

A Study on the Practice of Coach-Type Teacher Reform Classroom Teaching in the Colleges and Universities

Qiang Yu^{1,*} Hong Guo¹ Lanlan Liu¹ Zhaohui Wang¹ Hong Yang¹ Na Sun¹

¹*School of Geography and Tourism, Harbin University, Harbin, Heilongjiang 150086, China*

**Corresponding author. Email: yuqiang0708@163.com*

ABSTRACT

In this paper, from the perspective of coach-type teachers, by comparing the traditional teaching concepts and methods, the author discusses how to realize the role of university teachers in the new era, how to use coach technology to integrate advanced teaching concepts, innovate teaching structure and teaching mode, and apply them to the practice and exploration of classroom teaching reform.

Keywords: *colleges and universities, coach-type teacher, reform classroom teaching, study on the practice*

1. WHAT IS COACH-TYPE TEACHER

Under the background of the new era, the coach-type teacher is the re orientation of the role of traditional teachers in the practice of classroom teaching reform. The coach-type teacher is the companion and guide of students' autonomous learning. The core task of coach-type teacher is to inspire students' wisdom, stimulate their interest in learning and improve their learning ability and efficiency. The coach-type teachers can use the coach technology to integrate various teaching means and methods by "Coach +" structure mode, to implement and develop more effective activities of classroom teaching[1].

In the past, our understanding of traditional teachers was a director or an actor, the traditional teacher is the core of the classroom teaching, but the core of coach-type teacher's classroom teaching is the students. We think that the reason why traditional teachers have to change to coach-type teachers is that the era has changed. With the development of IT technologies, human society enters information age.

Information age brings both challenges and chances to traditional education. In the past, teachers were the only way for students to acquire knowledge, so they can accept the core position of teachers. However, with the change of the era, especially the rapid development of the information and intelligent, the carrier of knowledge has made a huge difference. Knowledge is being encapsulated in digital and diversified data forms and being spread through the Internet, as a result, the channels for students to acquire knowledge are faster and richer, and learning is freer and more fragmented. Because the pace of knowledge updating is too fast, teacher is no longer the only channel and authority for the learning of student. In classroom teaching, what teachers pass on to students is the method and channel of acquiring knowledge, not the traditional and outdated old knowledge. The final goal of learning does not depend on what the teacher teaches, but on what the students learn [2]. Therefore, traditional teachers need to be coach-type teachers, accompany

students to study, guide them to learn, and enlighten their wisdom to achieve the learning goals they want [3].

2. CHARACTERISTICS OF COACH -TYPE TEACHER

2.1. Emphasize Equal Relationship With Students

The teaching idea of the coach-type teacher is with the guidance of student's learning objectives. In the face of knowledge, both teachers and students are equal. The difference between teachers and students are the way of learning and the skills of study, and also include the ability of understanding knowledge[4]. The Equal relationship between coach-type teacher and student is reflected in the identity of learning. Both teachers and students have their own learning methods and channels, the teacher's method is not necessarily better than the student's and you can see that the way in which most students study is surprising. In the classroom teaching, there is no dictator of learning and authority of knowledge transfer, what teachers and students communicate is how to learn, explore learning methods and possible ways to solve problems, the common task of teachers and students is to achieve the objectives of learning, that is why the coach-type teacher is emphasize equal relationship with students.

2.2. The Heuristic Method Of Teaching

In the traditional classroom teaching, teachers always let students read textbooks, take notes and do written works, little times left for students to think, they ignored the students' wisdom and enthusiasm for learning, but the biggest character of coach-type teacher is heuristic teaching methods, the coach-type teacher believes in the wisdom of students, believe that students' learning ability is enough to achieve learning objectives. The traditional way of teaching is directive, but the coach-type teacher's

way is based on the current situation of students' learning, inspire their wisdom and guide students to learn independently. As the result, the learning of students is more active and effective. Design of classroom question and creation of question situation are the crucial skills of coach-type teacher and it can help students recognize the situation of the present study, find out the problems and deficiencies in students' learning process, inspire students' wisdom, explore more ways to solve problems.

2.3. Intuitive Thinking

The thinking of coach-type teacher is intuitive thinking and the coach-type teacher judges the truth of students' problems with his intuition. In the dialogue with students coach-type teacher can get the key words by intuition and get to the point of conversation quickly, make conversation more efficient, we call it effective dialogue, the effective dialogue technology is one of the core abilities of coach-type teacher. It contains two skills, "effective listening" and "effective response".

2.3.1. Effective listening

Traditional teachers often interrupt students from their subjective consciousness in their conversation. They think that they have understood and known what students want to express, but students don't think so, they will feel that the teacher doesn't respect them enough, they won't directly expose their real problem to you, they are just acting, so the teacher can not give students the answer they want, the conversation is useless and waste time. The coach-type teacher can get the key words of students intuitively with the skill of effective listening. They consider that students are the expert to solve their own problems and the wisdom of students is enough to find out the way to deal with.

2.3.2. Effective response

The traditional teacher's answer to students is based on the assumption of their own subjective judgment, the most likely result is that the answer is not the students want, the reason is that the teacher's answer is not really point to the student's actual question. The coach-type teacher can response to the critical problems of students with the skill of effective response, once they observes students really get the key point of his thought, he will tell students all the real confusion. The effective response can help students discover more possibilities and promote their innovation and action[5].

3. CLASSROOM TEACHING PROCESS MODEL

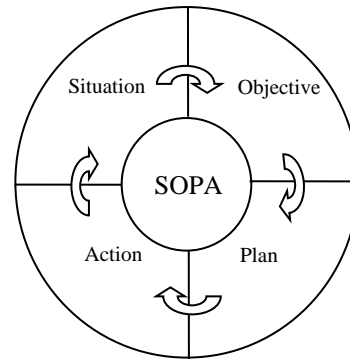


Figure 1 The "SOPA" teaching process model

3.1. Clarify Current Situation

Traditional teachers are used to implementing the first lesson according to the teaching calendar, the teaching content is generally the basic theory and concept, these fixed contents are marked in the text book for a long time ago, but the student maybe learned these contents by the way just like surf the internet before the beginning of the classroom teaching, they have learned and mastered these old obsolete textbook knowledge, so they won't interested on the traditional teacher's teaching contents[6].

3.1.1. What is the current situation

The first step of the "SOPA" teaching process is to clarify the current situation. When a coach-type teacher is carrying out classroom teaching, he should clarify the current learning situation of students first. The coach-type teacher needs to know what knowledge the students have mastered and what is the blind area for the student's learning, that is clarify the current situation of students learning. The purpose of clarifying students' learning situation is to ensure that the knowledge taught by teachers is what students are interested in and want to learn, the knowledge that the students have mastered can be ignored, and the knowledge contents that the students are interested can be enriched into the classroom teaching. To clarify the current situation of students' learning can help teachers organize the teaching contents more effectively and make the classroom teaching more attractive to students[7].

Generally, the classroom teaching is carried out according to the "syllabus" or "teaching calendar" or "teaching plan", these are the scripts for teacher to teaching. These scripts make the teacher's teaching activities too rigid. The result of clarify the current situation of student's learning could improve and enrich teaching contents, we will not abandon the script, the syllabus and teaching calendar or teaching plan are necessary, they only defined the basic tasks to be completed but they do not limit teacher to innovate and

enrich classroom teaching contents. In fact, only the innovative teaching contents that can attract more students' interested in learning.

3.1.2. How to clarify

The coach-type teacher will setup the pretest to the students before the class. The content of pretest includes the test of basic knowledge, the result of pretest is the basis of judging the degree of students' study. The content of the pretest is not designed by the teacher but discussed with the students, it is designed based on the current objective cognitive level and understanding level of students, by the results of the pretest teachers enable to clarify what students' learning puzzles and interests, by the way the teachers can make clear the key points in the future classroom teaching.

3.2. Determine Objective

The second step of the "SOPA" teaching process is to determine the objective of students' learning, the students' learning objectives are the coach-type teacher's teaching objectives. In other words, the teaching idea of coach-type teacher is to take students' learning as the core, the teaching contents are organized and implemented completely around the students' learning objectives. The teaching objectives are determined by the discussion between teachers and students, and are based on the results of the pretest.

3.2.1 How to determine the objective

The teaching objectives of traditional classroom teaching are based on the syllabus or teaching calendar. These teaching objectives determined according to traditional textbook or reference books, the updating of the knowledge in the textbooks and reference books is very slow. If the students have understood and mastered the knowledge in the book, it will have no meaning for their study. The same to teacher, if the knowledge taught by teacher is mastered by the students, these contents are meaningless for the teachers' teaching. Therefore, in order to make classroom teaching more meaningful, the teacher needs to select the teaching contents which needed and interested by students. In a word, the teaching objective is the learning objective, the teaching content chosen by teachers should confirm to the requirements of students' learning objectives.

3.2.2. Objective type

3.2.2.1. Knowledge objective.

The knowledge objective is expanded form the textbooks and reference books. These knowledge in the textbook and reference books is the basic objective for student to learn, and some of these knowledge has antiquated or the students have mastered, but the knowledge beyond the textbook and reference books is the teaching key point of the coach-type teacher. The new knowledge which student interested is the key objective of coach-type teacher's teaching

3.2.2.2. Capability objective.

What kind of learning ability should teachers cultivate students? Maybe there are many answers, just like reading, thinking, doing, but the core ability of learning is autonomous learning, the coach-type teacher is the trainer and facilitator of student's autonomous learning ability. By the coach technology, teachers can let students expand the learning ability and explore the possibility of learning more knowledge.

3.2.2.3. Quality objectives

The coach-type teacher always attach great importance to the training of students' comprehensive quality. The quality objectives include provide stimuli and challenges in intelligent development for students to help them get beyond their limits and raise their self-confidence, have great cooperative spirit and sense of team-work, have the ability of independently thinking and solving problem, training students to have critical spirit and innovative thinking.

3.3. Plan

The normal teaching plan is basic on the syllabus and calendar, that is the script of traditional teacher's teaching, but not the coach-type teachers'. The teaching plan of a coach-type teacher is based on the students' current situation, by clarifying the learning objectives of students to determine the teaching plan. The normal teaching plan is only the basic teaching tasks of teacher, but the coach-type teacher has higher requirement, their classroom teaching activities revolve around students' learning objectives, the content of the teaching plan is what students are interested in and want to learn, it also includes the contents that students must master and study in normal teaching plan. The plan fully reflects the teaching concept "learning as the core" of coach-type teacher.

The teaching plan also gives full consideration to students' learning ability, investigate students' learning methods and

channels, and respect students' learning habits and experience. The coach-type teacher have great flexibility in develop and implement the teaching plan, the plan is recognized and accepted by both teachers and students.

3.4. Action

The teaching plan is the program of teaching activities. The coach-type teacher have strong ability of action and execution when carrying out teaching activities and implementing teaching plans. The coach-type teacher has many teaching methods and means to organize and carry out teaching activities. It is reflected in the fact that before class, coach-type teacher will assign preview tasks which can be completed by students themselves. In this way, it not only mobilizes students' learning state, but also completes the learning of simple knowledge, especially the basic knowledge in textbook. In class time, the coach-type teacher usually try all efforts to stimulate students' learning enthusiasm, mobilize students to develop various classroom learning activities. For example, group discussion, debate in classroom, flipped classroom, the chief protagonist in the classroom is the students, the coach-type teacher pay the role of viewer, by observing students' performance and results in learning activities to judge and evaluate whether the learning objectives are achieved.

4. "COACH+" TEACHING METHOD

At the moment, many successful teaching methods have been applied to the practice of classroom teaching reform in universities. "Massive Open Online Course(MOOCs)", "Small Private Online Course(SPOC)" and "Flipped Class Model" as the representative achievement of foreign classroom teaching reform, "Nankai Effective Teaching (NKET)" of Nankai University, "the PAD class" teaching model of Fudan University as the practical results of teaching reform in China.

The basis of "coach +" teaching method is coach technology. We don't want to negate and change the advanced teaching methods, we just integrate coach technology to improve the teaching effect on the basis of those methods. What coaches improve is teachers' teaching ability, let teachers become to coach-type teacher, Essentially, "coach+" teaching method is the coach-type teacher use those methods to teach, the core task is to explore how ordinary teachers become coach teachers.

We believe that only the coach-type teacher can give full play to those advanced teaching methods and obtain better classroom teaching effect. The common characteristic of those advanced teaching methods is the innovation of teaching mode. But the "coach+" stressed the importance of teacher. In the practice of classroom teaching reform, it is not only to solve the problem of innovation in methods, but also to improve the teaching ability of teachers. The core skill of coach-type teachers is coach technology.

5. CONCLUSION

In the information age, knowledge is changing and teaching methods are changing. How to enhance the charm and attraction of teaching in the information age, and how to enhance the teaching ability of teachers are the issues of every teacher. In order to adapt the requirements of the reform of classroom teaching in the new era, teachers must carry out self-revolution, they need to innovate the teaching concept and reform the teaching method. The coach-type teacher is the new role of traditional teachers.

ACKNOWLEDGMENT

This work was supported by Harbin University Teachers' Teaching Development Fund (JFQJ2019008), and also is the practical research results of the second batch of teaching mode reform projects "Tourism e-commerce" of Harbin University.

REFERENCES

- [1] Fang Ying, Research on teaching skills of coaching teachers, *HEILONGJIANG Science*, 2019, vol.10, pp. 18-22.
- [2] Qiang Yu, Xiufeng Zou, Pengbo Shang, The Application and Practice of Intergenerational mentoring techniques in Guiding Entrepreneurship Education in the post-90s, in: 3rd International Conference on Modern Management, Education Technology, and Social Science (MMETSS 2018), *Advances in Social Science, Education and Humanities Research*, 2018, vol.215, pp.160-163.
- [3] Clancy M. Seymour, Gregory K. Reeds, *Teaching Methods for Coaches-Coaching Methods for Teachers, Strategies*, 2018, pp.10-15. DOI:10.1080/08924562.2018.1515679
- [4] Young Hwan Lee, Kyong-Jee Kim, Enhancement of student perceptions of learner-centeredness and community of inquiry in flipped classrooms, 2018, 18(1):242. DOI:10.1186/s12909-018-1347-3
- [5] Qiang Yu, Lili Huang, Lin Guo, Pengbo Shang, The application and practice of the coach technique in university innovation and entrepreneurship education, in: Yulin Zhong(Eds.), *Proceedings of 2017 2nd International Conference on Humanities Science and Society Development (ICHSSD 2017)*, *Advances in Social Science, Education and Humanities Research*, 2017, vol.155, pp. 224-227.

[6] Michael R. A. Drake. Learning to Coach in Practice-Based Teacher Education: A Self-Study, *Studying Teacher Education*, Routledge, 2016, 12(3), pp.244-266. DOI:10.1080/17425964.2016.1237871

[7] Tabak, Radinsky, Educators' Coaches, Peers, and Practices: Revisiting How Teachers Learn, *Journal of the Learning Sciences*,2015,24(3), pp.343-346. DOI:10.1080/10508406.2015.1065664