

## Research Proposal

### Current Level & Stage of Study

My name is Mehmet Saglam and I am a second-year Ph.D. student in Special Education (SPED) at the University of British Columbia (UBC). My supervisor is Dr. Owen Lo, an expert in gifted education and qualitative research methodology (Lo, 2014a, 2014b; Lo & Porath, 2017). I am currently at the stage of completing the relevant literature of the research project. During the award tenure, I hope to accomplish carry out my research project, complete the rest of the required courses, compose my thesis and ethics proposals, fulfill the activities for the comprehensive exam, and pass the exam by end of this year (my second year), publish an article about this research project and present it in conferences, carry out my doctoral thesis proposal in my third year, and prepare for the doctoral dissertation exam in my fourth year.

### Objective

Although the majority of the research about intelligence literacy has been conducted at school settings (Garcia-Cepero & McCoach, 2009; Sternberg, 1999; Renzulli & Reis, 1997), a limited number of studies have been focused on parents and family settings. However, intelligence and talent development is largely contingent on family (Daley & Onwuegbuzie, 2011; Reis & Renzulli, 2011). Therefore, the purposes of the proposed project include: (1) to help parents better understand the talents and intellectual potential of their children, (2) to help parents make an educational and parental decision by applying the frameworks of multiple intelligences, and (3) to evaluate the effectivity of the program (workshop) on parents.

### Context/Background

The ability to understand the world and to use resources correctly in dealing with challenges to be successful in life is the main point of the concept of intelligence (Gardner, 1983; Gardner, 1999; Sternberg, 1985; Wechsler, 1950). From the earliest philosophers (e.g., Plato), the construct of intelligence has been studied by researchers in many fields (Mackintosh, 2011; Sternberg, 1990). Over the years, several theories (Spearman, 1904; Thurstone, 1938; Gardner, 1983; Sternberg, 1985) are suggested by researchers to conceptualize and to use in practice. However, multiple intelligence-oriented view, especially three of them, – *Multiple intelligence theory* (1983), *Triarchic Theory of Intelligence* (1985), and *Theory of positive disintegration (TPD)* (1967) – are highly appropriate to understand the construct of multiple potentiality in each child (Ackerman, 2011; Feldman & Morelock, 2011).

Expanding the repertoire of intelligence (Kaufman, 2018), Gardner (1983) has argued for the existence of at least eight intelligence domains, including linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, naturalist, interpersonal, intrapersonal. It focuses on less mental processes than does the Triarchic Theory of Intelligence (Davidson & Kemp; 2011). On the other hand, due to the need of being successful in real life, Sternberg (1997) has stated that the Triarchic Theory of Intelligence occurs in every culture. It has three interacting aspects, including analytical, practical, and creativity (Sternberg, 1997; 2005), and the combination of them brings success in the real world (Sternberg, 2015). Regarding TPD, Dabrowski (1967) demonstrated that individuals might be having overexcitability (i.e., psychological extra-sensitivity or higher than average responsiveness to stimuli) (Dabrowski, 1972). These overexcitabilities can manifest in five different domains, including psychomotor, sensual, imagination, intellectual, and emotional (Mendaglio & Tillier, 2006). However, the key point is how to bring intelligence to life (Hunt, 2010). Therefore, this proposed study aims to increase parental efficacy through intelligence literacy by applying three frameworks of multiple intelligences.

## Research Questions

Via mixed-method inquiry, this research will address the following questions:

- 1) Can the families effectively use in real life the frameworks delivered by the family-based workshops?
- 2) Can the family-based workshop increase awareness of families about intelligence?
- 3) Which part of the workshop can/should be improved to introduce the frameworks to parents in an understandable way? And How can/should be done?

## Methodology

A mixed-method approach will be adopted in the study (Johnson, Onwuegbuzie, & Turner, 2007; Teddlie & Tashakkori, 2003). With an experimental approach, whether the families effectively use in real life the frameworks delivered by the family-based workshops and the workshop increase awareness of families about a child's potential can be understood whilst qualitative research approach uncovers which part of the workshop can/should be enhanced and how it could/should be.

**Participants, workshop & interview procedure.** We will use the convenience sampling method to identify the participants for the study (Yildirim & Simsek, 2013, p. 121). The participants for this study will be families in a community in British Columbia, which is a non-profit organization. This project will centre on a set of information experiences before, during, and after a 5-sessions workshop, and the effect of the selected intelligence theories on families to discover their children's potential and types of intelligence. The 5-sessions workshop will be organized from 1<sup>st</sup> to 5<sup>th</sup> sessions, as (1) introduction (2) MI theory's framework (3) Triarchic theory's framework (4) Positive disintegration theory's framework (5) Summary and Feedback. Besides, after the workshop, interviews will be held with the participants to explore the level of parental efficacy about intelligence literacy and evaluate the parts of the workshop.

**Data collection and data analysis.** We will collect the demographic information of participants and the data about awareness in families towards the nature and nurture of multiple intelligences and talents in their children by using a checklist before and after the workshop, and interviews will be facilitated in a semi-structured manner. Data analysis will be based on mixed-method theory strategies. Within the scope of the experimental approach, the Mann-Whitney U test will be applied to compare the groups with one another for repetitive measurements whilst the Wilcoxon test will be performed to determine whether there is a significant difference within the groups (pretest-posttest). Concerning the qualitative approach, codes will be assigned preliminary to the data to describe the content. Themes will be searched for in the codes across the different interviews. Finally, themes will be defined and named, and compared with the result of the quantitative approach. The data will be analyzed by using SPSS and NVivo.

## Contribution to the Advancement of Knowledge and Special Interests

Strong mixed research that answers not only the effect of the new model but also some of the how's and why's behind increasing family awareness about intelligence will enrich our understanding of how best to "apply an intelligence theory" in this crucial area. With these results, school administrators and policymakers will have a better understanding of the types of information that are valued and used by families to understand their children intellectually. Educationalists and researchers will gain an increased understanding of what information is influential to families.