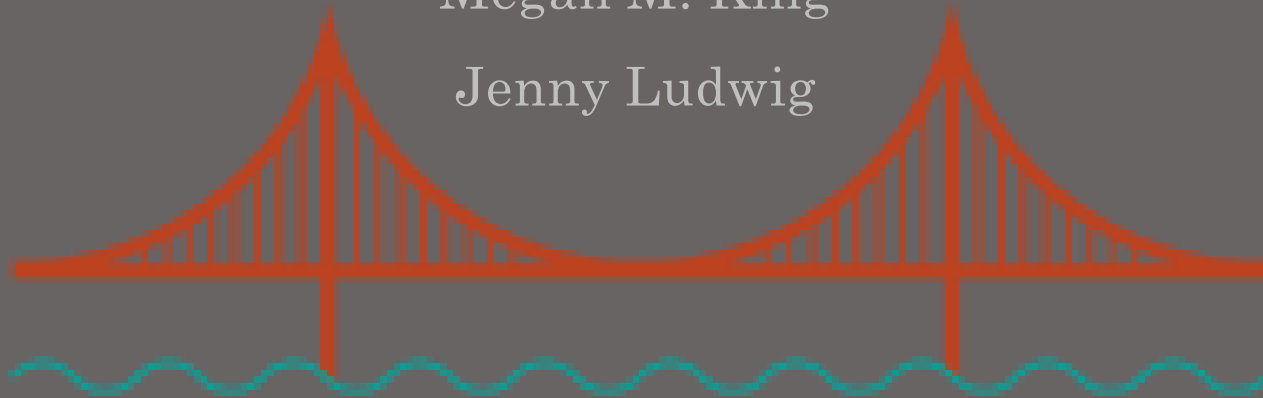


A Bridge Over Troubled Water: Building Confidence Through Academic Coaching

Megan M. King

Jenny Ludwig



Student Success Center

<https://studentsuccess.utk.edu>



Academic Coaching

Meet one-on-one with a professional academic coach who can help you study smarter, manage your time more efficiently, set goals, and prepare for tests.

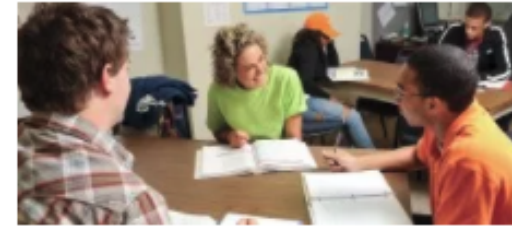
[Schedule Appointment](#)



Supplemental Instruction

Group sessions for students to work together to develop strategies to master course content, review material, and prepare for quizzes and tests.

[See Schedule](#)



Tutoring

One-on-one tutoring across a wide variety of subjects. Available at several campus locations by appointment, drop-in, or for test reviews.

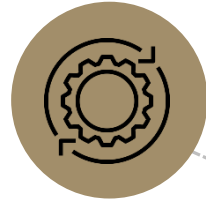
[See Schedule](#)

[Schedule Appointment](#)

Academic Coaching

Process

Work over time with students to help them assess their strengths and needs, change their mindset and devise, or revise, a personalized plan of action.



Action-Oriented

Students are expected and encouraged to take action on devised plans that encourage problem solving and critical thinking



Reflective

Students are encouraged to reflect upon their actions, and in doing so gain ownership over their decisions and progress made toward their goals and action plan.



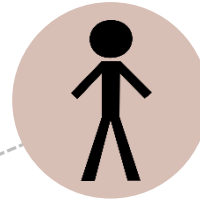
Holistic

Personalized experience for students that holistically connects them to the academic support and resources they need to reach their educational and career goals.



Individualized

Students receive the type and intensity of support appropriate to their unique and diverse needs.

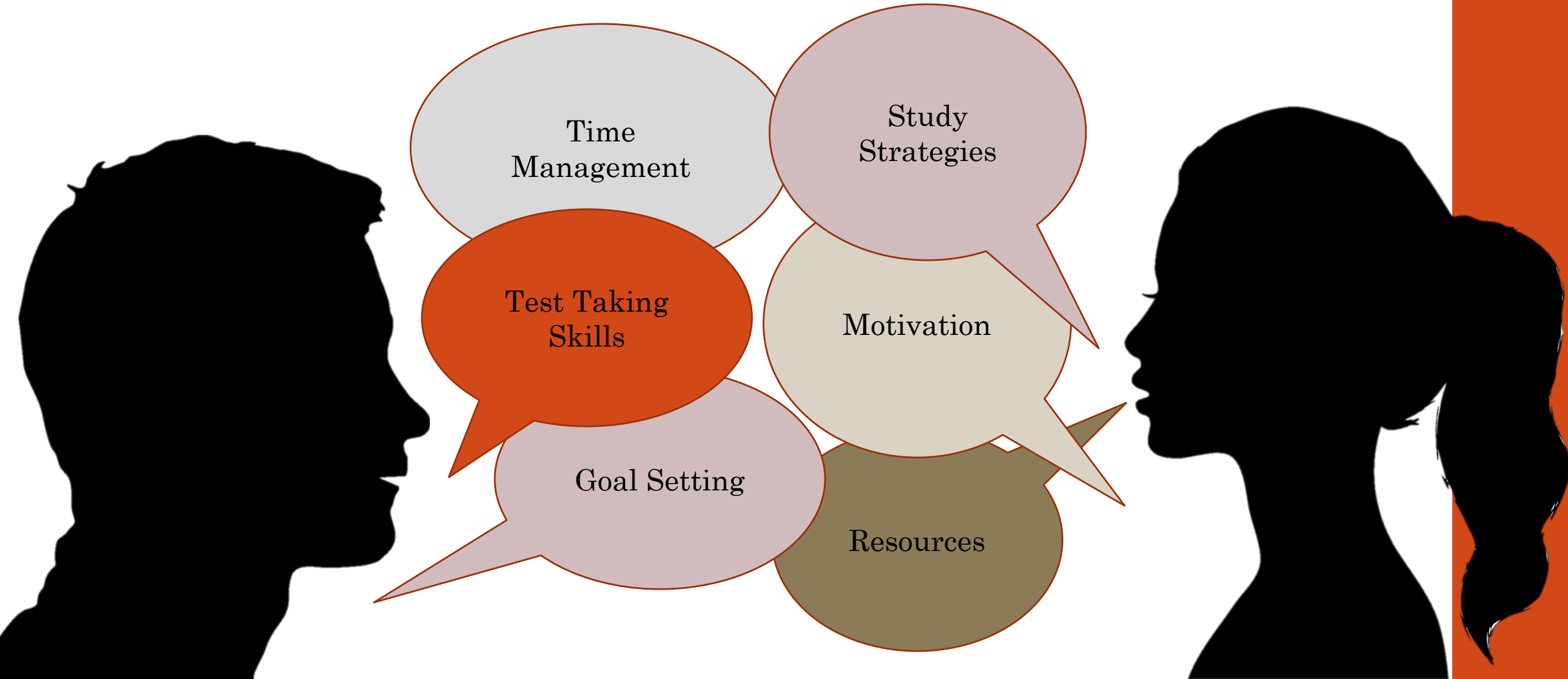


Goal Oriented

Students are challenged to set personal and/or professional goals and meet milestones or established benchmarks



Coaching Topics of Conversation

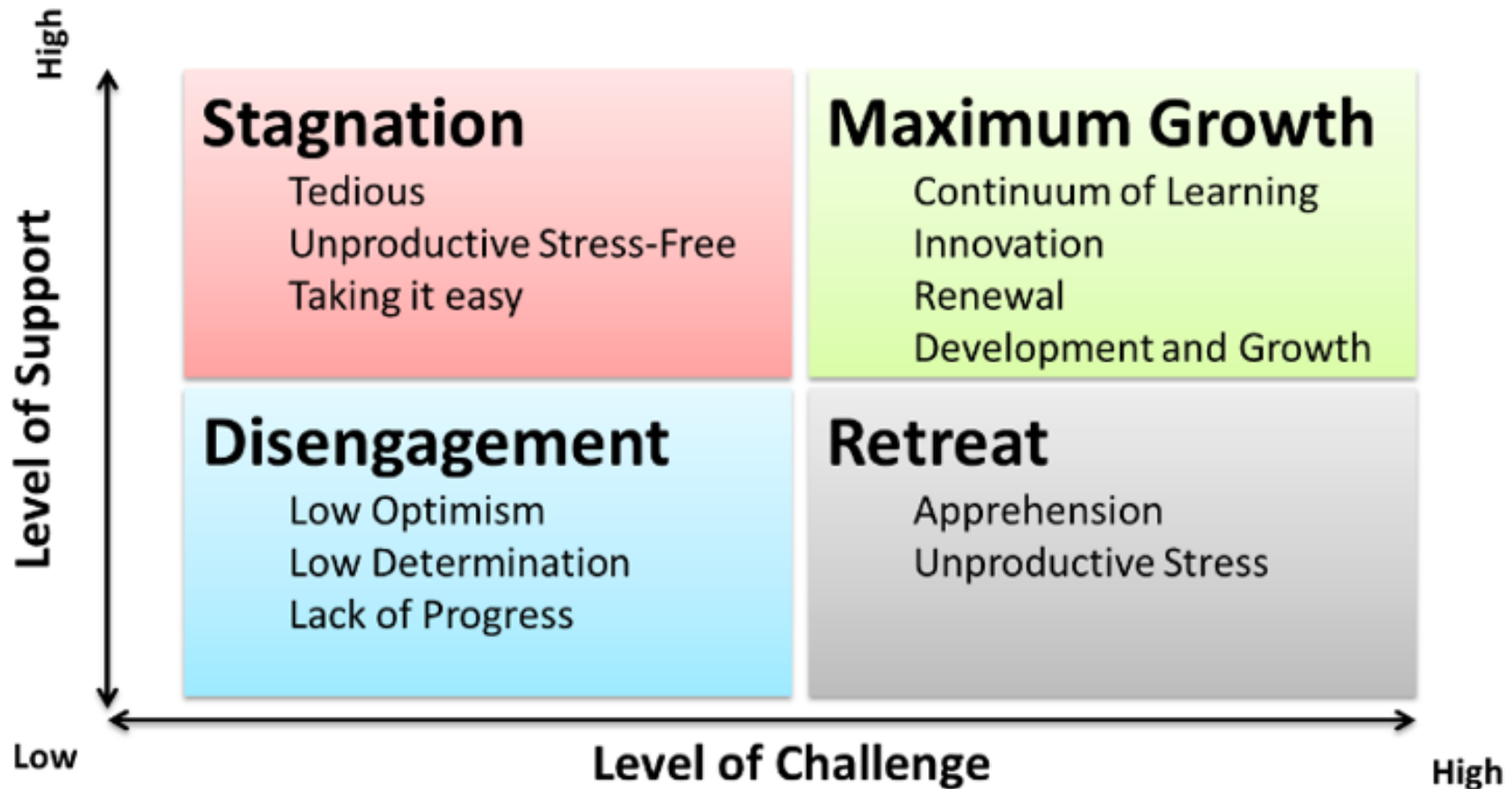


Tenets of Academic Coaching:

- Students are “naturally creative, resourceful, and whole”
- Students are the experts on their lives
- The student is the focus of the conversation
- Coach and student are collaborative partners
- Challenges are opportunities for growth

Challenge & Support

Nevitt Sanford



Outcomes of Academic Coaching:

Increased....

- Metacognition
- Connection to campus and resources
- Motivation, effort, and persistence
- Self-awareness and self-regulation
- **Academic self-efficacy**

Self-efficacy:

- “The belief in one’s capabilities to organize and execute the courses of action required to produce given attainments”
(Bandura, 1997, p.3)



Self-efficacy and Academic Performance:

Low self-efficacy:

- Disengagement
- Avoidance of tasks
- Increased anxiety during difficult of challenging tasks
- Lower aspirations which may result in disappointing academic performance

High self-efficacy:

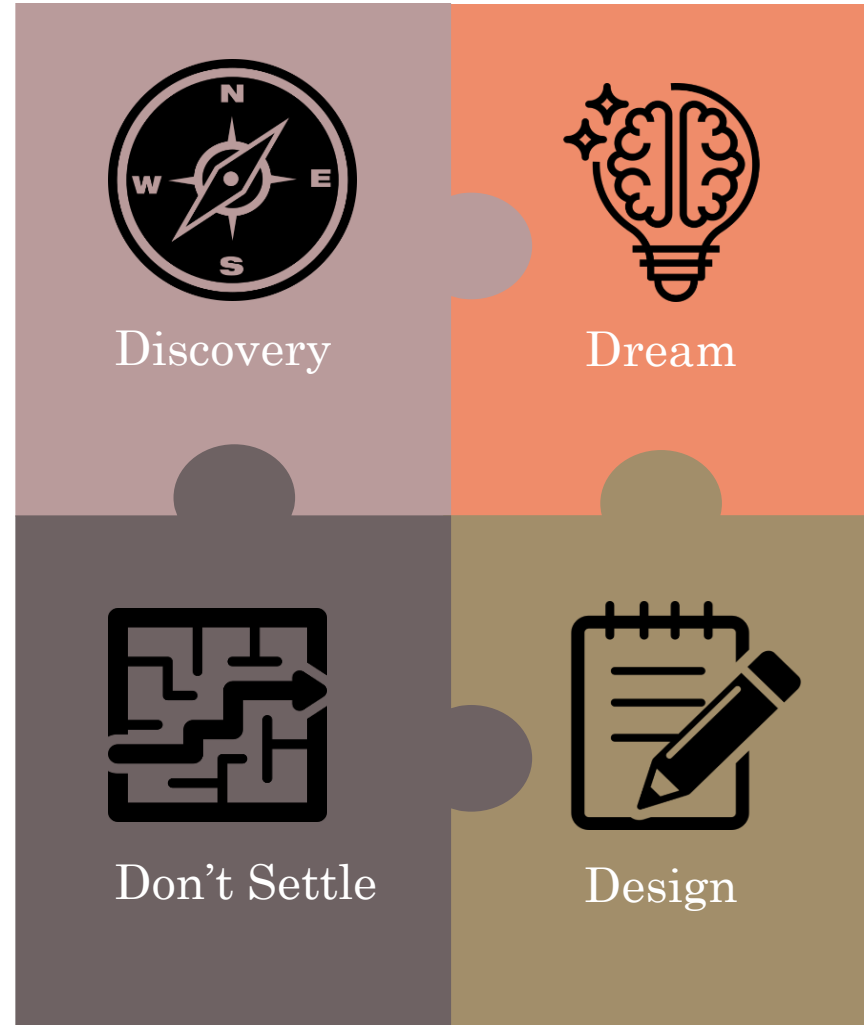
- Set higher goals
- Effective use of metacognitive strategies
- More effective problem-solving and decision making strategies
- Less anxiety in achievement settings
- Greater persistence and effort when faced with difficult tasks
- Increase in intrinsic motivation

How Can Academic Coaching be Used to Increase Confidence and Academic Self-Efficacy?

Appreciative Coaching:

- Utilizes open-ended/powerful questions
- Provides opportunity for self-discovery and reflection
- Encourages students to reframe negative experiences to focus on positive outcomes

- Encourages students to keep track of milestones and goals
- Provides an opportunity evaluate and revise goals or action plans
- Continued coaching provides support and accountability



- Helping students set achievable proximal and distal goals
- Encourages students to challenge themselves and evaluate what they hope to achieve and what steps need to be taken to see progress

- Formulation and execution of an action plan
- Provides accountability and ownership over academic success
- Students become more aware of resources and their own abilities

Let's Practice!

Questions?

“Confident and optimistic students view their worlds in ways that are more likely to result in successful adjustment. Such students hold higher expectations for themselves in part because they trust in their capabilities and in part because they see the world, their ability to respond to it, as less threatening”

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