

Workshop Plan

Topic: A complementary Approach to Gardner's Multiple Intelligence Theory: The Triarchic Intelligence Theory

Audience: Teachers

Time: Approximately 60-90 minutes

Objective:

- Give teachers a different perspective about the concept of intelligence.
- Know the concept and differences between MI theory and Triarchic intelligence theory.
- Learn three components of the Triarchic theory: Analytical intelligence, Creative intelligence, and Practical intelligence.
- Learn how to combine the two theories in practice.
- Know how to teach students triarchically.
- Can “teach” students to be more intelligent—Teach them how to think (analytically, creatively, and practically).

About

The Triarchic Theory of (Successful) Intelligence, offered by Robert Sternberg, is a beneficial way of understanding human intelligence. Although The Theory of Multiple Intelligences (MI) of Howard Gardner is so popular across the globe, including Turkey, The Triarchic Theory of intelligence seem to capture crucial aspects of intelligence compared to other traditional theories, and it can be considered as a complementary theory to Multiple intelligence theory by Gardner. Besides, triarchic approach emphasizes the process of intelligence whilst the MI theory focuses on the domains of intelligence, which is one of the distinctions of them.

This workshop focuses on the differences between MI theory and Triarchic theory, how the triarchic theory can be a complementary theory to Multiple intelligence theory, and how it can be applied by teachers in the classrooms and school settings to improve students' achievements and attitudes.

The workshop will bring together teachers to better understand the principles of triarchic intelligence theory, its components, and its processes so that teachers can apply the theory when they assess students' intelligence capacities and help them improve their potentials.

“Current intelligence-testing practices require examinees to answer but not to pose questions. In requiring only the answering of questions, these tests are missing a vital half of intelligence- the asking of questions...” (Robert Sternberg)

“There is no recipe to be a great teacher, that's what is unique about them.” (Robert Sternberg)

Implementation

This workshop will be including four parts: (1) *introduction*, which covers the time from the first participant joins to starting the presentation, (2) *substance of the workshop*, which includes the presentation and activities, (3) *closure*, which involves review, reflection and ending, and (4) *follow-up*, which includes to share documents after the workshop like sharing the presentation, and a survey related to participants' feedbacks.

1-Introduction

Personal introduction, agenda and plan for the workshop will be shared by the presenter to let participants know what kind of experience is going to be. This part is also important to set a positive tone and to make people feel comfortable and interested during the session.

2- Substance of the Workshop

This is the essential part of the workshop, includes the presentation and activities related to the topic (MI and Triarchic intelligence model).

The presentation content will be (1) concept of intelligence considering other theories such as g and Cattell's theory (fluid and crystalized intelligence), (2) MI theory and its activity, (3) Triarchic theory and its activity, and (4) Q&A part.

The activities for this part are in Appendix A (*Gardner's Theory of Multiple Intelligence Activity*) and Appendix B (*Sternberg's Triarchic Theory of Intelligence*), which is below of the page.

3- Closure

In the final stage, it is needed to wrap things up, sum up and review the agenda. Besides, it is a good strategy for this phase to throw out some questions, to ask for feedback on the workshop (methods, strategies, ideas, etc.) and listen to what participants have to say about the workshop.

4- Follow-up

This part includes to share documents such as the presentation or other media that will be used in the workshop in order to help participants better understand the workshop. Besides, it is vital to have a good follow-up plan in order to decide whether the workshop was successful. That's why a survey (see Appendix C) will be sent and wanted from participants to fill out associated with what they told at the end of the workshop (Closure stage) as feedback.

Appendix A

Activity 1. Gardner's Theory of Multiple Intelligence Activity

Instruction: Please consider your experiences or other people's experiences that you observed and give an example for each dimension.

For example; someone having Intrapersonal intelligence can manage their anger processes properly. Because they know how to manage themselves.

Dimensions	Description	Skills	Example
Verbal-Linguistic Intelligence	Ability to use language and well-developed verbal skills	Listening, speaking, writing, teaching.	
Logical-Mathematical Intelligence	Reasoning, numbers, symbols	Problem solving (logical & math), performing experiments	
Musical-Rhythmical Intelligence	Ability to produce and appreciate rhythm, pitch and timber	Singing, playing instruments, composing music	
Bodily-Kinesthetic Intelligence	Ability to use body movements coordinately and to handle objects skillfully	Sports, acting, dancing	

Mehmet Hilmi Saglam
Plan for the 3rd activity of the comprehensive exam

Visual-Spatial Intelligence	Capacity to perceive the visual-spatial world accurately	Designing objects, fixing, constructing, painting	
Interpersonal Intelligence	Ability to understand of the moods, and motivations of others, and social interactions	Making empathy, Seeing from other perspectives, counseling	
Intrapersonal Intelligence	Sensitivity to be self-aware and in tune with values, beliefs, and thinking processes	Recognize one's Strengths/Weaknesses, reflective, aware of inner feelings	
Naturalistic Intelligence	Ability to recognize and categorize plants, animals and other objects in nature	Recognize one's connection to nature, apply science theory to life	
Existential Intelligence	Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here	Reflective and deep thinking	

Appendix B

Activity 2. Sternberg's Triarchic Theory of Intelligence

Instruction: Please consider your examples that you gave the previous activity related to the Gardner's Theory of Multiple Intelligence and give possible process that might be through examples.

Example 1; considering the same example (someone having Intrapersonal intelligence can manage their anger processes properly. Because they know how to manage themselves), let's think about the possible process in the context of Triarchic theory of intelligence.

1. Analytical process: the person in the example analyzes and evaluates the situation that she/he has by saying this kind of things: why I got angry? What is the reason of getting angry? How should act right now? How can I respond the situation properly?
2. Creative process: the person creates, predicts, discovers, and uses his/her creative ideas, for example, by asking these questions; What would the possible results of my angry behaviors? How can I handle and manage this situation? Can I switch the topic by using a joke to change the situation that makes me angry?
3. Practical process: the person focuses on the practice about what he/she thought in her/his mind. This process can be considered as the produce of analyse and creative processes. So, it is kind of showing part. In our example, the person makes a joke to switch the situation that makes him/her angry.

Example 2; let's think about another example related to Mathematical intelligence. As you know there is a formula in math, which is $Distance = Speed \times Time$. Considering students need to learn this formula, they might to be asked to describe the formula. In the analytical condition, they might be asked to compare and analyze the components of the formula and to solve a word problem by using it. In the creative condition, they might be asked to formulate their own formula or create their own word problem. In the practical condition, they might be asked how they could use what they had learned about the formula to help a friend who want to learn this formula.

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Plan for the 3rd activity of the comprehensive exam

Dimensions	Example	Analytical	Creative	Practical
Verbal-Linguistic Intelligence				
Logical-Mathematical Intelligence				
Musical-Rhythmical Intelligence				
Bodily-Kinesthetic Intelligence				
Visual-Spatial Intelligence				
Interpersonal Intelligence				
Intrapersonal Intelligence				
Naturalistic Intelligence				
Existential Intelligence				

Appendix C

Post-workshop Survey

Name(optional): _____ School: _____

1) What position do you hold?

a) teacher b) assistant c) administration d) other (describe)_____

2) What grade of students do you work with most? _____

3) Have you used Multiple Intelligences before?

a) yes b) no

4) Have you used Triarchic Intelligence model before?

a) yes b) no

5) Do you plan on using the Multiple Intelligences approach and the Triarchic Intelligence approach together in your teaching?

a) yes b) no

6) Would you feel competent using the Multiple Intelligences and the Triarchic Intelligence approaches together in your classroom?

a) I already felt competent using both strategies before the workshop

b) I feel very competent now that I have attended this workshop

c) I feel only a little more comfortable with this approach because of this workshop

d) No, I don't feel competent using this approach(comments)_____

7) Please rate your current level of knowledge of Multiple Intelligences and then Triarchic Intelligence.

(1= low level of knowledge, 10= high level of knowledge) Please circle your answer.

(Multiple Intelligence Theory) = 1 2 3 4 5 6 7 8 9 10

(Triarchic Intelligence Theory) = 1 2 3 4 5 6 7 8 9 10

8) Please list some recommendations for changes in future workshops on this topic.

Thank you so much for attending the workshop and for completing this questionnaire! Your input is very valuable to me 😊