Birmingham Multiple Intelligence Test (BMIT) Scientific Method Lab
Created by Ms. Azua

Lab Purpose:
This Lab serves to help you gain a better understanding of yourself, as a learner. To do this you need to evaluate the way you learn or process information. By doing so, you will be able to develop strategies that will enhance your learning potential. After taking the BMIT online intelligence test, and gathering your own personal data for classroom data analysis, you will acquire knowledge as to which type of intelligence you most commonly use to learn. As a group you will work with other students and create data charts and establish analysis on group members’ intelligence reportings on the multiple intelligence style of each member.

Background on BMIT:
Conceived by Howard Gardner, multiple intelligences are eight different ways of demonstrating intellectual ability. Each individual can exhibit more than one intelligence. The intelligence domains include the following:

- Bodily/Kinesthetic – *Body Smart*
- Verbal/Linguistic – *Word Smart*
- Logical/Mathematical – *Number Smart*
- Interpersonal – *People Smart*
- Intrapersonal – *Myself Smart*
- Musical/Rhythmic – *Music Smart*
- Visual/Spatial – *Picture Smart*
- Naturalistic – *Nature Smart*

Materials:

At Home-
Computer and BMIT Website

In Class-
Printed Results of the BMIT Test
Pens/Pencils/Markers
Student results.
**Procedures:**

1. The night before the assignment is due make sure to take the BMIT test at home (find link online weekly schedule page) and **print out** your results
   a. If need be you may write them down, but take a picture of them to validate the results. **(6 points)**
2. Turn results into the class draw. Get into your assigned lab group.
3. Formulate a hypothesis from this problem statement.
   a. What learning style is best suited for learning in your group?
4. Consider which multiple intelligence you excel at the most based on the survey, and report that data to the group.
5. Next, collect data from the entire group.
6. Brainstorm possible examples of how you have exhibited strengths in that particular intelligence in and out of school.
7. Within your groups, using the team member roles discussed in class, create assigned graphs to represent the groups data display. Choose a maximum of two graph styles to represent your data from below **(Graph Options).**
8. Within your Team, answer the following questions
   i. List the problem? **(1 point)**
   ii. Have Ms. Azua check your hypothesis. **(5 points)**
   iii. **No independent or dependent values to report.**
   iv. Two Data Charts (Exhibiting the groups results in Raw Data, e.g. 2 students are kinesthetic then, 1 student is visual, and 1 student is musical) **(8 points)**
   v. Analyze and report your data. Follow criteria suggested on “Lab Format” link **(5 point)**
   vi. Conclude what teaching method or activities would best fit your group’s overall intelligence profile. Also in conclusion follow criteria suggested on “Lab Format” link. **(10 points)**
9. Type lab report. Follow criteria suggested on “Lab Format” link. **(5 points)**
   i. Write out your conclusion and reflection. Please follow the “lab report format” link exhibited on Ms. Azua’s webpage. **(20 points)**
10. Describe what real-life applications this will require from yourself.
    a. Brainstorm activities in the classroom that could benefit your dominant Intelligence type. **(5 points)**

**TOTAL = 60 points**

**Graph options**
(bar, pie, stem & leaf plots, histograms, box & whisker plots, scatter plots, cumulative frequency graphs).