

Learning support at Learning Commons

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Presentation Summary

The purpose of this presentation is to show activity of learning support at Learning Commons in Doshisha University Imadegawa campus.

- In Learning Commons, through bouncing communications back and forth, students polish ideas and the ideas start to make sense .
- There are many students who use Learning Commons through this year.
- In "Academic Support Area", 3rd floor, individual tutoring is promoted. Instructors and tutors in different disciplines are available to help students in Learning Commons.

Outline

- I Learning Commons in Ryoshinkan
- II Usage of Learning Commons
- III Learning support at "Academic Support Area"
- IV Conclusion
- V Next step

I Learning Commons in Ryoshinkan

- Opened in April, 2013
- 2,550m² learning space
(It is the largest space in Japan)
- Equipped with various facilities
(Wide variety of the latest information equipment,
PCs, projectors, screens, electronic blackboards.)
- Concept developed around ideas from Constructivism, Cognitive science



Concept

- Learning Commons is the space where students experience active learning.
- Learning Commons is the space where students study proactively, mainly for curricular activities.
- Through Learning Commons activities

Turn inspiration into actualization

and

Enhance students' learning and communication skills.

Active learning

Active learning is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content.

Cooperative learning, problem-based learning, and the use of case methods and simulations are some approaches that promote active learning.

<http://www.crlt.umich.edu/tstrategies/tsal>

Expected outcome by active learning

Learning outcome

Improved

- Academic achievement
- Quality of interpersonal interactions
- Self-esteem
- Perceptions of greater social support
- Linking among students
- Student attitudes
- Retention in academic programs

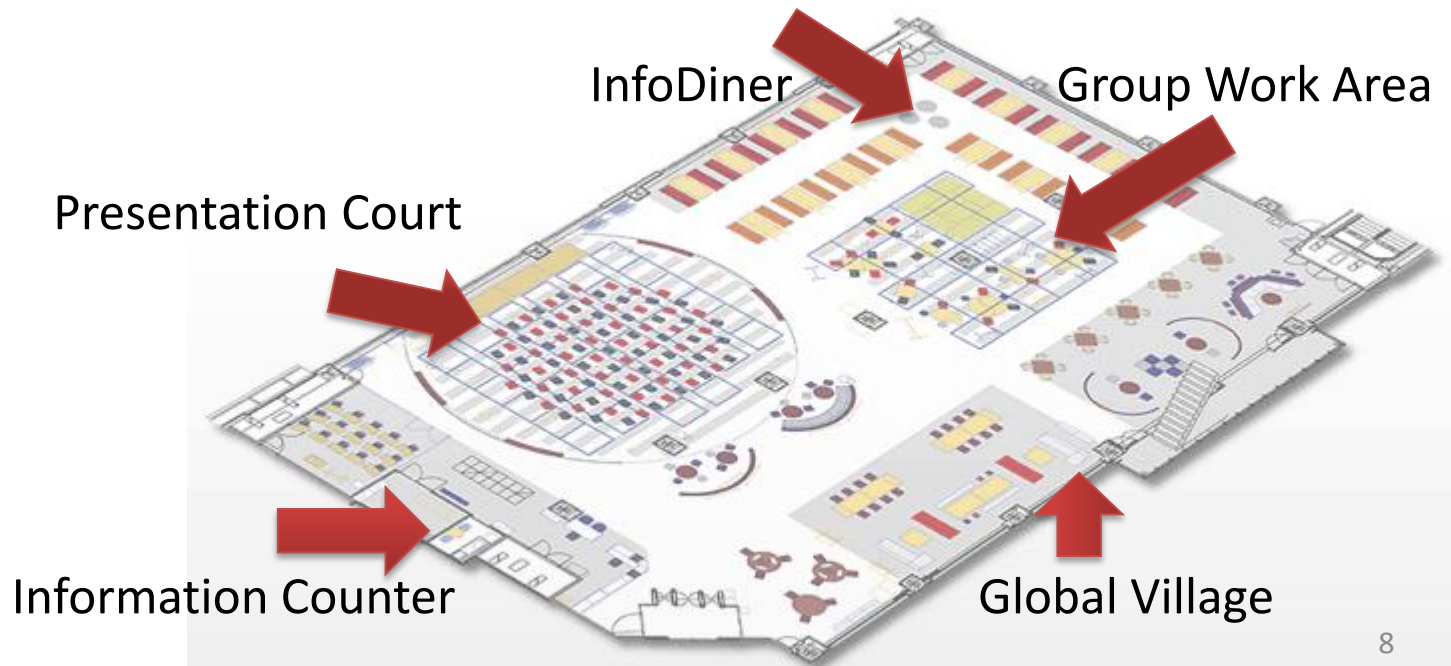
M.J. Prince. (2004). "Does Active Learning Work? A Review of the Research." *J. Engr. Education*, 93(3), 223-231.

www.ncsu.edu/felder-public/Papers/Prince_AL.pdf.

Learning Commons in Ryoshinkan

Floor 2 Creative Commons

Design Concept for Floor 2: An interchange of learning and enrichment with others. Encounters with people, things, events, and information, which stimulate creativity.

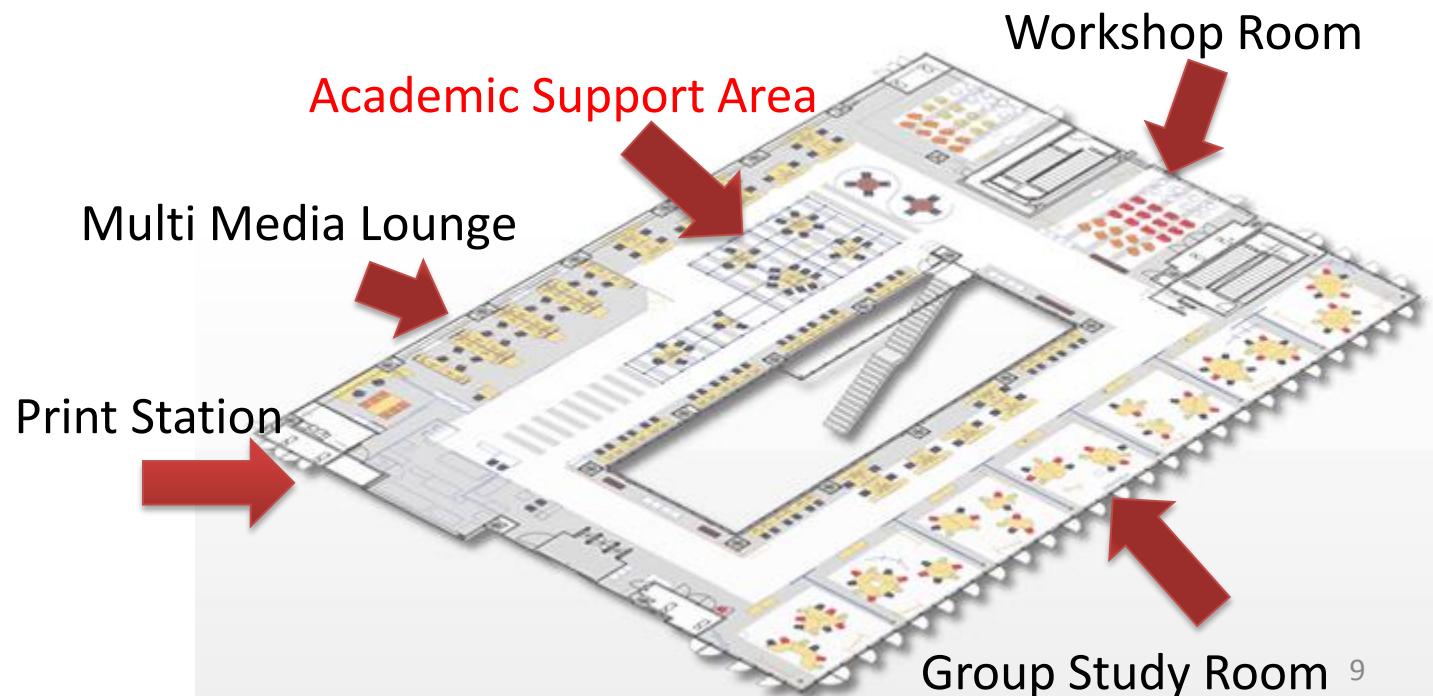


Learning Commons in Ryoshinkan

Floor 3 Research Commons

Design Concept for Floor 3: Spaces where students can cultivate academic skills.

- Spaces that develop skills to organize generated ideas and communicate them to others as messages in an easy to understand way.



II Usage of Learning Commons

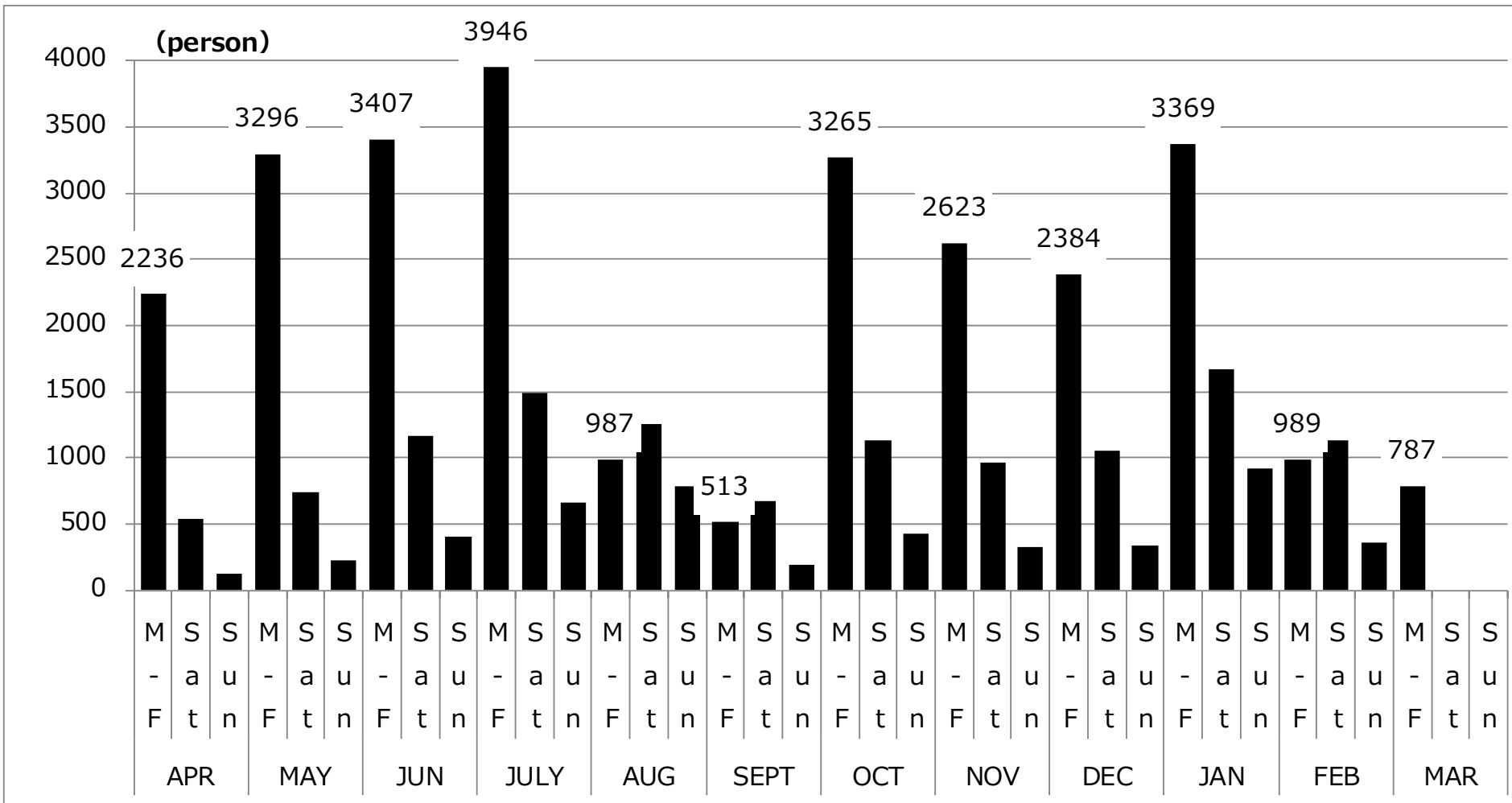


Fig 1. The entrance person per day 2013.4-2014.3

II Usage of Learning Commons

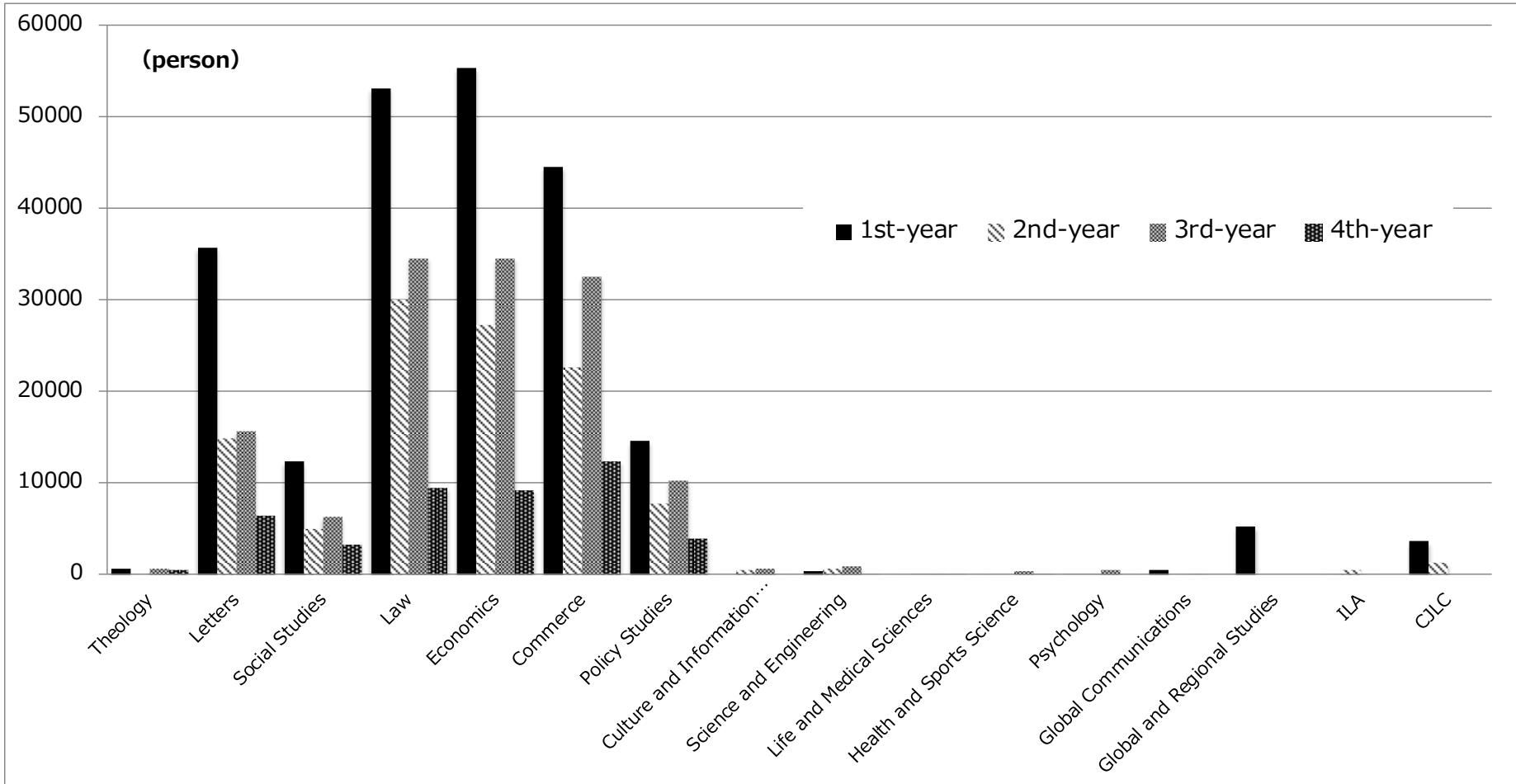


Fig.2 The entrance person by faculty and grade per year

III Learning support at "Academic Support Area"

1 Support for student's academic skills

- Individual tutoring

Instructors and tutors in different disciplines are available to help student in Learning Commons. Through consultation with students, Instructors and tutors support students on how to think about and expand ideas, hone their writing skills, give presentations and share ideas with others, and find documents.

- Group tutoring

We tutor from a professional perspective about many different technical and realistic problems that arise in the process of group work. When faced with problems, Students seek help first from Academic Support.

- **Advice about Reports and Essays**

What's the difference between an essay and a report? When does quotation turn into plagiarism? What are the rules and structural considerations for student's writing assignment? Get some important answers here.

- **Need Help Search Database?**

Library staff and faculty can help students dig out important information that they can't find using standard search methods through popular search engines.

- **Advice about Presentations**

Don't want to bore students audience? Learn some practical techniques for getting and holding their attention.

- **If group work is not in progress...**

Stuck for ideas? Bugged down in student's writing? Try talking with faculty, library staff, and graduate students.

Usage of Learning Consultation

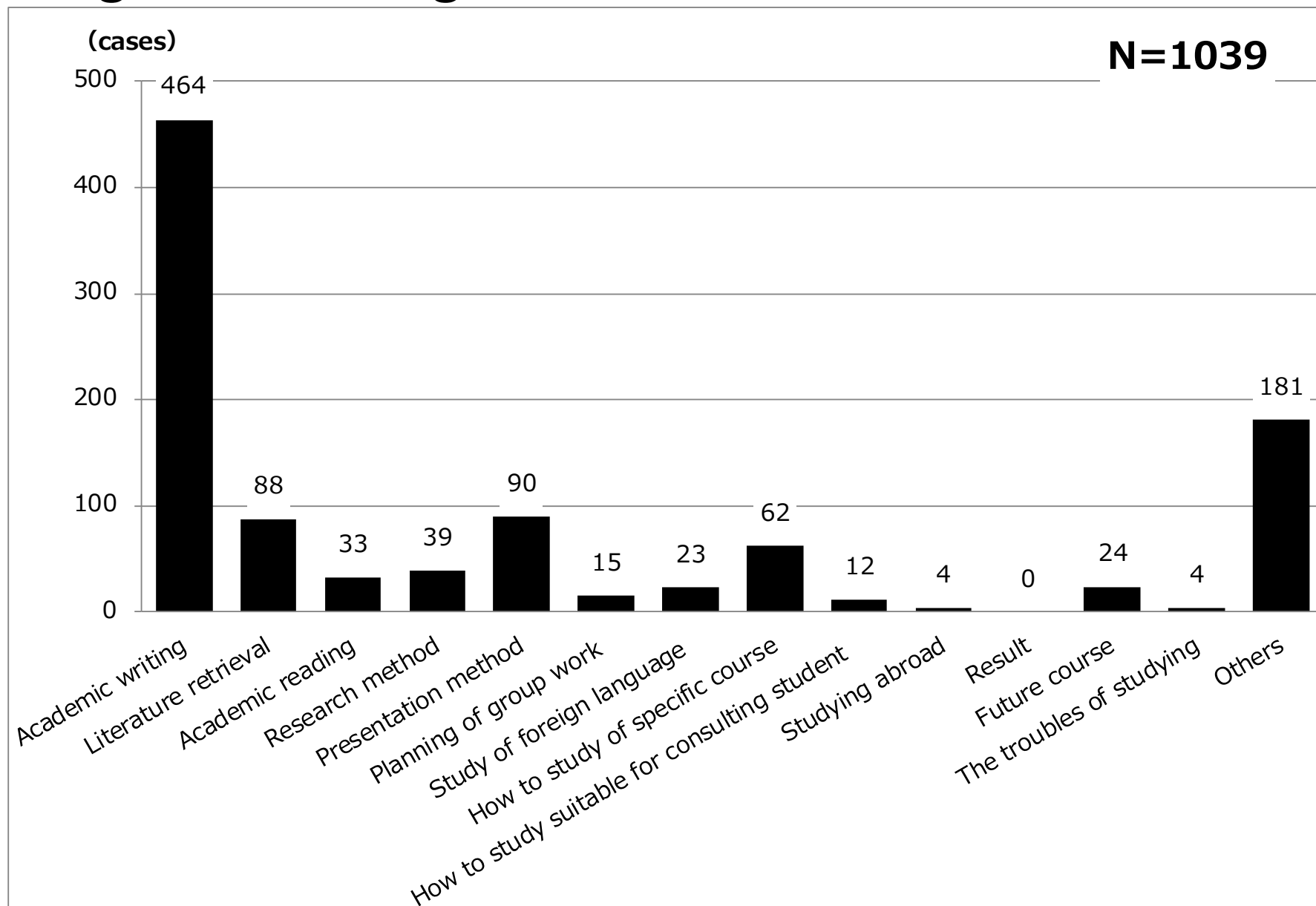
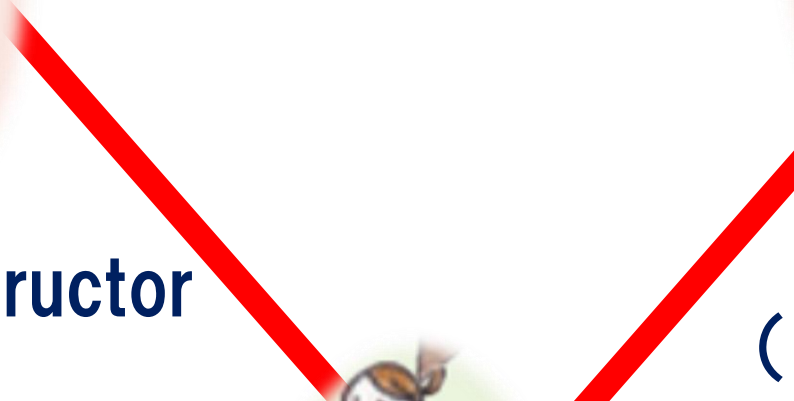


Fig.3 The pattern of a learning consultation 2013.4-2014.3

Staff for Learning Consultation



**Learning Assistant
(Graduate Students)**

**Team
Teaching**

Information Search Assistant

(Professional librarian)

2 Learning Assistant Training

In order to do as high quality consultation, instructor trains learning assistant.



Learning assistant applies the skill mastered by training.

Training is constructed by three content.

1. Improvement in communication skill
2. Advice to writing and presentation
3. Comprehending and practicing of cooperative learning

3 Academic skill seminar

- In Academic support area, not only a learning consultation but the seminar is arranged.
- Instructor gives lecture to participant on specific topic.
- Content of seminars

1. Academic reading

2. Academic writing

3. Idea output in group

4. How to make the outline of writing

5. Note taking

6. Summary writing

7. The method of extending an idea

8. Construction of a presentation

9. The academic utilizing of social media

10. Poster making

11. Plagiarism, Form of quotation

IV Conclusion

- There are many students who use Learning Commons through this year. In particular, there is much practical use from a first-year student and a third-year student.
- In "Academic Support Area", Through consultation, Area staff support student on how to think about and expand ideas, bring student up writing skills, give presentations and share ideas with others, and find documents. There are many questions of writing skills at a first-year student. However, there are many other questions above a second-year student.
- Learning Commons is space where students perform active learning.

V Next step

It is important to evaluate effective improvement of learning support at Learning Commons based on the acquired data.

Especially,

- How do students use learning Commons?
- What kind of student is performing active learning in Learning Commons?
- Does active learning bring student high impact?
- What kind of thing is effective learning support?
- What kind of learning consultation is needed?

Thank you very much for your kind attention.

<http://ryoshinkan-lc.doshisha.ac.jp/en/>