

Teaching and the Teaching Process

The University of Vermont
College of Education and Social Services
Pre-Service Teacher Seminar

AGENDA

Overview of Topics To Be Covered Today

- ❑ Differentiation For Multiple Intelligences
- ❑ The strengths-based teaching model
- ❑ The role of social/emotional issues on learning and performance

Lesson Plan Objective

The purpose of today's lesson is to discuss, reflect, and hypothesize about possible best practice in teaching. Specifically, emphasis will be placed on growing each student's understanding of differentiation, Gardner's Multiple Intelligences, and the interaction between social and emotional issues and student learning.

Lesson Outcomes

By the end of this lesson, students should be able to:

- ❑ **RECOGNIZE** the current eight Multiple Intelligences created by Howard Gardner.
- ❑ **APPLY** the basic concept of Multiple Intelligences to classroom and individual student observations as well as individual lesson planning.
- ❑ **ANALYZE** specific scenarios/case studies and identify strengths and learning styles.
- ❑ Be able to **DEVELOP** basic lesson plans in response to a case study/scenario.
- ❑ **UNDERSTAND** each student's own learning style.

Materials

- ❑ Multiple Intelligence Handouts
- ❑ ARTICLE: Teach Them All by Carol Ann Tomlinson
- ❑ Suitcase
- ❑ Student Biographies
- ❑ Overheads
- ❑ Visuals For Multiple Intelligence Activity (posters, student cut-outs)
- ❑ Paper (blank and lined)

Lesson Timeline

- 7:45 to 7:55 The Art Lesson by Tomie DePaola and Introductory Discussion
- 7:55 to 8:20 Group Activity – Multiple Intelligences – Howard Gardner
Discussion: What did you focus on in the case study biography of each student when coming to your conclusion about his or her multiple intelligence?
- Multiple Intelligences – An overview. Refer to handouts.
Discussion: How easy/difficult will it be to provide instruction to varying learners in your own classroom? What are the obstacles? Can this be successful? How might you measure success?
- 8:20 to 8:40 Activity: The Baggage We Carry.
In small groups, discuss the implications of your “baggage” on your own learning. Share with the whole group, your thoughts on “student baggage” and how that has an impact on learning and a particular individual’s level of engagement.
- Final Thoughts? Wrap up of the day’s activities.
- 8:40 to 8:50 Your Case Study Assignment. We will discuss the case study assignment. You hopefully will be able to use some of the information discussed today as you observe your subject.

Journal Entry:

Choose one of the following passages to respond to in your journal.

1. Think back to a time in elementary, junior high, high school, or college when you felt disconnected to the learning process. What contributed to your being disconnected? What was on your mind?
2. Reflect on the way that your teachers have taught you over the years (from elementary school to now). Compare the styles of your elementary, middle, high school, and college teachers. How did each teacher’s style have an impact on your ability and interest to learn?

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