

The Development of Multiple Intelligence with Storytelling

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ABSTRACT The present paper aims to evaluate the implementation and effectiveness of curriculum for multiple intelligence development in preschool students based on constructivism through the storytelling methodology. The study was designed using a descriptive and experimental mixed methods approach. The experimental group for the study consisted of 24 randomly selected five-year-old preschool students who were enrolled in public preschool during the year 2014-2015. The researcher developed a survey for "Implementations of Multiple Intelligences", and video cameras and videotapes were used as data collection tools. A paired sample t-test and content analysis were conducted in order to analyze the data from the study. The results indicated that the preschool students achieved a high level of development in linguistic/verbal intelligence, spatial intelligence, bodily kinesthetic and naturalist intelligence areas through the use of the storytelling method. Furthermore, some positive effects were also seen in the logical-mathematical intelligence, musical intelligence, interpersonal intelligence and intrapersonal intelligence areas.