

The Theory of Multiple Intelligence as A Method of Teaching Greek Traditional Dance

Prof. Dr. Filippou Filippou, Grigorios Masadis, Athina Pitsi, Kyriakoula Emmanouilidou, Konstantinos Filippou, Stella Rokka, Vasiliki Derri

Democritus University of Thrace, Greece

Abstract

In 1983 Gardner presented the theory of “multiple intelligences”, which challenged the prevailing theories of learning. However, he does not claim that his proposal is a method of learning, and he distinguishes it from social domains of activity. According to Gardner there are nine types of intelligence. Each intelligence is characterised by specific capacities that are utilised to acquire knowledge, making them useful for transmitting information and facilitating learning. The aim of this research was to investigate the impact of the collaborative group teaching method on the learning of Greek traditional dances, taking into account the dominant intelligence of each student. A total of 251 students participated in the study, comprising 126 male and 125 female students aged 11 & 12 years old. Of these, 117 were the intervention group -teaching dances with the collaborative group method taking into account dominant intelligence- and 134 were the control group -teaching dances with the command style. During the physical education class, eight lessons were conducted, with two lessons per week for four weeks, each lasting 45 minutes and four dances were taught. The evaluation of learning was conducted by two Physical Education teachers with extensive teaching experience using the “Scale Classified Criteria (rubric) for the Evaluation of Greek Traditional Dance”. Analysis of the evaluators' responses shows that the students who were taught traditional Greek dance using the group collaborative method, combined with the dominant intelligence of each student, performed better than those who were taught dance in the command style.

Keywords: body-kinesthetic intelligence, musical intelligence, teaching methods, self-discipline