

Quadrant-I E-Text
Details of Module and its structure

| Module Detail | |
|--------------------------|---|
| Subject Name | Education |
| Course Name | Understanding the Learner |
| Course Code | EDU502 |
| Module Name/Title | <i>Intelligence: concept; Gardener’s multiple intelligence: concept, features and application; Learning style: concept and type of learning style</i> |
| Module Code | UTL012 |
| Pre-requisites | |
| Learning Outcome | <p>After reading this lesson the learners will be able to</p> <ul style="list-style-type: none"> • define the term intelligence. • understand the concept of multiple intelligence. • conceptualize the concept of Gardner’s theory of multiple-intelligence • understand the concept of learning style. • identify the different types of learning style. |
| Keywords | Intelligence, Multiple-intelligence, Learning style. |

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1. Intelligence:

Despite a long history of research and debate, there is still no standard definition of intelligence (Legg & Hutter, 2007, p. 2). Sternberg refers to it as successful intelligence. He says its emphasis is on the use of your intelligence to achieve success in your life. So, it may be defined as your skill in achieving whatever you want to attain in your life within your socio-cultural context meaning that people have different goals for themselves, and for some it's to get very good grades in school and to do well on tests, and for others it might be to become a very good basketball player or actress or musician.

Some others refer the ability of an organism to solve new problems (Bingham, 1937), the ability to use optimally limited resources (Kurzweil, 2000), the capacity to learn (Dearborn quoted in Sternberg, 1982, p. 978), the ability to carry on abstract thinking (Terman quoted in Sternberg, 1982, p. 978) and the capacity to acquire capacity (Woodrow quoted in Sternberg, 1982, p. 978). Spaciously, intelligence is the capacity to understand the world, think rationally and use resources effectively when faced with challenges (Wechsler, 1974).

After them researches different intelligence theories as Binet's uni-factor theory, Spearman's g-factor or two factor theory, Carroll's three stratum theory of intelligence, Thorndike's multifactor theory, Thomson's sampling theory of intelligence, Thurston's group factor theory, Sternberg's tribrachic theory and Gardner's theory of multiple intelligence were given to prove the intelligence. Unfortunately, however, neither the common man nor the psychologist's conception of intelligence is of much help when it comes to distinguishing, with any degree of precision, more intelligent people from less intelligent ones. To overcome this problem, psychologists have focused much of their attention on the development of intelligence tests and relied on such tests to identify individual's level of intelligence.

2. Gardener's multiple-intelligence:

Howard Gardner, an American cognitive psychologist was born on July 11, 1943 at Scranton city of northeast Pennsylvania in America. He is best known for his *theory of multiple intelligences*. His theory inspired teachers, educators and other stakeholders of the area of education. He forged the music as his lifelong passion which contributed to his non-unitary conception about human cognitive capacity. He earned his doctoral degree in *developmental psychology* in 1971 from Harvard University. Firstly, he elaborates the theory of multiple-intelligence in year 1983 in his own book *Frames of Mind*, then in year 1993 in *Multiple Intelligence* and thereupon refined and comprehensive in *Intelligence Reframed* (1999) embracing the notion that there are many ways to be intelligent.

2.1. Multiple-intelligence: concept

Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought (Neisser, 1996, p. 77).

For well over two thousand years, at least since the rise of the Greek city-state, a certain set of ideas has dominated discussions of the human condition in our civilization. This collection of ideas stresses the existence and the importance of mental powers, capacities that have been variously termed rationality, intelligence, or the deployment of *mind* (Gardner, 1993, p. 5).

In the days of flowering of the psychometric and era of behaviorism, intelligence was generally believed a single entity that was inherited, and human beings initially a *blank slate* (*tabula rasa*), that could be trained to learn anything in an appropriate way. Presently an increasing number of researchers believe precisely the opposite - (i) that there exists a multitude of intelligences which is quite independent of each other; (ii) that each intelligence has its own strengths and constraints; (iii) that the mind is far from unencumbered at birth; and, (iv) that it is unexpectedly difficult to teach things that go against early "naïve" theories or that challenge the natural lines of force within an intelligence and its matching domains (Gardner, 1993, p. xxxvii).

When we speak of improving the mind we are usually referring to the acquisition of information or knowledge, or to the type of thoughts one should have, and not to the actual functioning of the *mind*. We spend little time monitoring our own thinking and comparing it with a more sophisticated ideal (Adams, 1980, p. 3).

Gardner defined that intelligence is the ability of solving problems or of creating products that are valued within one or more cultural settings (Gardner, 1993). According to Gardner, there are biological and cultural bases for multiple intelligences. Current neurobiological research indicates that learning is an outcome of the modifications in the synaptic connections between cells. Primary elements of different types of learning are found in particular areas of the brain where corresponding transformations have occurred. Thus, various types of learning result in synaptic connections in different areas of the brain.

2.2. Multiple-intelligence: features

Gardner argues that our conceptions about intelligence should be well-versed not only by work with *normal* children and adults but also by studies of *gifted persons* with unique skills, *experts* in various fields, valued abilities in different cultures and individuals who have suffered selective forms of brain damage. These contemplations have led Gardner to comprise musical, bodily-kinesthetic, and various forms of personal intelligence in his theory of *multiple-intelligence* along with linguistic, mathematical and spatial skills. According to Gardner's theory, we are enabling to understand the world through spatially, mathematically, logically, language, musical thinking and changing in bodily temperament. Critics of this theory argued, however, that some of these are more appropriately described as *special talents* than as forms of *intelligence* (Neisser, 1996, p. 77).

In his books *Frames of Mind* (1983), Gardner defined *seven* types of intelligence and further in *Intelligence Reframed* (1999) proposed *nine* different types of intelligence, each of which functions independently of the others. These are discussed here along with examples of the professions and works in which reflected as strengths:



2.2.1. Figure 1 (Nine types of intelligence given by Gardner)

(Source: <https://blog.adioma.com/9-types-of-intelligence-infographic/>)

2.2.2. Verbal or Linguistic Intelligence (Verbally smart or linguistic smart):

It involves the skills comes through thinking of words, through language, through reading-writing-speaking. It encompasses understanding the word, its order and meaning for proper use of word by understanding the socio-cultural distinctions of the language. For instance, authors, journalists, speakers, etc. contains thus type of intelligence. A teacher may use storytelling, narration and writing stories for increasing verbal intelligence.

2.2.3. Mathematical or Logical Intelligence (Mathematically or Logically smart):

It involves the skill comes through understanding and logically thinking about the various patterns of problems of numbers, mathematics and our lives like number pattern, visual pattern, color pattern and thought pattern. For instance, scientists, engineers, accountants, etc. contains thus type of intelligence. Some type of activities like logic puzzles and number games (Sudoku, Chess, number cards etc.), imaginary business planning and budgeting can help children to increase this type of intelligence.

2.2.4. Spatial Intelligence (Artistic smart):

It is the ability to think three-dimensionally. It involves the skills come through observation of shapes, images, designs, patterns and textures being viewed by our eyes. It also includes our ability to conjure all of these inside our brain. It provides power of thinking of imagination about anything. Sometimes we hear tagline '*seeing with the mind's eyes*'. For instance, architects, artists, sailors, etc. contains thus type of intelligence. Some activities like painting, making faces of people, map making, map reading etc. can be used to increase spatial intelligence.

2.2.5. Intrapersonal Intelligence (Self smart or Introspection smart):

It is the ability to understand oneself and effectively direct one's life. It involves the skills of understanding yourself and, interpreting and appreciating owns feelings and motivations. Persons who can bring high levels of personal awareness to their work contain thus type of intelligence. For example, theologians, psychologists, therapists, actors, caregivers and writers, etc. A teacher may use activities like autobiography writing, essay writing, rewrite story in different point of views for increasing intrapersonal intelligence.

2.2.6. Interpersonal intelligence or Social intelligence:

It is the ability to understand sociality and effectively interact with others. It involves the skills come from when work with others as in group or in team. It requires effective person to person communication and relationship. For instance, leaders, teachers, mental health professionals contain thus type of intelligence. In classroom a teacher may use activities like conducting interviews, team building exercises, by giving a project for working in small groups and peer group mentoring for increasing interpersonal intelligence of students.

2.2.7. Bodily-Kinesthetic Intelligence (Bodily smart or physically smart):

According to Kolb (1984) learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience (p. 41). This type of intelligence involves the skills of physical movements of our body and its organs such as driving a car, dancing, catch a thrown thing, maintain balance during running, doing operation of patient, accurate typing on a keyboard. It is the ability to manipulate objects and physically adept. For instance, surgeons, dancer, athletes, Craft's man, etc. contains thus type of intelligence. Activities of dramatic play, folk dances of different cultures, measuring by body parts (measuring feet by hands or yards by foot-steps etc.) may help to increase this intelligence.

2.2.8. Naturalist Intelligence (Nature smart or Environment smart):

It is the ability to observe patterns in nature and understand natural and human made systems. We feel many changes in nature like changing weather, sound of the wind, smell of soil during raining, etc. This type of intelligence involves the knowledge of understanding the nature, its phenomena and smartly use of natural resources. For example, farmers, botanists, ecologists, astronomers, biologists, zoologists and landscapers, etc. contains thus type of intelligence. This type of intelligence can be increased by the activities like natural sight

walking, collecting nature items (sea products, various stones, leaves, flowers etc.), cultivating plants and caring small animals (like dogs, cats, etc.).

2.2.9. Musical Intelligence (Rhythmic smart):

It is the ability of understanding pitch, melody, rhythm and tone. It involves understanding of sound and vibrations like understanding the chirping of birds, speech pattern of persons, mimicking sounds etc. For example, composers, musicians and music therapists, etc. contains thus type of intelligence. Creating songs, poetry, raps, dance on multiple themes of songs can increase this type of intelligence.

2.2.10. Existential intelligence (Cosmic smart):

It is the ability to be sensitive and capacity to oppose ungrounded questions about human being such as what is the meaning of life? why are we born? why do we die? how did we get here? what is consciousness? etc. Philosophers, monks, theologians, etc. contains thus type of intelligence.

2.3. Multiple-intelligence: application

Gardner's multiple intelligences theory can help for developing curriculum, planning of instructions, selection of course content and activities, and proper assessment strategies. Instructions which are designed to help students for developing their strengths can also activate their confidence to develop areas in which they are not as strong as should be. Students' multiple learning preferences can be addressed when instruction includes a range of meaningful and appropriate methods, activities, and assessments (Chapman, 2003). The following application of Gardner's multiple-intelligence are discussing here:

2.3.1. Application for developing the curriculum:

The curriculum refers, what is to be taught in a classroom. A curriculum is the central axis to the entire edifice of education. It is the principal trait of contemporary education system. The success as well as failure in achieving the proposed goal depends largely upon the proper curriculum construction. Therefore, greater emphasis should be given upon preparing life based curriculum. The spirit of education should be on the basis of conventionality including individual differences of intelligence. However, it is to be adjusted and modified in relation to specific needs, beliefs and demands of a particular country.

2.3.2. Application for making social human to the student:

Marx and Society are conceived as interrelated. It is the concept which re-enforces the belief that the curriculum of the schools should be developed in relation to the nature of the community and that education is not preparation for living but life itself. It is this concept which stresses the continuity of education and the belief that education goes on throughout life (Progressive Education Association, 1938, p. 11).

2.3.3. For guidance and counselling of the student:

Barrington (2004) discussed about application of multiple-intelligence as a useful pedagogical tools in a classroom by first correctly identify the student's strengths in the particular field. If a teacher knows the strengths of his student, then he can be able to suggest and promote him in that particular field of education and profession. Self-esteem changes in the elementary years from a universal evaluation to a more separate concept (Ellingson, 2007). Therefore, the theory of multiple-intelligence could improve the developmental process in order to give students more opportunities to feel confident about their abilities (Ellingson, 2007).

2.3.4. Application of multiple-intelligence in the classroom:

Beckman (2008) described a teacher can apply the multiple-intelligence theory in the classroom and how it is visible in multiple areas throughout the day. He

argued, “The underlying framework for the use of multiple-intelligence in the classroom is knowing and being aware of these different learning modes and these different ways of viewing children and the ways in which they exhibit intelligence. This needs to be evident in lesson planning as the teacher strives to address multiple aspects in the presentation of a particular concept. For example, when teaching geometric shapes (logical-mathematical) the teacher can demonstrate and talk about the different shapes (linguistic), show and allow the children to feel wooden shapes or form shapes with their bodies (bodily-kinesthetic), children can work in groups (interpersonal) to find these shapes in the environment and share their findings with the class, do a paper and pencil task to identify shapes (intrapersonal) and/or make three-dimensional shapes from straws and clay or from toothpicks and marshmallows (spatial and bodily-kinesthetic), and write a riddle (linguistic) for others to guess the shape’s name or put the riddle into the form of a tap or song (musical). In this way the concept is represented in a variety of ways which allows for individual differences and provides greater opportunity for learning and success (p. 2).”

2.3.5. Application of multiple-intelligence theory beyond the classroom:

The intelligences that we all possess are invaluable in life, both in the classroom and beyond it. Gardner (1983) stated that in current education students are just progressing through the motions but not by understanding. He asserted that students are learning to obtain a grade, earn a reward and pass a test. It is with this notion that many educators sought an upheaval in the way we teach and inspire our students. While the grade may be the short term reward, many educators see the value in deeper understanding, true passion for learning, life-long goals and applying knowledge to everyday situations (Austin, 2016, p. 34).

2.3.6. Application of multiple-intelligence theory for human perspective and potentiality:

Human potentiality can be tied to one’s preferences to learning; consequently, Gardner’s prime focus on human potential lies in fact that people have a unique blend of mental capabilities and skills. This model can be used to understand complete personality, preferences and strengths. Gardner asserts that people who have an affinity toward one of the intelligences do so in mutual agreement with the other intelligences as “they develop skills and solve problems” (Chapman, 2003).

2.3.7. Some other applications of multiple-intelligence theory:

- For doing help of student to choose subject or area of interest for higher study.
- For doing Speech therapy of the speech impaired.
- For understanding the psychology of growth and development and implementing in making learning strategies.
- For making future perception for the student to find specific profession of interest to survive.
- For preparing students for adaptation and do adjustment in opposite situations of study as well as life.

2.4. Conclusion:

Integrated educational theories, teaching approaches and pedagogical-instructional tools are expressive and convenient ways to better address the needs of students. Gardner’s theory concludes that a good teacher should remember individual differences, potential of students and pace for innovation when designing instruction without applying any tailored goal and forced values. Addressing the multiple intelligences can help the teacher to find a proper method of assessment.

2.5. Learning style:

The term *learning styles* refers to the concept that individuals differ in regard to what mode of instruction or study is most effective for them (Pashler, 2009, p. 105). During the decade of 1970s, some researcher explored a holistic and active view of approaches and strategies as contrasting on styles that takes into account the effects of previous knowledge, experiences and contextual influences (Coffield et al., 2004). Keefe (1979) defined learning style as *the characteristic cognitive, affective and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment* (quoted in Sims & Sims, 1995, p. 50). Moreover, learning styles are those educational states, under which a student has to most likely to learn (Stewart and Felicetti, 1992). Consequently, learning styles are not really concerned with *what learners learn?* Rather *how much they have desire to learn.*

2.6. Concept of learning style:

Learning is the relatively permanent change in a person's knowledge or behavior due to experience. This definition emphasizes three components – (i) the *duration* of permanent change in behavior or knowledge which may be *long term* or *short term*; (ii) the *locus* of the change which is the *content* and *structure* of knowledge in memory or the behavior of the learner; (iii) the *cause* of the change which is the learner's *experience* in various environmental conditions rather than physiological interference, fatigue, stress, inspiration or drugs abuse (Richard E. Mayer as quoted in Smith, 2018, p. 165). Therefore, the change in three components as *duration*, *locus* and *cause* plays an important role in deciding the learning styles of an individual.

Sims and Sims (1995) conclude that there are several ways of defining and assessing learning styles that is, the distinctive techniques a person feels, processes information and behaves in learning situations. Learning has taken place when we identify and understand a change of learner's behavior resulting from what has been experienced. Also, we can distinguish and recognize the learning style of an individual only by observing his explicit behavior. Learning style is a constant way of active functioning that reflects the underlying causes of learning behavior (Keefe, 1987).

Same as learning problems frequently are not related to the difficulty of the subject matter but rather to the type and level of cognitive process required to learn the material (Keefe, 1988). Gregorc and Ward (1977) claim that if educators are to successfully address the needs of the individual they have to understand what *individual* means. They must relate teaching style to learning style. Therefore, learning style is an indicator of knowing how a student learns and wants to learn. As an instructional approach, it informs the reason, circumstances and contents for learning (Keefe, 1991).

2.7. Types of learning style:

Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding (Meehan, 2018). But four *prime learning styles* as visual, auditory, read-write and kinesthetic are known for most of us. Most of people are engaged in teaching have some common ideas about how a person learn best? Often it seems as a wonder, when someone wants to know, what is our universal learning style in changing circumstances and contents. The following learning styles are discussing here:








| | | | |
|---|---|--|---|
| <p>Visual</p>  <p>* You prefer using pictures, images, and spatial understanding.</p> | <p>Musical/Auditory</p>  <p>* You prefer using sound and music.</p> | <p>Verbal</p>  <p>* You prefer using words, both in speech and writing.</p> | <p>Physical/Kinesthetic</p>  <p>* You prefer using your body, hands and sense of touch.</p> |
| <p>Logical/Mathematical</p>  <p>* You prefer using logic, reasoning and systems.</p> | <p>Social</p>  <p>* You prefer to learn in groups or with other people.</p> | <p>Solitary</p>  <p>* You prefer to work alone and use self-study.</p> | <p>What is your learning style?</p> |

Figure 2 (Learning Styles)

Source: <https://sites.google.com/site/aclassroomforrainbowkids/websites>

2.7.1. Visual learning style:

It is also referred as the *spatial learning style*. It is the manner of learning in which communication of information is associated with images. This learning style is favoured by individuals who like to use images, pictures, maps and colours to classify organise, share information to others. The person who possesses this style often has a good sense of understanding of trend. He enjoys drawing and sketching. This type of person learns best through flash cards, written instructional materials, graphical designing item, assistive devices of learning, viewing words and silent reading.

2.7.2. Auditory learning style:

It is a mode of learning by hearing information. Auditory learners prefer to listen, take audio notes, discussions, memorise and debates. These peoples may habitually read aloud to themselves to process, understand and memorise information. The individual who uses the auditory learning style can recall what he hears, follows oral instructions and speaks effectively. Auditory learners learn especially in learning groups, discussions, debates and listening to audio tapes or audio CDs.

2.7.3. Kinesthetic learning style (Tactile learning style):

It is a mode of learning by movement of body, its organs and sense of touch. Person, who uses the kinaesthetic learning style, likes to use movements of whole body and its organs to learn. Learner of this style uses gestures of hand and body language to communicate with information. They have a superb and amazing sense of balance and worthy eye-head-hand harmonisation because the body movement helps to impel their brain which commands to focus and concentrate on learning. Persons of this style feels enjoy with making models, playing with jigsaw puzzles, dancing, etc.

2.7.4. Logical learning style (Mathematical learning style):

It is a mode of learning through logic, system and reasoning. Person of this learning style likes to play with number, interests in logical queries and comfortable in working with abstract thinking. He loves of activities such as

mathematics, technology and computer science, drafting and designing, and other scientific approaches.

Activity 1 – (Learning styles) (Memory based)

Bring some items like Glass ball, Whistle, Key, Pen, Sea shell, pearl, Ring, Coin, Pin, Electric cell, Inhaler, colorful chalks etc. The number of items may be 10 to 15 or more than that. All things kept in a glass bowl or in a plastic container. The bowl is circulated to every student for one minute. When the circulation completed then the teacher gives following instructions to complete the activity.

1. Write maximum items which are in bowl.
2. Do the following-
 - A. Write the items which are useful for writing on black board.
 - B. Write the sea products.
 - C. Write the items useful for electricity.

2.8. Conclusion:

Every person has elements of all learning styles. But sometimes use of learning style depends upon the time, situation and our mental conditions. We know individual differences exist forever. Therefore, credible validation of a particular learning style requires specific experimental finding within a fixed criterion. A teacher can help the learner by extracting out their strengths and deterge weakness by strengthen his own learning style.

EDU502
UTL012

Understanding the Learner

Quadrant-III

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Description: In self-assessment are three parts. 1st part have 10 Questions from (i) to (x) which are fill in the blanks and 2nd part have seven Questions from (i) to (vii) have statements in which learner has to identify about true/false statements and 3rd part have 15 Questions from (i) to (xv) consist of multiple choice questions in which learners are required to select the correct one out of the four alternatives.

Quadrant-IV Self-Assessment

Module: *Intelligence: concept; Gardener’s multiple intelligence: concept, features and application; Learning style: concept and type of learning style.*

Practice Questions:

1. Fill in the blank:

- (i) Intelligence is a, the alteration or the lack of which, is of the utmost importance for practical life.
- (ii) was the first book in which seven types of intelligence were given.
- (iii) According to Gardner, there are..... bases for multiple intelligences.
- (iv) Musical intelligence is the ability of understanding
- (v)A is the central axis to the entire edifice of education.
- (vi) The education goes on
- (vii) Self-esteem changes in the from a universal evaluation to a more separate concept.
- (viii) In current education, students are just progressing through the motions but not by.....
- (ix) People have a of capabilities and skills.
- (x) Learning is the relatively permanent change in a person’sdue to experience.

2. The statement given is True or False:

- (i) Intelligence is the skill in achieving whatever it is you want to attain in your life within your sociocultural context.
- (ii) To define the intelligence, psychologists have focused much of their attention on the development of intelligence tests.
- (iii) Howard Gardner, a British cognitive psychologist was born on July 11, 1943
- (iv) Individuals differ from one another in their ability to understand complex ideas.
- (v)each intelligence has its own weakness and constraints
- (vi) Primary elements of different types of learning are found in particular areas of the brain where corresponding transformations have occurred.
- (vii) Theologians, psychologists, therapists, actors, caregivers and writers consist of interpersonal intelligence.

3. Select the option which indicates the right answer:

- (i) Who defines that “Intelligence is the ability to carry on abstract thinking.”
- (a) Terman
 - (b) Binet
 - (c) Bingham
 - (d) Kurzweil
- (ii) Three stratum theory of intelligence was given by -
- (a) Thurston
 - (b) Sternberg
 - (c) Carroll
 - (d) Thorndike
- (iii) Gardner is best known for -
- (a) Reinforcement theory
 - (b) Theory of child development
 - (c) Three dimensional model of intelligence
 - (d) Theory of multiple intelligences
- (iv) The term “Tabula rasa” refers to -
- (a) White slate
 - (b) Blank slate
 - (c) Blank paper
 - (d) Blank table
- (v) In which book Gardner proposed nine different types of intelligence?
- (a) Intelligence reframed
 - (b) Multiple intelligence
 - (c) Frames of mind
 - (d) None of the above
- (vi) Which type of intelligence provides the ability to think three-dimensionally?
- (a) Naturalist intelligence
 - (b) Mathematical intelligence
 - (c) Spatial intelligence
 - (d) Verbal intelligence
- (vii) Which type of intelligence makes social smart?
- (a) Interpersonal intelligence
 - (b) Intrapersonal intelligence
 - (c) Verbal intelligence
 - (d) Existential intelligence
- (viii) A person amongst of these consists of Bodily-Kinesthetic Intelligence -
- (a) Therapist
 - (b) Teacher
 - (c) Craft’s man
 - (d) Monk
- (ix) It refers to the concept that individuals differ in regard to what mode of instruction or study is most effective for them -
- (a) Individual differences
 - (b) Habits
 - (c) Effective learning
 - (d) Learning style
- (x) From the given components which is not plays an important role in deciding the learning style -
- (a) Duration
 - (b) Locus
 - (c) Cause
 - (d) Experience

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- (xi) Learning style is a constant way of active functioning that reflects the underlying causes of learning behaviour. The definition is given by –
- (a) Keefe
 - (b) Sims
 - (c) Gregorc
 - (d) Ward
- (xii) From the amongst learning style which is not treated as prime learning styles
- (a) Visual
 - (b) Auditory
 - (c) Kinesthetic
 - (d) Social
- (xiii) Person who uses this type of learning style often has a good sense of understanding of trend. It is –
- (a) Auditory learning style
 - (b) Visual learning style
 - (c) Logical learning style
 - (d) Kinesthetic learning style
- (xiv) Which learning style is also known as “Tactile learning style”?
- (a) Logical learning style
 - (b) Auditory learning style
 - (c) Kinesthetic learning style
 - (d) Visual learning style
- (xv) A person who loves of activities of technology and computer science consists of –
- (a) Kinesthetic learning style
 - (b) Visual learning style
 - (c) Auditory learning style
 - (d) Mathematical learning style

Answers Key

Fill in the blanks: (i) Fundamental faculty; (ii) Frames of Mind; (iii) Biological and cultural; (iv) Sound and vibrations; (v) Curriculum; (vi) Throughout life; (vii) Elementary years; (viii) Understanding; (ix) Unique blend; (x) Knowledge or behaviour.

The statement given is True or False: (i) True; (ii) True; (iii) False; (iv) True; (v) False; (vi) True; (vii) False.

Select the option indicates right answer: (i) Terman; (ii) Carroll; (iii) Theory of multiple intelligences; (iv) Blank slate; (v) Intelligence reframed; (vi) Spatial intelligence; (vii) Interpersonal intelligence; (viii) Craft’s man; (ix) Learning style; (x) Experience; (xi) Keefe; (xii) Social; (xiii) Visual learning style; (xiv) Kinesthetic learning style; (xv) Mathematical learning style.