



Coaching and Mentoring in Higher Education

A learning-centred approach

Eileen Carnell, Jacqui MacDonald
and Susan Askew

Coaching And Mentoring In Higher Education A Learning Centred Approach Issues In Practice

Alastair Irons, Sam Elkington



Coaching And Mentoring In Higher Education A Learning Centred Approach Issues In Practice:

Coaching and Mentoring in Higher Education Eileen Carnell, Sue Askew, Jacqui MacDonald, Susan Askew, 2006 This handbook sets out a clear organisational rationale of coaching and or mentoring and provides structured activities for self reflection or groups It will be particularly suitable for Higher Education institutions which are considering the development of mentoring as part of their effective professional relationships and working practices The handbook offers a number of definitions of coaching and mentoring But while definitions are helpful they are not sufficient in themselves to inform our practices This handbook therefore extends our thinking by examining how the practices of coaching and mentoring have explicit links with models of learning A case study of the learning centred model that has been successfully piloted at the Institute of Education illustrates these links in practice In addition the handbook covers the benefits of coaching mentoring the purposes of coaching mentoring who can be a coach mentor the activities involved the skills required dialogue in coaching mentoring personal qualities necessary in effective relationships ethical guidelines The accompanying CD contains printable masters of the activities

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

Mentoring Teachers in Post-Compulsory Education Bryan Cunningham, 2012-03-12 The post compulsory sector is complex and multifaceted with highly diverse and sometimes challenging learner groups and subject to change from almost unending shifts in educational policy Effective mentoring has a crucial role in the initial training of new teachers in the post compulsory sector offering them the guidance and practical support they need to respond to these challenges This second edition has been updated to reflect the new LLUK standards current research and technological advances Describing all of the expectations responsibilities and rewards involved in mentoring the book covers What to expect as a mentor and what your mentee expects of you The skills attributes and functions that make an effective mentor Organising and conducting observations Time management What to do when things

go wrong Accessible practical and supportive this book will help make mentoring an easier more enjoyable and rewarding experience for all new mentors in the post compulsory sector Mentoring and Coaching in Schools Suzanne Burley, Cathy Pomphrey, 2011-03-25 Mentoring and Coaching in Schools explores the ways in which mentoring and coaching can be used as a dynamic collaborative process for effective professional learning **The Mentor's Companion** Rhianon Washington, 2018-02-15 Clarifying theories The book makes sense of the sometimes conflicting arguments for example relating to the definition of coaching and mentoring Applying theories and features in a practical way All features are explored through real life scenarios to make them more easily understandable to the reader Introduction of the Distal model This model based on the author's doctoral research in 2013 provides a link to the reduction of toxicity in mentoring relationships The book offers practical help for example a guide to setting up a mentoring scheme **Women at the Top** Marianne Coleman, 2011-05-13 The authentic voices of sixty successful women identify the challenges that they have faced in their careers and the ways in which they have overcome them These include a male work culture and reconciling the demands of work and family The glass ceiling may have moved up a little but it is still there Enhancing Learning through Formative Assessment and Feedback Alastair Irons, Sam Elkington, 2021-08-25 Assessment is a critical aspect of higher education because it has a range of powerful impacts on what staff and students do and how universities operate Underpinned by relevant theory and practical advice this fully updated new edition takes into account the changing expectation of students in the context of an increasingly complex and shifting higher education environment to promote the role of formative assessment and formative feedback and its impact on shaping the student learning experience Presented through the lens of contemporary perspectives empirical evidence and case studies across a broad range of subject disciplines this new edition aims to encourage teaching and support staff to focus on the promotion of student learning through designing and embedding high impact formative assessment processes and activities Key content covers the theoretical and philosophical aspects of formative assessment and formative feedback the learning environment in which students undertake their learning activities helping teachers develop appropriate formative assessment and provide effective formative feedback the impact of formative assessment and formative feedback activities have on learning teaching and assessment design as well as on the academic workload of tutors the contemporary issues and challenges currently driving research into formative assessment the use of technology in formative assessment and how different tools and technologies allow for the provision of effective and efficient formative feedback the benefits of understanding how students respond to formative assessment and formative feedback as an opportunity to review the effectiveness of the teaching and learning methods and techniques the integral role of formative assessment and formative feedback plays in postgraduate research settings and how innovations in formative assessment and feedback inform key developments in large scale assessment change Aimed at both experienced and early career practitioners in higher education this text is ideal reading for educators

who wish to see a movement away from a higher education system driven by summative assessment to one where a more holistic approach to education positions learning standards rather than measurement and grades as central to effective assessment and crucially to return to a focus on student learners

Learner-Centered Theory and Practice in Distance Education Thomas M. Duffy, Jamie R. Kirkley, 2003-12-08 Learner Centered Theory and Practice in Distance Education Cases From Higher Education brings the voice of the learning sciences to the study and design of distance learning The contributors examine critical issues in the design of theoretically and pedagogically based distance education programs Eight distance education programs are described in enough detail to allow readers with different interests to understand the pedagogical approaches and the implications of implementing those approaches Issues of theory pedagogy design assessment communities of practice collaboration and faculty development are discussed Each section of the book includes a primary chapter written by an author or authors involved with a distance education program that reflects learner centered principles a formal reaction to the chapter by a specialist from the learning sciences educational evaluation and policy administration or the corporate sector with expertise in issues of distance learning and an edited transcript of the authors discussion of the primary chapter held at a symposium at the Asilomar Conference Center A final summing up section offers two perspectives from leading scholars outside the fields of instructional design evaluation and the learning sciences on the approaches and thinking reflected in the rest of the book This book is essential for researchers as well as all those engaged in delivering supporting or administrating distance education programs at the post secondary level The descriptions strategies and principles will inform the design of continuing education as well as degree based education and corporate education and training and distance education programs for adults

Coaching and Mentoring for Academic Development Kay Guccione, Steve Hutchinson, 2021-03-30 Learning through dialogue brings a powerful opportunity to navigate professional demands and meet the challenges of a turbulent world Written for all who mentor or coach in universities this book addresses a critical question how can mentoring and coaching be an effective and accessible way to support researcher and academic development

The Global Business of Coaching David Lines, Christina Evans, 2020-04-22 Coaching has become a global business phenomenon yet the way that coaching has evolved and spread across the globe is not unproblematic Some of these challenges include different types genres of coaching understanding and relevance of different coaching philosophies and models in different cultural contexts equivalency of qualifications and coach credentials as well as questions over standards and governance as part of a wider debate around professionalization Coaching then as with the transfer of knowledge and professionalization in other disciplines is not immune to ethnocentricity Through a combination of adopting a meta analysis of coaching supported with narratives of coaching practice drawn from different socio political cultural contexts the aim of this book is to challenge current knowledge understanding and norms of how coaching is or should be practised in different cultural contexts This book will provide a foundation for further research in coaching as an

academic field of study and as an emerging profession It will resonate with critical scholars coach educators and coach practitioners who want to develop their praxis and enhance their reflexivity and be of interest to researchers academics and students in the fields of business and leadership human resource development organizational learning and development mentoring and coaching

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