Reciprocal peer coaching: a constructivist methodology for enhancing continuous formative assessment strategy within undergraduate business education

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Overview

- Background to the research
- Introduction
- Research objectives
- Methodology
- Findings
- Conclusions
- Implications for innovating the learning and teaching experience
- Discussion
- Limitations of the Research
- Future Research
Aims

– Level 6 Psychology of Coaching and Mentoring
  – includes reciprocal peer coaching
– Understand reciprocal peer coaching (RPC) as a formative assessment in itself
– To qualitatively explore the benefits of Reciprocal Peer Coaching as a formative assessment strategy.
– Impact of coaching upon personal and professional development goals
Introduction: Peer assisted learning

Peer assisted learning (PAL) covers a range of collaborative and co-operative educational strategies that include learning and teaching of knowledge, understanding, and skills among active equal partners (Topping & Ehly, 2001).
Reciprocal Peer Coaching

Reciprocal peer coaching (RPC) is a term often used in the literature; it can be regarded as a form of peer-assisted learning that can encourage individual students to coach each other in turn so that the outcome of the process is a more rounded understanding and skilful execution of the task (Asghar 2010).
Reciprocal Peer Coaching (RPC)

- Peer coaching lends itself to a much deeper conversation (Damon & Phelps, 1989)


- Novices are encouraged to coach one another with the guidance and support of a tutor (Ladyshewsky, 2001, 2006, 2014)

- Vygotsky (1878) zone of proximal development
The criteria for effective peer coaching

- Acknowledging the need for personal development, skills enhancement and good understanding of coaching psychology prior to the actual coaching sessions
- Use of reflective practice in coaching and developing deep insight in problem-based and/enquiry-based coaching
- Respecting confidentiality, ethical issues and professional liabilities in all coaching sessions
Rewards and Gifts

• Increases in performance have been linked to practice and feedback according to (Ackland, 1991: Joyce & showers, 1995; Skinner & Welch, 1996).
• Strengthen knowledge frameworks and enhance awareness (Ladyshewsky & Varey, 2005)
• Improve interpersonal skills (Ladyshewsky, 2006).
• Peer coaching can provide benefits in terms of insight, personal reflection, goal setting and prioritising (Short and Baker 2010 and Short, Kinman and Baker 2010)
• Develop personal identity constructs relevant to their field (Asghar, 2010)
Formative Assessment

- As a socio-constructivist perspective – promoted the integration of assessment as a means of facilitating a learning culture,
- FA is where knowledge of results is used as an instruction for further learning,
- FA has value through the use of students as peer assessors (Bloxham and Boyd 2007)
RPC Intervention

- Acknowledging the need for personal development, skills enhancement and good understanding of coaching psychology prior to the actual coaching sessions
- Use of reflective practice in coaching and developing deep insight in problem-based and/enquiry-based coaching
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Metaphors

The word “metaphor” comes from the ancient Greek word metapherein, which means “to carry over” or “to transfer.” A metaphor “carries” meaning from one concept to another by stating or implying that one is the same or like the other.

Definition:
A type of figurative language in which the author compares two very different things, and as a result, reveals creative similarities between the two.
Multi method approach
Phenomenological approach
Purposive sample (n=70)
Level 6 cohorts 2012 and 2017
Questionnaire survey (Feggetter, 2007)
Analytical approach: Content Analysis
Triangulation: Documentary analysis of case study and portfolio
FINDINGS

– Three key conceptual dimensions emerged from the interpretation of the student questionnaires. The first conceptual dimension related to the process of reciprocal peer coaching, in other words the important factors that contributed to continuous formative assessment/facilitation of the relationship.

– The second conceptual dimension related to the learning process, in other words the extent to which students engaged in the experiential learning process.

– The third conceptual dimension refers to cognitive developments, meaning the extent to which knowledge and competencies were enhanced as a result of participating in the RPC relationship.
Process of RPC

• to build a good relationship with the coach
• someone else listening to me was comforting
• discuss what I wanted and not feel uncomfortable
• someone ready to listen and not to judge me
• use of listening skills was valuable to our conversations
• the relationship was supportive
• to have a chance to have a one to one conversation
• social aspect of having a close relationship with someone
- **Trust**
  - “Developing trust with another”

- **Being listened to**
  “Someone else listening/discuss what wanted and not feel uncomfortable/Someone ready to listen and not to judge”

- **Coaching tips and tools**
  “Tips given/Different techniques that can be used/What my Coach said/Insight into different development tools”

- **The relationships itself between Coach and Coachee**
  “The relationship/To build a good relationship with the Coach/New contacts with new people/Conversation/Social aspect”
- **Pair and Group Stand up**
- In your group, sit back-to-back in a circle, arms linked and have to stand up together.
- Episkyros (Greek: ἐπίσκυρος; also called ἐπίκοινος epikoinos, "commonball") was an ancient Greek ball game
Learning process

• Time to reflect on self, greater sense of self/More self-awareness
• Getting to know myself a little better/self insight/Having more self insight
• Take time out to reflect and think about my life…

Learning about self

“Time to reflect/More self-awareness/Getting to know myself a little better:
- **Human Knot**

  Starting in a circle, participants connect hands with two others people in the group to form the human knot. As a team they must then try to unravel the “human knot” by untangling themselves without breaking the chain of hands.
Cognitive developments/gains/rewards/gifts

- Increased self-confidence/Increase levels of confidence in what I do/Confidence generally/Confidence with exams/More confident about my actions/More confident about studying
- Better sense of direction and future vision for myself/Clarity in thinking about the future
- More focused thinking, new ideas and concepts
- More positive thinking about living my life
- Improved problem solving ability
- Knowledge base has improved
- Stress management techniques
- More relaxed in life (relaxation techniques)
- Less foggy, clearer thinking about working (clarity)/More thoughtful about things
- More active-exercising-energy/More upbeat about how I do things
– Increased confidence
“More confident/That I am more approachable and more confident”

– Less stressed
“Less stressed/More relaxed/More thoughtful/More active/More upbeat”

– Improved time-management
“More organised/More committed/Stick to dates and deadlines more/Time-management improved”

– More consideration/better awareness
“More open-minded/More awareness/More considerate”
– Better sense of direction/confidence
“Better sense of direction and determination/More focused and energetic/More confident/More positive/Improved problem-solving”

– Improved time-management
“More organised/More efficient/Reached goals in timely manner/More confident in managing my time”

– Increased listening skills
“I listen more to help evaluate/Increased listening skills”

– Allows everyday use of coaching tools
“Can use on a day-to-day basis/I work hard on this each day (using coaching tools) to obtain goals”
What gifts from the Gods will you take away from today?

“It was an interesting experience”

“It has been a helping life learning curve”

“A key to providing a new and enjoyable experience”
Conclusions and Discussion Points

- Impact of coaching upon personal and professional development goals
- Positive progression in their skill development
- Coaching was a facilitative developmental process
- Development of skills
- Reflective space for students
- Enhanced employability
Limitations of Research

- Mindful that findings are based on small numbers
- Inevitable presentation bias
- Rudimentary measure (questionnaire)
- Future research expand on quantitative data collection
Implications for Learning and Teaching

- Coaching useful for supporting development of competences (Hanson 2000)
- Coaching provides students with a range of transferrable skills (Grant, 2001) which maps onto employability provision in HE (Spaten and Hansen, 2009)
– Enhance depth of learning in business studies students (Ladyshewsky, 2002)
– Helps to develop deeper learning and understanding (Grant, 2007)
– Bringing coaching into the undergraduate curriculum/teaching agenda (Grant, 2011)
– “Students better equipped to plan their future” (Steele and Arthur, 2012)


Shame and Law (2012)??

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