



Department:

Early Childhood

Course Description:

This course will focus on Howard Gardner’s theory of multiple intelligences and how different learning styles are affected by the environment, physiology, processing, emotions, and social choices. Practical information will be given on how to create educational environments by applying activities that use different learning styles. Students will also examine their own personal teaching style as applied to teaching multiple intelligences to a variety of students. This course is instructor-led and interactive through discussions and assignments in course discussion boards.

Course Competencies:

Upon completion of the course, the student should be able to:

1. Identify learning styles and explain how those styles are affected by the environment, physiology, processing, emotions, and social choices.
2. Explain and discuss Howard Gardner’s theory of multiple intelligences.
3. Identify the preferred learning styles of others.
4. Assess his or her own teaching style and evaluate how it affects children’s learning.

Course Content:

Note: The **Assignments** listed are required to receive credit for the course. The **Activities** are recommended but not required.

- A. Session 1 – Introduction
 1. Welcome
 2. Goals and Objectives
 3. Instructor Information
 4. Outline
 5. Calendar
 6. **Assignment:** Bio Post
 7. **Assignment:** Pre-Test
- B. Session 2 – Defining Learning Styles and Intelligences
 1. Introduction Story
 2. Defining Learning Styles and Intelligence
 3. How Learning Styles are Affected
 - a. Environment
 - b. Physiology
 - c. Processing



- d. Emotions
- e. Social Choices
- 4. Four Classifications of Receiving Information
- 5. Understanding and Perceiving Information
- 6. Analytic vs. Global Understanding
- 7. Perception vs. Ordering
- 8. **Assignment:** Child You Know
- C. Session 3 – Multiple Intelligences
 - 1. Defining Multiple Intelligences
 - 2. Howard Gardner Audio Clips
 - 3. Key Points in Multiple Intelligences Theory
 - 4. Nine Intelligences
 - a. Linguistic (Word Smart)
 - b. Musical (Music Smart)
 - c. Logical-Mathematical (Logic Smart)
 - d. Visual-Spatial (Picture Smart)
 - e. Bodily-Kinesthetic (Body Smart)
 - f. Interpersonal (People Smart)
 - g. Intrapersonal (Self Smart)
 - h. Naturalist (Nature Smart)
 - i. Existential
 - 5. Nine Kinds of Learning Chart
 - 6. **Assignment:** Multiple Intelligences Inventory for the Child
 - 7. **Activity:** Crossword Puzzle
 - 8. **Assignment:** Child You Know II
- D. Session 4 – Multiple Intelligences In the Classroom
 - 1. The Effects of Teachers’ Learning Styles on Teaching
 - 2. **Assignment:** Multiple Intelligences Inventory for the Teacher
 - 3. Teaching Styles and Audio Clip
 - 4. **Assignment:** Your Teaching Styles
- E. Session 5 – Using Learning Styles Information
 - 1. What Every Parent Needs to Know About Learning Styles
 - 2. What Every Parent Needs to Know At School
 - 3. What Every Parent Needs to Know At Home
 - 4. Helping Children Develop Their Multiple Intelligences
 - 5. Multiple Intelligences and Technology
 - 6. Pre-Planning Activity Sheet
 - 7. Planning Activities to Meet Learning Styles
 - 8. **Assignment:** Planning Activities to Meet Learning Styles
- F. Session 6 – Closing and Wrap Up
 - 1. Bringing It Back Together
 - 2. **Assignment:** Post Test
 - 3. **Assignment:** Course Evaluation



Learning Assessments:

Session Number and Assignment	Optional	Required	Have I done this? Check Box
Session 1 - Introduction			
Pre-Test		X	
Bios and Discussion (Discussion Board)		X	
Session 2 – Defining Learning Styles			
Child I Know: Ways of Receiving Information (Discussion Board)		X	
Session 3 – Multiple Intelligences			
MI Inventory for the Child (done at home)		X	
Child I Know II: Strongest Learning Styles (Discussion Board)		X	
MI Crossword Puzzle (Optional Activity Done at Home)	X		
Session 4 – In the Classroom			
MI Inventory for the Teacher (done at home)		X	
My Teaching Style / Strengths and Weaknesses (Discussion Board)		X	
Session 5 – Using Learning Style Information			
Planning Activities Form (Emailed to Instructor)		X	
Closing			
Post Test (Survey insides course notes)		X	
Evaluation (Survey inside course notes)		X	

Instructional Materials:

All materials are located online within the course and are available for students to print. Students are not required to purchase any additional books or materials for the course.

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.



HIGHLAND COMMUNITY COLLEGE
606 W. MAIN HIGHLAND, KS 66035

ECH 102 – Understanding Multiple Intelligences
and Children’s Learning Styles
Prerequisite: None
1 Credit Hour (Online)

On-Campus Students: At enrollment, any on campus student may complete a form that will allow them to self-identify any disability.

Off-Campus Regional Students: Self-identify your disability and accommodation needs with the Regional Coordinator and/or instructor, preferably prior to the first class meeting.

Online Students: Self-identify your disability and accommodation needs by contacting the Disabilities Coordinator. Students must provide their own programs to allow accessibility on their home computer.

Any student may also identify their disability by completing an online form located on the HCC homepage under Students Services/Resources/Disabilities. Questions should be directed to the Disabilities Coordinator.