# Multiple-Intelligences Resources

## THEORY

### Teaching About the Theory of Multiple Intelligences

In this section you will find materials for use in teaching about multiple intelligences, whether you are conducting a two- or three-hour session or class or have a day or two to spend on the topic. We believe you will find materials from which you can build a set of experiences tailored to your students for the purpose of exploring a number of aspects of multiple intelligences.

**Contents:**

1. A PowerPoint presentation
2. Activities that engage participants in thinking and talking about project-based learning
3. Suggested Readings, including links to pertinent Web sites and recommended texts for the study of multiple intelligences

## POWERPOINT PRESENTATION

This PowerPoint presentation introduces multiple intelligences based on research and case studies. It discusses why the concept is important and should be incorporated into teaching and learning, what it is, and a variety of examples of multiple intelligences in practice.

The presentation then asks for group participation. Activities to be done in small groups are suggested on the final slides. Web sites suggested for the activities are active links.

### Description

1. The PowerPoint presentation consists of 12 slides. You can view it online in your browser.
2. If you have Microsoft PowerPoint, you can download the file and show it as a PowerPoint presentation from your own computer in the classroom. If you download this file, you can make changes, insert your own course information, and use it as you would ANY PowerPoint file.
3. If you do not have Microsoft PowerPoint, you can download PowerPoint Viewer® (Windows) or PowerPoint Viewer® (Mac), which will allow you to share this presentation as is with an audience. It will not allow you to edit it in any way.

### Uses

1. You can use the HTML version online during class time if you have a computer and a presentation system that has Internet access. Use it as you would any lecture-presentation material.

2. You can download the PowerPoint file to your hard drive or CD-ROM for use on your laptop or classroom computer. You open and run the PowerPoint file just as you would any other PowerPoint presentation.

### Speaker Notes

- Each slide contains Speaker Notes you can use in class as lecture notes when you show the PowerPoint presentation.

## ACTIVITIES

### 1. Articles and Video Segments

Ask participants: "What questions do you have about multiple intelligences in the classroom that might be answered by looking carefully at a video segment of students engaged in their work?"

- Show the "Key Learning Community" video segment, and lead a discussion that focuses on the questions generated by the participants.

- Alternatively, suggest that participants view the video segment "Key Learning Community" on their own with these questions in mind. For example, you might ask participants, "How did students at Key Learning Community use a variety of intelligences?"

**Include:**



- After reflection or small-group discussion, engage the larger group of participants in conversation about what they saw. You will probably want to encourage participants to read the article that accompanies this video segment, "Key Learning Community: Cultivating 'Multiple Intelligences.'"

- Additional ideas for viewing questions: "What curriculum standards did the students meet through their work?" "What is the role of the teacher in a multiple intelligences classroom?"

### 2. Critical Viewing of Video Segments

Have students select an article and video segment to discuss. You may want to have pairs or small groups of students select articles and video segments within an intelligence so there will be several viewpoints to express on examples of each intelligence. (NOTE: None of these segments was filmed to highlight a single intelligence, so participants will most likely notice examples of a number of intelligences. However, the segments were chosen because the intelligence mentioned is addressed in a special or interesting way.)

## Resources Demonstrating the Integration of Multiple Intelligences in the Classroom

| INTELLIGENCE HIGHLIGHTED | ARTICLE | VIDEO SEGMENT |
|---|---|---|
| **Linguistic** | *Geo-Literacy: Forging New Ground* | "The Geo Literacy Project" |
| | *Broadband, Big Screen! Enlivening English Language Learning in Southeast Los Angeles* | |
| | *From Hula to High Tech* | "Nuuanu Elementary School" |
| | *A Common Language Creates an Uncommon Bond* | "Ohayo, Portland" |
| **Logical — Mathematical** | *Geometry in the Real World: Students as Architects* | "Mountlake Terrace High School" |
| | *Laptops for All* | "Mott Hall" |
| | *Handhelds Go to Class* | "Hand Helds" |
| **Spatial** | *Laptops on Expedition* | "A Product of Learning: King Middle School" |
| | *Students Find Their Voices Through Multimedia* | "San Fernando Education Technology Team" |
| | *JASON and the New Argonauts* | "JASON Project" |
| **Musical** | *Beyond Band: Music Technology Inspires Students* | "Instruments of Learning: Bayshore" |
| | *The Power of Partnerships* | "The Children's Aid Society" |
| | *The Key Learning Community: Cultivating "Multiple Intelligences"* | "Key Learning Community" |
| **Bodily/ Kinesthetic** | *A New Way of Learning* | "Crash Course: South Grand Prairie High School" |
| | *The Edible Schoolyard* | "The Edible Schoolyard: Martin Luther King Middle School" |
| | *The Little School That Did* | "Turning on the Switch: ASCEND School" |
| | *A Change in Attitude* | "Harrison Central High School" |
| **Naturalist** | *Swamped: Louisiana Students Become Wetlands Custodians* | "Wetland Watchers" |
| | *Classrooms Without Boundaries* | "West Hawaii Explorations Academy" |
| | *March of the Monarchs* | "Journey North" |
| **Interpersonal** | *South Grand Prairie: Where Relevance and Relationships Are Key* | "Learning on Purpose" |
| | *New Technologies Link Ancient Cultures* | "First Peoples Project" |
| | *An Ounce of Prevention* | "Resolving Conflict Creatively Program" |
| | *Reading, Writing, and Social Development* | "New Haven, Connecticut School District" |
| **Intrapersonal** | *Students Who Know Their Own Minds* | "Knowing How You Learn: Schools Attuned Program" |
| | *We're Here to Raise Kids* | "Ben Franklin Middle School" |
| | *A+ for Empathy* | |

- Suggest that participants view their video segment with a question in mind concerning the intelligence they are looking for.

  For example, you might ask participants to answer the question, "How did students in the segment I watched demonstrate strong musical intelligence?"

- After reflection or small-group discussion, engage the larger group of participants in conversation about what they saw.

- Additional ideas for viewing questions: "What other ways could this intelligence have been addressed?" "How do I already help my students engage the intelligence I saw?" "How could I give them more help in the future?"

### 3. Multiple-Intelligences Experts

Ask participants: "What questions do you have about implementing multiple intelligences in the classroom?"

- Introduce participants to the interviews on the Edutopia Web site. In Documentaries, select the Interviews tab.

- Suggest that small groups (up to four participants) read and talk about the questions and responses of one expert, or assign particular experts to small groups. (The site offers several choices: Howard Gardner's interview includes eight questions and responses; Mihaly Csikszentmihalyi's interview includes eight questions and responses; Beverly Hoeltke's interview includes four questions and answers; Geoff Davis's interview includes four questions and answers, and Pat Bolaños's interview includes eight questions and answers.)

- Suggest that participants conduct further research on ideas or questions about multiple intelligences that roused their interest in the interviews.

- Have the small groups present their findings to the large group. (Participants can develop a PowerPoint presentation, role-play an interview, or report their findings in other ways.)

### 4. The Listening Classroom

Review Katherine Schultz's work for participants, as described in the "WHY" section of this module.

- Share the idea of four kinds of listening:

  - Listening to know particular students.
  - Listening to the rhythm and balance of the classroom.
  - Listening to the social, cultural, and community contexts of students.
  - Listening for silence and acts of silencing.

- Have participants work in groups to explore one of these kinds of listening, sharing their thoughts about how to implement this kind of listening and possible examples of how they are doing so or might do so within their own classrooms.

- Vivian Gussin Paley, a former kindergarten teacher, has written a number of books on her ideas of listening to children. Some participants may want to visit the library or bookstore to research Paley's methods and share them with the rest of the group.

Her books include:

- *White Teacher*
- *Wally's Stories*
- *Boys and Girls: Superheroes in the Doll Corner*
- *Mollie Is Three*
- *Bad Guys Don't Have Birthdays*
- *The Boy Who Would Be a Helicopter*
- *You Can't Say You Can't Play*
- *Kwanzaa and Me: A Teacher's Story*
- *The Girl with the Brown Crayon*
- *The Kindness of Children*
- *In Mrs. Tulley's Room: A Child-Care Portrait*

- Dr. Thomas Gordon, a psychologist who developed Parent Effectiveness Training, Teacher Effectiveness Training, and other practices, also suggests ways to listen to students and work on problem solving together. Some participants may want to review Gordon's work and share their findings with the group. An overview of the Gordon model—including active listening—can be found at www.thomasgordon.com/tgorigins.asp.

- Other participants may want to research other methods of listening in the classroom and share their findings with the group.

### 5. The Differentiated Classroom

Review Carol Ann Tomlinson's work for participants as described in the "WHY" section of this module, calling attention to these two checklists:

A. Principles that guide differentiated classrooms:

1. The teacher is clear about what matters in subject matter.
2. The teacher understands, appreciates, and builds upon student differences.
3. Assessment and instruction are inseparable.
4. The teacher modifies content, process, and product in response to student readiness, interests, and learning profile.
5. All students participate in respectful work.
6. Students and teachers are collaborators in learning.
7. The goals of a differentiated classroom are maximum growth and individual success.
8. The teacher and students work together flexibly.

B. Characteristics of teaching and learning in healthy classroom environments:

1. The teacher appreciates each child as an individual.
2. The teacher remembers to teach whole children.
3. The teacher continues to develop expertise.
4. The teacher links students and ideas.
5. The teacher strives for joyful learning.
6. The teacher offers high expectations—and lots of ladders.
7. The teacher helps students make their own sense of ideas.
8. The teacher shares the teaching with students.
9. The teacher clearly strives for student independence.
10. The teacher uses positive energy and humor.

- Have participants work alone or in small groups to select a checklist and identify one item in it that they already do.

- Have participants share their thoughts with others in their group regarding how they already implement the item from the checklist.

- Have participants select an item they don't already implement, and then share ideas about how they might approach it. Have them develop an action step they will take to do so.

- Conclude with a whole-group discussion on the checklist items and the difference their implementation would make in classrooms.

### 6. Online Explorations

A number of resources are available online that explore multiple intelligences.

- Have participants select a resource and give them time to explore it.

- Ask them to prepare a summary of what is available at the site and share their summary and the URL with the rest of the class. (You will probably want to build a database or some other kind of collection of these resources and make it available to the class.) This activity segment makes a start by listing a number of pertinent sites. Participants may also be encouraged to do their own online research and locate and review other sites as well.

  - New Horizons for Learning
  - Harvard University: Project Zero—Research projects on multiple intelligences
  - Disney Learning Partnership: Tapping Into Multiple Intelligences
  - Dr. Thomas Armstrong's Multiple Intelligences
  - The American Prospect: "Multimedia and Multiple Intelligences," by Shirley Veenema and Howard Gardner
  - New City School: MI and Other Innovations
  - David Lazear's Multiple Intelligences Applied. Click on an icon, learn more about the intelligence, and see lesson ideas
  - Walter McKenzie's Multiple Intelligences Inventory
  - Education World: Multiple Intelligences: A Theory for Everyone
  - Eduscapes: Technology and Multiple Intelligences

### 7. The Multiple-Intelligences Classroom

Ask participants: "What ideas do you have for integrating multiple intelligences into your classroom?"

- Have participants begin by working individually to fill out the Multiple Intelligences Check-In Chart. This will be a brainstorming activity, in which participants list what they are already doing in terms of multiple intelligences in their classrooms, what they would like to do, and what their specific next steps might be.

- Have participants share their charts with up to three other participants.

- Then have participants select a first step they want to take, or the first area in their classrooms they want to revise, or one intelligence they want to focus on. Each participant can then begin to develop a plan, detailing it in the Other Notes section of the chart. Participants will then share their charts with others for the purpose of feedback, soliciting support, sharing resources, and refining their plans.

### 8. How Did They Do It?

A number of schools across the country have embraced the theory of multiple intelligences and built their programs around it. Bruce and Linda Campbell describe some of the best in their book, Multiple Intelligences and Student Achievement: Success Stories from Six Schools. While some of the schools no longer focus strongly on multiple intelligences, the stories of the practices they put in place still hold valuable information. In addition, Thomas R. Hoerr's Becoming a Multiple Intelligences School chronicles the efforts of New City School; it includes checklists, detailed descriptions of the stages along the way, and other important information.

Have participants work in groups to select one of the three multiple intelligences schools listed below, visit the school Web site, and prepare a report to share with the rest of the group. The report might include a specialty of the school or a particularly interesting idea regarding multiple intelligences. One group might be assigned to research the Web for other schools that are reporting their use of the multiple-intelligences concept.

1. EXPO for Excellence Elementary Magnet School (click on educational philosophies)
2. The Key Learning Community
3. New City School

### 9. Technology and Multiple Intelligences

Technology tools can enhance the multiple-intelligences classroom. Invite participants to reflect on what tools they use or would like to use that could be included in multiple-intelligences experiences for their students.

- Participants may want to fill out the Multiple Intelligences and Technology chart.
- Have participants share with the larger group what they have done.

### 10. Assessment and Multiple Intelligences

The question of appropriate assessment is one that educators everywhere are addressing every day. David Lazear has written several books on the topic of authentic assessment for learning through multiple intelligences. You may want to review his Web site (www.multi-intell.com/) as well as *The Rubrics Way: Using Multiple Intelligences to Assess Understanding* and *Multiple Intelligences Approaches to Assessment: Solving the Assessment Conundrum.* In these books, Lazear presents multiple assessment strategies, ideas, and guidelines for specific assessment instruments.

> "Because it emphasizes that the different intelligences are used in conjunction with different tasks and media, MI theory argues that distinct measures are needed to assess the unique capacities of each intelligence."
>
> —Thomas Hatch and Howard Gardner
> *If Binet Had Looked Beyond the Classroom: The Assessment of Multiple Intelligences, Multiple Intelligences and Assessment*

- To begin, ask participants to discuss their ideas of fair tests to assess student learning when students are allowed to use multiple intelligences to show their learning.
- Have participants share their ideas from this discussion.
- Time permitting, have small groups begin to build general rubrics for a grade level, subject area, and topic for a variety of intelligences. (Participants may want to refer to Lazear's work, or Thomas R. Hoerr's Becoming a Multiple Intelligences School, or the Key Learning Community's Web site for examples of existing rubrics.)

### 11. Student Online Collaborative Projects**

Ask participants: "How might online collaborative projects incorporate multiple intelligences?"

Encouraging students to participate in online collaborative projects promotes a number of good instructional practices. Students engage in learning with other students, and then express their learning in Web sites for other students. A good example of this kind of work can be found in the ThinkQuest contests. Here, students form teams with members around the world, decide on a project that addresses a contest theme, and then develop a Web site that teaches other students about their topic. The International CyberFair Contest presents a similar opportunity. A major benefit of participation in such activities is the awareness that students build when they operate as active producers of content rather than passive recipients.

- Have participants explore these two Web sites: ThinkQuest and Global SchoolNet's International CyberFair.

- Ask participants to talk about these Web sites and how participation in such contests might benefit students and engage multiple intelligences.
- If appropriate, have participants take the next step in planning for their students' participation in an online collaborative contest.
- Have participants share their work with the whole group when they are finished.
- **Review the Project-Based Learning Instructional Module, which explores a variety of projects, online and off, that support varied intelligences.

## SUGGESTED READINGS

### GLEF Articles and Videos

- Geo-Literacy: Forging New Ground by Ashley Ball, and accompanying video segment "The Geo Literacy Project."
- Broadband, Big Screen! Enlivening English Language Learning in Southeast Los Angeles by Bob Moore.
- From Hula to High Tech by Diane Curtis, and accompanying video segment "Nuuanu Elementary School, Honolulu, HI."
- A Common Language Creates an Uncommon Bond by Ashley Ball, and accompanying video segment "Ohayo, Portland."
- Geometry in the Real World: Students as Architects by Sara Armstrong, and accompanying video segment "Mountlake Terrace High School."
- Laptops for All by Roberta Furger, and accompanying video segment "Mott Hall."
- Handhelds Go to Class by Diane Curtis, and accompanying video segment "Hand Helds."
- Laptops on Expedition by Diane Curtis, and accompanying video segment "A Product of Learning: King Middle School, Portland, Maine."
- Students Find Their Voices Through Multimedia by Paula Monsef, and accompanying video segment "San Fernando Education Technology Team."
- JASON and the New Argonauts by Diane Curtis, and accompanying video segment "JASON Project."
- Beyond Band: Music Technology Inspires Students by Ashley Ball, and accompanying video segment "Instruments of Learning: Bayshore, New York."
- The Power of Partnerships by Roberta Furger, and accompanying video segment "The Children's Aid Society."
- The Key Learning Community: Cultivating "Multiple Intelligences" by Sara Armstrong, and accompanying video segment "Key Learning Community."
- A New Way of Learning by Roberta Furger, and accompanying video segment "Crash Course: South Grand Prairie High School."
- The Edible Schoolyard by Roberta Furger, and accompanying video segment "The Edible Schoolyard: Martin Luther King Middle School, Berkeley, California."

- The Little School That Did by Roberta Furger, and accompanying video segment "Turning on the Switch: ASCEND School, Oakland, California."
- A Change in Attitude by Diane Curtis, and accompanying video segment "Harrison Central High School."
- Swamped: Louisiana Students Become Wetlands Custodians by Ashley Ball, and accompanying video segment "Wetland Watchers."
- Classrooms Without Boundaries by Diane Curtis, and accompanying video segment "West Hawaii Explorations Academy."
- March of the Monarchs by Diane Curtis, and accompanying video segment "Journey North."
- A "Fantastic Super" Use of Technology by Diane Curtis, and accompanying video segment "Mary Scroggs Elementary School."
- South Grand Prairie: Where Relevance and Relationships Are Key by Susan Tidyman, and accompanying video segment "Learning on Purpose."
- New Technologies Link Ancient Cultures by Ken Ellis, and accompanying video segment "First Peoples Project."
- An Ounce of Prevention by Diane Curtis, and accompanying video segment "Resolving Conflict Creatively Program."
- Reading, Writing, and Social Development by Diane Curtis, and accompanying video segment "New Haven, Connecticut School District."
- Students Who Know Their Own Minds by Ashley Ball, and accompanying video segment "Knowing How You Learn Schools Attuned Program."
- We're Here to Raise Kids by Diane Curtis, and accompanying video segment "Ben Franklin Middle School, Ridgewood, New Jersey."
- A+ for Empathy by Diane Curtis.

### GLEF Interviews

- Howard Gardner
- Mihaly Csikszentmihalyi
- Beverly Hoeltke
- Geoff Davis
- Pat Bolaños

## WEB SITES

- Harvard University: Project Zero—Research projects, books, and numerous articles on multiple intelligences.
- New Horizons for Learning
- Disney Learning Partnership: Tapping Into Multiple Intelligences
- Dr. Thomas Armstrong's Multiple Intelligences

- The American Prospect: "Multimedia and Multiple Intelligences" by Shirley Veenema and Howard Gardner
- New City School: MI and Other Innovations
- David Lazear's Multiple Intelligences Applied (click on an icon, learn more about the intelligence, and see lesson ideas)
- Walter McKenzie's Multiple Intelligences Inventory
- Education World: Multiple Intelligences, A Theory for Everyone
- Eduscapes: Technology and Multiple Intelligences
- EXPO for Excellence Elementary Magnet School (click on educational philosophies)
- The Key Learning Community
- New City School
- ThinkQuest
- Global SchoolNet's CyberFair

## RECOMMENDED TEXTS

*Edutopia: Success Stories for Learning in the Digital Age*
The George Lucas Educational Foundation
(Jossey-Bass, A Wiley Company, May 2002) ISBN: 0-7879-6082-9

*7 Kinds of Smart*
Thomas Armstrong
(Plume, 1993) ISBN: 0-452-26819-2

*Frames of Mind*
Howard Gardner
(Basic Books, 1983) ISBN: 0-465-02509-9 (paper); 0-465-02508-0 (cloth)

*Intelligence Reframed*
Howard Gardner
(Basic Books, 1999) ISBN: 0-465-02611-7

*Becoming a Multiple Intelligences School*
Thomas R. Hoerr
(ASCD, 2000) ISBN: 0-87120-365-0

*Pathways of Learning: Teaching Students and Parents About Multiple Intelligences*
David Lazear
(Zephyr Press, 2000) ISBN: 1-56976-118-3

*Listening: A Framework for Teaching Across Differences*
Katherine Schultz
(Teachers College Press, 2003) ISBN: 0-8077-4377-1

*The Differentiated Classroom: Responding to the Needs of All Learners*
Carol Ann Tomlinson
(ASCD, 1999) ISBN: 0-87120-342-1

## Other Readings:

*Awakening Genius in the Classroom*
Thomas Armstrong
(ASCD, 1998) ISBN: 0-87120-302-2

*Awakening Your Child's Natural Genius*
Thomas Armstrong
(Tarcher, 1991) ISBN: 0-87477-608-2

*In Their Own Way*
Thomas Armstrong
(Tarcher, 1987) ISBN: 0-87477-466-7

*Multiple Intelligences in the Classroom*
Thomas Armstrong
(ASCD, 1994) ISBN: 0-87120-230-1

*The Multiple Intelligences of Reading and Writing: Making the Words Come Alive*
Thomas Armstrong
(ASCD, 2003) ISBN: 0-87120-718-4

*The Radiant Child*
Thomas Armstrong
(Theosophical Publishing House, 1985) ISBN: 0-8356-0600-7

*Multiple Intelligences and Student Achievement: Success Stories from Six Schools*
Linda Campbell and Bruce Campbell
(ASCD, 1999) ISBN: 0-87120-360-X

*Multiple Intelligences: A Collection*
Robin Fogarty and James Bellanca, eds.
(IRI Skylight, 1995) ISBN: 0-932935-91-5

*Multiple Intelligences: The Theory in Practice*
Howard Gardner
(Basic Books, 1993) ISBN: 0-465-01822-X

*Parent Effectiveness Training: The Proven Program for Raising Responsible Children* (updated ed.)
Thomas Gordon
(Random House, 2000) ISBN: 0-609806-93-9

*Teaching with the Brain in Mind*
Eric Jensen
(ASCD, 1998) ISBN: 0-87120-299-9

*The Power of Their Ideas: Lessons from a Small School in Harlem*
Deborah Meier
(Beacon Press, 1995) ISBN: 0-80703-110-0

*In Schools We Trust: Creating Communities of Learning in an Era of Standardization*
Deborah Meier
(Beacon Press, 2002) ISBN: 0-80703-142-9

*Drumming to the Beat of a Different Marcher: Finding the Rhythm for Teaching a Differentiated Classroom*
Debbie Silver
(Incentive Publications, 2003) ISBN: 0-86530-584-6

*So Each May Learn: Integrating Learning Styles and Multiple Intelligences*
Harvey F. Silver, Richard W. Strong, and Matthew J. Perini
(ASCD, 2002) ISBN: 0-87120-387-1

*We're Born to Learn: Using the Brain's Natural Learning Process to Create Today's Curriculum*
Rita Smilkstein
(Corwin Press, 2003) ISBN: 0-7619-4642-X

*Multiple Intelligences and Assessment: A Collection of Articles*
Bruce Torff (ed.)
(IRI Skylight, 1997) ISBN: 1-57517-065-5

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**The following Web site(s)on this page in order of appearance:**

PowerPoint presentation online: www.edutopia.org/modules/mi/MI_PowerPoint.htm

PowerPoint Viewer (Windows): http://office.microsoft.com/en-us/officeupdate/default.aspx?displaylang=EN

PowerPoint Viewer (Mac): www.microsoft.com/mac/downloads.aspx?pid=download&location=/mac/download/ office98/ powerpoint98viewer.xml&secid=20&ssid=7&flgnosysreq=False

*Key Learning Community: Cultivating "Multiple Intelligences:"* www.edutopia.org/1208

*Geo-Literacy: Forging New Ground:* www.edutopia.org/1042

*Broadband, Big Screen! Enlivening English Language Learning in Southeast Los Angeles:* www.edutopia.org/1021

*From Hula to High Tech:* www.edutopia.org/1126

*A Common Language Creates an Uncommon Bond:* www.edutopia.org/1130

*Geometry in the Real World: Students as Architects:* www.edutopia.org/909

*Laptops for All:* www.edutopia.org/895

*Handhelds Go to Class:* www.edutopia.org/955

*Laptops on Expedition:* www.edutopia.org/1127

*Students Find Their Voices Through Multimedia:* www.edutopia.org/980

*JASON and the New Argonauts:* www.edutopia.org/907

*Beyond Band: Music Technology Inspires Students:* www.edutopia.org/1139

*The Power of Partnerships:* www.edutopia.org/1005

*The Key Learning Community: Cultivating "Multiple Intelligences:"* www.edutopia.org/957

*A New Way of Learning:* www.edutopia.org/1199

*The Edible Schoolyard:* www.edutopia.org/1131

*The Little School That Did:* www.edutopia.org/1065

*A Change in Attitude:* www.edutopia.org/1029

*Swamped: Louisiana Students Become Wetlands Custodians:* www.edutopia.org/1208

*Classrooms Without Boundaries:* www.edutopia.org/885

*March of the Monarchs:* www.edutopia.org/965

*South Grand Prairie: Where Relevance and Relationships Are Key:* www.edutopia.org/1204

*New Technologies Link Ancient Cultures:* www.edutopia.org/979

*An Ounce of Prevention:* www.edutopia.org/667

*Reading, Writing, and Social Development:* www.edutopia.org/679

*Students Who Know Their Own Minds:* www.edutopia.org/1118

*We're Here to Raise Kids:* www.edutopia.org/666

*A+ for Empathy:* www.edutopia.org/1024

Edutopia Web site: www.edutopia.org

Howard Gardner's Interview: www.edutopia.org/php/interview.php?id=Art_975

Mihaly Csikszentmihalyi's Interview: www.edutopia.org/php/interview.php?id=Art_964

Beverly Hoeltke's Interview: www.edutopia.org/php/interview.php?id=Art_962

Pat Bolaños's Interview: www.edutopia.org/php/interview.php?id=Art_963

Geoff Davis's Interview: www.edutopia.org/php/interview.php?id=Art_961

Katherine Schultz's Work: www.edutopia.org/modules/mi/why.php/#schultz

Dr. Thomas Gordon's Work: www.thomasgordon.com/tgorigins.asp

Carol Ann Tomlinson's Work: www.edutopia.org/modules/mi/why.php/#tomlinson

New Horizons for Learning: www.newhorizons.org/strategies/mi/front_mi.htm

Harvard University: Project Zero: www.pz.harvard.edu/Research/ResearchMI.htm

Disney Learning Partnership: Tapping Into Multiple Intelligences: www.thirteen.org/edonline/concept2class/

Dr. Thomas Armstrong's Multiple Intelligences: www.thomasarmstrong.com/multiple_intelligences.htm

The American Prospect: "Multimedia and Multiple Intelligences:"
www.thomasarmstrong.com/multiple_intelligences.htm

New City School: MI and Other Innovations: www.newcityschool.org/innovations/home.html

David Lazear's Multiple Intelligences Applied: www.multi-intell.com/MI_chart.html

Walter McKenzie's Multiple Intelligences Inventory: http://surfaquarium.com/MI/inventory.htm

Education World: Multiple Intelligences: A Theory for Everyone: http://surfaquarium.com/MI/inventory.htm

Eduscapes: Technology and Multiple Intelligences: http://eduscapes.com/tap/topic68.htm

Multiple Intelligences Check-In Chart: www.edutopia.org/modules/mi/pdfs/ck_in.pdf

Multiple Intelligences and Technology Chart: www.edutopia.org/modules/mi/pdfs/mit.pdf

Key Learning Community's Web Site: www.616.ips.k12.in.us/About+Us/History/default.aspx

ThinkQuest: www.thinkquest.org/

Global SchoolNet's International CyberFair: www.gsn.org/gsh/cf/index.html

Project-Based Learning Instructional Module: www.edutopia.org/modules/PBL/index.php

EXPO for Excellence Elementary Magnet School: www.expo.spps.org/What_is_Expo_all_about_.html

*Edutopia: Success Stories for Learning in the Digital Age:* www.edutopia.org/products/edbook.php