

Learning Commons Report: Spring 2017

Prepared by Joyce Wong

Tutoring Services

Microsoft Office and D2L Tutors

With pilot funding from the Office of the Provost and VP, Academic and Students, a new tutoring service to offer peer support for Office applications and D2L was launched in February 2017. A joint initiative among the Business Computer Applications Dept., the Academic Plan Action Group on Teaching and Learning, the Academic Plan Action Group on Student Support and the Library and Learning Commons, the service fills an identified gap in student support on campus. Between Feb. 27 and April 5, there was a total of 27 student visits. Plan is underway to continue the service beyond the pilot phase.

Subject Tutoring

Student visits increased by 104%. This substantial increase can be attributed to the high volume of visits for Computer Science and Economics tutoring. Staffed by a mix of student and faculty tutors, these two tutoring services are responsible for 68% of total student visits in subject tutoring and have seen steadily rising demand. In contrast, Accounting tutoring has been experiencing decline over the last few semesters. It is unclear whether or not this is due to the introduction of peer supported learning within the department. Peer supported learning is a student led group learning program whereas accounting tutoring is intended for one-on-one help.

Writing Centre

Student visits to the Writing Centre rose by 15% compared to the Spring 2016 semester. The most significant increase is the month of March where student visits increased by 25% over the same time last year. During Spring 2017, the Writing Centre Coordinator was granted additional release time to provide more targeted support. Workshops requested by faculty on assignment related writing skills were especially in demand.

21 Orientations and Workshops:

- 10 faculty requested in-class workshops. Examples include paraphrasing for business courses and general writing for Sociology 1120.
- 6 Orientations for students and faculty including sessions targeted at international students
- 5 General drop-in workshops in the Library's Learning Commons. Examples include essay writing and paraphrasing.

Writeaway

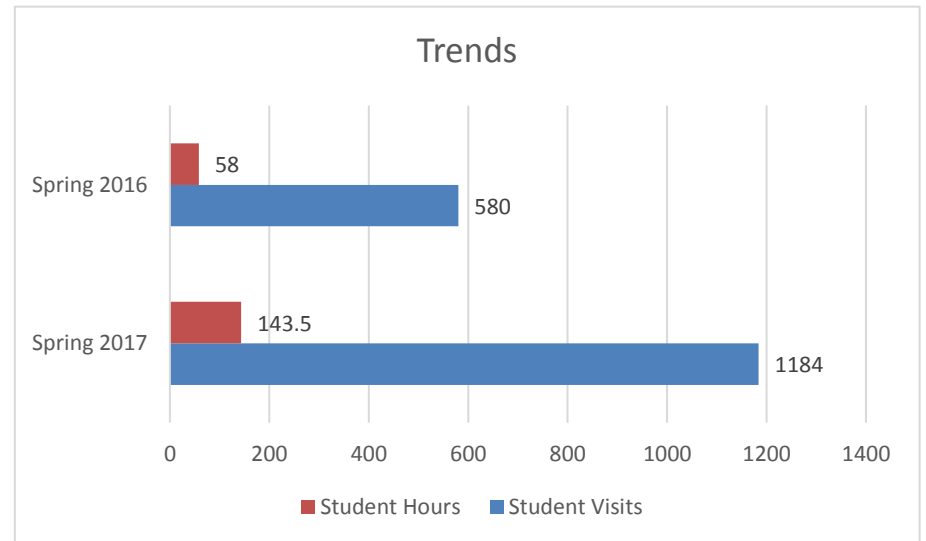
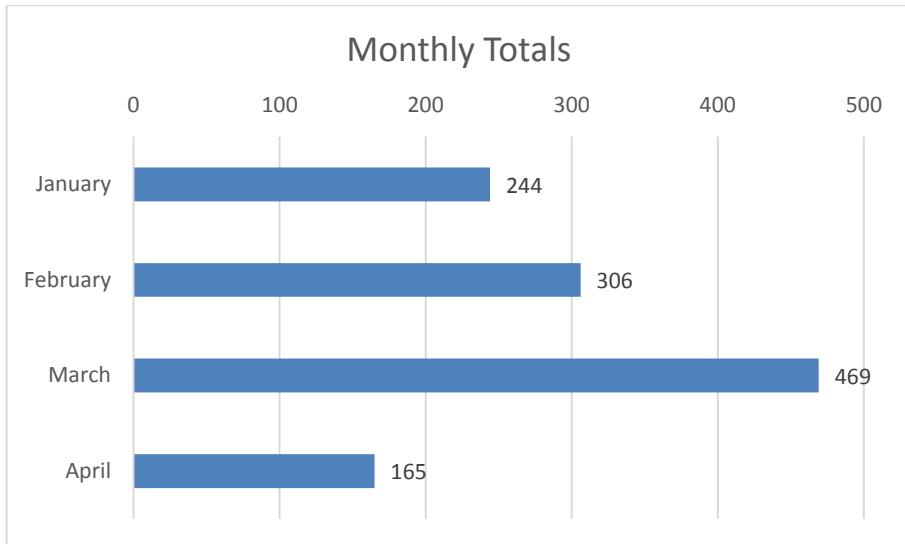
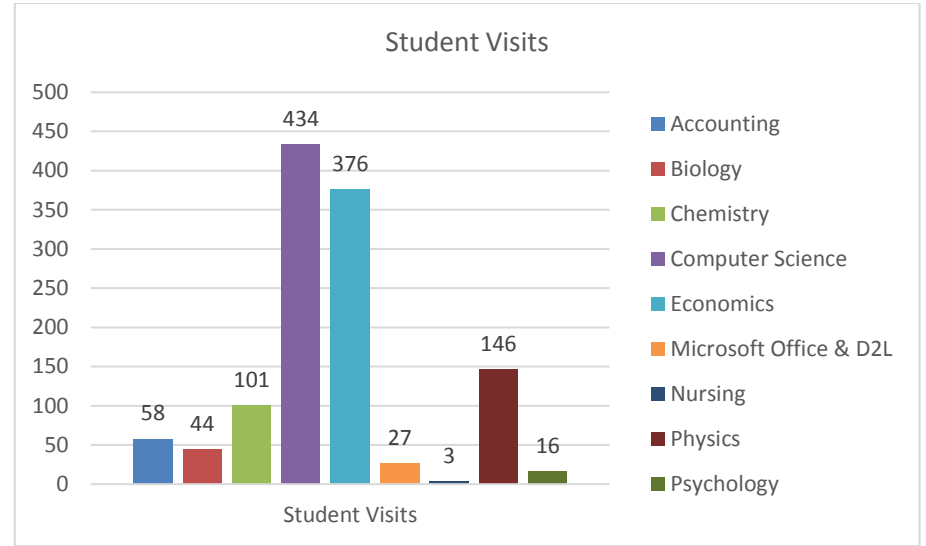
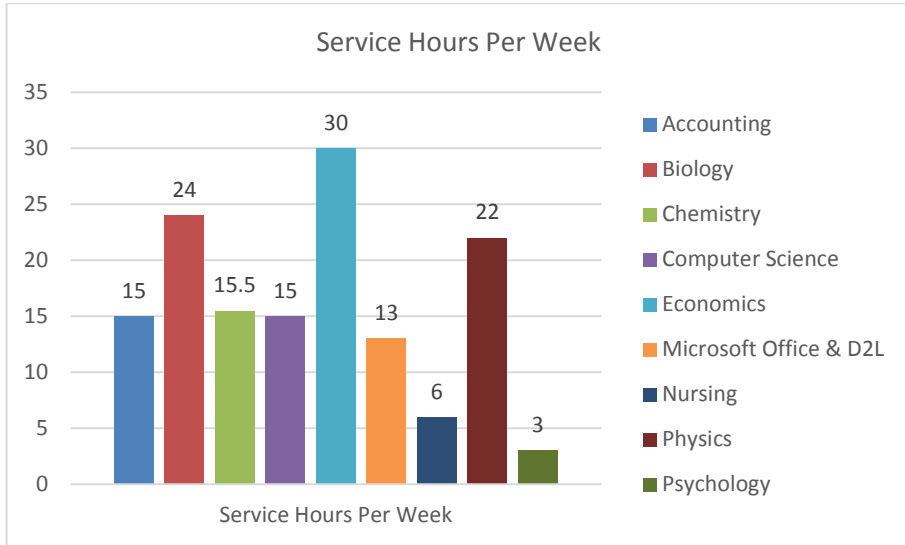
With over 240 submissions (17% of total), Langara received the highest volume of use among all Writeaway partners. EASL students continue to constitute the majority of users at 59%. Most users submit only one paper. Average turnaround time was 35.9 hours. When compared to the Spring 2016 semester, total submissions increased by 14%.

Upcoming priorities

- Review tutor training D2L tutorial

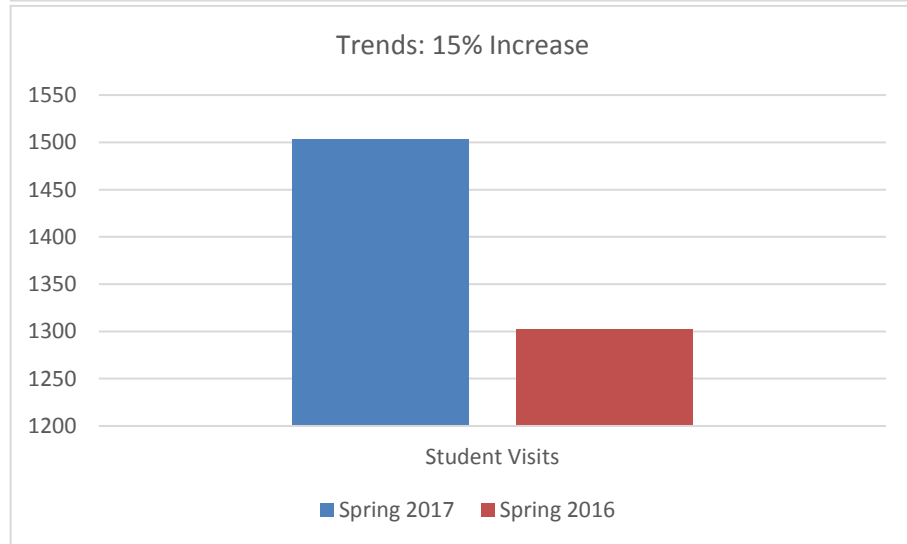
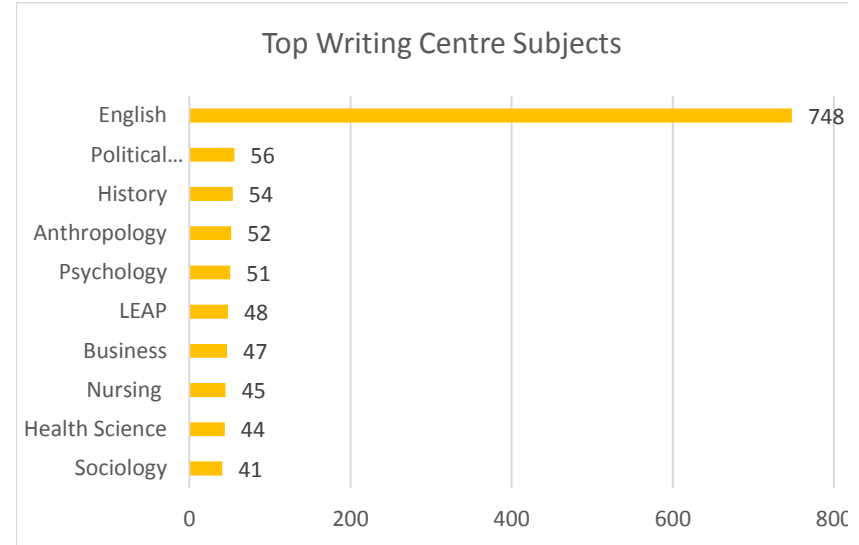
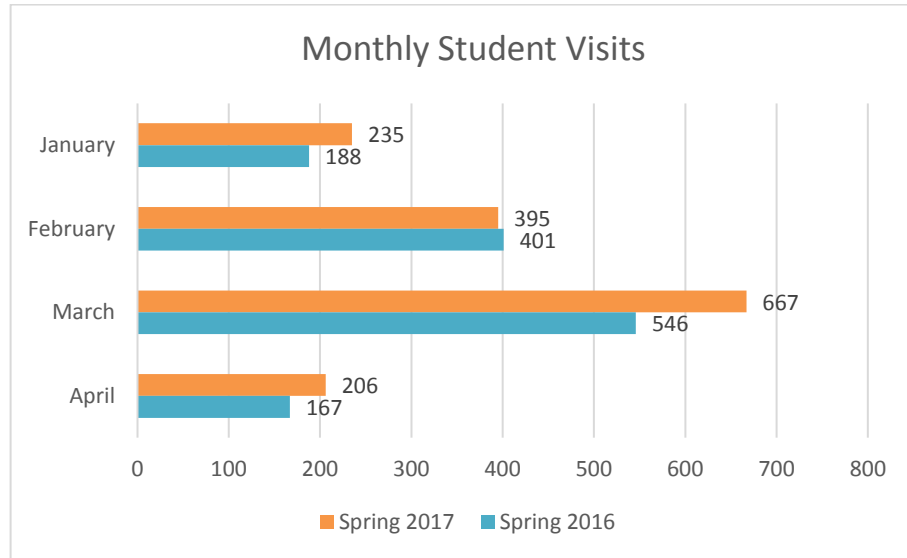
Learning Commons: Spring 2017 Update in Brief

Subject Tutoring



Learning Commons: Spring 2017 Update in Brief

Writing Centre



Workshops

Essay Writing: 2 sessions

Citing and Paraphrasing: 1 session

Total attendance: 23 students | Status: 7 new and 14 returning

Satisfaction with workshop (5 being the highest): **4.55**

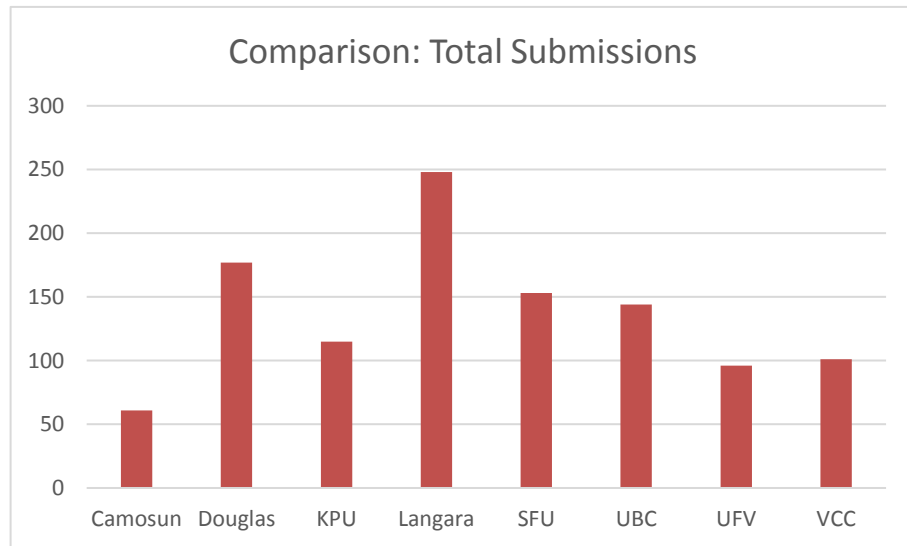
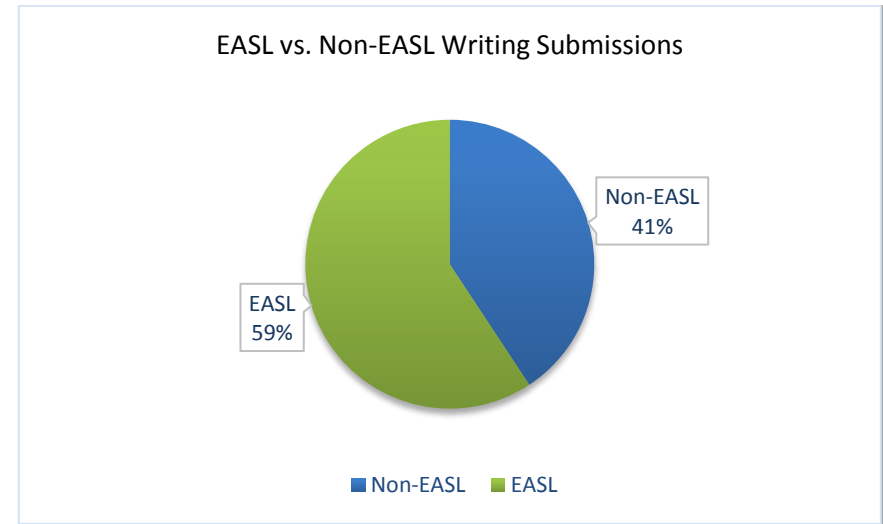
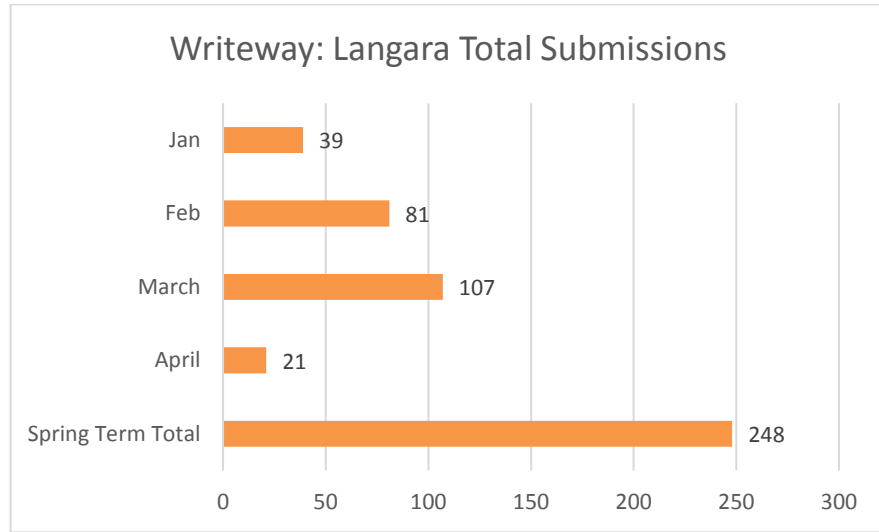
Faculty referral is a strong motivating factor for attendance.

When asked what interested the attendee in the workshop, faculty referral (31%) was only second to subject matter (45%) among popularity of responses. When asked how they found out about the workshop, communication through faculty (57%) received the highest response rate.

Learning Commons: Spring 2017 Update in Brief

Writeaway

Writeaway is a collaborative writing help service made up of post-secondary institutions province wide. Langara students can submit writing and receive feedback within 48 to 72 hours.

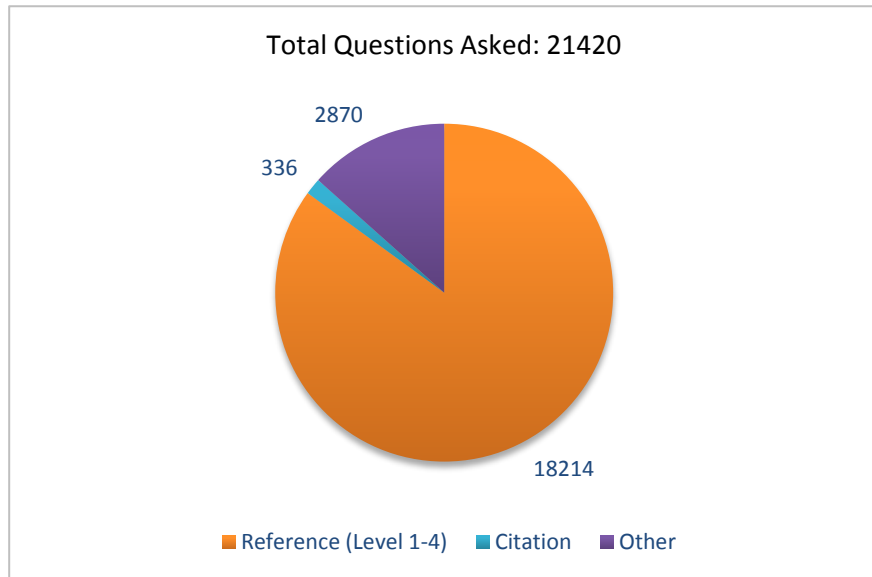


Repeat Usage

Number of Students submitting	1 paper	2-3 papers	4-6 papers	7-9 papers
Spring 2017	100	36	11	1

Learning Commons: Spring 2017 Update in Brief

Information and Research Help



Group Study Spaces

