

KYUSHU UNIVERSITY TEACHING ASSISTANT'S HANDBOOK

For Public Use*

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***Please note that this version does not contain contents only for internal use.**

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Introduction

Kyushu University has operated a teaching assistant (TA) system for exemplary graduate students. Each TA has engaged in educational assistance work under the educational consideration of its instructor. Those TA activities have been helpful for the university to improve the quality of education, as well as for students to have training opportunities for future careers as university faculty or researchers.

However, there were cases that TAs were entrusted with only simple tasks, such as checking students' attendance and printing teaching materials, which are not expected to have the educational effects. On the contrary, we also had cases that the contents of the work were excessively demanding for TAs, even though it may be expected to provide the educational effects to TAs, such as teaching and evaluating work. Further, in recent years, while the importance of reasonable accommodation and awareness of safety in university education has increased, it was pointed out that the traditional TA system cannot adequately address these issues.

Therefore, Kyushu University introduced a new TA system in the latter half of the year 2019 to replace the existing TA system. Under the new system, TA level is divided into three and the new system clarifies the activities of each level, recommends activities that are expected to have educational effects, and provides educational programs appropriate for each activity so that TAs can work with confidence. In addition, the new TA system enables each TA to flexibly respond to recent changes in university education by adding reasonable accommodation and safety issue to TA education programs. Also, TA Support Desk and TA Portal are established in order to enhance the support system for TAs so that each TA can solve various problems and achieve further growth.

This handbook contains the knowledge, attitudes, and procedures necessary to perform TA activities more effectively under the new system. Please read this handbook carefully and acquire various knowledge and skills such as expertise, communication skills, and rules you must follow in your social life through performing TA activities. The knowledge and skills here can be used not only for students who want to be a university professor or a researcher but also for those who set sights on other types of work such as office workers and civil servants. We sincerely hope that students can find an opportunity to work as a TA and enrich themselves with it.

1. Kyushu University Teaching Assistant (TA) System

1.1. Three levels of TA

① Three levels of TA

TA is divided into three levels, BTA, ATA, and TF, depending on school year and capability to educate. Please see a brief description of TA in each level as below. For the procedures regarding each TA level, please refer to 2. *Procedures for TA* (pp. 10-16)

- Basic Teaching Assistant (BTA)

3rd, 4th grade undergraduate students who have taken basic training are eligible for appointment as BTA. BTAs primarily support undergraduate education.

- Advanced Teaching Assistant (ATA)

5th, 6th grade undergraduate students majoring in medical sciences, graduate students who have taken advanced training are eligible for appointment as ATA. ATAs primarily support both undergraduate and graduate education.

- Teaching Fellow (TF)

ATAs who have completed Preparing Future Faculty Program (PFFP) are eligible for appointment as TF. TFs provide more independent teaching than ATAs and BTAs and primarily support undergraduate and graduate education.

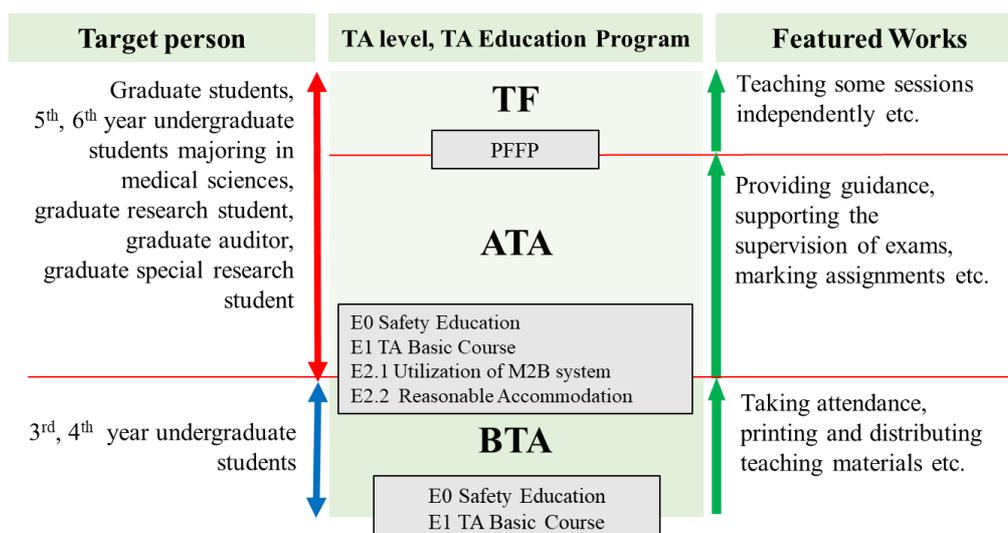


Figure 1 Outline of the Kyushu University TA System

② Work TAs can perform

Each TA level has its standard set of work, based on each level's curriculum, capability, and training history. Table 1 below shows the standard work in regular educational activities (in and out of class), and Table 2 shows the extracurricular standard work for BTA and ATA.

Table 1 Standard work for each TA level

Sort	TA Levels			Works
	BTA	ATA	TF	
In Class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Taking attendance
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Printing and distributing teaching materials
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Providing guidance during experiments and practical exercises
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Operating PCs and other educational devices
		<input type="radio"/>	<input type="radio"/>	Providing guidance during seminars
		<input type="radio"/>	<input type="radio"/>	Supporting the supervision of exams*
			<input type="radio"/>	Teaching some sessions independently **
Outside class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Supporting the preparation of teaching materials**
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Supporting the preparation of experiments and practical exercises
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Assistance with grading assignments and tests not related to evaluation**
		<input type="radio"/>	<input type="radio"/>	Assistance with grading assignments and tests related to evaluation**
		<input type="radio"/>	<input type="radio"/>	Responding to student questions**
			<input type="radio"/>	Preparing teaching materials**
			<input type="radio"/>	Drafting exams and report assignments and making responses**

*A task that formal procedures are required

** A task that particularly requires the guidance and supervision of an instructor

Table 2 Extracurricular Standard work for BTA and ATA

Works	Learning support, study support, living assistance, etc.
Example of TA	Library tutor (Cuter), international student tutor, and accessibility leader as well as providing learning supporter, freshman supporter, and SALC supporter.

❑ What is course-specific training?

It refers to educational activities carried out by an instructor for a TA or to sharing information between an instructor and a TA, for the purpose of enhancing TA's expertise (expert knowledge, contents of the class, teaching methods, etc.). It can also be used as a forum for the exchange of opinions regarding the course. The number of participants, frequency, and format are determined at the discretion of an instructor.

❑ Notes

[Non-standard work] Depending on each major, school/graduate school, and nature of the course, instructors who recruited a TA may ask other tasks than standard work.

[Upper grades or degree courses] Basically TA is not allowed to work at a class of upper grades or degree courses (e.g. undergraduate students may not be assigned as TA at a class for graduate students.)

[Assistance to invigilation] Depending on each school/graduate school, extra administrative procedures may be required. Please consult your instructor or the administrative office of the school/graduate school.

③ Work TAs should not perform

TAs must not perform the following tasks, regardless of the department or the instructor.

- Grading and writing questions for evaluation
- Assessing final grades, inputting grade data, and managing the test answer sheet, keeping personal information.
- Activities not related to the course in charge, such as administrative duties for academic society (except when appointed as the person in charge of the relevant task)
- (For TF) Responsible for extracurricular activities

Relationships between TAs and instructors

The relationship between TAs and instructors differs from the relationship between employees and employers. It should not be forgotten that the TA's purpose is for the opportunity to acquire educational and teaching skills, and not merely as a source of labor. The instructor is responsible for all of the work that TAs perform. TAs should meet with the instructor in advance and properly understand the details of the job before engaging in it.

1.2. Support for TA

① TA Support Desk

TA Support Desk is a counseling desk where you can easily contact when you have questions or concerns about the TA system and TA activities. In addition, it acts as a bridge between instructors who need a TA and TAs, holds TA workshops, produces and provides TA education programs (e-learning).

TA Support Desk

Address: Ohmei Tenku Hiroba (Q-Commons), 4F, Center #2, Ito Campus, 744, Motooka, Nishi-ku, Fukuoka, 819-0395(12:00 PM to 13:00 PM on Weekdays)

Tel: 092-802-5829 (ext. 90-5829)

e-mail: ta@ueii.kyushu-u.ac.jp

(Tel and Email: 9:00 AM to 17:00 PM on weekdays)

② Kyushu University TA Portal

Information related to TAs can be found from Kyushu University TA Portal (TA Portal). Students can check for notices about TA education, TA requests, events, and other information. More importantly, TA Portal issues TA certificates and enables registration of TA activities. TA Portal offers the following services:

- Providing TA education course information
- TA recruitment information and search
- Issuing TA certificate
- TA registration and information modification
- Student ID Number Migration Process
- Frequently Asked Questions (FAQs)

Kyushu University TA Portal

URL: <https://ta-support.kyushu-u.ac.jp>

2. Procedures for TA

2.1. Procedures to be a TA

① Basic Teaching Assistant (BTA)

To become BTA, you must first take TA Basic Course and Safety Education. Once you have taken these courses and passed each web test to confirm your understanding of the contents, certificate issue on TA Portal will become available in up to 2 weeks. After getting a certificate, you can receive a request from an instructor or find a recruit by yourself on TA portal. If you succeed to get hired as TA, then you need to submit your BTA certificate and other necessary documents to the administrative office of the relevant department. When these series of processes are done, it means that you are officially hired. However, it is not the end. Your instructor will provide you with course-specific training and other academic preparation and guidance necessary for the appointment. Please follow his/her instruction.

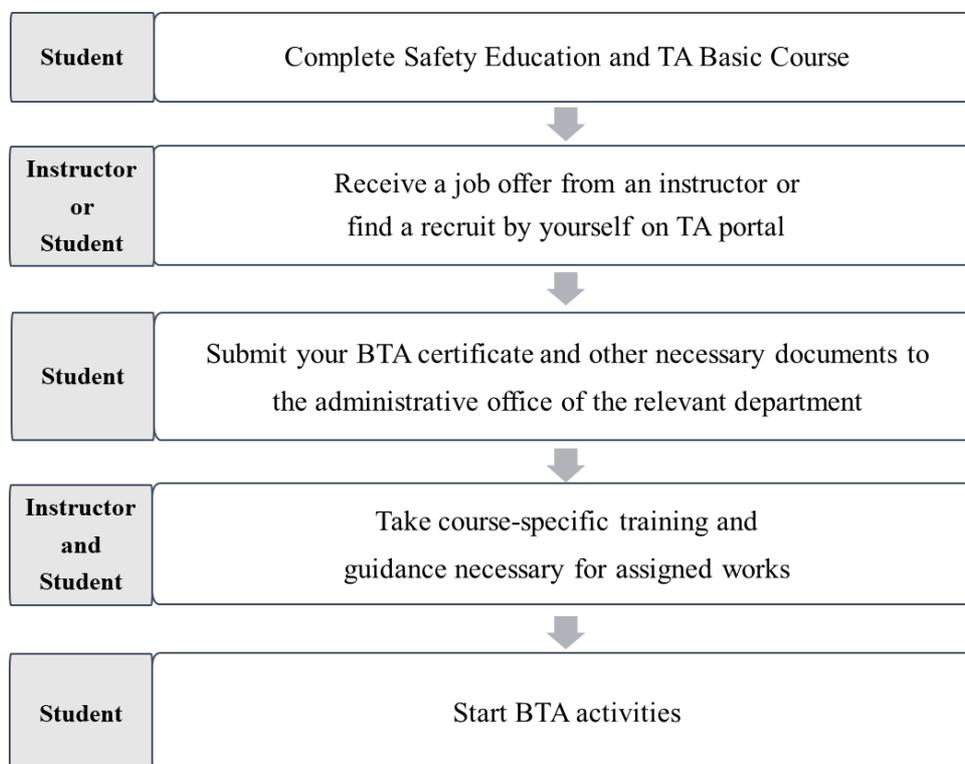


Figure 2 Steps for becoming BTA

② Advanced Teaching Assistant (ATA)

To become ATA, you must first take TA Basic Course and Safety Education in the same way as becoming BTA. Next, you are required to take core subjects of Academic Skills Courses. Once you confirm your understanding of the contents of TA Basic Course, Safety Education, and core subjects of Academic Skills Courses by passing each web test, certificate issue on TA Portal will become available in up to 2 weeks. After getting a certificate, you can receive a request from an instructor or find a recruit by yourself on TA portal. If you succeed to get hired as TA, then you need to submit your ATA certificate and other necessary documents to the administrative office of the relevant department. When these series of processes are done, it means that you are officially hired. However, it is not the end. Your instructor will provide you with course-specific training and other academic preparation and guidance necessary for the appointment. Please follow his/her instruction. In addition, since TA activities as ATA require relatively high level of expertise and educational skills, completing recommended and general subjects of Academic Skills Courses is recommended.

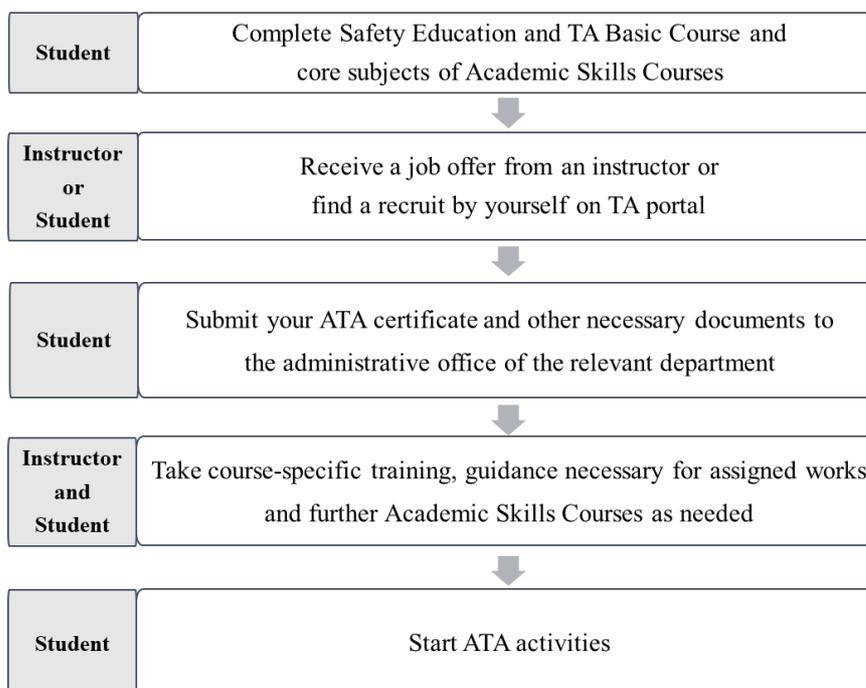


Figure 3 Steps for becoming ATA

③ Teaching Fellow (TF)

To become a TF, you need to be qualified for ATA first, then complete the PFFP and pass a certain screening. Currently, the course that falls under the category of PFFP is *Course Design in Higher Education* (2 credits), which is being held as a course of the KIKAN Education for Graduate Schools.

Course Design in Higher Education is planned to be offered three times a year in the summer quarter, summer break (as an intensive course), and fall quarter (see Table 3). If you want to be a TF, please take this course at one of these times. During the summer or fall quarters, the course has two classes for one week, continuing for eight weeks. During the summer break, the course will be held as a total of 15 classes as an intensive course for three days including the weekend. Please note that there is a limitation for the number of students with around 20-25, who can take the course per semester.

Table 3 PFFP registration period and TF activity available period

Registration period	Procedures (take around one to two months)	Expected time to be hired as a TF
Summer Quarter	Screening by the faculty and Education Innovation Initiative	Fall semester
Summer Break		Winter semester
Fall Quarter		Next spring semester of the following academic year

* Please consult with the administrative office of the graduate school if you need to work as TF during the fall quarter.

After completing PFFP, you can receive a request from an instructor or find a recruit by yourself. When you find one and get hired, the instructor will recommend you to a faculty council of the relevant department. Then, the faculty council will consider if they recommend you to the University Education Innovation Initiative. Finally, if the

University Education Innovation Initiative decides to qualify you as TF, it becomes possible to print out your TF certificate on TA Portal.

Instead of completing PFFP at Kyushu University, students who completed PFFP at other university may get qualified as TF as well. In the case, the student must submit a copy of PFFP completion certificate issued by that university or a copy of course completion transcript for PFFP (or equivalent documents to those copies) to TA Support Desk. TA Support Desk will then determine whether the contents fulfills PFFP requirements as defined by Kyushu University. If the requirements are met, the student will need to follow the regular procedures described above to get qualified as TF.

Comparing TF with BTA and ATA, a hiring process is complicated and there are a few important points to note. Please read notes and figure below carefully.

❑ Notes

[Educational skills] Although your TA Career as an ATA is not a requirement to be a TF, we recommend acquiring educational skills through working as ATA in advance for an efficient TF activity.

[Timing for looking for a TF job opening] You can always try to find classes for your TF activity regardless of the time you take PFFP.

[Timing for TA activity] You cannot start a TF activity until getting a certificate, which may take a semester. So please take PFFP fully in advance considering expected time to be hired as TF.

[PFFP Completion Certificate] After it is confirmed you obtained the credit, the certificate will be delivered at Education Innovation Initiative (room 1409, Center Zone 1 of Ito campus). If you have any difficulty in a receipt of the certificate, please contact the TA Support Desk.

[Preparation] TF activities require a much higher level of knowledge and skills than BTA and ATA activities, so it is strongly recommended that you receive course-

specific training and take Academic Skills Courses (Recommended Subjects and General Subjects; As of August, 2020, English version is being prepared.).

[Screening] It will take about 1-2 months to examine TF candidates, so please pay your attention to the proper timing to take PFFP.

[Qualifications] In order to qualify as TF, an ATA qualification has to be obtained in advance (please refer to p. 12 for details on how to obtain an ATA qualification).

[Relation between TF qualification and a course] TF qualification is issued in association with the course which you engage in for your TF activity. Therefore, your TF activity is admitted only in that course.

[“Non-TF work” at classes you engage in as TF] Although you are qualified as TF in a certain course, you are paid an hourly wage for ATA for any task other than “TF Work”.

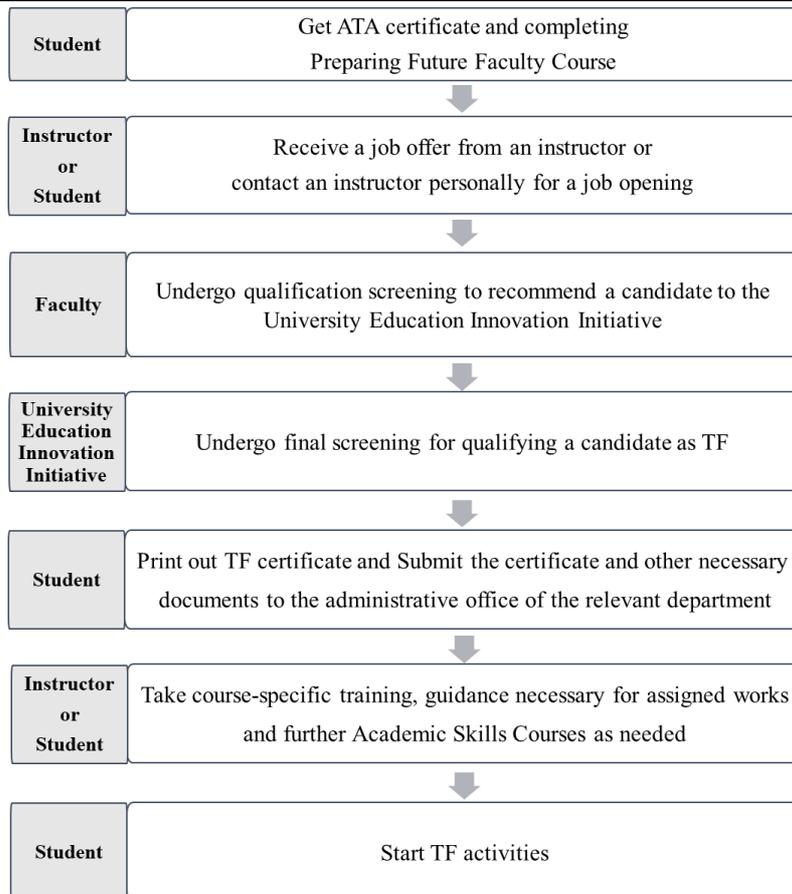


Figure 4 Steps for becoming TF

❑ How to applying for TA

There are three methods to find a position as below.

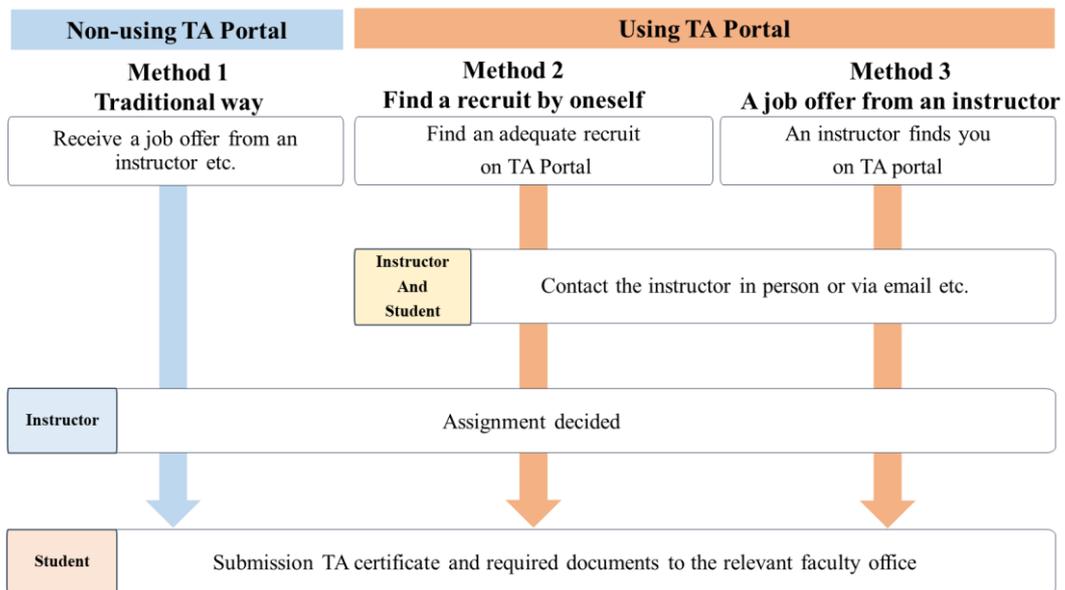


Figure 5 Steps for looking for a job

Firstly, an instructor can suggest a position directly to candidates or vice versa. It is a traditional method to apply for TA (Method 1). The second and the third method are newly adopted in the new TA system, which are through TA Portal. Secondly, that is, TA candidates find a position by themselves on “Recruitment information and search” in TA Portal (Method 2). Thirdly, candidates can disclose oneself on TA Portal and wait for an instructor’s job offer (Method 3). To get appeared on TA Portal, candidates must make sure that one’s condition is “available” so that an instructor can make sure that you are available for TA. In addition, if TA candidates do not want to open information to instructors, they can switch “TA Activity Availability” from “available” to “Unavailable” on “TA Registration/ Modification/ Certificate” in TA Portal.

2.2. Work reports, working time record books, and appointment completion

Please record your working hours on a working time record book or other form regularly as you complete your work. Working time record books should be submitted to the relevant faculty office once each month, whereupon wages will be paid. Please fill in working time record books accurately and submit them before the due date. The relevant faculty office will inform you of submission method for your course.

Lastly, when your TA activity is completely finished, please fill in your completed career on the “TA Registration/ Modification/ Certificate” in TA Portal. You should also record the name of your course, the number of hours you worked, and other details. Please record what went well and what went poorly during your TA appointment and make suggestions for improvements. It can be your career record and allows instructors to find you easier. Matters that instructors hardly notice often are easily noticed by TA. Therefore, suggestions from TAs are significant to improve the TA system management. This will benefit future TAs and improve educational quality at Kyushu University.

❑ Notes

[Work report] Normally, the report is filled in each workday. However, it may vary depending on each instructor, so please check with your instructor.

[Working hours record book] You must submit it to the administrative office of the school/graduate school, so please check with an instructor or the administrative office of the school/graduate school regarding ways of filling in and submitting it, as well as the frequency of the submission.

[TA activity registration] If you record the completed TA activity in TA Portal, it will help you organize your work history. It also will be helpful for instructors to find you when they search for a TA.

3. Attitude required of TA

① Preparation

TAs are mainly involved in educational activities. To be a good TA, you must first be a self-directed scholar and have a thorough understanding of the course contents. First, please read the Kyushu University Education Charter and confirm your understanding of the ideas underpinning education at Kyushu University. And then, you should thoroughly review the syllabus, lesson plans, textbooks, instruction books, and other materials prepared by the instructor, and you should clarify any unclear points in advance through course-specific training. If you are anxious about potential problems you may encounter, you will be unable to provide proper support. Preparation is the best protection against these concerns. If this is a course that you have already studied, think back on the kinds of support you wanted at that time. The students that you are guiding will surely want similar kinds of support. Being ready to provide this kind of support will equip you well for the class.

② Inside the classroom

You should perform your duties as planned in advance with the instructor during class. Please do not forget that you are now acting as a teacher rather than as a student. You will be able to act in a unique role as a communicator between the instructor and the students. Your perspective will help to create a positive classroom atmosphere. Briefly jotting down what happened during the day will allow you to become a better TA. TAs should support student learning and assist their instructors while also taking the opportunity to improve their own skills.

For TF, you are supposed to lead the day's lesson, trust in your preparations and lead the class confidently. The experience you gain will increase your educational knowledge as well as your teaching skills. Remember to apply the information and skills learned

through TA Basic Course, Safety Education, Academic Skills Courses, and PFFP as you work with the instructor to provide your students with a high-quality education.

③ Outside the classroom

If you work as a TA outside the classroom, you will be responsible for ensuring safety. Pay attention to potential risks during experiments, activities, and fieldwork. Make sure that you understand the risks and discuss them in advance with the instructor. Before beginning on-site activities, establish a shared understanding of safety procedures with students you are guiding. Strive to ensure safety during experiments and practical exercises, even while providing support for educational activities. To assist you, Kyushu University has *Safety Policies in Education* (only available in Japanese). Reading this manual carefully will help you both to understand your duties as a TA and to protect your own safety.

④ In case of injuries

Educational work requires careful preparation to prevent accidents, and educators must know the procedures to follow in case someone is injured. Before class, thoroughly check first aid response procedures, emergency contacts, and other accidental injury procedures found in the Safety Manual for Extracurricular Activities and other reference materials.

The procedures described below can be found in *Safety Policies in Education* (only available in Japanese). These procedures are applicable to most accidents you may encounter while working as a TA as well as during everyday life. Please read the steps carefully.

If a person is injured in an accident or disaster, stay calm, respond swiftly, and prioritize safety. Act according to the following procedures.

Table 4 Steps to coping with Accidents

No.	Steps
1	Understand the situation
2	Ensure and check the safety of participants
3	Ensure the safety of rescuers to get to the injured
4	Approach the injured
5	Ensure the safety of rescuers and the injured
6	Confirm the situation of the injured
7	Contact 119 (the emergency phone number) or transport the injured person(s) to a medical institution
8	Provide emergency care (first aid, basic life support)

Do not try to deal with an accident or disaster on your own. Manage by sharing the tasks and divide the group members into the following roles.

Table 5 Roles when an accident or a disaster occurs

Roles
Leaders who take charge and issue instructions
People who can provide emergency care to the injured person(s)
People who work to prevent damage from the accident or disaster from spread
People who call 119 or contact medical institutions

In principle, the group's representative should be the leader. However, there may be cases where the representative has been injured or is unavailable. If you cannot follow a predetermined set of roles, use a different order or determine roles on-site, according to immediate needs.

Finally, try to seek assistance from other people nearby. You may be able to recruit them to help with rescue operations or other tasks.

❑ *Safety Policies in Education (Outdoor Activity, Extracurricular Activity, Activities in Laboratories)*

<https://www.kyushu-u.ac.jp/ja/education/safety> (Only available in Japanese)

⑤ In case of fires or earthquakes

If a fire breaks out, keep calm and ensure that the class members and classroom are safe. Report the fire (use the fire alarm), give directions to evacuate, and guide others to safety. Use fire extinguishers and other equipment to extinguish the fire if possible but prioritize safety.

If an earthquake occurs, begin by instructing people to secure their own safety, such as by protecting their heads. Secure an exit if possible. Once the shaking has subsided, put out any fires if possible, determine the safety of the situation around you, and guide people to the evacuation site. It is extremely important for TAs to work with their instructors to protect the lives of students. However, TAs themselves may be exposed to danger during fires or earthquakes, so make sure that you are safe before you act.

Kyushu University has also prepared *the Disaster Preparedness Manual*. As a member of Kyushu University, you should regularly review this manual and be ready to take appropriate action if a disaster occurs.

The 24-hour emergency contacts (gatehouses) are as follows.

Table 6 Emergency contact information for each district

Campus	Location	Tel.
Ito Campus	The front yard of Ito Big Orange	092-802-2305
Hospital Campus	The East Gate 24-hour reception on the 1st floor of the hospital's South Ward	092-642-6019 092-642-5019
Chikushi Campus	Onojo Gate Kasuga Gate	092-583-7117 092-583-7135
Ohashi Campus	In front of the Main Gate	092-553-4428

The primary evacuation sites in each campus are noted on the Disaster Preparedness Manual, and they are also listed on the next page. By committing the primary evacuation sites to memorize, you will be able to evacuate more smoothly in the event of fires or earthquakes.

Table 7 Location of temporary shelter for each district

Campus	Location
Ito Campus*	Center Zone Multipurpose sports field, Tennis courts, Front area of Shiiki Hall
	West Zone Front of the Science and Technology Library, Campus Common, Tennis courts Multipurpose sports field, West zone parking lot
	East Zone Multipurpose sports field
Hospital Campus	75th Anniversary Memorial Garden, Multipurpose sports field
Chikushi Campus	Multipurpose sports field
Ohashi Campus	Multipurpose sports field
Beppu Campus	Garden near Rokkaku-do

* Ito Campus also includes dormitories

❑ Kyushu University Disaster Preparedness Manual

https://www.kyushu-u.ac.jp/f/33721/manual_h30.5.en.pdf

⑥ Harassment

What is harassment? Thoughtless comments that hurt the person can be regarded as harassment. The Kyushu University Guidelines for Harassment Countermeasures states, “harassment is behavior that imposes mental or physical pain or an economic burden upon its victim and significantly influences his or her plans for the future. However, because the seriousness of any incident of harassment is difficult to determine and because such incidents are often complicated, a measured response is required.”

The Guidelines also state, “at Kyushu University, we take the following stance against harassment. (1) Harassment is taken seriously. It threatens people’s dignity and their ability to live comfortably. (2) The university aims to create a campus that is safe, comfortable, and free of harassment for everyone, and the university provides education that supports these goals. (3) If harassment occurs, the university will prioritize the safety of the victim while responding fairly and appropriately. (4) Those who commit harassment will be asked to reflect on their actions. Appropriate measures will be taken to prevent the recurrence of harassment.”

Kyushu University defines “harassment” as an action that includes sexual harassment, abuse of authority (power harassment), and academic harassment, which infringe someone’s dignity as a person. Sexual harassment refers to sexual speech and behavior that makes other uncomfortable, regardless of what the intention of the offender is. Abuse of authority (power harassment) and academic harassment refer to any improper words or acts performed using a superior position in a seniority or power relationship between faculty or staff, students, or other associates and that cause discomfort to the recipient.

It is critical that TAs must not commit harassment. Any TA who, while serving in a senior or leadership role, forces students to do anything against their will could be found to have acted in a way that constitutes harassment, so please always take proper care to maintain respectful interactions when performing your work. As a member of the community, it is very important to understand what harassment is and to avoid committing harassment.

Kyushu University has established the Harassment Consultation Office for responding to harassment inquiries. Consultants at the office strive to provide advice and counseling in accordance with individual situations. Confidentiality is assured, so please consult the office if you have any concerns.

❑ **Kyushu University Harassment Consultation Office**

URL: <http://harassment-cc.kyushu-u.ac.jp/> (only available in Japanese)

❑ **<Reference> An excerpt from *Kyushu University Harassment Guidelines***

(<https://www.kyushu-u.ac.jp/ja/university/publication/harassment/>)

(1) Sexual harassment

Sexual harassment refers to sexual speech behaviors that makes other uncomfortable, regardless of what the intention of the offender is. It includes such conducts as forcing someone to date or have sexual relationship by misusing one's hierarchical relationship or position, subjecting other to advantage or disadvantages based on the response to sexual speech and behaviors, sexual speech and behavior or presentation of sexual images that are not desired by others, and sexist speech and behaviors.

Sexual harassment often takes place between relationship where one side has a stronger power than the other, such as those between a senior student and junior student, superior and subordinate, and tutor and student. In addition, sexual harassment is not just man-to-women, but also woman-to-man, man-to-man, and woman-to-woman.

(2) Power harassment, Academic harassment

Power harassment refers to repeated speech and behaviors to put down someone by misusing one's position (power) and influence within the university. When it is related to education and research, such conduct is especially called "academic harassment,"

which includes obstructing someone's study and employment, abandonment of tutoring, and coercive speech and behaviors, for example.

Power harassment is not always conducted by a person in a higher position to a person in a lower position. The latter can also apply power harassment to the former by such means as taking advantages of numerical superiority.

(3) Other harassment

In addition to above, harassment outside of education, study and employment can also happen. Examples of such conducts are unreasonably keeping out someone from a group, bullying, forcing someone to drink, disturbing acts under the influence of alcohol, forcing someone to commit wrongful, acts, persistently inviting someone to be engaged in a religion or ideological group.

⑦ Accessibility

Some students at Kyushu University have difficulty attending ordinary courses due to disability or illness. In these cases, students can apply for reasonable accommodation support. Reasonable accommodation support involves the lecturer (instructor) and the applying student holding discussions to ensure equality of opportunity and deciding on feasible accommodation support, which the lecturer then provides. When providing reasonable accommodation, TAs should respond in concert with the instructor or lecturer. TAs and instructors should coordinate during the provision of reasonable accommodation.

The provision of reasonable accommodation is based on the Act for Eliminating Discrimination Against Persons with Disabilities, which was enacted in April 2016, following the Convention on the Rights of Persons with Disabilities on February 19, 2014. Pursuant to this act, public universities and other institutions are legally prohibited from treating of people with disabilities in a discriminatory manner and are obligated to provide them with reasonable accommodation.

At Kyushu University, we have a dedicated office to support our community with issues related to accommodation. The Support Section for Inclusion in the Kyushu University Center for Health Sciences and Counseling leads the way in preparing a

learning environment where all members of Kyushu University respect the rights of persons with disabilities, remove social and physical barriers that infringe their rights, and allow members of the university community to make the most of their personalities and abilities. Kyushu University also employs TAs who work directly with disabled persons as peer supporters. To learn more, visit the Support Section for Inclusion.

❑ Reasonable accommodation?

It means providing changes, adjustments, and services that take into account a person's disability, gender, age, etc. without changing the essence of the education. The surrounding people, schools, and other parties should provide reasonable accommodation without excessive effort to ensure equality of opportunity between those with disabilities and those without disabilities.

❑ The Support Section for Inclusion

Site: Ito Campus Center Zone

Tel:092-802-5859(FAX)

<https://www.chc.kyushu-u.ac.jp/~webpage/english/>

⑧ Personal information, confidentiality, and ensuring cyber-security

When participating in lectures and other TA duties, your work may require you to handle personal information that students are normally prohibited. Personal information must be strictly managed by the university. If such information is leaked, it could harm the public's trust in the university and cause considerable damage. Accordingly, TAs should not leak any personal information they learn.

❑ Personal information?

Information relating to a living individual that contains a name, a date of birth, or other descriptions whereby a specific individual can be identified.

❑ Personal information protection, confidentiality, cyber security

When handling material that contains personal information, TAs must act under the permission and direction of the instructor in charge. In addition, information must be stored under the supervising instructor's control, and TAs must not retain personal information.

❑ Examples of what not to do with personal information

【 Use 】 Data such as students' grades, contact information, or other personal information cannot be forwarded or used for any purpose other than your work.

【 Place 】 Data such as students' grades, contact information, or other personal information cannot be forwarded or used for any purpose other than a place that designated by your instructor. The place can include lecture halls, laboratories, offices, or the instructor's research laboratory etc.

Kyushu University has prepared *the Information Security Guide*, which shows how to prevent personal information leaks. Personal information should absolutely not be processed or managed using an individual computer, even within campus grounds, or brought out, such as to your home, regardless of the method of transportation or delivery.

❑ *The Information Security Guide*

<https://www.sec.kyushu-u.ac.jp/sec/pdf/sec-guide.pdf>

4. Employment regulations for TA

① Qualifications and employment periods

Qualifications TA is divided into three levels, BTA, ATA, and TF. You can gain each certificate on the basis of completion of required TA education programs completion and your degree program and school year (pp. 5-8). As each TA activity requires different expertise and skills, you are required to make adequate preparations by attending course-specific training etc.

Employment period Employment continues generally for the academic term during which you have agreed to serve as a TA. In light of the Labor Contracts Act, the so-called “indefinite period conversion rule” may be stipulated in some internal rules. In that case, TA cannot be employed for more than five years consecutively. At Kyushu University, if a TA has been employed for five years consecutively and wishes to continue working as a TA, he or she must not be employed for more than six months after the five-year employment (“cooling period”). Working as a staff member at Kyushu University with a fixed period contract after a graduate from both undergraduate studies and graduate studies may conflict with “cooling period.” Therefore, if you wish to continue or have continued to work as a TA for a long period of time, please consult with the instructor.

② Working hours

The working hours for TAs activities in classes are generally as follows.

Table 8 Class start and end times for each period

Period		1	2	3	4	5
Class hours	From	8:40	10:30	13:00	14:50	16:40
	To	10:10	12:00	14:30	16:20	18:10

Depending on the duties that you are responsible for, working hours may be determined by the time required for the actual work. Be sure to check in advance with the instructor in charge to determine precise working hours. If you are working for six hours or longer, consecutively, make sure to take a break of at least 45 minutes.

③ Canceled classes

Class cancellations for TAs are issued through the student portal system. You can also confirm if an instructor has canceled the course through the student portal system. If no notice has been posted or you lack information, check directly with the class instructor. As TA, you cannot cancel a class at your own discretion.

④ Equipment for lectures, labs, and extracurriculars

TAs are responsible for checking equipment in advance (including lights, audiovisual equipment, switches, emergency exits) in the classroom (lecture room, laboratory, etc.) so that courses can proceed smoothly. If appropriate, you should also check reasonable accommodation equipment and wheelchair passages. If you are in doubt, check with the instructor in advance. If a problem occurs with equipment during a class, follow the instructor's directions and contact Kikan Education administrative office or the department's administrative office.

When using facilities outside the university, make sure to check necessary equipment, safety equipment, emergency exits, and so on.

⑤ Emergency contacts

If poor health, delayed transportation, or other factors interfere with your work, contact the instructor in charge of the class or the administrative office of the relevant department. Please note that you need to confirm contact methods in advance. TA Support Desk is not where you contact at those kind of emergency situations.

5. After becoming a TA

① If you lack confidence in knowledge and skills

When you are first employed as a TA, you may feel unsure about many aspects of the job, such as how to communicate with, speak to, and explain contents to students. We strongly recommend recommended and general subjects of Academic Skills Courses after TA Basic Course and Safety Education. Academic Skills Courses present a wide variety of skills and methods that will come in handy in the future, such as maintaining composure, speaking effectively, and presenting, writing, and summarizing techniques.

Academic Skills Courses are basically offered on the Moodle as on-demand streaming based contents (see table 9). There are also face-to-face based Academic Skills Courses, which the information will be shared on TA Portal.

Table 9 Academic skill Courses list

Type	No	Courses
Core	E2.1	Brushing up your skills to connect with students: Utilization of M2B system
	E2.2	Basics for Teaching: provision of Reasonable Accommodation
Recommended	E3.1	Supporting outdoor activities (natural sciences): Rules for safe outdoor activities
	E3.2	Supporting external research: Rules for appropriate social research activities (humanities and social sciences)
	E3.3	Supporting experimental activities: Rules for safe experimental activities
General	E4.1	Providing guidance for essays: Key points for excellent essays
	E4.2	Managing group learning: Facilitation methods
	E4.3	Basic guidance skills: Document searches and information collection
	E4.4	Building evidence-based arguments: Data analysis skills
	E4.5	Providing guidance for presentations: Key points for excellent presentations
	E4.6	Basic guidance skills: Learning science (how do people learn?)

② If you need ideas to be a better TA

We recommend consulting teachers and staff at TA Support Desk, the instructor, and more experienced TAs when you need advice. Consultation with more experienced educators is extremely effective in resolving such concerns. They can provide you with information and advice that you would not think of on your own.

③ If you want to improve your teaching skills

Regardless of your TA level, you can take various and informative TA education courses. These courses will help to improve your teaching skills.

In addition, Kyushu University conducts a wide variety of faculty development programs (FD), which are carried out by the university to increase educational and learning efficacy. These are organized and offered primarily through the Education Innovation Initiative and the Center for the Future Development of Education in the Faculty of Arts and Science, among others (URLs are listed in Chapter 7). FD programs are generally aimed at faculty and staff members, but many of them are open to student participation. Actively participating in FD programs can help you to acquire teaching skills. Notices about upcoming FD programs will be posted on the homepage of the relevant department. If you register the mailing list of Center for the Future Development of Education, you can receive Faculty Development information from the Center.

□ Center for the Future Development of Education, Faculty of Arts and Science, Kyushu University

URL:

<http://www.artsci.kyushu-u.ac.jp/~cfde/> (only available in Japanese)

<http://www.artsci.kyushu-u.ac.jp/~cfde/maillinglist/> (Mailing list)

6. Frequently Asked Questions (FAQs)

① For students

Q) Am I be required to work as a TA once I have qualified as BTA or ATA?

A) You should take your studies and lifestyle into consideration when determining whether to accept TA work assignments. If you have qualified as a TA but do not wish to pursue TA activities for any reason, please refer to the section of TA Portal that asks whether you wish to be a TA and choose the option, “Unavailable.”

However, once you have begun working as a TA for a specific class, you should feel responsible for the quality of the class. Please do not disrupt the class by being absent without permission or abandon your duties after the course gets underway. If unavoidable circumstances, such as illness or family reasons, arise after you have undertaken TA work, consult the instructor immediately. It may be necessary to change the contents of the class or to find a substitute TA, depending on the situation.

Q) I am acting as ATA, but I do not feel up to the role. Is it possible to return to BTA?

A) Only undergraduate students in their third or fourth year can be assigned as BTA, and ATA are for only 5th, 6th grade undergraduate students majoring in medical sciences, and graduate students. Graduate students are not allowed to return to BTA. Please try to take Academic Skills Courses to improve your teaching skills and increase your confidence.

Q) Once I have completed PFFP, can I act as TF?

A) Upon the completion of PFFP, the PFFP completion certificate is issued. However, it does not mean you can start TF work immediately. It is necessary to consult with the instructor to decide a course to engage in as TF, as well as to be deliberated at the faculty meetings of the faculty and examined by Education Innovation Initiative.

Please note that it takes time in attending the PFFP, as well as in the examination. Also, although once you are qualified as TF, it does not mean that you can engage in any other courses as TF. Please note that you need to apply again if you want to work as TF in other courses.

Q) What happens if I am absent from TA work?

A) TA absences create difficulties for many people. Please think of your TA work as a job. If you have no choice but to absent, please let the instructor know in advance.

Q) Can undergraduate students take Academic Skills Courses? Can first- or second-year undergraduate students take TA Basic Course?

A) Yes, any Kyushu university student can take the course. Nonetheless, BTA qualification is granted to third and fourth-grade undergraduate students. Also, ATA qualification is granted to graduate students and fifth and sixth-grade undergraduate students in the School of Medicine. First and second-year undergraduate students are not eligible for any kind of TA qualification. Yet, if they complete the TA basic course and Academic Skills Courses (Core Subjects), they will be eligible for BTA or ATA when they become third grade or graduate students.

Q) When and how will the course-specific training be held?

A) Its format, such as the number of participants, length, and frequency, is determined by the discretion of an instructor, so please check with the instructor. As for its contents, you can refer to the following examples.

❑ Example of course-specific training

[#1 Course contents] Instructor shares contents for the next class with TA in advance: explains those contents that the TA does not understand and handed over the related materials.

[#2 Course Contents] Instructor asks a TA if any student in the class has difficulties with what they learned in the last class to offer a further explanation in the next class.

[#3 Students] Instructor tells by TA about students who cannot keep up with the class and thinks together with TA about how to help those students.

[#4 Grading] Instructor asks TA to do grading. TA is not sure about some answers, so they think about it together.

Q) What should I do if I do not want to be a TA but am pressured to do so by the instructor?

A) First, tell the instructor directly that you do not want to be a TA. Discuss the matter thoroughly with the instructor, as he or she may be recommending TA work for educational purposes. If no resolution is reached, consult the counseling desk of the relevant department, TA Support Desk, or the Harassment Consultation Office.

Q) Can I perform TA tasks not included in standard responsibilities?

A) Non-standard responsibilities can be determined by the instructor in charge (or the relevant faculty office, etc.) through consultation with the University Education Innovation Initiative. Please ask TA Support Desk in the case.

Q) On the certificate, what date of acquisition of qualification is going to be appeared?

A) The date that a student completed the last required TA education program for each TA level appears on the certificate. For instance, when an ATA candidate has completed

Safety Education, TA Basic Course, “Brushing up your skills to connect with students: Utilization of M2B system” and “Basics for Teaching: provision of Reasonable Accommodation” in order. The date of acquisition of qualification is going to be the same date with the candidate completed “Basics for Teaching: provision of Reasonable Accommodation”

Q) From when BTA, ATA, and TF certificates will be issued?

A) A certificate for BTA or ATA is issued immediately after two conditions are satisfied: 1. Completion of all required TA education programs for each TA level (taking the courses and passing the quizzes), 2. Reflection of the pass/fail data in TA Portal. For more information regarding the date when the pass/fail data is applied in the system.

② For instructors and faculty office staff

General questions

Q) I do not understand the purpose of the new TA system.

A) The goals of the TA system include (i) guaranteeing and improving educational quality, (ii) improving instructional skills, leadership skills, and expertise by providing educational opportunities for being involved in teaching activities, and (iii) increasing financial support for students. These three goals are significant to help the university to energize its role as an intellectual space in company with TAs.

Q) Can I allow a TA to take charge of lecture courses?

A) Nothing in the TA system prevents you from appointing a TA for a lecture course; however, this should be discussed within your department. In general, students should not be directly in charge of lectures. However, TAs can conduct some sessions under the instructor's guidance.

Q) Can a student be assigned as a TA for a course for the same year that the student is in?

A) The new TA system does not prevent you from assigning a TA to a course for a year in which he or she is in. However, in that case, it should be make sure if the TA candidate is appropriate in terms of his or her knowledge and skill: e.g. even though the student was not promoted to the upper-grade last year because of studying abroad, he or she has already completed that course with a mark of A.

Q) How is course-specific training going?

A) Course-specific training means that educational activity or information sharing process which an instructor and a TA participate, to improve the expertise (knowledge,

class contents, teaching methods, discussion etc.) of each class. The number of participants, of times, and progress time. Please refer to the examples below.

Example of course-specific training

[#1 Course contents] Instructor shares contents for the next class with TA in advance: explains those contents that the TA does not understand and handed over the related materials.

[#2 Course Contents] Instructor asks a TA if any student in the class has difficulties with what they learned in the last class to offer a further explanation in the next class.

[#3 Students] Instructor tells by TA about students who cannot keep up with the class and thinks together with TA about how to help those students.

[#4 Grading] Instructor asks TA to do grading. TA is not sure about some answers, so they think about it together.

Q) Can I assign TA tasks not included in standard responsibilities?

A) Basically, you are not allowed but there are some exceptions. Please contact TA Support Desk.

Q) Does the Education Innovation Initiative assign TAs to my course if they are registered on TA Portal?

A) Basically, the way that TAs are recruited has not changed from the previous system. However, in the new system, you can recruit TA on TA Portal. Please try TA Portal if you are in need of TA.

Q) Are graduate school credits given for TA work?

A) The current system does not include such school credits for TA work. However, there are precedents for such a system, such as the Tokyo Institute of Technology (specifically, the Graduate Student Assistants (GSA)). Departments may implement similar measures if they so choose.

Q) How does this system fit in with Research Assistant (RA) system?

A) Kenkyushitsu-based educational activities (e.g. research) and non-kenkyushitsu-based educational activities (e.g. lectures) are differentiated. RA system applies to the former. TA system applies to the latter such as TA in lecture, library Cuter and so on, not to experiment assistant or senior-junior guidance. Therefore, if you think that student's Kenkyushitsu-based educational activities deserves to be compensated, please consider use other employment methods such as RA or part-time job.

Q) Does the new TA system ease instructors' workloads?

A) Having a TF teach in a class (allowing the TF to conduct some sessions under the instructor's guidance) will not necessarily make it easier for the instructor because the instructor must provide the TF with thorough course-specific training. However, if an instructor learns how to teach TFs efficiently or if graduate students become more capable by working as TFs, the instructor may be able, over the long term, to use time for their own research more effectively.

Certification

Q) On the certificate, what date of acquisition of qualification is going to be appeared?

A) The date that a student completed the last required TA education program for each TA level appears on the certificate. For instance, when an ATA candidate has completed Safety Education, TA Basic Course, "Brushing up your skills to connect with students:

Utilization of M2B system” and “Basics for Teaching: provision of Reasonable Accommodation” in order. The date of acquisition of qualification is going to be the same date with the candidate completed “Basics for Teaching: provision of Reasonable Accommodation.”

Q) How long does it take for pass/fail data to be reflected in TA Portal after completing required TA education programs?

A) The data reflection may take around a week, depending on when you completed the course. For the detailed information, please refer to the “Guidance for data update and certificate issue” in the “Education Innovation Initiative Moodle” or contact TA Support Desk.

Q) From when BTA, ATA, and TF certificates will be issued?

A) A certificate for BTA or ATA is issued immediately after two conditions are satisfied: 1. Completion of all required TA education programs for each TA level (taking the courses and passing the quizzes), 2. Reflection of the pass/fail data in TA Portal. For more information regarding the date when the pass/fail data is applied in the system.

BTA and ATA

Q) Depending on the nature of the class, would it be possible to recruit and employ a graduate student who has qualified as ATA to assign as BTA?

A) Once students become ATAs, they cannot be employed as BTA and paid BTA wages. Please find a BTA or make budget adjustments within the department so that you can employ an ATA.

TF

Q) Can TFs be in charge of TA work as ATA?

A) Yes. TFs can be assigned as ATA if a subject is not one appeared in TF certificate. Also, please note that TFs get paid ATA's hourly wage in the case. Also, if the TF work (e.g., teaching some sessions independently) is not included, even in the case of "a course that you can handle" as a TF, you will be paid an ATA hourly wage.

Q) I cannot think of ways to use TF.

A) TF activities are considered as a sort of training programs for a university faculty of the future. TFs can design a course(s), create materials, and teach some sessions together with an instructor. Below are some examples. Based on a premise that TFs are required to be more independent at one's working than ATAs and BTAs, an instructor can ask TFs taking charge of different kind of duties besides the examples. Please consult TA Support Desk when you cannot make sure if duties are adequate or not.

In-classroom

<#1> Teaching a course(es) under the supervision and coaching of an instructor.

<#2> Providing high quality support to students with exploiting one's expertise, knowledge from PFFP, experiences as ATA, and a consideration of each student's degrees of understanding and capability

Out-of-classroom

<#3> Marking students' assignments and tests, which are not merely single answer problems, but also complicated problems such as write-out answer problems, proof problems.

<#4> Answering student's questions, which require high level of expertise and learning experiences such as suggesting advanced ideas to solve problems, applying to other problems, in an easy way to understand for students.

Q) I have been told that TFs can perform some sessions independently, but I am worried that the quality of the class may be affected.

A) TFs obtain basic instructional skills through PFFP. In addition to these basic instructional skills, they are advised on how to teach actual sessions in course-specific training. For example, in mathematics or physics seminars, class quality can be fully maintained if the instructor provides the TF with problem solving methods or other skills that allow the seminar to be taught effectively. The new TA system is designed to allow TFs to acquire the necessary skills and information to be effective teachers. Moreover, TF qualification, whether a student who has completed PFFP is capable of handling the relevant TF work or not, is determined jointly by the department and the Education Innovation Initiative. Namely, TFs must pass two rounds of scrutiny in order to get qualified as TF, so the quality of classes is unlikely to get negatively affected. Also, from another point of view, allowing TFs to teach students is expected to giving positive inspirations to students, since TFs have relatively close association to students in age and background knowledge.

Q) Who teaches discipline-specific instructional methods in PFFP, and how?

A) Most modern PFFPs, both in Japan and overseas, are limited to teaching general instructional skills. TF candidates can learn discipline-specific instructional methods through course-specific training by the relevant instructor.

Online Classes

Q) What kind of work is TA able to be in charge of at online classes?

A) TAs can be in charge of a variety of works almost the same as what they are for face-to-face classes. Please refer to the graph below and positively consider using TA to make your class better.

Sort	TA Levels			Works	Examples
	BTA	ATA	TF		
In Class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Taking attendance	Taking attendance on Moodle.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Printing and distributing teaching materials	Ensuring compliance of the copyright law, uploading materials to Moodle, and sending emails to students.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Operating PCs and other educational devices	Managing virtual classrooms on Skype, Teams, editing lecture videos, and providing technical support.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Providing guidance during experiments and practical exercises	Having a private (video) chat with a student who makes a signal.
		<input type="radio"/>	<input type="radio"/>	Providing guidance during seminars	Having a private (video) chat with a student who makes a signal.
			<input type="radio"/>	Teaching some sessions independently **	Under an instructor's guidance, teaching some online sessions independently.
				Supporting the supervision of exams*	Exams may be replaced with quizzes, final report and so on.
Outside Class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Supporting the preparation of teaching materials**	Ensuring compliance of the copyright law, digitalizing class materials, searching materials for the class materials.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Supporting the preparation of experiments and practical exercises	Having a private (video) chat with a student who makes a signal.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Assistance with grading assignments and tests not related to evaluation**	Marking assignments submitted via email, Moodle etc.
		<input type="radio"/>	<input type="radio"/>	Assistance with grading assignments and tests related to evaluation**	Marking assignments submitted via email, Moodle etc.
		<input type="radio"/>	<input type="radio"/>	Responding to student questions**	Answering students' questions via email, Moodle etc.
			<input type="radio"/>	Preparing teaching materials**	Ensuring compliance of copyright law, shooting and editing lecture videos.
			<input type="radio"/>	Drafting assignments and making responses**	Create and marking assignments for in-class and out-of-class learning.

***Works must be done in accordance with regular procedures**

****Works must be done under a guidance and supervision of an instructor**

Q) Before starting online classes, is there anything that an instructor and a TA have to check in advance?

A) We recommend checking things as follows:

- Environment for online classes
 - Voice volume
 - Distance between an instructor and a web camera
 - Screen-sharing
 - Securing visibility of class materials on various devices such as smartphone, tablets, PC etc.

- Method of online class management
 - Ensuring students' microphones are on mute while lecturing
 - Making rules such as how to allow students to express a sign when they want to ask a question (talk, chat, making a signal etc.), how to ask a question (talk, public or private chat etc.), how to initiate a conversation with a student (public or private chat, video chat etc.)

Also, education programs and manuals for online classes have been released as follows.

Please allow TAs to refer to them in advance.

- Preparing for online classes: from method to etiquette
- Brushing up your skills to connect with students: utilization of M2B system
URL:<https://moodle.s.kyushu-u.ac.jp/course/view.php?id=18187> (for both of the above)
- Courses on Online Classes (mostly for instructors)
URL:<https://moodle.s.kyushu-u.ac.jp/course/view.php?id=20877>

Q) Am I allowed to request a TA to provide technical support?

A) Yes. TA's works cover "Operating PCs and other educational devices" and instructors can ask TAs to provide technical support according to each TA's ability. As now more distance education is expected to get utilized for flipped classroom, TA's work such as providing technical support is getting more important to help themselves to understand and deal with online learning environment. However, TA activities must be designed to provide TAs with a chance to enhance one's expertise, communications skills, knowledge about social rules. Please consider that TAs can experience not only providing technical support but also various works. Also, please refer to the following information when you need more professional technical support.

M2B Office

Inquiring about M2B(Moodle/Mahara/BookQ) (Creating courses, Textbook registration etc.)

Available on Weekdays 9:00-16:00

URL: <https://moodle.s.kyushu-u.ac.jp/mod/page/view.php?id=30653>

Kyushu University Information Infrastructure Initiative

Inquiring about overall problems of online classes

Email: online-lec-help@iii.kyushu-u.ac.jp

7. Reference

The Disaster Preparedness Manual

https://www.kyushu-u.ac.jp/f/33721/manual_h30.5.en.pdf

The Information Security Guide

<https://www.sec.kyushu-u.ac.jp/sec/pdf/sec-guide.pdf>

Kyushu University Education Innovation Initiative Official Website

<https://ueii.kyushu-u.ac.jp/> (only available in Japanese)

Center for the Future Development of Education Official Website

<http://www.artsci.kyushu-u.ac.jp/~cfde/> (only available in Japanese)

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Tokyo Institute of Technology Tokyo Tech TA Handbook 2018

Hiroshima University Teaching Assistant (TA) Handbook.

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Editors' postscript

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At Kyushu University, students participate in various educational activities, from lectures and practical exercises to extracurricular learning and study support. It is the editors' common wish that TA activities invigorate teaching activities at Kyushu University more and more and contribute to the university's development. We look forward to getting feedback that enrich the contents of this handbook not only from students who work as TA and faculties who work together with TAs but also from any other members of Kyushu University. We appreciate your help in improving TA education.

March 31, 2019

Kyushu University Education Innovation Initiative

Education Innovation Project

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