



EDU SUPPORT FEEDBACK SESSION FOR COACHES ENT301TC - SESSION #2

APRIL 19TH 2023
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EDUCATIONAL DEVELOPER
EDU

TODAY'S AGENDA

EDU Support for ENT301TC: progress and next steps

1. Challenges in coaching students (ENT301TC)

- Coach's Feedbacks

- Current actions & plans

2 Best Practices of Coaching

- Key Learning from Practice and Consultation sessions

- Observations

- Connect Page 'ENT301TC Support for coaches

3. EDU Support from a student's perspective

4. Library Session (April 25th) – Searching Skills

5. Tools to enhance cognitive learning in coaching students

6. Next Steps



COACH'S FEEDBACKS

| Groups | |
|-------------------|------------|
| ABRAHAM | 4, 36 |
| ANTONIO | 17, 35, 39 |
| AVA | 10, 26, 31 |
| Bogdan | 14, 29, 18 |
| CHRISTOPHER | 42, 19 |
| FAWAD | 1, 21, 40 |
| Gerard | 6, 15 |
| JOE | 8, 33, 20 |
| KHALID | 16, 44, 45 |
| MUSTAFA | 12, 27, 24 |
| Seet Yew (Joseph) | 5, 43, 22 |
| TONG He | 2, 30 |
| WEIZE | 3, 13, 32 |
| Zhongjie (Jack) | 7, 28, 41 |
| Wu Tong | 9, 23, 46 |
| Andy King | 11, 25, 37 |
| Xiaojun Zhang | 1 |

| | |
|---|---|
| Number of consultations with coaches by EDU | 4 |
| Number of observations (+recordings) by EDU | 3 |
| Consultations with module leader (EDU) | 8 |



| | | | |
|----|--------------|----------------------------------|---|
| 4 | Tutorial 1 | March 6-7th See Table below | Writing Secondary data + Exploration |
| 4 | Field Work 1 | March 8th | Consistency check on compet + secondary+ exploration |
| 5 | Tutorial 2 | March 13-14th See Table below | Prototyping, validation |
| 6 | Seminar 2 | Mo March 20th 1:00pm - 3:00pm | Business model theory and how to create it |
| 7 | Tutorial 3 | March 27-28th See Table below | Writing Business strat, mktg, ope, HR, & Comms |
| 7 | Field Work 2 | March 29th | Consistency check on prototyping + business model |
| 8 | | | |
| 9 | Seminar 3 | Mo April 10th 1:00pm - 3:00pm | Check the costs of the business model |
| 10 | Seminar 4 | Mo April 17th 1:00pm - 3:00pm | Transfer to numbers: cash validation |
| 10 | Field Work 3 | April 19th | Consistency check on financials vs market vs business model |
| 11 | Tutorial 4 | April 24-25th See Table below | Conclusions + Exec summary + Pitch instructions |
| 12 | Seminar 5 | Mo May 1st 1:00pm - 3:00pm | No class |
| 13 | Tutorial 5 | May 8-9th See Table below | Pitch Rehearsals |
| 13 | Field Work 4 | May 10th | Consistency check on business plan complete + pitch |

Extract: module handbook ENT301TC

CHALLENGES

Progress and current actions..

- Perception of the role of the coach
- Level of awareness towards professional skills and employability
- Student's mindset about 'way of learning' : learning experiences vs. grades ('why should I learn that way and do all those things...')
- Searching Skills

CHALLENGES

Scope and Objectives of EDU Support:

- (1) Enhancing students **cognitive learning** in relation with data analysis in the preparation of the business plan -> extended scope
- Support coaches (mentors) to facilitate sessions and interactions with students to promote active behaviors in cognitive learning
- Observation of student's learning process; providing feedback to the module leader
- (2) -> extended scope: learning process, assessments,..

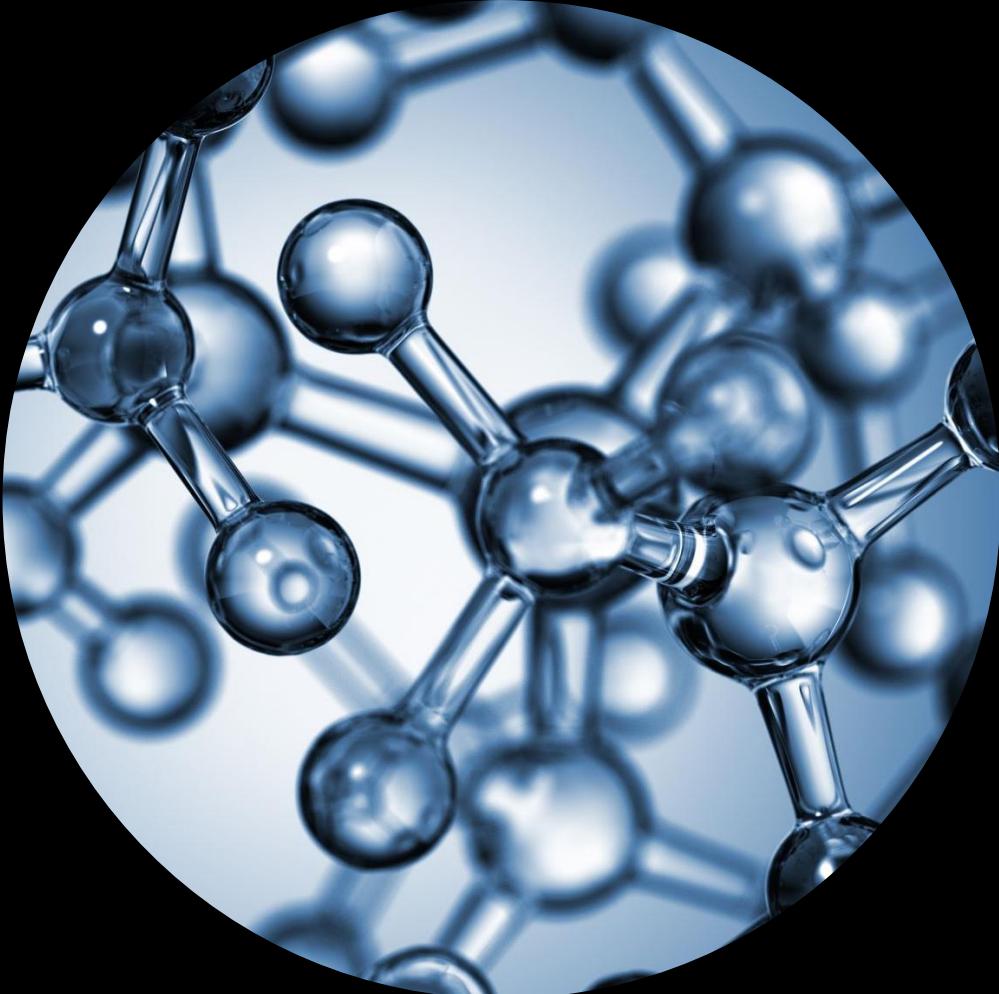
STUDENT CENTERED LEARNING & TEACHING

Teacher's roles in coaching

- observing students,
- offering hints and reminders, providing feedback,
- scaffolding and fading, modelling, and so on—as integral to the **learning situation**.
- highly situation-specific and is related to problems that arise as students attempt to integrate skills and knowledge.



**'Constructivist learning: challenges and opportunities' –
IBSS Panel Discussions Event –
December 8th 2021**



Coaching Best Practices

- Assigning roles in the team
- Use mindtools
- Discuss student's feelings
- Subjective feedbacks vs. objective feedbacks
- Help students be 'intentional'
- Acknowledge shortcomings with a range of soft skills
- Searching Skills
- Exploration/integration/ resolution 'phases'



EDU Support ENT301TC for coaches

by Jean-Yves Le Corre

<https://connect.xjtu.edu.cn/user/jeanyves-lecorre/edu-support-ent301tc-for-coaches>

In ENT301TC, EDU support aims to encourage and assist mentors (coaches) **to reflect on experience, identify and develop innovative mentoring practices**, as well as to facilitate dissemination of best practices among mentors in ENT301TC and other mentors groups at XJTLU. Our primary focus is on **enhancing students cognitive learning in business data analysis** in the preparation of the business plan for the Capstone project. All coaches are invited to share their experience, make suggestions and contribute to the project. EDU will conduct **consultations, feedback sessions, and observations**. (please contact jeanyves.lecorre@xjtu.edu.cn / Weechat: Jylecorre)

Coaching in ENT301TC 'Log" on mentoring practices: Key Highlights

Major events, key areas of focus and ongoing actions for sharing best practices among coaches are hightlighted here:

EDU Support feedback session on March 22nd

- One major area of concern which was discussed in the last EDU support session is the **perception of the role of coaches by students**. Further discussions revealed there is quite large diversity on that question among students' groups. Specific actions should take place to help students have better understanding of the role of the coach, as well as being able to understand how working with coaches contributes to learning performance (and grades).
- Another area of concern which came out from recent discussions with coaches is the **level of exposure from students to employer's expectations** in terms of professional skills



FORUM DISCUSSION

Consultation Meeting March 30th

- Searching skills and students proficiency using library database is a major factor which could affect their progress working with coaches

LIBRARY SESSION (APRIL 25TH)

Part 1: (30mns) – Jean-yves Le Corre

- re-assess searching skills along the different steps of the preparation of their business plan, and reflect on their searching objectives and strategies.
- The nature of information, including types of information, and the processes involved in identifying, utilizing, managing and communicating business information.
- Identify the most appropriate sources for finding information at different stages

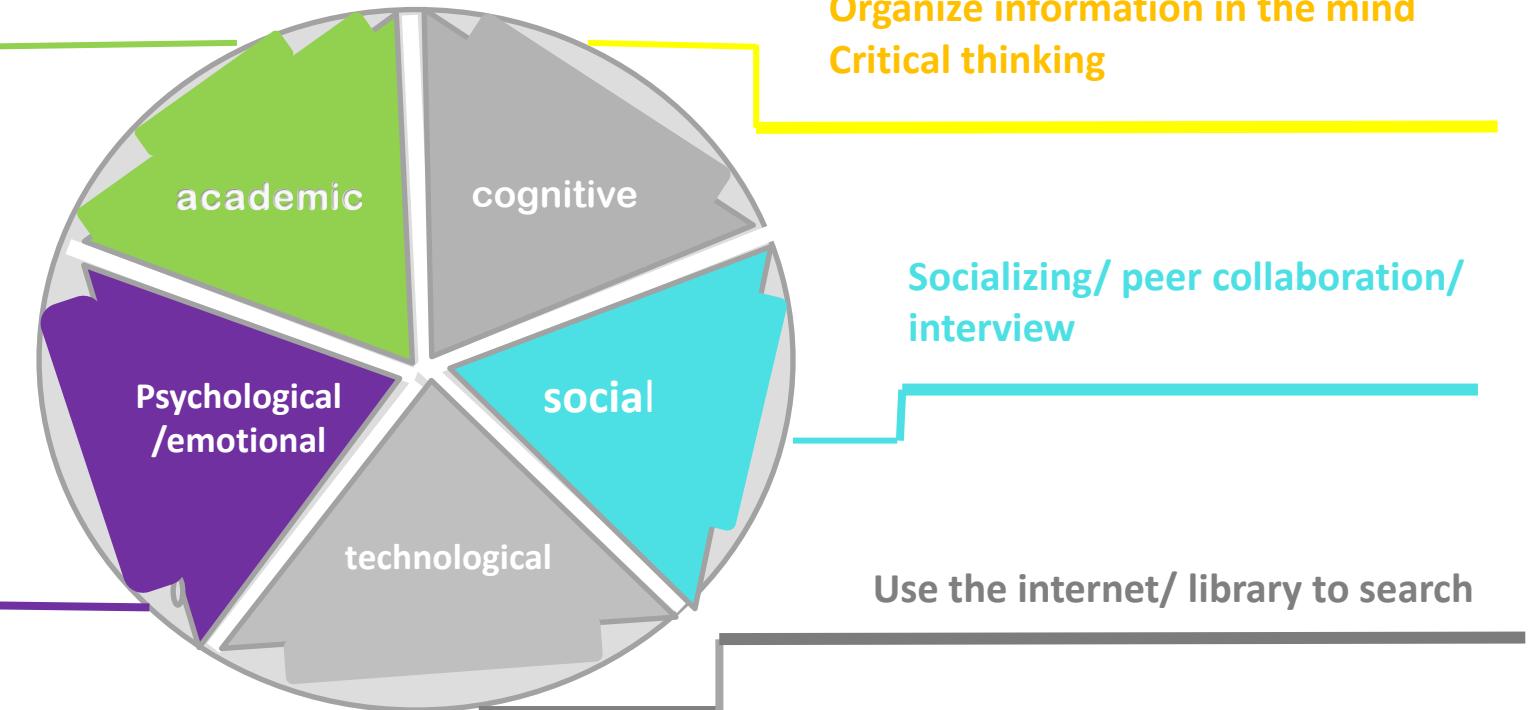


Part 2: demo session (with support of XJTLU librarians)

- Business Source Ultimate"
- Wanfang Data
- "WRDS", "CSMAR" and "CEIC" in the part "Financial Databases"
- , all financial databases available are summarized in the [Library guide Financial Data Databases](#), we'll introduce the guide to students as well.

SEARCHING SKILLS (APRIL 25TH)

Searching skills
Use information for academic purposes



Data
Sales revenue
Number of complaints from customers

Information
Sales revenue increase but quality complaints increase

Knowledge
Quality is not a driver of sales growth

Understanding
My business model should not focus on building quality competitive advantage

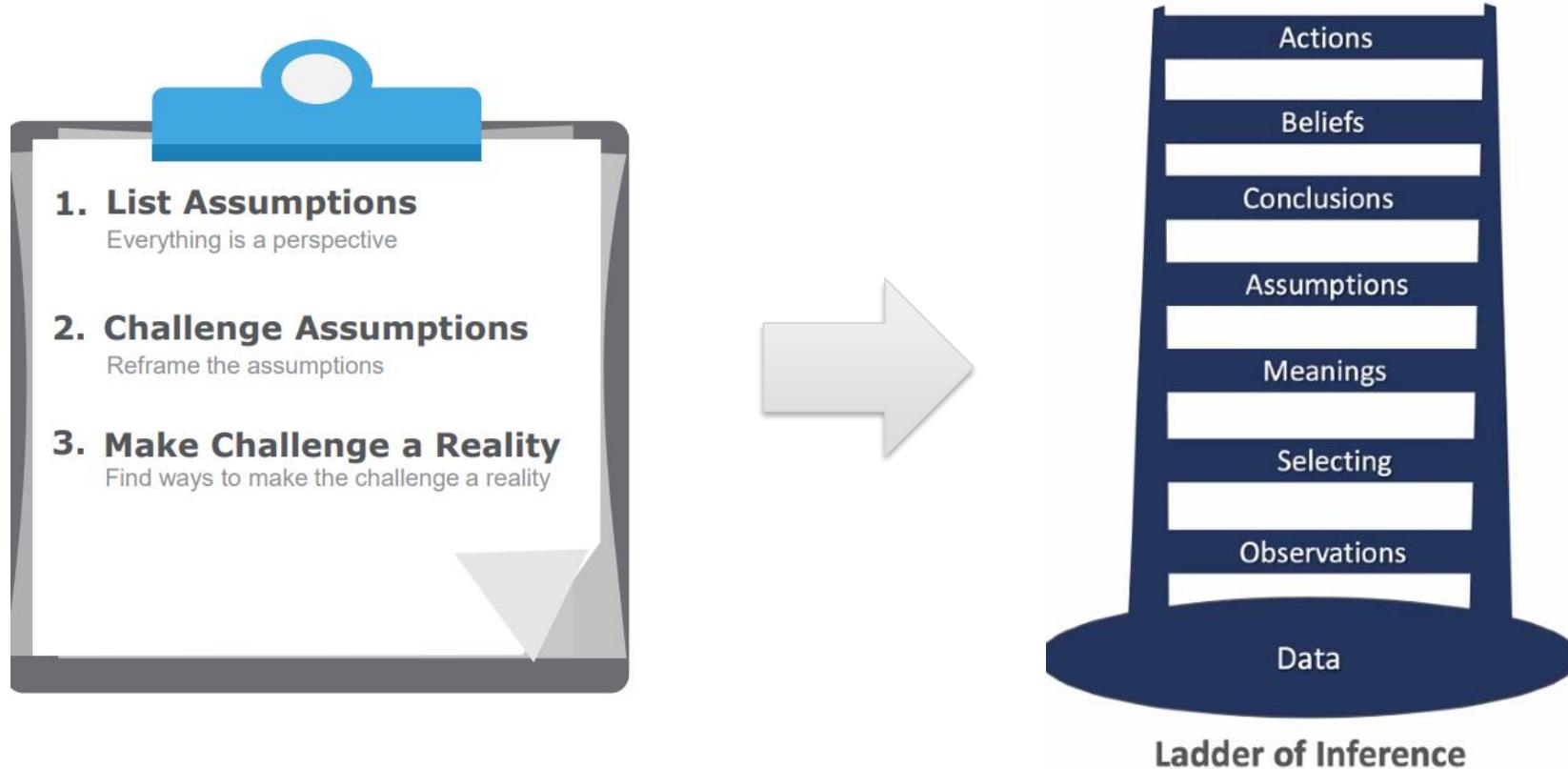
Example

| 5E stage (Bybe) | Information search and resource management tools |
|-----------------|---|
| Explore | Both students in the dyad conduct internet searches or library databases searches Collect citations via social bookmarking tools |
| Explain | Refer back to collected sources to write up individual explanations |
| Explain | Share sources with partner |
| Elaborate | dyad refers back to combined sources for designing the experiment and post meeting for analyzing results and writing report |
| Evaluate | Learners' individual reflect on their work using sources collected |

Source: **Source:** Dabbagh, N., Marra, R.M., & Howland, J.L. (2018). *Meaningful Online Learning: Integrating Strategies, Activities, and Learning Technologies for Effective Designs* (1st ed.). Routledge



MAKING ASSUMPTIONS: LADDER OF INFERENCE



How to integrate into practice ?

Data
Sales revenue
Number of complaints from customers

Information
Sales revenue increase but quality complaints increase

Knowledge
Quality is not a driver of sales growth

Understanding
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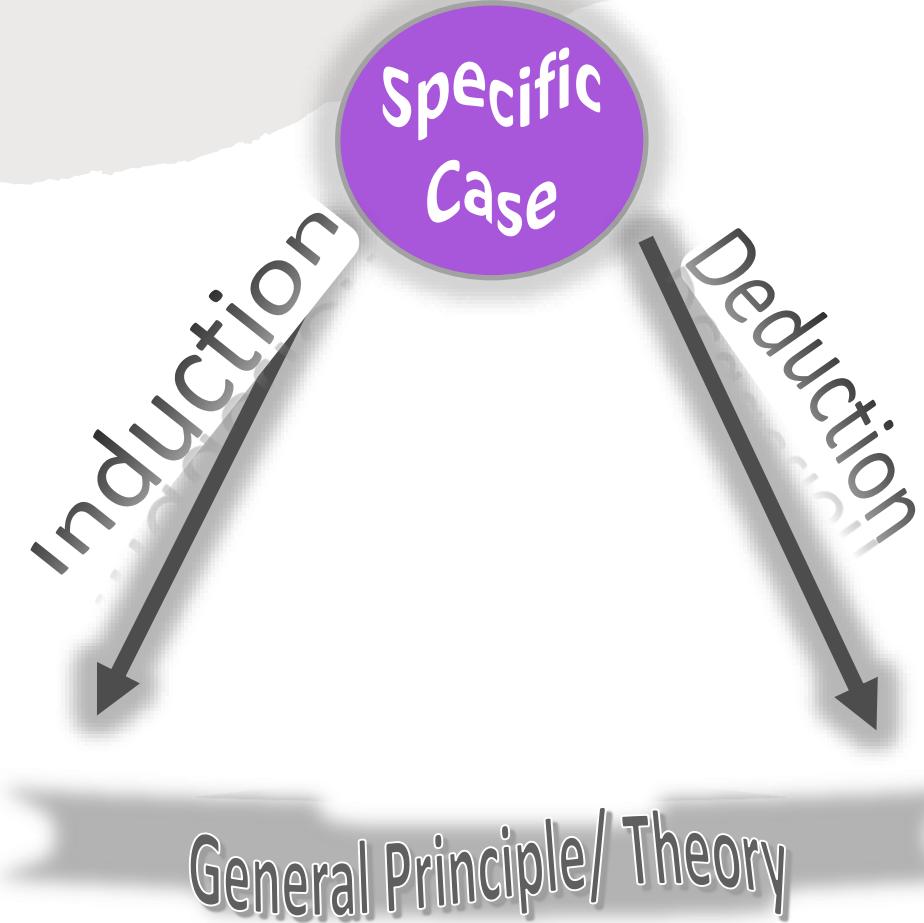
Deductive arguments:

- The premise: All men are mortal;
- Indicator: therefore,
- Conclusion: I am mortal

Inductive arguments:

The premise supports the validity of the conclusion.

- Sunday is always sunny in this village
- therefore,
- tomorrow will be sunny



DIFFERENCES IN THINKING STYLES



Thinking Style continued...

Inductive Orientation

Social environments that tend to value reasoning based on experience, particular incidents and experimentation.

- Principles and theories are derived from the analysis of data.
- Models and hypotheses are based on empirical observation and experimentation, and the goal is verification through empirical proof.
- The amassing of facts and statistics is valued, and a good deal of faith is placed on methodologies and measurements.

Deductive Orientation

Social environments that tend to value reasoning based on principles, morals, theories and abstract logic.

- Priority is given to the conceptual world and symbolic thinking rather than the amassing of facts.
- Influence of the past and future is greater in this type of thinking process.
- In general, problems are classified and solutions discovered based on previous experiences and contextual circumstances.

DIFFERENCES IN THINKING STYLES

Linear Orientation

Social environments that tend to focus on the sequential and isolated consideration of issues and ideas.

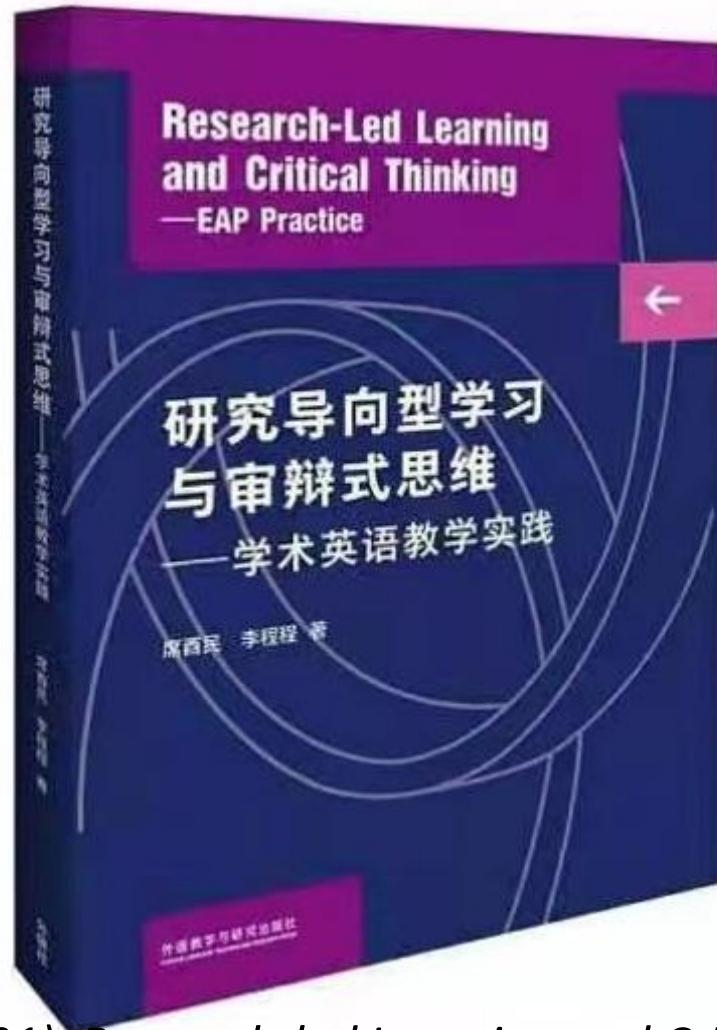
- When faced with a problem, linear cultures dissect it into small chunks that can be linked in chains of cause and effect.
- Emphasis on detail, precision and pragmatic results.

Systemic Orientation

Social environments that tend to focus on the holistic inter-relatedness and integration of issues and ideas.

- When faced with a problem, systemic-oriented cultures stress an integrated approach, sometimes called "holistic" or "synthetic".
- Integrated viewpoint focuses on relationships between parts and their connections.
- Often a reliance on analogy, metaphor and simile explanations.

RESEARCH-LED LEARNING: PRACTICE



Xi, Y., & Li, C. (2021). Research-led Learning and Critical Thinking—EAP Practice, Foreign Language Teaching and Research Press

NEXT STEPS

Next Edu feedback sessions : May 10th

1. Edu 1-to-1 Support

- Consultations: planning for your next coaching session
- Observations; feedback on your students teams.

2 Next Edu feedback sessions : May 10th

- Coachers' Self evaluation
- Guest Speaker on Cognitive tools for learning
- Post-'learning experience' event with students

THANK YOU

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