

Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

Expected Implementation in Academic Year (New format)	AY2025-2026
Semester/Trimester/Others (specify approx. Start/End date)	Semester 2
Course Author * Faculty proposing/revising the course	Dr Natasha Bhatia
Course Author Email	nbhatia@ntu.edu.sg
Course Title	Teaching in E2S2
Course Code	ES4010
Academic Units	4
Contact Hours	91
Research Experience Components	Not Applicable

Course Requisites (if applicable)

Pre-requisites	ES1001; ES1003; ES1007; ES2001; ES2003; the course for which the student is a teaching assistant or equivalent coursework (with faculty approval)
Co-requisites	N/A
Pre-requisite to	N/A
Mutually exclusive to	N/A
Replacement course to	N/A
Remarks (if any)	

Course Aims

This course introduces you to academic teaching through hands-on practice acting as a teaching assistant for a class in E2S2 that you have previously taken. You will attend lectures, run labs or sections, respond to questions, prepare teaching materials, grade selected assignments, and assist in other duties as necessary (including field trips, etc.). The faculty in charge of the class will provide you with guidance and support. An additional 1-hour meeting will be held every other week by the course coordinators for all students to attend and discuss teaching strategies, expectations, challenges, and solutions.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Create and revise appropriate teaching materials to aid in teaching lectures, labs, or tutorials.
ILO 2	Supervise a lab session or tutorial, including answering questions and guiding students as needed.
ILO 3	Respond professionally and promptly to student questions by email and in person.
ILO 4	Provide useful feedback and/or grades to students on course materials.
ILO 5	Act as a liaison between a professor and the student body.
ILO 6	Competently discuss the content of the course you are teaching for, and how the assignments fit into the lecture materials.
ILO 7	Identify and express challenges faced as a teacher, and problem solve ways to overcome them.

Course Content

Content for the class you are TA-ing for will be dependent on the individual instructor. Content for the group TA sessions will cover challenges in Teaching, understanding boundaries, and troubleshooting issues in the classroom

Reading and References (if applicable)

Supplemental reading will be given for TA group tutorials

Planned Schedule

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
1	Roles and responsibilities of a TA - What will you be doing this semester? - How will you be assessed? - How much time do you expect to spend per week? - What challenges do you foresee?	6,7	In-person	TA meeting and discussion	
2	Week 2 materials for class (if appropriate, may begin grading/giving feedback)	1,2,3,4,5	In-person	Lecture / lab / section for class	
3	Expectations vs. reality as a TA - New challenges - Challenges in grading - Challenges in answering questions - Strategies that do or don't work	6,7	In-person	TA meeting and discussion	
4	Course management and development, self reflection - What can you improve on? - How could the course be improved?	6,7	In-person	TA meeting and discussion	

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
5	From the class instructor: - How are you doing as a teaching assistant? - What have you done well? - How could you improve? - Are you meeting expectations?	6,7	In-person	Individual feedback meeting with class instructor	
6	Merging self-assessment with external assessment: - Do you feel that the feedback you received was useful? - Did it match your self-assessment? - What does this teach you about providing feedback to others? - How will you change your behaviour (if at all)?	6,7	In-person	TA meeting and discussion	
7	Evaluating the student experience, as a teacher - What questions do you want to ask the students to improve both the course as a whole and your own personal teaching performance? - What have you learned so far about teaching that surprised you? - What content have you learned through teaching that you did not learn as a student?	6,7	In-person	TA meeting and discussion	

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
8	Teacher fatigue, student fatigue - Have the realities of daily and weekly work changed your approach to teaching, grading, and feedback? - Strategies to combat fatigue: structuring course materials so that tasks are accomplished on time.	6,7	In-person	TA meeting and discussion	
9	From the class instructor: - How are you doing as a teaching assistant? - Are you meeting expectations? - Have you made any suggested changes to your teaching approach since your meeting in week 6? - Do you have suggestions to improve the class?	6,7	In-person	Individual feedback meeting with class instructor	
10	Reflections: - What have you learned from this teaching experience? - How could this course (ES4010) be improved?	6,7	In-person	TA meeting and discussion	

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Reflection	You will use your experience as a student in the class to understand how the student experience in the course can be improved, through adjusting course work, providing feedback, or altering lecture materials.
Learning by teaching	You will improve your understanding of the course material by teaching directly and by answering questions.
Responsibility for others	You will be given responsibility for the learning experience of other students, and will learn about the challenges of fairly assessing the work of others.

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Description of Assessment Component	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Others(Discussion in every-other-week sessions with the course coordinator)	6, 7	Intellectual flexibility and critical thinking; Passion and communication; Formulating questions; Problem solving; Lifelong learning; Collaboration and leadership	10		Individual	Holistic	Relational
2	Continuous Assessment (CA): Others(Direct interactions with students (classroom teaching, answering questions face-to-face or through email))	2,3,5,7	Knowledge; Intellectual flexibility and critical thinking; Passion and communication; Problem solving; Interdisciplinary; Lifelong learning; Values; Collaboration and leadership	45		Individual	Holistic	Extended Abstract
3	Continuous Assessment (CA): Others(Course material support (developing course materials, grading, writing feedback))	1, 4, 7	Knowledge; Intellectual flexibility and critical thinking; Passion and communication; Formulating questions; Problem solving; Lifelong learning; Values; Collaboration and leadership	45		Individual	Holistic	Extended Abstract

Description of Assessment Components (if applicable)

NA

Formative Feedback

You will receive informal feedback continuously throughout the course where appropriate, and formal written feedback at the ends of week 6 and 13, with comments from both the class instructor and the course coordinator.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Adaptability	Advanced
Building Inclusivity	Intermediate
Collaboration	Intermediate
Communication	Intermediate
Problem Solving	Intermediate

Course Policy

Policy (Academic Integrity)

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Policy (General)

You are expected to complete all assigned readings, activities, assignments, attend all classes punctually and complete all scheduled assignments by due dates. You are expected to take responsibility to follow up with assignments and course related announcements. You are expected to participate in all project critiques, class discussions and activities.

Policy (Absenteeism)

In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your participation grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Policy (Others, if applicable)

Diversity and inclusion policy

Integrating a diverse set of experiences is important for a more comprehensive understanding of science.

It is our goal at ASE to create an inclusive and collaborative learning environment that supports a diversity of perspectives and learning experiences, and that honours your identities; including ethnicity, gender, socioeconomic status, sexual orientation, religion or ability.

To help accomplish this:

- If you are neuroatypical or neurodiverse, have dyslexia or ADHD (for example), or have a social anxiety disorder or social phobia;
- If you feel like your performance in the class is being impacted by your experiences outside of class;
- If something was said in class (by anyone, including the instructor) that made you feel uncomfortable;

Please speak to your teaching team, a peer or senior, Janelle or Michel (either in-person or via email) about how we can help facilitate your learning experience.

As a participant in course discussions, you should also strive to honour the diversity of your classmates. You can do

this by: using preferred pronouns and names; being respectful of others opinions and actively making sure all voices are being heard; and refraining from the use of derogatory or demeaning speech or actions.

All members of the class are expected to adhere to the NTU anti-harassment policy. if you witness something that goes against this or have any other concerns, please speak to your instructors or an ASE faculty member.

Last Updated Date: 26-03-2026 10:47:35

Last Updated By: Sze Chun Chau (Dr)