

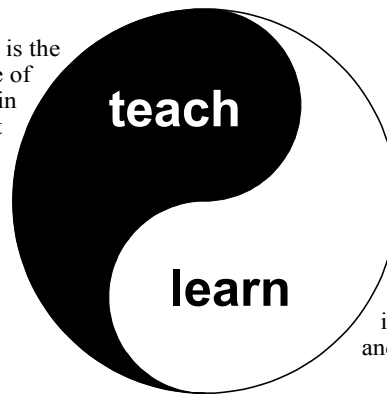
My academic philosophy is to support and advocate for practices that serve the long-term best interests of students, faculty, the institution, and society. By providing students with the best possible education and best possible learning environment, graduates enter and continue in the workforce. Their distinguished service to their employer and to society builds the institution's reputation and ensures its' longevity.

INSTRUCTIONAL PHILOSOPHY

'Teaching' and 'learning' are distinct activities in the education process. However, I believe that *all* parties must be actively engaged in education. I present course material in the best way I know.* Students choose (or not) to learn the material. The plethora of factors influencing each student — both academic and non-academic — makes it impossible for me to ensure that every student is learning. Consider, for example, the student who just broke up with their partner. No matter how well I teach, this student is not focused on learning. However, usually on the first day of class, I educate students about learning styles and strategies, instructional models and strategies, exam taking strategies, and barriers commonly faced by students,. Student feedback indicates they find this information valuable.

We learn via observation, trial and error, formal instruction, and the reformulation of old ideas. Formal instruction is but one learning method and, even then, instructional learning occurs on many levels, from peer groups to classroom instruction. To be effective, learning must be a dynamic, two-way interaction where *all* participants learn. In the classroom, students learn the course material and improve their learning skills, while the instructor practices and improves their presentation skills and gains insights in related scientific areas. To learn effectively, students must be interested in the material, be willing to learn, and willing to take an active role in learning. The instructor must relate the material to the students' current knowledge and teach at a level and pace to optimize student learning yet challenge the student to excel. The role of the instructor is *not* to tell students the answer, but to show them how to find the answer for themselves.

Teaching is the conveyance of information in a mode that facilitates learning.



Learning is the integration of information leading to an increase in knowledge and/or skill.

* I continually reflect on my own instruction, looking and testing ways to improve my instructional style and strategies. This occurs through personal self-reflection, peer-evaluation (as evaluator and evaluatee), and student consultation (meetings, in-class surveys, etc.).

NARRATIVE OF TEACHING EXPERIENCE

Teaching is an excellent modality for me to gain a deeper understanding of science. While teaching, I am constantly evaluating what I am saying and endeavoring to link the current material to material already presented and to future material. I have learned that, to be effective, multiple instructional strategies must be used. The instructor who uses only lecture is as ineffective as the person who uses only presentation software (such as PowerPoint). The instructor who uses these and additional interactive instructional strategies is the most effective.

When I began teaching at MacEwan, I made a conscious decision to convert my lecture notes into an electronic format. With each course over the years, I revised and expanded the lecture notes to include more material and make the topics consistent. In 2006, I realized that the ‘lecture notes’ had actually gone beyond my teaching needs and I began developing them into a textbook. The first draft of *Exploring Chemistry* was field-tested during the 2008/09, 2009/10, and 2010/11 academic years with my students and in 2009/10 also with Dr. Gelmini’s students.

I have historically used the whiteboard and/or chalkboard in class. These allow students to ‘see’ my thought processes. They see how to draw chemical structures, complete derivations, and complete examples. *They see me make mistakes!* Making mistakes is normal. The ability to realize that an error has been made, admit it, identify it, and correct it are valuable skills that also must be taught. With the development of *Exploring Chemistry*, I needed to develop electronic instructional material. To strike a balance and employ alternate instructional strategies, I used presentation software (PowerPoint) to present the definitions and theory but still completed derivations and examples on the board. I regularly ask questions or start discussions to keep students engaged. Augmenting these strategies are demonstrations, physical models, displays, and computer simulations. Real-world applications, examples of public interest, and humor — hopefully — maintain the students’ interest.

With the use of presentation software, I observed that the interactivity and dynamic nature of the class has decreased, but this observation is affected by the introduction of *Exploring Chemistry*. Additional evaluation is needed to determine the source and solution.

I choose *not* to make my lecture notes available before class. Students with printed notes can passively read the notes as I talk, leaving them with a false sense of understanding. Writing notes is the most basic form of active learning. Interaction is encouraged with questions from me and from students, and getting the students to work together on exercises in class. My goal is to establish a dynamic environment with open communication with and between students.

The instructional tools and resources available are vast and ever increasing. The internet offers near-limitless resources for both teachers and students. Those interested in chemical education can join any of several newsgroups or discussion boards. I am active on the Chemical Education listserve (<http://groups.google.com/group/chemed-!/?hl=en>) and the [sci.chem](#) newsgroup. A plethora of ideas are at our fingertips. A new challenge for instructors is to determine which instructional strategies are worth trying.

Beyond the course material, I endeavor to advance students along the path to independent learning. I approach this by assigning group and individual projects and by encouraging students to explore the world around them from a chemical perspective. I enjoy talking with students about

real-world problems or questionable websites they have discovered. These discussions often lead to new understanding and new examples.

My short-term goal for students is that they are able to recall and apply the learned information to specific problems. My long-term goal is for students to realize the everyday applications of science. The former dictates the students' final grade; the latter is the most important. Personally, my goals are to move into a position where I have the freedom to learn and innovate.

Outside the classroom, society perceives that science has little applicability and is beyond the comprehension of the average person. *I vehemently disagree*. Instilling in students the importance and everyday applicability of science is the first step to correcting this fallacy. Society would benefit if they knew the impact of science in their everyday lives. I am active in bringing speakers to MacEwan. I give public talks and demonstrations on science and chemistry in the real world.

TEACHING EXPERIENCE

Undergraduate courses taught

Year ¹	Course (field)	Contact Hours	Duration	Students
2011	Chemistry 101 (general)	60	15 weeks	60
2011	Chemistry 101 (general)	60	15 weeks	72
2011	Chemistry 101 (general)	60	15 weeks	72
2011	Chemistry 102 (general)	60	15 weeks	60
2011	Chemistry 102 (general)	60	15 weeks	72
2011	Chemistry 102 (general)	60	15 weeks	72
2011	Chemistry 283 (physical)	48 (lab)	15 weeks	3
2011	Chemistry 102 (general)	60	15 weeks	72
2011	Chemistry 102 (general)	60	15 weeks	72
2010	Chemistry 282 (physical)	45	15 weeks	4
2010	Chemistry 101 (general)	60	15 weeks	70
2010	Chemistry 101 (general)	60	15 weeks	70
2010	Chemistry 102 (general)	60	15 weeks	55
2009	Chemistry 101 (general)	60	15 weeks	60
2009	Chemistry 101 (general)	60	15 weeks	40
2009	Chemistry 105 (engineering)	60	15 weeks	72
2009	Chemistry 105 (engineering)	60	15 weeks	72
2008	Chemistry 103 (engineering)	60	15 weeks	72
2008	Chemistry 103 (engineering)	60	15 weeks	72
2008	Chemistry 102 (general)	60	15 weeks	44
2008	Chemistry 102 (general)	60	15 weeks	55
2007	Chemistry 102 (general)	60	15 weeks	48
2007	Chemistry 101 (general)	60	15 weeks	72

Undergraduate courses taught (cont.)

Year	Course (field)	Contact Hours	Duration	Students
2007	Chemistry 102 (general)	36 (lab)	15 weeks	24
2007	Chemistry 102 (general)	36 (lab)	15 weeks	24
2007	Chemistry 102 (general)	60	15 weeks	72
2006	Chemistry 101 (general)	36 (lab)	15 weeks	24
2006	Chemistry 101 (general)	36 (lab)	15 weeks	24
2006	Chemistry 101 (general)	60	15 weeks	65
2006	Chemistry 101 (general)	60	15 weeks	72
2006	Chemistry 101 (general)	60	15 weeks	72
2006	Chemistry 103 (engineering)	60	15 weeks	60
2005	Chemistry 101 (general)	60	15 weeks	72
2005	Chemistry 103 (engineering)	60	15 weeks	60
2005	Chemistry 103 (engineering)	60	15 weeks	60
2005	Chemistry 101 (general)	60	15 weeks	48
2005	Chemistry 102 (general)	60	15 weeks	72
2005	Chemistry 102 (general)	60	15 weeks	60
2005	Chemistry 105 (engineering)	60	15 weeks	48
2004	Chemistry 101 (general)	60	15 weeks	72
2004	Chemistry 101 (general)	60	15 weeks	24
2004	Chemistry 103 (engineering)	60	15 weeks	48
2004	Chemistry 101 (general)	36 (lab)	15 weeks	24
2004	Chemistry 101 (general)	60	15 weeks	72
2004	Chemistry 102 (general)	60	15 weeks	72
2004	Chemistry 103 (engineering)	60	15 weeks	48
2004	Chemistry 105 (engineering)	60	15 weeks	48
2004	Chemistry 102 (general)	36 (lab)	15 weeks	24
2003	Chemistry 101 (general)	60	15 weeks	72
2003	Chemistry 101 (general)	60	15 weeks	80
2003	Chemistry 103 (engineering)	60	15 weeks	48
2003	Chemistry 101 (general)	36 (lab)	15 weeks	24
2003 ⁴	Chemistry 060 (general)	14	1 week	41
2002 ⁵	Chemistry 364 (physical)	56 (lab)	14 weeks	10
2002 ⁵	Chemistry 364 (physical)	56 (lab)	14 weeks	7
2002 ⁵	Chemistry 212 (analytical)	2	1 week	26
2002 ⁴	Chemistry 121 (general)	42 (lab)	14 weeks	28
2002 ⁴	Chemistry 121 (general)	42 (lab)	14 weeks	28
2001 ⁴	Chemistry 121 (general)	42 (lab)	14 weeks	27

Undergraduate courses taught (cont.)

Year	Course (field)	Contact Hours	Duration	Students
2001 ⁴	Chemistry 121 (general)	42 (lab)	14 weeks	27
2001 ⁴	Chemistry 060 (general)	56 (lab)	7 weeks	29
2001 ⁴	Chemistry 060 (general)	42 (lab)	7 weeks	29
2001 ⁵	Chemistry 347 (physical)	56 (lab)	14 weeks	6
2001 ⁵	Chemistry 212 (analytical)	56 (lab)	14 weeks	10
2001 ⁵	Chemistry 212 (analytical)	56 (lab)	14 weeks	12
2000 ⁵	Chemistry 346 (physical)	56 (lab)	14 weeks	6
2000 ⁵	Chemistry 347 (physical)	56 (lab)	14 weeks	10
2000 ⁵	Chemistry 347 (physical)	56 (lab)	14 weeks	10
1999 ⁵	Chemistry 347 (physical)	56 (lab)	14 weeks	7
1999 ⁵	Chemistry 312 (analytical)	42 (lab)	14 weeks	10
1999 ⁵	Chemistry 245 (physical)	56 (lab)	14 weeks	14
1999 ⁵	Chemistry 150 (general)	42 (lab)	14 weeks	14
1998 ⁵	Chemistry 245 (physical)	56 (lab)	14 weeks	15
1998 ⁵	Chemistry 245 (physical)	56 (lab)	14 weeks	16
1998 ³	Chemistry 111 (general)	42 (lab)	7 weeks	18
1998 ³	Chemistry 111 (general)	42 (lab)	7 weeks	18
1996 ²	Chemistry 2130 (inorganic)	30 (lab)	10 weeks	13
1996 ²	Chemistry 2040 (analytical)	30 (lab)	10 weeks	19
1995 ²	Chemistry 1540 (general)	30 (lab)	10 weeks	15

1. Courses are taught at Grant MacEwan University unless otherwise noted.
2. University of Denver, Denver, Colorado.
3. Red Rocks Community College, Lakewood, Colorado.
4. Camosun College, Victoria, British Columbia.
5. University of Victoria, Victoria, British Columbia.

SUMMARY OF STUDENT EVALUATIONS

<see the Appendices for my student evaluations>

CURRICULUM AND COURSE DEVELOPMENT, AND INNOVATIVE TEACHING**Course Development**

After teaching at MacEwan for a year, I recommended changes to the first-year curriculum so that material was presented in a more logical order. My recommendations were accepted, I prepared a new course outline template, and the instructional order has remained relatively unchanged every since.

With the development of baccalaureate degrees at MacEwan, I was involved in developing the Physical Sciences degree program, designing the new laboratories, and in instrument purchasing, installation, and commissioning.

I led the development team of

CHEM 282 (Computational chemistry): this course provides students with an early introduction to computers for data acquisition, data processing, and data reporting. The course uses the Microsoft Office[®] suite, computational software, kinetic modeling software, and mathematical software. The focus is on understanding the capabilities and limitations of the computational software, less-so on the underlying theory.

SCIE 200 (Scientific inquiry and communication): this was a multidisciplinary team of librarians, writing faculty (English & professional writing), and science faculty. This course focuses on skills critical to success in science: scientific communication, information literacy, presentation and communication skills, and research ethics.

I assisted with the development of

CHEM 283 (Chemical energetics): this course surveys the physical chemistry of macroscopic systems, exploring thermodynamics, chemical and phase equilibria, colligative properties, electrochemistry, etc.

CHEM 291 (Applied spectroscopy): this course focuses on the practical aspects of preparing and running samples, analyzing spectra, and characterizing organic, inorganic, and biological compounds. Methods are explored from a theoretical and practical perspective and include X-ray crystallography, NMR, IR, and UV-Vis spectroscopy, and mass spectrometry.

CHEM 270 (Environmental chemistry): this course applies analytical and physical chemistry methods to understand and quantify the sources, distribution, and sinks of air, water, and soil pollutants.

I will be developing

CHEM 383 (Chemical kinetics): this course incorporates computational analysis and kinetic modeling software to analyze real-world systems. Combustion, atmospheric chemistry, aquatic chemistry, environmental chemistry, catalysis, and drug function and metabolism are a few applications explored in this course.

Authorship

- 2010 *Exploring Chemistry* (field test III) is an independently published first-year chemistry textbook for advanced students and science majors. The text consists of 20 core chapters plus twelve chapters on the applications of chemistry in specialized fields (food science, forensic science, pharmaceutical science, etc.). **circulation: freely available online, 150 (print)**
- 2009 *Exploring Chemistry* (field test II). **circulation: 300**
- 2008 *Exploring Chemistry* (field test I). **circulation: 180**

Alberta Education

- 2006 Reviewed the Chemistry 30 data booklet for accuracy and currency.
- 2005 – 2008 Consultant regarding revisions to the high school chemistry curriculum and high school textbook.
- 2005 – present Organized and visited numerous junior and senior high schools to promote science and careers in science to students.
- 2004 – present Technical reviewer of the chemistry 30 provincial exams.

Grant MacEwan University

- 2008 – 2010 Selections committee for Faculty Development special and term funding applications (five meetings per year).
- 2006 – present Peer evaluator for MacEwan's peer evaluation and peer consultation programs.
2006: two peer evaluations 2009: two peer evaluations
2007: four peer evaluations 2010: two peer evaluations
2008: two peer evaluations
- 2005 – present Development of physical chemistry curriculum in preparation for the introduction of science degrees.
- 2008 Sabbatical selection committee
- 2007 – 2008 Vice Chair, Academic Council
- 2006 – 2009 First-year chemistry laboratory supervisor. Responsible for scheduling laboratory experiments, preparing laboratory quizzes and the laboratory final exam, maintaining and updating the laboratory manuals and supporting material, ensuring uniform presentation and conduct of the laboratory instructors, and addressing student concerns.
- 2005 – 2008 Developed and coordinated a chemistry outreach program where MacEwan instructors visit local grade schools. (This initiative has evolved to become a science outreach program within the Faculty of Arts and Science at Grant MacEwan University.)
- 2005 – present Visiting scientist with the MacEwan science outreach program. Visits involve discussing and demonstrating the relevance and applicability of science (chemistry) in the real world, discussing potential scientific careers, and answering questions regarding all aspects of science.
2011: gave 15 public and school demonstrations
2010: gave 12 public and school demonstrations
2009: gave 12 public and school demonstrations
2008: gave 8 public and school demonstrations
2007: gave 11 public and school demonstrations
2006: gave 23 public and school demonstrations
2005: gave 13 public and school demonstrations
- 2004 – 2007 Member, Academic Council

- 2006 – 2007 Mentor in the Mentorship Program: a program designed to develop teaching excellence through the facilitation of a collegial learning process between newer and more experienced faculty.
- 2004 – 2006 Member, Student Success Committee
Orientation and Student Support Strategies Subcommittee
Instructional Strategies Subcommittee
- 2004 Developed a portable demonstration cart for the safe transportation of chemicals and safety equipment to classrooms without necessary facilities. Funded from an internal grant from the Arts and Science Faculty Development Fund.
- 2004 Member, Ad Hoc Planning Committee for a new science laboratory wing.
- 2003 – 2005 Departmental representative on the Science Council on curriculum development at the second, third, and fourth year level. The Science Council is overseeing the transition to degree granting status at Grant MacEwan University.

University of Victoria

- 1999 – 2003 Member, Faculty of Science Teaching Advisory Committee
- 2002 I assisted in the development of a new analytical laboratory course at the University of Victoria. The duties involved preparing new experiments, co-authoring the laboratory manual, and writing data analysis programs.

University of Denver

- 1996 – 1998 Another graduate student and I organized the Chemistry Club at the University of Denver. We pioneered an outreach program where graduate students and senior undergraduates gave presentations and demonstrations in local grade schools. Our presentations were well received by over thirty classes of students from 1996 to 1998. The students were entertained and excited. The presenters learned some interesting chemistry and practiced their teaching skills. Everyone had fun.
- 1995 – 1997 The Chemistry department at the University of Denver was incorporating technology in the laboratory program. I assisted by developing computer programs to interface instruments and analysis software. This allows the student to focus on the underlying *chemistry*, rather than the calculations.

PROFESSIONAL DEVELOPMENT

- June 2011 Attended the ACE conference at the University of Alberta.
- September 2010 **Inclusive Rhetorical Practices and Uses of Silence in the Classroom** (2 hours)
- September 2010 **Scholarship of Teaching and Learning (SoTL) Strategy Session** (1 hour)
- August 2010 **Biennial Conference on Chemical Education** in Denton, Texas. I gave two presentations and organized and chaired three symposia (5 days)
Strategies for student engagement in first-year chemistry

Physical and Computational Chemistry in the Undergraduate Curriculum:
Applied, Interesting, and Relevant
Micropublishing

- June 2010 Attended the ACE conference at the University of Calgary.
- June 2010 **Canadian Society for Chemistry (CSC)** conference in Toronto, Ontario (4 days)
- June 2010 **Peer Observation Skill Development** (3 hours)
- May 2010 **Academic Policies Update** (3 hours)
- June 2009 Attended the ACE conference at Red Deer College.
- May 2009 **Academic Affairs Update** (3 hours)
- May 2009 **Academic Policies Update** (3 hours)
- May 2009 **Scholarship of Teaching and Learning** by Dr. Eileen Herteis (2.5 hours)
- May 2009 **Multiple Choice Testing** by Dr. David DiBatista (2 hours)
- April 2009 **Classroom Assessment Techniques** workshop presented by Dr. Thomas Angelo (author of CATs) and hosted by University of Alberta University Teaching Services (2 days)
- July 2008 **Multiple choice testing** (2 hours)
- July 2008 **Biennial Conference on Chemical Education** in Bloomington, Indiana. I gave two presentations and organized and chaired a symposium on 'Publishing for today's learner'. (5 days)
- June 2008 Organized and hosted the ACE conference at Grant MacEwan College.
- June 2008 **Academic Policies Update** (3 hours)
- June 2008 **Canadian Society for Chemistry (CSC)** conference in Edmonton, Alberta. (5 days)
- June 2008 **College Chemistry Canada (C₃)** conference in Edmonton, Alberta. I gave two presentations and co-chaired a session on 'Demonstration showcase: lights, camera, action!' (3 days)
- Feb. 2008 **Intellectual Properties Ownership: Faculty Members' Rights and Responsibilities** (1.5 hours)
- Feb. 2008 **Making Lectures More Meaningful: Integrating Active Learning** (1.5 hours)
- Nov. 2007 **Society for the Advancement of Gifted Education (SAGE)** conference at NAIT, Alberta. Presented the opening plenary lecture. (2 days)
- June 2007 Attended the ACE conference at Mt. Royal College.
- May 2007 **Peer Review of Teaching** (8 hours)
- May 2007 **Using Brain Research to Enhance and Energize Instruction** (6 hours)

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- Mar. 2007 **Scholarly Teaching** (3 hours)
- Mar. 2007 **Peer Evaluation** (3 hours)
- Feb. 2007 **Instructional Skills Workshop** (32 hours)
- Nov. 2006 **Statistics and Data Analysis for Smarties** (2 hours)
- Nov. 2006 **The Effect of Classroom Peer Observation on Teaching Improvement** (2 hours)
- Nov. 2006 **Designing Effective Machine Scored Questions** (2 hours)
- Nov. 2006 **Peer Evaluation Workshop** (2 days)
- June 2006 **Great Teachers' Seminar** in Banff, Alberta (5 days)
- 2006 **Orientation to the new Faculty Evaluation System** (7 hours)
- 2006 **Activities for a Dynamic Learning Environment** (4 hours)
- 2006 **Catching Them as they Fall** (3 hours)
- 2006 **Academic Policies Forum** (2 hours)
- 2006 **Teaching and Learning with the Brain in Mind** (3 hours)
- 2006 **Peer Review Forum** (3 hours)
- 2005 **Chemical Education conference** in Vancouver, BC (4 days)
- 2004 **Biennial Conference on Chemical Education** in Ames, Iowa (5 days)
- 2004 **Opportunities in Conflict** workshop. (8 hours)
- 2004 **Preparing Multiple Choice Questions that Demand Critical Thinking** workshop (3 hours)
- 2004 **Interactive Learning Object Design** workshop on developing student-centered learning objects (teaching tools) to augment and enhance courses. (8 hours)
- 2003 **Improving Online Accessibility** seminar focusing on the technology available to disabled persons and recommended changes to making classroom and online media more accessible. (1.5 hours)
- 2003 **Copyright Issues for Online Course Development** seminar focusing on the legal requirements when distributing material in classrooms and online. (1.5 hours)
- 2001 **Conflict Resolution Workshop** focusing on conflicts likely in academia. Learning and Teaching Center, University of Victoria. (16 hours)
- 2000 **Instructional Skills Workshop** presenting alternate teaching methods. Learning and Teaching Center, University of Victoria. (24 hours)

TEACHING SCHOLARSHIP*Publications*

Investigated and developed three physical chemistry experiments for CHEM 283, **2010**.

Investigated and developed seven physical chemistry experiments for CHEM 282, **2009-10**.

Working with the Laboratory Supervisor, we revised and rewrote many of the MacEwan first-year chemistry laboratory manuals, **2004-5**.

Jensen, Roy H. "Applied statistics in chemistry". This document forms part of analytical and physical chemistry laboratory manuals at the University of Victoria and is a stand-alone document available from www.consol.ca, **2002**.

Oral Presentations

Jensen, R. H. "Exploring Chemistry: a micropublishing success", Biennial Conference on Chemical Education (BCCE), University of North Texas, Denton, Texas, **August 2010**.

Jensen, R. H. "Computational chemistry first!", Biennial Conference on Chemical Education (BCCE), University of North Texas, Denton, Texas, **August 2010**.

Jensen, R. H. "Exploring Chemistry: A micropublishing success", Chemical Society of Canada Conference, Toronto, Ontario, **June 2010**.

Jensen, R. H.; Sheppard, M. "Alternate grading of student experimental results", Chemical Society of Canada Conference, Toronto, Ontario, **June 2010**.

Jensen, Roy H. "Barriers to Post-Secondary Science: transitioning from high school", Alberta Teachers Association, Science Council (ATASC) conference, Red Deer, Alberta, **November 2009**.

Jensen, Roy H. "Barriers to Post-Secondary Science: transitioning from high school", invited presentation to the University of Alberta WISEST (Women in Science, Engineering, and Technology) students, University of Alberta, **August 2009**.

Jensen, Roy H. "Barriers to Post-Secondary Science: transitioning from high school", invited presentation at the Alberta Biology and Chemistry Regionals conference, sponsored by Alberta Education, **May 2009**.

Jensen, Roy H. "Pedagogical Continuity: Minimizing learning barriers", Greater Edmonton Teacher's Convention Association (GETCA), **February 2009**.

Jensen, Roy H. "Leadership: doing what's right and/or easy", invited presentation to the MacEwan Student Ambassador Program, **February 2009**.

Jensen, Roy H. "Barriers to Post-Secondary Science: transitioning from high school", invited presentation at the Science and Mathematics Education Students' Association (SMESA) conference, University of Alberta, Alberta, **January 2009**.

Jensen, R. H. "Pedagogical Continuity: Minimizing learning barriers", Alberta Teachers Association, Science Council (ATASC) conference, Calgary, Alberta, **November 2008**.

Jensen, R. H.; Sheppard, M. “Dynamic grading of student laboratory results”, Biennial Conference on Chemical Education (BCCE), Indiana University, Bloomington, Indiana, **July 2008**.

Jensen, R. H. “Pedagogical Continuity: Minimizing learning barriers”, Biennial Conference on Chemical Education (BCCE), Indiana University, Bloomington, Indiana, **July 2008**.

Jensen, R. H. “Pedagogical Continuity: Minimizing learning barriers”, College Chemistry Canada (C₃) conference, Edmonton, Alberta, **June 2008**.

Jensen, Roy H. “Pedagogical Continuity: Minimizing learning barriers”, invited presentation at the Science and Mathematics Education Students’ Association (SMESA) conference, University of Alberta, Alberta, **January 2008**.

Jensen, Roy H. “Chemical Explorations: discovery and understanding”, Opening plenary presentation at the Society for the Advancement of Gifted Education (SAGE) conference, Northern Alberta Institute of Technology (NAIT), Edmonton, Alberta, **November 2007**.

Jensen, Roy H. “Chemistry in the world around you”, Young Scientists conference, University of Alberta, Alberta, **2007**.

Jensen, Roy H. “Pedagogical Continuity: Minimizing learning barriers”, Science and Mathematics Education Students’ Association (SMESA) conference, University of Alberta, Alberta, **January 2007**.

Jensen, Roy H. “Science Outreach: Scientists in the classroom”, Science and Mathematics Education Students’ Association (SMESA) conference, University of Alberta, Alberta, **January 2007**.

Gelmini, Lucio; Jensen, Roy H. “Science Outreach: Scientists in the Classroom”, Annual Alberta Teachers Association Science Council (ATA SC) conference, Kananaskis, Alberta, **November 2006**.

Jensen, Roy H. “Pedagogical Continuity: Minimizing learning barriers”, Annual Alberta Teachers Association Science Council (ATA SC) conference, Kananaskis, Alberta, **November 2006**.

Jensen, Roy H. “Pedagogical Continuity: Minimizing learning barriers”, a presentation to invited science teachers (open invitation), Grant MacEwan University, **February 2006**.

Jensen, Roy H. “Pedagogical Continuity: Minimizing learning barriers”, Science Immersion Workshop (Edmonton Science Outreach Network), University of Alberta, **January 2006**.

Jensen, Roy H. “Pedagogical Continuity: Errant Topics in Chemistry”, Chemical Education 2005 Conference, University of British Columbia, **August 2005**.

Jensen, Roy H. “GRADEKEEPER: a record keeping program”, Learning & Teaching Center, University of Victoria, **2001**.

Jensen, Roy H. “Computer based record keeping”, Learning & Teaching Center, University of Victoria, **2001**.

Poster presentations

Jensen, R. H.; Sheppard, M. “Dynamic grading of student laboratory results”, 2008 College Chemistry Canada (C₃) conference, Edmonton, Alberta, **2008**.

Workshops

- 2006 – 2007 **Organized** a casual open forum (coffee shop environment) where instructors can meet and discuss issues of pedagogical interest. These forums are held twice a month during the academic year.
- 2006 **Organized**, in association with MacEwan Faculty Development, a workshop series that provides faculty with instructional strategies through peer (faculty – faculty) instruction, panel sessions, and from invited speakers.
 11 May 2006 Activities for a dynamic learning environment
- 2004, 2005 **Organized**, with Dr. Lucio Gelmini and Debra Campbell (Alberta Learning), seminars and social events for local high school teachers. These events are designed to bring high school and college instructors together to build networks to improve the transition between high school and college and promote continuing education opportunities to high school instructors. (4 hours each)
- 2002 **Facilitator** for new graduate-student instructors. Topics included Instructor Resources, Teaching Tips, and Critical Incident situations. Learning and Teaching Center, University of Victoria. (3 × 1 hour)

Other activities

- 2007 – present **Peer Evaluator** in the faculty evaluation program at Grant MacEwan University, Edmonton, AB.
- 2006 – 2007 **Mentor** within the MacEwan Mentorship program. This program matches experienced with new instructors and provides the opportunity for both to embark in a year-long journey of discovery related to pedagogy.
- 2006 **Representative** of Grant MacEwan University and the Edmonton Science Outreach Network (ESON) at the Edmonton Science Teacher Conference.

TEACHING AWARDS (see my Curriculum Vitae for the complete list of grants, awards, and scholarships)

- 2003 Nominated for the President’s Distinguished Service Team award from the University of Victoria.
- 2003 Andy Farquharson award for excellence in graduate student teaching.
- 1997 Visiting Scientist of the Year award from Metropolitan State College of Denver.

REFERENCES

References available upon request.