

**University of Indianapolis**  
**School for Adult Learning**  
**SAL-280-AU5**  
**Investigating Learning Styles, Teaching Styles, and Multiple Intelligences**  
**3 Credit Hours**  
**Term 1, Session 3, 2008-2009**

Welcome to Investigating Learning Styles, Teaching Styles, and Multiple Intelligences! I look forward to seeing you and learning with you as we explore the Multiple Intelligences, Learning Styles, and Teaching Styles. As you know, there are many many styles of teaching, presenting, and conducting meetings and each of us responds differently to each of these styles. In addition, we all have different learning styles. It is a wonderful learning environment if the styles match. But . . . what happens if they are not a match? Can the instructor still teach and be effective? Can the learner still learn and be successful in class? Can the presenter still present and be effective? Can the chair of the meeting or the communicator of information still be effective? As we investigate various styles, we'll look for ways in which all can be successful. Bring your good thinking and your willingness to actively investigate your own learning style and your pre-eminent multiple intelligence(s). Together, we will develop a plan in which the insights gained during this course can be applied to your personal and professional learning environment throughout life.

**Tips for Success in Class:** Successful students will fully engage in the learning process. Since each week builds on the previous week's work, it is important to maintain a relevant, defined, and comfortable learning schedule.

**Dates:** November 5, 12, 19, and December 3 and 10, 2008

**Time:** 6:00-9:45

**Location:** Esch Hall 206

**Instructor:** Judy Apple-VanAlstine, Ed.D  
Education Coordinator  
School for Adult Learning  
Owner: Grants by Design  
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**Teaching Philosophy:** My role is that of a facilitator for learning. As a self-directed learner, you will have the opportunity to explore various readings and media and make application of the concepts and ideas contained within each into the design of your own dynamic Personalized Learning Plan. I am looking forward to providing guidance and serving as a resource as you discover your best way(s) to learn, whether it is in school or in your world of work.

**Catalog Description:** Not Applicable.

**Prerequisites for Course:** Not Applicable.

**Texts/Learning Style Inventory:**

- Silver, H., Strong, R., and Perini, M. (2000). *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*. Association for the Supervision of Curriculum and Development. ISBN-13: 978-0871203878. ISBN-10: 0871203871.
- Gardner, H. (2000). *Intelligences Reframed: Multiple Intelligences for the 21<sup>st</sup> Century*. Basic Books. ISBN-10: 0871203871. ISBN-13: 978-0465026111.
- Butler, K. (2001). *Viewpoints on Style*. 3<sup>rd</sup> ed. *The Learner's Dimension*.
- Additional readings provided by instructor on an as-needed basis.

**Course Purpose, Goals, and Objectives:**

**Synopsis of Course by Instructor:** Following a thorough and in-depth investigation of learning styles, teaching styles, and multiple intelligences, the successful student will design a Personalized Learning Plan which is relevant and effective for his/her life-long learning process.

**Course Rationale:** Adult learners are real-life oriented. Participation in this course will allow students to prepare themselves to learn effectively, regardless of the environment and regardless of the means of instruction.

**Course Objectives:** The objectives for this course are:

- To prepare students to objectively evaluate various learning styles and multiple intelligences.
- To provide opportunities for students to investigate and constructively synthesize teaching styles.
- To provide a framework and infrastructure for the development of a Personalized Learning Plan.

**Student Learning Goals:** The successful learner will . . . .

- define different learning styles.
- investigate his/her own learning style using various indicators of style in order to develop a personal profile.
- define the multiple intelligences and apply to real-life situations
- determine his/her pre-eminent intelligence(s) and include in personal profile.
- customize a Personalized Learning Plan (PLP) based on results of the learning styles inventories and the pre-eminent intelligence(s) inventories.
- determine which teaching styles are most conducive/non-conductive to individual learning style and pre-eminent intelligence(s) and design three ways to address learning when the teaching/presenting style is incongruent with personal learning style and intelligence(s).
- integrate the content of the course and the four University learning goals into a reflective and substantive final project.

### **University Learning Goals**

The University of Indianapolis is an AQIP accredited university, dedicated to continual quality improvement. As a part of the university, the School for Adult Learning commits to the same learning outcomes and the ongoing assessment of them. The learning outcomes are as follows:

- **Social Responsibility**—In the area of social and personal responsibility, students in the School for Adult Learning are responsible for their own learning, connect the ethical and socially responsible practices presented in the classroom to the worlds in which they live, and understand that their behaviors affect society. Both forms of responsibility involve moral obligation to self and community, and rely upon such virtues as honesty, self-discipline, respect, loyalty, and compassion.
- **Creativity**—In the area of creativity, students in the School for Adult Learning generate, appreciate, and evaluate new possibilities, alternatives, and ideas which enable them to see the world in new ways.
- **Critical Thinking**—In the area of critical thinking, students in the School for Adult Learning intentionally apply higher-order thinking to reach evidence-based conclusions.
- **Performance**—In the area of performance, students in the School for Adult Learning write, speak, compute mathematically, and are technologically literate based upon the standards established by SAL.

*Note: Not every learning outcome will be emphasized in each class; however, successful students will have demonstrated all four outcomes upon completion of the SAL curriculum.*

## **Topics, Readings, Assignments, and Formative/Summative Evaluations**

### **Before the first night:**

- 1.) **Readings:**
  - a.) *So Each May Learn* – Read pages 1-12 and 21-29.
  - b.) *Intelligence Reframed* – Read pages 1-46.
  - c.) Optional Reading: *So Each May Learn* – pp. 13-20 and 30-37
- 2.) **Bring a 2" 3-ring binder to the first night of class.**

### **Week 1**

#### **Topics for Discussion Tonight: *Temperament/Intelligences***

##### **Assignment Due:**

Completed readings outlined in the "Before the First Night" section of this syllabus..

##### **Quiz:**

Addresses assigned readings in *So Each May Learn* (pp. 1-12 and pp. 21-29) and *Intelligence Reframed* (pp. 1-46).

##### **Readings for Second Class:**

- 1) Temperament information distributed in class.
- 2) Learning styles information distributed in class.
- 3) *Intelligence Reframed pages 47- 92.*

##### **Assignment for Second Class:**

- 1) Ask someone near and dear to you to take the Keirsey Temperament Sorter Inventory. Chart the results.
- 2) Complete and chart Multiple Intelligences Inventory in *So Each May Learn*. (pp. 102-104)

### **Week 2**

#### **Topics for Discussion Tonight: *Temperament/Intelligences/Learning Styles***

##### **Assignment Due:**

- 1) Results of someone else's Temperament Sorter Inventory
- 2) Completed Multiple Intelligences Inventory in *So Each May Learn*

##### **Quiz:**

Addresses reading in *Intelligence Reframed* (pp. 47 – 92), as well as information regarding Temperament and Learning Styles distributed during first week of class.

##### **Assignment for Third Class:**

After completing readings for next week and taking the Memletics inventory in class this evening, complete the Individual Profile.

##### **Reading for Third Class:**

- 1) *So Each May Learn*, pages 38-45 and 85-89.
- 2) *Intelligence Reframed*, pages 115 – 181.
- 3) Optional reading: *So Each May Learn*, pages 46-69 and 70-84.
- 4) Optional Reading: *Intelligence Reframed*, pages 93-114.

### **Week 3**

#### **Topics for Discussion Tonight: *Learning Styles/Teaching Styles***

##### **Assignment Due:**

- 1) Completed Individual Profile.

**Quiz:**

Addresses required readings in *So Each May Learn* (pp. 38-45 and 85-89) and *Intelligence Reframed* (pp. 115-181).

**Assignment for Fourth Class:**

- 1) Be prepared to adjust and share Individual Profile.
- 2) Complete Position Paper.

**Readings for Fourth Class:**

- 1) *Intelligences Reframed*, pages 183 – 219.
- 2) Read the provided information addressing the design of a Personalized Learning Plan.

**Week 4**

**Topic for Discussion Tonight: ***Customizing a Personalized Learning Plan: Bringing it All Together*****

**Assignments Due:**

- 1) Individual Profile
- 2) Position Paper
- 3) Bring questions regarding Personalized Learning Plan.

**Quiz:**

Addresses reading in *Intelligence Reframed* (pp. 183-219)

**Assignments for Fifth Class:**

- 1) Completed Personalized Learning Plan
- 2) Completed Position Paper

**Week 5**

**Topic for Discussion Tonight: ***Personalized Plan for Learning*****

**Assignments Due:**

- 1) Completed Personalized Learning Plan Paper and Presentation

**Presentations:**

- 1) Personalized Learning Plan Paper and Presentation

**Summative Evaluation:** This is a case study and will be completed the last hour of class.

All papers prior to the last evening of class are to be double-spaced, 10-12 font, one side of the paper. Papers need not be lengthy but must address the issues presented in the assignment thoroughly. The School for Adult Learning Performance Rubrics will be utilized to evaluate your Position Paper and your final paper and presentation. They will be distributed and explained the first evening of class. Please staple paper in upper left hand corner. Do not bind or present in a folder.

**Instructional Approaches Utilized in Class**

- Writing
- Email
- Small Group Presentations
- Individual Presentations
- In-Basket
- Case-Study
- Cooperative Learning
- Lecturette

**Grading Procedures and Policies**

Assignment	Individual Points
Keirseay Temperament Sorter for Someone Else	50
Quizzes ( 4 @ 50 points each)	200
Multiple Intelligences Inventory ( <i>So Each May Learn</i> )	25
Individualized Profile	75
Personalized Learning Plan Paper	100
Personalized Learning Plan Presentation	100
Position Paper	100
Summative Evaluation (Final)	100

A range 100-90%	750-675 points
B range 89-80%	674-600 points
C range 79-70%	599-525 points
D range 69-60%	524-450 points

All assignments are due on assigned due dates. An automatic five points will be deducted for each late assignment. Late assignments will be accepted on an emergency basis only. Understandably, this will cause a serious interruption in the learning process and it will be difficult to complete as each assignment builds on the previous assignments. The instructor reserves the responsibility and the right to determine the grade based on the degree of late submission. No late assignments will be accepted after the fourth week of class. Missed quizzes will be made up on an individual basis in the SAL Office and will not be in the same format as the quiz given in class.

**Policies:**

Attendance: Attendance in every class is expected. It is expected that you will arrive on time and remain until the class is concluded for the evening. Should an emergency arise, and you are unable to attend class, please email me as soon as possible.

Participation: It would be difficult to be successful in class without your participation in class. *Relevant comments and quality participation* are expected.

Tardiness: Please be on time to class. Emergencies are understood.

Withdrawal from course: Withdrawal from this course is your responsibility. You will not be automatically withdrawn for not attending class. You must withdraw by the Friday of the first week of class in order to qualify for a 100% refund.

Academic Integrity: Academic misconduct (i.e., plagiarism, cheating) is unacceptable and will result, at the very least, in non-acceptance of the assignment and a grade of “0” for the assignment.

Electronic Devices: All electronic devices are to be placed on mute or vibrate during class. Please respond to all messages during break. Thank you.

### **Student Support Services**

A writing lab is available on-campus for student support.

### **Students with Disabilities**

*If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please inform me immediately so that your learning needs may be appropriately met. Students with a disability must register with the Services for Students with Disabilities office (SSD) in Schwitzer Center 206 (317-788-6153 / [www.uindy.edu/ssd](http://www.uindy.edu/ssd)) for disability verification and for determination of reasonable academic accommodations. You are responsible for initiating arrangements for accommodations for tests and other assignments in collaboration with the SSD and the faculty.*

This syllabus is a dynamic document and, as such, is subject to change based on student need.

After you have read this syllabus, please email and let me know that you have read it. Also, if there are points that need clarification, this would be a good time to ask.

Again, welcome to this course! We will have fun, learn about ourselves, and develop a life-long Personalized Learning Plan.

