

The Transmission and Reception of Multiple Intelligences Theory in Contemporary China

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Speaker: Zhilong Shen
Visiting Scholar

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CONTENTS

1. Brief Introduction to Multiple Intelligences Theory (MI Theory)
2. Transmission Process of MI Theory from Harvard Project Zero to China
3. Warm Reception of MI Theory by Chinese Schools
4. Reasons for the Popularity of MI Theory in China

1. Brief Introduction to Multiple Intelligences Theory (MI Theory)

▶ A new psychological theory about intelligence of human being, was born in 1983 at Harvard Project Zero when Howard Gardner's book, *FRAMES OF MIND* was published.

FRAMES OF MIND



The Theory
of Multiple
Intelligences

TENTH-ANNIVERSARY EDITION

With a New Introduction by
the Author

Howard
Gardner

MultIPLE Intelligences



The Theory in Practice

A READER



Howard
Gardner

AUTHOR OF
FRAMES OF MIND

2005

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**Professor
Howard
Gardner,
co-director
of Project Zero
1972-2000**

Project Zero at Harvard Graduate School of Education, was established by Nelson Goodman, a professor of Philosophy in 1967.

The mission of the project is to understand and enhance learning, thinking, and creativity in the arts, as well as humanistic and scientific disciplines, at the individual and institutional levels.

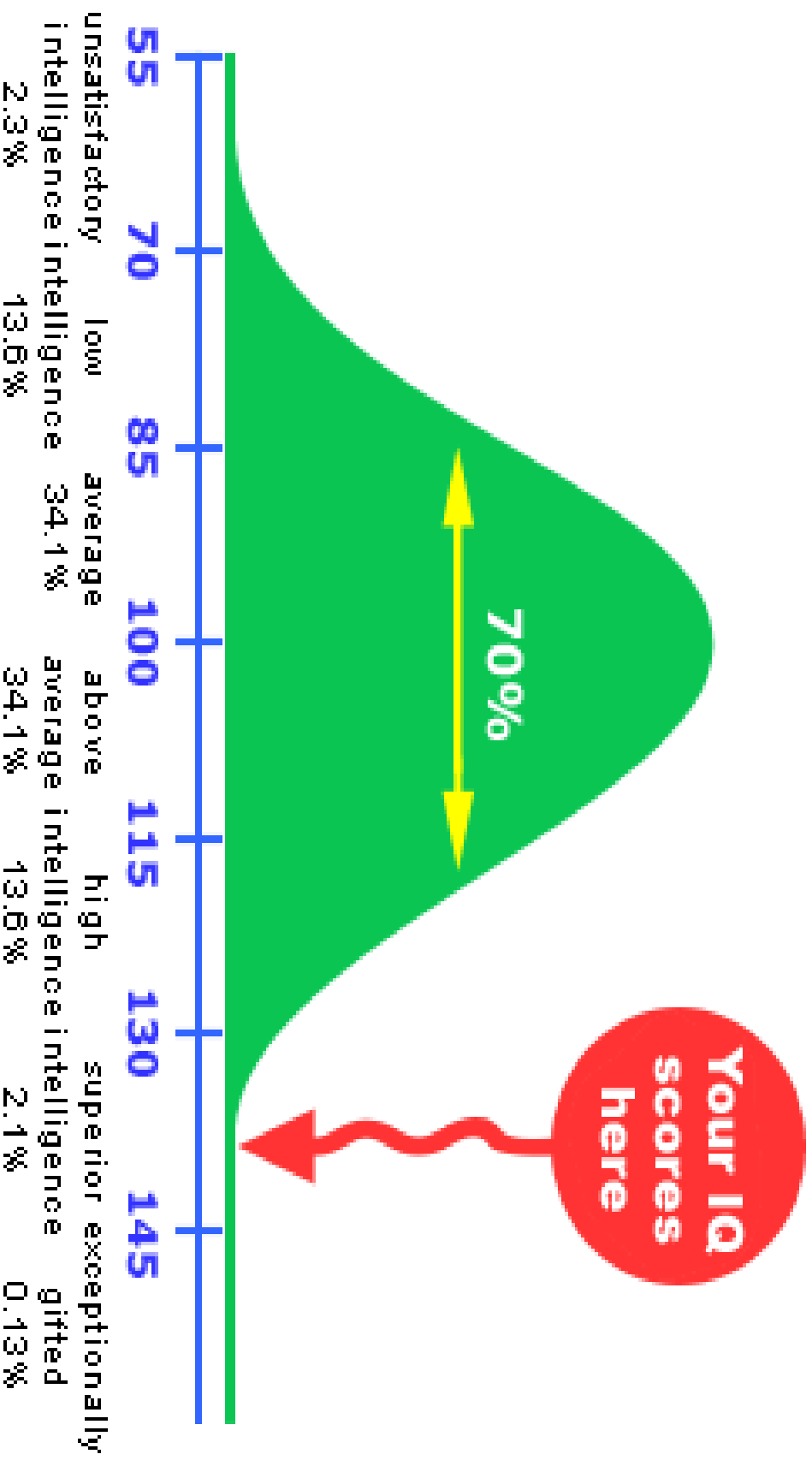
▶ MI Theory is a pluralistic view of mind, recognizing many different and discrete facets of cognition, acknowledging that people have different cognitive strengths and contrasting cognitive styles.

▶ Definition of intelligence differs from

◆ traditional view:

“In a traditional view, intelligence is defined operationally as the ability to answer items on tests of intelligence (IQ test)”, (Gardner 1993)

IQ SCORE



◆ MI Theory:

“An intelligence entails the ability to solve problems or fashion products that are of consequence in a particular cultural setting or community.”(Gardner 1993)

“A biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture.”(Gardner 1999)

▶ Main point of MI Theory:

Human cognitive competence is better described in terms of a set of abilities, talents, or mental skills, which are called “intelligence”. All normal individuals possess 8 or 9 intelligences to some extent; individuals differ in the degree of skill and in the nature of their combination.

MI Theory pluralizes traditional concept of intelligence. (Gardner 1993, 1999, 2003)

▶ **Criteria** of intelligence proposed by

Howard Gardner and his colleagues at Project

Zero are drawn from biological science (cognitive change after brain damage, evolutionary history), logical analysis (system symbols), developmental psychology (expert “end-state” performances, existence of idiot savants, prodigies and other exceptional people), traditional psychological research (some psychometric findings).

▶Eight candidates of intelligences have been completely confirmed and one candidate partly confirmed by the aforementioned Criteria .
total number of candidates of intelligences?

List of Eight And Half Intelligences

▶ Linguistic intelligence:

The ability that involves sensibility, to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. Lawyers, speakers, writers, poets are among the people with high linguistic intelligence.

(Gardner 1999)

▶ Logical-mathematical intelligence:

The capacity to analyze problems logically, carry out mathematical operation, and investigate issues scientifically. Mathematicians, logicians, and scientists exploit logical–mathematical intelligence. (Gardner 1999)

▶ Musical intelligence entails skill in the performance, composition, and appreciation of musical patterns. (Gardner 1999)

▶ Bodily-kinesthetic intelligence is the ability to solve problems or to fashion products using one's whole body, or parts of the body. Dancers, athletes, surgeons, and craftspeople all exhibit highly development bodily-kinesthetic intelligence. . (Gardner 1993)

▶ Spatial intelligence:

The ability to form a mental model of a spatial world and to be able to maneuver and operate using that model. Sailors, engineers, surgeons, sculptors, and painters have highly developed spatial intelligence. . (Gardner 1993)

▶ Interpersonal intelligence:

The ability to understand other people: what motivates them, how they work, how to work cooperatively with them.

Successful salespeople, politicians, teachers, clinicians and religious leaders are all likely to be individuals with high degrees of interpersonal intelligence. (Gardner 1993)

▶ Intrapersonal intelligence:

A capacity to form an accurate, veridical model of oneself and to be able to use that model to operate effectively in life.

(Gardner 1993)

▶ Naturalist intelligence:

A naturalist demonstrates expertise in the recognition and classification of the numerous species—the flora and fauna—of his or her environment. Every culture prizes people who not only can recognize members of a species that are especially valuable or notably dangerous but also can appropriately categorize new or unfamiliar organism. (Gardner 1999)

- ▶ Existential intelligence (half): a concern with “ultimate” issues, the capacity to locate oneself with respect to the furthest reaches of the cosmos—the infinite and the infinitesimal—and the related capacity to locate oneself with respect to such existential features of the human condition as the significance of life, the meaning of death, the ultimate fate of the physical and the psychological worlds, and such profound experiences as love of another person or total immersion in a work of art. (Gardner 1999)

▶ Many people have placed linguist and logical-mathematical intelligences on a pedestal. Of course, they are very important and much of our testing is based on this high valuation of verbal and mathematical skills, but whether students do well when they leave school and college is probably going to depend on the extent to which they possess and use the other intelligences. It is to those that MI Theory gives equal attention.

2. The transmission Process of MI Theory from Harvard PZ to China

MI Theory has been transmitted by Howard Gardner and his colleagues, students from Harvard Project Zero and ED School with books, articles and lectures.

Gardner have visited the mainland of China five times in the last 26 years since 1980.

Critical events

- 1) ***Frames of Mind*** in Chinese was published in 1990.
- 2) ***Multiple Intelligences: Theory in Practice*** in Chinese was published in 1999.
- 3) The **key Project** named **Applied Research of Multiple Intelligences Theory on Developing Students Potential**, was established by the National Education Association of China in the end of 2000 directed by Mr. Tao Xiping

3. Warm Reception of MI Theory by Chinese Schools

MI Theory is welcomed widely by “the general public” from all levels: teachers and principals from kindergartens to high schools; parents from different classes, educator, officers, supervisors and administrators of the education department and normal universities; journalists, makers of educational law and policy including top politicians of the government and CCCP in China.

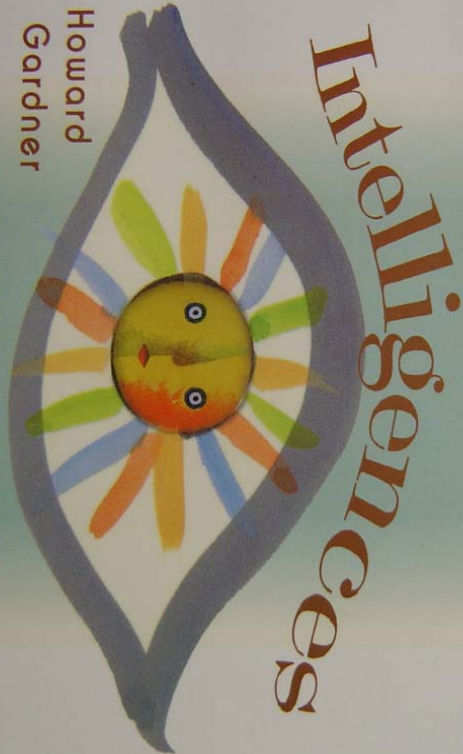
▶ Nearly one hundred books on MI Theory translated into or written in Chinese have been published since 1990.

▶ *Multiple Intelligences: Theory in Practice* in Chinese, translated by the speaker, was listed in the first place among more than 100 bestseller books on education in 2003 .

Multiple

多元智能

哈佛大学当代心理教育名著



[美] 霍华德·加德纳 著
沈致隆 译



2003 年度全国教师用书
教育学术著作类销售排行榜
第 1 名

风靡全球的
哈佛教育名著

*Multiple
Intelligences*
The Theory in
Practice

7 种智能改变命运

多元智能

最新修订版 [美] 霍华德·加德纳 著 沈致隆 译

Howard Gardner

世界最杰出的发展心理学家
多元智能理论开创者的经典之作

作类销售排行榜分析

张 威

并学，使这一热潮更有持续
人预言，2004年将是“多元智能
种“多元智能现象”的出现一

多元智能理论自身的生命力，

在我国中小学教

逐渐从宏观进入

人，进入到学科

课程。多元智能

给我们带来了

的新支点。

中的另一类图书

中青年学者的扛

中国教育的发

教育理论的支

是理论工作者和实际工作者共同面
对的难题，对这些问题的解答也正是
人们所渴求的。

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教师热读《德育
例证。

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中国教育科学的
教育的希望。

（作者为全
会秘书长、北京
不言图书有限公

● 教育学学术著作类销售排行榜

1 多元智能

[美] 加德纳 著

新华出版社

2 世界课程和教学新理论文库

钟启泉 张华 主编 教育

3 校本研究丛书

吴刚平等主编 四川教育出版社

4 汉译世界高等教育名著丛书

王承绪等主编 浙江教

Preface by
Howard Gardner
for the
book: ”Human
Possibilities:
Considerations of
Science,
Considerations of
Values”



▶The number of the articles received by the Annual International Conference of the Key Project are:

<u>120</u>	in	<u>2001</u>
330	in	2002
311	in	2003
624	in	2004
<u>2344</u>	in	<u>2005</u>

Training classes, lectures and conferences on MI Theory and its application

- ▶ Speaker's experience in 2004~2005:
 - 45 presentations in 15 provinces of China, total number in audiences: 15 300
 - the maximum of audience of one presentation: 1200 in Shanxi Province.
- ▶ Gardner's experience at the International Conference of Multiple Intelligences Theory and Its Application in Beijing, May 2004.



**Howard Gardner
delivered a
speech,
“Reflections on
Multiple
Intelligences
Theory”
on May 19, 2004
in Beijing**





活跃的会场气氛



“多元智能理论及其
International Conference of Multiple



及其在教学中的应用”国际论坛
Multiple Intelligences Theory and Its Application And The Third A



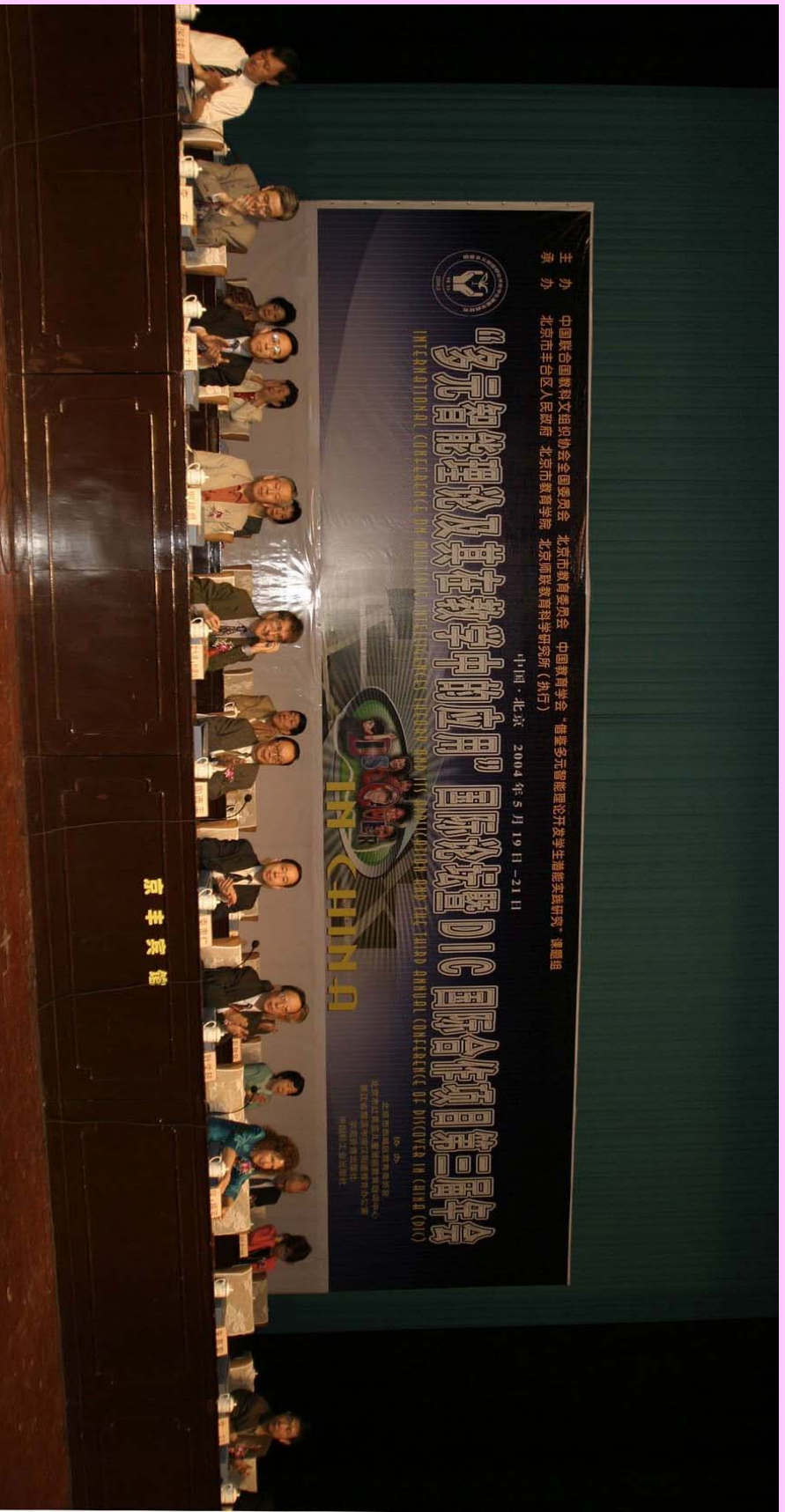
论坛暨 DIC 国际合作项目第三

Third Annual Conference of DISCOVER in China (DIC) May



頁自第 三 屆 年 會
China(DIC) May 19-21, 2004





► **Tao Xiping: Vice President of Education Association of China, the sixth from left**

► **Yuan Guiren: Vice Minister of Education, State Council of China, the seventh from left**







教育工作者和加德纳教授会后探讨交流



Gardner accepted an interview from CCTV



**What was
Howard
Gardner
eating?**



A big welcome banquet at a president apartment of Peking Roast Duck Restaurant in Hepingmen



the journal
on MI
Theory
published in
Hong Kong





The photo before the welcome banquet





MI Theory and its practice in China under discussion





What kind of light topic?

In the People's Great Hall of Beijing before
the welcome concert for Gardner in May 2004





July 19-22, 2005

多元智能与教育改革国际研讨会 暨 DIC 国际合作项目第四届年会

**International Conference on Multiple Intelligences and Education Reform
and The Fourth Annual Conference on Discover In China(DIC)**



主办单位：中国教育学会
“智慧多元智能理论开发学生潜能国际研究”课题组
北京教育学院
美国埃默森人文道德协会
北京市朝阳区人民政府 北京市朝阳区教育委员会
北京市第八十中学



In summary, Chinese people at all school, parents and government levels embraced MI Theory, and its influence has exploded.

4.Reasons for the Popularity of MI Theory in China

1) Scientific theory and the result of interdisciplinary research

MI Theory is a scientific one. It is based on many disciplines and many years' research, and has been trusted by most people in the mainland of China.

2) It is cross-cultural research, to coincide with Chinese culture and ancient educational ideology

- ▶ Confucian thought on education: “You Jiao Wu Lei” (有教无类)— No distinction from different social classes and different intelligent characters in education.
- ▶ Confucian thought on education: “Yin Cai Shi Jiao” (因材施教) —To teach students using different approaches according to their difference facets of talents.

▶ **The Curriculum of education during the Confucian times (551-479 BC)**

Six skills:

Li(礼): rule of propriety

Yue(乐): music

She(射): archery

Yu(御): driving carriage

Shú(书): writing, calligraphy and painting

Shù(数): mathematics

The book *Analects of Confucius*

Chapter 8, item 8:

“The master said, let a man be inspired by the arts, then given a firm rooting by the study of propriety and finally perfected in character by music.”

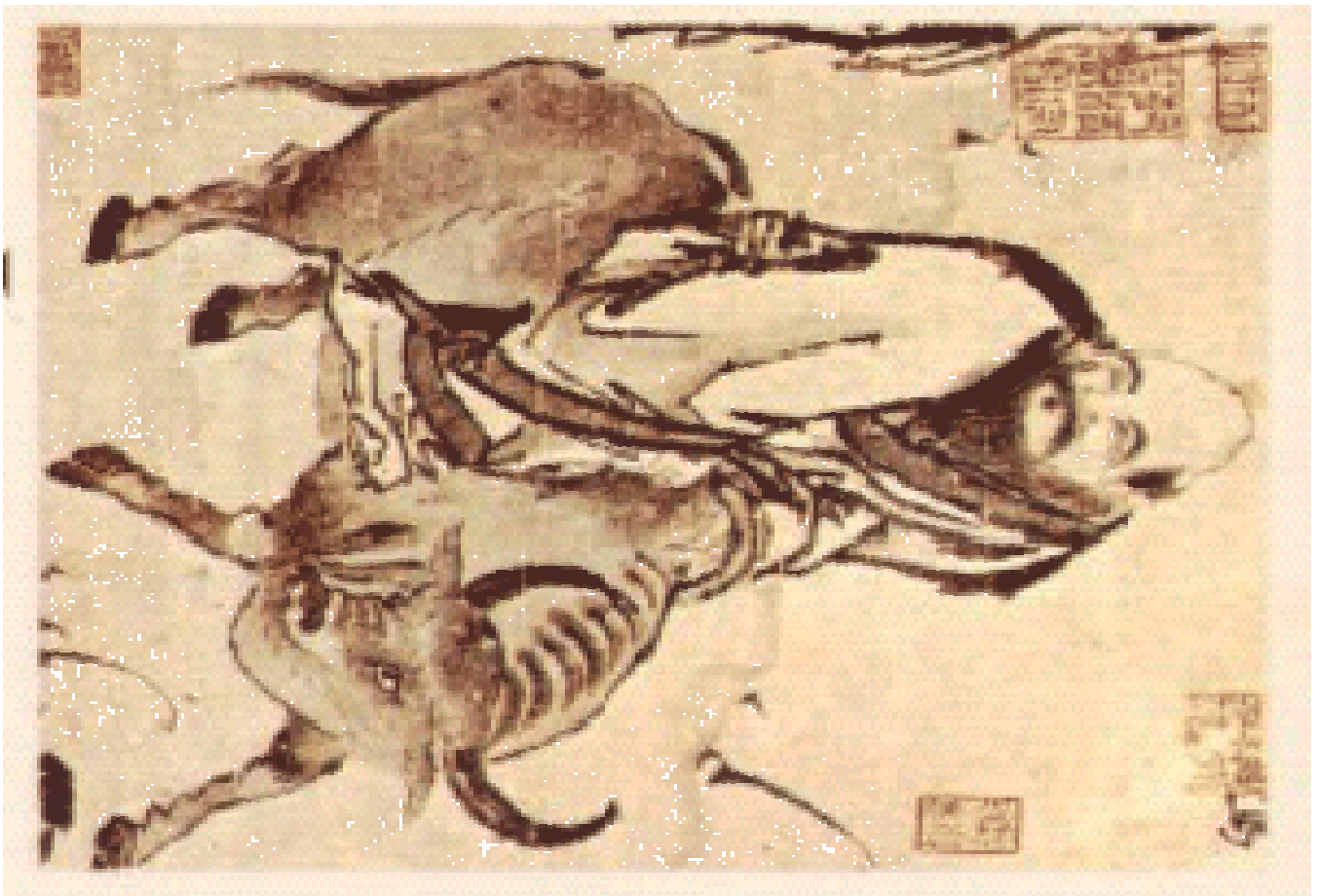
Chapter 17, item 9:

“The master said, Why is it that none of you study the **Songs**? For the **Songs** will help to incite ones’ emotions, to observe their feelings, to company others, to complain. Moreover, they will widen people’s acquaintance with the names of birds, beasts, plants and trees. ”



Who is he?





▶ **“*Dao De Jing*”** by **Laozi**, a major figure in Chinese philosophy living about the 4th century BC, during the Warring States Periods, and the founding father of Taoism .

Chapter 33: “The person who understands others is intelligent, the person who has self-knowledge is a wisdom, …… the person who can locate himself has a much longer life….” (知人者 智，自知者明。胜人者力，强行者有志。不失其所者久，死而不亡者寿。)

Why does MI Theory coincide with Chinese culture or ancient ideology on education?

Did Chinese culture and philosophy give

Professor Gardner the enlightenment or inspiration? or confirm his idea and discovery on MI Theory?

After he had visited China in 1980, **Howard Gardner** thought:

“As Henry Adams had been drawn to the Middle Ages, Margaret Mead to the South Sea, Erik Erikson to India, and Claude Lévi-Strauss to the Indians of Brazil, I was drawn to China as a source of illumination on the questions central to my chosen profession and important to my life.” (Gardner, **TO OPEN MINDS**, p.138,1989)

Howard Gardner thought in 1982 when he was walking in the street of Suzhou:

“I understood once again—and with crystalline clarity—why I had been attracted to things Chinese. Here was a civilization that in many ways has never been surpassed: it is one which anyone interested in arts, and creativity has to come to grips” (Gardner *TO OPEN MINDS*, p.156, 1989)

3) MI Theory happened to coincide with the educational principle of China—Character Education, emerged from 1985 to 1993 and officially proposed in 1994 and carried out nationally from 1999. The central government of China published “*the Decision on Deepening Education Reform and Promoting Character Education*” in 1999 when Multiple Intelligence: Theory in Practice in Chinese was published.

▶ Character education has long been a priority in the nation's work on education and also an issue of public concern.

▶ Character education is the education geared to all students, and not a single student should be left behind.

▶ Character education is designed to promote all-round student development: morally, intellectually, physically and artistically.

▶ Character education promotes students' individual development. A major purpose for conducting character education is to provide, through diverse methods, the opportunity for children to bring out the best from their individual aptitudes and passion while receiving unified education in basic courses.

► In the view of MI Theory, “the purpose of school should be to develop the variety of intelligences of students and to help people reach vocational goals that are appropriate to their particular spectrum of intelligence rather than list and array children in order of their marks in exam.”

► “I would also like to introduce the concept of an individual centered school that takes this multifaceted view of intelligence seriously.” (Gardner 1993)

►An important book was published both in Chinese and English in 2004 summarized the education reform of China from 1993 to 2003:

Education For 1.3 Billion On 10 Years of Education Reform and Development

Author: Former Vice Premier of China

Li Lanqing

Education For 1.3 Billion

为 了 13 亿 人 的 教 育

Former Chinese Vice Premier
LILANQING
On 10 Years of Education
Reform and Development



李 岚 清

外语教学与研究出版社 培生教育出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS • PEARSON EDUCATION



李岚清

教育访谈录

LILANQING JIAOYU FANGTANLU



人民教育出版社

Chapter 6. The Philosophy of Character Education

6.5 Character Education and All-rounded Development of the Brain

Interviewer:

“Was the idea to carry out Character Education born merely out of policy considerations? Were there any theoretical considerations behind it?”

Li Lnagqing:

“Character Education is closely associated with all-round development of the human brain. Cerebral studies have enabled us to know more about the development of the human brain and its active laws, and given us a great deal of significant inspiration for character education.

Li Lnagqing:

“Dr Howard Gardner, a Harvard developmental psychology professor, has studied for many years the development of human cognitive ability. In his 1983 book ***Frames of Mind***, he raised the theory of multiple intelligences and summarized Seven human intelligences. Later, he added more Intelligences:
Linguistic intelligence, is ……”

Li Lnagqing:

“Dr. Gardner’s theory argues against traditional theories on intelligence and claims that every person has his or her own strengths due to differences in these eight intelligences. His theory offers a broader picture of people’s individual abilities, has furnished some important inspiration and valuable references for our efforts to carry out **Character Education.**”



**4) Birth control policy and system of China:
a couple, one child**

5) Aesthetic or Artistic Education was added into the educational policy in 1999 by the central government of China. Art education had been valued by more and more scholars from variety of disciplines, and parents from different occupations since the end of the Cultural Revolution in 1976.

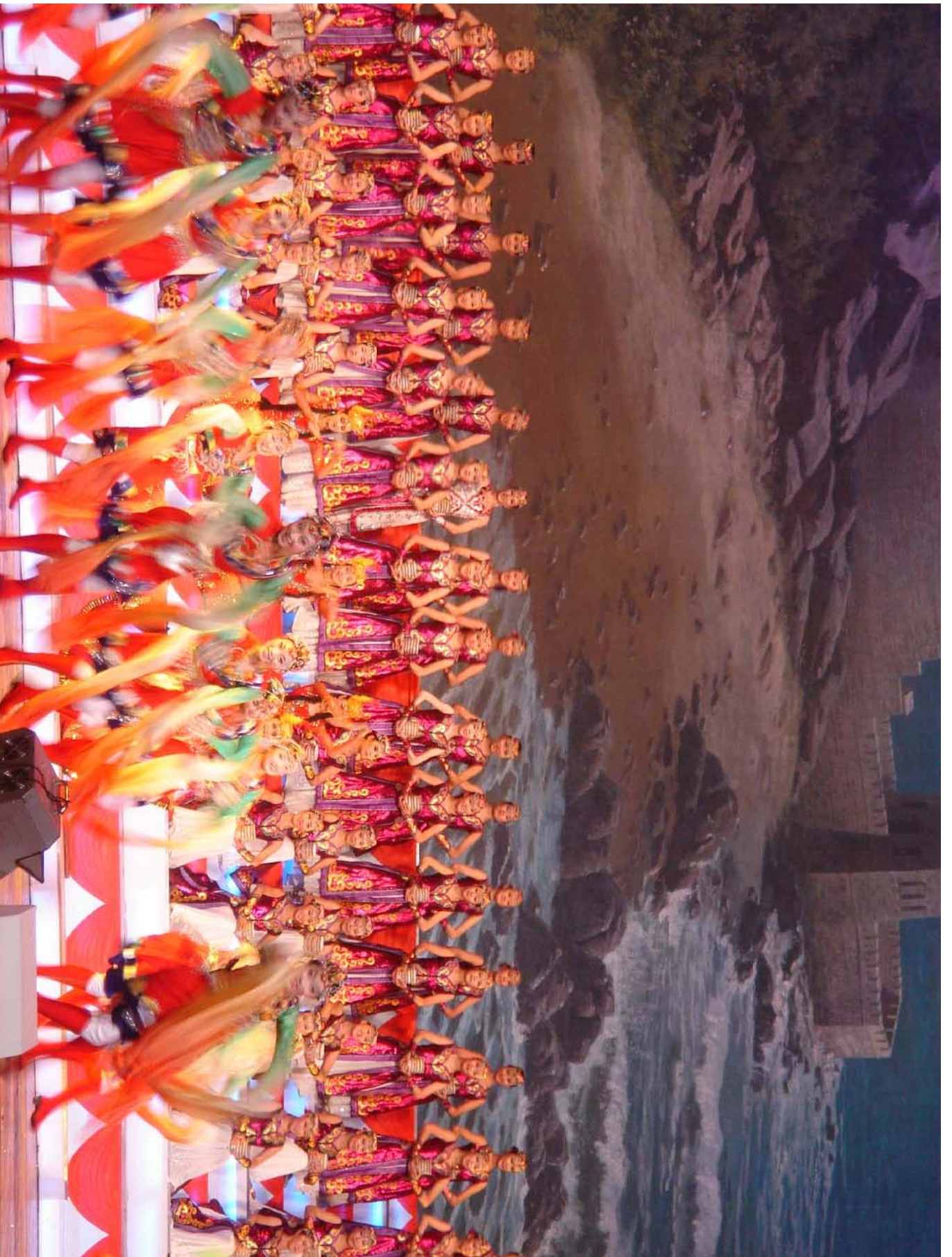
Art Education is treated as an important part of **Character Education** in China now.



**A performance of students in the People's Great
Hall of Beijing in 2005**



**A performance of students in The People's Great
Hall of Beijing in 2005**





A performance of students in The People's Great Hall of Beijing

“The theory of multiple intelligences is often taken as a justification of the arts. To some extent, this inference is an appropriate stance, because certain of the intelligences—like musical—are closely tied to the arts; and most intelligences can be put to artistic uses (spatial is involved in painting and sculpture, linguistic in poetry, bodily-kinesthetic in dance, etc).”

(Gardner 2003)

Conclusion

MI Theory has been warmly welcome by Chinese from teachers of Kindergartens to vice-premier because

(1) It is a scientific theory and crosses multiple disciplines.

(2) It's a philosophy of education and contains the components of both western and eastern Cultures. It has been received and welcomed by Chinese teachers, principals, parents, educators, scholars, officers and students. The

overwhelming proportion of printed articles are favorable to the theory.

(3) The MI Theory point of view on individual-centered school and art education happens to coincide with the educational principle of contemporary China, ***Character Education***, So it has been applied widely in China theoretically and practically.

Ending words

Thanks a lot to Professor Howard Gardner and his colleagues at PZ and HGSE for MI Theory on behalf of the educational reform of China, millions of Chinese parents and myself.