

CELEBRATING

TEACHING & LEARNING EXCELLENCE AT UNB



2017 TEACHING AWARD WINNERS

INTRODUCTION

WELCOME TO THE 2017 EDITION OF "CELEBRATING TEACHING & LEARNING EXCELLENCE AT UNB"!

Welcome to 2017 edition of "Celebrating Teaching & Learning Excellence at UNB"! Herein we highlight those who received awards for their teaching and their educational leadership over the past year. Four were recognized at the department level and two at the program level. Seven were recognized at the faculty level. Nine were recipients of institutional level awards, including the three Change One Thing Challenge winners. And one of our colleagues has been named Chevalier de l'Ordre des palmes académiques. Some of these people are "repeat offenders," winning the teaching award in their unit several times or being the recipient of a variety of awards over the years. Others are fairly new to UNB, joining us in 2015 and even 2016, and so are new to our list of award recipients.

The award recipients are a varied group of people, but they are united by their commitment to teaching and to students, and it is greatly appreciated by their students. How that commitment manifests itself, how it impacts how these colleagues of ours teach and how they interact with students varies tremendously. Read through these pages to get a few insights. What will resonate with you? What will intrigue you? What will inspire you? I encourage you to strike up a conversation about teaching with one of the award recipients or perhaps even to ask to sit in on her/his class.

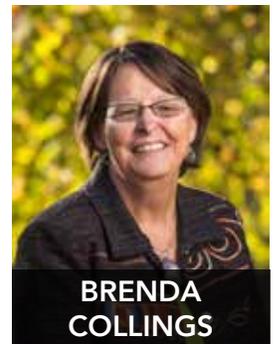
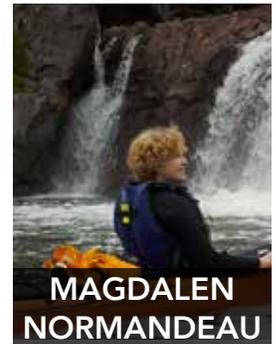
May these pages inspire you to try something new in your courses!

Congratulations to all of the award winners who have made a contribution towards providing an exceptional student experience on both campuses. This contribution is essential to UNB's mission.

It takes a village to raise a child and a strong community to nurture a love of teaching and learning. Fortunately, we have such a community with the expertise of the Centre for Enhanced Teaching & Learning (CETL) and the Teaching & Learning Centre (TLC), which is supported by the Vice President's Excellence in Teaching Committee. Each have played an important role in supporting and developing faculty.

In addition to those award winners being recognized, we know that what has helped make teaching at UNB great are often the work of others - such as Magdalen Normandeau and Margaret Anne Smith. As Margaret Anne's time with UNBSJ's TLC has come to an end, we recognize her amazing contribution to the teaching and learning community. As the part-time Coordinator of the TLC she provided many valuable programs, events, activities, resources and training opportunities for interested faculty. She was always open and receptive to new ideas to improve both faculty and student learning, and shared them widely.

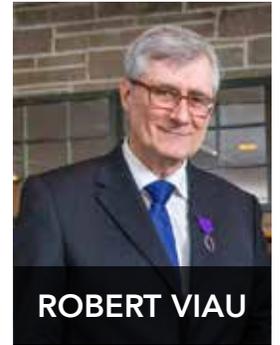
The University of New Brunswick has a number of amazing and inspiring teachers. Read on to learn more.



AWARDS BEYOND UNB

ACADEMIC DISTINCTION BY THE REPUBLIC OF FRANCE

Dr. Robert Viau has been teaching at UNB since 1989 and is the author of 14 books and many articles. In 1991, he founded the Association des professeurs des littératures acadienne et québécoise de l'Atlantique, the only organization devoted to studying Acadian literature. He received the University of New Brunswick Merit Award in 1993, the Prix France-Acadie in 1998, the Prix Marguerite-Maillet in 2015 for his exceptional contribution to the development and the study of Acadian and North American Francophone literatures and has been made Chevalier in the Ordre des Palmes académiques of the Republic of France in 2017. He was nominated for the Allan P. Stuart Award for Excellence in Teaching in 2000, 2007 and 2010. Since 2006, he has been responsible for the UNB France Travel Study Program, which has enjoyed tremendous success.



ROBERT VIAU

In his literature courses, Robert has made effective use of innovative teaching aids and techniques by organizing lectures by authors whose novels are studied in class and by organizing special weeklong activities such as documentaries and talks on specific authors. Since 1990, he has organized a yearly conference by a visiting author, with the help of the Literary Readings and Author Residencies Program of the Canada Council for the Arts. The students find this first-hand experience of meeting the author very stimulating. He also created the UNB France Travel Study

It is important that students learn not only in the context of classes but also by meeting authors and by living in cultural capitals of the world...

Program in order to give students the chance to live in France and to appreciate, study and explore the literature, history, art, and society of Paris in the best possible social and intellectual environment. It is important that students learn not only in the context of classes but also by meeting authors and by living in cultural capitals of the world in order to take in a new culture, hone their language skills and be able to experience a once-in-a-lifetime opportunity.



UNB AWARDS

NEIL SCOTT EDUCATIONAL LEADERSHIP AWARD

Dr. Emin Civi, UNB Saint John Faculty of Business Professor of Marketing since 2005, has long been known as one of the Business Faculty's best teachers. This is evident from high demand for his courses and positive feedback from students and alumni. His SOS scores are consistently well above the faculty average.

Emin was instrumental in setting up and maintaining a peer mentor program for Business Faculty instructors, a high proportion of whom are contract academic employees, and for the campus as a whole; the Faculty of Business Teaching Colloquium; the MBA Conversations Series, a brown bag lunch discussion series in which colleagues share teaching practices and ideas and learn from each other; and launching a new Marketing major.

Emin continually adapts his teaching materials and methods in light of the latest research-based best teaching methods and seeks experiential learning opportunities for students. He is never too busy to lend a helping hand to faculty, staff, and students when asked. Emin is part of the working group seeking accreditation of the Business Faculty by the Association to Advance Collegiate Schools of Business. He has led initiatives to help achieve this accreditation, including the development of learning goals and objectives for all undergraduate and graduate Business programs, developed through consultation and consensus. He also developed grading rubrics for courses to ensure the goals and objectives were met, and volunteered to have his courses audited for the purposes of accreditation.

Emin feels that teaching is about making choices:

Choosing to see obstacles to learning as exciting challenges instead of dead-ends. For example, when students are reluctant to participate in class discussions, he uses games to entice them or creates a Twitter exercise which allows anonymous participation. In some settings, this strategy helps overcome a cultural reluctance to participate in an open exchange of potentially contradictory views.

Choosing to share his authority with his students via the evaluation and feedback processes. He solicits feedback, actively seeking student input throughout the term to gauge his success and to make both quick and long-term modifications to courses to better motivate and inspire them.

Choosing to create a personal and motivating learning environment. He believes enabling students to create personal connections with him and with others in the classroom motivates them. It stirs their own intellectual hunger for more, and they put in extra effort to share with the class and to succeed. Students gain more enduring knowledge when they are participatory learners, not merely passive recipients of information.

Choosing to see the world as an extension of the university classroom. Students need to be able to use what they learn. To facilitate this, he uses consultative experiences with local businesses in Saint John. However, where his academic passion meets his passion for social justice is in the assignments where his "local business" is actually a local charitable group. He assigns his student teams the challenge of drawing up a viable marketing plan so the organization benefits from expertise it would not otherwise have been able to afford.

Choosing to share the educational experience with his students and make his classroom a space where he learns from them as he teaches them. He wants to enable students not only to connect with the subject matter, but to develop a hunger to keep on learning long after they leave university.



EMIN CIVI

Emin was instrumental in setting up and maintaining a peer mentor program for Business Faculty instructors... and for the campus as a whole...

UNB AWARDS

NEIL SCOTT EDUCATIONAL LEADERSHIP AWARD

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

Ben works continuously to improve his teaching and keeps abreast of evidence-based teaching practices. He sees his role as that of a facilitator for his students as they engage in the learning process. He uses such techniques as: “flipping” the classroom so that before attending class, students complete assigned readings and answer three online questions—two “checkpoint” questions that test understanding and one that provides information for “just-in-time-teaching” (items students have identified they need more help with). Class time is used for these “just-in-time” mini-presentations and demonstrations, answering questions, and working with conceptual questions or word problems in a peer instruction format.

Another technique is to post a lecture’s “take home message” at the start of class; provide a graphical timeline visual representation of the course components and the context of the current discussion; and two-stage exams comprised of both individual and small group work with Immediate Feedback Assessment Technique scratch cards.

Ben’s frequent demonstrations use such things as springs, balls, magnets, roller blades and skateboards. He always asks students to predict the outcome of a demonstration to maximize the teaching benefit. He also spends countless hours working through problems with students individually.

Ben always makes time for colleagues who want to talk about teaching. He is quick to volunteer for departmental teaching- or outreach-related tasks, such as the first-year support initiative UNBetween, a transition to university camp and Science 1001, a required first-year seminar course that fosters the skills necessary for academic success. Ben is a frequent contributor to professional development workshops in a variety of roles, including co-presenter, presenter, panelist, and Furious Fives volunteer. He also volunteered for UNB’s first-ever TeachOff competition in winter term 2017. Ben has contributed to the advancement of teaching and learning beyond UNB, most recently at the 2016 annual meeting of the Atlantic Deans of Arts and Science, where he shared his experiences using “flipped classroom” techniques. One colleague remarks: “The tireless work Ben does to help his colleagues learn how to improve their practices ...is... an impressive contribution to our educational community. The fact that he does all of this in addition to being an inspiring teacher to his many, many students ... would seem daunting were he not so good-natured and helpful about it all.”

In addition to being a user of education-related research findings to improve his teaching, Ben has conducted several scholarship of teaching and learning research projects, the latest of which is about the use of online homework systems, funded by the UNB Teaching Scholar award, which he received in 2015. His students and peers have also recognized his outstanding contributions by awarding him the Student Union Teaching Excellence Award, the Allan P. Stuart Award for Excellence in Teaching, the Faculty of Science Award for Excellence in Teaching, and the Association of Atlantic Universities Distinguished Teaching Award.



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UNB AWARDS

UNIVERSITY TEACHING SCHOLAR

Dr. Emmanuel Stefanakis has a PhD in Electrical Engineering from the National Technical University of Athens and a MScE in Geodesy and Geomatics Engineering from UNB. He has been a university teacher at several European and Canadian institutes since 1998, while his very first teaching assistantship was at UNB, back in 1993. Over these years, he had the chance to interact with students of various degrees and disciplines, as well as cultures. He has taught a wide range of courses from Geography to Computer Science and in various modes, including classroom-based, online, and distance-learning. Since July 2011, when he joined UNBF as a Faculty member in the Department of Geodesy and Geomatics Engineering, his teaching contributions include: (a) restructuring and delivering two undergraduate courses, one technical elective and two graduate courses as well as two online courses with UNB's College of Extended Learning; (b) authoring two textbooks and several curriculum proposals published in international journals and conference proceedings; (c) developing innovative teaching methods through projects funded by UNB's Teaching and Learning Priority Fund and THEN/HiER Network (the History Education Network); (d) serving as Director of Graduate Studies (since 2013) contributing to the undergraduate curriculum renewal initiative in Geodesy and Geomatics Engineering; and (e) supervising and/or funding a significant number of PhD, MScE, MEng, and undergraduate students, including two interns from the Mitacs Globalink Program, and five students under the UNB Work Study Program.



Dr. Stefanakis plans to use the UTS grant to revise the content covered in lab sessions of three courses: GGE3423 Introduction to GIS, GGE4423 Advanced GIS, and GGE5403 Web Mapping and Geospatial Web Services, because the rapid evolution of geospatial technology demands continuous updating of the courses. This involves participating in several discipline-specific and educational conferences, and networking with university teachers nationally and internationally.

As well, he will be publishing revised editions of his textbooks Geographic Databases and Information Systems and Web Mapping and Geospatial Web Services. The new editions will include new chapters and some new sections in existing chapters to better reflect the updated content of his courses. Emmanuel is also planning to author a new textbook to better support the teaching and learning of students who take his new technical elective course (GGE5401: Geospatial Development first offered in Winter 2017).



UNB AWARDS

ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

Dr. Katherine Barclay graduated with a BSc (honours) in Biology-Physics from UNB in 1983, an MSc in Biophysics from the University of Waterloo in 1985 and a PhD from the University of Guelph in 1992. She completed post-doctoral training at Dalhousie University in the Faculty of Medicine, Dept. of Physiology and Biophysics and was subsequently hired as a term position Assistant Professor in the Faculty of Health and Human Performance at Dalhousie in 1997. She started at UNBF in 2000 in the Faculty of Science, Department of Biology, with cross appointments in the Faculties of Nursing and Kinesiology. She currently teaches physiology to undergraduates.



Dr. Barclay's courses are foundational for upper level Nursing, Kinesiology and Science/Biology-Chemistry. She finds introducing students to concepts that they may never have encountered before to be exciting and rewarding. She says the best part of teaching is when she meets up with former students and they tell her how important the material she taught them was and how essential it was for success in their chosen fields.

The core of Katherine's teaching philosophy is to give students every opportunity and tool to understand the course material and help them connect her courses with all their other courses to deepen their knowledge. Some examples:

"... the best part of teaching is when she meets up with former students and they tell her how important the material she taught them was..."

1) Give students the bones of what they need to know on D2L, then flesh out the bones during class - it gives students an idea of the lecture material before class but also forces them to listen and write the extra material during class - (recent studies suggest the best way of retaining information from class is by writing the material during class).

2) Always try to make the material relevant. Katherine uses case studies to help explain the normal physiology of the body with examples of abnormal physiology. Any relevancy helps students retain the information.

3) Always link what we are covering with other courses that students are taking (or will be taking) - this allows them to see material not in a single course context but in a bigger picture.

4) Draw flow charts and diagrams as you teach to connect the concepts - it helps if students can see how point A eventually leads to the final concept outcome.

5) Keep them occupied! Move the material along at a good clip so they don't have time to get distracted, but keep an eye out for the "deer in the headlights" look which tells you to slow down and go back over material.

6) Class discussions are a great way to engage students, but they don't always work in introductory courses where students lack depth of knowledge. In very large classes, discussion can actually lead to disengagement if only a few students are participating and the rest are just waiting (often loudly and impatiently) to get back to the material.

UNB AWARDS

ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

Dr. Valerie Reeves is a Senior Teaching Associate and Director of Undergraduate Studies in the UNBF Department of Chemistry. She is renowned as an outstanding educator, and an inspiring and caring instructor. She has been the voice of first year chemistry for many years now, teaching the lectures (1001 and 1012) and labs (1006 and 1017). She also developed a new first-year course for the Forestry and Environment & Natural Resources students, Introduction to Environmental Chemistry (1303), which is in its second offering this semester, with an enrollment of nearly 100 students. Val received the UNB Student Union Teaching Excellence Award in 2013.



“I love teaching, and I especially love working with first-year students. I still remember, although it’s been a long while now, how I felt in first year, which tells you the impact it must have had on me! By October of my first year, I felt overwhelmed and completely unequipped to handle the academic and social challenges that I was facing at university. As a teacher, I always remember those feelings when I meet a new class each year. In keeping this in mind, I try to create a safe and positive learning environment, where students feel encouraged to learn and comfortable to ask questions. I believe my best teaching assets are my love of chemistry, the enthusiasm with which I share it in the classroom, and the encouragement I try to give to my students to succeed.”

Val’s advice to anyone starting out in teaching is to be yourself in the classroom and respect your students. In return, they will respect you and they will put forth their best effort in your class.

Val’s advice to anyone starting out in teaching is to be yourself in the classroom and respect your students. In return, they will respect you and they will put forth their best effort in your class.

Val is concerned not only with her students’ progress, but also their well-being. She strives to create a safe, friendly and positive learner-centered environment, where students feel comfortable asking questions, seeking help and speaking up. Being energetic and enthusiastic about the material is also important, as it motivates students to be enthusiastic about the subject as well. She shares the possibilities for society and the world that studying chemistry provides so that students learn how to apply their newfound knowledge and see how the knowledge and skills they learn in their program could lead to interesting and fulfilling careers.

“She demonstrates genuine enthusiasm of the material covered in the course, and was always crafting examples and explanations relative to the field.”

“The instructor encourages us to look beyond the course material, and associate it with the behind-the-scenes of science in everyday life.”

“She looks for the full potential in the students and makes herself available outside of class to talk about material the students are having trouble with.”

[I] “would take another class with her any day!”

“If I could rate her higher than 100% I would.”

Val’s colleagues also admire her dedication to students and her passion for teaching. “When I think of teaching excellence, I think of Val. She is dedicated and committed to ensuring students learn and succeed in a challenging field of study. She works tirelessly towards student success.”

UNB AWARDS

UNB STUDENT UNION EXCELLENCE IN TEACHING

Guna Kulasegaram is currently an Integrator at Renaissance College where he teaches Cross Cultural Leadership Perspectives. He has also taught a wide variety of courses for the UNBF Political Science Department in international politics, law and organizations, political economy, contemporary political ideas, ideologies and the politics of globalization, and international development.

Guna views teaching as a privilege and honour. He regards students as mature adults, treating them with decency and respect, engaging them in an open, stimulating, and supportive academic environment. He conveys his responsibilities as an instructor and his expectations of students from the outset of the academic term.

Guna encourages students to learn from one another by contributing their knowledge and viewpoints in class. Having a balance in terms of student approach is critical. Not only do outspoken students warrant attention, but so do those students who are quiet and reserved. Quieter students, as well as students who are struggling academically, are assured that he is available for consultation outside the classroom setting at their convenience.

As an instructor, he is always showing his enthusiasm for teaching and the subject, which motivates his students. As a student relates, “Guna has had an amazingly positive impact on my time at UNB. He’s so great at teaching because not only does he convey positivity and enthusiasm for his topics, he instills those qualities in his students as well!”



He regards students as mature adults, treating them with decency and respect, engaging them in an open, stimulating, and supportive academic environment.



FACULTY & DEPARTMENTAL AWARDS

MBA SOCIETY PROFESSOR RECOGNITION AWARD

Dr. Joseph Abekah, Associate Dean, External, and Professor of Accounting joined the Faculty of Business Administration in 1991 and is a member of the Accounting/MIS area. He teaches Administration, Managerial Accounting, and Intermediate Accounting in the BBA program and Introductory Accounting and Managerial Accounting in the MBA program. He received the UNBF MBA Society's Professor Recognition Award in 2001.

Dr. Abekah was appointed to the position of Associate Dean, External, in July 2011. He is responsible for the oversight and coordination of the Faculty's educational offerings in Egypt, Trinidad and Tobago, and Ukraine. His mandate includes staffing and maintenance of the academic standards of those programs, as well as ensuring that the programs are conducted in accordance with the Faculty's policies. He also supervises student exchange relationships with other universities.

His academic interest areas are financial and managerial accounting, securities markets, and the effects of accounting regulations. His articles have appeared in the *Journal of the Academy of Business Administration*, the *Journal of African Finance and Economic Development*, the *Journal of Comparative International Management*, and the *Journal of Financial Management Analysis*.



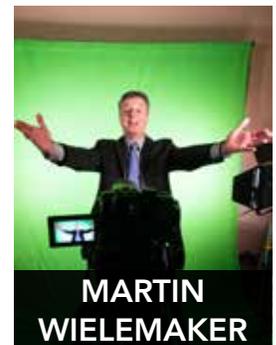
FACULTY OF BUSINESS ADMINISTRATION EXCELLENCE IN TEACHING AWARD

Dr. Martin Wielemaker, Associate Professor at UNBF Faculty of Business Administration, teaches Organizational Design, Strategic Management and New Venture Creation in the BBA program, and Data Visualization, Strategic Management, and Entrepreneurship in the MBA program. He studied Industrial Design Engineering and has a PhD in Strategic Initiatives. His research focuses on entrepreneurship, new product development, and knowledge management. Martin has worked as a product design consultant for various firms in the Benelux and started and sold a software firm.

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

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

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



FACULTY & DEPARTMENTAL AWARDS

FACULTY OF ARTS TEACHING AWARD - PART TIME

Dr. Mark Temelini is Contract Academic Instructor whose area of specialization is Roman history and civilization, Latin literature, and Classics in popular culture. He began at UNB in 2010-2011 in the Dept. of Classics & Ancient History and has taught a vast array of courses: Latin, Ancient Greek, Classical Mythology, Greek and Roman Art and Archaeology, Roman History, Roman Sculpture, Roman Topography and Monuments.

His teaching philosophy centers on instilling in students the desire to learn. He attempts to create a relaxed atmosphere by using the classroom as both a serious and enjoyable learning environment in order to teach students how to think, write, and express themselves better. He begins each class with a “good day” greeting and speaks to students in an approachable and friendly manner. He is modest, patient and diplomatic in his approach, listening to students when they ask questions or discuss certain topics. Conveying complex material in a clear and accessible manner requires creating and maintaining student interest. Participation is encouraged by welcoming students to share their ideas and knowledge. He explores creative uses of computer-related multimedia technology to enhance the learning environment. His lectures are punctuated with humorous anecdotes in order to create a positive climate for learning and enjoyment, which he believes is correlated with retention of information and putting knowledge to work in everyday situations. Outside the classroom he is approachable, maintaining flexible office hours, and he always welcomes students to discuss academic matters that are important to them.



MARK TEMELINI

Participation is encouraged by welcoming students to share their ideas and knowledge.

FACULTY OF ARTS TEACHING AWARD - FULL TIME

Dr. O’Sullivan, UNBF Psychology Professor and Director of the Experimental Program, teaches undergraduate courses on personality, relationships and sexuality; and social psychology at both graduate and undergraduate levels. Her research area is adolescent/young adult sexuality and intimate relationships, including the impact of new digital technologies; and access to sexual health care and services.

Lucia finds that the more enthusiasm she conveys to students, the more she gets back from them. She seeks to engage rather than entertain: how is the material meaningful? How does this material link to key themes of the course? What will make students remember this material one, five, even ten years later?

“I re-invent large sections of my lectures each time I teach them. I add updates, graphics, film clips; remove sections that did not seem to work; and think of anecdotes to bring it all home and to help them remember the content. I often stage skits and role plays, which they love I think because they like to see me look foolish.”

Lucia credits friends who are exceptional teachers who she has “mercilessly badgered...for ideas and suggestions.”

A recent new idea is providing a health message before class, which she got from participating in a Teaching Triangle. She reminds students of the value of various health practices: regular sleep patterns; spending time with supportive friends; taking a break from studying to mentally refresh. It’s important to acknowledge students’ lives outside of class and how small changes can help improve their health and wellbeing, both vital to their academic success.



LUCIA O’SULLIVAN

She seeks to engage rather than entertain... What will make students remember this material one, five, even ten years later?

FACULTY & DEPARTMENTAL AWARDS

GOLDEN APPLE AWARD (CHEMICAL ENGINEERING)

Laura Romero-Zerón is a chemical engineer and professor in the UNBF Chemical Engineering Department. Her PhD (Calgary) is in Chemical and Petroleum Engineering. She teaches undergraduate courses and research methodology to graduate students. Her research interests include optimization of Enhanced Oil Recovery (EOR), particularly in the research and development of chemical formulations such as surfactant flooding, development of surfactant carrier systems, polymer flooding, formulation of self-assembling polymeric systems, conformance-improvement treatments, heavy oil recovery, bitumen upgrading, formulation of catalysts from waste material for biodiesel production, and removal of toxic components from drinking water. She has coauthored a book on reservoir conformance improvement, authored three book chapters on EOR, and edited two books on EOR and bioremediation of oil-contaminated sites.



The two-way exchange with young people is what Dr. Romero-Zerón values most about teaching. She profoundly enjoys transferring her knowledge and experience, which is continuously evolving and changing the way she approaches teaching and the way she sees students.

Her approach to teaching is to “be yourself.” Teaching is about the students, not the instructor or the instructor’s evaluation.

It is not how the students see you, it is about how the instructor sees the students, how the instructor manages to help them to put their hearts and minds in what they are doing.

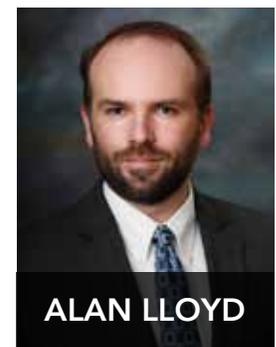
Laura works to increase students’ self-confidence by reminding them that they already have lots of knowledge but the most important aspect is to link and relate that knowledge with the new information that they acquire in the classroom to develop a solid engineering and technical foundation.

(Teaching) is not how the students see you, it is about how the instructor sees the students...

THE ERIC GARLAND EXCELLENCE IN TEACHING AWARD (CIVIL ENGINEERING)

Dr. Alan Lloyd joined the Department of Civil Engineering in January, 2015. He has a Master’s and PhD in Structural Engineering from the University of Ottawa and a Bachelor’s degree in Civil Engineering from Lakehead University. He teaches courses in analysis and design of structures

and conducts research in areas related to extreme load events on buildings, such as blasts, impacts, and earthquakes.



... he tries to give students many opportunities to learn. ...

- computational labs**
- online content**
- in-person teaching**

To foster learning, he tries to give students many opportunities to learn. This includes the use of computational labs and online content to supplement in-person teaching. Students work individually and in groups to complete multiple deliverables

each week ranging from assignments and computational labs to online seminars. He finds this consistent but moderate workload encourages students to stay current on the course material and encourages participation in class.

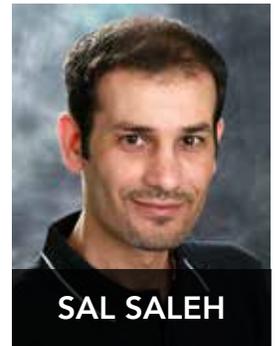
FACULTY & DEPARTMENTAL AWARDS

THE DR. BALASUBRAMANIAN EXCELLENCE IN TEACHING AWARD (ELECTRICAL & COMPUTER ENGINEERING)

Dr. Sal Saleh joined UNBF Electrical and Computer Engineering in 2011 and has taught 12 undergraduate and 5 graduate courses. He has also been instrumental in the development and/or improvement 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. This approach has been fruitful, as two UNB teams supervised by Sal have won the first prize of the IEEE Industry Application Society Myron Zuker Design Contest for 2016 and 2017.



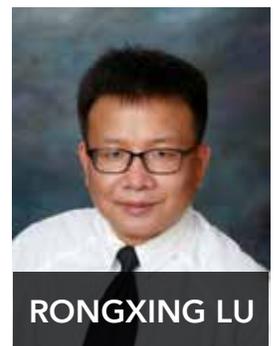
COMPUTER SCIENCE EXCELLENCE IN TEACHING AWARD

Dr. Rongxing Lu, PhD (University of Waterloo, SJTU), joined the UNBF Computer Science faculty in August 2016. He works in the areas of cybersecurity and cloud computing, and his research interests include IoT-Big Data security and privacy, privacy enhancing techniques, and applied cryptography. He has published extensively (with more than 10,500 citations and H-index = 49 from Google Scholar), and received several (Student) Best Paper Awards from IEEE Journals and conferences, including the most recent one - the 2017 Best Land Transportation Paper Award from the IEEE Vehicular Technology Society.

... (he) uses as many typical examples as possible to help students master important concepts.

The courses Rongxing teaches are quite technical, involving a large amount of information in both theoretical/mathematical analysis and practical programming. To teach effectively and deliver precise information concisely, Rongxing always prepares detailed lecture notes and shares them with students before class. During class, Rongxing uses Brightspace by Desire2Learn

to discuss each topic with students step-by-step in a very logical way, so that they can better learn through lots of interaction. After each class, Rongxing also provides additional lecture notes and encourages students to compare his additional notes with those they took in class, for a better understanding of the course content. Due to the nature of computer science courses, when teaching a new course, Rongxing always tries his best to convert a thick textbook into a thin one and uses as many typical examples as possible to help students master important concepts. Students find this teaching approach effective.



FACULTY & DEPARTMENTAL AWARDS

EXCELLENCE IN TEACHING AWARD (MECHANICAL ENGINEERING)

Dr. Mohsen Mohammadi is Assistant Professor of Mechanical Engineering at UNBF, Director of the Cognitive Performance Optimization Lab, and Director of Research and Development for the Marine Additive Manufacturing Centre of Excellence. He is a leader of several significant marine, defence, and aerospace projects. His research focuses on enhancing the mechanical, corrosion, impact, and fatigue properties of additively manufactured metals (aluminum, titanium, steels). It also involves 3D printed long fibre composites, metal matrix coatings, and ultra-light, high-strength metamaterials.

Teaching provides an opportunity to interact with leading thinkers of the future and to train the next generation of engineers and scientists.

Mohsen sees teaching as a vibrant, living process where, in the classroom every semester, one meets new young minds that can ask challenging and deep questions. Dealing with these challenges is what he values the most in teaching. Teaching provides an opportunity to interact with leading thinkers of the future and to train the next generation of engineers and



scientists. He provides real-life interpretations consisting of mathematical modelling, practical examples, and experimental evidence, with appropriate considerations for social and environmental impacts.

Dr. Mohammadi moves beyond the traditional textbook, markers and white board, adding other resources such as useful presentations, educational videos, and topic-by-topic lab sessions. Classes are not a place where only teachers talk, but also a place for group studies, which consist of intuitive questions and answers between the teacher and the students. In order to maintain this dynamic educational environment, group projects, quick quizzes, and assignments help students step forward from learning to exploring and make the learning process a more appealing experience.

FACULTY OF SCIENCE 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 11 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 thrives on trying different things some of which work well, some of which don't ...



FACULTY & DEPARTMENTAL AWARDS

FACULTY OF KINESIOLOGY TEACHING EXCELLENCE AWARD

Dr. Fred Mason is an associate professor in the Faculty of Kinesiology at the University of New Brunswick. His Master's research was in 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's research interests include:

- Sport in/and the media; media construction of gender, ethnicity and disability
- Sport in literature and film
- The history of disability sports, with links to medical history
- Running (ultrarunning) as sporting community and cultural practice.

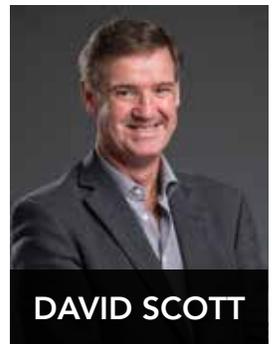


FACULTY OF KINESIOLOGY TEACHING EXCELLENCE AWARD

Dr. David Scott, professor in UNB's Faculty of Kinesiology, did his undergraduate work at the University of Ulster in Belfast, Northern Ireland where he graduated with a degree in Sport Science and with a teaching certificate. He then completed an MA in Sport and Exercise Psychology, an MA in Psychology, and a Ph.D. in Sport and Exercise Psychology at the University of Victoria.

His research focuses primarily on behaviour change and performance enhancement in sport and on the psychological benefits of sport and exercise. In the past three years, he has published 15 articles and abstracts in sport psychology and psychology journals as well as giving 30 national and international conference presentations.

David believes good teaching is about more than just being prepared. It's all about engaging his students through delivery and motivation. For him that delivery method is through storytelling. Storytelling is a strategy that helps his students remember, and most importantly, understand the lesson. Entertaining stories make it easier for his students to reflect on the lessons, and catch his enthusiasm.



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FACULTY & DEPARTMENTAL AWARDS

FACULTY OF LAW TEACHING EXCELLENCE AWARD

Vokhid Urinov joined UNB 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).

Dr. Urinov researches international tax regimes such as automatic exchange of tax information, base erosion and profit shifting, and transfer pricing issues. He has published in the *Bulletin for International Taxation, Law, Social Justice & Global Development Journal*, and *International Bureau of Fiscal Documentation* publications.

Vokhid's passion for teaching comes from his never-ending curiosity. "I learn something new every day, every class, and from every interaction with students." Intellectual curiosity has helped him make classes more engaging and informative, and to nurture student interest in a manner that is relevant and meaningful to them. He also challenges students to see if they have fully understood the material and what to do with it.

Vokhid uses many teaching methods: class discussions, group research projects based on hypothetical cases, online discussions, student presentations, and actively learning by doing and really thinking about the concepts and their relevance to students' lives.

Teaching is about simplifying the complex. When facing a 3,000-page statute and countless related court cases, students are helped when shown that the subject is not as complex as feared if they know the fundamentals upon which the law was built.

CETL VISITING SCHOLAR

Dr. Donna Bulman obtained her PhD from the University of Nottingham in 2004. She has worked at UNB since 2008 and is currently an Associate Professor in the Faculty of Nursing, UNB Fredericton. Her application to the CETL Visiting Scholar Program was motivated by her desire to deepen her own understanding of the role of reflective learning, reflective practice, and reflexivity within pre-registration nursing education. As well, Donna wished to develop specific tools that would help nursing students engage in reflective practice. This is critical as reflective practice has been mandated as a Standard of Practice by regulatory bodies in New Brunswick and other Canadian provinces.

The Visiting Scholar Program far exceeded Donna's expectations. She had the opportunity to work with Bev Bramble, Instructional Designer on a daily basis. He was instrumental in helping Donna develop a variety of teaching tools based on evidence-based pedagogical principles. Nancy Wood, in the Media Lab assisted in the final production of these tools. Additionally, by working with Emily Clark and Kevin Cormier, Instructional Technology Specialists, Donna was exposed to a variety of different technologies that will enhance the classroom experience of her students as well as increase her ability to use video as a medium for knowledge translation.

Donna feels grateful for the opportunity to be a visiting scholar at the Centre for Enhanced Teaching and Learning and highly encourages others to take advantage of this unique opportunity.



CHANGE ONE THING CHALLENGE

Anyone who cares about their students is constantly pondering how to help them learn more deeply and/or how to help them be more motivated to learn. Sometimes we dive in and do a complete restructuring of a course (e.g. turning a lecture course into a problem-based learning course, or flipping the class) but more often we come up with smaller changes and our courses improve as a result of an accumulation of small, inspired modifications.

We often hear about the big changes but seldom about the little things, even though these can make a big difference and are easier to implement. The Change One Thing Challenge challenges you to think about what changes you have made recently to increase learning in your courses or to improve students' attitudes toward learning in your courses.

Winners of this challenge win \$700 to pay for part of the cost of attending a Teaching & Learning conference or workshop. Three prizes are awarded.

PHILOSOPHY DEPARTMENT, FREDERICTON

Dr. Jason Bell is assistant professor of philosophy at the University of New Brunswick, Fredericton. He has taught in the graduate program at the Higher Institute of Philosophy at the Katholieke Universiteit Leuven in Belgium, at Vanderbilt University, and at Mount Allison University. He has served at the University of Göttingen in Germany as Fulbright Professor, as scholar-in-residence at Boston University, as Onderzoeksfonds Research Fellow at the Husserl Archives-Leuven, and as d'Alzon Fellow at Assumption College. He was awarded the doctorate in philosophy at Vanderbilt University.



Change Made: Interviews, Ethics & Discourse

The one thing that he changed was to ask each of his ethics students to come to his office in the first two weeks of class for a brief “interview” of about 15 - 20 minutes. This was ungraded, but nearly all students did come by. He asked questions about where students were from, what their high school experience was like (of freshmen), what their professional experiences had been like (particularly for non-traditional students, and for those working their way through college) why they chose UNB, why they chose their majors (or what they are thinking about studying if undecided), what classes they have enjoyed, and future plans after college. He took some brief notes to help connect names, face, and purposes in study so that he could build upon these in the semester’s teaching. At the end of our conversation, he told students “Now you know where my office is, and you are welcome to come by and see me anytime!”

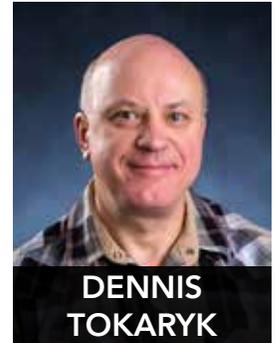
CHANGE ONE THING CHALLENGE

PHYSICS DEPARTMENT, FREDERICTON

Dr. Dennis Tokaryk, BEng (Saskatchewan), PhD (U. of Guelph), is a Professor of Physics at UNB Fredericton and teaches courses at all levels, both undergraduate and graduate.

The Change Made: Using Perusall, a Web-based Management System for Course Readings

Dr. Eric Mazur (Harvard) has a long-standing reputation as an innovator in Science education. He has spearheaded Perusall - a system for a professor to distribute textbooks, notes, articles, etc. in an electronic format. Students are assigned the readings for specific days. So far, not a very different system from Brightspace by D2L. The novel component here is the ability (and requirement) for students to highlight parts of the text, and to make comments as they read, to ask questions when they don't understand some of the text, and to respond to comments or answer questions posted by other students. The comments are tagged to specific sections of the text so the reader has an immediacy that is lost on a conventional discussion board forum. And I can monitor whether students have done the readings based on their comments - and give my own!



**DENNIS
TOKARYK**

ENGLISH DEPARTMENT, SAINT JOHN

Dr. Sandra Bell is a Professor of English at UNB Saint John. She teaches introductory and upper level courses in sixteenth and seventeenth century literature, drama, and Shakespeare courses (Shakespeare and Pedagogy). She has taken students to London as part of UNB's Travel Study program three times. A number of her courses connect students with the local theatre and teaching communities to provide practical learning experiences.

Sandra is also active in theatre in the Saint John community; she is on the Board of the Saint John Theatre Company, and has written, directed, and acted in plays. She also helped establish the Fundy FRINGE Festival in 2013.

Change Made: Community Connections: Class without Walls

This course focuses on two Shakespearean plays, and possible ways of teaching elements of those plays to high school level students. Previously, assessment was based on in-class simulated teaching situations, where students taught their peers. In Winter 2016, she decided that for the final project, students would teach one class in a high school setting. They could teach 25 minutes by themselves (2 students would fill the hour, one after the other), or 50 minutes in a team of two. Sandra arranged several visits to several local high schools, and all students in her class actually taught high school students an element about a specific play the class was reading. She observed and assessed their teaching.



SANDRA BELL

CONGRATULATIONS TO ALL OUR UNB SAINT JOHN AWARD WINNERS 2017:

Arts: Gary Worrell (Social Science), Sandra Bell (English)

Science, Applied Science & Engineering: Hope Alderson (Mathematics and Statistics),
Meaghan Flecknell (Nursing & Health Sciences), Owen Kaser (Computer Science), Moira Law (Psychology),
Lucy Wilson (Biological Sciences)

Association of Professional Engineers and Geoscientists of New Brunswick's Outstanding Educator Award:
Dale Roach, Engineering



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CONGRATULATIONS TO OUR 2017 NOMINEES FOR THE ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

Fredericton Campus:

Kaveh Arjomandi (Civil Engineering), Katherine Barclay (Biology), David Bedford (Political Science), Cindy Brown (History), Muriel Chaput (French), Alexandra Cogswell (Education), Sarah Crymble (Education), Ghislain Deslongchamps (Chemistry), Nancy Doiron-Maillet (Nursing), Jonathon Edwards (Kinesiology), Katy Haralampides (Civil Engineering), Craig Harding (Education), Eric Hildebrand (Civil Engineering), Joanne Hinton (Business Administration), Mark Hirschhorn (Education), Marilyn Hodgins (Nursing), Kathleen Hughes (Psychology), Hsin-Chen Lin (Business Administration), Alan Lloyd (Civil Engineering), Shawn MacLellan (Biology), Ted McDonald (Economics), Jeff McNally (Business Administration), Thomas Mengel (Renaissance College), Jamie Miles (Chemical Engineering), Joseph Nocera (Forestry & Environmental Management), Janine Olthius (Psychology), Eben Otuteye (Business Administration), Brent Petersen (Electrical & Computer Engineering), Steve Pierce (Education), Roxanne Reeves (Renaissance College), Valerie Reeves (Chemistry), Ellen Rose (Education), Mahin Salmani (Math), David Scott (Kinesiology), Kripa Singh (Civil Engineering), Leslie Smith (Arts), Kelly Scott-Storey (Nursing), Maryhelen Stevenson (Electrical & Computer Engineering), Nathan Thompson (Renaissance College), Lisa Todd (History), Maria Costanza Torri (Sociology), Adrian Tronson (Classics & Ancient History), Suzanne Tucker (Business Administration), Jessica Webster (Nursing), Ronald Weed (Philosophy), Sally Wells (Law), Martin Wielemaker (Business Administration), Bruce Wilson (Civil Engineering)

Saint John Campus:

Jasmine Alam (Business Administration), Jason Alcorn (Business Administration), Hope Alderson (Math), Tim Christie (Philosophy), Terrence Conrod (Business Administration), Christopher Doran (Social Science), Daniel Downes (Social Science), Osama El-Temtamy (Business), Joseph Galbo (Social Science), Aaron Granger (Chemistry), Wayne Hansen (ICS), Moira Law (Psychology), Fatima Loutfi (French), Dana Manzer (Nursing), Hepzibah Munoz Martinez (Political Science), Kathleen Mawhinney (Nursing), Rebecca McKay (Math), Phil Munz (Stats), Dale Roach (Science & Engineering), Margaret Anne Smith (English)

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