

Learning Commons Committee

Fri, June 20th, 2014

1:00 – 3:00 pm

Location: 503, Scott Library

http://www.library.yorku.ca/cms/learning-commons_committee/



Agenda

1. Notes of March 3rd, 2014
2. Business Arising
3. Information Items
 - AAPR Update
4. Discussion:
 - SPARK
 - New Academic integrity & Faculty modules
 - French translation
 - Assessment strategies
 - Study Hub
 - Discuss revised proposal from CDS
 - Does the revised proposal address our concerns, and should we collaborate on this project?
 - LC Retreat Debrief & Planning
 - How can we best use the results for the purposes of planning?
 - Assessment & Statistics
 - Review updated statistics
 - How can we improve stats keeping/reporting?
5. Other Business?

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Notes

In attendance: Dianne Twombly, Mark Robertson (chair), Adam Taves (guest), Rita Carcasole, Ellen Sims, Polly MacFarlane, Sophie Bury, Stephanie Bell

Regrets: Catherine Salole, Kalina Grewal, Tom Scott, Peggy Warren,

1. Notes of March 3rd, 2014 – were approved.

2. Business Arising

Stephanie Bell from the Writing Dept. was welcomed by all. She will be replacing Andrea McKenzie as the Writing Dept. representative.

Mark noted that a listserv LCpartners@yorku.ca has been set up and can be used to communicate LC related announcements to all relevant staff from the units that are partners in the Learning Commons.

3. Information Items

- AAPR Update –It is important that we ensure that the Learning Commons is represented in our PIF documents, since the Learning Commons does not reside in one unit but is a collaborative entity. To this end representatives from the Libraries, Writing Dept, and Learning Skills met on April 28th to discuss how to represent the LC in the respective PIFs.

4. DISCUSSION:

- SPARK:
 - New Academic Integrity module:
 - content developed by librarians and writing centre faculty
 - storyboards were reviewed by University Secretariat's office and Copyright Officer – some adjustments made to language used, how academic integrity was framed vs. academic honesty
 - covers content from old tutorial and major themes from senate policy
 - includes 4 new videos and 4 new resources
 - quiz is currently in development – will be programmed in Moodle. Hope to have available by end of July or so.
 - When complete, old AI tutorial and quiz can be discontinued and traffic redirected to SPARK
 - New Faculty/Teaching with SPARK:
 - outlines underlying of philosophy of SPARK, including holistic approach to research and writing, the recursive nature of the research/writing process, making implicit processes explicit
 - provides overviews of what each module covers and how content may be integrated into courses
 - provides instructor guides on potential uses of SPARK resources, currently making available editable versions of resources so they can be customized to a particular course
 - currently working on the faculty promotion strategy – to be promoted in mid-August
 - French Translation

- collaborations with other universities who have requested to use SPARK
- Hearst University, has requested to collaborate on translating SPARK contents into French. This initiative will support not only the French language programs at Glendon College, but will also be available to other French language universities in Canada. Dany Savard will work with University to ensure the process goes smoothly.
- Assessment strategies
 - M. Robertson and A. Taves met with David Northrop, Director of Institute for Social Research (ISR) to discuss strategies for assessing SPARK and obtain a quote
 - 3 possible assessment strategies:
 1. Usability/Satisfaction assessment – have students use and assess modules. Run as focus groups
 2. Assess reach of SPARK by including question on its use in a campus survey such as NSSE
 3. Impact assessment by working with faculty embedding SPARK modules in course
 - It is important that we assess the use and impact of SPARK when used in the context of real academic work (purposeful activity) – however such assessment would need to occur at a later stage when we have meaningful course integration of SPARK. In the meantime, usability/satisfaction assessment should provide feedback into the design and structure
 - 4 focus groups (10 students) + 1 follow-up (at 6 months?) = \$9,000
 - ISR staff will perform all stages of the survey research process from questionnaire design, sample selection and data collection, statistical analysis and report writing
 - Question: once we receive specific recommendations, do we have the money to implement the changes or do we just use them in house?
- Study Hub

The discussion continued as to whether we would want to collaborate with CDS in the Study Hub project. At the March LC meeting, members expressed concern about the inclusion of commercial tutoring services in the Study Hub. Since then, Maureen Haig (CDS) clarified that the compromise would be to allow advertising by tutors for content-based areas (disciplinary content, eg, math, psychology, etc.) but not skills based tutors (writing, research, etc.). Members still expressed concern about the proposal, since no one can vouch for the tutors who place the ads. Members were reluctant to participate in developing the Study Hub given this framework. Mark will relay this to Maureen Haig.
- LC Retreat Debrief & Planning
 - How can we best use the results for the purposes of planning?
 1. organize a LC Planning working group – the group would be responsible for distilling a plan for the LC based on the ideas from the spring LC retreat. This group would help propose priorities and projects that could then be taken to the LC Committee for approval.
 2. ensure there is representation from each group – Libraries, Writing, Teaching Commons, Learning Skills, Career Services – will call for volunteers
 3. Optional: a 'Springboard' session for the Fall
- Assessment & Statistics
 - A report of 2013/14 workshop and drop-in statistics was reviewed by the committee
 - Learning Skills and Writing drop in services are recorded manually on a basic form and tallied by students in the Reference department
 - evaluations for workshops should be done by each specific unit
 - each unit noted they have different ways of taking and tracking their own stats
 - stats tracking needs to be more uniform so we can see upcoming trends

Meeting adjourned at 2:55 pm