# Webinar Transcript for “Shaping Online Tutoring Practice: Research and Reflection over Replication”

*by Lisa Eastmond Bell*

## Introduction [slide 1]

My name is Lisa Eastmond Bell or Lisa Bell. My pronouns are "she" and "her." And today I wanted just to talk about shaping online tutoring practice and really focus on the research and maybe some activities for reflecting on our work rather than thinking about how to replicate what we do in person.

## Presentation Overview [slide 2]

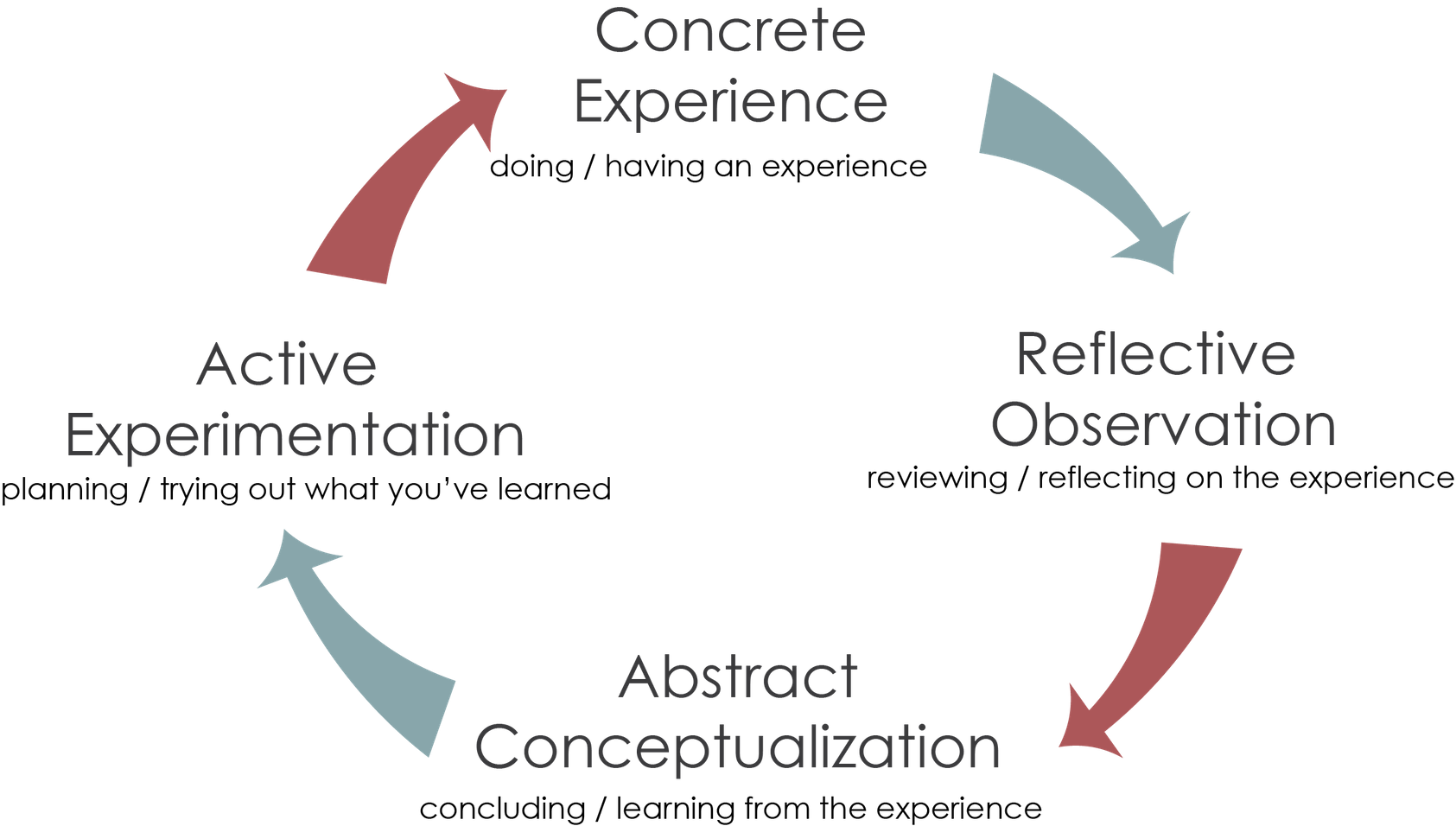
So as far as an overview goes, we're going to kind of talk about where we are right now, the benefits of online writing center work, synchronous benefits and myths, asynchronous benefits and myths, why having options matters, some reflection on our values, and then I'm hoping for a really great discussion with all of you who are in attendance this morning.

## Where We Are [slides 3-4]

So as I was putting this presentation together, I found myself just wanting to jump right into the research. There's a lot of great stuff happening right now. But I felt it really important to pause for a second. I feel like we haven't done that a lot this year. [laughs] But pause for a second and think about where we are. And to recognize whether you just moved your whole program online in the wake of a global pandemic, or whether you've been doing it for a couple of decades, you're involved in important work. I wanted to acknowledge all the work that has been done this year by those who are very established, sharing their expertise. I've seen so many great resources, training materials, etc. shared online through various organizations, etc.

But also to recognize those who are moving entire programs online. Often you aren't recognized for that work. Whole departments have opportunities to have centers for teaching and learning or, you know, OIT departments to help them transition. And often it is writing center admin and their staff making these moves by themselves. So I wanted to recognize the amazing work that has taken place this year.

But I also want us to think about where we are in the process. So if we think about kind of an experiential learning cycle that I think is very applicable to writing center work, we know that we are constantly evolving in our work, trying to refine in our work as part of the learning process. So we have concrete experiences like moving entire programs online or practicing online tutoring for many years, but ultimately those concrete experiences should then lead us to kind of step back and reflect and observe what's happening, perhaps learn from the experience and the experience of others, and then maybe refine and reshape what we're doing and move forward in that continual cycle. It's very similar to the writing cycle, right, that we work with students on.



***Image Description***

*Concepts in a circle with arrows moving from right to left. Top: Concrete Experience: doing/having an experience. Right: Reflective Observation: reviewing/reflecting on the experience. Bottom: Abstract Conceptualization: concluding/learning from the experience. Left: Active Experimentation: planning/trying out what you’ve learned*

And so pausing to look at your own work is key and then receiving feedback on your work is also helpful in the wake of that. Maybe you don't have an assessment cycle coming up. Maybe you do but want a larger picture. I think research steps in as the formal feedback that's taking place within the field that may be useful within that process. So I'm hoping that today we can move from kind of our experience to reflection and then even maybe conceptualization and even thinking about where we might move ahead in our practice in online writing center tutoring.

## Reflection and Research Over Replication [slide 5]

And I think it's important to note that reflection and research are key to writing center work as we move it online, more than replication. I think there's a tendency to figure out how what we do in-person happens online and that's not necessarily what needs to happen. In fact, again, I think about writing and I think about genres and how some students come to us and they understand what a five-paragraph essay is and they want to use that same model for every type of writing they do. And while that can be very foundational and informative for new types of genre and there needs to be some explicit conversation about transfer of existing skills and knowledge, I would suggest that online tutoring and online writing center work is in many ways its own genre that can be informed by in-person tutoring and writing center work, but it's not the same. And I think that you'll find that's the case, as we talk about research and as you may have already found in your practice and hopefully something we can reflect on today.

## Benefits of Online Writing Center Tutoring [slide 6]

So I wanted to talk about the benefits of online writing center work—tutoring specifically. If we look at the statement put out by the Conference on College Composition and Communication—so CCCCs statement about online writing instruction—Article 13 specifically talks about supplemental instruction, tutoring support. And they talk about how it should be support for those who are learning online. But then if you go into the rationale and read a little bit further, they also address the idea that online tutoring can provide increased accessibility, inclusivity, and equity within the learning experience. And I really want to make sure that those ideas of accessibility and inclusivity and equity are not side notes or footnotes, but they are very much front and center in this discussion, because they are front and center in the research. Maybe even more so than simply supporting folks who are taking online classes. And although I'm citing CCCCs here, know that this is a common thread throughout interdisciplinary research in this area.

## Benefits of Synchronous Online Tutoring [slide 7]

So let's talk-- we've got multiple camps, right? Synchronous and asynchronous. However, with that being said, I also want to acknowledge they're some hybrid approaches we might talk about in the discussion portion or even as we get to asynchronous.

But let's talk about the benefits of synchronous online tutoring. I think it's important to know that it allows participants to establish personal connections (Wolfe & Griffin, 2012; Mick & Middlebrook, 2015). It helps maintain that social aspect and rapport building that many of our tutors especially enjoy in their work, being able to, as part of the learning exchange, really interact with the learner or writer. It provides opportunities for real-time conversation, opportunities to negotiate work, to clarify on both the side of the tutor and the writer, to better understand and clarify what's happening (Mick & Middlebrook, 2015). And research has linked that to, you know, being really helpful for English language learners to be able to have access to clarify and negotiate and question feedback (Ene & Upton, 2018).

I should note: most of the information that I'm pulling from research is about online writing tutoring, but in some cases I've also pulled from online writing instruction where teacher or TA [teacher assistant] feedback has been applicable to the discussion.

As far as synchronous online tutoring goes, it also can address issues of time and space (Van Horne, 2012). If someone can't physically get into the writing center before close, they may be able to pop online and have a great discussion. I'm also hearing and we also see in the research that it helps address issues of how to share a paper, how to work together on a single document. There's no, you know, writer putting their paper down and sliding it over to the tutor or the tutor craning their neck to be able to watch a laptop. You really can share on-screen and even share functions as you're working on a document together. And I think that's an extremely important part of synchronous online tutoring as well.

## Dispelling Myths about Synchronous Tutoring [slide 8]

### Synch = Simple Conversation

So a few myths that we may want to address is this idea that, you know, a synchronous-- it's just a conversation. It's just tutor talk that we moved online. And I would suggest and research suggests that that's not the case. Some participants may not have the technology or even the data or bandwidth for some of our synchronous online programming (Martinez & Olsen, 2015; Camarillo, 2020). They may not have stable WIFI—these things can be really important— may not have webcams, may not have access to different features through the technologies that they own but also they may not be well versed in trying to do multiple things at once online: checking the chat bar, highlighting on the screen or a whiteboard, having a conversation. And so in some ways, it's not as simple of a conversation that we sometimes think it might be.

Also the idea of having this simple conversation is something that often keeps students even from in-person tutoring. This idea that they have to have a certain threshold of cognitive or affective or even linguistic capital in order to converse in real-time (Hamper, 2018; Ries, 2015; Camarillo, 2020). And I know especially this year, I've had a lot of students who have wanted feedback on their papers in my classes and have actually opted to have an asynchronous approach because they can't have another Zoom meeting. [laughs] They've kind of maxed out. Or they don't feel like they can talk about the subject yet, but they are interested in initial feedback. So these are important things to consider as we think about synchronous tutoring and some of the myths.

### Synch = Preferable to Asynch

There has been a preference in the literature and I think also in practice as I've kind been on social media boards and watched threads and such that this idea that synchronous is more akin to "real writing center work." [laughs] And I'm not sure that that's always the case, as we talked about it being kind of its own genre or own form. And Denton (2017)—who I noticed is in attendance today—she reminds us that choices about online learning are really shaped to a range of variables, individual contexts, as well as kind of learning preferences and needs. And so synchronous may not be appropriate for all learners all the time.

### Synch = More Aligned with Writing Center Work

And this idea also of being more aligned with writing center work, Boone and Carlson (2011) found that as their tutors were preparing asynchronous screen- or video cast feedback for writers, they had the time to step back and better align their response with their writing center training and values. And they found it even more aligned to their understanding of writing center work than perhaps a synchronous approach. So these are some of the common myths that I hear, and I think we can go to the research to understand if that is a shared perspective or if there are other parts of the conversation we need to consider.

## Benefits of Asynchronous Online Tutoring [slide 9]

Let's talk really quickly then about the benefits of asynchronous online tutoring. And I think it's important to note that asynchronous is not only email tutoring but comes in multiple forms, especially in this day and age. But an important thing that it provides is it allows writers choices about their use of time and space (Gallagher & Maxfield, 2019; Camarillo, 2020). And so we talked about data bandwidth, but also personal bandwidth: being able to access feedback from a bus, from home, in the margins of your day after children have gone to bed, during a lunch break at work. All of these things can be a beneficial use of asynchronous online tutoring. It may be particularly helpful for certain populations, particularly caregivers or working students, as some research has shown (Hewett et al., 2019; Bell et al., n.d.).

It reduces pressure on tutors and writers to have to respond right away, which has been linked to some mental health issues and, again, those kind of thresholds we talked about whether they're linguistic, cognitive, or affective (Hamper, 2018; Ries, 2015; Camarillo, 2020). Those can be important thresholds to be mindful of as we're planning our online programming.

One other benefit that I'm finding more and more is that asynchronous or actually recorded synchronous feedback allows the writer to return to that feedback and review it, maybe more than once (Mick & Middlebrook, 2015; Cunningham, 2017; Cranny, 2016). And we know that repetition is key in the learning process. And so having access to that information is an important part of many writers' learning and writing processes.

And then finally, asynchronous can provide a resource-rich online learning environment (Séror, 2013; Anson et al., 2016). It can include things like video. It can include things like links to other websites, similar to what can be done with synchronous. So both can provide really rich and robust online learning environments. I think that's important. Often we think of the actual physical writing center and the resources available there, but I would suggest that the Internet makes even more options available to tutors if they know and are trained on how to use those.

## Dispelling Myths about Asynchronous Tutoring [slide 10]

### Asynch = Email Tutoring

So let's talk a little bit about some myths. The first one, I kind of talked about—this idea that asynchronous tutoring is just email tutoring. And for many people and for many years, that's what it has been. And that is a very viable option that I think writers and tutors can become very comfortable with. But I think we also need to recognize that audiovisual technology also can enhance written feedback (Cranny, 2016; Madson, 2017). In a recent study, 70% of the writers that I surveyed along with two tutors who helped with the project-- 70% preferred the combination of audiovisual and written feedback (Bell et al., n.d.). A few preferred just written feedback. Several preferred just video feedback. But the great majority recognized that both forms of feedback really were useful in different ways.

### Asynch = Impersonal

Another myth is that asynchronous tutoring means impersonal tutoring. [laughs] And Anson et al. (2016) found that screencast technologies, which make use of video and audio, actually can facilitate personal connections. Their work with instructor feedback and their participants found that it created transparency about the teachers' evaluative process and identity. It revealed their feelings. It provided visual affirmation and established a conversational tone that really informed the work and the learning exchange there.

### Asynch = Telling Writers What to Do

Another myth is that asynchronous online tutoring is just telling writers what to do. It's just editing. I've even heard the term "cheating." [laughs] And I would suggest that that is not the case. If trained and done well, tutors can actually provide options for writers and often if a tutor is not present, a writer will have less-- they'll feel empowered. They'll feel less pressure to be led by a tutor and be able to own their own work in important ways (Camarillo, 2020).

A study that I did, kind of based on the work of Mackiewicz and Thompson and their-- If you're familiar with their work, they coded 10 in-person sessions and looked at the amount of instruction, scaffolding, and motivation that was happening, whether it was tutoring strategies and techniques that were taking place. And I did a similar thing with the 10 asynchronous screencasts. I guess it's been a couple years now, but I found that many use scaffolding to a really high degree actually, more so than instruction and that they worked hard to find roles to make sure that the student knew that the tutor was responding as a reader or didn't have the final say (Bell, 2019). And often tutors would encourage ownership and provide those options, maybe even more so than what I was seeing face-to-face. But that's also been found in studies by Reis back in 2015.

### Asynch = Lack of Dialogue

Asynchronous tutoring-- another myth might be that asynchronous means there's a lack of dialogue. So I remember thinking that 20 years ago: we are going to miss the heart of our writing center work or tutoring, which is discussion. But I think a lot has happened in the decade or so that's transpired. And we see with social media that a thread and a discussion can last a very long time and can move beyond our initial ideas of time and space to continue dialogue and discussion.

Also becoming more familiar with the work of Bakhtin, thinking more about my own work as an instructor and how students make use of feedback, I think the difference is that it's not a tutor-led conversation or dialogue, but that it really is falling more on the shoulders of the writer as a learner (Breuch, 2005; Angelov & Ganobcsik-Williams, 2015; Denton, 2017). And I'm not sure that's a bad thing or something we want to remove, but it's something that we want to be mindful of as we address myths or misunderstandings about different forms of online tutoring.

## Offering Multiple Forms of Tutoring [slides 11-13]

So one thing that I noticed as I've looked at the research over several years is that one suggestion that comes out of many of these studies is that students are offered multiple forms of tutoring. And I'm going to say that in recognition or in conjunction with the idea that I know we're in a time when many people are having budgets cut. They're having to actually scale back on their programming. But I want us to think big picture and consider that offering multiple forms of tutoring can be beneficial. When I say multiple forms, that can mean asynchronous and synchronous, but that also might mean in-person or scheduled in-person versus drop-in. The same thing for synchronous: scheduled versus drop-in, etc. There are many different forms that our tutoring can take. But when we can offer choices, that can be really beneficial to writers.

And several of the studies have shown that that really is the case (Denton, 2017; Prince et al., 2018; Martinez & Olsen, 2015; Al Chibani, 2014). We support a diverse range of learners, and they may need a wide range of tutoring options. In the study that I completed recently with two of my tutors-- our data collection finished up in the fall, just before the pandemic came on. And so we were looking at 21,934 sessions, the demographic data between in-person, online, scheduled in-person. And then also we surveyed-- We did a pool of participants we surveyed about their experience a little bit more. We found that survey data showed that 58% of those using our online tutoring services were also participating in in-person tutorials and that came out very much in the demographic data as well as we looked at the numbers and saw that return visitors were often returning to have a different form of tutorial.

And if we think about that, that might be a link to several things. It could be the stage in the writing or learning process. I think many of us have had the experience where someone comes up to our front desk and says, "I just had a quick question about APA. Can someone just answer a 5-minute question?" And they don't want to set up a 45-minute appointment. They don't want to sit down for a long amount of time. They want validation, confirmation, quick information. So keeping some of those things in mind, others may come in and want a full brainstorming session and take even more time than maybe they're typically allotted. And those different needs, preferences, and contexts can be important as we think about the types of programming we're offering and who's making use of them and when.

It also is important in terms of time and space. In the research that I'm mentioning here that was done last fall with a few of my tutors, we found-- the reason we did that research is we found that looking at over 20,000 sessions that the demographic data for online tutoring participants and in-person had some \*huge\* differences. As we surveyed those participating in online services, we found that a lot of it had to do with time and space. And there were demographics of writers who wouldn't be able to come in and use our in-person services. And this was really the only way they could access our tutoring, whether they were working full-time or they were caregivers or they were language learners or the space wasn't physically accessible or there was social anxiety or they were on study abroad. There were lots and lots and lots of reasons why having an asynchronous online option was useful in addition to having synchronous in-person possibilities.

And then thinking again of those thresholds and different people at different times of day, different times in their life, they have different thresholds and need different kinds of learning exchanges with peers and with those who are providing feedback on their work.

And I really appreciated this insight from Martinez and Olsen (2015). And I'm actually going to read it. I typically don't do that. But I think it's worth really looking at. It says:

"The principle of providing inclusivity and accessibility grounds all of online writing instruction principles and should be considered at the onset of developing solutions instead of as an afterthought. Accessibility often is considered in terms of disability. And while that certainly is one aspect and one reason that OWLs [online writing labs] should be thoughtful of access, disabilities are not the only issues that can prevent students from receiving an equitable education. One's socioeconomic status may limit the ability to use synchronous tutoring, for example, in that lack of cameras/microphones or Web conferencing technology (i.e., technology that might otherwise be available in a campus lab) in one's home or public library may impede certain kinds of access for geographically distributed students. Varying learning styles and levels are other issues to consider when designing OWI [online writing instruction] materials. For example, some students have learned better with the time flexibility allotted in asynchronous tutoring. To limit tutoring to only synchronous settings would do a great disservice to such students." (Martinez & Olsen, 2015, p. 188).

And I would like to add to that-- because obviously there's kind of an angle or leaning towards asynchronous offerings there. --that the same could be said if you're only offering asynchronous. That doesn't allow for those who maybe learn best through discussion and dialogue by talking out ideas, to be able to follow up in real time. Or multilingual writers to negotiate options as far as language use is concerned. Asynchronous may not provide that kind of help in the way that synchronous might allow. And so really it is a balance and a weighing of who we are serving who benefits from the services we currently offer who we're seeing and who is not with us and maybe why.

And this echoes back to the work that Lori Salem did in her award-winning article a couple years ago about decisions, decisions, who chooses to use the writing center. She looked at that with in-person tutoring, and I think she mentioned that there-- It provides a really important window, and we start thinking about who is not using our services and why that might be the case. And I think that applies to online tutoring, just as much as in-person writing center work.

## Writing Center Values [slide 14]

So as we asked some of those questions. I would suggest that it's worth thinking through what our values are, what our contexts are, at both a local but also larger perspective. And when I say larger, maybe thinking through where we are as a field. What do we know? What do we not know yet? Maybe larger, meaning your institution, knowing that there are budget cuts coming or knowing that you're being asked to maybe adjust your workflow and will need to do the same for your staff or others in the writing center. But also thinking through what you value at a local level, what you can do at a local level, and what you hope to provide for those who are part of your learning community in terms of access, inclusivity.

## Supporting Learners and Learning [slide 15]

And so I feel a little embarrassed sharing this but you know 20 years ago, as a new writing center administrator, I was concerned that the dialectic or discussion-based portion of our work would not continue if we moved it online, especially in an asynchronous way. And I seem to have prioritized that value above others. And I would say in hindsight and with experience and a better understanding of research and with existing research now, I would suggest that I have different values that would inform and do inform my work. And that would be that writing centers ultimately should be supporting learners and learning. And when we talk about learning, I love this quote from Mary Dossin (1996) from a while ago where she talks about: "Tutoring is only valid when it's part of the learning process" (p. 14). I think that's really key and at the heart of our work and also this idea of supporting learners.

And I love Nancy Grimm's (2008) quote about "the work of the writing center [being] a matter of being available mentally and emotionally to engage in the mutual construction of meaning with another" (p. 9). I think that ideas of literacy, writing, as well as language and identity are intersected in such inseparable ways that we need to fully consider learners, as we think through the services that we provide and how we might provide a more holistic learning experience or exchange not only for the writers walking in our doors, but also for tutors who are learners and for administrators who are also learners. And I think that that's a value that I embrace and something to think about in your own context and locale.

## Questions to Consider [slide 16-17]

So a few questions to consider at this point. I will read through these, but I think that they might inform our discussion so I do want to kind of echo a few of them.

* What online programming is offered? Who was it designed for? Who uses it? Who does not?
* Do any demographics vary based on the platform that they are making use of?
* What research is informing your online tutoring or your tutoring in general? How does your assessment-- programmatic assessment maybe inform your programming?
* What larger values or local values connect or shape your work?
* How have you addressed issues of access and equity, inclusivity? How do you know you've done it successfully? Whose perspectives or voices have told you that's the case?
* What are the needs or preferences of writers and tutors and how can we support both as learners and experts in their own right?
* Can you offer more than one form of tutoring? Why or why not? What are the limits and can you move beyond some of those?
* And what training or outreach might be needed to better prepare both writers and tutors for learning exchanges?
* And then as a field, maybe a larger field, maybe even in a local way-- I'm thinking about what reflection, research, or maybe revision might be needed in your online writing center work?

So that's kind of the bones of my information that I wanted to share with you today. I know that in the online version that you're able to download there are references-- I'm sorry there's about three pages of references, but it might be a good place if you're interested in any of this research, a good place to start moving forward. But at this point I would love to talk with all of you and learn more about your situations and also see if we can help each other reflect and rethink the work that we're involved in.

## References [slides 18-20]

Al Chibani, W. (2014). The effectiveness of online and on-to-one tutoring in the writing center on the students’ achievement: A multiple case study. *International Letters of Social and Humanistic Sciences*, *41*, 192-197.

Angelov, D., & Ganobcsik-Williams, L. (2015). Singular asynchronous writing tutorials: A pedagogy of text-bound dialogue. In Mary Deane and Teresa Guasch (Eds.), *Learning and teaching writing online: Strategies for success* (pp. 46-64). Brill Press. <https://doi.org/10.1163/9789004290846_005>.

Anson, C. M., Dannels, D. P., Laboy, J. I., & Carneiro, L. (2016). Students’ perceptions of oral screencast responses to their writing: Exploring digitally mediated identities. *Journal of Business and Technical Communication*, *30*(3), 378-411.

Bell, L. (2019). Examining tutoring strategies in asynchronous screencast tutorials. *Research in Online Literacy Education*, *2*(2), [www.roleolor.org/examining-tutoring-strategies-in-asynchronous-screencast-tutorials.html](http://www.roleolor.org/examining-tutoring-strategies-in-asynchronous-screencast-tutorials.html)

Bell, L., Van Vleet, M., & Brantley, A. (n.d.). Issues of access and equity: Understanding learners’ preferences and participation in online writing consultations. [Manuscript under review].

Breuch, L. K. (2005). The idea(s) of an online writing center: in search of a conceptual model. *The Writing Center Journal*, *25*(2), 21-38.

Camarillo, E. (2020 April 30). Cultivating antiracism in asynchronous sessions. South Central Writing Centers Association, https://writingcenter08.wixsite.com/scwcaconference/post/cultivating-antiracism-in-asynchronous-sessions.

Cranny, D. (2016). Screencasting, a tool to facilitate engagement with formative feedback?. *AISHE-J: The All Ireland Journal of Teaching and Learning in Higher Education*, *8*(3). 29110-29127. <http://ojs.aishe.org/index.php/aishe-j/article/view/291/497>

Cunningham, K. J. (2017). Appraisal as a framework for understanding multimodal electronic feedback: Positioning and purpose in screencast video and text feedback in ESL writing. *Writing & Pedagogy*, *9*(3) 457-485. https://doi.org/10.1558/wap.31736

Denton, K. (2017). Beyond the lore: A case for asynchronous online tutoring research. *The Writing Center Journal*, *36*(2), 175-203. https://www.jstor.org/stable/44594855

Dossin, M. M. (1996). ESL quandary. *Writing Lab Newsletter*, *20*(9), 14-15.

Grimm, N. M. (2008). Attending to the conceptual change potential of writing center narratives. *The Writing Center Journal*, *28*(1), 3-21

Hamper, M. B. (2018 February 5). The Online Writing Center Is About Equity for Students (and You Too). *Another Word*, https://dept.writing.wisc.edu/blog/the-online-writing-center-is-about-equity-for-students-and-for-you-too/

Hewett, B. L., Boeshart, M., Prince, S, & Nastachowski, B. (2019). Bridging the gap: Online writing centers and online writing tutoring. *ROLE (Research of Online Literacy Educators*), *3*(1). http://www.roleolor.org/editorrsquos-introduction.html

Martinez, D., & Olsen, L. (2015). Online writing labs. In B. L. Hewett & K. E. DePew (Eds.), *Foundational Practices of Online Writing Instruction* (pp. 183-210). The WAC Clearinghouse. https://wac.colostate.edu/docs/books/owi/chapter5.pdf

Madson, M. (2017). Showing and Telling! Screencasts for Enhanced Feedback on Student Writing. *Nurse educator*, *42*(5), 222-223. <https://doi.org/10.1097/NNE.0000000000000385>

Mick, C. S., & Middlebrook, G. (2015). Asynchronous and synchronous modalities. In B. L. Hewett & K. E. DePew (Eds.), *Foundational Practices of Online Writing Instruction* (pp.129-148). <https://wac.colostate.edu/docs/books/owi/chapter3.pdf>

Prince, S., Willard, R., Zamarripa, E., & Sharkey-Smith, M. (2018). Peripheral (re) visions: Moving online writing centers from margin to center. *WLN: A Journal of Writing Center Scholarship*, *42*(5-6), 10-18. https://wlnjournal.org/archives/v42/42.5-6.pdf

Séror, J. (2013). Show me! Enhanced feedback through screencasting technology. *TESL Canada Journal*, *30*(1), 104-116.https://doi.org/10.18806/tesl.v30i1.1128

The Conference on College Composition and Communication Committee for Best Practices in Online Writing Instruction. (2013). A position statement of principles and example effective practice for Online Writing Instruction (OWI). https://cdn.ncte.org/nctefiles/groups/cccc/owiprinciples.pdf

University of Kansas Center for Service Learning (n.d.). Reflection Models. https://csl.ku.edu/reflection-models#kolb

Van Horne, S. (2012). Situation definition and the online synchronous writing conference. *Computers and Composition*, *29*(2), 93-103.

