Learner Needs: Differing Intelligence Models Prior to engaging in this discussion, please read Chapter 7: Evolving Frameworks in your required textbook, read Multiple Intelligences: The Most Effective Platform for Global 21st Century Educational and Instructional Methodologies (Links to an external site.), How Emotional Intelligence Helps Students [Infographic] (Links to an external site.), Understanding and Developing Emotional Intelligence (Links to an external site.), and Improving Emotional Intelligence (EQ) (Links to an external site.), watch the videos Daniel Goleman Introduces Emotional Intelligence (Links to an external site.), and Emotional Intelligence (Links to an external site.), visit the webpages Assessment: Find Your Strengths! (Links to an external site.) and Emotional Intelligence Quiz (Links to an external site.), and review the Instructor Guidance. Traditionally, someone who is intelligent is defined as an individual who can solve problems, use logic to answer questions, and think critically. However, experts within the learning academic community have suggested broader definitions of intelligence (i.e., multiple and emotional intelligences). For this journal, complete the following: Demonstrate an understanding of intelligence (IQ), multiple intelligences (MI), and emotional intelligence (EQ) by comparing and contrasting the differing constructs associated with each. Helpful resources: Comparison and Contrast (Links to an external site.) and Compare & Contrast Assignments (Links to an external site.) Take a sample MI assessment on the webpage Assessment: Find Your Strengths! (Links to an external site.) Review and summarize your results. Do you agree with the assessment? How can what you have learned about yourself help support your learning performance? How might what you’ve learned about yourself manifest in a career or professional setting?’ Take a sample EQ Assessment on the webpage Emotional Intelligence Quiz (Links to an external site.). Review your results. Do you agree with the assessment? How can what you have learned about yourself help support your learning performance? How might what you’ve learned about yourself manifest in a career or professional setting?’ Thinking critically about these foundational differences, comment on the broader propositions suggested by EQ and MI about learning preferences and development and how these may modify the way individuals assess another’s strengths and weaknesses.