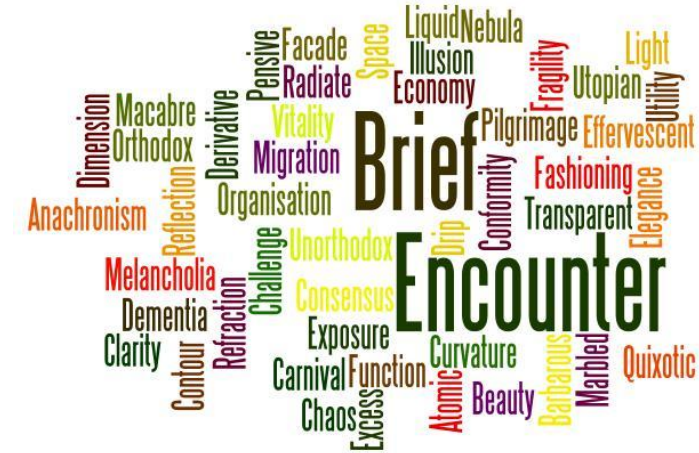


A multiple intelligences approach to support brief writing for Textiles students: An LDU Red Shed collaboration



Problem: Student writing skills associated primarily with essays and dissertation where high standards are being achieved. However, these skills are not transferring to Studio, evidenced by quality of brief writing outputs.

Intervention: A workshop using multiple intelligences to engage students dominant intelligences to create outputs in words.

Proposed Benefits: Higher standard of written briefs & enhanced employability.

Howard Gardner (1983) suggested that a single intelligence was inadequate to explain the range of human ability and achievement, particularly in those who demonstrate considerable talents in areas outside those valued in academia. Instead he proposed a ‘plurality’ of intelligence and defined a set of criteria by which abilities could be judged. The result was a list of 7 relatively autonomous intelligences of which we each have a unique combination:

- Linguistic
- Mathematical
- Musical
- Bodily Kinaesthetic

- Visual Spatial***
- Interpersonal ***
- Intrapersonal***



Following observational learner analysis, this collaboration proposes that there is a combination of intelligences which are dominant within Textiles*
A range of linked activities was designed to utilise combinations of these intelligences but with a focus on articulating the outputs in words to encourage and develop the subordinate linguistic intelligence.

Activity 1 Individually exploring a single word
Recording visual images and word associations.

I am in Team Burton
My word is **Illusion**
One dictionary definition: An erroneous perception of reality

Combines Intrapersonal intelligence involving reflection on self and Visual spatial intelligence to create images

Activity 1: This word makes me think of...

Activity 2 Working in a group
Creating a concept title metaphor

Activity 2: Buddy-up

- Find your fellow members of Team Burton
- Fill in the other boxes with their words

Illusion	

- Discuss your words, their meanings, the ideas, images, colours, moods and **eliminate 2 words.**
- Which pair of words are you going to use? Put them in the best order.

These are now your concept title.

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Interpersonal intelligence enables groups to communicate and co-ordinate ideas. Visual spatial intelligence develops the concept metaphor.

Activity 3 Constructing new meanings
Identifying new imagery

- Activity 3: Identify or construct new meanings
- Use metaphors and similes – to do this try saying, ‘this is like...’
 - What sort of feelings, images, colours, moods do these words give you?

This is like...

Visual spatial and the two personal intelligences will generate new meanings

Activity 4 Contextualise Within contemporary design

Activity 4: Contextualise your concept.
What, when, where, why and how does this relate to contemporary design?
Try to identify designers, exhibitions, collections, places, and events

Interpersonal intelligence considers motivations and ideas of others.

Activity 5 Choose Pathway and Product Outcome

Activity 5: Pick a pathway. Identifying materials and processes

KNIT	SURFACE	PRINT
Technical	Technical process(es)	Traditional techniques
Materials	Material(s)	

Visual spatial intelligence can help to determine how the concept might be realised.

Event evaluation & future development

70% participants enjoyed the workshop
66% felt it met their current needs (timing appears to be the problem for the rest)
Scheduling earlier to be considered for the future plus a final reflective activity for metacognitive learning