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Across the ages: across the intelligences.

Scott, Nick et al., Mathematics: across the ages. , (ISBN 1-876677-60-0). 22-31 (1999).

Children differ in many ways. For some children, learning mathematics at school is enjoyable and this is often because their ways of knowing and understanding match the ways in which the teacher presents the content in the classroom. However, for others, learning mathematics at school can evoke negative reactions. To help children learn effectively and gain satisfaction from their mathematical experiences at school, we need to examine whether differences among children are being taken into account when developing mathematics learning experiences. One aspect of difference is in terms of intelligence. This paper considers the theory of multiple intelligences put forward by Howard Gardner and his Project Zero colleagues at Harvard University, (e.g., Gardner, 1983), and its relevance to the mathematics classroom. To demonstrate possible applications of this theory to teacher planning for mathematics, reference is made to activities suitable for a range of grades. (Abstract)

Classification: C30