



## MULTIPLE INTELLIGENCES IN AN EDUCATIONAL CONTEXT: CULTURALLY BASED ABILITIES AND APTITUDES IN THE BODY-MIND BINOMIAL

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### ABSTRACT

**Objective:** The aim of this study is to demonstrate that traditional education, based on psychometric theory, utilizes standardized tests that lead to dissatisfaction due to their selective and exclusionary nature. Meanwhile, the Theory of Multiple Intelligences challenges this approach, contending that standardization benefits some students while harming others.

**Theoretical Framework:** We brought together reference authors in the specific area, as well as others who, through more recent research, have developed studies in educational, cultural and artistic activity in the community, in the area of the arts, culture and their relationship in this field of education, with a direct focus on the universe of the intelligences measured, to be enhanced and reinforced.

**Method:** The methodology adopted for this research comprises a quantitative-qualitative and descriptive study, using a questionnaire (Multiple Intelligences Inventory - MII) with closed questions, developed in a group of schools in the North of Portugal, in which students (n=120) from the different types of education participated: regular, professional and programme for inclusion and citizenship.

**Results and Discussion:** The results showed that the most developed multiple intelligences are Bodily-Kinesthetic and the least developed is Logical-Mathematical learning.

**Research Implications:** The practical and theoretical implications of this research are diverse; among them, the existence of multiple intelligences that manifest themselves equally stands out. The implications include the use of this data for future research in the field of educational intervention for professionals in various areas, mainly in stimulating and reinforcing these indicators and results.

**Originality/Value:** This research is of particular importance as it provides educators and professionals, both in initial training (higher education) and future teachers, as well as for professionals already in the field and educational universes, to intervene in an informed, appropriate and conscious manner in these areas.

**Keywords:** Education, School, Inclusion, Learning, Multiple Intelligences.

## AS INTELIGÊNCIAS MÚLTIPLAS EM CONTEXTO EDUCACIONAL: HABILIDADES E APTIDÕES CULTURALMENTE ASSENTES NO BINÓMIO CORPO-MENTE

### RESUMO

**Objetivo:** O objetivo deste estudo é demonstrar que a educação tradicional, baseada na teoria psicométrica, usa testes padronizados que causam insatisfações devido ao seu caráter seletivo e excludente. Enquanto que, a Teoria

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das Inteligências Múltiplas contesta essa abordagem, argumentando que a padronização favorece alguns alunos e prejudica outros.

**Referencial Teórico:** Reunimos autores de referência na área específica, além de outros que, através de investigações mais recentes, têm desenvolvido estudos na atividade educacional, cultural e artística na comunidade, na área das artes, da cultura e suas relações neste domínio da educação, com enfoque direto no universo das inteligências aferidas, para serem potencializadas e reforçadas.

**Método:** A metodologia adotada para esta pesquisa compreende um estudo de caráter quantitativo-qualitativo e descritivo, com recurso a um questionário (Inventário de Inteligências Múltiplas - IMM) com perguntas fechadas, desenvolvido num agrupamento de Escolas da Zona Norte de Portugal, em que participaram alunos (n=120) das diferentes tipologias de ensino: regular, profissional e programa para a inclusão e cidadania.

**Resultados e Discussão:** Os resultados obtidos revelaram que as inteligências múltiplas mais desenvolvidas são a Corporal-Quinestésico e a menos desenvolvida, a aprendizagem Lógico-Matemática.

**Implicações da Pesquisa:** As implicações práticas e teóricas desta pesquisa são diversas; entre elas, destaca-se a existência de inteligências múltiplas que se manifestam de forma equitativa. As implicações incluem a utilização desses dados para investigações futuras no campo da intervenção educativa para profissionais de diversas áreas, principalmente no estímulo e reforço desses indicadores e resultados.

**Originalidade/Valor:** A presente investigação reveste-se de particular importância por munir educadores e outros profissionais, quer na formação inicial (ensino superior) e futuros professores, quer para profissionais que já se encontram no terreno e universo educacional, a intervirem de forma informada, adequada e consciente nestes domínios específicos.

**Palavras-chave:** Educação, Escola, Inclusão, Aprendizagem, Inteligências Múltiplas.

## LAS INTELIGENCIAS MÚLTIPLES EN UN CONTEXTO EDUCATIVO: CAPACIDADES Y APTITUDES DE BASE CULTURAL EN EL BINOMIO CUERPO-MENTE

### RESUMEN

**Objetivo:** El objetivo de este estudio es demostrar que la educación tradicional, basada en la teoría psicométrica, utiliza pruebas estandarizadas que causan insatisfacción por su carácter selectivo y excluyente. Por su parte, la Teoría de las Inteligencias Múltiples cuestiona este enfoque, argumentando que la estandarización favorece a unos alumnos y perjudica a otros.

**Marco Teórico:** Reunimos autores de referencia en el área específica, así como otros que, a través de investigaciones más recientes, han desarrollado estudios en la actividad educativa, cultural y artística en la comunidad, en el ámbito de las artes, la cultura y su relación en este campo de la educación, con un enfoque directo en el universo de las inteligencias medidas, para ser potenciadas y reforzadas.

**Método:** La metodología adoptada para esta investigación comprende un estudio cuantitativo-cualitativo y descriptivo, utilizando un cuestionario (Inventario de Inteligencias Múltiples - IIM) con preguntas cerradas, desarrollado en un grupo de escuelas del Norte de Portugal, en el que participaron alumnos (n=120) de los diferentes tipos de enseñanza: regular, profesional y programa de inclusión y ciudadanía.

**Resultados y Discusión:** Los resultados mostraron que las inteligencias múltiples más desarrolladas son la Corporal-Kinestésica y la menos desarrollada es la Lógico-Matemática.

**Implicaciones de la investigación:** Las implicaciones prácticas y teóricas de esta investigación son diversas; entre ellas destaca la existencia de inteligencias múltiples que se manifiestan por igual. Las implicaciones incluyen la utilización de estos datos para futuras investigaciones en el campo de la intervención educativa para profesionales de diversas áreas, principalmente en el estímulo y refuerzo de estos indicadores y resultados.

**Originalidad/Valor:** Esta investigación es de particular importancia, ya que proporciona a los educadores y profesionales, tanto en la formación inicial (educación superior) y futuros profesores, así como para los



profesionales que ya están en el campo y universos educativos, para intervenir de manera informada, adecuada y consciente en estas áreas.

**Palabras clave:** Educación, Escuela, Inclusión, Aprendizaje, Inteligencias Múltiples.

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## 1 INTRODUCTION

Starting from the assumption that “It is urgent to abandon, once and for all, the idea that we all have to be equal, and in the case of our country, that we have to learn all the same things and in the same way. The most important thing is for everyone to do in life what they have the most aptitude for, with maximum knowledge in that area” (Silva, 2000, p.41). It can therefore be deduced that, this time, it is scientifically impossible for two equal beings to exist. Precisely because there is this set of individual characteristics and the inconsistent ways of thinking, feeling, acting, which end up really creating differences between people.

Evidently, the act of sharing different experiences, points of view, knowledge, results in learning that, we believe, turns into personal and social growth. Having said that, we must accept differences, understand them and try (without hesitation) to contribute to creating conditions that ensure the development of the potential of other beings who were born or became different. When this is done, in addition to being imperative to develop this altruistic and responsible attitude, we end up making the entire teaching-learning process much richer. In schools, it is increasingly common to find largely unmotivated children, namely children older than average and with physical, emotional and social development that actually does not fit into the standard of the school population, which causes, almost invariably, every year, the academic failure of several hundred students. Obviously, it will be necessary for educators, teachers and families to be aware that these children require special support and that, without a doubt, they need great motivation and understanding from everyone.

We are currently living in a period in which there has been a great investment in a so-called inclusive and integrative school, that is, education is carried out under the motto “a school for all”. The school ends up taking responsibility, without exception, for all students and for adapting their procedures to their educational needs, making curricular and operational adaptations, marshalling material and human resources and adopting a variety of initiatives



within the scope of teacher training. (Bonaça et al., 2023; Morgado, Rodrigues, & Leonido, 2024).

The teacher, in general, but in the case of integration and inclusion in particular, has a very relevant role, taking into account the needs and challenges that a student with certain characteristics and problems may pose (Bonaça et al., 2023; Morgado, Rodrigues, & Leonido, 2024). Therefore, the teacher can help the integration/inclusion of the student in the educational system, facilitating their acceptance as a person, as well as promoting empathy towards their difficulties and encouraging the positive aspects of their conduct, among several other tasks and responsibilities that are theirs. imputed either by the school or by society (Morgado, Licursi, & Silva, in press). The role of the teacher should never be neglected or minimized, one that is, above all, an educator and education is the awakening of all the capabilities inherent to the human being, the realization of a personal life project (Morgado, Rodrigues, & Leonido, 2024). The teacher can and should be able to be the lever for the success of his students, overcoming difficulties and countless barriers that are often difficult to overcome, in order to fulfill his duties, above all, social and educational (Morgado, Silva & Rodrigues, 2018; Morgado, Rodrigues, & Silva, 2020). In turn, the student must learn to be, as well as achieve a desirable emotional balance. This situation can only be achieved if there is a closer relationship, both professionally and personally.

## **2 THEORETICAL REFERENCE**

According to authors such as Almeida (1994, 1996, 1998); Gardner (1993, 1999a, 1999b); Sternberg (1977, 1997); Sternberg and Kaufman (1998); Campbell, Campbell and Dickinson (2000); Antunes (2001), Fleethman (2006); and Chen and Gardner (2012) many of these divergences result from the lack of consensus on the definition and conceptualization of intelligence. These contradictions occur because we cannot touch it, visualize it or interfere with its consistency. It is such a vast concept that it has not yet been possible to understand the extent of its complexity, although there are already delimitations on its borders and the identity of some characteristics that differentiate it from other mental functions involved in human cognitive processes (Chen & Gardner, 2012; Gardner, 2020). In these expectations, the definitions of intelligence are shaped by the time, place and culture in which they evolve and can also be influenced by the knowledge required for survival, by the values inserted by the culture in which it was constructed, as well as by the delimitations attributed by the education system, which instructs and stimulates skills (Matiello Vaz et al., 2018; Battisti et al., 2022).



Meaning, therefore, that the values attributed to the various intelligences are different according to the culture that attributes it, historical time and different geographic spaces. Thus, what is considered intelligence in a given time, culture and place may not be considered intelligence in another (Gardner, 2020).

In the not too distant past, intelligence was characterized by having a unique pattern. It was believed that people were born with a certain amount of intelligence that was measurable, that is, it could be measured and that this amount could hardly be changed, due to their genetic nature. Today, current research states that the level of intelligence does not change throughout life, what happens is that anyone can improve each of their intelligence, although some have greater ease in one area than another.

Initially, Gardner in the work “Structures of the Mind” (1983) considered seven types of intelligence: 1. Linguistic; 2. Logical-Mathematical; 3. Musical; 4. Visual-Spatial; 5. Corporal-Kinesthetic; 6. Interpersonal; 7. Intrapersonal. Later, in the work “Intelligence: a reformulated concept: Multiple intelligences in the 20th century. XXI” (1999) proposes two new facets of intelligence: Naturalistic and Existential. Regarding Existential, he states that “the phenomenon is disconcerting enough and the distance from other intelligences is great enough to dictate caution - at least for now”. Existential intelligence is still in the process of research, it encompasses the ability to reflect on fundamental questions of existence. It would be characteristic of spiritual leaders and philosophical thinkers.

And according to the same author, all people globally have the nine types of intelligence in varying degrees; each person has a different composition of intelligence; we can improve teaching by acting on the multiple intelligences of our students; these types of intelligence are located in different areas of the brain and can function independently or together; These intelligences can define the human species. The failure of many students is due to this standardization of teaching, which favors some who fit into standard teaching and excludes others through failure or approval with a minimum level of achievement (Gardner, 2000). According to him, throughout history preference has been given to uniform education, where each individual is treated in the same way, studies the same subjects in the same way, and is evaluated in the same way. But from his findings, he asserted that educators face an inevitable choice: ignore these differences or recognize them, and that sometimes “they are ignored out of ignorance; (...) either because they frustrate educators or because they think it is easier for people to integrate into a community if they learn to be like everyone else” (Gardner, 2000, p. 85). In other words, the school's planning, based on the Theory of Multiple Intelligences, is based on two assumptions: “The first is that not all people have the same interests and abilities;



not everyone learns in the same way and the second is the not widely accepted idea that “no one can learn everything that needs to be learned” (Gardner, 1995, p. 16).

Starting from the observation that we are different and have different intellectual inclinations, it is also clear that people have different intellectual profiles. Given this, school education must enable the student to respond in different ways to the teaching-learning process. And, instead of ignoring them, and judging that all individuals have (or should have) the same type of mind, “we should try to ensure that each person receives a school education that maximizes his intellectual potential and does not label him and excluded him” (Gardner, 1995, p, 65).

### **3 METHODOLOGY**

We use a Non-Experimental Ex – Post facto methodology. However, it is still a descriptive investigation, since it presupposes, according to Cohen, Manion and Morrison (2007), an investigation over time, which describes, compares, and classifies individuals, methods and materials. We can classify it as a quantitative-qualitative and descriptive study. For Gil (2008), descriptive studies seek to specify characteristics of a given population. Therefore, the use of this type of research in this study is justified, since its main objective is to identify the different types of intelligence existing in three different types of education: regular, program for inclusion and citizenship, and professional education.

Data collection was done through a questionnaire (Multiple Intelligence Inventory - IMM), proposed by Armstrong (2009). The inventory has 80 questions ordered by blocks that correspond to the eight intelligences proposed by Howard Gardner: Linguistics; Logical-Mathematical; Spatial; Bodily-Kinesthetic; Musical; Interpersonal; Intrapersonal and Naturalistic, excluding Existential intelligence. Each block has 10 questions and participants must select the alternatives with which they most identify. The response scale is Likert-type, with 5 response options (1 = Does not apply to me; 2 = Applies a little to me; 3 = Applies reasonably to me; 4 = Applies a lot to me; 5 = Very applicable to me).

120 students from the following types of education participated in the study: 1. Regular Education; 2. Program for Inclusion and Citizenship; 3. Professional Education, from a Group of Schools in the North of Portugal. Participation was voluntary, everyone was informed of the study objectives, maintaining the participants' anonymity. Data analysis was carried out using IBM SPSS, version 23.



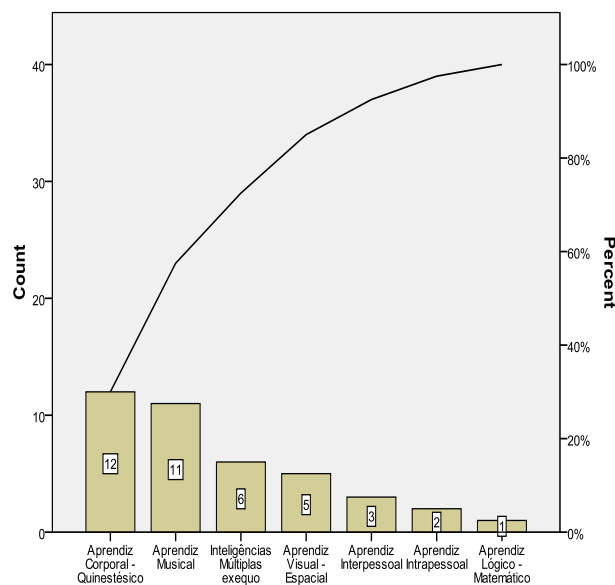
## 4 RESULTS ANALYSIS AND DISCUSSION

Around 61% (n= 73) of participants are female and 39% (n= 47) are male, aged between 12 and 16 years old.

### 4.1 REGULAR EDUCATION

**Figure 1**

*Regular Teaching – Learning Styles*



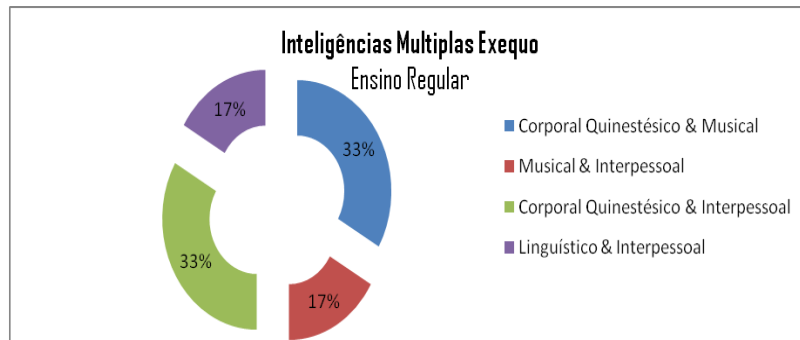
The Corporal or Kinesthetic learning style (30%, n=12) is the most common in this teaching type. Closely followed by Musical learning (27.5%, n=11). The most significant portion following these is limited to 15% (n=6), who obtained more than one learning style as a result. Followed by Visual-Spatial learning (12.5%, n=5). In the least significant results and with little representation in percentage terms, Interpersonal learning appears with 7.5% (n=3), followed by Intrapersonal learning with 5% (n=2) and, finally, Logical-Mathematical learning (2.5%, n=1). It should be noted that linguistic learning did not occur in any of the respondents. In short, this type of (regular) teaching, given the results obtained, has students in its classes with relevant skills in specific areas and which teachers must take into account with regard to the way they teach the contents of their subjects. In other words, in the case of the Corporal or Kinesthetic learner, these students' main characteristics are the ability to use the body in highly differentiated ways and these for expressive and objective purposes; With regard to the Musical



Apprentice, these students have the ability to discern meanings in sets of rhythmically ordered tones – and to reproduce.

**Figure 2**

*Exequo Multiple Intelligences – Regular Education*



We can verify that, when this situation occurs, the two learning styles most frequently observed in the sample referring to regular education and, with an equal percentage representation (33.3%, n=2), emerges the union between Corporal - Kinesthetic learning and Musical and Body Learning - Kinesthesia and Interpersonal Learning. The latter is not exactly a fusion that may initially seem natural and obvious, unlike the previous two in which there are points of contact and areas that can be considered common (1. ability to use the body in highly differentiated ways and these for different purposes). expressive and objectified; 2. ability to discern meanings in sets of rhythmically ordered tones – and to reproduce them). In this case, a learning style closely linked to bodily expression (Corporal - Kinesthetic) and another more linked to the ability to differentiate other individuals, especially their disposition, intention and motivation (Interpersonal), are mixed. With less representation comes Musical Learning and Interpersonal Learning (16.7%, n=1) and Language Learning and Interpersonal Learning (16.7%, n=1).

The connection between the Musical and Interpersonal learner, despite not being a rule, arises as the mixture between two types of capabilities involving the ability to discern meanings in sets of rhythmically ordered tones – and to reproduce them and the ability to differentiate other individuals, especially their disposition, intention and motivation. In turn, the coexistence between Linguistic learning and Interpersonal learning reveals a rarer mixture between learning, as it involves the ability to dexterity with words, characterized by a sensitivity to meaning, order, function, sound and rhythm and the ability to differentiate other individuals,

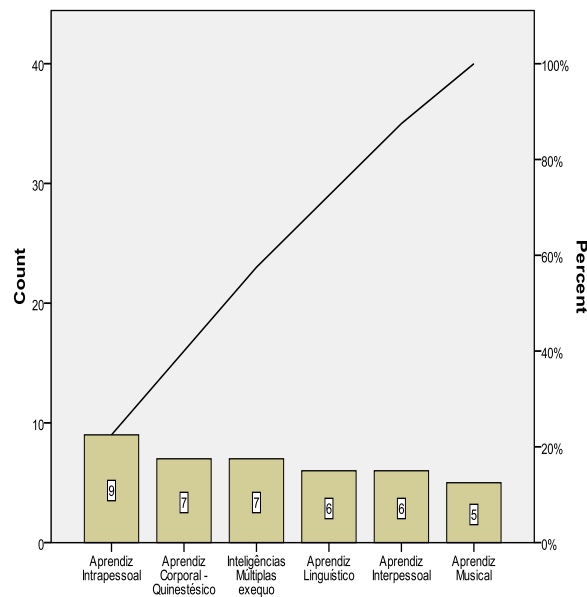


especially their disposition, intention and motivation. Even so, this association of learning does not lack a certain logic and connection that is reasonably grounded in theoretical terms.

#### 4.2 PROGRAM FOR INCLUSION AND CITIZENSHIP (PIEC)

**Figure 3**

*Program for Inclusion and Citizenship – Learning Styles*

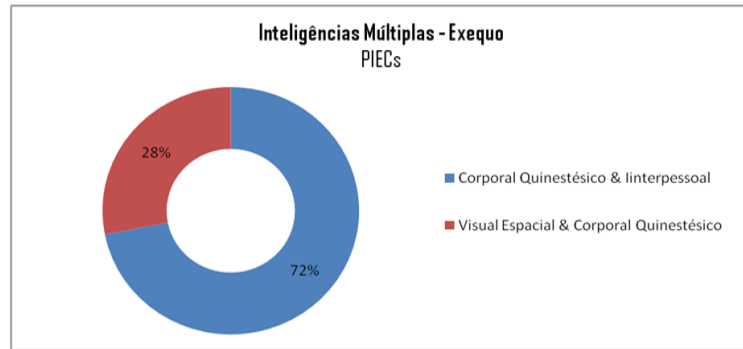


We can see that the most common learning style in this type of teaching is Intrapersonal Learning (22.5%, n=9). This was followed by Bodily Learning - Kinesthesia and by respondents who found more than one learning style or intelligence (17.5%, n=7). The same happens with interpersonal and linguistic learning (15%, n=6). Interestingly, musical learning is the least prevalent in this type of teaching (15%, n=6). Precisely in the portion of the sample in which its members are considered at-risk students, the activities that one would most expect to see reflected here were, as can be seen, the least verified, namely Musical Learning. On the contrary, when a certain distance was expected from the issues of Intrapersonal learning and even linguistic learning, they end up being two of the most common forms of learning. Evidently, Corporal Learning - Kinesthesia, as in the other parts of the sample, even if it does not present the same percentage dimension, appears as the second most verified learning.



**Figura 4**

*Exequo Multiple Intelligences – Program for Inclusion and Citizenship*

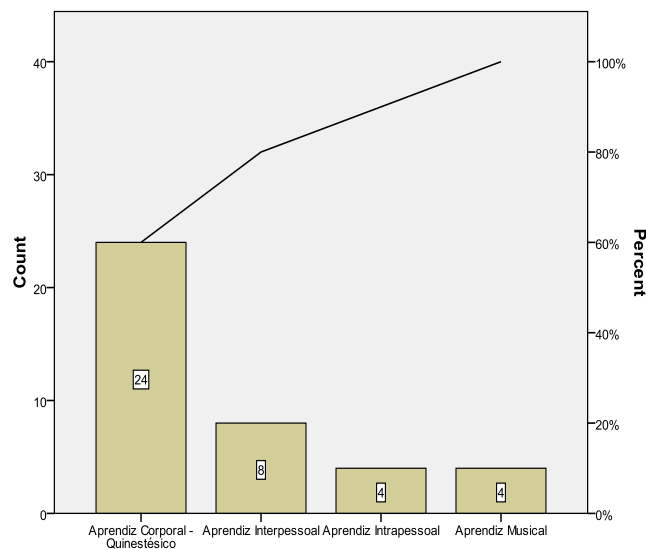


In this type of teaching, the most common AE was, overwhelmingly, the union/interaction between Visual-Spatial and Corporal-Kinesthetic Learning (71.4%, n=5). Next, Corporal-Kinesthetic Learning appears simultaneously with Interpessoal EA (28.6%, n=2). In none of the cases does Language Learner emerge as a hypothesis; Intrapersonal Learner; Logical-Mathematical Apprentice and Musical Apprentice.

### 4.3 PROFESSIONAL EDUCATION

**Figure 5**

*Professional teaching – Learning Styles*



In this type of teaching, the most frequently observed learning is Corporal-Kinesthetic (60%, n=24). Next is the interpersonal learner (20%, n=8). The percentage. In this teaching typology there was no room for examples in which more than one learning style was verified.



The Logical-Mathematical and Visual-Spatial Learner learning style was not observed in any of the participants. The reasons may lie precisely in the motivations, tastes and capabilities of the respondents who, by being aware of their abilities, point out in detail what they want to do and, above all, demonstrate in this way, what they have more ease and obvious capabilities in building , actively participating in the entire process of personal, social and academic development.

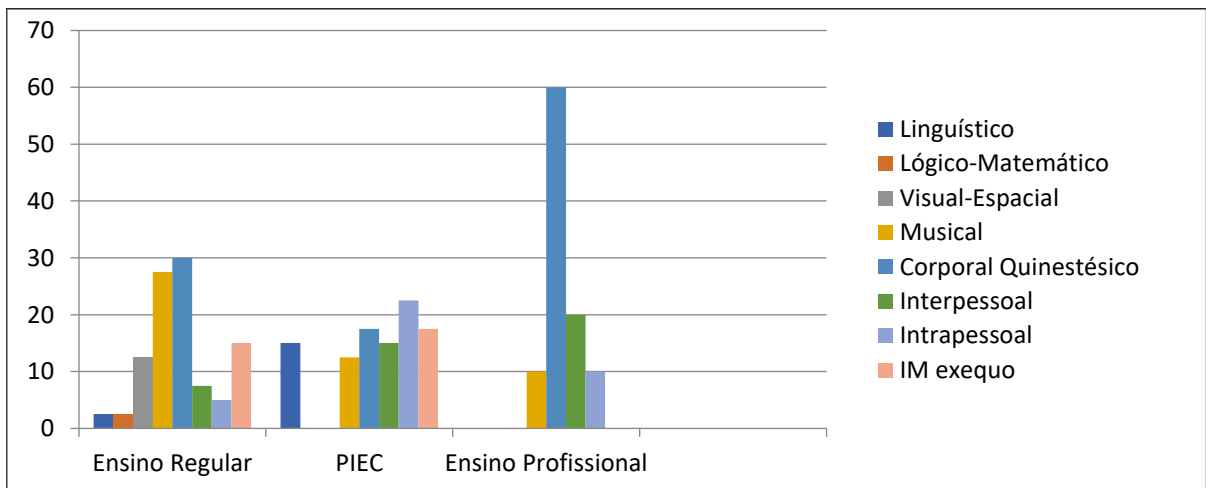
**Table 1**

*Comparative study – Various Teaching Types*

REGULAR EDUCATION	(%)	PIEC	(%)	PROFESSIONAL EDUCATION	(%)
Linguistic	2,5	Linguistic	15,0	Linguistic	-
Logical - Mathematics	2,5	Logical - Mathematics	-	Logical - Mathematics	-
Visual - Spatial	12,5	Visual - Spatial	-	Visual - Spatial	-
musical	27,5	musical	12,5	musical	10,0
Corporal - Kinesthetic	<b>30,0</b>	Corporal - Kinesthetic	17,5	Corporal - Kinesthetic	<b>60,0</b>
Interpersonal	7,5	Interpersonal	15,0	Interpersonal	20,0
Intrapersonal	5,0	Intrapersonal	<b>22,5</b>	Intrapersonal	10,0
Int. Multiple exequo	15,0	Int. Multiple exequo	17,5	Int. Multiple exequo	-
Total	100%		100%		100%

**Figure 6**

*Comparative study*



We found that the most common learning style is directly linked to the Corporal-Kinesthetic learner. As a less visible fact, the Logical-Mathematical learning style emerges.



**Table 2**

*Data Synthesis*

EA	Regular education	%	Program for Inclusion and Citizenship	%	Professional Education	%
Most verified EA:	Bodily-Kinesthetic	30	Intrapersonal	22,5	Bodily-Kinesthetic	60
EA menos verificado:	Logical-Mathematical	2,5	musical	12,5	Musical and Intrapersonal	10
More than an EA:	Bodily-Kinesthetic + Musical Bodily-Kinesthetic + Interpersonal	33,3	Visual-Spatial + Bodily-Kinesthetic	71,4		

Overall in students of the three types of teaching under analysis, the most verified intelligence is that of the Corporal-Kinesthetic learner (mainly in Professional Education and visibly in Regular Education), since, as a rule, according to Antunes (2001) these students They like to walk, touch, talk and use body language. They like to learn by using materials and experimenting. Sometimes they count on their fingers. They don't like to be still for a long time, and from time to time they need to move (get up, walk, etc.) to think better. These students are good at physical activities (sport, dance, theater) and manual work. They learn best through touch, movement, interaction with space and through the processing of knowledge through bodily sensations, e.g.: theater; dramatic expression; role-playing. There are activities that the teacher can implement and that can be very useful in your study. Try them and train them: do dramatizations about the subjects; play gesture games (e.g.: “gesture is everything.”) about the subject with colleagues; follow the reading with a finger or a pencil; to solve a problem, represent it with objects you have at hand; to fix the way to write a word, write it with your finger, in the air and on different surfaces (fabric, wool, sandpaper, etc.).

In PIEC students, the Interpersonal Learning style was mostly observed. According to Antunes (2001), these students clearly have the ability to distinguish and understand their own feelings and to use them to guide their behavior. They enjoy working, studying alone, and pursuing their interests. They are good at understanding themselves, focusing their attention on feelings and dreams, following instincts, pursuing interests and being original. They learn best: working alone, on individual projects, with teaching suited to their own pace and having their



own space. There are activities that they like and that could be very useful in their study. Try them and train them: try to find solutions between what you learn and your personal interests or the things you already know; set personal goals for your study, according to your own pace; at the end of studying, reflect alone on what you learned (you can even write a “study diary”); At night, before going to sleep, do a quick review of what you studied and a quick reflection on the results obtained.

With regard to Multiple Intelligences, this is true, that is, when a respondent reveals more than one intelligence as a result of completing the learning styles inventory. In the specific case of Regular Education, this situation occurred both in Corporal-Kinesthetic + Musical Learning and in Corporal-Kinesthetic + Interpersonal learning styles. In the first case (Bodily Kinesthetic + Musical) there are some possible reasons for this situation to occur, since both learning styles and consequent types of intelligence point to activities and tasks of an eminently practical nature, where individuals can combine the pleasure of enjoy touching, moving and building something. In short, these students will be able to “use the body in widely differentiated ways and for expressive and objective purposes”, as well as being able to “discern meanings in sets of rhythmically ordered tones – and to reproduce them”. In the second case (Bodily-Kinesthetic + Interpersonal) students will be able to “use the body in highly differentiated ways and for expressive and objective purposes” and to “differentiate other individuals, especially their disposition, intention and motivation”. Both will be able to use their bodies easily and touch, move and build things, as well as being somewhat prepared to do these and other tasks and activities in a group, sharing and understanding points of view and ideas, thus taking an active role in a “cooperative learning”.

In the case of PIEC students, there was the occurrence of more than one style, namely the combination of Visual-Spatial + Corporal-Kinesthetic learning styles. In other words, we can say that these students are prepared to use their “body in highly differentiated ways and for expressive and objective purposes” and at the same time have the “capacity to learn the world with precision and to mentally manipulate these perceptions”. In short, they are capable of constructing and building something through their body, touch, manipulation of things and objects and, at the same time, they have an enormous mental capacity in terms of visual representation of elements, things and objects, since who often think with images, easily remember details they observe, as well as keeping images and relationships between things and space well in their memory. Perhaps this is a mixture with enormous potential in terms of project construction and potential artistic creation, among other factors arising from these. The professional aspect is instilled in them and facilitated through these capabilities linked to the



conjunction of these two types of intelligence or learning styles. This type of practical intelligence is absolutely vital in problem solving, for understanding and understanding change, for imagination and for creativity in general.

It should be noted that in Professional Education there was no case of more than one intelligence being verified. Perhaps because they have objectively clarified their motivation and interest in terms of skills and abilities to develop certain tasks and activities that are concretely limited to a single learning style and, consequently, to a single specific intelligence.

## 5 CONCLUSIONS

The School, right after the family, is the most important agent of the child's socialization, as it involves the transmission of values, culture and social traditions. A child's arrival at school corresponds to insertion into an environment and social context much broader than the family (Morgado, Rodrigues & Silva, 2020). The very organization of the school leads to an unprecedented radical change in lifestyle and social learning. It is a completely new world, an unknown world, where there are rules and relationships never before experienced by the child who alone has to assimilate all these new experiences and experiences.

Gardner (1995) proposes that the school must be able to observe the student's multiple capabilities, spatial capabilities, personal capabilities and so on, and not only through the usual lenses of linguistic and logical-mathematical intelligence. It goes on to say that until now, almost every assessment depended indirectly on the measurement of these capabilities and if students were not good in these areas, their capabilities in other areas could be obscured and that the Theory of Multiple Intelligences is not concerned with those children who eventually, they are good at everything. We should be concerned “with those who do not shine on standardized tests, and who, consequently, tend to be considered as having no talent whatsoever” (Gardner, 1995, p. 17). It is evident from the Theory of Multiple Intelligences that the use of multiple entry points can be a powerful means of addressing student misconceptions, prejudices, and stereotypes. Because, to the extent that a single perspective or attitude is assumed in relation to a concept or problem, students will certainly understand that concept only in an extremely limited and rigid way. Adopting various attitudes towards a phenomenon encourages the student to understand that phenomenon in more than one way. The author suggests that, even in cases where a standard curriculum needs to be mastered by all students, such as basic knowledge of History, Portuguese and others in the standard curriculum, it is necessary to create situations that explore the existence of multiple intelligences. It is important



to say that the use of Multiple Intelligences does not mean that each student learns what they want or only what they excel at. For Gardner (1995), a commitment to common knowledge does not mean that everyone should study these subjects in the same way and be evaluated in the same way. Even though knowledge of a standard curriculum is important, it is equally important for students to identify their intellectual strengths, look for areas in which they feel comfortable and in which they can accomplish many things and feel competent.

We will be able, after experiencing this research and carrying out the respective bibliographical review of this topic, to carry out some activities or challenges for our students, taking into account the results obtained through filling out the inventories on learning styles. It will be a tool that can help to truly understand your capabilities and, in a way, help us to outline strategies tailored to your capabilities and tastes. We will then be able to combine our mission by combining their capabilities with the knowledge we have of both interlocutors and, as we understand it, create conditions to do better and in a better way.

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