



# Center for Teaching and Learning Newsletter

Vol. 13 No. 4

December 2007

## Dates to Note!!

**Wednesday, January 16**  
*Conversations on Teaching*  
9 a.m. to 2 p.m.  
Bent Hall 277A

**Thursday, January 24**  
*Adjunct Faculty  
Colloquium – Queens*  
4:30 to 6 p.m.  
Bent Hall 277A

**Monday, February 4**  
*Adjunct Faculty  
Colloquium*  
4:30 to 6 p.m.  
Gans Conference Room

**RESEARCH MONTH 2008**  
**Tuesday, April 8**  
*Faculty Research Forum*  
11 a.m. to 1:30 p.m.  
*Grants Reception*  
Noon to 1:15 p.m.

**Thursday, April 10**  
*CTL Fellows' Presentations  
on Research in Teaching  
and Learning*  
2:30 to 4:30 p.m.

**Thursday, April 17**  
*Reception for Book  
Authors*  
3:30 to 5:30 p.m.

**Tuesday, April 22**  
*Student Research Day –  
Queens Campus*  
11 a.m. to 2 p.m.

**Thursday, April 24**  
*Student/Faculty Research  
Day – Staten Island Campus*  
11 a.m. to 2 p.m.

## Less than Perfect

**Maura Flannery** (College of Professional Studies, flannerm@stjohns.edu)

While our students are completing the new online teaching evaluations, it is inevitable that we also do some self-evaluation of the semester. For many of us, the results are less than stellar. We can easily come up with a list of what didn't go so well, and what we would change next time. This is not a bad thing. Teaching is an impossible task; we cannot teach all the students well all of the time. There are just too many variables: our teaching style in relation to our students' varied learning styles, the backgrounds and personalities of the particular individuals sitting in our classes this semester, our attempts to use new approaches or teach new material.

But before you get too depressed about what didn't go right, I would like to make two suggestions. First, for everything that did not turn out well this semester, think of something that did. Your first response might be to say that there were many more negatives than positives, that you just can't think of that many good things. Well, think again. It might require some mental effort, not because there weren't positives, but because for many of us, it's much easier to remember the negatives. It is our mistakes that instantly come to mind. We are not good at self-congratulation, but I guarantee that with a little thought you'll come up with a substantial list of positive ideas that occurred in your classroom. Yes, they might be small items, but then again, aren't a lot of the negatives you came up with pretty trivial too?

Many of us are just too hard on ourselves and need to take a more balanced view; my second point is that self-doubt may not be such a bad thing. I recently read an article on the difficulties involved in evaluating X-rays. In one study of the accuracy of diagnoses, researchers found that the most accurate radiologists had the least confidence in their decisions, and those who were least accurate had the most confidence. This is pretty frightening when you think of it in terms of health issues, but very enlightening if applied to education where I think a similar phenomenon occurs: good teachers are never satisfied.

I find many good teachers coming to CTL workshops. Why do they bother? They are already doing a fine job as evidenced by excellent evaluations from students and other faculty. But they know they can do better. They end each semester with plans to work on some part of their teaching that just didn't seem right to them.

This is a wonderful lesson for all of us. While a little self-confidence is a good thing, too much might be counterproductive, making us blind to those areas that really do need work. If a doctor with a 95% accuracy rating has doubts, teachers should too.

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

### Managing Editor:

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## Clinical Service: Growth in Professional Competence and Compassionate Solidarity

### Vincentian Mission: Opportunity and Responsibility-XII in the series

**John Conry** (College of Pharmacy and Allied Health Professions, conryj@stjohns.edu)

*In this column, John M. Conry, Pharm.D., BCPS, Associate Clinical Professor in the College of Pharmacy and Allied Health Professions and Senior Vincentian Research Fellow at the Vincentian Center for Church and Society, describes the manner in which he brings his own professional knowledge and skills to the service of the marginalized "devoting intellectual and physical resources to search out the causes of poverty and social injustice and to encourage solutions which are adaptable, effective and concrete" (University Mission Statement). He also shows the way in which student attitudes towards the marginalized are changed through clinical encounters.*

"I live in a van down by the river!" Perhaps you have heard this line by the late Saturday Night Live actor Chris Farley, as he portrayed a fictional motivational speaker character named Matt Foley. I personally do not live in a van but I do spend a significant amount of my teaching and service within the College of Pharmacy and Allied Health Professions aboard a 37-foot medically equipped van known as the "MedVan." The MedVan is operated by a not-for-profit New York City (NYC) based organization called Project Renewal and provides free medical outreach to the indigent at soup kitchens, churches and parks throughout the city. The mission of Project Renewal is to renew the lives of the homeless and indigent in NYC. Project Renewal attempts to meet this mission by providing shelter/housing, job training and healthcare to the indigent and has achieved local and national recognition for its many successes. My involvement with Project Renewal is as their Coordinator of Pharmacy Care Services and much of my time at Project Renewal is spent on the MedVan (along with my pharmacy students) working as part of a multidisciplinary team of health care professionals to provide optimal healthcare to a population that is all too often forgotten or perhaps more bluntly stated, simply ignored.

Although the homeless are often neglected, studies within this marginalized population demonstrate staggering needs. Nationally, 3.5 million people experience homelessness each year and an estimated 37,000 people are homeless each night within NYC. A 2005 NYC Department of Health report on the health of the homeless found the death rate of the city's homeless to be twice that of the general population, with leading causes of death including HIV/AIDS and substance abuse. The average homeless person is afflicted with 8 concurrent disease states and has a lifespan of less than 45 years.

The obvious disparities in health and inequities in access to medical care and medicine among the lower socioeconomic class have long challenged the health professions. It is critical that students of the health professions learn of the unique challenges in serving the underserved and potential methods to properly address their needs. The partnership between the College and Project Renewal has provided an opportunity for the application and recognition of the Vincentian mission of the University. This partnership provides an opportunity to touch the untouchables, an opportunity for scholarship, and an opportunity to enhance the education of our pharmacy students.

*(continued on page 6)*



## Faculty News

December 2007

**Dr. Dolores L. Augustine** (History, [augustid@stjohns.edu](mailto:augustid@stjohns.edu)) published a book, *Red Prometheus: Engineering and Dictatorship in East Germany, 1945-1990* (Cambridge, MA: MIT Press, 2007); presented three papers: "Bürgertum als Kultur: Überlegungen zu einem deutsch-amerikanischen Vergleich," at the "Bürgertum und Bürgerlichkeit im 20. Jahrhundert in internationaler Perspektive," conference held at the cloister Loccum (near Hannover, Germany) and organized by the Universities of Hannover and Oldenburg, "Red Prometheus: Dictatorship and Industrial Technology in East Germany," at the annual meeting of SHOT (Society for the History of Technology) in Washington, D.C., and "Red Prometheus: Technological Utopias and Realities in the GDR in the Context of East-West Rivalries," at the annual meeting of the GSA (German Studies Association) in San Diego, CA (October 2007).

**Dr. Judith Beizer** (Clinical Pharmacy Practice, [beizerj@stjohns.edu](mailto:beizerj@stjohns.edu)) was installed as President-Elect of the American Society of Consultant Pharmacists at its annual meeting (November 2007).

**Professor Tisa Bryant** (Institute for Writing Studies, [bryantt@stjohns.edu](mailto:bryantt@stjohns.edu)) published the book, *Unexplained Presence* (Leon Works Press, 2007), a collection of original hybrid essays that remix stories from novels, paintings and films; this book was launched at Small Press Traffic Literary Arts Center, California College of Art, in San Francisco (November 2007) and received a favorable review in the *San Francisco Bay Guardian*.

**Professor Linda Butti** (Fine Arts, [buttil@stjohns.edu](mailto:buttil@stjohns.edu)) exhibited several paintings in the de Cordova Studio and Gallery's "Give a gift, Get a gift" holiday benefit exhibition for "Maureen's Haven," in Greenport, Long Island (November – December

2007); three of her paintings were placed in Isabella Nursing Center in Manhattan and another was placed in Belle Harbor Rehabilitation Center in Long Island (Fall 2007); her work can be viewed at her new website: [lindabutti.com](http://lindabutti.com).

**Dr. Elaine Carey** (History, [careye@stjohns.edu](mailto:careye@stjohns.edu)) presented "Plaza de los sacrificios: Un análisis de género de la masacre de Tlatelolco" at la Escuela Nacional de Antropología e Historia (ENAH) in Mexico City (November 2007).

**Dr. Zhe-Sheng Chen** (Pharmaceutical Sciences, [chenz@stjohns.edu](mailto:chenz@stjohns.edu)) was invited to give a talk, "Multidrug Resistance and its Reversal," on Advances in Oncology at the 12<sup>th</sup> World Congress and the 10<sup>th</sup> International Symposium on Molecular Medicine in Crete, Greece where he reported his group's recent study about Siphonolol A, a compound isolated from Red Sea Marine Sponges; served as a co-chair of Molecular Oncology/Tumor Biology/Angiogenesis Session in the meeting (October 2007); published two articles: "Reverses P-glycoprotein-mediated Multidrug Resistance" in *Cancer Science* (July 2007), and with **Dr. Charles Ashby** (Pharmaceutical Sciences, [ashbyc@stjohns.edu](mailto:ashbyc@stjohns.edu)) "Tacerva, a Tyrosine Kinase inhibitor, Reverses ABCB1-and ABCG2-mediated Multidrug Resistance" in *Cancer Research* (November 2007).

**Dr. Christopher D. Denny** (Theology and Religious Studies, [dennyc@stjohns.edu](mailto:dennyc@stjohns.edu)) presented a paper, "Trinity and Interreligious Belonging in the Writings of Raimundo Panikkar," at the annual meeting of the American Academy of Religion in San Diego, CA (November 2007).

**Professor Peter Feuerherd** (Mass Communications, Journalism, Television and Film, [feuerhep@stjohns.edu](mailto:feuerhep@stjohns.edu)) published the article, "Asking for Direction, Finally: After Years of Navigating the Road of Life, Some Baby Boomer Men are Finding Meaning in the Unlikeliest of Places," in the *US Catholic Magazine* (December 2007).

**Dr. Maura C. Flannery** (Computer Science, Mathematics and Science, [flannerm@stjohns.edu](mailto:flannerm@stjohns.edu)) presented a paper, "Seeing Closely: Photographs of Plants as Spiritual Images," at the Conference on Liberal Arts and the Education of Artists in New York (October 2007).

**Dr. Helen Garinger** (Human Services and Counseling, [garingeh@stjohns.edu](mailto:garingeh@stjohns.edu)) co-presented on Female Adolescent Bullying at the New Jersey School Counselors Association Conference, Long Branch, NJ (October 2007); they were also invited to present at the Annual New York State School Counselors Association Conference on Bullying and Cyberbullying in Syracuse, NY (November 2007); was invited to present, "Struggling to Be Accepted: Working with the Special Education Population" for school development in Islip, NY (November 2007).

**Dr. Smita Guha** (Early Childhood, Childhood and Adolescent Education, [guhas@stjohns.edu](mailto:guhas@stjohns.edu)) presented the paper, "Fatty Fries to Fresh Fruits – A Healthy Transformation through Education: Teachers' Role in Children's Nutrition," at the 2007 Annual National Conference at the National Association for the Education of Young Children in Chicago, IL (November 2007); awarded a grant entitled, "Healthy Kids: A collaborative approach among New York City schools, after-schools and community organizations," from New York State Department of Health (2007-2008).

**Dr. Dipak Haldar** (Biological Sciences, [haldard@stjohns.edu](mailto:haldard@stjohns.edu)) co-presented with students the poster, "Cell Culture Model of Salvation and Refeeding to Study the Regulation of Mitochondrial Glycerophosphate Acyltransferase," at the annual conference of the Metropolitan Association of College and University Biologists (MACUB) held at St. John's University (October 2007); his student Dwayne Punnette received a first place award.

**Professor J. Thomas Legaspi** (Fine Arts, [legaspij@stjohns.edu](mailto:legaspij@stjohns.edu)) was an invited guest speaker/presenter at the Oxford Roundtable, at Oxford University, Oxford England (July 2007).

**Dr. Vivian Valvano Lynch** (English and Speech, [lynchv@stjohns.edu](mailto:lynchv@stjohns.edu)) delivered the Keynote Literature Address, "An Irish-American Home Epic: Alice McDermott's *After This*," at the 39th Annual Irish American Conference sponsored by the American Irish Teachers Association, Inc., at the Liederkrantz Club, New York, NY (November 2007).

**Dr. Larry Myers** (Speech, Communications Sciences and Theatre, [myersl@stjohns.edu](mailto:myersl@stjohns.edu)) was a special guest at both the Provincetown and Columbus, Mississippi, Tennessee Williams Festivals as Historical Consultant; appointed Director of the Jack Kerouac Society; hosted Poetry Jam at Kafe Ferouac in Columbus, OH; his original Play, "Past Life = Jack Kerouac" was produced at Bob Pare Studio Theater in Lowell, MA, at the America's Cup Cafe Theater, Asbury Park, and also at Gene Frankel Theater, Bowery Poetry Theater & RWM Playwrights Lab in Manhattan; original play "Text Messaging the Twilight Zone" produced at Theater for the New City in Manhattan; "Worst President Ever" (about Warren G. Harding) and "Text Messaging" both produced at Starving Artist Theater in Ocean Grove, NJ; a speaker on Warren G. Harding at Barrow, Bedford, Commerce Historical Society; had features in the *New York Post*, *Lowell Sun*, and New Jersey's *The Coaster*, *TriCity News*; had two features profiling plays in the Columbus, Mississippi *Dispatch*; conducted a tour of "Jack Kerouac's Queens" covered in five Queens newspapers and on TV; appointed Playwright-in-residence at Ocean Grove's Starving Artist Theater and Artist-in-Residence at The Mary Anderson center in Mt. St Francis, Indiana.

**Dr. Marilyn Nichols, SSJ** (Theology and Religious Studies, [nicholsm@stjohns.edu](mailto:nicholsm@stjohns.edu)) published a review of *Teilhard's Mass: Approaches to "The Mass on the World"* by Thomas King, S.J., in *Teilhard Perspective* (2006); led a discussion on "Thomas Berry: The Great Story" for parishioners of St. Joseph's and of St. Raphael's on Long Island (Summer 2007); gave a related ecospirituality talk, "Bloom Where We are Planted," for Rosary Society at St. Raphael's (Fall 2007).

**Dr. Jeffrey Nevid** (Psychology, [nevidj@stjohns.edu](mailto:nevidj@stjohns.edu)) published with Beverly Greene ([greeneb@stjohns.edu](mailto:greeneb@stjohns.edu)) the text book, *Abnormal Psychology in a Changing World* (7<sup>th</sup> edition, Prentice Hall).

**Professor Mary Noe** (Criminal Justice and Legal Studies, [noem@stjohns.edu](mailto:noem@stjohns.edu)) published the article, "Effect on Special Education Law of High Court's Decision," in the *New York Law Journal* (November 2007).

**Professor Denis A. Scrandis** (Philosophy, [scrandid@stjohns.edu](mailto:scrandid@stjohns.edu)) presented a paper, "Maritain's Intuition of Being Intuits the First Principles of Speculative Reason," at the 31st annual meeting

of the American Maritain Association at Notre Dame University (October 2007).

**Drs. Ralph Stephani** and **Sandra Reznik** (Pharmaceutical Sciences, [stephanr@stjohns.edu](mailto:stephanr@stjohns.edu) and [rezniks@stjohns.edu](mailto:rezniks@stjohns.edu)) presented a paper, "Synthesis of 1,3,6-Trisubstituted-2-Carboxy-Quinol-4-ones as Selective ETA Antagonists and Their Role in Controlling Preterm Labor in a Mouse Model," at the 10<sup>th</sup> International Conference on Endothelin in Bergamo, Italy (September 2007).

**Dr. Heidi Upton** (Discover NY, [uptonh@stjohns.edu](mailto:uptonh@stjohns.edu)) gave a presentation, "Weaving Aesthetics and Academics in Student-Centered Learning: Discover New York," at the 2007 conference of the Association for Integrated Studies in Tempe, AZ (September 2007); as an alumna, gave a presentation at The Juilliard School as part of their Horizons series, speaking to students about careers in the arts after college (October 2007); was featured as piano soloist in a concert at the New York Public Library, Performing Arts Division, Bruno Walter Auditorium, at Lincoln Center in New York City—the program, entitled: *Shakespeare, the Musical Muse*, was a celebration of the 50<sup>th</sup> anniversary of the New York Shakespeare Festival's first season in Central Park (November 2007).

**Dr. Gregory A. Wilson** (English and Speech, [wilsong1@stjohns.edu](mailto:wilsong1@stjohns.edu)) published a book, *The Problem in the Middle: Liminal Space and the Court Masque* (Clemson University Press, October 2007); presented three papers: "'His Own Portion of the Earth': The Rhetoric of Alienation and Separation in Naipaul's *A House for Mr. Biswas*," at the Tenth Nordic Conference of English Studies in Bergen, Norway (May 2007), "'This Insatiable Hunger for Sympathy': Virginia Woolf's Vision of Unity in *Mrs. Dalloway*," at the 17th Annual Conference on Virginia Woolf at Miami University of Ohio (June 2007), and "Servant of Two Masters: Ben Jonson's Use of Liminal Space in *Prince Henry's Barriers*" at the South Atlantic Modern Language Association's 2007 Convention in Atlanta, Georgia (November 2007); read a portion of *Icarus*, a novel in progress, at the Fantasy Matters Conference at the University of Minnesota (November 2007); and chaired the panel "English Moderns" at the Tenth Nordic Conference of English Studies (May 2007).

## Faculty News

If you would like to send an entry to "Faculty News," the deadline for the January issue is **January 4**. We prefer that you email the information to [CTL@stjohns.edu](mailto:CTL@stjohns.edu). Please have your entries follow the style presented in "Faculty News." Material included in CTL Faculty News will be sent to Dominic Scianna for distribution in a news release.

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## Faculty Growth Grants Program

Faculty Growth Grants are intended to provide support for full-time faculty members who seek to enhance their teaching skills, to further integrate technology in the curriculum or to develop groundbreaking courses. A limited number of grants are available each year.

The deadlines to apply for a Faculty Growth Grant are:

**January 28, 2008**

**April 7, 2008**

If you have any questions regarding the application procedures look at our website under Growth Grants Program (<http://stjohns.edu/academics/centers/teach/growth>) or email us at [CTL@stjohns.edu](mailto:CTL@stjohns.edu).

*(Clinical Service continued from page 2)*

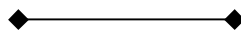
In addition to my didactic teaching at the University, I teach an experiential course in ambulatory care medicine for 5<sup>th</sup>/6<sup>th</sup> year pharmacy students. In this service-learning course, students spend 4 weeks (40 hours per week) at Project Renewal under my supervision. The students are provided with the opportunity to work directly with the patients and medical providers aboard the MedVan and demonstrate their knowledge and skills as pharmacists. Student activities are numerous and include: obtaining medical/medication histories, developing comprehensive patient assessments, communicating therapeutic recommendations to medical providers, educating patients regarding their medications and organizing the medication inventory on the MedVan. I regularly meet with students to discuss pertinent patient and pharmacy issues. In their extensive work on the MedVan the students become well aware of the challenges of serving complex patient populations that frequently: lack stable housing, lack appropriate nutrition, lack stable income, lack medical/medication insurance, struggle with language barriers, have literacy/health literacy barriers, suffer from drug dependency issues, and have past or current psychiatric illness and physical/sexual abuse. Students are frequently confronted with situations they have never encountered before, from patients who can not refrigerate the medications they are supposed to take because they lack a refrigerator or patients who struggle to consistently take their medication because their lives are full of inconsistencies, to the patient who struggle with poorly controlled diabetes or high cholesterol because they have little say with regard to when and what they eat. Students have an opportunity to learn from the successes and failures of Project Renewal in attempting to overcome these challenges and are encouraged to be creative in developing new methods to enhance patient care.

Despite the academic rigor of the experiential course, the challenging patient population and the unique MedVan environment, students overwhelmingly provide very positive feedback regarding their experience on the MedVan. Based on a recent analysis of a voluntary "end of course" survey that I offer to the students, they unanimously stated that their time at Project Renewal provided them with a good opportunity to practice and enhance their pharmacy skills. Following their experience, the students unanimously identified the pharmacist as an important provider of healthcare to the homeless/indigent.

But perhaps just as important, if not more important, is that students' perceptions of the homeless/indigent appear to be changing. Prior to their experience students consistently used words/phrases such as "dirty," "scared," "disgusted," "uncomfortable," or "felt sorry for them" when describing this population or how they felt about them; but following their experience their surveys included words/phrases such as "require empathy," "compassion," "learned to appreciate and accept the homeless," "learn to relate to them without making them feel distant from the rest of society," or "very deserving of medical care regardless of their financial status."

One student wrote in her reflection on her experience: "I think it's a great experience for pharmacy students. It shows another side of pharmacy that is often not seen and it makes you feel that you made a difference. It really shows how fortunate we are to have what we have. Besides learning pharmacy and medical issues, it also was a lesson about life."

As we celebrate Christmas and this special holiday season, it often becomes a time of self-reflection. It is a time in which we take a moment and give thanks for our family, our friends, and our many blessings. In keeping with this thanksgiving theme, I would like to take this opportunity to give thanks to my College and University for its unwavering Vincentian mission and vision, to my students for their passion to help the indigent and always ask the hard questions, to my patients for teaching me my clinical skills and most importantly humility, and to Project Renewal and staff for their true understanding of a comprehensive multidisciplinary health care team that strives to provide care to a grossly underserved population....and lastly the MedVan, my "home away from home."



## **A Learning Experience for Students and Teachers**

Mary Noe (College of Professional Studies, noem@stjohns.edu)

A classroom can be a nurturing, friendly environment compared to the work place. Bill Gates once told a graduating class that if you think your teacher is tough wait until you meet your employer. I also recognize that as part of my teaching responsibilities I not only have to prepare my students for the working world but also give them actual experiences. The classroom can never duplicate the workplace and not all the students can make the commitment needed for internships. I decided that the only way to give students the real experience was for them to get a "real" experience and service learning was the perfect model for that goal. The students would obtain hands-on working experience and integrate that experience as part of the class.

One of the first classes in which I integrated service learning was Immigration Law. It did not take long to find the legally underserved population of immigrants that exists. My search brought me to the Catholic Immigration Office in Brooklyn, where I met with the supervising attorney Samson Koyondo, who has more clients than he can possibly represent and an understaffed office. He could not have been more accommodating and friendly when I offered to have my paralegals come to the office and provide assistance. He could see the immediate benefit to his office with no expense.

After securing a place for the students, I designed my course outline to allow for the opportunity for each student to work at the Immigration office for 16 hours during the semester. The students were responsible to work out the specific hours with that office. This added to their experience and shifted the burden to them to act responsibly. In the introduction of this plan to the class, I noted the requirements: they had to dress in conservative business attire, be on time, have an enthusiastic attitude toward whatever jobs were assigned, ask questions politely and professionally, and to listen and observe all that was happening around them. It was important for them to understand that they would be representing the University and our program, and that this initial contact was the agency's first interaction with St. John's. Originally I thought that my requirements might be too demanding for the students; however, I was astounded at the overwhelmingly positive response from the students. The final requirement was a PowerPoint presentation about their experiences. Successful participation in the program counted for 20% toward a final grade. Close supervision of the students' progress was maintained with Mr. Koyondo via email.

The results were beyond my expectations. Over 40% of the class participated and came back from their experiences incredibly enthusiastic about what they saw, heard and learned. They couldn't wait to give the required presentation to the class. The PowerPoints created from these various experiences were professional, informative and often included photos of the people in the offices where they worked. The students interviewed clients, prepared and reviewed legal forms and researched the law. The students now had an excellent experience to add to their resume.

As a result of this exposure, one student wants to pursue a career in immigration law. Another student returned to the Catholic Charities Immigration office to volunteer during the summer because she recognized the inequities in the law and the frequently unfair results. The information discussed in class had new meaning when the students learned how it applied in the workplace. The class now became more meaningful.

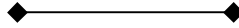
The Catholic Charities office paralegal informed me that the students worked hard at whatever tasks were asked of them, and they were happy to have the enthusiastic workers even on a limited basis. The assignments given to the students quickly increased from simple to more complex.

I also had a learning experience. No matter how hard I try, I can never replicate the experiences of the workplace for my students. I previously had the insecurity that my students would not have the responsibility, maturity and knowledge to work in a legal environment. Although I still feel somewhat insecure from time to time, this is minimized when the students make their presentations and my emails

confirm the students are working hard. Service learning is now incorporated into each of my classes, giving the students an opportunity they want and need.

Finally, sometimes we forget the large populations that are in need of help and the very few agencies/organizations which provide these services. Our students are a powerful force to provide assistance and their gains are not only professional but socially valuable as well.

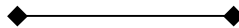
*For more information on service learning please contact the Office of Academic Service-Learning at ext. 7903 or view their website at: <http://www.stjohns.edu/academics/learning>.*



## Learn Vocabulary and Earn Rice

Here is a clever idea that you might want to pass on to your students—or play around with it yourself. Dr. Sue Ford of the College of Pharmacy and Allied Health Professions passed on to us this URL: <http://www.freerice.org>. This is an interactive website where you are given vocabulary words to define. For each correct answer, 20 grains of rice are donated to United Nations food projects by the website's advertisers. 20 grains might not seem like a lot, but the more popular this website becomes, the more rice that will be contributed. Already tons have been provided, and on a given day over 100 million grains are earned.

This is a fun activity, and useful for students seeking a vocabulary boost. It combines an intellectual challenge with a contribution to feeding the hungry—definitely a winning combination. Warning: this site can be addictive because the words get more difficult as you answer correctly.



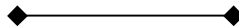
## Looking for New Teaching Ideas?

If you are searching for new teaching ideas, here are a few places to look. We've mentioned some of these before, but over the semester break, you might finally have time to explore some of them:

**Tomorrow's Professor** is a great listserv that provides twice-weekly articles on issues of teaching and learning. Previous posts are archived at <http://ctl.stanford.edu/Tomprof/postings.html> and many of them are jewels.

If you want ideas about teaching and technology, then the place to go is the website of the **Educause Learning Initiative** at <http://www.educause.edu/eli>.

**ePortfolios** are a hot topic right now and <http://www.electronicportfolios.com/> is a great place to find out more about what they are and how to create them.



*The Center for Teaching and Learning would like to wish you and your family a Merry Christmas, a peaceful holiday season and a happy New Year!*