



# TEACHING MATTERS @ UNB SAINT JOHN

TEACHING TOOLBOX

JANUARY, 2006

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Editor:

Ken Craft

Design:

Mary Astorino

## Boo! To a Goose

DONNA SEARS  
FACULTY OF BUSINESS

Today's employers – in every field – cite excellent communication skills as one of the most important qualities that they require from employees. At the same time they often find this quality sorely lacking in many job applicants. Paul Baruda, a site expert for Monster.com, says he has, "... lost count of how many times otherwise qualified people have been dropped from further consideration for employment because they couldn't, 'say, Boo! to a goose.'" While our primary goal as an institution is not necessarily preparation for the job market, communication skills are equally important for students during their academic careers.

As teachers, many of us use student presentations as a means to evaluate student projects as well as to help students develop communication skills. Often times these presentations are developed as group projects, thus providing an opportunity to ameliorate team work skills as well. Utilizing lessons learned from my experiences as a student, combined with cherry-picking great ideas from fellow teachers, I have developed a strategy for coaching students through the presentation process that seems to be effective in promoting student development.

Initially students need a thorough understanding of the assignment, its purpose, and anticipated outcome. I begin this process with a short de-



scription of the project in the course outline. This description includes the purpose and format of the presentation, and guidelines regarding content and length. Since many students experience a certain amount of nervousness (ranging from minor to severe) over an upcoming presentation, I try to find ways to increase confidence and alleviate fear.

Despite widespread use of presentations as a pedagogical tool, my experience suggests that students receive meager coaching around the development and execution of effective presentations. Having attending a fabulous presentation by Peter Urs Bender (Secrets of Power Presentations) at a TIANB (Tourism

Industry Association of New Brunswick) conference a few years ago, I was inspired to develop and include a workshop on making effective presentations in all of my courses.

The presentation workshop requires about one hour of class time and student feedback suggests that the workshop is helpful for development of confidence about public speaking as well as communication skills. Each session comprises an interactive lecture component and a student participation component. The interactive lecture closely follows Urs Bender's excellent book, dealing with topics such as speech, body language, equipment, environment, and preparation. The student participation component mirrors the effective model developed by Toastmasters where participants select an item from a bag of odd-looking things and give a one-minute speech (or 'sell') the item, sometimes without knowing its actual purpose. For this part of the exercise I either have students volunteer or select each other; the first volunteer selects another student, they select the next student, and so on. In this way I avoid picking people who are truly terrified of improvising in front of the group.



*“I am convinced  
that student  
presentations are  
an excellent  
method of  
promoting  
learning...”*

## BOO! TO A GOOSE CONTINUED FROM PAGE 1

Since improvement requires evaluation and coaching, I used Urs Bender’s self-evaluation form as a springboard for developing an evaluation form of my own. I introduce it at the end of the presentation workshop so that students will be very clear about the method of evaluation. The categories evaluated are opening, voice, delivery, content, gestures, eye-contact, posture, warm smile, use of visuals, handling of questions, group participation, closing, and departure. Each item is scored out of 10 and there is space for comments on each (as well as general comments at the bottom of the page). I use this form for each presentation that I assess, and I also have students use it for each other. As part of the peer evaluation process, each student evaluates two other student presentations. I allocate grades for this either as class participation or peer review. This exercise helps students to

become aware of the details of presentation skills that often make an all-important difference in the quality of a presentation. The comments from peer feedback are shared (anonymously) with the presenter(s).

The final – and I think, most important – part of the evaluation process is the debriefing following the presentation. As a student, I made many presentations and usually left the class with only an overall sense of how I felt about the presentation. While working on my PhD at McGill, I encountered an instructor (Bob McKalski) who integrated immediate feedback into his class presentations. Each presenter (or presenting group) was given an equal amount of time to present – an electronic timer made sure of this. Students were given a warning signal when one minute remained and were cut off at the end of their allocated time. Rigorous attention to timing

allowed this instructor to plan for time at the end of class for feedback. The remainder of the students were dismissed while he gave immediate feedback – as well as the grade assessed – to each presenting group. This timely constructive criticism allowed students to leave the classroom with a clear idea of their presentation’s effectiveness. I was very impressed by this method and have adopted it in my classes as well.

I am convinced that student presentations are an excellent method of promoting learning – both of class content and valuable life skills. While I have described my current method for executing them, it is in a constantly evolving state so I am sure that changes – and, hopefully, improvements – will continue as I dialogue with colleagues and students alike.

### RESOURCES:

McKeachie, Wilbert J. 2001. *McKeachie’s Teaching Tips: Strategies, Research, and Theory for College and University Teachers* 11th Edition. Boston: Houghton Mifflin Company.

Urs Bender, Peter. 1995. *Secrets of Power Presentations*. Willowdale, ON: Firefly Books Inc.

[www.toastmasters.org](http://www.toastmasters.org)

**DONNA SEARS**  
**FACULTY OF BUSINESS**

## Simulating the “Real World” of Business

The BBA degree at UNBSJ has two core accounting courses, Accounting for Managers I and Accounting for Managers II. Both of these courses are intended to provide a foundation for business students to develop their knowledge of techniques and theories to assist them in making informed decisions for business. These courses are typically studied within the first two years of our undergraduate business degree programmes.

It is not unusual for students (and other adults) to have a preconceived notion that accounting information is for accountants only. Nothing could be further from the truth! Add to this, the difficulty for inexperienced, young adults to relate to a world and perspective that is so new to them. To help overcome these obstacles, Professor Eileen Pike and I designed a project in Accounting for Managers II to challenge our students to use their creativity, help them relate their academic material to “real-life” and develop their experience working in a team environment.

The first year of the project took advantage of the presence of the 2003 Jeux Canada Games which was hosted by the Province of New Brunswick. Students were asked to develop a budget for a particular sport within the Games. This project helped students, particularly international students, to learn more about this National event and the province in which they were studying. It also provided an opportunity for them to understand that beyond the media hype and excitement, these games and many similar events incur numerous costs which must be recovered through various forms of contributions. Therefore, there are many “accounting” decisions to be made.

Subsequent to this, Professor David Keeping and I broadened this project to allow students to setup their own companies within a particular industry. This project was a two staged project. In Stage I, students were asked to identify critical success factors for their business. They were asked to focus on the resources they would need to launch and maintain their business and the market they were targeting for their product or service.

At the completion of Stage I students received feedback that would benefit them to continue on with Stage II of the project. Stage II required them to develop budgets and projected financial statements for their company. They were required to develop their computing skills by using a popular business tool, Excel software. Again, students were expected to work within groups, discuss expectations of each other within their team, maintain meeting notes and complete peer evaluations.

While the project was flexible enough to allow for creativity, it also ensured that students were developing a broader, more integrated perspective of their academics. It also allowed the students to develop coping and negotiation skills to ensure that the project was successfully completed on time. The peer evaluation aspect was more difficult for young students to cope with. Therefore, we wanted to ensure that students received direction to help them deal with this aspect of the project and to facilitate their completion. Therefore, they were asked to assess their peers on the following areas: cooperation, initiative, technical expertise, and overall contribution.

The response to this project was very positive. A number of students demonstrated a great deal of creativity in their businesses. From innovative names for health fitness centers to youth newspapers initiatives, their insights were wonderful! For me, as an instructor, they were a pleasure and extremely rewarding to read.

Science students have been exposed to the “laboratory environment” for years to facilitate their learning of scientific theories and concepts. Within business programmes, we need to continually find opportunities to simulate that “real-life” experience to enrich our students’ study of business. Hopefully, this was one such opportunity!!

BY CATHIE M. HURLEY  
FACULTY OF BUSINESS

# Clicker Technology:



Campus Clickers

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*“Our experience with the Clickers has been positive, both from an instructor’s perspective as well as based on feedback from the students.”*

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Imagine the looks on students’ faces as they shuffle into the first day of class, less than enthusiastic about shelling out money for textbooks only to find out that they also need to buy this gadget that looks like a TV remote control. As the instructor reviews the uses and benefits of the device you can see eyes glaze over and attention start to wander. But wait... let’s look at the same class two weeks after the introduction of the “Clicker”. What you see is a large group of students, all actively engaged in the classroom experience, interacting with the instructor and their classmates at a level unusual for class sizes of over 30.

**What is it?** The “Clicker” is a new, value added device being promoted by several publishing houses. The device looks like a remote control for a television with a series of labeled buttons. Students go on line to register their “Clicker” under their name and add their name to the class roster. The Faculty member gets a little globe which is the infrared device that receives information from the clickers and software which enables the clickers to feed directly to the instructor’s laptop.

The software that accompanies the Clickers is quite comprehensive. In some instances it is fully integrated

with the textbook and instructor’s materials including PowerPoint slides. In all cases it permits the development of grade books, quizzes, questions integrated with slide show presentations and, the piece de la resistance, an honest to goodness Jeopardy board! And there is more functionality being built into the software every day.

## **What investment is required by the instructor?**

The company that developed the Clicker offered exceptional technical support and McGraw Hill, the first publisher to promote the device in conjunction with their textbook, had their sales representative offer training and attend the first class to ensure a smooth introduction. Once a level of comfort was achieved with the software the sky was the limit. The instructor is free to develop their own questions, select questions from the computerized test bank or simply ask a verbal question and have students respond using the clickers. Admittedly the questions must be yes/no, true/false or multiple choice but it is not as difficult to come up with good questions as one might think.

## **How do you use it in class?**

The instructor, at the beginning of each class, initializes the equipment. Each student’s initials show up on the Board as buttons. Students click to activate

their devices which also records attendance directly into the instructor’s grade book in a matter of seconds. Then there are many options. The instructor can then give a short quiz to test whether or not students completed their assigned readings, questions can be integrated into lecture slide shows and students asked to respond each time a question comes up or the instructor asks a verbal question, or a bank of questions can be given at the end of a class to test comprehension. The Jeopardy game represents a fun and engaging method of review prior to mid-terms. The level of inter-group cooperation and intra-group competition that develops during the game is amazing and the impact on later exam performance noticeable.

## **What do the students do and what do they get?**

Students are expected to respond to questions using the appropriate buttons on their devices. Instructors can enable an immediate histogram to appear once all students have responded that shows the distribution of correct and incorrect responses. The software also keeps a running average of correct responses for the entire class session. This provides students with immediate feedback on their level of comprehension and exam preparedness. Students also have the ability to

# Isn't that what you use to train a dog?

revisit their individual performance so they can identify their own personal areas of weakness. Most importantly, even the most timid of students participate in the class activities with a minimum amount of personal risk and get feedback on their performance. They learn to improve their performance and build their confidence.

**Our conclusions.** As class sizes continue to grow and ethnic diversity continues to increase encouraging and evaluating student participation, and providing useful student feedback on a timely basis will become more challenging. Our experience with the Clickers has been positive, both from an instructor's perspective as well as based on feedback from the students. In fact, in one third year class over 90 percent of the students identified the Clickers as one of the three aspects of the class they liked most. No student identified the clickers as one of the aspects of the class they liked least. So while not the dog training device that everybody is raving about these days, the positive reinforcement that this gadget provides students and instructors alike will surely keep us coming back for more.

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**DR. SHELLEY M. RINEHART  
& K. DOREEN MACAULAY  
FACULTY OF BUSINESS**

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## Web Conference @ UNB Saint John

### Feedback Devices in Effective Pedagogy

**February 2, 2006**

**Thursday**

**2:00 to 3:30 p.m.**

**Contact**

**Mary Astorino**

**astorino@unbsj.ca**

**648-5954**

The use of peer instruction and electronic classroom feedback devices provides instructors with an opportunity to assess student learning while requiring only minimal changes to the instructional environment. Such electronic feedback devices can help shift to new pedagogical techniques shown to encourage high-level thinking skills and promote student intellectual development.

The Feedback Devices in Effective Pedagogy web conference will review how to effectively use electronic response systems to increase student engagement and improve student performance. Specifics on both technology and pedagogy will be covered.

#### PROGRAM AGENDA

- The role of technology in teaching and learning
- Teacher-centered vs. learner-centered classrooms
  - o The Tourist vs. The Gardener
  - o Converting from tourist to gardener
  - o Overcoming obstacles to teaching reform
- Electronic response systems
  - o Similar elements, different models
  - o IR vs. Rf
  - o Standardizing across campus
- Effective pedagogy: peer instruction and concept tests
  - o Components of peer instruction
  - o Characteristics of concept tests
  - o Impact of pedagogy on learning
- Electronic response systems and peer instruction
  - o Case study: University of Akron
  - o Benefits of technology and pedagogy
  - o Potential drawbacks of technology
- Technology, pedagogy, and the seven principles of best practice in undergraduate education

# Formal Debates as a Class Activity



*“..we actually  
learn more and  
retain  
information  
longer if we are  
actively involved  
in the learning  
process.”*

## DEBATES: A RATIONALE

Studies have long indicated that while lectures can be a useful tool for communicating certain kinds of knowledge, we actually learn more and retain information longer if we are actively involved in the learning process. The formal debate is one of several useful group activity designed to lead students to engage directly with the issues examined in the course.

## PREPARATION:

The point of a formal debate is to focus the student's attention on a genuine issue of interest. Debates, even those that are scheduled late in the term, need to be ready for students in the first week of classes, with enough debates planned to ensure that each student can participate. As part of the syllabus, include a sign up sheet for the term's debates. The sign up sheet could include the following instructions which explain the basics of how the debates work:

## THE RULES:

- Each individual in the class must sign up for one debate.
- After reading the text carefully and well ahead of time, meet as a group in the days preceding the class and develop your arguments while continually anchoring your ideas in the text.
- Select one speaker who will present your opening 3 minute argument. We will always begin with the argument for the Pro side. Please note that once your three minutes has passed you will be asked to pause, save your remaining ideas for the discussion time, and allow the debate to move to the next phase. So please be concise.
- You must also select a second speaker who will – after the opening arguments have been presented -- present a 1.5 minute rebuttal of your opponent's position or a further defence of your group's position.
- Avoid unsupported flights of rhetoric, and be prepared to discuss and defend your position in a wide-open forum following the formal debate.
- At the end of the debate submit a typed copy of your opening argument. A three minute argument will likely translate into approximately 2-3 pages.

## REMINDERS:

The students in the class need to sign up for their debates within the first two weeks of the term. Typically the groups should include six people. If the group is smaller than 5, it may be at a disadvantage if a group member drops the course. If the group is larger than 7, than one or two leaders will tend to dominate and quieter members will take a back seat. Preparing the opening arguments usually takes a couple of two-hour meetings, and students need time to coordinate their schedules in advance. Insist that the opening argument be typed and submitted following the debate. This ensures that the argument is prepared well ahead of time. Finally, be sure that the question the students debate reflects a major, even essential component of the material being examined within the course.



## By David Creelman, Department of Humanities & Languages

### RUNNING THE DEBATE:

The debate format generally takes 40 minutes to run. Bring chairs to the front of the room and have the groups sit across from each other. Each group presents their opening arguments, and then the groups retire for five minutes to formulate their rebuttals. The groups then present their rebuttals, and this is followed by a period of free exchange. Once the groups have had a chance to discuss their main points, the rest of the class – which has been viewing the debate – is invited to contribute by voicing additional suggestions, adding new evidence, or asking for clarification. The instructor should intervene as little as possible, speaking only to note that time limits have been reached or that the next phase of the debate needs to occur.

### EXAMPLE:

Each discipline would form its own style of question, but a few examples might help clarify the debate mechanism.

Debate #1. Feb 27. Alcott, *Little Women*

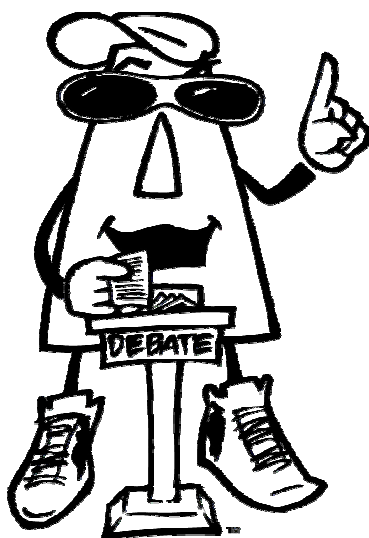
Be it resolved that at the end of her novel Alcott represents the reemergence masculine authority figures and thus in the final chapters of *Little Women* she sells out her feminist and egalitarian ideals.

PRO CON

Debate #2 March 2. Constitutional Reform

Be it resolved that the inclusion of the Charter of Rights in the Canadian Constitution have irrevocably “Americanized” Canadian society.

PRO CON



### ADVANTAGES:.

Debates require that students prepare something like a mini seminar, without the anxiety of presenting it by themselves. While the mechanism seems cumbersome, the focused nature of the question allows the groups to explore a manageable section of the course.

### FINAL NOTES:

1. If at all possible, begin the class with the debate. The students will want the time to explore the issue, and will not be happy if time runs out before they have expressed fully their ideas.
2. The debate is often a fair bit of work for the students and is worth rewarding accordingly. Students often feel that the debate should be worth 10 or 15 percent of their term's mark.

### CITATIONS:

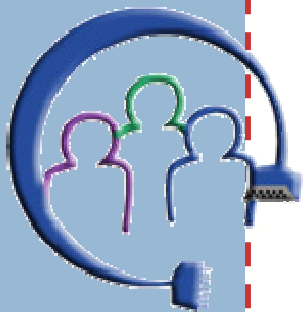
This debate format was created and fine-tuned through the cooperative suggestions of UNB Saint John's Discussions About Teaching Group.

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VPETC members David Creelman  
and Greg Marquis facilitate  
Discussions about Teaching (DAT);  
periodic discussions of literature  
on topics selected by the  
participants.

For more information email  
[creelman@unbsj.ca](mailto:creelman@unbsj.ca) or  
[gmarquis@unbsj.ca](mailto:gmarquis@unbsj.ca).

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*"I can honestly say that the mentoring relationship has helped me grow academically (both from a teaching and research perspective)."*

# University Mentors:

**H**ave you ever thought about mentoring one of your colleagues? Whether you are a seasoned faculty member or a recent hire, each of us has had the need to discuss aspects of the job with a colleague. Mentoring has many definitions, but it generally refers to "a wise and trusted guide and advisor." This practice—"the act of mentoring"—is common. However, for some of us, hearing the word mentor makes one want to run and hide. Hey, put on the brakes!! Do you remember when you needed advice on things such as i) getting to know the institution (e.g., academic culture, network building), ii) career development (e.g., promotion and tenure process) and iii) professional development (e.g., help with grant writing, effective teaching strategies, advice on the selection of appropriate serve commitments)?

Although many of us have needed mentoring, we often view the "mentoring process" from the other side of the process, as "how will it benefit me?" In other words, "I am looking for help" and "how do I get it?" At some time in your career, you will be the "target"

of someone else's needs. What if you are asked for advice? Are you up for the challenge? Do you have what it takes to be a mentor? The simple answer is that not all of us are born mentors, but most of us have many of the qualities that are required to be an effective mentor. Mentoring is largely a relationship building exercise—that is, it takes work, commitment and dedication. It requires some level of flexibility and assumes that the mentee (the person who is mentored) is active in the process. Sound familiar?

You have probably guessed that I am a proponent of the mentoring process. I have always seen this "relationship-building exercise" as a fruitful and worthwhile endeavour. I can honestly say that the mentoring relationship has helped me grow academically (both from a teaching and research perspective). I might also add that my career has benefited because I have had excellent mentors (colleagues, supervisors, and friends). As noted above, mentoring involves building and maintaining a relationship, and, as with any relationship, it requires some work. So.... back to the question—"can you be a university mentor?" For the skeptics, I would say YES!! Rather than describing the process of mentoring, I provide point-form information about being a mentor.

Perhaps after reading the information below, you might consider offering your time as a mentor.

Before I get started, however, let's dispel a few myths.

## **SOME MYTHS ABOUT MENTORING.**

Here are just a few of the common myths.

Web links:

1. <http://www.mentors.ca/mentormyths.html>
2. [http://nationalservicerresources.org/resources/newsletters/resource\\_connection/volume\\_2\\_number\\_1/mentoring\\_myths\\_and\\_tips.php](http://nationalservicerresources.org/resources/newsletters/resource_connection/volume_2_number_1/mentoring_myths_and_tips.php)
3. [http://www.3creek.com/newsletters/Masterful\\_Mentoring\\_Mar04.pdf](http://www.3creek.com/newsletters/Masterful_Mentoring_Mar04.pdf)

**BY JAMES KIEFFER  
DEPARTMENT OF BIOLOGY**



## What you can do to help your colleagues.

### MYTH 1:

“Taking time to mentor a peer will decrease my productivity”. Mentoring can actually improve productivity through better communication and increased commitment.

### MYTH 2:

“Mentoring only happens on a one-to-one, long-term, face-to-face basis”. Advances in technology have improved the mentoring process in some respects. For example, mentoring can take place by email and telephone. In addition, each mentoring relationship is unique and each will demand a different time commitment. Some mentoring relationships can be informal, formal or somewhere in-between. It is important, however, to establish the basis on which you will communicate (be it by phone, email, etc.).

### MYTH 3:

“Mentoring is a one-sided effort, with no benefit to the mentor”. This is a common myth (i.e., why make more work!!!), but the truth is that mentoring often helps individuals discover new ways of thinking. It also allows one to reflect upon one’s own career and to develop leadership skills. Yes, you can “teach an old dog a new trick”.

### MYTH 4:

“You should be old to be a mentor”. Most of my mentors were older than me, however, mentors should be selected based on understanding, experience, wisdom and willingness to share (important) what they know. Age should not be a factor!

### HOW CAN MENTORS HELP?

Web link:: 1) <http://www.uwosh.edu/mentoring/faculty/benefits.html>

Many people may be dissuaded from being a mentor because they feel they can’t help an individual with all aspects of the job. Here is the bonus! Being a mentor may mean that you can only help in one of the aspects of the job—however, you are still mentoring. With respect to my career, I have had the luxury of having many mentors, who have different skill sets. For example, I have mentors who have helped me with aspects of teaching (and continue to do so) and others who have mentored my research (I still call my Ph.D. supervisor monthly to discuss ideas, strategies, etc.). What is interesting is that some mentors have been long-term, and others have helped-out on a very short-term basis (i.e., for a specific task). Regardless, the process of mentoring has enabled many of us to develop as teachers and researchers. Below, I outline just a few of the ways that I have benefited from having a mentor.

1. Development of teaching skills (e.g., preparation of syllabus, classroom management, creating tests and exams, grading papers, being an observer in your classroom). This is on-going and discussion groups often help in this regard (UNBSJ has an excellent teaching support group!!)
2. Enhancement of research and publishing efforts (e.g., strategies for publication success). Mentoring may include discussions of journal choice, pressures of publishing, and networking.
3. Information on institutional norms and expectations.
4. Development of professional networks (both teaching and research)
5. Time management and balancing family/work commitments. This is an extremely important point. Each faculty member has a different view on work-related commitments and how to balance other components of their lives (spouses, family, and children). Having someone to talk to about these aspects can be particularly important, especially for newer faculty.
6. Preparing for reappointment and tenure reviews.

## University Mentors continued from page 9

**A**side from some of the benefits, one must be aware of some of the “false perceptions”. Being mentored does not guarantee advancement, an unlimited resource on tap (remember the relationship thing?) or a means of by-passing supervisors. Check out the following sites, for additional pitfalls.

1. <http://ling.wisc.edu/wilma/Resources.htm>
2. <http://www.sonic.net/~mfreeman/mentor/pitfalls.htm>

### CHARACTERISTICS OF A GOOD MENTOR:

Web links:

1. <http://www.sonic.net/~mfreeman/mentor/mentsupp.htm>
2. [http://www.edutopia.org/php/article.php?id=Art\\_472&key=228](http://www.edutopia.org/php/article.php?id=Art_472&key=228)
3. <http://www.armyg1.army.mil/hr/leadership/mentors.asp>

There are several important qualities that make an individual an effective mentor (these are in no particular order). Take the on-line test (it takes only a minute) at <http://peer.ca/test.html> to see whether you could be an effective mentor.

1. A desire to help
2. Time and energy – i.e., have the mental energy to devote to the relationship building
3. Learning attitude – usually those who have had positive experiences with a mentor often make good mentors.

Other important attitude and character qualities include

- a) willing to be a role model for other teachers and researchers (or students).
  - b) exhibiting a strong commitment to teaching and research.
  - c) reflective and able to learn from mistakes.
  - d) enjoys new challenges and solving problems.
  - e) eager to share information and ideas with colleagues,
  - f) open-minded.
4. Possesses specific interpersonal skills – e.g., people who are active listeners, offer constructive criticism in positive and productive ways (very important), provide timely feedback (important), convey enthusiasm, are approachable, easily establish rapport with others, are able to maintain a trusting professional relationship, and maintain confidentiality.
  5. Possesses excellent communication skills
  6. Helps the mentee solve his/her problem, rather than giving direction!!
  7. Resist the urge to produce a clone!! The focus should be on the mentee's development.

**BENEFITS TO MENTORS:**

To reinforce some of these points mentioned above, it is important to realize there are many benefits to being a mentor. These could include,

1. exposure to new thinking styles and perspectives
2. sharpening one's own leadership skills
3. personal satisfaction in sharing experiences
4. pride in the mentee's success

**CHARACTERISTICS OF A GOOD MENTEE:**

Web links:

1. <http://www.sonic.net/~mfreeman/mentor/mentsupp.htm>

As with any relationship, the mentor can only be effective if the mentee also has particular characteristics. Most of the qualities that make a successful mentee focus on "a willingness to succeed".

1. Committed to expanding their capabilities
2. Open to trying new ideas
3. Able to accept feedback (both negative and positive) and act upon it (and not to become defensive about the feedback).
4. Know when to ask for help
5. Willingness to apply learning back to the task (e.g., teaching, research...)
6. Willing to meet on a regular basis (either in person or via email, etc.)
7. Have a sense of personal responsibility and commitment

**OTHER THOUGHTS ON MENTORING.**

Web links:

1. [http://www.aia.org/nwsltr\\_yaf.cfm?pagename=yaf\\_n\\_MentorAward](http://www.aia.org/nwsltr_yaf.cfm?pagename=yaf_n_MentorAward)
2. <http://www.sonic.net/~mfreeman/mentor/mentsupp.htm>
3. [http://www.nationalserviceresources.org/resources/newsletters/resource\\_connection/volume\\_2\\_number\\_1/mentoring\\_myths\\_and\\_tips.php?search&search\\_term=mentoring&m=bool](http://www.nationalserviceresources.org/resources/newsletters/resource_connection/volume_2_number_1/mentoring_myths_and_tips.php?search&search_term=mentoring&m=bool)
4. [http://www.mentoring.org/mentors/be\\_a\\_mentor/common\\_concerns.php](http://www.mentoring.org/mentors/be_a_mentor/common_concerns.php)
5. <http://www.science.ualberta.ca/Mentoring.cfm>

Don't think of mentoring as a one-on-one "arranged marriage". Think of a mentor as a person who facilitates a learning process, rather than just telling you what to do to be successful. In addition, the mentee should view his/her development as the result of an open dialogue, rather than a discussion based on a set agenda (the process should be flexible!).

(Continued on Page 20)

**BY JAMES KIEFFER  
DEPARTMENT OF BIOLOGY**

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## Attempting to Solve the Conundrum of Assigning

Looking back to my days as a student I remember the working in groups for course assignments and always having that one individual who just didn't seem to be as dedicated to the project as the rest of the team. The result? We all worked a little harder to ensure a good grade on the project and left the course feeling bitter and resentful toward the person who got a better grade than we thought they deserved and the instructor who we thought should have caught on to the "loafer".

Fast forward a few years and there I was in the classroom, evaluating team projects and preparing to assign the same grade to each individual in the team. Oh No! Talk about history repeating itself! So, that was the year I developed my first draft of a "group evaluation form" which I reviewed in class and used, tempered with a bit of common sense, to assign individual grades for work completed in teams.

Although it has evolved over the years, the basic concept remains the same... those that worked harder on the project get better grades and those that worked

less get lower grades. My rationale? If everyone had contributed at the highest level the overall grade would probably have been higher and if everyone had slacked off then the grade would have been significantly lower.



So you ask – How does it work? For every activity that students complete in a team I ask them to fill out an evaluation form. On the form they evaluate all team members except for themselves. This controls against the urge for someone to usurp responsibility for the project so they can legitimately take the credit for the work done.

Students are asked to provide

two evaluations and additional information. First they are asked to divide up 100 points between team members indicative of the division of labour within the group. This allows me to perform a percentage of grade calculation. Second, they are also asked to assign a letter grade, following the UNB letter grade system, to evaluate the quality of the work of each team member. This allows me to temper the percentage of grade calculation if I am faced with a situation where someone did a lot of work but it was not of the quality expected by the team. Finally I ask that students provide me with a detailed explanation of why unequal grades were assigned across team members. I spend a lot of time during the first class explaining how it works and how I use it and also revisit it several times throughout the semester.

The actual rating scale that is provided to the student is quite simple. Of course there are detailed directions and additional clarification questions which I am happy to share if requested.

*"...those that worked harder on the project get better grades and those that worked less get lower grades."*

## Individual Grades For Work Completed in Teams

### Assignment X

Student Name	Percentage	Letter Grade

The calculations are just as simple. Here is an example for a five person group with a project that received an overall grade of B (3.0).

Student/Ratings	Student A	Student B	Student C	Student D	Student E
Student A	X	25	25	25	25
Student B	20	X	25	25	30
Student C	18	26	X	25	31
Student D	20	27	26	X	27
Student E	22	25	28	25	X
Total	80	103	104	100	113
Project GPA	2.4	3.09	3.12	3.0	3.39

So for a group project that received a grade of B, individual grades range from a low of C+ to a high of B+.

I have applied this tool to group work evaluations since 1988 and I am happy to report that I have not once had an appeal of grade. I have had students ask for clarification of their grade. Typically, once they have seen the evaluations and been given the rationale that their team mates provided to explain the unequal distribution of grades, students have left my office satisfied that they have been treated fairly. I must caution, however, that the instructor must be vigilant for situations where there is group conflict and personality differences and deal with them early in the semester so that they don't influence final evaluation forms. As the instructor, I also reserve the right not to use the group evaluations in cases where I do not believe that the explanation for unequal distribution warrants it.

BY DR. SHELLEY M. RINEHART  
FACULTY OF BUSINESS





*HyperSnap-DX is  
perfect for  
capturing images  
that you want to  
include in your  
PowerPoint  
Presentations.*

## HOW TO IMPROVE YOUR PRESENTATIONS

A few days ago a colleague asked me a question regarding a problem he was having with his Microsoft PowerPoint program -- he could not import a photo of a map that was in a format unrecognized by PowerPoint. His question was "Is it possible to import such an unrecognized file?"

The answer was easy for me since I have on my computer a program that is useful for solving such difficulties and much more. It is called HyperSnap-DX 5 and is available for the price of \$35 US from <http://www.hyperionics.com>.

Here is what you will find when you link into the above URL.

[HyperSnap-DX 5](#) is the easiest way to take screen captures from Windows screen. Hy-

perSnap combines the power of a screen capture application with an advanced image editing utility - wrapped into one easy-to-use tool!

HyperSnap-DX is perfect for capturing images that you want to include in your Help system, online tutorials, manuals, training handouts, presentations, marketing materials, Web pages, emails and more. It can be used to quickly share a picture-perfect representation of anything on your screen.

HyperSnap is versatile and extremely easy-to-use. You can quickly customize menus and toolbars to fit your needs. Assign your own keyboard shortcuts, create instant toolbars, and even control HyperSnap with voice commands!

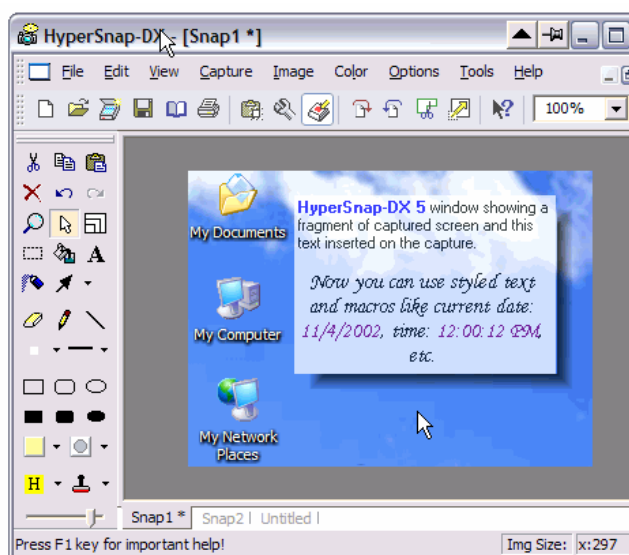
### Some of it's Top Features

- New & powerful image capture, editing, annotation and manipulation tools.
- Snaps also those difficult-to-grab screens from DirectX™ and Glide™ games.
- Image stamps, frames, drop shadow, free-hand capture, FTP server uploads, more!
- Automatic color substitution!
- Non-rectangular window capture!
- Button Capture - perfect for professional technical writers who need to snap and document dozens of buttons!
- Auto-scrolls and concurrently captures long web pages and other documents, enabling it to grab more than is visible on the screen.
- Tightly integrates with the MS Windows clipboard to automate repetitive tasks - will even automatically PASTE capture images where needed!
- Automatically saves your captures to graphics files.
- Doubles as effective image viewer, format converter (over 20 image formats supported).
- Fully customizable user interface. Rearrange menus and toolbars any way you want, assign any keyboard shortcuts you like, tear off menus to create instant toolbars, even control HyperSnap-DX with voice commands!
- Extended Window Capture function when running on Windows XP®. Resizes a window to be much bigger than the screen before the capture - in one quick step, no auto-scrolling!

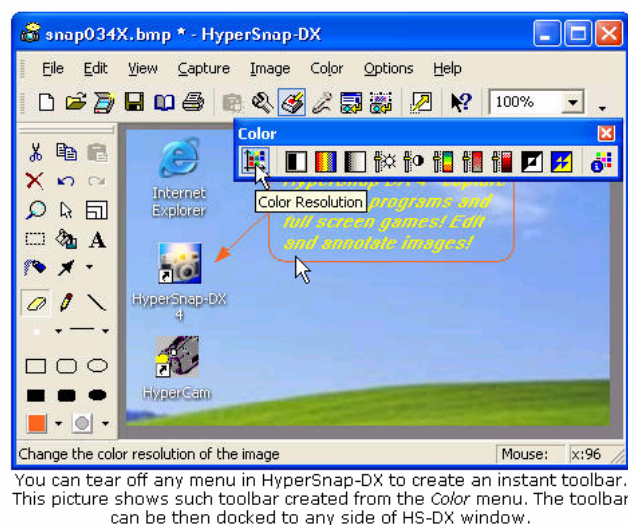


## By Dr. John R. Wagstaff - Chemistry Department

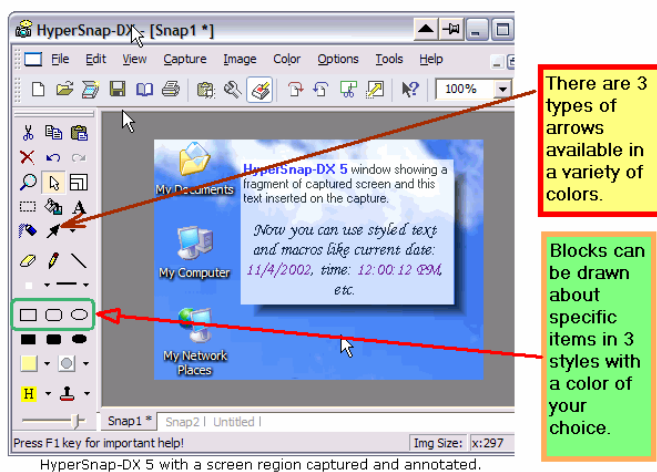
The above may be overwhelming, therefore, I will demonstrate through the use of some of the features available in HyperSnap. The following screen captures illustrate some of the capabilities of the program.



HyperSnap-DX 5 with a screen region captured and annotated.



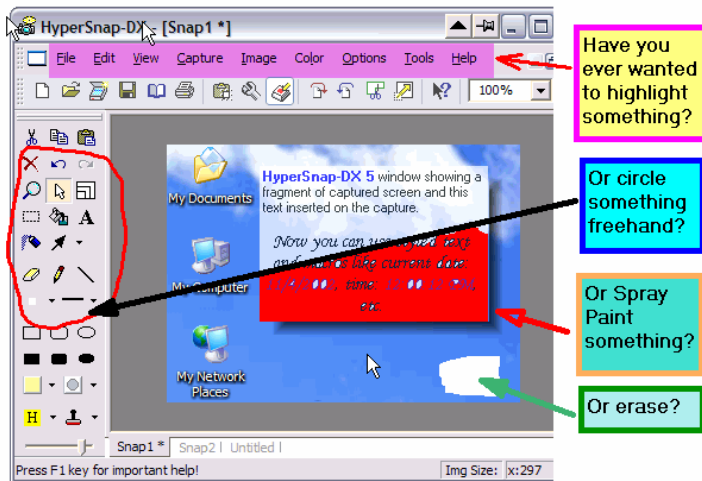
You might want to jazz the above screen capture some as I have done below.



### HOW DID I SOLVE MY COLLEAGUES PROBLEM?

I simply did a screen capture of his map and then saved it as a .jpg file (it could have been saved in any one of several types of files) that was imported into Power Point. The process was quick and easy. This program is versatile and extremely useful as I prepare slides for Power Point. You can download a free 15-day trial version of the program that will allow you to familiarize yourself with its usefulness before you make your purchase.

How about placing a block about part of one of the toolbars or highlighting part of the top tool bar or freehand draw or air brush? One can change the background (yellow below) and frame colors (red below) of each block:



# Collegial Service



*"I have always believed in and tried to encourage this collegial service that students offer each other."*

**W**e group learners into classes for several reasons. Perhaps it is so that teachers need not repeat to each student the assignments and the concepts or principles they wish to impart. But perhaps also so that students might affect the learnings of their colleagues in positive ways. I have always believed in and tried to encourage this collegial service that students offer each other. But recently I began to take a further step and make service to other learners a required aspect of my classes.

When we think about students helping students our tendency is to remember study groups or pairings where one drills and is drilled by a trusted fellow student. While this kind of collegial service has a place, it would be difficult to require and almost impossible to quantify. More important, it tends to be convergent study and does not encourage elaboration, analytic thinking, or problem solving.

By using on line course programs such as "Blackboard" as course enhancements we have a way to involve students in collegial service to each other and simultaneously to encourage them to apply their course insights to real world situations beyond

the restraints of a course. Many of us have suggested that students survey the literature in our fields, explore the media related to our subject, or expand their ideas by talking with professionals. Now it is possible to require them to survey and explore and additionally to comment on what they find in a forum available to all other students. I will describe the course requirements I have used and then ruminate upon the variety of changes one might make for other courses.

## THE ASSIGNMENT

Within the contract system I use in classes for prospective teachers is a requirement that each person post a message each week about the class content on the bulletin board of Blackboard. The posting is to be informed by one of four roles to be selected by the student:

1. Media watchers report on any content they find in mass media which has connection with what the class is studying that week.
2. Surfers actively scan the internet for material that is relevant to the week's work.
3. "Yeah, But" participants offer any troubling

questions regarding the week's content

4. Gossipers report what is being said by colleagues, parents, students, or their own children which relates to the content of the week.

In addition to the reporting of what was found, thought, or heard during the week; all may respond to the reports of others. Ideally these responses are extensions of the initial report, but may also be questions, doubts, or even personal positions. As teacher, I enter responses only when I think clarification is necessary above and beyond what has occurred by class members.

## SUPPORT FOR THE ASSIGNMENT

Preparation of students for the assignment is necessary. It is made clear that the intent is that the student's posting will elaborate and analyze the content, thereby making for better learning. Those accepting each role are given some guidance regarding where to look or how to present their findings. A list of suggested resources is provided for media watchers and surfers. "Yeah, But" responders are shown how to present their positions in a professional manner. Gossipers are

warned to respect the privacy of others and to avoid assuming motives. It is important to ask students to offer an objective report and then and only then to offer their opinions. The surfers may not know how to use expanded searches and should be cautioned to ensure sources are from accepted journals or writers.

### USUAL RESULTS

The majority of students select the first two options. Perhaps because postings are open to scrutiny of others and because surfing or scanning public material has more appeal. The “Yeah, But” option is usually selected by those individuals who enjoy raising knotty problems. The gossip option is principally for parents who may wish to explore their children’s growth using concepts from psychology.

### ASSESSMENT

Because the evaluation system for the class is a contract, I have started requiring that students submit a “Bill for Services” in which they defend completion of each requirement. Some requirements, such as test or paper outcomes are defined in quality terms (A quality, B quality, etc), and others, such as the service requirement, are in quantity terms (a report each week). I do notify students who are not fulfilling the requirement, but I have found that this one needs little scrutiny. Because student reports are open to others’ inspection, early inadequate reports very quickly become good ones. In the bills for service, students find the requirement of service an exciting option. They report visiting the bulletin board often (sometimes to see if anyone has responded to their report), and learn much by reporting and responding to others’ reports.

### OTHER COURSES

Teaching and schools are controversial pursuits and institutions and lend themselves well to the kind of searching and reporting I have described above. But, does not every discipline have a growing edge that can be monitored and an application pursuit that should be explored. Most disciplines have on-line journals now, and some are written for wide readership. The same holds true even more so for web sites. The roles I adopted are ones that I felt made the most sense for people about to teach and are tailored to the subjects I teach, Educational Psychology and Educational Assessment. There are too many educational journals or web based journals to assign reporters to specific ones, but that could be done in other disciplines.

### SUMMARY

I think it is important to try to encourage students to help each other by expanding on the material they are learning, not simply memorizing it. The requirement that students play an important part in elaborating and evaluating what they are learning for others can be a powerful force. Contact [lrlewis@alltel.net](mailto:lrlewis@alltel.net) if you would like samples of the course requirement statement or the “bill for service.”

BY BOB LEWIS

## VICE PRESIDENT’S EXCELLENCE IN TEACHING COMMITTEE

**The VPETC has two main roles:**

1. to provide resources for faculty and staff to develop proficiency in teaching, and
2. to promote excellence (and recognition of excellence) in teaching on the Saint John campus.

To find out more, please visit our website at <http://www.unbsj.ca/vpetc>.



WebCT ID:

Password:

# Web Course Tools - WebCT

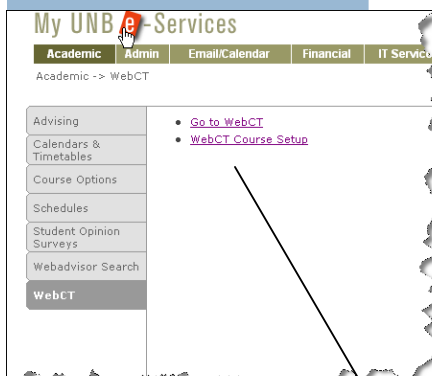
**W**ebCT is an integrated set of tools for developing and delivering interactive courses or course components over the Web. Your students can access course information anytime from anywhere there is an Internet connection. The website address is as follows:

<http://webct.unb.ca>

Login to WebCT using your UNB ID and your WebCT password is your PIN. Only UNB faculty, staff and students are licensed to use this software.

## Creating a WebCT Course

Instructors must now set up their own WebCT component for the courses that they are teaching. This is now accomplished from "My UNB e-Services":



My UNB e-Services

Academic Admin Email/Calendar Financial IT Services

Academic -> WebCT

Advising

Calendars & Timetables

Course Options

Schedules

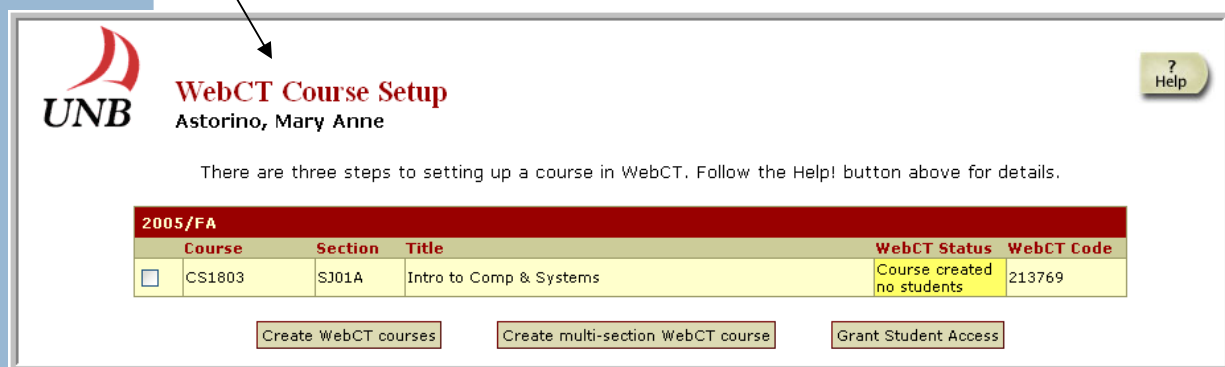
Student Opinion Surveys

Webadvisor Search

WebCT

- Go to WebCT
- WebCT Course Setup

1. Login to "My UNB e-Services" (from the UNB homepage)
2. Click on the **Academic** section
3. Click on the **WebCT** tab (on the gray sidebar)
4. Choose **WebCT Course Setup**  
You will now see all of the courses that you are assigned to teach.
5. There are three steps to setting up a WebCT course:
  1. Create a WebCT course or multi-section WebCT course,
  2. Add your course content,
  3. Grant student's access (**this is an overnight process**).



**UNB** **WebCT Course Setup**  
Astorino, Mary Anne

There are three steps to setting up a course in WebCT. Follow the Help! button above for details.

2005/FA					
	Course	Section	Title	WebCT Status	WebCT Code
<input type="checkbox"/>	CS1803	SJ01A	Intro to Comp & Systems	Course created no students	213769

## WebCT Course Backup

You can back up your course at any stage of development. After you create a backup, we ask that you download it to your computer for safekeeping. Course backups can take up a significant amount of disk space on the server, especially if the course contains a large number of images or multimedia elements. Therefore, the WebCT team at UNB limits the number of backups you can store on the WebCT server to one (1) per course.

Open the WebCT course and do the following:

1. From the *Control Panel*, click **Manage Course**. The *Manage Course* screen appears.
2. Click **Backup Course**. The *Backup Courses* screen appears.
3. Under *Options: Backup Files*, click **Create backup**. The *Create Backup* screen appears.
4. In the text box, enter a brief description for the backup course. This description will appear in the *Backup Filename* table. **Note:** The backup course's filename is created automatically.
5. Click **Create**. A confirmation screen appears. **Note:** The backup is automatically saved as a zip file.
6. Click **Continue**. The *Backup Course* screen appears with the backup course listed.

You can **DOWNLOAD** only one course backup at a time.

1. From the *Control Panel*, click **Manage Course**. The *Manage Course* screen appears.
2. Click **Backup Course**. The *Backup Courses* screen appears.
3. From the *Backup Filename* table, select the course backup that you want to download.
4. Under *Options: Backup Files*, click **Download**. Your computer's file download win-

### CONTACT INFORMATION

Mary Astorino is the WebCT administrator and WebCT instructor on the Saint John campus

Email:

astorino@unbsj.ca

Phone:

(506) 648-5954

## Moving Content from One WebCT Course to Another

For detailed information (with pictures) visit: [https://webct.unb.ca/FAQ/Content.html#moving\\_content](https://webct.unb.ca/FAQ/Content.html#moving_content)

You will do the following:

1. Backup the old course (Course "A") in WebCT
2. Download the backup to your computer (choose a logical location to save your course)
3. Open the new blank course (Course "B") in WebCT
4. Upload the backup of Course "A" into Course "B"
5. Restore the content from "A" to "B"

## Other Thoughts on Mentoring

(Continued from page 11)

To have a successful mentor-mentee relationship/experience, the mentee must know in what regard he/she needs to be mentored. This involves reflecting on your needs. For example,

1. What things would you like to achieve through mentoring? Which items are more important (e.g., teaching, promotion, research)?
2. As a mentee, what things might get in the way of being effectively mentored? This may include: finding the time (e.g., mutual time commitments, being in different faculties with different expectations.)
3. The focus of most successful mentoring experiences is mutual learning.

### TAKE HOME MESSAGE:

Whatever your needs, mentoring is an excellent way to get help. If you possess some of the characteristics of being a mentor outlined above, offer your time to a colleague or a student. If you require help, don't be afraid to ask someone for help. Just remember "the more you put into the mentoring process, the more you get out!"

### WHERE TO GO FROM HERE?

Now let's assume that you wish to become a mentor, how do you go about becoming one at UNBSJ? Well, here is the good news!! Through the Vice President's Excellence in Teaching Committee (VPETC), a group of your colleagues is currently setting up a mentoring programme to focus on mentoring in teaching-related areas. If you think you are "up for the challenge" of becoming a mentor, or wish to find someone to mentor you, I would suggest you contact the VPETC (by emailing [teach@unbsj.ca](mailto:teach@unbsj.ca)). Of course..... I would always welcome visitors to my office to discuss aspects of teaching and mentoring.

BY JAMES KIEFFER  
DEPARTMENT OF BIOLOGY

TEACHING MATTERS IS A  
PUBLICATION OF THE  
VICE PRESIDENT'S EXCELLENCE  
IN TEACHING COMMITTEE  
(VPETC)

UNB SAINT JOHN

WE ARE ON THE WEB!

[WWW.UNBSJ.CA/VPETC](http://WWW.UNBSJ.CA/VPETC)