LEARNING CENTERED PRACTICE AT THE SANTA BARBARA CITY COLLEGE WRITING CENTER
WELCOME TO THE WORKSHOP!
*Please tell us about you and your work with students*

Name ___________ Position ___________________ School ___________________
Email address (optional)________________________________________

1. What do you do at your campus? How does it relate to the writing center or other tutorial services there?

2. What are the areas of concern or interest that prompted your coming to this workshop?

3. What do you hope to be able to do as a result of this workshop?
INTRODUCTIONS

JERRY PIKE

MICHELLE DETORIE

YOU

BETH TAYLOR-SCHOTT

Community Writing Space

YOU
This session will focus on practical matters of running an effective Writing Center, most of which should be exportable to other schools.

The key concept of the presentation is learning-centered tutoring which applies to all types of tutoring, not just the Writing Center variety.

We will present strategies and materials that have evolved over many years of intentional effort toward meeting students where they are and helping them move out of the passive role and into an active dimension of true engagement in education.

Our methods work! We have proved it and will share those measures with you as well.
At the end of this workshop, participants should be able to do the following:

- Summarize in their own words what is meant by “learning-centered”
  - Theory
  - Strategies & Practice
  - Materials

- Explore and identify learning-centered strategies and material to implement at their own campuses
Tutoring at the SBCC Writing Center

• One-on-one tutoring

• Thirty minute sessions

• Available to all SBCC students at all levels, from basic skills to the most advanced courses, and in all subject areas that involve written work

• Help at any point in the writing process
Writing Center Tutors
A Community of Learners and Writers

- educational professionals and writers
- value learning, writing, and working with others
- come from diverse educational and cultural backgrounds
- participate in initial and ongoing training and profession development
- frequently collaborate with one another
- are included in the development and refinement of resources and practice
Students from disciplines across the curriculum will demonstrate preparedness by planning for their tutorial session and arriving with relevant materials.

**SLO 1**

Students will demonstrate self-reliance by identifying which phase of the writing process, which writing skills, and which portions of their writing sample on which to focus during the tutorial session.

**SLO 2**

Students will demonstrate problem solving/creative thinking ability by identifying the main points of discussion raised during the tutorial session to plan next steps in the writing process.

**SLO 3**

Map to the tutoring sequence and are supported by learning-centered theory, practice, and materials.
Our goal is to help students become more confident, self-directed, and informed writers so that they can achieve greater academic and professional success.
LEARNING-CENTERED ENGAGEMENT

**Theory**

**Practice**

**Materials**
THEORY
LEARNING-CENTERED TUTORING

DEVELOPS SELF-AWARENESS

FOCUSED ON SKILLS

ACTIVE

RESPONSIVE

FOSTERS INDEPENDENCE

DIALOGIC
"Education must begin with the solution of the teacher-student contradiction, by reconciling the poles of the contradiction so that both are simultaneously teachers and students." – Paolo Freire

Source: *Pedagogy of the Oppressed*
Learning “...is active, engaged, personal- more specifically, self-rhythmmed - in nature.”

- Janet Emig

Source: “Writing as a Mode of Learning”
“The most satisfying tutorials are those in which the students were active participants in finding their own criteria and solutions”
– Muriel Harris
The goal is “to produce better writers, not better writing.”
–Stephen North
“When students talk about what they know, what they're learning, and what they don't understand, they become the center of the learning process.”
- John P. Cleveland
“The academy is not paradise. But learning is a place where paradise can be created.”

-bell hooks
THEORY

**DIALOGIC**
- Tutor and student are mutually engaged in the learning process.

**RESPONSIVE**
- Adapted to student’s individual goals and learning process.

**ACTIVE**
- Requires student participation and involves students in decisions about their learning process.

**FOCUSED ON SKILLS**
- Practicing strategies.

**DEVELOPS SELF-AWARENESS**
- Meta-cognition.

**FOSTERS INDEPENDENCE**
- Prepares students to work on their own.

**LEARNING-CENTERED**
- How we interact with students.
- How we approach tutor training.
- How we collaborate with each other.
PRACTICE
**THEORY**

**DIALOGIC**
- tutor and student are mutually engaged in the learning process

**RESPONSIVE**
- adapted to student’s individual learning process

**ACTIVE**
- requires student participation and involves students in decisions about their learning process

**FOCUSED ON SKILLS**
- practicing strategies

**DEVELOPS SELF-AWARENESS**
- meta-cognition

**FOSTERS INDEPENDENCE**
- prepares students to work on their own

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**PRACTICE**

- Writing Center forms create spaces where both student and tutor contribute
- Asking questions
- Reflective listening
- Using different approaches for different learning styles
- Code-switching
- Holding the student accountable
- Practice-based
- Scaffolding
- Connecting with resources
- Prompting student to reflect and summarize what they’ve done
- Providing an opportunity for the student to plan next steps.
MATERIALS
The Writing Center DLA, Session Record, and Session Reflection work together to support learning-centered tutoring and to empower students to become more confident, self-directed, and informed writers.
Welcome to the SBCC Writing Center
Student ___________________________ Today's Date __________ Due Date __________ Visit required? Y / N / Extra Credit
Instructor ___________________________ Course ________ Visits to Writing Center? First Fewer than 5 More than 5
Type of Assignment (ex. narrative, compare/contrast, scholarship, etc.) __________________________
Do you have assignment instructions? Y / N Have you already been to the Writing Center to work on this assignment? Y / N

Please circle one number to rate your understanding of the assignment:
I do not understand the assignment at all. 1 2 3 4 5 I understand the assignment completely.

1. What are you writing about?

2. What steps have you taken in working on your assignment? (ex. read the assignment, outlined, drafted, peer review, revised).
   Please list as many as you can think of.

3. Do you know what you’d like to work on during your 30 minutes with the tutor?
   I have no idea what I want to do. 1 2 3 4 5 I know exactly what I want to do.

4. What do you want to know or be able to do at the end of the half-hour session?

5. Is there anything else you want the tutor to know? (feel free to use the back if you need more room)
2. The Session Record Form

The Session Record Form is used to document the tutoring session. The top portion is completed by the tutor and student at the start of the session, while the bottom portion is completed by the tutor and student throughout the session or during the last 5 minutes to support learning-centered tutoring.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
<th>Due Date</th>
<th>Instructor Name</th>
<th>Course</th>
<th>Visit required? (Y/N/EC)</th>
</tr>
</thead>
</table>

**Type of Assignment**

**Tutor**

**Assignment instructions? (Y/N)**

**Prior visit(s) to WCenter for this assignment? (Y/N)**

**Time In**

**Time Out**

<table>
<thead>
<tr>
<th>Prewriting:</th>
<th>Working Draft:</th>
<th>Sentence Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Assignment analysis</td>
<td>- Focus/thesis</td>
<td>- Grammar</td>
</tr>
<tr>
<td>- Brainstorm/Cluster</td>
<td>- Introduction</td>
<td>- Word choice</td>
</tr>
<tr>
<td>- Outlining</td>
<td>- Essay structure</td>
<td>- Sentence structure</td>
</tr>
<tr>
<td>- Research</td>
<td>- Paragraph structure</td>
<td>- Punctuation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DURING SESSION:</th>
<th>NEXT STEPS:</th>
</tr>
</thead>
</table>

**Resources used/recommended:**

**Take-Away SKILLS or HABITS:**
3. Session Reflection

Top portion completed by tutor at the beginning of the session.
Bottom portion completed by student after the session.

Please complete after seeing a writing tutor.

Date ___________ Tutor Name __________________________ Course ___________ Visit required? Y / N
Assignment Due Date________ Visits to the Writing Center? First visit Fewer than 5 More than 5

1. My main concerns were addressed.
   (Disagree) 1 2 3 4 5 (Agree)

2. I worked actively during the session.
   (Disagree) 1 2 3 4 5 (Agree)

3. I have a clear idea of my next steps for revision.
   (Disagree) 1 2 3 4 5 (Agree)

4. I will apply what I learned to other assignments.
   (Disagree) 1 2 3 4 5 (Agree)

5. I feel more confident about my own writing ability.
   (Disagree) 1 2 3 4 5 (Agree)

6. The tutor was patient and listened well.
   (Disagree) 1 2 3 4 5 (Agree)

Please provide additional comments that explain your responses. Feel free to offer suggestions:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Learning-centered practice in action (video)
LEARNING & SUCCESS
Learning and Success

The yearly statistics for the Writing Center indicate a substantial impact on student success on every level: essentially a 15 to 20 percent higher rate of successful course completion. The statistics also indicate that the more frequently a student uses the Writing Center, the higher the rate of success. Additionally, the Writing Center also has held steady with very heavy use by students.

Successful course completion rates for all students from any discipline using the Writing Center compared to students in the same courses who did NOT

Fall Terms

<table>
<thead>
<tr>
<th>Year</th>
<th>WC Users</th>
<th>Non-Users</th>
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<tr>
<td>Fall 07</td>
<td>69.4%</td>
<td>79.4%</td>
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<tr>
<td>Fall 08</td>
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<tr>
<td>Fall 09</td>
<td>70.9%</td>
<td>81.9%</td>
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<tr>
<td>Fall 10</td>
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<tr>
<td>Fall 11</td>
<td>71.0%</td>
<td>82.0%</td>
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Spring Terms

<table>
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<tr>
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<th>WC Users</th>
<th>Non-Users</th>
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</thead>
<tbody>
<tr>
<td>Fall 07</td>
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<td>99.2%</td>
</tr>
<tr>
<td>Fall 08</td>
<td>87.9%</td>
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</tr>
<tr>
<td>Fall 09</td>
<td>88.8%</td>
<td>98.8%</td>
</tr>
<tr>
<td>Fall 10</td>
<td>85.0%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Fall 11</td>
<td>87.6%</td>
<td>96.6%</td>
</tr>
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</table>
Writing Center SLOs
(Student Learning Outcomes)

Writing Center Student Learning Outcomes (SLOs)

The majority of BECC courses have designated the desired outcomes for student learning associated with completion of the course. Likewise, the Writing Center has identified several specific, measurable outcomes that students who use Writing Center services should be able to demonstrate. While students' individual goals are often practical and immediate—getting the best grade on their papers—our goal as educators is to look beyond the individual assignment toward the student's acquisition of lasting skills. Notice that these desired outcomes extend beyond writing skills per se and include other skills critical to student success, such as time management, self-reliance, and self-awareness as learners.

Writing Center Tutorial Session SLOs

1. Students from disciplines across the curriculum will demonstrate preparedness by planning for their tutorial session and arriving with relevant materials.

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Writing Center Tutorial SLO Assessment

Summary of SLO data | Spring 2012 0 = below standard 1 = meets standard 2 = exceeds standard

<table>
<thead>
<tr>
<th>SLO</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1</td>
<td>34</td>
<td>205</td>
<td>57%</td>
</tr>
<tr>
<td>SLO 2</td>
<td>30</td>
<td>190</td>
<td>43%</td>
</tr>
<tr>
<td>SLO 3</td>
<td>34</td>
<td>186</td>
<td>57%</td>
</tr>
</tbody>
</table>
Writing Center Website
Welcome to the Writing Center

What We Do

The Santa Barbara City College Writing Center offers writing support services to all SBCC students in all subject areas. Our goal is to help students become more confident, self-directed, and informed writers so that they can achieve greater academic and professional success. The Writing Center offers one-on-one tutoring, workshops, and a variety of helpful support materials.

Click the links below for more information.

Tutoring

Virtual Tutoring Station

Contact Us:
You may call the Writing Center at 805-965-0561 x2083.

Location
The Writing Center is located in the Conwright Learning Resources Center, the building on the West Campus closest to the bridge. Walk into the building and enter the CLRC to the left.

Spring and Fall Hours
Mon – Thur: 9 am – 7 pm
Friday: 9 am – 3 pm

Summer Hours
Mon – Thurs: 9 am – 4 pm
Friday: 9 am – 1 pm
YOUR QUESTIONS, COMMENTS, & SUGGESTIONS
1. **What did we do?**
2. **What are you going to do next?**
Questions, Comments, and/or Suggestions?

• Take a moment to complete a reflection form

• Contact us—our info is on the postcard

Connect online to learn more about the Writing Center

• SBCC Writing Center Website

• SBCC Writing Center on Facebook
LEARNING-CENTERED PRACTICE
AT THE
SANTA BARBARA CITY COLLEGE
WRITING CENTER

Presented by
Jerry Pike, Michelle Detorie, and Beth Taylor-Schott

CONTACT US
SBCC Writing Center website:
www.sbcc.edu/clrc/writing_center/index.php

Writing Center on Facebook:
www.facebook.com/SantaBarbaraCityCollegeWritingCenter

Email:
writingcenter@sbcc.edu
Dr. Jerry Pike, CLRC Director pike@sbcc.edu
Michelle Detorie, Writing Center Coordinator mmdetorie@sbcc.edu
Beth Taylor-Schott, Writing Center Coordinator eataylorscho@sbcc.edu
THANK YOU FOR ATTENDING OUR WORKSHOP!

Presenters: Jerry Pike, Michelle Detorie, Beth Taylor-Schott