

The exploration of the application path of multiple intelligences theory in the process of university students' participation in community companion learning

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Abstract: Community companion learning is a significant new way for primary and secondary school students in their education and growth process, and university students are one of the emerging important subjects of it. This paper explores the existing problems of community companion learning for primary and secondary school students and the current situation of university students' participation to find out the way of integrating multiple intelligences theory into community companion learning for primary and secondary school students. The research concludes that "multiple intelligences" should be applied in the construction of the content system of companion learning, which needs to be designed flexibly and detailedly to achieve the goal of "Multifaceted Wisdom within Each Lesson" and "One Primary, Multiple Auxiliary".

Key words: University students; Primary and middle school students; Community companion study; Multiple intelligences theory

The theory of multiple intelligences emphasizes the importance of conducting education from multiple dimensions. The participation of university students in the community companion learning for primary and secondary school students refers to the fact that university students make use of their knowledge and skills learned in school to carry out various community diversified education for primary and secondary school students in the community. This paper probes into the problems existing in the implementation of university students' community companion learning activities and puts forward relevant improvement measures based on the theory of multiple intelligences.

I. Overview of multiple intelligences theory

The theory of multiple intelligences proposed by Professor Howard Gardner, a psychologist at Harvard University, advocates that intelligence consists of multiple intelligences, including linguistic intelligence, logical mathematical intelligence, spatial intelligence, musical intelligence, body-kinesthetic intelligence, interpersonal intelligence, introspective intelligence and natural observation intelligence. This theory emphasizes the complexity of individual cognitive abilities, believing that each person has a unique combination of intelligence and development potential.

The theory of multiple intelligences is based on the reflection and challenge to the traditional views of intelligence in the mid to late 20th century. At that time, educators generally used a single evaluation method -- IQ test to measure the intelligence level of individuals. At the same time, the space competition between the United States and the former Soviet Union made the United States pay more attention to its literature and art accomplishment cultivation .

In this context, the theory of multiple intelligences is of constructive significance in the field of education. The theory of multiple intelligences has practical guidance. The theory guides a student-centered teaching approach and also embodies humanistic concerns, with Gardner emphasizing that each person has his or her own intellectual strengths. Teachers should respect individual differences and pay attention to the uniqueness and potential of each student. The theory is also comprehensive. Gardner believes that individuals can use one or more kinds of intelligence to solve practical problems.

"The theory of multiple intelligences is the best interpretation of quality education in China." In order to promote the all-round development of quality education for primary and secondary school students, this paper explores the application path of multiple intelligences theory in the process of university students' participation in community companion learning.

II. The existing dilemmas of students' community companion learning

1. The low penetration rate of community companion learning

From the perspective of community companion learning providers, according to the statistics of the Vocational Education and Adult Education Department of the Ministry of Education in 2018, community education in China can only cover 28% of community residents. It can be seen that the penetration rate of community education is not high. Therefore, the popularity of community education for primary and secondary school students is even less satisfactory. From the perspective of the recipients, many community residents are unwilling to let their children participate in this kind of quality improvement learning. The combination of subjective and objective factors has led to a low penetration rate of community-based learning programmes. This hinders the long-term, high-quality development of community companion learning in China.

2. The weak state of teachers of community companion learning

On the one hand, the internal reserves of talented teachers in communities are insufficient. Only a few educators in a community have to serve all community residents, making it difficult to focus on teaching primary and middle school students. Among the limited pool of internal teachers, the professional directions, personality types and teaching strategies of the relevant teachers may not meet the needs of primary and secondary school students. Therefore, the community companion learning for primary and secondary school students needs a

diverse team to join in order to ensure the effectiveness of the education.

On the other hand, the education provided by the external teachers who are recruited from outside the community lack experience in bonding. To enhance the diversity of community peer learning, communities often recruit other educational practitioners or public welfare groups in the society to join. However, such practitioners have high mobility and a limited understanding of primary and secondary school students. In this regard, these external teachers should also receive training to improve their adaptability to the education of primary and secondary school students. As one community secretary interviewed for this study said, “Sometimes the activities designed by university students are too lively to imply. In addition, if university students are too ‘gentle’, children will be noisy. This may lead to some safety risks. Therefore, proper systematic training is necessary.”

3. Lack of reasonable system of community companion learning content

At present, the systematicity and scientificity of community companion learning activities and curriculum Settings need to be strengthened. The lack of systematic and scientific companion learning activities can lead to the fragmentation of learning knowledge, which is difficult to internalize into students’ own knowledge system, affecting the depth and breadth of their learning. Moreover, some community companion learning services are too simple. They only provide after-school homework guidance, and rely too much on conventional teaching methods, such as didactic teaching, which lacks innovation in form and content. This fails to meet the diversified learning needs of students, resulting in the lack of benefits of community companion learning. In the long run, the credibility of community school-running activities will be lost.

III. Survey on the current situation of university students’ participation in community accompaniment for primary and secondary school students

In order to understand the status quo of their participation in community companion learning for primary and secondary school students from the perspective of university students, the research conducted a questionnaire survey among university students in the Yangtze River Delta to study their understanding of community companion learning, participation level and implementation status.

1. Introduction to the basic information of the survey

A total of 155 questionnaires were issued in this survey, and 133 valid questionnaires were collected. The respondents were mainly university students studying in Yangtze River Delta, including 81 from Zhejiang Province, 48 from Shanghai and 4 from Jiangsu Province.

2. Specific findings of the research

According to the research team, about 49 percent of the surveyed university students said that their schools have conducted community peer learning activities; about 39 percent said they did not know about it; the remaining 12 percent said their schools had not carried out such activities.

It can be seen that many universities in the Yangtze River Delta region are actively organizing university students to participate in community companion learning activities, injecting innovative vitality into the education of primary and secondary school students. However, they still need to step up publicity of the relevant activities to attract more university students to participate.

As for the ways for university students to participate in community companion study, according to the survey, about 18% of the surveyed university students participate in the form of individuals, and about 56% participate in the form of groups. As for the training organized by groups, about 43% of the surveyed university students said they have training and have participated in it, about 19% said they have training but have not participated in it, and the remaining about 38% said they have not carried out the training.

To sum up, more than half of the surveyed university students have participated in community companion learning activities, and nearly half of the surveyed university students have participated in training organized by school groups, which indicates that community companion learning activities have been widely carried out in universities in the Yangtze River Delta region, but the implementation and popularization of training still need to be strengthened.

In terms of meeting the fulfillment of university students, about 21% of the surveyed university students believe that community companion learning provides volunteer service opportunities, about 20% believe that community companion learning provides a way to realize self-value, and about 16% believe that community companion learning is beneficial to professional improvement. In addition, many university students surveyed believe that this kind of community volunteering can improve their teaching skills and promote social interaction.

Based on the above data, university students generally believe that the voluntary work of community companion learning has many benefits. This activity can not only make university students jump out of the “ivory tower”, but also allow them to apply the knowledge they have learned to real life to realize their self-value. Besides, it can also enrich their campus life and enhance their multi-dimensional ability.

IV. Multiple intelligence theory application path

1. Developing a comprehensive learning content system with multiple intelligence theory.

In order to engage in community studies with primary and secondary school students, university students should first formulate the content system for these companion activities to effectively support their development. A well-designed curriculum for community companion learning should encompass a variety of activities and courses tailored for the diverse needs of students in terms of age and interests. Therefore, the theory of multiple intelligences should be widely used in structuring the curriculum framework. Constructing a content system for companion learning centered around “multiple intelligences” not only fosters the holistic development of primary and

secondary school students but also enhances the systematic thinking abilities of participating university students.

2. Flexibly integrating multiple “intelligences” to form “Multifaceted Wisdom within Each Lesson”

The involvement of university students in community companion learning for primary and secondary school students should not for “one lesson, one piece of wisdom” but for “one lesson, multiple wisdoms”. That is to say, each activity or course targets the cultivation of multiple intelligences. The conventional approach of “one lesson, one wisdom” tends to confine thinking, resulting in rigid, inflexible, and content-poor companion learning experiences, thus impeding the full diathesis education of primary and secondary school students. Therefore, striving for “more wisdom within each lesson” enables multidimensional integration and enhances the educational value of companion learning content.

3. Establishing the core “intelligence” of companion learning to form “One Primary, Multiple Auxiliary”

Simultaneously, university students should establish a core “intelligence” within the framework of companion studies for primary and middle school students during community engagement activities, thus embodying the concept of “One Primary, Multiple Auxiliary” in companion learning content. Given the diverse expertise among university students, individuals from various academic backgrounds and majors possess unique strengths. Hence, during the design and development of companion learning content, students should leverage their respective professional advantages, with their dominant “intelligence” serving as the core element, complemented by other intelligences. This approach facilitates the integration of targeted and comprehensive training, thereby realizing the objective of effectively educating primary and secondary school students.

Epilogue

University students apply the theory of multiple intelligences into community education for primary and secondary school students, which benefits students, university students, community and etc. As an emerging group in the new model of community study, university students, should have their own specific and efficient participation styles. Therefore, implementing multiple intelligences development with rational methods is an important measure with long-term significance in education field.

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