

Research Assistant Positions- Doctoral Students (3)

Wellness outcomes and education participation for sick children from marginalized populations

START DATE: July 1, 2024 (approx.) Location: Virtual

Term: July 1st, 2024 to March 31st, 2026. Status: Part-time.

Eight hours weekly for RA Project Coordinator, five hours weekly each for two for RA Research Process Support

This research study will examine policies, procedures, and practices impacting educational access for children from marginalized populations, including Indigenous peoples, who are diagnosed with complex or chronic illnesses.

Following consultation with leaders in education settings, community elders, and AU's Nuksahtowin team we will develop guidelines to improve learning opportunities and outcomes specific to groups who may be marginalized and in need of more equitable access. We will consult and work with Indigenous experts related to perspectives on self-determination, culturally informed approaches, and reciprocal and respectful relationships during data collection. These efforts will always be guided by [OCAP](#) (Ownership, Control, Access, and Possession) and [CARE](#) (Collective Authority, Responsibility, and Ethics) principles, to ensure meaningful and reciprocal engagement throughout the entire research process and commit to ensuring that our findings are shared with communities.

The Research Assistants (RAs) will assist us in creating 1) an ongoing, systematic process for capturing valuable data 2) a way to present these data for authenticity, verification, interpretation, and generalizability 3) arrange and coordinate research team activities and data collection processes 4) create and deliver knowledge mobilization strategies that are accessible, readable, and structured in academically/conceptually helpful ways, and 5) assist in the identification and application for further funding to support this education research and practice programs.

The successful candidate will be required to work approximately 500 hours over 21 months with varying intensity from the months of July 2024 to the end of March 2026. Please note that the number of hours worked will likely vary from week to week. The hourly rate of pay as set by Athabasca University policy is approximately \$26.00 per hour.

Priority will be given to doctoral-level graduate students in education. The following competencies are desired for all three positions:

- Familiarity with academic literature data bases.
- Digital literacy and technical competence in using and moving data between online platforms and applications (e.g. Qualtrics, OneDrive, Google Workspace, AU Research Portal, citation management tools). Experience setting up a website is an asset.
- Scholarly and/or practical interest in technology-enabled learning.
- Scholarly and/or practical interest in children of marginalized populations.
- Knowledge of quality requirements for quantitative and qualitative research methods. Experience with digital analysis tools would be an asset (e.g. NVIVO, SPSS).
- Ability to accurately and succinctly summarize and report back on research activity.
- Well developed skills of organization, coordination, planning, document review, and report writing.
- Well-developed interpersonal skills including cultural sensitivity.
- Ability to work collaboratively with diverse populations.
- Ability to work independently to meet deadlines.

Resumes and cover letters will be accepted until June 15th, 2024 and may be submitted via email to martic@athabascau.ca. Responses will be sent to acknowledge receipt after this date. Interviews will be held the week of June 24th, 2024. Contact Dr. M. Cleveland-Innes for more information, by phone at 1-403-620-6627 or via email to the address noted above.

Athabasca University and the researchers are committed and seek to support equity in employment and research opportunities. We strongly encourage applications from Indigenous people, people of colour, people with disabilities, 2SLGBTQ+ people, women, and other historically marginalized groups. Applicants are welcome, but not required, to self-identify in their letter of application.