

TITLE: THE ROLE OF CREATIVITY AND INNOVATION IN ADVANCED TEACHING FOR EDUCATION

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Abstract:

Innovations has to do with diversities and that helps learners provide new knowledge and information, expand their thoughts, and prepare them for global citizenship, (University of North Carolina at Chapel Hill, 2009). Diversity is understanding people's present and past would help understand diversity, diversity has moral and ethical values, embracing differences and proper conduct.

Creativity also has an aspect to do with inclusion. Inclusion is not simply dumping kids with disabilities in regular classes; rather, for all forms of diversity, inclusion means new inclusive educational practices (Together we learn better, 2015), not just at the level of the class, but also at the school level and the national level.

Keywords: Backward design, innovative classroom environment, equal access, Self-Managing Strategies, inclusive curriculum

Introduction

Teachers and special education teachers collaborate to make lessons engaging, authentic, and relevant to learners' needs. The teachers in creative and innovative classrooms believe that no learners are the sole responsibility of a particular teacher. The team of teachers works in flexible ways, and their instruction is very learner-centric. Lesson planning is a combined effort of the group of teachers. Sound communication systems and service providers are part of the planning

loop. It helps address specific learner needs and integrate therapy needs that help provide support throughout the day. One of the key features is building a class community that embraces diversity, innovation and special needs.

Lesson plans have a specific purpose and encourage collaboration, integration, and knowing each other in the classroom. The natural proportion of the learner population is one of the characteristics of inclusive education. If the people of special needs exceed the class, then the needs of these learners would become more significant. Hence this would make the grade a special education class instead of an inclusive classroom. Learners with diverse needs are working on the same goals to attain set outcomes. The differentiated lessons cater to different social, academic, and behavioral needs.

Environment design features and basic teaching elements

Designing learning spaces to keep the learners' psychological, cognitive, and cultural needs is essential. It helps provide fair means where rooms are designed without segregating the learners. The learning material should be centrally located and can be accessed freely. They adopt a range of physical abilities, such as supporting left-handed learners by designing seating arrangements. Planning multilingual instructions depending on the different backgrounds, literary and technical skills would help active participation in classroom activities. Planning lessons using UDL (Universal design for learning), which provides ample auditory and visual materials and various content creation and sharing tools, would help cognitive inclusion.

I personally think curriculum includes everything that takes place, and everything that does not take place, within the purview of the school. We should also note that curriculum must include the necessary goals, methods, materials and assessments to effectively support instruction and learning.

This study is structured around one general objective and three specific objectives.

The general objective is to find out the role of creativity and innovation in advanced teaching of education.

The specific objectives seek to show:

- examine the impact of diversified classroom in inclusive education.
- how students in a classroom could interact with and understand the curriculum.
- examine the principles of 21st century skills.

METHODOLOGY AND RESEARCH METHOD

MATERIALS AND METHODOLOGY

Sources of Data: Data was collected from two sources.

For initial observation administration using a form that contains eight observational areas, these areas will be correlated with Likert scale-like questionnaires (Taherdoost, 2019) that will be used

to determine the role of innovation in advanced teaching in education. This study is also based on documentary analysis. After processing the data from the questionnaire, an interview questionnaire was developed based on the data provided.

THEORETICAL FRAMEWORK

Educating learners with special needs is not an easy task. Their social participation is often hindered because of the attitudes of the teachers, parents, and their classmates.

Therefore, teachers need to undergo professional development and reflective practices and consider parents as critical friends to get a different perspective on the learner's needs.

Thus, starting a dialogue with the parents and actively involving them in their child's learning would help them be more open to inclusion.

DATA ANALYSIS AND RESULTS

SUMMARY OF CONCEPT 1:

ELEMENTS OF INCLUSIVE LEARNING ENVIRONMENT (CLASSROOM LEVEL)

Learner-Centered Instructional Practices

Inclusive schools create opportunities to learn and be assessed in a variety of ways, diversifying the experience for all (Together we learn better, 2015). Learner centered tasks like flexible groups, diverse assessments, and giving pupils choice are key to inclusion. For example, choice allows pupils with or without exceptionalities "to reinforce their emerging skills as they reason through the problems inherent in the activities they choose" (Bray, 2005, p. 327), and feeds into the success of learner-centered assessment, as "teachers are free to assess students as they work and to provide support and extension as it is needed" (Bray, 2005, p. 327).

Conscious Behavior Management Strategies

Different cultures have different ideals of good behavior. Thus, teachers need to clearly, proactively articulate behavioral expectations, and continuously reinforce pro-social behavior. The implementation of consistent behavioral supports throughout the learning environment is another factor in effective inclusive, innovative and creative education, and such supports set high expectations throughout the school community as a whole (Barak S. 2013). For those learner-centered strategies like group work to function, teachers must establish ground rules for the class and discussion.

Open Space for Dialogue and Discomfort

Students can and will hold opposing views to one another, and to the teacher. Teachers must come ready to address "sensitive issues or heated discussions that may arise" (Creating inclusive learning environments, n.d., p. 2). When pupils voice their ideals, even intolerant ones, teachers often just hastily switch topics. But, says Stewart, silencing of these counter perspectives gets in the way of students' preparation to engage these very issues in the workplace (Stewart et al, 2008). This leaves pupils unprepared for a world where such views abound. Rather, Stewart recommends direct engagement of discriminatory perspectives to affirm with students that these are in many cases popularly held views, to help foster discussion about the sources and content of these attitudes, and to facilitate analyses of these attitudes. These uncomfortable topics will manifest in pupils' lives, and the class must permit them to air out these emotionally charged topics in a safe space.

This third element connects back to behavioral support: teachers may need to remind pupils of ground rules in times of high emotion or conflict (Lawson, C. 2009).

ELEMENTS OF INCLUSIVE LEARNING ENVIRONMENT (CONNECTING WITH ALL CAREGIVERS)

Ideally teachers and parents work as a team, but different ideas and beliefs can create disconnection and dysfunction (Adams et al, 2016). Often, factors such as unclear role definitions between parents and teachers can impede the teacher–parent collaboration. If there is a body that can clearly define the roles of parents and teachers, and how they are to collaborate, it is the school. If teachers cannot talk to parents due to a language barrier, the school must provide translators.

Recruiting and Hiring Diverse Teachers

Educators from racially and ethnically diverse backgrounds positively change academic outcomes (Ash, et al, 2009). Such educators increase attendance and hold higher expectations for students of color, and enable them to advance and enroll in more rigorous coursework. Thus, to create an inclusive education, schools must also aggressively recruit and retain diverse teachers. Doing so may also help with connecting with caregivers.

Professional Development and Collaboration with Staff

Many blame teachers for failures of inclusion (Mohan, 2010), but teachers are only as good as their training, and it is the schools that have the power to train.

Some schools have a diversity office to provide professional development/support to staff, and other schools participate in conferences. The school-wide events must echo the values in the classroom, and reinforce the work of the teachers. All in all, “the school atmosphere should demonstrate celebration and acknowledgement of students from all races” through school-wide activities that encourage all to communicate and collaborate, wrote Mary Mwangi (Mwangi, 2012, para. 1).

Inclusive Curriculum

National curriculum, or curricular standards, must be redefined with diverse representations as an essential component. Children connect to books with characters that remind them of themselves, their families, or their lives. “Kids need to see people who look like them who have faced challenges, overcome obstacles, and made a difference in the world” (Rodriguez, 2018, para. 3). Teachers cannot teach inclusive classes with un-inclusive materials.

Teacher Preparation for a Diverse Classroom

Diversity management competence relates to an individual’s awareness and knowledge of how culture and other aspects of one’s group identity inform human behavior and having the interpersonal skills necessary to effectively work with demographically diverse others. When diversity training is a one-off seminar, and not a central pillar of coursework, people roll their eyes

because they see it as trite reprogramming, not a genuine learning experience that they play an active role.



Diagram (Coup, 2021).

CONCEPT2: PRINCIPLES OF PLANNING AND DESIGNING FOR CREATIVITY AND INNOVATION IN ADVANCED TEACHING FOR EDUCATION

Planning and designing educational programs and curricula for creativity and innovation involves developing understanding of the students you are teaching and the instructional environment that could impact their learning success. The planning and design should facilitate equitable use in the classroom, offering equal means of access or engagement for students with diverse abilities, providing ways that accommodate and allow different learning preferences/abilities (Ambrose, 2009). Planning is designed to address the needs of the various learners in the classroom. When educators know what types of students they deal for, they can build a classroom to meet their requirements. They must develop a learning space that meets each student's needs. Visual learners, for example, need a visually attractive learning environment that includes bright, contrasting maps and others, as they will find this useful when scanning knowledge charts. These kinds of strategic and targeted design options must be made in order to meet the needs of each learner type (McFarland-McDaniels, n.d.). The principles include diversity in the classroom enriches and strengthens education, a strength-based and personalized curriculum, student and all other stakeholder's engagement, inclusive teachers need commitment, knowledge and practical skills.

INSTRUCTIONAL TECHNIQUES

Universal Design for Learn (UDL)

Universal design for learning is a frame or approach to teaching and learning that provides equal opportunities for all students to succeed, it was developed by CAST (Amanda Morin, 2020).

Lessons is designed so that expectations are fulfilled procedure instead of waiting for the pupils to fail. UDL offers the chance to reduce the energy and resources taken to construct the curricula. UDL promotes learning with a range of tests, collegiality, open-ended events, various methods of learning, connections and various ways of teaching.

UDL is focused on three brain networks for learning – recognition, skills and strategies, and caring and prioritizing. If teachers can aim to support learners through these brain networks, it will help to design a learning program that can help all students achieve success inside and outside the classroom (CAST, 2010).



The Inclusive Design Process (Garcia, 2019).

Principles of Universal design of Learning

- ¢ Multiple means of engagement.
- ¢ Multiple means of expression.
- ¢ Multiple means of action and expression.

BACKWARDS DESIGN

Backward design can also be called backward planning, it is a process that teachers/educators use to design learning experiences and also instructional techniques to achieve learning goals in the classroom.

Gonzalez (2020) says that backwards design is where the teacher or school should first consider what the final attainment for students should be and then work backwards from that point. Effectively, teachers are creating assessments first and then planning lessons. This seems to be quite common among IB and Cambridge teachers around the world. Backward design comes from K-12 sector of education and is often where we consider where learning first happens. Teachers have been told to plan units that lead up to an activity or assessment because teachers have often thought what do we want the students to be able to understand before the assessment has been planned.

This would not be considered as backwards design. Teachers can follow three simple steps for backwards design to be successful:

1: What do you want the students to know or complete by the end of the lesson or unit.

2: Construct the final activity or assessment

Develop the lessons that will support students to complete the activity or assessment successfully.

Principles of Backward Design

- ¢ It is also called backward planning or mapping.
- ¢ Teachers check the learning goals that the learners need to meet at the end of the unit.
- ¢ Teachers then create a set skill and concepts the learners would attain at the end of the course.
- ¢ Teachers create a summative assessment which would demonstrate the learning which the learners need to show in order to achieve the desired goals.
- ¢ Teacher creates a set of projects, series of instructional techniques and lessons for the learners to attain knowledge and skills to reach the desired goals.

Differentiated Instruction

Differentiation instruction is a teaching approach used to tailor instructions to meet student's needs. Teachers can differentiate content, products, process and the learning environment (Carol 2018). teachers differentiate content, process, products, or the learning environment, the use of

ongoing assessment and flexible grouping makes this a successful approach to instruction. Differentiated content ensures that the degree of difficulty will differ for students. Differentiating process ensures that teachers may differ on the basis of learning preferences or styles for pupils.

Differentiation through project-based learning with techniques such as teamwork and individual work, setting goals and allowing reflection, breaking down lessons into smaller parts, allowing various types of both summative and formative assessments.

Tutors' ought to have defined objective of the lesson at hand then go ahead and provide the students with flexible options of delivering the content to meet the objective.

differentiated instruction gives students the choice and flexibility in how they get to grasp information and use it based on their strengths.

Principles of Differentiation

☛ Depending on the learner's readiness the content is delivered in a defined process.

☛ The teacher appreciates the learner differences and builds equality.

☛ Assessments and instructions are linked to one another.

☛ Differentiated classrooms are flexible in nature.

☛ The goals for learners in differentiated classrooms are continuous success and growth.

☛ Teachers and learners work collaboratively in differentiated classrooms.

ANALYSIS 1: EXAMINING WHETHER CLASSROOM IS DIVERSIFIED AND INCLUSIVE WITH INNOVATION

Given the fact that everyone is unique among the seven billion people who live on this planet earth, I find it paramount to discuss such important topics as 'diverse' and inclusion'. As the term diverse sounds, it implies different kinds of learners in a classroom and this is a guarantee since everyone is unique in their own way. Inclusion in a classroom on the other hand means a general education classroom where students with and without learning differences learn together, are welcoming and support the diverse academic, social, emotional, and communication needs of all learners ("Inclusive Classrooms: A Primer for Teachers", n.d.).

Equal access to Lesson Materials

In an inclusive classroom, every learner should have equal access to everything involved in the learning process as mentioned in the journal. This does not only stop at providing materials but also includes an encouragement to everyone depending on what their weaknesses are. Some learners need an extra word of encouragement to be able to acquire the same quality of education as their peers. "It also means identifying any barriers within and around the school that hinder learning and participation, and reducing or removing these barriers" ("Inclusion Classroom", n.d. para. 1).

ANALYSIS 2: TWO WAYS TO MAKE SURE ALL STUDENTS IN A CLASSROOM COULD INTERACT WITH AND UNDERSTAND THE CURRICULUM

I have found that true educators should acknowledge, appreciate, and respect the differences in their students. Students' diverse intelligence, talents, skills, interests, and backgrounds enrich our schools and our lives as teachers.

With today's classrooms being more diverse than ever, it is our job to ensure that all students have the same opportunities to access and understand the curriculum. I feel that a classroom that is not student-centered is not an inclusive classroom. As such, I am a strong proponent of Differentiated Instruction (DI) and Universal Design for Learning (UDL) as an approach to teaching each student

to ensure that their needs are met and that each student is provided with the best opportunities to succeed.

The Flipped classroom refers to a “pedagogy-first” approach to teaching (University of Washington’s Center for Teaching and Learning, 2020). This approach is where the learning materials are given to the students to look at outside the classroom and as homework, this allows for class time to be used for inquiry, application, and assessment to better meet the needs of the students. Before the lesson begins, the students watch a video or read an article related to the topic of the lesson. This is then discussed during the lesson with the educator facilitating the learning.

DISCUSSION

Flexible Classrooms and Flexible Groupings in an advanced learning environment Bray (2005) mentions that the goal of grouping students together is to make sure the classroom is inclusive for all students and that not one child should feel excluded. The role of flexible grouping is exactly in the name, the groups should be flexible and adaptable on the students or the lesson. Teachers can organize the groups in many different ways depending on the process goal. Flexible grouping can also be used in classes when the teacher wants to organize assessments. This can be a great tool in an inclusive classroom as students can work together to better understand the content that the teacher might want to assess. It is a data-driven teaching practice that is used to group students into small groups or temporary groups, so that they can work together to develop an identified skill or to complete particular learning activity (Amanda, 2020).

Principles of Flexible Classrooms and Flexible Groupings

- ¢ Flexible grouping is data driven.
- ¢ It helps target specific learner needs.
- ¢ It is very fluid in nature for delivery of special instructional techniques.
- ¢ Flexible grouping encourages differentiation in classroom.
- ¢ Inclusive classrooms believe that learners come with their strengths and needs. This can be addressed using flexible grouping.
- ¢ The strengths and needs of the learner’s change depending on the objective, time of the day and content.
- ¢ Flexible grouping allows one learner among the five other learners to get the right support, at the right time in the right way. This encourages inclusivity in classroom.

Environment centered learning This type of learning is centered on the environment. A learner centered environment is more than providing information or teaching, it is an educational approach that focuses on creating a very safe environment for learners. Environmental centered learning encourages our students to become more independent and to be in charge of their education. Learner-centered environment is more than just providing information or teaching skills. It is an educational approach that focuses on the participants’ concerns and involves them in making decisions and solving problems. A learner-centered environment recognizes that learners are “experts” in their own lives.



Brandsford., 2008

Natural light in classrooms has been known to improve the learning experience of students. This has led to most classrooms having enough natural sunlight. the environment as a means of improving the learning experience of the students which in turn will improve the success in retention of the materials being taught.

Principles of Environment centered learning

- ❖ Learning student's names and addressing them by their names.
- ❖ Using inclusive language. For example, refraining from using masculine and feminine pronouns.
- ❖ Using varied examples to cater to diversity in classroom.
- ❖ Rules and regulations need to be clear and specific.
- ❖ Accommodations and intervention need to be provided for especially abled children.
- ❖ Teacher needs to be fair while evaluating and implementing the unit.

CONCEPT 3: INSTRUCTIONAL APPROACHES FOR CREATIVITY, INNOVATION AND INCLUSIVE CLASSROOMS

There are several different diversity, innovations, creativities and inclusion approaches schools may use to ensure the needs of students are met in the classroom as well as make the school environment attractive. These approaches should be formally outlined and structured as part of the instruction to ensure their use and effectiveness in the classroom.

Two instructional approaches can be used as an effective teaching and learning in a diverse and inclusive classroom are Understanding by Design (UbD) and Culturally Responsive Teaching (CRT).

Understanding by Design

The main characteristics of UbD can be divided into five principal areas:

1. Curriculum planning that is flexible but provides a framework for instruction. The framework should have the development of student understanding and knowledge transfers as the primary aim.
3. The primary aim of student understanding includes the six facets of understanding defined by McTighe & Wiggins (2012) as "the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess" (p. 1).
4. Backward design thinking for curriculum planning. Determine the goal and then what's the assessment of that goal, and what needs to happen instructional to support and head towards that goal. (Avenues: The World School, 2013).
5. Recognition that teachers are guides of and for understanding. In this sense, teachers can be viewed as the More Knowledgeable Other (MKO). MKO conveys to children the way their culture

interprets and responds to the world (McEachern, 2016). Finally, because UbD uses backward design thinking, schools can identify the goals. Finally, because UbD uses backward design related to diversity and inclusion and plan for them in the curriculum before instruction.

Culturally Responsive Teaching (CRT)

The main components of Culturally Responsive Teaching (CRT) are:

1. CRT is “deliberate about getting to know and understanding the knowledge and experiences students have acquired outside of school” (Ebersole et al., 2015, p. 184).
2. Teachers promote student-centered learning and demonstrate and teach empathy.
3. The classroom allows for and promotes reflection about their beliefs about people from other cultures and their own cultures.

DISCUSSION

The merits of CRT are that it can help diverse learners make connections to concepts that contribute to learning objectives because the learners are able to relate personal knowledge and experience. Understanding students’ perspectives, which are heavily influenced by their culture, is an essential aspect of the learning process. Relating content knowledge for multicultural learners to their cultural backgrounds can help diverse learners to connect meaning to their learning. Instruction that is responsive to culturally diverse needs and backgrounds also allows students to be involved and engaged in the learning process (Wang, C. L., et al., 2004).

Finally, the relevance and implications of CRT are that its methods are holistic. Therefore, it meets the needs of the inclusive K-12 classroom because it not only recognizes but celebrates diversity as an essential component to learning at all levels. In conclusion, of the approaches to meeting the needs of an inclusive and diverse classroom, UbD and CRT are two approaches that when implemented properly can provide a high degree of success. Both approaches require a strategically planned framework that is mapped in the curriculum and provided through instruction in the classroom.

My opinion on ways to meet the needs of a diverse and creative student population (the K-12 classroom)

Having taught different age groups, from young learners to adults for over 14 years and after reading various texts on this course, I concluded that many countries curriculum had not met the needs for an inclusive, innovative, creative and diverse learning environment to its best. I have seen many students from diverse backgrounds, with different learning abilities and physical and sensory impairments being integrated into the classroom setting thus lending for the need for an inclusive and diverse curriculum. As suggested in the quote by Ginsberg & Wlodkowsj (2009), teachers are called upon to exert ‘a powerful influence over classroom norms,’ and ‘rework the curriculum’ in way that it meets the needs of the diverse student population.

And how can this be done? Teachers must re-evaluate the way in which they teach and start creating and implementing instructional techniques that would allow them to effectively teach an inclusive curriculum to a diverse class.

I am of the view that one of the approaches that can be used is that of Differentiated instruction. This process of teaching and learning for students of differing abilities, who are found in the same class, seek to move away from teaching to the whole class in the same manner and address the individual needs of all learners.

This strategy, once implemented within the k-12 inclusive classrooms, allows teachers to modify:

1. the content – what they teach
2. the process – how they engage the student to understand the content.
3. the product – what the student produces and the end of the process (Thakur, 2014).

Another approach to ‘reworking’ the curriculum to meet the needs of the inclusive classroom is using Universal Design for Learning (UDL) strategy. This flexible approach seeks to give all students equal opportunities to be successful by removing all barriers to learning. (Morin, n.d.). It does this by focusing on the how and what is taught in the classroom and is therefore predominantly seen as a curriculum design model as it can be used to restructure what is taught to the inclusive classroom.

This reminds me of a student I once had in my early years of teaching in a third- grade group. He had a very low IQ report result. Initially, the school did not have a curriculum prepared to meet his needs, and secondly, I had no experience doing so. The following quote took me to reflect on my role as an educator: “...As educators, [we] exert a powerful influence over classroom norms, it is important to make explicit those values that are most often implicit and profoundly affect students in our classrooms” (Ginsberg & Wlodkowski, 2009, p. 13).

Fortunately, with the assistance of a specialist, I can still remember the materials and resources adaptations we made for him; the extra hours spent to prepare specific tests and activities, unfortunately, with no support from the leadership.

Teachers have a profound and long-lasting influence on all of their students. This has an impact not only on the teaching of specific academic skills but also on the development of student self-esteem. Self-esteem reinforcement in the classroom has been linked to increased motivation and learning (Brooks, n.d.). That said, this reflection is very important for any teacher. I personally believe that the content that I teach can have less impact on the lives of my students compared to the values I teach them. One of my homeroom students left the school to go to a new school in a new country where she was a total stranger. She wrote to me at the beginning of the new term and told me how the life skills I had taught her were of great use to her in her then-new environment and she asked if we could keep in touch. This made me feel so good and it was such a great encouragement. I believe in all learners and I give them the best I got in school in addition to what I really missed. I teach them about character and I show my great belief in them. I teach them about self-esteem and I encourage it so strongly. It is one way to give learners what they need to succeed but it’s very important again to push them to believe that they can, in the first place. “Looking at data on over 570,000 students in North Carolina, Jackson found that ninth-grade teachers who improved their students’ non-cognitive skills which include motivation and the ability to adapt to new situations, as well as self-regulation had important impacts on those students.” (Terada, 2019, para. 19).

Many teachers do teach their content and they feel that they have fulfilled their duties but I don’t think the same. I believe in the great impact I can cause to these amazing unique beings in any class I step in. Brooks, (n.d.) asked teachers to examine those teachers they like and describe them, words such as “demanding but supportive,” “caring,” “was interested in us,” “was excited about what she taught,” “had a good sense of humor” were mentioned. Since I know this, I do this. In conclusion, the school must provide high-quality professional developments; teachers’ education will enable them to have a positive approach and attitude towards students’ diversity. The principle that every child has the right to learn helps to move from rigid disciplinary and decontextualized content to a student-centered approach. That means meaningful teaching and learning,

including involving students in planning, using authentic assessment with various and differentiated resources and materials, and appropriate classroom arrangement.

CONCLUSION

MY OPINION ON STRATEGIES TO ADAPT MATERIALS AND CREATE AN INNOVATIVE CLASSROOM ENVIRONMENT

I teach in a diverse inclusive classroom, and my goal is to create a learning atmosphere in which each of my students feels motivated, engaged, and has an equal opportunity to learn. I adjust my students' needs, interests, and skills to provide flexible learning options for materials, tasks, and assignments so that they can effectively attain their educational goals and have a feeling of belonging in the classroom. Teachers must adapt and use flexible teaching methods in my school because all kids of the same age learn together, regardless of their ability or condition.

The use of Technology Use of technology in my teaching materials: Here in Japan, technology is a friend to almost everyone. I have found that so many learners have a permission for technology and that if this tool is used well, it can be a smart way to engage learners in learning. In my case, during English lessons, I make slides, find a very child friendly video (and I usually find math antics videos very catchy for my learners) and then post the work on google classroom. The video helps them to revise the concept even after the lesson. **Technology Enhances Learning** – Teachers believe that technology enhances learning by allowing students to use laptops and tablets. Virtual lessons, videos, or the use of a tablet can make difficult or boring subjects more interesting ("Why is it important to use technology in the classroom?" n.d.).

Grouping of learners Grouping of learners also has been a big plus in inclusivity. I believe that, depending on the task and the dynamics of the class, both types of grouping are usually possible. It's a good idea to mix up the strong and weak students while also allowing time for stronger students to collaborate so that they can work to their full potential ("Adapting materials for mixed ability classes", n.d.).

Self-Managing Strategies

I have and will always believe in the power of thoughts and the capability of learners or the power of the brain if trained in the right direction. With this reason, I have always found it paramount to make sure my learners know what they are capable of and understand how much I believe in them so that they do all they do with this in mind.

Understanding this is usually the starting point and then we work on setting goals, selfevaluation, self-questioning, self-monitoring, and self-enforcing (reinforcing effort and providing recognition) (Adaptations, Extensions, Modifications and Strategies, n.d.).

I tend to emphasize the use of continuous formative assessments in the form of concept checking questions (CCQ's). These questions are used in the 5W's and H format, this means that the questions are open-ended.

According to research (Care, et al., 2017), "21st century skills are featured as contributors to success for the more distant stakeholder groups." and "non-government and government personnel emphasized communication, social skills, critical thinking, and technology and computer skills." I agree with this thought. From this viewpoint, "Information literacy" and "ICT literacy" are the most critical for students to learn in order to be successful. Wherever the next generations will be as labor forces, they need information literacy. For example, even farmers or fishermen need to have not only the ability to grow or catch their harvests but also how to sell them. All logistics will use technologies in the future. All people must gain this skill to live and be successful.

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