



Syllabus, Fall 2016

ECON291: Undergraduate Learning Seminar

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

3 credits, not to fulfill ECON degree requirements

(Optional) 2nd through 4th 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: 4:30 pm Monday, GA 106, 1 hour every week for 11 weeks

Instructor: Patrick Conway (patrick_conway@unc.edu)

Course Site: on Sakai

Prerequisite Requirements: The Undergraduate Learning Seminar is by invitation only. Each Faculty member can recruit ULAs in any method they deem appropriate. All ULAs should 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. (This is available in electronic form from the UNC Library.)

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

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



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.
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:

ULAs in their first semester in the program 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 ULAs 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 ULAs to reflect upon their own personal learning styles while developing insight into metacognition. In addition, ULAs will be graded according to their active participation in the seminar, as well as an end-of-semester reflective essay.

For students in the second through fourth semester (earning one credit hour), 100 percent of their grade comes from the ULA Practicum.



Accessibility Services: 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, Accessibility Services.

Schedule:

1. Introductions (1 hour)
Introductions: FERPA University/Administrative Policies Expectations Power Dynamics
Required Readings: None
Optional Resources: None
Assignments Due: Quiz Due
2. 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=Nsbna5IVBYg http://www.youtube.com/watch?v=Qfp3x_qx5IM
Assignments Due: Quiz and Pre-Assignment Due
3. 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/metalearning.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



4. 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

5. 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

6. 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



7. 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
8. 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
Assignments Due:	Pre-Assignment Due
9. Self-Directed Learning (1 hour)	
Topics	Knowledge Organization
Required Readings:	Chapter 7: How Do Students Become Self-Directed Learners? Ambrose, et. al. <i>How Learning Works</i> . San Francisco: Jossey-Boss
Assignments Due:	Pre-Assignment Due
10. Practice and Feedback (1 hour)	
Topics	Motivational Factors
Required Readings:	Chapter 5: What Kinds of Practice and Feedback Enhance Learning? Ambrose, et. al. <i>How Learning Works</i> . San Francisco: Jossey-Boss
Assignments Due:	Pre-Assignment Due
11. Final Evaluation (1 hour)	
Topics	Course Evaluation
Assignments Due:	Pre-Assignment Due



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.

Komarraju, 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