

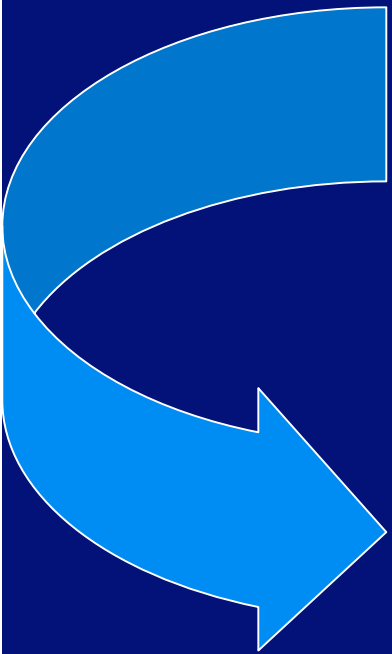

Taking Research to a New Level

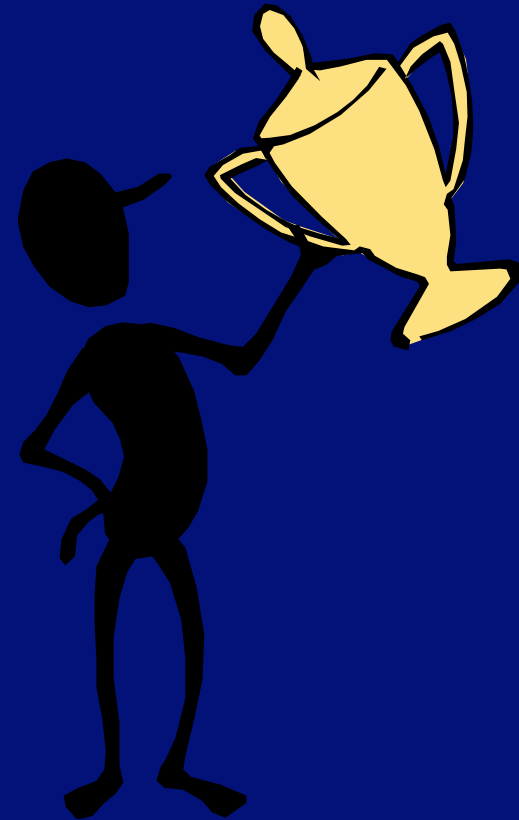
Technology and The Multiple Intelligences

By: *Candy Gordon, Recourse Center Director and
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Winnetka Public School District 36*



The Winning Combination!

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- Quality Websites and Resources
 - Essential Questions
 - Bloom's Taxonomy
 - Technology
 - Presentations using Multiple Intelligences



Information Literacy (Defined by American Library Association)

1. Know if there is a need for information
2. Identify information needed to address a given problem or issue
3. Find needed information
4. Evaluate the information
5. Organize the information
6. Use the information effectively to address the problem or issue at hand

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"I SPENT FIVE HOURS WORKING ON MY REPORT!
ONE HOUR TO GO TO THE MALL FOR AN INK CARTRIDGE,
TWO HOURS ON HOLD WITH TECH SUPPORT, 45 MINUTES
LOOKING FOR A SHEET OF WHITE PAPER, 30 MINUTES
SEARCHING FOR THE PERFECT FONT..."

Great Websites

American Library Association

Great Websites for Kids

Candy Gordon, Resource Center Director, Skokie Middle School, Winnetka, IL

<http://www.ala.org/greatsites>

Librarians pick the best websites for kids, parents and caregivers.

ARKive

<http://www.arkive.org/species/GES/>

Find pictures, information and video clips of endangered species throughout the world.

Biography.com

<http://www.biography.com/>

Read biographies and view interview clips about historical figures and celebrities.

CIA World Factbook

<https://www.cia.gov/cia/publications/factbook/index.html>

Find detailed information about nations around the world. Flags and maps are also included.

Exploratorium

<http://www.exploratorium.edu/>

This site allows users to visit this San Francisco Museum and its interactive exhibits. This museum features science, human perception and art.

Fact Monster

<http://www.factmonster.com/>

This free reference site comes from Information Please Almanac. Homework help is also available.

Kid's Place at the Internet Public Library

<http://www.ipl.org/div/kidspage>

This directory provides links to reference material, texts and periodicals. Topics are related to school subjects.

<http://www.ipl.org/div/teen/>

This site is designed for teens.

<http://www.ipl.org/div/kidspage>

<http://www.kidsclick.org>

Librarians created this annotated directory. It is categorized into content areas, and reading levels of websites are identified.

Library of Congress

<http://www.loc.gov/index.html>

Search the 110 million items in the collection, and visit exhibitions. Resources are available for kids, researchers and librarians.

Marco Polo Website

<http://www.marcopolo-education.org/home.aspx>

Find standards-based lesson plans, reviewed websites, great resources, assessments and student materials.

Smithsonian Institution

<http://www.si.edu/>

This group of Washington, D.C. museums is open to you. Find information and pictures from museum exhibits.

World Almanac For Kids

<http://www.worldalmanacforkids.com/>

This kid-friendly site provides information about a wide variety of topics. Also, games, quizzes and printable fun are available.

Young Authors Workshop

<http://www.planet.eon.net/~bplaroeh/>

This writing guide for students in grades 4 – 7 takes students through the writing steps and gives useful ideas. Links to other helpful sites are also given.

Candy Gordon, Resource Center Director, Skokie Middle School, Winnetka, IL



A Research Project

- Students choose a topic to research.
- Students seek an answer to their “Essential Question”.
- Students present their information using each of the intelligences -
(student may or may not choose to incorporate technology)

“The creative individual is a person who regularly solves problems, fashions products, or defines new questions in a domain in a way that is initially considered novel but that ultimately becomes accepted in a particular cultural setting.”

- Howard Gardner



Bloom's Taxonomy

- **Knowledge:** *Rote memory*
- **Comprehension:** *Translate, paraphrase*
- **Application:** *Transfer knowledge from one setting to another*
- **Analysis:** *Discover and differentiate the component parts of a larger whole*
- **Synthesis:** *Weave component parts into a coherent whole*
- **Evaluation:** *Judge the value or use of information using a set of standards*



Higher
Order

Multiple Intelligences + Bloom's Higher Order Thinking Skills = Great Presentations!

<i>Gardner's Multiple Intelligences</i>	<i>Bloom's Higher Order Thinking Skills</i>
Verbal	Compose, create, evaluate, revise,
Mathematical	Rate, value, evaluate, revise,
Spatial	Value, select, choose, judge,
Musical	Produce, order, create, conduct
Bodily-Kinesthetic	Arrange, set up, invent, build
Interpersonal	Organize, survey, decide, infer
Intrapersonal	appraise, recommend, order, end
Naturalist	deduce, infer, predict, edit



Use of Technology

<i>Gardner's Multiple Intelligences</i>	<i>Technology</i>
Verbal	Website creation, desktop publishing, iMovie
Mathematical	Spreadsheets, Timeliner
Spatial	Maps, photo-processing, graphic organizers (Inspiration)
Musical	MIDI, Garageband, singing software
Bodily-Kinesthetic	Sports software, hands-on LEGO to LOGO, eye-hand coordination games
Interpersonal	Electronic board games, blogging
Intrapersonal	Any self-paced program
Naturalist	Natural Geographic, nature simulation games (Amazon Trail)



Project Meets Standards - *Information Literacy*

INFORMATION LITERACY (researching project)

1. Access information efficiently and effectively.
2. Evaluate information critically and competently.
3. Use information accurately and creatively.

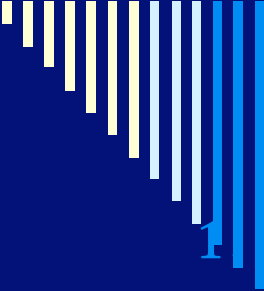
INDEPENDENT LEARNING (self-chosen topic and relating to the Multiple Intelligence)

4. Pursue information related to personal interests.
5. Appreciate literature and other creative expressions of information.
6. Strive for excellence in information seeking and knowledge generation.

SOCIAL RESPONSIBILITY

(topic could be a social issue, Intrapersonal Intelligence includes others in the presentation of research)

7. Recognize the importance of information to a democratic society.
 8. Practice ethical behavior in regard to information and information technology.
 9. Participate effectively in groups to pursue and generate information.
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Research Project Meets Standards-
Technology

BASIC OPERATIONS AND CONCEPTS

1. **SOCIAL, ETHICAL, AND HUMAN ISSUES**
 2. **TECHNOLOGY PRODUCTIVITY TOOLS**
 3. **TECHNOLOGY COMMUNICATION TOOLS**
 4. **TECHNOLOGY RESEARCH TOOLS**
 5. **TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS**
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Resources

- Armstrong, Thomas; *Multiple Intelligences in the Classroom, 2nd edition.*
- Baum, Susan, et al; *Multiple Intelligences in the Elementary Classroom: A Teachers Toolkit.*
- Lazear ,David; *Higher-Order Thinking the Multiple Intelligences Way.*
- McKenzie, Walter; *Multiple Intelligences and Instructional Technology*
- Nelson, Kristen, Nicholson-Nelson Kristen; *Developing Students' Multiple Intelligences (Grades K-8).*
- Stefanakis, Evangeline Harris; *Multiple Intelligences and Portfolios: A Window into the Learners Mind.*