

Abstract

The world and its technology are changing rapidly. In the 21st century, each field is putting great effort in order to look for development. Fixed learning methods and outdated knowledge are insufficient to deal with the changes in this generation. Learning is not only for knowledge. Educators should provide students the environment which is good for their learning and growth. These let them develop their potential actively and lay the foundation of the students' future and their life-long learning. Educators are responsible for teaching the future citizens in this new century, and eagerly hope to search the newer and more effective ways to lead our children to acquire surviving methods and skills. These can help them accustom their future life more easily.

In *the Theory of Multiple Intelligences*, Dr. Howard Gardner (Harvard University, U.S.A.) mentioned: Everybody has eight intelligences. However, each intelligence has its own way to operate. Almost everyone's intelligences can reach a certain level if suitable encouragement and instructions are given. The most important factor is that teachers can find out the most suitable learning trajectory for each student. Dr. Gardner stresses that these intelligences are often integrated, although they are affected by genetics and social cultures, and individuals have different performances on different intelligences. Therefore, combining with multiple intelligences and problem solving, we can provide students varied learning activities and resources, and can teach them to solve the problems they meet in their daily life. These help create effective learning results timely and moderately.

The results of this research stem from the Theory of Multiple Intelligences, the point of views of neuro-psychology and curriculum, the experiment results from Eastern and Western countries, interaction with local cultural features, local educational characteristics, ideals of school teaching, and from developments of evaluation and curriculum experiments in a primary school. From learning the theories, designing and refining the evaluation system, observing the records, writing the research report, starting and executing the teaching activities, examining how multiple intelligences theories guide local students' intelligence development, and the feasibility of the curriculum and teaching revolution are studied. Apart from these, after knowing the view points of multiple intelligences, the researcher combines the theories and practices together by reflection and internalisation, and then brings them together to form a whole thesis in order to share with all the colleagues. Hopefully, in the future we can design a school-based evaluation system which can discover students' potentials, and also more teaching activities which can enlighten students' talents and can integrate students' real life. As a result, we can gain the objective—education really meets the students' needs.