

Economics 291
Undergraduate Learning Assistant (ULA) Seminar
Fall 2017

- Instructor:** Michelle Sheran-Andrews (sheran@unc.edu)
- Credits:** *1st semester in the program (with ULA Seminar):*
3 credits, not to fulfill ECON degree requirements
2nd through 4th semester in the program (without ULA Seminar):
1 credit, not to fulfill ECON degree requirements
- Meeting Times:** *ULA Practicum:* As specified by faculty member, 8-12 hours per week
ULA Seminar: 4:30-5:30pm on Mondays for 11 weeks in Gardner 106
- Website:** <http://sakai.unc.edu>
- Prerequisites:** 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 following requirements:
- 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
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Required Textbook

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 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% + ϵ

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% - ϵ

Each ULA seminar session requires an assignment designed to 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.

Schedule

1. Introduction (August 28)	
Topics:	Introductions FERPA University/Administrative Policies Expectations Power Dynamics
Required Readings:	None
Optional Resources:	None
Assignment:	None
2. Questioning for Learning (September 11)	
Topics:	Bloom's Taxonomy Asking Effective Questions
Required Readings:	1. 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. 2. 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
Assignment:	Assignment #1 due
3. Heterogeneous Learners (September 18)	
Topics:	Learning Styles Emotions and the Learning Climate
Required Readings:	1. http://1ww.nwlink.com/~donclark/hrd/styles.html 2. http://www.nwlink.com/~donclark/hrd/styles/metalearning.html 3. http://www.nwlink.com/~donclark/hrd/styles/vakt.html 4. http://www.nwlink.com/~donclark/hrd/styles/vak.html 5. http://www.nwlink.com/~donclark/hrd/styles/kolb.html 6. http://www.nwlink.com/~donclark/hrd/styles/honey_mumford.html 7. http://www.nwlink.com/~donclark/hrd/styles/learn_style_survey.html 8. http://www.nwlink.com/~donclark/hrd/styles/jung.html 9. http://www.nwlink.com/~donclark/hrd/styles/gardner.html 10. http://www.nwlink.com/~donclark/hrd/styles/perspective.html 11. 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
Assignment:	Assignment #2 due

4. Student Centered Learning (September 25)

Topics:	Student Centered Learning
Required Readings:	1. <i>The Case and Context for Learner-Centered Pedagogy</i> by Joe Cuseo 2. <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
Assignment:	Assignment #3 due

5. Organizing to Learn (October 2)

Topics:	Knowledge Organization
Required Readings:	1. Chapter 2: How Does the Way Student Organize Knowledge Affect Their Learning? Ambrose, et. al. <i>How Learning Works</i> . San Francisco: Jossey-Boss 2. 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
Assignment:	Assignment #4 due

6. Motivation to Learn (October 9)

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
Assignment:	Assignment #5 due

7. Prior Knowledge and Learning (October 16)

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
Assignment:	Assignment #6 due

8. Learning Mastery (*October 23*)

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
Assignment:	Assignment #7 due

9. Self-Directed Learning (*October 30*)

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
Optional Resources:	none
Assignment:	Assignment #8 due

10. Practice and Feedback (*November 6*)

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
Optional Resources:	none
Assignment:	Assignment #9 due

11. Final Evaluation (*November 13*)

Topics:	Course Evaluation
Required Readings:	none
Optional Resources:	none
Assignment:	Reflective Essay due