

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™ is a 3-credit hour course that focuses on multiple intelligences as a research-based instructional approach that meets the needs of diverse learners in the classroom. Based on Howard Gardner's Theory of Multiple Intelligences, participants investigate the criteria that defines an intelligence and explore the characteristics and learning needs associated with each intelligence domain. By participating in a series of specifically designed activities for each intelligence, participants gain insight into how teaching to the multiple intelligences and the corresponding subcapacities informs and improves teaching and learning in the classroom. Participants learn to assess students' dominant intelligences, plan lessons, and incorporate activities that focus on, as well as expand exposure to, the multiple intelligences.

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).

Course Outcomes

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

1. Evaluate course-related, research-based literature and resources, express opinions, and make correlations to the classroom and teacher practice.
2. Expand expertise and enhance teacher practice by researching, engaging in, and sharing methods, strategies, and activities related to multiple intelligences.
3. Apply course concepts by reflecting on teaching and making correlations to the classroom and teacher practice.
4. Evaluate one's own dominant and nondominant intelligences and make correlations to one's personal and professional practices.
5. Analyze the most prevalent subcapacities in one's dominant intelligences and lessons, citing specific evidence of the subcapacities demonstrated.
6. Design learning experiences that incorporate one's nondominant intelligences or those intelligences usually lacking from one's lessons.
7. Develop a multiple intelligences intervention plan for students who are in need of behavioral or academic intervention.
8. Design an integrated multiple intelligences lesson to foster a broad range of intelligences, enrich student learning, and enhance student engagement.

Course Topical Outline

	List of Concepts
Welcome Section 1: Discovery	Welcome and introduction to the course; verbal-linguistic icebreaker; section overview, objectives, section map, and research excerpts; what it means to be "smart" in correlation to Gardner's definition of intelligence; what society and education value; Teele Inventory of Multiple

	<p>Intelligences to ascertain one’s dominant and nondominant intelligences; Multiple Intelligences checklist to ascertain one’s dominant and nondominant intelligences; characteristics and patterns of thinking of each intelligence, make correlations to students and people in one’s world; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires reflective practice.</p>
<p>Section 2: Discovery Centers</p>	<p>Section overview, objectives, section map, and research excerpts; activity centers that model the subcapacities of the Bodily-Kinesthetic, Interpersonal, Intrapersonal, Logical-Mathematical, Musical-Rhythmic, Naturalist, Verbal-Linguistic, Visual-Spatial, and <i>Existential</i> intelligences; relevant strategies for the classroom; reflect on content learned and make corrections to the classroom and teacher practice; complete an assessment that requires the research and review of educational literature; complete an assessment that requires research of methods, strategies, and activities that expand expertise; complete an assessment that requires one to assess and evaluate one’s own multiple intelligences profile and correlating crystalizing experiences or lack of exposure.</p>
<p>Section 3: Expanding MI</p>	<p>Section overview, objectives, section map, and research excerpts; bodily-kinesthetic icebreaker; Kaleidoscope of the Mind: one’s personal learning profile including cognitive style, sensory style, dominant multiple intelligences, temperament style, and process functions; subcapacities of each intelligence; group presentation of dominant intelligences subcapacities; individuals, past and present for each of the intelligences; criteria for establishing an intelligence; existence of other intelligences; relevant strategies for the classroom; reflect on content learned and make corrections to the classroom and teacher practice; complete an assessment and analyze the most prevalent subcapacities in one’s</p>

	<p>dominant intelligences and lessons; complete an assessment and cite specific evidence of the subcapacities demonstrated; complete an assessment and design learning experiences that incorporate one's nondominant intelligences or those intelligences usually lacking from one's lessons.</p>
<p>Section 4.1: MI in Action VL and BK</p>	<p>Intrapersonal icebreaker; section overview, objectives, section map, and research excerpts; Verbal-Linguistic: famous VL individuals; VL anchor activity; VL microlessons: creative writing and word collage; relevant VL strategies for the classroom, VL celebrations and energizers; Bodily-Kinesthetic: famous BK individuals; BK anchor activity; BK microlessons: BK continuum, weather in motion, content in motion, and the maze game; relevant BK strategies for the classroom, BK celebrations and energizers; reflect on content learned and make correlations to the classroom and teacher practice.</p>
<p>Section 4.2: MI in Action le and LM</p>	<p>Logical-Mathematical icebreaker; section overview, objectives, section map, and research excerpts; Interpersonal: famous le individuals; le anchor activity; le microlessons: putting the pieces together and geometric shape-up; relevant le strategies for the classroom, le celebrations and energizers; Logical-Mathematical: famous LM individuals; LM anchor activity; LM microlessons: designed to float, penny predictions, the wizards' workshop, water world; relevant LM strategies for the classroom, LM celebrations and energizers; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment and develop a multiple intelligences intervention plan for students who are in need of behavioral or academic intervention.</p>

<p>Section 4.3:</p> <p>MI in Action</p> <p>MR and Na</p>	<p>Musical-Rhythmic icebreaker; section overview, objectives, section map, and research excerpts; Musical-Rhythmic: famous MR individuals; MR anchor activity; MR microlessons: MR continuum, the preamble, Interplanet Janet; relevant MR strategies for the classroom, MR celebrations and energizers; Naturalist: famous Na individuals; Na anchor activity; Na microlessons: nature walk and Haiku, I spy, seed sorting activity, mega marbles; relevant Na strategies for the classroom, Na celebrations and energizers; reflect on content learned and make correlations to the classroom and teacher practice.</p>
<p>Section 4.4: MI in Action</p> <p>VS and Ia</p>	<p>Visual-Spatial icebreaker; section overview, objectives, section map, and research excerpts; Visual-Spatial: famous VS individuals; VS anchor activity; VS microlessons: picture this, abstract design, my life map; relevant VS strategies for the classroom, VS celebrations and energizers; Intrapersonal: famous Ia individuals; Ia anchor activity; Ia microlessons: where were you on this day, hall of fame, all about me bags; relevant Ia strategies for the classroom, Ia celebrations and energizers; reflect on content learned and make correlations to the classroom and teacher practice.</p>
<p>Section 4.5:</p> <p>MI in Action</p> <p>Ex and Expanding Expertise</p>	<p><i>Existential</i> icebreaker; section overview, objectives, section map, and research excerpts; Existential: famous Ex individuals; Ex anchor activity; Ex microlessons: what would you do, universal laws; relevant Ex strategies for the classroom, Ex celebrations and energizers; competencies, curricular preferences, and careers for each intelligence; expand expertise and enhance teacher practice in a networking exchange of methods, strategies, and activities; reflect on content learned and make correlations to the classroom and teacher practice; complete a synthesis assessment and design an integrated multiple intelligences lesson.</p>

Section 5.1: Integration	Naturalist icebreaker; section overview, objectives, section map, and research excerpts; entry points for classroom integration: 1) classroom climate checklist for each intelligence; 2) learning centers for each intelligence; 3) products and portfolios for each intelligence; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice.
Section 5.2: Integration	4) integrated multiple intelligences lessons: Diamonte lesson, circumference lesson; group design of integrated multiple intelligences lesson to present to colleagues; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; course conclusion: my passage as a child.

Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, participants complete a Course Portfolio which includes a multicomponent Action Research Project comprised of several Action Research Assessments, as well as multiple Application Assessments aligned to Course Outcomes. The Action Research Assessments comprise 50% of the final grade and the Application Assessments comprise the other 50% of the final grade in accordance with the Course Portfolio Assessments table shown here. Grades are assigned in accordance with the criteria for each corresponding rubric.

Course Portfolio	Pts.	Correlations to Course Outcomes
Assessment 1: Resource Reviews	30	Outcome 1
Assessment 2: Expanding Expertise	35	Outcome 2
Assessment 3: Intrapersonal Reflection	20	Outcome 3
Assessment 4: Multiple Intelligences Profile	20	Outcome 4

Assessment 5: Multiple Intelligences Subcapacities	20	Outcome 5
Assessment 6: Expanding Multiple Intelligences	20	Outcome 6
Assessment 7: Multiple Intelligences Student Intervention	20	Outcome 7
Assessment 8: Integrate Multiple Intelligences Lesson	35	Outcome 8
Action Research Assessments Total	100	
Application Assessments Total	100	
Course Portfolio Total	200	
Virtual Classroom and Reflection/Discussion Forum {REMOTE LEARNING ONLY}	TBD	Outcome 3
Supplemental Assessment 1: Multiple Intelligences Activities	[15]	Outcome 6
Supplemental Assessment 2: Classroom Integration	[20]	Outcome 8
Final Course Portfolio Total		

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Additional Information

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