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My Tutoring Philosophy

Conversation is the catalyst for developing knowledge. Nothing can be created in a vacuum, and to achieve growth in any field one has to participate in a conversation. We all participate in conversations throughout the day, either externally or internally, and we couldn't function without them. Conversation is naturally a social act, since its formation we have created specific social contexts that utilize, or discourage, conversation. The institutional systems of education is an example of a social context that discourages active and involved conversation between peers. The lecture halls and classrooms of a University support this separation; creating a mass of students, all of whom carry with them a wealth of knowledge, whose attention are turned to a single orator. Through this rigid system of conformity, students are encouraged to learn from only one, when countless informed minds surround them. Tapping the potential of the student body at large is how peer tutoring operates; in his essay "Peer Tutoring and the "Conversation of Mankind"", Kenneth Bruffee argues that, "peer tutoring provides a social context in which students can experience and practice the kinds of conversation that academics most value," (Bruffee 329). Through conversation students can engage in a meaningful and emotional dialogue that leads to the synthesis and discovery of new knowledge.

My tutoring philosophy is centered around the facilitation of conversation. A student's greatest resource are their numerous peers who collectively hold a wealth of information; tutoring gives a student a supporting and inclusive atmosphere in which to openly participate in collaborative learning. I have always learned something from every tutorial, and being able to give as much information as I receive is important to me. I want every tutorial to be as beneficial for the student, and the best way to do that is to ensure that every student feels confident

enough to share their ideas. Having the ability to adapt and conform to the identity of my peers is the most important skill to master. All of our identities are specific to ourselves and totally unique, and being able to safely navigate the complexities of our identities allows us access to the wealth of knowledge we all contain. Being able to support students with learning differences or those who are differently abled is key in creating a collaborative learning experience. Writing centers have always led the way by developing the theory and practice behind peer education, and we're positioned to continue this evolution. I plan on doing my part in forwarding Writing Centers as a whole by being adaptive, open, and engaged when collaborating with my peers.