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**PROGRAMME OF INTERNSHIP**  
**FOR MASTER PROGRAMME**  
**«Global and Regional History»**

**1. I. GENERAL THESIS:**

<b>Year of study</b>	<b>Practice type</b>	<b>Description</b>	<b>Feature</b>	<b>Volume in CU per student</b>	<b>Volume in AH per student</b>	<b>Implementation period</b>
1, 2	Teaching internship	Educational and introductory	Optionally	5/5/6	190/190/190	Second year of study
1, 2	Archival internship	Educational and introductory	Optionally	5/5/6	190/190/190	Second year of study
1,2	Museum internship	Educational and introductory	Optionally	5/5/6	190/190/190	Second year of study

**2. Description of the content of the Teaching internship**

Teaching internship (Second year of study)

Teaching internship is held under an agreement between the Higher School of Economics and another educational institution. As part of the internship, the student is assigned to work in a general education school or is left at the university to conduct seminars in the undergraduate program.

**Target:** Acquiring teaching skills.

**Tasks:**

- formation of basic ideas about the methods of pedagogical work
- development of teaching skills
- preparing your own lesson / lecture
- attraction of relevant literature and methods for preparation
- development of a fund of appraisal means
- representation of the experience gained

**Control:**

**preparatory stage**

- 1) signing an assignment for a student to complete - within three days after the start;

- 2) an introductory seminar - setting tasks, distribution into groups (2-3 people) - in the first week of practice;
- 3) work with pedagogical literature, annotation of two lessons / lectures, delivery of an individual assignment to the head - in the first week of practice;
- 4) the second meeting with the curator (school teacher / HSE lecturer).

**main stage**

- 5) Acquaintance with a group of students;
- 6) Conducting a lesson / lecture according to an independently developed program;
- 7) providing a written report of 1000-2000 words to the head of the practice, receiving feedback - within a week;

**The final stage**

- 8) presentation of the results of the project;
- 9) filling out the project report.

**Content:** preparation and conduct of a pedagogical internship, presentation of its results, including:

- analysis and annotation of scientific literature;
- choosing a topic for a lesson / lecture;
- drawing up a lesson program;
- drawing up a fund of appraisal means;
- conducting a lesson;
- writing a report on the lesson;
- oral presentation of the results of the internship.

**Features of development:** stationary (at the Higher School of Economics) / distance learning.

**Reporting:** written report and oral presentation of the study and its results.

**Assessment:** consists of an assessment of an individual assignment (preparation of a lesson), an assessment for an individual report on practice and an assessment for the presentation of the research results:

$$O \text{ Teaching internship.} = 0,3 * \text{program class} + 0,35 * O \text{ report} + 0,35 * O \text{ presentation.}$$

**Appraisal Fund:**

Evaluation of the prepared lesson program (5 in total) is carried out according to the following criteria:

Grade	Criteria
10	The volume, design and structure of the program meet the requirements. All basic information has been transferred. The work is written in competent academic language.

9	The volume, design and structure of the program are in accordance with the requirements. Basic information was transmitted, but no more. The work is written in competent academic language.
8	The volume, design and structure of the program are almost in line with the requirements. Basic information was transmitted, but no more. The work is written in competent academic language, but not all.
7	The volume, design and structure of the program partially meet the requirements. Some important information is missing. The work is written in competent academic language.
6	The volume, design and structure of the program are partially in line with the requirements. Most of the important information is missing. The work is written in competent academic language.
5	The volume, design and structure of the program are less in line with the requirements. Most of the important information is missing. The work is written in competent academic language, but not all.
4	The job is NOT completed on time AND / OR The job is riddled with errors AND / OR Plagiarism has been detected.
3	The task was NOT completed on time, the task is full of errors. A large percentage of plagiarism was detected.
2	The work was not done independently, a lot of plagiarism. There are a lot of mistakes in the work.
1	The work is borrowed.

The report is assessed according to the following criteria:

Grade	Criteria
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10	The volume, design and structure of the report meet the requirements. There is an introduction, a description of the work done and results, conclusions. The conclusions are substantiated and correspond to the set goals and objectives. The results are original, reliable and valid. The work is written in competent academic language, the data is visually formatted.
9	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. The conclusions are substantiated and correspond to the set goals and objectives. The results are reliable and valid. The work is written in competent academic language, the data is visually formatted.
8	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. The conclusions are substantiated and correspond to the set goals and objectives. The results are reliable and valid. The work is written in a competent academic language, the data is not fully visualized.
7	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. The conclusions are substantiated and correspond to the set goals and objectives. The results are INSUFFICIENTLY reliable and valid. The work is written in academic language, the data is visually formatted.
6	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. The conclusions are substantiated and correspond to the set goals and objectives. The results are INSUFFICIENTLY reliable and reliable. The work is not fully written in academic language, the data is visually formatted.
5	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. Conclusions are INSUFFICIENTLY substantiated and correspond to the set goals and objectives. The results are INSUFFICIENTLY reliable and valid. The work is written in academic language, the data is NOT visually framed.
4	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. Conclusions are INSUFFICIENTLY substantiated and correspond to the set goals and objectives. The

	results are INSUFFICIENTLY reliable and reliable. The work is not written in academic language, the data is NOT visualized.
3	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. Conclusions are INSUFFICIENTLY substantiated and correspond to the set goals and objectives. The results are INSUFFICIENTLY reliable and valid. The work is written in academic language, the data is NOT visually framed.
2	The volume, design and structure of the report do not meet the requirements. There is an introduction, description of methods and results, conclusions. Conclusions are INSUFFICIENTLY substantiated and do not correspond to the set goals and objectives. The results are INSUFFICIENTLY reliable and reliable. The work is written in academic language, the data is NOT visualized.
1	The volume, design and structure of the report DO NOT meet the requirements. The conclusions are NOT substantiated and correspond to the set goals and objectives. The results are INSUFFICIENTLY reliable and reliable. The work is not written in academic language, the data is NOT visually formatted.
0	The work is not presented. OR Plagiarism detected.

The presentation is assessed according to the following criteria:

Grade	Criteria
10	<p>Possible tasks have been set. The working process is fully spelled out. The results are valid and reliable. The conclusions are substantiated and consistent with the goals and objectives. The work is distinguished by originality, and its results are novel and / or practical.</p> <p>Speech is fluent, coherent, competent and expressive. The slides are clear, not overloaded with information, logically connected.</p> <p>The response to the question is quick and clear, the student demonstrates a complete understanding of the material, the answer is short, but fully consistent with the question being asked.</p>
9	<p>Possible tasks have been set. The workflow is fully spelled out. The results are valid and reliable. The conclusions are substantiated and consistent with the goals and objectives. The work is original and the results are new and / or practical.</p> <p>The speech is fluent, coherent. The slides are clear, but overloaded with information, logically connected.</p> <p>The answer to the question is quick and clear, the student demonstrates a complete understanding of the material, the answer is short, but does not fully correspond to the question being asked.</p>

8	<p>Possible tasks have been set. The workflow is fully spelled out. The results are valid and reliable. The conclusions are substantiated and consistent with the goals and objectives. The work is original and the results are new and / or practical.</p> <p>Speech is fluent, not always coherent. The slides are clear, but overloaded with information, logically almost unrelated.</p> <p>The answer to the question is quick, but vague, the student demonstrates a complete understanding of the material, the answer is short, but does not fully correspond to the question being asked.</p>
7	<p>Possible tasks have been set. The research methods / work structure used are consistent with the objectives. The results are INSUFFICIENTLY valid and reliable. The conclusions are substantiated and consistent with the goals and objectives. The work is NOT original, although its results are practically significant.</p> <p>Speech is fluent, coherent, but LITTLE literate and expressive. The slides are clear, not overloaded with information, logically connected.</p> <p>The response to the question is slow, although the student demonstrates a complete understanding of the material, and the answer is fully consistent with the question being asked.</p>
6	<p>Possible tasks have been set. The research methods used / work structure are consistent with the objectives. The results are INSUFFICIENT and reliable. The conclusions are not entirely substantiated and correspond to the goals and objectives. The work is NOT original, and its results are practically insignificant.</p> <p>Speech is fluent, not coherent, but LITTLE literate and expressive. The slides are clear, not overloaded with information, not logically connected.</p> <p>The answer to the question is slow, although the student demonstrates a complete understanding of the material, and the answer is fully consistent with the question being asked.</p>
5	<p>The broad objectives of the research have been set. The research methods used / project structure are NOT COMPLETELY in line with the objectives. The results are not valid and reliable enough. The conclusions are NOT COMPLETELY justified and correspond to the goals and objectives. The work is NOT distinguished by originality, and its results - by novelty and / or practical significance.</p> <p>Speech is fluent, coherent, but LITTLE literate and expressive. The slides are NOT always clear, some of them are overloaded with information, although they are logically connected.</p> <p>The student does NOT demonstrate a complete understanding of the material, and / OR the answer is NOT fully consistent with the question asked.</p>
4	<p>The broad objectives of the study are set. The research methods used / project structure are NOT COMPLETELY in line with the objectives. The results are insufficiently reliable and reliable. The conclusions are NOT COMPLETELY justified and correspond to the goals and objectives. The work is NOT distinguished by originality, and its results - by novelty and / or practical significance.</p> <p>Speech is fluent, not coherent, Slides are NOT always clear, some of them are overloaded with information, logical connection is lost.</p>

	The student does NOT demonstrate a complete understanding of the material, and / OR the answer is NOT fully consistent with the question asked.
3	The broad objectives of the research have been set. The research methods used / project structure are NOT COMPLETELY in line with the objectives. The results are not valid and reliable enough. The conclusions are NOT COMPLETELY justified and correspond to the goals and objectives. The work is NOT distinguished by originality, and its results - by novelty and / or practical significance. Speech is fluent, coherent, but LITTLE literate and expressive. The slides are NOT always clear, some of them are overloaded with information, although they are logically connected. The student does NOT demonstrate a complete understanding of the material AND the answer does NOT fully correspond to the question asked.
2	The broad objectives of the study are set. The research methods used / project structure are NOT fit for purpose. The results are insufficiently reliable and reliable. The conclusions are NOT reasonable and do not correspond to the goals and objectives. The work is NOT distinguished by originality, and its results - by novelty and / or practical significance. Speech is fluent, coherent, illiterate and expressive. The slides are NOT always clear, some of them are overloaded with information, although they are logically connected. The student does NOT demonstrate a complete understanding of the material, AND the answer does NOT fully match the question asked.
1	The research methods used / project structure is NOT appropriate for the objectives. The results are NOT valid or reliable. The conclusions are NOT reasonable and do NOT correspond to the goals and objectives. The work is NOT distinguished by originality, and its results - by novelty and / or practical significance. The material is presented incoherently and illiterate. The student is NOT able to answer the questions OR The student is NOT able to communicate to answer the questions.
0	The work is not presented. OR Plagiarism detected.

**Resources:** *electronic resources of the HSE library; language corpora available by subscription to the Higher School of Economics.*

*Peculiarities of performing assignments on pedagogical practice in conditions of restrictive or other measures: consultations with the head of the practice, provision of an intermediate version, presentation of results can take place in a remote format.*

## 2.1. Description of the content of the Archival internship

Archival internship (Second year of study)

The archival internship is carried out by agreement between the Higher School of Economics and the city state archives. As part of the internship, the student is sent to work in the archive to conduct research.

**Target:** Acquiring skills in working with archival documents. Work with electronic databases and printed catalogs. Compilation of bibliography, design of sources.

**Tasks:**

- formation of basic ideas about archival work
- development of skills in the formation of catalogs
- getting the skill of working with handwritten texts
- getting the skill of working in archival repositories
- description of the fund / collection
- representation of the experience gained

**preparatory stage**

- 1) signing an assignment for a student to complete - within three days after the start;
- 2) an introductory seminar - setting tasks, distribution into groups (2-3 people) - in the first week of practice;
- 3) work with the curator of the archive;

**main stage**

- 4) Acquaintance with the archive storage;
- 5) Completing the assignment (compiling a catalog / moving documents / decrypting manuscripts;
- 6) providing a written report of 1000-2000 words to the head of the practice, receiving feedback - within a week;

**The final stage**

- 7) presentation of the results of the work;
- 8) filling out the report.

**Content:** preparation and conduct of archival internship, presentation of its results, including:

- distribution to the archive;
- acquaintance with the curator and receiving the assignment;
- preparation for the task;
- drawing up a report on the work done;
- oral presentation of the results of the internship.

**Features of development:** stationary in the city state archives.

**Reporting:** written report and oral presentation of the work done and its results.

**Grade:** consists of an assessment of an individual assignment, an assessment for an individual report on practice and an assessment for the presentation of the research results:

$$O \text{ archival internship.} = 0,3 * \text{ completed task} + 0,35 * O \text{ report} + 0,35 * O \text{ presentation}$$

**Appraisal Fund:**

Evaluation of the work performed (5 in total) is carried out according to the following criteria:

Grade	Criteria
10	The volume, design and structure of the program meet the requirements. All basic information has been transferred. The work is written in competent academic language.



9	The volume, design and structure of the program are in accordance with the requirements. Basic information was transmitted, but no more. The work is written in competent academic language.
8	The volume, design and structure of the program are almost in line with the requirements. Basic information was transmitted, but no more. The work is written in competent academic language, but not all.
7	The volume, design and structure of the program partially meet the requirements. Some important information is missing. The work is written in competent academic language.
6	The volume, design and structure of the program are partially in line with the requirements. Most of the important information is missing. The work is written in competent academic language.
5	The volume, design and structure of the program are less in line with the requirements. Most of the important information is missing. The work is written in competent academic language, but not all.
4	The job is NOT completed on time AND / OR The job is riddled with errors AND / OR Plagiarism has been detected.
3	The task was NOT completed on time, the task is full of errors. A large percentage of plagiarism was detected.
2	The work was not done independently, a lot of plagiarism. There are a lot of mistakes in the work.
1	The work is borrowed.

The report is assessed according to the following criteria:

Grade	Criteria
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10	The volume, design and structure of the report meet the requirements. There is an introduction, a description of the work done and results, conclusions. The conclusions are substantiated and correspond to the set goals and objectives. The results are original, reliable and valid. The work is written in competent academic language, the data is visually formatted.
9	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. The conclusions are substantiated and correspond to the set goals and objectives. The results are reliable and valid. The work is written in competent academic language, the data is visually formatted.
8	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. The conclusions are substantiated and correspond to the set goals and objectives. The results are reliable and valid. The work is written in a competent academic language, the data is not fully visualized.
7	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. The conclusions are substantiated and correspond to the set goals and objectives. The results are INSUFFICIENTLY reliable and valid. The work is written in academic language, the data is visually formatted.
6	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. The conclusions are substantiated and correspond to the set goals and objectives. The results are INSUFFICIENTLY reliable and reliable. The work is not fully written in academic language, the data is visually formatted.
5	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. Conclusions are INSUFFICIENTLY substantiated and correspond to the set goals and objectives. The results are INSUFFICIENTLY reliable and valid. The work is written in academic language, the data is NOT visually framed.
4	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. Conclusions are INSUFFICIENTLY substantiated and correspond to the set goals and objectives. The

	results are INSUFFICIENTLY reliable and reliable. The work is not written in academic language, the data is NOT visualized.
3	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. Conclusions are INSUFFICIENTLY substantiated and correspond to the set goals and objectives. The results are INSUFFICIENTLY reliable and valid. The work is written in academic language, the data is NOT visually framed.
2	The volume, design and structure of the report do not meet the requirements. There is an introduction, description of methods and results, conclusions. Conclusions are INSUFFICIENTLY substantiated and do not correspond to the set goals and objectives. The results are INSUFFICIENTLY reliable and reliable. The work is written in academic language, the data is NOT visualized.
1	The volume, design and structure of the report DO NOT meet the requirements. The conclusions are NOT substantiated and correspond to the set goals and objectives. The results are INSUFFICIENTLY reliable and reliable. The work is not written in academic language, the data is NOT visually formatted.
0	The work was NOT completed on time AND / OR Plagiarism was detected.

The presentation is assessed according to the following criteria:

Grade	Criteria
10	<p>Possible tasks have been set. The working process is fully spelled out. The results are valid and reliable. The conclusions are substantiated and consistent with the goals and objectives. The work is distinguished by originality, and its results are novel and / or practical.</p> <p>Speech is fluent, coherent, competent and expressive. The slides are clear, not overloaded with information, logically connected.</p> <p>The response to the question is quick and clear, the student demonstrates a complete understanding of the material, the answer is short, but fully consistent with the question being asked.</p>
9	<p>Possible tasks have been set. The workflow is fully spelled out. The results are valid and reliable. The conclusions are substantiated and consistent with the goals and objectives. The work is original and the results are new and / or practical.</p> <p>The speech is fluent, coherent. The slides are clear, but overloaded with information, logically connected.</p> <p>The answer to the question is quick and clear, the student demonstrates a complete understanding of the material, the answer is short, but does not fully correspond</p>

	to the question being asked.
8	<p>Possible tasks have been set. The workflow is fully spelled out. The results are valid and reliable. The conclusions are substantiated and consistent with the goals and objectives. The work is original and the results are new and / or practical.</p> <p>Speech is fluent, not always coherent. The slides are clear, but overloaded with information, logically almost unrelated.</p> <p>The answer to the question is quick, but vague, the student demonstrates a complete understanding of the material, the answer is short, but does not fully correspond to the question being asked.</p>
7	<p>Possible tasks have been set. The research methods / work structure used are consistent with the objectives. The results are INSUFFICIENTLY valid and reliable. The conclusions are substantiated and consistent with the goals and objectives. The work is NOT original, although its results are practically significant.</p> <p>Speech is fluent, coherent, but LITTLE literate and expressive. The slides are clear, not overloaded with information, logically connected.</p> <p>The response to the question is slow, although the student demonstrates a complete understanding of the material, and the answer is fully consistent with the question being asked.</p>
6	<p>Possible tasks have been set. The research methods used / work structure are consistent with the objectives. The results are INSUFFICIENT and reliable. The conclusions are not entirely substantiated and correspond to the goals and objectives. The work is NOT original, and its results are practically insignificant.</p> <p>Speech is fluent, not coherent, but LITTLE literate and expressive. The slides are clear, not overloaded with information, not logically connected.</p> <p>The answer to the question is slow, although the student demonstrates a complete understanding of the material, and the answer is fully consistent with the question being asked.</p>
5	<p>The broad objectives of the research have been set. The research methods used / project structure are NOT COMPLETELY in line with the objectives. The results are not valid and reliable enough. The conclusions are NOT COMPLETELY justified and correspond to the goals and objectives. The work is NOT distinguished by originality, and its results - by novelty and / or practical significance.</p> <p>Speech is fluent, coherent, but LITTLE literate and expressive. The slides are NOT always clear, some of them are overloaded with information, although they are logically connected.</p> <p>The student does NOT demonstrate a complete understanding of the material, and / OR the answer is NOT fully consistent with the question asked.</p>
4	<p>The broad objectives of the study are set. The research methods used / project structure are NOT COMPLETELY in line with the objectives. The results are insufficiently reliable and reliable. The conclusions are NOT COMPLETELY justified and correspond to the goals and objectives. The work is NOT distinguished by originality, and its results - by novelty and / or practical significance.</p>

	<p>Speech is fluent, not coherent, Slides are NOT always clear, some of them are overloaded with information, logical connection is lost.</p> <p>The student does NOT demonstrate a complete understanding of the material, and / OR the answer is NOT fully consistent with the question asked.</p>
3	<p>The broad objectives of the research have been set. The research methods used / project structure are NOT COMPLETELY in line with the objectives. The results are not valid and reliable enough. The conclusions are NOT COMPLETELY justified and correspond to the goals and objectives. The work is NOT distinguished by originality, and its results - by novelty and / or practical significance.</p> <p>Speech is fluent, coherent, but LITTLE literate and expressive. The slides are NOT always clear, some of them are overloaded with information, although they are logically connected.</p> <p>The student does NOT demonstrate a complete understanding of the material AND the answer does NOT fully correspond to the question asked.</p>
2	<p>The broad objectives of the study are set. The research methods used / project structure are NOT fit for purpose. The results are insufficiently reliable and reliable. The conclusions are NOT reasonable and do not correspond to the goals and objectives. The work is NOT distinguished by originality, and its results - by novelty and / or practical significance.</p> <p>Speech is fluent, coherent, illiterate and expressive. The slides are NOT always clear, some of them are overloaded with information, although they are logically connected.</p> <p>The student does NOT demonstrate a complete understanding of the material, AND the answer does NOT fully match the question asked.</p>
1	<p>The research methods used / project structure are NOT appropriate for the objectives. The results are NOT valid or reliable. The conclusions are NOT reasonable and do NOT correspond to the goals and objectives. The work is NOT distinguished by originality, and its results - by novelty and / or practical significance.</p> <p>The material is presented NOT coherently and NOT competently.</p> <p>The student is NOT able to answer the questions OR The student is NOT able to communicate to answer the questions.</p>
0	<p>The work is not presented. OR Plagiarism detected.</p>

**Resources:** electronic resources of the HSE library

Features of performing tasks on archival practice in conditions of restrictive or other measures: consultations with the head of the practice, provision of an intermediate version, presentation of the results can take place in a remote format.

## 2.2. Description of the content of the Museum internship

Museum internship (Second year of study)

The Museum internship is carried out by agreement between the Higher School of Economics and the city state archives. As part of the internship, the student is sent to work in the archive to conduct research.

**Target:** Acquiring skills in working with museum funds / exhibits. Work with electronic databases and printed catalogs.

**Tasks:**

- formation of basic ideas about museum work
- development of skills in the formation of catalogs of exhibits
- getting the skill of working with registries
- obtaining the skill of working in museum depositories
- description of the fund / collection / individual exhibit
- conducting excursions
- representation of the experience gained

**Control:****preparatory stage**

- 1) signing an assignment for a student to complete - within three days after the start;
- 2) an introductory seminar - setting tasks, distribution into groups (2-3 people) - in the first week of practice;
- 3) work with the curator of the museum;

**main stage**

- 4) Acquaintance with the museum storage;
- 5) Completion of the assignment (compilation of the catalog / exhibition / excursion route)
- 6) providing a written report of 1000-2000 words to the head of the practice, receiving feedback - within a week;

**The final stage**

- 7) presentation of the results of the work;
- 8) filling out the report.

**Content:** preparation and conduct of a museum internship, presentation of its results, including:

- distribution to museums;
- acquaintance with the curator and receiving the assignment;
- preparation for the task;
- drawing up a report on the work done;
- oral presentation of the results of the internship.

**Features of development:** stationary in city state museums.

**Reporting:** written report and oral presentation of the work done and its results.

**Grade:** consists of an assessment of an individual assignment, an assessment for an individual report on practice and an assessment for the presentation of the research results:

$$O \text{ museum internship.} = 0,3 * \text{completed task} + 0,35 * O \text{ report} + 0,35 * O \text{ presentation}$$

**Appraisal Fund:**

Evaluation of the work performed (5 in total) is carried out according to the following criteria:

Grade	Criteria

10	The volume, design and structure of the program meet the requirements. All basic information has been transferred. The work is written in competent academic language.
9	The volume, design and structure of the program are in accordance with the requirements. Basic information was transmitted, but no more. The work is written in competent academic language.
8	The volume, design and structure of the program are almost in line with the requirements. Basic information was transmitted, but no more. The work is written in competent academic language, but not all.
7	The volume, design and structure of the program partially meet the requirements. Some important information is missing. The work is written in competent academic language.
6	The volume, design and structure of the program are partially in line with the requirements. Most of the important information is missing. The work is written in competent academic language.
5	The volume, design and structure of the program are less in line with the requirements. Most of the important information is missing. The work is written in competent academic language, but not all.
4	The job is NOT completed on time AND / OR The job is riddled with errors AND / OR Plagiarism has been detected.
3	The task was NOT completed on time, the task is full of errors. A large percentage of plagiarism was detected.
2	The work was not done independently, a lot of plagiarism. There are a lot of mistakes in the work.
1	The work is borrowed.

The report is assessed according to the following criteria:

Grade	Criteria
10	The volume, design and structure of the report meet the requirements. There is an introduction, a description of the work done and results, conclusions. The conclusions are substantiated and correspond to the set goals and objectives. The results are original, reliable and valid. The work is written in competent academic language, the data is visually formatted.
9	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. The conclusions are substantiated and correspond to the set goals and objectives. The results are reliable and valid. The work is written in competent academic language, the data is visually formatted.
8	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. The conclusions are substantiated and do not fully correspond to the set goals and objectives. The results are reliable and valid. The work is not fully written in competent academic language, the data is visually formatted.
7	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. The conclusions are substantiated and correspond to the set goals and objectives. The results are INSUFFICIENTLY reliable and valid. The work is written in academic language, the data is visually formatted.
6	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. The conclusions are substantiated and insufficiently correspond to the set goals and objectives. The results are INSUFFICIENTLY reliable and reliable. The work is written in academic language, the data is visually formatted.
5	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. Conclusions are INSUFFICIENTLY substantiated and correspond to the set goals and objectives. The results are INSUFFICIENTLY reliable and valid. The work is written in academic language, the data is NOT visually framed.



4	The volume, design and structure of the report meet the requirements. There is an introduction, description of methods and results, conclusions. Conclusions are INSUFFICIENTLY substantiated and correspond to the set goals and objectives. The results are INSUFFICIENTLY reliable and valid. The work is written in academic language, the data is NOT visually framed.
3	The volume, design and structure of the report do not fully meet the requirements. There is an introduction, description of methods and results, conclusions. Conclusions are INSUFFICIENTLY substantiated and correspond to the set goals and objectives. The results are INSUFFICIENTLY reliable and reliable. The work is not fully written in academic language, the data is NOT visualized.
2	The volume, design and structure of the report DO NOT meet the requirements. Conclusions are INSUFFICIENTLY substantiated and correspond to the set goals and objectives. The results are INSUFFICIENTLY reliable and valid. The work is written in academic language, the data is NOT visually framed.
1	The volume, design and structure of the report DO NOT meet the requirements. The conclusions are not substantiated and correspond to the set goals and objectives. The results are neither reliable nor reliable. The work is written in academic language, the data is NOT visualized.
0	The work was NOT completed on time AND / OR Plagiarism was detected.

The presentation is assessed according to the following criteria:

Grade	Criteria
10	Possible tasks have been set. The working process is fully spelled out. The results are valid and reliable. The conclusions are substantiated and consistent with the goals and objectives. The work is distinguished by originality, and its results are novel and / or practical. Speech is fluent, coherent, competent and expressive. The slides are clear, not overloaded with information, logically connected. The response to the question is quick and clear, the student demonstrates a complete understanding of the material, the answer is short, but fully consistent with the question being asked.
9	Possible tasks have been set. The workflow is fully spelled out. The results are valid and reliable. The conclusions are substantiated and consistent with the goals and objectives. The work is original and the results are new and / or practical. Speech is fluent, coherent, competent and expressive. The slides are clear, not

	<p>overloaded with information, logically connected.</p> <p>The answer to the question is quick and clear, the student does not always demonstrate a complete understanding of the material, the answer is short, not fully consistent with the question being asked.</p>
8	<p>Possible tasks have been set. The workflow is described. The results are valid and reliable. The conclusions are substantiated and consistent with the goals and objectives. The work is original, although its results are practically significant. Speech is fluent, coherent, competent and expressive. The slides are clear, not overloaded with information, logically connected.</p> <p>The response to the question is quick and clear, the student demonstrates a complete understanding of the material, the answer is short, but fully consistent with the question being asked.</p>
7	<p>Possible tasks have been set. The research methods / work structure used are consistent with the objectives. The results are INSUFFICIENTLY valid and reliable. The conclusions are substantiated and consistent with the goals and objectives. The work is NOT original, although its results are practically significant.</p> <p>Speech is fluent, coherent, but LITTLE literate and expressive. The slides are clear, not overloaded with information, logically connected.</p> <p>The response to the question is slow, although the student demonstrates a complete understanding of the material, and the answer is fully consistent with the question being asked.</p>
6	<p>Possible tasks have been set. The research methods used / work structure are consistent with the objectives. The results are INSUFFICIENT and reliable. The conclusions are not sufficiently substantiated and correspond to the goals and objectives. The work is NOT original, although its results are not significant enough.</p> <p>Speech is fluent, coherent, but LITTLE literate and expressive. The slides are clear, not overloaded with information, logically connected.</p> <p>The answer to the question is slow, although the student demonstrates a complete understanding of the material, and the answer is fully consistent with the question being asked.</p>
5	<p>The broad objectives of the research have been set. The research methods used / project structure are NOT COMPLETELY in line with the objectives. The results are not valid and reliable enough. The conclusions are NOT COMPLETELY justified and correspond to the goals and objectives. The work is NOT distinguished by originality, and its results - by novelty and / or practical significance.</p> <p>Speech is fluent, coherent, but LITTLE literate and expressive. The slides are NOT always clear, some of them are overloaded with information, although they are logically connected.</p> <p>The student does NOT demonstrate a complete understanding of the material, and / OR the answer is NOT fully consistent with the question asked.</p>
4	<p>The broad objectives of the study are set. The research methods used / project structure are NOT fit for purpose. The results are insufficiently reliable and reliable. The conclusions are NOT reasonable and correspond to the goals and objectives. The work is NOT distinguished by originality, and its results - by</p>

	<p>novelty and / or practical significance.</p> <p>Speech is fluent, coherent, illiterate and expressive. The slides are NOT always clear, some of them are overloaded with information, although they are logically connected.</p> <p>The student does NOT demonstrate a complete understanding of the material, and / OR the answer is NOT fully consistent with the question asked.</p>
3	<p>The broad objectives of the research have been set. The research methods used / project structure are NOT COMPLETELY in line with the objectives. The results are not valid and reliable enough. The conclusions are NOT COMPLETELY justified and correspond to the goals and objectives. The work is NOT distinguished by originality, and its results - by novelty and / or practical significance.</p> <p>Speech is fluent, coherent, but LITTLE literate and expressive. The slides are NOT always clear, some of them are overloaded with information, although they are logically connected.</p> <p>The student does NOT demonstrate a complete understanding of the material AND the answer does NOT fully correspond to the question asked.</p>
2	<p>The broad objectives of the study are set. The research methods used / project structure are NOT COMPLETELY in line with the objectives. The results are insufficiently reliable and reliable. The conclusions are NOT reasonable and correspond to the goals and objectives. The work is NOT distinguished by originality, and its results - by novelty and / or practical significance.</p> <p>Speech is fluent, coherent, illiterate and expressive. The slides are NOT always clear, some are overloaded with information.</p> <p>The student does NOT demonstrate a complete understanding of the material, AND the answer does NOT fully match the question asked.</p>
1	<p>The research methods used / project structure are NOT appropriate for the objectives. The results are NOT valid or reliable. The conclusions are NOT reasonable and do NOT correspond to the goals and objectives. The work is NOT distinguished by originality, and its results - by novelty and / or practical significance.</p> <p>The material is presented NOT coherently and NOT competently.</p> <p>The student is NOT able to answer the questions OR The student is NOT able to communicate to answer the questions.</p>
0	<p>The work is not presented. Or Plagiarism detected.</p>

### **Resources: electronic resources of the HSE library**

Specifics of completing assignments for museum practice in conditions of restrictive or other measures: consultations with the head of the practice, provision of an intermediate version, presentation of results can take place in a remote format.

### **3. Academic and information support of internship**

#### **The list of educational literature and resources of the Internet, necessary for internship**

The following list of mandatory and additional literature should contain a minimum of items (max 5-10)

№	Education Literature
Mandatory literature	
1.	Cuyler, Antonio C., and Anne R. Hodges. "From the Student Side of the Ivory Tower: An Empirical Study of Student Expectations of Internships in Arts and Cultural Management." <i>International Journal of Arts Management</i> , vol. 17, no. 3, 2015, pp. 68–79., <a href="http://www.jstor.org/stable/24587171">www.jstor.org/stable/24587171</a> .
2.	Stewart, Richard W. "The Chief's Corner: History and Museum Interns and Professional Development." <i>Army History</i> , no. 96, 2015, pp. 4–5. <a href="http://www.jstor.org/stable/26300412">www.jstor.org/stable/26300412</a>
Additional literature	
1.	Isaac-Menard, Rachel. "Transferable Skills and the Nontraditional Workplace: A Case Study of Internships with an Art and Design Theory-Focused Journal." <i>Art Documentation: Journal of the Art Libraries Society of North America</i> , vol. 34, no. 2, 2015, pp. 339–348. <a href="http://www.jstor.org/stable/10.1086/683389">www.jstor.org/stable/10.1086/683389</a> .
2.	Museums and Higher Education Working Together: Challenges and Opportunities, edited by Anne Boddington, Routledge, 2013. ProQuest Ebook Central, <a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4513348">https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4513348</a>
Resources of the Internet	
1.	On museum internships. URL: <a href="http://museumblogging.com/2011/11/05/on-museum-internships/">http://museumblogging.com/2011/11/05/on-museum-internships/</a>

3.1. In cases of difficult situations, all types of practice can take place in a remote format.

### 3.2. Material and technical support of internship

During the internship students are provided with access to classrooms of other rooms with a PC with Internet connection and necessary software for the fulfillment of individual task. These material and technical equipment must meet the current sanitary and fire safety standards and requirements of the work.

#### **4. Special conditions for organization of learning process for students with special needs**

If necessary, students with disabilities (at the request of the student) may be offered individual tasks and the following options for the perception of educational information, taking into account their individual psychophysical characteristics, including with the use of e-learning and distance technologies:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.

### 3.1. Приложение 1

Sample diary and practice report

Appendix 1

Internship Diary and Report Template

National Research University Higher School of Economics,  
Saint-Petersburg

Faculty Saint-Petersburg School of Humanities and Arts

«Global and Regional History»

Master's Degree

46.04.01 "History"

## **REPORT**

### **Research Internship**

*(form of internship)*

Executed by the student of \_\_\_\_\_ group

\_\_\_\_\_

*(student's full name)*

\_\_\_\_\_

*(signature)*

**Verified:**

\_\_\_\_\_

*(position, full name of the Organization's Internship Supervisor)*

\_\_\_\_\_

*(grade)*

\_\_\_\_\_

*(signature)*

\_\_\_\_\_

*(date)*

*M.A.Gulakova, Senior Lecturer*

*(position, full name of HSE Internship supervisor)*

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*(grade)*

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*(signature)*

---

*(date)*

### **Report structure.**

1. Introduction (goals and objectives of internship).
2. Main part (content).
3. Fulfilled individual assignment.
4. Conclusion (including self-assessment of competences)

### **Main part of the report** should include:

1. Brief description of the Organization (place of internship) with a description of the field of activities, organizational structure, economic indicators.
2. Description of professional problems solved by the student during internship (according to goals and objectives of internship and individual assignment).





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Objectives of internship:

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Internship plan (content) (questions to be studied):

1.

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2.

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3.

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4.

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5.

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6.

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7.

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Planned results:

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1.

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2.

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3.

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4.

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5.

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6.

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7.

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Internship supervisor (HSE academic staff member):

Gulakova M.A., Senior Lecturer

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*(position)*

*(signature)*

*(print name)*

APPROVED

the Organization's Internship Supervisor

---

*(position)*

*(signature)*

*(print name)*

The task accepted

\_\_\_\_.\_\_\_\_.2022

Student

---

*(signature)*

*(print name)*

Appendix 3

National Research University Higher School of Economics,  
Saint-Petersburg

**AN INTERNSHIP PLAN (SCHEDULE)**

\_\_\_\_\_ (student's full name)

Field of Study 46.04.01 "History" \_\_\_\_\_

Educational program «**Global and Regional History**»

Full time program, of \_\_\_\_\_ year of study, group № \_\_\_\_\_

Faculty Saint-Petersburg School of Humanities and Arts

Type of internship Research Internship / Научно-исследовательская практика  
*Internship is organised in distant format / Практика проходит в дистанционной форме*

Internship period: from 01.04. 2022 to 30.04.2022.

Internship supervisor from University Gulakova M.A., Senior Lecturer, Department of History

Name of the internship Organization \_\_\_\_\_

the Organization's Internship Supervisor (full name, academic title)

№	Time period	Internship plan
1		1. Organizational meeting
2		2. Personnel safety notification
3		3. Welcome tour





**National Research University/ Национальный исследовательский  
Университет**

**“Higher School of Economics” / “Высшая школа экономики”**

**Faculty Saint-Petersburg School of Humanities and Arts/**

**Факультет**

**Санкт-Петербургская школа гуманитарных наук и искусств**

**RESEARCH INTERNSHIP DIARY (DAILY RECORD)**

**ДНЕВНИК НАУЧНО-ИССЛЕДОВАТЕЛЬСКОЙ  
ПРАКТИКИ СТУДЕНТА**

**Saint Petersburg**

**Студент / Student (full name)**

\_\_\_\_\_

(фамилия, имя, отчество)

Магистерская программа «Глобальная и региональная история» / Master Program

**“Global and Regional History”** \_\_ year of study, группы/group №\_\_\_\_\_, направляется на  
(в) / is recommended for internship at \_\_\_\_\_ (учреждение / name of the  
organization)

**1. Календарные сроки практики / Internship dates**

По учебному плану / According to study plan

начало /start date 01.04.2022   конец / end date 30.04.2022

Дата прибытия на практику/ date of arrival at the internship place «\_\_» \_\_\_\_\_ 2022

Дата выбытия с места практики / date of leaving the internship place «\_\_» \_\_\_\_\_ 2022

## **2. Координатор практики от МП / Internship coordinator at the Masters' programme**

Фамилия /surname **Gulakova**

Имя /first name **Mariia**

Отчество /patronymic **Anatolievna**

## **2. Руководитель практики от предприятия, учреждения / Internship supervisor at the organization**

Должность/position \_\_\_\_\_

Фамилия /surname \_\_\_\_\_

Имя / first name \_\_\_\_\_

Отчество/ patronymic \_\_\_\_\_

## **4. Ежедневные записи студентов по практике / Daily notes on the internship activity**





## **REVIEW**

### **of students' performance during internship**

The review of students' performance during internship is formed by the Organization's Internship Supervisor.

The review should specify – name of the student, the place of internship, the time of internship.

The review should include:

- professional tasks performed by the student;
- completeness and quality of implementation of the internship;
- student's attitude to the assignments received during internship;
- assessment of formation of the planned competences
- conclusions about professional suitability of the student; if necessary – the comment on the personal and professional qualities

**The review should be signed by the Organization's Internship Supervisor and stamped.**

*Recommended form when practicing in a specialized organization*

**Saint-Petersburg 2021**

**Confirmation of the passing of the safety induction course**

Student of the National Research University Higher School of Economics (*Full name*)

Study on:

\_\_\_\_ course of the educational programme «**Global and Regional History**»,

sent to internship in the \_\_\_\_\_ (*name of the organization*),

has been acquainted with:

- labor protection requirements,
- safety requirements,
- fire safety requirements,
- the rules of the internal labor schedule of the *organization name*.

Internship Supervisor from Organization:

\_\_\_\_\_

*position*

\_\_\_\_\_/\_\_\_\_\_

*signature*

*name*

(*first date of internship*)

*date*