

# DESTIGMATIZING HELP: EMBEDDED TUTORING AS A PROACTIVE AND POWERFUL ALTERNATIVE

NCBAA Northeast 2017 Spring Conference

Thursday, March 23, 2017

Bergen Community College at the Meadowlands

Xianghui Xing, Professional Tutor

Angela Rhoe, Writing Center Director

at Montgomery College



# WRITING CENTER DIRECTOR'S PERSPECTIVE

## Background

- Fall 2014 and Spring 2015 Data
- Developmental English Writing Center Requirement
- Writing Center Pedagogy

## Destigmatizing Help - Location and Identity

- Writing Center Location
- Writing Center Classroom
- Embedded Tutoring

# WRITING CENTER CLASSROOM





# TEACHER'S PERSPECTIVE

## Tutor/Instruction Coordination

- Understand course outcomes and pedagogy
- Clarifies assignment goals and expectations
- Addresses individual students' strengths and weaknesses

Efficient Use of Time -15 minutes = 30 minutes in  
the Writing Center

# TEACHER'S PERSPECTIVE

Equity and Destigmatization - Everyone receives help

Positive Vibe

- Strengths identified
- Motivation to write and revise



# TUTOR'S PERSPECTIVE

## Embedded Tutoring

- Change Of location → Destigmatizing Help
- WRLC Orientation: Location + Timing
- Tutor In-Class Tutoring Log
- Student Survey Responses

# IN-CLASS TUTORING LOG

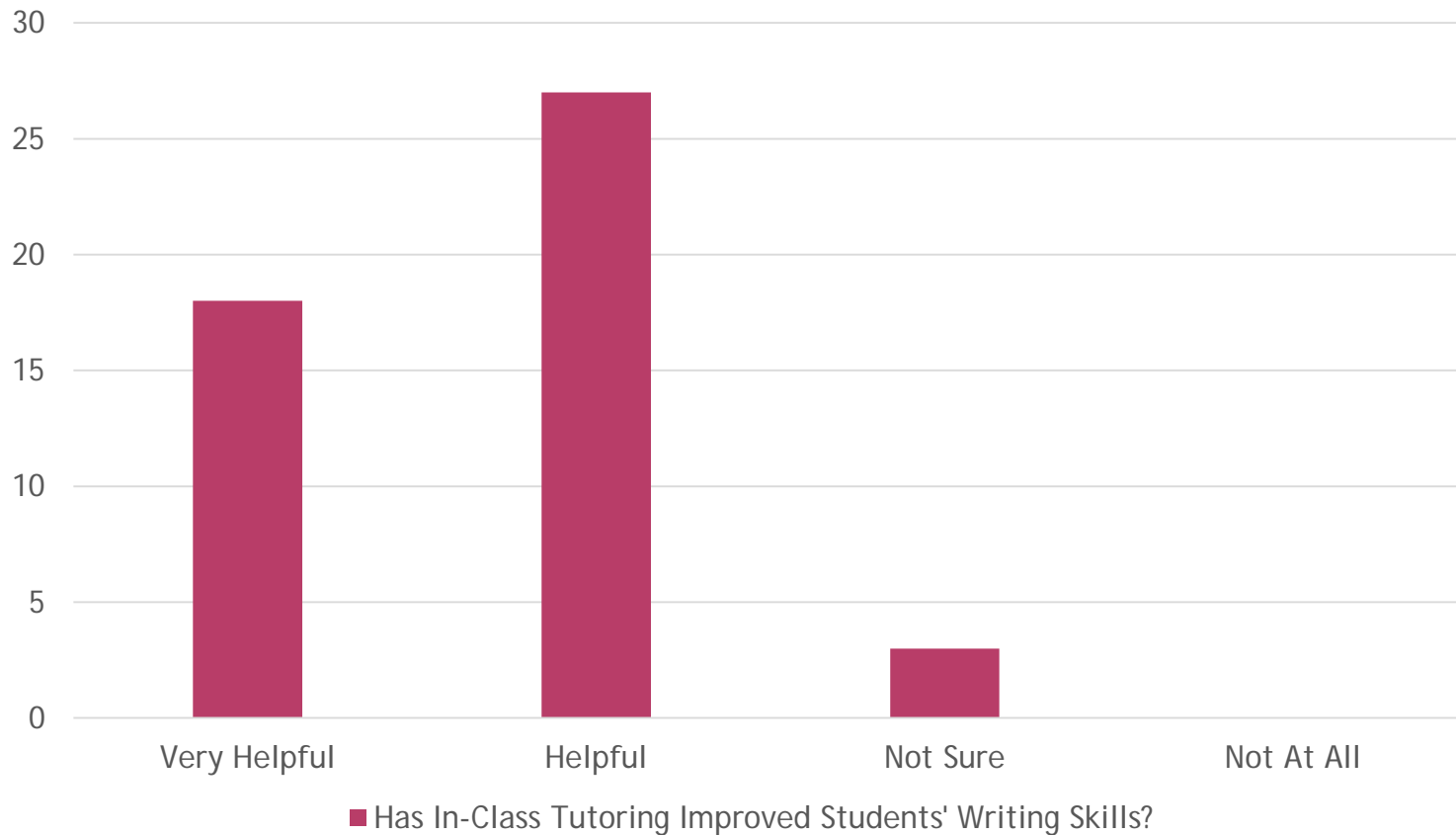
English 001 In-Class Tutoring Log— Fall 2016—Mimi Mann/Xianghui Xing

In-Class Tutoring Date	Writing Topic	Number of Students Tutored/Time Spent	Observations
Friday 9/23/2016	Narrative Paragraphs: 1 ½- 2 pages, at least 4 good paragraphs. Key elements include: topic sentences, good supporting details, transitions, and vivid descriptions.	4 students preselected by Mann. Each received roughly 15 minutes of individual attention.	The students received their first draft back from the professor in class, with comments and suggestions. I worked with 4 of them, preselected by Mann, whom she believed could benefit from my individual attention. I asked them to spend some time going over instructor's comments, and one by one, discussed with them strategies to make according changes. Areas covered are: constructing thesis/topic sentence;



# IN-CLASS TUTORING SURVEY RESULTS (48 PARTICIPANTS)

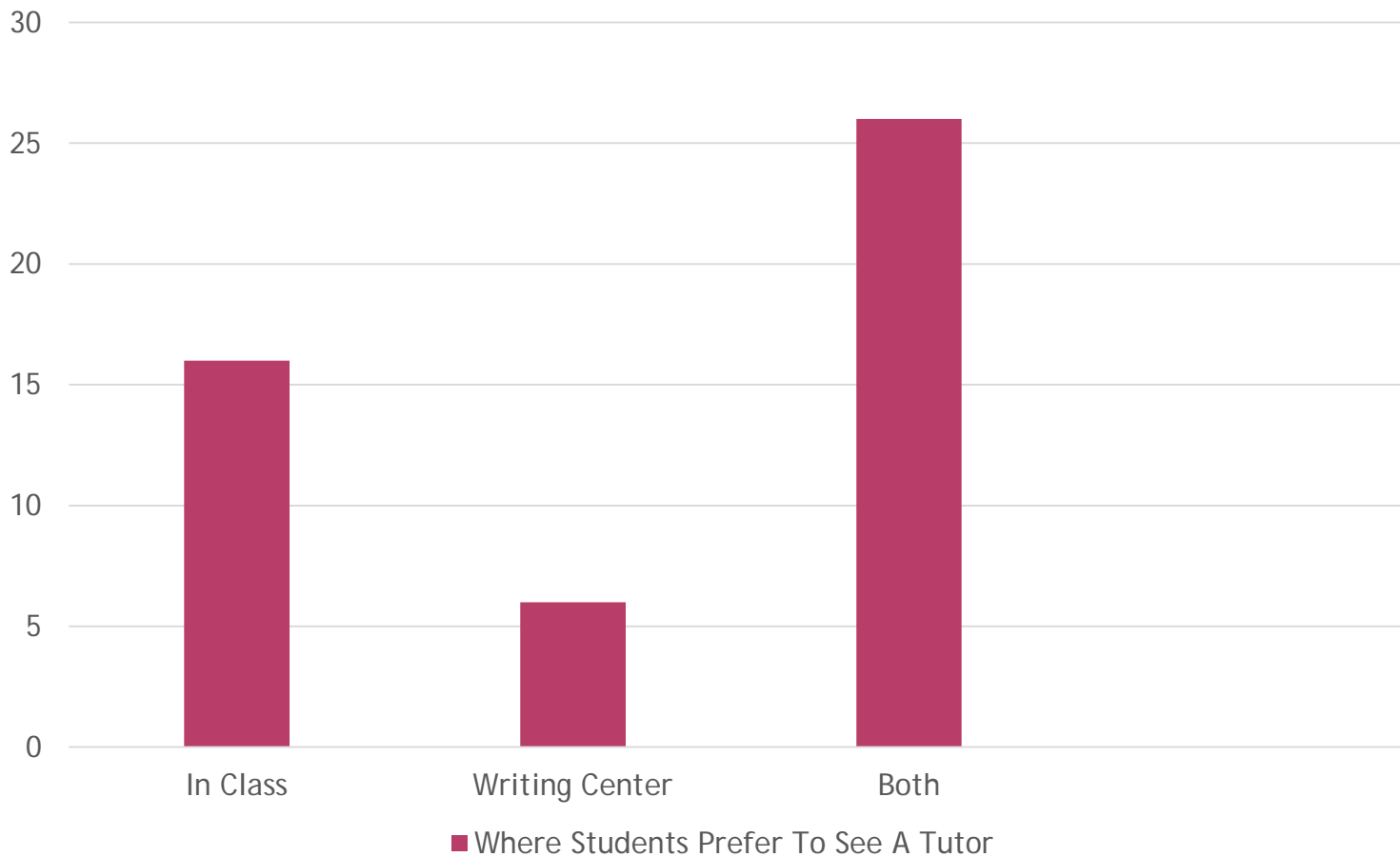
Has In-Class Tutoring Improved Students' Writing Skills?





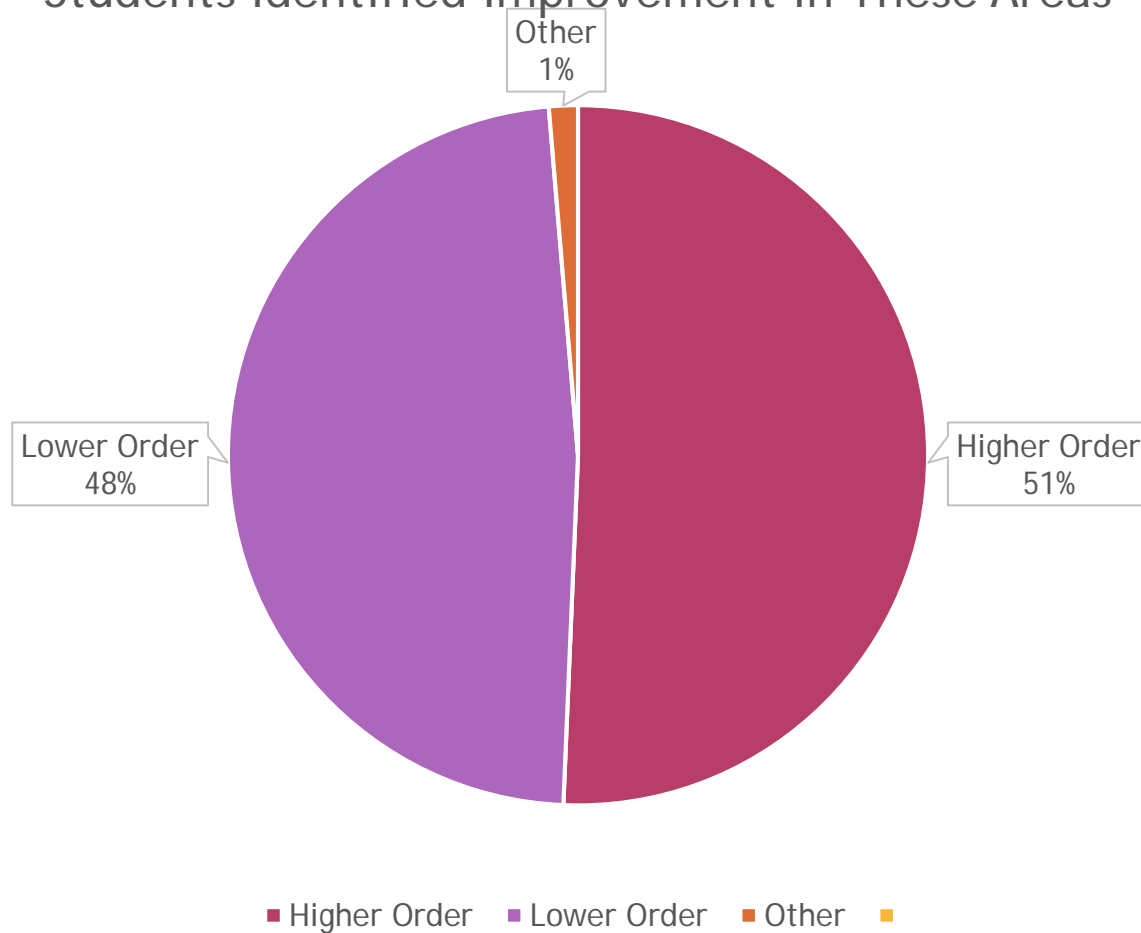
# IN-CLASS TUTORING SURVEY RESULTS (48 PARTICIPANTS)

Where Students Prefer To See A Tutor



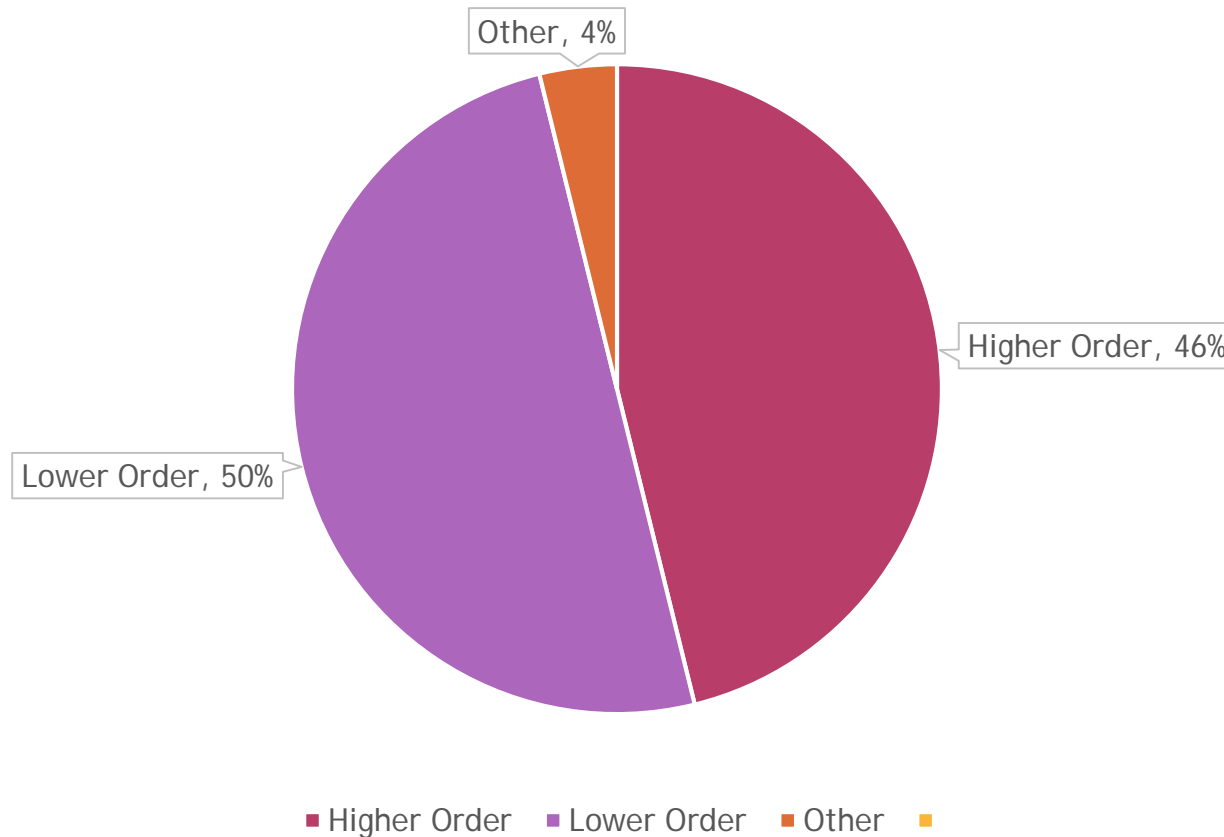
# IN-CLASS TUTORING SURVEY RESULTS (48 PARTICIPANTS)

Students Identified Improvement in These Areas



# IN-CLASS TUTORING SURVEY RESULTS (48 PARTICIPANTS)

Students Desire to Continue Seeking Help in These Areas



# CONTACT INFORMATION

Xianghui.Xing@montgomerycollege.edu

240-567-7414

Angela.Rhoe@montgomerycollege.edu

240-567-4222