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## **TEACHING DESIGN AND MUSICAL-RHYTHMIC INTELLIGENCE**

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***Abstract:** Musical-rhythmic intelligence or intelligence of tone, rhythm and timbre is one of the eight types of intelligence Howard Gardner initially described (1981) in his theory of multiple intelligences. Like other types of intelligence, musical rhythmic intelligence can be dominant in some students. Therefore it is necessary to design learning contents (regardless of the discipline taught) depending on the specificity of this intelligence. This theoretical model was used as the starting point in a permanent education module attended so far by 338 teachers from three counties in Romania. In this manner, teachers of different specializations adapted to the types of intelligent learning contents described by Gardner. The paper presents the results of this exercise, focusing on the integration of musical-rhythmic intelligence in teaching design.*

***Keywords:** multiple intelligences, permanent education, teaching design*

### **1. INTRODUCTION**

Howard Earl Gardner (1983) approached intelligence as „a way to solve problems and develop products considered values by at least one culture”, giving the term a broader sense than the one of general intelligence (measured by IQ). Beginning with this approach, he has established eight types of intelligence that are associated with different ways of knowledge, understanding and learning: verbal/linguistic intelligence or intelligence of words; math/logic intelligence or intelligence of numbers and reason; visual/spatial intelligence or intelligence of images, drawing and painting; musical-rhythmic intelligence or intelligence of tone, rhythm and timbre; body-kinesthetic intelligence or intelligence of the whole body; interpersonal intelligence or intelligence of social interaction; intrapersonal intelligence or self-awareness intelligence and naturalistic intelligence or intelligence of regularities patterns and of behavior.

The theory of multiple intelligences has a global impact and it has been used since its appearance in various socio-cultural contexts (Chen, Moran and Gardner, 2009). The fact that intelligence is approached as a multidimensional concept and not a dimensional one (as a predictor of academic success) opens the way for anyone who is included in an education system to be able

to redeem different types of intelligence based on social context. Hence the pragmatic consequence: for each teachable person it is necessary to know their intelligence configuration, for it to be known and developed through education.

### **2. MUSICAL-RHYTHMIC INTELLIGENCE**

Musical-rhythmic intelligence is described as the ability / capacity to understand and create sounds, rhythms and musical harmonies.

A person who has this type of intelligence as a dominant loves to sing, to listen to music, to play musical instruments. This person also has the ability to create calm or anxiety, action or rest (Dumitru, 2008).

When they learn, the persons with musical-rhythmic intelligence organize information in models structured with a specific internal harmony. They learn better and easier "playing" in their mind with the rhythms of words, putting an informational content in a versified form and rehearsing with a (preferred) musical background.

We can easily state that this type of learning is not encouraged in the current educational systems, except for those dedicated to music education. Therefore, it is likely that a person with this kind of intelligence to have difficulty learning other types of content (such as those of exact sciences, for example), or other ways of organizing

education (e.g., teaching activities where the presence of background music is not encouraged).

### 3. AN APPLICATION IN PERMANENT TRAINING OF TEACHERS

Between September 2014 and December 2015 Spiru Haret University has trained a number of 2678 preuniversity level teachers in the counties of Mehedinți and Sibiu, under the project "DidactIno - Innovative training for value and performance in teaching career", funded by the Regional Operational Programme Human Resources Development, contract code: POSDRU/157/1.3/S/13744.

Of all teachers trained, 287 have chosen an educational management program, which included a training module which was based on the theory of multiple intelligences (Andronic & Andronic, 2014). Educational planning thus obtained were submitted to the evaluation committee, met for the final graduation exam of the training program (educational management).

The evaluation of the project impact on the target group (conducted through focus group) showed that the module based on the theory of multiple intelligences was one of the most popular modules of those offered in the nine training programs (Fainisi, 2015:14).

In early 2016, the same training program was attended by 51 teachers from Brasov county and the number of teachers who have integrated musical-rhythmic intelligence in their teaching planning is now 338.

### 4. CONCLUSIONS

During the training of teachers through the module focused on the theory of multiple intelligences, the educational valences of multiple intelligences theory have complied (Andronic & Andronic, 2014:11):

- each person has a dominant type of intelligence, fact which can be exploited in order to accomplish an effective learning;

- persons with difficulties in learning new contents do not possess a specific type of intelligence which can favour their learning. Referring to the musical-rhythmic intelligence,

progress will be made if learning content will be translated in preferred means of receiving and processing them (based on rhythm and melody);

- a person's affiliation to a specific type of intelligence is merely the expression of interindividual differences, which is normal for a human population and should be accepted by educators, as well as the aspects of multiculturalism;

- learning efficiency is obtained with the maximum use of available intellectual potential (the dominant type of intelligence) and to the extent that we fail to use more analyzers and, respectively, both brain hemispheres in the learning process. From this point of view, the use of music as a stimulating factor of learning is appropriate not only for the dominance of musical-rhythmic intelligence;

- the preference for a particular way of learning has genetic determinations, but, largely, it is acquired in ontogenesis through learning. So, the learning style crystallizes at the individual personality level, due to socialization and learning done by the individual.

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