Standard operating procedures for pedagogical coaching

Center for Teaching & Learning, Korea University

1. Introduction

1.1. Purpose

The professional coaching program at the university's Center for Teaching and Learning (CTL) was established to provide practical advice and support for new professors in various departments, by helping them improve their teaching methods and effectiveness in the classroom. The program also addresses the challenges that professors face in the context of English Medium Instruction (EMI), whereby many newly hired professors are required to conduct courses in English.

Professors come into their new jobs with expertise in their field, but often with little formal training in how to lecture or teach. Most learn through trial and error, and by modeling after their own past professors, but they may not be able to reflect on their teaching and how to improve it. They may not really know what works, what does not, or why. Coaching is one way of helping professors to improve their teaching skills, by reflecting on their teaching and how they can improve.

These support services are offered to professors here and at other universities in the country, since we recognizes that expertise in one's academic discipline does not automatically translate into effective teaching, especially at the university level. Through individualized, supportive, and non-evaluative coaching, the program helps new professors to develop their teaching skills and a sense of self-efficacy in their classroom teaching roles.

Before 2010, this Center did not have a consistent coaching program, and coaching services were irregular due to the absence of a permanent research professor or educational consultant. Since then, the Center has generally employed at least research professor at a time, with a background in educational psychology or education. However, these positions are often filled short-term, since the position is generally held for a few years before the research professors move on (and the research professor position in various university departments is generally intended to be a short-term job that is held for one to four years). For these reasons, this document has been created to serve as a guideline for incoming research professors or

consultants to ensure continuity and consistency in our coaching services, even when staff turnover occurs.

1.2. Scope

This SOP applies to all individuals involved in the coaching program, including research professors, educational consultants, CTL directors, CTL staff, and new professors (clients) who participate in the program.

The coaching program focuses on the following:

- Pedagogical improvement, including best practices in teaching methods, active learning, and assessment techniques.
- Professional development, including enhancing self-efficacy as a university instructor, building confidence, and improving classroom management skills.
- Managing challenges related to English Medium Instruction (EMI), especially for Korean professors who may not be fluent in English.

At this university, new tenure-track professors are required to participate in the center's coaching and workshops as part of their contract renewal process. These instructional development programs, decided by the Center for Teaching and Learning (CTL) in collaboration with the academic affairs office, include the following, which are mandatory for newly hired professors:

- New faculty orientation sessions for newly hired professors before the start of the spring semester.
- Receiving one-on-one coaching from a CTL research professor.
- Participating in microteaching workshops.
- Attending pedagogy workshops on topics such as teaching methods, EMI skills, assessment, lesson design, presentation skills, and professional development.

The added burden of teaching in English differentiates the Korean context, making this program essential for the success of new professors who must balance teaching, research, and EMI-related challenges.

1.3. Definitions, roles and responsibilities

This section defines the roles and responsibilities for the research professors / coaches, client professors, and the Center for Teaching and Learning.

1.3.1. Coaching

From an old vehicle term, 'coach' as used in the field has come to mean a professional trainer, tutor, mentor or helper, as in carrying students through an examination, i.e., a test preparation tutor. This meaning was extended to sports coaches, and today, to personal, business, and academic coaches. Coaching consists of facilitated, guided learning, not necessarily "telling" or instructing clients directly; and helping clients to develop a sense of self-awareness, responsibility, and self-efficacy (Knight, 2007a, 2007b).

Several different paradigms and approaches to coaching have been developed, which research professors can draw from. These, however, come mostly from business coaching, or coaching for primary and secondary teachers. Research professors can draw from and benefit from those paradigms (see the References section below), but university pedagogical coaching tends to not be differentiated into different paradigms. Thus, coaches can readily find guides and published research papers on university coaching to inform their coaching practice.

1.3.2. Coach (research professor, educational consultant)

The educational consultant who serves as a coach for coaching sessions is generally a research professor employed at the CTL, though if unavailable, an outside consultant may be hired to serve as a coach. The coach is a research professor and/or educational consultant with a background in educational psychology, education, or language education. S/he is responsible for conducting one-on-one coaching sessions, leading workshops, and providing ongoing feedback and support. The coach is likely not be an expert in the academic discipline of the client (professor), but serves as an advisor and consultant to work with the client to propose, or collaboratively develop, ideas for more effective teaching practices and professional development. The coach should ensure that the coaching program is individualized, supportive, and non-evaluative, fostering a sense of competence and growth in the professor's teaching abilities.

The research professor is also in charge of conducting microteaching workshops, where new professors provide a ten-minute demonstration or practice lecture; the research professor then provides advice and feedback on how to improve professors' teaching and presentation skills. The research professor is also generally in charge of developing and conducting most of the CTL workshops on pedagogy, which are required for most new professors and optional for other professors.

The research professor, in conjunction with the CTL director and other relevant faculty members, should also engage in occasional program evaluation and review, in order to improve the coaching program, workshops, and other programs offered by the CTL (as briefly outlined below).

1.3.3. Professionalism in coaching

Professionalism in university coaching is grounded in a coach's ability to develop a respectful, empathetic, and growth-oriented relationship with clients. Coaches should demonstrate competence and have a strong educational background in fields such as education, psychology, and their own academic discipline. Effective coaches show genuine personal interest in their clients, cultivating rapport and trust through careful attention to their teaching contexts and challenges. They respect the complexity of the academic work environment and the expertise their clients bring, while also being able to diplomatically address areas for improvement. A professional coach affirms clients' strengths and presents changes as opportunities to expand their teaching repertoire, rather than just critiquing their existing methods. Through active listening, non-judgmental support, and clear, respectful communication, a coach helps foster both personal and professional growth in their clients.

1.3.4. Ethics in coaching

A clear code of ethics is essential for maintaining the integrity and effectiveness of university coaching. Coaches must uphold confidentiality, ensuring that all discussions with clients are kept private. Respecting cultural differences and the diversity of client backgrounds is crucial, as is maintaining consistency with both the coach's and the client's value systems. Integrity and honesty are foundational, so coaches should avoid making exaggerated claims about the potential impact of coaching or the results they can achieve. Ethical coaching also involves avoidng unproven methods or pop psychology theories for advising clients, such as left/right brain thinking, MBTI (as it is often used today), or popular learning styles theories, which lack a sound empirial and scientific basis.

When research professors, as coaches, conduct research or evaluation studies of coaching, they should follow research protocols, especially for protecting clients' privacy and personally identifiable information (PII) in their research. Coaching reports should also be kept confidential.

By adhering to sound ethical principles like these, coaches can build trusting, professional relationships that support meaningful and sustainable professional development.

1.3.5. Clients (new professors)

The clients are regular faculty members, and often, new professors at the university. Professors are hired on initial contracts (of 4-6 years), and are required by the university to participate in the coaching and workshop programs for contract renewal. They are expected to schedule an appointment with the coach or the CTL for a coaching session, actively engage in the coaching sessions, and reflect on their teaching practices. They are expected attempt to adapt

and implement relevant advice from the coaching session and workshops in order to improve their teaching performance.

Currently, the requirements at this university are for new professors to meet at least once with the educational consultant, participate in one microteaching workshop, and attend at least two workshops from the CTL. For some professors in certain departments, these criteria may be relaxed or substituted; this is particularly so for medical faculty, who do not teach in English, and whose teaching is rather irregular, as they mainly supervise residents and interns. Finally, coaching is open to any professors, not just new faculty, who wish to improve their teaching skills or address challenges that they may be facing.

1.3.6. Center for Teaching & Learning

The Center for Teaching and Learning (CTL) administers the overall instructional development program, ensuring that the coaching and workshops align with university requirements. The CTL collaborates with the academic affairs office to decide on the specific criteria for instructional development that new professors must fulfill. The CTL hires the research professor to conduct these programs, and attempts to have at least one research professor on staff, or to hire an external consultant if an in-house consultant is unvailable.

2. Coaching Process

This section summarizes the basic procedures for coaching and related workshops, while the next section addresses issues that typically arise in coaching and how to address them.

2.1. Summary of procedures

The coaching process can be summarized like so.

- The client schedules a coaching appointment
- Meeting between the client and coach
- Discussing issues related to teaching, teaching methods, and other pedagogical issues
- Discussing professional development issues, as needed
- Discussing English related issues, as needed
- Filling out a coaching report after the meeting
- Holding an optional follow-up coaching session

2.2. Initial Consultation

2.2.1. Objective

The initial consultation is designed to explore what each professor perceives as his/her teaching strengths and challenges, with a focus on identifying specific areas for improvement. This meeting allows the client and coach to establish rapport and set the foundation for subsequent sessions.

2.2.1.a. Requirements

New professors are required to attend at least one coaching session as part of the faculty development program. Typically, 1-2 sessions are mandated within the first two years of their first contract period to fulfill requirements for contract renewal.

Medical professors are generally exempt from coaching requirements at this university, unless they regularly teach entire courses or teach courses in English, though in the past, some medical professors have participated in microteaching workshops for help with conference presentations.

2.2.2. Process

2.2.2.a. Duration

Coaching sessions last 40-60 minutes each, with the option of follow-up sessions, depending on the professor's needs.

2.2.2.b. Preliminaries

The client generally will contact the research professor or the CTL to make a coaching appointments. Before the session, or at the start of the session, the research professor should gather the following information:

1. Name, faculty ID number, email and/or phone number, and department
2. Courses that they currently teach
3. Courses that they wish to discuss in particular
4. Type of lesson – lecture, lecture/discussion, seminar, group activity, group discussion, etc.
5. Sample lesson outline and/or materials, and/or course syllabus
6. Summary of previous teaching experience
7. Summary of educational background, including foreign universities

8. (Optional): Particular teaching issues that they wish to discuss; e.g., what kinds of pressures, challenges, and difficulties do you face?

2.2.2.c. Structure

The session is conducted in a semi-structured format, and in a semi-formal and professional manner, so the professor can feel comfortable opening up. The coach generally begins with general open-ended prompts to encourage the professor to identify key issues they are facing; e.g.:

- How are things going in your teaching?
- What do you feel are your strengths or areas where you would like to improve?

Asking about strengths and weaknesses is particularly important for understanding the professor's areas of efficacy and perceived needs as a classroom instructor. These semi-structured sessions allow the professor to raise topics freely, while the coach facilitates the discussion by probing into specific areas such as teaching challenges, professional development needs, and self-perceived areas of teaching skills and professional efficacy.

Thus, the coach will need to ask a number of open-ended questions, specific questions and follow-up questions. Areas are likely to include the following, as well as those in the next session on typical coaching issues.

- Types of courses taught
- General classroom teaching method, e.g., lecture, lecture-discussion, group discussion, activities
- Teacher-student interaction and classroom dynamics
- Lecture and presentation skills
- Instructional design
- Types of classroom activities
- Instructional media
- Sense of self-efficacy

Other optional questions may include:

- Describe a typical day
- What do you like about your job?
- What kinds of changes are you experiencing?

- What are your students' main needs – what kind of help do they most need?
- How many students do you have per class, and for the whole semester?
- What kinds of changes have you been making / tried to make / would like to make in your teaching?
- What kind of support or help do you need (e.g., from the school, fellow teachers, CTL)?

The coach does not explicitly prescribe solutions, or communicate an evaluation or judgment of the professor or his/her ability; the coach does not offer overly general evaluative statements, advice, or assessments (be they positive or negative) that would not be actionable. Rather, the coach acts as a colleague and communicates on a mutual. The coach mainly offers suggestions or asks guiding questions to guide the client toward possible solutions. Suggestions may often include more modern teaching methods (such as active learning methods), and other methods based on pedagogical research (as described below).

2.2.3. Coaching report

After each session, the coach will document the discussion in a detailed coaching report for in-house administrative purposes. This report includes a summary of the topics discussed, the professor's self-identified challenges and strengths, and the suggestions or strategies proposed. These reports are confidential but can be made available to the professor upon request. The report should be filed with the CTL director and/or administrative assistant who works with the research professor.

To protect clients' privacy and personally identifiable information (PII), these reports should be kept confidential. The CTL director, administrative assistants, and research professor should be aware of where the reports are stored (assumedly, as digital files on a computer), and they should be either encrypted, or on a computer storage device or medium that others do not have access to.

The form can follow a template like the one below, and should include at least the following fields. The participant and program information should be gathered at the start of the coaching session, if not before (e.g., when the coach and client communicate to make an appointment).

2.2.3.a. Coaching interview form

Date, time, location:		
Participant	Name	
	Faculty ID #	
	Department	
	Contact information	
	Courses taught	
	Course format	
	Ph.D./postdoc background	
	Previous teaching experience	
Program	Pursuing the EMI teaching certificate? (y/n)	
	This session is the participant's xth session here:	
	Number of micro-teaching sessions attended:	

(Report contents here: Summary of coaching session.)

2.3. Follow-up coaching sessions

2.3.1. Objective

During the initial consultation, follow-up sessions may be recommended, or professors may want to come for another session for further help. Follow-up sessions are available for continued support and track progress in areas discussed during the initial consultation.

2.3.2. Process

Professors who opt for follow-up sessions will engage in a similar semi-structured format, where they are encouraged to reflect on their experiences since the last session and bring up any new or ongoing challenges. The coach can uses open-ended follow-up questions to delve deeper into specific issues or to track improvement on previously discussed topics.

2.4. Ongoing assessment and feedback

Optionally, coaches may provide professors (via email) a written summary of feedback provided during coaching sessions, and of feedback provided in microteaching workshops. Professors can be encouraged to reflect on their coaching sessions and microteaching experiences, integrating insights into their teaching practices. The coaching reports and feedback provide a record of progress and development, allowing both the professor and coach to review improvement over time.

2.5. Microteaching workshops

While these are technically distinct from the coaching program, the issues and contents often overlap. Also, professors may schedule their microteaching workshops and coaching sessions close together, so similar issues may arise in both sessions, or their microteaching presentation may come up in a coaching session.

2.5.1. Objective

Microteaching workshops provide professors an opportunity to practice their teaching techniques and receive feedback in a controlled setting. The focus of feedback is on teaching clarity, student engagement, and instructional techniques.

2.5.2. Requirements

Participation in at least one microteaching workshop is required within the first two years of hire for contract renewal.

2.5.3. Structure

A microteaching workshop consists of short presentations or teaching demonstractions (mini-lessons) by 4-6 professors per session. Professors deliver a short lesson (10-15 minutes) to a group of peers, simulating a real classroom environment, though some may instead may use this as an opportunity to practice a presentation for an academic conference.

After each presentation, the research professor invites the other professors to provide their feedback and impressions of the presentation. Then the research professor(s) provide their own detailed feedback on strengths and weaknesses of the presentation. The topics that arise here end to overlap with those in the coaching issues below.

3. Typical coaching session issues

The coaching sessions primarily focus on three categories of issues that regularly arise during the discussions:

1. Pedagogical issues
    a. Lecture and presentation skills
    b. Using questions
    c. Teaching style
    d. Instructional and materials design
    e. Instructional media and technology
    f. Conveying concepts and information
    g. Class activities and student participation
    h. Teacher-student interaction
    i. Assessment and feedback
    j. Student issues
2. Professional development issues
    k. Academic life
    l. Research
3. English-related issues
    m. Professors' English abilities
    n. Students' English abilities

This section is based on an extensive qualitative study of coaching reports (collected by the author of this document) over four years at our CTL, and is based on data from over 100 professors in a variety of fields. The study was published as a research article in an academic research journal (Lee & Lee, 2023). For these general areas, specific types of issues are noted below, with some comments on remediation or suggestions for coaches to provide. The References section below contains guides and resources with more detailed information for coaches to draw from as they advise clients.

3.1. Pedagogical issues

During coaching sessions, various pedagogical are discussed, often centered around the professor's teaching style, methods, and interactions with students. These issues typically

include the following categories. For remediation of particular issues, some sources are listed in the References section of this document. Newer coaches or educational consultants should consult such resources for help in offering clients guidance on some of the following common issues.

3.1.1. Lecture and presentation skills

Coaching often addresses professors' concerns about delivering effective lectures and presentations; key topics can include:

- **Lecture introductions, structure, flow, and transitions:** Introducing lecture topics clearly, clear transitions between lectures, make smooth transitions between sections of lectures; organizing lectures in a way that is easy to follow and ensures logical progression of ideas.
- **Vocal delivery:** Improving clarity, tone, and engagement in vocal delivery.
- **Making lectures more interesting:** Techniques for engaging students and maintaining their attention throughout the lecture.
- **Using questions** (see below)

Coaches can provide tips on breaking lectures up into smaller chunks, since students tend to lose the ability to focus on a lecture after a few minutes. Lectures can be punctuated with questions, activities, switching to a media file, or short group discussion tasks. Coaches also need to be able to provide advice on using one's voice effectively, especially for large classrooms, for example, with vocal exercises and better using the diaphragm muscles to project one's voice.

3.1.2. Using questions

Instructors may not be skilled in formulating and asking questions that are effective for learning, e.g.:

- **Using and asking questions:** Incorporating questions into lectures and prompting students to respond, facilitating a more interactive learning environment.
- **Using simplistic questions.** Instructors may use simple closed-ended questions like yes/no questions, or knowledge display questions (having students repeat back information), which require little original thinking.
- Asking more engaging questions. Instructors may not know how to ask questions that are more engaging, thoughtful, and more useful for learning.

- **Using questions for pair or group discussion.** Long lecture segments can be broken up by having students briefly discussing a thoughtful question with each other in pairs or groups.

Coaches can suggest questions that are more useful for teaching, such as the more analytical or synthetic questions in the Bloom hierarchy, rather than simple information display questions. Here are some guidelines for asking questions.

1. Are the questions more open-ended, so that they require more thought, and elicit more complex verbal explanation? (Not simple yes/no questions, repetition questions, knowledge display questions, or objectives or commands in question form).
2. Are the questions created clear and specific enough?
3. Are the questions designed with clear goals in mind—e.g, regarding the contents or concepts to be learned, how students should learn the content, or how they are to think through the question?
4. Do the questions help students think not only about the contents, but also about how the content is meaningful or important?
5. Do the questions encourage students to apply their knowledge, or relate it to other concepts in the course?
6. Do the questions help students to mentally organize information to be learned (e.g,. how it relates to previously learned contents)?
7. Are expectations clear about what they need to learn and understand?
8. Are expectations clear about they they will use the contents?
9. Do the questions help students identify the critical contents, concepts, or ideas to be learned?
10. Are the questions worded clearly and concisely? Would everyone interpret a given question in the same way–not vaguely or ambiguously?
11. Is the number of questions reasonable – an economical use of questions (e.g., not too many for the task)?

3.1.3. Teaching style

The professor's general teaching style is often discussed, focusing on their approach to delivering content and engaging students:

- **Teacher-centered versus student-centered approaches:** Exploring different styles, including traditional lecture formats versus more interactive and student-centered methods.

- **Interactive and student-centered teaching:** Strategies for increasing student participation and making lessons more interactive.
- **Alternative teaching methods:** Discussion of non-traditional methods, such as flipped classrooms, blended learning, or collaborative learning techniques.
- **Teaching philosophy:** Helping professors articulate their own teaching philosophy and align it with their teaching style.
- **Teaching style inventories:** Using inventories to assess and reflect on personal teaching preferences.

Lecture-heavy and teacher-centered class sessions can be boring, and not so effective for long-term learning and retention of concepts. Coaches can encourage professors to move away from traditional lecture-based teaching toward more modern, interactive teaching methods, such as group activities and group discussion, or at least more lecture-discussion type formats. Coaches need to be familiar with flipped, blended, and collaborative learning methods, in order to help professors update their teaching methods. Coaches can help professors to examine their teaching style and philosophy (which instructors are often not so consciously aware of), e.g., by means of various teaching style inventories, and then discuss the results with clients. Coaches can refer to our teaching philosophy guide for more information (see the references section below).

3.1.4. Instructional and materials design

Instructional design often poses challenges for professors, especially when teaching large or unfamiliar classes; topics can include:

- **Lesson design:** Structuring individual lessons with clear objectives and activities that enhance learning.
- **Syllabus design:** Creating detailed syllabi that reflect the course structure and objectives.
- **Covering course contents:** Managing the pacing of course material and covering all necessary course contents. This is often difficult for less experienced instructors, and especially difficult when teaching in EMI, when the language slows down the coverage of course contents.
- **Lesson preparation time:** Balancing lesson preparation time with other responsibilities.
- **Class time management:** Using class time efficiently to ensure that all key points are covered without rushing.

- **Teaching courses outside one's expertise:** Sometimes professors have to teach courses on subjects that they are not familiar with, or are outside of their areas of interest or research.
- **Teaching large classes:** Adjusting methods to suit the dynamics of large classrooms, ensuring student engagement and effective classroom management.
- **Course and lesson objectives:** Setting clear, measurable objectives for both courses and individual lessons.

3.1.5. Instructional media and technology

Some professors indicate a need for some help with using instructional media and technology effectively:

- **Using media and technology:** General advice on how to use technology in lectures and classroom activities.
- **PowerPoint use:** Best practices for using PowerPoint, including effective slide design and presentation techniques.
- **Using PPT as notes:** Designing slides to serve both as a teaching aid and as student notes.
- **Graphics in PPT:** Incorporating visuals to enhance understanding and engagement.
- **Using formulas and equations:** Creating equations and formulas (e.g., using LaTeX or LaTeX Beamer) and displaying them in PPT files or in other media (e.g., as graphics files in PPT files, or as in-line LaTeX content in academic papers).
- **Alternatives to PPT:** Alternative presentation tools such as Prezi or LaTeX Beamer.
- **Google Forms:** Using Google Forms as a tool for managing class projects and collecting student feedback.

3.1.6. Conveying concepts and information

Helping students grasp difficult concepts is a common issue, especially in EMI contexts; topics may include:

- **Focusing on main ideas:** Distilling complex topics or ideas into their most essential points.
- **Explaining new or difficult concepts:** Strategies for making challenging concepts accessible, particularly for students learning in English.

- **Using examples:** Employing concrete examples to clarify abstract or difficult ideas.
- **Students' comprehension of materials:** Gauging and ensuring student understanding of the material covered.
- **Explaining equations and formulas:** Breaking down complex mathematical and scientific formulas in a way that students can follow.
- **Using and explaining terminology:** Strategies for introducing and explaining technical terms in ways that enhance understanding.
- **Use of textbooks:** Guidance on how to effectively use textbooks as teaching aids, including assigning reading and using textbook exercises.

For some of these problem areas, explaining the concept of scaffolding, working with the client on ideas for scaffolding difficult concepts in his/her field, or a workshop on scaffolding techniques can be helpful.

3.1.7. Class activities and student participation

Student participation in class activities is a common topic in coaching sessions, including:

- **Posing and using questions:** Posing questions that stimulate thought and discussion.
- **Using group activities:** Designing and implementing group activities for collaboration and active learning.
- **Student participation:** Encouraging greater participation during lectures, in getting students to ask or respond to questions.
- **Traditional vs. interactive teaching:** The disadvantages of traditional lecture formats, and the advantages and disadvantages of more interactive teaching approaches, such as group work or problem-solving activities.

3.1.8. Teacher-student interaction

Professors often seek advice on how to build positive relationships with their students and communicate effectively.

- **Persona and personality style:** Developing a teaching persona that works well for the professor's personality and that helps create a conducive learning environment.
- **Sense of humor:** Using humor appropriately to put students at ease and build rapport with students without detracting from the academic atmosphere.
- **Rapport and interaction:** Building rapport with students and creating a welcoming, engaging classroom atmosphere.

- **Communication skills:** Improving communication skills to ensure clear and effective communication with students, especially in an EMI setting.

3.1.9. Assessment and feedback

Assessment and grading are often areas where professors need guidance, especially when they are unfamiliar with principles of good test design and task design, or with more modern assessment methods.

- **Assessment methods:** Advice on selecting appropriate methods to evaluate student learning, including quizzes, exams, projects, and presentations.
- **Assessing group activities:** Fairly evaluating group work.
- **Grading load:** Managing heavy grading loads, especially in larger classes.
- **Grading in large classes:** Efficient grading techniques and using grading rubrics for grading that is more efficient, effective, consistent and fair.
- **Giving feedback:** Providing accurate and constructive feedback on assignments and exams.
- **Exam and test design:** Creating fair and reasonably rigorous test items that assess the intended learning outcomes; creating alternatives to traditional tests, such as midterm and final projects instead of traditional exams, which can serve as learning exercises as well as assessment tools.
- **Homework load:** Finding an appropriate level of homework load to challenge students without overwhelming them.
- **Students' comprehension in class:** Gauging students' understanding during class, including formative assessment strategies.

3.1.10. Student issues

Professors may encounter student-related challenges, such as:

- **Student background knowledge:** Adjusting teaching methods to accommodate students with varied levels of prior knowledge.
- **Student participation and attention:** Strategies for keeping students engaged and attentive throughout the class.
- **Student motivation:** Understanding student motivation (especially intrinsic versus extrinsic motivation), and motivating students to take an active role in their learning.
- **Assignment completion:** Addressing assignment failure rates, when students fail to complete readings or homework.

- **Foreign students:** Managing classroom dynamics and language comprehension issues when foreign students are involved, particularly their interactions with Korean classmates.

3.2. General remediation strategies

Some specific tips have been noted above, and more can be found in the resources in the References section below. One common theme that emerges from coaching in Korea is that many professors rely on traditional lecture-based, teacher-centered instructional methods, rather than modern, interactive and active learning methods. This is often because that is what they are used to, it is how they learned when they studied, they have not been trained in modern teaching methods, they may be resistant to modern pedagogical methods, and are unaware of its benefits or how to implement it.

Modern methods include discovery learning, inductive learning methods, "peer instruction", group and pair discussion tasks, group activities, communicative language teaching, problem based learning, and a number of other similar teaching methods. Coaches can and should encourage professors to try such teaching methods. More importantly, the research professors and teaching and learning centers need to hold regular workshops on modern teaching methods. They also need to make sure that such workshops are practical, are tailored to different academic fields, and that professors come and participate (say, to fulfill their professional development requirements along with coaching). Centers can also provide online resources and real-life examples and models of modern teaching methods in different fields.

3.3. Professional development issues

Beyond classroom teaching, new professors face various professional challenges, which may come up in coaching sessions; some common issues include:

3.3.1. Academic life

- **Balancing research and teaching:** Managing the competing demands of research productivity, service duties, and effective teaching, especially when contract renewals and tenure depend heavily on research output.
- **Workload management and work-life balance:** Managing heavy workloads, including teaching, research, and service responsibilities (this is especially burdensome for new professors); maintaining a healthy balance between professional duties and personal life.
- **Preparation time:** Managing lesson preparation time while balancing other academic responsibilities.

- **Demands of research:** Meet the research demands required for contract renewal, promotion, tenure, and general career success. For some fields, starting and managing a new research lab can also be very time-consuming.

3.3.2. Research demands

- **Writing and publishing articles:** Professors often struggle with writing and publishing research articles in peer-reviewed journals, especially high-impact international journals. This is especially stressful for those who are not confident in English and need help with articles to be published in international journals in English.
- **Connecting research to teaching:** Integrate research into teaching, and thereby enhancing both areas.

3.3.3. Other professional development issues

- **Career progression:** Advancing in academia, including building a research profile and networking within academic communities.
- **Teaching effectiveness:** Continuous self-improvement as a teacher through reflection, coaching, and professional development opportunities, and developing a stronger sense of self-efficacy as a professor and teacher.

Coaches will need to understand the demands and lives of professors in various departments on the tenure track, so they can at least understand their situations and empathize with them. Clients can also be encouraged to participate in faculty learning communities (FLCs) sponsored by our CTL. These are one-semester or one-year projects, in which professors in the same field collaborate on finding ways of improving teaching methods in their departments. Coaches and CTL staff should also encourage and assist departments with setting up faculty mentoring programs, where senior professors mentor younger professors. Such support programs are especially important for women, minorities, and foreign faculty members, who can face greater challenges with career advancement.

On rare occasions, it may be necessary to refer the client to a trained counselor, especially if the client is experiencing high levels of stress or distress. An educational consultant should not attempt to engage in counseling, as that should be left to a trained professional counselor. Also, the role of an educational consultant and coach should not be conflated with that of a counselor, as counseling goes beyond the job description of a coach.

3.4. English-related issues

Given the focus on English-Medium Instruction (EMI) at some Korean universities or departments, coaching sessions often need to address problems that arise with students' and professors' English abilities. These issues often require specific expertise and support due to the unique challenges and stresses of teaching and learning in a non-native second-language (L2) environment. Coaches who are not familiar with language acquisition or language education should seek help from outside consultants, or services of a qualified language coach need to be employed to help professors with these issues.

3.4.1. General L2 challenges

Many Korean professors have obtained their Ph.D. degrees in English-speaking countries, and some Korean universities preferentially hire those Ph.D. holders so they can teach EMI courses. However, this does not mean that the professors can teach comfortably in English. Professors can struggle with conducting their courses and lecturing in English. Students also tend to have limited English abilities, especially East Asian students who were taught with traditional teaching methods that do not emphasize practical communication and listening skills.

Working in a foreign language, even where the person is fairly proficient, can be psychologically taxing. When using one's native language, a typical person processes much of the language automatically and subconsciously, including recalling word meanings and mentally processing the linguistic structure of sentences. They can focus consciously on the overall meaning of what they are reading, or of what they are speaking. In a second language, this degree of automatic, non-conscious mental processing is lacking. Professors or students must use more conscious resources and mental effort to plan and produce what they want to say, to read texts, to write papers, or to listen to lectures. Thus, they have more limited resources for comprehending the overall meaning of what they read or hear, or for planning and expressing clearly what they want to say or write. Doing work in a second language is more effortful, more difficult, more tiring, and less efficient. For these reasons, problems have been regularly reported for undergraduate students, graduate students, and professors in EMI contexts. (See the various papers by Lee & Lee (2017, 2018a, 2018b, 2023) for references and literature review.)

3.4.2. Students' English abilities

One of the most common concerns raised by professors is the varying levels of English proficiency among their students, such as:

- **Students' English comprehension:** Many professors find it challenging to gauge how well students understand lectures conducted in English. This can affect the pacing of the lesson and the complexity of language used.
- **Students' general English ability:** The wide range of English language skills among students, from near-fluent speakers to those who struggle with English, often requires adjustments in professors' teaching methods and materials.
- **Foreign students' English abilities:** In classes with a mix of Korean and foreign students, professors may need to accommodate different levels of English proficiency, particularly among international students from non-English-speaking countries. Some international students may be near-fluent in English, while those from many other countries face significant challenges with English and/or Korean.
- **Participation in EMI classes:** Getting students to actively participation in an EMI course can be difficult, as students often lack confidence in their English skills.
- **Scaffolding lecture content:** Professors may need guidance on how to break down complex concepts into smaller, more digestible parts to help students with lower English proficiency. Scaffolding techniques, such as using visuals or repeating key points, can be discussed.
- **Students' willingness to use English:** Many students, especially in Korea, are hesitant to use English in class, even if they have the ability to do so. Their language anxiety is understandable, especially in light of the traditional language teaching methods that they have endured. Coaching can focus on methods for creating a more comfortable classroom environment, e.g., low-stakes speaking activities.
- **Students' ability to do exams or assignments in English:** Professors sometimes express concern about students' ability to complete written assignments and exams in English. They may need help in designing assessments that are more fair and suitable for the students' language skills.

3.4.3. Professors' English abilities

Professors themselves often face challenges with their own English proficiency, which can affect their confidence and effectiveness in an EMI classroom, e.g.:

- **Professor's general English abilities:** Professors may feel that their overall English skills are not sufficient for teaching effectively in English. Coaching sessions can help identify specific areas for improvement, such as vocabulary, grammar, or fluency.

- **Self-perceptions of English abilities:** Many professors underestimate their English competence, leading to a lack of confidence in their teaching (though a few may overestimate their abilities).
- **English pronunciation and speaking fluency:** This has been one of the most common language issues that arise in our coaching sessions. Professors feel self-conscious about their pronunciation and worry that it hinders students' understanding (and it is not unusual for students to complain about professors' poor English pronunciation and speaking abilities). Coaching sessions may include tips for improving clarity in speech or adopting specific pronunciation exercises.
- **Expressing oneself naturally in English:** Many professors find it difficult to express themselves as fluently or naturally in English as they do in Korean. This can affect their ability to engage students or explain concepts with suitable nuance and depth.
- **English classroom expressions:** Coaches often provide professors with a set of useful classroom expressions for managing class activities, explaining concepts, or giving feedback (see the references section below for guides).
- **Research writing and proofreading services:** Many professors need in their research writing in English. Coaching sessions may involve discussing methods for writing research articles in English, as well as where to find better proofreading or language editing services to improve their manuscripts.
- **Confidence in English:** A recurring issue for many professors is a lack of confidence when teaching in English. This affects their sense of efficacy as language learners and as classroom instructors.
- **Stress due to EMI:** Many professors experience significant stress related to EMI, particularly due to the pressure of teaching in English, meeting university expectations (e.g., for their research output and course evaluations), and balancing their teaching duties with research.
- **Time constraints:** Most professors, especially newer professors, are extremely busy and stressed with their work, and have little or no time for improving their English. Any advice from a language consultant or coach may not be feasible for clients if they do not have time to commit to studying and improving English. Also, areas like pronunciation and speaking fluency are notoriously difficult, and take a long time and much work to see any real improvement. Thus, coaches may be limited in how they can help professors with English.

3.4.4. Remediation strategies

Many professors simply do not have time to actively study and improve their English, so there may be little that can be done here. Coaches can encourage them to dispense with traditional language learning materials and courses, and instead focus on authentic materials. These are materials that are not designed for language learning, but for particular content areas for native speakers of a language. This can include any popular media, print media, entertainment media, educational media, professional sources, and academic sources (be they print, online, video, audio, or whatever). For example, in their spare time or for work purposes, professors can listen to English language contents online, or reading materials, about their fields of study, news, entertainment media, or whatever they would find informative or entertaining.

If professors are able to spend time with authentic materials, the two most helpful strategies may be the following:

1. **Extensive reading:** reading extensively in different areas, in different genres, ranging from entertainment materials to more serious materials. This can have the advantage of training the brain and working memory to become more efficient in a second language, including a greater degree of comfort and efficiency in processing English sentences in general.
2. **Extensive listening:** extensive listening to audio and video materials, ranging from entertainment materials to more serious materials. In addition to the improving working memory and comfort levels, learners can become more familiar with the prosody and sound patterns of English.

For speaking and pronunciation, it is important to focus on the overall rhythm or prosody of English, rather than just individual consonants, vowels, and words. The overall rhythm is more important for being comprehensible and for sounding natural. It is also very important that learners not seek to get rid of their "accent", as there is nothing wrong with speaking English with a Korean or non-native accent. Comprehensibility is far more important than sounding native-like. Sounding native-like is not a realistic or healthy goal. Attaining it is not important, and very likely impossible and unnecessary.

Also, since their English ability and comfort levels in class may be limited, it would be ideal for them to rely less on traditional lectures, and if possible, move toward alternative teaching methods, as discussed above. This can include blended or flipped learning, where students watch external lecture videos (at least sometimes) outside of class, and then the professor uses class time for dealing with questions, and then having students do hands-on learning activities, group activities, or group discussions, in order to learn more deeply and apply what they have learned. This can take pressure of the professors to lecture constantly in English for

the entire class session, and make class sessions more educationally meaningful and less tedious for students.

4. Program research and improvement

Research professors involved with coaching and other pedagogical support programs at the Center should keep up with relevant research on university pedagogy, education, and coaching. It is also advisable, if not necessary, for research professors to conduct regular reviews and evaluation of the coaching program, and to even engage in research that would help improve the coaching program and other programs. The research professor, CTL director, and CTL staff involved with teaching support programs can collaborate on such research, with the research professor leading the research and program evaluation efforts.

For example, the research papers produced by this author and this Center involved some survey research of clients (professors, as well as graduate students who participated in unrelated programs offered by the center), qualitative research of coaching reports, and occassional quantitative analysis. This also involved literature review of available research on university pedagogical coaching, pedagogical coaching in school contexts, and coaching in the business sphere; research on other teaching support programs; reviewing published coaching materials for business, professional and academic coaching; and finding information on similar programs at other teaching and learning centers in the country and internationally.

Research professors should also attend relevant conferences to learn more about coaching and pedagogy, present their research at conferences, and network with educational professionals and teaching and learning centers at other universities, in order to develop themselves professionally and improve their coaching skills.

5. References

5.1. General coaching manuals and research

The following publications provide general research based information on the enterprise of coaching, and general research on coaching.

Bloom, Gary S.; Castagna, Claire L.; Moir, Ellen R.; Warren, Betsy. (2005). *Blended Coaching.* Thousand Oaks, CA: Corwin Press.

Curry, L. (1990). A critique of the research on learning styles. *Educational Leadership, 48,* 50-56.

Delores B. Lindsey, Richard S. Martinez, Randall B. Lindsey. (2007). *Culturally Proficient Coaching.* Thousand Oaks, CA: Corwin Press.

Freedman, R., & Stumpf, S. (1978). What can one learn from the learning style inventory? *Academy of Management Journal, 21,* 275-282.

Gary S. Bloom, Claire L. Castagna, Ellen R. Moir, Betsy Warren. (2005). *Blended Coaching: Skills and Strategies to Support Principal Development.* Thousand Oaks, CA: Corwin Press.

Grasha, A. F. (1996). *Teaching with style: A practical guide to enhancing learning by understanding teaching and learning styles.* Pittsburgh: Alliance Publishers.

Jane A. G. Kise. (2006). *Differentiated Coaching.* Thousand Oaks, CA: Corwin Press.

Karen Kimsey-House, Henry Kimsey-House, Phillip Sandahl. *Co-Active Coaching: Changing Business, Transforming Lives,* 3rd ed. Boston, MA: Nicholas Brealey Publishing.

Kise, Jane A. G. (2006). *Differentiated Coaching.* Thousand Oaks, CA: Corwin Press.

Knight, Jim. (2007a). *Instructional Coaching.* Thousand Oaks, CA: Corwin Press.

Knight, Jim. (2007b). *Coaching: Approaches and Perspectives.* Thousand Oaks, CA: Corwin Press.

Kolb, D. A. (1981). Learning styles and disciplinary differences. In A. Chickering et al. (Eds.), *The Modern American College* (pp. 232-255). San Francisco: Jossey-Bass.

Kratzig, G. P., & Arbuthnott, K. D. (2006). Perceptual learning style and learning proficiency: A test of the hypothesis. *Journal of Educational Psychology, 98,* 238-246.

Lilienfeld, S. O., Lynn, S. J., Ruscio, J., & Beyerstein, B. L. (2010). *50 Great Myths of Popular Psychology.* Malden, Mass.: Wiley-Blackwell.

Pashler, H.; McDaniel, M.; Rohrer, D.; Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest 9*, 105–119.

Reynolds, M. (1997). Learning styles: A critique. *Management Learning, 28,* 115-133.

5.2. Online resources for educational consultants

The following booklets, handouts and brief guides may be helpful for newer coaches and educational consultants, as well as for clients. These resources address some of the problems listed in the previous section on typical coaching session issues.

5.2.1. Pedagogy and professional development

1. Assessment: General introduction: http://www.kentlee7.com/ped/assessment.general.intro.pdf
2. Cloud based and portable applications for teaching: https://www.kentlee7.com/ped/tech.cloud.portable.apps.pdf
3. English Wiki (various resources on pedagogy and language education): https:ww.enwiki.org
4. Formative assessment: http://www.kentlee7.com/ped/pho.formative.assessment.pdf
5. Giving feedback: https://www.kentlee7.com/ped/feedback.pdf
6. Graphics software for teaching: https://www.kentlee7.com/ped/tech.grafix.software.pdf
7. Intro to course, syllabus and lesson design: http://www.kentlee7.com/ped/ped.course.syl.design.pdf
8. Microteaching guide: https://www.enwiki.org/w/Microteaching
9. Pedagogy resources (English Wiki). https://www.enwiki.org/w/Pedagogy_resources
10. Rubrics: http://www.kentlee7.com/ped/pho.rubrics.pdf
11. Scaffolding: https://www.enwiki.org/w/Scaffolding
12. Teaching philosophy manual: http://www.kentlee7.com/ped/teaching.phil.manual.2011.pdf
13. Teaching Style Inventory: http://www.kentlee7.com/ped/tsi.guide.pdf
14. Understanding research based articles: http://www.kentlee7.com/pdf/app.understand.research.articles.pdf
15. Using group activities: http://www.kentlee7.com/ped/group.activities.pdf
16. Using questions: http://www.kentlee7.com/ped/questions.disc.pdf

5.2.2. English language resources

17. Conducting classes & lectures in English: http://www.youtube.com/watch?v=Q379kU2fx-U&feature=plcp
18. Differences between academic & general writing: http://www.kentlee7.com/writ/diff.academic.general.writing.pdf
19. English lecture expressions: http://www.kentlee7.com/eap/lecture.expressions.pdf
20. English Wiki (language guides and referencer). https:ww.enwiki.org
21. English word choice problems. http://www.kentlee7.com/eap/eap.wordchoice.pdf
22. Guide to lecturing and teaching in English: http://www.kentlee7.com/eap/eap.lecturing.guide.pdf 3

23. Understanding research based articles:
    http://www.kentlee7.com/pdf/app.understand.research.articles.pdf

5.3. Research references

These research articles provide the basis for some of the contents of this SOP, particularly Lee and Lee (2023).

Lee, K. A. & Lee, H. (2023). Faculty coaching and faculty needs in Korean universities. *Journal of Pan-Pacific Association of Applied Linguistics, 27*(2), 27-52. http://www.paal.kr/html/sub04_03.asp

Lee, K., & Lee, H. (2018). An EAP professional development program for graduate students in Korea. *TESOL Quarterly, 52*(4), 1097-1107. https://doi.org/10.1002/tesq.447

Lee, K., & Lee, H. (2018). Korean graduate students' self-perceptions of English skills and needs in an English-medium instruction context. *Journal of Multilingual and Multicultural Development, 39*(8), 715-728. https://doi.org/10.1080/01434632.2018.1438442

Lee, K., & Lee, H. (2017). Korean graduate students' perceptions of guidance and professional development. Higher Education, 73(5), 725–740. https://doi.org/10.1007/s10734-016-9988-9

6. Document history

1. SOP owner & author: Kent Lee
2. Subject matter expert: Kent Lee
3. Revision history
    a. Version 1: January 2012
        Note: This version served as the basis for the Lee and Lee (2023) study above.
    b. Subsequent versions: 2012-2014 (along with other related reports and documents, sections of which were later incorporated into this document)
    c. Final version: Oct. 2024
        Note: I no longer work at the CTL, but wanted to revise this to make this available for others in the field to freely use.
4. Permanent link to this document:
    https://www.kentlee7.com/ped/sop_pedagogical.coaching.pdf