





## Description of Duties and Allocation of Hours Form

| <b>Training</b>  |  |
|--|--|
| <input type="checkbox"/> Attending Health and Safety training sessions<br><input type="checkbox"/> Meetings with supervisor<br><input type="checkbox"/> Adapting Teaching Techniques (ATT) (scaling learning activities) | Indicate Tutorial Category (1 primary activity)<br><input type="checkbox"/> Discussion-based Tutorial<br><input type="checkbox"/> Skill Development Tutorial<br><input type="checkbox"/> Review and Q&A Session<br><input type="checkbox"/> Laboratory/Practical |

| <b>Allocation of Hours Summary</b>       |                |                                   |
|--|----------------|-----------------------------------|
| <b>Duties</b>                            | <b>Initial</b> | <b>Revised<br/>(If necessary)</b> |
| <b>Training</b>                          |                |                                   |
| <b>Additional Training (if required)</b> |                |                                   |
| <b>Preparation</b>                       |                |                                   |
| <b>Contact Time</b>                      |                |                                   |
| <b>Marking/Grading</b>                   |                |                                   |
| <b>Other Duties</b>                      |                |                                   |
| <b>Total Hours</b>                       |                |                                   |

Prepared by (*Supervisor*)

Signature

Date:

Approved by (*Chair/Designated Authority*)

Signature

Date:

Accepted by (*Teaching Assistant*)

Signature

Date:

**MID COURSE REVIEW CHANGES (if any)**

Date:

Prepared by (*Supervisor*)

Approved by (*Chair/Designated Authority's Signature*)

Approved by (*Teaching Assistant's Signature*)

## Appendix: List of Suggested Tasks and Teaching Techniques

This list is instructive only. It is not exhaustive nor, of course, will all duties listed here apply to all Departments or all types of positions. The list of teaching techniques aligns with the four categories of tutorials and is meant to offer information that may help instructors identify appropriate tutorial training for TAs.

| Preparation  |   | Contact Time  |   |
|--|---|---|---|
| Preparing course outline<br>Selecting relevant texts<br>Preparing handouts<br>Preparing reading lists<br>Preparing bibliographies<br>Preparing tutorial/lecture notes<br>Attending supervisor's labs/tutorials<br>Preparing assignments/problem sets | Preparing/setting up laboratory materials<br>Designing & preparing tests/examinations<br>Preparing/setting up audiovisual materials<br>Consulting/meeting with course supervisor<br>Attending supervisor's lectures/seminars<br>Announcing special seminars/workshops<br>Reading texts/manuals/source materials<br>Developing/maintaining course web site | Conducting lectures<br>Office hours<br>Demonstrating in laboratory<br>Leading field trips<br>Demonstrating problem solving<br>Tutoring individuals (not in centre)<br>Demonstrating in language lab<br>Consulting outside of office hours | Demonstrating equipment outside class<br>Conducting special seminars/workshops<br>Conducting tutorials/seminars/practicals<br>Consulting with students electronically:      |
| Marking/Grading  |   | Other Duties  |   |
| Book reviews<br>End-of-term tests<br>Oral presentations<br>Checking lab books<br>Laboratory reports<br>Computer programs   | Examinations<br>Demonstrations<br>Quizzes<br>Projects<br>Language tapes   | Essays<br>Problem sets<br>Mid-terms<br>Data sheets<br>Calc./record/tabulate grades  | Coordinating other TAs, Resource Centres, etc.<br>Clerical (photocopying handouts/readings, etc.)<br>Technical Support<br>Meetings with other TAs<br>Exam/test invigilation |

| Teaching Techniques  |
|--|
| <b>General</b><br>Providing effective feedback<br>Tutorial planning<br>Classroom management (including strategies for different sizes of tutorials)<br>Presentation skills<br>Respond to students' questions effectively<br>Adapting teaching techniques (how to scale learning activities for the number of students) |
| <b>Discussion-Based</b><br>Effective facilitation of small, large and/or online group discussions<br>Development of relevant examples/scenarios/questions for discussion activities<br>Selection and use of materials and examples appropriate to discipline/course content  |
| <b>Skill Development</b><br>Facilitating hands-on activities for different sizes of tutorials<br>Monitoring practice-based learning  |
| <b>Laboratory/Practical</b><br>Effective demonstrations and presentations in a lab or practical<br>Effective pre-lab talks<br>Effective monitoring of students' work   |
| <b>Review and Q&amp;A</b><br>Consolidating and clarifying students' areas of concern<br>Modeling effective review strategies for students  |