

Teaching Analysis Poll at TH Köln (TAP)

The Teaching Analysis Poll (TAP) is an instrument to evaluate modules and develop them based on this evaluation during the semester. The aim is to figure out what helps the students to learn successfully, what impedes their learning, and how these factors can be improved. The TAP should be done after about 60% of the class/semester is over, with the aim to make the results usable for the evaluated course in the ongoing semester (as opposed to an end-of-semester evaluation that aims at improving the course for the next semester).

We are looking forward for your registration and are happy to answer your questions!

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According to the evaluation regulations of TH Köln, TAP is an alternative instrument to the questionnaire-based evaluation when a course has been picked for evaluation. The main difference to the conventional evaluation is that staff members of the Department for Quality Management and the Centre for Academic Development talk directly to the students and afterwards reflect and discuss the results with the lecturer.

They ask the following three TAP Questions:

- What helps you learn the most in this course?
- What (if anything) is interfering with your learning?
- What suggestions do you have to improve your learning/reduce the effect of the interfering factors?

Note

Like all other universities in North Rhine-Westphalia, TH Köln has a set of general evaluation regulations ('Evaluationsordnung' adopted in their current third version on Dec 12th 2013), which govern the Quality Assurance structures and processes for the whole university. TH Köln also has a university development plan (Hochschulentwicklungsplan = HEP), which guarantees that quality assurance is part of the overall strategic management of TH Köln. One of the core tasks of the Quality Department (Hochschulreferat 4 Qualitätsmanagement) is to conduct, or supporting the conducting of, the different forms of evaluation.

Procedure

The lecturer tells the students at the beginning of the session that a TAP-team will join them to evaluate the module. 30 minutes before the session ends, the lecturer introduces the evaluators (who have arrived shortly before), then he or she leaves the classroom. Then the evaluators do the survey with the students. After introducing and explaining the TAP concept, the evaluators hand out a form with the three above-mentioned questions. The students fill out the form in groups of four or five students (they have 10 -15 minutes for this). Then the evaluators collect the forms and ask for feedback on all student statements in the plenum to make sure that they have understood the statements correctly. Then they weigh the statements by asking for a show of hands for who agrees with each statement. This ends the interaction between the evaluators and the students.

The next step is that the evaluators analyze and interpret the results, gaining additional feedback and insight from each other. With these results, the evaluators talk to the lecturer and discuss the main statements and possible ways of dealing with them. As experts for teaching and learning in higher education, the evaluators give advice for how to improve the teaching or the organization of the course. In this consultation, the lecturer and the evaluators determine the follow-up steps together. As a result, the evaluators write down both the students' statements (anonymized) and the follow-up steps and send them to the lecturer.

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In the following session of the module, the lecturer discusses the feedback and the follow-up steps with his or her students to make sure that they all work together on the developing of the module.

Finally, one or two weeks after the TAP session, a member of the evaluation team calls the lecturer by phone to make sure the follow-up steps and the discussion of the feedback with the students were successful or to ask if the lecturer needs further help or advice.

More information

Jorzik, Bettina (Hrsg): Charta guter Lehre. Praxisbeispiele. Teaching Analysis Poll:

➤ http://www.stifterverband.info/wissenschaft_und_hochschule/lehre/charta_guter_lehre/praxis/07_02_bielefeld/index.html

Frank, A. Fröhlich, M.; Lahm, S. (2011): Zwischenauswertung im Semester: Lehrveranstaltungen gemeinsam verändern. In: Zeitschrift für Hochschulentwicklung (ZFHE), 6/3, S. 310-318. Online verfügbar unter:

➤ <http://www.zfhe.at/index.php/zfhe/article/view/354>