

Economics 291
Undergraduate Learning Assistant (ULA) Seminar
Spring 2022

Instructors:	Michelle Sheran-Andrews (sheran@unc.edu) Megan McCoy (memccoy@live.unc.edu)
Credits:	<i>1st semester in the program (with ULA Seminar):</i> 3 credits, not to fulfill ECON degree requirements <i>Subsequent semester(s) 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 <i>ULA Seminar</i> 4:40-5:40pm on Mondays in Gardner 001 for 10 sessions
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

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.

Course Structure

1. **ULA Practicum** – With faculty guidance, undergraduate students will serve as Undergraduate Learning Assistants. Responsibilities will focus on enhancing the learning experience in each course and promoting interaction and collaboration among students (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.

Spring 2022 Seminar Delivery:

As long as it is possible to do so safely, we will be meeting in person this semester. We understand the ongoing COVID-19 pandemic may require changes to this plan and will be monitoring the situation closely. If we need to change the format of the course temporarily due to outbreaks of illness, we will announce this via email and the course Sakai site. We may be able to provide a remote option on a case-by-case basis but cannot guarantee this.

ULA Seminar Required Resources

1. **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.)
2. **Gradescope:** You will submit your graded work to Gradescope (<https://www.gradescope.com/>). We will register you for Gradescope using your official UNC email address listed on Connect Carolina.

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 instructor 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. Students will be assessed by their supervising instructor according to the rubric.

ULA Seminar:

Students will be assessed based on weekly homework assignments, seminar participation, and an end-of-semester reflective essay. The seminar grade will be calculated as the weighted average of these three components: Class participation 30%; Assignments: 50%; and Reflective Essay 20%.

Class Participation: The 291 seminar is based on collaborative discourse. As such, being prepared to participate in class is a course requirement. You are more than welcome to have a different interpretation or opinion than a classmate or me; just be sure to share your perspective in a productive and supportive manner. If you're reluctant to speak up, please talk to me and we'll figure out ways for you to participate.

Class attendance is mandatory! If you have a valid excuse for missing a class, please email me in advance of class at sheran@unc.edu, and we'll work out a plan for you to make up the missed material. **If you miss class without a valid excuse communicated in advance, your seminar letter grade will be reduced by ½ letter grade for each unexcused absence.**

You will receive a participation score for each class using the rubric below. While the exact grading scale won't be finalized until the end of the semester, a good rule of thumb for earning an "A" in class participation is to earn an average participation score of 2.7 or higher. No participation score will be given for the first seminar.

Score	Description
3	Comes to class prepared; contributes to class discussion; shows interest in and respect for others' views; participates actively in small groups.
2	Comes to class but one of the following is not true: contributes to class discussion; shows interest in and respect for others' views; participates actively in small groups.
1	Comes to class but two or more of the following are not true: contributes to class discussion; shows interest in and respect for others' views; participates actively in small groups.
0	Absent

Because it negatively affects participation and the class climate, **all laptop, tablet, smart phone, or cell phone usage is prohibited during class** unless you have a documented visual, auditory, or learning disability requiring the use of a personal electronic device (and provide me with the supporting paperwork) and unless otherwise instructed to support in-class activities.

Assignments: There will be 8 homework assignments. Each assignment will be submitted via Gradescope and is due by 4:30 pm. I will drop your lowest score before calculating your assignment average. Each assignment will be assessed based on the following rubric.

Score	Description
0	No assignment submitted.
1	Submission is extremely trivial
2	Performance represents an inadequate level of attainment for a student at this stage of development.
3	Performance represents an adequate level of attainment for a student at this stage of development.
4	Performance represents a high level of attainment for a student at this stage of development.
5	Performance represents the highest level of attainment that can reasonably be expected of students at this stage of development.

You will receive a score on each assignment. While the exact grading scale won't be finalized until the end of the semester, a good rule of thumb for earning an "A" on homework assignments is to earn an average score of 4.3 or higher.

Reflective Essay: You will write a 5-6 page paper in which you reflect on the experience of being a ULA. The purpose of this assignment is to encourage and foster deep reflection on your experiences as a ULA. To foster this reflection throughout the semester, each week I will provide a list of reflection questions. I strongly recommend taking time each week to write down your answers to these questions; think of it as journaling. Reflective essays are due via Gradescope by 4:30 pm on Monday, April 18 and will be graded according to the following rubric.

Score	Description
0	No assignment submitted.
2	Your submission demonstrates shallow self-reflection. Alternatively, your submission has a weak logical structure, or has numerous grammatical/spelling mistakes.
3	Your submission demonstrates some self-reflection but could be deeper. Additionally, your submission does not follow a clear logical structure, or has grammatical/spelling mistakes.
4	Your submission demonstrates some self-reflection but could be deeper. Alternatively, your submission does not follow a clear logical structure, or has grammatical/spelling mistakes.
5	Your submission demonstrates deep self-reflection. Your submission is logically structured and has no grammatical/spelling mistakes.

Schedule

1. Introduction (January 10)	
Topics:	Introductions FERPA University/Administrative Policies Expectations Power Dynamics
Required Readings:	None
Assignment:	None

2. Questioning for Learning (January 24)	
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 January 31)

3. Heterogeneous Learners (January 31)	
Topics:	Learning Styles Emotions and the Learning Climate
Required Readings:	<ol style="list-style-type: none"> 1. http://www.nwlink.com/~donclark/hrd/styles.html 2. http://www.nwlink.com/~donclark/hrd/styles/vakt.html 3. http://www.nwlink.com/~donclark/hrd/styles/vak.html 4. http://www.nwlink.com/~donclark/hrd/styles/kolb.html 5. http://www.nwlink.com/~donclark/hrd/styles/honey_mumford.html 6. http://www.nwlink.com/~donclark/hrd/styles/learn_style_survey.html 7. http://www.nwlink.com/~donclark/hrd/styles/jung.html 8. http://www.nwlink.com/~donclark/hrd/styles/gardner.html 9. http://www.nwlink.com/~donclark/hrd/styles/perspective.html 10. 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 February 7)

4. Student Centered Learning (February 7)

Topics:	Student Centered Learning
Required Readings:	<ol style="list-style-type: none">1. <i>The Case and Context for Learner-Centered Pedagogy</i> by Joe Cuseo2. <i>Cooperative Learning Group Activities for College Courses – A Guide for Instructors</i> by Alice Macpherson (Read pages 1-17. Then skim through the rest of the document to gain a sense of the different types of cooperative learning exercises and find a few that pique your interest.)
Assignment:	Assignment #3 (due February 14)

5. Organizing to Learn (February 14)

Topics:	Knowledge Organization
Required Readings:	<ol style="list-style-type: none">1. Chapter 2: How Does the Way Student Organize Knowledge Affect Their Learning? Ambrose, et. al. <i>How Learning Works</i>. San Francisco: Jossey-Boss2. 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 February 21)

6. Motivation to Learn (February 21)

Topics:	Motivational Factors
Required Readings:	<p>Chapter 3: What Factors Motivate Students To Learn? Ambrose, et. al. <i>How Learning Works</i>. San Francisco: Jossey-Boss</p> <p>Very Well Minded (https://www.verywellmind.com/work-from-home-motivation-4802480)</p> <p>How to Actually Save Time When You're Working Remotely (https://hbr.org/2020/08/how-to-actually-save-time-when-youre-working-remotely)</p>
Assignment:	Assignment #5 (due February 28)

7. Prior Knowledge and Learning (February 28)

Topics:	Prior Knowledge
Required Readings:	<p>Chapter 1: How Does Students' Prior Knowledge Affect Their Learning? Ambrose, et. al. <i>How Learning Works</i>. San Francisco: Jossey-Boss</p>
Assignment:	Assignment #6 (due March 7)

8. Learning Mastery (March 7)

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 March 21)

9. Self-Directed Learning (March 21)

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 March 28)

10. Practice and Feedback (March 28)

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:	None

Reflective Essay: Due by 4:30pm on Monday, April 18

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