





Creating Inclusive Remote Tutoring Spaces: A Social Media Campaign to Engage a Diverse Student Body


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This panel presentation explores the use of social media to expand our tutoring presence to a diverse student body on the Kent/Columbiana County campuses. The COVID-19 pandemic has caused an unprecedented and sudden demand for writing centers to move online (Rafoth, 2015; Hewett, 2015).




To meet this demand while also ensuring that these spaces are welcoming to all, our writing center has examined research about writing centers and multimodality (Lee & Carpenter, 2013) and institutional discussions of social media use to encourage student engagement with writing center supports, such as the University of Wisconsin Writing Center, which show examples of emerging social media use in their writing center (Shapiro 2013; Fandel, 2018).




This has led us to **begin** to design our own social media campaign to encourage inclusivity for diverse students during a time in which many students may feel disoriented due to the shift to largely remote learning. Specifically, we explore the following:




We explore how institutions share writing resources targeting higher order to later order concerns in various genres that apply to various student writers. This includes information about career writing that has been shown to be a pressing need on our campuses.



- We share research on how various institutions have developed and marketed a later-order concern hotline (and various platforms for that hotline) that are highly accessible for students.



We examined various writing center social media platforms, such as Instagram and Facebook, to see how writing centers engage with their students off campus, including how these appear on writing center websites.



We share how we analyzed our diverse student body to create content to engage different audiences: from developmental, to upper division, to multilingual writers, recognizing that students may occupy various identity positions.