Digitalised multiple intelligences strategies to enhance argumentative writing skills

ABSTRACT

Students bring to the classroom unique sets of experiences, traits, and learning preferences that deeply influence their learning. When we consider the diversity of the children who fill our classes, it seems foolish to think we could treat them all as a single entity. Every student presents us with a different learning puzzle that we must solve to give them the best opportunity in learning. That is the goal of the Multiple Intelligences (MI) – to use what we find out about our students as a key to unlock their learning potential. The implementation of Multiple Intelligence could foster an engaging learning environment for the students to develop their language skills rather than expecting everyone to fit into an ideal 'mould' of how students should learn. However, Is MI still a relevant and effective platform for the 21st century instructional and educational methodologies? To address the concern, this paper proposes the integration of technological applications into the existing intelligence-based lessons, aiming for a comprehensive revamp. 60 pre-university students were randomly selected for the current research from the Preparatory Centre of Science and Technology, UMS. Gathered and analysed through the Mann Whitney U Test, those who experienced the Multimodal Intelligence Module in the 10-week intervention showed great improvement in their argumentative writing skills. Through this research and the outcomes, it displayed, it is hoped that it would become a steppingstone for the educators to start developing a digitalized version of MI and demonstrate its efficacy, enabling educators to incorporate it into their classrooms as a viable option.