Center for Teaching and Learning
Newsletter

ST. JOHN'S UNIVERSITY

Dates to Note!!

Teaching with Multimedia
Mon, May 23, 2016 9:00am

Blackboard Updates: Content Management
Thu, Jun 2, 2016 12:30pm

Basics of Course Design Using Blackboard
Thu, Jun 9, 2016 12:30pm

Using Rubrics and Assessment with Blackboard
Thu, Jun 16, 2016 12:30pm

Blackboard Grading Center
Thu, Jun 23, 2016 12:30pm

Blackboard Analytics
Thu, Jun 30, 2016 12:30pm

CTL May Newsletter

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

Highlights from our May issue include:

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.

Follow

Teaching with Multimedia

Video can be used in a variety of ways in teaching. This is a day-long exploration of the pedagogy of multimedia and the many possible approaches to finding or making the right videos for your course. The University faculty now have access to lecture capture software (Panopto) for making and storing videos. These sessions provide a wonderful opportunity to get involved in multimedia!

Date: Monday, May 23
Location: DAC 416ABC
[REGISTER NOW!](#)

Breakfast 8:30-9:00 am

Session 1 9:00-10:30 am
Why Use Video: The Pedagogy of Multimedia
Paul Desmarais, Online Learning and Services
Curating Videos & OER
Tara King, Online Learning and Services
Online Vs Hybrid: Preparing for Filming, Scripting, Storyboarding
Gina Robinson, Online Learning and Services

Session 2 10:45 am-noon
Tools for Producing and Editing Videos
eStudio

Lunch 12:00-1:00 pm
Present and Future of Multimedia in Teaching
Eric Burns, Panopto CEO
Also, Gear Tour and One Button Studio Demonstration

Session 3 1:00-2:30 pm
Best Practices: Camera Techniques, Speech and Engagement, Lighting, Scene Setup
Giscard James, University Marketing and Communication

Happy Students?

In a recent post on The Tomorrow's Professor listserv, two Australian professors asked the question: "Are Happier Students Better Performers?" Find out the answer at https://tomprof.stanford.edu/posting/1485.

Follow Us on Twitter

Summer Workshops: Digging into Blackboard

You may be a veteran Blackboard user, a new comer to this course management system, or someone just considering using it in the fall. Whatever your level of expertise, one or more of these workshops will provide you what you need to go further with this software and to feel more confident in using it.

These workshops will be held in **Library B-3 on the Queens Campus** and will be video conferenced to **DaSilva Room 208 on the Staten Island Campus**.

Blackboard Updates: Content Management
eStudio
Thursday, June 2 12:30-2:00 pm
An updated version of Bb came online May 18. Among the enhancements is the addition of a content management module that allows you to store content and use it in a number of Bb courses. This workshop will explore the updates and the possibilities available to you with content management.
REGISTER NOW!

Basics of Course Design Using Blackboard
Online Learning and Services
Thursday, June 9 12:30-2:00 pm
Whether you teach an online, hybrid, or face-to-face course, elements of good course design are crucial to student learning. This workshop will deal with the fundamentals of setting up your course on Bb to meet your course objectives and provide your students with a well-organized and rich online experience.
REGISTER NOW!

Using Rubrics and Assessment with Blackboard
Online Learning and Services
Thursday, June 16; 12:30-2:00 pm
Bb provides many resources to assist in organizing the evaluation of student work. Learn about how you can tie rubrics to class assessments, all within the structure of your Bb course.
REGISTER NOW!

Blackboard Grading Center
eStudio
Thursday, June 23; 12:30-2:00 pm
There are many advantages to organizing your grading within Bb. You can keep track of assignments and grading, students can easily check their grades, and calculating final grades can be done within the system. However, all these advantages only apply *IF* you set up the grading center properly to do the work. This workshop will assist you in this setup, so you'll be ready for grading in the fall.
REGISTER NOW!

Blackboard Analytics
eStudio
Thursday, June 30; 12:30-2:00 pm
Bb allows you to track student work if you set up your course to take advantage of tools such as Course Reports, Performance Dashboard, and Retention Center. This workshop will introduce these functions and how they can help you improve student success in your classes.
REGISTER NOW!

Faculty News

Joyce Boland-DeVito, Esq. (Administration and Economics, bolandj@stjohns.edu) published an article, "How to Get the Most Out of Your Fulbright Grant!," in the Irish Fulbright online quarterly newsletter (April 2016).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) presented a paper, "The Eye and the Mind . . . and the Hand: Making Sense of Plants," at the annual meeting of the Renaissance Society in Boston (March 2016).

Dr. Carmine Gibaldi (Administration & Economics, gibaldic@stjohns.edu) received a Fulbright Senior Specialist Award and gave a presentation on "Organizational Behavior in a Cultural and Multicultural context" at the University of Bologna; met with top administration at the University to consult on leadership issues (May 2016).

Dr. Richard Stalter (Biological Sciences, stalterr@stjohns.edu) presented the paper, "A Preliminary Study of a Second Growth Forest, Caledon State Park, Virginia," at the South Carolina Academy of Science at Converse College, Rock Hill South Carolina (April 2016); published an article, "Changes in the Vascular Plant Diversity of the Monomoy Islands Massachusetts," in *Rhodora* (April 2016); co-authored the article, "The Vascular Flora of Corson's Woods, Staten Island, NY" in *BIOS* (May 2016); his abstract, "The Invasive Vascular Flora of Sidewalk Plots, Brooklyn and Queens, New York," was published in the proceedings of the Northeastern Plant, Pest add Soils Conference (2016).

Dr. Ann C. Wintergerst (Languages & Literatures, winterga@stjohns.edu), co-authored a book, *Crossing Cultures in the Language Classroom,* 2nd ed., published by the University of Michigan Press (Spring 2016); gave two presentations: "Using Critical Incidents in Writing Class" at International TESOL's Annual Convention and Exposition, Baltimore, MD (April 2016), and "Engaging Research-based Activities for Teaching Culture," at New York State TESOL's Annual Conference, White Plains, NY (November 2015); published an online article, "Engaging ELLs in Culture Activities in the Classroom" in *Idiom* (Fall 2015).

Faculty News:

If you would like to send an entry to "Faculty News," the deadline for the September issue is **August 19.** We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in "Faculty News."

Rho Chi Post: A Student Publication

The College of Pharmacy and Health Sciences is justly proud of its award-winning online newsletter, *Rho Chi Post.* This student-operated publication is published monthly by the SJU Rho Chi Beta Delta chapter and is available at https://rhochistj.org/RhoChiPost/. Take a look, and you'll find interesting and informative articles on health-related topics.

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.

How To Prepare an AFAR Using Digital Measures
How to Produce Your AFAR Report
How to Use DM to Organize Information for AFAR
Digital Measures Guide

LIBRARY CORNER
Open Educational Resources (OER) and Barriers to Social Justice
Caroline *Fuchs* (University Libraries, fuchsc@stjohns.edu)

This article is a part of the continuing CTL Newsletter's Library Corner series, which focuses on OER and higher education.

For educators at a Catholic university with a Vincentian mission, one way to view open educational resources (OER) is through the lens of social justice and educational equity. The very foundation of OER is to make course materials open and freely available online for faculty to use, repurpose and distribute to their own students with no (or little) cost. This is certainly in keeping with our mission. Other universities, colleges and organizations have begun to actively support this growing movement. Authors such as Willems and Bossu have written about "the potential of OER to overcome issues surrounding educational equity (encompassing access, participation, and outcomes) and social inclusion in the context of the globalization of formal education" (2012, p. 185).

Without sacrificing the quality or integrity of the course materials, educators who create or incorporate appropriate OER materials into their courses are helping to keep down the cost of education, which in turn and in a small way promotes educational equity. Further, research has shown that "a poor education is often seen as an underlying reason for poverty, as well as for a correspondingly low level of human capital, in developing countries" and that by "providing developing countries with the educational resources so they can transform into fully functioning and competitive economic/social communities could be seen as a key issue for realizing the United Nations millennium goals" (Richter and McPherson, 2012, p. 201).

But is it enough? What if we were to consider the use of OER on a worldwide scale, particularly in poor, non-English speaking, rural areas outside the U.S.? What challenges to social justice and educational equity would we encounter by using OER?

Likely at the top of the list would be what is often termed "the digital divide" – the gap between those who have access to the Internet and technology, and those who do not. This is particularly true for, but not exclusive of, developing countries. Lack of connectivity and/or access to technology may hinder access to some (or all) OER materials, which are primarily created in digital format. Additionally, OER is not necessarily one-size-fits-all, and must match "the learners' own context and [must be] genuinely reusable or at least fully adaptable" (Richter and McPherson, 2012, p. 202). Further, as noted by Willems and Bossu, a "high linguistic diversity between any nation's official, national, and spoken languages requires consideration in the development of OER. (2012, p. 191). When creating or choosing OERs, we need to be mindful to be inclusive in our content, and make efforts not to use western-centric materials.

These are just a few of the challenges that must be both acknowledged and addressed. How, then, do we move forward? To successfully reach the widest audiences, Richter and McPherson make the following recommendations for the development of OER materials (2012, p. 214-5):

1. When producing OER, a printable version of the learning resources should be provided.
2. Short abstracts should be provided for resources longer than a single page, particularly those that cannot be understood in a single view, and should if possible be written in English.
3. Where resources include combinations of pictures and text, these should be provided in changeable format or else their reusability will be very limited.
4. In addition, particularly with regard to repositories, republishing of adapted resources should be encouraged and easily manageable for educators . . .
5. When researching for suitable resources, educators need to be able to quickly decide if a resource matches their needs . . . an abstract should roughly describe the content of the resource . . .

6. In future, a context description should also be linked to the resource . . . [and] the opportunity to evaluate a resource on its usefulness in specific contents should be possible . . .

Bibliography:
Richter, T., & McPherson, M. (2012). Open Educational Resources: Education for the World? *Distance Education*, *33*(2), 201–219.
Willems, J., & Bossu, C. (2012). Equity Considerations for Open Educational Resources in the Glocalization of Education. *Distance Education*, *33*(2), 185–199.

Suggestions for further reading:
Billings, M. S., Hutton, S. C. , Schafer, J., Schweik, C. M., & Sheridan, M. (2012). Open Educational Resources as Learning Materials: Prospects and Strategies for University Libraries. *Research Library Issues*, (280), 2–10.
Caswell, T., Henson, S., Jensen, M., & Wiley, D. (2008). Open Educational Resources: Enabling Universal Education. *Online Submission*.
Clobridge, A., (2015). The Open Road. Libraries, Meet Open Textbooks. *Online Searcher*, *39*(3), 68–70.
Gallant, J. (2015). Librarians Transforming Textbooks: The Past, Present, and Future of the Affordable Learning Georgia Initiative. *Georgia Library Quarterly*, *52*(2), 12–17.
Herther, N. K. (2014). Technology Meets the Textbook. *Online Searcher*, *38*(3), 42–50.
Jensen, K., & West, Q. (2015). Open Educational Resources and the Higher Education Environment. *College & Research Libraries News*, *76*(4), 215–218.
Kumar, M. S. V. (2012). The New Landscape for the Innovative Transformation of Education. *Social Research*, *79*(3), 619–630.
Mitchell, C., & Chu, M. (2014). Open Education Resources: The New Paradigm in Academic Libraries. *Journal of Library Innovation*, *5*(1), 13–29.
Walz, A. R. . (2015). Open and Editable: Exploring Library Engagement in Open Educational Resource Adoption, Adaptation and Authoring. *Virginia Libraries*, *61*(1), 23–31.

CRS Learning Commons Provides Resources for Faculty

A product of CRS University, the CRS Learning Commons offers materials for faculty who wish to incorporate applied Catholic Social Justice principles into their courses, at various levels, from live interaction to use of the resource library. Faculty may register for free at http://university.crs.org/faculty and explore the resources for past topics or look ahead to next semester's sessions on Peacebuilding, offering resources gathered by CRS University, the Kroc Institute for International Peace Studies at the University of Notre Dame and the Catholic Peacebuilding Network. Participation in the upcoming sessions can be synchronous -- including live Q&A with CRS representatives in the field -- or completely asynchronous -- choosing to incorporate resources/materials into homework, and have interactions with students from other schools/disciplines using asynchronous Discussion board.   CRS Learning Commons also provides access to past sessions on topics which touch on a number of disciplines, such as forced labor, trafficking, food insecurity, climate change and ICTs in health.

Whether live or asynchronous, participation in the CRS Learning Commons program can help incorporate global and social justice literacy, akin to ways in which we already help incorporate "information literacy" into courses; and best of all, these OER are vetted by faculty and experts in the field, yet are freely available to further life-long learning.

Websites for Free Digital Textbooks

Thinking about finding an open-access textbook for the Fall semester, one that would be available for free to your students? Here is one place to begin your search: https://campustechnology.com/articles/2016/04/20/the-price-is-still-right-15-sites-for-free-digital-textbooks.aspx.

www.stjohns.edu/CTL

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: August 26
Time: 10 a.m. to 4 p.m.
Location: Institute for Writing Studies, Library 150
REGISTER NOW!

Online Reading to Sink Your Teeth Into

During the semester, it is often difficult to find the time to even read a blog post. Now that exams are finished, you might want to look at some meatier fare available on the web. Here are a few worthwhile selections:

Diversity and Inclusion in the College Classroom, a Faculty Focus publication, is a collection of articles with useful ideas on dealing with diversity and sensitive topics in the classroom: http://www.facultyfocus.com/free-reports/diversity-and-inclusion-in-the-college-classroom/.

With the SJU Core Curriculum being updated, you might want to dip into **The Critical Role of General Education**, a set of articles published by *Inside Higher Ed* about different aspects of this issue: https://www.insidehighered.com/content/critical-role-general-education.

If you are concerned about the state of the environment, then take a look at **The State of the World's Plants**, just published by the Royal Botanic Gardens, Kew: https://stateoftheworldsplants.com/report/sotwp_2016.pdf.