



Center for Teaching and Learning Newsletter

Vol. 21, No 4

December 2015

Dates to Note!!

Thursday, January 14
[Technology Exploration](#)

Friday, January 15
[Faculty Writing Retreat](#)

Tuesday, January 19
[Conversations on Teaching](#)
[How to Use the Podium Classrooms](#)

Monday, January 25
[Adjunct Faculty Colloquium](#)

To see a list of all upcoming events go to:
<http://campus-guides.stjohns.edu/ctlevents>

CTL December Newsletter

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

Highlights from our December 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.





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We Have Moved!

The [Center for Teaching and Learning](#) is now located on the third floor of **St. Augustine Hall**, rooms 306, 303C and 303D. The [eStudio](#) has also moved to St. Augustine Hall and can be found in room 110. Our contact information is below.

CTL: CTL@stjohns.edu, ext. 1859

eStudio: estudio@stjohns.edu, ext. 6402

[Tech Guide for Full-time Faculty](#) and [Tech Guide for Adjunct Faculty](#)

CAREER CORNER

#Social Media Jobs: Checking In or Tweeting Out?

William L. Murphy, Esq. (Career Advisor, St. John's College of Liberal Arts and Sciences, murphyw@stjohns.edu)

Social media has transformed the way people socialize, network and stay in touch. We have seen large social networks like MySpace and Friendster come and go, and other ones like Facebook, Twitter, Instagram, and LinkedIn completely transform and redefine our online trends. One thing is abundantly clear: social media is now necessary for global commerce and many predict the coming years will be the catalyst for vital social media marketing positions.

Social media has had as much impact on companies and their customers as any technological advance ever because it fundamentally changes the relationship between those parties from its historical norm. Social media has given customers a voice, and business will never be the same. Customers can punish or praise companies within seconds from the palms of their hands, and those communications can result in meaningful changes to company policy and behavior.

This is why most companies today have Social Media Departments whose responsibility it is to use these new platforms to interact with customers and prospective customers, and to stay abreast of the boundless new software and best practices developed to optimize those interactions.

Social media is more than liking or retweeting a post; it is a new, cutting-edge marketing approach with unlimited potential. According to *Constant Contact's Small Businesses: Then and Now Survey*, social media marketing has exploded, with 87% of small businesses using social media as a marketing tool today. Since social media marketing requires a combination of analytical skills, good communication and performing extensive research, graduates with business, communications, and English-related degrees are good candidates for social media job openings.

Specifically, it is often mastering the 'soft skills' and not the 'hard skills' that will determine a student's success pursuing a career in social media. Among the most important of these for students to develop are listening, pattern recognition, visual thinking, improvisation, and, of course, writing. The students who are most successful in social media careers generally possess those intangible qualities that fall under the umbrella of 'emotional intelligence.' The best social media professionals listen the most actively and aggress-

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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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sively, instantly identify patterns and capitalize on them, represent concepts visually, manage a wide variety of situations with the appropriate emotional response, and merchandise success both internally and externally through the written word. During an interview for a social media position, students are well-served to recall a scenario from their past experiences and discuss how they demonstrated one of these specific qualities.

However, some are beginning to wonder if the era of the Social Media Department is winding down. In his book, *The NOW Revolution: 7 Shifts to Make Your Company Faster, Smarter, and More Social*, Jay Baer predicts a point in business where social media would be fully incorporated into the fabric and culture of organizations, and social media would be a skill rather than a job. He describes a tipping point where social media starts to get plugged into other parts of the organization as a layer, rather than as a freestanding department because its strategic imperative can often transcend marketing and intersect, align, or overlap with many other divisions of the enterprise.

Baer argues that as social media touches more and more corners of an organization day-to-day, it becomes increasingly ungainly to encapsulate those activities into a free standing department. He believes the future presents two deviations from today's norm:

First, nearly all employees will be "social" in some fashion, and trained to interact with customers (and one another) with speed and disregard concerning roles and process. Second, "social media" will cease to be a job other than for a small number of senior managers that oversee social implementation cross-departmentally, like Chief Customer Officers do today with their emphasis on horizontal optimization of customer experiences. Instead of the Social Media Department, other legacy departments like Customer Service, Market Research, and Communications will have members that manifestly focus on the "social media" components of their departmental responsibilities.

Certainly, there are companies that have already put this model into place but it is definitely not the norm for most mid-sized and large organizations. The data is important when considering whether social media is the field students may want to participate in professionally. Students will want to know that the future demand is high for such a role within organizations and whether opportunities for training or consulting will be available as their skills grow.

A recent study by Fractl & Moz in June 2015 confirms there is growing demand for social media skills. *The Inbound Marketing Economy* report analyzed more than 75,000 job listings on [Indeed.com](#) containing digital marketing keywords including "content marketing" and "content strategy." Nearly 50% of the results found were listed as "social media" positions. Further, when the term "social media manager" is searched on LinkedIn, over 3,000 open jobs populate and an additional 5,000 plus are posted on [Careerbuilder.com](#).

Careers in social media seem to only be increasing in demand as industry changes and grows each day. In just ten short years social media has created thousands of jobs and will hopefully continue to create more in the future.



Faculty News

Dr. Christopher Denny (Theology and Religious Studies, dennyc@stjohns.edu) presented a paper, "*Religiones Antiquae: Reviving Nostra Aetate* to Expand the Scope of Salvation History," at the annual meeting of the American Academy of Religion in Atlanta (November 2015).

Professor Joseph G. Kenny (Administration & Economics, kennyj@stjohns.edu) and **Ms. Dorothy Moran** (Office of Admissions, School of Law, morand@stjohns.edu) presented a panel discussion entitled, "Advising After the Letters are Sent: Wait-List Management," at the Northeast Association of Prelaw Advisors annual conference at Fordham University School of Law (June 2015).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) presented a paper, "Together at Last: Teaching about Biology and Art," at the annual Conference on Liberal Arts and the Education of Artists in New York City (October 2015).

Professor Mary Noe, JD (Criminal Justice, Legal Studies, and Homeland Security, noem@stjohns.edu) presented a paper on "Legal Research" at the American Association for Paralegal Educators (AAfPE) in Milwaukee, WI (October 2015).

Dr. Steve Puig (Languages and Literatures, puigs@stjohns.edu) presented a paper entitled "The Development of Postcolonial thought in France, the United States and the Caribbean" at the international conference "What is Postcolonial Thought?" in Martinique, France (November 2015).

Dr. Sandra E. Reznik (Pharmaceutical Sciences, rezniks@stjohns.edu) is a 2015 recipient of the Lumara Health Research Grant for her proposal entitled "Investigation of the Anti-inflammatory and Potential Tocolytic Activities of N,N-Dimethylacetamide-Related Compounds Using *In Vitro* and *Ex Vivo* Models."

Dr. Richard Stalter (Biological Sciences, stalter@stjohns.edu) published "The Biological Flora of Coastal Dunes and Wetlands: *Solidago semper-virens* L. and *Solidago sempervirens* L. subsp. *Mexicana* (L.) Semple" in the *Journal of Coastal Research* 2015).

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Digital Measures Activity Insight

This is a customizable online system that allows faculty to create CVs and other reports on their teaching, research, and service. You can enter accomplishments in one location that can be then used for multiple purposes, including the AFAR report for full-time faculty, who have received accounts during the Fall semester. Adjunct faculty accounts will be part of the second phase of the roll-out.

Digital Measures LibGuide: <http://campusguides.stjohns.edu/dm>

Respondus

Respondus LockDown Browser is a custom browser that locks down the testing environment within Blackboard. Respondus Monitor integrates webcam technology allowing faculty to confirm students' identities and monitor their activity during testing. A short [video](#) provides an introduction. Both tools are available for Windows, Mac, and iOS platforms.

LIBRARY CORNER

Using OER to Promote Student Engagement with Knowledge

Gina Robinson (University Libraries, marandig@stjohns.edu)

Open Educational Resources (OER), freely accessible on the web, are growing and increasingly rich resource available to faculty. To raise our awareness of their potential and diversity, contributors from the University Libraries will share articles about different aspects of OER each month. In this issue, Gina Robinson discusses the potential of OER to enhance student engagement.


According to UNESCO (2015), "Open Educational Resources (OER) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them." OER have many benefits, including the reduction of textbook cost for students, the ability for faculty members to create a textbook that contains the exact material they want to cover, the capacity to mix different medias (text, images, video, audio) to present information, the possibility to network and share materials with educators in the same field, and the potential for libraries to reduce the amount spent on collection development by supplementing their collection with OER. Although the aforementioned benefits are important, I feel that one of the most significant reasons for using OER is to promote active learning and student engagement with knowledge.

"Instead of thinking of knowledge as something that students need to download into their brain we [should] start thinking of knowledge as something continuously created and revised." (DeRosa and Robinson, 2015 para. 8). UNESCO is in agreement with this belief. In *The Guidelines for Open Educational Resources (OER) in Higher Education* (2015) they suggest that institutions promote student contributions to OER. However, in order for students to contribute, they need to have certain skills that enable them to move from passively receiving information to actively engaging with information. These skills include the ability to access, manage, integrate, evaluate and create information using technology—Information Communication Technology Literacy Skills. Students should be able to do the following:

- Access: They should be able to collect and retrieve information. This includes knowing how and where to search for what they need. Particularly when referring to OER, students should know where to search for materials that are in the public domain or have an open license.
- Manage: They should be able to classify and organize the information they receive so that they can easily find it when they need it.
- Integrate: Students should be able to understand, synthesize and represent information that they receive. This involves combining information and conveying it in different ways.
- Evaluate: Students should be able to judge the information to determine its value and quality as it relates to their purpose for using it. When referring to OER this includes evaluating a source's license to see if they can use it.
- Create: Students should be able to generate information by applying, combining, and remixing information they receive to create a new artifact (International ICT Literacy Panel).

For more information on Information Communication Technology Literacy and resources for teaching these skills to students visit the following site: <http://campusguides.stjohns.edu/ict> .

References

- DeRosa, R., & Robison, S. (2015, November 9). Pedagogy, Technology, and the Example of Open Educational Resources. Retrieved December 9, 2015, from <http://er.educause.edu/articles/2015/11/pedagogy-technology-and-the-example-of-open-educational-resources>
- Open educational resources | United Nations Educational, Scientific and Cultural Organization. (n.d.). Retrieved December 10, 2015, from <http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/>
- United Nations Educational, Scientific and Cultural Organization. *Guidelines For Open Educational Resources (OER) In Higher Education*. UNESCO and Commonwealth of Learning, 2015. Web. 10 Dec. 2015. 

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

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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.

For information on events taking place on both the Queens and Staten Island campuses visit the [Research Month website](#). More detailed information will be posted in the coming months about each event.

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: Friday, January 15

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

Location: Institute for Writing Studies Conference Room, Library 150

[REGISTER NOW!](#)

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.