

Minimalist tutoring, online

Online writing tutoring at California State University Monterey Bay

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Agenda

- Who you are and your vision of online tutoring/support
- CLC's eTutoring considerations
- Envisioning and brainstorming online support for your program
- Resources for building online support



Think Pair Share

What online support does your tutoring/learning program offer?

If none, what directions are you considering? What does online support mean to you?



Cooperative Learning Center (CLC) Quick Facts

- 65 + tutors across all subject areas
- 7 professional staff Coordinators
- 1200 students/sem
- 10k-12k visits/sem
- College Reading Learning Association Level 1 and 2 certification



Writing tutoring at the CLC

- One-on-one and group support for writing
- 12 peer undergraduate tutors
- Majors in biology, kinesiology, psychology, human communications, art; supporting students in disciplines besides their own
- Minimalist or non-directive approach

*Writing in the Disciplines/
Across Communities*

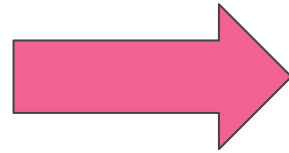


Asynchronous online support

Homegrown
dashboard
In-take form

Email inbox
with markups-
Coding system

Email inbox
with Camtasia
videos



Our past online methods v f2f

- Process and strategies-based w/ Habits of Mind in the learning center, product-driven online responses
- Socratic and mindful questioning practices almost non-existent in text-based or video responses
- Tutors may avoid marking up/appropriation of text in f2f but circle or highlight errors in online markups
- Tutors do the majority of the work, ***while students are passive receivers of feedback***



Big picture question

Mini-focus group Fall 2015 with veteran writing eTutors

Do online tutoring programs reflect the values or pillars of the program? How?

Specifically:

How can asynchronous writing tutoring at CSUMB more clearly reflect our f2f approach to writing tutoring?



Hybrid approach via eTutoring

- Vandenberg, Wozniak, & Yergeau's (2008) *Expanding the Space of f2f: Writing Centers and Audio-Video-Textual Conferencing*
- Asynchronous approach (not real time)
- Uses computer video recording to capture the eTutor desktop and a microphone to capture voice
- Invitation to engage student
- Deliberate use of questioning
- An extension of f2f work in the Center - "expanding the space"



Brainstorm

What is your program's approach to tutoring and learning?

How could this be honored an online environment?

Think of one popular service in your Center.

What would a similar offering look like online?

Think about the strategies the tutors use in your discipline(s) in their sessions.

What would make them successful in trying to replicate these strategies online?

Or, what's the next best thing they could do within your program's approach?



The eTutoring cycle

Created by
Spring 2016
tutors

Offer Face to Face appointment & Resubmission to Etutoring

Remind students of resources available to them & offer follow-up appointment

Greeting the Writer

*Address Student by Name
Tell Student Your Name
Explain the way Online
Feedback Works if this is their first submission*

Identify Areas to be Examined

Set an "agenda" for what areas you will discussing in your video for the student

Wrap Up Feedback & Next Steps

Give student a summary of topics covered and offer things to work on in their revision process



Identify Strengths of the Paper

Discuss one or two areas of the paper that are strong, which help to enhance the paper as a whole

Lower Order Concerns & Prompt Analysis

Address the assignment or prompt and Lower Order Concerns when relevant to the development of paper

Open Ended Questioning & Modeling

Ask questions and model proper revision skills that you would in a face to face session

Higher Order Concerns

Focus on two areas of higher concern, such as Development, Organization or Main Idea

Tutor: Karina Ruiz

Student: Magaly Alcalá

Assignment: Do in-depth evaluation or analysis of a single topic rather than discussing several things the essays have to say. Culminate your essay with a conclusion that delivers a final judgment and a send-off and makes clear the significance of your topic for the reader. Avoid focusing on personal experience, opinions, generalizations, and conventional wisdom to develop your subject.

My Comments*Strengths:*

- clear sentence structure through out
- few grammatical errors and few to no mechanical errors.
- good analysis (7)

Revisions:

- Be more specific with your thesis--clear and concise (1)
- combine sentences where ideas overlap (2)
- organize info based on author or topic. If they don't match up, they belong in different paragraphs (3)
- refer to specific types of fallacies--use resource elow (4)
- instead of focusing on how you identified the non sequitur, tell us what purpose it serves in this piece (5)
- review this text and re-analyze in detail (6)
- capitalize titles (8)
- is the hast generalization the fallacy of her point? (9)
- re-frame your conclusion to respond to the prompt--not your opinion, but your analysis of their opinionated pieces (10)

Magaly Alcalá

Professor Blanton

HCOM 312

September 19, 2016

Clark of Fallacies

Have you ever felt pressured by your peers, parents or yourself about school? Do you feel that college is a waste of your time and money? Today, some student feel that they are being pressured to succeed in classes and keep their grades up. On the other hand, students feel that they are wasting their parent's money on going to school. In class, we had talked about different types of pressures and whether or not college is actually a waste of time and money. Both "College Pressures" and "College is a Waste of Time and Money" talks about what college is actually about. Students who are motivated to go to college should believe academically regardless of college pressures, money and time. This is where Zinsner and Bird's ideas clash.

Zinsner and Bird's ideas clash because they *view college differently*. Zinsner states, "I wish them the right to experiment, to trip and fall, to learn that defeat is instructive as victory and is not the end of the world" (2). *He explains that it is okay to fail or get a C*. It makes sense because you are here in college to learn. Although you are here to learn and study, Zinsner says that there are four pressures put upon a student such as economic, parental, peer and self. This is why *Zinsner agrees that it is okay to fail and students should come to college if they are interested but he lets students know they can overcome the pressures*. On the other hand, Bird suggests college is not for everyone because she thinks students in college are only there to gain a sense of purpose or their parents told them to go. She deliberates that there are other options for example

Low cost, low barrier ways to initiate online support

- Zoom (free collaborative video sharing/meetings) - possibly for Live tutoring
- Camtasia (video screen capture technology)
- Google Hangouts (chat or video), Google Drive with commenting function (used together or separately)
- Resource libraries - videos on YouTube; Learning Management System pages
Example: Canvas/Moodle course page built as a Learning Center Resource Library



Considerations

- Different forms of online support
- Tutor training: pedagogy, technology
- Oversight, continued mentoring, and “observations”
- Consistent communication method -- will team communication be online, or will it be face-to-face?
- Graduate student or upper division support in this style



Thank you!

Questions?

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