

For the Faculty

Hirodai TA Handbook



Center for Academic Practice and Resources,
Hiroshima University

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To the Faculty

This is the Hirodai TA Handbook for faculty members.

Hiroshima University has adopted a unique TA (teaching assistant) system, known as Hirodai TA, in which TAs are divided into three levels based on the duties they can undertake. A major pillar of this system is the fact that students have to obtain the relevant qualifications and undergo training to acquire the knowledge, qualities, and abilities required to carry out TA duties at their respective levels.

As you are aware, the purpose of the TA system is to enrich the university education experience through educational assistance in class provided by students. This also provides training opportunities for students who are aspiring to become university faculty members and improves their academic environments through paid work. However, issues with the TA system have also been noted, including the vague definition of TA duties and the lack of a well-organized system for TA guidance and training. The Hirodai TA system is a response to these issues as well.

Alongside the faculty members, TAs support undergraduate students' learning activities. PTAs (Phoenix Teaching Assistants) who provide in-class assistance such as distributing teaching and reference materials, QTAs (Qualified Teaching Assistants) who further assist classes through discussion facilitation and laboratory demonstrations, and TFs (Teaching Fellows), who are able to handle almost all class duties under instructor guidance and supervision. TAs will be able to work effectively if the faculty members understand how the new system differs from the previous one, as well as methods for providing suitable instructions and guidance.

All faculty members are requested to read through this handbook and collaborate with their TAs in order to develop ever higher-quality education at Hiroshima University.

Center for Academic Practice and Resources, Hiroshima University

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 experiences 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 future career paths and professional aptitudes, while also promoting a 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.

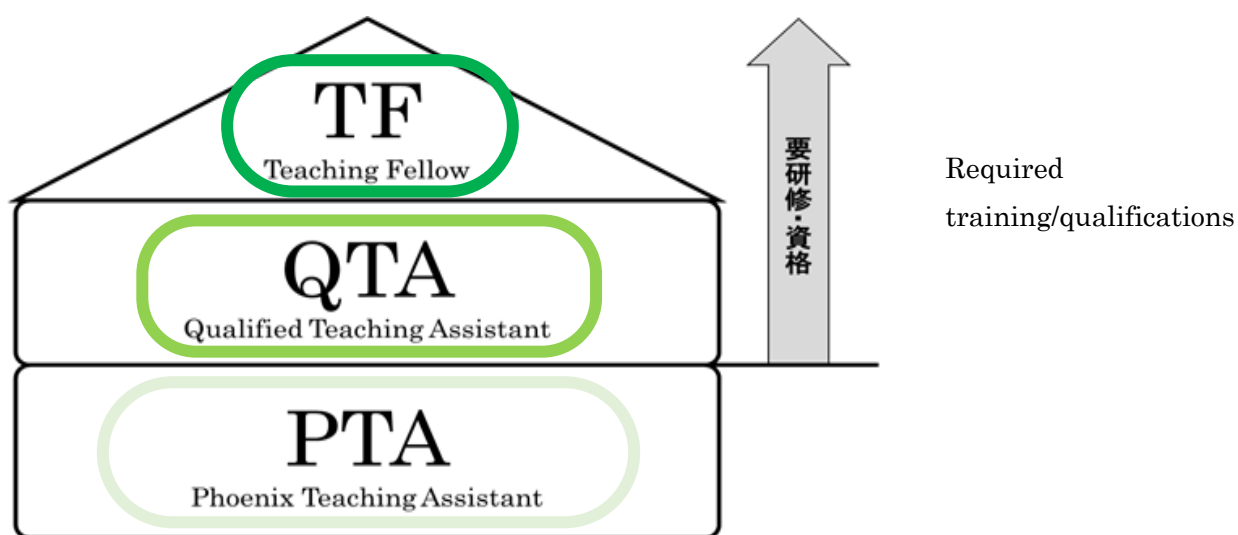


Fig. 1 The three TA levels and their training/qualifications

[Qualification 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 Basic Preparing Future Faculty Course (with credit).

Table 1 Features of the three TA levels

TF	◆ Ready to become a teacher
	<ul style="list-style-type: none"> • <u>TAs for whom requirements include experience as a QTA or equivalent as well as completion of Basic Preparing Future Faculty Course (with credit).</u> • Actively engaged in syllabus creation and independent class teaching, with instructor guidance.
QTA	◆ The bridge between teachers and students
	<ul style="list-style-type: none"> • <u>TAs for whom participation in the Qualifying – TA program is required.</u> • 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
	<ul style="list-style-type: none"> • <u>TAs with no special requirements.</u> • Assist instructors to keep classes running smoothly through printing materials, taking attendance, etc.

Qualifying - TA Program

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 who are 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.

Table 2 Main content of the TA Seminar

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

III. Features of the Hirodai TA system

Differences from the previous TA system

Previously, TAs (only one level) were hired with no consideration of the duties they were assigned, with no training or qualifications required. However, from AY2016 onwards, a “three-level TA system” divided by specific duties and roles has been adopted, with the construction of a framework differentiating student participation in educational activities by level. Qualifications and training have thus been made compulsory for TAs in the process of improving their quality. As well, TAs are now paid by the hour in accordance with their level.

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 TA duties with reference to Table 3 and be prepared for your TAs who may want to consult with you about any part of the class that is not clear to them.

Table 3 Main duties of each TA level.

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

Advantages of working with TAs

Depending on the class, the advantages of collaboration with TAs are many and varied. For example, it was previously difficult to grasp from class time alone how much the students had learnt and what they were thinking or doing, but this can become more visible as a result of having TAs. In online as well as face-to-face classes, TAs can provide various support and comments from the students' perspective on class management and methods. In addition, they can work toward student-centered active learning in classes by creating an atmosphere in which students find it easy to ask questions, run group work, and so on.

Column (1) The significance of the Hirodai TA system

The Hirodai TA system was constructed as a part of the Top Global University Project initiative. Hiroshima University is actively engaged in becoming “a university attracting talent from around the world” and “preparing attractive educational opportunities while creating conditions which enables learning without cultural or economic barriers.” In order to realize the concept of this global campus expansion and innovation initiative, the Hirodai TA system was introduced in AY2016 as an initiative comprising five major points: (1) multiple levels and qualifications for TAs, (2) enhanced TA training, (3) enhanced scholarship of teaching and learning, (4) use of foreign students, and (5) construction of a TA-led management organization. Hiroshima University graduate students also have the chance to grow as “independent educators” through serving as TAs.

Column (2) Active use of the online learning system (Moodle)

Hiroshima University uses Moodle as an online learning system, which can be used for classes, discussions, group work, and other online contexts. The Information Media Center also provides services including video content creation support and copyright processing support in addition to Moodle. Feel free to make use of any and all of these.

IV. The role of faculty members

Directions and guidance for TAs

Hirodai TAs are expected to serve as intermediaries between class instructors and students. By closely supporting students with attention to individual requests and needs, they can help to manage the class better together with the instructors.

As the class instructor, be sure to provide the TA with suitable directions and guidance on what kind of duties and support are expected of them, in order to enable them to act as an educator while enhancing their own learning.

Consideration for TA duties

In the case where TA duty hours are stipulated by the department, class instructors are requested to adjust the duties expected of their TAs such that they can be completed within the stipulated hours.

In addition, when the duty hours have exceeded those stipulated by the department such that TAs cannot be paid from department funding, the class instructor may pay TAs out of their own individual research funding. Payment from the Grants-in-Aid for Scientific Research (Kakenhi) Program, etc., is to be avoided unless it can be proved that the use of the funds is clearly consistent with the stated research purpose.

IV. Q&A

Q What is the difference between a TA and an RA?

A In general, a TA is a student whose main job is to support activities related to teaching (education). For example, in educational activities such as lectures and exercises by faculties in charge of classes, it is the TA's job to lead student group work and give instructions on experimental operations under the guidance of the faculty (see the figure for details. See Table 3). On the other hand, an RA (Research Assistant) is a student who supports the research activities of faculty members, and the basic work content is different from TA.

Q Is it possible to engage in TA work without receiving training?

A Among the three levels of TA, attendance at the "Qualifying-TA Program" is a prerequisite for engaging in QTA work. Students who have not attended the training must not engage in QTA work. To become a TF it is essential to have experience of working as the QTA and to enroll in the "Basic Preparing Future Faculty Course" and earn credits.

Q When is the "Qualifying-TA Program" held and what kind of content is included?

A 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.

Q Do students have to have QTA experience to become a TF?

A Yes. To become a TF, students must have experience of working as QTA or equivalent experience. In addition, it is essential to take the course "Basic Preparing Future Faculty Course" and earn credits.

Under the guidance of the instructor in charge of the lesson, the TF will carry out work directly related to education, such as creating a syllabus, drafting a teaching plan, a single lesson, and creating a draft of grade evaluation.

Therefore, utilizing the experience gained through their QTA work, students can understand and acquire the basic significance and skills of learning support and educational support, and then step up to TF. For details, refer to Figure 1 (page 7) of this handbook.

Q Can a student who entered HU from another university have TF qualification without QTA qualification if he or she has equivalent experience?

A Regarding TA experience at other universities, we will check the experience content of the graduate student at the Center for Academic Practice and Resources, Hiroshima University and judge whether it is equivalent to the QTA qualification. Even if the TA experience at another university is recognized as equivalent to QTA, students must take a "Basic Preparing Future Faculty Course" to become a TF.

Q Is it okay for students to take the "Basic Preparing Future Faculty Course" before their work experience as a QTA?

A Yes. The course "Basic Preparing Future Faculty Course" can be taken in both Japanese and English and will be held using intensive lectures (2nd term, 4th term) in 2024 academic year

Q I would like foreign students to become a QTA or TF. Can they take classes in English for the "Qualifying-TA Program" and "Basic Preparing Future Faculty Course"?

A Yes. The "Qualifying-TA Program" and "Basic Preparing Future Faculty Course" have provided English support as needed. Information on the workshop and class syllabus are also available in English.

Q I had my TA do preparatory work before the class started. Is this included in their work time?

A Yes. 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. Please issue students' payment procedure Appropriately according to their working hours.

Q Is it possible to pay the TA salary from my research expenses?

A For example, basic research funds can be used, but the operation differs depending on the department, so please consult with the department office.

Q Can I ask a TF to follow a work load equivalent to a QTA?

A Yes. It is possible to request only a QTA equivalent work load from a TF, according to the allocated budget.

Q If the TF is in charge of the class, do I need to list it on the syllabus?

A Yes. When the TF is in charge of a class, in principle, enter the name of the TF in the syllabus so that the students enrolled in the course are aware of this in advance.

Q How many classes can I entrust to TF?

A The specific number of times is not set. Since the TA system is also positioned as a part of education, please consider conducting TF classes under the instructor in charge of the lesson.

Q Is it okay to have my TF take charge of classes on the days when I plan to attend national and international conferences?

A Yes. You can have a TF take charge of the class after providing appropriate guidance on the lesson plan from the syllabus.

Q Is the certificate of completion of the TF program valid as an educational experience for when the TA is looking for a job?

A At the time of job hunting, the TF can describe this as an educational experience by explaining their activities and experiences related to the certificate of completion for the TF program.

Q Can students who are JSPS Fellowships also work as TAs?

A As for the rules of the university, there is no problem if they work as a TA, but please be sure to contact the support office of each graduate school because the operation may differ depending on the school.

Q If multiple TAs are employed by multiple faculty members in an omnibus, etc., does the evaluation of the TAs on the TA Performance Report need to be done by all the faculty members involved in the class?

A No, it is not. The primary faculty member or the faculty member in charge of coordinating the TAs can conduct the TA evaluation on behalf of the TA.

VI. Glossary

Make use of these terms when communicating with the students.

(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/index.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

○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

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、クオリファイド・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に配慮すること。
- (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

平成 28 年 2 月 12 日

理事・副学長(教育・平和担当)決裁

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十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)クオリファイド・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に配慮すること。

(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.

November 2020

Center for Academic Practice and Resources, Hiroshima University

[Compiled and Edited by]

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