

1st time in India

FAQ'S OF Diploma program on Multiple intelligences & Blooms taxonomy in Classroom.

•Diploma program on Multiple intelligences in Classroom and Blooms taxonomy at a glance

Answer: Name of Diploma : Multiple intelligences in Classroom and Blooms taxonomy, Duration : 6 Months, No. of Modules : 6, Assignments : 6, No. of Tests : 2, Extension for the completion : 6 months, Date of Dispatch of modules : 20 of every month

•I am not a teacher. Should I do the course for identifying my child capability?

Answer : You are absolutely right. By doing this course the vision and Aim for your child shall be clear. Only 1% of the students otherwise are able to identify their inner potential and hence many people look for their interest jobs. By doing this course your children shall be really proud of you

•Why this course is good ?

Answer : Multiple Intelligence is a great way to access learners capabilities and then learner study through them. It makes studies more and more interesting.

•How is the course / study material ?

Answer : Self-explanatory, interactive and focused study material

•One teacher of our school has already done the course. Should I also do the course ?

Answer : Yes. Don't you want to be the best teacher in the School.

•Is it difficult to do the course ? Answer : No, it is very easy as the course design is in a very simplified form.

•My age is above 50 should I do the course ? Answer : Yes. Teachers are learners for life and this course shall improve on teaching skills.

•Will I get a teaching job after doing this course ? Answer : There is a huge demand of MIB trained teachers in the world. You shall be hand picked internationally after doing the course. You shall be in a great demand on a good salary on achieving the diploma.

•I am not teaching right now. Will this course help me ? Answer : This shall be a wonderful opportunity to learn at this time. You should be able to concentrate more on this course.

•Can I work and do the course at same time ? Answer : Yes. It shall make your teaching more interesting.

•When shall I start the course ? Answer : Any day and Anytime.

•Is your diploma recognized internationally ? Answer : Yes

Intorduction of Diploma in Multiple Intelligence & Bloom's Taxonomy in Classroom.

Way2Brain DMIT Pvt. Ltd. & SOE is a premier centre working towards improving the quality of education by providing perfect education related resources to school Principals, teachers, parents, students, administrators, coordinators, and researchers and to all other educational stakeholders. It has brought a revolution in teaching and learning practices and with the help of continuous mentoring from SOE; educators have gained an enriched knowledge on a variety of educational issues and practices. This has a direct implication for school improvement. The effort of SOE in providing rich contents on several educational activities has brought an excellence in school practices and has benefited a number of schools in the country and worldwide. SOE grapples with several educational links and provide effective tools and techniques for a successful implementation of innovative educational practices. It serves as a platform where educators can share their professional difficulties and can have a fruitful discussion with other educators for improving the educational practices. Way2Brain & SOE promotes social networking among educators so that smooth communication can take place among educators on teaching-learning practices and thus, with a problem sharing and problem solving approach, overall educational practices can be improved.

ASSOCIATION ABOUT SOE TRAINING DIVISION & WAY2BRAIN DMIT PVT. LTD.

After overwhelming response across the globe and over increasing demand of the learning fraternity, SOE launched its SOE Training Division. AIM It aims to train school principals, teachers, administrators, coordinators and even parents as it believes that education is a social responsibility and that each educational stakeholder must be trained on how to effectively dispense his/her best to learners. Training Division also works with an aim to prepare effective and committed cadres of educators who can work effectively towards students. overall development.

HOW? SOE Training Division is imparting training in form of „Train the Trainer. approach. It prepares master trainers who disseminate the gained knowledge and expertise to their colleagues and improve the capacity of their educational institutions. SOE Training Division works towards imparting effective training on school practices.

WHY? One of the major facts that SOE Training Division has realized is that the School Professionals run short of time due to increased burden of their demanding job.

WHAT? Keeping the WHY? fact in mind, SOE Training Division has introduced different diploma programmes to be conducted in a distance/online mode, that can make it convenient for school professionals as well as for other aspiring applicants to undergo this training programme along with successfully managing their current job.

COURSE AFFILIATION & RECOGNITION BY

We are affiliated by **Shri Venkateshwara University, Gajraula, J.P. Nagar (U.P.)**

International Association for Distance Learning

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ABOUT MI & BT

The theory of multiple intelligences was proposed by Howard Gardner in 1983 to more accurately define the concept of intelligence and to address the question whether methods which claim to measure intelligence (or aspects thereof) are truly scientific. Gardner's theory argues that intelligence, particularly as it is traditionally defined, does not sufficiently encompass the wide variety of abilities humans display. In his conception, a child who masters multiplication easily is not necessarily more intelligent overall than a child who struggles to do so. The second child may be stronger in another kind of intelligence and therefore (1) may best learn the given material through a different approach, (2) may excel in a field outside of mathematics, or (3) may even be looking at the multiplication process at a fundamentally deeper level, which can result in a seeming slowness that hides a mathematical intelligence that is potentially higher than that of a child who easily memorizes the multiplication table.

The Eight Intelligences:

1) Verbal-Linguistic

The Writer/Speaker Children with strong Verbal-Linguistic intelligence will have a propensity to produce language and sensitivity to the nuances, order and rhythm of words. These students love to read, write and tell stories. They have good memories for names, places, dates and trivia. Professionals with strong VL intelligence will be writers, public speakers, teachers, and actors. Some historical examples include Abraham Lincoln, T.S. Elliot and Charlton Heston.

2) Math-Logical - The Scientist

Children with strong Math-Logical intelligence has the ability to reason deductively and can recognize and manipulate abstract patterns or relationships. Students who have strong problem-solving and reasoning skills will excel in this intelligence. Adults with this intelligence will work as scientists, mathematicians, computer programmers, lawyers or accountants. Some historical examples include Albert Einstein, Nicolae Tesla, and Alexander Graham Bell.

3) Spatial - The Builder

Children with Spatial intelligence have the ability to create visual-spatial representations and can transfer them mentally or concretely. Students who exhibit this intelligence need a mental or physical

"picture" to understand the information being presented. Professionals in this intelligence are typically graphic artists, architects, cartographers and sculptors. Some historical examples include Frank Lloyd Wright, Pablo Picasso, and Bobby Fischer.

4) Musical - The Composer

Children with strong Musical intelligence have great sensitivity to the rhythm of sounds (e.g. pitch, timbre, composition). Students strong in this intelligence will enjoy listening to music and may ultimately work as singers, songwriters, composers, or even music teachers. Some historical examples include Ludwig van Beethoven, J.S. Bach, and Mozart.

5) Bodily-Kinaesthetic - The Athlete

Children with strong Bodily-Kinaesthetic intelligence gravitate towards athletics; however, they also may use their bodies to solve problems, or convey ideas and emotions. Students with BK intelligence will be good at physical activities, have good hand-eye coordination and may have a tendency to move around a lot while expressing them. Professionals using BK intelligence will include athletes, surgeons, dancers and even inventors. Some historical examples include Michael Jordan, Tiger Woods, and Andre Agassi.

6) Interpersonal - The Peacemaker

Children with strong Interpersonal intelligence work effectively in a group and understand and recognize the goals, motivations and intentions of others. Students with this intelligence thrive in cooperative, group work situations and are skilled at communicating, mediating and negotiating. Professionals in this intelligence may be teachers, therapists, and salespeople. Some historical examples include Mohandas Gandhi, Mother Theresa and Ronald Reagan.

7) Intrapersonal - The Philosopher

Children who are strong in the Intrapersonal intelligence have the ability to understand one's own emotions, goals and motivations. These students have good instincts about their strengths and abilities. This intelligence will be highly developed in professionals who work as philosophers, psychiatrists or religious leaders. Some historical examples include Eleanor Roosevelt and Sigmund Freud.

8) Naturalist - The Earth Lover

Children with strong focus in this intelligence will exhibit an affinity for all things nature. These students will enjoy and thrive when learning about nature topics, such as flora and fauna. Some professions with focus on this intelligence will include forest rangers, botanists, farmers and biologists. Some historical examples include Charles Darwin, John Muir.

BT (Blooms Taxonomy)

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behaviour important in learning. Bloom found that over 95 % of the test questions students encounter require them to think only at the lowest possible level...the recall of information.

Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation.

Six levels of Blooms:

1. Remembering / Knowledge or recall of data, expresses the natural urge to recall previously learned material. So knowledge, or being told, can be a foundation for very much learning. It provides a basis for higher levels of thinking, but is rote in nature. Insight rides on top of it.
2. Understanding / Comprehension, the ability to grasp meaning, explain, restate ideas, means understanding the basic information and translating, interpreting, and extrapolating it.
3. Application, or using learned material in new situations, involves using information, ideas, and skills to solve problems, then selecting and applying them appropriately.
4. Analysis suggests separating items, or separate material into component parts and show relationships between parts. It also means breaking apart information and ideas into their component parts.
5. Creating / Synthesis suggests the ability to put together separate ideas to form new wholes of a fabric, or establish new relationships. Synthesis involves putting together ideas and knowledge in a new and unique form. This is where innovations truly take place.
6. Evaluation is the highest level in this arrangement. Here the ability to judge the worth of material against stated criteria will show itself. Evaluation involves reviewing and asserting evidence, facts, and ideas, then making appropriate statements and judgments.

COURSE CONTENTS

1. MULTIPLE INTELLIGENCES

- . Introduction to multiple intelligences theory.
- . Description of multiple intelligences.
- . Application of multiple intelligences in classrooms.
- . Reflection on multiple intelligences.
- . Multiple intelligence test.
- . Checklist for assessing students. multiple intelligences.

2. BLOOM'S TAXONOMY IN CLASSROOM

- . Understanding bloom.s taxonomy.
- . Classroom application of bloom.s taxonomy.

. Thinking tools for classroom application of bloom.s taxonomy.

. Bloom.s taxonomy and rubrics.

3. INTEGRATION OF MULTIPLE INTELLIGENCES AND BLOOM'S TAXONOMY

. Understanding differentiated instruction, integrated curriculum and authentic assessment.

. Integrating multiple intelligences and bloom.s taxonomy.

. Integrated grid matrix.

4. ECHNOLOGY INTEGRATION WITH MULTIPLE INTELLIGENCES AND BLOOM'S TAXONOMY

. Introduction.

. Multiple intelligences and technology.

. Software applications for enhancing multiple intelligences.

. Bloom.s digital taxonomy.

5. MULTIPLE INTELLIGENCES BASED ASSESSMENT

. Multiple intelligences and assessment.

. Authentic assessment approach to multiple intelligences.

. Assessment methods for differently smart students.

. Multiple intelligences and portfolio assessment.

6. MULTIPLE INTELLIGENCES AND BLOOM'S TAXONOMY (RESOURCE GUIDE)

. RESOURCES FOR MULTIPLE INTELLIGENCES

. Eight Intelligences Illustration Chart

. Eight Intelligences Summary Chart

The Engaging Wheel for Multiple Intelligences

. Apply the Engaging Wheel

. Multiple Intelligence Teacher-centred and Child-centred Activity Table

. MI Project Ideas Chart for Teachers

. MI Unit Planning Template

- . MI Project Planning Template
- . MI Lesson Template
- . Career Booklet for Multiple Intelligences
- . Learning Pronunciation through Multiple Intelligences Activities
- . Multiple Intelligences Test (MIT)
- . Multiple Intelligence Quiz
- . Curriculum Differentiation Guide
- . RAFT (ROLE AUDIENCE FORMAT TOPIC): Writing Skill Tool
- . THINK-TAC-TOE Planning Tool
- . RESOURCES FOR THINKING SKILLS (BLOOM.S TAXONOMY)
- . Bloom.s Taxonomy: Activity
- . BAT Learning Wheel
- . The Select Activity Wheel
- . Thinking Tool Kit for SMART learning and High Order Thinking
- . Self-Assessment Rubric for Thinking Skills
- . Bloom.s Thinking Level Key Words and Question Chart

DURATION & STRUCTURE

The course for „Diploma in Multiple Intelligence in classroom and Blooms Taxonomy. will be transacted in 6 Months (6 Modules to be covered) Extension can be given upto the period of 6 months (Only in special cases) Date of joining- You can join the course in any month

COURSE PROCESS

Students will have their personal tutors who will guide them through course material. Students can make use of e-mail to correspond with tutors and all students will have the facility to interact with the tutors through the discussion forum and chat facility on our website. The course has 6 modules that have to be covered within 6 month duration. You can join the distance learning course in any month and there will be no specific beginning of the academic year. The 6-month duration will be counted from the date you have joined the course.

MODE OF COURSE

The distance course will have two modes depending on the suitability of the applicants:

POSTAL

Study materials (CD / DVD) will be couriered to you at your residential address. Personal tutors will be allotted to guide you through the course content. You can correspond with your tutor through email or chat facility at fixed intervals. Upon enrolling, you will be allotted a personal tutor, whom you may contact when require any assistance.

ONLINE

You can download the study material online from our website/email it to you. Personal tutors will be allotted for online mode too. You can correspond with your tutor through email or chat facility at fixed intervals. Upon enrolling, you will be allotted a personal tutor, whom you may contact when require any assistance.

ADMISSION PROCESS

Admission is open to all aspiring candidates including principals, teachers, students, parents, administrators, coordinators, etc. Aspirants need to fill up the application form. Application form can be downloaded from our website. Complete application form along with an enclosed bank draft for the course fee made in favour of "WAY2BRAIN DMIT PVT. LTD", payable at AHMEDABAD - India, should be sent to our postal address through registered post or courier. On envelope you are required to mark the type of diploma program you wish to undergo. It should be distinctly marked as 'ADMISSION FOR DIPLOMA PROGRAM IN MULTIPLE INTELLIGENCE IN CLASSROOM'.

Postal/Correspondence Address:

WAY2BRAIN DMIT PVT. LTD.

5, NATIONAL CHAMBER,

2nd FLOOR, NEAR CITY GOLD,

ASHRAM ROAD, AHMEDABAD - 9

CALL – 9328692522

Course Application Form

Mr. /Mrs. /Miss. : _____

Address : _____

City : _____ State : _____ Pin Code : _____

Office Phone No. : _____ Mobile No. : _____

E-mail : _____

Date of Birth : / / Highest Qualifications : _____

Present Occupation : _____ Work Exp. Years : _____

Payment Mode : Cash / Cheque / D.D. No : _____

Bank Name & Branch : _____

How did you hear about this course ? _____

Reason for applying to this course _____

I hereby solemnly and sincerely affirm that

1. The particulars given above by me are true.
2. The study material will be sent to me in this correspondence course will be for my personal use only and that I will not duplicate or copy them in any form nor use for any commercial purpose.
3. I shall abide by the evaluation and decisions of my assessors and examiners.

Date : / / Place : _____ Applicant Signature : _____

Req. Document Xerox : Address Proof / 1 Photo / Last qualification mark sheet / Cash or Cheque deposit slip.

Cash Deposit in following account.

Punjab National Bank C. A/c No – 4488002100005066 A/c Name : WAY2BRAIN DMIT PVT. LTD.

Branch : Chandkheda, Ahmedabad – 382424 IFSC – PUNB0448800

TEAM BEHIND THE COURSES

Mr. K.C Tandon has completed his education from Vishwa Bharti University at Shanti Niketan (West Bengal). He started his career from Birla Public School, Pilani in 1958. Then he shifted to Punjab Public School (Nabha). After having worked in various positions in 1980, he took up a challenging project of establishing a new School at Rajpura (Punjab), which became a very popular School in the surrounding area. After that, there was no looking back. He has established more than 15 new Schools in various parts of North India. He is the founder of Dewan Public School, Godwin Public School, Darshan Academy, K.L International, Gargi Girls School in Meerut and Dewan Public School in Hapur. All these Schools have achieved great heights under his guidance. He has also been the Consultant Advisor of many Schools. He has been the head examinee for I.C.S.E & C.B.S.E for a long tenure .

Mr. Vishal Jain, is a young educator and various National Awards winner, Principal, Shanti Niketan Vidyapeeth, Meerut, Chief Editor and CEO School of educators, Managing Director Leo Cvishal.jpg.H.C.Pvt. Ltd. (An ISO 9001 company developing School Management software) ,Consultant for various Schools and expert on Multiple Intelligence and other School management related skills.He is B.E. (Computer Science), B.Ed., MBA ,M.Ed* , is a globe trotter having travelled whole of Europe, Asia Pacific, China Etc. He is a great sportsman with a keen interest in hockey, soccer, tennis, badminton etc. and athletics; he finally believes that only a healthy body can contain a healthy mind. Mr. Vishal Jain strongly believes that ordinary educators are capable of extraordinary student's development and that the key to this is creating highly charged educators. He takes a personal interest in developing teams and leaders and invests significant time as a faculty in "Leadership Development Programmes" and "Teacher Training processes" .Vishal Jain is deeply involved in trying to improve Quality of School education through his initiative. The financial resources to this mission are personally contributed by Vishal Jain.He is a strong believer of Alvin Toffler and believes in "Learn Unlearn and Relearn" policy for any individual to excel in life. He regularly conducts various workshops and seminars all over India and abroad. He has conducted workshops for CBSE, NUEPA, Air force School Principals , CBSE Sahodaya Complexes, Gurgaon Progressive Schools council etc. There would be no exaggeration if he is termed as "Renaissance Man" who affects the lives of the students.

Deepshikha - Deepshikha is a research scholar in the National University of Educational Planning and Administration (NUEPA), New Delhi, and is currently doing research in the area of Inclusive Education for children with special needs. Deepshikha has graduated (B.A. – English, Ancient Indian History and Computer Application) and post-graduated (M.A. – Women Studies) from Isabella Thoburn College, Lucknow. She has topped Lucknow University examination in M.A. Women Studies. She has qualified UGC-NET (Women studies) in 2007. Her interest areas of research in education are inclusive education, community participation in education and gender discrimination. She believes that all educators must conduct educational research at their own level in order to bring significant improvement in the education system because research is the only way that leads to new knowledge, innovations and finally development. She holds a field-attachment experience in State Council of Educational Research and Training (SCERT), Lucknow and District Institute of Educational Training (DIET), Lucknow. She aspires to be an academician and to serve the education system by being a policy maker. Deepshikha has interest in dance, yoga, sketching and exploring new places. She writes articles and research papers on education and loves to exchange knowledge and experiences. She believes that learning is an ongoing process that starts from cradle and ends in grave and everybody has something to learn from others. The road of learning has no end but walking on it gives immense joy, satisfaction and empowerment.

Archna Sharma, Principal, Sanmati school, Indore

J. K.Singh, Principal, Alpha Beta School, Jaipur

Bindu Sharma, Principal and Associate Director ,Rayat International School, Ropar- Punjab