Institutionalization of Peer Coaching in TEIs: A Case Study from South China Normal University

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Background

- **Why peer coaching?**
  - **New ideology: Constructivism, 21st century standard, etc.**
  - **New curriculum standard in China: Pushing higher education transformation**
  - **National policies & Institutional policies for teachers professional development**
  - **Big needs: Educational transformation in China**
  - **Results: Teachers' conceptions & beliefs changing**
  - **Demonstration: For building the common sense of peer coaching and for plan the relevant support policies in an institution.**
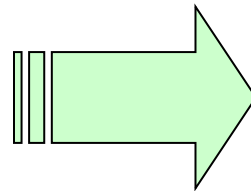
Design A Peer Coaching Program for a Chinese Institution

Purposes

Demonstration & Evidence

Efforts & Mechanism

Institutional policy, PC Program design

Institutionalization Of Peer Coaching

Design A Peer Coaching Program for a Chinese Institution

- **Participants**
  - **Three English teachers who never used technology in their teaching.**
  - **One senior researcher**
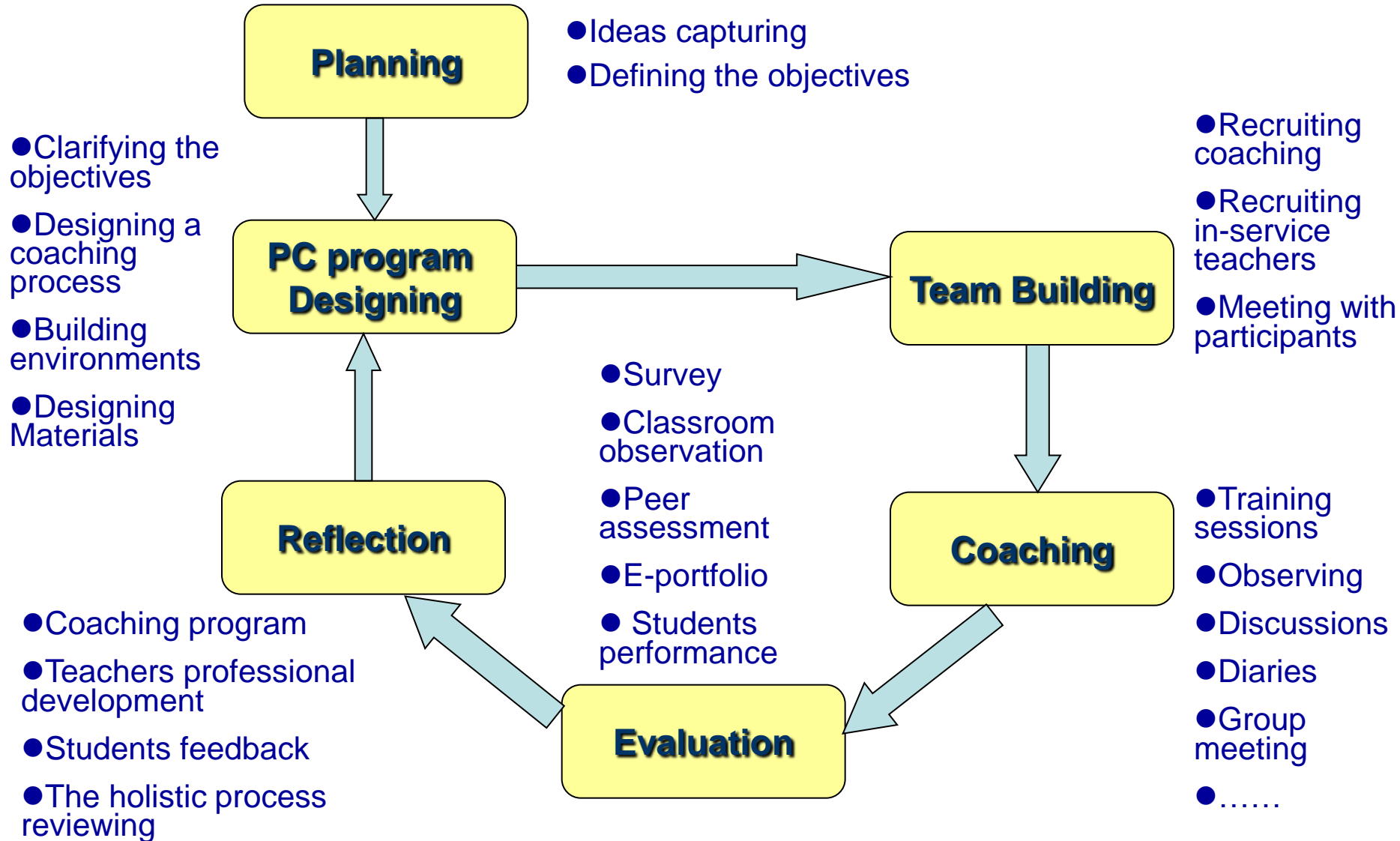 - **Three coaches**
  - **One technician**
- **PC Time: One year**
- **Subject: English linguistics**
- **Coaching environments: Moodle, and workplace (office, classroom, library…)**

Design A Peer Coaching Program for a Chinese Institution

Planning
- Ideas capturing
- Defining the objectives

PC program Designing
- Clarifying the objectives
- Designing a coaching process
- Building environments
- Designing Materials

Team Building
- Recruiting coaching
- Recruiting in-service teachers
- Meeting with participants

Reflection
- Coaching program
- Teachers professional development
- Students feedback
- The holistic process reviewing

Evaluation
- Survey
- Classroom observation
- Peer assessment
- E-portfolio
- Students performance

Coaching
- Training sessions
- Observing
- Discussions
- Diaries
- Group meeting
- ……

Methodology

◈ **Case study**

  ◈ **Focus:**

    ◈ **How did peer coaching work?**

    ◈ **In-service teacher (?)**

    ◈ **Examining a peer coaching process**

    ◈ **Strategies and policies for facilitating a peer coaching process**

    ◈ **The method for implementing a peer coaching program in Chinese TEIs.**

  ◈ **Data collection:**

    ◈ **Observation**

    ◈ **Interviewing**

    ◈ **Teacher's diary**

    ◈ **Coaching meeting logs**

Methodology

◈ **Data Presentation**

　◈ **Teacher A:** … *Peer coaching is useful for me to improve my capacity on how to integrate ICT in education. Especially, my understanding about learning and teaching changed. In my view, I think the successful peer coaching should be based on updating teacher's belief and conception for it.*

　◈ **Teacher B:** *Coach's role is very important because she can give me support in time when I met difficulties for pedagogy and technology.*

　◈ **Teacher C:** *I liked peer coaching very much because it is an effective way to realize professional development. It is not just focusing on the efforts of peer coaching, but focusing on building social relationships.*

Methodology

◈ **Semi-experimental study**

　　◈ **Purposes**

　　　　◈ **What are the benefits for students to gain from peer coaching?**

　　◈ **Experimental class: Three classes with 72 students**

　　◈ **Comparative classes: 3 classes with 78 students**

　　◈ **A blended learning environment: Classroom + Moodle**

　　◈ **Data collection**

　　　　◈ **Exams**

　　　　◈ **Students' reflection report**

　　　　◈ **Interviewing**

　　　　◈ **Questionnaire**

　　　　◈ **Online logs in DF**

Data Analysis

◈ **Qualitative data**

   ◈ **Participants: 4 researchers working individually, discussing collaboratively**

   ◈ **Tool: Nvivo 7.0**

   ◈ **Grounded theory**

   ◈ **Building a coding scheme**

◈ **Quantitative data**

   ◈ **SPSS**

   ◈ **Test**

   ◈ **Frequency**

   ◈ **Percentage**

Findings

- **Teaching style was transformed**
  - **From teacher-centered to student-centered**
- **Teacher's attitude towards PC**
  - **Positive**
- **Teacher's belief**
  - **Updating**
- **Foundation of PC**
  - **Needs**
  - **Motivation**
  - **Trust**
  - **Accountability**
  - **Experienced teacher**

Findings

- **TEIs' policies**
  - **Supporting**
  - **Facilitating**
  - **Demonstrating**

- **Evidence of teacher professional development**
  - **Belief of teaching and learning**
  - **From learning and teaching theories to practice**
  - **Designing learning activities**

- **Methods used in PC**
  - **Designing a PC process**
  - **Classroom observation**
  - **Problem solving: Meeting teacher's needs**
  - **Demonstration**
  - **Training: Theories & practice**

Findings

◈ **Students' performance**

    ◈ **Motivation**

    ◈ **Interests**

    ◈ **Collaborative abilities**

    ◈ **Communication skills**

    ◈ **Reading, talking, listening, and writing abilities**

    ◈ **Group skills**

    ◈ **X^2-Test: The difference is significant at 0.05 level.**

    ◈ **Attitudes towards group learning: From passive to positive**

    ◈ **Learning activities**

Potential trends

How did teacher's belief transform in PC?

How did PC influence students learning performance?

How often does PC take place?

Policy's role

Thank you for your attention!