Milestone Institute

Module Teaching

Guidelines

2020-2021

MILESTONE

INSTITUTE

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Fundamentals 1.0 - Teaching Philosophy

The students of Milestone Institute (aged 14 to 18) are all preparing to become internationally competitive in their area of interest. A pre-selection process takes place through our admission process, where we assess their aptitude for certain subject areas as well as their language competence. As such, students taking part in the programme have the potential to stand out from their peer group.

The Institute takes its cue from the teaching structure and educational philosophy of leading Anglo-Saxon universities. In practice, this means that we emphasise independent study, academic rigour and core skills that range from research, critical thinking, problem solving, and creativity to the ability to debate and succinctly present one's ideas. We want our students to be challenged through advanced material and to help them rise to that challenge. Teaching at the Institute prioritises interactivity and the students' autonomous development.

Our students are expected to practice exacting analysis, disciplined reflection, aesthetic appreciation, and lucid expression, and we aim to prepare them, intellectually and morally, for service in Hungary and the world as responsible citizens, endowed with conviction and integrity, committed to the betterment of society through innovation, economic development, political activism and social initiative.

Fundamentals 1.1 - Mentoring

Each Milestone student is allocated to a mentor who offers academic advice, tutoring and implements an individual learning plan with the student. When assigning students to mentors, we consider numerous factors, such as academic interest, personality traits and individual needs (orientation, subject-knowledge development, pastoral care). Mentors work with students individually, conducting 12 to 14 one-on-one meetings throughout the academic year. The aim of mentoring is twofold; firstly, to provide guidance and advice on module choices, orientation, profile development, and secondly, to devise and implement an individualised learning plan comprised of academic tasks.

Mentors are responsible for student success at identifying their area(s) of interest, developing their subject knowledge, and successfully completing the university application process. Although mentors and students are matched up based on area of interest, during their time at Milestone students explore areas of study that might not fall within the direct expertise of their mentor. As such, the position of the module leader, besides the specified tasks and requirements, requires close cooperation with mentors on issues that might arise in relation to particular students, their progress, individual needs, or personal development and success.

Fundamentals 1.2 – Module Leaders

Module leaders provide students with insights into a particular discipline or range of disciplines, methods, theories and valuable experience of research and advanced topics. Module leaders teach in groups of maximum 12 students, enabling both interactivity in teaching, as well as the option to simultaneously engage students at multiple levels of difficulty. The primary task of module leaders is to prepare students for the intellectual challenges of undergraduate study and instill in them the confidence and passion for the subject(s) they will study.

The Goals of Module Teaching

- To provide a broad understanding of (a) discipline(s) and its method(s) of enquiry
- To develop the core skills required for the discipline
- To develop flexible thinking skills, the ability to respond imaginatively to new perspectives and questions utilising new ideas
- To attempt to cover themes/topics/debates rather than aim for (linear, historical) totality
- To cover themes/topics that are relevant according to international standards
- To cover themes/topics that provides students with the foundation for further research (in the case of seminars where the workload consists largely of academic texts, this should be achieved through required and further/optional reading for each week)
- To build on, but not replicate, knowledge imparted on the students in secondary school

Organisational Structure

The module system within the Milestone Institute forms one of the three core pillars of teaching alongside mentoring and student societies. Module teaching in terms of its content belongs to the sub-department of Teaching and Learning composed of the Head of Teaching and Learning and the Division Heads in the Social Sciences, Natural Sciences, Numerical Sciences as well as Arts and Humanities. In addition the Academic Coordination Team aids Module Leaders with regards to scheduling and technical issues.

Division of Labour

Module Leaders should contact the relevant Head of Division with questions regarding:
- Syllabus Development
- Learning outcomes
- Canvas use for teaching
- Teaching methodology
- Credits, Grading and Assessment

Module Leaders should contact the Head of Teaching and Learning with questions regarding:
- Disciplinary Issues
- Student Satisfaction
- Requests not covered by Guidelines
- Canvas use for teaching

Module Leaders should contact the Academic Coordination Team with questions regarding:
- Shopping and Term Time (Re)Scheduling
- Room Booking
- Canvas use for administration
- Group Splitting

Contacts:

- **Head of Teaching and Learning**
  János Hódsági – hodsagi@msinst.org

- **Teaching and Learning Coordinator**
  Zsófia Sophansey - sophansay@milestone-institute.org

- **Academic Coordination Team**
  academics@msinst.org / +36 70 432 4191

  - **Senior Academic Coordinator**
    Cristina Tóth-Piller - toth-piller@msinst.org

  - **Junior Academic Coordinator**
    Luca Kiss - luca.kiss@msinst.org

- **Divisions**

  - **Social Sciences Division**
    Ádám Havas, Head of Division - havas@msinst.org

  - **Natural Sciences**
    Orsolya Molnár, Head of Division - molnar@msinst.org

  - **Numerical Sciences**
    Dávid Szabó, Head of Division - szabo@milestone-institute.org

  - **Arts and Humanities**
    Andor Kelenhegyi, Head of Division - kelenhegyi@msinst.org

Academic Year

Our academic year consists of three teaching terms: Summer, Autumn and Spring. Within each teaching term, students can select the modules that best suit their interests and projected pathway.

Module Design

Each module developed and taught at the institute is planned in the context of a larger design of disciplinary divisions and pathways. In order to develop a continuity of learning experience for students in particular areas, module leaders should consult the broader context of their module. They should establish the entry (prior modules taken/pre-requisites) and exit (learning outcomes/module the students will go onto) points of their teaching.

Student Module Choices

Students can take up modules from any of the Divisions, Pathways, and Levels so long as they have the relevant prerequisites. Divisions, Pathways and Levels guide module choice to promote coherence, continuity of learning outcomes and a cumulative experience of in-depth learning. Students also make use of their mentor's advice in ensuring that their module choices add up to substantive knowledge.

Shopping Lecture

Before the start of a module, each module leader offers a 'shopping' lecture, a

teaser where they have the opportunity to inspire students to study a particular subject. Shopping lectures typically consist of a 15-minute presentation and a 5-minute Q&A, although a more interactive approach is also possible. The aim of the lecture is to instil passion about the subject in the students, to show them why it is a particularly beautiful and interesting perspective on the world around them, or a great tool for understanding its underlying mechanisms.

The ideal shopping lecture first focuses on why the subject is worth taking up (for about 10 minutes). During this time, module leaders shouldn't try to explain every detail about the module, but rather offer exciting and interesting examples to intrigue the students in the audience. The remaining 5 minutes should be dedicated to outlining the points below, as appropriate for each subject. Module leaders are not expected to cover each point below.

- Dispelling popular notions and stereotypes about the subject.
- Discussing how the subject is taught differently at University, compared to secondary school.
- Discussing core skills that studying the subject will develop.
- Discussing career opportunities that may arise from studying the subject.
- Summarising the aims of the module and the topics covered.
- Summarising the assessment methods and required coursework.
- Discussing prior knowledge and relevant prerequisites (as applicable) for the module.
- Discussing the usefulness of the module in relation to the university application (explaining the subjects for which the module would provide a strong preparation, for example physics for engineering, statistics for social sciences, mathematics for economics, art history for history and so forth).
- As part of the shopping lecture, module leaders are encouraged to call students' attention to the syllabus, available in Canvas

Divisions and Pathways

Each module is classified to belong to one of the Divisions of Numerical, Natural, Social Science or Arts and Humanities.

Division	Pathway	Subject
Numerical Sciences	Mathematics and Its Applications	Mathematics
		Computer Science
		Economics
	Physics and Engineering	Physics
		Engineering
Natural Sciences	Chemical, Material and Earth Sciences	Chemistry
		Earth Science
		Materials Science
	Life Sciences	Biochemistry
		Biology
		Biomedical Science
		Medicine
		Veterinary Science
	Thought, Language, Behaviour	Psychology

		Linguistics
		Philosophy
Social Sciences	Regions, Development, Enterprise	Land Economy
		Geography
		Business and Management
		International Relations
		Area Studies
	Politics, Society, Culture	Politics
		Sociology
		Social Anthropology
Arts and Humanities	Past, Narrative, Interpretation	Archaeology
		English Literature
		History
		Modern Languages
		Art History
		Film Studies
		Drama and Theatre Studies
	Applied Aesthetics	Film Production
		Fine Art
		Design
		Architecture
		Music
	Law and Humanities	Law
		Theology
		Classics

Levels

Modules are categorised according to the following levels of difficulty and function: Orientation, Immersion 1, Immersion 2, Focus.

Orientation

Orientation, the lowest level of difficulty is meant to provide an insight to a Study Pathway. The workload should comprise tasks, problems, assignments and texts that are introductory in nature and provide foundations for further study. Modules should primarily be aimed at Lower House students and new Juniors that have not studied the said subject at school.

Learning Outcomes:

- Students gain a realistic understanding of the knowledge requirement of the subject as well as what makes it exciting to study
- Students gain development on the foundation skills required for further

study of the subject(s).

Expected Workload: 4 hours of independent work per 1 hour of contact time for all Divisions.

- Social Sciences, Arts and Humanities: max. 40-50 pages of reading of introductory texts 20-30 pages of academic text
- Natural Sciences, Numerical Sciences: max. 10-20 pages of textbook text 5-10 pages of academic text

Immersion 1

The second band of difficulty aimed at providing a direct introduction to a discipline focusing on core concepts, skills and methodology. Such modules are aimed at students that will make a long-term commitment to the subject. Assignments should anticipate existing foundations needed to develop skills and knowledge of the subject and should build on those with the ambition of students gaining a somewhat simplified understanding of undergraduate level material.

Learning Outcomes:

- Students gain a general or thematic introduction to the discipline or subject building on already existing foundation skills.
- Students gain an understanding of fundamental concepts, methods and academic debate in the subject.

Expected Workload: 4 hours of independent work per 1 hour of contact time for all Divisions.

- Social Sciences, Arts and Humanities: max 50-60 pages of introductory texts 40-50 pages of academic text.
- Natural Sciences, Numerical Sciences: max 20-30 pages of textbook text 8-12 pages of scientific text.

Immersion 2

The third band of difficulty aimed at providing advanced teaching in the subject that builds on prior knowledge and skills acquired through Immersion 1 modules. The disciplinary focus should be placed on advanced concepts, methods and theory. Assignments, problems, and texts should be or close to undergraduate level in relation to the challenge they offer.

Learning Outcomes:

- Students gain advanced knowledge of the subject, its theories and methodology.
- Students develop the necessary skills at a high level through the subject.

Expected Workload: 4 hours of independent work per 1 hour of contact time for all Divisions.

- Social Sciences, Arts and Humanities: max 60-100 pages of academic text 40-60 pages of theoretical text.
- Natural Sciences, Numerical Sciences: max 50 pages of textbook text, 10-15 pages of scientific text.

Focus

The most advanced band of difficulty, aimed at students who have already mastered their discipline through the module system and aim to study the subject at University.

Learning Outcomes:

- Students learn to utilise knowledge, thinking and skills required for the subject in challenging and diverse scenarios.

Expected Workload: As per the decision of the Module Leader for given learning objective.

Credit System

Students must complete 32 credits worth of teaching each academic year. The credit system works as follows:

a. One credit equals one contact hour of teaching (50 minutes), which in turn should require up to **4 hours of individual preparation** on the part of the student. Module leaders should allocate preparation material (such as readings and tasks) accordingly.
b. Modules may vary in accordance with the established best practices of the module leader and the specific needs of each discipline (for example, lab work in the natural sciences or museum visits in the case of art history). *The general preference is for 8 weeks of teaching with one 50-minute session per week. Deviation from this system is possible as a matter of exception.*

Module Requirements and Policy Guidelines

Language: The language of teaching, lectures, discussions, email communication, assessment, presentations and debates is English.

Groups: The maximum number of students per module is 12. Above 12 students, a second module group will be formed (with a corresponding increase in payment). A module will only be organised if at least 6 students sign up. Exception to this rule can be made if:

1. Student application was handed in late.
2. If fewer than 6 but more than 2 students apply, running the module is possible at the discretion of the Head of Teaching and Learning.

Schedule: Module leaders are required to collaborate in scheduling sessions (Shopping Lecture and Term Time Schedule) with core staff, in light of maximising student participation, paying heed to student availability (for instance, teaching on weekday mornings is not possible when schools are in session) as well as the specific needs of students (for example students living outside Budapest).

Presence: The physical presence of module leaders is required during the teaching period.

Syllabus: Module leaders are required to provide a syllabus for their module (see below under 'Syllabus requirements') before the start of the teaching term. The module should be run in accordance with the requirements outlined in the syllabus (week to week tasks, assessment, grading and feedback).

Canvas: Module leaders are required to make all teaching materials (such as the syllabus, digital versions of required and optional readings, online resources, tasks etc.) available online, via the Institute's Canvas learning management system in accordance with Canvas guidelines and requirements.

Field Trips: If a module contains a practical element (field trips, laboratory work, museum visits, etc.), module leaders are required to make the necessary arrangements with the receiving institution.

 Communication: Module leaders are required to maintain e-mail contact with their students and liaise with mentors and Division Heads (in relation to student performance or disciplinary issues). Module leaders should answer core staff, mentor or student inquiries within 3 days. Module leaders should be available for consultations with mentors and students or members of core staff.

Assessment, Absence, Grading and Feedback: Module leaders are required to provide assessment, grading and feedback to all students for each piece of graded coursework, monitor and communicate absence. Formative, ungraded assessments may be used as a teaching tool.

Student Attendance

The Academic Department monitors student attendance via Canvas' Roll Call application.
The success of this monitoring system first depends upon the accurate recording of student attendance on Roll Call. All Module Leaders are expected to accurately record student attendance, as shown below:

Present is recorded as (green present sign)

Absent is recorded as (red absent sign)

Student Absence

To support the overall work of all members of staff in monitoring and raising attendance levels amongst the student body, module leaders are required to record student absence. Absence cannot be more than three (stipulated as 60% presence in the Academic Handbook). If more absences occur the student will automatically fail the module and will not gain the necessary credits for its completion.

Late or Non-Submission of Coursework

Penalties for the late or non-submission of coursework should be stipulated in the syllabus. Late submission penalty policies, if applicable, should be implemented in Canvas, which automatically deducts the prescribed amount.

Plagiarism, Bullying and Theft

Any of the above can potentially lead to exclusion from the academic programme and lead to a failed module. Module Leaders should investigate plagiarism or copied assessment cases with vigour to assess firm basis for their suspicion. Further guidance on how to proceed with plagiarism cases is provided in the institutional Plagiarism Guidelines. If any of the above occurs the student's mentor, their Head of House and the Head of Teaching and Learning should be notified immediately, with full disclosure of all the available information available about the event.

Child Protection

The Institute is strongly committed to the safety, security and wellbeing of every member of its community, with a special attention and care given to its students. Module Leaders are expected to be familiar and comply with the Institute's Child Protection Policy and nurture an institutional culture that places the needs and interests of children at the centre.

Room Booking and Teaching Resources

Room booking for classes is arranged by the Academic Coordination Team. In the beginning of each trimester both the location of the class and any additional resources are arranged. Should any further operational (printing, laptop, extra cable etc.) requests arise during the Term, reception should be approached or an email should be sent to info@msinst.org. Class rescheduling should be dealt with in partnership with the Academic Coordination Team.

Referencing Guidelines

The institutional grading standards for referencing are outlined in the Referencing Guidelines, which students are introduced to in the compulsory Academic Writing modules. Module Leaders are expected to set the same standards for students in terms of referencing.

Numerical Sciences - Final Tests

In order to ensure more efficient and standardised assessment across Numerical Science subjects, Final Tests are conducted for all Modules in this Division at the end of the Teaching Term.

The purpose is to:

- provide students the opportunity to practice exam situations - c.f. written university admission tests.
- motivate students to work for a better overall understanding of the module
- obtain a standardised evaluation of student performance

This is not a classical exam in the sense that if a student fails (to write it), they still can pass the module if other assignments were done well. Accordingly, the contribution to this exam is set to be 20%, a percentage high enough so that students take the exam seriously, but low enough so that not writing this is not an automatic failure of the module.

The default length is 60 minutes. In case the Module Leader prefers to have a longer test, they should contact the Academic Coordination Team. Accordingly, the exam is supposed to check the core understanding of the core material as opposed comprehensively covering particular details.

Timing of Final Tests

<u>Summer Term</u>: tests are normally held **during Teaching Week 8**, in the same time slot as the classes, unless otherwise arranged (Numerical Sciences Modules to finish classes in week 7 with double sessions)

<u>Autumn Term:</u> tests are normally held **the week after Teaching Week 8**, at the same time as the classes, unless otherwise arranged.

<u>Spring Term:</u> tests to be held **the week after Teaching Week 8**, at the same time as the classes, unless otherwise arranged.

Module Leaders have to submit their tests as an unpublished file to Canvas **by the last teaching session** at the latest. These tests should be based on the core material covered and the uploaded file has to clearly indicate the module and/or group it is for and also the invigilating instructions belonging to that particular test (e.g. whether students are allowed to use any devices).

Module Leaders should inform their students of the final test dates at the start of term and also in the last week of teaching. They also have to inform their students of the importance of these tests and the consequences of not completing them (i.e. how this will affect their final mark).

Once the tests are conducted, all students have to upload their answers directly to Canvas using a Milestone iPad under the coordination of the invigilator. For this reason, students have to count in some additional time after the test to do this, about which Module Leaders should inform them. After the tests have been uploaded to Canvas, the Module Leader can mark them.

Requesting a Date Change of a Final Test

Since the tests take place at the time of their classes, any request by students to change the date should only be accommodated with a strong and valid reason (e.g. participating in a mathematics competition). If this is the case, the student has to write a written request via email, stating their reason for the change, to the

Module Leader by the last teaching week latest. This is then forwarded by the Module Leader to the Head of Numerical Sciences Division (Dávid Szabó), who approves or denies the request in his response. If the request is approved, the student will be contacted by Academic Coordination to choose an alternative date via a Google Form.

Developing the Syllabus

During the advising period, Students and Mentors rely on the Syllabus in making module choices. The Syllabus is published in Canvas, the learning management system of the Institute. The only part of the Syllabus openly available on the web (to those outside the Institute) in the [Course Catalogue](#) is the Short Description, an abstract describing the main themes and educational goals of the module.

Module Leaders are expected to follow the structure and format of the Syllabus template provided below. In the templates, detailed descriptions and examples are given in each section.

- **[Syllabus template](#)**

Assessment and Grading

Each Module Leader should outline the type and weight of assessment in their syllabus. The Institute has a general preference for the set assessment types as per Division. These assessment types have their own grading rubrics that should be used during the feedback of coursework. Module Leaders can come up with their own coursework types and grading rubrics, should they feel that the one provided by the Institute does not fulfil the needs and aims of their teaching. In such a case Module Leaders are asked to submit the description of their assessment type and grading rubric to their Division Head.

Assessment should be thought of as a process that enables and supports learning. All aspects of assessment should be thought through and designated in the syllabus including deadlines and detailed description of the tasks and the criteria of grading. In the case of multiple assessments each coursework should build on one another.

Social Science and Arts and Humanities

Learning Outcomes Goals:

The focus of Social Science and Arts and Humanities assessment is to develop oral and written reasoning, textual comprehension, critical reading and analysis, sound interpretive and visual creativity skills.

Continuous Assessment	Final Assessment
- Summaries and Critical Reviews - Participation - Position Papers - Presentations - Debates - Essay Plans - Projects	- Essays - Exams - Final Piece

Numerical and Natural Sciences

Learning Outcome Goals:

The focus of the Numerical and Natural Sciences assessment is to develop capacity for abstraction, conceptual flexibility, adaptable problem solving, reasoning and research and project management skills.

Continuous Assessment	Final Assessment
• Problem Sheets • Presentations • Essays • Tests	• Essays • Reports • Research Proposals • Projects • Problem Sheets • Individual research • Presentation

Recommended assignments and weights for Numerical Sciences

The grading system outlined below has been tested for multiple years and with the current parameters, it seems to be working efficiently. New module leaders are advised to use it as a standard when designing their modules.

- **Weekly Assignments (30%)**: Few simple questions about the previous class or as a preparation to the following class
    - It is advised to have weekly assignments after every class with the possible exception of when the Example Sheets (see below) are due. They should include 2-3 problems per assignment.
    - Weekly Assignments aim to make sure students prepare regularly from class to class and understand the main concepts before the next class. It can also be used to give some preparatory exercises to help understanding the following class.
    - The questions here should be straightforward without requiring new ideas only a solid understanding of the basics.
- **Example sheets (30%)**: Longer and more demanding set of questions about the topics of 4 classes.
    - Typically there are 2-3 from this type, one for each bigger topic.
    - There can be thought as take-home exams that check deeper understanding on more complex situations requiring longer arguments and insights. 5-10 problems per sheet.
- **Harder problems (10%)**: Set of problems that are more challenging or require some individual research on certain topics.
    - A collection of the really hard and deep problems with the main purpose of distinguishing grade 9-10 performances
- **Exam (20%)**: A written exam the week after the last class of the term from the material of the term.
    - See details at the Numerical Sciences - Final Tests section.
- **Overall performance (10%)**: Active presence at classes and quality of assignments are rewarded.
    - Apart from class performance and activity, this can be used to fine tune the final grade.

Grading

The standardised institutional grade boundaries are 95%, 85%, 75%, 65%, 55%, 45%, 35%, 25%, 15%. The most convenient way to implement this is to rely on the institutional grading scheme in Canvas that automatically converts percentages into final grades according to what is outlined above.

Outstanding	Excellent		Good		Satisfactory	Needs Work	Fail		
10	9	8	7	6	5	4	3	2	1

1, 2 and 3: Awarded if a combination of problems – low attendance, lack of completed coursework, low quality coursework and plagiarism– occurs. These grades constitute a failed module (please note that students may be advised to leave the programme based on a failed module).

4: Awarded to constitute a pass, where a low number of the above combination of problems is present, but effort has been made on the part of the student to complete the module despite them.

5: Awarded to students who completed all the requirements yet have performed low on the assessment criteria.

6: Awarded to students that have completed all the requirements and have both observed and managed to perform according to the assessment criteria.

7: Awarded to students that have made efforts beyond the standard requirements of the curriculum, and have handed in good quality coursework.

8: Awarded to students that have performed outstandingly during the module, made additional effort with tasks, sought opportunities to develop far beyond the requirements and demonstrated real talent for the subject. (Oxbridge Hopeful– Ivy League Hopeful).

9: Awarded to students that can be considered amongst the best amongst in relation to their national peer group in the particular discipline, both for their effort and talent – their grasp and work far surpass their age. (Oxbridge Entry Level Ivy League Entry Level).

10: Awarded to students that have performed outstandingly during the module and can be considered amongst the best in relation to their international peer group. Recommended for internal scholarship. (Oxbridge and Ivy League Undergraduate Level).

Grading Rubrics

Grading Rubrics are assessment tools to evaluate student performance against a predefined set of criteria that embody overall learning outcomes for the course and communicate expectations about specific assignments, course activities and overall course expectations. Module Leaders are expected to use Grading Rubrics at least once per Term (e.g. final coursework or holistic assessment) and they are encouraged to rely on the institutional standard rubrics available in Canvas. An excerpt from the Natural Science Rubric is included below as an example.

GRADE DESCRIPTOR	OUTSTANDING		EXCELLENT		GOOD	
	10	9	8	7	6	5
Research and Comprehension	Skilfully makes use of conceptual knowledge and literature to advance ideas or propose novel solutions, going beyond required concepts. When external references are made, they are both necessary and relevant.		Confidently makes use of conceptual knowledge and literature to advance ideas or propose novel solutions. When external references are made, they are both necessary and relevant.		Thoroughly understands and efficiently uses required concepts from the assigned readings to advance ideas. References to external sources are lacking, irrelevant or unnecessary.	
Working with Evidence	Outstanding understanding of how to support and develop an argument by skilful interpretation of varied, relevant and well-chosen empirical evidence, relying on data and methods exceeding syllabus-based requirements.		Thorough understanding of how to support and develop an argument by accurate interpretation of varied, relevant and well-chosen empirical evidence, covering an excellent range of data and methods.		Good understanding of how to support an argument by satisfactory interpretation of empirical evidence. Evidence is well chosen and covers the range required in the syllabus	
Reasoning	Demonstrates an excellent understanding and proper use of causality. Accurate and nuanced inferences from the proposed lines of inquiry. Makes relevant and original observations about a wide range of phenomena.		Makes relevant observations about a wide range of phenomena. Demonstrates a thorough understanding and proper use of causality. Accurate inferences from the proposed lines of inquiry.		Makes some relevant observations about a limited range of phenomena. Establishes causality on occasions. Mostly accurate inferences from the proposed lines of inquiry.	

GRADE DESCRIPTOR	SATISFACTORY	NEEDS WORK		FAIL
	4	3	2	1
Research and Comprehension	Understanding basic concepts from the assigned readings to a satisfactory level and uses them to advance ideas to some extent.	Insufficient understanding of basic concepts. Sporadic attempts to work with the assigned readings.		No understanding of basic concepts. No attempts to work with the assigned readings.
Working with Evidence	Some understanding of how to support an argument by use of empirical evidence. The range of evidence is limited.	Sporadic attempts to support an argument by drawing on a narrow range of empirical evidence.		No attempts to use evidence to develop an argument.
Reasoning	Makes some relevant observations about a limited range of phenomena or establishes causality on occasions. Accurate inferences in places.	Sporadic attempts at scientific reasoning with major leaps of logic.		No attempts at scientific reasonings.

Canvas Course Setup Guide

Basic Canvas Terminology

As Canvas terminology does not always agree with Milestone jargon, please consult the below table to clear up any confusion.

Canvas Term	Definition
Course	A *Canvas course* is what Milestone knows as a "module".
Module	A *Canvas module* corresponds to a Milestone session. Module Leaders should therefore have a Canvas module in your course for each session (8 modules for an 8-week course)
Assignment	An assignment is a component of the final grade. Any assessment item that is specified in the Syllabus should have a corresponding Canvas assignment.
Assignment Group	A set of assignments grouped together that collectively make up a certain percentage of the final grade. Eg. "short essays" assignment group that includes 4 short essays that are worth 40% of the final grade together.
Page	An editable course item that may include text, embedded pictures and videos, hyperlinks to other course items (e.g. assignments, modules). A very good tool for creating a home page.

A step-by-step guide to set up the Canvas course

1. **Upload compulsory and optional readings**
   Select 'Files' in your course's left-hand navigation panel. You can upload files from your Google drive or computer and organise them into folders.

2. **Create assignments**
   Any assessment item you want to include in grading should have a corresponding Canvas assignment.
   a. **Assignments with submissions.**
      Most assessment items require students to submit coursework. The recommended submission types are embedded Google Documents through "external tool" and file uploads.
   b. **Quizzes.**
      In quizzes you can create several kinds of questions including multiple choice, true/false, fill-in-the-gap and short essay.
   c. **"No submission" assignments.**
      For assessment items such as classroom participation select "No submission" under "Submission type". These will not require students to hand in coursework; they are only for grading students.
   If there are several assignments of the same kind, for example weekly mini essays, you should organise them into an "assignment group", which together makes up a certain percentage of the final grade (more on how to set up assignment groups here)

3. **Create a Canvas module for each class**
Canvas modules help you organise file uploads and assignments according to sessions, which also helps students navigate through your course. You can create modules in the "Modules" menu. Make sure you create a module for each week and add all relevant course items (assignments, files).

4. **Upload/create your syllabus**
You can upload your syllabus as a pdf/doc file under the "Syllabus" menu or create it in the syllabus editor. The advantage of the editor is that you can link in the already created modules and thus make your syllabus clickable and interactive, rather than simply a static description of the classes in your course.

5. **Choose a Home Page**
The Home Page is what students encounter first when opening the module. By default, it shows the "Course Activity Stream", which includes grading updates, discussions and messages sent between the members of the class. As for the most part of the course this tends to be very quiet, we ask you to choose a different home page instead. Click on "Choose home page" in the right hand side menu and select one of the preferred options, which are:
   a. **"Pages Front Page"**
      This can only be selected if you already created your home page under "Pages". This allows you to create a spectacular and customised home page, which will capture students' attention and help them navigate through the course.
   b. **"Course modules"**
      This brings students to the "Modules" menu when entering the course.
   c. **"Syllabus"**
      This brings students to the syllabus when entering the course.

6. **Explore your course in the "Student View"**
Click on Settings in the left hand menu and then "Student View" on the right hand side.

Course Setup Checklist

Have I uploaded all compulsory and optional readings?	✓
Have I created an assignment for each assessment component? (final coursework, weekly assignments, classroom participation, etc.)	✓
Have I attached a Grading Rubric to at least one of the assignments?	✓
Have I created a module for each session?	✓
Have I added the relevant files and assignments to each module?	✓
Have I uploaded/created my syllabus?	✓
Have I reviewed my course from the student perspective using the "Student View"?	✓

Grading Checklist

Module Leaders should make sure the assessment, grading and feedback provided meets each criterion in the list below by the Grading Deadline.

Attendance data is recorded for each taught session (Present / Absent / Absent with 'Justified Absence' badge).	✓
A Canvas Assignment is created for each grading component defined in the Syllabus.	✓
The relative contributions of assessment items reflect the weighting defined in the Syllabus.	✓
Each piece of coursework is submitted through Canvas (assignments received via email are not accessible to programme directors and mentors).	✓
A Grading Rubric is attached to the final coursework (if there is no final coursework, at least one assignment should have a rubric attached to it).	✓
There are no empty cells in the gradebook. In case of non-submission, students should be awarded 0 points, because otherwise those assignments are ignored and students get a better grade than intended.	✓
The final grade as calculated with the grading scheme matches the grade you intend for the student.	✓
A 100 to 150-word, holistic evaluation of progress is provided for each student, as a comment added to the final coursework. If there is no final coursework, please add it to the assignment where it seems the most appropriate.	✓

Holistic Evaluation explained

As stated by the Grading Checklist above, Module Leaders are required to provide a 100-150-word holistic evaluation that describes the overall progress of the student in the module, with a specific attention to key learning outcomes. To this end, a standardised assignment is included in each Canvas course called "Holistic Evaluation", which is where Module Leaders are expected to provide their feedback. In the evaluation, Module Leaders provide students with individualised feedback, acknowledge their efforts, encourage further development by pointing out areas for improvement.

<u>Example of an holistic evaluation</u>:

The student's determination was apparent throughout the term to strengthen her grasp of the discipline and attempt problem-solving in the open questions. The student's performance in the quizzes was notedly stronger in topics related to cell biology than in those requiring the knowledge of experimental techniques in molecular life sciences. In the problem sheets, she provided accurate responses several times and contributed with strong ideas to the classroom discussions. The student can further improve by confidently using terminology and achieving a more fluent scientific reasoning, using evidence to support arguments, generating hypotheses and drawing conclusions from assumed experimental outcomes. The student is recommended to spend more time reading about the basic disciplinary frameworks in biology, such as evolutionary biology, developmental biology, biochemical reactions, to obtain an intuition for the subject that can guide her thinking in a powerful way.