

Can a youth group be run using an approach based around multiple intelligence theory?

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1. Introduction

My overall aim for this study is to try and understand if a youth group can be run and operated using a multiple intelligence (MI) theory type approach, and if it would be more effective than current methods.

Since we looked at alternative education theories in first year, MI theory has interested me. This was initially because I see young people marginalised by the formal education system and I think that youth groups, on the whole, still operate towards the more formal end of the spectrum, focusing on linguistic and logical intelligence. *"An exclusive focus on linguistic and logical skills in formal schooling can short-change individuals with skills in other intelligences. It is evident from inspection of adult roles, even in language-dominated Western society, that spatial, interpersonal, or bodily-kinaesthetic skills often play key roles. Yet linguistic and logical skills form the core of most diagnostic tests of "intelligence" and are placed on a pedagogical pedestal in our schools" (Gardner, 1993, p31) I also think that there are aspects of a MI theory approach that would be useful in a youth work setting such as goal identification, individual learning plans, portfolio assessment and observations.*

I am planning on using a questionnaire initially to find out youth workers' thoughts on how possible these aspects could work in a youth work setting, how effective they think they would be and if they could realistically implement these aspects.

In my pilot study I found that an MI theory approach seemed to be suited to a specific type of youth group, I will use my questionnaire to identify which youth workers run those types of groups and then will aim to interview a sample of those youth workers to further explore their thoughts and views.

I will be looking at multiple intelligence theory, proposed by Howard Gardner. His theory claims that there are between 7-9 different intelligences; Logical/Mathematical, Verbal/Linguistic, Interpersonal, Intrapersonal, Visual/Spatial, Bodily/Kinaesthetic, Musical/Rhythmical, Naturalistic and Existential. *"Gardner proposed his theory of multiple intelligence as a direct challenge to the 'classical view of intelligence'...Gardner makes a strong claim for several relatively autonomous intelligences... a variety of intelligences, working in combination."* (Kornhaber et al, 1996, p203)

In particular I will be exploring the ways in which Gardner thinks that you could implement a multiple intelligence theory approach in education including portfolio and observational based evaluation and assessment, personalised learning plans and goal identification.

2. <u>Methodology</u>

2.1 Overall Research Approach

The overall research approach I will be taking in this pilot study is a deductive approach as opposed to an inductive approach. *"Deductive research starts with existing theories and concepts and formulates hypotheses that are subsequently tested".* (Gummesson, 2000, p63) My research is also evaluation research because I am looking at whether it is possible to implement a new type of programme and how it will be implemented and can improve on the current programmes available. *"Evaluation research...aims to assess effectiveness of a particular programme, policy or service in achieving its objectives and it typically seeks to contribute to improvements in this programme, policy or service.* (Tisdall et al, 2009, p225)

The data gathering methods I have chosen to use to conduct this pilot study are going to be a questionnaire for youth workers and then interviews with a selection of the same youth workers. I have chosen to gather both quantitative and qualitative data, although mainly qualitative. *"Qualitative research explores attitudes, behaviour and experiences through methods such as interviews...Quantitative research generates statistics through the use of large-scale survey research, using methods such as questionnaires."* (Dawson, 2009, p14)

The combination of qualitative and quantitative methods makes this study a Mixed Methods approach to research. *"Researchers can bring together within a single research project certain elements that have been conventionally been treated as an 'either/or' option. In most cases the distinction is drawn between 'qualitative' and 'quantitative' with researchers variously writing about using both qualitative and quantitative methods"* (Denscombe, 2007, p108) as well as focusing on both quantitative and qualitative data mixed methods places emphasis on practical approaches to research problems. *"The mixed methods approach is 'problem-driven' in the sense that it treats the research problem – more specifically answers to the research problem – as the overriding concern"* (Denscombe, 2007, p108)

2.2 Design of Data Gathering Methods

As mentioned before I will be using questionnaires and interviews as my primary data gathering methods for this study. For my interviews I will be using a semi-structured approach *"In this type of interview, the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews... However, the researcher also wants the interview to remain flexible so that other important information can arise."* (Dawson, 2009, p28) The way that I am doing this is by having an interview schedule, a list of topics I want to cover and a list of questions for each topic, this way I can ensure some form of structure and continuity between the different interviews, but also allow for follow up questions and space to explore additional views or questions that may arise.

For my questionnaires I am going to be using a combination of both open-ended and closed-ended questions. *"That way, it is possible to find out how many people use a service and what they*

think about that service on the same form." (Dawson, 2007, p31) The closed questions I am using are mainly to gain an understanding of the size, aim and format of each youth group.

The open questions are mainly to gain the opinions of each youth worker on MI theory and the different aspects that would need to be implemented to switch to an MI approach and how easy and beneficial they think those aspects would be. The questionnaire will be self-administered, this is because of the lack of contact I have with my target sample. This also helps to diminish any bias or influence I may have on respondents that may happen if I conducted the questionnaires in person.

I feel that I have been able to improve my questionnaires for my PPE by learning from my pilot study by being able to recognise and remove irrelevant questions, this enabled me to be a lot more focused on collecting the data that was useful.

2.3 Sampling/Selection

The method of selection of participants used for this study will be convenience sampling, which is simply when subjects are selected because of their convenient accessibility. I also used this method because of the specificity of my participants being qualified youth workers. It would have been much more time consuming to try and use another sampling method for this demographics. My research is more qualitative than quantitative which tends to use a smaller sample size than if I was using more quantitative research. From this initial pool I will choose participants to be interviewed further.

My pilot study showed that the results from the data varied hugely depending on the type of youth work you do. Because of this I have included initial questions in my questionnaires to identify the type of work the participant does. This enables me to quickly sort through and identify the best participants to interview based on the conclusions I made in my pilot study.

2.4 Validity & Reliability

The first thing to do with my quantitative data to make sure that it is valid is to ensure that it is recorded accurately. Once I begin analysing the data I need to check to make sure there are no errors that have happened during the data processing. *"The analysis of quantitative data should include efforts to ensure that, as far as possible:*

- The data have been recorded correctly and precisely
- The data are appropriate for the purpose of the investigation
- The explanations are derived from the analysis are correct." (Denscombe, 2007, p282)

The majority of my data however will be qualitative. When checking for validity and reliability in my qualitative data I will be using two main methods, Respondent validation to check validity and credibility *"The researcher can return to the participants with the data and findings... this allows a check on factual accuracy and... understandings to be confirmed (or amended)"* (Denscombe, 2007, p297) and approaching research with an open mind so as to ensure objectivity, an example

of this is the researcher taking seriously the possibility of having 'got it wrong' with the analysis of data.

3. <u>Results</u>

3.1 How I analysed my data

I started my analysis by collating the raw data into one document and organising it into tables so that it was easily viewable. I then looked at my quantitative data and began to look for any obvious statistics, for example only 50% of the youth workers asked had heard of MI theory. Much of my analysis however was about the relationships between answers rather than the stand alone data e.g. the relationship between group sizes and how far each respondent thought observation was possible.

After this I started thematically analysing the qualitative data. This began by sorting through and coding all of the data from my interviews and categorising it into a table. The next step then was to start to group together any similar codes into broader categories. The third step was to then organise those codes into clear themes and finally I began to form some generalized statements based on the relationship, patterns and themes that were identified.

As I mentioned before much of my analysis came from the relationship between two or more answers or variables, this is bivariate analysis. Bivariate analysis is usually done with just qualitative data so before I looked at the relationship between some of the qualitative data I had to categorise that data into 'yes' or 'no' for example. Once I had done this I could then find patterns in the relationship.

3.2 Initial findings from questionnaires

The findings from my quantitative data in my questionnaires are:

- Of the youth workers I asked 50% of them ran discipleship based groups, 20% ran groups aimed at outreach and 30% used a mixed approach
- The majority (60%) of groups had an attendance between 10 and 20, with one group being under 5 and one group over 30.
- Only 50% of youth workers had heard of multiple intelligence theory.
- Of that 50%, most (40%) said they had only some knowledge of the theory with none saying they had extensive knowledge.
- Of the nine different intelligences there were three that all youth workers said they engaged with, Verbal linguistic, Interpersonal and Existential. Bodily/Kinaesthetic and Logical/Mathematical were also widely used. Naturalistic, Intrapersonal and Musical/Rhythmical were the least engaged with.

Verbal/Linguistic: 100% Logical/Mathematical: 70% Interpersonal: 100% Intrapersonal: 40% Visual/Spatial: 60% Bodily/Kinaesthetic: 90% Musical/Rhythmic: 50% Naturalistic: 30% Existential: 100%

• 70% of youth workers used some form of goal identification with 30% using it for individuals, 20% for group and 20% for both. 30% didn't use any form of goal identification.

The findings from my qualitative data in my questionnaires are:

- Most (70%) of the groups had a time for socialising/hanging out, half of the groups had a time which included a form of study/teaching time. Two groups included mentoring in their group.
- The majority (80%) of youth workers thought that individual observation would be possible in some capacity, with only one saying that it wouldn't be possible. There seemed to be no correlation between group size and whether they thought observation was possible, as I thought there might be.
- Half of the youth workers asked said that they thought that a portfolio approach was possible to do in their context. 20% said that they already had too much work, 20% said that they were unsure about what a portfolio approach was and one youth worker said that it wasn't appropriate because they always have different young people. There did seem to be a correlation with group size, the larger the group the less likely that it is possible.
- 70% of youth workers thought that goal identification was possible.
- 90% of youth workers said that they would consider changing their approach to one that was more in line with MI theory, only one said it would be difficult but that was because of the context in which he works.
- 50% of youth workers said they thought it would be easy to adapt the way they run, 30% saying it would be difficult and the remainder were undecided citing the context in which they work and the size of change it would take and changing something that already works as barriers.
- When asked how difficult it would be to implement the type of strategies mentioned (Observation, Goal identification, etc.) 20% said they would find it difficult, 20% said it would be hit and miss because of volunteer availability and that trial and error would be needed. 40% said that it would be possible with time and repetition and one said that it would require at least a day of training.
- When asked about the main obstacles, two said nothing, there where however a
 variety of obstacles raised by the others such as; Time consumption, Not having enough
 volunteers or having different volunteers year to year, The amount of work it creates,
 lack of resources, personal drive and volunteers drive, lack of understanding of why
 and how and lack of support/commitment.

3.3 Initial findings from interviews

The initial findings from my interviews are:

- One of the key points was the size of the group, neither thought it would be possible with a group of more than 20. Both mentioned needing a ratio of 1:5 to make observations possible e.g. one volunteer has five young people who they are tasked to observe.
- Another key point that came up throughout both interviews was how important it would be to get the volunteer team on board with the idea and have an understanding of what they are doing and why. They both mentioned the need for some form of training to help with this. There was also an emphasis on the sort of volunteers you recruit, they would ideally be consistent, passionate, willing and open minded.
- There was a feeling that observation is something that is already done informally and unconsciously by both through debriefing and all that would need to be done would be to become more conscious and intentional about it. A set of documents /templates to work through would help this.
- The portfolio approach would be more work but if it proved to be worth the time and was helping to inform professional decisions would potentially be a very useful tool. Rather than trying to do every young person it was suggested that you should either focus on young people that don't engage very well or do a group portfolio rather than individual ones.
- In regards to curriculum planning, again, it would be more work but if it is beneficial to the young people then that isn't a bad thing. It offers more space to cater for young people who learn in different ways. The best way to include MI theory in curriculum development is to include as many intelligences as possible in each session so that there should be something for everyone. However once you have built portfolios, this process should be informed by using your portfolios to understand how your young people learn best.
- There is a possibility that portfolios/observations could become a barrier to the
 relationships you have with young people, leaders could be spending more time thinking
 about the young person's intelligence than being with and listening to the young person.
 Could also make your relationships with young people very one dimensional e.g. they
 might only want to talk to you about things surrounding their strongest intelligence.
- It could also be a limitation for the young people themselves, they might pigeonhole themselves into only being able to do certain things because that's their strongest intelligence, thinking that's all they are good at.
- Implementing MI theory into curriculum is a lot like learning styles which is something that both youth workers do already naturally and thought that I was something that all youth workers should be doing and so MI theory wouldn't be much different from that.
- You would need to assess individuals to be able to measure the success of implementing the approach on individuals, however the assessment could and would be much more subjective than in other settings. For example saying that 'a young person seems a lot

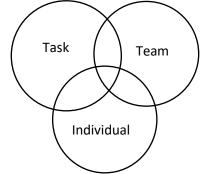
happier since we've been doing this' would be fine in this context but not in a school context. They could also include young people's self-assessment.

- A lot of the responsibility is on the group leader to know what they want their team to do, communicate it well and to stay on top of managing their team.
- To change to a MI approach would mean more structure and focus but should lead to more creativity in approaches to learning.
- It's clear that youth workers think that it would greatly benefit some young people more than others but all young people would get something out of it.
- An initial form of assessing young people's intelligences might be useful to begin with.
- It's clear that hypothetically it would work but to know for sure it would need trialing.

4. <u>Analysis</u>

One of the main concerns that came up multiple times throughout my interviews was that of how to get volunteers 'on board'. To effectively carry out the various tasks that an MI approach needs a team of volunteers would need a good level of understanding and also a certain amount of belief in the process. Gardner addresses these obstacles directly *"Recently I was reviewing progress and problems that have characterized one of our newest projects...I was struck by the following points... Identification of goals...The need for team spirit...common conception and language...'Getting it'" (Gardner, 1993, p155) as one of my interviewees said the responsibility for the success or failure of implementing this strategy lies on the youth team leader and their leadership and team working skills. It relies on the leader clearly communicating the vision and shaping a new culture based around MI theory. <i>"Having a clear vision and communicating it effectively are at the heart of shaping a culture. To break existing habits and develop new ones that are more productive and more conducive... it is necessary to offer something more positive...Having clarity about what the team is all about can... create motivation to move forward positively." (Thompson, 2015, p147)*

Similarly with the observations it's about making sure that the team understand what they are doing and are balancing their relationship with the task that they need to carry out.



Adapted from (Adair, 1997, p16)

A good way of thinking about this would be to look at Adair's action centred model; they need to be balancing their task with time with the individual effectively.

"Naturally, the types of material placed in an MI portfolio will depend upon the educational purposes and goals of each project. There are at least five basic uses for portfolios, which I refer to as 'The five C's of portfolio development':

- 1. Celebration to acknowledge and validate students' products and accomplishments during the year.
- 2. Cognition To help students reflect upon their own work.
- 3. Communication To let parents, administrators, and other teachers know about students' learning progress.
- 4. Collaboration To provide a means for groups of students to collectively produce and evaluate their own work,
- 5. Competency To establish criteria by which a student's work can be compared to that of other students or to a standard benchmark." (Armstrong, 2018, p143)

The difficulty that an MI school would have is the development of standardized benchmarks by which students portfolios can be evaluated in the same way that a standard school would. This would reduce a portfolio down to a score e.g. 'portfolio A is a 1, portfolio B is a 3'. The MI portfolio should be holistic and benchmarking only really works for the competency aspect of a portfolio. For the other four components the emphasis should be placed less on comparing students and more on student self-evaluation, assessment that compares students past and present performances and on evaluation that contributes to further learning and better teaching. In my eyes the whole idea of MI assessment is one that moves away from comparative assessment into one which individualizes each student and nurtures their unique blend of knowledge and intelligence. *"A portfolio is a highly personalised approach to assessment and, as such, creates a perfect structure for both individualized learning and continued work on intelligence development."* (Lazear, 2004, p143) On top of this assessment isn't seen as daunting and scary but just another way to learn and improve skills.

I think that this sort of approach to assessment is much easier to achieve in a youth group setting than a school. There is far less pressure to produce any sort of overtly measurable outcome e.g. a grade, and assessment is already coming from a far more subjective point of view. Our aims are similar but different to that of a school, our primary aim is to serve the young people and to help them grow and develop holistically. For example looking at 'The five C's of portfolio development' schools would place a higher priority on competency whereas a youth group would place high priority on celebration, cognition and communication.

There is also much more space within youth work to focus on individual young people in a variety of different contexts. This means that it is much easier to gather information that would contribute to a portfolio *"Data for portfolios could literally include anything that will help give you and your student's broad picture of their learning journey during a term or a year"* (Lazear, 2004, p143) As well as giving a picture of their learning journey, in a youth work context a portfolio could be used to keep up to date information about young people. Anything that would help to build your relationship with the young person, from job opportunities to family troubles to hobbies, anything that could help to inform and develop your professional relationship could be included.

It can be argued that the modern education system is skewed toward a particular type of young person, namely those with high academic skills as opposed to practical skills. *"They (Schools) have cherished a certain kind of academic intelligence and have denied access to higher institutions if students cannot master this form of achievement.* (Kornhaber et al, 1996, p264) Therefore it might be beneficial, as suggested, to focus on those young people who don't engage with school and don't engage with the classical logical & verbal style of academic teaching. That being said, MI theory is a holistic pluralistic approach and so it is important to remember...

- *"Everyone is intelligent in their own unique way.*
- There are at least eight ways to be clever.
- Intelligences are used in combination.
- Everyone has all intelligences but to different levels.
- Everyone can improve any intelligence within certain limits." (Fleetham, 2007, p12)

To only focus on those who don't engage with the two intelligences that are considered academic would be missing the point of the concept and so I would suggest that instead of this approach that all young people should be focused on. However for this it requires a certain number of committed volunteers that might not be realistic to expect, this is why this sort of approach would only work in a fairly small group.

Another challenge to the youth workers would be curriculum planning, clearly it is best to try and incorporate multiple intelligences into each session but how to approach that could be challenging for some people. *"The best way to approach curriculum development using the theory of multipole intelligences is by thinking about how to 'translate' the material from one intelligence to another...how can we take a linguistic symbol system...and translate it into...picture, physical or musical expression, logical symbols or concepts, social interactions, personal connections, and nature associations?" (Armstrong, 2018, p62) Initially without any exploration planning a session based around MI can sound daunting but the idea of 'translating' makes it a lot simpler, Armstrong also suggests a seven-step plan <i>"The following seven-step procedure suggests a way to create lesson plans...*"

- 1. Focus on a specific objective or topic...
- 2. Ask key MI questions...
- 3. Consider the possibilities...
- 4. Brainstorm ...
- 5. Select appropriate activities...
- 6. Set up a sequential plan...
- 7. Implement the plan" (Armstrong, 2018, p62-64)

This plan is very similar to the way we already plan our sessions, the main difference being the second step, asking key MI questions. Again this sounds daunting but all it means is asking yourself how you can incorporate different intelligences into the session for example; How can I use visual aids? (Visual/Spatial intelligence) How can I involve the whole body? (Bodily-Kinaesthetic

intelligence) How can I bring music in? (Musical intelligence). Once explained this concept becomes easy and is very similar to how youth workers would incorporate different learning styles into a session on a regular basis.

5. <u>Recommendations</u>

Training

There would need to be at least a day of training for both youth leaders and volunteers. Youth leaders need to know enough to be able to understand the theory and application and communicate it to their volunteers and why it is relevant/worth using. Volunteers need a basic level of training so they understand the basics of the theory and what they need to do to implement it.

Template documents

The creation of template documents for both observation and curriculum planning would make the process and transition much easier for youth workers and may help to make some who are skeptical or worried more likely to try it. It will also help to bring some form of structure to observations so that they roughly follow the same format.

Introduction

The theory and concept of implementation need to be communicated with the young people. "One of the most useful features of MI theory is that it can be explained to a group of children as young as 5 or 6 in as little as 5 minutes in such a way that they can then use MI vocabulary to talk about how they learn" (Armstrong, 2018, p40) This would help them to understand what the theory is and why it is being used, it would also enable them to begin to self-asses and think about their own learning.

Trialling

To find out how effective it could be, what works and what doesn't work it simply needs to be trialed. Ideally it would need to be trailed initially for a year in a youth group and then for a couple of years in a few different youth groups in different contexts.

6. Conclusion

The answer to the initial question of can a youth group be run using an approach based around multiple intelligence theory? Is a resounding yes, which became apparent fairly early on in my research. My focus then shifted to how far could it be taken? How effective would it be, and how possible was it?

From my research it was obvious that most youth workers thought that the aspects of MI theory I highlighted, portfolios, observation etc. were doable and after my interviews it was clear youth workers were open to the possibility of using the approach and saw the potential benefits. There

were a few concerns such as being able to get people on board and more workload, but nothing that couldn't be overcome.

This theory is something that I would like to look into more and moving forward would like to begin to implement some of the aspects into my practice to begin to trail them, I hope this will have a positive impact on my work and my placement.

Word Count: 4627

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8. <u>Appendices</u>8.1 Appendix 1 – Theological Reflection

Theological Reflection

In my questionnaires one of the respondents mentioned that one of the main obstacles he may have with using a multiple intelligence theory approach is that the elders would think that the focus isn't on God. In this short theological reflection I would like to outline why I think that an MI theory approach to teaching is also a biblical approach and how Jesus used each of the different intelligences to teach.

Throughout The Bible and the Christian/Jewish faith there are a whole host of different methods of teaching, from the Shema prayer which was spoken or sung daily by the Jews to Jesus' use of parables that used visual imagery as well as engagement with nature.

Jesus and MI

In the New Testament there is no better example of how to teach using different intelligences than Jesus. Jesus is referred to as Rabbi or teacher by many different people and undeniably had an interest in pedagogy. He often engaged with and taught intentionally with all of the various intelligences. Looking at Jesus' teachings through the lens of MI theory I believe that you can see an intentional engagement with all of the intelligences in Gardner's theory.

Verbal/Linguistic

Jesus used verbal intelligence to teach frequently throughout his ministry in the form of storytelling through parables *"Any topic or subject springs to life when told as a story. Additionally, people of all ages find it easy to remember information when it is encoded in a story"* (Campbell et al, 2004, p9) His most famous use of verbal intelligence was the Sermon on the Mount. He frequently had debates with the Pharisees throughout his ministry, using them to correct and to teach them and those around him.

Logical/Mathematical

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At first glance this may seem an unusual intelligence to link with Jesus but a key aspect of logical/mathematical intelligence is that of critical thinking and Jesus used this a lot. In particular he use Socratic questioning. *"Teachers Engaged in a Socratic Dialog Should:*

- Respond to all answers with a further question (that calls upon the respondent to develop his/her thinking in a fuller and deeper way)
- Seek to understand-where possible-the ultimate foundations for what is said or believed and follow the implications of those foundations through further questions
- Treat all assertions as a connecting point to further thoughts
- Treat all thoughts as in need of development
- Recognize that any thought can only exist fully in a network of connected thoughts. Stimulate students — through your questions — to pursue those connections
- Recognize that all questions presuppose prior questions and all thinking presupposes prior thinking. When raising questions, be open to the questions they presuppose." (The Foundation for Critical Thinking, 2017)

You could argue that Jesus seldom gave a direct answer to questions asked to him, he instead preferred to ask further questions to initiate further critical thinking in his learners. In Matthew 12:10-11 he uses this technique to make the Pharisees think about how their blinding adherence to the law could lead to the death of a sheep simply because of the day being the Sabbath.

Interpersonal

There are many examples of Jesus teaching others using interpersonal intelligence such as his interaction with the woman at the well (John 4), he took time to talk to her, understand her and teach her. His most obvious use of interpersonal intelligence however is his relationships and journey with the disciples, he spends three years journeying with them and teaching them through relationship as individuals and a group. He was also preparing them for the rest of their lives and ministry which was to establish the church. *"Gardner asserts that the development of the personal intelligences determines whether individuals will lead successful and fulfilling adult lives. Interpersonal intelligence is called on to live and work with others"* (Campbell et al, 2004, p181)

Intrapersonal

Jesus modelled interpersonal intelligence by often withdrawing to lonely places (Luke 5:16) and he encouraged the disciples to do the same, especially in Gethsemane. Also Socratic questioning that I previously mentioned frequently leaves space for reflection. This type of intelligence is hard to see because by its very nature it is internalised, but I would like to think that Jesus encouraged the disciples to engage in metacognitive thinking *"The term metacognition literally means 'thinking about one's thinking." Through reflecting on how they learn...students can gain...awareness of preferred models of learning, persistence with tasks, goal-setting, attitudes about education, risk-taking, and paying attention"* (Campbell et al, 2004, p199)

Visual/Spatial

Jesus used visual teaching in many of his miracles, the loaves and fish at the feeding of the 5000 and the wine at the wedding. His use of picture metaphors in his parables were also a good example of his engagement with visual intelligence. Another way that Jesus would have engaged with visual learners that isn't easily documented is by the use of body language and nonverbal communication. Body language can communicate equally if not more than verbal language and so would have been an important aspect of Jesus' ministry *"A teachers demeanour and gestures project countless messages as students silently interpret what is being said through body language"* (Campbell et al, 2004, p97) The Lord's supper and the communion table are a great example of Jesus establishing a visual way to engage in faith.

Bodily/Kinaesthetic

Jesus used bodily teaching to help his disciples to learn for example when Jesus asked Peter to come to him and walk on the water, using a physical action to emphasise what he was trying to teach. The reaction of Thomas after the resurrection is another example he wouldn't believe until he could physically touch Jesus. *"Some individuals rely on tactile or kinaesthetic processes and must manipulate or experience what they learn to understand and retain information"* (Campbell et al, 2004, p65)

Musical/Rhythmic

Although there is little mention of Jesus singing in scripture, he frequently quoted the psalms throughout the gospels. The psalms often where put to a musical tune his listeners would have

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connected this to his words. In addition to this songs are a good way to memorize information and improve language skills *"Most...songs use a conversational language with repeated vocabulary and grammatical structures. The words are usually sung at a slower rate than spoken English, the meaning of lyrics are often up for interpretation. Such qualities make some songs good tools for language skills"* (Campbell et al, 2004, p139) In Mark 12:29 he also used the beginning of the Shema prayer to answer a question posed to him. Again this was a prayer that was frequently sang *and so would have been connected to a tune.*

Naturalistic

Jesus very often engaged with what was surrounding him, using natural objects such as mountains, trees, fruit, birds, seeds, weeds, fish, flowers, sheep and water to help him teach. **"By** *bringing nature centre stage into the classroom, students and teachers alike may realize a deeper sense of interconnectedness with the world around us."* (Campbell et al, 2004, p225)

Although Jesus is a great example of how the bible engages with the teaching aspect of MI theory I believe that there can be aspects of it that can be found throughout scripture.

From the very start God has "Created our innermost being" giving us unique characteristics, abilities and skills. Gardner himself talks about the uniqueness of each individual's intelligences "*It is of the upmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we have different combinations of intelligences*" (Gardner, 1993, p12) It is not difficult to believe that it was God who gave each person their unique combination of intelligences, although Gardner would disagree with this, he argues that they come from evolutionary development.

Another example of this sort of God given gifts or possibly intelligences is found in the granting of spiritual gifts (Romans 12:6-8, Ephesians 4:11, 1 Corinthians 12:7-11) although the spiritual gifts don't necessarily match up with the intelligences, the Bible does indicate that we are each granted different giftings, and the lists of spiritual gifts are not exhaustive.

Word Count: 1351

Bibliography

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Gardner H, 1993, Multiple intelligences: The theory in practice, Basic Books, New York

McGee D & Hantla B, 2012, An intelligent critique of multiple intelligences: a Christian review for leaders, https://www.regent.edu/acad/global/publications/jbpl/vol4no1/1mcgee.pdf, 20/4/18

The Foundation for Critical Thinking, 2017, <u>http://www.criticalthinking.org/pages/the-role-of-</u> socratic-questioning-in-thinking-teaching-amp-learning/522, 20/4/18

8.2 Appendix 2 – Presentation







"AN EXCLUSIVE FOCUS ON LINGUISTIC AND LOGICAL SKILLS IN FORMAL SCHOOLING CAN SHORT-CHANGE INDIVIDUALS WITH SKILLS IN OTHER INTELLIGENCES...SPATIAL, INTERPERSONAL, OR BODILY-KINAESTHETIC SKILLS OFTEN PLAY KEY ROLES. YET LINGUISTIC AND LOGICAL SKILLS FORM THE CORE OF MOST DIAGNOSTIC TESTS OF "INTELLIGENCE" AND ARE PLACED ON A PEDAGOGICAL PEDESTAL IN OUR SCHOOLS"

> -HOWARD GARDNER MULTIPLE INTELLIGENCES: THE THEORY IN PRACTICE

INTRODUCTION

His theory claims that there are between 7-9 different intelligences; Logical/Mathematical, Verbal/Linguistic, Interpersonal, Intrapersonal, Visual/Spatial, Bodily/Kinaesthetic, Musical/Rhythmical, Naturalistic and Existential

APPLICATION TO YOUTH WORK





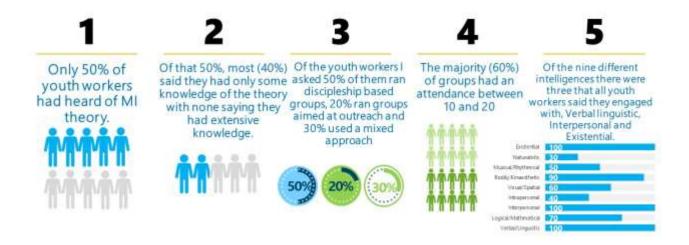
I USED QUESTIONNAIRES AND INTERVIEWED QUALIFIED YOUTH WORKERS TO FIND OUT THEIR OPINIONS ON...

Observation & Assessment, Portfolios and Curriculum Planning	Obstacles	Needs
How far they would be possible, what might help them and if they thought they would be beneficial.	What the difficulties and limitations would be.	What they would need to help implement this approach and how easy it would be for them.

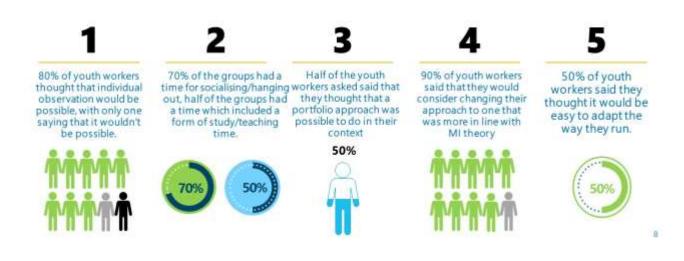




QUANTITATIVE DATA From my Questionnaires



QUALITATIVE DATA From my Questionnaires





Ideal group size would be under 20 and would need a ratio of volunteers to young people of 1:5

GROUP SIZE







Vital to get the team on board and have an understanding of what they are doing and why.

This would be aided by training

Important to recruit volunteers that are consistent, passionate, willing and open minded.

VOLUNTEERS

11



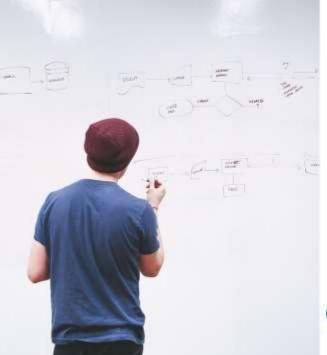


Portfolios would be more work but if it proved to be worth the time could be very useful.

Might be beneficial to focus on young people that don't engage rather than all young people.

PORTFOLIOS

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		12 - 1		
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5

Offers more space for those who don't engage academically.

Best way is to incorporate as many types into each session.

Your portfolios need to inform this process

CURRICULUM PLANNING

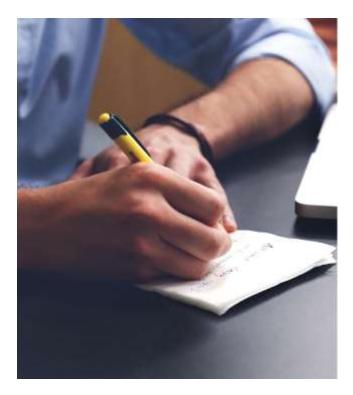


7

Young people might limit themselves and pigeonhole themselves if they strongly identify to a particular intelligence

LIMITATIONS







It is necessary to assess to measure success of implementation

Can be much more subjective than in other contexts.

Young people could self-assess

ASSESSMENT

17



1

There would need to be at least a day of training for both youth leaders and volunteers.

TRAINING

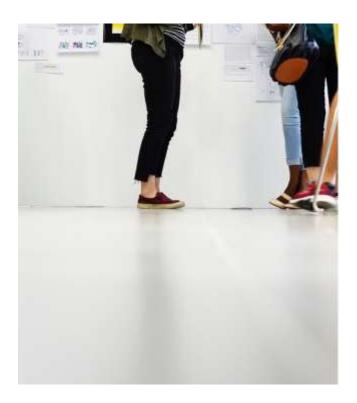




The creation of template documents for both observation and curriculum planning.

TEMPLATE DOCUMENTS

20





The theory and concept of implementation need to be communicated with the young people.

INTRODUCTION

21

To find out how effective it could be, what works and what doesn't work it simply needs to be trialled.







"WE ARE ALL SO DIFFERENT LARGELY BECAUSE WE HAVE DIFFERENT COMBINATIONS OF INTELLIGENCES ...IF WE CAN MOBILIZE THE SPECTRUM OF HUMAN ABILITIES, NOT ONLY WILL PEOPLE FEEL BETTER ABOUT THEMSELVES AND MORE COMPETENT; IT IS EVEN POSSIBLE THAT THEY WILL ALSO FEEL MORE ENGAGED."

> -HOWARD GARDNER FRAMES OF MIND: THE THEORY OF MULTIPLE INTELLIGENCES





8.3 Appendix 3 – Presentation assessment sheets

PPE Presentation Assessment Criteria - c) 40%

FEEDBACK TO STUDENT FOR PRESENTATION (please

complete both sheets) Student name: Addan Rrice Assessor's name: Barry Mason Date: 20/4/18 Assessor's role in context: PPT Brief description of context and audience (stakeholders):

Complete for all:

Comments:

1

Excellent	Fall	
Professional	Slapdash	Knew Ele peschalismue Clear and Einely
Appropriate to context	Irrelevant	
Appropriate to audience/stakebglders	Irrelevant	vell chorer puel open
Enthusiastic/interesting	Boring/dull	A little bit text book. Intermeting but NOT moverage
Appropriate medium	Inappropriate medium	cien Reland Poreport.
Relevant content	Irrelevant	Research tits the studies.
Excellent progosals for future	Inappropriate proposals	Clear, proad,
Clear communication	Understand	
Please comment on: Choice of presentation mode: Good, vis	All Constitution of the Constitution	
Please comment on: Choice of presentation mode: Good, vis	unl, colourful. Could have	
Please comment on: Choice of presentation mode: Good, vis Content: Well researched, cl	uel, colovitul, Could have lear information.	e used M.I to pere
Please comment on: Choice of presentation mode: Good, vis Content: Well researched, cl	uel, colovitul, Could have lear information.	e used M.I to pere
Please comment on: Choice of presentation mode: Good, vis Content: Well researched, co 57 BA consat, protection etc. What's good? Good knowledge of the Reporse to questioning	uel, colourful. Could have lear information. erminology, used approp g was consident & inform	e used M.I to pere M.Ivegra makely. ned. Story conclusion (to perentation)
Please comment on: Choice of presentation mode: Good, vis Content: Well researched, co 57 BA consect, protection etc. What's good? Good knowledge of the Reporse to questioning	uel, colourful. Could have lear information. erminology, used approp g was consident & inform	e used M.I to pere M.Ivegra makely. ned. Story conclusion (to perentation)
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20mins procher u Smins QEA

Can a Youth Group be ran using an approach based cound multiple intelligence

Student Name: Adam lice Regional Centre: No Hingham

Please put a cross in the box opposite the closest description of the student's presentation assessed.

Grade	Mark %	Definitions	Student Grade
First Class Flawless and exceptional	85 76	Flawless communication/presentation skills. Completely appropriate to context and audience, excellent content, well prepared, thorough recommendations for future practice, clearly worked within values and culture of the context. Very professional presentation in chosen mode with almost no room for improvement.	
First Class Excellent	75 i-C	Excellent communication/presentation skills with very few mistakes? or errors. Appropriate to context and audience, excellent content, appropriate recommendations for future practice, well prepared, worked within values and culture of the context. Highly professional presentation in chosen mode.	\times
Upper Second Class Very good	65	Very good communication/presentation skills with few mistakes/errors. Appropriate to context and audience, has clear content, appropriate recommendations for future practice, well prepared. Clearly of a professional standard in chosen mode of presentation.	
Lower Second Class Good	55	Good communication/presentation skills with limited mistakes/errors, not of a serious nature. Some awareness of what is appropriate to context and audience, adequate preparation. Professional standard for context and chosen mode of presentation.	
Third Class Adequate	45	Adequate communication/presentation skills with some mistakes/errors but not unprofessional. Limited awareness of what is appropriate to context and audience. Just about of a professional standard with clear areas for improvement.	
Third Class Borderline pass	40	Borderline professional/appropriate to the context. This mark is for students whose performance raises serious concerns but Is not quite a fail or if there are serious professional issues raised such as racist or sexist language used.	
Borderline Fail	35	Major flaws in presentation/communication skills that means the activity was not completed to an appropriate professional standard for the context and needs to be retaken.	
Fail	25	Unprofessional, unsafe or inappropriate practice demonstrated to such an extent that the task.	

Please complete both sheets.

PPE Presentation Assessment Criteria – c) 40%

FEEDBACK TO STUDENT FOR PRESENTATION (please

complete both sheets) Student name: Adam Rice Assessor's name: Tom SCHR Assessor's role in context: You the group volunteer. Brief description of context and audience (stakeholders):

Date: 20/04/18.

Complete for all:		Comments
Place a mark on the line (above the qualities) indi	icating the student's performance:	
Excellent	Fail	
×		
Professional	Slapdash	
Appropriate to context	Irrelevant	
Appropriate to audience/stakeholders	Irrelevant	
Enthusiastic/interesting	Boring/dull	
Approgriate medium	Inappropriate medium	
Relevant content	Irrelevant	
	Inappropriate	
Excellent proposals for future	proposals	
	122102	

Clear communication

Unclear/muddled

Please comment on:

Please comment on: Choice of presentation mode: food powel point. Lited the we of visual aids - pirtures. Not too much in h - each slide. Content: Lo gene room is alaborn 4. Charly format. Intro, Findings, Future reconnected hims ate. It was good thad Adam split woulds into quantitime + qualitative data. What's good? wen delinened - Adam conveyed his knowledge, Findings + enthusiasin for the subject. How ared questions thoroughly, and appropriately. In 1d have used multiple intelligences to deliver presentation Tto show examples of carl intelligence.

Any further comments

Ensure everyones phones are on silent for future presentations !

1

Student Name: Adam Rice .

Regional Centre:

Please put a cross in the box opposite the closest description of the student's presentation assessed.

Grade	Mark %	Definitions	Student Grade
First Class Flawless and exceptional	85	Flawless communication/presentation skills. Completely appropriate to context and audience, excellent content, well prepared, thorough recommendations for future practice, clearly worked within values and culture of the context. Very professional presentation in chosen mode with almost no room for improvement.	
First Class Excellent	75 70	Excellent communication/presentation skills with very few mistakes or errors. Appropriate to context and audience, excellent content, appropriate recommendations for future practice, well prepared, worked within values and culture of the context. Highly professional presentation in chosen mode.	*
Upper Second Class Very good	65	Very good communication/presentation skills with few mistakes/errors. Appropriate to context and audience, has clear content, appropriate recommendations for future practice, well prepared. Clearly of a professional standard in chosen mode of presentation.	
Lower Second Class Good	55	Good communication/presentation skills with limited mistakes/errors, not of a serious nature. Some awareness of what is appropriate to context and audience, adequate preparation. Professional standard for context and chosen mode of presentation.	
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Third Class Borderline pass	40	Borderline professional/appropriate to the context. This mark is for students whose performance raises serious concerns but is not quite a fail or if there are serious professional issues raised such as racist or sexist language used.	
Borderline Fail	35	Major flaws in presentation/communication skills that means the activity was not completed to an appropriate professional standard for the context and needs to be retaken.	
Fail	25	Unprofessional, unsafe or inappropriate practice demonstrated to such an extent that the task.	

Please complete both sheets.

Brief description of context and audience (stak	and a set of
Complete for all: Place a mark on the line (above the qualities) in	Comments:
Excellent	Fail
Professional	Slapdash
Appropriate to context	Irrelevant
Appropriate to audience/stakeholders	Irrelevant
Enthusiastic/interesting	Boring/dull
Appropriate medium	Inappropriate medium
Relevant content 🖉	Irrelevant
Excellent proposals for future	Inappropriate proposals
Clear communication	Unclear/muddled
Please comment on: Choice of presentation mode: Content: Content was clear, symp	climed, well prevented.
Choice of presentation mode: Content: Content was clear, show What's good? Undershood the mat decisions. Has ron Phile to anwer of young propie's and of What acad immedian?	clined, well prenented. cial and depended on feelback to inform isidered challenges and purposes of the process enhours confidently. Considered issue from bet put worker's perspective. "why's" and "nows" of the renearch.
Choice of presentation mode: Content: Content was clear, show What's good? Undershood the mat decisions. Has ron Phile to anwer of young propie's and of What acad immedian?	

1

1 hours Heavy reliance PP. Engage more in "why" Eurpent an pointa.

10

Student Name:

Regional Centre:

Please put a cross in the box opposite the closest description of the student's presentation assessed.

Grade	Mark %	Definitions	Student Grade	
First Class Flawless and exceptional	85	Flawless communication/presentation skills. Completely appropriate to context and audience, excellent content, well prepared, thorough recommendations for future practice, clearly worked within values and culture of the context. Very professional presentation in chosen mode with almost no room for improvement.		
First Class Excellent	75	Excellent communication/presentation skills with very few mistakes or errors. Appropriate to context and audience, excellent content, appropriate recommendations for future practice, well prepared, worked within values and culture of the context. Highly professional presentation in chosen mode.	×	
Upper Second Class Very good	65	Very good communication/presentation skills with few mistakes/errors. Appropriate to context and audience, has clear content, appropriate recommendations for future practice, well prepared. Clearly of a professional standard in chosen mode of presentation.		
Lower Second Class Good	55	Good communication/presentation skills with limited mistakes/errors, not of a serious nature. Some awareness of what is appropriate to context and audience, adequate preparation. Professional standard for context and chosen mode of presentation.		
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Third Class Borderline pass	40	Borderline professional/appropriate to the context. This mark is for students whose performance raises serious concerns but is not quite a fail or if there are serious professional issues raised such as racist or sexist language used.		
Borderline Fail	35	Major flaws in presentation/communication skills that means the activity was not completed to an appropriate professional standard for the context and needs to be retaken.		
Fail	25	Unprofessional, unsafe or inappropriate practice demonstrated to such an extent that the task.		

Please complete both sheets.

RESEARCH ETHICS

Proportionate Review Form



The Proportionate Review process may be used where the proposed research raises only minimal ethical risk. This research must: focus on minimally sensitive topics; entail minimal intrusion or disruption to others; and involve participants who would not be considered vulnerable in the context of the research.

PART A: TO BE COMPLETED BY RESEARCHER

Name of Researcher:	Adam Rice			
Student/Course Details (If Applicable)				
Student ID Number:			15030462	
Name of Supervisor(s)/Module Tutor:		or:	Barry Mason/Sally Nash	
PhD/MPhil project:				
Taught Postgraduate Project/Assignment:		Award Title:	Youth work, Communities and Practical Theology	
Undergraduate Project/Assignment:		Module Title:	PPE	
Project Title:	Can a	youth group by	e ran using multiple intelligence theory?	
	Call a	youth group b		
Project Outline:	I hope to gain an insight into how much youth workers know about multiple intelligence theory, what opinions and attitudes youth workers have towards the classical interpretation of intelligence and alternative intelligence theories and to what extent they think that using multiple intelligence theory and the methods it uses are appropriate for a youth group context.			
Give a brief description of participants and procedure (methods, tests etc.)	group context. The study will be carried out by using a questionnaire given to youth workers from a variety of settings and backgrounds. I will then choose a sample of those youth workers to interview based on some of their answers surrounding knowledge of MI theory and what sort of group they run.			

Relevant professional body ethical guidelines should be consulted when completing this form.

January 2018

Please seek guidance from the Chair of your Faculty Research Ethics Committee if you are uncertain about any ethical issues arising from this application.

Expected End Date:

10th April 2018

There is an obligation on the researcher and supervisor (where applicable) to bring to the attention of the Faculty Ethics Committee any issues with ethical implications not identified by this form.

Researcher Declaration

Expected Start Date:

I consider that this project has no significant ethical implications requiring full ethical review by the Faculty Research Ethics Committee.

 \square

l con	firm that:			
1.	The research will NOT involve members of vulnerable groups.		\ge	
	Vulnerable groups include but are not limited to: children and young people (unde of age), those with a learning disability or cognitive impairment, patients, people in people engaged in illegal activities (e.g. drug taking), or individuals in a dependent unequal relationship.	n custody,		
2.	The research will NOT involve sensitive topics.		\ge	
	Sensitive topics include, but are not limited to: participants' sexual behaviour, their illegal or political behaviour, their experience of violence, their abuse or exploitation, their mental health, their gender or ethnic status. The research must not involve groups where permission of a gatekeeper is normally required for initial access to members, for example, ethnic or cultural groups, native peoples or indigenous communities.			
3.	The research will NOT deliberately mislead participants in any way.			
4.	The research will NOT involve access to records of personal or confidential information, including genetic or other biological information, concerning identifiable individuals.			
5.	The research will NOT induce psychological stress, anxiety or humiliation, cause more than minimal pain, or involve intrusive interventions.			
	This includes, but is not limited to: the administration of drugs or other substances, vigorous physical exercise, or techniques such as hypnotherapy which may cause participants to reveal information which could cause concern, in the course of their everyday life.			
6.	The research WILL be conducted with participants' full and informed consent at the time the study is carried out:		\square	
	 The main procedure will be explained to participants in advance, so that they are informed about what to expect. 	\boxtimes	N/A	
	• Participants will be told their involvement in the research is voluntary.	\boxtimes		
	 Written consent will be obtained from participants. (This is not required for self-completion questionnaires as submission of the completed questionnaire implies consent to participate). 			
	• Participants will be informed about how they may withdraw from the research at any time and for any reason.			
	 For questionnaires and interviews: Participants will be given the option of omitting questions they do not want to answer. 	\boxtimes		
	 Participants will be told that their data will be treated with full confidentiality and that, if published, every effort will be made to ensure it will not be identifiable as theirs. 			
	 Participants will be given the opportunity to be debriefed i.e. to find out more about the study and its results. 	\square		

If you are unable to confirm any of the above statements, please complete a **Full Ethical Review Form**. If the research will include participants that are **patients**, please complete the Independent Peer Review process.

Supporting Documentation

All key documents e.g. cons appended to this application	•	t, questionnaire/i	nterview schedule are	
Signature of Researcher:	At he	Date:	10/01/18	

NB: If the research departs from the protocol which provides the basis for this proportionate review, then further review will be required and the applicant and supervisor(s) should consider whether or not the proportionate review remains appropriate. If it is no longer appropriate a full ethical review form **MUST** be submitted for consideration by the Faculty Research Ethics Committee.

STUDENT RESEACHER: NEXT STEP

- COMPLETE AND SAVE THIS FORM IN THE FOLLOWING FORMAT FOR THE FILE NAME
 FAMILY NAME FIRST NAME, STUDENT, DISCLAIMER E.G. WHIZZ BILLY STUDENT DISCLAIMER
- E-MAIL IT AS A WORD ATTACHMENT, ALONG WITH ANY RELEVANT SUPPORTING DOCUMENTS, USING THE FILE NAME AS THE SUBJECT [IN THE SUBJECT BAR OF THE E-MAIL] TO YOUR <u>SUPERVISOR</u>.

THERE IS NO NEED TO PRINT THIS FORM

STAFF RESEACHER: NEXT STEP

PLEASE FORWARD THIS FORM TO FACULTY RESEARCH ETHICS COMMITTEE [ethics-FACT@staffs.ac.uk] WHO WILL ARRANGE FOR IT TO BE CONSIDERED BY AN INDEPENDENT MEMBER OF THE FACULTY RESEARCH ETHICS COMMITTEE

THERE IS NO NEED TO PRINT THIS FORM

PART B: TO BE COMPLETED BY SUPERVISOR/MODULE TUTOR (If Applicable)

I consider that this project has no significant ethical implications requiring full ethical review by the Faculty Research Ethics Committee.	
I have checked and approved the key documents required for this proposal (e.g. consent form, information sheet, questionnaire, interview schedule).	

Signature of Supervisor:	Date:
--------------------------	-------

SUPERVISOR: NEXT STEP

- READ AND CHECK WHEN RECEIVED FROM THE STUDENT; IF SATISFIED ADD YOUR NAME AND DATE WHERE INDICATED
- SAVE AND SEND AS A WORD ATTACHMENT BY E-MAIL, USING THE FILE NAME AS THE SUBJECT [IN THE SUBJECT BAR OF THE E-MAIL] TO <u>ethics-FACT@staffs.ac.uk</u>

THERE IS NO NEED TO PRINT THIS FORM

PART C: TO BE COMPLETED BY FACULTY RESEARCH ETHICS COMMITTEE MEMBER

This research proposal has been considered using agreed University Procedures and is now approved.	
Or	
This research proposal has not been approved due to the reasons given below.	
Name of Reviewer:	

Name of Reviewer:	Data	
Signature:	Date:	

Information Sheet

My name is Adam Rice, I'm currently studying for a degree in Youth and community work with applied theology at Midlands CYM, validated by Staffordshire University. You are being invited to take part in research that will contribute to my dissertation/PPE.

My dissertation thesis is, Can a youth group be ran using Multiple Intelligence theory? The aim of this study is to gain an insight into how much youth workers know about multiple intelligence theory, what opinions and attitudes youth workers have towards the classical interpretation of intelligence and alternative intelligence theories and to what extent they think that using multiple intelligence theory and the methods it uses are appropriate for a youth group context.

I am hoping to conduct a questionnaire of between 20 and 25 youth workers and then plan on selecting between 3-5 of those youth workers to be interviewed further, these interviews will be audio recorded.

It is your decision to take part in the study or not, you will need to sign the consent form before partaking in any part of this study. You can choose to leave the interviews at any point or choose not to complete the questionnaire. You can withdraw from the study up to two weeks prior to my submission date. The information you contribute will be stored securely. You can choose for your actual name to be used otherwise you will be anonymised or a pseudonym will be used if you provide one.

Although unlikely the topic may trigger thoughts that you want to talk about further. If this is the case I encourage you to seek support from the person that you would usually go to with any pastoral issues.

If you require any further information please contact me: <u>adamjamesrice@hotmail.com</u> or if you prefer my Dissertation supervisor, Barry Mason: <u>barry.mason@yfc.co.uk</u>

Many thanks

Adam

Interview consent Form

I confirm that I have read and understand the ir ask any questions I have.	formation sheet and have had the	opportunity to
I understand that my participation in this study is giving reason, at any point before the submission		ndraw, without
I agree to take part in this study.		
I agree to recordings and written records being r	nade in interviews.	
I understand that I can request a copy of the rec	ordings/notes.	
I am willing for my contributions to be used anonymity. (Delete where appropriate)	with: My actual name, a pseudor	ועm, complete
If pseudonym please provide an appropriate nan	ne:	
I agree for the information obtained in this study	to be used in any publications deeme	ed appropriate.
Name of participant: Sig	nature:	Date:

If you would like any further information please email me on: Adamjamesrice@hotmail.com

Questionnaire

1. What is your youth group's	primary aim?	?				
Disciple	ship	Outreach	Mix of Bo	th		
2. Roughly what is your regula	r attendance	?				
>5 5-10	10-15	15-20 20-25	25-30	30+		
3. How would you describe yo them all. (E.g. Detached, Dro	• •	• •	ultiple diffe	erent types in one session put		
4. Briefly explain the format that you use to run your youth group						
5. Have you ever heard of mul	tiple intellige	ence (MI) theory?	?			
	Yes	No	1			
6. If yes, how much knowledge do you have about it?						
A lot	Some	Not much	None			
7. MI theory is made up of 9 di with in your youth group.	ifferent intell	ligences, please t	ick which c	ones you think you engage		
Intelligence	Skills/Qualiti	ies				
Verbal/Linguistic	Reading, Wri	ting, Speaking, List	ening, Descr	ribing, Debating		

Intelligence	Skills/Qualities	
Verbal/Linguistic	Reading, Writing, Speaking, Listening, Describing, Debating	
Logical/Mathematical	Analysis, Evaluation, Reasoning, Logical thought, Organizing, Planning,	
	Debating, Problem solving	
Interpersonal	Group work, Teamwork, Co-operation, Collaboration, Leading,	
	Understanding others, Negotiating, Managing others, Organising	
Intrapersonal	Self-motivation, Self-Knowledge, Expressing emotions, Setting goals,	
	Learning independently, Enterprising thought	
Visual/Spatial	Visual perception, Imagination, Visual thinking	
Bodily/Kinaesthetic	Motor skills, Sports skills, Artistic skills, Acting, Dancing, Building, Role	
	play	
Musical/Rhythmic	Rhythm, Singing, Musical recall, Dancing, Song writing, Listening, Music	
	skills	
Naturalistic	Recognizing nature, Understanding nature, caring for the environment,	
	learning outside, Caring for animals, Gardening, Astronomy	
Existential	Contemplating, Asking deep questions, Thinking philosophically.	

8. MI theory relies partly on individual observation of each young person, how far do you think that would be possible to do with your youth group?

- 9. MI theory also suggest using a portfolio approach to assessment, how far do you think this would be possible to do in your youth group?
- 10. Do you use any form of goal identification in your work, both for individual young people and/or groups as a whole?

For individuals	For Group	Both	Neither	
-----------------	-----------	------	---------	--

- 11. Would you consider using goal identification for young people as part of an individualised learning programme and assessment? If yes, how far do you think this would be possible?
- 12. Would you consider changing your approach to one that was more in line with MI theory?
- 13. Do you have a long term strategy for how this group fits into your youth programme?

Yes No Not Sure

- 14. How easy do you think it would be to adapt/change the way you run your youth group both personally for you and for the young people? How beneficial do you think this might be?
- 15. How difficult do you think it would be to implement the type of strategies mentioned previously (e.g. Observation, goal identification) with your team of volunteers?
- 16. If any what are the main obstacles you could see with implementing this strategy?

Interview Schedule

Questions around Youth Group:

Format, Size, Demographic, Aims

Questions around MI Theory:

Knowledge, Thoughts/Opinions

Questions around Observation, Assessment & Goal Identification:

Are they appropriate, Are they realistic, Are they achievable, Are they effective

Questions around Obstacles:

What would be the main obstacles faced? Resources, Volunteers, Training, Implementation etc.

Questions around Needs

What would you need to begin implementing this? Training, Resources, plans etc.