

Self-Observation Reflection Form

Name:	Amber Corkey
Current Date:	5/23/25
Quarter:	SQ25
Appointment Date:	4/17/25
Appointment Time:	4:30-5:00 PM
Writer name:	Toko
Appointment type:	Face to face

Appointment Letter

Copy & paste your appointment letter below. Then continue your reflections on the next page.

Hi Toko! It was great meeting with you today to work on the intro to your dissertation! You seem really passionate about this project, and I cannot wait to hear how it goes as you start conducting interviews and working on it more!

Today we read through the introduction, your literature review, and your research questions. We identified a few spots that stood out: like your goal to use this paper to craft an understanding of individual and collective becoming through Ikeda studies. You've set up the base concepts and context very well, and I can definitely see how your ideas are all going to come together with your interviews.

For that introduction, your main tactic was creating a research space. I think you did that wonderfully, but if you're looking to refine some of those moves, here is that resource from the [University of Southern California](#) that has some prompts and ideas.

I'm struggling to find the information about the College of Ed writing group, but I will reach out to the tutor who is in charge of it and reach out to you with that information once I have it. Thank you for being patient!

Thanks for coming to the Writing Center! I hope our meeting today gave you confidence as you move forward with your assignment. I hope you were able to get those repeating appointments set up with the receptionist! I'm so glad you've welcomed the Writing Center as a part of this process, and I wish you the best of luck!

Happy writing!

Amber C

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Core Practices

The following are core practices for effective tutoring that have been identified by the Writing Center. Write notes about if and how each practice is utilized in the appointment, paying close attention to the context in which it was used and the outcome of each strategy you notice.

Note that these practices will not necessarily appear in order, that some will occur more than once, and that some may not be used at all in a given appointment.

CORE PRACTICE	SELF-OBSERVATION NOTES <i>How did I enact this practice in my appointment? How can I improve this practice in my appointment?</i>
1. Build and cultivate rapport	As always, I engaged in small talk about the weather or otherwise mundane topics. But knowing that Toko was in the VCE program, we talked about that! I have done Writing Fellows for VCE and Ikeda studies classes before and genuinely like talking about the scholarship and practical application, especially since educators looking to use Ikeda embody the practice's values so much.
2. Communicate clearly, respectfully, and honestly	I was very upfront about my experience with the subject matter (being that I've done Writing Fellows and read many papers like this, but it's been a year or so since then). I always reassured her concerns and gave feedback on the writing to answer her prompting questions.
3. Ask questions	I love asking questions! Every time we finished a section, I'd ask what Toko thought after hearing it back. She'd often have some questions ("was this effective?" or "does that concept make sense?") and I was able to use both my understanding of writing structures as a generalist tutor and my knowledge of the concept from past Writing Fellows experiences to give her a real answer. Her audience is definitely not general—she's writing this to contribute to the field of Ikeda studies. Though I may not be a scholar in that field, I feel that I have been immersed in it enough through Writing Fellows to give effective feedback as if I were in the research community.
4. Collaboratively set an agenda to guide your work	We found our agenda very quickly. Toko wanted feedback on however much we had time to read through. She wasn't in a rush, she just wanted some feedback. I gave her those few read aloud options, and we decided to read aloud together.

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CORE PRACTICE	SELF-OBSERVATION NOTES
5. Listen and read actively	I read best when reading aloud. It helps me stay engaged with the text without a fear of being watched while reading.
6. Provide text-specific feedback	<p>Toko had questions about certain sections or sentences, which I would answer specifically within the context of the paper.</p> <p>For example, Toko had asked if her research felt like it had stakes, and if her literature review (that covered the history and need for research) was contributing necessary background. My text-specific feedback explained my interest in learning about that research gap. It was new information, even after my time in Writing Fellows. I had no idea how unadopted Ikeda studies was in Japan, despite it being the perfect pedagogical approach to educational disparities based on immigration!</p>
7. Provide generalizable and transferable feedback	My generalizable/transferable feedback for that section meant providing Toko with the formal name for that strategy: creating a research space (CARS). I pulled up a resource I had just been given for my own class, and we walked through the steps and identified how she had done them effectively. I provided her with that resource in the appointment letter so she could continue referencing it on her own while she revised and so she could use it on other papers.
8. Adopt and adapt specific strategies for each writer and their particular writing context	Toko demonstrated a strong grasp of writing and her own process, and she had an advanced knowledge of the concepts, being a doctoral student. This means that I adapted away from non-evaluative feedback. Toko wanted evaluative feedback. She wanted to be told, “yes, that is good,” and “no, this isn’t working,” and “yes/no, this is/not how to use this genre of writing.” She came in for reassurance before she embarked on a laborious research process; I would be remiss if I misled her by being wishy washy with non-evaluative feedback. I still phrased it with I-statements and positive feedback (honestly, most of it was positive, the draft was very good). But I knew that this was a chance to be more evaluative than I usually can be.
9. Provide resources that build on and augment your own expertise	I think the CARS resource and my experience in Writing Fellows covers this one!

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CORE PRACTICE	SELF-OBSERVATION NOTES
10. Plan next steps	<p>At the reception desk, she scheduled follow up appointments with other tutors (because hiring unfortunately made me unavailable, despite how much I wanted to keep meeting with her). She wanted to keep working with tutors for both reassurance and accountability.</p> <p>I also informed her about our CoE writing group, but I couldn't find any information about it that I could send to writers. I reached out to Isabeau to get that info and told Toko I would send her that info in an email once I had it. But even after Isabeau got back to me, I am ashamed to admit I never followed up. That to do item sits on my Notion list, glazed over week after week, and I'm worried it's too late to send it out now at the end of the quarter.</p>

	APPOINTMENT REFLECTIONS
<i>Provide a brief overview of the appointment context including the type of writing, the due date, the type of help requested, etc.</i>	Toko wanted to get another set of eyes on the intro, literature review, and research questions of her dissertation paper to see if she was on the right track before she started conducting interviews for research. We read through those sections out loud together, popcorning paragraphs back and forth. There wasn't much feedback to provide—only reassurance that she was on the right path. I provided her with some technical names for strategies she was already using well, in case she wanted to alter those approaches, and included those resources in her appointment form. She was interested in doing repeating appointments throughout the quarter, and I directed her to make those with the receptionist. Knowing my own schedule with hiring, I suggested she meet with a different tutor if she wanted consistency, and she did complete that at the receptionist desk.
<i>Reflect on the appointment overall. What did you take away from this specific appointment? What do you want to remember about this appointment and use in future appointments?</i>	This appointment was very fun! Toko was very confident in her knowledge of the topic, and she had a lot of passion for it. Even though we are generalist tutors, I feel like my experience with the subject matter reassured her more that she was on the right path. Not only did I know the content of Ikeda studies, but I was able to demonstrate her proficiency with creating a research space, and that she did do it effectively for the subject matter. This encouraged me to pull on my own expertise, to sometimes, if (heavy on IF) a tutor desires more evaluative feedback for reassurance, give that evaluative feedback. It's not a one-size-fits-all approach; I would never use evaluative feedback

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	on first year writers—but for a doctoral student with a strong grasp of writing, process, and format, I felt that Toko needed to hear, “yes, this paper was effective at XYZ strategies.” This specific strategy is not something I will take into future appointments unless the situation calls for it—being advanced writers looking for something more than generalist tutors.
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