Process Education Conference 2021 Workshop

Enhancing Learning & Persistence with Coaching

Using the ROCK-SOLID Coaching Method

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25 June 2021, (c) 2021 by David Leasure

Reflections

- Recall a time when you received your least welcome / helpful feedback. Describe what made it unwelcome or unhelpful in the chat.

- Recall a time when you received feedback that was welcome and impactful. Describe (in the chat) the feedback, what made it welcome, and what impact it had.

"Coaching is unlocking a person's potential to maximize their own performance. It's helping them to learn rather than teaching them."

~Timothy Gallwey

Workshop Agenda

- Why Coaching?

- The ROCK SOLID Coaching Method

  – Preparing to Coach (ROCK)

  – Coaching (SOLID)

- What Can Be Coached?

- How to implement Coaching in an IHE?

- What is the relationship of the RSCM to Process Education?

- Opportunity for a 2-Week course in Coaching through AoPE

Why Coaching? Seven Timeless & Universal Principles of Learning & Persistence

Validation

Self-Knowledge

Self-efficacy

Relationships

Purpose

7 Principles of Learning & Persistence

Reflection

Engagement
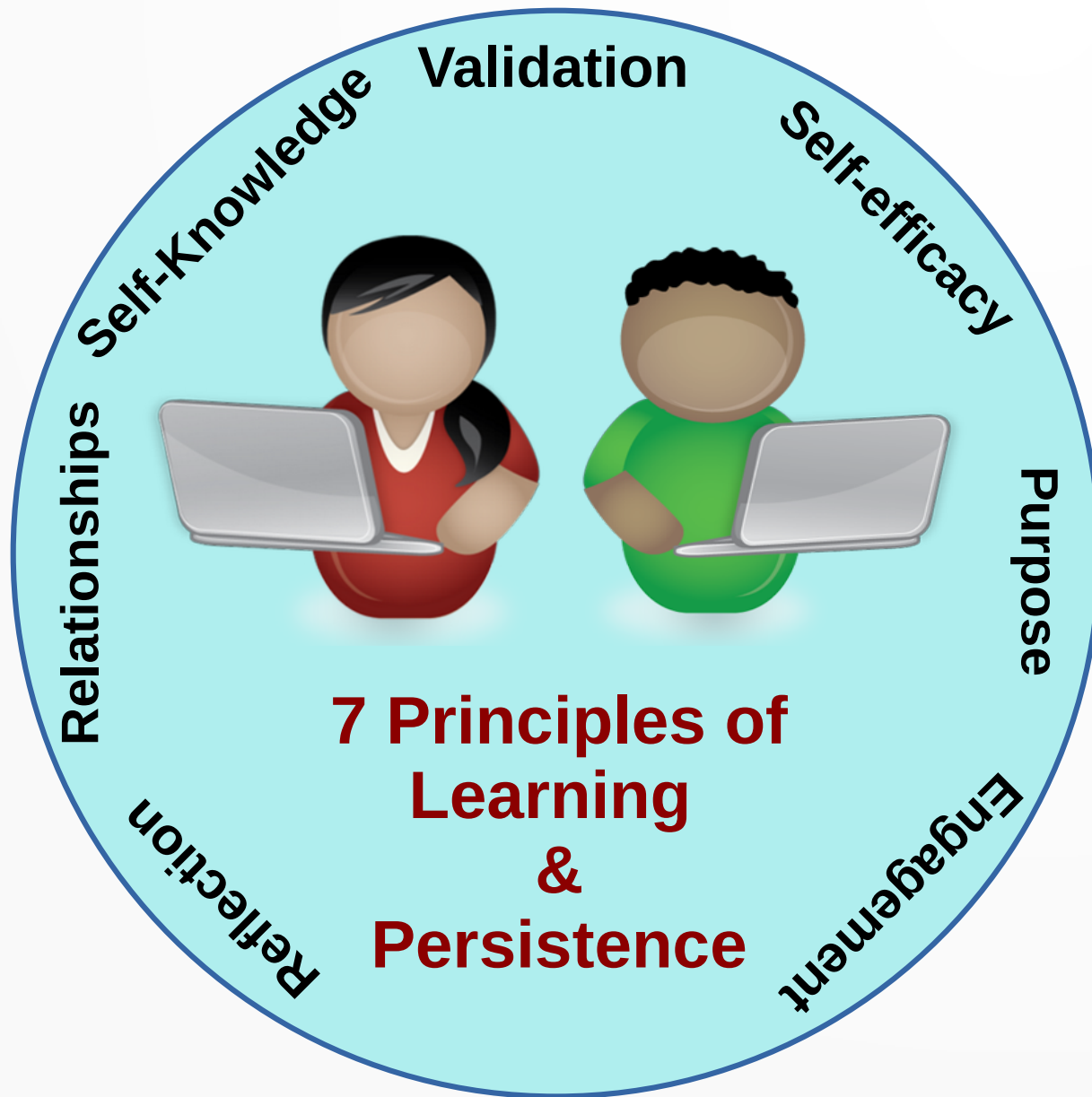
Coaching can be used to strengthen all seven principles.

(Apple et al., 2020)

The ROCK-SOLID Coaching Method

Preparing to Coach: ROCK

➔ **R**—build and maintain trusting **relationships** with students

➔ **O**—define clear coaching **objectives** around strengthening student capacity to learn and perform

➔ **C**—create a **checklist** to guide performance quality while building learner ownership and confidence

➔ **K**—**know** the facts for both a student's capabilities and actual performance, esp. when coaching student's solving a problem

ROCK Breakout Room (15m)

Open tinyurl.com/PE21-ROCK {David – message to all rooms, Rest – write it down}

Choose a captain to facilitate and a recorder to fill out the form (suggest first volunteers or low & high middle names, e.g. Amos, captain & Zilla, recorder):

Captain, ensure balanced contributions and manage time per input

Recorder, share the screen & record your breakout room # in the form

Suggestion: each contribute your ideas to the chat so the recorder can copy & paste

A. Recorder capture 1 idea each to build relationships in a class

B. Capture 1 idea each to what you want from coaching a draft of a one-page research paper that identifies the top three trends in a person's field, what they are, and why they matter

C. Capture 1 idea each to define a quality checklist for such a paper

D. Capture 1 idea each what you need to know about the performer or the performance to coach such a paper to produce welcome & impactful feedback

Provide SOLID Feedback that is Welcome and Impactful

→ **S**—identify the greatest **strengths** to repeat in future performances

→ **O**—describe the **opportunities** to most improve future performances

→ **L**—seek and share **learning** insights or delights

→ **I**—coach a student's learning **implementation** plan

→ **D**—set a date to **demonstrate** improved performance

SOLID Breakout Room (15 minutes)

Open tinyurl.com/PE21SOL {David – message to all rooms, Rest – write it down}
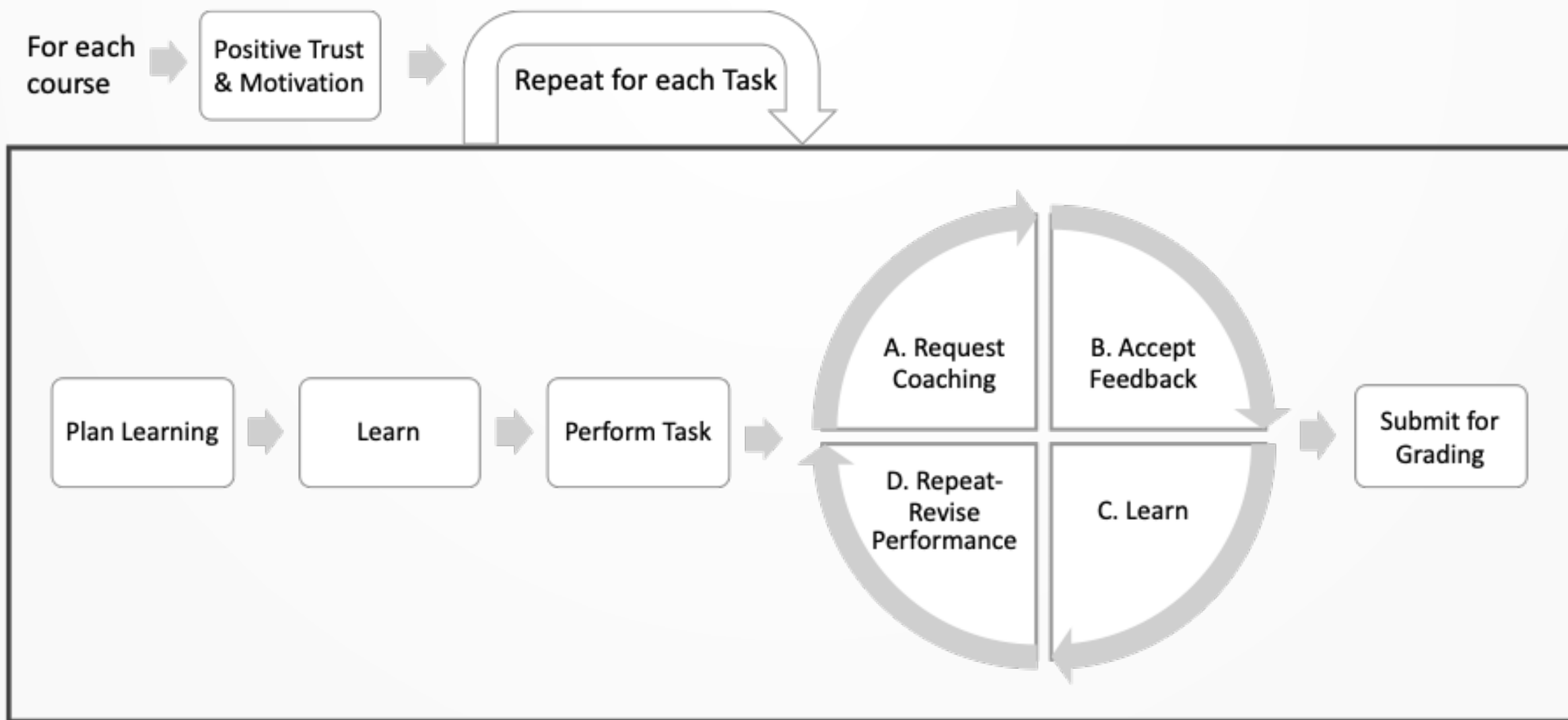
First, do the following :

- Choose a captain to facilitate and a recorder to fill out the form (suggest first volunteers or low & high middle names, e.g. Amos, captain & Zilla, recorder):
- Captain, ensure balanced contributions and manage time per input
- Recorder, share the screen & record your breakout room # in the form
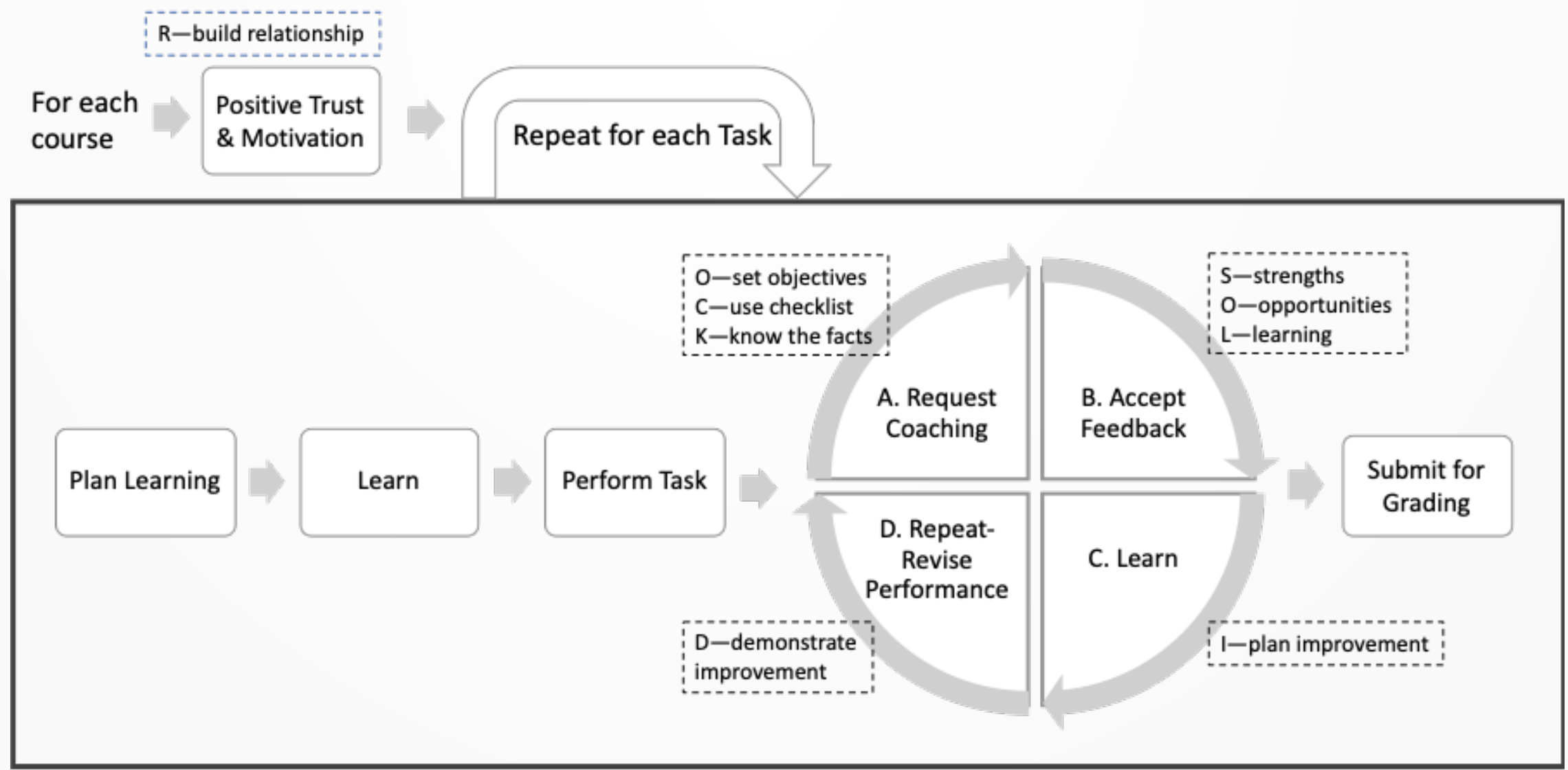- All, read the sample draft trends research paper

Then, each contribute your ideas to the chat so the recorder can copy & paste to form:

A. Recorder capture 1 strength from each team member's feedback from the sample paper (see resources)

B. Capture 1 opportunity from each team member

C. Capture 1 learning insight or delight from the paper

D. Discuss the opportunities – would these be both Welcome & Impactful?

What Can Be Coached? Assignments!

What Can Be Coached? Assignments!

R—build relationship

For each course → Positive Trust & Motivation → Repeat for each Task

O—set objectives
C—use checklist
K—know the facts

S—strengths
O—opportunities
L—learning

Plan Learning → Learn → Perform Task →

A. Request Coaching

B. Accept Feedback

D. Repeat-Revise Performance

C. Learn

→ Submit for Grading

D—demonstrate improvement

I—plan improvement

Key: Student activity | faculty-coach activity

What Can Be Coached? Success!

(Leasure 2021)

Person-centric Education Model

Each student is a person with their own personal context, relationships, roles, and environments embedded in a complex learning environment.

Academic skills, life-skills, mindsets, values, and self-regulation are all *required to be successful*.

Chat a scenario where non-curriculum coaching would be needed, such as "the student is always late turning in assignment"

Implementing Coaching in HE

Chat your ideas for implementing at your school!

- Coaching amplifies the 7 Principles of Learning & Retention, alone or in combination with other efforts

- Faculty individually adapt courses for coaching parts or drafts of projects for resubmission, or systematically done by course development (Leasure et al, 2020)

- Coaching can be used to create a Deliberately Developmental Culture among students, faculty, staff, and administration (accreditor friendly)

- Full implementation of coaching is Bloom's Mastery Learning (1968) with impact of .5 from meta-studies

- Research needs done to show range and level of impact & efficacy of different models

Member Benefit: 2-Week RSCM Coaching Course

- Sign-up for a free, course on the ROCK-SOLID Coaching Method taught by David Leasure

- Must be a member of the Academy of Process Education

- July 14-28, 2021

- Fill out this survey: tinyurl.com/aope-coaching

Questions?

- Add them to the discussion forum.

- David will address them after the session.

The relationship between RSCM and Process Education

The ROCK SOLID Coaching Method <u>is</u> an augmented set of Process Education tools as well as tools from other sources and original development. Key PE tools include:

- Quality Learning Environment Methodology (Apple & Smith, 2007)

- Performance descriptions and metrics (Nelson et al ,2020)

- Assessment Methodology (Baehr & Beyerlein, 2007; Wasserman & Byerlein, 2007)

- Theories of Performance (Elger, 2007; Leasure, Apple, et al, 2020)

- The Professional's Guide to Self-Growth (Apple et al, 2019)

RSCM has been tested at UMGC in its first-term UG course (Leasure, Blaher, et al, 2020) and MS courses

Other Major Influences on RSCM

- Learning for Mastery, Bloom (1968)

- The Feedback Fallacy, Buckingham & Goodall (2019)

- Languages of Genuine Regard and Deconstructive Criticism, Kegan & Lahey (2000)

- Deliberately Developmental Organizations, Kegan & Lahey (2016)

- Classification of Learning Skills, Leise et al. (2020)

- 7 Principles – Cuseo (2019), Woodbridge et al. (2020)

- Discussions: Marsha Fortney, Kathy Hogan & Stefan Günther, UMGC (2019)

- Discussions: Dan Apple & Tris Utschig, AoPE (2019)

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