

# Planning and Reflecting Conversations Modeled by Undergraduate STEM Peer Coaches

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## **Learning Outcome**

Deepen understanding of peer  
lead coaching conversations

Observe a STEM Peer Coach demonstrate a planning conversation map to guide another student to clarify their thinking, set goals and create an effective study plan.

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Observe a reflecting conversation showing an inquiry pattern to help another student clarify what happened, determine causal factors and construct new learning.



Practice a coaching skill, paraphrasing, in small groups.

## Learning Outcome

Deepen understanding of peer lead coaching conversations

# Background Information

- Increase persistence in first-year and transfer students in early STEM courses
- UWF STEM students
  - 71% commute to campus
  - 81% maintain jobs in addition to their studies
  - 34% work more than 20 hours per week
  - 96% have full-time credit loads.
- Utilizes upper undergraduate students in STEM majors to coach undergraduate students beginning their STEM collegiate career.



# Linda Ivey - Former STEM Peer Coach



# UWF STEM Peer Coaching

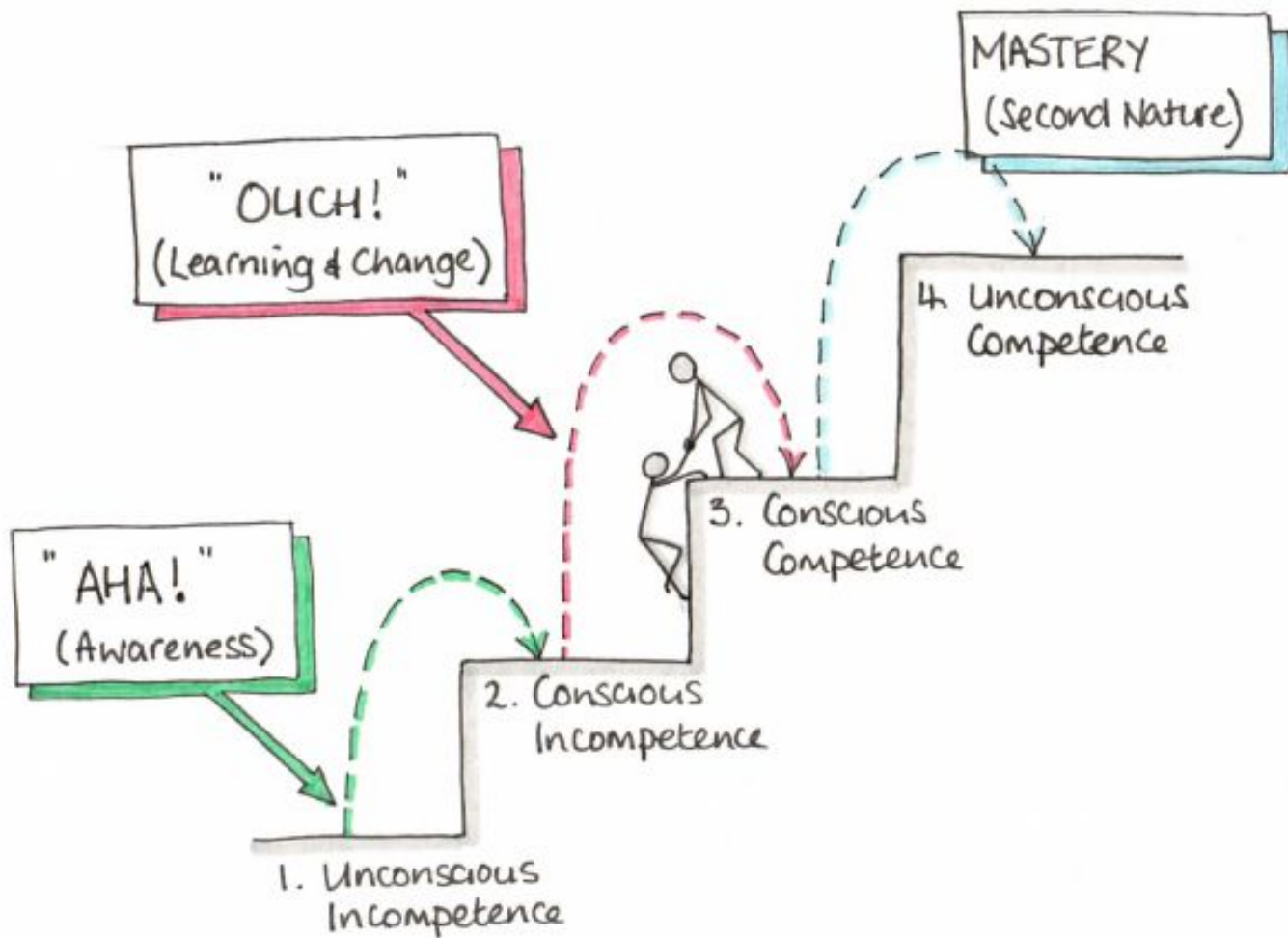
- ❑ Based on two studies cited in the Title III grant for STEM Success and STEM Peer Coaching
  - ❑ Robinson, C. E.(2015). Academic/Success Coaching: A Description of an Emerging Field in HigherEducation. (Doctoral dissertation). Retrieved from <https://scholarcommons.sc.edu/etd/3148>
  - ❑ Bettinger, E.P., Baker, R. (2014). The Effects of Student Coaching An Evaluation of a RandomizedExperiment in Student Advising. Educational Evaluation and Policy Analysis, 36(1), 3-19.
- ❑ Use of Cognitive Coaching tiered questioning technique to help the students being coached mediate their own thinking

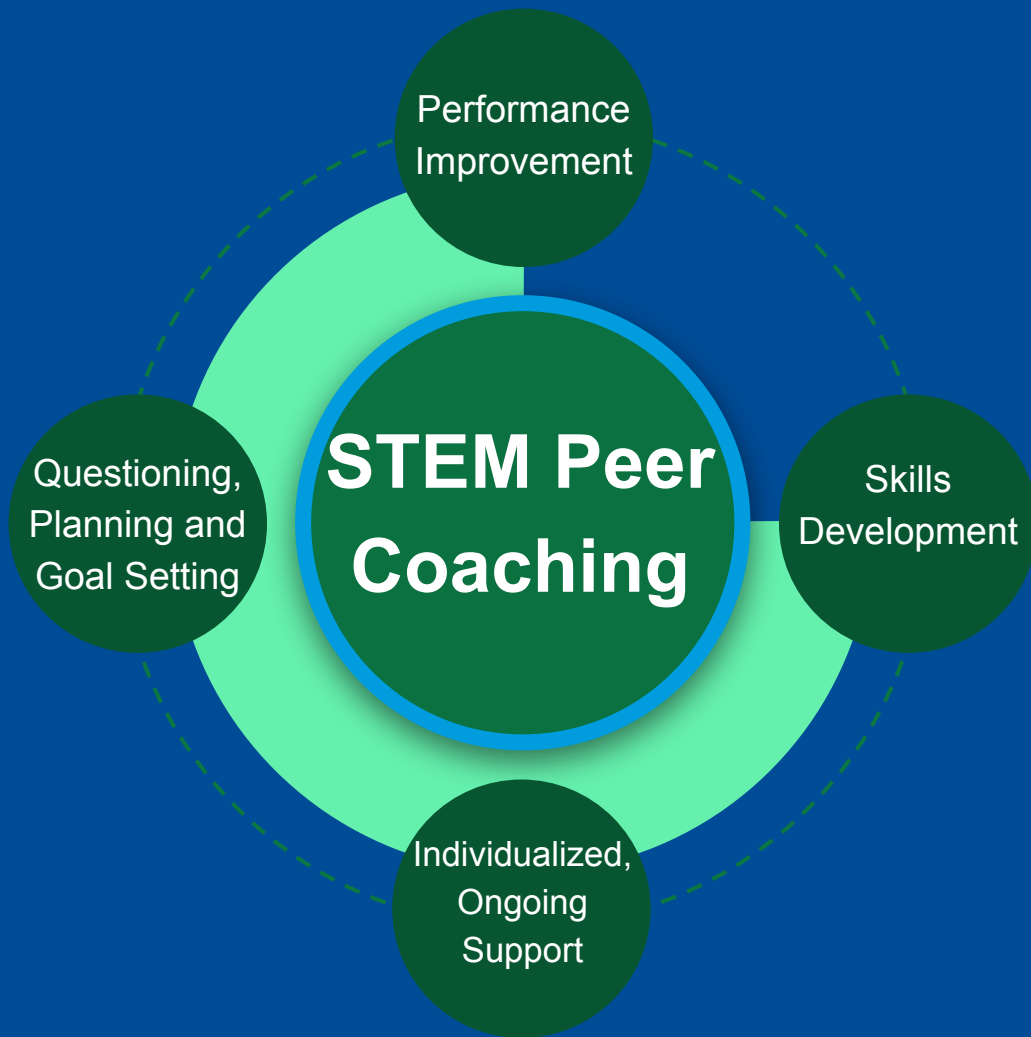


# STEM Peer Coaching

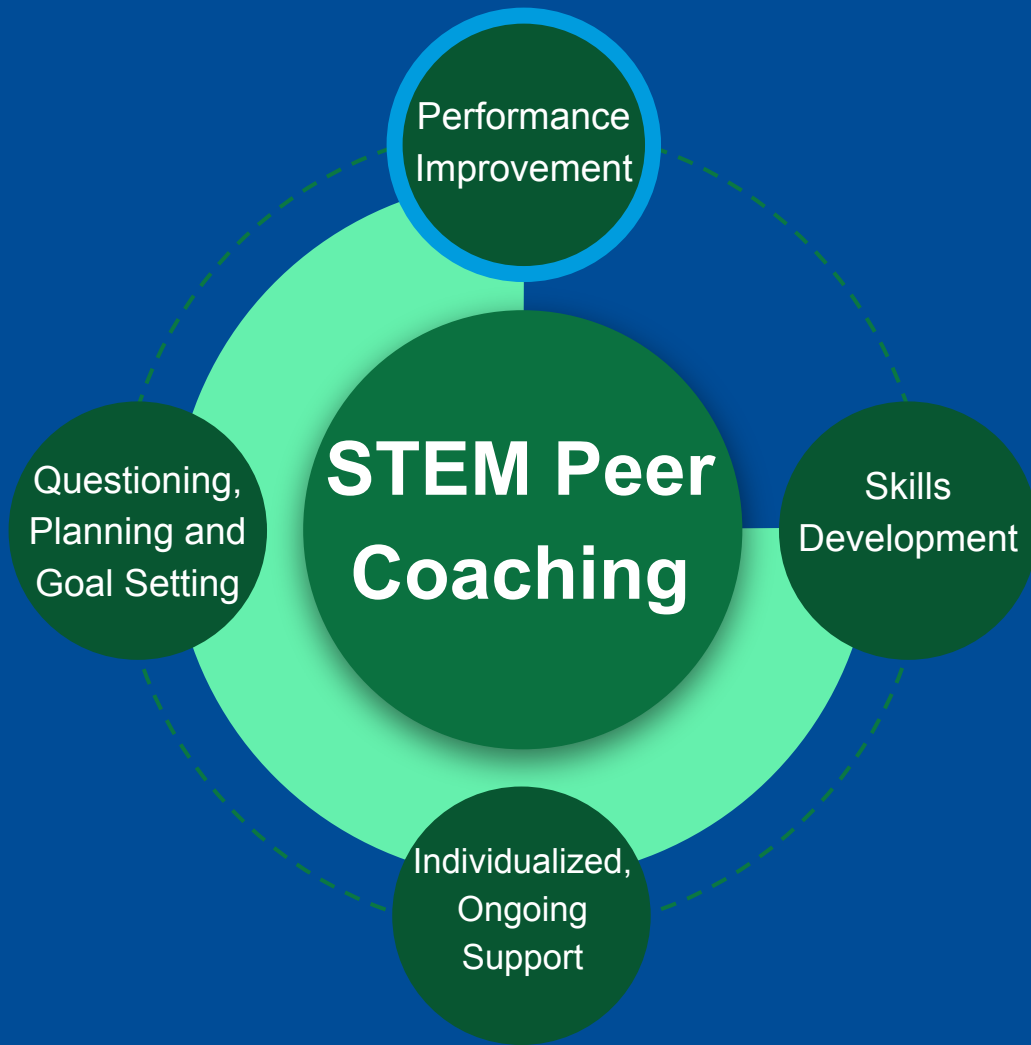
Students are the experts in their own lives.

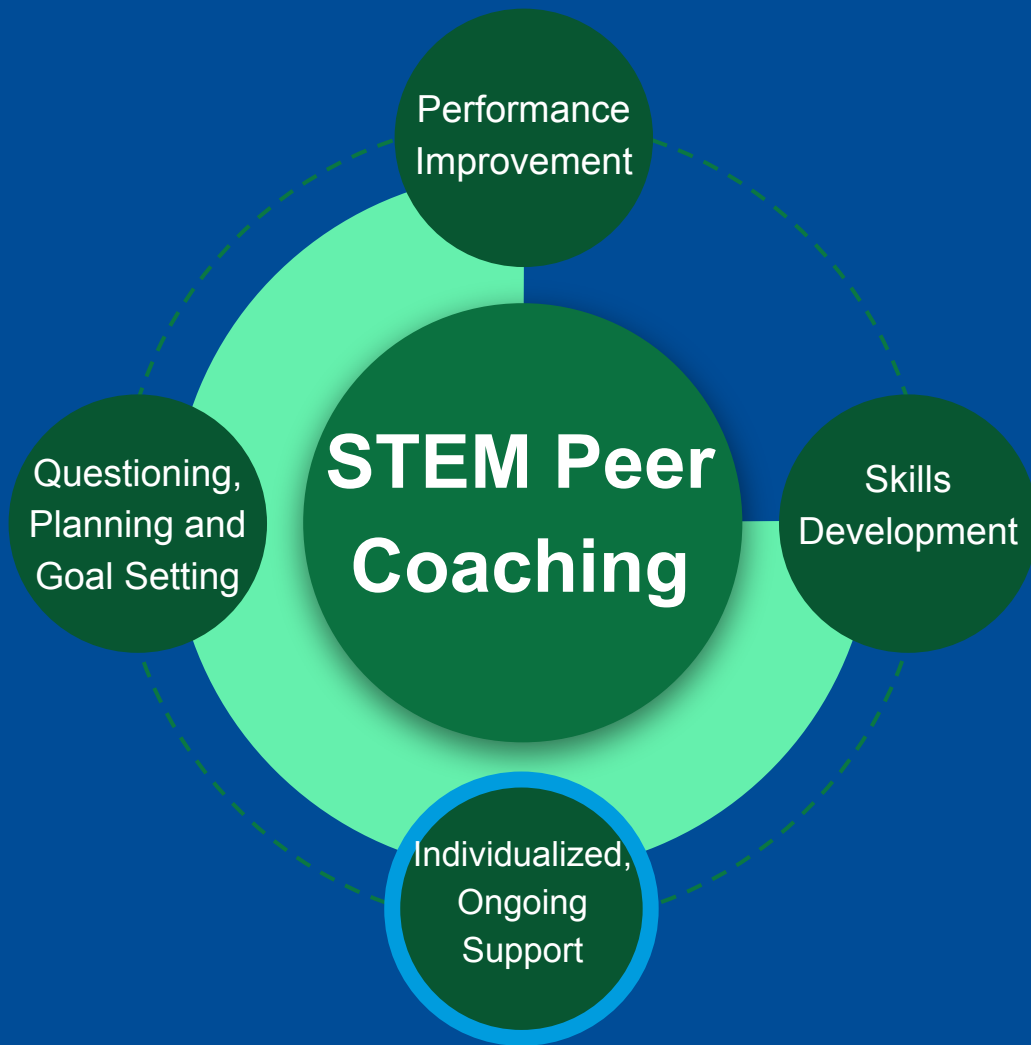
Coaches are the catalyst for progress  
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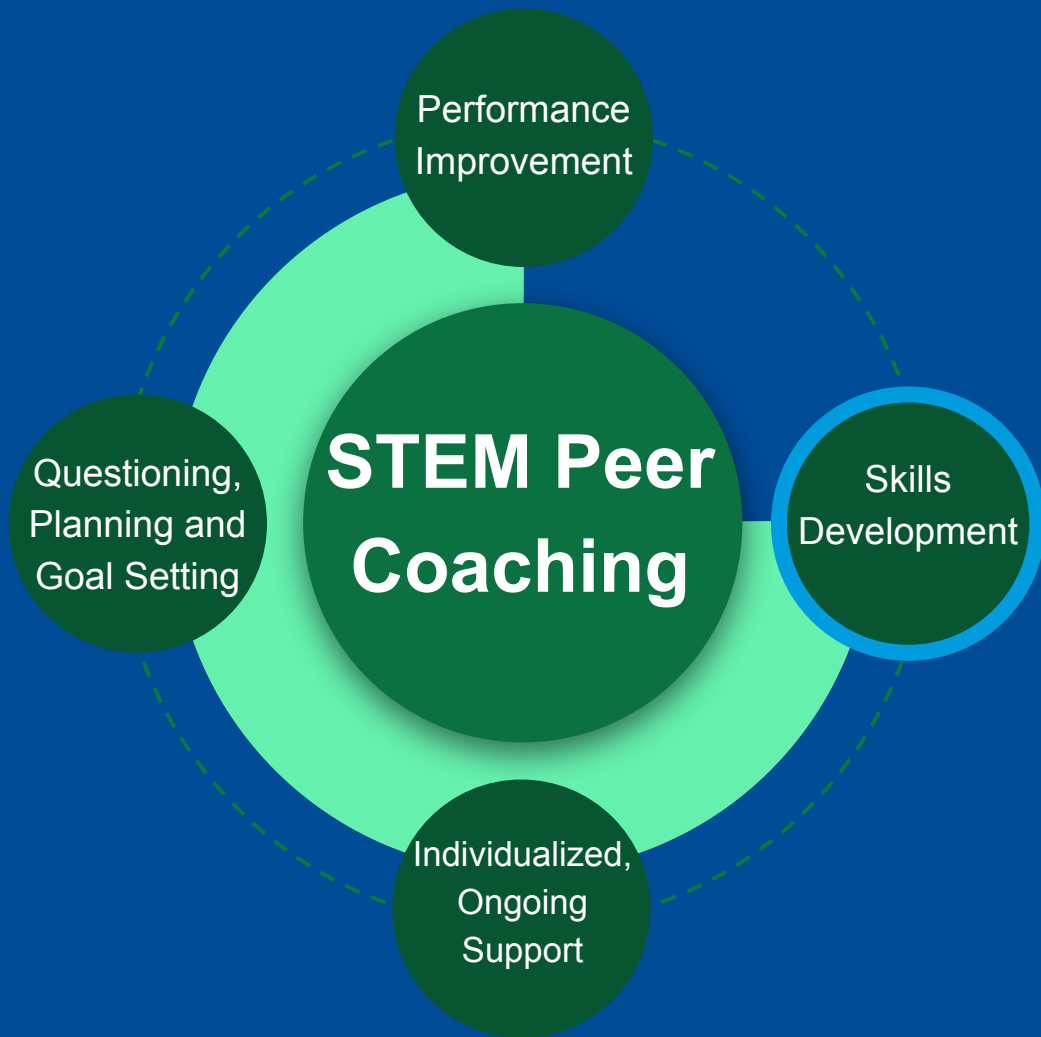












# Goals for STEM Peer Coaches

- ★ Empower students
- ★ Develop clear vision of their goals
- ★ Develop their abilities to:
  - Think critically,
  - Solve problems,
  - Overcome obstacles
  - Discover strengths, and make the most of college experiences.
- ★ Connect daily activities with long-term goals
- ★ Move from “surviving” to “thriving”

**Getting someone from where they are  
to where they want to be.**





# Assumptions

Students are the experts in their own lives.

Coaches are the catalyst for progress  
and goal achievement.

# Planning Conversation Maps

Essential tools for facilitating planning conversations.

# Planning Conversation Map

## Create Rapport:

- ✓ **Nonverbal:** posture, gesture, proximity, muscle tension, facial expression
- ✓ **Verbal:** pitch, volume, inflection, pace, words

## Paraphrase:

- ✓ "So, you're thinking that...."
- ✓ "On the one hand..."
- ✓ "So, a strong belief for you is..."

## Listening Set Asides:

- ✓ Autobiographical
- ✓ Inquisitive
- ✓ Solution

## Anticipate Approaches

•What are some strategies you have used before that have been successful?

•What strategies would you like to learn more about?

•How long are you anticipating \_\_\_\_\_ will take?..... May I offer some advice?

•What might you need to do to be best prepared for the next class? Next exam?

•May I offer you some suggestions? Additional effective strategies you might consider are:.....

## Specify Success Indicators

•How will you know you are successful?

•What might success look/sound like?

•How will you know when you have reached your goal?

## Clarify Goals

•What do you want to leave \_\_\_\_\_ class thinking/ feeling/ being able to do?

• What are your specific goals?

•What might your studing look like?

•What might be some ways you are managing your time?

## Reflect on Coaching Process

As you reflect on this conversation, how has it supported your learning?

## Establish Personal Learning Focus

•What do you want to be sure you do very well? How might you know you're doing it?

•If you could video yourself being successful with college algebra (or calculus), what would you want to see/hear in yourself when you replay it?

### Metacognitive Learning Strategies:

1. Previewing
2. Preparing for Active Reading
3. Paraphrasing
4. Reading actively
5. Using the textbook even if it is not required
6. Going to class and taking notes by hand
7. Doing homework without using solved examples as a guide
8. Teaching material to a real or imagined audience
9. Working in pairs or groups
10. Creating practice exams

### Study Tools (Appendix F, Teach Your)

1. Flash cards
2. Highlighting
3. Mnemonic Devices
4. Timers
5. Note Taking
6. Mapping
7. Study Guides: Outlines and Charting
8. Testing Apps and Software

McGuire, S. and McGuire, S. (2018). Teach Yourself How to Learn: Strategies You Can Use to Ace Any Course at Any Level. Stylus Publishing, Sterling, VA.



# Time Management Conversation Map

## Clarify Goals

- What might be some ways you are managing your time?
- What might your studying look like?
- What time commitments do you have for this semester? (i.e., number of classes, work, sports, campus involvement, family)
- What's one goal you have for the semester? Why is it important to you? What steps are you taking to reach it?

## Specify Success Indicators

- What might a successful week look/sound like?
- How will you know when you have reached your goal?

## Anticipate Approaches

- What are some time management strategies you have used before that have been successful?
- What time management strategies would you like to learn more about?
- How long are you anticipating \_\_\_\_\_ will take?..... May I offer some advice?
- What might you need to do to be best prepared for the next class? Next exam?
- May I offer you some suggestions? Additional effective strategies you might consider are:.....

## Create Rapport:

- ✓ **Nonverbal:** posture, gesture, proximity, muscle tension, facial expression
- ✓ **Verbal:** pitch, volume, inflection, pace, words

## Paraphrase:

- ✓ "So, you're thinking that...."
- ✓ "On the one hand..."
- ✓ "So, a strong belief for you is..."

## Time Management Tips and Strategies

1. Keep a semester calendar showing major events
2. Keep a weekly calendar with all scheduled activities
3. Learn to say you have an appointment
4. Start homework assignments as soon as they are given
5. Prioritize according to your needs and wants

## Establish Personal Learning Focus

- What might you want to be sure to do well? How might you know you are doing it?
- What time management skills might you implement this week?
- What might be important for you to pay attention to in yourself?

## Reflect on Coaching Process

As you reflect on this conversation, how has it supported your learning?

### Time Management Notes:

Courses in higher ed are often extremely fast-paced and require a lot of intellectual independence.

Have an appointment with yourself.

Commit to at least 20-25 hours of study time each week, utilize intense study sessions

Guard your precious free time with your life.

Start homework as early as possible.



# Big Picture -- Planning Conversation

## Intended aims

1. Clarifying Goals
2. Specify Success Indicators
3. Anticipated Approaches
4. Establish Personal Learning Focus
5. Reflect on Coaching Process

## *Example:*

*What might be some ways you are managing your time?*

*What might a successful week look/sound like?*

*How long are you anticipating \_\_\_\_\_ will take? May I offer some advice?*

*Share one (or all five) of the time management tips and strategies.*

*What time management strategies might you implement this week?*

*----As you reflect on this conversation, how has it supported your learning?*

# Planning Conversations

Clarifying  
Goals

What might be  
some ways  
you are  
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# Planning Conversations

Specify  
Success  
Indicators

What might a  
successful  
week  
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like?



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# Planning Conversations

Anticipated  
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How long are  
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# Planning Conversations

Establish  
Personal  
Learning  
Focus

What time  
management  
strategies might  
you implement  
this week?

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# Planning Conversations

Reflect on  
Coaching  
Process

As you reflect on  
this  
conversation,  
how has it  
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# Planning Conversation

Modeled by Kameron, a peer coach,  
and Matthew as a student



## Take Notes During Conversation

What are some of the ways Kameron (Coach) helped Matt (Student) plan?



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# Observation Guide - Planning Conversation



**Observations Guide - Planning Conversation**

Room #1
Room #2
Room #3
Room #4
Room #5

<https://bit.ly/ogCHEC2022>



# What are some of the ways Kameron (Coach) helped Matt (Student) plan?

## Breakout Rooms

1. Each person share one observation
2. If time permits, go sound again and share a second observation

# Group Share

## Highlights and Questions

# Reflecting Conversation Map

An essential tool for facilitating reflective conversations.

# STEM Peer Coaching - Reflecting Conversation Map

Remember: Opening up another person's thinking helps them navigate their thoughts. The spotlight is on them.

The challenge is our listening set-asides: autobiographical, inquisitive, solution.

## Build Rapport

- What is a highlight from your week? (one good thing that has happened)
- How do you think last week went?
- How are you feeling about (subject coaching i.e. biology) \_\_\_\_\_?
- What do you want to leave our STEM Peer Coaching session being able to do?

### Match Rapport:

**Nonverbal:** Posture, gesture, proximity, muscle tension, facial expression

**Verbal:** pitch, volume, inflection, pace, words.

## Reflect

- What comparisons you might make between how you planned for Biology and how it actually went?
- If you could do this past week over again, what would you do differently?
- What are your hunches about what caused \_\_\_\_\_?

## Understanding

- What might you need to do differently to create more success?
- What do you want to be mindful of from now on?
- What do you want to continue doing, and how might you refine what you are doing to make it even better?
- What learning(s) do you want to take with you into future situations?

## Metacognitive Learning Strategies:

- Previewing
- Preparing for Active Reading
- Paraphrasing
- Reading actively
- Using the textbook even if it is not required
- Going to class and taking notes by hand
- Doing homework without using solved examples as a guide
- Teaching material to a real or imagined audience
- Working in pairs or groups
- Creating practice exams

## Commit to Action

- So how might you apply your new learning?
- How might you ensure that you maintain that focus?

## Reflect on Coaching

As you reflect on this conversation, how has it supported your learning?

### Coaching Pattern:

#### Pause.... Paraphrase... Inquire

"So... (name their emotion and the content), what might be some hunches about \_\_\_\_\_?"



# Big Picture -- Reflecting Conversation

1. Build Rapport

*Example:*

2. Reflect

*How do you think last week went?*

3. Understanding

*If you could do this past week over again, what would you do differently?*

4. Metacognition Learning Strategies

*What do you want to continue doing, and how might you refine what you are doing to make it even better?*

5. Commit to Action

*Share one (or several) of the metacognitive strategies.*

6. Reflect on Coaching

*How might you apply your new learning?*

*As you reflect on this conversation, how has it supported your learning?*



# Reflecting Conversations

Build  
Rapport

How do you  
think last week  
went?

# Reflecting Conversations

Building  
Rapport

How do you  
think last week  
went?

# Reflecting Conversations

Reflect

If you could do this past week over again, what would you do differently?

# Reflecting Conversations

Reflect

If you could do this past week over again, what would you do differently?

# Reflecting Conversations

## Understanding

What do you want to continue doing, and how might you refine what you are doing to make it even better?

# Reflecting Conversations

Understanding

What do you want to continue doing, and how might you refine what you are doing to make it even better?

# Planning Conversations

Metacognition  
Learning  
Strategies

Share one (or  
several) of the  
metacognitive  
strategies.

# Reflecting Conversations

Metacognition  
Learning  
Strategies

Share one (or  
several) of the  
metacognitive  
strategies.



# Planning Conversations

Commit to  
Action

How might you  
apply your new  
learning?

# Reflecting Conversations

Commit to  
Action

How might you  
apply your new  
learning?

# Planning Conversations

Reflect on  
Coaching

As you reflect on  
this conversation,  
how has it  
supported your  
learning?

# Reflecting Conversations

Commit to  
Action

As you reflect on  
this conversation,  
how has it  
supported your  
learning?

# Reflecting Conversation

Modeled by Sierra, a peer coach, Olivia and as a student



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# Observation Guide - Reflecting Conversation



Observations Guide - Reflecting Conversation

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In what ways did Sierra (Coach) help Olivia (Student) to reflect and move towards her goals?

### Breakout Rooms

1. Each person share one observation
2. If time permits, go sound again and share a second observation



# Group Share

Highlights and Questions

# Skill

# Development

## Paraphrasing

# Key Points of Paraphrasing




- Attend fully
- Listen to understand
- Capture essence of message
- Reflect essence of voice, tone, and gesture
- Paraphrase is shorter than original statement
- Paraphrase before asking a question
- Use the pronoun “you” instead of “I”



# Paraphrasing

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Acknowledging	Organizing	Abstracting
Brief statement in coach's own words	Offer theme or container	Shift conversation to higher level of abstraction
<p><i>Your concerned about....</i>  <i>You would like to see...</i>  <i>You feel badly about....</i></p>	<p><i>You seem to have two goals here: One is _____ and the other is _____</i></p> <p><i>We seem be be struggling with three themes: Where to _____, How to _____, and Who should _____.</i></p> <p><i>On the one hand _____ and on the other _____.</i></p>	<p>To shift up:</p> <ul style="list-style-type: none"> <li>● Value</li> <li>● Belief</li> <li>● Goal</li> <li>● Assumption</li> <li>● Concept</li> <li>● Category</li> <li>● Intention</li> </ul> <p><i>So a _____ here is _____.</i>  <i>So a value here is _____.</i>  <i>So a goal here is _____.</i></p>
<p>Metaphorically: Mirror</p> 	<p>Metaphorically: Container (Box)</p> 	<p>Metaphorically: Ladder</p> 

# Acknowledging

Brief statement in coach's own words

Your concerned about....  
You would like to see...  
You feel badly about....



# Organizing

Offer theme or container

You seem to have two goals here: One is \_\_\_\_\_ and the other is \_\_\_\_\_  
We seem be be struggling with three themes: Where to \_\_\_\_\_, How to \_\_\_\_\_, and Who should \_\_\_\_\_.



# Abstracting

Shift conversation to higher level of abstraction

So a \_\_\_\_\_ here is \_\_\_\_\_.  
So a value here is \_\_\_\_\_.  
So a goal here is \_\_\_\_\_.



# Pause, paraphrase, inquire

“So...(name the content and the emotion, THEN inquire)”

# Let's Practice Paraphrasing



1. What might be something you are either excited planning or not looking forward to this fall?
2. Write it down
3. In Break Out Rooms, one person shares what they wrote.
4. Someone else, practice naming the emotion and the content.

Remember the coaching pattern:  
Pause, paraphrase, inquire



# Debrief

What went well?

What was challenging?



**STEM Peer Coaching really helped me with setting goals, reflecting on my progress, and coming up with ways to better my time management.**

-Biology Major student taking Chem 2045

## How did STEM Peer Coaching Help you?

Every chapter we went over in Chemistry this semester was challenging.

STEM Peer Coaching made me realized that I have to use my resources to be successful.

- Former chemistry student, electrical engineering major



My challenge was finding time to study and retention of what I studied.

The STEM Peer Coaching sessions gave me more confidence in myself and my abilities.

-Former Chemistry Student and  
Electrical Engineering Major



I work more than 20 hours off campus, and the STEM Peer Coaching helped me make a strategy for studying.

- Biology student taking Chem 2045



Please provide us feedback -  
<https://bit.ly/qCHEC2022>

*Thank You!*



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