

香港資優教育學院  
The Hong Kong Academy for Gifted Education

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## Factsheet

### WHERE DO YOUR MULTIPLE INTELLIGENCES LIE?

Multiple intelligences is an educational concept, first developed by psychologist Howard Gardner, 1983, in his book, *Frames of Mind: The Theory of Multiple Intelligences*, that describes the different kinds of "intelligences" exhibited by human beings. Gardner suggests that we each display varying levels of these different intelligences, and therefore each of us has a unique "cognitive profile." In subsequent writing Gardner has made modifications to his original position and even extended the number and types of intelligences.

Gardner's theory argues that intelligence, as it is traditionally defined, does not adequately encompass the wide variety of abilities humans display. In his conception, a student who masters long division easily is not necessarily more intelligent overall than a student who finds the work more difficult. The second student may be stronger in another kind of intelligence, and therefore may best learn the given material through a different approach, may excel in a field outside of mathematics, or may even be looking through the long division learning process at a fundamentally deeper level that hides a potentially higher mathematical intelligence than in the one who memorizes the concept easily.

Multiple Intelligences suggests that schools should not rely on a "one size fits all" type of curriculum but rather on a curriculum tailored to meet the needs of each student – an "individual-centered education". In this way the student's strengths are recognised and developed and the relative weaknesses supported.

Gardner originally identified seven core intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal and intrapersonal. In 1999 he added an eighth, the naturalistic intelligence, and indicated that investigation continues on whether there is an existential intelligence.

The theory has met with wide criticism in both the psychology and educational theory communities. The most common criticisms argue that Gardner's theory is based on his own intuition rather than empirical data and that the intelligences are just other names for talents or personality types. Despite these criticisms, the theory has enjoyed a great deal of success amongst educators over the past twenty years, no more so than in Hong Kong. There are several schools in the SAR that have adopted the EDB's recommendations of MI as pedagogy, and many individual teachers who incorporate some or all of the theory into their methodology.

The exercise on this factsheet will allow you to get a clearer impression of your relative strengths and weaknesses on each of the multiple intelligences (MIs). Please note that it does not have any real scientific validity because it has not been tested against a controlled group but the results will be indicative of where your multiple intelligences lie.

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### Multiple Intelligence Statements

There are a number of statements below relating to experiences and actions that you are likely to undertake most days of the week. Simply consider the extent to which you feel these statements apply to you and score the response appropriately:

5 if you strongly feel that statement applies to you

3 if you are unsure if the statement applies to you

0 if you feel the statement does not apply to you

A score of between 0 and 5 is possible for each statement.

Transfer the scores on the seven intelligences to the table listed below and then complete the MI wheel to give a visual representation of your scores...

1. I am skilful in working with objects
2. I have a good sense of direction
3. I have a natural ability to sort out arguments between friends
4. I can remember the words to music easily
5. I am able to explain topics which are difficult and make them clear
6. I always do things one step at a time
7. I know myself well and understand why I behave as I do
8. I enjoy community activities and social events
9. I learn well from talks, lectures and listening to others
10. When listening to music I experience changes the mood
11. I enjoy puzzles, crosswords, logical problems
12. Charts, diagrams visual displays are important for my learning
13. I am sensitive to moods and feelings of those around me
14. I learn best when I have to get up and do it for myself
15. I need to see something in it for me before I want to learn something
16. I like privacy and quiet for working and thinking

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17. I can pick out individual instruments in complex musical pieces
18. I can visualise remembered and constructed scenes easily
19. I have a well developed vocabulary and am expressive with it
20. I enjoy and value taking written notes
21. I have a good sense of balance and enjoy physical movement
22. I can discern patterns and relationships between experiences or things
23. In teams I co-operate and build on the ideas of others
24. I am observant and will often see things others miss
25. I get restless easily
26. I enjoy working or learning independently of others
27. I enjoy making music
28. I have a facility with numbers and mathematical problems

**Multiple Intelligence Scores**

Now add together your scores for each of the intelligences/statements above that correspond to the statement numbers in the table below and place your total scores in the total score box next to the appropriate intelligence.

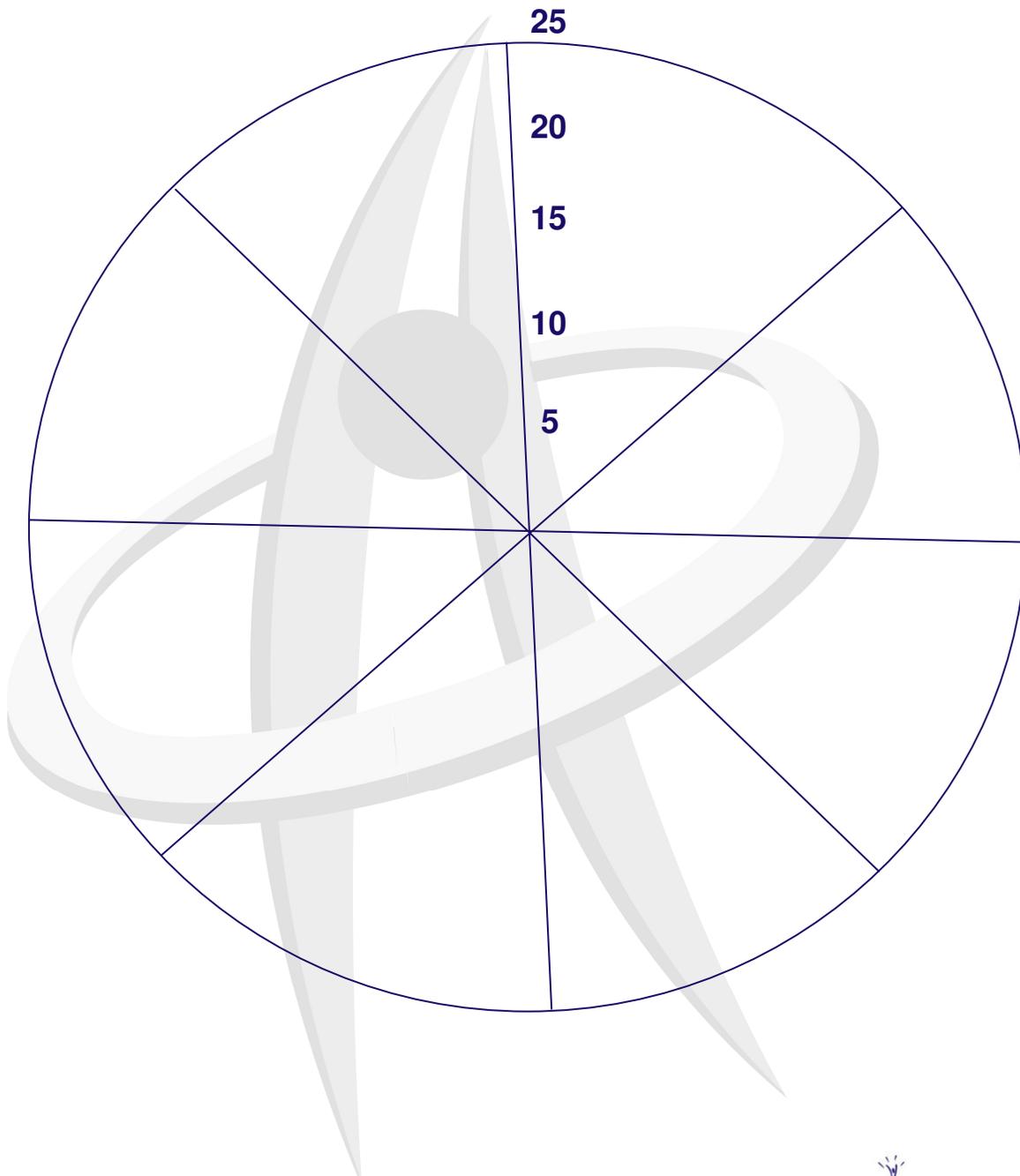
Intelligences	Statements				Total Score
<b>Linguistic scoring</b>	5	9	19	20	
<b>Mathematical scoring</b>	6	11	22	28	
<b>Visual and special scoring</b>	2	12	18	24	
<b>Musical scoring</b>	4	10	17	27	
<b>Interpersonal scoring</b>	3	8	13	23	
<b>Intrapersonal scoring</b>	7	15	16	26	
<b>Kinaesthetic scoring</b>	1	14	21	25	

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**Multiple Intelligence Wheel**

Now take your total numerical scores above for each intelligence and plot them on the wheel below and shade/colour each segment. You will now get a visual representation of your balance of intelligences.



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