

Explanation of scores: MILS Multiple Intelligence LearningStrategie

In the MILS, scores may fall between 0-36. The average score that individuals can get is 16. Score 16 means that the pupil is neutral for that specific dimension. Generally, average scores mean that the pupil has no preference for a specific learning strategy. Sometimes very high or very low scores indicate that the pupil has a strong preference towards a dimension. For all strongly- preferred dimensions there are tips and techniques to consider through which learning can become more simple and can happen with fewer difficulties and in less time.

a. Text processing/word smart (children)

A high score (24 and higher) on this dimension indicates that somebody can take in/receive information through reading a text very easily (letters from paper). This pupil processes information preferably by writing down notes, so that he or she may read it again. These pupils often have a preference for activities such as, for example, writing down stories or poems, or other use of language in games, for example: scrabble, word search etc. Keeping a diary/notebook is very useful for this group.

If someone scores low (12 is low in our educational system and 8 often indicates a reading impairment/difficulty), it is important to pay close attention to the other scores. Often there is a preference for auditory or visual learning (see below). In our school system there is a strong selection based on linguistic abilities. Discovering a fitting learning strategy through which these pupils may in fact be able to receive written information is of great importance in order for them to have a pleasant time at school.

b. Auditory/listening smart

If someone scores high on this dimension, this means that he or she has a preference for learning through listening, therefore through material presented auditory. From score 20 onwards auditory material is strongly recommended. With high auditory scores it is important to often repeat things (verbally). In order to allow pupils with an auditory preference to remember better, it can help to record the things that they wish to learn during the lesson (for this purpose there are very good digital helping materials). Another good study technique is to allow the pupil to repeat aloud to himself the material that must be studied. Also rhythmic movement or placing information to music works well.

For people with low scores of 8 and lower, auditory material is challenging and disturbing, and they prefer not to use any auditory material. During lessons with a speaking teacher in front of the group, linguistic high-scorers keep notes as best learning strategy. Visual high-scorers will often doodle in order to facilitate their learning.

c. Need for Structure/thinking in steps

A high score on this dimension indicates that someone has a preference for a lot of structure in the offered material. It then works fine to explain everything step by step in logical order. Work, if possible, following an existing (structured) method/approach. Do not jump so much from one thing to another! Stimulate these people to make structured summaries of the material, though most of the times they already do that by themselves.

A low score indicates that someone does not have a preference for jumping from one thing to another. The lower the score, the stronger this effect. Such a pupil needs to see the whole picture, see a context and he or she is strongly interested in relations and connections between things. They want to know WHY they have to learn something and they look for the meaning of the material. On this dimension it is particularly important that the teacher is aware of his/her own learning preferences. If there is a big discrepancy between the score of the teacher and that of the pupil, a lot can be gained if the teacher's style is stretched a little to match the pupil's.

d. Visual/pictures smart

This score indicates whether people have a preference for processing visual information.

People that score 24 and higher on this component are best supported in learning by the use of films, DVDs, photos, graphics, etc. These people often find support in drawing while listening to the teacher. Notably in a classroom environment this is often misunderstood and students are sometimes not allowed to draw (the teacher will say: look at me while I am talking!).

For people with a low score (8 or lower), additional images do not support their learning. Images often only distract them from the subject matter. For these people it is important to realize that most of the people around them do appreciate images used within a text or presentation.

e. How much movement is necessary for learning

From the score on this dimension we can determine how long can someone sit still and still process information. If someone has a low score, he/she does not need much movement, and therefore you don't have to place any special attention on this dimension. A set task, no matter how long it takes, will usually be completed in a focussed way. On subjects such as physical education or a "movement learning"- approach is the preference of this group of pupils again less handy.

A high score indicates on the contrary that the pupil needs movement, so that he/she can keep on processing information. Below follow some guidelines:

Score 20: pupil can process information for 1 hour

Score 24: attention! Let the pupil walk around for a while after +-45 minutes

Score 28: attention! Let the pupil walk around for a while after +_30 minutes

Score 32: attention! Let the pupil walk around for a while after +_20 minutes

A younger child with score 32 can, according to my experience, sit still and concentrate for 15 minutes with difficulty. Give him/her the stress ball/tangle and give permission to move rhythmically with his/her feet.

f. Interpersonal/learning together

This score indicates how much you learn through interaction with other people. For example, through talking about the learning material with others. Someone with a score of 24 *or higher* will often easily create a good connection/click with his fellow pupils. Working in groups or in couples is their preference.

If the score here is 8 *or lower*, then it is harder to make contact with the student for a teacher. For pupils with a score from 0 to 4, self-study courses are very suitable. Working in groups causes stress for them and is mostly counter-productive for their learning.