HIVES Research Initiatives

Phase 1: Small-scale study in ‘first generation’ redesigned learning space

Compared student engagement in two sections of a course:
One in a ‘traditional’ classroom, and one in a ‘redesigned’ space

- Both classes had the same course instructor, same critical path, and same curriculum delivery
- Administered a 30-item survey with items taken from the National Survey on Student Engagement (NSSE)
- Students in the redesigned space gave more favourable average ratings on 23/28 questions
- 68% of students in the redesigned classroom reported spending 6 or more hours per week on work outside of class, compared to only 50% of students in the traditional classroom

Phase 2: Research on the HIVES

- Documentation of all communication with faculty & students
- Research on faculty use of the CTL and IT supports
- Pre- and Post- surveys on faculty impressions and teaching practices; Pre- and Post-surveys on student impressions and learning experiences

Faculty use of training support

- 50% of faculty attended the June HIVES training workshops
- 67.5% of faculty attended the August HIVES drop-in practice sessions
- The on-site tech support (the ‘bee’) responded to 136 help requests in the week before and the first two weeks of classes

Faculty first impressions of the HIVES

The Centre For Teaching & Learning
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