1. Annotation

Course Description

The main function of this course is to articulate Skoltech’s expectations on PhD students who do their pedagogical TA assignment at Skoltech. The course describes the intended learning outcomes and how they are assessed.

The main bulk of the 81 hours of the course is spent in the actual courses in which the PhD-students do their TA-assignments. The assignments in the course itself include TA proposal and TA report and require less than 6 hours of work. Your course instructor and Educational department should approve both assignments in Canvas in terms of content and formal requirements respectively.

Please note that those, who did not pass Pedagogy of Higher Education [PE03025] and are going to be TA in the current term, should register for another course Pedagogical Experience - Pre-requisite [PE03005pre].

Course Prerequisites / Recommendations

1. Having completed Pedagogical Experience - Pre-requisite [PE03005pre] and
2. Completed Pedagogy of Higher Education course [PE3025].
### Course Academic Level

**PhD-level**

### Number of ECTS credits

**3**

### Table

<table>
<thead>
<tr>
<th>Topic</th>
<th>Summary of Topic</th>
<th>Lectures (# of hours)</th>
<th>Seminars (# of hours)</th>
<th>Labs (# of hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA-work in the assigned course</td>
<td>Activities as per agreement with course instructor but they should involve designing one or several micro-learning cycles within the course including design of learning outcomes in view of both student profiles and overall course learning outcomes, instructions, supervision, feedback, assessment, and evaluation.</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Documentation</td>
<td>The TA-Proposal form containing the agreement between TA and instructor as well as the closing written TA-Report form incl. self-assessment plan.</td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

### 3. Assignments

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Assignment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report</td>
<td>TA-Proposal</td>
</tr>
<tr>
<td>Report</td>
<td>TA-Report</td>
</tr>
</tbody>
</table>

### 4. Grading

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Pass/Fail</th>
</tr>
</thead>
</table>
5. Basic Information

Course Term (in context of Academic Year)
- Term 1
  - Term 1A (first four weeks)
  - Term 1B (last four weeks)
- Term 2
- Term 3
- Term 4

Course Delivery Frequency: Every year

Course Tags: Pedagogy

6. Textbooks and Internet Resources

<table>
<thead>
<tr>
<th>Required Textbooks</th>
<th>ISBN-13 (or ISBN-10)</th>
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</thead>
<tbody>
<tr>
<td>Richard M. Felder, and Rebecca Brent. Teaching and Learning STEM: A Practical Guide.</td>
<td>9781118925836</td>
</tr>
</tbody>
</table>

7. Facilities

8. Learning Outcomes
### Knowledge

Students will be able to:
Assess the limitations and strengths in the pedagogical expertise and literature related to their specific course or discipline

Students will be able to:
Access and contribute to the pedagogical content knowledge of their respective fields or areas.

### Skill

Students will be able to:
Design or revise pre-course activities, intended learning outcomes, learning activities, feedback, assessment, and evaluation.

Students will be able to:
Adjust designs for an English medium instruction context and for students with varying educational and cultural backgrounds.

Students will be able to:
Increase the quality and specificity of their self-assessment plan for the future development as TAs or teachers.

### Experience

Students will be able to:
Internalise their hands-on experience of constructive alignment.

Students will be able to:
Articulate the specific challenges of designing or revising pre-course activities, intended learning outcomes, learning activities, feedback, assessment, and evaluation in educational contexts characterised by English-medium instruction for a mixed student cohort both culturally and in terms of educational backgrounds.

### 9. Assessment Criteria

#### Input or Upload Example(s) of Assignment 1:

**Select Assignment 1 Type**  
Report

**Input Example(s) of Assignment 1 (preferable)**  
Template for the TA-Proposal in Canvas

**Assessment Criteria for Assignment 1**  
1. How the course will be improved?  
2. What will be developed for the course?  
3. What will be presented for the students (lecture, seminar, lab)?

#### Input or Upload Example(s) of Assignment 2:

**Select Assignment 2 Type**  
Report
<table>
<thead>
<tr>
<th>Assignment 2 (preferable)</th>
<th>Template for the TA-Report in Canvas</th>
</tr>
</thead>
</table>
| Assessment Criteria for Assignment 2 | 1. How the course was improved?  
2. What was developed for the course?  
3. Instructors assessment.  
5. Assessment by MSc students. |
| Input or Upload Example(s) of Assignment 3: | |
| Input or Upload Example(s) of Assignment 4: | |
| Input or Upload Example(s) of Assignment 5: | |
| 10. Additional Notes | |