



Center for Teaching and Learning Newsletter

Dates to Note!!

Endnote: Citation Manager

Fri, Apr 1, 2016 11:00am

Finding Research Dollars:

Thinking Outside the Box

Mon, Apr 4, 2016 12:15pm

Grading in Blackboard

Mon, Apr 4, 2016 1:50pm

What's New with Blackboard for the Fall?

Tue, Apr 5, 2016 12:15pm

VoiceThread: Interaction, Collaboration & Sharing

Wed, Apr 6, 2016 12:15pm

Introduction to Panopto

Wed, Apr 6, 2016 1:50pm

Respondus Lockdown Browser & Monitor: Technology in the Service of Academic Integrity

Thu, Apr 7, 2016 1:50pm

Video Editing Apps

Fri, Apr 8, 2016 11:00am

Effective Proposal Budgeting and Award Management

Mon, Apr 11, 2016 12:15pm

CTL Teaching and Technology Fellows' Presentations

Mon, Apr 11, 2016 1:50pm

Digital OER & Modern Literacy

Tue, Apr 12, 2016 12:15pm

Video Editing: iMovie

Wed, Apr 13, 2016 10:40am

WebEx Chat: How To Meet with WebEx

Wed, Apr 13, 2016 12:15pm

Creating Paperless Assignments in Blackboard

Thu, Apr 14, 2016 12:15pm

Vol. 21, No 6

March 2016

CTL March Newsletter

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

Highlights from our March 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.



SJU to Celebrate Research Month 2016

The research activities of St. John's students and faculty are increasingly diverse and impressive: grant dollars continue to rise; publications are flourishing; students are presenting papers at conferences. We have good reason to celebrate our accomplishments. We expect that through [Research Month](#) activities the St. John's University Community will become increasingly aware, mutually supportive and proud of these impressive activities.

[QUEENS CAMPUS CALENDAR](#) (pdf)

Monday, April 4

Interdisciplinary Research Roundtable

[Finding Research Dollars: Thinking Outside the Box](#)

12:15 to 1:40 p.m., D'Angelo Center 416A

Faculty Book Reception

1:50 to 3:15 p.m., Institute for Writing Studies, St. Augustine Hall 150

Ozanam Scholars Exemplary Student Mentor Partnerships

2 to 3 p.m., President's Room, Carnesecca Arena

Thursday, April 7

Student and Faculty Poster Presentations

Noon to 3 p.m., Taffner Field House

Student Oral Presentations

11 a.m. to 3:45 p.m., D'Angelo Center: 416ABC

Monday, April 11

Interdisciplinary Research Roundtable

[Effective Proposal Budgeting and Award Management](#)

12:15 to 1:40 p.m., D'Angelo Center 416B

[CTL Fellows' Presentations on Research in Teaching and Technology](#)

1:50 to 3:15 p.m., D'Angelo Center 307

Tuesday, April 12

[Grants Reception](#)

2:30 p.m., D'Angelo Center 416

Wednesday, April 13

[Public Lecture: Technological Advances in Pharmacy Research](#)

Presenter: Dr. Abu Serajuddin

6 p.m., St. Albert Hall B70

Monday, April 18

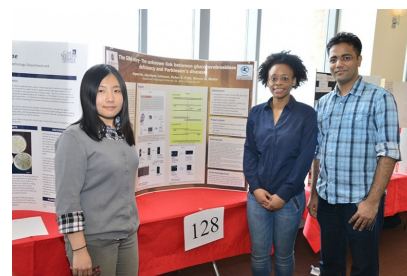
Interdisciplinary Research Roundtable

[Internal SJU SEED Funds Help Lead to External Grants](#)

12:15 to 1:40 p.m., D'Angelo Center 416A

[Problem Solving with Technology](#)

1:50 to 3:15 p.m., St. Augustine Hall B3



CENTER FOR TEACHING AND LEARNING**DIRECTOR:**

Maura C. Flannery

ASSISTANT TO THE DIRECTOR:

Lisa Getman

DEPARTMENTAL ASSISTANT:

Judy Lam

2015-2017 FELLOWS:

Joan DeBello
Roseanne Gatto
Katie Lebel
Sharon Marshall
Mark Tannian
Heidi Upton

2014-2016 FELLOWS:

Alyse Hennig
Samantha Jellinek-Cohen
Raeann Kyriakou
Zaidalynet Morales
Richard Waller

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.

Follow Us on
Twitter

**Tuesday, April 19****Writing Intellectual Biographies: Bringing Thinkers and Their Ideas to Life**

12:15 to 1:40 p.m., D'Angelo Center 416B

Thursday, April 21**CONVERSATIONS IN SPECIAL EDUCATION****It Takes Brains to Solve Autism**

6 to 7 p.m., University Center Suite D

Behavior Therapy and Medications: Evidence and Risks

7 to 8 p.m., University Center Suite D

STATEN ISLAND CAMPUS CALENDAR (pdf)**Monday, April 11****Faculty Interdisciplinary Research Presentation**

1:50 to 3 p.m., Kiernan Suite, Kelleher Center

Thursday, April 14**Student Oral Presentations and Performances**

1:50 to 3 p.m., Black Box Theatre, Spellman Hall

Monday, April 18**Ozanam Scholars Exemplary Student Mentor Partnerships**

1:50 to 3 p.m., Kiernan Suite, Kelleher Center

Tuesday, April 19**Faculty Jury Meeting**

TBD, Lower Level Conference Room, Kelleher Center

Thursday, April 21**Poster Session****Vice Provost Research Awards (the "O'Keefes")**

1:50 to 3 p.m., Kiernan Suite, Kelleher Center

Ladies of Charity present: An Evening of Hope

Friday, April 15, 2016

6:30-9:00 p.m., D'Angelo Center Ballroom

St. John's University Queens Campus

Honoring:

Sister Margaret John Kelly, DC

with the Spes Unica Award for living the spirit of

St. Louise deMarillac in the 21st Century.

Tickets: \$60

Please register for the event at:

<http://goo.gl/forms/DZnu4EPbQ7>



Faculty News

Dr. José G. Centeno (Communication Sciences and Disorders, centenoj@stjohns.edu) and A. I. Ansaldo published the chapter, "Aphasia in Multilingual Populations," in I. Papathanasiou and P. Coppens (Eds.), *Aphasia and Related Neurogenic Communication Disorders* (2nd ed, Boston: Jones and Bartlett 2016).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) published a book chapter, "Science of the Archives: Visual Learning about Plants" in *Handbook of Research on Maximizing Cognitive Learning through Knowledge Visualization*, Anna Ursyn ed. (IGI Publications, 2015).

Dr. Aleksandr Gevorkyan (Economics and Finance, gevorkya@stjohns.edu) published "Capital Flows and Deleveraging in Emerging Markets: The Great Portfolio Rebalancing" in *The World Post*; organized two sessions and presented "Emerging markets and exchange market pressures: analysis across primary commodity groups" at the EEA Special Session: Contributors to Financial Deepening and Post-

Crisis Development in Emerging Markets.

Dr. Richard Stalter (Biological Sciences, stalterr@stjohns.edu), co-presented at the Annual MACUB, "A Preliminary Study of the Vascular Flora of Caledon State Park" in Virginia (Fall 2015).

Dr. Julia Upton, RSM (Theology and Religious Studies, uptonj@stjohns.edu) published a review of Samuel Wells and Abigail Kocher's *Shaping the Prayers of the People: The Art of Intercession* (2013) in *Worship* (March 2016).

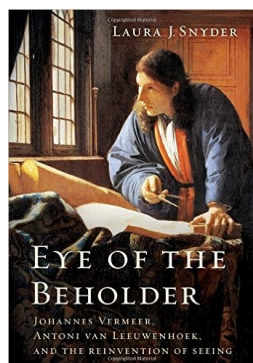
Faculty News:

If you would like to send an entry to "Faculty News," the deadline for the April issue is **April 1**. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in "Faculty News."

Writing Intellectual Biographies: Bringing Thinkers and Their Ideas to Life

Laura J. Snyder, St. John's College of Liberal Arts and Sciences, Philosophy

As scholars we face a dilemma: our research is specialized and technical, yet the results are important and worth sharing with the general public. How can we bridge the gap between scholarship and popular work? One way to introduce a broader audience to the results of scholarly research is through biographies of the scientists, writers, political figures, artists, and others we study. In the workshop we will consider the challenges, rewards and common pitfalls of bringing thinkers and scientists to life in creative nonfiction.



Lunch will be served.

This book will be available at the University bookstore.

Date: Tuesday, April 19

Time: 12:15 to 1:40 p.m.

Location: D'Angelo Center 416B

[REGISTER NOW!](#)

LIBRARY CORNER

OER: How to Get Started

(Cynthia Chambers, University Libraries, chamberc@stjohns.edu)

Those who are new to the idea of Open Educational Resources (OERs) might ask: how do we get started? One way to move forward is to explore how other universities are encouraging OER implementation.

More and more university libraries are beginning to take the lead in developing OER initiatives. (Clobridge) For many libraries the first step is to include OER resources on their subject guide web pages. Others libraries have carried this farther by creating entire subject guides dedicated to the topic (University of Oklahoma Libraries). Librarians at many universities work with teaching faculty to help identify and select OERs. Virginia Tech and other institutions have created a dedicated position within the library for an OER Librarian (or OER Coordinator). Librarians also serve on campus-wide development or steering committees for OER program implementation.

Information sessions or training opportunities can generate interest in adopting OERs. Providing workshops or one-day conferences are effective ways of sharing information and answering questions. In September 2015, Lansing Community College held a one-day OER Summit where attendees could learn about the OER movement and obtain guidance on how to go about finding appropriate open educational resources. More exhaustive introductions to the concept of OERs can be found in online courses or MOOCs. Once a few faculty members begin utilizing OERs for their courses, universities may encourage this initiative by publicly recognizing OER pioneers. Northwestern Michigan College's website includes a page of instructors who are "Textbook Heroes" because they have adopted OER texts. The site also indicates how much money has been saved by students in these courses by using OERs. An even stronger incentive is provided by universities, such as American University, that encourage OER development by making grants available to assist in designing courses which make use of OERs.

Steven Bell (Associate University Librarian, Temple University) recommends that the best way to encourage OER adoption at an institution of higher education is to develop a strategy. Drawing on both his own experience at Temple and that of others, Bell suggests the following:

- Find Supportive Partners
- Libraries Take a Leadership Position
- Reuse the Wheel
- Involve Students
- Support from the Top

What do you think? How can St. John's move forward with our exploration of OERs? Please share your ideas by e-mailing them to the CTL. (CTL@stjohns.edu)

Resources:

Adopting Open Textbooks. P2PU, 2015. Web. 18 Feb. 2016 <https://courses.p2pu.org/en/courses/2675/adopting-open-textbooks/>


Bell, Steven. *The Alternate Textbook Project at Temple Libraries*. Temple University Libraries, 2016. Web. 19 Feb. 2016. <http://guides.temple.edu/alttextbook/home>

---. "Five Institutional Strategies for Textbook Affordability." *From the Bell Tower*. Library Journal, 4 Feb. 2016. Web. 17 Feb. 2016. <http://lj.libraryjournal.com/category/opinion/steven-bell/>

Clobridge, Abby. "Libraries, Meet Open Textbooks." *Online Searcher* 39.3 (2015): 68-70. *ProQuest*. Web. 17 Feb. 2016. <http://search.proquest.com/docview/1691942104?accountid=14068>

Free and Open Textbooks: Textbook Heroes at NMC! Northwestern Michigan College, 2015. Web. 18 Feb. 2016. <http://nmc.libguides.com/freeandopen/textbookheroes>

(continued on next page)

- Open Educational Resources: OER Summit at LCC.* Lansing Community College, 2015. Web. 18 Feb. 2016
http://libguides.lcc.edu/oer/oer_summit
- (Re)Design Course with Open Educational Resource (OERs)* American University, 2015. Web. 18 Feb. 2016
<http://www.american.edu/ctrl/Open-Educational-Resources-Grants.cfm>
- Taylor, Cody. *Open Educational Resources: Home.* University of Oklahoma Libraries, 2015. Web. 18 Feb. 2016. <http://guides.ou.edu/oer>
- Walz, Anita and Ginny Pannabecker. *Open Educational Resources: OER Overview.* Virginia Tech University Libraries, 2016. Web. 18 Feb. 2016. <http://guides.lib.vt.edu/oer> 

Final Exam Schedule

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

HUMAN RESOURCES

Required Training

Active Shooter Preparedness

Friday April 8	10:00-11:00AM
Thursday May 12	2:00-3:00 PM

Emergency Readiness and Identifying and Responding to Students in Distress

Thursday April 28	2:00-4:00 PM
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Sexual Harassment and Discrimination for Faculty

Tuesday April 19	2:00-4:00 PM
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Title IX: Reporting and Responding to Sexual Assault on Campus

Monday April 18	2:30-4:30 PM
Tuesday May 3	9:30-11:30 AM
Wednesday May 11	2:00-4:00 PM

** Faculty only sessions. The remaining sessions are open enrollment for faculty and employees.*

To Register

- Log in to **UIS**
- Click on **Employee Tab**
- Scroll down and click on **Employee Workshops**
- Click on **HR Employee Training**

To check your training profile:

- Click on **Training Profile** (located at the top right of the UIS page, in the blue Text).
- Click on Close Window button to return to UIS HR Employee Training page.

Contact: td@stjohns.edu or ext. 2330.

First Year Writing and the Conscious Consumer Project

Sean Murray (Institute for Core Studies, murrays@stjohns.edu)

Like other core courses, First Year Writing 1000C aims to teach critical thinking, clear written expression, and Vincentian values. Within those broad objectives, FYW faculty have freedom to develop a multitude of themes and approaches. My approach is to develop assignments and foster discussions that emphasize social justice, political consciousness, and activism. One example of this is a phase of the course devoted to a Conscious Consumer project. This project asks students to examine the ethical, social, and/or political implications of a brand, corporation, or industry of interest to them – ideally, something they patronize with their dollars or hope to find a career in.

The project typically begins with a survey of relevant readings and documentaries that explore how different facets of our consumer-driven economy impact people's physical health, workers' wellbeing, animal welfare, and the environment. Examples include "In the Strawberry Fields," an Eric Schlosser piece about migrant farm workers in California, and *No Impact Man*, a film about a New York City family attempting to leave as small a carbon footprint as possible for one year.

After online and in-class discussions based on the above survey, students put together a proposal and annotated bibliography related to a particular topic they are curious and/or passionate about. This step initiates a feedback process from their peers and me that lasts for the duration of the project. Once students have worked through a draft, the project culminates in 1) a research-based, argument-driven paper, and 2) a multimedia adaptation of their paper (e.g., a Prezi or online video) that can reach an audience beyond the class. Examples of student topics include the treatment of workers in the supply chain of athletic apparel companies contracted by St. John's, the electronics industry's impact on the environment, and the welfare of animals in the factory farm system.

Among such topics, the issue of Fair Trade stands out for its capacity to spark activism and service on campus. A number of students have explored the Fair Trade movement, sometimes in general, other times in conjunction with a specific commodity such as coffee. In addition to doing traditional research, students writing on Fair Trade have tapped into a variety of campus resources and events to enrich their learning:

- Learning Community sponsored screenings of Fair Trade documentaries such as *Dukale's Dream*
- Academic-Service Learning (e.g., Fair Trade Fridays – sales on the second floor of DAC sponsored by Campus Ministries and Catholic Relief Services)
- Earth Day (including Fair Trade sales coordinated by Earth Club)
- Student Research Month
- St. John's for Fair Trade (a number of students have joined this organization that aims to earn St. John's official Fair Trade status from the nonprofit organization Fair Trade Campaigns)

As I move forward with the Conscious Consumer project, my latest goal is to experiment having student work in teams on their topics, a move that would give students the opportunity to reflect on group dynamics and the role they played.



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.

Remember:

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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

Apply for the CTL Fellows Program

The Center for Teaching and Learning is pleased to announce this year's call for applications for the CTL Fellows Program. [The 2014-2016 Fellows completed their second year in the program, and will present their projects on Monday, April 11, 2016](#). They have done impressive work integrating technological learning tools into their teaching. You are invited to apply to join this endeavor which provides encouragement and support for those interested in exploring how to enrich their teaching as well as their students' learning through technology.

- This program is structured as a faculty learning community with the focus on assisting faculty in developing the technological aspects of their courses. This program is not targeting those who are technologically savvy nor those at the opposite end of the spectrum, rather the focus is on taking faculty to the next step, no matter where their starting point.
- Fellows serve for two years. The first few months are used to develop their projects.
- There are usually ten Fellows, drawn from **full-time faculty** throughout the University.
- There is a simple, [online application](#) form outlining the course and the technological aspects the applicant would like to enhance.
- The program begins with a retreat in early Fall at which the Fellows develop their plans and discuss how best to structure the program.
- Fellows are obligated to meet formally at least once a month to explore relevant literature, to discuss plans, to deal with concerns, and to report on the status of their projects. The CTL takes this time commitment seriously and suggests that you not apply if you have significant time constraints.
- Each Fellow will be funded up to \$2,000 for support (excluding hardware) to enhance technological aspects of their course or for attendance at a workshop or conference to develop their knowledge or skills related to teaching with technology.
- Support from the e-Studio and the University Libraries is an essential part of this program. The support is primarily in the form of expertise which the faculty can draw upon to achieve their goals. Specific individuals will be identified as liaisons with the Fellows Program.
- Fellows are expected to make presentations and other forms of "publication" so that their efforts are communicated to other members of the faculty, particularly to members of their home departments or divisions. One of the best means to communicate with the larger higher education community would be through electronic course portfolios.
- **Deadline to apply is Monday, April 25, 2016.**