

Description of Duties and Allocation of Hours (DDAH) Form



All duties of the position shall be specified on this form.

Department

Course Supervisor

Course Code

Enrollment per TA Section at time of DDAH

Course Title

Estimated Enrollment in Course

First TA Appointment?

☐

Yes

☐

No

Tutorial Category Type:

☐

Discussion-based

☐

Exam / test / assignment review

☐

Skill development

☐

Laboratories / practicals

☐

None

Tutorial Size:

☐

30 students or less

☐

31 students or more

Are you teaching on a campus different from your affiliated campus?

☐

Yes

☐

No

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Responsibility / Activity (if applicable)		Time / Task	Total Time	Revised
Meetings	Initial DDAH meeting (1 hour minimum)			
	Midterm DDAH review (0.5 hours minimum)			
Preparation				
Contact time				
Other duties	Exam/test invigilation			
Marking/Grading (use Worksheet below)				
Total hours for the position (as per letter of offer)				

Training Training hours are additional to "total hours" for the position.	If first TA appointment, specify 4 hours for mandatory training			
	Additional training required for the position			
	Additional training in accordance with Article 17			
Total training hours				

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Marking / Grading Worksheet

Assignment	# of Assignments	Time per Assignment	Total hours (#*time)/60 min)	Anticipated Date available to TA	Turnaround time

Prepared by (Course Supervisor)

Signature

Date

Approved by (Chair/Designated Authority)

Signature

Date

Accepted by (Teaching Assistant)

Signature

Date

Mid-Course Review Changes (if any)

Prepared by (Course Supervisor)

Date

Approved by
(Chair/Designated Authority Signature)

Approved by
(Teaching Assistant's Signature)

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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

Preparing course outline/tutorial plans	Preparing/setting up laboratory materials
Selecting relevant texts	Designing & preparing tests/examinations
Preparing handouts	Preparing/setting up audiovisual materials
Preparing reading lists	Attending supervisor's lectures/seminars
Preparing bibliographies	Announcing special seminars/workshops
Preparing tutorial/lecture notes	Reading course materials (e.g. readings/manuals)
Attending supervisor's labs/tutorials	Developing/maintaining course website
Preparing assignments/problem sets	

Contact Time

Conducting lectures	Demonstrating in language lab
Office hours	Consulting outside of office hours
Demonstrating in laboratory	Demonstrating equipment outside class
Leading field trips	Conducting special seminars/workshops
Demonstrating problem solving	Conducting tutorials/seminars/practicals
Tutoring individuals (not in centre)	Consulting with students electronically

Meetings

Initial DDAH Review meeting
Mid-term DDAH Review meeting
Benchmarking sessions
Consulting/meeting with course supervisor
Course meetings with other TAs

Training

TAs on first appointments training
Training on software or online platforms used in the course
Training specific to the course offering
Training in accordance with Article 17

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Appendix: List of Suggested Tasks and Teaching Techniques

Marking / Grading

Book reviews	Projects
End-of-term tests	Language tapes
Oral presentations	Essays
Checking lab books	Problem sets
Laboratory reports	Mid-terms
Computer programs	Data sheets
Examinations	Calculate/record/tabulate grades
Demonstrations	Multimedia submissions
Quizzes	

Other Duties

Coordinating other TAs, Resource Center, etc.
Clerical (e.g., photocopying course materials)
Technical Support (e.g., captioning lectures, setting up online class page)
Exam/test invigilation
Uploading/returning grades utilizing online platforms

Teaching Techniques

General

Providing effective feedback
Tutorial planning
Classroom management (including strategies for different sizes of tutorial)
Presentation skills
Respond to students' questions effectively
Adapting teaching techniques (how to scale learning activities for the number of students)

Discussion-Based

Effective facilitation of small, large and/or online group discussions
Development of relevant examples/scenarios/questions for discussion activities
Selection and use of materials and examples appropriate to discipline/course content

Skill Development

Facilitating hands-on activities for different sizes of tutorials
Monitoring practice-based learning

Laboratory/Practical

Effective demonstrations and presentations in a lab or practical
Effective pre-lab talks
Effective monitoring of students' work

Review and Q&A

Consolidating and clarifying students' areas of concern
Modelling effective review strategies for students