

# Purposeful Learning through Multiple Intelligences™ Online

3 GRADUATE CREDIT HOURS

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## Course Description:

Help educators identify and apply multiple intelligences (MI) to meet the needs of diverse classrooms. Analyze Howard Gardner's theory of multiple intelligences to diversify teaching and learning. Explore other theories of intelligence, MI sub-capacities, and personal MI profiles.

## Key Outcomes:

- Identify the eight intelligences:
  - o Bodily-kinesthetic
  - o Logical-Mathematical
  - o Verbal-Linguistic
  - o Interpersonal
  - o Musical-Rhythmic
  - o Visual-Spatial
  - o Intrapersonal
  - o Naturalist
- Support multiple intelligences with well-researched theories, principles, and practices.
- Determine which instructional strategies meet the needs of each intelligence.
- Integrate MI when developing a classroom climate, lessons, learning centers, and more.

## Sample Assessments:

### Assessment 8-B-1: Your Classroom Environment

1. Answer one question from each section of Armstrong's Multiple Intelligences in the Classroom based on your classroom environment. (See pages 100-103 in the third edition, pages 67-69 in the second edition.) Each response should be a well-developed paragraph.
2. Explain in at least one well-developed paragraph how you are currently meeting the diverse needs of your students.
3. In a second and/or third paragraph, explain how you could better meet student needs.
4. Demonstrate advanced written communication skills and use APA documentation to cite all sources.

### Assessment 8-C-1: Your Final MI Project

Create or adapt two lessons not previously used in this course. Each lesson must include:

1. At least four or five strategies in each of the multiple intelligences (MI) and emotional intelligence (EQ) lessons.
2. All of the intelligences and emotional intelligences between the two lessons.
3. Demonstrate your knowledge of the MI model.
  - a. You may choose to utilize the methods, tools, and resources presented throughout this course.
4. At least two labeled sub-capacities for each intelligence you reference.
5. A clear label for each of the following:
 

a. Subject area	g. Rubric(s)
b. Topic	h. Supplies needed
c. Objectives	i. Websites used
d. Standards addressed	j. Time required
e. Formative assessment	k. APA citations
f. Summative assessment	

## Alignment to Standards:

This course aligns to INTASC, NBPTS, and Charlotte Danielson's *Framework for Teaching* components 1B, 1D, 1E, 1F, 2A, 2B, 3A, 3B, 3C, 3D, 3E, 4A, 4D, 4E, and 4F.

## Available at PLSClasses.com:

-  Class Schedules
-  Course Syllabi
-  Instructor Profiles
-  FAQs

Deposit required. Visit [PLSClasses.com](https://PLSClasses.com) for details.

Please be aware that each state and educational district has its own guidelines and rules. It is your responsibility to make sure that our courses fulfill your school's requirements for professional certification.

**To learn more about our online classes or to register,  
visit [PLSClasses.com](https://PLSClasses.com) or call 866.757.2527.**

Dear Educator,

PLS 3rd Learning has been committed to the educational community since 1969. Dedicated to supporting teacher effectiveness in K-12 schools, we have impacted the daily practice of more than a half million educators to date. Our graduate level and professional development courses—which are designed and delivered by experienced educators—are rooted in research-based practices, vigorous coursework, and relevant technologies.

**Courses are robust, well-researched, and structured.**

Our reference library features resources from well over 100 experts in education, and our courses cite a wide variety of published works in educational theory and design. Individual courses have specific time requirements, durations, assignments, threaded discussion posts, and other forms of participation due by the end of each module. Most classwork is asynchronous, allowing flexibility for online students. Maintaining a routine schedule enriches discussion and interaction.

**Each course is led by an experienced educator.**

Our course instructors have firsthand experience working with superintendents, administrators, teachers, and students. As qualified content experts and course facilitators for online community and collaboration, each instructor oversees the entire learning experience; connects with participants through class discussions, private messages, and synchronous chats; provides timely, meaningful feedback after each assignment; and is required to be present and active at least once every 24 hours (although most are online often throughout the day).

**Assignments revolve around a community of learners.**

Typical assignments include small and large group class discussions, collaborative projects, and job-embedded activities. In most instances, assignments require participants to make meaningful contributions to the online class community. Instructors read every discussion and response, adding questions and comments to guide participants toward deeper insights and awareness. Other learning activities are submitted privately to the facilitator for further feedback and grading.

Today's K-12 educators face unprecedented pressure from politicians, taxpayers, and parents to boost student performance with fewer resources. PLS 3rd Learning understands this pressure and is well-prepared to support your team with time-tested, research-based, and highly engaging professional development and graduate courses. We would welcome the opportunity to learn how we might contribute to your continued success.

For more information, please visit [PLSClasses.com](http://PLSClasses.com).

Yours in education,

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