

Possible implications of the Everyone is Intelligent in Different Ways (EIDW) method

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About the research

My work is built on one of the US „Project Zero” **Project Spectrum methods**, it is called **EIDW** (Everybody is Intelligent in Different Ways). I adopted games and activities in different locations in the Carpathian Basin and observed different children's **intelligence profiles**. I also investigated preschool teachers

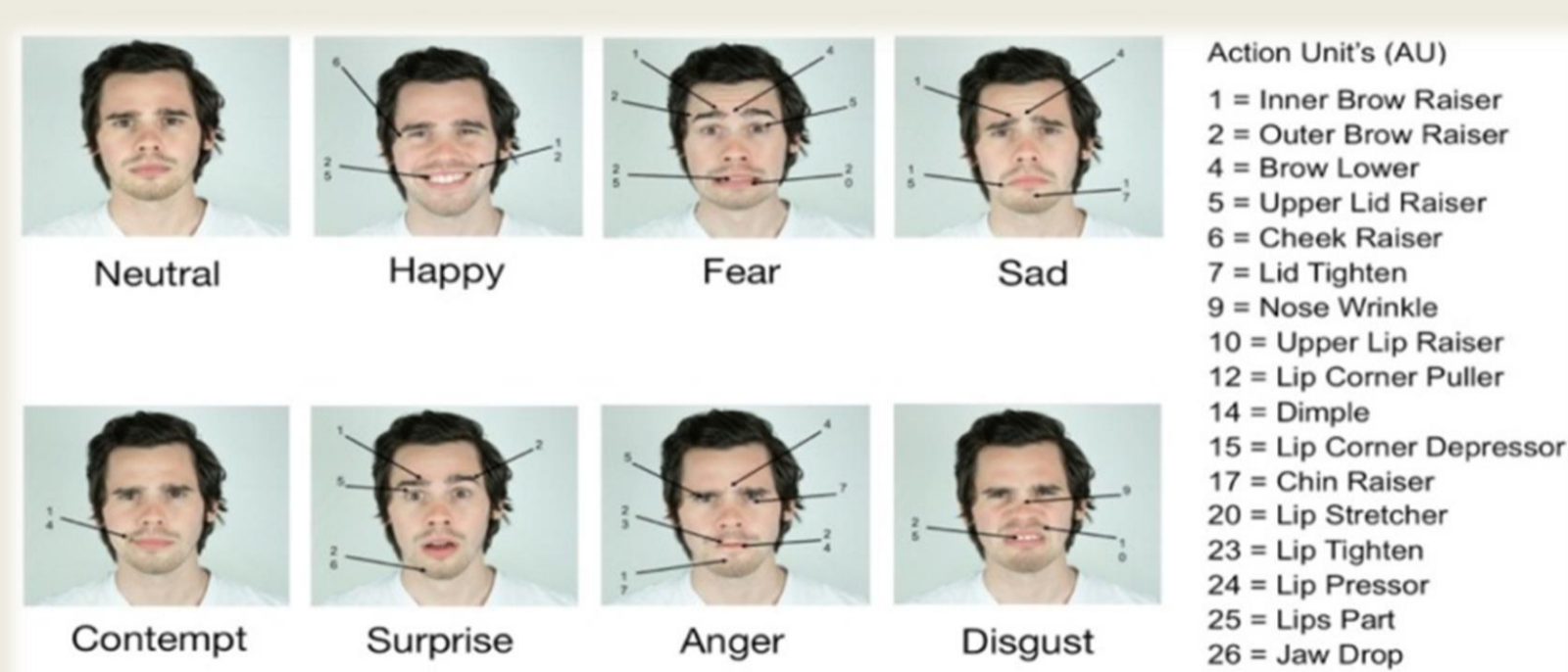
I am trying to explore **the possibilities of implementing** the method in Hungarian speaking preschool education. The EIDW approach allows us to observe the different types of children's intelligences.

In my **PhD research** I investigate **the games, activities, analyze the introductions**, the curriculum, scoring criteria, observation sheets, summary sheets, and various profiles. Based on the initial results I am able to present the first steps of the procedure.

Research methodology I.

The exploration includes both **qualitative and quantitative** research procedures. From qualitative aspect, it contains **72 preschool teachers' intelligence profiles**, **51 individual profiles from Croatia** and **21 individual profiles from the Ukraine**. It also contains **25 video program assisted multicoded data analyses**, which focus on preschoolers' multiple intelligences.

In the following few minutes, I would like to mention **two sub-studies of my PhD research**. In the first one, I undertake to examine the activities, which preset the evaluation of the method. In the second one, I present intelligence profiles of pre-service kindergarten teacher students. Both researches may add to eliminate disadvantages.



Research methodology II.

Qualitative research

In the implementation of the convenience **targeted-layered quality sampling** procedure, the element of accessibility played a dominant role. The issue of accessibility of research venues, the host institutions greatly influenced the **sampling strategy**.

I examined the multicoded data using a **computer program**. (ATLAS.ti). While coding, I focused primarily on the **emotional manifestations** of children.

I used the **FACS**(Facial Action Coding System) to observe the components of the action units of basic emotions

The codes were validated by intracoding.

Activities

1. **Logical-mathematical intelligence** – Dinosaurus, and Bus Game
2. **Naturalistic intelligence** – Treasure Hunt game, Sink or swim activity
3. **Musical intelligence** – Music Product and Perception activity
4. **Visual-spatial intelligence** – Art portfolios
5. **Bodily-kinesthetic intelligence** – Creative movement, Athletic movement
6. **Interpersonal, Intrapersonal intelligence** – Classroom Modell Activity, Peer Interaction Checklist
7. **Verbal – linguistic intelligence** – Storyboard Activity

Technical details

The **average encoding time per video** took an hour and a half, and the **total encoding time** was **38 hours** (including the intracoding process, the entire process took approximately 76 hours). The code set used consisted of a total of **32 codes**. During the coding process, the **coding process** took place **679 times**. The average amount of code was **38 codes / video**. The total number of **notes** for all videos is 43.

Quantitative research

Questionnaires completed by **students (n = 233)** aimed at multiple intelligence profiling. In this research I focused on the **Croatian (n=51)**, and the **Ukrainian profiles (n=21)**. The investigation was based on **MIPQ III, IV** (Multiple Intelligences Profiling Questionnaire), which is a **five-point Likert scale** self-assessment questionnaire.

Result I.

An example of the manifestation of **Group emotional waves**

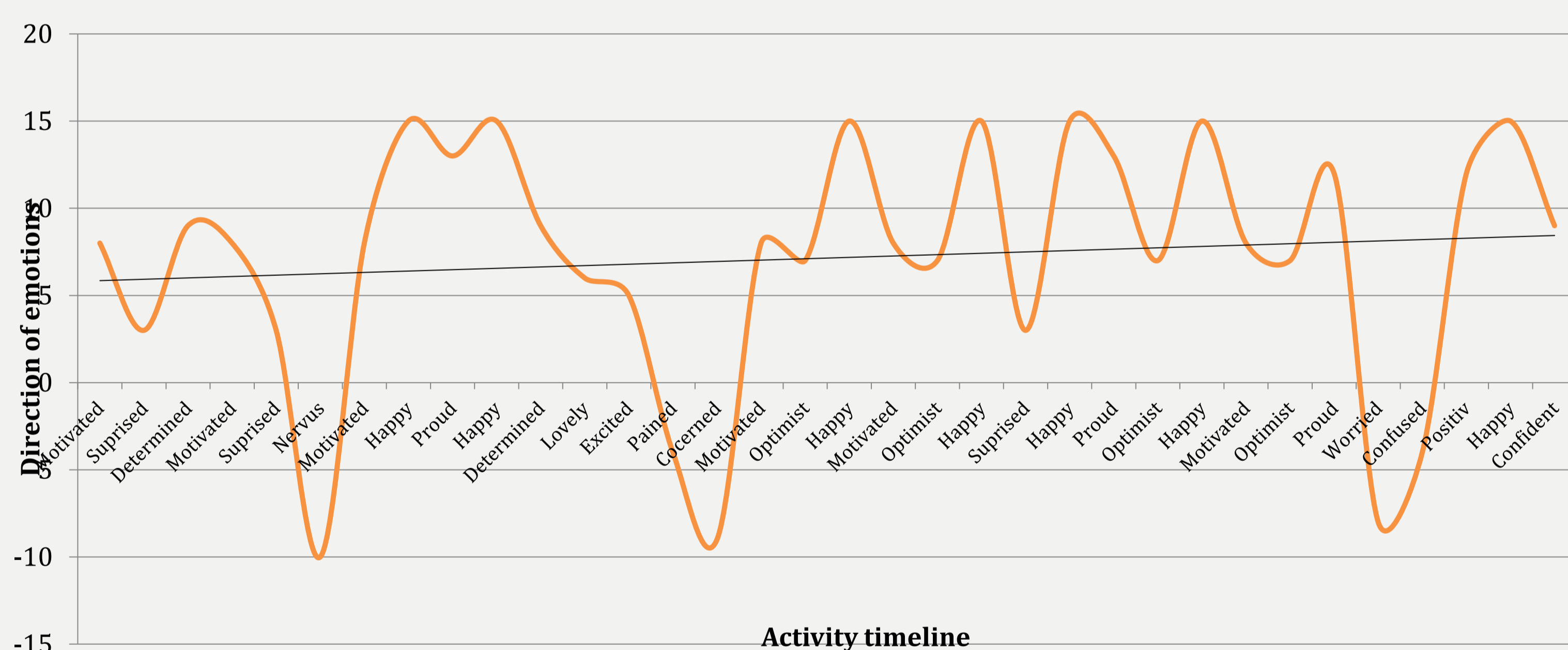
The **vertical line** is the **direction of the emotions**

The **horizontal line** is the **activity timeline**

From the graph, we can observe how children's emotions changed in a **positive direction** during the activities.



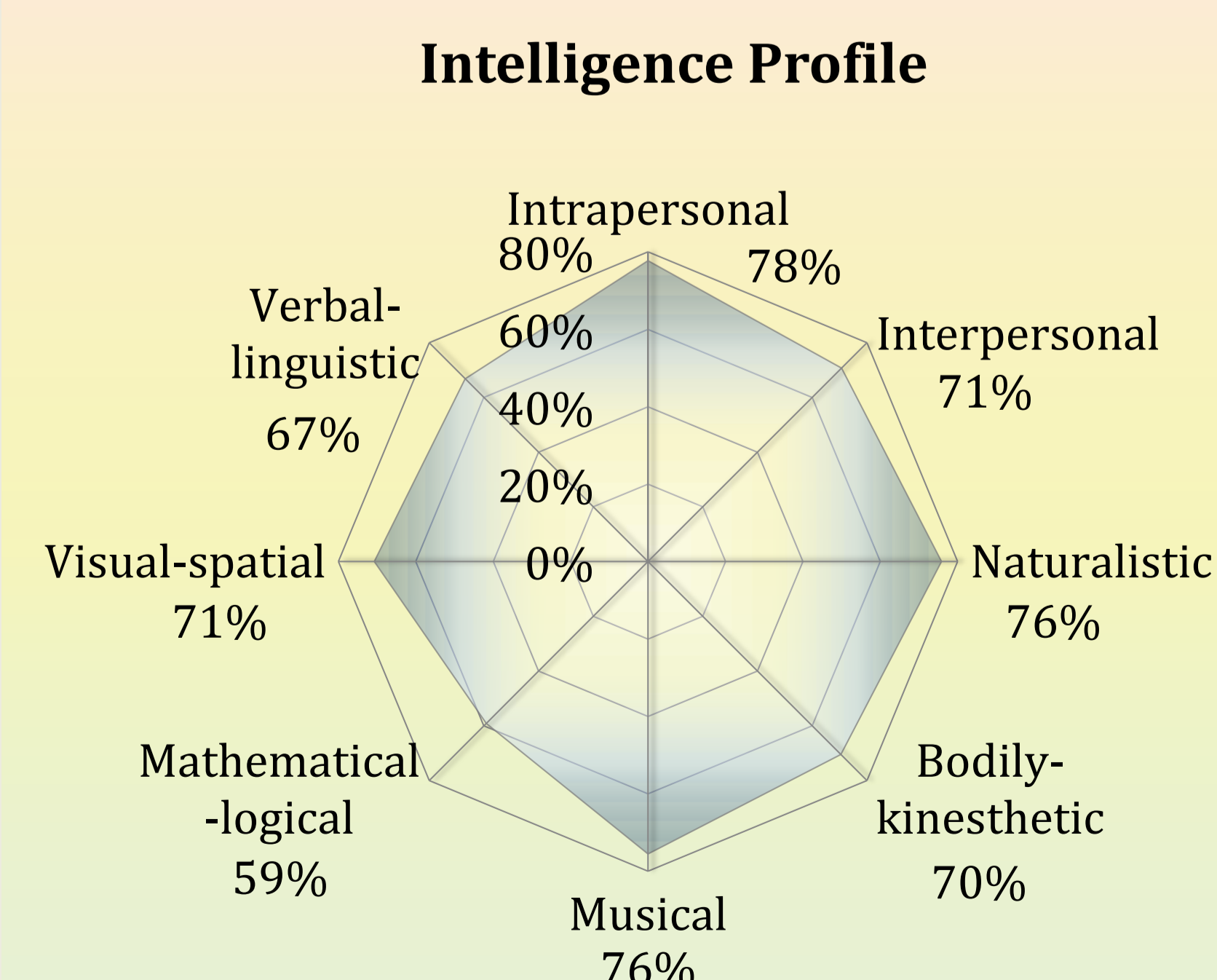
AN EXAMPLE OF THE MANIFESTATION OF GROUP EMOTIONAL WAVES



Result II.

Aggregate intelligence profile of Osijek kindergarten teacher students

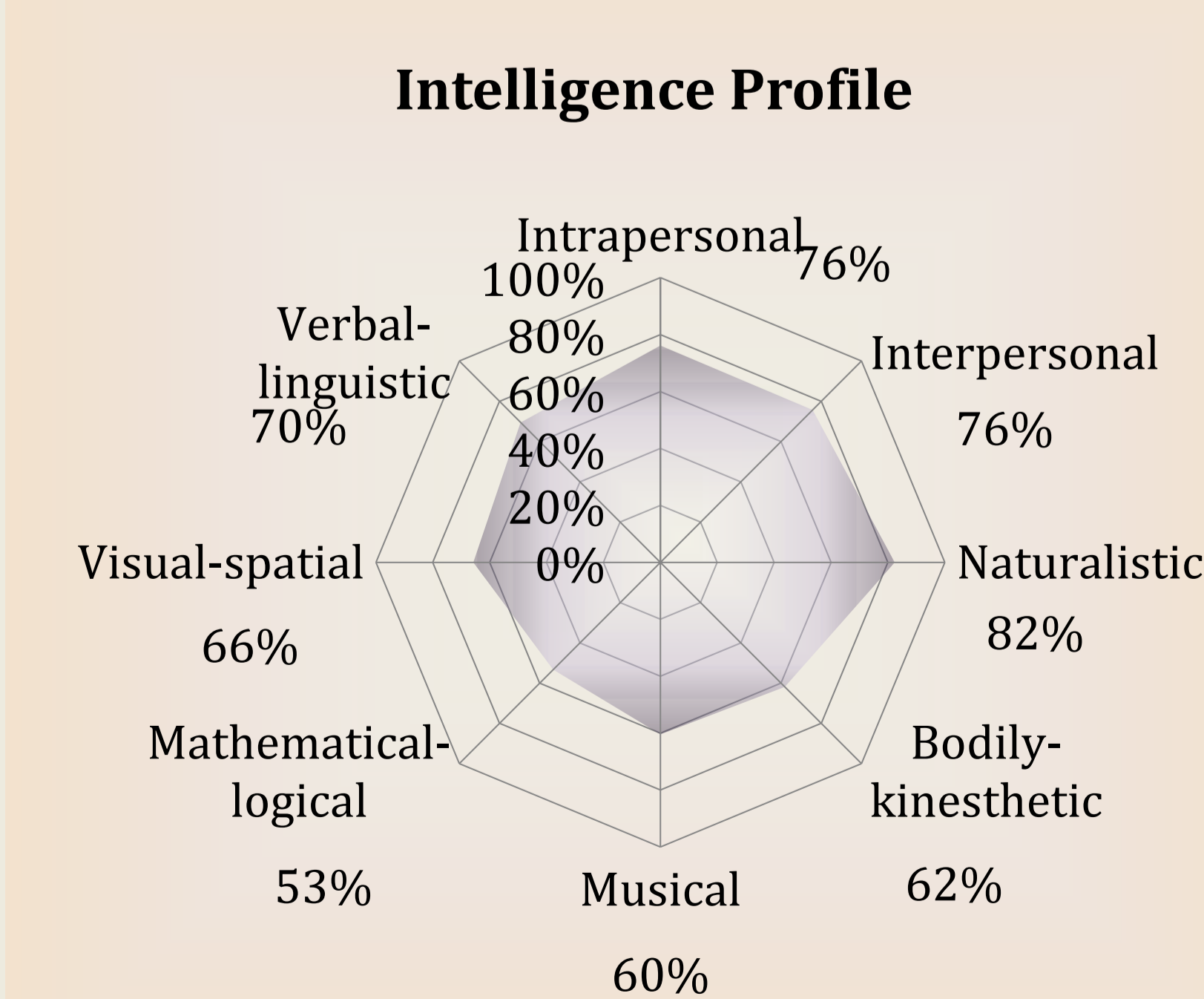
In this case we may trace a searchlight profile, where **intrapersonal intelligence** proved to be the most outstanding intelligence, and **mathematical-logical intelligence** remains the one to be developed.



Result III.

Aggregate intelligence profile of pre-service kindergarten teacher students in Berehovo.

This is also a searchlight profile. It shows that **Naturalistic intelligence** is the strongest intelligence, and **mathematical-logical intelligence** remains the weakest – in this case as well.



Consequences

The use of mandatory language formulas (Ukrainian Language Law) does not preclude the application of the EIDW method. It may be **flexibly adapted, easy to use**, and can be **integrated** into the daily activities of kindergarten education.

The **design of the centers** and the use of the tools, (which give the strengths of the method) also do not depend on language constraints. **Good practice results** have already been obtained in primary school research for the application of a similar method. (Maddox, 2007)

Concerning the use of the method within Hungary, it may strengthen the education of socially disadvantaged pupils or those with special needs.