

Chapter 1

Harvard Style: Can Gardner's Five Minds Help Create a New Pedagogy?

Kala S Retna

Victoria University of Wellington, New Zealand

ABSTRACT

Over the years, there has been an increased interest among educators and researchers that today's students need new skills to excel in the highly globalised world. This resulted in looking for new pedagogies to prepare students for academic and professional life. This research builds on Gardner's (2006) framework of disciplined, synthesising, creating, respectful and ethical mindsets, which would develop capacities and skills required for the future. Qualitative research, using in-depth interviews was conducted in a New Zealand university to understand how students from two disciplines react to the five mindsets. The findings suggest that though there were some similarities and differences in perceptions by the students, the ethical mindset was strongly demonstrated by all respondents. Implications for educators and future research are discussed in this chapter.

INTRODUCTION

Within the last decade there has been an interest in nurturing students with different skills sets and mindsets that would prepare them for 21st century challenges (Shoemaker, 2008, Gardner 2006). This is partially driven by increased globalisation and digital technology, and the concern about the types of abilities and skills students will need for the demands and jobs of the future. This aligns with several authors who have stated that the older management models are not suitable for the current environment, and change is required in developing new skills and abilities for students, managers and leaders (Gosling & Mintzberg, 2003; Weick, 2007; Schoemaker, 2008). Similarly other authors, who have shifted away from analytical models and reductionism (Bennis & O'Toole, 2005), which has been the traditional approach in business schools are in a search for new ways of teaching. An extensive literature has developed seeking new pedagogies that would equip students with enduring skills with which to learn continuously and cope with the unpredictable changes they would encounter in their careers. In

DOI: 10.4018/978-1-4666-9691-4.ch001

short, the changing business environment has called into question the way students have traditionally been taught, and in many cases still are. It is clear that there is a need to develop innovative pedagogies to prepare next-generation leaders.

This chapter examines the ideas of a leading author and innovative thinker in education, Howard Gardner of Harvard University. Most studies of Gardner's (2006) theoretical framework have focused on primary and secondary levels, with less empirical evidence from tertiary post-experience students. This study addresses this gap by examining how post experience students in classes taught by the author respond to Gardner's ideas. The study used group work as a learning activity in itself but also a component in the research. Specifically it examines how students from two disciplines, accounting and management, perceive Gardner's concept of 'five minds', thus providing some empirical evidence with which to explore Gardner's framework and to assess its relevance to business education.

ORGANISATION OF CHAPTER

This chapter will first briefly provide the background to Gardner's (2006) concept and explain its importance in tertiary education in relation to gearing students for the future. Next, it reviews the literature on Gardner's framework for an understanding of what constitutes the five minds and why it is considered relevant for tertiary students. This is followed by a brief literature review on group work as it is used as an activity in this study. Then, the methodology is described followed by the findings and recommendations and future research.

BACKGROUND

In one of Gardner's best-selling books (2006), he identified five minds that are relevant and important for students across all levels and disciplines. He claims that the "current formal education still prepares students primarily for the world of the past, rather than for possible worlds of the future" (p.17). This concern of preparing students for the future has been discussed in several studies (for example, Schoemaker, 2008). Consequently, educational institutions are continuously looking for ways to improve pedagogy to enhance students with new sets of skills that will be useful for their personal and professional life. This chapter uses the five minds framework to understand how students could benefit through one of their courses in tertiary education. Stimulating though Gardner's concept may be, it is clearly necessary to examine it in real-life situations. Specifically, how do students react to the concept? Does it also stimulate them? Does it change their way of learning, and what indications are there that it can help provide them with enduring skills? Drawing from research carried out in two post-experience classes in accounting and management, the chapter presents how the students from these two disciplines perceive the five minds. There is a possibility that students of different disciplines may perceive the practice and importance of five minds differently.

Review of Literature: The Five Minds Concept

Gardner first attracted attention with his theory of multiple intelligences, described in his book *Frames of Mind: The theory of multiple intelligences*, which was published in 1983. The theory of multiple intelligences has been criticised for being too conceptual and lacking in empirical evidence. Nevertheless

19 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/harvard-style/141595

Related Content

Logistic Issues in Introducing Remote Learning Devices: Case Study

Amiram Porath (2016). *Global Perspectives on Contemporary Marketing Education* (pp. 245-253).

www.irma-international.org/chapter/logistic-issues-in-introducing-remote-learning-devices/147984

Conceiving Architectural Aspects for Quality Software Education through the Constructivist Perspective

Kam Hou Vat (2003). *Current Issues in IT Education* (pp. 98-116).

www.irma-international.org/chapter/conceiving-architectural-aspects-quality-software/7335

Reusable Learning Objects in Health Care Education

Richard Windleand Heather Wharrad (2010). *Interprofessional E-Learning and Collaborative Work: Practices and Technologies* (pp. 244-259).

www.irma-international.org/chapter/reusable-learning-objects-health-care/44447

Reinventing Management Training: How Spiritual Values Change the Practice of Modern Management and of Managerial Education

Matthew R. Fairholmand Gilbert W. Fairholm (2012). *Handbook of Research on Teaching Ethics in Business and Management Education* (pp. 16-38).

www.irma-international.org/chapter/reinventing-management-training/61799

Fostering a Global Mind: Challenges and Best Practices in Higher Education

Erika Cornelius Smith (2018). *Handbook of Research on Cross-Cultural Business Education* (pp. 68-88).

www.irma-international.org/chapter/fostering-a-global-mind/205945