

A Study on Ways to Connect Multiple Intelligence Theory and 'Thinking and Expression' Course

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Abstract

The purpose of this study is to seek the possibilities of applying multiple intelligence theory and storytelling to the Field of 'Thinking and Expression'. Howard Gardner, who proposed multiple intelligences, viewed intelligence as "the capacity to solve problems and develop important outcomes within certain cultural settings or communities". He divided multiple intelligence into eight criteria and among them, an intrapersonal intelligence that can adjust itself in life based on one's awareness of and ability to understand one's own actions and reactions. This is a core intelligence that can drive all other intelligences. This is an intelligence that is urgently required for college freshmen who are just beginning to seriously explore their future. In addition, this will lead students to look for their own way in a given environment in an educational atmosphere that aims for combined learning based on integrated thinking. Through this self-exploration, newly discovered stories will be re-adapted through storytelling and will provide an opportunity to self-reflection on oneself. In fact, Hanseo University has been applying the multiple intelligence theory to the Field of 'Thinking and Expression' in classes since 2013. This course aims to restore self-esteem by letting students recognize the potential that may be present in themselves and allowing them to acknowledge a self that has so far been denied. Through this course, students speak to their unconscious mind for the first time which becomes an opportunity to newly recognize them.

Keywords: multiple intelligence, storytelling, Thinking and, completing self-narration, the subject of thinking and expressive

1. Introduction

Howard Gardner says that education should lead learners to realize their own strengths to develop and deepen them, and what is most important to that is intrapersonal intelligence. This means that to the Field of 'Thinking and Expression' that are currently being taught at Korean universities are related to strengthening individual reflection and linking it with writing or speaking (Lee Cheong, 2016) These curricula, which are mainly targeted at college freshmen, prevent students whose only goal for a very long time was to enter a university, from losing subsequent goals and falling into helplessness by inducing students to re-establish their prior goals. In addition, these curricula focus on a story that has been alienated from oneself inside and expressing it to recognize oneself as a real being. Based on the research results of cognitive science, it is linked to storytelling that focuses on the human mind through the method of talking rather than the story itself.

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Many students, except for ones from Seoul and some other metropolitan universities, are forced to experience some degree of frustration and feelings of defeat in college entrance examinations in the current university structure of hierarchical ranking. This leads to self-doubt, which causes low self-esteem. This paper views that to the Field of 'Thinking and Expression' can be an alternative in restoring that low self-esteem, especially for the students at the local college at the local college. In addition, this will be more effective when multiple intelligences as self-exploration and storytelling as self-narrative completion are combined. In order to prove this, this paper first reviews the Theory of Multiple Intelligences proposed by Howard Gardner and examines the applicability of 'Thinking and Expression'. Next, we will examine the process of self-narrative completion, as an expression activity that can lead to an understanding of oneself as the subject of thinking and expression areas in university are aiming for self-exploration, in connection with storytelling. Lastly, I will present the outcome of Hanseo University's 'thinking and expression' curriculum as a case study and analyze its results.

2. Multiple intelligence and self-understanding

Howard Gardner's Theory of Multiple Intelligences began being studied academically since the 2000s when it was applied in education. It is interesting to note that these studies are mainly related to teaching and learning (Myung-Hee Shin, 2010; Sang Wan Hong, Kyung Hwa Seo, 2004; Choi Seong-Youn, Chae Jung-Hyun, 2011), focusing on finding ways to inspire students' learning motivation and enhancing learning effectiveness (Eun Young Hwang, 2000; Kim Myung-Hee, Ha Jung-Hee, Cha Kyung-Hee, 2006) This proves that the multiple intelligence theory emerged as an alternative to existing education in which only a small number of elites were educated and their abilities were found by using the traditional Intelligence Quotient (IQ)

In a complex society where people do not know when and where crisis will come, personal choice becomes important. This is why many companies today hire new recruits and value their internship and social experience. This can be seen on basic competency in the National Competency Standard (NCS), which stipulates the standardized abilities for executing tasks by the Human Resources Development Service of Korea. This basic occupational competency presented here consists of 34 sub-areas in 10 areas. Among them, the self-development ability, the fourth area, refers to "finds strengths and weaknesses in their abilities, aptitudes and characteristics. Ability to establish and achieve self-development goals on the basis of understanding their abilities, aptitudes, and characteristics as professionals." This requires three abilities: self-awareness, self-control, and career development. What is most important is self-awareness, which builds self-identity based on self-understanding, which must be proceeded with prior to developing other abilities (Human Resources Development Service of Korea, 2012)

Howard Gardner also defines intelligence as "the capacity to solve problems and develop important outcomes within certain cultural settings or communities" (H. Gardner, 1983) and tries to incorporate the various human capacities in various situations into the concept of intelligence. The multiple intelligence theory, which divides intelligence into eight areas, views that there are strengths and weaknesses in intelligence depending on the individual, but common in everyone. Among them, intrapersonal intelligence is a clear understanding of the strengths and weaknesses of oneself (Joung Hyun Ham, 2013), an ability to understand one's moods, intentions, temperaments and desires, and to adjust oneself effectively in life. This

intelligence drives other intelligences. Thus, most successful people show high results in this area (EBS, 2008)

Among Howard Gardner's intelligences, interpersonal intelligence, which allows for introspection and understanding based on reflective thinking leading to life adjustments, seems more necessary than others for college freshmen who entered a school because of the social atmosphere where everything seems to be solved by getting into college. However, many have started to worry about what to do in the future in our difficult reality. Moreover, the application of the Theory of Multiple Intelligences to the university education seems well timed in the planning of the future by taking advantage of one's aptitudes and strengths in one's major in an educational atmosphere that aims for combined learning based on integrated thinking as it is today.

3. Storytelling as a process of completing self-narration

Writing does not perceive the fact that the logic, structure, and arguments of writing originate from oneself unless you start from your inner dynamism, solidity, and problem consciousness (Jin-Hae Kim, 2011) However, among students who write like this, there are students who are captivated by the self-deprecatory of what they can do and say because of a chronic sense of defeat. The learned helplessness (Kyung Ae Jun, Jung Hwan Park, 2010) of those who think that it is impossible to control the situation they face and do not have expectations or motivations for the future is not improved by adjusting themselves and managing their own time independently but by living day by day and by letting time control them.

Storytelling, which has existed since the oral period of history as a form of discourse, meaning "how to explain a given story," emerged as a story media environment when it moved to the digital era. Today, storytelling has been used as a strategy as it has expanded into various areas. Many of the books that explain how to write a cover letter emphasize the skillful aspect that makes use of storytelling in a way that reveals what you want to show in yourself through dramatization. This can lead to a misunderstanding when it could be interpreted that things are made up for show instead of dramatizing self-narration. Storytelling is not an entirely different self as it is still the self that is, but it is a means to reset the self to a meaningful state.

The current curriculum teaches that the same content should be taught in the same way and students must be ranked first to last. Because of activities that utilize only a small part of human abilities, and having lived in such an atmosphere for 12 years in elementary and junior high school, learners who did not become the top of their class feel depressed by their own defeat and questioned their existence. This defeat constantly causes a split in one's self image so that one can not dream of the future. Although it has failed, storytelling has created a self-narrative and made it meaningful by integrating both a self-concept and failure in schooling. When you look at your life, you realize that you are a worthy person. This can lead to the rise of self-esteem. Storytelling, which completes one's narration to make it meaningful through looking at the present directly and dreaming of the future from re-experiencing oneself from the forgotten past, integrates self-concept and makes one realize that they are valuable beings even though they have failed in school. This will lead to increased self-esteem.

4. Multiple intelligent thinking and expression activities

4.1. Curriculum outline

Hanseu University has been producing and operating its own textbooks on the subjects of thinking and expression based on multiple intelligence theory since 2013. This course, which is a two-hour, two-credit course for freshmen, aims to restore self-esteem through multiple intelligences by allowing students to realize the potential of themselves by acknowledging the self they were denying. In addition, it intends to motivate learning by linking this realization with the future and creating a willingness to plan and prepare their own future. Based on a 9 chapter textbook, the learners usually take one to two weeks to learn about one's intelligence, and then, as shown in the table below, the learners do activities to reflect on themselves.

Table 1. Multiple intelligences and related activity

Multiple Intelligence	Related Activity	Innate Intelligence
Intrapersonal	Write letters warmly addressed to yourself and praise yourself for being hard-working	Existence
Spatial	Tell their story about how they found their place in the university setting.	Evaluation
Musical	Make loud noises in class.	Expression
Bodily-kinesthetic	Think about when you move most quickly and most slowly. After that, think about what in different between the two situations.	Competition
Logical-mathematical	Write one thing happened during each of your life and then create the title of your autobiography.	Moral
Linguistic Interpersonal	Describe a favorite picture, focusing on the face of the figure, and the context of when the picture was taken.	Thinking Research
Naturalist	Think about how the environment has changed and then think about how the environment changes your feelings and your awareness to your surroundings.	Behavior

As you can see in [Table 1], multiple intelligence-related activities consist mainly of the exploration of oneself or what is related to the self. *Multiple Intelligences CONCERT* a textbook for thinking and expression from Hanseo University consists of self-understanding, space, music, bodily-kinesthetic, logical mathematics, language, interpersonal relationships, and natural inquiry intelligence. This is unlike typical multiple intelligence theory which is in the order of language, logic and mathematics, space, bodily-kinesthetic, music, interpersonal relationship, self-understanding, and natural inquiry intelligence. This is due to the expectation that the learners will be able to realize their place and establish their identity while starting to expand their thinking to society and the world from self-understanding through self-exploration time.

Multiple Intelligences CONCERT is characterized by multiple intelligences combined with innate intelligence so that multiple intelligences are not only for the talented, but the ability that everyone has to solve the various problems that we all face in our lives. For example, while learning about the interpersonal intelligence that explains the importance of self-understanding, students learn this together with self-esteem that increases self-value and self respect. Self-esteem is not recognition through others but a result of self-recognition, and its highs and lows make a clear difference in attitude toward life. An understanding of self-esteem makes one realize how much you recognize yourself while asking others recognize you. At the same time, it needs time the self to understand to recognize oneself. At that time, it encourages learners to write a letter to themselves to appreciate their hard work, whether they are satisfied or not, so that the idea can be concrete instead of floating in their minds. For

that letter, it encourages them to call themselves by a name that they never have called properly before to let them see them objectively.

4.2. Self-exploration case through spatial intelligence

As noted above, Hanseo University’s expression of thinking subject induces various expressive activities that can let learners recognize a self that was not known through multiple intelligences and innate intelligence. A specific example will be introduced to help you understand. It is the activities related to spatial intelligence which proceeds in about 4-5 weeks. A detailed lesson plan is shown in [Table 2].

Table 2. A detailed lesson plan about spatial intelligence

Related Intelligence		Learning objectives	Teaching-learning Method
Multiple	Innate		
Spatial	Evaluation	The student will recognize the space and their self being there utilizing experiences which indicate that the place is simply a space.	<ol style="list-style-type: none"> 1. The lecturer explains how to recognize the space. 2. The students imagine the classroom with eyes closed and talk about the thoughts that come to mind. 3. The students conceptualize the classroom in one sentence. 4. The students find their place after searching the spaces of the university. 5. The students tell the story of their place in various ways and post on the Facebook page for the subject. 6. The students imagine their past space and themselves being there.

Spatial intelligence is an intelligence that realizes how important it is to visualize space clearly. However, in visualizing space, it is also important to discover meaning through the personal or historical time awareness of space as well as how much superior ability you have to grasp the visible forms such as form, structure, color, and line of space precisely. Thus, the learning activities related to this induce the students to have time to discover their own self based on a new understanding of space.

What is notable in the results of the assignment "My Space Exploration" from this semester is that students recognize one’s space as a 'comfortable space'. Students were able to realize the result that appeared unconsciously and then explore the reason why the result was derived. The students who were hesitant to talk about the reasons why they weren’t open-minded about school, such as a long commute or that it was tiresome, revealed that this was not a voluntary choice and rather it was the result of an unsuccessful entrance examination.

Likewise, many students at local universities are not aware of the value of the school space because of the fact that they are there as a result of unsuccessful entrance examinations, even if it is a routine part of their life. Thus, the search for a school space based on the perception of space makes it possible to reconfigure the space as a special space where not only for the present daily life but also for the future. And the meaning of that changed space can be a motivation for learners to be more active in school life.

5. Conclusion

This paper reviewed the possibility of applying ‘thinking and expression’ course into multiple intelligence and storytelling. In particular, this was discussed in terms of restoring the self-esteem of local university students undergoing feelings of helplessness learned by experiencing failures in the regular curriculum that assesses individual ability based on specific intelligence. Multiple intelligences emerge, posing a question to existing intelligence that judges the ability of a single person by a specific intelligence, even though a variety

intelligences are required for the human being to live. Also, it argues that every human being has the intelligence to solve their problems and form an important outcome, and that each person has strength in their intelligence and their profile of intelligence is different. This multi-intelligence theory allows students who have perceived they to be inferior so far, with only logical mathematical intelligence and language intelligence associated with some studies, to be able to newly recognize their existence. In addition, the learned helplessness should be let go with time based on the idea that the confronted situation can't be controlled and instead adjusting and managing their own time. Storytelling, which focuses on storytelling methods rather than the story itself, allows students to recognize their own existence by reconceptualizing their story based on the Theory of Multiple Intelligences.

In fact, this application of multiple intelligence and storytelling in 'thinking and expression' course is executed in Hanseo University. By mainly learning multi-intelligence and innate intelligence theory together with various expressive activities related to them, students not only realize their potential in themselves, but also face their own self, which has been avoided by the social gaze. Through this, we can dream of the future by completing the self-narration that has remained incomplete.

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