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“Opportunities in legal teaching after the pandemic: Educational Coaching as an innovative tool in a Digital, Multilingual and Globalised society”

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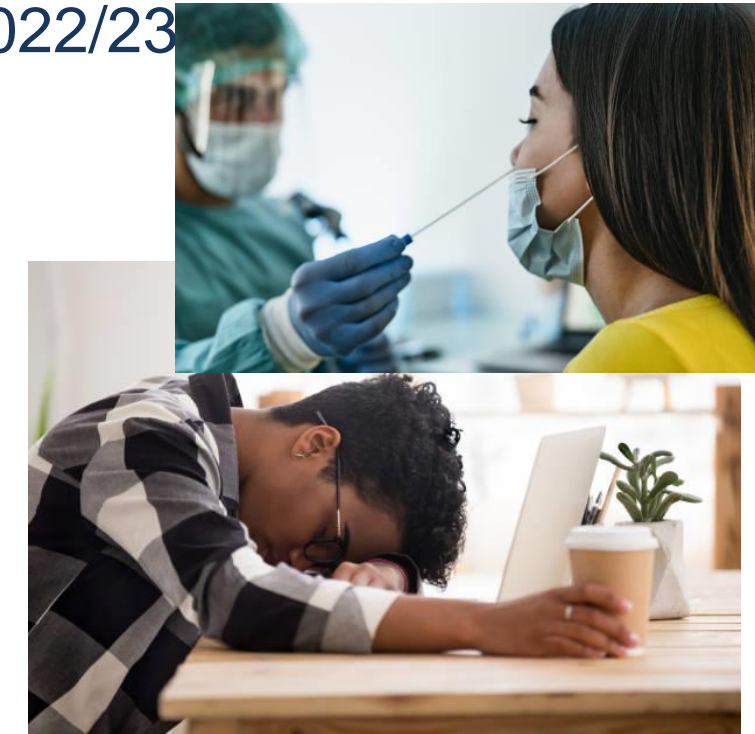
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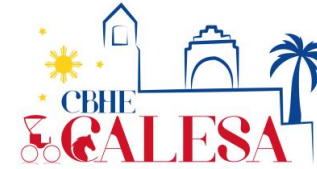
CONTEXT: CHALLENGES AND OPORTUNITIES

- COVID-19 Pandemic and Teaching: challenges...and opportunities
- Context at the University of Malaga Law Degree in 2022/23
- Lack of research skills (End-of-Degree Essay)
- Demotivated students
- Burned teachers





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EDUCATIONAL COACHING

WHAT, WHY, WHO





EDUCATIONAL COACHING

• *What it is?*

“coaching” is a **learning process** in itself (Baniandrés) that “Empower people by providing them with self-directed learning, personal growth and improved performance” (Nieuwerburgh).

- ❖ “Coaching encourages the person to commit to thinking for himself and to take responsibility for his own learning process;
- ❖ Coaching helps to detect barriers to learning, so that the natural ability of every person to learn by himself comes out;
- ❖ In the coaching process answers are not given, but the person or team is encouraged to design their own answers”



EDUCATIONAL COACHING

• *Why it is useful?:*

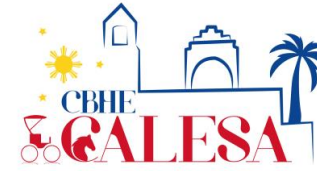
- coaching would try to joint, during the course of their learning, the recipient of it. All this by questioning him so that the questions and interventions collaborate with the recipient to find answers and achieve objectives.

• *Who is involved?*

- Roles involved in coaching: the teacher (*coach*), who will act as a «facilitator», and the student (*coachee*), whose task is to be “generator of their own knowledge”



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IMPLEMENTATION OF “EDUCATIONAL COACHING”

3 PHASES:





1. DETERMINATION OF OBJECTIVES

- By *coachee* together with the coach
- Academic objectives...
 - but not only related with the subject (understanding and critical knowledge of International Society), but also general objectives of the degree (research and analyse legal information, legal argumentation...)
- The achievement of these competences will result in an improvement in other subjects of the degree, such as the Final Degree Project, which requires a series of skills that are not usually practiced during the degree (mainly research and public presentation of academic works)



2. THE LEARNING PROCESS

- the "comprehensive process of support through the implementation of professional techniques, focused on the acquisition, development and strengthening of the necessary skills to achieve the objectives set by coachees"
- Teacher (coach) is a “facilitator” not a “Answer-Giver”
- Application of the following elements in the classroom :
 - Have a shared vision of the future with teaching staff,
 - Setting high expectations that positively affect motivation
 - Permanent interaction with students (for which ICT will play a fundamental role).
 - Foster a culture of collaboration within the classroom.



3. FINAL EVALUATION

- Checking fulfilments by students (curricula requirement)
- Continuous evaluation → day-to-day report assessment
 - Class/Virtual campus participation.
 - Individual or group work (projects, designs, essays, reports, investigations, case resolution...).
 - Assessment of specific exercises, individual and/or group, that are proposed and carried out during the development of the subject (problem solving, text analysis, specific practices...).
 - Execution of the student's diary.
 - Public presentation of productions, individual or group.
- Final simulation
- Self-assessment questionnaire



FINAL REMARKS: EXPECTED RESULTS

- Main objective to implement innovative methodologies: improving educational quality
- Educational coaching is expected to allow the development of the instructional potential of teachers, thus achieving greater efficiency in the teaching-learning process
- Results would imply
 - **quantitative increase** in the number of students participating in the methodology, as opposed to the classic final exam system.
 - **qualitative improvement** in the educational process is expected, through greater satisfaction of teachers and students who participate in this teaching method



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Thank you !

