

8.3 E-Coaching Handbook

Here you have access to the e-coaching handbook, a theory-based and practice-oriented guide developed through the E-Coach Project (2020-1-PL01-KA226-HE-095455). It offers practical strategies, frameworks, and tools to support remote teaching and learning in higher education.

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Introduction to E-Coaching Handbook

E-Coaching for Higher Education: A Practical and Theory-Based Approach

One of the core initiatives under the Capacity Building Pillar of the ACCESS project is the development of a theory-informed yet practice-oriented e-coaching concept. Designed to support both lecturers and students, this concept addresses the evolving demands of teaching and learning in a rapidly changing technological and societal landscape. With education increasingly taking place beyond the physical classroom, and learners and educators often separated by time and space, innovative approaches are essential to meet the complexities of modern education. E-coaching offers a promising solution to support this shift.

In collaboration with universities from Poland, Finland, Greece, and Germany, our extended ACCESS network has created a comprehensive E-Coaching Handbook. This resource is the product of cross-institutional expertise and presents training materials and e-learning strategies that enhance student engagement in remote and blended learning contexts.

The handbook draws on a range of educational theories—*andragogy*, *constructivism*, *experiential learning*, and *transformative learning*—to provide a solid foundation for integrating coaching into higher education. These frameworks help educators design learning experiences that are not only more interactive and student-centered but also directly linked to improved employability for African students.

It clearly defines coaching, distinguishing it from related practices such as mentoring and counselling, and explores a variety of coaching approaches, including:

- Psychodynamic coaching
- Cognitive behavioural coaching
- Solution-focused coaching
- Positive psychology coaching

Each approach offers valuable tools to support students' personal growth and career readiness.

The handbook further explores how coaching practices can be effectively integrated into academic settings, comparing and complementing traditional teaching methods. It introduces an e-coaching framework grounded in established models like the Community of Inquiry and Gilly Salmon's Five-Stage Model, both essential for structuring impactful online learning experiences.

To make e-coaching actionable, the handbook presents a variety of instructional strategies, such as:

- Flipped Classroom
- E-portfolios
- Service Learning
- Problem-Based Learning

These approaches encourage active participation and foster real-world skill development. In addition, the handbook offers an overview of digital tools that support e-coaching, including:

- Communication platforms
- Presentation and collaboration tools
- Project management applications

Each tool is assessed for its role in enhancing the effectiveness and interactivity of digital learning environments in higher education.

[Read more in the e-coaching handbook](#)

In an era where remote learning is no longer optional but essential, this handbook offers practical guidance and strategic insight for educators, administrators, and learners alike. By embracing its methodologies, institutions across the ACCESS network—and beyond—can build more dynamic, connected, and future-ready learning environments that support skills development and career advancement in African higher education.

We invite you to explore the handbook and discover how its approaches can enrich your teaching and learning practices.



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On this page, you can download the **e-coaching handbook**, published under the title:

“Towards E-Coaching: The First Step to Build Trust with a Digital Coach - E-Coach”.

This publication was developed in collaboration with the **E-Coach Project** (Project No. 2020-1-PL01-KA226-HE-095455).

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ISBN: 978-83-68077-16-2

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