Hirodai TA Handbook

HIRODAI

TA

Center for Academic Practice and Resources,

Hiroshima University

Contents

To the TAs

The TA (teaching assistant) system has three purposes. The first is to have outstanding students take on auxiliary educational duties, enhancing university education as a whole. TAs support lecture and practical courses along with lab experiments, providing advice to undergraduates, etc., in order to enable more detailed and focused forms of educational guidance. The second purpose is to provide students with opportunities for educational training. The experience of participating in education from the perspective of an instructor rather than a student is positioned as an important career opportunity for students hoping to become teachers and researchers in the future. Finally, the third purpose is to provide payment for these activities and thus provide students with financial support.

TAs have never been simply administrative assistants for classes. While they do receive pay, their tasks are not undertaken in the spirit of a part-time job but the multiple levels and facets of supporting university education. For example, it is important to make clear to learners the reasons why they learn and the significance thereof, encouraging them to create new knowledge in relation to the knowledge acquired so far.

As part of this learning process, TAs play the role of supporting students in experiencing deeper learning as active learners. This means that they must possess the specialized knowledge addressed in the course, understand the instructor's educational intent, and assess the students' learning status as they work. At the same time, through their involvement with university education as TAs, they can also expect to enhance their fundamental competencies for working persons, such as communication capacity.

Hiroshima University calls its TA system "Hirodai TA," dividing it into PTA, QTA, and TF levels. Hiroshima University supports its TAs in their activities as independent educators through the TAs' helping students to deepen their understanding and learning of Hiroshima University's educational activities.

Hiroshima University Center for Academic Practice and Resources

Ⅰ. Education at Hiroshima University

Peace-pursuing cultured individuals with international experience

University of World-Wide Repute and Splendor for Years Into the Future

Guiding Principles

Hiroshima University will fulfill its role as a national university based on the five guiding principles,

- ■ **The Pursuit of Peace**
- ■ **The Creation of New Forms of Knowledge**
- ■ **The Nurturing of Well-Rounded Human Beings**
- ■ **Collaboration with Local, Regional and International Communities**
- ■ **Continuous Self-Development**

Hiroshima University provides all its students with an education which questions and debates the meaning of peace. It also cultivates peace-pursuing cultured individuals with international experience, in other words, global talent who are able to take an active part in international society, pursuing peace and understanding others, and in possession of the knowledge and ability for action.

Hiroshima University's Unique Educational System
- ■ **Goal-oriented educational program HiPROSPECTS®**

Initiated in Academic Year (AY) 2006, this educational system unique to Hiroshima University informs students individually of their goal-attainment level on a regular basis, providing the necessary support so that they will graduate from the university with expertise and abilities higher than they hoped for at the point of admission, through a clear understanding of their level of comprehension and points for improvement.

https://www.hiroshima-u.ac.jp/prog

■ First-Year Internships (social experience)

Since AY 2009, all first-year undergraduates have taken part in first-year internships such as social experience at external corporations or organizations, work experience, volunteering, and so on. This program is intended to connect university learning and social experience to provide an opportunity for students to consider their own future career paths and professional aptitudes, while also promoting meaningful use of the time spent at university.

■ Becoming a Global Citizen: Lectures by Globally Active Special Instructors

The "Becoming a Global Citizen: Lectures by Special Instructors" program brings globally active leaders in sports, the arts, the sciences, business, etc. to speak to new students in all Schools about their own time at university, their experiences overcoming difficulties, and so on. From AY 2008 onward, this program has become a part of the Introduction to University Education course, with all new students required to attend two lectures.

[Reference] https://www.hiroshima-u.ac.jp/nyugaku/manabu/kyoyo_news

Hiroshima University's Three Policies

Admission Policy
- ■ University overall policy
https://www.hiroshima-u.ac.jp/nyugaku/policy

- ■ Policies for Schools and Graduate Schools
https://www.hiroshima-u.ac.jp/nyugaku/policy/ap

Curriculum Policy
- ■ University overall policy
https://www.hiroshima-u.ac.jp/nyugaku/policy

- ■ Policies for Schools and Graduate Schools
https://www.hiroshima-u.ac.jp/nyugaku/policy/dp

Diploma Policy
- ■ University overall policy
https://www.hiroshima-u.ac.jp/nyugaku/policy

- ■ Policies for Schools and Graduate Schools
https://www.hiroshima-u.ac.jp/nyugaku/policy/dp

Ⅱ. Overview of the Hirodai TA system

Overview and objectives of the Hirodai TA system

The Hiroshima University TA system is composed of three types of TAs: PTAs (Phoenix Teaching Assistants), QTAs (Qualified Teaching Assistants), and TFs (Teaching Fellows). By moving through the three stages as they engage in education, TAs are expected to deepen their understanding progressively, enhance their own research capacities and broaden their perspectives.

Features of the three levels of TAs: PTA/QTA/TF

As shown in Figure 1, the Hirodai TA system is composed of three levels: PTA, QTA, and TF. The range of eligible TA duties grows broader with each level (see page 8 for details).

For example, TFs may handle duties directly involved with education, such as creating syllabi or teaching classes independently, under the supervision of the teaching staff. Salary amounts also vary by level.
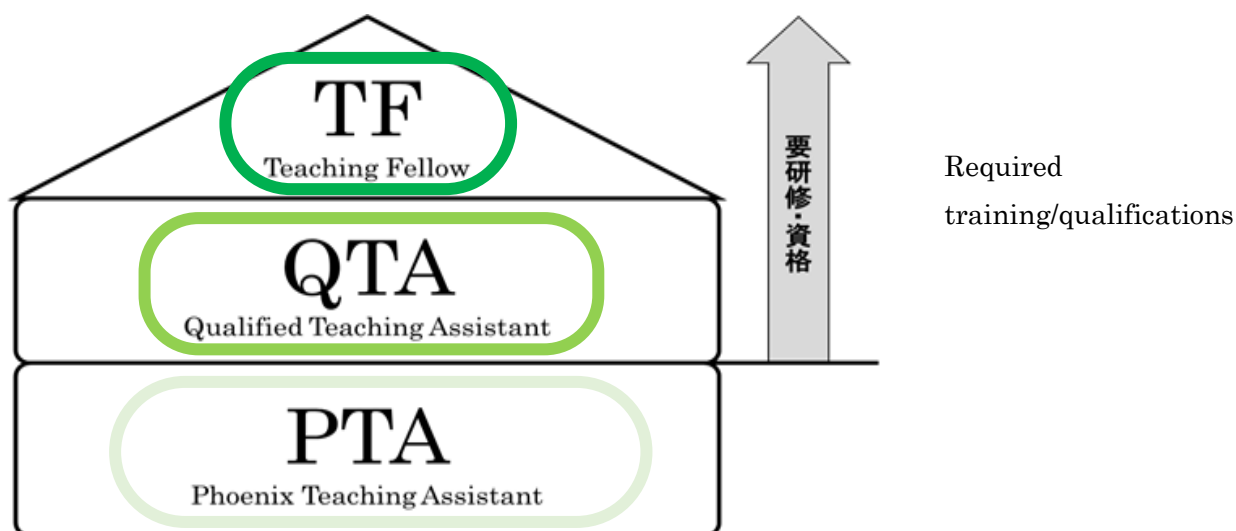

Fig. 1 The three TA levels and their training/qualifications

[Qualifying Requirements]

PTA: No special requirements.

QTA: Participation in the "Qualifying – TA Program" is required (see Table 1 for details).

TF: Requirements include experience as a QTA or equivalent as well as completion of the course "Basic Preparing Future Faculty Course" (with credit).

Table 1 Features of the three TA levels

TF	◆ Ready to become a teacher
	・TAs for whom requirements include experience as a QTA or equivalent as well as completion the course"Basic Preparing Future Faculty Course" (with credit). ・Actively engaged in syllabus creation and independent class teaching, with instructor guidance.
QTA	◆ The bridge between teachers and students
	・TAs for whom participation in the Qualifying – TA program is required. ・Support in-class learning through understanding the instructor's educational intentions and facilitating discussion or demonstrating experiments.
PTA	◆ Looking at things from a teacher's perspective
	・TAs with no special requirements. ・Assist instructors to keep classes running smoothly through printing materials, taking attendance, etc.

The Qualifying – TA Program is offered year-round and can be taken at any time except for the period after the end of the fourth term, which is reserved for updating the teaching materials. The main content includes the knowledge required to work as a QTA, such as the scope of duties of adjunct staff at Hiroshima University, an overview of the Hirodai TA system, the content of specific duties, issues of diversity, and so on.

The purpose of this program is to provide students interested in becoming involved with education at Hiroshima University with a space to learn practically what "supporting education" means, and to confer QTA qualifications on them.

The program generally targets students acquiring QTA qualifications for the first time and those renewing outdated qualifications and students and faculty/staff interested in the use of the Hirodai TA system and QTAs.

In addition, TA seminars are held each term with the aim of providing opportunities for students to learn what it means to "support education" in practical way(See table 2).

Table 2　Main content of the TA Seminar

Results for AY2023	
1st term	QTA&TF networking event
2nd term	Exploring the unknown aspects of TAs (Online)
3rd term	Experiencing Hirodai TA by using English (in English)
4th term	Inspiring enthusiasm in the classroom (Online)

Ⅲ. Duties of Hirodai TAs

The classes covered by Hirodai TAs include lectures, seminars, laboratory sessions, practical sessions and so on. Depending on the class format and its instructor, the TA's specific duties will differ. In all cases, it is important to confirm the class syllabus in advance and grasp basic information such as the purpose and goals of the class and its grading criteria. Moreover, TAs may be required to cover duties such as preparation and assistance with students before and after classes, in addition to in-class duties.

Below is the Hirodai TA job description, as well as a list of the major duties of each level of TA and specific examples categorized by class format. Be sure to check this information when working as a TA.

General duties

Figure 2 puts together the general duties of a TA. Be sure to confirm the various activities required before and after class, during class, and outside classes.

Before and after class	Support for creating the class environment and enhancing class efficiency ・Preparing class/lab equipment in advance and clearing up afterward ・Assisting with preparation and printing of handouts, teaching materials, etc. ・Assisting with grading of short papers and quizzes ・Supporting students in preparation for class presentations/reports
During class	Assistance during class and support for the creation of deeper learning ・Distributing materials and operating ICT devices ・Maintaining class rules (cautioning chattering students, etc.) ・Giving advice and answering questions to students during group work ・Assisting with student guidance during field trips, etc.
Outside classes	Support for students' independent learning ・Giving advice on studying ・Supporting independent learning ・Answering class-related questions

Fig. 2 General duties

Main duties for each of the three levels of TAs

Table 3 shows the main duties to be handled by each of the three levels of TAs (PTA, QTA, and TF). Generally speaking, these apply to the duties for online classes as well.

Check your duties as a TA with reference to Table 3, and consult with your class instructor if anything is not clear.

Table 3 Main duties of each TA level

Main duties	TA levels		
	PTA	**QTA**	**TF**
1. Attendance management Distributing and collecting attendance slips, checking student attendance records	○	○	○
2. Preparation of draft lesson plans Creating draft lesson plans for the relevant class, to be corrected/guided by the instructor in charge	×	×	○
3. Creation of draft PowerPoints and reference handouts Creating draft PowerPoints and reference handouts, to be corrected/guided by the instructor in charge	×	×	○
4. Assistance in making handouts, teaching materials and other documents (based on instructor's content) Creating reference materials based on instructor's directions	×	○	○
5. Printing teaching materials Printing the required number of copies of teaching materials, per instructor's directions	○	○	○
6. Material distribution Distributing teaching and reference materials in class, based on instructor's directions	○	○	○
7. Assistance with gathering teaching and reference materials Gathering reference materials and data needed for teaching materials, based on instructor's directions	×	○	○
8. Creation of draft class reports/assignments (to be confirmed/guided/corrected by the instructor) Creating draft class reports/assignments, to be corrected/guided by the instructor in charge	×	×	○

9. Preliminary grading of class reports/assignments Evaluating class reports/assignments on a preliminary basis, to be corrected/guided by the instructor in charge	✕	✕	◯
10. Collection/organization of reports Collecting and reordering/organizing reports, based on instructor's directions	◯	◯	◯
11. Conducting classes under instructor monitoring/guidance Number of classes to be determined on consultation with instructor in charge (up to all classes within a course)	✕	✕	◯
12. Operation of and assistance with class devices Operating/assisting with audiovisual devices such as projectors, microphones, two-way systems, etc.	◯	◯	◯
13. Assistance with experiment preparation Installing/removing lab equipment, measuring/preparing samples	✕	◯	◯
14. Assistance with experiment guidance Explaining lab equipment usage and precautions, conducting demonstrations	✕	◯	◯
15. Assistance with fieldwork safety management Guiding/accompanying students on field trips for their safety, based on instructor's directions	✕	◯	◯
16. PE practical demonstration and guidance Demonstrating PE practical techniques and providing guidance based on instructor's directions	✕	◯	◯
17. Assistance with support for practical work Assisting students to solve practice problems and demonstrating pronunciation, based on instructor's directions	✕	◯	◯
18. Advice on operating special devices such as PCs and CALL system Advising students on operating devices and software, based on instructor's directions	✕	◯	◯
19. Responses to student questions Handling student inquiries outside class and mediating between students and instructor	✕	◯	◯
20. Configuration of class support systems Configuring and uploading teaching materials to class support systems such as Moodle, based on instructor's directions	✕	◯	◯
21. Grading quizzes (simple multiple-choice only)		◯	◯

Simple grading of multiple-choice tests	×	○	○
22. Work at the Learning Support Counter Advising and guiding students who need support for math, physics, English, or chemistry classes	×	○	○
23. Examination Supervision Supervise examinations under the guidance and responsibility of the course instructor ※Note: TFs may supervise examinations independently, but QTAs must work with faculty members to assist in supervising examinations.	×	○※	○※
24. Creation of preliminary grades Creating preliminary grade evaluations based on instructor's directions	×	×	○
25. Grading/evaluation of final exams and reports Grading, managing grades, and transferring grades to report cards	×	×	×
26. Non-class-related work Non-class-related secretarial work, office work relating to academic societies and conferences, or website maintenance for individual instructors	×	×	×

○: Applicable work　×: Non-applicable work

Examples of lecture course TA duties

Here is an overview of TA duties in lecture courses.

The duties below are only examples; for detailed duties, please check the class syllabus and confer with the instructor in charge.

◆ Examples of PTA, QTA, and TF duties
  ○ Read up on lecture topics and assignments in advance.

  ○ Distribute and collect lecture attendance slips.

  ○ Assist with installation and operation of educational devices (audiovisual equipment such as projectors, microphones, and two-way systems).

  ○ Maintain a suitable lecture room environment (lighting, ventilation, air-conditioner, etc.).

◆ Examples of QTA and TF duties
  ○ Create reference materials based on the class instructor's content and directions.

  ○ Handle student inquiries on lecture content, etc.

  ○ Grade class quizzes (multiple-choice).

◆ Examples of TF duties
  ○ Teach a class related to the lecture under the monitoring and guidance of the instructor.

  ○ Create preliminary grades for class reports and assignments.

Examples of practical course TA duties

Here is an overview of TA duties in practical courses.

The duties below are only examples; for detailed duties, confirm the class syllabus and confer with the instructor in charge.

◆ Examples of PTA, QTA and TF duties
○ Read up on seminar topics and problems in advance.

○ In the case where quizzes are administered, collect and organize quiz answer sheets.

○ Assist with installation and operation of educational devices (audiovisual equipment such as projectors, microphones, and two-way systems).

◆ Examples of QTA and TF duties
○ Act as discussion facilitator during the seminar.

○ Gather required references for seminar teaching materials based on instructor's directions.

Examples of lab course TA duties

Here is an overview of TA duties in lab courses.

The duties below are only examples; for detailed duties, confirm the class syllabus and confer with the instructor in charge.

◆ Examples of PTA, QTA, and TF duties
- ○ Thoroughly confirm the operation methods for lab equipment in advance.

- ○ Distribute and collect attendance slips for the students in the lab.

◆ Examples of QTA and TF duties
- ○ Prepare and wash lab equipment for experiments, organize reagents, prepare, assist, and clear up simulation experiments, etc.

- ○ Explain experiment procedures and precautions to students under the instructor's guidance.

- ○ Advise students on correct handling of lab equipment and how to achieve accurate experimental results.

- ○ When doing experiments in groups, support students' safe handling of dangerous reagents and glass equipment.

- ○ During fieldwork, clearly transmit instructor directions to students and assist in their guidance and safety management.

Ⅳ. Stance as a Hirodai TA

Hirodai TAs are expected to function as intermediaries between class instructors and their students. Moreover, they are expected to approach students and respond to their individual requests and needs, working in cooperation with instructors to consider what kind of support is needed to deliver better classes.

Here let us remind ourselves of the five important points of serving as a Hirodai TA: (1) responsibilities and attitudes of TAs, (2) preventing harassment, (3) consideration of diversity, LGBT issues, etc., (4) protection of privacy, and (5) accessibility considerations.

(1) Responsibilities and attitudes of TAs

The final responsibility for class content, educational methods, grading and so on lies with the class instructor. TAs may come up with opinions and proposals for class practices during their duties, but they are not authorized to carry these out without prior permission from the instructor. Instead, these opinions and proposals should be conveyed to the class instructor; consistent communication and cooperation between TAs and instructors will lead to new findings which will in turn lead to improvement in the class itself.

Student interactions, relationship between TA and students

With regard to questions and consultations from students, it is important as an educational practice not to provide exact answers but to give only hints that will lead students to research and think for themselves. TAs can also take time to reflect on questions they do not know the answers to, consulting with the class instructor in order to prepare advice for the next class session or meeting with the student. If you are unsure of your answer, do not provide careless answers or answers without sufficient preparation.

Some students might try to become friendly with their TAs. While maintaining good student relations is important, the nature of the relationship between TAs and students is not the same as the relationship between friends. Keep in mind your respective positions as TAs and students in order to maintain a good relationship.

Approaching classes from the "role of a teacher"

During class, the TA is in the teacher's position: in addition to familiarizing themselves with the class content and objectives in advance so as to be able to respond to student questions, they may also admonish students who are chattering or give instructions to latecomers. Be sure to maintain the appropriate dress, appearance, language, and behavior as an educator. When forced to be absent from TA duties, contact the class instructor in advance for instructions.

Balance with academics

While TAs are in the "teacher's position," the main occupation of students is their academics. Acting as a TA provides various discoveries as an educator, but should never interfere with the TAs' own classes and research. To this end, Hiroshima University caps the work hours of all adjuncts, including TAs, at 30 hours a week. Even working on the premise that the work is planned with advance consideration for the time required for their own classes and research, TAs may sometimes find themselves struggling or burdened by their TA duties. When this happens, take steps to make sure your academic work is not affected by consulting with the class instructor to reduce your burden, etc.

Safety management

Safety management for students' is one of the most important duties of TAs. In particular, a moment of carelessness in a lab course may lead to a serious accident. Confirm with the instructor in advance regarding the operation of equipment and tools, handling of chemicals, etc., as well as the handling of accidents and emergency contact information.

TAs must also take care of students who fall ill in non-lab courses and make sure that students avoid injury during field trips. They may also be called on to take measures calmly in the case of heavy rain or flood warnings, earthquakes, fires, etc. Stay calm in the case of emergencies and handle matters according to the instructor's directions.

(2) Preventing harassment

The Employment Regulations of Hiroshima University prohibit acts of harassment. Persons engaging in harassment will be subjected to penalties and disciplinary actions. Correctly understand what harassment is and interact appropriately with students.

Sexual harassment

This can be defined as unwanted and inappropriate sexual language or behavior which disadvantages the other party academically or professionally, or negatively affects the academic or workplace environment. Language or behavior such as those below may constitute sexual harassment regardless of gender.
○ Persistently asking for contact information or asking the other person for a date against their will.
○ Touching the other person's body or hair or gazing at them when there is no professional need to do so.
○ Imposing stereotypical gender roles of "femininity" or "masculinity" on another party
○ Showing or using sexual images or videos when there is no professional need to do so.

Power harassment/academic harassment

This can be defined as inappropriate language or behavior using a superior position in a school or workplace to disadvantage the other party or to negatively affect the academic or workplace environment. Language or behavior such as those below may constitute academic or power harassment.
○ Private use or leakage of personal information obtained professionally.
○ Forcing another party to take on general or personal work unrelated to education or research.
○ Refusal to accept an assignment or report without a valid reason.
○ Allowing personal feelings to affect attitudes in a professional context.
○ Corporal punishment, public humiliation or scolding disguised as guidance.
○ Refusal to impart information to specific students without a valid reason.

How not to become a perpetrator of harassment

○ Students are not your subordinates. Always respect their feelings and positions, even if they are younger than you.
○ Disciplining or admonishing students with bad attitudes or rule-breaking does not constitute harassment. Handle the situation rationally without becoming emotional. Avoid

bringing personal feelings or values into educational instruction, or imposing them on others.

If you become a victim of harassment

TAs conduct their duties in accordance with the class instructor's directions. In some cases, those directions may exceed the scope of TA duties or include inappropriate language or behavior. If this happens, do not hesitate to consult your instructor or the Harassment Consultation Office as soon as possible.

Hiroshima University has created the Hiroshima University Harassment Prevention Guidelines to raise awareness about harassment and to prevent the occurrence of harassment. Be sure to understand what constitutes harassment thoroughly in order to avoid becoming either a perpetrator or a victim of harassment.

[Reference] Hiroshima University Harassment Prevention Guidelines
(https://www.hiroshima-u.ac.jp/harass/siryo/guideline)

Harassment Consultation Office

○ Higashi-Hiroshima Campus Harassment Consultation Office
　(Central Library Basement)
　　Monday to Friday, 10:00 to 17:00
○ Kasumi Campus Harassment Consultation Office
　(Common Building Floors 1-3)
　　Available Date&Time:Monday to Friday, 13:00 to 19:00
　　(Reservations needed)
○ Higashi-Senda Campus Harassment Consultation Office
　　(Common Facility Building B B-107)
　　Available Date&Time:Monday to Friday, 10:00 to 17:00
　　(Reservations needed)
　E-mail：harassos@hiroshima-u.ac.jp
　URL：https://www.hiroshima-u.ac.jp/harass/

(3) Consideration for diversity, LGBT issues, etc.

Hiroshima University's goals are to accept diverse component members, respect individual ideas, eliminate discrimination, and enable all its members to fulfill their potential in a safe environment. To this end, TAs are also to consider diversity, LGBT issues and so on with regard to students in the pursuit of their duties. In particular, check Hiroshima University's guidelines on the enrollment of LGBT+ students.

General language and behavior in class

During class, all students are equally respected regardless of gender expression. No student is to be excluded, disrespected, or given difficulty while attending class due to reasons of gender expression.

Take good care to avoid drawing undue attention to students' gender expression during class. Moreover, discriminatory jokes, mockery, or teasing in class based on sexual identity, orientation, expression, or physical sexual characteristics will not be tolerated. Be very careful to avoid questions or directions forcing students to expose private issues. Freedom of speech and freedom of religion are protected on campus. Refer to the guidelines below for more details.

[Reference]
Policies and Guidelines for Respecting Gender and Sexual Diversity (April 2023)
(https://www.hiroshima-u.ac.jp/system/files/204256/Policies_and_Guidelines_for_Respecting_Gender_and_Sexual_Diversity_20230401_en.pdf)

(4) Protection of privacy

TAs frequently encounter students' personal information when distributing and collecting attendance cards or upon report submission. Leakages of personal information may lead to suing for damages or calling the university's social responsibility into question. Be very careful when handling students' personal information such as grades and email addresses.

Precautions for obtaining and using personal information

1. When obtaining personal information for TA duties, first explain clearly to the relevant parties in writing, etc., what it will be used for. At this time, obtain only the information needed and nothing else.

2. Use personal information only within the scope of the usage purpose and for no others, even work-related purposes.

3. Do not reveal personal information obtained in the course of TA duties to anyone within or outside the university.

4. Never take information related to TA duties out of the university. When carrying information within the university, be extremely careful to avoid losing it.

5. Store personal information (in particular, students' grades, contact information, etc.) with great care, based on the instructor's directions.

6. When handling personal information on a computer, etc., use the following security settings.

PC	Antivirus software installation, updates to latest versions of the OS and software, password lock, immediate deletion of information that is no longer needed

When personal information must be transported, avoid easily lost USB memory sticks, etc., and use cloud storage with suitable access settings. In this case as well, delete information which is no longer needed immediately.

The university's OneDrive or other similar services may be used as the "cloud storage with suitable access settings" referred to above. For other services, see the Media Center's "Hiroshima University Cloud Services Usage Guidelines."

"Personal information":

Information concerning an individual which can be used to identify that individual. Specifically, basic information such as name, date of birth, gender, address, telephone number, MyNumber, family composition, etc., as well as information which may reveal something about individual lives such as academic background, student number, grades, credit card number, health record, hospital records, site of birth registration, photographs, video images, etc.

[Reference] Hiroshima University Cloud Services Usage Guidelines (https://www.media.hiroshima-u.ac.jp/aboutus/cloudguide/)

(5) Accessibility considerations

Some students at Hiroshima University require consideration for accessibility (ease of use/participation) due to visual or hearing impairments, or difficulty with writing or mobility. In order to ensure that all students have equal opportunities to learn, TAs are asked to provide the needed consideration and help to students requiring accommodatations.

Requests for consideration

If students in your class require consideration, a "Consideration Request" indicating the required items will be submitted to the class instructor. TAs are to handle the matter according to the instructor's directions.

○ Students requiring accessibility considerations (examples)

Information/communication consideration: Students with disabilities related to vision, hearing, language, attention, etc.

Physical/spatial consideration: Students with limb or mobility-related disabilities (wheelchair use, low vision, etc.)

Situational consideration: Students with unstable physical/mental health, oversensitivity, anxiety, etc.

○ In the case that students require accessibility considerations (examples)

In-class supporters: Supporters such as note-takers or written interpreters, mobility aides, or operation aides may attend class with students, and may request assistance from the TA.

Consideration when creating teaching materials: Considerations such as enlarged copies, Braille or audio versions, or subtitles may be required. TAs are to handle the required consideration according to the instructor's directions.

Accessibility Center

The university Accessibility Center is located on the Higashi-Hiroshima Campus and handles related consultations. Online accessibility lectures are also streamed via Moodle.

TEL:082-424-6324

E-mail:achu@hiroshima-u.ac.jp

URL: https://www.achu.hiroshima-u.ac.jp/

V. Q&A

Various doubts and questions may arise in the course of performing Hirodai TA duties. In such cases, a good starting point is to consult the instructor of the class you are responsible for.

In addition, you can consult the Center for Academic Practice and Resources, listed below, for generic issues pertaining to TAs such as the training requirements for the three levels of TAs and QTA training sessions.

Q   Is training required to become a TA?

A   Of the three TA levels, the PTA level does not require any special training. However, pariticpation in the Qualifying – TA Program is required to work as a QTA, and enrollment in the Basic Preparing Future Faculty Course must be passed with credit to work as a TF. For details, consult Figure 1 (p.7) of this handbook.

Q   How much and what kind of class preparation is required?

A   Consult in advance with the class instructor. In addition, in order to ensure that the class can proceed smoothly, it is also recommended to use the syllabus to study class content in advance. For example, in a laboratory course, understand in advance how much and what kind of reagents will be required, and take care to avoid running out of the necessary reagents.

Q   Are tasks such as preparing for lessons and cleaning up afterward included in the working hours of a TA?

A   Tasks such as preparing for lessons, assisting for creating textbooks, cleaning up afterward and response to students' questions, are all included in the working hours of a TA. You can definitely apply for these working hours.

Q   What if I can't answer students' questions adequately?

A   Hirodai TAs are employed based on recommendations from class instructors. Believe in your ability to conduct your duties. When participating in class, use the syllabus to prepare thoroughly in advance and

obtain the required knowledge before class. If you are still not able to answer students' questions with confidence, consult the class instructor.

Q   When is it acceptable to use my own judgment as a TA?

A   TAs are essentially assistants, and are expected to respect the judgment and decisions of the class instructor. In some cases, however, because of factors related to student numbers and class progress or other situational factors (emergencies, etc.), you may be required to exercise your own judgment. Check these situations thoroughly in advance with the class instructor.

Q   Is it harassment if a TA attends students' after-class parties?

A   Attending such parties is in itself fine. However, it may become harassment if the TA uses their position to enforce party attendance or if the party involves immoderate behaviour (underage drinking, etc.). If attendance at the party is by free will and if the party is conducted moderately and bears no connection to academic evaluation in class, there is no problem.

Q   What should I do if I am suddenly unable to perform TA duties?

A   First, follow the instructions from the class instructor. In some cases, additional procedures are required; apply as soon as possible to the relevant School or Graduate School office, etc.

Q   Is it possible to perform TA duties if the class times listed on the syllabus for my course overlap with the class times I will be working on as a TA?

A   If for some reason you are able to work as a TA for another class during your course time, please consult with the instructors of both the class you are taking and the class in which you will work as a TA to determine whether you can secure study time for the class you are taking and the educational effect of your TA work.

Q   Will being a TA interfere with my research work?

A   TA duties take up time not only in-class but also before- and after-class for preparatory work, meetings with class instructors, support for students, and so on. Therefore, if the time required for TA duties becomes excessive or in the case where complications arise, first consult with your class

instructor. The Hirodai TA system is intended to enable its TAs to enhance their understanding of their own educational activities through providing support and assistance as an educator in class.

A   If you have additional sources of income other than the TA salary and the total income exceeds a stipulated amount, you may become ineligible for Hiroshima University tuition exemptions. Check with the Student Services Group (tuition exemption officer) for more details.

[Reference]   https://www.hiroshima-u.ac.jp/nyugaku/gakuhi/jyugyoryo

VI. Glossary

The glossary is a list of useful terms for TAs as independent educators taking part in educational activities at Hiroshima University.

Make use of them in your TA duties when communicating with the class instructor, and also to deepen your understanding of your own educational activities.

(Alphabetical order)

Active learning

A collective term for teaching and learning methods which incorporate active participation of students into a study process, rather than the method of education in a form of lecture given unilaterally by a teacher. Through learning actively, the learners develop versatile capabilities including cognitive, ethical, and social capacities, culture, knowledge, and experience. Active learning includes discovery learning, problem solving learning, experiential learning, and investigative learning. Group discussions, collaborative learning, debate, and group workshops are also effective methods of active learning.

[Source] MEXT website "Toward a qualitative change in university education in order to construct new futures: Toward universities cultivating lifelong learning and the ability for independent thought (Response)," "Glossary"（https://www.mext.go.jp/component/b_menu/shingi/toushin/__icsFiles/afieldfile/2012/10/04/1325048_3.pdf, accessed August 18, 2020）

Class numbering

At Hiroshima University, classes are categorized by learning stage, main language used, and academic field (field/subfield). In addition, each class is assigned a "lecture classification code" in order to distinguish courses separately.

[Source] Hiroshima University website "Momiji Student Information System" （https://momiji.hiroshima-u.ac.jp/momiji-top/learning/numbering.html, accessed XX YY, 2020）

Early Hiroshima University Graduate School courses for undergraduate students

Hiroshima University offers academically excellent undergraduate students intending to enter graduate school the opportunity to enroll in graduate school courses for credit.

In this system, the credits earned apply only when enrolling in the relevant Hiroshima University Graduate School after graduation; students may include these credits up to

those stipulated by the Graduate School, not exceeding 10, in the credits required to complete the graduate course. The objective is to link undergraduate and graduate education more closely.

[Source] Hiroshima University website "Momiji Student Information System"（https://momiji.hiroshima-u.ac.jp/momiji-top/learning/soukirisyu.html, accessed August 18, 2020）

FD (Faculty Development)

The overall term for the organized initiatives intended to improve and increase faculty's pedagogical content and teaching methods. At Hiroshima University, it is defined as "the overall term for organized initiatives involved with quality development of the teaching staff, focusing on improvement of educational content and methods, in order to realize the University's guiding principles and objectives."

[Source] MEXT website "Toward a qualitative change in university education in order to construct new futures: Toward universities cultivating lifelong learning and the ability for independent thought (Response)," "Glossary"（https://www.mext.go.jp/component/b_menu/shingi/toushin/__icsFiles/afieldfile/2012/10/04/1325048_3.pdf, accessed August 18, 2020）; Hiroshima University website, "FD activities at Hiroshima University (Response),"（https://www.hiroshima-u.ac.jp/about/about/organization/education/fd, accessed August 18, 2020）

GPA system

A type of student evaluation. Grades for each class are assigned on a five-level basis (A, B, C, D, F), with grade points of 4, 3, 2, 1, and 0 respectively; the average for each credit is calculated as the grade point average.

[Source] MEXT website "Grand design for higher education toward 2040 (Response)," "Glossary"（https://www.mext.go.jp/b_menu/shingi/chukyo/chukyo0/toushin/1411360.htm, accessed August 18, 2020）

Major programs

The curriculum studied by enrolled students in order to graduate from the Schools and departments of Hiroshima University, with the objective of receiving a bachelor's degree; a program composed of integrated liberal arts and specialized education. All matriculating students enroll in a major program.

[Source] Hiroshima University "Guide for AY2020 Applicants: What can you study at Hiroshima University?", p.14

Minor programs

A Hiroshima University program of study in which students may study the broad content of other major programs according to their interests, including programs from

other Schools. Students may select one program and, upon receiving permission, take courses from this program from their second year onwards.

[Source] Hiroshima University "Guide for AY2020 Applicants: What can you study at Hiroshima University?", p. 14

Online learning system

Systems that support teaching and learning through the use of ICT, such as LMS (Learning Management System) and online conferencing tools, are called "online learning systems". The university is developing and operating the system for smooth use, including data linkage with the "Momiji" student information system. The use of the system is not determined by the university as a whole, but is left to the discretion of the faculty member in charge of the system.

[Source] Hiroshima University website "Hiroshima University online learning system" （https://webct.riise.hiroshima-u.ac.jp/ind ex.html, accessed August 18, 2020）

Portfolio

A collection of the outcomes of the learning process over a long period of time (for example, learning objectives/plans and check sheets, reference materials collected for assignments and their current status, reports/essays, grade/credit reports, etc.). As needed, these can be selected systematically to evaluate achievement, including the learning process, in order to determine the issues that need to be worked on in order to progress to the next level.

Hiroshima University conducts various initiatives such as e-portfolios and teaching license portfolios.

[Source] MEXT website "Grand design for higher education toward 2040 (Response," "Glossary" (https://www.mext.go.jp/b_ menu/shingi/chukyo/chukyo0/toushin/1411360.htm), Hiroshima University website (https://home.hiroshima-u.ac.jp/eport/, http://s-ja.hiroshima-u.jp/upload_files/download_files/e-portfolio_system_manual_Japanese.pdf) (all accessed August 18, 2020)

Basic Preparing Future Faculty Course

A course offered by Hiroshima University for graduate students seeking TF qualifications and those interested in university education and the work of university faculty. Eligible students of the Basic Preparing Future Faculty are M2 and above students in all graduate schools.

Quarter (4-term system)

Hiroshima University divides each of its two semesters in half to create a four-term class system. From AY2015 onwards, term courses (eight-week courses meeting twice a week) have been added to the existing semester courses (sixteen-week courses meeting once a week, held in the first or second semesters), with the former as the main course format.

[Source] Hiroshima University website "Introduction of quarters" (https://www.hiroshima-u.ac.jp/sgu/page03_01, accessed August 18, 2020)

Specified programs

Programs at Hiroshima University intended to offer learning in fields not handled at specialized levels in major programs (see above) (advanced language study, etc.) or qualifications (curator, school librarian, etc.).

[Source] Hiroshima University "Guide for AY2020 Applicants: What can you study at Hiroshima University?", p. 14

Syllabus

The detailed lesson plan for each course. Generally includes the university course name, class instructor, course objectives, content for each class, grading method and criteria, specific directions for study preparation, textbook and reference books, conditions for enrollment, etc., as a basis for students to prepare for each course. Should clearly indicate course goals, student learning content, study preparation content, grading method/criteria, etc.

[Source] MEXT website "Toward a qualitative change in university education in order to construct new futures: Toward universities cultivating lifelong learning and the ability for independent thought (Response)," "Glossary" (https://www.mext.go.jp/component/b_menu/shingi/toushin/__icsFiles/afieldfile/2012/10/04/1325048_3.pdf, accessed August 18, 2020)

TA (teaching assistant)

An initiative in which outstanding students are given the opportunity, as an educational opportunity for them, to provide advice and educational assistance in learning and practical work to undergraduates, etc., receiving the opportunity for educational training. Hiroshima University uses a three-level TA system (PTA/QTA/TF).

[Source] MEXT website "Toward a qualitative change in university education in order to construct new futures: Toward universities cultivating lifelong learning and the ability for independent thought (Response)," "Glossary" (https://www.mext.go.jp/component/b_menu/shingi/toushin/__icsFiles/afieldfile/2012/10/04/1325048_3.pdf, accessed August 18, 2020)

Tutor system

A system at Hiroshima University in which multiple faculty members are assigned to departments and courses as tutors for individual students, providing overall support for learning, university facility use, etc. from enrollment through graduation.

[Source] Hiroshima University "Guide for AY2020 Applicants: What can you study at Hiroshima University?" p. 95

Ⅶ. Materials

〇ティーチング・アシスタントの任免等の取扱要領

<div align="right">

平成16年4月1日

副学長（人事・総務担当）決裁
</div>

ティーチング・アシスタントの任免等の取扱要領

（趣旨）

第1　この要領は，広島大学非常勤職員就業規則（平成16年4月1日規則第102号）の規定に基づき雇用されるティーチング・アシスタント（ティーチング・フェロー，クォリファイド・ティーチング・アシスタント及びフェニックス・ティーチング・アシスタントをいう。以下「TA」という。）に係る広島大学非常勤職員の任免・給与及び労働時間・休日・休暇に関する規則（平成20年3月28日規則第70号）の取扱いを定めるものとする。

2　この要領のほか，TAに係る労働時間・休日及び休暇に関する事項については，非常勤職員の労働時間，休日及び休暇等の取扱要領（平成16年10月1日副学長（人事・総務担当）決裁）の定めるところによる。

（雇用の目的及び名称）

第2　広島大学（以下「本学」という。）の学部又は大学院に在籍する優秀な学生に対し，教育的配慮の下に教育補助業務を行わせ，教育的効果を高めることによる大学教育の充実や，学生に対する指導者としてのトレーニングの機会の提供を図るとともに，これに対する給与支給により，学生の処遇の改善に資することを雇用の目的とする。

（職務内容）

第3　TAは，授業担当教員指導のもと，本学の学部学生，大学院博士課程前期（修士課程を含む。以下同じ。）又は専門職学位課程学生に対する授業等において，教育補助業務に従事するものとする。

（資格）

第4　TAとして雇用することのできる者は，本学の学部又は大学院に在籍する優秀な学生とする。

（選考）

第5　TAの選考は，配分された予算も勘案し，各研究科等（研究科，附置研究所，教育本部，全国共同利用施設，学内共同教育研究施設，理事室又は理事室に置くセンター若しくは室をいう。以下同じ。）が雇用の目的に鑑み，教育補助の実施母体となる研究科等又は学部とも十分連携の上行う。

2　選考基準及び選考方法については，広島大学ティーチング・アシスタント制度運用ガイドライン（平成28年2月12日理事・副学長（教育・平和担当）決裁）を参考に，各研究科等において定めるものとする。

（所属）

第6　TAの所属は，教育補助業務を行う研究科等又は学部とする。

（留意事項）

第7　TAの教育補助業務の実施に当たっては，次の事項について留意するものとする。ティーチング・アシスタントの任免等の取扱要領

（1） 事前に当該業務に関する適切なオリエンテーションを行うこと。

（2） 担当教員による継続的かつ適切な指導・助言を行うこと。

（3） TA等からの意見聴取の仕組みの確保を行うこと。

（4） 当該学生の研究指導，授業等に支障が生じないよう配慮すること。

（5） 独立行政法人日本学術振興会特別研究員（DC）をTAとして採用する場合は，当該特別研究員の研究活動に支障が及ばないようにすること。

（雑則）

第8　この要領に定めるもののほか，TAの教育補助業務の実施に関し必要な事項は，広島大学ティーチング・アシスタント制度運用ガイドライン（平成28年2月12日理事・副学長（教育・平和担当）決裁）を参考に，各研究科等において定めるものとする。

　　　附　則

この要領は，平成16年4月1日から施行する。

　　　附　則（平成21年3月16日一部改正）

この要領は，平成21年3月16日から施行し，この要領による改正後のティーチング・アシスタントの任免等の取扱要領の規定は，平成20年4月1日から適用する。

　　　附　則（平成22年7月1日一部改正）

この要領は，平成22年7月1日から施行し，この要領による改正後のティーチング・アシスタントの任免等の取扱要領の規定は，平成22年4月1日から適用する。

　　　附　則（平成23年4月19日一部改正）

この要領は，平成23年4月19日から施行し，この要領による改正後のティーチング・アシスタントの任免等の取扱要領の規定は，平成23年4月1日から適用する。

　　　附　則（平成28年5月30日一部改正）

この要領は，平成28年5月30日から施行し，この要領による改正後のティーチング・アシスタントの任免等の取扱要領の規定は，平成28年4月1日から適用する。

　　　附　則（令和3年3月25日一部改正）

この要領は，令和3年3月25日から施行し，この要領による改正後のティーチング・アシスタントの任免等の取扱要領の規定は，令和2年4月1日から適用する。

　　　附　則（令和5年3月23日一部改正）

この要領は，令和 5 年 4 月 1 日から施行する。

広島大学ティーチング・アシスタント制度運用ガイドライン

　このガイドラインは，広島大学（以下「本学」という。）におけるティーチング・アシスタント（以下「TA」という。）制度の適切な運用のあり方を定めるものである。

【TA 制度の目的】　→　TA 任免取扱要領　第 2（雇用の目的及び名称）
1. ティーチング・アシスタントの任免等の取扱要領（平成 16 年 4 月 1 日副学長（人事・総務担当）決裁。以下「TA 任免取扱要領」という。）に定めるとおり，本学の優秀な学生を雇用し，大学教育の充実や，指導者としてのトレーニング機会の提供を図り，これに対する給与支給により学生の処遇の改善に資することを目的とする。

【TA の所属】→　TA 任免取扱要領　第 6（所属）
2. TA の所属は，教育補助業務を行う研究科等又は学部とする。

【TA の区分・資格】　→　TA 任免取扱要領　第 4（資格）
3. TA として雇用できる優秀な学生とは，教育補助業務を行う上での充分な知識とコミュニケーション能力を有すると教員が認めた者とする。
　なお，当該授業科目の受講生は，その授業の TA として雇用できない。
　また，TA は，担当する業務内容により次の 3 つの階層に区分する。
　（1）フェニックス・ティーチング・アシスタント（Phoenix Teaching Assistant）（以下「PTA」という。）
　　・学部生及び大学院生を対象とする。
　（2）クォリファイド・ティーチング・アシスタント（Qualified Teaching Assistant）（以下「QTA」という。）
　　・原則として，大学院生を対象とし，指定された研修会を受講しなければならない。
　　・学部生を QTA として雇用する場合は，指定された研修会を受講し，以下のいずれかを満たした者で，当該学生の所属する学部長が許可した者に限る。
　　　① 当該授業科目を履修し，優秀な成績を修めた者
　　　② 大学院生の確保が難しく，授業担当教員が当該学生の雇用が授業の運用上及び学生の教育上特に効果的であると認める者
　　・学部生 QTA は大学院生の QTA と区別し，ラーニング・アシスタント（LA）と呼称する。
　（3）ティーチング・フェロー（Teaching Fellow）（以下「TF」という。）
　　・博士課程後期及び博士課程の大学院生を対象とする。また，QTA として業務経験があること及び本学が指定する「大学教員養成講座」などの授業等を受講・修了し，研究科が TF として従事することが適当と認めなければならない。

【TA の業務内容等】 →　TA 任免取扱要領　第 3（職務内容）

4. TA は授業担当教員指導のもと，本学の学部学生又は大学院博士課程前期（修士課程を含む。以下同じ。）学生に対する授業等において，教育補助業務に従事するものとする。

　　PTA は授業の補助業務のみ担当し，QTA はさらにディスカッションのファシリテートや実験時のデモンストレーション等の補助的授業指導も担当し，TF は PTA 及び QTA の業務に加えて教員の監督・指導のもと，授業を担当することもできる。なお，各 TA が担当できる主な業務内容は別表のとおりとし，該当する業務がない場合は，教育学習支援センターに協議のうえで各部局において決定する。

　　また，RA（リサーチ・アシスタント）に任じられている者は，RA 業務の時間数を鑑み，TA 業務の時間数が過大とならない範囲で教育補助業務に従事することができる。

【教員の役割】→　TA 任免取扱要領　第 7（留意事項）

5. 教員の役割は，TA が安心して教育補助業務を実施できるよう，当該学生にとって教育活動の一環であること及び授業での最終責任は教員が負うことを認識したうえで，TA 任免取扱要領の留意事項で定められている次の 4 項目に留意すること。

　（1）事前に当該業務に関する適切なオリエンテーションを行うこと。
　　　TA が担当する教育補助業務の時間帯，業務内容等について、オリエンテーションを実施すること。
　（2）担当教員による継続的かつ適切な指導・助言を行うこと。
　（3）当該学生の研究指導，授業等に支障が生じないよう配慮すること。
　（4）独立行政法人日本学術振興会特別研究員（以下「DC」という。）を TA として採用する場合は，当該 DC の研究活動に支障が及ばないようにすること。
　　　DC を TA として採用する場合は，DC としての研究専念義務に抵触しないよう配慮した上で TA 業務に従事させること。

【学部・研究科等の役割】→　TA 任免取扱要領　第 7（留意事項）

6. TA の教育補助業務の実施に当たって，採用する学部・研究科等の役割は TA 任免取扱要領に定める次の 3 項目とする。

　（1）事前に当該業務に関する適切なオリエンテーションを行うこと。
　　　TA の雇用に際して，TA の労働時間・休日及び休暇に関する事項並びに TA の職務遂行上留意すべき事項について，オリエンテーションを実施すること。
　（2）TA 等からの意見聴取の仕組みを確保すること。
　　　雇用した TA からの意見聴取の仕組みを確保し，さらに，TA を活用した教員及び TA から指導を受けた学生からの意見聴取の仕組みを確保するよう努めること。
　（3）DC を TA として採用する場合は，当該 DC の研究活動に支障が及ばないようにすること。
　　　DC を TA として採用する場合は，DC としての研究専念義務に抵触しないよう配慮した上で TA 業務に従事させること。

7. 教育補助業務の実施母体となる研究科等又は学部は, TA 制度の目的に鑑み, 予算を勘案しながら, TA の選考を行うこと。なお, 選考にあっては, 実施する業務内容と TA の区分に不一致がないか確認し, 過度な業務または不要に給与を支払うことがないよう, 適正な管理・運営に努めること。

8. 各学部・研究科等の長は, 本ガイドラインに沿った TA 制度の運用に関する責任を負い, 研究科の支援室等は, 本指針に沿った TA 制度の運用を補佐する。

【報告書の提出】
9. TA として雇用された学生は, 1)振り返り記録としての学生（自身）の成長, 2)成果に対する説明と責任, 3)教育改善の目的のため, TA に係る授業が終了した時点で授業担当教員の了承を得た報告書を提出すること。PTA は実施報告書を提出し, QTA 並びに TF は実績報告書を提出する。

【その他】
10. 本ガイドラインに定めるもののほか, 必要な事項は教育学習支援センターと協議のうえ, 各研究科等において定めることができるものとする。

　　　附　則
このガイドラインは, 平成28年2月12日から施行する。
　　　附　則（平成28年11月11日一部改正）
このガイドラインは, 平成28年11月11日から施行する。
　　　附　則（令和元年7月23日一部改正）
このガイドラインは, 令和元年7月23日から施行する。
　　　附　則（令和2年4月1日一部改正）
このガイドラインは, 令和2年4月1日から施行する。
　　　附　則（令和4年3月31日一部改正）
このガイドラインは, 令和4年4月1日から施行する。
　　　附　則（令和4年6月21日一部改正）
このガイドラインは, 令和4年6月21日から施行する。
　　　附　則（令和5年12月15日一部改正）
このガイドラインは, 令和5年12月15日から施行する。

ティーチング・アシスタント（PTA）実施報告書
Implementation Report of Phoenix Teaching Assistant (PTA)

1. 学生氏名/Student Name
2. 学生番号/Student ID
3. 所属学部・研究科/Affiliation
4. TA として担当した授業科目名/Name of the class in charge of TA
5. 授業担当教員名/Name of Instructor
6. 雇用期間/Period of Employment
7. 実績時間/Actual Time
8. 業務内容/The Contents of Duties
9. PTA を行ったことで向上したと思われる点/Gains from being a PTA
10. その他気づいた点/Other Comments
11. 上記全ての内容について、授業担当教員に了承を得ました。
    All of the above contents have been approved by the instructor in charge of the class.

ティーチング・アシスタント（QTA）実績報告書
Result Report of Qualified Teaching Assistant（QTA）

1. 学生氏名/Student Name
2. 学生番号/Student ID
3. 所属学部・研究科/Affiliation
4. TA として担当した授業科目名/Name of the class in charge of TA
5. 授業担当教員名/Name of Instructor
6. 受講人数/Number of Participants
7. 業務内容/Duties
8. 採用期間/Period of employment
9. 実績時間/Actual Time
10. 業務報告及び自己評価/Activity report & Self-evaluation

※以下の設問は、授業担当教員がTAとしてのあなたの業務を評価する項目です。授業担当教員に以下の設問について回答してもらった後に、その内容をあなたが入力してください。

11. 評価：授業の準備の程度/Evaluation: Grade of preparation
    □とてもよくできた/Very well done　□よくできた/well done　□どちらともいえない/Neither　□あまりできなかった/Not very good　□できなかった/Not good
12. 評価：教示情報の適切さ/Evaluation: Appropriateness of teaching
    □とてもよくできた/Very well done　□よくできた/well done　□どちらともいえない/Neither　□あまりできなかった/Not very good　□できなかった/Not good
13. 評価：学生への態度/Evaluation: Behavior toward students
    □とてもよくできた/Very well done　□よくできた/well done　□どちらともいえない/Neither　□あまりできなかった/Not very good　□できなかった/Not good
14. 評価：学生の理解度/Evaluation: Understanding of students
    □とてもよくできた/Very well done　□よくできた/well done　□どちらともいえない/Neither　□あまりできなかった/Not very good　□できなかった/Not good
15. 得られた成果（受講生にとって, QTAにとって, 担当教員にとってなど）
    Gains（for students, for QTA, for instructor in charge, etc.）
16. 上記全ての内容について、授業担当教員に了承を得ました。
    All of the above contents have been approved by the instructor in charge of the class.

ティーチング・フェロー（TF）実績報告書
Report of Teaching Fellow（TF）Activities

1. 学生氏名/Student Name
2. 学生番号/Student ID
3. 所属研究科/Affiliation
4. TA として担当した授業科目名/Name of the class in charge of TA
5. 授業担当教員名/Name of the Instructor
6. 受講人数/Number of Students
7. 採用期間/Period of employment
8. 実績時間/Actual Time
9. 業務報告及び自己評価/Activity report & Self-evaluation

※以下の設問は、授業担当教員がTAとしてのあなたの業務を評価する項目です。授業担当教員に以下の設問について回答してもらった後に、その内容をあなたが入力してください。

10. TF の実績評価:授業の準備の程度/Assessment: Preparation
    □とてもよくできた/Excellent　□よくできた/Good　□どちらともいえない/Standard
    □あまりできなかった/Poor　□できなかった/Very poor
11. TF の実績評価:担当科目に関する（学習目標・授業構成）理解
    Assessment: Understanding of the course（learning outcome, construction of the course）
    □とてもよくできた/Excellent　□よくできた/Good　□どちらともいえない/Standard
    □あまりできなかった/Poor　□できなかった/Very poor
12. TF の実績評価:学生への態度/Assessment: Behavior toward students
    □とてもよくできた/Excellent　□よくできた/Good　□どちらともいえない/Standard
    □あまりできなかった/Poor　□できなかった/Very poor
13. TF の実績評価:学生に関する理解度/Assessment: Understanding of students
    □とてもよくできた/Excellent　□よくできた/Good　□どちらともいえない/Standard
    □あまりできなかった/Poor　□できなかった/Very poor
14. TF の教授活動の適切性についてコメントをしてください。
    Please give comments about appropriateness of the TF's teaching activities.
15. TF 本人の今後の教育活動へのアドバイスをお願いします。
    Please give advice to the TF for his/her future teaching and learning activities.
16. 上記全ての内容について、授業担当教員に了承を得ました。
    All of the above contents have been approved by the instructor in charge of the class.

Reference

The following materials were used as reference when compiling this handbook, for which the editors are most grateful.

○ "What can you learn at Hiroshima University? Guide for AY2020 Applicants"
○ "Guide to Hiroshima University 2019-2020"
○ MEXT "Glossary" (Toward a qualitative change in university education to construct new futures: Toward universities cultivating lifelong learning and the ability for independent thought (Response), 2012
https://www.mext.go.jp/component/b_menu/shingi/toushin/__icsFiles/afieldfile/2012/10/04/1325048_3.pdf (last accessed August 18, 2020)
○ MEXT "Glossary" (Towards 2040 - Grand design for higher education (Response), 2018
https://www.mext.go.jp/component/b_menu/shingi/toushin/__icsFiles/afieldfile/2018/12/17/1411360_6_1.pdf (last accessed August 18, 2020)

[Editors' Notes]

The new TA Handbook has been compiled in accordance with the practice of education at Hiroshima University and its educational environment, with the cooperation and support of the Hiroshima University Center for Academic Practice and Resources and the TA System Planning and Management Working Group. From AY2016 on, Hiroshima University has adopted a new three-level TA system, with many TAs active in each School and Graduate School. It is hoped that this Handbook will be put to use by everyone involved with the TA system at Hiroshima University.

Finally, the creation of this handbook has drawn on various reference materials and examples from other universities, for which the editors are most grateful.

September 2020
Center for Academic Practice and Resources, Hiroshima University