



Digital Teaching Formats 2020

Undergraduate degree
programmes
time of survey: June 2020
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HSBA

Evaluation Digitaler Lehrformate 2020

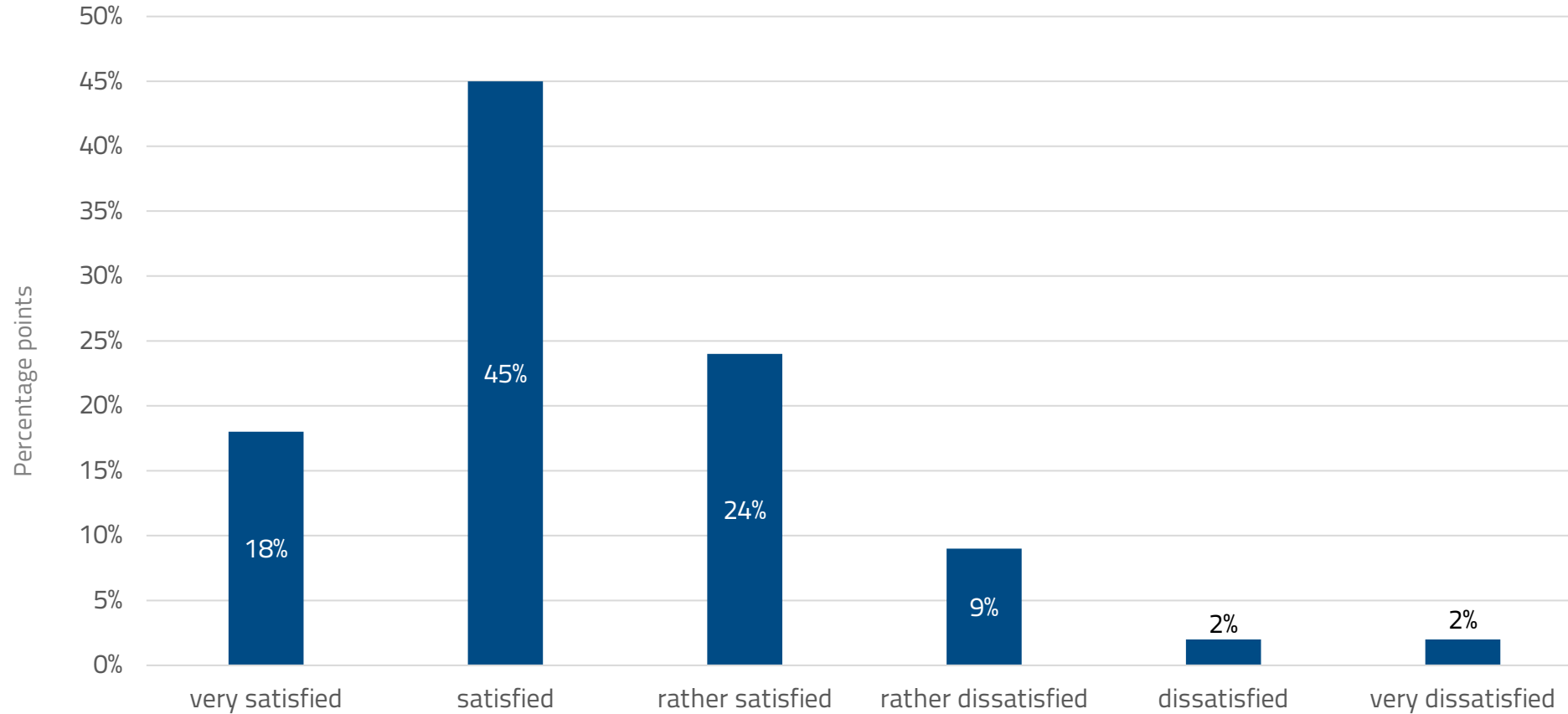
Methode

- Online Befragung, standardisierter Fragebogen mit teils offenen Fragen
- alle dualen Bachelor-Studiengänge, Jhg. 2017-2019 jeweils A-Track sowie Jhg. 2017 B-Track

Ziele

- Zufriedenheit mit der digitalen Lehre insgesamt
- Zufriedenheit mit den technischen Gegebenheiten
- Bewertung der Interaktivität
- Konzentrationsfähigkeit
- Verbesserungsvorschläge hinsichtlich Didaktik und Inhalte
- Herausfiltern von Formaten, die sich gut/weniger gut für die digitale Lehre eignen

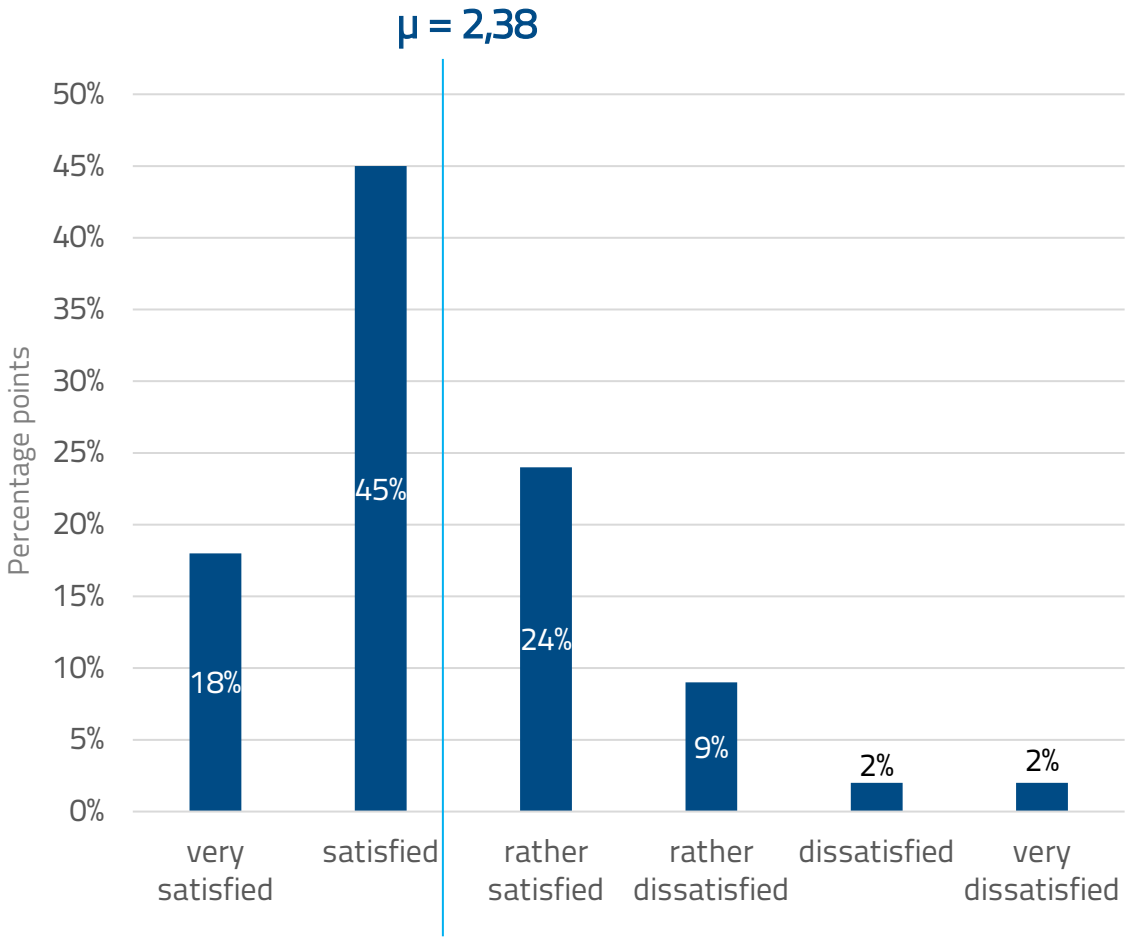
How satisfied are you overall with the digital teaching formats (taking into account the special situation)?



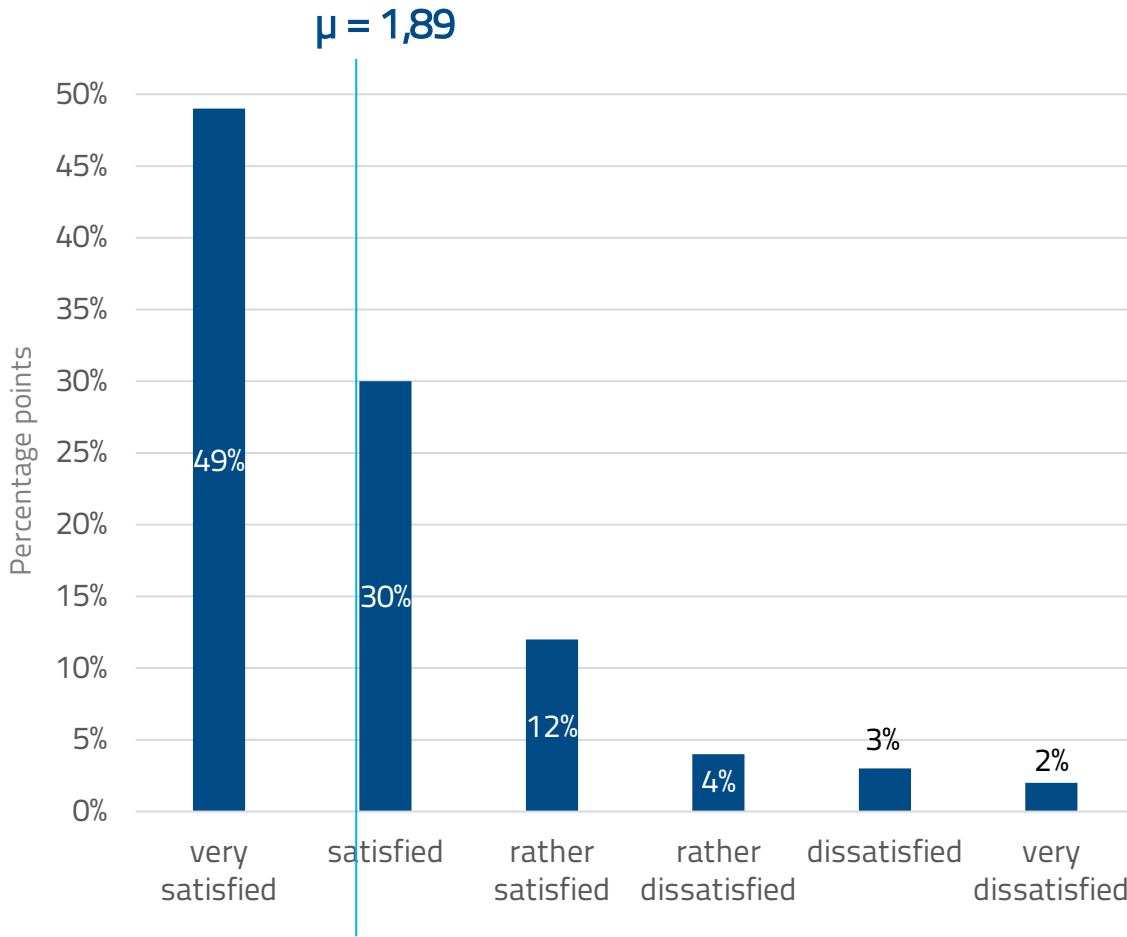
response rate: 177 of 448 students = 39,5%

Overall satisfaction – comparison online to classroom teaching

digital teaching formats 2020



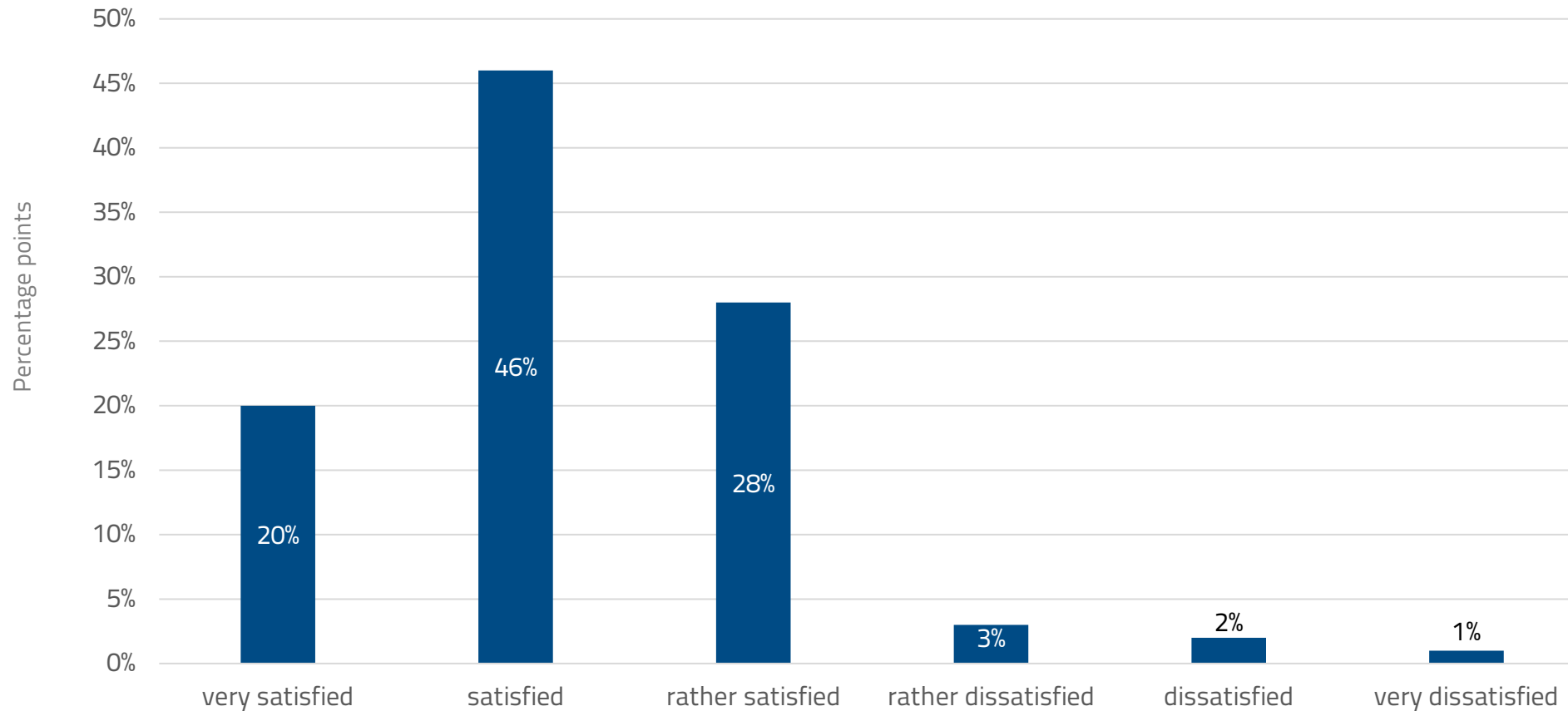
classroom teaching 2nd quarter 2019



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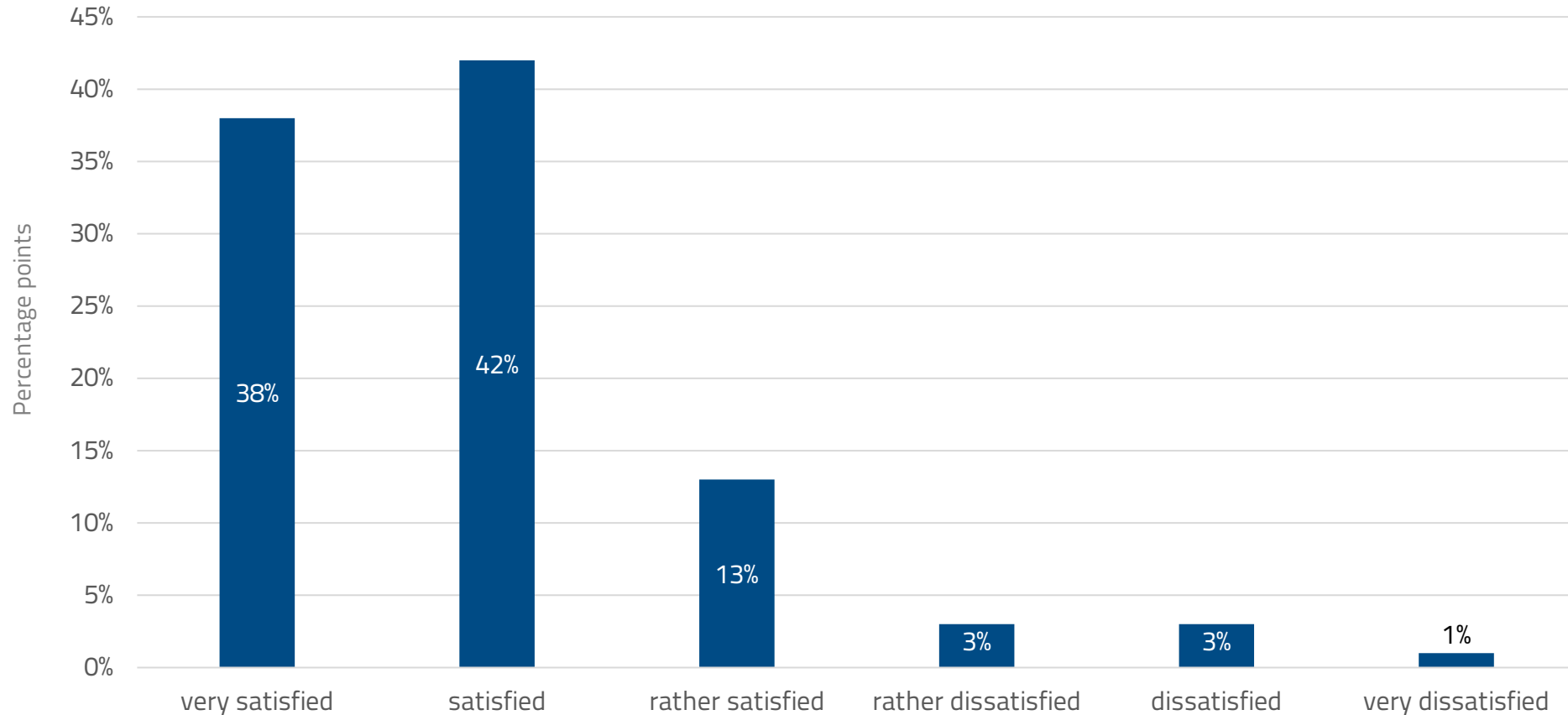
n=1153 ; overall response rate: 67%

How do you rate the technical conditions for online teaching (quality of videos/sound, data transmission stability)?



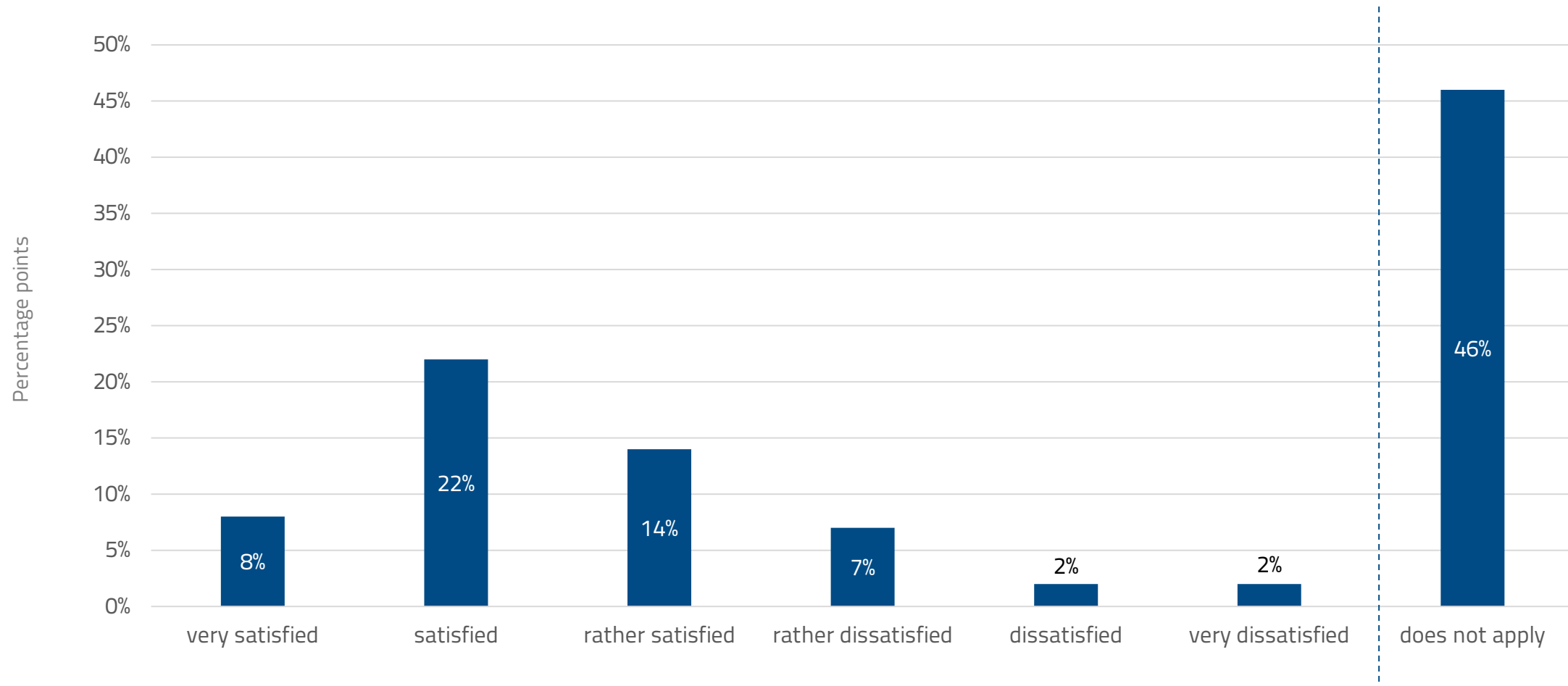
response rate: 177 of 448 students = 39,5%

How do you rate the software Microsoft Teams in terms of online teaching?



response rate: 177 of 448 students = 39,5%

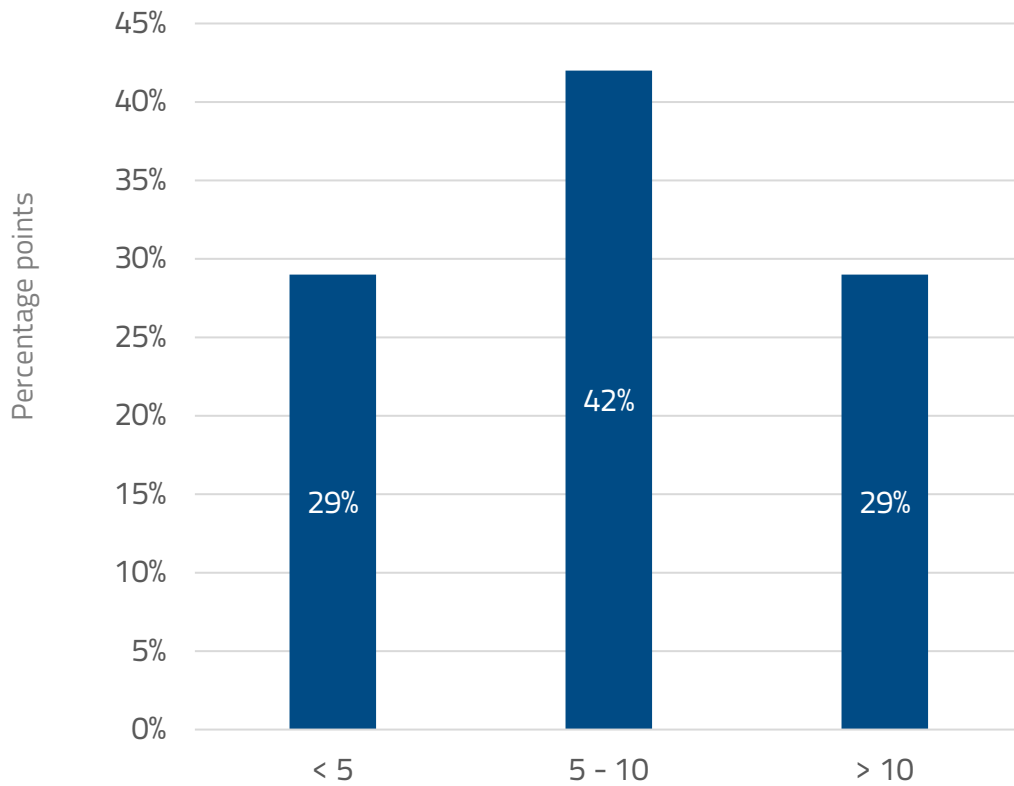
How satisfied are you with the technical support provided by your HSBA IT contact(s) and/or Programme Management?



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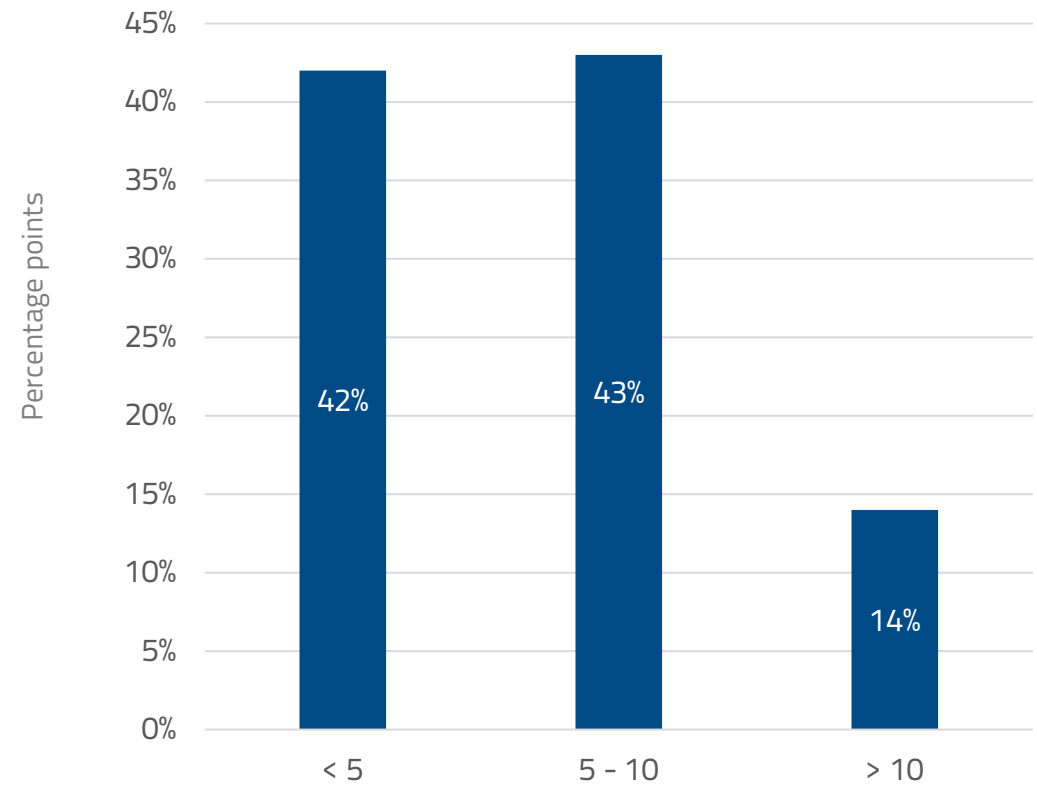
How many hours on average did you spend weekly for course preparation and wrap-up? Comparison digital to classroom teaching

digital teaching formats 2020



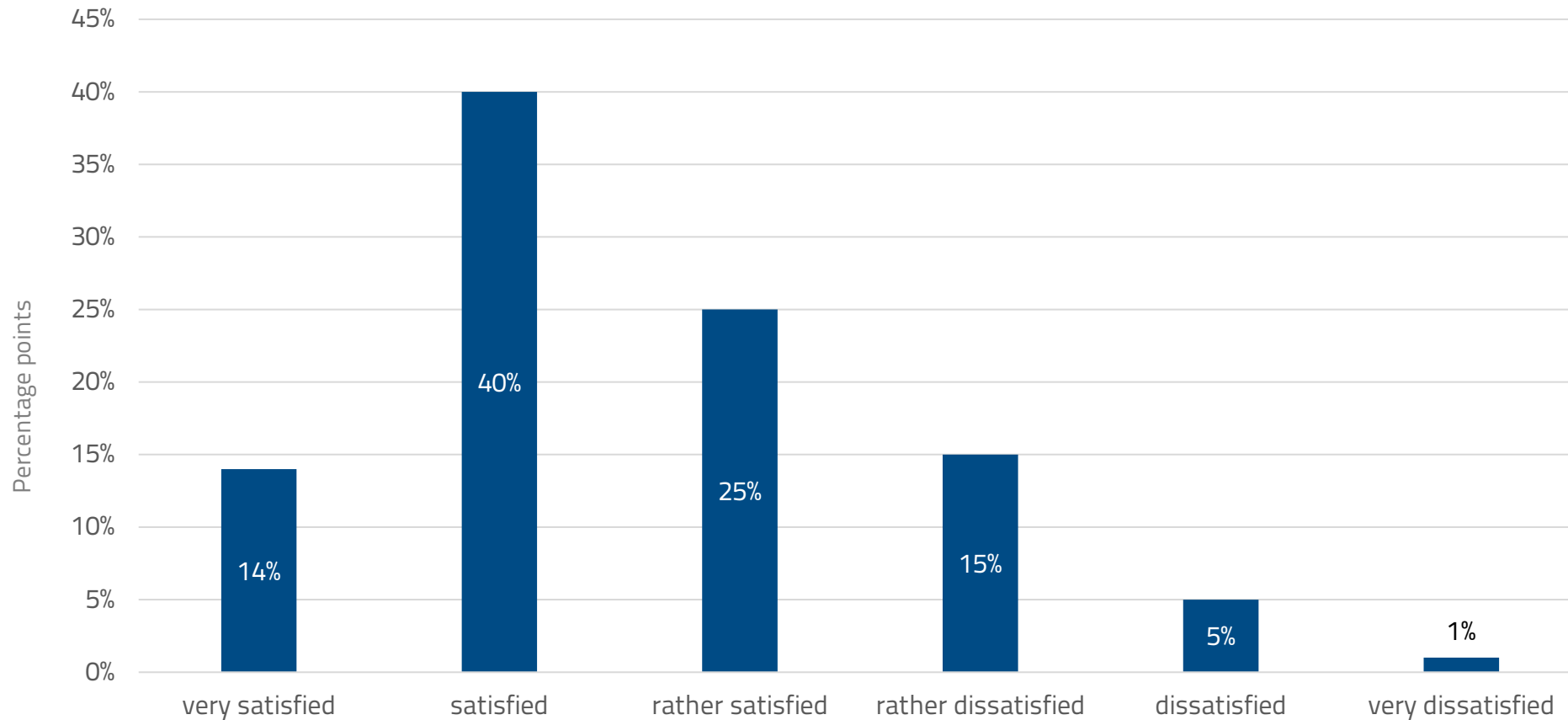
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classroom teaching 2nd quarter 2019



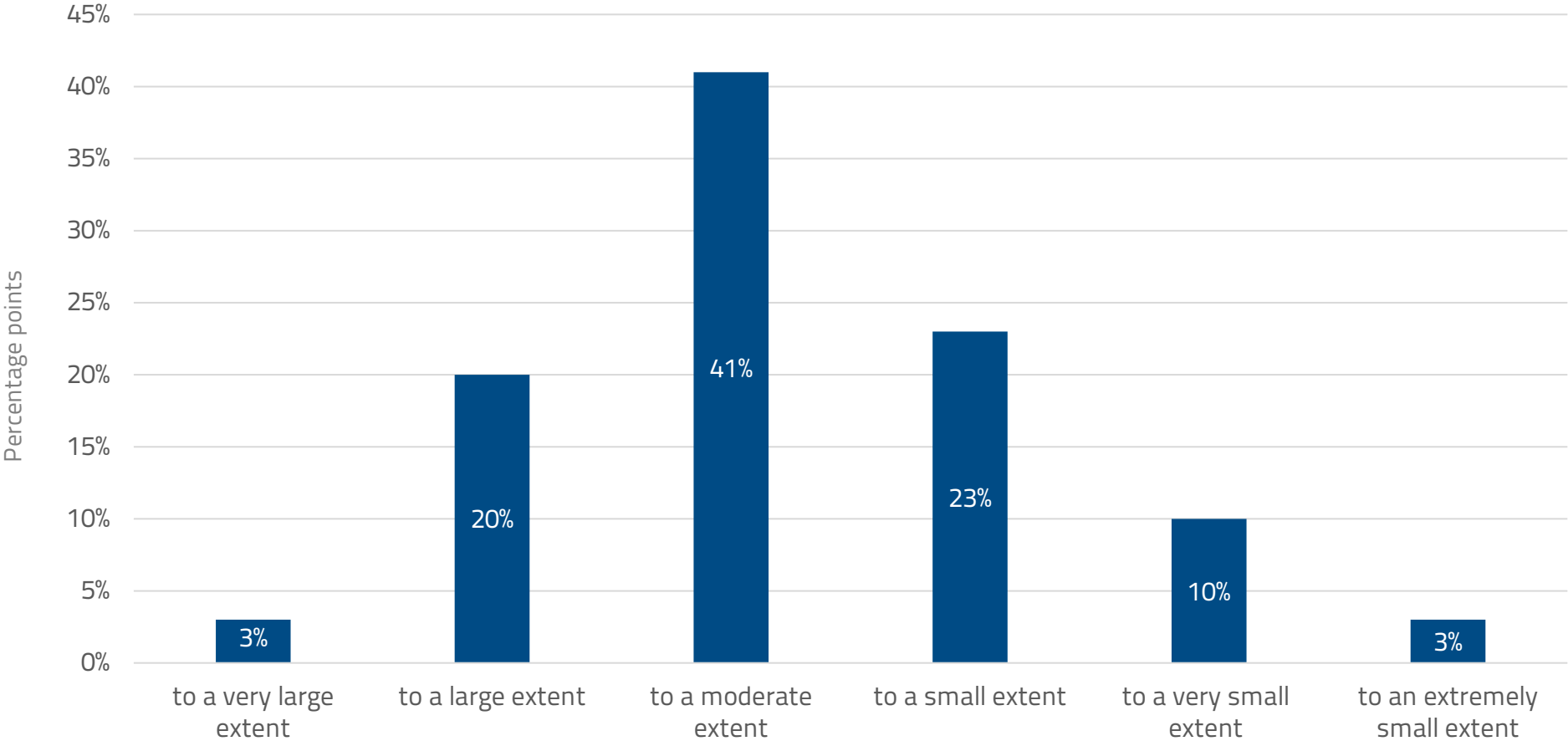
n=1153 ; overall response rate: 67%

How do you rate the options for immediate and direct enquiries during online classes?



response rate: 177 of 448 students = 39,5%

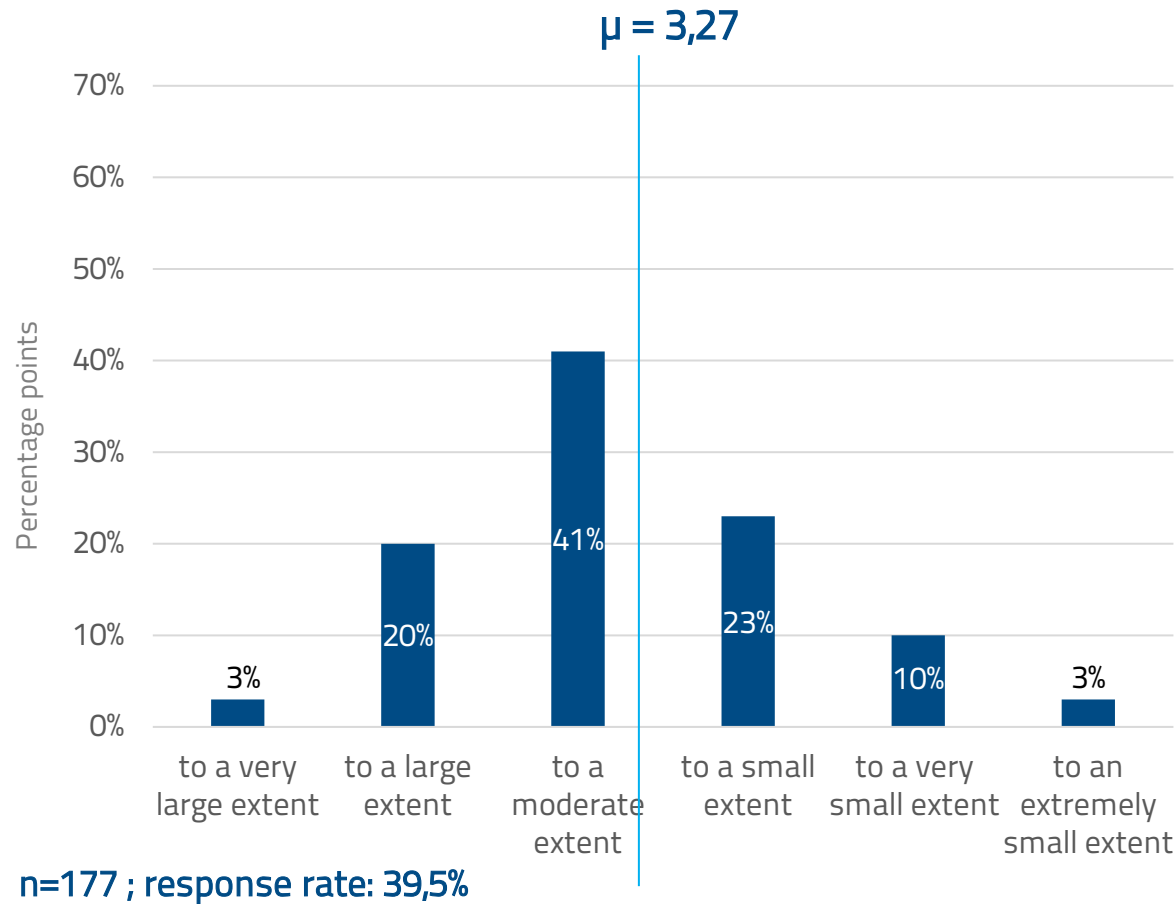
To what extent were other students engaged during online classes?



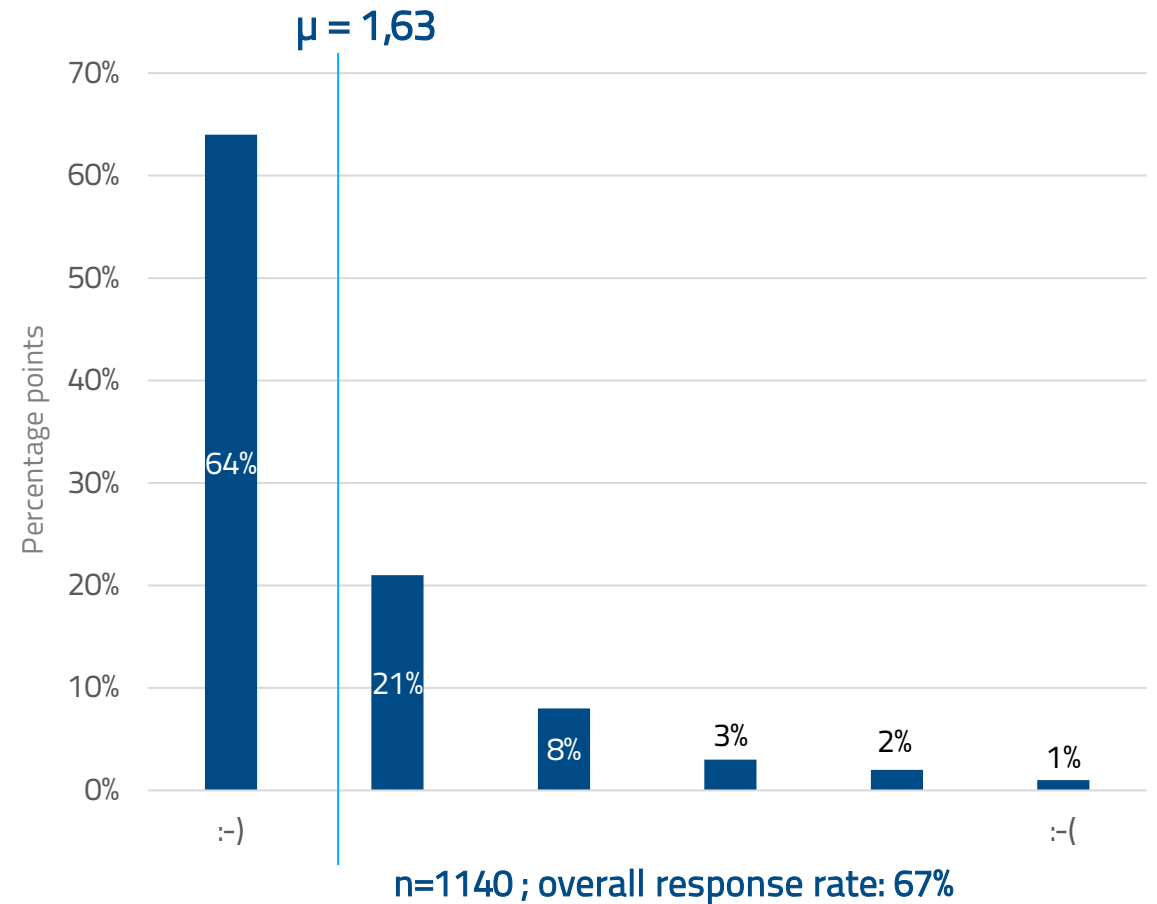
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Engagement of students – comparison online to classroom*

digital teaching formats 2020

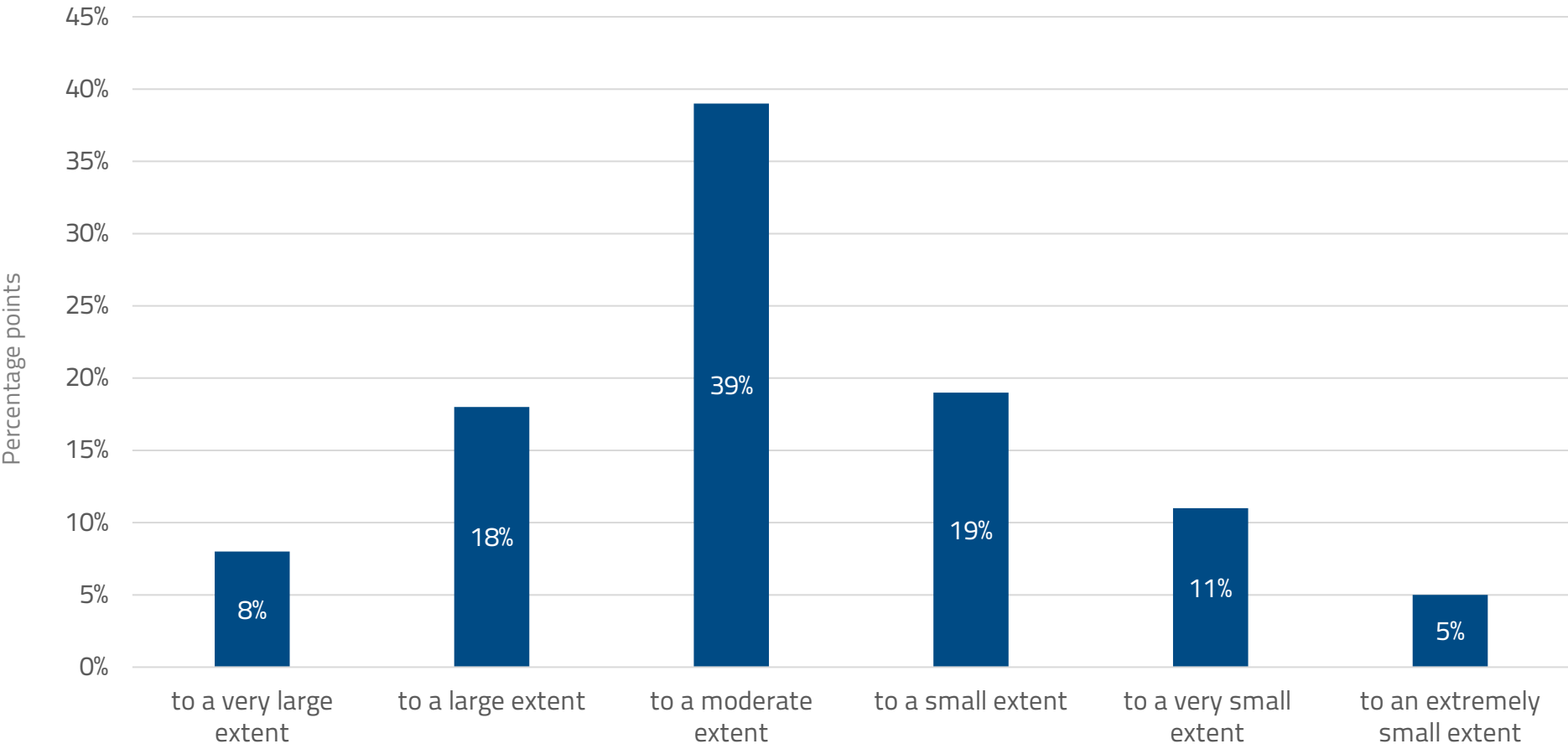


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*Slightly different question & answer scheme classroom teaching „Were students actively integrated into the course“, scheme: smileys

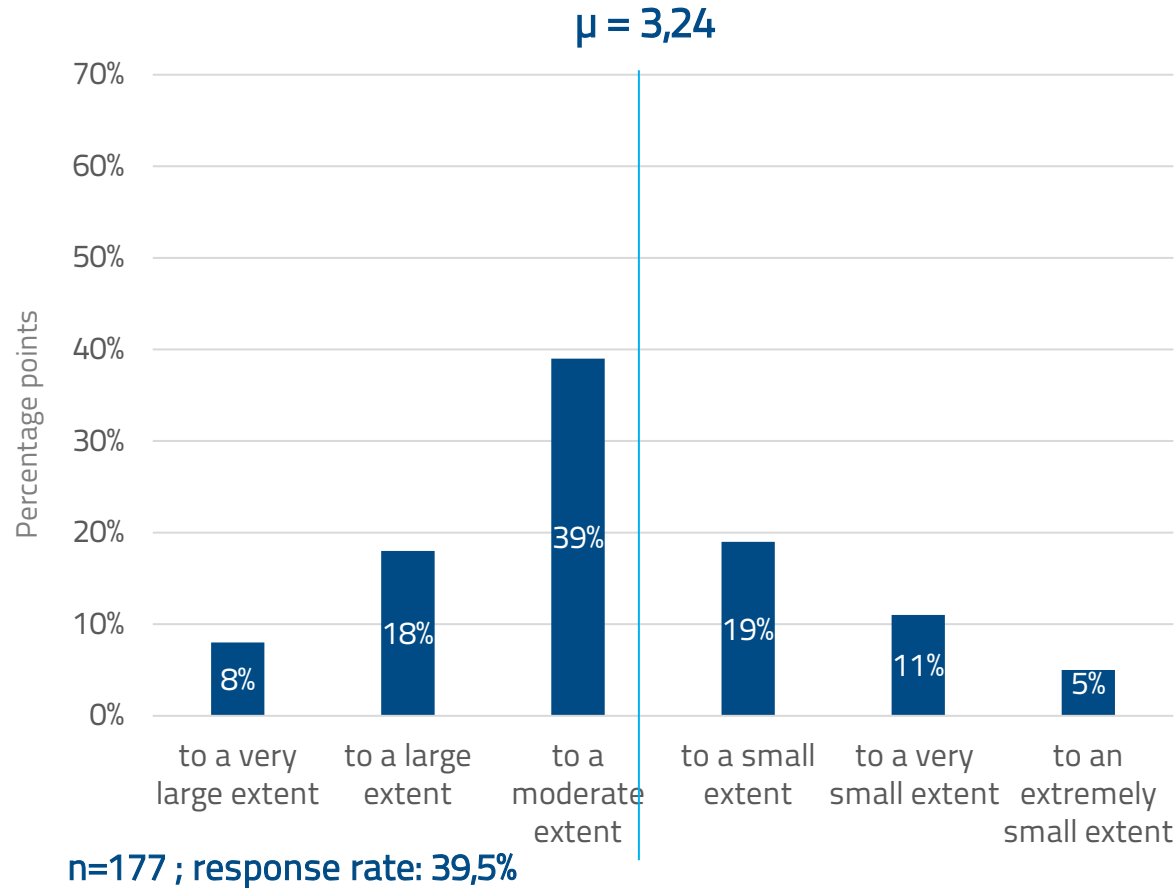
To what extent have you used the chance to get involved yourself?



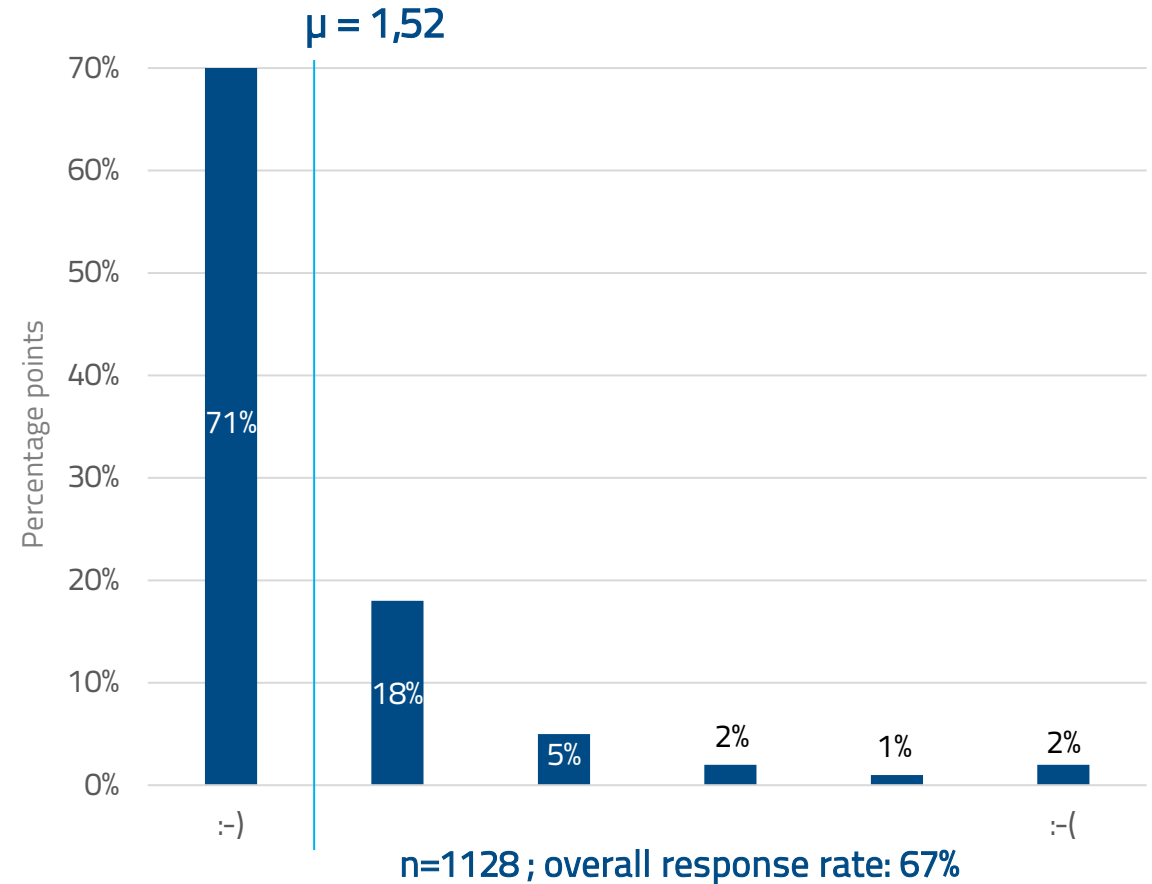
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Own involvement – comparison online to classroom teaching*

digital teaching formats 2020

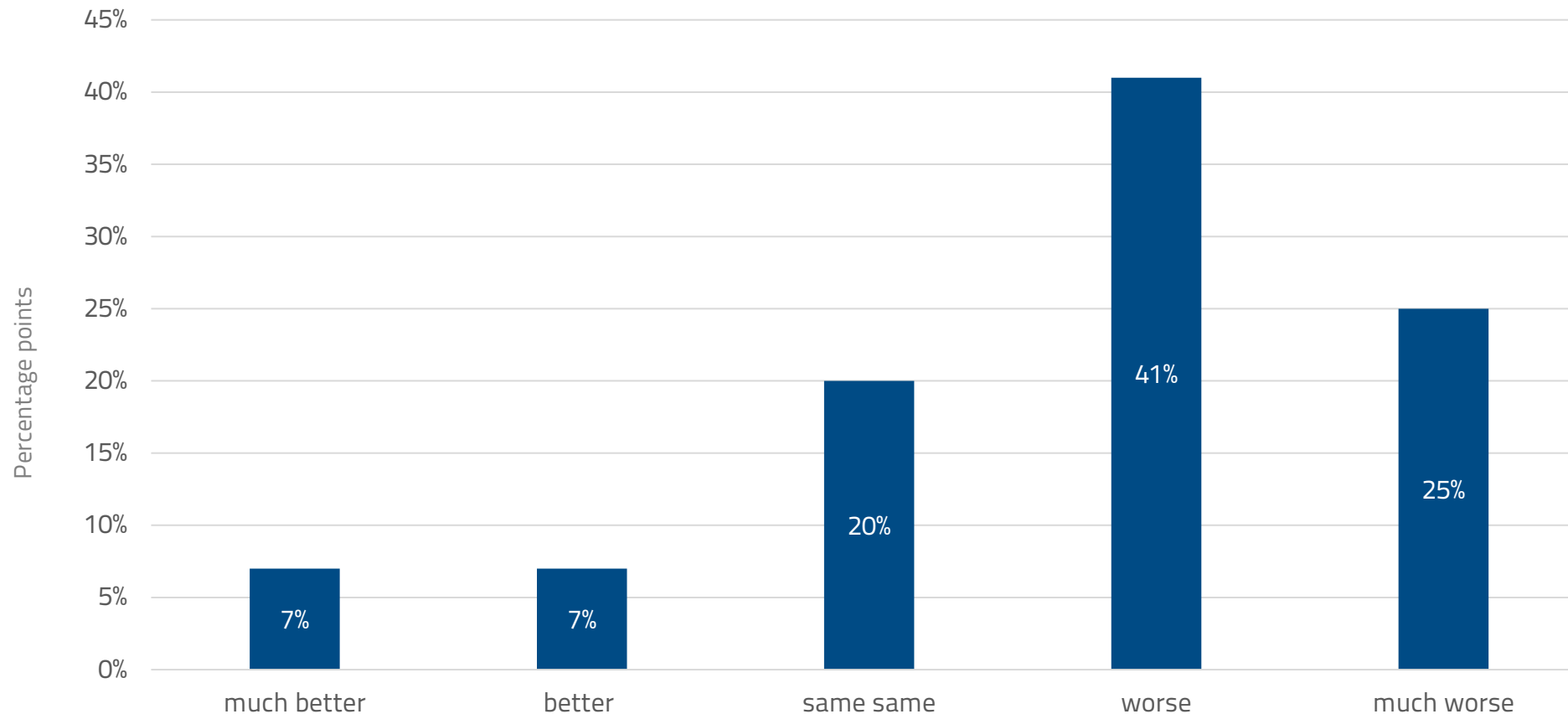


classroom teaching 2nd quarter 2019



*Slightly different question/answer scheme classroom teaching: „How well did you participate in the course“, scheme: smileys

How do you rate your own ability to concentrate/stay attentive in a 90-minute online class compared to classroom teaching?



response rate: 177 of 448 students = 39,5%

Free text comments for the assessment of the ability to concentrate/stay attentive – cloud clustered by category

no feeling about atmosphere in group

need more breaks **long monologues hard to follow**

no possibility to ask fellow students **too long days**

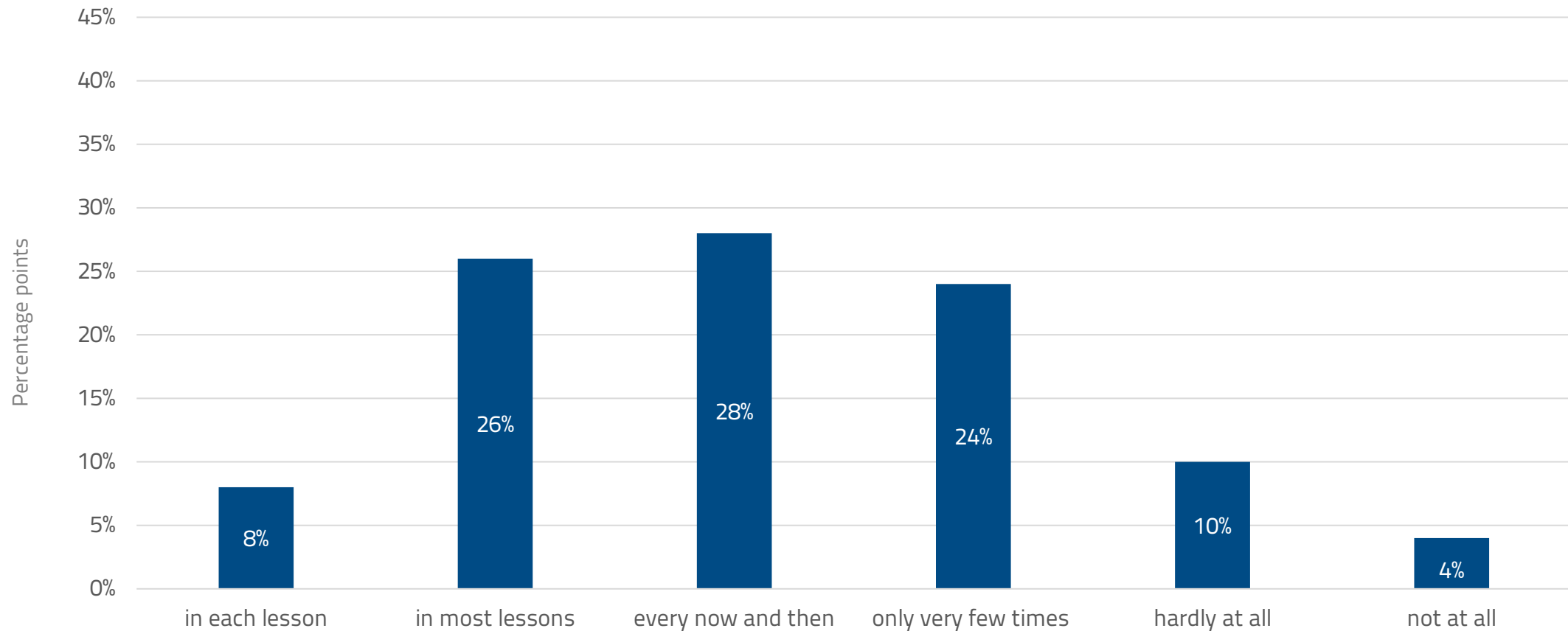
more difficult to keep up attention

discipline **better concentration**

more interactivity needed

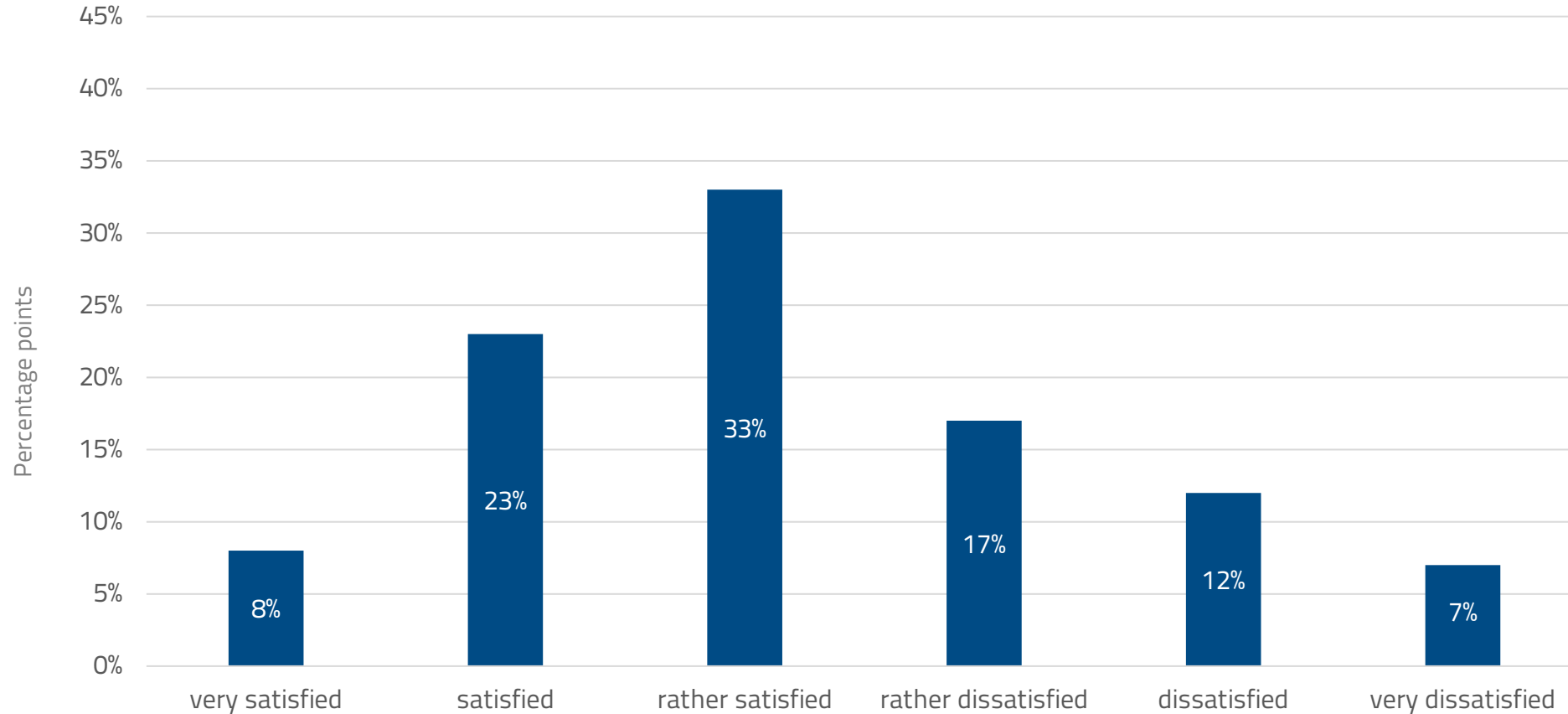
more distracted at home

How often do you use the different communication channels like, e.g. the chat function?



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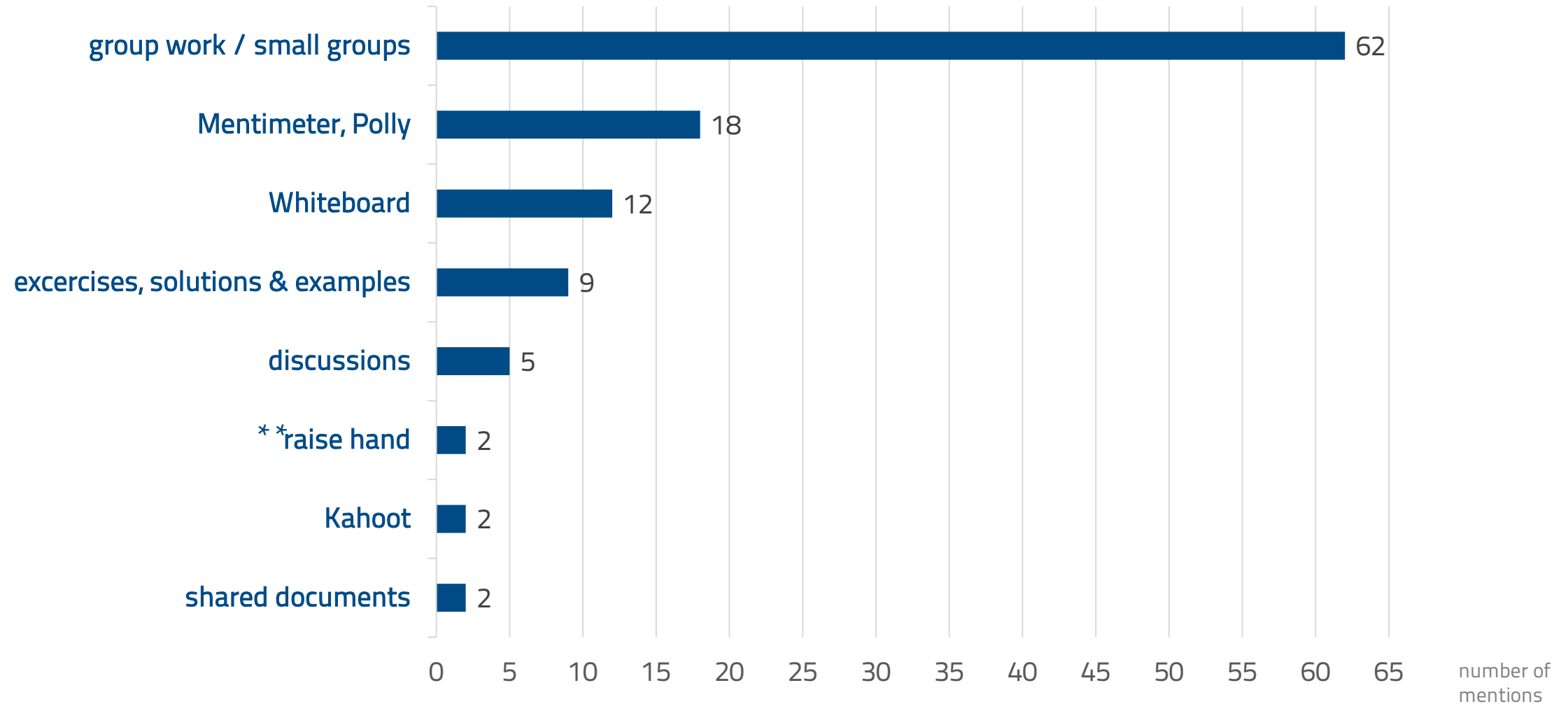
How do you rate your engagement with other students in terms of academia?



response rate: 177 of 448 students = 39,5%

Which ways of working interactively do you like best?

97 people answered and some of them indicated several ways they like best, such as... *



*free-text answers, clustered by content in the following categories

**tool implemented later during semester

Which ways of working interactively do you like best?

9 of them made general statements – some selected quotations

„Die Onlinevorlesungen haben alle sehr gut und ohne Probleme funktioniert. Es war möglich direkt Fragen zu stellen, ähnlich zum Unterricht in der Uni.“

“The time you save with not having to drive to university”

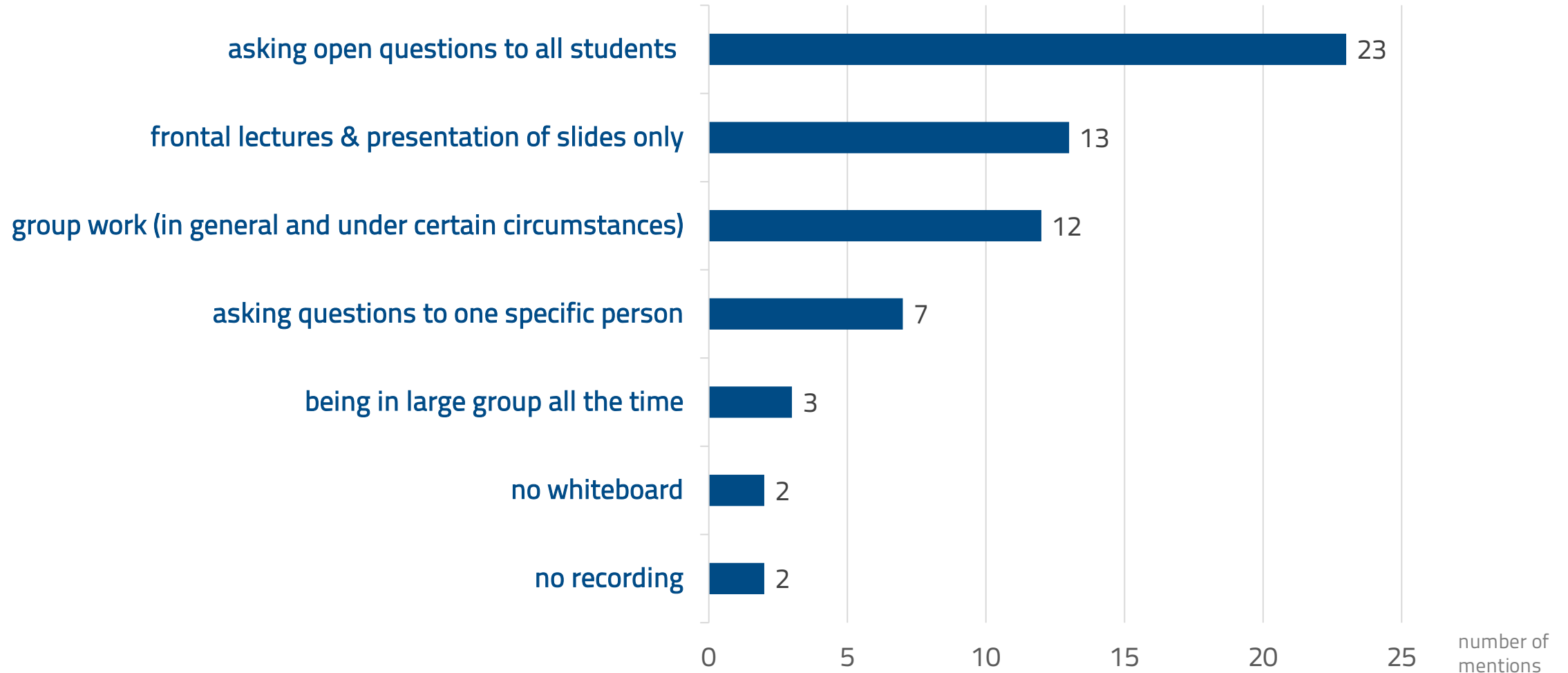
„Kein Papierverbrauch für die Skripte“

„Ortsunabhängiges Arbeiten allgemein ist ein großer Vorteil und ermöglicht (meiner Meinung nach) eine erhöhte Konzentration, sofern man diszipliniert damit umgeht.“

“Wenn man sich gesundheitlich nicht ganz fit fühlte, konnte man dennoch am Unterrichtsgeschehen teilnehmen.“

“To be honest, in most of the cases the online teaching worked out better than expected.”

Which ways of working interactively are not a good fit in your opinion*?



*72 people answered and some of them indicated several ways; free-text answers, clustered by content in the following categories

Which ways of working are not a good fit in your opinion?

12 people mentioned group work under certain circumstances – some selected quotations

"giving too complex tasks to groups, hard to work together via teams."

"Get into your groups" seems to work only in rare cases. Often at least 50% of the members aren't joining and then the group disassembles completely sooner or later. I'm not sure if this would be different if we wouldn't need to start the meetings ourselves and could be pulled back by the lecturer to the main course."

"Gruppenarbeit mit mehr als 4 Personen."

"group work in not already prepared sub-channels (huge chaos)"

"...it can be done the right way and the wrong way. In some classes we were given 15 mins to read and discuss a 3 page article and prepare a small presentation for the results of the discussion. You can imagine the quality of the answers after such a small timeframe."

Which ways of working are not a good fit in your opinion?

8 students made general statements – some selected quotations

“Having to stay a very Long time concentrated in front of your laptop.”

“Everything besides polls or similar tools.”

„Der Unterricht in der Uni macht deutlich mehr Spaß, man ist fokussierter und beteiligt sich gerne mehr am Unterricht“

„Der direkte, gegenseitige Austausch mit Kommilitonen und Prof. fehlte, besonders in den Pausen“

“It’s annoying if someone speaks and the Organizer did not mute his microphone or to hear constantly the background of the speaking person”

Which classes worked well for online teaching?
Cloud clustered by category

Managerial Accounting

Business Law/Wi.Recht

Accounting/Kosten- und Leistungsrechnung

Logistics Personal

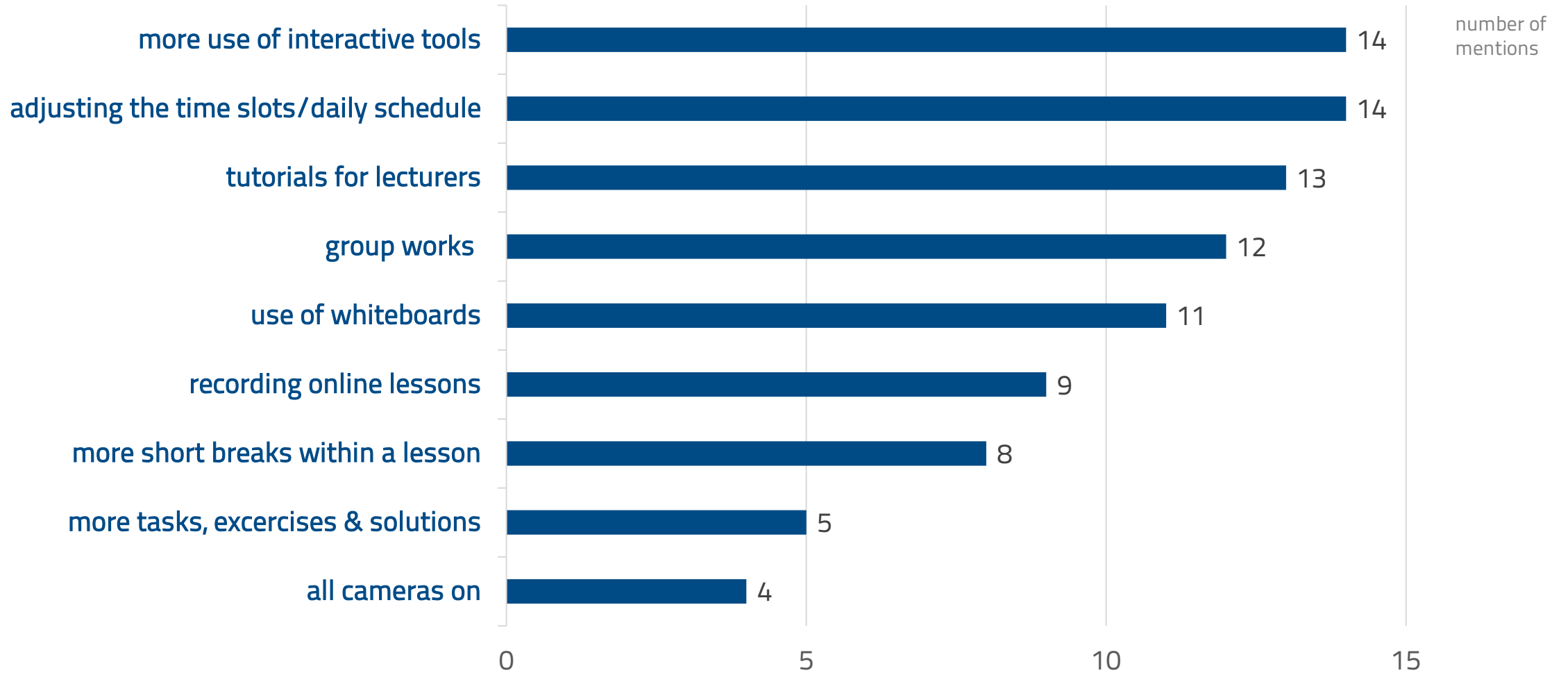
Management Game

Statistics

Operations Management Marketing Management II

Operations Research

Do you have suggestions and tips for optimising our online teaching*?



*85 people answered and some of them indicated several items; free-text answers, clustered by content in the following categories

Suggestions and tips – 21 students made general statements some quotations

“kürzere Videos mit Inhalten aufnehmen und dann wiederholend in den Präsenzveranstaltungen besprechen (mit Praxis-Beispielen und Cases).”

„every lecturer needs the same or at least working technical equipment”

„ I think in general it is depending on the effort a professor puts into his online lectures, if the online lecture can be successful. I have had great professors, who were very motivated and included tools like the white board and the function of group work. Other professors just sat there and read of their slides, which disappointed me.”

“Ein Studienalltag, der Online und Präsenz verbindet (z.B. 3 Tage HSBA, 2 Tage Online), da manche Fächer perfekt auch online möglich sind und manche nicht”

“Let us go back to real courses at HSBA!”

“Teacher tends to talk more because he/she thinks he has to explain more because he/she can not see any reaction in the faces of students”