



Center for Teaching and Learning Newsletter

Vol. 21, No 7

April 2016

Dates to Note!!

Gaming and Learning

Mon, Apr 25, 1:50pm

Digital Measures

Tue, Apr 26, 12:15pm

Introduction to Panopto

Tue, Apr 26, 12:15pm

Diversity, Equity and Inclusion

Tue, Apr 26, 2:00pm

Digital Measures

Mon, May 2, 12:15pm

Faculty Writing Retreat

Mon, May 16, 10:00am

CTL April Newsletter

The *CTL Newsletter* is distributed electronically every month during the academic year.

Highlights from our April issue include:

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Remember: The best places to look for faculty-related information are the [CTL Webpage](#) and the [CTL Forum](#).

Follow Us on Twitter

The CTL is pleased to announce that it is now on Twitter [@sjuctl](#). Follow us for the latest news in teaching and learning as well as announcements of upcoming events.



CTL Fellows on Research in Teaching and Technology

On April 11, the 2014-2016 CTL Fellows presented on their projects that deal with integrating technology into their teaching. Over the two years of their fellowship, they explored active learning strategies and technologies that you might also find useful in your teaching. Short descriptions of their projects follow:

SJU Davis Library Mobile App

Richard Waller (University Libraries, waller@stjohns.edu)

As a CTL Teaching and Technology fellow, he developed a mobile app for the Davis Library, St. John's University Manhattan Campus. The library serves both the SJU academic community and the broader insurance industry through paid memberships. With the tremendous surge of mobile and personal digital device usage in higher education and business in recent years, the mobile app offers an excellent means to expand end-user capability for inquiry, discovery, and access to Davis Library's research collections in a way that is most convenient for patrons.

The "[SJU Davis Library Mobile App](#)" is designed specifically for small screen devices like smartphones and tablets. The app provides quick, intelligent searching capability to fully search the Davis library's collections with minimum key strokes, to see book/periodical details, view the library account, and renew items. It also provides instant mobile access to many archives and special collections in addition to related library information: hours, special events and campus resources.

As part of the university, the Davis Library's role is to support classroom pedagogy in the School of Risk Management and to assist students, faculty and industry members in finding pertinent, timely research information. The initial success of the mobile app is an important example highlighting the Library's effective deployment of new and emerging technologies at St. John's. There is significant potential for this project to be scaled and deployed to other parts of the university's library services. Future versions of the mobile app will continue to be an integral part of the university achieving its larger distance learning initiatives and strategic education technology goals.

Inside Out: Highlighting the Human Anatomy Three-Dimensionally

Zaidalynet Morales (College of Pharmacy and Health Sciences, moralesz@stjohns.edu)

Visible Body is a software application that fosters understanding of human anatomy in three-dimensions. Faculty and students can use this application to peel away the layers of the body and zoom, pan, rotate and dissect 3-D models of human systems.

The Adventures of the Flipped Classroom: Data, Strategies and Tools

Raeann Kyriakou (Computer Science Mathematics and Science, kyriakor@stjohns.edu)

The flipped classroom has been praised by educators as a means to create an active, student-centered learning environment in one's classroom. In general, the flipped classroom is when videos of a lecture are given to students to watch at home, while in class, students participate in discussions, activities or problems-usually what would have been assigned for homework in a traditional classroom. The term "flipped" implies that the lecture and the homework are now presented in the opposite order.

(continued on next page)

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

The site's main aim is to highlight the great teaching strategies developed by St. John's faculty.

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Many educators have shown interest in the flipped classroom and in the use of video capturing of their lectures. There exist various technologies to assist in the implementation of video lectures and to aid in designing a flipped classroom. However, educators are uncertain about how beneficial the flipped classroom learning environments are compared to traditional lecture classrooms.

Over the past two years, several mathematics courses were taught, either in part or as a whole, using the flipped classroom method or with video resources. Specifically, several precalculus and calculus courses were used in a study to determine the effects of the flipped classroom on a student's average test grade. In both the precalculus and calculus courses, one class was taught using the traditional lecture format, while the remaining courses were taught using the flipped classroom, or a hybrid of flipped and traditional lectures.

This presentation provided insight into the structure and implementation of the flipped classroom in these courses and discussed the tools used to create the videos for the flipped classroom. The data collected in the study was presented, along with the experiences and opinions of the educator and the students.

Using a Cloud-based Education Platform to Enhance the Online Learning Experience

Samantha P. Jellinek-Cohen (College of Pharmacy and Health Sciences, jellines@stjohns.edu)

The WizIQ platform was explored as a supplement to Blackboard when teaching a fully online course, Community Health Outreach and Advocacy, to third-year students completing their Doctor of Pharmacy degree. One of the major limitations to using Blackboard to teach a fully online course is that there are limited opportunities for live, face-to-face interaction between individual students and students and the faculty member. The WizIQ platform enables synchronous distance learning with tools like real-time virtual classrooms with multi-way audio, up to 6 live video streams, integrated chat, online whiteboards, and breakout rooms, which can be used to allow groups of students to collaboratively work on assignments, while seeing each other on their computers and being able to hear one another speak while being in different locations. Features of WizIQ were reviewed, barriers and challenges to successful implementation, including strategies to overcome such obstacles were discussed, and student feedback were shared.

Presentation Abstract: Digital Humanities in the University Archives & Special Collections

Alyse Hennig (University Libraries, henniga@stjohns.edu)

This project explored how using digital humanities technologies and methods within the University Archives & Special Collections enhances teaching and research at St. John's University. Digital humanities projects such as mapping, data visualization, and text analysis, allow students to interact with archival collections (including historical manuscripts, newspapers, images, and art) in ways that traditional research assignments cannot. Students can transform from passive learners into researchers, historians, and scientists, by reusing, remixing, and reimagining the University's collection of primary source material. Through digitization, strategic creation of metadata, and the adoption of flexible digital humanities platforms, the University Archives & Special Collections is becoming more accessible and open to creative use of historical material and collaborative projects within and among educational institutions.



Faculty News

Dr. Howard Abadinsky (Criminal Justice, Legal Studies, & Homeland Security, abadinsh@stjohns.edu) published an invited article on "Some Musings About Buzzwords and Metaphors in Criminal Justice" in *ACJS Today*, the newsletter of the Academy of Criminal Justice Sciences (March 2016).

Dr. Christine Chim (Clinical Health Professions, chimc@stjohns.edu), **Dr. Regina Ginzburg** (Clinical Health Professions, ginzburr@stjohns.edu) coauthored published a paper entitled "Implementing a Policy and Protocol on Managing Patients With Hypertensive Urgencies" in *Annals of Pharmacotherapy* (2016).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) published an article, "Citizen Science Helps Botany Flourish," in *Plant Science Bulletin* (Spring 2016).

Dr. Aleksandr Gevorkyan (Economics and Finance, gevorkya@stjohns.edu) published an article, "[Development through Diversity: Engaging Armenia's New and Old Diaspora](#)" in *Migration Information Source*, an online journal of the Migration Policy Institute (2016).

Dr. Sandra E. Reznik (Pharmaceutical Sciences, rezniks@stjohns.edu) presented two posters: the first was presented with **Dr. Ivana Vancurova** (Biological Sciences, vancuroi@stjohns.edu) and **Dr. Vladimir Poltoratsky** (Pharmaceutical Sciences, poltorav@stjohns.edu) entitled "N,N-Dimethylacetamide Regulates Pro-Inflammatory Cytokine Secretion in RAW 264.7 Cells and Human Placental Explants by Inhibition of Nuclear Factor Kappa B" and the second was entitled "Inhibition of Sphingosine

Kinase Prevents Tumor Necrosis Factor Alpha Induced Preterm Birth in a Murine Model" at the Society for Reproductive Investigation 2016 meeting (2016).

Professor Michael Rizzo (Journalism, rizzom@stjohns.edu) published an article, "Award To 'Spotlight' Shines In Journalism Courses," in the *Radio and Television News Digital Association (RTDNA) Daily Communicator newsletter* (March 2016); and moderated the roundtable panel Telling Great Stories In Multimedia and Print at the Society of Professional Journalists Region 1 Conference at Southern Connecticut State University (April 2016).

Dr. Yue (Angela) Zhuo (Sociology and Anthropology, zhuoy@stjohns.edu) published a book chapter "Migration and the Wellbeing of the Elderly in Rural China" in the *Handbook of Chinese Migration: Identity and Wellbeing* (edited by Robyn Iredale and Fei Guo, Edward Elgar Publishing, 2015); was elected to be a board member (2015-2018) of the Association of Chinese Criminology and Criminal Justice in the United States (ACCCJ); who interviewed and quoted by the *New York Magazine* regarding recent NY slashings (February 2016).

Faculty News:

If you would like to send an entry to "Faculty News," the deadline for the May issue is **April 29**. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in "Faculty News."

Using Digital Measures to Create Your AFAR

If you have information about your teaching, research, and service activities up-to-date in Digital Measures, it is easy to generate your Faculty Activity Report (AFAR) in DM each year. Directions are available [here](#). In addition, you can learn about [how to enter data](#) into DM so that appears in the correct sections of the AFAR.

[Digital Measures Guide](#)

[How to Produce Your AFAR Report](#)

[How to Use DM to Organize Information for AFAR](#)

LIBRARY CORNER

Open Educational Resources (OER): A Matter of Social Justice

Caroline Fuchs (University Libraries, fuchsc@stjohns.edu)

In the last few issues of this newsletter, librarians have discussed OER and how it can impact teaching and learning in higher education as well as in library services. This month, we will look at the relationship between OER and social justice.

OER can be defined as materials that are freely available online, including alternative textbooks and supplemental instructional materials that are either in the public domain or have been produced under open copyright licensing (Mitchell and Chu, 2014). Key here is for authors to publish their materials with a [Creative Commons license](#) that grants them the right to share their products with others for their own use, including the repurposing and redistribution of the materials (Willems and Bossu, 2012, p. 189). But what does OER have to do with social justice?


As a Vincentian university, part of St. John's mission is to "strive to provide excellent education for all people, especially those lacking economic, physical, or social advantages" and that includes educational equity. A university-wide conversation about OER might help steer us down that path. As the cost of higher education increases, so too does the price of textbooks and learning materials. Studies have shown that "82% of students decided against buying a textbook due to cost; 94% of students not buying their textbooks feared their grades would suffer; 82% of students felt that having the option to have free online texts would significantly improve their studying and performance at school; and, nearly 50% reported that the costs of texts affected their decisions on which classes to take" (Herther, 2014, p. 3). As educators at a Vincentian university, we should be coming together to discuss OER options and solutions that would benefit the students we teach and serve, always mindful that "[i]f educational materials can bring people out of poverty, and information can now be copied and shared with greater ease, there is a moral obligation to do so. Information should be shared, because it is the right thing to do" (Caswell, Henson, Jensen, and Wiley, 2008, p. 8). This is not a new idea. Organizations, universities and institutions like the United Nations have been supporting the OER movement for years: "OER have been also contributing to access to education in developing countries through programs and initiatives supported by the Commonwealth of Learning and UNESCO" (Willems and Bossu, 2012, p. 190).

So what can we do at St. John's?

A first step might be for teaching faculty and librarians to work together to identify, locate and provide free access to appropriate, high-quality OER that would support the curriculum of the university. As Mitchell et al (2014) note, institutional repositories can act as a "low-cost/no-cost" access points for OER textbooks and learning materials. Caswell et al (2008) suggest that as a way to begin the movement on campus it is crucial to engage faculty who are willing to share their own course materials, and further recommend that institutions develop their own policies and standards, including intellectual property policies as well as faculty release agreements. This could be done by pulling together a group of dedicated and interested faculty who would be willing to draft a possible plan of action, including basic goals and objectives as they relate both to the mission and curriculum of the university. Following the lead taken by other institutions such as UMass Amherst, the university might create grant-incentive program for faculty to help produce and share their own OER teaching and learning materials (Billings, Hutton, Schafer, Schweik, and Sheridan, 2012). Yet, it is important to remember that not all faculty will be willing to participate in such a program that would make their teaching materials open and freely available, and some for good reason, including the concern that they may lose control of their intellectual property (Willems and Bossu, 2012) or that the publication of these materials might not "count" for tenure and promotion. Therefore, any movement forward, for now, should be on a voluntary basis.

That said, at the very least, it is worth having a university-wide conversation to consider the best plan of action that would benefit our students.

Bibliography:

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Volunteers for Cuba

Joseph Kenny (College of Professional Studies, kennyj@stjohns.edu)

HELP WANTED: Volunteers are needed to teach one-week courses totaling from 8 to 40 hours to motivated students hungry for your expertise and experience, in an emerging Catholic system of higher education. SKILLS: a passion for teaching, commitment, flexibility, a big heart, a spirit of adventure, an ability to find a laugh and a solution in routine problems, a facility for camaraderie and the determination to occasionally get it done alone. Some Spanish language ability would be helpful.

In February 2015, Dr. Basilio Monteiro (Associate Professor of Communications, CPS) and Professor Joseph Kenny (Associate Professor of Business Law, CPS), with the support of the College of Professional Studies, Office of Campus Ministry, and the Office of Global Studies, led a group of graduate students enrolled in our International Communication Master's Program on a People-to-People Diplomacy visit to Havana, Cuba. The mission was to assess the conditions for development of a connection between St. John's University and the Catholic educational community in Havana, to understand the needs of that community, to develop contacts with like-minded Cuban educators, and to identify steps St. John's University could take to meet such needs. The visit was skillfully documented by graduate students Bree Driscoll (CPS Master's 2015) and Oscar Diaz (CPS Master's candidate 2016) in the PBS-quality documentary, "*Esperanza: A Story of Complicated Hope in Cuba*," <https://www.youtube.com/watch?v=17iNJ1yqXWQ>. The results of the visit were presented to the St. John's University community through panel and individual presentations at our Queens and Staten Island campuses.

The visit drew the attention of Jaime Cardinal Ortega, Archbishop of Havana and of Octavio Cisneros, Auxiliary Bishop of the Diocese of Brooklyn, New York. Encouraged by their support, together with Dr. Monteiro's leadership and resourcefulness, the goal to return to Cuba to provide assistance to its dedicated and courageous Catholic educational leaders was undertaken.

As background, under the Cuban constitution only the State may serve as a source of education to the Cuban people. During the 1960's, the Catholic school system in Cuba was dismantled. The study of religion as a part of the Cuban philosophical anthropology was not permitted in State schools. Further, civil laws discouraged open practice of faith through limitations in educational and career opportunities. The visits of Popes John Paul II in 1998 and Benedict XVI in 2008 signaled a willingness of the Cuban government to re-examine its view of religious initiatives to enhance Cuban cultural richness. Support for initiatives of the Cuban Catholic Church came, in modest doses, from Catholic communities around the world. The December 17, 2014 announcements by Presidents Barack Obama and Raul Castro to expand relations between our countries sparked a hope that Americans and Cubans could achieve a clearer understanding of each others' societies and the hopes of their peoples. As the Driscoll/Diaz documentary so joyfully presented, Cuba, America and St. John's University grasped at *esperanza*; a reason to hope that Cuban and American lives would improve, and *complicado* a Cuban colloquialism to describe the social, bureaucratic and practical impediments to be overcome to achieve a goal. The 2015 St. John's University visit intro-

duced the delegation to *Resolver*. Literally translated 'to resolve', this Cuban character trait demonstrates the ability to overcome problems with heavy doses of initiative, resourcefulness and determination.

The Conference of Cuban Bishops resolved to create an institution which both satisfied Cuban law and which undertook the role of social, cultural and informational enrichment for all people of Cuba. From this resolve the Centro Cultural Padre Felix Varela (The Centro) was born. Named for a 19th century Cuban priest held in high regard in both civil and religious circles in both Cuba and the United States, the Centro offers classes and workshops to the evolving sole proprietorships, *cuentalpropistas*, now permitted to operate in Cuba, through a program called *Cuba Emprende*. The Centro also offer a baccalaureate level program in Humanities bearing a Pontificate accreditation.

In 2016, with the support of the Archdiocese of Havana, Bishop Cisneros of the Diocese of Brooklyn, St. John's University, and an informal network of dedicated behind-the-scenes facilitators, a delegation of St. John's University faculty and graduate students was assembled by Dr. Monteiro to return to Havana from February 19 to March 1 to prepare and present classes and workshops at the Centro. Through a grant from the Felix Varela Foundation, the delegates were named Bishop Cisneros Scholars. International Communications graduate students Oscar Diaz and Keishla Gonzalez-Quiles (CPS Master's candidate 2016) presented a series of five workshops on owning and operating a *cuentalpropista*. Professor Kathryn Shaughnessy (Associate Professor & technology Librarian, University Libraries) and Dr. Kevin Rioux (Associate Professor of Library and Information Science, St. John's College) presented four collaborative workshops to support the nascent academic library at the Centro. Anticipating the visit of Professors Shaughnessy and Rioux, the Centro's librarians invited librarians from around the Archdiocese of Havana to participate in a day-long interlibrary dialogue, effectively convening the first Catholic Librarian's Conference. Professor Joseph Kenny presented a mini-course entitled '*Derechos Internacionales Como Expresion de Valores Humanos*'. As readers of our *Faculty News* can imagine, the level of preparation and anxiety involved in these seminal efforts was intense. Armed, however, with our Cuban hosts' gift of *resolver*, the courses and workshops presented by the Cisneros Scholars were received with enthusiasm and hope.

This story's introductory advertisement is an outgrowth of that hope. The 2016 delegation was presented with four requests for academic assistance from our colleagues in Havana. Faculty willing to present workshops, mini-courses and courses in most areas of Humanities, Finance, ESL, Information Technology, Small Business Development, Family Relations, Conflict Resolution and Autism Studies were specifically requested. The locations are in Havana. The audiences vary. Humanities are targeted at university students. The workshops are targeted at working adults. Classes are requested for one-week presentations during the months of February, June and July/August. Living accommodations are available at a beautifully restored Catholic retreat house in the Vedado section of Havana at a modest price. No compensation is offered and, at the moment, the visits are self-funded. Friendship, respect and collegiality of our Cuban colleagues, the curiosity of the students, the professional growth inherent in a challenge undertaken beyond our comfort zone, the chance to participate in an academic and cultural evolution sure to enrich our classes and our research; these are the hopes to be fulfilled by those who answer the ad. **Inquiries and expressions of interest can be directed to Dr. Basilio Monteiro at monteirb@stjohns.edu.**



Faculty Growth Grant Program

The upcoming deadline to apply for a Faculty Growth Grant is: **May 2, 2016**

If you have any questions regarding the application procedures look at our website under [Growth Grant Program](#) or email us at CTL@stjohns.edu.

Final Exam Schedule

The final exam schedule is available at: <http://www.stjohns.edu/academics/office-registrar/final-exam-schedule>.

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[www.stjohns.edu/
CTL](http://www.stjohns.edu/CTL)

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

Managing Editor:
Lisa Getman

Faculty Writing Retreat

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>.

Date: Monday, May 16

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

Location: Institute for Writing Studies, Library 150

[REGISTER NOW!](#)