

The Structure of the Intellect: one of the best method to enhance intellectual learning abilities

The Structure of the Intellect (SOI) works at activating the higher level in the sequential development of the brain functions (the cortex). ([www. soisystemsCanada.ca](http://www.soisystemsCanada.ca))

We evaluate the strengths and weaknesses not to determine a “label”, but to direct our effort in enhancing and developing learning abilities. Even when students make good marks at school, when adults succeed in their work, they have weaknesses. The goal is to turn weaknesses into strengths and sharpen the strengths.

The Structure of the Intellect method has been developed by Dr. J.P. Guilford to help select future pilots for rigorous training. It measures abilities related to learning. Bob and Mary Meeker have made it available to everyone: gifted children and adults or those with learning problems.

Following testing to assess the level of the different learning abilities, an individualized program is designed which consists of a series of booklets to develop intellectual abilities. This system comprises up to 150 different intellectual abilities organized along three dimensions. They are used to better understand how a person processes information.

For example: CMR ability would refer to

Comprehension (perception, discovery, awareness)

SeMantic (spoken language – verbal meaning of information)

Relations (deal with association and order among things, ex: arithmetic)

OR, in simply said

“The ability to understand the links among information presented verbally (with words)”

Another example:

MSU ability would refer to

Memory (storage and recall-retrieval of information)

Symbolic (symbols—letters/numbers/signs – no meaning on their own)

Units (separate pieces of information)

OR, in simply said

“The ability to remember separate pieces of information presented as symbols”

while

MFU ability would refer to

Memory (storage and recall-retrieval of information)

Figural (pictures)

Units (separate pieces of information)

OR, in simply said

“The ability to remember separate pieces of information presented as pictures”

The following chart is presenting the different possible combinations.

GENERAL INTELLIGENCE PROCESSES	
C	<u>C</u> omprehension (perception, discovery, awareness)
M	<u>M</u> emory (storage and recall-retrieval of information)
E	<u>E</u> valuation (judgment skills for decision – right or wrong – valid or non valid)
N	<u>C</u> o <u>N</u> vergence (problem solving skills – rule following – deduction)
D	<u>D</u> ivergent (creativity – looking at info & producing solutions – new perspectives)
CHANNELS TO LEARN INFORMATION	
V	<u>V</u> isual (information perceived by our eyes)
A	<u>A</u> uditory (information perceived by our ears)
K	<u>K</u> inesthetic (information perceived by our physical actions)
F	<u>F</u> igural (pictures)
S	<u>S</u> ymbolic (symbols—letters/numbers/signs – no meaning on their own)
M	<u>S</u> e <u>M</u> antic (spoken language – verbal meaning of information)
HOW THE INFORMATION IS ORGANIZED	
They represent levels of complexity	
The first 3 are required for minimal academic achievement	
U	<u>U</u> nits (separate pieces of information)
C	<u>C</u> lasses (deal with groups of things – sharing common attributes)
R	<u>R</u> elations (deal with association and order among things, ex: arithmetic)
The last 3 are for higher order thinking skills	
S	<u>S</u> ystems (interrelated groups of relations, networks, ex: mathematics)
T	<u>T</u> ransformations (see something in a different perspective – changes)
I	<u>I</u> mplications (see the consequences of an action – prediction – inferences)