

Revised Reflection Prompt:

The Observation and Reflection Project

This semester we'll all engage in a process of observing ourselves in sessions, writing reflections on our observations, and sharing and discussing our videos and reflections.

Here's how it will work:

- Requesting permission to record:
 - Choose a session to record (ahead of time, if possible, or in the moment, if necessary). You might choose to record a session that you think might be challenging for you, such as a session with an international student.
 - Explain to the student that you'd like to record the session to study and reflect on your own tutoring practice.
 - Ask the student if it's OK if you record the session, assuring them that your concern is your own tutoring, not their writing or learning.
 - If the student says yes, share the Consent Form with the student, asking them to read it (or reading it to them if their level of English proficiency would make it difficult for them to really understand it).
 - Ask them if they have any questions about the form or the process and address any questions or concerns they have. When you feel confident they understand the process, ask them to sign the form and keep a copy for themselves. Put our copy of their signed form in Mary's mailbox.
 - If the student says no, or seems uncomfortable with the prospect of being recorded, cheerfully put the form aside and get on with the session. We definitely don't want anyone to feel pressured to participate!

- Recording the session:
 - Make sure you're signed into the WC staff shared drive on a computer.
 - Open QuickTime player. (If it's not in the dock at the bottom of the screen, search for it.)
 - Click on File, then New Movie Recording.
 - Click on the red dot in the white circle; it will immediately begin recording.
 - Make sure that you and the student are both visible in the frame.
 - Click on the yellow dot at the top left to minimize the screen. (It will continue recording but you and the student won't be distracted by seeing yourselves on screen.)
 - Continue with the session as usual.
 - When the session is over, stop recording and name the file with your initials and the date: MP_031618
 - Save the file in the Video File folder in the Writing drive.

- Reflecting on your video:
 - Block out time on the schedule to watch your video so that you won't be interrupted. (Try to choose a time we won't be too busy.)
 - Read through the list of questions below so that you have in mind some things you'll be watching for.
 - Jot notes for yourself as you're watching, noting the time stamp for any moments that seem particularly important to reflect on and discuss.

- Write up your reflection by responding thoughtfully to each category of questions. (You don't necessarily need to answer every question, but you do need to address each section of questions in a way that's meaningful to you.)
- Remember that this process is all about supporting you to become the best tutor you can be.

Areas to reflect on as you're watching your session video:

Writing Center Practices and Procedures:

Describe the way the session began. Does the student appear to be comfortable? Is there anything else that could have been done differently?

How did the agenda for the session get set? Is there anything else that might have been done differently?

How did the session conclude? How was the Exit sheet filled out? Was it a successful close to the session? Was there anything else that could or should have done?

Academic Genre Knowledge:

What kind of writing were you and the student working on? What did you consider in terms of working on this kind of writing? What else might it have been helpful to consider and discuss?

How familiar was the student with the academic genre he or she was working on? How did you gauge that familiarity?

How did your understanding of the academic genre affect your decisions and interactions in the session?

Writing Process Knowledge:

Where was the student in the writing process? Understanding the assignment? Brainstorming? Outlining? Working on a draft? Revising? Polishing? Somewhere else? How did the student's place in the writing process affect your thinking in this session? What might it have been helpful to consider and discuss about this?

Rhetorical Awareness:

Was there a discussion about the audience or purpose of the assignment with the student? If so, describe that interaction. If not, might it have been helpful to do so? What could it have added to the session? How might you have gone about introducing those ideas?

Interpersonal Knowledge:

How were you and the student physically positioned during the session? Was one of you closer to the text being worked on than the other? Did your positioning change at all during the session? What message did your positioning and the student's positioning seem to imply?

How did you gauge the student's knowledge and understanding throughout the session? For example, what kinds of questions did you ask? What kinds of questions did the student ask? What kinds of

questions might have been helpful? How did the student respond to your questions? How do you know (note their body language, tone of voice, etc.)? Was there anything that was challenging to explain? How might you explain it differently?

How would you gauge the speaking time of each participant in this session? Did the student speak more? Did you speak more? Was it fairly equal? How would you explain and evaluate the balance of speaking time?

Did you indicate that you were actively listening to the student when he or she was talking? If so, how did you do that? If not, how might you have done that better?

How much silence/wait time did you provide in the session? Did it seem like enough? Too much?

How would you describe the relationship between you and the student in this session? What do you see and hear in the video that supports that description?

How collaborative do you think this session was? Did one or other of you have more control over the session? Why or why not?

What else did you notice about the interactions between you and the student in this tutoring situation?

Intrapersonal Knowledge:

What assumptions did you make about the student at the start of the session? What might those assumptions have been based on? How might those assumptions have affected your actions or inactions within the session?

What did you do when you were confused about something in the student's writing? For example, did you puzzle over it first and then discuss it with the student? Did you think aloud? How did the strategy you used seem to affect the student? What, if anything, might you want to do differently?

Did you address what you felt needed to be addressed in the session? Were there things left unaddressed that you would have liked to have gotten to? If so, why weren't they addressed?

How would you describe yourself as a tutor in this session? What do you see and hear in the video that supports that description?

Assessing Your Session:

How would you describe this session overall? Successful? A challenge? A mess? Something else?

How would the student describe this session?

Your Takeaway:

What one specific strategy do you want to work on to improve your tutoring, based on what you observed in this video, and how might you work on it?

Choose some clips:

Select a few moments from the video (and note the time stamp) that you'd like to watch together and discuss. These should be moments that you think went very well and moments that you think could have gone better, or moments that raise questions for you.