

Teaching Analysis Poll (TAP) in SQUARE

Insights into the Midterm Evaluation of
Spring Semester 2022

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From insight to impact.



The TAP Team (Spring Semester 2022)



The TAP Team in SS22; From left to right: Kristin Huber, Marco Strate, Stefan T. Siegel, Florian Boetsch, Nathalie Graber, Bernadette Dilger, Joris de Vries, Bruno Etter, Dietrich Wagner, Claudio Sidler

■ I. The SQUARE

■ II. Teaching Analysis Poll (TAP)

■ III. TAPs in the SQUARE: Results and Discussion



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



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I. What is the SQUARE?

From insight to impact.

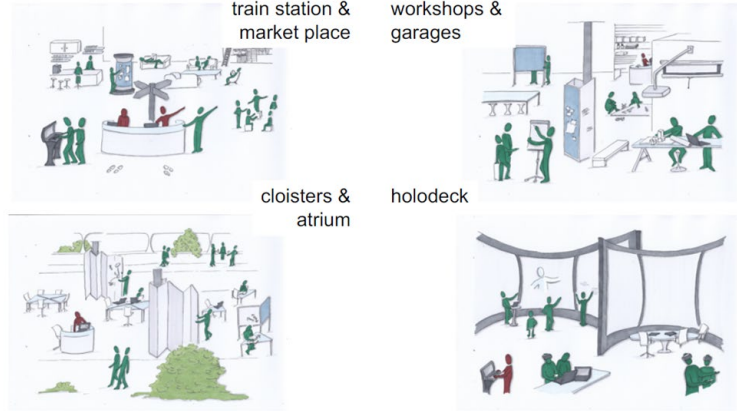


First sketch of SQUARE by Sou Fujimoto (SQUARE, 2022)

<https://www.youtube.com/watch?v=V4idDREdsdU>



Different Learning Zones



(Arbeitsgruppe Learning Center, 2017; Dilger, 2020)



3 Levels of Learning Opportunities



1. Curriculum level

→ enriched learning experience within the study programs

2. Extra-Curriculum level

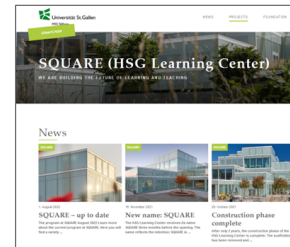
→ new learning opportunities for all student generations (from bachelor, master and continuous education)

3. Informal learning

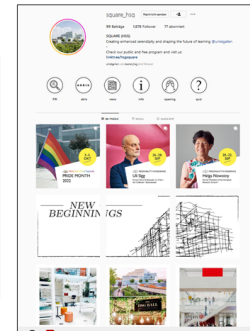
→ creation of an academic ecosystem

(Arbeitsgruppe Learning Center, 2017; Dilger, 2020)

For Further Inspiration: Explore the SQUARE on Your own



<https://www.hsg-stiftung.ch/en/projekte/hsg-learning-center-2-2/>



<https://www.instagram.com/hsgsquare/>



(Born & Bauer, 2022)



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II. Teaching Analysis Poll

From insight to impact.

■ What helps you most in learning? (**In course / SQUARE**)



■ What most impedes your learning? (**In course / SQUARE**)



■ What suggestions do you have for further improvements? (**For the course / SQUARE**)

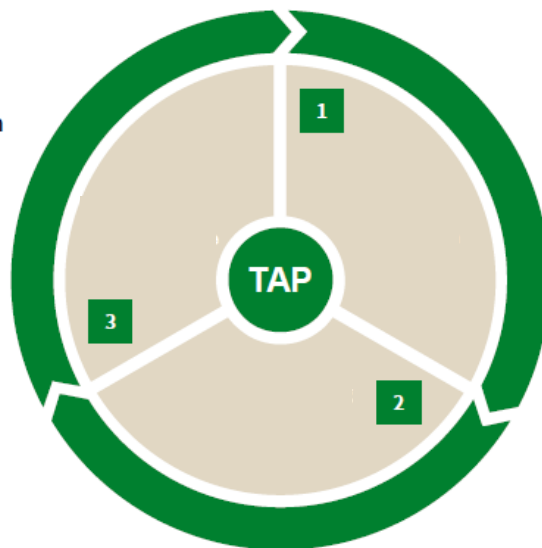


Teaching Analysis Polls (TAP) – qualitativ, formativ

TAP-Team: Mitarbeitende Qualitätsentwicklung und Hochschuldidaktisches Zentrums

Zur Mitte des Semesters / Kurses

- 3** Gespräch Dozent mit den Studierenden über die Rückmeldung, welche Anregungen direkt oder im nächsten Durchgang umgesetzt werden können



- 1** TAP-Team & Studierende (unterstützende, hinderliche Elemente im Lehr-Lern Prozess):
- 1** Wodurch lernen Sie in dieser Veranstaltung am meisten?
 - 2** Was erschwert Ihr Lernen?
 - 3** Welche Verbesserungsvorschläge haben Sie für die hinderlichen Punkte?

- 2** Gespräch TAP-Team mit Dozenten, um Feedback der Studierenden weiterzugeben und Interpretation, Diskussion, wie die Rückmeldungen berücksichtigt werden können

(IWP, 2022)



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III. Study: Teaching Analysis Polls in SQUARE

From insight to impact.

Research Questions



RQ1: From the students perspective – What are the supportive and impeding factors in their learning experience @SQUARE (Spring Semester 2022)?

RQ2: What potential does TAP data have for improving the learning experience @SQUARE?



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Methods

From insight to impact.

17.02.2022

■ **15 SQUARE courses conducted TAPs**

- 18 lecturers volunteered
- 272 students participated

- 1 Assessment course
- 4 Bachelor courses
- 10 Master courses

Research Design

Data Collection

- Teaching Analysis Polls (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)



Coding System (Hawelka, 2019)

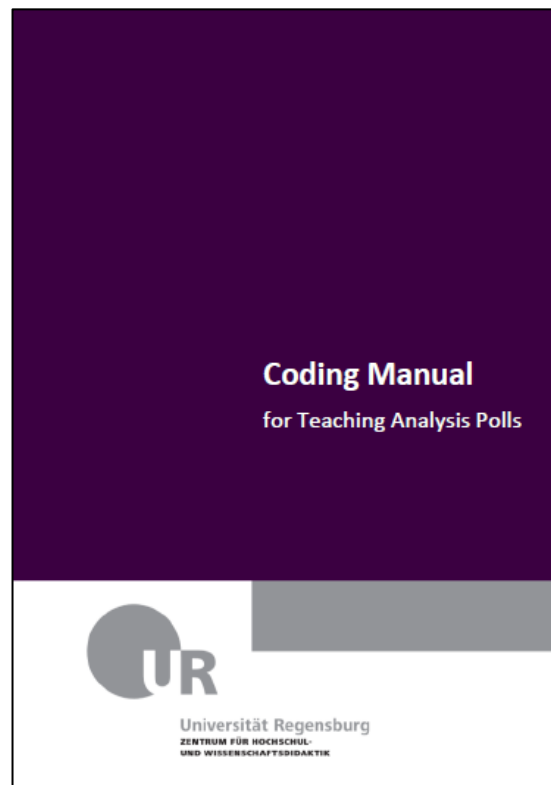


Table 1 Categories and subcategories

Category	Subcategory
1 Interaction	1.1 Presentation 1.2 Student involvement 1.3 Classroom management
2 Task understanding	---
3 Motivational regulation	3.1 Autonomy 3.2 Perceived competence 3.3 Relatedness 3.4 Lecturer's interest and commitment 3.5 Interestingness and relevance
4 Cognitive learning strategies	4.1 Rehearsal 4.2 Organization 4.3 Elaboration 4.4 Critical thinking
5 Regulation of learning	5.1 Planning and structure 5.2 Monitoring learning progress 5.3 Adaptive teaching
6 Resources	6.1 Consultation 6.2 Learning and reading materials
7 Overall rating	---
8 General framework	---



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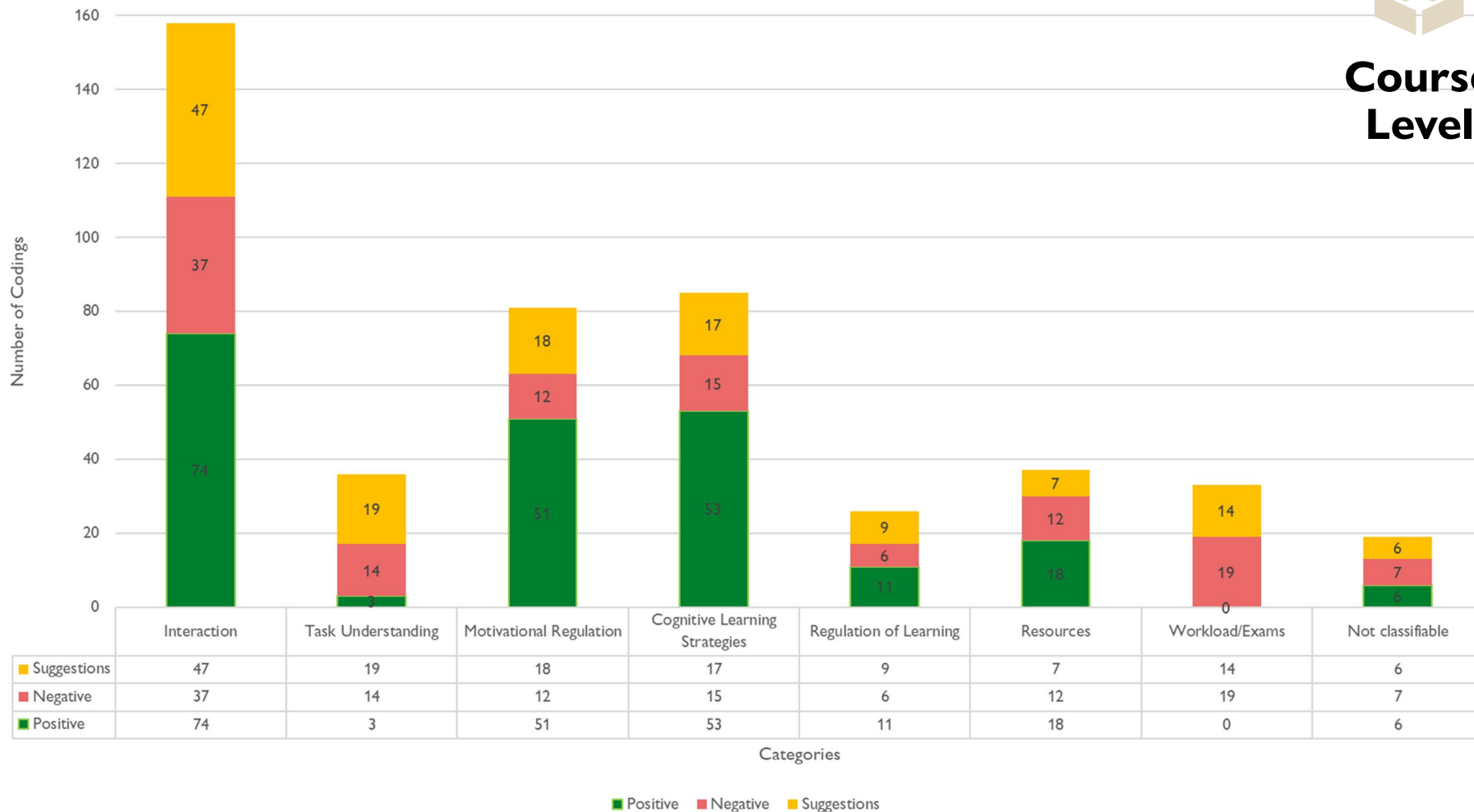
Results

From insight to impact.

Distribution of Codings: Positive, Negative Aspects and Suggestions for Improvement (Course Level)



**Course
Level**



Distribution of Codings: Positive, Negative Aspects and Suggestions for Improvement (SQUARE)



SQUARE

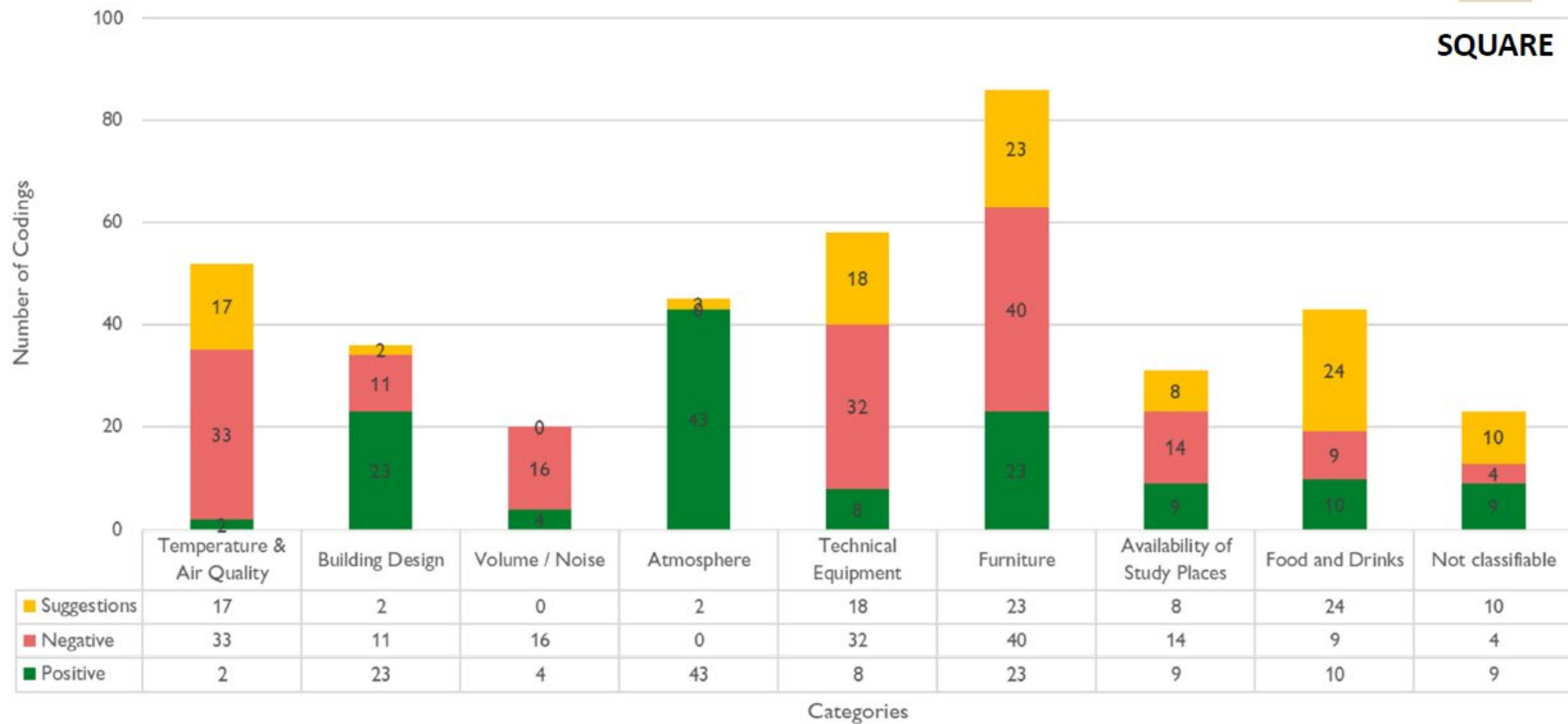
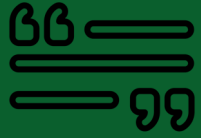


Fig. 2

■ Positive ■ Negative ■ Suggestions

RQ1: Impressions: Positive Aspects



Created by agave recharge
from Noun Project

- “Empowering, positive learning environment”
- “Variety in the rooms and locations in the Square”
- “Invites open exchange”

RQ1: Impressions: Negative Aspects



Created by agus raharjo
from Noun Project

- “Stuffy air and heat”
- “Distractions from outside the class (weird noises, and dancing people)”
- “Danger of students feeling like in a zoo”
- “Right now, we’re far from plug and play regarding the technology”



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Discussion

From insight to impact.

Discussion of the Key Findings

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

Discussion: Limitations | Strenghts | Future Research

Limitations

- Small, and selective sample of courses, lecturers, and students
- Coding scheme had to be adapted
- Self-report

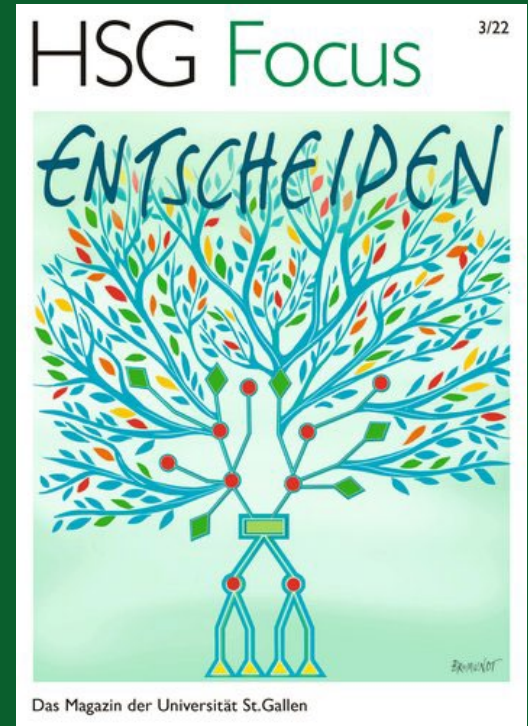
Strenghts

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

Future Research

- Differences between courses in SQUARE vs. rest of the campus / „new teaching and learning vs. „traditional“ teaching and learning
- Instructors's Perspective

TAP Takes Time, but it's Worth It



<https://www.hs-gf.ch/hsg-focus-3-2022-entscheidungen/artikel/wie-hsg-studierende-die-ersten-kurse-im-square-erleben>

Questions?

Feedback?

Comments?



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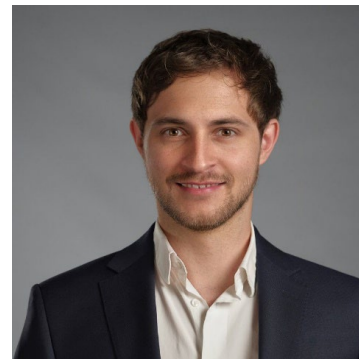
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