

Florida Atlantic University

College of Education

Department of Education

## Research Proposal

**Title:** Improving students outcome with learning styles and multiple intelligences

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### Summary

Students have different strengths and preferences in the ways they take in and process information. Student perception, interaction with, and responsiveness to the learning environment are key subjects where learning styles studies try to examine. A differentiate educational program may significantly improve academic performance. Practitioner of multiple intelligences and learning styles state that students whose teachers changes from traditional teaching to learning styles had a significant improvement in their students academic grades. Only a reliable and valid instrument can provide dependable and valid information, and only a comprehensive instrument can diagnose the many learning styles traits that influence individuals.

Learning styles is a multidimensional construct where many variables have an impact on each other and can produce unique patterns. Those patterns identify how each person is likely to concentrate, process, internalize, and retain new and difficult information. Using the work of practitioners of learning styles and multiple intelligences an instrument will be constructed and used to study the relationship between learning styles, multiple intelligences and academic achievement on 6<sup>th</sup> grades. The study will use learning styles instruments and multiple intelligences together with academic data collected from standardized achievement tests scores to analyze those relationships. Two class will be assigned for the study; one will function as a controlled group, where multiple intelligences and learning style will not be incorporated in the curriculum and the other will be applied instruments from multiple intelligences and learning styles.

**Purpose**

The purpose of this study is to determine whether the learning styles and multiple intelligences curriculum have an effect on the outcome and/or results on standardized tests.

**Rationale**

If instruments from multiple intelligences and learning styles are effective it will be valid apply those instruments in the curriculum, and teachers will be more prone to incorporate new approaches in their lesson plans.

By identifying the way students process and retain information, teachers will be able to connect in a better way with students and achievement can be maximized.

**Hypotheses**

The null hypothesis for this research is that there will be no change in the academic achievement of the students. The alternative hypothesis is that there will be improvement in the academic achievement of the students.

**Delimitation/limitations**

The results of this study will apply only for one school located in a suburban area and the data gather for this research will be considered a convenient sample.

**Definitions**

Learning styles is the classification of different ways people learn and how they approach information. Multiple intelligences are the content and product of learning.

**Methods****Subjects**

6<sup>th</sup> grades will be chosen to apply the methodology of learning styles and multiple intelligences. Lesson plans will be developed based on the work of Diane Heacox. See Appendix 1. Parents will receive letter to accompany the multiple intelligences checklist appendix 2, and students will receive interested inventory to be completed in class.

**Materials**

Students learning profile, grades books, lesson plans, based on multiple intelligences, interested inventory, and multiple intelligences checklist.

**References:**

Heacox, D., Differentiating instruction in the regular classroom: how to reach and teach all learners, grades 3 – 12, chapter 2, pp 22 – 37, 2002

Snyder, R. F. The relationship between learning styles/multiple intelligences and academic achievement of high school students. The High School Journal, Vol. 83, No. 2, pp 11 – 20, 2000

Armstrong, T. Multiple intelligences in the classroom 2<sup>nd</sup> Ed. Alexandria, VA: Association for Supervision and Curriculum Development, Chapter 3, 2000

Mendler, A. N., Connecting with students. Association for Supervision and Curriculum Development, Chapter 1, 2001

Gardner, H. Intelligences reframed: multiple intelligences for the 21th century. New York: Basic Books, 2000