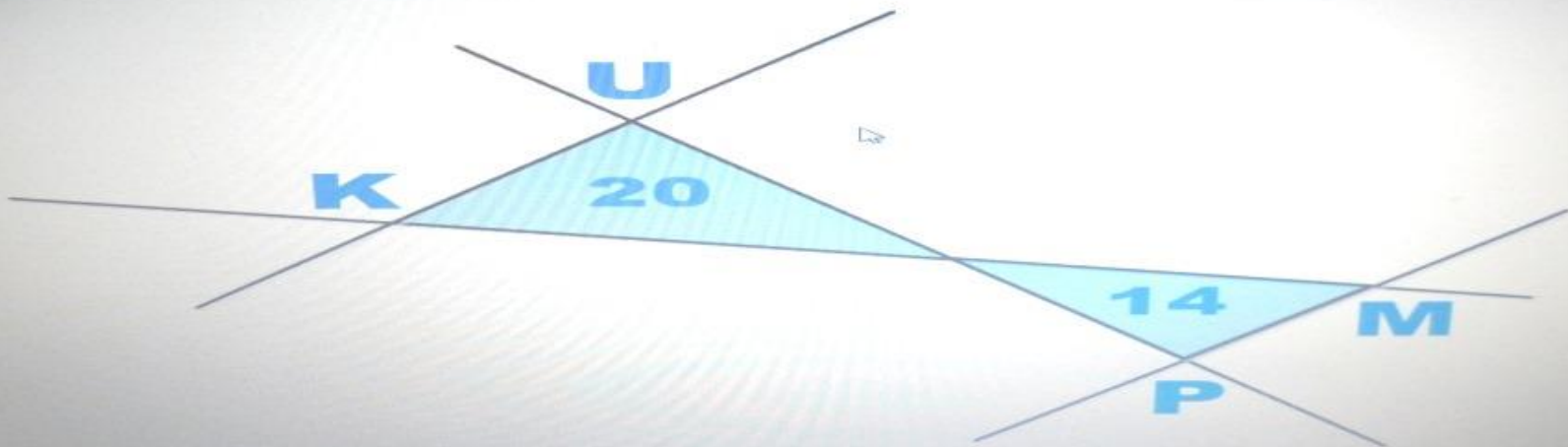
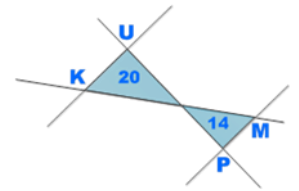


Mnogotere inteligentnosti pri pouku matematike

Alenka Jurančič



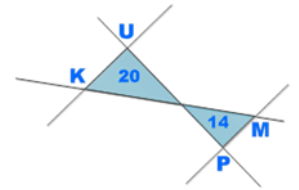
Zavod Republike Slovenije za šolstvo
The National Education Institute Slovenia



Using Multiple Intelligences in Maths

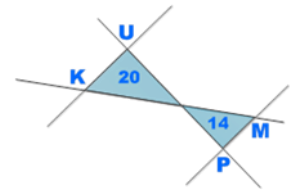
- izobraževalni dogodek
- portal eTwinning
- 10. – 24. marca 2014
- 75 učiteljev iz različnih evropskih držav
- Irina Vasilescu, učiteljica matematike iz Romunije





Teorija o mnogoterih inteligentnostih

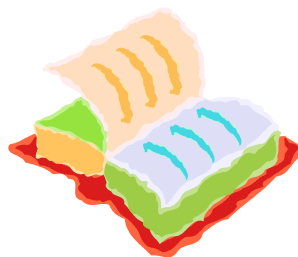
- Howard Gardner, ameriški psiholog
- inteligentnost - zmožnost reševanja problemov ali ustvarjanja izdelkov, ki so cenjeni v enem ali več kulturnih okoljih
- vse vrste inteligentnosti prisotne v vsakem učencu, prevladujejo ena ali več od njih



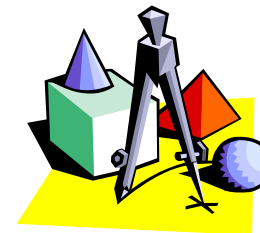
- vsak učenec se uči, pomni, razume in rešuje naloge na različne načine
- učitelji moramo uporabljati različne metode, naloge, aktivnosti, s katerimi upoštevamo vsakega učenca



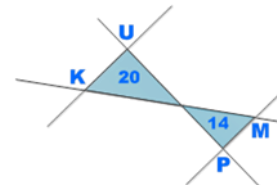
Naturalistična



Jezikovna



Prostorska



Interpersonalna

Inteligentnosti



Logično-matematična



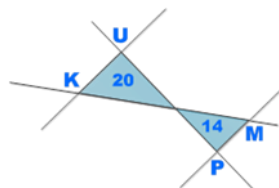
Intrapersonalna



Glasbena



Telesno-gibalna



Activities

Welcome and event description (March 10th)

Introduction: Why Multiple Intelligences in Maths? (March 11-12)

Part 1- Verbal-linguistic intelligence. Mastering the language (March 13)

Part 2- Mathematical-logical intelligence. Patterns, reasoning and deductions (March 14-15)

Part 3- Musical/ rhythmical intelligence – the music of Math (March 16)

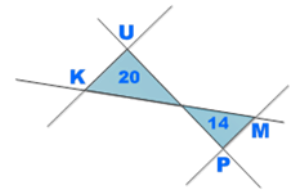
Part 4- Visual-spatial intelligence. Using images for solving problems. (March 17-18)

Part 5- Naturalistic intelligence- Math by nurturing and understanding the environment (March 19)

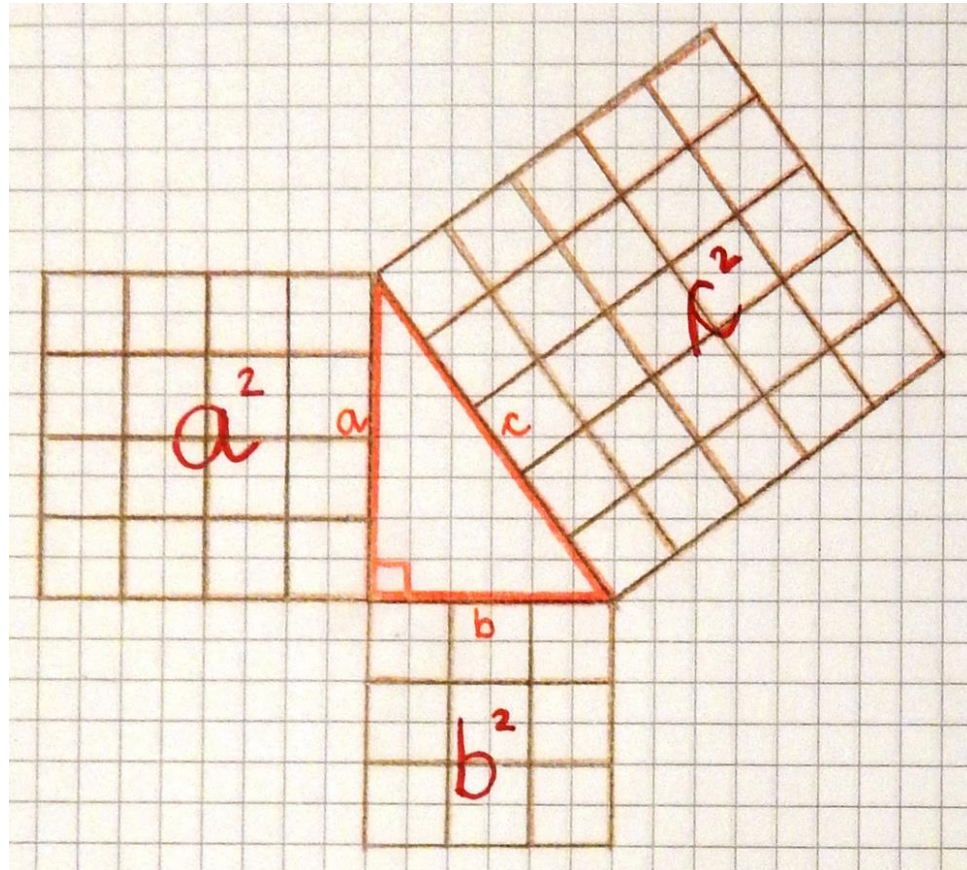
Part 6- Bodily-Kinesthetic Intelligence. Coding ideas into actions. (March 20-21)

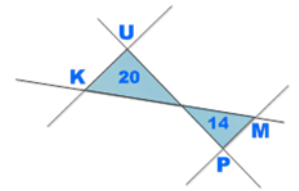
Part 7- Interpersonal and intrapersonal intelligence- the symmetry of the self (March 22)

More ideas, conclusions and wrap-up (March 23-24)

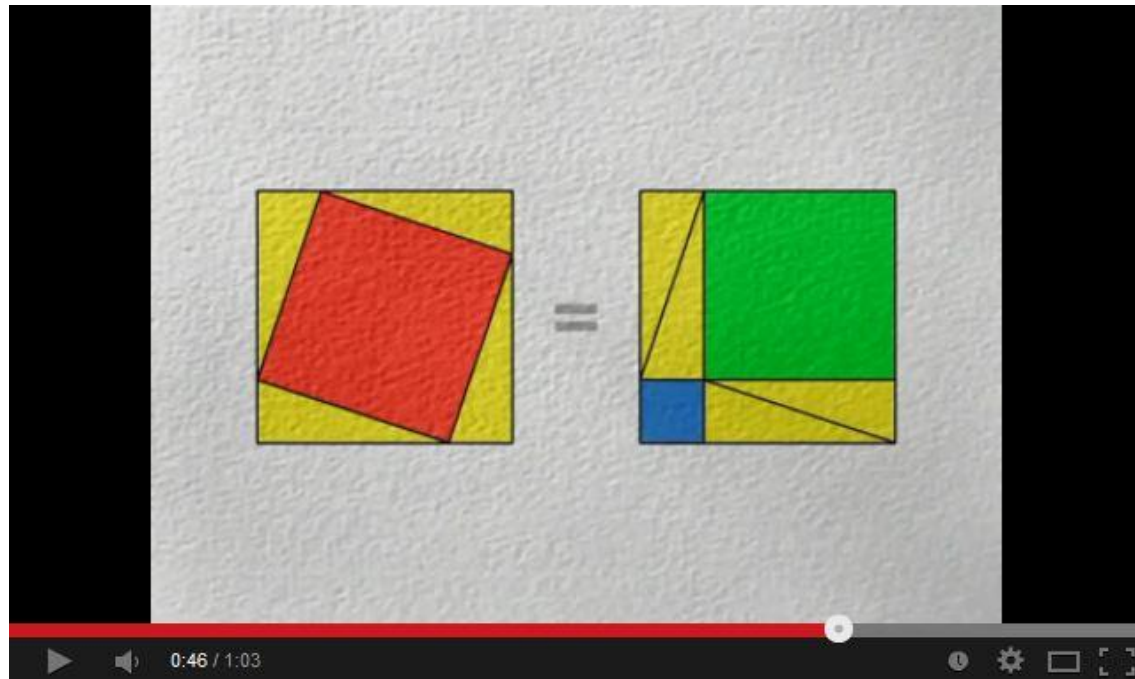


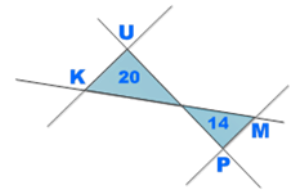
Pitagorov izrek v 8. razredu





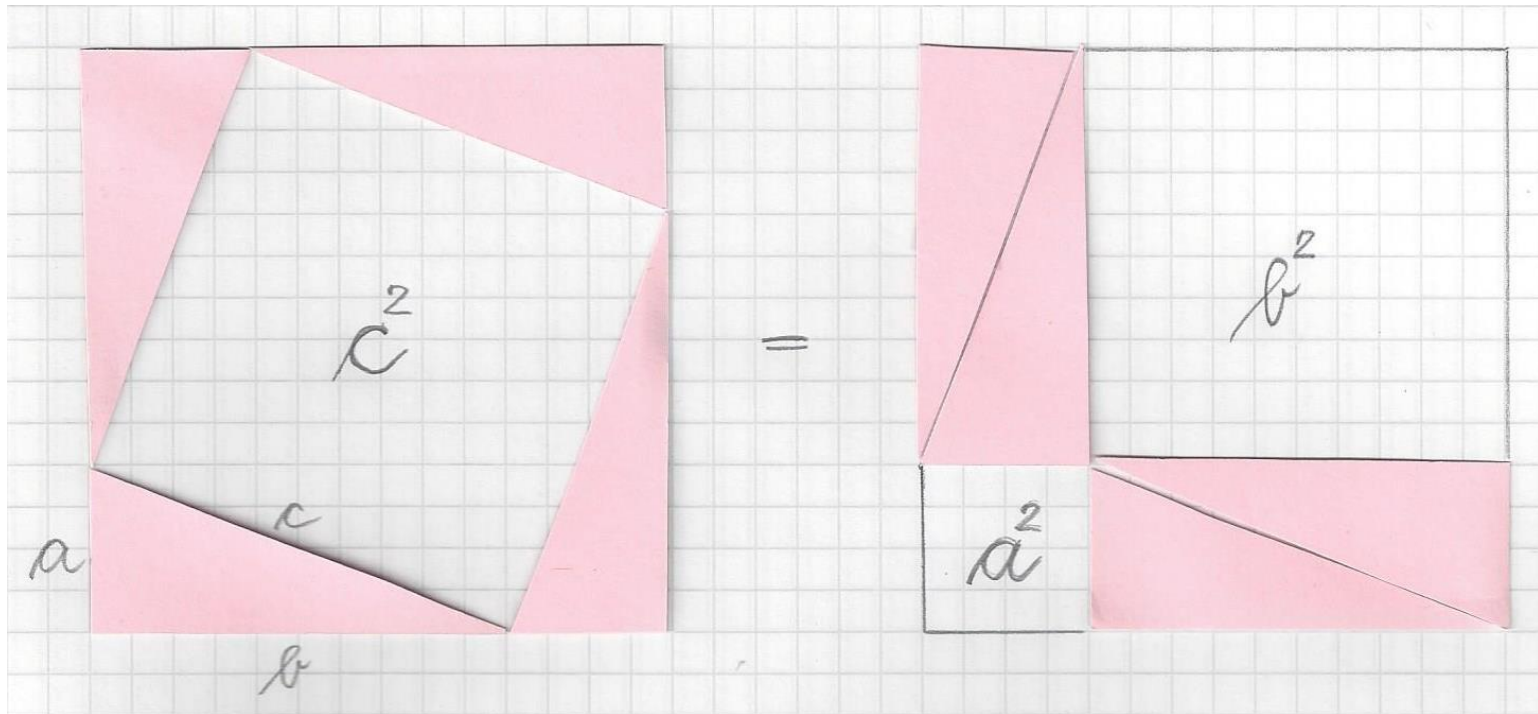
Dokaz (1)

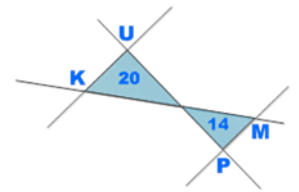




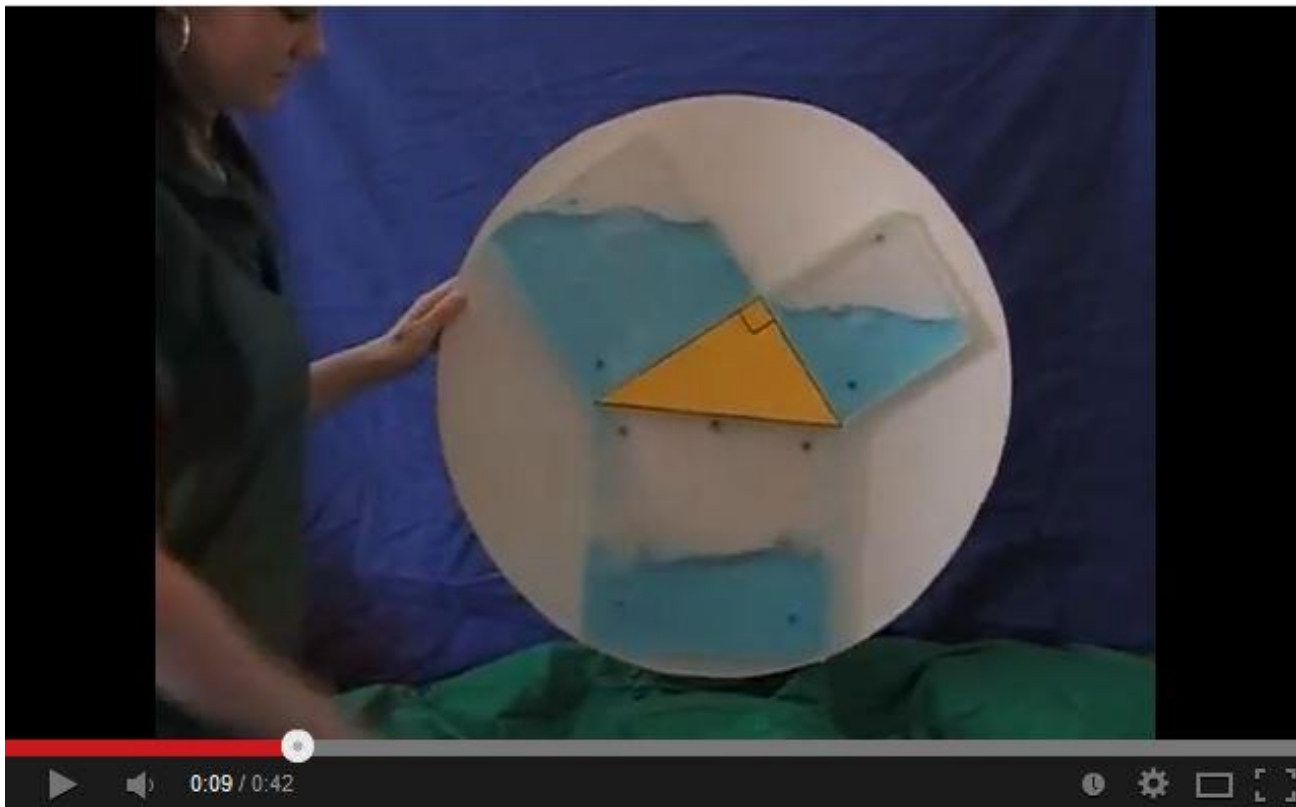
Dokaz (1)

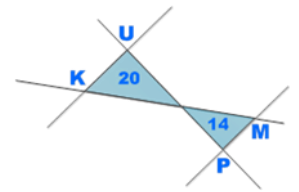
- v zvezek:





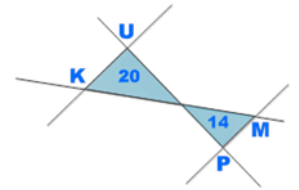
Dokaz (2)





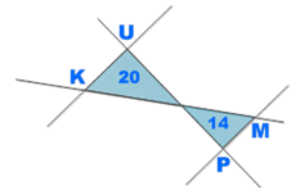
Dokaz (3)





Besedni oblak



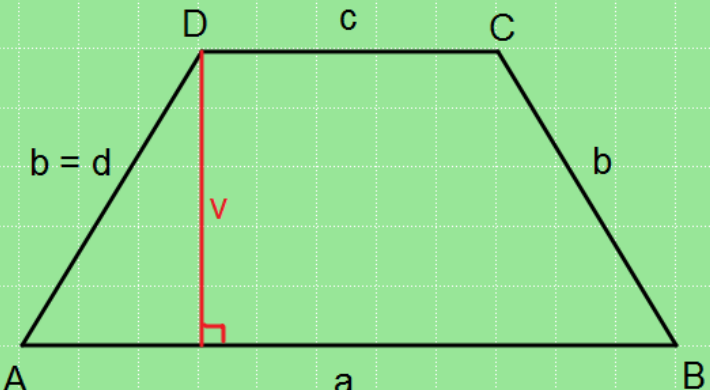


StarBoard Software [PI V TRAPEZU]

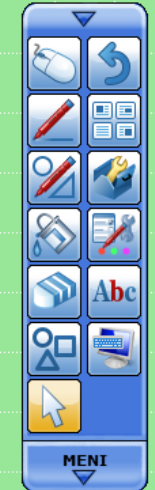
Datoteka Uredi Pogled Orodja Vnesi Seznam tem Konferenca Nastavitve Pomoč

ENAKOKRAKI TRAPEZ

3 / 4



MENI ▶

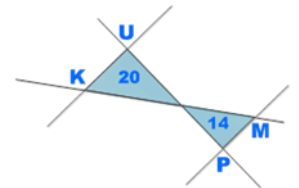


MENI ▶

Primer:
 $a = 11 \text{ cm}$
 $c = 5 \text{ cm}$
 $v = 4 \text{ cm}$
 $b =$

Dokument
Galerija
Lastnosti
Pogled
Konferenca

13:46
20.8.2014

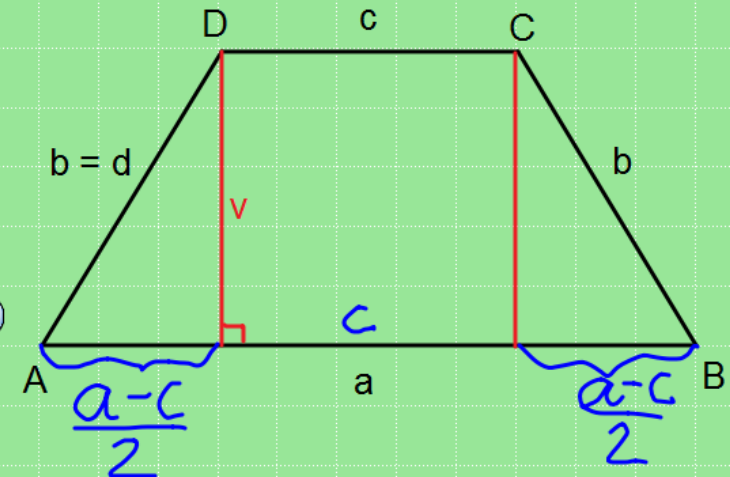



StarBoard Software [PI V TRAPEZU-dop2]

Datoteka Uredi Pogled Orodja Vnesi Seznam tem Konferenca Nastavitve Pomoč

ENAKOKRAKI TRAPEZ

3 / 4

$$b^2 = v^2 + \left(\frac{a-c}{2}\right)^2$$

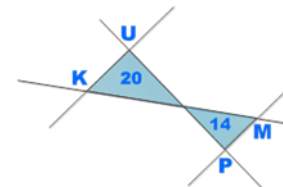
Primer:

$a = 11 \text{ cm}$
 $c = 5 \text{ cm}$
 $v = 4 \text{ cm}$
 $b = 5 \text{ cm}$

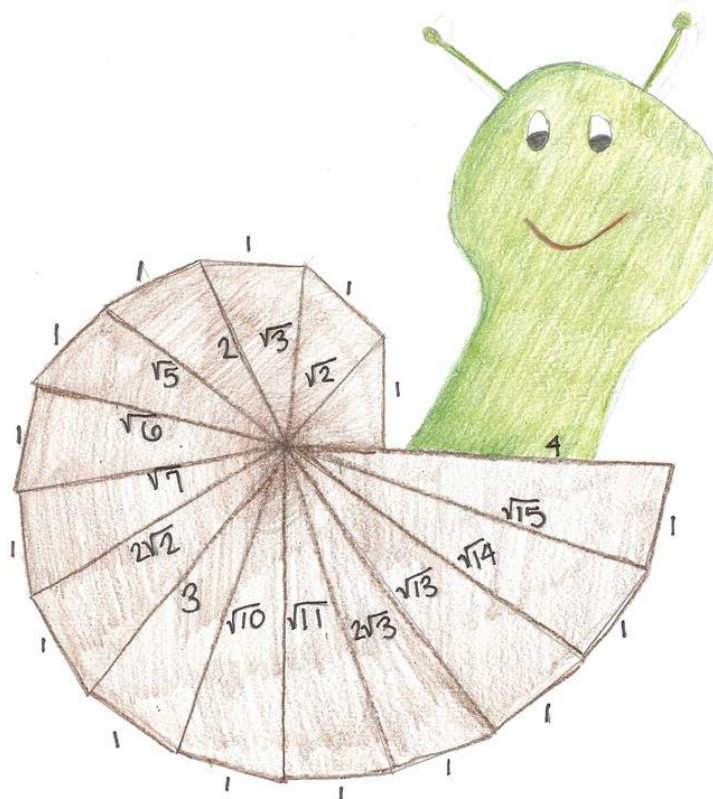
Dokument
 Galerija
 Lastnosti
 Pogled
 Konferenca

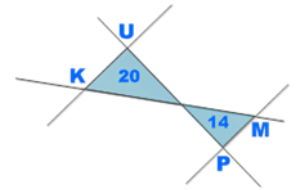
MENI

13:48
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Pitagorejski polž





Zaključek

- Učenci so bili bolj aktivni.
- Pri naslednjih sklopih bom poskusila upoštevati vse inteligentnosti.
- Učence bom spodbudila k prepoznavanju močnejših vrst inteligentnosti.