

Economics 291
Undergraduate Learning Assistant (ULA) Seminar
Fall 2018

Instructor:	Michelle Sheran-Andrews (sheran@unc.edu)
Credits:	<i>1st semester in the program (with ULA Seminar):</i> 3 credits, not to fulfill ECON degree requirements <i>2nd through 4th semester in the program (without ULA Seminar)</i> 1 credit, not to fulfill ECON degree requirements
Meeting Times:	<i>ULA Practicum</i> As specified by supervising faculty member, 8-12 hours per week <i>ULA Seminar</i> 4:30-5:30pm on Wednesdays for 10 weeks in Gardner 309.
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: <ul style="list-style-type: none">• 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
Textbook:	Ambrose, Susan, et. al. <i>How Learning Works, 7 Research-Based Principles for Smart Teaching</i> , 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 The aims of ECON 291 are to give students: 1) experience in facilitating undergraduate education in economics; 2) a deeper understanding of underlying economic principles; 3) exposure to pedagogical theory and best practices; and 4) participation in a vibrant economics learning community.

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

Course Structure

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. Students will explore learning styles, pedagogical best practices, study skills and metacognition through weekly readings, class discussion and homework assignments.

Grading

For ULAs who have already completed the seminar, 100% of their grade comes from the ULA Practicum. For ULAs in their first semester of the program, 50% + ϵ of their grade will be determined by their performance in the ULA Practicum and 50% - ϵ of their grade will be determined by their performance in the ULA Seminar.

ULA Practicum:

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:

Students will be assessed based on weekly homework assignments, seminar participation (according to the rubrics below), and an end-of-semester reflective essay. The seminar grade will be calculated as the sum of total points earned divided by 100. At a minimum, I will follow a traditional 10 point scale, though the letter grade assigned will be based on a grading scale to be finalized *after* the final exam. I will provide feedback over the semester on how to interpret scores so that students know how they are progressing in the course.

Graded Item	# Assigned	Maximum Points
Seminar Participation	9 seminars (drop 1)	27
Homework Assignments	9 assignments (drop 1)	53
Reflective Essay	1	20
		100

Class Participation Rubric

Grade	Criteria
0	<ul style="list-style-type: none"> Absent
1	<ul style="list-style-type: none"> Present, not disruptive. Tries to respond when called on but does not offer much. Demonstrates very infrequent involvement in discussion.
2	<ul style="list-style-type: none"> Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of trying to interpret or analyze them. Offers straightforward information (e.g., straight from the reading), without elaboration or very infrequently (perhaps once a class). Does not offer to contribute to discussion, but contributes to a moderate degree when called on.
3	<ul style="list-style-type: none"> Demonstrates good preparation: knows reading facts well, has thought through implications of them. Offers interpretations and analysis of material (more than just facts) to class. Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.
4	<ul style="list-style-type: none"> Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). Offers analysis, synthesis, and evaluation of material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc

Homework Assignment Rubric

Grade*	Criteria
0	No assignment submitted.
2	Performance represents an inadequate level of attainment for a student at this stage of development.
4	Performance represents an adequate level of attainment for a student at this stage of development.
6	Performance represents a high level of attainment for a student at this stage of development.
7	Performance represents the highest level of attainment that can reasonably be expected of students at this stage of development.

*Note it is possible to receive a point value not explicitly listed if your work falls between two thresholds

Schedule

1. Introduction (August 22)	
Topics:	Introductions FERPA University/Administrative Policies Expectations Power Dynamics
Required Readings:	None
Assignment:	None
2. Questioning for Learning (August 29)	
Topics:	Bloom's Taxonomy Asking Effective Questions
Required Readings:	<ol style="list-style-type: none"> 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
Assignment:	Assignment #1 (due September 5)
3. Heterogeneous Learners (September 5)	
Topics:	Learning Styles Emotions and the Learning Climate
Required Readings:	<ol style="list-style-type: none"> 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
Assignment:	Assignment #2 (due September 12)

4. Student Centered Learning (September 12)

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
Assignment:	Assignment #3 (due September 19)

5. Organizing to Learn (September 19)

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
Assignment:	Assignment #4 (due September 26)

6. Motivation to Learn (September 26)

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
Assignment:	Assignment #5 (due October 3)

7. Prior Knowledge and Learning (October 3)

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
Assignment:	Assignment #6 (due October 10)

8. Learning Mastery (October 10)

Topics:	Learning Mastery
Required Readings:	Chapter 4: How Do Students Develop Mastery? Ambrose, et. al. <i>How Learning Works</i> . San Francisco: Jossey-Boss
Assignment:	Assignment #7 (due October 24)

9. Self-Directed Learning (October 24)

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
Assignment:	Assignment #8 (due October 31)

10. Practice and Feedback (October 31)

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
Assignment:	Assignment #9 (due November 7)

Reflective Essay: Due Monday, November 19 by 4pm