

CELEBRATING

TEACHING & LEARNING EXCELLENCE AT UNB



2016 TEACHING AWARD WINNERS

INTRODUCTION

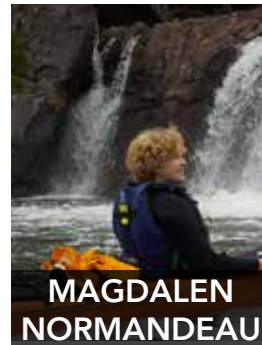
Welcome to the 2016 edition of “Celebrating Teaching & Learning Excellence at UNB”!

Welcome to another edition of “Celebrating Teaching & Learning Excellence at UNB”! Herein we highlight those who received awards for their teaching over the past year. Two were recognized at the department level and two at the program level. Six were recognized at the faculty level. Seven were recipients of institutional level awards. And one of our colleagues was the recipient of a regional teaching award. It’s lovely to see teaching efforts recognized at so many levels, by so many different groups!

The award recipients are all people whose commitment to teaching and to students is appreciated by their students. How that commitment manifests itself, how it impacts how these colleagues of ours teach and how they interact with students varies tremendously. Read through these pages to get a few insights. What will resonate with you? What will intrigue you? What will inspire you? Will you be sufficiently intrigued to strike up a conversation about teaching with one of the award recipients or perhaps even to ask to sit in on her/his class? Will you be inspired enough to try something new in your courses? Be daring!

Those celebrated in these pages know how to engage and inspire UNB students. They spend many hours prepping class and lab materials; they take risks in trying new teaching strategies; they teach, advise and mentor; ultimately, they work long and hard to be good teaching faculty. But a common thread is the joy they take in their teaching and their students.

In addition to the obvious—good teaching requires a great deal of effort—good teaching should also be enjoyable. In today’s culture and academy, we seem to be increasingly busy. As one colleague says, it is easy to lapse into “functionalism,” fulfilling the bare minimum of roles, contracts and job descriptions. But a functionary takes no real relish in the teaching and research to which we have committed our careers. Instead, we race from class to lab to exam to office to committee meeting, frantically filling our roles and duties, and often taking little satisfaction in the work we do. But those we celebrate here in these pages do more than fill roles. They seek out opportunities to make their subject matter more engaging, and are rewarded by improved learning—and satisfaction—on the part of their students, and are frequently re-energized in the process. Teaching and learning are demanding endeavours; read on to be reminded that both can also be exhilarating and rewarding.



TEACHING AWARD PROGRAMS

NATIONAL & REGIONAL AWARDS include the 3M Teaching Fellowship, The Allan Blizzard Award for Collaborative Teaching, The Association of Atlantic Universities Anne Marie MacKinnon Educational Leadership Award and the Association of Atlantic Universities Distinguished Teaching Award.

UNIVERSITY-WIDE AWARDS include the University Teaching Scholar Award, The Allan P. Stuart Award for Excellence in Teaching, The Neil Scott Educational Leadership Award, the UNB Student Union Excellence in Teaching Award and the UNB Teaching Innovation Award.

FACULTY/DEPARTMENT-SPECIFIC AWARDS are awarded to faculty who are recognized within their respective department and faculties.

NATIONAL & REGIONAL

Association of Atlantic Universities Distinguished Teaching Award

UNBF Physics Professor Dr. Benedict Newling (PhD in magnetic resonance imaging (MRI), Cambridge) is widely known for his generous spirit, boundless energy and enthusiasm, and his tremendous dedication to teaching. Numerous students point to his passion, both for the material and for teaching it. As one student wrote: “The enthusiasm that Dr. Newling has while teaching is unbelievable and keeps everyone interested 100% of the time.”

Ben regularly participates in teaching and learning development sessions and is always willing to make time for colleagues who want to talk about teaching. He is quick to volunteer for any departmental teaching- or outreach-related task, such as the first-year support initiatives *UNBetween*, a transition to university camp and Science 1001, a required first-year seminar course that fosters the skills necessary for academic success.

Ben works continuously to improve his teaching and keeps abreast of evidence-based teaching practices. These include: posting a lecture’s “take home message” at the start of class; developing a graphical timeline to provide a mental model of the course and the context of the current discussion; and asking students to respond to three questions regarding assigned readings—two “checkpoint” questions that test understanding and one that provides information for “just-in-time-teaching.” He also spends countless hours working through problems with students individually. As a colleague remarked: “The tireless work Ben does to help his colleagues learn how to improve their practices ...is... an impressive contribution to our educational community. The fact that he does all of this in addition to being an inspiring teacher to his many, many students ... would seem daunting were he not so good-natured and helpful about it all.”



BEN NEWLING

“The tireless work Ben does to help his colleagues learn how to improve their practices ...is... an impressive contribution to our educational community...”



UNB AWARDS

Neil Scott Educational Leadership Award

Sandra Bell is a Professor of English at the University of New Brunswick in Saint John who joined the faculty in 2000. Sandra received the Allan P. Stuart Award for Excellence in Teaching in 2006, and was a University Teaching Scholar (2009-12).

Sandra's teaching areas are sixteenth and seventeenth century literature, as well as Shakespeare and pedagogy, and *Script into Performance*. She has published on the writings of James VI of Scotland and I of England, and his mother, Mary Stuart, Queen of Scots. She is one of three editors of an anthology of sixteenth century prose and verse, published by Broadview Press in 2012. Sandra has also presented papers and gives workshops on Shakespeare.

Sandra is also active in the Saint John theatre community: she is on the boards of the Saint John Theatre Company and the Shakespeare Society of Saint John. She has written, directed, and acted in plays. In 2008 she received a New Brunswick Arts Creation Grant for playwriting.



SANDRA BELL

At the core of her approach to teaching, learning, and leadership is the idea of connectedness—to her material, to students, to colleagues, to the university, and to the city in which she lives. She feels fortunate to work at UNB, with its supportive and active teaching community, and in Saint John, with its vibrant arts and education community.

Over the last few years, she has tried to provide more opportunities for her students to connect with the larger community by incorporating some experiential opportunities into her courses. Students are required

to perform scenes from Shakespeare or teach an aspect of a Shakespearean play in local high school classrooms, or to work backstage on a production by the Saint John Theatre Company. Providing occasions for students to practice their skills and share their knowledge outside of the classroom, and to reflect upon their learning, has heightened their educational experiences. Sandra notes that when students are made responsible for their learning to a larger audience than just their professor, they have a much more immediate and energized connection with the material.

Sharing and increasing knowledge, using and improving skills: this is what she asks of her students, which is also what teaching asks of her, she finds, and it naturally goes beyond the classroom. She values teaching because it demands that she never stop learning—about the material, about her students, about herself, and about the art of teaching. Sandra feels that breaking boundaries between the classroom and our larger communities has risks, but the rewards are far greater—for everyone involved.

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UNB AWARDS

University Teaching Scholar

Dr. Yves Losier, BScE, MScE, PhD (UNB), as the Director of Undergraduate Studies in the UNBF Department of Mechanical Engineering provides guidance and support for up to 350 undergraduate students across all four years of the degree. In addition, he has a full undergraduate teaching load and spearheads the popular Mechatronics option. Dr. Losier's commitment to excellence in teaching and student support has led to his twice receiving the Mechanical Engineering Professor of the Year Award. He also has a strong interest in improving class instruction and laboratory experience for students in the Mechatronics option, which has included obtaining additional funds to improve and expand laboratory equipment.

Yves' areas of interest are control systems of powered prostheses, embedded control systems, mechatronics, multisensory data fusion, pattern recognition, the application of neural networks to control systems, and robotics.

Dr. Losier's UTS project is to expand and improve laboratory equipment in other labs associated with courses in the Mechanical Engineering degree, and at the same time adapt the courses to be responsive to new engineering accreditation requirements. This will help to improve the uniformity and quality of the course and laboratory experience for all of the students in the Mechanical Engineering Program.

Yves is a very well-liked and respected instructor. His courses range from introductory to final year classes in which he is known for using two very effective methods: project-based and student-directed learning. While students solve real-world problems, they must also teach themselves how to evaluate problems which arise and solve them themselves, critical skills for engineering practice. Every design class he teaches involves an active incentive for students to go beyond the average classroom requirement: testing solutions, having the opportunity to fail, and continuously iterating in order to solve complex problems.

... (He) always encourages students to pursue other skill building means of learning before helping them find a solution. (It) not only allows students to develop an appreciation for the complete engineering process, but also gives them the freedom to actively manage their own learning...

Throughout the process, Dr. Losier is there for assistance but always encourages students to pursue other skill building means of learning before helping them find a solution. These approaches not only allow students to develop an appreciation for the complete engineering process, but also give them the freedom to actively manage their own learning as they see fit. The *Introduction to Mechatronics* term projects from last year provide an excellent example of the many benefits of his teaching and management style. Students were encouraged to seek out and learn to program any micro-controller of their choice to complete an approved task. Student enthusiasm exploded when set free and under his insightful guidance final projects flourished. After an exciting semester, students found themselves proudly displaying fully automated garbage disposal bots, computer controlled mechanical arms, programmable multi-axis milling machines, and even hovercraft capable of launching model rockets!

As the executive members of the Student Society for Mechanical Engineers wrote for Dr. Losier's UTS application, "It is overly evident to each and every soul which passes through the E level corridors of Head Hall that this is a professor who truly cares about the education of his students, and is continuously pushing and striving to provide the most in-depth and encouraging learning experience available."



UNB AWARDS

Allan P. Stuart Award for Excellence in Teaching

Barbara Dowding is a Senior Teaching Associate with the Department of Biology at UNB Saint John, and has a BSc in Biology (Honours) and MSc in Molecular Genetics from MUN. She has taught more than 4000 students and almost 90 Biology courses at all levels of undergraduate study in her 17 years of teaching at UNB.

From 2003 to 2008, Barbara had a wonderful opportunity to further connect with students as an undergraduate upper year Biology advisor. Her advising experience dramatically altered the way she perceives students and spurred her to incorporate more empathy, understanding, and tolerance into her teaching. She has found that even the smallest of accommodations can make all the difference in a student's success and resilience.

Barbara's teaching is based on the fundamental idea that Biology is exciting; is extremely relevant in every aspect of our lives; and is so much fun! Her goal is to instill in all her students the wonder of Biology. Sometimes this can be a challenge, since the majority of the courses she has taught are first and second year required lecture and lab courses with large enrolments, many labs, and students who find themselves in these courses because they have to be, not because they necessarily want to be.

Barbara strives to engage them through her passion for the subject: she absolutely loves being in the classroom. She creates a positive learning environment in which having fun in class does not diminish learning, but rather enhances it. When students are happy and relaxed, they are more receptive to new ideas and creative ways of analyzing key concepts. They will look forward to coming to class and feel up to the challenge of learning new things. There are complex concepts that must be understood and course objectives that must be met. These requirements are fulfilled by linking outcomes with current real-world examples, problems, and breakthroughs that are happening each day in science.

Barbara uses current Biology research literature to keep course topics relevant. She discusses with students why the research is funded, the direction it could take, and why the results are important to the scientific community and the public at large. Course labs help students mature as learners and researchers by merging procedural and declarative knowledge so that they not only understand what they are doing but why they are doing it. The ultimate goal is deeper learning and critical thinking. Barbara emulates what she expects from students: being on time for class, being organized, respectful, helpful, open to new ways of thinking, and especially putting in the effort required even when tired.

“No one cares how much you know until they know how much you care.”, Don Swartz.

She truly cares about her students and their educational journey. She is proud of their efforts to continually do their best work, which fuels her to do her best work too.



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UNB AWARDS

Allan P. Stuart Award for Excellence in Teaching

Dr. Kim has a Ph.D. in Management Information Systems from UBC, and an MBA a B.A. (Economics) from Yonsei University. He teaches electronic commerce and management information systems to both undergraduates and graduates. Prior to joining UNB Saint John in 2005, he taught at UBC and IBM Korea. His main research interests include evaluating user interfaces that facilitate business-to-consumer electronic commerce, management of anti-spam filters, information processing, information quality, service quality, and customer satisfaction of information systems.

Dr. Kim currently serves as Associate Editor of *Asia Pacific Journal of Information Systems*, and is a referee for the *Journal of Management Information Systems* and the *International Journal of Electronic Commerce*. He has served as a Vice Chair for Research Resources, SIGHCI (Special Interest Group of Human Computer Interaction) in the Association of Information Systems; an Executive Committee member and Co-Secretary of the Korean Chapter of the Association of Information Systems (KrAIS); and a member of the editorial boards of *Information and Management* and *Decision Sciences*. At UNB he serves as a Chair of the Faculty Support Fund, the Faculty of Business Research Colloquium, and served as Chair of the Senate Curriculum Committee of UNB Saint John, the Faculty of Business Curriculum Committee, and the Research Colloquium.



Understanding (*students'*) needs and expectations helps him tailor ways of sharing his knowledge to students' relevant experiences.

on students' learning rather than the volume of content he delivers. He strives to help students easily understand and relate the benefits of course concepts to the business world. A semester-long UBC course on teaching philosophy and techniques reinforced his philosophy of focusing on students, to maximize what they learn and retain.

Dr. Kim's student-centered approach is demonstrated in three ways. First, he gets to know as many students personally as possible. Understanding their needs and expectations helps him tailor ways of sharing his knowledge to students' relevant experiences. Second, he applies such active learning approaches as discussions, videos and games. These approaches increase retention and application of the material communicated. Third, he gives students choices (e.g., a final project topic selection and optional extra-credit assignments) so that they can study their preferred topics voluntarily.

Dr. Kim believes that education can make a big difference. Witnessing the impact of education on the Korean economy over the last 50 years which in terms of GDP per capita, used to be in the lower 20% group of countries in the 1960s and is now in the upper 20% group, has confirmed this belief. Continuous investment in education was one of the most important factors in Korea's dramatic change. He wishes to help students make a difference in their own future and that of Canada and the world.

Dr. Kim received University of New Brunswick Saint John Faculty Excellence Award for Teaching in 2011.

UNB AWARDS

Teaching Innovation Award

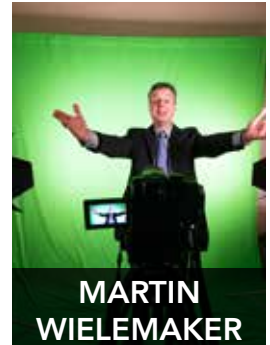
Dr. Martin Wielemaker, Associate Professor at UNBF Faculty of Business Administration, teaches Organizational Design, Competitive Strategy and New Venture Creation in the BBA program, and Strategic Management and Entrepreneurship in the MBA program. He studied Industrial Design Engineering and has a PhD in Strategic Initiatives.

His research focuses on entrepreneurship, new product development, and knowledge management. Martin has worked as a product design consultant for various firms in the Benelux and started and sold a software firm.

He finds students are naturally curious, and enjoys facilitating students' discovery journeys through problem-based learning, where they solve real problems for actual stakeholders. They often work outside the classroom to understand stakeholder's issues and figure out how to integrate and apply knowledge, overcome hurdles, and find solutions, which gives a sense of accomplishment.

Martin 'flips' most classes, presenting content in online video lectures viewed beforehand so that classroom time is spent applying that knowledge to solving actual problems. Students work in industrial design-style teams, but always work individually first before sharing with their team, to help avoid group-think. Everyone has an opinion, and each person's opinion is of value. Also, rather than having teams do class presentations, teams are split up and grouped with members of other teams. There, they share and obtain feedback on their team's idea, which they share with their home team when they get back together.

Learning how to teach has also been a journey for Martin—every term he discovers new ways to do things. But he is not alone on this journey: "I've learned so much from colleagues here and elsewhere. Let's enjoy the ride together."



Teaching Innovation Award

Jon Sensinger, BSc (University of Illinois at Chicago); MSc, PhD. (Northwestern), is the Associate Director of UNB's Institute of Biomedical Engineering (IBME). He helps the Director run the prosthetics clinic, lead research and manage engineering staff and students. His own research area is computational motor control for upper- and lower-limb prostheses and exoskeletons.

Jon previously directed the Prosthesis Design and Control lab at the Rehabilitation Institute of Chicago and is a co-founder of Coapt LLC, which provides pattern recognition controllers that integrate with existing prosthetic devices.

As Associate Professor of Electrical and Computer Engineering, he teaches haptics and nonlinear control. He loves teaching because he loves learning, and strives to provide an intense but rewarding educational experience.

"The questions that students ask keep me humble and in a learning posture ... there is nothing quite like seeing the spark when a student gets a concept ... after they have failed several times, and finally realized not only the answer to their question but, more importantly, how to better learn. I want to create lifelong learners who rejoice in the wonder of our world - who are as unafraid of failure as a five-year-old in a sandbox trying to make a castle."

He weaves complex, real-life examples into his classes that have often bizarre applications (like modeling what makes you happy as a math equation). Jon feels he is still learning how to teach, and tries to be open about things he tries that fail. "I have a lot of ideas - some great (at least the fifth time around!), some are not, but I hope that students catch my sense of passion and wonder ... and that it rubs off on others as they continue to learn throughout their lives."



UNB AWARDS

UNB Student Union Excellence in Teaching

Lisa Todd, UNBF History (BA (UNB), MA (University of London), PhD (University of Toronto)), teaches and supervises in the areas of Modern Germany, European History, Gender and Sexuality, and War and Society. Dr. Todd is also a member of the Gregg Centre for the Study of War Society and is the Director of the Network for the Study of Civilians, Soldiers and Society.

Dr. Todd's book examines sexual relationships between soldiers and civilians in First World War Germany and Occupied Europe. Her current research examines miscegenation in 20th Century Germany.



“Dr. Todd is so great because she inspires her students to take interest in their work and she makes you feel like your work matters. ”

Lisa teaches students to be historians rather than just learning the facts of history. She incorporates myriad methodological perspectives: generation, race, gender, economic class, sexual orientation, and geographic identity, in addition to the typical political and diplomatic narratives. Her lecture slides contain maps,

photographs, paintings, artifacts, historical documents, and political cartoons. She uses many short videos: 1920s jazz performers, 1930s propaganda films, 1960s car commercials, 1980s news reports and contemporary interviews with Holocaust survivors. Her students work with primary sources. These elements, combined with comprehensive lectures, engage students with differing interests, skills and learning styles and create a vibrant classroom.

Her students respond enthusiastically: “Dr. Todd is one of the best teachers I’ve had.” Students say she is very approachable and willing to help. She is incredibly kind and passionate about her work. “Dr. Todd is so great because she inspires her students to take interest in their work and she makes you feel like your work matters. “

CONGRATULATIONS TO ALL OUR AWARD WINNERS!

For more information on Regional & National Awards, UNB-Wide Awards, or Faculty-Specific Awards, visit our website at:

WWW.UNB.CA/CETL

Thank you to the faculties and departments who provided information about their award winners to be included in this publication. We also congratulate Faculty/Departmental Teaching Award winners Brent Petersen (Electrical & Computer Engineering The Dr. Balasubramanian Excellence in Teaching Award) & Andy Simoneau (Mechanical Engineering Excellence in Teaching Award)

FACULTY AWARDS

MBA Society Professor Recognition Award

Aaron Savage has a law degree and MBA from UNB and is a partner in the Fredericton office of ACoX & Palmer. He is a Canadian Intellectual Property Office trademark agent; an Accredited Director of ICSA (Institute of Chartered Secretaries and Administrators); and an experienced corporate and commercial lawyer who routinely represents clients in the sale and acquisition of businesses, tax-driven reorganizations, venture capital financing, securitization of assets, corporate governance, family trusts, incorporations (both “for-” and “not-for-profit”), estate planning and real estate matters. Aaron also represents institutional lenders in connection with commercial real estate transactions and asset securitization. He has been recognized in the Canadian Legal Expert Directory as a leading practitioner in Corporate Commercial Law.



What Aaron values most about teaching is that it allows for the exchange of ideas, experiences and knowledge. Teaching is most rewarding when the exchange flows from student to instructor and vice versa.

His core teaching philosophy is to “keep it real.” He brings passion to every class and makes a great effort to bridge legal and business theory, concepts and case law with practical real-world applications. When students can appreciate and understand the practical application of the legal and/or business theory they are studying, true learning occurs.

To promote deeper learning, Aaron begins each class with a “life lesson” from real-world examples regarding ethics, morals, work habits, etc. These are extremely well received and encourage student engagement and thought. His goal is to challenge each student to think about and consider specific markers for personal success.

Faculty of Arts Teaching Award - Full Time

Dr. Vicky Simpson teaches in the Department of English, and her research interests are nineteenth-century British literature, particularly women’s writing, narrative theory, Gothic literature, and sensation fiction. She has published articles on the narrative voice of Elizabeth Gaskell’s ghost stories, on non-normative families in Wilkie Collins’ *No Name*, on women and property in Ellen Wood’s *East Lynne*, and on storytelling and autobiography in Charlotte Bronte’s *Jane Eyre*. This work has appeared in *Victorians Institute Journal*, *Victorian Review*, *Women’s Writing*, and *Nineteenth-Century Gender Studies*.



“I’m a more comfortable, confident, and engaging teacher when I take the time to get to know my students and let them get to know me, too. For instance, in every course, I ask the students to introduce themselves on paper; I arrive at least five minutes early and stay five minutes late to make small talk; and I organize some group work activities.” Vicky notes that group work can feel awkward at first and may seem like a waste of valuable class time. However, it helps students get to know each other, which makes the prospect of contributing to discussion much less intimidating; it also gives her a chance to wander around the room and talk one-on-one with students. These are small but meaningful gestures. Students appreciate instructors who take an interest in them, and who let them know they belong and their contributions matter. These instructors not only motivate students to work their hardest, but also occupy a fond place in their memory for years to come.

FACULTY AWARDS

Faculty of Arts Teaching Award - Part Time

Dr. Angela Wisniewski started teaching at UNBF as a tutorial leader for Arts 1000 while a graduate student. Since completing her PhD in Sociology in 2014, she has taught a range of undergraduate courses for the Department of Sociology in the areas of new media and youth. She is pleased to be working with Dr. Cindy Brown to coordinate the Faculty of Arts Internship Program and to develop new experiential education opportunities for students in Arts.

Angela credits her father, Dr. Larry Wisniewski, who taught with the UNBF Faculty of Arts for over 30 years, as one of her major influences, having given her lots of advice over the years. Thanks to his creativity, she has learned to make more purposeful use of such tools as journals, family interviews, and field observations and to build a greater range of options into students' reading materials and assignments.

Angela's goal is to give students time to pause and experiment with different ways of interpreting their experiences using the tools of social science. Students tend to be savvy observers of their own families, friends, and coworkers but have relatively few opportunities for the reflection and systematic, critical thought that links personal experience to shared social issues. Despite all the research and strategizing she does each term, she sometimes wonders "if my successful classes might just boil down to the fact that I show my students that you can be silly and imperfect and, at the same time, care intensely about doing precise and accurate social science."



Faculty of Law Teaching Excellence Award

Jula Hughes, Associate Professor of Law, has been at UNB since 2006. She teaches Criminal Law and Foundations of Law. She also leads UNB Law's efforts to bring clinical education into the curriculum through a partnership with the Fredericton Legal Advice Clinic, and is active in developing the Law Faculty's response to the TRC Calls to Action. Julia's research is focused on community-based and community-driven research methodologies. Her current projects involve enhancing community capacity to respond to missing Aboriginal women and sexual and gender minorities, and Aboriginal women leadership in the context of the duty to consult. She also contributes to the work of the National Judicial Institute on judicial disqualification and to the RCMP on witness protection.



UNB Fredericton sits on the unceded land of the Wolastoqiyik, the people of the beautiful and bountiful river, whose law is woven into the land. Julia finds that teaching law in this special place of beauty and abundance is a privilege and it naturally follows to ensure that students learn Indigenous law and know and uphold the treaties that bind settler and Wabanaki peoples together in peace and friendship. This renews her thinking about teaching daily, and transforms all law teaching into reconciliation work. She finds it is easy to be enthusiastic because her teaching takes students beyond the classroom walls into a national conversation on matters of critical importance, and connects law students with community members and colleagues across disciplines who are also working on the Calls to Action. Answering them will change UNB and our relationship with the land and its peoples for the better. There could not be a more exciting time or place to be.

FACULTY AWARDS

Golden Apple Award (Chemical Engineering)

With an Honours BSc in Chemical Engineering from UNB and executive management studies at Queens, Bob Crawford has worked in the nuclear power industry since the mid-1970s. He held many senior positions within NB Power, including the Point Lepreau Nuclear Generating Station, Distribution and Customer Service, and the Dalhousie Generating Station. He also managed a large project for The Centre for Nuclear Research that developed market-ready corrosion monitors. Bob teaches a third-year Engineering Design Process course and is an industrial co-mentor for final-year Chemical Engineering student teams for their capstone plant design projects.



Bob's teaching approach is, as much as possible, to treat students as if they were first-year graduates working in his technical support or maintenance departments. The challenges they face working in teams completing their design projects are very similar to challenges they will face in industry after graduation.

"I have the good fortune to work with students in a course which allows 'learning by doing.' ..."

Engineering, and design engineering in particular, is all about change: implementing successful changes in the industrial setting.

Bob's own experiences dealing with unanticipated issues while implementing changes throughout his long career provide a rich well of expertise upon which to draw

to coach students. He emphasizes human factors and error avoidance principles, as well as solid technical knowledge. As students are working with their teammates to complete challenging design projects, they get to apply these principles in "real time" to produce outcomes which meet customer expectations safely.

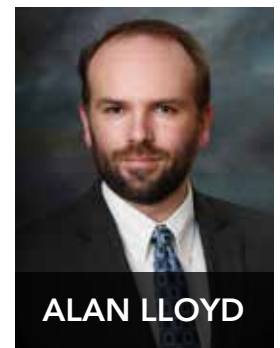
"I have the good fortune to work with students in a course which allows 'learning by doing.' Also, to team with excellent faculty members who share this passion to effectively equip these future 'change makers.'"

The Eric Garland Excellence in Teaching Award (Civil Engineering)

Dr. Alan Lloyd joined the UNBF Department of Civil Engineering in January, 2015. He has a Masters and PhD in Structural Engineering from the University of Ottawa and a Bachelor's degree in Civil Engineering from Lakehead University. He teaches courses in analysis and design of structures, and conducts research in areas related to extreme load events on buildings, such as blasts, impacts and earthquakes.

...students have expressed appreciation for the multiple learning opportunities they have experienced.

All of the courses Alan teaches are quite technical. This means that he must convey a large amount of theoretical and practical information in a short amount of time. He works to deliver very well-organized and structured courses that provide students with multiple learning opportunities for each topic. In doing so, Alan makes use of weekly short quizzes, computational labs, and assignments, in addition to term tests and exams. He also provides a series of online videos showing worked examples of course material, and video recordings of all lecture material are made available online for review. He has found this approach to be successful and students have expressed appreciation for the multiple learning opportunities they have experienced.



FACULTY AWARDS

Computer Science Excellence in Teaching Award

Dr. Paul Cook, PhD (Computer Science, University of Toronto) joined the UNBF Computer Science faculty in 2014. He works in the areas of natural language processing and computational linguistics. His research interests include lexical semantics, word sense induction, multiword expressions, social media text processing, and corpus construction and analysis. He is particularly interested in applications of natural language processing in lexicography for building better dictionaries and keeping them up-to-date.



Paul's passion for and fascination with computer science engages students in a relaxed and interactive classroom environment. Effective teaching in computer science demands that educators be constantly learning new material, because it is a young field that is growing and changing quickly. The opportunity to continue to be a student is one of Paul's favourite aspects of teaching. He seeks out and particularly enjoys teaching opportunities that take him into new areas of his field.

In addition to keeping abreast of the latest developments in his area, Paul is quick to say he is still learning to teach, and expects to continue doing so for the rest of his career. He regularly participates in professional development events and workshops offered by CETL, and participates in computer science education conferences.

Paul's research and teaching impact each other, to the benefit of both: the material he teaches influences his thinking on his research, and his research provides new content for his teaching. He engages students in course material by creating assignments on research problems on which he is working.

Faculty of Science Excellence in Teaching Award

Dr. Bryan Crawford, B.Sc. (Alberta), M.Sc., (UVic), Ph.D. (Simon Fraser) of UNBF's Biology department specializes in developmental biology, morphogenesis, extracellular matrix dynamics, and metalloproteinase regulation. He teaches undergraduate courses and supervises several graduate students.



Bryan started teaching as a TA in 1990. Both parents had PhDs in instructional technology and specialized in adult education, so he was immersed in pedagogical theory and methodology from a very young age.

To his surprise, Bryan found that teaching boosted his productivity in the lab. Questions raised by students and thoughts that occurred to him while preparing instructional materials invigorated his curiosity and enthusiasm for research. The opportunity to balance both teaching and research is what made his UNB position attractive.

Since you can't really teach anyone anything, the instructor's role is to give students the conceptual tools (e.g., the right questions and approaches to answering them) to learn for themselves. Bryan finds the following helpful:

- 1) Practice with timely corrective feedback is the best instruction students can get. Even if class size constrains individualized feedback, provide as many opportunities to practice as possible.
- 2) Use open-book, open-internet exams; the answer to a good question can't be "googled." Students need to integrate, synthesize, criticize and otherwise *do* something with course content.
- 3) Use many different modalities to convey information: words, pictures, videos, physical objects, smells, sounds, etc.
- 4) Provide content asynchronously: screen-cast, podcast, etc. The spoken word is fleeting, and many students will miss it unless it's recorded, and some will need to go over it several times.
- 5) Provide your lectures as screencasts online and spend class time doing problem-based learning.

FACULTY AWARDS

Faculty of Kinesiology Teaching Excellence Award

Dr. Ken Seaman, BScKin (Dalhousie University), MA (Sport Physiology) and PhD (Interdisciplinary Studies, with a focus on exercise physiology in chronic illness) both from UNB, has worked throughout his career with athletes at all levels of sport ranging from youth sport to the NHL and Olympic athletes. His research interests focus on exercise physiology, chronic physiological adaptations for varying training stimuli, and tools designed for improving high performance strength and conditioning.

One of the things Ken values most about teaching is the opportunity to witness that point where the “light bulb” turns on and a student glows with the pride of grasping a difficult concept.

He sees teaching as more than simply a process of providing information to students, but rather as empowering students with a curiosity that motivates them to further explore the topics of the course.

Recently Ken has been providing assignments that require students to develop an opinion based on the research literature for a question which at first appears dichotomous (e.g. which is of greater health concern: obesity or sedentary behavior?). This forces students to confront their own biases before entering a contentious area of study within the literature. This process often results in students developing a position based on their research that is open-minded, with a broad perspective that allows for the formulation of an objective, evidence-based opinion balanced by an appreciation of the limitations of their perspective.



KEN SEAMAN

One of the things Ken values most about teaching is the opportunity to witness that point where the “light bulb” turns on and a student glows with the pride of grasping a difficult concept.

Faculty of Kinesiology Teaching Excellence Award

Dr. Jonathon Edwards, BSM (Bachelor of Sport Management-Brock), MA (University of Alberta), and PhD (Sport Management-- University of Alberta) has taught for the past four years in the UNBF Bachelor of Recreation and Sports Studies, MA in Sport and Recreation Studies, and MBA in Sport and Recreational Management programs. His research interests include examining the relationship between non-profit sport organizations and government; hockey organizations and structures; coaching; youth elite-level sports; athlete pathways; organizational reputation; institutional work; legitimacy; sport development systems; and institutional theory within the sport and recreation organization and management context.

Jonathon is passionate about teaching in the sport and recreation management field. For him, university-level teaching is about being engaged with the students and challenging them to be the best at what they want to accomplish. He values teaching because he believes that knowledge starts with a foundational understanding provided in an academic setting, and that by providing that foundation, professors can set students up to succeed in the real world. Jonathon believes there are three core values to being a successful teacher, which are the foundation of his teaching philosophy: challenging students; being accessible; and experiential learning. Through these core values he looks to mentor and prepare students for their future careers. In delivering course material, he implements a case study approach that engages students in real life examples based on theoretical and textbook models. This approach challenges students and forces them to respond to situations and justify their responses based on concepts in the lecture material.



JONATHON EDWARDS

CONGRATULATIONS TO ALL OUR UNB SAINT JOHN AWARD WINNERS 2016:

Arts: Enrico DiTommaso (Psychology), Sarah Maier (Humanities & Languages), Wade Nelson (Social Sciences/ Education), Hepzibah Munoz-Martinez (History & Politics)

Science, Applied Science & Engineering: Raouf Kilada (Biology), Jeff McNally (Computer Science & Applied Statistics), Thana Kamel (Mathematical Sciences), Stephen Perry (Engineering), Rose McCloskey (Nursing & Health Sciences)

CONGRATULATIONS TO OUR 2016 NOMINEES FOR THE ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

Fredericton Campus:

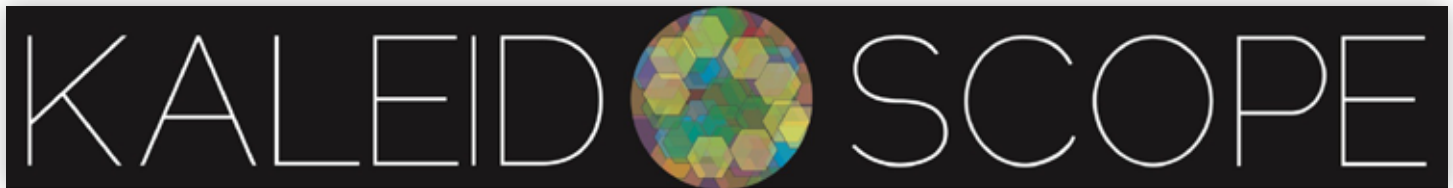
Jasmine Alam (Business Administration), Mira Bachvarova (Renaissance College), Katherine Barclay (Biology), Carolyn Bassett (Anthropology), Deidre Beckwith (Nursing), Luis Campos (Law), Tracy Carr (Nursing), Greg Cetnarowski (Chemistry), Glenn Cleland (Business Administration), Margaret Coffin-Prowse (Law), Paul Cook (Computer Science), Tia Dafnos (Sociology), Joe Dicks (Education), Chris Doran (Sociology), Mohammad Drira (Business Administration), Sara Eisler (Chemistry), Ryan Hamilton (Psychology), Meagan Hatfield (Nursing), Frank Hayes (Education), Kathleen Hughes (Psychology), Robert Kingdon (Geodesy & Geomatics Engineering), Janice Lawrence (Biology), Hsin-Chen Lin (Business Administration), Donald Lyon (Mechanical Engineering), Kerry MacQuarrie (Civil Engineering), Cheyenne Mary (Nursing), Jeffrey McNally (Business Administration), Jeff Munde (Media Arts & Culture), Valerie Reeves (Chemistry), Miron Rezun (Political Science), Salah Saleh (Electrical & Computer Engineering), Alan Sears (Education), Mark Temelini (History), Maria Costanza Torri (Sociology), Jessica Webster (Nursing), Huajie Zhang (Computer Science)

Saint John Campus:

Hope Alderson (Science, Applied Science & Engineering), Michael Bell (Business Administration), Andrea Burgess (Mathematics), Tanya Chapman (Business Administration), Catherine Doucette (Business Administration), Barbara Dowding (Biology), Aaron Granger (Chemistry), Mark Henderson (English), Chris Houliez (Business Administration), Mostaq Hussain (Business Administration), Leslie Jeffrey (Politics), Dongmin Kim (Business Administration), Murray Littlejohn (Philosophy), Fatima Loutfi (French), Allison Luke (Sociology), Rebecca McKay (Mathematics), Dana Manzer (Nursing), Kathy McGuire (Psychology), Marion McLean (Mathematics), Jeffrey McNally (Computer Science), Robert Moore (English), Ken Sollows (Mechanical Engineering), Deryk Stec (Business Administration), Barry Watson (Business Administration)

CONNECT WITH US

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11th Annual Kaleidoscope Teaching Showcase

Wednesday, December 7th from 8:30 - 12:30 in Marshall d'Avray Hall, Room 261

CETL hosts an annual teaching showcase in Marshall d'Avray Hall which brings together faculty members, instructors, graduate teaching assistants and others interested in enhancing the learning experience of UNB students. **The 11th Annual Kaleidoscope** will follow the same format as previous years; offering concurrent sessions for each time slot throughout the morning. The event will wrap up with the ever popular **Furious Fives** segment.

Join us to hear...

- new and proven teaching techniques and strategies
- state-of-the-art instructional technologies
- best practices in the classroom and online

Register online at www.unbtls.ca/events/#CETL or email cetl@unb

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