

Teaching Analysis Poll (TAP) in SQUARE

Insights into the Midterm Evaluation of
Spring Semester 2022

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& Prof. Dr. Bernadette Dilger



From insight to impact.

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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)

Teaching Analysis Poll (TAP) in SQUARE



(Siegel & Huber, 2022)



I. What is the SQUARE?

What's SQUARE?



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

Organisation	Art der Organisation	Kernfunktionalität	Analysefokus
Hilti Innovation Center	Unternehmen	Research & Development / Innovation Center	(Entwicklungs-)Prozess
Bühler Innovations-campus	Unternehmen	Weiterentwicklung der Unternehmenskultur (Kollaboration, Kommunikation)	Regional vs. International
WU Wien, Learning Center	Öffentliche Wirtschaftsuniversität	Bibliotheksgebäude, architektonisches Markenzeichen	Leuchtturm-Effekt, (Entwicklungs-) Prozess
Minerva Plaza - Universität Helsinki	Öffentliche Volluniversität	Learning center einer Universität	HEI Kontext, erforschte Raumkonzepte
New School - Universität in New York	Öffentliche Volluniversität	Campus einer Universität	Multi-funktionalität des Gebäudes
Kaospilots Switzerland	Private Business School	Alternative school for leader- & entrepreneurship	Alternative Lernformen, persönliche Begegnung, Eigenverantwortliches Studieren
Impact Hub Zürich	Unternehmen	Co-Working space	Kollaboratives Lernen, unternehmerisches Denken
The NeueHouse - New York	Unternehmen	Alternative working space	Kollaboratives Lernen

Tabelle 3. Übersicht der Referenzbeispiele, die im Rahmen von Vor-Ort-Besuchen analysiert wurden.

‘Over the last two decades, many universities have invested in eye-catching architecture aimed at attracting investors and business, as a way of transforming their institutions into marketing-driven ‘brands’. Students now became ‘customers’, and providing a positive satisfying customer experience is a paramount preoccupation for university managers and a key instruction for architectural briefs’
(Neary, 2015)

What's SQUARE?



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

SQUARE – Your Impressions!?



Different Learning Zones



workshops & garages



cloisters & atrium



holodeck



(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

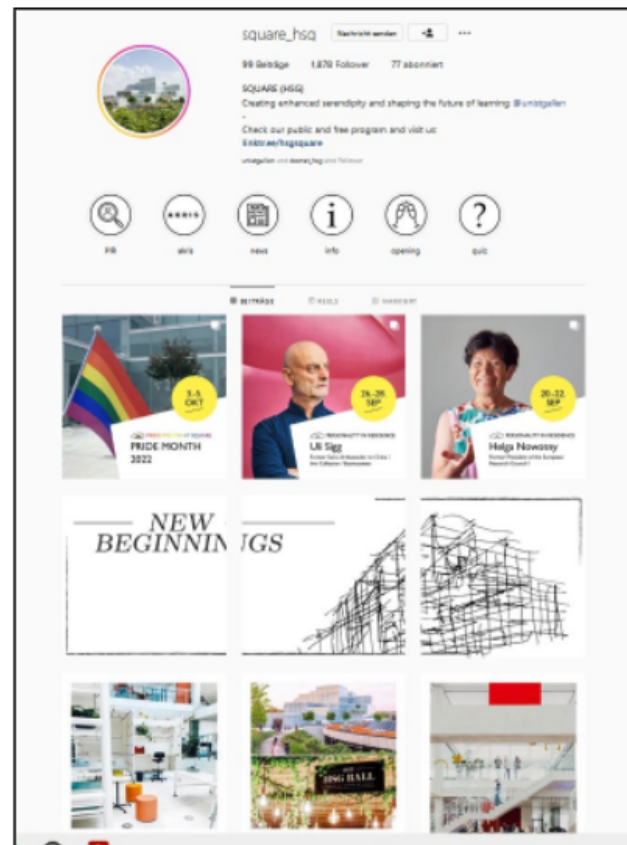
(Arbeitsgruppe Learning Center, 2017; Dilger, 2020)



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)

II. Teaching Analysis Poll

Teaching Analysis Poll (TAP)



Why Teaching Analysis Polls: Some Advantages (Hawelka, 2019)

- Can reveal potentials for improvement and for change
- Can give students a voice and make them heard
- Can support self-reflection of instructors
- Can enhance the relationship between instructors and students
- ...

■ 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?

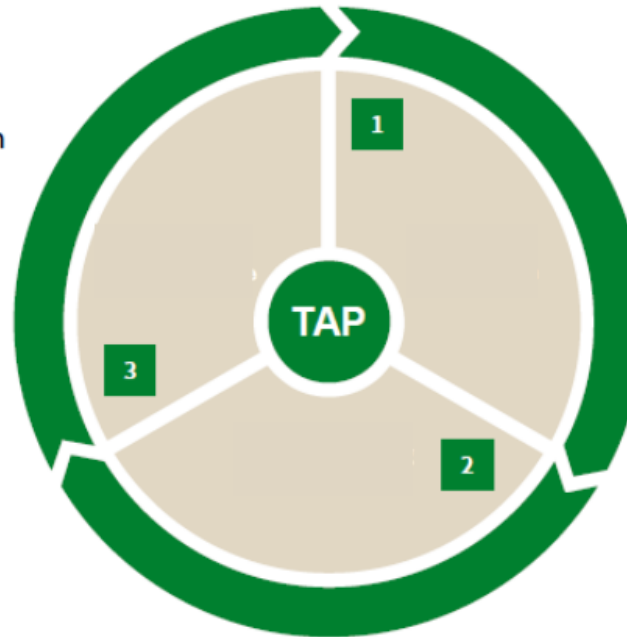


Teaching Analysis Polls (TAP) – qualitativ, formativ

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)

What do you think of TAPs?

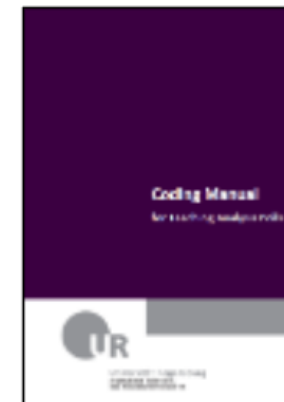


Teaching Analysis Poll (TAP): For Further Inspiration

- German Association for Teaching and Learning in Higher Education
<https://www.dghd.de/news/teaching-analysis-poll-tap/> (Overview over the German landscape)



- [Teaching Analysis Poll @HSG](#)
- [Coding Manual for Teaching Analysis Polls](#) by Brigit Hawelka (2019)



III. Study: Teaching Analysis Polls in the SQUARE

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?

Methods

- Lecturers had to apply to conduct a course in SQUARE (self-selection)
- Successful applicants were chosen by AG Lehre (criteria-based selection)
- Courses invited: Full semester courses taking place in SQUARE (data provided by SQUARE team)
- Voluntarily registration by lecturer to participate in TAP (self-selection)

- 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)





Stefan T. Siegel • 1Mt.

Teaching Analysis Poll (TAP) in the SQUARE

Mid-Semester Feedback

1. What helps you most in learning?



Overall

👍 5 👎 0

💬 17

- Anonym** 1Mt. Engaging lecturer
- Anonym** 1Mt. absolute relevant topic!
- Anonym** 1Mt. Interactive discussions
- Anonym** 1Mt. Great lecturer
- Anonym** 1Mt. Lecturer enthousiasme
- Anonym** 1Mt. Yves is really engaged in his teachinas with a strong desire to

2. What most impedes your learning?



Overall

👍 0 👎 0

💬 9

- Anonym** 1Mt. hybrid mode
- Anonym** 1Mt. Very few - close to none.
- Anonym** 1Mt. Internet problems
- Anonym** 1Mt. Internet connection
- Anonym** 1Mt. Hybrid learning environment
- Anonym** 1Mt. maybe the lecturer could provide a bit more theory inputs at the

3. What suggestions do you have for improvements?



Overall

👍 0 👎 0

💬 4

- Anonym** 1Mt. No specific recommendation.
- Anonym** 1Mt. Water dispenser
- Anonym** 1Mt. Room number have to be posted online
- Anonym** 1Mt. Room number should be accessible more easily
- Kommentar hinzufügen**

BEREICH HINZUFÜGEN



Coding System (Hawelka, 2019)

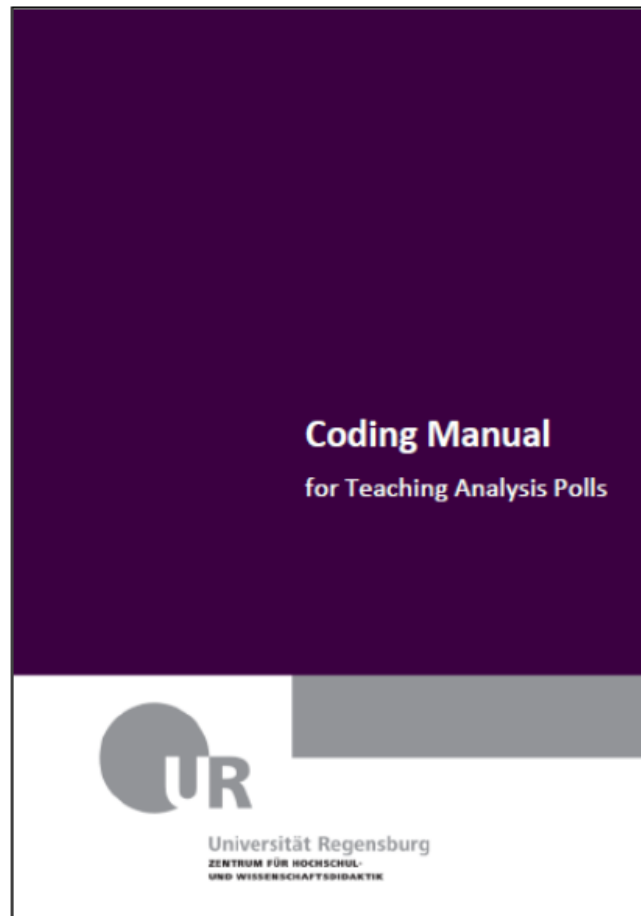


Table 1 Categories and subcategories

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	---

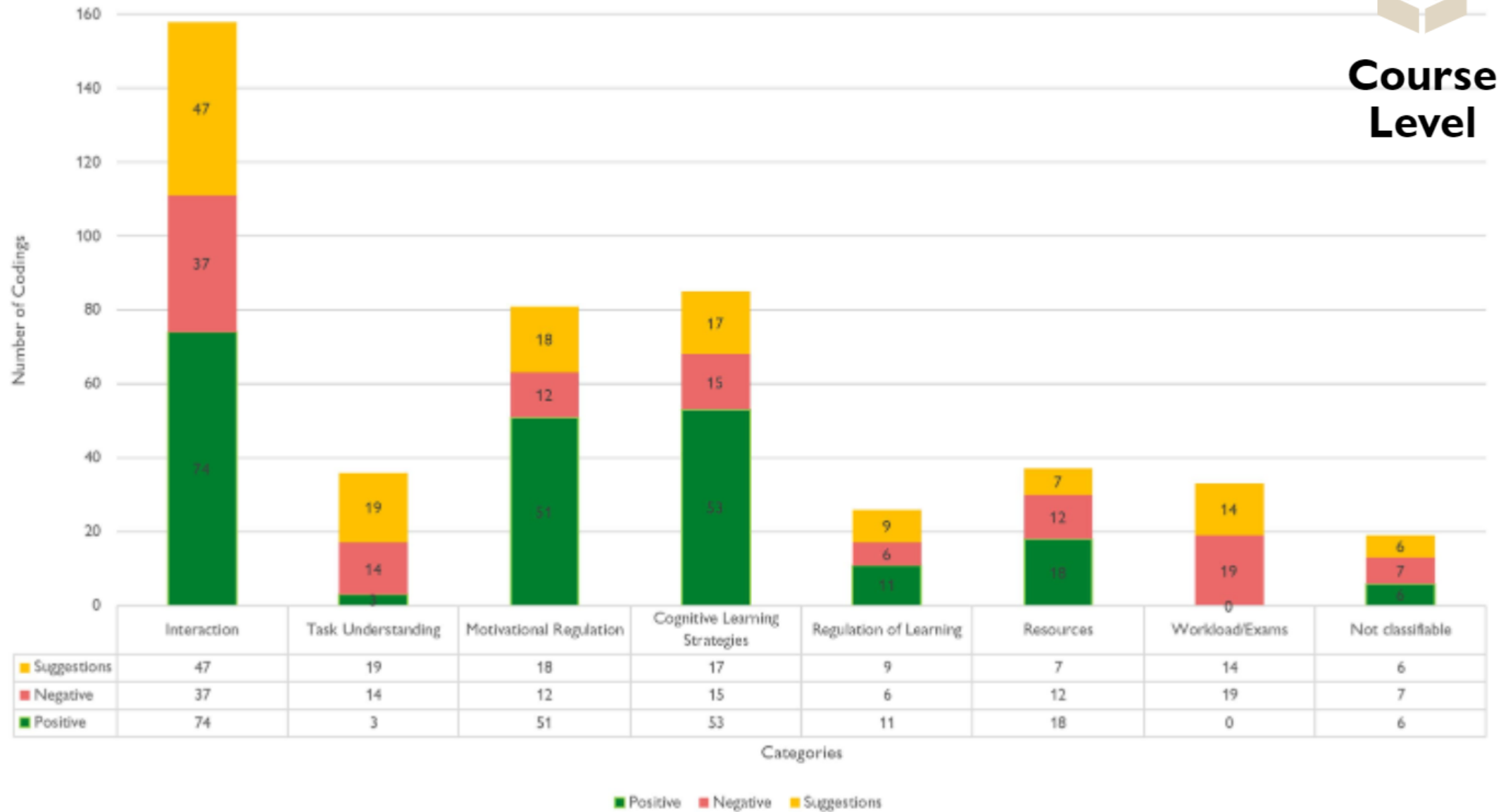
Results

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

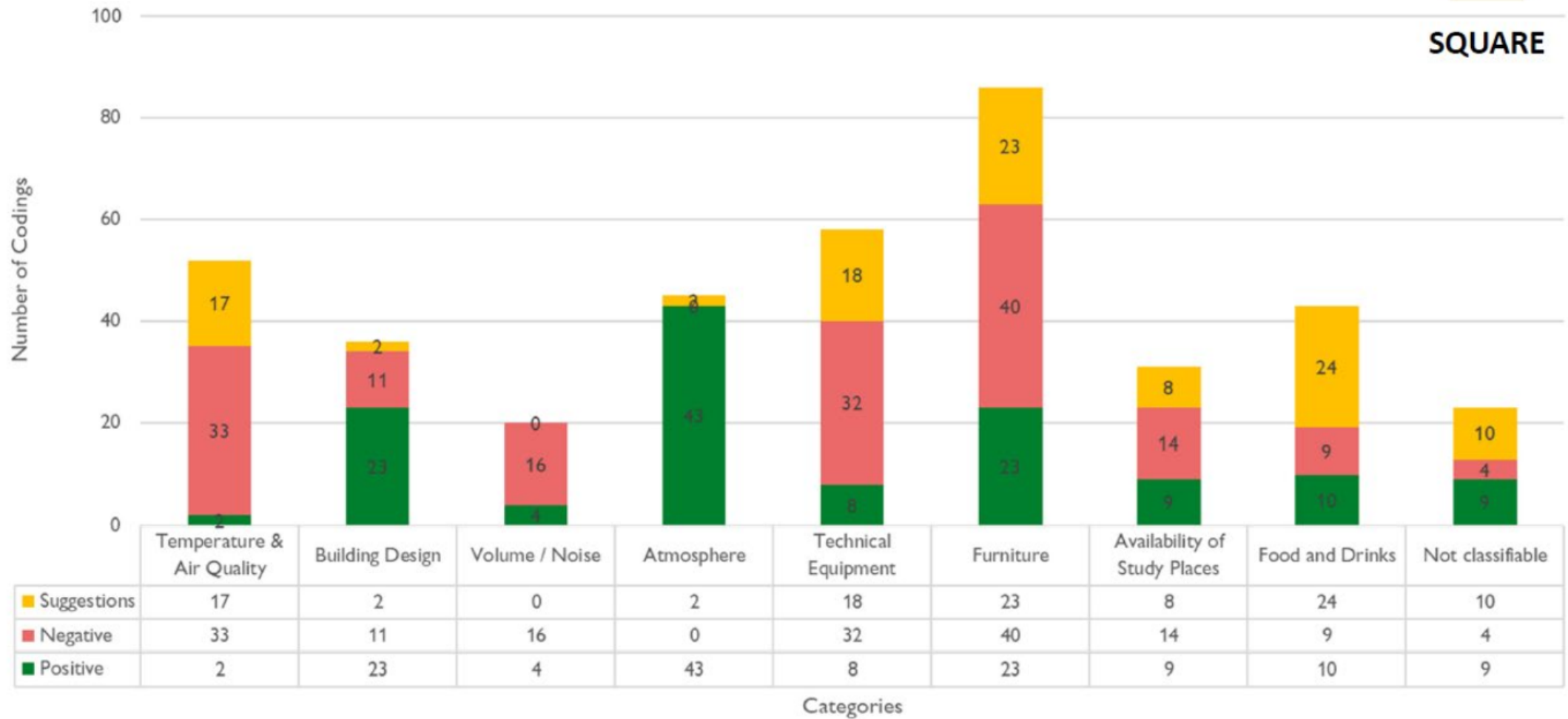
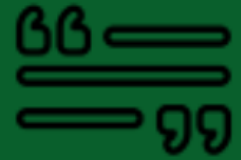


Fig. 2

■ Positive ■ Negative ■ Suggestions

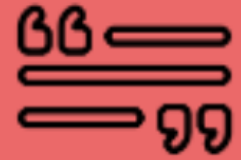
RQ1: Impressions: Positive Aspects



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

RQ1: Impressions: Negative Aspects



Created for you by
www.knowit.nl

- “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”

Discussion

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 | Strengths | Future Research

Limitations

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

Strengths

- 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' Perspective

TAP Takes Time, but it's Worth It



<https://www.hsgfocus.ch/hsg-focus-3-2022-entscheidungen/artikel/wie-hsg-studierende-die-ersten-kurse-im-square-erlebt-haben>

Questions?

Feedback?

Comments?



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