

**UNDERSTANDING THE ROLE OF RESOURCES IN WRITING CENTER TUTORING
SESSIONS**

by

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ABSTRACT

This research examines the use of writing resources in tutoring sessions, which is considered one of the valued tutoring practices at the University Writing Center (UWC) at the University of Central Florida (UCF). This research explains the methodology and presents the findings of a study that serves as a partial answer to the call for more evidence-based research in the field of writing center studies. There is scholarship that explains the importance of using resources to facilitate learning, but there is a lack of empirical research that explores the patterns and variations in the resources that writing tutors use, the ways they are implemented in tutoring sessions, and the effects of the moves tutors and writers make involving resources.

To address this gap in the research, the researcher developed a study of tutoring sessions in the UCF UWC to explore the role of writing resources as they are used to mediate activity in tutoring sessions. This research investigates the relationship between the use of resources by the tutor and/or the writer and the impact this has on the facilitation of the writer's learning during the consultation. To gain insight into these areas of interest, tutoring sessions were video recorded and follow-up interviews were conducted with the participants to gain insight into the choices made involving resources and the resultant consequences. This research demonstrates the potential of writing resources to contribute to the collaborative knowledge development processes that happen in tutoring sessions to address writing concerns. This study also provides insight into the control that tutors have over the distribution of knowledge in the way that they implement resources into the tutoring session. What we can learn from these findings is a step toward developing a more evidence-based practice in the writing center.

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CHAPTER ONE: INTRODUCTION

For decades, the writing center has served as a valuable academic resource on college campuses, offering assistance for students with assignments at any stage of the writing process. This assistance takes the form of one-to-one or small group tutoring sessions between a tutor and a student, where the student's concerns are the major focus of the tutoring session. However, this does not mean that the goal of the writing center is to "fix" students' papers. Writing center work has been influenced by Stephen North's (1971) now-famous axiom that the purpose of writing consultations "is to produce better writers, not better writing" (p. 438). Decades later, writing tutors are achieving this goal by helping writers beyond the specific assignment in question, rather than functioning as editing or proofreading services, which is in line with the values of composition studies and the mission statements of many university writing centers (Nelson-Burns & Wilson, 2007). Especially at the University of Central Florida, the research site for this study, tutors are encouraged to take on the roles of collaborative rhetorical and cultural informants, which can be accomplished through tutors providing opportunities for student learning in tutoring sessions.

One way that tutors can do this is by implementing resources in tutoring sessions to respond to students' writing concerns. From the education field, a "resource-based" theory of learning identifies resources as "media, people, places, or ideas" that can facilitate learning (Hill & Hannafin, 2001, p. 38). This approach to teaching considers the instructor serving as a guide to students, offering resources for their learning and understanding, rather than acting as the expert who directly disseminates knowledge (Rakes, 1996). Considering this theory of resource-based

learning, we can understand writing centers themselves as places and tutors as people that can facilitate learning, as they are often referred to as academic resources for student success. Then within the writing center, there are media that are a prominent part of tutoring practice: writing resources. A review of the literature from writing center studies reveals that in the scholarship, writing resources are considered to be texts that offer assistance for concerns with grammar and mechanics (McAndrew & Reigstad, 2001; Ryan & Zimmerelli, 2006; Soven, 2006) and multilingual writers (Reid, 1997; Nakamaru, 2010; Thonus, 2014). However, there is not an abundance of literature that references writing resources, and most of the texts are dated tutoring manuals or guides for writing center practice rather than researched articles. Writing center scholarship has yet to investigate the larger implications of the use of writing resources in tutoring sessions, and what those resources might be.

While it is understandable that writing center scholars have focused on the role of peer tutors rather than the role of resources, this does not mean that resources should be discounted from research. Bruno Latour (2007) challenged researchers that neglect the agency of objects in their studies, drawing attention to the impact of non-human agents: “things might authorize, allow, afford, encourage, permit, suggest, influence, block, render possible, forbid, and so on” (p. 72). By recognizing the agency of writing resources in the writing center and studying how they are used in writing consultations from a resource-based perspective of learning, we can discover a new avenue for understanding the academic assistance and learning opportunities that writing centers offer students.

The exploration of how tutors use resources in tutoring sessions, the choices they make, and the resultant consequences can lead to developing a more evidence-based tutoring practice.

In the past, the literature on writing center work and tutoring practice has traditionally contained anecdotal or circumstantial evidence based on lore to support the claims that are made (Harris, 2009; Babcock & Thonus, 2012; Driscoll & Perdue, 2012). While these publications do offer valuable insights for those involved in writing center work, there is currently a move toward a more evidence-based practice to improve both the integrity of the field of writing center studies and the effectiveness of tutoring practice (Gillespie, 2002; Lerner, 2009; Babcock & Thonus, 2012; Driscoll & Perdue, 2012).

In their monograph *Researching the Writing Center*, Rebecca Day Babcock and Therese Thonus (2012) took issue with past and present writing center scholarship, which featured claims based on lore or experiential evidence. They argued that “writing center scholarship has been largely *artistic* or *humanistic*, rather than *scientific*, in a field where *both* perspectives can and must inform our practice” (Babcock & Thonus, p. 3, emphasis in original). The current practices and moves tutors are taught to make are often individual to the preferences and beliefs of the institution where they receive tutor training. These practices and any respective theories are often borrowed from other fields rather than grounded in research on writing centers and tutoring sessions themselves (Babcock et al., 2012; Babcock & Thonus, 2012). This is especially problematic because these individual “best practices” or claims of effectiveness are not driven by data. While the theoretical foundation and anecdotal evidence that writing center scholarship is built upon to inform tutoring training and best practices is important, the inclusion of empirical research is necessary to improve the integrity of writing center studies. This has resulted in a call for a new wave of writing center research that should include the following criteria: it should be “based on empirical data, be they qualitative or quantitative”; it should “involve inquiry, the

seeking of knowledge, operationalized as the request for data”; and it should result in an “evidence-based approach to our work” (Babcock & Thonus, 2012, p. 4). This move toward evidence-based practice by conducting more empirical research would allow writing center scholars to challenge or confirm the theory-based practice that has informed writing center work for so long.

This project seeks to respond to the call for more evidence-based research by proposing a study of the role of writing resources in tutoring sessions in the University of Central Florida (UCF) University Writing Center (UWC). For the purpose of this study, writing resources refer to materials directly related to the rhetorical situation of the writing and/or reference materials that contain specific information, definitions, or instructions relevant to writing questions or concerns, such as dictionaries, thesauruses, citation manuals, grammar guides, etc. This definition of resources was constructed from the results of this study, which revealed the types of resources tutors and writers often use in tutoring sessions (see Chapter Three and Chapter Four). These resources can take the form of assignment sheets, rubrics, writing prompts, textbooks, manuals, handouts, websites, and sample or model texts. From this description, it is clear why using resources in writing consultations is considered a valued tutoring practice. However, there are variations in both the resources that writing consultants decide to use and the way they are implemented in tutoring sessions. The underlying beliefs that influence these choices and the effects and consequences of the moves tutors make involving resources form an interesting line of inquiry that is so far unexplored in writing center research.

To explore the use of writing resources in tutoring sessions and the talk and activity that goes on around these resources, I developed a variety of research questions appropriate for a

preliminary investigation into this aspect of tutoring practice. This study endeavored to answer the following research questions:

- What kinds of resources are used in tutoring sessions? To what effect? With what consequences?
- How are resources used by tutors? How do tutors involve the writers?
- When do tutors use resources? When aren't resources used? Why?
- In what ways do resources mediate the activities of tutoring sessions?

These descriptive questions start out simple, reflecting the purpose of this study to better understand the type of resources that are used and how they are used within writing consultations. There are also more complex research questions, with the goal of developing a more evidence-based practice within the writing center.

This chapter has served as an introduction to this research project by explaining how inquiry into the use of resources in tutoring sessions is a first step toward answering the call for a more evidence-based practice in writing center research. The next chapter will articulate the need for this kind of study through the discussion relevant literature from writing center studies and learning theory, identifying a gap in the actual study of how resources are used. I will discuss how replicable, aggregable, data-driven (RAD) research (Haswell, 2005) is an important framework for studying this element of tutoring practice in a way that can be replicated and extended in further research. Chapter Three will detail the methodology that was developed for a RAD study of the use of resources in tutoring sessions. Chapter Four will detail the results of the study, analyzing pieces of data to demonstrate the insights gained in response to the research

questions. Finally, Chapter Five will identify the limitations of this study and call for further research that can lead to developing an evidence-based practice regarding the use of resources.

CHAPTER TWO: REVIEW OF RELEVANT LITERATURE AND THEORY

As stated in Chapter One, the exigence for this research is that writing resources can be considered useful tools that tutors can use to facilitate learning opportunities for writers in tutoring sessions. However, there is minimal literature that references resources and how they can be used in writing center practice. This gap in the conversation is especially evident in Rebecca Day Babcock's inquiry into developing a unified theory of writing center practice. Upon discovering that writing center work had been built upon "a set of practices and a pattern of taking theories from other disciplines and applying them to writing centers" (Babcock, 2012, p. 1), she assembled a research team to perform a grounded analysis of published qualitative studies of tutoring from 1983 to 2006. Analyzing the data within these studies revealed patterns of factors that make up tutoring sessions, which allowed the authors to construct a detailed, comprehensive theory of writing center practice:

Tutor and tutee encounter each other and bring background, expectations, and personal characteristics into a context composed of outside influences. Through the use of roles and communication they interact, creating the session focus, the energy of which is generated through a continuum of collaboration and conflict. The temperament and emotions of the tutor and tutee interplay with other factors in the session. The confluence of these factors results in the outcome of the session (affective, cognitive, and material). (Babcock et al., 2012, p. 11-12)

This theory of writing center work posits that there are seven elements that contribute to the dynamic practice of tutoring: personal characteristics, external influences, communication,

roles, emotion, temperament, and outcome (Babcock et al., 2012). The use of writing resources is conspicuously absent as a variable in this theory, which does not mean to say that they are not a part of tutoring practice. A quick scan of prominent university writing center websites reveals that resources regularly have their own page, where students can access handouts or links to other reference materials. These resource pages are easily visible and accessible from the navigational menu on the writing center homepages.¹ Despite the implied importance of resources through their presence on these writing centers' websites, Babcock et al.'s synthesis and analysis of over two decades' worth of writing center scholarship demonstrates a lack of attention to resources in research. This suggests a gap between theory and practice for writing center work.

One way to address this gap is through empirical research of our writing center practices. Taking an empirical approach toward this inquiry into the use of resources responds to the call for developing a more evidence-based tutoring practice (Gillespie, 2002; Lerner, 2009; Babcock & Thonus, 2012; Driscoll & Perdue, 2012). While writing centers have had a presence in education since the first writing laboratories in the 1940s (Boquet, 1999), a field of study revolving around writing center research did not develop until decades later. The writing-center-focused field of study emerged from under Composition Studies, closely related to the writing across the curriculum movement, marked by the first publications of *The Writing Lab Newsletter* in 1977 and *The Writing Center Journal* in 1980 (Driscoll & Perdue 2012). Because this field of study developed during a time when Composition Studies favored qualitative research and

¹ For examples, see Appendix B.

rejected quantitative research, writing center scholars were thus influenced by this disciplinary mindset.

Most research has explored the function of a writing center, the role of peer tutors, the development and application of effective tutoring practices to create learning opportunities for students, and writing center assessment. Published writing center scholarship has focused on topics that are immediately practical and applicable for the day-to-day work of a writing center, as well as administrative concerns. Many of the publications are authored by writing center practitioners and directors, who are charged with the task of regular writing center assessment to prove its usefulness as a resource on college campuses in order to secure funding, so this impacts the kind of research that is most often conducted (Babcock & Thonus, 2012). As such, the literature that stems from this research usually takes the form of instructional tutoring manuals, articles that offer suggestions for tutors to address issues often faced in writing consultations, or articles addressing administrative concerns.

These materials mostly contain anecdotal or circumstantial evidence to support the claims that are made, which Jeanette Harris (2001) called “‘this-is-what-we-do-at-my-writing-center’ scholarship” (p. 663). While these publications do offer valuable insights for those involved in writing center work, current scholarship in the field of writing center studies has indicated a paradigm shift in the way research is conducted to inform writing center practice. A recent study by Dana Driscoll and Sherry Wynn Perdue (2014) revealed that there is a lack of consensus among writing center administrators and practitioners regarding the definition of writing center research. The results of a survey of 98 writing center administrators found the following variations in the way writing center research was understood:

- Eighty-six respondents believed that writing center research “is based at the writing center”
- Twenty-eight respondents believed that writing center research “is evidence-based and methodologically sound”
- Eighteen respondents believed that writing center research “is assessment”
- Thirteen respondents believed that writing center research “is secondary/article based”
- Twelve respondents believed that writing center research “is developing and applying theories” (Driscoll & Perdue, 2014, p. 113).

Driscoll and Perdue (2014) noted that all of these perceptions of research are valuable for writing center studies, but called for writing center scholars to engage in more replicable, aggregable, and data-driven (RAD) research to improve both the integrity of the field of writing center studies and the effectiveness of tutoring practice (see Table 1). RAD research was defined by Richard Haswell (2005) as a “best effort inquiry into the actualities of a situation, inquiry that is explicitly enough systematicized in sampling, execution, and analysis to be replicated; exactly enough circumscribed to be extended; and factually enough supported to be verified” (p. 201). Driscoll and Perdue (2012) explained that the inclusion of more RAD research in writing center studies would increase the perceived credibility of the field, citing Haswell’s (2005) claim that the lack of RAD research in Composition Studies, a research approach which is valued by all the other academic disciplines, discredits the field’s practices.

Table 1: Qualifications for and Affordances of RAD Research

Replicable	<ul style="list-style-type: none"> • Has methods that are clear and detailed enough for others to repeat the same study • Allows for results to be tested, verified, and/or challenged through multiple studies
Aggregable	<ul style="list-style-type: none"> • Has a specific, inquiry-based focus that can be built upon by further research • Provides wealth of knowledge on the studied topic
Data-driven	<ul style="list-style-type: none"> • Has results based on evidence • Draws clear connections between claims, conclusions, and data

To understand how RAD research has been presently represented in writing center studies, Driscoll and Perdue performed an examination of past and present writing center research practices. In 2012, they conducted an analysis of articles published in *The Writing Center Journal* from 1980 to 2009 to discover what kind of research is published and how it has changed over time. They found that out of 270 articles, the majority were theoretical articles, while only 91 articles counted as research because they included data collected either from human participants or texts; of these 91 research articles, only 15 were replicable, aggregable, and data supported (Driscoll & Perdue, 2012). Driscoll and Perdue (2012) noted that while these results demonstrated that more empirical research is being done on writing center work, there is still a need for clearer methods to facilitate the replication of such studies. This replication is necessary in order to establish a universal understanding of beneficial tutoring practices supported by evidence across the field.

As stated before, one aspect of tutoring practice that has been so far unexplored in writing center research is the use of writing resources within tutoring sessions. If there is reference to

writing resources in the literature, it is usually found in tutoring manuals or guides rather than research articles as a brief indication of how resources can be a useful tool for tutoring practice, without much more detail or explanation provided regarding what that might entail. For example, in *The Writing Lab Newsletter*, Bonnie Devet (1997) mentioned how an “expressed goal of training is to educate consultants about the numerous resources available to them, for probably lining the lab’s walls are textbooks (usually freebies from publishers) focusing on concerns germane to the clients’ writing” (p. 15). This is the norm for literature that discusses resources—it is an important part of tutor training, it can be inferred as an important part of the consultation, but research that demonstrates *how* resources function in tutoring sessions and how participants interact with them is absent from the field. Using resources seems to be accepted as a general strategy that writing consultants can usefully employ, but current literature does not account for the wide range of affordances resources offer to tutors and tutees or how these resources can be navigated and used to prompt learning in writing consultations. A review of the current literature reveals that writing center practitioners have considered resources as useful in matters of correctness, particularly relevant for two elements of tutoring practice: when addressing sentence-level concerns, such as grammar or syntax (McAndrew & Reigstad, 2001; Ryan & Zimmerelli, 2006; Soven, 2006), and when tutoring multilingual or English-as-a-second-language (ESL) writers (Reid, 1997; Nakamaru, 2010; Thonus, 2014).

Resources for Addressing Sentence-Level Concerns

There are occasions where writing center scholars briefly comment on the use of resources in instructional tutoring literature, but without much development. In “What Tutoring Is,” Donald McAndrew and Thomas Reigstad (2001) provided a list of strategies for writing

tutors to address both higher-order concerns and lower-order concerns, but only mention resources in one instance of addressing a lower-order concern: proofreading. McAndrew and Reigstad (2001) suggested that tutors “recommend that the writer consult online writing labs (OWLs) for online writing handbooks or grammar hotlines” (p. 61), and did not go on to suggest that the tutors model how to use the resources or even explain anything about them. Similarly, in *What the Writing Tutor Needs to Know*, Margot Iris Soven (2006) referenced the value of using resources only once, suggesting having a dictionary or composition handbook nearby during the tutoring session to help in “clarifying a rule of grammar or punctuation or checking an ambiguous spelling” (p. 45). These texts suggest specific resources to use, but seem to neglect the role the tutor can play in implementing such resources.

One text came marginally close to addressing the role of resources in writing consultants: the training manual *The Bedford Guide for Writing Tutors*. In the third chapter of *The Bedford Guide for Writing Tutors*, “Inside the Tutoring Session,” Leigh Ryan and Lisa Zimmerelli (2006) included the recommendation to “keep resources and tools nearby” as merely a step writing consultants should take in getting started with their sessions, along with “introduce yourself,” “sit side by side,” and “give the student control of the paper” (pp. 18-19). But later on in the chapter, when the authors discussed multiple roles that tutors take on in the writing consultation, there was a section on the tutor as a writing expert, where they recommended that tutors turn to resources when they are not, in fact, the expert (Ryan & Zimmerelli, 2006, pp. 29-30). This suggested that using resources can help to deconstruct an assumed role, but the authors still did not mention *how* the resources should be used, or what types of resources might be available to

tutors. Together, these texts demonstrate that resources are considered as a tool for addressing lower-order concerns within tutoring manuals and guides for writing center practice.

Resources for Tutoring Multilingual Writers

The consideration of resources as tools to assist in issues of correctness continues in writing center scholarship that discusses the practice of tutoring multilingual or ESL writers. This focus on correctness in such scholarship comes from the experience most multilingual writers have with their teachers, programs, or cultures placing an emphasis on correct grammar, diction, and syntax (Enders, 2013). As a result, many multilingual writers look for assistance in these issues of correctness from their writing center visits (Enders, 2013). Perhaps because multilingual and ESL writers are frequent writing center visitors and are considered to need more guidance, the relevant writing center literature demonstrates more attention to the types of resources and the ways they might be used in tutoring this population.

In past scholarship on tutoring multilingual writers, Muriel Harris and Tony Silva (1993) have suggested that writing tutors need to be familiar with English grammar rules in order to teach them to ESL students, but in Therese Thonus's more recent article, she noted the implausibility of tutors to be knowledgeable experts on all grammar, syntax, and diction concerns multilingual and ESL writers bring to the writing center (2014). Similar to Ryan and Zimmerelli's reference to resources as tools for tutors when they are not experts on the matter at hand, Thonus (2014) suggested that tutors can "point out grammar and vocabulary errors and ... guide multilingual writers to helpful resources for self-correction" (p. 209). While the kinds of resources that tutors might direct multilingual writers to are not mentioned, there is a little more attention to how these resources might be used in this tutoring situation: locate relevant resources

and give them to the multilingual writers to use in correcting their own work. Joy Reid's (1997) article on non-native speakers provided more insight into the kinds of resources tutors might offer their multilingual tutees by explaining that "international students are usually capable of using a handbook or a dictionary to check their errors and to expand their knowledge of English grammar and mechanics" but "handbooks for native speakers of English do not address English-as-a-second-language problems effectively" and then provided a list of ESL-centered texts with focuses on editing, grammar, and diction (p. 25).

Additionally, Sarah Nakamaru's (2010) inquiry into differences between United States-educated multilingual writers and international ESL writers' needs provided an interesting insight into how inquiry-based research can lead to a more evidence-based practice. This research conducted within Baruch University's writing center resulted in revisions to their tutoring handbook. Before her situated inquiry, the section of their handbook that offered suggestions for tutoring multilingual writers only mentioned resources once, as a parenthetical aside in the suggestion for addressing grammatical and diction concerns:

Many problems with "grammar" are actually problems with vocabulary. Not knowing an appropriate word can lead to convoluted circumlocutions with strange grammatical patterns. Knowing the meaning of a word, but not the other words that typically appear with it, can make a sentence sound strained or awkward. That is ESPECIALLY true with prepositions. If a student doesn't know a word in English, it doesn't matter how many times you ask, "Can you think of another way to say this? What's another word that means _____?" [Resource: ESL or learners' dictionary]. (Nakamaru, 2010)

Here tutors were briefly directed to use a specific resource in response to this particular situation that is often encountered in tutoring multilingual or ESL writers. However, after conducting research on multilingual and ESL students' needs, the guide was revised to provide tutors with guidance in their use of resources for a more effective response to the writers' concerns:

Use, don't abuse, reference books. It is a good to model the use of references. But time spent reading long passages from a writing handbook (silently or aloud) is time not spent talking about the student's actual paper or needs as a writer. The student is likely either not listening or can't follow. (Nakamaru, 2010)

Now, instead of listing a type of resource that can be useful for a particular writing concern, tutors were provided with guidance on *how* to effectively use resources, through modeling. This reference to the actual use of a particular kind of writing resource has so far been absent from other scholarship in writing center studies. Although this excerpt comes from the tutoring handbook of Baruch University's writing center rather than a researched article on the roles of resources within tutoring sessions, it still demonstrates how empirical research in the writing center can lead to a more evidence-based practice.

This brief review of the limited literature that discusses the use of resources demonstrates the lack of research and overall consideration for the role that resources hold in a writing consultation. In order to continue the move toward developing a more evidence-based practice in the writing center and add to the conversation, empirical research needs to be done to explore the types of writing resources used in tutoring sessions and how they are involved in collaborative

knowledge-making and sharing processes to address writers' concerns and facilitate learning opportunities.

A Theory for Studying the Role of Resources

Because research into the use of resources has not been conducted before to the best of my knowledge, I have worked to develop a theory for acknowledging the agency of resources and studying their role in tutoring sessions, built out of writing center and learning theory. In order to understand the affordances of resources in writing consultations, I first draw upon Andrea Lunsford's claim that collaboration between a tutor and tutee results in more effective tutoring sessions that better facilitate learning opportunities (1991). In "Collaboration, Control, and the Idea of a Writing Center," Lunsford discussed the practice of collaboration and concept of control within three different writing center models that she has experience with: the Storehouse Center, the Garret Center, and the Burkean-Parlor Center.

First, Lunsford discussed the Storehouse model, which is based upon the idea of "knowledge as exterior to us and directly accessible" (1991, p. 4). In this model, tutors assess the writer's needs, and offer strategies or resources to meet those needs. Writing resources would be useful for tutors to use in the Storehouse model to provide writers with the information they need to address their concerns; however, the literature does not consider what these resources might be nor how they might be used to disseminate the information they hold. The second model, the Garret Center, is based upon an entirely opposite school of thought—knowledge is not exterior to the individual, located within other materials that can be found and distributed, but rather "interior, as inside the student, and the writing center's job [is] helping students get in touch with this knowledge" (Lunsford, 1991, p. 5). Writing resources are not considered in the discussion of

this writing center model, but we can imagine that in this case, resources might not be present in consultations at all, unless tutors could use them to prompt the student's thinking about a certain topic of concern.

Although these two types of centers are so different, the practice of collaboration is problematic for both of them because they view knowledge and control within tutoring sessions in one place or another, but never shared or created collectively (Lunsford, 1991). Despite the success of these two models, Lunsford (1991) said that she has conducted research that shows that collaboration is the most useful approach to tutoring because of an increase in knowledge development, critical thinking, and active learning. Therefore, she advocated for the third model, the Burkean-Parlor Center, which hosts truly collaborative tutoring sessions, where power and control are constantly negotiated and shared between the tutors and tutees (Lunsford, 1991, pp. 7-8). This collaborative approach has been echoed in writing center scholarship over the past few decades, as evidenced by its presence in the unified writing center theory developed by Babcock et al. (2012). Unfortunately, writing resources are not considered as part of this beneficial collaboration and knowledge development that is facilitated between the tutor and tutee in the Burkean-Parlor Center.

The concept of distributed cognition offers a critical lens for understanding how writing resources might play a crucial role in the beneficial collaboration and knowledge development between tutors and tutees in Lunsford's ideal Burkean-Parlor writing center model. Distributed cognition is the idea that knowledge is not in an individual's head; rather, it is disseminated among people and mediating artifacts (Hutchins, 1991). Michael Cole and Yrjö Engeström theorize that distributed cognition between people and artifacts is necessary for cognitive

processes such as understanding, remembering, and decision-making (1993). This is a useful framework for this research project because resources can be understood as the mediating artifacts in writing consultations that contribute to the tutor and tutee's understanding of various concepts and concerns throughout the session. If collaboration between tutors and tutees in writing consultations allows for enhanced critical thinking skills, more learning opportunities, and improved knowledge transfer as Lunsford claimed, then distributed cognition demonstrates the importance of factoring resources into that collaboration to better facilitate the cognitive processes involved in navigating and addressing the writer's concerns during tutoring sessions.

David Perkins proposed a theory of thinking and learning called "person-plus" that supports the role of writing resources in tutoring sessions as part of collaborative knowledge making, sharing, and understanding (1993). Taking issue with a trend in psychology that considers thinking and learning as something that occurs only within a person's mind, Perkins considered the example of a student in a class who takes notes in a notebook, where the notes are not included as part of the student's knowledge. Perkins (1991) suggested a different understanding of thinking and learning in this situation:

The unit of analysis [is] not the student without resources in his or her surround—the person-solo—but the person plus surround, or person-plus for short, in this case the student plus the notebook. We could say that this person-plus system has learned something, and part of what the system has learned resides in the notebook rather than in the mind of the student. (p. 89).

Drawing upon the theory of distributed cognition, Perkins explained that people, places, and things are all part of sense-making and knowledge-building processes. There are four categories

that lend themselves to analysis of the person-plus system: knowledge, representation, retrieval, and construction (Perkins, 1991). Together, these are known as the “access characteristics of the system—what knowledge it includes access to, via representations that afford what access to information, by way of what retrieval paths for accessing the information, and with what access to further constructions based on that knowledge” (Perkins, 1991, p. 91). Perkins (1991) explained that this analysis is useful for understanding how the surround, or “the immediate physical and social resources outside the person”, plays an important role in cognitive processes (p. 90).

While the person-plus system represents what Perkins argued is a more realistic view of how learning and thinking occur, much of American primary, secondary, and postsecondary schooling is geared toward assessing students as person-solo. In addition, Perkins believed that schools maintain too much control over students’ executive function, or “routines that do the often non-routine job of making choices, operating at decision points to explore the consequences of options and select a path of action” (1991, p. 96). Executive function is the cognitive control over planning and execution, reasoning, working memory, and problem solving. In an ideal person-plus system of learning, “the learner cedes executive function to the surround and gradually gets it back as he or she gains mastery over the knowledge and skills in question” (Perkins, 1991, p. 99). To understand this person-plus system of learning within the writing center, we can consider the tutors as social resources, and writing resources (such as the assignment sheets, rubrics, writing prompts, textbooks, manuals, handouts, websites, and other texts that make up the definition of resources for the purposes of this research) as physical resources that make up the surround.

Perkins explained that within this person-plus model, scaffolding is an important approach to helping students learn for themselves as opposed to straightforward instruction, or telling them what to do (1991). Ultimately, outside resources provide opportunity to facilitate cognitive processes, but people need to have higher-order knowledge within themselves in order to regularly inform their executive function. Perkins concluded that an ideal education system would be “oriented more toward the person-plus, empowering learners to capitalize with greater awareness and act upon the cognitive resources afforded by the physical and human resources around them—indeed, empowering learners to construct around themselves their own personal ‘plus’” (1991, p. 106). This vision of an ideal education system aligns with North’s adage (1971) and the mission of writing centers to provide learning opportunities for the writer through the tutor’s valuable role as a facilitator for the tutee’s critical thinking skills and personal writing process. Within the person-plus system, writing resources have the potential to be more than materials that can help “fix” writing concerns; rather, they are tools for individuals’ learning that tutors and writers can use together in the knowledge-making processes that take place in tutoring sessions.

Therefore, the person-plus theory of learning in conjunction with Lunsford’s Burkean-Parlor model of a collaborative writing center provides a framework for understanding how writing resources might play a role in facilitating learning opportunities within tutoring sessions. The idea of a “person-plus” system demonstrates how one person learns in collaboration with other social and physical resources, which in the scenario of a tutoring session would be considered the tutor and the writing resources available. Perkins’s conclusion provides a goal for tutoring sessions, to capitalize upon the person-plus system by using the tutor’s knowledge, the

writer's knowledge, and the knowledge contained within resources to address writer's concerns, while also helping them regain control of their executive function. The purpose of this research is to discover the moves tutors might make within writing consultations to provide writers with the tools and agency to make decisions for themselves in the future.

CHAPTER THREE: METHODOLOGY

In Chapter Two, I illustrate a gap in Composition Studies research that points to the importance of studying resources. This chapter sets up my study by describing my methodology, data collection methods, and analytical methods. This research was designed as an empirical study to respond to the call for more replicable, evidence-based writing center research cited in Chapter One. While research is being done on writing center work, it has been found that the field lacks consensus in the understanding of what writing center research entails, as stated in Chapter Two (Driscoll & Perdue, 2014). Currently there is a need for clearer methods in writing center research to facilitate the replication and aggregation of such studies (Driscoll & Perdue, 2012). This replication and aggregation is necessary in order to develop our understanding of valued tutoring practices supported by evidence across the field.

To contribute to this shift in writing center research, this study was designed to be “based on empirical data, be they qualitative or quantitative”; “involve inquiry, the seeking of knowledge, operationalized as the request for data”; and result in an “evidence-based approach to our work” (Babcock & Thonus, 2012, p. 4). This research design was also influenced by the call for future writing center scholars to pay special attention to study design and data collection, participant and/or text selection, and analytical methods to ensure that the research is replicable and aggregable (Driscoll & Perdue, 2012). Employing a RAD research design allows writing center scholarship to “develop and refine writing center pedagogy,” “test our lore and assumptions about long-standing tutoring practices,” and “legitimize writing centers as sites of inquiry in ways that external audiences can understand, specifically, by allowing us to produce evidence

about the efficacy of writing centers that external audiences can value” (Driscoll & Perdue, 2014, p. 126). To encourage the replication and extension of this study, this chapter will expressly detail the research questions, research setting, participant population and recruitment strategies, and methods of data collection and analysis.

Research Questions

This line of inquiry developed out of an interest in understanding an aspect of tutoring practice that has been mentioned in the current literature, but not thoroughly explored in research. This study of the use of resources in tutoring sessions at the UCF UWC addresses the following research questions:

- What kinds of resources are used in tutoring sessions? To what effect? With what consequences?
- How are resources used by tutors? How do tutors involve the writers?
- When do tutors use resources? When aren't resources used? Why?
- In what ways do resources mediate the activities of tutoring sessions?

These questions allow for an investigation into the ways resources are involved in tutoring practice by looking at the choices tutors make regarding when and how texts are used. Learning about these decision points and how they impact the tutoring session can provide some perspective into developing a more evidence-based practice.

Research Sites

The main research site for observing and recording tutoring sessions was the University of Central Florida (UCF) University Writing Center (UWC) in Colbourn Hall 105. The selection of this writing center was based on my access to the research site as a student at UCF and the

graduate assistant for the UWC. While the satellite locations in the library on the main Orlando campus—the library stall near the Research Information desk and the study room 425—also had the potential to be research sites, I chose to focus the study within the main location of the writing center at UCF due to the abundance of resources available in this space (i.e., a wall of handouts, shelves of reference books, and multiple desktop and laptop computers). The main center also has the most space; since each of the library locations only has room for one tutoring session at a time, there was a better chance of recruiting participants from the main location, and the space provided more room for setting up the video camera that was used for recording sessions.

The research site for interviews was my office located in the main center of the UCF UWC, Colbourn Hall 147A. Although my office is shared with the Assistant Director, this location still offered privacy because she was not present when the interviews took place, and I was able to close the door. This location also offered convenience, since the interviews were conducted in the same place as the tutoring session, without requiring any extra travel. Tutors and tutees who expressed interest in participating were given the opportunity to choose a convenient time and day for their interview to mitigate potential transportation costs.

Participants

The participants were current UCF UWC writing consultants and student writers who were willing to be video recorded and interviewed. Therefore, the selection of participants was ultimately dependent upon those willing to volunteer. Recruitment methods differed for tutors and tutees. First, the UCF UWC tutors were informed of the study and asked for voluntary participation by email sent out through the UWC listserv at the beginning of the fall 2014

semester. In addition, I made an announcement about the study in person at seminar, which is the weekly ongoing tutor education meeting for experienced tutors. I distributed consent forms to all of the tutors (see Appendix A), went over it with them, and responded to any questions and concerns. It was emphasized that participation was voluntary and would not have an effect on their employment at the UWC. I also left a manila folder with blank consent forms in the UWC break room. The tutors who were interested in participating returned their signed forms to my office. This limited the recruitment of tutees to student writers who had appointments with the tutors who had volunteered.

Tutees were recruited in person while they were in the UWC lobby before their appointment. I introduced myself, explained my study, and provided tutees with an information form about my study (see Appendix B). This information form differed from the tutors' consent form as the tutees' signatures were not required to indicate consent; the UCF Institutional Review Board (IRB) determined that providing tutees with an information sheet and receiving their verbal consent was the most time-efficient way to recruit tutee participants without detracting from their scheduled appointment time at the Writing Center. Again, it was emphasized that participation was voluntary and would not have an effect on their ability to use the UWC's services. Participants were also provided with my contact information (listed both on the information form and my business card) and informed that they could contact me to drop out of the study at any time, in which case their video and all other would be destroyed. All participants were 18 years of age or older.

I video recorded and interviewed seven tutoring sessions total. In subsequent chapters of this thesis, I will refer to each tutoring session numerically (e.g., Session #1, Session #2, etc.)

Each session included one tutor and one tutee, and these participants will also be referred to numerically in subsequent chapters (e.g. Tutor #1, Tutee #1, Tutor #2, Tutee #2, etc.) These tutoring sessions were chosen as a result of random convenience sampling. I consulted the UWC schedule to see when tutors who had volunteered as participants had an appointment. I tried to choose times when other appointment slots on the schedule were not filled so that there would be limited background noise for video recording, since the UWC main center space is open concept and tutoring sessions take place at tables close to each other. The seven sessions consisted of different tutors and students for a manageable yet wide enough range of data that patterns and variations could emerge and be identified. This was beneficial for my emergent inquiry because I wanted to see the differences between the choices made by each writing consultant regarding the resources used, how they were used, and the resultant consequences, as well as gather diverse perspectives from different tutors and tutees. Qualifiers such as novice and experienced tutors, or recurring and first-time students were noted during data collection and considered during data analysis in case trends emerged, but ultimately these qualifiers were deemed insignificant due to limited random sampling.

Data Collection

To address each of the research questions, the following data was collected over the course of the Fall 2014 semester:

- Video recordings of seven tutoring sessions,
- response notes taken based on the sessions that were video recorded,
- transcriptions of the video recordings of tutoring sessions,
- notes from the interviews conducted with tutors and students, and

- a corpus of tutors' post-session notes compiled from the UCF UWC scheduling database, TutorTrac™.

In my original research plan, I had proposed conducting observations and taking field notes while also video recording the tutoring sessions. Babcock and Thonus (2012) identified a combination of observation and video recording of tutoring sessions with follow-up interviews as useful methods for data collection when conducting empirical research in the writing center. However, as I began recruiting participants, I found that a number of both tutors and tutees were reluctant to be both observed and video recorded. This doubled outside presence was called a “fishbowl effect” by one tutor, who explained that video recording felt less intrusive, but adding observations resulted in an overwhelming sense of being watched (Anonymous, personal communication, September 15, 2014). The consensus from five potential participants—three tutors and two tutees—was that the dual method of video recording and observation would ultimately interfere with the participants' sense of comfort and normalcy within the tutoring session. Therefore, I concluded that the combination of video recording and observation has the potential to negatively impact tutoring practice and the students' experience with the writing center. This is something to consider for writing center researchers who intend to use these data collection methods, since conducting research should never alter the participants' behavior nor interrupt the work of the writing center.

Video Recording and Response Notes

As a result of this feedback from potential participants, I chose to prioritize video recording tutoring sessions over observing and taking field notes because “video footage can be approached as data in several ways: as an audiovisual record of places, events, or conversations;

as a piece of narrative text; as a record of choices made within a particular kind of rhetorical work; and so on” (Halbritter & Lindquist, 2012, pp. 175-176). Instead of observations and field notes, I followed the recommendation of Julie Lindquist and David Seitz (2012) to write response notes after watching the video recordings and conducting the interviews to pinpoint any emergent trends regarding talk and action in moments of collaborative knowledge production. Because the interviews were conducted directly after the tutoring session in most cases, I watched the videos after the interviews concluded.

I took response notes while watching the video recordings after the tutoring sessions were completed, focusing on moments of knowledge development and resource use. The concept of knowledge development comes from Perkins’ (1993) person-plus system of learning, where people and objects work together to facilitate learning and understanding. If we understand that knowledge is collaboratively developed in tutoring sessions (Lunsford, 1991), and learning is represented by doing something or applying that knowledge (Ambrose et al., 2010), then I looked for moments that indicated this type of interaction. As such, I developed selection criteria for moments of knowledge development based on the following sequence that suggested learning and/or understanding was happening:

- 1a.) Tutor and/or tutee asks a question, OR
- 1b.) Tutor and/or tutee expresses a concern about the writing or rhetorical situation at hand
- 2a.) Tutor and/or tutee answers a question or provides insight into a question (resource may or may not be involved in this step), OR

- 2b.) Tutor and/or tutee offers insight/personal experience/prior knowledge/suggestions in response to the expressed concern (resource may or may not be involved in this step)
- 3.) Tutor and/or tutee reacts to this exchange of information by taking some kind of action.

To find these interactions in the video recordings, I noted the turns taken between the tutor and tutee, both in talk and action around the resources. I also took notes on who seemed in control of the resources, per Lunsford's (1991) claim that an ideal Burkean-Parlor center involves negotiated and shared control.

Taking notes after the fact aided in the process of transcribing the videos; however, ultimately the usefulness of field notes was diminished because I was not present during the tutoring session, and therefore was limited to the video footage. There were times that the video camera was not positioned in a way that captured all of the activity involved in using resources during the tutoring sessions. In addition, because most of the interviews took place immediately after the tutoring session, I was not able to adapt my interview questions to follow up on things I noticed in the session regarding resources since I was not present and had not watched the videos yet.

Interviews

To follow up on potential trends that I noted related to my area of inquiry, I conducted interviews with both tutors and students who were willing to take the extra five to ten minutes after the tutoring session. The interview questions were descriptive questions, related to the usage of resources in the session that provided insight to the choices made by the participants

and the resultant effects on the tutoring session (see Appendices C & D). The interviews were structured in the format of a “standardized open-ended interview,” which uses the same questions in each interview to allow for comparative responses, but the questions are open-ended so as to prompt participants to provide detailed responses (Turner, 2010, p. 756). The interview questions were constructed in accordance with the following suggestions for designing successful, generative yet unbiased interview questions:

(a) Wording should be open-ended (respondents should be able to choose their own terms when answering questions); (b) questions should be as neutral as possible (avoid wording that might influence answers, e.g., evocative, judgmental wording); (c) questions should be asked one at a time; (d) questions should be worded clearly (this includes knowing any terms particular to the program or the respondents' culture); and (e) be careful asking “why” questions. (Turner, 2010, p. 758).

All seven of the tutor participants agreed to be interviewed, but the tutee participants were less willing to take the time to be interviewed after their tutoring session. As a result, I only interviewed nine out of fourteen participants: seven tutors and two tutees. For the majority of those who did agree to participate in a follow-up interview, it was conducted immediately after the tutoring session concluded, with the exception of two tutors who scheduled their follow-up interviews for later in the day, after their shifts had ended. All follow-up interviews were conducted within five hours of the tutoring session that had been video recorded, which was important so that the events of the tutoring session were still clearly recalled by the participants.

Session Notes

Finally, at the end of the Fall 2014 semester, I ran a complete report on TutorTrac™ to generate a list of resources that tutors reported in their session notes throughout the semester. TutorTrac™ is a management software that is used for the UCF UWC's record-keeping and scheduling needs. TutorTrac™ keeps track of every student's appointment, including information such as the class, instructor, and reason for each appointment. At the end of each appointment, students sign out of TutorTrac™ by filling out a survey, and tutors add session notes about the appointment to the TutorTrac™ database. The interface for the session notes includes a large text box for tutors to write notes directly to the student, recapping the work of the session and detailing the plan they made for the writer's next steps. There are also four smaller text boxes that are for the UWC's record-keeping purposes, which do not go to the student. These text boxes ask the tutor to identify the writing processes that were the focus of the session, the ways that the writer demonstrated learning, any resources that were used during the session, and the plan that was made for the writer after the session (see Figure 1). Running a report to generate a list of the responses tutors provided in the text box regarding resources provided the data to see all of the resources that were used in tutoring sessions during the Fall 2014 semester. Any session notes that were not filled out were disregarded from the data collection.

Appointment Info **Visit Info** Document

Notes:

What writing processes (e.g., developing ideas, organizing) did you work on?

What did the writer do to demonstrate learning during the consultation?

What writing resources did you use during the consultation?

What plan did you make with the writer for what to do after the consultation?

Figure 1 TutorTrac™ session note interface.

Analysis Methods

Considering a variety of relevant methods for data analysis was important for this research because this is a new line of inquiry, so there was not a previously established methodology that I could use as a model. Therefore, I developed a hybrid methodology from different analytical methods that are supported by relevant cross-disciplinary literature and worked well together for the purposes of my research. In order to gain insight into each research question, I conducted two levels of analysis. The first level of analysis was a corpus analysis in order to understand the types of resources that were used. The second level of analysis was a mediated discourse analysis to understand how resources were used and the activities that were mediated as a result.

Corpus Analysis

The first level of analysis involved running the corpus of session notes data through AntConc, a free online concordancing program, in order to identify patterns in the types of resources used during the Fall 2014 semester. Corpus analysis is a useful method for finding and analyzing the frequency of words as they appear in a large number of text-based electronically stored data (Bennett, 2010). Since UCF UWC tutors identify any resources they used as part of their session notes, a corpus analysis revealed the types of resources used and the number of times they were used over the course of the semester.

Running an administrative report through TutorTrac™ generated a corpus of tutors' session notes from the beginning to the end of the fall 2014 semester. This report was then run through AntConc, which identified the frequency of words tutors used to identify the resources they worked with. Because the session notes are self-reported by tutors, there were variations in the ways tutors identify the resources that they used in each session. For example, the resource Purdue Online Writing Lab (OWL) was often reported as "Purdue OWL," "Purdue," or "OWL." Therefore, this level of analysis involved going through the AntConc results in order to consolidate these inconsistencies. This process was aided by my familiarity with the resources that are often used by the tutors in the UCF UWC. Then the AntConc results were used to discover patterns in the types of resources used and their frequency of use over the course of the semester.

Mediated Discourse Analysis

For the second level of analysis, I conducted a mediated discourse analysis on the transcripts from the video recordings. Mediated discourse analysis is a method that developed

from the interest in “ways to move discourse analysis beyond the analysis of texts to consider questions about the actions people take with them, as well as other cultural tools, and the social consequences these actions have” (Norris & Jones, 2005, p. xi). Mediated discourse analysis considers the unit of analysis to be “*action*, more specifically, the *mediated action*, which is the real time moment when mediational means, social actors, and the sociocultural environment intersect” (Norris & Jones, 2005, p. 5, emphasis in original). This method of data analysis was appropriate for this research because the focus of this study is on the participants’ actions around resources, rather than just the talk.

I used the video-recorded tutoring sessions for a more in-depth look at resources that were used, when and why they were used (or why not), and how they were used to mediate activity within the tutoring session. I reviewed the video recordings of each tutoring session and transcribed them while consulting my response notes to note the places where I should pay special attention because of knowledge production and resource usage. Although vertical transcription is the preferred method used in writing center research to highlight linguistic elements and discourse markers, such as overlaps and pauses, (Gilewicz & Thonus, 2003), I used a play-script method of transcription to highlight the action that was taking place, for the purposes of my research (see examples in Chapter Four). The critical lens of distributed cognition and the person-plus learning system (Hutchins, 1991; Cole & Engeström, 1993; Perkins, 1993; Giere & Moffatt, 2003) was useful as a theoretical framework in order to understand how resources might play a crucial role in the beneficial collaboration and knowledge development between tutors and tutees in Lunsford’s ideal Burkean-Parlor writing center model. Therefore, once I finished the transcription process, I reviewed each transcript and identified

moments of the knowledge development between the writer and tutor. These sections of transcription were important data points for analysis because distributed cognition posits that humans and artifacts are both integral components of a cognitive system (Giere & Moffatt, 2003), so this provided a focus on whether or not writing resources played a role in moments of collaborative knowledge development.

Once I identified these instances of learning opportunities in the transcripts, I then implemented a process coding method to perform a mediated discourse analysis of the data. Process coding is useful for qualitative research that is interested in discovering “ongoing action/interaction/emotion taken in response to situations, or problems, often with the purpose of reaching a goal” (Corbin & Strauss, 2008, pp. 96-97), as well as the “consequences of the action/interaction” (Saldaña, 2012, p. 96). This coding method afforded a focus on the actions and interactions between the tutor, writer, and resources. This focus provided insight into the role of resources in a collaborative person-plus learning system. This method involved going through the transcripts and coding for rhetorical moves by using gerunds (verbs ending with “-ing”), accounting for activity around resources and the turns taken between the tutor and writer as they interacted with resources.

From these codes, I segmented the data into categories of interest that were relevant to my research questions. In “Analysis and Coming Home from the Field,” Shirley Brice Heath and Brian Street (2008) distinguished “associated artifacts” and “types of activity” as categories that researchers can use to quantify their data (p. 93). Considering resources as artifacts of tutoring practice, I identified patterns in the types of resources used for similar purposes (e.g., the Purdue OWL, *The Everyday Writer*, the *MLA Handbook*, or a handout for MLA citation style).

These categories provided insight into my research questions regarding the kinds of resources that are used.² Then, for types of activity, I categorized patterns in the way resources were used (e.g., explained, modeled, given to the tutee to try on their own, given to the tutee to reference later, used exclusively by the tutor, or not used at all). These categories provided insight into my research questions regarding how resources are used, the choices tutors make, and how writers are involved. Thus categories were developed according to the patterns of resources used and actions taken, and then revised after consulting with a second coder for better reliability (see Tables 2 & 3).

Table 2: Coding Categories, Definitions, and Examples of Associated Artifacts

Type of Resource	Definition	Examples
Associated Resources	Resources directly related to the rhetorical situation of the writing	<ul style="list-style-type: none"> • Assignment sheets • Writing prompts • Rubrics • Textbooks • Examples
General Resources	Resources that contain information, definitions, or instructions relevant to writing questions or concerns	<ul style="list-style-type: none"> • Reference materials • Handbooks • Citation manuals • Style guides • Grammar and mechanics guides • Dictionaries • Thesauruses

² These categories also contributed to the development of the definition of resources found in Chapter One.

Table 3: Coding Categories, Definitions, and Examples of Types of Activity

Type of Activity	Definition	Examples
Accessing a resource	The way the resource is introduced into the tutoring session	<ul style="list-style-type: none"> • Tutor retrieves resource • Writer retrieves resource • Tutor shows tutee where to find resource • Tutor shows tutee how to find resource • Tutor or tutee asks about resource
Using a resource	The way the resource is implemented into the tutoring session	<ul style="list-style-type: none"> • Explained • Modeled • Connections drawn between resource and paper • Suggestions/revisions made from information found in resource • Given to the tutee to read on their own • Used exclusively by the tutor
Not using a resource	The way the tutor or writer engages in the knowledge development sequence without the use of a resource	<ul style="list-style-type: none"> • Tutor responded to tutee's question/concern from prior knowledge • Tutor asked question to prompt tutee's thinking • Tutee revises/corrects writing on their own

From these categories, themes were identified according to the patterns of resources used and rhetorical moves tutors and writers made around resources to address writing concerns they encountered during the tutoring session. These themes revealed certain processes of collaborative

knowledge development involved in writing center practice (e.g., interpreting assignments, responding to rhetorical situations, understanding genre conventions, problem solving, revising) and the role resources played as a part of those processes. These themes were identified by drawing connections between the video transcripts and the interview data, which provided insight into the choices made by the tutors, as well as the impact the use of the resource had on the tutoring session and the participants' knowledge development.

Designing Research toward a More Evidence-Based Practice

The goal of this research was to implement these two levels of analysis to lead to a better understanding of the role resources play in tutoring sessions, the choices tutors make involving resources, and the resultant consequences. This research has resulted in the development of data collection and analysis methods that other writing center scholars can adopt to replicate and extend this study. The potential for this study to be replicated and extended will hopefully facilitate the development of a more evidence-based tutoring practice involving resources within writing centers.

CHAPTER FOUR: ANALYSIS & FINDINGS

Although this study is limited in scope, the findings do offer insight into the original research questions. These research questions sought to understand the types of resources that are used in tutoring sessions, the circumstances in which resources are or are not used, and the impact resources can have when used. This chapter will discuss the results of the multiple levels of analysis described in Chapter Three to explore the types of resources, the types of activity around resources, and the reasons behind choices made regarding the use of resources in tutoring sessions.

The results of the corpus analysis of session notes from the Fall 2014 semester reveals frequently used resources, as well as the number of tutoring sessions where resources are not used. The findings from the mediated discourse analysis provide a glimpse into the ways tutors and tutees use resources to respond to their questions and concerns, and the resultant effects and consequences from these moves. I will discuss the implications of these moves within a person-plus (Perkins, 1991) Burkean-Parlor (Lunsford, 1999) writing center model, analyzing how resources play a role in the collaborative knowledge development processes that happen in tutoring sessions. Finally, I will discuss the interview data that provided tutor perspectives as to why some resources are referenced more than others, as well as reasons why resources might not be used at all.

Types of Resources

Over the course of the Fall 2014 semester (from the first day of classes on Monday, August 18, 2014, to the last day of the final exam period on Tuesday, December 9, 2014), there

were 3,221 total visits recorded at the UCF UWC. The session notes from these 3,221 tutoring sessions were analyzed for the tutors' responses to the question "What writing resources did you use during the consultation?" A corpus analysis of the completed session notes revealed that myriad resources are used in tutoring sessions at the UCF UWC. While "none" and "N/A" were two of the most frequent responses, the total number of all of the resources listed demonstrates that tutors utilize resources more often than not.

Running the TutorTrac™ report through AntConc revealed that "OWL" was the most frequently used word, cited 415 times. The word "none" was the second most frequently used word, cited 406 times. The word "Purdue" was the third most frequently used word, cited 404 times. This is where it was important to have familiarity with the resources that are commonly used in tutoring practice because I knew that "OWL" and "Purdue" were the same resource: the Purdue Online Writing Lab (OWL) website. Therefore, in order to get an accurate picture of the most frequently cited resources, I had to go back through the AntConc results and consolidate individual words into phrases that represented one resource (e.g., Purdue OWL, assignment sheet, *The Everyday Writer*, etc.) so that I did not count the same resource twice. Because I was more interested in the types of resources that were used as opposed to their content, I did not differentiate between the different types of handouts, manuals, dictionaries, and handbooks that were listed. In addition, I differentiated between similar resources that were reported with different names (e.g. manual and handbook, or assignment sheet and writing prompt) to account for the variations in how tutors reported the resources they used. Table 4 shows the results of the corpus analysis by identifying the type of resource; all of the individual words or abbreviations that represented that resource in the AntConc results that had to be consolidated; and the total

number of times we can understand that the resource was used, as a result of consolidating the individual words that referred to one source. The results shown here were limited to the types of resources that were recurring in the data

Table 4: Corpus Analysis Results

Type of Resource	Individual Words Consolidated from AntConc Results	Total Number of Times Cited in Corpus Data (After Consolidation)
No resource used	“None,” “N/A”	781
The Purdue OWL website	“Purdue,” “OWL,” “POWL”, “Perdue”	425
Handouts	“Handout,” “Handouts”	404
Internet/Website	“Internet,” “Web,” “Website”	143
<i>The Everyday Writer</i>	“Everyday,” “Writer,” “TEW”	84
Assignment sheets or assignment requirements	“Class,” “Assignment,” “Sheet,” “Sheets,” “Requirements,” “Guidelines”	64
Manual		58
Guidebook	“Guidebook,” “Guides,” “Guide”	58
Library Database	“Library,” “Database,” “Data,” “Base,” “OneSearch,” “One,” “Search”	57
Handbook		48
Google		38
Thesaurus		37
Dictionary		36
Examples	“Example,” “Examples,” “Sample”	33
<i>Writing About Writing</i>	“Writing,” “About,” “WAW”	27

Type of Resource	Individual Words Consolidated from AntConc Results	Total Number of Times Cited in Corpus Data (After Consolidation)
Article		24
Writing prompt	“Writing,” “Prompt”	22
Textbook	“Textbook,” “Texts,” “Book”	13
Rubric		11
Worksheet		10
Notes	“Class,” “Notes”	8

The results of this analysis expanded my understanding of writing resources beyond the types referenced in current writing center scholarship. As demonstrated in Chapter Two, resources are considered reference materials that mostly respond to issues of correctness. Those types of resources are certainly represented in the corpus data, as the two most frequently reported resources were the Purdue OWL and handouts, both of which address a number of general writing concerns. But these session notes reveal that the UCF UWC tutors have a broader conception of resources than is reflected in the literature. The third most cited resource was the Internet, which demonstrates a shift away from Bonnie Devet’s (1997) vision of resources as books with a physical presence “lining the lab’s walls” (p. 15). In addition, the tutors’ consideration of search engines such as the UCF library database and Google as resources suggests that resources are tools to find answers to any question or concern, rather than reference materials for matters of correctness.

Materials directly related to the rhetorical situation of the writing are another type of resource that is revealed in the corpus analysis. Assignment sheets and assignment requirements were the

fifth most frequently cited type of resources found in the consolidated AntConc results. Writing prompts and rubrics, while not cited as frequently, also had multiple instances of being used in tutoring sessions. These types of resources account for what the writing needs to do in order to be effective, demonstrating that resources have the potential to be useful for more than correctness or polishing. In a follow-up interview, one tutor said that the writing prompt is an important resource because it helps to “frame the work itself” and “if [their] focus isn’t in the right direction, it doesn’t matter what the writing is. If it’s not what the person needs to read, it doesn’t matter how good the writing is” (Tutor #5, personal communication, November 13, 2014). Therefore, these types of resources can allow tutors and writers to understand the purpose of the writing, develop audience awareness, and determine how to respond effectively to the writing specifications.

As a result of these findings, I developed the following definition of writing resources that was used in Chapter One to explain how resources would be considered in this study:

- Materials directly related to the rhetorical situation of the writing, such as writing prompts, assignment sheets, and rubrics, and/or
- reference materials that contain specific information, definitions, or instructions relevant to writing questions or concerns, such as dictionaries, thesauruses, citation manuals, grammar guides, etc.

These two types of resources became categories that were noted in the mediated discourse analysis of the transcripts from the video-recorded tutoring sessions (see Table 2, Chapter Three). Materials directly related to the rhetorical situation of the writing were considered associated resources because of their relation to the specific writing at hand. Reference materials

were considered general resources because they are useful for writing concerns across contexts³. By adding these different types of materials to our understanding of resources, we can see the potential for using resources to address content-level global concerns, in addition to the sentence-level local concerns as referenced in the current literature (see Chapter Two).

Types of Activity

There were three broad patterns of activity around resources that were revealed across the seven tutoring sessions that were video recorded. These categories of activity included accessing resources, using resources, and deciding not to use resources. Within these categories, there were subcategories of activity that defined how these activities were enacted in the tutoring session as part of moments of knowledge development.

Accessing Resources

Across all seven tutoring sessions, there were patterns in the activity of accessing the resource and introducing it into the tutoring session, depending upon the type of resource. In the tutoring sessions where the tutees were working on a class-related assignment, those tutees had possession of the associated resources that were used, such as assignment sheets, rubrics, and textbooks. Therefore, tutees most often introduced these resources into the session, either of their own accord or at the prompting of the tutor. On the other hand, tutors had access to general resources based on their prior knowledge of the availability and the affordances of resources both

³ The terms “associated” and “general” were selected after extensive discussion with my committee and other scholars, but these terms may not be satisfactorily representative of the two types of resources described in this research. Further research may consider renaming these types of resources.

physically located in the writing center and online. For example, Session #3 began with the tutor already accessing the resource and giving it to the writer to start the session:

- Tutor *(Pulls chair up next to writer. Puts MLA handout on table between tutor and writer.)* So last time we looked at your sources. So tell me what you did since we talked last.
- Writer So I already just from last time forgot to center this *(points to paper on computer screen)*, but I did double space it like the MLA suggested.
- Tutor Okay good, good. So let's see now, you, yeah, you said maybe not to center it.
- Writer Yeah
- Tutor Perfect. And I have *(picks up handout, flips through pages)* this source here, which this talks about what the Works Cited looks like. *(Puts handout down in front of writer.)*

Here the tutor has access to the general resource of the MLA handout and provides the writer with the resource to begin the session as a result of her familiarity with this recurring writer's concern with MLA, and her familiarity with the resources that had information relevant to that concern. Later in the tutoring session, when the handout does not have specific enough information, the tutor again accesses a different general resource to respond to this new concern:

- Tutor Okay I'm going to go get a guidebook as well so we can just open that and go line by line, because most of your sources are from online, correct?
- Writer Yes
- Tutor Okay *(gets up)* so I have a resource here if you want to take a look *(points to handouts, sits back down)*
- Writer Okay
- Tutor Um these are for books *(flips through handout pages, then hands it to the writer)* here's for Internet sources. So I'm going to have this one with us and then I'm going to get a guidebook just in case we have more specific questions. *(Gets back up again and walks off screen.)*
- Writer Yes ma'am thank you *(Reads through handout, following along with pen.)*
- Tutor *(From off screen)* And we said MLA, right?
- Writer Yes ma'am
- Tutor *(Returns with MLA handbook, sits down, and places it between tutor and writer.)*

Again, the tutor has access to the general resource, and introduces it into the tutoring session to supplement the other general resource. In both cases, once the tutor has accessed the resource, she places it between the tutee and herself. In the follow-up interview, the tutor explained that “this encourages the writer to pick it up and use the resource for herself instead of me just doing it for her” (Tutor #3, personal communication, October 16, 2014).

In the seven tutoring sessions that were video recorded, I saw tutors prompting tutees to provide associated resources, often by asking tutees if they had an assignment sheet. However, I did not see tutees asking for resources to respond to their concerns, so tutors made the decision of whether or not to introduce general resources into the tutoring session to respond. As demonstrated above, tutors either began the session already with possession of the general resources, or retrieved them at some point during the tutoring session when a new question or concern occurred.

An interesting variation in these patterns of access was revealed in Session #4. This tutoring session involved a writer looking for assistance with her resume, and the tutor responded by introducing an associated resource into the session. This resource was an example of a resume, which is considered an associated resource because of its direct relationship to the rhetorical situation. In his follow-up interview, the tutor explained that he always uses this resource for tutoring sessions that involve working on resumes because “it’s the most comprehensive resource we have” and “it helps to give a visual of what we’re talking about” (Tutor #4, personal communication, November 13, 2014). This demonstrated that examples are useful associated resources that tutors have access to as well as tutees. The way that Tutor #4 introduced this resource into the session is also important to note:

Tutor So you need a resume and not a CV?
 Writer Correct, resume, not CV.
 Tutor Okay cool, just making sure. Okay, so (*looks at paper between them*) what we can do is, do you have a laptop with you?
 Writer Certainly (*reaches down and pulls out laptop.*)
 Tutor All right, I'll show you a good resource we can look at so we have an example of a resume that we can use. Um (*looks at paper, then laptop*) yeah so can you open...
 Writer Yes (*opens laptop, types in login information*)
 Tutor (*Reading paper, flips through multiple pages*)
 Writer Where, honey?
 Tutor Okay (*looks back up at laptop*) wow that was fast, go ahead and type in hospitality.ucf.edu.
 Writer (*Types*)
 Tutor (*Points to screen*) Not connected to the Internet
 Writer Oh right, because I didn't...uh huh (*types*) (*pauses while it connects*)
 Tutor (*Pointing pen toward screen*) Okay and then go to Campus Life.
 Writer (*Clicks link*)
 Tutor (*Pointing pen toward screen*) And then Career Services.
 Writer (*looks, clicks link*)
 Tutor And then scroll all the way down (*waves pen up and down*)
 Writer (*scrolls, watching the screen*)
 Tutor All right and then (*pointing pen toward screen*) you're going to click on Writing an Effective Resume and Cover Letter

While Tutor #3 placed the handout and guidebook between the tutee and herself to encourage the writer to use the resource for herself, Tutor #3 still accessed the resource on her own by retrieving it from one of the writing center's bookshelves. On the other hand, in Session #4, Tutor #4 guided Tutee #4 to find the resource herself. Especially because this is an online resource rather than one located in the writing center, this provides the tutee with guidance to find the resource again on her own.

Using Resources

Once these resources were implemented into the tutoring session, there were variations in the way they were used. The following activities around resources were found from two rounds of process coding:

- Tutor explained and modeled how to use familiar resources.
- Tutee gave tutor an associated resource to read.
- Tutor gave a general resource to the tutee to read.
- Tutor and/or tutee reviewed the resource and then explained the information they found.
- Tutor and tutee drew connections between the resource and the tutee's writing.
- Tutor and tutee both made suggestions and/or revisions as a result of the information they found in a resource.

These ways that resources were used in tutoring sessions can be understood through Lunsford's concept of control in tutoring sessions (1991). In the Storehouse model of a writing center, which considers knowledge as externally located, the tutor has control of the session, while in the Garret model, knowledge belongs to the writer, as does the control of the session (Lunsford, 1991). But in the ideal Burkean-Parlor model, control is negotiated between the tutor and the tutee in a collaborative manner (Lunsford, 1991). This notion of control is visible in the activities around resources that were observed in this study. Noting the turns taken between the tutor and tutee in each session revealed how control of the resource and its information was navigated, and whether the tutor and tutee were engaging in collaborative knowledge development with the resource.

The following exchange in Session #4 demonstrates how a resource can be useful when it is shared between the tutor and tutee. In this session, Tutor #4 chose to use an example of a resume on an online site to address Tutee #4's concern about her own resume. The following segment shows how Tutee #4 began modeling how to use the resource to address the tutee's concerns, and how this modeling allowed the tutee to take control of the resource to make revisions to her writing:

- Tutor Okay so this is a good example (*pointing pen toward screen*) not the best, but it's good. Um so kind of the main things you have the heading up here which is great, (*gestures pen in a circle around heading*) but you also want these three sections that people usually have in resumes. (*Begins taking notes on tutee's resume*) You want to have your kind of the place that you...wait let me ask about this first. Professional profile, what's this up here? (*Moves resume back between tutor and writer, points to top of resume*)
- Writer (*Looks at resume*) Well what I have worked on
- Tutor Okay
- Writer For my jobs
- Tutor Okay
- Writer Um that's you know
- Tutor Okay so
- Writer Because I'm not doing (*looks up from resume to laptop, points to screen*) I don't, I didn't do the objective. It could be...
- Tutor Oh you don't have to. Objectives is usually um optional just because
- Writer Oh maybe I could put (*points to resume then back to screen*) work experience there?
- Tutor Yes that's...
- Writer Those words you'd rather have, oh I understand (*writes on resume*)

In this session, we can see how control was navigated between the tutor and tutee to share the information from the resource and come to a mutual understanding. The tutor began with control of both the resource and the tutee's resume, pointing out important information on the example resume and then taking notes for the tutee on her draft. Then the tutor noticed a heading on the tutee's resume that he was not familiar with, and asked the tutee about it, moving the draft back

between them. To answer the tutor's question, the tutee drew first on her own understanding of what she was doing with her resume, then turned to the resource to supplement her explanation. The tutee noted that she does not have an objective, which was a feature of the example resume, and the tutor drew on his own prior knowledge to tell her that the objective is optional. The tutee then turned back to the resource and used information from there to come to an understanding of the tutor's question—the header “professional profile” was unclear to the tutor because the typical terminology for this section of a resume is “work experience.” Seeing that on the example helped the tutee to learn the expectations of a resume and clarify her writing. In a follow-up interview, Tutee #4 explained that English is not her first language and she felt that the example helped her to choose wording that would be more recognizable to a native English speaker who might be reviewing her resume.

From this exchange, we can see how the tutor, tutee, and resource work together as a collaborative person-plus learning system. Shared control of the resource allowed both the tutor and tutee to learn about the genre conventions of a resume from the example, and to use their own knowledge to build upon the knowledge located within the resource. The tutor explaining the resource and modeling how to use it allowed the tutee to draw connections between the resource and her own writing. This resulted in a better understanding of the genre for both the tutor and tutee, and the tutee was able to make a revision to her own resume as a result of this collaborative knowledge development.

Not Using Resources

In addition to the activities involving resources, I also noted when there were moments where knowledge was created or exchanged between the tutor and tutee and a resource was not

used at all. In these moments, the tutors either drew from their own prior knowledge and expertise to answer students' question or address students' concern, or they asked questions to prompt the writers to problem solve on their own. For example, in Session #1, the tutor and tutee were reading through the tutee's Master's thesis to revise the writing for clarity. Unlike the other six tutoring sessions, an assignment sheet was not used to begin this session, because it was a recurring session between a tutor and tutee who had been working together over the course of the semester on the tutee's thesis. Therefore, both participants were familiar with the rhetorical situation of the writing, and this session picked up reading the thesis where they left off from the previous session. The tutor read aloud, which is something that is often done in the UCF UWC to give the tutee some distance from their writing and allow them to hear what it sounds like. As Tutor #1 read, she would stop at certain points to express a question or concern about the writing for revision. The following segment demonstrates how the tutor used questioning rather than a resource to help the tutee revise her writing for clarity:

- Tutor *(Reading)* “They were also asked to describe the main purpose or message of the exhibit in order to see if the desired messages were being properly grasped and how the exhibition compares to other exhibitions they visited and if there was a desire for any changes.” That’s a little bit long um...
- Writer Especially because the one before it was.
- Tutor Yeah so *(reading again)* “They were also asked to describe the main purpose or message of the exhibit in order to see if the desired messages were being properly grasped...” um and then this is...I think it’s passive voice *(reading)* “were being properly grasped...” *(grabs pen, makes note on paper)*
- Writer Mm okay yeah
- Tutor *(Reading)* “and how the exhibition compares to other exhibitions they visited and if there was a desire for any changes.” So if you, how would you go about fixing that sentence?
- Writer So I think because I attributed the action to the messages, it should be “if the audience was understanding the messages.”
- Tutor Yeah
- Writer And then I think I might stop after grasped, and make this just a short sentence here *(pointing to the paper)*

Tutor I think that would work, yeah
Writer Okay (*writes revision in notebook*)

In this exchange, the tutor first identified an issue with the writing being lengthy, the writer agreed, and the tutor identified another issue with the writer using passive voice. After noting these issues on the paper for the writer, the tutor asked how she would want to revise the sentence. The writer came up with a revision on her own, and the tutor confirmed that the revision effectively addresses those issues. A resource was not used in this instance of knowledge development.

In the follow-up interview, the tutor explained that she did not reference a resource to address this concern with the writing because she “didn’t want to take time away from the session by looking for resources when it’s just like a lower-order concern that we can fix really quick” (Tutor #1, personal communication, September 23, 2014). The tutor’s consideration of a resource as unnecessary poses an interesting contrast to the current literature on resources, which suggests that resources are most useful for lower-order concerns like this. Additionally, Tutor #1’s concern with the time it takes to find and navigate resources was echoed by Tutor #5, but for a different reason. In Session #5, the tutor and tutee struggled to understand the requirements of a writing sample for a scholarship application. When asked to reflect back on the session and consider what resources she might have used, but didn’t, Tutor #5 replied, “I didn’t know what we had; I didn’t know what to look for. I didn’t want to waste his time when I didn’t know where to look” (Tutor #5, personal communication, November 13, 2014). This suggests that familiarity and time constraints are important factors in the decisions tutors make regarding whether or not to use resources in tutoring sessions.

Activities Mediated by Resources

Conducting a mediated discourse analysis revealed that resources were used to mediate processes that were part of all seven tutoring sessions. These processes included interpreting assignments, problem solving, understanding genre conventions, and revising. Interpreting assignments was the process of understanding an instructor's or other reader's expectations for the writing by using their directions to determine the writing specifications, learning goals, and/or criteria for assessment. Problem solving was considered broadly as an activity for this study as any actions taken or decisions made by the tutor and/or tutee to find solutions for issues they encountered in the writing. Understanding genre conventions was an activity that involved learning the requirements and expectations of particular forms of writing. Like problem solving, revising was also considered broadly as an activity in this study, accounting for any changes made to the writing, usually as a result of problem solving activities. There were variations in the resources that were used to mediate each of these activities, and sometimes these activities happened without the use of resources at all. Chart 1 demonstrates the types of resources that were used to mediate the four recurring activities, which are represented on the horizontal axis, and the number of tutoring sessions where each activity occurred, which are represented on the vertical axis.

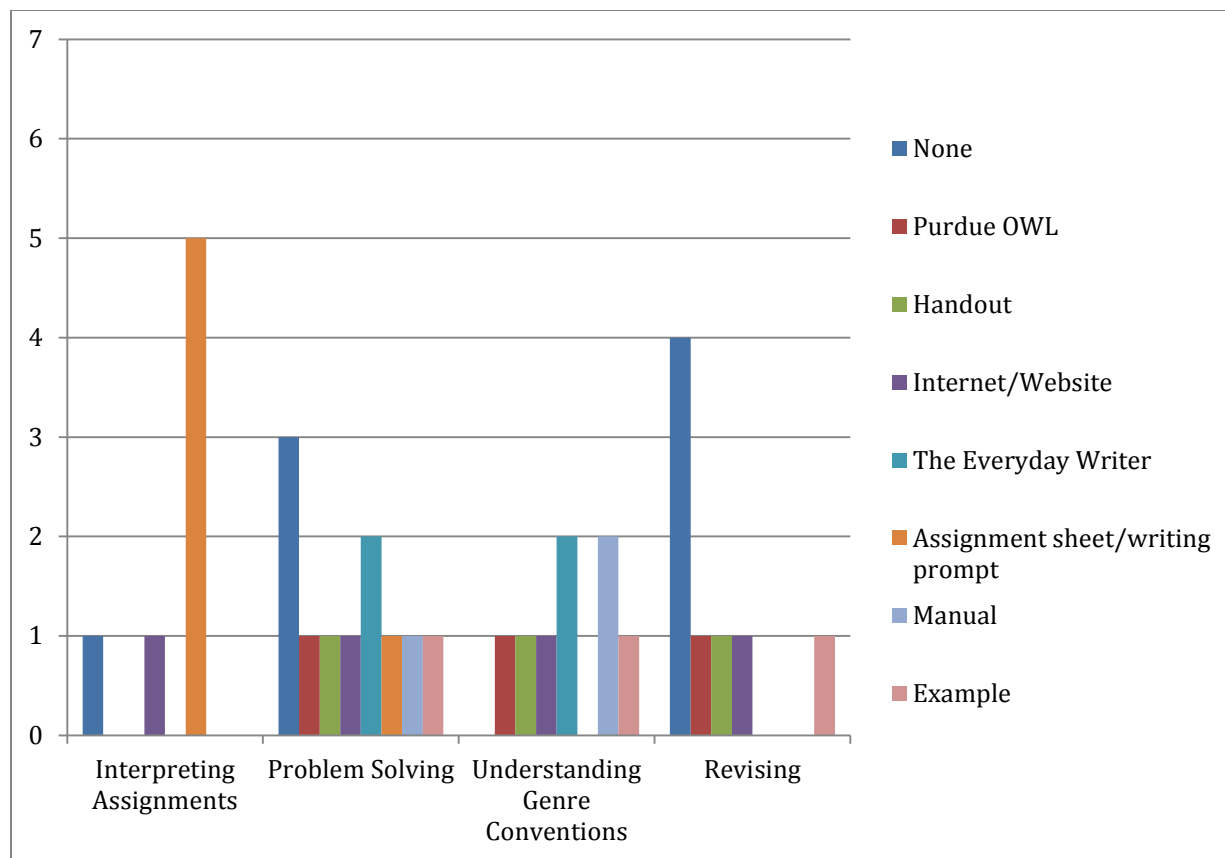


Figure 2 Types of resources in recurring knowledge development processes across seven different tutoring sessions.

An assignment sheet or writing prompt was the resource that was used the most for the process of interpreting assignments, which is to be expected. An assignment sheet was used in five of the seven tutoring session to understand the requirements of the writing. As stated above, Session #1 did not use an associated resource to gain an understanding of assignment requirements because it was a recurring session in which the tutor and tutee were continuing to work on the tutee’s thesis. In Session #5, a website was used instead of an assignment sheet, because the tutee wanted to work on his writing sample for a scholarship application, and the writing prompt was available through the scholarship’s website. These resources played a crucial role in the activity of interpreting assignments as they contained the exact information required

for the tutor and tutee to understand what the writing should do. For example, in Session #2, the tutee was working on an assignment that built upon a previous assignment she had already done in the class. The tutee wanted assistance with making sure that what she was adding to her original work was in line with the expectations of the new assignment. The following segment demonstrates how the assignment sheet was used to mediate the activity of interpreting the assignment requirements:

- Writer So I, what I need to do with this...*(flips through pages of paper)* So all of this piece will remain the same. Which I think the abstract will change a little, *(flips another page)* the background, all of those pieces when you look at um *(pulls out the assignment sheet from binder and puts it in front of tutor, points to top of page)* all of these pieces will remain the same.
- Tutor Okay so *(begins taking notes in a notebook)*
- Writer So the abstract, background, statement, and significance, so that's all of this *(flips back through paper)*
- Tutor And that's because the problem *(laughs)* that's because the problem is staying the same.
- Writer *(laughing)* Yes.
- Tutor The problem that you're focusing on is staying the same; the theories and the conceptual frameworks around the problem are being expanded?
- Writer *(Looks at assignment sheet, nods head)* Right.
- Tutor Okay
- Writer So that's pretty much where we ended except for the summary.
- Tutor Okay.
- Writer So now I'm adding on the specific aim that I plan to achieve from the theory and conceptual framework and a model *(points to a different paper)* so one of the models from the assignment was the east star, which works for me because it's about education, learning, so I can use that as the model for one of these...
- Tutor Okay
- Writer ...for module 5. And *(points back to paper)* for theory, I'll use self efficacy, I need to do a little more investigation to find articles specific to learning um and education, course perspective versus in nursing a lot of times self efficacy is in relation to the patient learning, like about their diabetes and how to manage it, and things like that. But there are some sections specifically on education, the role of education, so that's when I'm going to pull it over to take it down that line of self efficacy.

(Gestures downward with hands)

Tutor Okay

Writer Like education-centered. And then, application, all right. That's kind of like our other assignment. And then do a new summary?

Tutor So what do you think the summary, how would that summary be different?

Writer Because I will need to bring in these pieces *(points to assignment sheet)*

Tutor From... a previous paper?

Writer What does she... What'll be on this top part *(flips to next page of assignment sheet)* but what she has... *(pointing to assignment sheet)* "Application."

Tutor *(Reading from the assignment sheet)* "Synthesis of the paper and the utility of the application of theory are identified and address the practice properly described. The summary should not introduce new ideas, but should bring closure to the paper." (Pause) So it seems like you would just need to add on to the summary that those, whatever new theory you're talking about and how you're going to apply it

Writer I can lose less points quicker (laughs) because there are so many now *(gesturing to the assignment sheet)*

Tutor Oh my gosh

Writer It's like... 115

Tutor So the highest is... *(points to assignment sheet with pen)*

Writer But before there were some of those that were like 20.

Tutor Right, because it was like half of this, right?

Writer So at least it's a little more diluted out, but... *(reading)* "The summary paragraph is clear, the conclusion brings closure..."

Tutor So it's basically that it's not introducing new information, and you are reemphasizing the important aspects. Okay.

Writer Okay yeah. *(Begins writing on paper)*

In this exchange, the assignment sheet plays a central role in the distributed cognition happening as a result of the tutor and tutee's efforts to understand what the tutee needs to write. The tutee references the assignment sheet in conjunction with other papers she has already written in order to begin developing a plan for her response. As she talks through the assignment requirements, the tutor also plays a role in the distributed cognition by asking questions and clarifying what the tutee is reading from the assignment sheet. Together, the tutor and tutee come to an understanding of what the assignment requires as a result of the using assignment sheet.

The assignment sheet is also used in this session as a tool of problem solving. The tutee expressed uncertainty in understanding what to add on to her original work and wanted the tutor's help, but the tutor did not have the knowledge of the assignment requirements. To address this concern, the tutee then got out the assignment sheet and began drawing connections between the work she had already done and the information provided by the assignment sheet. In this way, the assignment sheet acted as an external form of knowledge provided by the teacher and was used in to facilitate a better understanding of the assignment requirements between the tutor and tutee. As such, the resource was central to the activity of solving the tutee's major concern of not knowing where to start, which brought her to the writing center for help. By referencing the assignment sheet, the tutee was able to begin drafting the additional writing for the assignment—the summary—at the end of this exchange.

While Chart 1 demonstrates that resources were not always central to mediating the activity of problem solving, it does show that resources were used in every tutoring session to facilitate an understanding of genre conventions. Segments from Session #4 have already demonstrated how using an example of a resume resulted in the writer discovering more genre-appropriate language to use in her own resume. The following excerpt demonstrates how this resource also mediated the activity of revising as a result of the tutor and tutee gaining a better understanding of the genre conventions:

- Tutor Oh yeah um so for these are, this is one of your jobs right? (*Gestures to resume with pen*) Oh your volunteer, okay. And then here are your different jobs split up by bullet point?
- Writer Yes
- Tutor So each bullet point is a different job here?
- Writer Yes
- Tutor Okay so what we might do is here (*points at screen*) or usually what would work best is if you have it split up by job like that. So let's say you had

catering assistant was your job. You would have your place you did it, like Central Florida Catering Services, and then you would have your title, (*holds up his index finger and thumb apart to indicate the amount of space this would take up*), and then you would have a few bullet points (*pointing back to screen*) about what you did in your job. So that's usually what you would do in resumes just so they can see what your position was, where, yeah, (*nodding*) when, and then what you did in them.

Writer (*nodding*) (simultaneously with tutor) Where, when...what...okay.

Tutor So we can probably split these (*pointing to paper*) up into those. But those are kind of the main sections you'd have on this side. (*Flips paper over*) So on this side you'll have the place (*writes on left-hand side of paper*) the place you worked at, and then you have position *writer tutor switches back to left-hand side of paper and writes*) and then you'll have a few bullet points. I would say...

Writer (*Looks back at computer screen*)

Tutor ...and then on this side you'll have the date (*switches to right-hand side of paper and writes*)...

Writer (*Looks back at paper, then back to computer screen*) It has where it was (*pointing to computer screen*) Do you want...

Tutor Oh yeah that can help as well.

Writer Because they're in Brazil, some of them.

Tutor Oh yeah?

Writer So I think that'd be relevant.

Tutor Yeah definitely. (*Back to writing on paper*) So then um location, so instead there's place of employment (*pointing to screen*).

Writer So this (*pointing to screen*) um with these bullet points, I have to actually say what I did in different positions?

Tutor Yes. So I would say three to five (*writing on paper*), more than five it gets to be too much.

Writer Yeah.

Tutor Yeah so that's usually...

Writer So relevant ones.

Tutor Yeah (*nodding*) So what can help you is that if we go up (*points at screen, makes upward gesture with pen*) we passed a page that's full of action verbs...

Writer Oh I have that.

Tutor Oh you have that? Fantastic

Writer Yeah.

Tutor So that's usually what you start your bullet points with. And that can help you choose them. (*Points back to paper*) And I think you already have them, you actually already did that. So once you do that, this will be a little more fleshed out, um but the same thing goes for this. So this is all just one place right? (*Gestures up and down side of page*)

Writer Several places, several places.

Tutor Oh okay interesting. So then what you would do then is I would structure this the same way (*points to screen*) the way the work experience is structured.

Writer Really?

Tutor Yeah.

Writer That's a lot of work.

Tutor Yeah (*laughs*)

Writer Okay. Okay.

Tutor Do you want to try fixing that now? (*Pushes paper toward writer*)

Writer Yeah okay. (*Pulls paper in front of her, starts writing*)

In this exchange, the tutor guides the tutee through the resource, comparing the example resume to the tutee's draft. He asks the tutee questions about her draft to clarify how her content and structure fits into the genre conventions as depicted in the example. He also begins modeling how the tutee might revise according to the genre conventions they are learning, continually drawing connections between the resource and what he is writing. The tutee is also engaging with the resource, asking questions to confirm her understanding of what she needs to revise with the tutor. In his follow-up interview, the tutor recognized taking on this role in the tutoring session: "Whenever I'm doing resume kind of things, I find myself being very directive. There's really not one way to write a resume, but there are particular things that should be on there. My role is like the informant of the genre" (Tutor #4, personal communication, November 13, 2014). He also acknowledges the resource's role in allowing him to fulfill the role of a genre informant: "It helps the students see what needs to go into the genre. It helps the students see the norms that exist in the genre and helps them meet those norms while still being able to say what they want to say. Like she tried to fit all of her experience into a resume format, but the example helped her see what she needed to prioritize in her revisions" (Tutor #4, personal communication, November 13, 2014). Thus the resource played a crucial role in enabling the writer to recognize the genre conventions of a resume and revise her own resume accordingly.

The results of this study demonstrate the important role resources can play in mediating activities that are central to tutoring practice. These findings only begin to provide insight into the research questions because only seven different consultations were video recorded, which is not meant to be representative of any population. However, this study does offer a starting point for the development of an evidence-based practice for using resources in tutoring sessions. From the tutoring sessions that were analyzed, we can see how resources might be used in tutoring sessions as part of a person-plus learning system, where knowledge is developed and shared collaboratively between the tutor, tutee, and relevant resources. These insights could be explored more through the replication and extension of this study, as there were some limitations to this study, which will be discussed in the next chapter.

CHAPTER FIVE: CONTINUING THE MOVE TOWARD A MORE EVIDENCE-BASED PRACTICE

This research has demonstrated the potential of writing resources to contribute to the collaborative knowledge development processes that happen in tutoring sessions to address writing concerns. This study has also provided insight into the control that tutors have over the distribution of knowledge in the way that they implement resources into the tutoring session. What we can learn from these findings is a step toward developing a more evidence-based practice in the writing center.

The results of this study identified different types of resources that tutors and tutees can use and their affordances when implemented in tutoring sessions. When shared between the tutor and tutee, resources have the potential to mediate the activities of interpreting assignments, understanding genre conventions, problem solving, and revising. In these ways, we can see how resources play an important role in tutoring sessions as part of the collaboration of Lunsford's (1993) Burkean Parlor Center through distributed cognition between the resources, tutor, and tutee. Tutors and tutees bring their own experiences and prior knowledge to tutoring sessions, which were most often used in the processes of problem solving and revising, as shown by the results of this study. However, there were several different resources that also played a role in these processes, as well as the processes of interpreting assignments and revising. Analysis of the tutoring session transcripts revealed that tutors and tutees used the resources to supplement their own understanding of how to interpret the assignment, understand the relevant genre conventions, engage in problem solving strategies for the writing questions and concerns they had, and revise the writing as a result of what they learned.

This study also showed that tutors begin with access to general resources and tutees begin with access to associated resources, and control of the knowledge from these resources is navigated from there. Analysis of the interactions with resources in the tutoring sessions suggested that shared access and control is crucial for resources to successfully mediate activity in tutoring sessions. To use these results to develop an evidence-based practice, tutors then might learn how to navigate issues of access and control in order to effectively utilize resources in response to writers' concerns. From this study, we might begin to understand how writing resources function as part of a distributed cognition system with both tutors and tutees in order to facilitate learning opportunities that allow students to transfer knowledge to future writing situations they encounter.

Limitations

There were several limitations of this study, particularly regarding the research design. While conducting this research, I encountered limitations of the data collection methods of video recording tutoring sessions and conducting follow-up interviews. As mentioned in Chapter Three, Babcock and Thonus (2012) made a case for the combination of observation, video recording, and interview for data collection methods. However, when three tutors and two tutees expressed concern with the dual outside presence of both video recording and observation, I chose video recording in order to avoid interfering with the participants' comfort during the tutoring session. While video recording was an important data collection method to prioritize because it provided visual data for a study focused on action, this method limited the data I was able to collect because I was not present during the tutoring session.

There were times that the video camera was not positioned in a way that captured all of the activity involved in using resources during the tutoring sessions. There were several sessions in which I could see the activity the tutor and tutee were engaged in around the resource, but not the resource itself. For example, when the video camera was facing the tutor and tutee and they used a computer, I was not able to see the screen. As the tutor and tutee used an online source, I could see them pointing, clicking, and typing, but could not see what they were pointing at, what they were clicking on, or what they were typing. To address this issue, I changed the position of the video camera for the next tutoring session that I recorded. I placed the video camera on a table behind the tutor, tutee, and the computer they were using. Perhaps due to the quality of the camera, the computer screen was still not visible, and at one point the tutor moved in front of the camera and blocked my ability to see any activity. In these cases, I relied on the conversation around these resources and actions to supplement my understanding what was happening. Ultimately, if the action around resources was unclear, those moments of knowledge distribution could not be considered data for analysis. I was unable to clarify the things that the video recording could not capture because most of the interviews took place immediately after the tutoring session and I did not observe the tutoring session nor had I watched the videos yet. In addition, I was not able to adapt my interview questions to follow up on things I noticed in the session regarding resources, which was another limitation of video recording tutoring sessions and conducting immediate follow-up interviews.

Another major limitation of this study is that it included a small sample size of tutoring sessions. The seven tutors and seven tutees included in this study were randomly selected based on convenience, and are not meant to be representative of any population. The analysis of the use

of resources in seven tutoring sessions does not encompass all of the possibilities for tutors and writers to use resources productively. Alone, this study only lends itself to Jeanette Harris's (2001) "'this-is-what-we-do-at-my-writing-center' scholarship" (p. 663). However, these findings do begin to provide some insight into an unexplored area of writing tutoring practice, which is the first step to cultivating an evidence-based practice in writing center research. The next step would be replication and extension of this study in other writing centers, involving theoretical sampling to the point of theoretical saturation.

Implications for Further Research

The results of this study only begin to offer insight into how we might develop an evidence-based practice for using resources in tutoring sessions. To challenge, validate, or add to the findings of this research, it would be beneficial for this study to be replicated in other writing centers, especially with theoretical sampling to the point of theoretical saturation, as mentioned above. To understand the effects and consequences of the use of resources beyond the researcher's third party analysis, additional important data points to include would be interviews with all of the participants, specifically the tutees. Interviews with tutors provided the opportunity to gain insight into the underlying beliefs that informed the decisions they made regarding resources and their perception of the learning opportunities created by these decisions. However, this study did not have much success gathering interview data from the tutee participants. A funded study with the ability to offer incentives to the tutees for their participation in follow-up interviews might have more potential to gauge the tutees' perception of what they learned in the tutoring session and how they learned it through the facilitation of resources. In addition, it might be useful to also conduct retrospective interviews, in which the

researcher and the participants watch the video together and discuss key moments. This would help to corroborate the researcher's interpretation of events with those of the participants.

If the tutees were recurring writers, observing or video recording them in a longitudinal study of their use of the writing center might also provide some interesting insight into what they learn and can apply from the use of resources. Further research might be able to provide some insight into understanding transfer in this context—if writers were able to leverage their understanding of writing resources to develop as writers beyond a single tutoring session.

In addition to the follow-up interviews with participants, there are two other data collection methods that would be useful for further inquiry into the choices tutors make regarding resources. While I conducted a corpus analysis of session notes to discover the frequency of resources used during the fall 2014 semester, it would have been useful to have survey data to understand why those resources were the most commonly used. The interviews I conducted with tutor participants provided some insight into their reasons for using or not using resources, but surveying all of the current tutors working in the UCF UWC could have provided a better understanding of the findings of the corpus data.

While the replication of this study is important for developing an evidence-based practice, it is equally important for further research to be conducted that can extend the conversation beyond this initial understanding of the resources that are used and how they are used. One potential follow-up study that could extend the focus on the choices tutors make regarding resources would be inquiry into the values and assumptions that are revealed through these decision points. Another study might explore this study's findings about control by looking into how power dynamics in tutoring sessions influence and are influenced by the use of resources. Other writing

center research might be extended to include a focus on the use of resources, such as scholarship that has focused on tutor and tutee roles (e.g., Haas, 1986; McAndrew & Reigstad, 2001; Thonus, 2001; Murphy, 2006). Further research might investigate the roles that are revealed through the use of resources, and how various roles use resources similarly or differently. This research could also explore the correlation between roles revealed through discourse analysis and roles as perceived by tutors and tutees in post-consultation interviews. Overall, this study is only the beginning, demonstrating that the use of writing resources in tutoring sessions is a rich line of inquiry that can help to inform the work that is done in writing centers across the country.

Contributions to the Field

As the first study to investigate the role of writing resources in tutoring sessions, this research resulted in new theory, methods, and implications for the field of writing center studies. As demonstrated above, the findings of this study provide a first step in developing an evidence-based practice for using resources in tutoring sessions. This can begin to inform tutor training by showing tutors the variety of ways in which they can involve resources in tutoring sessions to respond to writers' concerns. The purpose of this study is not to suggest one "correct" way of using resources, as tutoring is a complex, dynamic practice. What these findings do offer is insight into some approaches to using resources that can facilitate learning opportunities for both the tutor and the tutee. Drawing from this study, tutor training could include showing tutors examples of how resources can be utilized productively in tutoring sessions to engage in collaborative knowledge-making processes.

This study also highlighted the different types of resources that are available, and the purposes these resources might serve in tutoring sessions. The results of this study suggest a need

to develop tutor education to help tutors consider the purposes consulting a resource: to find/confirm a single, definitive answer, or to explore a range of rhetorical choices. The tutor interview data suggested that familiarity was the main criterion for choosing which resources to use, and lack of familiarity was also a reason for not using resources at all. This insight could be used to inform tutor training by including a focus on familiarizing tutors with the different resources that are available for a variety of concerns, and analyzing the affordances of each resource in order to understand why it is useful. Tutors can also learn to consider the affordances of associated resources in addition to the general resources that are usually mentioned in tutor training.

Writing center scholarship can also benefit from the definition of resources that developed from this research. As demonstrated in Chapter Two, literature based in writing center theory seems to consider resources as references for issues of correctness, while literature based in learning theory considers resources more broadly, as people, places, and objects that facilitate cognitive processes. This study bridges that gap, demonstrating that resources are tools for understanding and learning in a writing center context, especially when used collaboratively between a tutor and tutee.

Perhaps most importantly, this study responded to the call for a more evidence-based practice by developing a theory and methodology that can be used in future research. By combining Lunsford's (1991) collaborative Burkean-Parlor model of a writing center with Perkins' person-plus learning system, we can begin to understand the role of resources in tutoring sessions as part of collaborative knowledge-making processes between the tutor and tutee. In order to test this theory, I had to develop methods that could study how resources were

used in these moments of knowledge development. While it was recommended to use a combination of observation and video recording of tutoring sessions with follow-up interviews for data collection (Babcock & Thonus, 2012), I found that both observation and video recording would be disruptive to the tutoring sessions. Therefore, I had to alter my data collection methods, noting the affordances and limitations of prioritizing video recording over observation. My experience with these data collection methods can be considered by future writing center researchers.

The next step in developing this methodology involved creating selection criteria for recognizing moments of knowledge development, which was done by drawing upon writing center theory that linked collaboration with learning (Lunsford, 1991), and learning theory that linked activity with learning (Ambrose et al., 2010). The selection criteria for moments of knowledge development reflected a sequence of the tutor and tutee working together to answer a question or respond to a concern, and then reacting to this response by doing something with the new information. This selection criteria can be used in future research in any discipline that has a focus on collaborative knowledge development.

Once I was able to identify moments of knowledge development in the transcripts, I still needed to develop methods that would allow me to see if resources were involved in those moments, and how. Conducting several rounds of process coding (Corbin & Strauss, 2008; Saldaña, 2012), and then finding patterns of those codes under the categories of “associated artifacts” and “types of activity” (Heath & Street, 2008, p. 93) began to reveal themes of activity mediated by resources. The tutoring processes identified in this study—interpreting assignments, understanding genre conventions, problem solving, and revising—not only support the theory I

developed, but also provide a starting point for future research on this topic. These methods of data collection and analysis can be adopted for future empirical writing center research, either by replicating this study or adapting the methods to research another aspect of tutoring practice. While this study is only the first step in responding to the call for an evidence-based practice in writing center work, it has opened the door for other studies to be done that can build upon our understanding of this element of tutoring practice and others.

**APPENDIX A: IRB LETTER OF APPROVAL OF EXEMPT HUMAN
RESEARCH**



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1
FWA00000351, IRB00001138**

To: **Megan Louise Lambert**

Date: **July 16, 2014**

Dear Researcher:

On 7/16/2014, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination
Project Title: Researching the Role of Writing Resources in Tutoring Sessions
Investigator: Megan Louise Lambert
IRB Number: SBE-14-10397
Funding Agency:
Grant Title:
Research ID: N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.


On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 07/16/2014 04:40:36 PM EDT

A handwritten signature in black ink that reads "Joanne Muratori".

IRB Coordinator

APPENDIX B: WRITING CENTER WEBSITES WITH RESOURCE PAGES



examples. Walk in appointments - call for information and consultations at 3 locations: Orlando, Cocoa, and Beach. uwcf.edu/writingcenter

- HOME
- Schedule a Consultation
- Attend an Online Consultation
- About Us
- For Students
 - Students
 - Schedule a Consultation
 - How a Consultation Works
 - Attend an Online Consultation
 - Writing Resources
 - Citation Styles
 - Grammar and Punctuation
 - Research Writing
 - Resumes and Personal Statements
 - Theses and Dissertations
 - Essays and Arguments
 - MS Word Formatting
- For Faculty
- For Current Tutors
- For Future Tutors
- Contact Us
 - Orlando: 407-823-2197
 - Cocoa: 321-433-7873
 - Daytona: 386-506-3297
 - P.O. Box 161347
 - Orlando, FL 32816-1347

SCHEDULE AN APPOINTMENT WITH TUTORTRAC™

Follow UWC Orlando for live consultation.

Tutor Applications for Fall 2015

University Writing Center? Apply to enroll in our tutoring theory & practice of tutoring writing. Please go to the UWC website for more information about the requirements. The UWC provides support to students across all disciplines, we're especially eager to support students from diverse cultural and language backgrounds. For students in a discipline that requires a tuition award to cover the cost of the course, ENC 4275: Theory & Practice of Tutoring, the application for the UWC Tutor Education is due by February 22, 2015.

Writing Center Consultation

Want to learn what to expect from a writing consultation?

Spring 2015 Hours

ORLANDO

The UCF University Writing Center will be closed on all University holidays and through Spring Break (March 8 - 13, 2015).

105 Colbourn Hall

Monday - Thursday: 9 a.m. - 8 p.m.
 Friday: 9 a.m. - 3 p.m.
 Sunday: 2 p.m. - 8 p.m.

Main Library: (Research and Information Desk) (Room 425, near elevators)


Monday - Thursday: 10 a.m. - 6 p.m.
 Friday: 10 a.m. - 3 p.m.

Beach Library

Figure 3 University of Central Florida Resources Webpage

Stanford University


Stanford | Hume Center for Writing and Speaking

Search this site... 


Writing Speaking See a Tutor **Resources** About Hume Center [RATE THE SITE](#)

Resources

LEARN MORE

 **Resources for Instructors**

 **Resources for Students**

 **Resources for Current Tutors**

RESOURCES

- Faculty & Instructor Resources >
- Student Resources >
- Resources for Current Tutors >

MAKE AN APPOINTMENT


[Go To Tutor Trac](#)

TUTORING HOURS IN THE HUME CENTER FOR WRITING AND SPEAKING

ACADEMIC YEAR HOURS

- Monday: 10:00 a.m. to 10:00 p.m.
- Tuesday: 10:00 a.m. to 10:00 p.m.
- Wednesday: 10:00 a.m. to 10:00 p.m.
- Thursday: 10:00 a.m. to 8:00 p.m.
- Friday: 10:00 a.m. to 4:00 p.m.
- Sunday: 1:00 p.m. to 10:00 p.m.

Figure 4 Stanford Resources Webpage



University Writing Program
College of Liberal Arts & Sciences

[Home](#)
[Contact Us](#)
[Academic Advising](#)

Home
First-Year Writing
Writing Resources Center
Student Resources
Faculty Resources

[Meet the Team](#)

[Becoming a Tutor](#)

[Schedule an Appointment](#)

[Online Tutoring](#)

Writing Resources

- [Writing Handouts and Quick References](#)
- [Avoiding Plagiarism](#)
- [Style Guides and Documentation](#)
- [Proofreading & Editing](#)
- [English Language Learners](#)
- [First-Year Writing](#)
- [Students with Disabilities](#)
- [PowerPoint Presentations](#)

[Faculty Resources](#)

[WRC Program Events](#)

Writing Resources

- [Avoiding Plagiarism](#)
- [Style Guides and Documentation](#)
- [Proofreading & Editing](#)
- [English Language Learners](#)
- [First-Year Writing - UWRT 1101, 1102, and 1103](#)
- [Students with Disabilities](#)
- [Powerpoint Presentations](#)
- [WRC Operating Guidelines](#)

Figure 5 University of North Carolina Charlotte Resources Webpage

The Writing Center



- Home
- Make/Cancel an Appointment
- Submit a Draft Online
- Live Chat
- Faculty Resources
- Handouts
- ESL
- About
- FAQs

Home » Handouts

[Summer 2015 calendar](#) | [Fall 2015 calendar](#) | [Spring 2015 calendar](#)

Quick Question? Chat with the Writing Center
Chat is available Sunday 4-8, Monday 9-8, and Friday 9-4

Visit our ***new* App Compendium** for apps and web tools we think might be useful to you in your academic life.

Click the links with a or visit our [YouTube channel](#) for multimedia writing strategy demos (requires the latest Flash Player)

Writing the Paper	Citation, Style, and Sentence Level Concerns	Specific Writing Assignments/Contexts	Writing for Specific Fields
Argument	Articles	Abstracts	Anthropology
Audience	Citation Resources	Annotated Bibliographies	Art History
Brainstorming	How We Cite 	Application Essays	Communication Studies
College Writing	Why We Cite 	Blogs	Drama
Color Coding 	Clichés	Book Reviews	History
Conclusions	Commas	Business Letters	Literature (Fiction)
Drawing Relationships 	Conciseness	Classroom Culture	Music
Evaluating Print Sources	Conciseness 	Comparing/Contrasting	Philosophy
Evidence	Conditionals	Comparing/Contrasting 	Political Science
Fallacies	Editing and Proofreading	CVs and Resumes	Psychology
Figures and Charts	Proofreading 	Conference Papers	Religious Studies
Flow 	Fragments and Run-ons	Dissertations	Sciences
Getting Feedback	Gender-Sensitive Language	E-mail Communication	Sociology
Introductions	Latin Terms and Abbreviations	Essay Exams	
Outlines 	Modal Verbs	Grant Proposals	
Paragraph Development	Passive Voice	Group Writing	
Procrastination	Passive Voice 	Honors Theses	
Reading Aloud	Plagiarism	Literature Reviews	
Reading Aloud 	Quotations	Oral History	
Reading To Write	Qualifiers	Poetry Explications	
Reorganizing Drafts	Relative Clauses	Recommendations	
Reverse Outlining 	Semi-Colons, Colons, and Dashes	Scientific Research	
Revising Drafts	Should I Use "I"?	Reports	
Statistics	Sentence Patterns	Speeches	
Summary	Style	Working With Your International	
Thesis Statements	Transitions (ESL)	TAs	
Transitions	Transitions (ESL)		
Understanding Assignments	Verb Tenses		
Understanding Assignments 	Word Choice		
Using the Library			
Webbing 			
Writing Anxiety			
Writing as			
Decision-Making 			
Writing Groups			

Figure 6 University of North Carolina Chapel Hill Resources Webpage

UNIVERSITY OF LOUISVILLE

APPLY DONATE CAMPUSES

LOUISVILLE.EDU MY ACCOUNTS

Search pages, people Go

University of Louisville Writing Center

HOME APPOINTMENTS WRITING HELP FOR STUDENTS RESOURCES FOR FACULTY ABOUT US

Home / Writing Help for Students / Handouts and Resources

Handouts and Resources

Handouts
Video Workshops

Handouts and Resources

In addition to being a resource to help you with your writing in person or through our Virtual Writing Center, we have a variety of resources available on our website to help you any time.

Writing Workshops

Our online writing workshops explain some of the more complicated issues with academic writing. We currently offer workshops on [Preventing Plagiarism](#), [APA Format and Citation Style](#), and [MLA Format and Citation Style](#), as well as a series of workshops on using [sources in research writing](#).

Handouts

Need some help with specific writing issues? Here are handouts we use in the Writing Center to address issues of writing strategies, genres, and style and usage.

UOFL WRITING CENTER BLOG

UofL Writing Center to Move to First Floor of the Library
Apr 21, 2015

Brainstorming: How to Avoid "Snowball" Writing
Apr 12, 2015

What can Shel Silverstein's "Writer Waiting" teach us about writing?
Mar 29, 2015

Actively Writing: Experimentation as a Way to Improve the Writing Process
Mar 23, 2015

Setting "Optimistic Accountability Markers"
Mar 09, 2015

White & Gold? Black & Blue? The Dress: Read All Over
Mar 02, 2015

[More...](#)

Like 4 Recommend this

Figure 7 University of Louisville Resources Webpage

APPENDIX C: CONSENT FORM FOR TUTOR PARTICIPANTS



Research Study: Researching the Role of Writing Resources in Tutoring Sessions

Informed Consent for University Writing Center - PEER WRITING CONSULTANTS

Principal Investigator: Megan Lambert, M.A. Rhetoric & Composition Candidate

You are being invited to take part in a research study. Whether you take part is up to you.

Purpose of the research study:

- To explore tutoring practice in writing consultations and the talk, reading, and writing that goes on around resources
- To discover the values or assumptions that are revealed through the usage and choice of resources.
- To uncover the power dynamics that influence or are influenced by the use of resources and resultant consequences.
- To use the findings of this study to better understand tutoring practice and the facilitation of learning within consultations.
- Data from this research may be disseminated in tutor-training workshops, at professional conferences, and in scholarly publications, in addition to my M.A. thesis.

This research is important because it will add to existing knowledge about valued practices that facilitate learning in writing consultations. Knowledge resulting from this study is expected to enhance tutor education and thus the effectiveness of peer-to-peer teaching and learning in the UWC. What's more, through presentations and scholarly publications, this research will add to the ongoing conversation among Writing Center specialists and tutors about tutoring practice and education.

What you will be asked to do in the study:

- Be observed and video recorded during a Writing Center consultation.
- You may choose to share notes and other texts produced or consulted during your consultation.
- Afterwards, take part in a brief interview about your tutoring practices during the consultation.

Location: University Writing Center

Time required: Participation requires observation during a single Writing Center consultation (about 45 minutes), followed by a 10- to 20-minute interview, at your convenience. You may choose to be observed only once, or you may opt to be observed multiple times over the course of this year-long study.

Audio or video recording: You will be audio and/or video recorded during this study. If you do not want to be recorded, you will not be able to be in the study. If you are recorded, the recording will be kept in a locked, safe place. Recordings will be kept indefinitely. Excerpts may be disseminated in tutor-training workshops, at professional conferences, and in scholarly publications.

Risks: Participating in this research involves minimal risk. You may experience some anxiety about being observed and recorded.

Benefits: Possible benefits to you include an opportunity to examine your tutoring practices closely, discuss them, and receive formative feedback from the Writing Center Director in order to learn and develop as a peer writing consultant. Benefits may include improved tutor education, training, and professional development opportunities for you and the other peer consultants in the University Writing Center.

Compensation or payment: There is no compensation or other payment to you for taking part in this study.

Before you decide, here are some things you should know about a research study like this:

- You must be 18 years of age or older to be included in the study.
- A research study is something you volunteer for. You can choose not to take part. Whatever you decide it will not be held against you. Choosing not to participate will have no bearing on your work in the University Writing Center
- Feel free to ask all the questions you want before you decide.
- This study does not require written documentation of consent, but if you agree to participate, you will be offered a copy of this document for your records.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints, or think the research has hurt you, talk to the principal investigator, Megan Lambert, 304B Colbourn Hall, 410-382-2720, MeganLambert@knights.ucf.edu. Alternatively, you may also direct concerns or complaints to Megan Lambert's thesis director, Dr. R. Mark Hall, University Writing Center Director, 105 Colbourn Hall, 407-823-0504, RMarkHall@UCF.edu.

IRB contact about your rights in the study or to report a complaint: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central

Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901.

Participant Consent:

I have read the information in this consent form. I have had the chance to ask questions about this assessment project, and those questions have been answered to my satisfaction. I am at least 18 years of age, and I voluntarily agree to participate. I am aware that I may revoke my permission for including a recording or transcript of my consultation at any time.

I agree to have my consultation video recorded for research purposes.

Writing Consultant Participant (Print Name)

Date

Writing Consultant Participant Signature

APPENDIX D: INFORMATION SHEET FOR TUTEE PARTICIPANTS



Research Study: Researching the Role of Writing Resources in Tutoring Sessions

Informed Consent for University Writing Center - TUTEES

Principal Investigator: Megan Lambert, M.A. Rhetoric & Composition Candidate

You are being invited to take part in a research study. Whether you take part is up to you.

Purpose of the research study:

- To explore tutoring practice in writing consultations and the talk, reading, and writing that goes on around resources
- To discover the values or assumptions that are revealed through the usage and choice of resources.
- To uncover the power dynamics that influence or are influenced by the use of resources and resultant consequences.
- To use the findings of this study to better understand tutoring practice and the facilitation of learning within consultations.
- Data from this research may be disseminated in tutor-training workshops, at professional conferences, and in scholarly publications, in addition to my M.A. thesis.

This research is important because it will add to existing knowledge about valued practices that facilitate learning in writing consultations. Knowledge resulting from this study is expected to enhance tutor education and thus the effectiveness of peer-to-peer teaching and learning in the UWC. What's more, through presentations and scholarly publications, this research will add to the ongoing conversation among Writing Center specialists and tutors about tutoring practice and education.

What you will be asked to do in the study:

- Be observed during a Writing Center consultation.
- So that we can better understand the learning you engage in during your tutoring session, you may also be invited to share copies of texts you're working from, including assignment instructions, readings, and source material, as well as the writing you work on during your

consultation, notes you and your consultant produce during the session, and the revised writing you produce after your session.

- Afterwards, take part in a brief interview about your experience during the consultation.

Location: University Writing Center

Time required: Participation requires observation during a single Writing Center consultation (about 45 minutes), followed by a 10- to 20-minute interview, at your convenience. You may choose to be observed only once, or you may opt to be observed multiple times over the course of this year-long study.

Audio or video recording: You will be audio and/or video recorded during this study. If you do not want to be recorded, you will not be able to be in the study. If you are recorded, the recording will be kept in a locked, safe place. Recordings will be kept indefinitely. Excerpts may be disseminated in tutor-training workshops, at professional conferences, and in scholarly publications.

Risks: Participating in this research involves minimal risk. You may experience some anxiety about being observed and recorded. Our aim, however, is to interfere as little as possible in your tutoring session.

Benefits: Possible benefits to you include an opportunity to examine your tutoring session closely, discuss it, and receive feedback from the Writing Center Director in order to learn ways you can make best use of the Writing Center. Benefits may also include improved tutor education, training, and professional development for a better learning experience for you.

Compensation or payment: There is no compensation or other payment to you for taking part in this study.

Before you decide, here are some things you should know about a research study like this:

- You must be 18 years of age or older to be included in the study.
- A research study is something you volunteer for. You can choose not to take part. Whatever you decide it will not be held against you. Choosing not to participate will have no bearing on your use of Writing Center services.
- Feel free to ask all the questions you want before you decide.
- This study does not require written documentation of consent, but if you agree to participate, you will be offered a copy of this document for your records.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints, or think the research has hurt you, talk to the principal investigator, Megan Lambert, 304B Colbourn Hall, 410-382-2720, MeganLambert@knights.ucf.edu. Alternatively, you may also direct concerns or complaints to Megan Lambert's thesis director, Dr. R. Mark Hall, University Writing Center Director, 105 Colbourn Hall, 407-823-0504, RMarkHall@UCF.edu.

IRB contact about your rights in the study or to report a complaint: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901.

APPENDIX E: INTERVIEW QUESTIONS FOR TUTOR PARTICIPANTS



Research Study: Researching the Role of Writing Resources in Tutoring Sessions

Interview Questions for Tutors

- What writing resources—either print or online—did you use during the consultation?
- Tell me about your choices: How did you decide to use _____ as a resource? What, for you, makes _____ an effective resource?
- How did you learn about _____ as a resource you could use for consulting?
- Looking back on the consultation, what did you hope to do or accomplish by using _____ as a resource?
- How does using _____ as a resource help you to work effectively as a tutor?
- When you reflect back on the work of the consultation, can you think of other resources you could have used, but didn't?
- Can you think of any resources that you didn't have access to, but that might have been helpful?

APPENDIX F: INTERVIEW QUESTIONS FOR TUTEE PARTICIPANTS



Research Study: Researching the Role of Writing Resources in Tutoring Sessions

Interview Questions for Tutees

- What writing resources—either print or online—did you use during the consultation?
- How did the tutor use _____ as a resource?
- How did you use _____ as a resource?
- Did you find this resource helpful? How so?
- What did the resource allow you to learn or help you to do with your writing?
- Would you use this resource again?

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