

## GUIDED PRACTICE

Class: ECI 5510

Date assigned: week 4

Date due: week 5

Time estimate to complete this assignment: 2 hours

### Overview/Introduction

What is this lesson about? Why do we care?

This lesson is about the Multiple Intelligences. Understanding the Gardner's Multiple Intelligence theory is important because it provides the teacher with another avenue to unlock the learning for the students. Each person is wired with different intelligences that are more dominant. Knowing the dominant intelligences of your students allows you to incorporate strategies that interface with that intelligences in your lesson planning. When the strategies are directed toward a students' dominant intelligences, they are more likely to acquire the information and to incorporate the concepts into their knowledge stores. This approach can be especially helpful with student that have a difficult time learning and retaining information. The well equipped teacher, uses this information to the students' benefit.

### Learning Objectives

#### Basic objectives

- Students should explore the idea of different ranges and types of creativity by viewing the documentary, *The Creative Brain* one time.
- Students will discuss the theory of Multiple Intelligences with an experienced teacher (possibly one in which they are completing their observation hours) for 10-15 minutes, recording the responses to the questions, with the following questions:
  - When a student doesn't retain information presented in class, what do you do?
  - Have you ever given a Multiple Intelligence assessment to your students to identify a different conduit to learning for your students?
  - If so, how did it go?

#### Advanced objectives

Students may have difficulty completing the following objectives:

- Identifying an experiences teacher with whom to discuss Multiple Intelligences.
- Finding time to view the documentary *The Creative Brain*.

## Preparatory Activities and Resources:

1. View the video *The Creative Brain*.
  - a. First, log onto Netflix (yours or watch together with a classmate).
  - b. Then, watch the movie in its entirety. While viewing the video, pause every 10 minutes and complete the questions on the graphic organizer. The information on the graphic organizer can be typed or written by hand.
  - c. Next, upload the graphic organizer to Bb for review.
2. Discuss Multiple Intelligences with an experienced teacher.
  - a. First, contact an experienced teacher (either in whose class you are completing the observation hours or an acquaintance).
  - b. Then, set up a time to speak face to face or electronically for 10-15 minutes regarding implementation of Multiple Intelligence theory in their classroom.
  - c. Next, ask them the following questions and record their responses on paper or electronically.
  - d. Finally, bring your responses to class in week 5.
3. Additional resources:
  - a. *Multiple Intelligences* by Thomas Armstrong  
ISBN-13: 978-1416607892  
ISBN-10: 9781416607892
  - b. How to be Smarter/ 8 types of intelligences/ Theory of Multiple Intelligences  
<https://www.youtube.com/watch?v=uUOxUeCdVV8>
  - c. Gardner's Multiple Intelligence Theory  
<https://www.youtube.com/watch?v=32TPd6gKp2A>
  - d. Multiple Intelligences in the Classroom  
[https://digitalcommons.wku.edu/cgi/viewcontent.cgi?article=1143&context=stu\\_hon\\_t\\_heses](https://digitalcommons.wku.edu/cgi/viewcontent.cgi?article=1143&context=stu_hon_t_heses)

Exercises: Please complete by week 5.

The viewing of the documentary and the discussion with the veteran teacher should take place before class in week 5. The completed *The Creative Brain* graphic organizer is due the day before class at 11:59 pm via the Bb portal. The responses from the teacher interview should be brought to class on week 5 and will act as an entry ticket.

## Questions?

If you have any questions, please contact me at [ckgeary@cpp.edu](mailto:ckgeary@cpp.edu).

## ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class: week 5

Date assigned: week 5

Date due: week 6

Time estimate to complete this assignment: 3 hours

### Learning Objectives

#### Advanced objectives

- 90% of students will administer the Multiple Intelligence assessment to a family member or peer.
- 90% of students will know how to interpret the assessment results and seek three strategies or activities that support learning for the dominant intelligence.

### Activities & deliverables

Students will administer the Multiple Intelligence Assessment to a peer or colleague.

- First, students will download the Multiple Intelligence assessment from Blackboard.
- Then, they will administer the assessment to their peer or colleague, following the instructions provided in the downloaded assessment.
- Next, students will interpret the results of the Multiple Intelligence assessments. The interpretation of the results will indicate the dominant intelligences of the peer or colleague.
- Finally, students seek three strategies that are best suited for the two dominant intelligences. The two graphs, and a one-page interpretation of the graphs and the strategies that align with the dominant intelligences will be created, then submitted via Bb.

Students should submit the two graphs and a one-page interpretation of the graphs and three appropriate strategies particular to that intelligence via Bb.

Resources:

Multiple Intelligences: The Complete MI Book by Spencer Kagan

[https://www.amazon.com/Multiple-Intelligences-Complete-MI-Book/dp/1879097451/ref=sr\\_1\\_2?keywords=kagan%3A+multiple+intelligences+and+cooperative+learning&qid=1558824367&s=digital-text&sr=8-2-spell](https://www.amazon.com/Multiple-Intelligences-Complete-MI-Book/dp/1879097451/ref=sr_1_2?keywords=kagan%3A+multiple+intelligences+and+cooperative+learning&qid=1558824367&s=digital-text&sr=8-2-spell)

Adapting Instruction to Multiple Intelligences

<https://www.scholastic.com/teachers/articles/teaching-content/adapting-instruction-multiple-intelligences/>

Multiple Intelligences: What does the research say?

<https://www.edutopia.org/multiple-intelligences-research>

Multiple Intelligence Structures-Opening the Doors to Learning

Questions?

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## Flipped IN-CLASS Lesson Plan Template

Topic or concept: Multiple Intelligences

### Basic objectives for preparatory work:

- 90% of students understand Howard Gardner's theory of Multiple Intelligences.
- 100% of students will be equipped with the assessment tool to identify their and their future student's dominant intelligences.

### Advanced objectives for classwork & after class work:

- 90% of students will administer the Multiple Intelligence assessment to a family member or peer.
- 90% of students will know how to interpret the assessment results and seek 3 strategies or activities that support learning for the dominant intelligence.

	Time planned	Activity and rationale	Resources needed
Beginning of class period	30 minutes	<p>Explain to students that we will be learning about how we learn best.</p> <ul style="list-style-type: none"> <li>• Think-pair-share: Students will be asked to first think of how and when they learn the best. Then, they will be asked to share this with a partner.</li> <li>• Students will be provided a quarter sheet of paper, and colored pencils. Then, students will be asked to draw a picture of themselves learning in this optimal learning environment of their choice.</li> <li>• Finally, students will be introduced to the eight intelligences and asked to predict what their two most dominant intelligences are based on their drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Their imagination, a peer</li> <li>• A quarter sheet of paper, colored pencils, and their imaginations</li> <li>• Information on the eight intelligences</li> </ul>

	Time planned	Activity and rationale	Resources needed
Middle of period	<i>Example: 60 mins</i>	<p>First, students will listen and take notes on a PPT and complete a graphic organizer to record reflection to videos presenting the following concepts:</p> <ul style="list-style-type: none"> <li>• Educational theorist: Howard Gardner</li> <li>• The eight intelligences in detail and how they are manifested in real world examples</li> <li>• Students view a video of Howard Gardner speaking of the origin and value of his theory.</li> <li>• The value of integrating the eight intelligences into classroom instruction</li> <li>• Students view a video of teachers implementing the eight intelligences into classroom instruction and speaking of the value of this approach to instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture prep/slides, video URLs, graphic organizer in which students take notes on key topics in videos</li> </ul>
Middle of period	<i>Example: 40 mins</i>	<p>Students will be divided into eight groups. Each group will choose a slip out of a “hat” to identify which intelligence they will create a poster about and present to their colleagues.</p> <ul style="list-style-type: none"> <li>• Students will sit in eight groups and decide what information they will include in their poster. This information is based on the PPT and videos presented and the accompanying notes and graphic organizer.</li> <li>• Once they have come to conscientious about the content of the Multiple Intelligence poster, they will create the poster using markers on chart paper.</li> <li>• When all of the posters are completed, students will present their “intelligence” to the class. This will act as a review and formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart paper, colored markers, painter’s tape</li> </ul>

	Time planned	Activity and rationale	Resources needed
		The students will learn a foundational understanding of Multiple Intelligence theory. They will use this knowledge to become an expert in one of the intelligences.	
End of period	<i>Example: 30 mins</i>	<p>The Multiple Intelligence assessment will be introduced to the class. First, the professor will review how to complete the assessment on the document camera. Then, students will receive a copy of the Multiple Intelligence assessment to complete themselves. After completing the assessments, students will interpret the results of the Multiple Intelligence assessment to ascertain their dominant intelligences.</p> <p>By modeling how to complete the Multiple Intelligence assessment, student will know how to complete the assessment, yielding more reliable results.</p>	<ul style="list-style-type: none"> <li>The Multiple Intelligence assessment</li> </ul>

### Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<ul style="list-style-type: none"> <li>90% of students will administer the Multiple Intelligence assessment to a family member or peer.</li> <li>90% of students will know how to interpret the assessment results and seek three strategies or activities that support learning for the dominant intelligence.</li> </ul>	<p>Students will administer the Multiple Intelligence Assessment to a peer or colleague.</p> <ul style="list-style-type: none"> <li>First, students will download the Multiple Intelligence assessment from Blackboard.</li> <li>Then, they will administer the assessment to their peer or colleague, following the instructions provided in the downloaded assessment.</li> <li>Next, students will interpret the results of the Multiple Intelligence assessments. The interpretation of the results will indicate the</li> </ul>	<p>First, download the Multiple Intelligence assessment from Blackboard. Then, identify a colleague or peer that you can administer the assessment to. Explain to them tha this is for learning purposes and it will take about 15 minutes.</p> <p>Then, administer the assessment follow the instructions on the assessment.</p> <p>Next, interpret the results of the assessment and identify the two dominant intelligences of your peer or colleague and complete the two graphs</p>

Advanced learning objective	Activity and rationale	Instructions to students
	<p>dominant intelligences of the peer or colleague.</p> <p>By practicing how to administer the Multiple Intelligence Assessment, students will be more prepared to administer the assessment to their K-12 students. This information will allow them the foundation for student-centered planning.</p>	<p>of the results.</p> <p>Finally, review the text and identify three strategies that would be effective for this type of learner.</p>