MI Immersion: A Survey of Nine Intelligences

A Surfaquarium Online Course

Immerse yourself in each of the nine intelligences ~
one a week over the ten weeks of the course!

Each week you will experience the ways a specific intelligence
serves as a pathway to understanding ~
become a master of all nine!

Overview

Since Howard Gardner first introduced his Multiple Intelligences theory, educators have been grappling with its implications. Gardner himself does not presume to superimpose his model on teaching and learning, but rather defers to educators as the experts who can best apply his work in the classroom.

In order to make this happen, teachers first need to know the distinguishing characteristics of each of the intelligences. This is important, because in many cases we take an intelligence at face value without truly examining it for its distinct attributes and features. Too often, for example, teachers assume the musical intelligence is merely the introduction of music into a lesson, or that the naturalist intelligence is simply the study of flora and fauna in the curriculum.

If we are going to effectively transform instruction by use of Gardner's theory, then we must understand it in its basic tenets. To do any less would be to not give it its due as a viable model. Join us in exploring each of the intelligences experientially - one at a time - with the opportunity for reflection, discussion and application in our classrooms. It's an exciting ten weeks online!
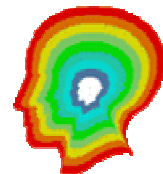
Course Text

There is no required text. The course will use Web-based resources and online and offline experiences to provide an experiential approach to appreciating multiple intelligence theory. All content and resources are contained within the course itself; no additional materials are required.

Recommended Reading

Armstrong, Thomas. Multiple Intelligences in the Classroom *(2nd edition).* Alexandria, Virginia: Association for Supervision and Curriculum Development., 2000. ISBN 0-87120-376-6.

Gardner, Howard. The Disciplined Mind: Beyond Facts and Standardized Tests, the K-12 Education That Every Child Deserves. New York: Simon & Schuster, 2000. ISBN 0-14029-624-7.

Gardner, Howard. Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books, 1993. ISBN 0-46502-510-2.

Gardner, Howard. Intelligence Reframed: Multiple Intelligences in the 21st Century. New York: Basic Books, 2000. ISBN 0-46502-611-7.

Gardner, Howard. Multiple Intelligences: Theory into Practice. New York: Basic Books, 1993. ISBN 0-46501-822-X.

Gardner, Howard. The Unschooled Mind: How Children Think and How Schools Should Teach. New York: Basic Books, 1993. ISBN 0-46508-896-1.

McKenzie, Walter. Multiple Intelligences and Instructional Technology: A Manual for Every Mind. Eugene, Oregon: ISTE,2002. ISBN 1-56484-192-8.
http://surfaquarium.com/MI/book1.htm

McKenzie, Walter. Standards-based Lessons for Tech-Savvy Students: A Multiple Intelligences Approach. Worthington, Ohio: Linworth ,2004. ISBN 1-58683-125-9.
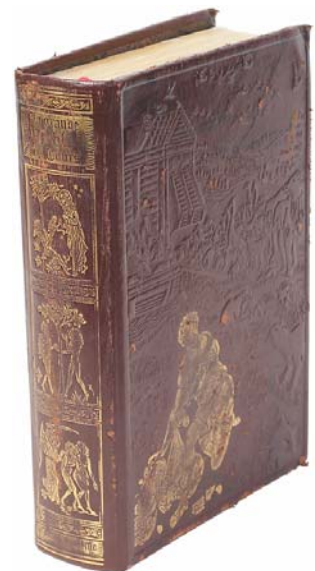
Communication

Learning in an online environment is different from learning in a face-to-face classroom. Student interaction will occur through online discussion and electronic mail with classmates and the course facilitator. Participation in these discussions is critical in successfully completing the course.

Syllabus

Week 1 – Multiple Intelligences: An Overview

Objectives:
   Learners will
1. appreciate the historic context of multiple intelligences theory
2. understand how the multiple intelligences model functions
3. take a self-administered MI survey

Week 2 – The Existential Intelligence: Seeing the Big Picture

Objectives:
   Learners will
1. describe the characteristics of the existential intelligence
2. participate in experiences which stimulate the existential intelligence
3. identify resources which accommodate this intelligence

Week 3 – The Intrapersonal Intelligence: Connections Within

Objectives:
   Learners will
1. describe the characteristics of the intrapersonal intelligence
2. participate in experiences which stimulate the intrapersonal intelligence
3. identify resources which accommodate this intelligence

Week 4 – The Interpersonal Intelligence: Connections with Others

Objectives:
  Learners will
    1. describe the characteristics of the interpersonal intelligence
    2. participate in experiences which stimulate the interpersonal intelligence
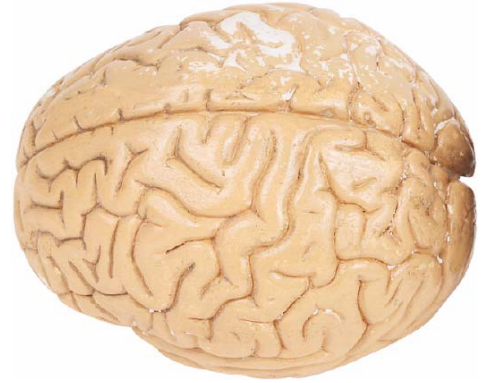   3. identify resources which accommodate this intelligence

Week 5 – The Kinesthetic Intelligence: Connections with the Environment

Objectives:
  Learners will
    1. describe the characteristics of the kinesthetic intelligence
    2. participate in experiences which stimulate the kinesthetic intelligence
    3. identify resources which accommodate this intelligence

Week 6 – The Visual Intelligence: Seeing and Imagining

Objectives:
  Learners will
    1. describe the characteristics of the visual intelligence
    2. participate in experiences which stimulate the visual intelligence
    3. identify resources which accommodate this intelligence

Week 7 – The Naturalist Intelligence: Sorting and Organizing

Objectives:
  Learners will
    1. describe the characteristics of the naturalist intelligence
    2. participate in experiences which stimulate the naturalist intelligence
    3. identify resources which accommodate this intelligence

Week 8 – The Musical Intelligence:
Patterns and Audiation

Objectives:
Learners will
1. describe the characteristics of the musical intelligence
2. participate in experiences which stimulate the musical intelligence
3. identify resources which accommodate this intelligence

Week 9 – The Logical Intelligence: Reasoning and Problem Solving

Objectives:
Learners will
1. describe the characteristics of the logical intelligence
2. participate in experiences which stimulate the logical intelligence
3. identify resources which accommodate this intelligence

Week 10 – The Verbal Intelligence: Speaking, Reading and Writing

Objectives:
Learners will
1. describe the characteristics of the logical intelligence
2. participate in experiences which stimulate the logical intelligence
3. identify resources which accommodate this intelligence

Project

The course Project will be built each week of the course, culminating in a collection of resources which support each intelligence in the classroom.

Each resource in your course project should include:

- Title
- Citation
- Target Intelligence

The course project is due one week after the conclusion of Week 10 of the course. It will be evaluated based on the standards established in the course rubric (below).

Assessment

Participation

	Unsatisfactory	Satisfactory	Exemplary
Quality	Learner offers cursory responses which do not satisfactorily address the discussion questions posed.	Learner offers substantive responses which evidence an understanding of the course content. Learner responses to classmate's ideas and feedback add to the quality of the course discussion for everyone involved.	Learner offers substantive responses which build on previous understandings and make connections to personal experiences which enrich understanding of course content. Learner responses to classmate's ideas and feedback add to the quality of the course discussion for everyone involved.
Completion	Learner completes fewer than 80% of the course discussions and assignments.	Learner completes at least 80% of the course discussions and assignments.	Learner completes more than 90% of the course discussions and assignments.

Project

	Unsatisfactory	Satisfactory	Exemplary
Format	Project does not contain resources for all nine intelligences.	Project contains at least 5 resources for each of the nine intelligences.	Project contains 10 or more resources for each of the nine intelligences.
Content	Not all resources include a title, citation and identified target intelligence.	All resources include a title, citation and identified target intelligence.	All resources include a title and citation and are divided into intelligence categories.

Registration

CoP registration is reasonably priced for educators at $100.00 for an entire year, allowing you to take as many CoPs as you would like during that time.. Upon successful completion of the CoP each participant will receive a certificate for 40 seat hours of classwork. This course does not offer graduate credits.

To register, complete the online form at
http://surfaquarium.com/CoP/register.htm
You may by credit card online or mail your payment to:

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