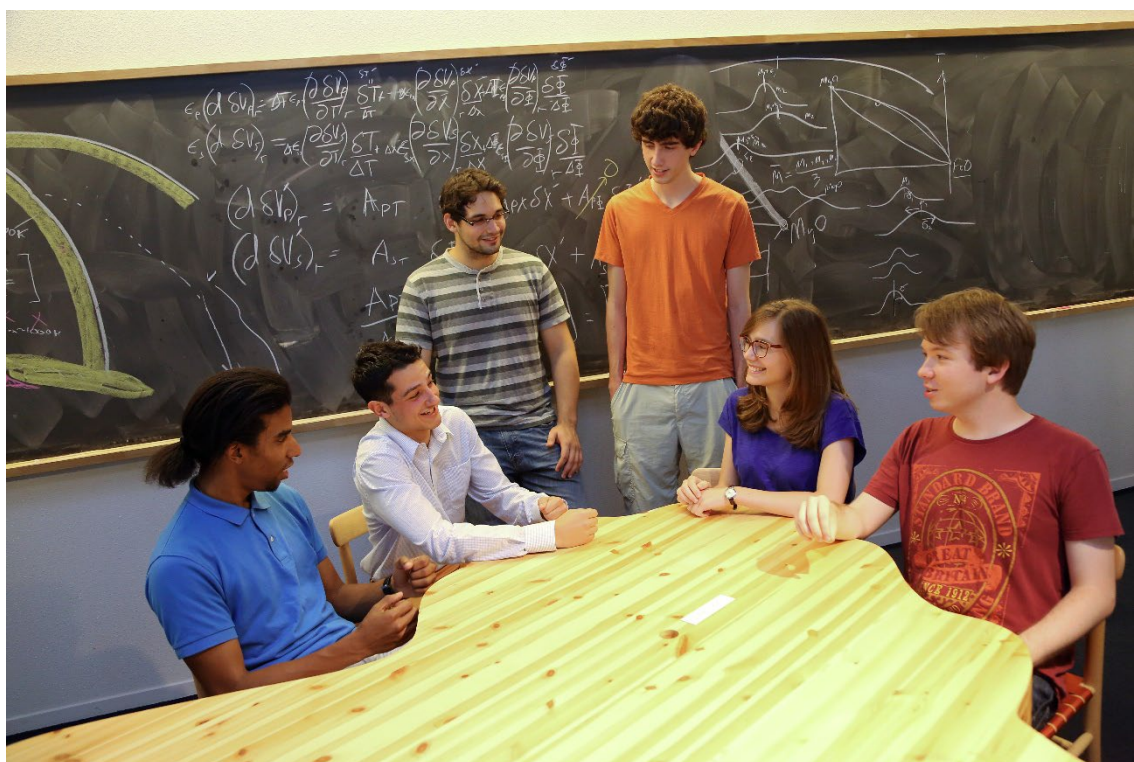


Institute of Science Tokyo Science and Engineering Teaching Assistants Guidebook



Center for Innovative Teaching and Learning,
Institute of Science Tokyo
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Introduction

The purpose of this guidebook is to compile all essential knowledge for students hired as Teaching Assistants (TAs), including core responsibilities and key considerations for the role. This will enable new TAs to effectively support the Institute's educational activities in collaboration with the faculty members in charge of each course.

For students, the benefit of working as a TA is not just the income it provides. Once you start your professional career, you will often have to train others. In many companies, it's common to be tasked with training new employees as part of your duties after three years, and your effectiveness in this role can impact your salary. Additionally, managing professional boundaries while working with others can be challenging, and is difficult to learn in classes or from textbooks. It requires actual contact with people, and it will be even more difficult to acquire after graduation. By working as a TA, you will gain valuable experience in both teaching others and learning how to manage professional boundaries.

However, this does not mean that you can do anything you want for the sake of experience. You need to provide the students you teach with an environment where they can learn and acquire knowledge without getting into trouble. This TA Guidebook includes key points to help you avoid common problems and become a better TA. Students who will become TAs are strongly encouraged to read this at least once. This TA guidebook is based solely on our experience, however, and therefore cannot be exhaustive. If you notice anything as a TA that is not written here, please do not hesitate to let the Center for Innovative Teaching and Learning know so that we can update and further improve this guidebook.

We hope that your work as a TA, which plays an important part in the educational activities of the Institute, will provide high-quality learning opportunities for younger students, while also expanding your own possibilities.

December 2024

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1. About TAs

Education and research are important roles that universities play in society. In these two roles, students who belong to the university and assist in education are called Teaching Assistants (TAs), and those who assist in research are called Research Assistants (RAs).

This introductory guide provides the knowledge necessary to perform TA duties at Institute of Science Tokyo. Although the duties will be explained in detail later, they can be roughly divided into two categories: those that require specialized knowledge and those that do not. Tasks requiring specialized knowledge include assisting with the preparation of lecture materials, exercises, and resumes; helping grade quizzes and short reports; providing guidance and support to students; and operating T2SCHOLA. Tasks that do not require specialized knowledge include clerical work, assisting with proctoring examinations, and assisting with the borrowing/returning, carrying, installing, and operating of equipment for lectures.

1.1. TA System in Japan

The TA system in Japan began in 1992, when the former Ministry of Education, Culture, Sports, Science and Technology decided to issue the “Special Expenses for the Promotion of Advancement.” The purpose of the TA system, as stated in the notice, was to “contribute to improving the financial conditions of outstanding graduate students and the quality of university education by providing them with opportunities for training as instructors through teaching assistant roles under careful educational supervision and by providing them with compensation for this duty.” Although it was left to each university to decide how to implement this system, most universities followed the principles in this notice.

In 2022, Article 8 was added to the Standards for Establishment of Universities, which states that a university may assign teachers, students or persons other than the teaching staff in charge of the relevant educational course (hereinafter referred to as “teaching assistants”), to assist in teaching the class, and that if it is recognized that sufficient educational benefits can be achieved, the university may have these teaching assistants lead some part of the classes according to the teaching plan prepared by the teaching staff in charge of the relevant educational course. This indicates that TAs will be used more actively in university education to enhance the effectiveness of education.

In addition, Article 11 stipulates that universities shall provide necessary training for teaching assistants (excluding teaching staff). This requirement aims to ensure a robust teaching system for students taking the class and further improve the quality of university education.

(Standards for Establishment of Universities: Japanese only
<https://elaws.e-gov.go.jp/document?lawid=331M50000080028>)

1.2. Duties of TAs

The following are lists of specific duties that can be assigned to TAs. Table 1 lists general duties that can be assigned to TAs (Any tasks marked with an asterisk (*) are conditional (Teaching Fellow Program, Preparing Future Faculty Program, etc.). Please see below for further details).

Table 1: Duties That Can Be Assigned to TAs

Duties that do not require specialized knowledge
(1) Conducting questionnaires about the class
(2) Assisting with attendance management
(3) Preparing for remote lectures, assisting with equipment operation, and tidying up after use
(4) Distributing materials
(5) Video-recording the class
(6) Maintaining and managing the class environment
(7) Collecting and organizing class feedback and materials
(8) Supporting the operation and maintenance of T2SCHOLA and HP related to the class
(9) Assisting with proctoring of examinations for the course they are involved in (excluding TAs in undergraduate degree programs)
(10) Guidance and supervision of other TAs under the direction of the faculty member in charge of the course *
Duties that require specialized knowledge
(1) Assisting with experiments, practical training, drawing, and exercises
(2) Guiding and supporting students to improve their understanding of class content
(3) Advising students and assisting faculty members in group work
(4) Guiding and supporting students in their class presentations and reports
(5) Guiding students for their short reports
(6) Assisting with the preparation of lecture materials, exercises, class handouts, and educational materials
(7) Assisting with the grading and tallying of short reports and quiz scores
(8) Assisting with the development of online programs (e.g., SPOC) among the

various media used in classes

- (9) **Guidance and supervision of other TAs under the direction of the faculty member in charge of the course ***
- (10) **Partial implementation of classes under the direction and responsibility of the faculty member in charge of the course ***
- (11) **Conducting remedial classes under the direction and responsibility of the faculty member in charge of the course ***

TAs who are asked to perform specialized knowledge tasks (1) – (8) above must be recognized by the faculty member in charge of the course as capable of assuming duties that require specialized knowledge. Examples of qualified TAs include those who have completed the course in which they are currently involved, or an equivalent course, with an excellent grade.

Non-specialized task (10) and specialized tasks (9) – (11) can only be assigned to TAs who have acquired a certain level of knowledge through participation in programs (limited to those approved by the Office of Education) designed to develop practical educational leadership skills. Additionally, these tasks may only be assigned if the faculty member in charge of the course deems that the TA has the necessary ability to handle the work.

TAs in the undergraduate degree programs may not be assigned to assist with proctoring examinations.

Once you are assigned to assist with proctoring an end-of-term examination, you will receive the Final Examination Implementation Guidelines from the Student Division. The Guidelines cover various precautions, including 1) precautions and other instructions for students; 2) how to respond to students' inquiries about examination questions; 3) how to handle students who do not have student IDs, who are late, or who are sick; and 4) how to handle cheating on examinations. Please read them carefully.

Next, Table 2 lists the duties that may be assigned to TAs on a limited basis, assuming that the faculty member in charge of the course is the final checker and is responsible for the outcome. Among the tasks associated with these duties, managing the original copies of attendance records, quizzes and short reports related to grading are the responsibility of the faculty member in charge of the course.

Table 2: Duties That Can be Assigned to TAs to a Limited Extent

Duties related to short reports, quizzes, and attendance for day-to-day evaluations
(1) Simple grading when the grading criteria is clearly shown by the faculty member in charge of the course
(2) Checking grade tally results
(3) Checking simple answers and reports
(4) Tallying attendance records

Lastly, Table 3 lists the duties that must not be assigned to TAs. TAs must not to be involved in creating questions or grading midterm, end-of-term, or report examinations. In addition, the management of original attendance records, quizzes, and short reports that are related to grading is the responsibility of the faculty member in charge of the course.

Table 3: Duties That Must Not Be Assigned to TAs

Nonsupport work related to mid-term, end-of-term, and report examinations
(1) Creating questions
(2) Creating grading criteria, and evaluation/grading (excellent/good/fair, A/B/C/D/E, etc.)
(3) Managing grades
(4) Transcribing grades on grade reports

2. Points TAs Should Keep in Mind

2.1. Way of Speaking

As a member of the teaching staff, a TA deserves respect from the students. Although friendly speech has the advantage of making students feel closer to you, the positions of students and TAs are very different. Therefore, it is necessary to have a sense of professionalism and use moderate language in conversation. Speak politely to students in class.

2.2. Clothing

Although you may be required to wear white coats or work clothes for experiments and practical training, you are basically free to wear what you want. However, make sure your clothing is clean, neat, and appropriate for teaching staff. If you are unsure about appropriate attire, consult with the faculty member in charge of the course.

2.3. Diversity, Equity, and Inclusion (DEI) and Gender Diversity

Institute of Science Tokyo's approach to promoting diversity, equity, and inclusion is as follows: *in line with its mission of "advancing science and human wellbeing to create value for and with society," Science Tokyo will promote diversity, equity, and inclusion in a fair and impartial environment of shared learning and growth where community members value and respect different perspectives and backgrounds, expand the possibilities of science, and work together to build a better, brighter future.* We aim to create an environment that respects diverse backgrounds and perspectives, embraces diversity fairly, and fosters learning and growth together to achieve a better future. Furthermore, the Institute has established a basic philosophy of respect for gender diversity under its educational mission of providing world-class ethics education.

The Institute comprises a diverse community of students and faculty members with a wide range of ages, genders, nationalities, races, and disabilities. We hope that TAs will fully understand that we have a very diverse student body, and that this diversity is the source of the Institute's strength. We also hope that, based on this understanding, TAs will be aware in the performance of their duties that they play an important role in the Institute's efforts to provide a place for diverse students to study without discrimination.

[Office of Communications and DEI, DEI Section, Institute of Science Tokyo]

Promoting diversity, equity, and inclusion (DEI) at Science Tokyo

<https://www.isct.ac.jp/en/027/about/policies/de-and-i>

Science SOGI Guidelines – Basic Principles on Sexual Diversity -

https://www.gec.jim.titech.ac.jp/news/sogi_guideline/

*The Science Tokyo edition is scheduled to be published around May 2025.

2.4. Harassment

Harassment is any behavior that is malicious or offensive to others. Examples that may occur at a university include academic harassment (inappropriate words and behaviors based on an imbalance of power in teaching and research activities) and sexual harassment (sexual words and behaviors that make others uncomfortable, including inappropriate words and behaviors related to gender roles and gender identity).

Because harassment has become a major problem in our society and you hear about it often in the news, you may feel that you are familiar with the problem. However, even a casual remark can be harassment to someone you are talking to.

To avoid becoming a harasser, you must fully understand the Regulations Concerning Harassment Prevention at the National University Corporation Institute of Science Tokyo

and be very careful that your words and behaviors do not constitute harassment of students or others. Ensure that you interact with all students and avoid excluding or speaking only to certain individuals. Do not talk or act in a way that takes advantage of the TA's position.

For these reasons, keep the following points in mind when performing TA duties.

- Put yourself in other people's shoes when responding to a situation.
- Check yourself to see if your words and behaviors are arrogant or high-handed.
- Do not bring personal feelings to work.
- Be aware that discomfort is subjective and varies from person to person.
- Call students by their name with "-san" added, regardless of nationality or gender.
- If the name is difficult to pronounce or read, ask the person how they would like to be called.

E.g., "How do I pronounce your name?" "How would you like to be called?"

- International students may want to use a name that is familiar in their culture. If the students request it, call them by the name they want.

Whenever possible, avoid asking students for contact information. If a faculty member instructs you to contact students via email, Slack, or other means and you need to do so as part of your TA duties, limit the content to matters related to your TA duties only. Keep the communication to a minimum, and do not include personal messages. Be careful about the timing of your communications (avoid the middle of the night and early morning).

Conversely, TAs may be subjected to conduct that constitutes harassment by the faculty member in charge of the course. In such a case, do not keep it to yourself but contact the Science and Engineering Harassment Consultation Service.

If you witness any conduct that constitutes harassment in the course of your TA duties, report it immediately or consult the Harassment Consultation Service.

[Harassment Consultation Service]

If you have any questions, please email us first.

Email: harassment.support@adm.isct.ac.jp

<https://www.titech.ac.jp/english/0/students/counseling/harassment>

2.5. Dealing with Problems

Even if it is not as serious as harassment, you may encounter a problem in the course of your TA duties. If you do, report it immediately.

It is important for TAs to be readily available to advise students. However, if you cannot advise students about a specific issue, such as grades, credits, or course administration,

tell them to contact the faculty member in charge of the course or the Student Division.

- If you have a problem with a student: Contact the faculty member in charge of the course.
- If you have a problem with the faculty member in charge of the course: Contact the Student Division in the Education Planning Department.
- If you have a problem with another TA: Contact the faculty member in charge of the course.

[Student Division, Education Planning Department]

03-5734-3001 (Head of Student Division)

2.6. Personal Information Protection and Confidentiality Obligation

TAs may have to handle personal information that students would not normally have access to in the course of their TA duties. Such information should be strictly controlled by the Institute, as any leakage could cause serious damage to the Institute. For this reason, students working as TAs are required to fully understand the National University Corporation Institute of Science Tokyo Personal Information Protection Rules.

In the Important Notice for Student Assistants that you submitted during the hiring process, you promised to abide by national laws and the Institute's regulations and to refrain from any misconduct. If you violate them or engage in misconduct, you may be held liable.

If you are handling information that includes personal information, you must obtain permission from the faculty member in charge of the course, handle it under their direction, and keep it under their control. The following activities are prohibited.

- Using personal student information obtained in the course of TA duties, such as students' grades and contact information, for purposes other than TA duties.
- Using personal information in locations other than the lecture rooms, offices, and laboratory of the faculty member in charge of the course.
- Processing such data on your own personal computer, even if it is located in the Institute.
- Taking the data outside the Institute, such as to your home, by any medium or method.

2.7. Accessibility

Disabilities include psychological disabilities, such as learning disabilities, developmental disabilities, and mental health disorders, in addition to physical, audiovisual, and other

disabilities. According to the survey conducted by the Japan Student Services Organization (JASSO), the number of students with disabilities enrolled at universities and other institutions is increasing every year. Among these, the number of students with developmental disabilities, illness/frailty, and mental health disorders is growing particularly rapidly.

How should you deal with students with disabilities when working as a TA? For example, you may receive a request from a student in a class in which you participate as a TA, such as, “I have trouble reading other students’ feelings and responding to their facial expressions and eye contact in group activities,” or “I have already been diagnosed with a disability and received accommodations in high school. I would like to receive the same accommodations at university.” In this case, it is important not to act on the TA’s own judgment, but to report the situation immediately to the faculty member in charge of the course, while respecting privacy. If you find that the faculty member does not know what to do, it is also important that you, as a TA, advise the faculty member to contact Student Guidance and Accessibility Section. If the student does not know about the Section, explain what it is.

You may have the opportunity to be with students in your class who are already receiving reasonable accommodations or other support. In such a case, follow the instructions of the faculty member in charge of the course or other responsible person and perform your duties in a calm manner. If you have any problems or questions, contact Student Guidance and Accessibility Section.

Please support students with disabilities, without being overbearing. We hope that your support will contribute to the development of reasonable accommodations at the Institute.

[Student Guidance and Accessibility Section – Student Accessibility Services]

Opening hours: 10:00 to 17:00 (except Saturdays, Sundays, holidays, and year-end and New Year holiday)

*Services may be temporarily closed depending on the circumstances.

Location/address: 1st floor, 80th Anniversary Hall, Ookayama Campus

Mailbox: N80

Phone: 03-5734-2989

Email: barrierfree@jim.titech.ac.jp

[Support for Students with Disabilities by the Japan Student Services Organization]

<http://www.jasso.go.jp/en/gakusei/index.html>

2.8. Crisis Management and Health & Safety

In the event of an incident, accident, or other emergency, follow the instructions of the faculty member in charge of the course and try to respond calmly and appropriately.

[In the event of personal injury]

- In case of serious illness/injury: First, call 119 for an ambulance. Then, contact the Campus Security Center.
- In other cases: Give first aid, contact the Student Healthcare Center or the infirmary, and seek instructions. Tell them briefly and clearly when, where, who (staff or student name), what the situation is, and why it happened.
- If the Student Healthcare Center or the infirmary does not respond at night or for other reasons: Contact the Tokyo Fire Department Emergency Consultation Center (#7119 or 03-3212-2323) or the Yokohama Emergency Medical Center (#7119 or 045-232-7119) for advice.

[In the event of a fire]

- Shout “Fire!”
- Push the button on the fire alarm located in the corridor.
- Call the fire department (119) first and then contact the Campus Security Center. Provide both of them with the following information (1) and (2).

(1) Location: Address (*), building name (building number, floor, room)

(2) Situation: How the fire started, current situation. If the fire was caused by a chemical, the name of the chemical.

(If you do not know the details, add the information in the second and third reports.)

Campus Security Center	Ookayama Campus	03-5734-3119 (Extension: 3119)
	Suzukakedai Campus	045-924-5119 (Extension: 5119)
	Tamachi Campus	03-3454-8532 (Extension: 8532)
	CIC	03-3454-8973 (Extension: 8973)

Student Healthcare Center	Ookayama Campus	03-5734-2065 (Extension: 2065)
	Suzukakedai Campus	03-5734-2057 (Extension: 2057)
Institute of Science Tokyo High School Infirmary	Tamachi Campus	045-924-5107 (Extension: 5107)
		03-3454-8672 (Extension: 8672)

(*) Addresses of Ookayama Campus

North of the railway line (Midorigaoka area and Ookayama North area): 2-12-1,
Ookayama, Meguro-ku, Tokyo

South of the railway line (Ookayama East, West and South areas, and Ishikawadai area): 1-31, Ishikawa-cho, Ota-ku, Tokyo

If the faculty member in charge of the course was not present at the scene of the accident or fire, an Accident/Disaster Report must be completed and submitted to the Office of Health and Safety. Therefore, be sure to report the incident to the faculty member in charge of the course.

The Health and Safety Handbook Digest contains excerpts of points to be noted to ensure safe and healthy research activities, such as experiments and practical training. Students who will be working as TAs for laboratory courses must read it in advance.

[健康・安全手帳ダイジェスト版] (Japanese)

<https://www.gsmc.titech.ac.jp/techou/techou.html>

【Health & Safety Handbook Digest】

https://www.gsmc.titech.ac.jp/techou/techou_e.html

[In the event of earthquake]

- Until the shaking stops, ensure your own safety by hiding under a desk, staying away from windows, shelves, and chemicals, and other responses.
- In the event of an earthquake with a seismic intensity of 5 or higher, evacuate to the nearest designated evacuation site after shaking has stopped. The nearest evacuation site and route are posted near the entrances to the lecture rooms. Check them in advance.
- Before evacuating, check the following to the extent possible in order to prevent secondary disasters.
 - (1) Turn off the circuit breaker.
 - (2) Turn off and check appliances using fire (turn off the main gas valve).
 - (3) Secure an emergency exit (open the door).
- At the evacuation site, report your safety using the Safety Confirmation Card.
- Regularly and carefully read the Large Earthquake Response Manual distributed by the Institute.

[Large Earthquake Response Manual]

https://www.gsmc.titech.ac.jp/jishin/jishin_manual.html

2.9. Points to Keep in Mind

2.9.1. Qualifications Required to Perform in TA Duties

Students enrolled in the Institute's undergraduate (sophomore or equivalent or higher), master's, professional, or doctoral degree programs are eligible to serve as TAs. However, only for educational assistance work that requires special skills that cannot be covered by the Institute's students, students enrolled in other universities (sophomore or equivalent or higher) or other graduate schools may be appointed as TAs for the work (Institute of Science Tokyo Teaching Assistant Operational Guidelines for Courses Offered by Schools, etc.)

2.9.2. Working Hours

In principle, the maximum working hours shall be 20 hours per week. However, for undergraduate students (including students enrolled at other universities) who are juniors or the equivalent or below*, the maximum working hours shall be 10 hours per week (Institute of Science Tokyo Teaching Assistant Operational Guidelines). No one is allowed to work late at night (from 10 p.m. to 5 a.m. of the next day). If you work more than 6 consecutive hours, you must take a break (45 minutes or more).

*Students who are juniors or the equivalent but who intend to graduate early in accordance with Article 33 of the Institute of Science Tokyo Undergraduate School Regulations (Regulation No.1 of 2024) and who have started or have been approved for enrollment in the Independent Research Project are not included in "students who are juniors or the equivalent or below."

In principle, the faculty member in charge of the course must be present when a TA is working. However, in the absence of the faculty member, a TA may work only if there is someone (a regular staff member) who can check the TA's work on behalf of the faculty member. The person who was present on behalf of the faculty member must check the completion of the work and then complete a Work Report each time.

2.9.3. Classes When Transportation Is Suspended or Weather Warnings Are Issued

Information regarding the cancellation of classes in the event of transportation suspension or weather warnings for typhoons, heavy snowfall, or other weather events will be posted on the Institute's website. Courses may be cancelled at the discretion of the faculty member in charge of the course. In such cases, check the Web System for Students and Faculty (List of Canceled Lectures: Undergraduate and Graduate Programs). If no information is available there and you are unable to obtain information about class cancellation, contact the faculty member in charge of the course.

2.9.4. Facilities in Lecture Rooms

To ensure that your class runs smoothly, check the facilities in the lecture room where you are teaching in advance. If you have any problems with the facilities during class, contact the Student Division.

[Student Division]

Ookayama Campus: 03-5734-3007 (General Affairs Group, Student Division, Education Planning Department)

Suzukakedai Campus: 045-924-5933 (Suzukakedai Student Group, Student Division, Education Planning Department)

[List of facilities in Ookayama area]

<https://www.titech.ac.jp/english/student/students/facilities/rooms/ookayama>

[List of facilities in Suzukakedai area]

<https://www.titech.ac.jp/english/student/students/facilities/rooms/suzukakedai>

2.9.5. Emergency Contact Information

If you are unable to perform your TA duties because of illness or a sudden delay in transportation, notify the faculty member in charge of the course or the office of the department offering the course. Be sure to confirm the means of communication in advance.

2.10. Administrative Procedures

To ensure that your class runs smoothly, make sure to discuss class plans, content, extra-curricular duties and the division of roles with the faculty member in charge of the course. In principle, the TA's maximum working hours are 20 hours per week (10 hours per week for undergraduate students who are juniors or the equivalent or below). Discuss with the faculty member to develop a reasonable work plan so that the TA's duties do not interfere with your opportunities to receive instructions on your research and to attend class.

2.10.1 Hiring Process

If it is decided that you will be hired as a TA, prepare the following documents, and submit them to the office of the department to which the faculty member in charge of the course belongs to.

- Payroll Direct Deposit Request (or Request for Change) Form
- Application for (Change in) Exemption for Dependents, etc.
- *If you have already submitted an Application for (Change in) Exemption for Dependents, etc. to other companies in the year you were hired by the Institute, you do not need to submit it to the Institute. Inform the office staff of this fact.

*Submit your Individual Number ("My Number") to the following:

- Human Resources Department, Floor 3, Centennial Hall, Ookayama Campus
- Human Resources Administrative Division, Employee Services Group 4, Floor 2, J2 Building, Suzukakedai Campus

<https://www.jinjika.jim.titech.ac.jp/mynumber/en/index.htm>

*As for the Pledge on the Applicability of the Specific Categories, be sure to log in to the Extic authentication system and submit it through the application system (Rakrak WorkFlow II).

In addition to the above, you may be asked to submit a copy of your student ID, a copy of your Residence Card, or a copy of a Permission to Engage in Activities Other Than Those Permitted under the Status of Residence Previously Granted as needed.

2.10.2 Issuance of the Notice of Employment

Prior to your first day of work, visit the relevant department and receive the Notice of Employment.

2.10.3 Monthly Work Report

TAs are required to complete a Work Report and a Work Timetable, and submit both monthly to the administrative office of the school where the TA is enrolled as a student. Since submission deadlines differ for each office of the department, please check it in advance. You will be paid for the work you perform. Therefore, be sure to enter the hours worked and the details of the work accurately.

- About Work Report

<https://www.jinjika.jim.titech.ac.jp/syoku/sub8.html>

2.10.4 Payment of Salary

Based on the submitted Work Report (see above), the salary for the previous month will be paid on the 21st of each month (or the day before if it falls on a holiday). Your payment slip will be sent to the address registered on your Residence Certificate. Be sure to check the information on it.

2.10.5 Issuance of Withholding Tax Statement, Certificate of Employment or Other Certificate

- Issuance of Withholding Tax Statement:

<https://www.jinjika.jim.titech.ac.jp/syoku/pop2.html>

- Certificate of Employment or Other Certificate (Please submit the Application for Certificates form):

<https://www.jinjika.jim.titech.ac.jp/syoku/shoumeisho-english-tra2021.pdf>

3. Being a Better TA

Here are some tips to help you better perform your TA duties.

3.1. Basic TA Duties (Tips Not Related to the Nature of the Class)

First, here are some general tips for being a good TA, regardless of the type of duties (lectures or practical training).

Punctuality

It is essential that classes begin and end on time. In order to do this, it is necessary to discuss with the faculty member in charge of the course when class preparation should begin in the classroom.

Checking the operation of the equipment

It is necessary to familiarize yourself with the operation of the functions of the audiovisual equipment to be used in the class. You should try them out the day before the class or even earlier.

Taking attendance

When taking attendance, try and avoid taking too much time. A more efficient approach is to combine taking attendance with quizzes or questions to each student.

Explanation

When explaining phenomena or issues, it is a good idea to prepare key expressions and sentences in advance and write them in the lesson plan. Give many specific examples after explaining theoretical matters. It is essential to write important definitions and keywords on a whiteboard and repeat them orally.

Responding to questions and opinions

The following are some tips for responding to questions and opinions from students.

- Answer students' questions honestly. If you do not know the answer right away, postpone the answer and be sure to explain it in the next class.
- Praise students when you feel their questions have contributed to the class. Encourage students to feel positive about asking questions.
- If time is limited, try not to spend too much time on one question.
- When students are in the process of thinking about the solution to a question or the answer to a question, give them appropriate hints. It is recommended that you discuss in advance with the faculty member in charge of the course what hints you might give.

Responding to student attitudes

There are many different types of students participating in a university class. The following tips will help you interact with these students:

- Dividing students into smaller groups reduces tension and makes it easier for them to express their opinions.
- If you receive a question that has little to do with the class or if you feel it is taking up too much time, direct the student to speak with you after class or during office hours.

Equal opportunity

Treat students fairly. Do not focus your questions on a limited number of students, but ask as many students as possible. Also, try to answer questions from as many students as possible.

Humor

It is useful to use familiar and interesting examples to help students understand your explanation. However, there is no need for TAs to force themselves to be humorous. Basically, try to create a relaxed but orderly environment.

3.2. Practical TA Duties (Tips Based on the Nature of the Class)

Tips for being a good TA are explained for each type of duty that might be assigned to a TA.

Exercise (responsible for one class)

Introduce the assignment by explaining its purpose and asking students guiding questions to help them understand its relevance.

At the end of the exercise, provide feedback to students. The TA will summarize what was

learned, the process and outcomes of the exercise, what was achieved, and what new issues remain as opportunities to deepen students' understanding. Then, link the outcome of the current exercise to previous and upcoming content to confirm the position of this exercise in the overall class curriculum.

Do exercises only within the scope of what has already been covered in the lectures. Do not go beyond that.

Discussion (responsible for one group)

When the TA takes on the chairperson role in group work, they may facilitate discussions effectively, but risk stifling students' independent thinking. Instead, appoint a student as the chairperson and have the TA adopt the role of an observer or a participant in the discussion. The TA should encourage students who are less likely to share their opinions while maintaining an awareness of the discussion's purpose. They should help guide the conversation to stay focused on the topic without dominating it.

Experiments and practical training

The most important thing to keep in mind during experiments and practical training is safety. You must prevent accidents. For this purpose, make sure that students know how to use laboratory equipment and how to handle and treat hazardous materials. In addition, confirm with the faculty member in charge of the course how to handle an accident when it occurs. Make efforts to protect the laboratory environment, including ventilation. Emphasize to the students that the experiment will be safe and beneficial if they follow the instructions.

Practical training using computers

For practical training using computers, familiarize yourself with how to start and operate the computer, the software and auxiliary equipment to be used in the class, and how to log in to the computer by trying them out the day before the class or even earlier.

4. Contact Information and Reference Materials

4.1 Contact Information and Reference Materials within the Institute

- List of Counseling Services: <https://www.titech.ac.jp/english/students/counseling>
 - Student Guidance and Accessibility Section
<https://www.titech.ac.jp/english/student-support/students/counseling/guidance>
 - Harassment Consultation Service
If you have any questions, please email us first.
Email: harassment.support@adm.isct.ac.jp
<https://www.titech.ac.jp/english/0/students/counseling/harassment>
 - Student Division, Education Planning Department
03-5734-3001 (Head of Student Division)
 - Mental Health and Counseling
<https://www.titech.ac.jp/english/student-support/students/counseling/counseling>
- Office of Communications and DEI, DEI Section
 - Promoting diversity, equity, and inclusion (DEI) at Science Tokyo
<https://www.isct.ac.jp/en/027/about/policies/de-and-i>
*The Science Tokyo edition is scheduled to be published around May 2025.
- Tokyo Tech SOGI Guidelines – Basic Principles on Sexual Diversity -
https://www.gec.jim.titech.ac.jp/news/sogi_guideline/
- Ookayama Campus Student Support Center, Student Guidance and Accessibility Section, Student Accessibility Services
 - Location/address: 1st floor, 80th Anniversary Hall, Ookayama Campus / Mailbox: N80
 - Phone: 03-5734-2989 / Email: barrierfree@jim.titech.ac.jp
<https://www.titech.ac.jp/english/student-support/students/counseling/barrierfree>
- Administrative Procedures (Responsible Department or Division, Human Resources Administrative Division, etc.)
<https://www.jinjika.jim.titech.ac.jp/syoku/index.html>
- Institute of Science Tokyo Teaching Assistant Operational Guidelines
https://www.jinjika.jim.titech.ac.jp/syoku/rigaku_TA.pdf
- National University Corporation Institute of Science Tokyo Personal Information Protection Rules
<https://students.isct.ac.jp/en/011/lectures-courses-degrees/privacy-policy>

4.2 Reference Materials

The following are explanatory materials from other universities that we used as a reference in preparing this document:

- Material from Sophia University
<https://www.fd-sophia.jp/news/fdactivity/1046/>
- “Teaching Assistant Manual for University-wide Education, Hokkaido University” by Hokkaido University Institute for the Advancement of Higher Education
<https://high.high.hokudai.ac.jp/wp-content/uploads/2015/04/15TAM.pdf>

5. Summary

The explanation in this document has focused on the following points that are necessary for TAs:

- Points to keep in mind as a TA and awareness as a member of the teaching staff
 - Way of speaking, dressing, code of ethics, duty of confidentiality, harassment, DEI, crisis management and health & safety, dealing with problems and administrative procedures
- Preparation to be a better TA
 - Understanding of what to deliver and how to explain it in class
 - How to use equipment
 - Good working relationship with faculty member in charge of the course
- Reference materials and contact information

We look forward to TA's active participation in educational activities.