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## **HOWARD GARDNER'S MULTIPLE INTELLIGENCES'**

### **CONNECTIONS to the MUZZY BBC LANGUAGE PROGRAM**

This is to provide an overview of the seven core intelligences identified by groundbreaking educational theorist and psychologist Dr. Howard Gardner, Ph.D., Professor of Cognition and Education at Harvard Graduate School of Education. His theories have been widely used in education internationally over the past twenty years. Here they are correlated to the multisensory presentation and content of the *MUZZY Complete Elementary Programs*, *MUZZY Classroom Editions* and *MUZZY Interactive CD-ROMs*.

MUZZY provides multisensory, multimedia and multilayered learning through a range of communication avenues that is award-winning and proven effective in diverse settings. MUZZY's unique methodology is shown to be successful for various ability levels and learning styles, from gifted to special needs students, and for all ages from preschool through adults. In addition to Dr. Gardner's watershed analysis of the many ways human beings learn that are all considered equal "intelligences," his work adds further evidence to support early language learning from the first years of life, and a multimedia approach.

In his article entitled "*Multimedia and Multiple Intelligences*" Gardner states that, "Applications of new technologies should provide ways for a variety of minds to gain access to knowledge" and that, "multimedia work may enable ordinary students to gain an understanding that may have been accessible only in the extraordinary classroom in years past." He continues, "In the first years of life, the mind/brain becomes engraved with a certain scheme or frame by which it intakes experience... The first mental representations of learning formed early in life turn out to be quite enduring. In the majority of cases, even good students at good schools do not really alter their representations." "If we believe the mind is neither singular nor revealed in a single language of representation, our use of technology should reflect that understanding. Technologies like CD-ROM that include a variety of media may well be able to help more students form rich representations and cultivate deeper understandings."

Below are correlations between MUZZY and multiple intelligence learning styles. Keep in mind that Gardner's view is that the 7 forms rarely operate independently. Each person has a unique blend of these intelligences, used to complement each other as we develop skills or solve problems. Yet individuals clearly possess a natural strength to learn by certain means. These become the ways that they naturally prefer, consciously or unconsciously, to intake knowledge. All multiple intelligences are considered to be equal, thus they are not ranked in any order.

#### **Linguistic**

Students with this kind of intelligence love words, spoken and written. They enjoy reading, writing and telling stories. MUZZY's method of teaching through the power of story is totally engaging for them. Lesson activities encourage speaking and completing sentences and story ideas. These learners also enjoy absorbing language by reading the MUZZY Script and Story

books. Where others may learn MUZZY content primarily through hearing, or visual images, these students thrive on speaking the language and following the story plot. A linguistic, verbal learner enjoys listening, repeating and using new phrases in MUZZY dialogs, role plays and applying words to new situations. They can easily memorize the story scenes, songs and lyrics, and understand sentence syntax and structure. They imitate pronunciation well through MUZZY's interactive activities and CD-ROMs, and love to experiment with saying new words and conversations with each adventure on the DVDs and Audio CD.

### **Logical/Mathematical**

These students look for abstractions, reasoning and numbers. They see patterns and sequences in new language material and the strategies needed to solve MUZZY activity sheets and CD-ROM exercises. They benefit from the “spiraling” technique in MUZZY, where words are re-introduced several times in increasingly complex applications. They see categories and relationships readily, which works well with MUZZY's thematic organization in DVDs and Lessons, where vocabulary, phrases and culture are grouped by categories, for instance, foods, seasons, family, places, sports, animals, counting. To them, MUZZY is a stimulating game with a new set of rules! The foreign language becomes a “secret code” they're eager to use. They see the logic of how words and sentences are formed, and love arithmetic, so excel at learning the numbers, counting in the language, and taking on new words as building blocks to structure new sentences. The MUZZY Interactive CD-ROM exercises that use charts, list completions and other problem-solving logic are also ideal for them.

### **Bodily-Kinesthetic**

Physical activity helps the kinesthetic learner absorb information. They may use parts of the body or the whole body to retain concepts and solve problems. MUZZY encourages learning by doing. Students imitate the skits on DVD, and use their new vocabulary on the activity-rich, Interactive CD-ROM where clicking and responding quickly to each computer screen keeps interest high. They enjoy playing the MUZZY Lessons' classroom games and activities involving sports, dance and movement; using their hands and body for dialogs with the MUZZY puppets, and the props found throughout the MUZZY Lesson activities, as well as making things in Lessons' cultural crafts and cooking projects. They enjoy moving along to the MUZZY music, and acting out the TPR (Total Physical Response) Lesson activities; for example, playing the game of Simon Says, in order to best acquire the vocabulary for body parts in the target language.

### **Interpersonal**

Interpersonal children are motivated by interaction with others. They are good at communicating, and perceptive at understanding others' feelings, motivations and desires. They thrive on discussion, debate, interacting with the MUZZY Story and characters, and on the Lessons' group learning, enrichment activities, and role playing – mimicking the video scenes – adlibbing – communicating with others - at the core of MUZZY participatory methodology and content. Thematic lessons and creative content in Story Scenes and characters lend themselves perfectly to learning by doing and imitation. These students thrive on producing MUZZY plays and cultural projects, and take on leadership jobs like helping other students learn the language or catch up if they are new to the class. They'd be the first to enjoy getting pen pals in other countries, and using MUZZY with video conferencing or producing MUZZY news broadcasts with other teachers or classrooms.

### **Intrapersonal**

Students with intrapersonal intelligence are very aware of their own feelings, are self-motivated, have keen introspective and self-reflective abilities. They may be shy and prefer to work on their own. There are plenty of independent learning activities in MUZZY Lessons and in all the DVDs

and Interactive CD-ROMs. They will thrive on repeating words and making recordings that show their improved pronunciation. They benefit from the stress-free, multidisciplinary approach lauded in MUZZY, where learners of all ages and learning styles who are typically intimidated or self-conscious about having to speak out loud in foreign language class, are instead able to speak aloud in conversations not as themselves, but as the MUZZY Characters, imitating Big Muzzy, The King and others using the Lesson's Character stick puppets, finger puppets, disguises and props.

### **Spatial**

Spatial children are visual learners who think in images and pictures. They can comprehend patterns in large and small scale. They excel with spatial judgment and are very good at visualizing objects and situations, real and imagined, having a strong visual memory. Learning through MUZZY Story Scenes with rich, vibrant colors, graphics and character situations are ideal for them. The appearance of MUZZY castle rooms, house structures, and searches for hidden objects, used to teach vocabulary and counting in the Activity Sheets and Interactive CD-ROMs, have great appeal. These students also enjoy the many drawing and art activities in the Lessons. The mazes, puzzles and Interactive CD-ROM's vibrant graphics and games use strong visual clues; the matching and memory exercises are thoroughly absorbed. These students use their vivid imaginations to create inventive story scenarios and solutions to questions in MUZZY activities.

### **Musical**

The musical learner possesses a keen sense of sound, rhythm, tone and pitch, with highly discriminating listening skills. Music and pronunciation patterns help them to retain the language. They may work best by hearing the songs and dialog on the MUZZY DVDs or by absorbing it through the Audio CD or DVD soundtrack – even while doing other activities and having the sound input in the background. They thrive on the daily Lessons that always begin with an attentive listening activity. These learners remember by hearing, which can lead to excellent language pronunciation skills, potentially without an accent if started young. They respond strongly to rhythm, and MUZZY's highly rhythmic, movement-oriented sing-along songs are part of the interactive fun. These students enjoy projects where they can compose their own songs using the target language, or making a music video with the class of favorite MUZZY characters, conversations and situations. It is common for teachers, principals and supervisors of world language programs to dress up and participate in school-wide MUZZY plays and videos.

An example of a particular musical learner is MUZZY Alumnus, Melissa Van Fleet. Melissa received MUZZY as a six year old child in Pennsylvania She went through both levels and quickly learned how to speak French fluently. Melissa spent many hours expressing herself through drawings, and writing songs and lyrics, all about the MUZZY Characters. She recorded her first original MUZZY music-video at age eight. She credits MUZZY for stimulating her early creative and language development. Melissa is now an accomplished young recording artist on a Country music label, composing and singing in Nashville, TN. For more actual examples of MUZZY learners, contact us or visit [www.early-advantage.com](http://www.early-advantage.com). Read a range of learning style successes on the website under Success Stories, and read the latest research and learning tips in educational Newsletters found at [www.early-advantage.com/newletters](http://www.early-advantage.com/newletters).