

Learning Commons Committee

Mon. Sept. 29th, 10:00 am -12 pm

Location: 503, Scott Library

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



Agenda

1. Welcome
2. Notes of June 20th, 2014
3. Business Arising
4. Information Items
 - SPARK Update (Adam T)
 - Online interface to academic supports (Mark R)
5. Discussion:
 - 1st Draft of LC Strategic Plan
 - Please review the attached draft
 - Please use the questions in the attached worksheet to prepare for the discussion
6. Other Business?

Draft LC Strategic Plan worksheet – Sept 29th, 2014

1) Questions on the draft LC Mission Statement and values:

- Does the Mission Statement capture the essentials of the Learning Commons?
- Have we captured the most important Values?

2) Strategic Pillars

- Do the strategic pillars communicate the most important aspects of the Learning Commons work?

3) Goals

- You will see notes from the Feb 2013 Retreat brainstorming (red) and the Elearning Operational Plan (blue). There are also draft goals for the Faculty section. What do you think are the most important goals for us over the next 2 years in these areas?
 - Students: Engagement
 - Students: Services/Supports
 - Students: Elearning
 - Faculty
 - Space/Learning Environments
 - Other?

Learning Commons Committee

Mon. Sept. 29, 2014

10:00 am – 12 noon

Room 503, Scott Library



Notes

In attendance: Mark Robertson (chair), Dianne Twombly, Cathy Boyd-Withers, Catherine Salole, Adam Taves, Polly MacFarlane, Ilo-Katryn Maimets, Thumeka Mgwigwi.

Regrets: Stephanie Bell, Ron Sheese.

1. Notes of June 20th, 2014 were approved.
2. Business Arising:

There will be some changes to the committee membership moving forward. Sophie Bury is now on sabbatical. Tom Scott and Peggy Warren have stepped down from the committee. We welcome Ilo-Katryn Maimets from Steacie Science Library and Thumeka Mgwigwi from Scott Research and Collections.
3. Information Items:
 - a. All units offering workshops or hours in the LC Hub should ensure that those delivering these services are remembering to gathering stats on participation and use.
 - b. Online interface to academic supports (Mark R):
 - As was discussed in the meeting of June 20th, 2014 there was an opportunity to collaborate with CDS in the Study Hub project. There are funds available for tutoring for students registered with CDS however there is no mechanism for connecting the students with tutors. The intent of the Study Hub was to provide a connection point.
 - There were concerns expressed that we couldn't vouch for the quality of the tutors and wouldn't want to endorse any commercial tutoring services.

- While the LC was not wanting to collaborate on the tutors, there is interest in developing an online interface to help students connect to services and resources on campus. Mark explored this idea with Maureen Haig (CDS) and Michelle Miller (VP Students) and she is also supportive and interested in collaborating. Students could fill out an online form to do a brief self-assessment to indicate what is of interest to them (literacy, writing skills, specific subject areas, how they would like to receive help). The tool would then tell them what services or resources are available on campus for the student. Could also include peer study groups.
- Michelle Miller suggested that this could be a companion piece to YUStart (could be tied into first year transition). She suggested widening the group to include others. This could go beyond CDS and the Learning Commons as it could be a great complement for existing services.
- There will be another call for AIF this fall. Could we get AIF funding for this? We would have to frame it as “curricular” to fit with the AIF funding criteria.

c. SPARK (Adam)

- Assessment: There are three assessment strategies we are considering:
 - 1) Pop-up survey for anyone using SPARK. It will be random at certain intervals. We are looking to find out things such as: How did you hear about SPARK? What modules have you used? What modules are you interested in? Are you likely to return to SPARK? etc. There will also be a general “comment” box. The plan is to launch in October.
 - 2) In addition, we will be contacting Faculties to see if they would be willing to include a question on SPARK in the new online course evaluation system.
 - 3) We would also like faculty to include SPARK as part of their course and then have assess the impact of SPARK when it is integrated in the course.
- The Library Research Roadmap is being pulled from the web tomorrow and students will automatically be redirected to SPARK.
- The Academic Integrity Tutorial will also be pulled (and students redirected to SPARK) at the end of this term.

- Faculty Module: Only the Academic Integrity Tutorial/quiz is available now but there will be quizzes and instructions on how to assign the quizzes. Faculty can embed the link in the Moodle for their course.

4. Discussion

1st Draft of Strategic Plan

- Ellen Sims, Stephanie Bell, Sophie Bury, Mark Robertson, Cathy Boyd-Withers/Mona Frial-Brown and Dianne Twombly have drafted a mission statement and 5 strategic pillars to help us be more intentional in our planning.
- The mission statement and core values were approved.
- The pillars are:
 - Students: Engagement
 - Students: Services/Support
 - Students: Elearning
 - Faculty
 - Space/Learning Environments
- Question: What about preparing students for experiential education (EE)?
- Experiential education could fit under the services/support pillar (doesn't need its own)
- Sophie & Ron drafted specific objectives under their pillar but objectives can be added to the others. Notes from the retreat and the elearning operational plan were provided under each pillar for planning purposes.
- We now need to draft specific objectives for each of the pillars.
- Subcommittees could be formed (members could be drawn from beyond the Learning Commons Committee)
- Decision: we will park "Space/Learning Environments" for now as we do not have funding to pursue any objectives related to space at this time.
- The sub-committees we identified are therefore (with possible examples):
 - Students Support & Engagement
 - To include discussion on how we can support EE
 - Undergrad Research Fair
 - Promotion to students (fairs, orientations)
 - Workshop offerings
 - Provide recorded workshop options, etc.
 - E-learning
 - SPARK
 - Online interface to academic supports
 - Other forms of asynchronous support?

- Faculty
 - Workshop for faculty through Teaching Commons
 - Workshops for TAs
 - Online offerings for faculty
 - Collaboration with faculty in embedding SPARK?
 - Consultation with faculty/TAs
- Subcommittees will be convened and asked to recommend key priorities