How Can I Use Technology to Address Students’ Multiple Intelligences and Learning Styles in My Target Classroom?

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Setting and Context

The setting for my capstone experience will be in my Target classroom at Addison Elementary School in Marietta, Georgia during the school year of 2017-2018. Addison is a public elementary school located in a suburban area in the eastern portion of the Cobb County School District and currently serves 610 students from kindergarten to grade five. Addison currently has 46 fulltime teachers and 13 paraprofessionals. The students come from a diverse ethnic and economic background. The demographics of Addison are as follows: White/Caucasian- 52.3%, Hispanic- 20.0%, Asian-7.7%, Black- 14.9%, Multi-racial- 4.1%, and American Indian & Hawaiian Pacific-1% (Cobb County Schools, 2017). The school’s population is also made up of 36% economically disadvantaged, 16.4% Early Intervention Program(EUIP), 9.0% are English Language Learners (ELL), 23.8% are in the gifted Advance Learning Program (ALP), and 16.7% are in Special Education (Cobb County Schools, 2017).

Addison Elementary opened in August of 1988, and was named for Cobb County educator and business man Walter Pickney Addison. It became Georgia’s very first charter school in 1995 and continued in the charter program until 2012. After the school year of 2012-2013, Addison’s stakeholders decided not to renew their charter membership. The current administration staff consists of one principal Susan Hallmark, an assistant principal Brad Cohen, and the support and services administrator Cara Tucker. Mr. Cohen has been in leadership with Addison for eight years; Mrs. Hallmark has been principal for three years, and this is Mrs. Tucker’s first year on the leadership team.

When it comes to technology, Addison Elementary is striving to reach the 21 century technology innovations. Currently, the school is actively creating a learning commons in place of
the current Media Center. This incorporates about 30 desktop computers, two Smartboards, eight iPads, two interactive tables, and other technology devices that will be available to all the students and staff members in the building. Addison implements the Bring Your Own Device (BYOD) program with the upper elementary grades and has one iPad cart with 25 iPads available for all the grade level teachers to sign out daily. Addison has a full-size classroom that has been converted into a computer lab. This lab houses 20 desktop computers and a Smartboard and is constantly being used. Teachers are provided a designated time to use them each week. Each classroom at Addison Elementary has two or three desktop computers as well as a class set of i-Respond remotes. A Technology Training/Integration Specialist (TTIS) works at the school one day a week. The TTIS, Denise Hazlett, provides a few technical professional-develop classes for teachers throughout the school year. Her goal is to help teachers better integrate technology into their classroom instruction.

The school has been through many changes with its school improvement plan and professional development focus. It has recently become a Leader in Me school. Leader in Me is a process to developing a culture of leadership based on Stephen Covey’s philosophy of practicing seven habits: be proactive, begin with the end in mind, put first things first, think win-win, seek first to understand and then to be understood synergize, and sharpen the saw. This leadership development is about helping children utilize the seven habits to become leaders of their own lives, by identifying their own abilities and talents and encourages them be difference makers in our community (Covey, 2009). Throughout the years, Addison has often changed its primary focus and school improvement plan. This school year, it is striving to increase their College and Career Ready Performance Index (CCRPI) and improve its Leader in Me program (Addison Elementary Strategic Plan, 2017). Although, the media center is being fully transformed into a
technical learning commons, technology is not a primary focus in the school’s improvement plan.

When it comes to technology innovations, laggards and adopters, the teachers at Addison have a much higher percentage of laggards than adopters (Robinson, 2009). The laggards are either disinterested in implementing technology into their classroom instruction or are hesitant to try new software and applications with their students. Instead, they will use the technology as a reward for free-time play or a game station. The teachers who are adopters see the improvements technology makes in their classrooms and are eager to learn more about technology usage. A majority of these teachers use the technology to assist their students with their struggles. While the Cobb County School District is purchasing new technology for the teachers and students to use, it is not being utilized to reach their individual student’s learning style.

As teachers, we must provide a fair and equal education to all of our students. We are continuously encouraged to use student’s assessment and diagnostic data to drive our classroom instruction and make our lessons more personalized to each student’s learning style. Special Education students and English Language Learners have an official individual evaluation document that will address their learning modalities and provides the teachers with strategies for teaching the students effectively. Gifted students also have different multiple intelligences and are not provided with a personalized learning document or environment. Technology provides activities and lessons that will engage students at various ability levels and intelligences. With all the technology Addison is receiving, I can now provide my gifted students with individualized instruction and lessons based on their multiple intelligences.
Statement of Problem and Need and Rationale

Teachers are continuously reminded to differentiate their classroom instruction to help develop skills which address individual learning differences. We are reminded from our administration and memorandums from the county office of the importance of reaching our students’ individual needs and promoting student engagement. Nevertheless most teachers make few modifications to their instruction based on learner variance. Significant research has been provided to support the positive results with differentiating instruction based on a model of addressing student interest and learning profile (Tomlin et al. 2003). Teaching is not a one-size-fits-all. From the research, it is a deep cultural change to customize schooling for individual learners, instead of mass producing students who have been taught the same thing in the same way. Special Education and English Language Learners (ELL) have a legal document known as an Individualized Education Program (IEP) differentiating their instruction from other students in the classroom. This IEP supports their learning style to help keep them engaged with the learning process and provide them success. According to the Teacher Key Evaluation System (TKES) our instructional lesson plans and classroom strategies must provide the evidence for using a variety of data and real world resources to plan differentiated instruction. With these requirements, teachers are evaluated twice a year through the TKES standards (GADOE, 2015). All students should have an individual education plan, not just the students with an IEP.

As educators, we strive to meet the needs of each of our students by providing a personalized learning plan that develops learning goals and ways to be successful (Reigeluth et al., 2015). Being a seasoned teacher, I know it is essential to provide all students with individualized support, so they can believe in themselves and take ownership of their learning. Giving students the opportunity to learn according to their multiple intelligence and learning
style helps them develop the key ideas to make personalized learning work. This personalized learning encourages the flexibility to support standard mastery and also allows learners to influence how and what they learn (Basham, Hall, Carter Jr, & Stahl. 2016).

It is pertinent to design a classroom culture that supports a variety of learning styles while implementing the use of constantly changing technology (McKenzie, 2012). I have learned all students are unique learners (not just special education and ELL students) and a single way of instruction will not meet the needs of each student. Therefore, strategies and concepts should be presented in multiple context. My school has renovated a classroom to be an official Guided Reading room. The shelves are packed with reading novels, textbooks and teacher lessons (all visual teaching tools) to help increase students’ comprehension, vocabulary, fluency, and other various reading skills. There is a complete absence of technology in the Guided Reading room. These resources are encouraged to be used with our lower readers, so the rest of the student population is taught as a whole without specialized instruction. Instead of pouring hundreds of dollars into textbooks for a specific group of students, who may not even be verbal learners, why not pay closer attention to a student’s interest and learning style? McKenzie (2012) expresses in his research, all students can benefit from individualized instruction by focusing on their learning styles and intelligences. Multiple Intelligences can help identifying key instruments in effective student learning with the use of technology. It can lead to the design of e-learning tools that go beyond content dumping or continue with the heavy reliance upon text based learning (Edmondson, 2007). Research has proven a learner’s motivation is fueled by intrinsic interest, values, as well as attitudes (McKenzie, 2012).

To compete in the world marketplace, our education system has adopted the College & Career Readiness Performance Index (CCRPI). The CCRPI is a comprehensive school
improvement and accountability plan for all of Georgia’s educational stakeholders (GADOE, 2016). With this challenge, students must acquire twenty-first century skills, and with technology these skills can be presented. The teacher’s instruction must focus on student achievement so the technology integration is effective and one of the best ways to meet these needs is to differentiate classroom instruction through the use of Gardner’s Multiple Intelligences (McCoog, 2007).

Howard Gardner’s theory of Multiple Intelligences emphasis there are eight multiple intelligences human beings possess: verbal / linguistic intelligence or intelligence of words; math / logic intelligence or intelligence of numbers and reason; visual / spatial intelligence or the intelligence of images, drawing and painting; musical rhythmic intelligence or intelligence of tone and rhythm; body kinesthetic intelligence or intelligence of the whole body; interpersonal intelligence or intelligence of social interaction; intrapersonal intelligence and self-awareness intelligence and, naturalistic intelligence or intelligence of regularities and behavioral patterns (Gardner, 2003). Since students have differences amongst their intellectual profiles, then it only makes sense to develop an educational plan that focuses on their multiple intelligence. Research by Andronic and Andronic (2016) support that students remember instructional material better if they learn the content in their own style. Too often students are labelled as having learning difficulties or being hyperactive, but in reality they are not engaged in the learning through a task suited for their type of intelligence (Andronic & Andronic, 2016).

As teachers, we know students are fully engaged in a lesson when the iPads or laptops are brought into the classroom. Their attitudes greatly change when they know they will be interacting with technology for a specific skill or task. We have seen with our own eyes how technology provides students with an interactive learning environment rather than a passive environment. Effective e-learning depends on students interacting with the knowledge and
information on the screen and making active choices, rather than passively reading line after line on a screen (Edmondson, 2017). For example, students can construct models to illustrate a dynamic process, program an object to perform a specific skill, and the opportunities are endless. Technology can provide a self-awareness in learning, by allowing them to take necessary breaks and save their work, they can return to it later, check their progress, and develop a plan for successful completion (Edmondson, 2017).

By focusing on multiple intelligences, this capstone will address the need for ALL students to be fully engaged in their learning process. Through my project, teachers will gain the knowledge how multiple intelligences and technology opens a world of discovery for our students. Educational plans are not a one-size-fits-all. Stated by McCoog (2007), “Thoughtful and purposeful use of technology has a great impact on student achievement. It allows other avenues to be explored and helps in the process of differentiating instruction” (p. 27). Through this capstone, I will show how the combination of technology and multiple intelligences is a win-win situation for my Leader in Me community.

**Objectives and Deliverables**

My overall goal is to influence teachers to utilize technology into their lessons for the purpose of creating a personalized learning environment for their students. I will be using my gifted classroom as an example demonstrating the success students achieve when their multiple intelligence is merged with technology. Teachers will learn how to use technology effectively to help students improve their overall understanding of the standards and take ownership of their own learning. The goal of my project will be based on the following objectives and deliverables and achieved by the end of the school year (May 2018):

**Project Objective:** By October 6, 2017, I will help increase teacher’s confidence of utilizing technology for their students’ individualized learning environment by 25%.
Deliverables:

1. Create a needs assessment for teachers regarding their confidence level of utilizing technology for their students’ individual learning styles.

2. Provide teachers with a list of research-based technology tools that will enhance students’ learning environment on Microsoft Office 365 (O365).

3. Provide teachers with pictures and videos of my gifted students being engaged in their learning process. The pictures will show students working on a standard using specific Web 2.0 tools merged with their learning style.

Project Objective: By December 8, 2017, I will increase the awareness teachers have of their individual students’ multiple intelligences by 75%.

Deliverables:

1. Create a survey addressing the teacher’s knowledge of each of the multiple intelligences.

2. Organize a professional development workshop teaching about each of the multiple intelligences.

3. Teach the testing process for determining MI of their students.

4. Teachers will self-assess their own multiple intelligence.

5. Create a post survey addressing the knowledge teachers have gained through this workshop about multiple intelligences.

Project Objective: By May 11, 2018, fifty percent of the teachers who attended the MI workshop will have at least five lesson plans showing differentiation with technology and their students’ learning style.
Deliverables:

1. Create a power point with slides for each intelligence and its suggested Web 2.0 tools.
2. Construct example lesson plans including the Web 2.0 tool, multiple intelligence, and standard being taught.
3. Create a Padlet and have teachers post their lessons addressing the Web 2.0 tool, student’s MI, and standard.
4. Develop a questionnaire for the teachers addressing the impact that a personalized learning environment has on student learning, and the number of successful lessons taught with technology focusing on the MI.

PSC Standards

The Georgia Professional Standards Commission is clearly supported throughout my goals and objectives with heavy interest in the second standard. The second standard is focused on the teaching, learning, and assessment domain. With this domain, an individual must demonstrate the knowledge, skills and dispositions while effectively integrating technology into their classroom. Throughout the school year, this project provides teachers a variety of tools to create a personalized learning environment for their students’ multiple intelligence. The Web 2.0 tools, which will be provided, will directly support this domain.

- **2.3 Authentic Learning** Candidates model and facilitate the use of digital tools and resources to engage students in authentic learning experiences.

- **2.4 Higher Order Thinking Skills** Candidates model and facilitate the effective use of digital tools and resources to support and enhance higher order thinking skills (e.g., analyze, evaluate, and create); processes (e.g., problem-solving, decision-making); and
mental habits of mind (e.g., critical thinking, creative thinking, metacognition, self-regulation, and reflection).

- **2.5 Differentiation** Candidates model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals.

- **2.6 Instructional Design** Candidates model and facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences.

Domain three is another set of standards directly related to my project. With this domain, individuals need similar knowledge, skills, and dispositions as domain two, as well as a need to concentrate on creating, supporting, and managing an effective digital classroom. I will be providing them support for this digital environment with my tutorials, example lesson plans, and power points.

- **3.2 Managing Digital Tools and Resources** Candidates effectively manage digital tools and resources within the context of student learning experiences.

- **3.3 Online & Blended Learning** Candidates develop, model, and facilitate the use of online and blended learning, digital content, and learning networks to support and extend student learning and expand opportunities and choices for professional learning for teachers and administrators.

Domain five is supported in my project through the workshop and evaluations occurring throughout my project. I will have a professional workshop focusing on multiple intelligences.
and several surveys, questionnaires, and a needs assessment stretching throughout the school year.

- **5.2 Professional Learning** Candidates develop and implement technology-based professional learning that aligns to state and national professional learning standards, integrates technology to support face-to-face and online components, models principles of adult learning, and promotes best practices in teaching, learning, and assessment.

- **5.3 Program Evaluation** Candidates design and implement program evaluations to determine the overall effectiveness of professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.

**Project Description**

In this project, I am encouraging teachers to create a personalized learning environment involving students’ multiple intelligences and technology. This will expand the depth and breadth of independent thinking. I am providing the necessary technology tools for teachers to increase their pedagogical understanding of technology use with individualized learning. In turn, this will increase the efficacy of teacher’s lesson plans. The outcome of this will provide each student at Addison Elementary a more individualized learning experience that will create a sense of ownership and offer an authentic learning environment.

**First project activity.**

The first milestone of my project will be evaluated on October 6, 2017, with the expectations of having an increase in teacher’s confidence in utilizing technology for their students’ individualized learning by 25%. I will begin this journey with a needs assessment for the Addison teachers to gather a baseline for their usage of technology in the classroom. A google document will be used to create this online survey. It will also address their confidence
level for implementing technology into their instruction toward their students’ learning styles. The google survey is supported through standard 5.3 Instructional Design. The results of this survey are used to improve teacher pedagogical skills and increase student learning. After evaluating their needs assessment, I will reach out to teachers who are apprehensive towards using technology in the classroom and share some simple programs on our iPads for them to explore. Since all of the teachers have an account on O365, I will provide them with a list of researched based technology tools that will enhance their students’ learning. The technology standard 2.4 (Higher Order Thinking Skills) supports the effective use of technology to enhance higher order thinking skills. To further influence their decision of implementing technology into their classroom, I will have a folder on O365 with pictures of my students fully engaged in their lesson. These pictures will display their active engagement with a Web 2.0 tool merged with their MI. The technology standard 2.3 (Authentic Learning) supports and the use of digital tools for engage students in an authentic learning environment. Table 1 provides a visual for these activities, objectives, and standards.

**Second project activity.**

My second milestone will achieve the goal of increasing teacher’s awareness of their students’ multiple intelligences by 75%. To achieve this goal, I will begin with planning and facilitating a teacher workshop, supported through technology standard 5.2 (Professional Learning). I will use iRespond to collect data from the teachers regarding their knowledge of multiple intelligences. During my workshop, I will teach the eight multiple intelligences, have the teachers self-assess their own intelligence, and provide a post survey collecting the knowledge they gained from my workshop. The post survey, which is supported by technology standard 5.3 (Program Evaluation), is used to determine the overall effectiveness of my
workshop as well as the teacher’s content knowledge. Table 1 provides an alignment of these activities, objectives, and standards.

**Third project activity.**

The final goal of my project is for fifty percent of the teachers attending my MI workshop to have at least five lesson plans showing differentiation with technology and their students’ learning styles. To reach this goal I will have a well-developed power point illustrating each intelligence supported by several Web 2.0 tools on 0365. Management instructions regarding these digital tools for my teachers are addressed in standard 3.2 (Managing Digital Tools and Resources). Example lesson plans for the teachers to use in their classroom will also be provided. These plans will address each intelligence and the technology to enhance their student’s learning. Technology standard 2.5 (Differentiation) demonstrates how I am utilizing technology-enhanced learning experiences to create appropriate differentiation. To gain an understanding of how many teachers are incorporating this change into their classroom, I will develop a Padlet for teachers to post their differentiated technology lessons. The last activity to reach this goal is to develop a questionnaire for the teachers addressing how differentiated technology infused lessons have impacted their student’s learning. This deliverable is supported through the technology standard 5.3 Program Evaluation and Table 1.
Table 1

*Project Activities Alignment*

<table>
<thead>
<tr>
<th>Project Item/ Activity</th>
<th>Project Objectives</th>
<th>Deliverables</th>
</tr>
</thead>
</table>
| Create a needs assessment & provide references for technology tools | Increase teacher’s confidence of utilizing technology for their students’ individualized learning environment.                                                                                                                      | 1. Create a needs assessment of teacher’s confidence level.  
2. Provide technology tools to enhance students’ learning on Microsoft Office 365 (O365).  
3. Provide pictures and videos of students engaged in their learning process.                                                                                   |
| Comprehend, evaluate, and assess multiple intelligences | Increase the awareness teachers have of their individual students’ multiple intelligences.                                                                                                                                               | 1. Create a pre-survey addressing the knowledge of multiple intelligences.  
2. Organize a professional workshop about multiple intelligences.  
3. Teach the testing procedure MI.  
4. Teachers self-assess their multiple intelligence.  
5. Create a post-survey addressing knowledge gained from workshop.                                                                                              |
| Create resources to align Web 2.0 tools with the 8 multiple intelligences | Half of the teachers from the workshop will have five documented lesson plans with technology and individualized learning styles.                                                                                             | 1. Create a power point with intelligences and Web 2.0 tools.  
2. Construct sample lesson plans each multiple intelligence and standards.  
3. Create a Padlet for the teacher’s shared lessons.  
4. Develop a questionnaire addressing the impact of a personalized learning.                                                                                   |

100 Total Hours
Evaluation Plan

The purpose of this project is to support an individualized e-learning environment focused on a student’s multiple intelligence. There will be several processes evaluated over the course of implementing this project. The evaluation tools range from face-to-face interaction with the teachers, teacher surveys created on Google, a Padlet template to encourage teacher collaboration, and teacher formative and informative observations. These evaluative measures will be used to determine the effectiveness of the objectives and activities in my project. The second PSC standard most effectively describes this project, which is the teaching, learning, and assessment domain. This domain expresses one must demonstrate the knowledge, skills, and dispositions while effectively integrating technology into the classroom. This standard as well as other PSC standards will be evaluated throughout my project.

First project item/activity.

The first project activity is to create a needs assessment for my peers and provide references for technology tools. The objective that supports this is to increase teacher’s confidence of utilizing technology for their student’s individualized learning environment. I will begin by creating a needs assessment survey with Google Forms to help determine staff needs and current technology integration for student’s personalized learning. After analyzing the survey’s results, I will be able to decide which technology tools and resources will be needed to assist the teacher’s confidence and implementation of technology in their classroom. A variety of Web 2.0 tools will be posted through Microsoft Office 365 and in a folder on the school server. With emails and face-to-face interaction, I will be encouraging the teachers to try these resources with their own students. To spark the teacher’s interest, photos and videos of my
students will be posted on O365 to demonstrating the positive effects technology has on a student’s learning. This objective is supported through the PSC standards 2.3- 2.6.

Second project item/activity.

The second project activity is for my project involves the knowledge of the eight multiple intelligences through evaluation, teaching, and assessment. The objective this activity supports is to increase the awareness teachers have of their individual student’s multiple intelligence. By providing a pre-survey with Google Forms addressing the teacher’s prior knowledge of multiple intelligences, I will be able to create an outline for my professional development workshop. My professional workshop will teach about the eight multiple intelligences (MI) and address technology tools that enhance each intelligence’s learning. Teachers will be engaged in the actual testing procedures for the eight MI. While viewing pictures on the screen of my students engaged with technology according to their MI, they will share their own MI results with their grade level teams. I will Analyze the teachers’ self-assessments and provide them with charts and graphs (from the Gifted Department) explaining their results. To evaluate this objective I will release a post-survey (through email) addressing the knowledge they gained from the MI workshop. This objective is supported through the PSC domain five, specifically standards 5.2 and 5.3. These two standards address the professional learning and program evaluation conducted through my workshop.

Third project item/activity.

The third and final project activity involves providing a resource of useful technology tools aligned with the eight multiple intelligences. The objective is to have approximately half of the teachers who attended my workshop utilizing technology with their students’ individualized
learning style. To reach this objective one of the deliverables is to create a power point for the teachers aligning each intelligence to a variety of Web 2.0 tools. This power point will be accessible through O365 and the school server. Then, I will be constructing sample individualized lesson plans through the online website On Course for the teachers to easily access. Another deliverable is for teachers to share their success stories of their utilization of technology for an individualized learning. Their success stories will shared through a Padlet. They will be encouraged to post their lesson plans and observations (formative or informative) of their students’ learning. A final evaluation tool will be a teacher questionnaire addressing the impact and changes in their classroom resulting from a personalized learning environment.

Domain three and PSC standards 3.2 and 3.3 address the management of digital tools and a blended learning with this activity/objective.

**Project Timeline**

The timeline for this project will take place over the school year of 2017-2018. The project will begin with the development of a pre-survey to determine the level of personalized learning and teacher’s confidence level with technology. The results gathered help determine the level of technology used by the teacher for individualized learning. The hours needed for each project item/activity, or evaluation is noted in Table 2. The final part of my project will be to construct a final post questionnaire addressing the impact of a personalized learning environment and the results of the project. This part of the project will take approximately 6 hours to create, administer, and analyze the collected data. The entire project will take approximately 108 hours to complete. The resources necessary to carry out my project are displayed in Table 3.
### Table 2.

**Project Timeline**

<table>
<thead>
<tr>
<th>Month</th>
<th>Project Item/Activity, or Evaluation Item</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Create a needs assessment survey with Google Forms to help determine staff needs and current technology integration for student’s personal learning.</td>
<td>3 hours</td>
</tr>
<tr>
<td>August</td>
<td>Analyze survey results to determine the technology tools and resources needed.</td>
<td>4 hours</td>
</tr>
<tr>
<td>September</td>
<td>Provide technology tools to enhance students’ learning on Microsoft Office 365 (O356) and the school’s server.</td>
<td>10 hours</td>
</tr>
<tr>
<td>September</td>
<td>Visit teachers (one-on-one) regarding their apprehensiveness to personalized technology enhanced environment.</td>
<td>3 hours</td>
</tr>
<tr>
<td>September</td>
<td>Email teachers reminders of the technology resources on O365 and the school server.</td>
<td>2 hours</td>
</tr>
<tr>
<td>September</td>
<td>Provide pictures and videos of my students engaged in their learning process (merging their MI with technology) on Microsoft O365 and/or School Server.</td>
<td>10 hours</td>
</tr>
<tr>
<td>October</td>
<td>Create a pre-survey with Google Forms addressing the teacher’s prior knowledge of multiple intelligences.</td>
<td>2 hours</td>
</tr>
<tr>
<td>October</td>
<td>Use survey results to create an outline for my professional development workshop.</td>
<td>2 hours</td>
</tr>
<tr>
<td>November</td>
<td>Organize the technology tools and resources for my professional workshop about multiple intelligences.</td>
<td>15 hours</td>
</tr>
<tr>
<td>November</td>
<td>Teach the testing procedure for determining Multiple Intelligences.</td>
<td>1 hour</td>
</tr>
<tr>
<td>November</td>
<td>Teachers self-assess their multiple intelligence and share the results with their grade level team members. They will then see pictures of my students engaged with technology according to their MI.</td>
<td>1 hour</td>
</tr>
<tr>
<td>November</td>
<td>Analyze the teachers’ self-assessments and provide them with charts and graphs (from the Gifted Department) explaining their results.</td>
<td>8 hours</td>
</tr>
<tr>
<td>December</td>
<td>Create a post-survey using Google Forms addressing knowledge gained from workshop and email to the attendees.</td>
<td>2 hours</td>
</tr>
<tr>
<td>January</td>
<td>Analyze the survey and Create a power point with intelligences and Web 2.0 tools.</td>
<td>20 hours</td>
</tr>
</tbody>
</table>
February  Construct sample lesson plans for the teachers using On Course and EATS format for each of the multiple intelligences with standards. Post in Microsoft O365 and on the school server.  15 hours

April  Create a Padlet for the teachers to share their MI lesson plans, changes in the classroom, and observations. Send out frequent reminders for teachers to view their peers’ success stories.  15 hours

May  Develop a post-questionnaire using Google Forms, addressing the impact of a personalized learning environment and the results of the project.  6 hours

Total 108 hours

Table 3.

**Proposed Resources**

<table>
<thead>
<tr>
<th>Proposed Resources</th>
<th>Specifications</th>
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</table>
| Virtual Space                              | • Microsoft 365 (shared folder)  
| Physical space                             | • Space on Addison’s server (bandwidth)  
|                                            | • Padlet Template                                                            |
|                                            | • Media center for the workshop  
|                                            | • Classroom with desktops  
|                                            | • Computer Lab                                                                |
| Technology Tools                           | • Laptops or BYODs                                                            |
|                                            | • Addison’s mini iPad or laptop cart  
|                                            | • Access to Microsoft 365 for teachers  
|                                            | • Web 2.0 tools                                                              |
|                                            | • On Course Lesson Planner for teachers with individualized student lessons  |
|                                            | • Google Forms                                                                |
|                                            | • A Power Point illustrating each intelligence supported by several Web 2.0 tools |
| Human Resources                            | • Instructional Technologist for support of Web 2.0 tools                    |
|                                            | • Teachers to participate in this project and attend the workshop            |
|                                            | • Support from Administration                                                 |
| Materials from the Gifted Department of Cobb County | • Hard copies of the Multiple Intelligence assessment                        |
|                                             | • Multiple Intelligence charts and posters                                   |
References


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http://www.gadoe.org/CCRPI/Pages/default.aspx.


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