

## **COURSE SYLLABUS**

<b>Course:</b>	<b>EDZU 9909 <u>Multiple Intelligences in the Classroom</u></b>
<b>Credit Hours:</b>	3.0 credits / 45 hours
<b>Instructor:</b>	Tricia Calise

### **Course Description**

Howard Gardner, a graduate from Harvard, developed a multiple intelligence theory in 1983 and he published a book titled *Frames of Mind* explaining his theory. In his book he introduced nine distinct intelligences which all of us exhibit. These intelligences include visual/spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal, and intrapersonal, and naturalist. Gardner believes these intelligences can be nurtured and strengthened, or weakened and ignored. There have been many contributions made from Gardner's theory. Many of them are prominent professors, teacher educators, consultants, and experts in the field. Thomas Armstrong, Carolyn Chapman, Ellen Weber and Jane Carlson-Pickering among the few. Today many educators incorporate multiple intelligences in their classrooms and are meeting the needs of the diverse classroom. In this course you will develop lessons and activities that incorporate all nine intelligences. You will see that it will add depth to your curriculum and meaning to the way you individualize instruction and prepare for students with many different learning styles.

### **Course Goals**

#### **To Know**

1. the nine multiple intelligences according to Gardner.
2. how the intelligences have evolved since Gardner?
3. the need for a new approach to assessment .
4. how technology enhances the intelligences.
5. how to generate high levels of attention and engagement as a result of incorporating multiple intelligences in their pedagogy.
6. how to awaken, amplify, teach, and transfer the intelligence

#### **To Understand**

1. why it is beneficial to incorporate the intelligences in everyday instruction.
2. how to use multiple intelligence theory in their teaching practice.
3. how to identify the needs of all learners through the intelligences.
4. how kids are smart

#### **and To Be Able To**

1. incorporate specific intelligences to engage students throughout their learning.
2. analyze and identify their own MI profile and examine their strengths and weaknesses as a teacher

and learner.

3. create engaging lessons incorporating the intelligences.
4. provide effective instructional strategies for struggling students.
5. improve student achievement by building upon their strongest intelligence and strengthening their weakest intelligence

## **Course Outline**

### **I. Identifying the Intelligences**

- a. What are the intelligences according to Howard Gardner?
  - i. This theory was originally put forth in Howard Gardner's landmark 1983 book *Frames of Mind* and has been put to use in the ensuing years in classrooms all over the world.
  - ii. Watch a video from Edutopia.
- b. Understanding who you are as an educator.
  - i. Students will take a MI survey.
  - ii. Students will take a look at their strengths and weaknesses.
- c. Students will meet the class.
  - i. It is important to see the strengths and weaknesses of our students but it is equally important to see what our own strengths and weaknesses are as classroom teachers.
  - ii. Once teachers learn about the multiple intelligences, they better appreciate the various skills of students.
- d. What is the difference between traditional definition of intelligence vs. multiple intelligence.
  - i. In comparing MI to traditional psychological view of intelligence, one might find it useful to think of them analogously as if they were computers. Belief in a single intelligence implies that humans possess a single general purpose computer, which can perform well (high IQ), average (normal IQ), or poorly (low IQ). Belief in MI theory implies that human beings possess several relatively independent computers where strength in one computer does not predict strength (or weakness) in the other computers. Put concretely, one might have high (or low) spatial intelligence, but that does not predict whether one will have high (or low) musical or interpersonal intelligence (Harvard Project Zero).

### **II. Meet the Learners: Visual Spatial Learners, Logical Mathematical Learners and Verbal Linguistic Learners**

- a. Teaching students through the Visual Spatial intelligence.
  - i. What strategies are used to help the visual spatial learner or strategies to help improve this intelligence.
  - ii. As a classroom teacher how do you develop the visual spatial learner?
  - iii. Mind mapping helps students to understand and absorb information. Research shows that the use of mind maps increases critical thinking and memory skills, particularly for students who are visual learners. Mind maps capture each individual's thought process and make it easier for students to communicate and present their ideas.
  - iv. The diagrammatic form of mind mapping is a useful tool for successful study skills and independent learning, as students can recall information more easily through creating mind maps.

- b. Teaching students through the Logical Mathematical Intelligence
    - i. This intelligence involves the ability to analyze problems and issues logically, excel at mathematical operations and carry out scientific investigations. This can include the ability to use formal and informal reasoning skills such as deductive reasoning and to detect patterns. Scientists, mathematicians, computer programmers, and inventors are among those that Gardner sees as having high logical-mathematical intelligence.
    - ii. Design a math activity/game or logic activity for your students.
  - c. Teaching students through the Verbal Linguistic Intelligence
    - i. Is your student word-smart? Whether or not your student's verbal-linguistic intelligence is particularly strong, it is important for him or her to exercise this intelligence.
    - ii. What are your favorite activities for exercising verbal-linguistic intelligence?
- III. Meet the Learners: Bodily Kinesthetic Learners, Musical Rhythmic Learners, and Interpersonal Learners
- a. What is the bodily kinesthetic intelligence?
    - i. Bodily Kinesthetic learners prefer bodily information over other forms. Movement serves as an aid to their memory and they remember movement from others as well as their own. They may seek out touching and manipulating objects when learning about them.
    - ii. How do you provide for the bodily kinesthetic students in your classroom?
  - b. Teaching students through the Musical Rhythmic Intelligence
    - i. Name that tune?
    - ii. People with musical intelligence are able to hear and recognize patterns. They are very sensitive to rhythm and sound. Students strong in this intelligence can look for patterns in new information in order to increase learning. They can also look for patterns in speech, language, poetry, and literature.
    - iii. How do you use music in the classroom?
  - c. The Power of Teamwork
    - i. Cooperating, or working well with others, is an important part of interpersonal skills. Students need to be able to work with one another on a daily basis. Interpersonal skill is the ability to interact with people through effective listening. It is important for students to have interpersonal skills because it helps them connect with other classmates.
    - ii. Discuss a team building exercise you incorporate in your classroom. Discuss the benefits of practicing interpersonal skills.
    - iii. Design a team project that promotes interpersonal skills. The team project can be in any content area. Design the activity in detail and include how you will assess the team and project.
- IV. Meet the Learners: Naturalist and Intrapersonal
- a. What is the naturalist learner?
    - i. Naturalistic intelligence is the ability to recognize, and understand various living things (plants, animals), as well as take cognizance of the nature around us. It also is the ability to analyze, classify and recognize patterns in these things. This eighth intelligence was added to the list in 1997.
    - ii. Discuss ways you create an environment for this intelligence in your classroom.
    - iii. Go on nature walk and using your five senses, create a chart to show the things that you see, touch, feel, smell, and can taste on the nature walk.
  - b. Teaching Students Through the Intrapersonal Intelligences: Someone who has intrapersonal intelligence enjoys reflection and analysis. This type of person is very self-

aware and in tune with their inner being. They enjoy reflecting on strengths, have an appreciation for their own feelings and like to analyze motivations. Students with strong intrapersonal skills like analyzing theories, relationships and anything else where reflection and critical thinking play an important role. Sometimes these people can get so wrapped up in their reflection that other people may say they are in their "own little world."

- i. Prioritize the seven intelligences the way you see them in yourself. Put the strongest one first, the next strongest second, and so on. Then, beside the intelligence, write the ways each intelligence shows up in your life.
- ii. In one page or less write about why the intelligences should be taught and incorporated in your lessons daily.

#### V. Multiple Intelligence in the Classroom: Putting It All Together

- a. In order to understand our students we need to get to know them better. One way we can do this is to give them a Multiple Intelligence survey. You want to see the strengths and weaknesses of your students and where you can make them stronger. Design a Multiple Intelligences survey for your students to take at the beginning of the school year. You can explore the Internet to help with your design as there is so much on the web.
- b. Design a lesson plan using a targeted intelligence. The other intelligences may be present. In your lesson please include the following: Lesson Name, Targeted Intelligence, Supporting Intelligences, Aim or Objective, Standards, Motivation and/or Hook, Materials Content Sequence, Guided Practice, Independent Practice, Modifications for Diverse Learners, Closing, Follow-Up, Assessment
- c. Thematic learning takes place when different disciplines are all centered towards one definite concept. Many areas of the curriculum are connected. Decide on a theme/concept you teach your students. Complete the template focusing on all the intelligences.
- d. Did you ever hear, "I'm done, what do I do now?" Providing choice for students increases intrinsic motivation. It lets them take control and responsibility in their learning. According to Eric Jensen (2008), providing choices is the key to motivation. One way we can provide this type of learning for our students is through choice boards. We can build on student's interests as well as their intelligences. These choice boards are perfect for homework, early finishers, independent work time, and partner work. View examples of choice boards. Design a choice board for your classroom.
- e. Centers or stations are great to use when you want your classroom to be student centered. When creating centers or stations you can create them around the intelligences. This way students are working in their comfort zone and stretching themselves in their weaker intelligences. Centers or stations can be developed around a topic you are studying or a novel you are reading. Create centers or stations for all eight intelligences.
- f. Howard Gardner discovered the eight intelligences with a ninth one in the working. That ninth is called Existential Intelligence. Read about the Existential Intelligence.

Discuss another potential intelligence and support your belief.

## Methods of Instruction

Teachers enrolled in this course will evaluate and learn about Howard Gardner's Multiple Intelligence Project Zero. The standard psychological view of intellect states that there is a single intelligence, adequately measured by IQ or other short answer tests. According to Howard Gardner - Multiple intelligences (MI) theory, evidence proves that human beings have a number of relatively discrete intellectual capacities. These intelligences include: Interpersonal, Intrapersonal, Logical-Mathematical, Naturalist, Spatial, Bodily-Kinesthetic, Verbal Linguistic and Musical. Through discussions, students will discuss ways they use these intelligences in their daily lesson plans. Students often equate intelligence with grades and/or test scores. But teaching students about Howard Gardner's multiple intelligences theory can show them that they are all intelligent in different ways. They will better understand the intelligences and the impact it has on their students. They will complete assignments that assess their understanding of the intelligences and be challenged to apply them to their own pedagogy.

*Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.*

## Methods of Assessment

In order to earn an A in class, a student must complete all the assigned readings, assignments, and participate in all discussion forums.

In order to earn a B in class, a student must complete all the work for Blocks 1-4. In Block 5, a student must complete all forum discussions, assigned readings, and choose 3 assignments.

Inservice Student and CTLE are to complete all discussion questions and assignments in blocks 1-4. In Block 5 they are to choose 1 assignments. (Pass)

*Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.*

## Time Validation

Assignment	Time (in hours)
Discussion: Answer the following questions. 1. What does intelligence mean to you? 2. How is one intelligent?	1.50
In this article you will read about the works of Howard Gardner and how he developed the Multiple Intelligence Theory	1.50
Video:Meet Howard Gardner. View the video of Howard Gardner. What are your thoughts now about intelligence?	2.00
Multiple Intelligence Survey	1.00
After careful review of the survey describe your strengths and weaknesses as an educator and how it is indicative of your teaching.	1.00
Read the article about traditional vs. multiple intelligence. Assignment: In one page or less the difference between the two.	2.50

Read two articles and watch video on the visual spatial learner.	1.00
Discussion: Describe an activity you can use to develop students' spatial intelligence.	1.00
View video on mind mapping and the document on mind mapping. Create a mind map on a topic that you teach. You may create and submit your mind map electronically; Microsoft Office, Google Docs, etc. or you may create your map on paper and scan it into your assignment.	2.00
Read about the Logical Mathematical Intelligence: Assignment: Design a math activity/game or logic activity for your students. In your design please include an objective, materials, and describe the activity in detail.	2.00
Read about the Verbal Linguistic Student: Discussion: What are your favorite activities for exercising verbal-linguistic intelligence?	1.00
Read two articles on the Bodily Kinesthetic: Discussion: How do you provide for the bodily kinesthetic students in your classroom? If you do not have a classroom yet, how would you provide for these students?	2.00
Name that Tune: How many songs can you recognize?	1.00
Read two articles about the musical intelligence. Assignment: Create a song to go along with your curriculum or if you are currently teaching you can have your students design a song for a concept or topic they are learning about.	2.00
Read articles about the Interpersonal Intelligence. Discussion: Discuss a team building exercise you incorporate in your classroom. Discuss the benefits of practicing interpersonal skills.	1.50
Assignment: Design a team project that promotes interpersonal skills. The team project can be in any content area. Design the activity in detail and include how you will assess the team and project.	2.00
Read about the Naturalist Intelligence. Discussion: Discuss ways you create an environment for this intelligence in your classroom.	1.50
Assignment: Go on nature walk and using your five senses, create a chart to show the things that you see, touch, feel, smell, and can taste on the nature walk.	2.00
Read about the Intrapersonal Intelligence. Assignment: Prioritize the seven intelligences the way you see them in yourself. Put the strongest one first, the next strongest second, and so on. Then, beside the intelligence, write the ways each intelligence shows up in your life.	2.00
Assignment: In one page or less write about why the intelligences should be taught and incorporated in your lessons daily.	1.50
Assignment: Design a Multiple Intelligences survey for your students to take at the beginning of the school year. You can explore the Internet to help with your design as there is so much on the web.	2.00
Assignment: Design a lesson plan using a targeted intelligence. The other intelligences may be present. In your lesson please include the following: Lesson Name Targeted Intelligence, Supporting Intelligences, Aim or Objective, Standards, Motivation and/or Hook, Materials Content Sequence, Guided Practice, Independent Practice, Modifications for Diverse Learners, Closing Follow-Up Assessment	2.50
Assignment: Decide on a theme/concept you teach your students. Complete the template focusing on all the intelligences.	2.50
Assignment: View examples of choice boards. Design a choice board for your classroom.	2.50
Assignment: Create centers or stations for all eight intelligences.	2.50
Discussion: Discuss another potential intelligence and support your belief.	1.00
<b>Total Time</b>	<b>45.00</b>