



Resources That Resonate

Curating and Creating Instructional
Materials with Purpose

LUNCH AND LEARN | WORKSHOP 3



CENTER FOR TEACHING AND LEARNING EXCELLENCE

FACULTY-DRIVEN | EVIDENCE-BASED | STUDENT-CENTERED

WELCOME FROM THE **UHD Center For Teaching and Learning Excellence!**



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Our Mission

“Promote student success by providing targeted faculty support promoting evidenced based instructional strategies, and cultivating an innovative and collaborative learning environment at UHD.”



RESOURCES THAT RESONATE

Curate accessible, relevant, and engaging instructional materials for student success. This workshop invites faculty to rethink material choices through the lens of cognitive load, student engagement, and critical thinking.

Objectives



CLO 1:

Utilize evidence-based research to improve student outcomes.

- a. Identify challenges in engaging students with the course materials.
- b. Determine how adding a variety of materials can increase student engagement and improve outcomes.
- c. Compare the variety of library resources and how they could be used in your course.
- d. Analyze how case studies can support critical thinking.
- e. Consider how the arts can be used to support students in your subject area.

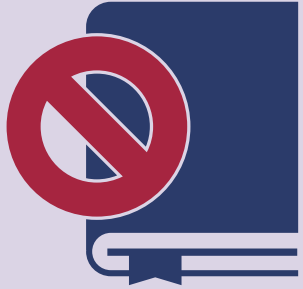


ACTIVITY

Reflection Questions

- **How do you choose materials for your course?**
- **Do students do the readings and watch the videos?**
- **What challenges do you have with engaging students with the material?**

RESEARCH BRIEF



**Don't use your textbook
as the course outline.**



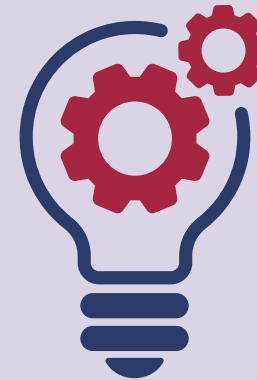
**Aligning materials with objectives can
reduce cognitive load and increase
engagement.**



**Examine
alignment to
discover need
for more
materials.**



**Video improves
learning in higher
education contexts.**



**Case studies
improve critical
thinking skills in
higher education.**

Materials Should Align With Outcomes

“

The teacher's job is not to cover what the textbook offers, but to use the text to assist in meeting learning goals.

”

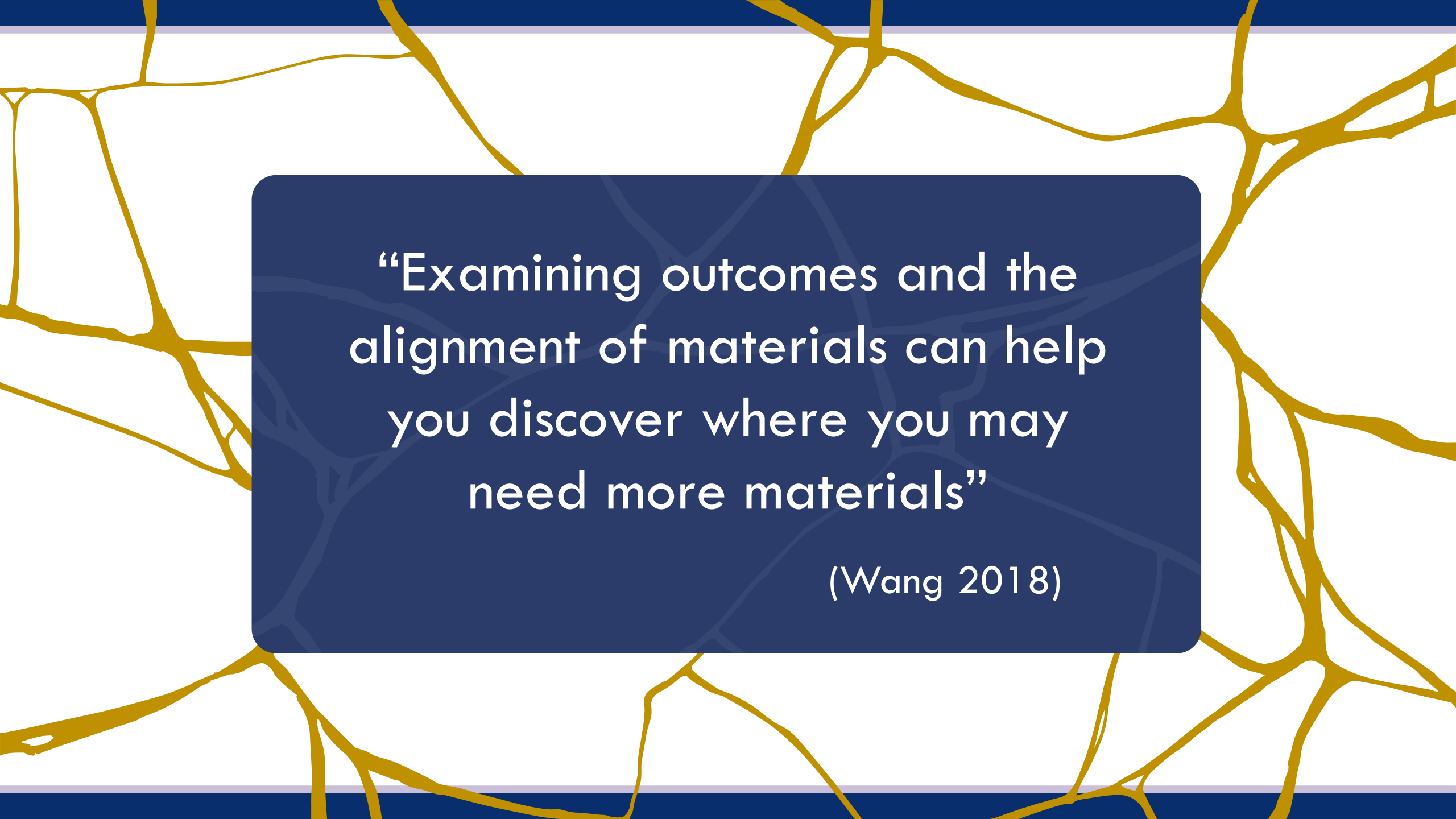
(Wiggins & McTighe 2005)

Backward Design Leads To..



Student Centered Course Design!!!





“Examining outcomes and the
alignment of materials can help
you discover where you may
need more materials”

(Wang 2018)

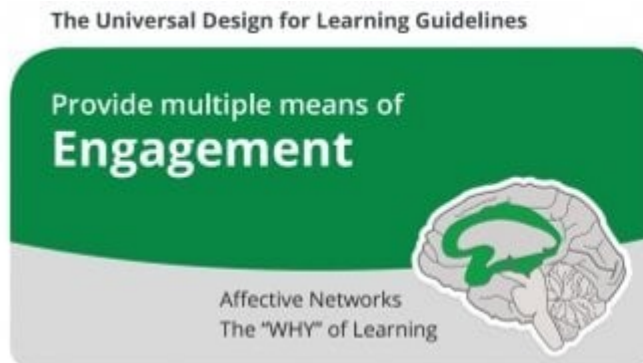
Kintsugi – “Golden Repair”



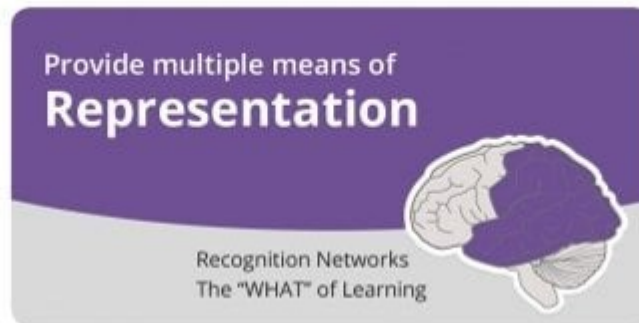
Designing For All Learners: The Power of Varied Materials through UDL

Universal Design for Learning is a framework that helps design flexible learning environments that can accommodate the diverse needs of all students.

UDL recognizes that students differ in how they:



**Connect emotionally
& stay motivated**



**Perceive, process &
understand content.
(visual, auditory, tactile)**



**Express what
they know**

Opportunities for Kintsugi

UDL Principle	Variety of Materials	Supports
Multiple Means of Engagement <i>How can I motivate and sustain student interest throughout the course?</i>	Case studies (real-world scenarios) Collaboration projects Choice-based assignments Reflective journaling	☒ Engagement ☒ Critical Thinking
Multiple Means of Representation <i>How can I present content in ways that reach all learners?</i>	Videos Visual art, diagrams Case Studies Curated databases Audio Recordings Guided Notes	☒ Cognitive Load ☒ Engagement
Multiple Means of Action & Expression <i>How can students show what they know in different ways?</i>	Storyboards Poster Presentations Debates, podcasts, video recordings Artistic interpretation Digital Portfolios	☒ Engagement ☒ Critical Thinking

Library Video Databases

Over 150,000 online videos available

Subjects	Video Databases
General	Alexander Street Films on Demand Kanopy
Business	Henry Stewart Talks O'Reilly Online Learning
Theatre and Drama	Digital Theatre Plus Drama Online
Science	JoVE Science Education

Library Commons Demo

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Most relevant

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PAGE

UHD Library

Undergraduate - Graduate

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MODULE

UHD Library-Top Ten

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MODULE

UHD Library-AI Fundamentals

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UHD Library-Analyzing Authority

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UHD Library-Analyzing Sources

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MODULE

UHD Library-Academic Writer

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MODULE

UHD Library-Types of Sources

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MODULE

UHD Library-Effectively Using Sources

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MODULE

UHD Library-Plagiarism and Academic Integrity

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Research Guides

Subject Guide

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Accounting

This guide spotlights UHDL Library resources in accounting and tax research.

Home - Article Databases

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Resources on accounting and tax laws and best practices.

Company Information

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Business journals and magazines; company, industry, and market research; business news; and books.
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Subjects:

Accounting, Risk Management and Insurance

Course Guide

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SOCW 3350: Research Methods in Social Work

Home

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Writing Literature Review

Health and Human Services Organizations

Social Work Organizations

APA Tutorial

Start Here - Find Articles

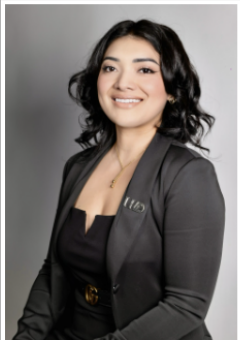
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- [CQ Researcher](#) ⓘ
In-depth reports on political and social-policy issues back to 1923.
- [Journal Citation Reports](#) ⓘ
Use this tool to compare journals in the sciences and the social sciences. It includes "impact factor" scores that measure the influence of each journal on its field of study.
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1900 to current. Find articles in the sciences, social sciences, and humanities.

Search techniques

Subject Librarian



[Find Your Librarian](#)

Opportunities for Kintsugi

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Case Studies

Why Use Case Studies?

- A **highly adaptable** teaching method rooted in **problem-based learning**
- Encourages **group discussion, collaboration**, and **complex problem-solving**
- They promote development of **analytical skills**
- Engagement with **higher-order thinking**:
 - → *Analysis, Evaluation, Application* (Bloom's Taxonomy)

How Do They Help?

- Present content as **narratives + guiding questions**
- Foster **interdisciplinary learning**
- Connect academic topics to **real-world societal issues**

Impact on Students:

- Boosts **motivation** and **class participation**
- Improves **learning outcomes** and **assessment performance**

Tips for using Case Studies

- **Use current and relevant scenarios** to ground learning in authentic contexts.
- **Focus on complex problems** with multiple, ambiguous solutions to promote critical thinking.
- **Encourage collaboration** to help students challenge assumptions and refine ideas.
- **Include reflection** and peer feedback after the assignment to deepen learning.
- **Align case studies** with clear learning goals.

Practical Resources:

- [Case Study GenAI Prompt Template](#)
- UHD library case study filter search
- [University of Oxford Case Study Center](#)
- [Harvard Cases Catalog](#)

Using The Arts To Teach

“ The arts push us to recognize and consider the multiple, flexible ways in which people learn and interact with the world. They expand our notions of how content can be represented, perceived, and understood. They also show us that the ways in which we engage, act, express, and interact can be rich, varied, and contextual. ”

Glass, D., Meyer, A., & Rose, D. (2013). Universal Design for Learning and the Arts. *Harvard Educational Review*, 83(1), 98–119. <https://doi.org/10.17763/haer.83.1.33102p26478p54pw>

Using The Arts To Teach

Why Integrate the Arts?

- Reduces cognitive load by engaging multiple modalities (visual, auditory, kinesthetic)
- Boosts student engagement through creative expression and active participation
- Enhances critical thinking via observation, interpretation, and problem-solving

Examples:

- **Humanities:** Use visual art, music, or performance to explore historical or literary themes.
- **Social Sciences:** Combine images, text, and symbols, a soundtrack to visually represent complex ideas.
- **Health Sciences:** Simulate patient interactions, ethical dilemmas through role play.
- **Environmental Studies:** Use photography or sculpture, digital Storymaps to represent ecological issues.
- **Engineering:** Use classroom spaces, open spaces & physical movement to explore concepts.



**Center for Teaching
and Learning Excellence**

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