

ABSTRACT

Teaching Students to Teach Students: The Effects of Peer Coaching

“ . . . the truth is to be taught, then teaching and learning must take the shape of truth itself—a community of faithful relationships. Education in truth must bring teacher and students and subject into troth with each other, into the very image of the truth it hopes to convey.”

-Parker Palmer

The first semester of the Institute for Embodied Learning was met with overwhelmingly positive response from participants, Creighton faculty and staff, and students expressing interest in future participation in the Institute. One of the most effective and participant-appreciated components of the Institute last semester was the opportunity for one-on-one coaching with the two lead facilitators. This semester, Institute alumni are eager to stay involved and share their experience and insight with future participants. While coaching from facilitators will remain available, we plan to incorporate six peer-coaches. Peer-to-peer education has been proven effective in higher education, and we believe they will have a positive impact on The Institute. These coaches will be Creighton undergraduate students who graduated from the Institute who will assist current participants in their journey of self-discovery and re-claiming of their entire selves in the classroom. We are developing a rigorous training curriculum to prepare these coaches to effectively and empathetically coach their peer through this exciting and often difficult process. We are interested in studying the effect of peer coaching on the entire institute – from the coaching sessions themselves to the student’s perception of the entire course material – and certainly other ways we have not yet imagined.

Investigators: Anne Dimond, Westin Miller, Dr. Faith Kurtyka

Participants: 24 Students, 6 peer coaches