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INTRODUCTION

THE FOUR GOALS OF TRAINING

Training trainers for Integrating Curricula with Multiple Intelligences consists of these four distinct goals:

- Goal 1: To understand the key concepts and the essence of the material
- Goal 2: To understand the “IRI Way” and the rationale that undergirds it
- Goal 3: To use the training manual as a resource guide
- Goal 4: To refine presentation, facilitation, and consultation skills

Let’s look at each of these goals more closely.

Goal 1: To Understand the Key Concepts and the Essence of the Material

The first goal of the Integrating Curricula with Multiple Intelligences seminar is content based. It targets the development of a knowledge base about brain-compatible learning, Fogarty’s integration models, and Gardner’s multiple intelligences. In addition, this content emphasizes team-building skills and using thematic learning and life skills to design and enhance the curricula.

· **Goal 2: To Understand the “IRI Way” and the Rationale**
· **that Undergirds It**

· Guided by a constructivist philosophy of learning, the “IRI Way” strives to take
· research-based ideas and transform them into teacher-friendly practices.
· Through our methodology, we move educational theory into practical class-
· room experiences. This methodology is infused with unique combinations of
· direct input from the instructor (presentation); large-group, small-group, and
· individual experiences (facilitation); and explicit attention to transfer to tailor
· the content to the client’s specific needs (consultation). Embracing the “IRI
· Way” helps ensure successful teaching and training results.

· **Goal 3: To Use the Training Manual as a Resource Guide**

· While Goal 1 targets knowledge of the content and deep understanding of the
· key elements, Goal 3 focuses on knowing where to find what you’re looking for.
· During the training seminar, the instructor brings the book alive. However, the
· training seminar is but the tip of the iceberg. What lies beneath the surface is
· uncovered by you as the need arises. Therefore, the manual and the book are
· resources for you to use as future guides and resources. Knowing them well
· will enable you to refer to them in any situation.

· **Goal 4: To Refine Presentation, Facilitation, and**
· **Consultation Skills**

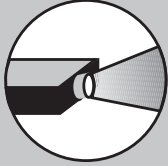
· To ensure opportunities to develop the three aspects of training skills—presen-
· tation, facilitation, and consultation—the seminar pivots around well-orches-
· trated small-group presentations of these essential elements. Both design and
· presentation skills are stressed, as well as processing techniques for assessing
· the overall effects of the mini-training. The presentation opportunities dictate
· deep understanding of content, and confidence in design and presentation
· techniques for meaningful transfer. These presentation opportunities also foster
· creativity and personal style. Guidance through positive feedback encourages
· personal growth and development in the three essential areas of skillful
· training.

· **WHAT PARTICIPANTS WILL LEARN**

· Within the context of the seminar, participants will become familiar with the
· four major content elements infused in the processes of integrating curricula
· through the multiple intelligences. In particular, attention focuses on (1) theo-
· ries that undergird the processes; (2) teacher teams that collaborate to plan,
· monitor, and assess the integration process; (3) development of themes of
· vigor and rigor; and (4) skillful use of lifelong threads that weave themselves
· into the curriculum. Specifically, participants learn to:

- 1. Understand brain-compatible learning
- 2. Utilize Fogarty’s ten integration models

UNDERSTANDING THE MULTIPLE INTELLIGENCES SYMBOLS



**VISUAL/
SPATIAL**

Show Me!

Give me the big picture.
Show me an overview.
Let me see the idea.



**LOGICAL/
MATHEMATICAL**

Why Bother?

What's the rationale?
Why does this make sense?
Why is this such a good idea?



**VERBAL/
LINGUISTIC**

Who Says?

Who are the leading voices?
What does the research say?
Who are the proponents of this
idea?



**MUSICAL/
RHYTHMIC**

I Hear It!

I hear the input.
I am internalizing the music,
rhythm, beat of this idea.
Its melody is in my head.



**BODILY/
KINESTHETIC**

Just Do It!

How do I use it?
How is it useful to me?
Let's dig in and do it.



**INTERPERSONAL/
SOCIAL**

Can We Talk?

Can we discuss the idea?
What are the pros and cons?
How can we evaluate this
critically and fairly?



**INTRAPERSONAL/
INTROSPECTIVE**

**What's in It
for Me?**

How does this affect me?
What is my connection to this
idea?
What will I get from this?