

Dr. Margaret Denny

Dr. Suzanne Denieffe

Dr. Linda Sheahan

In conjunction with the Centre for  
Technology Enhanced Learning:  
Ms. Laura Widger / Mr. Ken McCarthy

# TEL MITA Workshop

*12/06/17*




Centre for  
Technology-Enhanced Learning



Waterford Institute of Technology  
INSTITIÚID TEICNEOLAÍOCHTA PHORT LÁIRGE



A photograph of a modern, multi-story building at night. The building features a prominent glass facade on the right side, which is illuminated from within, revealing interior spaces like a library or study area. The rest of the building is constructed with light-colored brick or concrete blocks and has several rows of windows, some of which are also lit. The sky is a deep blue, and there are some trees and landscaping in the foreground. A dark semi-transparent box is overlaid on the left side of the image, containing white text.

**Waterford Institute of  
Technology (WIT)  
Department of Nursing and  
Health Care**



## Accessing Third Level Education In Ireland

- Students with disparate academic abilities
- Technology now an inherent component of teaching and learning

## Observed Behaviours

### Passive resistance to learning

- Texting in class
- Looking bored

### Overt Resistance to learning

- Talking in class
- Non-attendance in class
- Non- engagement with Moodle

## Purpose Of Higher Education

- The purpose of higher education is to achieve effective learning or advanced knowledge acquisition by students through a variety of learning activities

(Duff, Hegarty & Hussey, 2000).

## Teaching And Learning

- Despite the vast array of teaching strategies and research on learning, available today, that enable educators to organise and deliver course material more effectively, the dominant mode of instruction continues to be didactic.
- However, substantial evidence supports the contention that there are better educational strategies that are both theoretically and empirically grounded, which should be exploited.

## The Traditional Mode Of Delivery

- One reason that classes wither is that faculty fail to challenge old, comfortable ways of doing things.
- Jensen (1998) posits that a typical classroom narrows thinking strategies and answer options.
- Educators who insist on singular approaches and the 'right answer' are ignoring what's kept our species around for centuries.

# Creating Positive Learning Environments

1

It is crucial that lecturers promote positive learning environments through the enhancement of teaching and learning strategies, which will improve the performance of all accessing third-level education.

2

We want to create learning environments whether in the classroom or online where people's worth are determined by their willingness to learn new knowledge/ skills and reach for new responsibilities.

3

You could say we are looking together for new ways to reinvent our classrooms- whether real or virtual, so that students can achieve more, learn to apply their knowledge and enjoy learning.



# What Are We Trying To Achieve

- *Different approach to learning; Active learning as opposed to passive;*
- *Helping students' to take responsibility for their learning;*
- *Exploiting students many intellectual dispositions;*
- *Enhancing educators skills;*
- *Fostering collaborative approaches;*
- *Use technology to best effectiveness*
- *Promoting reflective learners.*

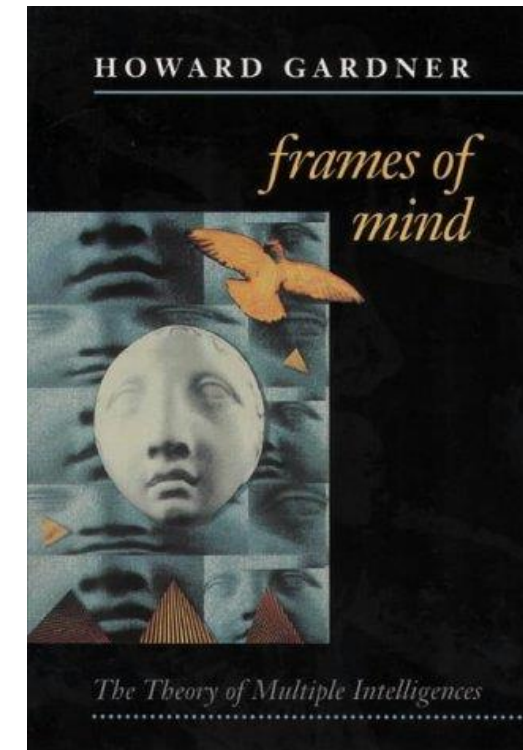
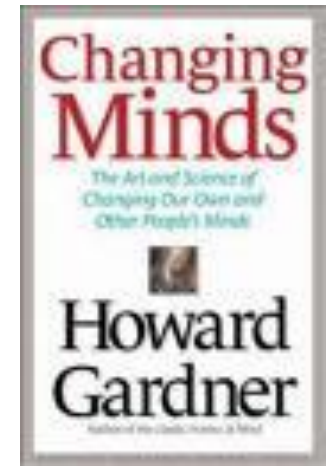
We pose the question:

how do you think you are intelligent/smart ?

**Pair share your ideas!**

[https://padlet.com/denny\\_margaret/lt9hs65pgk72](https://padlet.com/denny_margaret/lt9hs65pgk72)

# Dr. Howard Gardner



# Multiple Intelligence (MI) Theory

Howard Gardner's definition of intelligence:

*An intelligence is a biological and psychological potential ...capable of being realized to a greater or lesser extent as a consequence of the experiential, cultural, and motivational factors that affect a person (Gardner, 1983,p.33).*

# Redefinition Of Intelligence

Gardner (1991, p.30) redefined intelligence as:

*The ability to solve real-life problems, to generate new problems and to create something meaningful or offer a service that is valued within a person's culture or community.*

1

The four critical points of Gardner's (1983) theory of MI are that each person possesses eight intelligences in varying degrees unique to the individual.

2

Most people are capable of developing each intelligence to an adequate level of competency.

3

These intelligences work together in complex ways.

4

There are many ways to be intelligent within each category.

# Multiple Intelligences



- Gardner (1999) uses the word potential as opposed to a belief in innate abilities or talents and describes bio-psychological potential as a product of genetic heritage and psychological properties that ranges from cognitive powers to personality disposition.

# MI Theory

Gardner described seven equal and autonomous intelligences in 1983 and eight intelligences in 1995 (naturalistic).



# Naturalistic Intelligence

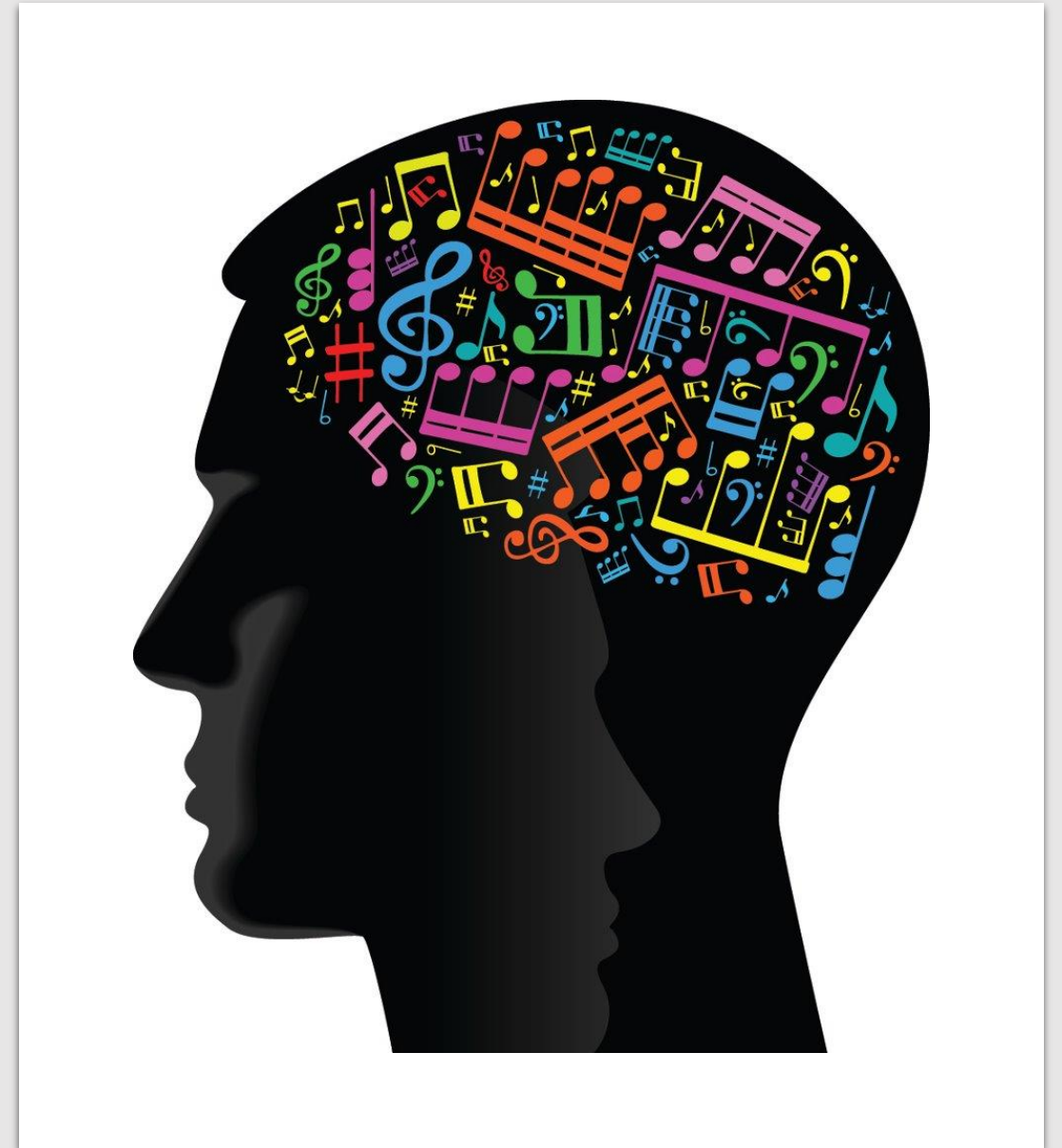
- Do you enjoy nature?
- Student
  - **Naturalist-** to understand natural world (need to be outside doing)



# Musical Intelligence

- Do you enjoy playing or listening to music ?
- Student

Musical-to think in sounds-  
(most distracted person in the room)



# Logical Mathematical Intelligence

- Do you enjoy organising or playing with numbers?

## Student

Logical-mathematical –think  
cause and effect –sequential  
manner  
(post- it notes)





# Interpersonal Intelligence

- Do you enjoy being with other people?

## Student

Interpersonal- to think about and understand another person

(believe in the power of many)



# Bodily Kinaesthetic Intelligence

- Do you like sports or dancing?

## Student

Bodily-kinesthetic-to think in movements (freedom to move)



# Visual Spatial Intelligence

- Do you like looking at patterns, designs or art?

## Student

Visual Spatial- to think in pictures (look up to ceiling)



# Verbal Linguistic Intelligence

- Do you enjoy talking and using words?

Student

Verbal Linguistic-use language-  
reading, speaking, listening  
and writing (book)



# Intrapersonal Intelligence

- Do you enjoy being on your own?

## Student

Intrapersonal- to think about and understand self (can I do this alone-silent sustained reading and writing)



## MI Theory

**What Gardner (1993) is saying is that we all learn in different ways and by different approaches.**

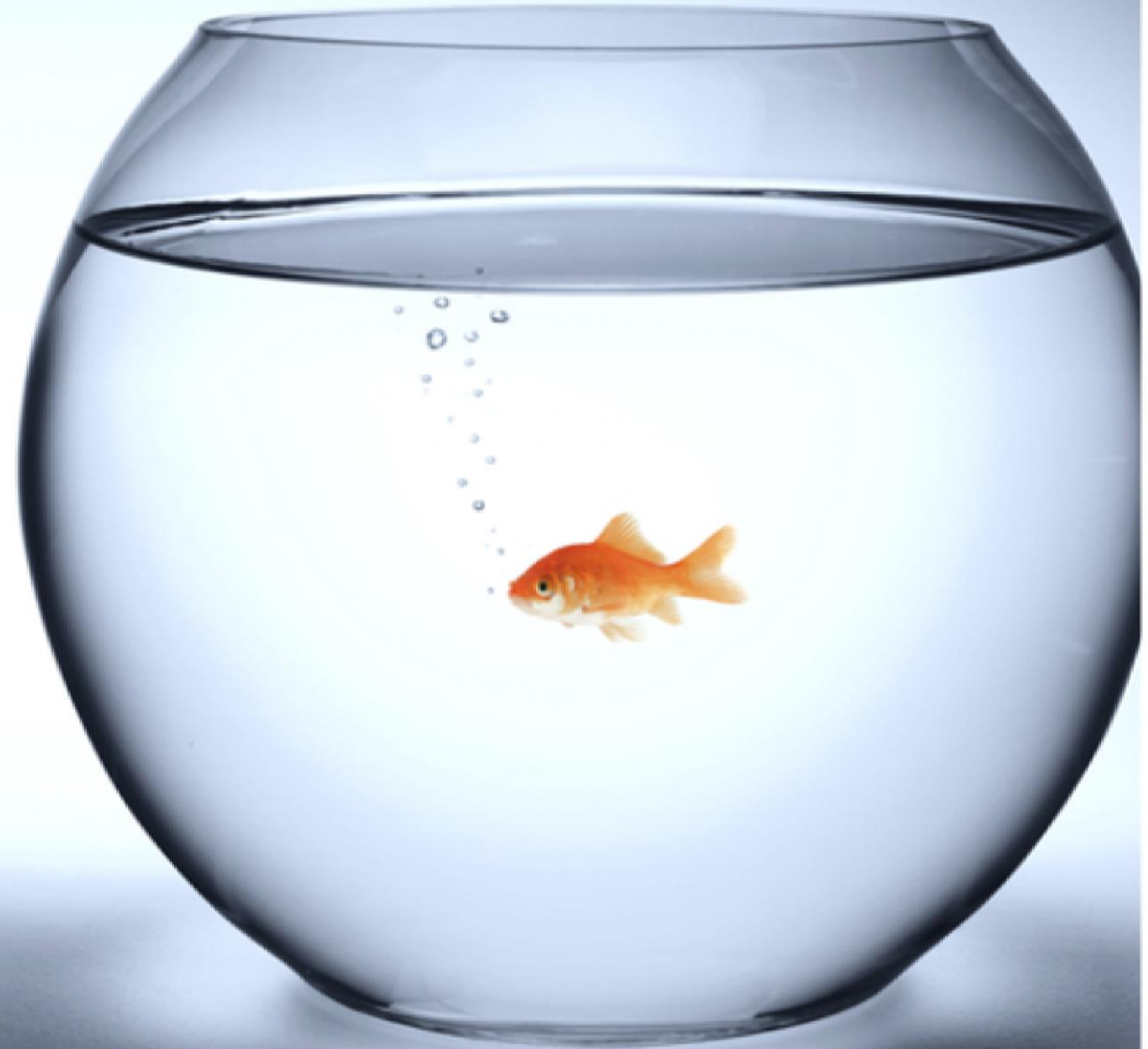


# Brief self-assessment of your intelligences: Exercise

# Coffee Break



**It makes little sense to treat everyone in a one-size-fits-all manner!**

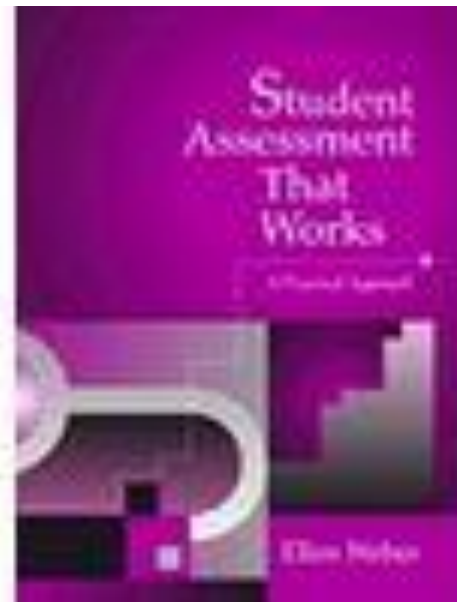
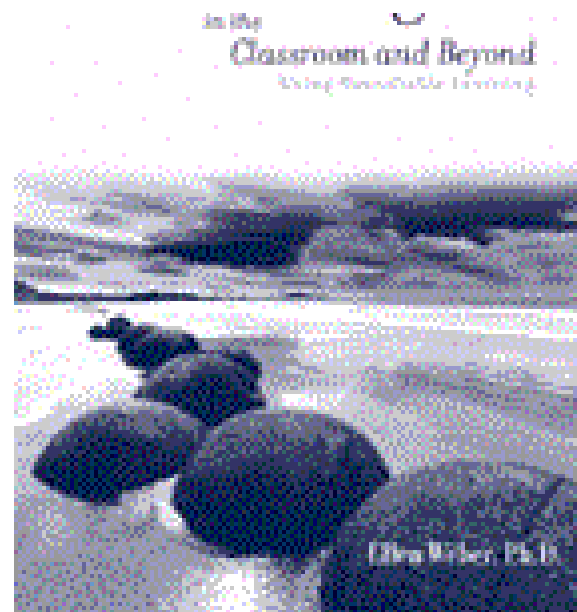


Dr Margaret Denny and Dr Suzanne Denieffe (C)

Dr Margaret Denny and Dr Suzanne Denieffe (C)

# Dr. Ellen Weber

---



# MITA : A Five Phase Model

1

Question

2

Target

3

Expect

4

Move

5

Reflect

**Growth**

# Using The Phases

---





# Question Two-footed

The MITA **QUESTION** is two-footed and it stirs curiosity and challenges the student. One foot probes research or content and the other foot steps into person's interests and experiences.

This brain-friendly method of inquiry enables adults to deeply understand theory on the one hand and to apply effective action plans for change on the other. **The question invites solutions.**

**Your question today is-**

As educators, how have you developed your teaching and learning approach/s?

Discuss !

Weber poses  
the question?

*If you were teaching and assessing only geniuses, what one action would you do differently today to improve your own and learners' situations tomorrow?*



Target

- The MITA **TARGET** identifies clear outcomes for learning, evaluation and applications.
- Each target represents an action word that requires evidence from learners, in a product that can be measured, or in a problem that was resolved.
- The brain will target specific goals in order to avoid confusion, to use an analogy, it is similar to the student seeing targets as a flag on a mountain top, the brain finds the motivation to reach that peak and learning improves (Weber,2004).

Your Target For Today Will  
Be:  
Using Padlet

TLW: (The Learner Will)

- List Gardner's Multiple Intelligences;
- Describe your strong intelligences;
- [https://padlet.com/denny\\_margaret/ikbnn4ueb7xc](https://padlet.com/denny_margaret/ikbnn4ueb7xc)

Expect

- The MITA **EXPECT** pathway details and describes a high quality end product as it will appear upon completion.
- This end product is guided, measured and assessed by specific criteria listed in a rubric. Benchmarks are identified at this juncture, as an additional guideline.

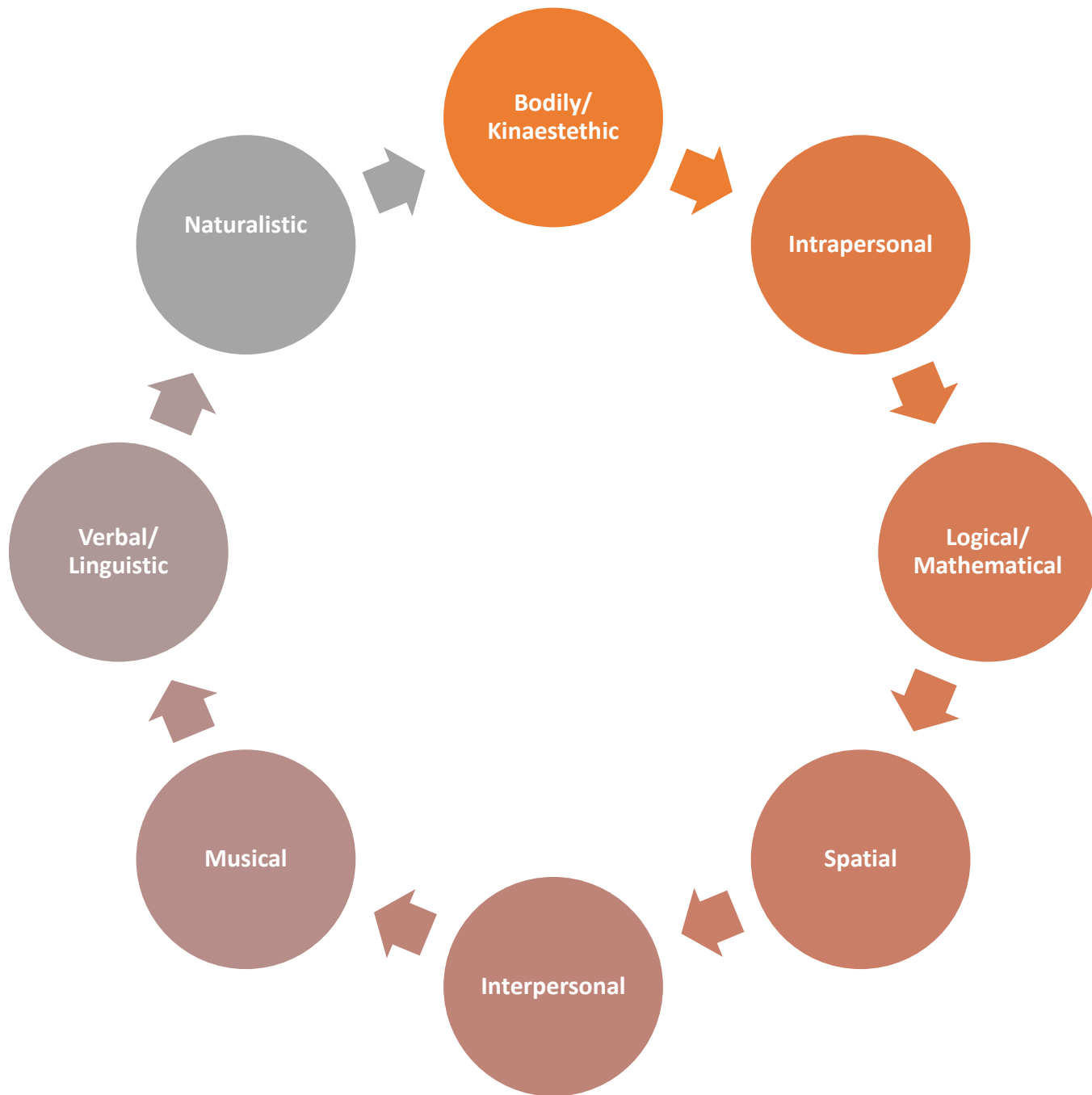
What we Expect today!

Bubbl.us Exercise

- Assessment: Free flow brainstorming activity
- [https://bubbl.us/MzI1ODM2Ni83NzI5MTU5L2MzZWY2ODM5ZTMzMjQ0MjYwMjVmMmFkNTAxYWQ2OWY1-X?utm\\_source=shared-link&utm\\_medium=link&s=7729159](https://bubbl.us/MzI1ODM2Ni83NzI5MTU5L2MzZWY2ODM5ZTMzMjQ0MjYwMjVmMmFkNTAxYWQ2OWY1-X?utm_source=shared-link&utm_medium=link&s=7729159)

Move

- The MITA **MOVE** pathway activates and capitalises on learners' multiple intelligences.
- **Guided by MITA, learners move a full range of intellectual resources into quality end products that draw from their unique mix of intelligences.**



# Move Through 8 Ways of Knowing



Reflect

- The MITA **REFLECT** pathway compels learners to step back and re-evaluate their end-product. In this phase people create lasting change through implementing ongoing and regular improvements.
- **Reflect to develop and implement growth in learning and leading - through asking and answering: *Where to from here?* MITA Celebration!**

**Reflect**

- Using Padlet -**Reflect on what you have learned so far today.**

# TEL- MITA

- Can be used equally well in the traditional classroom and in the online environment.
- *The phases stay the same; the only change is the mode of delivery!*
- *The only limit is your imagination and creativity!*

# Pair- Share Activity

- Use of TEL-MITA Lesson Planning Sheet

# The what if ?

Question + Target + Expect + Move + Reflect = **Growth**

 + Target + Expect + Move + Reflect = **Passivity**

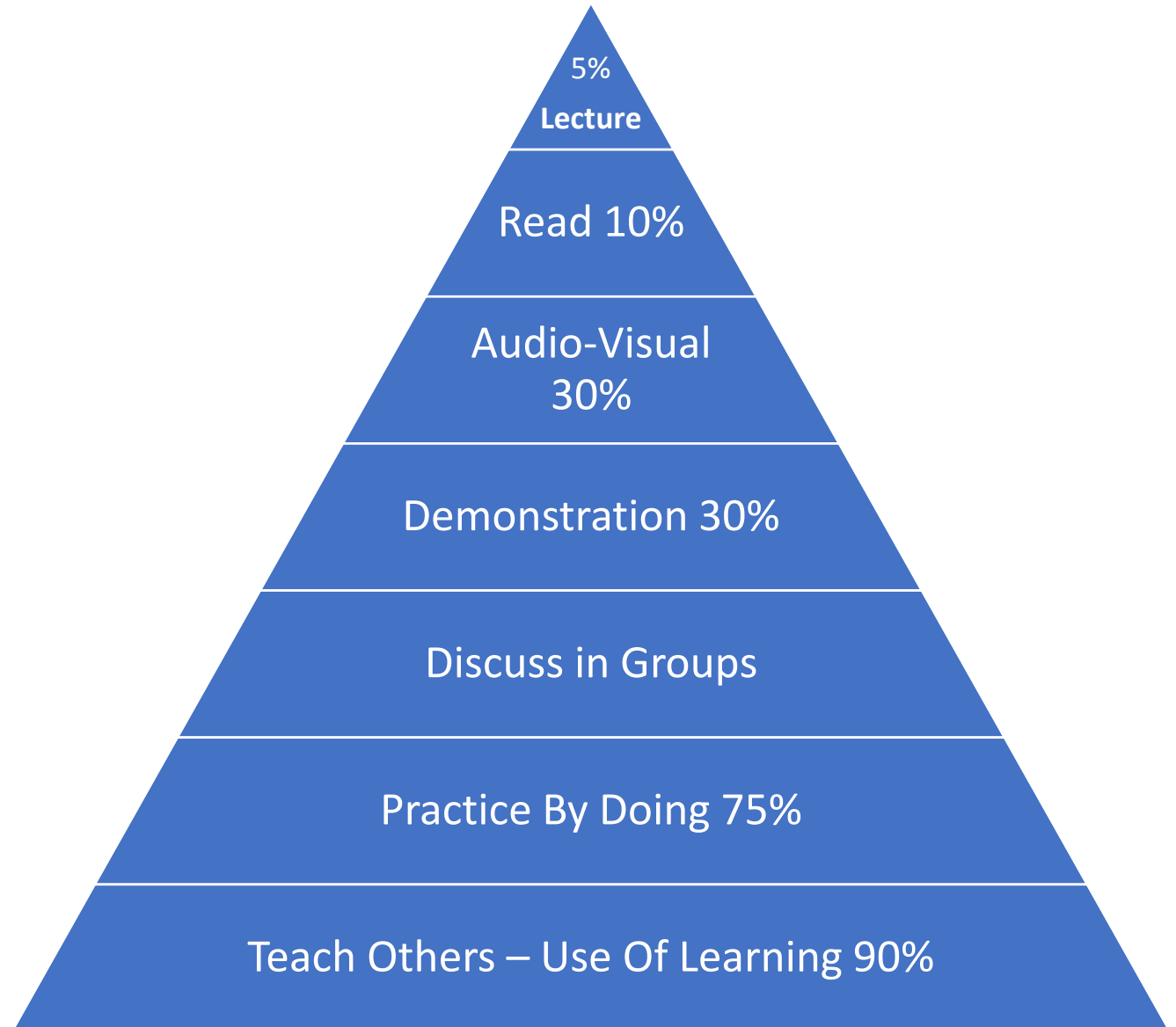
Question +  + Expect + Move + Reflect = **Confusion**

Question + Target +  + Move + Reflect = **Sloppiness**

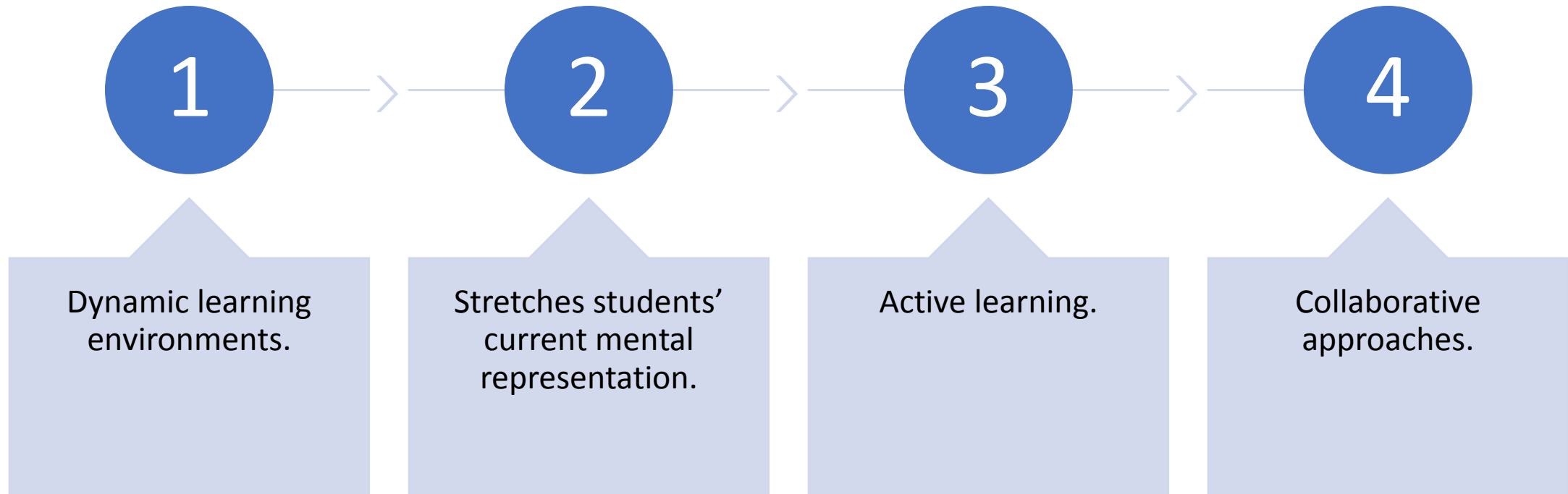
Question + Target + Expect +  + Reflect = **Waste**

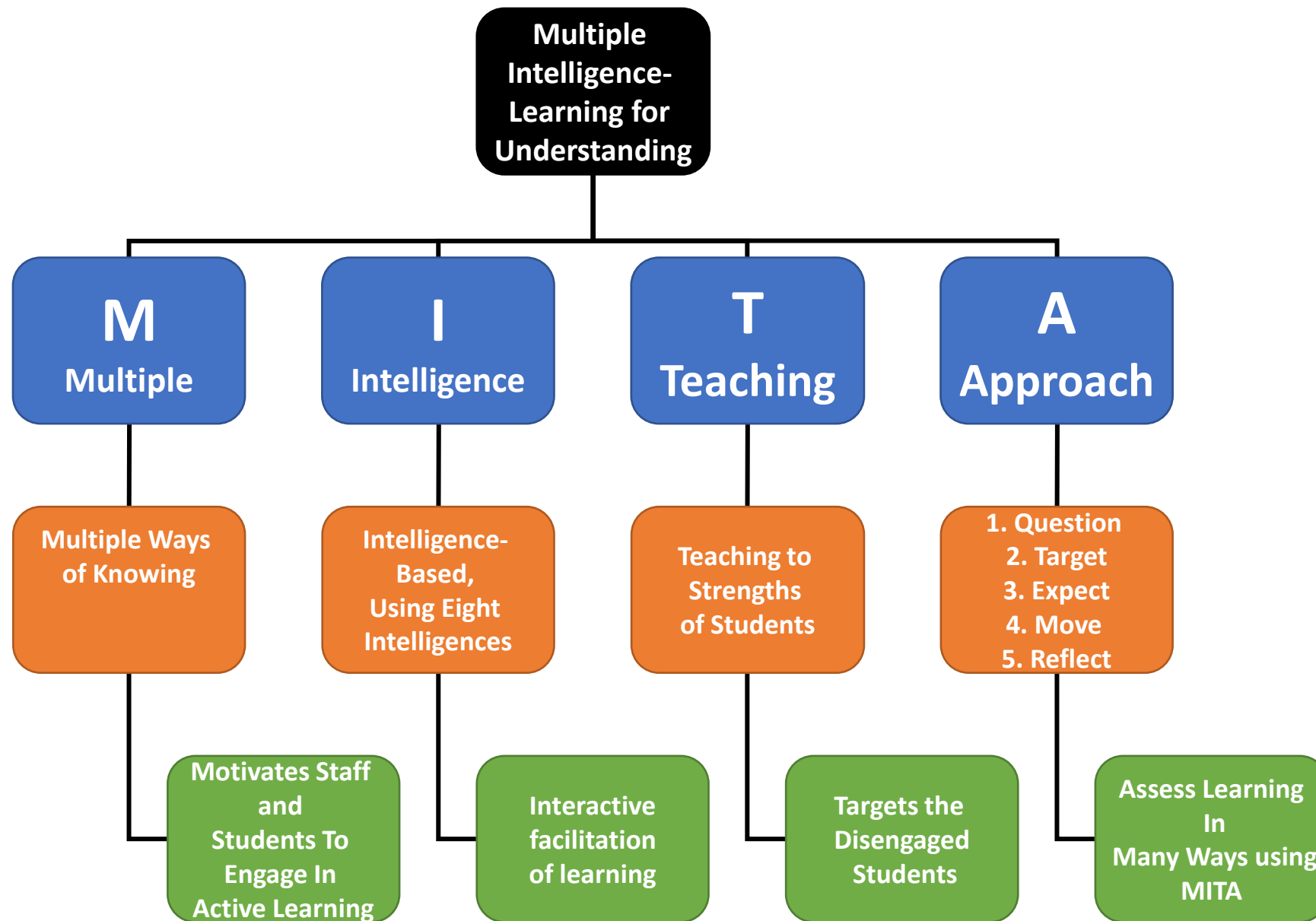
Question + Target + Expect + Move +  = **Stagnation**

# Learning Retention



# MI teaching/ learning approaches facilitates...







**In MITA teachers  
become learners  
while learners  
teach at times.**

**With MITA we  
achieve deeper  
understanding of  
any topic.**

**MITA relies on solid  
facts about our  
brains optimum  
potential.**

# Lecturers as Leaders



Question Possibilities



Target Improvements



Expect Quality



Move Resources



Reflect on Growth Possibilities

# Creating MITA-TEL Exemplars

1

Groups of 3- 5

2

Tablets - and Google  
Docs with Padlet

3

Intelligences -  
Operational  
Definitions- now  
create and add to  
the exemplars!

# Concluding Thoughts

MITA Five Phase Model incorporating TEL

**(Grondel 1999, p. 317)**

*'Reaching all students and challenging them to grow requires using a variety of approaches'*

**William  
Butler Yeats  
1865 -1939**

**Education is not  
the filling of a  
pail, but the  
lighting of a fire.**



# Useful Resources

- [http://mitaleadership.com/mita\\_education/ed\\_index.htm](http://mitaleadership.com/mita_education/ed_index.htm)
- Gardner, H. (2011). The Theory of Multiple Intelligences: The Battle-Scarred Journey (An excerpt from *The theory of multiple intelligences: As psychology, as education, as social science*. Address delivered at José Celia University on October 29, 2011. Madrid, Spain.) *The Daily Riff*. ([Link](#))
- Gardner, H. (2011). Multiple intelligences: Reflections after thirty years. *National Association of Gifted Children Parent and Community Network Newsletter*: Washington, DC. ([PDF](#))
- Gardner, H. (2005). Multiple lenses on the mind. Paper delivered at Expo-Gestion. Bogota, Colombia, May 2005. Available at [howardgardner.com](http://howardgardner.com). Translated into Spanish and Polish. Also, (2008) Multiple lenses on the mind. In C. M. Huat, & T. Kerry (Eds.), *International perspectives on education* (pp. 7–27). New York, NY: Continuum International Publishing. ([PDF](#))
- Dr. Gardner maintains a collection of papers and videos on various topics connected to his multiple intelligences theory and videos:
- “In a Nutshell,” the first chapter of *Multiple Intelligences: New Horizons* ([PDF](#))
- “Multimedia and Multiple Intelligences” ([PDF](#))
- Technology and Multiple Intelligences: “Can Technology Exploit Our Many Ways of Knowing?” ([PDF](#))
- “The Theory of Multiple Intelligences” ([PDF](#))
- “The Theory of Multiple Intelligences: As Psychology, As Education, As Social Science” ([PDF](#))
- “MI After Twenty Years” ([PDF](#))
- Videos: <https://howardgardner.com/videos/>
- Dr Branton Shearer Website: <http://www.miresearch.org/>
- Weber, E. (2016) Multiple Intelligence teaching approach(MITA) Website: <http://www.brainleadersandlearners.com/about-dr-ellen-weber/>
- Bell B.A. Pretest-Posttest Design In: [Encyclopedia of Research Design](#)
- Edited by: Neil J. Salkind. DOI: <http://dx.doi.org/10.4135/9781412961288.n331>
- [http://www.calpoly.edu/~lfose/articles/Exploring\\_Technology.pdf](http://www.calpoly.edu/~lfose/articles/Exploring_Technology.pdf)

# Thank You All!

---