

Why establishing an education research update [Research MI]?

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G.T. College was established to help identify and develop students' giftedness and talents. G.T. College being **the first gifted school in Hong Kong may contribute more to the needs and expectations of the stakeholders** (parents, employers, government) and the local and global education community (schools of different needs and backgrounds), the education institutes by making use of the data witnessed and provided in its primary-secondary sections. The through-train school has its identification process of differentiating the gifted learners from the average and able learners. With the wide range of programs in MI and the years of experience, GT can **be a best base for assessing the benefits and impacts of MI theory on schools and students' growth**, especially for schools with the vision and mission of applying the MI theory to develop the potentials of students personally and professionally (Gardner, 1993 & 2006, p. 6; Hoerr, 2000, p. viii).

However, **not much has been promoted and known to the larger community**. An education update about GT's MI work (e.g., the project-based learning and the individual case studies) and the research process (e.g., the ground

work by the teacher-researchers and their research projects) involved will inform the interested parties more of the development of the MI work invested by the government, the private sector, and the GT Management Team.



It is hoped that **more unprecedented evidence-based or insiders' voices updates** would be given to those identified gifted students who are given tailor-made and differentiated programs to develop their potentials and cater to their special needs and abilities with reference to their levels and domains of intelligences. The MI education service is meant to be better

known by the public and to cater to the needs of learners and parents' expectations of developing and raising their kids' competence in some or different intelligences (Hoerr, 2000, p. viii).

References

- Armstrong, T. (2018). *Multiple intelligences in the classroom* (4th ed.). Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York, NY: Basic Books.
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