Abstract

This study aims to determine the effectiveness of brain-based learning strategies profile on the multiple intelligences of children living under stressful conditions in Gaza. A case control study was conducted with a purposive sample comprising 45 children (ages 12 to 15 years) in the experimental group and 48 children (ages 12 to 15 years) in the control group. The subjects in two groups were assessed for multiple intelligences before and after brain-based learning strategies profile intervention. No significant differences were found between the experimental and control groups in the pretest results, whereas the posttest results indicated significant differences in all domains excepted musical and intrapersonal intelligences. Brain-based learning strategies are effective and useful for linguistic, mathematical, spatial, kinesthetic, interpersonal and naturalist intelligences.

References


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learning on students’ achievement levels and attitudes towards English lesson.

**Index Terms**

Computer Science  
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**Keywords**

Brain-based learning strategies  
Multiple intelligences  
Stress