Abstract

Examining Pedagogical Practices Through Brain-Based Learning in Multiple Intelligences Theory

The purpose of this quantitative correlational study was to examine the relationship between middle school English teachers’ instructional practices and student achievement. Participants completed a questionnaire that provided demographic information, as well as an instructional practices survey developed by the researcher to measure pedagogical practices related to brain-based learning in multiple intelligences theory. Student achievement data was analyzed from the Norfolk Public Schools grades 6-8 Communication Skills Second Quarter Final Writing Exam. Next, data was compiled and analyzed. Finally, a Pearson $R$ test was conducted to determine if a correlation existed between brain-based learning in multiple intelligences theory instructional practices and student achievement. After all data has been gathered and interpreted, the researcher interviewed department chairpersons at each school to validate the inferences made from the findings. Results indicate implications for incorporating multiple intelligences theory into instructional practices as a means to improve student achievement.