



# **Welcome to the CHEC 2022 Virtual Conference!**

This session will begin shortly. Please mute your microphones unless your presenters instruct you otherwise.

We want to hear from you! Provide feedback on this session at: <https://tinyurl.com/CHEC22SessionEval>



# Teaching *As Coaching*





**YOU ARE  
HERE**

- 1) Identify overlap between teaching and coaching
- 2) Reflect on how to incorporate teaching in coaching practice
- 3) Explore different methods to assess learning in coaching



# Life Design

**BGSU**<sup>®</sup>

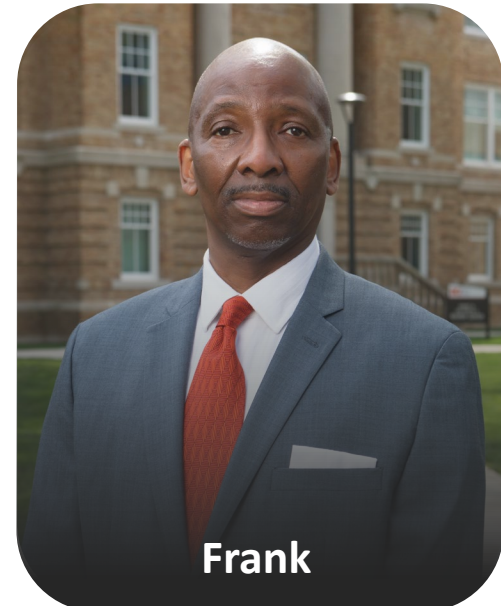
*A Toolkit for Life*



Elizabeth (Betty)



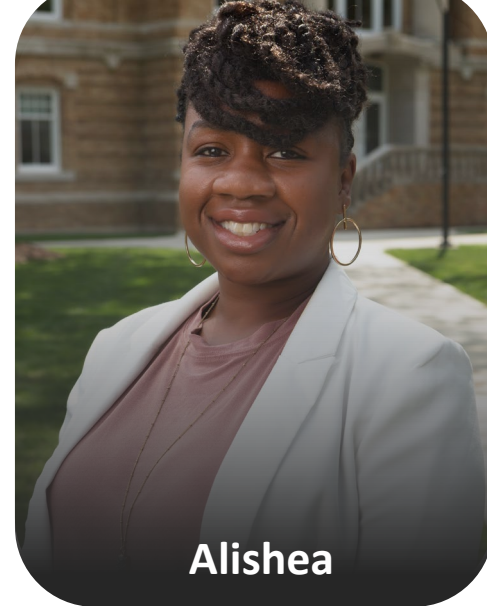
David



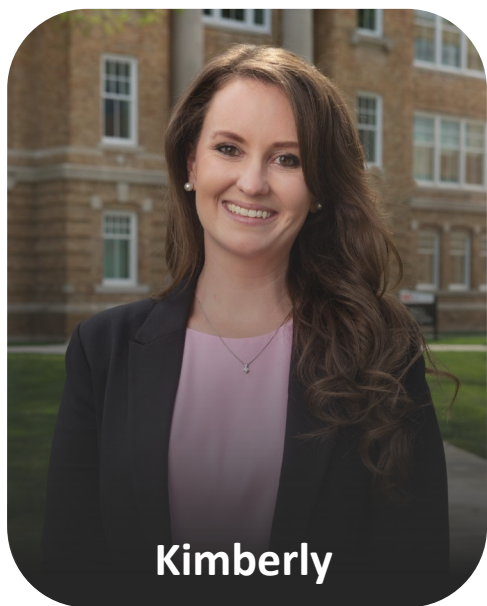
Frank



Xidan (Dandan)



Alishea



Kimberly



DeVona



Greg

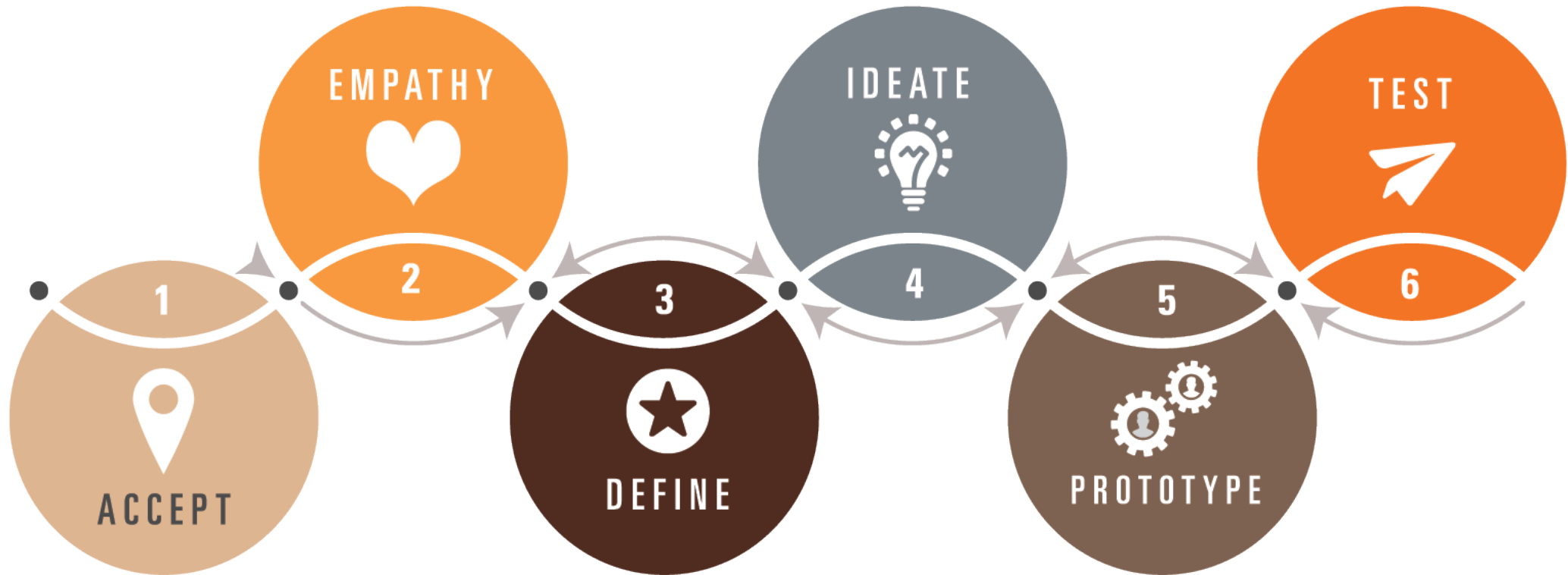


Gabe

**YOUR**  
**Design**  
*Coaches*



# Design *Thinking*





Doug Dietz

GE Healthcare  
Industrial Designer









SIGNA  
Premier





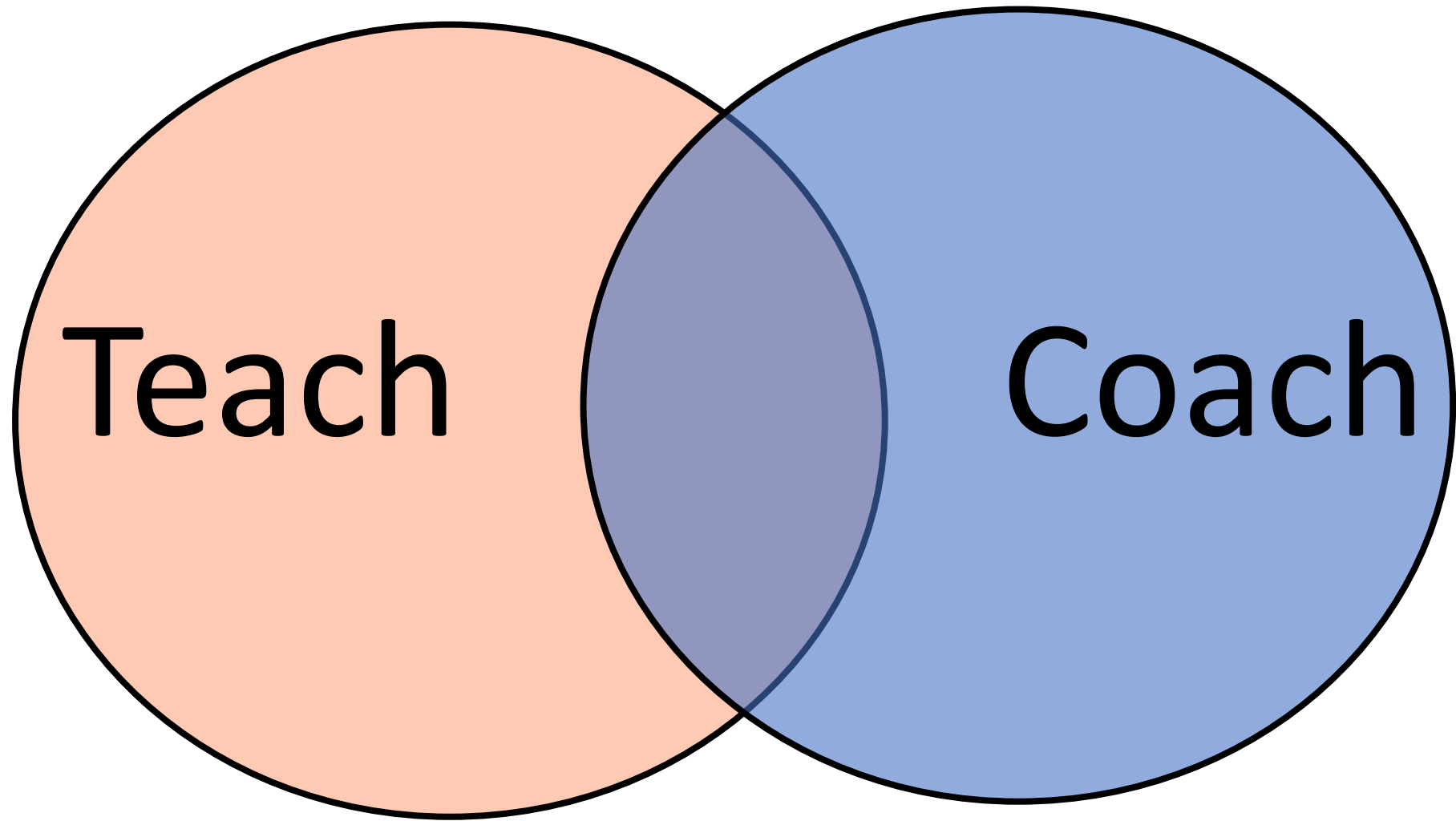




Teach

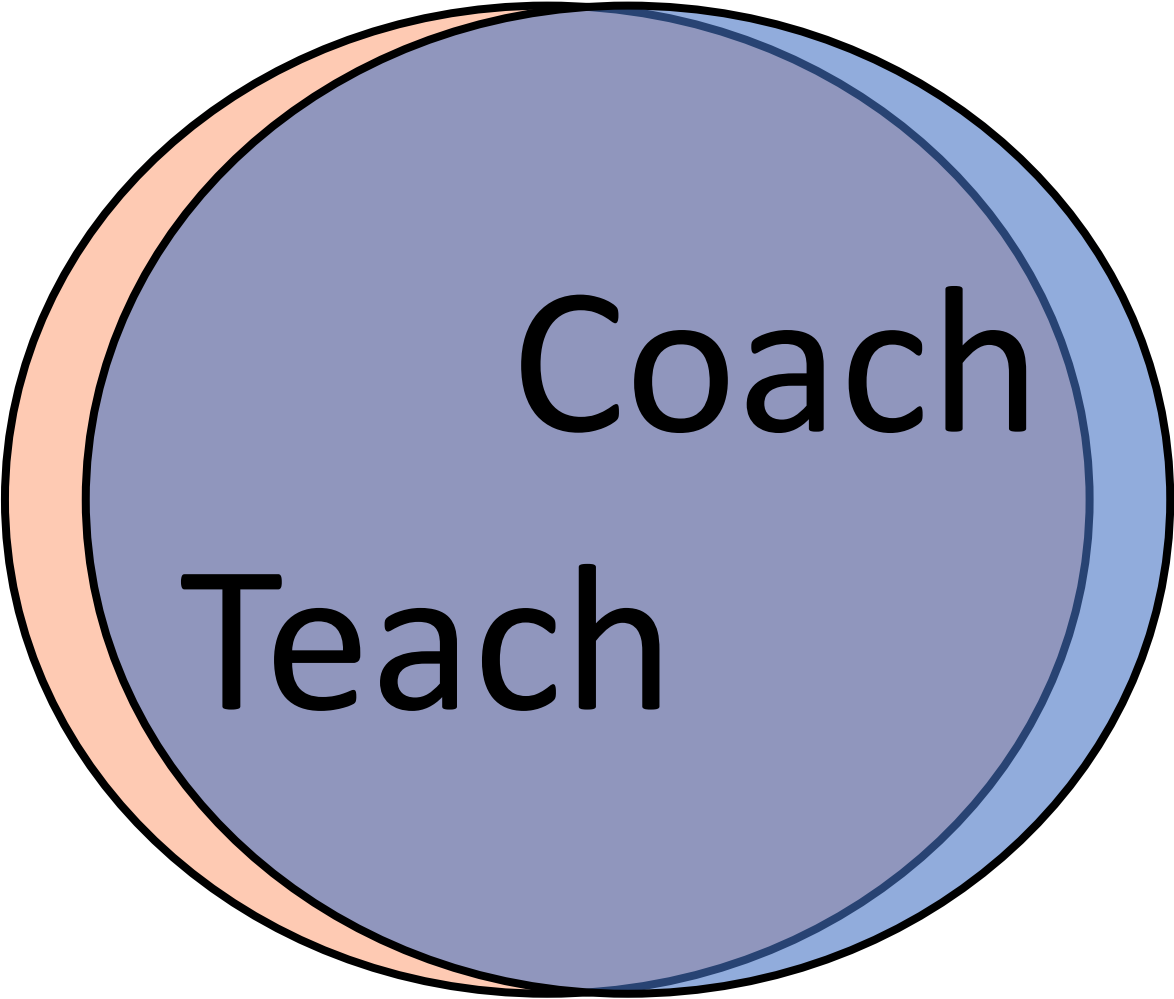


Coach



Teach

Coach



Coach

Teach



## *Etymology: Teach*

“

**tāecan** (token): Old English (Germanic origin)

“show, present, point out, declare, demonstrate, give instruction, train, assign, direct, warn, persuade”

**deik**: Greek deiknynai "to show, to prove,"

Latin dicere "speak, tell, say"



**Koczi szeter  
'wagon of Kocs'**

## *Etymology: Coach*

“

**Kocsi** – Hungarian, **Kutsche** – German,  
**Coche** – French, **Coach** – English

c. 1830 Oxford University slang for a private tutor who  
"carries" a student through an exam "instructor/trainer"  
Adapted to athletic venue in the late 1800's

**BELIEVE**



JASON SUDEIKIS  
**TED LASSO**





# *The Skillful Teacher*

Stephen Brookfield (2006)

## **Three core assumptions of teaching:**

- 1. Skillful teaching is whatever helps students learn.
- 2. Skillful teachers adopt a critically reflective stance towards their practice.
- 3. The most important knowledge skillful teachers need to do good work is a constant awareness of how students are experience their learning and perceiving teachers' actions.

# *Teaching and Coaching Similarities*

- **Contextual learning**
- **Content expertise**
- **Size of the group**
- **Show & carry**
- **Ability level**
- **Motivation to participate**
- **Duration of contact**



# *Teaching and Coaching Differences*

- **Contextual Learning**
- **Content expertise**
- **Size of the group**
- **Show & carry**
- **Ability level**
- **Motivation to participate**
- **Duration of contact**




# *Pedagogy*

- Lecture
- Active Learning
- Experiential Learning
- Flipped Classroom
- Community Based Learning
- Inquiry Based Learning
- Project Based Learning
- Problem Based Learning
- Team Based Learning




# The 7 Coaching Questions

1 

## The Kickstart Question

*"What's on your mind?"*


Break the ice and get the conversation flowing.

2 

## The AWE Question

*"And what else?"*


Generate more options to improve the quality of decisions.

3 

## The Focus Question

*"What's the real challenge here for you?"*


Identify the real issue at hand, specific to the person and situation.

4 

## The Foundation Question

*"What do you want?"*


Differentiate between wants vs needs, to improve communication & decisions.

5 

## The Lazy Question

*"How can I help?"*


Get the other person to propose a solution without you having to develop one.

6 

## The Strategic Question

*"If you're saying yes to this, what are you saying no to?"*

Ensure real commitment to a decision (vs jumping in half-heartedly).

7 

## The Learning Question

*"What was most useful to you?"*

Create a learning moment to coach for development.

**The Coaching Habit**  
**Advice Trap**  
Michael Bungay Stanier



# Assessment Triangulation

## Student Direct Measure

How are students reflecting on their need and progress?



## Coach Assessment

How are coaches sharing feedback with students and evaluating progress?



## Institutional Data

What data does the institution have that would inform strategy?







# Assessment Triangulation

## Student Direct Measure

First semester Pre-Test  
& Post-Test focused on  
five focus areas.



## Coach Assessment

AAC&U Integrative  
Learning Value Rubric



## Institutional Data

Enrollment trends,  
demographics,  
retention,  
graduation.





**FOCUS ON THE**  
*Whole*  
**Student**







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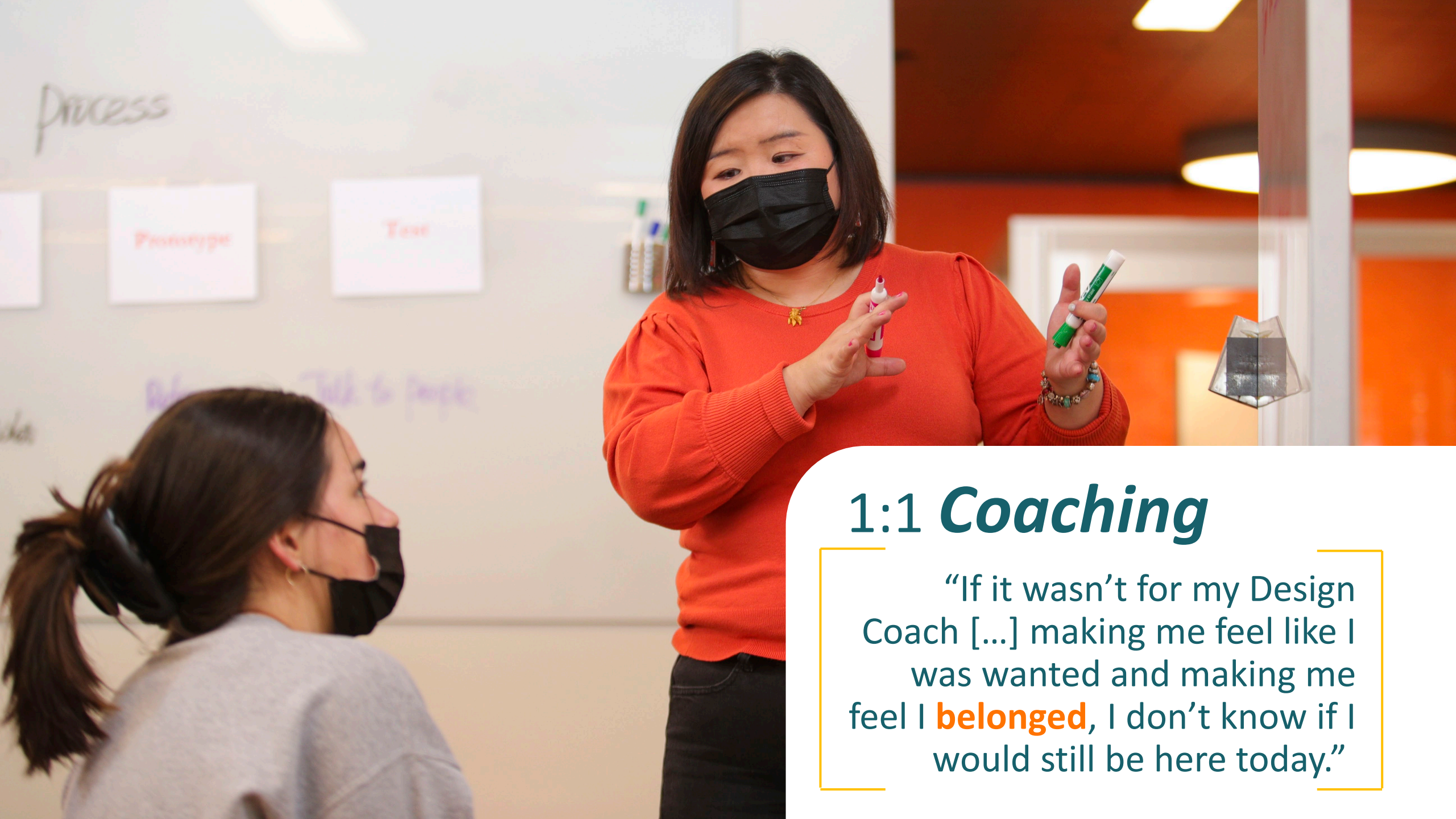
Enrollment trends,  
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# BGSU 1910: *Designing your Life*

- Design academic, career and life experiences that align with who you are, what you value, and what you want to do in life.
- Connect with peers in an open and affirming environment to develop community and sense of belonging.
- Get a head start and take action in your major or career field.
- Taught by a Design Coach who stays with you through your transition to BGSU





## 1:1 *Coaching*

“If it wasn’t for my Design Coach [...] making me feel like I was wanted and making me feel I **belonged**, I don’t know if I would still be here today.”

# Connecting Learning

“

“The point that really stood out to me between the lesson and my coaching appointment is to push yourself outside your comfort zone, but not to the point where it is not true to yourself.”





“

“I cannot tell what my future will hold however thanks to life design, I can finally feel comfortable navigating through the unknown or the ambiguous.”



# Teaching *As Coaching*

- 1) Identify overlap between teaching and coaching
  - John Wooden
- 2) Reflect on how to incorporate teaching in coaching practice
  - Show & Carry
- 3) Explore different methods to assess learning in coaching
  - Triangulation





# Continue the Conversation

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Geoffrey H. Radbill Center for  
**College and Life Design**

BOWLING GREEN STATE UNIVERSITY

# References

Brookfield, S. (2006). *The skillful teacher*. Jossey Bass. San Francisco, California.

Koch, C. (2008). The Coaching Process in Higher Education. *Perspectives on Issues in Higher Education*. 11. 44-47. [10.1044/ihe11.2.44](https://doi.org/10.1044/ihe11.2.44).

Chelladurai, P. & Kuga, D. J. (1996). Teaching and coaching: Group and task differences. *Quest*, 48:4, 470-485, DOI: [10.1080/00336297.1996.10484214](https://doi.org/10.1080/00336297.1996.10484214)



# Building *Confidence*

“

"The point that really stood out to me ... **is to push yourself outside your comfort zone, but not to the point where it is not true to yourself.**"