

Story-telling, a literary technique, has always been a powerful method or skill not just as a much cherished tool in public speaking but also as a narrative approach in qualitative research (Sandelowski, 1991; Strauss & Corbin, 1990). From the constructs of stories, we piece together more dialogue and facets of life for a bigger picture of the truth.

This time *Research MI* (December, 2021) provides a sample of intertextuality via the diverse subjects of the stories and voices from multi-sources--be them from Hong Kong, the US, the UK, and Thailand; or/and be them from G.T. College, local high school teachers, school administrators, university professors, parents, and alumni.

For researchers, teachers and parents, Professor Rex Li has the life writing of Howard Gardner to share. How a MI guru has reflected his observation, knowledge, and insight might motivate readers to pick one book or one particular concept to explore for the sake of more high-impact teaching and learning, more school success, or more effective parenting. This time more dialogue might be created with the following stories:

The rendezvous of Professor Howard Gardner and Professor Rex Li in the e-world  
A classroom case of Dr. Clara Cheng in her hero-/heroine-making lessons  
The findings of Professor Benny Hon via his modified MI theory  
The story of Dr. June Luo's MI minds via her clubbing  
The sports education of a gifted school by Dr. Salson To  
The transformation of a G.T. alumnus and her parents  
The stories of some historical figures of diverse intelligences

What a coincidence! The article contributors all have a special attachment to presenting their perspectives from a first-person narration. The stories about MI might open up more chances for researchers, frontline school workers (teachers and administrators), or even interested parents and post-secondary alumni to explore the depth and complexity of MI in the education setting.

For the told or the untold, the hero or the zero this time, the voices in *Research MI* have all conjured the unchained melody of communication and collaboration among key stakeholders in what makes multiple intelligences develop and propagate.

May the article contributors and frontline educators experience the renewed beliefs and understanding of how continued sensitivity and knowledge in the theory and practice of MI can impact their success in making changes in their mentoring the MI or potentially talented children.

To every precocious MI reader and practitioner, there is no greater joy, fulfilment, and success than the efficacy of teachers/educators/parents/students preparing for their duly possessed growth.

Professor Rex Li



Editor-in-Chief

Dr. Clara Cheng



Editor-in-Chief

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## References

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