

WEBVTT

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00:00:48.690 --> 00:00:58.020

Holly Lynn Ryan: Hi everyone out there. We're going to go ahead and get started in just a minute. Everybody's filtering in give us about two minutes and we will go ahead and get started.

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00:01:10.560 --> 00:01:19.860

Megan Boeshart: Hey, Holly. There was a question asking if this will be able to be shared because someone has like an assistant director who's currently tutoring.

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00:01:22.410 --> 00:01:32.760

Holly Lynn Ryan: Thanks. Absolutely. And I'm going to address that in a moment as well. But yes, we are going to put the recording up on the website share widely send it to everyone, you know, your grandparents. Your mom, your dad your brothers and

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00:01:32.760 --> 00:01:40.230

Holly Lynn Ryan: Sisters all your writing center people, so yes. Share it super widely once it's up on the website and

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00:01:41.430 --> 00:01:52.620

Holly Lynn Ryan: It will probably I imagine will be up within the week, but I'm going to say one to two weeks, just in case, our webmaster something happens and you know she she needs a minute to get it up there. But yeah, it should be up real so students so

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00:02:13.380 --> 00:02:20.340

Holly Lynn Ryan: Okay everybody, we are going to go ahead and get started. I'm going to stop sharing my screen for a moment, I'll put it back up there in a minute.

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00:02:33.000 --> 00:02:48.270

Holly Lynn Ryan: I want to thank everyone for being here today. I want to thank the IWC a for sponsoring this event and for the IWC outreach committee for all its help and planning and organizing the event. Thank you to everybody.

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00:02:48.960 --> 00:02:57.360

Holly Lynn Ryan: My name is Holly Ryan on the current Secretary of the International writing center Association and I have a few notes before

we get started today.

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00:02:58.050 --> 00:03:05.670

Holly Lynn Ryan: First, we have to interpreters with us. Katie Fitzpatrick and Valerie Boyer and see them on the screen.

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00:03:06.090 --> 00:03:12.480

Holly Lynn Ryan: We work today to try to make it so that they will always be on your screen. If you are in gallery view.

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00:03:12.930 --> 00:03:21.540

Holly Lynn Ryan: But technology is what does and doesn't always do exactly what I want to do. So if you need to, you can go

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00:03:21.870 --> 00:03:30.540

Holly Lynn Ryan: Right click on their pictures. You can see interpreter Valerie and interpreter Katie, they're going to be switching back and forth, but you can click on

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00:03:31.200 --> 00:03:42.870

Holly Lynn Ryan: Their picture whoever's currently signing and if you right click on it, you'll see pin video and that will make that video stick on your screen and then you can unpack it and switch to the other interpreter, if you need to.

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00:03:43.200 --> 00:03:49.590

Holly Lynn Ryan: Like I said, I hope they're always going to be here. But if they're not here for some reason. That's a workaround that you can

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00:03:51.450 --> 00:04:02.130

Holly Lynn Ryan: Also, you'll see at the bottom. There is a button for questions and answers. You can post your questions there. And I'm going to be MODERN. MODERN moderating

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00:04:02.580 --> 00:04:16.620

Holly Lynn Ryan: That box, we will be asking those questions of the presenters after everybody has presented so don't panic if your question isn't answered immediately. We'll get to as many questions as we possibly can, at the end of the hour.

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00:04:17.880 --> 00:04:22.470

Holly Lynn Ryan: Finally, as I mentioned a few minutes ago. This presentation is being recorded.

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00:04:23.190 --> 00:04:37.230

Holly Lynn Ryan: You can view the recording on the IWC a website. Once it gets posted. Ideally, that would be within the week. But let's say within two weeks just to be safe. I'll send an email out to let people know that the recording is up.

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00:04:38.130 --> 00:04:43.620

Holly Lynn Ryan: Please share it widely anybody that couldn't be here today, send it to them, anyone that's interested

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00:04:44.760 --> 00:04:50.730

Holly Lynn Ryan: At you know your dog sitter anyone that would be interested about online tutoring, please share the video with them.

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00:04:51.900 --> 00:05:04.890

Holly Lynn Ryan: So it goes without saying that this year has been n like unlike any others for so many of us as we scrambled in the spring to try to move all of our tutoring services online.

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00:05:05.580 --> 00:05:16.230

Holly Lynn Ryan: Many of us have never tutored online prior to march of 2020 others of us used it, but as a supplement to our daily face to face practices.

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00:05:16.800 --> 00:05:30.210

Holly Lynn Ryan: But others like our presenters today have been using or been fully immersed in online tutoring practices either every day in their centers or and or

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00:05:30.720 --> 00:05:38.790

Holly Lynn Ryan: As part of their research for a really long time now, and I'm so grateful that they have taken the time to share their expertise with us.

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00:05:39.270 --> 00:05:47.790

Holly Lynn Ryan: I know I'm looking forward to taking lots of notes today going back and re watching the video and really learning from our colleagues. So thank you so much.

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00:05:48.750 --> 00:05:55.590

Holly Lynn Ryan: I'd like to go ahead and introduce all of them at the start, and maybe they can just wave. When I say their names.

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00:05:56.400 --> 00:06:00.150

Holly Lynn Ryan: And then they'll i'm sure reintroduce themselves as we go through the presentation.

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00:06:00.870 --> 00:06:13.980

Holly Lynn Ryan: So first, Dan Gallagher is the director of the effective Writing Center at the University of Maryland and he's been there for almost 10 years he's working remotely from Philadelphia again.

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00:06:14.700 --> 00:06:33.600

Holly Lynn Ryan: And he's going to be presenting today with Amy Maxfield who is the lead advisor for training at the University of Maryland global campus effective writing center. She worked as an online writing tutor and a fellow in that center from 2005 until 2010 before she took on this position.

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00:06:35.490 --> 00:06:46.800

Holly Lynn Ryan: After they present Janelle density is going to be presenting on synchronous tutoring and she has eight years of experience studying and training consultants for online writing center work.

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00:06:47.400 --> 00:06:56.730

Holly Lynn Ryan: She is the co founder of the online writing centers community and currently works at North Central University, which is a fully online university.

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00:06:58.110 --> 00:07:08.550

Holly Lynn Ryan: After her presentation. She's going to throw it over to Megan Beauchamp Burrell who is at the Old Dominion writing center where she's the director and composition lecturer.

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00:07:08.880 --> 00:07:19.290

Holly Lynn Ryan: She's also a PhD student at Old Dominion and working on a dissertation related to online tutoring and she's going to present today with Kim family.

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00:07:20.010 --> 00:07:24.240

Holly Lynn Ryan: Who is the director of the writing center at your college of Pennsylvania.

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00:07:24.720 --> 00:07:32.100

Holly Lynn Ryan: Her research focuses on online and digitally supported instruction labor in the writing center and undergraduate research.

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00:07:32.400 --> 00:07:39.480

Holly Lynn Ryan: She is also the co editor of young scholars and writing so encourage your students to send their work to young scholars

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00:07:40.020 --> 00:07:44.970

Holly Lynn Ryan: And she serves as the web coordinator for the Mid Atlantic writing center Association.

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00:07:45.630 --> 00:08:02.130

Holly Lynn Ryan: We are so fortunate to have these experts here with us today and I am so thankful that they offered their time. So without any further ado, I'm going to turn it over to Dan and Amy. As soon as I pull up the PowerPoint and start sharing my screen. So give me two seconds.

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00:08:24.270 --> 00:08:30.240

Holly Lynn Ryan: And I think that the other presenters are going to turn off their videos. I'm going to turn off mine as well.

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00:08:31.350 --> 00:08:36.930

Holly Lynn Ryan: And hopefully, that means that the signers will be right at the top, fingers crossed.

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00:08:40.890 --> 00:08:42.450

Holly Lynn Ryan: Whenever you're ready. Dan and Amy.

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00:08:51.690 --> 00:08:53.130

Dan Gallagher: Thank you Amy.

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00:08:55.350 --> 00:08:55.800

Aimee Maxfield: Yes.

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00:08:58.320 --> 00:08:59.640

Dan Gallagher: Would you care to just get right into it.

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00:09:00.150 --> 00:09:00.570

I will

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00:09:02.190 --> 00:09:10.110

Aimee Maxfield: We're very glad to be with you today. Hello, our objective today is to share how we have the effective writing center provide a synchronous writing tutoring.

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00:09:10.530 --> 00:09:25.380

Aimee Maxfield: For young GC students in order to support you as you transition to your online services. We understand that the timing of this was unexpected. For many of us, to say the least. So we're glad to be with you as we all adapt to the normal. Next slide please.

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00:09:27.210 --> 00:09:34.200

Aimee Maxfield: So Dan's going to begin with a brief overview of UGC then Amy will get into the nuts and bolts of how we advise students of synchronously.

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00:09:35.400 --> 00:09:47.040

Aimee Maxfield: Next, Dan is going to cover some of pros and cons of online synchronous tutoring, as well as how we try to manage these. And finally I'll wrap up our part of the workshop and discuss tutor training over to you, Dan.

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00:09:48.240 --> 00:09:49.710

Dan Gallagher: All right, thank you so much, Amy.

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00:09:51.690 --> 00:09:53.670

Dan Gallagher: So, next slide please.

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00:09:55.260 --> 00:10:00.270

Dan Gallagher: Just going to give some background about you NGC which is the University of Maryland global campus.

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00:10:01.170 --> 00:10:10.290

Dan Gallagher: We focused on distance education since the school was founded in 1947 as University of Maryland University College. So that might be the name that you're more familiar with.

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00:10:11.670 --> 00:10:20.190

Dan Gallagher: As correspondence classes gave away to online learning in the late 90s you MTC was one of the leaders in transitioning to enter that base classes.

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00:10:20.760 --> 00:10:36.990

Dan Gallagher: And by extension online support services student body at UMC is largely adult learners, they're enrolled part time they're typically working full time and a significant percentage of them about 60% our military or military affiliated

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00:10:38.100 --> 00:10:46.680

Dan Gallagher: As a fall 2019 the total unduplicated student headcount was nearly 60,000 so we're a rather large institution.

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00:10:47.730 --> 00:10:52.530

Dan Gallagher: The MCC effective writing center has been exclusively online for over a decade and a half.

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00:10:53.310 --> 00:11:04.410

Dan Gallagher: And we believe that the online tutoring environment, and especially the asynchronous service presents the best support option for our students who are taking their classes remotely while managing their families in their careers.

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00:11:06.330 --> 00:11:07.470

Dan Gallagher: Next slide please.

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00:11:11.250 --> 00:11:21.450

Dan Gallagher: During the 2019 2020 academic year our tutors provided 8451 asynchronous tutoring sessions to undergraduate and graduate writers

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00:11:22.230 --> 00:11:30.030

Dan Gallagher: We also offer synchronous tutoring and zoom but 92% of our one on one interactions with students were via our asynchronous

tutoring program.

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00:11:30.990 --> 00:11:41.130

Dan Gallagher: We attribute this luxury to the nature of how our students work often in limited timeframes when committing to a solid hour of working with someone simply might not be possible.

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00:11:42.720 --> 00:11:44.010

Dan Gallagher: Next slide please.

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00:11:47.520 --> 00:11:59.490

Dan Gallagher: Let's talk a little bit about who our tutors are so we have about 40 tutors on staff at any given time, all of them work remotely from various locations worldwide. As you can see represented on this map.

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00:12:00.990 --> 00:12:17.910

Dan Gallagher: All our tutors are part time and all have at least a bachelor's degree. So our staff is not made up of peer tutors in the traditional sense, they work anywhere from a few hours per week, up to 19 the state of Maryland says the limit for this class of employee at 19 hours per week.

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00:12:19.470 --> 00:12:25.980

Dan Gallagher: Our tutors record the time that they work and we asked them to average no more than an hour and a half per paper review.

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00:12:26.910 --> 00:12:39.840

Dan Gallagher: Just like in face to face writing centers, some sessions may take more time, particularly when working with writers who are new to the writing center or those who are writing more complex upper level undergraduate or graduate projects.

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00:12:40.890 --> 00:12:45.780

Dan Gallagher: Other sessions, such as brainstorming might require less time. So we look at an average

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00:12:47.010 --> 00:12:54.510

Dan Gallagher: Our administrators periodically compare the hours each tutor works to the papers they review and if they're consistently averaging over one and a half hours.

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00:12:54.900 --> 00:13:04.650

Dan Gallagher: We can intervene and offer strategies and professional development activities. Now, Amy is going to share some of our asynchronous tutoring process. So, over to you, Amy.

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00:13:05.580 --> 00:13:07.140

Aimee Maxfield: Exam slide please.

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00:13:09.420 --> 00:13:19.320

Aimee Maxfield: So this slide, you can see a streamlined version of how students submit work and receive feedback from us. After logging into their personal young Jeezy Student Accounts they access a submission form.

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00:13:19.770 --> 00:13:26.430

Aimee Maxfield: And on this form, they can include details about the assignment and any specific concerns they might have, as well as attach a paper for review.

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00:13:27.180 --> 00:13:33.150

Aimee Maxfield: Most of our students submit Word documents, but we can also accept and review PowerPoints, and other types of documents if needed.

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00:13:33.720 --> 00:13:45.780

Aimee Maxfield: The supervisor on call receives a request and assigns it to the next available tutor and then the tutor has 24 hours to write an upload advice the supervisor, then does a quick quality check on the document before returning into the student

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00:13:46.410 --> 00:13:54.990

Aimee Maxfield: Our official turnaround time for the student is 48 hours, but our last analysis indicated that the average turnaround is just over 24 hours.

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00:13:55.830 --> 00:14:09.720

Aimee Maxfield: It's also worth noting that the process described here is in place at the moment, and it has been this way for many years, but it's going to change in some ways this fall when we begin tutoring using the tutor.com is our delivery platform slide please.

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00:14:13.800 --> 00:14:16.140

Aimee Maxfield: So let's talk a little bit about the format of the advice.

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00:14:16.650 --> 00:14:21.630

Aimee Maxfield: Certainly there are many ways to deliver a synchronous advice, some writing centers have dedicated platforms.

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00:14:21.900 --> 00:14:32.370

Aimee Maxfield: Other issues screen recordings with audio so the tutor can explain revisions as they identify areas for improvement and some use the insert comments or Track Changes features and word or Google Docs.

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00:14:33.120 --> 00:14:40.200

Aimee Maxfield: At the WC we use a standard template in Microsoft Word in which the tutor explains what how and why to revise

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00:14:40.530 --> 00:14:47.220

Aimee Maxfield: The sections within the template are structured so that the major elements or higher order concerns are addressed before the sentence level concerns.

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00:14:47.490 --> 00:14:54.810

Aimee Maxfield: We do not embed or insert comments into the students paper text we paste it blow our advice. So everything is contained within a single document.

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00:14:55.350 --> 00:15:03.270

Aimee Maxfield: tutors can still address specific passages of the paper by copying and pasting them into the advice, we think that there are several benefits of this approach.

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00:15:03.870 --> 00:15:14.550

Aimee Maxfield: First, students can read the revision suggestions within the context of our advice. Next, the revision ideas are organized within our template, whereas embedded comments are organized within the students paper.

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00:15:15.300 --> 00:15:21.360

Aimee Maxfield: We want our advice to be ideally a How To guide for the revision. So the student has a prioritized plan for improvement.

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00:15:22.080 --> 00:15:29.040

Aimee Maxfield: And we think a standalone advice document give students a chance to practice critical reading skills, which in turn facilitate writing development.

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00:15:29.700 --> 00:15:37.980

Aimee Maxfield: Finally, it ensures consistency among advice that we encourage tutors to use their own style and personality and tips techniques within the advice itself.

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00:15:39.030 --> 00:15:52.500

Aimee Maxfield: For writing center switching to or adding a synchronous tuning for the first time, adapting the form or reporting method used it face to face, could be a useful way to make the transition smoother and more organic for both tutors and students slide please.

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00:15:57.360 --> 00:16:02.640

Aimee Maxfield: It's also a good way to ensure that we've shared our policies and information about other services with students.

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00:16:03.060 --> 00:16:10.470

Aimee Maxfield: On this slide, we have an excerpt from the advice template and this information is already in the blank version that the tutor opens when they're ready to write advice.

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00:16:10.890 --> 00:16:18.150

Aimee Maxfield: Will show more of the advice template in a few minutes. When we discuss training. But first, Dan will talk about the pros and cons of this type of tutoring, over to you, Dan.

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00:16:21.120 --> 00:16:23.280

Dan Gallagher: Thank you Amy. Could I get the next slide please.

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00:16:29.070 --> 00:16:32.250

Dan Gallagher: Okay, so we've talked about who we are and how we operate.

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00:16:32.610 --> 00:16:37.080

Dan Gallagher: We like to share what we see is some of the advantages

of asynchronous online tutoring.

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00:16:38.820 --> 00:16:48.810

Dan Gallagher: There's a great deal of flexibility for both students and tutors we're providing a written record or a How To guide for revisions. So we're not relying on the student to

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00:16:49.740 --> 00:16:55.800

Dan Gallagher: Take notes during a face to face session, they kind of have everything that they need for a revision plan right in front of them.

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00:16:56.220 --> 00:17:08.400

Dan Gallagher: They can skim or skip around and use it as a checklist and ideally use information in future writing assignments over time students who are repeat users build their own libraries of resources from the advice.

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00:17:10.740 --> 00:17:22.620

Dan Gallagher: This method allows tutors to model effective academic writing in their feedback. So we're giving students a view of what making a in an evidence based argument would look like.

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00:17:24.300 --> 00:17:34.200

Dan Gallagher: Students are visual learners models can be helpful, especially with citations and formatting tutors can include links to other resources or embed videos or audio files.

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00:17:36.300 --> 00:17:46.440

Dan Gallagher: And we found the tutors like having the time and space to review and revise. Sometimes the goals of an assignment or areas for revision come into focus as the tutor writes the advice.

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00:17:46.800 --> 00:17:54.570

Dan Gallagher: I think we've all had that experience of clarifying ideas through the process of writing revision can benefit the advice as much as it does the original writing

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00:17:56.130 --> 00:17:57.480

Dan Gallagher: And move on to the next slide please.

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00:18:00.630 --> 00:18:10.050

Dan Gallagher: Certainly there are potential disadvantages as well. And we want to address those. We'd also like to share how we mitigate and manage some of these disadvantages.

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00:18:11.010 --> 00:18:18.600

Dan Gallagher: First off, and if you've already started. You might have noticed this tone can be very difficult to interpret in online text based interaction.

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00:18:19.200 --> 00:18:30.390

Dan Gallagher: To help with this. We try to keep our advice very positive by approaching every revision as an opportunity for students to meet assignment requirements and convey ideas more effectively.

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00:18:31.380 --> 00:18:38.430

Dan Gallagher: Finding a tonal balance isn't necessarily easy but as tutors learn to do so it becomes easier for them to teach students to do the same.

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00:18:39.330 --> 00:18:49.530

Dan Gallagher: We emphasized benefits of revision as much as possible, and we encourage tutors to share their own experience. For example, when I'm working on X i find it helpful to do, why

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00:18:50.760 --> 00:18:59.220

Dan Gallagher: And we don't underestimate the power of a smiley face emoji sometimes that can just change the way that a student interprets the text that they're reading

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00:19:00.870 --> 00:19:02.010

Dan Gallagher: The next slide please.

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00:19:04.830 --> 00:19:14.820

Dan Gallagher: In an asynchronous session. There's no opportunity to have a real time conversation with the tutor or to have immediate follow up questions. This is probably, in my opinion, the biggest drawback.

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00:19:16.380 --> 00:19:23.070

Dan Gallagher: In the advice document we include information about how students can contact us if they would like clarification or have

additional questions.

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00:19:23.550 --> 00:19:34.080

Dan Gallagher: And we also encourage them to submit revise drafts, because our tutors review the students. History Prior to developing advice, we can still create something of a dialogue over time.

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00:19:34.530 --> 00:19:42.120

Dan Gallagher: Referencing how students have improved or rephrasing past advice to approach areas in which they have not

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00:19:43.560 --> 00:19:44.760

Dan Gallagher: Could have the next slide please.

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00:19:48.450 --> 00:20:03.270

Dan Gallagher: Thirdly, many of us have to quell the urge to address everything in the advice. This is not to say that this well meaning urges and present in face to face sessions, but it can be more of a force when it's just you and your laptop.

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00:20:04.290 --> 00:20:11.280

Dan Gallagher: Having an average time for review helps with this because in most cases, you can't cover everything in 60 or 90 minutes

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00:20:12.180 --> 00:20:27.120

Dan Gallagher: Also, when we're writing feedback for papers that would benefit from a lot of revision, we try to think of what the student would ideally do next in the writing process instead of trying to address everything which is impractical and non beneficial for both tutors and students.

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00:20:28.620 --> 00:20:30.270

Dan Gallagher: And. Next slide please.

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00:20:33.900 --> 00:20:39.870

Dan Gallagher: Finally, for some writers struggling with writing having to read more writing can be overwhelming or frustrating.

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00:20:40.410 --> 00:20:47.520

Dan Gallagher: So focusing on the next instead of the everything helps as does identifying patterns and prioritizing sense making issues.

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00:20:48.270 --> 00:20:54.210

Dan Gallagher: If possible, one on one virtual synchronous meeting is a much better option. For some learners. We recognize that

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00:20:54.660 --> 00:21:03.450

Dan Gallagher: Synchronous advising only makes up about five to 10% of our one on one interactions, but we do find the students you try it frequently become regular users.

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00:21:03.840 --> 00:21:13.950

Dan Gallagher: And you'll hear a lot more about synchronous online advising and our next portion. But right now I'm going to pass it back to Amy who will discuss how we train tutors to work here.

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00:21:15.300 --> 00:21:16.350

Aimee Maxfield: Great. Thanks, Dan.

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00:21:17.100 --> 00:21:21.000

Aimee Maxfield: All of our training is self paced synchronous and totally online.

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00:21:21.060 --> 00:21:30.570

Aimee Maxfield: tutors complete a series of readings and activities and an online forum. These cover everything from writing center theory to what to expect, or in a typical a synchronous tutoring shift.

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00:21:31.140 --> 00:21:40.320

Aimee Maxfield: We think the online training helps prepare tutors to support online students because they're able to appreciate and understand the experience of working on of learning online, a little better.

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00:21:41.160 --> 00:21:48.150

Aimee Maxfield: Our training culminates with simulated tutoring were tutors right advice for sample student papers and then they receive feedback from the training coordinator

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00:21:48.870 --> 00:21:55.290

Aimee Maxfield: Again, the idea is that by responding to writing with writing or preparing tutors to do the same. We find that the

simulation.

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00:21:55.710 --> 00:22:00.960

Aimee Maxfield: Of the tutoring students actual interaction helps them to be more confident in the synchronous online environment.

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00:22:01.950 --> 00:22:10.350

Aimee Maxfield: And as a side note when we're training tutors who were part of our team in the past and have come back, or we're working with a current one to iron out any wrinkles and their method.

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00:22:10.590 --> 00:22:24.660

Aimee Maxfield: We just focus on simulations. So if you're training tutors who have already had face to face experience that you're writing center. You might have a much more concise training program that focuses on simulations in whatever format you choose for your center. Next slide please.

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00:22:28.200 --> 00:22:36.630

Aimee Maxfield: So we talked about our advice template, a little earlier. And we use a blank version in training that includes guidance and suggestions about how to share feedback with students.

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00:22:37.290 --> 00:22:42.330

Aimee Maxfield: On this slide I've included the first two pages of the blank template and you'll notice the aqua highlighted text.

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00:22:42.750 --> 00:22:47.580

Aimee Maxfield: All of this will be replaced with personalized advice from the tutor in the final version of the advice document.

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00:22:48.000 --> 00:22:51.900

Aimee Maxfield: You can see the greeting the information about our services, the overview of advice right there.

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00:22:52.590 --> 00:23:04.680

Aimee Maxfield: All of our tutors use the same blank template, but the guidance in the architects was designed to help trainees, a new tutors develop the advice without having to necessarily refer to a lot of other documents for examples as much as possible.

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00:23:05.190 --> 00:23:12.390

Aimee Maxfield: It also serves as a gentle reminder for experienced shooters, just to make sure that they include everything in their advice. Next slide please.

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00:23:15.360 --> 00:23:21.840

Aimee Maxfield: So here you can see the next page of the template which contains what we think is arguably the most important part of it for both student and tutor.

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00:23:22.320 --> 00:23:23.970

Aimee Maxfield: Which is assignment management.

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00:23:24.510 --> 00:23:35.520

Aimee Maxfield: We asked tutors to complete the table and assignment Management section in all of their synchronous advice and we find that this is a really effective way to not only indicate revision needs, but also emphasize the progress, they've already made.

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00:23:36.330 --> 00:23:42.090

Aimee Maxfield: In addition, once the tutor is completed the table, they'll have a much more thorough understanding of the paper requirements.

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00:23:42.360 --> 00:23:50.070

Aimee Maxfield: Which in turn makes it easier to plan what to discuss in the body of the advice. So even though that might take a little more time up front. Once you've done that.

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00:23:50.730 --> 00:23:57.210

Aimee Maxfield: You have a much better sense of what you need to cover with the student. And what you're going to say. So it saves time later on. Next slide please.

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00:23:59.550 --> 00:24:03.510

Aimee Maxfield: So if anyone's interested in the complete version of our template will be happy to share it.

147

00:24:04.110 --> 00:24:10.740

Aimee Maxfield: But in the interest of time, we'll just take a look at our tutorial hierarchy pyramid which lists the other sections of the template.

148

00:24:11.130 --> 00:24:24.090

Aimee Maxfield: We use this infographic and others like it in training to reinforce our approach to advising so you can see there's assignment management, like we talked about, then you have these as an organization development and research formatting and citations and grammar mechanics.

149

00:24:25.710 --> 00:24:27.270

Aimee Maxfield: And. Next slide please.

150

00:24:30.030 --> 00:24:41.250

Aimee Maxfield: So thank you we enjoyed speaking with you today. And again, if you're interested in any of our materials that we use in training or interested in having a copy of our template. We're more than happy to share those

151

00:24:43.650 --> 00:24:44.220

Aimee Maxfield: Next slide.

152

00:24:47.730 --> 00:24:49.560

Aimee Maxfield: And back over to you. Holly. Thank you.

153

00:24:55.410 --> 00:24:55.710

Jenelle Dembsey: Okay.

154

00:24:55.740 --> 00:25:06.960

Holly Lynn Ryan: Thank you so much. I'm sorry, I'm just interrupting because I think we've worked out all the interpreter. I hope everybody can see them now. I think we've got it. But please message me if

155

00:25:08.040 --> 00:25:13.890

Holly Lynn Ryan: I don't know I mess it up again. So I'm going to mute myself again and send it back over to Joe

156

00:25:16.050 --> 00:25:21.750

Jenelle Dembsey: Hey, everyone. My name is Janelle Dempsey, and I'll be presenting on synchronous consulting in the writing center.

157

00:25:22.170 --> 00:25:28.980

Jenelle Dembsey: I designed and led about 12 semesters of training for one on one synchronous consulting at a brick and mortar institution.

158

00:25:29.490 --> 00:25:44.940

Jenelle Dembsey: Currently I lead synchronous group writing sessions for the Institutional Review Board application at North Central University. My title slide features an open laptop with the words. Join us online written in orange font on the screen. Next slide please.

159

00:25:46.830 --> 00:26:03.000

Jenelle Dembsey: If you'd like to follow along with me. You can download my presentation materials from my website at JM Dempsey calm spelled J. M. D. Be se y.com I've also put this link in the chat and I'll put it back in there again.

160

00:26:04.530 --> 00:26:12.060

Jenelle Dembsey: You are also welcome to use the synchronous training materials on my website and modify them for your writing center. Next slide please.

161

00:26:15.000 --> 00:26:26.370

Jenelle Dembsey: In case anyone's rusty with online consulting terms synchronous refers to interactions that take place in real time in a synchronous consultation, the consultant and writer can communicate through video

162

00:26:26.670 --> 00:26:36.600

Jenelle Dembsey: Audio and or text chat. They may discuss the writing by sharing their screens are working together in a whiteboard space or text sharing space. Next slide please.

163

00:26:39.450 --> 00:26:50.160

Jenelle Dembsey: When choosing a synchronous platform for your center you can consider and balanced the following institutional context what platforms, does your institution already provide or support.

164

00:26:50.640 --> 00:26:55.260

Jenelle Dembsey: Reliability is the video connection generally reliable and consistent

165

00:26:55.710 --> 00:27:06.960

Jenelle Dembsey: Flexibility or their features for varying learning and communication needs is the platform flexible enough for various technologies internet browsers or levels of internet connectivity.

166

00:27:07.680 --> 00:27:16.350

Jenelle Dembsey: Accessibility can disabled writers participate with interpreters screen readers text to speech software keyboard keys, etc.

167

00:27:16.890 --> 00:27:26.970

Jenelle Dembsey: And relevance is this technology relevant outside of your institution would learning this platform benefits staff and writers in future professional contexts.

168

00:27:27.570 --> 00:27:36.060

Jenelle Dembsey: For highly interactive synchronous consultations, I suggest combining a video meeting platform with a text sharing platform when possible.

169

00:27:36.660 --> 00:27:49.770

Jenelle Dembsey: When I worked at a Google campus. We use Google Hangouts and Google Docs with a lot of success. I currently work at a Microsoft campus and we use zoom and Microsoft SharePoint with success as well. Next slide please.

170

00:27:57.420 --> 00:27:58.380

Jenelle Dembsey: Next slide. Sorry.

171

00:28:02.610 --> 00:28:05.970

Jenelle Dembsey: The rest of my presentation or he skipped one. Sorry, can you go back one.

172

00:28:08.790 --> 00:28:16.470

Jenelle Dembsey: Sorry, the rest of my presentation will focus on how writing center administrators can train their staff for synchronous writing consultations.

173

00:28:16.830 --> 00:28:24.600

Jenelle Dembsey: As with any training you will start by determining your learning outcomes and then designing activities that help consultants to meet those outcomes.

174

00:28:25.230 --> 00:28:36.300

Jenelle Dembsey: In a synchronous training I've designed consultants needed to build upon previous Learning Center knowledge and transfer skills from a face to face context to an online synchronous context.

175

00:28:36.660 --> 00:28:48.300

Jenelle Dembsey: This training was also not part of a larger writing center course. With that in mind, the learning outcomes. I suggest for synchronous training are one demonstrate proficient use of the technology platform.

176

00:28:48.900 --> 00:28:58.020

Jenelle Dembsey: To apply multi modal strategies with flexibility and creativity three assist with technology troubleshooting and technological literacy

177

00:28:58.470 --> 00:29:14.730

Jenelle Dembsey: For utilize effective written feedback in text chat consultations and five navigate between communication methods and platforms all discuss each of these learning outcomes individually and suggest training activities for meeting these outcomes. Next slide please.

178

00:29:17.910 --> 00:29:29.880

Jenelle Dembsey: learning outcome one demonstrate proficient use of the technology platforms. The photo on this slide shows the corners of a laptop, tablet and smartphone on a sack cloth surface. Next slide please.

179

00:29:33.840 --> 00:29:45.990

Jenelle Dembsey: The best way to help consultants become proficient with your technology platforms is to immerse them in those platforms through our training and to conduct the training itself online, which wasn't effective practice before Kobe.

180

00:29:47.310 --> 00:29:58.560

Jenelle Dembsey: To train consultants online you can pair asynchronous and synchronous activities record short instructional videos, five minutes or less for consultants to watch on their own time.

181

00:29:59.010 --> 00:30:10.230

Jenelle Dembsey: Assign asynchronous activities to reflect upon or

apply information from your videos design all writing and discussion activities to be completed within your texture and platform.

182

00:30:10.830 --> 00:30:20.970

Jenelle Dembsey: Schedule synchronous group meetings and mock consultations in your video meeting platform and use group meetings for group discussion and group activities. Next slide please.

183

00:30:23.070 --> 00:30:33.330

Jenelle Dembsey: In addition to using the platforms to complete training consultants can build proficiency through the following activities watching short videos and introduce the technology platforms and their features.

184

00:30:34.050 --> 00:30:49.110

Jenelle Dembsey: Attending a synchronous consultation as a writer or observer utilizing features of the technology platforms in training meetings and mock consultations and recording their own videos that explain the features of the technology platforms. Next slide please.

185

00:30:52.260 --> 00:31:03.570

Jenelle Dembsey: learning outcome to apply multimodal strategies with flexibility and creativity. This photo shows an open laptop and smartphone surrounded by paint tubes and a painted canvas.

186

00:31:04.200 --> 00:31:12.840

Jenelle Dembsey: Once consultants have been introduced to the basics of the technology platforms they can begin learning how to use those platforms strategically to facilitate learning

187

00:31:13.200 --> 00:31:20.370

Jenelle Dembsey: Knowing which features and strategies to use to meet the writers needs requires flexibility and creativity. Next slide please.

188

00:31:23.010 --> 00:31:30.780

Jenelle Dembsey: I'm going to briefly overview some effective multimodal strategies for synchronous consultations based on the technology platforms that I've used

189

00:31:31.080 --> 00:31:36.210

Jenelle Dembsey: These same strategies can be transferred to face to

face and asynchronous context as well.

190

00:31:36.900 --> 00:31:47.910

Jenelle Dembsey: So writing revising writing and revising in real time without a consultant physically looking over their shoulder writers often feel more comfortable writing and revising within a synchronous space.

191

00:31:48.210 --> 00:31:53.910

Jenelle Dembsey: In a text sharing space the consultant can even watch the revisions and provide feedback in real time.

192

00:31:55.140 --> 00:32:03.900

Jenelle Dembsey: Collecting texts with your cursor in some tech sharing spaces such as Google Docs other users can see when you have selected text with your cursor.

193

00:32:04.110 --> 00:32:21.480

Jenelle Dembsey: selecting text is a visual way of directing the writers attention to a specific sentence or paragraph for discussion, highlighting and color coding text highlighting text and color is a great way to indicate patterns for revision, such as consistent phrases that are unclear or wordy.

194

00:32:22.620 --> 00:32:31.350

Jenelle Dembsey: Color can also point out areas to return for discussion or emphasize important parts of the paper, such as the thesis statement and topic sentences.

195

00:32:32.190 --> 00:32:44.130

Jenelle Dembsey: Inserting comments come in bubbles can be used to record the writers concerns save notes or feedback for future reference work on a reverse outline or provide links to relevant resources.

196

00:32:44.790 --> 00:32:54.240

Jenelle Dembsey: Screen Sharing screen sharing is another way for consultants and writers to be a document at the same time when a text sharing space is not available or conducive

197

00:32:54.900 --> 00:32:59.940

Jenelle Dembsey: For example, screen sharing would be helpful for

writers who need help formatting their dissertation.

198

00:33:00.540 --> 00:33:08.730

Jenelle Dembsey: Consultants can also use screen sharing to visually model tasks such as navigating the writing centers resources or using a library database.

199

00:33:09.450 --> 00:33:18.450

Jenelle Dembsey: Text chatting a text chat space can be used to summarize or record your feedback in writing suggest revisions or share resources and documents.

200

00:33:18.780 --> 00:33:24.840

Jenelle Dembsey: In group writing sessions. It's also common for writers to leave comments in the chat while others are talking

201

00:33:25.380 --> 00:33:42.360

Jenelle Dembsey: text chat can also be the primary method of communicating, as we will discuss and learning outcome for you. Lastly, recording with the writers permission, you can record consultations and share the video file with the writer for them to rewatch at a later time. Next slide please.

202

00:33:44.550 --> 00:33:51.210

Jenelle Dembsey: This screenshot of a synchronous consultation in Google Docs provides an example of what multimodal strategies can look like

203

00:33:51.510 --> 00:34:01.740

Jenelle Dembsey: In this example, the consultant has recorded the writers concerns in a comment bubble in the upper right corner and his inserted. Another comment to remind the writer to decide on word choice.

204

00:34:02.130 --> 00:34:10.920

Jenelle Dembsey: The writer has highlighted the thesis of their paper in blue and his use suggestion mood to track the revisions. They are making in the document. Next slide please.

205

00:34:13.110 --> 00:34:23.550

Jenelle Dembsey: To watch multimodal strategies consultants can watch a short video on effective multimodal strategies and a recorded

synchronous consultation that models. These strategies.

206

00:34:24.000 --> 00:34:37.290

Jenelle Dembsey: Reflect on the multimodal practices used in the sample consultation and how those practices are similar to or different from what they already know whether that be a face to face context asynchronous context peer review, etc.

207

00:34:38.130 --> 00:34:50.370

Jenelle Dembsey: Respond to various consulting scenarios and described multimodal practices they might use in those scenarios and of course apply multimodal strategies and a mock synchronous consultation. Next slide please.

208

00:34:53.100 --> 00:35:05.400

Jenelle Dembsey: learning outcome three assists with technology troubleshooting and technological literacy in the photo for this outcome, a hand pointer hovers over a question mark with the keyboard in the background. Next slide please.

209

00:35:07.260 --> 00:35:18.300

Jenelle Dembsey: Technology issues will happen and are expected in synchronous consultations so synchronous training can prepare consultants to troubleshoot common technology issues in the platforms they will be using

210

00:35:18.870 --> 00:35:28.410

Jenelle Dembsey: They will also likely work with writers who have not yet. Use the platforms before or are not comfortable with technology. So consultants may need to assist with teaching this literacy

211

00:35:29.040 --> 00:35:35.820

Jenelle Dembsey: In a synchronous consultation consultants may do any of the following help writers, navigate to the correct location for their appointment.

212

00:35:36.180 --> 00:35:45.480

Jenelle Dembsey: troubleshoot initial technology problems and any problem that occurs throughout the session introduce or explain the features of the technology platform.

213

00:35:45.900 --> 00:35:52.200

Jenelle Dembsey: Prepare writers for what to do if they become disconnected or their video slash audio fails during this session.

214

00:35:52.830 --> 00:36:03.660

Jenelle Dembsey: a best practice is to tell writers to chat or email the consultant, if something goes wrong and suggest alternative communication methods or platforms when needed. Next slide please.

215

00:36:06.690 --> 00:36:17.520

Jenelle Dembsey: To become comfortable with troubleshooting and teaching technological literacy consultants can watch a recorded consultation, where the consultant addresses technology issues and introduces the platform.

216

00:36:18.060 --> 00:36:36.630

Jenelle Dembsey: Respond to scenarios involving technology problems and describe solutions troubleshoot a long list of technology issues in quick succession and practice solving technology issues. Introducing the platform and applying multimodal strategies in a mock consultation. Next slide please.

217

00:36:38.760 --> 00:36:50.610

Jenelle Dembsey: learning outcome for utilize effective written feedback and text chat consultations. The photo on the screen is a close up of a green keyboard key with a smiley face icon. Next slide please.

218

00:36:52.080 --> 00:36:59.730

Jenelle Dembsey: It's important to remember that some writers will not have working webcams or microphones and some writers will not be verbal communicators.

219

00:37:00.060 --> 00:37:05.550

Jenelle Dembsey: Synchronous training can prepare consultants to use text chat as a primary method of communicating

220

00:37:06.450 --> 00:37:11.820

Jenelle Dembsey: text chat consultations pull heavily from effective practices for asynchronous written feedback.

221

00:37:12.270 --> 00:37:26.640

Jenelle Dembsey: Practices to teach consultants include managing time

text chat conversations will move at a slower pace than verbal conversations so consultants need realistic expectations about what can be accomplished in a text chat consultation.

222

00:37:27.240 --> 00:37:29.280

Jenelle Dembsey: clarifying the moves of the session

223

00:37:29.580 --> 00:37:40.110

Jenelle Dembsey: Consultants will need to clarify what they are doing and what the writer should be doing. For instance, if it's time to read through the document that consultant can clarify which paragraphs, they are going to read

224

00:37:40.380 --> 00:37:45.570

Jenelle Dembsey: Invite the writer to read the same paragraphs and then let the writer know when they have finished reading

225

00:37:46.410 --> 00:38:03.270

Jenelle Dembsey: Breaking up text sending messages with huge chunks of text can be overwhelming to writers and take them a while to read instead consultants can send feedback in small chunks that are less overwhelming and give the writer time to begin reading, while the consultant continues typing.

226

00:38:04.290 --> 00:38:15.030

Jenelle Dembsey: And lastly, encouraging in formality text chat can often reflect texting and that writers may not use punctuation or capitalization, and may use emojis to convey their reactions.

227

00:38:15.390 --> 00:38:22.020

Jenelle Dembsey: Consultants should be encouraged to match the informality or formality of the writer to build rapport. Next slide please.

228

00:38:24.300 --> 00:38:32.790

Jenelle Dembsey: To learn text chat consulting consultants can analyze a sample text chat consultation for the effective practices we just discussed.

229

00:38:33.180 --> 00:38:41.160

Jenelle Dembsey: We would have consultants complete this activity with a mentor, so they can also learn about that mentors experience with

text chat consultations.

230

00:38:41.760 --> 00:38:52.470

Jenelle Dembsey: Practice just setting the agenda through text chat this short exercise helps consultants to alter their time expectations and receive feedback before doing a full consultation.

231

00:38:53.040 --> 00:39:04.050

Jenelle Dembsey: Reflect upon and revise their text chat transcript. According to feedback they received and practice a full mock consultation through text chat, but. Next slide please.

232

00:39:06.060 --> 00:39:12.960

Jenelle Dembsey: And the last learning outcome we will discuss today learning outcome five navigate between communication methods and platforms.

233

00:39:13.230 --> 00:39:27.540

Jenelle Dembsey: On this slide, white hands are typing on a laptop keyboard above the keyboard or five icons depicting a smartphone traditional telephone chat bubbles on below location symbol and at symbol. Next slide please.

234

00:39:30.390 --> 00:39:43.650

Jenelle Dembsey: Synchronous consultants may have to switch from audio to text chat or vice versa within the same appointment consultants may also have to track down a writer via email or telephone or switch to another platform. If the writer is frustrated

235

00:39:44.070 --> 00:39:55.080

Jenelle Dembsey: This is of course a lot to balance at one time and is why synchronous consultations require more skill and practice than face to face or asynchronous consultations. Next slide please.

236

00:39:57.000 --> 00:40:04.170

Jenelle Dembsey: The previous training activities will have helped consultants to build the skills individually. Now, they just need to practice bringing them all together.

237

00:40:04.470 --> 00:40:11.640

Jenelle Dembsey: Consultants can practice mock consultations that require switching between multiple communication methods or platforms.

238

00:40:12.030 --> 00:40:19.350

Jenelle Dembsey: And just begin consulting or co consulting with support from a mentor and start applying their skills in real context.

239

00:40:19.860 --> 00:40:27.630

Jenelle Dembsey: In my experience, consultants are often nervous about starting synchronous consultations with writers, even if they have a lot of writing center experience.

240

00:40:27.960 --> 00:40:43.170

Jenelle Dembsey: They are worried about encountering technology issues and not remembering what to do. So I suggest scheduling them to consult at the same time as a veteran consultant or mentor who can co consult with them, observe or provide support throughout their first semester.

241

00:40:44.250 --> 00:40:45.180

Jenelle Dembsey: Next slide please.

242

00:40:47.550 --> 00:40:58.290

Jenelle Dembsey: And just a reminder that I have examples of these activities linked on my website, which you can use and modify for your own purposes, and I'll provide the link again in the chat. Now we'll turn it over to Megan and Kim. Thank you.

243

00:41:04.260 --> 00:41:06.810

Megan Boeshart: Thank you. Jenelle, and so

244

00:41:07.860 --> 00:41:15.150

Megan Boeshart: That was awesome. By the way, I thought that that was great, very practical and useful things that I think we can use for training.

245

00:41:15.600 --> 00:41:23.880

Megan Boeshart: So I'm Kim and I are going to talk to you all a little bit about some principles for choosing tools for online writing center work.

246

00:41:24.450 --> 00:41:34.290

Megan Boeshart: In this could be the tools that you use for

asynchronous or synchronous tutoring, but also to think about ways that tutors can communicate with each other.

247

00:41:34.620 --> 00:41:51.660

Megan Boeshart: Especially if you are in a situation where everyone is going to be remotely working over this fall semester because it can be difficult if there's not a way for everyone to actually communicate face to face. And we're also going to talk a little bit about

248

00:41:53.640 --> 00:41:56.220

Megan Boeshart: Tools that you can choose for a virtual help desk to

249

00:41:57.720 --> 00:42:11.520

Megan Boeshart: At the end of our presentation. We're going to give a handout where we basically have given a list of a bunch of different tools that we either have personally used or have seen other writing center use for these purposes.

250

00:42:12.030 --> 00:42:19.230

Megan Boeshart: So that you can get an idea of what tools are out there, especially if you're having to make some decisions you weren't really sure where to get started.

251

00:42:20.370 --> 00:42:21.420

Megan Boeshart: Next slide please.

252

00:42:22.920 --> 00:42:44.790

Megan Boeshart: So we came up with five principles that we think are really important for choosing those tools or the ways that you're going to include that technology in your writing center and those include comfort cost simplicity support and then accessibility or adaptability of those technologies.

253

00:42:46.770 --> 00:42:47.760

Megan Boeshart: Right and. Next slide.

254

00:42:51.240 --> 00:43:02.160

Kim Fahle: So our first principle is comfort and kind of our suggestion is that you want to consider tools that tutors and our students are already familiar with and comfortable.

255

00:43:02.640 --> 00:43:20.010

Kim Fahle: Right now with the switch and move to remote and online. Many students and tutors are being asked to learn and work and we use that they hadn't before and are getting inundated with new technologies and new workflows.

256

00:43:20.640 --> 00:43:38.490

Kim Fahle: So as you're thinking about tools, you want to think about what tools and technologies just students use in their everyday lives that they might already be comfortable with, as well as what tools and technology. Students are familiar with from their use at your institution. Next slide.

257

00:43:42.390 --> 00:43:50.910

Megan Boeshart: So the second thing that comes up is cost and at least for me this was something that has been very important because

258

00:43:51.330 --> 00:44:06.300

Megan Boeshart: At the OD writing center before this past year. We didn't have a budget. So trying to figure out technology that we could use while also not having money to spend on it was really important and so

259

00:44:07.410 --> 00:44:19.920

Megan Boeshart: This is something that I know may come up for some of you, because a lot of institutions are tightening their budget during the time of crisis, which can impact the funds that you have available that you can actually use for technology tools so

260

00:44:20.790 --> 00:44:26.010

Megan Boeshart: One of the things that we will have on that handout is a bunch of the tools and listing

261

00:44:26.640 --> 00:44:34.680

Megan Boeshart: If they're free, or if they're a free versions that you can implement especially if it's something that your institution doesn't already use

262

00:44:34.950 --> 00:44:43.050

Megan Boeshart: So a couple questions to think about when you're considering cost is do you have the funds for the tools or the subscriptions.

263

00:44:43.560 --> 00:44:56.130

Megan Boeshart: And how much are they, um, this is gonna be really important because some tools are really cool. But if you don't have the money to actually support keeping it around is probably not a good idea to introduce it

264

00:44:56.790 --> 00:45:11.610

Megan Boeshart: So think about what free tools are available in what constraints. Do you run up against what the free tools or the free versions of those tools. And then what tools are technologies do your students have access to through your institutional licenses already

265

00:45:13.140 --> 00:45:24.210

Megan Boeshart: This is something that sometimes we don't even realize what we have access to through our institution. And so we'd really encourage you to set up a time to talk with someone in your IT department.

266

00:45:24.570 --> 00:45:29.370

Megan Boeshart: To talk through what types of technology, your institution has already purchased

267

00:45:29.580 --> 00:45:40.800

Megan Boeshart: Whether it might be for the entire university or something that they may have purchased for a particular department already that then you can kind of jump on that bandwagon and use that technology tool as well.

268

00:45:42.450 --> 00:45:43.620

Megan Boeshart: Next slide please.

269

00:45:46.530 --> 00:45:55.140

Kim Fahle: Alright, next principle is simplicity and on this slide. There's a picture with a kind of marquee sign that says less is more.

270

00:45:55.830 --> 00:46:04.260

Kim Fahle: When it comes to technology more isn't better like we mentioned with comfort that students are being inundated with new right now.

271

00:46:04.530 --> 00:46:12.930

Kim Fahle: And so we don't want to overload students or tutors with too many tools and technologies that they need to learn and to negotiate.

272

00:46:13.680 --> 00:46:25.620

Kim Fahle: So you want to think about what are the most important tasks that you need to be able to do for your writing center work because that's going to help you prioritize tools that allow you to do that work.

273

00:46:26.040 --> 00:46:39.330

Kim Fahle: And you may also think about what tools allow you to accomplish more than one kind of work so that you are not using so many tools to accomplish these different tasks. Next slide.

274

00:46:42.960 --> 00:46:51.690

Kim Fahle: On this slide, we have a picture of a sort of a keyboard with a key that says help and this is to symbolize our principle of support.

275

00:46:52.440 --> 00:47:07.200

Kim Fahle: You want to think about how you tutors are students are going to get support for using these technologies is the support going to be expected to come through you, or is it going to be coming through your IT department.

276

00:47:08.250 --> 00:47:19.740

Kim Fahle: Some tools because they are purchased through institutional license. Your it might be the go to for students if they are having problems with these tools or technologies.

277

00:47:20.190 --> 00:47:34.230

Kim Fahle: Is however you have certainly been the one to purchase or to implement this free tool, it's likely that you or tutors will be the ones that are responsible for doing technology troubleshooting.

278

00:47:34.830 --> 00:47:48.180

Kim Fahle: So what is going to be the procedure and process for that and what support is already as part of the tool or as part of your institutional license.

279

00:47:49.320 --> 00:47:50.130

Kim Fahle: Next line.

280

00:47:53.700 --> 00:48:05.910

Megan Boeshart: So we also wanted to mention accessibility and adaptability to think about how accessible various tools will be for students. I'm considering disability and technology access

281

00:48:06.630 --> 00:48:23.820

Megan Boeshart: So is the tool usable by those with vision or hearing impairments. What technology or internet access. Does this tool or technology require this is really important when you think about your student population and are the students going to be

282

00:48:24.840 --> 00:48:27.270

Megan Boeshart: In a position where they don't have access to

283

00:48:28.620 --> 00:48:39.000

Megan Boeshart: Stable internet is it that they may not be able to use things like janell mentioned they may not be able to use video they may not be able to

284

00:48:39.600 --> 00:48:49.920

Megan Boeshart: Have enough bandwidth to make that happen. So instead, are you thinking about how that technology or that Internet access is going to affect how they use that tool or not.

285

00:48:50.550 --> 00:48:58.530

Megan Boeshart: And then also how easily can the tool be used on mobile devices. And while many of us may feel most comfortable using a computer.

286

00:48:59.310 --> 00:49:10.380

Megan Boeshart: Or a laptop or anything like that to do tutoring. A lot of students may be accessing online tutoring using a mobile device. And so it's also important to think about how

287

00:49:10.650 --> 00:49:18.210

Megan Boeshart: The tools or technologies that you're implementing How are those going to be viewed or seen on a mobile device and is it accessible or not.

288

00:49:20.610 --> 00:49:22.320

Megan Boeshart: Right and. Next slide please.

289

00:49:24.330 --> 00:49:27.090

Kim Fahle: Okay, Holly, can you please pull up our worksheet.

290

00:49:30.360 --> 00:49:31.710

Holly Lynn Ryan: Give me two seconds.

291

00:49:43.500 --> 00:49:52.560

Kim Fahle: So as Holly is pulling this up, um, let me tell you what we have created. So we've created a worksheet like Megan said that has

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00:49:53.790 --> 00:50:04.560

Kim Fahle: A list of tools that could potentially be used for writing center work, including tutoring, but also things like training tutor communication and virtual help desk.

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00:50:05.160 --> 00:50:19.080

Kim Fahle: So we are going to share this on our screen, but we will also be making this available for all webinar participants and included with the video posting of the webinar. So the

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00:50:20.610 --> 00:50:33.450

Kim Fahle: Kind of when we get a chance to see the tools we have on our worksheet indicated kind of whether these are free tools if they are free and potentially having a

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00:50:34.800 --> 00:50:44.430

Kim Fahle: Thank you. Holly potentially free and having the subscription costs or if they will particularly have a cost. And then we have four

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00:50:44.820 --> 00:51:04.470

Kim Fahle: tags that we have included to help you think about what functions we imagine that these tools could be used for. So we have a tab for tutoring that. So this is a tool that can be used for synchronous or asynchronous tutoring, we have a tab for tutor or staff virtual communication.

297

00:51:05.520 --> 00:51:10.920

Kim Fahle: We have a tag for a virtual help desk and a tag for training.

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00:51:11.460 --> 00:51:27.060

Kim Fahle: So we're not going to go through every single one of these tools, but what Megan and I are going to do is talk a little bit about some of the tools that we have used or considered using and talk through some of the ways that we have kind of done that.

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00:51:28.470 --> 00:51:36.330

Kim Fahle: So the first tool that I want to talk about is canvas. That is our learning management system at York and so

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00:51:36.960 --> 00:51:49.260

Kim Fahle: We have tried to think about how we can leverage the learning management system since that is this the system that students are most familiar with, for academic work.

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00:51:50.010 --> 00:52:00.390

Kim Fahle: We have worked with our IT staff to be able to create a writing center Canvas course where students have access to our

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00:52:01.080 --> 00:52:15.030

Kim Fahle: Handouts and links for resources directions for how to make appointments and things like that, we determined that we wanted to put that material on Canvas versus our website.

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00:52:15.450 --> 00:52:30.450

Kim Fahle: Because from some usability testing that we did with students about our services. We learned that our students don't typically go to the university website, but they are in the learning management system every day. And so it is meeting them where they are at

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00:52:31.350 --> 00:52:36.510

Kim Fahle: We're also still experimenting and exploring kind of how we can better use this

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00:52:37.050 --> 00:52:57.180

Kim Fahle: Canvas has a chat feature that we're currently investigating to see if this could be a way that students could ask us quick questions or help get information about how to make an

appointment or things like that. So we're still kind of investigating all of the different kind of options.

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00:52:58.470 --> 00:53:13.860

Kim Fahle: Um, the next tool that I want to kind of point out is we have live chat and living answers. I saw someone in the chat mentioned that libraries can be a great kind of partner as well for thinking about tools and this is

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00:53:14.340 --> 00:53:25.380

Kim Fahle: Been kind of true for us as well. Our, our library uses live answers to build their website and I think many libraries do, and this has an embedded chat feature.

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00:53:26.490 --> 00:53:36.840

Kim Fahle: We found out from talking to our librarians that they are actually willing to have a set up our own chat using their license. So, this wouldn't be an additional cost to us.

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00:53:37.200 --> 00:53:51.720

Kim Fahle: That we're still thinking through with this is something we can do. How would it be manned, things like that, but just the idea that this is an opportunity for us, that doesn't cost anything versus having to investigate a new tool.

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00:53:53.130 --> 00:53:57.570

Kim Fahle: I've seen in the chat to that people have mentioned slack slack is the

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00:53:59.220 --> 00:54:12.960

Kim Fahle: Is the primary method that we use in our Center for tuner communication. So we have multiple kind of channels set up for various topics like training.

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00:54:14.100 --> 00:54:24.420

Kim Fahle: For shift coverage on things like that, as I've been kind of working and learning more about slack. I've realized, though, that

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00:54:25.410 --> 00:54:32.310

Kim Fahle: My tutors need additional information about kind of how to use this or what are the expectations for each of these kind of channels.

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00:54:32.580 --> 00:54:42.030

Kim Fahle: So one of my projects this summer is actually creating a slack guide for my tutors so that they have some information about particularly how

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00:54:42.420 --> 00:54:52.290

Kim Fahle: I'm asking them to use this in a professional contacts. And then we're also thinking about how we can leverage other tutors to be able to help

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00:54:52.590 --> 00:55:11.790

Kim Fahle: Lead the use of slack by having some tutors be responsible for answering the tutoring questions, having other tutors be responsible for managing the random channel and posting weekly polls and contests and fun means as a way to establish community.

317

00:55:13.410 --> 00:55:22.260

Kim Fahle: And then finally, I wanted to talk about zoom. So we do use WC online as our appointment scheduling system.

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00:55:22.770 --> 00:55:27.990

Kim Fahle: And of course they'll be see online does have a synchronous tutoring module as part of it.

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00:55:28.440 --> 00:55:39.300

Kim Fahle: But we have a zoom institutional license at our school and that is how all of our remote and online teaching has been so this is a platform that students are more familiar with.

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00:55:39.930 --> 00:55:55.950

Kim Fahle: So, though it is a little bit more work and set up for me as the writing center director to integrate WC online and zoom it makes it simpler for students to be able to use a tool that they are comfortable with.

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00:55:56.970 --> 00:56:04.530

Kim Fahle: So I'm going to turn it over to Megan to get to talk about some of the tools that she has used in her sector.

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00:56:06.060 --> 00:56:06.750

Kim Fahle: Thanks, Kim.

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00:56:06.840 --> 00:56:11.280

Megan Boeshart: So we use WC online as our scheduling.

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00:56:12.630 --> 00:56:17.040

Megan Boeshart: Place in our hub also for asynchronous and synchronous tutoring.

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00:56:17.760 --> 00:56:25.560

Megan Boeshart: Though we do implement what janell talked about, which is how do you talk to students about when the technology fails and

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00:56:25.890 --> 00:56:40.200

Megan Boeshart: What some potential workarounds are so for us when the WC online synchronous environment isn't working for a student, then we use zoom because it's the institutional license that we have at odio

327

00:56:41.850 --> 00:56:50.880

Megan Boeshart: We also use screen casting software for our asynchronous appointment. So rather than them being just text based we actually

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00:56:51.420 --> 00:57:05.130

Megan Boeshart: Create a short video where the tutor verbally walk students through the feedback that they have for them. So we use screen caps to phi, which is made by Google specifically because it saves all of the videos.

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00:57:05.760 --> 00:57:14.220

Megan Boeshart: On to our university network and we're able to share them with the other tutors, as well as to share them with students.

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00:57:15.000 --> 00:57:25.950

Megan Boeshart: For us slack is our primary tutor to tutor communication. This worked really well for us, even before we moved completely online in the spring.

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00:57:26.250 --> 00:57:34.650

Megan Boeshart: But it really was kind of a thing that that held us together. I think in the spring was to have a place where we could

communicate with each other.

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00:57:35.280 --> 00:57:48.600

Megan Boeshart: To talk about all the things that were happening in the center, but also kind of as a place where we could cheer each other on because they know a lot of the tutors were kind of struggling, especially as we end up the end of the semester in the spring.

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00:57:50.070 --> 00:57:55.860

Megan Boeshart: And lastly, like we're, we're trying to kind of decide what we want to do for our

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00:57:56.910 --> 00:58:06.090

Megan Boeshart: Faith basically virtual help desk to. So we're kind of exploring some things right now and working with some other folks on campus, which I think is really important that

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00:58:06.360 --> 00:58:17.340

Megan Boeshart: You don't necessarily feel alone and the reach out to places like it or your library and see what other people are using. And if it's possible for you to use similar things.

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00:58:18.240 --> 00:58:32.640

Megan Boeshart: And then I think probably last but not least, is that sometimes your tutors know what they want to use to communicate with each other better than even you do. Um, originally

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00:58:33.390 --> 00:58:42.630

Megan Boeshart: I started the Slack channel because the tutors were saying that the ways that they had had to communicate before I became the director there weren't working

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00:58:43.230 --> 00:58:48.840

Megan Boeshart: And so they said we need something like this. And that's really what helped me kind of come up with

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00:58:49.440 --> 00:59:06.930

Megan Boeshart: Using slack and choosing to use that. So I also would encourage you to talk with the your veteran tutors or with previous tutors that you've had in the center and see what their needs are and what the culture of your particular campus calls for to help me make

some of those decisions.

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00:59:12.840 --> 00:59:14.580

Megan Boeshart: And I think that's all we have.

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00:59:18.750 --> 00:59:32.400

Megan Boeshart: But we will make sure that everybody has a copy of this this PDF as well. And we also meet a section so that you can make comments. If you're just trying to explore things a little bit, so hopefully it will be useful to you.

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00:59:35.520 --> 00:59:43.260

Holly Lynn Ryan: Thank you everybody so much this is wonderful. I cannot wait to go back and watch it all again.

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00:59:44.130 --> 00:59:48.870

Holly Lynn Ryan: So we're going to now move into the question and answer phase.

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00:59:49.260 --> 00:59:58.950

Holly Lynn Ryan: Some of you have been posting questions in the chat. And that's great because other attendees have been able to respond and you can have a little chat over there.

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00:59:59.280 --> 01:00:12.480

Holly Lynn Ryan: But if you have formal questions that you would like our presenters to answer please post them in the Q AMP a button. I see right now there's 22 questions there. So I'm going to stop screen sharing

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01:00:13.530 --> 01:00:31.050

Holly Lynn Ryan: So y'all don't need to see my own thousand open tabs and i'm i don't i'm going to just start at the beginning of these questions if panel panelists. If you feel like you want to jump in and answer anything, feel free. But I will start with the one

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01:00:32.190 --> 01:00:39.330

Holly Lynn Ryan: At the very top that came in at the beginning was a question from Courtney and she says hi all

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01:00:40.200 --> 01:00:47.430

Holly Lynn Ryan: In assignment management. It sounds like you're focusing on whether the writer has met the assignment requirements.

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01:00:47.820 --> 01:01:03.900

Holly Lynn Ryan: We do so in our writing center by encouraging writers to send along writing assignments and rubrics, but sometimes writers only send the paper and even overlook follow up requests to send them ahead of time ahead of the appointment time. How do you address such problems.

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01:01:06.930 --> 01:01:10.980

Aimee Maxfield: A Holly, I'd be happy to answer that question. This is Amy um

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01:01:12.090 --> 01:01:23.130

Aimee Maxfield: That does happen a lot. And sometimes you'll get either a student that doesn't submit anything with their request or will type into the assignment description box. Something like paper or research essay

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01:01:23.550 --> 01:01:32.520

Aimee Maxfield: Um, and so we, there's a couple of different things that we do one on our submission form it and instruct students how to copy and paste their assignment information into the form

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01:01:33.660 --> 01:01:39.480

Aimee Maxfield: And then also if if we don't get anything from the student when the, when the tutor goes to write the advice.

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01:01:40.320 --> 01:01:50.850

Aimee Maxfield: They just put in a little blurb that will say something like it really helps us to have your assignment requirements if you decide to submit work to us in the future, you can just copy and paste them into the submission form.

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01:01:51.660 --> 01:02:01.500

Aimee Maxfield: In the meantime, it looks like you're working on a narrative essay. So I'll give you feedback based on some of the, the common qualities of a narrative essay

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01:02:02.070 --> 01:02:16.890

Aimee Maxfield: But definitely check my advice against your professors

assignment requirements. So just sort of a little caveat in there that that we want them to understand that we don't have access to the materials because sometimes I think students think that you do.

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01:02:18.420 --> 01:02:28.080

Aimee Maxfield: And that they don't need to submit them, but that way. They are encouraged to do it next time, and sometimes students will even follow it up both submit the request back again quickly with it.

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01:02:29.220 --> 01:02:30.630

Aimee Maxfield: So yeah, that's how we handle that.

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01:02:32.340 --> 01:02:33.990

Dan Gallagher: And I might just add one

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01:02:34.590 --> 01:02:36.540

Dan Gallagher: Small thing to Amy's so this is Dan.

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01:02:38.880 --> 01:02:50.280

Dan Gallagher: You NGC us is a little bit unique in that there's there's more kind of consistency across sections in terms of require in terms of assignments, then at a lot of other schools.

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01:02:50.730 --> 01:02:57.120

Dan Gallagher: So sometimes when we're in a situation like that we might be able to find the actual assignment instructions from a different session.

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01:02:57.870 --> 01:03:00.900

Dan Gallagher: Looking back and do to kind of our own history there.

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01:03:03.570 --> 01:03:09.780

Aimee Maxfield: Exactly. And also, even with that we do tell advisors that if you find one from another section of the same course to definitely

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01:03:10.200 --> 01:03:18.780

Aimee Maxfield: mention something to the student like it looks like some of your classmates have submitted a an papers with these assignment requirements. But again, definitely check them.

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01:03:19.530 --> 01:03:25.950

Aimee Maxfield: We try and put that responsibility on the students as much as possible while still trying to help them with what we think they're working on

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01:03:28.230 --> 01:03:29.100

Holly Lynn Ryan: Great, thank you.

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01:03:30.090 --> 01:03:44.970

Holly Lynn Ryan: Another question for asynchronous tutoring. So this could go to Amy and Dan, but others have engaged in this as well, which is how do you help tutors manage the workload as specifically how much time they spend on each paper.

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01:03:51.000 --> 01:03:55.110

Dan Gallagher: I can take first crack at this and then Amy, you can you can follow up, and correct me.

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01:03:57.300 --> 01:04:07.860

Dan Gallagher: So, as we mentioned in the presentation that we're we're aiming for tutors to spend an average of no more than 90 minutes on a session.

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01:04:08.880 --> 01:04:19.770

Dan Gallagher: A lot of the things that we do in the kind of initial training environment, encourage them to work on their time management, a lot of the same things that you do in face to face.

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01:04:20.820 --> 01:04:30.330

Dan Gallagher: Centers. How do you, you know, quickly get a sense of what the students writing issues are, are, how do you prioritize them.

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01:04:32.250 --> 01:04:35.670

Dan Gallagher: The biggest issue I think on our end is that

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01:04:36.720 --> 01:04:45.480

Dan Gallagher: Just the act of writing and then pulling in resources and examples and things like that can take a little more time than a conversation normally would.

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01:04:46.890 --> 01:04:58.260

Dan Gallagher: A lot of our folks. Basically it. I should also say this, I mentioned that we don't have peer tutors in the in the traditional sense, a lot of our folks have been with us for 10 plus years.

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01:04:59.010 --> 01:05:07.980

Dan Gallagher: over that time they've built up large catalogues of material. So they'll have kind of go to explanations of common situations.

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01:05:08.700 --> 01:05:15.720

Dan Gallagher: They'll have their own kind of library of resources that they incorporate into the advice. So all of those help with time saving

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01:05:16.590 --> 01:05:30.570

Dan Gallagher: But it also becomes just sort of a getting to know what you're doing. I think every tutor gets faster over time because they're, they're more confident they're not questioning their, their pathways so much through a session.

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01:05:33.330 --> 01:05:42.780

Dan Gallagher: So yeah, I think we give them the skills in their initial training to to manage their time. Well, in a, in a session.

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01:05:44.070 --> 01:05:48.660

Dan Gallagher: On a shirt. Amy, do you want to add anything else to that because you are the go to for this question.

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01:05:49.710 --> 01:05:57.960

Aimee Maxfield: I don't have anything that I need to correct. I thought, I thought that was great. Um, I, the only thing I wanted to add is just in terms of our scheduling on

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01:05:58.770 --> 01:06:08.220

Aimee Maxfield: Our schedule might work a little bit different than then some writing centers in that we asked our tutors to tell us how many requests. How many papers they would like to advise a day.

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01:06:08.520 --> 01:06:17.070

Aimee Maxfield: Which days and, at which time of day. So for example,

we might have tutors that say, I would like to papers in the morning on Monday, Wednesday and Friday.

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01:06:18.360 --> 01:06:31.800

Aimee Maxfield: And so they sort of get to know what the workload is like, and later on they might say, you know, I can take an extra paper on Fridays, or maybe Wednesdays are too much. So maybe I just want to take one paper then so we're very flexible about how they can

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01:06:33.120 --> 01:06:38.730

Aimee Maxfield: adjust their workload if needed. We usually encourage new shooters to start out by maybe just taking one paper a day.

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01:06:39.750 --> 01:06:47.100

Aimee Maxfield: And then also we go in periodically and look to see how how their average time works out. Are they averaging around an hour and a half.

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01:06:47.910 --> 01:07:03.690

Aimee Maxfield: per request. And then if they're not the database coordinator and I can go in and say, Hey, you know, we noticed that you're averaging a lot more time you're up above two hours. So let's talk about some ways that we can kind of streamline things and make things a little easier for you.

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01:07:05.880 --> 01:07:16.920

Holly Lynn Ryan: Great, thank you. We have another question with economic downturns underway. I'm getting more pressure about paying tutors for a whole online shift.

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01:07:17.310 --> 01:07:32.130

Holly Lynn Ryan: Rather than paying them only for booked consultation hours I hear you. This is happening to me as well. Any advice on this dilemma. Does anyone pay tutors only for booked online consultations, it seems highly unethical for me.

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01:07:34.680 --> 01:07:38.220

Holly Lynn Ryan: Maybe talk a little bit about your skin. How you schedule, I guess.

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01:07:40.920 --> 01:07:43.950

Dan Gallagher: For for us. Amy, kind of just touched on this.

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01:07:45.420 --> 01:07:57.630

Dan Gallagher: Our tutors don't really have kind of on call. There's no such thing as on call and our center. So they are there. They choose up to a certain number of sessions that they'll commit to taking in a day.

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01:07:58.920 --> 01:08:07.020

Dan Gallagher: And then they're paid for the sessions that they do now. That's because we're in, you know, kind of unique situation with our whole institution.

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01:08:08.070 --> 01:08:21.210

Dan Gallagher: And the fact that we have no we're not transitioning people from a situation of WORKING A SHIFT and being paid for the whole shift to only be paying for being paid for the time that you're working that's been our situation from the beginning so

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01:08:22.410 --> 01:08:27.750

Dan Gallagher: I'm not, I'm not sure that I'm qualified to speak to the ethics of it, but that's how we've been set up.

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01:08:28.860 --> 01:08:34.530

Holly Lynn Ryan: I wonder if Kim or Megan has any ideas about that given they they are making this shift.

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01:08:35.790 --> 01:08:50.670

Kim Fahle: Sure. This is Kim. I will say that we in my center we have gone like our model has always been that we paid for, for the full shift so that if if students have

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01:08:51.930 --> 01:09:04.650

Kim Fahle: A kind of, you know, two hours worth of online work that they are scheduled to do on Monday, they receive that pay. Regardless um

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01:09:05.100 --> 01:09:18.780

Kim Fahle: Basically my thought process behind that was if a student has a two hour shift in the writing center and they have no appointments, they would still be getting getting paid for this. Now, this was a policy that

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01:09:19.410 --> 01:09:31.740

Kim Fahle: Was a holdover from before the transition because this was part of the way that I helped incentivize those that were interested in online tutoring.

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01:09:32.280 --> 01:09:51.690

Kim Fahle: So this was how I was able to get people to agree to be interested in doing online tutoring. I will say that in the spring that one of the things that I did when we switched to remote for everyone is that I

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01:09:53.160 --> 01:10:09.630

Kim Fahle: Added some weekly kind of readings or activities related to online tutoring and the expectations were that if you did not have a appointment that that was when you could do that.

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01:10:10.380 --> 01:10:22.350

Kim Fahle: That work. So that's worked for us in the spring, was that there were training readings or activities to do if they did not have an appointment.

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01:10:26.940 --> 01:10:27.330

Holly Lynn Ryan: Great.

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01:10:27.390 --> 01:10:27.900

Thank you.

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01:10:30.210 --> 01:10:34.890

Holly Lynn Ryan: There are so many questions I hope we're going to get to all of them are going to do our very best so

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01:10:35.670 --> 01:10:48.840

Holly Lynn Ryan: I have a question here of who's in charge of designing the online writing materials that can help writers to develop as writers did the tutors do that in your centers, D. How do you farm out farm farm out that work, particularly

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01:10:50.340 --> 01:10:53.730

Megan Boeshart: I can take that question of franker for us.

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01:10:54.960 --> 01:11:08.550

Megan Boeshart: This has been something that I do allow the tutors to take part in it, and I do look at those things to before we ever post them or anything like that. Um, but we also have a

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01:11:10.080 --> 01:11:15.540

Megan Boeshart: Like an editorial team of some of the tutors that basically when they're when they have downtime.

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01:11:16.290 --> 01:11:24.570

Megan Boeshart: This is something that they work on and they also encourage some of the other tutors to work on those things and they kind of act as an editorial board and go through

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01:11:25.200 --> 01:11:36.720

Megan Boeshart: Any of the contributions that other tutors make kind of like there's a little bit of a vetting process to make sure that the entire center is kind of on the same page, whenever those resources are being shared.

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01:11:40.530 --> 01:11:49.200

Holly Lynn Ryan: If there is a question over in the chat that you are particularly excited about getting answered. There's a little thumbs up. Mark, you can kind of push it.

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01:11:49.650 --> 01:12:00.510

Holly Lynn Ryan: Up to the top so that I can see it. And this question is for Amy and Dan. How have you accommodated students who may be viewing your advice templates on a phone screen.

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01:12:00.960 --> 01:12:13.590

Holly Lynn Ryan: Which some textual embellishments and asynchronous feedback don't appear, we found, for example, that students using phones could not color highlighting underlining make it cetera so wondering if you have

416

01:12:14.370 --> 01:12:20.670

Holly Lynn Ryan: Some ideas. It looks like Lexi gave them some thoughts in the chat here. But if you have any additional advice. We'd appreciate it.

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01:12:26.850 --> 01:12:42.810

Aimee Maxfield: Sure thing. This is Amy. Um, we don't use the insert comment feature at all. Um, we paste the students paper below our advice. Just so everything's in the same document. Um, but we don't insert any comments in it at all.

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01:12:43.860 --> 01:12:49.350

Aimee Maxfield: And then in terms of highlighting and underlining. I mean, we encourage

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01:12:50.550 --> 01:13:08.160

Aimee Maxfield: tutors to have to use that, you know, to make it visually interesting but also to keep in mind, um, that students may be using a tablet or a phone or something like that to view advice and that's a really vague answer. So if anybody else wants to jump in ideas, please do.

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01:13:08.910 --> 01:13:10.080

Dan Gallagher: I just say

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01:13:10.200 --> 01:13:12.450

Dan Gallagher: This, this might be one of the places where

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01:13:13.740 --> 01:13:19.530

Dan Gallagher: You are UMC being what it is, makes our situation a little different because

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01:13:20.850 --> 01:13:27.780

Dan Gallagher: Our students are taking all of their courses online as well right there. They've never been dependent upon a campus computer lab.

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01:13:29.700 --> 01:13:41.040

Dan Gallagher: whatever they're doing they they already have at home, the technology that they need to be successful in class, which is the same technology, they'd be using in order to access. Writing Center advice.

425

01:13:41.640 --> 01:13:52.560

Dan Gallagher: So we're not currently optimized for viewing on a phone that's true but and Amy. I don't know if you can speak to this. I don't also recall any students complaining about that.

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01:13:54.270 --> 01:14:04.260

Aimee Maxfield: No, it hasn't. It hasn't come up, like you said, I mean, you have your answer is much better than mine just that they're already sort of prepared to be doing all of their work online.

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01:14:05.760 --> 01:14:09.900

Holly Lynn Ryan: janel I know that your students are also online, but do you have any thoughts.

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01:14:09.900 --> 01:14:21.300

Holly Lynn Ryan: About this question, since a lot of your, your synchronous stuff is is uses these modality, or these tools. But do you ever run into that problem with people trying to do synchronous from their phones.

429

01:14:22.770 --> 01:14:43.320

Jenelle Dembsey: Yes. So a lot of our students are returning adults. So, a lot of them might not even be using smartphones. So, a lot of them can be on computers. I've had some of them come into the video room on a tablet. So they're looking at me on a tablet, but they are looking at their writing on a computer.

430

01:14:44.430 --> 01:14:58.620

Jenelle Dembsey: Um, so in terms of synchronous yeah for like for zoom on the phone. They can't really look the can't see the screen. If your screen sharing if they're on the phone. So in that case, you just, again, you just have to adjust

431

01:14:59.010 --> 01:15:04.860

Jenelle Dembsey: So if they can't see the screen and they tell you that, then you just have to be really clear verbally.

432

01:15:05.130 --> 01:15:13.800

Jenelle Dembsey: About where you are in the paper and what your suggestions are and perhaps type them up something in writing that you could email them afterwards so that they do have something

433

01:15:14.130 --> 01:15:25.260

Jenelle Dembsey: Recorded down or if you have access to their document even making notes or comments in the document emailing them to that afterwards that they have a coffee, even if they couldn't be with during the session.

434

01:15:28.410 --> 01:15:37.920

Holly Lynn Ryan: And this is a question about Canvas. There's some answers already in the Q AMP a section, but I'll throw it out there, especially since Kim specifically talked about Canvas.

435

01:15:38.730 --> 01:15:50.190

Holly Lynn Ryan: Does anybody have any specific resources or for using Canvas to support the Writing Center. We recently moved to Canvas and it seems like a class only format, rather than an L.

436

01:15:50.640 --> 01:15:55.950

Holly Lynn Ryan: L. M. S. That can be used. No matter the academic year. Of course she's going to

437

01:15:56.490 --> 01:16:09.780

Holly Lynn Ryan: Present to person, so they're also going to look at the materials, you've shared, you know, but anything quickly that any of you would like to share about that or or resources or where to go about how to use Canvas for non course oriented.

438

01:16:10.890 --> 01:16:11.310

Holly Lynn Ryan: Things.

439

01:16:12.240 --> 01:16:15.120

Kim Fahle: So this is Kim. I will say that

440

01:16:16.800 --> 01:16:29.460

Kim Fahle: We've been working a lot with the our instructional designers, one of the options that we are looking at is that Canvas has the option to create a public course.

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01:16:29.910 --> 01:16:44.010

Kim Fahle: So that is one, one way that we are looking into that so that it is less work of having to kind of enrolled students every, every year, every semester and kind of keeping track of that in terms of

442

01:16:45.030 --> 01:16:51.810

Kim Fahle: Moving away from just a course face use of it Canvas has quite a bit of

443

01:16:53.790 --> 01:17:04.740

Kim Fahle: Adaptability for kind of changing what is viewed. So we have eliminated a lot of the tools that are there. So things like the syllabus.

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01:17:05.160 --> 01:17:16.140

Kim Fahle: Assignments, things like that. We're not using Canvas at all for for tutoring. It is just being used as an Information Portal for students.

445

01:17:16.470 --> 01:17:32.940

Kim Fahle: So we have really only used the module feature and the pages as part of Canvas to leverage information about particular topics and having pages with links.

446

01:17:34.380 --> 01:17:44.970

Kim Fahle: Embedded within them and information about how to make an appointment who our tutors are and having direct links to be able to make an appointment in WC online.

447

01:17:47.310 --> 01:17:48.660

Holly Lynn Ryan: Thanks, Kim. This is Holly.

448

01:17:50.850 --> 01:18:02.130

Holly Lynn Ryan: So some people are hoping that when you create your slack guide you'll share it. So please, Megan with whoever's creating that we would totally appreciate seeing that

449

01:18:03.480 --> 01:18:14.400

Holly Lynn Ryan: Here's another question. How do you balance the need for advanced training before tutors begin and the limitations of time and money and how much students can learn at one time.

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01:18:15.090 --> 01:18:21.480

Holly Lynn Ryan: We already have a full week of curriculum for new tutors as they prepare for the interpersonal dynamic of tutoring.

451

01:18:22.020 --> 01:18:28.110

Holly Lynn Ryan: Adding specific content for online tutorial seems really important, but I don't know.

452

01:18:29.070 --> 01:18:46.590

Holly Lynn Ryan: Moved away, but I don't know what to or I don't want to only provide logistical technology training before their first appointments ideas for what is most important before they start their jobs and what can be learned as they go. I assume in relation to online tutoring.

453

01:18:48.150 --> 01:18:59.970

Jenelle Dembsey: So this is Janelle, so I'm not sure if you're beginning like if your consultants are only going to be doing synchronous or if they're going to be doing a variety of different types of context and you're needing to train them for all of them.

454

01:19:00.420 --> 01:19:09.750

Jenelle Dembsey: At the same time, but if they're starting with synchronous, they will need to use the platform before they're able to do anything or apply any theory that you teach them.

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01:19:10.170 --> 01:19:19.110

Jenelle Dembsey: And in terms of any overall theory, I would suggest using a lens of accessibility and disability because that teaches them concepts they can apply to synchronous

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01:19:19.410 --> 01:19:28.650

Jenelle Dembsey: Face to face and asynchronous because it encourages them to be flexible and do whatever is going to benefit that student and if they have that flexibility.

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01:19:28.950 --> 01:19:36.390

Jenelle Dembsey: They'll probably figure out how to use some of those tools on their own and then you can give more specific instruction about reflecting on specific

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01:19:36.390 --> 01:19:38.160

Tools and specific practices.

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01:19:39.390 --> 01:19:42.360

Jenelle Dembsey: Or even additional pedagogy is as you continue with training.

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01:19:44.610 --> 01:19:45.780
Holly Lynn Ryan: And late. This is Holly.

461
01:19:46.380 --> 01:20:05.460
Holly Lynn Ryan: Related to this. How do you train tutors to manage the emotional labor of tutoring online. I imagine increases in remote learning and screen time will result in increased physical and emotional fatigue. So anybody dealt with that, that feels like they could answer that question.

462
01:20:12.930 --> 01:20:23.940
Megan Boeshart: Oh, this is Megan, I can a little bit. Um, so, um, for us, one of the things that I really encourage tutors to do is I try to make sure that

463
01:20:24.840 --> 01:20:39.180
Megan Boeshart: There is a 15 minute gap between when they finish an appointment and when they start the next appointment. And the reason why I think that that time is so important, and I felt this way in person to but even more so now that we're online.

464
01:20:40.740 --> 01:20:51.870
Megan Boeshart: Is that I encourage them to get up to do things like take a short walk go outside. Grab you know some coffee or some water.

465
01:20:52.620 --> 01:21:03.870
Megan Boeshart: Do things to take care of yourself in between. Don't just continue to set up that computer for another 15 minutes while you wait on the next appointment. And I think that that's been helpful.

466
01:21:04.890 --> 01:21:14.220
Megan Boeshart: The other thing is that I tried to get tutors to spend the time that they aren't going to be online if they're not in an appointment, actually.

467
01:21:15.120 --> 01:21:21.270
Megan Boeshart: socializing with the other tutors. So this gives them a place where they can talk about the things that are frustrating them.

468
01:21:21.570 --> 01:21:36.900
Megan Boeshart: They can, you know, talk about their frustrations with

the class that they're in or anything like that, so that they have a place where they feel like they're not isolated and they can talk to someone and it's not all just about business. So I hope that helps.

469

01:21:39.570 --> 01:21:50.040

Holly Lynn Ryan: This is Holly. I think this is going to be something all of us are navigating this year, especially as students are adjusting both our writers and our tutors professional or students

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01:21:50.910 --> 01:22:04.290

Holly Lynn Ryan: As we transition to online. It's definitely something that I hope somebody is really thinking through, and maybe can develop a training for that we could offer in the fall, at some point, we really great

471

01:22:05.370 --> 01:22:10.200

Holly Lynn Ryan: Let's see, what else is going on over here in the chat. There are so many questions. I'm so excited.

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01:22:10.650 --> 01:22:19.110

Holly Lynn Ryan: I do any of you have suggestions for the orientation for writing center student access at CC a community colleges.

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01:22:19.530 --> 01:22:30.120

Holly Lynn Ryan: That reflects the focus of writing centers needing to be online remote for students who still want face to face, and are anticipating that their classes will still be meeting that way.

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01:22:30.660 --> 01:22:38.250

Holly Lynn Ryan: We're finding that classes switch to online lose enrollment and those students look to move to in in C class.

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01:22:38.640 --> 01:22:49.830

Holly Lynn Ryan: So those of us that are going to be going. I see if I can think what this is, um, you know, we're going to be moving all online. Many of us, but students may still be having in class.

476

01:22:50.520 --> 01:23:01.470

Holly Lynn Ryan: Meetings, and how are we communicating that are sharing that information with students about online tutoring and not losing those students who really need to come to us, but are

477

01:23:01.770 --> 01:23:12.090

Holly Lynn Ryan: Concerned about what it means to be online. I really interpreted that question a lot. Suzanne. So I hope that's what you meant by all of that, but I will now turn it over to the panelists.

478

01:23:26.760 --> 01:23:28.770

Holly Lynn Ryan: Silence fills the zoom

479

01:23:30.300 --> 01:23:36.180

Holly Lynn Ryan: So you've maybe have hit on something here. Suzanne. This is a challenge we're trying to create

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01:23:36.720 --> 01:23:47.160

Holly Lynn Ryan: Another workshop from IWC a that will talk about online marketing and how to recruit or encourage students to come online.

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01:23:47.640 --> 01:23:59.880

Holly Lynn Ryan: And so this could be something that I try to work into that workshop and we have the detail home. We have the details. I'll share them with the IWC a and writing center community, but I think this is

482

01:24:00.630 --> 01:24:06.300

Holly Lynn Ryan: This is a concern. A lot of people have. How do we market, how do we get people to come when it's not.

483

01:24:07.710 --> 01:24:11.250

Holly Lynn Ryan: Usual for students or the status quo.

484

01:24:16.050 --> 01:24:17.490

Holly Lynn Ryan: Okay, let's say,

485

01:24:18.540 --> 01:24:22.530

Holly Lynn Ryan: There was another question about encouraging people to come. So stay tuned.

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01:24:23.640 --> 01:24:39.120

Holly Lynn Ryan: I have another question for Dan and Amy when it comes to asynchronous tutoring my concern is that it can become too

instructional do tutors take special precautions to avoid becoming paper editors.

487

01:24:42.660 --> 01:24:48.540

Dan Gallagher: They absolutely do. And Amy touched on that a little bit, but I love to hear her expand further on it.

488

01:24:50.040 --> 01:25:01.350

Aimee Maxfield: Um, one of the things that we try and do. And this is going to sound really obvious as we remind them that they're not and that the most important thing that they need to be focusing on is is not just pointing out

489

01:25:03.000 --> 01:25:13.230

Aimee Maxfield: Issues in the writing or areas for revision, but also that they need to be explaining non you know how to revise wider revise and then one of the most difficult things is

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01:25:14.130 --> 01:25:23.100

Aimee Maxfield: Helping students to find additional instances of comma splices or semi colon problems or you know citation issues in the paper.

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01:25:23.820 --> 01:25:34.410

Aimee Maxfield: And each year kind of develops their own strategy for that some will say, you know, search. Use the control f function word and find all of the semi colons and make sure each one has this on each side of

492

01:25:35.910 --> 01:25:43.410

Aimee Maxfield: That that's, you know, we do not, we make it clear to students that we're not editors right at the beginning, but there is sometimes

493

01:25:44.610 --> 01:25:54.150

Aimee Maxfield: You know, we all have that editorial urge I think whether or not. We'd like to acknowledge it and that's again something that that we do with just check ins with student work if we find

494

01:25:54.630 --> 01:26:06.480

Aimee Maxfield: On excuse me with tutors work refine that a lot of their advice seems to be saying, you know, you need to fix this comma

splice. Here's an example of how to fix a comma splice. And then there's nothing else.

495

01:26:08.160 --> 01:26:11.520

Aimee Maxfield: We try and emphasize that were, you know, this is a lesson.

496

01:26:12.090 --> 01:26:16.560

Aimee Maxfield: And at the same time, we don't want it to sound too can't or we don't want it to sound too boilerplate.

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01:26:16.860 --> 01:26:30.810

Aimee Maxfield: So that when they're reading it, it's something like when I'm working on a paper and I know I need to be making sure that all of my citations are in the correct format. This is something that I do. Um, but sort of sharing writing method is something else that's really helpful.

498

01:26:35.820 --> 01:26:49.080

Holly Lynn Ryan: So this is Holly again. Unfortunately we're coming very close to the end of our time. We just have two minutes left. And I thought that I would just open it up to the presenters. If there's any last words of advice.

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01:26:49.410 --> 01:26:59.490

Holly Lynn Ryan: Or anything that they would like to let people know about. I will say that we will try to get all of these materials on to the IWC a website.

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01:26:59.880 --> 01:27:23.940

Holly Lynn Ryan: I have the everything if it all goes well I have everything recording. And so the chat, chat transcript a transcript of the end of the webinar. The gallery views and the presentation should all be available creative, fingers crossed. But last thoughts from anybody out there on the panel.

501

01:27:26.790 --> 01:27:38.100

Jenelle Dembsey: This is to know. I would just say in general, you know, I've worked at three brick and mortar schools and one fully online school. And so I just want everyone to know that it's perfectly possible to have really great connections and relationships.

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01:27:38.400 --> 01:27:48.330

Jenelle Dembsey: Over online consultations and in many cases, I actually have better relationships with my co workers and other people on campus in a fully online environment than I ever did in a brick and mortar environment.

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01:27:48.660 --> 01:27:57.060

Jenelle Dembsey: So I would just really encourage you that it's perfectly possible to have really great sessions online and for your students to learn very well and connect with your tutors.

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01:27:59.430 --> 01:28:03.840

Dan Gallagher: This is Dan, I would just 100% echo what Chanel just said that was very well put.

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01:28:04.890 --> 01:28:20.850

Aimee Maxfield: Yeah, this is Amy. Absolutely. I have colleagues that you know I've worked with for more than 10 years that I've never laid eyes on um but I consider them to be, you know, close friends as well as colleagues. Um, and I think that's something that you can definitely

506

01:28:22.110 --> 01:28:24.120

Aimee Maxfield: fostering the writing center and it's it's

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01:28:24.450 --> 01:28:26.310

Aimee Maxfield: Our tutors really love what they do.

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01:28:27.060 --> 01:28:31.770

Aimee Maxfield: Um, and I you know I think it might surprise a lot of people, how much they enjoy it.

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01:28:36.750 --> 01:28:44.700

Holly Lynn Ryan: Thank you all so much. We will get through the next several months online together, and I hope that

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01:28:45.270 --> 01:28:57.900

Holly Lynn Ryan: I mean, I hope it's not just a matter of getting through. I hope we really learned a lot over these next several months about what it means to work online and how we work with students. Well, I can just see a lot of avenues for

511

01:28:59.790 --> 01:29:04.260

Holly Lynn Ryan: I guess I mean just a lot of avenues for learning. Over the next several months.

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01:29:04.830 --> 01:29:23.400

Holly Lynn Ryan: So thank you all for attending. I appreciate each and every one of you have big round of applause to our five presenters today. Thank you. Thank you to our interpreters Katie and Valerie. Thank you so much and I will see you all again soon. Take care everybody

513

01:29:23.550 --> 01:29:23.970

Megan Boeshart: Holly.

514

01:29:24.000 --> 01:29:35.700

Megan Boeshart: One more question. People were asking, Where will this information be house like how can people get access to the documents the presentations, the recording.

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01:29:36.330 --> 01:29:41.310

Holly Lynn Ryan: So everything that we can make everything available and the IWC a website.

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01:29:41.700 --> 01:29:56.160

Holly Lynn Ryan: And so check there shortly. I will put everything there. I know some of you have been sharing things in the chat. If I can figure out how to extract emails. I'll send them, but check on the website and the next week or so for all of this information.

517

01:29:58.170 --> 01:30:03.540

Holly Lynn Ryan: Thanks. Megan. All right y'all, take care. Have a great rest of your week. Bye.

518

01:30:04.440 --> 01:30:05.040

Dan Gallagher: Thank you all.

519

01:30:05.370 --> 01:30:06.180

Megan Boeshart: Thank you all.