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

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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

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

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

**Coaching**
- Survey
- Classroom observation
- Peer assessment
- E-portfolio
- Students performance

**Evaluation**
- 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!