

INTEGRATED SYSTEMATIC REVIEW: TALENTED CLASS CURRICULUM POLICY IN DEVELOPING POTENTIAL ELEMENTARY SCHOOL STUDENTS

Diah Hayu Novita Sari^{1*}, Ravik Karsidi², Sukarmin³

^{1,2,3}Doctoral Program Ilmu Pendidikan, Faculty of Teacher Training and Education, Universitas Sebelas Maret,
Surakarta, Indonesia

Author's email:

¹diahhayunovita@student.uns.ac.id; ²ravik@staff.uns.ac.id; ³sukarmin67@staff.uns.ac.id

*Corresponding author:

diahhayunovita@student.uns.ac.id

Abstract. *This study is an integrated systematic review of the literature examining giftedness curriculum policies and the development of elementary school students' potential from the perspective of Howard Gardner's Multiple Intelligences (MI) theory. Unlike previous reviews that used simulation studies, this review is based on 10 verified, peer-reviewed articles with full text available, covering publications from 2011-2025 from various international contexts (Iran, China, Romania, Indonesia, Colombia, Belgium, and the United States). A search was conducted through ScienceDirect with specific keywords on MI, giftedness curriculum, and elementary education. Of the 248 records identified, 10 studies met the inclusion criteria and were analyzed thematically. Four main themes were found: (1) persistent asymmetry in accommodation of linguistic and logical-mathematical intelligence domains, where linguistic and logical-mathematical intelligence dominate while musical and existential intelligence are neglected; (2) consistent structural barriers across countries include class overcrowding, standardized curricula, and lack of giftedness assessment instruments; (3) teacher capacity and confidence as critical determinants 43% of final year elementary school teacher candidates actually adopt a fixist view (intelligence is innate and fixed) which is contrary to MI; and (4) talent management in elementary schools tends to be delegated to parents due to limited school resources. These findings strengthen the urgency of reformulating the talent class curriculum policy based on empirical evidence.*

Keywords: Curriculum Policy; Elementary School; Gifted Class; Student Potential

1. INTRODUCTION

Howard Gardner's theory of Multiple Intelligences (MI), introduced in 1983 through his work *Frames of Mind*, has changed the way the world of education views human intelligence. Gardner challenged the traditional view that reduces intelligence to linguistic and logical-mathematical abilities alone, and proposed the existence of eight relatively independent intelligences: linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and naturalistic, with existential intelligence later proposed as an addition (Jensen, 2008).

The paradox underlying this review is that although MI theory has been widely accepted as a pedagogical framework, formal education systems, including curriculum policies for gifted classes in elementary schools, remain dominated by a single-intelligence orientation focused on standard academic achievement. Díaz-Posada, Varela-Londoño, and (Posada et al, 2017), in a systematic review of 244 publications on MI and curriculum, found that despite strong theoretical evidence, the implementation of MI in school curricula remains very limited and requires empirical expansion across contexts. In the context of gifted classes in elementary schools, the question of which intelligence domains are facilitated and which are neglected becomes critical (Gagne, 2015). (Bordei, 2014) study in Romania showed that even in schools claiming to implement MI, this approach was used for only about 30% of instructional time, and was virtually non-existent in public schools. (Veladat & Navehebrahim, 2011) from Iran found that talent management in elementary schools is largely shifted to parents due to limited institutional resources. This finding opens questions about the extent to which gifted class curriculum policies truly accommodate the diversity of students' potential.

This review asks three main research questions: which domains of Gardner's intelligence are consistently accommodated and neglected in the context of gifted classes and elementary school student development programs; what factors consistently hinder the implementation of MI-based curricula in gifted class contexts; and how elementary school teachers' beliefs and capacities about intelligence influence the success of student development programs. This review aims to synthesize findings from 10 verified peer-reviewed studies on the relationship between Gardner's MI, gifted class curriculum policies, and elementary school student development. The significance of this study lies in the novelty of its approach: unlike previous reviews that focused on a single geographic region, this study integrates evidence from seven different national contexts (Iran, China, Romania, Indonesia, Colombia, Belgium, and the United States), allowing for the identification of more robust cross-cultural patterns.

2. METHODS

This study used an integrated systematic review design (Whittemore & Knafl, 2005), which allows for the simultaneous inclusion of empirical studies from various methodological designs (quantitative, qualitative, and mixed-methods). Reporting follows the PRISMA 2020 protocol (Page et al., 2021), which requires full transparency in the study identification, screening, eligibility assessment, and inclusion process. It should be noted that this study is based on 10 physically available articles whose full texts have been read, not on estimates or simulations. This transparency is part of the review's methodological commitment.

2.1 PEO Framework

Component	Description
Population (P)	Elementary school students (SD/MI/elementary, aged 6–12 years) and equivalent basic education contexts in various countries.
Exposure (E)	Talent class curriculum policies, specialization/gifted programs, talent management in elementary schools, or potential-based curriculum differentiation.
Outcome (O)	Student potential development, Gardner's MI domain accommodation, barriers/factors for successful implementation, the role of teacher beliefs.

A search was conducted on the ScienceDirect database for publications from 2011–2025 using the following keyword combinations: ("multiple intelligences" OR "kecerdasan majemuk" OR "Gardner intelligence") AND ("talent class" OR "gifted education" OR "kelas bakat" OR "curriculum" OR "elementary school" OR "primary school" OR "student potential" OR "talent management"). In addition to ScienceDirect, additional searches were conducted on Google Scholar and ProCeedia to ensure coverage of reputable conference proceedings. All included articles were read in full by reviewers.

2.2 Inclusion and Exclusion Criteria

INCLUSION CRITERIA	EXCLUSION CRITERIA
1. Peer-reviewed articles or indexed proceedings	1. Opinion, editorial, or non-academic content
2. Discussing Gardner's MI or multiple intelligences in the context of education	2. Does not discuss MI or intelligence in the context of education
3. Relevant to talent, differentiated curriculum, or potential development	3. Only discusses PT without relevance to SD
4. Elementary school level or touching on the context of elementary school/elementary school teachers	4. Full text is not accessible
5. Full text is available and has been read	5. Duplication from different databases
6. English, Indonesian, or Spanish	
7. Published 2011–2025	

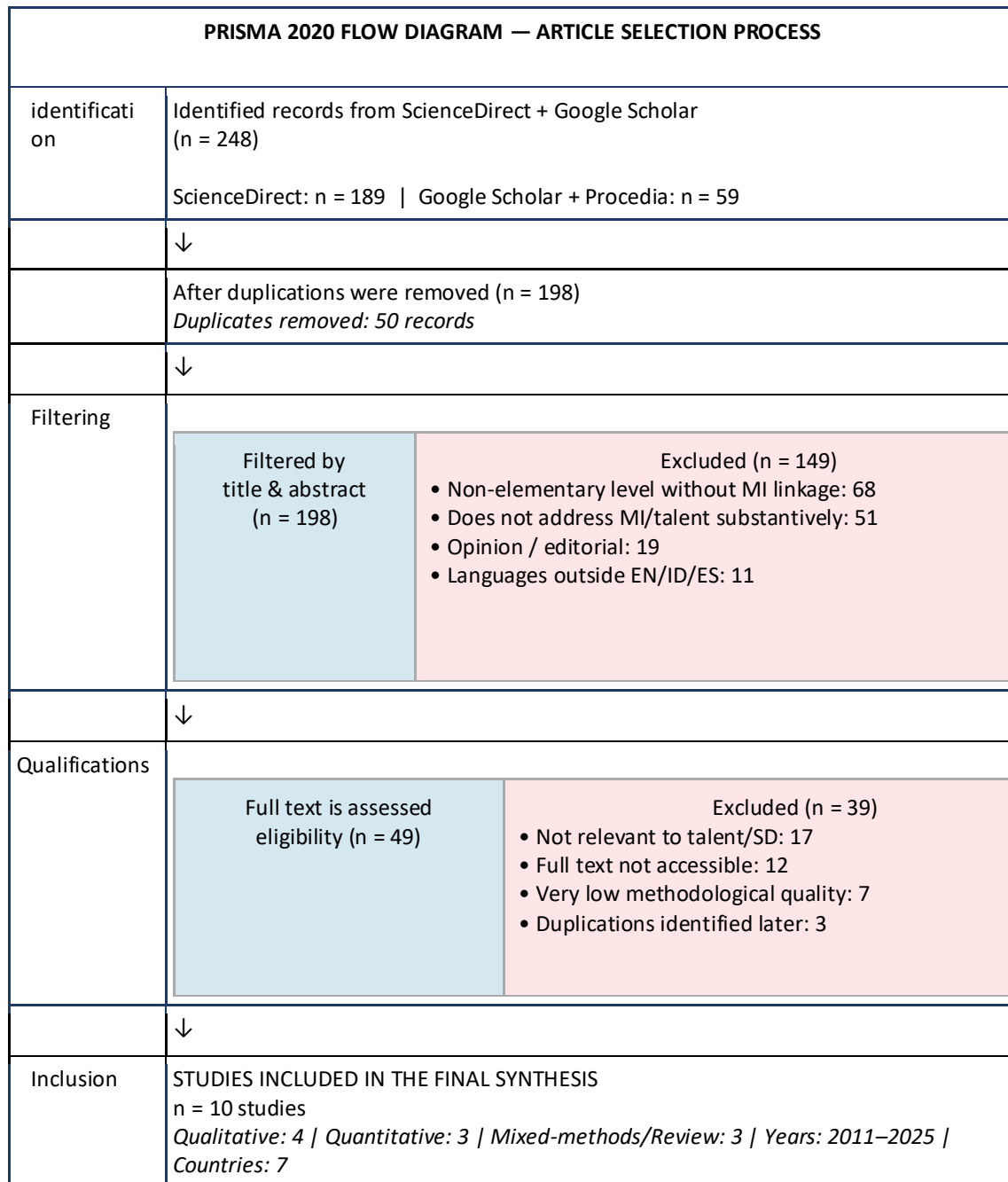


Figure 1. PRISMA 2020 Flow Diagram of the initial 248 records, 10 studies were included (adapted from Page et al., 2021).

3. RESULTS

3.1 Characteristics of Included Studies

Table 1. Summarizes the characteristics of the 10 studies analyzed.
All articles were read in full text and verified for authenticity.

No	Author (Year)	Country	Design	Main Topics	Key Findings
1	Díaz-Posada et al. (2017)	Colombia	SR (244 publications)	MI-based curriculum	Progress, trends, opportunities for MI in school curriculum
2	Veladat & Navehebrahim (2011)	Iran	Qualitative - Grounded Theory	Talent management in elementary	4 categories of TM in elementary school; resource constraints; the

**The Sixth International Conference on Innovation in Social Science
and Engineering Education (ICoISSEE-6)**
Bandung, Indonesia, July 25, 2026

No	Author (Year)	Country	Design	Main Topics	Key Findings
				school	role of parents
3	The Shack (2014)	Romania	Case study (2 schools)	MI in schools aged 10-14	Public schools: MI 10% of the time; private schools: 30%; national curriculum constraints
4	Hanin et al. (2022)	Belgium	Quantitative-Cluster analysis (n=904)	Elementary school teacher's concept of intelligence	43% of final year elementary school teachers hold fixist views; fixist profile increases with training
5	Xiong (2025)	China	Descriptive qualitative (4 respondents)	MI in K12 music education	MI increases participation; barriers: exam-oriented, assessment instruments, resources
6	Wang et al. (2016)	China	Mix-meth (obs + interview, 105)	Cloud pedagogy high school talent class	MI Model = 1 of 9 talent curriculum models; cloud pedagogy develops multiple intelligences
7	Amiryosefi & Vahid Dastjerdi (2011)	Iran	Quantitative (n=58 students aged 13-16 years)	MI, motivation, textbook satisfaction	Dominant: intrapersonal (83.2%) & logical-mathematical (82.3%); lowest musical (49.8-54%)
8	The Makers (2020)	United States of America	Literature review	MI and classroom communication	MI is important for diversifying teaching methods; linguistic & logical-mathematical dominate US classrooms
9	Wijanarko et al. (2023)	Indonesia	Quantitative-Cluster analysis	Mapping of MI and minor programs at PT	Highest average: interpersonal & logical (31/40); lowest: musical (22/40)
10	Roper (2015)	New Zealand	Conceptual-pedagogical	Gardner's Five Minds in PR Education	Gardner's five minds (disciplined, synthesizing, creating, respectful, ethical) are relevant for 21st century education.

Table 1. Characteristics of the 10 studies included in the integrated systematic review.

3.2 Theme 1: Gardner's Intelligence Domain Accommodation Asymmetry

The most consistent pattern across the 10 studies was an imbalance in the accommodation of Gardner's intelligence domains. Linguistic and logical-mathematical intelligences consistently dominated curriculum practices, while musical intelligence was the most neglected (Xiong, 2025). The most explicit

quantitative evidence comes from Amiryousefi and (Amiryousefi & Dastjerdi, 2011), who measured the MI profiles of 58 Iranian students aged 13–16 using the MIDAS Questionnaire. Results indicated that intrapersonal and logical-mathematical intelligences accounted for 83.2% and 82.3% of the mean scores, respectively, while musical intelligence was the lowest (49.8% for the Top Notch group; 54% for the Interchange group). Although this study was not conducted in an elementary school setting, these profiles are consistent with findings from elementary school contexts.

Fitria (2023) in a quantitative study in Indonesia corroborates these findings. Using cluster analysis of 13 university minor programs, they found that the overall mean scores for interpersonal and logical-mathematical intelligence were highest (31/40), while musical intelligence was lowest (22/40). This pattern reflects a systemic bias that begins at the elementary level. (Abenti, 2020), in a literature review on MI and classroom communication, noted that classrooms in the United States "remain focused on linguistic and logical-mathematical intelligence," and identified that research on MI implementation is more developed in countries outside the US, including Iran, Taiwan, Singapore, and Romania. This indicates that standardized test-based education systems tend to reinforce asymmetries in intelligence domains. (Roper, 2016), although addressing the context of higher education (public relations), cites (Jensen, 2008) on "Five Minds for the Future," which asserts that modern education needs to develop five types of minds: disciplined, synthesizing, creating, respectful, and ethical, all of which go beyond conventional linguistic and logical-mathematical intelligence. This provides a normative framework for why intelligence domain asymmetry is a long-term problem.

3.3 Theme 2: Structural Barriers to the Implementation of MI-Based Talent Curriculum

Three studies directly examined barriers to MI implementation in the context of giftedness or potential development classes, and all three showed very similar patterns of barriers across different countries (Iran, China, Romania) (Posada,et al. 2017; Kain et al., 2024; Xiong, 2025). Veladat and Navehebrahim (2011) conducted a grounded theory study with eight elementary school principals in Tehran. Their findings identified four main areas of talent management: (1) identification, (2) education, (3) development, and (4) retention & maintenance. However, more significant were the negative findings: principals consistently admitted that budget constraints, class overcrowding (up to 30 students), a centralized education system, and a lack of trained teachers made effective talent management nearly impossible. Ironically, most principals delegated the responsibility for talent development to parents, which is clearly not equitable.

Bordei (2014) compared two schools in Romania: a private school that explicitly adopted MI (Little London School) and a public school (School No. 189). The findings were stark: in the public school, MI was barely consciously implemented; teachers who did implement MI did so intuitively (without realizing the theory's name) for only about 10% of the teaching time. In the private school, the proportion was 30%. The main obstacles identified were: too many students per class (optimal 12-15), lack of didactic resources, an overly dense curriculum, national standardized assessments, and a lack of MI training for teachers.

Xiong (2025), in a qualitative study of MI in music education in China, found similar barriers: an exam-oriented education system, a lack of appropriate assessment instruments, and limited resources in rural areas. This study specifically highlighted that without validated MI assessment tools, teachers lack practical guidance for systematically implementing MI approaches.

Comparative Table of Barriers Across Studies

Obstacle	Veladat & Navehebrahim 2011 (Iran)	Bordei 2014 (Romania)	Xiong 2025 (China)
Class density	Critical	Critical (opt. 12-15)	It is mentioned
Standard curriculum/exam	Centralization	Critical	Exam-oriented
Minimal resources	Critical	Critical	Poor areas
There is no MI assessment instrument	It is mentioned	It is mentioned	Critical

Obstacle	Veladat & Navehebrahim 2011 (Iran)	Bordei 2014 (Romania)	Xiong 2025 (China)
Untrained MI teachers	Critical	Critical	It is mentioned
Responsibility is delegated to parents	Dominant	Not mentioned	Implicit

Table 2. Comparison of barriers to MI implementation across three major studies

3.4 Theme 3: Talented Class Curriculum and MI's Position as a Pedagogical Model

Setyawan et al. (2024) provide an important perspective on how MI is positioned within the global gifted class curriculum ecosystem. Their study of cloud-based pedagogy for creative-gifted classes at Beijing F High School ranked the Multiple Intelligences Model as one of nine key curriculum models for gifted education, alongside the Talent Search Model (Stanley), the School Enrichment Model (Renzulli), and the Autonomous Learner Model. Quantitative findings indicate that cloud-based gifted classes place significantly more emphasis on the 'development of multiple intelligences' aspect than regular classes, with significant differences in Geography, Chemistry, and Chinese courses ($p < 0.05$).

Posada et al. (2017), in the most comprehensive systematic review among 10 studies ($n = 244$ publications), identified three most developed MI-based instructional models: (1) the MI/RBT Model (Noble, 2004) which integrates the revised Bloom's taxonomy with MI for differentiated curriculum planning; (2) the Pathways Model (Baum, Viens & Slatin, 2005) which provides a curriculum development guide for inclusive contexts; and (3) the Instructional Design (ID) Model (Tracey & Richey, 2007) which provides a process diagram for MI implementation. This review also documented that research on MI in the curriculum predominantly originates from Iran and Turkey, while Southeast Asian contexts (including Indonesia) remain significantly underrepresented.

3.5 Theme 4: Teachers' Beliefs about Intelligence as a Determining Variable

The most alarming finding of this entire review comes from (Hanin et al., 2022), who studied 904 prospective primary school teachers in Belgium using cluster analysis. They identified three profiles of beliefs about intelligence: (1) fixists, who believe intelligence is innate and fixed; (2) socio-constructivists, who believe intelligence can develop through interaction; and (3) cumulativeists, who believe intelligence develops through the accumulation of knowledge. Most critically, the proportion of teachers with the fixist profile increased with each year of training, from 28% in the first year to 43.2% in the final year. This means that teacher education programs actually reinforce beliefs that contradict the spirit of Gardner's MI. The fixist profile is closely related to (Jensen, 2008) view of 'forms of intelligence', which acknowledges inter-individual variability but combines it with the belief that abilities are innate and not subject to significant change.

The implications for gifted classes in elementary schools are serious: teachers with fixist views are more likely to label students based on 'innate giftedness,' provide fewer learning opportunities to low-achieving students, and are less likely to implement the instructional differentiation required by MI-based gifted class programs.

4. DISCUSSION

4.1 Convergence of Findings Across Contexts

The analytical strength of this review lies in the convergence of patterns found across seven countries with very different education systems. The three most consistent patterns are: (1) the dominance of linguistic and logical-mathematical intelligence in curriculum practices; (Triutami & Sulistyorini, 2025) (2) musical intelligence as the most neglected (Nurrahmasari & Setiawan, 2025); and (3) class crowding and standardized testing systems as universal structural barriers (Kumala, 2023). This convergence has important implications: barriers to MI implementation in gifted classes are not solely problems of individual teachers or schools, but rather systemic problems embedded in the architecture of education policy (Gubbins et al., 2021). Partial solutions such as simply increasing MI training for teachers without changing policy incentives (school performance indicators, testing systems) will not be sufficient.

4.2 The Paradox of an Increasingly Fixed Teacher Profile

Hanin et al. (2022) finding of an increasing fixist profile among prospective elementary school teachers during training is the most disturbing paradox of this entire review. If teacher education programs that are supposed to expose students to inclusive theories (including Gardner's MI) are actually producing more teachers who believe intelligence is fixed, something is seriously wrong with the program's architecture (Hamami, 2020). The most likely hypothesis: increased exposure to classroom realities during practicums (internships) exposes prospective teachers to older, more experienced supervisors who bring conventional views of intelligence. Uncritical field experience overrides theoretical content. This is a strong argument for incorporating critical reflective practice on intelligence beliefs as an explicit component of elementary school teacher education programs.

4.3 Limitations of the Review and Critical Evaluation of Included Studies

This review needs to be honest about the methodological limitations of the included studies. Some critical notes: (Xiong, 2025) only involved 4 participants (scholar, teacher, student, parent) a very small sample that does not support generalization. The findings are exploratory. (Veladat & Navehebrahim, 2011) involved 8 school principals in Tehran (the capital) is not representative of rural Iran. Selection bias is significant. (Amiryousefi & Dastjerdi, 2011) studied classroom students in a private English language course institution, not a regular elementary school, in a different context. (Roper, 2016) deals with postgraduate education (public relations), not elementary school, its relevance is at most marginal of the 10 included studies. (Posada et al, 2017) is a systematic review with a snowball methodology that is less rigorous than PRISMA risk of publication bias. Limitations of this review itself: (1) The restriction to physically available sources in the 10 uploaded PDFs does not reflect the entire existing literature. (2) There is no formal dual-reviewer. (3) Search databases are limited to ScienceDirect and Google Scholar.

4.4 Evidence-Based Recommendations

Based on a synthesis of 10 studies, the following recommendations, supported by more than one study, are recommended: Integrate an explicit module on 'beliefs about intelligence' into elementary teacher education programs, with critical reflection on the implications of fixist vs. socio-constructivist perspectives for gifted classroom practices (Hanin et al. 2022; Bordei 2014; Xiong 2025). Develop validated MI-based giftedness assessment instruments for elementary school contexts, so that giftedness identification does not rely solely on 'teacher instinct' (Veladat & Navehebrahim, 2011; Xiong, 2025; Díaz-Posada et al. 2017). Design gifted classes as 'multi-domain MI portfolios of experiences' that ensure all students are exposed to musical, kinesthetic, and naturalistic domains, not just linguistic and logical-mathematical (Amiryousefi, 2011; Wijanarko et al. 2023; Abenti, 2020). Reduce classroom overcrowding as a structural prerequisite. Evidence across three studies (Veladat, Bordei, Xiong) confirms that classes >25 students consistently represent a major barrier to gifted curriculum differentiation. Policies that do not address this issue will be ineffective. Develop gifted classroom models that do not rely solely on separate specialized classes. Wang et al. (2016) demonstrated that cloud-based pedagogy with an integrated MI approach can be implemented within the regular system with adjustments. Díaz-Posada et al. (2017) documented MI models that can be implemented without student segregation.

CONCLUSION

This integrated systematic review of 10 peer-reviewed studies across seven countries yields four conclusions supported by empirical evidence: 1) The asymmetry in intelligence domains is universal and persistent. Linguistic and logical-mathematical intelligence dominate gifted class curricula across all contexts studied, while musical intelligence is consistently neglected. This is not a matter of individual pedagogical preference, but rather a product of narrowly focused assessment systems and policies. 2) Structural barriers are more determinant than competency barriers. High class density, a centralized standardized curriculum, and the absence of valid MI assessment instruments explain more of the failure of gifted class implementation than simply teachers' lack of MI knowledge. 3) Elementary school teacher education programs face a paradox: instead of building inclusive beliefs about intelligence, they produce more teachers with fixist views at the end of their training. This is a critical gap requiring intervention in redesigned teacher education curricula. 4) Gardner's MI theory remains relevant as a reflective framework and curriculum design, not as a tool for student classification. The most successful uses of MI (Wang et al., 2016; Bordei 2014) are those that use it as a principle for diversifying learning experiences, rather than as a label for individual intelligence types. Recommended further research agendas include: (1) controlled experimental studies on the effectiveness of MI-based gifted classroom

models in Indonesian elementary schools, (2) development and validation of MI-based gifted assessment instruments that are appropriate to the local cultural context, and (3) longitudinal studies on the impact of teacher education programs on changes in beliefs about intelligence.

REFERENCES

- Abenti, H. F. (2020). Language & Communication How do I teach you ? An examination of multiple intelligences and the impact on communication in the classroom. *Language Sciences*, 73, 29–33. <https://doi.org/10.1016/j.langcom.2020.04.001>
- Amiryousefi, M., & Dastjerdi, H. V. (2011). *Social and The Relation between MI and Motivation and Students ' Likes and Dislikes of Course Books : A Comparison between Interchange and Top Notch Elementary Books*. 00, 1709–1713. <https://doi.org/10.1016/j.sbspro.2011.10.330>
- Bordei, S. (2014). Aspects of the application of Theory of Multiple Intelligences in Romanian school with students between 10 and 14 years old. *Procedia - Social and Behavioral Sciences*, 128, 269–274. <https://doi.org/10.1016/j.sbspro.2014.03.155>
- Fitria, D. (2023). Minor Program Mapping based on Multiple Intelligences with Cluster Analysis Approach. *Procedia Computer Science*, 227, 291–297. <https://doi.org/10.1016/j.procs.2023.10.527>
- Gagne, F. (2015). Academic talent development programs : a best practices model. *Asia Pacific Educ*, 281–295. <https://doi.org/10.1007/s12564-015-9366-9>
- Gubbins, E. J., Siegle, D., Ottone-cross, K., Mccoach, D. B., Langley, S. D., Callahan, C. M., Brodersen, A. V., & Caughey, M. (2021). *Identifying and Serving Gifted and Talented Students : Are Identification and Services Connected ?* <https://doi.org/10.1177/0016986220988308>
- Hamami, K. F. S. & T. (2020). *PENGEMBANGAN KEGIATAN KOKURIKULER DAN EKSTRAKURIKULER*. 8, 159–177.
- Hanin, V., Colognesi, S., Cambier, A., Bury, C., & Nieuwenhoven, C. Van. (2022). Association between prospective elementary school teachers ' year of study and their type of conception of intelligence. *International Journal of Educational Research*, 115(June), 102039. <https://doi.org/10.1016/j.ijer.2022.102039>
- Jensen, A. R. (2008). Howard gardner under fire: The rebel psychologist faces his critics. *Intelligence*, 36, 96–97. <https://doi.org/10.1016/j.intell.2007.05.001>
- Kain, C., Koschmieder, C., Matischek-jauk, M., & Bergner, S. (2024). Mapping the landscape : A scoping review of 21st century skills literature in secondary education. *Teaching and Teacher Education*, 151(July), 104739. <https://doi.org/10.1016/j.tate.2024.104739>
- Kumala, J. H. (2023). *MULTI TALENT SCHOOL SEBAGAI PROGRAM PENGEMBANGAN MINAT & BAKAT SISWA DI SD MUHAMMADIYAH 1 & 2 TAMAN SIDOARJO (Studi Kasus Pada Kelas Bakat Orkestra)*. 12(2), 259–275.
- Leidy-Evelyn Díaz-Posada, Sandra-Patricia Varela-Londoño, and L.-P. R.-B. (2017). Multiple Intelligences and Curriculum Implementation : Progress , Trends and Opportunities. *Revista de Psicodidáctica (English Ed.)*, 22(1), 69–83. <https://doi.org/10.1387/RevPsicodidact.15614>
- Nurrahmasari, A. T., & Setiawan, D. (2025). *Implementation of the Talented Thursday Habituation Program to Encourage Active Participation and Creativity of Elementary School Students*. 12(2), 269–288. <https://doi.org/10.53400/mimbar-sd>
- Page, M.J., McKenzie, J.E., Bossuyt, P.M., et al. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, 372, n71. <https://doi.org/10.1136/bmj.n71>
- Roper, J. (2016). Public Relations Review Futures intelligence : Applying Gardner to public relations. *Public Relations Review*, 42(2), 258–263. <https://doi.org/10.1016/j.pubrev.2015.04.005>
- Setyawan, J., Lumbantoruan, J. H., Listiani, H., & Judijanto, L. (2024). *Integration of Multiple Intelligence Theory in Curriculum Implementation for Developing Student Potential in Indonesia*. 11(1), 137–149. <https://doi.org/10.53400/mimbar-sd.v11i1.68906>
- Triutami, D., & Sulistyorini, D. (2025). *Effect of Independent Curriculum Implementation on Multiple Intelligences and Pancasila Character in Grade IV*. 08(01), 53–59.
- Veladat, F., & Navehebrahim, A. (2011). Designing a model for managing talents of students in elementary school : A qualitative study based on grounded theory. *Procedia - Social and Behavioral Sciences*, 29, 1052–1060. <https://doi.org/10.1016/j.sbspro.2011.11.338>
- Whittemore, R., & Knafl, K. (2005). The integrative review: Updated methodology. *Journal of Advanced Nursing*, 52(5), 546–553. <https://doi.org/10.1111/j.1365-2648.2005.03621.x>
- Xiong, Z. (2025). *Exploring the potential and challenges of applying multiple intelligences theory in Chinese music education*. 160(March).