

University is the place where students have an opportunity both to receive education and gain priceless work experience. A new program "Teaching Assistant" helps students gain a new view of educational process and try themselves in a teaching role. This program is the central topic of the new issue of "That's So HSE". Both students and HSE faculty share their experience of participating in the program.

Each year we survey students about peculiarities of employment during studies. The results of spring and fall Monitoring of Student Life show whether there is a difference between working at HSE and outside of it, and how employment affects educational process.

\* \* \*

Since 2010 HSE has been implementing the "Teaching Assistant" program which attracts students to teaching. The assistant is a student who plays a role of liaison between a teacher and a group of students. The program goal is to increase the quality of educational process and to develop a more personal approach to education. Below is the list of the program's participants.

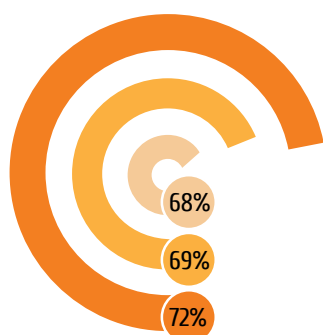
## Infographics:

Participants of «Teaching Assistant» program: who are they?

«Teaching Assistant» program: participants' perspective

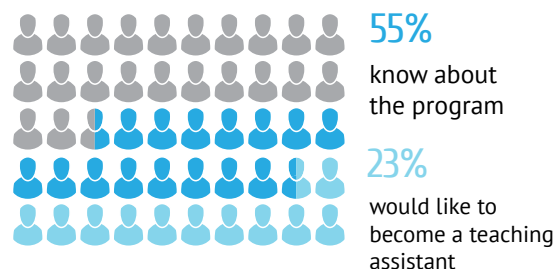
Students: is there a place for work during studying?

### Collective forms of study habits of HSE students<sup>1</sup>

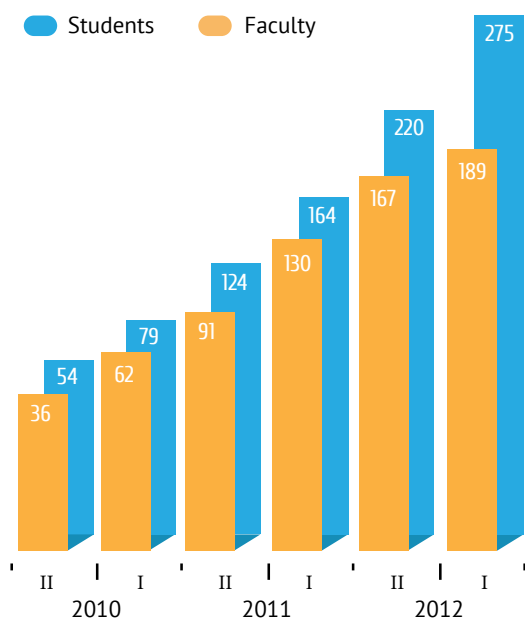


- Do group tasks with group mates outside of class time (68%)
- Help other students with home work assignments, study for tests and exams (69%)
- Do individual home work assignments or study for tests and exams together with group mates or class mates outside of class time (72%)

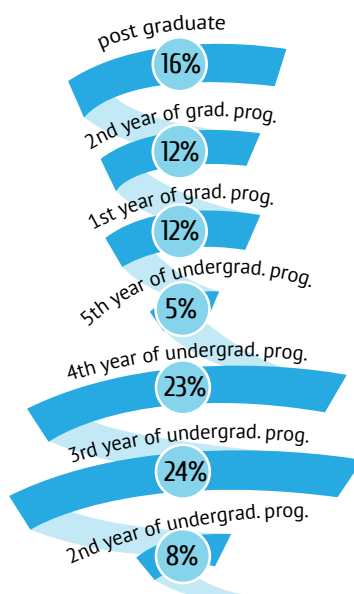
### "Teaching Assistant" program awareness<sup>2</sup>



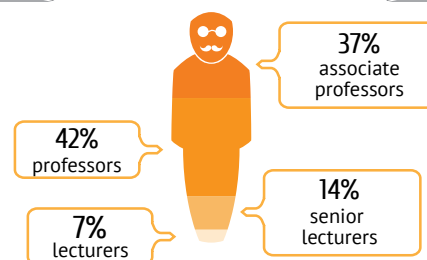
### Program participants by semester<sup>3</sup>



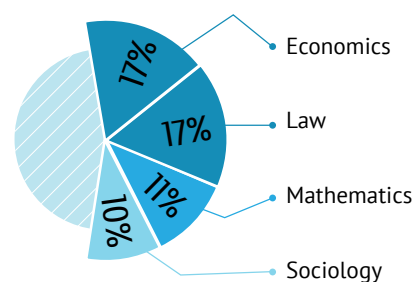
### Distribution of assistants by class<sup>4</sup>



### Faculty program participants<sup>5</sup>



### Majors – leaders in percent of assistant students<sup>6</sup>



Sources: 1 – Monitoring of Student Life 2011, spring, N=1978, 2 – Monitoring of Student Life 2011, fall, N=3086, 3 – Statistics of "Teaching Assistant" project, 4 – Statistics, N=854, 5 – Statistics, N=675, 6 – Statistics, N=854

**Tips of working with assistants**

- To select assistants based on positive experience of communication
- To consider an increased pressure on a student during exams
- To introduce an assistant for students in a seniority status, as a teacher's helper
- To introduce an assistant to a department administrative office
- To provide an assistant with opportunities of gaining work experience and skills of communicating with students

In the spring of 2011 the Monitoring Center conducted a survey about peculiarities of realization of the "Teaching Assistant" project. In a spread we attempted to demonstrate opinions of main survey participants, students and faculty, regarding key questions of participating in the project.

**Assistant Responsibilities**

- To participate in development of tests, seminar tasks and case studies
- To consult students, grade home work assignments etc.
- To help develop readers with course materials
- To conduct role plays, business games, and moderate mini groups
- To manage a database with grades

Results of participation in the project

Reproduction of teaching community: assistants obtain skills of teaching work

Increase in course quality

Decrease in faculty load

Development of a new attitude toward deadlines and responsibilities

Development of a more loyal attitude toward a teaching career, understanding of its challenges

Ability to see educational process from a teacher's point of view

Understanding of teaching ethics and make up of departmental work

Relationship between a teacher and a student

New professional knowledge and skills

Understanding of teaching processes and methods

"I don't separate work with colleagues and work with assistants. We constantly learn something new while teaching a course"

Assistant is not just a student but a junior colleague

Faculty member is more a teacher than a colleague

"Something in between. In other words, not a colleague, I don't think so. I don't think I've reached a level of a colleague yet, at least I don't feel that way"

Factors that make the program appealing

"Gaining competency with the opportunity of exchanging experiences in methodology, reflecting on classes – this is of an interest for those students who are interested in a career within academia"

Reproduction of academic environment: assistant as a potential teacher

Possible decrease in work load with an assistant's help

Discussion of new course ideas with assistants

Increased communication with students

Improvement in control system

Financial reward

Ability to help students

An early start to a teaching career

Teaching experience

Opportunity to strengthen and systemize course knowledge

Opportunity to have a close communication with faculty

"It is just important to look into what the academia is, which is only possible to understand from a teacher's point of view"

"If you aren't 100% confident in an assistant, like in yourself, then the risk is simple: it is possible you will be doing all the work for the assistant"

Increased responsibility (for course quality, for assistant's success in combining work and studies)

Possible increased work load

Responsibility before a teacher

Fear of interacting with students

"Perhaps, it is a psychological aspect to move from a student point of view to a point of view of a teacher"

Hesitations of participating in the project

HSE web page

Colleagues

Corporate e-mail

Students

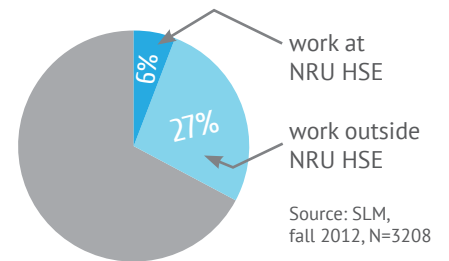
Project information sources

Friends who are assistants

Faculty (invitation from a thesis coordinator, announcements at seminars)

## Work and Study

Many students start thinking about work long before graduation. In seeking extra income and work experience students can use university resources and work for Alma Mater or work for outside companies. Data from annual Monitoring of Student Life shows which differences exist between students working for HSE and outside of HSE.



## Cognition comes through comparison

In the beginning of April HSE is starting a survey stage of international research project realized as part of consortium “Student Experience in the Research University”. One of key ideas of the research is to compare how students in research universities of different countries evaluate their student life at a university.

Every student from an undergraduate or a specialist program can participate in the survey. The survey is conducted online; a link to the survey will be sent to students’ e-mails.

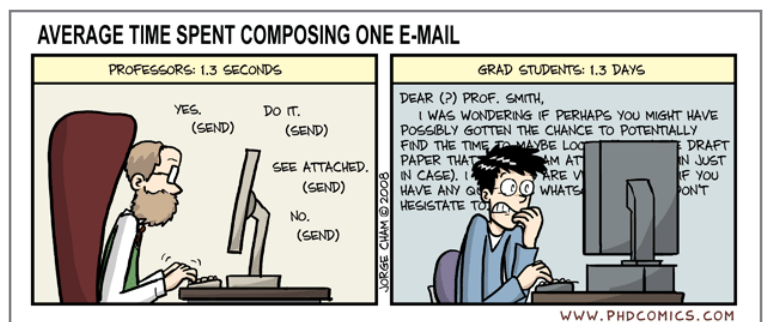
Apart from HSE students, students all over the world will participate in this survey. Universities – participants of the research:

- *University of California, Berkeley (USA)*
- *Oxford University (Great Britain)*
- *Amsterdam University College (Netherlands)*
- *Universidade Estadual de Campinas (Brazil)*
- *Hunan University (China)*
- *University of Cape Town (South Africa) and others*

In addition to the opportunity to share student life at HSE and compare it to student life at other universities all participants will have an opportunity to enter a lottery and win HSE souvenirs or the main prize – tablet.

## PhD comics

Starting from this issue, “That’s so HSE” will feature comics about life of academia from [www.phdcomics.com](http://www.phdcomics.com)



## Figure of the Month



**6%**

of students older than freshmen work at NRU HSE

Source: SLM, fall 2012, N=2012



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