



Center for Teaching and Learning Newsletter

Dates to Note!!

Tuesday, April 1

[BUG: Grade Center](#)

1:50 - 3:15 p.m.

Thursday, April 3

[Faculty Research Forum](#)

Noon - 3 p.m.

[Faculty Book Reception](#)

3:30 to 5:30 p.m.

Monday, April 7

[Digital Humanities](#)

12:15 - 1:40 p.m.

Tuesday, April 8

[25th Annual Grants Reception](#)

4:30 - 6:30 p.m.

Monday, April 14

[Tuning the Core](#)

12:15 - 1:40 p.m.

Tuesday, April 22

[Writing Biography](#)

12:15 - 1:40 p.m.

Wednesday, April 23

[Exploring Students' ePortfolios](#)

12:15 - 1:40 p.m.

Thursday, April 24

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

1:50 - 3:15 p.m.

Monday, April 28

[#What's this?: Using Hashtags and Social Media for Research and Professional Networking](#)

12:15 - 1:40 p.m.

For more information and to register visit:

<http://stjohns.campusguides.com/ctlevents>

Vol. 19, No 6

March 2014

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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CTL Fellows on Research in Teaching and Technology

On April 24, the 2012-2014 CTL Fellows will present on their projects which 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:

Using Wikipedia to Build Critical Thinking and Research Skills

Ben Turner (University Libraries, turnerb@stjohns.edu)

Despite its growing acceptance and widespread usage by the general population, Wikipedia is still often pilloried by educators and academics for representing all that is wrong with the Internet age: lack of scholarly authority, absence of peer review, and disregard for traditional publishing standards and practices. Citing Wikipedia is often enough to give any research paper a death sentence, whatever merits it may have.

Nonetheless, educators at St. John's University and elsewhere have seized on its educational potential. In his section of Discover New York, Ben Turner has students write detailed critical evaluations of Wikipedia articles related to course subject matter, and edit reviewed articles using scholarly, secondary sources as the basis for comparison. Student feedback indicates that the assignment helps them gain confidence in skills such as critical evaluation of sources, citing sources, and close reading of text. The assignment could easily be adapted to other disciplines.

Using SCORM to Create Engaging Digital Lessons which Integrate Grading Directly into Learning Management Systems

Joseph E. Trainor (The Peter J. Tobin College of Business, trainorj@stjohns.edu)

Many educators struggle with the creation of simple yet engaging digital lessons for online, hybrid, and traditional classes. In addition to the technology issues surrounding creating digital lessons, educators often express concern about providing students with a high quality, engaging learning experience, while ensuring that students absorb the content and complete the digital lesson. The use of SCORM allows for interactive digital lessons which integrate grading directly into the instructor's learning management system (LMS). Developed by the U.S. Department of Defense, Sharable Content Object Reference Model (SCORM) is a collection of standards and specifications for web-based e-learning. These standards define the communication between a student's computer and the host system, typically the LMS. SCORM also defines how content may be packaged and uploaded into the LMS. SCORM is a very dynamic model which allows for a variety of interactive lesson plans. For example, lessons created using SCORM can contain activities such as quiz questions, sorting activities, web links, audio, pop-up comprehension questions, flash cards, and embedded media. This presentation will provide a summary of SCORM, discuss the tools used to create SCORM content, and conclude with a demonstration of a SCORM lesson integrated with Blackboard.

CENTER FOR TEACHING AND LEARNING**DIRECTOR:**

Maura C. Flannery

ASSISTANT TO THE**DIRECTOR:**

Lisa Getman

DEPARTMENTAL**ASSISTANT:**

Judy Lam

2013-2015 FELLOWS:

Joan Ball

Keith Carrington

June Chen

Randall Clemens

Roseanne Gatto

Roberta Hayes

Maureen Weicher

2012-2014 FELLOWS:

William Ryall Carroll

Julie Carter

Emese Ivan

Maria Leibfried

Joseph Trainor

Ben Turner

**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.

Please visit: <http://stjohns.edu/campusguides.com/ctlforum>.

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Incorporation of a Commercially Available Simulated Electronic Medical Record into a Pharmacy Practice Course

Maria Leibfried (College of Pharmacy and Health Sciences, leibfrim@stjohns.edu)

In 2009, the federal government enacted TITLE XIII Health Information Technology for Economic and Clinical Health Act of American Recovery and Reinvestment Act (ARRA), abbreviated as the "HITECH Act," with the goal of improving health care quality, safety, and efficiency through technology.

In 2010, the federal government began awarding federal grants to facilities that incorporate and transition to electronic health records (EHR). Beginning in 2015, facilities without compliant EHR will begin getting lower Medicare reimbursement. Clearly, electronic medical records (EMR) and EHR will be part of all our students' careers, regardless of the pharmacist's practice setting.

I co-ordinate and teach Experiential Pharmacy I, which is a Simulated Introductory Pharmacy Practice Experience (IPPE). In this course, third year pharmacy students meet once a week for four hours and participate in active learning exercises that simulate pharmacy practice environments such as hospital and community pharmacies. The activities involve working with simulated patients in order to practice identifying and documenting medication related issues. All health and medication information was previously retrieved and documented on paper.

In Spring 2013, we introduced a commercially available, web-based simulated electronic medical record (SimEMR) into our course. Dr. Michele Pisano and I introduced SimEMR in response to two initiatives:

1. the HITECH Act
2. ACPE (The accrediting body of pharmacy schools) Standard 12 "Professional Competencies and Outcome Expectations" mandates that professional pharmacist competencies that must be addressed in the pharmacy curriculum include expertise in informatics.

We incorporated SimEMR into simulated patient care activities that include: electronic hospital medical records, interdisciplinary documentation adverse drug reaction identification and reporting medication error identification and reporting, and laboratory report interpretation and assessment.

A survey was distributed to students to evaluate their perceptions of utilizing the SimEMR. A poster was submitted to the American Association of Colleges of Pharmacy for their July 2014 Annual Convention.

Enhancing Critical Thinking and Communicative Competencies through International Joint Course Methodology

Emese Ivan (College of Professional Studies, ivane@stjohns.edu)

Today's citizens need to be world-minded in order to use their global knowledge and intercultural skills to make informed decisions in our interconnected world. In turn, it is important that our students are prepared to participate in societies that are no longer defined by nations and geographical borders. The goal of this project was to introduce international joint course methodology in teaching different sports management classes. The international joint course teaching

(continued on next page)

method does not only incorporate the latest (video)technology into our teaching but also 'brings the world into the classroom' by connecting students from different countries to work together on projects, case studies, or discuss current issues in any field –in a financially efficient way. Based on students and faculty experiences this presentation will to share some lessons learned in the past as well as focus attention on further academic opportunities related to this teaching method.

Spatial Thinking and the use of Geo-technologies: Learning Social Studies in Elementary and Secondary Settings

Julie H. Carter (The School of Education, carterj@stjohns.edu)

In this CTL Fellowship project, Dr. Julie Carter explores the integration of geo-spatial technologies and geographic information systems (GIS) into educational methods coursework, allowing teacher candidates to explore "Spatial Thinking" (Committee on Geography, 2006) as a habit of mind. Used as inquiry tools, Spatial Thinking and geo-spatial technology can help students grapple with environmental, social and economic justice issues in their future classrooms. When teacher candidates gain the skills to use geo-technologies and data layering in classroom pedagogy they help children report, interpret, and create their worlds through data. Additionally, they allow children to "play" with theories and use the skills of social scientists in the learning process. The presentation demonstrates a Spatial Thinking Project that was developed for Social Studies Methods coursework, as well as for professional development settings.

Searching for the Impossible? Engagement and Interaction in an On-Line Course

William Ryall Carroll (The Peter J. Tobin College of Business, carrollw@stjohns.edu)

Over the last three years, I have taught a hybrid course where students take part in both an online and an in-person component of the course. In order to make this course as impactful and engaging as possible, I have tried to incorporate technology that I thought could be valuable in this pursuit. In addition to effectively conveying the material, my goals for the class are to build community, ensure shared learning, and create a course that will have a lasting impact on the students. For the in-person section of the course, I have tried to use various blogging sites to improve how the students captured their thoughts, ideas, and experiences in real time. It was my hope that this type of virtual "journaling" would enable them to share their perspectives and thoughts with the other students in the class, as well as with others outside the class including friends, family, other St. John's students, and potentially, future students. Finally, to ensure the course had impact beyond the last day, I also attempted to leverage social networking to keep the conversation and learning going. Through trial and error, I have found that some tools were more useful than others and I am still seeking to find the best platforms to leverage. During this journey, I have learned a great deal about different technological tools that can be beneficial for the learning environment, and also developed a stronger understanding of the barriers and issues that can arise, and how to better mitigate these.



Apply for the CTL Fellows Program

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. For more information visit <http://www.stjohns.edu/about/administrative-offices/provost/center-teaching-and-learning/teaching-technology-fellows>.

The deadline to apply is Monday, April 28, 2014!

CAREER CORNER

Guiding Students to a Career with the Federal Government

Donna Haynes (Career Advisor, Career Services, haynesd@stjohns.edu)

The federal government provides competitive pay, flexible work schedules, opportunities to give back and other benefits, which makes them an ideal employer for students and recent graduates. However, their application process has traditionally been less enticing.

If you ever tried to assist a student in applying for a government internship or full-time position you may have been met with a complex and somewhat confusing application process. Over the years the federal government faced many challenges in recruiting and hiring qualified students and recent graduates. Programs differed from one federal agency to the next and even if a student was one of the lucky ones to successfully obtain an internship, the very low intern conversion rate often led them to seek fulltime employment elsewhere.

Back in July 2012 the federal government implemented the Pathways Programs, after an Executive Order by President Obama to offer a clear path to recruit and hire students and recent graduates for internships and full-time careers. Another goal was to become more competitive with the private sector when attracting new talent.

The Pathways Programs provide training, mentoring and career development opportunities for students and recent grads that are new to a federal agency. There are different kinds of programs depending on where the new hire is in their academic or professional career. Each program can give you a taste of what working for the federal government would entail with the added bonus of potentially converting to an entry-level, full-time position at the end of their term. Students can begin their career in the federal government by choosing the program that best fits their needs. Below are the three Pathways Programs.

The Internship Program

This program provides current college and graduate students with paid opportunities to work in federal agencies while still in school. The intern's work is related to their field of study or career goals. Each agency decides how many interns they will hire. Upon successful completion of an internship, participants may be eligible for conversion to full-time federal employment.

The Recent Graduates Program

This opportunity is a full-time, one-year developmental program designed for individuals who have received an undergraduate or graduate degree from a qualifying educational institution. Candidates must apply within two years of graduation, with the exception of veterans, who have up to six years to apply due to their military obligations. Participants in the Recent Graduates Program receive training and professional development, complete an individual development plan and are assigned a mentor. Each agency determines how many recent graduates they will hire. Recent graduates may also be eligible for conversion to full-time federal employment after their completion of the program.

The Presidential Management Fellows (PMF) Program

The PMF Program is the federal government's premier leadership development program for advanced degree candidates. Individuals who received a qualifying advanced degree within the preceding two years are eligible to apply. Presidential Management Fellows participate in an orientation program, receive training and professional development, complete an individual development plan, are assigned a mentor, and have at least one rotational or developmental assignment. This year, the Office of Personnel Management has released a new track specifically for those interested in the fields of science, technology, engineering and mathematics (STEM). As STEM Presidential Management Fellows, individuals

engage in meaningful work on high-visibility federal research and development projects. These assignments will allow PMF's to network with STEM professionals in different fields and locations as well as to travel to locations where innovative STEM personnel solve national problems.

Internships and fulltime positions are posted on the USA Jobs website and can be searched based on student's major or by a desired federal agency. As more agencies implement the Pathways Programs, we will see more opportunities posted at <https://www.usajobs.gov/StudentsAndGrads>.

Students should also be encouraged to visit <http://gogovernment.org/> for more information about how to apply for positions within the federal government and should schedule an appointment to meet with a Career Advisor from University Career Services to discuss the differences in a traditional resume and a federal resume.



Phishing E-Mail

Please be extremely cautious and suspicious if you receive unsolicited requests for your username, password or other personal data. It is highly likely that these are 'phishing' requests. Recently, Information Technology has seen several variations of these phishing email messages tailored for St. John's. The messages uses terms like OWA, stjohns.edu, and Helpdesk to trick you.

St. John's will never ask for your email name or password via email correspondence. **WHEN IN DOUBT—JUST DELETE THE MESSAGE.**

If you inadvertently shared your password, please change it immediately and please do not use your old password again.

If you notice any suspicious activity, require assistance with suspected emails or need more information, please contact Information Technology at extension 5000.

Student Research Events on the Queens Campus

As faculty, we know the range of creative student research projects in our courses. However, it can be difficult for students and faculty to make others aware of this rich body of work. Student Research Events Day, which will take place on **Thursday April 10**, provides a wonderful, annual opportunity for faculty from every college and discipline to showcase their students' efforts before the entire University.

- Student Poster Session
- Oral, Panel and Roundtable Presentations
- Fine Arts Presentations
- Film Screening and Performance Art

For more information: <http://www.stjohns.edu/research/research-month>.

Final Exam Schedule

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

Writing Biography

Each semester, the CTL hosts a luncheon where an author discusses the process of writing. This semester, we are fortunate enough to have **Natalie Byfield** of the Sociology & Anthropology Department discussing her recently published book.



In 1989, the rape and beating of a white female jogger in Central Park made international headlines. Many accounts reported the incident as an example of “wilding”—episodes of poor, minority youths roaming the streets looking for trouble. Police intent on immediate justice for the victim coerced five African-American and Latino boys to plead guilty. The teenage boys were quickly convicted and imprisoned. In "Savage Portrayals" Natalie Byfield—who covered the case for the New York Daily News—now revisits the story of the Central Park Five from her perspective as a black female reporter. Byfield illuminates the race, class, and gender bias in the massive media coverage of the crime and the prosecution of the now-exonerated defendants. Using sociological analysis and a first-person account, Byfield argues that the racialized reportage of the case buttressed efforts to try juveniles as adults across the nation.



This book is available at the University bookstore at the customer service counter.

Date: Tuesday, April 22

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

Location: D'Angelo Center 416C

[REGISTER NOW!](#)

Faculty Research Forum

In celebration of Research Month, the Office of the Provost and the Center for Teaching and Learning would like to invite you to the annual Faculty Research Forum on **Thursday, April 3**.

This event is an opportunity to explore some of the research our colleagues are working on and to discuss their projects. The research displays will be set-up between **noon and 3 p.m.** in **D'Angelo 416 B&C** and lunch will be served.

The guest speaker schedule, beginning at 2 p.m., will be as follows:

Simon Møller, Vice Provost for Graduate Education and Research and Professor of Biological Sciences

Gina Florio, Associate Professor of Chemistry

Gregory Wilson, Associate Professor of English

Each presenter will discuss their perspective on research at St. John's.

[RSVP NOW!](#)

Research Month 2014: Interdisciplinary Research Roundtable Luncheons

Digital Humanities

Jennifer Travis, St. John's College of Liberal Arts and Sciences

What are digital humanities theories, methods, and practices? With its focus on open-source peer review, collaborative scholarship, and its embrace of new technologies, many of its practitioners believe that digital humanities will transform the liberal arts and, perhaps, even the university itself. Join the conversation about the projects and pedagogies of this emerging field.

For a quick look at the DH community at St. John's visit: <http://stjdh.wordpress.com/>

Date: Monday, April 7

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

Location: D'Angelo Center 401

[REGISTER NOW!](#)

Tuning the Core

Elaine Carey, Tracey Anne Cooper, Elizabeth Herbin-Triant, Philip Misevich, and Alejandro Quintana
St. John's College of Liberal Arts and Sciences

Tuning offers a powerful, faculty-centered way to harmonize the usually fragmented conversation about assessment and to make the conversation useful in teaching and explaining the value of a particular field of study. Since 2012, the History Department has "tuned" the core competencies, BA, and MA degrees creating assessment tools, rubrics, sample syllabi, and guidelines as well as conducting focus groups with students and potential employers to gain feedback. In this presentation, the members of the SJU TuningProject will discuss tuning the core class and how that process changed their teaching methods and students' learning.

Date: Monday, April 14

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

Location: D'Angelo Center 401

[REGISTER NOW!](#)

#What's this?: Using Hashtags and Social Media for Research and Professional Networking

Caroline Fuchs and Gina Marandino, University Libraries

Academics and social media mavens cleverly add or search for hashtags for research and professional networking. How? What is a hashtag? How can that simple pound sign be of use for teaching, scholarship or professional development? Join us for a lively roundtable discussion of the potential use of hashtags in academia. #SJUCTL&Lib #Research #HelpMe

Date: Monday, April 28

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

Location: Bent Hall 277B

[REGISTER NOW!](#)

For more information about student and faculty research events go to: <http://www.stjohns.edu/research/research-month>.

Remember:

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

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."

[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



Mapping Tools: GIS/Google Earth

Barrett Brenton, St. John's College of Liberal Arts and Sciences
Paula Lazrus, St. John's College of Liberal Arts and Sciences

The use of maps in presenting data has grown tremendously with the advent of electronic resources such as ArcGIS and Google Maps. This software is being used in a variety of fields from history and marketing to ecology and anthropology. The session will introduce you to these tools and their uses. They provide excellent material for internationalizing your courses.

This workshop will be video conferenced to the Staten Island and Manhattan campuses. See locations below.

Date: Thursday, May 1

Time: 1:50 - 3:15 p.m.

Queens Campus: D'Angelo Center 310

Staten Island Campus: DaSilva 208

Manhattan Campus: Room 216

[REGISTER NOW!](#)

Faculty Growth Grant Program

The upcoming deadline to apply for a Faculty Growth Grant is:

May 1, 2014

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

Follow Us on Twitter

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



Remember:

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