



alp

activate leadership potential

TOOLS

Meet MI Talents

**The use of the Multiple Intelligences in Adult Learning Techniques
in Literacy Training**

Are you logical-mathematical? Is it easy for you to write a text or to make a speech? Can you play an instrument or like to sing? Or do you have a good feeling for other people? – Where do you see your own strengths and where are the strengths of the individuals you are working with? - Join our workshop and explores how the Multiple Intelligences according to Howard Gardner can be used to learn about yourself and in working with adult learners.

Welcome to the TOOLS for Meet MI Talents – The use of the Multiple Intelligences in Adult Learning Techniques in Adult Literacy Training

Here you can find methodological solutions on how to support adult learning in trainings.

Meet MI Talents is about

- learning about the concept of Howard Gardner on the Multiple Intelligences
- exploring what the Multiple Intelligences are about and reflecting on the impact on adult learning (you and others)
- gaining knowledge and experience on alternative learning methods based on the Multiple Intelligences
- discover your unique intelligence profile by testing the Multiple Intelligences through active learning methods

Approach

The core pedagogic approach is rather andragogic – taking into consideration, that adults:

- are motivated to achieve the competence needed to manage or handle real life situations
- have and keep the responsibility of own decisions, learning and life
- have many life experiences and their learning build and continue on these
- learn the most by exchange of experiences in smaller groups and by working with personal challenges and opportunities
- prefer learning that is centered on real life situations, tasks or problems relevant to their needs
- learn by adding new knowledge to already achieved experiences

Interpersonal
in café-style organised in a real café'

Put cards with the following questions on the table, so participants can exchange understanding and points of view:

- I define a competence as
- Intelligence is defined as
- An adult is a person who
- In my literacy work, I
- A competence of mine I would like to improve in these days is
- A challenge I face in my work is
- My dominant intelligence is
- My weakest intelligence is
- My preferred hobby is
- The motivation that lead me to this workshop is
- A special contribution I can bring is
- Something that I am worried about is
- In these days I would like to discover

Intrapersonal Learning LOG

Participants each receive an empty notebook for taking down their personal reflections throughout the seminar.

Material: Magazines, glue and scissors are spread on the tables.

Participants are invited to look through the magazines and to choose images that they associate with learning and decorate the cover of the notebook they received.

At the end, in pairs, they exchange their view about learning.

Interpersonal
Cooking together

Meeting in the kitchen

Participants were divided in small groups (4-5 people). They all brought one or two ingredients from their home country - something they like to eat.

Additionally they received some general food (pasta, rice, flour, spices, salad, vegetables etc.)

The task is to create a new recipe out of the ingredients they have and to cook it for the entire group in their team.

After cooking and eating together, debriefing around the following questions:

- How did the process of cooking together work out?
- What did you learn about yourself today?

Musical Drumming

Meeting at a venue, where you have drums for each participant: (ideally in the music or drumming centre)

2 hour Drumming session including learning the main beats and creating different common rhythms. Try to feel the rhythm and stop thinking.

If available use different other instruments and listen to the different sounds. Try to create again some rhythms together.

Debriefing:

- What did you learn about yourself?
- Think about the written tests – do the results match your thoughts of today?
- What makes people enter or not entering the experience? What provokes the inner resistance?

Visual-spatial
City Rally

Participants are organised in small groups (4-5 people)

Group Buidling: Each person drags a card with information about the place to visit. This is how the groups form. They receive a map of the town and need to visit the places listed in the cards.

Main question to answer:

- Why or why not is the place good for them for learning.

Each group visit the following location types:

- Kaffee-shop
- University
- Big squares in Vienna
- Library

Debriefing:

- What did you learn about myself?
- Why or why not is the place good for you for learning?

Spirituality it is the difference to be dead or alive: It is the energy/Qi that we feel. Emotions are connected to the brain – give vibrations, as all our cells are constantly vibrating (Atom + electron). The goals of this session is to connect again to the own feelings and inner energy – to find what gives you energy.

- 1) Start the session with the story “To hear the unheard” (<http://conscious-manager.com/leaders-skill-to-hear-the-unheard.html>)

Create a calm atmosphere before your start reading.

- 2) Activity: Sun salutation
- 3) Activity: Walking the space. The participants should feel the space around you. Walk around and move like dancing – feel how different kind of music can give you different energy.

Question: What else can give you energy?

- 4) Plenum: Collect the ideas about what gives you energy on a flip-chart.

Intrapersonal
Comfort zone

Introduction to the topic of Comfort – Stretch – Panic Zone

- 1) Create a circle around yourself with a string – as big as you need
- 2) Sit/stand with your eyes closed
- 3) Facilitator creates a pictures in the mind of the participants
 - Invitation to remember the time of their arrival and other very concrete situations and emotions, e.g.
 - Friends is coming, how does it feel
 - A colleague from work, which you do not know so well is visiting you.
 - Foreigner – never met before.

Reflection questions:

- How can you recognize that you are out of your comfort zone?
- How do you react when you are out of my comfort zone?
- What makes this visible? How did it feel?
- How can you go back to your comfort-zone?

The questions are given one after the other. Each time you take another discussion partner.

Walking in the nature

- 1) Assignment before walking "to notice as many diverse natural things as possible"
- 2) Walking up to Leopoldsberg (or any natural environment – a big park or forest)
- 3) Sharing in small groups about the discoveries

Test yourself with some some "kinaesthetic" activities.

Activities include handy-graft games such as tangram, origami, folding a cube, making knots, Billy Biber, Juggling, speed stack

Participants have 45 minutes to freely choose any activities and try them out.

This is followed by a discussion around the following question:

- Which part of the body did they use? Not use?
- What did you appreciate?

- 1) Activity: Perform the Multiple Intelligences test at the beginning of the course and then again at the end after the intelligences exploration and compare the results

Share the results in peer-groups: What has changed or become clearer?

- 2) Discussion: how can I **identify the Multiple Intelligences in other people**

Method: group work: find participants, who have the same strong intelligence as you and share how this specific intelligence can be recognised. Note your ideas on a big Flip-chart. (20 min)

Change of groups: Choose another intelligence you are strong in and work further with some others on the ideas of the previous group.

Next change: look for one of your weak intelligence and build a group – work further on the ideas of the previous groups.

Walk around to see the results of all the working groups. Allow some time for further discussion and questions which might be coming up.

- 3) Discussion in small groups: How can you apply the concept of the Multiple Intelligences in **adult literacy work**?



Lifelong
Learning Programme

This publication has been made possible with the co-funding of the European Commission via the Grundtvig action of the Lifelong Learning Programme. The information and views set out in this publication are those of the author(s) and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting in their behalf may be held responsible for the use which may be made of the information contained therein.

Reproduction is authorized provided the source is acknowledged.