

COURSE TITLE:	SO EACH MAY LEARN: Integrating Learning Styles & Multiple Intelligences	WA CLOCK HRS:	10
		OREGON PDUs:	10
NO. OF CREDITS:	1 QUARTER CREDITS [semester equivalent = .66 credits]	PENNSYLVANIA ACT 48:	10
INSTRUCTOR:	Mary Ann Johnson maryajohnson-advisor@comcast.net		

COURSE DESCRIPTION:

You will have a wonderful time exploring the ideas in this book. The authors keep one eye on your own search for self-knowledge by providing personal assessment profiles in Appendices A and B, and then go on to show you why and how it would be possible to provide the same kind of awareness of personal preferences and strengths for your students.

The authors are committed to three goals: effectiveness, practicality and fairness for you and your students. As they say in their conclusion, "One of the best places to start when deciding how and where to use the ideas from this book is at the 'Are-we-having-fun-yet?' rule," because brain research suggests that learning, experimenting, and making connections are highly pleasurable activities. And much of staff development seems to need a little less rigor and a little more vitality. And if you are wondering how to put differentiated instruction more easily into your diverse classroom, this book is one of the most enjoyable, sensible, and fascinating books to launch or enhance your efforts.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

1. Acquired a new look or revisitation of both the model of Learning Styles and the model of Multiple Intelligences.
2. Learned of an original description of the blending of these two models to show how they relate and complement each other to provide you with finer tuning of your insights into your students' strengths.
3. Acquired examples for more lively and successful teaching using your own style while also providing for students with alternative styles.
4. Used a rationale for developing a possible plan to help students learn more about their own style preferences and strengths..

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
 2. Completion of Learning Application assignments 40%
 3. Completion of Integration Paper assignment 30%
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CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

- So Each May Learn: Integrating Learning Styles & Multiple Intelligences by Harvey F. Silver, Richard W. Strong, and Matthew J. Perini.
125-pages, ASCD. Also Available from Amazon for about \$20.
- For additional reading access an annotated Master Bibliography for this course that enhances any teacher's toolbox
- ***So Each May Learn: Integrating Learning Styles and Multiple Intelligences***
ISBN# 0871203871
by Silver, Harvey F, Strong, Richard W, Perini, Matthew J
ASCD

[Buy from Amazon](#)

MATERIALS FEE

Text is approximately used from Amazon.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

Assignment #1: Introductions.

Briefly introduce yourself and explain your interest in the topic of this course.

From Chapter 1: "An Introduction to Multiple Intelligences"

How has our view of intelligence changed?

How does Howard Gardner define the eight intelligences?

Assignment #2: Your Profile.

From Chapter 1: How do you feel about your own intelligence profile?

After taking the Multiple Intelligences Indicators for Adults in Appendix "A", do you agree with the results? What new insights do you have about yourself?

How might your profile be both an asset and a liability in your personal and professional life?

Assignment #3: Perception & Judgement.

From Chapter 2: "An Introduction to Learning Styles"

What are the two "perception" functions? What are the two judgment functions? How is judgment different from perception?

Assignment #4: About Learning Style.

From Chapter 2: What constitutes a learning style?

Assignment #5: The Learning Styles Inventory.

From Chapter 2: How do you feel about your own Learning Style Profile?

After taking Learning Styles Inventory for Adults in Appendix "B", do you agree with the results?

What new insights do you have about yourself? How might your Learning Style Profile be both an asset and a liability in your personal and professional life?

Assignment #6: Connecting the Models.

From Chapter 3: "Connecting the Models" According to the authors, why do learning styles and multiple intelligences need each other?

Explain the four (4) principles that help students get the most out of the learning process.

Assignment #7: The Ideal Student.

From Chapter 3: Describe the ideal student for your teaching. Which styles and intelligences would be most pronounced?

Now describe the student whose styles and intelligences are least compatible with your teaching.

What are the implications for your teaching practices?

Assignment #8: Connections.

From Chapter 4: "Integrated Curriculum, Integrated Instruction" Think of a favorite lesson and audit it for its styles and intelligences.

What is the connection to your learning styles and multiple profiles, if any?

Assignment #9: Opinion Position.

From Chapter 4: Agree or disagree with the following statement: A teacher can use many of the multiple intelligences and still teach in only one style.

Explain your answer.

Assignment #10: Testing.

From Chapter 5: "Designing Integrated Performance Assessment"

How diversified are your own assessments? Which styles and intelligences do you emphasize? under emphasize?

Compare your own testing practices with those associated with "A Test Worth Taking" (Figure 5.14). What principles are you currently paying attention to, and which do you need to consider adapting?

Assignment #11: 2 Choices.

From Chapter 6: "Teaching Learning Styles and Multiple Intelligences to Students" Answer **one (1)** of the following options:

What fictional characters, real people, or celebrities might you pick to exemplify particular styles and intelligences? Why did you choose these people? **OR**

What are four(4) principles for using Integrated Assessment Menus? Which of the samples in the figures gave you the most insights?

Assignment #12: COURSE FORUM.

From Appendix C: Which of the categories of teaching strategies would provide the most variety or stretch from your usual strategies?

Select two (2) or 3 activities from these four categories that would supplement your usual curriculum and style, or provide a novel approach. Tell why you chose them.

COURSE FORUM:

If you had the opportunity to meet the authors of this book, what question about this general topic would you like to ask?

If others have already written comments, please respond to the one(s) that caught your interest.

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT**B. LEARNING APPLICATION**

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #13: Lesson Development.

Assignment #13: (Required for 400 and 500 Level)

Assignment #13-A:

- Adapt a lesson reflecting what you've learned in this course.
- Implement your lesson with students.
- Write a 250-500 word commentary on what worked well and what could be improved.
- Include any student feedback on your lesson.
- Share what you've learned with other teachers taking our courses by adding your Lesson to The Heritage Institute Lesson Library [here](#).
- For a sample lesson plan template click [here](#).
- Submit your modified lesson to your instructor via the online response box or file upload.

OR

Assignment #13-B:

- Adapt a lesson reflecting what you've learned in this course. (Do not implement it.)
- Share your learning with other teachers by contributing your Lesson to The Heritage Institute Lesson Library [here](#).
- For a sample lesson plan template click [here](#).
- Write a 500+ word article about a noteworthy teaching success you've had with one or more students.
- Please refer to the guidelines on our blog [What Works: Teaching at its Best](#) prior to writing your article.
- When you submit your article to your instructor, please also email a copy to [Renee Leon](#) THI blog curator and media specialist.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your lesson to your instructor via the response box or file upload.

Assignment #14: (500 Level ONLY)

In addition to the 400 level assignments, complete **one (1)** of the following assignment options:

Option A) Create a PowerPoint presentation for a group of colleagues. Focus on key ideas and inspiring innovations to augment current practices.

OR

Option B) Compare and contrast this book with another related book or online research of articles. For online research be sure to include URLs.

C. INTEGRATION PAPER

Assignment #15: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
 2. What aspects of the course were most helpful and why?
 3. What further knowledge and skills in this general area do you feel you need?
 4. How, when and where will you use what you have learned?
 5. How and with what other school or community members might you share what you learned?
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INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Mary Ann Johnson, M.Ed Adm. has worked with students of all levels, from alternative high school to gifted classes. She has also been a junior high vice principal and is now working with teachers for continuing education in classes, distance learning and building leadership groups. She is a teacher emeritus who has led seminars for educators which focus on developing a quality learner environment for students and for teachers. Her courses are research-based and resonate with user-friendly and energizing content.

BIBLIOGRAPHY

SO EACH MAY LEARN: Integrating Learning Styles & Multiple Intelligences

HEACOX, Diane. *Differentiation Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12*, pb, 176 pages, Free Spirit Publishing, 2012. If I could have only one book about differentiating instruction, this would be it. It has more background to make differentiating instruction appealing and realistic. It includes many tips on helping both your gifted students and the ELL or slower learners in your same classroom. You'll rarely find more useful forms, prompts, and student reflective handouts in any other resource. The Updated edition for the 10th Anniversary of this book has added connections to Common Core standards, a Power Point for Staff Development, and many downloadable forms that will provide hours of valuable materials for direct use.

JENSEN, Eric. *Teaching with the Brain in Mind*, pb, 202 pages, ASCD, 2005. This book is invaluable for saving you and your students from wasted motion and unproductive and meaningless strategies that are counterproductive to effective learning experiences. Instead, based on research into brain-based learning, you will be guided through one fascinating insight after another, in the introduction and twelve chapters of this latest edition of teaching how-to's, based on our every-growing awareness of how people really are motivated, do problem-solving and remember. See also the workbook based on this book: *Brain Compatible Strategies, Second Edition*.

JENSEN, Eric. *Music with the Brain in Mind*, pb, 122 pages, The Brain Store, Inc., 2000. You can use music to increase learning in every subject area and at every grade level. With the information in this book, you'll find both the science of music and its effects on the brain AND find specific ways the use of music will improve student stress level, memory, creativity, emotional intelligence, and perceptual-motor skills. You'll even receive tips on choosing music for different purposes

MARZANO, Robert J, and PICKERING, DEBRA J. *The Highly Engaged Classroom*, Marzano Research Lab, 2003, pb, 224 pages. This book is the Bible in linking research on engagement and outcomes to student engagement. Once it is clear that there are four components to student engagement: emotions, interest, importance, and feasibility, there are wonderful strategies and a host of downloadable exercises to help put this information into the fast lane! Everything you have always found was successful and engaging is reaffirmed and refreshed for your successful planning!

WILLIS, Judy, M.D., *Research-Based Strategies to Ignite Student Learning: Insights from a Neurologist and Classroom Teacher*, ASCD, 2006, pb, 125 pages.

In each of the four chapters of this book, you will find both highly practical information to inform your own teaching and down-to-earth explanations of why these strategies are so powerful in light of brain research. The author, who was first a doctor of neurology, working with students and adults with brain dysfunctions, found teaching in elementary and middle schools her more exciting calling, and her work combining the science and art of teaching is the reason for this book. The book is especially easy to follow, because every main point has a dark heading, and the book includes information, both about the science of better ways to teach for memory and test taking, and about the importance of getting student attention and the role of emotions in the learning environment.

WOOD, Chip. *Yardsticks: Children in the Classroom Ages 4-14*, 3rd Edition, pb, 216 pages, Northwest Foundation for Children, 2007. The answer to many of our questions about the best way to deal with the children of a certain age or grade level will be amply supplied in this invaluable book on developmental aspects of each age from 4-14. Although there are wide ranges in the development of children across ages and cultures, the big picture is also helpful to pick up patterns of growth, classroom abilities, and learning readiness. For each age profiled, you will learn about the typical physical norms, social-emotional development, language skills and readiness, and cognitive strengths. In addition, there are notes on vision and fine and gross motor abilities. It is easy to bracket the ages of your particular focus, to see the prior and emerging patterns to expect. Life a college course in child development without the paperwork!