University of St.Gallen
Institute of Business Education and Educational Management

50 Jahre IWP-HSG

# Teaching Analysis Poll (TAP) in SQUARE: Insights into a Joint Practice and Research Project

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## 1. Theoretical Background and Research Questions

- Since 2016, the Quality Development Services (QD) and the Centre for Learning and Teaching in Higher Education at the University of St.Gallen (IWP) have been offering Teaching Analysis Polls (TAPs) to instructors on a voluntary basis.
- **TAPs** are a participatory, formative feedback method with which university instructors can obtain qualitative feedback on their courses *during* the semester. Insights regarding what helps or impedes their students' learning and any suggestions for improvement can be implemented directly in the same course (Hawelka & Hiltmann, 2018; Hurney et al., 2014)
- **SQUARE** was ceremonially opened in 2022. Designed by the Japanese architect Sou Fujimoto, the building is intended to be an experimental field for teaching and learning, which enables interaction between students, university faculty, business and industry professionals, and local residents (SQUARE, 2022)
- At the request of SQUARE, specialized TAPs were developed and conducted in the spring semester 2022 to gain insights into teaching and learning within SQUARE. Our main research questions were:
  - **RQ1:** From the students' perspective – what aspects of the course and SQUARE support and impede the learning experience?
  - **RQ2:** What suggestions do students have for improving teaching and learning in their course and in SQUARE?

**Teaching Analysis Poll in a Nutshell**
Video on the method by TUM ProLehre

Information on TAPs – the offer and procedures at the University of St.Gallen

**Explore The SQUARE**
Video report on the opening

Homepage of SQUARE



First sketch of SQUARE by Sou Fujimoto (SQUARE, 2022)

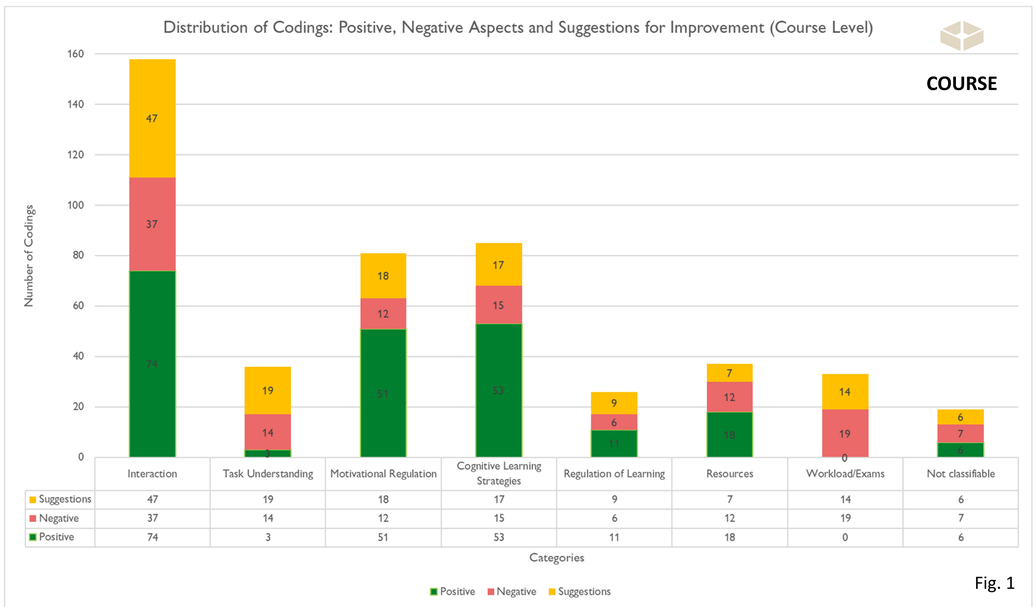
## 2. Methods

**Sample and Procedure**
- Sample: *N* = 15 TAP implementations
- 18 university instructors and 272 students involved

**Data Collection**
- TAPs (Hawelka & Hiltmann, 2018) ~ focus groups (Morgan, 2009) between members of the TAP Team and the students of a specific course
- Students documented their feedback via the web platform Padlet

**Data Analysis**
- Qualitative content analysis (Kuckartz, 2018) using the coding manual by Hawelka & Hiltmann (2018) and Hawelka (2019)

## 3. Insights into the Midterm TAPs of Spring Semester 2022

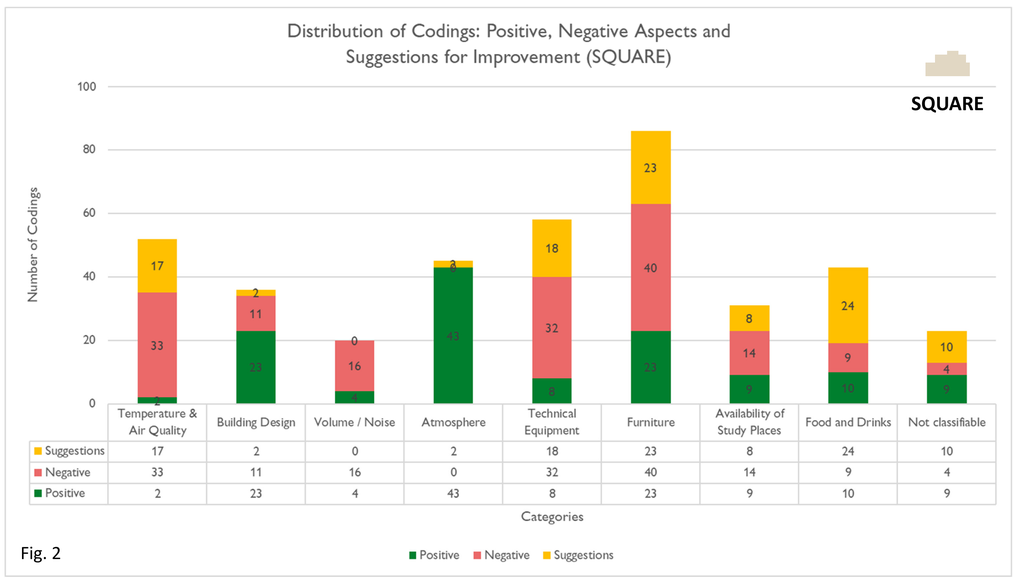



| | Interaction | Task Understanding | Motivational Regulation | Cognitive Learning Strategies | Regulation of Learning | Resources | Workload/Exams | Not classifiable |
|---|---|---|---|---|---|---|---|---|
| Suggestions | 47 | 19 | 18 | 17 | 9 | 7 | 14 | 6 |
| Negative | 37 | 14 | 12 | 15 | 6 | 12 | 19 | 7 |
| Positive | 74 | 3 | 51 | 53 | 11 | 18 | 0 | 6 |

Fig. 1

**Course Level Results (Fig. 1)**
- Total codes: 475; 216 positive, 122 negative aspects, and 137 suggestions on course level
- Most supportive aspects: interaction (74 codes, e.g., open discussions), cognitive learning strategies (53, e.g., quizzes), and motivational regulation (51, e.g., instructor's enthusiasm)
- Most impeding aspects: lack of interaction (37, e.g., monologue), workload/exam (19, e.g., lack of transparency), and cognitive learning strategies (15, e.g., lack of structure)
- Suggestions: interaction (47, e.g., more discussion), task understanding (19, e.g., clearer instructions), motivational regulation (18, e.g., increased topic relevance)

**SQUARE Level Results (Fig. 2)**
- Total codes: 377; 126 positive, 157 negative aspects, and 94 suggestions) regarding SQUARE
- Most supportive aspects: atmosphere (43 codes, e.g., living room flair), furniture (23, e.g., flexible arrangement), and building design (23, e.g., light and open)
- Most impeding aspects: furniture (40, e.g., uncomfortable chairs, no tables), temperature & air quality (33, e.g., hot and stuffy), technical equipment (15, e.g., lack of plugs)
- Suggestions: food & drinks (24, e.g., more water dispensers), furniture (23, e.g., more tables), technical equipment (23, e.g., more plugs)




| | Temperature & Air Quality | Building Design | Volume / Noise | Atmosphere | Technical Equipment | Furniture | Availability of Study Places | Food and Drinks | Not classifiable |
|---|---|---|---|---|---|---|---|---|---|
| Suggestions | 17 | 2 | 0 | 2 | 18 | 23 | 8 | 24 | 10 |
| Negative | 33 | 11 | 16 | 0 | 32 | 40 | 14 | 9 | 4 |
| Positive | 2 | 23 | 4 | 43 | 8 | 23 | 9 | 10 | 9 |

Fig. 2

## 4. Discussion

**Key Findings**
- Codes for SQUARE were overwhelmingly infrastructure-related (e.g., furniture) and affected learning
- Once SQUARE's infrastructure issues are adressed, students can focus (even) more on the proximal characteristics of the course and their learning

**Limitations**
- Small and selective sample of courses, instructors, and students
- Self-report

**Strengths**
- TAPs and research co-conducted by QD & IWP
- Participatory feedback method

**TAP Team SS 22**



## 5. References


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