



AZUSA PACIFIC UNIVERSITY
SCHOOL OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF ADVANCED STUDIES

MASTERS OF ARTS IN EDUCATIONAL TECHNOLOGY
AND LEARNING

EDUC – 522

**LEARNING IN THE 21ST CENTURY:
MULTIPLE INTELLIGENCES AND
INSTRUCTIONAL TECHNOLOGY**

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**APU Mission
Statement**

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective on truth and life.

**School of Education
Learner Goals**

EDUC 522 focuses on the three Learner Goals:

1. Ethical professionals who are able to understand and articulate the integration of a Christian worldview with their discipline in their communities of practice.
2. Responsive professionals who practice reflective critical thinking in their engagements with diverse communities of learners.
3. Informed scholarly professionals who are dedicated to collaboration and lifelong learning.

**Ed Tech & Learning
Mission Statement**

The Master of Arts in Educational Technology and Learning Program reflects Christ's calling to excellence in honoring God in all that we do by impacting the lives of our students to become more effective and responsive teachers, and thus impacting their own students' lives and educational experiences.

Ed Tech & Learning Program Goals

Graduates of the Master of Arts in Educational Technology and Learning Program are more fully competent users of technology in their own instructional practices as well as becoming leaders and models for the use of technology impacting their school sites for effective uses of technology throughout the school community.

Program Objectives

Students will have the opportunity to:

- ✓ Examine, explore, and articulate their role as a Christian educator.
- ✓ Plan and design effective learning environments and experiences supported by technology to maximize student learning.
- ✓ Demonstrate a sound understanding of technology operations and concepts.
- ✓ Apply technology to facilitate a variety of effective assessment and evaluation strategies.
- ✓ Understand the social, ethical, legal and human issues surrounding the use of technology in PreK-14 schools and apply that understanding in practice.
- ✓ Use technology to support learner-centered strategies that address the diverse needs of students.

Department of Advanced Studies Vision Statement

To develop highly effective, innovative, visionary educators and scholarly practitioners of high moral and ethical character based upon Christian values and principles. Our vision is grounded in the four cornerstones that define the mission of Azusa Pacific University: Christ, Scholarship, Community, and Service.

Course Description

Professional educators apply the latest research findings of contemporary psychologists and learning theorists to the challenges classroom motivation, discipline, individual differences, learning styles, and evaluation.

Course Objectives

To meet the goals and requirements of the course, students will have the opportunity to:

- ✓ Learn and explain cognitive research and its application to educational technology

- ✓ Explore the theory of multiple intelligences learning and how it relates to traditional cognitive, behavioral, and humanistic theories of learning
- ✓ Identify students' uniqueness and apply teaching styles to enhance student learning
- ✓ Investigate appropriate integration of technology to address multiple intelligences
- ✓ Demonstrate the ability to apply technology in a variety of ways than enrich lesson plans and enhance effective teaching and learning experiences for all types of learners
- ✓ Reflect upon the power of using technology to create learning experiences that address multiple intelligences to enrich future teaching and learning activities

APU IDEA Objectives

The essential IDEA objective for this course is:

- ✓ *#11: Learning to analyze and critically evaluate ideas, arguments, and points of view*

Important IDEA objectives for this course are:

- ✓ *#1: Gaining factual knowledge – terminology, classifications, methods, trends*
- ✓ *#2: Learning fundamental principles, generalizations, or theories*

Academic Integrity

The maintenance of academic integrity and quality education is the responsibility of each student at Azusa Pacific University. It is expected that all students will do their own work. Cheating or plagiarism will result in failure of this class. Academic dishonesty is a serious offense that diminishes the quality of scholarship and defrauds those who depend upon the integrity of the educational system. In the Ed Tech program this includes use of templates, web designs, and any other unauthorized material (i.e. graphics used without permission, etc).

Students with Disabilities Clause

Students with disabilities: Any student in this course who has a disability that might prevent him/her from fully demonstrating his/her abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure your full participation in the successful completion of course requirements.

Class Participation

Class participation is essential. Weekly participation in course assignments and online discussions will enable all students to benefit from knowledge, experiences, and creative thought processes of each other. Together, we will create a truly meaningful learning experience for all members of the class. It is expected that all

students read, reflect upon, and respond to online articles and online discussion posts of other students. Online posts are expected to be thoughtful, academically and spiritually sound, and constructive. It is also expected that students complete all projects and other assignments before each class meeting.

Required Texts

Students are required to purchase the following texts:

1. McKenzie, W. (2005). *Multiple Intelligences and Instructional Technology* (2nd ed.). Eugene, Oregon: International Society for Technology in Education (ISTE).

* The required McKenzie text is only available through ISTE (International Society for Technology in Education). The direct link to the ISTE bookstore is:

http://www.iste.org/source/Orders/isteAuthorAtoZ.cfm?letter=M§ion=A_Z_by_Author

Optional Texts:

1. McKenzie, W. (2004). *Standards-based lessons for tech-savvy students a multiple intelligences approach*. Worthington, OH: Linworth Pub.
2. November, A. C. (2001). *Empowering students with technology*. Arlington Heights, Ill: SkyLight Professional Development.

Web Resources

Web Resources:

1. This site has Learning Theories and Theorist's study aids, Accelerated Learning Mindmaps, and extensive links to interesting theory sites.
<http://carolyn.jlcarroll.net/index.html>
2. Modes of Educational Delivery
<http://carolyn.jlcarroll.net/Delivery.html>
3. A List of Links to Learning Theory Sites
<http://tip.psychology.org/theories.html>
4. Key Theorists in Psychology
<http://www.psy.pdx.edu/PsiCafe/KeyTheorists/#Theory>
5. Emotional Quotient
www.testcafe.com
<http://www.kidsemotions.net>
6. Jung-Myers-Briggs Typology online personality test
<http://www.humanmetrics.com/cgi-win/jungtype.htm>
7. Learning Style
<http://www.vark-learn.com/english/page.asp>
<http://www.greenville.k12.sc.us/hillcrm/lstyles/index.htm>
8. Multiple Intelligences

- <http://www.surfaquarium.com>
9. Thinkmap Visual Thesaurus
<http://www.visualthesaurus.com/>
10. Bloom's Taxonomy Resource page
http://www.kurwongbss.eq.edu.au/thinking/Bloom/bl_ooms.htm

ISTE NETS

This course focuses on the following ISTE National Educational Technology Standards for Teachers: 2B, 3B, 4B, 4C, 6B, and 6C. Go to <http://www.iste.org> for a detailed listing of these standards.

Grade Evaluation

The activities / tasks are designed to assist students in moving to a level of proficiency necessary to complete the remainder of the Master of Arts in Educational Technology and Learning coursework. All work must be completed by the due dates specified in the course syllabus.

Course Activities

In this course I will sit down with you and develop an individual learning plan that will reflect your own classroom needs.

But we will all, in one fashion or another complete the following:

Threaded Discussions / Weekly Reading 60 points

****Please note:**

- Initial posts are due no later than Tuesday (our class meeting) each week.
- Written responses should be thoughtful and at least a few paragraphs

Class Attendance/Chat discussions 30 points

Multiple Intelligences Lesson Plan (McKenzie p. 49, 76, 92) 20 points

Self Assessment Rubric (McKenzie p.64-65) 10 points

Student Project Rubric (McKenzie p.161-171) 10 points

Multiple Intelligences Unit Plan (McKenzie p. 100, 123, 137-139) 80 points

Total Points: 200 points

In the name of fleshing out your teaching and curriculum to meet the needs of as many learners as possible, you will develop new strategies and use new technologies to strengthen those areas of teaching in which you are weak as well as fortify your strengths: this is why the final unit plan weighs so much on your final grade. It should be the culmination of everything previous.

Grading Scale

Grading Policy:

Your final grade will be based on the following point ranges:

188-200 = A

180-187 = A-

176-179 = B+

166-175 = B

160-167 = B-

140-159 = C
Below 139 = F

