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**RELATIONSHIPS BETWEEN EMBEDDED TUTORS AND INSTRUCTORS:
UNDERSTANDING POWER DYNAMICS INSIDE AND OUTSIDE THE
CLASSROOM**

A Dissertation

Submitted to the Graduate Faculty of the
University of South Alabama
in partial fulfillment of the
requirements for the degree of

Doctor of Philosophy

in

Instructional Design and Development

by

Allison Morrow Hill

B.S., University of Alabama at Birmingham, 2013

M.A., University of Central Florida, 2015

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ABSTRACT

Allison Morrow Hill, Ph.D., University of South Alabama, May 2023. Relationships Between Embedded Tutors and Instructors: Understanding Power Dynamics Inside and Outside the Classroom. Chair of Committee: Shenghua Zha, Ph.D.

Basic writers have long needed support to write more successfully at the postsecondary level. One method currently used is embedded tutoring programs, where students receive the support of the instructor and a tutor throughout the entire semester of first-year composition programs. These programs often provide students with academic and professional support, helping them learn to write for the university and beyond. While these programs have shown to be successful in the current literature on embedded tutoring programs, a gap in the research is that many of these studies focus on student outcomes and student success. Hardly any of these studies focus on the relationships that form between instructors and tutors. This study aims to fill that gap to determine best practices for designing embedded tutoring programs and creating better partnerships between instructors and tutors.

A research study was conducted to examine these partnerships using a grounded theory methodology. In this study, 23 tutors and 17 instructors with 39 resulting dyads were studied to understand the roles of tutors and instructors and what interrelationships patterns form due to these partnerships. This research had a couple of key findings. Even though university rules and accrediting body guidelines primarily dictate the

responsibilities of tutors and instructors, some parts of their roles are negotiated between instructors and tutors. Instructors and tutors have different perceptions of their roles that impact how well they work with one another.

The researchers also found that instructors and tutors work best when there is open communication and collaboration between the partners. Those who clearly establish roles and boundaries and maintain them throughout have the best partnerships. Instructors must be willing to relinquish some of their power and authority to foster a better relationship with their tutors. Lastly, in embedded tutoring programs, tutors grow as professionals learning through a cognitive apprenticeship. Program coordinators can take these findings to help them better design, develop, implement, and evaluate embedded tutoring courses for first-year composition courses and beyond.

CHAPTER 1

INTRODUCTION

This research study was conducted in basic writing classrooms that use tutoring as a mandatory course component. This introduction aims to introduce the problem related to embedded tutoring, describe the purpose and significance of this study, and discuss the research questions and key terms related to the study. This research study focused on the relationships between instructors and tutors who worked together in an embedded tutoring section of composition. The study found that instructors and tutors have different understandings of a tutor's role. The study additionally found that the best partnerships between instructors and tutors are ones that develop trust and have good communication.

1.1 Background and Statement of the Problem

Most university students must take an introductory writing course, most of which feature a sequence of courses ideally taught consecutively. These introductory courses are called first-year composition courses (known colloquially as FYC in writing studies). An area of concern in FYC programs at universities and community colleges alike revolves around best practices in aiding and supporting developmental or basic writers. Basic or developmental writers are those students who enter their first-year composition courses needing remediation. This remediation could mean that students need more assistance in areas of writing like reading comprehension abilities, language and literacy usage, or

invention in writing (Otte & Mlynarczyk, 2010). One practice in assisting developmental or basic writers is embedded tutoring programs. Students can work with a peer tutor in programs that utilize embedded tutoring. The tutor attends class regularly to understand the course content better. This peer tutor also assists students with writing tasks using their writing expertise. Overall, the tutor works alongside the course instructor to provide writing support for students in these courses (Raica-Klotz et al., 2014).

Southeastern University¹ has implemented this intervention of embedded tutoring for eight years now. In the fall of 2015, the Composition Director of the English department assessed the pass rates for the Composition I and Composition II courses. Spring semester pass rates for Composition I was significantly lower than fall pass rates for Composition II. Because of these low pass rates, the director implemented a new embedded tutoring program. Since the author had previous experience working with embedded tutors, being one in her graduate career, the composition director brought her on board to help develop and coordinate the initial program. While this program was initially started as a retention initiative for the university, the closure of the Department of Freshman Developmental Studies required the composition program to add a basic writing component to our focus for the project. Currently, students in the program are considered basic writers placed in these sections based on their ACT scores. Students who score below 19 in the English portion of the ACT are automatically required to

¹ This is a pseudonym for the university where the research was conducted.

enroll in sections of composition that have a mandatory tutoring component. While most students are placed into these sections, some elect to be in this program. These students include those who completed military service and are returning for their degree, other adult learners, or first-year students who feel less confident in their writing abilities. In the fall semesters, most of these students take their first composition course in their sequence with a mandatory tutoring component. In the spring semesters, students who take the course may not have passed the course the first time or are new transfer students.

The researcher in this program coordinated between the Center for Academic Success department and the English department at Southeastern University to pair tutors and instructors, train tutors to be effective writing consultants, and mediate between the two departments. The main goal of this program was to give students the extra support needed to succeed in freshman composition, both Composition I and Composition II (the sequence of first-year writing at Southeastern University).

Examining the effectiveness of this program, practically speaking, helps faculty and administrative staff to better develop the program in the future to help our students. Since the English department started the program, the program coordinators have noticed that students in courses with a mandatory tutoring component passed at much higher rates than those with no mandatory tutoring program. This finding has been consistent across the program's life, showing up every semester. Although there is clear evidence to demonstrate that these programs help with student success and retention, an area that is worth pursuing is discovering what makes the tutoring program so effective. After coordinating the program for five years, the researcher found a possible research factor to

explore: how the pairings of instructors and tutors impacted the work that was done to support basic writers. The relationships that formed between the instructor and the tutor seemed to have a significant impact on how smoothly the program ran. Something worth exploring further is not only what makes this kind of program successful for students but also to determine what makes the tutors and instructors work well. In other words, how do instructors and tutors navigate working together? What can be done to make these relationships better? These questions will be explored further in this study.

Embedded tutoring has a history of being successful in supporting students' academic success. More specifically, research has shown that embedded tutoring programs supported better student retention, higher pass rates, and higher GPAs. These embedded tutoring programs additionally demonstrated to students how to use university resources to enhance their academic success (DeLoach et al., 2014; Hendriksen et al., 2005; Henry et al., 2011; Pagnac et al., 2014; Titus et al., 2014; Vick et al., 2015). While the efficacy of these programs has been shown in these studies, a gap exists in the current research. Almost none of the studies on embedded tutoring examines the relationships that form between tutors and instructors. This study aims to fill this gap by analyzing instructor/tutor relationships so that designers and coordinators can learn how to provide effective training and support these programs.

1.2 Purpose of the Study

Although student success is certainly something that can be researched and developed further, one interesting element that calls for further examinations involves the changing power dynamics between instructors and tutors. In these embedded tutoring

classes, instructors and tutors must navigate their roles while dividing power and authority between them. Some instructors may find it challenging to give up some of their authority over the tutors, while the tutor may overstep this authority. In other words, the researcher explored how power dynamics between instructors and tutors played a role in embedded tutoring programs in FYC through a grounded theory study.

1.3 Research Questions

The research questions in this study are:

- Research question 1: What are the roles that instructors and course-embedded tutors have in first-year composition classrooms?
- Research question 2: What relationship patterns are presented in these partnerships?
- Research question 3: How are professional and interpersonal relationships between the instructors and tutors presented in those roles?
- Research question 4: How are roles and interrelationship patterns associated with tutors' perceived success?
- Research question 5: What are the threshold concepts of embedded tutoring courses in first-year writing courses?

1.4 Significance of the Study

Universities that support basic writers are interested in utilizing programs or policies that can positively impact student success and potentially increase student retention (Otte & Mlynarczyk, 2010; Rigolino & Freel, 2007; Wardle & Downs, 2020). Embedded tutoring is one area that can potentially support basic writers, and it is

effective at supporting student writers (DeLoach et al., 2014; Hendriksen et al., 2005; Henry et al., 2011; Pagnac et al., 2014; Titus et al., 2014; Vick et al., 2015). To effectively design embedded tutoring programs, composition programs and any coordinators need to know the factors that make these programs successful. Researchers can examine these programs' efficacy by looking at student pass rates. However, program designers need to consider other factors when developing the program, such as how to pair instructors and tutors so that these pairings can work effectively together (Hall & Hughes, 2011; Rigolino & Freel, 2007; Webster & Hansen, 2014). Knowing what makes a good relationship between instructors and tutors can help program coordinators effectively design training and develop better strategies to foster good working relationships between instructors and tutors.

1.5 Definition of Key Terms

Basic writers. Those students who enter the university not quite yet prepared to handle the demands of university writing. Usually, these writers need some sort of outside support to be successful in their academic writing courses. Students who are basic writers may struggle with idea formation, forming sentences or paragraphs, organizing ideas, or lacking confidence in their writing abilities.

Classical pragmatism. The original form of pragmatism is based on the works of Peirce (1931-58), James (1907), Mead (1934), and Dewey (1908-1909) (Johnson & Onwuegbuzie, 2004). It rejects ontological quagmires in metaphysics and focuses on epistemology, specifically by solving a problem that one faces or is interested in, using

any methods to help solve it. The outcome should lead to practical, actionable knowledge.

Cognitive apprenticeships. A partnership where a novice learns from an expert in a field or discipline. The experts act as mentors, demonstrate skills, and provide support in helping novices learn those skills (Dennen & Burner, 2008; Rogoff, 1990). In this partnership, the novices learn a field or discipline through social learning and observing the expert. The expert models the knowledge for the learner (Dennen & Burner, 2008; Rogoff, 1990).

Embedded tutoring. Courses where tutors attend classes just as students do and offer support for the instructor and guidance for students. Embedded tutors model appropriate academic behaviors, offer academic assistance, and provide opportunities for support both inside and outside the classroom. Embedded tutors work closely with the instructor of their courses.

FYC (First-year composition). One part of the general education curriculum that fosters writing abilities so that first-year students can write for the university and beyond. Ideally, this course aims to have students learn transferrable writing-related skills that can be utilized in their personal, professional, and academic lives. Most FYC courses at universities are taken in a sequence during a student's freshman year during their undergraduate degree.

Grounded theory (GT). The original GT approach was explained in Glaser and Strauss's original GT book (1967) and their many later books and articles. The theoretical underpinnings of these writers, seen throughout their works, were classical pragmatism

(Dewey, 1908-1909; James, 1907; Mead, 1934; Peirce, 1931-58) and symbolic interactionism (Blumer, 1969; Mead, 1934).

Role. Patterns of behavior that are expected from individuals within groups in society.

For example, instructors are responsible for providing instruction, grading assignments, and communicating with students. These tasks are what is expected of them on a day-to-day basis. In contrast to instructors, a tutor's role includes providing outside-of-classroom support in the form of tutorials. Tutors, however, are not allowed to grade papers. Role, then, determines what everyone is and is not responsible for doing within a social group.

Status. The position or rank that one holds in a social group. Status can be achieved through effort or competition. For example, universities have different rankings related to teaching positions, including associate professor, assistant professor, and instructor.

Some statuses will have more benefits, prestige, and responsibilities than others.

Symbolic interactionism. A theory and methodological approach originated in George Herbert Mead's book *Mind, Self, and Society* (1934) and was later expanded by Herbert Blumer (1969), who coined the term *symbolic interactionism*. It identifies a kind of reality called symbolic interaction that is not just inside an individual's head but emerges and changes through self-thought with others and their continual construction and reconstruction of meaning through interaction with others and with society. Individuals' actions are based on these constructed meanings.

Threshold concept. A crucial part of how students understand more complex aspects of a discipline. Threshold concepts help learners understand critical aspects of a field. These concepts are usually transformative, where understanding the threshold concept

completely changes the learner's perspective. Threshold concepts are also integrative in that these concepts connect with other pieces of knowledge the learner has and will acquire. Lastly, these concepts are troublesome because they are counter-intuitive to the students' previously held understandings of the field and irreversible in that once the concept is learned, it cannot be unlearned (Meyer & Land, 2012).

CHAPTER 2

LITERATURE REVIEW

2.1 Basic Writers

The question of what to do with basic writers at universities has been a topic of discussion in the field of writing studies for quite some time (Lunsford, 1990; Otte & Mlynarczyk, 2010; Rigolino & Freel, 2007; Spier, 2021). Basic writers, as mentioned in the introduction chapter, were typically not quite prepared to handle academic writing demands at the onset of the first year of college (Otte & Mlynarczyk, 2010). Their unpreparedness appeared in a variety of different ways. Basic writers may lack strong reading comprehension skills, and good reading skills inevitably connect to good writing abilities. Basic writers may be unprepared because they lack preparation in grammar and mechanics of the English language. These writers could also be unprepared simply because they lack the writing experience to help them write academically. As shocking as it may or may not be, some students did not practice their writing skills in their high school careers. This researcher was one of these students, and as a freshman, she was apprehensive that she would fail the composition courses because she did not feel prepared to handle them.

Basic writers may seem developmental and need some support to be prepared to

write for the university. The field of writing studies has preferred to use the term “basic writers” over “developmental writers” because of the negative connotation and stigmatization of the word “developmental” (Rigolino & Freel, 2007). Writing is an anxiety-producing task. Even student writers who are considered basic writers doubt their writing abilities. Part of an FYC instructor’s job is to encourage students that anyone can get better at writing. It is not a naturally born gift. Even expert writers struggle with writing (Wardle & Downs, 2020). Providing students with the knowledge that writing can be learned removes the stigmatization of being a novice writer. Therefore, this researcher will continue to refer to students in these classrooms as “basic writers” throughout this dissertation.

Questions about basic writing center around how underprepared student writers can be supported to write for the university. Basic writers can be found at various universities and institutions. These writers are identified by placement in different ways, from evaluating ACT scores to having students complete a writing assessment. Students can sometimes engage in self-placement, electing to take non-credit basic writing courses (Rigolino & Freel, 2007). Basic writers have additional requirements on their coursework that other student writers do not have. For example, at Southeastern University, students determined as basic writers must take a non-credit course before taking their FYC courses. Southeastern University now offers students a non-credit option where basics writers can take their FYC courses with a required mandatory tutoring component. This non-credit-bearing option reduces the number of credits students must take and allows students to take composition courses with extra support. Many universities support basic

writers in ways that support their academic and administrative aims. However, administrators and instructional designers who work with basic writers need to know what those students may need upon entering an FYC classroom. In other words, designers cannot develop support systems without considering what basic writers may need support on (Otte & Mlynarczyk, 2010). The learning needs of basic writers can certainly vary across learners.

As Forrest Gump says, “life is like a box of chocolates. You never know what you are going to get” (Zemeckis, 1994). The same can be said for classes of basic writers. They come in all different shapes and sizes, and they all struggle with different areas related to writing. Some basic writers may have just been lousy test takers and were placed in these courses because of their low standardized test scores. Some basic writers might struggle with invention and idea generation. Others may need help understanding course concepts or the assignment sheets given. Others may just need help organizing their ideas into a logical structure. On the more extreme end, some basic writers may struggle to structure paragraphs. Some may not even know the basics of putting together a sentence, struggling with punctuation. One student this researcher taught never put any punctuation into his writing. His papers would contain no commas or periods. Each paragraph was a run-on sentence. Because of these structural problems, it was hard to understand the students’ ideas. The extra tutoring allowed this student to work on these issues in a structured environment. To summarize, basic writers struggle with a variety of different writing-related concepts. Instructors and tutors alike must be prepared for these

possibilities and learn how to individualize their feedback and instruction to help the varied needs of these students.

There have been movements toward destigmatizing basic writers by providing resources to help students progress through their composition courses (Rigolino & Freel, 2007). Rigolino and Freel (2007) found in their basic writing programs that if students were given access to enough resources, they could progress at the same rate as those who were not placed as basic writers. The success rates of these students were measured in retention rates, graduation rates, pass rates in the second course in the composition sequence, and higher GPAs (Rigolino & Freel, 2007). Embedded tutoring is one method of encouraging a mode of helping basic writers with the challenge of FYC courses.

2.2 Defining Embedded Tutoring

Embedded tutoring in first-year writing courses involved the combination of a regular composition course with a tutoring component (Henry et al., 2011; Pagnac et al., 2014; Raica-Klotz et al., 2014; Titus et al., 2014; Webster & Hansen, 2014). A tutor was embedded, meaning they attend the class just like the students but act as a peer and a support system for the instructor. Tutors offered outside-the-classroom student support and worked with the instructor to ensure the course's aims are met. Tutors typically worked in conjunction with an academic support unit at the university or more specifically with the writing center. Tutors in these studies were paid either an hourly wage or were given course credit for tutoring at their writing centers. Some tutors were required to take a course on tutoring to ensure future employment with the university's

writing center (Henry et al., 2011; Pagnac et al., 2014; Raica-Klotz et al., 2014; Titus et al., 2014; Webster & Hansen, 2014).

One interesting part of embedded tutoring was the intersection between classroom and out-of-classroom instruction. Classrooms were “spaces where writing instruction takes place” (Carpenter et al., 2014, p. 3). On the other hand, writing centers were “spaces where writers receive assistance, not instruction” (Carpenter et al., 2014, p. 3). The embedded tutoring approach bridged writing classrooms offering instruction and outside-classroom assistance provided by writing centers. This intersection between classroom instruction and writing center work offered collaboration opportunities between sometimes separate departments. While this collaboration fostered good working relationships between separate entities at a university, this setup did not come without its challenges (Carpenter et al., 2014). Some of those challenges involved the tutor figuring out their role inside and outside the classroom.

Embedded tutors helped students to revise their papers effectively. In addition, these tutors ran small-group workshops about what is going on in class. Tutors also negotiated their role with the instructor, met with faculty outside the class to discuss course policies, and maintained an ongoing partnership with faculty (Carpenter et al., 2014). Their work can be considered extensive, as the tutor continually attempted to work in the classroom with instruction and outside the classroom with assistance.

Embedding tutors in a classroom provided different levels of support for both students and tutors alike, specifically including:

- psychological/emotional support: tutors listened and encouraged students to establish a supportive relationship of mutual understanding.
- goal setting: tutors mentored students, assessed a student's strengths and weaknesses, and aided in setting career goals. Tutors also helped in decision-making.
- academic subject knowledge support: tutors supported students with the necessary skills and knowledge students need and challenged them academically.
- role modeling: students learned from the tutor's present and past actions, successes, and failures (Nora & Crisp, 2007-2008).

Providing these resources from peer tutors was crucial for the success of first-year composition students. In Henry et al. (2011) study on course-embedded tutoring, the researchers conducted a survey that 404 first-year students took regarding their experiences with their embedded tutors. Their findings supported the benefits Nora and Crisp (2007-2008) listed above, but these researchers also found an additional construct related to the mentee's predisposition. Henry et al. (2011) determined that student success was linked to what the tutors provided and their motivation and willingness to put in effort for the courses (Nora & Crisp, 2007-2008).

Embedded tutors greatly motivated and encouraged students in these embedded tutoring programs (Nora & Crisp, 2007-2008). The role of this on-location, embedded tutor was to facilitate peer discussion and the construction of knowledge while promoting the idea that revision was a needed and crucial element to successful thinking and writing (Spigelman & Grobman, 2005). Not only did these tutors help with writing-related

knowledge, but both the tutor and the students in these situations participated in sharing and creating knowledge. This collective knowledge-sharing and creation allowed each role (instructor, peer tutor, and student) to shape their identities (Singer et al., 2005). A tutor's specific identity in embedded tutoring involved being a person of knowledge and experience who can share "the text and talk" of a field of study while engaging students (Singer et al., 2005). Tutors, then, acted as a peer who knows a field or discipline. They related and communicated this knowledge carefully and clearly to novice students entering a discipline.

The benefits of embedded tutoring were multiple for students in these courses. Students got the opportunity to receive feedback that is both frequent and timely, and they also got the chance to have a real-life audience respond to their writing. This exposure allowed students to make better choices in their writing regarding what would work most effectively and what would not work effectively (Webster & Hansen, 2014). Students also got the opportunity to ask for help in a safe environment. Some students found talking to their professor intimidating, but talking to a peer seemed a much more approachable option for some students. One characteristic of an embedded tutor was empathy. Frequently, the best embedded tutors were those who understood the struggles of basic writers. Some embedded tutors created their tutoring identity around having been a student in the past facing some of the same sorts of struggles (Raica-Klotz et al., 2014). Because their tutor was close to them in age and has "been there, done that," students felt more comfortable working with them and sharing some of their anxieties about writing

and their college experience. It took a special kind of tutor to work with courses as an embedded tutor, especially those who worked in first-year or general education courses.

There were many ways these courses can benefit students who take them. Some studies have indeed shown that embedded tutoring courses have a positive impact on student success. In the next section, the researcher will examine what past studies have found in student success and where the gap in studies on embedded tutoring lies: in instructor/tutor relationship-building.

2.3 Past Studies on the Efficacy of Embedded Tutoring

Many studies on embedded tutoring reported positive findings of student success. Raica-Klotz et al. (2014) reported higher pass rates from students than in previous courses without an embedded tutor. Hendriksen et al. (2005) also found that students who received tutoring passed their courses at a higher rate than those who did not. The tutored students also had higher completion rates in the composition course than students who did not receive tutoring. The tutored students also performed better than the non-tutored students on coursework. In response to a survey, students reported that they believed they had done better in their course because of the tutoring they received (Hendriksen et al., 2005). Another instance of students who received tutoring outperforming students who did not receive tutoring in a course-embedded tutoring program included the study conducted by Titus et al. (2014). In this study, the researchers found that students in sections who received tutoring had higher GPAs than those in sections that did not receive tutoring (Titus et al., 2014).

Student success in pass rates and higher grades were evident in embedded tutoring programs. Nora and Crisp (2007-2008) found that mentoring programs helped college students beyond success in a specific subject area. Specifically, these embedded tutoring programs helped students adjust to college life and adult responsibility, which coordinators at Southeastern University called “how to college” behaviors (Nora & Crisp, 2007-2008). These programs not only had the potential to help students learn how to become more effective writers but also how to be responsible college students. Students learned skills like setting goals for the work instead of procrastinating, and they learned appropriate academic behaviors inside and outside the classroom. Students learned to turn materials in on time and attend class on time. These behaviors were modeled by their peer tutor. The peer tutor did not act as a parent or an instructor in this regard. The tutors served as gentle correctors and reminders of what appropriate academic behavior looks like inside and outside the classroom.

While higher grades and teaching academic behaviors were essential in embedded tutoring, another success factor seems to be related to improving writing abilities. One case study by Pagnac et al. (2004) examined Central College’s first-year seminar program’s embedded tutoring program. Their findings showed that having collaboration between an instructor, a tutor, and a reference library fostered students’ writing and revision abilities. The method these researchers used to facilitate peer review also allowed students to receive feedback from multiple experts (instructor, tutor, and reference librarian). These multiple rounds of feedback encouraged students to think about writing as a final product, which was a limiting perspective on writing). Instead,

these writers began to see writing being a process. This perception allowed students to examine their writing process more (Pagnac et al., 2004). This idea that “writing is a process” was a common threshold concept in writing studies (Wardle & Downs, 2020). Students in the study above benefited from learning the talk of a discipline, that of writing studies. This understanding of the discipline was enhanced by the collaboration between the instructor, tutor, and reference librarian. While this study seemed to better assess the efficacy of this program on student writing, the authors did not focus their attention on what made the collaboration work. The researchers merely pointed out what each expert did rather than describe what about the partnership made it work.

Although there have been many studies that evaluated the efficacy of course-embedded tutoring in first-year composition, there seemed to be fewer studies that examined the relationships that formed between tutors and instructors (DeLoach et al., 2014; Hendriksen et al., 2005; Henry et al., 2011; Pagnac et al., 2014; Titus et al., 2014; Vick et al., 2015). In their study, Nora and Crisp (2007-2008) mentioned that most empirical research on embedded tutoring focuses on the program’s success rather than on what makes it work.

Although there was a lack of studies on what makes the relationship between tutors and instructors work, some research focused on the roles that tutors and instructors play in embedded tutoring. Thonus (2001) remarked in his study that the tutor and the instructor define the role of a tutor. This discussion about how the tutor’s role was defined was limited because it was only defined within the context of writing-center tutors, not in the context of embedded tutors. This limitation was also problematic

because it did not do much to describe the instructor's role. Furthermore, since the discussion was limited to writing-center tutors, this definition did not help us to see how relationships form between the pairing of instructors and tutors. The definition also failed to discuss the power dynamics between the two.

Raica-Klotz et al. (2014) also discussed the roles of an embedded tutor, but these roles were limited to discussing their role in working with students. Tutors defined themselves as “non-instructors,” those who did not have the power over grading essays but did have the power to understand assignments and the objectives of the course and could communicate that knowledge more like a peer rather than an instructor (Raica-Klotz et al., 2014). In this study, the conversation only extended to how tutors work with instructors and how they see themselves concerning students and the instructors. The discussion from this study did not give us any insight into how instructors and tutors work together. The present study aimed to fill a gap in the current research on embedded tutoring by examining the power dynamics, roles, and relationship-building between instructors and tutors.

In the relationship between the tutor and the instructor, a good working relationship can be mutually beneficial. Tutors aided in helping students better understand their assignments, increasing the instructor's effectiveness. The tutor also provided valuable information on what students struggled with on an assignment or course concepts. This insight gave the instructor a better understanding of what instruction their students needed that instructors might not surmise from classroom instruction. While this partnership was valuable, there were problems as well. What

happened if a tutor provided advice to a student that did not align with the instructor's pedagogy? Or what happened when a student thought the tutor had more authority than they do? These situations were undoubtedly worth exploring further.

Another issue occurred when faculty did not fully commit to working with the writing tutor; instead, the instructors just “dated” their tutors, never fully working on the relationship to make it work effectively (Hall & Hughes, 2011). Webster & Hansen (2014) also mentioned that there must be some sort of faculty buy-in. The researchers reported that instructors did not have to know all the pedagogical reasons for the embedded tutoring program. Instead, instructors must be willing to collaborate and be open to new teaching methods. Webster and Hansen (2014) completed an interview to determine whether faculty members met these criteria before bringing them on board. Coordinators that run or design these programs must consider strategies to increase instructors' buy-in. In this setup, the instructor inevitably must share some of the authority of the classroom with the embedded tutors. These findings aligned with Canatsey's (2020) results that how faculty perceived their authority and power played a significant role in how much they were willing to share their power. For these programs to work, instructors must have been willing to share their authority with the embedded tutors in their classrooms, and this means that they must have bought in that these programs would help their students. Webster and Hansen (2014) also noted that students know when faculty do not buy into the program. The lack of faculty buy-in communicated to students that mandatory tutoring was not as crucial as it was. For the

programs to work successfully, the tutors, instructors, and students must have bought into the program.

Instructional designers must know these relationship and power-sharing factors in developing course-tutoring programs. According to Spigelman and Grobman (2005), the relationship between the instructor and the tutor was the most powerful feature of the embedded classroom program. These kinds of factors, both the positive aspect of a relationship and the negative aspect of a relationship, were worth navigating and exploring further so that those wishing to develop embedded tutoring programs know how to help instructors and tutors best navigate their roles within the relationship (Carpenter et al., 2014). This study aimed to do just this.

Another gap in the studies regarding embedded tutoring was that limited studies had taken a grounded theory approach. Outhred and Chester (2010) conducted a grounded theory approach to examine the experiences of course-embedded tutors in first-year psychology courses. Ultimately, Outhred and Chester (2010) gathered information regarding five different themes: “role exploration, sharing responsibility, regulation of the peer tutored groups, harnessing the peer tutor’s role, and community” (Outhred & Chester, 2010, p. 12). The researchers found that tutors went through a role exploration phase where they figured out their role in the classroom. However, this exploration process was beneficial because it allowed the tutor to reflect on their pedagogical skills. The peer tutor and the class tutor had to take time to navigate how to share responsibility, and the class tutor found the peer tutor’s work in the classroom was valuable. The researchers also found that the peer tutors were more approachable and credible to

students than the class tutor. The final finding was that a community was created between the students, peer tutors, and class tutors. Each collaborated with the tutors using their role to gain the students' trust (Outhred & Chester, 2010).

Because much of the theory and research surrounding embedded tutoring did not speak much to what roles and relationships tutors and instructors form, this study aimed to fill that gap by determining how the tutors and instructors navigated working with one another.

2.4 What is a Role?

Embedded tutoring involves a partnership between an instructor and a tutor. Throughout a semester, the partners must spend some time figuring out what each member is responsible for and how each member should act. One possible way of explaining this partnership is through role theory. Structural role theory involves analyzing the parts various people play amongst groups or other social structures. When a social structure is analyzed, one closely examines how all the parts help the system function well (Biddle, 2013; Turner, 2001). Within these groups, norms are created, and members of those groups are held to those normative standards. Repeated interactions with that group develop the rules for proper social behavior. Each part works to help the system function (Biddle, 2013; Turner, 2001). Biddle (2013) lists some of these critical tenements of role theory:

1. Patterned behaviors that are characteristic of persons within contexts form roles.
2. People that share a common identity typically have roles associated with them.

3. People have an awareness of the roles they are guided to follow, and the roles are followed because people are aware of them.
4. These roles are connected to larger social systems, so if a person does not follow those roles, they often experience social consequences.
5. Socialization is a part of role formation. Persons learn roles, and they either enjoy or loathe performing those roles.

Role theory helps explain how people work together based on how they fit into larger social structures and what is socially expected of them.

Two critical components of structural role theory include status and roles. A person's status would involve a person's position within a particular context. This status could be like a teacher, a student, an instructional designer, or a president. The status describes that person's state of being within a context. Role involves a person carrying out behaviors, holding specific values, following fundamental norms, and demonstrating personality characteristics that one might correlate with a status. Take for example a teacher. This person holds the status of a teacher, but there are several roles that a teacher takes on. One might be the classroom role, where the teacher conducts a lesson and manage classroom behaviors. Another role might be their office role, where teachers grade and prep lecture content. A final role would include providing one-on-one time or mentorship to students (Turner, 2001). Socialization helps members learn acceptable behaviors within their roles. When members conform to the accepted standards of being within a group, those members gain acceptance and approval, which enforces conformity. Status then seems to be related to a position of authority or expertise, where the role

emphasizes what is socially acceptable for a person to do behavior-wise within that status.

Role and status also take a role in writing. Writers should try to show their authority through creating arguments and attempting to persuade their audience, also known as taking a rhetorical stance (Booth, 1963). Our status is one of a writer, but writers take on several roles to accomplish this. Writers may take on the researcher role to know more about the topic and demonstrate their authority to speak on it to their audience. Writers might take on the role of a rhetorician in developing the content to best persuade their audiences, carefully considering what the audience already knows and needs to know to be persuaded. Writers might also carefully consider the context being written in. Furthermore, writers might play the role of editor to polish up their work. Their rhetorical stance, or their status in sociological terms, is enhanced by the different kinds of roles writers play while writing.

Writers take on many roles, but so do teachers and tutors. In the Bedford Guide for Writing Tutors, Ryan and Zimmerelli (2010) describe a tutor's role in working with student writers. Those can include the following

- Ally: the sympathetic and encouraging peer that is helpful and supportive. The ally relates most to the student in sharing their wins and demonstrating their compassion for struggles related to writing.
- Coach: the guide that provides strategies to students to succeed. Coaches instruct learners, but they do not do the work for them. Instead, coaches provide suggestions and help, but they mostly stand on the sidelines.

- Commentator: the careful examiner of student writing who helps students understand the writing process. The commentator also helps the student see the larger goals of the task the student is working on and how that task connects with larger academic goals.
- Collaborator: the peer that provides discussion and helps foster thoughtful ideas through a mutual exchange. While this role is maybe helpful in the invention of ideas, tutors must be wary of giving the students too many of their own ideas.
- Writing expert: the tutor with a lot of, but not all, knowledge about writing. The writing expert learns a lot about writing by just doing the job of tutoring others to become better writers.
- Learner: the peer that demonstrates lifelong learning and models how writing is an ongoing learning process that involves growth.
- Counselor: the sort-of therapist that helps students through the emotions related to writing and academic success.

This list is certainly not exhaustive, but it does explain some of the work and role switching that a tutor might do. It is fair also to say that a teacher might pick up some of these roles as well, but some of their roles might look different based on their teacher's status. For example, where a tutor might be more of a counselor helping students navigate stress and complicated emotions, a teacher might take a more hands-off approach and direct students towards other counseling resources. A vital part of this study would carefully examine how both tutors and instructors navigate their status and roles, especially when working together.

2.5 Relationships and Symbolic Interactionism

Instructors and tutors in embedded tutoring programs need to know what kinds of tasks, behaviors, or norms are expected of them, but we must also see how these pairings work together. In other words, what does relationship formation look like with tutors and instructors? One way to examine relationships is through the lens of symbolic interactionism.

Symbolic interactionism takes a micro-level approach to examining the creation and maintenance of society through the interactions between and among individuals (Carter & Fuller, 2015). Blumer (1969) described three main principles of symbolic interactionism, including the following:

1. Individuals have a subjective meaning for objects, and individuals act with respect toward those meanings. For example, a teacher might have a particular subjective meaning for the word “tutor” and will act accordingly to how that instructor personally defines that term. In a classroom setting, what “tutor” means to them might impact how the instructor works with embedded tutors.
2. The interactions between people, all of whom have their own subjective interpretations of the world, happen within specific cultural and social contexts. Their subjective meanings also play a crucial role in how people interact with others and society. People build these subjective meanings through interaction with others within that specific context (Blumer, 1969).

3. These subjective meanings or understandings of the world do not stay static. They are continually changed and recreated as individuals keep interacting with others and the world at large (Blumer, 1969).

How humans interact and operate primarily depends on what they learn from interacting with others. This certainty affects the relationships that people build with one another. Conflict occurs if one person has their own understanding of the world around them, and another person has a different understanding. This conflict may be reconciled, but these subjective meanings are well ingrained in how people work in the world. People's relationships with others are highly impacted by these meanings people create about the world around them.

Instructors and tutors have their own understanding of what is supposed to happen both in and outside of the classroom. How instructors and tutors understood the world around them impacted their relationships, whether positive or negative, productive or unproductive. These perspectives also impacted how instructors and tutors viewed the relationship they built by working with one another. These pairings developed more personal relationships, where members valued connecting with the other person and enjoyed spending time with them (Sirota, 2014). However, their relationships are first and foremost, a professional one where both parties work together to achieve professional goals (Sirota, 2014). Carr (2005) found in his study that teachers struggled with figuring out the relationships they should have with students. He noted that while teaching is thought to be a professional pursuit, this pursuit still involved cultivating excellent personal relationships with students in their classes. However, even though those

personal relationships were essential, there was constant tension between creating a personal relationship and maintaining a professional exterior: something more impersonal or formal that might be found in a corporate-like environment (Carr, 2005).

Although this study related to teachers' relationships with their students, the same could be applied to tutoring relationships. Instructors want a good, positive, friendly relationship, but they also might struggle to maintain professionalism. The instructor's role called for them to be the authority figure. Then, the instructors and tutors have much to do with navigating their relationships and roles. One critical and essential way they work with one another was through the mentorship the instructor provides to the tutor.

2.6 Cognitive Apprenticeships

Experts provide knowledge to novices in a particular field or area through learning from others or the culture at large. Vygotsky (1978) developed the Sociocultural Theory of Cognitive Development to demonstrate that humans develop through a socially mediated process. The beliefs, problem-solving strategies, and values of a culture are learned through social interactions with other members of a culture (Vygotsky, 1978). Vygotsky thought understanding meaning involved the community in which the learner understands said meaning (Vygotsky, 1978). In Vygotsky's (1978) theory, language is a vital process of shaping thought. As humans learn language through social situations, they start shaping their own meanings of their world that are constantly mediated by the culture around them, impacting their cognitive development (Vygotsky, 1978).

Cognitive development continues to develop jointly through social interactions and guided learning. This guided learning occurs within what Vygotsky (1978) called the

Zone of Proximal Development. The Zone of Proximal Development is what the learner can do on their own versus what they can with the help of an expert (Vygotsky, 1978). In this zone, the learner can use both the help of tools and a knowledgeable other to fill in the gaps of what they cannot do independently. The Zone of Proximal Development is where experts can demonstrate problem-solving strategies and skills that learners can pick up on and use when encountering new and more complex situations. Rogoff (1990) said that when learners interact within the Zone of Proximal Development, they engage in activities they cannot do alone. Learners who participated in these new situations used tools to adapt to fit the action. This learning, while using tools and through the guidance of an expert, was guided through social and cultural means, which ultimately aids in cognitive development (Rogoff, 1990).

Working with an expert learner in the Zone of Proximal Development can be an excellent way for learners to observe and gain invaluable knowledge through social interaction, working to create meaning with their expert learners. This learning is similar to what we see happening with a cognitive apprenticeship. In an apprenticeship, an inexperienced person learns from a more experienced person through demonstration, examples, and support (Dennen & Burner, 2008). In cognitive apprenticeships, the less experienced learners get an opportunity to learn socially through observation, and the more experienced person gets to model that knowledge (Dennen & Burner, 2008). In the apprenticeship model, larger tasks are broken up into smaller tasks while the expert guides the novice through the process. The expert scaffolds the tasks, making it easier to learn and grow, eventually leading to mastery of the task (Dennen & Burner, 2008). This

guided process is like how embedded tutors in FYE courses learn about teaching. Many embedded tutors often wish to pursue a career in education, so participating in course-embedded tutoring programs allows students to try out teaching before they are in charge of a classroom. They lead small-group one-on-one tutoring sessions, getting smaller practice at providing instruction with the benefit of getting feedback.

A cognitive apprenticeship allows novices to learn a trade or a skill through guided help or mentorship from an expert. Overall, the model of cognitive apprenticeship follows five basic strategies:

- modeling, where the expert demonstrates their thinking process to the novice.
- coaching, where the expert scaffolds learning by providing structure, assistance, and guidance.
- reflection, when the novice carefully examines their learning to self-analyze and assess.
- articulation, when the novice explains to the expert in their own words what they discovered in their reflection.
- exploration, when the novice starts to develop theories about the process/procedure/skill they are learning and starts to test their own hypothesis (Dennen & Burner, 2008; Rogoff, 1990).

Each part of these strategies plays a significant role in the learning process of the novice. They can get real-time practice through observing and being guided by an expert, allowing them to continue to grow, develop, and learn.

When tutors are embedded, they get to engage in a cognitive apprenticeship by getting to observe teaching behavior being modeled. They also have the benefit of having a mentor in their paired instructor as well, one who can provide correction and instruction in a subject-matter area but also in classroom-management skills. Studying the cognitive apprenticeships for embedded tutors would be more valuable than understanding how the tutor might learn from the instructor or how they might learn together.

While cognitive apprenticeships are one way tutors can participate in learning, there are many other ways that tutors can learn to be better teachers as well as good professionals. Instructors also can learn much from working in embedded tutoring partnerships. In particular, this study discovered what the threshold concepts of embedded tutoring were. The definition of threshold concepts is discussed in the next section.

2.7 Writing and Threshold Concepts

Most universities have some sort of general education requirement related to helping students foster academic writing abilities. First-year composition (FYC) courses aim to help students learn how to write for the university, what writing is, how writing is done, and what “good” writing is based on the context of the writing. Many perceive writing as being just done rather than something that can be studied and researched. This misunderstanding is where key threshold concepts about writing come into play (Wardle & Downs, 2020).

Threshold concepts are key understandings of a particular subject matter that enable a student to progress within that subject. In other words, students must understand these concepts before tackling more complicated concepts within these subjects (Meyer & Land, 2012). For example, one false understanding related to history is that studying history is merely knowing key dates and events. Historians will instead say that history is really about the narratives that are told and how those stories help to frame history in specific ways. Without understanding this about history, a learner cannot possibly progress in a more complex understanding of how to study and learn more about history (Wardle & Downs, 2020). So, understanding history as being a narrative rather than just merely based on memorizing facts is a threshold concept for history. Another example of threshold concepts can be found in mathematics. Complex numbers can be a challenge for students, and for them to do more complicated math problems, learners must understand real and imaginary numbers (Meyer & Land, 2012). In this example, the mechanics behind how real and imaginary numbers work are one example of a threshold concept in mathematics.

Threshold concepts are crucial for a learner's continued success in a particular area. Learning these key concepts helps learners continue learning and participate within a community of practice (Adler-Kassner & Wardle, 2015). Understanding threshold concepts does not happen overnight, as learning these fundamental concepts takes time. Threshold concepts are also tricky for learners because they completely transform how students think about a subject or discipline. Once learners understand these concepts, they cannot unlearn them without considerable effort. These concepts are also interrelated as

typically one threshold concept will relate to one another in complex ways, causing the learner to make connections between multiple threshold concepts (Meyer & Land, 2012). Learning threshold concepts can be a messy process, but it is crucially essential to help students become a master of their fields of study. These threshold concepts can be applied to non-academic pursuits as well. In any profession, there are also some key threshold concepts that learners must understand to get better at that profession. An example of a threshold concept for instructional designers is that not all issues or problems brought forth by a needs assessment may be solved by training. There are many instances where non-instructional interventions may be called for instead. To that end, threshold concepts can be found in academic pursuits and other professional settings. That means critical threshold concepts for designing embedded tutoring programs will be uncovered through this research study.

Threshold concepts can be found in many areas where learners are present, and the field of writing studies has its own history of developing threshold concepts. While many would argue that writing is a task, not necessarily what we learn about, many researchers, administrators, and faculty believe that writing has its own threshold concepts. Some of the most important ones in FYC courses include that writing is a process that even expert writers can still learn from. Writing is rarely a one-and-done process; it takes much invention, drafting, revision, and editing, not necessarily in that order. It also involves ongoing learning (Adler-Kassner & Wardle, 2015; Wardle & Downs, 2020). This threshold concept is an important reminder for novice writers who often feel they are not good at writing. However, if these writers see that someone who

does it a lot can still struggle, they begin to see writing as more of a learning process rather than just the production of a final written product.

Another example of a threshold concept in writing studies is that “good” writing is based on the writing’s audience, context, and situation (Adler-Kassner & Wardle, 2015; Wardle & Downs, 2020). What is considered “good” writing in one context can differ in another context. For example, engineers write differently than anthropologists, and what these fields typically require of their writers varies. Journalists usually do not use the oxford comma, but some English scholars hold on to the oxford comma with a death grip. It is not just the grammar rules that differ from context to context but also the guidance related to content, structure, genres, and form. Writing is always situated within a context, which guides how writers write. Writers use rhetorical strategies to write most effectively in the situation they find themselves in (Wardle & Downs, 2020).

These two examples are just some of the many threshold concepts claimed by the field of writing studies. These concepts are what freshman composition teachers want students to leave their FYC courses with as they attempt to tackle writing for their disciplines and, in the future, writing for their careers. One group that may hugely benefit from learning writing from the perspective of threshold concepts is named by the field of writing studies as basics writers. In this study, the threshold concepts of embedded tutoring in FYC will be named and investigated further.

2.8 Pilot Study

So far, this literature review has delved into basic writing, the efficacy of embedded tutoring, roles, symbolic interactionism, cognitive apprenticeships and threshold concepts. These factors worked together to elucidate what happens when a tutor and instructor partner in an FYC classroom. Studying these relationships was primarily inspired by Southeastern University's work creating an embedded tutoring program to support basic writers and retention efforts. While a more detailed analysis of more semesters of partnerships will be explored in the rest of this study, the researcher thought it would be essential to showcase the first partnerships that led to a need to explore the relationship dynamics of instructors and tutors further.

When tutors are embedded, they get to engage in a cognitive apprenticeship by getting to observe teaching behavior being modeled. They also have the benefit of having a mentor in their paired instructor as well, one who can provide correction and instruction in a subject-matter area but also in classroom-management skills. Studying the cognitive apprenticeships for embedded tutors would be more valuable than understanding how the tutor might learn from the instructor or how they might learn together. So far, this literature review has delved into basic writing, threshold concepts, the efficacy of embedded tutoring, roles, symbolic interactionism, and cognitive apprenticeships. These factors worked together to elucidate what happens when a tutor and instructor partner in an FYC classroom. Studying these relationships was primarily inspired by Southeastern University's work creating an embedded tutoring program to support basic writers and retention efforts. While a more detailed analysis of more

semesters of partnerships will be explored in the rest of this study, the researcher thought it would be essential to showcase the first partnerships that led to a need to explore the relationship dynamics of instructors and tutors further.

In the first version of the program, the English department initially had three courses with a tutor embedded within the courses. Two instructors (Anastasia and Roxanne) were graduate teaching associates teaching the first course of the composition sequence for only the second time. The other instructor, Alice, was a full-time instructor in the English department. In the initial data-gathering phase, the researchers were interested in how students worked within the program, but an unintended finding was how instructors and tutors worked together. Table 1 below discusses some critical differences in how the pairings worked together.

Table 1

Power Dynamics Between Instructors and Tutors

Anastasia and Hera	Alice and Joe	Roxanne and Louisa
Power evenly shared	Power shared	Power unevenly shared
Mutually beneficial learning experience	Mutually beneficial learning experience	Not mutually beneficial

In the first pairing, Anastasia (I) and Hera (T)², there was an excellent example of a partnership, with both groups reporting that they learned a lot about teaching from each other in the process. The instructor of this program was a graduate student who was only teaching in a classroom for the second time. There were still opportunities for her to hone further and engage her teaching craft. Her tutor was a double major in English and secondary education. The tutor used this program to grow their teaching abilities before she started her observations. During their work together, they frequently collaborated, each learning from one another along the way.

The partnership including Alice (I) and Joe (T) also seemed to have benefits for both parties; however, since Alice (I) had a little more experience as an instructor, Alice (I) had a bit more power within the relationship. In other words, Alice (I) could collaborate with her tutor, but Alice (I) could also delineate what each of their roles was. Alice (I) and Joe (T) were often on the same page, frequently aligning classroom lectures and tutoring workshops without discussing it first.

The first two pairings had very positive outcomes. However, the last pairing of Roxanne (I) and Louisa (T) was problematic. In separate interviews, both sides seemed (not overtly) to report tensions between the two. In this pairing, the tutor often overstepped their authority, providing overly harsh feedback that was not in line with the instructor's grading criteria. The tutor was also stricter than the instructor, causing

² Throughout the rest of the study, instructors' names will be followed by an "I" while tutors' names will be followed by a "T" to allow for a better understanding of who the participants were and what role they held in the study.

tension. Students also noticed these conflicts, as in their final reflections of the course, the students seemed to reference liking the help they received from the instructor rather than from their embedded tutor. In the other pairings, both instructor and tutors were discussed in the reflection letter as beneficial to helping students grow as writers. This conflict between Roxanne (I) and Louisa (T) was one of the first instances the researchers found of tutors and instructors unable to establish their roles and who had what power.

After this experience of seeing successful relationships and tension-filled relationships between tutors and instructors, the coordinators became more selective in pairing instructors with tutors, specifically aware that personality conflicts caused problems that could potentially impact student performance. However, even though better efforts were made to match personalities, the coordinators still found that some pairs working together still had some issues. Conducting an additional research study that examined the relationships and the role distribution between tutors and instructors added to the existing gap in the research. It also practically allowed the coordinators of this study to examine the relationships and make necessary interventions to the program to keep it running successfully and smoothly. Additionally, those who run embedded tutoring programs can learn from this study and make better decisions in pairing tutors and instructors together. They also learned what training might make these partnerships work more effectively.

2.9 Summary

Most research on *embedded* tutoring focuses solely on student success, and not enough studies focus on the partnerships between instructors and tutors. How well the

tutors and instructors work together certainly plays a crucial role in positive student outcomes and in helping tutors develop professionally as teachers or other working professionals. This study will end by exploring the partnerships between instructors and tutors to understand the power dynamics between them. Understanding these power dynamics will allow future instructional designers and coordinators of embedded tutoring programs to design, develop, and implement these programs so that they are most effective for students who need them. Researching these partnerships also allows coordinators and designers of these programs to consider the benefit of tutors' professional development. The next chapter will explore the methodology of this research study of the embedded tutoring program at Southeastern University.

CHAPTER 3

METHODS

3.1 Research Study Overview

This research study on embedded tutoring took a grounded theory approach to examine four years of partnerships between embedded tutors in FYC courses. This study merged traditional grounded theory and constructivist grounded theory to discover the roles and relationships of instructors and tutors who work in these programs. The research questions for this study included the following:

- Research question 1: What are the roles that instructors and course-embedded tutors have in first-year composition classrooms?
- Research question 2: What relationship patterns are presented in these partnerships?
- Research question 3: How are professional and interpersonal relationships between the instructors and tutors presented in those roles?
- Research question 4: How are roles and interrelationship patterns associated with tutors' perceived success?
- Research question 5: What are the threshold concepts of embedded tutoring courses in first-year writing courses?

Detailed information about the research design is described below.

3.2 Overview of Grounded Theory

A grounded theory research approach was used to examine 39 dyads of instructors and tutors over four years. This grounded theory study examined the relationship-building and power dynamics between instructors and tutors. The term “grounded theory” or “GT” can refer to the actual GT and the GT methodology or approach. Corbin and Strauss (2015) described the GT approach to research as one in which a researcher attempts to construct or discover a theory from data collected on a particular research topic. In GT, data collection and analysis are cyclical, and analysis can begin, for example, after the first interview is conducted and transcribed to text (Johnson et al., 2010; Johnson & Christenson, 2020). A key takeaway from Corbin & Strauss (2015) and others (e.g., Johnson et al., 2010; Shim et al., 2021) is that the GT will continuously emerge from the interplay of data, data analysis, and memoing. Other tenets of GT included the following:

- The GT process follows an inductive/exploratory scientific approach.
- Theory development, traditionally, should be independent of prior theories and previous literature. However, in newer works, researchers can treat articles in the literature as “data.” These data can also be explored and contribute to theory development, especially in the latter stages.
- After initial open coding, theory development should include theoretical sampling and selective coding.
- Concepts and ideas are integrated to produce the GT.

- Data collection is iterative or continual.
- Analysis is conducted between the gathering of data.
- Using the constant comparative method, researchers continually compare concepts and findings in data analysis to help develop emerging theory.
- The final theory developed should be understandable, align with data, have generality, and allow for some control over future outcomes
- The outcome produced is generated inductively and, to a lesser extent, abductively.
- The GT is “grounded in data” (Bryant & Charmaz, 2019; Corbin & Strauss, 2015; Kennedy, 2017; Reisdorf, 2013; Shim et al., 2020;).

These tenets are helpful and provide essential strategies to help researchers construct a theory grounded in data collection, analysis, and constant comparisons.

GT can be conducted using any data collection method that might provide theoretically relevant data/information. The most frequently used data collection method is interviewing, especially during the strongly exploratory/inductive stage and its focus on open coding. Later interviews become more theoretically driven. Some additional methods of data collection are observations and open-ended questionnaires. However, additional data collection methods might include written materials like internal documents, historical research, books, and journals. This set of methods is usually used during the later stages of GT development (Corbin & Strauss, 2015). Despite contrary claims in the literature, quantitative data can also be collected (Glaser, 2008; Glaser & Strauss, 1967; Johnson & Walsh, 2019).

In GT, data are typically analyzed using the constant comparative method. The constant comparative method is a process where researchers continually compare concepts with each other and the empirical data looking for similarities and differences. Specifically, researchers using GT use several different kinds of coding through different stages of data analysis. The first step of coding is open coding, where researchers take data in textual form and then attempt to divide them into different, discrete, meaningful parts. These parts are called *codes* allowing the researcher to compare and contrast different codes in the data sets. Open coding is typically not the only coding used in GT, as researchers follow up with axial coding and selective coding. During axial coding, researchers make active connections between the codes created from open coding. Researchers then compare like findings together under more abstract concepts and conceptual categories. As concepts and categories are constructed, researchers attempt to determine their dimensions and properties (Corbin & Strauss, 2015). Corbin and Strauss (2015) also recommended that researchers work toward identifying the one core category that best represents the theme and flow used to develop the diagram of the GT. This process is known as selective coding. All categories, especially the one core category, should include words describing their meaning. The core category is the most important, but all categories should suggest the significant themes found in the data sets. The *visual* depiction of the GT should also include accompanying *text* to describe what is seen in the depicted GT.

Overall, GT methodology helps researchers to understand participants' worlds and conceptualize a part of their world using concepts and flow. Final concepts and categories

should be more abstract than the terms participants use. Overall, GT helps researchers to determine core concepts and allows researchers to make inferences of best fit within the limited data acquired by the study. In other words, researchers using GT do so inductively, making an inference based on what is already known by comparing findings to previous literature on a topic, and abductively, making inferences based on a limited set of data (Corbin & Strauss, 2015; Kennedy, 2017; Reisdorf, 2013). According to Glaser and Strauss (1967), the developed GT should meet these criteria: *fit* (the theory fits the data sets), *understanding* (provides for an understanding of the phenomenon), *generalizability* (potentially being a functional theory beyond the participants in the study), and *control* (enabling practitioners to have some influence or control over the outcomes identified in the theory) (Glaser & Strauss, 1967).

3.3 GT in this Study

The GT about embedded tutoring and the partnerships between instructors and tutors was developed by grounding the developing theory in the data sets the researcher helped collect over four years. This study focused only on instructor/tutor relationships because of the existing gap in the research on previous studies on embedded tutoring. The previous literature on embedded tutoring focused too much of its attention on student outcomes and little on what factors make these programs work successfully (DeLoach et al., 2014; Hendriksen et al., 2005; Henry et al., 2011; Pagnac et al., 2014; Titus et al., 2014; Vick et al., 2015). Some of these studies only scratched the surface of identifying the impact of poor relationships or understandings of a tutor or instructor's role or status on the work done in these previously researched programs (Hall & Hughes, 2011;

Webster & Hansen, 2014). In other words, there was a clear need to focus on instructor/tutor relationships in embedded tutoring using a GT methodology for instructional designers, instructors, and administrative staff to understand how to design and implement effective tutoring programs.

This study relied partially on a constructivist GT approach. Constructivist Grounded Theory (CGT) was initially proposed by Charmaz (2014) and is similar to traditional GT. CGT and traditional GT focus on constructing theories, but standard GT emphasizes discovery (Charmaz, 2014; Corbin & Straus, 2015). Researchers using traditional GT attempt to discover new knowledge but must still engage in construction to fully interpret data gathered in conjunction with existing literature. Traditional GT involves discovering new knowledge and constructing new theories based on that discovery. Traditional GT researchers interpret discoveries to help them understand participants' experiences and the meaning of those experiences to the participants (Corbin & Straus, 2015). However, with CGT, the researcher becomes a co-participant rather than a neutral observer. The researcher does not just discover the theory but co-constructs the theory with the participants (Charmaz, 2014). Given this researcher's role was a coordinator of the embedded tutoring program at Southeastern University, she worked closely with the participants in discussing their experiences and working with them. She was not a neutral observer given her proximity to the project and her work with the participants. Therefore, this study mixed traditional and constructivist GT approaches and referenced existing literature to contribute to interpretations of data. This research used participant interview data to construct a theory about the relationships in

embedded tutoring programs. Figure 1 below provides an overview of how GT and CGT were used in this study.

Figure 1

A Framework for Using GT and CGT to Develop a Theory of Embedded Tutoring Partnerships in FYC

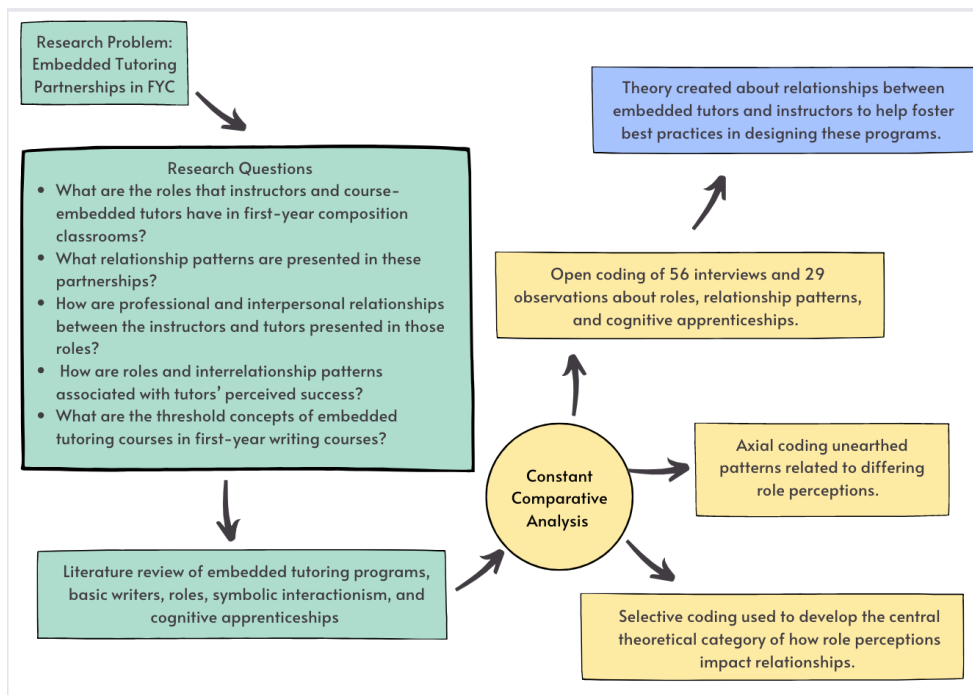


Figure 1 showcases the processes of reviewing the appropriate literature, collecting and analyzing data through open, axial, and selective coding, and theory creation. The following section will describe the rationale behind using GT for this study.

3.4 Why GT is Used

This research study on instructor/tutor relationships was based on data collected over four years. As more data were obtained, knowledge was continually gained and revised from constant comparative analysis. The traditional GT and CGT methodology and design were both appropriate for this kind of research because it allowed for the development of a GT explaining how relationships between an instructor and a tutor form and develop over time. The GT constructed in this study informed principles and theories related to best practices regarding the instructional design of embedded tutoring programs. Throughout data collection and analysis, this researcher was also a co-participant rather than a neutral observer. Her courses had an embedded tutor, allowing her to closely examine the relationships between instructors and tutors. This researcher also coordinated the program, working with multiple departments to help the program run smoothly.

Seeing multiple pairings of instructors and tutors can give instructional designers and writing program administrators an understanding of how to pair tutors and instructors in the future. This study examined multiple instructor-tutor pairings over eight semesters to learn how relationship dyads form, develop, and establish roles between the instructor and the tutor. This research will be taken further by developing an explanatory GT.

3.5 Context and Research Site

Data collection for this study occurred at Southeastern University during the spring and fall semesters from 2015-2020. Participants were selected from eight cohorts of instructors and embedded tutors at Southeastern University. At this university, the English department was working to establish best practices for aiding developmental writers. Previously, the university required students who scored under 19 on the ACT in English to take non-credit-bearing courses in developmental writing. Because of the closure of the Developmental Studies Department, the English department had to shift the requirements of incoming developmental writers. Instead of taking a non-credit bearing course, developmental writers at Southeastern University were required to take their first sequence in Composition courses with a mandatory tutoring component added in.

The new strategy for assisting incoming developmental writers was placing them into a first-year composition course with a mandatory tutoring component. Ten percent of a composition student's grade went toward attending weekly group workshops and at least four individual tutorials. These workshops and tutorials were conducted by a tutor embedded in the composition course.

Tutors in this role performed a variety of different tasks. First, tutors were required to hold weekly small group workshops for the 25 students in the class. Tutors roughly held 4-6 small group workshops weekly, depending on scheduling and student availability. Ideally, tutors were expected to run 4-6 workshops per week on smaller composition topics that addressed invention, organization, content, and citations. Along with these group workshops, tutors held office hours where students could schedule four

required tutorials throughout the semester. Tutors also attended class regularly where they acted as a role model for good academic behavior. These tutors also assisted the instructor of the course during in-class activities. They stayed in frequent contact with their instructors as part of their role. They reported to the instructor which students did or did not attend small group workshops and individual tutors while the instructor kept records of this attendance. Tutors also collaborated with instructors on developing or inventing workshop content each week.

The embedded tutors mainly worked on out-of-class tutoring requirements of the course, and the instructors had special requirements both inside the classroom and in grading. Instructors were advised to try to integrate the tutor in assisting within the classroom, whether through having them participate in class discussions, peer review, or small group activities. Instructors are allowed to have the tutor take attendance, but the tutor was not permitted to grade anything due to accreditation guidelines established by the university and its accreditors. Instructors were required to include tutoring attendance grades in their midterm and final grades calculations. As one can presumably infer from both roles, communication between both parties and establishing their roles played an essential part in helping the program run successfully.

Tutors worked closely with instructors, staying in touch with them, and instructors had to do the same. Each instructor-tutor pair was allowed to pick their preferred communication, but most met before or after class and communicated outside those time parameters through texting or email. This communication is where many relationships were formed within the pairs. The instructor and tutor communicated their

wants and needs to each other and worked toward developing clear boundaries and establishing the power dynamic between the two. The partnership was mutually beneficial when this went smoothly, allowing both parties to learn from the circumstances and gain professional development in additional areas.

3.6 Participants

This study contained two groups of participants resulting in 17 instructors, 23 embedded tutors, and 39 instructors and tutors pairs. Table 2 below shows the instructors and the tutors that were paired together. In the following chapters, (I) will be used after instructor names to represent an instructor while (T) will be used after tutor names to represent a tutor.

Table 2

Instructor/Tutor Pairings

Semester Number	Instructor	Tutor
Semester 1: Spring 2016	Alice	Joe
	Anastasia	Hera
	Roxanne	Louisa
Semester 2: Fall 2016	Alice	Joe and Meg

Table 2, cont.

	Vanessa	Joe and Elsa
	Charlotte	Hera and Elsa
	Anna	Hera
	Alana	Felix and Mabel
Semester 3: Spring 2017	Alice	Meg
	Rita	Evangeline
	Roxanne	Nancy
	Daisy	Joe
	Sarah	Joe
	Ben	Anita
	Marian	Anita
	Alana	Sally
Semester 4: Fall 2017	Ben	Michael
	Alana	Evangeline
	Marian	Antonio
	Alice	Nancy
Semester 5: Spring 2018	Alana	Michael
	Alice	Nancy

Table 2, cont.

Semester 6: Fall 2018	Jane	Mirabel
	Tiana	Jack
	Alice	Jenny and Kim
	Lucy	Marie
Semester 7: Spring 2019	Alice	Mirabel
	Huey	Max
Semester 8: Fall 2019	Alice	Kim
	Lucy	Kala and Sebastian
	Hannah	Kala and Jodi
	Jane	Mirabel

Table 2 shows the pairs of instructors and tutors throughout the study. The following sections will describe the population of tutors and instructors.

3.6.1 Tutors

The 23 embedded tutors worked during the fall and spring semesters from 2016-2020. The process for hiring tutors depended on the program's needs. Recruiting for this position proved challenging as the coordinators had to find tutors who could attend the class times the sections of composition with a tutor were scheduled. In other words, these tutors would need to have a schedule that matched the demands of the embedded tutoring programs. Tutors could not have any scheduling conflicts with the needed class times for

embedded tutor sections. Matching tutors with embedded tutoring sections was sometimes frustrating for coordinators as excellent tutors were often unable to participate in the program due to having classes they needed to graduate at the same time as the class they would be tutoring for. Scheduling and placing tutors were often like putting together a jigsaw puzzle: a process of finding what could fit at the appropriate time. The coordinators would also prioritize previous tutors who had worked with the program. Ideally, the coordinators wanted tutors who had previously worked with an instructor to continue working with them because they already had a relationship.

Selecting the tutors was easier. The coordinators would conduct an interview process with each tutor. They sometimes would advertise for the position or spread the news of the position through word of mouth. Initially, the coordinators interviewed top-performing English majors who had applied for the position and had good recommendations from their professors in the English department. As the semesters went on, the coordinators asked for recommendations from faculty in the English department. A primary recruiting focus was finding students who had taken the Teaching Composition course that prepared students to teach writing at the secondary level. If the coordinators were unable to find a tutor that matched the needs of the tutoring schedule, they recruited through other means. Specifically, they asked advisors of the secondary education majors for recommendations. The coordinators also recruited tutors who were already hired as general tutors but were not English majors but who may be well suited to tutoring writing. This recruiting focus was done if there were no other English majors or

secondary education majors to be found. Due to scheduling constraints, pairing instructors and tutors together sometimes proved challenging because some tutors did not match the existing embedded tutoring composition classes. Sometimes, the coordinators had to select the best person available, even if that person was not necessarily an English major (more on how this presented will be described in upcoming chapters).

During the interviews, the coordinators would pay attention to how the tutors talked about writing. If the tutors were naturally inclined to understand some of the basic threshold concepts already covered in Chapter Two of this study, they were typically deemed trainable for this position. Not only was their knowledge about writing tested during these interviews, but the interviews also contained questions about common tutoring scenarios. Most of these questions involve “what would you do if X happened?” In these interviews, coordinators also paid attention to whether or not they thought the tutor could relate to students and these classes. Tutors who expressed that they had struggled with writing seemed to be more of an ideal fit than those who expressed having more ease with writing. In other words, coordinators tried to select tutors who understood how writing occurs but could also work well with the students. Choosing tutors was not always a perfect process, as sometimes the coordinators had to choose tutors based on their availability with the already existing composition course schedule.

23 tutors participated in this study. Their experience levels in the program differed. Some tutors only worked for one semester, while others worked two or more semesters. Each tutor went through a minimum of an eight-hour training and was

required to attend bi-weekly professional development meetings to continue to develop themselves as writing consultants. Many of the tutors were English majors (n= 22), with the vast majority being only English majors (n=14) and a few being double majors in English and secondary education (n=8). All were undergraduates (n=22), with one tutor becoming a graduate student later in the study (n=1). One student was a biology major with an aptitude for tutoring writing. Some tutors were double majors in English and secondary education (n=8), making this an appropriate job for them to work toward being effective teachers. There were more females (n=16) than males in the study (n=6). Each tutor worked 10-20 hours a week with the program by attending class, working with the instructor, running small group workshops, and holding office hours.

3.6.2 Instructors

The other population of participants in this study included instructors of English courses. There were 17 instructors in the study, with 39 resulting dyads. The population of instructors was heavily female (n=15), with only a few males (n=2). The instructors were selected based on whether the coordinators thought each individual would fit the program well. The coordinator selected participants who seemed to have initially positive feelings toward the program, and they also considered selecting instructors who would work well with other people. Based on the findings from this study, this was not a perfect process. As the semesters went on, the coordinators saw who was a good fit and who was not. Sometimes, just like with the tutors, instructors were selected based on their schedule availability. The coordinators did the best they could with the resources they had.

The instructors in this study all had various experience levels with teaching composition. Some were full-time instructors (n=10) in the English department and had taught composition for years. Others were graduate students teaching composition courses for only the second and third time (n=7). Each instructor had a different comfort level related to having a tutor present during classroom sessions and allowing them to run weekly small group workshops.

3.6.3 Responsibilities of the Tutors and Instructors

Participants in this study were given rules and guidelines to follow by the program coordinators. These guidelines were communicated to them in training and were later written into a job aid. Discussing what responsibilities both parties had will help to set up the context for what the roles were in the study.

The instructors' responsibilities mainly circulated developing the course content, running the classroom, and grading assignments. More specifically, instructors:

- Graded papers and provided feedback on student writing in a detailed, written manner.
- Developed and designed the syllabus and course materials.
- Planned and developed each class's lesson plan.
- Provided suggestions for small group workshops.
- Answered student questions related to course content or course policies.
- Held office hours for students to drop by for individual help with the course.

These roles and responsibilities are standard for any college instructor at any level. The instructors would run a class as usual. Still, they would have the added component of a

tutor to help support students both inside a class and outside through small-group workshops and individual tutorials.

While the instructor's role was standard, the tutor's role proved more complex. The tutor's role in the program differed from many normal tutors in a university setting. Most tutors in a university setting offer individual office hours or scheduled appointment times for students to drop in and receive help on a subject matter. Tutors at other universities may also be involved in Supplemental Instruction (SI), where they provide outside support for courses with a high fail rate and SI tutors hold study or review sessions (Arendale, 1994). The tutors in the embedded tutoring program at Southeastern University seem to have somewhat of a blend of office-hour tutors and SI Tutors. The tutors in this role specifically:

- Designed and developed small group workshop lesson plans.
- Modeled appropriate academic behavior in a classroom setting.
- Answered student questions about small group workshops and individual tutorials.
- Supported student writers in developing papers for their composition courses through individual tutorials.
- Kept track of attendance to small group workshops and one-on-one tutorials.
- Reported attendance to tutoring sessions to the instructor.

Most of the tutor's role involves supporting the students outside the classroom through workshops and tutorials, but these tutors also play a pivotal role in the classroom. Of important note is that these responsibilities listed above were communicated to tutors

and instructors in their training of the role, but they were not written out until around Semester 5. Unsurprisingly, more consistent partnerships occurred after these roles and responsibilities were written out in the document. A copy of the job aids that dictated the roles and responsibilities can be found in Appendix A and Appendix B.

One last factor of note is what the tutors were not allowed to do. These forbidden practices included that tutors could not grade any assignments since this institution's accrediting body requires an instructor of record to do any grading. Since most tutors were undergraduates, they did not qualify to be an instructor of record. Tutors could also not review students' papers over email. Tutors were trained to tell students to schedule an individual tutorial if they were asked to review a paper over email.

The responsibilities of the tutors and the instructors were primarily aligned based on the rules and regulations that the university required and the parameters the coordinators initially set up. These responsibilities dictated a part of the roles of the instructors and tutors. However, some of their roles were determined by each other's needs. The following section will discuss how the instructor's roles and relationships were examined through data analysis.

3.7 Data Collection and Analysis

Theoretical sampling was used to collect data from instructors and tutors at Southeastern University. Theoretical sampling is a strategy where researchers continually collect and seek any data pertinent to the developing theory for expanding and refining categories related to the emerging theory (Charmaz, 2014). In GT, once data are collected

and analyzed, additional data are collected. Data collection and analysis occurred throughout GT development.

3.7.1 Interviews

The researcher interviewed the tutors and instructors to examine the embedded tutoring program at Southeastern University more closely. There was a total of 56 interviews. Interviews started in the spring semester of 2016. In each semester of the study, there were two different phases of interviews. The first phase of interviews (n=32) was conducted at the beginning of the semester. The tutors and instructors were interviewed separately regarding their role in working with the instructor and students. The second phase of follow-up interviews (n=24) was conducted at the end of the semester, with the instructors and tutors separately discussing their experiences working with one another throughout the semester and how they viewed their roles in working with the students. The tutor interviews included the questions found in Appendix C. Instructors were asked the questions seen in Appendix D. Research questions guided the interview protocol development for both the tutors and the instructors. The questions were open-ended, allowing for additional discovery so that data would reveal new avenues for exploration. Interviews were conversational to enable both parties to speak freely about their experiences. More questions were added in the interview process based on what the instructors and tutors said in the interviews.

3.7.2 Observations

Along with interviews, a specific observation protocol was used to help focus on interactions between instructors and tutors in the classroom. A total of 29 observations

were conducted that specifically looked at the behaviors and conversations between the two parties. Observations were added in 2018 to add more depth to the data sets that were already collected. There were two phases of observations. The first phase of the observations occurred at the beginning of the semester. This observation lasted 115 minutes for classes on a Tuesday/Thursday schedule and 50 minutes for classes on a Monday, Wednesday, and Friday schedule. The second phase of observations, also 115 minutes or 50 minutes, occurred at the end of the semester for the developmental writing class with a mandatory tutoring component to help discover the roles of instructors and tutors in the classroom.

During observations, the researcher took extensive field notes on the class content. She also noted what roles the instructor and tutors were performing. Interactions between the tutor and instructor were observed and noted during these classroom sessions. The observers also watched for interactions between the instructor and students and between the tutor and the students. The observers carefully watched how the instructor used the tutor in the classroom and noted what the tutor was asked to do versus what they did without prompting. The observers also looked for if any moments might indicate a cognitive apprenticeship. The research questions guided the overall observation process.

3.7.3 Data Analysis

After data was collected, data were analyzed using a coding process. Once the codes were developed, the researcher then analyzed the data to answer the researcher's

questions. This next section will describe the process of coding and analyzing the data collected to answer the research questions on the study.

3.7.3.1 Coding

The researcher transcribed the interviews and observational notes to analyze the interviews and observations. Once transcription was completed, the researcher used open, axial, selective coding, or GT analysis. The constant comparative method of analysis was used throughout the study. In GT analysis, coding is vital to data analysis, especially for qualitative research. The researcher used the Delve qualitative analysis software for coding purposes to conduct constant comparative analysis.

3.7.3.1.1 Open Coding.

With Delve, open coding was to identify concepts in the data sets. During open coding, the researcher broke apart textual data into discrete parts and created codes for the phenomena of roles, relationships, and cognitive apprenticeships the researcher observed. For example, one example of an open code dealt with coding for how the instructors and tutors described or characterized the role of the tutors or instructors. Every time a tutor or instructor described the role they took or their partner took, the researcher coded it in the data. The exact categories from the open codes can be found in Appendix E.

3.7.3.1.2 Axial Coding.

After breaking up the textual data, the researcher used axial to make connections between the codes discovered in the open coding process. These connections help the researcher to understand the concepts found in the research data. In this research study,

the researcher recognized a connection from open coding that the way that instructors and tutors characterized the tutor's role in particular sometimes differed. These different perceptions caused conflict in their relationships. The researcher used axial coding to chart how the perceptions of the tutor's role differed amongst the various pairings.

3.7.3.1.3 Selective Coding.

Lastly, the researcher used selective coding to develop the central theoretical category that links the concepts and categories into a GT (Corbin & Strauss, 2015). Specifically, the researcher stated that making connections between how roles differed depended on how the instructors and tutors viewed their roles. The researcher also developed selective codes to describe the interpersonal relationship patterns between instructors and tutors. The researcher went further by studying how the differing role perceptions impacted both the relationships of the dyads and the success of both students and tutors. This process of coding enabled the researcher to essentially construct a theory about the relationships between instructors and tutors in FYC embedded tutoring programs that involve best practices of designing and developing embedded tutor programs

3.7.3.2 Analysis by Research Questions

After coding was completed, patterns that occurred were examined to answer each research question of the study. The following section will describe the data analysis process for each research question.

3.7.3.2.1 What are the Roles that Instructors and Course-Embedded Tutors have in First-Year Composition Classrooms?

For the first research question, the researcher went through the codes and labeled all the different kinds of roles the tutors and instructors played. When she noticed that the instructors' roles seemed not to differ much, she focused more on tracking the differences in the tutor's role. She first categorized the different into types. She then investigated how those types differed based on the various pairings. Based on these patterns, she developed definitions for each of the roles. She also made connections between how the perceptions of the roles differed among the instructors and the tutors. The analysis of this question helped directly in answering the third research question.

3.7.3.2.2 What relationship patterns are presented in these partnerships?

After categorizing the roles, the researcher then coded for the patterns that occurred in the relationships that formed between instructors and tutors. Specifically, the researcher initially coded for effective, ineffective, and neutral relationships. Descriptions of these categories can be found in Appendix E. After coding for the different kinds of successful and unsuccessful relationships, the researcher then started making connections between what made successful relationships work and what caused conflicts in unsuccessful relationships. This question was also instrumental in helping answer the third research question.

3.7.3.2.3 How are Professional and Interpersonal Relationships Between the Instructors and Tutors Presented in these Roles?

To answer the third research question, the researcher first examined what happened when the instructor and tutor understood each other's roles or when they had conflicting views of those roles. She then compared these instances to relationship patterns that were found. There, she examined how the roles played a role in the relationship-building process of the tutors and instructors.

3.7.3.2.4 How are Roles and Interrelationship Patterns Associated with Tutors' Perceived Success?

In the fourth question, the researcher examined the connection between the tutors' roles and the patterns that occurred from the relationships to develop theories about what leads to tutors' and students' success. Lastly, she looked at what patterns led to successful partnerships, tutors' or students' success.

3.7.3.2.5 What are the Threshold Concepts of Embedded Tutoring Courses in First-Year Writing Courses?

The last research question was examined after looking at all the data collected. The researcher examined the first three answered researched questions and summarized the overall takeaways from the study in terms of significant findings. After summarizing the major takeaways, the researcher developed a list of threshold concepts that coordinators, instructors, tutors, and administrators of embedded tutoring programs need to learn to design, develop, and implement embedded tutoring programs effectively.

Data analysis was conducted strategically to answer the developed research questions most effectively. Before, during, and after data collection and analysis, the researcher carefully considered developing a credible and valid methodology.

3.8 Credibility and Validity Issues

Glaser and Straus (1967) described four validity criteria relevant to GT. The first criterion is fit, which involves confirming that the categories that are studied are relevant and provide an explanation of what is being studied (Glaser & Straus, 1967). Second, the theory should be understandable by the expert or the people who work with what is being studied (Glaser & Straus, 1967). The third criterion is generality, which means the theory should apply to various contexts but should not be so general as to lose focus from the original work being studied (Glaser & Straus, 1967). Lastly, the theory should have control in that the theory can practically help practitioners and/or researchers improve work related to the topic being studied (Glaser & Straus, 1967).

Charmaz (2014) also had criteria for validity. The first criterion, credibility, involves determining that the gathered data accurately reflect the conclusion and argument of the research. In other words, the logic of the argument is sound, and a reader would agree with the research's claims. Secondly, the research needs to be original in that it provides some new insight into the work being studied and helps add to the knowledge of the field studied in some significant way (Charmaz, 2014). Additionally, the research needs resonance in that it impacts the participants' lives by providing analysis and explanation. The last category is usefulness which involves whether or not the research can have practical applications in the real-world (Charmaz, 2014).

For this research study validity criteria from Glaser and Straus (1967) and Charmaz (2014) will be used. The researcher used multiple methods (interviews and observations) to understand the phenomena of embedded tutoring (Johnson & Christensen, 2020). The researcher also engaged in critical friend, where she consulted with instructors and tutors who were not participants in the study to identify any insights they had and determine any problems they had (Johnson & Christensen, 2020). Another role of the critical friend was to practice sample coding and generate a codebook with the researcher to verify the study's key themes and patterns. Research-as-detective was also used where the researcher ruled out alternative explanations and confirmed claims made in the study (Johnson & Christensen, 2020). Engaging the previous strategy enhanced the credibility of the theories developed in this study

3.9 Summary

Overall, this research study aimed to contribute to the best practices literature for pairing instructors and tutors. The researcher aimed to discover what factors need to be in place for an embedded tutoring relationship between an instructor and a tutor to work the best it possibly can. Research like this should open the doors for more effective programming for basic writers, helping them to succeed in their first-year writing courses. It also opened the possibility for professional development for tutors and instructors. Embedded tutoring programs require special handling and care, and instructional designers and writing program administrators must know how to design, run, and effectively manage these programs. This study will help them to do just that.

CHAPTER 4

RESULTS

4.1 Program Design and Changes Across Semesters

Examining the program setup and how it changed over time is crucially important to understand how potential changes may have impacted the roles and relationships of the tutors. Table 3 below describes the types of training the tutors had and describes any changes to training and the program's structure. The table below also describes any new resources or materials that were added to the program to support tutor training and day-to-day work.

Table 3

Program Changes Across Time

Semester Number	Training/Training Enhancements	Program Structure/Changes	New Materials/Resources
Semester 1: Spring 2016	Tutoring roles	Required tutoring for students	Tutors tracked attendance manually and reported it to the instructor
	HOCS and LOCS	Small group workshop once weekly	
	Meet and greet with instructor	Individual tutorials once bi-weekly	Tutors created a Google Drive folder with sample workshop ideas
	Tutoring scenarios		

Table 3, cont.

	Workshop planning	Tutors attended every class	
Semester 2: Fall 2016	All previous training Threshold concepts of composition Working with ESL students	Individual tutorials reduced to once per paper (4 times a semester). Students could go to the writing center or to their tutor to get credit for attending Tutors attendent class once a week	Tutors used a Google Sheet to keep track of attendance that instructors had access to Other materials like handouts and readings on tutoring writing best practices were added to the Google Drive folder
Semester 3: Spring 2017	All previous training Scheduling training	Tutors attended class every day	Tutors used SSC campus to schedule tutor appointments and keep track of attendance
Semester 4: Fall 2017	All previous training	Policy change on students missing sessions or arriving late to sessions due to tutor feedback	Tutors created a syllabus specifically for small group workshops and individual tutorials
Semester 5: Spring 2018	Previous training and professionalism Trainers started helping tutors prep their schedules and approve them ahead of time	Reduction in the amount of sections. Only sticking to covering courses with enough spots for students who didn't pass the in the fall for this spring and all future spring semesters	Instructors and tutors were given a job aid that described the responsibilities and guidelines that both parties should follow

Table 3, cont.

Semester 6: Fall 2018	Meet and greet Training included working well with other professionals	No change	Instructors and tutors reviewed a contract that distinguished their responsibilities and negotiated how they would communicate with one another
Semester 7: Spring 2019	Reduced training with only one tutor	No change	No change
Semester 8: Fall 2019	All previous training	Location of tutoring sessions changed to the library which was more centrally located to where most classroom sessions were held	No change

4.1.1 Semester 1 Training, Program Structure, and Resources

Before the semester started, tutors attended an all-day training session where they learned about various topics related to tutoring writing. The first part of the training involved the discussion of Bedford St. Martin's tutoring roles and how they might switch between them as they tutor students (Ryan & Zimmerelli, 2010). The tutors also learned about prioritizing Higher-Order Concerns (HOCS), or content, organization, and following the prompt, over Lower-Order Concerns (LOCS), or grammar and mechanics, when working with students on their writing. The tutors also participated in discussions

surrounding various common tutoring scenarios they may encounter. Some examples of common tutoring scenarios included:

- when students try to get the tutor to write the paper for them
- when the student brings no writing to the session
- a typical session where students bring in writing
- a session where a writer becomes overly concerned with grammar and mechanics

Tutors were given practice at each of these scenarios, practicing how to respond and discussing best practices for handling these situations. At the end of the training, tutors reviewed how to design and plan for a small-group workshop. This planning session was followed by a discussion of the rules and guidelines tutors were required to follow.

After training, tutors started working by attending class and running the outside-of-class tutoring components. In the pilot version of the program, tutors held weekly small group workshops for about four to seven students, where they discussed topics like invention, brainstorming, outlining, research, and mechanics. Additionally, the tutors held individual tutorials with students to work on papers one-on-one. Students were required to attend these scheduled individual tutorials bi-weekly. Tutors attended class every day, and they manually kept track of attendance to tutoring sessions on paper and reported those attendance records to the instructors.

Tutors throughout this semester started putting together resources that helped them be more successful on the job. One tutor in particular, Hera (T), was a double major

in English and secondary education already using some tutoring skills in the classroom during her teaching observations. She designed a few sample lesson plans that became a resource for future tutors to rely on in case they needed ideas for small group workshops.

The pilot version of the semester proved to be as challenging to run as any program's first semester would be. However, tutors reported that their training was helpful and relevant to the role. The coordinators took lessons from the program's first iteration to designing the program's second semester.

4.1.2 Semester 2 Training, Program Structure, and Resources

After evaluating the first semester for its success and the needs of the participants, a few minor changes were made. Most of the training was kept the same. Still, a new portion of training that involved working with ESL writers was added due to the influx of international students at Southeastern University. Regarding programmatic changes, students were only required to attend four individual tutorials throughout the semester rather than bi-weekly. Students were getting assistance roughly once per paper. This change was enacted to reduce the strain on the tutors who found it challenging to meet with the students so frequently. To receive credit, students could either do their individual tutorial with their tutor or at the writing center with a writing consultant.

The most prominent change to the program was the logistics of the program. The first change was due to budgetary reasons. Tutors did not attend class every day but instead attended class once per week. The following change had to do with changes to the curriculum at the university. The program initially only worked with three sections of composition. However, since the developmental studies department went defunct after

the program's first semester, developmental writers still needed to be supported. The solution was to make them a part of the program so that retention efforts also supported developmental writers. The program went from 3 sections to 12 sections of composition with a tutor. Because scheduling all those students into small group weekly workshops was challenging, the tutors kept attendance in one Google Sheet that instructors had access to. This Google Sheet was useful for tutors in tracking makeup tutoring sessions. It also helped keep track of overlaps (for example, when students' schedules did not match their assigned tutor's scheduled times). In future semesters, the number of sections of composition would never get this high as coordinators found it too challenging to manage that many tutors in that many sections.

This semester was perhaps the most challenging to coordinate as there were just too many instructors, tutors, and students to keep track of. However, tutors reported that they enjoyed the reduced required individual tutorial sessions but suggested that we provide guidelines for when the students should complete those tutoring sessions. Students would wait until the last session to get their four tutorials, causing strain on the tutors during final exams at the end of the semester. Program coordinators used this knowledge to help them better design future iterations.

4.1.3 Semester 3 Training, Program Structure, and Resources

The third semester had fewer changes than the previous semester. One new element to training was a more specific focus on helping tutors determine their schedules. This time was also spent troubleshooting any potential issues. Some of these issues included student-athletes having tight schedules that didn't match the tutors' workshop

times. In other cases, sometimes tutors had to place students with a tutor who was not assigned to their composition section. Tutors reported a much better and less stressful experience scheduling students overall. The final change to the semester involved how often tutors attended class. Tutors attended from one day a week to each day of class. The only exception to this was for tutors who were in their teaching observation hours. Those tutors typically missed one day a week because they were on location at a school for 8 hours a day doing their required hours.

Overall, tutors reported that getting students scheduled for workshop times was less of a problem. Instructors and tutors alike said they liked that the tutors attended all days of class, making it easier for the tutor to be more attuned to what was happening in class. Later in this analysis, we'll discuss one instructor's feelings toward having one tutor who could not attend class every day due to her teaching observation hours and how that impacted their relationship with the tutor. These changes overall had a positive impact, which transferred over into the following semester.

4.1.4 Semester 4 Training, Program Structure, and Resources

In the next semester, no training was added to what was previously trained. One change to the program was to help tutors set clear guidelines on what would happen when students missed sessions or arrived late to sessions reducing the strain tutors faced in working with students who complained they had been marked absent from their workshops. Regarding resources, one significant change was the addition of a syllabus specific to the small-group workshops and individual tutorials. Nancy (T), one English major tutor, worked to create the syllabus to spell out the rules and guidelines students

needed to follow in workshops, and this syllabus was soon adapted to be used in every section with a tutor.

The creation of the tutoring syllabus would prove to be an excellent resource for future tutors, and this did more to spell out the rules students would have to follow to be successful in the program. This syllabus continued to be used throughout the remainder of the study.

4.1.5 Semester 5 Training, Program Structure, and Resources

In the fifth semester, the coordinators did more to review the tutors' schedules and approve them ahead of time to ensure that the tutors were not overworking themselves. Tutors showed their schedules to the coordinators and worked one-on-one with a coordinator to determine the best possible schedule. Coordinators added more professional training into orientation. They also added more training to help tutors better manage workloads. This training provided coordinators with more oversight into tutors' schedule planning. An instructor from the previous semester mentioned consistent issues with tutors doing their homework in class. Because of these concerns, coordinators added a general training session on being an excellent professional student that discussed best practices when working in the classroom and with students. Another way to increase professionalism was to have the rules and guidelines both tutors and instructors follow written out and documented. The tutors and the instructors were given a job aid that explained their responsibilities more clearly.

Along with those training and resource changes, some overall structural changes occurred. Program coordinators reduced the number of sections to fit the number of

students who did not pass the first time. All spring semesters in the study hereafter had only about two or three sections of composition. The overall reduction of sections meant that the program's number of tutors and instructors was significantly reduced.

Overall, by Semester 5, the training development and changes to the program seemed to hit a maintenance phase where coordinators periodically ensured the program met the needs of the tutors and instructors. Most of the training already developed seemed effective, and the coordinators added whatever else was needed to maintain the program effectively. By doing this, the coordinators ensured that the program ran optimally.

4.1.6 Semester 6 Training, Program Structure, and Resources

As the semesters went on, fewer changes were needed, and a good flow for the program was maintained. Coordinators added one new element to training that dealt with helping instructors and tutors work better together. The new training involved a personality assessment and a discussion of how different personalities can work with one another. During training or before the semester started, the instructor and tutor reviewed a contract to establish their roles more clearly. In the contract, they could specify the methods they would use to communicate effectively throughout the semester and any other rules that needed to be negotiated.

Semester 6 had no significant changes other than adding additional training and job aids to help instructors and tutors continue to work better and more effectively. This semester saw some of the best relationships formed between instructors and tutors. The knowledge gained was continually applied to the upcoming semesters.

4.1.7 Semester 7 and Semester 8 Training, Program Structure, and Resources.

During Semester 7, coordinators also reduced the number of sections in the spring semester. Because more 101 students had passed the first time around, there was less demand for seats in spring 101 classes; therefore, there was a reduced need for sections with an embedded tutor. Because there was only one tutor who would be new to the program, a one-on-one training session was held. No other changes were made to training.

The very last semester of the study had very few changes as well. One significant change was the location of where the tutoring sessions were held. Previously, tutoring sessions were held in a different building that was far away from where most composition classes were held. Tutoring sessions were moved to the library which was more centrally located.

Overall, with each program iteration, the coordinators evaluated the program and made necessary changes to support the tutors, instructors, and students. While there was no formal evaluation, the coordinators used some of Stufflebeam's CIPP Evaluation Model (1994) to evaluate the program. There was a context evaluation where the program was evaluated to determine future planning and structure. There was a constant flow of input evaluation where researchers determined the resources to continue the program and support its participants. The coordinators also did a process evaluation, interviewing the participants to evaluate the program's effectiveness. Lastly, they did product evaluations by collecting data and information on pass rates and GPAs from students and by analyzing the interviews for any data regarding relationships and roles of instructors and

tutors. While there was no formal evaluation process, the researcher recommended that any embedded tutoring program undergo some evaluation process. An evaluation will help determine the program's effectiveness in student outcomes. It will also provide key indicators of relationships between tutors and instructors.

Overall, the embedded tutoring program at Southeastern University evolved. Part of any changes made was enacted to help foster better tutor and instructor relationships. The following section will examine the roles established by tutors and instructors.

4.2 What are the Roles that Instructors and Course-Embedded Tutors have in First-Year Composition Classrooms?

In analyzing the interviews and observations of these 39 tutor/instructor pairings, the researcher found that the instructor role was consistent throughout the study, with some differences in how some instructors viewed themselves as mentors. However, the tutor's role was different across all tutor pairings. This section will explore more thoroughly what the instructors' and tutors' roles looked like in the study.

A key element of figuring out the roles of the instructors and tutors is understanding how each party perceives and characterizes the other's role. Each pairing was examined to learn more about how the tutors and the instructors characterized and described their roles. A complete list of the pairings as well as some demographic data can be found in Appendix F.

4.2.1 Instructor Role

Across the collected interview data, an instructor's perceived role remained consistent. Both tutors and instructors described the instructor role the same way across

interviews. This consistent characterization was also noted in observations. The reason for this consistency is that it is well-known what instructors typically do in a course in a university setting. They develop syllabi, create lessons, deliver lectures, create course materials, and maintain contact with students through office hours or emails.

Besides these common perceptions of instructors, mentorship was another critical element of the instructor's role. A few instructors saw their role as an opportunity to help their tutors grow, with some hoping to help these tutors pursue teaching careers. These instructors included Alice (I), a participant from all semesters of the program, Anna (I) from Semester 2, Lucy (I) from Semester 6 and Semester 8, Jane (I) from Semester 6 and Semester 8, and Huey (I) from Semester 7. These instructors reflected on how they worked to help their tutors grow as professionals. Later on, more will be discussed on how the mentorship role impacted the relationship between the instructor and the tutor.

The instructor's role was standard because it was already known through common knowledge. However, the tutor's role was a little more elusive, with several different types of roles characterized by differently by tutors and the instructors. The following section will dive into how the instructors and tutors perceived the tutor's role inside and outside the classroom.

4.2.2 Tutor's Role

In this study, the instructors and tutors had different views of the tutor's role. The table below summarizes how the instructors and tutors described and characterized their roles over the entire eight semesters of the study. The number next to the role indicates the number of times a participant described or named a particular role of a tutor. These

roles were further broken down into two categories: roles that supported the student and roles that supported the instructor. Each of these roles will be defined and described in more detail below.

Table 4

Perceptions of the Tutor's Role

How the Role is Perceived by the Instructor	How the Role is Perceived by the Tutor
<i>Roles Supporting the Student</i>	<i>Roles Supporting the Student</i>
Peer (3)	Peer (8)
Commentator (5)	Commentator (2)
	Ally (7)
	Coach (5)
	Counselor (4)
<i>Roles Supporting the Instructor</i>	<i>Roles Supporting the Instructor</i>
Co-teacher (12)	Co-teacher (16)
Relay race participant (5)	Relay race participant (2)
Tag team partner (2)	Tag-team partner (1)
Participant in discussion (3)	Participant in discussion (5)
Classroom assistant (2)	Classroom assistant (5)
Corrector of academic behavior (3)	Corrector of academic behavior (11)
Modeler of academic behavior (7)	Modeler of academic behavior (5)

Based on the table above, the tutors and instructors had similar ways of viewing tutors. However, there were differences in how some instructors say a tutor's role versus the tutor's perception. Not only did the view of the role differ between the instructors and the tutors, but it also seemed that the instructors individually had different ways of

characterizing the tutor's role in their classroom. Those differences would prove interesting in helping to determine the role of the tutor and the instructor in this study.

4.2.2.1 Roles Supporting the Student

Tutors and instructors described roles that were geared towards aiding the students. In other words, roles in this category described how the tutor's work involved giving students help with writing, "how to college," and navigating academic life. While these tasks did not directly support the instructor's work, they did so indirectly because they helped students succeed in the course. The following sections will describe the roles of the tutor in the ways they were able to help students in the program. Both the instructors' perspectives and the tutors' perspectives will be examined.

4.2.2.1.1 Peer.

A peer was a common way to describe how tutors interacted with their students. Tutors (n=8) and instructors (n=3) described a tutor's role as being a peer. A peer is someone another can identify with or relate to. In the case of an embedded tutor, the tutor is close to the student's age but has more experience than the student. Roxanne (I), a graduate student instructor from Semesters 1 and 3, described this role of the tutor perfectly:

Roxanne (I): I wanted to use the tutor more to like force that relationship to where they had someone their own age who knew exactly what I wanted out of them, exactly what they need for the future, and who they're required to see outside of class.

Relating to the tutor allowed the students to build a stronger relationship with the tutor, especially if the tutor could communicate empathy and understanding. One benefit of

students seeing their tutor as a peer was that they can feel more comfortable expressing issues or discomforts when navigating learning to write or college in general.

The peer role played was an interesting factor in how instructors and tutors described the tutor's persona to the students. Lucy (I), a full-time instructor who participated in Semesters 6 and 8, noted that she wanted Sebastian (T) (a tutor who participated in Semester 8) to be a peer to her students. However, it took Sebastian (T) some time to fully appreciate the role of a peer. During the first few weeks, he tended to be gruffer with students, communicating that he meant business when it came to behaving during class and in workshops. Lucy (I) directly told him the potential drawbacks of using a more disciplinarian approach to these classes. She got him to change his perspective on how to interact with students. After these changes, Sebastian (T) connected more with his students, and they began to see him more as a peer.

Sometimes, the descriptor of peer had connotations of a friendship. Another tutor that Lucy (I) worked with, Marie (T), was described as being friendly toward her students. In another example, Hera (I), a tutor from the first two semesters of the program, explained that her role as a peer was to provide feedback to her students. She stated that it was much easier to take feedback from a friend than maybe from an authority figure. Overall, the peer role was a critical factor in the success of embedded tutoring programs as it gave students an approachable resource with which they can relate (Raica-Klotz et al., 2014).

4.2.2.1.2 Commentator.

Another role mentioned by both instructors and tutors was the role of the commentator. Instructors more frequently described the role of a tutor as a commentator (n=5) than the tutors did (n=2). The commentator role involved the tutor providing feedback on a student's writing. The tutors had various descriptions of what the commentator role entailed.

One tutor who mentioned his role as a commentator described a thoughtful process of providing feedback. Felix (T), a tutor from Semester 2, provided one example of how he acted as a commentator to one of his students.

Felix (T): I told her beforehand. Listen, you know, while I'm doing this, this, you know, gives you, of course, ways to shape your writing and help your essay sound like you, you know, as if you were speaking. Listen to what you hear in the workshop and see how you can apply it to the problems you're having in writing your paper because they sounded remotely close to what you know the problem she was having the solutions that I thought she might find. So, by the end of the workshop, she was like, OK, I'm good, I'm going to go write this paper, and I'm going to go at least make a stab at it.

Felix (T) here described diagnosing the problems he recognized with her writing, then gave her advice on how she could apply what they were going over in the group workshop to drafting her paper. When the tutor commented on a paper, they did not just notice the problems with the paper. Instead, they helped give students feedback to help them get better at writing in the future as well.

While tutors described commenting on writing as being connected to helping a student's overall writing process, some instructors (n=4) saw their tutor's commenting as being limited in scope to merely editing students' papers. Sarah (I), a graduate instructor from Semester 3 saw her tutor more as a clean-up person to fix all the errors before the

paper came to her to grade (more will be discussed about her personal commentating methods later on). Ben (I), another graduate student instructor, expressed excitement whenever the tutor's feedback on a student's writing aligned with his own. This excitement made him feel like both he and the tutor were on the same page regarding the advice they were giving their students. The instructors then seemed to think about the tutor as doing more editing work while the tutors saw the work of commenting on papers as being more collaborative and opportunities for learning moments for students.

The commentator role overall is one in which the tutor guided the student to a more polished paper. The tutors seemed to see this role as helping toward the more significant role of helping to improve the student's writing process. At the same time, instructors viewed this role as one in which the tutor helps to clean up papers, potentially reducing their comments during grading.

4.2.2.1.3 Ally.

While some of the tutor's roles were directly related to improving the nitty-gritty of student writing, some roles took a more empathetic approach. Empathy is especially needed for first-year writers as they often feel insecure about their writing based on their past experiences. The role that aimed to provide some of that empathy is the ally role. The ally role of the tutor was also described by the tutors (n=7), while instructors did not mention this role in the way they talked about the tutors' work (n=0). The ally role of a tutor is one in which the tutor provides help through encouragement, positivity, and support.

This ally role was reported by tutors to be multifaceted. Mabel (T), a tutor from Semesters 2 and 3, noted that the ally role looked like supporting students that it was okay to feel vulnerable when it comes to writing. She stated that:

Mabel (T): Yeah, a lot of my students are like very timid in workshops because they're just like...I don't want to share mine. I feel like it's completely wrong. So, I have to reiterate over and over again...this is a workshop. This isn't for a grade...but now that you're here, like, it's fine. You're supposed to screw up. Like the point is like you learning these skills. And in order for me to know that you're learning them, I'm going to need you to like, you know, open up a little.

For Mabel (T), being an ally meant communicating to her students that it was normal to struggle with writing and that practice was the only way to get better at writing. Not only was part of the ally role demonstrating that it is okay not to be perfect at writing, but tutors also were actively demonstrating to students that workshops were a safe, low-stakes environment for students to work on their writing weaknesses. Annette (T), a tutor from Semester 8, mentioned that being an ally looked like giving students support when they were overwhelmed by the amount of feedback the instructor gave on a graded paper. A tutor guided them through the feedback, pointed out the patterns, and empathized with the student, making their feedback less punitive and more growth-minded. Jack (T), a tutor from Semester 6, added to this view of helping students sort through feedback by expressing the clear need that students had for getting positive reinforcement and encouragement for doing something right. Tutors and teachers found it easy to point out what is wrong in a paper but frequently did not spend enough time praising what the students did well. Embedded tutors were in an excellent position to provide extra reinforcement for the positive feedback. Closely related to this, Mirabel (T), a tutor from

Semesters 6 through 8, described that part of being an ally was being a resource of encouragement, helping students achieve confidence in their writing.

The ally role is one in which the student worked with a peer who makes the process of writing less scary. Part of the reason this role works so well is the tutors' efforts to relate to their students and discuss their own writing vulnerabilities. The tutors can show their students that even the most expert writers encounter difficulties when writing. Joe (T), a tutor from the first three semesters of the program, described this when he discussed his experiences with working with ESL students:

Joe (T): One of my ESL students today was struggling with this paper, and I ended up having to tell him something. It was like a moment for me because I was like, okay, take a deep breath because I know you are out of your comfort zone. You have...the intelligence, which you are freaking out about. You need to breathe. And it is kind of is what I've been struggling with myself doing one of my classes where I feel out of my comfort zone. And I told him...sometimes, that overthinking will make you make mistakes because you're so worried about making them. And I just kind of realized that while I actually struggled with that myself.

Joe (T) then helped his student relieve some anxiety by telling him he was more than intelligent enough to do the task. He also showed the student his own struggles with being afraid to make mistakes. Tutors showed their students that it was acceptable to make mistakes was an excellent comfort to the students. The role of an ally, then, was a powerful tool in a tutor's set in terms of building student confidence.

4.2.2.1.4. Coach.

While the ally role aimed to build confidence, another tutor role, the coach role provided personalized strategic support. The coach role was another role described by

tutors (n=5) but was not described by instructors (n=0). The coach role is still encouraging, but the coach role adds an element of tough love and strategy to help students be more successful. Mirabel (T) described the coach role in these terms:

Mirabel (T): I can definitely say you see all types, the voice work smarter, not harder, on both ends. We're not an essay-writing service. And you, of course, when you first sit down, which doesn't mean I have to tell them this paper is trash in a nice way or how can I bit by bit let them know, OK, you're great at this, So you are basically able to foundation, and now it's up to us to take their foundation and actually build the house, build something stable.

Sometimes, students needed to be aware that something was not working in a paper. Part of the coach's role is strategically telling the students the information so they can learn from it. Ideally, the advice given during the coach role could be applied to any writing they do, not just the current piece the tutor was working on. The tutor's role as a coach was to frame the feedback to them in a way that helps the student be more successful on their own. While the coach's role was to help guide students to be more successful, tutors weren't there to "baby" their students, as Mirabel (T) put it. She explained this role a little further in her interview:

Mirabel (T): I'm going to, you know, encourage them like, hey, maybe you shouldn't do this, but at the same time, I'm not here to be your mom

While they are there to help point them in the right direction, the tutor should not act as a parent. Some students might resent this treatment, especially since most are fresh out of high school, and ready to prove themselves as adults. Tutors in a coaching role support students' shortcomings while also helping them become mature young adults navigating the university.

Additionally, tutors acting in a coaching role might provide more personalized feedback to help students individually grow in their writing abilities. Hera (T), a tutor from the first two semesters of the program, described how she helped students learn how to work around their struggles with procrastination:

Hera (T): I felt like more than once I've given students advice like, you know, set up a schedule for yourself, like, have I want to pick my topic by this date.... want to have like some sort of like my research done by this date. I like because I do that with my own papers, and I tell them that I was like, That's the only way you're going to be able to get everything done in time and make it not overwhelming for yourself. And then you can procrastinate with your own little mini due dates because you're going to procrastinate. Just go ahead and do it with those little set up dates instead of just the one big one at the end.

Hera (T), in this example, was showing students a way not to get overwhelmed with the process of writing. At the same time, she was giving them a process that they can practice helping them be more successful at hitting the more significant deadlines of the paper. The tutor then was aware of what the students struggle with and provided some strategies they could use to help them be more successful. This feedback was also empathetic to the students' struggles. The coach did not shame them for procrastinating; instead, she helped them find strategies to get around it instead.

The coach's role was important to help with overall student development, not just in terms of their writing abilities but also their overall success when managing college life's demands. The next role type was yet another that involves empathetic relationships with students.

4.2.2.1.5 Counselor.

Some tutors (n=4) described their role as being a counselor. This role was not described in as much detail as other similar roles. However, in this role, the tutors were somewhat therapists where they listen to students' problems empathetically. Many tutors reported the increasing stress students were under and how tutoring sessions would often feel like mock-therapy sessions for the students. Tutoring became a place for students to vent their frustrations with a peer who could listen to them and empathize with them.

It should be noted that tutors did not see themselves as mental health professionals and were instead trained to point students to legitimate and certified mental health counseling resources available at the university or report major concerns to university officials. This role for the tutors was mainly one in which they listened to students talk about what was impacting them. Listening and relating are critical skills that these tutors need in working with students.

Overall, the tutors took on many roles to support the students. The tutors played a game of switching out different “hats” with each student depending on what the students needed at the time. This versatility was crucial in helping support students with various other writing and academic needs.

4.2.2.2 Roles Supporting the Instructor

The goal of embedded tutoring programs is to support student success. While researchers found that some tutor roles were geared toward helping students, there were

some roles that the tutor played that supported the instructor. This next section will attempt to show how tutors fulfilled these various instructor-supporting roles.

4.2.2.2.1 Co-teacher.

One way that instructors characterized the tutors was as an extension of themselves. Instructors frequently named their tutor as a co-teacher (n=12). Tutors also described themselves as a co-teacher (n=16), sometimes calling this role in other ways – as a teaching assistant or a mini teacher. The perspective of the tutor role saw the tutor as an additional instructor for the course. This co-teacher also acted as a support system for the instructor, helping with classroom management and supporting in-class activities.

Jenny (T) and Marie (T), both tutors during Semester 6 of the study, described part of the tutor's role as a co-teacher as helping students in class by answering questions. When the students were working during in-class writing sessions, both would circulate the classroom like the instructor making sure the students were confused or didn't need assistance. Hera (T) and Sebastian (T) also mentioned doing something similar in their classes, but their circulation was directly related to supporting students during peer reviews or small-group class activities. This co-teaching role also meant leading some of the in-class content in at least one instance. Daisy (I), an instructor from Semester 3, discussed how she let Joe (T) act as a teacher in the classroom:

Daisy (I): When we do peer review, he does the grammar class because that's what he's been working with, especially if it's something he's been working with the tutoring groups. I let him do that, so he has a chance to be in front of everybody and talk. You know, if he has something to say in class, I let him take over for a minute.

Daisy (I) allowed Joe (T) to teach topics related to grammar in class to enable him to practice his teaching abilities. She also allowed him to speak up and lead conversations without her authority feeling threatened. Based on these tutors' experiences, the tutor's role as a co-teacher allowed tutors to be involved and active within the classroom, sometimes assisting with shaping the content of the course.

A significant factor in the tutor's playing this role was how the instructors and tutors viewed a tutor's authority in the course. In some cases, power was shared between the instructor and the tutor. Anastasia (I), an instructor from Semester 1, had this to say about Hera's (T) authority:

Anastasia (I): Because it's now you have two instructors...and since we're we were so like demographically similar, like both young women, they can't really tell how old we are...So we look the same....and they see her on a two day week. They see her just as often as they see me. So we're about the same. So you just have two instructors of equal weight against you. So [the students] did better.

In this instance, Anastasia (I) expressed that she viewed Hera (T) as like herself. She wanted the students to respect Hera (I) as they would herself. Later in this study, more will be discussed about the specific efforts to share authority with Hera and why she did so.

Like Anastasia (I), other instructors described a want to share authority with their tutors. Jane (I), an instructor who worked two semesters in the later part of the program, directly called Mirabel (T), the tutor she was paired with for two semesters, a co-teacher. In describing what a co-teacher meant to her, Jane (I) indicated that Mirabel (T) had equal authority to her in the classroom. Overall, some instructors wanted their tutors to be as equally respected in the classroom as they were.

Tutors also noted that as a co-teacher that their authority was shared with their instructor. Sebastian (T) had the following to say about his shared authority in his relationship with his instructor:

Sebastian (T): Yeah, I feel like since [the students] see like another like TA sort of figure in the classroom, another authority figure, they feel more inclined to, like, behave in class. I know she's given some examples of the students, clearly not, but at least in my case, it feels like the students are actually trying to be more attentive. And then, even when she is like going over things in the class or going on individual things to discuss, me just walking around. I feel like they try not to go off-topic since I'm walking around as well. And then also, I can help direct them if they're having trouble thinking about a certain aspect of the common read.

Sebastian (T) thought the shared authority was a positive both in his ability to support students in their success in the class and in terms of helping manage classroom behavior from students. His teacher actively supported this shared authority made him more successful in supporting students.

Although both instructors and tutors talked about the co-teacher role as a shared authority, there is still a line of what the tutor can or cannot do. Kim (T), a tutor from Semesters 6 and 8 of the program, described the differences between herself and the instructor in the following way:

Kim (T): [Alice has] me at the very front of the class purposely, which I think makes a very different kind of relationship immediately off the bat with me being [a tutor] because they don't see me as like a student like this here as a tutor. Most of them immediately start calling me Ms. Moore. No, you can call me Kim (T). Since I'm at the head of the class, they immediately associate me with being something a bit higher than [tutor].

Kim's (T) instructor purposely tried to show her students that her tutor was an authority figure that should be respected based on her position physically in the classroom. Even though the instructor is signaling that Kim (T) has authority, Kim (T) also drew

boundaries by stating how students could refer to her. Students did not have to be as formal with her as they did with their instructor because she allowed them to call her by her first name. This move allowed students to see her as an authority figure and a fellow peer who could support them. The role of a tutor involved balancing roles, switching roles, and drawing careful lines. Hence, students felt supported and respected the tutor's authority simultaneously.

While this impression of a tutor's role seemed to entail that the tutors had more authority and power in the classroom, a clear distinction was drawn about what they could and could not do. While they might lead a classroom activity, they were not planning class content. The exception would be that sometimes the tutors would provide suggestions on what students needed in terms of content based on what they saw in tutoring sessions. Additionally, tutors were not granted the authority to grade papers or do tasks beyond the scope of their specified duties, but their instructors gave them some power in the classroom. This authority meant that the students potentially respected the tutor much the way they would appreciate the instructor.

4.2.2.2.2 Relay Race Partner or Tag Team Partner.

While the last role dealt with shared authority, this next role dealt with how the tutor would help ensure students understood the course's content. Sometimes, tutors (n=2) and instructors (n=5) described the partnership of giving students the knowledge as being like relay race partners, while some instructors (n=2) and tutors (n=1) described the content sharing as more of being like a tag team partnership

One instructor described this phenom perfectly. Ben (I), a graduate teaching associate early in the program, had changing perceptions of the tutor's role throughout his time with the program. With his first tutor, he took more time to learn how the program works and how he could best use the tutor in his classroom. With his next tutor, he felt he had more knowledge about using the tutor because he had gained experience from the first time with a tutor. Ben (I) describes this change below:

Ben (I): In terms of communication, I guess the first time I did this with Anita (T), I guess our communication was kind of like a relay race. Essentially, I would teach the students and then hand them off to her with some instruction about what we were doing and then what she could possibly cover. And then she would send them back to me, and we would do it all over again. But now, with Michael (T), this is I know more about the program, about how it works, and how what I can use them for. It's why I went from a relay race to like a tag team wrestling match so I can tell him, OK, we're doing this, this, and this, and I could you do this as well or emphasize these points and maybe throw something new at them. And then I can also ask him about his teaching strategies and then possibly implement them in the class as well. And he can ask me about my strategies and possibly re-emphasize as well.

Ben (I) noticed at first that in his first relationship with the tutor, he saw her as a relay race partner, one where he could pass off instruction so that they could continue to reiterate the same thing. He had all the control and selection in the process. In his next partnership, he saw him as a tag team wrestling match partner. In tag team wrestling matches, each partner communicated what they were doing with one another, and they both worked together. One partner was not just pulling the strings. Ben's (I) perception of the tutor evolved past someone who could reiterate content but could add to the instruction by providing ideas and critique to the instructor.

There are instances in this program where both roles were needed. There are instances where students needed the content repeated and reinforced to be successful.

Max (T), from the seventh semester, described the relay race role in this way:

Max (T): Yeah, I like... Well, so [the instructor] has his lesson, and he goes through it. But...not that he doesn't give a good description of what he's talking about. He does do a very good job with what what he's trying to explain or what he's explaining. But a lot of times there's a few students in the class that don't get everything, and he has to move on with the lesson. While some people might need to sit and, you know, really look at it more. And that's what a workshop is a good thing for to really just sit and focus on what we went over in class and just get a different little like an extra little mini-lesson of what we might have.

Max (T) and other tutors recognized that students may need additional time to process material learned from class. Writers do not learn to write at the same pace, so it would make sense that some students need repetition for the content to stick. The relay race role was essential then, but the tag team role allowed the tutor to collaborate more with the instructor. The tag team role was one the tutor took on when they felt more confident in their abilities to understand what students need. They also fulfilled that role when the instructor allowed them to do so through the instructor's acceptance of any critique or guidance that the tutors may have.

4.2.2.2.3 Participant in Classroom Discussion.

Some roles of the tutor were to enhance the content and learning of the students. This next role, a participant in classroom discussion, was one that the tutor played to enhance students' learning and engagement in the classroom. Instructors (n=3) and tutors (n=5) described one of the tutor's roles as being an active and engaged participant in classroom discussion when needed. This role was straightforward. During this role, the

tutor spoke up and engaged in discussion. Ideally, they did not dominate the conversation but instead provided perspective. In some cases, tutors spoke up when students were reticent about a topic to make them feel more comfortable responding. In some classroom observations, the researcher observed instructors even specifically calling tutors by name during discussions. Sometimes, this was done to guide the conversation in a certain direction.

4.2.2.2.4 Classroom Assistant.

Along with assisting in classroom knowledge sharing, the tutors also fulfilled some basic administrative duties in the classroom to better help with the flow of the class. Instructors (n= 2) and tutors (n=5) described the role of a tutor as being a classroom assistant. This role has some occasional duties and tasks related to it. For one, the tutors were allowed to take attendance, which took some classroom management-related pressure off the instructor. In other instances, tutors wrote on the whiteboard for the instructor or passed out handouts or other resources to students.

4.2.2.2.5 Corrector of Academic Behavior.

A tutor's role extended beyond assisting an instructor in the day-to-day classroom duties. Instructors (n=3) and tutors (n=6) perceived some of their roles as correcting students for academic misbehavior. The corrector role was one in which the tutors actively monitor students' behavior and intervene in some way to fix it.

The corrector role was one in which the tutors actively monitored students' behavior. Huey (I) described it as being akin to a classroom monitor. An instructor cannot

possibly catch and correct every misbehavior. Still, the tutor acted as an extra set of eyes and ears to help monitor and reduce distractions due to students' misbehavior. These corrections looked like the tutors reminding students to focus on the lecture rather than having another conversation with the student or reminding students to get off their cell phones. Sometimes, the tutors would act to call out poor behavior or work in class. Alice (I), an instructor who worked in the program every semester of this study, described a time when Joe (T), a tutor she had been paired with multiple times, called out her students on their lack of attendance at workshops:

Alice (I): Joe (T) is saying like, and according to most of them, are showing up. It's like the odd few that are just they have he hasn't seen and like it in two different occasions. He shamed them and was like, I don't recognize some of your faces, so you need to be coming. And then yesterday, I had our assignments pulled up to show them how to submit something and mandatory tutoring was at the bottom. He's like, some of you should pay attention to that bottom line. And I was like, thank you for doing that for me because now I don't even have to worry about it.

In this instance, Joe (T) reminded students that their attendance at tutoring workshops was a mandatory component of their grades. Calling students out like this was a light-hearted method of correcting the behavior. Alice (I) reported that if she had done the same, the reminder might not have been taken as seriously or would be perceived as nagging. Joe's (T) attempt to lightly shame the students had more of an effect than other corrective behaviors might have.

Hera (T), a tutor who worked in the first two semesters of the program, also described how their correction was taken more seriously than their instructors. The feedback about their behavior was better received coming from a tutor rather than the instructor:

Hera (T): I feel like they trust me when I say things like, I'm not just this like old person who doesn't get it. So like when I say things like, you know, you should really make a schedule like, you know, you should have your topic picked by this time. They they receive that in a way that's different than if someone who wasn't their peer said it. S,o like, I think they. I don't know if they do it, but I think they take the suggestion more seriously.

While Hera (T) and other tutors could gently correct students, some took a much stricter disciplinarian role. In some cases, having the tutor be a disciplinarian may not have been requested directly by the instructor. For example, Jack (T), a tutor from Semester 6, would frequently get up in class during activities to correct cell phone usage or get students back on track. Tiana (I), the instructor paired with Jack (T), mentioned in her interview that while she may not have asked him to do that, she appreciated him doing that given that their class had several discipline problems that were too hard to handle on her own. Jane (I) also mentioned that Mirabel (T) had no qualms about calling students out when they were not behaving in class, and she did not seem to have a problem using her authority in this way.

4.2.2.2.6 Modeler of Academic Behavior.

The corrector role was vital in fixing behaviors, but the modeler role was there as an example of what students should be doing in class. Instructors (n=7) and tutors (n= 5) described the role of a tutor as being a modeler of good academic behavior. This modeling could look like the tutors paying attention in class, taking notes on the lecture, respectfully communicating with the instructor, and staying off their electronic devices to demonstrate their engagement. The role was one in which the tutor demonstrated what it meant to be a good student. Later in the study, the researcher will discuss how the

perception of a modeler sometimes impacted the authority or perceived authority they had in working with certain instructors.

4.2.3 Negotiated Roles

So far, this section has described how participants characterized the roles of instructors and tutors. One factor not mentioned thus far has been what parts of the roles each other got to choose. When the tutors and instructors worked together, they could decide about parts of their roles and negotiate with the partner they communicated with. These negotiated roles included:

- methods of communication (how the instructor and tutor stayed in touch, whether in-person or through other means).
- workshop content (some instructors would provide suggestions on what should be done in workshops based on the course schedule).
- what the tutor did or was allowed to do in the classroom was negotiated by the pairing (taking attendance, participating in class discussions and activities, etc.).

Each pairing had its approach to figuring out how they would work together. Most talked before the semester started to lay down some of these negotiated roles, while others developed these roles as the semester went on.

All dyads were able to negotiate methods of communication with one another (n=39), with most deciding to stay in contact before/after class, through email or texting. All tutors were able to select their workshop content (n=39), but some instructors (n=2) expressed concern that they did not always have insight into what was going on.

While tutors and instructors were trained that they could work together to negotiate communication and workshop content, the role in the classroom was the part that, in some cases, was non-negotiable for some teachers. The results showed that in some pairings, tutors had the flexibility to play an active role in the classroom (n=29). Others, however, weren't given that opportunity as their role was dictated to them by the instructor (n=10). More details about these tensions will be discussed later on in this chapter.

Overall, the roles that tutors held proved to be multifaceted. Tutors had to balance using their roles to jointly support both the students in the class and the instructor. The way that tutors and instructors perceived the role of the tutors differed and brought some challenges that will be more thoroughly discussed later in this study.

4.3 What Relationship Patterns are Presented in these Partnerships?

The previous section discussed tutors' and instructors' roles when they worked with this program through examples and perceptions of those roles. Not only do these partnerships need to establish clear roles to succeed in embedded tutoring programs, but they also need to have good working relationships with their partners. The following section will discuss how these relationship patterns were presented in the partnerships studied.

4.3.1 Giving and Withholding Authority

A relationship pattern presented in the partnerships studied involved the question of who held what authority in the partnership. Some authority was already established

due to the program requirements (for example, instructors graded while tutors were not allowed to grade). But in other cases, instructors freely granted authority to tutors (n=13) while others restricted it (n=4). And in some instances, tutors took on more authority than they were granted (n=2). This relationship pattern will be discussed more thoroughly below.

4.3.1.1 Freely-Given Authority

Some instructors in the program gave their tutors a lot of authority. When instructors freely gave authority, tutors would circulate during group activities and provide feedback without having the instructor's direct oversight. They were granted the ability to plan their group workshop content with direction from their instructor. This given authority also meant that the instructor respected their presence and valued their input in the classroom. In some cases, the instructor thought carefully about how they presented their tutor's authority to their students, meaning they wanted the students to clearly understand that the tutor should be respected just as the instructor was.

This given authority was especially true of Anastasia (I) in her work with Hera (T). In Semester 1, Anastasia (I) purposely had Hera (T) sit at the front of the classroom at a desk facing the students so that students would see her as an authority figure since Hera (T) was already so quiet and shy. Because she presented Hera (T) this way, the students seemed to respect Hera's (T) authority more in the classroom. Placing students in front of the students allowed the tutors to be seen as a source of authority. Alice (I) also put her tutors in the front of the classroom. She wanted her students to understand

that her tutor was an authority figure inside and outside the classroom. Other tutors were given opportunities to actively play a role in the classroom, helping with writing or moderating small-group classroom activities. Hera (T) was even allowed to decide which groups won an in-class debate during a class activity. Giving them authority allowed the tutors to practice being a teacher without actually being in charge of a classroom.

Tutors in relationships with instructors who gave them authority had the flexibility to support student success in various ways. They were also given opportunities to learn and grow professional skills they would need in their future careers. While some tutors were willingly given that authority and were allowed to play an engaging role in the classroom, other tutors were not given the same opportunity.

4.3.1.2 Restricted Authority

Some instructors were not as willing to let tutors have any control and vastly held tight to their authority in the classroom. Often, tutors who were not given authority were restricted from interacting with students. Tutors with little authority did not feel comfortable providing direct feedback to the students. They were often questioned about their small-group workshop plans by their instructor. Their role in the class usually seemed akin to a classroom assistant. When their authority was restricted, tutors were not given many opportunities to practice an apprenticeship as a teacher. In many cases, they took roll and modeled good academic behavior, but they were restricted from doing too much else.

One example of an instructor who restricted authority was Alana (I). Alana (I) frequently saw challenges to her authority and would dictate what the tutors could and

could not do in their classroom. With each pairing, she communicated her expectations of their role rather than allowing the tutors to have some input. Alana's (I) tutors, Felix (T) and Mabel (T), in Semester 2, expressed an interest in playing more of a role of a co-teacher. They wanted to be involved and used in class as a resource rather than merely as an assistant. Mabel (T) stated in early interviews that she was more useful before the teacher arrived at class. Although the tutors wanted to be involved, Alana (I) seemed hesitant to give them more authority. She saw the tutor's role as more of a modeler of academic behavior. She did not collaborate with her tutors regarding their involvement in the classroom. Many tutors whose authority was restricted felt this lack of collaboration as well.

Overall, some tutors were not as involved in class discussions and activities or were unable to help students during writing in class. In contrast, other tutors were designated to model good academic behavior and just sit and take notes in class. This lack of authority did lead to some frustration on behalf of the tutors. The tutors who had more authority reported many opportunities for learning and growth and reported much more positive relationships with their students because of it.

4.3.1.3 Taking More Authority than Granted

While in some cases the instructor dictated what authority tutors had, there were a few instances where tutors overstepped the authority the instructor granted them. An excellent example is Louisa (T) and Roxanne's (I) relationship. Roxanne (I), a graduate teaching associate, was paired with Louisa (T), a dual degree student in philosophy and English. Because of her expertise in both disciplines, Louisa (T) sometimes had difficulty

connecting and relating to her students because she was more advanced than them. Along with her inability to connect with her students, Louisa (T) sometimes overstepped Roxanne's (I) authority in class. One of the first ways she seemed to overstep her authority was by monitoring cell phone usage in class. Roxanne (I) appeared to have a lax cell phone policy, but Louisa (T) monitored cell phone use more frequently than she did:

Louisa (T): And so like, Roxanne (I) doesn't want to, like, address it as much as I do. So I just like kind death stare at kids that are just, you know, until they stop.

Here, by providing discipline that the instructor was not applying, she may have communicated to the students that she had more authority than she had. This overstepping of authority came out in other ways as well.

In her interview, Roxanne (I) mentioned several instances where Louisa (T) would give out incorrect information to students about upcoming assignments or the quality of their writing. She gave this example, in particular, to show Louisa (T) doing this:

Roxanne (I): Like one of my best students came to be worried because she took a paper route, and we came up with an issue together, and it took her a while to find one. And I guess Louisa (T) didn't think it was a worthy issue or something. So, she was really scared, and I was like, you should just go with it. There were some approaches that were different, I think, or yeah, I think it would have helped if and Louisa (T) was so independent that I didn't have to talk to her all the time because she just did everything and sent me the attendance and stuff. So, we weren't talking all the time. So there's communication stuff like that too, where she didn't have the prompt before they did. And so, like, she was just answering questions how she felt she should have answered them. It just ended up being kind of conflicting answers

Louisa (T) was giving students anxiety by telling them their paper ideas weren't good enough for the assignment. She assumed this because she was on a higher level than the other students who perceived the topics to be low quality when they would usually be

perfectly acceptable to a freshman writer. Not only did she steer students wrong on their papers, but Louisa (T) would often try to talk about upcoming class assignments way before they were assigned. Roxanne (I) mentioned that her only real challenge was:

Roxanne (I): I had a few students come and say like they would go to her and ask the question about what does a thesis look like for this paper, like before we had started the unit, and then sometimes they were given information that didn't help

them with the prompt that they hadn't gotten yet. So, it was a lack of, like... She had too much authority at that point. I felt like she should have just said, "I don't know."

Louisa (T) was overstepping the instructor by providing students with the information they didn't need now, which caused some confusion. In the end, Roxanne (I) had this to say about why Louisa's (T) experience was at times challenging to navigate:

Roxanne (I): Last spring, [my tutor] who was a senior, and she was like a really good student. Like she wasn't even a double major. She was like a dual degree in philosophy and English, and she was like applying to Ph.D. programs and stuff, and she did everything correctly. But she was very intense to where I'm not sure that the students could ever really... they were scared of her. I think I was a little scared of her, but she was just very kind of tunnel vision, like sometimes in class, she might be doing her homework because she was capable of doing two things. And yeah, I think that she kind of got overwhelmed with her own like life things at the end, and not that she ever miss anything she's supposed to do, but it's wasn't a hundred percent there.

Louisa (T) seemed to have difficulty getting down on her student's level due to her clear intelligence and intimidating demeanor. She was also highly focused on getting into Ph.D. programs, and her focus did not seem to be on the tutoring job. Because of these challenges, Roxanne (I) decided to approach future partnerships differently. Her approach to other partnerships will be discussed later on in this study.

In this study, a clear relationship pattern related to authority emerged. Tutors were either granted authority, had authority restricted, or took their own authority from

instructors without permission. Other relationship patterns also emerged in this study, including the trust between the instructor and the tutor.

4.3.2. Trust and Distrust

In this study, another relationship pattern was that of trust and distrust. Some pairings of instructors and tutors trusted one another. They frequently communicated about what was happening inside and outside the classroom. They supported each other's efforts and did not seem to question what the other party was doing. Some partnerships, however, were not as trusting.

In some pairings, the instructors and tutors did not trust one another. Both tutor and instructor alike questioned what the other party was doing. They also seemed to lack clear communication, which seemed to stifle the little trust they had. In some instances, the lack of trust was related to the tutor's authority. Instructors, in this case, did not see the tutors' role as instrumental in students' success in their classes. The instructors that had the most conflicts with their tutors had the most trouble letting go of their authority, preventing the tutor from fulfilling their role and being respected in the classroom. In these relationships, the roles were not established between the instructor and tutor, and they spent most of their time and energy trying to figure out what the other one was doing rather than just working together.

One part of trust was mentioned when instructors discussed how tutors selected and prepared lessons for the small-group workshops. In most pairings (n=14), the instructors seemed to trust what the tutor did in small-group workshops. A minority of instructors (n=3) said they did not trust what the tutor did in workshops.

Alana (I), an instructor who was a part of the program for five semesters, frequently mentioned in interviews that she wanted more insight into what was going on in workshops. Another instructor, Sarah (I), a graduate teaching assistant, also made it clear that she felt that Joe (T) was not being direct enough regarding what was going on in workshops. Sarah's (I) interest in knowing more was related to ensuring the workshop content aligned with her course content. Rita (I), an instructor from Semester 3, also expressed concern that "it feels a little weird to me to have this component that happens like in the shadows that I don't see at all." Instructors then seemed to be wary of what was going on in workshops because they had no control over developing them or designing the content.

4.3.2.1 Distrust Due to Perceived Lack of Knowledge in Writing

Distrust not only occurred because of a lack of control over the tutors. In some cases, the instructor distrusted the tutor because of their lack of writing-related skills. This distrust was especially true in Alana (I) and Felix's (T) relationship. Alana (I) expressed that she did not trust what Felix (T) was doing in group workshops. She said that "I don't know. I really kind of wish I could have seen what was going on in workshops." Part of this distrust could have also been because Felix (T) was not an English major. She had an interesting perspective on who should be selected for this role:

Alana (I): I know that we can't, you know, be so picky as to only pick only English majors because we might not have that many people who have, you know, who are getting a degree in English, but I just noticed that they're just much more interested in the material, and they have a better handle on how to actually instruct students in writing versus a science major who maybe struggled in English and isn't their forte.

Felix (T) was a biology major who showed great promise in upper-level writing courses. Part of the reason he was selected for the role was his writing expertise and the lack of English majors available that semester to work in the classroom. Even though the coordinators found him acceptable to do the job, Alana (I) seemed to get stuck on the fact he was not an English major, bringing up this fact in several interviews. She perceived him as incapable of tutoring in English because he didn't have background knowledge of the topic. Her distrust of him made her question whether he fit the role well. While Alana (I) had a more direct reason to distrust Felix's (T) knowledge base due to his lack of English background, other instructors expressed that their tutors may not have the knowledge needed to provide feedback to students successfully. For example, Joe (T) and Sarah (I) were paired together in Semester 3, and Sarah (I) continually questioned whether or not Joe (T) was giving good advice to the students, causing tension between the two. Distrust then caused significant tensions between some instructor and tutor pairings as well.

4.3.2.2. Personality Clashes

Another reason for a sense of distrust was also due to the differing personalities of some instructors and tutors. A perfect example of this came in Semester 3 when Alana (I) was paired with Evangeline (T). She was concerned about how Evangeline (T) approached her relationship with the students:

Alana (I): I had a little bit of, I think, personality conflicts. I think our tutor was lovely and enthusiastic, but I think a few students felt that she was overenthusiastic or treated them kind of like children.

Evangeline's (T) bubbly personality did not mesh well with Alana's (I) straight-laced one, and Alana (I) seemed to think that her personality may not have been ideal for her students. Alana (I) later on in the interview went on to explain that her tutor's personality did not align with her teaching persona, and she felt that it had an impact on how the students viewed their tutor:

Alana (I): Well, I mean, I think that Evangeline's (T) strength is her enthusiasm. I think she's incredibly enthusiastic, and she's incredibly approachable. I also think that on the flip side, she can come across as condescending and, you know, mothering and overfamiliar... I do want to add that she said "I love you and make good choices" at the end of every class, so that was the two things that she said, which I think came across and that I think that was what was responsible for coming across as being mothering

Evangeline (T) came across as a mother to her students rather than a peer, which seemed inappropriate to Alana (I). Alana (I) did not trust what Evangeline (T) was doing to engage with her students, feeling skeptical and critical. While Evangeline's (T) quirks could have been seen as condescending, there was another rational explanation.

Part of Evangeline's (T) mothering personality quirks could have been that she was juggling between observing and teaching in a middle school classroom while also tutoring college students. Her constant switching back and forth may have been challenging for her to navigate communicating effectively with different audiences, especially if she was working with both audiences during a single day which in many cases she was. However, Alana (I) did not seem to have any sympathy and expressed concern that we should even pick tutors who were teaching at the same time as being an embedded tutor in the first place. If Alana (I) had trusted Evangeline (T), she would have felt more comfortable expressing her concerns about her behavior and conversing with

her about strategies to correct it. However, her lack of trust prevented her from doing this. This might be because she didn't perceive Evangeline (T) to have the same kind of authority that she did.

Alana (I) didn't seem to do much to intervene on this and even admitted in the interview that Evangeline's (T) mothering traits or habits never got solved. This example shows a continued pattern of Alana (I) letting problems fester, not dealing with them in a way that would foster a good relationship. Alana (I)'s relationship problems with her tutors will be discussed at length in this study.

Trust and distrust, then, played a significant role in the relationships studied. The trust or lack of trust impacted how both perceived each other's roles in the program. If the instructor or the tutor did not trust what the other party was doing, this lack of trust caused significant conflict and tension between the instructors and tutors.

4.4 How are Professional and Interpersonal Relationships between the Instructors and Tutors Presented in those Roles?

So far, this study has described the unique roles instructors and tutors take on in embedded tutoring partnerships. It also described some interesting patterns of relationships that form between instructors and tutors. The following section will describe how professional and interpersonal relationships between instructors and tutors are presented in those roles.

4.4.1. Authority

One relationship pattern presented between the instructors and tutors dealt with how the pair handled sharing authority. As discussed earlier, some power was freely

shared while some instructors hoarded their power. Sometimes, tutors did not appreciate being restricted. Part of the clashes in authority between instructors and tutors may have been related to how the instructors viewed a tutor's role. For example, if instructors thought of their tutor as more of a co-teacher, they gave their tutor more authority. If they viewed the tutor as a classroom assistant, then their tutor's authority was severely restricted.

This difference in role perception started at the beginning of the study. In Alana's (I) first semester, she had two tutors in one section each, Mabel (T) and Felix (T). The relationship started rocky for both of her tutors. Mabel (T) mentioned early on that:

Mabel (T): I think there's a bit of a disconnect. Like it seems like, especially at first, it was like the expectations of the instructor had were of us were different than the expectations [the coordinators] had of us.... But I don't know. I think we're working out the kinks a little better now that we have the ball rolling.

Alana (I) may have had a different view of what the tutors' role in the classroom was than the tutors did. Although Alana (I) was introduced to the program's expectations, she may have set a different precedent for her tutors than they understood of their roles. Mabel (T) and Felix (T) were expecting to play a more active role in the classroom, while Alana (I) expected her tutors to model good academic behavior.

One complication of the relationship was that Mabel (T) and Felix (T) reported that Alana (I) did not understand that they wouldn't be in the classroom daily and seemed frustrated by that fact. In her view, how could she expect them to be a good model of academic behavior when they were not present the entire time? When the tutors were in the classroom, however, they reported that they were not used much. They mentioned

that Alana's (I) classes were heavily lecture-based, so there were not a lot of opportunities for them to participate. Mabel (T) noted that:

Mabel (T): I feel like I'm most useful...in the classroom, that is, at the very beginning of class, when they, like before Miss Alana has shown up, they like ask me all of these questions.

So, the tutors seem to think their presence is positive outside of class, getting more engagement, not even during normal classroom time. This precedent was set for many tutors paired with Alana (I) to come.

During that semester, Alana (I) compared Felix's (T) role as a tutor to Mabel's (T) role. Mabel (T) was attempting to be more actively involved in the class.

Alana (I): During peer review... Mabel (T) would stand up and start circulating around the room and during group work. Actually, you know, we do a lot of group work, whereas Felix (T) would wait until I directed him. And, you know, and then he would do it. But I feel like there was still just wanting him to take the initiative.

Mabel (T) was fulfilling the role that Alana (I) had expected of her while Felix (T) was not, but this may have been because Felix (T) didn't feel comfortable circulating or didn't feel invited to by Alana (I) until she directly said she wanted it. Either way, this issue was never fixed, as neither party discussed the lack of active engagement with one other.

Alana's (I) view of the role of tutor as a model of academic behavior carried on into her relationship with others. With her first three tutor pairings, Alana (I) reported a similar phenomenon with how the tutors worked in the classroom.

Alana (I): I have had every single one of my tutors has done their own work in class, even though, like at the beginning of the class, I've said, you need to be modeling right the student behavior that we expect from students. And so every one of them either reads during class or, you know, does other stuff, which I've I mean, I think that I've done what I could and kind of like nudging them and subtly telling them that that's not what I expect.

It's clear here that Alana (I) expected that the tutors should not be doing their homework in class. However, all the tutors she had been paired with up until that point felt comfortable doing so. She mentioned that she "subtly" told them about her expectations for good academic behavior, but she did not directly correct the behavior when she noticed it. This lack of direct intervention shows that she attempted to set a boundary with her tutors as far as she expected but did not uphold it with them when she saw them cross that boundary. She may have resented her tutors for not following the expectations she had set for them.

Overall, because the tutors and Alana (I) had differing views of their roles, they had difficulty understanding one another's work. This difficulty was more complicated because Alana (I) did not do much to correct those behaviors. Many of her tutors expressed wanting to get more involved in class, but Alana (I) had a different understanding of the tutor's role. Her misunderstanding led to conflicts between her and her tutors. Both parties felt like one was not holding up their end of the bargain.

Additionally, Alana (I) saw her tutors not as students that are still learning but as employees. She reported a problem with Felix (T) where he waited a few minutes before class to tell her that he would not be there. Alana (I) said:

Alana (I): I feel like he or sometimes [tutors] view the instructor as not his boss, that he's not working for me. But I think that I could have been afforded the same sort of communication that he communicated with other people.

While Alana (I) is right that Felix (T) could have communicated this information to Alana (I) better, her response to Felix (T) implies that she thought of their relationship as more transactional, kind of like he was her employee. He was not completing his work

like he should have been. This characterization of the tutor as an employee would continue to carry through in the other relationships she formed with tutors. Her perception of their role as an employee in her classroom certainly impacted how she interacted with them, which often affected her tutors and her forming a collaborative partnership.

Another example of this came into play when Joe (T) told interviewers that he'd also like to play a more active role when he was paired with Vanessa (I) in the program's second semester. Hera (T) expressed the same with Charlotte (I). The tutors expressed a desire to be involved during classroom sessions, and some instructors were willing to give them the space to do this. Vanessa (I) and Charlotte (I)'s lack of ability to involve tutors in classroom activities, however, was not because they saw the tutor's role as being more of an assistant. It was because they lacked the experience or know-how to involve them in class.

While these tutors all wanted to play a much more active role in the classroom, some tutors could be involved successfully. Those tutors paired with Lucy (I) seemed to have many opportunities to work with students and contribute to the class environment. Lucy (I) seemed to do an excellent job of integrating all her tutors into the classroom, allowing them to play an active role. This successful integration was because Lucy (I) saw her tutors as an extension of herself, a co-teacher in the classroom. Because she saw their role this way, she gave them much more authority and, thus, more responsibility during the class itself. This expansion of the tutor's opportunities allowed the tutor to

grow. However, in some instances, the tutor was limited in growth due to their restricted role in the classroom.

When the instructors limited their view of the tutor's role, this certainly deepened the issues present with authority. Some instructors, including Hannah (I), an instructor who worked in the last semester), seemed to think solely about their tutor as a good role model for the classroom. In other words, they did have their tutor playing much of an academic role in the classroom besides modeling what it means to be a good student in the class. Alana's interviews frequently showed that she was more engaged and interested in what they were doing inside class rather than outside. Her major critiques of the tutors came from when they were not demonstrating good academic behavior to their students. Since Hannah (I) didn't involve the tutor much in the classroom, this forced the tutor to have the sole role of a modeler of good academic behavior, not letting her interact and engage with students very much in the classroom.

Not only was a tutor's authority limited by the instructor's perception of the tutor's role, but sometimes the authority was limited by the instructor's lack of willingness to share their authority. Joe (T) experienced many struggles with working with instructors who all shared power differently. He described the seriousness of selecting the right instructors for the embedded tutoring program:

Joe (T): Another issue, and I think maybe this is a more serious one, is that I feel like sometimes, from my experiences and in some of other tutors' that I've spoken to experiences, I think some of the teachers that were selected to have a tutor in, sometimes it's not the most efficient thing. Sometimes there are teachers who...let's say have a strong sense of control and have a hard time, you know, either including the tutor or maybe not referencing the tutor or they're new to the program, they don't necessarily even understand it in its entirety themselves, or there is just kind of this even though you can try to communicate, you know, it's

hard to go into a certain teacher's room and be like, okay, well, I'm here to help you. And they feel like they may feel like, oh, I don't need your help. Even though they may not say it is, it kind of can come off that way.

Joe (T) here indicated that those instructors who had issues with letting go of their control of the classroom would have difficulty using a tutor in the classroom. This kind of instructor was not ideal because they felt their authority in the classroom was threatened by having a tutor present and running tutorials and small-group workshops. This perceived threat provided significant challenges for the tutors. For one, they did not get the opportunity to participate in cognitive apprenticeships because their role ended up being delegated to being a modeler of academic behavior. They also potentially did not get as much respect from the students because the instructor has set the tone that the instructor was the only authority figure in the classroom.

This tension was one that many of Alana's (I) tutors faced frequently. Almost all of her tutors wanted to be more involved in the classroom but felt their role was limited. She also had many unrealistic expectations for the tutors. Given that Alana (I) had many issues with the tutors she worked with, it seems like Alana (I) may not have been an ideal fit for the instructor role due to a lack of buying into her role as a mentor or seeing the tutors as imperfect learners. She expected tutors to be perfect professionals whose sole dedication was to this role. She failed to recognize that the tutors have other responsibilities, such as working toward their degrees or completing teaching observations.

Overall, how much authority the instructors granted their tutors varied among the instructor/tutor pairings. In some cases, the tutors had little authority; in others, they overstepped their authority.

4.4.1.1 When a Tutor Oversteps their Authority

As mentioned previously, sometimes, tutors superseded the authority given to them by their instructors. Louisa (T) did this by repeatedly being stricter with students than Roxanne (I) was. This overstepping of authority was because there was a difference in how Roxanne (I) and Louisa (T) viewed the tutor's role. Roxanne (I) viewed the tutor as a support system, while Louisa (T) saw herself as a disciplinarian. Roxanne (I) reported that the corrector role Louisa (T) took on seemed to impact the way she related to the students.

Roxanne (I): Especially when it comes to academic work, [Louisa (T)] has no sympathy for their freshmen-like tendencies.

Louisa (T) then saw her role as correcting wrong behavior rather than relating to her students. As we know from previous research, part of what made these programs so successful was that the students have a peer there to act as an encourager and helper and to coach them through difficult situations when it came to their academic work (Henry et al., 2011; Nora & Crisp, 2007-2008). Louisa's (T) perceived role also impacted Roxanne's (I) relationship with the students.

As a graduate teaching associate, Roxanne (I) was only working with two sections of Composition I: one with a tutor in it and one without a tutor. At the beginning of the semester, she noticed a difference in how the classes viewed her authority. Roxanne (I) reported that she:

Roxanne (I): I felt that I was much more connected with my second class than with my embedded tutor class Number one, the students were different, but also, they would ask Louisa (T) more questions before they would ask me because there was like an intermediary. So I think also she's a little bit stricter than I am. So, it changed the tone of the class, her being there, and [she] had to sit at the front because the room has about 12 chairs in it. So they kind of put her up there with me. And then, however, she dealt with them outside of class, and they were looking at me the same way I feel like. And so I had a different relationship with that class than my non-[tutor] class.

Because Louisa (T) saw her role as more of a disciplinarian, they saw Louisa (T) as the authority to go to when she needed help. It did not help that she was also sitting in the front of the classroom with the teacher. Her location seemed to tell students that Louisa (T) had more authority than she actually had.

The tutor's location in the classroom was primarily dictated by the instructor's say-so or the resources present in the classroom. While that worked successfully for Anastasia (I) and Hera (T)'s pairing, Roxanne (I) had no choice but to put Louisa (T) up in the front due to the structure of the classroom. There was no room for Louisa (T) to sit with the students in their classroom. Roxanne (I) thought that may have been why some students perceived Louisa (T) had more authority than she had.

Louisa (T) already had a more disciplinarian approach to her role given how she handled cell phone usage in class with the students, so being put in place in front of the classroom may have solidified students' perceptions of her authority. Louisa's (T) classroom location also sometimes served as a distraction:

Roxanne (I): And sometimes they were getting distracted by her. Sometimes if we did, we did a peer review. And if you ask me a question on this side of the room, they can hear it on the other side of the room because Louisa (T) talks really loudly. And so they're almost getting distracted when Louisa (T) is helping someone

Louisa's (T) interactions with students drew the students' attention. They were focused on her rather than on Roxanne (I). In this instance, placing Louisa (T) in the classroom may have deepened the conflicts in authority between Roxanne (I) and Louisa (T).

Overall, Louisa (T) may have perceived she had more authority than she did, and this may be because she took the corrector role of a tutor too seriously. When the tutors and instructors were not on the same page regarding understanding the tutor's role, tensions arose between the partners.

4.4.1.2 Split between Instructors

This confusion regarding the tutor's role also showed up in another phenomenon in the study. The instructor/tutor relationships were impacted by outside sources, like how the tutors were assigned to the various sections. Sometimes because of the complexities of matching tutors with the available composition sections, some tutors could not work with just one instructor. Instead, they worked with multiple instructors in a semester. Typically, this would look like a coordinator assigning a tutor to one section with one instructor and another section with a different instructor. On several occasions, this caused a lot of distress to the tutors trying to balance the demands of multiple instructors. In these instances, the distress was due to the constant shifting of their authority from one instructor to another.

4.4.1.2.1 Working with Instructors with Different Competency Levels.

One example of the challenges of pairing tutors with multiple instructors was presented early in the study. In Semester 2, Meg (T) was paired with two different instructors, Alice (I) and Charlotte (I). Charlotte (I) was unfortunately about to lose her

job due to the developmental studies department closing, and she was also having a tough time personally with some family issues. In Meg (T)'s interviews, it was clear that Meg (T) could tell the difference in her instructors' teaching quality. The difference in quality affected how she saw authority in the classroom, and she suspected that it impacted student success:

Meg (T): I feel like the students in Alice's (I) are a lot more interactive than the students in [Charlotte's (I)]. They also just kind of don't look at me. And then they were just kind of over it...I thought the program was very effective for Alice (I)'s section of students. I think for the Charlotte (I) section of students, it was less effective primarily because they weren't. Or they just weren't attending, or they weren't paying attention when they did attend. So I think that part of the problem was [that Alice (I) was] able to outline the requirements much more effectively than I think [Charlotte (I)] was because she wasn't directly involved with the program as well as her students already had more difficulty with the subject. And so there were, I think they felt less inclined to pay attention because they had kind of given up on it already.

Meg (T) reported that Alice (I)'s students seemed more engaged with tutoring and were more successful than Charlotte's (I). She also noted that Charlotte (I) then was not as invested in the program. The lack of investment was because she would be let go at the end of the academic year. It is no wonder that her buy-in was not there.

Another tutor who struggled with the split was Joe (T), one of the original tutors. When he was at first asked about his relationship with his new instructor in Semester 2, Vanessa (I), he remained reticent. His quietness was abnormal as Joe (T) would talk at length about his experiences, but for him to not say anything about this new instructor was pretty telling. He eventually spoke about the differences between the two delicately:

Joe (T): With Alice (I), I think that it's it was really like such a difference. I've never seen two different teachers in my life. Where Alice's (I) class was just so like...literally, I had to ask her if it was rehearsed because it seems like at the end of each class in the exact same time every day. And it was always when every bit

of information was said, you know exactly what was going. You had your grades back on time and everything. And then you had Vanessa (I), where no grades were given to the very, very, very end of the semester.

Joe (T) seemed to notice that one of his instructors, the one he had already formed a relationship with, had structured her course very well, whereas the other didn't seem to have the same structure. He felt this affected his work and the student's success. Joe (T) went on to say that he enjoyed working with both and that he got along with everyone. But he did mention that he felt more involved in Alice's (I) class than Vanessa's (I).

Managing two teachers' classes was hard for Joe (T) and other tutors like him to keep straight. While the practical side of being split between instructors was challenging, interpersonal elements between instructors were a significant factor in how Joe (T) navigated future semesters when he was split yet again. Part of that challenge was because Joe (T) became a graduate student and became paired with other graduate students acting as instructors. The following section will describe some of the significant challenges in authority Joe (T) faced in working with fellow graduate students.

4.4.1.2.2 The Complications of Pairing Graduate Instructors with Graduate Tutors.

In Round 3, Joe (T) had once again been split between instructors. He was paired with fellow graduate students Sarah (I) and Daisy (I) in this instance. Sarah (I) and Daisy (I) were both graduate teaching associates teaching their composition courses. Joe (T), Sarah (I), and Daisy (I) were all in the same graduate program, and the semester they worked together, they took the same graduate course. They were also vying to continue to

teach Comp I in the fall, with Sarah (I) and Daisy (I) teaching again and Joe (T) teaching for the first time, moving from tutoring to teaching undergraduates. These instructors and tutor had more familiarity with each other than the typical pairings between instructors and tutors thus far in the program. This familiarity often seemed to create tension in their work together.

At the beginning of the semester, Daisy (I) had expressed that she and Joe (T) were already friends, and Joe (T) also expressed the same already existing friendship with Daisy (I). Daisy (I) and Joe's (T) relationship throughout the semester seemed to be positive. Daisy (I) reported allowing Joe (T) to lead the class occasionally and completely trusted what he was doing in workshops. She said that she could see huge improvements in student work after her students had worked with him on their papers.

While his relationship with Daisy (I) was outstanding, his relationship with Sarah (I) differed significantly. While Sarah (I) wasn't already friends with Joe (T) like Daisy (I) was, Sarah (I) expressed excitement that she was paired with someone who was so experienced in the program. At the first interview, she mentioned letting Joe (T) take the lead, considering his experience. However, toward the end of the semester, Sarah (I) described their relationship was:

Sarah (I): Sometimes...collaborative, and sometimes it can be competitive. So, we've had several students in my class who said, Well, Joe (T) told me this, and I'm saying, Well, I don't care what Joe (T) told you. I told you this, and this is what you need to do because I'm the one teaching you, and I'm the one grading your paper. And if you go to Joe (T) or the writing center, that's supposed to reinforce what I'm doing with you.

Here, she characterized her relationship with her tutor as being competitive. She told

students they should trust what she said over what the tutor said, potentially causing them not to trust the tutor's opinion and advice. This distrust continued to play a significant factor in their relationships when students would try to put the instructor and tutor against one another in a battle of who was right and who was wrong:

Sarah (I): You know, so there's that issue. And sometimes, it's an opportunity for them to try to play Joe (T) and I against each other. This one essay, I go back to Joe (T). This student said you told them that. Did you? And then Joe (T) would say, no, I told them this. Well, now I have two stories, but you're still getting a D. No matter how many stories you're still getting a D.

Sarah (I) received information that the students were getting incorrect information and feedback. This knowledge further caused her to distrust her tutor's work, which seemed to be the case throughout the semester.

Sarah (I) had an issue with students not understanding who was the teacher in the course based on the fact that she and Joe (T) were both graduate students. She stated that:

Sarah (I): I think part of that also is the fact that Joe (T) is a grad student and I'm a grad student, and that can cause confusion for students because now you have a grad student teaching and you have a grad student who's is a tutor, and you don't know who's in charge of this class. Well, I think they understand I'm in charge of class, but I think it took half a semester for them to figure that out. And so I think if you have in cases where you have an undergraduate, I don't think there's confusion or like when Joe (T) worked with [Alice (I)], there was no confusion about who [Alice (I)] was.

Students were confused about who to rely on for help, and Sarah (I) was overcorrecting by requiring them to come to her for every paper and believing what she had to say for every paper. One can only imagine the strain Joe (T) was going through to be successful in severely contrasting relationships. In one relationship, he was trusted to teach classes; in the other, he was not trusted to even provide advice to students without being corrected by his instructor. Joe (T) alluded to some of this strain in his interview:

Joe (T): OK, so one of my teachers, it comes out very light-hearted like they don't. They're not afraid of her, and they feel like they can come to her. And, you know, and they don't mind coming to me. But the other teacher, and even though I feel that she means well, sometimes the impression is not the best. And sometimes, it comes off as not the best. And even as someone who's not even taking the class and just sits in there, it can be kind of intimidating, off-putting. And so if that's me feeling that way, I can't imagine what the students are like. And then after that, when students actually come and express that to you, it's like, well, it puts you in an awkward situation because it's like, well, what can you do? Because I'm not going to indulge in complaining about the teacher because that's not the way to go about it. But I do understand where they're coming from. But then it's like, how do you go to the teacher and say, look, maybe you need to feel like they're not also getting a little out of place as well. So this, you know, awkward position. So I don't really... I don't think I've ever had that happen before.

Here, it's clear that Sarah (I) was intimidating to her students, and the students even mentioned this to Joe (T). Joe (T) was also here comparing how the instructors were different and how that changed his relationship with the students and the instructors.

Sarah (I) certainly did not grant Joe (T) the authority Joe (T) thought he was owed. This lack of authority may have been weighing on Joe (T) as well. He expressed some concern about his expertise not being trusted in his interview.

Joe (T): I feel like that because, at the end of the day, they are the teacher, and acknowledge them as a teacher and regardless. And I, I would think of it if it was me, I would still, I would expect a certain thing. So, I am there to say, like, if you need me for anything, I'm here. I was trying to be as flexible and as adaptive as possible, so it would never be partial. I sometimes think the class would go better if certain things were done a different way. But that's only because, you know, I've been doing this since it started, and some of the teachers, not just one of the ones I work with, are doing this for the first time when they have a tutor in their class. So, I feel that not trying to control or have a power struggle, but more so that, look, I've done this for a while, and I've seen what works for the most part and what doesn't. So, my input could be valuable

Joe (T) struggled to navigate the authority he had from his previous experience as a tutor while also being respectful of his new instructor's authority. Sarah (I) may have found his

experience a challenge to her authority. In the beginning, she expressed an urge to learn from his experience. However, as the semester went on, she did not see his input and work as valuable as hers.

Splitting tutors between instructors caused a lot of stress and anxiety and made the role of the tutor more challenging. However, if multiple tutors worked with the same instructor, they could create partnerships where they felt better supported (this will be examined more closely later on in this study). A big takeaway thus far is that pairing graduate student instructors with graduate student tutors may be less than ideal. This is because both parties are still trying to navigate their own authority in their field of study. Pairing them together might also lead to unfair competition that distracts from the important work of helping students succeed. While pairing grad students with grad students can prove challenging, making graduate student instructors is an excellent opportunity for new instructors of record to practice their teaching abilities while having a support system in place. Coordinators need to be extra careful when pairing instructors and tutors together and weigh potential authority issues before making final pairing choices.

4.4.1.2.3 Role Changes Due to Instructor Needs or Demands.

Another reason splitting tutors between instructors led to challenges in authority was that the tutors felt they had to constantly change and adapt based on the needs or demands of the instructor they were working with. In other words, one instructor could ask for their role to look one way, while the other instructor they were paired with required them to play another role. Sometimes, this role switching between instructors

meant that the tutor took on more work in their roles than they would for another section.

Meg (T) experienced this in her work with Charlotte (I). Meg (T) saw that Charlotte's (I) attitude toward the students impacted their success throughout the rest of the semester.

Meg (T) reported that:

Meg (T): I think that Miss Charlotte (I) is a really good teacher, but she expressed to me in a couple of different ways that she also felt a bit fatalistic about the class. And so I don't know. I don't know that she graded very easily because I know that that would have disheartened students as well. But it also, I think, ended up leaving out some things where they didn't notice they had problems because they did like the very basic things, and so that was all she was requiring for the first three essays...and they never got above like three pages long.

Charlotte's (I) attitude toward the class was not overly positive. She was also not challenging her students as much as they could have been. Overall, the students in Charlotte's (I) class struggled with more basic writing concerns than Alice (I)'s, which complicated how she could plan her workshops. Meg (T) said that designing workshops for Charlotte's (I) section involved much more careful thought:

Meg (T): I definitely did more review with [Charlotte's (I) students] than with Alice (I)'s section. At first, I thought that the workshops were going to be basically the same every week for both sections. And it didn't end up that way. I think that they needed more group essay help a whole lot than Alice's (I) section did because Alice's (I) section would come into my during office hours, and there's generally not. And also, like they have so many questions about the essay they do not want to listen about the grammar stuff because they were too worried about like hitting this one-page essay length. So, I spent a lot more time doing things with them that I felt could have been done or should have been done in class. A lot of the time, they didn't have class. Ms. Charlotte's (I) sister was very sick, but a lot of the time, they would get out early and things like that, and they would expect to, and a lot of the students were very disruptive. I think that that's a common trait among people who haven't reached the academic level that we want them to have. But there just weren't a lot of ramifications. I think in some Charlottes on both ends for like lateness to workshops or absences from workshops like it didn't feel very tangible to them that there were like consequences.

The student population between the two courses was so, causing Meg (T) to do extra work in planning workshops. From the beginning, she intended to plan workshops that could easily be used for both sections, but she soon discovered that she would have to prepare different workshops to meet student needs. Charlotte (I) was not using any discipline in the class, leading to students not fearing the consequences of not attending their tutoring session. With all these concerns, Meg (T) reported that Charlotte (I) changed the syllabus, so students were not penalized for not attending class workshops. This change took away the consequences of not attending, affecting the work Meg (T) was trying to do. Meg (T) expressed frustration at students not taking the tutoring seriously because of this. Charlotte (I) did not understand Meg's (T) role either. She asked Meg (T) to proctor an exam, something she was not allowed to do due to the accrediting requirements for the university.

Overall, this frustration seemed to be palpable. Navigating between instructors proved too challenging for Meg (T). While she appeared to have a lot of concerns, Joe (T) seemed to face even more challenges navigating the changing demands of his different instructors. Joe's (T) most significant problem with being split between instructors was managing the different course topics and expectations of the two teachers.

Joe (T): I feel like it's so much easier to work with the same teacher for both sections. I really do because, you know, I understand being adaptable, and I appreciate that. But it's really hard when you have two different teachers who can teach the same thing so differently. Like, one of the biggest issues was a profile where both teachers could go the same thing but do it in such a way where they both sound so different. And then it's just you don't want to tell this group one thing and then tell this group another. And then, we have sections where students have to switch and go to different sections because of their schedule.

Joe (T) understood that his role as a tutor would be one where he would need to be flexible, but doing the split seemed to be stretching him a bit too thin. He had to constantly switch between one instructor's expectations to the next, making it difficult for him to help the students. So overall, trying to work with students with very different teachers was almost too much to manage. It was too tricky to manage the expectations of one instructor versus another. Because the expectations and perceptions of each instructor differed, he constantly had to switch roles, which was exhausting and frustrating.

One last critique Joe (T) had about the split was that he could see a difference in which instructors were more suited to the program than others. He said that instructors with a "strong sense of control" will have difficulty including the tutor in their plans. This pattern was abundantly clear from some of the more contentious relationships we have seen up until this point.

Joe (T) reported that another significant challenge of navigating working with different instructors was figuring out what each professor wanted in terms of how they graded their papers:

Joe (T): I always like to watch what the teacher grades for and what she looks for and then try to cater around that because that's... one of the big differences between having two teachers, especially when they're styles so differently, they sometimes they tend to look for different things

Trying to figure out what the teachers wanted in terms of written work was challenging. Still, it was also a struggle to plan workshops when the teachers taught entirely different topics or taught those topics at different times. At times, this led to Joe (T) and tutors like him almost having to double-plan workshops, much like Meg (T) reported having to do.

It seemed then as if splitting the tutors between instructors caused the tutors to constantly switch roles based on their instructor's needs. In both of these examples, the tutors struggled to do so. Much of these struggles dealt with how their instructors viewed their roles and how they had to shift their work based on the instructor's expectations. A lot of time and energy was spent navigating the varying levels of authority between their different instructors. Coordinators of embedded tutoring programs need to think carefully when considering splitting tutors between multiple instructors. Specifically, they need to consider what issues of authority may crop up and plan how they might support tutors to navigate their own changing authority.

4.4.1.3 Authority and Tutor's Location in the Classroom

One way the tutor's authority may have been amplified was through tutors' physical placement in the classroom. The location of the tutors in the classroom communicated to students what level of authority the tutor had, for better or worse. This perception of authority was demonstrated by Louisa's (T) placement in the front of the classroom, which was a distraction during many in-class activities. Roxanne (I) even reported that students seemed to think Louisa (T) had more authority than she did based on her placement. Students perceived Louisa (T) to have more authority than she had based on her placement in the classroom. While Louisa's (T) placement in the front proved problematic in Roxanne's (I) and Louisa's (T) relationship, other pairings found this placement useful. Anastasia (I) and Alice (I) would also place their tutors in front of the classroom to communicate that the students should respect the tutors.

Overall, in some instances, having a tutor sit in the front of the classroom might exacerbate conflicts with authority. However, placing them in the front of the classroom might also help students perceive the tutors as worthy of listening to them. Instructional designers of embedded tutoring programs may want to think carefully about where in the classroom would be ideal for the embedded tutor to sit to prevent future conflicts or enhance their partnership.

4.4.2 Trust and Role Confusion

While authority has proven to be a significant relationship pattern in this study, trust also played an important role in the relationships between instructors and tutors.

Instructors and tutors who worked together seemed to be the dyads with a good sense of trust. However, there were some dyads where the partners did not trust one another. This was partly because the tutor and instructor saw the tutor's role differently.

In previous discussions, the researcher discussed how distrust played a role in the tutor's workshop plans. In this instance, part of this distrust was because Alana (I) and Sarah (I) seemed to think of their tutors more as modelers of academic behavior rather than co-teachers. Alana (I) and Sarah (I) were bothered by the fact that they did not always know what was happening in workshops. This distrust was because they lacked control; they were not planning the workshops themselves, so they could not check the lesson plans and resources. Alana's (I) and Sarah's (I) needed to know what was happening in workshops in both cases seemed to be more of an oversight in ensuring the

tutors were planning workshops aligned with course content. This oversight was also related to their inability to give away some of their authority in the classroom.

While Alana (I) and Sarah (I) did not trust what was going on, at least one instructor, Ben (I), had other means for wanting to know what was going on in workshops. He stated that this was not to check in on the tutor's efficacy but to learn what the students needed from the tutors. Ben (I) expressed the desire to observe small group workshops to see what strategies work best with the students to apply this in class. This desire might also be because Ben (I) was an intern instructor and was still trying to learn how to teach and effectively manage a classroom. He also expressed going to his tutor to get feedback from him:

Ben (I): I can immediately ask [Michael (T)] before or after class and say, is there anything that they're struggling with that I need to address? Is there anything in particular that they keep asking their sessions that I'm not addressing? Is there any deficiency on my part that I need to work on? And that was always very helpful.

Ben (I) could learn from his tutors what was happening with the students he didn't have access to just because the tutors saw him more frequently than he did. Ben (I) was using Michael (T)'s information to help him be a better instructor overall, showing yet another instance of an instructor learning from a tutor. Here, Ben (I) viewed Michael (T) as a co-teacher, valuing Michael's (T) input and feedback as valuable information to inform future class lessons and decisions on best-supporting students. He trusted Michael's (T) input, which elevated Michael's (T) authority in the class.

Some instructors saw the tutors as an asset, allowing them to play a valuable input in designing future lessons. In other cases, some instructors disliked not controlling what went on in small group workshops. Some of this distrust may be because these instructors

did not see their tutors as co-teachers but instead saw them as modelers of academic behavior. This role confusion limited the tutor's work and developed distrust between the parties.

Role confusion and distrust were also present in the relationship between Sarah (I) and Joe (T). From her first interview, Sarah (I) described setting the tone of the relationship as a collaborative one where she was excited to get Joe's (T) input so that they could both create a great experience for the tutors. However, this collaboration seemed to fall off as the semester went on.

Sarah (I) reported having students that were not frequently attending nor turning in assignments. The class overall seemed to struggle with academic behaviors and how-to college behaviors. However, instead of letting Joe (T) support her in these issues, she pressured herself to error-correct student behaviors. Sarah (I) said:

Sarah (I): [The composition director] has been fussing at me because I'll sit with two hours with a student working on a paper to try to get them to have not such a bad...you know... Because otherwise, I'd be down to five [students]. I wouldn't have 14. I will be down to five, and it's only because I grab him by the nape of the neck, you know, metaphorically.

Sarah (I) seemed to spend too much time with students individually to keep them passing the class. Sarah (I) also mentioned her time with students when she talked about what she required students to do for every paper. Sarah (I) said this about what students had to do to receive credit for their work.

Sarah (I): I always make them meet with me and with the writing center, no matter what. So the tutor has been one more thing that they have to do, but they have to meet with me on every paper, no matter what. And this [is the same] for every draft. And then they also have to go to the writing centers now, an

additional thing that they also have to meet with the tutor. And so, not every professor has as many office conferences as I do.

Sarah (I) was making the students have multiple points of contact per paper. Students were required to conference with her, they were required to go to a tutoring session at the writing center, and then they were required to go to a tutorial session with their tutor. The writing center appointment would essentially be the same as what they would get in an individual tutorial with Joe (T). Based on this, Sarah (I) did not trust what Joe (T) was doing in his individual workshops and decided to continue requiring instructor conferences, writing center sessions, and individual tutorials. Students may have been burned out from attending many appointments needed to get credit for writing a paper.

Besides seeming not to trust Joe (T) to handle the tutoring sessions, Sarah (I) seemed skeptical of what was going on in workshops. She heavily questioned Joe's (T) role in her final interview:

Sarah (I): I at one point, I was asking Joe (T) what you know, what are you working on with my students because we're doing this. And I think his initial comment was you don't need to worry about what I'm working on because Daisy's (I) also doing rhetorical analysis classes, and I've got it covered. And I talked about it with [the composition director] and said, do I not need to worry about what do to do with my students? Is that the way it's supposed to work? And he assured me that was not the way it's supposed to work and that I did need to worry about it, and Joe (T) needed to tell me. And so we got that kind of figured out a little bit. And so he's a little more forthcoming after that with wondering what's going on with my kids

After doing this for some time, Joe (T) already had a plan for what he would cover in workshops. However, Sarah (I) wanted a more precise picture of what he would be doing.

Joe (T) could have been more forthright in telling her his plans, but it also seemed as if Sarah (I) was skeptical about what he was doing. It is also possible that Joe (T) was trying to consolidate lesson plans so that they would work for both sections. In previous interviews, he mentioned how challenging it was to plan when instructors were all covering different topics at different times while balancing the need of instructors. It doesn't seem as if he was doing this to hide what he was doing, but it does seem as if he did not communicate his plans well with Sarah (I). Lack of communication then led to continued distrust between the tutors and instructors.

While in some relationships distrust was due to role confusion between the instructors and the tutors, in other instances, distrust was indicative of a lack of communication between the pairings. In Roxanne's (I) and Louisa's (T) struggles with authority, a pattern that occurred was a lack of clear communication between the two. Communication was another major factor in the relationships between instructors and tutors. There were a few examples of partnerships that showed excellent communication.

The pairings with excellent communication talked to one another frequently, spent significant time recapping what was happening in and out of class, and seemed to have a friendly, pleasant, and sociable relationship. Other partnerships, however, seemed to struggle with communicating effectively.

In some partnerships, a lack of communication caused significant tension between the partners. One instructor who consistently had communication difficulties with her tutors was Alana (I). Her relationships with the program are worth diving into, especially

her partnership with Felix (T). Part of the reason this relationship was rocky was that neither party communicated frequently enough

Felix (T) said that the relationship with Alana (I) was distant at best, and his role in the classroom was to hand out papers and take attendance. Both parties did not communicate or collaborate. Felix (T) stated that:

I really didn't have much...collaboration. I didn't ever collaborate with Alana (I), and she never really communicated with me about, Hey, this is what we're going to do in class next time, and I would have appreciated more of that. It would have been more productive if we had coordinated like that, but that never did happen.

Alana (I) was not interested in coordinating with Felix (T) on what was happening in class and didn't adequately communicate with him. But both parties weren't great at communicating with one another. Part of the reason why Alana (I) did not collaborate with her tutors was that she perceived her tutors not to be appropriately modeling good academic behaviors. Alana (I) described her strictness in the following way:

Alana (I): OK. I hate to say this, but I'm probably a little bit more strict and a little bit more direct with Evangeline (T) just because. So, I kind of just laid it out, laid it out for that right before class. And I didn't say any names from experience before, but I just said, you know, this is what I expect, and I've noticed that from maybe a result of that, the tutor has been much more demonstrating the behavior that I expect from model students and in front of the students and less texting or doing homework during class exactly the opposite that I would like them to do.

Alana (I) indicated that her tutors had not been good modelers of academic behavior in the past. In those pairings, she did not do much to intervene. Instead, Alana (I) let the problem fester and blamed the tutor. She would then error-correct from what the last tutor did and be harsher with the next tutor. Alana's (I) directness at the beginning of the semester would have been an excellent first step in establishing a good relationship. Still,

Alana (I) did it a bit too harshly. Emily reported that after Alana (I) told her the expectations she had of her, her immediate thought was "who hurt you."

The strictness with her tutors came through to the last tutor she worked with.

Michael (T) reported that Alana (I) told him to:

Michael (T): Just to sit there and don't be on my phone, don't get on my computer, don't do homework, just basically sit there and act like a student without doing the work. But she didn't say anything else. And the other thing was that she wanted a specific thing done in workshops, she would tell me, like the week before.

From the beginning, Alana (I) was setting the tone that Michael (T) would be there to model good academic behavior. Still, she wasn't permitting him to play a more active role in the class unless she dictated it. She told Michael (T) directly that he would be doing specific workshop topics when she asked for them. Workshops, in most cases, were left up to the tutor, with most instructors providing suggestions. Instead, Alana's (I) suggestions were a demand. While Michael (T) was also given the tough talk about what he could or could not do, he still seemed helpful to the students. Alana (I) reported on him the most favorably of all of her tutors, saying that,

Alana (I): He's been really helpful to the students because it's funny because even though I only have a very small amount of students in there, I can spend five minutes talking to one student on their stuff because I want to give them, you know, feedback and I have five minutes of things that I want to say. But then, you know, there's another student who might need help. And so Matt has been invaluable in giving them, you know, really good feedback And I kind of listen, half listened to see...what he's saying.

Alana (I) was starting to do more with her tutors in class other than to designate them to model good academic behavior. However, she still didn't fully trust what he was doing as she was half-listening to his conversations with students.

Some relationships had a lack of collaborative communication. The instructor, in this instance, demanded what she wanted but did not leave her tutor's role up for negotiation. Communication with her was rather one-sided. Most relationships, however, seemed to get better and be more open regarding communication as the semester went on, there was at least one relationship toward the end of the study that didn't seem outwardly contentious but could have used more work on both sides of the relationship. Hannah (I) had expressed in her first interview that she desired to use the tutors in the classroom. However, one classroom observation showed that her tutor, Annette (T), did not get involved in the class at all. Instead, she sat in her seat and did not get up or participate in class discussions. The observer went back two weeks later to observe to see if this had changed during a peer review session. Peer reviews were typically interactive classes where students get feedback from their peers, instructors, and tutors. While Hannah (I) openly moved around the room during peer review, the tutor did not feel comfortable moving around. She stayed at her desk the entire time. However, while she sat down and did not move, students moved toward her to ask questions or get help on peer review. This lack of engagement could be because the tutor felt uncomfortable navigating the classroom and just felt shy, but this may also have to do with the fact that the instructor's course was more lecture-based than activity based. Her other tutor, Kala (T), reported that:

Kala (T): I kind of feel like in Hannah's (I), I'm just kind of there... and she doesn't usually ask me very much.

The instructor may have desired that the tutors act as a resource in the classroom but did not provide them with direct instruction. She also did not seem as eager to talk to the

tutors as other instructors in the past had. Past instructors had often commented that they spent time before or after class talking with the instructors to catch up. Hannah's (I) tutor reported a different scenario:

Kala (T): When I'm talking to students like she's already left the room.
So...there's kind of a disconnect there.

The observer also noted that Hannah (I) left the classroom while Annette was still talking to a student. Hannah (I) perceived the relationship with the tutor as only existing in the classroom space. The instructor and tutor could have communicated more so that the tutor could play a much more active role in the experience.

4.5 How are Interrelationship Patterns Associated with Tutors' Perceived Success?

Until this point, the researcher has discussed the impact of a tutor's role on the interpersonal and professional relationships of embedded tutor partnerships. If the roles are confused, then conflict occurs between the pairings. If there's a lack of communication and a sense of distrust, this also causes tension between the pairings. Some apparent factors lead to strain, but what factors lead to the success of tutors and students? Success in this instance can be as having a successful tutor-instructor relationship. In other words, the tutor was able to work well with the instructor and was able to learn from the experience. This learning enabled them to engage in professional development, preparing for their future careers as teachers or in similar career paths. The tutors' perceived success was collected through how they described their experiences with working with their instructors in the interviews. In most cases, tutors directly talked about ways they felt they were successful in their interviews. Instructors, in their interviews, commented on the tutor's perceived success as well.

4.5.1 Mutual Exploration of the Tutor's Responsibilities

One pattern of success deals with how the partners often worked together to understand each other's roles. This mutual exploration of what the tutor's responsibilities were was present in Lucy (I) and Marie's (T) partnership, who were paired together in Semester 6. Part of the reason they worked so successfully with one another was that they spent time establishing their roles inside and outside the classroom, although this took some time to develop. In the beginning, it seemed like Lucy (I), the instructor, carried most of the authority within the classroom. In my first observation of Lucy (I) and Marie (T) in the classroom, Marie (T) seemed to have difficulty seeing what she should do. Lucy (I) split students into group activities, and Marie (T) took more than a few minutes to realize that she could jump in and circulate to help the groups. Marie (T) didn't get up to circulate until Lucy (I) told the class she didn't hear much conversation. Once Marie (T) and Lucy (I) started circulating the classroom, the conversation and discussion from students seemed to pick up. Although Marie (T) had a bit of a difficult time navigating how to work within the classroom, Marie (T) clearly understood that part of her work within the classroom was to model good academic behavior. During class-wide discussions, Marie (T) took notes, attentively listened as Lucy (I) lectured, and wrote down important questions for her small group workshops. This role modeling seemed to be the role Marie (T) best understood how to fulfill within the classroom.

Although Marie (T) seemed to have difficulty understanding her role in the classroom at the beginning of the semester, Lucy (I) thought to think otherwise. After being asked about their roles within the classroom, she stated that:

Lucy (I): We're still kind of navigating right now like I said, she's very detail oriented. She's very... She's very good, actually. She's a good support in the classroom. If we're kind of going around the class talking, I will get her to talk too. You know. "So [Marie (T)] tell us your experience with this." You know, she's right there with me, ready to go. We haven't done a whole lot of formal group work. Once we get into more formal work, working like on writing stuff, I'll be using her to also help me monitor groups, make sure they are staying on track. But like I said, she's bonded really well, and they do see her as an authority, as someone that they are answerable to.

Lucy (I) already perceived that Marie (T) provided a lot of classroom support that the researcher did not see in this first observation. Overall, Marie (T) and Lucy (I) needed more time to fully navigate their relationship and understand each party's role in the classroom.

However, by the end of the semester, Marie (T) seemed to have better figured out how to be more actively engaged in the classroom. In a follow-up observation, the observer noted that Marie (T) jumped in immediately when Lucy (I) assigned the students to groups, and she started circulating and helping the groups out. Marie (T) seemed more comfortable guiding students and circulating just like Lucy (I) was doing.

During and outside class, Marie (T) and Lucy (I) seemed to know their roles and how to fulfill them effectively. Lucy (I) also reported that Marie (T) "took the bull by the horns and was very assertive in her role." Lucy (I) felt like she never had to stay on top of Marie (T) to do her outside-of-the-classroom work. Each fulfilled their role thoughtfully and carefully. Neither one of them seemed to overstep their authority. In particular, Lucy (I) reported that Marie (T):

Lucy (I): Struck that magical balance between them respecting her but trusting you know her more so even than me. One student emailed asked about his tutoring grade, he emailed her, not me. So she copied me on her response, and I answered his question, and it was professionally handled.

Although this could have been a moment where Marie (T) overstepped her authority, she pushed the issue to the appropriate channels, and the instructor handled the grading issue appropriately. Although this instance shows that the students may have trusted Marie (T) too much, Lucy (I) noticed that, for the most part, students knew what questions they should direct to Marie (T) and what questions should be directed to Lucy (I). If questions were asked in workshops, Marie (T) would lead students to ask the instructor when appropriate rather than giving them a wrong answer. Overall, it seems that what made Marie (T) and Lucy (I)'s partnership so effective was that they clearly understood each other's roles and communicated effectively. Lucy (I) worked with Marie (T) to figure out her role in the classroom, allowing her to learn to be a teacher. This mutual exploration of responsibilities is critical in helping tutors succeed in this role.

4.5.2 When an Instructor Gives up Authority

Until this point, we've explored some contentious and excellent partnerships. However, what happens when the instructor gave a tutor too much authority? There was one partnership that worked together very well. While the partnership was an effective one, the pair had some interesting moments when it came to figuring out who held what authority.

Jane (I) and Mirabel (T) were paired together twice throughout the study. They both seemed to mesh well together and form almost more than a partnership but a friendship. There were also times when Jane (I) gave up some of her authority related to classroom management and leading discussions to Mirabel (T) on certain occasions.

During the first observation between the pairing, it was difficult to determine what roles each was playing. The lines between them seemed highly blurred. Both of them stood at the front of the class, and both led discussions and participated. At one point, Mirabel (T) was working on the classroom computer while Jane (I) was leading the discussion. Typically, in classroom observations throughout this study, the instructor led classroom discussions while the tutor participated or added to the conversation. However, Mirabel (T) was leading discussions far more than any other tutors observed until that point. Jane (I) had given up some of her authority to allow Mirabel (T) to lead some portion of the class.

At first, it seemed like Mirabel (T) may have been encroaching on Jane's (I) authority in the classroom. In one instance, Mirabel (T) was supposed to be circulating the classroom. Instead, she decided to pick up and try to put on Jane (I)'s jacket, but Jane (I) corrected her behavior.

Mirabel (T): "So little," she says. "My baby dolls could wear it."

Jane (I): "You're supposed to be walking around. We're walking. It's not vacation."

Mirabel (T): "My grasshoppers know what to do."

At first, it seemed like Mirabel (T) was not following the instructor's instructions and disregarding the instructor's needs in the classroom. However, she returned to helping out groups in class soon after. The interviewers followed up with Jane (I) to ask her if she felt her authority was being overstepped. She said:

Jane (I): So I feel like Mirabel (T), and I have gotten so close that it's almost like she's become like...I feel like where she doesn't shy away from even kind of, at times almost, like co-teaching. It's very like, you know, for me to have a very

decentered kind of like approach to teaching or to, you know, be a facilitator or not like the ultimate authority figure. But if I Mirabel (T) just chimes right in. I mean, she helps with discussion, and that's so she's up there with me for both kind of, you know, work in the room.

Interviewer: I mean, I feel like it's very there's other moments when you feel like you would wish her to do more or do less.

Jane (I): I mean, I adore her. I love her. There have been a couple of moments where maybe a little bit just because I feel like we're getting off. You know what I mean?

Interviewer: You have a... you have an aim, an already determined where you want to go, and it seems to be going this way.

Jane (I): Right? But that has happened. It's minimally so, and I feel like I'm pretty good about able to. You know what I mean? Then I'm like, OK, Mirabel (T), I got this. You know what I mean? So I'll just go back. You know what I mean? And bring it back in. But because the thing is, I don't want to discourage that too much because it helps the whole the kind of the trust, right, which is so important in the classroom for them to be able to share their ideas and express themselves because that helps them with their writing too. Sure. So, so yeah, I mean, I would say I love her, and I wouldn't. I can't imagine being with anybody else at this point now that I'm so used to Mirabel (T)!

Jane (I) could see if and when a line was crossed and reel Mirabel (T) back in if necessary to get them back on track. She did not perceive Mirabel (T) as a threat to her authority but instead as a valuable tool to enhance the student experience. She wanted the students to buy into Mirabel (T)'s authority so that the students felt comfortable engaging and sharing the content.

So, while it may have seemed like there were some underlying tensions, both were actively communicating and sharing the authority in the classroom. Each pairing must determine who holds what power and for how long in any instructor/tutor dynamic.

Each partnership we've seen in this study had challenges, and each pairing handled those challenges differently. Instructional designers and coordinators of

embedded tutoring programs can learn much from it in developing training and supporting pairings in the future.

4.5.3 Granting Authority through Course Design

Instructors have to choose to share their authority actively, but there may be ways to structure their classes to encourage this shared authority. One example of this was in semester 3 when Roxanne (I) reported that she changed the frequency and type of communication with her tutor and the course structure. Roxanne (I) reduced the lecture-based content of her classes and included more activities in class the tutor could participate. This redesign was done purposely to include the tutor and have a more active, collaborative role with her.

A key marker of good partnerships was the instructor's style in designing their lessons. The most successful relationships also seemed to be ones where the classes were less lecture-based and more activity-focused so that tutors could play an active role in the class beyond just taking attendance and being an extra set of hands to pass out papers. In Round 8, Lucy (I) was paired with Sebastian (T). The observer of their classroom dynamic noted much collaboration and hands-on work between the instructor and tutor. Lucy (I) circulated during group activities, while Sebastian (T) also provided feedback and advice. The observer noted that their work with students seemed seamless, as both gave advice and assistance in the same manner. The tutor was actively involved and seemed to enjoy being part of the class content.

Interestingly enough, while the instructor and tutor were circulating, the observer noted that Sebastian (T) stood up while talking to students while Lucy (I) often sat down.

This might have been to communicate authority to the students better. For Sebastian (T), standing up would communicate that he has authority and should be taken seriously by the students, while Lucy (I), who was sitting down, was attempting to get down on her students' level, so they could also see her as an approachable resource.

Overall, the positive partnerships had open communication, shared authority, collaboration, and a mutual understanding of each other's roles. These partnerships were successful because they involved a trusting partnership between the instructor and the tutor. The instructors in these partnerships also seemed willing to give up some of their power to allow their tutors to gain much-needed authority. However, sometimes giving up authority causes some strain on some of the best partnerships.

4.5.4 Active Communication

In tandem with sharing authority, a key marker of success was active communication. Many instructors described their process of communicating effectively with their tutors. After Roxanne (I) struggled in her previous relationships, in Semester 3, she mentioned that a critical factor in building a good relationship with her next tutor was doing more to communicate to the tutor precisely what they would be doing for each unit. Also, during her time with Nancy (T), she did more to check in to see what was going on with workshops. She did not have the same issues with the tutor overstepping her authority as she did with Louisa (T). Roxanne (I) reported a much more positive relationship because of these changes.

Other relationships also found success using clear and frequent communication. In Semester 2, Anna (I) and Hera (T) were paired together and worked well with one

another. At first, Anna (I) was intimidated to have another person in the room, but she was excited to see that the class got more talkative and engaged when the tutor was there.

Both Anna (I) and Hera (T) also had constant, consistent communication. Hera (T) would ask for advice on workshops and keep her apprised regarding student issues. Anna (I) reported a positive experience with Hera (T) and said that she was

Anna (I): really energetic and spirited and very, very smart. Very, very clever. Yeah, I've I'm enjoying working with her a lot.

Part of what made their partnership work so well was that Anna (I) was willing to give us some of her authority to allow Hera (T) to make the necessary connections with her students. Once she saw Hera (T) as less of a threat and more of a helper, she began to frame the whole experience in a much more positive light.

What also seemed to work well in this partnership was that they both talked to one another frequently and collaborated on workshop content. The partnership appeared to be an overall mutually beneficial relationship between the two. This partnership was similar to another one later in the study.

Lucy (I) and Marie (T) also found success with communication. Lucy (I) seemed to think of Marie (T) as an equal to her in the classroom. Lucy (I) noted in our final interview that she told Marie (T) to let her know if she ever saw something she could do differently to improve her teaching practices. In other words, this relationship seemed to be mutually beneficial to both parties, with both learning from one another and each increasing their teaching abilities. This collaboration indicates that Lucy (I) was willing to give away some of her power for them to work more efficiently and effectively together.

This collegial and mutually beneficial relationship was apparent in the observations and the interviews. When asked about her relationship with Lucy (I), Marie (T) discussed the impact that her instructor had on her:

Marie (T): We're best friends. I loved (Lucy (I)). Like we're very similar. And like...it's so weird because I've never expected to make connections to my professors...We had similar like situations in like our personal lives and our like school lives and everything. We had a really good connection. And like I know that she's someone I can keep going back to and ask for help and like. I'm totally going to be talking to her to rest of my school time here because she's such a cool person. She's such a...she's a good...she has a lot of wisdom I didn't think I really needed. But, like, actually hearing was like actually really beneficial.

In the excerpt above, it's clear that Marie (T) found the relationship beneficial in working with Lucy (I), both professionally and personally. Their relationship was one in which they still talk to one another. The observer could also see the evidence of this bonding in my last observation of the pair in class. Not only did they seem to express a genuine connection in class, talking to one another and interacting with students, but they also hung around after class, chatting for at least 15 minutes about what was upcoming and how they could continue to stay in touch. Not only did a professional relationship develop, but a friendship also developed. The authority of each individual did not seem to bleed into their working relationship. Instead, it looked as if they took those barriers and made their own path to work with one another.

Overall, in the most effective relationships, the parties seemed to be actively communicating with each other about important matters. The instructors would share what was upcoming, while the tutors informed the instructors of the content of the small group workshops and communicated attendance to the instructor. Another pattern was

that the best relationships seemed to be ones where they were cordial and transparent boundaries set.

4.5.5 Reverse Split: When Instructors Have Multiple Tutors

In previous discussion, the significant challenges of splitting up tutors amongst instructors were discussed at length. While splitting tutors amongst instructors has its challenges, when the opposite occurs, there tend to be positive benefits when an instructor has multiple tutors. There were a few pairings where two tutors worked with one instructor. For example, in Semester 7, Alice (I) was paired with Kim (T) and Jenny. Without being prompted, both tutors started collaborating in developing workshop content and keeping track of attendance. One area they worked well with one another was communicating attendance back and forth for the students who couldn't do their workshops but could attend the other tutor's times. They both expressed how they appreciated partnering with one another, especially considering that this was their first time being an embedded tutor. The instructor also reported that having an almost seamless relationship with them will help all parties work well together to better support the students.

This split also happened in Semester 8, with Lucy (I) being paired with Sebastian (T) and Kala (T). In this pairing, both tutors had previously known one another after taking the same rhetoric course, allowing the tutors to bond already about shared experiences. After learning from the previous positive split between tutors, the tutors were given direction and training to work together. They worked with one another to plan workshops and communicate with the instructor about issues with students. This

experience was overall for both the tutors and the instructors. This relationship continued to be another example of how splitting tutors between instructors can be a positive split.

Pairing tutors together with one instructor can be an excellent learning opportunity for the tutors involved. A major purpose of these programs for tutors is to give them the opportunity to learn how to teach in a low-stakes environment. One pattern of success for tutors was that cognitive apprenticeships formed between instructors and tutors.

4.5.6 Cognitive Apprenticeships

One benefit of good partnerships included the tutors' ability to learn from their instructors. Learning through observation was especially important as many of the tutors expressed an interest in continuing teaching as part of their professional goals. Providing opportunities for tutors to learn effective teaching methods and classroom management skills proved beneficial for many pairings of instructors/tutors.

During Semester 1, Hera (T) and Anastasia (I) seemed to be mutually learning from each other. Anastasia expressed concern about ensuring that Hera (T) got "meaner" so she had more of an authoritative presence in the classroom. Anastasia (I) did this because she perceived Hera (T) to be too nice and wanted Hera (T) to be tough whenever she was in charge of her future teacher pursuits.

They would work together in partnership to plan lecture and workshop content. Anastasia (I) had the goal of helping Hera (T) gain more authority in the classroom setting. Over time, Hera (T) seemed to latch on to that authority. But she also learned how to balance relating to the students while communicating her authority. Anastasia (I)

reported that Hera (T) started to get a little meaner in working with students when a student tried to convince her to change his grade for attendance at the workshops. Hera (T) held her ground and convinced the students to earn the grade by showing up. Anastasia (I) reported feeling very proud of Hera (T) at that moment.

Hera (T) also reported learning so much from watching Anastasia teach. She began to pick up on how to run a classroom and plan lessons, a skill that would be invaluable to her in the future as a teacher. Many tutors reported that being able to work with their instructor gave them valuable experience in seeing what it's like to run a classroom without actually being in charge of the classroom. The small group workshops acted as a testing ground to make them feel more prepared to teach classes for their future careers.

Anastasia (I) and Hera (T)'s relationship wasn't just the tutors learning from the instructors. The inverse happened, as Anastasia (I) also reported learning from Hera (T) concerning lesson planning and classroom management. Hera (T) was learning these skills from her work in the education program, and Anastasia (I) was able to learn those skills from her as Anastasia (I) did not have a background in education, just in English. In other words, she was an expert in the subject matter but not necessarily an expert in teaching the subject matter just yet, given that she was a graduate teaching associate.

Anastasia (I): Right. And [Hera (T)] was like, If you do this type of worksheet, it does, you know, things like that. Yeah, that I thought were very helpful, and I didn't. You know, a pretty obvious person, I didn't mask that like I had no idea with that kind of stuff, and I was like, Oh, that's great. That makes sense. And you know, I would ask them questions that I guess were kind of stupid for an education major, and she would sort of laugh...but that and that was good, especially to do early on because I wanted it to be. You need to supplement what I'm doing, and I need to supplement what you're doing. And we need to keep that cycle going for this to make sense to these people because they were not happy at the beginning that they had to do extra...But I mean, it's... it's been good. And I

definitely appreciate a lot of what [Hera (T)] did. I mean, I think I mean, I legitimately learned as much from her because she's an education major. Like, I had no idea, you know?

Hera (T) was able to show Anastasia (I) resources to help her better plan her courses, helping Anastasia (I) learn valuable skills in lesson planning that she did learn from her teaching preparation coursework. Both Anastasia (I) and Hera (T) were able to learn from one another, making it a mutually beneficial relationship.

In a later paring, Huey (I), a GTA instructor, provided Max (T), a secondary education and English major, with opportunities to plan her workshop content. Huey (I) that in his own experience in getting an education degree, he didn't have as much hands-on experience developing lessons as he thought he should. He provided Max (T) with skills and guidance on planning an effective 30-minute lesson that he felt she might not have gotten without this experience of being partnered with him.

These examples indicate that tutors can gain much from instructors regarding professional development. They can learn to manage a classroom, work with students, and design lesson plans. This program is a playing ground for them to learn before they can eventually teach independently. Not only do the tutors learn from these programs, but instructors can also learn. Working with a partner can allow them to upskill their teaching abilities. One caveat with instructors' learning is that they must be willing to share their authority with the tutor. If they see their tutor as more than just a classroom aide, they can get more out of the experience.

4.5.6.1 Cognitive Apprenticeships with Graduate Students as Instructors

The study also found successful graduate student pairings with undergraduate tutors. Most of the graduate instructors communicated that it was a relief to have an extra set of hands in the classroom while they were still learning classroom management. One pairing worked well because they set the tone from the beginning as to what their relationship should be. Marian (I) was a graduate teaching associate paired with Anita (T), a double major in English and secondary education. They overall seemed to have a positive working relationship. Anita (T) frequently checked that her plans for developing group workshops worked with Marian (I)'s course plans, and Marian (I) approved them. Anita (T) also expressed an interest in being more active in class, to which Marian (I) realized she wasn't making sure Anita (T) felt comfortable enough to participate in class:

Marian (I): Anita (T) is pretty wonderful. I do regret that starting out. I um, I didn't outright tell her that she could contribute during class discussions of I only figured because I didn't want pressure, and this is totally on me. It's not on Anita (T). And then I figured out a few weeks ago we were looking over this really bad argument because I was trying to show them to the arguments. And after class, she was like, yeah, I didn't want to say too much to the class discussion, but that argument was really awful. It really made me mad. I was like, oh no, it would have been great.

Marian (I) learned that Anita (T) wanted to participate actively in the classroom discussions, and Marian (I) adjusted to ensure that Anita (T) played a more active role. These active conversations show that they were actively negotiating how they worked together, leading to a positive and beneficial working relationship. Marian (I) had this, in particular, to say about their relationship.

Marian (I): I think it was very positive, and I actually... I really liked it because I felt like if perhaps my students didn't feel comfortable talking to me, they would talk to Anita (T). And I think that was kind of nice

With both Marian (I) and Anita (T) talking together, they could reach various students who felt comfortable talking to them, depending on their needs. They both benefited from learning from one another, and the students also benefited from the support they provided.

This pattern of excellent graduate student and undergraduate pairings continued until the later part of the study. Huey (I), a graduate teaching assistant with some experience in teaching secondary education, was paired with Max (T), a double major in English and secondary education. Max (T) took his role as a mentor seriously, working to impart essential knowledge to Max (T) so that she could grow as a teacher. Huey (I) specifically felt a significant gap in his education was lesson planning. In his work with Max (T), he aimed to fill that gap by providing her with guidance and mentorship. Along with him fully taking on the mentor role, both parties stayed in constant communication, which is another marker of good partnerships.

Overall, pairing graduate teaching associates with undergraduate tutors can have positive benefits. It's a space for graduate students to grow as instructors by collaborating with tutors who are also learning how to teach.

So far in this study, the researcher has discussed what roles the tutors took on in embedded tutoring partnerships and how those roles impacted the partnerships. The researcher has also discussed what factors of these relationships helped tutors to find success. Lastly, the researcher will discuss what key threshold concepts there are for course-embedded tutoring in first-year writing courses.

4.6 What are the Threshold Concepts of Embedded Tutoring Courses in First-Year Writing Courses?

To recap, threshold concepts are key ideas so central to a field that a learner must understand them to learn more profound concepts in a discipline (Meyer & Land, 2012). This research study shows that there are several threshold concepts for designing embedded tutoring programs for FYC. Table 5 includes all the threshold concepts found in this study, which are explained more thoroughly below.

Table 5

Threshold Concepts of Embedded Tutoring Programs in FYC

Threshold Concepts of Embedded Tutoring Programs for FYC
1. Even though university rules and accrediting body guidelines primarily dictate the responsibilities of tutors and instructors, some parts of their roles can be negotiated between instructors and tutors. Instructors and tutors can have different perceptions of their roles that could impact how well they work with one another.
2. Instructors and tutors work best with open communication and collaboration between the partners. Those that establish roles and boundaries up front and maintain them throughout have the best partnerships.
3. Instructors must be willing to let go of some of their power and authority to foster a better relationship with their tutor.
4. In embedded tutoring programs, tutors are still growing professionals learning through a cognitive apprenticeship.

4.6.1 Roles and Negotiation

One of the first threshold concepts found in this study must deal with the roles and responsibilities of the tutors:

Threshold concept #1: Even though university rules and accrediting body guidelines primarily dictate the responsibilities of tutors and instructors, some parts of their roles can be negotiated between instructors and tutors. Instructors and tutors can have different perceptions of their roles that could impact how well they work with one another.

In this study, there were specific rules that both parties had to follow, and there was some basic understanding of what each was responsible for doing. However, some things couldn't be put in writing because it restricted the flexibility of how the instructors and tutors formed relationships. Some examples included how the instructors and tutors preferred to stay in touch with one another. To develop good partnerships, the instructors and tutors must negotiate some of these roles to allow for better working environments. Another big takeaway from this study is that conflicting perceptions of roles from the tutors and instructors can impact the relationship between the partners. If their perception of a tutor's role differs from the tutor's, this can cause major conflicts. Both parties need to be trained on what their roles entail so that they can form healthy views of one another.

The different layers of how roles impact the work done inside the classroom certainly impacted the tutor's/instructor's relationships. Below are some more threshold concepts related to the roles of the tutors and instructors in embedded tutoring programs.

4.6.2 Open Communication and Collaboration

Another key threshold concept has to deal with the day-to-day work of the instructors and tutors:

Threshold concept #2: Instructors and tutors work best when there is open communication and collaboration between the partners. Those who clearly establish roles and boundaries and maintain them throughout have the best partnerships.

This study shows that instructor and tutor pairings with continual and open communication better sync together. This open communication led to better trust forming between the partners. Tutors would do well to communicate their workshop plans to their instructors continually. They would also do well to talk about student problems they are having. The instructors should do very much the same. The more they talked, the better they will worked together. The tutors and instructors should also be willing to collaborate, creating opportunities for them to learn with one another and to provide feedback. The most successful relationships seemed to be where both parties acted to support one another.

Communication and collaboration are essential, but the next threshold concept deals more with the instructor side of the role.

4.6.3 Giving Away Authority

Instructors in the study were either eager to collaborate or were more closed off with their tutors. A critical threshold concept involved the authority that instructors held:

Threshold concept #3: Instructors must be willing to let go of some of their power

and authority to foster a better relationship with their tutor.

In this study, the instructors had better working relationships with their tutors if they were more willing to let the tutor have a role in the classroom, have more authority, and select workshop content. The ones who didn't seem to distrust their tutor throughout the semester. Instructors need to be willing to let tutors be seen as an authoritative figure to the students, and they also need to be ready to let tutors do what they need to do to help support student success even if they are not directly involved with it.

The conflicts throughout the semester seemed to circulate whether or not the instructor's authority was challenged. The last threshold concept found in this study also leans into this idea and involves the instructors understanding the tutor's role more clearly.

4.6.4 Tutors and Learning

Tutors often enter embedded tutoring programs to learn how to become good teachers before teaching in their future careers, whether at the secondary or postsecondary level. Tutors are constantly learning while they are working with the instructor. The last threshold concept is as follows:

Threshold concept #4: In embedded tutoring programs, tutors are still growing professionals learning through a cognitive apprenticeship.

Instructors need to embrace that tutors are imperfect and will need some guidance. Tutors will not get everything right and must be corrected to be better tutors. Instructors need to play the mentor role in helping tutors grow and develop. While this partnership was more beneficial to the tutor, instructors can still have a lot to gain from working with a tutor,

from classroom support and the opportunity for them to learn. For the relationship to be mutually beneficial, the instructor must understand that the tutor is still growing and learning and that instructors need to approach them with grace.

These threshold concepts are crucial to helping instructional designers, program coordinators, and administrative staff best develop embedded tutoring programs to support basic writers. Designers of these programs should consider not only student academic success but also ensure that a vital part of the program is developing the instructors and tutors from a professional standpoint. Designers need to monitor the relationships that are formed between instructors and tutors. The following chapter will deal with some best practices to help designers develop programs that foster good working relationships.

This study has shown that much can be learned from evaluating the partnerships that can be formed between instructors and tutors, from determining what roles each partner plays as well as what makes good partnerships effective. The next chapter will wrap up the study and discuss the threshold concepts of embedded tutoring programs and some best practices for designing and developing embedded tutoring programs for FYC.

CHAPTER 5

DISCUSSION

This study indicates that more careful thought needs to be placed into pairing instructors and tutors together than previous research has done thus far. This chapter will propose a grounded theory on factors impacting the instructor-tutor relationship in FYC embedded-tutoring programs. This chapter also describes best practices for fostering good relationships between instructors and tutors, the limitations of the study, and potential avenues for future research.

Previous literature on embedded tutoring focused more on the efficacy of those programs in terms of student outcomes and learning (DeLoach et al., 2014; Hendriksen et al., 2005; Henry et al., 2011; Pagnac et al., 2014; Titus et al., 2014; Vick et al., 2015). Focusing on student outcomes is valuable as coordinators of these programs desire students to be more successful in their FYC courses. However, the research study conducted here has fulfilled an important gap in the research on embedded tutoring: the importance of partnerships between instructors and tutors. Some previous research on the partnerships between tutors and instructors had been conducted, but these studies were still largely focused on student outcomes. Additionally, their commentary on the partnerships between tutors and instructors was extremely limited (Hall & Hughes, 2011; Raica-Klotz et al., 2014; Thonus, 2001; Webster and Hansen, 2014).

Previous research on embedded tutoring discussed what roles tutors play. Thonus' (2001) research brought up the need for defining the roles of a tutor within the context of the tutoring event. However, it did not describe all the roles a tutor plays. Raica-Klotz et al (2014) took the discussion of roles a step further and described the role of the tutor. However, the role they discussed was limited to how the tutors interacted with the students (Raica-Klotz et al., 2014). Results of this study suggest that the roles tutors play to support the instructor also need to be carefully considered as well. These roles, both supportive to the instructor and the tutor, need to be clearly defined by the instructors and the tutors collaboratively to ensure a good working partnership. Another important factor in developing a good partnership is to ensure that the instructor shares some authority. Past research (Hall & Hughes, 2011) described what happened when faculty members didn't fully commit to making the tutor/instructor relationship work. This current research study provides more clarity on how instructors and tutors have to jointly navigate sharing authority for the relationship to be effective.

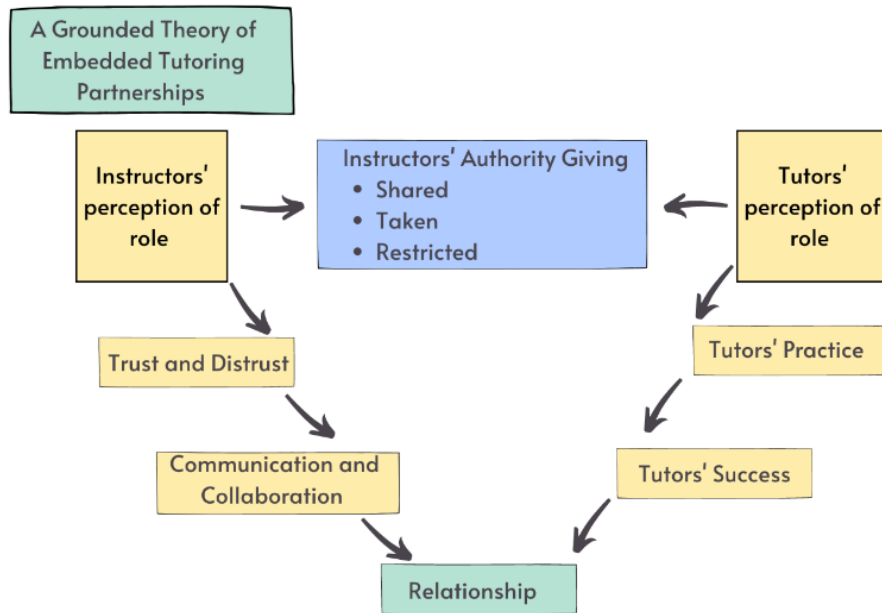
In this study, tutors and instructors had success and struggles when navigating the interpersonal relationship that formed between them. This next section will attempt to elucidate what made some relationships successful while others struggled to thrive. These patterns include the differing perceptions of roles, the tutor's location in the classroom, and how some instructors and tutors may not be ideal candidates for this type of work unless given some training or non-training intervention.

5.1 Grounded Theory of Embedded Tutoring Partnerships

This research study used a GT methodology to understand the partnerships that form between instructors and tutors in an embedded tutoring program. A fundamental tenet of GT involves the construction of a theory that is understandable and that aligns with the data. The final theory should also be generalizable, meaning that theory can be applied practically (Corbin & Straus, 2015). This research study constructed a grounded theory regarding embedded tutoring partnerships. This theory involved the intersection between the perceptions that tutors and instructors have of the tutor's role and the relationship between the pairs. Figure 2 provides a visual representation of the theory. Each segment of the theory will be explained in more detail below:

Figure 2

A Grounded Theory of Embedded Tutoring Partnerships



The instructor's perception of the tutor's role determined how the instructor navigated authority with their tutor. Instructors typically shared their authority with their tutor or restricted the tutor's authority in these partnerships. Sometimes, tutors took more authority than granted, causing tension and conflicts. The instructor's willingness to share or restrict the authority was impacted by the instructor's perception of the tutor's role. The perception of what the tutor's role also impacted the trust they were willing to put in the tutor to fulfill their role. If instructors considered their tutor a collaborative co-teacher, they put more trust in their tutor. If instructors perceived their tutor as more of an assistant than a co-teacher, they distrusted their tutors' capability of taking an advanced role, restricting a tutor's role even further. Trust led to open communication and more

collaboration, while distrust led to closed communication and less communication. Ultimately, the better communication and collaboration the partnerships had, the better the relationships were, and vice versa.

Like the instructors, the tutor's perception of their role impacted whether or not they attempted to take more authority than their instructor granted them. Their perception of their role allowed them to actually practice teaching, providing them with opportunities to participate in a cognitive apprenticeship. However, if the instructor restricted their authority, this limited the amount of practice the tutor could do. Their ability to practice led to their perceived success in terms of their relationship with the instructor and the perceived success of the work they were doing. If their role was restricted, this did the opposite, not leading to perceptions of success. This perceived success led to a better working relationship with the instructor. A lack of perceived success led to less effective relationships between instructors and tutors.

Overall, the perceptions of a tutor's role from the instructors and the tutors played a vital role in the success of their relationships. The following subsections will further explain this theory and best practices for designing embedded tutoring programs.

5.1.1 Role Expectations

In this study, it was evident that both the instructors and tutors understood the tutor's role, but both parties seemed to understand the tutor's role differently. This understanding of the tutor's roles also differed amongst the pairings.

Although the tutor's primary purpose was to support students in their writing and general academic development, instructors saw the tutors more as a support for

themselves in terms of getting easier papers to grade and an extra set of hands in the classroom. The tutors also saw themselves as instructional support but saw their role as more multi-faceted. They fully appreciated the different parts their role required them to play. They not only provided help for instructors and writing support for students, but their role also required them to do much more than support their students' writing development. Their work helped students mature and develop into excellent college students in general.

Based on these findings, coordinators of these embedded tutoring programs might spend more time training instructors to help them fully appreciate their tutors' role in supporting first-year writers. Another potential intervention to improve these role perceptions could be to have tutors and instructors implement more opportunities to meet and communicate clearly about what each party is doing. The results of this study found that clear communication is essential for the success of these partnerships. The more the tutor and instructor openly communicate with one another, the better the relationship will be. If the tutors are more open about their workshop plans, it might alleviate some instructors' fears about not knowing what's happening in small-group workshops. These interventions can help parties understand each other's roles and develop a better working relationship.

5.1.2 Instructors Learning from their Experiences

Another critical factor that led to instructors' success was their ability to adapt to different tutor partners. In some pairings, some instructors took lessons from one semester and applied them to the next semester, where they most likely would have a

partner they had never been paired with. This change happened with Roxanne (I). Roxanne's (I) partnership with Louisa (T) seemed fraught with tension. However, Roxanne (I) learned from her experience to develop a better partnership with her next tutor. Ben (I) and Marian (I), in interviews, also indicated changing and adapting their strategies in working with tutors to fit what they learned. While Roxanne (I), Ben (I), and Marian (I) all were able to grow in this process, other instructors seemed to be stagnant in growing from one relationship to the next. Alana (I) seemed not to adjust her strategies, and her problems with tutors often festered. Those same problems were often carried over into the following semesters.

Instructors, then, need to be willing to learn from their experience and adapt to different tutors. Some best practices could include allowing the instructors to reflect on what went well and what did not in terms of their relationships after the semester. The interviews in this study acted as a reflection for most of these instructors, allowing them to process what happened throughout the semester and plan for future semesters. This reflection could be done formally through an interview or written piece of reflection or informally through other means. Another best practice would be to hold focus groups between instructors so that they can express how they solved problems throughout the semester to one another. This problem-solving discussion would occur during research interviews where one instructor would express an issue, and other instructors would express similar concerns or offer suggestions to deal with the problem. One last best practice would be for the instructors to acknowledge their strengths and weaknesses when partnering with the tutors. The instructors who acknowledged when they made mistakes

in interviews seemed to have better relationships than the ones who put most of the blame for their issues on their tutors. Instructional designers might provide training interventions that allow for instructor growth. In this research study, tutors were given ample time to continue developing professionally, but instructors were not given that same opportunity. Giving instructors some chance to grow in terms of their partnerships and working with others through training interventions could enhance partnerships and set the tone for good relationships with instructors and tutors.

5.1.3 Selective Instructor and Tutor Placement

While some instructors seemed to grow and be ideal fits for this program, others were not ideal candidates for embedded tutoring programs. Some instructors appeared to have difficulty sharing authority with their tutors, and this lack of shared authority often led to tutors having limited roles inside and outside the classroom. Instructors' teaching styles also mattered. Those with more activity-based than lecture-based classes may better fit this program as they use tutors in the classroom. The tutors appreciate the opportunity to be used in the classroom. They want to feel comfortable being involved, and the tutor's involvement allows them to build authority with their students.

While some instructors were less than ideal for the program, other tutors were unsuitable for the role. These tutors typically overstepped their authority or did not always model good academic behaviors. In this instance, training and non-training interventions could help tutors grow into excellent tutors who could be good partners to instructors in the program. Instructors could also use training and non-training interventions to continue to evolve and grow as good embedded-tutor instructors.

This study indicates that coordinators and administrators must be highly selective when choosing instructors and tutors to work with these programs. They also must think carefully about putting together training materials that prepare tutors and instructors for the demand of this role. Best practices for instructional designers would be to thoroughly vet the instructor to determine their willingness to share some authority with their tutor. This vetting could occur through simple conversations or even an interview. Vetting for excellent instructors could also occur through observations. Coordinators could observe classes to identify the interactivity level of their class before determining if a tutor would align well with their course design. If the instructor designs their content to be lecture-heavy rather than activity-heavy, that instructor would probably not be an ideal fit for the program.

Additionally, coordinators can ensure that instructors feel comfortable speaking up when encountering issues with their tutors. However, instructors should also be encouraged to resolve any interpersonal issues with their tutor first, allowing them to work through tension together instead of using a third party to fix the problems. Working together also allows them to develop a closer relationship, leading to more trust and better communication. Coordinators may additionally consider adding training interventions on topics like interpersonal communication and resolving conflict for tutors and instructors alike. These kinds of training could help build skills beyond the program and allow instructors and tutors to develop themselves professionally.

5.1.4 Cognitive Apprenticeships

While much in this study has been found in terms of managing the power dynamics between tutors and instructors, some additional findings showcased how these programs could benefit the tutors in terms of their future professional pursuits.

Throughout the study, there were many instances where tutors got to participate in cognitive apprenticeships. Tutors could practice the skills of being a teacher without fully being in trouble of developing or running a course. They were given practice at leading class through holding small group workshops, participating in class discussions, and assisting with class activities. They observed their instructors talking with and working with students, allowing them to learn how to communicate effectively with students. Instructors were also able to model how to be a teacher by discussing class plans and problem-solving student issues with the tutors as a vital part of the discussion. They could also model using authority for those tutors who may have been timid. Overall, this study showed much professionalism that can be gained from tutors being involved in this program.

Some best practices for enhancing cognitive apprenticeships include training the program instructors to consider themselves mentors. The instructors in this program who thought of their role as a mentor rather than just the person in charge seemed to be the instructors who gave their tutors plenty of opportunities to learn, grow, and develop as future professionals. Another best practice would be to continue professional development for tutors so that they can practice upskilling their teaching abilities. It would also be recommended to include some training that would help the tutors know

how to best navigate their relationship with the instructor and provide guidance for asking for more direct mentorship from their instructor.

Another area where cognitive apprenticeships also occurred was what happened when multiple tutors were paired with one instructor. When this occurred, tutors were able to partner up. They were able to plan their group workshops together and be a resource to one another should they need another perspective or someone to help them troubleshoot problems. One best practice would be adding multiple tutors to one instructor when many new tutors are involved in the program. This is especially beneficial when there are not a lot of experienced tutors to act as a mentor. Another best practice would be to give tutors direct instruction to work together so that they have the best opportunity to provide instruction that best fits the needs of the students. While it is highly recommended to pair multiple tutors with instructors, especially novice tutors, the researcher does not recommend pairing a tutor with numerous instructors as this study has shown that too many complications and tensions arise when that occurs.

This study has provided practical advice and knowledge of designing embedded tutoring programs to foster the best partnerships. While this study fills a significant gap, some areas could be explored in future research. The following section discusses these avenues for future research.

5.1.5 Suggested Best Practices

Throughout the study, there seemed to be critical lessons that the coordinators learned in helping to design future iterations of the program. For one, each year, the coordinators made changes based on the needs of the instructors and the tutors.

Sometimes, changing student demographics would require that tutors have different types of training. Along with those needs that would occur from semester to semester, other needs were brought forth based on new challenges experienced each semester. Because of the changing nature of students and the needs of each university and program, this researcher suggests adding some evaluation to any embedded tutoring program to check in and ensure the program runs as optimally as possible. Qualitative interviews prove an excellent data source to gather information about what worked and what needed some adjusting from instructors and tutors in this study. Designers can select an appropriate evaluation model given the scope and context of the program (Mertens & Wilson, 2018). An evaluation will also allow designers of an embedded tutoring program to develop further resources the instructors and tutors need to navigate their partnerships successfully. Some of those resources might include the development of job aids.

This study also suggests that some work needs to be done in spelling out clearly the roles of the tutor and instructor in an embedded tutoring program. As the semesters progressed, the coordinators at Southeastern University started creating documentation that directly stated what instructors and tutors were allowed to and were not allowed to do. In the study, the more those roles were documented, the better the relationships between instructors and tutors seemed to be. The researcher recommends providing both parties with a job aid that clearly defines the role's responsibilities before the beginning of the relationship.

Another factor that must be considered is that designers and coordinators must be selective in whom they choose for the program, both for the instructor and tutor roles.

Coordinators must select empathetic tutors willing to get down on a student's level. They also need to choose instructors that inherently have some basic qualities. The instructors must be willing to collaborate with others. They also need to be instructors who create classroom content that is more activity-based in nature than lecture-based. Having a more active classroom allows the tutors to participate and engage in the classroom more fully.

Other advice also includes selecting ideal candidates in pairing instructors and tutors. Coordinators should consider pairing like personalities together, and they should also consider making sure the tutor is not overwhelmed by trying to pair them with the same instructor if possible. Tutors can get overwhelmed trying to handle the demands of multiple instructors. Sometimes, working with multiple instructors also doubles the time the tutors spend prepping their materials. Pairing tutors with the same instructor may not always be feasible, as resources may not allow for this. However, if there is a split between instructors, proper training and check-ins must be done to ensure the tutors cope well. It may be ideal for a couple of new tutors to be partnered together working with the same instructor. Both tutors could work with the instructor and have a built-in support system by having another tutor go through the same struggles they are going through. Pairing two tutors together with the same instructor often seemed to work well when these situations occurred in this study.

Another piece of pairing advice would be to avoid pairing graduate student instructors with graduate student tutors. The conflicts that happen due to issues of rank and power prove to be too challenging to overcome. However, graduate student

instructors can appreciate the opportunity to work with a partner to have support in the classroom when they are still a novice in classroom management and lesson planning.

5.2 Limitations of the Study and Recommendations for Future Research

This study is a longitudinal four-year study that analyzes the relationships formed between instructors and tutors. Out of scope for this study was the current state of the program. This exclusion is because the program made significant changes due to the COVID-19 outbreak and the overwhelming number of basic writers now entering the program. Future researchers might explore how relationships may have changed due to these increasing challenges.

Another critical limitation of this study is that it only analyzes the relationships between instructors and tutors. It does not cover the relationships formed with students. Future studies might examine how good partnerships with instructors and tutors impact student relationships. This study also does not cover the impact on student outcomes. Future researchers might combine the efforts of examining student relationships and student success. Initially, the researchers tried to get students to participate in the program, but students were unwilling to participate in research interviews.

The findings of this study also suggest that more future research could be conducted in embedded tutoring programs. One factor not explored in this study was how factors like race and gender influence authority within relationships between the instructors and tutors. A couple of tensions and conflicts between tutors and instructors could be explained by poor communication and a lack of shared authority. However, gender and race may have affected some tensions as well. Future researchers may analyze

the dynamics of gender and race in these partnerships. A thorough literature review on these demographics must also be conducted to support any significant findings.

In addition to conducting more research on gender and race dynamics, future research could also determine whether better partnerships between instructors and tutors lead directly to better student outcomes. This study solely focused on the impact of roles and interrelationship patterns on embedded tutoring partnerships. It did not make any claims on whether this impacts student success. However, there were many vital indicators to demonstrate student success. Much of this came through anecdotal evidence from instructors and students in student interviews. Another place that showcased the program's success was through the pass rates of students in these classes. Pass rates for these embedded tutoring courses remained higher than those of students placed in courses that did not have an embedded tutor attached to them. So future researchers could take a more quantitative approach to determine if better relationships lead to future success.

Previous studies on embedded tutoring focused on whether it impacts student success and, in general, found that it led to higher grades and pass rates in FYC and other similar courses. However, none of these studies analyzed the impact of relationships between instructors and tutors on student success (DeLoach et al., 2014; Hendriksen et al., 2005; Henry et al., 2011; Pagnac et al., 2014; Titus et al., 2014; Vick et al., 2015). The study has shown that these relationships affect how well the program operates. Future studies would combine to see if the past studies' student success results could be replicated while also examining the role good or poor partnerships play in student

success. Both potential research avenues here could help to continue to determine the best practices for designing effective embedded tutoring programs.

5.3 Closing Remarks

This study aimed to help those who run FYC programs to best support basic writers. The findings of this study have far-reaching implications. These key insights can help those who co-teach navigate the authority issues that inevitably crop up. In professional settings, these findings can enable co-trainers or co-leaders on a project to learn how to navigate best working together, especially when one participant may have more authority over another. Learning to work better with others is crucial to creating instruction and learning that performs effectively, efficiently, and successfully. These relationships that we've studied here can help us in our personal lives best navigate how to form interpersonal relationships in professional settings. For these relationships to be successful, the partners must focus most on communication, trust, and collaboration.

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APPENDICES

Appendix A: CompPAL Job Aid

EngPAL Job Description

As a CompPAL, you'll conduct mandatory tutoring that will include weekly small group sessions and individual tutorials with students from specialized Composition I sections. Some students in these classes may have confidence issues with their writing, and most students may have scored below an 19 on the English section of the ACT Test. Some of these students may struggle with "how to college" issues like understanding time management or showing up to class or at workshops. A CompPAL's role is to act as a facilitator, mentor, and peer leader to help students improve their writing and learn appropriate academic behavior. As a CompPAL, you'll also attend class, participate and assist the instructor with in class activities, and stay in touch with your instructor, letting them know about workshops, students, and attendance.

Time Requirements

Type of Work	Time Requirement
Attending Class	1 hour per class on MWF -or- 1 & ½ hours per class on TTH
Conducting Weekly Group Workshops	5 hours per week if working two sections. 2 & ½ hours if working one section. *This may change based on class enrollment. You can increase office hours time if you'd like to make up the hours*
Individual Tutorial Office Hours	3 – 4 hours per week *You can add more if you like, but be sure not to exceed 20 hours in total. You can also hold these office hours at the Writing Center if you work there*

Preparation Time	1 hour per week
Contacting/Staying in Contact With Instructors	1 hour per week
Bi-Weekly Training	1 hour per every other week

Scheduling Steps

To prepare to schedule students for their mandatory group workshops, you'll need to collect the following resources and follow the step-by-step instructions below:

Resources

- Your academic calendar
- Your personal calendar and other obligations
- Any other work calendar
- Laptop
- Access to SSC Campus

Step 1: Selecting Group Workshops Times

- Select your available times for group workshops. Group Workshops are 30 minutes long. You'll need approximately 10 times (5 times if only working one section) throughout the week for these.
- Split up the times throughout the week. Try not to stockpile them all in one day.
- Come up with two extra spors just in case a need arises for different times.

Step 2: Selecting Individual Tutorials Office Hours

- Students will be required to attend a minimum of four tutorials split between the writing center and you.
- Select 3-4 hours per week to hold office hours.
- As with the group workshops, spread them out throughout the week to accommodate student schedules.
- If you work at the writing center, you can also hold office hours there rather than at JagSuccess.

Step 3: Scheduling Group Workshops In Class

- Make a list of group workshop times
- Attend the first day of class for your section to start scheduling classes. Bring your laptop or tablet with you (If you need to, you can check out one at JagSuccess for this purpose).

- Ask students to pull up their academic calendars on their phones.
- Schedule students based on their availability onto a Word Doc or Google Doc.
- If there is a schedule conflict with a student:
- Use the extra times you set aside to schedule students
- Check with other S to see if they have spots open in their workshops that match with the student's availability.
- Aim to have between 4-7 students per group. Go no lower than 3 and no higher than 7 students.
- Check each day during the first week for students who add/drop. Add in the new ones to the schedule.
- If any students are athletes and either have scheduling conflicts or need to have these workshops counted as study time, let Allison know. Send Allison an email with the student's name, Jnumber, and their advisor's name.

Communication With Your Instructor

Topic	Requirements
Reporting Attendance	Record attendance in SSC Campus. Discuss attendance with instructor each week. Pull attendance report from SSC Campus for midterms and finals so that instructors can record grades.
Creating Workshops	Share workshop content with them. Ask for suggestions on what to focus on each week.
Keeping in Touch	Meet with them to discuss students or brainstorm workshops. Keep them up to date on issues students may be having, struggles that you see, or anything else you might feel relevant to share. Find a preferred method of contact (email, texting, one-on-one meetings).

Resources

Questions related to composition, group workshops, scheduling, etc.	Email Allison Morrow (ammorrow@southalabma.edu)
Questions about payroll, SSC campus, or JagSuccess	?

Ideas for Group Workshops	Google Drive Folder
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Study Requirements

Participate in two interviews: one at the beginning and one at the end of the semester.

Professionalism Reminders

- Part of being a EngPAL is being an academic role model. Keep in mind that students are watching you and are learning from you. From our research of this program, we've found that students learn "how to college" from you. In other words, they learn what it means to be a good and responsible student. This means that when you are working with your students in the classroom, in small groups, and in one-on-one sessions that you need to continually be aware of how your actions are being observed from your students. Here are a couple of suggestions to implement into your EngPAL practice:
- Don't be late to class or to workshops. This communicates to students that it's okay to be late (you'll notice that this is already a problem for students in EH 101).
- When you are in class, listen attentively, take notes, and keep your phone usage to a minimum. Be sure to engage in the class as well. Your instructor might ask you to help out with in class activities. Be sure to participate in those.
- Let someone know if you are going to miss class or a workshop. Specifically, if you are going to miss a workshop, let three people know: your instructor, Allison, and whoever will be working with us at JagSuccess.
- Be professional in your communication with students.

Rules/Guidelines

- Be sure to let your instructor know what's going on attendance wise in workshops.
- Communicate with your instructors! Part of what makes this program work well is when you talk openly to your instructors about what is going on. Talk to them about
- What you are doing in workshops.
- What you notice students or struggling with or telling you they are struggling with.
- Students issues that you won't be able to solve.
- Ask your instructor what you'll be doing in class.
- Ask if there are opportunities for you to help out in-class activities.
- Ask to be added as a Non-Grading assistant in USA Online so that you'll be able to make announcements to the class if necessary.

- At the end of workshops, remind students to sign up for individual workshop times. This will encourage some to make sure they get those requirements completed.
- At the first workshop, pass out the EngPALsyllabus and go over the rules.
- You are NOT allowed to do any type of grading.

Rules Students are Supposed to Follow

- Tutoring is mandatory. It's worth 10% of their grade. Students are required to attend 15 group workshops and at least 4 individual workshops (one per paper). Make it clear to students that they can't wait until the end to complete these individual workshops. They **MUST** complete one workshop for each paper that is due. The deadline of the paper is the deadline for the individual session. If students are unable to make your office hours period, they can get credit for the individual workshop by going to a writing center tutoring session.
- Because workshops are thirty-minute sessions, tardiness exceeding five minutes *will be counted as absent*.
- If students must miss a workshop due to an unforeseen conflict, they are able to make it up **during that same week**. They may **not** attend two workshops in the same week in order to make-up a missed session from a previous week. If there is any confusion on this, you can explain to students that workshop topics vary weekly, and it is imperative to their learning that they attend all of their sessions.
- Tell students that they are NOT allowed to email their papers to you. You will only review their papers for them during a workshop or individual tutorial sessions. Tell them that questions regarding class assignments and policies should be directed toward their instructor.
- Students can email you regarding questions about tutoring and workshops.
- For workshops, be sure to tell students these general rules about behavior:
- Students should arrive at their scheduled session **on time**.
- Students should bring their appropriate class materials (essay drafts, textbooks, notes, etc.).
- Students should bring something to write with (paper, pen, laptops, etc...).
- Students should be courteous to their classmates.
- Students should keep cell phones put away, unless the tutor instructs them that they can use their phones for an activity.
- Students should actively participate in discussion.

Appendix B: Instructors Job Aid

What is CompPAL Section

A CompPAL section of composition is a section of composition here at South where basic writers are mainstreamed into first-year composition courses. Previously, basic writers were required to take a non-credit bearing course, LAS 100, before they could take EH 101: Composition I. After the closure of the developmental studies department, this program was used to provide extra support for basic writers, allowing these students to take EH 101 without having to take non-credit bearing courses.

Some students in these classes may have confidence issues with their writing, and most students may have scored below a 19 on the English section of the ACT test. Some of these students may struggle with “how to college” issues like understanding time management or showing up to class or at tutoring workshops. Some students in these sections are adult learners, returning to school after working for a few years or serving in the military and need to build confidence in their abilities.

What CompPALS Do

CompPALS conduct weekly small group sessions and hold office hours for individual tutorials with students from specialized Composition I sections. A CompPAL’s role is to act as a facilitator, mentor, and peer leader to help students improve their writing and learn appropriate academic behavior. CompPALS attend class regularly, participate in class discussions, assist the instructor with in-class activities, and stay in touch with the instructor, letting them know about workshops, students, and attendance. CompPALS are paid on an hourly basis and are not allowed to exceed 20 hours per week. Allison works closely with CompPALS to make sure they have enough allotted time to tutor students, run workshops, attend class, talk with the instructor, and prep for workshops.

What CompPALS Don’t Do

- CompPALS, since they are not instructors of record, do not teach classes. Do not ask your CompPAL to cover a day of class for you.
- CompPALS also are not allowed to grade anything as well. This includes homework assignments or quizzes.
- CompPALS also do not look over papers that students may email them. They will look over student writing only in the context of a writing workshop or individual tutoring session.
- CompPALS cannot exceed more than 20 hours of work per week.

What Instructors Do

Instructors who teach CompPAL sections work closely with their CompPALS. Their main role is to mentor CompPALS and to utilize CompPALS in the classroom. Instructors

should attempt to allow the CompPAL to participate in classroom activities and discussions, and they can also allow the CompPAL to track attendance for class days. Instructors will pass out consent forms and surveys for students to take in conjunction with the research study on the program. They will also make attendance at these mandatory tutoring sessions worth 10% of a student's grade. Instructors will also require that students write a final reflection letter from a specific prompt that will be given to instructors.

The Research Study

Patrick and I are both conducting a research study on the effects of mandatory tutoring on first-year composition courses. We kindly ask that you participate in the study and that you have your students participate in the study as well.

For the research study, your participation in the study will be at the beginning of the semester and the end of the semester. You will participate in two interviews at the beginning of the semester (one individual interview and one interview with your CompPAL) and two interviews at the end of the semester (one individual interview and one interview with your CompPAL). These interviews will last for about 30 minutes.

Twice during the semester (toward the middle and the end), Patrick or Allison will come to observe one of your classes. We will reach out and schedule time during a class you feel would be best to observe.

The last part of the research study you'll participate in is having students sign the consent forms for the research study and have them take surveys and the beginning and end of the semester. If you don't feel comfortable introducing the consent forms of the research study to the class, let Allison know, and she'll try to schedule a time to come talk to your class about the research study.

Before the semester starts, Allison will remind you about the consent forms and first survey. At the end of the semester, Allison will remind you about the final survey and the course reflection assignment.

What to Include in Your Syllabus

Below is a sample of the insert you'll put in your syllabus. It describes the mandatory components of the program as well as the research study.

Research Study and Mandatory Workshops

This section of EH 101 is part of a pilot program. The program includes a mandatory workshop and tutoring component. Each student is required to attend a weekly thirty-minute small-group workshop and a one-to-one tutorial a minimum of four times throughout the semester. The meeting times for these required

components are in addition to the classroom hours per week and will be scheduled around each student's schedule availability. Attendance and productive participation in the workshops and tutorials will constitute ten percent (10%) of the student's final grade.

The pilot program also includes data collection components. Some data will be collected as a normal part of program assessment and thus requires no student consent. This data includes the results of essay assessment and survey responses. Other data collection and usage – such as student interviews and the use of direct quotations from student work – will be conducted on a voluntary basis only. Your classwork will not be used in these latter cases unless you sign a consent form, and your enrollment in and successful completion of the class in no way depends on your willingness to consent to the use of this data. All data reporting will be anonymous.

If you have any questions regarding this pilot program, its requirements, or its data collection components, please contact Dr. Patrick Shaw, Associate Professor of English and Director of First-Year Composition, by calling 251-460-7861, by email at pjshaw@southalabama.edu, or by visiting the English Department Office (HUMB 240)

The Reflection Letter

Each 101 course is required to have some sort of final reflection. For the CompPAL sections, there is a specific course reflection prompt that we will ask you to follow. You can choose to weight this assignment however you wish. You can find this prompt in the [CompPALS Instructors folder](#), and Allison will send this to you as a reminder before the last weeks of the semester.

Resources

Copies of the syllabus insert, the consent forms, surveys, the reflection prompt can be found in the [CompPALS Instructors folder](#)

Before the Semester Starts

During the week before the semester starts, the CompPALs will be trained during a day-long workshop. To give you an opportunity to get to know your CompPALS, we invite instructors to attend lunch during our workshop training. More information on this will be sent to you later.

If you are unable to make it to the lunch, we ask that you try to contact your CompPALS and set up a meeting with them before the semester starts. This will help the first week go more smoothly.

In order to develop stronger relationships between both instructors and CompPALS, we have developed a contract that establishes the roles of both the CompPALS and the instructors. Sometime before the semester starts or during the first week of classes, work with your CompPAL to read through the contract and add any additional addendums that both parties see fit. It is recommended that at this time you establish how you will stay in touch with one another (email, texting, meetings, before or after class, etc....).

First Week: Scheduling

During the first week of classes, there will be no CompPAL workshops. The main work for the CompPAL the first week is to create the schedule for mandatory weekly sessions. During this week, they will work with students to sign them up into workshops, and then they will create their own schedules in WOnline. During the first week, you need to allow your CompPALS the opportunity in class to schedule students into their weekly group workshops. If you are on a Tuesday/Thursday, it is especially important that you allow the CompPALS to schedule the sessions on the first day, that way if there are any problems, they can be dealt with on the Thursday before the first week of workshops.

What we have found to work in the past is to have CompPALS ask students to bring out their schedules and to individually help each one sign up for a time that's appropriate. This prevents students from overcrowding groups as well as prevents students from saying they are unavailable at certain times (i.e., saying they can't come to a morning workshop when in reality, their classes don't start until noon). While CompPALS are scheduling students, you can have students do a writing diagnostic.

Some things to be aware of:

- CompPALS will handle most of the scheduling. If they need assistance, they can ask Allison to help.
- Athletes can sometimes prove difficult to schedule. In the past, Allison has written to athletic advisors requesting that these sessions be included in their required study hours. CompPALS will be trained on handling schedule disputes with students, but if a student approaches you with a question, you can always talk to Allison or your CompPAL for help.

Tracking Attendance to Workshops and Individual Tutorials

The CompPAL will keep attendance for the workshops and tutorials. They will do this mainly through WOnline, the tutoring scheduling program the Academic Success Center uses for the writing center and subject tutoring. You can ask your CompPAL to be copied on session notes from each tutoring session, however, the easiest way to keep track of attendance will be for the CompPAL to directly tell you who attended and who did not attend.

In the past, the easiest way for the CompPALs to track attendance and share it with the instructors has been to develop a Google Sheet where the CompPAL marks attendance for individual and group tutoring sessions. During training, CompPALs will be given an example of this spreadsheet.

If you'd prefer your CompPAL to tell you the attendance of the workshops in a different way, negotiate this with your CompPAL

Communication With Your CompPAL

What we have found from our research is that part of what makes this program successful is developing a relationship with your CompPAL. It's important to communicate to them regularly to build this relationship. Feel free to talk to your CompPALs about:

- Suggestions for content during group workshops.
- What you notice students are struggling with or telling you they are struggling with.
- Student issues the CompPAL needs to be aware of.
- Classroom topics or activities.
- Participating in classroom activities.

Rules and Guidelines the CompPALs Use for Workshops

During the first week of workshops, the CompPALs will review the CompPAL syllabus with the students. This syllabus (which you will be given a copy of) contains the rules of attendance, lateness, and engagement during workshops. Below is a recap of some of those rules:

- Tutoring is mandatory. It's worth 10% of the students' grades.
- Students are required to attend about 15 group workshops and at least 4 individual workshops (one per paper). Students can't wait until the end to complete these individual workshops. They **MUST** complete one workshop for each paper that is due. The deadline of the paper is the deadline for the individual tutoring session. If students are unable to make the CompPALs office hours period, they can get credit for the individual tutoring session by going to a writing center tutoring session. Students will be required to get a Writing Center attendance sheet proving their attendance in the workshop. They can give that sheet either to the instructor or the CompPAL.
- Because workshops are thirty-minute sessions, tardiness exceeding five minutes will result in the student being counted as absent.
- If students must miss a workshop due to an unforeseen conflict, they are able to make it up **during that same week**. They may **not** attend two workshops in the same week in order to make up a missed session from the previous week. If there is any confusion on this, you can explain to students that workshop topics vary weekly, and it is imperative to their learning that they attend all of their sessions.

- Students can only make up two missed workshop sessions. After that point, students will be unable to make up their group workshops.
- If there is a university holiday or break, no workshops or individual tutoring sessions are held.
- Students are NOT allowed to email their papers to the CompPAL. CompPALs will only review their papers for them during a workshop or individual tutorial sessions.
- Students can email CompPALs regarding questions about tutoring and workshops.
- For workshops, CompPALs will enforce these general rules about behavior:
 - Students should arrive at their scheduled session **on time**.
 - Students should bring their appropriate class materials (essay drafts, textbooks, notes, etc.).
 - Students should bring something to write with (paper, pen, laptops, etc...).
 - Students should be courteous to their classmates.
 - Students should keep cell phones put away unless the tutor instructs them that they can use their phones for an activity.
 - Students should actively participate in discussion.

Do's and Don'ts

- DO allow CompPALs to take attendance (if you choose to do so)
- DO stay in touch with your CompPAL throughout the semester. Some suggestions on how to do this:
 - Meet before or after class.
 - Set up a time to meet with one another weekly to catch up.
 - Text or email with one another.
- DO let Allison Morrow or Patrick Shaw know if you have any issues with working with your CompPAL or with students.
- DO include attendance grades to tutoring sessions in your calculation of midterm grades.
- DO add in your CompPAL as a “Course Designer” in your Canvas sites.
- DON'T ask CompPALs to grade anything.
- DON'T ask your CompPAL to cover your classes.

CompPAL Project: Instructors Checklist

Pre-Semester & The First Two Weeks of the Semester	
	Attend training session before the semester.
	Attend lunch of CompPAL training to meet your CompPAL (or meet up with your CompPAL Individually)
	Update syllabus to include mandatory tutoring requirements. <ul style="list-style-type: none"> • Add in 10% mandatory tutoring grade. • Add in the final reflection letter (we use a specific prompt for the CompPAL program). • Add in syllabus insert.
	Develop a working contract between you and your CompPAL.
	Allow tutor to start scheduling students on the first day of class.
	Participate in two research interviews, one with your CompPAL and one individually (roughly 1 hour of time).
	Have students complete survey within the first two weeks of class.
	Have students sign consent forms within the first two weeks of class. (You can ask Allison Morrow or Patrick Shaw to introduce the research study if you prefer).

During the Semester	
	Keep track of attendance using WOnline (If you prefer, you can ask your CompPAL to run reports from this site).
	Calculate tutoring attendance into grades at the very least by midterms.
	Communicate with CompPAL regarding course content.
	Provide suggestions for workshop content to CompPALs.
	Communicate student issues/red flags to CompPALs so that they can be aware of what's going on.

The Last Two Weeks/After the Semester	
	Have students complete final survey.
	Have students complete semester reflection letter.
	Participate in a final research interview, both with CompPAL and individually (roughly an hour of time).
	Calculate final tutoring attendance into final grades.
	Save final copies of argument paper and final reflection letter as Google Docs or Microsoft Word files to your personal Google Drive folder. (Allison will send this to you).

Appendix C: Interview Questions for Embedded Tutors

1. Did the tutoring workshop prepare you for your work as a tutor?
2. Do you feel your presence in the classroom is a positive one? In what ways?
3. What challenges have you experienced in working with the 101 students?
4. How have you addressed those challenges?
5. How would you characterize your relationship with your instructor?
6. How do you communicate with your instructor?
7. Where do you sit in the classroom?
8. How do you understand your role?
9. Do you feel you have been effective?
10. How have you addressed those challenges?

Appendix D: Interview Questions for Instructors

1. How have you adapted your plans from your normal composition section to a embedded tutoring section?
2. How do you plan to work with your tutor in and out of the classroom?
3. How do you communicate with your tutor?
4. How do you expect your relationship with your students to differ between the two sections?
5. How would you characterize your relationship with your tutor?
6. How did you engage the tutor during classroom sessions?
7. What challenges did you encounter in your embedded tutoring section with your students?
8. How did you address those challenges?
9. What challenges did you encounter with your tutor?
10. How did you address those challenges?

Appendix E: Code Book

Roles and Authority

- **Overstepping authority** – when a tutor oversteps their authority or their role.
- **Tutor role** – what the tutor does day-to-day
- **Instructor role** – what the instructor does day-to-day
- **Inside classroom work** – what the tutor does during class periods
- **Outside classroom work** – what the tutor does outside class periods

Cognitive Apprenticeships.

- **Cognitive apprenticeships (tutors)** – when a tutor discusses learning that helps them with their professional development.
- **Cognitive apprenticeships in reverse (instructors)** – when instructors learn from tutors.

Split Between Multiple Instructors

- **Comparing instructors** – when the tutors compare their experiences or compare how the instructors work in their roles.
- **Challenges of the split** – what tutors struggle with when they are working with multiple instructors at once.

Student Engagement

- **Fall students versus spring students** – differences between student engagement during the different semesters.

Relationship

- **Good working relationship** - a relationship that seems to be openly communicative and mutual beneficial.
- **Neutral working relationship** - a relationship that seems to be neutral overall. No conflicts but the relationship doesn't seem to be overly positive.
- **Ineffective working relationship** - relationships characterized by lack of trust, lack of communication, and tension

Program Structure/Training

- **Critiques of the program** - feedback on what didn't work with the program.
- **Positives of the program** - feedback on what worked with the program.
- **Program change** - changes made as a result of feedback

Appendix F: Participant Pseudonyms and Demographics

Semester 1

Instructor	Tutor
Alice	Joe
Anastasia	Hera
Roxanne	Louisa

Instructor Demographics

Name	Role	Title/Rank	Length of Time with Program
Alice	Instructor	NTT Full-Time	1 semester
Anastasia	Instructor	GTA	1 semester
Roxanne	Instructor	GTA	1 semesters total

Tutors Demographics

Name	Role	Major	Length of Time with Program	Number of Sections
Joe	Undergraduate Tutor	English, Undergraduate	3 semesters of tutoring.	1
Hera	Undergraduate tutor	Double major in English and secondary ed	2 semesters	1
Louisa	Undergraduate tutor	Dual degree in philosophy and English	1 semester	1

Semester 2

Instructor	Tutor
Vanessa	Joe and Elsa
Charlotte	Hera and Elsa
Alice	Joe and Meg
Anna	Hera
Alana	Felix and Mabel

Instructors Demographics

Name	Role	Title/Rank	Length of Time with Program
Vanessa	Instructor	NTT Full-Time	1 semester
Charlotte	Instructor	NTT Full-Time faculty member teaching in developmental department. Was soon to be let go because of the closure of the department	1 semester
Anna	Instructor	NTT Full-Time, many years teaching comp. Moved on to work in the library after this semester	1 semester
Alice	Instructor	NTT Full-Time	2 semesters
Alana	Instructor	NTT Full-Time	1 semester

Tutor Demographics

Name	Role	Major	Length of Time with Program	Number of Sections
Joe	Graduate tutor	English, master's degree	2 semesters	3

Hera	Undergraduate tutor	Double major in English and secondary ed	2 semesters	2
Elsa	Undergraduate tutor	Double major in secondary ed and English	1 semester	2
Felix	Undergraduate Tutor	Major in biology Taken technical writing Previous experience with JagPAL in general	1 semester	1
Meg	Undergraduate Tutor	English major	1 semester	2
Mabel	Undergraduate tutor	English major	1 semester, two semesters total	2

Semester 3

Instructor	Tutor
Alice	Meg
Rita	Evangeline
Roxanne	Nancy
Daisy	Joe
Sarah	Joe
Ben	Anita
Marian	Anita
Alana	Sally

Instructor Demographics

Name	Role	Title/Rank	Length of Time with Program
Alice	Instructor	NTT Full-Time	3 semesters
Rita	Instructor	NTT Full-Time	1 semester
Roxanne	Instructor	GTA	Two semesters
Sarah	Instructor	GTA	One semester
Daisy	Instructor	GTA	One semester
Ben	Instructor	GTA	One semester
Marian	Instructor	GTA	One semester

Tutor Demographics

Name	Role	Major/Education	Length of Time with Program	Number of Sections
Evangeline	Undergraduate tutor	Double Major in English and secondary education	1 semester	2
Nancy	Undergraduate tutor	English major	1 semester	2
Joe	Graduate tutor	Master's in English	3 semesters	2
Mabel	Undergraduate tutor	English major	2 semesters	2

Anita	Undergraduate Tutor	Double Major in English and secondary education	1 semester	2
Sally	Undergraduate tutors	English major	1 semester	2

Semester 4

Instructor	Tutor
Ben	Michael
Alana	Evangeline
Marian	Antonio
Alice	Nancy

Instructor Demographics

Name	Role	Title/Rank	Length of Time with Program
Ben	Instructor	Full-time intern instructor	2 semesters
Alana	Instructor	Full-time NTT instructor	3 semesters
Marian	Instructor	GTA	2 semesters
Alice	Instructor	Full-time NTT instructor	4 semesters

Tutor Demographics

Name	Role	Major/Education	Length of Time with Program	Number of Sections
Antonio	Tutor	English	1 semester	1
Evangeline	Tutor	English/Secondary ed	2 semesters	2
Michael	Tutor	English	1 semester	2
Nancy	Tutor	English	2 semesters	2

Semester 5

Instructor	Tutor
Alana	Michael
Alice	Nancy

Instructors Demographics

Name	Role	Title/Rank	Length of Time with Program
Alana	Instructor	Full-time NTT instructor	4 semesters
Alice	Instructor	Full-time NTT instructor	5 semesters

Tutors Demographics

Name	Role	Major/Education	Length of Time with Program	Number of Sections
Michael	Tutor	English	2 semesters	2
Nancy	Tutor	English	3 semesters	2

Semester 6

Instructor	Tutor
Jane	Mirabel
Tiana	Jack
Alice	Jenny, Kim
Lucy	Marie

Tutor Demographics

Name	Role	Major/Education	Length of Time with Program	Number of Sections
Jack	Undergraduate tutor	English	1 semester	2 sections
Mirabel	Undergraduate tutor	English	1 semester	2 sections
Marie	Undergraduate tutor	English	1 semester	2 sections
Jenny	Undergraduate Tutor	English	1 semester	2 sections
Kim	Undegraduate Tutor	English/secondary education	1 semester	1 section

Instructor Demographics

Name	Role	Title/Rank	Length of Time with Program
Tiana	Instructor	Intern instructor	1 semester
Jane	Instructor	Full-time instructor	1 semester
Lucy	Instructor	Full-time instructor	1 semester
Alice	Instructor	Full-time instructor	6 semesters

Semester 7

Instructor	Tutor
Alice	Mirabel
Huey	Max

Tutor Demographics

Name	Role	Major/Education	Length of Time with Program	Number of Sections
Max	Undergraduate tutor	English	1 semester	1 section
Mirabel	Undergraduate tutor	English	2 semester	1 section

Instructor Demographics

Name	Role	Title/Rank	Length of Time with Program
Huey	Instructor	GTA	1 semester
Alice	Instructor	Full-time instructor	7 semesters

Semester 8

Instructor	Tutor
Alice	Kim
Lucy	Kala and Sebastian
Hannah	Kala and Jodi
Jane	Mirabel

Tutor Demographics

Name	Role	Major/Education	Length of Time with Program	Number of Sections
Kim	Undergraduate tutor	English, secondary education	2 semesters	2 sections
Kala	Undergraduate tutor	English	1 semester	2 sections
Jodi	Undergraduate tutor	English, secondary education	1 semester	1 section
Mirabel	Undergraduate tutor	English	3 semesters	2 sections
Sebastian	Undergraduate tutor	English	1 semester	1 section
Annette	Undergraduate tutor	English, secondary education	1 semester	1 section

Instructor Demographics

Name	Role	Title/Rank	Length of Time with Program
Lucy	Instructor	Full-time instructor	1 semester
Alice	Instructor	Full-time instructor	8 semesters
Hannah	Instructor	Full-time instructor	1 semester
Jane	Instructor	Full-time instructor	2 semesters

Appendix G: IRB Approval

irb@southalabama.edu



TELEPHONE: (251) 460-6308
CSAB 138 - MOBILE, AL. 36688-0002

INSTITUTIONAL REVIEW BOARD February 20, 2017

Principal Investigator:	Patrick Shaw		
IRB # and Title:	IRB PROTOCOL: 16-025 [853691-2] Mandatory Tutoring in EH 101		
Status:	APPROVED	Review Type:	Expedited Review
Approval Date:	February 15, 2017	Submission Type:	Continuing Review/Progress Report
Initial Approval:	February 10, 2016	Expiration Date:	February 9, 2018
Review Category:	Category: 45 CFR 46.110 (6): Collection of data from voice, video, digital, or image recordings made for research purposes.		

This panel, operating under the authority of the DHHS Office for Human Research and Protection, assurance number FWA 00001602, and IRB Database #00000286, has reviewed the submitted materials for the following:

- 1. Protection of the rights and the welfare of human subjects involved.*
- 2. The methods used to secure and the appropriateness of informed consent.*
- 3. The risk and potential benefits to the subject.*

The regulations require that the investigator not initiate any changes in the research without prior IRB approval, except where necessary to eliminate immediate hazards to the human subjects, and that **all problems involving risks and adverse events be reported to the IRB immediately!**

Subsequent supporting documents that have been approved will be stamped with an IRB approval and expiration date (if applicable) on every page. Copies of the supporting documents must be utilized with the current IRB approval stamp unless consent has been waived.

Notes:

BIOGRAPHICAL SKETCH

Name of Author: Allison Morrow Hill

Graduate and Undergraduate Schools Attended:

University of Alabama at Birmingham, Birmingham, Alabama
University of Central Florida, Orlando, Florida
University of South Alabama, Mobile, Alabama

Degrees Awarded:

Masters of Arts in English, Composition and Rhetoric, 2015, Orlando, Florida
Bachelors of Arts in English, Professional Writing and Public Discourse;
Birmingham, Alabama

Awards and Honors:

Outstanding Team of Quarter 3 for Real Estate Lending Training at Navy Federal Credit Unit (2022)
University of South Alabama Athletics Faculty of the Year Sun Belt Conference Representative (2021)
Dr. Chandru Hiremath Memorial Endowed Award (High Achieving Instructional Design Student (2021);
Dr. George E. Uhlig Endowed Award (Promising Instructional Design Student) (2020)
GTA Teaching Excellence Award (2015)
Summa Cum Laude (2013)
Departmental Honors (2013)
Global and Community Leadership Honors (2013)

Publications:

Morrow, A. (2018). Commenting on Student Writing: Using Google Docs to Enhance Revision in the Composing Process. *Review of Online Literacy Education 1*(1).