Student-educator conference guide

Student-educator writing conferences can be an incredibly useful tool for instruction when planned and structured effectively.

Consider using the following discussion stream suggestions and activities to help structure meaningful student-educator conferences that can make the most of this one-on-one time with each student.

Discussion streams

1 When a student has demonstrated **proficiency of all required elements of the assignment:**

   - Highlight positives / areas of strength.
   - Discuss with the student areas where they feel they have experienced growth, as well as areas where they find they still struggle.
   - Work with the student to focus on one or two of those focus correction areas.
   - Establish a plan for practice of those areas. Revisit those areas during the next assignment to evaluate performance after practice.

2 When a student has demonstrated **need in one particular skill or required element of the assignment:**

   - Highlight positives / areas of strength and / or growth.
   - Identify the rubric criterion or skill that the student could improve in order to reach proficiency. Highlight specific examples of this issue in the student's assignment in order to clearly illustrate the problem.
   - Establish a plan for practice in that area, whether individually or in small groups with other students needing remediation in similar areas.
   - Revisit that identified area during the next assignment to evaluate performance and progress after remediation and practice.

3 When a student has demonstrated **need in multiple skills or required elements of the assignment:**

   - Highlight positives / areas of strength and / or growth.
   - Explore areas that the student could improve in order to reach proficiency.
   - Identify only the one or two most impactful / biggest problem areas.
   - Establish a plan for practice of those areas, whether individually or in small groups with other students needing remediation in similar areas.

     Don't worry about the other areas for now. The student won't be able to address everything at once and make actual progress. Focusing on only one or two areas at a time will allow them to spend time understanding the concept and making real progress in that area.
   - Revisit those identified areas during the next assignment to evaluate performance after remediation and practice.

4 When a student has **plagiarized some or all of the assignment:**

   - Have the student complete the Where did I go wrong? Student self-assessment tool prior to meeting.
   - Review the student's responses to the self-assessment.
   - Review the Turnitin Similarity Report to identify areas that are similar to information found online or in Turnitin's databases.
   - Refer to the educator and student guides for help understanding the Turnitin Similarity Report.

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1 During the writing process

- Prior to the conference, the student should identify areas of strength and weakness in their draft. Then during the conference, the student should present those areas to the educator. Use the identified areas of concern to inform topics for modeling and extra practice that can inform the student's drafting.

- Examine the citations (in-text and bibliographic) in the student's assignment. Highlight citations that need work, are missing, etc. Model revisions for the student, and then request further revisions to be reviewed at a later time.

- Review the student's proposed work plan. Identify external factors that may impact the student's plan to complete the work. Discuss time management skills that can help the student stay on track during the research and writing process.

- Review the student's Mid-work check-in worksheet. Discuss the student's plan moving forward and address any concerns with that work plan or their current assignment draft.

2 After the writing process activities

- Prior to the conference, both the educator and student should independently identify areas of strength and weakness in the student's final submission. Then during the conference, compare identified areas and discuss the similarities and differences. Use the identified areas of weakness to inform topics for remediation and extra practice prior to the next assignment.

- Examine the citations (in-text and bibliographic) in the student's assignment. Highlight citations that are incorrect, missing, etc. Set the student up with remediation and practice materials, and then suggest revisions of the student's citations that can be reviewed at a later time, prior to the next assignment that requires citations.

- Compare the student's proposed work plan to what they actually ended up doing. Identify external factors that may have impacted the student's plan to complete their work. Discuss time management skills that can help the student stay on track during the research and writing process of their next assignment.

  - If applicable, review the student's Where did I go wrong? Student self-assessment worksheet. Identify areas where the student struggled and cooperatively determine a plan to help keep the student more accountable for their work during the next assignment.