

# Purposeful Learning Through Multiple Intelligences® Online

**Purposeful Learning Through Multiple Intelligences Online** explores Howard Gardner's multiple intelligences and their positive impact on teaching and learning. Diverse instructional strategies and integrated lesson plans on the intelligences provide a strong foundation to encourage a higher level of student engagement and results.

To the right are the key areas of focus for the eight-week online asynchronous course. For more information, refer to the syllabus, which provides a detailed outline of the course material as well as a bibliography of research on which the course is based.

## In this course, participants will

- ▶ Explore the theory of multiple intelligences and discover tools and strategies to reveal both personal and student dominant intelligences.
- ▶ Analyze the subcapacities of each intelligence and explore classroom connections to real-world situations.
- ▶ Discover teaching strategies and assessment ideas to instill multiple intelligences into your classroom.
- ▶ Design lesson plans, incorporating the intelligences and subcapacities, to address diverse learners.
- ▶ Examine the combination of the intelligences with technology and investigate opportunities to integrate the intelligences into your classroom.

# Purposeful Learning Through Multiple Intelligences® Online

## Course Description

Purposeful Learning Through Multiple Intelligences® is a Performance Learning Systems® online course that focuses on helping educators identify and apply the multiple intelligences (MI) to meet the needs of today's diverse classrooms. Based on Howard Gardner's Theory of Multiple Intelligence™, participants will demonstrate the power of teaching and learning through this unique instructional process. Participants will explore other theories of intelligence, MI subcapacities, and their own MI profiles.

## Course Outcomes

At the completion of this module, you will be able to:

1. Discuss and apply current, validated research underlying the theories, principles, and practices that lead to and support multiple intelligences.
2. Identify the eight intelligences (bodily-kinesthetic, interpersonal, intrapersonal, logical-mathematical, musical-rhythmic, naturalist, verbal-linguistic, and visual-spatial) and the primary characteristics and subcapacities evident within a lesson.
3. Analyze and discuss your own MI profile and how that has affected you as both learner and teacher.
4. Assess students to ascertain their MI profile.
5. Develop an intervention plan to meet the needs of struggling learners by assessing their multiple intelligences strengths and weaknesses and providing alternate instructional strategies.
6. Design and analyze a range of specific instructional strategies designed to meet the learning needs of each intelligence.
7. Identify and design entry points for integrating multiple intelligences in the classroom through classroom climate, products and portfolios, learning centers, or integrated multiple intelligences lessons.
8. Design an integrated multiple intelligences lesson.
9. Reflect on and continuously evaluate personal practice, adjust accordingly, and actively seek out opportunities to grow professionally using the knowledge and skills gained of this course.
10. Work collaboratively to refine understanding of content, give and receive feedback, improve expertise, and share knowledge, skills, and experiences.
11. Incorporate technology to enhance lessons and to enable students to learn to use it effectively.
12. Generalize this course content to reflect how the multicultural and diverse populations within classrooms have their needs met via the application of the skills, strategies, and knowledge of this course.

## Required Texts

Armstrong, T. (2009). *Multiple intelligences in the classroom* (3rd ed.). Alexandria, VA: ASCD.

Gardner, H. (2006). *Multiple intelligences: New horizons in theory and practice*. New York, NY: Basic Books.

Instructors and learners will also use instructor-generated materials, learner-generated materials, and Web-based resources to facilitate learning.

<b>Topical Outline</b>	<b>List of Concepts</b>
<b>Multiple Intelligences</b>	Descriptions of intelligence, definitions of common concept of intelligence, review of important terms, introduction Howard Gardner's Multiple Intelligences (MI), differences between MI and the intelligence quotient, overview of the background behind MI, introduction to MI theories, the link between MI and education
<b>MI, the Brain, and Cultivating Learning</b>	Differences between MI and learning styles, opposing views of MI, relationship between MI and brain concepts, overview on parts of the brain and their impact on learning, identification of one's own MI, view of MI in action, review of tools and strategies to discover a student's MI
<b>Verbal-Linguistic and Logical-Mathematical Intelligences</b>	Exploration of the verbal-linguistic and logical-mathematical intelligences, description of the verbal-linguistic and logical-mathematical intelligence subcapacities, review of teaching situations involving the verbal-linguistic and logical-mathematical intelligences, teaching strategies and assessment ideas for verbal-linguistic and logical-mathematical intelligences
<b>Visual-Spatial and Musical-Rhythmic Intelligences</b>	Exploration of the visual-spatial and musical-rhythmic intelligences, description of the visual-spatial and musical-rhythmic intelligence subcapacities, review of teaching situations involving the visual-spatial and musical-rhythmic intelligences, teaching strategies and assessment ideas for visual-spatial and musical-rhythmic intelligences
<b>Bodily-Kinesthetic and Interpersonal Intelligences</b>	Exploration of the bodily-kinesthetic and interpersonal intelligences, description of the bodily-kinesthetic and interpersonal intelligence subcapacities, review of teaching situations involving the bodily-kinesthetic and interpersonal intelligences, teaching strategies and assessment ideas for bodily-kinesthetic and interpersonal intelligences
<b>Intrapersonal and Naturalist Intelligences</b>	Exploration of the intrapersonal and naturalist intelligences, description of the intrapersonal and naturalist intelligence subcapacities, review of teaching situations involving the intrapersonal and naturalist intelligences, teaching strategies and assessment ideas for intrapersonal and naturalist intelligences
<b>Emotional Intelligence, and Blending MI with Technology</b>	Exploration of the emotional intelligence, description of the emotional intelligence subcapacities, review of a teaching situation involving the intrapersonal and emotional intelligence, teaching strategies and assessment ideas for emotional intelligence, overview of additional emotional intelligence models, integration of MI and technology

**Teachers, Classroom Environment, and MI Integration** Identify reasons teachers are drawn to MI theory, description of MI classroom, review of a teaching situation that addresses MI, creation of a MI lesson plan

**Course Assessments and Links to Course Outcomes**

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Learning activities include large- and small-group discussions and assessments for a total of 806 points.

<b>Modules</b>	<b>Topics of Modules</b>	<b>Points</b>	<b>Correlation With Course Outcomes</b>
Module 1:	Multiple Intelligences	42	1, 9, 10, 12
Module 2:	MI, the Brain, and Cultivating Learning	48	1, 3, 4, 9, 10, 12
Module 3:	Verbal-Linguistic and Logical-Mathematical Intelligences	134	1, 2, 5, 6, 7, 8, 9, 10, 12
Module 4:	Visual-Spatial and Musical-Rhythmic Intelligences	128	1, 2, 5, 6, 7, 8, 9, 10, 12
Module 5:	Bodily-Kinesthetic and Interpersonal Intelligences	114	1, 2, 5, 6, 7, 8, 9, 10, 11, 12
Module 6:	Intrapersonal and Naturalist Intelligences	118	1, 2, 5, 6, 7, 8, 9, 10, 12
Module 7:	Emotional Intelligence, and Blending MI with Technology	88	1, 2, 5, 6, 7, 8, 9, 10, 11, 12
Module 8:	Teachers, Classroom Environment, and MI Integration	134	1, 2, 5, 6, 7, 8, 9, 10, 11, 12
<b>Total</b>		<b>806</b>	

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

**Instructional Methodology**

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include presentation of new content through online readings, active construction of knowledge through practice and problem solving, collaborative group work, personal reflection, structured small-group or whole-class discussion, analysis of assigned reading, and the application of course content and skills to participant’s individual grade level, subject area(s), and classroom.

**Grading Scale**

The course facilitator will post the grading scale.

**Performance Learning Systems’ Late Policy**

There will be a 10% deduction of points per day for all posts and submitted assignments which are late. Replies posted after the due date will earn no points. In rare cases,

partially or poorly completed assignments may be resubmitted for partial credit at the discretion of the instructor. The following exceptions apply:

- If a participant is sick/hospitalized or has a death in the family, the timing of makeup work may be arranged with the course facilitator. No points will be deducted if the work is completed according to the agreement.
- If a participant is on vacation/traveling/etc., the participant must contact the course facilitator ahead of time to avoid a penalty. This type of absence may occur only once during a course. All posts should be submitted for the missed module before leaving.
- If a participant has difficulty completing everything in a week, an extension can be granted if the participant contacts the facilitator during the week (not at the last minute).

### **Performance Learning Systems' Participant Drop Policy**

- Participants are eligible to receive a refund if they attend class for one week or less. This means participants must withdraw by the end of Module 1 to receive a refund.
- Refunds of the balance of tuition paid will be given, minus the \$50 deposit.

### **Performance Learning Systems' Academic Integrity Policy**

Performance Learning Systems expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code policies of our partner colleges and universities are embraced and enforced by PLS instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgment.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation(s) or suspected violation(s) will be investigated and pursued according to specific college/university procedures.

### **Identity Authentication**

The college/university, Performance Learning Systems (PLS), and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the students' computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.

2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by Performance Learning Systems, and reporting breaches of the security policy to the IT Helpdesk.

### **Course Evaluation**

The evaluation of learner work will be based on the defined criteria for learner assessments. The criteria for learner assessments will be outlined for students prior to instructional activities and engagement with student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; and active participation in online interactions. It is expected that each participant will contribute to the academic quality of the course.

Summative assessment includes the completion of weekly learning activities and assignments for which the participant will need to synthesize class content, apply it to his or her own practice, and complete a plan for implementing the major components of content and skill acquired during the course.

## Course Outcome Correlations With INTASC Standards for Teachers

	Course Outcomes
<b>Standard 1: Subject Matter</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	1, 2, 3, 4, 5, 6, 7, 8, 11, 12
<b>Standard 2: Student Learning</b> The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	1, 2, 3, 4, 5, 6, 7, 8, 11, 12
<b>Standard 3: Diverse Learners</b> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	1, 2, 3, 4, 5, 6, 7, 8, 11, 12
<b>Standard 4: Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	1, 2, 6, 7, 8, 11, 12
<b>Standard 5: Learning Environment</b> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	1, 2, 3, 4, 5, 6, 7, 8, 11, 12
<b>Standard 6: Communication</b> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	1, 2, 3, 4, 5, 6, 7, 8, 11, 12
<b>Standard 7: Planning Instruction</b> The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12
<b>Standard 8: Assessment</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
<b>Standard 9: Reflection and Professional Development</b> The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	2, 3, 4, 5, 6, 7, 8, 9, 11, 12
<b>Standard 10: Collaboration, Ethics, and Relationships</b> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

The Interstate New Teacher Assessment and the Support for Consortium (INTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council's website at <http://www.ccsso.org>.

© Council of Chief State School Officers. (1992) Model standards for beginning teacher licensing, assessment, and development: A resource for state dialogue. Washington, DC: Author. <http://www.ccsso.org/content/pdfs/corestrd.pdf>.

## Course Outcome Correlations With National Board for Professional Teaching (NBPTS) Propositions and Standards

<b>Proposition 1: Teachers are Committed to Students and Their Learning.</b>	<b>Course Outcomes</b>
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	1, 2, 3, 4, 6, 7, 8, 11, 12
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.	1, 2, 3, 4, 6, 7, 8, 10, 11, 12
NBCTs understand how students develop and learn.	1, 2, 3, 4, 6, 7, 8, 11, 12
They respect the cultural and family differences students bring to their classroom.	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
NBCTs are also concerned with the development of character and civic responsibility.	1, 3, 4, 5, 6, 7, 8, 10, 12
<b>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</b>	
NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12
They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12
They are able to use diverse instructional strategies to teach for understanding.	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12
<b>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</b>	
NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
NBCTs know how to assess the progress of individual students as well as the class as a whole.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
<b>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</b>	
NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
<b>Proposition 5: Teachers are Members of Learning Communities.</b>	
NBCTs collaborate with others to improve student learning.	1, 3, 4, 5, 6, 7, 8, 9, 10, 12
They are leaders and actively know how to seek and build partnerships	9, 10, 12

with community groups and businesses.

They work with other professionals on instructional policy, curriculum development and staff development.

**5, 6, 7, 9, 10, 12**

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

**1, 4, 5, 6, 7, 8, 10, 11, 12**

They know how to work collaboratively with parents to engage them productively in the work of the school.

**1, 3, 5, 6, 7, 8, 10, 12**

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