

CELEBRATING

TEACHING & LEARNING EXCELLENCE AT UNB



2019 TEACHING AWARD WINNERS

WELCOME TO THE 2019 EDITION OF "CELEBRATING TEACHING & LEARNING EXCELLENCE AT UNB"!

Welcome to the 2019 edition of "Celebrating Teaching & Learning Excellence at UNB". This booklet represents a fraction of the excellent teaching that our students experience every day at the University of New Brunswick, as hundreds are nominated each year. Excellent teaching is a proud tradition at UNB, and the award recipients presented here are part of this great tradition of excellence.

Association of Atlantic Universities Distinguished Teaching Award recipient, Martin Wielemaker, writes about his ongoing journey of learning how to teach, a pursuit that continues for him. A common trait among teaching award recipients is that drive to improve their teaching, to find new ways to engage students, and to take a risk on new teaching approaches.

The award recipients refer to active participation, student interaction, group work, live problem-solving, immediate feedback, innovative video clips, experiential learning, narrative hooks, and the classroom as a community. As you read through the highlights, you will note that these award recipients bring different approaches. Some of the ideas and strategies shared are ones that could work in your own context.

Please join me in congratulating these inspiring teaching excellence award recipients.

Teaching is a profession of highs and lows, and cycles which follow the patterns of the academic year. We—and our students—begin with hope and enthusiasm, in the sunny autumn days of September. By this point in the term, we—and our students—wonder whether this business of learning is worth all the effort. The timing of this "Celebrating Teaching and Learning Excellence" publication is appropriately deep into the academic year, when we need to recognize those receiving teaching awards; we need to take inspiration from the creativity, thoroughness, dedication, and sheer effort these faculty invest in their teaching; and we need to "borrow" as many good ideas from these innovative instructors as we can.

Excellent teaching rarely looks the same: "best practices" vary from field to field and context to context, but these excellent instructors have much in common: concern for student progress, interest in student wellbeing, patience, passion for their subject matter, and an awareness of the connections between course material and the world of science, arts, and business. They model hard work and resilience to all UNB students. Read on to learn more and be inspired to know that we are each part of a dedicated network of faculty over three campuses, and part of a centuries-long tradition of excellence in teaching and learning.

Congratulations to all winners and nominees—and to all whose work is not recognized with an award this year, but continues to be appreciated by our students in classrooms, hallways, labs and offices.



KEN REIMER



MARGARET ANNE SMITH

ASSOCIATION OF ATLANTIC UNIVERSITIES DISTINGUISHED TEACHING AWARD

Dr. Martin Wielemaker, an associate professor in the Faculty of Management at the University of New Brunswick Fredericton, has received the 2019 Association of Atlantic Universities (AAU) Distinguished Teaching Award, which recognizes outstanding teaching over a number of years. He teaches Organizational Design, Strategic Management and New Venture Creation in the BBA program, and Data Visualization, Strategic Management, and Entrepreneurship in the MBA program.

Since joining UNB in 2002, Dr. Wielemaker has used alternative teaching methods and innovative technology in addition to developing new teaching materials. He has developed tool kits for course offerings and conducted real-time case studies in the classroom. Dr. Wielemaker also developed the university's popular elevator pitch and business plan competition with external jurors.

Dr. Wielemaker has been recognized repeatedly by UNB for his teaching excellence in 2017 with the Faculty of Business Administration Excellence in Teaching Award, in 2016 with the UNB Teaching Innovation Award, in 2012 with a University Teaching Scholar Award, which highlighted the proficiency of his activities and the outstanding learning experience he provides for his students; and in 2007 with the MBA Society's Professor Recognition Award.

Martin finds students are naturally curious and enjoys facilitating students' discovery journeys through problem-based learning, where they solve real problems for actual stakeholders.

Martin 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 real-life problems. Students work in industrial design-style teams, but always work individually first before sharing with their team, to help avoid groupthink. 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.

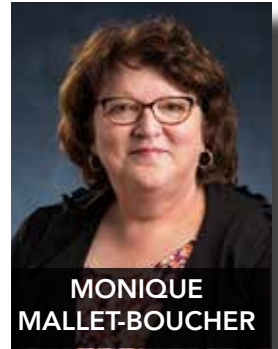
Learning how to teach has also been a journey for Martin—every term he discovers new ways to do things. But he is not alone on this journey: "I've learned so much from colleagues here and elsewhere. Let's enjoy the ride together."



NEIL SCOTT EDUCATIONAL LEADERSHIP AWARD

Dr. Monique Mallet-Boucher, a registered nurse and UNB alumna, is the BN Program Director of the Advanced Standing Program at the UNB Faculty of Nursing in Moncton. She began her teaching career at the diploma level in 1984 and joined UNB in 1995 when the Baccalaureate Degree in Nursing became the education requirement for entry into practice in New Brunswick.

Throughout her 35 years as a nursing educator, Monique has remained committed to the advancement of high-quality nursing education in New Brunswick and in Canada. She has been an active member of the Canadian Nurses Association working on documents such as the Canadian Registered Nurses Exam Blueprint and the Canadian Registered Nurses Exam. In the past two years, Monique collaborated with colleagues from the Canadian Association of Schools of Nursing (CASN) to develop the Canadian Examination for Baccalaureate Nursing, a voluntary, bilingual national exam for graduates of baccalaureate programs of nursing. She is currently the Chair of the Complaints Committee for the Nurses Association of New Brunswick.



**MONIQUE
MALLET-BOUCHER**

She views learning as the deepening of current knowledge, and construction of new knowledge through active cognitive processes and personal interactions with the society.

Monique identifies her worldview as being situated within the social constructivist paradigm. She views learning as the deepening of current knowledge, and construction of new knowledge through active cognitive processes and personal interactions with the society. Fueled by a fascination for the cognitive ability of the brain, her research activities have

contributed to instruction at UNB and at other institutions such as Brock University where she completed her PhD. Monique's most current area of research has focused on supporting nursing students with disabilities.

Monique's approach to leadership and mentoring within the Faculty of Nursing is based on mutual respect and nurturing of faculty strengths. She strives to foster environments where experiential learning is central to teaching, so learning becomes a cognitive and social process that challenges students to embrace change and thrive within dynamic environments.

Dr. Mallet-Boucher practices a collaborative leadership model, which has been exemplified repeatedly in such things as leading the transition to the BN program on the Moncton campus; conducting professional development workshops for Moncton faculty members on evidence-informed pedagogical methods such as formative assessment; harmonizing the assessment of the BN Entry Level Competencies with the Maritime Provinces Higher Education Commission Framework for Degree Level Outcomes; making innumerable interventions to help faculty and students transition to the new NCLEX licensing exam; transitioning the Moncton campus to Advanced Standing Program only; and being willing to share her teaching experience with anyone who asked.



ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING AND COMPUTER SCIENCE EXCELLENCE IN TEACHING AWARD

Before joining UNB's Faculty of Computer Science as an instructor in 2016, Ms. Bidlake taught in the New Brunswick public school system for 11 years. A UNB alumna, Ms. Bidlake graduated with Bachelor of Computer Science and Bachelor of Education degrees in 2005. She received her Masters in Computer Science in 2016 and is currently pursuing her PhD in that area.

Leah believes in creating a culture of lifelong learning through participation in seminars, workshops and by continuing to further her education, and continually explores new teaching methods that engage students and provide opportunities for students to practice and apply their knowledge.

Her motivation for teaching is the reward of seeing students grow and develop as learners. She believes it is important to help students find strategies for overcoming challenges and to celebrate their achievements. She hopes to instill in her students a passion for learning that they will carry with them throughout their lifetime.

Engaging over 200 students in an auditorium and being able to get an accurate picture of how well everyone is understanding the concepts being taught is challenging. To overcome this challenge, Ms. Bidlake began implementing small check-in quizzes using D2L with her classes to reinforce the concepts they were learning in class and to help inform her teaching. These low-risk assessments provide immediate and valuable feedback to herself and her students which helps to identify misunderstandings of concepts that can be quickly addressed.

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In order to develop students' programming skills, a teaching method that she uses regularly in her programming courses is to write programs with students in class, or "live programming." She presents a problem that students need to write a program to solve and after students have had a chance to write their program, she then facilitates the writing of the program together with the students directing the coding. They then compile and run the code which is projected for the students to see. This sometimes results in errors or bugs which are solved together as a class. The code is then tested with different inputs which leads to discussions on good testing methods. Ms. Bidlake thinks it is important for students to see programming in practice and be able to discuss and explore different approaches.

Leah most enjoys serving in roles that allow her to interact with students outside the classroom through academic advising and assisting with orientation events to welcome first year students to the faculty. An active member of the UNB Fredericton campus community, Ms. Bidlake regularly participates in Computer Science Association events and activities as a way to connect with fellow faculty members and students alike.



ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

Ms. Miles is a Senior Teaching Associate in UNB's Department of Biology. In 1996, she received a Bachelor of Science with an honours in marine biology and oceanography from Dalhousie University, followed by a Master of Marine Management in 1997. She then went on to receive a Master of Science in aquaculture from Memorial University Newfoundland in 2004. In 2006, she pivoted in her area of study and received a diploma in mortuary science from Kingstec College. Currently, Ms. Miles is a PhD candidate in Interdisciplinary Studies with a focus on forensic taphonomy at UNB.

Kelly's undergraduate teaching career in biology began 22 years ago at Sir Wilfred Grenfell College. Since then, she has taught at a number of post-secondary institutions, including Mount Saint Vincent University, Memorial University Newfoundland, and Dalhousie University. As a senior teaching associate in biology at UNB since 2012, Ms. Miles teaches human anatomy, histology and forensic biology. She is a current member of the Canadian Society for Forensic Science.

Known for her enthusiastic teaching style, Kelly supports students both in and outside of the classroom, helping them develop confidence in their skills and helping them to prepare for future careers. She invests valuable time with all of her students and fosters their learning not just in the subject she is teaching, but also in their personal growth.

"I think back to when I was a student and how to present information in an effective way that is clear and can be applied to real world situations..."

Ms. Miles does her best to be organized, thoroughly prepared, and engaging. "I think back to when I was a student and how to present information in an effective way that is clear and can be applied to real world situations. Taking theoretical concepts and making them relevant to student's day-to-day activities is the key to facilitating meaningful learning."



KELLY MILES

UNB STUDENT UNION EXCELLENCE IN TEACHING AWARD

Dr. Patrick Reynolds came to UNB in 2013 after completing a postdoc at McGill University. He has been teaching undergraduate mathematics for over 13 years, since his graduate work at Queen's. The more teaching experience he gains, the more he feels that he needs to learn about what constitutes effective teaching. Patrick thrives on trying different things—some of which work well, some of which don't, but he always finds himself approaching his classes with some important memories freshly in mind: memories of the intense confusion he experienced as he learned higher mathematics, and memories of his superior teachers and mentors. These gracious folks made him see that learning math is more about attitude and perseverance than innate ability, and he tries to convey that to his students. He considers himself incredibly fortunate to have met so many supportive colleagues, both within his department and across campus, who have so much experience and expertise to share.



PATRICK REYNOLDS

...his superior teachers and mentors...made him see that learning math is more about attitude and perseverance...

UNIVERSITY TEACHING SCHOLAR

After completing a PhD in astrophysics at the University of Calgary, a postdoc in Astrophysics at the University of California at Berkeley, and a postdoc in medical imaging at the University of California at San Francisco, Magdalen Normandeau decided to follow a career path focused on teaching. Brief stints at Bowdoin College and Amherst College introduced her to the joys of evidence-based teaching practices. In 2005, she brought her enthusiasm for such approaches to UNB, sharing resources and ideas with her new colleagues. In 2013, Magdalen joined CETL as coordinator of Teaching & Learning Services, a two-thirds secondment, to try to help support effective teaching more broadly at UNB. With her recent term as coordinator having ended in June 2019, Magdalen is now back in the Physics department full-time, working on various projects to enhance that program and on projects related to the Scholarship of Teaching & Learning.



**MAGDALEN
NORMANDEAU**

UTS Project Summary:

Magdalen will use the UTS funding to energize Scholarship of Teaching and Learning (SoTL) and Discipline-Based Education Research (DBER) projects and to contribute to the development of SoTL at UNB and in Atlantic Canada. UNB and the Maritimes in general are very far behind the curve when it comes to SoTL and DBER. There is much less SoTL/DBER activity here than in Alberta, BC and Ontario, and as a result, SoTL/DBER has a much lower profile. Magdalen will work to change that.

“I am excited at the idea of being able to hire students in the summer to work on SoTL/PER (Physics Education Research) projects! The work done by a student will help move a project forward, but also, having someone with whom to discuss the projects on a regular basis will help me maintain momentum in my work.”

Dr. Normandeau will also use some of the UTS funding to cover part of the cost of attending relevant conferences. She also plans to organize a SoTL summer school for Atlantic Canada.

UNIVERSITY TEACHING SCHOLAR

Dr. Ken Seaman, Senior Instructor in the Faculty of Kinesiology, has worked with a variety of populations associated with high performance exercise physiology ranging from firefighters to elite athletes. His research interests focus on exercise physiology, chronic physiological adaptations for varying training stimuli, and the validity and reliability of tools designed to improve exercise intervention in high performance strength and conditioning. Ken has taught courses including: Introduction to Kinesiology, Exercise Prescription for High Performance, Measurement and Evaluation in Exercise Science, Advanced Exercise Physiology, and Advanced Functional Anatomy.

UTS Project Summary:

For his research as a University Teaching Scholar, Ken is exploring and assessing the various factors associated with academic performance and student success in large first year courses. Over the duration of the award, Ken plans to study student success by assessing the various factors associated with academic performance in a large first year undergraduate course. The goal of the project is to develop a model based on motivation, attendance, participation, student background, and prior student success to help identify students who may struggle with the transition to first year undergraduate courses. If a suitable model can be developed, it could help to identify students early in the academic process who may benefit from early discussion with course instructors to help intervene and improve the student outcomes in large first year courses.



KEN SEAMAN

TEACHING INNOVATION AWARD

Dr. Vokhid Urinov joined the UNB Faculty of Law as an Assistant Professor in July 2015 after completing his doctoral (PhD) studies in tax law at McGill. Currently, his teaching extends to many areas of Canadian tax and corporate law, particularly personal, corporate, and international taxation; business organizations, and corporate finance. While completing his doctoral studies, Vokhid co-taught a tax law course with Professor Allison Christians and received McGill's Teaching Tomorrow's Professors Award (2013). He also received the UNB Faculty of Law Teaching Excellence Award in 2017.



Vokhid describes his approach to teaching as simple and intuitive. He starts his classes with a story and questions and ends the course without a final exam. The idea is that the way we teach and the way we assess our students should mirror the realities of life that they face upon their graduation. After all, we are preparing them for their professional life.

All theories, doctrines and rules that we teach our students exist for a reason: they provide an answer to a question or a solution to a problem. We generally dedicate our courses to explaining these concepts, theories, and rules. We then assess the students typically through summative final exam questions and problems. This essentially means that our course starts with answers and solutions and ends with questions and problems. When our graduates begin their career, they confront a quite opposite scenario: they almost always start their working days with questions and problems and end them with answers and solutions.

Dr. Urinov changed his teaching approach to mirror this reality. He has adopted a so-called “context first and concept after” approach in delivering his classes. He starts every class with a story or a hypothetical case which generally captures the main theme of that class. He then invites students to a discussion by asking if they have spotted any legal issues in the story; why they perceive them to be issues; how they want these issues to be addressed; and finally, if there is any solution offered in the materials assigned for reading. This initiates discussions on relevant concepts from which theories or rules emerge.

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Vokhid felt similarly about student evaluations and moved away from the conventional final exam approach. He realized that there are not many questions that one can ask or cover in a 3-hour traditional final exam. Also, today there is hardly any employer that gives a task to its employees, locks them in a room for 3 hours, removes everything from their tables and asks them to complete the task. If properly structured, even exams can be used as a teaching and learning opportunity. These considerations led to adopting an assessment technique called “72-hour take-home assignments” spread over the term.

Vokhid is continuously tweaking his teaching approach to address its challenges; however, this method has yielded tangible positive outcomes in terms of student engagement and knowledge of the subject of the matter.

FACULTY OF ARTS TEACHING AWARD - FULL TIME

Dr. Elizabeth Effinger is Associate Professor of English at UNB Fredericton where she teaches and researches British Romanticism with special interests in William Blake, the intersections of Romantic science and literature, the Anthropocene, and human-animal studies. She co-edited (with Chris Bundock) *William Blake's Gothic Imagination: Bodies of Horror* (Manchester University Press, 2018), and is completing a book that explores the relationship between Romanticism and critical posthumanism. She was co-director (with Dr. Sue Sinclair, UNBF English) of "Erasing Frankenstein," a SSHRC-funded public humanities project that transformed Mary Shelley's 1818 novel into a book-length erasure poem in collaboration with UNB students and incarcerated and non-incarcerated poets. For more on the project visit erasingfrankenstein.org



ELIZABETH
EFFINGER

She believes that teaching and learning are entangled processes in which both sides of the desk actively participate.

At the core of Elizabeth's teaching is her philosophy that the most effective classroom in which the best learning is done is one that operates as, to borrow a phrase from Darwin, an

"entangled bank." Indeed, the notion of entanglement is central to everything she does in her classes, as it sets the stage on which truly meaningful learning occurs. She believes that teaching and learning are entangled processes in which both sides of the desk actively participate. Students are vital collaborators in learning, who learn best by making connections to the literature we study and between the ideas we generate together. Elizabeth believes her job as a teacher is to enthusiastically cultivate students' love of learning and ability for critical thinking, skills that promise deeper engagement within the classroom and in their worlds beyond.

FACULTY OF ARTS TEACHING AWARD - PART TIME

Before moving to Canada, Muriel Chaput received a business degree from the École Supérieure des Sciences Commerciales Appliquées de Paris, worked as a consultant at the French Export Agency, with the European Commission, and coordinated the development of a Parisian book publisher's website and Intranet. She also did some teaching. She has been a second language instructor in the French department at UNB since 2006. To complement and channel her enthusiasm into efficient teaching and learning, she took a Master's degree in Adult Education at UNB, and a Certificate in Teaching French as a Second Language from the Second Language Research Institute of Canada (L2RIC). For the last few years, she has been a French language instructor with Federal Judicial Affairs, and an assessor of French oral proficiency for the Provincial Ministry of Education.



MURIEL CHAPUT

What keeps Muriel highly motivated is being creative in the delivery of the teaching and learning process and getting to know the students.

The creative aspect involves attending conferences and workshops, getting feedback from students, and experimenting with new activities and tools. Lately she has used video technology: she has asked students to interview Francophone acquaintances and uses the resulting short videos in class to help students improve their listening and speaking skills. Muriel has also produced, with support from CETL, eight videos that feature three young francophone actors modeling basic conversations in French. She uses them to enhance students' understanding and boost their engagement. Another innovation is taking students to the Centre Communautaire Sainte-Anne to interact with the Francophone staff, making the learning process much more real to them.

What keeps Muriel highly motivated is being creative in the delivery of the teaching and learning process...

Getting to know the students is based on a genuine interest in who they are and what they need. It's about meeting them and supporting them at their level. It's about adding the extra spoonful of fun to the class or the extra minute of listening to a student in difficulty. She has found that to be the most challenging and the most rewarding aspect of all.

FACULTY OF LAW TEACHING EXCELLENCE AWARD

After private practice and lecturing in History and Law, David Bell, BA (Queen's), MA (Queen's), LLB (UNB), LL.M (Harvard) joined the Faculty on a regular basis in 1985. He also taught law for many years at the graduate level at Université de Sherbrooke.

Professor Bell teaches mainly contracts, legal history, and trusts. His approach is simple: bring a passion to the classroom that can prove infectious among students. "Enthusiasm and conviction are what I think I've brought to my teaching. They are traits that cannot be faked, at least not for long. They can persuade students to find their own interest in course materials that some of them will have approached with dread." Bell's successful approach is demonstrated through student feedback. "Who comes to law school wanting to study Contracts? Over the years, no student comment has been more common, or more encouraging, than that Contracts proved unexpectedly interesting, even a favourite."



DAVID BELL

Professor Bell's classroom presentation style is conventional semi-lecture/semi-Socratic leavened with an element of humour. "The humour is undertaken deliberately," said Bell. "A first-year classroom is a setting of considerable anxiety, the more so when many students arrive apprehensive about the subject itself and when an instructor calls on them to speak, as I do." Bell has adopted a relaxed and somewhat sardonic teaching persona to lower the classroom temperature and keep students at ease. "Law and the study of law are full of humour," he contends, "though it's often of the 'better to laugh than cry' variety."

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FACULTY OF NURSING TEACHING EXCELLENCE AWARD

Diedre Beckwith is a senior instructor and Skills Lab and Simulation Coordinator with UNB Nursing in Moncton. Her areas of interest are health assessment, clinical instruction, cardiac nursing, nursing informatics, instructional simulations, the use of mobile devices in Nursing, and the role transition from student nurse to registered nurse.

One of her goals as an educator and facilitator of learning is to foster a sense of community where a positive and respectful learning environment between learners and the instructor is key. She sees the relationship between facilitator and learner as a partnership in which neither side assumes to have all knowledge and a mutual willingness to learn from each other exists. Diedre strives to build a learner-centered environment that helps learners understand the importance and relevance of what they are learning and assists them in connecting to the personal and social implications of what is learned.



DIEDRE BECKWITH

In addition, Diedre provides opportunities for learners to experience what they have learned firsthand.

Experiential learning reduces the theory-practice gap, develops higher levels of self-efficacy, and increases learner autonomy. She further helps students develop self-efficacy by conveying that their contributions in the learning environment are important and that they are free to question, debate, and challenge any ideas or topics discussed. As a facilitator, she feels she provides only a starting point of inquiry for learners. She also strives for learners to develop critical thinking skills by helping them become more open to sharing their views, beliefs, assumptions, and values, and hearing those of others in return. When learners develop openness, they can build and critique knowledge and realize that the possibilities of knowledge are endless.

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CIVIL ENGINEERING ERIC GARLAND EXCELLENCE IN TEACHING AWARD

Dr. Othman Nasir, B.Eng. (Mosul); M.A.Sc., Ph.D. (Ottawa), is an assistant professor in the Department of Civil Engineering. He teaches areas of geotechnical engineering, including foundation engineering, numerical methods in geotechnical engineering, and senior design project. His research focuses on the coupled processes in porous media, with emphasis on geoenvironmental safety assessment.

With over 20 years of combined academic and industry work experience, Othman's teaching philosophy is based on the combination of theory and practical experience and tries to bring his practical experience to the classroom whenever possible. Othman provides students with the knowledge necessary for their future studies and careers using intuitive examples related to real-world issues. Othman always encourages students to participate in the teaching and learning process actively by raising questions and arguments on a subject to guide students in the right way to solve problems through in-class discussions and debates.



OTHMAN NASIR

ELECTRICAL & COMPUTER ENGINEERING DR. BALASUBRAMANIAN EXCELLENCE IN TEACHING AWARD

Maryhelen Stevenson is a Professor in the Department of Electrical and Computer Engineering at UNB. She received her Masters and PhD degrees from Stanford University, and her Bachelor's degree from Georgia Institute of Technology, all in Electrical Engineering. She has been at UNB since 1990 and typically teaches courses in Circuits and Systems, Signals, Digital Signal Processing, and Artificial Neural Networks.

She tells her students that mastering the course material is a lot like training for a sport. Although watching an elite athlete can be instructional and inspirational, performing like one requires a lot more than observation - it requires many hours of practice, which will include mastery of fundamental skills, trying different approaches, thinking about what worked and what didn't, learning from mistakes, formulating plans of attack, etc. For second and third-year courses, Maryhelen strives to provide an abundance of practice problems (some with solutions and some without) and encourages students to work problems using a variety of approaches. Going down the wrong path can be a valuable learning experience, so it's best not to look at the solutions too early. Students are always required to re-work quiz and midterm questions on which they lost points.

"...mastering the course material is a lot like training for a sport. Although watching an elite athlete can be instructional and inspirational, performing like one requires a lot more than observation – ..."

Maryhelen typically teaches second, third, and fourth-year courses, and very much enjoys the opportunity this provides to see her students mature as they progress through the program. She finds it especially rewarding to hear back from students after they've graduated and feels both proud and privileged to have taught them.



MARYHELEN STEVENSON

FACULTY OF SCIENCE EXCELLENCE IN TEACHING AWARD

Charlene Mayes has been a dedicated educator in Biology for over 20 years and has taught many hundreds of Biology students in the second-year core Ecology and Biological Diversity courses. Charlene has been guided by a firm commitment to provide vital experiential learning opportunities for her students, and to improve student writing and information and media literacy.

Charlene has a respectful, caring, and encouraging way of interacting with students that shows she cares about them beyond their academic performance. For example, in her ecology lab she has boots, sweaters, hoodies, and gloves for students who are not properly dressed for outdoor activities.

She has integrated concepts of environmental stewardship and civic engagement through experiential education in her courses by involving students in her Corbett Brook Monitoring Study that encompasses 4-8 stream sites as a way to teach habitat assessment methods in the field. Over the 17 years of the study, students have presented their findings and made recommendations to City of Fredericton officials, the Department of the Environment, local government experts, and the UNB community. This has demonstrated the value of ecological studies and taught students the importance of public outreach, civic engagement and evidence-based decision making.



Charlene has a respectful, caring, and encouraging way of interacting with students that shows she cares more about them beyond their academic performance.

FACULTY OF KINESIOLOGY TEACHING EXCELLENCE AWARD (BRSS)

Dr. Fred Mason, Associate Professor of Kinesiology, teaches the history and sociology of sport, physical activity and leisure at UNB Fredericton to large classes (100-150), and teaches upper-year electives in each of those areas. His research interests vary across sport in the media, literature and film; the history of disability in sports; and running-related subcultures. His Master's research was in the sociology of sport, and his doctorate in sport history. Fred came to UNB in 2006 after teaching in the Sport, Media and Culture program at De Montfort University in Bedford, England.

Fred tries to bring some of himself, some of his own personality to classes. "Most of us can bring our own research into the classroom as examples - it will be something that you know inside out, and which will communicate your passions in the academic world. If possible

Fred tries to bring some of himself, some of his own personality to classes.

If the "something of yourself" you bring to class has pedagogical purpose, it will be appreciated by students.

and appropriate, you could also tell stories drawing on some of your life experience. For example, when I talk about violence in sport and how teams often establish their own norms, I discuss my high school basketball team and how I, too, got caught up in negative group behaviors. Rather than it just being an exercise in navel-gazing, such examples humanize you to the students, and give a narrative hook on which to hang course content." If the "something of yourself" you bring to class has pedagogical purpose, it will be appreciated by students.



FACULTY OF KINESIOLOGY TEACHING EXCELLENCE AWARD (BScKin)

Dr. Jeremy Noble earned a Master's in Kinesiology from the University of Waterloo, where he studied how people adapt their walking patterns when weights are placed on their legs. He then pursued a PhD at the same university, where he used computer simulations to examine the control of human walking.

What Jeremy loves most is seeing when a concept finally “clicks” for a student, especially when it has been challenging for them to get there. He believes that every student is capable of being successful, and one of the teacher's jobs is to help them find a way to that success. This path may be different for each student. The teacher should be able to present the student different ways to get to the end goal, by considering individual differences.

One practical measure Dr. Noble has implemented over the last few years is the extensive use of quizzes in his Human Anatomy class. Frequent quizzes enable students to retain information better and apply it in other contexts. He also is sure to discuss the pedagogical reasons for the quizzes with students, so that they see them as a learning tool, rather than simply another assessment. This approach is backed by sound science, and shows strong results if the students buy in.

Jeremy strives for continual improvement by keeping a journal where he makes some brief notes after each class about what worked well and what could be improved. He also frequently participates in CETL sessions to get fresh ideas and to keep up with the latest teaching methods.



JEREMY NOBLE

He believes that every student is capable of being successful, and one of the teacher's jobs is to help them find a way to that success.

CHEMICAL ENGINEERING GOLDEN APPLE AWARD

Jamie Miles is a senior instructor with UNB's Faculty of Chemical Engineering and teaches a variety of core courses, including design, lab and lecture-based courses.

Jamie's goal as an instructor is to teach engineering as a way of thinking so that students look at the big picture. In his courses, there is an emphasis on teamwork and communication, which provides his students with the necessary foundation to practice as engineers.



JAMIE MILES

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 and award recipients who provided information to be included in this publication. We also congratulate Mechanical Engineering's **Excellence in Teaching Award** recipient, Don Lyon

CONGRATULATIONS TO OUR 2019 NOMINEES FOR THE ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

Fredericton Campus:

Eric Aubanel (Computer Science), Myriam Barbeau (Biology), David Bell (Law), Amanda Benjamin (Education), Leah Bidlake (Computer Science), Casey Burkholder (Education), Mursed Chowdhury (Economics), Ian Church (Geodesy & Geomatics Engineering), Neil Cole (Arts), Jonathon Edwards (Kinesiology), Sara Eisler (Chemistry), Len Falkenstein (English), Matthew Flanagan (Political Science), Michelle Gray (Forestry & Environmental Management), Carla Gunn (Psychology), Arash Lashkari Habibi (Computer Science), Mark Henderson (English), Mark Hirschhorn (Education), Dave Keighley (Earth Science), Dan Kucerovsky (Math), Alan Lloyd (Civil Engineering), Rongxing Lu (Computer Science), Don Lyon (Mechanical Engineering), Kayla Marshall (Psychology), Charlene Mayes (Biology), Andrew McAllister (Computer Science), Kelly Miles (Biology), Mohsen Mohammadi (Mechanical Engineering), Michiko Nishijima (Arts), Magdalen Normandeau (Physics), Janine Olthuis (Psychology), Elaine Perunovic (Psychology), Jeffrey Picka (Math), Steve Pierce (Education), Caroline Purdy (Math), Roxanne Reeves (Renaissance College), Patrick Reynolds (Math), Ellen Rose (Education), Sanjeev Seahra (Math), Ken Seaman (Kinesiology), Sue Sinclair (English), James Tait (Chemistry), Ann Timmermans (Earth Science), Lucia Tramonte (Sociology), Vokhid Urinov (Law), Stephen VanSlyke (Nursing), Lin Wang (Math), Angela Wickett (Nursing), Martin Wielemaker (Business), Megan Woodworth (Arts), Cam Woykin (Media Arts & Culture)

Saint John Campus:

Hope Alderson (Math), Mary Campbell (Psychology), Greg Fleet (Business), Joseph Galbo (Social Science), Aaron Granger (Chemistry), Mostaq Hussain (Business), Jeff Jennings (Business), Murray Littlejohn (Philosophy), Rose McCloskey (Nursing), Rebecca McKay (Math), Jeff McNally (Math), Morris Mendelson (Business), Gul-e-rana Mufti (Psychology), Shelley Rinehart (Business), David Speed (Psychology), Josee Tasse (Computer Science), Steve Turnbull (Biology), Kelly VanBuskirk (Business), Jan Waldschutz (Business), Barry Watson (Business)



CONGRATULATIONS TO ALL OUR UNB SAINT JOHN

AWARD WINNERS

Arts – Departmental Award for Teaching Excellence:

Tom Goud (History & Politics), Mark Henderson (Humanities & Languages) & Beth Keyes (Social Sciences)

Arts – Faculty Excellence Award for Teaching:

Margaret Ann Smith (Humanities & Languages)

Business – Departmental Award for Teaching Excellence:

Shauna Cole and Kelly VanBuskirk

Business – Faculty Excellence Award for Teaching:

Daniel Doiron

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.

CONNECT WITH US

WWW.UNB.CA/CETL



14TH ANNUAL KALEIDOSCOPE TEACHING SHOWCASE

Monday, December 9th from 8:30 - 12:30 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 14th Annual Kaleidoscope** will follow the same format as previous years; offering concurrent sessions for each time slot throughout the morning.

Opening plenary - Pierre Zundel (President of the Collège communautaire du Nouveau-Brunswick) formerly of UNB & past President of the University of Sudbury, and President, Vice Chancellor and Provost of Laurentian University.

Everything Teaches

This activity will present a conceptual framework that broadens and helps organize a wide range of activities inside and outside the classroom in ways that maximize students learning. It will focus on three components: firstly, students as active and purposeful partners in the educational enterprise; secondly, the wide variety of activities that can serve as the substrate and medium for learning and, thirdly, the explicit learning outcomes that help bring the first two components together. Examples from a wide range of disciplines and contexts will illustrate the conceptual framework presented.



Join is 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.unbtlc.ca/events/#CETL or email cetl@unb.ca