

Course Title

Pedagogical Experience (cohorts 2022-2029)

Course Title (in Russian)

Педагогическая Практика (годы набора 2022-2029)

Lead Instructor

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1. Annotation

Course Description

The primary objective of this course is to clearly outline the requirements for PhD students (cohorts 2022 - 2025) who are engaged in pedagogical TA assignments at Skoltech. The course provides theoretical basis, as well as the opportunities to develop practical skills needed to perform TA responsibilities successfully.

Please note that this course is for those, who are TAing to receive ECTS credits for their TAsip.

In order to successfully complete this course you have to (1) take part in the TAsip training (4hrs); (2) submit a TA proposal (1.5 hr); (3) study theory on constructive alignment and complete the quiz (10 hrs); (4) submit a TA report (1.5); (5) fulfill TA responsibilities in the course (64 hrs). The total workload is 81 hrs.

Course Description (in Russian)

Основная задача данного курса сформулировать требования Сколтеха в отношении аспирантов (даты набора 2022-2025), проходящих педагогическую практику, и предоставить как теоретическую базу, так и условия для формирования практических навыков для успешного ее прохождения.

Данный курс для тех студентов, которые по результатам педагогической практики планируют получить ECTS кредиты.

Для успешного прохождения курса, студентам необходимо (1) принять участие в очном тренинге (4ч); (2) составить план работы на семестр (1.5ч); (3) изучить концепцию constructive alignment и пройти квиз по 4 темам (10ч); (4) составить отчет по проделанной на курсе работе (1.5ч); (5) в полном объеме выполнить свои обязанности на своем курсе (64ч). Общая нагрузка составляет 81 час.

2. Basic Information

Course Academic Level

PhD

Number of ECTS credits

3

Type of Assessment

Pass/Fail

Mapping from grades to percentage:

Pass: 85

Term

Term 1

Term 2

Winter Term

Term 3

Term 4

Summer Term

Students of Which Programs do You Recommend to Consider this Course as an Elective?

BSc Programs	Masters Programs	PhD Programs
		All PhD Programs

Maximum Number of Students

	Maximum Number of Students
Overall:	100
Per Group (for seminars and labs):	100

3. Course Content

Topic	Summary of Topic	Contact Hours: Lectures	Contact Hours: Seminars	Contact Hours: Labs	Non-contact Hours: Student's Independent Study
Training "Towards excellence in Teaching Assistantship"	The purpose of this training is to share with the participants the practical knowledge of tools that they will be using during the work in a TA role. A PhD student needs to register for the training on website before the start of the term - https://events.skoltech.ru/training_towards_excellence_in_teaching_assistantship .		4		

Topic	Summary of Topic	Contact Hours: Lectures	Contact Hours: Seminars	Contact Hours: Labs	Non-contact Hours: Student's Independent Study
TA work in the assigned course	Activities as per the agreement with the course instructor but they should involve conducting contact teaching (seminars, labs) under the supervision of the course lead instructor or designing, coordinating, setting up, supervising, assessing, and giving feedback on selected learning activities (team project, lab experiment, etc.)	16	16	16	16
Documentation (TA proposal + TA report)	A PhD student needs to submit to Canvas the TA proposal form, which contains the agreement between a TA and a course instructor, as well as the TA report, which includes the breakdown of the performed duties, as well as self-assessment.				3
Theoretical part	A PhD student needs to study provided video material, as well as the required and recommended material, to get the basics of how adults learn, how to design learning experience and how to best assess that students have met the learning outcomes for the course.				10

4. Learning Outcomes

1. FUNDAMENTAL KNOWLEDGE

1.5. SOCIAL AND HUMAN SCIENCES

2. PERSONAL AND GENERAL PROFESSIONAL SKILLS AND ATTRIBUTES:

2.1. COGNITION AND MODES OF REASONING

2.1.3. Creative thinking

2.1.4. Decision making (with ambiguity, urgency etc.)

2.1.5. Critical thinking and meta-cognition

2.2. ATTITUDES AND LEARNING PROCESS

2.2.1. Initiative and the willingness to take appropriate risks

2.2.2. Willingness to make decisions in the face of uncertainty

2.2.3. Responsibility, intensity, perseverance, urgency and will to deliver

2.2.5. Self-awareness and a commitment to self-improvement, lifelong learning and educating

2.2.6. Development and support of teaching and learning community

2.3. ETHICS, EQUITY AND OTHER RESPONSIBILITIES

2.3.1. Ethical action, integrity and courage

2.3.3. Equity and diversity

2.3.5. Proactive vision and intention in life

2.3.6. Commitment to social and professional behavior

3. INTERPERSONAL SKILLS

3.1. COMMUNICATIONS IN INTERNATIONAL ENVIRONMENTS

3.1.1. Communications strategy and structure

3.1.3. Oral presentation and discussion

3.1.6. Effective interaction in different cultural and international settings

3.2. TEAMWORK AND LEADERSHIP

3.2.1. Forming effective teams

3.3. COLLABORATION AND CHANGE

3.3.1. Establishing diverse connections and networking

3.3.3. Negotiation and conflict resolution

4. LEADING THE INNOVATION PROCESS

Learning outcomes of the course are specified in the steering document of the educational program in accordance with the Federal State Educational Standard on the website in [Education](#) section / Результаты освоения по учебному элементу в соответствии с ФГОС отражены в описании образовательной программы в разделе [Образование](#)

5. Assignments and Grading

Physical Attendance Requirement 100
(% of classes)

Assignment Type	Assignment Summary	% of Final Course Grade
Report	TA Proposal	15
Report	TA Report	15

Assignment Type	Assignment Summary	% of Final Course Grade
Test/Quiz	Theoretical part	40
Test/Quiz	TAship quiz OR TA training completion	15
Other	TAship itself on the course	15

6. Assessment Criteria

Assignment 1 Type

Report

Sample of Assignment 1

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Assessment Criteria for Assignment 1

TA Proposal

The assessed criterion is Planning and development

Maximum points: 1

A student is expected to demonstrate understanding that it is essential to define clear tasks before starting their TAship.

Points given and descriptions:

0

The student has not provided a sufficient description of tasks to determine what their role as a TA entails.

1

The student identifies the tasks within a context of the course and justifies the focus on the said tasks.

TA Report

Maximum points: 1

The assessed criterion is Final Presentation

A student is expected to present the results of their TAship, including a sample of materials organized, description of learning insights, successful teaching practices and suggestions for further improvements.

Points given and descriptions:

0

The student has not provided a sufficient description of learning insights, successful teaching practices, and suggestions for further improvements. Attached materials are not relevant to the topic and/or were not designed/ reorganized by the student.

1

The student provides sufficient amount of information to deliver on learning insights, successful teaching practices, and suggestions for further improvements within a context of the course. Attached materials are relevant to the topic and were not designed/ reorganized by the student.

Assignment 2 Type

Test/Quiz

Sample of Assignment 2

Quizzes are based on the information provided in the course in the forms of videos, readings, presentations. The total amount of quizzes is 4. The minimum total number of points across 4 quizzes in the module should be 20 in order to get a pass. Students can take as many attempts as needed and the highest score will be taken into account.

All quizzes are automatically assessed.

Assignment 3 Type

Other

Assessment Criteria for Assignment 3

TAship itself is assessed based on the fact of completing TA responsibilities on the course.

7. Textbooks and Internet Resources

You can request at most two required textbooks. Additionally, you can suggest up to nine recommended textbooks.

Required Textbooks	ISBN-13 (or ISBN-10)
Richard M. Felder , and Rebecca Brent. Teaching and Learning STEM : A Practical Guide. Jossey-Bass: San Fransico. 2016	9781118925836

8. Facilities

9. Additional Notes

The proposed course 1) has explicit academic content and requirements for receiving credits, 2) is in alignment with the program's learning outcomes, 3) adheres to policies and Skoltech regulations.

Lead Instructor confirms