

## Workshop Information Form

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

**Instructor:** Mehmet Hilmi Saglam

**Audience:** Teachers (10-15)

**Time:** Approximately 60-90 minutes

**Where:** On Zoom

**When:** The Time will be informed by the school administration.

**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)

### **The Instructor**

Mehmet Hilmi Saglam has been a Ph.D. student at the department of Educational and Counselling Psychology, and Special Education at the University of British Columbia, Vancouver, Canada since 2019. He is a psychological counsellor who graduated from Istanbul University. He did his master about leadership and personality in Marmara University. His research interests are exceptional (gifted) students, leadership, family counselling, and educational psychology.