CELEBRATING

TEACHING & LEARNING EXCELLENCE AT UNB

2021 TEACHING AWARD WINNERS

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UNIVERSITY OF NEW BRUNSWICK

CETL
CENTRE FOR ENHANCED
TEACHING & LEARNING

Welcome to the 2021 edition of "Celebrating Teaching & Learning Excellence at UNB"!

If we thought 2020 was an interesting year, 2021 has certainly surprised us all again! After the transition to full-time teaching via 'Alternate Delivery Methods', faculty was now transitioning into the face-to-face classroom again, while keeping the things learned about online methods, tools, and practices firmly embedded in their teaching practices. Was that sometimes stress-inducing? For sure! Did these demands and circumstances lead to teachers stepping up to the plate and re-inventing themselves and transforming their teaching yet again? A resounding yes!

Richard Duijnstee

I am amazed to see the wonderful work done by faculty this year, putting in the extra work 'behind the scenes', all of them learning and studying to brush up on their skills.

Reading the booklet you have in front of you now shows that UNB hosts a diverse range of excellent teachers who go above and beyond to provide students with the best university experience they can offer.

On behalf of all my colleagues at CETL and Teaching & Learning Services, I want to offer my warmest congratulations to all the award winners this year!

Richard Duijnstee - *Acting Director CETL's Teaching & Learning Services*
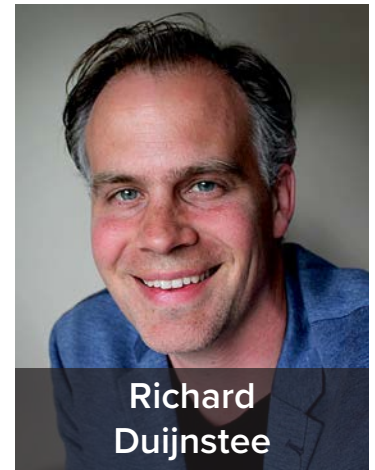
Celebrating Teaching and Learning Excellence at UNB

2021 proved to be another year of adjusting, adapting, and changing how we teach and how we foster learning in the classroom. Many of us have moved from entirely online teaching to some form of in-person teaching (even if it may not yet feel like it did in the past). We have all done exceedingly well to continue to help students grow and develop in their disciplines, in these circumstances. And knowing that we are on a road forward, it is a good moment to celebrate some of the teachers who continue to do great work.

With this new norm of change, it is important to celebrate some of the teachers who have excelled and been recognized by their students and their peers on campus, and also those who have been recognized beyond our university community. We know the hard work, creativity, and resilience that goes into teaching generally, but during this time it's impressive to see people mastering their craft. We celebrate the individuals who are stepping up, and we appreciate how UNB students, colleagues, and staff all contribute to the learning environment that makes great teaching possible.
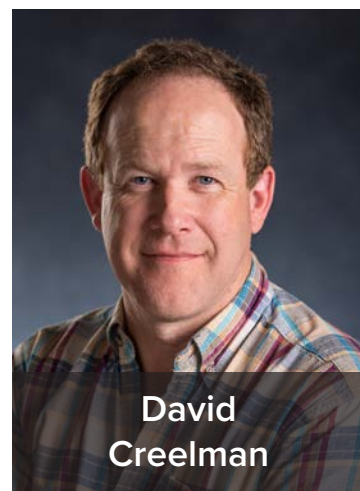
So celebrate our colleagues with us here and let it renew and inspire our will to teach for the coming year.

Rebecca McKay
Associate Teaching Professor,
Dept of Mathematics and Statistics

David Creelman
Professor, Chair,
Dept of Humanities and Languages

Rebecca McKay

David Creelman

AAU ANNE MARIE MACKINNON EDUCATIONAL LEADERSHIP AWARD

Magdalen Normandeau, Physics
Dr. Normandeau is a Senior Teaching Associate in the Department of Physics at UNB Fredericton and has served as Coordinator of Teaching and Learning Services in the Centre for Enhanced Teaching & Learning.

This award recognizes Magdalen as an individual who significantly influences teaching practice and the quality and breadth of student learning experiences beyond their own teaching assignment and context.

She employs an educational leadership approach she calls "stealth leadership."


Magdalen Normandeau

"I enjoy helping to bring about beneficial change by creating the conditions for such change to occur rather than by leading big projects and being in the spotlight," says Dr. Normandeau,

> **"My approach to fostering engagement in teaching is to create the conditions for intrinsic motivation to flourish, rather than to focus on extrinsic motivators. With faculty members, a notoriously independent-minded bunch, I believe that this focus on change through internal motivation is key; it may be slow, but it is long-lasting."**

To be an educational leader, Dr. Normandeau believes a person must lead by example, and serve as a guide to learning rather than a fount of knowledge. In her own work, Dr. Normandeau reads research papers and distributes relevant ones to her colleagues, as well as shares ideas and resources she gets from teaching and learning conferences. In addition, she started the tradition of inviting physics education researchers to UNB as colloquium speakers in her department.

Dr. Normandeau is also working to implement a variety of research-based teaching practices and she makes a point of talking to her colleagues about them.
She received UNB's Neil Scott Educational Leadership Award in 2020, which acknowledges those individuals who have taken a leadership role and have developed and improved the teaching culture within or beyond the university.

"I'm hoping that the AAU Educational Leadership Award will lead to more opportunities to do the type of work that I find so rewarding: supporting professors in their development as teachers, nurturing their enthusiasm for effective teaching, and building supportive teaching communities," says Dr. Normandeau.
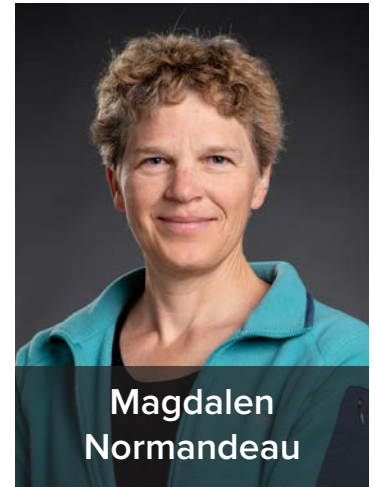
ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

Caroline Purdy, Math & Stats
Prof. Caroline Purdy is a Teaching Professor in the UNBF Department of Mathematics & Statistics. She has been teaching at UNB for over 20 years and was the first coordinator of the Math Learning Centre from 2001 until 2020, when she started her position at CETL as the Director of Teaching and Learning Services. She teaches both face-to-face and online courses in mathematics and statistics. Most of her courses are service courses for Management Sciences, Engineering, Nursing, Education, and Kinesiology students. Caroline uses a variety of teaching methods in her classes and is always trying something new. She has been posting full notes and videos for over 10 years, has tried flipped-classroom, student-led learning, presentations, and field trips to elementary and middle schools.

Caroline Purdy
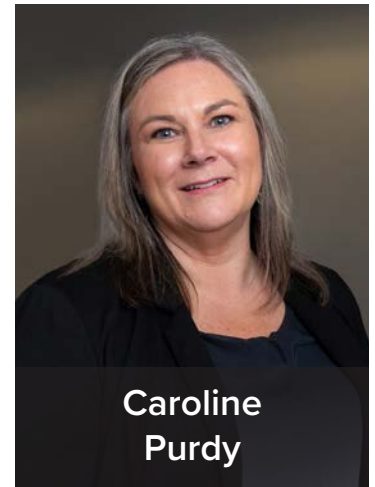
In Caroline's own words:

"Students learn when they believe they can, and because the students in my classes come in with a history and a background that I had no role in shaping, I try very hard to show them that I believe they are capable. I remember what it felt like to be a student and not to understand the material. I pull on my own experiences as a student whenever I am helping students. I see the students as individuals, and each class has its own personality.   Whether in-person or online, the classroom environment must meet the students' emotional, social, cultural, and educational needs. Students learn when they feel respected. So, my role in students' learning is to believe they will learn, display enthusiasm and passion for what I am teaching, set achievable but challenging tasks, and maintain a positive classroom environment."

> **"I think of my students as people first, and I try to lead with kindness, patience, and acceptance. By building relationships with my students, it takes the pressure off. We concentrate on learning rather than grades."**

She believes that math can only be taught by building on what a student already knows. With this in mind, she tries her best to break down the material into manageable chunks, review what they should have already learned, fill in the blanks, and don't assume that they can make a leap-of-faith.

In short, she believes that good teaching is a never-ending learning process, where she must take cues from the students to provide the best mathematical experience that she can. She doesn't believe in telling students how to do the math, but instead, leads them through a thought process that will help them in the course and in their future courses. She tries to build trusting relationships with her students so that they know that she is there to help guide them through the learning process. Finally, she creates an environment where students feel safe to try, ask, fail, and succeed.

ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

Hope Alderson, Math & Stats

Dr. Hope Alderson is a Senior Instructor in UNB Saint John's Department of Mathematics and Statistics, and is Coordinator of the Flora Becket Math and Science Help Centre. She received her Engineering Diploma (1994) and BSc. in Physics (1995) from UPEI, before obtaining her MSc. (1997) and PhD. (2001) in Applied Mathematics from the University of Western Ontario. Dr. Alderson had her first taste of teaching at UNB in 2001 and subsequently taught numerous courses in Mathematics and Engineering before joining UNB Saint John full time in 2016.

Hope Alderson
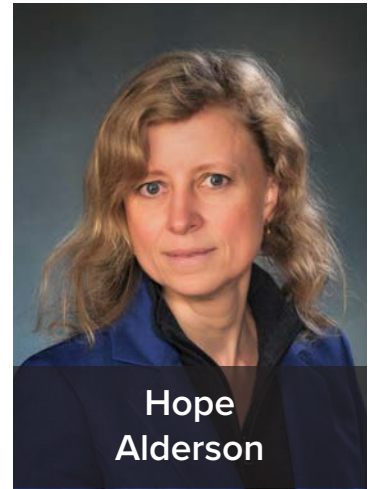
Dr. Alderson is known for her accessible teaching style and her ability to convey complex concepts and techniques to students by using tangible models and relevant real-world examples. Her genuine passion and enthusiasm for mathematics and engineering allows her to cultivate a productive and disarming learning environment where students feel comfortable and encouraged in speaking up, asking questions, and actively participating in the learning process.

She finds that by fostering an atmosphere of mutual respect in the classroom she establishes what she refers to as a "Positive Learning Relationship". When paired with relevant and well-structured lectures, she finds that this environment not only empowers students to take responsibility for their own learning while encouraging others, but also bolsters high standards and expectations.

When it comes to assessments, Dr. Alderson believes in testing frequently throughout the term with low-weight assessments and homework assignments. Most importantly these assessments are paired with meaningful feedback enabling students to learn and reflect. She invariably utilizes a cumulative final examination in her courses. Her exams are designed to reward growth, and to reflect proficiency. Through the final exams students are provided the opportunity to demonstrate their ability to take the particular body of knowledge and apply it, and to reap the benefits of feedback received throughout the term.

Beyond her teaching schedule, Dr. Alderson spends her afternoons and evenings providing support to students at The Flora Beckett Math and Science Help Centre. There, she adapts her teaching approach to suit students' individual learning styles. In further dedication to her students, Dr. Alderson also organizes industry and community bridging events including Pi Day and The Big Math Networking Event.

TEACHING INNOVATION AWARD

Renée Gordon, Nursing

Renée Gordon is an Associate Teaching Professor in the Faculty of Nursing at UNB's Moncton site. Renée has been a member of the UNB teaching community since 2014. Renée's nursing career before joining UNB includes acute care, emergency, and military nursing within and outside of Canada. Renée is currently pursuing her PhD in Nursing.

The objective was to develop a collaborative innovation that ensured students could continue clinical learning despite a pause from in-person clinical placements due to the first wave of COVID-19 in winter 2020.

Renée Gordon
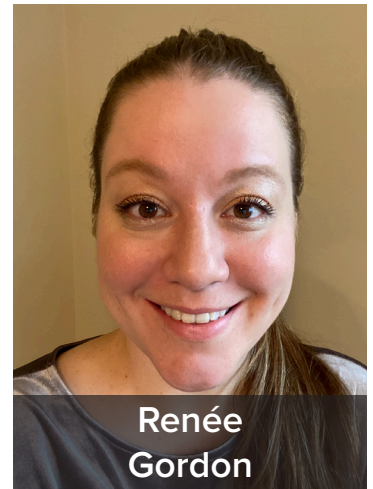
By combining two innovative teaching tools: virtual simulation and concept-based learning activities we were able to create modules that simulated many elements of a traditional clinical day, and heightened opportunity for critical thinking and reflection, cornerstones to the development of clinical judgment and safe nursing practice.

As a result, students were able to continue experiential learning during the initial wave of COVID-19 when in-person clinical was paused. This ensured students in the fast passed BN ASP program remained on track to graduate on time and reduced the number of clinical hours that had to be made up in person during subsequent terms. This was done at no additional cost to students or the Faculty of Nursing and united many faculty members who participated in developing application-focused simulated learning modules for their respective clinical specialty areas (i.e., acute care, mental health, and maternity).

TEACHING INNOVATION AWARD

Arash Lashkari, Computer Science
Dr. Arash Habibi Lashkari is a senior member of the IEEE, an Associate Professor at the Faculty of Computer Science, University of New Brunswick (UNB), and the Research Coordinator of the Canadian Institute for Cybersecurity (CIC). His research focuses on cybersecurity, dataset generation, cyberthreat detection, big data security, and internet traffic analysis. Dr. Lashkari has over 20 years of teaching experience, spanning several international universities, and was responsible for designing the first cybersecurity Capture the Flag (CTF) competition for post-secondary students in Canada. He has received 15 awards at international computer security competitions - including three gold awards - and was recognized as one of Canada's Top 150 Researchers for 2017.

Arash
Lashkari
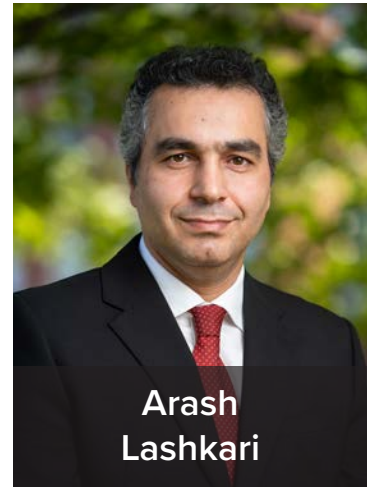
Dr. Lashkari is the author of ten published books and more than 90 academic articles on various cybersecurity-related topics and received the Gold Medal of the 2020 Canadian Online Publishing Awards for his weblog entitled "Understanding Canadian Cybersecurity Laws". Building on over two decades of concurrent industrial and development experience in network, software, and computer security, Dr. Lashkari's current work involves the development of vulnerability detection technology to protect network systems against cyberattacks.

"I believe that every classroom has its own unique community, especially when international students exhibit multicultural learning styles. I derive my teaching philosophy from 20 years of experience as a teacher, instructor, and lecturer. My teaching philosophy is based on the fact that every student possesses a unique learning style that needs to be addressed with a stimulating educational environment."

"This philosophy comprises five essential elements:

1. Teaching must instill curiosity among students.
2. Practical but fundamental teaching is essential for professional and personal growth.
3. Peer-learning is the best practice.
4. Up-to-date technology plays a pivotal role in delivering course material.
5. An instructor's role is to act as a leader.

My innovative teaching methodology that I named, Think-Que-Cussion (Think-Question-Discussion), reflects the essential elements of my teaching philosophy."

UNB STUDENT UNION EXCELLENCE IN TEACHING AWARD

David Foord, Management
Dr. Foord is an Assistant Professor in the Faculty of Management. He teaches in the undergraduate and graduate business programs in Fredericton, and supervises graduate students in Fredericton and Saint John in the interdisciplinary studies doctoral program. He previously taught in the Science and Technology Studies Program at St. Thomas University (2010-2016) and in Technology Management and Entrepreneurship at the UNB Faculty of Engineering (2017 to 2019). His research experience is in science, technology and innovation studies and history of science and technology. He has published on the history of powered prosthetics, the US carbon black industry, regional science, technology and innovation policy, and the development of lighting, power generation and sanitation technologies.

David Foord
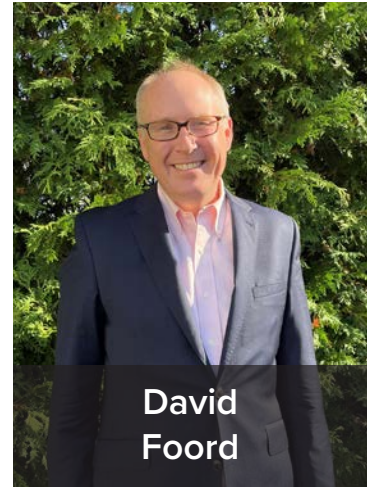
David's teaching practices have been shaped by faculty mentors. He is fortunate to have been a student of Dr. R. Steven Turner (1995 Allan P. Stuart Memorial Award for Excellence in Teaching). Dr. Turner set impossibly high standards for lecturing, student feedback and authoring of original texts for course materials. Much of David's teaching time continues to be devoted to these tasks. He is thankful to have co-taught with his Faculty of Management colleague, Dr. Martin Wielemaker (2012 University Teaching Scholar Award, 2019 Association of Atlantic Universities (AAU) Distinguished Teaching Award). Martin introduced David to the research literature and practices of team-based learning and expanded how he sees the classroom, from lecture hall to design workshop. David's classroom teaching integrates these practices along with methods from Dr. Turner. In graduate research supervision, his primary mentor was his doctoral supervisor, Dr. Gregory Kealey. As Dr. Kealey did with his graduate students, David offers directed reading courses, holds bi-weekly meetings, and tries to find a balance between too much and too little supervision.

In the past couple of years his teaching practices have been shaped more by staff and technology than other faculty members. This shaping has occurred partially in response to the pandemic. David is especially appreciative of the help from people in the faculty offices, the teaching and learning centre, and information technology department.

"Among the useful practices I learned was how to create break-out rooms in virtual classes (now, so seemingly simple), to approximate in a crude way the experience of walking table-to-table to talk with students. Although limiting (e.g., being unable to see the class while talking with students), I was glad for a break from the norm of no-cameras-on in the main class and return to practices of questioning students about their work."

FACULTY OF ARTS TEACHING AWARD - FULL TIME

Tia Dafnos, Sociology

Tia Dafnos joined the Sociology department in 2015 and is the Law in Society Program Coordinator. She received her PhD from York University where she also taught undergraduate courses in the Criminology and Sociology programs. Tia's research interests intersect in three areas: policing and security; racism and colonialism; and resistance and social movements. She is also interested in research methodologies in the study of institutions, particularly those empowered by secrecy that is legitimated by security discourse. An integral method in her research is the use of access to information requests, which she has incorporated into some of her courses. In addition to upper-level qualitative research methods, Tia teaches a range of courses related to the sociology of law and criminalization at all levels including introduction to criminology, youth justice, and white-collar crime.

Tia

Dafnos
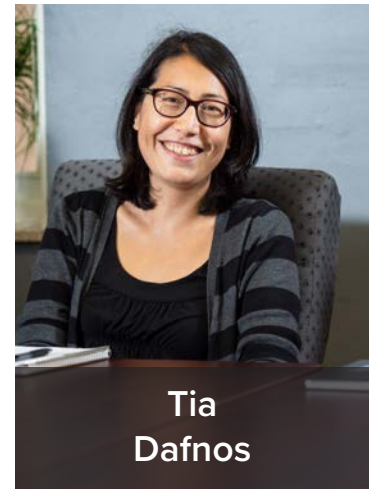
Tia's teaching approach is guided by a commitment to critical scholarship and social justice. Crime and law are topics of significant political and public attention.

Dealing with what are often contentious social and political issues presents both challenges and opportunities to foster students' sociological imaginations in connecting their personal experiences with broader social process and structures. In course design and delivery, she aims to encourage students' reflexivity through critical interrogation of 'common sense' knowledge about law and criminalization, and to develop their critical thinking and communication skills.

One activity that incorporates these objectives is a public sociology blog project, which she uses in several courses. This activity was inspired by a former colleague's use of course blogs at Kwantlen University. Each course blog project is conceptualized as a collectively produced public resource documenting events and providing critically informed commentaries as a venue for dialogue. Students apply course content and engage research, analytical, and communication skills in producing case study analyses. The project aims to foster student learning but also teaching each other and contributing to public debate.

FACULTY OF ARTS TEACHING AWARD - PART TIME

Megan Woodworth, Faculty of Arts

Dr. Megan Woodworth has been a Contract Academic Instructor in the Faculty of Arts since 2009. Megan completed a BA (Honours English and History) and MA (English) at UNB and then completed a PhD at the University of Exeter. Her book *Eighteenth-Century Women Writers and the Gentleman's Liberation Movement* was published in 2011. She has also published articles and book chapters on Frances Burney, Jane West, and Jane Austen.
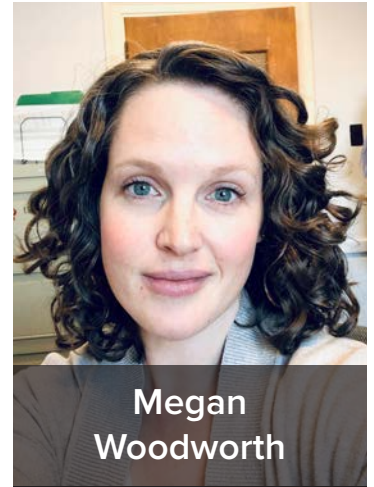
Megan primarily teaches Arts 1001 and 1002 (formerly Arts 1000 and 1100). She also developed and teaches Arts 1003, an Arts skills course, and occasionally teaches English courses at UNB and STU. Teaching primarily at the introductory level and helping students adjust to university align well with her values of inclusivity, fostering curiosity, and developing both individuals and skills.

Megan Woodworth

Megan finds working one-on-one with students — helping them clarify and refine their ideas, order them into arguments, and support them with evidence — to be the most fulfilling and probably the most useful thing she can do for students.

Teaching is terrifying, exhilarating, and always challenging. There is always something new to learn about how to ask better questions, structure assignments to support skills development and learning, frame discussions more inclusively, or create learning communities that supports students through the discomfort of learning and growth. Each new class has something to teach her about compassion and inclusivity and her own blind spots — essential feedback for teaching that meets the needs of students.

FACULTY OF LAW TEACHING EXCELLENCE AWARD

Basil Alexander, Faculty of Law
Previously a Toronto-based public interest and social justice lawyer, Basil is an Assistant Professor who joined UNB Law in 2019. He brings pragmatic and practice-informed perspectives to his teaching and research, particularly given diverse law student interests and career roads that can go anywhere.

Three major goals underlie his teaching. First, students need to understand and learn about legal thinking, analysis, culture, and norms. At the same time, they need to acknowledge and critique acculturation and historical influences to effectively criticize and improve problematic aspects from personal and systemic perspectives. Second, students require key initial knowledge in relevant subject areas, which assists with starting and developing their careers. Third, students ought to gain and apply varied perspectives and skills that they will practically use and build on regardless of career path. For example, students need to understand how law realistically works to solve problems while also recognizing law's limits. They can then grasp law's potential; how to use law strategically; legal advancement techniques, barriers, and opportunities; and how to make individual and broader societal progress.

Basil Alexander
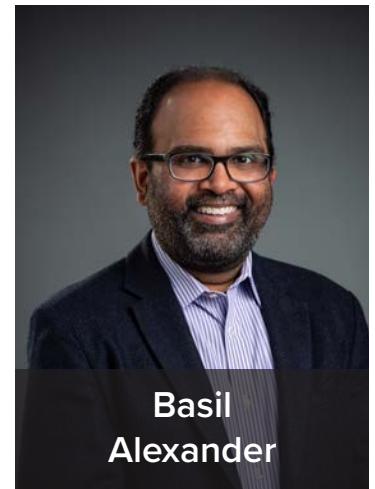
Three major goals underlie Basil's teaching. Students learn through:
1. **Understanding the basics**
2. **Having key initial knowledge**
3. **Applying varied perspectives and skills**

After determining course and topic learning goals, Basil tactically tailors and integrates the content and learning activities. For example, he employs aptly his experience, concrete examples, small break-out group discussions, PollEverywhere, lectures, and practical simulations or exercise videos to improve student understanding and engagement. He uses technology purposefully, including D2L and combining synchronous and asynchronous approaches. Given law school and other pressures, he also incorporates student flexibility and choice through smaller assessments and activities that are often optional or have soft initial deadlines. He remains open to other methods that ultimately help long-term student success.

THE EXCELLENCE IN TEACHING AWARD (MECHANICAL ENGINEERING)

Clodualdo Aranas, Mechanical Engineering
Dr. Clodualdo (Clod) Aranas is an Assistant Professor in the Mechanical Engineering Department at UNB Fredericton. He received his Ph.D. in Materials Engineering from McGill University and is presently managing the UNB Alloy Design and Materials Testing Research Laboratory (AD-MTRL). Prior to joining UNB in July 2018, he worked as a research scientist at CanmetMATERIALS, Natural Resources Canada. His major research contribution is in the understanding of the dynamic phase transformation in metallic materials, and microstructural and mechanical properties of new commercial alloys designed for additive manufacturing.

Clodualdo Aranas

Clod's teaching goals include:

1. ensuring that the fundamental concepts of the subject are understood;
2. showing how the fundamental theories can be applied to practical problems; and
3. teaching students to work collaboratively.

He shows a clear relationship between the theories being discussed and their applications in the real world. He found that undergraduate students developed more interest in their classes when they could appreciate the practical implications of the topic.

Studying science and engineering must involve interactive discussions between the students and the instructor. Thus, Clod believes that his role as a teacher is to engage with students and make all the lectures enjoyable. He loves to show reference videos to answer students' questions or introduce material that may interest them. Technology is changing quickly; therefore, the teaching methods should also adapt.

Clod considers teaching as a two-way process of learning. Students should gain knowledge from the teacher. Conversely, the teacher should always be open to learning from students.

COMPUTER SCIENCE EXCELLENCE IN TEACHING AWARD

Mike Fleming, Faculty of Computer Science
Michael Fleming joined UNB Fredericton's Faculty of Computer Science in 2003, after completing a B.Sc. at Mount Allison University and M.Math. and Ph.D. degrees at the University of Waterloo.

Michael has taught courses primarily in the areas of discrete mathematics, theoretical computer science, data structures and algorithms, and artificial intelligence. He has also played a key role in the faculty as an academic advisor for many years and has served for two terms as Assistant Dean (Undergraduate).

He is a four-time recipient of the Faculty of Computer Science Excellence in Teaching Award and was a University Teaching Scholar in 2009.

Mike Fleming

Dr. Fleming says that he has never considered himself to be particularly innovative in his teaching techniques, but he has received positive feedback from students about his preparation of well-organized classes, his clear presentation of material, his effective use of examples, his ability to create a respectful and supportive classroom environment, and his approachability when students are in need of help.

FACULTY OF SCIENCE EXCELLENCE IN TEACHING AWARD

Mark Sherrard, Biology

Dr. Mark Sherrard has been an assistant teaching professor in the department of Biology since January 2020. He holds a Bachelor of Science in Biology from Mount Allison University (2003) and a Masters (2005) and Doctorate (2010) in Biology from the University of Guelph. He teaches two second-year lab courses: Laboratory in Ecology and Laboratory in Biological Diversity and has taught a portion of Biological Diversity. He is currently developing two upper-year courses and serves on several committees in the department, including the Curriculum Committee and Research Workload Committee. He is also the chair of the Biological Diversity Teaching Group. Prior to UNB, Mark was an assistant professor at the University of Northern Iowa (2011-2019).

Mark Sherrard
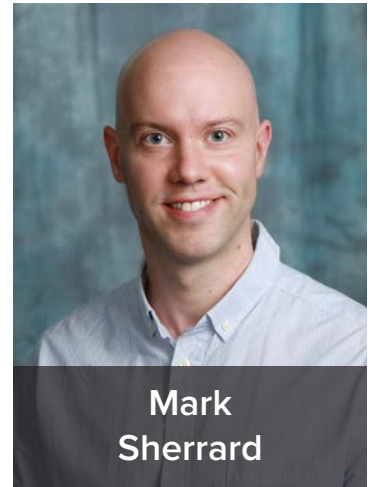
Dr. Sherrard's teaching focuses on the process of scientific inquiry to help students master the fundamentals of the field. He believes this helps students connect with the material, teaches them critical thinking skills needed for problem solving, and gets them excited about research.

**Dr. Sherrard tries to foster connections in his lab courses by:**
- **Allowing students to participate in all aspects of the research process,**
- **Being enthusiastic about each lab,**
- **Forming research groups in labs,**
- **Focusing on skills that relate to most areas of science,**
- **Encouraging questions during labs,**
- **Using a variety of active learning approaches.**

In Dr. Sherrard's own words: "I love teaching at UNB and helping students develop research skills and recognize that hands-on learning experiences are part of how they develop as scientists".

FACULTY OF KINESIOLOGY TEACHING EXCELLENCE AWARD

Charlene Shannon-McCallum (BRSS), Kinesiology
Dr. Shannon-McCallum is a Professor and the Assistant Dean (Undergraduate Programs) in the Faculty of Kinesiology teaching Concepts in Recreation, Leisure and Sport; Youth Development through Recreation and Sport; Leisure Education; and Gender, Leisure and Sport. She joined UNB in 2002 and for 16 out of her 19 years, she has enjoyed teaching a cohort of first year students and getting them excited about the field. Her scholarship concentrates on family-centred leisure/recreation with her most recent work examining diverse families' inclusion/access to public recreation and leisure opportunities and spaces.

Charlene Shannon-McCallum

Charlene says: "All students have experiences with recreation and leisure presenting excellent opportunities for them to be co-creators of knowledge in my courses."
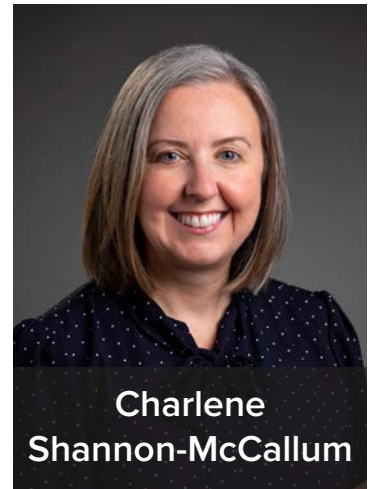
"Over the years, I have found the richness of the learning environment is influenced, in part, by students sharing examples of how their own experiences link (or not) with theories and concepts that are introduced."

"As a result, one of my main goals is to cultivate a learning environment that is both a safe space and brave space for students. By learning students' names, having them engage in small group discussion during class to build community with each other, and by connecting with students through commenting on low-risk reflective writing pieces in which they communicate what they are learning, I seek to support students in feeling comfortable voicing their take on the material. I have found that when students believe their perspective is valued – even if it differs from mine and others in the room - they step into what I refer to as "the brave space" to raise questions about what they are learning and encourage valuable dialogue and discussion that would not otherwise take place. When that happens, the engagement and the learning reach a new level."

FACULTY OF KINESIOLOGY TEACHING EXCELLENCE AWARD

Stephan Dombrowski, Kinesiology

Stephan obtained his PhD in Health Psychology from the University of Aberdeen (UK, Scotland) in 2010, and the practice-based qualification in Health Psychology from the British Psychological Society in 2012. He also holds an MSc in Health Psychology from the University of Sussex (UK, England), and a BA (hons) in Psychology from the University of Essex (UK, England).

As a researcher, Stephan incorporates research findings and procedures into his teaching in various ways. He uses studies he has conducted, or excellent studies from colleagues, to inform the content of many classes. He also links teaching content to students' everyday experiences, for example including photos taken in the local environment to prompt discussion or reflection. To empower students in the learning process he uses anonymous surveys on D2L to ask for opinions and experiences, and to make space for student voices to change the learning together in a meaningful way.

Stephan
Dombrowski
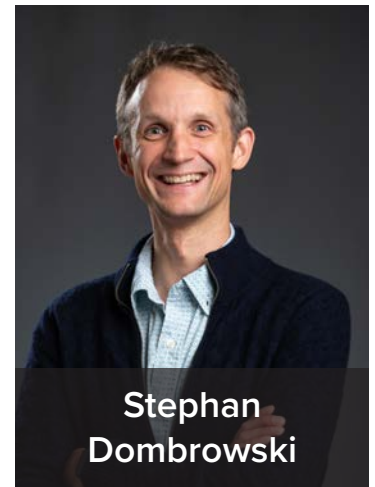
"Giving students space in class to be engaged, communicative and thoughtful makes teaching rewarding and fun for everyone. And the final and most secret ingredient of them all are a few jokes that are so bad that they are good – because being serious all the time can be seriously exhausting."

FACULTY OF NURSING TEACHING EXCELLENCE AWARD

Stephen VanSlyke, Nursing, Fredericton campus
Stephen VanSlyke is a Teaching Professor in the Faculty of Nursing. He came to the Nursing Faculty part-time in 1989, and in 2003, he joined the aculty full time as a Senior Instructor. His nursing practice is in the area of psychiatric and mental health nursing. His graduate work included a Diploma in Administration and a Master's degree in Nursing from UNB.

He has taught a range of courses in the areas of mental health, helping relationships, and family nursing. Stephen has been engaged in the scholarship of teaching and learning. He provided leadership in the development of an abilities-based curriculum in Nursing, and he continues to support faculty and students in teaching and assessment strategies that are meaningful and engaged.

Stephen
VanSlyke

He feels the greatest rewards in teaching come from seeing growth in students' abilities – especially skills of critical thinking/analysis, leadership, and the development of professional identity. Clinical opportunities where students support people at their most vulnerable points are ripe with learning opportunities to apply knowledge, learn, and to grow in confidence.

It's a 'mountain top' experience when a student makes a client connection that makes a difference. He feels pride in those moments. Students want to help others, so seeing them succeed is thrilling.

A teaching priority has been to develop clinical learning opportunities where engagement is possible. Stephen has always felt the need to maintain his own clinical competence and to use his experiences in clinical and classroom education. His teaching philosophy has developed over the past 30 years. It has always involved respectful engagement with students. He has never lost his passion to support student learning. Understanding unique learning challenges and finding ways to support students has always been at the core of his teaching philosophy. Demonstrating the Faculty of Nursing values of caring and social justice are also of fundamental importance.

Teaching effectively during a pandemic has required adaptation and Stephen collaborated with experts in alternative delivery methods for classroom teaching and to enhance simulated clinical teaching. The development of online discussions based on documentaries was well received by students. It was helpful to engage them and to promote learning through reflection. To support simulated clinical learning, he worked to develop two open-access simulation exercises related to substance use disorder and suicide risk assessment with faculty from other universities. The simulation exercises incorporate video of nurse-client interactions and are built using gaming technology.

FACULTY OF NURSING TEACHING EXCELLENCE AWARD

Petrea Taylor, Nursing, Moncton Campus
As an Assistant Professor with the Faculty of Nursing, Moncton site, Petrea loves to share her passion for supporting and elevating the voices of underrepresented populations within health care. Having graduated with an Interdisciplinary PhD from UNB in 2018 and entering a post-doctoral fellowship from 2018-2020, Petrea is new to the professorial role having begun this position in January 2020. Efforts to learn about effective teaching strategies was situated in the COVID-19 pandemic where early all university teaching moved online almost overnight, a process that ironically served her learning well. Indeed, CETL led teaching employees into the new technological world of instruction, allowing Petrea to learn important basics in a supportive and responsive environment.

Petrea Taylor
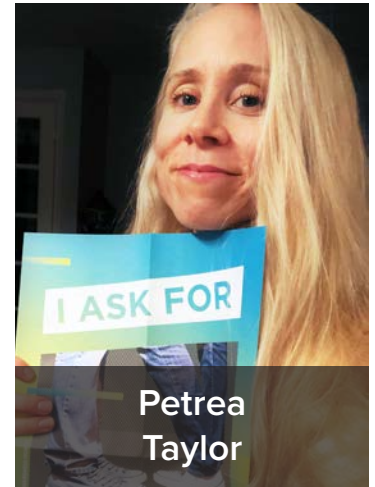
A psychiatric/mental health nurse for over 20 years, and a dutiful daughter of a door-to-door salesman who built his success on "talking and listening to people", the guiding framework of her teaching is relationships. The importance of relationships with the students is clear; however, awareness of the relationship that teachers have with themselves, the patient, and the greater community is so important to effective teaching. This is based in the theoretical approach, relational inquiry, a lens in which how the environment, individuals, culture, and other factors mutually shape another.

Creating a safe environment for learning, taking risks, exploring ideas, and even questioning the teacher is essential for elevating teachers and students' thinking beyond the status quo.

In particular encouraging students to push back against the harmful assumptions within the dominant bio-medical health care model that can perpetuate stigma and further marginalize people with mental health problems.

FACULTY OF MANAGEMENT TEACHING EXCELLENCE AWARD

Alireza Tajbakhsh, Faculty of Management, Fredericton Campus
Alireza Tajbakhsh joined the Faculty of Management in the Summer of 2019 and is a member of the Quantitative Methods area. Currently at UNB, he teaches BBA and MBA courses in project management, operations management, and business data analytics, and is a member of the committee that developed the MBA Concentration in Management Analytics. Alireza's research centres on supply chain management, with a special focus on sustainable operations, energy efficiency, agriculture planning, biomass recycling, and environment-friendly regulations. His research portfolio involves a mixture of theory development, mathematical modeling, empirical analysis, and policy-making experiments.
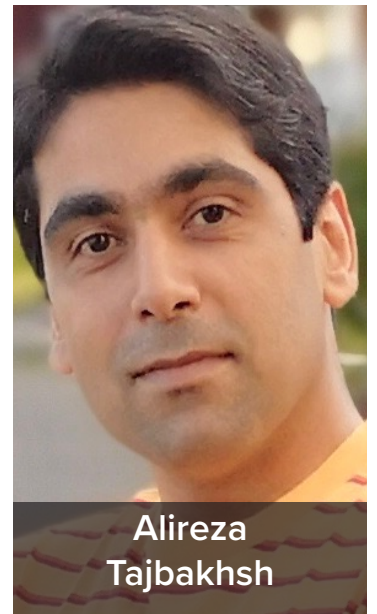
Alireza's philosophy of teaching comes from three key principles:

1. Learning
2. Understanding
3. Applying

His teaching experience (in both instructor and teaching assistant positions) at McMaster University, the University of Lethbridge, and UNB has assisted Alireza to develop "The 8As of Teaching," a pedagogical framework pursuing the above triple principles to deliver management and business courses.
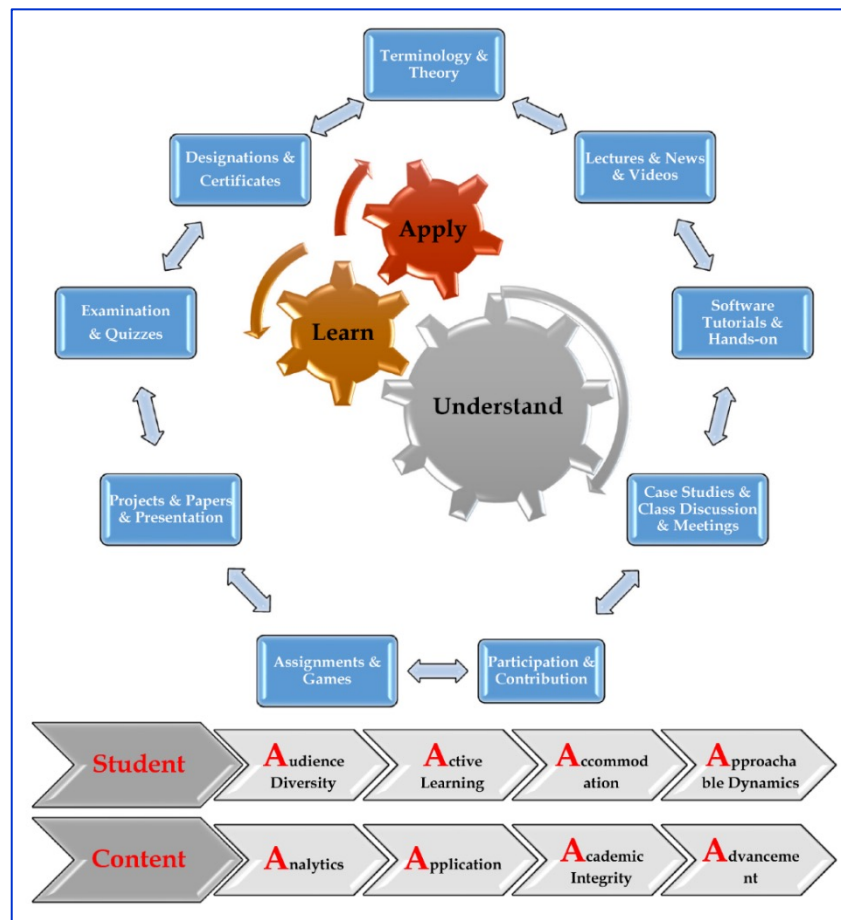
CONGRATULATIONS TO OUR 2021 NOMINEES FOR THE ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

Fredericton Campus:

Clodualdo Aranas (Mechanical Engineering), Katherine Barclay (Biology), Scott Bateman (Computer Science), Leah Bidlake (Computer Science), Barry Blight (Chemistry), Andrea Bombak (Sociology), Bruce Broster (Earth Science), Cindy Brown (History), Christa Canitz (English), Juan Carretero (Mechanical Engineering), Murshed Chowdhury (Economics), Ian Church (Geodesy & Geomatics Engineering), Neil Cole (Arts), Bryan Crawford (Biology), Kathleen Dolan (Biology), Adam Dyker (Chemistry), Tatrina Finlay (English), Matthew Flanagan (Arts), Michael Fleming (Computer Science), David Foord (Management), Phil Garland (Mechanical Engineering), Justine Gauthier (Mathematics & Statistics), Kevin Gibson (Economics), Trevor Hanson (Civil Engineering), Nick Hardy (Sociology), Janice Lawrence (Biology), Zhen Lei (Civil Engineering), Alan Lloyd (Civil Engineering), Diana Loomer (Earth Science), Jacqueline Low (Sociology), Rongxing Lu (Computer Science), Leo MacDonald (Education), Rene Malenfant (Biology), Andrew McAllister (Computer Science), Travis McCarron (Earth Science), Corinna McFeaters (Psychology), James McManus (Computer Science), Kelly Miles (Biology), Joe Nocera (Forestry & Environmental Management), Jae Ogilvie (Forestry & Environmental Management), Constantine Passaris (Economics), Elaine Perunovic (Psychology), Caroline Purdy (Mathematics & Statistics), Valerie Reeves (Chemistry), Meghan Richards (Psychology), Sean Roach (Psychology), Charles Sacobie (Biology), Fran Seymour (Nursing), Sue Sinclair (English), Edith Snook (English), Alieza Tajbakhsh (Management), Josee Tasse (Computer Science), Luc Theriault (Sociology), Lisa Todd (History), Nicholas Touikan (Mathematics & Statistics), Lucia Tramonte (Sociology), Stephen VanSlyke (Nursing), Jessica Webster (Nursing), Adam Wilson (Electrical & Computer Engineering), Edward Wilson-Ewing (Mathematics & Statistics), Thom Workman (Political Science), Cam Woykin (Culture & Media Studies), Guohua Yan (Mathematics & Statistics), Huajie Zhang (Computer Science)

Saint John Campus:

Hope Alderson (Mathematics & Statistics), Gholamreza Amin (Business), Louis Belanger (French), Michael Bell (Business), Rachel Bryant (English), Rolyne Butler (Business), Mary Ann Campbell (Psychology), Hadi Eslaminosratabadi (Business), Wayne Hansen (Arts), Mostaq Hussain (Business), Dongmin Kim (Business), Moira Law (Psychology), David Marshall (Business), Henryk Sternizchuck (Business), Suzanne Tucker (Business), Chris Weir (Business), Julia Woodhall-Melnik (Sociology)

Congratulations to all Our UNB Saint John Award Winners

Arts – Departmental Award for Teaching Excellence
Rachel Bryant (History & Politics), June Madeley (Social Science)

Arts – Faculty Excellence Award for Teaching
Sandra Bell (Humanities & Languages)

Business – Departmental Award for Teaching Excellence
Dan Doiron
Shelley Rinehart

Business – Faculty Excellence Award for Teaching
Rolyne Butler

Science, Applied Science & Engineering – Departmental Award for Teaching Excellence
Cassidy D'Aloia (Biological Sciences)
Jong-Kyou Kim (Computer Science)
Byron Walton (Engineering)
Mohammad Hamdan (Mathematics & Statistics)
Meagan Hatfield (Nursing & Health Sciences)
Caroline Brunelle (Psychology)

Science, Applied Science & Engineering – Faculty Excellence Award for Teaching
Lilly Both (Psychology)

Centre for Enhanced Teaching and Learning (CETL)

CETL's role is to support learning, teaching and curriculum development, to further teaching & learning excellence and innovation at UNB. Our focus is two-fold, through core teaching & learning support activities, and through innovation leadership.
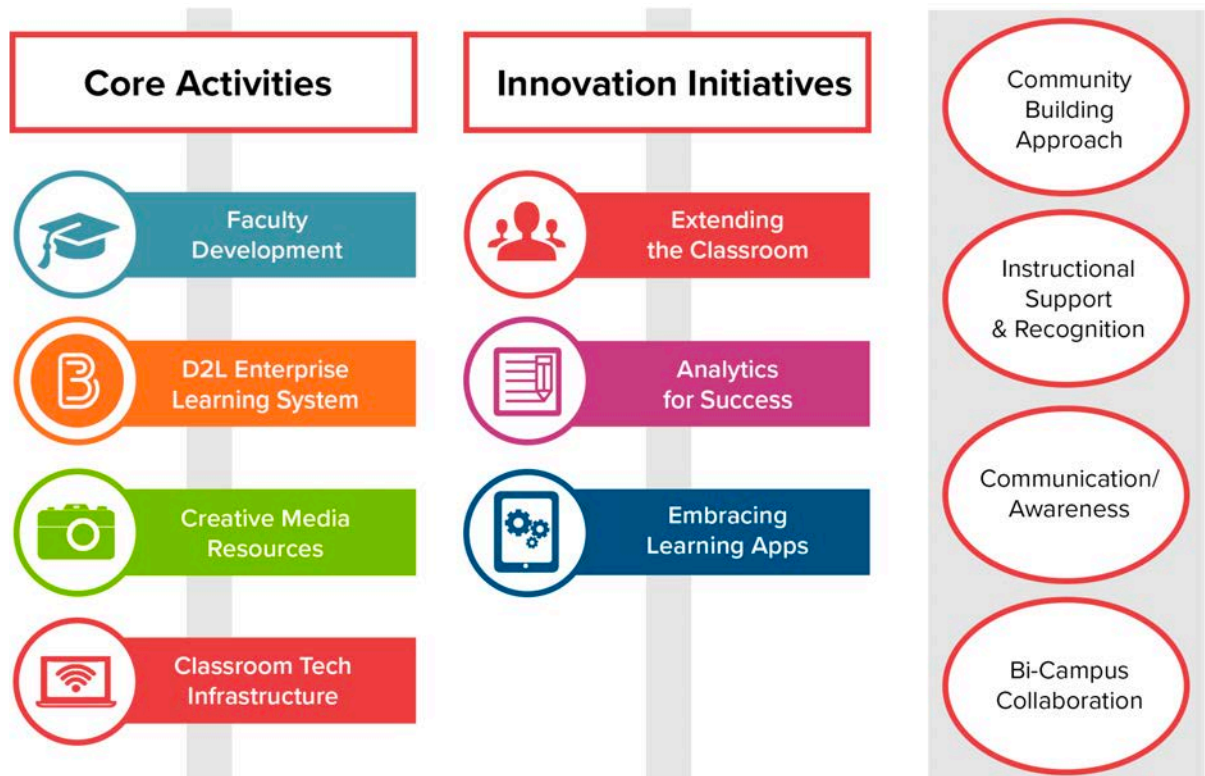
Our mission is achieved using a community-building approach, providing both support and recognition for teaching excellence, using multi-channel communication strategies to build awareness, while taking an inclusive bi-campus approach.

Contact CETL

teachinghelp@unb.ca	for teaching/innovation ideas and support
d2l@unb.ca	for D2L Brightspace support
classrooms@unb.ca	for classroom technology support
medialab@unb.ca	for drop-in media lab access
mediaservices@unb.ca	for professional photography/video production

KALEIDOSCOPE

ANNUAL KALEIDOSCOPE TEACHING SHOWCASE

Friday, December 10th, 2021, from 8:30am - 12:30pm via MS Teams

You are invited to CETL's annual teaching showcase, which brings together faculty members, instructors, graduate teaching assistants, and others interested in enhancing the learning experience of UNB students. This year's Annual Kaleidoscope will follow the same format as previous years; offering concurrent sessions for various time slots throughout the morning. This year, like last, we will host the showcase virtually, to be able to accommodate everyone safely during the ongoing pandemic restrictions and challenges.

Join us to hear...

- new and proven teaching techniques and strategies
- state-of-the-art instructional technologies
- best practices in the classroom and online
- incorporating newly found technologies to accommodate a changing teaching and learning future

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

CETL
CENTRE FOR ENHANCED
TEACHING & LEARNING

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UNB.CA/CETL

The mission of UNB's Centre for Enhanced Teaching and Learning (CETL) is to promote effective and engaging teaching and learning through instructional excellence and the integration of classroom technology and media.