



International Writing Centers Association

2022 Collaborative Online March 9, 2022

Welcome

On behalf of the IWCA executive board, we are pleased to welcome you to the 2022 Online Collaborative! This is the 13th year we have held the Collaborative, and the third time the event is online. Whether in-person or online, this event is an important opportunity for professionals in our field to share ideas and develop new skills in an informal and collegial atmosphere. We thank both presenters and attendees for your participation today, and we look forward to a productive time together!

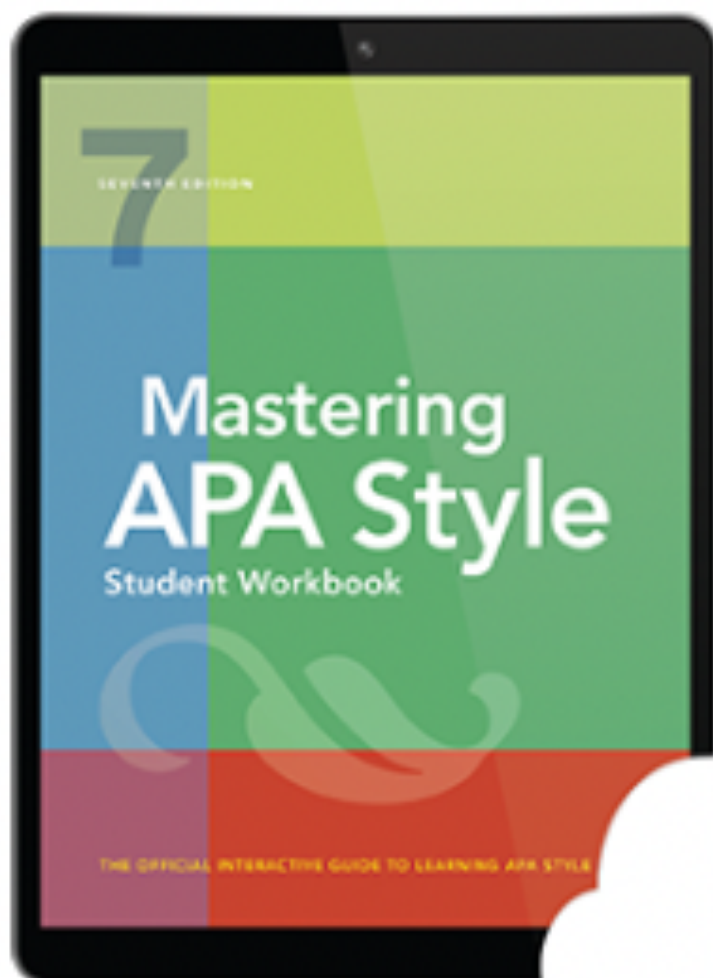
Description of session types

Data Dash presentations: Present your work in the form of a 20×10: twenty slides, ten minutes! This innovative alternative to the poster session provides a venue suited for brief, general-audience talks accompanied by visual props. The Data Dash is particularly well-suited for reporting on research or drawing attention to a single issue or innovation.

Roundtable sessions: Facilitators lead discussion of a specific issue related to writing center research; this format might include short remarks from between 2–4 presenters followed by active and substantive engagement/collaboration with attendees prompted by guiding questions.

Workshops: Facilitators lead participants in a hands-on, experiential activity to teach tangible skills or strategies related to writing center research. Successful workshop proposals will include time for playing with theoretical ideas or reflecting about the effectiveness of the activity or skills acquired (large- or small-group discussion, written responses).

Works-in-Progress workshops: Works-in-Progress (WiP) sessions will be composed of roundtable discussions where presenters briefly (10 minutes max) discuss their current research projects and then receive feedback from other researchers including discussion leaders, other WiP presenters, and other conference-goers who may join the discussion.



AMERICAN
PSYCHOLOGICAL
ASSOCIATION



This online and interactive workbook is for teaching and learning seventh edition APA Style. Purchase your copy or adopt it for your course or workshop.

Learn more and sign up for our monthly newsletter at www.apastyle.org

Session A

1:00 pm EST

[Room 1: Zoom Link](#)

Data Dash

How to be a "Good" Writer: A Pop-up Workshop Model

Jessica Clements, Whitworth University

This data dash presentation reports and invites feedback on the collaborative innovation of a "pop-up" writing center workshop titled "How to be a 'Good' Writer," a model that builds on traditional writing center workshop structures for more efficient and effective engagement in the actualization of Asao Inoue's call in *Above the Well* to challenge white language supremacy.

Investigating Doctoral Students' Writing Efficacy Before and During the Dissertation Process

Corina Kaul, Leanne Howell, Brenda Davis, Baylor University

Convergent mixed methods research examined diverse graduate students' (n = 53) writing self-efficacy during the dissertation writing process. Faculty advisors and Writing Center personnel worked together to provide written and virtual feedback throughout the semester-long course. Results indicated no significant differences in pre- and post-course measures of writing self-efficacy. Analysis of written student reflections showed students felt more confident, benefited from specific feedback, built relationships through their peer working group, and identified their academic writing strengths and weaknesses. Implications point to the need for multiple resources within programs to help support and provide targeted feedback to students.

Perception of Potential Users of Writing Center at a Japanese University during COVID-19 Pandemic

Saho Kawashima, Aoyama Gakuin University

Special care is required for the service at a writing center during COVID-19 pandemic. The research was conducted for 254 students of potential users of the academic writing center at Aoyama Gakuin University in Japan. The questionnaire was prepared by a methodology of perception study. As a result, 44.5% of the students reported feeling a change in their learning style due to the pandemic. However, there was a tendency of preferences regarding their writing and learning style along with an opportunity of handwriting and discussion. This could be applied to design a course or program at a writing center.

[Room 2: Zoom Link](#)

Round Table

Investigating Gender and Contingency in Writing Center Administration

Maggie Herb, SUNY—Buffalo State College, **Liliana Naydan**, Penn State—Abington, **Clint Gardner**, Salt Lake Community College

Although we imagine ourselves as a cohesive community, writing center workers can't thrive without acknowledging the issue of contingency, which threatens our field's survival. Writing center professionals' working conditions and other identities have always divided us, and in this roundtable, we will briefly present the preliminary findings of an in-process study that investigates the working conditions of non-tenure line, contingent women writing center administrators. Through discussion, we will examine how contingency, gender identity, and their intersections shape personal and professional experiences and discuss the need for research on the politics of contingency.

[Room 3: Zoom Link](#)

Editors Roundtable:

Anna Sicari, *Writing Center Journal*; **Wenqi Cui**, **Nicole Caswell**, **Rabail Kayyum**, **Randall Monty**, **Andrew Yim**, **Nick Sanders**, *The Peer Review*; **Kiara Walker**, *Praxis*, **Julia Bleakney**, *WLN: A Journal of Writing Center Scholarship*

Editors will describe the submission process for their publications and will field questions.

[Room 4: Zoom Link](#)

Workshop

Critically Reflecting on the Co-Creation of Safe(r), Brave(r) Writing Center Spaces through Collaborative Autoethnography

Emily Downes, **Robert Imbur**, Teesside University

Notions of student safety must necessarily shape and inform the ways in which space is created and managed in Writing Centers. The pandemic has served to underscore the need for active reflection on how these safe spaces are formed and maintained. Using collaborative autoethnography (CAE), the workshop will invite participants to consider their own efforts to create safe spaces in their centers. A combination of reflective writing exercises, breakout discussions, and full-group reflection will provide opportunities for explorations of how participants create and maintain safety within one-to-one tutoring sessions at their respective Writing Centers.

Session B

2:00 EST

[Room 1: Zoom Link](#)

Workshop

Oral Writing and Revising

Melody Denny, University of Northern Colorado, **Terese Thonus**, University of Baltimore

Oral writing and revising, and the larger topic of the connection between talk and text, have been investigated in the composition and writing center literature. The OR (oral writing-revision space) reveals ways in which writers verbalize new and revised writing structures through negotiation of meaning, content, and form. In this workshop, participants will learn to code transcripts for ORs and determine how students use ORs to improve/revise their texts with tutors' guidance. To begin, facilitators will share OR types and model coding. Then, participants will work in small groups to code and discuss the implications of their findings.

[Room 2: Zoom Link](#)

Workshop

Microaffirmations in the Writing Center

Melanie Cashin, Carleton College

Microaffirmations—words and actions that affirm others' identities and sense of belonging—offer one counterweight to the microaggressions that many in our communities experience on a regular basis (Ellis et al.; Powell et al.; Rolón-Dow; Rowe). What does this mean for writing centers? It suggests opportunities for education and training to support writing center staff in incorporating microaffirmations into our interactions with one another and our clients. This session uses discussion, role-play, and reflection to build our capacity for identifying and effectively using microaffirmations in the writing center.

Room 3: [Zoom Link](#)

Works in Progress

Mobilizing/Engaging international graduate writers' lingual-cultural assets during writing consultation: A transnational approach to writing center practices

Olalekan Adepoju, University of Louisville

In this study, I will examine how writing professionals and tutors can start to reimagine new methods and best practices for working with the linguistic and cultural differences of international graduate students. This research aim is with a view to welcoming and engaging international students' narrative of being a significant racial majority in the US and how such narrative can engender programmatic interventions to aid academic success. I hope that findings from this research will be crucial to laying a groundwork for transnational practices that writing tutors and instructors can adopt during writing instruction to approach, learn from and honor manifestations of language and cultural identities presented by students from nations other than the US.

Writing Center Collaborations Across Institutional Hierarchies and Disciplinary Borders

Elizabeth Carroll, Appalachian State University

This presentation describes a writing center's ongoing collaboration across traditional institutional boundaries of disciplinary expertise and academic authority in the development of Writing About guidelines (WAGs), short handouts on academic writing in different disciplines. Using the WAGs project as a case study, the presenter will analyze the collaboration as a creative and subversive activity occurring within and across institutional contact zones. The presentation will conclude with an argument for contact zone praxis, activities and practices that empower marginalized workers and transform hierarchies of academic culture, and consider, with participants, how to direct writing center resources toward these kinds of collaborations.

Between Student and Advisor: A Preliminary Report on a Mixed Methods Study Comparing Doctoral Student Self-Assessments of Their Writing with Dissertation Advisor Assessments

Lacy Crocker Papadakis, Nick Werse, Jess Smith, Ryann Shelton, and Corina Kaul
Baylor University

This explanatory sequential mixed-methods study investigates the relationship between the students' self-evaluations of their writing and their advisors' evaluations throughout the dissertation writing process. This study emerged from the observation that some online, professional doctoral students seemed surprised by their faculty advisor's feedback on initial

dissertation chapter drafts. A team of writing center professionals and faculty advisors explore students' perceptions regarding similarities and dissimilarities between their self-evaluation and their advisor's evaluation. This work in progress presentation will briefly describe the research design, study context, as well as preliminary findings.

Can Peer Writing Tutors Tutor Writing Transfer?

Lawrence Cleary, University of Limerick

This study examines how writing tutors can facilitate an approach to writing that transfers across contexts. Tutors have been presented with a framework for not only organising the conversation on writing but analysing any new or unfamiliar context for writing. Explored is how tutors might help verify that some of what they are already doing, in keeping with this framework, is facilitating transfer, as well as what more could be done, and what is the most ethical way to pursue this research.

Session C

3:00 pm EST

[Room 1: Zoom Link](#)

Round Table

Visiting the Writing Center in an Online Doctoral Program

Jess Smith, Ryann Shelton, Nick Werse, Corina Kaul, Lacy Crocker Papadakis, Baylor University

We examined 118 students in two cohorts working on their dissertation as part of a scheduled course sequence. Our findings revealed factors correlated to their visiting or not visiting the writing center (WC) prior to beginning the dissertation term and some reasons for why they made that decision. These data serve as a springboard for a larger conversation: What about these factors might make students more likely to visit the WC? How can we use knowledge about students who are less likely to visit the WC to expand our reach?

[Room 2: Zoom Link](#)

Workshop

Vulnerability and Intimacy: Consulting on the Personal Statement

Brenna Ram, Jacob Herrmann, Rice University

The personal statement is a unique genre of writing. Since it forms part of an application, it occupies a gatekeeping function. At the same time, though, the personal statement purports to provide a space for personal expression. Applicants communicate *who they are* while navigating the difficult terrain of others' expectations, institutional pressures, and social constraints. Our aim at IWCA's Online Collaborative is to investigate and develop writing center techniques which affirm writers' sense of themselves while also helping them actualize their goals. Our workshop is centered around exploring the vulnerabilities and intimacies afforded by the genre of the personal statement. With a particular interest in balancing goal-oriented writing and personal expression, this workshop will examine the writing center as a brave space of both vulnerability and intimacy for writers of the personal statement.

[Room 3: Zoom Link](#)

Workshop

Finding Meaning in the Writing Center Through Identifying and Connecting Tutors' Values

Harley Ferris, Courtney Bates, Travis Rindler, University of Findlay

Adventure, community, leadership, respect—what personal values embolden people to commit to meaningful efforts in the writing center? This workshop comprises an exercise and reflective discussion that helps tutors identify their values and map them onto tutoring sessions. In our experience, common activities like building rapport, reviewing assignment rubrics, scaffolding revision strategies, and even reading aloud take on new dimensions when framed through abstract values like authenticity, cooperation, flexibility, trust, and so on. Participants will leave with a lesson or workshop that you can customize for tutor training at your own institution.

Session D

4:00 pm EST

Room 1: [Zoom Link](#)

Round Robin

Allyship & Co-Conspiracy: Brave/r Ways to Facilitate Belonging in Writing Centers

Gabrielle Kelenyi, Seth Umbaugh, University of Wisconsin—Madison

In this Round Robin discussion, facilitators and participants will work together to develop a deeper understanding of the differences and similarities between allyship and co-conspiracy as well as discuss how allyship and co-conspiracy can play out in writing center work. By considering activist understandings of allyship and co-conspiracy alongside writing center scholarship on antiracism, participants will reflect on their own writing center practices and develop new strategies for taking action in matters of social (and specifically racial) justice and equity.

Room 2: [Zoom Link](#)

IWCA Townhall Meeting

Come meet current board members and learn about their work behind the scenes.

Room 3: [Zoom Link](#)

Workshop

“Cs Get Degrees!” Not All of Our Students Are Intellectually Curious

Catherine Filardi, Shareen Grogan, Amy Ratto Parks, University of Montana

We may hold a “deeply-buried hope that students [will] float into our centers willingly and excitedly” (Wells, 2016, 89). But many students come to writing centers to look only at grammar, to pass the class with minimal effort, or to get credit for simply showing up. Less enthused students may deflate our own enthusiasm, may make our work feel half-hearted or ineffectual, which may inadvertently make these students feel less welcome in our spaces. To uphold our wholehearted commitment to doing our best student-centered work, this workshop will explore obstacles and opportunities to helping less-motivated students.