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, quizzes and assignments.
See Assignments on page 6.

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.

Assignments

1 Credit Assignment

Create your own SQ knowledge maps tied to exercises: The "guide on the side" mentality and role, rather than that of the "sage of the stage." in a new ecology of information. What does the future hold for our classrooms, and what kinds of technologies will shape the minds of our children's children?

2 Credit Assignments

Complete each Assignment below and upload both as one document.

Assignment 1

Create your own SQ knowledge maps tied to exercises: The "guide on the side" mentality and role, rather than that of the "sage of the stage." in a new ecology of information. What does the future hold for our classrooms, and what kinds of technologies will shape the minds of our children's children?

Assignment 2

Assignment: Please research and provide answers to the following 14 questions in a document you will upload below. This assignment will be graded and shared. You'll receive notification when your grade is in.

Respond in a brief sentence or two to the following 14 questions.

1. When you are ready submit a paragraph on your plan to create learning stations, or describe a possible application of the SQ concept. What are your favorite tools and strategies for effective assessment? Do you have a way to create a computer tracking of individual module completions? check out http://www.flipteaching.com
2. What do you do to help students keep projects on track so that they can take learning to new heights?
3. Please share student ideas so they can continue learning together.
4. A description of the learning styles of your students. Explore http://www.synergypals.com. Student can complete their own profiles. SQ Quiz-Synergy Pals "Learning Styles Modality Preference Inventory"
5. If feasible have students or teacher create an Inventory for determining analytical, auditory, visual, or kinesthetic learners. A description of the unit topic and a brief explanation of how it fits into your curriculum.
6. A complete unit outline that designates potential activities and resources.
7. Discuss some aspect of your experiences in developing your unit.
8. What parts are you most pleased with? What parts did you have the most difficulty with?
9. A brief description of at least four activities in your unit, including the interactions of context, culture, communication differences and technology.
10. Reflect on 3 technologies that can be used for instruction and write how you might use them in your classroom with specific students.
11. Agree or disagree with the following statement. Give examples to illustrate your position. As teachers, we don't have time or energy to integrate aspects of technology into our lessons as accommodations for our students. All of the students can learn just as well using a pencil and paper.
12. Generate ideas for how technology can be used to support your unit. Submit a description of how you can use technology to assist with at least one adaptation in each curricular area of your unit. Your description should provide enough detail for an outside reviewer to understand how the technology will be used.

13. Respond to the following: "There is so much information on the Internet these days that students can work much more independently during research and use class time for interaction."
14. Are you using various elements of flipped instruction in your practice? If so, how are you using it to foster student inquiry?

    Conclusion: Despite recent buzz, catalyzed primarily by Salman Khan's TED talk, flipped instruction is by no means a new methodology. In the early 19th century, General Sylvanus Thayer created a system at West Point where engineering students, given a set of materials, were responsible for obtaining core content prior to coming to class.The classroom space was then used for critical thinking and group problem solving. The flipped classroom is a simple concept that needs no title. Good teaching, regardless of discipline, should always limit passive transfer of knowledge in class, and promote learning environments built on the tenants of inquiry, collaboration and critical thinking. We, as educators, must strive to guide students through perplexing situations, and more importantly, work with one another to develop the pedagogical skills to do so. Keeping this in mind, good teaching comes in many forms, and the flipped classroom mentality can be one of many solutions for educators.

    The hype around the use of technology to “transform” traditional learning is everywhere and exhausting. Ironically, what technology might be best used for is to enable what we’ve long known works well in teaching and learning: engagement. It also might be best used to help stimulate what we’ve long known is a key to student success: academic tenacity. Most of all, all this technology might actually make learning more personal, optimizing our face-to-face time with students.

    The advent of social media platforms paired with revolutionary changes in technology has brought about a new ecology of information which holds the potential of fundamentally altering the way we learn and teach; but only if we open our SQ classrooms up to this new reality.

- 1) Need to Know How are you creating a need to know in the content that is recorded? Just because I record something, or use a recorded material, does not mean that my students will want to watch, nor see the relevance in watching it. I mean, it is still a lecture. Also, this "need to know" is not "because it is on the test," or "because it will help you when you graduate." While that may be a reality, these reasons do not engage the students who are already struggling to find meaning and relevance in school. If the flipped classroom is truly to become innovative, then it must be paired with transparent and/or embedded reason to know the content.

- 2) Engaging Models One of the best way to create the "need to know" is to use a pedagogical model that demands this. Whether Synergy Quotient project-based learning (PBL), game-based learning (GBL), Understanding by Design (UbD), or authentic literacy, find an effective model to institute in your classroom. Become a master of those models first, and then use the flipped classroom to support the learning. The focus should be on teacher practice, then tools and structures. The flipped classroom is one way to help move teachers toward better teaching but does not ensure it. Like the ideas above, focus on ways to improve your instruction before choosing to use the "flipped classroom." At its core, "flipped instruction" refers to moving aspects of teaching out of the classroom and into the homework space. With the advent of new technologies, specifically the ability to record digitally annotated and narrated screencasts, instructional videos have become a common medium in the flipped classroom. Although not limited to videos, a flipped classroom most often harnesses different forms of instructional video published online for students. Example: Master design, assessment, and management of PBL; and then look at how you can use the flipped classroom to support the process. Perhaps it is a great way to differentiate instruction, or support students who need another lesson in a different mode. Perhaps students present you with a "need to know," and you answer with a recorded piece to support them. This will help you master your role as "guide on the side."
- 3) Technology What technology do you have to support the flipped classroom? What technology gaps exist that might hinder it? Since the flipped classroom is about recorded video, then obviously students would need the technology to do this. There are many things to consider here. Will you demand that all students watch the video, or is it a way to

differentiate and allow choice? Will you allow or rely on mobile learning for students to watch it? Again, these are just some of the questions to consider in terms of technology. Lack of technology doesn't necessarily close the door to the flipped classroom model, but it might require some intentional planning and differentiation.

- 4) Reflection Every time you have students watch a video, just like you would with any instructional activity, you must build in reflective activities to have students think about what they learned, how it will help them, its relevance, and more. If reflection is not a regular part of your classroom culture, then implementing the flipped classroom will not be as effective. Students need metacognition to connect content to objectives, whether that is progress in a GBL unit, or work towards an authentic product in at PBL project.
- 5) Time and Place Do you have structures to support this? When and where will the learning occur? I believe it unfair to demand that students watch the video outside of the class time for various reasons. If you have a blended learning environment, that of course provides a natural time and place to watch the videos, but it will be difficult to ensure all students watch a video as homework. In addition, do not make epic videos that last hours. Keep the learning within the videos manageable for students. This will help you formatively assess to ensure learning, and it will feel do-able to students.

Reflection
If you are interested in using aspects of the flipped classroom to address an issue in your practice, reflect on the following steps first:

- Step 1: Identify your current or desired teaching style.
- Step 2: Ask yourself this question: Given my style, do I currently use class time to teach any low level, procedural, algorithmic concepts?
- Step 3: If yes, begin by creating opportunities for students to obtain this information outside of the classroom. Research more info on creating annotated and narrated instructional videos.
- Step 4: Include a system that encourages reflection and synthesis of homework-based instruction. Research in many ways to make instructional videos more interactive and reflective. Hopefully, the above steps are helpful.