

# People Are Very Different!

## MULTIPLE INTELLIGENCES, by HOWARD GARDNER

*Gardner suggests that the traditional notion of intelligence (based on I.Q. testing) is too limited, so he proposes eight different intelligences to account for a broader range of human potential. He says we esteem linguistic and logical- mathematical intelligence, but don't pay enough attention to those showing gifts in other intelligences. He defines intelligence as "the capacity to solve problems or to fashion products that are valued in one or more cultural setting."*

<b>Linguistic Intelligence</b>	"Word Smart"	This involves having a mastery of language, including the ability to manipulate language effectively to express oneself rhetorically or poetically. Language can be used as a means to remember information.
<b>Logical-Mathematical Intelligence</b>	"Number/Reasoning Smart"	This consists of the ability to detect patterns, reason deductively and think logically. It is most often associated with scientific and mathematical thinking.
<b>Spatial Intelligence</b>	"Picture Smart"	This gives one the ability to manipulate and create mental images in order to solve problems. It is not limited to visual domains and is also formed in blind children.
<b>Kinesthetic Intelligence</b>	"Body Smart"	This is the ability to use one's mental abilities to coordinate one's own bodily movements, challenging the popular belief that mental and physical activity are unrelated.
<b>Musical Intelligence</b>	"Music Smart"	This is the capability to recognize and compose musical pitches, tones, and rhythms. Auditory functions are required to develop this in relation to pitch and tone but not for the knowledge of rhythm.
<b><u>Inter</u>-personal Intelligence</b>	"People Smart"	This ability to interact with others, understand them, and interpret their behavior is not well developed in those who appear to be shy, introverted or even anti-social.
<b><u>Intra</u>-personal Intelligence</b>	"Self Smart"	This is our ability to understand our "self," allowing us to know our feelings and why we feel as we do. This can lead to a strength of character that can be used to solve internal problems
<b>Naturalist Intelligence</b>	"Nature Smart"	A recent addition to the list, it refers to the ability to identify and classify patterns in nature, which can be expressed by a strong commitment to the environment.

## LEARNING STYLES, BY FRENCH, GILLEY, CHERRY, JAMES, and GALBRAITH

*Research conducted in the USA by French, Gilley, and Cherry from 1975 to 1981 led to this theory. Perceptual learning styles are the means by which learners extract information from their surroundings, using the five senses. Individuals have different pathways by which they gain information. The seven pathways, or modes, are listed below.*

<b>PATHWAY (MODE)</b>	<b>REFERS TO</b>	<b>DESCRIPTION</b>
<b>*VISUAL</b>	Seeing Visual Depictions (e.g., pictures, graphs)	These learners like to observe people and situations. Usually must see something in order to learn. Often have a vivid imagination. Need something to watch and will drift away when extensive listening is required. As much as 80% of the population. Primary way of learning: most people in their 20's and over the age of 50.
<b>*AURAL (AUDITORY)</b>	Listening	These people learn best by listening carefully. Rarely speak out during a lecture; easily remember what they hear. Like to talk and enjoy plays, dialogs and drama. Research suggests 10-12% of the population learns in this way.
<b>INTERACTIVE</b>	Verbalization	Learn best when verbalizing their thoughts and feelings. Like to use others as sounding boards; enjoy Q&A sessions. Find small group discussions stimulating/informative
<b>HAPTIC (TACTILE)</b>	Sense of Touch or Grasp	These people learn best through their sense of touch. They like a hands-on approach to learning and enjoy artwork and piecing things together. They may be fond of doodling or "fiddling" with something
<b>*KINESTHETIC</b>	Whole Body Movement	These people need to move in order to learn. They want to be "doing" something and are not very attentive to visual or auditory presentations. They want to try things out and use movement to help them concentrate, including doodling and tapping. Possible 2-3% of the population.
<b>PRINT</b>	Seeing Printed or Written Words	These people often learn best by reading and writing. This mode is related to visual learning and may be a conditioned learning because of their training in school. They often take notes and may like to write on the board. They can be perceived as "bookworms," and they remember quickly and easily what is read.
<b>OLFACTORY</b>	Sense of Smell and Taste	These people use their sense of smell or taste to learn. Research indicates that smell originates in the most primitive part of the brain and, therefore, is a powerful reminder of people or past events. They find that smells add to learning. Possibly 2-3 % of the population.

**\*Note:** Visual, Aural, and Kinesthetic (see shaded boxes above) are considered the three primary learning styles, although some would add Olfactory as a fourth.

## Myers-Briggs Type Inventory, by Isabel Briggs Myers and Katharine Briggs

The Myers-Briggs Type Inventory (MBTI) is an interest or preference inventory. It indicates – on a continuum – how, when you are given your preference, you like to take action. It has become the most widely used personality measure for non-psychiatric populations.

It is extremely important in this area to define the terms carefully:

ATTITUDINAL PREFERENCES	
<b>Introvert: (I)</b>	<i>One who prefers to “think things out” before stating a conclusion. An introvert thinks to speak. This person draws his/her energy from and relates more easily to the world of ideas than to the outer world of people and things.</i>
<b>Extravert: (E)</b>	<i>One who prefers to “talk things out,” often considering aloud all of the possibilities before stating a conclusion. An extravert must speak to think. This person draws his/her energy from and relates more easily to the world of people and things than to the inner world of ideas.</i>
PERCEIVING FUNCTIONS	
<b>Sensate: (S)</b>	<i>One who bases consideration of the world around him/her on the five senses. These people would rather work with known facts than look for possibilities and relationships.</i>
<b>iNtuitive: (N)</b>	<i>One who considers the world around him/her on the basis of what the potential might be. These people would rather look for possibilities and relationships than work with known facts.</i>
JUDGING FUNCTIONS	
<b>Thinking: (T)</b>	<i>One who prefers a logical approach to making decisions. Impersonal analysis and logic are more important than personal values when making judgments</i>
<b>Feeling: (F)</b>	<i>One who makes decisions on the basis of how the situation feels to him/her. Judgments are based more on personal values than on impersonal analysis and logic.</i>
MODE OF ACTION	
<b>Judging: (J)</b>	<i>One who prefers an orderly progression of events leading to a final outcome. This person likes a planned, decided, orderly way of life better than a flexible, spontaneous one.</i>
<b>Perceiving: (P)</b>	<i>One who prefers to let the final outcome emerge as a result of an open-ended progression of events. This person probably likes a flexible, spontaneous way of life better than a planned, decided, orderly one.</i>

## MBTI Characteristics

## A. WHERE WE GET OUR LIFE ENERGY:

**Extravert (E)** ←————→ **Introvert (I)**

External  
Blur it out  
Breadth  
Focus on people & things  
Interaction  
Action  
Do – think – do

Internal  
Keep it in  
Depth  
Work with ideas & thoughts  
Concentration  
Reflection  
Think – do – think

## B. HOW WE TAKE IN INFORMATION:

<b>Sensate (S)</b>	←————→	<b>iNtuitive (N)</b>
Five senses		“Sixth sense,” hunches
What is real		What could be
Practical		Theoretical
Present-oriented		Future possibilities
Facts		Insights
Step-by-step		Leap around
Detail		Big picture

### C. HOW WE MAKE JUDGMENTS ABOUT WHAT IS TAKEN IN:

<b>Thinking (T)</b>	←————→	<b>Feeling (F)</b>
Head		Heart
Logical system		Value system
Objective		Subjective
Critique		Mercy
Principles		Compliment
Reason		Harmony
Firm, but fair		Empathy, compassion

## D. HOW WE OPERATE IN OUR DAILY LIVES:

<b>Judging (J)</b>	←————→	<b>Perceiving (P)</b>
Plan		Spontaneous
Regulate & Control		Flow & Adapt
Settled		Tentative
Run one's life		Let life happen
Set goals		Gather information
Decisive		Open
Organized		Flexible

These materials originally prepared by Joan Doyle, and revised by Felix Just, SJ.