

Overview of Online Consultant Training for Asynchronous Screencast Tutoring

Module 1: Introduction to Online Consulting (15 min)

- Watch Module 1 video (<https://youtu.be/ZUd1RBCdTyc>)
- Review training overview document (this document)
- Learn about our online consulting via the BYU Writing Center website (<https://rwc.byu.edu/online-consultations/>)

Module 2: Asynchronous Screencast Consulting (20 min)

- Watch Module 2 video https://youtu.be/84Us8yfTz_c
- Read “Why Screencast?” from The University Center for Writing-based Learning (UCWbL) at DePaul (2 pages) (included)
- Read “A Brief Guide to Responding to Student Writing” from Harvard College’s Writing Program (3 pages)
https://writingproject.fas.harvard.edu/files/hwp/files/bg_responding_to_student_writing.pdf
- Watch sample online consultation (<https://www.youtube.com/watch?v=nWErZMXclyk>) OR <https://youtu.be/39lurNZ506s>

Module 3: Module 3: How to Conduct an Online Asynchronous Consultation (20 min)

- Watch Module 3 video <https://youtu.be/xnb24AqPyOk>
- Read “Online Consulting” handout (2 pages) (included)
- Watch online consulting guide video <https://youtu.be/v79fqjURcFg>

Module 4: Best Practices for Consulting (60 min)

- Watch Module 4 video <https://youtu.be/uN5bRAAq-kw>
- Conduct an observation of an online consultation (in-person or recorded video) (included)
- Have a post-observation discussion with an online consultant or the associate coordinator

Module 5: Conducting a Sample Consultation (90 min)

- Watch Module 5 video https://youtu.be/E_WHtOb_r-4
- Review How-to document and video
- Complete and submit a sample consultation
- Receive admin feedback on your consultation
- Receive admin clearance to conduct online consultations
- Signup for an online shift or join the online consulting sub list
- Learn more about online consulting

Why Screencast?

A prominent issue in assessing writing is not the assessment itself; it's how to structure feedback. Common practice today is to participate in written feedback where reviewers use a combination of marginal and end comments to convey what could be improved in a draft; however, it has been found that the intended meaning of marginal comments is often lost by students (McGrath and Atkinson-Leadbetter 2). And even when feedback is not lost, students have expressed that they need further clarification about what comments meant (6). Yet students try to address these comments anyway (or delete them), so their writing is less likely to improve because of vague or ambiguous comments (Cho et al. 263). Students also misinterpret comments by placing different emotions on the reviewer; in most cases, comments are read in a negative tone, which discourages writers.

To ensure effective feedback that promotes "good" revision, educational professionals need to provide commentary that is clear and informs writers of what they can improve. One, newer method to give feedback that would diminish these issues is screencasting. Screencasting allows is for reviewers to "shift the emphasis to feeding forward into a piece of work rather than simply feeding back" (as cited in McGrath and Atkinson-Leadbetter 3). Writers will see what they can do in to improve their drafts and will be encouraged to participate in a dialogue as students feel like they are not simply receiving information from reviewers through screencasted feedback but are in a conversation. (Anson et al. 22). Students also feel like the idea of talking to a reviewer is less intimidating (Anson et al. 20).

Screencasting will promote a better learning environment in different ways. It has been found that writers prefer spoken comments as they have more integrity and make the reviewer appear more likable (Cho et al. 263). Other scholars, like Chris Anson et al., agree with this notion and assert that screencasting "facilitates personal connections, creates transparency about the [reviewer's] evaluative process and identity, revealing the teacher's feelings, providing visual affirmation, and establishing a conversational tone" (1-2). All of these aspects come together to create a comfortable environment, especially when considering how audio feedback results in twice as many positive and rapport-building comments than written feedback (Anson et al. 5). Students should not misinterpret what a

reviewer means, thus screencasting promotes their sense of autonomy and confidence in their writing.

Using screencasting will also help students receive more feedback. It has been found that written feedback averages 109 words per paper, but screencasts have a remarkable average of 745 words (Anson et al. 11). Reviewers are able to go more in depth with their feedback as well as spend less time on the feedback the more they practice.

Connection

Screencasting allows tutors to connect directly with writer:

“They framed themselves as not simply recipients of information but as part of a dialogue. They attended to the voice, tone, and conversational nature of the feedback, describing it at times as dyadic and interactive even though it was strictly monologic” (Anson et al. 34).

Clarity

Screencasting helps to alleviate miscommunication possible with written feedback

Quantity

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Online Consulting Guide



Getting Started

1. Retrieve the headphones and get settled at a computer, preferably away from the noise of other tutorials.
2. Login to WOnline. Click on the drop-down menu and select **Online Consultations**. Click on your appointment to open the client report form.
3. Read through the client report form. This will include the assignment description, the writer's concerns, and their paper. **Download the paper.**

Preparing Feedback Document

1. Open the downloaded copy of the writer's paper and **delete the name of the writer and professor**. As you read through the paper, concentrate on the writer's concerns, the assignment requirements, and your priorities as a tutor. If it is a longer work, focus on the first five pages.
2. After prioritizing and narrowing the focus of your feedback, use the **Review** function in Word to leave short, relevant comments on the draft. Be concise and include strengths as well as suggestions. Keep your tone friendly and encouraging.

PowerPoint Screen Recording Instructions

1. Drag the document to the center of the screen. Open a new blank presentation in PowerPoint 2016. Go to the **Insert** tab and select **Screen Recording**.
2. A small box will appear at the top of the screen containing a record button and a stop button.
3. Use the cursor to select the majority of the screen, including the writer's paper. Anything surrounded by the dotted red lines will be recorded. Be sure that the **Audio** button is highlighted before you record. It may be helpful to do a test recording and adjust volume as needed.
4. Take a deep breath, smile, and click **Record**. A red box will appear, flashing a three-second countdown. Recording will begin after the countdown. You may pause the recording at any time if needed.
5. Keep your video around 5–8 minutes in length. To end the session click on the **Stop** button.
6. The screen will return to PowerPoint, and your recorded video will be available. Watch the video at various points to make sure the video and sound are working.
7. To save the file, right-click on the video and select **Save Media as...** and rename the file with the date and time of the appointment. **Save the file as an mp4. Otherwise, it will not upload to YouTube.**
8. Save the document to the Desktop.

YouTube

1. Login to YouTube and upload the video from the Desktop as an **Unlisted** video. Rename the video with the date and time of the appointment (e.g., May 20, 3:00 pm).
2. Once the video finishes loading, select **Done**, check that the video and audio work, and copy the link.

Preparing and Sending Tutorial Material

1. Before saving the document as a PDF, add the scripted comment as the first comment in the document.

First/Scripted Comment:

Thank you for sending in your text. In addition to the limited comments I have included in the margins, I am including a link to an unlisted YouTube video where I provide more in-depth feedback on your work and suggestions for revisions: [YouTube link].

Paste the YouTube link in the comment, and **make sure the link works**.

2. When finished, save the draft as a PDF to the Desktop AND to Box. To do so, use **Save As** and select **PDF** from the drop-down menu. Rename the document using the date and time of the appointment (e.g., September 7, 5pm). Then upload the PDF to Box > Writing Center Staff > Online Consultation Records > (month year). You may use abbreviations.
3. Return to the appointment screen in WCOOnline. At the top of the page, under **post-session client report forms**, click on **add new**.
4. Using the information listed in the appointment form, complete the client report form.
5. Under **email options**, click the box next to **client/student**. If the instructor or TA is to be notified, or if the student has asked for the response email to be sent to another email, enter that email in the box for **other email addresses**.
6. Under the **file attachment options** section, upload the PDF that includes the comments and video link. Check that the file downloaded correctly and the link works.
7. Under **file visibility**, select the third option, **Clients & Administrators (via appointment form and emailed to client)**. This allows the client to receive an email with the client report and the attached document.
8. Click **save**.
9. When you are finished, log out of WCOOnline, notify the front desk that the appointment is complete and client report is recorded.
10. Rejoice! And eat a snack.

Peer Observation Form

Consultants can learn a lot about their work by observing and reflecting on the work of colleagues. Formative feedback and discussions are also instrumental in the peer learning process. This document is a tool to inform and enhance your observation, reflection, and discussion processes. It is not a form you will submit or retain for administrative purposes. Use it as you see fit, and as with any observations, check with the writer and consultant before observing.

Note: Consultants should tailor session to best assist the writer. As they do so, the process may not be linear and not all consulting practices will be used. These lists serve only as possibilities.

| Consultation Process | Notes | |
|--|--|--|
| <p>Welcome the writer/build rapport</p> <p>Gather context to tailor the session and negotiate the process (stage of writing, deadline, session length, roles, expectations/understanding)</p> <p>Negotiate an agenda (assignment, audience, writer's concerns, tutor insights)</p> <p>Engage and learn with the writer</p> <p>Allow time to work/revise/think</p> <p>Communicate (listening and verbal and nonverbal interaction)</p> <p>Use or increase awareness of resources</p> <p>Revisit writer's concerns and shared agenda</p> <p>Summarize main ideas and possible writing or revision plans</p> <p>Invite the writer to return/normalize feedback and reflection in learning</p> | | |
| Consulting Strategies* | | |
| SCAFFOLD | MOTIVATE | INSTRUCT |
| <p>Solicit information/question</p> <p>Respond as a reader or listener</p> <p>Refer to a previous topic</p> <p>Limit or force a choice</p> <p>Demonstrate or model</p> <p>Hint or prompt</p> <p>Read aloud</p> <p>Validate</p> | <p>Encourage or be optimistic</p> <p>Show concern</p> <p>Praise</p> <p>Use humor</p> <p>Encourage ownership</p> <p>Express empathy or sympathy</p> <p>Validate</p> | <p>Tell</p> <p>Suggest</p> <p>Explain/exemplify</p> <p><small>*Adapted from Mackiewicz, J., & Thompson, I. (2015). <i>Talk about writing: The tutoring strategies of experienced writing center tutors</i>. Routledge.</small></p> |

Post-Observation Discussion

Use your observation notes and the following questions to prompt a reflective discussion about the observed tutorial and tutoring concepts and practices in general. Provide feedback (both strengths and suggestions) from your observation as part of the discussion.

What tutoring strategies (scaffolding, motivating, instructing) did the consultant use and to what effect?

What did you like about this consultation or tutoring session? What seemed to go well?

What seemed challenging about this tutoring session? What questions would you ask the consultant about their choices for conducting this session?

If you are with the peer consultant you observed, ask what additional feedback or discussion would be helpful to them in thinking about their consulting practice or the observed session.