



Job Description: Teaching Assistant for KIN 211

Instructor: Dr. Nicola Hodges

This TA Job Description is provided for reference purposes only. It will be subject to changes as required. For more specific details and information, students are advised to contact the instructor directly, if they are offered the position. Current course scheduling is posted [online](#).

Course description: KIN 211 provides a foundation for understanding the characteristics and principles of motor learning and control and how different factors influence learning and performance with a behavioural focus on sport application. Students are introduced to the visual-cognitive processes that underlie human movement, the process of learning motor skills and the factors that influence acquisition, performance, and control.

Requirements: A good-strong understanding of motor behaviour (motor control & motor learning). The ability to discuss and evaluate literature relevant to the primary course text (Schmidt and Lee, 2019, Motor learning and performance). A good ability to think abstractly and conceptually about behaviour, especially in terms of information processing activities needed to act and learn. Because there is some relatively simple math involved in this course (such as solving simple equations of a straight line, converting simple logarithmic functions/base2), a basic-good ability to work with numbers and graphs is needed.

Preferences (Optional): Have previously taken KIN 211 and KIN 311 (previously KIN 230 or 330) or a similar course elsewhere. Have taken courses in psychology related to visual-action processes, brain and behaviour or any courses in topics related to motor learning, skill acquisition, motor performance/control.

Specific responsibilities (for in-person instruction) maximum = 184 hours*

* I've worked out approx. hours for these various tasks and it ends up being ~160 hours. However, please do keep an eye on your hours, and please work together wherever possible to find effective, accurate, efficiencies. I am receptive to feedback after lectures (or at any time) with respect to content or delivery. If you have ideas for the course/course activities or anything that will improve the learning experiences for the students, the teaching and learning experiences for you or ease any administration burden, please let me know.

- 1) Attend majority of lectures (or listen if online) and take notes where relevant (first 3 classes, circulate & update class list)
- 2) Keep up with book readings/study guide (Schmidt & Lee, 2019, Motor Learning & Performance).
- 3) Attend all scheduled in-class tutorials /lab. related events (~6) and be prepared (I will circulate questions and answers for any tutorials).
- 4) Set aside ~1hour/week for individual tutorial time to meet with students throughout the term. During this time, please have open "course chat" (to be available for live online help if no in-person scheduled – these in-person and online tutorials can be shared/alternated between TAs.
- 5) Be available to help adjudicate exams (midterms 1, 2 and final).

- 6) Teaching a lecture is encouraged if you are comfortable with the material (or running part of a lecture/activity). If you do not wish to do this, an alternative activity is to prepare some tutorial, practice quiz and/or exam questions (~12 in total). After each class, perhaps try and reflect on a potential question (short answer or multiple choice – preferably with an applied angle) – which may be included in the tutorials, as an online study guide question or in any one of the exams. Or, come up with one based on the book & lecture. Please go through the web study guide questions from the book.
 - 7) Please keep checking the discussion board at least once/week (canvas) – more often leading into an exam. The discussion board is for the students to ask questions and get feedback from their peers. However, sometimes feedback is very slow coming or not very good, so I do encourage some guided thoughtful feedback from you (perhaps direct to a slide or a page number in the book, or give an example), when deemed necessary. Please alert me to any problems, tough questions or issues.
 - 8) EXAMS (there are 3 in total – there are individual and group components for midterms):
 - Be available (~1 hr) to check the exam questions (and answers) ~5 days before. Complete the exam, discuss issues with wording, choices or answers (please check carefully). Discuss short-answer questions. I will not be evaluating you 😊
 - Help sort and take exams to class on the day (meet ~1 hr before in Rm 300, WMG).
 - Insert scantron sheet inside each exam (for IND and GROUP), box spare pencils, classlists.
 - Check-off ID cards and help distribute/collect exams (check off IND and GROUP exams)
 - Mark exams:
 - Multiple choice (Use scantron – just need key)
 - Mark short answer questions (~5-10/exam)
 - Individual and group exams (for each midterm)
 - Enter grades for each student (see excel class list)
 - Schedule ~4 tutorials after exam grades posted (2 times/week)
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- *Salary for each appointment will be in accordance with current CUPE 2278 rates.*
http://www.cupe2278.ca/forms_and_docs/pay_rates.html.
 - *Courses and TA requirements may be changed or cancelled due to budget or student enrolments. All applicants must assure they will be available when the course is offered. Please review the [course timetable](#) on the UBC website.*
 - TA Applications are due by May 15.
 - Interested Graduate students will be provided a link to the applications by May 1.
 - For more information, please see Teaching Assistantships
 - UBC hires on the basis of merit and is committed to employment equity. We encourage qualified applicants to apply.