

# CELEBRATING

## TEACHING & LEARNING EXCELLENCE AT UNB



## 2018 TEACHING AWARD WINNERS

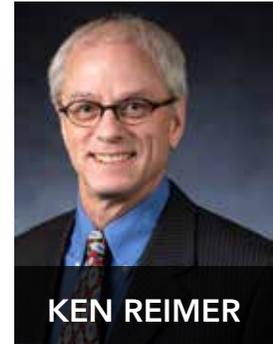
## WELCOME TO THE 2018 EDITION OF "CELEBRATING TEACHING & LEARNING EXCELLENCE AT UNB"!

Welcome to the 2018 edition of "Celebrating Teaching & Learning Excellence at UNB". Hundreds of UNB's faculty members have been nominated for teaching awards in various UNB-wide, and faculty award programs. Out of the hundreds of nominations, this year we are pleased to introduce a new cohort of award winners. Excellent teaching is a proud tradition at UNB, and these award winners are part of this great tradition.

These faculty members are rewarded by seeing students who are engaged in learning and motivated to go deeper into the course materials. These award winners are from across the university, from 11 different faculties, and include experienced teachers as well as some with less than five years of teaching.

The award winning teachers here are all unique and bring different approaches to their teaching, plus they all go beyond what we recognize as good teaching. For example, you will read about: taking time with students outside the classroom, memorizing student names, classes starting with a question or challenge, mentoring students, student-centred learning, sharing enthusiasm, bringing something of yourself, creating pathways, creating a safe learning environment, providing real-life interpretations, fostering a growth mindset and sharing passion.

Please join me in congratulating these inspiring excellent teaching award winners.



KEN REIMER



# KALEIDOSCOPE

## 13TH ANNUAL KALEIDOSCOPE TEACHING SHOWCASE

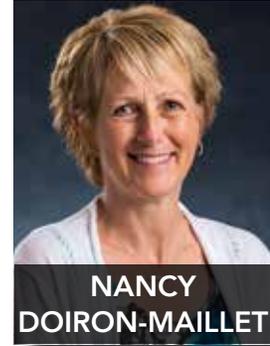
Friday, December 7th from 8:30 - 12:30 in Marshall d'Avray Hall, Room 261

CETL hosts an annual teaching showcase in Marshall d'Avray Hall which brings together faculty members, instructors, graduate teaching assistants and others interested in enhancing the learning experience of UNB students. **The 13th Annual Kaleidoscope** will follow the same format as previous years; offering concurrent sessions for each time slot throughout the morning. We'll be bringing back the "poster session" as well.

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

## NEIL SCOTT EDUCATIONAL LEADERSHIP AWARD

Nancy Doiron-Maillet, a registered nurse and UNB alumna, is a Senior Teaching Associate at UNB's Faculty of Nursing who has been teaching nursing undergraduates for 27 years in both clinical and classroom settings. To her, sharing her passion for nursing with students and helping them gain knowledge and confidence in their field is fulfilling and rewarding. She values the uniqueness and determination of each student. Nancy also emphasizes the importance of developing the inner desire to reach beyond minimal competence and strive for excellence.



Nancy was Coordinator of the Advanced Standing Program for many years and was vitally involved in the transition of the Moncton campus to ASP-only. At that time, she conducted workshops and presentations on the unique challenges of teaching advanced standing students.

Within her role as Faculty of Nursing Teaching and Learning Coordinator she communicates regularly with her colleagues about the importance of striving for excellence as UNB teachers. This communication includes distributing helpful teaching and learning scholarly articles by email, a monthly newsletter 'Thoughts on Teaching and Learning', and face-to-face sessions about the importance of aiming for and developing strategies to support excellence as UNB teachers.

**She constantly challenges people to consider why we do things the way we do and to consider if there is a better way.**

Even before Nancy filled this role, she conducted workshops and presentations on effective ways of providing student feedback and how to design and use grading rubrics and was always called upon to present at the Nursing Faculty Orientation and Curriculum Days. She constantly challenges people to consider why we do things the way we do and to consider if there is a better way. As Chair of the NCLEX (National Council Licensure Examination) Committee, she advocated for, designed and implemented interventions to support students and faculty while working with regulatory bodies and stakeholders to determine if the NCLEX was in the best interests of Nursing students in New Brunswick.

This year, she was part of the UNB Teaching Resources Network, a pilot project to create a network where instructors can share resources and information about effective teaching and learning. Nancy is recognized as a "go-to person" for teaching and learning. Her leadership style is to approach mentoring as a conversation between equals, rather than as an expert dispensing wisdom, an approach that has earned her great respect.

Nancy influences policy development at the Horizon Health Network as the Nursing Council educational representative and as a member of the Regional Nursing Standards and Policy Committee.

"Interacting with teachers across campus who truly care about the success of our students and our programs is very energizing," Nancy says. "We are richer as teachers when we share experiences with one another."

## UNIVERSITY TEACHING SCHOLAR

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



FRED MASON

As sports historian, Fred's research has been on people with disabilities and various types of therapies, physical and otherwise; and medical discourse and things doctors say in general about people with disabilities, from the late 1800s to the early 1900s. As sports sociologist, most of his research has been media-related, looking at the representation of gender, multiculturalism, and disability in various types of sports media. Fred has also researched sports media and film, including a focus on what science fiction writers say about where the future of sports may be headed. For the last few years, Fred has been researching ultrarunning in Canada. Ultrarunners run much farther than the marathon distance—from 50 kilometers or miles to 100 kilometers or miles; or timed races of 6, 12, 24 or 48 hours where the farther you go is the name of the game. That research has been ethnographic, almost anthropological in nature, in terms of immersing himself in the culture. The focus is on ultrarunners' backgrounds, how they got into running, why they continue to stay involved with it, and how it impacts their lives. It also considers the ways in which the popularization and commercialization of ultrarunning over the last few years has changed the experience.

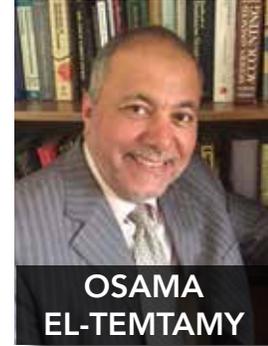
**... most of his research has been media-related, looking at the representation of gender, multiculturalism, and disability in various types of sports media.**

For his research as a University Teaching Scholar, Fred is conducting projects that explore student performance and preferences on written exams. One part is an assessment of writing styles on a large collection of previous student exams to see how many print answers by hand, write in cursive, or do something in-between, because there are implications of each style for writing speed, content quality and cognitive processes. He is also conducting focus groups with students in different years on their preferences for handwriting or keyboarding exams and conducting reflective interviews with upper-year students on their experiences with "open-book, open-web" examinations. The biggest project will involve students in his first-year sport history class who will be given options to write or keyboard exams, and then some will be transcribed into the other format. This will compare student performance under different conditions and consider whether evaluations by teaching assistants differ based on the written style. On these topics, there is contradictory evidence in the literature, so hopefully this will help bring some clarity, or at least help him understand his students better.



## ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

Dr. Osama El-Temtamy came to UNB Saint John in September 2016 from Zayed University in the United Arab Emirates, where he worked (consecutively from 2001-2016) as Assistant Professor, Associate Professor, Assistant Dean and Associate Dean. At UNB Saint John his teaching duties included both undergraduate and graduate MBA courses in managerial and intermediate accounting. As of July 1, 2018, Osama moved on to start a new position at Mount Royal University in Calgary, Alberta. Osama earned his doctorate in Economics and Accounting Information Systems from Middle Tennessee State University in 1995, a Master of Science in Accounting from the University of New Haven in 1992, and a Bachelor of Science in Finance from University of Louisiana at Lafayette in 1988.



OSAMA  
EL-TEMTAMY

Osama has won many awards in his career, including but not limited to the Outstanding Faculty Award at Zayed University in 2005, 2009, 2013 and 2015. He brings a wealth of professional experience into the classroom which is highly valued and appreciated by his graduate and undergraduate students as evidenced by his SOS scores, which are always above the faculty average. His pre-academic professional experience includes six years with PricewaterhouseCoopers, Toronto and most recently he was seconded to the Ministry of Presidential Affairs in the United Arab Emirates for six months as an external consultant in the ministry's internal audit department to develop their internal audit manual and annual internal audit plan.

"I believe teaching is a very honorable profession. In high school, I was taught that Prophet Mohammad (peace and blessing be upon him) said: 'When a man dies, his deeds come to an end except for three things: ceaseless charity, a knowledge which is beneficial and a virtuous descendant who prays for him.' Every time I enter my class, I remember this teaching and I do my best to teach my students useful knowledge which they can use for the betterment of themselves and mankind and I, in turn, earn ceaseless good deeds every time that knowledge is applied even after I am far gone."

To that end, Dr. El-Temtamy puts a lot of effort into preparing his lectures by including examples, drawn from his professional experience, of companies which are relevant to his students. His lectures usually start with a business question or a challenge and after an engaging discussion aimed at solving that problem, he introduces the relevant academic concept which is meant to solve it. Eventually his students formulate a solution using what he taught them. This way students are engaged in the discussion and in formulating a solution which by the end of the lecture, hopefully, they can appreciate, remember and apply in their professional and daily lives.

**"...I do my best to teach my students useful knowledge which they can use for the betterment of themselves and mankind..."**



## ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

Jessica Webster is a senior nursing instructor on UNB's Fredericton campus who got her inspiration to teach from her passion for nursing. In 2008, Jessica joined UNB as a nurse clinician, primarily teaching in the clinical setting, adding classroom teaching in 2015. Ms. Webster has received nominations for the Allan P. Stuart Award for the past three years.

"I recognize how busy students are, particularly toward the end of term, so for multiple students to take the time, thought and energy to complete the nomination process feels like a tremendous gift to me," she says.

Jessica also won the Faculty of Nursing's first-ever Teaching Excellence Award this year, based on nominations from students and faculty. Nominators described her as welcoming, approachable and enthusiastic, as well as caring deeply about students and their education.

For the past 19 years, Jessica has been a perinatal nurse working in the areas of reproductive and sexual health.

"I absolutely love perinatal nursing and supporting young families' health. Over the years I have consistently sought out opportunities to expand my knowledge and understanding as the best available evidence changes over time," she says.

Jessica endeavors to create a safe learning environment for her students and tries to cultivate genuine connections with each student and colleague she encounters.

"I believe I have a responsibility to model my passion for learning. I make a point to always speak positively about my education with students. Even when acknowledging how challenging it is, I intentionally phrase it in a way to recognize the true gift that is learning."

Jessica uses several teaching strategies to engage students in learning, including instant-feedback technology, multimedia platforms and learning management systems. She provides vivid examples from her clinical practice, using case scenarios for students to understand the information through application in a nursing context.

Through discussions and reflective activities, Jessica helps her students establish deeper understanding of course topics and what they will mean for their developing nursing practice.

**Jessica uses several teaching strategies... instant-feedback technology, multimedia platforms and learning management systems.**

In addition to teaching, for the past four years she and UNB's Global Learning and Engagement coordinator Veronica McGinn have supported students completing a 90-day international internship in Malawi. Funded through the Queen Elizabeth Diamond Jubilee Scholarship fund, the two have developed partnerships in Malawi to increase opportunities for UNB nursing students to work with Malawian nursing students, nurses and midwives assisting in a variety of capacities supporting maternal-child and family health.

"The opportunity to live, work and learn in the beautiful developing country known as 'the warm heart of Africa' provides an exceptional and truly transformative learning opportunity for our students, which I feel very fortunate to facilitate," says Ms. Webster.

Above all, she works to get to know the people in her class and encourages them to share their knowledge with her.

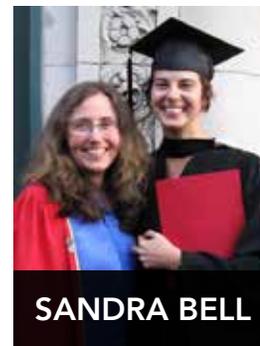
"While I may be the person leading the class with most knowledge on a particular subject, every class is full of individuals who bring a lifetime of unique experiences and knowledge which can benefit everyone else in the room, including myself."



## TEACHING INNOVATION AWARD

**D**r. Sandra Bell is a Professor of English at UNB Saint John. She teaches introductory courses, and upper level courses in sixteenth and seventeenth century literature, as well as theatre. She is signed up for her fourth Travel Study Program to London. Sandra is Vice President of the Saint John Theatre Company, is on their Education Committee, and has written, directed, and acted in plays. She also helped establish the Fundy FRINGE Festival in 2013. Sandra has previously received UNB's Neil Scott Educational Leadership Award, UNB Saint John's Arts Faculty Award and the Allan P. Stuart Award for Excellence in Teaching.

Sandra's teaching goal is to make the subject matter and skills learned in her classes as relevant and immediate as possible. She uses her community connections to develop projects that require students to apply what they have learned in very direct ways: in ENGL 3902 Drama Production, students work backstage on a Saint John Theatre Company production; in ENGL 3801 Script into Performance, the "classroom" is the BMO Studio at the Saint John Theatre Company, and students' final project is a performance of Shakespearean scenes and monologues in local high schools and for the general public; and in ENGL 3104 Shakespeare and Pedagogy, her students teach a component of a Shakespeare play in high schools. These courses are central in fulfilling her main goals of engaging students in the material, promoting active learning, and providing assessments that make the course relevant. They also promote UNB in the community.



SANDRA BELL

## TEACHING INNOVATION AWARD

**D**r. Alan Lloyd, BEng (Lakehead); MAsc, PhD (Ottawa), is an assistant professor in the Department of Civil Engineering. He teaches areas of structural analysis and design including statics, dynamics of structures, and structural steel design. His research focuses on the response of buildings to extreme and rare loads such as impacts, blasts and earthquakes. He has twice received the Eric Garland Excellence in Teaching Award in Civil Engineering.

Alan brings modern technology to the classroom whenever possible. Through the support of the UNB Teaching Priority Fund, he incorporated the results of experimental testing of structural steel components into his labs, coursework and assignments. This testing used modern optical measurements to allow students to visualize complex response modes of the material and demonstrate the principles being taught in the course through a visual medium. His public posting of video records of lectures and comprehensive examples is widely used by students to supplement their in-person learning. Each year he mentors a group of fourth year students through a comprehensive design and build process of a scaled steel bridge. These students complete competitive individual designs followed by group design and optimization of the final bridge. They then build the approximately 7m long bridge in the lab to withstand over two tonnes of load. Through this process they learn valuable skills relating to iterative design and the difference between what they put on paper and what can actually be built.



ALAN LLOYD

## CONGRATULATIONS TO ALL OUR AWARD WINNERS!

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

**[WWW.UNB.CA/CETL](http://WWW.UNB.CA/CETL)**

Thank you to the faculties and departments who provided information about their award winners to be included in this publication. We also congratulate Chemical Engineering's **Gold Apple Award** recipient, Francis Lang.

## UNB STUDENT UNION EXCELLENCE IN TEACHING AWARD

**D**r. 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 teaches first year chemistry and developed a new first-year course for Forestry and Environment & Natural Resources students, Introduction to Environmental Chemistry. This is Val's second time receiving this award, and she also received the Allan P. Stuart Award for Excellence in Teaching in 2017 and the Faculty of Science Excellence in Teaching Award in 2013.



**VALERIE  
REEVES**

"In trying to be an effective teacher, one approach I always consider is to remember what it was like to be a student myself. As a result, I am concerned not only with my students' progress, but also with their well-being. I do my best to create a safe, friendly and positive learning-centered environment, where a student can feel comfortable asking questions, seeking help and speaking up. Being energetic and enthusiastic about the material that I am sharing with students is also important to me, as I find it motivates students to be enthusiastic about the material, as well. I love chemistry and I like to share that passion with my students. Naturally, I hope that they, in turn, will be excited about chemistry and all of the possibilities that studying chemistry provides!"

**"...I am concerned not only with my students' progress, but also with their well-being."**

Val encourages new instructors 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."

## MBA SOCIETY PROFESSOR RECOGNITION AWARD

**D**r. 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.



**JOSEPH  
ABEKAH**

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 NURSING TEACHING EXCELLENCE AWARD

Jessica Webster has been a practicing perinatal nurse in reproductive and sexual health since 1999. She has been teaching with the Faculty of Nursing since 2008, first as a Nurse Clinician and more recently as an Instructor. Three themes run through Jessica's teaching and learning: safety, authenticity, and role modeling.

Jessica creates a safe environment in which students feel comfortable sharing thoughts, questions and concerns; questioning closely-held assumptions; and trying things out and learning from the experience. She frequently "checks in" with students and invites them to meet with her outside of class time to address any challenges they're facing. She makes students feel comfortable as they do assessments that require the demonstration of skills.

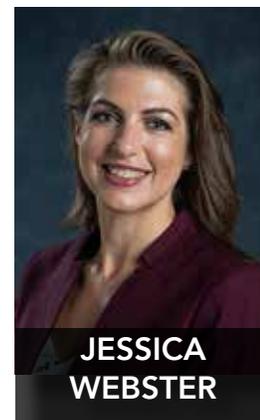
Jessica strives to be authentic by being herself as a person and instructor, and by providing authentic, meaningful learning. She uses a variety of methods, many outside the comfort

**Jessica creates a safe environment in which students feel comfortable sharing thoughts, questions and concerns...**

zone of her preferred learning style. When

that happens, she admits it to students, so they see her human side. Jessica draws on years of nursing experience to create case studies and scenarios based on real events to help students master thinking and acting as nurses.

Jessica believes it is her responsibility to model unwavering professionalism in the workplace and in all interactions with students. She speaks only positively about her education, even while acknowledging its challenges, and shows her passion for nursing. She encourages students to ask questions and praises them when they have questions for which she does not have a quick answer. She welcomes opposing opinions and suggestions and uses them as opportunities for ongoing discussion.



**JESSICA  
WEBSTER**

## FACULTY OF ARTS TEACHING AWARD - PART TIME

Neil Cole teaches tutorials in the Faculty of Arts' flagship course, The Development of Western Thought, often known simply as "Arts 1000." Neil was an Arts 1000 student himself in 2002-2003, so he understands many of the experiences of his students - both the challenges and the excitement. He uses this experience to relate to his students and support them.

Neil fosters perseverance and a growth mindset through assignments and class activities that explore the surprisingly large number of the concepts throughout history that are still relevant today. Neil also helps students develop academic skills that benefit their entire university experience, not just his tutorial. These include reading comprehension skills, analytical skills, and in-class engagement.

Neil supports students as they develop personal, professional, and academic skills drawn directly from their course material. His hope is that students will identify what they value most and how they can make a positive contribution to the world.

Neil is convinced educators must know their students—who they are, what they value, what motivates them—and connect those to interesting and relevant learning opportunities.

The value of his approach is apparent in these student comments:

- "If it hadn't been for Neil, I would have quit, but he assured me that he would work with me to get rid of the fear and anxiety I faced."
- "Neil has made my attending university more enjoyable and makes me want to do better."
- "He makes his students feel comfortable enough to ask questions and speak their mind freely."



**NEIL COLE**

## FACULTY OF ARTS TEACHING AWARD - FULL TIME

**D**r. David C. Hofmann joined the UNB Sociology department in 2016. His research is on terrorist risk and threat assessment; charismatic leadership within terrorist groups; far-right and anti-government movements in Canada; hate crimes in Canada; and modeling the fragmentation of trafficking networks upon removal of key actors and leaders. David is a research fellow with the Gregg Centre for the Study of War and Society, and a senior research affiliate with the Canadian Network for Research on Terrorism, Security, and Society (TSAS).



DAVID  
HOFMANN

“My goal is to get students invested in their education and to relish their personal growth. To accomplish this, I recognize that instruction is a multi-layered relationship. Deep learning does not occur solely from straightforward lectures, but through complementary student-centered learning strategies that involve a healthy mix of discussion, peer instruction, and critical thinking.”

His approach is captured in the acronym **S-P-A-D-E**:

- **Student Centered Learning:** engaging students in novel activities to master analytical skills and understand abstract or difficult concepts. He often employs case studies and encourages students to collaborate to form opinions or solve complex problems.
- **Preparedness:** always taking time to verify the lesson plan, ensuring that all the learning objectives will be met, that expectations are clear, and all relevant pre-class material is available.
- **Accessibility:** “I encourage students to engage with me outside of lecture times, and actively cultivate an approachable persona.”
- **Deep Knowledge:** using a mix of formative and summative evaluations to gauge student comprehension. A favorite formative technique is asking a multiple choice or short answer question about halfway through a class via Poll Everywhere and using the results to adjust the lesson as needed.
- **Enthusiasm:** “I actively attempt to exude a dynamic and excited aura when teaching, hoping that my students will relate to the course material in a similar manner.”

“...I recognize that instruction is a multi-layered relationship.”

## FACULTY OF KINESIOLOGY TEACHING EXCELLENCE AWARD

**D**r. David Scott, Associate 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. This is his fourth time to receive this award.



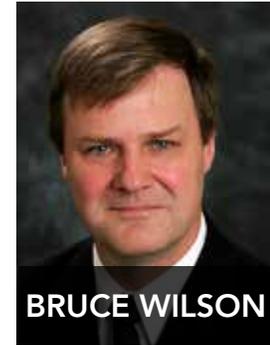
DAVID SCOTT

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.

## THE ERIC GARLAND EXCELLENCE IN TEACHING AWARD (CIVIL ENGINEERING)

Dr. Bruce Wilson holds a Ph.D. in Civil Engineering from McMaster University, and Bachelor's and Master's degrees from the University of Toronto. He started at UNBF Civil Engineering in 2001. He is currently teaching second year engineering students at the Royal University of Bhutan while on sabbatical leave and hopes to bring back some lessons



BRUCE WILSON

**(His) teaching philosophy is “teach unto others as you would have them teach unto you.”**

from that experience.

Upon his return he will also resume his duties as the Director of Undergraduate Studies for the department.

Bruce has considerable private and public sector consulting experience in waste reduction, recycling and composting projects across Canada, the United States and Europe. In addition to the foregoing, his research interests also include municipal infrastructure and probabilistic and statistical modelling. He has an extensive list of publications in these areas. Bruce is highly regarded by colleagues and students alike, and this is the second time he has received this award. In his teaching, he works through problems with students so he can understand their thought processes, in order to better adjust explanations, demonstrations and resource materials to fit their needs.

Bruce's teaching philosophy is “teach unto others as you would have them teach unto you.” In practice, this translates into treating students like competent adults and trying not to bore them.

## FACULTY OF KINESIOLOGY TEACHING EXCELLENCE AWARD

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



FRED MASON

Fred tries to bring some of himself, some of his own personality to classes. “Most of us can bring our own research into the classroom as examples - it will be something that you know inside out, and which will communicate your passions in the academic world. If possible and appropriate, you could also tell stories drawing on some of your life experience. For example, when I talk about violence in sport and how teams often establish their own norms, I discuss my high school basketball team and how I, too, got caught up in negative group behaviors. Rather than it just being an exercise in navel-gazing, such examples humanize you to the students, and give a narrative hook on which to hang course content.” If the “something of yourself” you bring to class has pedagogical purpose, it will be appreciated by students.

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

**D**r. Brent Petersen is an Associate Professor in the Department of Electrical and Computer Engineering and has been at UNB since 1997. He has taught courses in electronics, computer networking and security, electromagnetics, wireless communications, and adaptive signal processing.

Brent thinks clear expectations help with teaching, which is reflected in the length of his 20-page course outlines. He credits his high-school English teacher for giving good advice about speaking in public: “Tell them what you are going to tell them. Tell them. Then, tell them what you told them.” Brent also incorporates engineering students’ desire to build systems into his course design by including engineering design projects. It is more work than teaching only engineering science but is more useful to them. His students enjoy engineering design if the project workload is reasonable, given all the other academic work they do.

Contrary to conventional wisdom, forgetting is an important part of learning. Brent models this by trying to remember student names. One must actively practice remembering by interacting; by contrast, passively watching YouTube videos is not learning because the information flow is one way.

**Contrary to conventional wisdom, forgetting is an important part of learning.**

To add some variety to active learning activities, Brent introduced amateur radio exams in one undergraduate laboratory and students find it significant to get a Canadian Government proficiency certificate in the middle of the term. Also, for the past five years, he organized a radio contest where for 24 hours, faculty, alumni, staff and students from across campus use the Robert J. Collier VE9UNB Memorial Radio Station to make as many radio contacts as possible.



**BRENT  
PETERSEN**

## FACULTY OF SCIENCE EXCELLENCE IN TEACHING AWARD

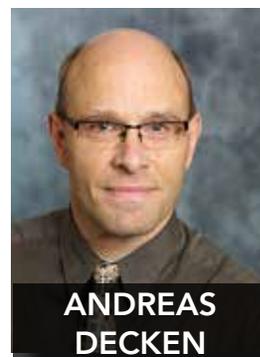
**D**r. Andreas Decken joined the UNB Chemistry department in 1995. He completed his undergraduate degree from the University of Duisburg-Essen, Germany and, after coming to McMaster on a student exchange program, returned to “MAC” to do his PhD. His research involves the determination of molecular structures of small organic and inorganic molecules employing X-ray crystallographic techniques which he uses to attempt to find potential anti-cancer drug candidates and materials for organic cell batteries and hydrogen storage.

At UNB he initially taught upper year chemistry labs and more recently has been involved in first year chemistry labs and in teaching Science 1001, an academic skills course for students coming from high school. Andreas finds that the most important teaching happens outside of the classrooms and labs, either in his office, the hallways or anywhere else he encounters students. His students call it “unconventional teaching.” Andreas finds

**His students call it “unconventional teaching.”**

that combining teaching scientific concepts with helping students dream about their future is the most enjoyable part of his position, as much as building deep mentoring relationships that often last long after graduation.

You can find Andreas several times a week holding the door open to students entering MacLaggan for their first lecture of the day.



**ANDREAS  
DECKEN**

## COMPUTER SCIENCE EXCELLENCE IN TEACHING AWARD

Dr. Panagiotis (Panos) Patros is currently a Lecturer in Software Engineering with the Department of Computer Science at The University of Waikato in Hamilton, New Zealand. He joined UNB and the UNB/IBM Centre of Advanced Studies-Atlantic in September 2012, where he first completed his MCS in 2014 and subsequently his PhD in July 2018. Panos' research under the supervision of Dr. Kenneth B. Kent on the performance modeling and improvements of multitenant clouds resulted in multiple academic publications, invention disclosures and patents in addition to the 2016 IBM CAS "Project of the Year" award. While a UNB graduate student, Panos taught five Computer Science courses as an Academic Contract Instructor, from first-year programming to fourth-year computer graphics.



Panos finds teaching a deeply rewarding experience:

"I am excited seeing my students improving and eventually being successful in subsequent steps of their careers! My prior seven years' experience as an academic CS tutor taught me a lot: first, I learned the material more in depth, which dramatically improved my delivery capacities. Second, I learned how to lecture according to the needs of the students, both in terms of revisiting material and switching ways of explaining a topic."

**"... I learned how to lecture according to the needs of the student,..."**  
**... the most important attribute a lecturer requires is being able to engage with students...**

Panos is convinced that hands-on experience is crucial for succeeding in computer science—a course should be designed with a "get-things-done" philosophy. He is convinced that the most important attribute a lecturer requires is being able to engage with students:

"I am always trying to add a bit of humor in my class as well as empathize with the struggles my students are facing."

## FACULTY OF LAW TEACHING EXCELLENCE AWARD

Professor Norman Siebrasse joined UNB Law in 1993. He currently teaches Intellectual Property Law, Commercial Law, Remedies, and Patent Law. His research focuses on patent law, particularly pharmaceutical patent law, patent remedies, and the intersection of intellectual property law and commercial law. His blog 'Sufficient Description' comments on recent Canadian patent law cases and is widely read by lawyers practicing in that area. His writing, including his blog, is regularly cited by Canadian courts.



Professor Siebrasse believes that we should provide students with the tools to practice law a year or two from now, when they first graduate, but also ten or twenty years from now, when the legal landscape will have changed dramatically. Consequently, he believes that research and teaching are complementary, and places equal emphasis on teaching legal rules and the policy rationale underpinning those rules. He engages students by asking direct questions individually, but without pressure to get the 'right' answer, or even to answer at all – "I pass" is always an acceptable answer. Some questions are easy, to give confidence in speaking up, and some are impossible, to make it clear that a thoughtful answer is more important than a quick answer. He believes substantively weak answers are pedagogically the most valuable, as they provide a platform for more discussion. Rather than correcting the answer, he asks, "What is the counter-argument?" to encourage students to understand all sides of the issue.

Norman finds that UNB Law students are equally motivated by a desire to learn practical skills useful for their future practice, and by pure intellectual curiosity. He finds them a pleasure to teach.

## EXCELLENCE IN TEACHING AWARD (MECHANICAL ENGINEERING)

**D**r. Mohsen Mohammadi is an Associate Professor of Mechanical Engineering at UNBF and Director of Marine Additive Manufacturing Centre of Excellence. He is a leader of several significant marine, defence, and aerospace projects on metal 3D printing. His research focuses on enhancing the mechanical, corrosion, impact, and fatigue properties of additively manufactured aluminum, titanium, and steels. It also involves 3D printed long fibre composites, metal matrix coatings, and ultra-light, high-strength metamaterials.

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 Mohsen 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 in the classroom consisting of mathematical modelling, practical examples, and experimental evidences, 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

**Classes are not a place where only teachers talk, but also a place for discussion...**

for discussion generated from intuitive question-and-answer between the teacher and the students. Group projects, quick quizzes, and assignments help maintain this dynamic educational environment in which students move from learning to exploring, making the learning experience more appealing. Dr. Mohammadi received this award last year as well.



**MOHSEN  
MOHAMMADI**

## FACULTY OF BUSINESS ADMINISTRATION EXCELLENCE IN TEACHING AWARD

**D**r. Jane Dunnett joined the Faculty of Business Administration in 2000 and is a member of the Marketing Area. She teaches courses in Marketing Management and Consumer Behaviour in the BBA and MBA programs.

Jane's research interests include retailing, organizational culture, the relationship between employees and customers and the dynamics of consumer choice.



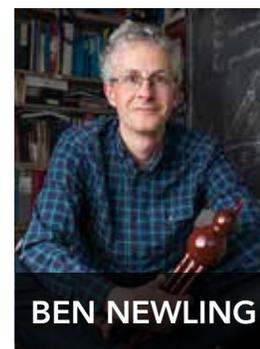
**JANE DUNNETT**

In recognition of small but impactful teaching method changes that faculty and instructors make, the Change One Thing Challenge asks you to think about what changes you have made recently to increase learning or to improve students' attitudes toward learning in your courses. Each November, submissions about the changes are invited and three submissions are awarded \$700 to pay for part of the cost of attending a Teaching & Learning conference or workshop.

## FACULTY OF SCIENCE, PHYSICS – FREDERICTON

My students do their homework online in D2L Brightspace. This gives them immediate feedback (good), but can seem to emphasize the answer over the process of getting to the answer (bad). In an attempt to mitigate the latter, I have them keep a homework logbook, in which they write all the working for their homework. This is an idea I stole from Dawn MacIsaac. Thanks, Dawn. Whenever students come to see me, we look at their logbook together and I collect them at the end of term. However, students who don't come to see me may not keep a logbook at all and retain their mistaken impression that the answer is the thing that's important.

This year I had my students upload a photograph of one homework question, using D2L's Assignment feature, in weeks two and four of term.



**BEN NEWLING**

## FACULTY OF COMPUTER SCIENCE – FREDERICTON

One component of the course is a problem-solving lab. In previous years, students were given a problem to complete, they would bring their solution to the lab and the solution would be reviewed. The one thing I changed was the addition of peer assessment in the problem-solving lab. Students now bring their solutions to the lab and exchange their work with a classmate. A rubric and instructions for the peer assessment procedure are provided on D2L Brightspace. Using the rubric provided, students assess their classmates' work. Students are instructed to provide helpful feedback and comments by indicating any requirements of the rubric that were not met. They then give the work back and are given the opportunity to discuss their feedback. After this, the solution is reviewed together as a class. Students are then asked to reflect on their own work by considering if their classmate overlooked anything that should have been commented on.



**LEAH BIDLAKE**

## FACULTY OF ARTS, MEDIA ARTS AND CULTURE – FREDERICTON

This semester I have shifted from taking attendance in my lecture class with a sign-in sheet, to asking my students to fill out a response card at the beginning of each class, with their name and a short response to the opening question of the day. They fill out the cards as I prepare to start class at the podium, and I collect these in a zippered bag just before I begin to discuss the material for the day. The opening question has ranged from asking students for an example of their own to illustrate a concept from the course, a poll on the relevance of an idea from class to their own lives, to a mid-semester stress-level check-in. One student even used this card to tell me privately that they were "struggling," which gave me an opening to invite the student to my office hours, listen as they disclosed their loneliness and mental health distress, and nudge them to seek campus counselling services, which they did.



**LAUREN  
CRUIKSHANK**

# CONGRATULATIONS TO OUR 2018 NOMINEES FOR THE ALLAN P. STUART AWARD FOR EXCELLENCE IN TEACHING

## Fredericton Campus:

Joseph Abekah (Business Administration), Jason Addison (Biology),  
Thomas Beckley (Forestry & Environmental Management), Andrea Belczewski (Education), David Bell (Law),  
Jason Bell (Philosophy), Amanda Benjamin (Education), Patrick Bruning (Business Administration),  
Muriel Chaput (French), Akhila Chawla (Business Administration), Alex Cogswell (Education),  
David Coleman (Geodesy & Geomatics), Lucas Crawford (English), Jonathon Edwards (Kinesiology),  
Mike Fleming (Computer Science), Erin Gibbs (Education), Michelle Gray (Forestry & Environmental Management),  
Katy Haralampides (Civil Engineering), David Hofmann (Sociology), Gabriel Hrynich (Anthropology),  
Paula Kristmanson (Education), Audrey Limoges (Earth Sciences), Hsin-Chen Lin (Business Administration),  
Alan Lloyd (Civil Engineering), Rongxing Lu (Computer Science), Rene Malenfant (Biology), Michael Marin (Law),  
Kelly Miles (Biology), Mohsen Mohammadi (Mechanical Engineering), Joe Nocera (Forestry), Nicole O'Byrne (Law),  
Sue O'Donnell (Nursing), Steve Pierce (Education), Caroline Purdy (Math), Bahram Rangipour (Math),  
Roxanne Reeves (Renaissance College), Patrick Reynolds (Math), Duane Rousselle (Sociology),  
Judy Roy (Business Administration), Charles Sacobie (Biology), Kelly Scott-Storey (Nursing),  
Charlene Shannon-McCallum (Kinesiology), Wei Song (Computer Science), Biljana Stevanovski (Psychology),  
Luc Theriault (Sociology), Jane Thomson (Law), Ann Timmermans (Earth Sciences), Lisa Todd (History),  
Daniel Tubb (Anthropology), Jessica Webster (Nursing), Adam Wilson (Electrical & Computer Engineering),  
Lee Windsor (History)

## Saint John Campus:

Hope Alderson (Math), Michael Bradley (Psychology), Kim Chenier (Nursing), Brenda Collings (Business), Terry  
Conrod (Business), Daniel Downes (Information & Communications), Osama El-Temtamy (Business), Neil Franklin  
(Business), Aaron Granger (Chemistry), Mustapha Ibn-Boamah (Business), Moria Law (Psychology), Phil Leech-Ngo  
(Politics), Jeff McNally (Math), Gul-E-Ran Mufti (Psychology), David Speed (Psychology), Matthew Wegener (Business),  
Lucy Wilson (Biology/Geology), Gary Worrell (Arts)

# CONGRATULATIONS TO ALL OUR UNB SAINT JOHN

## AWARD WINNERS

### Arts – Departmental Award for Teaching Excellence:

Michael McCrossan (History & Politics), Fam Loutfi (Humanities & Languages),  
Wayne Hansen (Social Science)

### Arts – Faculty Excellence Award for Teaching:

Fam Loutfi (Humanities & Languages)

### Business – Departmental Award for Teaching Excellence:

Rolyne Butler & Dongmin Kim

### Business – Faculty Excellence Award for Teaching:

Tanya Chapman

### Science, Applied Science & Engineering – Departmental Award for Teaching Excellence:

Aaron Granger (Biological Sciences), Shokat Keshavarzi (Engineering),  
Connie Stewart (Mathematics & Statistics), Dana Manzer (Nursing & Health Sciences),  
Kathleen McKim-Dawes (Psychology)

### Science, Applied Science & Engineering – Faculty Excellence Award for Teaching:

Mary Ann Campbell (Psychology)