- Conducting an experiment and then writing the results
- Creating a model to illustrate a process like photosynthesis, a solar eclipse, or combustion in a gasoline engine
- Completing an art project and then participating in an art exhibit for the community
- Tutoring younger children in reading, mathematics, or science
- Developing a website to document an in-class project
- Creating an infomercial using video-editing software and then getting reactions to the infomercial from other classes in your school
- Developing a science webquest and then posting the webquest for evaluation

2. In light of constructivist views of learning, how can teachers increase their knowledge of students' understanding? How should teachers take into account students' social, cultural, linguistic, and academic backgrounds?
3. What is your preferred learning style? Where, when, and how do you learn best?
4. In regard to multiple intelligences theory, in which intelligences are you most proficient? In which intelligences are you least proficient? How do these areas of greatest (and least) proficiency affect your learning?
5. What are the risks of using learning styles and/or multiple intelligences theory to design learning activities for students?
6. Herbert A. Thelen has pointed out that "[i]f we get too comfortable, we stop growing. Students can put pressure on us to work within their comfort zone. Let's be kind about that. Kind enough to help them learn to be uncomfortable" (quoted in *Models of Teaching*, 7th edition [Allyn & Bacon, 2004, p. 337]). What are the implications of Thelen's statement for curriculum leaders who develop learning activities to "fit" students' learning styles?

Application Activities

1. Examine a recent curriculum guide of interest to you or one that is pertinent to your field of study. Identify the learning theory (or theories) that is the basis for the suggested learning activities. What additional learning activities, based on other theories of learning, could be added?
2. In *Practical Intelligence for School* (HarperCollins, 1996), Howard Gardner and a team of researchers have proposed another form of intelligence—*practical intelligence*, "the ability to understand one's environment, and to use this knowledge in figuring out how best to achieve one's goals" (p. ix). They believe that practical intelligence consists of five themes that can be taught: *knowing why, knowing self, knowing differences, knowing process,* and *reworking*. In planning curricula at the level with which you are most interested, how useful is the concept of practical intelligence?
3. At the level and in the content area of greatest interest to you, identify several learning activities that address each of the eight multiple intelligences identified by Gardner.

Field Experiences

1. Interview a teacher at your level of greatest interest, K–12 through higher education, for the purpose of clarifying the learning theory (or theories) that guides the teacher. Formulate your interview questions in light of the material in this chapter.