

**TEACHING ASSISTANT POSTING**  
**DALHOUSIE UNIVERSITY**  
**Halifax, Nova Scotia, Canada B3H 4R2**

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**POSTING DATE: 24 June 2024**  
**APPLICATION DEADLINE: 2 July 2024**

**POSITION:** Teaching Assistant (TA130)  
January-April 2025

**DEPARTMENT/LOCATION:** Department of Psychology and Neuroscience  
Life Sciences Centre

**PAY RATE:** \$3,907 (as per the CUPE Collective Agreement)

**WORK ASSIGNMENT:** The Teaching Assistant will assist with PSYO/NESC 3133.03 (Research Methods in Memory). Duties include, but are not limited to:

1. Providing an online presence to assist/meet with students
  - A. Monitor the course Brightspace communication tools regularly
  - B. Post timely responses to questions about course material, lab assignments, etc
  - C. Respond to inquiries from students asking about course content, lab requirements, requests for feedback
  - D. Use chat, video conferencing or other tools as necessary to facilitate discussion of course material, as requested or required by the nature of the student inquiries
2. Marking lab reports
  - A. Downloading written reports from Brightspace and posting the marked versions back on-line
  - B. Marking multiple written assignments submitted by each student over the semester (approx. 24-27 pages per student over the term, enrollment = ~22)
    - a) A rubric will be provided to ease assignment of grades but written comments to the students – especially on the earliest reports – will be expected
    - b) Assignment dates are staggered throughout the term but will require that the teaching assistant stay on top of the work to ensure timely feedback to students. In most cases, grades are expected to be returned within 1 week of the due date.
3. Marking exams
  - A. Marking one online midterm exam and one on-line final exam, both of which consist primarily of auto-graded questions but that will require grading of a few short- and long-answer questions
    - a) A detailed marking key will be provided online by the course instructor
    - b) Grading must be done in a timely manner to ensure prompt feedback to students and should be returned to the instructor no later than 1 week after the exam closes
4. Holding virtual office hours
  - A. In addition to checking and posting to discussion boards on a regular (daily) basis, hold “virtual office hours” at a set time for a short duration every day or a few hours per week during which students know that they can interact to gain immediate feedback to questions or inquiries
    - a) This may include but not be limited to engaging in online chat, using video conferencing tools, etc.

- B. Office hours are meant to provide assistance and guidance to student who request additional help and/or feedback on their work
5. Communicating regularly with the course instructor
    - A. Contacting the instructor as necessary to ensure that you are comfortable with the course content, to address any questions/concerns about grading or student performance, etc.
  6. Familiarizing yourself with course content, as necessary
    - A. Course materials are provided online to students and are available to the TA for review
      - a) The TA must be familiar with the course material and content
    - B. Analyses depend on students using Jamovi for one-way and factorial within-subjects and repeated-measures designs
      - a) The TA must be/become familiar with how to use Jamovi for these analyses and able to help students use this tool for analysis
      - b) The TA must be comfortable with analyzing and interpreting within-subjects and mixed factorial experiments

#### **REQUIREMENTS OF POSITION: REQUIRED**

- Knowledge and background in cognitive psychology and/or human memory above the 3<sup>rd</sup>-year undergraduate level (e.g., courses taken, independent research experience at an honours and/or graduate level)
- Knowledge and background in statistics (e.g., courses taken, formal teaching experience in statistics), with the ability to conduct, report, and interpret multi-factorial within- and between-subjects analyses and appropriate pairwise comparisons
- Knowledge and background in experimental methods beyond the 3<sup>rd</sup>-year undergraduate level (e.g., courses taken, independent research experience in an honours and/or graduate thesis, formal teaching experience in experimental methods/design)
- Experience in scientific writing beyond the 3<sup>rd</sup>-year undergraduate level (e.g., courses taken, independent research experience in an honours and/or graduate thesis or PhD comprehensive project, scientific publication)
- Knowledge of APA format
- Knowledge and experience with statistical software (e.g., Jamovi, SPSS, R)
- Familiarity with Brightspace or other similar online learning management tool
- Access to an internet-enabled computer and reliable internet connection

#### **PREFERRED**

- Training/experience in cognitive psychology and/or human memory beyond the undergraduate level
- Training/experience in statistics beyond the undergraduate level
- Formal training in Teaching Effectiveness (e.g., through coursework or certificate from Centre for University Learning and Teaching)
- Independent research experience that includes designing and executing experiments in cognitive psychology or a closely related field, with preference given to independent research experience in human memory
- Prior experience grading and giving feedback on undergraduate laboratory reports in Psychology
- Experience using Jamovi
- Experience using Brightspace assessment tools (Assignments, Quizzes, Grades, Rubrics)

This course is being delivered online.

**IF YOU ARE INTERESTED IN THE ABOVE POSITION, PLEASE EMAIL BY THE APPLICATION DEADLINE YOUR CV AND A SEPARATE WORD DOCUMENT, LISTING IN CHRONOLOGICAL ORDER BY ACADEMIC YEAR AND SEMESTER, ALL CUPE POSITIONS (TA, MARKER, OR DEMONSTRATOR) YOU'VE HELD IN PSYCHOLOGY AND NEUROSCIENCE AT DALHOUSIE TO:**

**Dr. Tracy Taylor-Helmick  
e-mail: [tracy.taylor-helmick@dal.ca](mailto:tracy.taylor-helmick@dal.ca)**

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*Dalhousie University is committed to fostering a collegial culture grounded in diversity and inclusiveness. The university encourages applications from Indigenous persons, persons with a disability, racially visible persons, women, persons of a minority sexual orientation and/or gender identity, and all candidates who would contribute to the diversity of our community. For more information, please visit [www.dal.ca/hiringfordiversity](http://www.dal.ca/hiringfordiversity)*