

Developing, Using and Organising Resources in a Specialist Area

Student name and ID: Lena Brylewicz/ccl-22-11-72

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Table of Contents

Declaration.....	1
Introduction.....	2
Task A : Research Report	
2.1 an analysis of principles of resource design.....	2
2.2 an evaluation of sources that inform resource development.....	3
2.3 an analysis of how theories, principles and models of inclusive curriculum design can be used to inform resource development.....	5
(2.4) analyse ways in which resources can be adapted to enable an inclusive approach.....	8
Task B: (Information Booklet)	
(3.1) explain ways in which resources can be classified and stored.....	8
(3.2) review ways of sharing resources with other learning professionals.....	10
(4.1) review legal requirements and responsibilities relating to the development and use of resources	11
(4.2) analyse the implications of intellectual property rights and copyright for the development and use of resources.	12
(2.5) designed resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners in your specialist area.....	13
(2.6) employed resources to engage and meet the individual needs of learners in your specialist area.....	14
Task D: Provide a reflective account in which you:	
(1.1) explain the purpose of resources in teaching and learning.....	14
(1.2) evaluate the effectiveness of specific resources in meeting individual learning needs in teaching and learning contexts.....	15
(5.1) evaluate the effectiveness of own practice in relation to development and use of resources to engage and meet the individual needs of learners in own specialist area	16
(5.2) identify own strengths and areas for improvement in relation to development and use of resources in own specialist area.....	17
Conclusion.....	18
References.....	19

Declaration

1. I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.

Candidate signature: 

Date: Sept. 15, 2023

Introduction

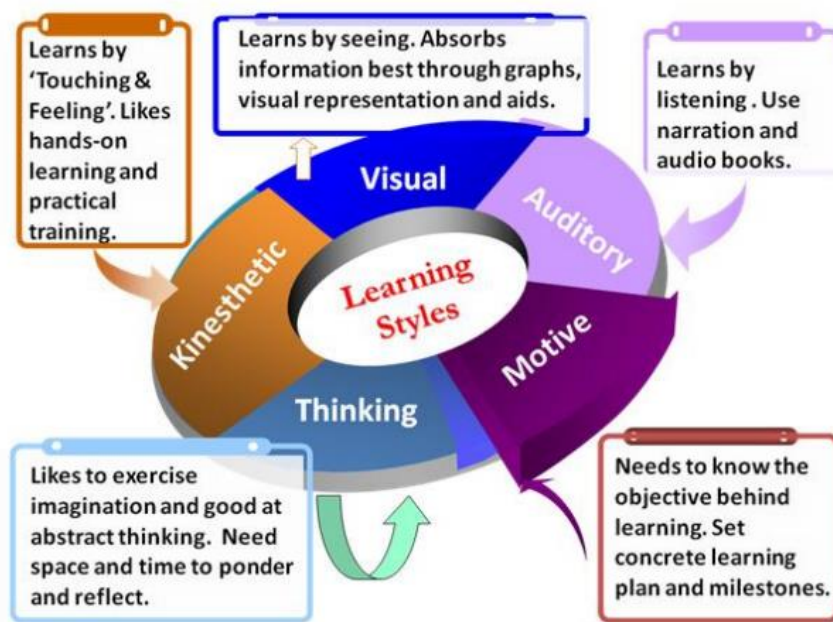
As I conducted my teaching lesson on "Promoting Social and Emotional Learning in School," I had a profound realization about the crucial significance of developing, using, and organizing resources within my specialist area. This report delves into the essence of each task assigned, providing a comprehensive exploration of my teaching observations and experiences. By delving into the principles and underlying purpose of creating this report, readers will gain valuable insights into the intricate process of being an educator and the rationale behind the development and use of resources in the context of Social and Emotional Learning. Throughout this report, I will demonstrate how thoughtful and effective resource utilization can enhance the teaching and learning experience, fostering a positive and inclusive educational environment.

Task A: Research Report

(2.1) an analysis of the principles of resource design

Knowing the target audience and the specific learning objectives is one of the most crucial steps in creating a resource. Resources should be created to suit the needs, interests, and prior knowledge of the students. Teachers can create tools that support effective learning and match the expected outcomes by outlining the learning objectives. Applying the appropriate resources, in the opinion of Gould&Roffey-Barentsen (Gould, 2014), considerably enhances teaching methodologies. Resources can be utilized to improve memory and understanding. Armitage argues that resources should be put to use rather than only for display. (Armitage) 1999. In order to improve my students' overall wellbeing and interpersonal interactions at school and beyond, I place a strong emphasis on helping them develop their emotional intelligence, social skills, and self-awareness. To do this, I want to use resource design that takes into account students' needs, interests, and existing knowledge in order to create a fun and productive learning environment.

In addition to discussing the principles of resource design, such as inclusivity, accessibility, and equality and diversity principles, this research also analyzed the function of resources. The discussion will now move on to the suitability of the materials for the level, learning preferences, and needs of the students. An illustration of Flemings' VARK learning preferences can be found below. (Fleming, n.d.)



To accommodate students with various learning styles, a number of tools and activities may be used while teaching social and emotional learning in school (SEL). These include the use of technology as well as visual, auditory, reading/writing, kinaesthetic, and other modalities. Here are a few instances:

1. Visual: utilizing a visual organizer while reading; discussing about videos and photos; writing about recipes with graphics;
2. Auditory: dialogue, clear instructions (speaking); information-gap activities, student conversation (listening); reading aloud (reading)
3. Kinaesthetic: expressive speaking, group work (speaking); listening to directions, freezing a video; reading aloud conversation performing body movements/emotions

SEL in education welcomes equality and diversity by taking into account the preferences, prior knowledge, and personal experiences of its students. As a result, it increases student motivation, improves long-term memory retention, and boosts all-around academic achievement.

(2.2) an evaluation of sources that inform resource development

It is essential to evaluate the sources that inform the development of suitable where Promoting Social and Emotional Learning in school (SEL) resources during the process of designing these materials. The evaluation ensures that the resources are

based on credible and trustworthy information, align with best practices in SEL education, and effectively support the social and emotional development of students. Various sources that contribute to the development of SEL resources can be evaluated for suitability and utility. Among the most crucial aspects of the evaluation are:

1. Credibility and Authority

Find out how credible and authoritative the sources are that have been utilised. Look for sources that were written by well-known writers, come from people who are considered to be experts in the subject of SEL, or come from organizations that have a solid reputation and are focused on social and emotional education.

2. Research and Evidence-Based Content

Check to see whether the claims made by the sources are backed up by study and evidence. It is more probable that a resource will have a beneficial influence on students' social and emotional learning outcomes if it is supported by empirical research and statistics. The library provides a diverse range of scholarly resources to ensure you have the tools you need to support your studies. The peer-review process involves experts in the subject area reviewing the article to ensure it is of high quality before being published. In terms of evaluating the quality of research online reviews can be helpful tool in evidence based content, It allows you to see what others think of a particular source or study although being cautious when depending on online reviews as they may not be reliable or unbiased.

3. Relevance and Applicability

Evaluate the extent to which the sources meet the particular educational goals and informational requirements of the intended audience. More appropriate for the development process are those resources that directly address the fundamental values and objectives of SEL.

4. Inclusivity and Diversity

Determine whether the sources encourage inclusiveness and diversity. An inclusive learning environment is fostered by the provision of resources that take into account the variety of individuals' histories, cultures, and experiences.

5. Practicality and Usability

Think on how useful and applicable the materials are in the real world. Determine whether they can be successfully incorporated into teaching methods and whether or not they correspond with the resources and technology that are now accessible.

6. Alignment with Learning Styles

Examine the extent to which the sources accommodate different learning styles, such as preferences in reading and writing, hearing, seeing, and touching, as well as kinaesthetic learning. It is more probable that students will be successfully engaged when using resources that include a variety of modalities.

7. Pedagogical Effectiveness

Conduct an analysis to determine how successful the sources are as educational tools. Find out how effectively they encourage students' growth in areas such as emotional intelligence, self-awareness, and social skills.

8. Feedback and Reviews

Seek suggestions and analyses from other professionals who are familiar with the sources and have either used them or evaluated them. Perspectives on the utility and effect of the materials offered by seasoned practitioners may provide a wealth of information that is quite beneficial.

Educators are able to make informed decisions on the selection and incorporation of acceptable materials into the design of their SEL resources if they first undertake a comprehensive review of the aforementioned sources. The selected materials must to be in accordance with the principles of resource design described in the report and ought to contribute to an all-encompassing and efficient SEL instructional strategy.

(2.3) an analysis of how theories, principles and models of inclusive curriculum design can be used to inform resource development.

Inclusive curriculum design plays a vital role in ensuring that educational resources cater to the diverse needs and learning abilities of all students. By incorporating these theories, principles, and models of inclusive curriculum design, educators can develop resources that promote engagement, accessibility, and success for all students in their Social and Emotional Learning (SEL) journey.

Theories of Inclusive Curriculum Design

Universal Design for Learning (UDL) provides multiple means of representation, engagement, and expression to accommodate diverse learners. Incorporate various modalities such as (visual, auditory, kinesthetic) in resource development for effective access and engagement. The purpose of UDL is to use a variety of instructional strategies to break down learning obstacles and provide all students with an equal chance to succeed. It involves incorporating flexibility that may be altered to fit the requirements and strengths of each learner.

Differentiated teaching (DI) is planning and giving classroom teaching that takes into account each student's different level of readiness, learning needs, and interests. Teachers use this method by using a variety of routines and tools to engage students at different levels of readiness and by giving them different ways to demonstrate that they understand and have mastered the subject or discipline.

Principles of Inclusive Curriculum Design

To ensure that a student gain further knowledge according to its subject or discipline they must be aware of the principles of inclusive curriculum design. One such its *Access and Equity* to ensure equal access to learning opportunities and resources for all students on which they could find accessible reliable resources for them to enable access useful information within specialist or in subject area. *Representation* of reflecting the diverse perspective and cultures in resources to create an inclusive learning environment. Every day, teachers set up their classrooms to give their students the best experience possible. They pay close attention to every little detail to make sure their classrooms feel inviting and welcoming. What kids and teens see and read on social media often has an effect on them. When students see good pictures of people who look and sound like them or come from the same place they do, it helps them feel better about themselves and makes other students become more tolerant. *Flexibility* means making sure that tools can be changed to fit the needs and learning styles of all learners. Flexibility had direct effects on teachers' beliefs about how well mainstream students and students with learning difficulties did in school, their beliefs about the social benefits of including students with emotional and behavioral problems, and their beliefs about how well they could help students improve their social skills. Also, researchers found that flexibility had indirect affects on individuals plans and actions when it came to helping them improve their social skills. The results show how important it is for teachers to be flexible for open education to work.

Models of Inclusive Curriculum Design

The *Gradual Release of responsibility (GRR) Model* shifts responsibility from the teacher to the students, letting the students take charge of their own learning. Teachers may support their achievement by giving students enough time to consider and figure out how to finish complex tasks on their own. The idea is not new. This traditional teaching style is based on the idea that a teacher should briefly explain a skill or approach, give students a brief period of opportunity to practice under supervision, and then let them start learning independently. This approach, however, refrains from giving you enough time to perfect complex capabilities, like learning how to dance for performance purposes. This also applies to developing academic abilities. The end goal of learning is for the student to be able to independently apply what they have learned in a variety of circumstances. When we begin to examine our methods of teaching more closely, we should think about whether we provide students enough time to practice the methods and abilities they are learning so they may ultimately become self-sustaining and in command of the activities.. It's important for teachers to comprehend how this task functions at its core while developing lesson plans.

A style of approaching teaching and learning known as Universal Design for Learning (UDL) aims to provide all students with an equal chance of success. With this approach, students have a wide range of alternatives for how they might acquire knowledge, engage with it, and demonstrate their understanding. Every student benefits from this kind of lesson planning, but children who struggle with learning and attention may benefit the most from it. Knowing what Universal Design for Learning (UDL) is not makes it simpler to comprehend what it is. You could be perplexed by the phrase "universal." It may seem that the goal of UDL is to discover a method to educate all students the same material. However, UDL operates in the opposite manner. The goal of UDL is to use different ways to teach so that there are no hurdles to learning and everyone has the same chance to do well. It's about making things flexible so they can be changed to fit the skills and needs of each student. This is why UDL is good for all kids. This way of teaching doesn't directly help kids who have difficulties learning and paying attention. But it can help the 1 in 5 kids who have these problems, even if they haven't been officially recognized. It can also help people who are learning English language

(2.4) analyse ways in which resources can be adapted to enable an inclusive

approach.

Educators can use many different methods to ensure that tools for Social and Emotional Learning (SEL) are inclusive. One important strategy is to use different kinds of media in the tools, such as text, images, audio, and interactive elements resources. This makes sure that different ways of learning and preferences are taken into account, so that all students can participate successfully. Teachers can also use "scaffolded" activities, so it allowing students to progress at their own pace. *Cultural Relevance* ensure that the resources reflect diverse cultures, experiences, and backgrounds to create an inclusive and relatable learning environment. *Differentiation* provide options for students to explore content at different levels, enabling each learner to engage with the material effectively. *Collaborative Learning* encourage group work and peer support, promoting a sense of belonging and cooperation among students. *Feedback Mechanisms* incorporate opportunities for students to provide feedback on the resources, allowing continuous improvement and addressing individual needs. *Accessibility Features* ensure that electronic resources are accessible to students with disabilities through screen readers, captions, and other assistive technologies. By adopting these adaptive strategies, educators can encourage an inclusive approach in resource development, creating a supportive and equitable learning environment for all students.

Task B: (Information Booklet)

As an educator understanding the effective classification, storage, sharing, and legal factors associated to the development and utilization of resources is essential in terms of the project evaluating and generating resources to support Promoting social and emotional learning in school (SEL). The goal of this information booklet is to provide comprehensive guidance on those topics so that teachers may make the most of their materials while adhering by the law and respecting intellectual property rights.

(3.1) explain ways in which resources can be classified and stored

Classifying and storing educational resources efficiently is essential for easy access and effective use. Here are common methods for resource classification and storage:

Classification Method	Description
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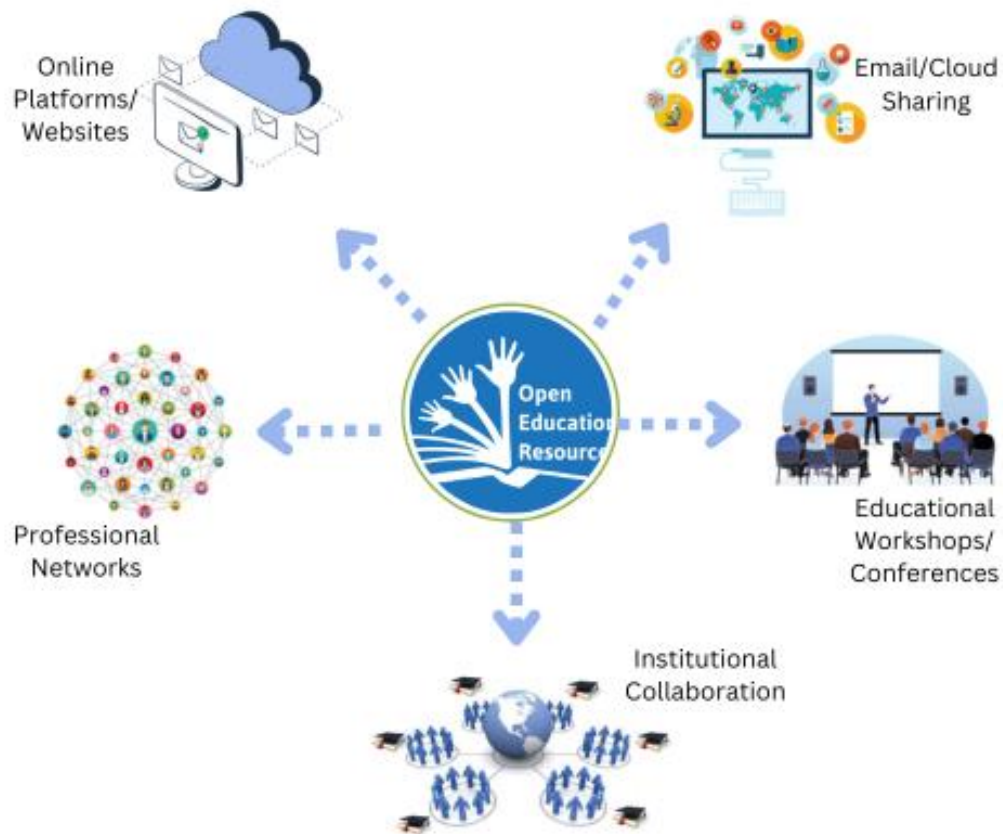
Classification Method	Description
By Subject/Area	Organizing resources based on the subjects or specific areas of the curriculum they are related to.
By Format	Categorizing resources based on their format, such as video, audio, presentation, or handouts.
By Grade/Level	Grouping resources according to the targeted grade or academic level of students.
By Topic/Theme	Sorting resources by specific topics or themes covered in the learning materials.
By Learning Objective	Classifying resources according to the intended learning outcomes they address.
By Source/Copyright	Distinguishing between resources created in-house, licensed, or sourced from external providers.

Resources can be stored in the following ways. First is the traditional hard and physical resources, this however possibly require a large amount of physical space to store it. Maybe can store in centralized space so that every learners can access it , or in place where it usually used. Access can also be restricted as required. Resources can be locked away, and only those who have specific permission to access these resources do so e.g. by providing keys to limited people. The good thing of physical resources is that we can actually look for a quality and useful information since it is definite reliable sources.

Information technology resource's - This access can be anywhere if using a cloud based or internet based storage system. It is accessible but can be controlled through password protected systems. This method enables a far greater variety of resource selection, however it is important to evaluate the effectiveness, validity and reliability of the source before using it, as not all information can be accurate. This is why education systems don't accept Wikipedia as a good source of information, because the information on it can't be checked or confirmed. Copyright rules also need to be followed.

(3.2) review ways of sharing resources with other learning professionals

Sharing educational resources with fellow educators fosters collaboration and enhances teaching practices. Here are effective ways of sharing resources:



Sharing Method	Description
Online Platforms/Websites	Utilizing educational platforms or websites to upload and share resources with a wider audience.
Email/Cloud Sharing	Sending resources via email or cloud storage services to colleagues for direct access and use.
Professional Networks	Participating in professional networks or forums where educators exchange resources and ideas.
Educational Workshops/Conferences	Presenting resources and ideas at workshops or conferences to share knowledge with other professionals.
Institutional Collaboration	Collaborating with educators within the same institution to pool and share resources efficiently.

Engaging in resource sharing fosters a supportive and innovative educational community.

(4.1) review legal requirements and responsibilities relating to the development and use of resources

As educators develop and use resources, it is crucial to be aware of legal requirements and responsibilities to ensure compliance and ethical practices. Key legal considerations include:

Legal Aspect



Understanding copyright laws to determine ownership, usage, and distribution rights of resources.



Complying with data protection laws when handling student data or personal information.



Adhering to accessibility laws to ensure resources are accessible to students with disabilities.



Maintaining student privacy and confidentiality, especially in online or digital resource sharing.

As an individual engaged in the field of education, I possess a comprehensive understanding of the significance associated with the thorough examination of legal obligations and requirements in the process of creating and utilizing educational

resources. In order to uphold adherence to regulations and ethical standards, it is important for me to possess a comprehensive understanding of fundamental legal factors, encompassing copyright legislation, data security measures, accessibility regulations, and privacy rules. Acquiring knowledge about copyright laws enables me to identify the ownership and usage rights pertaining to various resources. Simultaneously, adhering to data protection regulations guarantees the appropriate management of student data and personal information. Ensuring compliance with accessibility legislation guarantees that my learning resources are accessible to a diverse range of students, including individuals with disabilities. Furthermore, it is imperative to prioritize the preservation of student privacy and confidentiality, especially when disseminating resources through online platforms. Through acquiring a comprehensive understanding of these legal aspects, I can establish a secure and legally conforming educational setting for my students. Educators should familiarize themselves with these legal aspects to avoid potential legal issues.

(4.2) analyse the implications of intellectual property rights and copyright for the development and use of resources.

Intellectual property rights and copyright play a significant role in resource development. Educators must be aware of these implications to respect original creators and safeguard their own work. Here are key considerations:

Aspect	Implications
Copyright Ownership	Identifying the original creators of resources and respecting their copyright ownership.
Fair Use and Educational Exceptions	Understanding fair use policies, educational exceptions, and licensing agreements to determine the appropriate use of copyrighted materials in educational settings.
Creative Commons Licensing	Utilizing resources with Creative Commons licenses that allow specific permissions for sharing and modification.
Attribution and Citation	Providing proper attribution and citation when using external resources to acknowledge the original creators and sources.

Teachers support a culture of respect and moral use of educational resources by abiding by copyright laws and intellectual property rights. Promoting Social and Emotional Learning (SEL) and offering high-quality education both depend on

efficient management and distribution of educational resources. Teachers can conveniently access resources and maximize their effect by properly identifying and preserving them. Sharing resources with colleagues in the business world encourages collaboration and creativity. Ethical practices in resource creation and usage are guaranteed by comprehension of legal requirements and obligations as well as by respecting intellectual property rights and copyright. By adhering to these recommendations, educators may help students study in a productive environment and advance the field of SEL education.

Task C: In your teaching portfolio, provide evidence that you have:

(2.5) designed resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners in your specialist area.

In order to engage and meet the particular needs of my learners, I actively integrate new and emerging technology into the design of my resources focuses on promoting social and emotional learning in school (SEL). Making interactive and visually captivating PowerPoint presentations is a particular approach I use. I make sure that students are actively engaged in the learning process and can better understand difficult SEL ideas by including visual graphics, appealing visuals, and educational videos. I use a range of multimedia components, such as video clips and interactive activities, to adapt to the varied learning preferences of my students. With the help of these materials, hands-on learners may participate in interactive activities that encourage active engagement and learning while auditory learners benefit from detailed explanations and discussions. Students may implement SEL concepts in the classroom via activities, which promote experiential learning and the growth of skills. I want to provide a dynamic and interesting learning environment that responds to the particular requirements and preferences of my students by adopting these innovative technology and resource design techniques.

Note: I have attached my teaching evidence in separate file

(2.6) employed resources to engage and meet the individual needs of learners in your specialist area.

As an educator specializing in Social-Emotional Learning (SEL), I have utilized a diverse range of instructional materials and tools to effectively address the specific needs of my students. In the context of classroom instruction, I employ a diverse

range of multimedia resources, encompassing interactive presentations, and videos. These resources facilitate the accommodation of various learning styles, thereby ensuring optimal engagement with the content for all students. In order to cater to the diverse learning pace of students, I have implemented a system of tiered activities within my instructional approach. Students have the opportunity to select from a variety of activities that are tailored to their individual levels of preparedness and areas of interest. This approach not only cultivates a sense of autonomy but also facilitates personalized learning experiences. In addition, I have implemented peer learning activities and facilitated group discussions, fostering a collaborative atmosphere and cultivating a supportive educational setting. This methodology facilitates the acquisition of knowledge through the exchange of experiences and perspectives among students, thereby promoting the development of empathy and social aptitudes. In summary, the evidence showcased in my teaching portfolio illustrates my dedication to developing and implementing instructional materials that incorporate innovative technologies and address the distinct requirements of my students in fostering Social and Emotional Learning in school. Through the utilization of innovative technology resources and the facilitation of inclusive educational opportunities, my objective is to empower my students in the cultivation of their emotional intelligence, interpersonal capability, and holistic well-being.

Note: I have attached my teaching evidence in separate file

Task D: Provide a reflective account in which you:

(1.2) explain the purpose of resources in teaching and learning

Resources are tools that make teaching or learning easier for students or educators. These tools or resources may support instructors in their efforts to provide students improved understanding (Berry, Byrd, and Wieder, 2018). When learning tools are used effectively, students as well as teachers have improved study experiences. When teachers have sufficient access to the materials they need, they may utilize those resources to more efficiently spend their time and create better work. Enhancing the quality of the courses offered to students is one of the study resources' most important goals. One thing to improve learning and assist the accomplishment of educational objectives, educational resources are essential to teaching and learning. Resources are meant to provide students a variety of tools, materials, and tasks that will help them comprehend topics, engage their interest,

and encourage participation. Resources not only convey knowledge but also accommodate various learning styles, improving students' access to and enjoyment of learning. They serve as a link between theoretical understanding and actual application, enabling students to put what they have learned to use in real-life situations. Additionally, materials foster students' critical thinking, creativity, and problem-solving abilities, promoting active and independent learners.

(1.2) evaluate the effectiveness of specific resources in meeting individual learning needs in teaching and learning contexts

Digital technology are now incorporated into practically every area of our lives. Today, using technology is a need for every profession. The usage of technology is more prevalent than ever in the field of education. The instructors and students may profit from information and communication technology as we are able to enable them. Knowledge is more useful when it is applied properly to technology. In the present day, a classroom would not be considered modern without a variety of technical equipment.

I have used a variety of tools to address the distinctive educational needs of my students in my teaching environment of fostering social and emotional learning (SEL) in school. To engage both auditory and visual learners while improving their comprehension of SEL concepts, interactive PowerPoint presentations using visual graphics and videos have proven successful. Additionally, kinesthetic learners' have been effectively met through hands-on activities and role-playing exercises, which enable students to apply SEL principles in real-life situations. I am aware, nevertheless, that there is potential for growth in terms of meeting the expectations of all students. To properly understand certain SEL ideas, some students may need more specialized materials or unconventional teaching strategies. As a reflective teacher, I'm dedicated to looking into fresh approaches and tools to make sure that every student's learning requirements are successfully addressed.

(5.1) evaluate the effectiveness of own practice in relation to development and use of resources to engage and meet the individual needs of learners in own specialist area

I have taken a proactive approach to resource creation and utilization in my area of expertise, in teaching SEL education. I have been able to engage students and provide a dynamic learning environment by using new and developing technology, such as interactive presentations and online collaboration platforms. My resources

have been modified to better suit the preferences and requirements of my students as a result of ongoing evaluation and input from them, which has enhanced learning results.

(5.2) identify own strengths and areas for improvement in relation to development and use of resources in own specialist area

One of my interesting strengths resides in my capacity to adeptly adopt innovative technologies and employ resourceful design techniques in order to effectively engage students participation. The use of interactive lessons and multimedia features in my instructional approach has elicited favorable responses from students, resulting in increased levels of motivation and engagement. Nevertheless, it is acknowledged that there is present a potential for enhancing resource differentiation in order to effectively address the needs of students with varying learning abilities and styles. My objective is to create a wider range of customized resources that accommodate diverse levels of preparedness and individual learning preferences. Furthermore, actively pursuing ongoing professional development opportunities will further develop my proficiency in resource development and empower me to generate learning materials that are even more comprehensive. As an educator with an specific fucos on fostering Social and Emotional Learning, I possess a comprehensive understanding of the significance of resources in facilitating most effective teaching and learning interactions. Through a process of assessing the effectiveness of particular resources and engaging in self-reflection, I consistently endeavor to cultivate and employ resources that effectively captivate and address the unique qualifications of my students in an inclusive and influential way.

Conclusion

In the end, this study shows how important it is to develop, use, and organize tools in the field of Promoting Social and Emotional Learning in School. It goes into detail about teaching thoughts and experiences, which helps the reader understand the topic better. The study shows how important it is to make sure that tools meet the needs, interests, and previous knowledge of students while also making sure that everyone can use them and that equality and diversity are recognized. This study also shows how important it is to check the reliability and consistency of information sources with best practices in Social and Emotional Learning (SEL) education. On the SEL journey, inclusive curriculum design concepts are used to make sure that all students are engaged and able to learn. The study also talks about how to classify, store, share, and think about legal issues when developing and using tools. It emphasises how important it is to follow laws about copyright, data security, accessibility, privacy, and more. The use of new technology, like highly appealing PowerPoint slideshows, is mentioned as a way to get students involved and help them understand SEL ideas better. In the end, this study shows how important tools are for making sure that teaching and learning go well. It talks about how important it is to keep evaluating and thinking about yourself to improve the effectiveness and impact of tools in an educational setting that is open to everyone.

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