Graduate Teaching Assistant

Start Date: September 2019
End Date: April 2020
Hours: 6 hours per week, over 8 months
Salary: $1,003.71 – $1,215.63 per month
Research Supervisors: Dr. Alex Da Costa
Application Deadline Date: August 1st, 2019

Description of the context for the teaching activities:

EDU 100: Contexts of Education
This course focuses on the different contexts of professional practice within education. It critically examines the complex social relationships among educators as professionals and learners as participants in educational institutions. Teacher identity will be explored as a dynamic, reformative process in response to competing tensions that require an awareness of the positionality of educators. Preservice teachers will learn about the relationships between education and practice that are nested in social relations of learning that are also economic, political, and cultural. Engagement from a variety of perspectives they will develop professional knowledge for critical reconstructive practice.

Student Benefits
The student will gain a variety of skills essential to their professional development as well as develop knowledge related to key aspects and practices that shape teaching in a post-secondary context. These include:
(a) Refine the ability to read, interpret, and present arguments in course texts in the format of both a lecture and as a small group discussion facilitator.
(b) Gain practice facilitating small group discussions with students on key topics related to the contexts of education in Alberta and Canada in an accessible manner and that supports student learning.
(c) Understand how to link the goals and design of an assignment with the evaluation of student work.
(d) Observe first-hand as well as participate in various approaches to delivering course content in a lecture and seminar format.
(e) Understand various aspects of course design that contribute to the development of student knowledge via both the accumulation of information (concepts, issues, etc) each week and building week-to-week as the academic term progresses in order to achieve a complex understanding of course subject matter.
(f) Learn how to lecture and lead class discussion on their doctoral research at an appropriate level for students in an introductory course.
(g) Gain skills in interacting with students inside and outside the classroom.
(h) Gain in-class time and teaching experience essential to future employment in post-secondary education and develop resources for their teaching portfolio.

Specific duties:
The GTA duties include:
(a) Attend a substantial portion of class lectures and read all course texts;
(b) Facilitate 2-3 small group discussions on course subject matter during the term;
(c) Give one lecture and lead class discussion on a topic related to the student’s area of doctoral research;
(d) Mark 1 major and 1 minor assignment and hold office hours;
(e) Assist the professor in designing assignment rubrics for the assessments the GTA will mark;
(f) Time permitting and under the guidance of the professor, the GTA will also engage with the EDU 100 content and class discussions to begin compiling their own list of potential readings and topics for inclusion in their own version of an introductory contexts of education course. (This is important for their teaching portfolio)

Qualifications:

• Strong research and writing skills and an ability to work independently
• Maintain a GPA of 3.0 or above throughout the academic year
• Desired skills/experience (please include any/all in your cover letter)

Applications should be sent to Izabela Martyniak (martynia@ualberta.ca)