A CASE STUDY OF PERCEIVED SELF-EFFICACY IN WRITING CENTER PEER

TUTOR TRAINING

by

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The following individuals read and discussed the thesis submitted by student Shaun T. White, and they evaluated his presentation and response to questions during the final oral examination. They found that the student passed the final oral examination.

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ABSTRACT

This explorative case study used mixed methods to examine and analyze the two following research questions using the psychological framework from Perceived Self-Efficacy Theory: 1) what variables of writing center tutor training affected the trainees' perceived self-efficacy levels towards their work, and 2) what aspects of this training contributed to the attainment of persistence? Both questions were answered using quantitative and qualitative methods for analyses. The quantitative research revealed that the initial six week period of observation for peer tutors at the beginning of their training was highly beneficial for increasing their perceived self-efficacy levels in believing they could complete tasks and overcome challenges as they transitioned from their training into working as peer tutors in the writing center. The qualitative research further verified that the peer tutor's levels of self-efficacy was largely due to the benefits of observing other peer tutors with more working experience, as well as learning practical skills for peer tutoring from their class readings. The findings pertaining to the trainees' attainment of persistence showed that the most important factors involved were having a sense of belonging to the writing center community and developing a peer tutor identity.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

PREFACE

I must confess that up until very recently, I haven't given the subject of writing

center identity (e.g., what we choose to call ourselves in this line of work) the justice it

rightly deserves. It is a conversation that comes up regularly in our Writing Center at

Boise State University, and having worked there for a little over five years, I have been

guilty of marginalizing this conversation—in fact, I have joked about it being a

"perpetual identity crisis" that some scholars in our field just cannot get past.[1] I was

therefore skeptical about the ways in which a job title can influence the work out staff

does. Last year in October, however, I came to understand just how important the subject

of identity truly is in our field while attending the Rocky Mountain Peer Tutoring

Conference (RMPTC) in Orem, Utah. What I learned there changed my view on this

matter, and it had a strong influence on this research study.

RMPTC in Orem was not my first conference, though it certainly was the smallest

I have ever attended, and also one of the most beneficial for me thus far. I think that,

apart from the conference being put together very well and having great presenters, there

was that aspect of having begun writing my MA thesis on peer tutor training in writing

centers that made me more sensitive to my surroundings. Resulting from this, there were

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[1] It is worth noting that at the Boise State Writing Center, the staff has traditionally referred to themselves as "writing consultants," not tutors or peer tutors. In fact, a substantial part of our training focuses on how titles influence work identity, expectations, and other's perceptions of the work we do. However, to stay consistent with present writing center scholarship terminology, I have chosen to refer to our staff—the participants of this study—as "peer tutors."

two particular instances at the conference that opened my eyes to the relevance of peer tutor identity and writing center community that ended up becoming a strong part of my research study.

The first instance occurred at practically every possible opportunity where peer tutors congregated together, in and around, the conference to socialize (e.g., breakfast, hotel lobbies, breaks, between presentations, etc.). During these brief transitional spans of time, I noticed that none of the other groups of peer tutors spoke or interacted much with each other, or demonstrated the degree of "centeredness" and community that the Boise State Writing Center peer tutors did with each other. It wasn't until much later in the day at a particular presentation that I recognized how one's work identity could relate to this notion of community, and furthermore, how powerful and beneficial a strong work community can be for writing center peer tutors when faced with challenges, self-doubt, and anxiety—common affective issues that can occur when working with a wide variety of student writers.

In one case at breakfast, just before the presentations began, all the different writing center peer tutors were sitting quietly together at their tables in the large auditorium. If it were not for our table's excessively loud, exuberant behavior, and the abundant reissuance that our group gave one and other, the degree of everyone else's silence and nervousness might have slipped passed me, as many things tend to do in the morning (it had certainly slipped past me at the other conferences I had attended). We had all in fact picked up on this vibe during breakfast—the other peer tutors were very nervous about presenting, yet strangely, none of them appeared to support or encourage each other. I wondered to myself how this could be the case when a huge, shared

pedagogical component of our field is established on the practice of collaboration—working alongside each other for support. I determined later from the present study that our peer tutor's work identity had a strong hand in the way we supported each other at the RMPTC conference—how we support each other every day in our writing center community. This is because a great deal of our peer tutor training stresses the importance of how it is necessary to rely on each other for help, and that we should not *identify* ourselves with being experts in writing, nor in every imaginable academic subject because doing so is simply impossible. In this field, trying to identity oneself as an expert in all things inevitably leads to anxiety, self-doubt in one's abilities, self-dependence, self-delusion, and ultimately, failure.

The moment where this notion of identity really resonated for me at the RMPTC conference occurred during a presentation on the role of perceptions by a particular peer tutor whose name I shall omit. In brief, the presenter argued that, in order for peer tutors to be successful, they must not only be masters in every aspect of writing, but furthermore, they must also be experts in the content of the student writer's work. The presentation was very well organized, the peer tutor spoke elegantly, and there were many applauds, both from other peer tutors, as well attending writing center directors.

When it was time for questions and answers, I felt compelled to share with this peer tutor how expertise can sometime be problematic. For example, I mentioned that, while I have a fair amount of expertise in critical theory, I often deliberately "play dumb" about it when working with literature writers because I don't want to risk taking the ownership of their writing away from them, and dictating what I think their papers should be about. One of the other peer tutors from Boise State University commented to the

presenter that a large part of why he feels capable of helping other writers is because he doesn't have to be an expert, and he can instead rely upon collaborating with the writer to come up with solutions. He also mentioned to the presenter that if he had to be responsible for knowing everything, he would probably be too stressed out to perform on the job. I'll never forget the presenter's sincere response to these comments: "Wow! It must be really, really great, then, to always feel confident about your work." With a strong sense of reassurance, the Boise State University peer tutor replied that this was one of the best aspects of his job. In that moment, I caught a glimpse of the presenter's feelings: there was as much awe as there was disbelief on his face. I realized then that this individual was likely being crushed by these unrealistic expectations each time he worked with a student writer because he was trying to be someone that he could not: a master of all things. I then imagined him alone in his writing center, surrounded by other like-minded peer tutors. Nobody is working together because they are too worried about revealing their own weaknesses and limitations—no one is able to utter the words "I'm not sure, let me ask someone else." When I recall this memory, I am always grateful to have the community and support that I do in my writing center because, even after five years of being a peer tutor, I could never imagine carrying the burden of being an expert for all writers on every subject.

On the trip back to Boise, my colleagues and I talked quite a bit with each other about the different presentations we had attended, but we mostly discussed how different we were in comparison to a lot of the other peer tutors we met and interacted with during the conference. We were most surprised by how little support the other peer tutors gave their teammates during the presentations, and how some of them really bought into the

presentation on being an expert. It was then that I had the "Ah ha!" moment about identity in writing centers: our writing center community at Boise State University is strong and supportive in part because we do not identify ourselves as being experts or masters. As a result, a great deal of our work confidence and the ability to work through challenges comes from knowing that we can depend and rely on each other's skills and talents when needed. In a similar fashion, our writing center community models, enables, and reinforces our identity of the non-expert to new peer tutors, and I personally believe this is why the Boise State University Writing Center has such high peer tutor retention and workgroup cohesion. This is likely the reason why we are generally so loud and jovial at breakfast before presenting at conferences.

CHAPTER ONE: INTRODUCTION TO WRITING CENTER WORK AND A

REVIEW OF LITERATURE

Introduction to Writing Center Work: Flux in Peer Tutoring

There are two significant goals in writing center work: to serve and support the

student writers in the university, and to train and maintain a staff of confident, competent

peer tutors to serve the student writers. The former goal obviously depends on the latter;

without properly trained peer tutors, the work of writing centers could never get done.

Most writing center peer tutors therefore undergo a form of initial training before

working directly with student writers, though training varies widely from one writing

center to the next. While most peer tutor training incorporates the study and application

of theories, knowledge on grammar and syntax, and various practice methods, no amount

of such ensures new peer tutors will persist through hardships or be effective in their

work.

Writing center work is complex and frequently in flux because one of the primary

aims, as Steven North (1984) argued, is to "…produce better writers, not better writing"

(p. 438). The term "flux" is used here to describe a shared time and space between peer

tutors and writers that is, for the most part, filled with infinite variables and the absence

of structure. It is a state of operation that is constantly changing and, thus, highly

unpredictable and challenging. If the main objective in peer tutoring were to improve or

"fix" the writer's text, then the work would be relatively simple, straightforward, and

mechanical. Successful outcomes for peer tutoring would largely depend on proficiency

in grammar, syntax, and writing conventions—the skills of an editor. Working to improve the writer, however, involves many variables. For starters, it requires peer tutors to converse and communicate well—this is a complex process that draws from a wide variety of skills and experience, such as speaking, critical reading, active listening, and adaptability, just to name a few. Even when it is the case that peer tutors engage in straightforward editing tasks with writers, they still do so through talk, the essence of the writing center (North, 1984, p. 443).

Peer tutors must communicate in almost every task they encounter in writing center work, and as with any conversation, miscommunication is always a possibility. It would be a daunting and exhaustive undertaking to list each particular instance of talk as it operates within the state of flux; however, the brief list that follows provides a sufficient illustration.

To begin, peer tutors use conversation to introduce themselves and establish rapport with writers that they may or may not ever work with again. Since talk is intended to reduce potential tensions between the peer tutor and student writer, it follows that talk is also evaluated by the peer tutors as well (Ryan & Zimmerelli, 2006, p. 19). For instance, if a student writer works with Peer Tutor A. one day, and then chooses to come back at a later time and work with Peer Tutor B. instead of Peer Tutor A., then this can lead Peer Tutor A. to make rash assumptions about his or her own work performance and capabilities. It can lead to self-doubt and other related problems (Bartelt, 1995, p. 8). To make matters more challenging, it's often a first-time visit to the writing center for many student writers: they don't know what to expect, they weren't anticipating being involved with the discussion and revision of their own work, and it's possible that a

teacher required them to visit the center because of grammar or syntax issues (Walker, 1995, p. 11).

Talking is also the primary way for peer tutors to establish good rapport with student writers in a variety of possible circumstances, and this is generally done within an hour to half-hour's time (typical session time), alongside many other tasks and conversations about writing. In addition to quickly building rapport, peer tutors use talk to establish and facilitate agendas that are agreed upon between them and the writers (Newkirk, 1989, p. 330). When student writers are unfamiliar with the writing process, or if they are unsure about what issues they would like to tackle, new agendas are frequently established and negotiated throughout the duration of the writing session. This undertaking requires peer tutors to be open, patient, careful listeners, and extremely flexible with student writers (Ryan & Zimmerelli, 2006, p. 22).

Furthermore, talk plays a vital role in the reduction or perpetuation of students' writing anxiety, and this is no easy matter to navigate (Ryan & Zimmerelli, 2006, p. 3). One common example of this is when student writers get frustrated about their teacher's expectations or comments, and they begin to vent about it to the peer tutor. It is sometimes the case that the writer wants to assign blame to the teacher for having unrealistic or unclear expectations. Sometimes the writer simply wants to feel validated. Regardless of the particulars, situations such as these always have three different people's expectations to consider—the student writer's, the peer tutor's, and the instructor's. Ideally, peer tutors strive to walk a tightrope between fully supporting the needs of the student writers and keeping the peace between themselves and instructors. Maintaining the balancing act through conversation can be extremely challenging and unclear at

times—especially for new peer tutors who haven't familiarized themselves with these boundaries yet (Healy, 1993, pp. 28-29).

Most obviously, language barriers pose significant problems with talk when working with non-native English speakers, referred to at Boise State as English Language Learner (ELL) students. There can also be similar language barriers when working with physically or mentally disabled writers. In cases such as these, there exists all of the formerly mentioned challenge (e.g., establishing rapport, setting/negotiating agendas, caution with expectations), but additionally, there is a language barrier preventing writer and tutor from being able to clearly understand one another, which can result in helplessness, frustration, and inadequacy to carry out tasks and serve the student writer.

In conclusion, there are always many unique, unknown challenges for peer tutors to overcome when conversation is the primary means of helping students improve as writers. For peer tutor trainees, adapting to this chaos and navigating the flux in writing center work can be extremely challenging, as well as exhausting. Often times, these peer tutors reach out desperately for a set of fixed rules or guidelines to follow, but there simply aren't any to be had, nor are there texts describing how to manage and regulate the wide range of emotions that they may experience during this process. This can lead to self-doubt and work anxiety, which is detrimental to the peer tutors' work performance (Bandura, 1993, p. 118). While most training does provide peer tutors with valuable skills and strategies to apply in various writing sessions, these skills, in and of themselves, don't insure that peer tutors will perform well or feel confident in their work. That, instead, requires many trials and error, the determination to wrestle with challenges,

being able to accept failure as a lesson instead of an unsolvable problem, and having a strong degree of personal commitment to persist through the hardships.

It is assumed that most training programs provide peer tutor trainees with basic procedures, responsibilities, work policies, editing skills, and various practice methods (Posey, 1986, p. 29), and that these are sufficient in producing confident, competent employees. However, in current scholarship, it remains unclear if such training contributes to the ability to persist when faced with self-doubt, work anxiety, and the ability to operate in flux. If the training does make this contribution, it would be beneficial to know how, and to what degree. In the past four decades, cognitive psychologists have developed numerous frameworks to analyze how variables such as self-beliefs and instruction contribute to the development of perseverance and persistence in the face of adversity (Pajares, 1996). In the review of literature, I will review the available scholarship on this topic and discuss some of the theoretical frameworks that shed light on the interconnections between persistence and the variables described above.

Study Overview

This is an explorative case study using mixed methods to examine and analyze the two following research questions: 1) what variables of tutor training affected the trainees PSE levels? and 2) what aspects of writing center peer tutor training contributed to the attainment of persistence? Quantitative data was collected by electronic surveys at key points throughout the tutor training period (English 303/503) at Boise State University during the fall 2013 and spring 2014 semesters, which asked participants to rate their present levels of perceived self-efficacy towards accomplishing specific tasks within the writing center domain. This data was largely used to answer the first research question.

Additionally, qualitative data was collected from participants, and these streams include content from student reflection journals in English 303/503, as well as content from selected follow-up interviews. The quantitative data was issued in part to determine which participants should be selected for follow-up interviews, and furthermore, what sorts of questions should be asked. The qualitative data was largely used to answer the second research question, which borrows the framework from a previous study done on perceived self-efficacy and persistence using different models of instruction for learning, as given by Schunk in 1984 in "Self-Efficacy Perspectives on Achievement Behavior."

Review of Literature

Perceived Self-Efficacy Framework

Within the discipline of psychology, there are a variety of significant cognitive theories that provide researchers with important frameworks to study and understand how and why people think and act the way they do. Most relevant to this explorative study is the Social Cognitive approach to Perceived Self-Efficacy Theory (PSE), as presented by Albert Bandura, its founder. According to Bandura (1997), "perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainment" (p. 3). The theory posits that people's beliefs about their capabilities to act in control over their own functioning is the most central and persuasive mechanism of agency there is (Bandura, 1993, p. 118). According to Pajares (1996), efficacy beliefs play a strong role in determining the amount of effort an individual will expend on a task or activity, and how long they will persist when faced with challenges (pp. 544-45). Individuals' efficacy beliefs also influence their emotional reactions, and

thought patterns; thus, someone with low self-efficacy will perceive something far more challenging than it actual is and would be more likely to quit. On the other hand, someone with high self-efficacy is more likely to endure and overcome challenges. At first glance, this almost sounds likes some new-age "positive thinking" process—that is, "happy thoughts make happy results"; however, this aspect of PSE Theory can be easily explained, supported, and understood.

The relationship between an individual's beliefs in his or her own efficacy towards accomplishing set tasks and the attainment of success is a carefully calculated mental process; it's not wishful thinking. First, motivation should be taken into account: people seldom choose to undertake challenges or subject themselves to tasks at which they know they will fail. Bandura (1997) indicated that "[u]nless people believe they can produce desired effects by their actions, they have little incentive to act. Efficacy belief, therefore, is a major basis of action" (p. 3). According to this theory, then, people plan their lives and future on the basis of their beliefs. It is also clear that people seldom choose to burden themselves with tasks they know they are incapable of accomplishing, and instead, choose the tasks that appear possible. Being selective about what tasks one chooses to take up is a rational, calculative thought-process; it's not a process established on wishful thinking.

Second, if people are, in fact, motivated to take on challenges based on beliefs that they can attain desired effects and outcomes, then there are specific cognitive variables involved with forming these beliefs that can be understood and articulated. According to Bandura's research (1982), there are four specific sources from which people acquire information about their level of efficacy: performance attainments,

vicarious experience, verbal persuasion, and physiological indices. Each of the four sources contribute in varying degrees to the construction of personal efficacy judgments about the tasks or activities under consideration.

Performance attainments involve self-evaluation of one's own success or failure in doing something. When people succeed at certain tasks, then their level of self-efficacy increases; however, when people fail, their level of self-efficacy decreases. Therefore, to strengthen beliefs of efficacy through self-performance, people do so by reflecting on previous successes and failures that relate to the task at hand (Bandura, 1982, p. 126). Additional research has demonstrated that, while successes should raise someone's level of efficacy, and failure should lower it, once one has obtained a strong sense of efficacy in doing a task, failure, thereafter, doesn't have as much of a negative effect (Schunk, 1984, p. 49).

The second influence is vicarious experience, and it occurs when somebody observes another person (often a colleague or peer) undertake a task, and then appropriate the experience—vicariously—onto themselves. While observing the actual success or failure of another is believed to influence one's own level of efficacy, it is hypothesized doing so has a weaker effect on influencing the observer's personal self-efficacy beliefs than self-performance (Schunk, 1984, p. 49). Vicarious experience is most frequently available in group settings or within teams. More will be said about this under the Group Efficacy section below.

The third influence is verbal persuasion where in one receives a type of praise for his or her performance or action. Verbal persuasion is believed to be similar to vicarious experience—both influences are a result of outside sources. Here, someone's level of

self-efficacy is increased or decreased by receiving information, suggestions, or exhortation from another. A common example is when an employer or instructor verbally acknowledges and validates someone's ability or performance to carry out a task. According to Dweck's theory of Entity (1999), which is similar to PSE Theory, praising someone or trying to encourage their achievement sends mixed messages and can have detrimental effects on their PSE. Entity Theory posits that if someone is praised, even when they have done poorly at a task or have failed, then they are essentially being encouraged to believe that their effort is irrelevant, and furthermore, that there isn't an incentive to succeed (pp. 116-126). Dweck's theory (1999) additionally posits that verbal persuasion is only effective when approval is directed at someone's actual efforts or strategies in completing a task, and not directed at the individual, themselves (p. 121).

Lastly, physiological indices (someone's physiological state) have influence on self-efficacy beliefs. Common examples of physiological indices are interpretations to bodily reactions when confronted with difficulty and obstacles. Such reactions can include rapid heart rate, sudden increase in body temperature, trembling, sweaty palms, and any other behavior associated with anxiety. It is often the case that, when someone sets out to accomplish a task, certain physiological indices occur and are recognized by the individual. They, then, self-reflect on the phenomena and interpret these signs as a foreshadowing of personal failure, which, then, could potentially affect their performance (Bandura, 1982, p. 127).

From these four descriptions and examples, it has been shown how people acquire information about their level of efficacy, and from them, individuals are then able to formulate efficacy judgments about approaching a task. An efficacy judgment is a

generative thought process "…in which cognitive, social, emotional, and behavioral sub-skills must be organized and effectively orchestrated to serve innumerable purposes" (Bandura, 1997, p. 37). According to Schunk (1984), there are five primary contributors to making an efficacy judgment: 1) one's perceived ability (a mental inventory on what is known and what has been similarly encountered before), 2) the task difficulty (how much challenge is involved), 3) effort expenditure (how much effort is required to attain success), 4) performance aids (identifying sources of help), and 5) outcome patterns (the identification and calculation of patterns of successes and failures for a given task) (p. 48).

Formulating efficacy judgments are far different than possessing learned skill. The former is a self-regulated, contemplative process that utilizes and applies the latter towards the completion of a task. Put more simply, learned skills are like tools: they have the potential to be very useful and valuable to someone, but their application and usage is solely dependent on the mind that uses them. As a result, the mind's limitations make limited use of skills and knowledge. This is very important to understand when it comes to the subject of learning and applying skills. While it is commonly believed that having the 'right' skills and knowledge, alone, contributes to someone's success in completing a task and overcoming obstacles, it is actually the case that "[k]nowledge, transformational operations, and component skills are necessary but insufficient for accomplishing performances" (Bandura, 1982, p. 122). This is especially the case when powerful emotions like self-doubt and anxiety are present during the formation of efficacy judgments. Bandura's explanation was that "[s]kills can be easily overruled by self-doubt, so that even highly talented individuals make poor use of their capabilities under

circumstances that undermine their beliefs in themselves" (1997, p. 37). When this occurs, it is because one's efficacy beliefs strongly influence thought patterns and reactions to emotions (Pajares, 1996, p. 544).

Skills and knowledge do significantly serve self-efficacy—it's not being argued here that either are unnecessary or useful, or that they don't affect someone's efficacy judgments. Stajovic and Luthans (1998) confirmed that "[i]n order for self-efficacy to regulate effort effectively, performers must have an accurate knowledge of the task they are trying to accomplish" (p. 241). Take, for example, any one of the five previously stated items that contributes to the formation of efficacy judgments: having applicable skills and sufficient knowledge about a given task would absolutely influence any of these items. The point, here, is that having skills and adequate knowledge, in and of themselves, does not guarantee that someone will be successful, perform well, or not doubt themselves when faced with uncertainty or challenges. One of the most common reasons why skills and knowledge have such limitations is because most tasks and obstacles are not entirely identical—often times, reoccurring tasks and obstacles happen in different environments under different circumstances that contain elements of unpredictability and ambiguity. PSE is therefore "not a measure of the skills one has but a belief about what one can do under different sets of conditions with whatever skills on possesses" (Bandura, 1997, p. 37).

In conclusion, it has been demonstrated how an individual's PSE levels cognitively correlate to four specific sources of influence: performance attainments, vicarious experience, verbal persuasion, and physiological indices, and that the predictability of one's performance outcomes at given tasks can be assessed by his or her

own levels of PSE through the formation of efficacy judgments. It was also shown how learned skills and knowledge contribute to forming efficacy judgments, but that they, in and of themselves, cannot not guarantee that someone will perform well at a task or challenge because circumstances are always different, and as a result, the application of skills and knowledge depends on a self-regulation process. This information sets a foundation for what PSE Theory is (within the scope of this research study), and how the framework can be used to assess individuals' personal levels of belief in self-efficacy towards certain tasks, as well as providing the means to examine the variables that contribute to PSE. This, in turn, provides a way of analyzing individuals' persistence in successfully completing these tasks and facing obstacles. Just as it is important to understand what PSE Theory is, it is equally important to understand what it is not. The following section contrasts PSE Theory to several other significant psychological frameworks to demonstrate why it was chosen, and why the other frameworks were rejected.

Other Possible Frameworks

When researchers want to understand the relationship between people's behavior, actions, environmental influences, and desired outcomes, PSE Theory, Attribution Theory, Goal-Setting theory, and Entity Theory each provide their own unique framework and analysis. Since PSE Theory was recently elaborated on, attention will now be given to the others.

Attribution Theory posits that one's perceived reasons, or *attributions*, for why success or failures occur has consequential effects on one's future motivation, behaviors, actions, and decisions (Weiner, 1992; Dörnyei, 2001). As a result, a great deal of

Attribution Theory focuses on the individual's effort that was expended during a task. For example, if a student studied hard for a test, and then obtained an excellent grade, they would attribute their success to all the hard work that they put in. This is, for all intents and purposes, identical with locus of control. Interestingly, if the same student studied hard and got a low grade, then they, according to this framework, would attribute their failure to insufficient effort. The framework doesn't take into account any influences outside the individual.

In assessing one's level of persistence when confronted with a challenging task, Attribution Theory therefore posits that one's degree of effort contributes largely to one's chance of success. Bandura and Cervone (1986) argued that personal effort is not always a controllable factor. In their study, Bandura and Cervone (1986) demonstrated in an experiment in which people who labored hard and did not obtain success believed that they could never succeed in that challenge or provide a higher level of effort. Additionally, the few that did succeed indicated strong self-doubt that they could repeat the challenge. As is the case with locus of control framework, Attribution Theory, too, ignores the influence of perceived capability, and instead, focuses solely on beliefs about outcome contingencies beyond an individual's control (Bandura, 2006, p. 309). From Bandura's standpoint, all evidence has shown that causal attributions, in whatever form they may be, have little to no independent effect on performance motivation, whereas PSE framework "mediates the effect of causal attributions on performance across…diverse activities…and performances" (1997, p. 125). PSE theory is much more interested in self-perceptions and their motivational influence on an individual's ability to learn and perform. Another facet of Attribution Theory that is incompatible with the

current case study is the emphasis on outcomes or performance. In this respect, participants in Attribution research are asked to assess why they feel they did well or failed in a particular task and their evaluations are set firmly in the context of an end result. PSE Theory, instead, offers a more open and sensitive framework for research that chooses to include external, environmental factors as influential variables on an individual's beliefs in their self-efficacy towards learning.

Goal-Setting Theory is generally not viewed by most cognitive psychologists as a study distinctly set apart from others—instead, it is usually adapted into other theories to enhance their own framework (Dweck, 1999, p. 141). Goal-Setting Theory plays an important role in researching human behavior, thought processes, and actions because goals are strongly tied to people's desires, avoidances, and reasons to be committed to achievement (Locke & Latham, 1990, pp. 125-129). Part of Goal-Setting Theory's limitation, however, is that goals "operate largely through self-reactive influences rather than regulating motivation and action directly" (Bandura, 1997, p. 128). In other words, goal-setting is reactive in nature—when something happens to a person, the effect influences them to set goals. For example, if someone had a heart attack, and his or her weight was a contributing factor, then a goal that would likely result from the heart attack would be to lose weight. Goals are self-directed, whereas PSE is self-regulated. For someone to be self-influenced, they must first self-regulate, and this allows them to construct personal standards and powerful motivational effects such as goals (Bandura, 1997, p. 134). In a study done on self-goal setting, Zimmerman, Bandura, and Martinez-Pons (1992) discovered that the self-regulation of motivation depends on both self-efficacy beliefs and personal goals because PSE "influences the level of goal challenges

people set for themselves, the amount of effort they mobilize, and their persistence in the face of difficulties" (p. 664). PSE is therefore believed to directly and indirectly influence performance accomplishments via the influences from self-set goals.

Entity Theory is one of the more recently additions to Social Cognitive Theory that was established by Carol Dweck, and it is close in many ways to PSE Theory. Their approaches are similar in that both study society's influence on motivation, personality, and the self. According to Dweck (1999), her theory exclusively "addresses how people's beliefs, values, and goals set up a meaning system within which they define themselves and operate" (p. 139). PSE Theory, on the other hand, does not aim to establish meaning systems that people define themselves by and operate in. It, instead, addresses the ways in which people's beliefs, values, and goals are regulated by social environmental factors. Resulting from this difference, Entity Theory and PSE Theory view the role of human emotions—especially self-esteem—very differently. Entity Theory doesn't deny the importance of human emotions; however, it's more interested in the meanings people assigned to them as a cognitive process (Dweck, 1999, p. 139). In this framework, self-esteem isn't viewed as something with level: you either have it or you don't. It's "how you feel when you are striving wholeheartedly for worthwhile things; it's how you experience yourself when you are using your abilities to the fullest in the service of what you deeply value" (Dweck, 1999, p. 128). PSE Theory, on the other hand, is a framework that regulates emotional experiences through thought, action, and affect. An individual can therefore be pressured by external influences to feel insecure about a personal limitation, but they cognitively offset or monitor this feeling through self-reflection (analyzing and comparing the situation to others), and self-direction (setting goals to alter

the emotion) (Bandura, 1997, p. 137). Within this framework, PSE is a judgment of capability—it doesn't deny the role of emotions, it regulates them in order to attain goals and overcome challenges. Self-esteem is viewed as a different phenomenon because it is a judgment of self-worth—that is, how someone values themselves (Bandura, 2006, p. 309).

In conclusion, it was demonstrated how PSE Theory, compared to Attribution Theory, was more sensitive and open to considering outside factors as influences of control in people's lives. When conducting research on the ways people form beliefs, regulate behavior, and are motivated, it is important to consider other variables than the effort one expends. When PSE Theory was compared to Goal-Setting Theory, it was demonstrated that goals are, in and of themselves, self-directive. They are a reaction to something whereas PSE is self-regulated—that is, it creates and moderates motivation. Thus, applying Goal-Setting framework to the study of finding variables that contribute to the attainment of persistence would not work. It could, however, be supplemented to a different framework that inquires about people's goals to maintain persistence after it has been attained. Lastly, PSE Theory was compared to Entity Theory, and it was shown that the former focuses on self-regulating emotions in order to attain desired outcomes, whereas the latter focuses on the study of the meanings people assign to their emotions through thought, beliefs, and values.

Adapting Theoretical Models

       Exploratory research like this study aims to find significant new variables within cases that can be used to lay down a foundation for future research. Doing so is important, as well as rewarding; however, it is best that one's study relates in some way to similar research, either for affirmation, for comparison, or for argument. The direction of this study was largely influenced by a study originally completed in 1984 by Schunk that applied PSE framework to the attainment of persistence and skills. In the previous section, I argued for the relevance of Self-Efficacy Theory above other available frameworks for addressing the present case study. According to Pajares (1996), there are two important sub-distinctions within Self-Efficacy research. The first type of research is primarily concerned with relating self-efficacy levels to performance outcomes (such as test scores, GPA, teachers' assessments of students, etc.), while the second type of research investigates how self-efficacy influences the learning process (p. 562). The nature of this study aligns with the second type of research described by Pajare—that is, how PSE influences the peer tutors' learning processes during their training. Specifically, the study investigates whether, and to what extent, the training provided to the peer tutors contributes to their ability to persist when faced with self-doubt, work anxiety, and the ability to operate in flux: it explores how the tutors 'learned' how to operate in the writing center domain during their training. To reiterate, then, this present case study does not attempt to correlate self-efficacy levels with any specific type of achievement or performance; the focus of this investigation remains solely on examining what variables

affect this learning process and how it relates to tutors' PSE at different points in the training program.

In summary, Schunk's study (1984) explored the relationship between methods of instruction using a didactic approach (e.g., self-teaching with instruction guides) and cognitive modeling (e.g,. observing others demonstrate the use and applications of a skill or process) to determine the benefits of high self-efficacy levels, the acquisition of skills, and task persistence.[2] Schunk hypothesized that PSE should affect effort expenditure and task persistence because "especially when facing obstacles, individuals who hold a high sense of efficacy should work harder and persist longer than those who doubt their capabilities" (p. 48). To test his theory, Schunk conducted a study with elementary aged students in mathematics, wherein he administered tasks that were considered difficult and new, such as division operations. The results indicated that both types of instruction significantly improved the attainment of skills; however, cognitive modeling was shown to have a significant impact on increasing self-efficacy levels where didactic instruction did not. Furthermore, it can be seen that self-efficacy directly contributed to the attainment of persistence, which has a significant impact on the attainment of skills (p. 50). These coefficient strengths can be seen in the figure below.

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[2] For background information, Schunk's test subjects were third grade math students who had not yet learned division. He was not only trying to determine which instructional methods for teaching worked best, but furthermore, if and how self-efficacy played a role in the attainment of skills and persistence.
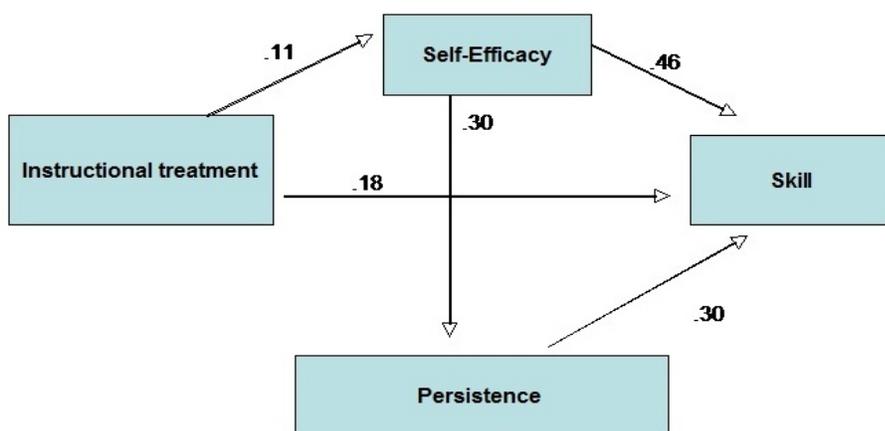
Figure 1.   Schunk's 1984 Path Model

In a more recent study, Schunk (1996) found that, in cases when individuals were confronted with difficult or unfamiliar tasks, if they felt they were capable of learning the material necessary to master the challenge in question, then subsequent skill and self-efficacy assessments were positively related. Additionally, Schunk's 1996 study found that efficacious learners are those who develop certain coping strategies, by which a lack of progress in a particular setting does not necessarily decrease PSE levels as long as the individual still believes they can improve if they seek social support and / or adopt a different strategy to mastering challenging and unfamiliar tasks.

Like Schunk, the present case study seeks to explore how writing peer tutors' PSE might relate to the instruction they received, the development of their skills as tutors, and task persistence. In this sense, it is concerned with looking at how self-efficacy is part and parcel of the learning process in the Boise State Writing Center. As such, Schunk's (1984) Path Model, which demonstrates a relationship between these learning variables, will be employed as the general framework in the Results and Analysis chapter.

Group Efficacy

Self-efficacy beliefs are not just limited to individuals—these beliefs exist and function in groups, teams, and organizations in much the same way that they do for individuals. However, a group's efficacy focuses primarily on characteristics that demonstrate team function. They are not characteristics that originate from individual team members themselves. For example, there could be ten people working together on a job that all possess high levels of efficacy in the capability and performance of their team; yet several of these people might also have low levels of personal self-efficacy regarding their own performance within that team. This is just an example. Research has shown that a group's efficacy can in many ways increase the individual's self-efficacy (Klein and Kozlowski, 2000, p. 215).

In Social Identity theory (Lindsley, Brass, & Thomas, 1995), studies have shown that individuals' self-evaluation partially ties to their group membership; thus, group efficacy does influence an individual's own self-efficacy. In many instances, people appropriate the successes and failures of a team or organization that they are members of, and this can influences the way they formulate their own efficacy judgments. Within this framework, then, it follows that "the relationship between individual and collective efficacy, and the relationship between group performance and individual efficacy will increase as identification with the group increases" (Lindsley, Brass, & Thomas, 1995, p. 668). The information provided here on group identification is significant, and more will discussed about it shortly in the Identity and PSE section below.

Shared efficacy beliefs within a group have been described by Klein and Kozlowski (2000) as "shared team properties," and these properties "originate in

experiences, attitudes, perceptions, values, cognitions, or behaviors that are held in common…[like] team cohesion, team norms, team climate, and team mental models" (p. 215). Shared perceptions within a group are believed to be especially important and influential on the behavior, attitudes, and motivations of other members, and these "imply that the social fabric of the team is tightly interwoven" (Gully et al., 2002, p. 821). According to researchers, when a group's shared perceptions are positive, then both the efficacy and potency perceptions create high levels of performance (Gully, Joshi, Incalcaterra, & Beaubien, 2002; Lindsley, Brass, & Thomas, 1995). However, when negative, the group's effort will seem self-defeating, there will be a lack of motivation, and group cohesion will greatly diminish. Lindsley, Brass, and Thomas (1995) found that positive, shared perceptions enable vitality and resilience within a group, and that they can pull individual members back when they drift away. Furthermore, these shared perceptions also increase the team members' persistence (p. 671).

In the writing center field, scholars have published work in the last several decades that described the importance that community plays for peer tutors and student writer, but it has been, at best, a challenging variable for scholars to articulate. Much, if not all of the work describing community in writing centers, has been anecdotal stories and personal testimonies that get categorize as "Lore," a term adopted from Steven North (1987), which described untested, unproven practices that are generally assumed to work, but haven't been rigorously tested or replicated. "Community" is simply another word for a group or team, and in this sense, the previously mentioned PSE framework for individuals, as well as groups, applies to it. While no research to date has attempted to frame the variable of community in writing centers with PSE Theory, it is believed to be

a possible way to examine and analyze other corresponding variables, such as 1) the relationship between a peer tutor's training and personal work expectations; 2) the relationship between a peer tutor's personal work expectations and their group efficacy; 3) the relationship between a peer tutor's group efficacy and their identity within that group; and 4) the relationship between a peer tutor's identity within their group/community and their own levels of self-efficacy.

While it is challenging to identify and explain what a writing center community is and does in universal terms through current scholarship, there have been some valuable descriptions made about it that illustrate its contribution to group efficacy. In one these instances, community, in writing centers, is described by Leahy (1992) as a positive, beneficial factor that makes peer tutors feel and act like a family and team—that is, they "pull together to offer mutual support and pool their knowledge" (p. 45).[3] This family or team "pulling together" and "pooling their knowledge" dovetails well with what Lindsley, Brass, and Thomas described in regards to the relationship between one's group identity and the shared successes of that group. It might also be the key to understanding how group efficacy influences one's own levels of self-efficacy. Leahy's description of community also illustrates a strong sense of group cohesion, and in Lindsley, Brass, and Thomas's study (1995), group cohesion was shown to be a contributor to persistence. The focus on community in Leahy's article therefore stresses the importance of peer tutors being able to use each other as resources, and that they can solve problems and find solutions through collaboration.

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[3] It should be noted here that Rick Leahy established the Boise State Writing Center approximately 31 years ago in the early 1980s. His contribution to the notion of writing center "centeredness" and community has greatly influenced the field of study.

In a second instance, community in writing centers is described by Wingate (2001) as a space "full of talented, bright, and academically serious people" (8) who, through collaborating with each other, advance their own education, as well as work to take on more responsibilities for their own learning (12). Throughout Wingate's article, this sense of "academic seriousness" is continually emphasized as the primary characteristic shared between peer tutors. As a group, the shared focus for peer tutors is to model this academic knowledge and seriousness to each other, to the student writers they work with, and to the academy. Wingate asserted is that writing centers should be viewed as sites or communities of academic culture because they "contribute a great deal to the lives of [the] tutors, who in turn contribute to an atmosphere of academic seriousness…" (10). What is not being fully addressed here, unfortunately, is whether the writing center community creates academically serious peer tutors, or if the writing center's community—which promotes academic seriousness—results from these characteristics and qualities that the peer tutors bring along with them. Within the framework of PSE Theory, differentiating between these two cases is important in order to identify what variables in writing centers affect their peer tutors' levels of self-efficacy.

Leahy's article (1992) additionally suggested that the recruiting and hiring process of staff strongly influences the environment of the writing center, and as a result, it influences the community and its group efficacy also. Leahy explained: "[o]ur method of recruiting assures us that we have a staff of skilled, knowledgeable writers who can have confidence in each other" (p. 45). The emphasis, here, appears to be on foundational writing competence: if all the peer tutors possess some degree of writing skills and

knowledge, then as a group, they can have confidence in each other's work capabilities.

Other scholars share the same view as Wingate about the academic seriousness found in

the majority of the peer tutors they hire. Geller, Eodice, Condon, Caroll, and Boquet

(2007) asserted that peer tutors "are people who have learned to 'do school' well," and

know how to write (60). Interestingly, Geller and associates found another important

factor to consider when recruiting peer tutors: diversity. By recruiting a diverse staff, the

community becomes a "fertile ground for the making of meaning" and the sharing of new

ideas and knowledge (Geller et al., 2007, p. 53).

Within the context of a writing center community, having a diverse staff provides

many different ideas, values, and beliefs that peer tutors can share with one another, and

through collaborative effort, they can make new meanings, beliefs, and values together.

Geller et al. (2007) acknowledged that recruiting and maintaining a diverse staff is

difficult, and that it can at times lead to conflict, but it is believed by them to be necessary

for any collaborative process to work (p. 54). In many ways, this view of developing

writing center community through diversity and collaboration mirrors what was

previously described by Gully, Joshi, Incalcaterra, and Beaubien (2002)—that the

behavior, attitudes, and motivations of other members creates a tightly interwoven social

fabric for a team, and that this, in turn influences individual levels of self-efficacy.

In conclusion, group efficacy was shown to be similar to individual self-efficacy,

and furthermore, that the former influences the latter through social identity, shared

beliefs, the personal appropriation of group success, group cohesion, and team support.

By examining writing center scholarship that described the benefits and attributes of

"community," potential variables were brought to light that are believed to influence peer

tutors' PSE—these were 1) family/team-like environments that promote people "pulling together" and "pooling knowledge"; 2) a community that models and engages in academic seriousness; 3) recruiting peer tutors who have a foundation in writing skills and knowledge; and 4) recruiting a diverse staff that provides an ideal environment for making and sharing meaning through collaboration. Since group efficacy and identity relate to each other, identity and its relationship to PSE shall now be discussed.

<u>Identity and PSE</u>

It was demonstrated in the previous section that group efficacy influences an individual's level of self-efficacy through factors like shared goals, beliefs, values, accomplishments, failures, group cohesion, and such. In the Lindsley, Brass, and Thomas article (1995), social identity was also shown to affect individual self-efficacy through aspects of group performance. Social identity provides one way to bridge group efficacy (the writing center community) with individual self-efficacy through experiences that are shared, modeled, and expected from one's role in a group. The important question to ask is *how*?

There are countless, old proverbs that say something to the effect of "how one sees his or her self is how one will act." The principle, here, is that identity is associated with action, and that action almost always involves expectation, whether they are formed by the individual or by groups. Over the last few decades, writing center staffs have taken many different names, and these names have always been closely tied to their expectations and work performance. The chosen staff titles are identities—social identities that are taught through training, modeled by fellow team members, and reinforced by pre-existing community properties. One of the most problematic identities

that writing center staffs have wrestled with is the title "tutor" because their role is often thought to suggest expertise and authority—neither of which rely on team effort or equality.

In Gillam, Callaway, and Hennessey's study (1994), they provided an excellent, brief history of writing centers over the last half century in the United States, and illustrated how identity has changed with the work that writing centers do. They indicated that, prior to the 1980s and the adoption of Social Constructionism, many writing centers were called "labs" or "clinic," and as the name suggests, their work focused on fixing grammar and tutoring remedial writers (p. 162). Most writing center staffs at the time referred to themselves as "tutors," and the students they worked with were referred to as "tutees." As tutors, they were figures of authority who had extensive expertise in grammar and error detection—like "little teachers," as Bruffee described (1978, p. 463), and improving the tutees' grades for assignments was the primary measure for a tutor's success. The type of social identity for a tutor in a writing lab or clinic at this time was authority-based: they viewed themselves as experts in error detection and grammar, and they evaluated their own performance by the tutee's grade outcomes; furthermore, this identity was trained, modeled by other tutors, and expected by the writing center's director or administration. It is easily imaginable how stressful it must have felt for such tutors to view themselves—as well as be viewed by others—as experts with authority. To not know something for them would have been a sign of weakness and limitation that they likely hid from their colleagues.

Today, in the wake of the Social Constructionism paradigm, different writing center staffs refer to themselves as many things (e.g., writing consultants, tutors, peer-

tutors, writing assistants, coaches, writing fellows, and such), but nearly all of them presently rely upon the practice of collaboration to work with student writers. The idea behind collaboration is that the peer tutor works alongside the student writer as a peer or equal, as opposed to acting like a teacher or editor fixated on correcting errors. Peer tutors, instead, coach student writers through the various stages of the writing process by acting as soundboards, as careful listeners, as people with experience and training in writing conventions, and as people familiar with academic discourse (Lunsford, 1991; Bruffee, 1995). The practice of collaboration, alone, strongly shapes an individual's writing center identity; however, it has been described by many scholars in this field that "tutor-like" titles (e.g., tutors, peer tutors) can complicate trainees' and new peer tutors' identities, expectations, and work confidence when such titles do not relate to the work that is actually being done in writing centers.

Both Gillam, Callaway, and Hennessey (1994) and Trimbur (1987) bring attention to a common writing center identity issue that is often referred to as "double allegiance." In brief, double allegiance is a state of cognitive dissonance wherein the peer tutor struggles to maintain an authoritative work identity while, at the very same time, attempts to collaborate as a "peer" with student writers. It is said that double allegiance occurs because most of the recruited/hired peer tutors are very aware that they are excellent students, and that they were chose to work in the writing center for this very reason. Because academic success is measured so strongly by grades, these new peer tutors cannot help but take this into consideration when they work with student writers (Trimbur, 1987).

According to Gillam, Callaway, and Hennessey (1994), these peer tutors find their double role as a "fellow student" and a "more capable peer" very challenging: "On the one hand, the tutor identifies with and feels loyal to her fellow student; on the other hand, she identifies with and feels loyal to the academy which has designated her a 'good student' and invested her with 'a certain institutional authority'…." (p. 165). In this state of cognitive dissonance, peer tutors struggle with the practice of collaboration because of their identity, and this in turn, affects their work self-efficacy. Trimbur (1987) indicates this when he described how, "when tutees' grades don't go up…tutors blame themselves, and their feelings of inadequacy can turn into a debilitating sense of guilt about not getting the job done" (p. 22). When tying the social identity aspect back to the challenge of working in flux, Trimbur, furthermore, illustrates the problem of double allegiance: "[o]n a gut level, new tutors often feel caught in the middle, suspended in a no-man's land between faculty and the student" (p. 23).

McCall (1994) asserted that how peer tutors view their work identity is "…of paramount importance to the success of a writing center...," and his article identifies two distinct problems when the term "tutor" is used. First, the title of tutor undermines the theory that writing centers are currently using (e.g., Social Constructionism and collaboration). Second, "its persistence may well curtail and distort not only how others in academia perceive writing center work but also how [the] undergraduate staff conceives of its work" (p. 166). The issue of how the undergraduate staff (or graduate and faculty staff, for that matter) conceives of its work was previously elaborated on in the former paragraph describing double allegiance. The issue of how others perceive

writing center staff, and the expectations they have for them, is equally important when it comes to work identity.

Runciman (1990) provided an historical account of how the terms "tutor" and "tutee" are firmly grounded in remedial instruction, and that this association, as well as the hierarchal implications associated with it, are learned and ingrained in everyone's minds as far back as third grade (pp. 28-29). A problem resulting from this is that, not only do new writing center employees wrestle with their own pre-established notions of the classic tutor/tutee, but furthermore, so does everyone else they work with (e.g., student writers, faculty, peers, and administrators). A frequent problem writing center directors face today is to clarify to other faculty members and administrators that the work peer tutors do extends far beyond remedial writing exercises and instructions, and furthermore, that a writer of any level, at any point in the writing process could greatly benefit from collaborating with a peer tutor (North, 1984). It is unfortunately the case that many college instructors still view writing centers as "labs" and "clinics" that diagnose and treat poor writers. As a result, many of the student writers that visit the writing center do so upon their teacher's request for sentence level reasons (e.g., grammar, errors, and syntax), and they come bearing these strong expectations on the peer tutors they work with. These preconceived notions of the peer tutor's role, in turn, imposes expectations on today's peer tutors that are counter to the work that they are supposed to do (collaboration), and their work identity that should facilitate this process (Smulyan & Bolton, 1989, p. 43).

In the section above describing group efficacy, one's social identity was shown to be shaped and influenced by the shared properties within a given community (Klein and

Kozlowski, 2000, p. 215). According to this theory, specific group goals, beliefs, and values end up being modeled and reinforced by the other members making up that community. A peer tutor's identity can therefore be influenced by the work and expectations of his or her team members, and if the community is engaged in the practice of collaboration, then their reliance on working with, and depending on each other for help and support when solving problems and overcoming challenges will likely reduce confusion about their inaccurate titles (e.g., tutor-based), should it occur.

In conclusion, this section has demonstrated how the peer tutor's social identity can affect the way they view themselves, and the expectations they have when working with student writers. One important aspect pertaining to this issue was that various writing center staff titles (e.g., tutors, peer tutors) establish and augment work identity, and as a result, the performances and expectations of peer tutor. Additionally, it was seen that these same titles lead others to perceive peer tutors and the work they perform differently from what either actually are. Resulting from this, it is often the case that student writers are told by their instructors and other students that peer tutors will authoritatively fix their grammar and syntax issues, when in fact, they are supposed to work collaboratively with them. It is clear that both instances produce conflicts and confusion resulting from titles that influence work identity for writing center staff. Lastly, it was demonstrated how community strongly influences one's social identity, and that, even if one's title conflicts with his or her work, there is a good chance that, if the community is modeling the right work, then the individual likely will as well.

CHAPTER TWO: METHODS

Research Design

The study used a mixed methods approach that combined quantitative and qualitative data from a small pool of participants ($N = 11$). A case study method was chosen because little to no research had been done on peer tutors' training in light of Perceived Self-Efficacy (PSE) and its contributors. Therefore, it seemed appropriate for this assessment of PSE in peer tutor training to be exploratory rather than confirmatory. It purposed to offer new insight into the variables that affected this student group's PSE during their training period, but avoided conclusions on causation that would otherwise be sought after in a strictly quantitative study.

There were four primary streams of data in this study: two were quantitative, and two were qualitative. The quantitative data was collected from five PSE surveys and one demographic questionnaire over the duration of the peer tutor training—a semester long class called English 303: The Theory and practice of Tutor Writing and the graduate listing was called English 503: Writing Center Pedagogy and Administration (Appendices B and C). The qualitative data was collected from the follow-up interviews and the participants' English 303/503 reflection journals (Appendix D: D1, D2). The English 303/503 students wrote weekly reflection journal that were fairly open-ended, but focused on personal progress, challenges, theories, and connections. For a further in-

depth explanation of the reflection journals, the following description is provided from the English 303/503 class syllabus. [4]

> Throughout the semester you will be keeping a journal of your experiences in this class (including responses to the readings and class discussion) and in the Center (including observing sessions of veteran consultants, conducting your own sessions, and even having a session with your own writing). And from time to time I will provide a prompt for the week. Essentially, this journal will provide you the space to explore your thoughts on any activities that helped you get centered in your writing center work. Or—better yet—you can (and should!) also explore anything that has knocked you off-center as well. Essentially, the journal will house your analysis and reflection about the work that is done in the Center AND the readings for our class. Even though journaling is informal by nature, I do expect them to be focused and tidy.

Due to the small number of participants in this study, it was neither possible, nor the goal to identify any statistically significant patterns from the two streams of quantitative data (e.g., the reported PSE levels from the survey and the demographic questions). Instead, both streams served the following functions: 1) identified and assigned numerical value to the most challenging and most non-challenging tasks on the PSE surveys; 2) pointed out key participants to interview; 3) guided follow-up interview questions with selected participants; 4) identified chronological interplay between the

[4] The Reflection Journal was officially called "The 'Getting Centered' Journal." The word "centered," itself, refers to Rick Leahy's article "Of Writing Centers, Centeredness, and Centrism" (1992), which demonstrated the significance of establishing community cohesion in the writing center.

PSE survey data, the data from the follow-up interviews, and data from the reflection journals. In this study, the qualitative data served the following functions: 1) identified significant variables corresponding to personal persistence in the reflection journal entries and follow-up interview questions; 2) the open-ended follow-up questions provided participants the opportunity to elaborate on, and clarify increases and decreases in the levels of reported PSE.

Five PSE surveys were electronically given to the same 11 participants via Qualtrics during significant training periods within the fall 2013 and spring 2014 semester. The table illustrates the release date, the survey content, and the reasons corresponding to the timing for each PSE survey (Table 1).

Table 1. **PSE Surveys: Release Date, Content, and Timeframe Factors**

PSE Survey	Survey Release Date	Survey Content	Timeframe Factors
First	Week One Fall 2013	36 items; 7 demographic questions; ending question requesting consent for a follow-up interview	Collected demographic data, consent for follow-up interviews, and baseline PSE levels for future comparisons with other PSE surveys.
Second	Week Six Fall 2013	36 items	Trainees had five weeks of training and observation time. Trainees were one week from working as official peer tutors.
Third	Week Nine Fall 2013	36 items	Trainees had worked two weeks on the schedule as peer tutors. New training was provided on the following subjects: working with ELL writers, writers with disabilities, student veterans, and conducting email consultations.
Fourth	Week Thirteen Fall 2013	36 items	Trainees had worked six weeks on the schedule as peer tutors. Official English 303/503 training had been completed.
Fifth	Week Four Spring 2014	36 items	Former trainees returned from winter break and began working in the writing center. The fifth PSE survey was given to see if the former trainee's PSE levels remained high without the previous support from English 303/503.

The qualitative data was collected from the English 303/503 trainees by two means: analyzing their class reflection journals and conducting follow-up interviews. The reflection journals were read and coded for specific content pertaining to PSE (Table 2). Both the coding and analysis for both streams of qualitative research utilized the *qualitative content analysis* procedures outlined by Flick (1998) in which textual information is reduced to its key concepts. Each concept is then categorized and *globally* compared against other possible cases in order to create an overview of the responses to investigate if the different participants expressed similar beliefs and experiences (Kvale, 1996).

Table 2.   English 303/503 Reflection Journals

Significant Variables in Training Affecting PSE	Descriptions
Identity	Content indicating a direct relationship between the trainee's PSE levels and the appropriation of the "writing consultant identity" being taught in English 303/503. Additionally, this identity was modeled to trainees by writing center colleagues.
Community (Writing Center Discourse Community)	Content indicating a direct relationship between the trainee's PSE levels and the influence from the workspace/community.
English 303/503 Readings and Discussions (Tutor Training)	Content indicating a direct relationship between the trainee's PSE levels and the English 303/503 class readings and discussions.
Demographic Factors	Content indicating a direct relationship between the trainee's PSE levels and personal demographic factors.

During the follow-up interview process, 5 of the 11 participants (three females, two males) were selected in order to discuss the data reported in the participants' PSE

surveys, as well as significant coded variables found in their reflection journals. Melissa Keith, the current instructor of English 303/503 and Assistant Director of the Boise State University Writing Center, was also interviewed in this research in order to gain a better perspective on the structure and content of the writing peer tutor training course, as well as to discuss her beliefs on what training factors correspond to building PSE levels with new peer tutors.

Participants

The participants were 11 of 12 students enrolled in one section of English 303/503 in the fall of 2013 at Boise State University. English 303/503 is a semester long, three credit class with a one credit internship corequisite that is open to undergraduates and graduates from every academic field. Interested participants are required to apply and undergo interviews before being accepted. I chose to study these participants in the fall 2013 semester specifically because that was when the training program was offered. Furthermore, because all college students were eligible to apply and be accepted, I anticipated the diverse, demographic backgrounds could possibly contribute to my research—at the very least, it could serve as a point of inquiry during the follow-up interviews (Table 3). Here all participants' names were replaced by pseudonyms.

Table 3.   Demographic Background Information From First PSE Survey

Name	Gender	Age	Degree	Standing	Previous Writing Center Experience	Previous Workshop Experience	Multi-lingual
Megan	Female	18	English, Linguistics	Sophomore	No	No	Little
April	Female	19	English, Secondary Education	Sophomore	Yes	No	Little
Marissa	Female	20	English, Literature	Graduate	No	No	No
Jillian	Female	20	English, Linguistics. Minor Philosophy	Senior	No	No	No
Stacy	Female	21	English, Secondary Education	Senior	No	Yes	No
Morgan	Female	23	English, Rhetoric and Composition	Senior	No	Yes	No
Lacy	Female	27	Biology, minor Japanese & Visual Art	Senior	No	No	Moderate
Thomas	Male	24	English, Creative Writing Biology Secondary Education	Junior	No	Yes	No
Curtis	Male	28	English, Writing. Minor Polyscience	Junior	No	Yes	No
Edward	Male	32	English, Creative Writing	Junior	No	No	Little
Mitch	Male	33	English, Poetry	Graduate	Yes	Yes	No

Materials

Participants received informed consent letters throughout the spring 2013 semester describing the nature of the study (Appendix. A: *A.1, A.2, A.3*). The first two consent letters (Appendix. A: *A.1, A.2)* were read and explained by me directly in front of the English 303/503 class during the first week of the fall 2013 semester. Digital copies of both consent letters were provided to participants on Qualtrics, and there, electronic signatures were collected, and access to complete the first PSE survey and Demographic Questionnaire were given (Appendix. B and C). Further into the semester, it was recommended that I analyze the English 303/503 reflection journals for my research; thus, a new consent letter was given to participants in order to collect this material (Appendix A: *A.3*). The new consent letter was also read and explained in front of the English 303/503 class. Similarly, digital copies were made available on Qualtrics, and electronic signatures were collected for consent.

Participants responded five times to the same 36-item PSE survey throughout the fall 2013 and spring 2014 semesters. These surveys asked the participants to report their present levels (in that moment) of confidence in completing specific tasks relating to writing center work. As a brief background, the design for this PSE survey's structure and statements were based off three other pre-existing PSE surveys: 1)   "Response format in writing self-efficacy assessment: Greater discrimination increases prediction," (Pajares, Hartley, & Valiante, 2001), 2) "Work Self-Efficacy Scale" (Avallone et al., 2007), and 3) "Search for Work Self-Efficacy Scales" (Avallone et al., 2007). For the present study, the goal was to design a PSE survey that portrayed and incorporated the majority of tasks that peer tutors encounter in the writing center domain. The domain was

then divided into three areas/facets of content: influence, workplace, and consultation. Bandura (1997) recommends making distinct divisions when designing PSE surveys and scales for the following reason:

> …personal efficacy must be tailored to domains of functioning and must represent gradations of task demands within those domains. This requires clear definition of the activity domain of interest and a good conceptual analysis of its different facets, the types of capabilities it calls upon, and the range of situations in which these capabilities might be applied. (p. 42)

Furthermore, the wording of the items in this present PSE survey borrowed heavily from the three previously mentioned PSE surveys. Words were changed to better fit and represent the tasks in the writing center domain, and in addition to having this PSE survey reviewed and approved by two writing center directors (Melissa Keith and Clyde Moneyhun), it was also piloted and tested on five writing center consultants in order to determine its strengths, weaknesses, and the average completion.

Each of the three content areas (influence, workplace, and consultations) within the writing center domain was assigned items that related to each heading. For example, the nine items under influence content focused on tasks that asked trainees how confident they were in positively influencing student writers and other peer tutors to take certain actions or keep them on task. The nine items in the workplace content asks trainees how confident they were in completing and carrying out the day-to-day clerical work in the writing center (e.g., opening and closing the center, instructing student writers to use the scheduler, filing forms and paper work, and such). Lastly, the eighteen items in the consultation content asked trainees how confident they were in working with a diverse

population of student writers and writing, and furthermore, how confident they were in successfully completing various skill-based tasks like focusing on Higher Order Concerns, or proficiently discussing grammar or citation with student writers.

For each item on the PSE survey, participants were asked to report their present level of confidence in completing a task using a scale ranging between 0 and 100 ("0" representing "cannot do it" to "100" representing "completely sure I can do it"). According to Bandura (1997), this is the standard methodology individuals use to record the strengths of their beliefs, and that he found from Streiner and Norman (1989) that "[s]cales that use only a few steps should be avoided because they are less sensitive and less reliable" (pp. 43-44).

It is also important to make the distinction between PSE levels and confidence: the two, in and of themselves, are not the same, but in most PSE surveys, respondents are asked to rate their present level of confidence in completing a specific task, and their level of confidence can then be used in several ways to determine PSE levels for different statistical analyses. In the case of measuring one's self-regulatory abilities, a researcher would likely ask respondents to report their confidence in multiple tasks relating to a particular activity domain, and then determine the mean for all of them combined in order to measure one's PSE level for that domain. The present study doesn't do this. Instead, it simply uses the word "confidence" instead of "PSE level" because it is less confusing to the respondents, and because asking somebody their level of confidence in completing a task is incredibly similar to asking them what their level of PSE is for that task.

During the beginning of the spring 2014 semester, follow-up interviews were conducted with participants asking them questions about the data that they reported on

the PSE surveys, as well as questions on the content of their English 303/503 reflection journals. Melissa Keith was also interviewed and asked questions about the structure and content of the training program, as well as what training factors she thought might influence the trainees' PSE levels and ability to persist through challenges. IRB had previously requested an outline of the interview process that described the nature of the questions; however, they did not request a specific list of questions. Both the interview questions with the trainees, as well as the interview questions with Melissa Keith were largely determined during the face-to-face interviews. Prior to having face-to-face interviews with the trainees, I chose to email them a list of unified questions that I intended to discuss during the interviews (Appendix D).

Procedure

Participants received five electronic PSE surveys on Qualtrics throughout the fall 2013 and spring 2014 semesters (Appendix. B and C). According to Qualtrics, the average time to complete each PSE survey took participants between 4 and 10 minutes. All of the PSE survey results were kept privately on Qualtrics, and were completely inaccessible to everyone except for the Principle Investigator, Co-Investigator, and the Boise State University Office of Research Compliance (ORC). In order to illustrate the thought process behind the timeline and objectives for the PSE surveys, I shall now elaborate on each of them in specific detail.

The first PSE survey given on week one collected demographic information, consent for participating in follow-up interviews, and it provided a baseline for reported PSE data that would later be compared with the other PSE surveys.

The data collected from the second PSE survey on week six was primarily intended to be compared to the data that was reported on the third PSE survey during week nine. The second PSE survey additionally represented the data from trainees who had received five weeks of training and a considerable amount of observation time watching trained peer tutors work in the writing center. Because observation—or, vicarious experience—is one of the four sources spoken of by Bandura (1982) that influences one's efficacy judgments and, thus, the motive to act or not act on a task, this period of time for the trainees is thought to play a significant role for peer tutor training success. Schunk's 1984 model of instructional treatment additionally confirms the significance of vicarious experience through cognitive modeling wherein students learned and performed newly acquired skills best through the method of cognitive modeling (e.g., observing others perform and solve the problems).

The third PSE scale was given on week nine. The trainees had not only been working on the schedule as peer tutors for two brief weeks, but furthermore, they began new training on the following topics: working with ELL writers, writers with learning disabilities, student veteran writers, and training on email consultations. It is important to note that, up until week seven, the trainees only had the opportunity to observe other peer tutors with ELL writers, writers with disabilities, and such—they hadn't had the opportunity to work with them themselves, or to do any email consultations. It was therefore believed that, between week seven and week nine, there would be mixed feelings of preparedness for the trainees if and when such sessions arose.

The fourth PSE survey given to trainees on week thirteen was intended to capture conclusive, stabilized levels of PSE in the writing center domain. By "stabilized" and

"conclusive," I mean that the trainees' reported PSE levels during this period were likely as finalized as they were going to be since only two weeks of the semester remained. During week thirteen, the trainees had been working as peer tutors for six weeks, and apart from completing a sizable research project to present on for a culminating project in English 303/503, the trainees had completed all areas of their formal training for this class, though the Boise State Writing Center continually does on-going professional development each semester.

The fifth PSE survey was a follow-up survey given at the beginning of the spring 2014 semester to the former trainees who took English303/503. I chose to give the participants this PSE survey on the fourth week of the semester because the writing center didn't open for business until week two, and furthermore, the center would be slow until weeks four and five (I wanted reported data to reflect the influence of their work). I intended to see if the former trainees' PSE levels in the writing center domain had changed significantly without the additional support and sense of community they received exclusively from their English 303/503 class.

In the last few weeks of the fall 2013 semester, I obtained consent to read and analyze the participants' reflection journals in addition to collecting their PSE surveys. After getting approval from IRB to do so, I obtained a digital copy of all 11 participants reflection journals from their instructor.

For the follow-up interviews, 5 participants were selected according to results that were identified in their PSE surveys, reflection journal entries, and demographic background. The participants were, thus, selected according to the following two criteria: identifiable patterns of PSE levels were found throughout the surveys, and identifiable

PSE variables that were embedded within the context of the reflection journal entries. The primary objectives for the interview process were to 1) clarify reported data with the participants, 2) discover connections between the participants' quantitative and qualitative data relating to their work PSE and persistence, 3) specifically identify what training factors, if any, affected personal PSE levels and persistence, and in what ways.

One week before conducting the follow-up interviews, each of the selected participants was emailed interview questions prior to meeting face-to-face. The participants responded to the questions and emailed them back to me just before the interview. There were two reasons for doing this: 1) the questions gave my interviewees a sense of what we would discuss face-to-face, should they happen to be nervous, 2) the question provided structure to the interviews and prompted the interviewees to recall specific memories of their training experiences in advance. This process was strongly recommended by my Thesis Chair and Committee.

Data Analysis Overview

Quantitative: Description Statistics Overview and Procedures

This study examined and analyzed four separate streams of data: the first and second were quantitative data from the trainees' PSE surveys and demographic questionnaire, and the third and fourth streams were qualitative data from the English 303/503 reflection journals, as well as the follow-up interviews with selected participants.

The quantitative data from the PSE surveys and demographic questionnaire were initially processed through Qualtrics's built-in analysis functions that combined all the trainees' reported data together for each time the survey was given—the PSE survey was

given four times throughout the duration of the training period and one additionally time shortly after in the following semester. Qualtrics analysis then provided the following statistical items: minimum value, maximum value, average value (the means), and standard deviation for all eleven participants' reported data each time the PSE survey was given.

After the Qualtrics survey results were imported into Microsoft Excel, the program created three *time series graphs* (Figures 2, 3 and 4) for each content area, showing how PSE levels for a given content area varied from Time 1 to Time 5. Time series graphs are created by displaying the average or mean score for a particular measure or construct at each time the survey was distributed. This approach and statistical procedure was suggested by Easton and McColl (1997), and they argue that it is the most sensible way to display how a particular phenomenon changes over time and enables researchers to identify underlying trends in their quantitative data.

Furthermore, Easton and McColl (1997) asserted that if the averages change over time, there is initial evidence of a trend in the series, but additional quantitative tests are needed in follow-up studies to establish factors such as statistical significance and whether or not additional underlying factors might account for variation in the results. Nonetheless, the time series graphs are a good overall indicator in exploratory studies such as this to test whether or not the initial evidence suggests trends in the survey results for PSE over time.

In addition to the graphing procedures outlined above, the other statistical procedure used to analyze the survey data was the derivation of standard deviation for each survey item at each time. Standard deviation is an important descriptive statistic for

the present study because it measures the spread or dispersion of survey results for PSE. Easton and McColl (1997) observed that the more spread out the values are for responses to a particular survey item, the larger the standard variation will be. In this respect, standard deviation would be used as the descriptive statistic for measuring agreement among writing center trainees, and has been used in other fields of educational research for a similar purpose, such as in Stewart and Malpass's 1966 study of Instructor Assessments. Because the present study employs a large Likert-scale (values range from 0 to 100), standard deviations of ten or lower are considered to be an indicator of agreement among respondents because that low standard deviation would mean that participants would have answered in a very similar way for that particular item.

Qualitative: Journal and Interview Data Analysis Procedures

A global analysis (Kvale, 1986) of the qualitative data in which key concepts were extracted and compared against other possible cases was performed to create an overview of the responses in order to investigate the ways the different participants expressed similar beliefs and experiences. This approach was applied to the reflection journal data, as well as the follow-up interview data in order to determine what factors influenced trainees' PSE levels during different periods of their training, and also which of these factors contributed to persistence. As mentioned preciously, both streams of data were read and coded for specific content pertaining to PSE, work confidence, and persistence. This process of the research relied on the *qualitative content analysis* procedures outlined by Flick (1998) in which textual information is reduced to its key concepts.

Lastly, all quantitative and qualitative data that were analyzed according to the procedures indicated above were compared and contrasted to Schunk's 1984 Path Model showing effects of instructional treatment, self-efficacy, and persistence on subsequent skillful performance. While it would be impossible to confirm statistical correlations between the present study and Schunk's, it is possible to show similarities with specific variables that could be used to lay down the groundwork for future research using quantitative methods.

CHAPTER THREE: RESULTS AND DISCUSSION

Quantitative Data Analysis For Question One

To address the first research question, "what variables of tutor training affected the trainees PSE levels," all responses to the 36 item PSE surveys were analyzed using Qualtrics. Survey results were sub-divided according to their content as follows: 1) Influence Content, 2) Workplace Content, and 3) Consultation Content. Furthermore, these results were analyzed throughout the duration of the trainees' training period and were disseminated on five separate occasions. In order to display the results in a way that demonstrates how trainees' PSE levels vary at certain points in the training, the means and standard deviation for each content area were exported into Microsoft Excel and corresponding time series graphs were created from this data. This summary can be found in (Appendix E).

The graphs provide a visual illustration of how trainees' PSE levels varied over time in each of the content areas in question. Figure 2 below illustrates how participants' confidence levels (as seen on the vertical axis on a scale from 0 – 100: 0 being "not confident in completing a task at all," 50 being moderately confident with some apprehensions," and "100 being highly confident") increased over time in relation to their ability to positively influence student writers as well as work colleagues. The number on top of each bar is the mean calculated for all nine survey items for all participants at the time the survey was completed. On the horizontal axis, Time 1 equates to the trainees'

first week, Time 2 equates to week 6, Time 3 equates to week 9, Time 4 equates to week

13, and Time 5 equates to week four during the spring 2014 semester. It can be seen in

Figure 2 that the most significant growth occurred between Time 1 (mean: 57.36,

indicating moderate confidence) and Time 2 (mean: 72.42, suggesting a higher degree of

confidence).
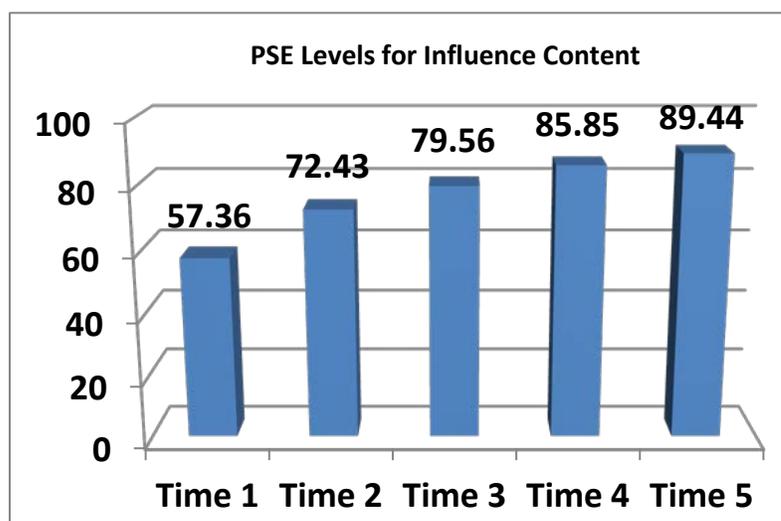
Figure 2.   Influence Content Graph

Figure 3 illustrates participants' confidence levels in executing tasks specifically

relating to writing center clerical duties (e.g., opening and closing the center, using the

scheduler and other technological resources, knowing center procedures, and such). The

figure illustrates that at Time 1 (the first week of training) the trainees reported a mean

score of 60.75 on items relating to the Workplace, indicating that most of them felt

reasonably capable of carrying out these tasks, but with a degree of apprehension. At

Time 2, the same trainees reported a much higher mean score for all of these items,

82.77, suggesting their confidence in fulfilling these clerical tasks increased significantly

over the course of a five week period of time.

PSE Levels for Workplace Content
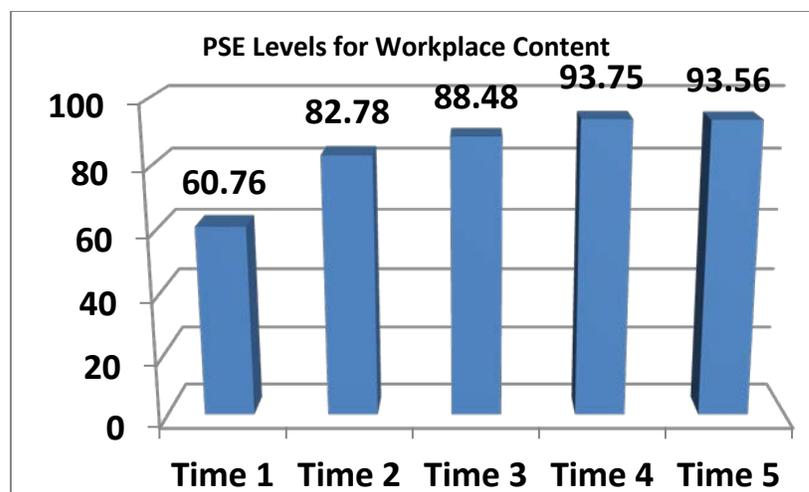
Figure 3.   Workplace Content Graph

Figure 4 displays the trainees' confidence levels in executing tasks, specifically, in relation to working with student writers during consultations. This includes responses to items asking trainees how confident they are when working with writers with different backgrounds and expertise than their own. Additionally, it gages trainees' confidence levels on dealing with technical aspects of writing, such as the ability to brainstorm with writers, discuss and work through grammar issues, focus on higher order concerns, and such. The figure displays content showing some initial growth in the first six weeks of training; however, the improvements in this area were not as large as the improvements noted in the other two content areas described above. For Workplace content, there was a 22 point increase in the trainees' overall confidence from Time 1 to Time 2, and similarly, Influence content also increased by 15 points.

PSE Levels for Consultation Content

			88.91	90.47
		83.01		
	78.72			
65.59				

100
80
60
40
20
0

Time 1   Time 2   Time 3   Time 4   Time 5
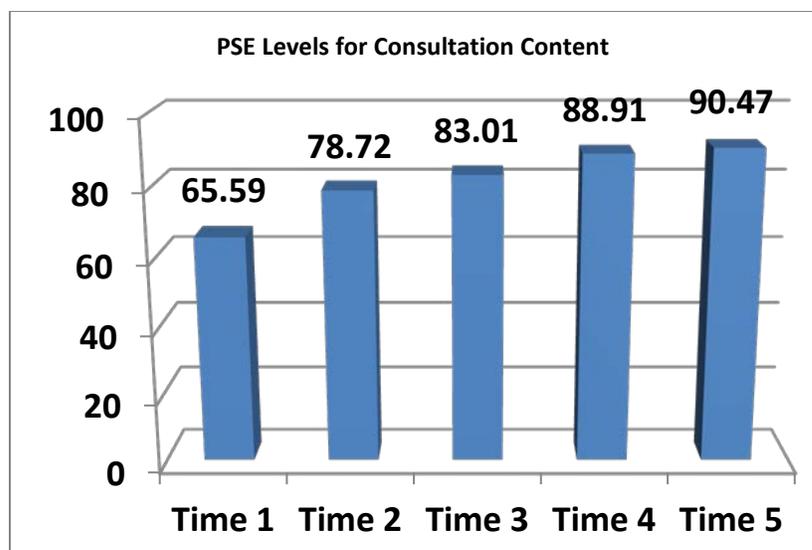
Figure 4.   Consultation Content Graph

In conclusion, Figures 2, 3, and 4 demonstrate that the trainees reported a steady

progression in their confidence levels throughout the course of their training. However,

the most significant periods of growth across all content areas occurred between Time 1

and Time 2. This indicates that the first six weeks of writing center training, which

includes work observations, receiving instruction in writing center theory, and practices

was the most influential on the development of the trainees' PSE levels. Lastly, the

significance of high self-efficacy seen in Figures 2, 3, and 4 for Time 5 (e.g., post-

training) demonstrates that the new peer tutors' PSE levels remained very high in all

three content areas of the writing center domain without requiring the additional support

from the English 303/503. This data indicates that all eleven peer tutors who had

undergone training still felt highly efficacious about their ability to work in the writing

center during the following semester.

Additionally, as participants reached the end of their formal training period (week 13 / Time 4) and had been working for six weeks as peer tutors, two distinct patterns emerge in the data: 1) trainees' PSE levels across all content areas continued to increase from Time 4 and Time 5, and 2) trainees became more consistent in their responses, answering the items on the PSE surveys similarly on the last two PSE surveys. Standard Deviation (SD) was used for this analysis, and Stewart and Malpass (1966) asserted that SD can be used to measure agreement since it indicates the variability of survey responses. In this way, a low SD indicates that there is more agreement among participants. Table 4 illustrates that during Time 4 and Time 5, as PSE levels in all content areas continues to increase, the standard deviation on many of the survey items decreases to 10 or less, suggesting that participants became more unanimous in their positive evaluations of self-efficacy.

Table 4.   Low Standard Deviations For Time 4 and Time 5

Survey Item	Content Area	T4 Mean	T4 SD	T5 Mean	T5 SD
Positively influence fellow writing consultants	Influence	89.18	12.25	91.27	9.55
Influence a writer to become involved and engaged in their writing assignment	Influence	81.73	14.26	85.36	16.13
Influence a writer to stay on task with a challenging writing assignment	Influence	83.36	9.03	87.18	9.71
Reduce a writer's writing anxiety	Influence	82.18	12.88	87.45	11.47
Influence a writer to believe they can do well on a writing assignment	Influence	86.27	7.24	90.73	9.01
Perceive failures as challenges rather than problems	Influence	91.82	9.63	92.91	8.14
Establish a rapport with writers during a consultation	Influence	87.36	13.69	89.64	10.94
Prevent demanding writers from pushing me into doing something I don't want to do	Influence	85.73	10.11	92.09	8.02
Establish an agenda and keep the writer focused on it.	Influence	85	14.35	88.36	11.08
Contribute to making the writing center environment comfortable and safe	Workplace	96.73	3.07	95.55	7.37
Proficiently use (and instruct writers to use) our website and scheduler	Workplace	93.18	9.12	94.45	5.03
Proficiently find and use all writing center supplies, resources and technologies	Workplace	91.45	8.77	94.55	5.92
Open and close the writing center with little to no worries or difficulty	Workplace	88.91	8.5	94.36	6.64
Establish positive relationships with directors and graduate assistants	Workplace	95.55	4.57	95.82	6.11
Consistently demonstrate a professional attitude with colleagues and writers	Workplace	96.45	5.61	95.27	5.73
Participate in extra-curricular writing center activities (submitting articles, conferences, etc.)	Workplace	89.09	5.96	87.09	13.35
Consistently and correctly file and complete writing center forms and paperwork	Workplace	96.73	3.93	91	11.3

Discern what non-consulting tasks need to be done in the writing center independently	Workplace	95.64	4.61	93.91	6.19
Skillfully use and apply writing center practices and theory in sessions	Consultation	82.64	8.63	87.64	9.06
Comfortably work with a writer whose age differs from my own	Consultation	94.82	3.68	94.09	7.76
Proficiently demonstrate how to use a citation style guide	Consultation	92.18	8.1	90.36	7.15
Comfortably work with a writer whose major differs from my own	Consultation	95.73	4.47	91.27	8.17
Work with writers whose paper topics differ from my own beliefs	Consultation	87.09	7.03	91.91	6.19
Provide writers with details that support my feedback	Consultation	91	7.11	93.18	6.45
Direct and maintain a focus on High Order Concerns (aka Global Issues)	Consultation	86.18	11.95	86.18	9.63
Comfortably work with writers of the opposite sex	Consultation	97	3.95	95.45	6.56
Request advice from writing consultants with more experience	Consultation	96.36	4.25	94.55	5.48
Comfortably work with multilingual and international students	Consultation	85.36	12.27	89.91	7.98
Brainstorm about unknown topics with writers	Consultation	94.64	6.53	92.18	10.38
Conducting a writing consultations with graduate students or faculty members	Consultation	85.27	9.69	89.09	10.91
Complete an email consultation in the allotted time, and in the correct format	Consultation	80.64	9.38	83.82	12.19
Be flexible and receptive to the writers needs and inquiries	Consultation	92.36	5.75	92.82	8.02
Comfortably work with writers who have physical or learning disabilities	Consultation	84.73	15.29	92.64	8.89
Provide helpful feedback on email consultations	Consultation	85.73	16	90.27	8.56
Proficiently discuss grammar and sentence structure with writers	Consultation	82.91	9.08	82.27	10.36
Consistently begin and end all writing consultations on time.	Consultation	85.82	13.5	90.91	7.85

Qualitative Data Analysis for Question One

In the preceding section, it was observed that the trainees reported the most significant growth in all content areas between weeks one and six (Time 1 and Time 2), and additionally, the trainees' responses to PSE survey items became more similar towards the end of the training period, as noted in the lower SD between Time 4 and Time 5 (Figure 5). In understanding the reasons why these periods were significant for trainees, qualitative data from their reflection journals and follow-up interviews were analyzed. The analysis shall first begin with an investigation of the reflection journal and follow-up interview data, which describe the trainees' impressions and responses to the initial six week period of training referred to above as Time 1 and Time 2, and then move on to the inquiry of SD during Time 4 and Time 5.

A global analysis of the qualitative data in which key concepts were extracted showed two factors that influenced trainees' PSE levels during the initial six week training period. Both "observation" (the six week period where trainees primarily watched other experienced peer tutors working in the writing center) and the "readings" (English 303/503 texts outlining writing center theory, as well as peer tutoring procedures) largely contributed to the increase of trainees' PSE levels in all three content areas.

In the case of the trainees' six week observation period, three of the eleven trainees reported in their reflection journals that having the opportunity to watch more experienced peer tutors during the course of a consultation provided a strong awareness of what can occur when working with various student writers. Additionally, the reflection journal entries indicated that the observation period provided trainees with ideas and

strategies that could be applied to their own consultations during week 7 and thereafter, in which they began working as peer tutors in the center. One respondent, referred to as "Marissa," sums up her impression of the observation period during her second week of training. She writes the following:

> Observing the sessions calmed my nerves about tutoring. After reading theory, talking and thinking extensively about being a writing consultant, I was still unsure of what form the actual tutoring takes. Now to have a model in front of me for behavior, tone and structure, I feel so much more prepared for my first session [as a peer tutor].

Here, Marissa indicates that the training skills she learned from class were limited in the sense that they couldn't illustrate what real consultations looked like. The observation period, on the other hand, did reveal what consultations with student writers looked like, and part of this modeling also included interpersonal aspects of conversation including behavior, tone, and structure.

Another trainee, "Morgan," stated that she felt the observation period helped her get acclimated to the writing center, and she claims that it increased her confidence—especially in relation to working with ELL student writers who frequently use the Boise State Writing Center's services. For "Lacy," she found that the most useful aspect of her observation period was that some of the veteran peer tutors included her in their sessions by asking her for her feedback. Lacy said that these instances helped ease her into performing as a peer tutor around week 7.

The second factor that influenced the trainees' PSE levels was the English 303/503 class readings that outlined subjects pertaining to peer tutor identity, common

consultation practices and methods, and composition theory. Five out of the eleven trainees mentioned that the readings positively influenced their PSE levels, and furthermore, that the readings laid down a foundation for peer tutor identity, as well as providing a scaffolding for structuring and conducting effective consultations.

"Stacy," one of the trainees, also indicated in her reflection journal that the class readings had a strong impact on her understanding of writing center work. She mentions that one particular reading by Stephen North gave her a "better grasp of what values a Writing Center both represents and strives for." Similarly, "Morgan" stated that she thought the readings positively "shaped [her] knowledge of what successful writing center work looks like." However, during the follow-up interviews, this same trainee expressed that she initially expected the readings to define and set out clear, "step-by-step" rules for conducting consultations, and that not getting this from them contributed to much of her early training anxiety. Once Morgan realized that this was not the purpose of the readings, she found them to be far more valuable and applicable to her work in the center. In this way, several other trainees reported that the readings provided them, not only with guidelines and a sense of writing center identity, but also methods and practices that could be applied in various consultations.

In addition to providing ideas and structure about the work of the peer tutors, the readings also helped some trainees develop a strong sense of their identity in the writing center, and this was the second concept from the global analysis. Morgan clearly expresses this sentiment: "our readings helped me to begin to build a framework around that last piece—who am I as a writing center consultant." The link between peer tutor identity and successful consulting work was set out for many participants in the readings

from the English 303/503 class. In this respect, the readings helped them to understand that their role in the writing center was not to be experts in all subject areas, nor feel responsible or accountable for the student writers' grades, but rather to engage the student writers in the writing process, thereby improving the student writer's knowledge, not just their texts.

The preceding section discusses how the concepts of observation and the class readings played a role in increasing trainees' PSE levels in all content areas during the initial six week observation period. To better understand what happened during the later training period (Time 4 and Time 5) where PSE survey results show that trainees became very unanimous in the way they responded to survey items (as indicated by a low SD), the qualitative data was analyzed to see what factors emerged as contributors to the ways the trainees answered items similarly.

The most salient concept to emerge from the reflection journals and follow-up interviews was the notion that the peer tutors belonged to the writing center community. Furthermore, this sense of belonging was shown to contribute to a positive increase in PSE levels in Time 4 and Time 5, and the low SDs indicate that at these time periods, peer tutors began to feel and act similarly, like a team.

Although eight of the eleven trainees claimed that the writing center community had a positive impact on them, there appeared to be two different functions that the community provided to these tutors. The first function was to provide a stable support network for consultants in which they felt comfortable collaborating with other colleagues, including asking questions about citation style, content areas of expertise, and such. The second function was to provide peer tutors with a moral support system in

which tutors could not only ask each other for help, but also discuss concerns, share their successes, as well as failures, and belong to a group of similar-minded individuals who are available to confide in, as well as collaborate with.

To illustrate the first conceptualization of the writing center community as a life line, and one in which tutors could seek assistance, Marissa claims "the community created in English 303 was integral to my ease in consulting. I think the sense of community helped to reduce the tension which in turn had a positive result on my confidence going into the session." Likewise, 'Thomas' stated in his follow-up interview that the writing center environment always made him feel comfortable in raising questions of uncertainty to more experienced peer tutors who could help him approach his consultations.

The remainder of the trainees commented on how crucial the writing center community was in building their overall confidence as writers and as tutors. Furthermore, the process of confiding in fellow colleagues not only established a sense of professional rapport, but it also contributed to 'centeredness,' which Leahy (1992) describes as "teamwork" or "family" pooling their knowledge and efforts together (p. 45). In this sense, not only did peer tutors know that they could approach each other for help on a consultation issue, but they also developed a sense of camaraderie with each other in which tutors would often collaborate on projects, both inside and outside of the writing center.

One trainee, "Edward," who is a creative writer, had not previously shared his own writing with anyone until he began to work in the center. Edward remarked that "this certainly increased my sense of community with the other students and consultants in the

writing center, which in turn helped me to build confidence as a consultant, and as a writer." Morgan also commented on how important it was for her to feel welcomed each time that she entered the writing center, and she stated in her journal that "I am a morning person and love the vibe of other morning people in the writing center. Many of my anxieties were obliterated by these cheerful people after the first few minutes of entering the center." "April" also noted how the positive atmosphere of the Writing Center impacted not only the consultants, but student writers as well:

> This overwhelming amount of friendliness extends to student writers and fellow writing center associates alike, and no one is left to feel not at home in the center. As a result, during [303] class discussions, I was always comfortable voicing my opinion because I have become so much more personal with the members of my group….I now realize what a tight-knit community the Writing Center is, and I am happy to be wrapped up with that.

These comments are but a few that illustrate how important the sense of belonging to the writing center community was, not only for increasing confidence levels, but also for feeling a part of a network of supportive and like-minded individuals. In tying the significance that community plays back to the low SD noted on the PSE survey results, the low SD can be viewed as an index of agreement (Stewart and Malpass, 1966), and nowhere in these surveys is this more evident than with item 2 in the Workplace content, which asks trainees to rate the extent that they felt capable to "contribute to making the writing center environment comfortable and safe." At Time 4, all eleven respondents indicated an extremely high level of PSE for this item (a range between 93 and 100), suggesting that they all had total confidence in fulfilling this task. Additionally,

the SD for this item was 3.07, illustrating an extremely high degree of agreement between

respondents, further indicating a strong sense of understanding the writing center

atmospheres and how to contribute to it—that is, being like-minded in participation in the

writing center community.

Quantitative Data Analysis for Question Two

To answer the second research question, "what aspects of writing center peer tutor

training contributes to the attainment of persistence," the participants' responses to a

particular survey item (question 6 in the Influence content section) were analyzed to

discover how, and to what extent, tutors became more persistent throughout the course of

their training.

Question 6 asks respondents to indicate their confidence level on a scale of 0 –

100 on the following issue: "I can…perceive failures as challenges rather than problems."

This question is particularly important to answering the second research question because

Bandura (1997) claims that the ability to perceive of problems as challenges is a key

characteristic of persistence. To analyze the trainees' PSE levels on this item, the survey

results for each trainee for Times 1, 2, and 3 (the transition from observations to working

as peer tutors) were exported into Microsoft Excel and a graph was made to illustrate the

results; this can be seen in Figure 6.

In Figure 6, it can be seen that the trainees varied in their response to this PSE

survey item. While item 6 from the influence content is only measuring one facet of the

construct of persistence, the data, nonetheless, shows how many trainees' perceptions of

facing challenges varied according to the training they received and the experience they

obtained as tutors. For instance, Figure 6 shows that Trainee 1 reported a level of 99 for

this item at Time 1 before he/she completed any observations or participated in a consultation. However, at Time 2 and Time 3, the same trainee's PSE level dropped substantially to 20, indicating that once he/she became aware of the complexity presented during consultations, confidence decreased in his/her ability to perceive failure as a challenge.
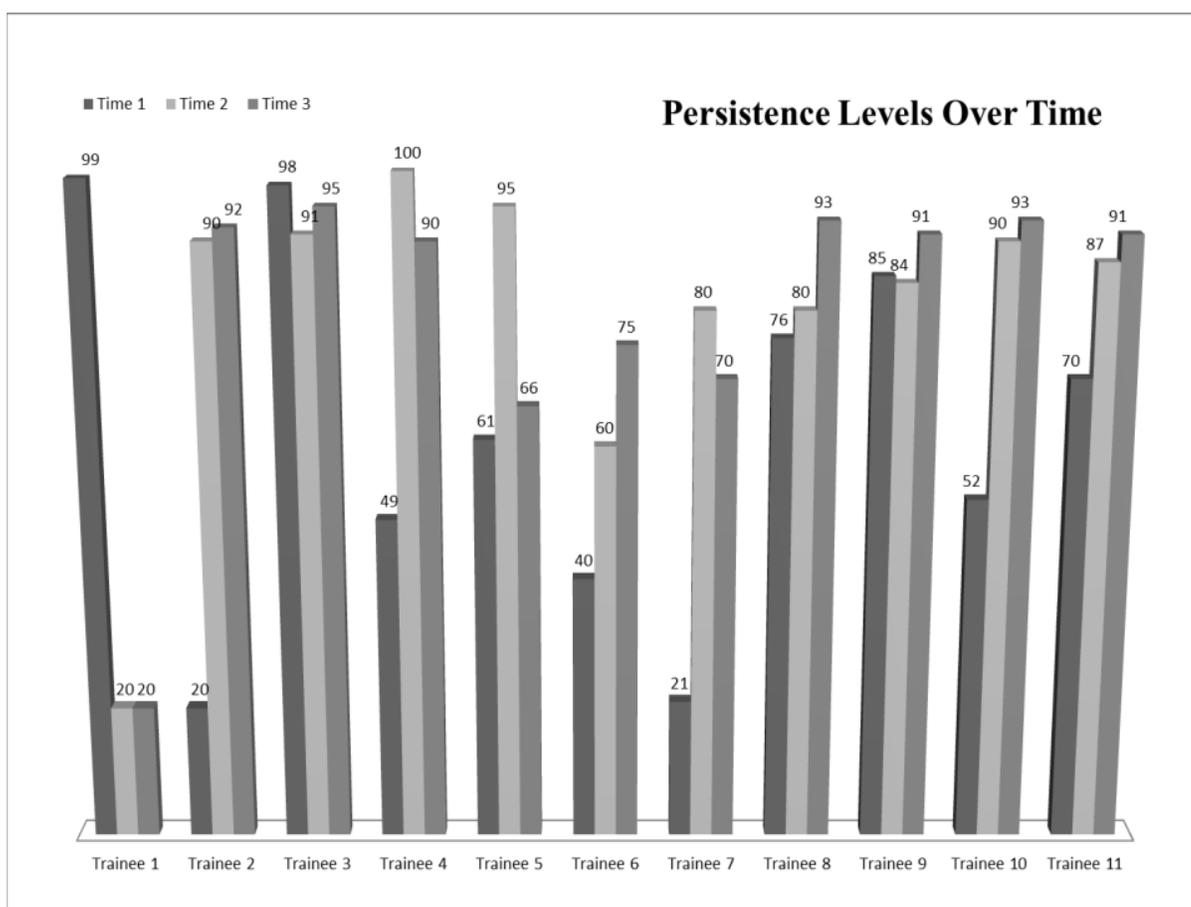

Figure 5.   Persistence Graph For Time 1, Time 2, And Time 3

However, this was not the case for all trainees. For example, Trainees 2, 6, 8, 10, and 11 all demonstrated a gradual increase in PSE levels on this item over time. The results suggest that, as they obtained more training and experience, their confidence to

perceive failure as a challenge rather than a problem increased. In two particular cases, Trainees 5 and 7 reported moderate confidence at Time 1, then their confidence greatly increased at Time 2 with observations; however, at Time 3, after working as peer tutors for two weeks, their confidence levels dropped significantly. This suggests that in some cases, actual work experience had a negative effect on PSE levels for this item.

These results for persistence will not be discussed for Times 4 and 5 because trainees became more consistent in their perceived ability to look at failure as a challenge at these late stages of training. The low SD for this item at these times suggest that trainees largely agreed that, by this point in their training, they all perceived of failure as a challenge, and had therefore attained this aspect of persistence.

Qualitative Data Analysis for Question Two

Using the same procedure for qualitative data analysis as described in the proceeding section, both reflection journal and follow-up interview data was analyzed for concepts relating to the attainment of persistence. The results of this assessment identified the following two concepts as contributors of persistence: 1) Peer tutors' identity, and 2) the English 303/503 community.

The previous research question section briefly discussed the significance of tutor identity on PSE levels. However, an analysis of qualitative data on the topic of persistence found that within the construct of peer tutor identity, two sub-distinctions emerged in the data suggesting that tutors felt able to persist with challenging consultations for one of two reasons: 1) the first is the notion that tutors don't have to be experts (this is the same 'identity' concept explored in the previous section), and 2) some

trainees persisted out of guilt, or not wanting to let down the other writing center colleagues.

In the first case, four trainees remarked that their sense of identity was strongly shaped by not having to be experts, but rather to work as peers and collaborators alongside student writers. This shift in viewing oneself as not being an authority or expert alleviated the feeling of responsibility and accountability for the student writer's grade outcomes. Furthermore, because peer tutors didn't feel obliged to be an expert in all subjects, citation styles, and such, they felt very comfortable seeking help from other colleagues when faced with a problem that they could not solve on their own. "Megan" illustrates this point in her reflection journal at week 6, which is one week before she began working as a peer tutor:

> So this was my last week before I start consulting. I'm not particularly nervous about starting, per se. I think I have a pretty solid foundation to work from, thanks to 303, and I know I can ask for help if I need it… it was really freeing to learn that…we don't have to be masters of the material to help [student writers] out.

Similarly, Thomas mentioned in his follow-up interview that he could always "bounce ideas off other consultants nearby who had a better grasp on certain topics," and that this was his primary way of persisting in consultations where he felt unprepared or unqualified to assist the student writer. Morgan also said something to a similar effect: "My training definitely contributed to my persistence in consultations… it emphasized that we are all learning alongside each other—not experts—I was able to persist in consultations that I may have otherwise seen as a failure."

The other concept mentioned in the qualitative analysis was peer pressure or guilt. Several trainees claimed they were able to persist in the face of challenge at the writing center because they didn't want to let their colleagues down. Marissa expressed this sentiment in her follow-up interview:

> When I doubted if I could make it through another semester of this crazy stuff, I thought about the community of the writing center and knew I couldn't bail out. In other words, the center was a club that I feel too guilty to leave. And now that this semester has begun, much of my anxiety has decreased and the work has regained some of the fun that I anticipated it would have at the beginning of last semester… social guilt made my persistence stronger.

Curtis, another trainee, also remarked that "getting hired was a big confidence boost and I wanted to devote myself to not letting down my director or fellow consultants." These quotes summarize the ways in which some trainees conceptualized their identity and how it influenced the degree of which they were able to persist in their role as tutors when faced with challenges and failures.

The other factor pertaining to the attainment of persistence relates to the sense of community, exclusively in the English 303/503 class. Here, trainees attended 303/503 twice weekly for 1 hour 15 minutes per session, wherein they debriefed about their observations and experiences in the writing center, made connections to relevant readings and theories, and talked with each other about their successes and failures during consultations. In one aspect, English 303/503 served as a support group for the trainees. One trainee, "Stacy," explained that the community in 303 was extremely beneficial in enabling persistence when faced with challenges. Her reflection journal reads:

I felt like I had a good support team through the 303 class in which I could

discuss ideas, problems, concerns, etc… just debriefing about problems and

discussing readings and talking with my fellow workers helped me out a lot in

feeling better about my work.

English 303/503 also played a significant role for Curtis' persistence; he writes in his

reflection journal, "in my sessions I would try to take concepts from class very seriously,

and so far they have helped me navigate difficult and uncomfortable situations."

In conclusion, it was demonstrated in this section that two significant factors in

the training period contributed to the attainment of persistence for the trainees: the

English 303/503 community and identity. The quantitative data examined and analyzed

the trainees' responses to item 6 on the PSE survey, influence content ("*I Can*… perceive

failures as challenges rather than problems"), and determined that the largest increase in

the trainees' PSE levels occurred between Time 1 and Time 2 (the first six weeks). The

data also revealed that four of the eleven trainees' PSE levels dropped between Time 2

and Time 3—the transition between their observation period ending and their work as

peer tutors beginning—which suggests that observation, alone, provided temporary high

levels of PSE for the trainees; however, once they began working, the levels dropped.

When analyzing the question of persistence qualitatively, it was found from the

reflection journals and follow-up interviews that the English 303/503 community and

work identity largely contributed to the trainees' attainment of persistence. It was

indicated by many of the trainees that the 303/503 community provided a time and space

for open and welcoming debriefing and discussions on observations, readings, theories,

practices, and successes and failures. It was additionally shown that identity contributed

to the trainees persistence in two significant ways: 1) knowing that not having to be an expert in all academic subjects or aspects of writing alleviated the trainees' performance anxiety and sense of responsibility to the student writers (this also enabled trainees to feel comfortable asking each other for help), and 2) there was for some trainees a sense of obligation and pressure to live up to their social identity within the writing center community—that is, there was concern and guilt in not letting the team down.

Summary and Discussion

Summary for Research Question One

The preceding sections described the quantitative and qualitative results for the two research questions and these will be summarized and discussed in relation to prior scholarship in these areas.

The first research question of this study asked "what aspects of tutor training affect trainees' PSE levels?" The results of the survey data showed that, in all three content areas, the most significant amount of growth in PSE levels occurred during the first six weeks of training (from Time 1 to Time 2), and the qualitative data revealed that the observations and class readings were the most influential aspects of training at this time.

When relating these findings back to Schunk's (1984) Path Analysis Model describing the relationship and direction of variables influencing PSE, it can be argued that the peer tutor's observation period is analogous to Schunk's *cognitive modeling* type of instruction in which teachers model problem solving strategies for learners, as opposed to the *didactic instruction,* which involves participants teaching themselves with

readings. Schunk's findings revealed that this kind of instruction treatment (modeling) had a stronger correlational effect on skill development than did other instruction types. This indicates that the most significant period of PSE growth for all areas (influence, workplace, and consultation) occurred during the six weeks of trainee observation time in which trainees obtained valuable insight into how to conduct their own consultations and feel confident about doing so. This also reinforces Bandura's (1982) assertion that vicarious experience (observations of other solving problems) can contribute significantly to one's self-efficacy.

The qualitative data revealed that trainees found the English 303/503 readings discussing writing center identity, the consultation practices and procedures, and compositional theory to have contributed to the PSE growth in all three content areas from Time 1 to Time 2. In fact, more trainees mentioned the readings as significant (n=6) than did observations (n = 3), and it is also interesting to note that all six of the participants who claimed the readings were more influential were female, suggesting that there may be an effect for gender in the way trainees "learned" how to become peer tutors.

Identity was also an influence on PSE levels during the participants' initial training period (Time 1 to Time 2). In both the qualitative sections mentioned previously, peer tutor identity was shown to play several significant roles for influencing PSE levels. First, peer tutor identity set working guidelines and expectations for the trainees. They didn't associate themselves as tutors (authoritative experts or editors), and furthermore, the practice of asking other peer tutors for help was perceived as beneficial, as opposed to a weakness. Secondly, peer tutor identity (within the context of being a team member

who is tightly interwoven into the social fabric of the writing center community) was identified to influence feelings of peer pressure and guilt for some trainees when thoughts and actions of "letting the team" down occurred. More will be said on this in the section discussing persistence.

While this factor of identity doesn't relate in any way to Schunk's 1984 Path Model study, it does validate most of the scholarship on identity that was discussed in the review of literature. An important principle shown there was that a peer tutor's identity must relate to the work that they do, and when it does not, problems occur. This is especially the case when peer tutors use and apply the practice of collaboration in writing consultations, as most do today. The classic identity of the "tutor," however, is a *teacher type* who is responsible and accountable for the quality of the students writing and/or grades. Collaboration, on the other hand, as defined by Lunsford (1991) and Bruffee (1995) places peer tutors in the position of being coaches or assistants who guide student writer through various stages of the writing process as equals. This role involves peer tutors acting as sound boards and active listeners; however, the only area in which peer tutors have a distinct expertise that the student writer seldom possesses is knowledge of writing conventions, grammar, syntax, and such.

In the qualitative analysis, most of the trainees confirmed that their high PSE levels in all areas were associated with this aspect of identity as a collaborator rather than a teacher or editor. These trainees indicated that it was a relief to not be experts, that they could rely on each other for help, and that they were not responsible or accountable for the students' writing performance or grades.

An additional finding for question one that asks "what aspects of tutor training affect trainees' PSE levels?" also revealed that the peer tutors became fairly unanimous in their PSE levels towards the latter stages of their training. This result was seen in two statistical measures: first, all trainees at Times 4 and 5 reported extremely high PSE in all content areas. This indicates that at this stage, they had all formed high efficacy beliefs about their abilities to influence others, carry out clerical tasks, and successfully navigate through a variety of circumstances that occur during consultations. The second statistical measure to reinforce this assumption was the low standard deviation for the majority of all survey items at Times 4 and 5, which has been argued to be an indicator of agreement among respondents (Stewart and Malpass, 1966). These measures, combined with findings in the qualitative data, suggest that by this time in the training period, a strong sense of teamwork and community had been established, alluding to what Klein and Kozlowski (2000) describe as "shared team properties," and this concept is embedded in the peer tutors' "experiences, attitudes, perceptions, values, cognitions, or behaviors that are held in common…[like] team cohesion, team norms, team climate, and team mental models" (p. 215). These shared properties among the trainees therefore provide an explanation for the low SD during Time 4 and Time 5, and this may result from the community aspect of working as a close-knit team in the writing center.

The statistical findings (SD and high PSE levels) described were reinforced by reflection journals and follow-up interviews in which trainees claimed that belonging to the writing center community was not only a strong influence on their PSE levels, but also their ability to work effectively as peer tutors.

<u>Summary for Research Question Two</u>

The second research question of this study asked "what aspects of writing center peer tutor training contributes to the attainment of persistence?" Responses to one survey item, which asked "I can perceive failures and challenges rather than problems," revealed that trainees were variable in how they perceived of this factor at Times 1, 2, and 3. While many (50%) saw a steady increase in their persistence over this period of time, the other half of trainees had different growth patterns whereby their initial high confidence decreased upon observation and work experience. Additionally, several others showed increases in their persistence right up until the time they began their consulting work, and then they lost some degree of efficacy in this area. This suggests that while peer tutors were in the earlier stages of their training, they varied greatly in their self-efficacy beliefs of persistence. Yet at Times 4 and 5, results show that there was far less variation in the way trainees responded to the same item. This finding further supports the above assertion that, by the later stages of training, peer tutors had not only reported all-time high levels of efficacy across all content areas, but they also had obtained a consistently high level of confidence in their ability to perceive of failures as challenges rather than problems. For this reason, Bandura (1993) asserted that persistence is crucial to goal setting and subsequent outcomes as follows:

> Self-efficacy beliefs contribute to motivation in several ways: They determine the goals people set for themselves, how much effort they expend, how long they persevere in the face of difficulties, and the resilience to failures. When faced with obstacles and failures, people who harbor self-doubts about their capabilities

slacken their efforts or give up effort when they fail to master the challenge. Strong persistence usually pays off in performance accomplishments. (p. 131)

It was mentioned previously that two concepts were crucial in influencing trainee PSE levels during the initial observation period, and these were identity and the English 303/503 community. Above it was described how identity had two facets: one, within the context of being a team member who is tightly interwoven into the social fabric of the writing center community, and two, some trainees felt peer pressure and guilt when thoughts and actions of "letting the team" down occurred.

Furthermore, it was found that these peer tutors believed the English 303/503 community served two critical functions that were essential in developing persistence: the first was that it became a 'help desk' in which peer tutors could debrief with each other about readings, consultation outcomes, as well as providing support to each other when needed. The second function was that the community became a moral support system when challenges and difficulty arose both inside and outside of the writing center for the trainees. The previous description from Leahy (1992) that portrays the community acting as a "family" that works together to solve problems and collaborate accurately fits this representation. Lindsley, Brass, and Thomas's (1995) study on community demonstrates that group cohesion strongly contributes to persistence, and identified that a community's "positive, shared perceptions enable vitality and resilience within a group, and that they can pull individual members back when they drift away" (p. 671). Marissa's statement in her follow-up interview demonstrates this aspect of community when she says "I have thought about giving up often, but for every time I had a meltdown, I was able to talk it

out with other consultants who were always willing to lend me a sympathetic ear. This kept me going through the thick of it."

In returning back to Schunk's (1984) Path Model, and its relationship to the present study, Schunk demonstrated that "the effect of [instructional] treatment on persistence operated indirectly through self-efficacy" (50), and although the present study cannot statistically confirm that this also applies in the same fashion, the exploratory analysis of qualitative data suggests an important similarity: cognitive modeling (e.g., the observation period) largely contributed to the increase of the trainees' PSE levels across all three areas of content in the writing center domain. Having and maintaining high levels of PSE not only allowed the trainees to obtain and utilize the skills learned from training, but furthermore, they contributed strongly to the attainment of persistence when faced with new challenges and obstacles. Schunk's (1984) study also showed a strong correlation between having strong persistence and the ability to attain and apply learned skills. The following figure illustrates how a Path Model would look for the results of this present study, but without coefficients. Here, the path from A to B, to D, then to C would be the strongest and most beneficial for peer tutors in gaining and using skills during training. The figure shows that, with the observation period and readings during Time 1 and Time 2, trainees gained high levels of PSE, and from this, persistence was attained (D), as well as sense of belonging to a community and the development of an identity. This, then, led to skill development and performance (C), which further reinforced community and identity.
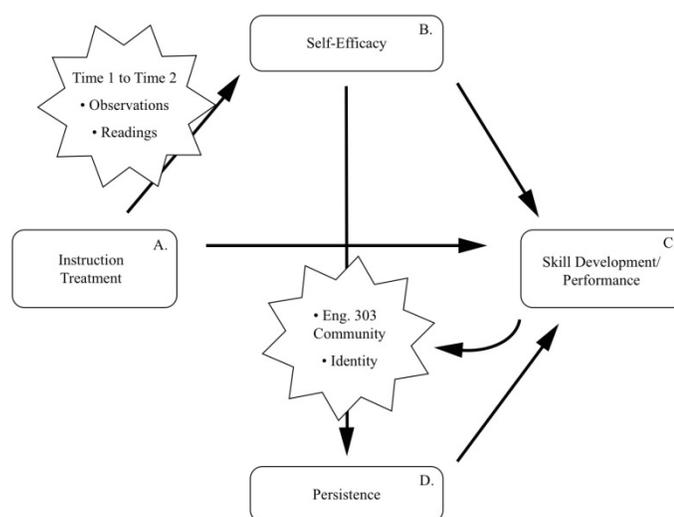
Figure 6.   Present Study's Path Model

Limitations and Suggestions for Future Research

The most notable limitations for the present study largely pertain to the collection

and analysis of quantitative research. In one sense, they shouldn't factor in much for an

explorative case study such as this. However, in comparing the results found in this study

to Schunk's (1984) Path Model (which strongly depends on quanitative data), large gaps

of unconfirmed speculation occurred in the analyses. Schunk's model was a trailblazer to

follow in the likeness of, but without a significant number of participants to study

(another limitation of this present research study), it is impossible to verify the

instructional treatment Path Model. It did serve efficiently as a means to tease out the

variables found in this study that pertained to learning models that include self-efficacy,

persistence, and skill attainment.

Another limitation with the quantitative analysis was that the present study collected and combined the PSE survey data to obtain mean scores as overall indicators of group PSE levels. When using averaged scores on time series graphs such as the ones employed in this study, one is able to see larger trends and patterns in the data over time. However, the procedure of "averaging" all means for the three content areas makes individual variation in the results less visible and therefore somewhat limited in seeing the "whole picture" of how participants responded. For instance, several trainees almost always reported low PSE at each time while others reported extremely high PSE each time. The procedure of averaging their scores means that the extreme outlaying scores on each end become less visible in the graphs.

Apart from the limitations of the present study, there are also suggestions that can be made for potential work in the future. It would be very beneficial for additional research to be conducted on verifying Schunk's (1984) findings on cognitive modeling in writing center training. If there were thirty or more participants, then it might be possible to determine significant statistical patterns pertaining to the demographic and quantitative data. Additionally, Schunk's study was done on third graders in a math class. It would be beneficial to find a similar study done more recently, and with college students. Having more participants would also make the demographic data more significant in the study. Besides following in Schunk's path, future research could largely consist of a similar exploratory study, but with more participants from different types of writing centers. For example, the Boise State University Writing Center has traditionally been known as a "community-based" center; there are other writing centers like this one, but there are also very many that have no sense of community. An interesting study would be to collect

similar data as the present study did, but with a variety of writing center training programs or a lack there of to compare and contrast the variable of community and its effectiveness on peer tutors' persistence and performance.

Lastly, one final suggestion for expansion upon this research would be to take it outside the context of writing center training programs and apply it to graduate teaching assistantship training programs. These programs are very similar in nature to a class like English 303/503: trainees are both given skills that loosely fit broad and complex teaching scenarios, both trainees will encounter a great deal of flux in their work, both groups tend to operate best when there is strong group support and cohesion, and attaining persistence in both contexts is also incredibly valuable for trainees. By collecting information from similar data streams (e.g., PSE surveys, reflection writing, and follow-up interviews), researchers could determine the following information about the training programs: what are the most challenging aspects that trainees encounter and when? How did the trainees overcome these challenges? Do demographic factors play any role in the training? What variables contribute to the attainment of persistence when facing challenging tasks?

As with all studies in the field of behavioral science, further research in a variety of different contexts and with varied populations needs to be conducted before the complex relationship between variables such as training, identity, community, and persistence can be fully understood. This investigation, in the very least, may help to add to this understanding by revealing how a particular group of adult peer tutors navigated their way through a challenging writing center training course and assessed their levels of self-efficacy in light of these variables over time.

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APPENDIX A

General Participation Consent Form

BOISE STATE UNIVERSITY

INFORMED CONSENT

Study Title: A Case Study in Perceived Self-Efficacy in Writing Center Consultant Training
Principal Investigator: Shaun White   **Co-Investigator:** Dr. Bruce Ballenger

This consent form will give you the information you will need to understand why this research study is being done and why you are being invited to participate. It will also describe what you will need to do to participate as well as any known risks, inconveniences or discomforts that you may have while participating. I encourage you to ask questions at any time. If you decide to participate, you will be asked to sign this form electronically, and it will be a record of your agreement to participate. You will be given a hard copy of this form to keep.

➢ **PURPOSE AND BACKGROUND**
The purpose of this research is to examine and analyze writing consultants' levels of Perceived Self-Efficacy (PSE) in order to gain an understanding of its interaction with specific tasks, timing, training, and demographic factors throughout the duration consultant training (i.e. ENGL303 and the internship). In short, PSE "refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainment" (Bandura 1997). While learning and gaining new theories, methods, and practices in writing center work increases consultants knowledgeable, scholarship in psychology has proven that it is the individuals who perceive themselves as efficacious in specified tasks that are truly successful, and are able to accomplish goals and overcome obstacles.

Participants in this research are writing consultants in training, and they will be asked to fill out a demographic questionnaire *one* time, and a PSE scale *four* times throughout the duration of their training period. Consenting participants will later be asked to talk about their reported data from the PSE scales in follow-up interviews during the spring 2014 semester. To protect your privacy, no real names will ever be used in the published research of this study.

➢ **PROCEDURES**
If you agree to be in this study, you will participate in the following:
- Fill out *ONE* demographic questionnaire electronically (takes about five minutes)
- Fill out *FOUR* Perceived Self-Efficacy scales over the duration of the training period (PSE scales take approx. five to ten minutes to complete)

   All PSE scales and the demographic questionnaire will be made available to
participants through a link sent
      to them by email

      Interested participants will first be asked to provide names and preferred email
      addresses on a sign-up sheet during my visit to ENGL303. Next, interested
      participants will be invited through a link to a Qualtrics site where they will
      electronically give their signature (give consent) to participate in this study.
      Consenting participants will then be asked to electronically fill out a
      demographic questionnaire (one time only), as well as their *first* PSE scale.
      Throughout the duration of the training period, participants will be sent
      conformation emails as a reminder to fill out additional PSE scales on the same
      Qualtrics site. In the fourteenth week of the fall 2013 semester, participants will
      also be sent a new, electronic consent form that invites them to be participants
      in follow-up interviews during the spring 2014 semester.

➢ **RISKS**
The survey will include a section requesting demographic information (i.e. *gender,
age, academic standing, major, previous writing consultant training, and multilingual
experience)*. Due to the make-up of Idaho's population, the combined answers to
these questions may make an individual person identifiable. I will make every effort
to protect participants' confidentiality. However, if you are uncomfortable
answering any of these questions, you may leave them blank.

In the unlikely event that some of the survey or interview questions make you
uncomfortable or upset, you are always free to decline to answer or to stop your
participation at any time. Should you feel discomfort after participating and you are
a Boise State University student, you may contact the University Health Services
(UHS) for counseling services at (208) 426-1459. They are located on campus in the
Norco Building, 1529 Belmont Street, Boise ID, 83706.

➢ **BENEFITS**
Your participation could potentially help writing center directors and administrators
to improve upon their consultant training programs, and help them to better
understand what factors influence and affect writing consultants' perceived self-
efficacy.

➢ **EXTENT OF CONFIDENTIALITY**
Reasonable efforts will be made to keep the personal information in your research
record private and confidential. Any identifiable information obtained in connection
with this study will remain confidential and will be disclosed only with your
permission or as required by law. The members of the research team and the Boise
State University Office of Research Compliance (ORC) may access the data. The ORC
monitors research studies to protect the rights and welfare of research participants.

Your name will not be used in any written reports or publications which result from this research. Data will be kept for three years (per federal regulations) after the study is complete and then destroyed.

➢ **PAYMENT**
There will be no direct benefits to participants of this study in terms of payment or compensation.

➢ **PARTICIPATION IS VOLUNTARY**
You do not have to be in this study if you do not want to. You may also refuse to answer any questions you do not want to answer. If you volunteer to be in this study, you may withdraw from it at any time without consequences of any kind or loss of benefits to which you are otherwise entitled.

➢ **QUESTIONS**
If you have any questions or concerns about your participation in this study, you may contact the Principal Investigator, Shaun White: 208-991-8417, or shaunwhite@boisestate.edu. Additionally, you may contact Dr. Balleneger, the Co-Investigator of this study at 208-426-7069, or bballeng@boisestate.edu.

If you have questions about your rights as a research participant, you may contact the Boise State University Institutional Review Board (IRB), which is concerned with the protection of volunteers in research projects. You may reach the board office between 8:00 AM and 5:00 PM, Monday through Friday, by calling (208) 426-5401 or by writing: Institutional Review Board, Office of Research Compliance, Boise State University, 1910 University Dr., Boise, ID 83725-1138.

DOCUMENTATION OF CONSENT
I have read this form and decided that I will participate in the project described above. Its general purposes, the particulars of involvement and possible risks have been explained to my satisfaction. I understand I can withdraw at any time.

_____   _____   _____
Printed Name of Study Participant   **Signature** of Study Participant   Date

_____   _____
Signature of Person Obtaining Consent   Date

[…Note: Signatures for consent will be collected electronically on a Qualtrics site]

APPENDIX B

Follow-Up Interview Consent Form

BOISE STATE UNIVERSITY

INFORMED CONSENT

Study Title: A Case Study in Perceived Self-Efficacy in Writing Center Consultant Training
Principal Investigator: Shaun White   **Co-Investigator:** Dr. Bruce Ballenger

This consent form will give you the information you will need to understand why this research study is being done and why you are being invited to participate. It will also describe what you will need to do to participate as well as any known risks, inconveniences or discomforts that you may have while participating. I encourage you to ask questions at any time. If you decide to participate, you will be asked to sign this form electronically, and it will be a record of your agreement to participate. You will be given a hard copy of this form to keep.

➢ **PURPOSE AND BACKGROUND**
The purpose of this research is to examine and analyze writing consultants' levels of Perceived Self-Efficacy (PSE) in order to gain an understanding of its interaction with specific tasks, timing, training, and demographic factors throughout the duration consultant training (i.e. ENGL303 and the internship). In short, PSE "refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainment" (Bandura 1997). While learning and gaining new theories, methods, and practices in writing center work increases consultants knowledgeable, scholarship in psychology has proven that it is the individuals who perceive themselves as efficacious in specified tasks that are truly successful, and are able to accomplish goals and overcome obstacles.

Participants in the follow-up interviews for this research are writing consultants in training, and they are invited to discuss their reported data from the PSE scales that were filled out during the fall 2013 semester. All follow-up interviews will be held in a private, one-on-one location on campus, and no real names of participants will be used in the published research of this study. Questions will focus on factors that were possibly occurring and influencing PSE scales during the time reporting data. These interviews will approximately take place in the first month of the spring 2014 semester.

➢ **PROCEDURES**
If you agree to be in this study, you will participate in the following:

- Meet in a location on campus for a private, one-on-one follow-up interview (the interview will take between 15 minutes to a half hour to complete)

The objective is to discuss with participants the data they reported on their PSE scales over the duration of their training period.

> **RISKS**

Demographic information provided by the participants on the electronic demographic questionnaire could possibly be mentioned or referenced by the interviewee during the follow-up interview. Due to the make-up of Idaho's population, the combined answers to these questions may make an individual person identifiable. I will make every effort to protect participants' confidentiality. However, if you are uncomfortable answering any of these questions, you may leave them blank.

In the unlikely event that some of the survey or interview questions make you uncomfortable or upset, you are always free to decline to answer or to stop your participation at any time. Should you feel discomfort after participating and you are a Boise State University student, you may contact the University Health Services (UHS) for counseling services at (208) 426-1459. They are located on campus in the Norco Building, 1529 Belmont Street, Boise ID, 83706.

> **BENEFITS**

Your participation could potentially help writing center directors and administrators to improve upon their consultant training programs, and help them to better understand what factors influence and affect writing consultants' perceived self-efficacy.

> **EXTENT OF CONFIDENTIALITY**

Reasonable efforts will be made to keep the personal information in your research record private and confidential. Any identifiable information obtained in connection with this study will remain confidential and will be disclosed only with your permission or as required by law. The members of the research team and the Boise State University Office of Research Compliance (ORC) may access the data. The ORC monitors research studies to protect the rights and welfare of research participants.

Your name will not be used in any written reports or publications which result from this research. Data will be kept for three years (per federal regulations) after the study is complete and then destroyed.

> **PAYMENT**

There will be no direct benefits to participants of this study in terms of payment or compensation.

> **PARTICIPATION IS VOLUNTARY**

You do not have to be in this study if you do not want to. You may also refuse to answer any questions you do not want to answer. If you volunteer to be in this study, you may withdraw from it at any time without consequences of any kind or loss of benefits to

which you are otherwise entitled.

➢ **QUESTIONS**

If you have any questions or concerns about your participation in this study, you may contact the Principal Investigator, Shaun White: 208-991-8417, or shaunwhite@boisestate.edu. Additionally, you may contact Dr. Balleneger, the Co-Investigator of this study at 208-426-7069, or bballeng@boisestate.edu.

If you have questions about your rights as a research participant, you may contact the Boise State University Institutional Review Board (IRB), which is concerned with the protection of volunteers in research projects. You may reach the board office between 8:00 AM and 5:00 PM, Monday through Friday, by calling (208) 426-5401 or by writing: Institutional Review Board, Office of Research Compliance, Boise State University, 1910 University Dr., Boise, ID 83725-1138.

➢ **DOCUMENTATION OF CONSENT**

I have read this form and decided that I will participate in the project described above. Its general purposes, the particulars of involvement and possible risks have been explained to my satisfaction. I understand I can withdraw at any time.

Printed Name of Study Participant	**Signature** of Study Participant	Date

Signature of Person Obtaining Consent	Date

[…Note: Signatures for consent will be collected electronically on a Qualtrics site]

APPENDIX C

Reflection Journal Consent Form

BOISE STATE UNIVERSITY

INFORMED CONSENT

Study Title: A Case Study in Perceived Self-Efficacy in Writing Center Consultant Training
Principal Investigator: Shaun White   **Co-Investigator:** Dr. Bruce Ballenger

This consent form will give you the information you will need to understand why this research study is being done and why you are being invited to participate. It will also describe what you will need to do to participate as well as any known risks, inconveniences or discomforts that you may have while participating. I encourage you to ask questions at any time. If you decide to participate, you will be asked to sign this form electronically, and it will be a record of your agreement to participate. You will be given a hard copy of this form to keep.

➢ **PURPOSE AND BACKGROUND**
The purpose of this research is to examine and analyze writing consultants' levels of Perceived Self-Efficacy (PSE) in order to gain an understanding of its interaction with specific tasks, timing, training, and demographic factors throughout the duration consultant training (i.e. ENGL303 and the internship). In short, PSE "refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainment" (Bandura 1997). While learning and gaining new theories, methods, and practices in writing center work increases consultants knowledgeable, scholarship in psychology has proven that it is the individuals who perceive themselves as efficacious in specified tasks that are truly successful, and are able to accomplish goals and overcome obstacles.

Participants in this research are writing consultants in training, and they will be asked to give consent to me, the Principle Investigator, to read through, analyze, and code their Reflection Journals from ENGL303/305. I believe that the data I will obtain from the Reflection Journals will serve two important functions for my research project. First, it would give me more specific material to discuss during my follow-up interviews with consenting participants. Instead of them having to recall the thoughts and meaning behind quantifiable data that they reported on their Surveys many months prior, I could prompt their memory with dated statements from their Reflection Journals. Secondly, through coding, I would be able to quantify terms and statements that relate to my participants' reported data from the Scales.
To protect your privacy, no real names will ever be used in the published research of this study.

➢ **PROCEDURES**

I will email each current participant a link to my private Qualtrics consent form for this portion of my study. By signing this consent form, you are giving me permission to access your ENGL303/503 Reflection Journals so that I can read, analyze and code them for data that corresponds to the confidence tasks on the PSE Scales.

➢ **RISKS**

There is no real risk of me reading your ENGL303/503 Reflection Journals; however, if you happen to feel uncomfortable or upset after giving consent, you are always free to contact me and take back your consent, wherein I would stop reading your Reflection Journal and use no part of it for my research study. Should you feel discomfort after participating and you are a Boise State University student, you may contact the University Health Services (UHS) for counseling services at (208) 426-1459. They are located on campus in the Norco Building, 1529 Belmont Street, Boise ID, 83706.

➢ **BENEFITS**

Your participation could potentially help writing center directors and administrators to improve upon their consultant training programs, and help them to better understand what factors influence and affect writing consultants' perceived self-efficacy.

➢ **EXTENT OF CONFIDENTIALITY**

Reasonable efforts will be made to keep the personal information in your research record private and confidential. Any identifiable information obtained in connection with this study will remain confidential and will be disclosed only with your permission or as required by law. The members of the research team and the Boise State University Office of Research Compliance (ORC) may access the data. The ORC monitors research studies to protect the rights and welfare of research participants.

Your name will not be used in any written reports or publications which result from this research. Data will be kept for three years (per federal regulations) after the study is complete and then destroyed.

➢ **PAYMENT**

There will be no direct benefits to participants of this study in terms of payment or compensation.

➢ **PARTICIPATION IS VOLUNTARY**

You do not have to be in this study if you do not want to, and you may also withdraw from it at any time without consequences of any kind or loss of benefits to which you are otherwise entitled.

➢ **QUESTIONS**

If you have any questions or concerns about your participation in this study, you

may contact the Principal Investigator, Shaun White: 208-991-8417, or shaunwhite@boisestate.edu. Additionally, you may contact Dr. Balleneger, the Co-Investigator of this study at 208-426-7069, or bballeng@boisestate.edu.

If you have questions about your rights as a research participant, you may contact the Boise State University Institutional Review Board (IRB), which is concerned with the protection of volunteers in research projects. You may reach the board office between 8:00 AM and 5:00 PM, Monday through Friday, by calling (208) 426-5401 or by writing: Institutional Review Board, Office of Research Compliance, Boise State University, 1910 University Dr., Boise, ID 83725-1138.

DOCUMENTATION OF CONSENT
I have read this form and decided that I will participate in the project described above. Its general purposes, the particulars of involvement and possible risks have been explained to my satisfaction. I understand I can withdraw at any time.

Printed Name of Study Participant	**Signature** of Study Participant	Date

Signature of Person Obtaining Consent	Date

[…Note: Signatures for consent will be collected electronically on a Qualtrics site]

APPENDIX D

Demographic Questionnaire In Front of First Perceived Self-Efficacy Survey

Default Question Block

In order to begin as a participant in this research study, you will need to do the following:
- **read the attached consent form: <u>Consent generalparticipation</u>**
- **write your name in the space below which counts as an electronic signature of consent**

If you have any further questions about the consent form, please feel free to contact Shaun White at shaunwhite@boisestate.edu, or Dr. Bruce Balleneger at bballeng@boisestate.edu.

I have read this consent form and decided that I will participate in the research project. Its general purposes, the particulars of involvement, and possible risks have been explained to my satisfaction. I understand I can withdraw at any time.

Writing my name below will count as an electronic signature of consent to participate in this research study.

Demographic

As part of my research, I would like to get a better sense of 'if" and "how" demographic factors might relate to writing consultant trainees' reported Perceived Self-Efficacy throughout the duration of the training period in ENGL303. Your real name will only serve as a reference during the follow-up interview process, should you choose to participate in one, and you choose to discuss any demographic factors. All participants names will be given pseudonyms in the published research in order to protect personal identity.

Please indicate your gender:

- ○ Male
- ○ Female

What is your age?

What degree(s) are you currently pursuing (i.e. majors, minors, etc...)?

What is your official university standing?

- ○ Freshman
- ○ Sophomore
- ○ Junior
- ○ Senior
- ○ Graduate

Do you have any previous experience as a writing center consultant? If yes, could you briefly elaborate?

Do you have any previous experience with writing workshops? If yes, could you briefly elaborate?

Are you multilingual? If yes, could you briefly elaborate?

Thank you very much for taking the time to fill out this questionnaire!

IRB Approval Number EX 012-SB13-082

PSE Scales

APPENDIX E

Perceived Self-Efficacy Surveys (1 Through 5 Are Each The Same)

Section 1. **Influence Content:** *I can...*

	cannot do it			Medium/sure I can do it				Completely sure		
	0	10	20	30	40	50	60	70	80	90	100
positively influence fellow writing consultants											
influence a writer to become involved and engaged in their writing assignment											
influence a writer to stay on task with a challenging writing assignment											
reduce a writer's writing anxiety											
influence a writer to believe they can do well on a writing assignment											
perceive failures as challenges rather than problems											

Section 2. Workplace Content Continued...

	0	10	20	30	40	50	60	70	80	90	100
establish positive relationships with directors and graduate assistants											
consistently demonstrate a professional attitude with colleagues and writers											
participate in extracurricular writing center activities (i.e. submitting articles, conferences, etc...											
consistently and correctly file and complete writing center forms and paperwork											
discern what non-consulting tasks need to be done in the writing center independently											

Section 3. **Consultation Content** *continued*

	0	10	20	30	40	50	60	70	80	90	100
provide writers with details that support my feedback											
direct and maintain a focus on Higher Order Concerns (A.K.A. Global Issues)											
establish a rapport with writers during a consultation											
comfortably work with writers of the opposite sex											
request advice from writing consultants with more experience											

Section 3. **Consultation Content** *continued*

	0	10	20	30	40	50	60	70	80	90	100
complete an email consultation in the allotted time, and in the correct format											
be flexible and receptive to the writer's needs and inquires											
comfortably work with writers that have physical or learning disabilities											
provide helpful feedback on email consultations											
proficiently discuss grammar and sentence structure with writers											

APPENDIX F

Follow-Up Interview Questions

Follow-Up Interview Questions Emailed In Advanced

ENGL303/503 Section:

- Do you feel the class made a clear distinction between the titles and expectations of being a "tutor" and being a "consultant?" Do you think either title matters much; and do you think they would affect a trainee's work confidence levels?
- What was one of the most beneficial aspects you gained from taking ENGL303/503? Why?
- Did any part of ENGL303/503 contribute to the development of belonging to and participating in a collaborative community with the other consultants? If so, did this sense of community affect your confidence levels?

Observation Section:

- What was the most important thing that you learned or gained from your observations? How were you later able to apply it to your own consultations?

Working as a Writing Consultant Section:

- During your own consultations with peer writers, did you ever feel unprepared or underqualified to provide helpful guidance and advice? If so, how did you navigate through these challenges?
- Do you feel that working with peer writers on their papers has affected your own level of confidence with your own writing? If so, how?
- Do you feel confident that you have a strong foundation from your training to fall back on when encountering obstacles and challenges as a writing consultant? If so, could you explain this foundation?

Persistence Section:

- Could you rate or explain your level of commitment to working towards becoming (as well as being) a writing consultant?
- Did your 303/503 training contribute in any way to your personal persistence when confronted with challenges and difficult tasks during consultations? If so, could you explain or indicate what it was from the training (and/or writing center as a whole)?

APPENDIX G

Excel Tables: Means and Standard Deviation For Influence Content

Question	Influence Content: Time 1			Influence Content: Time 2			Influence Content: Time 3	
	Mean	**SD**		**Mean**	**SD**		**Mean**	**SD**
1	60.9	20.67		72.73	18.49		80.45	17.13
2	49.36	16.55		66.82	19.78		77.45	14.43
3	48.45	20.19		68.64	15.34		76.36	13.74
4	53.73	27.3		70	17.32		79.82	10.09
5	64.82	20.56		76.82	13.28		80.64	12.04
6	61	27.64		80	22.47		79.64	22.29
7	67	26.31		78.64	26.31		84.36	13.99
8	60.18	24.83		69.55	24.83		79.55	17.16
9	50.82	13.86		68.64	13.86		77.73	20.54
Totals	**57.36**			**72.43**			**79.56**	

Question	Influence Content: Time 4			Influence Content: Time 5	
1	**Mean**	**SD**		**Mean**	**SD**
2	89.18	12.25		91.27	9.55
3	81.73	14.26		85.36	16.13
4	83.36	9.03		87.18	9.71
5	82.18	12.88		87.45	11.47
6	86.27	7.24		90.73	9.01
7	91.82	9.63		92.91	8.14
8	87.36	13.69		89.64	10.94
9	85.73	10.11		92.09	8.02
Totals	85	14.35		88.36	11.08
	85.85			**89.44**	

APPENDIX H

Excel Tables: Means and Standard Deviation For Workplace Content

	Workplace Content: Time 1	
Question	Mean	SD
1	81.45	18.83
2	41	34.17
3	37.45	37.07
4	41.91	35.29
5	80.18	20.24
6	89.82	14.32
7	52.09	27.64
8	56.36	35.22
9	66.55	33.59
Totals	**60.76**	

	Workplace Content: Time 2	
Question	Mean	SD
1	87.27	23.56
2	84.09	18.97
3	75.45	17.48
4	68.64	17.81
5	87.73	13.8
6	88.18	16.31
7	75	16.03
8	93.64	5.67
9	85	22.93
Totals	**82.78**	

	Workplace Content: Time 3	
Question	Mean	SD
1	93.27	4.29
2	90.27	5.73
3	83.91	10.23
4	74	17.96
5	91.64	5.28
6	93.73	4.17
7	83.86	7.76
8	93.64	6.2
9	92	6.65
Totals	**88.48**	

	Workplace Content: Time 4	
Question	Mean	SD
1	96.73	3.07
2	93.18	9.12
3	91.45	8.77
4	88.91	8.5
5	95.55	4.57
6	96.45	5.61
7	89.09	5.96
8	96.73	3.93
9	95.64	4.61
Totals	**93.75**	

	Workplace Content: Time 5	
Question	Mean	SD
1	95.55	7.37
2	94.45	5.03
3	94.55	5.92
4	94.36	6.64
5	95.82	6.11
6	95.27	5.73
7	87.09	13.35
8	91	11.3
9	93.91	6.19
Totals	**93.56**	

APPENDIX I

Excel Tables: Means and Standard Deviation For Consultation Content

Question	Consultation Content: Time 1		Consultation Content: Time 2		Consultation Content: Time 3	
	Mean	SD	Mean	SD	Mean	SD
1	45.27	29.18	70.91	24.03	79.55	11.34
2	78.73	25	85.91	20.52	91.55	6.31
3	54	26.82	81.82	19.51	87.36	8.15
4	70.55	27.55	84.09	23.39	89.64	6.5
5	85.73	9.31	82.27	16.42	80.64	21.54
6	64.73	21.32	80.45	25.85	87.91	4.39
7	49.18	32.9	70.91	24.13	85.36	10.23
8	91.82	11.66	88.18	31.5	95.45	5.35
9	92.36	10.76	94.55	7.11	90	10.47
10	71.36	23.35	70	34.06	75.18	26.8
11	68.73	25.02	77.73	30.25	88.27	7.82
12	45.45	32.4	71.36	27.01	81.18	7.65
13	45.09	35.27	68.82	26.52	66.64	15.92
14	69.73	24.71	84.09	19.07	85	9.2
15	74.82	23.23	77.27	30.53	76.55	18.18
16	57.55	32.15	81.36	16.22	80.64	8.8
17	49.91	23.25	68.18	27.81	71.18	20
18	65.55	23.47	79.09	27.05	82	13.89
Totals	**65.59**		**78.72**		**83.01**	

Question	Consultation Content: Time 4			Consultation Content: Time 5	
	Mean	SD		Mean	SD
1	82.64	8.63		87.64	9.06
2	94.82	3.68		94.09	7.76
3	92.18	8.1		90.36	7.15
4	95.73	4.47		91.27	8.17
5	87.09	7.03		91.91	6.19
6	91	7.11		93.18	6.45
7	86.18	11.95		86.18	9.63
8	97	3.95		95.45	6.56
9	96.36	4.25		94.55	5.48
10	85.36	12.27		89.91	7.98
11	94.64	6.53		92.18	10.38
12	85.27	9.69		89.09	10.91
13	80.64	9.38		83.82	12.19
14	92.36	5.75		92.82	8.02
15	84.73	15.29		92.64	8.89
16	85.73	16		90.27	8.56
17	82.91	9.08		82.27	10.36
18	85.82	13.5		90.91	7.85
Totals	**88.91**			**90.47**	