Year: **2009**

Project Title: Digital Videos for Writing Center Tutor Training

Project Team: Patricia Kain, Director of the Expository Writing Program and Senior Lecturer English, Krieger School of Arts & Sciences; Jason Hoppe, Graduate Student, English, Krieger School of Arts & Sciences

Audience: The audience will primarily be undergraduate students who are taking "Training, Writing, Consulting" (060.307), a course for those who will become tutors in the Writing Center. The videos will also be used by graduate student tutors in the center.

Pedagogical Issue: The second half of the training course (060.307) brings students into the Writing Center where they observe actual tutoring sessions. The problem is that there is no control over what students are able to observe, or when. In addition, the live observation is ephemeral, allows little if any consistency in the observation experience of tutors, and is not subject to critical review.

Solution: This team proposes to develop a series of digital videos which showcase specific scenarios encountered by Writing Center tutors. These videos will greatly improve the teaching of new student tutors, provide a valuable pedagogical resource for graduate student tutors, and will enhance the quality of the academic service provided to the thousands of students who rely on the Writing Center each year. It will also improve the efficiency of the tutoring course as the videos can be used year after year.

Technologies Used: Digital Video, HTML/Web Design

Project Abstract: This project aims to produce a series of digital videos to improve the teaching of students in "Training, Writing, Consulting," a course for undergraduates who will become tutors in the Writing Center; to provide additional training for graduate student tutors; and to improve instruction for the more than 2000 undergraduates who are served by the WC each year. One of the challenges of teaching new tutors is how to provide effective hands-on training. Current practice relies on live observations, a practice that is pedagogically inefficient, allows for little or no consistency among tutors, and is not subject to later review and discussion by the class as a group. The videos would solve all of these problems, and it is precisely the technology that enables the solution. The end result will be improved tutor training and enhanced quality of instruction for all undergraduates who rely on the Writing Center for help with their academic writing.