



The Auerbach Central Agency for Jewish Education

The Seidman Educational Resource Center

Multiple Intelligences: A Selected Webography, Bibliography and Videography

A Selected Webography

<http://www.arches.uga.edu/~hmt/webwrite/miwelcome.htm> - This site is a collection of resources on Howard Gardner's Theory of Multiple Intelligences. Included is basic information on MI as well as sections aimed toward implementing it into classrooms and daily life.

<http://www.ldpride.net/learningstyles.MI.htm> - Click here to take *your* learning styles test and compare concepts of MI and learning styles.

http://www.multi-intell.com/MI_chart.html - "Eight Ways of Knowing!" -Click on an intelligence picture for a brief description and lesson plan.

<http://surfaquarium.com/MI> - "I think . . . therefore . . .MI" - Multiple Intelligences in Education: Intelligences, Instruction and Interactive sections. This site includes MI lesson, unit and project templates as well as opportunities for interaction: blog, discussion group and more.

<http://www.thirteen.org/edonline/concept2class> - Click on "Tapping into Multiple Intelligences" for a free, self-paced workshop, including tips and strategies for making classrooms work.

http://www.thomasarmstrong.com/multiple_intelligences.htm - Dr. Thomas Armstrong, leading author of *Multiple Intelligences in the Classroom* and other ADD and MI books, describes the MI Theory and its adaptations. This detailed website also includes a collection of information on Howard Gardner's Theory of Multiple Intelligences and a bibliography.

A Selected Bibliography

Becoming a Multiple Intelligences School by Thomas R. Hoerr. Alexandria, VA: ASCD, 2000.

The author discusses steps in becoming a multiple intelligences school, the seven phases of the implementation process, and how to deal with roadblocks.

Changing Minds: The Art and Science of Changing Our Own and Other People's Minds by Howard Gardner. Boston, MA: Harvard Business School Press, 2004.
Gardner explores and explains how minds are influenced and changed. He emphasizes the implications for work, home and school.

Educational Leadership, Volume 55, No. 1. Edited by Margaret Scherer. Alexandria, VA: ASCD, September 1997.
This issue focuses on the theory of multiple intelligences. Articles explore the work that has been done in cognition theory to further understand the complex cognitive profiles of students.

Intelligence Reframed: Multiple Intelligences for the 21st Century by Howard Gardner. New York, NY: Basic Books, 1999.
This book describes how the theory of multiple intelligences is radically changing our understanding of education and human development.

Making Good: How Young People Cope with Moral Dilemmas at Work by Wendy Fischman, Howard Gardner, Deborah Greenspan, and Becca Solomon. Boston, MA: Harvard University Press, 2005.
Making Good explores the choices confronting young workers who join the ranks of three dynamic professions -- journalism, science, and acting -- and looks at how the novices navigate moral dilemmas posed by a demanding, frequently lonely professional life.

Marching to Different Drummers by Pat Burke Guild. Arlington, VA: ASCD, 1998.
This text is a revision of one published in 1985. New chapters discuss the importance of knowledge about students' culture, and how learning styles relate to Howard Gardner's theory of multiple intelligences.

Multiple Intelligences: The Complete MI Book by Spence Kagan and Miguel Kagan. San Clemente, CA: Kagan Cooperative Learning, 1998.
This is a very comprehensive text focusing on MI, with 160 MI strategies, and step-by-step planning for MI lessons, centers, projects, and units. The eight multiple intelligences are explained in detail, with strategies given for each. It also contains a complete MI resource guide, including Internet links.

Multiple Intelligences in the Classroom by Thomas Armstrong. Alexandria, VA: ASCD, 1994.
The author discusses Howard Gardner's theory of multiple intelligences, providing concrete examples of how the theory can be applied to curriculum development, teaching strategies, classroom management, assessment, special education and other areas.

The Multiple Intelligences of Reading and Writing: Making the Words Come Alive by Thomas Armstrong. Alexandria, VA: ASCD, 2002.

The author provides hundreds of ideas, strategies, tips, and resources for teaching everything from grammar and spelling to word decoding and reading comprehension. Good for pre-K – 12 regular and special education classrooms.

Multiple Intelligences: the Theory in Practice by Howard Gardner. New York, NY: Basic Books, 1993.

A practical application of the theory of multiple intelligences. Gardner identifies seven different fundamental human capacities and posits that the purpose of school should be to help people reach goals appropriate to their particular spectrum of intelligences.

So Each May Learn: Integrating Learning Styles and Multiple Intelligences by Harvey F. Silver, Richard W. Strong, and Matthew J. Perini. Alexandria, VA: ASCD, 2000.

The authors show educators at all grade levels and in all content areas how to implement a holistic learning program that seamlessly integrates learning styles and multiple intelligences into instruction, curriculum, and assessment.

A Selected Videography

Becoming a Multiple Intelligences School. Alexandria, VA: ASCD, 2000.

This video explores ideas and illustrated strategies of adapting curriculum, instruction, and assessment to the theory of multiple intelligences. V-1070 – 15 minutes.

How are Kids Smart? Multiple Intelligences in the Classroom. Port Chester, NY: National Professional Resources, Inc., 1995.

This video introduces the theory of multiple intelligences, explores some of the associated myths, and show how some teachers have incorporated “M.I.” into their classrooms. V-747 - 40 minutes.

The Multiple Intelligences. Alexandria, VA: ASCD, 1994.

This video is a promotional preview of a staff development program designed to implement Howard Gardner’s theory of multiple intelligences. It depicts several successful schools that have incorporated his theory into their classrooms. The Facilitator’s Guide provides material and methods for implementing the program. V-754 - 15 minutes.

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