



ECON291: Syllabus

ECON291: Undergraduate Learning Assistant (ULA) Seminar



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

ECON291: Undergraduate Learning Seminar

1st semester in the program (with ULA Seminar):

3 credits, not to fulfill ECON degree requirements

(Optional) 2nd semester in the program (without ULA Seminar):

1 credit, not to fulfill ECON degree requirements

Meeting Times/Location:

ULA Practicum: As specified by faculty member, 8-12 hours per week

ULA Seminar: TBD, 3 hours the first week, 1 hour every week for the following 11 weeks

Instructor: Economics Faculty Member or Economics Graduate Student

Email: TBD

Office: TBD

Course Site: TBD

Prerequisite Requirements: The Undergraduate Learning Seminar is by invitation only. Each Faculty member can recruit ULA's in any method they deem appropriate. All ULA's must fulfill the requiring.

- Economics major, at least 9 in-major credit hours
- Sophomore standing or above
- At least a 3.5 overall GPA
- At least a 3.5 in-major GPA
- If possible, received credit for class for which they will be a ULA (preferably with that professor) and received at least a B+
- Instructor-specific requirements to be defined for each class
- Permission of the Instructor for which they will be a ULA

Required Textbooks: Ambrose, Susan, et. al. *How Learning Works, 7 Research-Based Principles for Smart Teaching*, Jossey-Bass

Course Description: Studies have shown that courses which utilize ULA's have improved quality of instruction, sensitivity to student concerns, and overall student contact. In addition, ULA's gain an improved knowledge of the subject matter, heightened communication skills, and a sense of membership in the academic community.¹

This course is designed to offer undergraduates a learning environment to aid in their development within the Economics major. Specifically, participation in the program is designed to give undergraduates:

1. Experience in facilitating undergraduate education in economics.

¹ Fernald, Chiseri, Lawson, Scroggs, & Riddell, 1975; Hogan & Norcross, 2012; Hogan et al., 2007; Komarraju, 2008; McKeegan, 1998; Komarraju, 2008; Rives and Jabker 1976



2. A deeper understanding of underlying economic principles.
3. Exposure to pedagogical theory and best practices.
4. Participation in a vibrant economics learning community

To achieve these outcomes, the course will consist of two components:

1. **ULA Practicum** – With faculty guidance, undergraduate students will serve as Undergraduate Learning Assistants. Responsibilities will be focused on enhancing the learning experience in each course, with no summative grading responsibilities. Each faculty will submit a list of specific responsibilities which can include, among others, facilitating group learning exercises in large lectures, holding supplemental help sessions, providing peer tutoring, and preparing supplemental course content.
2. **ULA Seminar** – Students will attend a weekly seminar to receive pedagogical training designed specifically for the ULA program. The seminar will be designed to demonstrate the best-practices explored in weekly readings and pre-assignments, as well as allow the ULA's to reflect upon their Practicum experience and relate it to pedagogical best practices.

Grading:

ULA's receive three credit hours for successfully completing the program. 50% of their grade will be determined by their performance in the ULA Practicum. 50% of their grade will be determined by their performance in the ULA Seminar.

- **ULA Practicum: 50%**
Each faculty member utilizing ULA's will be responsible for creating a grading rubric according to the tasks each ULA must perform. At a minimum, the rubrics must contain guidelines for satisfactory performance.
- **ULA Seminar: 50%**
Each ULA seminar session will require a pre- or post-assignment designed to specifically reinforce the seminar content. Each assignment will be graded according to a pre-defined rubric. The assignments are designed to teach pedagogical best-practices, as well as cause ULA's to reflect upon their own personal learning styles while developing insight into metacognition. In addition, ULA's will be graded according to their active participation in the seminar, as well as an end-of-semester reflective essay.

Facebook: A private course Facebook page will be created to allow ULA's the opportunity to discuss specific pedagogical issues they are facing. The course instructor will also monitor the page, ensuring FERPA compliance, offering feedback when appropriate, and guiding students to applicable resources.



Disabilities: If any student will require assistance or appropriate academic accommodations for a disability, please contact me after class, during office hours, or by individual appointment. You must have established your eligibility for disability support services through the Division of Student Affairs, Disability Services.

Schedule:

Introductions (3 hours)
Introductions: FERPA University/Administrative Policies Expectations Power Dynamics
Required Readings: None
Optional Resources: None
Assignments Due: Post-Assignment Due

Questioning for Learning (1 hour)
Topics Bloom's Taxonomy Asking Effective Questions
Required Readings: Lasley, T. (2010). Bloom's taxonomy. In T. Hunt, J. Carper, T. Lasley, & C. Raisch (Eds.), <i>Encyclopedia of educational reform and dissent</i> . (pp. 107-110). Thousand Oaks, CA: SAGE Publications, Inc. McComas, William F. and Abraham, Linda; <i>Asking More Effective Questions</i> , http://cet.usc.edu/resources/teaching_learning/docs/Asking_Better_Questions.pdf
Optional Resources: http://www.youtube.com/watch?v=NsBaa5fVBYg http://www.youtube.com/watch?v=Qfp3x_ux5fM
Assignments Due: Pre-Assignment Due

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Heterogeneous Learners (1 hour)
Topics Learning Styles Emotions and the Learning Climate
Required Readings: http://www.nwlink.com/~donclark/hrd/styles.html http://www.nwlink.com/~donclark/hrd/styles/mctlearning.html http://www.nwlink.com/~donclark/hrd/styles/vakt.html http://www.nwlink.com/~donclark/hrd/styles/vak.html http://www.nwlink.com/~donclark/hrd/styles/kolb.html http://www.nwlink.com/~donclark/hrd/styles/honey_mumford.html http://www.nwlink.com/~donclark/hrd/styles/learn_style_survey.html http://www.nwlink.com/~donclark/hrd/styles/jung.html http://www.nwlink.com/~donclark/hrd/styles/gardner.html http://www.nwlink.com/~donclark/hrd/styles/perspective.html Chapter 6: Why do Student Development and Course Climate Matter for Student Learning? Ambrose, et. al. <i>How Learning Works</i> . San Francisco: Jossey-Boss
Optional Resources: Chapter 3: How Stress and Emotion Affect Student Learning Willis, Judy. <i>Research-Based Strategies to Ignite Student Learning</i> . Alexandria: ASCD
Assignments Due: Pre-Assignment Due

Student-Centered Learning (1 hour)
Topics Student-Centered Learning
Required Readings: <i>The Case and Context for Learner-Centered Pedagogy</i> by Joe Cuseo <i>Cooperative Learning Group Activities for College Courses – A Guide for Instructors</i> by Alice Macpherson
Optional Resources: <i>Summary of Key Papers on Efficacy of Active Learning</i> by Laura Ciaccia, Tiffany Tsang, and Jo Handelsman
Assignments Due: Pre-Assignment Due

Organizing To Learn (1 hour)
Topics Knowledge Organization
Required Readings: Chapter 2: How Does the Way Student Organize Knowledge Affect Their Learning? Ambrose, et. al. <i>How Learning Works</i> . San Francisco: Jossey-Boss Appendix B: What Are Concept Maps and How Can We Use Them? Ambrose, et. al. <i>How Learning Works</i> . San Francisco: Jossey-Boss
Optional Resources: Chapter 1: Memory, Learning, and Test-Taking Success Willis, Judy. <i>Research-Based Strategies to Ignite Student Learning</i> . Alexandria: ASCD
Assignments Due: Pre-Assignment Due



Motivation To Learn (1 hour)
Topics Motivational Factors
Required Readings: Chapter 3: What Factors Motivate Students To Learn? Ambrose, et. al. <i>How Learning Works</i> . San Francisco: Jossey-Boss
Optional Resources: Chapter 1: Memory, Learning, and Test-Taking Success Willis, Judy. <i>Research-Based Strategies to Ignite Student Learning</i> . Alexandria: ASCD
Assignments Due: Pre-Assignment Due

Prior Knowledge And Learning (1 hour)
Topics Prior Knowledge
Required Readings: Chapter 1: How Does Students' Prior Knowledge Affect Their Learning? Ambrose, et. al. <i>How Learning Works</i> . San Francisco: Jossey-Boss
Optional Resources: Chapter 6: What We Already Know Zull, James. <i>The Art of Changing the Brain</i> . Sterling, VA: Stylus
Assignments Due: Pre-Assignment Due

Learning Mastery (1 hour)
Topics Learning Mastery
Required Readings: Chapter 4: How Do Students Develop Mastery? Ambrose, et. al. <i>How Learning Works</i> . San Francisco: Jossey-Boss
Optional Resources: None
Assignments Due: Pre-Assignment Due

The remaining sessions are currently in construction, but likely topics include:

1. The role of practice and feedback in learning (Chapter 5, Ambrose et. al.)
2. Strategies to achieve self-directed learning (Chapter 7, Ambrose, et. al.)
3. Best practices in multimedia learning (source TBD)
4. Peer review (online video lecture followed by peer-review sessions)
5. Reflective session designed to discuss ULA challenges



References:

- Fernald, P., Chiseri, M., Lawsom, D., Scroggs, G., & Riddell, J. (1975). Systematic manipulation of student pacing, the perfection requirement, and contact with a teaching assistant in an introductory psychology course. *Teaching of Psychology, 2*, 147–151.
- Hogan, T., & Norcross, J. (2012). Preparing for the future: Undergraduates as teaching assistants. In W. Buskist & V. A. Benassi (Eds.), *Effective college and university teaching: Strategies and tactics for the new professoriate* (pp. 197–206). Thousand Oaks, CA: Sage.
- Hogan, T., Norcross, J., Cannon, T., & Karpiak, C. (2007). Working with and training undergraduates as teaching assistants. *Teaching of Psychology, 34*, 187–190.
- Komaraju, M. 2008. A social-cognitive approach to training teaching assistants. *Teaching of Psychology, 35*, 327–334.
- McKeegan, P. (1998). Using undergraduate teaching assistants in a research methodology course. *Teaching of Psychology, 25*, 11–14
- Rives, S., Jabker, E. (1976). Undergraduate Teaching Assistants. *The Phi Delta Kappan*, p. 349



ECON291: Faculty Packet



Introduction

The Undergraduate Learning Assistant (ULA) Program is designed to achieve two goals. First, and of primary importance, is to offer undergraduates a learning environment to aid in their development within the Economics major. Specifically, participation in the program is designed to give undergraduates:

1. Experience in facilitating undergraduate education in economics.
2. A deeper understanding of underlying economic principles.
3. Exposure to pedagogical theory and best practices.
4. Participation in a vibrant economics learning community

In addition, the ULA Program is designed to facilitate transformative efforts within classrooms. Studies have shown² that courses which utilize ULA's can result in improved quality of instruction, sensitivity to student concerns, and overall student contact.

Program Description

The ULA Program consists of two components:

1. **ULA Practicum** – With faculty guidance, undergraduate students will serve as Undergraduate Learning Assistants. Responsibilities will be focused on enhancing the learning experience in each course, with no summative grading responsibilities. Each faculty will submit a list of specific responsibilities which can include, among others, facilitating group learning exercises in large lectures, holding supplemental help sessions, providing peer tutoring, and preparing supplemental course content.
2. **ULA Seminar** – Students will attend a weekly seminar to receive pedagogical training designed specifically for the ULA program. The seminar will be designed to demonstrate the best-practices explored in weekly readings and pre-assignments, as well as allow the ULA's to reflect upon their Practicum experience and relate it to pedagogical best practices.

ULA's receive three credit hours for successfully completing the program. 50% of their grade will be determined by their performance in the ULA Practicum. 50% of their grade will be determined by their performance in the ULA Seminar.

Faculty Requirements

Faculty interested in participating in the ULA Practicum by assigning ULA's for their class need to meet the following requirements. Note faculty participation in the ULA Practicum does *not* require participation in the ULA Seminar.

² Fernald, Chiseri, Lawson, Scroggs, & Riddell, 1975; Hogan & Norcross, 2012; Hogan et al., 2007; Komarraju, 2008; McKeegan, 1998; Komarraju, 2008; Rives and Jabker 1976



1. Prior to the start of the semester, you must fill out a *ULA Roles, Responsibilities, & Rubric* form to clearly state the roles your ULA's will play within your course, as well as the specific responsibilities for which you will grade them and a grading rubric. As the course is being offered for credit, the Roles and Responsibilities are subject to departmental approval.
2. By the date designated by the ULA Administrator, you must tell the ULA Administrator how many ULA's you request for the semester. In addition, you must state whether you intend to recruit your own ULA's (recommended), or would like to be provided ULA's from a general recruitment effort.
3. Designated ULA Responsibilities must be primarily learning-focused (i.e. non-Administrative in nature) and cannot involve grading responsibilities.
4. Each ULA in your course must have (on average) 8-12 hours per week of work. If a ULA is not meeting the minimum threshold, you must notify the ULA Administrator.
5. You must meet with your ULA's in-person at least once every 2 weeks, preferably every week.
6. If a ULA is not meeting your expectations, you must notify the student in writing as well as the ULA Administrator.
7. At the midpoint of the semester, you must submit a midterm grading rubric to the ULA Administrator and the student.
8. At the end of the semester, you must submit your completed grading rubric to the ULA Administrator.

ULA Recruitment

Individual Faculty can recruit ULA's in any method they deem appropriate. If a faculty member does not have a preference, they will be provided with ULA's, if possible, through a general recruitment effort. All ULA's must fulfill the following departmental requirements, but you may impose stricter requirements for your course:

1. Economics major, at least 9 in-major credit hours
2. Sophomore standing or above
3. At least a 3.5 overall GPA
4. At least a 3.5 in-major GPA
5. If possible, received credit for class for which they will be a ULA (preferably with that professor) and received at least a B+
6. Instructor-specific requirements to be defined for each class



References:

- Fernald, P., Chiseri, M., Lawsom, D., Scroggs, G., & Riddell, J. (1975). Systematic manipulation of student pacing, the perfection requirement, and contact with a teaching assistant in an introductory psychology course. *Teaching of Psychology*, 2, 147–151.
- Hogan, T., & Norcross, J. (2012). Preparing for the future: Undergraduates as teaching assistants. In W. Buskist & V. A. Benassi (Eds.), *Effective college and university teaching: Strategies and tactics for the new professoriate* (pp. 197–206). Thousand Oaks, CA: Sage.
- Hogan, T., Norcross, J., Cannon, T., & Karpiak, C. (2007). Working with and training undergraduates as teaching assistants. *Teaching of Psychology*, 34, 187–190.
- Komaraju, M. 2008. A social-cognitive approach to training teaching assistants. *Teaching of Psychology*, 35, 327–334.
- McKeegan, P. (1998). Using undergraduate teaching assistants in a research methodology course. *Teaching of Psychology*, 25, 11–14
- Rives, S., Jabker, E. (1976). Undergraduate Teaching Assistants. *The Phi Delta Kappan*, p. 349



ECON291: Roles and Responsibilities Form

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For each distinct ULA role you will use in your course, please specify the following. Please note it is generally not advised to have ULA's deliver primary content, or to act as a subject matter expert for the course. Please be as detailed as possible. Examples are provided.

1. **Role:** The general role your ULA will fill in your course
2. **Responsibilities:** The specific responsibilities for this role. Please ensure the responsibilities will require, on average, 8-12 hours of work per week for the ULA.
3. **Rubric:** The grading rubric for which you will grade your ULA. Please ensure your rubric is aligned with your stated responsibilities.



Examples

Please modify these examples to meet your needs, or create your own.

Supplemental Instructor (SI) Role: Supplemental Instruction is a non-remedial approach to a learning environment designed to supplement the classroom experience. Supplemental Instructors offer regularly scheduled, out-of-class informal group-learning sessions in which students work together to achieve a higher-level learning objective. The primary goal of the SI is to facilitate higher-level thinking in the SI session without re-lecturing, helping with homework, etc. As part of the facilitation, SI's should help students learn how to incorporate reasoning and study skills into the course, as well as share strategies to be successful in the course.

Sample SI Session: In a Principles of Economics course, newspaper articles are given to groups, each consistent with an event leading to a supply and/or demand shift. For the market discussed in each article, groups are tasked with recommending actions that should be taken on the part of the government, businesses, and consumers to optimally respond to the shocks.

Supplemental Instructor (SI) Responsibilities:

1. Attend one section of all regularly-scheduled classes. No more than 2 classes can be missed during the semester without prior faculty approval.
2. Along with your fellow ULA's, meet with the faculty member at a scheduled time once per week. No more than 2 meetings can be missed during the semester without prior faculty approval.
3. Act as Primary SI for 4 topics throughout the semester. As Primary SI, you are responsible for designing the SI Session and creating any necessary materials for distribution.
4. Act as Secondary SI for 4 topics throughout the semester. As Secondary SI, you are responsible for giving feedback and proof-reading a Primary SI's session plan/materials for distribution/etc. You are also responsible for offering suggestions to the Primary SI, if requested.
5. Facilitate 3 hour-long SI sessions per week.
6. Respond to all faculty emails within 24 hours during the week, and 48 hours on the weekend.



Supplemental Instructor (SI) Rubric:

Criteria	0 Points	5 Points	8 Points	10 Points	Points
Attendance	6 or more lectures and/or faculty meetings were missed during the semester without approval.	More than 2 lectures and less than 6 lectures were missed during the semester without approval. Alternatively, no more than 2 faculty meetings and less than 6 faculty meetings were missed during the semester without approval.	No more than 2 lectures and 2 faculty meetings were missed during the semester without approval, and non-minimal lectures/faculty were missed with approval.	No more than 2 lectures and 2 faculty meetings were missed during the semester without approval, and minimal lectures/faculty meetings were missed with approval.	
Primary SI	You do not complete any Primary SI plan. <i>Note: Your Total Score will be 0/50 in this case.</i>	Any of the following are true: -Your Primary SI plans are not sufficiently detailed or logically structured. -You complete any of your SI plans between 2 hours prior and the start of the SI session. -Your activities do not sufficiently incorporate pedagogical best-practices. -The logistics of your plans lead to significant confusion/difficulties. -Your activities do not display an appropriate level of thoughtfulness and creativity. For instance, you use an activity found online with no modifications.	Your Primary SI plans are detailed and logically structured, but do not fully achieve their learning objectives. Alternatively, you completed any of your plans between 2 days prior and 2 hours prior to the SI session. Alternatively, your activities are aligned with pedagogical best-practices, but could be stronger. Alternatively, your activities are effective, but do not display an appropriate level of thoughtfulness and creativity.	Your Primary SI plans are detailed, logically structured, and fully consistent with their learning objectives. You completed your plans at least 2 days prior to each SI session and created/distributed all necessary materials. Your activities are aligned with pedagogical best-practices, and display thoughtfulness and creativity.	
Secondary SI	A Primary SI plan for which you are a Secondary SI is not completed.	Any of the following are true: -The Primary SI plans for which you are a Secondary SI are not sufficiently detailed or logically structured. -Significant grammatical or logistical issues exist. -Your Primary SI does not give you sufficient time to review and you do not notify the faculty member.	The Primary SI plans for which you are a Secondary SI are detailed and logically structured, but do not fully achieve their learning objectives. Alternatively, a few grammatical or logistical issues exist. Alternatively, if your Primary SI does not give you sufficient time to review, you notify the faculty member late in the process.	The Primary SI plans for which you are a Secondary SI are detailed, logically structured, and fully consistent with their learning objectives. No grammatical or logistical issues exist. If your Primary SI does not give you sufficient time to review, you notify the faculty member early in the process.	
SI Sessions	You do not attend more than one of your SI sessions and do not switch with another SI. <i>Note: If you miss more than 2 SI sessions and do not switch with another SI your Total Score will be 0/50.</i>	Any of the following are true: -You do not attend one of your SI sessions and do not switch with another SI. -You do not actively engage the groups, but instead tend to "lecture" material. -You directly help with a homework assignment. -You are not encouraging, not motivating, or negative.	You attend all scheduled SI sessions or switch sessions with another SI. You actively engage the groups, but could do better at facilitating higher-level thinking. You do not directly help with homework assignments, but you occasionally "lecture" material. You are encouraging and motivating.	You attend all scheduled SI sessions or switch sessions with another SI. You actively engage the groups, and facilitate higher-level thinking. You do not directly help with homework assignments, and you do not "lecture" material. You are encouraging and motivating.	
Communication	You do not communicate with your faculty member.	You do not respond to most faculty emails within 24 hours during the week and 48 hours during the weekend. You do not inform the faculty if you have any confusion concerning your responsibilities. You do not significantly contribute to the learning community of the class.	You respond to most faculty emails within 24 hours during the week and 48 hours during the weekend. You inform the faculty if you have any confusion concerning your responsibilities. You contribute to the learning community of the class, but could be more active.	You respond to all faculty emails within 24 hours during the week and 48 hours during the weekend. You inform the faculty if you have any confusion concerning your responsibilities. You actively contribute to the learning community of the class.	
Total Score					___/50



Peer Tutor Role: Peer Tutoring is a remedial approach to a learning environment designed to assist self-selected students who desire additional one-on-one help. Peer Tutors offer regularly scheduled, out-of-class individual-tutoring sessions in which specific course topics are explored in greater detail. The primary goal of the Peer Tutor is to facilitate learning course content, without explicitly helping with homework. As part of the facilitation, Peer Tutors should help students learn how to incorporate reasoning and study skills into the course, as well as share strategies to be successful in the course.

Sample Tutoring Session: In a Principles of Economics course, a student attends a Peer Tutoring session and asks for help determining how a supply and/or demand shock will change consumer and producer surplus. By asking the student targeted questions, the Peer Tutor determines what level of learning the student has currently obtained. Where necessary, the Peer Tutor will re-teach specific methods, but in general the Peer Tutor will facilitate the student learning by offering practice problems and sharing specific learning strategies for the material.

Peer Tutor Responsibilities:

1. Attend one section of all regularly-scheduled classes. No more than 2 classes can be missed during the semester without prior faculty approval.
2. Along with your fellow ULA's, meet with the faculty member at a scheduled time once per week. No more than 2 meetings can be missed during the semester without prior faculty approval.
3. Become knowledgeable in all course materials, including supplemental materials.
4. Facilitate 5 hour-long Peer Tutoring sessions per week.
5. Respond to all faculty emails within 24 hours during the week, and 48 hours on the weekend.
6. Notify faculty of concepts that have led to significant student confusion. If possible, identify the source of the confusion and offer suggestions to improve class understanding of the material.



Peer Tutor Rubric:

Criteria	0 Points	5 Points	8 Points	10 Points	Points
Attendance	6 or more lectures and/or faculty meetings were missed during the semester without approval.	More than 2 lectures and less than 6 lectures were missed during the semester without approval. Alternatively, no more than 2 faculty meetings and less than 6 faculty meetings were missed during the semester without approval.	No more than 2 lectures and 2 faculty meetings were missed during the semester without approval, and non-minimal lectures/faculty were missed with approval.	No more than 2 lectures and 2 faculty meetings were missed during the semester without approval, and minimal lectures/faculty meetings were missed with approval.	
Peer Tutoring Sessions (Multiply the rubric score by 3 to determine the total points)	You do not attend more than one of your Peer Tutor sessions and do not switch with another Peer Tutor. <i>Note: If you miss more than 2 Peer Tutor sessions and do not switch with another Peer Tutor your Total Score will be 0/50.</i>	Any of the following are true: -You do not attend one of your Peer Tutoring sessions and do not switch with another Peer Tutor. -You make no effort to facilitate higher-level thinking. -You directly help with a homework assignment. -You are not encouraging, not motivating, or negative. -You do not cater your approach to individual learning styles.	You attend all scheduled Peer Tutoring sessions or switch sessions with another Peer Tutor. You actively engage individual students, but could do better at facilitating higher-level thinking. You do not directly help with homework assignments. You generally direct students to relevant course materials, but occasionally do not offer appropriate guidance. You are encouraging and motivating, and cater your approach to individual learning styles.	You attend all scheduled Peer Tutoring sessions or switch sessions with another Peer Tutor. You actively engage individual students, and facilitate higher-level thinking when possible. You do not directly help with homework assignments. You direct students to relevant course materials when appropriate. You are encouraging and motivating, and cater your approach to individual learning styles.	
Communication	You do not communicate with your faculty member.	Any of the following are true: -You do not respond to most faculty emails within 24 hours during the week and 48 hours during the weekend. -You do not inform the faculty if you have any confusion concerning your responsibilities. -You do not significantly contribute to the learning community of the class. - You do not notify faculty of concepts that have led to significant confusion	You respond to most faculty emails within 24 hours during the week and 48 hours during the weekend. You inform the faculty if you have any confusion concerning your responsibilities. You contribute to the learning community of the class, but could be more active. You notify faculty of concepts that have led to significant confusion	You respond to all faculty emails within 24 hours during the week and 48 hours during the weekend. You inform the faculty if you have any confusion concerning your responsibilities. You actively contribute to the learning community of the class. You notify faculty of concepts that have led to significant confusion.	
Total Score					____/50



Lecture Assistant Role: Lecture Assistants offer support for higher-order learning activities within the classroom. Lecture Assistants design and offer in-class assistance for individual and collaborative learning activities. The primary goal of the Lecture Assistant is to facilitate active learning in a student-centered classroom.

Sample Lecture Assistance: In a Principles of Economics course, after exchange rates are discussed, four clicker questions are given to the students to demonstrate mastery of the material. Students are encouraged to work in groups, during which Lecture Assistants facilitate group dynamics and learning.

Lecture Assistant Responsibilities:

1. Attend all regularly-scheduled classes. No more than 2 classes can be missed during the semester without prior faculty approval. During class, actively facilitate the planned learning activities.
2. Along with your fellow ULA's, meet with the faculty member at a scheduled time once per week. No more than 2 meetings can be missed during the semester without prior faculty approval.
3. Act as Primary Lecture Assistant for 4 sessions throughout the semester. As Primary Lecture Assistant, you are responsible for mastering the in-class activities, distributing the activities to the ULA team, and answering any questions prior to the class session.
4. Prior to each class, review the class activities. Clarify any misunderstandings with the Primary Lecture Assistant.
5. Design class activity plans for specified topics, as requested.
6. Respond to all faculty emails within 24 hours during the week, and 48 hours on the weekend.
7. Notify faculty of concepts that have led to significant student confusion. If possible, identify the source of the confusion and offer suggestions to improve class understanding of the material.
8. Provide feedback on submitted formative assessments.



Lecture Assistant Rubric:

Criteria	0 Points	5 Points	8 Points	10 Points	Points
Attendance	6 or more lectures and/or faculty meetings were missed during the semester without approval.	More than 2 lectures and less than 6 lectures were missed during the semester without approval. Alternatively, no more than 2 faculty meetings and less than 6 faculty meetings were missed during the semester without approval.	No more than 2 lectures and 2 faculty meetings were missed during the semester without approval, and non-minimal lectures/faculty were missed with approval.	No more than 2 lectures and 2 faculty meetings were missed during the semester without approval, and minimal lectures/faculty meetings were missed with approval.	
Primary Learning Assistant	You do not gather or distribute the materials for an in-class activity for which you are the Primary Learning Assistant.	Any of the following are true: -You demonstrate a lack of understanding of an in-class activity. -For any activity for which you are the Primary Learning Assistant, you distribute the activity to the ULA team between 1 day prior and the start of class. -You are unable to answer most ULA questions concerning the activity.	As the Primary Learning Assistant, you understand the in-class activities, and distribute the activities to the ULA team at least 1 day prior to class. You are able to answer most ULA questions concerning the activity.	As the Primary Learning Assistant, you master the in-class activities, and distribute the activities to the ULA team at least 1 day prior to class. You are able to answer all ULA questions concerning the activity.	
Learning Assistant	You do not attend more than 2 lectures without approval.	Any of the following are true: -During class activities you do not actively engage students. -You do not consider the activities prior to class. -You are not encouraging, not motivating, or negative. -You do not cater your approach to individual learning styles.	During class activities, you actively engage students, but could do better at facilitating higher-level thinking. You have an understanding of each activity, but occasionally have difficulty answering student questions. You are encouraging and motivating, and cater your approach to individual learning styles.	During class activities, you actively engage students and facilitate higher-level thinking when possible. You have a clear understanding of each activity, and prior to class you have considered the types of questions you might receive during class. You are encouraging and motivating, and cater your approach to individual learning styles.	
Class Activity Plans/Formative Feedback	You do not complete a class activity plan or formative feedback for which you are responsible.	Any of the following are true: -Intermittent class activity plans are not sufficiently detailed or logically structured. -You miss deadlines, as agreed upon by you and the faculty member. -The logistics of your class activity plans lead to significant confusion/difficulties. -Your class activity plans do not display an appropriate level of thoughtfulness and creativity. For instance, you use an activity found online with no modifications. -Your formative feedback is not consistent. -Your formative feedback does not contain sufficient detail.	For intermittent class activity plans and formative feedback, you complete the task, but not in a timely manner, as agreed upon by you and the faculty member. Class Activity Plans are detailed and logically structured, but do not fully achieve their learning objectives. Formative feedback consistent, but could include more detail.	For intermittent class activity plans and formative feedback, you complete the task in a timely manner, as agreed upon by you and the faculty member. Class Activity Plans are detailed, logically structured, and fully consistent with their learning objectives. Formative feedback is detailed and consistent.	
Communication	You do not communicate with your faculty member.	Any of the following are true: -You do not respond to most faculty emails within 24 hours during the week and 48 hours during the weekend. -You do not inform the faculty if you have any confusion concerning your responsibilities. -You do not significantly contribute to the learning community of the class. - You do not notify faculty of concepts that have led to significant confusion	You respond to most faculty emails within 24 hours during the week and 48 hours during the weekend. You inform the faculty if you have any confusion concerning your responsibilities. You contribute to the learning community of the class, but could be more active. You notify faculty of concepts that have led to significant confusion	You respond to all faculty emails within 24 hours during the week and 48 hours during the weekend. You inform the faculty if you have any confusion concerning your responsibilities. You actively contribute to the learning community of the class. You notify faculty of concepts that have led to significant confusion.	
Total Score					___/50



Supplemental Content Provider (SCP) Role: Supplemental Content Providers create additional resources to supplement in-class content. The resources include, but are not limited to, video tutorials, on-line resources, video solution keys, and practice problems. The primary goal of the SCP is to identify and/or develop content fully aligned with the primary course materials.

Sample Practice Problems and Video Solution Key: In a Principles of Economics course, a SCP creates 10 practice problems concerning monopolistic competition. These problems are at a level consistent with the learning objective of the course. The SCP also creates a video solution for each problem, using methodology and terminology consistent with the faculty member.

Supplemental Content Provider Responsibilities:

1. Attend one section of all regularly-scheduled classes. No more than 2 classes can be missed during the semester without prior faculty approval.
2. Along with your fellow ULA's, meet with the faculty member at a scheduled time once per week. No more than 2 meetings can be missed during the semester without prior faculty approval.
3. Act as Primary SCP for $\frac{1}{2}$ of the supplemental topics throughout the semester. As Primary SCP, you are responsible for identifying, aggregating, and/or creating supplemental materials.
7. Act as Secondary SCP for $\frac{1}{2}$ of the supplemental topics throughout the semester. As Secondary SCP, you are responsible for giving feedback and proof-reading the Primary SCP's supplemental materials. You are also responsible for offering suggestions to the Primary SCP, if requested.
4. Respond to all faculty emails within 24 hours during the week, and 48 hours on the weekend.



Supplemental Content Provider Rubric:

Criteria	0 Points	5 Points	8 Points	10 Points	Points
Attendance	6 or more lectures and/or faculty meetings were missed during the semester without approval.	More than 2 lectures and less than 6 lectures were missed during the semester without approval. Alternatively, no more than 2 faculty meetings and less than 6 faculty meetings were missed during the semester without approval.	No more than 2 lectures and 2 faculty meetings were missed during the semester without approval, and non-minimal lectures/faculty were missed with approval.	No more than 2 lectures and 2 faculty meetings were missed during the semester without approval, and minimal lectures/faculty meetings were missed with approval.	
Primary SCP (Multiply the rubric score by 2 to determine the total points)	You do not create Primary Supplemental Content. <i>Note: Your Total Score will be 0/50 in this case.</i>	Any of the following are true: -Your Primary Supplemental Content is not sufficiently detailed or logically structured. -You miss deadlines, as agreed upon by you and the faculty member. -Your activities do not sufficiently incorporate pedagogical best-practices. -Your content leads to confusion/difficulties. -Your activities do not display an appropriate level of thoughtfulness and creativity. For instance, you use content found online with no modifications or logical aggregation.	Your Primary Supplemental Content is detailed and logically structured, but does not fully achieve their learning objectives. Alternatively, you create Supplemental Content, but not in a timely manner, as agreed upon by you and the faculty member. Alternatively, your activities are aligned with pedagogical best-practices, but could be stronger. Alternatively, your activities are effective, but do not display an appropriate level of thoughtfulness and creativity.	Your Primary Supplemental Content is detailed, logically structured, and fully consistent with its learning objectives. You completed your content in a timely manner, as agreed upon by you and the faculty member. Your content is aligned with pedagogical best-practices, and displays thoughtfulness and creativity.	
Secondary SCP	Primary Supplemental Content content for which you are a Secondary SCP is not completed.	Any of the following are true: -The Primary Supplemental Content for which you are a Secondary SCP is not sufficiently detailed or logically structured. -The content quality is not high. -Significant "grammatical" or logistical issues exist. -Your Primary SCP does not give you sufficient time to review and you do not notify the faculty member.	The Primary Supplemental Content for which you are a Secondary SCP is detailed and logically structured, but do not fully achieve its learning objective. The content quality is high, but a few "grammatical" or logistical issues exist. Alternatively, if your Primary SCP does not give you sufficient time to review, you notify the faculty member late in the process.	The Primary Supplemental Content for which you are a Secondary SCP is detailed, logically structured, and fully consistent with its learning objective. The content quality is extremely high, with no "grammatical" or logistical issues. If your Primary SCP does not give you sufficient time to review, you notify the faculty member early in the process.	
Communication	You do not communicate with your faculty member.	Any of the following are true: -You do not respond to most faculty emails within 24 hours during the week and 48 hours during the weekend. -You do not inform the faculty if you have any confusion concerning your responsibilities. -You do not significantly contribute to the learning community of the class. - You do not notify faculty of concepts that have led to significant confusion	You respond to most faculty emails within 24 hours during the week and 48 hours during the weekend. You inform the faculty if you have any confusion concerning your responsibilities. You contribute to the learning community of the class, but could be more active. You notify faculty of concepts that have led to significant confusion	You respond to all faculty emails within 24 hours during the week and 48 hours during the weekend. You inform the faculty if you have any confusion concerning your responsibilities. You actively contribute to the learning community of the class. You notify faculty of concepts that have led to significant confusion.	
Total Score					___/50