

plag file

by Somdutta Guha

General metrics

14,119

characters

2,099

words

112

sentences

8 min 23 sec

reading
time

16 min 8 sec

speaking
time

Score



Writing Issues

143

Issues left

16

Critical

127

Advanced

This text scores better than 77%
of all texts checked by Grammarly

Writing Issues

28

Clarity

28

Wordy sentences

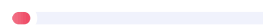


16

Correctness

2

Mixed dialects of english



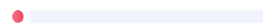
2

Incorrect noun number



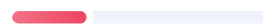
1

Pronoun use



8

Improper formatting



1

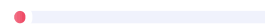
Commonly confused words



1 Misspelled words



1 Comma misuse within clauses



Unique Words

22%

Measures vocabulary diversity by calculating the percentage of words used only once in your document

unique words

Rare Words

34%

Measures depth of vocabulary by identifying words that are not among the 5,000 most common English words.

rare words

Word Length

5.4

Measures average word length

characters per word

Sentence Length

18.7

Measures average sentence length

words per sentence

plag file

IMPORTANCE OF INCLUSIVE CLASSROOM ON LEARNER GROWTH

Introduction

Every student has a right to education irrespective of their status and to grow in a social environment that is inclusive in nature¹. It has been observed that an individual is often excluded from their academic right because of their race, religion, gender, disability, and much more. Inclusive education generally means bringing together a diverse range of students in the same classroom and even being involved in playing activities together. This system helps the learner to get quality education and to change the discriminatory attitude towards others it also helps to develop interactions. With the help of inclusive learning, the learners have the ability to² grow understanding and respect towards others when they learn together with students of different backgrounds.

The literature on this particular topic was investigated by the use of certain key terminologies such as "inclusive learning" and "learner growth" and a range of data has been collected that put emphasis on inclusive learning, the role of the teacher in such learning and the effects of the inclusive learning on the learner's growth. Through evaluating the topic a mind map was created for the easy conceptualize of the topic and six research articles have been chosen for an annotated bibliography.

Mind map

Six individual annotations - generally one page per annotation 1400

Author

Associate Professor Pit-ten Cate the University of Luxembourg's research interest is primarily on the promotion of inclusive classroom learning.

Markova's founding on the teacher's competencies and their role in inclusive education and other authors' findings on inclusive learning.

Summary of findings

This article is basically³ focused on the inclusive education system in the classroom and its effectiveness on the growth of the learners. UNESCO asked the government to make proper infrastructure that can properly respond to the different needs of the student and enable them to participate equally in the classroom which will create a sense of belonging among the student of various backgrounds irrespective of their status. Furthermore, the UN Convention regarding persons with disabilities rights recognises⁴ that every student should be included and entitled to receive the support in the classroom that he required. For the achievement of inclusive learning in the classroom, it is required that the teachers are equally competent in disbursing education in such an environment. The cognitive abilities of the teachers and their personal⁵ characteristics, beliefs about inclusive learning, and motivation determine the effectiveness of the teaching which helps the growth of students.

Critical comment

This article placed emphasis on⁶ the role of the teachers and their perspective on inclusive learning in the classroom and the effectiveness of the study in the

growth of the learners. The findings highlight the significance of the teacher's cognitive skills and their attitude toward the inclusive learning system.

Relevance

The article provides an overview of inclusive learning and it is necessary for the classroom to reduce⁷ the discriminatory attitude of the students toward others.

Author

Associate Professor Amy J. Samuels University of Montevallo⁸ research interest is primarily on the perspective of the teachers on inclusive classroom learning.

Summary of findings

This article is basically⁹ focused on the perspective of the teachers on inclusive education in the classroom. Educators must commit to the fact that inclusive learning should meet the social as well as the academic needs of the students that belongs to the diverse category. Teachers should have adequate knowledge of the divorce categories and must have the capabilities to explore and implement them in the inclusive learning practice in the classroom. Teachers should have the opportunity to identify how their learning process influences the learners. Culture play the important role in the learning system. A central approach to student learning includes cultural reference, and the importance of the learner's background throughout all aspects of learning. This approach basically¹⁰ is to promote engagement of learning student enrichment and their achievement by embracing various diverse, their¹¹ cultural strength. The cultural response to pedagogy is basically¹² characterised¹³ by the teacher's competency and established expectations of the learners.

Critical comment

This article placed emphasis on¹⁴ the role of the teacher's perspective on inclusive learning in the classroom and the social needs of the same. The findings highlight the significance of the teacher's cultural response to pedagogy toward the inclusive learning system.

Relevance

The article provides an overview of inclusive learning and the cultural response to pedagogy and cultural and social needs. Inclusive learning makes learners empathetic toward others.

Author

Professor Ane Qvortrup of the University of Southern Denmark's research interest is primarily on the dimension of inclusiveness in the education system.

Summary of findings

This article is basically¹⁵ focused on inclusive education in the classroom. The common parlance of inclusive¹⁶ education gives the overview of the understanding of inclusion from the perspective of the student who is specially¹⁷ abled¹⁸ but the concept of inclusive learning has a wider aspect it includes all children irrespective¹⁹ of their background that is on the basis of²⁰ the gender, caste, creed, religion and much more. A three-dimensional definition is required to understand the operational activities of inclusive education. The first dimension generally states the various level of inclusion the second one concern the various types of social needs in the school that an individual may require. An individual needs a self-oriented community in the school and a cooperative relationship with the other students and the teachers. The third dimension basically²¹ focuses on various degrees of an inclusive community.

Critical comment

This article ²²placed emphasis on the dimension of the inclusive education system and individual social needs. The findings highlight that inclusive learning is not focused solely on the inclusion of the individual with a disability but also on total inclusion.

Relevance

The article provides an overview of the dimensions of inclusive learning and the social needs of the students and their collaboration with the teachers and students with a diverse group.

Author

Professor, Besarion Meskhi of the Rostov Institute of Agricultural ²³Engineering research interest is primarily on opportunities and limitations in the path of e-learning of an inclusive education system.

Summary of findings

This article is ²⁴basically focused on e-learning inclusive education and ²⁵there opportunities and limitations. It has been observed that e-Learning in the inclusive education system and the perception of the system are generally based on the development of the social and economic interrelation of the society. Furthermore, learning inclusive education system can be implemented in the higher education system only but inclusive learning should ²⁶be from the grassroots level which helps the ²⁷development of an individual toward discriminatory attitude. The implementation of e-learning in the inclusive education system can only be possible with the intervention of the state and the institutions that need to properly collaborate. Through this e-learning system of inclusive learning, there is a scope that ²⁸in spite of the proper infrastructure education can be scattered among all the students belonging to diverse groups. However, there is a limitation regarding this as the student will

not be able to interact within the classroom environment does will not be able to learn the empathetic attitude that is required.

Critical comment

This article ²⁹placed emphasis on the opportunities and the challenges that the learners and the educators will face regarding the implementation of e-Learning in the inclusive education learning system. The findings highlight the significance of e-learning in the inclusive learning system.

Relevance

The article provides an overview of threats and scope that one has to face due to ^{30,31}e-learning inclusive learning systems.

Author

Professor Sue, Subocz of the University of Walden's research interest is primarily on the sustainable planning strategy for inclusive classroom learning.

Summary of findings

This article is ³²basically focused on a sustainable planning strategy for the growth ³³of an inclusive education system in the classroom and its effectiveness on the growth of the learners. It is crucial to implement a proper operational strategy to sustain the culture of community that ensures an inclusive environment of learning the inclusive learning educational environment is based on the learners understanding throughout the process various social circumstances that are complex must be properly considered and designed to give the learner a proper learning experience as the future of the education is also depend on the ever-changing environment of the industryThe strategic planning is generally the ability to guide the institution towards the vision to support their specific mission, But it is important to ³⁴lay emphasis on the

inclusive learning environment apart from the vision and mission of the institution. The leaders that are building proper strategic planning to promote the need of the inclusive education emphasize on the growth of the learner, the retention of the student.

Critical comment

This article placed emphasis on³⁵ the sustainable strategic plan of the institution with a view to the inclusive learning environment in the classroom. The findings highlight the role³⁶ of the leaders has significant importance while implementing the strategy.

Relevance

The article provides an overview of strategic planning regarding inclusive learning in the education system in the institution.

Author

Mel Ainscow, Professor of Education at the University of Manchester, research interest is primarily on the promotion of inclusion and equity in the education system.

Summary of findings

This article is basically³⁷ focused on the promotion of inclusion and equity in education in the classroom. The term inclusion and equity are often confusing as they have been distinguished by different people. In documents related to international policy, it has been argued that the two terms should be accumulated and the meaning should be implemented in all aspects of education. In some countries, it is still prevailing that inclusive education means an approach to give better education to the individual who is differently able within the traditional education system. But from the broader aspect,

inclusive education is to support all the learners belonging to the diverse group in the same classroom.

Critical comment

This article ³⁸placed emphasis on inclusion and equity in education. The findings highlight that the aim of this inclusion is basically to eliminate social exclusion which is the consequence of the responsiveness towards the diverse class.

Relevance

The article provides an overview of inclusive learning and the process that identified the eradication of the barriers to the participation of all learners.

Conclusion

The annotated bibliography summarises the application and the understanding of the six research articles by the scholars that help to develop an overview regarding the issues related to the importance of inclusive learning in the classroom and the impact of this inclusiveness on the growth of learners.

Inclusive learning is a universal concern and is prevailing in every corner of this planet, ³⁹in spite of the several conventions held on regarding this issue and various United Nations conventions have also been held regarding the rights of disabled persons but the problem is still prevailing today. It has been observed that proper infrastructure has not been implemented ⁴⁰in spite of several requests from the UN body related to education. ⁴¹It is essential that the educators or the specialist who is responsible for inclusive educational training must have competent knowledge regarding inclusive education.

Institutions should follow the legal guidelines regarding inclusive education that should ⁴²provide assistance to the specially-abled child to get access to the classroom and to get an education with other individuals inclusive education system eliminates the sense of discrimination from the minds of the individual

and helps them to straight in future in a better way. After evaluating the areas of inclusive learning and the competency of the teachers from the six scholarly articles It can be concluded that inclusive learning is the most important to eliminate discrimination on the basis of⁴³ disability gender and much more. The learner will be empathetic to others through this type of learning.

Reference list

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Samuels, A. J. (2018). Exploring Culturally Responsive Pedagogy: Teachers' Perspectives on Fostering Equitable and Inclusive Classrooms. *Srate Journal*, 27(1), 22-30.

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Mesghi, B., Ponomareva, S., & Ugnich, E. (2019). E-learning in higher inclusive education: needs, opportunities and⁴⁴ limitations. *International journal of educational management*.

Subocz, S., Chumley, H., Banerjee, S., & Cano-Wolfbrandt, M. (2022). Sustainable Strategic Planning for Inclusive Online Teaching and Learning. In *Advancing DEI and Creating Inclusive Environments in the Online Space* (pp. 225-247). IGI Global.

Ainscow, M. (2020). Promoting inclusion and equity in education: lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7-16.

1.	in nature	Wordy sentences	Clarity
2.	have the ability to → can	Wordy sentences	Clarity
3.	basically	Wordy sentences	Clarity
4.	recognises → recognizes	Mixed dialects of English	Correctness
5.	personal	Wordy sentences	Clarity
6.	placed emphasis on → emphasized	Wordy sentences	Clarity
7.	the classroom must reduce	Wordy sentences	Clarity
8.	Montevalle → Montevallo's	Incorrect noun number	Correctness
9.	basically	Wordy sentences	Clarity
10.	basically	Wordy sentences	Clarity
11.	their	Pronoun use	Correctness
12.	basically	Wordy sentences	Clarity
13.	characterised → characterized	Mixed dialects of English	Correctness
14.	placed emphasis on → emphasized	Wordy sentences	Clarity
15.	basically	Wordy sentences	Clarity
16.	parlance of → parlance of	Improper formatting	Correctness
17.	of inclusive → of inclusive	Improper formatting	Correctness
18.	the specially abled student	Wordy sentences	Clarity
19.	children irrespective	Improper formatting	Correctness

20.	on the basis of → based on	Wordy sentences	Clarity
21.	basically	Wordy sentences	Clarity
22.	placed emphasis on → emphasized	Wordy sentences	Clarity
23.	Engineering → Engineering's	Incorrect noun number	Correctness
24.	basically	Wordy sentences	Clarity
25.	there → their	Commonly confused words	Correctness
26.	be from → be from	Improper formatting	Correctness
27.	development of → development of	Improper formatting	Correctness
28.	in spite of → despite	Wordy sentences	Clarity
29.	placed emphasis on → emphasized	Wordy sentences	Clarity
30.	e-learning-inclusive	Misspelled words	Correctness
31.	e-learning inclusive	Improper formatting	Correctness
32.	basically	Wordy sentences	Clarity
33.	of an → of an	Improper formatting	Correctness
34.	lay emphasis on → emphasize	Wordy sentences	Clarity
35.	placed emphasis on → emphasized	Wordy sentences	Clarity
36.	the role → the role	Improper formatting	Correctness
37.	basically	Wordy sentences	Clarity
38.	placed emphasis on → emphasized	Wordy sentences	Clarity

39.	in spite of → despite	Wordy sentences	Clarity
40.	in spite of → despite	Wordy sentences	Clarity
41.	It is essential that the	Wordy sentences	Clarity
42.	provide assistance to → assist	Wordy sentences	Clarity
43.	on the basis of → based on	Wordy sentences	Clarity
44.	, and	Comma misuse within clauses	Correctness