



Communication  
Technology



## The Graduate School of Education's Conceptual Framework

The PSU program will prepare leaders in:

### **Diversity & Inclusiveness**

- to work effectively with diverse populations
- to promote inclusive and therapeutic environments

### **Research-Based Practices & Professional Standards**

- to critically analyze and implement research-based practices
- to demonstrate appropriate professional knowledge, skills, and dispositions

### **Impact on Learning and Development**

- to ensure all learners and clients succeed
- to use technology to enhance learning
- to influence policy and provide leadership for organizations

### **Evidence-Informed Decision Making**

- to use evidence to solve problems of practice and make educational and therapeutic decisions

## Syllabus

Title: Creative Brain: Multiple Intelligence Classrooms

Course Number and Title CI-810 Grad CI-410 U Grad

Instructor of Record: Dr. Ardys Reverman

Contact Information: Via course site email

Delivery Method: Self-Paced Online Course

Number of Credits 1 UG/GRAD Term Credits

### **Course Description**

Teach to your strengths to build engaged schools. Identify triggers that may be causing conflicts to re-connect in positive ways. Learn how parents and teachers can guide students to develop their promise. An urgent new way of thinking explains why right brainers will rule the future. How changes in technology and globalization are going to impact the way we live, work and imagine our world. Coercion in any form undermines the emotional safety necessary for student to learn and for teacher to teach. Relationship Based teaching and learning discovers a whole new mind that will shape our children's future world.

### **Learning Outcomes and Objectives**

Upon successful completion of this course, you will be able to:

- Implement new synergy way of making brain connections;
- Understand how to improve learning using rapport;
- Build positive relationships with the most difficult students;
- Create multiple intelligence learning stations for sensory driven curriculum;



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- Increase awareness of the social brain needs in programs;
- Demonstrate critical thinking skills; mastery, involved, reasoning, and synthesis;
- Stretch students' learning potential with visual, auditory, kinesthetic, and analytical literacy in the content areas;
- Demonstrate sensory-based instruction, curriculum, and assessment;
- Understand the emotionally safe classroom;
- Evaluate students' for sensory preference;
- Match teaching strategy to learning objectives;
- Assess the level of quality, creativity and linear learning in core curriculum;
- Complete the subject Course Examination, showing a competent understanding;
- Read and critique four additional multiple intelligence source material;
- Understand and profiling positive differences to identify your students and to recognize their inner strengths, enduring and predictable.

### **Course Learning Objectives:**

Instructional activities should appeal to different forms of intelligence. These forms include Verbal-linguistic: the intelligence of words

Logical –mathematical: the intelligence of numbers and reasoning

Visual-spatial: the intelligence of pictures and images

Musical: the intelligence of tone, rhythm, and timbre

Kinesthetic- bodily: the intelligence of the whole body and the hand

Interpersonal: the intelligence of social understanding

Intrapersonal: the intelligence of self knowledge

All of which are explained in detail. To help teachers find appropriate instructional activities for each of these intelligences.

Currently, brain-based education embraces a more holistic view of the brain -- one that is more systems-based and gestalt -- the whole being greater than the sum of its parts.

### **Essential Academic Learning Requirements (EALRs) Addressed:**

EALR 1: The student understands and uses the steps of Multiple Intelligence Learning Stations.

EALR 2: The student develops an interactive sensory plan for different modalities and purposes.

EALR 3: The student engages the whole brain clearly and effectively.

EALR 4: The student analyzes and evaluates the effectiveness of Multiple Intelligence Learning Stations.

### **Grade Level Expectations (GLEs) Addressed:**

K/12 Studies and learns the principles of different management skills.

K/12 Uses at least one strategy for generating ideas and planning mentoring.

K/12 Produces mentoring strategies over time.

K/12 Revises SQ diversity by adding, deleting, substituting values.

K/12 Demonstrates understanding of different purposes for mentor guides.

K/12 Expands knowledge of and learns from each other in different belief systems, genres and forms.

K/12 Selects mentor topic, adds details, and elaborates.



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- K/12 Organizes and encourages mentor creativity.
- K/12 Chooses mentor guide for audience and purpose.
- K/12 Energize teachers with creative, hands-on tools for immediate success in mentoring.

**Grade Level Expectations (GLEs) Addressed:**

- 1.1.1 Uses at least one strategy for generating ideas and planning Multiple Intelligence Learning Stations.
- 1.1.2 Produces a draft of multiple intelligence learning stations over time.
- 1.3.1 Revises multiple intelligence diversity by adding, deleting, interactive values.
- 2.2.1 Demonstrates understanding of sensory differences of multiple intelligence learning stations.
- 2.3.1 Expands knowledge of and express in different genres and forms.
- 3.1.1 Selects core subject, adds details, and elaborates.
- 3.1.2 Actively engaging visual, auditory, kinesthetic and analytical understanding.
- 3.2.1 Creating learning stations; mastery, involved, reasoning, and synthesis.
- 3.2.2 Chooses sensory vocabulary for audience voice and purpose.
- 3.3.3 Applies Learning station with clear beginning, middle, and ending.
- 3.3.4 Applies standards and rules.
- 4.1.1 Applies established criteria to analyze and evaluate multiple intelligence learning stations.

**Required Course Materials**

Please obtain all required text materials before starting this course. Additional materials will be provided online within the course modules.

**Text:**

Team Smart Sq: Redefining What It Means to Be Smart, Dr. Ardys Reverman (Friendly Universe Press, 2001)

ISBN-10: 0962538515; ISBN-13: 978-0962538513

Available from booksellers or through [www.friendlyuniverse.com](http://www.friendlyuniverse.com)

**Assessment and Evaluation**

Your final grade will be determined using the point schedule below:	Points	Grade	Points
Grade			
A	950 to 1000	C+	775 to 799
A-	900 to 949	C	725 to 774
B+	875 to 899	C-	700 to 724
B	825 to 874	D	600 to 699
B-	800 to 824	F	0 to 599