

RESEARCH ARTICLE:

## Transforming Learning: Reimagining Writing Centre Tutor Training in a University Context

Nereshnee Govender<sup>1</sup> and Tafadzwa Ndadziyira<sup>2</sup>

Received: 16 June 2023 | Revised: 16 November 2023 | Published: 21 November 2023

Reviewing Editor: Dr. Joseph Adebayo, Cape Peninsula University of Technology

### Abstract

*Tutors in the higher education environment play an important role in facilitating student learning. However, they are often inadequately supported in the contexts in which they work. Tutors often require support through structured training and development programmes that embeds theory and practice to equip them with the powerful knowledge needed in their work with students. A re-examination of the support, training and development of tutors is therefore needed. This paper explored a Writing Centre tutor training programme within a University of Technology (UoT) context. An academics literacies approach to tutor training has been implemented as it enables the creation of opportunities for students and tutors to question the ways in which they are working with knowledge and demonstrating that knowledge through their writing. Through tutors' narrative, written reflections and within a qualitative inquiry, this paper explored theory based tutor training and how it contributes to a more responsive Writing Centre practice by developing tutors' understanding of their role in transforming thinking, teaching and learning. It argues for the implementation of on-going, structured and theoretically embedded training that foregrounds Writing Centre pedagogy and creates a foundation for tutors' cognitive development in their work with students.*

**Keywords:** higher education; training programmes; writing centre; academic literacies; reflection

### Introduction

Tutor training and development programmes need to be implemented on an on-going basis to ensure that tutors understand their role in facilitating students' learning. This approach is not always possible as some academics are not equipped with developing and implementing such programmes. This is often seen in discipline specific tutor programmes where those responsible feel overworked or not confident enough to facilitate such programmes (Clarence, 2016; Underhill *et al.*, 2014). Although research shows that there have been improvements in tutor development (Layton 2013; Underhill and McDonald, 2010) peer tutors require ongoing training and development opportunities in the specific environments in which they work. Tutors need to be supported in structured, coherent ways to cumulatively build their knowledge (Govender and Alcock, 2020; Clarence, 2016; Maton, 2013). This paper therefore calls for tutor training that underpins theory and research so as to support and develop peer tutors in the higher education sector. The Durban University of Technology (DUT) Writing Centre offers students a non-hierarchical, alternate free space to develop their reading and writing practices. The friendly and comfortable environment allows student writers to share and discuss their ideas, challenges and needs. In the South African context, tutors are given an important role to work with students. However, they are often poorly supported in the environment within which they are expected to carry out their work. Writing Centre practitioners are required to provide collaborative learning environments for peer tutors and offer a nurturing space where mutual learning occurs. Tutors at the Writing Centre learn through doing by engaging with students, sharing ideas and collaboratively working on reading and writing. As much as tutors are able to learn through doing and through

<sup>1</sup>Durban University of Technology, [NereshneeG@dut.ac.za](mailto:NereshneeG@dut.ac.za) | <https://orcid.org/0000-0001-9613-0341>

<sup>2</sup>Durban University of Technology, [21143319@dut4life.ac.za](mailto:21143319@dut4life.ac.za) | <https://orcid.org/0000-0001-9225-1824>

reflecting on their practice, being students themselves, they also require intense, structured, and theoretically embedded training that will equip them with a foundation for their cognitive development in their work with students.

The work of the Writing Centre promotes the affective, interpersonal aspects of teaching and learning (del Carmen Salazar, 2013) and creates a space for the process of 'becoming' for students and teachers (Govender and Alcock, 2020; Huerta and Brittain, 2010). This highlights the role of Writing Centre tutors in 'understanding students as developing human beings' to be able to support and guide them while at university. The DUT Envision 2030 strategic map states that it envisions developing students that will be creative, innovative, entrepreneurial and adaptive to changes in the world (DUT Envision 2030, 2022). Considering the important role of tutors in the higher education sector, a re-examination of the support, training and development of tutors is needed (Clarence, 2016; Layton and Mckenna, 2016; Layton, 2013). This paper explored how embedding scholarly research and practice based training of Writing Centre peer tutors contribute to creating responsive learning in the higher education environment. The academic literacies approach to tutor training has been implemented at the DUT Writing Centre to support new ways of thinking, teaching, learning, and applying research in higher education. This approach allows for transformative teaching and learning in higher education. An academic literacies approach underpins a responsive Writing Centre practice in the increasingly changing higher education sector, particularly in the South African context. Academic literacies are underpinned by an ideology of transformation and authors such as Martins and Ebrahim (2016), Jacobs (2014) and Lillis and Scott (2007) emphasise the need to approach literacy engagement and development as a set of social practice. Academic Literacies require the creation of opportunities for students and tutors to question the ways in which they are working with knowledge and demonstrating that knowledge through their writing (Govender and Alcock, 2020; Clarence, 2011). Embedding an academic literacies approach to tutor training, however, must also consider and understand the socio-political and cultural environments of our tutors; who tutors are, where they come from, the experiences they bring and their needs in terms of support and development. Lillis and Scott (2007) purport that the work of Writing Centres is embedded in an 'academic literacies' ethos of transformative education influenced by many societal factors (Dison, 2018).

DUT has diverse students coming from different backgrounds and focuses on transformative learning with a student-centred approach to cater for the diverse student base. In addition, the institution aims to provide learning that leads to mutually beneficial collaborations, the practical application of knowledge and future-ready graduates. One of its flagship projects, the curriculum renewal project, aims at building a sustainable student community for learning and living, students that are able to engage and are productive global citizens that establish favourable partnerships (DUT Envision 2030, 2022). This requires a shift in the understanding of the role and purpose of higher education in South Africa. These institutional transformational shifts based on local content and context will allow students the space to develop into globally portable citizens and well-rounded graduates. The Writing Centres are perfectly positioned to offer support to the institution's shifting identity and pedagogical transformation and relatedly the success of students. The Writing Centre environment supports students in developing agency in their academic journeys. Alismail (2016) and Aloni (2014: 3) affirm that Writing Centres offer a "pedagogical atmosphere of care, trust, support, dialogue, respect, fairness, tolerance, inquiry, freedom, commitment, responsibility, multiculturalism and reciprocity" which is valuable in higher education. Writing centres offer a transformative space different to the conventional classroom and provide opportunities for students to think critically and participate in society and can therefore function as agents of change (Brinkmann, 2016; Nichols, 1998). Furthermore, Nichols (2017) describes the Writing Centre as free spaces that promote criticality and "crafting of voice." Tutors play a huge role in helping students craft their voice when they provide them with a space to express their views and engage in dialogue without judging them. Through working in this way, students become confident, and they are able to craft their voice which can be seen in their writing.

### **Durban University of Technology Writing Centres**

Writing Centre tutors at DUT are mostly postgraduate students. This places them in an ideal position to relate to students they tutor as they are able to identify with students' academic reading and writing challenges. Postgraduate tutors offer a friendly, non-judgemental environment for students to engage, learn and grow. The Writing Centre is staffed by peer tutors that are appointed on a contract basis. The institution currently has six Writing Centres, four

at its Durban campuses and two in Pietermaritzburg. Majority of the tutors are Masters and PhD graduates and are appointed through a recruitment process that includes a written assessment and an interview. The centre serves students, staff and alumni and offers writing companionship in the form of one-on-one consultations, small group consultations, online consultations and discipline specific writing workshops. Based on the growing need for reading and writing support, the Writing Centre has extended their weekday consultation hours and are now open on weekends to accommodate more students including part-time students. Since inception of the Writing Centre in 2013, the ML Sultan Campus Writing Centre has worked with an average of 10 tutors at the site. Tutors are from various disciplines including health sciences, management sciences, accounting and informatics, arts and design, engineering and the built environment and applied sciences. These tutors have creativity and passion, and many are aspiring academics who are committed to contributing towards a flourishing teaching, thinking and learning higher education sector.

The Writing Centre provides students with a friendly peer-supported space to discuss their ideas and formulate their written arguments. It allows students the opportunity to engage in dialogical discussions and through writing companionship, students are able to express their ideas, thoughts and beliefs and develop their writing. This type of collegial support helps students gain confidence and prepares them in approaching reading and writing tasks. Tutors embody the role of an 'outside' reader during the 30-60-minute consultation. Writing consultations enable collaborative, engaged and inclusive learning where students can feel a sense of understanding and belonging.

### **Reflection**

Reflection is important to capture and repeat patterns of Writing Centre tutor training that have worked well to contribute to a responsive learning and teaching environment (Govender and Alcock, 2020). Reflection enables one to come to a better understanding of their field work and facilitates an examination of one's pedagogical practices in order to strengthen collaborative approaches to student learning. Critical reflection is used as a major tool in the process of learning and areas of professional practice (Saric and Steh, 2017; Jarvis, 2010). Critical reflection is transformative learning which leads to changes in personal understanding and in behaviour. It also improves the thinking and learning capacity and how an individual assesses themselves. This is supported by Fook (2016) and Smith (2011) who affirm that critical reflection is related to numerous learning outcomes including enhanced thinking, learning and assessment of self and social systems. The practice of reflection allows an individual to think well (Helyer, 2015). It makes one conscious of their practices and try to want to improve. It allows an individual to understand the situation and the factors that influence the situation. Critical reflection enables one to be able to question and criticise the way they behave or think in relation to what they are working on (Clegg and Stevenson, 2013; Higgins, 2011). When reflecting, one is able to understand and relate to the way they will be acting and behaving. The use of reflection in Writing Centre work is important as it allows tutors to enhance their learning and improve their interaction with students. In this study, tutor reflections encouraged the integration of theory and practice, while building learning and confidence. Chang (2019) and Harvey *et al.* (2010) in their research reported that there was a correlation between reflection and positive learning outcomes. This suggests that critical reflection plays an important role in learning and development in higher education.

Reflection involves reviewing and reliving learning experiences to get new insights by investigating them from various angles. Reflection leads to examination of past events or learning experiences, in which one critically considers their involvement and feelings about these experiences (Aloni, 2014; Bolton, 2010). Reflection assists one in making sense, clarifying ideas and possibly improving behaviour (Boud *et al.*, 2013). The process of reflection involves examining expectations behind everyday practice and encourages self-awareness and critical analysis on the part of the individual tutor in relation to their responses to their current work and how to improve future practice (Sadlon, 2018; Bolton, 2010). Kolb's model of reflexive learning can also be referred to as experimental learning. It is based on an individual's own experience which is reviewed, analysed and evaluated in four stages. The stages for this model are concrete experience, reflective observation, abstract conceptualisation and active experimentation. Concrete experience is the stage when an individual makes a note of the specific situation and describes what they see, how they feel and what they think. In the reflective observation stage an individual would have written down the description of the experience; they now take time to reflect more deeply on

what has happened in the situation. An individual at this stage can ask questions like: ‘what worked? what failed? why did the situation arise? why did others and I behave the way we did?’ Abstract conceptualisation is the stage when the individual starts trying to find different ways of dealing with the situations and think up strategies for when they experience a similar situation. Furthermore, this is the stage when they can consult someone or relevant theories in order to get a better understanding and further ideas. Lastly, active experimentation is the stage when the newly acquired theoretical knowledge is practiced. The individual takes their own reflections and thoughts about improvements and the theories back into practice and try out the new strategies. The model tries to incorporate thinking and practice (McLeod, 2017). In this research, Writing Centre tutors used the Kolb’s model for their reflections on tutor training and development programmes. This model has helped the tutors to critically review their practice and reflect on what they learn from the training and development programmes. Tutors have used the steps to help them unpack the experiences they have faced working with students within the higher education environment.

### ***Peer tutor training programme***

The peer tutor training programme was implemented since inception of the DUT Writing Centres and has grown over the years. This paper explored the peer tutor training programme of the ML Sultan Campus Writing Centre. Tutors appointed at this time had been at the Writing Centre for a period of two years or more. The programme was developed and refined and continues to be improved based on the need for peer tutors to understand the importance of balancing learning through ‘doing’; reflecting on ones’ practice; engaging in Writing Centre pedagogy as well as scholarly research in the higher education environment. In identifying the need to get tutors to understand who our students are and what their learning needs are, the ML Sultan Writing practitioner developed and facilitated tutor training programmes to grow tutors’ epistemology and deepen their understanding of the multi-layered role of the Writing Centre in enabling inclusive learning in higher education. The training programme foregrounds an academic literacies approach to tutoring which provides tutors with knowledge and an ideological and epistemological lens in which to carry out their tutoring. This theoretical underpinning is essential to developing tutors’ understanding of their work and role in fostering criticality in students’ and contributing to their academic and professional lives. The peer training enables the development of the ‘powerful knowledge’ required by tutors in order to build inclusiveness and interconnectivity in their work with students (Bernstein, 2000). The tutor training development programme takes on various forms during the course of the year. The initial training is an annual departmental 2-day workshop for all DUT Writing Centre tutors. These sessions include fun, interactive icebreakers, overviews on roles and responsibilities, role play activities that highlight tutoring scenarios to prepare tutors to work with diverse students; group discussions around tutor ethics; conducting tutoring sessions; navigating the complexity of tutorship. This initial departmental tutor training also affords tutors the opportunity to meet peer tutors from the various Writing Centre sites and share their perspectives on their role in enabling student learning.

This training session is meant to set the tone for the rest of the year and provide tutors with an overview of their role. Each of the six DUT Writing Centre site practitioners initiate their own ongoing training for their team of peer tutors. The training varies in each of the sites as per the needs identified by the site Writing Centre practitioner. The Writing Centre models the sharing of ideas in a flexible, inclusive learning environment. Writing practitioners and peer tutors need to acknowledge the important role in inducting particularly new entrants into the higher education landscape. Tutor training outlines an academic literacies approach to student writing which considers “institutional relationships of discourse and power and the contested nature of writing practices” (Lea and Street, 1998). The peer tutor training aims to foreground research, teaching and learning in higher education and ensure that tutoring is not just a set of skills (McArdle and Coutts, 2010) but an enabler of tutors’ self-awareness and growth that will contribute to their academic and professional lives. Embedding scholarly research and practice based training gives Writing Centre peer tutors an understanding of the writing process and how it requires support, commitment, and cumulative effort (Mackiewicz and Thompson, 2014). This academic literacy approach to peer tutor training allows tutors to develop their academic identity, engage in deep learning and build their knowledge. Writing Centre peer tutors “act as a scaffold helping the student do things he or she cannot perform alone” (Mackiewicz and Thompson, 2014: 55) and this mediated interaction allows a student to actively participate in their own learning (Lustick, 2010). Although the tutor is not the disciplinary expert, nor does a tutor offer evaluative feedback, it is through this

collaborative interaction that learning takes place. This type of learning further builds academic identity and life-long learning. Fiorella and Mayer (2013: 287) explain that “learning activities that require students to both prepare and produce explanations for others can result in better long-term understanding of the material.” Similarly, the tutor and student engagement, discussion and critiquing during Writing Centre consultations can cultivate deep advanced learning (Govender and Alcock, 2020).

## Methodology

One of the six DUT Writing Centre sites, the ML Sultan Writing Centre was selected for the purpose of this study. This Writing Centre site has 10 tutors at any given time. Tutors wrote written reflections on the training and development programmes that took place over a two-year period. Every training programme that is facilitated by the Writing Centre, requires that tutors capture their written reflections. This study analysed data from four sets of tutor reflections over the two-year period. These reflective texts were selected as this paper explores theory-based tutor training programmes in developing tutors’ understanding of their multi-layered role in higher education and more specifically in developing students’ writing.

The researchers used an interpretative, qualitative research approach in this study. Leavy (2017: 124) suggests qualitative methods enable the “robust” understanding of an area, topic or phenomenon and “unpacking the meanings people ascribe to activities, situations, circumstances, people, and objects”. The interpretative nature of the qualitative approach enabled the researchers to draw a rich understanding of the area being researched. Interpretivism is a search for meaning and understanding located within the collated data and enables an understanding of the subjective world of human experience. In this study, the focus on the experiences of Writing Centre tutors, through written reflections, provided a means to understand their lived experiences on tutor training, the underpinning of theory in the training and how this contributes to their work with students. This approach further provided a lens through which the researchers were able to learn from tutor participants (Marshall and Rossman, 2014) and understand the role of Writing Centre tutors in facilitating student learning at university. Qualitative research methods focus on understanding the researched phenomenon and can be used to determine how much is already known and enables participants’ “recollection” and interpretation of lived experiences to create meaning (Saunders *et al.*, 2019: 149). In this study, the researchers used a qualitative research method to understand tutor’s perceptions on the training and development programmes with the aim of contributing to a more responsive Writing Centre practice. In order to maintain the confidentiality of participants, pseudonyms were used.

The following section provides the analysis of the reflections of the ML Sultan Campus Writing Centre peer tutors and how an understanding of the academic literacies approach used in the training programmes contributed to supporting new ways of thinking, teaching, learning and applying research in their work with students in a UoT.

## Discussion of Analysis and Findings

This section presents the views of the Writing Centre tutors on the training and development programmes that they have participated in. Their views will be discussed using three main themes namely, balancing learning through ‘doing’; reflecting on ones’ practice; engaging in Writing Centre pedagogy as well as scholarly research in the higher education environment.

### ***Theme 1: Balancing learning through ‘doing’***

Tutors explained how they gained valuable lessons from the training that incorporated tutoring role plays, discussions and videos. Tutoring role plays involve the practitioner providing a tutoring scenario or scenarios to groups of 2-3 tutors. Tutors are then given time to discuss the tutoring scenario and act them out to the entire group of tutors attending the training. This practice encourages robust discussions, questioning and suggestions from participants. Tutor XA commented:

*For me, I just loved the role playing that we took part in. It really showed the newer tutors first-hand what tutoring is like. It also allowed us to get to know each other better and share ideas in a relaxed and fun way.*

These views were affirmed by Tutor RC who explained the value of sharing and learning together:

*A highlight was our practitioner asking us to perform the role play scenarios – some of my colleagues showed great acting skills but on a serious note we were able to really engage with each other and unpack the scenario, share ideas on how to approach it and plan for the role-play that we had to perform to our fellow workshop participants. These types of activities develop our confidence in tutoring and also give us ideas on how to handle different types of students - the reluctant student, the pushy student, the distracted student.*

The tutor reflections indicate that one cannot underestimate the value of learning through doing as tutors expressed how they gained from activities that represented day-to-day tutoring situations. The reflections further revealed that tutors value working and learning together and engaging in practical tutoring activities to cumulatively build their knowledge.

### **Theme 2: Reflecting on ones' practice**

Reflection has a significant role in being able to enhance one's practice in higher education. During training as well as during the course of the year, Writing Centre tutors are encouraged to reflect on their work as tutors. Written reflections have become a regular activity at the Writing Centre, and although there was initial resistance to this activity, in time tutors experienced the value of capturing their tutoring experiences, challenges and learnings. Tutor JB explained how reflection enabled her to improve her work as a tutor:

*Reflecting on my tutoring and capturing my thoughts enables me to think deeply about what's working and what is not working in my tutoring. Written reflection also helps me understand the needs of students I am tutoring.*

Tutor AD expressed:

*The training session was an amazing experience. It not only focused on getting us to become better tutors, it opened up dialog between the tutors and the practitioner. No one felt scared to say their opinion. A lot of self-reflection was required of us, and this was great... the different tasks we were required to participate in made us come face to face with how to work through tutoring different types of students. The written reflections and feedback provided allows us to grow as writers and for me this is so valuable. I feel the actual act of writing our reflections helps us learn and grow as tutors.*

Tutor's views affirmed the value of reflecting on one's work to be able to identify possible ways to improve one's practice. The written reflection also enabled tutors to understand the diverse student needs in a university context.

### **Theme 3: Engaging in Writing Centre pedagogy as well as scholarly research in the higher education environment**

As part of Writing Centre tutoring work, we consistently encourage students to read. Through our Writing Centre work we have come to understand the value of reading academic texts and the association between reading and being able to write. As a result, Writing Centre tutor training and development programmes have foregrounded Writing Centre theory as a way to foster a deep understanding of Writing Centre work and its role in student development and success. Training and development programmes focus on literature relating to Writing Centre history, its evolution and the role of Writing Centres in the South Africa higher education context. Writing Centre practitioners have come to understand the benefit of providing opportunities for tutors to engage with Writing Centre literature. During training and development programmes tutors are provided with relevant readings and activities are structured around these texts. Often, readings are provided to tutors before the training so that they are able to critically engage with the academic texts.

Tutor KE stated how at first, he was reluctant to read the journal articles provided, however, it was through the discussions around the texts that he was able to understand the role of his tutoring in developing students' voice and confidence in academic writing. KE maintains:

*It is through engaging with the journal articles on Writing Centre work and the various discussions that we had as a team that I could really see the important role I have as a tutor in supporting and guiding students while they negotiate the challenging university environment. I also realised the importance of reading and deliberating on Writing Centre practices – this allows us to develop as students ourselves, as tutors and hopefully someday as academics.*

Tutor HJ maintained:

*The activities that we engaged with relating to the readings around Writing Centre practice actually affirmed to me that critical reading and writing approaches and practices need to be developed simultaneously and contextually to have an impact on one's learning. I feel I really learned a lot about my role as a tutor through engaging with the journal articles. I also realised how writing can be used as a tool for learning and thinking.*

Tutor SJ purported how reading literature on Writing Centres in South Africa provided deep, clear context for her work as a tutor at a university of technology in South Africa.

*I really enjoyed the journal articles provided by our practitioner as it gave me an understanding of Writing Centres in the South African context. The context in which we work is critical as it is only when we have a good understanding of this, and particularly the needs of students, can we actually begin to make an impact. I think we all gained from engaging with the theoretical aspects of Writing Centre work – it kind of affirmed for us why we do what we do and the significant role we have in supporting and developing students.*

Tutor VK explained how the training assists in building knowledge in Writing Centre work and growing and developing as an individual.

*I have grown so much since I joined the team. My writing, reading, communication and many other skills have developed. For me this space has broadened my knowledge... there were many times I wanted to research and read more so I grow and can assist the students that come to the centre. For me, I feel that constructive feedback has an impact on how one grows. I look forward to many training sessions and learning more.*

Tutor training activities include journal article presentations where tutors engage in reading a selected journal on Writing Centre pedagogy and presenting the key discussions to the training participants. This activity helps tutors develop their confidence in facilitating, analysing of texts and has improved tutors' knowledge on Writing Centre work. Tutor ML expressed how she enjoyed the engagement with the journal articles as it showed the value of Writing Centre work locally and globally.

*I was quite nervous about approaching this reading, but it was a real learning experience because we all got to read these academic texts and reflect on our own Writing Centre work, and we could identify with the discussions and arguments in the journal articles. Also, we listened to each other present, and this helped build our confidence.*

## Conclusion

This study proposes the implementation of regular, well-planned and well-paced training and development programmes that focuses on Writing Centre pedagogy and creates a developmental environment for tutors. It further emphasised the importance of understanding the context in which one works to be able to provide intentional, structured and enabling learning environments. Furthermore, the study affirms that tutors are central to

contributing to transformative learning and the Writing Centre can serve as a vehicle for promoting and sustaining inclusive learning environments. The paper argues for deep, scholarly engagement that could open up ways to authentically engage with past and current practices in order to build, innovate and develop responsive teaching and learning practices and quality education for all students. Moreover, critical reflection is important when it comes to the work that tutors do. Critical reflection is transformative learning which leads to changes in personal understanding and behaviour. It also improves the thinking and learning capacity and how an individual assesses themselves. The study identified three main themes namely, balancing learning through 'doing'; reflecting on ones' practice; engaging in Writing Centre pedagogy as well as scholarly research in the higher education environment. Based on the above themes, the study findings showed that tutor participants maintained that theoretically embedded tutor training cumulatively supported and developed their understanding of Writing Centre practice and the higher education sector. It further equipped them with a foundation for their cognitive development in their work with student writers. Such intentional and well-paced tutor development programmes are valuable in developing tutors' understanding of their work and role in fostering criticality in students.

## Reference

- Alismail, H. A. 2016. Multicultural Education: Teachers' Perceptions and Preparation. *Journal of Education and Practice*, 7(11): 139-146.
- Aloni, N. 2014. Humanistic Education. In: Peters, M. A. ed. *Encyclopedia of Educational Philosophy and Theory*. Singapore: Springer, 1085-1089.
- Bernstein, B. 2000. *Pedagogy, Symbolic Control and Identity*. New York: Rowman and Littlefield Publishers.
- Bolton, G. 2010. *Reflective Practice: Writing and Professional Development*. London: Sage.
- Boud, D., Keogh, R. and Walker, D. 2013. *Reflection: Turning experience into learning*. London: Routledge.
- Brinkmann, S. 2016. The Role of Teachers' Beliefs in the Implementation of Learner-Centered Education in India. PhD Dissertation, University College London.
- Chang, B. 2019. Reflection in Learning. *Online Learning*, 23(1): 95-110.
- Clarence, S. 2011. Writing in the Academy. In: Archer, A. and Richards, R. eds. *Changing Spaces: Writing Centers and Access to Higher Education*. Stellenbosch: Sun Press, 101-114.
- Clarence, S. 2016. Peer Tutors as Learning and Teaching Partners: A Cumulative Approach to Building Peer Tutoring Capacity in Higher Education. *Critical Studies in Teaching and Learning*, 4(1): 39-54.
- Clegg, S. and Stevenson, J. 2013. The Interview Reconsidered: Context, Genre, Reflexivity and Interpretation in Sociological Approaches to Interviews in Higher Education Research. *Higher Education Research and Development*, 32(1): 5-16.
- del Carmen Salazar, M. 2013. A humanizing Pedagogy: Reinventing the Principles and Practice of Education as a Journey toward Liberation. *Review of Research in Education*, 37(1): 121-148.
- Dison, A. 2018. Development of Students' Academic Literacies Viewed through a Political Ethics of Care Lens. *South African Journal of Higher Education*, 32(6): 65-82.
- DUT. 2022. Envision 2030. Available: <https://www.dut.ac.za/envision-2030/> (Accessed 25 May 2021).
- Fiorella, L. and Mayer, R. E. 2013. The Relative Benefits of Learning by Teaching and Teaching Expectancy. *Contemporary Educational Psychology*, 38(4): 281-288.
- Fook, J. 2016. Critical Reflectivity in Education and Practice. In: Fook, J. and Pease, B. *Transforming Social Work Practice: Postmodern Critical Perspectives*. London: Routledge, 195-208.



- Govender, N. and Alcock, A. 2020. Humanising Writing Centre Practice: Peer Tutor Reflections at a University of Technology. *Africa Education Review*, 17(1): 18-34.
- Harvey, M., Coulson, D., Mackaway, J. and Winchester-Seeto, T. 2010. Aligning Reflection in the Cooperative Education Curriculum. *Asia-Pacific Journal of Cooperative Education*, 11(3): 137-152.
- Helyer, R. 2015. Learning through Reflection: The Critical Role of Reflection in Work-Based Learning (WBL). *Journal of Work-Applied Management*, 7(1): 15-27.
- Higgins, D. 2011. Why Reflect? Recognizing the Link between Learning and Reflection. *Reflective Practice*, 12(5): 583-584.
- Huerta, T. M. and Brittain, C. M. 2010. *Effective Practices that Matter for Latino Children*. New York, NY: Routledge.
- Jacobs, C. 2014. Academic Literacies and the Question of Knowledge. *Journal for Language Teaching*, 47(2): 127-139.
- Jarvis, P. 2010. *Adult Education and Lifelong Learning: Theory and Practice*. 4th Edition. New York: Routledge.
- Layton, D. 2013. A Social Realist Account of the Tutorial System at the University of Johannesburg. PhD Dissertation, Rhodes University.
- Layton, D. and McKenna, S. 2016. Partnerships and Parents–Relationships in Tutorial Programmes. *Higher Education Research and Development*, 35(2): 296-308.
- Lea, M. R. and Street, B. V. 1998. Student Writing in Higher Education: An Academic Literacies Approach. *Studies in Higher Education*, 23(2): 157-172.
- Leavy, P. 2017. *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. New York: Guilford Publications.
- Lillis, T. and Scott, M. 2007. Defining Academic Literacies Research: Issues of Epistemology, Ideology and Strategy. *Journal of Applied Linguistics*, 4(1): 5-32.
- Lustick, D. 2010. The Priority of the Question: Focus Questions for Sustained Reasoning in Science. *Journal of Science Teacher Education*, 21(5): 495-511.
- Mackiewicz, J. and Thompson, I. 2014. Instruction, Cognitive Scaffolding, and Motivational Scaffolding in Writing Center Tutoring. *Composition Studies*, 42(1): 54-78.
- Marshall, C. and Rossman, G. B. 2014. *Designing Qualitative Research*. Los Angeles: Sage publications.
- Martin, C. D. and Ebrahim, H. B. 2016. Teachers' Discourses of Literacy as Social Practice in Advantaged and Disadvantaged Early Childhood Contexts. *South African Journal of Childhood Education*, 6(2): 1-10.
- Maton, K. 2013. Making Semantic Waves: A Key to Cumulative Knowledge-Building. *Linguistics and Education*, 24(1): 8-22.
- McArdle, K. and Coutts, N. 2010. Taking Teachers' Continuous Professional Development (CPD) Beyond Reflection: Adding Shared Sense-Making and Collaborative Engagement for Professional Renewal. *Studies in Continuing Education*, 32(3): 201-215.
- McLeod, S. 2017. Kolb's Learning Styles and Experiential Learning Cycle. Available: <https://www.simplypsychology.org/learning-kolb.html> (Accessed 15 July 2017).
- Nichols, P. 1998. A Snowball in Africa with a Chance of Flourishing: Writing Centers as Shifters of Power in a South African University. *Current Writing: Text and Reception in Southern Africa*, 10(2): 84-95.
- Nichols, P. 2017. Hopeful Directions for Writing Centers in South Africa: From Safe Spaces to Transitional Sites of Articulating Practice. *Stellenbosch Papers in Linguistics Plus*, 53(1):182-194.

Sadlon, P. P. 2018. The Process of Reflection: A Principle-Based Concept Analysis. *Nursing Forum*, 5(3): 364-368.

Saric, M. and Steh, B. 2017. Critical Reflection in the Professional Development of Teachers: Challenges and Possibilities. *CEPS Journal*, 7(3): 67-85.

Saunders, M. N. K., Lewis, P. and Thornhill, A. 2019. *Research Methods for Business Students*. 8th Edition. New York: Pearson.

Smith, E. 2011. Teaching Critical Reflection. *Teaching in Higher Education*, 16(2): 211-223.

Underhill, J. and McDonald, J. 2010. Collaborative Tutor Development: Enabling a Transformative Paradigm in a South African University. *Mentoring and Tutoring: Partnership in Learning*, 18(2): 91-106.

Underhill, J. L., Clarence-Fincham, J. and Petersen, N. 2014. Developing a Mentorship Programme for Junior Lecturers Working with Student Tutors at a South African University: Emerging Shifts in Pedagogy and Identity. *Education as Change*, 18(2): 357-371.