

Purposeful Learning Through Multiple Intelligences™

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Overview

This document contains information specific to the course. For general information on PLS Classes including our academic integrity policy and more, please visit this URL: PLSClasses.com/our-courses/syllabi.

Course Description

Purposeful Learning Through Multiple Intelligences™ Online 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 Materials

For on-site and remote learning courses, each participant will receive a folder of materials along with access to digital materials. Upon registration, participants may choose to receive a printed participant manual in addition to the digital version.

Participants will receive access to digital materials prior to the first day of class. For remote learning classes, printed materials will be sent to the participant's provided address. For on-site classes, printed materials will be distributed on the first day of class.

Online class materials will be accessible through the learning management system (LMS).

Required Text

Armstrong, T. (2018). *Multiple intelligences in the classroom* (4th ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

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.

Course Outcomes

Upon completion of this class, the learner 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.

Course Topical Outline

	List of Concepts
Multiple Intelligences	Descriptions of intelligence, definitions of common concept of intelligence, review of important terms, introduction to 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.
MI, the Brain, and Cultivating Learning	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.
Verbal-Linguistic and Logical-Mathematical Intelligences	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.

Verbal-Spatial and Musical Rhythmic Intelligences	<p>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.</p>
Bodily-Kinesthetic and Interpersonal Intelligences	<p>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.</p>
Intrapersonal and Naturalist Intelligences	<p>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.</p>
Emotional Intelligence, and Blending MI with Technology	<p>Emotional Intelligence, and Blending MI with Technology 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.</p>
Teachers, Classroom Environment, and MI Integration	<p>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.</p>

Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple grade activities to be completed throughout the term.

Additional learning activities include whole-group and small-group discussions and assessments for a total of 962 points.

Course Portfolio	Pts.	Correlations to Course Outcomes
Module 1: Multiple Intelligences	28	1, 9, 10, 12
Module 2: MI, the Brain, and Cultivating Learning	58	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	124	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	139	1, 2, 5, 6, 7, 8, 9, 10, 11, 12
Course Project	145	1, 2, 3, 9, 10, 12
Total	962	

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