

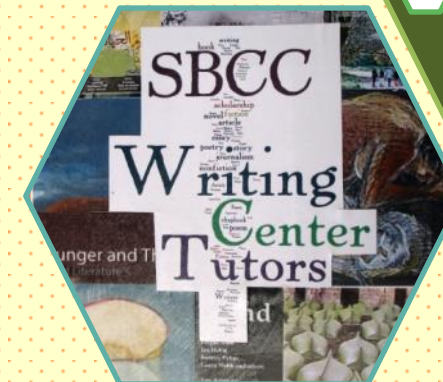
**LEARNING
CENTERED
PRACTICE
AT THE
SANTA BARBARA
CITY COLLEGE
WRITING
CENTER**



THEORY



PRACTICE



MATERIALS

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



Community
Writing
Space

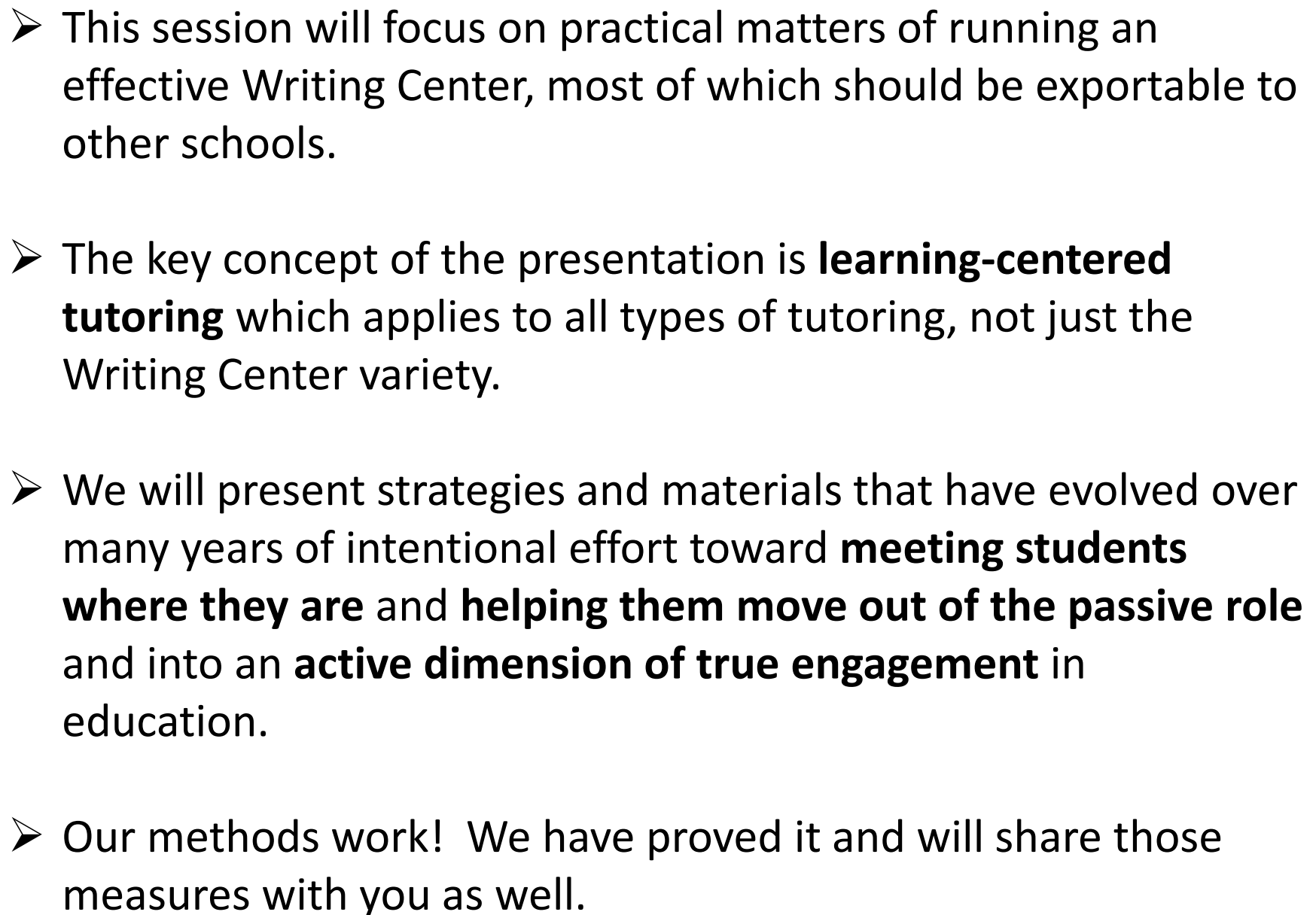
YOU



MICHELLE
DETORIE



BETH
TAYLOR-
SCHOTT

- 
- 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.

WORKSHOP SLOs

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

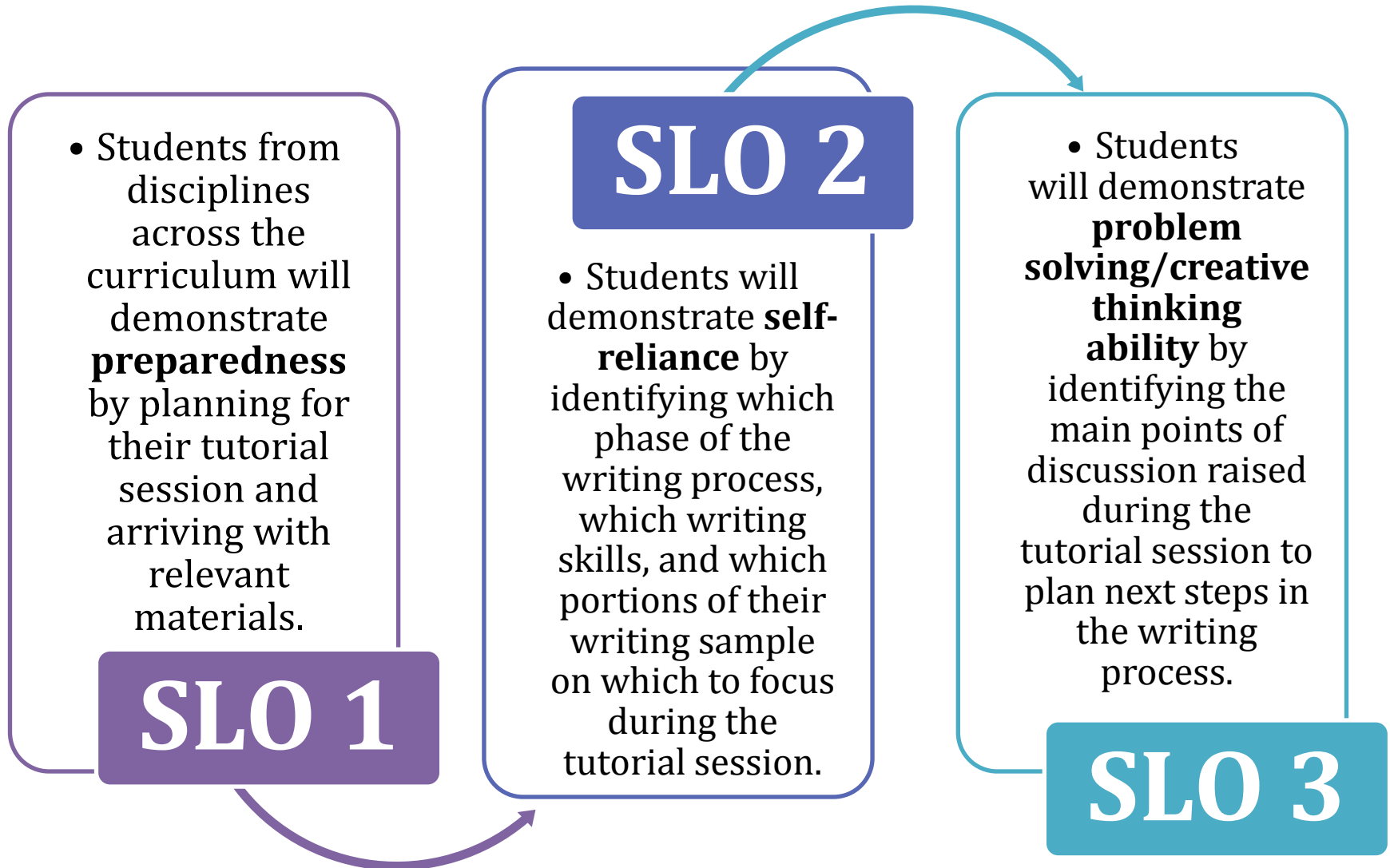
Writing Center Tutors


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

WRITING CENTER SLO's

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

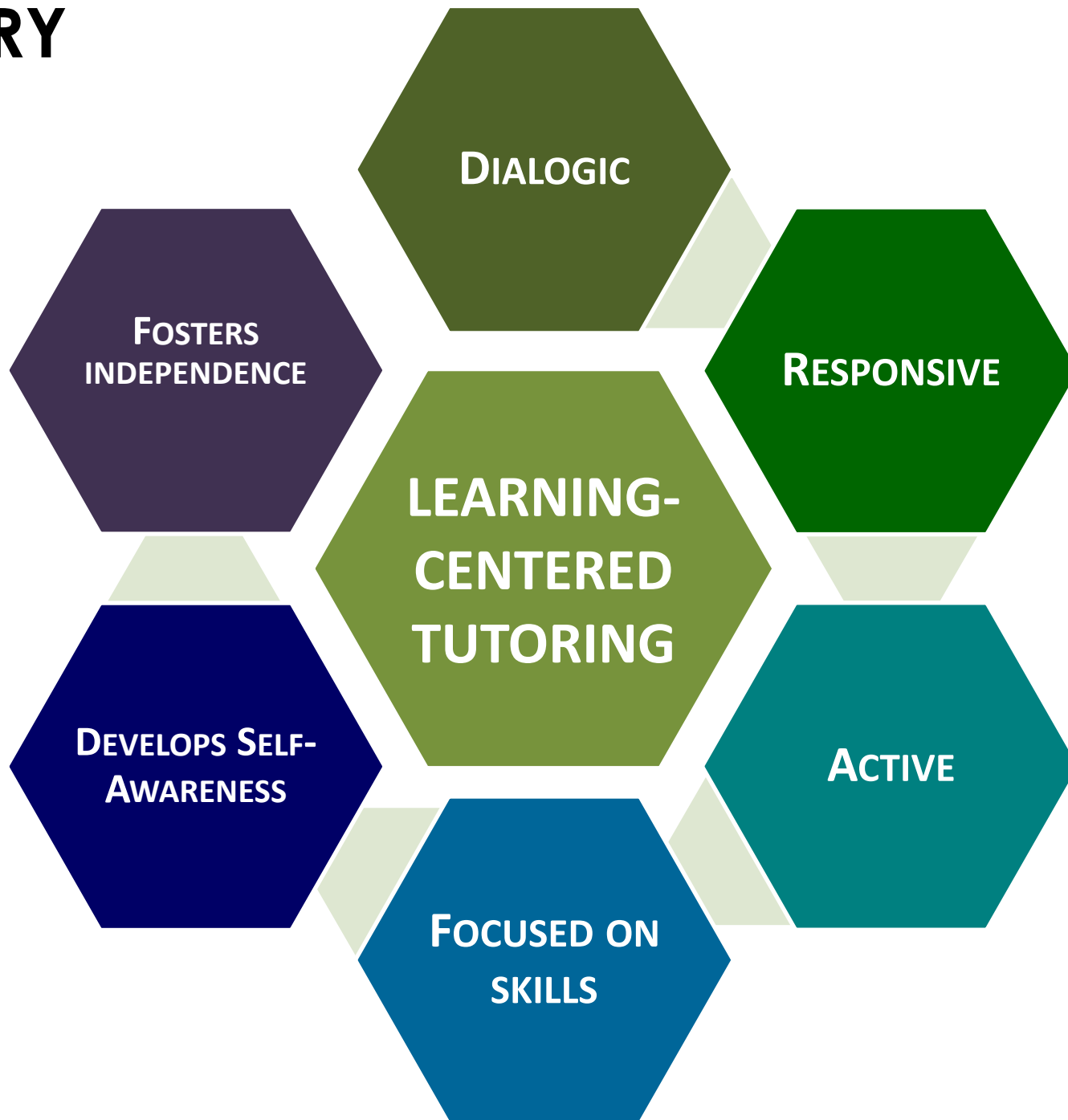
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graph TD; Theory[THEORY] --> Practice[PRACTICE]; Practice --> Materials[MATERIALS];
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PRACTICE

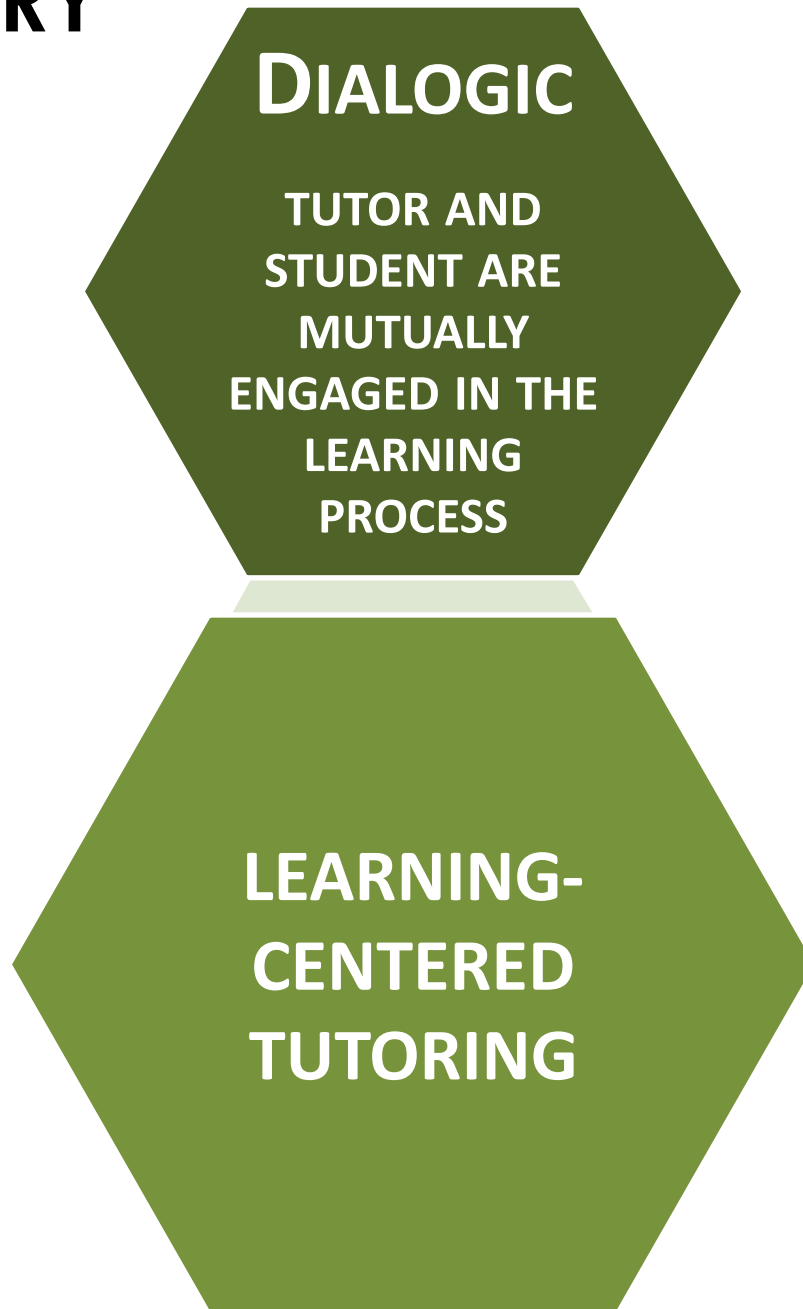
MATERIALS

THEORY

THEORY



THEORY



"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*

THEORY



The diagram consists of two overlapping hexagons. The left hexagon is olive green and contains the text 'LEARNING-CENTERED TUTORING'. The right hexagon is a darker green and contains the text 'RESPONSIVE' followed by 'ADAPTED TO STUDENT'S INDIVIDUAL GOALS AND LEARNING PROCESS'. A small, light green triangular area is visible where the two hexagons overlap.

**LEARNING-
CENTERED
TUTORING**

RESPONSIVE

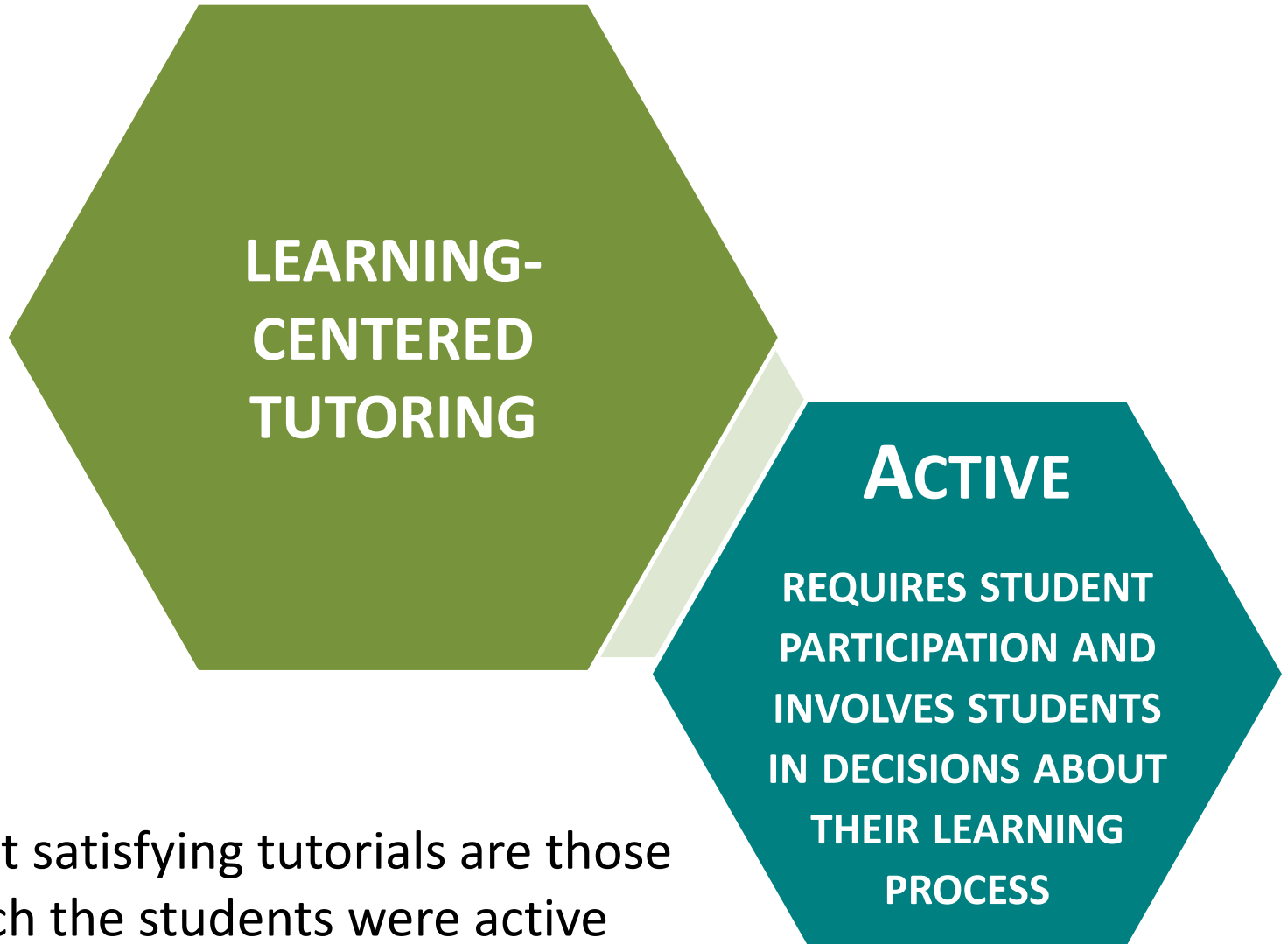
**ADAPTED TO
STUDENT'S
INDIVIDUAL GOALS
AND LEARNING
PROCESS**

Learning "...is active, engaged,
personal- more specifically, self-
rhythmed - in nature."

- Janet Emig

Source: "Writing as a Mode of Learning"

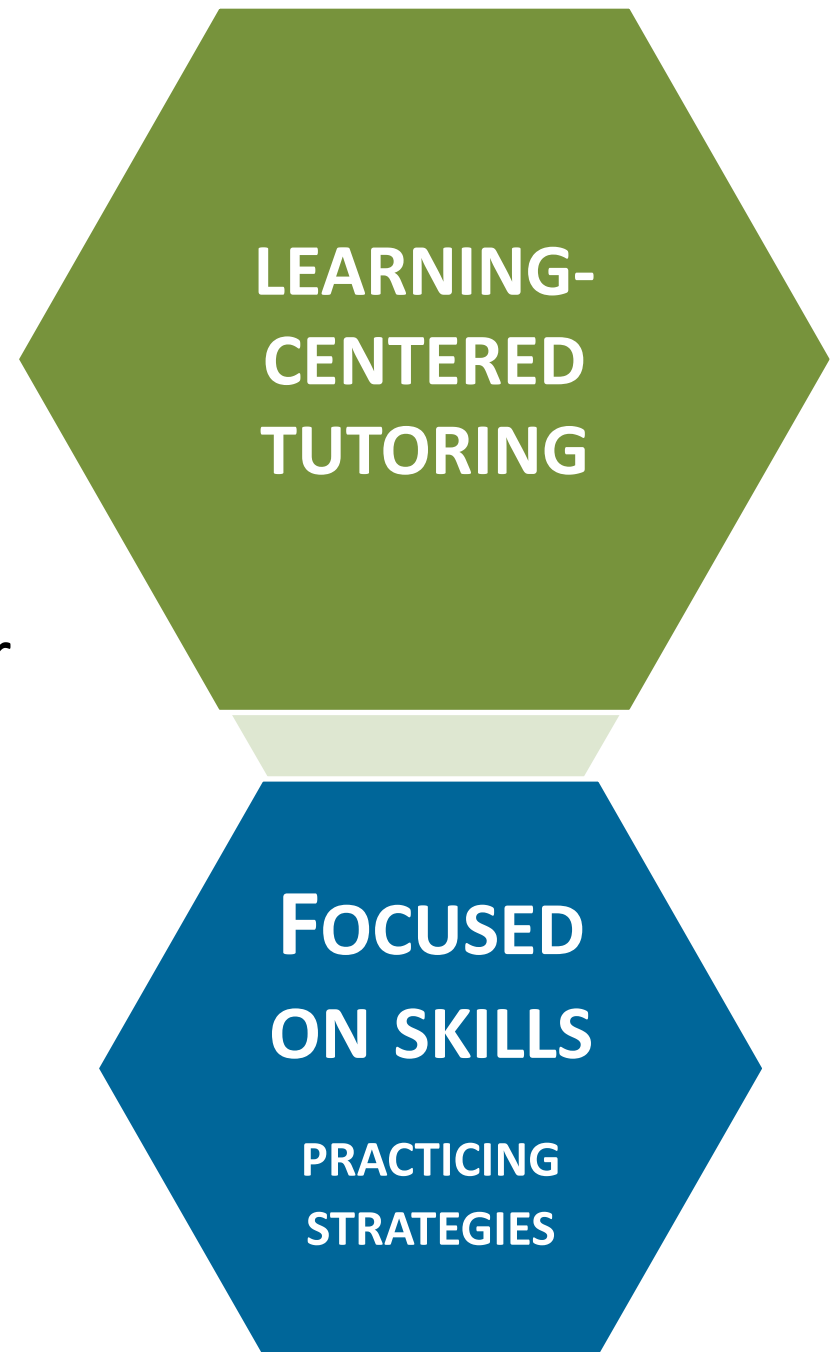
THEORY



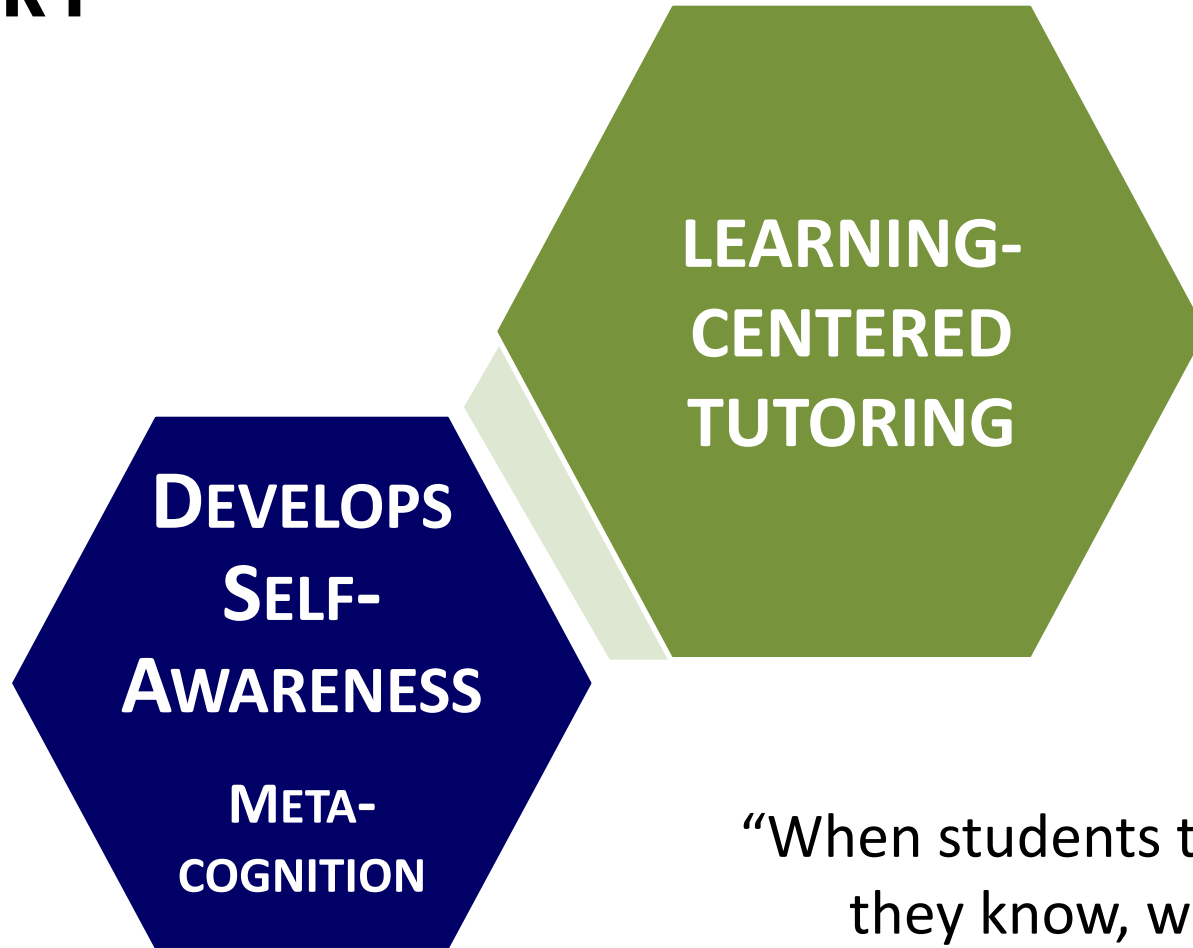
“The most satisfying tutorials are those in which the students were active participants in finding their own criteria and solutions”
– Muriel Harris

THEORY

The goal is “to produce better
writers, not better writing.”
—Stephen North



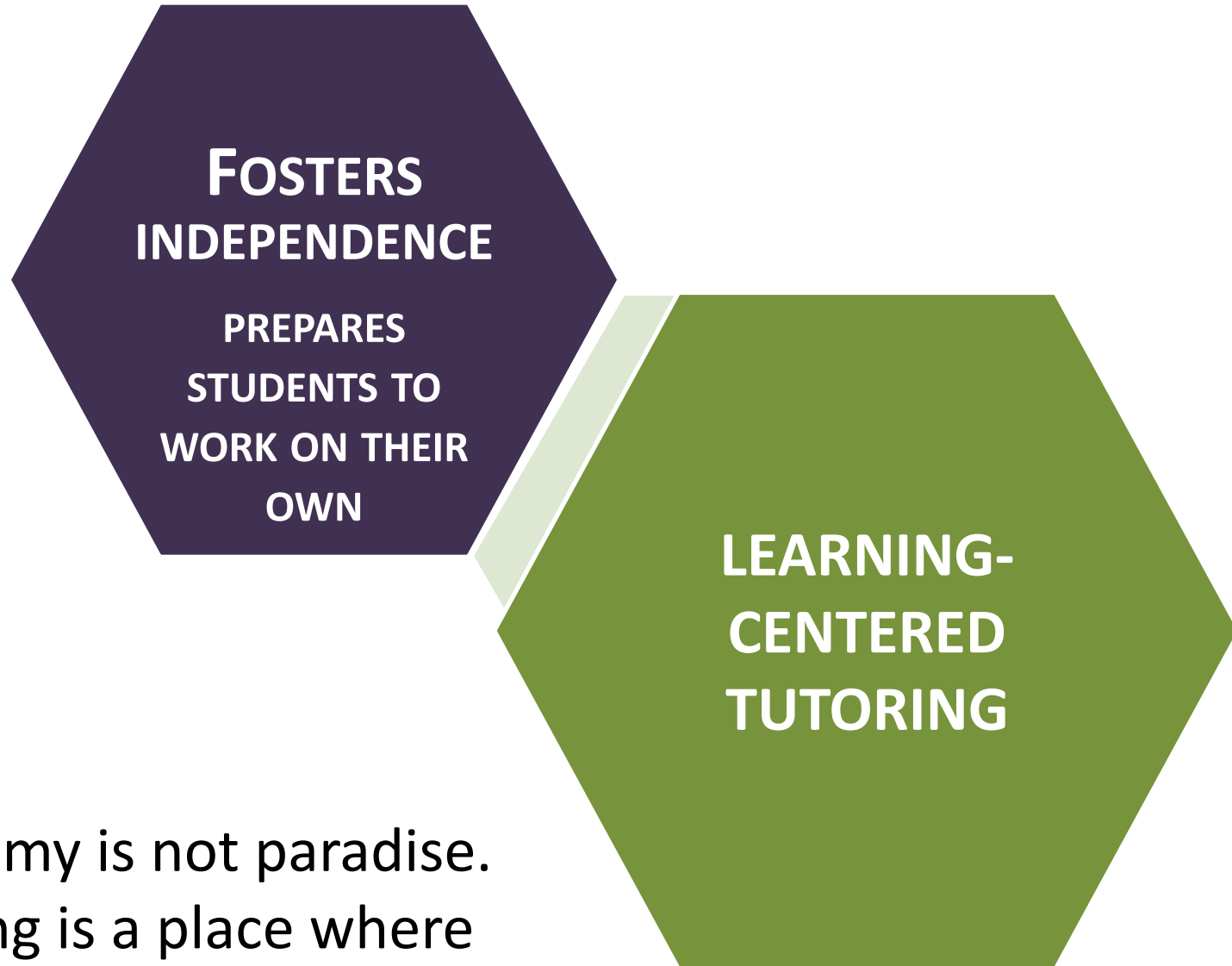
THEORY



“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

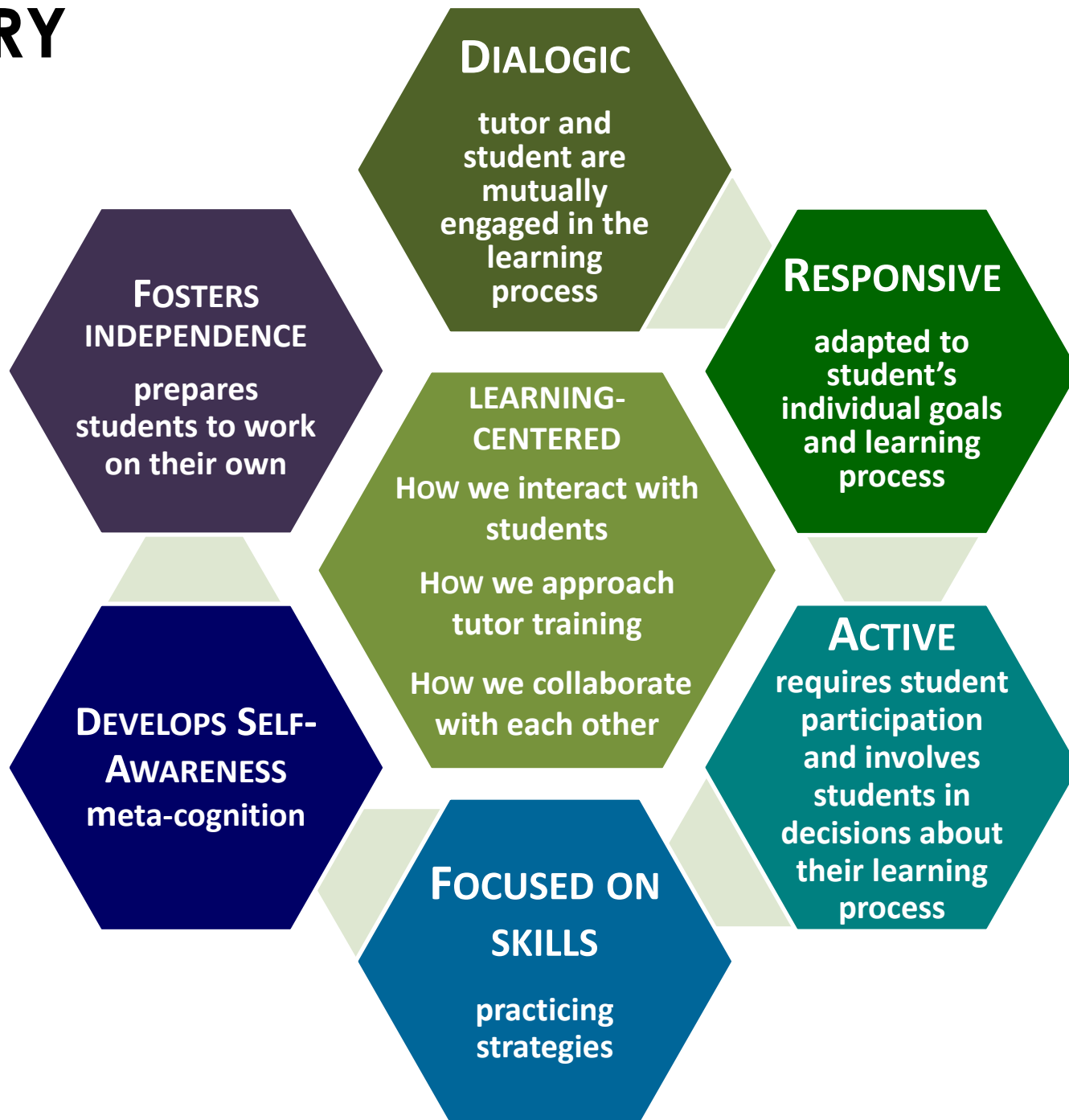
THEORY



“The academy is not paradise.
But learning is a place where
paradise can be created.”

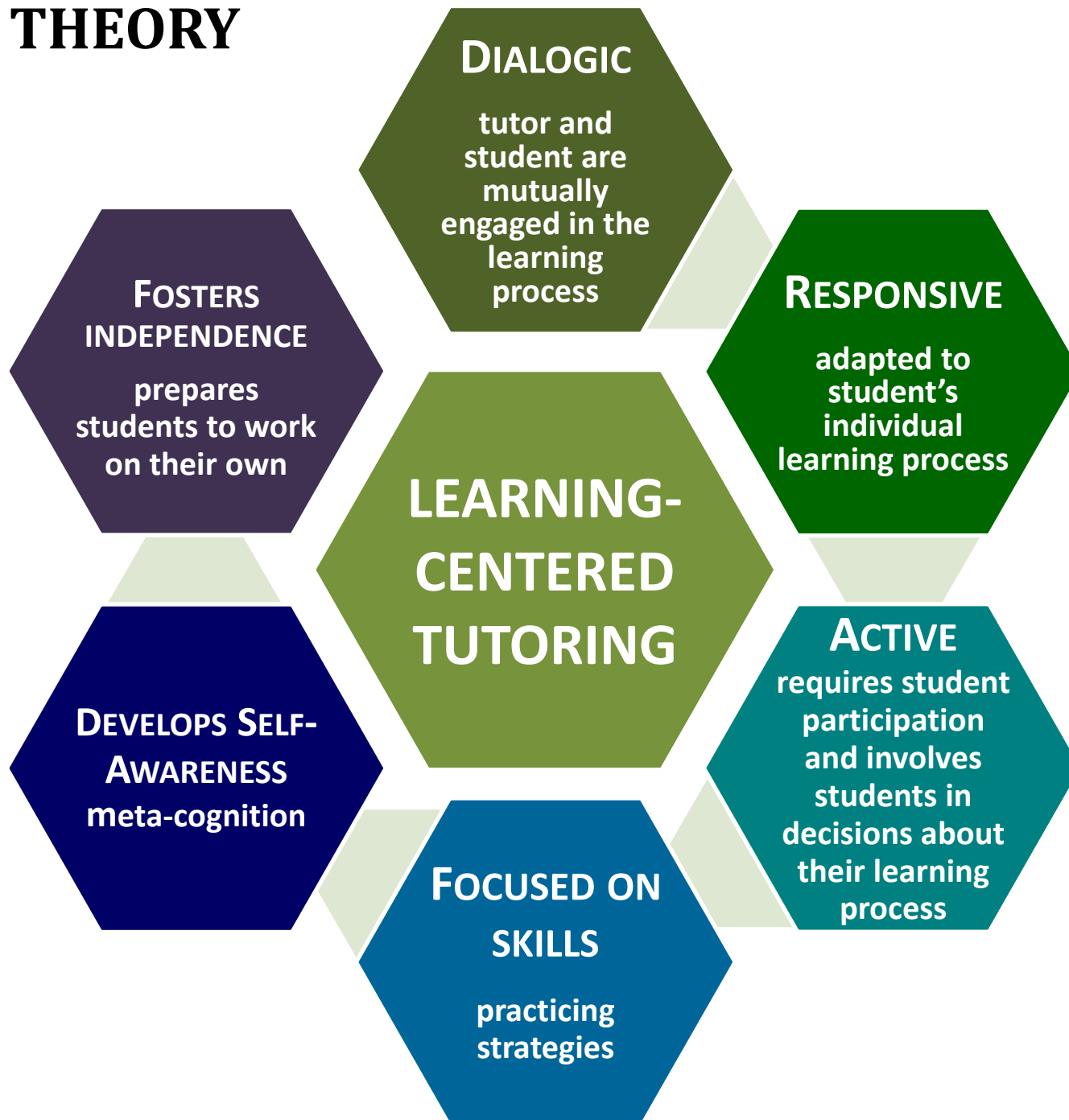
-bell hooks

THEORY



PRACTICE

THEORY



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.*

1.

Pre-tutoring Directed Learning Activity (DLA)

Completed by student prior to tutorial session and supports learning-centered tutoring.

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?

DIALOGIC

DEVELOPS SELF-AWARENESS

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.

ACTIVE

**FOCUSED
ON SKILLS**

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.

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

RESPONSIVE

**FOSTERS
INDEPENDENCE**

4. 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

Top portion completed by tutor and student at the start of the session;
bottom portion completed by tutor and student throughout the session or
during the last 5 minutes to support learning-centered tutoring.



Student _____ Date _____ Due Date: _____

Instructor _____ Course _____ Visit required? Y / N / EC

Type of Assignment _____ Tutor _____

Assignment instructions? Y/ N Prior visit(s) to WCenter for this assignment? Y/N Time In _____

Student brought _____ Time Out _____

WRITING CENTER
Session Record



Prewriting:

- ☐ Assignment analysis
- ☐ Brainstorm/Cluster
- ☐ Outlining
- ☐ Research

Working Draft:

- ☐ Focus/thesis
- ☐ Introduction
- ☐ Essay structure
- ☐ Paragraph structure

- ☐ Evidence
- ☐ Analysis
- ☐ Conclusion
- ☐ Citing sources

Sentence Level:

- ☐ Grammar
- ☐ Word choice
- ☐ Sentence structure
- ☐ Punctuation

DURING SESSION:

NEXT STEPS:

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.



SANTA BARBARA CITY COLLEGE

CLRC Writing Center

 *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 & 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.

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Home

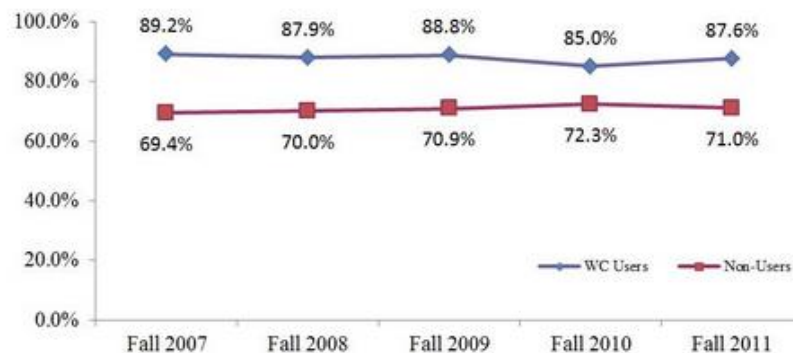
Writing

ig Station

Tutorial

ling

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



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

Writing Center SLOs

(Student Learning Outcomes)

Writing Center Student Learning Outcomes (SLOs)

The majority of SBCC 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 students' 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.
2. 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.
3. 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.

Writing Center Tutorial SLO Assessment

Summary of SLO data | Spring 2012

0 = below standard 1 = meets standard 2 = exceeds standard



WRITING

CENTER

WEBSITE



SANTA BARBARA
CITY COLLEGE

What We Do

Staff

Administrative



Writing Center Home

Tutoring in the Writing
Center

Virtual Tutoring Station

Writing Center
Handouts

Writing Center Tutorial
Forms

Writing Skills
Workshops

Writing Center
Orientations

Writing Center

Writing Center

Find People
Ask a Question
Contact Us

Search

BACK
TO SB
CC

SBCC

Writing Center

in the CLRC

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
805-965-0581 x2663.

Location

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

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

Summer Hours
Mon – Thur: 9 am – 4 pm
Friday: 9 am – 1 pm



YOUR QUESTIONS, COMMENTS, & SUGGESTIONS

WORKSHOP SESSION RECORD

1. WHAT DID WE DO?
2. WHAT ARE YOU GOING TO DO NEXT?

THANK YOU FOR ATTENDING OUR WORKSHOP!

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