Problem: Student writing skills associated primarily with essays and dissertation where high standards are being achieved. However, these skills are not transferring to Studio, evidenced by quality of brief writing outputs.

Intervention: A workshop using multiple intelligences to engage students dominant intelligences to create outputs in words.

Proposed Benefits: Higher standard of written briefs & enhanced employability.

Howard Gardner (1983) suggested that a single intelligence was inadequate to explain the range of human ability and achievement, particularly in those who demonstrate considerable talents in areas outside those valued in academia. Instead he proposed a ‘plurality’ of intelligence and defined a set of criteria by which abilities could be judged. The result was a list of 7 relatively autonomous intelligences of which we each have a unique combination:

- Linguistic
- Mathematical
- Musical
- Bodily Kinaesthetic
- Visual Spatial*
- Interpersonal *
- Intrapersonal*

Following observational learner analysis, this collaboration proposes that there is a combination of intelligences which are dominant within Textiles.*

A range of linked activities was designed to utilise combinations of these intelligences but with a focus on articulating the outputs in words to encourage and develop the subordinate linguistic intelligence.

Activity 1: Individually exploring a single word

- I am in Team Burton
- My word is Illusion
- One dictionary definition: An erroneous perception.
- Activity 1: This word makes me think of...

Combines Intrapersonal intelligence involving reflection on self and Visual spatial intelligence to create images.

Activity 2: Working in a group

- Activity 2: Buddy-up
- Creating a concept title metaphor

Combines Intrapersonal intelligence involving reflection on self and Visual spatial intelligence to create images.

Activity 3: Constructing new meanings

- Activity 3: Identify or construct new meanings
- Use metaphors and similes – do this try saying, ‘this is like...’
- What sort of feelings, images, colours, moods do these words give you?

Visual spatial and the two personal intelligences will generate new meanings.

Activity 4: Contextualise Within contemporary design

Activity 4: Contextualise your concept.
What, when, where, why and how does this relate to contemporary design? Try to identify designers, exhibitions, collections, places, and events.

Activity 5: Choose Pathway and Product Outcome

- Identify materials and processes
- Technical, Technical process(es), Traditional techniques

Materials
- Material(s)

Event evaluation & future development

70% participants enjoyed the workshop
66% felt it met their current needs (timing appears to be the problem for the rest)
Scheduling earlier to be considered for the future plus a final reflective activity for metacognitive learning.

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