IOSR Journal Of Humanities And Social Science (IOSR-JHSS)
Volume 21, Issue 2, Ver. II (Feb. 2016) PP 54-60
e-ISSN: 2279-0837, p-ISSN: 2279-0845.
www.iosrjournals.org

Innovative Teaching of Social Sciences to Enhance Multiple Intelligence

Dr. Madhumita
Assistant Professor, Department of Education, Patna Women's College, Patna, India

Abstract: *Teaching of social science is reduced to a cognitive exercise in modern teaching practices. It not only reduces the broader scope of the subjects under social sciences but also undermines the chances of the holistic development of the child. This article attempts to identify the activities and teaching methods to develop the multiple intelligence of the students. Starting from verbal linguistic intelligence, it identifies the logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal aspects of individual students in context of his social and environmental realities. The diversification of activities with increasing emphasis on child centered pedagogy is a central theme of this article. Teachers need to be earful and flexible to carry out these activities in a teaching learning setting. They have to listen the voice of the students to identify the inner urge and directions of the student's thinking in order to direct it towards the selection of best path for their holistic development.*

Keyword*: Innovation, Social Science, Multiple Intelligence*

I. Introduction

Through Social studies, students develop their understanding of the world. They learn about other people and their values in different times, places and conditions. They also develop the perceptive of their environment and of the process of its advancement. As they mature, their experiences expand using wider contexts for learning, while maintaining a focal point on the historical, social, geographical, political and economic changes that have shaped the country. Students discover about human achievements and about how to make sense of changes in society in the light of conflicts and several ecological issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

We all know that teachers at all levels employ a number of instructional media to improve the quality of their lessons. Instructional media in this perspective refers to the quality of these directly impact the quality of teaching. Knowing the ways to find the best instructional media is a valuable skill for a teacher to have. The importance of instructional media or educational resources is to improve students' knowledge, abilities, and skills, to monitor their integration of information, and to add to their overall development. It also clarifies important concepts to stir up and uphold student's interests, give all students in a class the chance to share experiences necessary for new learning, help make learning more permanent. Designing of all these instructional media should be like this that they contribute in developing multiple intelligence among the students. Teachers of social science should cross the boundary of conventional teaching and incorporate innovation in their teaching that student may feel connected in their learning situation.

Likewise, Gardner's theory challenges conventional, narrower views of intelligence. Previously accepted ideas of human intellectual capacity assert that an individual's intelligence is a fixed entity throughout his lifetime and that can be measured only through an individual's logical and language abilities. According to Gardner's theory, intelligence encompasses the capability to create and determine problems, make products or offer services that are cherished within a culture or society. Challenging the conjecture in many of the learning theories that learning is a universal human process that all individuals practice according to the same doctrine, Howard Gardner explained his theory of 'multiple intelligences' in 1983. His theory also challenges the perceptive of intelligence as dominated by a single general ability. Gardner argues that every person's level of intelligence really consists of many diverse "intelligences". These intelligences comprise: Verbal- linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal. Even though his work is exploratory, his theory is appreciated by teachers in development of their subtle frame away from the traditional boundaries of skilling, curriculum and testing. The identification of multiple intelligences, for Gardner, is a way to achieving educational goals rather than an educational goal in and of itself. Today, what can an individual do is more broadly thought than what he does with the advances in the field of social sciences. Multiple intelligence theory has been projected to consider new training methods for his purpose. (Kirk, 2003).
Firstly, the theory accounted for seven separate intelligences. Listed below are key points of Gardner's theory:

- All human beings possess multiple intelligences in varying degrees.
- Each individual has a different intelligence profile.
- Education can be enhanced by assessment of students' intelligence profiles and designing activities accordingly.
- Each intelligence occupies a different area of the brain.
- The multiple intelligences may operate in consort or independently from one another.
- These multiple intelligences may define the human species.

Verbal-Linguistic intelligence is a type of language skill to accomplish an aim and potential to use language learning ability in terms of writing and speaking effectively. In social science we do not bestow opportunity to students to explore and only confined them to their cognitive development but in new epoch the scope of social sciences are very extensive.

To enhance this ability social science teacher should use lectures, discussions, word games, vocal reading, journal writing, and historical investigation in the class room. They can provide them prospect to enhance this intelligence by read about it, write about it, and listen to it. They can also make use of books, tape recordings, primary source documents, artifacts in their teaching. To enhance the verbal linguistic intelligence certain instructional strategies like essays on social topics, written reports on current event, newspaper and magazine articles, speeches, verbal reports, journals, diaries, historic literature, poetry, debate should be used.

Logical mathematical intelligence is a capability for making mathematical calculation, deductive and inductive reasoning, building logical relationships, generating hypothesis, solving problem, making critical thinking and understanding numbers, geometric shapes and abstract symbols. (Vural, 2004). Knowing the subject does not serve the purpose in itself, exploring it is more important. To explore any idea particularly in social science require more effort than any other field.

For improvement of this intelligence in students, social science teacher can use brain teasers, problem solving, experiments, mental calculation, number games, critical thinking, cause/effect relationship in their teaching as well as while giving them their assignments. The project should be given in such a way that inspire the students to quantify, think critically about it, conceptualize it, and hypothesize its uses. In making such projects students should be encouraged to use calculators, math manipulative, science equipment, math games, primary source documents (census records) Time lines, computer data bases of statistics, cost analysis, percentages, advantages/disadvantages, inquiry lessons, surveys etc. For enriching multiple intelligence it is important to incorporate these activities in teaching learning of social sciences.

Visual spatial intelligence is an ability type for spatial representation of individual mind or shaping dreams , thinking with pictures, images, shapes and lines, perceiving and comprehending three dimensional objects (Buyuksalan, 2003; Gardner, 2006). Social science teachers should make originality in their teaching to boost this type of aptitude among the students.

They can use visual presentations, art activities, imagination games, mind-mapping, metaphor, visualization, video, film that develop the imagination power of the students. Social science is known to be normative science so teacher can build up this sense in students so that they can cultivate this type of intelligence. Topic should be prearranged in such a way by the social science teacher that promote imaginative thinking that students may see it, draw it, visualize it, colour it and map it the given assignments. Teacher may encourage the students to make proper use of graphs, maps, videos, block sets, art materials, slides, prints, posters, camera, artifacts, atlas, almanac, cultural maps, physical maps, photo essay, video, organizational charts, political cartoons etc. By doing so, teachers can make their lessons more interactive and facilitate the students to develop visual spatial intelligence.

Musical rhythmic intelligence is instrument playing, singing and song writing ability with the basic components of music (melody, rhythm, tempo, freedom, harmony and music forms etc.) Recognition and use of rhythmic and tonal concepts include sensivity capabilities toward sounds from the environment and music instrument (Buyukalan2003; Cuhadar,2006). Students are very innocent and they pay attention to those things which attract them most but when we talk about social science then only lectures and discussion come to our mind as teaching strategies but it becomes tedious for the students. Many of the teachers are ignorant of such facts that there is musical rhythmic intelligence in students and they have to unfold that ability.

Super learning, rapping, songs that teach about social science should be integrated in teaching and learning by the teacher. Students should be encouraged to sing patriotic song and listen to speech of great leaders that will enhance their ability. For this they require tape recordings, musical instruments, CD's, sheet music, lyrics ,compose songs or lyrics to a piece of music based on history, create historic discographies, musical performances.

Bodily kinesthetic intelligence is the capacity of expressing oneself with movements, gestures and facial expressions, using the effective coordination of brain and body , creating a product using the whole body or a part of the whole body (Buyukalan, 2003; Gardner, 2006). Generally, it is thought that social science teaching is confined to the four walls of the class room but it creates monotony in the environment and students do not show any interest. Now, it becomes the responsibility of the teacher to make class interactive and cultivate the inner potential of the students.

Social science teacher may give opportunity for hands-on learning, drama, dance, tactile activities, sports that teach them various topic of social sciences. Students can build, act out, get a "gut" feeling, dance excavate etc. They should be given prospect to make use of building tools, clay, sports equipment, manipulative, tactile learning resources, excavation tools, artifacts Build a model, role plays, skits, demonstrations, fieldtrips, board games, flip shutes, electro boards, body action wall and floor games, craft projects, archaeology excavations to expand this potential.

Interpersonal intelligence is the capacity of understanding, distinguishing and welcoming the emotions, aspirations and needs of surrounding people (Tan, 2008). This capacity can be well developed by the social science teaching. Social science teachers bear this responsibility to unfurl such capacity among the students through her teaching.

Cooperative learning, peer tutoring, community involvement, social gatherings should be encouraged in teaching and learning. In social science class students can take the responsibility to teach, collaborate and interact. There should be arrangement of board games, role playing props, party supplies, guest speakers to widen this ability. Oral Interviews, simulations, jigsaw activities, group projects, peer tutoring, brainstorming, mock trials, fieldtrips, case studies, team learning, historical empathy, etc. in social science class to develop interpersonal intelligence.

Intrapersonal intelligence, according to Gardner, is the most important intelligence type of daily life, which enables oneself to have information and take responsibility of his own life (Demirel, 2000). If the students are given the task independently then they may be able to understand their strength and weaknesses and develop in the right direction.

In social science teaching if the students get the ample chance for individualized instruction, independent study, self-esteem building they can explore their intrapersonal intelligence. They can apply their knowledge and connect it to their personal life. If they properly develop this intelligence then they can use it for making choices, value clarification. For this purpose self-checking materials, journals, project materials, textbook, literature ,genealogy, create historical diaries, scrapbooks, journals, self-designed projects, learning centers, textbook activities, personal histories, tutorials, drill and practice, task cards, contract activity packages can be used.

Planning and Implementing Student-Centered Lessons

Student-centered lesson revolves around student created materials. The types of activities and assignments that support student-centered lessons can be easily designed in concert with many of the inquiry-based models. One of the most important aspects of student-centered lessons is allowing students to make choices. Teachers should encourage students to exercise their weaker intelligences, but allow them to explore their stronger areas as well. Suppose the student is very strong in Visual/Spatial Intelligence and always show keen interest towards this type of project. The teacher encourages the student to participate in other activities, but when it is obvious that the interest of the student lies in working on the mural teacher should allow student to work on such type of project.

Steps to implement a student-centered lesson:

- Thoughtfully identify instructional goals, objectives, and instructional outcomes.
- Think about actions that you can integrate into the lesson or unit that teach to the different intelligences. Teachers need not incorporate all multiple intelligences into one lesson.
- When gathering resources and materials, consider those which will allow students to discover their multiple intelligences.
- Timeframe should be specified for the lesson or unit.
- Permit for significant element of student choice when designing activities and tasks for the intelligences
- Design activities that are student-centered, using inquiry-based models of instruction.
- Integrate assessment into the learning process.

In an endeavour to maximize students' concentration in both the subject matter and their own learning abilty, social science teachers may wish to teach their students a little bit about multiple intelligences. Teachers can describe the class about each type of intelligence and then track them with a self-assessment for each student. In this way, students will be able to capitalize on their strengths and make effort on their weaker areas.

Planning and Implementing a Teacher-Centered Lesson

Teacher-centered activities give an opportunity for social science teachers to introduce material and establish prior knowledge and student conceptions. Teachers may give lecture to students, demonstrate informational videos and posters, carry out drills, pretence problem-solving exercises, organize museum visits, and plan outings to concerts. These all are examples of teacher-centered activities. All of these actions join together the multiple intelligences into the subject matter being taught. Teacher-centered lessons should be restricted to a few activities that endow with a foundation for students to later complete more investigative tasks in which they can demonstrate understanding of the material. A teacher may come to a decision to start an instructional unit or lesson with teacher-centered activities and then follow up with succeeding student-centered lessons. Teachers may follow these steps when framing and implementing a teacher-centered lesson:

- Recognize instructional goals and objectives
- Think about teacher-centered activities that teach to students' multiple intelligences. In a teacher-centered lesson, bound the number of activities to two or three.
- Consider what resources and materials you will need to put into practice the lesson. For example, will you need to schedule a museum visit or to show any patriotic video.
- State a timeframe for the lesson or unit.
- Give an opportunity for reflection by students
- Incorporate assessment into the learning process

Assessment is one of the biggest challenges in incorporating multiple intelligences in the classroom. It is very important for assessment to be integrated into the learning process. Assessment should give students the chance to show their understanding of the subject matter. One of the major goals of acknowledging and using multiple intelligences in the classroom is to boost student understanding of material by allowing them to exhibit the ways in which they understand the material. Teachers need to make their prospect clear.

Well planned teaching and learning is the need of today and it needs rigorous effort from the side of teacher as well as learner, keeping Gardener theory of multiple intelligence in mind it is the effort to incorporate the activities in teaching of social science. Through the tables below it is an attempt to display different activities related to different areas of multiple intelligence.

Table no. -1

Multiple intelligence	Strategy in social science	Activities
Verbal-Linguistic intelligence	**Positive aspect**	Writing, reading, memorizing dates, thinking in words, telling stories
	Teaching activities	Lectures, discussions, word games, choral reading, journal writing, historical research, write, read, tell stories, talk, memorize, work at solving puzzles
	Learning strategies	Hearing and seeing words, speaking, reading, writing, discussing and debating
	Instructional media	Books, tapes, paper diaries, writing tools, dialogue, discussion, debated, stories, etc.
	Student –centered activities	Student Presents Material, Students read content and prepare a presentation for his/her classmates, Students debate over an issue
	Teacher –centered activities	Present content verbally, ask questions aloud and look for student feedback, Interviews

Table no. -2

Multiple intelligence	Strategy in social science	Activities
Logical mathematical intelligence	**Positive aspect**	Math, logic, problem-solving, reasoning, patterns
	Teaching activities	Brain teasers, problem solving, social science experiments, mental calculation, number games, critical thinking, cause and effect relationship
	Learning strategies	Working with relationships and patterns, classifying, categorizing, working with the abstract
	Instructional media	Things to think about and explore, social science materials, manipulative, trips to the planetarium and museum, etc.
	Student –centered activities	Students categorize information in logical sequences for organization. Students create graphs or charts to explain written info. Students participate in web quests associated with the content.

	Teacher –centered activities	Provide brain teasers or challenging questions to begin lessons. Make logical connections between the subject matter and authentic situations .

Table no. -3

Multiple intelligence	**Strategy in social science**	**Activities**
Visual spatial intelligence	**Positive aspect**	Maps, reading charts, drawing, mazes, puzzles, imagining things, visualization
	Teaching activities	Draw, build, design, create, daydream, look at pictures Visual presentations, art activities, imagination games, mind-mapping, metaphor, visualization, video, film
	Learning strategies	Working with pictures and colors, visualizing, using the mind's eye, drawing
	Instructional media	LEGOs, video, movies, slides, art, imagination games, mazes, puzzles, illustrated book, trips to art museums, etc.
	Student –centered activities	Students use computers to research subject matter. Students create props of their own explaining subject matter (shadow boxes, mobiles, etc...) Students create review games.
	Teacher –centered activities	Use props during lecture, Provide tangible items pertaining to content for students to examine, Review using sports related examples (throw a ball to someone to answer a question)

Table no. -4

Multiple intelligence	**Strategy in social science**	**Activities**
***Musical rhythmic* intelligence**	**Positive aspect**	Picking up sounds, remembering melodies, rhythms, singing
	Teaching activities	Sing, play an instrument, listen to music, super learning, rapping, songs that teach .
	Learning strategies	Rhythm, singing, melody, listening to music and melodies
	Instructional media	Sing-along time, trips to concerts, music playing at home and school, musical instruments, etc.
	Student –centered activities	Create a song or melody with the content embedded for memory, Use well known songs to memorize formulas, skills, or test content
	Teacher –centered activities	Play music in the classroom during reflection periods, Show examples or create musical rhythms for students to remember things, compose songs or lyrics to a piece of music based on history, create historic discographies, musical performances

Table no.-5

Multiple intelligence	**Strategy in social science**	**Activities**
Bodily kinesthetic intelligence	**Positive aspect**	Athletics, dancing, crafts, using tools, acting
	Teaching activities	Move around, touch and talk, body language Hands-on learning, drama, dance, tactile activities, sports that teach.
	Learning strategies	Touching, moving, knowledge through bodily sensations, processing
	Instructional media	Role-play, drama, things to build, movement, sports and physical games, tactile experiences, hands-on learning, etc.
	Student –centered activities	Students use computers to research subject matter, students create props of their own explaining subject matter (shadow boxes, mobiles, etc...), students create review games.
	Teacher –centered activities	Use props during lecture, provide tangible items pertaining to content for students to examine, review using sports related examples (throw a ball to someone to answer a question)

Table no.-6

Multiple intelligence	Strategy in social science	Activities
Interpersonal intelligence	**Positive aspect**	Leading, organizing, understanding people, communicating, resolving conflicts, selling
	Teaching activities	Talk to people, have friends, join groups, Cooperative Learning, peer tutoring, community involvement, social gatherings.
	Learning strategies	Comparing, relating, sharing, interviewing, cooperating
	Instructional media	Friends, group games, social gatherings, community events, clubs, mentors and apprenticeships, Oral Interviews, simulations, group projects, peer tutoring, mock trials, fieldtrips, historical empathy, case studies, jigsaw activities, brainstorming, team learning
	Student –centered activities	Encourage collaboration among peers, group work strengthens interpersonal connections, peer feedback and peer tutoring, students present to the class and encourage group editing.
	Teacher –centered activities	Be aware of body languge and facial expressions, offer assistance whenever needed, and encourage classroom discussion.

Table no. -7

Multiple intelligence	Strategy in social science	Activities
Intrapersonal intelligence	**Positive aspect**	Recognizing strengths and weaknesses, setting goals, understanding self
	Teaching activities	Work alone, reflects pursue interests, individualized instruction, independent study, self-esteem building, making choices and value clarifications.
	Learning strategies	Working alone, having space, reflecting, doing self-paced projects
	Instructional media	Secret places, time alone, self-paced projects, choices, Self-checking materials, journals, project materials, textbook, literature etc.
	Student –centered activities	Journaling, individual research on content and students create personal portfolios of work
	Teacher –centered activities	Promote journaling as a positive outlet for expression, introduce web logging, make individual questions welcome and create a positive environment.

Benefits of Multiple Intelligences

By means of Multiple Intelligences theory in the social science classroom has many benefits:

- As a teacher and learner it is realized that there are many ways to be "smart citizen".
- All forms of intelligence are equally distinguished.
- By having students construct work that is displayed to parents and other members of the community, school could see more parent and community connection.
- A sense of increased self-worth may be seen as students put up on their strengths and work towards becoming an specialist in certain areas
- Students may widen strong problem solving skills that they can use real life situations

II. Conclusion

From the above discussion and tables it is evident that different strategies of teaching and learning social science help in exploring multiple intelligence. Different use of instructional media in social science also proved to be beneficial in enhancing multiple intelligence. Gardner mentioned two important advantages of multiple intelligence in education. It gives the prospect to plan our education program so as to make the students considered necessary. It enables us to accomplish more students trying to learn diverse disciplines and theories. Learning would be realized much easily on state that students are trained by using these intelligence areas. The two learning disciplines which multiple intelligence theory has put over the apex are learning by doing and

experiencing and the regulation of organizing teaching status according to students' capabilities. Multiple intelligence theory puts presumptuous that every human being has one or more mental space unique to himself and he learns more easily in accord with this mental space. This theory is considered to facilitate altered learning environments to access information, to have an impact on endearing the subject and to stir up interest. Multiple intelligence theory based teaching in social science courses has a great role in creating active learning environment for students. The key principle of multiple intelligence theory is to provide to different intelligence area of each student. To make sure that students are able to generate links among the information adopted, it is necessary to employ teaching methods and techniques toward multiple intelligence theory. It is required to systematize learning environment in an encouraging approach as students' involvement, achievement, and knowledge internalizing are expected. Depending on this fact, it is fairly important to relate multiple intelligence theory in social science teaching.

References

[1]. Armstrong, T. (1994). Multiple Intelligences in the classroom. Alexandria, VA: Association for Supervision and Curriculum Development.
[2]. Campbell, L., & Campbell, B. (1992). Teaching and learning through Multiple Intelligences. Seattle, WA: New Horizons for Learning.
[3]. Curry, Lynn. (1983). An organization of learning style theory and constructs. ERIC Document, 235, 185.
[4]. Dunn, R., and Dunn, K. (1978). Teaching students through their individual learning styles. Reston, VA: Reston Publishing Company, Inc.
[5]. Fogarty, R. (1997). Problem-based learning and other curriculum models for the Multiple Intelligences classroom. Arlington Heights, IL: IRI/Skylight Training and Publishing.
[6]. Gardner, H. (1983). Frames of mind: the theory of Multiple Intelligences. New York, NY: Basic Books.
[7]. Gardner, H. (1999). Intelligence reframed: Multiple Intelligences for the 21st century. New York, NY: Basic Books. Gardner, H., 2006. Changing Minds. Harvard Business Scholl Press, 244p, Boston,USA.
[8]. Hoerr, T.R., 1994. The Multiple Intelligence Approach to Giftedness. Contemporary Education, 66(1), 32–35.
[9]. Lash, M.D. (2004). Multiple Intelligences and the Search for Creative Teaching, *Paths of Learning*, 22, 13 – 15
[10]. Zhang, Li-Fang. (2002). Thinking styles: Their relationships with modes of thinking and academic performance. Educational Ps