A Little Story about Robert...

When Robert Sternberg enrolled in college, he decided to major in psychology.

The professor in his first psychology course lectured all the time and gave tests that focused on the facts taught in the course. Robert earned a C. Even worse, his professor said to him, "There is a famous Sternberg in psychology, and it looks like there won't be another one."

Discouraged, Robert switched his major to math. Unfortunately, he flunked his math course. Robert figured that a "C" is better than an "F", so he switched back to psychology.

Robert Sternberg went on to earn a PhD in psychology and became President of the American Psychological Association (APA). Today, Dr. Sternberg is a well-respected and highly accomplished cognitive psychologist and scholar. His specialty? Studying intelligence. Inspired by his own school experiences and poor performance on standardized tests, Dr. Sternberg developed a theory about intelligence that challenges the idea that intelligence is one “thing” that can be measured on a test.

According to Dr. Sternberg, the famous (and not-so-famous) people who make valuable contributions to our society are not necessarily people who score well on tests, or who got good grades in school. They are people who are “successfully intelligent”. This means they use three types of abilities that Dr. Sternberg says make up intelligence: analytical abilities, practical abilities, and creative abilities. He calls this his Triarchic Theory of Intelligence.

Dr. Sternberg says that all human beings have these abilities, but are probably stronger in two or three of them. He has shown through his research that schools and teachers tend to overemphasize teaching and testing students for analytical abilities. He says schools and teachers should focus much more than they do on recognizing practical and creative abilities, because those are equally important for students to develop in becoming successfully intelligent people.

Today, Dr. Sternberg is the Dean of the College of Liberal Arts & Sciences at Tufts University. He has worked to change the admissions process at Tufts so that practical and creative abilities are as valued as analytical abilities.

Other Tidbits of Interest

- Dr. Sternberg's research has shown that when students are taught in ways that match their "triarchic intelligence" preferences and strengths, they perform better on standardized analytical tests than those students who are not taught “triarchically.”

- One study that illustrates the important of teaching and testing “triarchically”: British researchers gave a group Brazilian street children a set of math problem very much like those we would see on a math test in the United States. The children couldn’t do the problems. BUT, when the same children were given the problems in terms of “buying and selling” on the street, they came up with the right answers.
Sternberg’s Triarchic Theory of Intelligence

Analytical
- Analyze
- Critique
- Judge
- Compare/contrast
- Evaluate
- Assess

Creative
- Create
- Invent
- Discover
- Imagine if ...
- Suppose that ...
- Predict

Practical
- Apply
- Use
- Put into practice
- Implement
- Employ
- Render practical

According to cognitive psychologist Robert Sternberg, we all have some of each of these intelligences but are usually stronger in one or two areas.

1. Read “A Little Story About Robert...”
2. Complete the task that corresponds with your intelligence preference.

<table>
<thead>
<tr>
<th>Analytical Task:</th>
<th>Practical Task:</th>
<th>Creative Task:</th>
</tr>
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<tbody>
<tr>
<td>Compare Dr. Sternberg’s way of viewing intelligence with how school has traditionally viewed intelligence. What aspects, structures, rules, routines, or ways of “doing school” do and don’t “fit” with Sternberg’s theory?</td>
<td>Make a list of things a classroom teacher should STOP and/or START doing, in light of Dr. Sternberg’s work.</td>
<td>Retell a personal story that either reinforces or contradicts Dr. Sternberg’s experiences and work. Be prepared to share with your group how your story is a metaphor for why differentiation is important.</td>
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</tbody>
</table>
Mark each sentence T if you like to do the activity.

1. Analyzing characters when I’m reading or listening to a story
2. Designing new things
3. Taking things apart and fixing them
4. Comparing and contrasting points of view
5. Coming up with ideas
6. Learning through hands-on activities
7. Criticizing my own and other kids’ work
8. Using my imagination
9. Putting into practice things I learned
10. Thinking clearly and analytically
11. Thinking of alternative solutions
12. Working with people in teams or groups
13. Solving logical problems
14. Noticing things others often ignore
15. Resolving conflicts
16. Evaluating my own and other’s points of view
17. Thinking in pictures and images
18. Advising friends on their problems
19. Explaining difficult ideas or problems to others
20. Supposing things were different
21. Convincing someone to do something
22. Making inferences and deriving conclusions
23. Drawing
24. Learning by interacting with others
25. Sorting and classifying
26. Inventing new words, games, approaches
27. Applying my knowledge
28. Using graphic organizers or images to organize your thoughts
29. Composing
30. Adapting to new situations

Transfer your answers from the survey to the key. The column with the most “True” responses is your dominant intelligence.

<table>
<thead>
<tr>
<th>Analytical</th>
<th>Creative</th>
<th>Practical</th>
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</table>

Total Number of True:
Analytical _____  Creative _____  Practical _____
The Theory of Multiple Intelligences
Self Assessment

Where does your true intelligence (processing ability) lie? This quiz can help you determine where you stand. Read each statement. If it expresses some characteristic of yours and sounds true for the most part, jot down “T.” If the statement is sometimes true, sometimes false, leave it blank.

1. _______ I’d rather draw a map than give someone verbal directions.
2. _______ I can play (or used to play) a musical instrument.
3. _______ I can associate music with my moods.
4. _______ I can add or multiply quickly in my head.
5. _______ I like to work with calculators and computers.
6. _______ I pick up new dance steps quickly.
7. _______ It is easy for me to say what I think in an argument or debate.
8. _______ I enjoy a good lecture, speech, or sermon.
9. _______ I always know north from south no matter where I am.
10. _______ Life seems empty without music.
11. _______ I always understand the direction that comes with new gadgets or appliances.
12. _______ I like to learn puzzles and play games.
13. _______ Learning to ride a bike (or skate) was easy.
14. _______ I am irritated when I hear an argument that is illogical.
15. _______ My sense of balance and coordination is good.
16. _______ I often see patterns and relationships to numbers faster and easier than others.
17. _______ I enjoy building models or sculpting.
18. _______ I am good at finding the fine points of word meaning.
19. _______ I can look at an object one way and see it turned sideways or backwards just as easily.
20. _______ I often connect a piece of music with some event in my life.
21. _______ I like to work with numbers and figures.
22. _______ Just looking at shapes of buildings and structures is pleasurable to me.
23. _______ I like to hum, whistle, and sing in the shower or when I am alone.
24. _______ I am good at athletics.
25. _______ I would like to study the structure and logic of languages.
26. _______ I am usually aware of the expressions on my face.
27. _______ I am sensitive to the expression on other people’s faces.
28. _______ I stay in touch with my moods. I have no trouble identifying them.
29. _______ I am sensitive to the moods of others.
30. _______ I have a good sense of what others think of me.

Scoring Sheet
Place a checkmark by each item, which you marked as “True.” Add your totals. A total of four in any of the categories A through E indicates strong ability. In categories F through G a score of one or more means you have abilities in these areas as well.

<table>
<thead>
<tr>
<th>A Linguistics</th>
<th>B Logical/Math</th>
<th>C Musical</th>
<th>D Spatial</th>
<th>E Body/Kinesthetic</th>
<th>F Intrapersonal</th>
<th>G Interpersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 ___</td>
<td>4 ___</td>
<td>2 ___</td>
<td>1 ___</td>
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<td>26 ___</td>
<td>27 ___</td>
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</table>
The Modality Preferences Instrument
Follow the directions below to get a score that will indicate your own modality (sense) preference(s). This instrument, keep in mind that sensory preferences are usually evident only during prolonged and complex learning tasks.

Identifying Sensory Preferences
Directions: For each item, circle “A” if you agree that the statement describes you most of the time.

1. I prefer reading a story rather than listening to someone tell it. A
2. I would rather watch television than listen to the radio. A
3. I remember names better than faces. A
4. I like classrooms with lots of posters and pictures around the room. A
5. The appearance of my handwriting is important to me. A
6. I think more often in pictures. A
7. I am distracted by visual disorder or movement. A
8. I have difficulty remembering directions that were told to me. A
9. I would rather watch athletic events than participate in them. A
10. I tend to organize my thoughts by writing them down. A
11. My facial expression is a good indicator of my emotions. A
12. I tend to remember names better than faces. A
13. I would enjoy taking part in dramatic events like plays. A
14. I tend to sub vocalize and think in sounds. A
15. I am easily distracted by sounds. A
16. I easily forget what I read unless I talk about it. A
17. I would rather listen to the radio than watch TV. A
18. My handwriting is not very good. A
19. When faced with a problem, I tend to talk it through. A
20. I express my emotions verbally. A
21. I would rather be in a group discussion then read about a topic. A
22. I prefer talking on the phone rather than writing a letter to someone. A
23. I would rather participate in athletic events than watch them. A
24. I prefer going to museums where I can touch the exhibits. A
25. My handwriting deteriorates when the space becomes smaller. A
26. My mental pictures are usually accompanied by movement. A
27. I like being outdoors and doing things like hiking, camping, swimming, hiking etc. A
28. I remember best what was done rather then what was seen or talked about. A
29. When faced with a problem, I often select the solution involving the greatest activity. A
30. I like to make models or other hand crafted items. A
31. I would rather do experiments rather then read about them. A
32. My body language is a good indicator of my emotions. A
33. I have difficulty remembering verbal directions if I have not done the activity before. A

Interpreting the Instrument’s Score
Total the number of “A” responses in items 1-11
This is your visual score _______
Total the number of “A” responses in items 12-22
This is your auditory score _______
Total the number of “A” responses in items 23-33
This is your tactile/kinesthetic score _______

- If you scored a lot higher in any one area: This indicates that this modality is very likely your preference during a protracted and complex learning situation.
- If you scored a lot lower in any one area: This indicates that this modality is not likely to be your preference(s) in a learning situation.
- If you got similar scores in all three areas: This indicates that you can learn things in almost any way they are presented.
## Interaction Inventory

### Directions:
- Rank order the responses in rows below on a scale from 1 to 4 with 1 being "least like me" to 4 being "most like me."
- After you have ranked each row, add down each column.
- The column(s) with the highest score(s) shows your primary Personal Objective(s) in your personality.

In your normal day-to-day life, you tend to be:

<table>
<thead>
<tr>
<th>Nurturing Sensitive Caring</th>
<th>Logical Systematic Organized</th>
<th>Spontaneous Creative Playful</th>
<th>Quiet Insightful Reflective</th>
</tr>
</thead>
</table>

In your normal day-to-day life, you tend to value:

<table>
<thead>
<tr>
<th>Harmony Relationships are important</th>
<th>Work Time schedules are important</th>
<th>Stimulation Having fun is important</th>
<th>Reflection Having some time alone is important</th>
</tr>
</thead>
</table>

In most settings, you are usually:

<table>
<thead>
<tr>
<th>Authentic Compassionate Harmonious</th>
<th>Traditional Responsible Parental</th>
<th>Active Opportunistic Spontaneous</th>
<th>Inventive Competent Seeking</th>
</tr>
</thead>
</table>

In most situations you could be described as:

<table>
<thead>
<tr>
<th>Empathetic Communicative Devoted</th>
<th>Practical Competitive Loyal</th>
<th>Impetuous Impactful Daring</th>
<th>Conceptual Knowledgeable Composed</th>
</tr>
</thead>
</table>

You approach most tasks in a(n) ________________ manner:

<table>
<thead>
<tr>
<th>Affectionate Inspirational Vivacious</th>
<th>Conventional Orderly Concerned</th>
<th>Courageous Adventurous Impulsive</th>
<th>Rational Philosophical Complex</th>
</tr>
</thead>
</table>

When things start to "not go your way" and you are tired and worn down, what might your responses be?

- Say "I'm sorry"
- Make mistakes
- Feel badly
- Over-control
- Become critical
- Take charge
- "It's not my fault"
- Manipulate
- Act out
- Withdraw
- Don't talk
- Become indecisive

When you've "had a bad day" and you become frustrated, how might you respond?

- Over-please
- Cry
- Feel depressed
- Be perfectionistic Verbally attack Overwork
- Become physical
- Be irresponsible
- Demand attention
- Disengage
- Delay
- Daydream

Add score:

<table>
<thead>
<tr>
<th>Harmony</th>
<th>Production</th>
<th>Connection</th>
<th>Status Quo</th>
</tr>
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</table>