

'Coach-the-Coach'

Co-creating a Faculty Development Programme

Educational Research & Development
School of Business & Economics, Maastricht University

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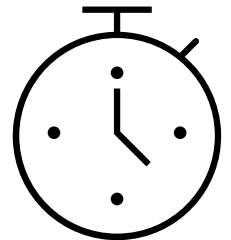
Post-lunch pick-up

'Speed Coaching'

- Stand up, pair up, and discuss the question:

What is one way you currently help students develop their skills?

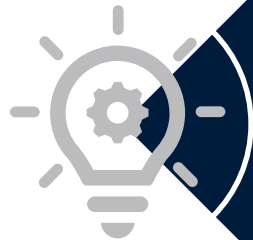
1 minute per pair,
then find another!



Agenda



Share project progress: Literature review findings, interview insights, upcoming research



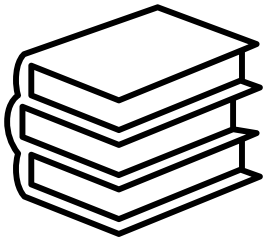
Breakout sessions: Co-creating a faculty development programme



Wrap-up: Summarize and discuss

Project progress

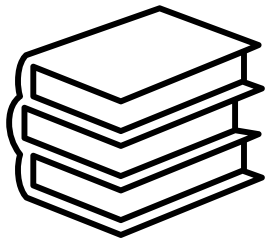
Study 1



Systematic literature review
on pedagogical principles
for skill development

Project progress

Study 1



Systematic literature review
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1

Active

2

Reflective

3

Collaborative

4

Contextual

5

Self-directed

6

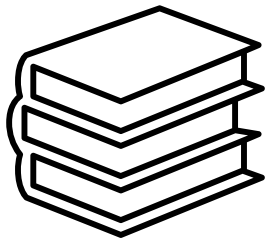
Supported

6 underlying principles

Main category of principles	Subcategories
Active learning (41)	Action learning, experiential learning, learning by doing, participative learning, student-centered, learner-centered, discovery learning, integrative learning
Reflection (38)	Experiential learning, integrative learning
Collaborative learning (30)	Co-creation, cooperative learning environment, sense of community, dialogic learning, interdependence, social learning, integrative learning
Contextual learning (27)	Authentic learning, authentic learning environment, boundary crossing learning, learning from practice, real-world application, discovery learning, industry involvement, situated learning, integrative learning
Self-directed learning (20)	Autonomy, self-determined learning, co-creation, democratic learning environment, flexibility, interdependence, responsibility transfer
Supported learning (14)	Safe learning environment, scaffolding, feedback mechanisms

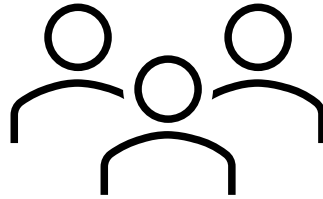
Project progress

Study 1



Systematic literature review
on pedagogical principles
for skill development

Study 2



Qualitative interviews to
explore how these principles
play out in the classroom

Study 2 interviews

“And I think it **needs to be integrated**. I don't think, I find it **very artificial to, to do it separately.**” – Educational expert 3

“But I try **as much as possible to integrate**. And it's **not always easy** because students also have to understand that okay, it's not only that I need to do a presentation, but I need to develop also my presentation skills.” – Domain educator 1

“... but I feel like for coach, yeah, you have **to be able to, to see their point of view, even if it's different from yours.**” – Educational expert 1

“... because I think a lot of teachers are afraid, there's so many things to do in a limited amount of time that if they **deviate from the lesson plan**, that they have to catch up. So they can't take the time to, what I would consider, and what some students would consider, **the more important in life. Let's make space for that. Let's reflect on that.**” – Domain educator 5

“First, you **have to think that they [generic skills] are valuable**. Which is not the case at all, I think.” – Domain Educator 2

“We are not psychologists; we are just lawyers.”
– Skills educator 5

“I don't really know how I describe that role or that so, **it's not a role, it's, it's more of a coaching role**, indeed. We're also called coaches. And um, yeah, I think it's a good question. **I don't know how I call myself**, facilitator? I don't know. Supervisor?” – Skills educator 5

“I feel that definitely **listening and being able to understand**, but also like for them, *knowing* themselves, as a coach, knowing who you are. **Who are you as a coach? What are you doing and why are you doing it?**” – Educational expert 1

Addressing challenges



Developing **specific competencies** (e.g., active listening, open-mindedness, comfort with vulnerability, adaptability)



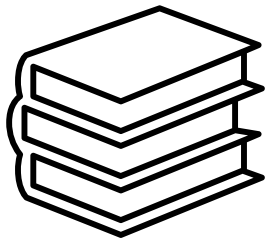
Understanding one's own **identity as a 'skills-educator'**



Integrating skill development into content-teaching

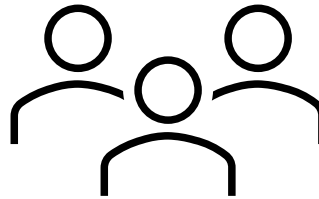
Project progress

Study 1



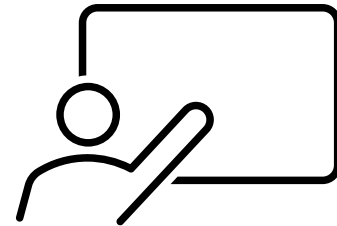
Systematic literature review
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Study 2



Qualitative interviews to
explore how these principles
play out in the classroom

Study 3



Faculty development intervention
to develop skill-development
(coaching) competencies

Breakout session #1

Breakout session #1: Brainstorming & Designing



Task: Develop a faculty development programme that aims to address one of the three challenges



Think of: Types of activities and content to use in the training



Keep in mind: Different types of educators, available resources, potential restrictions, etc.

Addressing challenges



Developing **specific competencies** (e.g., active listening, open-mindedness, comfort with vulnerability, adaptability)



Understanding one's own **identity as a 'skills-educator'**



Integrating skill development into content-teaching

Breakout session #2

Breakout session #2: Collaboration & Feedback



Task: Reflect on the faculty development programme of another group



Think of: Which ideas would you *keep, remove, add?* And *why?*

Breakout session #3

Breakout session #3: Revisions & Fine-Tuning



Task: Based on the feedback, revise and fine-tune your faculty development programme



Keep in mind: The challenge you are aiming to address, as well as surrounding restrictions and available resources

Pitch!

- Present your faculty development programme
- Include in your pitch:
 - Reiterate the challenge you are addressing
 - Indicate:
 - 1 feature that survived the feedback
 - 1 feature you change/added based on the feedback

Wrap-up

- Insights from breakout groups
 - Overlapping elements or activities?
 - Common challenges?
- Discussion & Questions

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Thank you!

