



## LILIE, LLC Course Information

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**Title of Course (45 hours):** Multiple Intelligences and Classroom Practice

**Course Description:** Gardner's Theory of Multiple Intelligences is founded on the idea that there are several types of intelligences and that "it is not how smart (you are), but what kind of smart you are." This course will thoroughly analyze these intelligences and suggest ways teachers may develop their classroom practices in terms of gearing instructional objectives for the different learning styles Gardner demonstrates.

**Overall Course Objective and Expectation(s):** As a result of taking the course, participants will learn the following concepts:

- Application of the understanding of multiple intelligences that may be used to modify traditional teacher-based lessons into highly creative student-based lessons.
- Investigation of various models for teaching to learning styles, readiness levels, and interests, as well as how and when to group.
- Exploration of the components of a lesson that can accommodate various learning styles.
- Evaluation of lessons to determine how to tweak them in order to ensure maximum student learning and participation.

### **Course Instructional Materials:**

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

### **Instructor Consultation and Interaction:**

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

### **Suggested Readings (subject to change):**

Allen, David, ed. with foreword by Howard Gardner. *Assessing Student Learning: From Grading to Understanding*. NY: Teacher's College Press, 1998.

Armstrong, Thomas. *Multiple Intelligences in the Classroom*. VA: ASCD, 1994.

Chapman, Carolyn. *If the Shoe Fits...Developing Multiple Intelligences in the Classroom*. Skylight Training and Publishing, Inc, 1993.

Chapman, Carolyn. *Multiple Assessments for Multiple Intelligences*. Skylight Training and Publishing, Inc.

Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. NY: Basic Books, 1993.

Gardner, Howard. *Multiple Intelligences: New Horizons in Theory and Practice*. NY: Basic Books, 2006.

Gardner, Howard. *The Unschooled Mind: How Children Think and How Schools Should Teach*. NY: Basic Books, 1991.

**Proof of Course Completion:**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



## Scope & Sequence/Weekly Topics and Objectives

### *Week 1*

**Topic(s):** Introductions; What it means to be intelligent; Foundations of Gardner’s Multiple Intelligence Theory; Classical Definitions of Intelligence; Biology and culture and intelligence; Multiple Intelligences in the classroom

#### **Objectives:**

- To have students become familiar with the instructor’s background and the backgrounds and interests of their classmates.
- To learn about Gardner’s Multiple Intelligences Theory.
- To become aware of the biological and cultural factors that influence intelligence.
- To understand how Multiple Intelligences can be integrated into the classroom.

**Impact on Classroom Instruction:** The students will be able to utilize the newly acquired knowledge in the preparation of their lesson plans, and they will be able to create a more effective classroom -learning environment.

#### **Learner Outcomes:**

- Students will be able to share experiences and instructional techniques with one another and interact with the instructor.
- Students will understand the foundations of Gardner’s Multiple Intelligence Theory and see how it can be applied in the classroom.
- Students will be able to define intelligence and understand how biology and culture influence those definitions.

#### **Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):**

- Post to the discussion board as outlined in the course expectations.
- Introduce self and respond to classmates’ postings.
- Read Web Link #1 on the course website and review, “Traditional Intelligence in Education.”
- Read Web Link #2 and respond to “IQ Test: Where does it come from and what does it mean?” to interpret classical definitions of intelligence.
- Explore Web Link #3, “The Genetic Basis of Intelligence” to reflect on biology’s impact on intelligence.
- Read Web Link #4, “Intelligence Across Cultures,” to see how culture impacts intelligence.
- Read Web Link #5, “Howard Gardner, Multiple Intelligences and Education,” and Web Link #6, “Multiple Intelligences,” to reflect on the multiple intelligences theory and how it can be applied in the classroom.
- Study and reflect on Web Link #7, “Intelligence in Seven Steps,” Web Link #8, “What do multiple intelligences have to do with my classroom?,” Web Link #9, “Multiplying Intelligence in the Classroom,” and Web Link #10, “What are some benefits of using the multiple intelligences approach in my school,” to see the importance of considering the multiple intelligences in the classroom.



## *Week II*

**Topic(s):** Self-Assessment and the evaluation of teaching practices; Multiple Intelligence Theory in the classroom

### **Objectives:**

- To have students explore student learning profiles.
- To have students examine the multiple intelligences and their impact on classroom instruction.
- To have students analyze the various learning styles through different MI tests and surveys.
- To begin creating a lesson plan that incorporates Multiple Intelligences.

**Impact on Classroom Instruction:** Classroom instruction and the learning environment will become enhanced as a result of the teacher's better understanding of how students can learn more effectively depending on their learning styles.

### **Learner Outcomes:**

- Students will be able to explore different student learning profiles.
- Students will examine how the multiple intelligences should be applied in a classroom and determine how they will impact their own classroom instruction.
- Students will be exposed to various multiple intelligences tests that will guide them in their creation of a lesson that utilizes their new understanding of the multiple intelligences.

### **Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):**

- Post to the discussion board as outlined in the course expectations.
- Read Web Link #11, "MI,IT, and standards: The story of Jamie," to see how multiple intelligences affect students in the classroom.
- Explore Web Link #12, "Multiple Intelligences in the Classroom," to obtain ideas about creating a lesson that takes the multiple intelligences into account.
- Look at Web Link #13, "Assessment: Find your strengths," for a multiple intelligences test that can be conducted with students in the classroom to assess how they learn best.
- Read and reflect on "How We Think and Learn." (Document A)



### *Week III*

**Topic(s):** Turning Theory into Practice; Sample lessons incorporating MI; Teaching Approaches for MI; Naturalist Intelligence

#### **Objectives:**

- To have students read about lessons that have successfully incorporated Multiple Intelligences.
- To understand how to integrate MI into personal lesson plans.
- To realize the value of lessons that consider multiple intelligences and how they benefit students in the classroom.

**Impact on Classroom Instruction:** Students will be able to understand how and why to incorporate the principles of Gardner's Theory of Multiple Intelligences into the classroom and become more comfortable with creating this type of learning environment for their students. In additions, students will create a lesson plan for a topic they currently teach utilizing their knowledge of multiple intelligences.

#### **Learner Outcomes:**

- Students will be exposed to various lessons that utilize MI and judge their effectiveness.
- Students will understand the need for lessons that consider the multiple intelligences of the learners in their classroom.
- Students will create a lesson plan that employs activities constructed with the ideas of multiple intelligences.

**Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):**

- Post to the discussion board as outlined in the course expectations.
- Explore Web Link #14, "Research Projects: Multiple Intelligences," Web Link #15, "Curriculum for Success," Web Link #16, "Multiple Intelligences and Technology," Web Link #17, "Five Phases to PBL: MITA (Multiple Intelligence Teaching Approach) Model for Redesigned Higher Education Classes," for ideas about MI lesson plan creation.
- Read and respond to Web Link #18, "Learning and Teaching Through the Naturalist Intelligence," to understand this other area of intelligence.
- Reflect upon Web Link #19, "How Does This Theory Differ From the Traditional Definition of Intelligence?" to determine the difference between MI and intelligence.



### *Week IV*

**Topic(s):** Incorporating Multiple Intelligences into your own instruction; Making MI your own; Technology and MI

#### **Objectives:**

- To have students create lessons that incorporate MI.
- To expose students to techniques and ideas for becoming more comfortable with creating lessons that contain activities for the multiple intelligences present in their own classrooms.
- To show how technology can assist in the creation of MI lessons.

**Impact on Classroom Instruction:** Students will be able to utilize lesson plans utilizing the multiple intelligences to best meet the needs of all learners in their classroom.

#### **Learner Outcomes:**

- Students will be able to reflect upon the lessons created by other teachers in the course.
- Students will be able to understand why the principles of multiple intelligences will work in their own classrooms.
- Students will learn to utilize technology to formulate lessons to reach all types of learners.

**Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):**

- Post to the discussion board as outlined in the course expectations.
- Post lessons that utilize the multiple intelligences.
- Respond to the lessons of classmates.
- Consider the impact MI may/will have on your own teaching practices- how do you plan to begin?
- Complete LILIE log.
- Read Web Link #20, "Step-by-Step MI Lesson Plan Guide," for tips on creating MI lessons.
- Read and reflect upon Web Link #21, "Technology and MI," to see how technology can easily address many of the multiple intelligences present in your students.
- Study "The Many Means of Multiple Measures" (Document B) to understand why addressing the multiple intelligences is vital for a successful classroom.