

# CELEBRATING

## TEACHING & LEARNING EXCELLENCE AT UNB



## 2015 TEACHING AWARD WINNERS

# INTRODUCTION

## ***Welcome to the 2015 edition of “Celebrating Teaching & Learning Excellence at UNB”!***

Through these pages you will meet some of the most successful teachers on campus. They span the experience range from recent hires (2014!) to seasoned veterans (1988), proving that it is never too early nor too late to do amazing things in your classes.

Despite their wide variety in UNB-years, all the award recipients share a deep commitment to supporting their students in their learning. Some focus on providing a safe space where their students can express themselves or a safe space in which their students can fail then learn from their failure. Others design their courses to help their students develop as practitioners of their disciplines. Some are committed to reflective practice and others to practice informed by research on teaching and learning.

Through these pages, you will get to know your colleagues and gain insights into what contributes to their success as teachers. I invite you to ponder their approaches to teaching and the teaching tips that they provide. Think of your classes and your students: Is there something in here that will be the seed of an idea that will benefit your classes and your students or that will re-energize your teaching?

2015 is a remarkable year for celebrating teaching at UNB, and particularly at UNB Saint John. We are so proud of all award recipients, but particularly three Saint John faculty members: Dr. Emin Civi (Business) for receiving the AAU Distinguished Teaching Award; Dr. David Creelman (Arts) for receiving the 3M National Teaching Fellowship; and Dr. Dale Roach (Science, Applied Science and Engineering) for receiving the 2015 AAU Anne Marie MacKinnon Educational Leadership Award. While UNB annually acknowledges excellent teaching through various awards (all duly celebrated here in this publication, and elsewhere), regional and national recognition are particularly gratifying both for individual instructors and also for UNB colleagues and students.

Education is frequently talked and written about in the public sphere these days, and opinions on what is right, what is wrong and what should change are myriad. There is a tendency towards thinking that just the right technique will improve our teaching, or that a different funding formula will create excellence in student learning. But as Parker J. Palmer writes, we teach who we are. Examples of authenticity and leadership, Emin, David and Dale are humble, inspiring, extremely creative, passionate about their subjects and student learning; they care deeply about their students as people, as well as learners. They spend endless hours on their teaching, and seek to reach their students in innovative ways. And while each is highly skilled in his own field, they are all loved by their students for their passion and ability to make their subject matter relevant and inspiring.

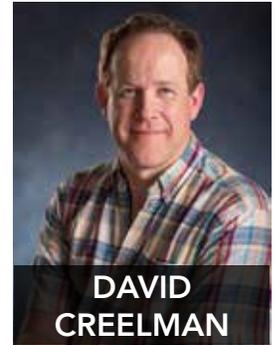
To all our award winners and to all those whose work is recognized by their students, with little if any other fanfare: thank you for the work you do. Thank you for who you are.



# NATIONAL & REGIONAL

## **3M Teaching Fellow**

**D**r. David Creelman has been an English Professor at UNB Saint John since 1991 and is currently Chair of the Department of Humanities and Languages. He teaches Canadian and Modern British Literature, and is also interested in literary theory and children's literature. David has published on Maritime fiction in the twentieth century. In the fall of 2005 he was a guest researcher at the University of Aarhus in Denmark. He has been long interested in the development of teaching in the university environment, and was awarded the Neil Scott Educational Leadership Award for 2008 - 2009.



David says that respect for freedom is central to his teaching philosophy. He values the freedom inherent in the academic setting, especially the freedom of his students to explore, test, and express new ideas.

“It’s important to give students space to make choices, setting up situations so they can find their way and encounter challenges. Students change and I work toward enhancing their abilities by being a facilitator and setting up an environment for them to grow.”

Another key to David’s teaching success is the conviction that universities are places for rejuvenation. At UNB, students connect with their abilities and with other students through such techniques as team-based learning and peer assessment. “The forces of modernity tried to convince that “all we are is all alone.” Our daily experience within a university tells us that this is just not true. We are restored and renewed when we directly encounter each other.”

**At UNB, students connect with their abilities and with other students through such techniques as team-based learning and peer assessment.**

## **Association of Atlantic Universities Distinguished Teaching Award**

**D**r. Emin Civi, Professor of Marketing at UNB Saint John since 2005, applies three core marketing principles to his teaching: 1) he seeks to know his students fully in order to create a personal and motivating learning environment; 2) he provides rich and engaging learning experiences; and 3) he makes optimal use of feedback to help his students develop and to continuously improve his courses.



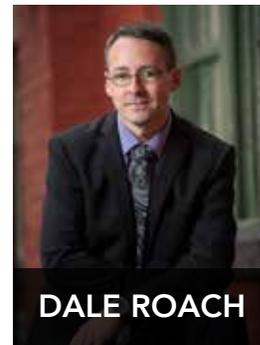
By getting to know his students - who they are, what they know, what they are experiencing, and how they learn - Emin is able to tailor his teaching to provide an enjoyable, memorable and personal learning experience. His first day of classes starts with a survey about expectations, motivation, interests and fears. By the second class, Emin knows all his students by name and is ready to weave their interests into the course. One student states: “Dr. Civi finds a way to tune into our individual interests and skills and bring them into the course through examples and metaphors to help us stay interested and have a better understanding of not only the material but its relevance.”

Emin helps students learn faster and more deeply by connecting course concepts to the real world through business dailies, video clips, guest speakers, field trips and student consulting experiences with real companies. He also seeks student input to enhance his courses. Students say he “brought the marketing strategies to life and made them memorable” and his “creative and eclectic teaching approach invigorates his student’s desire to excel and develop.”

# NATIONAL & REGIONAL

## ***Association of Atlantic Universities Anne Marie MacKinnon Educational Leadership Award***

**D**r. Dale Roach started at UNB Saint John Engineering in 2000, and has been enthusiastically committed to fostering a culture of good teaching. Colleagues describe his leadership style as collegial, open, and inclusive. Dale espouses Robert Greenleaf's "Servant Leadership" model that focuses primarily on the wellbeing and growth of people and their communities—in his case, his department, faculty, the whole Saint John campus and beyond. He leads by example, using skills he developed as an engineer.



Dale continuously incorporates new educational ideas into his own courses and shares his teaching techniques through informal conversations, mentoring, and teaching and learning workshops. He also welcomes new members to the teaching community, pilots the use of educational technology, serves on teaching and learning-related committees, contributes to course and curriculum development initiatives, and helps organize teaching-related conferences.

Dale was instrumental in facilitating the involvement and cooperation of colleagues across campus in developing "University 1003: Everything You Need to Know in First Year," a highly impactful, for-credit first-year experience course. "His willingness to always include and assist others was evident in every stage of ... development ..., and we would not have this key initiative in place without his determined leadership."

Dale is also active in outreach. His Dean wrote: "He takes great pride in sharing his passion for engineering and UNB with our community. He inspires others to participate in promoting our campus and university and he is on top of our call list when we are looking for a representative to speak at events and local schools."

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## ***Outstanding First Year Student Advocate***

**F**rank Collins is the first Canadian to receive the Outstanding First-Year Student Advocate Award, presented by The (US) National Resource Center for the First-Year Experience and Students in Transition. Frank is a Senior Instructor in Chemical Engineering and Assistant Dean of Engineering for the First Year Experience.

Frank is deeply committed to student success and, in recent years, has spurred a tremendous transformation within the Faculty of Engineering in the way that first-year students are supported and integrated into the university. His role specifically deals with advising and supporting undeclared students, but his sensational qualities as a skilled teacher and programmer speak for themselves. Through collaboration and innovation, Frank has demonstrated incredible commitment to improving the first year-experience through such initiatives as a summer bridging program between high school and university called UNBetween, automatic registration of first year Engineering students, the Engineering Leader program whereby undergraduate Engineering students are paid to act as mentors in community development projects, and curriculum redesign that integrates formerly separately taught material into application projects in design courses, to name a few.



# UNB AWARDS

## ***Neil Scott Educational Leadership Award***

**D**r. Kathy Wilson is Associate Professor and Director of Graduate Studies at the UNBF Faculty of Nursing. She has a Master of Nursing from Dalhousie University and a PhD in Adult Education from UNB. Besides teaching in the areas of nursing as a profession, leadership, and chronic pain management at the undergraduate level, and instructional design at the graduate level, Kathy has been involved in leading various curriculum design/redesign initiatives including the movement to outcomes-based education and development of a Nurse Educator stream in the MN program. She has also been involved in the implementation of educational technology, such as student response systems and the design and development of a Smartphone Nursing App to access and track progress in nursing education. In her faculty development role, she has facilitated the implementation of active and collaborative teaching and learning techniques and mentored colleagues.



Kathy worked early on in her career with her colleague Louiselle Ouellet to put in place the Advanced Standing (ASP) Nursing Program in which students with a prior degree are admitted to a two-year version of the BN program.

From 2004-2006, Kathy led a collaborative initiative to implement and evaluate a new model of delivering clinical nursing practice within the River Valley Health Authority. The model connects practicing nurses with nursing faculty to provide clinical education to nursing students. Kathy raised awareness of the international movement in nursing to establish Dedicated Educational Units (DEUs), in which university programs and community clinical agencies partner to focus on creating positive clinical learning environments. Following this, in 2008-2009, Kathy led a community colloquium with clinical partners from the Department of Health, Regional Health Authorities and dedicated unit staff members. As a result, the partnerships were extended to Moncton and Bathurst.

During the period 2007-2014, Kathy was a leader in creating and sustaining our partnership in the Faculty of Nursing with the Atlantic Policy Congress of First Nations Chiefs - and later with PETL (Post-Secondary Education, Training & Labour), in a funded initiative that has supported the successful recruitment and retention of Aboriginal Nursing students, the Aboriginal Nursing Initiative (ANI). This has resulted in a significant increase in the number/percentage of Aboriginal students successfully completing our program requirements.

**Effective leaders work diligently to create an atmosphere where people feel safe to voice their opinions, to challenge the status quo, and to take risks in an environment that is open to differences in thinking.**

During the period of 2007-2012, Kathy led the development of the abilities-based, Faculty-wide student assessment framework that was also adopted by Humber College.

Kathy's approach to collaborative educational leadership seeks to develop post secondary learner-centered classrooms and spaces that facilitate inquiry and knowledge development, and prepare learners for the world of work. In her view, educational leaders support the development of a culture of teaching and learning that is pedagogically sound and evidence-informed. Effective leaders work diligently to create an atmosphere where people feel safe to voice their opinions, to challenge the status quo, and to take risks in an environment that is open to differences in thinking. All teachers are encouraged to try new learning strategies, to assess the successes and challenges encountered when using those approaches, and to do so in an environment that anticipates moments of failure and encourages perseverance through times of uncertainty.

# UNB AWARDS

## ***University Teaching Scholar Allan P. Stuart Award for Excellence in Teaching Faculty of Science Excellence in Teaching***

**D**r. Ben Newling claims to be a Professor in the Department of Physics although, upon reflection, no one else in the Department can really remember hiring him. The official version of events is this: Ben was a meager undergraduate at the University of Cambridge, reading Natural Sciences until 1992. Unimaginatively, he stayed in Cambridge to earn a PhD in the magnetic resonance imaging (MRI) of materials in 1996 and, lacking further ideas, has stayed in materials MRI ever since, first as a post-doctoral researcher at the University of Surrey and then with Unilever at their Port Sunlight laboratory. In a rare moment of clarity, he came to Fredericton to join UNB in 2002, fortunately accompanied by his wife, Anita, and their one-year-old Esme. Their family unit has since been graced by Alice, who signed on in 2004.



Ben's first, terrifying exposure to teaching came while he was working at the University of Surrey. His approach has always been strongly shaped by excellent teaching colleagues around him. At UNB, he was fortunate to start and co-teach with Dennis Tokaryk, who was an important early influence. Through Dennis, Ben became a part of the nascent Atlantic Canada Association of Science Educators, where excellent, thoughtful teachers such as Charles MacFadden, Grant Williams, Ann Sherman and Bob Hawkes were always willing to share ideas and expertise. Magdalen Normandeau joined UNB Physics in 2005, bringing with her a deep and informed commitment to teaching. Ben stole ferociously.

The result of this potluck of influences is a classroom in which Ben tries, firstly, to communicate to his students that he cares about them and about the material and, secondly, to foster engagement by active learning. Ben asks his students to read before coming to class and then to partake in group and individual activities during class time, in order to practice doing physics. There are puzzles and quizzes, movies and demonstrations, songs and occasional injuries. In this “flipped classroom” theatre, Ben hopes to encourage a sense of wonder that a few simple physics laws allow us to explain so much of what happens around us. He refines these methods based on feedback from students, student performance results, keen observations from colleagues, and the latest Physics Education Research findings.

**There are puzzles and quizzes, movies and demonstrations, songs and occasional injuries.**

Ben answers questions at all hours in many locations and online, and his office door is always open. He is also very involved in the advancement of research-based teaching on campus through the UNB Scholarship of Teaching and Learning Community of Practice and in the Division of Physics Education of the Canadian Association of Physicists.

Students confirm his teaching excellence:

“He cares about his students and knows me by name in a class of 100+ people.”

“...this prof is passionate about what he does and truly cares about each and every individual's education.”

“Hilarious, interesting lectures that stimulated students to think for themselves.”

“He is VERY approachable, and it truly shows that he loves to teach.”

# UNB AWARDS

## *University Teaching Scholar*

**D**r. John Johnson received his BSc and MSc from UNB Biology and completed his PhD at UNB Forestry after spending a year at the University of Oregon. Since he began teaching at UNB Saint John in 1989, he has taught 119 courses representing 20 different topics. He is also an Adjunct Associate professor at the Dalhousie Medical School, and 25 of the over 90 UNB committees on which he has served were associated with teaching and teaching outcomes.

Along with Dr. Christopher Gray, John established the UNB Natural Products Research Group focusing on the discovery of novel drugs from Canadian medicinal plants, targeting anti-tuberculosis and anti-cancer compounds. He has supervised or co-supervised a total of 37 PhD, MSc and Honours students and sat on the supervisory committee of another 24 graduate students. John has received research funding from 20 different sources, and has published over 80 peer-reviewed papers, abstracts, book chapters, government and industry publications. He has represented UNB while pursuing research and collaborative opportunities during 30 international trips to the UK, Bermuda, Cuba, India, China and Bhutan.



John's administrative appointments include: Acting Assistant Vice-President, Registrar, Acting Registrar, UNB Saint John's Director of Co-Location and Co-Negotiator for the establishment of the Dalhousie Medicine New Brunswick program and the Allied Health building of the NBCC on the UNB Saint John Tucker Park campus. Other key board and committee work includes the Senate, the University Board of Governors, UNB Post-Secondary Education report Working Group, UNB President's Strategy Group, Leader of a CIDA project in Cuba, Board member of the O'Brian Foundation, and Coordinator for the Department of Biology's Honours program. He is also a Scientific Advisor for the Vivekananda Institute of Tropical Mycology in Chennai, India.

**He came to realize part of his job, ...**

***"...is to not only teach a student about biology but also to show them how to become biologists."***

John's teaching philosophy has changed over the years. He started out teaching in much the same way as he was taught: lectures and nicely organized laboratory sessions. He came to realize part of his job, in the words of colleague Chris Gray, "is to not only teach a student about biology but also to show them how to become biologists." Consequently, he and his colleagues have created upper level courses where students engage in original research. Although each day brings unpredictable challenges and instructors don't always have all the answers to research-based problems, it is more interesting for all involved. A lot of time is spent listening to students and insisting on a question and a potential solution before participating in the creation of an answer.

Despite the challenges of implementing these methods in larger classes, John plans to incorporate the research-based model in the laboratory sessions of his second-year class and set up more problem-based learning and testing for the lecture portion. By trying new methods of exposing students to what scientists actually do, John hopes to inspire them to play a more comprehensive role in their own education.

John has previously won the UNB Merit Award, the Allan P. Stuart Award for Excellence in Teaching and a UNB Student's Representative award for his efforts on behalf of the student body.

# UNB AWARDS

## ***Allan P. Stuart Award for Excellence in Teaching***

**D**r. Lyle Hamm started in the Faculty of Education at UNB in August, 2013 as an Assistant Professor serving initially in a one year term position. In 2014, he was interviewed for a tenure track position which he currently occupies and enjoys. He teaches primarily in the graduate program in Educational Administration and Leadership. Lyle's research interests are focused on demographic change and cultural diversity in Canadian schools.

Lyle spent 22 years working in the K-12 public system in Alberta. He started as a humanities teacher in junior and senior high, and through his career, he had wonderful opportunities to teach at the elementary level and serve in administration as a vice-principal and principal.

Lyle enjoys learning with his graduate students and being supportive to them in their programs while they are working within their teaching and leadership roles in their schools and districts. He currently teaches courses in educational and leadership theories, supervision of instruction and responsive leadership in diverse schools. Lyle remembers the support he received from his university teachers and mentors and he works hard to serve in similar roles for the students with whom he works.



***(He) encourages all teachers to ...  
... step outside established pedagogical  
comfort zones and create engaging  
strategies and learning activities.***

Regarding his teaching approach and methods, Lyle values the learning relationships that form in graduate classes through students engaging each other and working together sharing their educational journeys. He always appreciates how students unpack and understand the complexities that they confront in their multiple roles across the settings in which they serve. He loves the passion and hope that his students bring into the program.

Lyle appreciates the opportunity to research, learn and teach in the Faculty of Education at UNB and serve in a position that allows him to pursue lifelong learning each day with his students and supportive colleagues. A teaching practice Lyle does himself and encourages all teachers to do is to step outside established pedagogical comfort zones and create engaging strategies and learning activities. He feels that with the increasing availability of new technologies for our teaching in post-secondary education, the sky is no longer the limit.



# FACULTY AWARDS

## ***Faculty of Business Administration Excellence in Teaching Award***

Professor Maher joined the Faculty of Business Administration in 1988 in the Accounting/MIS area. Her courses are in Managerial Accounting and Cost Accounting in the BBA program and Accounting for Managers in the MBA program. She has previously received the Faculty's Excellence in Teaching Award three times and the MBA Society Professor Appreciation Award twice.

Elin is co-author of an accounting textbook and has developed other professional educational materials. For the last 17 years, she has been the Examiner for the Certified General Accountants of Canada's Financial Accounting 1 (FA1) course, which involves preparing the final examinations and supervising their marking for as many as 900 students a year from Canada, China and the Caribbean. She has published in *The Journal of Accounting Case Research*, *The Journal of Open, Distance and e-Learning*, and the *Canadian Journal of University Continuing Education*.

Students admire her excellent teaching skills, her ability to make student life less stressful, and say she is an "all round amazing professor." Elin says the key elements for successful teaching include being enthusiastic about your subject, being prepared for class, and being interested in, and respectful of, your students. Focus on these and the rest will fall into place.



## ***Faculty of Business Administration Excellence in Teaching Award***

Dr. Jeffrey McNally is Assistant Professor of Human Resource Management in the UNBF Faculty of Business Administration, having joined in 2011. He has a PhD from McMaster University and a Master's degree in industrial/organizational psychology from Western University.

Jeff teaches Training & Development, HR Selection Systems, Workplace Health & Safety, and Motivation & Work Behaviour in the undergraduate program; and Motivation & Job Design at the graduate level.

Jeff's research focuses on the relationships that employees and students develop with their organizations and institutions and the outcomes of entrepreneurship education on a global scale. The project, entitled "The Entrepreneurship Education Evaluation Project", received a large SSHRC Insight Grant in 2012. Jeff has published in some of the management field's highest-ranking journals and, in 2013, received the Faculty's Annual Research Award for excellence in research.

Jeff values teaching because he very much enjoys being part of the learning process,

continuously improving his courses by keeping on top of recent research findings and best practices. By discussing his own research in the classroom, he demonstrates that his role as an academic is to both share and create knowledge. His general teaching objectives are to promote knowledge acquisition via classroom discussions and experiential learning activities; help students integrate course materials into a coherent whole; and help students develop management abilities and skills needed in modern organizations (e.g., communication, teamwork, problem-solving, consensus-building, etc.). He identifies strongly with the university education values of service, lifelong learning and, most of all, fairness.

**(He) continuously improves his courses by keeping on top of recent research findings and best practices.**



# FACULTY AWARDS

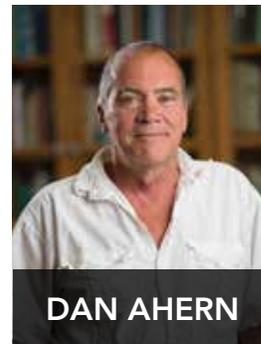
## ***Faculty of Arts Teaching Award - Full Time***

**D**r. Dan Ahern (PhD McMaster) started at UNBF in 1999, after stints at MUN, St. Francis Xavier, and UNB Saint John. His primary research and interests are ancient Greek philosophy, intellectual history, aesthetics, and the philosophies of Nietzsche, Foucault, Soren Kierkegaard and Edmund Husserl. He has published two books (a third is in the works) and co-edited a collection of essays.

He seeks to emulate the qualities of his former professors, particularly William Elderkin, Dan's MA supervisor at UNBF. His teaching attempts to accomplish two interwoven objectives: A) getting students to see philosophy as a land on the margins of "normal" conversation, an intellectual adventure into the wild country of their own questions where they can learn to be at home, and B) learning how to ask questions that widen the horizon of living in the world.

Dan provides an atmosphere that allows students to say what they think, without worrying whether or not they are "expert" enough. He assigns pre-class readings on which students bring questions and do brief class presentations. These have raised the quality of discussion, writing and marks.

In more rigorous and demanding upper level courses, students read original, unmediated work and prepare questions and summaries from which they raise points during class. This serves as preparatory research for a heavily-weighted essay assignment. Rather than combative dialectics, something Dan always found counter-productive and tedious as a student, even here "expertise" is banished and students pursue their own paths with a lot of effort, research, and, equally important, genuine enthusiasm.



## ***Faculty of Law Teaching Excellence Award***

**D**r. Howard Kislowicz joined the UNB Faculty of Law in 2013 as an Assistant Professor. He teaches Constitutional Law, Administrative Law, and Multiculturalism and the Law.

After completing his common law and civil law degrees at McGill University, he served as clerk to Justice Gilles Lévesque at the Federal Court of Appeal. While pursuing his doctorate at the University of Toronto, he was a lecturer in constitutional law at Osgoode Hall's National Committee on Accreditation (NCA) preparatory program. He is the recipient of numerous awards, including the Alan Marks Medal for best thesis in the University of Toronto's graduate law program, and the SSHRC Joseph-Armand Bombardier Canada Graduate Scholarship. He has presented his research at national and international conferences, including the Harvard-Stanford International Junior Faculty Forum, the Osgoode Hall-University of Toronto Junior Faculty Forum, and the Berlin Roundtables on Transnationality.



Two values central to Howard's teaching philosophy are respect and self-awareness. Whether he is lecturing, leading seminars, or meeting individually with students, he aims to honour both the material and the student. The students who are present in these contexts have shown a desire to connect with the subject matter, a difficult task worthy of respect. They bring valuable perspectives, different than his, which Howard believes can be helpful to their colleagues' learning. He is also mindful that his students may not learn the same way he does, and his role is to facilitate the learning of all his students.

# FACULTY AWARDS

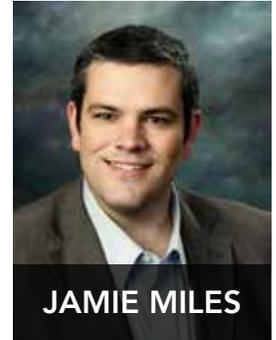
## ***Golden Apple Award (Chemical Engineering)***

**J**amie Miles is an instructor with UNB's Faculty of Chemical Engineering, and currently teaches thermodynamics, heat transfer, and third year labs.

Jamie's goal as an instructor is to teach engineering as a way of thinking so that students look at the big picture. He strives to demonstrate sound engineering practice to students through his words and actions as their mentor.

He focuses on instilling critical thinking skills and providing students with opportunities to make simplifying assumptions to solve problems. This approach allows students to make connections between concepts as they begin to develop sound engineering judgment.

Jamie provides a framework so the students can interpret the many equations that they encounter with a broader perspective.



**JAMIE MILES**

## ***The Eric Garland Excellence in Teaching Award (Civil Engineering)***

**D**r. Kerry MacQuarrie is a graduate of the UNB Civil Engineering program (BScE '85) and holds a MSc and PhD from the University of Waterloo. At UNB he teaches courses in hydrology, hydraulics, numerical methods, and hydrogeology. Kerry is Director of Graduate Studies for Civil Engineering and held a Tier 2 Canada Research Chair from 2003 to 2013. His research deals with contaminants in groundwater and the use of hydraulic, temperature, and geochemical information to understand groundwater-surface water interactions. He is involved in a range of research and service activities and occasionally provides independent consulting to government and private companies.

In teaching, Kerry's goal is to have students recognize the importance of the fundamentals and to show that engineering is basically the application of these fundamentals to new and current problems. By taking the students' perspective, he shows the relevance of a new topic, the underlying theory or experimental basis for analysis, and its application in engineering practice. Kerry feels that students have a positive experience when these elements are presented in a clear, well-organized format, and there are opportunities in and out of the classroom to pose questions.



**KERRY  
MacQUARRIE**

***"... have students recognize the importance of the fundamentals and show that engineering is basically the application of these fundamentals to new and current problems."***

# FACULTY AWARDS

## ***The Dr. Balasubramanian Excellence in Teaching Award (Electrical & Computer Engineering)***

**D**r. Sal Saleh joined UNBF Electrical and Computer Engineering and has taught 12 undergraduate and 5 graduate courses. He has also been instrumental in the improvement and/or development of several other courses. After purchasing new state-of-the-art laboratory equipment, Sal has undertaken associated curriculum content updates for classroom and laboratory work for the undergraduate program. He has also developed two new graduate level courses to meet the needs and interest of graduate students.

Sal has been an active participant in various department committees, as well as conducting an active and successful research program. His commitment to teaching has resulted in increased student enrolment in all of his courses.

In all courses, Sal's main objective is to develop each student's ability to analyze, practice and apply critical thinking to engineering and scientific concepts in a practical manner. Students work individually or in groups to complete engineering problems which involve modeling, designing, and verifying. These objectives are achieved by combining ideas and concepts from different sciences with modern engineering tools. In Sal's experience, students who share and validate their ideas with others are more successful and creative. Well-prepared, stimulating, and appropriate-level lectures are vital to introduce, explain and discuss course concepts. Lab sessions always complement students' hands-on skills by fostering their ability to draw conclusions that are supported by proper data and analysis.



## ***Computer Science Excellence in Teaching Award***

**D**r. Eric Aubanel has been a UNBF Computer Science faculty member since 2002. He teaches mainly first and second year programming and computer organization, as well as graduate courses in parallel computing.

"There's nothing I like better than learning. Even outside of my university work I'm constantly learning new subjects and new skills. I try to communicate this love of learning to my students. What is most rewarding to me is to see students succeed in mastering complex knowledge and applying it in upper level courses and in the workplace."

***"There's nothing I like better than learning. ... I try to communicate this love of learning to my students."***

learning so that they can construct a viable mental model of whatever they are learning. This means they need lots of hands-on practice, and they need a chance to fail repeatedly, safely, and constructively. Eric is always looking for ways to do this, and in Computer Science it means an emphasis on practice in a computer lab. Practice provides valuable insight into the students' misconceptions and it gives them time to explore.

The biggest tip Eric would give is to get out of the way when teaching. It's too easy to focus on giving a great performance in a lecture, but the best results have come from involving the students in the lectures and using their feedback as the course progresses.



Eric's approach to teaching is empirical. He is always reflecting on his teaching, after every class and at the end of term. His observations of how students learn fit well with constructivist theory. Students need to be guided through experiential

# FACULTY AWARDS

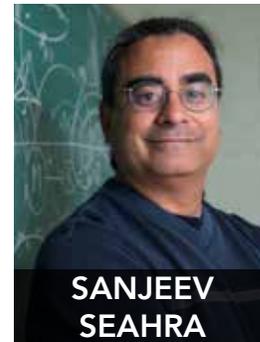
## *Faculty of Science Excellence in Teaching Award*

**D**r. Sanjeev Seahra obtained his PhD from the University of Waterloo in 2003. After holding research positions in the United Kingdom for four years, he arrived at UNB Fredericton in 2007 as a postdoctoral fellow in Department of Mathematics and Statistics. He was appointed to a faculty position in 2010, and is currently an Associate Professor.

While at UNB, Sanjeev has taught everything from large introductory mathematics classes to specialized graduate courses in General Relativity and Numerical Analysis. For the past four years, he has been the coordinator for one of the largest courses on the Fredericton campus: “Introduction to Calculus 1”. He has also organized UNBF’s Mathematics Placement Test since 2012.

When he is not teaching, Sanjeev researches the interface between theoretical models of quantum gravity and real world observational cosmology. His recent work demonstrates how it is possible to verify or refute such models by measuring the positions of galaxies in the sky.

Sanjeev has some tips from experience: no matter how far behind you are in lectures, remember that getting through the material is useless if nobody understands what you are talking about. Be persistent when telling jokes, eventually someone will take pity. Write up the solutions before you give out the assignment. Always answer the question the student actually asked first, not the more interesting question you thought they should have asked (do that later). Aggressively and repeatedly advertise office hours. Use coloured chalk.



## *CETL Visiting Scholar*

**D**r. Sue O’Donnell is a new Assistant Professor at Faculty of Nursing at UNB Fredericton. Her application to the Visiting Scholar Program was motivated by her interest in developing knowledge and abilities to facilitate and enhance the experience of learners. In 2007/2008, while working toward completing her Master of Nursing degree at UNB, she completed the Diploma in University Teaching at the Centre for Enhanced Teaching and Learning (CETL). Sue learned a great deal from this diploma program and developed an appreciation for the idea that, as learners, we come together with unique knowledge, assumptions, experiences, and concerns. She believes that this diversity of ideas and perspectives contributes to and enhances learning. However, as a new professor, one challenge that Sue wrestled with was her limited theoretical knowledge related to teaching and learning. To address this limitation Sue reached out to Instructional Designer Bev Bramble at the CETL who provided useful advice and resources. Later, when the call for CETL Visiting Scholar Program was released Sue thought, “This is the program for me.” She was particularly interested in the opportunity to dedicate time to study and work one-on-one with the experts.



The Visiting Scholar Program surpassed Sue’s expectations. She was able to work and learn with Bev one-on-one and by attending a number of classes for a course he was teaching in the Faculty of Nursing, Instructional Design in Nurse Education. As a result of this work, Sue has an enhanced understanding of teaching and learning theory and feels more at ease knowing that decisions related to her teaching will be grounded in the best available evidence. Based on her interest in the use of video as a medium for knowledge translation, Sue worked with Media Lab experts Rodrigo Gutierrez-Hermelo and Kendra Haines to develop an interactive learning object related to a video she created to disseminate the findings of her Doctoral research, <http://vimeo.com/100370073>. Sue was also invited to present on a panel at Rodrigo Gutierrez-Hermelo, UNB Media Lab Manager and Dr. Fiona Walton, Associate Professor in the Faculty of Education at UPEI. The panel presentation focused on Using Documentary Film and Media to Mobilize Knowledge.

Sue feels very fortunate to have had the opportunity to work with such talented and supportive individuals during her time as a Visiting Scholar, “One of the most positive outcomes of the experience was learning about the expertise and support available to myself, and all faculty, at the CETL.”

## CONGRATULATIONS TO ALL OUR UNB SAINT JOHN AWARD WINNERS 2015:

**Arts:** David Lane (Psychology) Pedro Serrano (Humanities & Languages), Paul-Emile Chiasson (Social Sciences/ Education), JP Lewis (History & Politics)

**Science, Applied Science & Engineering:** John Johnson (Biology), Connie Stewart (Computer Science & Applied Statistics), Tim Alderson (Mathematical Sciences), Byron Walton (Engineering), Phil Backman (Physics), Nancy Logue (Nursing & Health Sciences)

**Business:** Dan Doiron and Emin Civi, Terry Conrod (to be presented in December 2015)

## CONGRATULATIONS TO OUR 2015 NOMINEES FOR THE ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

### Fredericton Campus:

Joseph Abekah (Business Administration), Dan Ahern (Philosophy), Katherine Barclay (Biology), Yevgen Biletskiy (Electrical & Computer Engineering), Dawn Burke (Nursing), Sarah Crymble (Education), Jane Dunnet (Business Administration), Greg Duquette (Kinesiology), Len Falkenstein (English), Stephen Grant (Business Administration), Lyle Hamm (Education), Nicholas Hardy (Sociology), Meaghan Hepburn (Culture & Language Studies) Lisa Holyoke-Walsh (Education), Mark Jarman (English), Fred Mason (Kinesiology), Jeff McNally (Business Administration), Kelly Miles (Biology), Ben Newling (Physics), Mario Papaianou (Classics & Ancient History), Carmen Poulin (Psychology), Abdur Rahim (Business Administration), Ahmad Rahmanian (Philosophy), Roxanne Reeves (Renaissance College), Val Reeves (Science), Patrick Reynolds (Mathematics), Sarah Rigley-MacDonald (Nursing), Ken Seaman (Kinesiology), Alan Sears (Education), Dharendra Shukla (Engineering), Richard Tervo (Electrical & Computer Engineering)

### Saint John Campus:

Lisa Best (Psychology), Terrence Conrod (Business Administration), Keith Dewar (Business Administration), Dan Doiron (Business Administration), Shelley Doucet (Nursing), Frances Fullerton (Chemistry), Mustafa Ibn-Boamah (Arts), Dongmin Kim (Business Administration), Jeff McNally (Computer Science), Robert Moore (Humanities & Languages), Obed Nkuzimana (Humanities & Languages), Remy Rochette (Biology), Ali Sher (Business Administration), Mohammad Siddiquee (Business Administration), Cathryn (Spence History), Deryk Stec (Business Administration), Hayfaa Tlaiss (Business Administration) Suzanne Tucker (Business Administration), Li Hong-Xu (Physics), Hope Alderson (Science, Applied Science & Engineering), Michael Bell (Business Administration)

## **TEACHING AWARD PROGRAMS**

### **NATIONAL & REGIONAL AWARDS**

National & Regional awards are awarded from several different organizations in Atlantic Canada, Canada, and abroad. Awards in this category 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**

University-Wide awards are awarded yearly to individuals who excel in their field. Awards included in this category are: The University Teaching Scholar Award, The Allan P. Stuart Award for Excellence in Teaching, The Neil Scott Educational Leadership Award and the UNB Student Union Excellence in Teaching Award.

### **FACULTY/DEPARTMENT-SPECIFIC AWARDS**

Faculty-Specific Awards are awarded to faculty who are recognized within their respective departments and faculties. Examples include the UNB Law Award for Teaching Excellence, the MBA Society's Professor Appreciation Award, the Faculty of Arts Teaching Award, and faculty or departmental Excellence in Teaching Awards.

## **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](http://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 David Scott and Charlene Shannon-McCallum (Faculty of Kinesiology), Andy Simoneau (Mechanical Engineering Excellence in Teaching Award), and Val Reeves (UNBF Student Union Excellence in Teaching Award).

# CONNECT WITH US

WWW.UNB.CA/CETL

# KALEIDOSCOPE<sup>10</sup>

## 10th Annual Kaleidoscope Teaching Showcase

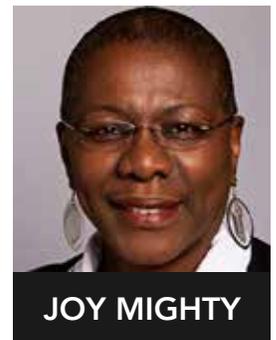
Wednesday, December 9th from 12:45 - 4:30 in Marshall d'Avray Hall

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 10th Annual Kaleidoscope** will follow the same format as previous years; offering concurrent sessions for each time slot throughout the afternoon. The event will wrap up with the ever popular "Furious Fives" segment.

**Opening plenary** - Joy Mighty (Associate VP of Teaching & Learning at Carleton University) formerly of UNB and past president of Society for Teaching & Learning in Higher Education.

**Join us to hear...**

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



JOY MIGHTY

Register online at [www.unbtls.ca/events/#CETL](http://www.unbtls.ca/events/#CETL) or email [cetl@unb](mailto:cetl@unb).

CENTRE FOR ENHANCED TEACHING & LEARNING

CETL 10  
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