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WP04 – Language and Cultural adaptations Online-course “Coaching Techniques”

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1 From teaching to coaching, a change of teaching-culture

From the UnderstandIT questionnaire and from the recorded interviews it was obvious, that the potential change of teaching culture would be a major challenge for the teacher-trainers and for the teacher-students.

As a first step the teacher's needs to think about this role-change, by complementing or even substituting classroom teaching with collaborative, web-based tools. On one hand, the tools will foster more teachers to student and student to student communication which cannot be fully controlled by the teacher on the other hand, students can be much more experienced in using this tools.

In any case, the role of the teacher needs to be changed from an authority in the knowledge area to a motivator, moderator or a coach who guide the learners and facilitates the learning process.

In order to create a first awareness of the teacher students the University of Applied Sciences Koblenz /RheinAhrCampus expanded the *"Language and Cultural Adaptation Guideline"* by an online-course which gives basic awareness about the need of coaching abilities.

A basic standalone online-course was implemented and tested as a supplement to the UnderstandIT pilot courses and as a supplement to the adaptation guideline. The developed coaching-course elements can be integrated in other online-course, or can be used a standalone. Target groups are teacher-trainers and teacher-students who want to gain coaching competencies.

2 Description of the coaching-course

During the coaching-course participants will get in touch with approaches and tools which are usually used by coaches or moderators. These learning activities will equip them with some basic coaching techniques which may be helpful in your future work, especially if they want to use ICT in their teaching.

Duration: 3 weeks

Planned Workload: 2,5 hours per week

Learning Outcomes: After successfully completing this module you will be able to:

- design and implement your customized skills building plan by formulating concrete steps and outcomes
- use the SMART-goals approach to formulate concrete aims / steps in order to reach a specific goal
- name, describe, and apply some coaching techniques
- use basic coaching principles in your professional life
- develop a critical appreciation of received theories on feedback
- identify areas, where more professional development in the area of coaching could make you more successful

Content:

- Coaching theory
- SMART goals
- Questioning techniques
- Feedback techniques

3 Piloting the online-coaching course

The coaching course was piloted 08.- 26. October 2012 with two moderators and seven participants. As course the Moodle environment of the FH Koblenz / Dr. Elmar-Laurent Borgmann has been used, moderators were Dr. Borgmann and Marcus Fessler (UndertandIT project members).

The seven participants were almost teacher-trainers.

In order to give an impression, how the online-course looks like the screen-capture below has been produced.

Note: If you click on the play button, the video will be opened enlarged. To close it, please click the grey X in the right upper corner of the video-clip window, or press „Alt“ and „F4“ to close the window.

The screenshot shows a Moodle course page titled "Coaching Techniques". At the top, a message indicates the user is logged in as "Marcus Fessler: Student" and provides a link to return to their normal role. The breadcrumb trail shows "Home > My courses > Coaching Techniques".

The main content area is divided into two columns. The left column contains a "News forum" section with a profile picture of a man and text introducing the moderators, Marcus Fessler and Laurent Borgmann, and the course structure. Below this, there is a section for the dates "8 October - 14 October" and the first week's topic, "First Week: Coaching yourself". A "Tasks" box lists a first task: "First, we would like to get to know each other a little more. Please make a first posting in the forum 'Getting to know each other' and describe one of your typical working days from getting-up to going to bed."

The right column features three summary boxes: "Online users" (last 60 minutes, showing Marcus Fessler), "People" (Participants), and "Recent activity" (activity since Saturday, 20 October 2012, 11:40 AM, with a link to a full report). Below these are "Course updates" including an updated book "Giving Feedback", an added forum "Giving Effective Feedback - what Is Your Experience?", and an updated page "Learning outcomes and content of".

4. Evaluation of the online-course

After the pilot run the online-course was evaluated by an online-questionnaire. The evaluation was focused on the planned learning-outcomes. It has been asked if the envisaged learning outcomes has been reached and if additional learning-outcomes, e.g. non-formal competencies has been earned by the participants.

Short summary of the evaluation:

- Participants estimated that they spent 2.5 hours of work during the first week, 3 hours in the second week, and 2.67 hours in the last week which is almost exactly what we calculated in advance.
- The tasks from the proposed learning outcomes where most people agreed that they had reached their aim were formulating the SMART-goals and developing a critical appreciation of the received theories on feedback.
- As competencies which you learned but which were not mentioned in the learning outcomes we heard: *"commenting on contributions of other participants"*, *"being less directive and more moderator"*, *"being a student on a European online course"*
- What participants would like to have had more of was: *"practical exercises of peer coaching"*, *"more exercises"*, *"appreciative inquiry"*, and a *"role play with coach and coachee, where participants switch roles"*
- Moodle activities, texts, or tools which participants most enjoyed were the *"books"* resources (SMART goals and Giving Feedback), the text Tao of Coaching, which some bought, and the SMART goal approach
- What people praised were the fact that the cartoon video was fully exploited in several phases, that the *"teaching"* was interlinked with the exercises, that I deliberately led you in a wrong direction with the *"false exercise about the train dialogue"*, and generally that the course was well organised, simple to understand and gave good learning opportunities.

Annex:

- Detailed results of the evaluation:

Detailed results of the course evaluation

Submitted answers: 6, Questions: 13

Please estimate how many hours you spent working on this course in week ONE?

- 1.00
- 2.00
- 4.00
- 3.00
- 3.00
- 2.00

Average: 2.50

Please estimate how many hours you spent working on this course in week TWO?

- 2.00
- 3.00
- 3.00
- 5.00
- 3.00
- 2.00




Average: 3.00

Please estimate how many hours you spent working on this course in week THREE?




- 2.00
- 2.00
- 2.00
- 4.00
- 3.00
- 3.00

Average: 2.67

() - design and implement your customized skills building plan by formulating concrete steps and outcomes. Would you say you have reached this aim?

- Yes:  3 (50,00 %)
- No:  1 (16,67 %)
- Partly:  2 (33,33 %)

() - use the SMART-goals approach to formulate concrete aims / steps in order to reach a specific goal. Would you say you have reached this aim?

- Yes:  5 (83,33 %)
- No:  0
- Partly:  1 (16,67 %)


() - name, describe, and apply some important steps in the coaching process. Would you say you have reached this aim?

- Yes:  3 (50,00 %)
- No:  0

- Partly:  3 (50,00 %)

() - use basic coaching principles in your professional life. Would you say you have reached this aim?


- Yes:  2 (33,33 %)

- No:  0

- Partly:  3 (50,00 %)

() - develop a critical appreciation and question some received theories on feedback. Would you say you have reached this aim?


- Yes:  4 (66,67 %)

- No:  0

- Partly:  1 (16,67 %)

() - identify areas, where more professional development in the area of coaching could make you more successful. Would you say you have reached this aim?

- Yes:  2 (33,33 %)

- No:  0

- Partly:  3 (50,00 %)

() Can you name or describe any competencies and skills which you have developed during the module but which were not mentioned in the list of learning outcomes?

- Practising my coaching skills when I comment on the contributions of the other participants in the course

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- The list is complete

- I have got another experience of being a "student" of an European online course - which is great.

- I became more alert in using the coaching in my activities of team coordinator, be more a moderator and less directive

() Did you miss the development of any (coaching) competencies and skills within this module? Any activities or theoretical input we should add to the module?

- listening skills
appreciative inquiry

- I would have liked some sort of role play (may be as a final assignment) with a dialogue, where I as a student got the opportunity to be the coachee first, and the coach second (two different dialogues).

- More practical exercises of peer coaching

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- More exercises

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() Which ONE activity, text, or tool did you like most on this course? Can you explain why?

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- the book the Tao of coaching
- This course made me see new ways of using coaching
- The SMART tool - easy to use and easy to remember.
- Moodle books
- Book activity

() Do you have any other comments, praise, or criticism concerning this pilot course?

- I liked the way the course was organised so that when you have gone through the material you also have done parts of the exercise. This was very motivating.
- I loved to feel angry after reading the "false" exercise about train, and discover that I was not really supposed to find out a "gentle" strategy!
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- I like the way that you got us to get more out of the cartoon video than on the original VITAE course.
- it was a good course! Weldon!
- I bought the book the tao of coaching.
The course was well organise, simple to understand, and I learn.