

COMMENTARY

Multiple Intelligences in Undergraduate Medical Education

Rani Kanthan, M.D.¹ and Sheryl Mills, M.Ed.²

¹ Department of Pathology and ²Educational Administration
Colleges of Medicine and Education
University of Saskatchewan
Room 2868 “G” Wing
Royal University Hospital
103 Hospital Drive Saskatoon, SK S7N0W8 CANADA

Phone: (+)1-306-655-2158

Fax: (+)1-306-655-2223

Email: rani.kanthan@saskatoonhealthregion.ca

ABSTRACT

Given that the physician’s role today, in comprehensive health care management, is expanding to include managerial, collaborative, and teaching components in their regular practices, and given our increased knowledge about the relationship between conscious and unconscious learning and memory, it is time to question whether the “one size fits all” didactic lecture that merely transmits information as the primary instructional strategy is the best approach for preclinical medical education. Gardner’s Multiple Intelligences Theory offers a framework for actively learning complex medical concepts. We can construct instructional processes for the multiplicity of learners, with identical content, by applying the various multiple intelligences.
