

Multiple Intelligence Learning Stations Syllabus

Course Number and Title	PEDU 9534 Multiple Intelligence Learning Stations
Instructor:	Dr. Ardys Reverman
Contact Information:	Via course site email or reverman@pdx.edu
Delivery Method:	Self-Paced Online Course
Number of Credits	4, 2 or 1 Graduate Level, Semester Credits

Course Description

Any group working smarter together can be challenging to manage. Two major themes have emerged in the development and application of temperament theory. The first is the shift from categorizing to increasing adaptability and resilience. The second is a distinction about just what kind of information this theory brings to the understanding of human behavior and individual differences. Each of these themes influences how we need to look at and use temperament theory in the next century.

Learning Outcomes and Objectives

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

- Design multiple intelligence learning stations for sensory driven curriculum
- Create multiple intelligence learning stations (mastery, involved, reasoning, and synthesis)
- Stretch students learning potential with visual, auditory, kinesthetic, and analytical literacy in the content areas
- Utilize practical tools for organizing and planning a skill building unit for core curriculum
- Demonstrate sensory-based instruction, curriculum, and assessment
- Evaluate students' for sensory preference
- Increase student achievement with multiple intelligence learning stations
- Build positive relationships with the most difficult students
- Match teaching strategy to learning objectives
- Assess the level of quality, creativity and linear learning in core curriculum
- Evaluate an existing curriculum unit for understanding sensory integration and bias
- Read and critique additional multiple intelligence sources

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.
- 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:

Suggested Reading Course Materials

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

Text:

Course Materials included

Title: heart2heart—Be yourself everyone else is taken

Author: Ardys Reverman

Publisher: Friendly Universe Collections 2011

Title: Turning Points- Journey of Self Discovery

Author: Ardys Reverman

Publisher: Friendly Universe Collections 2011

Optional Suggested Reading and Course Materials

Additional Suggested Reading text(s)

Thomas Armstrong, Ph.D , You're Smarter Than You Think-

A Kid's Guide to Multiple Intelligences. Free Spirit Publishing, 2003

Marcus Buckingham, Now Discover Your Strengths. Free Press 2001,

Neil DeGrasse Tyson, Space Chronicles: Facing the Ultimate Frontier . W.W. Norton, 2012

Howard Gardner. Five Minds For the Future. Harvard Business School Press, 2009

Eric R. Kandel, The Age of Insight: The Quest to Understand

the Unconscious in Art, Mind, and Brain, from Vienna 1900 to the Present 2012 WW. Norton

Ardys Reverman, heart2heart, 2011 Friendly Universe Collections, Amazon.com,

Ardys Reverman, Turning Points, 2011 Friendly Universe Collections, Amazon.com,
 Edward O. Wilson, The Social Conquest of Earth, W. W. Norton 2012
 Super Cooperators, Altruism, Evolution, and Why We Need Each Other to Succeed.
 Martin O Nowak with Roger Highfield, New York Free Press: 2011
 Title: 5 Minds for the Future Howard Gardner , Publisher: Harvard Business Press 2008
 Marshall B. Rosenberg, Ph.D, Speak Peace in a World of Conflict, Puddle Dancer Press 2005
 Available from www.amazon.com or booksellers or through www.friendlyuniverse.com

Assessment and Evaluation

Your final grade will be determined using the point schedule below:

Grade	Points	Grade	Points
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

Grading Policy

Grades are based on the point scale shown above and represent the following:

- A = Excellent performance.
- B = Above average performance.
- C = Satisfactory performance. Accomplishes only the minimum requirements.
- D = Below Satisfactory performance.
- F = Below minimal standard.

Credit Variations
You must complete all course videos and quizzes plus
See Assignment tab for credit Variation Assignments

Complete the subject Course Examination, showing a competent understanding;
 Indicate your criteria for determining satisfactory completion of student work (A/F)

- One (1) course introduction video online
- Module lecture videos (introduces each module)
- One (1) quiz per module
- Completed assignments and module quiz
- 10 questions per quiz (multiple choice. other)
- Credit Variations Assignments
- Final Assignment – if noted

To receive your certificate, you must score at least 75% on each quiz and submit the Final Survey.

CLASS METHODOLOGY AND ROUTINE

This is a self-paced course. There is an instructor available but not present online at any given time. You are responsible for moving through and completing this class. The course is not expected to take more than 50 hours of clock time and should be completed within the term registered or within 6 months of the start of the course.

If you have questions about the educational content, then contact us through the online email system. Please allow at least 48 hours for a response.

For technical issues only, you are encouraged to use the Help ticketing system and Educadium customer support. The instructor will not assist you with technical issues. This course uses Educadium's EasyCampus learning management system. Student step guides and multimedia tutorials about EasyCampus are available through the course help system.

Please check with your university to make sure that you have the proper computer and Internet connectivity prior to starting this class. If required, please obtain additional e-learning support and training. If you require special accommodations, please inform your instructor immediately.

Each module includes a text file with instructions. Please read these instructions first and then complete the assignments as directed. You may go at your own pace, and there is no time limit for the modules.

At the end of the training modules, you'll have a short test. Upon successful completion all tests and the course survey and any assignments, each student will receive a certificate of completion and grade. All students must complete a course survey to receive course credit. You agree to follow your Student Conduct Code and maintain high ethical standards.

For Login or Course help contact Darren Boe Darren@ctcourses.net (503) 860-1934

ABOUT THE INSTRUCTOR

Ardys Reverman is called Dr. Ardy by her peers and associates. Dr. Ardy has a Ph.D. in a very hot new field. Psycho-Neuro-Immunology (P.N.I.), and in the path of fellow PNI professionals such as Depok Chopra, is using her background as an author and speaker to influence audiences nation-wide. Before her work in P.N.I. she was an NLP specialist and before that a Learning Disability Specialist AND before that, a "mom" bothered by the varied learning styles of each of her children. Not too long ago, Dr. Ardy introduced the "Synergy Pals" as a method of understanding whole-brain thinking. We make a good learning fit with each other when we nurture natural talents. She presents humor with a message. She believes that influence, the capacity to shift a person's perceptions, emotions, and actions, is the single most important skill we can master to increase the quality of our lives as well as the lives of all those we have the privilege to touch. Dr. Ardy believes life produces extraordinary rewards for those who give in extraordinary ways. She challenges us to make a joint commitment today, to participate together with a new level of intensity and passion, a level that goes far beyond anything we've ever done before. She challenges us to begin the process of taking our lives to the next level. How? Welcome this power simply by helping each other in the spirit of service, with love and laughter.

ABOUT UNIVERSITY OF THE PACIFIC / UNIVERSITY COLLEGE

CT Courses and the University of the Pacific/ University College take pride in working together to make available the opportunity for educators like you, to earn graduate-level university semester credits/units. We understand that being an educator takes time, energy and a lot of dedication so we feel compelled to make this process affordable, practical and at the same time rewarding. All University of the Pacific/ University College courses offered through CT Courses are graduate-level semester, professional development courses, designed as professional growth for educators. The University of the Pacific is fully accredited by the Western Association of Schools and Colleges and all courses will appear on an Official Transcript from the Registrar's Office at University of the Pacific . Attending and participating in our CT Courses are a prerequisite to the course enrollment(s). Some school districts may require pre-approval prior to enrollment. It is your responsibility to know your district's policies."

Transcripts:

You can request official transcripts one of two ways. You can download the form and route it to the Registrar's Office with check as payment (go to <http://web.pacific.edu/x31133.xml> to get information about Requesting Transcripts).

Or you can request an official transcript over the Internet. Go to the website of the registrar's office: <http://web.pacific.edu/x7062.xml> and choose the National Student Clearinghouse option which is under the heading Former Students. This is an instant way to request transcripts online. You must pay with a credit card and there is a \$2 charge for using this service. Transcripts cannot be requested by email, through fax, or over the phone.

And don't forget to write your PEDU numbers on there very clearly so that they know you are requesting a transcript for professional development classes and make sure to include ALL CLASSES you wish to appear so it is not sent before it is complete. When requesting online, please write your classes in the fields marked "Degree/Certificate Title." You can write more than one class on a line if you have more than 4 classes.

Also, on the second page under the heading Delivery Options, choose the Processing Option After Grades Are Posted . If you do not, your transcript could be sent without important information and you will have to re-order/ re-pay.

Turn Around Time Regarding Grades:

Summer is our busiest time so we advise all students to endeavor to complete their coursework/ assignments as early as possible. An unofficial transcript takes 4-6 weeks to be generated, however an official transcript can be ordered at any time once grade submitted. There are provisions for RUSH transcripts at the request for transcript site for ordering transcripts.

Phone Contact:

For Registered Students: Dr. Allan Lifson 1-800 479- 1995 or 949 646-9696. I have dedicated office hours T W TH 8am - 12noon Pacific Time.