



Using Multiple Intelligences in the Development of Learning Episodes in Industrial Psychology

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ABSTRACT

This descriptive study looks into the diversity of students of the Technology Department of Sorsogon State College by profiling their Multiple Intelligences (MI). It aims to design varied learning episodes to address the diverse needs, capabilities, and interests of the students based on the results of multiple intelligence test. The samples were 253 selected third year students from the Architectural Drafting, Automotive Technology, Civil Technology, Electrical Technology, Electronics Technology, Food Service Management, Garments Technology, Mechanical Technology, and Welding and Fabrication. To probe into the thoughts of the respondents, informal interviews were conducted to 27 students. The results of the MI test revealed that the learners have varied intelligences. In general, the study revealed that musical intelligence is the most dominant intelligence among the respondents, while linguistic intelligence is the least dominant. Based on the findings of the study, varied learning episodes in Industrial Psychology were designed to cover the seven multiple intelligences. Examples of these are role playing, musical video analysis, movie analysis, collage making, diagramming, and song performance.

Keywords: Multiple Intelligence, Learning Episodes, Industrial Psychology, Diversity



INTRODUCTION

No individuals are the same. In all classroom settings, students are diverse coming from varied backgrounds with different abilities, interests, and intelligences. They are also products of different life experiences. With this diversity, teachers have a crucial role to play so that the different needs of the students are addressed. Recognizing the differences of students facilitates learning since they are the center of the teaching-learning process. One approach in understanding student diversity is determining their Multiple Intelligences (MI).

Howard Gardner introduced the concept of multiple intelligences in his book *Frames Of Mind: The Theory of Multiple Intelligences* in 1983. It initially identifies seven intelligences which a learner possesses. This is in contrary to the popular belief that intelligence is dominated by a single ability. Gardner (1983) held the view that intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings. These seven intelligences include verbal-linguistic, logical-mathematical, visual/spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal. Two more intelligences—naturalistic and existential—were later added. Gardner's theory of multiple intelligences was based on his comprehensive studies on different people. Silver, Strong, and Perini (1997) explained that the studies on child development, cognitive skills under conditions of brain damage, psychometrics, change in cognition across history and within different cultures, and psychological transfer and generalization support the theory.

The seven Multiple Intelligences proposed by Gardner (Brualdi, 1996) include (1) logical-mathematical intelligence which refers to logical thinking, inductive reasoning, and is frequently associated with scientific and mathematical thinking. (2) Linguistic Intelligence that involves the ability to master and manipulate language, express oneself rhetorically or poetically and use language to remember information. (3) Visual-Spatial Intelligence consists of the ability to create and visualize mental images to solve problems. However, Gardner points

out that this intelligence is not limited to visual domains alone since it is also present among blind children. (4) Musical Intelligence is manifested with the ability to identify, distinguish and compose tones, pitches and rhythm. (5) Bodily-Kinesthetic Intelligence involves the ability to use mental abilities to coordinate and control one's own bodily movements. (6) Interpersonal intelligence refers to the ability to understand and discern the feelings and intentions of others and is categorized under personal intelligence. (7) Intrapersonal intelligence consists of the ability to understand one's own feelings and motivations and is also categorized under personal intelligence.

The Theory of Multiple Intelligence primarily supposes that people are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of themselves. Individuals differ in the strength of these intelligences and in ways in which they are used to carry out different tasks, solve diverse problems and progress in various domains (Lane, 2013).

Gardner's theory is significant in understanding the diversity of learners beyond their demographic profile. It asserts that different students have different skills, capabilities and potentials which, if recognized and developed, can become instrumental in problem-solving. Although Gardner's theory is originally a contribution to the field of psychology, his views have become influential in education. The theory of multiple intelligence is now embraced and adapted in educational settings such as multicultural education. While this theory, like other theories, has received several criticisms, it remains to be used by teachers as a channel for providing a safe, positive, and nurturing learning environment.

Studies have shown that multiple intelligences impact students' learning, performance and motivation. For example, an experimental re-



search conducted by Jingchen Xie and Ruilin Lin (2009) in Chienkuo Technology University of Taiwan revealed that students from the experimental group performed significantly better than students in the controlled group on an actual hands-on design project assignment. The experimental group is composed of the students who were exposed to multiple intelligences teaching. The control group is the research subjects who were given traditional teaching. This indicates that multiple intelligence teaching and assessment gave the students more ways to express themselves which improved learning effectiveness. To add, the researchers pointed out that both teachers and students must first recognize their multiple intelligences and use their dominant intelligence in teaching and learning. They believed that teachers should have an understanding of the multiple intelligence theory before integrating them in the teaching methodology.

Similarly, the study of Palacpac (2016) shows that integrating multiple intelligence in teaching mathematics has improved the performance of the students as measured in the pre-test and post-test. However, the traditional approach is still important especially in enhancing the students' attitude towards the subject. The teachers, therefore, should acknowledge these diverse intelligences and allow the students to express themselves in varied ways. Along with this, is the support of the school to teachers who will integrate MI in teaching the subject.

The research of Madkour and Mohamed (2016) in Al-Imam Mohammad Ibn Saud Islamic University examined the MI of students and how it affected their motivation and language proficiency. Their analysis of the statistical data implied that when students are aware of their MI profiles, they manage to enhance their motivation which positively affects their language skills.

Likewise, Naoe's (2010) research on Grade V pupils revealed that most respondents prefer activities that are MI based which helped them in achieving high scores in the post-test. Consequently, the designed multiple intelligences module has enhanced the MI of the students. The author also concluded that using MI in preparing modules can change the traditional teaching and learning process in the

country. She also pointed out that the multiple intelligences of the students cannot be taken into isolation; rather, each intelligence tends to reinforce the other.

The concepts of measuring the students' MI have been frequently used in studying children as well as high school students. Few have attempted to study and use MI in higher education. Loventhal and Tyler (2011) affirmed such observation when they made a study on MI and on-line instruction for higher education institutions. They pointed out that very little has been written on how the theory on MI can be applied in differentiated instructional strategies for education of adults. Likewise, Barrington (2004) made a similar comment when he said that MI has been used in primary and secondary schools but it has received scant attention in higher education.

Students in higher education institutions have their individual differences, too. They come from different backgrounds with different abilities and interests. The researchers who are faculty members of an HEI strongly believe on the importance of students' diversity. Identifying the MI of college students is relevant in crafting learning episodes which will address the varied intelligences of the students. Building on the concepts of Multiple Intelligence, this study examined the MI of students in Industrial Psychology classes. Based on the results, samples of learning episodes were developed to address the MI of the students.

Industrial Psychology is a required subject for Technology students in Sorsogon State College. It is categorized as a professional subject and referred to as PS4. The syllabus described Industrial Psychology as a study of the behavior of workers. It applies psychological principles and techniques in understanding working conditions, motivations, attitudes, selection and hiring, personality, stress, and safety of employees. It investigates industrial issues such as laws and legislation, career development, employment laws, diversity, and conditions of women.

In the years of teaching the subject, the researchers observed that this course comprises technical topics like recruitment and selection process, occupational health and safety, employment laws, compensation and benefits, etc. which are sometimes difficult to teach considering that the students are not being prepared to become part of the Human Resource Office. Furthermore, traditional methods of teaching

like lecture, reporting, and board work remain to be the usual teaching methods in instruction. The experiences of the researchers drive them to conduct a study which investigates students' multiple intelligences. Through this study, a student-centered teaching methodology was developed based on the seven intelligences to facilitate the learning of students.

Conceptual Framework

The theory of Gardner pointed out that individuals which includes students possess multiple intelligences such as logical-mathematics, spatial-visual, bodily -kinaesthetic, verbal-linguistic, musical-

rhythmic, interpersonal and intrapersonal. It held the view that the MI of learners even of College students is an approach to addressing students' diversity. Being familiar with the differences of students is essential in crafting learning episodes which tackles their varied intelligences. In this way, they help develop their potential and learn effectively. The conceptual framework of the study is illustrated below suggesting the importance of multiple intelligences in developing activities for the subject, Industrial Psychology.

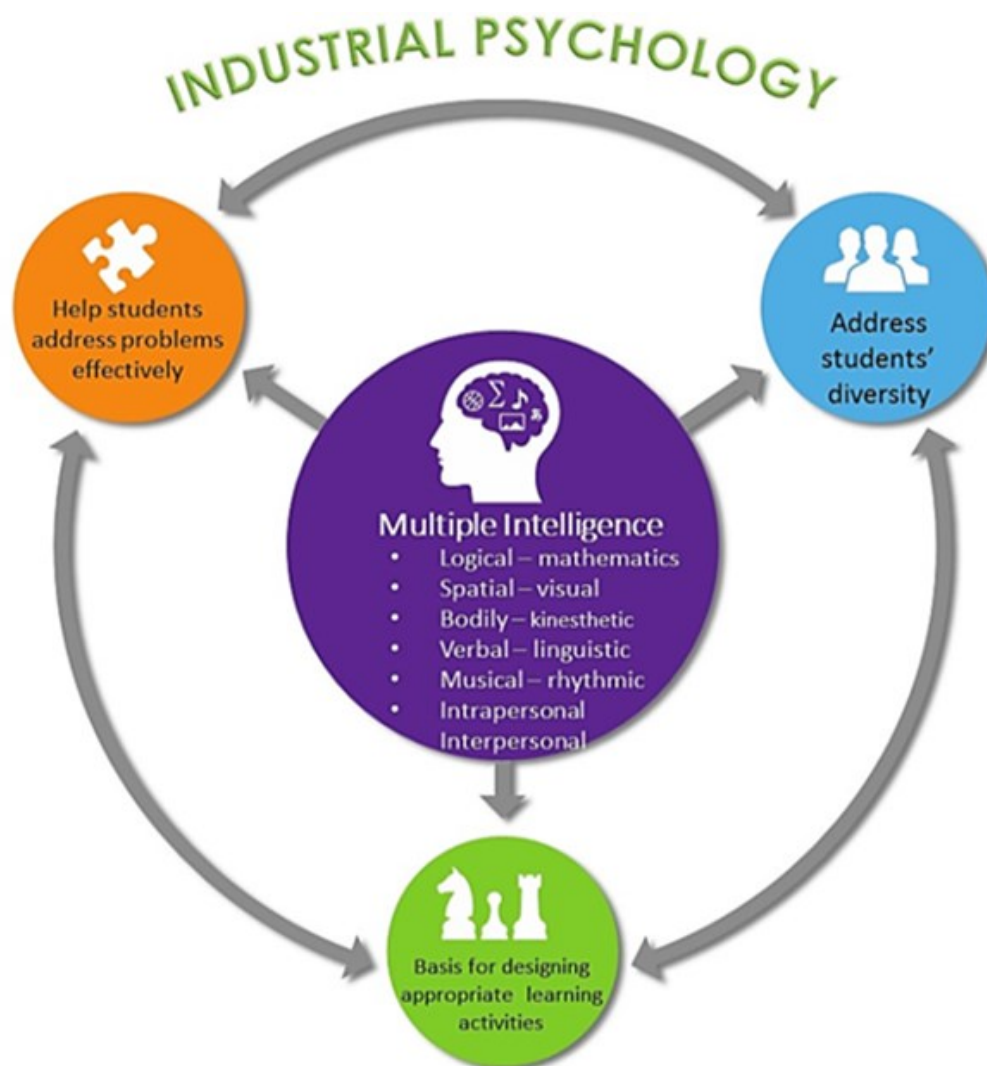


Figure 1: Conceptual Paradigm of the study



Objectives of the Study

This research is conducted primarily to show the relevance of multiple intelligence in classroom teaching. It specifically aims to: (1) show the diversity of learners by presenting their multiple intelligences; (2) show the multiple intelligences of learners based on their area of specialization; and (3) design samples of learning episodes to address the diversity of learners based on their multiple intelligences.

METHODOLOGY

This study is a descriptive research employing quantitative and qualitative methods. It described the results of multiple intelligences of third year students enrolled in Industrial Psychology for the Academic Year 2015-2016. Descriptive research design gathers information to describe a certain area of interest or help uncover new ideas or facts. Hungler (1999) explained that this type of research collects data to describe individuals, groups or situations. On

Technology, Electronics Technology, Food Service Management, Garments Technology, Mechanical Technology, and Welding and Fabrication. Slovin's formula was used to determine the sample respondents based on a total population of 691. The process of proportionate and stratified random sampling was employed to choose the possible respondents in each major. Table 1 presents the total population and sample respondents for each area. It shows that out of 691 third year students who were enrolled in Industrial Psychology during the second semester of SY 2015-2016, 253 were selected as samples.

The main instrument used to gather the needed data is a free Multiple Intelligence (MI) test downloaded from businessballs.com, it is a 70-item free MI test in MS Excel with self-calculating format. The respondents were asked to score each statement, 1 = Mostly Disagree, 2 = Slightly Disagree, 3 = Slightly Agree, 4 = Mostly Agree. To help the respondents answer the test, the researchers thoroughly explained each statement.

In gathering the data, the researchers sought the permission of the Dean of the Technology Department. The test was administered to the selected third year students. The test was conducted in the first week of March by the researchers themselves. The data were subjected for analysis and interpretation by the use of appropriate statistical measures like computation of total score and ranking. To probe into the thoughts of the respondents regarding the results, informal interviews were conducted to 27 students. This was done through phone calls and messenger between August and September 2016.

Major	Population	Sample
Architectural Drafting	36	14
Automotive Technology	151	55
Civil Technology	17	6
Electrical Technology	94	34
Electronics Technology	78	29
Food Service Management	176	64
Garments	30	11
Mechanical	91	33
Welding and Fabrication	18	7
TOTAL	691	253

Table 1: Respondents

the other hand, the study is also a developmental research. Based on the description of students, samples of learning episodes for Industrial Psychology were developed.

The study was conducted in the Technology Department of Sorsogon State College. The Department has nine areas; namely Architectural Drafting, Automotive Technology, Civil Technology, Electrical

RESULTS AND DISCUSSION

The diversity of learners is shown in the results of the MI test. Table 2 reveals the results of MI test of 3rd year students in the different areas of specialization. For Welding and Fabrication (WAF), musical intelligence ranked first while logical-mathematics intelligence ranked the lowest. Likewise, Mechanical students have music as their most dominant intelligence. However, linguistic intelligence ranked the lowest



among these respondents. Architectural Drafting students have similar result with Mechanical Students.

Unexpectedly, students from Architectural Drafting have music as their most dominant intelligence; not visual/spatial intelligence. Given the nature of their course, it was expected that the ability to think in images and pictures and awareness of shapes, colors and patterns would be their most prevailing intelligence. Music also ranked first among Food and Service Management (FSM) and electronics students. Spatial intelligence ranked lowest among them. People with musical intelligence are drawn to music. They easily notice and recognize rhythms and sounds.

Students from Electrical, Garments, Automotive, and Civil produced the same results of MI. Intrapersonal intelligence ranked first among these groups of students. The result shows that these students are self-smart which means that they have an understanding of themselves. Intrapersonal intelligence is characterized by being aware of one's feelings, moods, capabilities, and needs. Tendero (1998) explained that intrapersonal intelligence uses self-knowledge in making decisions and setting goals. Students with this intelligence prefer to control their feelings and are aware of their own motivations. Linguistic intelligence receives the lowest rank for these students.

Specifications	Multiple Intelligences													
	Linguistics		Logical-Mathematics		Musical		Bodily - Kinesthetic		Spatial Visual		Interpersonal		Intrapersonal	
	Sum of Scores	Rank	Sum of Scores	Rank	Sum of Scores	Rank	Sum of Scores	Rank	Sum of Scores	Rank	Sum of Scores	Rank	Sum of Scores	Rank
Welding and Fabrication	194	5	191	7	236	1	206	3	193	6	200	4	219	2
Mechanical	852	7	926	5	970	1	929	4	878	6	934	3	966	2
Electrical	873	7	926	5	960	2	951	3	894	6	932	4	999	1
Garments	341	7	350	3	368	2	349	4	342	5.5	342	5.5	375	1
Architectural Drafting	385	7	387	6	458	1	409	5	410	4	419	2	417	3
Food Service Management	1828	6	1884	4	2106	1	1857	5	1806	7	1943	3	2048	2
Automotive	1531	7	1614	6	1697	2	1658	4	1619	5	1674	3	1730	1
Civil	156	7	172	3	180	2	163	5	159	6	166	4	184	1
Electronics	523	6	538	3	587	1	535	4.5	517	7	535	4.5	584	2

Table 1: Respondents



Multiple Intelligence	Sum of Rank	RANK
Linguistics	59	7
Logical mathematics	42	5
Music	13	1
Bodily Kinesthetic	37.5	4
Spatial Visual	52.5	6
Interpersonal	33	3
Intrapersonal	15	2

Table 3: Summary of the MI Results for the Different Areas of Specialization

Table 3 shows that musical intelligence tops among the seven MI. This result validates the observation of researchers that students in the department love music. It is common among BT students who wear headset even during class. Further, it is also noticed that small groups of students would frequently gather around playing a song, singing together and sometimes carrying different musical instruments. When asked why they are interested in music, one of the recurrent themes that emerged is that music is a stress-reliever and a form of relaxation. Among their answers include:

“Kasi ma’am yung music ay may malaking parte sa buhay ko, pag-naiistress ako, nagtutugtog ako sin instrument, pag wara ako mahimuan”(because ma’am, music has a big part in my life, if I am stressed, I play instrument and if I don’t have anything to do)-Ian Paulo, BT Electronics

“Para kc sa akin, ang music ay isa mga bagay na nakakapagpa-relax sa puso at isipan q lalo na pg may prob at stress aq.” (For me, music is among those things which relax my heart and mind especially if I am stressed)- Diane, BT FSM

“Music serves as my stress-reliever ma’am. Nalilimutan ko ang problema kapag nakakarinig ako ng music.” (Music serves as my stress reliever ma’am. I can forget my problems if I hear music) –John Paulo, BT Automotive

“Because it helps to reduce my chronic pain, stress, boredom, loneliness, depressions and halos lahat ng kinds of pains (all kinds of pain). It makes me calm kaya nahaharap ng mahinahon ang mga problema.” (so that I can face my problem calmly)- Hayley, BT WAF

“Ang music ay isa sa mga way para mabawasan ang sakit ng loob...ang music ay mahalaga sa akin kc nakakatulong ito para mabawasan ang problema at stress.” (Music is a way to ease pain...music is important because it helps lighten problems and

stress.)- Renalyn, BT Garments

Further, music is also a way to express themselves. Most often, they associate their feelings to the lyrics of songs. As explained by another FSM student, MJ, “Su tigdadangog ko su may pampatama man na lyrics, pang emote emote man ngaya. Depende po sa mood kan tawo. (I listen to music which I can relate to emotionally. It depends upon the mood of a person). The lyrics according to them carry personal meaning which they can relate to. In their words, “tumatama at tumatagos sa puso ang music,” (music can cut through one’s heart).” The students also believe that using music in classroom activities helps them learn better since it energizes them. However, they commented that the kind of music should be considered in relation to the learning activity. They said that music can be used as a motivation in Industrial Psychology. For example, suggestopaedia or the use of background music may be done while activities are conducted or they can be made to sing songs or create MTVs.

Brewer (1995) believed that music indeed affects and enhances learning. He explained that music activates students mentally, physically and emotionally and creates learning conditions which help in better understanding of learning materials. He added that music creates a positive learning environment which has an impact on students’ attitudes and motivation to learn.

On the other hand, the overall results show that linguistic intelligence ranks lowest among the seven intelligences. It has also been observed by instructors that many students cannot effectively express themselves through language. Expressing ideas verbally is a serious struggle for most students. This affirms that public speaking is always included in the top ten of fears among many people (Croston, 2012; Hurley 2010; Learning Mind, 2016). Croston (2012) pointed out that speaking in front of a group is difficult because of fear of rejection, of being embarrassed and judged. People are afraid of being ostracized and left to defend on their own.

Cyril, BT Electrical, who has linguistic as her lowest MI, explained that she is fearful of being misinterpreted and doesn't want to feel dumb during class



discussions. Thus, she prefers not to express her thoughts. This was also the reason provided by other students. Arnie, BT Architectural Drafting, held the view that students are scared to express because *"natatakot ang mga estudyante na mapagtatawanan kapag siya ay mali o ngkamali sa kanyang sinabi. Ugali ng mga Pilipino na tawanan ang pagkakamali ng kapwa. Isa ito sa dahilan kung ba't nahihiya ang mga mag-aaral na magsalita o magbahagi ng kanyang mga opinyon o kurokuro."* (because the students are afraid that they will be laughed at if he is wrong or makes mistakes in answering. It is the attitude of Filipino to laugh at others' mistakes. This is one reason why students are wary of answering or sharing their thoughts and opinions.)

English as a Second Language (ESL) is another factor that may be attributed to weak linguistic skills. In an informal dialogue with three English teachers, they expressed that since English is a secondary language and it is the medium of instruction often used during discussion, it is not surprising that students experience difficulty in expressing their thoughts and remembering information. One of the respondents, Ceryl, said that English has an effect on how students express themselves. According to her, this is the reason why most students would ask, *"Ma'am, pwedeng Tagalog na lang, nosebleed po eh,"* (can we just speak in Tagalog because we find it extremely difficult to express in English).

Lucas, Miraflores, and Go (2011), studied language anxiety. They affirmed that anxiety can affect learning foreign language. They explained that constant evaluation of the learners' performance in a language classroom is an anxiety-causing situation to some students. Aside from this, other factors were cited by the researchers based on other studies like difficulty in coping in an English classroom, lack of teacher's engagement, and limited cognitive skills in English.

The result of the MI test affirms that all learners possess diverse intelligence. The students may be strong in one intelligence but weak in another. Nevertheless, this diversity must be addressed by creating student-centered learning episodes. Several studies suggested recognizing MI in the teaching-learning process. Şener and Çokçalışkan (2018) mentioned

that teachers recognize the multiple intelligences and learning styles of their students so that they can design activities that address this varied intelligence. In the same way, Fernando and Cabrera (2009), recommend the enhancement of syllabi to include a teaching methodology that uses multiple intelligences. Kim (2009) further pointed out that through MI, teachers can reflect on their teaching methodologies based on the individual differences of the students. She further stressed that teachers must be aware of the learning activities they employ to determine which ones address the MI of the students.

Based on the MI test results, a number of learning episodes were developed in Industrial Psychology. Table 4 shows these compiled activities. It presents the different learning episodes in some topics in Industrial Psychology. Learning objectives, intelligence addressed by the learning task, time allotment and the nature of the activity are indicated for each episode.

CONCLUSIONS

Conclusive insights can be drawn based on the findings of the research. Primarily, the multiple intelligence test reveals that students have diverse intelligences. Nonetheless, musical intelligence is the most dominant intelligence while linguistics ranks lowest among the seven MI. In Welding and Fabrication, Mechanical and Architectural Drafting, Food and Service Management and Electronics Technology, musical intelligence is the dominant intelligence while students in Electrical, Garments, Automotive, and Civil Technology have intrapersonal intelligence as their dominant intelligence. Based on the results of the test, varied learning episodes in Industrial Psychology were designed and compiled to address the diversity of learners based on their multiple intelligences.

RECOMMENDATIONS

Multiple Intelligence provides an understanding of students' diversity. Teachers should take into consideration the individual differences of the learners. In this way, a nurturing environment where students can express themselves is provided. Through this study, it was revealed that music can be used in instruction to stimulate and encourage the students' interest in the subject.



SUBJECT MATTER	LEARNING EPISODES
<p>LEVELING OF EXPECTATIONS</p>	<p style="text-align: center;">Objectified!</p> <p>Learning episode: Choose an object that you have with you or you can see inside the classroom that will represent your expectations in the class. Objective: Express expectations of the subject. Intelligences addressed by the learning task: Verbal-linguistic, intrapersonal Time Allotment: 30 mins Nature of Activity: Individual</p>
<p>DEFINITION AND OBJECTIVES OF INDUSTRIAL PSYCHOLOGY</p>	<p style="text-align: center;">SKITaddle!</p> <p>Learning episode: You will be grouped into 5 with 6-7 members each. Each group will make a skit depicting problems encountered at work and provide solutions to the problems presented. Psychological issues must be shown in the role-playing. Objective: Create a 3-minute skit on identifiable problems in the workplace with solutions. Intelligences addressed by the learning task: Verbal-linguistic, bodily-kinesthetic, interpersonal, intrapersonal Time Allotment: 60 mins Nature of Activity: Group</p>
<p>INDUSTRIAL REVOLUTION & THE BEGINNINGS OF INDUSTRIAL PSYCHOLOGY</p>	<p style="text-align: center;">i-REVOLI</p> <p>Learning episode: Watch the 4-minute music video https://www.youtube.com/watch?v=LAIZPCc-hmw&feature=youtu.be_gdata_player posted in FB group page (Industrial psychology) about industrial revolution. The video shows real images of workers during the industrial revolution. Prepare to share one insight about the musical video. Objective: Understand the condition of workers during Intelligences addressed by the learning task: visual, musical-rhythmic, linguistic, intrapersonal Time Allotment: 10 mins Nature of Activity: Individual</p>
<p>JOB PLACEMENT</p>	<p style="text-align: center;">maytrabahodito.com</p> <p>Learning episode: Craft a resume and application letter. You may use the existing design in the Microsoft word or create your own style based on the types of resume. Send your output to the email address given to you. Objective: Produce a resume and an application letter using MS and web application. Intelligences addressed by the learning task: Linguistic, intrapersonal Time Allotment: 60 mins Nature of Activity: Individual</p>
<p>SALARY, WAGES, AND BENEFITS</p>	<p style="text-align: center;">Account 1, 2, 3</p> <p>Learning episode: Compute the monthly income and expenses of your family and present this through the use of charts or graphs. Share your thoughts and feelings about the financial conditions of your family. Examine issues related to wages, benefits and salary. Objective: Compute the monthly income and expenses of the family with the use of graphs and charts in Microsoft excel. Appreciate the efforts of the parents/breadwinners in the family. Analyze issues related to salary, wages and benefits. Intelligences addressed by the learning task: Logical-mathematics, interpersonal, intrapersonal Time Allotment: 30 mins Nature of Activity: Individual</p>

Table 4: Samples of Learning Episodes in Industrial Psychology for BT Students



Cont...

<p>ORGANIZATION CULTURE AND CLIMATE</p>	<p style="text-align: center;">Pay 8 4ward</p> <p>Learning episode: This is based on the concept of one act of kindness. You will write in your journal 8 acts of kindness in 4 weeks for the whole semester that will contribute to the development of the school. You will share it to the class and explain how these values contribute to the organizational culture.</p> <p>Objective: Demonstrate application of values in the workplace; Relate one's action to the values found in the vision and mission of the school.</p> <p>Intelligences addressed by the learning task: Verbal-linguistic, interpersonal, intrapersonal</p> <p>Time Allotment: 15 mins</p> <p>Nature of Activity: Individual</p>
<p>WORK ETHICS</p>	<p style="text-align: center;">Ikaw at Aquote/</p> <p>Learning episode: Each one of you will post quotes, anecdotes or videos that reflect work ethics in the FB account. You are encouraged to make comments on these posts.</p> <p>Objective: Share out inspiring quotations, stories and videos through social media</p> <p>Intelligences addressed by the learning task: Linguistic, intrapersonal, interpersonal</p> <p>Time Allotment: 10 mins</p> <p>Nature of Activity: Individual</p>
<p>OCCUPATIONAL SAFETY AND HEALTH</p>	<p style="text-align: center;">Watch Out!</p> <p>Learning episode: You will go around the campus by group (6-7 members) and visit classrooms and laboratories. As you roam around, identify at least 5 possible occupational hazards inside the campus. During the sharing, you will also share your personal experiences on minor/major accidents that happened to you inside the campus and explain why these happened to you. As a final output, each group will give at least 3 recommendations to address issues on occupational safety</p> <p>Objectives: Identify the hazards in the school campus; Relate the hazards to one's own personal experience of accidents; Provide recommendation on occupational safety and health</p> <p>Intelligences addressed by the learning task: Bodily-kinesthetic, verbal-linguistic, interpersonal, intrapersonal</p> <p>Time Allotment: 60 mins</p> <p>Nature of Activity: Group</p>
<p>PHYSICAL & PSYCHOLOGICAL CONDITIONS OF WORK</p>	<p style="text-align: center;">Ow Jay Tee</p> <p>Learning episode: Watch and analyze the movie, "Internship." Relate the movie to the best HR practices (physical and psychological conditions) of Google.</p> <p>Objective: Discover the best HR practices shown in the movie; Value and apply the lessons of the movie to their OJT-2</p> <p>Intelligences addressed by the learning task: Visual, Linguistic, intrapersonal</p> <p>Time Allotment: 120 mins</p> <p>Nature of Activity: Individual</p>
<p>ETHICS & DIVERSITY: WORLDWIDE CITIZENSHIP</p>	<p style="text-align: center;">Pilipinas: Handa ka na ba?</p> <p>Learning episode: Your group with 6-7 members will make a collage that reflects the impacts of ASEAN 2015 to Filipino workers to be mounted inside the classroom. This will be a contest between sections. Selected faculty members will serve as the jurors of this competition.</p> <p>Objective: Create a collage that will show the impacts of ASEAN 2015 to Filipino workers.</p> <p>Intelligences addressed by the learning task: Visual-spatial, interpersonal</p> <p>Time Allotment: 120 mins</p> <p>Nature of Activity: Group</p>

Table 4: Samples of Learning Episodes in Industrial Psychology for BT Students



On the other hand, MI can be the basis for helping them enhance their other intelligences such as linguistics. By using varied learning episodes in Industrial Psychology, attention is given to the seven intelligences which is significant in facilitating learning.

This study recommends that these learning episodes for Industrial Psychology be evaluated by the Instructional Materials (IM) committee of the University prior to its utilization. It is likewise suggested that MI results of BT students be used as bases of other faculty in developing their own learning activities specific to their area of specialization and subjects handled. From this research, relevant themes may also emerge which can serve as a basis for conducting other studies such as the relationship between academic performance and MI.

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