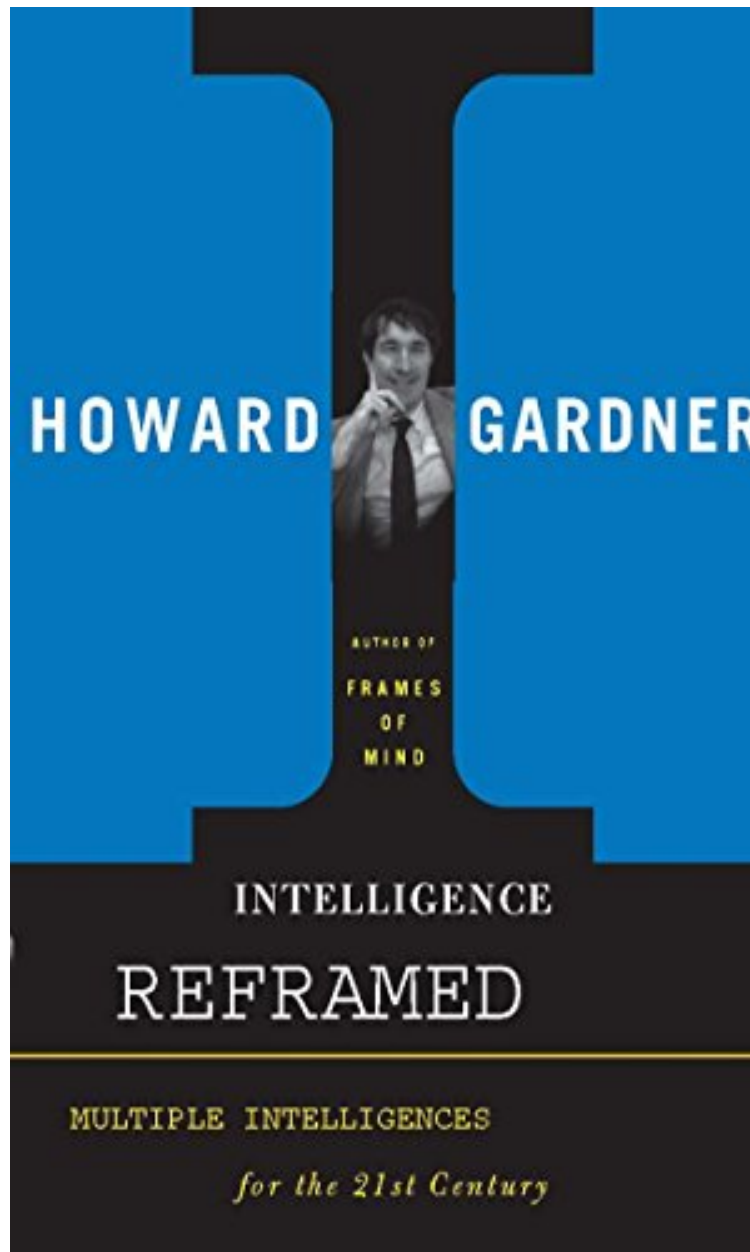


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Intelligence Reframed: Multiple Intelligences for the 21st Century

Howard E. Gardner

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Howard E. Gardner : Intelligence Reframed: Multiple Intelligences for the 21st Century before purchasing it in order to gage whether or not it would be worth my time, and all praised Intelligence Reframed: Multiple Intelligences for the 21st Century:

0 of 0 people found the following review helpful. Get off your high horse!By ResearcherI lost respect for Howard

Gardner after reading the chapter on spiritual intelligence. He certainly needs to get off his high horse. Just because you yourself didn't experience something doesn't mean it doesn't exist. It doesn't give you the right to belittle it or call it half an intelligence. Based on what? Now I am beginning to question his work. 0 of 0 people found the following review helpful. Five Stars By MWEasy read, nice book to explain Gardner's theory and clear up misconceptions 0 of 0 people found the following review helpful. Five Stars By Dr J.brilliant

Harvard psychologist Howard Gardner has been acclaimed as the most influential educational theorist since John Dewey. His ideas about intelligence and creativity - explicated in such bestselling books as *Frames of Mind* and *Multiple Intelligences* (over 200,000 copies in print combined) - have revolutionized our thinking. In his groundbreaking 1983 book *Frames of Mind*, Howard Gardner first introduced the theory of multiple intelligences, which posits that intelligence is more than a single property of the human mind. That theory has become widely accepted as one of the seminal ideas of the twentieth century and continues to attract attention all over the world. Now in *Intelligence Reframed*, Gardner provides a much-needed report on the theory, its evolution and revisions. He offers practical guidance on the educational uses of the theory and responds to the critiques leveled against him. He also introduces two new intelligences (existential intelligence and naturalist intelligence) and argues that the concept of intelligence should be broadened, but not so absurdly that it includes every human virtue and value. Ultimately, argues Gardner, possessing a basic set of seven or eight intelligences is not only a unique trademark of the human species, but also perhaps even a working definition of the species. Gardner also offers provocative ideas about creativity, leadership, and moral excellence, and speculates about the relationship between multiple intelligences and the world of work in the future.

.com How would a musical genius like Mozart have performed on the SAT or GRE? Well enough to go to an Ivy League? Difficult to say, of course, but thank goodness Howard Gardner thought to ask the question: Can every sort of intelligence be measured with the tools we've been using for the past century and more? In his 1983 book, *Frames of Mind*, Gardner laid out the foundation for the theory of multiple intelligences (MI). In *Intelligence Reframed*, a revisitation and elaboration of MI theory, he details the modern history of intelligence and the development of MI, responds to the myths about multiple intelligences, and handles FAQs about the theory and its application. He also restates his ideal educational plan, which would emphasize deep understanding of iconic subjects following from a variety of instructional approaches. (His book *The Disciplined Mind* discusses this plan in more detail.) Most excitingly, Gardner discusses the possibility for three more intelligences. Of these, he endorses only one, the naturalist intelligence--a person's ability to identify plants and animals in the surrounding environment. He writes, "My recognition that such individuals could not readily be classified in terms of the seven antecedent intelligences led me to consider this additional form of intelligence and to construe the scope of the naturalist's abilities more broadly." An absorbing read from cover to cover, *Intelligence Reframed* should be studied and discussed by teachers, administrators, policy makers, and all those eager to serve children and prepare them to lead fulfilling lives. --Brian J. Williamson
From Publishers Weekly
In *Frames of Mind* (1983), Gardner first set forth his influential theory of Multiple Intelligences, contending that each of us is equipped with eight or more separate types of intelligence (including linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal and intrapersonal varieties). In this combative update, geared mainly to educators, psychologists and other professionals, Harvard education professor Gardner adds to the list a new naturalist intelligence, which involves attunement to the environment, its flora and fauna. He further proposes that there may be a spiritual or existential intelligence (knowledge of transcendental and cosmic matters), but adds that this awaits scientific verification. Critics will undoubtedly pounce on his ideas, but Gardner has his ammunition ready: he argues that accumulating neurological evidence supports MI theory, and cites a study by Harvard Project Zero (of which he is codirector) reporting that schools across the U.S. applying MI theory boast improved student performance and parent participation. Gardner also outlines two of his new educational approaches: "individually configured education," tailored to individual differences, and "Teaching for Understanding," designed to assess students' comprehension at each step. He also throws down a gauntlet: "If we ignore the differences [in how people acquire and represent knowledge], we are destined to perpetuate a system that caters to an elite. Typically those who learn best in a... linguistic or logical-mathematical manner." His book is certain to fuel debate. (Nov. ---, we are destined to perpetuate a system that caters to an elite. Typically those who learn best in a... linguistic or logical-mathematical manner." His book is certain to fuel debate. (Nov.) Copyright 1999 Reed Business Information, Inc.
From Library Journal
In his seminal work, *Frames of Mind*, Harvard psychologist Gardner argued that intelligence comprises more than one or two properties. Since translated into seven languages, the book proceeded to spawn debate. Besides language and math, Gardner posits five other types of intelligence: musical, kinesthetic, spatial, interpersonal, and intrapersonal. Here he considers three new possibilities: naturalistic, spiritual, and existential. Three chapters take up issues and misunderstandings commonly found in applying multiple intelligence theory in education, business, and the arts. A chapter on creators and leaders shows the breadth of Gardner's knowledge and interests, and one on achieving understanding through performance proves his pragmatic orientation as a teacher. Besides

references, appendixes include schools and other contacts. This valuable book by a leading psychologist and educator is essential for most libraries. AE. James Lieberman, George Washington Univ. Sch. of Medicine, Washington, DC
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