



Further information and steps regarding the TAP

TAP – the basic idea

A TAP involves students in the subject seminar, giving them a sense of responsibility and control, and promotes dialogue on the teaching and learning processes mid-semester. This enables teachers to take the feedback into consideration during that same semester, thereby directly benefiting the students providing the feedback, rather than just the 'next generation' of students.

The students' mutual exchange when preparing the feedback adds substance to the suggested improvements and reflects a qualitative majority view.

A voluntary and confidential process

The TAP is a voluntary, quality-development service. The feedback provided as part of it is confidential. Apart from the teacher, the only person seeing the TAP results is the employee moderating and assisting with the TAP. The written feedback documents are destroyed once the TAP is over.



If you are interested or have any queries, you are welcome to contact Dr Barbara Jesse ([jesse\(at\)folkwang-uni.de](mailto:jesse(at)folkwang-uni.de)) and Pascale Ruhrmann ([ruhrmann\(at\)folkwang-uni.de](mailto:ruhrmann(at)folkwang-uni.de)) in the Quality Development division of the University Development unit

Further incorporating university and media-teaching aspects into the TAP

Want to combine your TAP assessment with advice on university and media-teaching methods? Or are you wondering how you can expand your teaching to include e-learning, so as to provide (even) better support for your students in their learning process?

For further advice on university and media-teaching, please contact Robin Schütgens ([robin.schuetgens\(at\)folkwang-uni.de](mailto:robin.schuetgens(at)folkwang-uni.de)) in the 'University and media-teaching methods' division of the Studies and International Department. Further information is available at: www.folkwang-uni.de/e-learning

If necessary, you can also learn about further training in university teaching methods in the University Development unit.

Please contact Ms Gabi Bruckschen ([bruckschen\(at\)folkwang-uni.de](mailto:bruckschen(at)folkwang-uni.de)) regarding further-training options. Further information is available at: www.folkwang-uni.de/weiterbildung

Further reading:

Frank/Fröhlich/Lahm, 2011: *Zwischenauswertung im Semester: Lehrveranstaltungen gemeinsam verändern*, in ZFHE Y 6/No. 3, p. 310-318

Franz-Özedemir/Reimann/Wessel, 2019: *Teaching Analysis Poll (TAP) – Konzept und Umsetzung einer aktuellen Methode an der Schnittstelle von Evaluation und Lehrentwicklung*. In: NHHL, 11-2019, 11.17, p. 37-64, DUZ Verlags- und Medienhaus, Berlin

The TAP process

At the start of every new semester, the Quality Development division emails all teachers an invitation to conduct a TAP in their subject seminar.



Teachers have approx. four weeks after the semester commences to express their interest in conducting a TAP by completing the registration form and emailing it to: [tap\(at\)folkwang-uni.de](mailto:tap@folkwang-uni.de). Teachers are also welcome to contact the TAP team of Ms Pascale Ruhrmann and Dr Barbara Jesse directly.

In consultation with the teacher, the assessment is generally conducted mid-semester as an 'interim assessment' by a neutral person from the Quality Development division. The TAP team contacts the teachers who have expressed interest, and arranges a specific time for conducting a TAP mid-semester.



The teachers' consent is required in order for a TAP to be conducted. On the agreed date, the teacher leaves the room 30 minutes before the end of the lesson. A separate date is arranged with the students when assessing individual tuition.

The TAP focuses on the dialogue regarding the students' learning process in the respective subject seminar. Depending on the size of the seminar, the students either split into several small groups for this, or answer the following questions as a collective group:

_How do you learn best in this subject seminar?

_What makes learning more difficult for you?

_What suggested improvements do you have for the aspects that hinder your learning?



Teachers have the option of adding up to three seminar-specific questions that are also incorporated into the student feedback session. Some teachers choose to use this option and add questions regarding the transparency of the performance requirements, the subject seminar's degree of difficulty and/or the way the subject seminar ties in with the individual's study objectives.

The students use a worksheet to collate the relevant aspects for the three questions. Statements for which many students are in agreement are marked as 'majority opinion'. Issues expressed by the students as urgent, but whose statement is not agreed with by the majority are noted and duly marked as 'divided opinion' or 'single opinion'.

Next, the results from the small groups are documented in a flip chart and presented to the broader group. The moderator asks questions about any ambiguous and/or unclear statements. Following the discussion with the students, the moderator promptly tips out their feedback. This is to prevent teachers from being able to attribute certain statements to certain students by recognising their handwriting. The results reports are only provided to the relevant teachers in question.



The teacher generally receives the student-feedback documentation promptly as part of a personal appraisal session. Teachers state what they would like to change about their subject seminar where possible (taking into account curriculum requirements) and what topics they would like to discuss with their students at the next subject seminar.

The Quality Development employees do not share the results with third parties. All student comments are anonymised and pooled in a file for subsequent recapitulatory assessment. Individual reports are erased after the appraisal session.