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Teaching Philosophy Statement

My teaching philosophy is shaped by twenty years working in numerous outstanding academic libraries covering the whole spectrum – from community college to senior college to an Ivy League research library. I have taught Information Literacy (IL) classes across the variety of undergraduate and graduate disciplines in both science and general academic areas. I have taught classes to high school students enrolled in College Now program and to SEEK students, too. My teaching philosophy is student centered, because I believe that in every step of the learning process, the students must be motivated to acquire and build up knowledge instead of solely memorizing facts. My teaching philosophy is driven by the belief that no two students are alike in strengths, weaknesses, background or motivation and as a result, the learning experience must be a dynamic process that not only engages the students but also provides them with skills they can apply across fields and disciplines. In my teaching IL classes or providing research consultations and assistance with capstone projects I have tried to relate the material – information retrieval using the Library catalog and subscription databases – to a practical problem so the students can relate and apply new knowledge to their educational background and professional goals. Although the actual content of the IL classes librarians cover is largely determined by the subject specific courses we are invited to teach, I always make sure to give students a short introduction to the concepts of research, Boolean operators basics and critical evaluation of information. I take time to highlight the difference between a database and a search engine, as well as the difference between scholarly or peer reviewed journals and popular magazines. In addition to the “content” challenge of conveying maximum information into a one-shot IL session, this past year the “format” challenge arose and I had to re-think and change my teaching style and IL handouts to reflect adequately the new reality of online teaching. I changed the handouts format, replacing the hyperlinks with multiple step-by-step screenshots in case students lose their Wi-Fi connection during the class or need to replicate the searches on their own afterwards. Another teaching tool I rely on are the research guides – one stop web resources (books, journals, databases, and web sites) on a particular subject or discipline - since they are an extension of the librarian’s online presence. Students today have all the knowledge and technology at their fingertips, so technology should be an integral part of the learning process and it is the instructor’s role to challenge students by stimulating their intellectual curiosity, by encouraging to take a step out of their comfort zone and check out a new information resource or explore new features of the familiar ones. My goal is to keep students engaged and excited about the material. When choosing the examples for demo DB searches I try to select a controversial topic that will catch students’

attention, but I am very cautious not to overstep the line by choosing some “polarizing” topics that might alienate or exclude students with non-Western cultural background. For a class to be effective, the instructor must always be flexible and aware of students’ diversity and their relationship to the material. I believe that exams and library related assignments are not simply a tool to assign a grade at the end of the semester, but a way for engaging students in processing huge amounts of information for the purpose of information triage while paying most attention to the most valuable information by applying critical thinking methods. Some assignments emphasize on developing quantitative skills, other stress developing qualitative skills, but all should develop writing and analytical skills so students will master skills that would be useful across a wide range of disciplines. The positive feedback I get from faculty via email afterwards are proof that my teaching philosophy and approach resonates with York community. The OT Department Appreciation Award, I received in December 2019, is a recognition of my efforts assisting OT students with their capstone projects and an inspiration to work harder.

Students are renowned for their diverse backgrounds, perspectives, and circumstances. Sometimes the challenge results from their difficulty of learning a second language. During my time at CUNY, where the student demographics vary hugely with a much greater portion of the student body coming from underrepresented backgrounds, I frequently see students struggling in silence and feeling hesitant to ask questions during class or seek help. I made it my mission to reach out to those students by extending my availability outside of the classroom and offering to provide assistance via phone and email. The follow up questions and feedback I frequently get via email are an intangible recompense proving the success of the IL session, but my real reward is that with each IL session I have taught I have had the chance to learn, adapt, and improve.

Ultimately I can say that I am really happy when students leave the library confident that they have acquired new knowledge and they feel motivated to learn more and take on new academic challenges.

Information Literacy Classes taught:

- ENG 125** (Composition I: Introduction to College Writing)
- CLVD 100** (Introduction to Multicultural Studies)
- WRIT 301** (Research and Writing for the Major)
- WRIT 302** (Research and Writing for the Sciences, Mathematics, and Technology)
- WRIT 303** (Research and Writing for Professional Programs)
- PSY 330** (Foundations of research Methods in Psychology)
- SKWK 350** (Social Research I)
- FINC 100** (Fundamentals of Personal Finance)
- BIO 140** (Human Biology)
- BIO 201** (Biological Principals I)
- CLS 351** (Clinical Chemistry)
- OT 321** (Occupational Analysis)

OT 518 (Research Seminar I)
HP/PE 365 (Research in Health and Physical Education)
HPGC 102 (Public Health)
HPPA 500 (Introduction to E-Portfolio/Orientation)

OER Workshops for faculty:

OER Nuts and Bolts
OER: The Problem, the Solution, the Challenge
OER in STEM Disciplines

Student Orientations:

New Nursing Students Orientation: Welcome to the York College Library
(<https://libguides.york.cuny.edu/c.php?g=632042&p=8550268>)
Prof 101: Welcome to the York College Library
OT New Students Orientation: Welcome to the York College Library
Pharmaceutical Science Orientation: Welcome to the York College Library

Research Guides (LibGuides):

Academic Works @ <https://libguides.york.cuny.edu/academicworks>
Astronomy @ <https://libguides.york.cuny.edu/astronomy>
Biology @ <https://libguides.york.cuny.edu/biology>
Chemistry @ <https://libguides.york.cuny.edu/chemistry>
COVID-19 @ <https://libguides.york.cuny.edu/COVID-19>
ENG 125 @ <https://libguides.york.cuny.edu/ENG125>
Environmental Science @ <https://libguides.york.cuny.edu/environmental>
HPPA @ <https://libguides.york.cuny.edu/HPPA>
Nursing @ <https://libguides.york.cuny.edu/nursing>
OT (Occupational Therapy) @ <https://libguides.york.cuny.edu/occupationaltherapy>
OER (Open Educational Resources) @ <https://libguides.york.cuny.edu/oer>
Pharmaceutical Science @ <https://libguides.york.cuny.edu/pharmaceutics>
Physics @ <https://libguides.york.cuny.edu/physics>
Systematic Reviews @ <https://libguides.york.cuny.edu/systematicreviews>

Refereed Conference Proceedings (in field of teaching):

Tzanova, Stefka. "Application of Cloud Technologies in Science Education." New Perspectives in Science Education International Conference. March 18, 2021

Sample Information Literacy Handout:

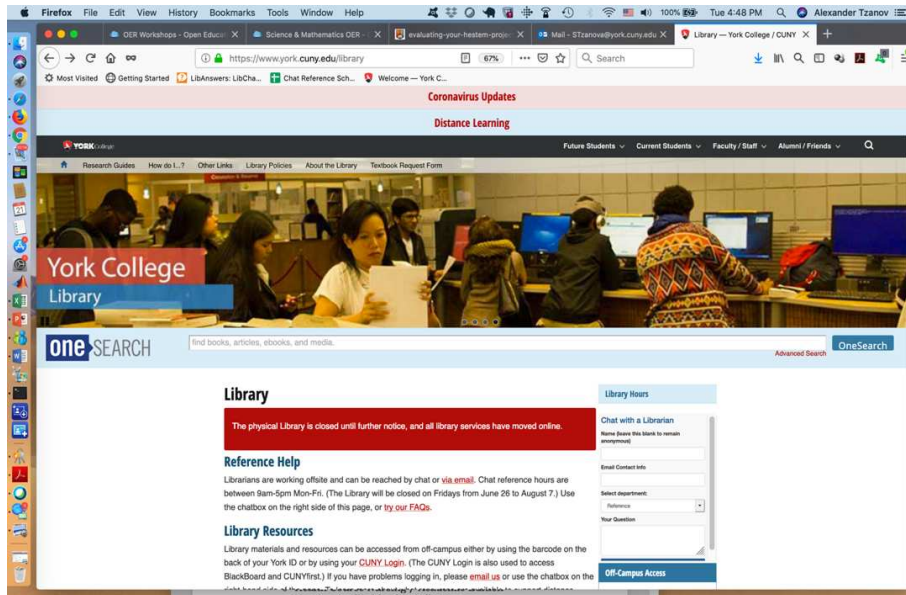
CLS 365 IL session handout



Information Literacy Session for CLS 351

Welcome to the virtual York College Library

<https://www.york.cuny.edu/library>



- **Remote Access:**
 - CUNY login (CUNYFirst and Bb) or SSL VPN
 - Barcode will still be used to borrow materials when the Library opens

- **Reference Assistance:**

- **Library Chat & via Email**

Chat with a Librarian

Name (leave this blank to remain anonymous)

Email Contact Info

Select department:

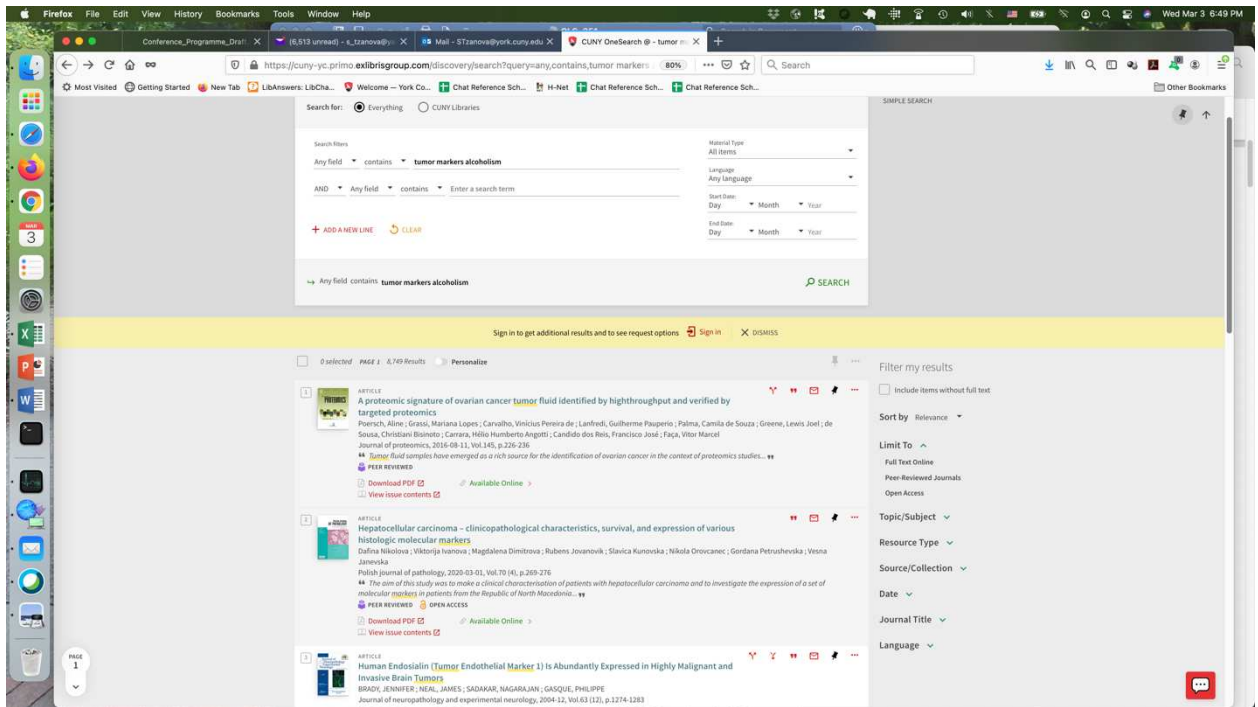
- ✓ Reference
- Circulation Help

Your Question

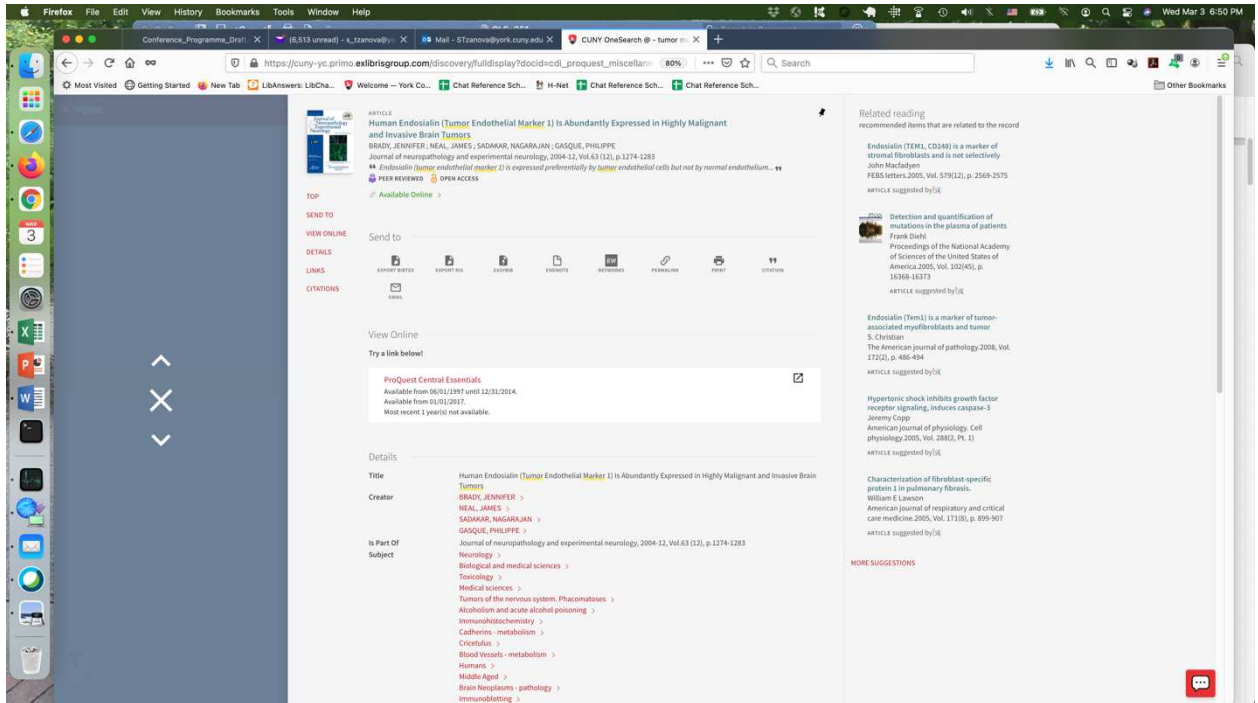
Start Chat

- **Online Research Consultations by appointment**

- **Goodbye CUNY+, Hello OneSearch!**

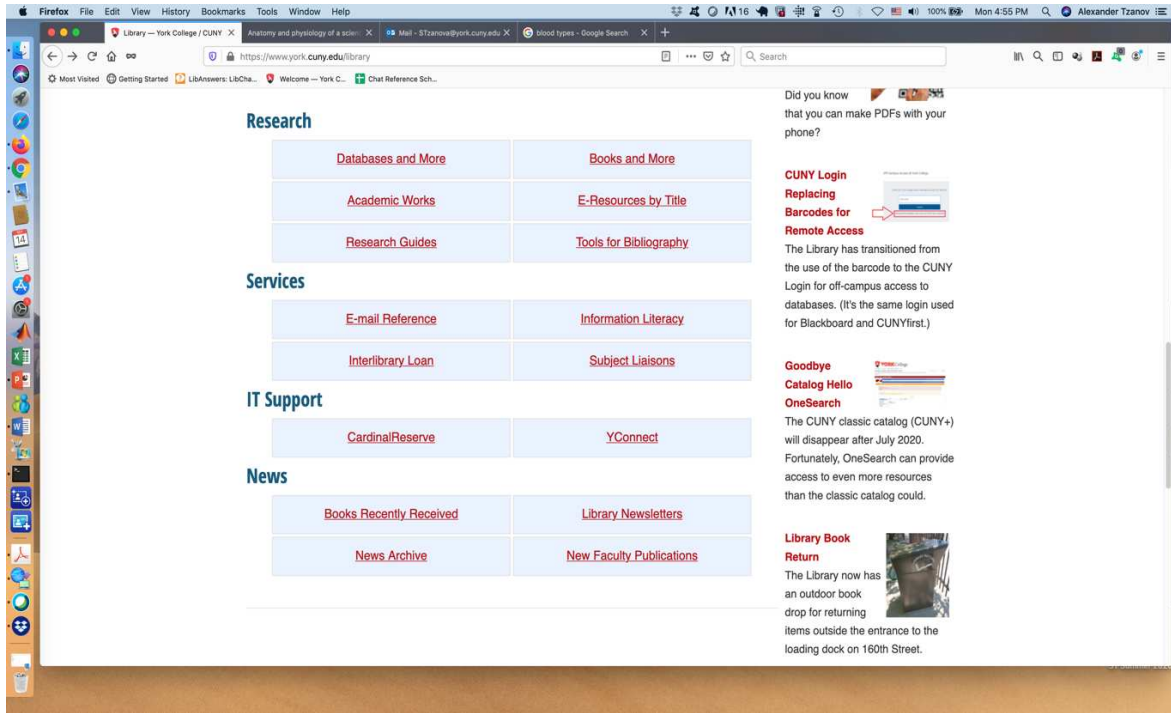


- **Article Record in OneSearch**

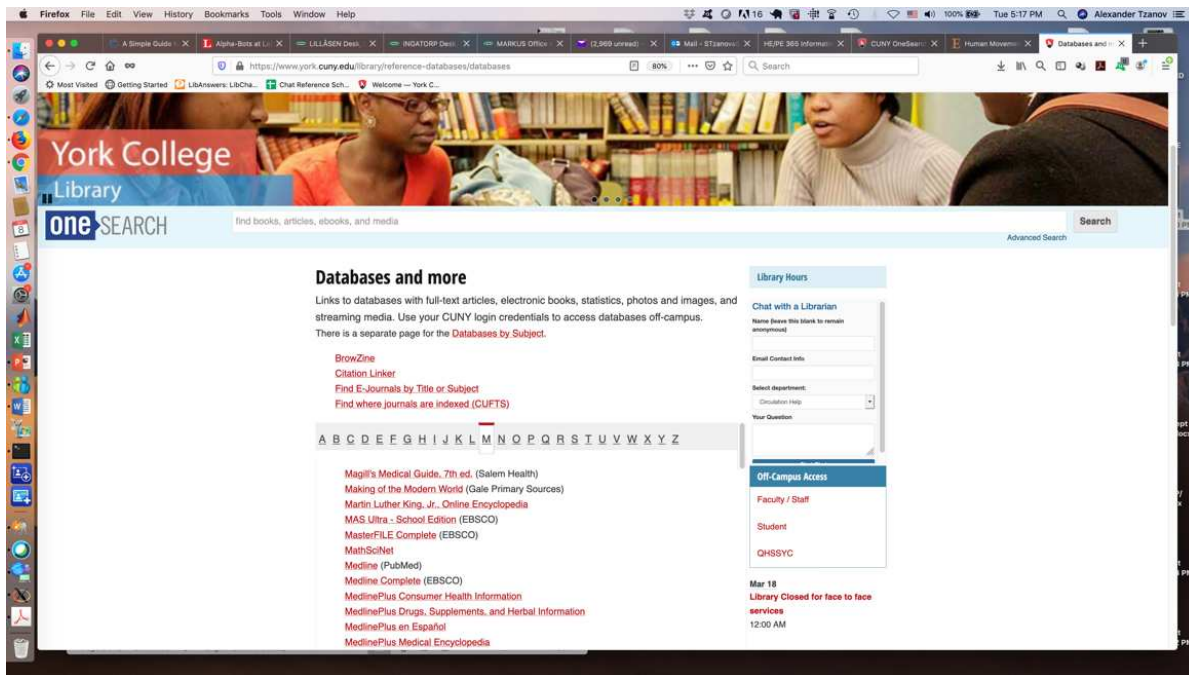


- **OneSearch Libguide** @ <https://libguides.york.cuny.edu/catalogs>
- **OneSearch Basic Search** @ https://youtu.be/JfC2VbR_kU0
- **OneSearch Advanced Search** @ <https://youtu.be/SybbjX94Ytg>

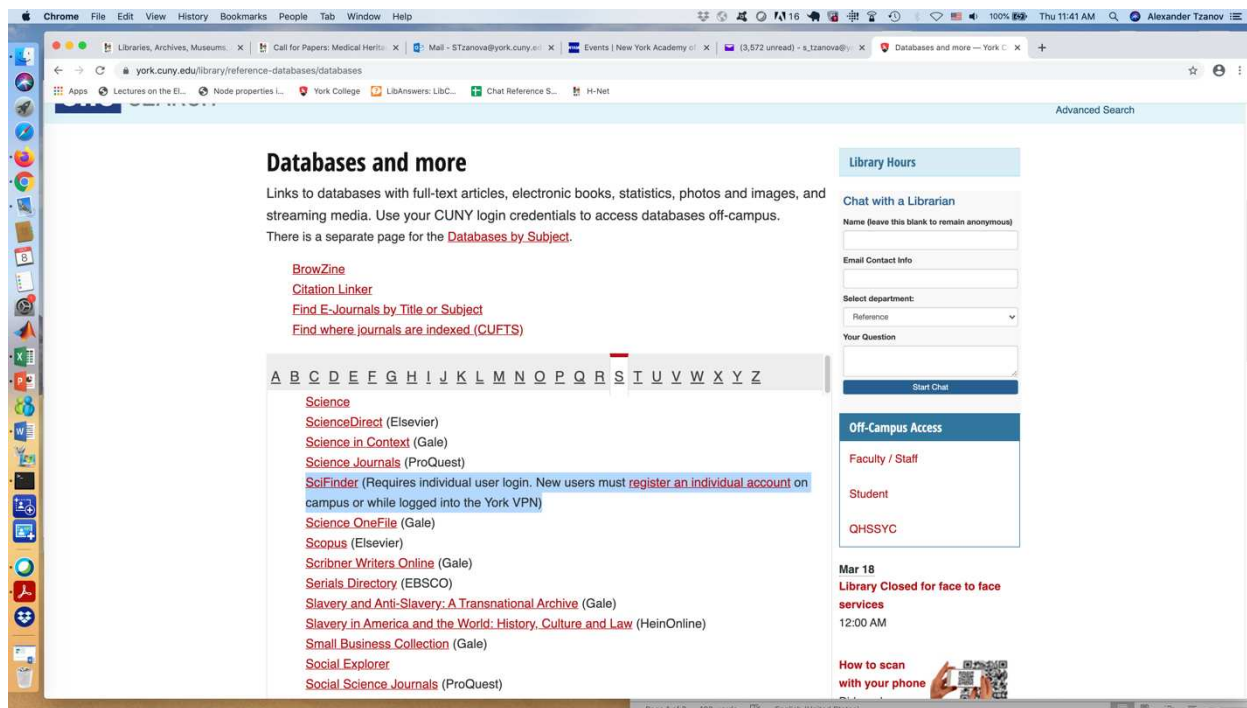
- **Databases:**



- **A-Z List of 200+ Library Databases (Databases and More)**



- **A-Z List of 200+ Library Databases (Databases and More)**



- **(Some) Sciences Databases:**

- **MEDLINE** (EBSCO)
- **SciFinder** (CAS/ACS)
- **PubMed Central & PubChem** (NIH/NLM)
- **ScienceDirect** (Elsevier)
- **Health and Medicine** (Gale)
- **CINAHL** (EBSCO)
- **SpringerLink**
- ****e-Journal portal: American Chemical Society Journals (ACS)**
- ***Google Scholar**

- **Searching SciFinder**

The screenshot shows the SciFinder search interface. The search topic is "tumor markers in alcoholism". The interface includes a search bar with the text "tumor markers in alcoholism" and a "Search" button. Below the search bar, there are examples of search results: "The effect of antibiotic residues on dairy products" and "Photoregulation of aromatic compounds". The interface also features a sidebar with navigation options like "REFERENCES", "SUBSTANCES", and "REACTIONS".

- **“Research Topic Candidate Selected” in SciFinder**

The screenshot shows the SciFinder search interface displaying the results for the search topic "tumor markers in alcoholism". The interface includes a table of results with columns for "References" and "References". The table shows 4 research topic candidates selected, with 31 references found containing both concepts, 450 references found containing either concept, and 248195 references found containing the concept "alcoholism".

Research Topic Candidate	References
31 references were found containing the two concepts "tumor markers" and "alcoholism" closely associated with one another.	31
450 references were found where the two concepts "tumor markers" and "alcoholism" were present anywhere in the reference.	450
223752 references were found containing the concept "tumor markers".	223752
248195 references were found containing the concept "alcoholism".	248195

Research Topic References in SciFinder

The screenshot shows the SciFinder interface with search results for the topic "tumor markers in alcoholism". The results list several articles, including:

- 1. Prognostic Value of Serum Iron, Ferritin, and Transferrin in Chronic Alcoholic Liver Disease**
By Gonzalez-Quintero, A.; Meza, C.; Perez, L. F.; Abudabbes, J.; Caparrós, A. M.; López, S.
Background: Serum tissue polypeptide specific antigen (TPS) is widely used as a β -microglobulin (B μ) proliferation marker. There is some evidence of an increase in serum TPS in benign liver diseases. The aim of the study was to evaluate serum TPS levels in β -microglobulin (B μ) proliferation. Methods: Seventy-seven B μ (64 men and 13 women) admitted to the hospital with ethanol withdrawal syndrome entered the study. Twenty-three B μ (16 men and 7 women) were diagnosed with alcoholic liver disease (ALD) and 11 (6 men and 5 women) with cirrhosis. Serum TPS levels were significantly increased in ALD (B μ) compared with controls (median 165 units/ml and range 41-640) units/ml, vs. median 79 units/ml and range 19-120 units/ml, respectively, $p < 0.0001$. Serum TPS levels were higher in B μ with cirrhosis than in those with alcoholic liver disease (median 1488 units/ml and range 176-502) units/ml, vs. median 105 units/ml and range 41-221 units/ml, respectively, $p < 0.0001$, offering a better discriminant value for the diagnosis of cirrhosis than usual liver function parameters. Serum TPS values showed significant correlation with liver cell necrosis and Mallory's hyaline degeneration. TPS values decreased after alcohol abstinence during hospital admission. Conclusion: Serum TPS is frequently increased in B μ and may be a marker of cirrhosis. Specificity of this test, as a tumor marker, is limited in B μ .
- 2. Prospective and longitudinal evaluations of telomere length of circulating DNA as a risk predictor of hepatocellular carcinoma in HIV patients**
By Wu, Shengze; Han, Wei; Wang, Yizhen; Wang, Richard L.; Liu, Yong; Wang, Chen; Li, Ling; Wang, Renhai E.; Li, Binghan; Wang, Jialiang et al.
From *Journal of Hepatology* (2013), 57(5), 1034-1041. | Language: English, Database: CASLIS
- 3. Early Prediction of the Outcome Using Tumor Markers and mRECIST in Unresectable Hepatocellular Carcinoma Patients Who Underwent Transarterial Chemoembolization**
By Okada, Naoki; Yamashita, Kenji; Okada, Shinya; Inoue, Tomohiko; Akita, Kazuhiko; Higashi, Naoki; Nishimura, Hiroyuki; Nakagawa, Kenji; Nakagawa, Kenji; Nakagawa, Kenji et al.
We examined early predictors of the outcome in hepatocellular carcinoma (HCC) patients after transarterial chemoembolization (TACE). We analyzed 116 patients with unresectable HCC treated with initial TACE, α -fetoprotein (AFP) or des- γ -carboxy prothrombin (DCP) response was assessed in patients who had baseline AFP levels ≥ 200 ng/ml or DCP ≥ 400 U/ml. A good response was defined as a study of 20% compared to baseline 1 mo after TACE. A baseline AFP level ≥ 200 ng/ml was associated with a poor overall survival (OS) (29% vs. 51, $p < 0.001$). AFP response had no significant prognostic effects.
- 4. A genomic signature of esophageal cancer tissue identified by high-throughput and verified by targeted proteomics**
By Zhang, Aijun; Guo, Huijun; Wang, Zhen; Chen, Chao; Wang, Guohua; Wang, Guohua; Wang, Guohua; Wang, Guohua; Wang, Guohua; Wang, Guohua et al.
From *Journal of Proteomics* (2013), 145, 229-238. | Language: English, Database: CASLIS
- 5. Method for preparing cucumber tea (Patent)**
By: The Inventor
From *Patent* (2013), CN 1066639 A, 20130321. | Language: Chinese, Database: CASLIS
- 6. Clinical significance of serum ornithine carbonyltransferase in liver diseases - Is the ratio of OCT/ALT a new tumor marker?**
By: Nakagawa, Kenji; Yamashita, Kenji; Okada, Shinya; Inoue, Tomohiko; Akita, Kazuhiko; Higashi, Naoki; Nishimura, Hiroyuki; Nakagawa, Kenji; Nakagawa, Kenji; Nakagawa, Kenji et al.
From *Hepatology Research* (2013), 43(1), 61-72. | Language: English, Database: CASLIS
- 7. Epigenetic markers associated with substance abuse disorders, particularly alcoholism**

Article Record in SciFinder

The screenshot shows the detailed record for the article: "Increased serum tissue polypeptide specific antigen (TPS) in alcoholics: a possible marker of alcoholic hepatitis".

14. Increased serum tissue polypeptide specific antigen (TPS) in alcoholics: a possible marker of alcoholic hepatitis
By Gonzalez-Quintero, A.; Meza, C.; Perez, L. F.; Abudabbes, J.; Caparrós, A. M.; López, S.

Background: Serum tissue polypeptide specific antigen (TPS) is widely used as a β -microglobulin (B μ) proliferation marker. There is some evidence of an increase in serum TPS in benign liver diseases. The aim of the study was to evaluate serum TPS levels in β -microglobulin (B μ) proliferation. Methods: Seventy-seven B μ (64 men and 13 women) admitted to the hospital with ethanol withdrawal syndrome entered the study. Twenty-three B μ (16 men and 7 women) were diagnosed with alcoholic liver disease (ALD) and 11 (6 men and 5 women) with cirrhosis. Serum TPS levels were significantly increased in ALD (B μ) compared with controls (median 165 units/ml and range 41-640) units/ml, vs. median 79 units/ml and range 19-120 units/ml, respectively, $p < 0.0001$. Serum TPS levels were higher in B μ with cirrhosis than in those with alcoholic liver disease (median 1488 units/ml and range 176-502) units/ml, vs. median 105 units/ml and range 41-221 units/ml, respectively, $p < 0.0001$, offering a better discriminant value for the diagnosis of cirrhosis than usual liver function parameters. Serum TPS values showed significant correlation with liver cell necrosis and Mallory's hyaline degeneration. TPS values decreased after alcohol abstinence during hospital admission. Conclusion: Serum TPS is frequently increased in B μ and may be a marker of cirrhosis. Specificity of this test, as a tumor marker, is limited in B μ .

Indexing: Mammalian Pathological Biochemistry (Section14.7); Section cross-reference(s): 4

Concepts: Antigen; TPA (tissue protein antigen); increased serum tissue polypeptide specific antigen in alcoholics; Biological study, unspecified; Therapeutic use; Biological study; Uses

Alcoholism: Blood serum

Increased serum tissue polypeptide specific antigen in alcoholics

Tumor markers: increased serum tissue polypeptide specific antigen in alcoholics in relation to

Diagnosis: increased serum tissue polypeptide specific antigen in alcoholics in relation to alcoholic hepatitis

Alcoholic hepatitis: increased serum tissue polypeptide specific antigen in humans with alcoholic hepatitis

Supplementary Terms: aic hepatitis tissue polypeptide antigen

Citations: https://scifinder.cas.org/scifinder/view/text/ndetail?fn=nav=nbp&nb=BY&nb=GE&Xov=3M1dZvDLc3M1YMDROCLu3E&MY2ND51cKJm&CzDwQNRk4i&EwKFEU58M5892z0JDU9HJ0Y3kVbZyYGD0ZWM&SQ07K4yBB0Q_EpK1K1Z2MMW683cMYGhocCBAW3jFHEHq0DM5CHVBLAVFSQar5Tfn5OamL...

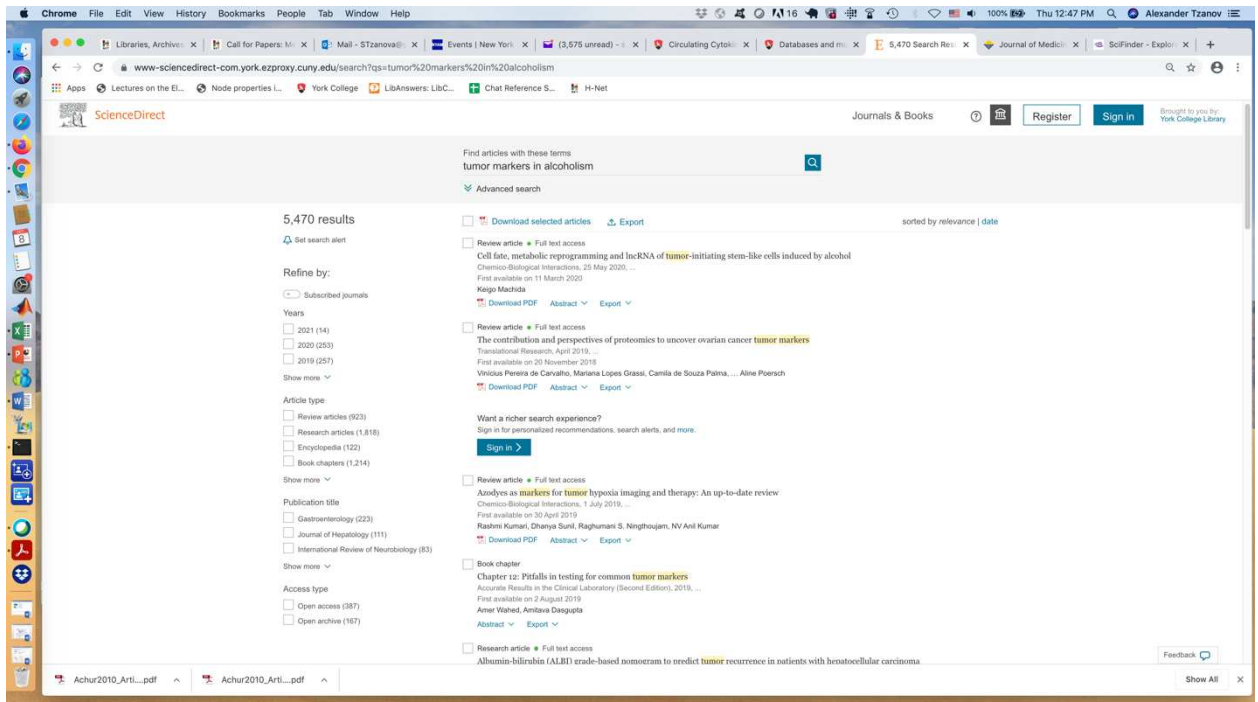
CAS Logoff

Increased serum tissue polypeptide specific antigen (TPS) in alcoholics: a possible marker of alcoholic hepatitis
Alcoholism: Clinical and Experimental Research (2000), 24, (8), 1222-1226. Publisher: (Lippincott Williams & Wilkins,) CODEN:ACRSDM ISSN:0145-6008.

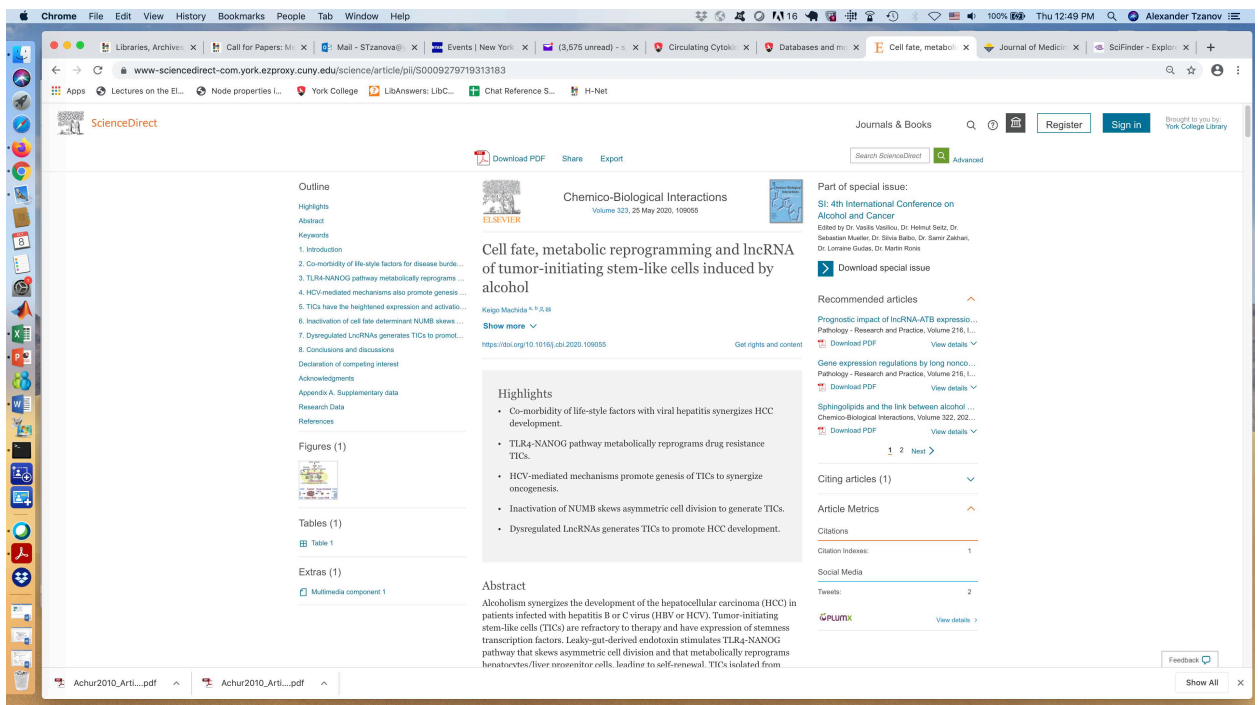
Here are the options for the document you requested...

- Your organization's document resources
 - Find full text options at CUNY
 - York E-journal Portal
- Web-based document resources
 - DOI: 10.1111/1.1530-0277.2000.tb02087.x

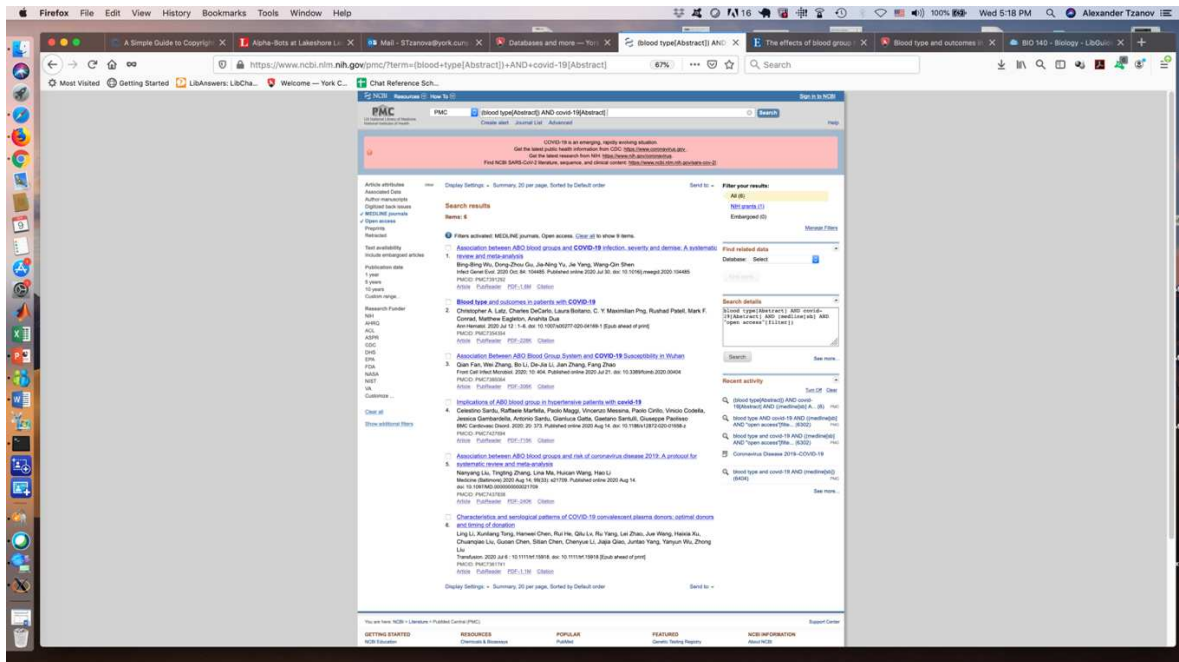
- **Searching ScienceDirect**



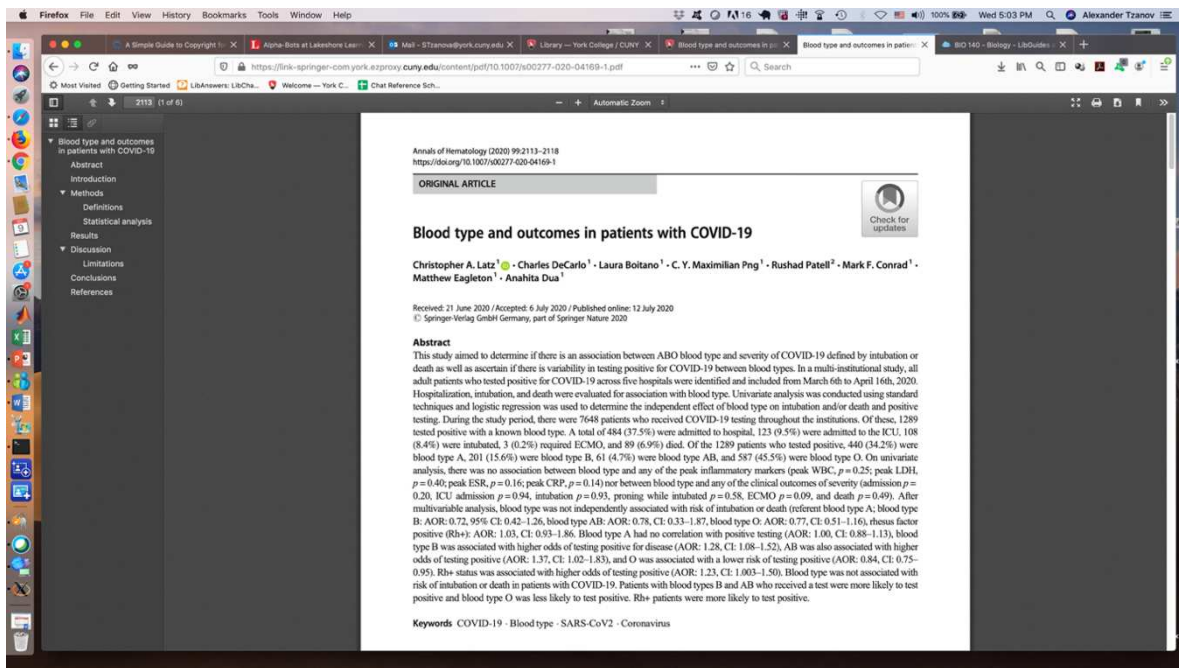
- **Article Record in ScienceDirect**



- **Searching PubMed Central**



- **Article Record in PubMed Central**



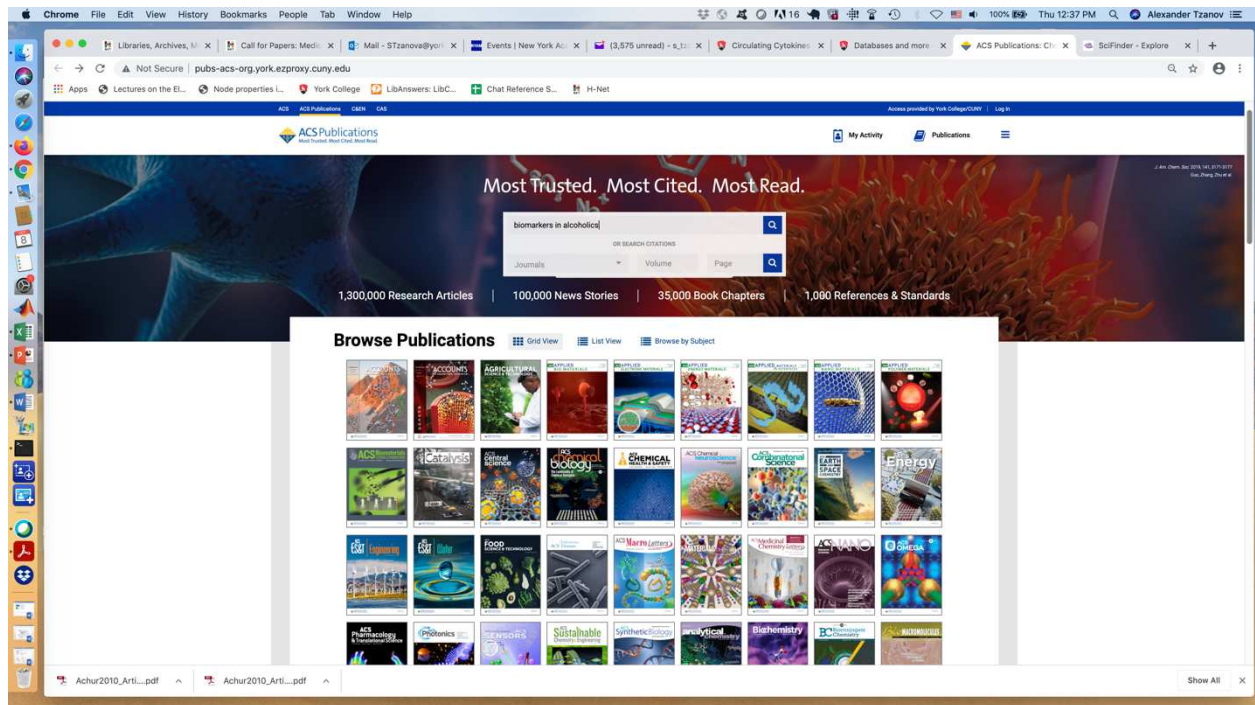
- **Searching Health and Medicine**

The screenshot shows a search results page on Gale OneFile. The search query is "blood type AND covid-19". The results are sorted by Relevance and show 39 Academic Journals. The first result is "Blood type A associated with critical COVID-19 and death in a Swedish cohort—a critical comment." by Joern Bullerdek. Other results include "SARS-CoV-2 binds platelet ACE2 to enhance thrombosis in COVID-19." and "Blood type A associates with critical COVID-19 and death in a Swedish cohort." The page also features a "FILTER YOUR RESULTS" section with options for Publication Date, Subjects, Document Type, and Full Text Documents.

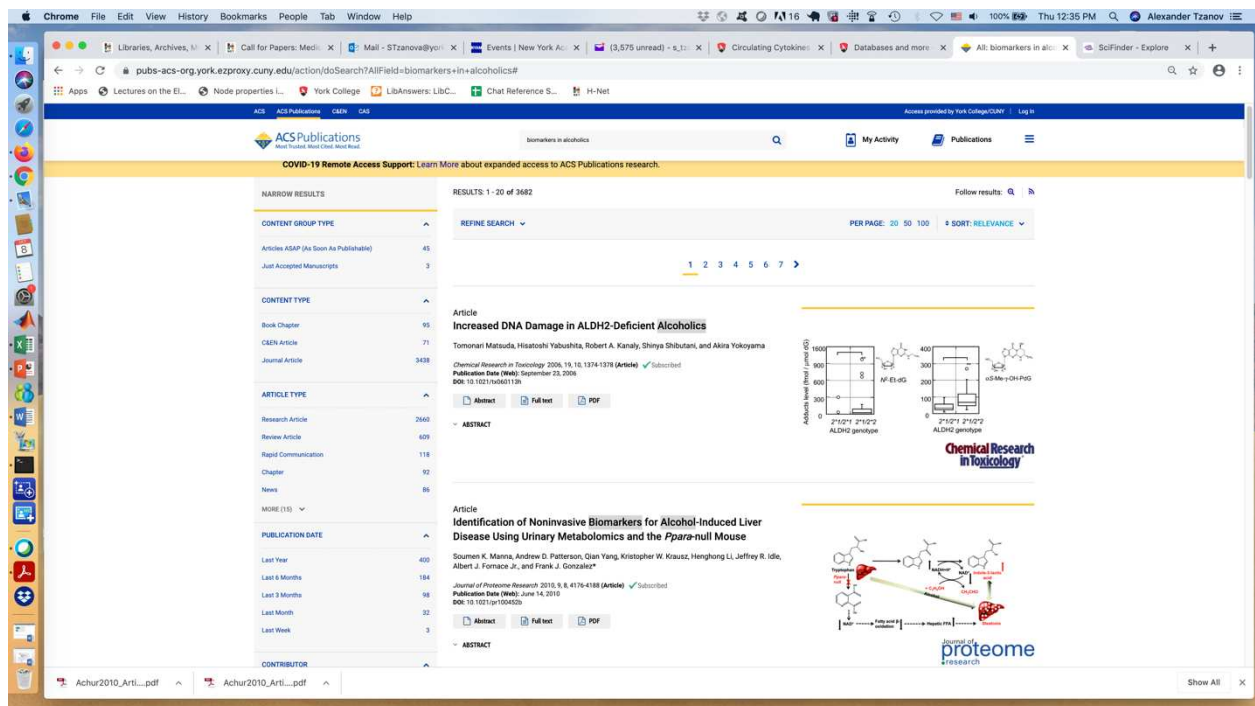
- **Article Record in Health and Medicine DB**

The screenshot shows the full article record for "Implications of ABO blood group in hypertensive patients with covid-19." The authors are Celestino Sardu, Raffaele Marfella, Paolo Maggi, Vincenzo Messina, Paolo Cirillo and Vinicio Cocchia. The article is from BMC Cardiovascular Disorders, Vol. 20, Issue 1, published by BioMed Central Ltd. on August 14, 2020. The document type is a Report, 3,468 words long, with a Lexis Measure of 1440L. The abstract states: "Hypertension is the most frequent co-morbidity in patients with covid-19 infection, and we might speculate that a specific blood group could play a key role in the clinical outcome of hypertensive patients with covid-19." The methods describe a prospective study comparing 0 vs. non-0 blood groups in hypertensive patients with covid-19 infection. The results show that non-0 patients had significantly higher values of activated pro-thrombin time, D-dimer, and thrombotic indexes compared to 0 patients. The conclusions state that non-0 covid-19 hypertensive patients have significantly higher values of pro-thrombotic indexes, as well as higher rate of cardiac injury and deaths compared to 0 patients.

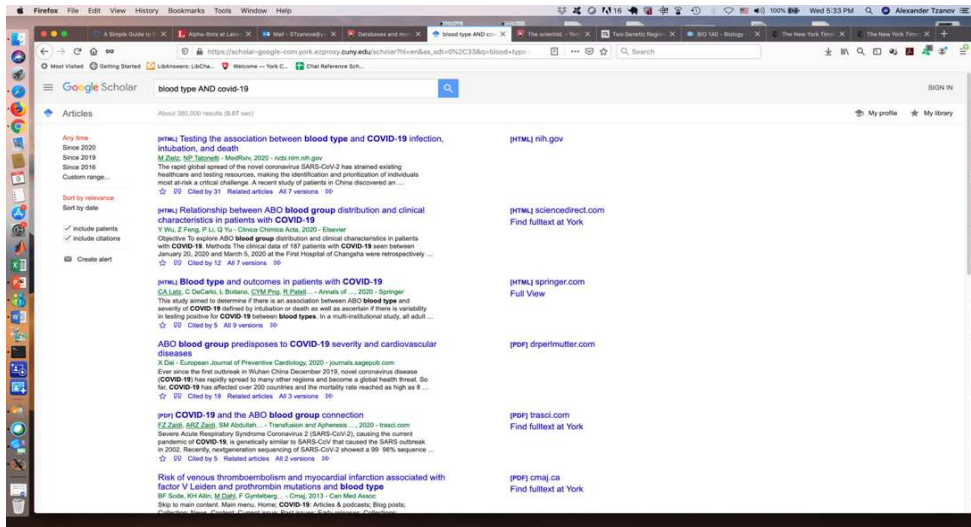
- **Searching eJournal portal – ACS Journals**



- **Article Record in ACS Journals DB**



- **Searching *Google Scholar**



Confused? Go to Research Guides @ <http://libguides.york.cuny.edu/>
Help From Home Library Resources @ <https://libguides.york.cuny.edu/help>
Databases By Subject @ <http://libguides.york.cuny.edu/DatabasesBySubject>
Biology @ <https://libguides.york.cuny.edu/biology>
Chemistry @ <https://libguides.york.cuny.edu/chemistry>

The screenshot shows the "Biology: Home" page on the York College website. The page features a navigation bar with tabs for "Home", "Books and More", "Articles and More", "Internet Resources", "Citing Sources", "AMNH", and "BIO 140". Below the navigation bar, there are several sections:

- For Immediate Assistance:** NYS coronavirus health hotline: 1-800-364-3065
- COVID-19:** A list of links to CDC, NYC, and WHO resources regarding COVID-19.
- Quik Links:** A link to "Evaluating Health Information (MEDLINE)" with a brief description.
- OneSearch:** A search bar with the "one" logo and a search button.
- Biology:** A video player showing a presentation titled "Biological Molecules on Synthesis" with a play button and a progress bar.
- Science Librarian:** A profile for Stefka Tzanova, including her photo, name, and contact information (York College Library AC-3601A, 94-20 Guy R Brewer Blvd, Jamaica, NY 11451).
- Check It Out:** A section for a book titled "Infection prevention and control at a glance" by Debbie Weston, Alison Burgess, and Sue Roberts, with its reference number and ISBN.

Science Librarian : Stefka Tzanova

Email : STzanova@york.cuny.edu