures that can be used to address the intelligences in your classroom. You may implement the structures sequentially, using the variation approach at the beginning of the year, then add student choices, and finally teach bridging techniques to the students. A combination of these structures ensures a balance of activities to meet the needs of all your students. The multiple intelligences also make great assessments. Planning With Intelligence

**The Variation Approach** When you first begin instruction using strategies compatible with the multiple intelligences, your students will need to participate in a wide variety of experiences to learn about their preferences. All students complete the activities.

**The Choice Approach** If the students are widely varied in their preferred intelligence or unsure of their preferences, the teacher offers a choice in each intelligence to the students. Students complete one or more activities.

**The Bridge Approach** If the intelligence demand is primarily in one intelligence, the activity is focused on that intelligence. All students do the activity together, and the teacher offer bridging techniques to help students deal with the intelligence and the content in a successful manner.

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## Chapter 3 : Multiple Intelligences as a Partner in School Improvement - Educational Leadership

*Education Matters explores how-and how well-American public education works by focusing on such critical issues as class, gender, the promise of education, and how we can make it better.*

But educators who thoughtfully use the theory to support their larger educational goals find that it is a worthy partner in creating schools of excellence. The introduction of new ideas in education has predictable consequences. When educators first hear about cooperative learning or performance-based assessment or reciprocal teaching, their curiosity is touched with confusion. Not another fad, please. Multiple intelligences has been praised as one of the most important new ideas on the educational horizon, even as it has been condemned as old wine in new bottles or even a plot against serious education. Various myths have arisen and I have tried to dispel them Gardner And my colleagues and I have described various projects to implement MI ideas with which we have been personally involved Gardner My experiences with multiple intelligences in the classroom have convinced me of several things. To begin with, it is not possible initially to understand the theory completely nor to implement its implications effectively. It takes time to absorb the full implications of the theory, because it is more radical than most educators initially appreciate. It also takes time for educators to work out specific practices, whether they focus on curriculum, assessment, pedagogy, or some combination. MI may be appealing, but it is not for the faint-hearted, nor for those in search of a quick fix. After initial experimentation with the ideas and practices of MI, practitioners realize that MI is not an end in itself. It can aid in a variety of missions from engaging more children to encouraging deeper understanding to preparing students for work. It has to be a partner, however. MI cannot do the whole job by itself. A school based on MI is never complete—it is always "in formation": Our scientific understanding of intelligence is ever changing, and the accumulation of new information about the brain and genetics will only accelerate the process Gardner, in press. The cartography of the disciplines is also undergoing transformation and will continue to do so. Most important, each youngster is different, with his or her distinctive and possibly changing profile of intelligences, and there can never be a formula for reaching each individual child. Happily, versatile technologies are being developed, and these should eventually make it much easier to personalize education.

Challenges for Practitioners I am pleased to have the opportunity to introduce several articles in this issue of Educational Leadership. Each is written by an individual or individuals with considerable experience in the use of MI ideas in the classroom. In the spirit of the above remarks, I want to say a word about how the authors have used MI as a partner for their work, and then raise a challenge for further work. She also stresses its power for conveying interdisciplinary content and concepts. My challenge to her is simple to state, though elusive to realize: How can we best demonstrate, to a sympathetic but skeptical audience, that "MI approaches" are actually effective in enhancing student learning and understanding? He documents the power of these "partner" ideas in the design of curriculum, the assessment of student progress, communication with parents, and growth as colleagues. I issue two challenges to Hoerr and his colleagues: How can multiple intelligences approaches become part of the institutional culture, so that they transcend individual teachers and principals? And how can the New City School most effectively disseminate its ideas and experiences to other educators, in the United States and abroad? She describes innovative practices in the teaching of concepts and the stimulation of linguistic ability. Do certain basic principles emerge from this work, so that other special educators can proceed systematically, rather than on a case-by-case basis? Carol Reid and Brenda Romanoff p. They have also connected MI ideas with promising approaches to teaching for understanding in a thoughtful classroom. My challenge for Reid and her colleagues: If you broaden the criteria for gifted programs, how can you best alter the curriculum so that it also addresses a wider range of intelligences and domains? I have to admit that I was suspicious of this partnership, for I have been frustrated by the constant confounding of MI with stylistic approaches Gardner , Silver and his colleagues, however, have proposed a quite interesting idea: My challenge is for Silver, Strong, and Perini to continue this work and to make it more specific: Consider, for

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example, the domain of law practice. If Silver and his colleagues are correct, then different lawyers might use different intelligences for example, linguistic or interpersonal or different lawyers might use the same intelligence linguistic in different ways—for example, to write a brief, argue a case in front of a jury, or convince a client not to sue. Such a fine-grained analysis would help us to better understand how individuals possessing certain intellectual strengths, and certain stylistic proclivities, make consequential decisions about career and avocation. Two-Way Interaction Needed One of the most gratifying aspects of my long-term involvement with multiple intelligences has been the opportunities it has given for fruitful interplay among researchers and practitioners. Everyone pays lip service to straddling the fault line between these two domains; this journal is dedicated to that very goal. In fact, however, it is no easier to link practitioners and researchers than to marry any other randomly chosen domains—inasmuch as norms, values, and rewards are all too domain-specific. Once the educational implications of multiple intelligences had become apparent, it was equally clear that advances could not occur without regular interaction between these two communities. I know that I have benefited from this contact; I suspect that the practitioners have as well. Most important, I hope that educators working together have enhanced educational opportunities for many students. The Theory of Multiple Intelligences. The Theory in Practice. His most recent book is *Extraordinary Minds* New York: Simon and Schuster, forthcoming. Enter the periodical title within the "Get Permission" search field. To translate this article, contact permissions ascd.

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### Chapter 4 : Staff View: Declining by degrees :

*'Loving the Distance Between Them:' Thinking Beyond Howard Gardner's "Five Minds for the Future" Moses L. Pava*  
ABSTRACT. In his book, *Five Minds for the Future*.

Here we explore the theory of multiple intelligences; why it has found a ready audience amongst educationalists; and some of the issues around its conceptualization and realization. I want them to understand it so that they will be positioned to make it a better place. Knowledge is not the same as morality, but we need to understand if we are to avoid past mistakes and move in productive directions. An important part of that understanding is knowing who we are and what we can do. Ultimately, we must synthesize our understandings for ourselves. The performance of understanding that try matters are the ones we carry out as human beings in an imperfect world which we can affect for good or for ill. The theory of multiple intelligences: In the heyday of the psychometric and behaviorist eras, it was generally believed that intelligence was a single entity that was inherited; and that human beings "initially a blank slate" could be trained to learn anything, provided that it was presented in an appropriate way. Howard Gardner has questioned the idea that intelligence is a single entity, that it results from a single factor, and that it can be measured simply via IQ tests. He has also challenged the cognitive development work of Piaget. The opportunities for risky physical activity were limited, and creative and intellectual pursuits encouraged. Instead he went to a nearby preparatory school in Kingston, Pennsylvania Wyoming Seminary. Howard Gardner appears to have embraced the opportunities there "and to have elicited the support and interest of some very able teachers. From there he went to Harvard University to study history in readiness for a career in the law. However, he was lucky enough to have Eric Erikson as a tutor. But there were others: My mind was really opened when I went to Harvard College and had the opportunity to study under individuals" such as psychoanalyst Erik Erikson, sociologist David Riesman, and cognitive psychologist Jerome Bruner" who were creating knowledge about human beings. That helped set me on the course of investigating human nature, particularly how human beings think. Howard Gardner completed his PhD in his dissertation was on style sensitivity in children. He remained at Harvard. Alongside his work with Project Zero he now co-directs it with David Perkins he was a lecturer and then professor in education His first major book, *The Shattered Mind* appeared in and some fifteen have followed. Project Zero provided an environment in which Howard Gardner could begin to explore his interest in human cognition. He proceeded in a very different direction to the dominant discourses associated with Piaget and with psychometric testing. Project Zero developed as a major research centre for education "and provided an intellectual home for a significant grouping of researchers. Potential isolation by brain damage. The existence of idiots savants, prodigies and other exceptional individuals. An identifiable core operation or set of operations. An evolutionary history and evolutionary plausibility. Support from experimental psychological tasks. Support from psychometric findings. Susceptibility to encoding in a symbol system. Howard Gardner initially formulated a list of seven intelligences. His listing was provisional. Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence. Logical-mathematical intelligence consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. This intelligence is most often associated with scientific and mathematical thinking. Musical intelligence involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related. Spatial

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intelligence involves the potential to recognize and use the patterns of wide space and more confined areas. Interpersonal intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counsellors all need a well-developed interpersonal intelligence. Because of their close association in most cultures, they are often linked together. However, he still argues that it makes sense to think of two forms of personal intelligence. Gardner claimed that the seven intelligences rarely operate independently. They are used at the same time and tend to complement each other as people develop skills or solve problems. In essence Howard Gardner argued that he was making two essential claims about multiple intelligences. The theory is an account of human cognition in its fullness. Human beings are organisms who possess a basic set of intelligences. People have a unique blend of intelligences. These intelligences, according to Howard Gardner, are amoral – they can be put to constructive or destructive use. However, it has met with a strongly positive response from many educators. It has been embraced by a range of educational theorists and, significantly, applied by teachers and policymakers to the problems of schooling. A number of schools in North America have looked to structure curricula according to the intelligences, and to design classrooms and even whole schools to reflect the understandings that Howard Gardner develops. The theory can also be found in use within pre-school, higher, vocational and adult education initiatives. This appeal was not, at first, obvious. At first blush, this diagnosis would appear to sound a death knell for formal education. It is hard to teach one intelligence; what if there are seven? It is hard to enough to teach even when anything can be taught; what to do if there are distinct limits and strong constraints on human cognition and learning? Seven kinds of intelligence would allow seven ways to teach, rather than one. And powerful constraints that exist in the mind can be mobilized to introduce a particular concept or whole system of thinking in a way that children are most likely to learn it and least likely to distort it. Paradoxically, constraints can be suggestive and ultimately freeing. Among these are that: It also provides educators with a conceptual framework for organizing and reflecting on curriculum assessment and pedagogical practices. In turn, this reflection has led many educators to develop new approaches that might better meet the needs of the range of learners in their classrooms. Howard Gardner did not, initially, spell out the implications of his theory for educators in any detail. Subsequently, he has looked more closely at what the theory might mean for schooling practice e. A broad vision of education. All seven intelligences are needed to live life well. Teachers, therefore, need to attend to all intelligences, not just the first two that have been their tradition concern. Understanding entails taking knowledge gained in one setting and using it in another. Developing local and flexible programmes. While there are considerable benefits to developing understanding in relation to the disciplines, something more is needed. Are there additional intelligences? Subsequent research and reflection by Howard Gardner and his colleagues has looked to three particular possibilities: Naturalist intelligence enables human beings to recognize, categorize and draw upon certain features of the environment. The case for inclusion of naturalist intelligence appears pretty straightforward, the position with regard to spiritual intelligence is far more complex. According to Howard Gardner In doing so, I think it best to put aside the term spiritual, with its manifest and problematic connotations, and to speak instead of an intelligence that explores the nature of existence in its multifarious guises. Thus, an explicit concern with spiritual or religious matters would be one variety – often the most important variety – of an existential intelligence. However, empirical evidence is sparse – and although a ninth intelligence might be attractive, Howard Gardner is not disposed to add it to the list. He suggests that it is difficult to come to any consensual definition, but argues that it is possible to come to an understanding that takes exploration forward. If we accept the existence of a moral realm is it then possible to speak of moral intelligence? The fulfilment of key roles certainly requires a range of human intelligences – including personal, linguistic, logical and perhaps existential – but it is fundamentally a statement about the kind of person that has developed to be. It is not, in itself, an intelligence. He has also opened the door to another possibility – especially that of existential intelligence – but the court is out on that one. Indeed, Gardner himself has listed some of the main issues and his responses Here, I want to focus

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on three key questions that have been raised in debates. There are plenty of other questions around “ but these would seem to be the most persistent: Are the criteria Howard Gardner employs adequate? John White has argued that there are significant issues around the criteria that Howard Gardner employs. There are questions around the individual criteria, for example, do all intelligences involve symbol systems; how the criteria to be applied; and why these particular criteria are relevant. Indeed, Howard Gardner himself has admitted that there is an element of subjective judgement involved. They can still point to a substantial tradition of research that demonstrates correlation between different abilities and argue for the existence of a general intelligence factor.

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### Chapter 5 : Declining by Degrees : Book Excerpts

*Higher Education at Risk" Beyond Markets and Individuals: A Focus on Educational Goals Howard Gardner This Little Student Went to Market.*

Multiple Intelligences and Underachievement: Dixon Hearne and Suki Stone The field of learning disabilities, like education in the main, is undergoing calls for reform and restructuring, an upheaval brought on in great part by the forces of opposing paradigms - reductionism and constructivism. In reexamining our past, we must begin to address the failures of traditional deficit models and their abysmally low "cure" rate. Several new theories have arisen that challenge traditional practices in both general and special education classrooms. Particularly influential has been the work of Howard Gardner, whose theory of multiple intelligences calls for a restructuring of our schools to accommodate modes of learning and inquiry with something other than deficit approaches. At least some current research in the field of learning disabilities has begun to focus on creativity and nontraditional strengths and talents that have not been well understood or highly valued by the schools. In this article, we briefly summarize the findings in our search for the talents of students labeled learning disabled, evidence of their abilities, implications of these for the schools, and a beginning set of practical recommendations. The schools allow millions of imaginative kids to go unrecognized and let their gifts remain untapped simply because educators focus too much attention on numbers, words, and concepts, and not enough on images, pictures and metaphors. Many of these children may be ending up in learning disability classes and many more may be wasting away in regular classrooms, at least in part because nobody has been able to figure out how to make -use of their talents in a school setting. In their provocative book, *Cradles of Eminence*, Victor and Mildred Goertzel explored common bonds and recurring themes in the lives of eminent twentieth-century men and women. Primary in the list of dissatisfactions with school were the curricula, followed closely by their problems with "dull, irrational, or cruel teachers". Many of the were themselves thought dull because of their general lack of interest in schoolwork. Goertzel and Goertzel noted that many of these intellectually capable children who failed in school did so because they limited their interests to particular subjects and neglected others altogether. Others managed only to irritate their teachers with their originality and imagination. Today, many of those individuals would no doubt be referred and perhaps assigned to learning disabilities LD programs or remedial instruction. This is due in great part to the widespread use of, and frequent over reliance on, IQ measures in determining school placements. Even the performance components of respected tests such as the Wechsler Intelligence Scale for Children-Revised are laden with the need for metalinguistic thought and reasoning. Examinees engaged in the block design, object assembly, or picture completion subtests, for example, can be observed "thinking in language" as they approach the tasks e. This preoccupation with verbal and logicomathematical ability has generally diverted our attention from other aspects or kinds of intelligence that reside within every child. Simpson, for example, argued the need for "tests designed to give us more direct and dependable information upon this essential element of progress - creative imagination". He developed several creativity tests himself. In , McCloy and Meier constructed a "re-creative imagination" test. In a set of related studies among college students, Welch found no statistical basis for equating intelligence with imagination. Despite the high intelligence of students in his studies, they displayed a lack of imaginative thinking. These results were consistent with findings by Dearborn in his pioneering research among college students. In more recent research, Torrance, Guilford, Welsh, and Barron. In , Getzels and Jackson wrote, "Once we accept the notion, however provisionally, that creativity and intelligence as measured by the I. Past is present Ironically, much of the existing research on the talents and strengths of individuals with learning disabilities has appeared not in learning disabilities journals, but, rather, in journals devoted to study of the gifted. Twenty-three percent of the districts nominated students with above-average aptitude for the gifted program. Surveys from directors of GT programs also contained comments to the effect that "LD children cannot be in a gifted program and that students with high aptitude

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are not LD". Such misconceptions seem to permeate our education system at all levels, due in great part to a general lack of knowledge and direct experience with those individuals who have been labeled by the schools as learning disabled. At the conclusion of her editorship of the Learning Disability Quarterly, Poplin noted that "the horrifying truth is that in the four years I have been editor of the LDQ only one article has been submitted that sought to elaborate on the talents of the learning disabled. According to Poplin, learning disabilities literature can be divided into roughly three broad philosophical and pedagogical domains: Somehow, the field of learning disabilities has evolved into a deficit driven enterprise, much as have the fields of compensatory, remedial, and even, in some cases, bilingual and English-as-a-Second-Language ESL education. Once these are found, they define their roles as remediators of deficits. Poor readers, for example, are frequently assigned multiple sessions of reading instruction e. In addition, remediation is defined reductionistically, with the large and inherently interesting tasks, such as reading, broken down into small, often disconnected and uninteresting tasks. The small reductionistic skills are selected for instruction, as is true in most special programs Sooho, The data on this form of remedial instruction are well known and do not support the notion that such approaches are widely or even mildly successful in affecting the lives of students with learning disabilities. Many of us know individuals with learning disabilities from our classrooms, and, regardless of what they look like in the research journals, we know they have incredible talents generally undervalued or not well represented in our curricula. So the student who knows more about ants than anyone in the class, perhaps even more than the teacher, may fail the second grade science test on ants. The adolescent who knows much about the politics of power may fail political, science. Knowing this, special educators are left with a number of dilemmas, including the issue that we do not understand the talents of students with learning disabilities or how we might use these talents in their education. Quinn, Moss, Weinstein, and Stolowitz have all documented the painful results of our not understanding or nurturing the strengths of students with learning disabilities. In recent years, however, some research has begun to examine-even emphasize what learners can do, rather than what they cannot. His theory of multiple intelligences offers a more holistic accounting of individual potential and talents. According to Gardner, each person possesses at least seven kinds of intelligence linguistic, logico-mathematical, musical-rhythmic, visual-spatial, bodily-kinesthetic, interpersonal, and intrapersonal , and the degree to which each develops is dependent upon many variables. The most important, however, is freedom to pursue the intelligences. Because schools are deficit driven, they generally devalue or ignore intelligences other than the logico-mathematical and linguistic. We continue to use them to segregate populations and to dictate special curricula. Grouping for instruction exists primarily as a function of time, economics, and student ability verbal and mathematical , rather than of individual talents, strengths, or interests. The kinds of schools Gardner advocated exist only as pilot programs, such as "Project Spectrum, " which is a preschool collaboration between Harvard and Tufts universities; these programs allow students to demonstrate their particular strengths and interests through their play activities, number games, creative movement exercises, and storytelling activities. Students are taken into the community every day, and every day the community is brought into the school. There is, however, no wide-scale plan at the national, state, or local level for nurturing the various intelligences. We know a lot about what students do not know because we look for it directly throughout the day. We persevere on the things we want them to know and generally ignore things they want to know, forgetting that only when they are immersed in their own personal interests and passions are they honing their strengths and talents. As Gardner submitted, schools should be a place where learners go to nurture their personal intelligences, a place rich with choice, opportunity, and an accessible and varied curriculum. We have no statistics on student possibilities that are not, nurtured in our schools; we cannot reconstruct what might have evolved. Conversely, we know a tremendous amount about what educators think is important to know and do. Despite the dialectic on "restructuring," state- and district-level discussion seems to focus more on the politics of reason and economics than on institutional change, more on teaching than on learning. In reading and written language, for example, Leland and Harste submitted that "a good language arts program is one that expands the communication potential of all learners

through the orchestration and use of multiple ways of knowing for purposes of ongoing interpretation and inquiry into the world". If we do not believe that students have multiple ways of knowing, it is because we have not looked for evidence of it, and it is a fallacious assumption to believe that creative problem solving is necessarily a by-product of good teaching. He asserted that creativity such as that of Mozart and Mill and the pure genius of an Einstein arise in their own time as a matter of the combined forces of their own talents and the zeitgeist of the age in which they live and operate. In light of the lessons learned from our past and the prodigies and geniuses it has produced, we should create every opportunity in the lives of individuals in our charge to allow all their unique gifts and talents to come forth. Because we cannot calculate or predict the advent of geniuses in our midst, schools should abound with opportunities for talents or genius to materialize, as if the time is always right for such things to happen. Such reasoning presents several dilemmas for the schools. First, they must reexamine their primary role in the personal lives of their inhabitants, versus their role as impersonal agents of change. Schools must reexamine the reasons and procedures by which students are segregated into categories. Moreover, they must acknowledge the fallacies and limitations of testing and the fallacious assumption that remediating academic deficits is preparation for life. We must also set aside purely reductionist assumptions, at least temporarily, if we are to let an array of alternative views emerge. Inviting peers from other disciplines to tinker with the problem says much about the value we place on objectivity in our quest to understand learning disabilities, and much about our integrity in general. A summary of research To begin to address some of the dilemmas and issues raised by educators with respect to the abilities of students with LD, several studies have been conducted over the past decade. Although our current diagnosis, assessment, and instructional practices remain oriented toward locating and curing deficits rather than capitalizing on talents, our cure rate has been abysmally low, suggesting that it might be time to rethink our direction. Below, we summarize some findings from relevant research and the issues they raise for both general and special educators. Owen and Baum reported that "in nonacademic settings, they have been observed to be creative and productive. They can show extraordinary abilities and are highly motivated when completing challenging tasks based on based on their own interests". In a subsequent study, Minner asked teachers of gifted students in four midwestern states to read vignettes describing hypothetical gifted students with and without learning disabilities from varying socioeconomic backgrounds. Although most of the teachers had little knowledge or training in the area of learning disabilities, results from this research revealed that teachers of gifted students were "less inclined to refer learning disabled and poor children than identically described children without those particular traits". The author noted that this research supported similar findings from a former study indicating that general classroom teachers are also less inclined to refer such students for possible placement in gifted programs. Such attitudes leave entire segments of school populations unserved by appropriately, challenging programs. In our search of the past literature on learning disabilities for indications of talents and strengths, four areas emerged: In , Poplin, Gray, Larsen, Banikowski, and Mehring published an article suggesting that the writing difficulties of students with learning disabilities lay more in the mechanical aspects of writing than in the conceptual ones. Using a test that separated these areas, Poplin et al. However, as these students progressed through school, they lost their edge in the conceptual areas. Researchers hypothesized that this, in part, -might be related to the emphasis on mechanical skills dominant in typical remediation programs. Atwell lent more support for that hypothesis with her documentation of the progress of a student with learning disabilities in a whole language program. Kerchner and Kistinger looked at several groups of students with learning disabilities, some in traditional remediation programs and one group in a process-writing program that used word processing as well. Those students who received process writing instruction versus traditional remediation made significantly more academic progress during the year, further suggesting that skills remediation may not be the answer. Additionally, Kerchner and Kistinger noted that by drawing illustrations prior to writing, some of the students showed improvement in both organization and elaboration of their themes. By , some researchers, interested in frequent reports by teachers that their students with LD were often mechanically talented, had begun to explore how these talents might relate to computer

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aptitude. A test was subsequently developed that could assess computer aptitude without requiring complex linguistic skills: Results also indicated that no significant difference existed in computer aptitude scores between male and female participants in the sample. Moreover, areas in which students with LD can excel might prove to be excellent avenues to academic success. In , Tarver et al. Using the Torrance Test of Creativity and the Alternative Uses Test, they sought to examine both figural and verbal creativity.. The Torrance test asks the child to complete an incomplete figure and make it tell an interesting story, all within 10 minutes. Results of the Figural Creativity subtest indicated that the students with LD were higher than their NLD counterparts in originality, and that the NLD students were significantly higher in elaboration. The results of the verbal creativity comparisons indicated that the NLD students scored higher on five of the six measures. They also suggested that lack of motivation or persistence may have contributed to the lower elaboration scores for students with LD.

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### Chapter 6 : Declining by degrees : higher education at risk | Search Results | IUCAT

*Howard Gardner is Professor of Education at the Harvard Graduate School of Education, Larsen Hall, 14 Appian Way, Cambridge, MA His most recent book is *Extraordinary Minds* (New York: Basic Books, ) and he is currently working on *An Education for All Human Beings* (New York: Simon and Schuster, forthcoming).*

What should the Howard Gardner is the John H. He has received honorary degrees from 26 colleges and universities. In and , he was selected by Foreign Policy and Prospect magazines as one of the most influential public intellectuals in the world. The author of 25 books translated into 28 languages, and several hundred articles, Gardner is best known in educational circles for his theory of multiple intelligences. Gardner directs the GoodWork Project -- a study of work that is excellent, engaging, and ethical. With colleagues at Project Zero, he is also investigating the nature of trust in contemporary society and ethical dimensions entailed in the use of the new digital media. Gardner, what is your view on standardized testing? Our analysis of the educational problems in the United States is very distorted. What does it say about the kind of a society we aspire to be, when we are analyzing our educational success almost entirely on standardized test scores in a few subject areas? Even the focus on global competitiveness, particularly with respect to test scores, is misguided. Instead, we need to focus on the kind of human beings we want to have and the kind of society in which we want to live. That is why, for two centuries, we have been much admired and even imitated around the world. Once we get that straight, I am not worried about our test scores or our rankings in one or another international ranking system. My belief in why America has been doing so well up to now is that we have been propelled by our immigrants and our encouragement of technical innovation and, indeed, creativity across the board. I believe this is what has enabled America to take a leadership role in the last century. Of course we would like to improve education for all children. But, look at what has happened since Enron, Lehman Brothers, AIG - all synonyms for great malpractice on the part of the so-called "best and the brightest. Success is being evaluated in one dimension only, and that is getting wealthy at all costs. There have been many casualties and probably will be more. We need to go beyond fear and greed - we need to re-establish a sense of trust, and to identify persons, practices, and policies that are truly admirable. Theory and Practice project--see goodworkproject. Good Work is about how we can help young people live a life of good work and good citizenship. In the heartland, the problem has been about Engagement. The upper middle class children who populate the suburbs have weak ethical muscles. On one calculus, they may be the "best and the brightest", but they have been dominated by Money, Markets, and Me. Of course, that is not the problem of the young people - it is the problem of the models that we older people have established and the kinds of signals that we give from birth onward We need to "heal ourselves". I worry about the messages we send when we have such a focus on tests, data, and rankings. I sometimes say that if we tripled the salaries of teachers, the problems would evaporate. Powerful leadership needs to send new and different messages about the definition of success. When I think about the Republicans who are competing for the presidency, and the lackluster response from the current administration, I weep. What are your thoughts on how might use the internet to achieve the objective of helping kids become better citizens - e. The biggest communities in which young people now reside are online communities. These are like the "wild west" - there are no solid norms, and so everyone is going her own way or improvising. At our GoodPlay project see goodworkproject. How might colleges assess children on multiple levels other than standardized tests? The better colleges have more resources and are able to and need to allocate more of these resources to assessing incoming students so that test scores alone vs. Nonetheless, colleges including the ones with which I am associated brag about the combined SAT scores. Even more hypocritically, those that have made the tests optional still attempt to recruit from the ranks of the higher scorers. Lloyd Thacker and his educational conservancy are trying to address this dilemma. Should we be assessing values, discipline, respectfulness and good citizenship more? Such assessments can and need to be done, but not by paper and pencil or computer-delivered tests! The traditional

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British system of knowledgeable inspectors is the best way that I know. Judgment by informed, disinterested in the literal sense of that word , and wise individuals is the way that we can and should make our most important decisions as a society, and indeed, as a planet. World Wisdom In educational reform, focus on the kind of human beings we want to have and the kind of society in which we want to live. We should not evaluate our educational success based on standardized test scores in a few subject areas. The better colleges are able to and need to allocate more of their resources to assessing incoming students so that test scores alone do not play a dominant role in the admissions criteria. The countries that do best in international comparisons have professional teachers who are respected, and they also have family and community which support learning. Professor Howard Gardner and C. Leon Botstein US , Dr. David Shaffer US , Dr.

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### Chapter 7 : Liberal Arts and Sciences in the 21st Century | calendrierdelascience.com

*It Beyond markets and individuals: a focus on educational goals / |r Howard Gardner -- |g 8. |t This little student went to market / |r David L.*

The 9 types of intelligence are:

- Bodily-kinesthetic intelligence:** The capacity to manipulate objects and use a variety of physical skills. This intelligence also involves a sense of timing and the perfection of skills through mind-body union.
- Existential intelligence:** Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, who are we, why do we die, how did we get here, where is humanity heading, etc.?
- Interpersonal intelligence:** The ability to understand and interact effectively with others. It involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives. Teachers, social workers, actors, and politicians all exhibit interpersonal intelligence.
- Intra-personal intelligence:** Intra-personal intelligence involves not only an appreciation of the self, but also of the human condition. It is evident in psychologists, spiritual leaders, and philosophers. These young adults may be shy.
- Linguistic intelligence:** The ability to think in words and to use language to express and appreciate complex meanings. Linguistic intelligence allows us to understand the order and meaning of words and to apply meta-linguistic skills to reflect on our use of language. Linguistic intelligence is the most widely shared human competence and is evident in poets, novelists, journalists, and effective public speakers.
- Logical-mathematical intelligence:** The ability to calculate, quantify, consider propositions and hypotheses, and carry out complete mathematical operations. It enables us to perceive relationships and connections and to use abstract, symbolic thought; sequential reasoning skills; and inductive and deductive thinking patterns. Logical intelligence is usually well developed in mathematicians, scientists, and detectives. Young adults with lots of logical intelligence are interested in patterns, categories, and relationships.
- Musical intelligence:** The capacity to discern pitch, rhythm, timbre, and tone. This intelligence enables us to recognize, create, reproduce, and reflect on music, as demonstrated by composers, conductors, musicians, vocalist, and sensitive listeners. There is often an affective connection between music and the emotions; and mathematical and musical intelligences may share common thinking processes. Young adults with this kind of intelligence are usually singing or drumming to themselves.
- Naturalistic intelligence:** Designates the human ability to discriminate among living things plants, animals as well as sensitivity to other features of the natural world clouds, rock configurations. This ability was clearly of value in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef.
- Spatial intelligence:** The ability to think in three dimensions. Core capacities include mental imagery, spatial reasoning, image manipulation, graphic and artistic skills, and an active imagination. Sailors, pilots, sculptors, painters, and architects all exhibit spatial intelligence. Allow yourself to be voice guided, using your imagination to see the story being told, then take time to draw what you visualized. Grow spatial intelligence when learning a choreographed dance. Watch the steps, visualize the dance, then practice the movement. This act of learning dance combines spatial, bodily, mathematical, and musical intelligences.

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### Chapter 8 : calendrierdelascience.com | Howard Gardner, multiple intelligences and education

*Howard Gardner, a professor of cognition and education at the Harvard Graduate School of Education, investigates this issue in his article "Beyond Market and Individuals: A focus on Educational Goals".*

Spring - Volume 14 Number 2 Multiple Intelligences: Several definitions of intelligence are presented and the author examines the theories of Sternberg and Goleman as supportive of the philosophy of multiple intelligences being the most effective for 21st century educational and curricular platform. The author sees the value of MI theory as broad enough to facilitate 21st century understanding of education and intelligence in so much as diversity and technology have fueled changes in the definitions and requirements of individuals with regard to pedagogy. In putting forth a strong argument of multiple intelligences MI being a strong platform for effective educational and instructional methodologies in 21st century classrooms and schools, the author also examines opposing views and attempts to counteract such with supporting literature, examples, and ideas.

Introduction Theories of intelligence are extensive in educational and psychological literature. However, regardless of the number of theories and perspectives that have emerged on intelligence, each with varying combinations of the original nature-nurture argument which underpins so many debates in social life, intelligence as a subject of education seems to have no exhaustion point. Multiple intelligences MI consist of many subdivisions of individual abilities and potential according to their learning modes. Gardner believes that there are nine distinctive types of intelligences: Smith provides brief definitions of the first seven of the nine intelligences developed by Gardner in Table 1, and to which has been added the other two types of intelligences. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence. Logical-Mathematical Intelligence Consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. This intelligence is most often associated with scientific and mathematical thinking. Musical Intelligence Skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related. Spatial Intelligence The potential to recognize and use the patterns of wide space and more confined areas. Interpersonal Intelligence Concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counselors all need a well-developed interpersonal intelligence. Naturalist Intelligence Designates the human ability to discriminate among living things plants, animals as well as sensitivity to other features of the natural world clouds, rock configurations – Gardner, b, p. Existential Intelligence Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here Gardner, b, p. Gardner believes that the solid basis for multiple intelligences MI theory lies in bio-psychological potentials that range across cultural contexts. As such, the theory of multiple intelligences decisively addresses the deficiencies of many theories that do not take individual differences into deep consideration as the basis of intelligence, but rather, focus on intelligence as a consensus-driven concept such that standardized tests have always been the norm for measuring intelligence. However, Gardner and Hatch note that standard intelligence tests are incapable of tapping into the expanse of human potential which we call intelligence. Two notable examples are Robert J. Sternberg and Daniel Goleman. This is the case because both theorists differ significantly "like Gardner" when it comes to the traditional or what could be called the "cognitive" view of intelligence. The very definitions of intelligence provided by both these theorists reflect the same detachment from traditionalist theories of intelligence that is espoused by Gardner. Sternberg defines intelligence as "skill in achieving whatever it is you want to attain in

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your life within your sociocultural context by capitalizing on your strengths and compensating for, or correcting, your weaknesses" p. Goleman differs only slightly by having a more "singular" definition of intelligence": Howard Gardner is based on the understanding that people learn utilizing different types of intelligences Griggs et al. This means that individual learning varies across a platform of human potentialities in which individual differences stemming from bio-psychological and cultural factors affect their skills sets and even abilities. Multiple intelligences MI among intelligence theories specifically caters to the diversity characterizing individuals, and hence leads to a more effective and sensible approach to address unique learners in the classroom. The implications for educators and students are tremendous in terms of the richness and flexibility MI brings to teaching and learning: As educators develop and utilize pedagogies that consciously attempt to engage students in a variety of ways, knowing which intelligences students possess is critical to effective instruction. The benefit of this evaluation is two-fold. If instructors know the strengths of their students, they can better prepare engaging and relevant lessons that correlate with those strengths. Secondly, students, knowing their strengths, can engage various strategies to enhance their learning accordingly Griggs et al, , p. We are living in a truly global society where diversity has become the most defining aspect of social life. This diversity is reflected in the 21st century school and classroom where students from all walks of life representing diverse languages, cultures, ethnicities, nationalities, religions, and socialization-backgroundsâ€”not to mention unique individual personalities meet in a singular place where the instructor must be able to facilitate vast differences. Only multiple intelligences MI hold the power and potential for instructors or educators to develop flexible and broad enough methodologies and approaches to address this diverse audience with differing skill sets or potentials. This is supported by Haley who explored the application and suitability of multiple intelligences MI in shaping and informing instructional strategies, curricula development and alternative forms of assessments across second language learners. Students learn differently, and there is no doubt about that. Some students are visual learners, while others are kinesthetic learners, and yet others a combination of several learning modes based on their individual intelligences. This requires educators to vary pedagogy to effectively reach their students and meet accountability standards Griggs et al. Nature, musical, and language followed all with percents in the 20s. This is sufficient evidence for multiple intelligences being the most effective platform for instructions across such cohorts. Social theorist Robert J. Sternberg , , views intelligence as behavior and this behavior in individuals emerges from the balance existing between three faculties or abilities: According to Sternberg Analytical abilities enable the individual to evaluate, analyze, compare and contrast information. Creative abilities generate invention, discovery, and other creative endeavors. Practical abilities tie everything together by allowing individuals to apply what they have learned in the appropriate setting p. This stems from the idea that "creativity" broadly defined can encompass any of the nine types of intelligences communicated by Gardner. Practical intelligence also envelops around several intelligences in MI theory, especially those that appear to be more mechanical than intellectual or abstract. Further evidence of the formidability of multiple intelligences as the most suitable and effective platform for 21st century instructional and educational methodologies can be gleaned from the application of various technologies in the learning process. According to Kezar multiple intelligences MI theory allows us to understand the effective application and usage of technology in serving diverse students and in meeting the standards set by various stakeholders, especially as increased accountability in 21st century education demands that each and every student becomes the focus of teaching. Additionally, multiple intelligences MI provides a new lens through which to see and address the problems that have plagued educators, learners, and schools for decades. However, multiple intelligences MI provides a remedy for this by allowing us to recognize different abilities and capabilities in our children and in people in general. This means that schools are able to expand their curricula and develop better assessments that are more applicable to individual lives and survival needs. Moreover, it has made social interaction and interpersonal skills development important aspects of defining intelligence as a broader spectrum of human abilities, and this helps to formulate an understanding of individual uniqueness as the modulating factor in intelligence.

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Regardless of the rich evidence and argument put forward for multiple intelligences MI as the most effective platform for 21st century educational and instructional methodologies, not everyone agrees. One researcher views the MI theory applied to educational methodology as creating negative stereotypes and categorical limitations on learners. According to Lacey the theory of multiple intelligences, while it holds some importance and great potential, reinforces some negative and fairly limiting stereotypes that affect individual learning and perceptions. In the short term, this is counter-productive because education should be about developing a range of abilities, whether you demonstrate an initial aptitude or not. In the long term, it is even worse. People with PhDs are widely assumed to be incapable of tying their own shoelaces because of the belief that high academic ability equals spatial incompetence. This is a fairly reasonable argument. However, Lacey overlooks the numerous opportunities that multiple intelligences MI has created for educators, learners, and educational institutions, and society overall. Because of the development of the perspective of MI, we have acquired a better understanding of how people learn and have been able to facilitate learner differences much more effectively than at any other time in history. In addition, because of the ideas and application of multiple intelligences MI, we have been able to eliminate the many barriers that affected learning opportunities for women and minorities of all classes, disabled children, and those who do not display the norm-based cognitive skills that standardized tests were originally formulated around. Kezar points out that it is through multiple intelligences MI that we are able to respond effectively to increased access in education and teaching and learning, meet the needs of diverse technology users, and respond to accountability demands from various education stakeholders in 21st century society and schools. Multiple intelligences MI affords us the opportunities to better understand people from different social, cultural, political and historical backgrounds and relate to the contexts in which they live and learn. Armstrong finds multiple intelligences extremely integral to the teaching-learning process in any environment because he argues that whatever we teach and learn can be connected to the different intelligences as seen in Figure 1 below. Multiple Intelligences in the Teaching-Learning Rectangle Words linguistic intelligence Numbers or logic logical-mathematical intelligence Pictures spatial intelligence.

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### Chapter 9 : Education Matters (A Longman Topics Reader)

*Mr. Gardner, we listened to you today in the theorists' class, and your academic career, your theories have affected us so much, my friends and I invite you to my university we love you.*

Teachers need to connect with classrooms filled with distinct individuals. We all want learning to be intrinsically motivated and mindful, yet we want kids to test well and respond to bribes er, extrinsic rewards. Starting in pre-kindergarten, children at Love T. In other words, interrogate the technology, interrogate the software. Keeping up with the deluge of products is impossible and really not all that helpful. Instead, these 8 touchstones “ based on research and backed by good common sense and teacher know-how ” will outlast any technology life cycle. Keep learning goals ahead of the technology. At the start and end of each school day, ask: Tech becomes an add-on, as opposed to integral to the subject. Opt for the open-ended. Yeah, that sounds about as fun as a root canal. Let students surprise you and themselves. Katie Davis , a former fourth-grade teacher who now works as an assistant professor at the University of Washington Information School and recently co-authored *The App Generation* with Gardner, suggests using technology as a starting point, a way to introduce new experiences and modes of expressions. What direction do I think I should go? The experiences should be open-ended and as non-constrained as possible. Let kids get comfortable with the messiness of life and learning. Use technology to nudge students away from looking for confirmation for what they already know. Keep learning challenging, but not impossible. Heffernan developed a tutoring system, called ASSISTments, to help kids in the moment and to assess their progress over time. More than , schoolchildren across the country have tried the free setup, and Heffernan is now considering how online tutoring might offer students encouragement and gentle nudges in the form of pre-recorded videos by their teachers. Perhaps most interesting, though, is how classroom behavior changes based on the tech. All the kids who get to that question tomorrow will have the benefit of this student-generated feedback message. Small nudges, in the form of well-crafted feedback, can make big differences in learning outcomes for kids. Stay skeptical of individualized learning “ for now. Research into individualized learning in the digital realm is still at a preliminary stage read: Bring in student interests, authentically. Who likes chocolate-covered broccoli? But as she says: Look for technology that supports social interaction, says Lori Takeuchi , senior director and research scientist at the Joan Ganz Cooney Center. Most teachers rely on word of mouth and their own hands-on experience. In the survey, 48 percent of game recommendations came from other teachers, 41 percent came from their own experience, and 31 percent came from students. Use open online materials to share content, lesson plans and professional development. Make it open, make it better. Known as open educational resources OERs , these online materials are freely and openly available. That may sound familiar, but their approach, honed over the past decade, is different. Consider, for instance, the physics behind answering the question, How do mosquitoes fly in the rain? They learn to teach well by co-teaching with another teacher and then adding to or sharing the lesson. Featured artwork via iStock.