

Earn Graduate-Level Credit with The Master Teacher's *Teacher eLearning Bundle*

The Master Teacher is pleased to provide the opportunity for educators to earn graduate-level university credit by completing coursework in The Master Teacher's *Teacher eLearning Bundle*. You may choose to earn 1, 2, or 3 non-degree credits. These credits are for licensure renewal and salary step increases only. The cost of graduate-level credit is separate from The Master Teacher's *Teacher eLearning Bundle* fee.



The Master Teacher and the University of the Pacific/University College take pride in working together to make available the opportunity for educators like you to earn graduate-level university credits/units.

For an additional cost of only \$62 per credit, we can help you meet your salary advancement and/or recertification requirements. All University of the Pacific courses offered through The Master Teacher's *Teacher eLearning Bundle* are graded, graduate-level, professional development courses designed as professional growth for educators.

1 Graduate-Level Credit:

\$62 / 3-page reflection paper

2 Graduate Level Credits:

\$124 / 6-page reflection paper

3 Graduate-Level Credits:

\$186 / 9-page reflection paper

The University of the Pacific is fully accredited by the Western Association of Schools and Colleges and all courses will appear on an Official Transcript from the Registrar's Office at UOP. Completing coursework in The Master Teacher's *Teacher eLearning Bundle* is a prerequisite to the course enrollment(s). Some school districts may require pre-approval prior to enrollment. It is your responsibility to know your district's policies.

Course Requirements

There are only two requirements for the awarding of credit:

1. Self-Created Time Log: Create a PDF, JPEG, or Word document including a self-created time log documenting the time you spend creating curriculum, activities, projects, strategies, or techniques inspired by the course(s) you complete. Creating your own log gives you the freedom of documenting all the time and effort you have dedicated to completing your coursework requirements. Your log must be specific and include dates and accomplishments. For each graduate-level credit, document 15 hours of involvement. All your coursework participation must be away from professionally paid hours.

Whether you spend time brainstorming new ideas, creating new curriculum, researching, reading, typing your reports, reviewing The Master Teacher's *Teacher eLearning Bundle* coursework, or composing notes, you are able to document all the professional time that you have invested enhancing your professional growth. You may also backdate your log to include previously developed teaching techniques or activities.

2. Reflection Paper: Type a 3-page, single-spaced narrative report summarizing your overall experience of creating and/or developing new ideas inspired by the course(s) you have completed. You may modify, change, or adapt any ideas to meet your professional needs. The culminating goal of this report is to demonstrate how The Master Teacher's coursework has enhanced and empowered your professional development.

Coursework Submission: Your coursework can be submitted up to 6 months from registering, and extensions are always granted upon request. You may also submit your coursework earlier if needed. The true course ending date that will appear on your transcript will reflect the date your coursework was received.

Your completed coursework should be saved as a PDF, JPEG, or Word document and include the following:

- 1. Title page** with your last name, first name, University of the Pacific course number and title, number of credits, last 4 digits of SSN, and course beginning/ending date.
- 2. Self-created time log** documenting 15 hours per credit with dates and accomplishments. Include the total number of hours calculated for all coursework (see log example below).
- 3. Reflection Paper(s)** summarizing how the course(s) from The Master Teacher's *Teacher eLearning Bundle* enhanced your professional growth.

Email your completed coursework as an attachment to coursework@teacherfriendly.com

Log example: It may be that you require more or less time completing your own personal activities and/or projects, and that's why we have left it to you to decide how you manage your time.

Date	Objective	Hours
4/21	Reviewed/researched materials to prepare for upcoming coursework	1.5
4/23	Reviewed/typed notes from first session of coursework	2
5/10	Reviewed/typed notes from second session of coursework	2
5/13	Reviewed notes from coursework and developed plans of action	2
6/22	Created and constructed new learning activities based on coursework	4
7/16	Typed 3-page, single-spaced report explaining implementation of new learning activities	3.5

Total hours of involvement: 15 hours per credit

Reflection Paper Requirements

Each graduate-level credit requires a 3-page, typed, single-spaced narrative report. Try to incorporate the following key points into the structure of your report. Remember, this narrative is about YOUR experience...be creative with your writing!

Activities, projects, strategies, or techniques of implementation:

Describe the activity, project, strategy, or technique that you developed as a result of completing the coursework. Be sure to include materials and resources utilized. For example, handouts, visual aids, props, books, learning strategies, etc. Detail why you chose this idea and how it fits into your professional development needs or those of your learners. Explain the actual process of introducing your project and the methods used for instruction.

Population target: Grade level, type of class, groups:

Define the needs and goals of the learners that you designed these ideas for and how they might correlate to their specific needs and/or core objectives. Indicate if these learning methods were designed for students with special needs, specific groups within a class, developmental ages, etc.

Objectives and goals:

Describe the specific targeted learning objectives and how they related to the goals of your instructional program. Try to correlate the objectives/goals to the specific activity/project you presented. Possibly correlate, when appropriate, the objectives/goals with the Common Core Standards set for your curriculum.

Evaluation methods utilized:

Describe how you evaluated the success of the projects you developed. What methods or criteria did you use to assess your achievement of specific goals?

Overall outcomes and reactions:

Include your personal assessments of how the learning objectives and goals were achieved. What were the reactions of your learners? How would you redesign or change your methods with future utilization of the projects?

Frequently Asked Questions

Credit Information

How do I register for the credit?

Download the PDF Registration Form and follow the instructions provided on the form.

***Please use University of the Pacific course numbers and titles when registering, not Teacher eLearning Bundle course numbers and titles.**

Prior to registering, please be sure to familiarize yourself with the Master Teacher's Teacher eLearning Bundle Platform and the University Course Alignment Form. The University Course Alignment Form will help you align the appropriate university course title with the content to log in your hours under the specialized subjects/topics: Environment, Behavior, Instruction, Engagement, English Language Learners, Teaching Students with Exceptionalities, or Assessment.

How many credits can I register for?

You may register to earn between 1-3 graduate-level credits for every 15 hours of involvement that you complete using the *Teacher eLearning Bundle*.

How long will my registration form take to process?

Once we receive your registration form we will send you a confirmation email within 24-48 hours notifying you of receipt and that you may begin the coursework.

Registration forms are processed on a weekly basis at the main Registrar's Office. Generally, it can take anywhere between 2-3 weeks for the payment to appear on your bank account statement from the time you submit your registration form. If you attached a check as the payment method, it may take additional time for the check to clear.

Can I begin my coursework even if I have not yet been charged for my tuition?

Yes. You may begin your coursework once you have received the "Course Enrollment Confirmation" email.

Can I register for university credit before enrolling in the *Teacher eLearning Bundle*?

No. Enrolling in the Master Teacher's *Teacher eLearning Bundle* is a prerequisite to earning graduate-level credit.

University Course Information

Are these graduate-level courses?

Yes. All university courses offered through The Master Teacher are graded, graduate-level, professional development courses provided for all teachers (K-12), and related personnel who are seeking recertification, state licensure, salary advancement, or other professional development growth opportunities.

The credits offered are post-baccalaureate, graded, graduate-level semester credits, provided directly through the University of the Pacific, University College. They are specifically designed to meet the needs of educators for salary advancement and recertification. **These courses are NOT applicable to participants who are pursuing an advanced degree at the University of the Pacific.**

Will my school district accept these courses for salary advancement/licensing requirements?

Each district and state have different requirements, guidelines, and deadlines for salary advancement and licensing requirements. We always encourage participants to familiarize themselves with their own policies prior to enrolling. Although we have a proud history of helping educators nationwide, participants are fully responsible for determining the acceptability of these courses for their intended use.

Will these courses be applicable/transferrable toward my degree?

These courses are not applicable for a degree at the University of the Pacific but can be transferred at the discretion of your institution. An official transcript is available from the University of the Pacific upon successful completion of coursework. While it may be possible for the credits earned in these courses to be used for salary advancement and state licensing requirements, we do not provide assurance that any state licensing board or school district will accept these credits for those purposes. Individuals seeking credits for those purposes are advised to check with the appropriate agencies and gain approval prior to registering. The University of the Pacific is accredited by The Western Association of Schools and Colleges (WASC).

How many hours of involvement/coursework is required per credit?

Each graduate-level credit requires 15 hours of participation/involvement in the course.

Is the University of the Pacific/University College accredited?

Yes. The University of the Pacific/University College is accredited by the Western Association of Schools and Colleges (WASC). UOP was established July 10, 1851, as California's first chartered institution of higher learning.

Coursework & Transcript Submission/Processing Time

Where do I submit my coursework?

Submit your coursework to coursework@teacherfriendly.com

Please include in your subject line "Coursework Submission".

How much time do I have to complete my coursework?

Coursework may be submitted up to six months from your enrollment (registration) date. The enrollment date is the day you receive a "Course Enrollment Confirmation" email. Since enrollment is open year round, coursework submission dates vary depending on when you register.

Can I submit my coursework earlier than my submission date?

We always encourage early coursework submission if you finish prior to your submission date. This will help expedite the process of receiving your unofficial/official transcript. The true course ending date that will appear on your transcript will reflect the date in which your coursework is received.

Please note: You should register first before submitting any coursework to avoid a delay in processing. Our university first has to process and enter each student in the Registrar's Office system. Generally, it can take anywhere between 2-3 weeks for them to be officially entered into our university system. We always encourage participants to wait a minimum of a week to submit their coursework after registering.

Can I request an extension for submitting my coursework?

Absolutely. Simply email our office at info@teacherfriendly.com to request a 2-month extension. Be sure to include "Extension Request" in the subject line and provide your course number/title.

Can I begin my coursework even if I have not been charged for my tuition?

Yes. You may begin your coursework once you have received the "Course Enrollment Confirmation" email.

How long does the grading/transcript process take?

After receiving a coursework confirmation email from our office, please allow anywhere between 3-5 weeks (Up to 6 weeks during the summer!) for you to receive your unofficial transcript. Keep in mind that you do not need to wait to receive an unofficial transcript to request your official transcript.

***An unofficial transcript will take approximately 8-10 business days to arrive once your grade(s) have been officially entered into the system.**

How do I request an Official Transcript?

If you would like to order your transcript immediately, you can request official transcripts one of two ways.

1. You can download the form and route it to the Registrar's Office with a check as payment. (Please visit <http://web.pacific.edu/x31133.xml> to get more information about requesting transcripts).
2. Or you can request an official transcript online. Go to the website of the Registrar's Office: <http://web.pacific.edu/x7062.xml> and choose the National Student Clearinghouse option which is under the heading "Former Students." This is an instant way to request transcripts online. You must pay with a credit card and there is a \$7 charge for using this service. Transcripts cannot be requested by email, fax, or over the phone.

It is imperative that you very clearly indicate ALL PEDU numbers that you wish to appear on your official transcript. Otherwise, your transcript could be sent missing a course(s). When requesting online, please write your classes in the fields marked "Degree/Certificate Title." You can write more than one class on a line if you have more than 4 classes.

Also, on the second page under the heading "Delivery Options", choose the processing option "After Grades Are Posted". If you do not, your transcript could be sent without important information and you will have to reorder/repay!

Can I request a refund?

Tuition fees are non-refundable once your enrollment form has been processed.

Please direct any additional questions regarding credit information, coursework submission/requirements, grades, extensions, etc. to info@teacherfriendly.com.

You may also contact Dr. Allan H. Lifson during scheduled telephone office hours (Tuesdays, Wednesdays, and Thursdays from 8:00 a.m. – 12:00 p.m. Pacific) at 949-646-9696.

University Course Alignment Form



University of the Pacific Course Numbers

P EDU 9000: Practicum for Development of Instructional Activities

Instruction

500 Start Your Teaching with the End in Mind	P EDU 9000	15 min
505 Getting Students to Operate in the Upper Levels of Bloom's Taxonomy	P EDU 9000	15 min
510 Six Ways to Make Your Teaching Stick	P EDU 9000	15 min
515 Break it Down to Increase Learning	P EDU 9000	15 min
520 Use Six Ingredients to Accelerate Learning	P EDU 9000	15 min
525 Tapping the Power of Flow	P EDU 9000	15 min
530 Five Questioning Techniques to Strengthen Your Teaching	P EDU 9000	15 min
535 Commanding Students' Attention and Asking the Right Questions	P EDU 9000	15 min
540 Seven Secrets for Leading Deep Dialogue	P EDU 9000	15 min
545 Using "Brain Torque" to Increase Learning	P EDU 9000	15 min
550 Integrating Social Networking in Instructional Strategies	P EDU 9000	15 min
555 Tap the Power: When Students Talk About Their Learning	P EDU 9000	15 min

Engagement

615 Four Ways to Craft an Engaging Assignment	P EDU 9000	15 min
620 What it Really Means to Personalize Learning	P EDU 9000	15 min
635 How to Keep Students Thinking When You Ask Questions	P EDU 9000	15 min
640 Student Engagement: Six Things to Look For	P EDU 9000	15 min
645 Factors That Influence Engagement	P EDU 9000	15 min
735 You Can Change Outcomes by Finding Leverage Points	P EDU 9000	15 min
740 When to Coach, When to Mentor	P EDU 9000	15 min
745 Times When You Shouldn't Mentor a Student	P EDU 9000	15 min

English Language Learners

800 Language Concepts	P EDU 9000	45 min
805 Factors Affecting English Language Learners	P EDU 9000	45 min
820 Levels of English Language Proficiency	P EDU 9000	45 min
825 Building and Activating Background Knowledge	P EDU 9000	45 min
830 Common Language Difficulties	P EDU 9000	45 min
835 Appealing to Multiple Learning Styles	P EDU 9000	45 min
840 Reading Strategies for English Language Learners	P EDU 9000	45 min
845 Reading Activities for English Language Learners	P EDU 9000	45 min
850 Methods of Assessing and Checking Comprehension	P EDU 9000	45 min
855 Common Grammatical Difficulties	P EDU 9000	45 min

Teaching Students with Exceptionalities

1100 Proven Philosophies and Strategies for Grading and Testing	P EDU 9000	45 min
1105 Nine Techniques for Using Assessment to Improve Learning	P EDU 9000	15 min
1110 Design Questions to Get the Learning You Seek	P EDU 9000	15 min
1115 Use Think Time to Assess What Students Really Know	P EDU 9000	15 min
1120 Five Great Sentences to Measure Durable Learning	P EDU 9000	15 min
1125 Using Performance Criteria to Lift Learning	P EDU 9000	15 min
1130 How to Teach Students to Assess Their Learning	P EDU 9000	15 min
1135 Lift Student Achievement with Five Types of Questions	P EDU 9000	15 min
1140 Five Facets of Feedback That Increase Achievement	P EDU 9000	15 min
1145 Evaluating Levels of Student Learning and Measuring Growth	P EDU 9000	15 min

P EDU 9003: Learning Activities and Environment Practicum

Environment

200 Your First Priority: Creating the Environment for Learning	P EDU 9003	15 min
205 Establishing a Safe and Caring Environment	P EDU 9003	15 min
210 Designing an Environment of Cooperation and Collaboration	P EDU 9003	15 min
215 Teacher Behaviors That Telegraph Expectations	P EDU 9003	15 min
220 A Recipe for a Respectful Classroom	P EDU 9003	15 min
225 It's All About the Kids: Building Strong Student Relationships	P EDU 9003	30 min
230 The Five Relationships of Students	P EDU 9003	15 min
235 Rewarding Relationships and Respectful Communication	P EDU 9003	15 min
240 Make Sure Students See These Top Ten in You	P EDU 9003	15 min
245 Before You Blame a Student for Not Learning	P EDU 9003	15 min
250 Students Won't Risk Losing an Advocate	P EDU 9003	15 min
255 Introduction to Character Education	P EDU 9003	45 min
315 Essential Classroom Management Techniques	P EDU 9003	30 min
320 Classroom Management vs. Relationships for Learning	P EDU 9003	30 min
325 Defining Your Expectations and Creating Effective Rules	P EDU 9003	15 min

330	How to Teach Students About Rules	P EDU 9003	15 min
335	Six Classroom Routines You Need to Teach	P EDU 9003	15 min
350	Ways to Handle Class Interruptions	P EDU 9003	15 min
355	A Misbehaving Student, the Class, and You	P EDU 9003	15 min
360	Don't Get Tough, Get Gentle	P EDU 9003	15 min
380	Examining More Team Roles and the Dangers of Cheating	P EDU 9003	45 min
Behavior			
400	How Student Needs and Teacher Attitudes Influence Behavior	P EDU 9003	60 min
405	Positioning Yourself to Strategically Handle Behavior	P EDU 9003	180 min
410	Effectively Changing Inappropriate Behavior to Appropriate Behavior (Part I)	P EDU 9003	210 min
415	Effectively Changing Inappropriate Behavior to Appropriate Behavior (Part II)	P EDU 9003	195 min
420	Collecting Instructional or Behavioral Data	P EDU 9003	45 min
425	Supporting Students Who Are Noncompliant	P EDU 9003	45 min
430	Strategies for Working with a Student in Crisis	P EDU 9003	45 min
435	Basics of Positive Behavior Support	P EDU 9003	45 min
440	A Positive and Preventative Approach to Classroom Discipline	P EDU 9003	45 min
445	An Introduction to Response to Intervention	P EDU 9003	45 min
450	What is Bullying?	P EDU 9003	45 min
455	Bullying: Who Does it Affect?	P EDU 9003	45 min
460	The Need for Adult Intervention	P EDU 9003	45 min
465	Establishing Rules and Consequences	P EDU 9003	45 min
470	The Discipline Process	P EDU 9003	45 min
475	Helping Parents, Targets, and Bystanders	P EDU 9003	45 min
480	Bullying Awareness, Prevention, and Intervention	P EDU 9003	45 min
485	Teaching Appropriate Social Skills to Form Relationships and Prevent Bullying	P EDU 9003	45 min
Engagement			
710	Never Forget: The Word "Each" is Within "Teacher"	P EDU 9003	15 min
English Language Learners			
860	Classroom Management Strategies	P EDU 9003	45 min
865	Building a Supportive Classroom Learning Environment	P EDU 9003	45 min
P EDU 9004: New Curriculum Idea/Materials Development Practicum			
Environment			
260	Applying Character Education in the School	P EDU 9004	45 min
265	Defining Character Traits: Diligence, Loyalty, Sensitivity, and Enthusiasm	P EDU 9004	45 min
270	Defining Character Traits: Discernment, Cautiousness, Boldness, and Determination	P EDU 9004	45 min
275	Defining Character Traits: Availability, Deference, Persuasiveness, and Wisdom	P EDU 9004	45 min
280	Defining Character Traits: Truthfulness, Obedience, Generosity, and Forgiveness	P EDU 9004	45 min
285	Defining Character Traits: Sincerity, Virtue, Responsibility, and Initiative	P EDU 9004	45 min
290	Defining Character Traits: Self-Control, Resourcefulness, Tolerance, and Discretion	P EDU 9004	45 min
295	Defining Character Traits: Hospitality, Flexibility, Punctuality, and Creativity	P EDU 9004	60 min
300	Defining Character Traits: Dependability, Thoroughness, Thriftiness, and Compassion	P EDU 9004	45 min
305	Defining Character Traits: Gratefulness, Orderliness, Honor, and Patience	P EDU 9004	45 min
310	Defining Character Traits: Endurance, Meekness, Benevolence, and Decisiveness	P EDU 9004	45 min
P EDU 9006: Curriculum Development Through Special Projects			
English Language Learners			
810	Types of ELL Programs	P EDU 9006	45 min
P EDU 9007: Curriculum Enhancement Through Special Projects			
Teaching Students with Exceptionalities			
900	An Introduction to IDEA's 13 Areas of Disability (Part I)	P EDU 9007	45 min
905	An Introduction to IDEA's 13 Areas of Disability (Part II)	P EDU 9007	45 min
910	Motivating Gifted Learners	P EDU 9007	45 min
915	Understanding ADHD	P EDU 9007	45 min
920	Understanding Common Concerns of Families of Individuals with Disabilities	P EDU 9007	45 min
925	Autism: Diagnosis and Characteristics	P EDU 9007	45 min
930	Autism: Communication	P EDU 9007	45 min
935	Autism: Challenging Behaviors	P EDU 9007	45 min
940	Autism: Social Interactions and Skill Development	P EDU 9007	45 min
945	Prompting Strategies for Students with Autism	P EDU 9007	45 min
950	Taking Instructional or Behavioral Data	P EDU 9007	45 min
955	Teaching Students About the Hidden Curriculum	P EDU 9007	60 min
960	Seven Crucial Steps to Differentiate Your Teaching	P EDU 9007	15 min
965	Differentiated Instruction: A Firm Foundation for Learning and Instruction	P EDU 9007	15 min
970	Adjusting Lessons to Meet Student Needs	P EDU 9007	15 min
975	Modifying Instruction and Assessment to Increase Learning	P EDU 9007	45 min
980	How Student Differences Can Enrich Your Teaching	P EDU 9007	15 min
985	Effectively Using Cooperative Groups and Ability Grouping	P EDU 9007	15 min
990	Interventions for Supporting the Achievement of Students with Speech and Language Impairments	P EDU 9007	45 min
995	The Importance of Academic Assessments in Special Education	P EDU 9007	45 min
1000	Issues Involved in Making Modifications	P EDU 9007	15 min
1005	Supporting Organizational Skill Development	P EDU 9007	45 min
1010	Assisting Struggling Readers with Their Textbook Assignments	P EDU 9007	45 min
1015	Introduction to Accommodations and Modifications	P EDU 9007	45 min

1020	Differences Between Instructional and Curricular Modifications	P EDU 9007	45 min
1025	Creating Accommodations—General Strategies	P EDU 9007	45 min
1030	Specific Accommodation Ideas	P EDU 9007	45 min
1035	Confidentiality, FERPA, and HIPAA	P EDU 9007	60 min
1040	Negotiation and Conflict Resolution	P EDU 9007	45 min
1045	Coordinating an Effective IEP Meeting	P EDU 9007	45 min
1050	Effective Communication Skills	P EDU 9007	45 min
1055	The Role of Each IEP Team Member	P EDU 9007	45 min
1060	Supporting Parents of Children with Disabilities Through the IEP Process (Part I)	P EDU 9007	45 min
1065	Supporting Parents of Children with Disabilities Through the IEP Process (Part II)	P EDU 9007	45 min
1070	Special Education Service Delivery: Inclusive to Self-Contained Classrooms	P EDU 9007	45 min
1075	Working with Paraeducators (Part I)	P EDU 9007	45 min
1080	Working with Paraeducators (Part II)	P EDU 9007	45 min
1085	Co-Teaching: Basic Training for Educators	P EDU 9007	45 min
1090	Co-Teaching: Our Classroom, Our Students	P EDU 9007	15 min
P EDU 9008: Developing New Ideas in Education Practicum			
English Language Learners			
815	Family and Community Involvement	P EDU 9008	45 min
P EDU 9009: Activities to Accelerate Learning			
Environment			
340	Use Time Strategically to Increase Learning	P EDU 9009	15 min
345	Creating "Flow" Makes Everything Easier	P EDU 9009	15 min
Engagement			
655	Six Ways You Can Help Students Think Clearly	P EDU 9009	15 min
660	Eight Ways to Build Student Thinking Skills	P EDU 9009	15 min
665	Teaching Students to Think Critically and Creatively	P EDU 9009	15 min
670	Relating Curricular Content to Real-World Scenarios	P EDU 9009	15 min
675	Praise the Behaviors That Matter	P EDU 9009	15 min
680	Recognizing and Overcoming Learning Blocks	P EDU 9009	15 min
685	Teach Students When and How to Ask for Help	P EDU 9009	15 min
690	Vital Skills to Help Students Become Independent	P EDU 9009	15 min
695	Ten Ways to Boost the Quality of Student Work	P EDU 9009	15 min
700	Assessing and Building "Grit"	P EDU 9009	15 min
705	Your Role in Making Students College, Career, and Life Ready	P EDU 9009	15 min
715	Five Beliefs Shared by Highly Successful Teachers	P EDU 9009	15 min
720	The Most Powerful Statement You Can Make to Students	P EDU 9009	15 min
725	Leading Students Out of the Fear Zone	P EDU 9009	15 min
730	Positioning Yourself as an Explorer with Students	P EDU 9009	15 min
750	Are You Expecting Enough from Your Very Best Students?	P EDU 9009	15 min
755	Why Students Need You to Keep Going	P EDU 9009	15 min
P EDU 9199: Multi-Sensory Activities & Development			
Environment			
365	Introduction to Sportsmanship	P EDU 9199	45 min
370	Understanding Teamwork and Describing Team Roles	P EDU 9199	45 min
375	Defining Team Roles: Athletic Directors, Coaches, and Officials	P EDU 9199	45 min
385	Parenting and Sportsmanship	P EDU 9199	45 min
390	Evaluating Sportsmanship	P EDU 9199	45 min
P EDU 9401: Developing Motivating Instructional Projects			
Engagement			
600	Positioning for Student Engagement	P EDU 9401	15 min
605	The Elements of Engaging Instruction	P EDU 9401	30 min
610	Five Strategies Will Improve Engagement, Interaction, and Performance	P EDU 9401	15 min
625	Use Student Voice and Choice to Build Ownership	P EDU 9401	15 min
630	Seven Factors That Make Students Pay Attention to Your Teaching	P EDU 9401	15 min
650	You Really Can and Must Make Learning Fun	P EDU 9401	15 min