

Self-Observation Reflection Form

Appointment Details

Name:	Aidan Valdez
Current Date:	May 9th, 2025
Quarter:	Spring 2025
Appointment Date:	April 28th
Appointment Time:	4:30-5:00
Writer name:	Izzy Keane
Appointment type:	Face-to-face

Appointment Letter

Hey Izzy,

Thank you for making an appointment with us at the Writing Center! I enjoyed collaborating with you on your grad school applications. You made a face-to-face appointment wanting to focus on brainstorming. Today we worked on going through the different prompts for your application. I advise you reorganize the content in your second prompt response to better reflect the, for lack of a better word, thesis statement. That way you maintain a consistent flow for your reader to follow. Additionally, I recommend condensing your third prompt response a bit. Your previous responses give background on why you are interested in astrophysics. I think by freeing up some space and using it to go deeper on how Edinburgh can help you move towards your goals would be beneficial.

Truly, you've got this. I know it's difficult because you're constantly rewriting the same information, but you know you're your stuff. Edinburgh would be lucky to have you! I wish you luck on the rest of your assignment. If you have any more questions or would like help on a future project, do not hesitate to make another appointment with us at the Writing Center.

Best,

Aidan V. (He/Him)

Writing Center Tutor

Self-Observation Reflection Form

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?</i> <i>How can I improve this practice in my appointment?</i>
1. Build and cultivate rapport	We are both science majors. Isabella asked me to take a look at her grad school applications because I (outside of her) would know what science programs would want to hear.
2. Communicate clearly, respectfully, and honestly	Throughout the appointment, I made sure I was very clear in any feedback I gave and why I thought revising specific parts would be beneficial.
3. Ask questions	I asked questions to gauge what she wants to incorporate in her applications while also adhering to the prompts.
4. Collaboratively set an agenda to guide your work	We established which sections of her application she wanted to focus more on and started with those.
5. Listen and read actively	I made sure to listen and read along with her as she read her draft.
6. Provide text-specific feedback	I gave her feedback on specific sentences I thought could be eliminated or revised to better portray herself as the applicant.
7. Provide generalizable and transferable feedback	We both understand how science programs want their applicants to write their applications, but I helped validate the choices she made in her writing. In addition to providing feedback on areas of revision.

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8. Adopt and adapt specific strategies for each writer and their particular writing context	N/A
9. Provide resources that build on and augment your own expertise	No resources were given, we agreed that they weren't necessary in this appointment.
10. Plan next steps	I advised that her next steps were to continue revising the areas we discussed but also recognize the strength of her application. I aimed to help remind her that she is worthy of applying and potentially enrolling in this program.

QUESTION	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>	She requested a 30min face-to-face appointment. We focused on her grad school application to the University of Edinburgh, specifically the personal responses. She asked that I give a look at what she had written and provide feedback towards possibly improving it.
<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>	We both understand how science programs want their applicants to write their applications, but I helped validate the choices she made in her writing. In addition to providing feedback on areas of revision. This was helpful to me as a tutor because I got to see how my work not only can help improve a student's writing but also their self-confidence within their writing. I want to remember to validate the writer in my future appointments, not just with compliments but giving a real reason for supporting their writing choices.