

2. List of entrance examination documents

2.1. Mandatory documents

2.1.1. CV. CV will subsequently be sent to the school director (for students of the “Teaching in the Modern World” track). The CV structure must correspond to Table 1.

Table 1. CV Contents

No	Name of the point in the resume
1.	Your photo and contacts (mail, phone)
2.	Academic performance at the previous level of higher education, grade point average, diploma with honors.
3.	Experience in educational organizations: years, name of organization, position, main job responsibilities.
4.	Work experience in other organizations (not in the field of education): years, name of organization, position, main job responsibilities.
5.	Bibliographic reference (GOST R 7.0.5-2008), indicating the status of the journals in which the article was published, for example, publication in a scientific journal of the first, second, etc. quartiles (or indicate that there is no quartile of the journal), indexed in international scientific citation databases (Web of Science Core Collection and/or Scopus), the journal is included in the list of Higher Attestation Commission, RSCI, indication of other scientific citation databases.
6.	Diplomas and certificates (in point 2 of the current document).
7.	Additional documents on education (in point 2 of the current document).
8.	Copies of documents confirming the level of English language proficiency (in paragraph 2 of the current document).
9.	Additional information about yourself.

2.1.2. A copy of the education document with a list of completed disciplines and grades in these disciplines. The maximum score for academic performance is given if you have a diploma with honors from one of the universities included in the “Top 500” (QS 2023).

2.1.3. Motivational video card. You have to record a video. To do this, you will need a computer/laptop with a camera, microphone and Internet access. In your video card, please provide an understanding of your own professional trajectory, its compliance with the program profile, and the presence of academic motivation. The duration of the video should be no more than 5 minutes.

In your video card, try to answer the following questions:

- What educational and professional experience do you have? What goals have you set for yourself in the past and have you achieved them? If yes, what helped you with this? If not, what was the key barrier?
- Why did you choose the HSE Institute of Education and our program? What do you know about the HSE Institute of Education and the program?
- Why do you think you would be a good candidate for our program?
- What are your practical interests? How do you plan to apply the knowledge acquired in the master's program in practice?
- What are your research interests? Please briefly describe the idea for your future research.
- What are your long-term professional plans? Who and where do you see yourself in 5 years?

Documents must be provided to the admissions committee:

2.1.3.1. annotation to the plot (3-5 sentences containing information about the

author and justification of the key idea why you are the best candidate for our program). In addition to the basic information from the video business card, please include in the abstract information about which researchers (or supervisors) in the program you would like to work with? Please include links to projects that interest you. You can find current lists of teachers, laboratories and projects on the website of the [Institute of Education](#), plans for admission to the master's-postgraduate track.

2.1.3.2. A link to the video, preferably in mp4 video format (h.264 codec), located in cloud services (Yandex disk, Google Drive) or on YouTube. The video must be original or copyright-free in Russian. When posting a video, make sure it is accessible to everyone without a password.

2.1.4. Creative task. Below is a list of situations. Your tasks:

- (1) choose one situation that is most interesting to you,
- (2) identify and describe the problem contained in the situation
- (3) evaluate the actions of the participants in the situation,
- (4) identify the causes of difficulties,
- (5) consider possible solutions and evaluate their effectiveness,
- (6) present the stages of a solution, or predict the consequences.

Situation №1. *Your 9th grade students are preparing reports about scientists who changed the course of science. Every time you listen to the messages, you realize that the messages are overloaded with information and do not correspond to the level of the speaker or the level of the listener. What are the most common mistakes that can be made when preparing them? How could you, from a teacher's perspective, solve this problem?*

Situation №2. *The fifth grade participated in diagnosing cognitive and non-cognitive characteristics of students. But the teacher of this class also noted the successes of different students and differentiated them according to their level of preparation. It turned out that her observations were at odds with the research data. Among which students were there greater discrepancies between Maria Ivanovna and the diagnosis? Describe the types of students and justify them.*

Situation №3. *The organization has undergone structural changes and employee productivity has decreased. The management addressed the problem to the teachers of the corporate university with a request to train employees, thinking that the reason was a lack of understanding of the directions of change. However, after training the situation did not change much. For what reason could this happen? What did the employees of the corporate university not take into account in their work when developing courses?*

Situation №4. *You are an expert and you need to prepare an expert opinion on an educational product. The educational product will be intended for use in the general education system. What elements of an educational product will you pay attention to first? How will you evaluate its integrity and effectiveness in practice?*

2.1.5. Book review. Please select at least one book from the list below and write a review about it, addressing the following questions in a free and creative manner:

1. Why was I interested in this book?
2. What idea(s) in this book seem to be the leading idea(s) in this book and why?
3. What is the relevance of this book today?
4. How can the book be useful to a teacher?
5. What conclusion did I draw for myself from what I read?

List of books:

1. Dewey J. "Schools of the future"
2. Frenet, S. "New French School"
3. Montessori M. "Other children"
4. Ilic, I. "Liberation from schools"

5. Ushinsky K. D. (two articles) “Three elements of school” and “On nationality in public education”
6. Sukhomlinsky V.A., “I give my heart to children”
7. Gessen, S.I. “Fundamentals of Pedagogy: An Introduction to Applied Philosophy”

2.2. Additional documents

2.2.1. Letter of recommendation (at least one from a person familiar with the applicant's academic and scientific achievements). Letters of recommendation can be written in Russian or English and must contain contact information of the recommending person. These may be recommendations from representatives of the teaching staff of the previous educational institution, from representatives of industrial and/or academic partners of the previous educational institution, or from the applicant’s employers. Letters of recommendation must not contain “conflicts of interest.”

2.2.2. Diplomas and certificates

2.2.2.1. Diplomas of winners, prize-winners and laureates of student scientific competitions, research projects and Olympiads at various levels. Diplomas, certificates and other documents confirming professional qualifications during the period of study at the university/after graduation (except for a foreign language).

2.2.2.2. Information about receiving personal scholarships. A certificate from the dean’s office/academic department of the university confirming receipt of a personal scholarship from the university, city, region (republic/region), government, President of the Russian Federation, funds of public organizations, etc.

2.2.3. Additional documents on education (on advanced training, courses, professional certificates, etc.) The portfolio includes only documents on education of at least 36 hours. Documents on additional education must indicate the topic, organization/company, date, signature and seal.

2.2.4. Copies of documents confirming the level of English language proficiency. All language certificates are considered (NRU HSE, IELTS, TOEFL, Cambridge certificates, Lingvotest and others), regardless of the date of their issue.

3. Interview. Candidates who pass the portfolio assessment are invited for an interview.

3.1. Interview results. The interview assesses readiness to master Russian-language disciplines, motivation to study in a master's program, and awareness in choosing a master's program. The interview is conducted remotely.

Table 2. Portfolio evaluation criteria

Portfolio section	Comments	Maximum points
Mandatory documents		
CV	<ol style="list-style-type: none"> 1. Photos and contacts (mail, phone) – <i>not evaluated</i> 2. Academic performance at the previous level of higher education, average score, diploma with honors – <i>assessment in the next paragraph of the current table</i> 3. Work experience in educational organizations: years, name of organization, position, main job responsibilities: <ul style="list-style-type: none"> • <i>up to 1 year – 3 points</i> • <i>from 1 year to 3 years – 5 points</i> • <i>more than 3 years – 7 points</i> 4. Work experience in other 	10

	<p>organizations (not in the field of education): years, name of organization, position, main job responsibilities</p> <ul style="list-style-type: none"> • <i>up to 1 year – 1 point</i> • <i>from 1 year to 3 years – 3 points</i> • <i>more than 3 years – 5 points</i> <p>5. Bibliographic reference (GOST R 7.0.5-2008), indicating the status of the journals in which the article was published, for example, publication in a scientific journal of the first, second, etc. quartiles (or indicate that there is no quartile of the journal), indexed in international scientific citation databases (Web of Science Core Collection and/or Scopus), the journal is included in the list of Higher Attestation Commission, RSCI, indication of other scientific citation databases</p> <ul style="list-style-type: none"> • <i>Availability of 1 or more articles in Q1-Q2 journals, in international scientific citation databases (Web of Science Core Collection and/or Scopus) – 3 points</i> • <i>Availability of articles in Russian scientific citation databases, articles of the Higher Attestation Commission – 2 points</i> • <i>Availability of other articles – 1 point</i> <p>6. Additional information about yourself – <i>not evaluated</i></p>	
<p><i>A copy of the education document with a list of completed disciplines and grades in these disciplines</i></p>	<ul style="list-style-type: none"> • Diploma with honors from the National Research University Higher School of Economics – 10 points • Diploma with honors from one of the universities included in the “Top 500” (QS 2024) – 7 points • Diploma with honors from a university not included in the Top 500 – 5 points • Diploma with “good” and “excellent” grades from the National Research University Higher School of Economics – 7 points • Diploma with “good” and “excellent” grades from one of the universities included in the “Top 500” (QS 2024) – 5 points • Diploma with “good” and 	<p>10</p>

	<p>“excellent” grades, if the university is not included in the “Top 500” (QS 2024) – 3 points</p> <ul style="list-style-type: none"> • Diploma with “satisfactory” grades from any university – 1 point 	
<i>Motivation letter</i>	See table 3	20
<i>Creative assignment: five-minute video</i>	<p>1) problem statement – 5 points</p> <p>2) justification for choosing a solution option. What arguments were used when choosing a solution? Was the decision justified? Does it correspond to the realities of the school and the regulatory framework? – 5 points</p> <p>3) diversity and/or originality of the proposed solutions – 3 points</p> <p>4) humanistic nature of the proposed solutions – 5 points</p> <p>5) active, subjective approach to problem solving – 5 points</p> <p>6) taking into account formal restrictions in the work of a teacher – 2 points</p>	20
<i>Book review</i>	<p>(1) Originality of the author's text.</p> <p>(2) Independence of judgments, their reasoning, depth and maturity.</p> <p>(3) The presence of the leading idea of the review, the author’s intention, and the substantive (semantic) fullness of the text.</p> <p>(4) Correlating the contents of the book with modern processes and trends in the development of general education</p> <p>(5) Using facts of social life and personal social experience to argue and illustrate the positions of the review.</p> <p>(6) Culture of speech. Academic writing skill. Compliance with the genre of the review.</p> <p>(7) Stylistic unity, syntactic diversity, richness, beauty and expressiveness of the language.</p>	20
TOTAL		80
Additional documents		
<i>Letters of recommendation (two required)</i>	Recommendations from representatives of the teaching staff of the previous educational institution, from representatives of industrial and/or academic partners of the previous educational institution or the applicant’s	3

	employers. Letters of recommendation must not contain “conflicts of interest”	
<i>Diplomas and certificates</i>	<ul style="list-style-type: none"> • Two or more university-level diplomas or scholarships – 1 point • One or more diplomas or scholarships at the regional level – 2 points • One or more diplomas or scholarships at Russian or international level; participation in specialized schools of the Institute of Education – 3 points 	3
<i>Additional educational documents</i>	<p><i>For this portfolio element you can get a maximum of 3 points:</i></p> <ul style="list-style-type: none"> • One document on additional education of at least 36 hours not in the EP specialty – 1 point • Two or more documents on education with a volume of at least 36 hours not in the EP specialty – 2 points • One document on additional education of at least 36 hours in the EP specialty – 2 points • A certificate of completion of a specialized school of the “Pedagogy” master program “PedagoSTART: the path to teaching excellence” – 3 points • A certificate of completion of the profile winter school of the Institute of Education – 3 points 	3
<i>Copies of documents confirming English language proficiency level</i>	Document confirming English language proficiency – 1 point	1
<i>TOTAL</i>		10
	Interview	
<i>Interview results</i>	Willingness to master Russian-language disciplines, motivation to study in a master's program, awareness in choosing a master's program	10
<i>TOTAL</i>		10
<i>TOTAL</i>		100

Table 3. Criteria for evaluating a motivation letter

In each of the points, the reasoning of the statements, the presence of examples and references confirming the applicant's familiarity with the program, the clarity and specificity of what is presented is assessed

Criterion:	Up to 2 points	Up to 3 points	Up to 4 points
Demonstration of the ability to reflect on existing life and professional experience	The experience was described (all questions were answered), but no reflection was carried out	The experience is described (all questions answered), reflection is carried out superficially	The experience was described (all questions were answered) and a qualitative reflection was carried out, from which it is clear: compliance with previously set goals and results; the causes of situations that have developed in the past have been identified; an analysis of the reasons for success and failure was carried out; a picture of the future is presented
Demonstration of motivation and long-term professional plans	The reasons for entering the program or the Institute of Education are superficially stated. Some goals and proposed plans are mentioned that are not related to the theme and goals of the program and are not achievable. There are no plans to work in the profession, the desire to apply knowledge in practice can rather be called formal or it is not voiced	The reasons for admission to the Institute and the program are voiced, which correlate with external incentives (prestige, teaching staff, etc.). Some relevant goals and expectations are mentioned, but not in sufficient detail. Plans for work in the profession and a desire to apply knowledge in practice have been announced	The reasons for admission are correlated with internal reasons (the development of modern pedagogical thinking, the formation of a value system, the desire to change the educational paradigm, etc.). Demonstrated good knowledge of the program and relevant, thoughtful expectations and learning outcomes Long-term professional plans and a desire to put experience into practice have been announced
Research interest	Research interest is not declared or not sufficiently detailed	Research interest is not sufficiently detailed, described in very broad terms	The research interest is clearly defined, embedded in the context of the program and demonstrates the applicant's knowledge of the Institute and the program
Logic, structure and aesthetics of a video business card	In general, the video business card contains errors (logical, stylistic) that interfere with perception.	The video card is generally free of errors, with a few exceptions. There may be problems with logic, structure, style of presentation,	There are no errors in the video card. The culture of self-presentation, speech literacy, oratory and acting skills are traced;

	<p>There is no structure of presentation or the main ideas of the video card are not clear.</p> <p>The material is presented as standard.</p> <p>The recording was made of poor quality - the audio and video were distorted.</p>	<p>development of ideas that do not impede perception.</p> <p>The material is presented as standard.</p> <p>The recording was not made well enough.</p>	<p>The main storyline is clearly expressed.</p> <p>The presented materials are aesthetically pleasing and do not contain audio or video distortion.</p>
<p>Presence of author's intention, originality</p>	<p>Individual details about the applicant are practically not presented or are clichéd</p>	<p>There are several original ideas, but in general the plot is rather clichéd, there are no non-standard finds</p>	<p>The video business card contains unique details that describe the applicant's previous relevant experience; the main storyline, idea, and author's intent are traced;</p> <p>The plot and content of the video card contain the non-standard nature of the find and emphasize the originality of the author's concept.</p>