



Center for Teaching and Learning Newsletter

Dates to Note

**NATIONAL DISTANCE
LEARNING WEEK**
November 5-9, 2018

Screencast Your Way to Better Learning

Thursday, November 8, 12:15 p.m.

Study Abroad Faculty Workshop

Thursday, November 8, 1:50 p.m.

Open and Accessible: Tips for Creating ADA-friendly OER

Thursday, November 8, 2 p.m.

High Impact Practices and Academic Service-Learning Showcase

Tuesday, November 13, 12:15 p.m.

Effective Use of Publisher Content

Thursday, November 15, 10 a.m.

Finding Open Educational Resources: Quality and Peer-reviewed OER

Thursday, November 15, 2 p.m.

Creating Classroom Assignments Connected to Professional Competencies

Thursday, November 15, 12:15 p.m.

University-Funded Faculty Development Abroad: Lessons from 2018's CIEE IFDS Grant Winners

Monday, November 19, 1:50 p.m.

Tableau for the Classroom

Monday, December 3, 1:50 p.m.

CPS Faculty Research Forum: Playing Games is Research, really? A Systematic Review of Gamification Research and Future Directions

Thursday, December 6, 1:50 p.m.

Vol. 23, No. 2

October/ November 2018

CTL October/November Newsletter

The *CTL Newsletter* is distributed electronically several times throughout the academic year. Highlights from this issue include

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Growth Grants Program

Faculty Growth Grants are intended to provide support for full-time faculty members who seek to enhance their teaching skills, to further integrate technology in the curriculum, or to develop groundbreaking courses. A limited number of grants are available each year. [CLICK HERE FOR THE APPLICATION](#)

Send completed application on or before **Monday, December 3, 2018** to:
Cynthia Phillips, Director of the Center for Teaching and Learning
at phillipc@stjohns.edu.



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Enhancing My Journey As An Educator Through A Faculty Growth Grant

Alyssa Quinlan, College of Pharmacy and Health Sciences, Clinical Health Professions

In 2015, I began my journey as an educator for physician assistant students. Prior to my transition, I worked clinically as a physician assistant in pediatric hematology/oncology and neurosurgery, but also precepted many students rotating within the hospital. I have always enjoyed mentoring and working with students while encouraging critical thinking skills and active learning. Since joining academia, I have found collaborative learning to be of great benefit to students as it reinforces the mastery of the material while providing a fun and social experience.

As part of my journey to further my pedagogical techniques, I was fortunate to receive a [Faculty Growth Grant](#) from the [Center for Teaching and Learning](#). This grant afforded me the opportunity to attend the Innovations in Medical Education Conference in Los Angeles, California. The conference focused on the innovations and discoveries in the education of healthcare professionals. It offered an opportunity to expand my grasp of medical education and pedagogical use of interactive learning tools while also enabling me to connect with peers to learn the classroom practices from educators across the nation. Overall, this conference has brought into my perspective valuable techniques to bring to my classroom to create a more deeply enriched learning environment.

During this conference, I attended many interesting lectures that directly apply to my current teaching. Of the many presentations, there were several that stood out to be most beneficial for use in the physician assistant classroom. These presentations focused on methods to break the monotony of standard lecturing and rote memorization, to improve the retention of material and promote lifelong learning.

Specifically, "Is that your final answer?: How to Develop, Implement and Tailor an Exciting Game Show Program" and "Medical Improv— Enhancing Clinicians' Communication Through Play" provided me with tools and activities that I can incorporate into the classroom to create a more exciting learning environment and improve team working skills amongst the students.

The conference lecture which really caught the attention of my scientific mind, was entitled "Hitting Pause Improves Learning— Large Group Teaching." This presentation focused on the average student's ability to apply focused attention and how doing small "pauses" during a lecture can enhance the absorption of the material. These pauses not only encourage interactive learning, but also give the students a quick break to renew their mental focus capacities. Classroom "pauses" can provide feedback, increase retention and allow for collaborative learning. These lecture breaks may be offered at the beginning, mid-point and end of the lecture and may be of varying length of time.

Overall, I believe this experience was immediately beneficial in forwarding my growth as an educator. I have begun to incorporate these valuable lessons into lecture revisions for this semester. I look forward to reviewing student perceptions of these new initiatives in the courses I teach as well as exploring other opportunities to share this information within and outside St. John's University.

*The next deadline to apply for a Faculty Growth Grant is **Monday, December 3**. For more information go to the [CTL website](#).*

CENTER FOR TEACHING AND LEARNING**DIRECTOR:**

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2018—2020 FELLOWS:

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Kathryn Shaughnessy

Charles Wankel

CAMPUS GUIDES:**[CTL TEACHING AND LEARNING RESOURCES](#)**

This site provides faculty with information about teaching at St. John's.

CTL Fellows: Project Highlights

Our CTL Fellows are hard at work on their projects. Here are highlights from Steven Alvarez's project.

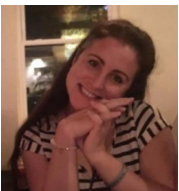
Digitally Writing Foodways Literacies

My CTL project initially theorized how Instagram could be of use in a senior seminar undergraduate writing course I taught during the Spring 2018 semester at St. John's that focused on Mexican foodways. Using the hashtag #tacoliteracy students archived research while also building an audience for the WordPress websites they built, and where they explored their larger, semester-long research projects. Students learned some of the conventions of "#food" as they explored foodways with their phones as Instagrammers, including elements of how to share their research back to their websites, while also linking their Instagram accounts to their class websites, which hosted the larger body of writing they produced for the semester. To see more about the class itself, along with the syllabus, see www.tacoliteracy.com. You can see more of students' uses of Instagram @tacoliteracy, but also see how the #tacoliteracy hashtag has since grown since the class became a national sensation.

I write "national sensation" jokingly, but also with a hint of truth. Yes, you can study tacos at college. The Latinx news site [Remezcla called Taco Literacy](#) the course of the year before the semester even started. *The New Yorker* also mentioned the class, and the podcast [The Sporkful dedicated an entire episode](#) to the class as we tour a taco camino in Queens and Manhattan. The class was a success, and for the coming spring semester, I will teach a course that will engage with digital storytelling and Queens foodways, Mexican food and more. I expect some incredible project from students, as we continue to use WordPress, Instagram, and also turn more to using YouTube in addition. Stay tuned for the hashtag for that class.

Library Corner: Meet the Student Success Librarian

Heather Ball is the Student Success Librarian and Assistant Professor in the University Libraries. Her role is to research and implement new initiatives through the Libraries in conjunction with other offices and groups to help increase student engagement, and thereby retention and graduation. Be sure to follow the Libraries' Instagram account for more on these upcoming events! ([@stjohnslibraries](#)) She holds an



MLS (Queens College) with dual certificate in Preservation and Archives, as well as an MLitt (University of Glasgow) and Bachelor's (NYU) in Medieval Studies. She sits on several committees for the Library and University, and has been invited to present her research relating to both libraries and medieval studies at several conferences this year. Her research interests include qualitative and quantitative data analysis, information literacy instruction, digitization and encoding of historical manuscripts, Geoffrey of Monmouth, and twelfth-century Britain.

Color Music Philosophy

Victor Michael Poast (Art & Design) will read excerpt from his book on *Color Music Philosophy* on Thursday, November 15 at 2 p.m. in D'Angelo Center room 406.

For more information click [here](#).

Faculty News

Fabienne Cadet, Ph.D. (Marketing) presented, "The Dark Side of Empathy," at the Frontiers in Service Conference (September 2018).

Judy Cooperman (Arts and Design) photographs were featured in the Art Educators of NY Summer Exhibition at the Memorial Gallery at Farmingdale State College and the NAWA at Beamesderfer 3: Sea and Sky Exhibition of the National Association of Women Artists, Italy (2018).

Christopher Denny, Ph.D. (Theology and Religious Studies) presented a paper, "From Drowned World to Ecclesial Bestiary: Noah's Ark in the Beatus Apocalypses," at the annual international meeting of the Society for Biblical Literature in Helsinki, Finland (August 2018).

Amy Gansell, Ph.D. (Art and Design) co-edited, *CyberResearch on the Ancient Near East and Neighboring Territories* (2018).

Aleksandr Gevorkyan, Ph.D. (Economic and Finance) published, *Transition Economies: Transformation, Development, and Society in Eastern Europe and the Former Soviet Union* (2018).

Bonnie Johnson and Yvonne Pratt-Johnson, Ed.D. (Education Specialties) edited the book, *Inequalities in the Early Years*; in addition to a chapter by the editors, the authors include, in chapter order: **Daniel Ness, Michael R. Sampson, Caitlin Stehling and Robert A. Mangione, Fabienne T. Cadet, Dan Rubin and Joan Ball, Anthony Bayani Rodriguez, Harold T. Broderick, Sandra S. Abrams, Elizabeth Chase, Nancy P. Morabito, and Donald R. McClure.** President **Conrado "Bobby" Gempesaw** wrote the Foreword to the collection (2018).

Sven Horak, Ph.D. (Management) published the articles: "Emotions, Indigenous Affective Ties, and Social Network Theory - The Case of South Korea," and "Two Not of a Kind: Social Network Theory and Informal Social Networks in East Asia," in the *Asia Pacific Journal of Management*; "International Human Resource Management in an Era of Political Nationalism," in the *Thunderbird International Business Review*; "From Cross-Cultural Economic Experiments to Experimental Indigenous Management Research - A Sugges-

tion," in the *Management and Organization Review*; "Dissolving the Paradox: Toward a Yin-Yang Perspective on the Power and Trust Antagonism in Collaborative Business Relationships," in the *Supply Chain Management*; "Does Culture Frame Technological Innovativeness? A Study of Millennials in Triad Countries," and "Trust, Reciprocity and Reputation in Informal Networks in Post-Soviet Russia" in the *European Journal of International Management* (2018).

Steve Puig, Ph.D. (Languages and Literatures) published "Redefining Frenchness through Urban Music and Literature: The Case of Rapper-Writers Abd Al Malik and Disiz" in *Post-Migratory Cultures in Postcolonial France* (July 2018).

Sandra Reznik, Ph.D., and Charles R. Ashby, Jr., Ph.D. (Pharmaceutical Sciences) published, "Saturated and Unsaturated Fatty Acids Differentially Regulate *In Vitro* and *Ex Vivo* Placental Anti-Oxidant Capacity," in the *American Journal of Reproductive Immunology*; and a review article "Sofosbuvir: A Potential Treatment for Ebola," in the *Frontiers in Pharmacology*; also co-authored "Fetal Not Maternal *APOL1* Genotype Associated with Risk for Preeclampsia," in the *American Journal of Human Genetics* (2018).

Cynthia Phillips, Ed.D., and Joseph Trainor, Ph.D. (Accountancy) presented "SmartBook Modules to Students as Homework Assignments before Class at the Conference on Teaching and Learning in Accounting in Washington, D.C. (2018).

Faculty News

If you would like to send an entry to "Faculty News," the deadline for the next issue is **November 16**. We prefer that you e-mail the information to CTL@stjohns.edu.

Please follow the "Faculty News" style: Name, degree (Department) "title of publication" in *Journal* (date) or "title of presentation" at conference (date).

REMINDER: New Self-Service Password Recovery Tool

You have received an internal communication regarding enrollment in the new self-service password recovery service. This is a reminder to enroll in this service, which will allow you to reset your University network password. This password is used to log on to the following systems:

- Computer log-on (e.g., laptops, desktops, lab machines)
- E-mail/Outlook Web Access
- Wireless access
- VPN
- MySJU
- WebEx
- Slate
- Library database
- SANS Institute information security training

On **Wednesday, November 7**, a new password policy takes effect for all University employees. If you have not changed your password in the last 180 days prior to this date, you will be prompted to change it when you log on to your computer. If you did not log out of your computer, you will receive a notification at the bottom of your screen and will not be able to access University resources until your password is changed.

It is strongly recommended that users enroll in this service and change their password prior to this date. For those employees who also serve in a supervisory role, please ensure your staff is aware of this change and encourage them to enroll and change their password prior to this date.

Please visit MySJU (mysju.stjohns.edu) and click "Enrollment for Password Recovery" above the "Login" button to register for this service. New passwords must

- Be at least 10 characters in length
- Contain both numeric and alphanumeric characters
- Contain both upper and lowercase letters
- Be free from repetition, dictionary words, or usernames.

Passwords will expire every 180 days.

This change is essential to improve our security at St. John's. If you have any questions or need assistance accessing the self-service tool or resetting your password, please contact the Office of Information Technology Service Desk at 718-990-5000 (extension 5000 on campus).

Fall 2018 Grants Bulletin

The [Office of Grants and Sponsored Research](#) (OGSR) represents the pre-award administration office and nonfinancial post-award administration at St. John's University. They provide service and support related to research activities across all schools and units at the University and work closely with the [Office of Business Affairs](#) regarding post-award items such as the financial management of sponsored projects. Sponsored programs include research, instruction and training, public service, evaluative testing, and other scholarly and creative activities conducted under the direction of University faculty and staff and funded by organizations external to the University in accordance with award regulations.

Please visit their [website](#) for more information.

Faculty Technology Forum

On Monday, October 15 faculty from across the University shared how technology enhances their teaching and research. Short descriptions of the presentations are below. The guest speaker, Dr. John Fritz, Associate Vice President for Instructional Technology at UMBC, presented on "[Encouraging Student Responsibility for Learning and Identifying Course Designs that Help.](#)"



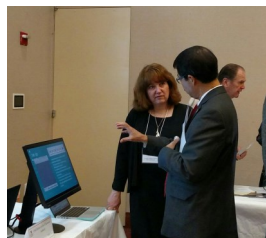
To read more about the event view the article on the St. John's [website](#).

Use of Vitalograph Aerosol Inhalation Monitor (AIM) in a Pharmacy Practice Lab

Carmela Avena-Woods, College of Pharmacy and Health Sciences, Clinical Pharmacy Practice
Students voluntarily used the AIM device during the patient assessment component of the lab to gain the experience of using a Meter Dose Inhaler (MDI) before evaluating and performing standard patient counseling for a MDI prescription. Knowledge gained will have a profound impact on their ability to educate patients in a real practice setting ultimately achieving positive clinical outcomes, improving patient quality of life and adherence.

Oral History in the Classroom: Audacity

Phyllis Conn, St. John's College of Liberal Arts and Sciences, Institute for Core Studies



This presentation describes how students can conduct oral history interviews using Audacity, a free and user friendly software program. Using best practices from the field of oral history, students can interview friends, family members, or others about topics related to academic study - in this example, immigration experiences of interviewees. Audacity features simple editing as well as a full range of features for advanced users.

Design Thinking, Ethical Practices, and Emerging Technologies

Edrex Fontanilla, College of Professional Studies, Mass Communication

While 3D printing is celebrated for lowering the barrier for entry to fabrication practices, this technology can also promote new modes of critical thinking in the classroom. This presentation depicts examples from the applied philosophy class, "Ethical Practices in Emerging Technologies" and the opportunities that 3D printing can offer to interdisciplinary courses.



St. John's Libraries Go Mobile!

Caroline Fuchs, Ann Jusino, Ben Turner, Heather Ball, Shilpa Karnik, and Valeda Dent, University Libraries
Join us for an introduction and demonstration of three newly developed St. John's Libraries' apps developed by the Web and Emerging Technologies Committee. Highlighted apps include St. John's Libraries Mobile App, which features self-checkout functionality; InQuery (Library research assistance on the go!); and BKFNDr, a wayfinding app that will help users locate books on the library shelves. Apps are freely available from the App Store and GooglePlay.

(continued on next page)

3D Virtual Media in Museums: A New Course for the SJC Museum Administration MA Program

Amy Gansell, St. John's College of Liberal Arts and Sciences, Art and Design



I'm teaching a new course on the use of three-dimensional virtual media in museum and exhibition contexts. We are exploring the uses of Virtual Reality (VR), Augmented Reality (AR), and Mixed Reality (MxR), as well as holograms and other forms of light projection in museums curation and education. Students participate in immersive VR experiences on campus and at home using low-cost Google-Cardboard VR viewers. We are building a repository of reviews of online museum VR websites and museum-based VR, AR, and MxR installations, with the intent of collecting material to support future St. John's students studying Art History and Museum Administration.

Virtual Reality - The Unabomber Experience

Brian Harte, College of Professional Studies, Criminal Justice, Legal Studies, and Homeland Security

This presentation provides a virtual walk-through of the FBI's investigation into suspect Theodore 'Ted' Kaczynski, also known as the Unabomber. This virtual reality experience will introduce you to relevant case details and describe the investigative process used to identify Kaczynski as the Unabomber.

Preparing Students for Future Success with DISC Behavioral Profiling Tools

David Hedlund, College of Professional Studies, Sport Management

The AY2017-18 marks the seventh year we have used DISC behavioral profiling tools with Sport Management students. In the upcoming year, due in part to money provided through St. John's University teaching grants, we now offer DISC behavioral profiling tools to 100% of our graduate-level Sport Management students. Parallel research and anecdotal evidence indicates the use of DISC behavioral profiling tools with students has been of great value in a number of areas, including but not limited to identifying and earning employment opportunities, preparing oneself for future careers, and helping individuals gain greater self awareness and understanding of others leading to more productive work environments.

Text-free Teaching Using JOVE CORE

Jiyun Kim, St. John's College of Liberal Arts and Sciences, Biological Sciences

This presentation will explore the effectiveness of a beta version of Journal of Visualized Experiment (JoVE) Core currently being used in my Biology courses as a supplementary tool. This platform has 1 to 1.5 minute videos for each topic. JoVE is proposing to replace an introductory Biology course with this platform for the millennial generation.

Using Interactive Tools that Encourage Student Engagement

Belenna Lauto, St. John's College of Liberal Arts and Sciences, Art and Design

This presentation will share my use of VoiceThread and the Cluster APP in both face to face and online classes.

Real World Collaborations for Citizen Scientists

Paula Lazrus, St. John's College of Liberal Arts and Sciences, Institute for Core Studies



Collaborations with the New York Botanical Gardens have provided opportunities for both freshmen and advanced classes. Options for simple web interfaces that allow students to participate in digital transcriptions of archival herbarium materials and hands on projects for an introductory GIS class have provided creative opportunities for teaching and learning.

(continued on next page)

How to Make a Short Movie for Instructional Purposes

Iris Mohr, The Peter J. Tobin College of Business, Marketing

This presentation will demonstrate how to create a short movie on a smart phone and then edit and stream it in the classroom.

Using Text Mining and Sentiment Analysis to Monitor Customer Opinion

Seunghyun "Brian" Park, College of Professional Studies, Administration and Economics

This presentation delivers the information about methods and cases of social media analytics for teaching. The tools and data are applicable to case studies and class discussions on current trends of customer attitudes and interests.

Interactive Learning Modules for Advanced Pharmacy Practice Experiential Students

Hira Shafeeq, College of Pharmacy and Health Sciences, Clinical Health Professions

Advanced Pharmacy Practice Experiential (APPE) rotation is a four week learning experience for sixth year pharmacy students. The students are exposed to a variety of learning sites that may not be covered in the didactic lectures. Interactive learning modules will be created to cover rotation specific topics to improve student's familiarity to a specialized practice setting such as Surgical Intensive Care Unit.

Free and Open Access: Making the Transition to a Zero-Cost Course Using Peer-reviewed Resources

Kathryn Shaughnessy, University Libraries and St. John's College of Liberal Arts and Sciences, Library and Information Science

When a textbook is updated, it is an opportunity to revamp the course and look at other options. Inspired by the free and low-cost textbook movement, I transitioned my LIS231 course away from a standard textbook, and adopted a combination of open-access, peer-reviewed journal articles and free-to-the-student course-reserve materials. This presentation reviews bumps and successes in the course and explores what is needed to transition to an openly-accessible textbook for future teaching.

Embedding Poll Everywhere into PowerPoint Presentations

Sejal Singh, College of Professional Studies, Criminal Justice, Legal Studies, and Homeland Security

Learn how to increase student participation in the classroom by incorporating polls into PowerPoint presentations. Polls embedded within a presentation will update in real time making class discussions more lively and interesting. This application will allow students to make comments to a presentation and answer or ask questions via text messaging or the web.

H5P: Create Interactive Presentations, Quizzes, Timelines, Accordions, and more!

Joseph Trainor and Cynthia R. Phillips, The Peter J. Tobin College of Business, Accountancy

H5P is a free and open-source content collaboration framework which aims to make it easy for everyone to create, share, and reuse interactive Internet content. H5P is being used on more than 17,000 websites and integrates seamlessly with Blackboard. Using H5P, faculty are able to easily create interactive materials to engage students in both traditional and online courses.

What are Blackboard Portfolios?

eStudio

How do you keep a record of samples of your work and evidence of your skills? The Portfolio tool is designed to help you maintain documentation of your education, samples of your work, and evidence of your skills, to tell a carefully crafted story about who you are and what you can do. The Blackboard Portfolio tool uses the Blackboard content editor which has many similarities to Microsoft Word. You can add audio, video, photos and text. See a demo of Blackboard Portfolios.

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stjohns.edu/CTL

This e-newsletter is published during the academic year by the Center for Teaching and Learning.

Managing Editor:
Lisa Getman

Mission Orientation Program

You are invited to participate in a three-part Mission Orientation Program this semester, highlighting the roots of our University's [Catholic and Vincentian Mission](#), and how it is alive today. If you are interested, please register for all three workshops by clicking on the links below.

[Mission Orientation Program: Being Vincentian](#)

Tuesday, November 27, 5pm – 7pm, Ozanam Lounge, St. Vincent Hall

[Mission Orientation Program: St. John's University as Catholic and Vincentian](#)

Tuesday, December 11, 5pm – 7pm, Ozanam Lounge, St. Vincent Hall

As part of the [University's Strategic Priorities Action Plan](#), this program (details attached) was designed to engage employees in a deeper understanding of our Mission, and how it continues to serve as our guide and inspiration nearly 150 years after our founding. St. John's employees who recently participated shared very positive responses:

"The program does a wonderful job emphasizing the need for us to always be mindful about our Mission when developing programs, hiring and engaging with others."

"Every part was helpful and meaningful – all came together perfectly."

"All three sessions were awesome - I would attend again!"

If you have any questions or need additional information, please contact us at sjmission@stjohns.edu or (718) 990-6353.

Faculty Writing Retreat

Date: Thursday, December 20, 2018

Time: 10 a.m. to 4 p.m.

Location: Writing Center

[Register Now](#)

The Faculty Writing Retreat offers you the opportunity to commit to a day of writing surrounded by your colleagues who will have made the same commitment as you. Published research – and our own experience from previous St. John's Faculty Writing Initiative writing retreats we've held – tells us the positive energy of being around faculty peers who are also writing (and struggling to write) helps faculty get substantial work done, even in one day.

As to the schedule for the retreat, you will arrive and begin writing. We are certain there will be much writing advice to be shared during lunch, which will be served at 12:30 pm. We hope you will be able to join us.

If you would like to learn more about writing retreats or you are interested in research about faculty writing productivity, go to the CTL Forum Writing Page at <http://campusguides.stjohns.edu/ctlforum/writing>.