The
Perfect Module
Introduction

Jim Marteney
Introduction
Jim Marteney

Professor Emeritus
Communication Studies
Los Angeles Valley College

Distance Learning Trainer
Once Upon a Time a young professor wanted to create an online course.

Okay, not that young.
I wanted to create an “engaging” class.

I assumed that meant participating on a regular basis.

But is engagement more than that?
How do we get our students engaged in our class?
What Does It Even Mean to Be Engaged?

"That was an awesome worksheet," said no student ever.
Levels of Student Engagement

based on P. Schlechty and visualization by R. Rios
Levels of Student Engagement

Authentic Engagement

Student will persist even when task is difficult

High Attention
High Commitment
Levels of Student Engagement

Strategic Compliance

Student will persist to obtain extrinsic rewards, like grades

High Attention
Low Commitment
Levels of Student Engagement

Ritual Compliance

Emphasis is to meet minimum requirements

Low Attention
Low Commitment
Levels of Student Engagement

Retreatism

Student does not participate and learns little

Student is not disruptive

No Attention
No Commitment
Levels of Student Engagement

Rebellian

- Student tries to substitute tasks
- Student is disruptive
- Student develops negative attitude towards education
- Diverted Attention
- No Commitment
Levels of Student Engagement

- Engagement: High Attention + High Commitment
- Strategic Compliance: High Attention + Low Commitment
- Ritual Compliance: Low Attention + Low Commitment
- Retreatism: No Attention + No Commitment
- Rebellion: Diverted Attention + No Commitment

Based on P. Schlechty and visualization by R. Rios
Why aren’t all our students engaged?

Could it be our fault?

Does our online approach disengaged students?
How do you get your students engaged?
I’m often asked, “How do I put my face-to-face class online?”

Sometimes there is a feeling of desperation.
Don’t force fit your face-to-face class to an online environment.

Instead

Create a new online learning experience
If you start with content, you end with content

If you start with performance, you end with performance

http://info.alleninteractions.com/
What is Quality Matters?

A set of quality standards for online course design

A faculty-centered peer review process for online courses
What is Quality Matters?

A tool used by instructional design staff to their work with faculty

A professional development opportunity for both faculty and staff
Review Process that is

Faculty-driven

Peer Review
Collaborative

Collegial

Continuous

Centered
Quality Matters Rubric
Rubric Standards

- Course Overview and Introduction
- Learning Objectives (Competencies)
- Assessment and Measurement
- Instructional Materials
- Course Activities and Learner Interaction
- Course Technology
- Learner Support
- Accessibility and Usability
Rubric Standards

- Course Overview and Introduction
- Learning Objectives (Competencies)
- Assessment and Measurement
- Instructional Materials
- Course Activities and Learner Interaction
- Course Technology
- Learner Support
- Accessibility and Usability
General Standard 2

Learning Objectives (Competencies)

Learning objectives or competencies describe what learners will be able to do upon completion of the course.
General Standard 4

Instructional Materials

Instructional materials enable learners to achieve stated learning objectives or competencies
General Standard 5
Course Activities & Learner Interaction

Course activities facilitate and support learner interaction and engagement.
Module Questions

• How would you describe a module to a new online instructor?

• What is the difference between a module and the textbook?

• Why do we even need modules in the first place, what do you want to accomplish with a module?
Module Structure

“I just throw ideas at the wall and see if anything sticks.”

No

A quality module needs structure.
# Module Structure

- **Beginning**: Tell them what you are going to tell them.
- **Middle**: Tell them.
- **End**: Tell them what you told them.
Module Structure

Screen shots from an LMS called:

Etudes
By Educators for Educators
Why the topic is important

Sells your module

Makes you want to read more

Chapter 10: Analysis, Issues, Contentions

Chapter Ten Introduction

Introduction

There is a story about a business decision disaster that took place years ago in Japan. It seems that the Japanese people loved cakes. An American cake mix company decided to take advantage of this opportunity and so they shipped thousands of cake mixes over to Japan knowing they would make a fortune. Very few were sold.

Unfortunately, the company failed to ask one important question. "Does the typical Japanese household have an oven?" The answer was no. The Japanese could not bake their own cakes and so the cake mixes remained on the shelves. Answers are easy to find. It is knowing the correct questions to ask that posses the major challenge.

The difference between a professional and an amateur is knowing what questions to ask.

All you school life you have been asked to answer questions. You have probably never had instruction on how to ask specific questions on specific claims. This lessons is designed to give you instruction and experience in asking questions which allow you to draw conclusions that lead to quality decisions. To do this we will.

1. Explore the different types of questions we should ask of a claim.
2. Understand how we create or "come up" with issues.
3. Examine how we narrow them down to the to the ultimate issues of an argument
4. Determine how we use issues to create contentions

In your text make sure you read:

1. Characteristics of issues
2. Discovering issues
3. Contentions

Read carefully the material here in these sections and the chapter in the text. This is one of your first really important skills, learning how to ask the essential questions of a claim.
Beginning

Makes contact with your students

You can add a video

Grading Discussions
Unit Four Expectations

Unit 4 Expectations

Welcome to Unit 4 of Exploring Etudes Discussions. In this unit we will begin examining the challenging aspect of grading discussions.

In this unit, we will not only be looking at how to set up grading and how the grading homepage works, but we will be working on strategies we can use to actually evaluate a discussion. And yes, you will hear the word "Rubric."

Below are my expectations for you for this fourth unit to receive a passing certificate from this class.

Discussion:

4. "Grading Discussions" is an opportunity to share with each other how we currently evaluate the discussions in our courses. What is important to us? How much of the total class grade are discussions? And more.

Check in often and see what is going on. Remember, we have other forums were you can post questions and topics of interest to you.
Always think, W. I. I. F. M

“What’s in it for me?”

Now that you have their attention, tell them where they are headed.
Beginning

We have course objectives

Should we add our module objectives?

Do we even have module objectives?

Or should we say Student Learning Outcomes?
Standard 2

- The module/unit learning objectives or competencies describe outcomes that are measurable and are consistent with the course-level objectives or competencies.
- All learning objectives or competencies are stated clearly and written from the learner’s perspective.
- The relationship between learning objectives or competencies and course activities is clearly stated.
Beginning

Previews what you are going to be talking about.
Describes the unit’s objectives
Explains the unit’s tasks

This Unit’s Expectations

Welcome to Unit 3 of your Group Communication class, *What is Communication?* In this unit we will be looking at the complexity of the communication process. It is not as easy as it looks. Did you know you can never perfectly communicate? This and more we will discover in this module.

Below are my expectations for you for this unit:

Read: This week’s Module, “What is Communication?” with sections on the communication model, levels of communication and nonverbal communication.

And you will enjoy the great short video “Power of Words.”

Group Decision: “Lovers Lament” Instead of a group discussion, you will be in a group working together on a task.

Quiz 3: Questions are from this week's module, “What is Communication?”

Check in the class often and see what is going on. Always ask questions if you are ever uncertain about anything.
Chapter Ten: Analysis, Issues, Contentions

Putting it all together

There is a story about a business decision disaster that took place years ago in Japan. Researched showed that the Japanese people loved cakes. An American cake mix company, Duncan Hines, decided to take advantage of this opportunity and so they shipped thousands of cake mixes over to Japan knowing they would make a fortune. Very few were sold. Thousands of boxes of cake mix stayed on the shelves. The campaign was a complete failure.

How could this happen? The answer was very simple, Duncan Hines failed to ask one important question. "Does the typical Japanese household have an oven that will cook cake batter?" The answer was no. The Japanese could not bake their own cakes and so the cake mixes remained on the shelves.

Answers are easy to find. It is knowing the correct questions to ask that poses the major challenge. The
difference between a professional and an amateur is knowing what questions to ask.

All your school life you have been asked to answer questions. You have probably never had instruction on how to ask specific questions on specific claims. This lessons is designed to give you instruction and experience in asking questions which allow you to draw conclusions that lead to quality decisions. To do this we will.

1. Explore the different types of questions we should ask of a claim.
2. Understand how we create or "come up" with issues.
3. Examine how we narrow them down to the ultimate issues of an argument
4. Determine how we use issues to create contentions

In your text make sure you read:

1. Characteristics of issues
2. Discovering issues
3. Contentions

Read carefully the material here in these sections and the chapter in the text. This is one of your first really important skills, learning how to ask the essential questions of a claim.

Your New Skills

- Understand the importance of asking issues that directly relate creating a position on a claim
- Describe why you ask and answer issues before you establish a position on the claim by writing a short explanation.
- Demonstrate the need to write specific issues to obtain specific and usable answers by writing 3 useable issues.
- Understand the importance of asking unbiased issue by writing 3 unbiased issues
- Demonstrate the skill of creating a single subject issue by writing 3 issues with a single subject
- Understand that an answered issue becomes a contention by taking three issues and turning them into a contention.
Beginning

And again, you can use videos

Chapter Two in your text is titled *The Argumentative Environment* and presents the historical background of critical thinking. Critical thinking is not a recent science. In fact, critical thinking dates back to over 2,500 years ago in ancient Greece.

Greece was a unique country because it was an early experimenter in the democratic process. Instead of a king who had “descended” from God to rule the country, the citizens of Greece met to govern themselves. They had to learn how to make an argument to convince others that their position should be accepted.

Special schools were created to teach people how to argue. Those in charge of the schools were called Sophists.

**Chapter Two Key Ideas**

**First**, you will begin to explore what exactly is an argument. Normally we have negative thoughts about arguing. But constructive arguing is a very positive action.

**Second**, you will be introduced to the history, the roots of critical thinking by examining some of the people and principles of Greek
Middle

Planning

What's the plan?

Remember

Breaking down lectures into small units, etc.

Students would rather click than scroll
Middle

Using Your Organizational Skills

Zits
by Jerry Scott & Jim Borgman

Published on March 21, 2012
The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.

Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
Middle

Standard 5

- The learning activities promote the achievement of the stated learning objectives of competencies.

- Learning activities provide opportunities for interaction that support active learning.

- The instructor’s plan for classroom response time and feedback on assignments is clearly stated.
Middle

Make sections “pretty”

Use Tables
Instead of This

Our Natural Tendency: To Strive for Comfort

We, as human beings want to be comfortable. In scientific terms we strive for a position of equilibrium. We want to be physically comfortable, mentally comfortable and socially comfortable. When we get thirsty, we are "knocked off" our stasis and so we go and get a drink of something. Once satisfied, our stasis is returned and we are then in a blissful set of equilibrium. We are by ourselves and maybe after awhile we get lonely. We have again been knocked off our stasis and so we look for companionship to get us back in a state of equilibrium.

It has been said that the only reason we communicate is to maintain equilibrium, or stasis.
Instead of This

Our Natural Tendency: To Strive for Comfort

We, as human beings want to be comfortable. In scientific terms we strive for a position of equilibrium. We want to be physically comfortable, mentally comfortable and socially comfortable. When we get thirsty, we are "knocked off" our stasis and so we go and get a drink of something. Once satisfied, our stasis is returned and we are then in a blissful set of equilibrium. We are by ourselves and maybe after awhile we get lonely. We have again been knocked off our stasis and so we look for companionship to get us back in a state of equilibrium.

It has been said that the only reason we communicate is to maintain equilibrium, or stasis.
Our Natural Tendency: To Strive for Comfort

We, as human beings want to be comfortable. In scientific terms we strive for a position of equilibrium. We want to be physically comfortable, mentally comfortable and socially comfortable. When we get thirsty, we are "knocked off" our stasis and so we go and get a drink of something. Once satisfied, our stasis is returned and we are then in a blissful set of equilibrium. We are by ourselves and maybe after awhile we get lonely. We have again been knocked off our stasis and so we look for companionship to get us back in a state of equilibrium.

It has been said that the only reason we communicate is to maintain equilibrium, or stasis.
Middle

Use Dynamic & Interesting Graphics
Middle

Sources for Images

Google
Middle

About 1,270,000,000 results (0.24 seconds)

Learning.com - Learning.com | Digital Curriculum ...  
www.learning.com/  Learning.com  
Learning.com provides digital literacy curriculum, 21st century skills assessments, project-based learning solutions, online safety instruction & professional ...  
EasyTech - About - EasyTech Keyboarding - Curriculum + Assessments

Learning - Wikipedia, the free encyclopedia  
Learning is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing ...  
Learning theory (education) - Learning curve - Habitation - Category:Learning

Learning - Merriam-Webster  
www.merriam-webster.com/dictionary/learning  Merriam-Webster  
the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something : the activity of someone who learns.
Middle
Middle
Middle

Sources for Images

Flickr 2.6 Million pictures

Middle

Sources for Images

Open Culture
http://www.openculture.com/
Middle

Insert Videos Into Sections

Personality Traits, Attitudes and Managerial Decision Making

159 views
Middle

Insert Videos Into Sections

Personality Traits, Attitudes and Managerial Decision Making

FuquaSchOfBusiness · 301 videos

Like

About

Share

Add to

Share this video

Embed

Email

http://youtu.be/dYo1M6YkfNo

Start at: 0:03
Middle

Insert Videos Into Sections

<iframe width="420" height="315" src="//www.youtube.com/embed/dYo1M6YkfNo?rel=0" frameborder="0" allowfullscreen> </iframe>

Video size: 420 × 315

- Show suggested videos when the video finishes
- Enable privacy-enhanced mode [?]
- Use old embed code [?]
Middle

Insert Videos Into Sections

Insert Videos Into Sections
Middle

Insert Videos Into Sections

![Image of Embed Media Dialog]

```html
<iframe width="420" height="315" src="//www.youtube.com/embed/dYo1M6YkfNo?rel=0" frameborder="0" allowfullscreen></iframe>
```
Middle

Tools
paper your Simon or you're a
paper your Assignment or you're a
A variety of video resources
Middle

A Powerpoint resource
Be Careful about posting silent powerpoints!
  Do they make sense just standing alone?
  Does a publisher’s powerpoint have your style?
Two suggestions

Add an auditory track

Instead of having students download them
Embed them like you would a video
Middle

Create Activities for Students

http://softchalk.com/
Create Activities for Students

Get a Crossword Puzzle
Middle

Create Activities for Students

Or, get Justin
### TERMINAL VALUE SYSTEM

1. A COMFORTABLE LIFE (a prosperous life)
2. AN EXCITING LIFE (a stimulating, active life)
3. A SENSE OF ACCOMPLISHMENT (lasting contribution)
4. A WORLD AT PEACE (free of war and conflict)
5. A WORLD OF BEAUTY (beauty of nature and the arts)
6. EQUALITY (brotherhood, equal opportunity for all)
7. FAMILY SECURITY (taking care of loved ones)
8. FREEDOM (independence, free choice)
9. HAPPINESS (contentedness)
10. INNER HARMONY (freedom from inner conflict)
11. MATURE LOVE (sexual and spiritual intimacy)
12. SECURITY (protection from attack)
13. PLEASURE (an enjoyable, leisurely life)
14. SALVATION (saved, eternal life)
15. SELF-RESPECT (self-esteem)
16. SOCIAL RECOGNITION (respect, admiration)
17. TRUE FRIENDSHIP (close companionship)
18. WISDOM (a mature understanding of life)

### INSTRUMENTAL VALUE SYSTEM

1. AMBITIOUS (hard-working, aspiring)
2. BROAD-MINDED (open-minded)
3. CAPABLE (competent, effective)
4. CHEERFUL (lighthearted, joyful)
5. CLEAN (neat, tidy)
6. COURAGEOUS (standing up for your own beliefs)
7. FORGIVING (willing to pardon others)
8. HELPFUL (working for the welfare of others)
9. HONEST (sincere, truthful)
10. IMAGINATIVE (daring, creative)
11. INDEPENDENT (self-reliant, self-sufficient)
12. INTELLECTUAL (intelligent, reflective)
13. LOGICAL (consistent, rational)
14. LOVING (affectionate, tender, sexual)
15. OBEDIENT (loyal, dutiful, respectful)
16. POLITÉ (courteous, well-mannered)
17. RESPONSIBLE (dependable, reliable)
18. SELF-CONTROLLED (restrained, self-disciplined)
Defining Your Value System

Rank the following terminal and instrumental values in order of importance from 1 (most important) to 18 (least important).

To reorder, drag and drop the items of the lists.

<table>
<thead>
<tr>
<th>TERMINAL VALUE SYSTEM</th>
<th>INSTRUMENTAL VALUE SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1. A COMFORTABLE LIFE (a prosperous life)</td>
<td>1. 1. AMBITIOUS (hard-working, aspiring)</td>
</tr>
<tr>
<td>2. 2. AN EXCITING LIFE (a stimulating, active life)</td>
<td>2. 2. BROAD-MINDED (open-minded)</td>
</tr>
<tr>
<td>3. 3. A SENSE OF ACCOMPLISHMENT (lasting contribution)</td>
<td>3. 3. CAPABLE (competent, effective)</td>
</tr>
<tr>
<td>4. 4. A WORLD AT PEACE (free of war and conflict)</td>
<td>4. 4. CHEERFUL (lighthearted, joyful)</td>
</tr>
<tr>
<td>5. 5. A WORLD OF BEAUTY (beauty of nature and the arts)</td>
<td>5. 5. CLEAN (neat, tidy)</td>
</tr>
<tr>
<td>6. 6. EQUALITY (brotherhood, equal opportunity for all)</td>
<td>6. 6. COURAGEOUS (standing up for your own beliefs)</td>
</tr>
<tr>
<td>7. 7. FAMILY SECURITY (taking care of loved ones)</td>
<td>7. 7. FORGIVING (willing to pardon others)</td>
</tr>
<tr>
<td>8. 8. FREEDOM (independence, free choice)</td>
<td>8. 8. HELPFUL (working for the welfare of others)</td>
</tr>
<tr>
<td>9. 9. HAPPIESS (contentedness)</td>
<td>9. 9. HONEST (sincere, truthful)</td>
</tr>
<tr>
<td>10. 10. INNER HARMONY (freedom from inner conflict)</td>
<td>10. 10. IMAGINATIVE (daring, creative)</td>
</tr>
<tr>
<td>11. 11. MATURE LOVE (sexual and spiritual intimacy)</td>
<td>11. 11. INDEPENDENT (self-reliant, self-sufficient)</td>
</tr>
<tr>
<td>12. 12. SECURITY (protection from attack)</td>
<td>12. 12. INTELLECTUAL (intelligent, reflective)</td>
</tr>
<tr>
<td>13. 13. PLEASURE (an enjoyable, leisurely life)</td>
<td>13. 13. LOGICAL (consistent, rational)</td>
</tr>
<tr>
<td>15. 15. SELF-RESPECT (self-esteem)</td>
<td>15. 15. OBEDIENT (loyal, dutiful, respectful)</td>
</tr>
<tr>
<td>16. 16. SOCIAL RECOGNITION (respect, admiration)</td>
<td>16. 16. POLITE (courteous, well-mannered)</td>
</tr>
<tr>
<td>17. 17. TRUE FRIENDSHIP (close companionship)</td>
<td>17. 17. RESPONSIBLE (dependable, reliable)</td>
</tr>
<tr>
<td>18. 18. WISDOM (a mature understanding of life)</td>
<td>18. 18. SELF-CONTROLLED (restrained, self-disciplined)</td>
</tr>
</tbody>
</table>
Toulmin Arguments

Place the correct parts of the sentence into the correct structure of the argument. When complete click the check answer button to see if you have the correct structure to the argument.

Argument:
The Constitution says that if a punishment is considered cruel or unusual it should be banned. In 1972, the Supreme Court called the death penalty cruel and unusual punishment and as such it should be banned.
Middle

Use Internet Interactive Sources

Understanding Your Emotional Intelligence

Now to begin to understand your level of Emotional Intelligence, please go to the following:

Emotional Intelligence Test

The following is a lengthy test, but it is very complete and can give you a good insight into Emotional Intelligence. It is worth your time.

Emotional Intelligence Test 2

You will be able to use the results of these tests in your current homework assignment.
End

What did you learn?

Summary of the module

Where students can go for more information links for personal exploration
What Did We Learn?

This initial chapter introduces you to three important concepts for the critical thinker.

- Critical thinking takes place in the world of communication. Therefore, all the challenges and imperfections of the communication process affects the process of critical thinking. We are always communicating, but the understanding is never perfect. Just like critical thinking, never perfect.
- Critical thinkers search for the validity of the argument, not the Truth. This allows critical thinkers to be open minded and not dogmatic. Although Truth exists, I have no process for discovering it or expressing it. Critical thinkers leave Truth for acts of faith.
- Validity is measured with the Continuum of Certainty. Discovering the degree of certainty of a conclusion allows us to make more effective decisions.

These provide the foundation of critical thinking.

Below is a review of the Communication Process created by former student, Talia Gattenuo

Defining Communication

Additional Paths

Here are two excellent sites with much, much information on critical thinking

The Critical Thinking Community which can also be accessed in the left hand column of tools.
Critical Thinking.net a great site by critical thinking scholar Robert Ennis
Designing the Module

- What is the overall purpose?
- What are the module goals or objectives?
- Did the module fulfill the objectives?
- Why should student care about the goals?
- How readable are the modules, language choice, colors etc?
- Were the sections attractive?
- Any unneeded sections?
I had to look at mine and ask a key questions on each section

☑ Is a section effectively instructional?
☑ Is a section just taking up space with some sort of content?
☑ Is a section there for merely entertainment?

Is that bad?
Even Fonts Count

Fonts have human-like personalities.

Clean clear and simple fonts, project certain emotions.
Even Fonts Count

The appearance of the font gives off a certain mood which can impact the effectiveness of your content.

Elegance
Even Fonts Count

Serif fonts like Times New Roman feel more traditional.

Sans serif typefaces like Helvetica Neue, the one Apple uses for iOS 7, feel more modern.

Comic book fonts create an aura of fun.

Not sure how important all this is, just food for thought.
Even Fonts Count

Size Matters

According to a “new study”

People have more of an emotional brain response to words in **larger** fonts than in **smaller** ones.
Even Fonts Count

Size Matters

I use 16 font Arial for easy reading
Even Fonts Count

Get ready for my big font joke!
Even Fonts Count

COMIC SANS, PAPYRUS and BRUSH SCRIPT walk into a bar.

Bartender says "we don’t serve your type."
Even Fonts Count

Be Consistent

Use same text, size, color in your modules

Avoid the "Ransom Note" look
Even Fonts Count

Be Consistent

Use same text, *SIZE*, and *color* in your modules

Don’t you feel like you’ve been kidnapped?
Never Use What Color?

Red
Blue
Green
Orange
Never Use What Color?

Red

Blue

Green

Orange
Getting Students to Read

Re-read your sections as a student would

Did they excite you?

Did you doze off?

Did they make you want to read more?
Getting Students to Read

How do you get a student to read your modules?

Test Content?

Plant a test code?

Make them interesting?

Plead or beg to have them read?
Getting Students to Read

Tell a Story

Engages students more than straight exposition

Case Study, Getting Married

So let's look at a decision most all of you will someday explore. Getting Married.
Getting Students to Read

Tell a Story

Engages students more than straight exposition

Back to the Marriage Claim

Poor issue: "Does Suzy enjoy the same things I enjoy?"

Effective issue: "Does Suzy enjoy watching basketball on television?"
Don’t be too sad if your students do not read all of your great sections.

<table>
<thead>
<tr>
<th>Status</th>
<th>Section</th>
<th>First Visit</th>
<th>Last Visit</th>
<th>Site Visits</th>
<th>Syllabus</th>
<th>Modules Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>7024</td>
<td>Feb 4, 2013 7:10 PM</td>
<td>Jun 1, 2013 3:20 PM</td>
<td>150</td>
<td>Feb 5, 2013 1:55 PM</td>
<td>17</td>
</tr>
<tr>
<td>Enrolled</td>
<td>7037</td>
<td>Feb 2, 2013 8:23 PM</td>
<td>May 27, 2013 9:35 PM</td>
<td>89</td>
<td>Feb 5, 2013 4:20 PM</td>
<td>16</td>
</tr>
<tr>
<td>Enrolled</td>
<td>7024</td>
<td>Feb 3, 2013 6:11 PM</td>
<td>May 31, 2013 10:00 PM</td>
<td>163</td>
<td>Feb 3, 2013 11:03 PM</td>
<td>18</td>
</tr>
</tbody>
</table>
Getting Students to Read

There are many distractions to the online learner, do your sections keep their attention?

One key is variety in your sections.
and chose your words

You are not writing a grant.

Welcome your learners

Encourage your learners

Friendly tone

Find Emotionally Charges Words
Your Suggestions