

**NCSALL Study Circle Guide:**

# Adult Multiple Intelligences

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National Center for the Study of Adult Learning and Literacy

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# Introduction to the Study Circle Guide

This Study Circle guide was created by the National Center for the Study of Adult Learning and Literacy (NCSALL) as part of the Practitioner Dissemination and Research Network (PDRN). The guide is part of NCSALL's effort to help connect research and practice in the field of adult basic education and adult literacy.

This Study Circle Guide—Adult Multiple Intelligences—is one of a series of study circles that NCSALL has developed. The purpose of the study circle guides is to help staff developers and practitioners organize and conduct Study Circles that help practitioners read, discuss, and use research to improve their practice.

Each Study Circle Guide is divided into the following parts:

1. Goal of NCSALL Study Circles
2. Tips for Study Circles
3. Introduction to this Study Circle
4. Study Circle Outline
5. Schedule/To Do Form: What To Have Ready
6. Session Guide for Facilitating the Study Circle
7. Study Circle Readings and Handouts
8. Study Circle Resource Center Materials
9. Feedback From for NCSALL

We welcome your comments and advice about this study circle and about NCSALL. For more information about NCSALL Study Circle Guides or NCSALL, contact:

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# Information About NCSALL

**The Mission of NCSALL.** NCSALL's purpose is to improve practice in educational programs that serve adults with limited literacy and English language skills, and those without a high school diploma. NCSALL is meeting this purpose through basic and applied research, dissemination of research findings, and leadership within the field of adult learning and literacy.

NCSALL is a collaborative effort between the Harvard Graduate School of Education, World Education, The Center for Literacy Studies at The University of Tennessee, Rutgers University, and Portland State University. NCSALL is funded by the U.S. Department of Education through its Office of Educational Research and Improvement (OERI).

**NCSALL's Research Projects.** The goal of NCSALL's research is to provide information that is used to improve practice in programs that offer adult basic education (ABE), English for Speakers of Other Languages (ESOL), and adult secondary education services. In pursuit of this goal, NCSALL has undertaken research projects in four areas: (1) learner motivation, (2) instructional practice and the teaching/learning interaction, (3) staff development, and (4) assessment.

**Dissemination Initiative.** NCSALL's dissemination initiative focuses on ensuring that practitioners, administrators, policymakers, and scholars of adult education can access, understand, judge and use research findings. NCSALL publishes *Focus on Basics*, a quarterly magazine for practitioners; *Focus on Policy*, a twice-yearly magazine for policymakers; *The Review of Adult Learning and Literacy*, an annual scholarly review of major issues, current research and best practices; and *NCSALL Reports* and *Occasional Papers*, periodic publications of research reports and articles. NCSALL also sponsors the Connecting Practice, Policy and Research Initiative, designed to help practitioners and policymakers apply findings from research in their instructional settings and programs.

For more information about NCSALL, to download free copies of NCSALL publications, or to purchase bound copies, please visit:

**<http://ncsall.gse.harvard.edu>**

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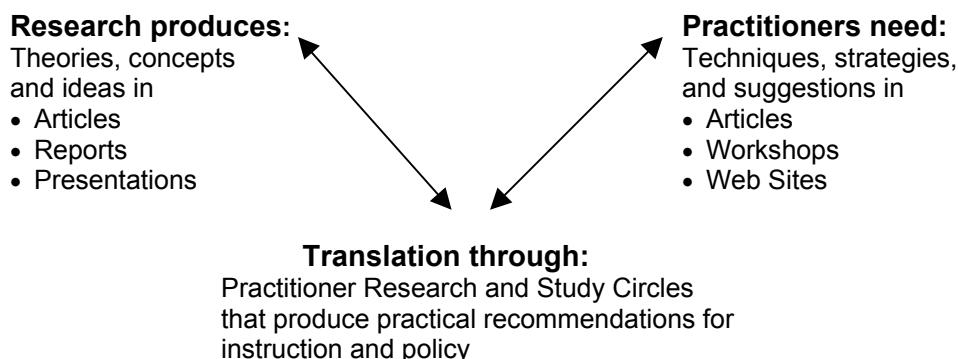
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# Goal of NCSALL Study Circles

The goal of NCSALL is to improve the quality of practice in adult education through research (both university-based and practitioner research). We want to ensure that practitioners — teachers, counselors, program administrators, and others — have an opportunity to access, understand, judge and use research in their work. Therefore, the goal of the NCSALL Study Circles is to help adult education practitioners, in a small group setting, learn about research findings, theories and concepts from NCSALL's research and discuss how these can be applied to practice and policy in adult education.

When we talk to practitioners in the field of adult literacy about research, they ask for techniques, strategies, and practical suggestions that they can use immediately. Yet, researchers often produce reports, articles, and other documents that provide primarily theories, concepts, ideas, and sometimes implications for practice. NCSALL feels that there should be a process that "translates" theoretical concepts into practical suggestions and that practitioners should be involved in that process. The prime vehicles for translating research theories into practical suggestions for practitioners are professional development activities, such as Practitioner Research and Study Circles, where practitioners can learn about, discuss, and/or try out ideas from research. The following diagram depicts this process:



We at NCSALL believe that we need to do more than publish and disseminate magazines, reports, and research updates if research is to inform practice and policy. We have a responsibility to help design and sponsor “live” mechanisms for practitioners to really read, think about, and discuss with each other what research findings mean and whether they are useful or applicable to adult education instructional settings and programs.

We welcome feedback from you about how the NCSALL Study Circle Guides work as part of this process and how they can be improved. In Appendix G, you’ll find a “Feedback Form for NCSALL.” We hope you’ll take a moment after running your Study Circle to fill it out and send it to us. Or, call us and talk to us about how it went.

Thanks for being part of the process of connecting practice and research.

# Tips for Study Circles

## **Who Should Participate?**

The Study Circles are designed for any practitioners who work in adult basic education programs: teachers, program directors, counselors, volunteers, or others. Most of the Study Circles deal with topics that are broad enough to be of interest to ABE, GED, and ESOL practitioners in a variety of delivery settings: community-based organizations, local educational authorities, libraries, correctional facilities, etc. The design of the Study Circle and the readings should be appropriate for both new and experienced practitioners; however, some of the readings may have acronyms that may need to be reviewed with participants.

The Study Circles are designed for approximately eight participants. We don't recommend running a Study Circle with less than five or more than 10 people, as discussions are harder to facilitate with too few or too many participants.

## **How Long is the Study Circle?**

Each Study Circle is designed for nine hours, divided into three sessions of three hours each. The Study Circle could be longer, depending on the participants' interests, with more meetings among the participants themselves. If participants want to keep meeting on their own and finding and selecting their own readings on the topic, they can set that up during the last session.

## **How Do I Recruit Participants?**

NCSALL has produced a sample flyer that provides information about this NCSALL Study Circle. That flyer is included at the end of this Study Circle Guide in Appendix A. The flyer presents an overview of the topic and a brief description about what will be covered in each of the three sessions. It also includes a registration form for practitioners to mail back to you.

You are welcome to use the flyer to send out via mail or on a Web site to let practitioners know when and where the Study Circle will be taking place. Or, you can create your own flyer, using the NCSALL flyer as an example.

## **How Do I Select Dates for the Study Circle?**

There are two ways to select dates for the Study Circle:

1. Select all three dates at the very beginning and advertise all three in the recruitment flyer, or
2. Select and advertise the first date and set the second and third dates with participants during the first meeting of the Study Circle.

In general, we recommend the first option since it is sometimes difficult for even a small group of people to find a common date once they are together. If all three dates are set from the beginning, only people who can make all three dates will, in all likelihood, sign up to attend the Study Circle.

In general, it's best to have the three dates regularized (e.g., all on Tuesday nights or all on Friday mornings), as someone who is free at a certain time of week is more likely to have that same time free every week.

## **How Do I Organize the First Session?**

When you feel that you have solid commitments from the number of participants you are seeking, contact them to confirm their participation in the Study Circle. At this time, reconfirm the times, dates, and location of the Study Circle with the participants.

As mentioned above, the Study Circles have been designed for a group of practitioners to meet over three sessions, with each session being three hours long. Because three hours is a fairly short period of time for a group to meet, we are suggesting that a small number of very short readings and a brief cover letter with information about the Study Circle be sent to practitioners to read over before the first meeting.

After confirming their participation, send each participant the packet of information and materials to read before the first meeting ("Pre-Meeting Packet of Readings and Handouts" in Appendix B). **Participants need to receive this packet at least 10 days before the first meeting of the Study Circle.**

You, as the facilitator, will also want to read over the packet so that you are ready for the first session and for questions that participants may have.

The pre-meeting packet for the Adult Multiple Intelligences Study Circle includes the ten items listed below. All of these items, except the folder and the AMI Sourcebook, entitled *Multiple Intelligences and Adult Literacy. A Sourcebook for Practitioners*, are found in Appendix B.

1. Folder for holding Adult Multiple Intelligences Study Circle Readings and Handouts
2. Cover letter: "Information about the Adult Multiple Intelligences Study Circle"
3. "What is a Study Circle?" by Study Circles Resource Center (Handout A)
4. "What Study Circles Are, and Are Not: A Comparison" by Study Circles Resource Center (Handout B)
5. "The Role of the Participant" by Study Circles Resource Center (Handout C)
6. "Schedule/To Do Form" (Handout D)
7. *Multiple Intelligences and Adult Literacy Education. A Sourcebook for Practitioners* by Julie Viens and Silja Kallenbach\* (referred to throughout this Guide as the "AMI Sourcebook")
8. Reading #1: Preface – "What Is the AMI Study?" (in AMI Sourcebook, p. ix)
9. Reading #2: Chapter 1, "MI Basics – Multiple Intelligences: The Theory Behind the Practice" (in AMI Sourcebook, p. 2)
10. Reading #3: Chapter 1, "MI Basics – The Journey From Theory to Practice" (in AMI Sourcebook, p. 16) and "MI Goes to School" (in AMI Sourcebook, p. 16)

\* Copies of the AMI Sourcebook can be obtained in one of two ways:

- *From publisher:* Copies can be ordered from Teachers College Press (TCP), the publisher of the AMI Sourcebook, from TCP's Web site (<http://www.teacherscollegepress.com>). The cost is \$27.95 per copy.
- *From NCSALL:* Copies can be ordered from NCSALL/World Education by contacting NCSALL's distribution associate at (617) 482-9485, ext. 278. The cost is \$20 per copy, which represents a 25% discount off the publisher's listed price.

*Suggestion for facilitator:* You may want to order the appropriate number of sourcebooks for your participants (and yourself) and distribute them with the Pre-Meeting Packet of Readings and Handouts, before the first session. That way, you can be certain that all Study Circle participants have the AMI Sourcebook in hand for all three sessions.

If your agency will be covering the cost of the sourcebooks, be sure to let participants know. Otherwise, participants should be advised that they are responsible for reimbursing you.

Be sure that you arrive early for each session in order to set up the chairs in a circle; arrange your newsprint; and organize handouts, pens, tapes, etc. It's nice to have some sort of refreshment, such as juice, coffee, or water. Check out where the restrooms are so you can tell participants where they are located, and make sure the heating or cooling in the room is appropriate.

ALWAYS bring at least two or three extra copies of the readings for participants who forget to bring their own. You may also want to have (or start during the meeting) a list of participants and their phone numbers or e-mail addresses so participants can contact one another during the course of the Study Circle.

### **What Kind of Support Can I Expect?**

For advice on facilitating a Study Circle, please review the information on facilitation included in Appendix F. These readings are from the Study Circle Resource Center in Pomfret, Connecticut, an expert resource in conducting Study Circles. We thank them for their guidance in facilitating Study Circles.

If you want to talk the Study Circle over beforehand with someone from NCSALL, we'd be happy to discuss it with you. We can be reached at:

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### **What if I Want to Change the Activities in the Guide?**

Feel free. These Guides are intended to help first-time facilitators who want a lot of guidance. They are not intended to be a script that must be followed. If you have a different idea for how to do an activity, you should use it. To help you, we have offered alternate ideas for several of the activities.

### **What Should the Outcomes of the Study Circle Be?**

First and foremost, we hope that practitioners learn more about what the research says about reading instruction and come away with ideas and an individual plan of action for how to apply what they've learned in their own classrooms and programs.

Secondly, we hope that the group is able to create a plan for the further work or contribution of the group itself. The group might decide in the last session to have a follow-up meeting, to stay in touch and share ideas via e-mail, or to produce a summary of what they've learned – something practical – that can be shared with other practitioners or policymakers, such as:

- Develop a list of strategies or practical suggestions that follow from the research findings and that can be shared with other practitioners in the state or program.
- Develop a list of policy changes at the program or state level that follow the research findings.

### **How Can I Share the Experience of Running the Study Circle?**

We'd love to hear how it went so that we can improve this and other Study Circles we produce in the future. Also, hearing from Facilitators lets us know who is doing what around the country. Please consider sending us the feedback form (in Appendix G), along with any practical ideas, recommendations, or other documentation from your Study Circle. Or, feel free to give us a call to let us know about your experience.



# Introduction to the Study Circle: Adult Multiple Intelligences

This NCSALL Study Circle addresses Howard Gardner's theory of Multiple Intelligences (MI) and its application in the practice of adult basic education. The readings from *Multiple Intelligences and Adult Literacy. A Sourcebook for Practitioners* (referred to throughout this Guide as the AMI Sourcebook) introduce the MI theory and discuss experiences of practitioner researchers as they apply the theory in a variety of adult basic education contexts. This AMI study is the first systematic application of Gardner's MI theory in the adult literacy field. The AMI Sourcebook is an honest report of the successes and challenges of using MI theory to inform instruction and self-reflection among ESOL, ABE, and GED adult learners.

In Session One, the Study Circle group will examine Gardner's theory of Multiple Intelligences and develop a better understanding of the eight intelligences and the relationship among them. Participants will learn about their own intelligences and discuss approaches they may already be using to apply MI theory in their instructional settings.

Session Two includes discussion about issues that teachers in the study addressed when implementing MI-inspired instruction. Participants will reflect on the promises and challenges they may face while implementing MI theory in their own programs. They will also strategize about how to decrease barriers and increase supports for using MI theory in teaching.

In the final session, Session Three, the group will learn about common features of MI-informed practice that emerged from the experiences of teachers in the study. Participants will discuss the process, challenges, and outcomes of MI-inspired lessons. In the last part of the session, participants will plan actions they will take to apply MI in their work.

Each session includes discussion of the readings and how ideas generated from the readings can be applied to the program contexts of group members. The direction of the discussions will vary with the concerns of each group. It is important that discussions and activities meet the needs of all the group members. The facilitator needs to be flexible and may need to modify some activities to fit the needs and learning styles of Study Circle participants. This Study Circle Guide should be used as a guide, not a rigid script.



# Adult Multiple Intelligences Study Circle: Outline

## Session One

- OBJECTIVES:
- Participants will get to know one another and learn how the Study Circle will be run, including setting ground rules for participation.
  - Participants will develop or enhance a basic understanding of Multiple Intelligences (MI) theory.
  - Participants will learn about their own and others' teaching contexts in relation to MI theory.
- 

- 10 minutes*    1. Welcome and Introductions
- 10 minutes*    2. Purpose of the Study Circle, Session One Objectives, and Agenda
- 20 minutes*    3. Participant Expectations and Group Norms
- 30 minutes*    4. Your Experience in Relation to the Topic
- 15 minutes*      BREAK
- 40 minutes*    5. The Eight Intelligences
- 45 minutes*    6. The Journey From Theory to Practice
- 10 minutes*    7. Evaluation, Readings for Session Two, and Closure

## Session Two

- OBJECTIVES:
- Participants will gain a greater understanding of the issues involved when implementing MI theory in adult basic education instructional settings.
  - Participants will reflect on the promises and challenges they may face implementing MI theory into their own program settings.
  - Participants will strategize about how to decrease barriers and increase supports for using MI theory in teaching.
- 

- 10 minutes*    1. Welcome, Session Two Objectives, and Agenda
- 45 minutes*    2. Issues Teachers Addressed When Adopting MI-Inspired Instruction
- 15 minutes*    3. Thinking and Writing About the Promises and Challenges of MI
- 15 minutes*      BREAK
- 50 minutes*    4. Student Responses to MI Practices: The AMI Experience
- 35 minutes*    5. Implementing MI Theory in Your Contexts: Constraints and Supports
- 10 minutes*    6. Evaluation, Readings for Session Three, and Closure

## Session Three

OBJECTIVES:

- Participants will discuss the PROCESSES that practitioner researchers used, the CHALLENGES they and their students faced, and the OUTCOMES they experienced in implementing MI theory in their instructional settings.
  - Participants will learn about ways that MI-inspired education can be integrated into their specific instructional contexts.
  - Participants will plan next steps they want to take for using MI in their programs.
  - Participants will make a plan for the group's next steps.
- 

*10 minutes* 1. Welcome, Session Three Objectives, and Agenda

*20 minutes* 2. Seven Emerging Features From the AMI Practitioner Research Study

*60 minutes* 3. MI-Inspired Lessons

*15 minutes* BREAK

*45 minutes* 4. Action Planning

*20 minutes* 5. A Plan for Our Group

*10 minutes* 6. Final Evaluation

## Schedule/To Do Form: What to Have Ready

<b>Session</b>	<b>Newspints (Prepare ahead of time)</b>	<b>Handouts (One copy for each participant)</b>	<b>Readings * (Two or three copies)</b>	<b>Materials</b>
<b>Session One</b>	Purpose of the NCSALL Study Circles (p. 21) Objectives for Session One (p. 22) Session One Agenda (p. 22) MI Theory's Definition of Intelligence (p. 24) New View of Intelligence (p. 25) Discussion Questions (p. 25) Quotes for Discussion (p. 27) Useful – How To Improve (p. 29)	[Handouts A-D were sent to participants in the pre-meeting packet.]  Handout E: "Sample Ground Rules" by the Study Circle Resource Center (Appendix C)  "AMI Survey" (from AMI Sourcebook, Chapter 2, "MI Reflections – Activities for Learning About MI, AMI Survey: 'How Are You Smart?'" (p. 44))  Handout F: "Readings for Session Two" (Appendix C)	Reading #1: Preface – "What Is the AMI Study?" (p. ix)  Reading #2: Chapter 1, "MI Basics – Multiple Intelligences: The Theory Behind the Practice" (p. 2)  Reading #3: Chapter 1, "MI Basics – The Journey From Theory to Practice" (AMI Sourcebook, p. 16) and "MI Goes to School" (p. 16)	Extra copy of the AMI Sourcebook  Blank newsprint sheets  Newsprint easel  Markers, pens, tape
<b>Session Two</b>	Objectives for Session Two (p. 32) Session Two Agenda (p. 33) Discussion Questions (p. 37) Implementing MI Theory: Constraints and Supports (p. 38)	Handout G: "Readings for Session Three" (Appendix D)	Reading #4: Chapter 2, "MI Reflections – Two AMI Teachers' Perspectives: To Be or Not to Be Explicit About MI Theory" (p. 26) Reading #5: Chapter 2, "MI Reflections – Two AMI Teachers' Perspectives: To Assess or Not to Assess Intelligences" (p. 27) Reading #6: "Two AMI Teachers' Perspectives: Multiple Ways Around Resistance Through MI" (Appendix E) Reading #7: Chapter 5, "Student Responses to MI Practices: The AMI Experience" (p. 129)	Three signs: AGREE, DISAGREE, NOT SURE  Extra copy of the AMI Sourcebook  Blank newsprint sheets  Newsprint easel  Markers, pens, tape

## Schedule/To Do Form: What to Have Ready

<b>Session</b>	<b>Newsprints (Prepare ahead of time)</b>	<b>Handouts (One copy for each participant)</b>	<b>Readings *</b> (Two or three copies)	<b>Materials</b>
<b>Session Three</b>	Objectives for Session Three (p. 43) Session Three Agenda (p. 43) Seven Emerging Features of MI-Informed Practice” (p. 44) Impressions and Questions About Process (p. 46) Impressions and Questions About Challenges (p. 46) Impressions and Questions About Outcomes (p. 46) Ideas for Our Group’s Next Steps (p. 48)	[There are no handouts for this session.]	Reading #8: Chapter 3, “MI-Inspired Instruction – The AMI Experience” (p. 50) Reading #9: Chapter 3, “MI-Inspired Instruction – Two AMI Teachers’ Perspectives: Planning Curriculum With MI Theory” (p. 57) Reading #10: Chapter 4, “MI-Inspired Lessons – MI Lesson Formats” (p. 62) Reading #11: Chapter 4, “MI-Inspired Lessons – MI-Inspired Language Arts and ESOL Lessons” (p. 70) <b>Note:</b> Only those interested read this section. Reading #12: Chapter 4, “MI-Inspired Lessons – MI-Inspired Math and Science Lessons” (p. 91) <b>Note:</b> Only those interested read this section. Reading #13: Chapter 4, “MI-Inspired Lessons – MI-Inspired Thematic Units” (p. 109) Reading #14: “MI-Informed Practices and Commercially Available Resources” (Appendix E)	Newsprint from Session Two, “Implementing MI Theory: Supports and Constraints” Newsprint from Session One, “What You Hope to Get Out of the Study Circle” Extra copy of the AMI Sourcebook 4” x 6” sticky note pads (or blank strips of paper) Blank newsprint sheets Newsprint easel Markers, pens, tape

\* **Note to Facilitator:** All readings for this Study Circle, EXCEPT READINGS #6 AND #14, are from the following reference, referred to in this Guide as the “AMI Sourcebook”: Viens, Julie and Kallenbach, Silja. *Multiple Intelligences and Adult Literacy. A Sourcebook for Practitioners*. Published by Teacher’s College Press and sponsored by the National Center for the Study of Adult Learning and Literacy in collaboration with Harvard Project Zero and New England Literacy Resource Center/World Education, 2004. Readings #6 and #14 can be found in Appendix E to this Guide.



# **Session Guide for Facilitating the Adult Multiple Intelligences Study Circle**



## Session One – Preparation

 **Newspints** (Prepare ahead of time)

- Purpose of the NCSALL Study Circles (p. 21)
- Objectives for Session One (p. 22)
- Session One Agenda (p. 22)
- MI Theory's Definition of Intelligence (p. 24)
- New View of Intelligence (p. 25)
- Discussion Questions (p. 25)
- Quotes for Discussion (p. 27)
- Useful – How To Improve (p. 29)

 **Handouts** (Make copies for each participant)

- Handout E: “Sample Ground Rules” by the Study Circle Resource Center (Appendix C)
- “AMI Survey” (from AMI Sourcebook, Chapter 2, “MI Reflections – Activities for Learning About MI, AMI Survey: ‘How Are You Smart?’” (p. 44))
- Handout F: “Readings for Session Two” (Appendix C)

 **Readings** (Make two or three extra copies for participants who forgot to bring theirs)

- Reading #1: Preface – “What Is the AMI Study?” (p. ix)
- Reading #2: Chapter 1, “MI Basics – Multiple Intelligences: The Theory Behind the Practice” (p. 2)
- Reading #3: Chapter 1, “MI Basics – The Journey from Theory to Practice” (p. 16) and “MI Goes to School” (p. 16)

### Materials

- Extra copy of the AMI Sourcebook
- Blank newsprint sheets
- Newsprint easel
- Markers, pens, tape

## Session One – Process

**OBJECTIVES:**

- Participants will get to know one another and learn how the Study Circle will be run, including setting ground rules for participation.
- Participants will develop or enhance a basic understanding of Multiple Intelligences (MI) theory.
- Participants will learn about their own and others' teaching contexts in relation to MI theory.

**TIME:** 3 hours

**STEPS:**

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### 1. Welcome and Introductions (10 minutes)

- **Welcome participants** to the first meeting of the Study Circle.
- **Introduce yourself** and state your role as facilitator of the Study Circle. Explain how you came to facilitate this Study Circle and who is sponsoring it.
- **Ask participants to introduce themselves briefly** (name, program, role) and to say whether they have ever attended a Study Circle in the past. Or, you can do a VERY brief icebreaker (no more than five minutes) in addition to the introductions.

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#### **Another Idea**

Ask participants: “What was an extra arrangement you had to make to free up time to be here today?”

## 2. Purpose of the Study Circle, Session One Objectives, and Agenda (10 minutes)

- Post the “Purpose of the NCSALL Study Circles” newsprint and go over the purpose with participants.

### Purpose of the NCSALL Study Circles

1. To help practitioners read, discuss, and use research to improve their practice.
2. To generate recommendations and practical suggestions for other practitioners about how to translate research into practice.

-  Refer to Handout C: “The Role of the Participant” by the Study Circles Resource Center (included in their packet for this first session). Ask participants if they agree with this role and whether they would like to add or change anything about their role in this Study Circle.
- Give participants a brief overview of the three sessions of this AMI Study Circle. (See “Introduction to the Study Circle: Adult Multiple Intelligences,” p. 9 of this Study Circle Guide.)

Mention briefly that NCSALL hopes that each Study Circle produces a “product,” for example, a list of recommendations for practice for other practitioners. In the final session (Session Three), the group may want to spend some time generating this “product.” Be sure that people understand that the product grows naturally out of the group’s discussions and that it is not something that will require extra work for them outside of the Study Circle.

- Post the “Objectives for Session One” newsprint and go over the objectives briefly with the group.

**Objectives for Session One**

Participants will:

- Get to know one another and learn how the Study Circle will be run, including setting ground rules for participation.
- Develop or enhance a basic understanding of Multiple Intelligences (MI) theory.
- Learn about their own and others' teaching contexts in relation to MI theory.

- Post the “Session One Agenda” newsprint and describe each activity briefly. Ask if people have any questions about the agenda.

**Session One Agenda**

- Introductions (Done!)
  - Overview of Study Circle Purpose (Done!)
  - Objectives for Session One (Done!)
  - Overview of Agenda (Doing)
  - Participant Expectations and Group Norms
  - Your Experience in Relation to the Topic
- BREAK
- The Eight Intelligences
  - The Journey from Theory to Practice
  - Evaluation, Readings for Session Two, and Closure

If you haven't already, attend to the logistics of where the bathrooms are, when the session will end, when the break will be, etc.

### 3. Participant Expectations and Group Norms (20 minutes)

- **Direct people's attention to the handouts** they received before this first session on what a Study Circle is:  
Handout A: "What is a Study Circle?"  
Handout B: "What Study Circles Are, and Are Not: A Comparison"

Ask people to respond to the following question:

**? What do you hope to get out of the Study Circle?**

- **Go around the circle and ask each person to make a short statement in response to this question.** Write their statement on newsprint as they say it. If someone begins to talk about a topic not directly related to this question (for example, his or her teaching situation), point to the Agenda and remind them that there will be a chance to talk about that a little later in the meeting.
- **After everyone has made a statement, summarize what you hear and talk about how and where in the three-meeting Study Circle Agenda their needs will be met.** Also, be clear with participants about the things they might have stated they were expecting to learn that are NOT part of the Study Circle. For example, the Study Circle is not a training that will provide them with handouts, demonstrations on teaching techniques, or materials for teaching.
- **Reiterate that the Study Circle is for talking about three things:**
  - theories and concepts from the research or readings about the topic
  - their context and experiences in relation to the topic
  - their ideas about the implications of these theories and concepts for their own and other practitioners' practice, policy, and further research.

Ask if there are any questions about what a Study Circle is or isn't or about the design of this one.

- **Next, explain that one of the things that help Study Circles to run smoothly** is agreement among participants about ground rules to follow during the meetings and discussions.

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#### Another Idea

Ask participants to choose another person to talk with about the question.

After three or four minutes, reconvene the group and ask each pair to briefly state what they hope to get out of the Study Circle. Write their statements on newsprint.

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#### Another Idea

Invite participants to set the ground rules to be followed for the Study Circle. Write each ground rule on newsprint as participants say it.

After five minutes or so, distribute Handout #4: *Sample Ground Rules* and ask participants if there are any ground rules on this handout that they would like to add to their list. Add these to the newsprint.

-  **Distribute Handout E: “Sample Ground Rules.”** After giving participants a few minutes to look it over, ask if there are any ground rules they would like to add to or delete from the list. Write these on newsprint as they are mentioned.
- **Ask if everyone agrees with these ground rules.** Use the “I can live with that one” criterion, i.e., you might not be crazy about one or more of these but you can “live with it” and agree to abide by it. The discussion should be only around those ground rules that participants find objectionable and “can’t live with.” Let participants know that it is your job, as facilitator, to remind them of these ground rules if you see them being broken.

#### 4. Your Experience in Relation to the Topic (30 minutes)

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-  **Introduce the research project** by referring to Reading #1: Preface – “What is the AMI Study?” Remind participants that this Study Circle is based on the AMI Sourcebook. Point out that ABE and ESOL teachers were the practitioner researchers. They, along with the students in their classes, did the research, trying to learn how Multiple Intelligences theory applies in the real-life context of an ABE or ESOL learning environment.

Explain that this first activity is designed to allow participants to talk about their own experience in relation to this topic before discussing the readings, theories, and concepts.

- **Post the following two newsprints and read the quotes with the group.**

**MI Theory’s Definition of Intelligence**

Intelligence is the biological potential to process information in certain ways that can be activated in a cultural setting to solve problems or make products that are valued in a culture.

*AMI Sourcebook, Chap. 1*

### New View of Intelligence

MI theory claims that there are many ways to be smart and that those abilities are expressed in our performances, products, and ideas (Gardner, 1993)....With MI theory, the question moves from "How smart are you?" to "How are you smart?"

*AMI Sourcebook, Chap. 1*

- **Post the “Discussion Questions” newsprint.** Use these questions to facilitate a discussion of the two quotes about intelligence.

### Discussion Questions

- What evidence have you seen with the learners in your program that supports the belief that there are many ways to be “smart”?
- In what ways do you currently encourage the learners in your program to demonstrate and develop their many intelligences (their “many ways to be smart”)?
  - in instructional activities/projects?
  - in assessment?
  - in program-wide activities?

**“We shared a number of personal stories which reflected the many ways our learners are smart... These powerful stories helped all of us to see how crucial it is for we as teachers to believe in a learner’s potential... Seeing a person’s potential through an MI lens greatly expands the possibilities.”**

—Susan Finn Miller  
Facilitator, Pennsylvania

If the group is small (five to seven people), conduct this discussion with the whole group. If the group is larger (eight to ten people), divide participants into two smaller groups. If you divide them into small groups, allow 20 minutes for the small-group discussions. Then reconvene the entire group for short reports back from each small group.

**BREAK** (15 minutes)

### Note to Facilitator

To ensure you are able to start up again in 15 minutes, suggest that they return in ten minutes to be ready to go.

## 5. The Eight Intelligences

(40 minutes)

-  **Explain that this next activity gives an opportunity to better understand the eight intelligences** in Gardner's theory of Multiple Intelligences and the relationship among the different intelligences. Participants may want to refer to Reading #2: Chapter 1, "MI Basics – Multiple Intelligences: The Theory Behind the Practice."
- **Explain that participants will have an opportunity to assess their own intelligences.** They will be using a survey that comes from Thomas Armstrong's book, *Seven Kinds of Smart*. It was adapted by Meg Constanzo, one of the teachers involved in the AMI research project, for use with her GED level students at the Tutorial Center in Vermont.
-  **Give participants copies of the AMI Survey** (from AMI Sourcebook, Chapter 2, "MI Reflections – Activities for Learning About MI, AMI Survey: 'How Are You Smart?'"). Tell participants you would like them to complete this survey individually during the next 20 minutes. Go over the following tasks:
  - Read the AMI Survey: Selections #1- #8.
  - Answer the AMI Survey questions.
  - Plot your responses from the questions on the AMI Survey grid.Explain that they will not be asked to share their responses with the group.
- **When participants have finished plotting their responses on the grid, provide an opportunity for them to react to their experience with the Survey.** Use the following questions as a discussion guide.
  - ?
  - What insights did you gain about the eight intelligences or about the basics of MI theory from assessing your own intelligences with the AMI Survey?
  - ?
  - What other intelligences can you think of which are not included in these eight intelligences, i.e. not yet been "proven"?

### **Another Idea**

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Hand out copies of the AMI Survey response page. Tell participants that you are going to read selections that describe each of the eight intelligences.

As you read these selections, they are to mark how well each selection describes them. Explain that they will not be asked to share their responses with the group.

When you have read all eight selections, pass out copies of the AMI Survey profile grid. Ask participants to plot their responses on this grid.

- ?
- What might the learners in your program gain by doing a survey like this?
- ?
- What could be some disadvantages of asking learners to do this activity? In what other ways could you help learners assess their intelligences?
- ?
- How would you adapt this survey for your student populations?
- To further explore some basic points of MI theory, post the “Quotes for Discussion” newsprint. Ask participants to discuss the following quotes in pairs.

**Quotes for Discussion**

“Both nature and nurture have a role in each individual intelligence... Intelligence *originates* biologically... [However] how and to what extent intelligences manifest themselves depend on “nurture” to a significant degree...The more time an individual spends using an intelligence, and the better the instruction and resources, the smarter one becomes within that area of intelligence.”

*AMI Sourcebook, Chap. 1*

You may want to suggest these questions to guide their discussions:

- ?
- Based on your experiences with your learners, what evidence can you think of which supports this statement?
- ?
- What are some implications of this statement for instruction in ABE/ESOL contexts? For assessment in ABE/ESOL contexts?
-  **After 15 minutes of discussion, reconvene the group.**  
Refer participants again to Reading #2 and ask them to look at Figure 1.2, “Distinguishing Features of MI Theory” (p. 14). Spend five minutes reviewing these features of MI theory. Suggest that participants keep these features in mind as they begin to discuss ways of applying MI theory in their own adult basic education practice.

“In the first session, we considered . . . how awareness of our ‘intelligences’ affects the ways we learn as well as the ways we teach. Even though most of us often seek ways to include diverse learning styles in our classes, we had to admit that we were more comfortable teaching in certain ways. We decided that the idea of multiple intelligences incorporates various learning styles, but is a much broader concept. To be attuned to multiple intelligences, we agreed, would require our expanding much of what we do in our teaching.”

—Susan Finn Miller  
*Facilitator, Pennsylvania*

## 6. The Journey From Theory to Practice (45 minutes)

- Explain that during the rest of the time today, participants will have an opportunity to discuss four approaches to applying MI theory in their adult basic education practice.** These are:
  - MI Reflections
  - Bridging Student's Areas of Strengths to Areas of Challenge
  - MI Entry and Exit Points into a Topic
  - Using MI theory as a Framework for Projects

Remind participants that these approaches were discussed in Reading #3: Chapter 1, “MI Basics – The Journey from Theory to Practice and MI Goes to School.”

Explain that they will be divided into four groups. Each group will focus on one of the above approaches. For twenty minutes, the group will discuss as many ways as they can think of to apply MI theory to their own practice, using that approach. Challenge participants to incorporate as many of the eight intelligences as possible. After twenty minutes, participants will share their discussions with the larger group.

-  **To help participants decide which group they would like to work in, refer them to Reading #3.** Ask them to review Figure 1.3, “How Teachers Apply MI Theory” (p. 17) and decide which approach they would like to focus on.

Point out the pages (pp. 4-11) in Chapter 1 of the AMI Sourcebook that profile the eight intelligences. As participants discuss how to apply MI to their practice, they can refer to these pages for a description of the eight intelligences

- When everyone is clear about what the groups are to do, have participants move into their four groups** and begin their “theory-to-practice” work. Remind them that they will have 20 minutes for this small-group activity.
- After 20 minutes, reconvene the whole group.** Ask each group to report back one example of how they could apply MI theory to adult basic education practice, using the approach that their group discussed. Allow five minutes for each group to make its report.

### Note to Facilitator

If discussion develops around learning styles vs. MI theory, refer participants to the section in Reading #3: “Bridging...: Myths and Misconceptions” (p. 19). You may also want to say that, although this is a good question, continued research is needed to develop a good answer.

### Another Idea

Have participants pair up with someone whose strongest intelligence (from the AMI Survey) is different than theirs.

Have each pair chose one of the approaches to focus on. During the twenty-minute work time, they are to think of ways to apply MI theory that incorporate both of their strongest intelligence areas.

### Another Idea

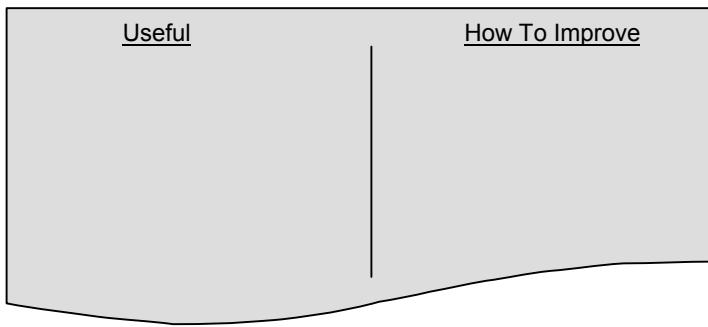
Ask if any participants think they might try one of these MI theory applications with their own students.

If so, invite them to share their experiences at the next Study Circle session.

## 7. Evaluation, Readings for Session Two, and Closure (10 minutes)

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- **Explain to participants that, in the time left, you would like to get feedback from them about this first session.** You will use this feedback in shaping the next two sessions of the Study Circle.
- **Post the “Useful/How to Improve” newsprint.**



Ask participants first to tell you what was useful or helpful to them about the design of this first session of the Study Circle. Write their comments, without response from you, on the newsprint under "Useful."

- **Then ask participants for suggestions on how to improve this design.** Write their comments, without response from you, on the newsprint under "How To Improve." If anyone makes a negative comment that's not in the form of a suggestion, ask the person to rephrase it as a suggestion for improvement, and then write the suggestion on the newsprint.
- **Do not make any response to participants' comments during this evaluation.** It is VERY important that you do not defend or justify anything you have done in the Study Circle or anything about the design, as this will cut off further suggestions. If anyone makes a suggestion you don't agree with, just nod your head. If you feel some response is needed, rephrase their concern: "So you feel that what we should do instead of the small group discussion is . . . ? Is that right?"

**Note to Facilitator**

Save this newsprint and copy participants' comments into the Feedback Form you submit to NCSALL at the end of the Study Circle.

- **Give participants Handout F: “Readings for Session Two.”**  
Go through it with the group. To the best of your ability, be sure that participants are clear about what they are required to read before the next meeting.
- **Refer participants to Handout D: “Schedule/To Do Form”**  
that was included in the packet they received before the first session. Find out if they have any questions about what they are to do before the next session. Thank them for the preparation they did for this first session.
- **Repeat the date, time, and place for the next meeting.** If applicable, explain to them the process you will use for canceling and rescheduling the next meeting in the event of bad weather. Be sure that you have everyone’s home and/or work phone numbers so that you can reach them in case of cancellation.

**“Participants shared lessons they had tried, both successful and not so successful ones. They discussed their reflections about difficulties and resistance, tying them nicely to the readings. They shared how they would have modified them and requested feedback and suggestions from the group. This was an intense point in the study circle.”**

**—Nicole Graves  
Facilitator, Pennsylvania**

## Session Two – Preparation

 **Newsprints** (Prepare ahead of time)

- Objectives for Session Two (p. 32)
- Session Two Agenda (p. 33)
- Discussion Questions (p. 37)
- Implementing MI Theory: Constraints and Supports (p. 38)

 **Handouts** (Make copies for each participant)

- Handout G: “Readings for Session Three” (Appendix D)

 **Readings** (Make two or three extra copies for participants who forget to bring theirs)

- Reading #4: Chapter 2, “MI Reflections – Two AMI Teachers’ Perspectives: To Be or Not To Be Explicit About MI Theory” (p. 26)
- Reading #5: Chapter 2, “MI Reflections – Two AMI Teachers’ Perspectives: To Assess or Not To Assess Intelligences” (p. 27)
- Reading #6: “Two AMI Teachers’ Perspectives: Multiple Ways Around Resistance Through MI” (Appendix E)
- Reading #7: Chapter 5, “Student Responses to MI Practices: The AMI Experience” (p. 129)

### Materials

- Three signs: AGREE, DISAGREE, NOT SURE
- Extra copy of the AMI Sourcebook
- Blank newsprint sheets
- Newsprint easel
- Markers, pens, tape

## Session Two – Session Guide

**OBJECTIVES:**

- Participants will gain a greater understanding of the issues involved when implementing MI theory in adult basic education instructional settings.
- Participants will reflect on the promises and challenges they may face implementing MI theory into their own program settings.
- Participants will strategize about how to decrease barriers and increase supports for using MI theory in teaching.

**TIME:**

3 hours

**STEPS:**

### 1. Welcome, Session Two Objectives, and Agenda

(10 minutes)

---

- **Welcome participants** back to the Study Circle. If the group is more than a few people and a significant amount of time has passed since the last meeting, you may want to ask participants to re-introduce themselves.
- **Post the “Objectives for Session Two” newsprint.** Go over the objectives briefly with the group.

---

**Another idea**

Ask participants to re-introduce themselves and share one revelation, reaction or question they have about AMI theory.

**Objectives for Session Two**

Participants will:

- Gain a greater understanding of the issues involved when implementing MI theory in adult basic education instructional settings.
- Reflect on the promises and challenges they may face implementing MI theory into their own program settings.
- Strategize about how to decrease barriers and increase supports for using MI theory in teaching.

---

**Another idea**

Ask if any participants tried one of the MI theory applications that were discussed in Session Two with their own students. If so, invite them to share their experiences with the group.

- **Post the "Session Two Agenda" newsprint.** Describe each activity briefly. Ask if people have any questions about the agenda.

**Session Two Agenda**

- Objectives for Session Two (Done!)
- Overview of Agenda (Doing)
- Issues Teachers Addressed When Adopting MI-Inspired Instruction
- Thinking and Writing About the Promises and Challenges of MI  
Break
- Student Responses to MI Practices: The AMI Experience
- Implementing MI Theory in Your Contexts: Constraints and Supports
- Evaluation, Readings for Session Three, and Closure

## 2. Issues Teachers Addressed When Adopting MI-Inspired Instruction (45 minutes)

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-  **Explain that the next activity is based on:**
  - Reading #4: Chapter 2, "MI Reflections – Two AMI Teachers' Perspectives: To Be or Not To Be Explicit About MI Theory"
  - Reading #5: Chapter 2, "MI Reflections – Two AMI Teachers' Perspectives: To Assess or Not To Assess Intelligences"
  - Reading #6: "Two AMI Teachers' Perspectives: Multiple Ways Around Resistance Through MI"

Ask if participants have read these sections. If the majority has not, ask them to spend ten minutes quietly skimming these chapters. If they have read them, ask them to spend five minutes quietly reviewing the chapters for the next activity. The deeper their understanding of these chapters, the richer the "live Likert Scale" discussions will most likely be.

"From the reading we learned that one of the challenges is figuring out how explicit to be with [ABE] learners about MI. For some of the teachers in the pilot study it was important to talk explicitly about MI with their students. For others, talking to learners about MI was not effective. We learned that culture often plays a role in this decision as does consideration of the learners' ability to understand English."

—Susan Finn Miller  
Facilitator, Pennsylvania

- **Use the “live Likert scale” format** for a discussion of the challenges to implementing MI-inspired instruction, as set out in Readings #4 - #6. Put up around the room three signs in large letters as follows:
  - on the right wall: AGREE
  - on the back wall: NOT SURE
  - on the left wall: DISAGREE
- **Ask everyone to stand up**, moving desks or chairs if necessary so that people can move easily around the room. Explain that this next activity is purely for promoting discussion and there are no right or wrong answers. You will read a statement aloud twice. They will listen to the statement and then move to the sign that corresponds to how they feel about the statement: AGREE, DISAGREE, or NOT SURE. Emphasize that the statements have deliberately been written to generate discussion.
- **After everyone is standing near a sign, ask one or two people near the AGREE sign to explain why they agree with the statement.** Tell participants that, if they change their mind after listening to the explanations, they may move to another sign that reflects their new opinion. Continue around the room to the NOT SURE and DISAGREE signs, asking one or two people standing near each sign to say why they are standing there. There will not be time for all participants to state their opinion. Feel free to let participants “dialogue” with each other from different sides of the room; in other words, they are not trying to convince you but each other.
- **Draw the discussion of a statement to a close** after approximately ten minutes and read another statement. Continue until all three statements have been discussed or until 30 minutes has passed, whichever comes first. If the discussion around one statement is particularly rich, you may want to let it go on and skip one of the other statements. Similarly, if there is little discussion about a statement, just move on to the next.

**Note to Facilitator**

You may want to put up these signs before the session begins.

The three statements for discussion with the “live Likert Scale” activity are:

#### Statement 1

*Teachers should explicitly discuss the basics of MI theory with their students because it is the best way for students to grasp that there are many ways they can be “smart.”*

#### Statement 2

*If students resist MI-inspired teaching, the teacher should retreat to more traditional methods.*

#### Statement 3

*Society values some intelligences more than others. To focus on those less valued is ultimately a disservice to students who need to pass the GED or get a job.*

### **3. Thinking and Writing About the Promises and Challenges of MI** (15 minutes)

---

- Tell participants that, after discussing the issues that came up for teachers in the MI project, they will now have some time to think about the promises and challenges for themselves of implementing MI theory. For the next five minutes, they will do a free write on the topic, “the promises and challenges of using MI with adult basic education learners.” A “free write” is simply writing down, in any form, thoughts and feelings that one has. These could be words, phrases, whole sentences, or drawings. Have them think about the promises and challenges related to the adult learners in their own teaching context.

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#### **Another idea**

If the discussion is slow, consider asking the following questions:

#### Statement 1

- What are some other ways (besides explicitly discussing MI) to implement MI-inspired instruction in the ABE classroom?
- What examples did teachers give of using MI as content in the reading “To Be or Not to Be Explicit about MI theory”?

#### Statement 2

- What reasons did the teachers (Meg and Diane) give for and against developing intelligence profiles for their students?
- How could you find out why students resist MI-inspired teaching?

#### Statement 3

- How do you think GED students in your program would feel about this?
- How important in helping students pass the GED are the intelligences that society values less?

- Explain that they will be asked to choose a small part of what they have written or drawn to share with the group. However, assure them that, if they are uncomfortable sharing, it will be OK to pass.

Make sure everyone is clear about what they are to do. Ask them to begin and let them know that you will tell them when there is one minute left and then when the five minutes are up.

- **After five minutes, ask participants to read over their free write and choose a small portion they would like to share with the group.** It may be a promise, a challenge or anything they would like. If any participants are uncomfortable sharing what they have written, do not press them to share. Make it “OK” to keep their writing or drawing private, if that is what they prefer.
- **Lead participants in one round of sharing.** Have participants listen to each other without comment. After the round of sharing, ask participants, “What did you learn from each other’s responses?”

If there is time and if participants wish to do so, have another round of sharing. Again, allow participants to read what they have written or show what they have drawn without comment from the other group members. After the second round of sharing, again ask participants, “What did you learn from these responses?”

*“A challenge that surfaced again and again throughout the course of the three meetings was the issue of planning time. ABE/ESOL teachers [often] don’t get paid for planning time; developing the types of lessons and even gathering the materials needed for MI-based instruction takes a lot of time.”*

—Susan Bubp  
Facilitator, New Hampshire

**BREAK:** 15 minutes

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#### 4. Student Responses to MI Practices: The AMI Experience (50 minutes)

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-  **Explain that for the next 25 minutes participants will work in two or three small groups of four people each.** Using Reading #7: Chapter 5, Student Responses to MI Practices: The AMI Experience. Their task will be to discuss how students reacted to MI-inspired instruction and what actions teachers took in response.

- Post the “Discussion Questions” newsprint.

**Discussion Questions**

1. How did students respond to MI reflections and MI-informed instruction?
2. How did students respond “in context” (ABE, GED, ESOL)?
3. What stands out for you about the students’ responses and how the teachers dealt with them?
4. How could you prepare students for MI practices?

Go over these questions with the group to make sure everyone understands them.

- Ask participants to move back into their same small groups.

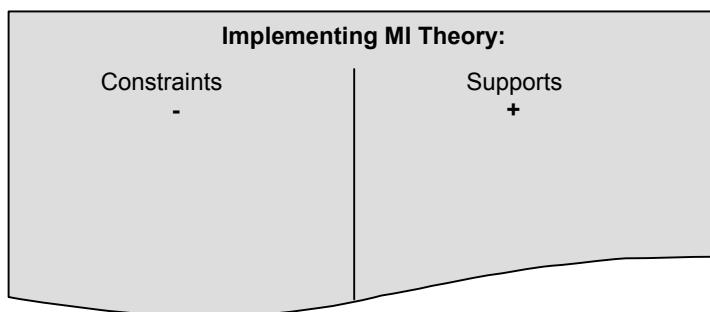
Give each group one or two sheets of newsprint and a set of markers. Allow 25 minutes for the groups to:

1.  Refer to Reading #7: Chapter 5, “Student Responses to MI Practices: The AMI Experience” and Reading #6: “Two AMI Teachers’ Perspectives: Multiple Ways Around Resistance Through MI.”
  2. Discuss the first three questions.
  3. Write answers to the fourth question on their sheet of newsprint. Answers can come either from the readings or their own ideas.
- After 25 minutes, have the groups post their newsprint sheets around the room. Then allow five minutes for a silent gallery reading of these analyses.
  - Reconvene the group and ask participants to comment on the ideas for preparing students for MI practices that they read in the newsprints.

## 5. Implementing MI Theory in Your Contexts: Constraints and Supports

(35 minutes)

- Explain that during the next activity, called a “force field analysis,”** they will brainstorm and strategize about how to deal with factors that would hinder or support them in implementing MI theory in their own classes and programs. Examples of constraints (factors that might hinder them) could be student resistance to MI instruction and lack of prep time to prepare MI-inspired lessons. An example of a support (a factor that might help them) could be ongoing communication with other members of this Study Circle.
- Post the “Implementing MI Theory: Constraints and Supports” newsprint.**



- Ask the group to begin by brainstorming all of the constraints they may face when implementing MI theory.** These could be classroom constraints, program constraints, or policy constraints. Write each constraint mentioned under the “minus” sign on the right side of the newsprint. Take no more than five minutes to list constraints.
- Then, ask the group to brainstorm all of the supports they may have when implementing MI theory.** Write these up on the left side of the newsprint, under the “plus” sign. Take no more than five minutes to list supports.

### Another idea

To provide an opportunity to get ideas across teaching contexts, briefly explore constraints or supports that are not common to all the work environments. Ask if individuals outside that context have thoughts on decreasing constraints or increasing supports.

**“We identified the barriers (much of which we had discussed as challenges) and the supports we would welcome as we try to integrate MI into our work. We didn’t have ready solutions to the time and resources problem; however, we decided that having a team (or at least one other colleague) to work with would be enormously helpful.”**

—Susan Finn Miller  
Facilitator, Pennsylvania

- **Lead a discussion with the whole group about how constraining forces can be reduced and how supporting forces can be increased.** This discussion should be based on the notion that many constraining forces cannot be removed or eliminated (such as lack of time) but, rather, may be reduced or lessened through actions the teachers or their programs can take.

**Note to Facilitator**

Keep the “Implementing MI Theory: Constraints and Supports” newsprint for re-posting during Session Three.

## 6. Evaluation, Readings for Session Three, and Closure (10 minutes)

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- **Using the “Session Two Agenda” newsprint, ask participants for a thumbs up, down or level to show their reaction to the activities.** Quickly total the responses on the newsprint: +, -, or N for neutral.  
Ask for suggestions for improvements.
- **Distribute Handout G: “Readings for Session Three”.** Go through the handout with the group.
- **Refer participants to Handout D: “Schedule/To Do Form.”** To the best of your ability, be sure that participants are clear about what they are required to do before the next meeting.
- **Repeat the date, time, and place for the next meeting.** If applicable, explain the process you will use for canceling and rescheduling the next meeting in the event of bad weather. Be sure that you have everyone’s home and/or work phone numbers so that you can reach them in case of cancellation.

**Another Idea**

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Ask participants which intelligences they used during the session today. Write these on newsprint.

Ask for one or two suggestions for how the activities they did today might be revised to involve other intelligences.



## Session Three – Preparation



### **Newsprints** (Prepare ahead of time)

- \_\_\_ Objectives for Session Three (p. 43)
- \_\_\_ Session Three Agenda (p. 43)
- \_\_\_ Seven Emerging Features of MI-Informed Practice” (p. 44)
- \_\_\_ Impressions and Questions About Process (p. 46)
- \_\_\_ Impressions and Questions About Challenges (p. 46)
- \_\_\_ Impressions and Questions About Outcomes (p. 46)
- \_\_\_ Ideas for Our Group’s Next Steps (p. 48)



### **Readings** (Make two or three extra copies for participants who forget to bring theirs)

- \_\_\_ Reading #8: Chapter 3, “MI-Inspired Instruction – The AMI Experience” (p. 50)
- \_\_\_ Reading #9: Chapter 3, “MI-Inspired Instruction – Two AMI Teachers’ Perspectives: Planning Curriculum With MI Theory” (p. 57)
- \_\_\_ Reading #10: Chapter 4, “MI-Inspired Lessons – MI Lesson Formats” (p. 62)
- \_\_\_ Reading #11: Chapter 4, “MI-Inspired Lessons – MI-Inspired Language Arts and ESOL” (p. 70)  
**Note:** Only those interested read this section.
- \_\_\_ Reading #12: Chapter 4, “MI-Inspired Lessons – MI-Inspired Math and Science Lessons” (p. 91)  
**Note:** Only those interested read this section.
- \_\_\_ Reading #13: Chapter 4, “MI-Inspired Lessons – MI-Inspired Thematic Units” (p. 109)
- \_\_\_ Reading #14: “MI-Informed Practices and Commercially Available Resources” (Appendix E)

### **Materials**

- \_\_\_ Newsprint from Session Two, “Implementing MI Theory: Constraints and Supports”
- \_\_\_ Newsprint from Session One, “What You Hope to Get Out of the Study Circle”
- \_\_\_ Extra copy of the AMI Sourcebook
- \_\_\_ 4” x 6” sticky note pads (or blank strips of paper)
- \_\_\_ Blank newsprint sheets
- \_\_\_ Newsprint easel
- \_\_\_ Markers, pens, tape

## Session Three – Session Guide

**OBJECTIVES:**

- Participants will discuss the PROCESSES that practitioner researchers used, the CHALLENGES they and their students faced, and the OUTCOMES they experienced in implementing MI theory in their instructional settings.
- Participants will learn about ways that MI-inspired education can be integrated into their specific instructional contexts.
- Participants will plan next steps they want to take for using MI in their programs.
- Participants will make a plan for the group's next steps.

**TIME:** 3 hours

**STEPS:**

### 1. Welcome, Session Three Objectives, and Agenda (10 minutes)

---

- **Welcome participants back to the Study Circle.** If the group is more than a few people and a significant amount of time has passed since the last meeting, you may want to ask participants to re-introduce themselves.

Have each participant share a thought they have had about their own multiple intelligences since the last Study Circle meeting.

- **Post the “Objectives for Session Three” newsprint.** Go over the objectives briefly with the group.

### **Objectives for Session Three**

Participants will:

- Discuss the PROCESSES that practitioner researchers used, the CHALLENGES they and their students faced, and the OUTCOMES they experienced in implementing MI theory in their instructional settings.
- Learn about ways that MI-inspired education can be integrated into their specific instructional contexts.
- Plan next steps they want to take for using MI in their programs.
- Make a plan for the group's next steps.

- **Post the “Session Three Agenda” newsprint.** Describe each activity briefly. Ask if people have any questions about the agenda.

### **Session Three Agenda**

- Objectives for Session Three (Done!)
- Overview of Agenda (Doing)
- Seven Emerging Features from the AMI Practitioner Research Study
- MI-Inspired Lessons  
Break
- Action Planning
- A Plan for Our Group
- Final Evaluation

## 2. Seven Emerging Features From the AMI Practitioner Research Study

(20 minutes)

-  Refer participants to Reading #8: Chapter 3, MI-Inspired Instruction – *The AMI Experience*. Explain that co-principal researcher Silja Kallenbach writes about common features that emerged as MI practitioner researchers adopted MI-inspired instruction in their instructional settings.
- Post the “Seven Emerging Features of MI-Informed Practice” newsprint.

### Seven Emerging Features of MI-Informed Practice

1. Using MI theory leads teachers to offer a greater variety of learning activities.
2. The most engaging MI-based lessons use content and approaches that are meaningful to students.
3. MI-based approaches advance learning goals.
4. Implementing MI-informed practices involves teachers taking risks.
5. Persistence pays off with MI-based instruction.
6. MI-informed learning activities increase student initiative and control over the content or direction of the activities.
7. Building trust and community in the classroom supports MI-based instruction.

Based on the AMI Sourcebook readings and the discussions during the Study Circle today, ask participants to think quietly about why each of these features proved to be true for the teachers who applied the theory of multiple intelligences to their adult basic education practice.

Suggest that they make some notes about which of these features is meaningful to them and why. Allow about ten minutes for this quiet reflection.

### Another idea

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Have participants partner with another person from the same work context (e.g., ABE, ESOL, etc.) and discuss the seven emerging features. Then have one person from each pair briefly report back to the group about their discussion.

- **Then ask for volunteers to briefly share their thoughts.** Rather than making this a discussion, simply accept each person's thoughts and then move on to another volunteer. Allow about ten minutes for this sharing.

### **3. MI-Inspired Lessons**

(60 minutes)

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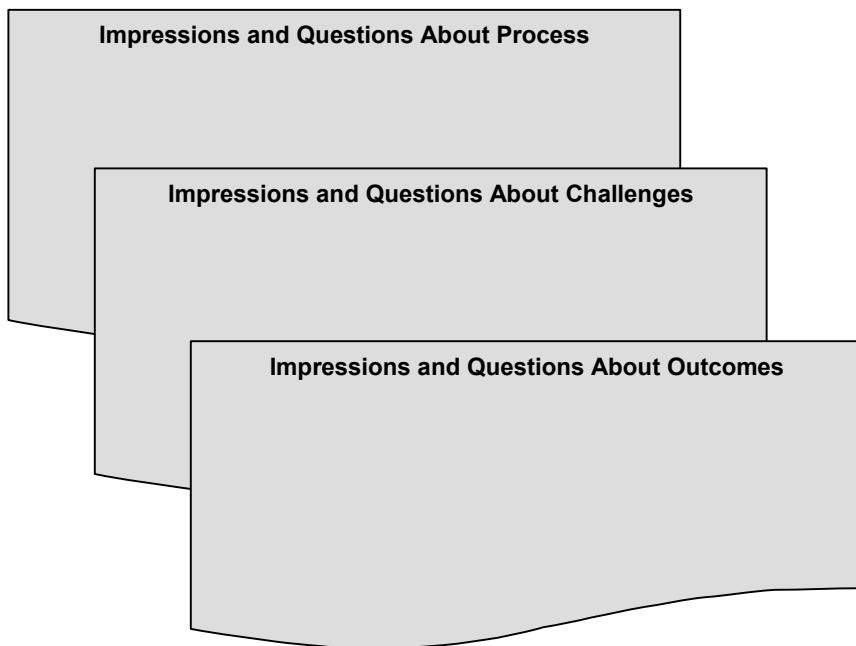
-  **Point out that all of the readings for this session (Readings #8 - #14) focus on teachers' experiences with using MI with adult learners.** Explain that, in this first activity, participants will share their impressions and questions about these readings before they talk about how MI-inspired instruction might or did work for them. If participants indicate that they would like some time to review the readings, allow ten minutes for silent review before going on.
- **Give each participant several blank strips of paper or a pad of 4" x 6" sticky notes.** Ask participants to take a few minutes to write down on the strips or sticky notes things that really impressed them about:
  - the PROCESS that teachers used
  - the CHALLENGES teachers or students faced
  - the OUTCOMES teachers and students experienced.

In addition to their impressions, ask participants to also write down questions they have about the teachers' experiences. These could be questions about why and how teachers did what they did or questions about how the teachers' experiences might relate to their own teaching contexts.

Tell participants to use a separate strip or sticky note for each impression or question. Remind them to write in print that is large enough to be read from several yards away.

Allow ten minutes for participants to work in silence, writing their impressions and questions.

- Before the session or as participants are working, post these three newsprint sheets around the room:



- After ten minutes, ask participants to tape their strips or put their sticky notes on the three newsprint sheets. Then give the group time to walk around the three newsprint sheets and read all the postings silently.
- Reconvene the group for a discussion about their impressions and questions. This discussion can go on for about 40 minutes or so.

? What impressions were common to more than one person?

? Why do you think these experiences of the practitioner researchers strike such a chord with you?

? What impressed you about the ways teachers addressed the issue of assessment?

**Note to Facilitator**

As a backup, you may want to prepare some additional questions of your own.

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- What questions did the activities bring to light about implementing MI inspired lessons within the constraints of adult basic education settings? Some examples could include: issues of turbulence (e.g., students continually stopping/dropping out and new students continually enrolling; issues of student resistance to MI inspired methods; etc.).
- ?
- What examples about the process of lesson planning “spoke to” your own process of developing lessons with your students?

Finally, ask participants to brainstorm some answers to those questions on the newsprint that seem particularly important to the group.

Bring the discussion to a close by telling participants that they will have a chance in the next activity to think about how they might begin to apply what they have learned about MI theory in their own classrooms and programs.

*“I was impressed as the facilitator because they asked each other to clarify or explain why they were impressed by such and such. They questioned and challenged each other but supported each other as well.”*

*—Nicole Graves  
Facilitator, Massachusetts*

**BREAK:** 15 minutes

#### **4. Action Planning**

(45 minutes)

- **Tell participants that, in this next activity, they will be working in pairs to develop a list of the next steps they would like to take for implementing MI-inspired instruction in their own instructional setting or program.** Tell them they will have 20 minutes to work on their lists.

For some people, the next step may be just to think more about whether implementing MI theory is feasible for them. For others it may include continuing to learn more about MI theory. Or it may be to have a discussion with other teachers in their program about how to start. Some participants may have specific ideas about activities, techniques or strategies they could begin to use in their classes.

##### **Another Idea**

Conduct a brainstorming session with the entire group to generate this list of action steps.

##### **Another Idea**

Have participants divide into groups, each group focusing on one intelligence. Try to have at least three or four different “intelligence groups.”

Ask the groups to think of next steps that would involve the intelligence that is the focus of their group.

- **Divide the whole group into pairs**, preferably pairing teachers who teach in the same context (e.g., two ESOL teachers, two GED teachers, etc.). Explain that they will have 20 minutes, working with their partner, to make a plan for the next steps or actions they will take to use MI-inspired instruction in their work. Each teacher should make some notes on paper. Remind them that they will be asked to share something from their plan with the other participants.
- **After 20 minutes, reconvene the group.** Ask the first pair to read aloud their first idea for next steps and write it on newsprint. (It may be necessary to paraphrase for the newsprint.) Ask the next pair to read aloud one of their ideas and add it to the newsprint list. Continue around the group, going back to every pair until a comprehensive list of all the ideas has been written on the newsprint.
- **Have participants consider the help they may need** to implement these next steps, for example, materials, resources, contact with other teachers, etc. Encourage discussion about ways to get supports that are needed. Repost the “Supports and Constraints” newsprint from Session Two and add these supports to the newsprint.

**Note to Facilitator**

As a “product” of this Study Circle, participants might want to collect these Next Steps into a document that could be used as a discussion catalyst for other AMI Study Circle groups.

“[For next steps,] the instructors are going to implement AMI exercises into their classrooms. We are going to meet bimonthly as a support group to discuss and support what each instructor is doing. This will be the professional development activity for these instructors for the year.”

—Kristin Tiedeman  
Facilitator, Kentucky

## 5. A Plan for Our Group (20 minutes)

- **Post the newsprint “Ideas for Our Group’s Next Steps.”**

### Ideas for Our Group’s Next Steps

- Schedule a follow-up meeting to share what happened when participants enacted their individual plans.
- Organize an e-mail list so participants can stay in touch and share ideas via e-mail.
- Summarize what we’ve learned – something practical – that can be shared with other practitioners or policymakers in our programs or in the state.

Explain that now that the individual participants have plans for what they will do when back in their classrooms and programs, the group needs to make a plan about its next steps.

- **Ask the group if they want to add other ideas** to this list for the group to consider. Write them up on the newsprint. When the list is complete, suggest to the group that they choose one or two to implement, and that you will use “dot” voting to do this.
- **Hand out a sticky “dots” to each participant** and ask them to put their dot next to the idea they would most like the group to do. If they don’t want to do any of the activities, they should not put their “dot” on the newsprint.
- **Lead the group in organizing its choice:**
  - If they choose to schedule a follow-up meeting, set the date, time and place for the meeting, and brainstorm an agenda for the meeting. Determine who will definitely be coming, and who will take the responsibility to cancel the meeting in case of bad weather.
  - If they chose to organize an e-mail list, pass around a sheet for everyone to write their e-mail address. Decide who is going to start the first posting, and discuss what types of discussions or postings people would like to see (e.g., questions about how to try out something in their classroom, describing what happened after they tried it, sharing other resources they might find about multiple intelligences, etc.).
  - If they chose to produce a list of strategies or policy changes, put up a blank sheet of newsprint and start the brainstorm. When the brainstorm is done, have participants decide as a group what they want to do with the list (e.g., someone type it up and send around to people so they can share with other teachers in their program, send it to the State Department of Education to reprint in the state newsletter, send it with someone’s program director to the next state-wide directors’ meeting; forward to the next reading study circle organized by the state, etc.).

**Note to Facilitator**

If the group chooses to schedule a follow-up meeting or an e-mail list, then the third option—producing a summary—can be done at the follow-up meeting or via e-mail. If the group decides not to meet again, they could brainstorm their summary in the next few minutes.

## 6. Final Evaluation

(10 minutes)

- Go around the circle and **ask each person to comment on the most useful idea or concept** they will walk away with from this study circle.

Go around again and ask if anyone has suggestions for improving the Study Circle. These suggestions may be related to:

- the PROCESS (e.g., the activities, the way readings were organized, etc.) or
- the CONTENT (e.g., the specific readings chosen, the clarity or richness of the readings or handouts, the focus of the discussions, etc.)

***Take notes as people talk so that you can include them in your report back to NCSALL about the Study Circle. Feel free to add your own suggestions.***

- Revisit what participants wanted to get out of this Study Circle by **re-posting the newsprint from Session One “What You Hope to Get Out of the Study Circle.”** Talk about the extent to which these hopes were met. If not met, could any of them be addressed by adding something to “Next Steps”?
- **You may want to hand out** subscription forms for *Focus on Basics*, a copy of the NCSALL Publications List and Order Form, and any copies of NCSALL *Research Briefs* or other NCSALL-related handouts that you think they may find useful. Point out that these publications are also available online at the NCSALL Web site (<http://ncsall.gse.harvard.edu>) or may be obtained by contacting NCSALL at World Education. The address for NCSALL is on page i of this Study Guide.
- **Refer participants to these other resources for further information** about MI theory in adult basic education practice and findings from the Adult Multiple Intelligences Study:
  - ❖ **MI Research Report: Open to Interpretation: Multiple Intelligences Theory in Adult Literacy Education** (NCSALL Reports #21, Kallenbach, Silja & Viens, Julie, May 2002). Details findings from the Adult Multiple Intelligences Study, the first systematic effort to examine how multiple intelligences theory can support adult literacy education.

### **Another Idea**

Pass out pads of sticky notes. Ask people to write down their ideas, comments, or suggestions. Use one sticky note for each.

As participants are working, put blank newsprint sheets up on the wall.

Then ask participants to stick their comments and suggestions on a blank sheet of newsprint. Give people time to read the comments and talk with each other about them.

Available on NCSALL's Web site at:  
<http://ncsall.gse.harvard.edu/research/report21.pdf>

- ❖ **Teacher's Stories:** *Multiple Intelligences in Practice – Teacher Research Reports from the Adult Multiple Intelligences Study* (NCSALL Occasional Paper, Kallenbach, Silja & Viens, Julie, eds., February 2001). Provides richly detailed accounts of the research experiences undergone by the teachers who participated in the Adult Multiple Intelligences Study. Available on NCSALL's Web site at:  
[http://ncsall.gse.harvard.edu/research/op\\_kallen.html](http://ncsall.gse.harvard.edu/research/op_kallen.html)
  - ❖ **MI Resources Bibliography:** *Multiple Intelligences Resources for the Adult Basic Education Practitioner: An Annotated Bibliography* (NCSALL Occasional Paper, Kallenbach, Silja & Viens, Julie, December 2001). Provides annotated list of resources on multiple intelligences, organized by “MI Theory,” “MI Research Projects,” and “MI Practices.” Available on NCSALL's Web site at:  
[http://ncsall.gse.harvard.edu/research/op\\_mi1.pdf](http://ncsall.gse.harvard.edu/research/op_mi1.pdf)
  - ❖ **AMI Study Web Site:** The Adult Multiple Intelligences Study has also established a Web site. Information about the study (background, purposes, methods) and its teacher-participants can be found here, as well as more detailed information about the AMI Sourcebook and other MI-related resources. The Study's Web site can be found at:  
<http://pzweb.harvard.edu/ami/>
- **Thank everyone** for coming and participating in this Study Circle.

