March 09, 2019

Department of Geography
Faculty of Environment
Simon Fraser University
8888 University Drive
Burnaby, BC V5A 1S6
CANADA

Dr. David J. Lieske
Chair of Department of Geography and Environment
Faculty of Social Sciences
Mount Allison University
E-mail: dlieske@mta.ca
Phone: (506) 364-2315

Dear Dr. Lieske,

Re: One-year Teaching McCain Postdoctoral Fellow

I was very pleased to read from the Mount Allison University job website of your requirements for a one-year teaching McCain Postdoctoral Fellow. I am very interested in this position. I have a PhD in Physical Geography, and I have more than ten years of experience teaching a variety of Physical Geography and Environmental Science courses at undergraduate level. I am keen to join the Department of Geography and Environment because this position would fully utilise my significant experience in interdisciplinary academic teaching gained over the past many years teaching a variety of Physical Geography and Environmental Science courses in universities and colleges in the UK, Canada, China, and Cameroon. My significant teaching experience; combined with my passion for hard-working and excellence in teaching, would enable me to succeed in the position.

Essential Qualifications

Ph.D. I successfully completed a PhD in Physical Geography at University of Brighton, England (United Kingdom).

A commitment to quality teaching at the undergraduate level. My ability to provide excellent undergraduate instruction in Physical Geography and Environmental Science has been eloquently demonstrated by successfully teaching a broad range of undergraduate and postgraduate courses in physical Geography and Environmental Science, namely *GEOG 311 - Hydrology* (Simon Fraser University); *GY 339 - Water and Health* (University of Brighton); *ENV 105 - Environmental Science* (Liaoning Normal University); *GEOG 417 - Advanced Quantitative Techniques in Geography* (University of Buea); *GENV 121 - Earth and Atmospheric Science* (Trinity Western University); *GEOG 1120 - Introduction to Earth Sciences* (Douglas College); *GEOG 1110 - Weather and Climate* (Douglas College); *GEOG 100 - World Regional Geography* (Vancouver Island University); *GENV 131 - Global Environmental Issues* (Trinity Western University); *GEOG 226 - Environmental Issues* (University of Regina); and *WEM04 Water Quality Analysis* (University of Brighton).

Teach three upper year-level courses: e.g., Biogeography, Earth System Science, and Seminar in Environmental Science.

Biogeography. My academic training and the experience of successfully teaching *GENV 131 - Global Environmental Issues*; *ENV 105 - Environmental Science*; *GENV 121 - Earth and Atmospheric Science*; and *GEOG 1110 - Weather and Climate* will enable me to successfully teach *GENS 3421 – Biogeography*. Topics I have taught include, *inter alia*, Evolution and population ecology; Biodiversity and conservation biology; Environmental interrelationships; Speciation and extinction; Kinds of ecosystems and communities; Environmental systems and ecosystem ecology; Species interactions and community ecology; and Biodiversity issues.

Earth System Science. I have successfully taught *GEOG 1120 - Introduction to Earth Sciences*; *GENV 121 - Earth and Atmospheric Science* (four semesters); *GEOG 1110 - Weather and Climate*; and *ENV 105 Environmental Science*. My academic training and the experience of successfully teaching these courses will enable me to successfully teach *GENS 3451 - Earth System Science*.

Seminar in Environmental Science. I have successfully taught *ENV 105 Environmental Science*, full-time, from Fall Term 2016 to Spring Term 2018. Also, I have successfully taught *GENV 131 - Global Environmental Issues* (Trinity Western University), and *GEOG 226 - Environmental Issues* (University of Regina). My academic training and the experience of successfully teaching *ENV 105 - Environmental Science*, *GENV 131 - Global Environmental Issues*, and *GEOG 226 - Environmental Issues* will enable me to successfully teach *GENV 4101 - Seminar in Environmental Issues*.

My specialty and significant teaching experience make me ideally suited to your requirements. I believe I would be an excellent fit at Mount Allison University. I look forward to being given the opportunity to attend an interview to discuss the position with you in more detail. I am available at the interviewer's convenience. You may reach me at 778 998 7499. I look forward to hearing from you soon. Thank you for your time and kind consideration.

Citizenship: Canadian

Sincerely,
Dr Daniel Ekane Nnane

Daniel Ekane Nnane, PhD

Department of Geography
Simon Fraser University
8888 University Drive
Burnaby, BC, V5A 1S6
CANADA

Cellular: + 1 778 998 7499 **Email address:** daniel_nnane@sfu.ca

Formal Higher Education

Education

PhD in Physical Geography, University of Brighton, United Kingdom, 2010.
MSc in Physical Geography, University of Buea, 1999.
BSc (Honours) in Geography and Geology, University of Buea, 1996.

Postdoctoral Research, University of Brighton, February 2010 to September 2011. Water Resources Management. "AquaManche" Interreg IV project (a European Union funded research collaboration that united University of Brighton, University of Caen (France), UK Environment Agency, and the French Research Institute for the Exploitation of the Sea (Ifremer)).

Most recent

Sessional Instructor - GEOG 311: Hydrology
Department of Geography, Simon Fraser University, Burnaby, BC, Canada.

- One two-hour lecture session per week.
- One two-hour laboratory session per week.
- Set, mark and assess work and provide feedback to students.
- Supervise one Teaching Assistant (TA)

Aug. 2016 to July 2018

Assistant Professor – ENV 105 Environmental Science
LNU-MSU College of International Business, Liaoning Normal University - Missouri State University, Liaoning Normal University, Dalian, Liaoning Province, China.

- Ten (10) one-and-a-half hours lecture sessions per week.
- Five (5) one-and-a-half hours laboratory sessions per week.
- Six (6) office hours per week.
- Instruct students; set, mark and assess students work and provide feedback, and invigilate or proctor exams; provide academic advice to students and care for the pastoral needs of students including counselling, welfare and guidance; attend faculty meetings and participate in faculty and university-wide committees; participate in staff development and appraisal processes; undertake curriculum development work including planning, development, delivery and evaluation of courses and course materials; and undertake relevant personal research and other forms of scholarly activity.

Work Experience

Previous positions

Sessional Assistant Professor, GENV 121: Earth and Atmospheric Science (Spring Semester, 2016)
Department of Geography and Environment, Trinity Western University (TWU), Langley, BC, Canada.

- Two one-and-a-quarter hours lecture sessions per week.
- Four three-hour laboratory sessions per week.
- Set, mark and assess work and provide feedback to students.

GENV 121: Earth and Atmospheric Science (Summer Semester, August 2016)

- One three-hour lecture session per day for three weeks.
- One three-hour laboratory session per day for 9 days.
- Set, mark and assess work and exams and provide feedback to students.

Sessional Assistant Professor, GENV 121: Earth and Atmospheric Science and **GENV 131**: Global Environmental Issues. One-year Limited Term Appointment (2014/2015). Department of Geography and Environment, Trinity Western University (TWU), Langley, BC, Canada.

- Four three-hour laboratory sessions per week (**GENV 121**: Earth and Atmospheric Science), Spring semester (January to April).
- Two one-and-a-quarter hours lecture sessions per week (**GENV 131**: Global Environmental Issues), Summer semester (May 4 to July 29).
- One three-hour lecture session per day for three weeks, and 8 three-hour laboratory sessions (**GENV 121**), Summer semester (August 10 – 28).
- Set, mark and assess work and provide feedback to students.

Sessional Assistant Professor, GENV 121: Earth and Atmospheric Science.
Department of Geography and Environment, Trinity Western University (TWU), Langley, BC, Canada. Summer Semester, 2014.

- One three-hour lecture session per day for three weeks.
- One three-hour laboratory session per day for three weeks.
- Set, mark and assess work and exams and provide feedback to students.

Sessional Assistant Professor, GEOG 100: World Regional Geography.
Geography Department, Vancouver Island University, Nanaimo, BC, Canada.
Fall Semester, 2013.

- Two one-and-a-half hours lecture sessions per week.
- Set, marked and assessed work and exams and provided feedback to students.

Sessional Instructor, **GEOG 1120**: Introduction to Earth Sciences.
Department of Geography, Faculty of Humanities and Social Sciences, Douglas College, BC, Canada. Winter Semester, 2012.

- One two-hour lecture session per week.
- One two-hour laboratory session per week.
- Set, marked and assessed work and exams and provided feedback to students.

Sessional Instructor, **GEOG 1110**: Weather and Climate.
Department of Geography, Faculty of Humanities and Social Sciences, Douglas College, BC, Canada. Winter Semester, 2012.

- One two-hour lecture session per week.
- One two-hour laboratory session per week.
- Set, marked and assessed work and exams and provided feedback to students.

Sessional Lecturer, **GEOG 226**: Environmental Issues.
Department of Geography, Faculty of Arts, University of Regina, Saskatchewan, Canada. Fall Semester, 2011.

- Two one-and-a-quarter-hours lecture sessions per week.
- Set, marked and assessed work and exams and provided feedback to students.

Postdoctoral Research Officer: Water Resources Management. "AquaManche" Interreg IV project (a European Union funded research collaboration that united University of Brighton, University of Caen (France), UK Environment Agency, and the French Research Institute for the Exploitation of the Sea (Ifremer))

Aquatic Management of Catchments for Health & Environment, Environment & Public Health Research Unit, School of Environment and Technology, University of Brighton, United Kingdom. February 2010 to September 2011.

- Conducted innovative application of microbial source tracking (MST) and GIS-based predictive modelling research into developing innovative tools to improve the prediction, mitigation and management of microbial contamination of river, estuarine and coastal waters in the France (Channel) – England region. The dataset comprised 15 variables that were determined at 26 sampling sites biweekly. Various statistical analyses were applied on the dataset every six months. The results from the statistical analyses were presented in Partnership meetings that took place every six months.
- Collected stream water samples monthly from 26 sites, and analysed them for chemophysical water quality and microbiological (*Escherichia coli*, intestinal enterococci, phages of *Bacteroides* GB-124, and somatic coliphages) parameters.
- Worked with shellfish, and shellfish and cattle farmers in England (Devon) and France (Normandy and Brittany), respectively.
- Contributed to our research unit Newsletter.
- Assisted in writing proposals for research grants.
- Attended scientific conferences to present my research findings.
- Prepared articles for publication in reputed peer-reviewed international journals.
- In May 2010 (15th – 22nd), I received training in quantitative polymerase chain reaction (qPCR) methods used at the French Research Institute for the Exploitation of the Sea (IFREMER) laboratory (Brest, France) to source track human pollution in surface waters and shellfish. IFREMER is both a French and European Union Reference Laboratory.
- Academic advising and mentoring.

Visiting Lecturer, GY339: Water and Health.
School of Environment and Technology, University of Brighton, England, United Kingdom. 2010-2011.

- One two-hour lecture session per week.
- Two days of collection of water samples along the Brighton Beach and laboratory analysis of the water samples for chemical, physical and microbiological water quality parameters.
- Set, marked and assessed work and exams and provided feedback to students.
- Academic advising and mentoring.

Visiting Lecturer, WEM04: Water Quality Analysis.
School of Environment and Technology, University of Brighton, England, United Kingdom. 2009-2010.

- Teaching Water Quality Analysis and organising lab sessions.
- Set, marked and assessed work and exams and provided feedback to students.

Module Demonstrator, WEM04: Water Quality Analysis.
School of Environment and Technology, University of Brighton, England, United Kingdom. 2008-2008.

- Demonstrating water quality analysis for chemical, physical and microbiological water quality parameters.

GTA: GEO 417: Advanced Quantitative Techniques in Geography.
Department of Geography, University of Buea. September 1999 to March 2000.

- Two one-and-a-quarter-hours lecture sessions per week.
- Set, marked and assessed work and exams and provided feedback to students.

Student supervision I have co-supervised two MSC students namely Danson Asiimwe (September 2011), and Faithful Atusinguza (August 2011).

Distinction & academic awards University of Brighton International Research Scholarship, 2006-2008.
University of Buea Senate Prize for the Best Student in Geography, Graduating Class of July- Oct 1996.
Featured four times on the University of Buea Dean's List, 1993-1996.

Reviewer for *Water Science and Technology: Water Supply* peer-reviewed journal
Water Science and Technology peer-reviewed journal
Water, Air and Soil Pollution peer-reviewed journal
Water and Health peer-reviewed journal
African Journal of Biotechnology peer-reviewed

Professional qualifications **Postgraduate Certificate in Research Methodology**, University of Brighton, United Kingdom, 2009.
Certificate: Teaching in Higher Education, University of Brighton (UoB), 2009.
Certificate: Supervising student projects and dissertations, UoB, 2011.

Theses

The use of microbial source tracking to assess and predict water quality in river catchments (PhD)

- River Ouse catchment (UK) was used as a model to investigate the use of a novel and simple approach to monitoring microbial water quality during highly variable meteorological conditions (four seasons). A key objective of the work was to develop new protocols that could be easily replicated, especially in Less Economically Developed Countries.
- Sixteen parameters were measured and analysed from fourteen water samples collected fortnightly from 14 discrete sampling sites.
  - *Chemophysical*: conductivity, dissolved oxygen, pH level, redox potential, suspended solids, temperature, and turbidity.
  - *Faecal indicator bacteria*: *Escherichia coli*, intestinal enterococci, *Clostridium perfringens*, and heterotrophic plate count bacteria, and
  - *Bacteriophages*: Phages of *Bacteroides* GB-124 and somatic coliphages.

Sources and impact of pollutants on some aquatic ecosystems in south-western Cameroon (MSc)

- Made an inventory of actual/potential sources of pollutants to the Douala lagoon, Limbe estuary and other aquatic ecosystems along the West Coast of Cameroon.
- Water samples were collected from 20 sampling sites. Quantitative and qualitative analyses for zoo- and phytoplankters were made for each sampling site. Also, temperature and transparency, nutrients (NO_3-N, PO_4-P, and NH_3-N), and metals (Zn, Cu, Fe, Mn, Ca, Mg, K, and Na) were measured.

A geomorphological study of Bangem Sub-division (BSc)

- The study investigated the different types of volcanic landforms that evolve from the changing character of lava, and from the effects of tectonics, and surface processes which tend to modify these forms.

Professional development **Certificate of Attendance**: Teaching in Higher Education, UoB, 2009.
Certificate: Supervising student projects and dissertations, UoB, 2011.
Research Training: One-week training in quantitative polymerase chain reaction methods at the France National and European Union IFREMER Reference laboratory (Brest, France), 2010.

Educational innovation I have always been innovative in my teaching as an Assistant Professor because of significant teaching experience, and seminars, workshops and short courses I have attended. I have developed a strong ability to use different teaching techniques and information technology in individual and group settings. Also, I can adapt to new technologies that would support and enhance teaching and learning

Research and Peer-reviewed Publication

Articles in international journals

Nnane, D.E., Ebdon, J.E., Taylor, H.D. 2012. The dynamics of faecal indicator organisms in a temperate river during storm conditions. *Journal of Water and Climate Change 3, 139-150.*

Nnane, D.E. 2011. Sustainable microbial water quality monitoring programme design using phage-lysis and multivariate techniques. *Science of the Total Environment 409, 5188-5195.*

Nnane, D.E., Ebdon, J.E., Taylor, H.D. 2011. Integrated analysis of water quality parameters for cost-effective faecal pollution management in river catchments. *Water Research 45(6), 2235-2246.*

Nnane, D.E., Oben, P.M. 2001. Biochemical indicators of marine pollution in the Douala Lagoon, Cameroon. In: Lambi, C.M. (ed). *Environmental issues: problems and prospects*, p 119 – 132. ISBN: 9956-11-005-1.

Articles submitted

Nnane, D.E., Ebdon, J.E., Taylor, H.D., Purnell, S.E. Prediction of EU Bathing Water Directive exceedances in inland waters using abiotic indices.
Water Research. Manuscript number: WR17475.

International conference contributions

Nnane, D.E., Purnell, S., Ebdon, J.E., Taylor, H.D. 2011. Prediction of EU Bathing Water Directive exceedances in inland waters using abiotic indices. Poster presentation at the Faecal Indicator: Problem or Solution. International Conference at Heriot-Watt University in Edinburgh, Scotland, UK, 6-8 June 2011.

Nnane, D.E., Purnell, S., Ebdon, J.E., Taylor, H.D. 2011. An initial investigation into the effect of tidal conditions on microbial water quality in a temperate river system in Southeast England, UK. Poster presentation at the American Society for Microbiology 2011 General Meeting, in New Orleans, Louisiana, May 21-24, 2011.

Nnane, D.E., Purnell, S., Ebdon, J.E., Taylor, H.D. 2010. Le projet AquaManche (France/Grande-Bretagne), l'application au niveau de bassins versants. Colloque sur les Traceurs de Sources Microbiennes: Des outils analytiques pour améliorer la qualité microbiologique des zones de baignades et des zones conchylicoles. IFREMER, Brest, France, Oct. 2010.

Nnane, D.E., Ebdon, J.E., Taylor, H.D. 2010. Combining quantitative microbial source tracking with traditional approaches to map water pollution hazards in a river catchment. IWA Biennial Congress, Montreal, Canada, September 2010.

Nnane, D.E., Ebdon, J.E. and Taylor, H.D. 2009. River catchment microbial dynamics under storm-event conditions and human health protection: from a curative to a preventive strategy. Poster presentation at the 25th Eastern Canadian Symposium on Water Quality Research, University of Ottawa, 30 October 2009.

Nnane, D.E., Ebdon, J.E., Taylor, H.D. 2009. Application of microbial source tracking to river pollution dynamics assessment: initial results and analysis. International Water Association Health-related Water Microbiology Symposium, Naxos, Greece, June 2009.

Nnane, D.E., Ebdon, J.E., and Taylor, H.D. 2009. The use of microbial source tracking to predict pathogen dynamics during a watershed storm-event. American Society for Microbiology 18th General Meeting, Boston, MA, USA, 1-5 June 2009.

Professional organisations

Member of Canadian Association on Water Quality (CAWQ), 2008-2011
Member of International Water Association (IWA), 2007-2012
Member of Society for Applied Microbiology (SFAM), 2007-2012

Teaching Philosophy

One of my former professors once said that teaching Geography at university is a hostile playground for academic adventurism since those who indulge in such adventurism always leave a lot to be desired. I am not an academic adventurer. My strong passion for teaching and my teaching philosophy began on my first day as a freshman. Experience gained as a student, graduate teaching assistant (GTA), module demonstrator, instructor/lecturer/assistant professor, and books I have read and courses and seminars I have attended on teaching and learning have significantly contributed to shaping my teaching philosophy. My teaching philosophy is learner-centred and emphasizes excellence in academic scholarship and research. The focus is on the student, the learner. Thus, I am predisposed to consider the student first when developing course materials, activities, even the overall approach to the course. Some people learn best by listening, others by reading. Some are highly visual, others more hands on. Thus, I incorporate different learning styles into my teaching approach, activities that appeal to each style – as opposed to merely lecturing, which reaches only auditory learners. I do not take pride in "weeding out" those students who "can't cut the mustard," but I am inclined to help every student "cut the mustard." Thus, I meet students where they are and take them where they need to go. In the interest of fostering student development, I always respect my colleagues and work cooperatively with them.

My teaching objectives include, enabling students to: *always appreciate and love learning*; *acquire new knowledge and life-long learning skills*; *develop autonomy, and problem-solving and critical thinking skills*; *develop excellent oral and written*, and *presentation skills*; and *cultivate the unending desire to strive for excellence*.

To meet my objectives and to provide a rock-solid foundation for the intellectual progress of each student, I always maintain a high level of subject matter knowledge and competence in all areas relevant to my course objectives and ensure that course content is current (I keep abreast of current scholarship and research in my specialty), accurate, and representative. My adequate pedagogical knowledge and skills enable me to communicate course objectives clearly in my syllabi, select effective teaching and learning strategies, provide opportunity for practice and feedback, and deal with student diversity by maintaining an equitable and inclusive learning environment. Critical thinking, researching and writing skills are developed by asking students to critique some relevant peer-reviewed publications, and write individual assignments and opinion papers. PowerPoint presentation of assignments encourages strong oral communication and presentation skills. Group assignments help foster a team spirit and thus encourage good teamwork and communication. I hold regular 'surgeries' to meet individually with students with academic difficulties. The format of my courses is a combination of lectures (sometimes complemented by group discussions and debates), assigned readings, labs, research, field trips, tutorials, external visits, and guest speakers.

I am keen on using appropriate technology in instruction. Throughout my courses audio-visual techniques and materials (e.g. video-clips) are used to support the lecture material. I combine vivid illustrations, expressiveness, gestures and humour, to make my lectures and laboratory practical profound instruction. For lectures, I prepare PowerPoint presentations following a lot of reading. Students can print the PowerPoint slides and bring to lectures and add notes to the PowerPoint slides as I lecture. I also use online services, e.g. Blackboard, Canvas, for delivery of course material (PowerPoint lectures, announcements, lab assignments, sample questions, and so forth). To encourage interaction between the students and me, I encourage students during lectures to actively participate by asking and answering questions and sharing

information they have read on their own that is relevant to the topic. Sometimes, I hand out a question sheet (3 to 5 questions) to each student relating to the day's lecture. This enables the students to stay alert in the lecture and to be on the alert for the answers to the questions since they will get the answers from the lecturing. I also use clicker PowerPoint slides. I forewarn students of topics they may find sensitive, and I treat such topics in an open, honest, and respectful way. Labs are sometimes a necessary adjunct to my classroom lecturing. These offer students the skill training element, and significantly buttress theoretical understanding developed in lectures. The labs are hands-on and during each laboratory session, I demonstrate the intended tasks and I have formative discussions as the students carry out the tasks.

My formative and summative assessment procedures and grading standards are communicated clearly in my syllabi. I ensure that assessment and evaluation of students is open, fair, valid, and congruent with course objectives. I build a considerable degree of choice and flexibility into each assessment by letting students choose from many options. I use a few minutes of each lecture for in-class quizzes in preparation for Midterm Exams and the Final Exam. These in-class quizzes reduce summative assessment load on students and help them to ascertain their progress with the skills and knowledge required by my course. The in-class quizzes help me to evaluate the effectiveness of my teaching to date, and to adjust if the need arises.

During the term, my students write individual and/or group assignments on given topics or undertake lab-based practice tasks. I provide detail grading rubrics for individual and group assignments, and I hold assignment meetings with students. The rubrics help students to monitor and assess their progress with the assignment and can help them easily see the strengths and weaknesses of their work when graded and returned. The rubrics help me to communicate to students the requirements and acceptable performance standards of assignments, and to get a clearer picture of the strengths and weaknesses of my class. Students receive descriptive feedback on assignments. There are two or three midterm examinations and one final examination. For the final exam, I give students a choice of questions to answer. Approximately 70 percent of my assessments is based on unseen examinations. The format for each exam is a combination of multiple choice, true/false, completion, matching, short answer, and short and long essay questions. Hand-in dates for my assignments are spread throughout the term to lessen the pressure on students.

To provide an opportunity for students to learn, grow, and learn again, and the capacity to succeed, I uphold many core beliefs that include, *inter alia*, respect, understanding, compassion, empathy, acceptance, tolerance, individuality, and confidentiality. My relationships with students are focused on pedagogical goals and academic requirements, and I always ensure that I set rigid boundaries that would help me prevent unethical or inappropriate behaviour within and without the classroom.

I am always respectful of the college's or university's educational goals, policies, and standards. So, I always conduct my teaching, advising, and research in compliance with the university's ethical standards, applicable rules and regulations.

To continue to be current and effective in teaching, advising, and research I continually update my academic and professional competencies by regularly attending seminars and short courses on teaching and learning, and attending and participating at national and international academic conferences. Also, I am open to feedback from colleagues and students on ways to improve my teaching. My enthusiasm and commitment to teaching is equal to my enthusiasm and commitment to do research.

Student Evaluation Scores - Fall Term of 2016*

The criteria in **Table 1** below for this student evaluation come from university (*Missouri State University - West Plains*) standard evaluation.

Table 1 Criteria and Instructor Average Rating

Criteria	Average Rating**
Professor teaches the course in an effective manner.	1.52
Professor shows interest in teaching the course subject matter.	1.50
Considering the course subject matter, this instructor is an effective teacher.	1.59
Course requirements are clearly stated.	1.43
Grading is consistent with course requirements.	1.59
Professor effectively responds to student questions in class.	1.60
Professor effectively responds to student questions outside of class.	1.65
Professor makes good use of class time.	1.39
Professor returns student work in a timely manner.	1.45

***Raw data available on request.*
***Average ratings are based on a scale of 1 to 5 with 1 being best and 5 being worst.*

Thanks

NE

Nnane, Daniel E

Thu 14/12, 07:03

Coutts, Michael

Your very welcome, Dani… Mon 06/03, 13:16

NE

Nnane, Daniel E

Hello Mike, Thank you v… Mon 06/03, 13:12

Coutts, Michael

Reply all

Sat 04/03, 11:51

Nnane, Daniel E

You forwarded this message on 14/12/2017 07:03

Daniel,

I just wanted to follow up from what we talked about yesterday. I’ve heard really good things about your class and just wanted to pass that feedback along to you. I/we are really happy to have you on our faculty!

Hope you have a great day,

Mike

TRINITY WESTERN UNIVERSITY
Education. Transformation. IMPACT.

Faculty of Humanities and Social Sciences

FACULTY EVALUATION SUMMARY

Instructor: Daniel Ekane Nnane
Semester: Summer 2014
Course: GEOG 121 Earth and Atmospheric Science

The data collected from students in the evaluation constitute evidence that the instructor's performance was very good this semester.

The questionnaire, with a completion rate of 77% (20 out of 26 students), produced a range of different qualitative results for the different criteria. The overall result indicates more satisfaction than dissatisfaction on the part of students.

The most positive responses indicated that the instructor has very good understanding of the subject-matter of the course and explained both the general objectives and course material clearly; that the course was organised effectively; that material was well spaced over the semester and that assignments were handed back on time.

The positive written comments emphasised the instructor's knowledge, preparedness, and ability to explain material clearly. Respondents welcomed his detailed comments and the quantity and quality of the information communicated during class.

This evaluation is satisfactory.

May 8 / 2015

Dr Maxwell Ofosuhene
Chair of Department of Geography, History and Political & International Studies
Phone: +1 604-888-7511 ext. 3471

Date

University of Regina

Department of Geography
3737 Wascana Pkwy
Regina, SK S4S 0A2
Canada
+1.306.585.4222

Peer Classroom Observation

Course No./Section:	Geog 226	**Instructor:**	Daniel Nnane
Course Title:	Environmental Issues	**Semester/Year:**	Fall 2011
		Date/Time:	November 17 10:00 – 11:15

General Observations:

At the beginning of the class, Dr. Nnane took attendance. This is a small class and only 8 of the 11 students were present.

Clarification on the requirements for the next assignment was given.

Today's topic was "Water Pollution". Daniel began by reviewing the topics of the last lecture: Where water is found; How we use it; and Water's uneven geographic distribution.

When he asked the class if someone could remember the 2 methods for water desalinization, he received good feedback from the students. This shows that his students are engaged in the class and that they are retaining what he has taught them.

The class lecture was coordinated with the use of PowerPoint. Daniel's slides are generally well designed: clear, not cluttered, and frequently illustrated, although there is some room for improvement (see Areas for Improvement, below). He used the slides' bullets as talking points that he expanded upon during the presentation.

Part-way through the lecture he asked, "Are there any questions so far?"

A positive move was that at one point he diverted from his slides to discuss the differences between *bioaccumulation* and *bioconcentration*. This allowed him to guide his talk in a bit more of a free-form manner.

He incorporated personal experiences into his presentation, in this case unwitting biological contamination of water sources in Bangladesh by a development agency.

He entertained a spontaneous question from the class and answered the student by name. This is indicative of a good teacher–student rapport: students felt comfortable asking questions and he was able to provide informative answers.

The lecture ended with a slide summarizing the key points covered during the class.

Throughout the class, Daniel's extensive knowledge of the lecture content was evident. His diction was clear and purposive. He did not hide behind the podium at the front of the room; rather, he freely moved about to maintain student interest and attention.

Strengths:

- Dr. Nnane has a very good classroom presence. He seems comfortable at the head of the class and appears to have earned the respect of his students without being authoritarian.
- He is very knowledgeable about the course material.
- He delivers the material in a clear, unhurried manner.
- He asks and receives questions from his class.
- He knows the students' names.

Areas for Improvement:

- While the PPT slides were generally clear, a few of them had some problems:
  - Sometimes the slide's picture or illustration was too small to see.
  - Some of the slides had too much text.
- The expectation of how much of the slide's material that should be retained by the students was unclear (perhaps because I haven't been in the class from the very start). Some slides had a lot of content that may/may not be considered important, e.g. a list of 5 types of pathogens.
- Making the slides available to students would be a positive move to help them with their note-taking (perhaps this is already done?).

Length of Observation:	75 minutes
Observer:	Joseph M. Piwowar, Ph.D. Head, Department of Geography Canada Research Chair in Geomatics & Sustainability

DOUGLASCOLLEGE
PO Box 2503 New Westminster BC
Canada V3L 5B2

New Westminster and Coquitlam
douglascollege.ca
604 527 5400

October 12, 2012

Reference Letter for Daniel Nnane

To Whom It May Concern,

Daniel Nnane taught our Geography 1110 (Weather and Climate) and Geography 1120 (Introduction to Earth Sciences) courses in the winter 2012 semester. Daniel was a capable and effective instructor. His course evaluations were satisfactory with his knowledge of the subject and interest in the material ranking well. On the basis of an in class observation conducted by a colleague, Daniel demonstrated his comprehension of the course content and his ability to interact and engage with the students.

I would recommend that you consider Daniel for your position.

If you have any questions, please contact me at 604-527-5436.

Sincerely,

Earl G. Noah

Earl G. Noah
Department of Geography
Douglas College

References

Dr Jonathan Caplin
Principal Lecturer
School of Environment and Technology
University of Brighton,
Cockcroft Building,
Lewes Road,
Brighton, BN2 4GJ,
United Kingdom.
Email: J.L.Caplin@brighton.ac.uk

Dr Kathy Runnalls
Geography and the Environment
Douglas College
PO Box 2503
New Westminster, BC
V3L 5B2
Email: runnallsk@douglascollege.ca

Dr John Walsh
Email: johnwalshad@gmail.com