

Learning Differences: Effective Teaching With Learning Styles and Multiple Intelligences®

GRADES K–12

GRADUATE CREDIT: 3 SEMESTER HOURS

Each student brings something unique to the classroom, including a distinct learning style and preference. In this course, educators learn the importance of understanding the individual differences among students and using that understanding to design instruction, thus becoming more effective in the classroom. Educators address aspects of student diversity and gain practical strategies to enhance each student's strengths.

This course is designed for K–12 classroom teachers, lead teachers, curriculum coordinators, special education teachers, and subject teachers.

COURSE TOPICS

- Introduction to learning styles
- Multiple intelligences in theory and practice
- The hook and hold strategy: anticipatory sets, questions, tasks, settings and feedback, and assessment

COURSE OUTCOMES

By the end of the course, educators will:

- Identify behaviors that characterize Jung's perception and judgment functions and how they relate to a learning styles model.
- Determine their own learning style and profile.
- Identify and analyze behaviors in students that reflect the four basic learning styles.
- Analyze learning style profiles to gain insight into students' learning preferences.
- Make recommendations for adapting instruction to a particular student's learning style.
- Analyze relationships between one's teaching style and students' learning styles to make conscious decisions for improving the effectiveness of one's instructional practice.
- State the rationale for designing instruction that affirms students in their dominant learning styles and challenges them to develop their lesser developed styles.
- Explore the underlying foundations of multiple intelligence theory, based on the work of Dr. Howard Gardner and the implications of multiple intelligence theory on classroom instruction.
- Determine their own dominant intelligence(s).
- Explore ways to use students' strengths and affinities to teach essential skills.
- Identify how students can demonstrate an intelligence using each of the four learning styles and plan classroom activities that blend multiple intelligences and learning styles.
- Combine the theories of learning styles and multiple intelligences to design appealing anticipatory sets, effective question techniques, engaging tasks, appropriate groupings, and quality feedback.
- Incorporate multiple intelligences and learning styles into formative and summative classroom assessments.
- Examine ways to develop intelligences through the use of technology.

METHODS OF ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

COURSE MATERIALS AND FORMAT

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

PRINT & DVD FORMAT

Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

→ The print study guide:

- *Learning Differences: Effective Teaching with Learning Styles and Multiple Intelligences®*

→ The DVD:

- Laureate Education, Inc. (Executive Producer). (2006). *Learning differences: Effective teaching with learning styles and multiple intelligences*. Baltimore: Executive Producer.

→ The course textbook(s):

- Silver, H.F., Strong, R.W., & Perini, M.J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

→ The other required readings

ONLINE FORMAT

Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

→ Access to the online classroom for:

- *Learning Differences: Effective Teaching with Learning Styles and Multiple Intelligences®*

→ Access to the video programs in the online classroom as well as a backup DVD:

- Laureate Education, Inc. (Executive Producer). (2006). *Learning differences: Effective teaching with learning styles and multiple intelligences*. Baltimore: Executive Producer.

→ The course textbook(s):

- Silver, H.F., Strong, R.W., & Perini, M.J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

→ Access to the other required readings

SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at www.mozilla.org.

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EDUCATION EXPERTS

J. Robert Hanson, Ed.D.

Dr. J. Robert Hanson holds a doctorate from Columbia University and has been involved in education for more than 30 years. He is an internationally known authority on psychological types, learning profiles, and the educational applications of analytical psychology. Dr. Hanson has served as director and lecturer at the Jung Center of Philadelphia and holds a certificate in analytical psychology from the Jungian Institute in Zurich. Dr. Hanson has authored a comprehensive analysis of learning-style models, has authored a series of research monographs, and has co-authored a three-volume publication entitled *Dealing with Diversity*.

Sue Teele, Ph.D.

Dr. Sue Teele is the former associate dean and director of education of UCR Extension at the University of California, Riverside. She has authored several books and articles on multiple intelligences and developed the Teele Inventory of Multiple Intelligences (TIMI). Her latest books include *The Multiple Intelligences School: A Place for All Students to Succeed* and *Rainbows of Intelligence: Exploring How Students Learn*. Dr. Teele's specialized research focuses on multiple intelligences applications for the K–12 classroom as well as implementation and appropriate assessment of procedures.

Jo Gusman, M.A.

Jo Gusman is the founder of New Horizons in Education, Inc. She has been an educational consultant in the areas of multiple intelligences theory and application, second-language acquisition, integrated curriculum, whole-brain approaches, and education reform. Her work has garnered national television appearances and awards, including the presidential recognition for excellence in teaching. She is the author of *Practical Strategies for Accelerating the Literacy Skills and Content Learning of Your ESL Students*.



ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.[†] Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

[†]It is each student's responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.