



Can peer coaching improve the academic attainment of higher education students?

Dr Jill Andreanoff

Peer Coaching In Higher Education

Clare Woolhouse, Laura Nicholson



Peer Coaching In Higher Education:

Faculty Peer Coaching in Higher Education Kristin N. Rainville, David G. Title, Cynthia G. Desrochers, 2023-11-01

Peer Coaching is a collaborative reciprocal practice where faculty members observe reflect and improve their instructional practices with the goal of improved learning for all students This edited book includes chapters describing faculty peer coaching initiatives in universities world wide Section one includes chapters that give an overview of what faculty peer coaching is and what the benefits of faculty peer coaching can be The second section of the book explores the theoretical and practical implications of engaging in faculty peer coaching and the trust and vulnerability that comes along with opening up your instructional practices to a colleague Section three of the book includes several examples of peer coaching initiatives across various disciplines in higher education settings Section four situates peer coaching in the broader institutional framework This book is a must for leaders of faculty development initiatives directors and staff from teaching learning centers department chairs faculty graduate students deans student services staff chief academic officers and educational consultants

Faculty Peer Coaching in Higher Education Kristin N. Rainville, David Title, Cynthia Desrochers, 2023-03-01

Many of the current challenges facing institutions of higher education require a shift in thinking practice and approaches to change The changing nature of college students along with increased emphasis on student learning outcomes have institutions seeking to effect improvements in the instructional practices of faculty members Establishing a robust model of faculty peer coaching can accelerate improvement efforts that strive to create engaging higher education classrooms centered on inclusive and equitable teaching practices which more effectively meet the needs of an increasingly diverse student body Informed by research and experience this book is a guide to developing launching and refining faculty peer coaching initiatives in higher education with the goal of improving instructional practice and student learning outcomes Peer coaching is a collaborative reciprocal practice where faculty members observe reflect and improve their instructional practices leading to increased learning for all students Research has shown that peer coaching can positively impact teaching practices especially when coupled with other professional learning This book provides a rationale for peer coaching as an effective strategy for faculty development outlines a model for peer coaching and supplies readers with support in the creation of a robust peer coaching initiative in institutions of higher education Peer coaching has the potential for significant culture and community change for faculty members which can lead to improved student learning

ENDORSEMENTS I was privileged to read an early draft of this book and I hadn t turned many pages before I knew I had to offer a peer coaching program in the very next semester Faculty response was unanimous Thank you for this experience I learned so much and I want to continue I sure wish I d had this book when I started in faculty development I was trying to help a department implement formative peer review of teaching to not much avail Now I realize that what we really wanted was peer coaching Victoria Bhavsar California State Polytechnic University Pomona How can I be a better teacher What can I

do to ensure my students are learning and engaged If you have ever asked yourself these types of questions then this is the book for you Infused with extensive expertise and research based practices Rainville Title and Desrochers provide proven strategies and approaches to peer coaching that will change how we teach engage as colleagues and ultimately improve instructional practices Helping the reader develop a climate of trust respect and support the authors provide scaffolded processes that will generate leadership development as well as greatly enhance our knowledge and ability to be effective teachers and mentors A timely read for the changing world of college students and higher education George J Petersen Clemson University Can you believe that three professors induced a college faculty to meet in pairs to discuss and enhance their teaching Well they did The bane of professional learning is privatism in teaching and professors normally work in well fortified silos Sharing thoughts about teaching and curriculum brings collegueship to a new level and elevates the socio professional environment of the institution These folks demonstrated that it can be achieved Bruce Joyce Saint Simons Island Georgia

FACULTY PEER COACHING IN HIGHER EDUCATION, 2023 Peer Coaching in Higher Education Barbara L. Gottesman, 2009-10-15 Peer Coaching in Higher Education describes a simple five step method for the improvement of teaching in colleges and universities Professors and instructors in small groups as departmental faculty or as inter and intra departmental partners can increase faculty collegiality and improve their teaching techniques for increases in student learning Gottesman explains the theory and practice of peer coaching specifically describing its application among the faculty and students of five universities She provides directions for a faculty conducting its own peer coaching seminar including necessary hand outs and examples Actual peer coaching exchanges give faculty ideas about the extended applications of this process

Faculty Peer Coaching in Higher Education Kristin N. Rainville, Cynthia G. Desrochers, David G. Title, 2023-11-13 Peer Coaching is a collaborative reciprocal practice where faculty members observe reflect and improve their instructional practices with the goal of improved learning for all students This edited book includes chapters describing faculty peer coaching initiatives in universities world wide Section one includes chapters that give an overview of what faculty peer coaching is and what the benefits of faculty peer coaching can be The second section of the book explores the theoretical and practical implications of engaging in faculty peer coaching and the trust and vulnerability that comes along with opening up your instructional practices to a colleague Section three of the book includes several examples of peer coaching initiatives across various disciplines in higher education settings Section four situates peer coaching in the broader institutional framework This book is a must for leaders of faculty development initiatives directors and staff from teaching learning centers department chairs faculty graduate students deans student services staff chief academic officers and educational consultants

Peer-coaching in Higher Education An Analysis of the Peer-coaching Service at the Institute of Education, Exploring Processes of Learning and Underpinning Values Fiona B Rodger, 2014

Coaching Applications and Effectiveness in Higher Education Hunaiti, Ziad, 2021-06-25 Coaching has become such a ubiquitous concept that it can

connote any professional practice for empowering people and unlocking their potential to make the most of their performance and achieve their goals This can be accomplished by establishing collaborative relationships between the coach and coachee the person being coached based on the effective communication and professional skills of the coach which include the ability to create a safe environment ask effective questions pay attention listen actively keep an open mind stay non judgmental paraphrase challenge and give and accept constructive feedback while remaining respectful The higher education sector is one of the key areas that can benefit from adopting coaching practices *Coaching Applications and Effectiveness in Higher Education* provides relevant applications of coaching and their effectiveness within the sector of higher education This branches out to teaching and learning and involves students staff and staff development Chapters include information on coaching models coaching in blended environments and with technology coaching effectiveness and coaching equity This book is ideal for researchers working in the field of coaching and higher education in different disciplines coaches HR and management policymakers researchers academicians and students who want to improve their understanding of where coaching can be applied in higher education and its effectiveness *Coaching and Mentoring in Higher Education* Jill Andreanoff,2017-09-16 Mentoring and coaching are becoming widely recognised as a means to promote student success retention and attainment Such programmes help students to transition into university life and achieve the best possible outcome from their experience For a mentoring or coaching scheme to benefit students however it s important to follow best practice This book will guide you through the crucial stages and possible pitfalls of setting up your own coaching or mentoring programme The first section outlines what these terms mean how they can be used and the attributes required to be a good coach or mentor The book goes on to guide you step by step through the processes of planning a programme recruiting coaches or mentors matching them to mentees and evaluating the end result The final chapters discuss more specialised programmes such as ementoring and using university mentors for school pupils **A Pocket Guide to Mentoring Higher Education Faculty** Tammy Stone,2018-06-05 This book is written for senior faculty and administrators at resource strapped institutions who are not trained in higher education administration who are concerned with mentoring It is written in accessible nontechnical language but references the more scholarly and statistically based journals and books for those who wish to dig deeper The book covers the mentoring of junior faculty on the tenure track line through senior faculty and include coverage of non tenure track faculty faculty in hostile departments and faculty who face additional issues of discrimination Chapters begin with a fictionalized case study to explore common problems and presents pragmatic solutions that often cost little money and rely instead on an investment of time *Coaching and Mentoring Students in Higher Education* Enya-Marie Clay,Jennifer Hillman,Dave Lochtie,2025-07-31 *Coaching and Mentoring Students in Higher Education* provides student support and learning development professionals with a comprehensive evidence based guide for delivering coaching and mentoring interventions with students Focused on the context of higher education it shares

practitioner and research insights from a range of coaching and mentoring programmes and considers their transferability to the international higher education sector It is a collection of practitioner research based on literature reviews qualitative and quantitative evaluation of student feedback and scenario case studies Each chapter offers practical tips and recommendations for colleagues in the sector looking to implement coaching and mentoring as a mode of support Inviting readers to reflect upon their learning at key stages throughout the book it addresses many key issues for higher education providers including student engagement retention and mental health and wellbeing This essential volume contributes to the growing body of scholarship looking at coaching and mentoring support at university and the impact on retention and student outcomes and is key reading for senior leaders strategic managers and student facing staff alike

Faculty Peer Group Mentoring in Higher Education Thomas de Lange,Line Wittek,2023-08-26 This book addresses how peer group mentoring in higher education can contribute to the development of supportive and collaborative working environments for faculty staff It draws on an extensive empirical study examining how group based peer mentoring methods are implemented and experimented within four different academic communities at one university and documents how these environments and their participants experience peer group mentoring as a collaborative measure in the development of teaching and supervision practices The book presents a literature review of research on peer group mentoring in higher education and provides the conceptual grounding for the book placing peer group mentoring within the field of faculty development The work presents analyses of the enactment of peer group mentoring in different environments and of faculty peers engagement and collaboration with colleagues within the same teacher community across teaching and supervision communities and across institutional boundaries It also discusses the significance of trust in these peer group mentoring settings summarises the implications of the reported findings and addresses the role this peer based approach might play in developing supportive collegiality in higher education as a working environment

Mentoring in Higher Education Clare Woolhouse,Laura Nicholson,2020-09-07 This book explores the role and importance of mentoring as a form of collaborative learning in higher education While mentoring has become increasingly popular the definition itself can remain broad and potentially nebulous and could be applied to a variety of endeavours The chapters engage with case studies and empirical research from across the globe that respond to concerns raised within a range of cross disciplinary fields providing important clarity as to the role of mentoring within higher education Offering clarity and precision as well as robust qualitative data this book will be of interest and value to scholars of mentoring in higher education as well as those engaged in mentoring themselves

Perspectives on Women's Higher Education Leadership from around the World Karen Jones,Arta Ante,Karen A. Longman,Robyn Remke,2018-10-30 This book is a printed edition of the Special Issue Perspectives on Women s Higher Education Leadership from around the World that was published in Administrative Sciences

Mentorship, Leadership, and Research Michael Snowden,Jamie P. Halsall,2018-08-27 This insightful volume details the implementation and

challenges of the Teaching Excellence Framework TEF developed in the UK to ensure equal access to higher education for all social classes It posits that a modern higher education institution requires a robust set of mechanisms specifically mentorship leadership and research to create high quality teaching and learning Noted contributors pose and answer key questions about the TEF in such areas as solution focused teaching mentoring for the job market and social science curriculum development using best practice examples in the field These ideas and strategies carry great potential to improve the caliber of teaching and learning in universities and with it students social mobility Among the topics covered Why have mentoring in universities Reflections and justifications Working with students as partners developing peer mentoring to enhance the undergraduate student experience The employers reach mentoring undergraduate students to enhance employability Learn it and pass it on strategies for educational succession Mentoring mentees to mentor Interdisciplinarity in higher education the challenges of adaptability Mentorship Leadership and Research will play a pivotal role in UK higher education since currently there is scant academic literature on practical tools to help universities to succeed at the TEF A resource with international implications it should interest sociologists of education and professionals in business strategy and leadership social work and community development Michael Snowden is a Senior Lecturer in Mentoring Studies at the University of Huddersfield UK Jamie P Halsall is a Reader in Social Sciences at the University of Huddersfield UK Given the recent introduction of the Teaching Excellence Framework TEF in the United Kingdom this timely book outlines effective practices to help earn the Gold standard While considering TEF within the current climate of academic competition and critical evaluation a diverse group of experts lay out why mentoring is one highly effective answer to the TEF standards and without compromising productivity in other service and research agendas This book is a must read for academics and higher learning administrators alike Leda Nath Professor of Sociology University of Wisconsin [A Philosopher's Perspective on the UK's Higher Education](#) Brendan Larvor, 2024-02-14 In this collection of research articles and reflective essays Brendan Larvor argues that the principal task of teachers in higher education is to find ways to pursue the creative romantic and liberal goals of the ideal university when real universities are rationalised bureaucracies according to the thoughts of Max Weber Larvor reflects on the differences between teaching philosophy undergraduates expert practitioners and prisoners He insists on the importance of the affective dimension of learning and the unpredictability of the encounter between students and curricula This book will interest anyone concerned about the current condition of higher education and anyone interested in the relationship between the intimate human activity of teaching and the bureaucracies in which it takes place

[Transformative Coaching for Faculty and Staff in Higher Education](#) Karen Gonzalez Rice, Susan Hrach, Kathryn E. Linder, Katherine S. Maynard, 2025-09-30 This wide ranging collection explores how to integrate coaching into higher education in ways that tackle some of the most pressing challenges facing institutions today By embracing coaching as a powerful tool for growth and change faculty and staff can navigate complexities foster innovation and cultivate thriving

academic communities Drawing on the expertise of seasoned academic coaches the authors provide a rich multifaceted exploration of coaching s potential to drive individual transformation and institutional success With insights grounded in diverse roles and perspectives the chapters showcase how coaching can empower faculty and staff at every career stage From creating authentic connections and building resilience to promoting inclusivity and inspiring structural change this lively book is packed with the practical tools real life examples and thought provoking reflection questions necessary to develop a core functional understanding of coaching in higher education *Integrative Curricula* Enakshi

Sengupta,2023-07-26 Recognizing how integrative curricula can provide a framework through which a meaningful benchmark can be applied to student learning Integrative Curricula A Multi Dimensional Approach to Pedagogy acts as a fundamental resource to facilitate advise and support higher education institutions in putting forward effective practices

Models of Mentoring in Language Teacher Education Hoa Thi Mai Nguyen,2016-10-17 This volume examines the theoretical and practical issues related to mentoring peer mentoring as a support and development strategy for both pre service and in service language teachers and thereby offers a practical and empirical introduction to the field A stimulating and thorough examination of mentoring and peer mentoring integrating theory and practice as applied in language teacher education in an Asian specific context The author discusses findings from a variety of qualitative and quantitative research studies in the light of previous research and in the context of teacher learning theories Teachers teacher educators teacher trainers supervisory coordinators and administrators will find practical advice while the volume will be a valuable source of research information for researchers in teacher education and EFL teacher education in particular for those who wish to employ mentoring or peer mentoring as an approach to teachers professional development *Resources in Education* ,1996

Handbook of STEM Faculty Development Sandra M. Linder,Cindy M. Lee,Shannon K Stefl,Karen A. High,2022-12-01 Faculty in the science technology engineering and mathematics STEM disciplines face intensifying pressures in the 21st century including multiple roles as educator researcher and entrepreneur In addition to continuously increasing teaching and service expectations faculty are engaged in substantive research that requires securing external funding mentoring other faculty and graduate students and disseminating this work in a broad range of scholarly outlets Societal needs of their expertise include discovery innovation and workforce development It is critical to provide STEM faculty with the professional development to support their complex roles and to base this development on evidence derived from research This edited handbook provides STEM stakeholders with an opportunity to share studies and or experiences that explore STEM faculty development FD in higher education settings More specifically we include work that examines faculty development planning techniques models experiences and outcomes focused on supporting the teaching research service and leadership responsibilities of STEM faculty The Handbook is suited for researchers and practitioners in STEM STEM Education Mathematics Science Technology and Engineering disciplines It is also suited towards faculty developers higher education

administrators funding agencies industry leaders and the STEM community at large This handbook is organized around three constructs INPUTS MECHANISMS and OUTPUTS The STEM faculty development inputs construct focuses on topics related to the characteristics of faculty members and institutions that serve as barriers or supports to the adoption and implementation of holistic STEM faculty development programs Questions addressed in the handbook around this topic include What barriers supports exist for STEM faculty How are these barriers supports being addressed through STEM FD How do contexts e g economic political historical influence faculty administrative needs related to STEM FD How do demographics e g gender ethnicity age family background influence faculty administrative needs related to STEM FD The STEM faculty development mechanisms construct focuses on topics related to the actual implementation of STEM faculty development and we consider the potential models or structures of STEM faculty development that are currently in place or conceptualized in theory Questions addressed in the handbook around this topic include What are the processes for developing models of STEM FD What are effective models of STEM FD How is effectiveness determined What roles do stakeholders e g faculty administration consultants play within STEM FD mechanisms The STEM faculty development outputs construct focuses on how to best understand the influence of STEM faculty development on outcomes such as productivity teacher quality and identity in relation to faculty development Questions addressed in the handbook around this topic include How has STEM FD influenced higher education practices and settings What are appropriate output measures and how are they used in practice What collaborations emerge from STEM FD How does STEM FD affect other STEM stakeholders e g students administration business community The aim for this handbook was to examine the multifaceted demands of faculty roles and together with members of the STEM education community envision pathways through which universities and individuals may support STEM colleagues regardless of their experience or rank to enjoy long and satisfying careers Our hope is for these chapters to aid readers in deep reflection on challenges faculty face to contemplate adaptations of models presented and to draw inspiration for creating or engaging in new professional development programs Chapters across this handbook highlight a variety of institutional contexts from 2 year technical colleges to teaching focused institutions in addition to research centric settings Some chapters focus primarily on teaching and learning practices and offer models for improving STEM instruction Others focus on barriers that emerge for STEM faculty when trying to engage in development experiences There are chapters that examine tenure structures in relation to faculty development and how STEM FD efforts could support research endeavors Mentorship and leadership models are also addressed along with a focus on equity issues that permeate higher education and impact STEM FD It is our sincere hope that this Handbook sparks increased discourse and continued explorations related to STEM FD and in particular the intentional focus of faculty development initiatives to extend to the many facets of academic life

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