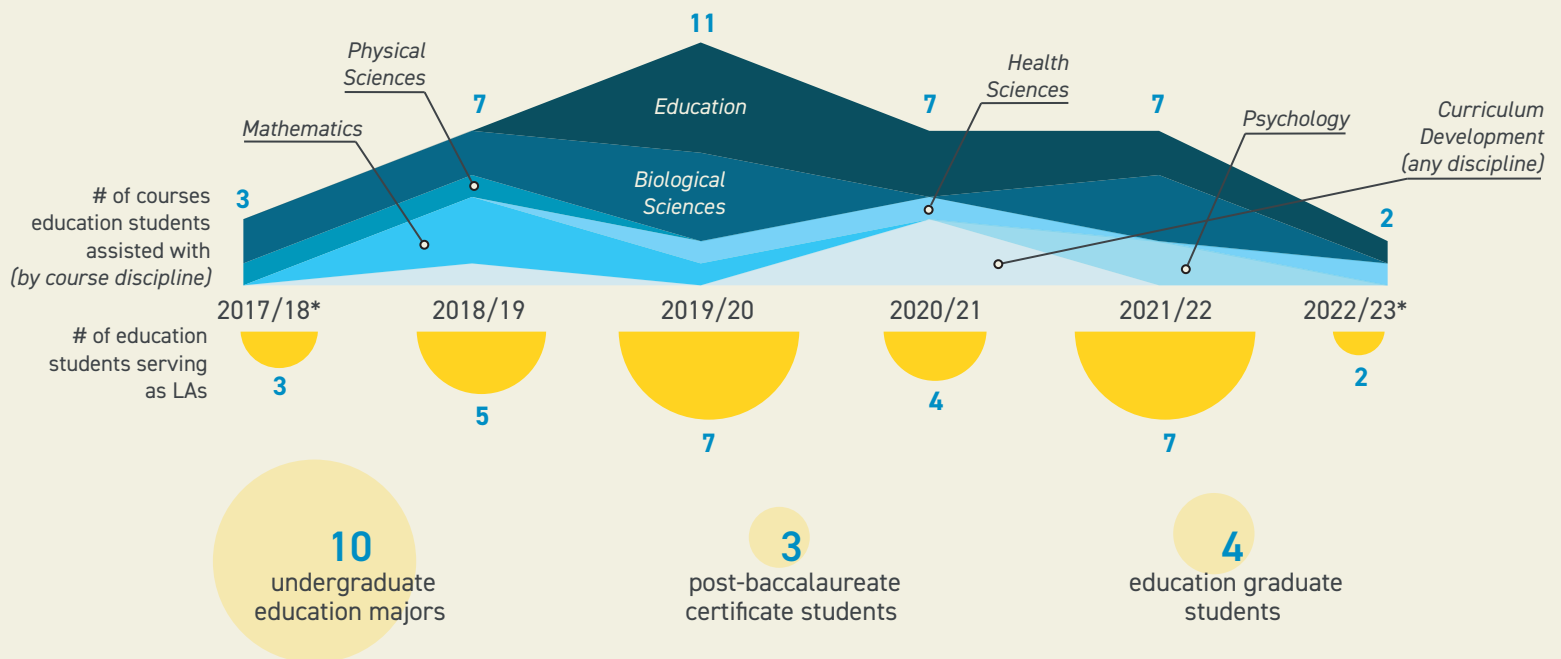# THE LAMP LEARNING ASSISTANT PROGRAM SERVES UNDERGRADUATE, POST-BACC, AND GRADUATE STUDENTS IN THE COLLEGE OF EDUCATION

The Learning Actively Mentoring Program's (LAMP) Learning Assistant (LA) program provides undergraduate, post-baccalaureate, and graduate students in the College of Education and other colleges across campus with paid opportunities to assist with teaching in active learning classrooms at UW. New Learning Assistants enroll in a 1-unit undergraduate or graduate-level seminar introducing them to STEM pedagogy. They are paired with instructors who have undergone immersive, year-long educational development as part of the LAMP Fellows Program. Learning Assistants then help instructors with curriculum development, facilitating classroom discussions and learning, building assessment, and more, developing critical skills for their future careers.

THE LAMP LA PROGRAM HAS GIVEN 17 COLLEGE OF EDUCATION STUDENTS RICH EDUCATIONAL DEVELOPMENT OPPORTUNITIES

# of courses education students assisted with (by course discipline)

Physical Sciences · Mathematics · Education · Biological Sciences · Health Sciences · Psychology · Curriculum Development (any discipline)

	2017/18*	2018/19	2019/20	2020/21	2021/22	2022/23*
courses	3	7	11	7	7	2
# of education students serving as LAs	3	5	7	4	7	2

10 undergraduate education majors

3 post-baccalaureate certificate students

4 education graduate students

LEARNING ASSISTANTS DEVELOP SKILLS AS PRESENT & FUTURE EDUCATORS

"Since I joined the LAMP team, I have had a very positive experience working with Dr. Russo. I have learned so much about active learning that I am implementing as an LA *and even see myself incorporating it as a future educator, in which, I am already writing lesson plans that are based on active learning and project-based learning.* I'm very thankful to be a part of this team and truly blessed to be working with amazing people to bring active learning into classrooms across campus.
- Bailey Iacovetto (Pursuing a BS in Agricultural Education)"

"After LA-ing, *I've really come to realize how many different things that an effective active-learning practitioner must be cognizant of.* It isn't enought to just have one's students do an activity. Everything has to be structured with a purpose to have it be effective. *This has resulted in my understanding of teaching changing to see it as a much more deliberate act than I had often considered it to be beforehand.*
- Anonymous LA (as quoted in the thesis of LAMP GA, Michelle Mason)"