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Prediction of the Correlation between the Strategies of the Teaching Methods and the Multiple Intelligence of Some Graduate Female Students at Imam Mohammad Ibn Saud Islamic University

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Abstract

In this paper Gardner's theory of Multiple Intelligence is used conducting an experimental study on some of female graduate students in the department of teaching and curriculum at Imam Mohammad Ibn Saud Islamic University. We notice that MA female students exercise all types of MI. This may allow flexibility to their instructors in selecting diverse teaching strategies. However, the teaching strategies should be rearranged according to the students' order of these types of MI. The teaching strategies are consistent with the types of MI course "Curriculum Planning (TE731)" assigned for MA female student. In the Naturalist Intelligence, the teaching strategies are perfectly consistent with the different types of MI and in the Spatial and Bodily- Bodily-Kinaesthetic Intelligences they are relatively similar. However, the teaching strategies used in Intrapersonal and Logical-mathematical intelligences are inconsistent.

Keywords: Keywords: Multiple Intelligence Theory, Teaching Strategies, Teaching ,Student.;

1. INTRODUCTION

The Multiple Intelligence Theory (MI) proposed by Gardner in 1983 is considered one of the recent theories that examines and assesses one's mental capabilities on the one hand, and the methods and processes of learning and knowledge acquisition on the other hand. In the beginning, Gardner proposes seven kinds of intelligence, then he added two more kinds as follows: Linguistic Intelligence, Logical-Mathematic Intelligence, Spatial Intelligence, Bodily-Kinesthetic Intelligence, Musical Intelligence, Intrapersonal Intelligence, Interpersonal Intelligence, Naturalistic Intelligence, and Existential Intelligence (Gardner, 2004).

Therefore, it allows a wider scope for measuring the various kinds of intelligence which can be employed in teaching and learning and in helping students in developing their cognitive skills and their personal motives. Thus Gardner proposed the Multiple Intelligence Theory as a pedagogical theory informing the educational process. This theory made so considerable change in the pedagogical practices that the learner has become a participant in the process of learning rather than a passive receptor. It also paved the way for employing many teaching strategies as every kind of multiple intelligence has an appropriate range of teaching strategies (Armstrong, 1999).

Several studies emphasize that traditional methods are pursued disregarding the types and strategies of intelligence for students. They solely focus on the linguistic and logical-mathematic intelligence (Jarwan, 2006).

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There are two important aspects of this study: theoretical and practical. The Multiple Intelligence Theory traced back to Gardner represents one of the channels of the rapid and recent change in the age of information revolution. It offers a wide scope of human intelligence and contributes in developing the integrated teaching process. Realizing the importance of this pedagogical theory, we embarked on this study to explore the appropriateness of teaching strategies to the Multiple Intelligence of MA (Master of Arts) female students majoring in Curricula and Teaching Strategies at Imam Mohammad Ibn Saud Islamic University.

The significance of this study lies in raising the awareness of students about their multiple intelligence and their understanding of themselves. Developing a list of the teaching strategies informed by the Multiple Intelligence Theory that benefit the faculty so that they can consider MI in teaching female students. In addition, it draws the attention for promoting the academic performance for the faculty members.

Imam Mohammad Ibn Saud Islamic University offers an MA program in Teaching Methods and Curricula. While teaching in this program, I noticed that these kinds of MI are considered by some faculty through using various teaching strategies. Having interviewed the students about the teaching strategies used in the courses offered in the program, they confirmed that some faculty employ various strategies, while some others rely primarily on lectures.

2. PURPOSE

We can identify the problem of the current study which is represented in the lack of the teaching strategies or their inadequacy in meeting the personal differences amongst female students, in general, including multiple intelligence. Accordingly, the questions addresses in this study were as follows:

- a) To investigate the kinds of the multiple intelligence employed by the MA female students at Imam Mohammad Ibn Saud Islamic University.
- b) To identify the teaching strategies used in teaching “Curriculum Planning (TE731)” assigned for MA female students, majoring in Curricula and Teaching Strategies at Imam Mohammad Ibn Saud Islamic University.
- c) To investigate the appropriateness of these strategies to the Multiple Intelligence of MA female students majoring in Curricula and Teaching Strategies at Imam Mohammad Ibn Saud Islamic University.

3. THEORETICAL FRAMEWORK

MI theory states that every normal person has at least eight varying kinds of intelligence that function altogether and in various ways. People differ from one another as to the way they use their capabilities to identify the right way to their goals. Allzam (2008) emphasizes that this theory developed the teaching methods in general. It accounts for the students’ needs, particularly non-distinguished students in the academic context. It further provides teachers with a mechanism to develop the educational context in a way that supports both teachers and students. When it came to the scene, many books and papers were issued in journals to either set the theoretical framework or put it in practice in the field of education.

Focus on intelligence can be traced back to Plato and Aristotle, however, the 20th century witnessed a historical change for the concept of intelligence. This change coincided with the successive progress made in the field of research on human brain and its cognitive processes (Mason 2006). Traditionally, intelligence was defined as “the capacity of thinking, making logical inference, intellectual glow, wittedness, and information storage and retrieval” (Amer, 2008: p. 18). Gardner identified eight intelligences suggesting that there are probably many others that have not yet been able to test up to the present shown in Table 1 (Gardner, 1993).

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