

VIRTUAL WRITING CENTER COURSE VISITS

Startup Checklists

University Context: Deciding on a Course Visit Model

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| <input type="checkbox"/> | Determine your Writing Center's level of access to your university's LMS. Reach out to your university's tech support to ask the following questions: <ul style="list-style-type: none">• Are writing center representatives able to self-enroll in courses?• Are writing center representatives able to start a new discussion thread in a visible place for students in a given course (e.g. the discussion board or class café)? |
| <input type="checkbox"/> | Think through your students' virtual learning context(s). What writing center course visit model aligns with their current synchronous or asynchronous virtual learning format? |
| <input type="checkbox"/> | Based on Writing Center's level of access and student learning context(s), determine which model(s) of writing center course visits—asynchronous, synchronous, or both—work best in your university context. |

Implementing Asynchronous Course Visits

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| <input type="checkbox"/> | Determine the structure of your Writing Center's course visit. <ol style="list-style-type: none">a. How long will it be (e.g. if the course is asynchronous and has a weekly assignment, the writing center rep. might participate in the course for an entire week to ensure all students have the opportunity to engage before submitting their weekly assignment)?b. What content will the writing center representative cover? Writing topics? Writing center resources? Responses to student questions?c. What will the faculty and writing center representative's partnership look like in the discussion?d. What location in the classroom will the writing representative post (e.g. the discussion board, class café, or other visible area)? |
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| <input type="checkbox"/> | Determine how you will market virtual Writing Center course visits to your university. |
| <input type="checkbox"/> | Determine policies for both faculty and students in course visits. |
| <input type="checkbox"/> | Determine how faculty will request virtual Writing Center course visits (e.g. via email request, survey form, etc.) |

Implementing Synchronous Course Visits

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| <input type="checkbox"/> | Determine the synchronous meeting technology you will use to present and record your course visit (e.g. Zoom, Teams, Google Meet, Adobe Connect, Skype). |
| <input type="checkbox"/> | Determine the structure of your Writing Center's course visit. <ul style="list-style-type: none">• How long will it be (30 minutes, 60 minutes, 90 minutes)?• What content will the writing center representative cover? Writing topics? Writing center resources? Responses to student questions?• What will the faculty and writing center representative's partnership look like during the live presentation?• Will you use a formal PowerPoint presentation? Or, will your presentation simply be screen sharing of a website or other resources?• How will the session be recorded? |
| <input type="checkbox"/> | Determine how you will market virtual Writing Center course visits to your university. |
| <input type="checkbox"/> | Determine policies for both faculty and students in course visits. |
| <input type="checkbox"/> | Determine how faculty will request virtual Writing Center course visits (e.g. via email request, survey form, etc.) |
| <input type="checkbox"/> | Determine how you will send out invites to faculty and students to ensure they know when and where your course visit is. |
| <input type="checkbox"/> | Determine your follow up procedures, including sending a recording of the course visit to the faculty member to distribute to all students. |

*For one example of a writing center course visit survey form and policies for faculty, be sure to review: <https://faculty-resources.waldenu.edu/writing-center/contact-us/course-visits>

*For additional information, please contact Sarah Prince (sarah.prince@mail.waldenu.edu)