Questions

Robinson, Sternberg, and Will’s Taxonomy when defining the 8 intelligences. In addition, I see no mention of other well known leaders in creativity: Sir Ken use him as an effective reference. Yet they also do not hold themselves accountable to the same existing models. At the same time the authors state that Gardner’s work damages this drive for education, they also based on this text.

Personal Reflections: While I agree with the need to add creativity and arts into our systems, I am not convinced based on this text that this is the subset of skills that needs pulled out for further study rather than looking for this in existing models. At the same time the authors state that Gardner’s work damages this drive for education, they also use him as an effective reference. Yet they also do not hold themselves accountable to the same criteria he used when defining the 8 intelligences. In addition, I see no mention of other well known leaders in creativity: Sir Ken Robinson, Sternberg, and Will’s Taxonomy to name a few.

Questions:

- How does this work compare with Sternberg’s in terms of identified components and how to teach them?
- What do the authors envision as a next step in clarifying the relationship of the 13 elements to each other, as currently they present an unbalanced, unorganized list?
- If accepted, how would this change the face of education and the cognitive sciences? It would appear that this makes a case for experiential and process-based education as essential.
- How does one assess these 13 components?