

Purposeful Learning Through Multiple Intelligences®

Purposeful Learning Through Multiple Intelligences, based on the research of Howard Gardner, focuses on identifying and understanding the multiple intelligences and creating diverse strategies for teaching through these intelligences.

To the right are the key areas of focus for the 45-hour 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

- ▶ Define Gardner's eight intelligences and identify their own dominant intelligence.
- ▶ Recognize the characteristics of each of the dominant intelligences.
- ▶ Trace multiple ways to introduce curricula through the intelligences.
- ▶ Design lessons incorporating all eight intelligences into the lesson framework.
- ▶ Develop various entry points for integrating the intelligences into a schoolwide program.

Purposeful Learning Through Multiple Intelligences®

Course Description

Purposeful Learning Through Multiple Intelligences is a Performance Learning Systems® course that focuses on helping experienced and beginner educators identify and understand the multiple intelligences as a means of creating instructional strategies that meet the needs of today's diverse classroom. By first examining Howard Gardner's theory of multiple intelligences (MI), including the criteria used to validate each intelligence, as well as a broad selection of supporting research, participants will become familiar with the characteristics and learning needs associated with each intelligence domain. By participating in a series of specially designed MI activities and then debriefing them, participants will gain depth of insight about how MI informs and improves the instructional process from a learner's perspective. Finally, by applying their growing knowledge and expertise to the lesson-planning process and evaluating the outcome of their implementation efforts, class members will learn how to assess their own students' learning needs and adapt their instruction accordingly. This unique instructional process, which combines active participation with reflective evaluation and purposeful application, provides participants with a powerful demonstration of the power and potential of teaching and learning through multiple intelligences.

Course Outcomes

Upon completion of this class, the learner is expected to be able to:

1. Discuss and apply current, validated research underlying the theory, principles, and practices of multiple intelligences (MI).
2. Identify and explain each of the eight intelligences (verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal, intrapersonal, naturalist) and the primary characteristics associated with each.
3. Analyze his/her own MI profile and consider its impact on personal and professional experiences.
4. Assess students to ascertain their multiple-intelligences profile.
5. Develop implementation plans and evaluate their effectiveness in meeting the needs of struggling learners by assessing students' multiple intelligence strengths and weaknesses and addressing those strengths and weaknesses by adapting instruction and providing alternate assignments.
6. Identify and explain a range of specific instructional strategies designed to meet the learning needs of each intelligence.
7. Implement and evaluate the effectiveness of MI-based instructional strategies in his/her classroom.
8. Design, implement, and evaluate original instructional approaches based on the intelligences.
9. Identify and explain aspects of the classroom environment that support the learning needs of each intelligence.
10. Evaluate his/her classroom environment for the ways in which it reflects each intelligence, and plan changes for improvement.
11. Design, implement, and evaluate a multiple-intelligences lesson.

12. Identify and explain entry points for integrating multiple intelligences with current schoolwide reform.
13. Develop an MI implementation plan to benefit his/her sphere of influence.
14. Reflect on and continuously evaluate personal practice, adjust accordingly, and actively seek out opportunities to grow professionally using the knowledge and skills gained in this course.
15. Work collaboratively to share knowledge, skills, and experiences, refine understanding of content, give and receive feedback, and improve expertise.
16. Generalize this course content to reflect how the diverse populations within classrooms have their needs met by the application of the skills, strategies, and knowledge learned in this course.

Institutional Outcomes

(To be listed here)

Required Text

Selected research articles, research summaries, and topical articles drawn from educational literature

Topical Outline

List of Concepts

The Beginning

Howard Gardner’s multiple intelligences theory, nature vs. nurture, what “smart” is, Gardner’s definition of “intelligence,” the Teele Inventory of Multiple Intelligences, the eight intelligences (bodily-kinesthetic, interpersonal, intrapersonal, logical-mathematical, musical-rhythmic, naturalist, verbal-linguistic, visual-spatial) and characteristics of each, the eight patterns of thinking, simple activities associated with each intelligence, personal feelings of comfort or discomfort with each intelligence, data about frequency of each intelligence, personal applications of the intelligences, real-life examples of persons with a dominance in one of each of the eight intelligences, subcapacities of each intelligence, using the multiple-intelligences checklist to identify one’s top three preferences

Individual Differences

The interdependence and overlap of the intelligences; caution in examining the intelligences in isolation; microlessons about each intelligence, including identification of talents (as demonstrated in real-life competencies, occupations, school subjects, and extracurricular activities), the brainstorming of possible instructional approaches, and practice activities using each of the intelligences; adapting intelligence-specific strategies by “bridging” to each of the remaining intelligences; using MI to help struggling students

Classroom Integration

MI demonstration lessons, analysis of demonstration lessons, MI lesson planning, three lesson-planning graphics, adapting a lesson plan to all intelligences for specific content areas, guidelines for teaching to each intelligence, elements of the classroom climate that can address each of the multiple intelligences

Schoolwide Programs

Myths about multiple intelligences, integrating multiple intelligences with schoolwide reform, entry point for integration (portfolios, projects, apprenticeships, workstations, flow rooms, exhibitions, learning centers, integrated thematic instruction, interdisciplinary instruction, pods, authentic assessment), the school implementation plan

Course Assessments and Links to Institutional Outcomes and Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. There are ten assessments in this course. Five are required (bolded below) for a total of 75 points (No. 1, 2, 3, 7, and 9). The participant will select from the remaining assessments, for a total of 25 additional points and a cumulative total of 100 points for the course.

		Required Assignments (75 points)	Selected Assignments (must do for a total of 25 points)	Correlations With Institutional Outcomes	Correlations With Course Outcomes
Assignment No. 1:	Synthesis Sheet of MI Inventories	10			1, 2, 3, 11, 14
Assignment No. 2:	Reflections of an MI Research Article	5			1, 3, 11, 15
Assignment No. 3:	Implementation Plan for Struggling Students	20			3, 4, 5, 6, 15
Assignment No. 4:	Instructional Vignettes		15		7, 8, 9, 15
Assignment No. 5:	Musical-Rhythmic Exercise		5		7, 8, 9, 15
Assignment No. 6:	Classroom-Climate Adaptations		15		10, 11, 15
Assignment No. 7:	Multiple-Intelligences Lesson	20			1, 2, 3, 4, 5, 7, 8, 9, 12, 15
Assignment No. 8:	Bodily-Kinesthetic Exercise		5		7, 8, 9, 15
Assignment No. 9:	Multiple-Intelligences School Implementation Plan	20			1, 2, 5, 13, 14, 15, 16
Assignment No. 10:	Reflections on Learning		10		2, 3, 7, 15
	Totals	75	25		

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

Instructional Materials

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

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 instructor presentation of new content through short lecturebursts, active construction of knowledge during hands-on practice and problem solving, collaborative group work, personal reflection, in-class presentations and demonstrations, ad hoc and structured small-group or whole-class discussion, analysis of assigned reading, and application of course content and skills to each participant's individual grade level, subject area, and classroom.

Evaluation

The evaluation of learner work will be based on the defined criteria for learner assessments, which will be processed with learners prior to their instructional activities and engagement with the 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; involvement in the inductive process; interactive journal entries with written instructor feedback; critical or reflective responses to assigned readings; oral discussions in a whole-class or small-group setting; active participation and general attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment includes the completion of a culminating assignment that requires the participant to synthesize class content, apply it to his or her specific teaching situation, and complete a reflective action plan for implementing the major components of content and skill acquired during the course.

Grading Policy

(To be listed here)

Absence and Tardy Policy

(To be listed here)

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 acknowledgement.
- 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 or suspected violation will be investigated and pursued according to specific college/university procedures.

Participant Professionalism Policy

As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.

Course Outcome Correlations With INTASC Standards for Teachers

Course Outcomes

Standard 1: Subject Matter

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.

Standard 2: Student Learning

The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

4, 5, 8, 9, 11

Standard 3: Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

2, 4, 5, 6, 8, 9, 10, 11,
16

Standard 4: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

6, 7, 8, 10, 11, 16

Standard 5: Learning Environments

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.

5, 9, 10, 11

Standard 6: Communication

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

13

Standard 7: Planning Instruction

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

5, 9, 11, 12

Standard 8: Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

4, 11

Standard 9: Reflection and Professional Development

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.

3, 7, 8, 9, 10, 11, 13,
14, 15

Standard 10: Collaboration, Ethics, and Relationships

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

12, 13, 15

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 of Professional Teaching (NBPTS) Five Core Propositions

Proposition 1: Teachers are Committed to Students and Their Learning.	Course Outcomes
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16,
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, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
NBCTs understand how students develop and learn.	1, 2, 5, 6, 9, 10, 13, 14, 15, 16
They respect the cultural and family differences students bring to their classroom.	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	1, 2, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16
NBCTs are also concerned with the development of character and civic responsibility.	1, 2
Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.	
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, 7, 8, 9, 10, 12, 13, 14, 15
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, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16
They are able to use diverse instructional strategies to teach for understanding.	1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.	
NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
NBCTs know how to assess the progress of individual students as well as the class as a whole.	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.	
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, 14, 15
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	1, 2, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16
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, 7, 8, 9, 10, 11, 14, 15

Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.	4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
They are leaders and actively know how to seek and build partnerships with community groups and businesses.	8, 12, 13, 14, 15, 16
They work with other professionals on instructional policy, curriculum development and staff development.	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.	5, 6, 7, 8, 9, 10, 12, 14, 15, 16
They know how to work collaboratively with parents to engage them productively in the work of the school.	4, 5, 6, 8, 13, 14, 15, 16

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