# Ready, Set, Go? Workshop Activities Handout

## Activity 1: Assessing Center’s Readiness for Multimodal Tutoring

### Students

* Who currently uses your multimodal online tutoring services and programs? Who doesn’t (or can’t), and why not?
* What do students need to better access or use your online or hybrid center, systems, and/or tutoring services?
* Which student groups could your center better serve or reach?

### Locations & Environments

* Where do the students who use your multimodal online tutoring services access or join them from?
* Where do your tutors conduct their multimodal online tutoring sessions, e.g., in person on campus, off campus/remotely, in person on campus *and* off campus/remotely?
* What are the advantages and limitations of these locations and environments for your students *and* for your tutors?

### Modalities

* What modalities do you currently use for online tutoring services and programs?
* What modalities do you need or want to offer beyond those to meet students’ needs?
* How familiar are your students *and* your tutors with the modalities you currently use and/or want to use?
* How accessible are your current modalities for your tutors *and* your students to use, e.g., usability, compatibility, internet connectivity, etc.?

### Technologies & Equipment

* What software programs, systems, devices, and/or equipment do your *students* need in order to access or participate in multimodal online tutoring sessions?
* How accessible are these programs, systems, devices, and/or equipment for your students *and* for your tutors to use?
* What software programs, systems, devices, and/or equipment do your tutors need in order to conduct multimodal online tutoring sessions?
* Who must provide or replace the programs, systems, devices, and/or equipment that tutors must use for their sessions?

## Activity 2: Assessing Tutors’ Technical Readiness for Multimodal Tutoring

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| --- | --- | --- |
| **Technology/Software** necessary for the multimodal compositions students work on inside or outside of coursework | Do you already offer technical training for this? (**Y / N**) | **If yes**: what training is offered?  **If no**: what training might be necessary to develop in your context? What would you include in this training to build tutors’ technical confidence for tutoring multimodal compositions? |
| *i.e., PowerPoint presentations* | *N* | *A brief asynchronous video tutorial, available to tutors when they need it:*   * *Accessing institutional Microsoft 360 account to download latest version of PowerPoint to their laptop* * *How to download and open slides* * *How to add textual comments in slides* * *How to create screencast for audio-visual feedback* * *How to send feedback to students* |
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What resources do you need to be able to develop at least one of the above trainings? Try to be specific (i.e., amount of time, amount of money, etc.).

Who would be involved in developing and implementing the training materials?

Craft a tentative timeline for developing and implementing this training in your center:

## Activity 3: Assessing Tutors’ Rhetorical Readiness for Multimodal Tutoring

* Reflect on your writing center’s current support towards students with multimodal assignments.
* Would your tutors feel comfortable in assisting students with multimodal assignments, especially in an online format (synchronous and asynchronous settings)?
* If not, what are the major concerns of your tutors, or what aspects of multimodal assignments in tutoring sessions make them uncomfortable?
* How can you build your tutors’ confidence in participating as an audience member for a multimodal assignment?
* What steps can your center take to provide tutors with resources to support them in giving effective feedback for multimodal assignments?