Multiple Intelligences and Christian Education  
Website: http://miceclass.wordpress.com/  

Louisville Seminary: Spring 2013  
Tuesday/Thursdays 3-4:20  
Professor: J. Bradley Wigger  

Course Description  
This course is an opportunity to study theories of intelligence and learning that recognize multiple domains of human knowing and to reflect upon their significance in relation to the life of faith and educational ministries. We will explore theological, ethical, and cultural implications of multiple intelligence theory as well as themes of multiplicity in faith and church life. Great consideration will be given to imagining and implementing a multiple intelligences perspective in Christian education, both in Church school settings and beyond classrooms. The course fulfills the Christian education requirement for the MDiv and is open to students in all degree programs.  

Teaching and Learning Methods  
The course begins with the strengths of familiar methods for seminary classrooms—relying heavily upon readings, writing, short lectures, and discussions for the first half of the course (i.e., linguistic, inter-personal, intra-personal intelligences). The second half of the course will explore more deeply each of the individual intelligences identified by Howard Gardner (below):  

- Linguistic  
- Inter-personal  
- Intra-personal  
- Musical  
- Logical-mathematical  
- Spatial  
- Bodily-kinesthetic  
- Naturalist  

Importantly this will be an opportunity to learn and attend to each of these through the medium of the particular intelligence, for example, using music to explore musical intelligence, architecture or iconography to explore spatial intelligence, or group tasks to explore inter-personal intelligence. Class sessions will be devoted to each of these intelligences and students will practice teaching in class in relation to them and in relation to subject matters relevant to ministry and the life of faith.  

Hopes  
The overall aim for the course is that students will be able to employ a “multiple intelligences perspective” in church educational situations and be able to express why it matters.
There are multiple dimensions to this aim, and the following are some of the key ones to be addressed, as well as the ways in which coursework helps do so.

Through the readings and weekly assignments (often reflective writing, but may include other tasks such as taking photographs, creating a lesson plan, or visiting a nature center, for example), and through in-class discussions and sharing, students will have the opportunity to:

- gain an overview of the recent history of intelligence debates and the significance of theories of multiple intelligences in relation to this background.
- gain a disciplined understanding of Howard Gardner’s particular theory of multiple intelligences, describe what constitutes an “intelligence” in this theory, and be able to critique the theory.
- explore the ethical implications of multiple intelligences—the desires, practices, and policies that flow from assumptions about intelligence (what is valued, who is smart, what is rewarded, where authority rests, what is “normal”).
- explore the relationship between multiple intelligences and other educational movements such as critical and feminist pedagogies, multi-cultural education, de-schooling, un-schooling, and epistemologies of resistance.
- recognize the promise and limits of a multiple intelligences approach to education particularly in relation to developmental challenges and learning disabilities.
- explore understandings of intelligence in relation to theological anthropology.

Through the practice of teaching in class, students will have the opportunity to:

- practice the use of multiple intelligences and various entry points for learning in their own teaching or for teacher training.
- be able to create lesson plans and evaluate curricula that reflect the engagement of multiple intelligences and entry points for a variety of subjects.
- explore in depth a particular intelligence and learn from other students as they teach.

By keeping a notebook of readings and assignments, students will have the opportunity to:

- recognize the exercise of various intelligences in their own lives in order to build upon them for lifelong learning and teaching.
- explore multiple intelligences in relation to faith and practice.
- express why multiple intelligences matters to the life of faith.

There will be several options for a final project (for example, a research paper, constructing a curriculum, carrying out a teaching project in a church, evaluating curricula), but in all the project will be an opportunity to:

- demonstrate or articulate how multiple intelligences can be used in a church educational situation, or
- explore in greater depth a particular intelligence in relation to teaching ministries.

Through course discussions, students will have the opportunity to:
• help the professor improve or redesign this course in a way that demonstrates wisdom gain from studying multiple intelligences. This could include exploring multiple kinds of presentation and evaluation, and building a better set of resources for future classes.

**Evaluation** (from a logical-mathematical perspective)

1/3 course engagement (weekly reading and notebook assignments)
1/3 teaching sessions (in class)
1/3 final project

**Course Engagement**

In notebooks students will log their reading and carry out assignments in relation to the reading or other relevant subjects. These assignments may range from writing reflections upon the reading to making sketches to simply describing an activity carried out (for example, prayed at the *Falls of the Ohio*). We will use these in class in various ways.

For many reasons relevant to the nature of this particular course, these notebooks will operate on a self-evaluated honor system (with the professor retaining the responsibility for adjusting the grade if blatantly necessary). The last notebook assignment will be a one page evaluation by the student reflecting upon their own engagement with the course and will include the grade. Notebooks are turned in on the last meeting of the class.

More detailed guidance will be provided as needed, but in general, the following should be used:

A= 95% of the reading and weekly assignments, finished on time (before class), with thoughtfulness and reflection.

B=85% ....
C=75% ....
D=65% ....

Know that **attendance and participation are assumed**—adjust your grade for unexcused absences, leaving class early, doing email or tweeting in class, or other forms of non-participation.

**Teaching Sessions** (Preparing, Doing, Reflecting)

With further guidance from the professor, students will teach in class twice and as part of teaching teams (inter-personal intelligence). The size of the teams depends upon the class size. Two weeks before the first teaching session, students will meet briefly with the professor, typically before or after class, to discuss ideas for teaching.

At the time of teaching, preparation materials and a lesson plan will be turned in. Reflection papers (roughly 600 words) from each member of the teaching team evaluating the teaching/learning experience are due one week after teaching. Because thoughtful preparation and honest self-evaluation are essential dimensions of the practice of teaching these will be considered part of the “teaching” grade.
Final Project
Students will design their own final projects, with various options available. The projects must be of obvious relevance to the course. The work involved should be roughly the equivalent of the time and energy involved in a 20-page research paper, but practice-oriented projects or those employing various intelligences are highly valued as well. The time could be spent teaching, writing, interviewing, organizing, creating, or providing resources for your project. Typically a 20-page paper is calculated at approximately 20 to 30 hours of work. Some possibilities are:

Writing an MI curriculum for a Christian educational setting
(for example, 6-week adult Bible study; new member preparation; stewardship and church finances; parent-child classes for communion; anti-racism and justice; church officer training; teacher education)

Writing a research paper on a relevant subject
(for example, modularity theories, history of intelligence debates, critical pedagogy, Paulo Freire and religious education)

Conducting qualitative research
(for example, interviewing Sunday school teachers, parents, or children; interviewing artists or musicians about creative processes)

Designing and implementing a teaching project intentionally using multiple intelligences
(for example, teaching children to drum or dance for worship; working with a sewing circle to design stoles or paraments; creating an educational video with a youth group)

Designing a project using other than linguistic intelligence
(for example, create a painting or film, compose music, generate a political action, that explores the relevant intelligence with that intelligence, or a theological subject or ministry with other (than linguistic) intelligences.

Students must get approval for their projects, submitting a brief provisional plan by **March 14**, with a progress report due **April 16**.

For students taking the course for DMin credit, an additional 10-page research paper (or equivalent) will be required on a subject related to the course and chosen in consultation with the instructor.

Electronic Technology Policy
This is a low-to-no technology course during class time. There will rarely, if ever, be a need for using laptops, tablets, phones, or any other technology that takes attention away from the classroom. A paper notebook will be sufficient. If there is an overwhelming need for use of a laptop, please request permission from the professor. You may use such technology for homework and when you teach (for example, using PowerPoint, recorded music, or video clips). Even so, students may want to challenge themselves to be low-tech as they may find themselves teaching in places that do not have the resources for technology (for example, rural or small churches, low-budget organizations, coffee shops, developing countries, outside).
School Policies

Inclusive Language
In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible’s images for God. See for further assistance, http://www.lpts.edu/Academic_Resources/ASC/avoidinggenderbiasinlanguage.asp.

Academic Honesty
All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another’s language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, see The Code of Student Conduct, 6.11; the Student Handbook, p. 19.

Citation Policy
Citations in your papers should follow the Seminary standard, based on these guides:


Copies of these guides are available at the library and in the Academic Support Center.

Special Accommodations
Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (kmapes@lpts.edu) during the first two weeks of a semester and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Attendance Policy
According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Missing 1/4 of the course or more may result in a low or failing grade in the course.
Primary Resources


Campbell, Linda; Bruce Campbell; and Dee Dickinson. *Teaching and Learning through Multiple Intelligences*, 3rd edition. Boston: Allyn & Bacon, 2003


Herring, Jennifer. *Multiple Intelligences and African American Children*. China Faculty Exchange, Heilonjiang University, Harbin, PRC, China, 2006. (slide show presentation—using with author’s permission). [Herring Presentation](web)


Multiple Intelligences and Christian Education. Website: [http://miceclass.wordpress.com](http://miceclass.wordpress.com)


Recommended:


(* = a little extra effort to obtain)
(Working) Calendar and Assignments

Feb. 7
**Building Sandboxes**
Introduction and course expectations

_You will need to begin reading Tammett for discussion on Feb. 26. In Notebook, write one discussion question for each Tammett chapter, and 3 additional questions for the book as a whole in relation to multiple intelligences theory. These will shape our class discussions on Feb. 26 and 28._

Feb. 12
**Educational Rhythms**
Read Gardner, *Intelligence Reframed*, Chs. 1-3
Notebook: create a log page and record your reading. Record all readings from here on.

Feb. 14
**Arts in Ministry and Teaching**
Read *Mosaic, Spring 2007, all. Mosaic link*
Notebook assignment: Bring something to class that reflects your strengths from an MI perspective. Record in Notebook, what you did and brought.

Feb. 19
**Debating Intelligence**
Read Gladwell *New Yorker* article, “None of the Above” (*Gladwell article link*)
Listen to Gladwell NPR interview (17 mins.). *Gladwell on NPR link*
Teaching sign-ups

Feb. 21
**The Dance Around—Multiplicity in the life of Faith**
Read: Larsen-Wigger, pp. 1-9 (up to “Preach It!” section).

![Larsen-Wigger, Who is God.doc](image)

Notebook: 1-2 pages, bring to class: How does Trinitarian thinking affect what you believe it means to be made in the image of God? In what way, if any, does MI theory affect how you think about this image? OR: How are “relationship” and “multiplicity” related?

Feb. 26 and 28
**Born on a Blue Day**
Read Tammett, all
Notebook: discussion questions (see Feb. Sept. 9)
Mar. 5

**Spiritual Intelligence?**

Read: Gardner, *Intelligence Reframed*, Chs. 4-5

Notebook: 1-2 page reflection—Do you believe there is a spiritual intelligence? Why or why not? Bring to class to discuss.

Mar. 7

**Education for Understanding**

Read Gardner, *Intelligence Reframed*, chs. 6 and 10
Read Joyce MacKichan, *The Art Asking Good Questions*.

![ArtofAsking.pdf](#)

Notebook: Write one analytical and one personalizing question for chs. 6 and 10 (4 total).

Mar. 12

**Critical Theories and Pedagogies.**

Read: hooks, “Embracing Change,” in *Teaching to Transgress: Education as the Practice of Freedom*. Chapter 3, pp. 35-44. Reserve Shelf. It’s also available as “Transforming Pedagogy and Multiculturalism” (chapter 5 in *Freedom’s Plow*) [Google Books](#)

Read: James Baldwin, “A Talk to Teachers.” [Baldwin Link](#)


Browse: the web or a library and see what you can discover about the following ideas—1) unschooling, 2) de-schooling, 3) feminist pedagogy

Skim: Multiple Intelligences and African American Children presentation by Jennifer Herring. (Get a sense of how she uses MI in relation to multicultural education.) [Herring Presentation](#)

Notebook: 1 page—What intersections and differences do you see between MI theory and these various “critical” theories?

**First Round of Teaching: understanding intelligences on their own terms**

The first round of teaching enters each intelligence as the subject for the session and approaches the subject primarily through engaging that intelligence. Briefly meet with the professor 2 weeks prior to teaching, to discuss ideas.
Mar. 14

**Words and the Word** (led by Wigger)

Read Gardner, *Frames of Mind*, ch. 5 “Linguistic Intelligence”
Campbell, et. al. ch. 1, “A Way with Words”

Email to bwigger@lpts.edu a brief proposal for a final project—just an idea.

Mar. 19 and 21

**Research and Study:**

Notebook: Any time between now and last day of class, spend an hour nurturing each of the 8 intelligences (8 hours total) however you would like (all in one week; one or so per week, all in one day). Describe or display what you did in your notebooks, and briefly (paragraph or two) describe any insights or reflections in relation to that intelligence. These nurturing activities can be connected to faith practices explicitly (for example, listening to gospel music, walking a labyrinth, writing a prayer) or not.

Mar. 26

Group 1—**Musical Intelligence**
Read: *Frames of Mind*, ch. 6 and Campbell, ch. 5

Mar. 28

No class (Maundy Thursday)

Apr. 2

Group 2—**Logical Mathematical Intelligence**
Read: Frames, 7 and Campbell, 2

Apr. 4

Group 3—**Spatial Intelligence**
Read Frames, 8 and Campbell, 4

Apr. 9

Group 4—**Bodily-Kinesthetic Intelligence**
Read Frames, 9 and Campbell, 3

Apr. 11

Group 5—**Personal Intelligences**
Read Frames 10, and Campbell, 6 and 7

Apr. 16

Group 6—**Natural Intelligence**
Read Campbell, 8

Email project proposal and any progress made or questions you have.
Second Round of Teaching: Faith and Multiple Intelligences

The second round of teaching asks you to enter a faith related subject (biblical passage, spiritual practice, church activity, theological doctrine)
*Stay in the same groups, but change intelligences*

Apr. 18
**Naturalist**—Group:

Apr. 23
**Personal**—Group:

Apr. 25
**Spatial**—Group:

Apr. 30
**Bodily-Kinesthetic**—Group:

May 2
**Logical-Mathematical**—Group:

May 7
**Musical**—Group

May 9
Wrap up—What have we learned? How to teach course next time? **Turn in notebook, with one page self evaluation for Course Engagement** (including grade!).

**Final Project** (graduating seniors: May 15; others: May 17)
Late projects are not accepted unless approved before the due date. Generally, even if approved, they will be graded down a letter grade per day.
Further study/general bibliography

This list also represents resources that may feed class presentations, final projects, research and further study. This is only an initial list, one being built up over time, and does not include the kinds of non-linguistic resources (for example, music, artwork, etc.) I hope we gather through the course.

Teaching and MI theory
Campbell, Linda; Bruce Campbell; and Dee Dickinson. *Teaching and Learning through Multiple Intelligences*, 3rd edition. Boston: Allyn & Bacon, 2003
Herring, Jennifer. *Multiple Intelligences and African American Children*. China Faculty Exchange, Heilonjiang University, Harbin, PRC, China, 2006. (slide show presentation—using with author’s permission)

Critical/multicultural pedagogies
Theories of knowing/intelligence


Particular Intelligences (eventually would like to build resources for each particular intelligence)


**Theologies/Theological Anthropologies (emphasizing relationality or issues of knowing)**


