Closing the achievement gap by activating Gardner’s multiple intelligences at various levels of education in the Carpathian Basin

2nd Thematic ECHA Conference:
Closing the achievement gaps in gifted education
Budapest, 25-27 March 2021

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Howard Gardner 2020

A SYNTHESIZING MIND
A Memoir from the Creator of Multiple Intelligences Theory
Howard Gardner

Distinguished Contributions to Research in Education Award
Scenarios of MI applications

Widening the horizons of giftedness
In nutsheells

- Dr Dezső: activities of the ”Diversity” research group within the In-Service Student Teacher’s Society and its prior forms at the University of Pecs (UP), Hungary

- Ms Sándor-Schmidt: achievements of a related doctoral research ”Everyone is Intelligent in Different Ways”
Activities of the "Diversity" research group within the In-Service Student Teacher’s Society and its prior forms at the University of Pécs (UP), Hungary
One of Gardner’s MI edu preferences

Rememberance Day of Victims of the Holocaust in Hungary

from 2001, 16 April

mandatory in public educational institutions

Another burden (responsibility/task) for teachers

BUT

an opportunity for democracy education

AND

an – in our case – an opportunity for connecting students to teachers and pupils

WHILE

activating numerous teaching competences of pre-service teacher students
Most Gypsies are not suitable for cohabitation. They are not suitable for being among people. Most are animals, and behave like animals. They shouldn't be tolerated or understood, but stamped out. Animals should not exist. In no way...”

5 January, 2013

A leading Hungarian journalist wrote a newspaper column in a Saturday’s edition of ‘Magyar Hirlap’ (Hungarian News) - the original text entitled „Who Should Not Exist”

the same author received the Hungarian Merit Knight Cross Medal (a national award) on 20 August, 2016 (Celebration of the Hungarian Statefoundation referring to our historical event back to 1001 AD). This medal is awarded to people who show exemplary activities regarding the enrichment of universal human values in different fields of culture, science, art, or their own profession)
A post-doctoral research and its aftermath

- **Educational relevance of plural intelligence concepts** (in the frames of TÁMOP 4.2.4. A/2-11-1-2012-0001 “National Excellence Program – Elaborating and operating an inland researcher personal support system.” The project was subsidized by the European Union and co-financed by the European Social Fund in 2013 and 2014)

From 2015 on:

- MI as compulsory subject element in teacher education, Ped Ba, post grad MEd, and in-service teacher education / MPA programs
- Several theses, teacher portfolios, conference lectures, publications of young researchers of the field
- Birth of the "Diversity" research group within the "In-Service Student Teacher’s Society at UP: Senior Lecturer – Doctoral Students – Pre-service Teacher Students (– reaching out to levels of public education from kindergarten to highschool)

- **Research – development – training – practice**
“Everyone is Intelligent – in Different Ways”
Achivements of a related doctoral research

- "Project Zero" / Project Spectrum methods
- EIDW
- Intelligence profiles
- Closing the gap aspect
- The possibilities of implementation
- PhD research
Activities
Research venues

- Hungary
- Ukraine
- Croatia
- Slovakia
Research methodology

- Qualitative and quantitative
- 72 Kindergarten teachers
- Individual profiles (Croatia, Ukraine)
- Program assisted data analyses
- Two sub-studies
Qualitative research

- Targeted-layered quality sampling
- Sampling strategy
- ATLAS.ti
- Emotional manifestations
- FACS
- Cohen’s Kappa
Technical details

- Average encoding time per video
- Total encoding time
- All codes
- Coding process
- Average amount of codes
- Notes
Quantitative research

- Questionnaires (Tests) (n=233)
- Croatian (n=51), Ukranian profiles (n=21)
- MIPQ III, IV.
- Five-point Likert scale
Result I.
Result II.

Intelligence Profile

- Intrapersonal: 80% (Bodily-kinesthetic: 78%)
- Interpersonal: 71% (Musical: 76%)
- Naturalistic: 76% (Logical-mathematical: 59%)
- Spatial: 71% (Linguistic: 67%)
- Musical: 76% (Logical-mathematical: 59%)
Result III.

Intelligence Profile

- Intrapersonal: 76%
- Interpersonal: 76%
- Naturalistic: 82%
- Bodily-kinesthetic: 62%
- Musical: 60%
- Linguistic: 70%
- Spatial: 66%
- Logical-Mathematical: 53%
Closing the gap aspect

- Ukrainian Language Law
- Flexibly adapted, easy to use
- Integrated
- Centers, areas
- Tools
- Good practice (Maddox, 2007)
- Use within Hungary
Literature


Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách 2016-17780/273221-10А0

ЗАКОН УКРАЇНИ (2001): Про дошкільну освіту (Відомості Верховної Ради України (ВВР), № 49, ст.259
Thank you for your attention.

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