



# Country Context Report & Situation Analysis

**Project Result 1 - Country context analysis: availability and infrastructure of informal learning space**

**HTW Berlin  
Germany**

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## Introduction

This country context report aims to represent the state of the art concerning the German informal learning space (ILS) environment. Please note that this country context analysis partially took over parts of Schneidt (2022).

As of the winter semester of 2021/22, there are 423 universities in Germany<sup>1</sup> (Rudnicka, 2022). Figure 1 shows that the number of students in Germany increased from approximately 1.94 million in 2002/03 to 2.95 million in 2022 (Statista, 2022, p.4; Statistisches Bundesamt, 2022). This number is expected to maintain between 2.5 million and 3 million by 2030 (Kultusministerkonferenz, 2021, p.12; Statistisches Bundesamt, 2022). To accommodate this high demand for HE, universities must take on tasks that ensure an appropriate spatial campus infrastructure in Germany (cf. Wissenschaftsrat, 2022, p.14). With approximately 241k students, business economics is the most heavily occupied subject at German universities as of the winter semester of 2021/2022. The second place of most occupied subjects at German universities is informatics with approx. 138k students, while jurisprudence is in the third place by being occupied with approx. 119k students (Statista, 2022, p.7).

In Germany, research studies show that usually one third of study-related time is allocated to instructed lecture time, while time allocated to self-study prevails with two thirds, which is reflected in the curricula<sup>2</sup> and student surveys (cf. European Commission, 2009, p.16; cf. Vogel *et al.*, 2019, p.16). Even though students invest most of their study-related time in informal learning, German campuses lack spaces students can use to learn outside instructed lectures and seminars (cf. Vogel *et al.*, 2019, p.16; cf. Wissenschaftsrat, 2022, p.15).

Further, it must be considered that the *classic student* no longer exists in huge numbers on German campuses. Thus, universities must provide an infrastructure suitable to heterogeneous users, including students with fewer opportunities (SWFO) (cf. Becker & Stang, 2020, p.71; cf. Wissenschaftsrat, 2022, p.33). Here, 11% of all students in Germany claim to have disabilities and health issues. From these, 55% suffer from mental diseases, 30% from chronic somatic diseases, 10% from

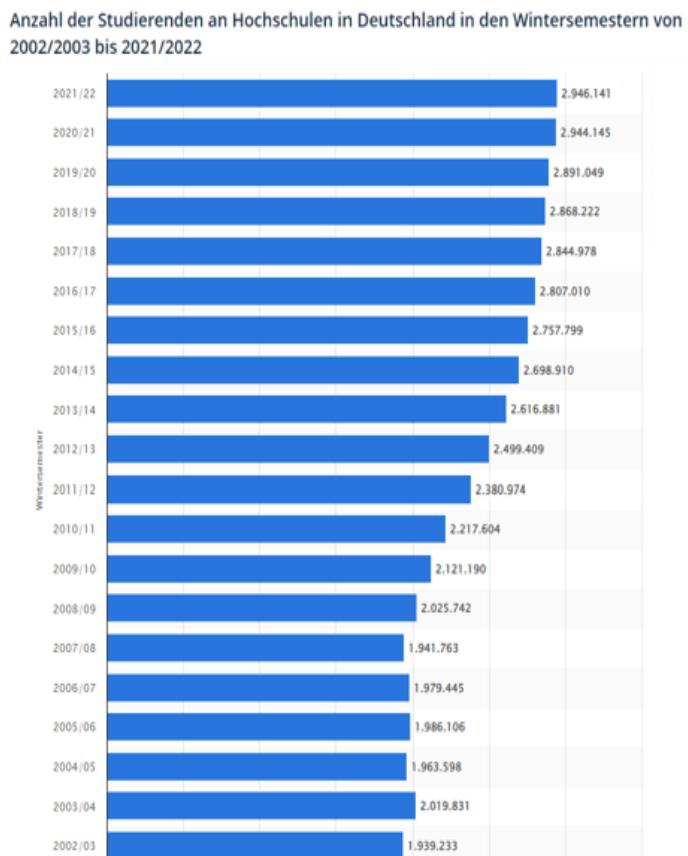


Figure 1. The number of students at universities in Germany in the winter semesters from 2002/2003 to 2021/2022 (transl.).  
Note. Reprinted from "Studierende in Deutschland", by Statista, 2022, p.4.

<sup>1</sup> Including public and private universities, excluding administrative universities (cf. Rudnicka, 2022).

<sup>2</sup> Please find a regional example for the relation for instructed lecture time and time allocated to self-study in business administration (bachelor) at HTW Berlin via [https://bwl.htw-berlin.de/fileadmin/HTW/Zentral/Rechtsstelle/Amtliche\\_Mitteilungsblaetter/2014/03\\_14.pdf](https://bwl.htw-berlin.de/fileadmin/HTW/Zentral/Rechtsstelle/Amtliche_Mitteilungsblaetter/2014/03_14.pdf) [Last access: 10/1/2022].



visual and auditory impairment, 10% from mobility impairment, and 11% do not specify their impairments (cf. Deutsches Studentenwerk, 2016a; cf. Hochschulrektorenkonferenz, 2016). SWFO also include students living with minor children or people in need of care, whereas 6% of all German students have at least one child, including 31% of women and 10% of men who are single parents to a child younger than 15 years old. The average age of students with at least one child is 35 years, and thus, 11 years older than students without children in Germany (cf. Deutsches Studentenwerk, 2016b).

Figure 2 shows the age distribution of students in numbers, indicating that most students are between 21 and 24 years old. Moreover, an appreciable high amount (approx. 187k) of students are 37 years and older, who can be considered SWFO. Additionally, 11% of all students in

Germany are foreigners who have acquired their university entrance certificate abroad (cf. Mediendienst Integration, 2022). Here, most international students come from China (approx. 44k students), Turkey (approx. 37k students), and India (approx. 34k), as shown in Figure 3. Thus, the student landscape in Germany consists of diverse students. For German university buildings to be considered inclusive, universities must fulfill the requirements for socio-cultural sustainability, namely "freedom of barriers, family friendliness, and health" (Wissenschaftsrat, 2022, p.33).

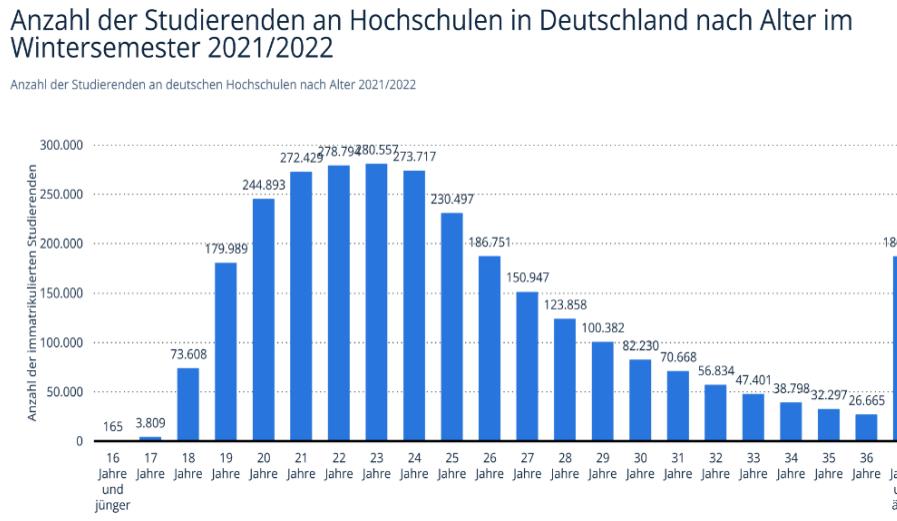


Figure 2. The Number of students at universities in Germany by age in the winter semester 2021/2022 (transl.). Note. Reprinted from "Studierende in Deutschland", by Statista, 2022, p.16.

### Anzahl der ausländischen Studierenden an Hochschulen in Deutschland im Wintersemester 2021/2022 nach Herkunftsländern

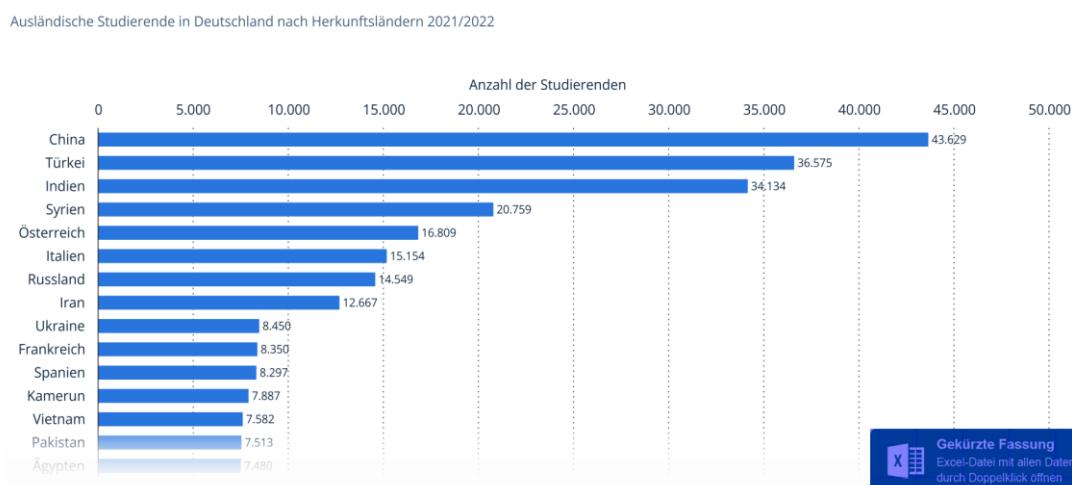


Figure 3. The number of international students at universities in Germany in the winter semester of 2021/2022 by country of origin (transl.). Note. Reprinted from "Studierende in Deutschland", by Statista, 2022, p.14.



## Situation on National (Regional) Level in Germany

### Key Stakeholders on National (Regional) Level

Provision, Management, and Design of Learning Spaces in Higher Education

#### Existing networks

1. *HIS-HE Institut für Hochschulentwicklung (transl. Institute for Higher Education Development) (national, Germany)*

HIS-HE is a leading institution for higher education (HE) planning and development in Germany, which supports universities and ministries in guiding them through spatial university planning and development changes. It is experienced in creating structural development plans and demonstrating innovative infrastructural design for research, learning, and teaching by considering sustainability and space management (HIS-He, 2022).

2. *HFD - Hochschulforum Digitalisierung (transl. Forum of higher education for digitalization (national, Germany)*

The HFD brings lecturers, university staff, and students together within its German-wide HE networks, promotes exchange across disciplines and universities, and aims at skill building for digital teaching and learning. It consists of stakeholder dialogue, connecting institutions' representatives to encourage knowledge sharing and shape digitization in studies and education in HE. Articles and contributions on university construction and learning spaces are regularly published, which can interest the NIILS project (HFD, 2022).

3. *Stifterverband für die Deutsche Wissenschaft (transl. Donor's Association for German Science) (national, Germany)*

The Stifterverband is a joint initiative of companies and foundations, providing holistic advice, networking, and funding in education, science, and innovation. It supports research projects (such as the NIILS project) and internationally competitive research institutions (developing and promoting ILS on Campus), and the idea of equal opportunities in education (inclusion and SWFO) (Stifterverband, 2022).

4. *DINI - Deutsche Initiative für Netzwerkinformation e.V. (transl. German Initiative for Network Information e.V.) (national, Germany)*

The DINI promotes improving universities' information and communication services and information infrastructure regionally and nationally. It serves as a supporting stakeholder for the NIILS project as they publicize funding programs and exemplary solutions, encourage new programs, provides food for thought for the development and application of standards, and disseminates recommendations for their use (DINI, 2022a).

#### Stakeholder communities

*Wissenschaftsrat (transl. Science Council) (national, Germany)*

The Science Council is a science policy advisory body. It advises the federal government and the states on all issues relating to the substantive and structural development of science and research in HE. It regularly publishes the current condition concerning university construction in Germany (Wissenschaftsrat, 2022).

Promoting and Supporting Inclusivity in Higher Education

### Central responsible public bodies regarding inclusion

1. *Deutsches Studentenwerk (DSW) (transl. German student services) (national, Germany)*

The German Studentenwerke are "institution[s] at universities for the social support of the students" (transl. Oxford, 2022). In total, 57 Studentenwerke in Germany serve more than 300



universities dealing with "social, economic, cultural and health promotion" (transl. from Deutsches Studentenwerk, 2022). At this, the Studentenwerke focus on equal opportunities, improvement of overall conditions, and equivalent offers for everyone (cf. Deutsches Studentenwerk, 2022).

2. *Deutscher Bibliotheksverband e.V.* (transl. German library association) (national, Germany)

The German Bibliotheksverband e.V. is an association of more than nine thousand German libraries with the objective of "strengthening libraries regarding free access to media and information for all citizens" (transl. from DBV, 2022a). Here, the DBV offers various seminars concerning the topic of inclusion in German libraries (DBV, 2022b).

### Engaging with Informal and Non-conventional Learning Spaces

#### ➤ *DINI-AG Lernräume*

The *DINI-AG Lernräume* is an existing stakeholder community on behalf of the *DINI* that explicitly addresses ILS in HE. It consists of different actors of libraries, computer and media centers, and institutions within the DACH-region<sup>3</sup>, who promote innovative and technologically enhanced learning spaces in HE institutions (DINI, 2022b).

## State of the Art: Informal and Non-conventional Learning Spaces in Germany

### Projects and Good Practice Examples

The range of good practice examples regarding ILS in Germany is limited as of today. However, the DINI created the *DINI-Lernraum-Atlas* (transl. *DINI-learning space-atlas*), which includes an overview of good practice examples that consider freedom of barriers and user-friendliness for all people in innovative physical learning spaces. It can be found via the following link: <https://intern.dini.de/confluence/display/LEHO/Barrierefreiheit+und+Nutzerfreundlichkeit#expand-imInternet> [Last access: 9/10/22].

### Tools and Guidance Material

#### Toolkits

1. *DINI-Lernraum-Atlas* (transl. *DINI-learning space-atlas*) (national, Germany)

The DINI-Lernraum-Atlas is the outcome of the project *Lernwelt Hochschule* (transl. learning world university). It provides a systematic overview of the development of *learning worlds* in German universities while providing good practice examples. It can be found via the following link: <https://intern.dini.de/confluence/display/LEHO> [Last access: 9/10/22].

2. *DINI - Lernraum Toolkit* (transl. *DINI - Learning Spaces Toolkit*) (national, Germany)

The learning room toolkit is intended to provide information on the design of learning spaces in the university context to support practitioners in their work. It can be found via the following link: <https://lernraum-toolkit.github.io/>, [Last access: 9/10/22].

#### Articles and blogs

The first google search results when searching for ILS in the Berlin region online are insider articles and blogs with pictures and descriptions of student-recommended ILS. These blogs and articles list the best coworking cafés, Wi-Fi cafés, and libraries in Berlin, for instance:

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<sup>3</sup> The DACH-region includes Germany (D), Austria (A), and Switzerland (CH).



- *Die besten Coworking Cafés in Berlin* (transl. The best coworking cafes in Berlin) via <https://coworkingguide.de/coworking-cafes-in-berlin> [Last access: 9/7/22]
- *Meine liebsten Cafés zum Arbeiten in Berlin mit Wlan* (transl. My favorite cafes to work in Berlin with WiFi) via <https://bezirzt.de/meine-liebsten-cafes-in-berlin-zum-arbeiten/> [Last access: 9/7/22]
- *11 Bibliotheken, in denen ihr ungestört lesen, lernen oder arbeiten könnt* (transl. 11 libraries where you can read, study or work undisturbed) via <https://mitvergnuegen.com/2017/11-bibliotheken-in-denen-ihr-super-lernen-koennt/>

#### Scientific Publications

The DINI publishes research results regarding various topics in HE, libraries, digitalization, and learning spaces on their website, which can be reached via <https://dini.de/publikationen/dini-publikationen/> [Last access: 9/11/22].

In addition, the *Learning Research Center at Hochschule der Medien* (Stuttgart, Germany) shared a freely accessible comprehensive database regarding *Learning Spaces – Lernwelten* (transl. learning worlds). The database can be reached via <https://learning-research.center/bibliographie-lernwelten/> [Last access: 9/11/22]. Please find further detailed information on scientific publications on ILS in Germany in the Appendix.

#### Analysis: Informal Learning Spaces & Inclusion

It has been investigated that strategies to promote inclusive, technologically enhanced ILS in the German HE environment are currently at an early stage (cf. Schneidt, 2022). The German external ILS environment, analyzed with the PESTEL tool by Schneidt (2022), indicates a highly dynamic external environment with partially uncontrollable barriers hindering German universities' flexibility, responsiveness, and autonomy in promoting ILS on campuses. While federal states' HE legislations include the legal regulation of freedom of barriers concerning "accessibility, availability, and design of space" (transl. from Wissenschaftsrat, 2022, pp.27-28), only isolated laws mention that promoting self-study, university autonomy in campus design, or spatial resources on Campus must be sufficiently provided on Campus. Here, a regulatory promotion of learning spaces or their significance to students' learning is lacking in any HE legislation provided by the federal states (cf. Weichert, 2020, pp. 48-59). Therefore, promoting ILS has not yet been fully implemented into HE legislation (cf. Weichert, 2020, pp.55-56). While no quantitative studies on strategies to promote ILS on campuses in Germany could be found, one can derive results from studies by Becker & Stang (2020). According to this, a study by Becker & Stang (2020) shows that a large number, namely 58% of 98 state-approved German universities surveyed, state that strategic organizational changes at their university had occurred in the last five years. 21% of the surveyed universities are planning organizational changes in the next five years, whereas 20% did not implement and do not plan to carry out organizational change (cf. Becker & Stang, 2020, p.84).

Moreover, out of 90 surveyed German universities, only 31% have implemented strategic changes concerning physical learning spaces in the last five years. 39% plan to implement those in the next five years, and 30% did not implement nor plan to do so, indicating a higher resistance toward strategic change for physical learning spaces (cf. Becker & Stang, 2022, p.87). Hence, it seems that promotion strategies for ILS in HE on German campuses are far from being fully developed and, thus, do not yet extensively cover the topic of inclusion or technologically enhanced measures in ILS (cf. Schneidt, 2022).



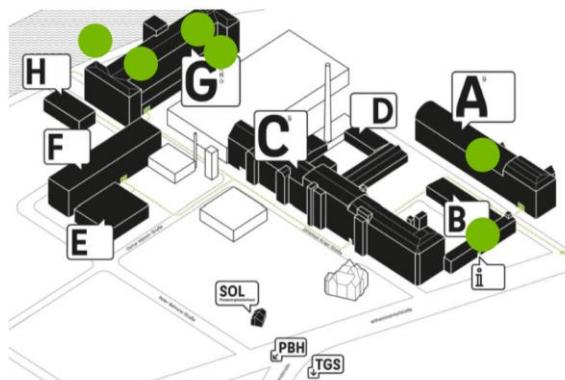
## The situation on Institutional Level at HTW Berlin Institutional Context

### General Information

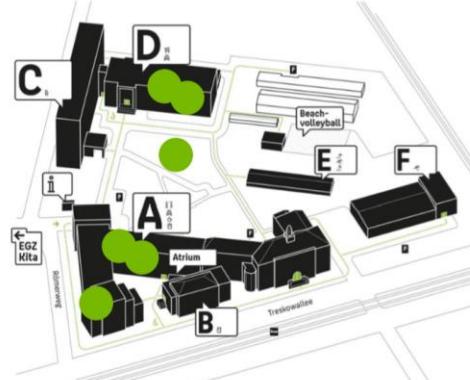
The Hochschule für Technik und Wirtschaft Berlin (HTW Berlin, transl.: University of Applied Sciences) was founded in 1994 and currently employs more than 500 university staff while serving more than 14,000 students on two campuses (campus Treskowallee and campus Wilhelminenhof) in Berlin. It is the largest state-owned university of applied sciences in Berlin. It offers a range of 75 different possible studies in construction and real estate, design, energy and environment, health, computer science, engineering, culture, and economics (cf. HTW Berlin, 2022).

### Physical Infrastructure and Learning Spaces

Figure 4 below portrays an overview of the two campuses of HTW Berlin: Campus Wilhelminenhof (district Treptow-Köpenick) and Campus Treskowallee (district Karlshorst). The green dots represent the interviewed stakeholder's awareness of the availability of ILS on both campuses, which will be discussed in the following chapters in more detail.



Campus Wilhelminenhof



Campus Treskowallee

Figure 4. Stakeholder Awareness of Informal Learning Spaces Availability on Campuses at HTW Berlin.

### Stakeholder Focus Groups / Interviews

#### Methodology

In this part of the project, we followed a qualitative data collection procedure based on focus groups with the stakeholders. Stakeholders could include persons involved in providing, managing, operating, and supporting learning spaces from university administration (e.g., the university management, the lecturer service center, advisors for SWFO, student representatives, librarians, etc.).

The focus groups aimed to investigate two main issues regarding the ILS on our Campus:

- **Spatial characteristics, availability, accessibility, equipment, and infrastructure of informal and non-conventional learning spaces** provided by the institutions in the consortium and the university surrounding, as well as
- **awareness, perception, and existing strategies** within the involved stakeholders to promote inclusive and supportive technologically enhanced informal and non-conventional learning environments, as well as established approaches to mitigate existing inequalities.



The UWK developed interview guidelines as the work package (PR1) coordinator in English. They were revised two times following the suggestions and comments of the project partners in a participatory process. Final guidelines, including interview questions and some instructions concerning the interview process, were translated into German and adapted to the HTW Berlin campus situation (see Appendix). The following themes were the main issues discussed during the interviews:

- Spatial characteristics of the ILS at the university
- Availability, accessibility, usability, equipment, and infrastructure of informal and non-conventional learning spaces
- Awareness and perception related to inclusivity (problems, challenges, measurements taken)
- Role of digitalization in using learning spaces
- Future perspectives and plans

Here, we aimed to conduct stakeholders focus group interviews with five stakeholders. Data was transcribed, coded and analysed according to guidelines developed by the UWK in cooperation with the partners (see Appendix).

### Implementation

The stakeholder focus group with five stakeholders and three interviewers was conducted on the 2nd of June 2022 from 3 p.m. to 4.30 p.m. at HTW Berlin on Campus Wilhelminenhof (WH). Table 1 below shows an overview of the interviewed focus group participants.

Table 1: Focus Group and Interview Participants

Participants	Institution	Department / Division	Tasks / Responsibilities
Participant 1	HTW Berlin	Student representative	Part of the Executive Committee of the Student Parliament (cf. SV, 2022, In. 47).
Participant 2	HTW Berlin	Representative for disabled and chronically ill students (SWFO)	Part of the general student advisory service and student advisor representative for disabled and chronically ill students (cf. SWFOV, 2022, In. 50-51).
Participant 3	HTW Berlin	Library representative	Responsible in the library for management of magazines, newspapers, theses, and public service, i.e., lending, returning, and information (cf. BV, 2022, In. 54-57).
Participant 4	HTW Berlin	Lecturer Service Center representative	Representative of the Lecturer Service Center, mainly responsible for didactics, media didactics, and qualifications for lecturers (cf. LSCV, 2022, In. 59-60)



Participant 5	HTW Berlin	University management representative	Budget management, management of the university administration, which includes, among other things, the student service, the human resources department, the budget department, and the technical department, management of the data center. Further responsibilities include university construction and campus space management (cf. HM, 2022, In. 64-72).
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## Results

### *Existing Informal Learning Spaces*

Figure 5 below demonstrates stakeholder awareness of the availability of ILS on Campus Wilhelminenhof (WH) and Campus Treskowallee (TA) (Figure 6). The specific building numbers are given respectively within the green dots.

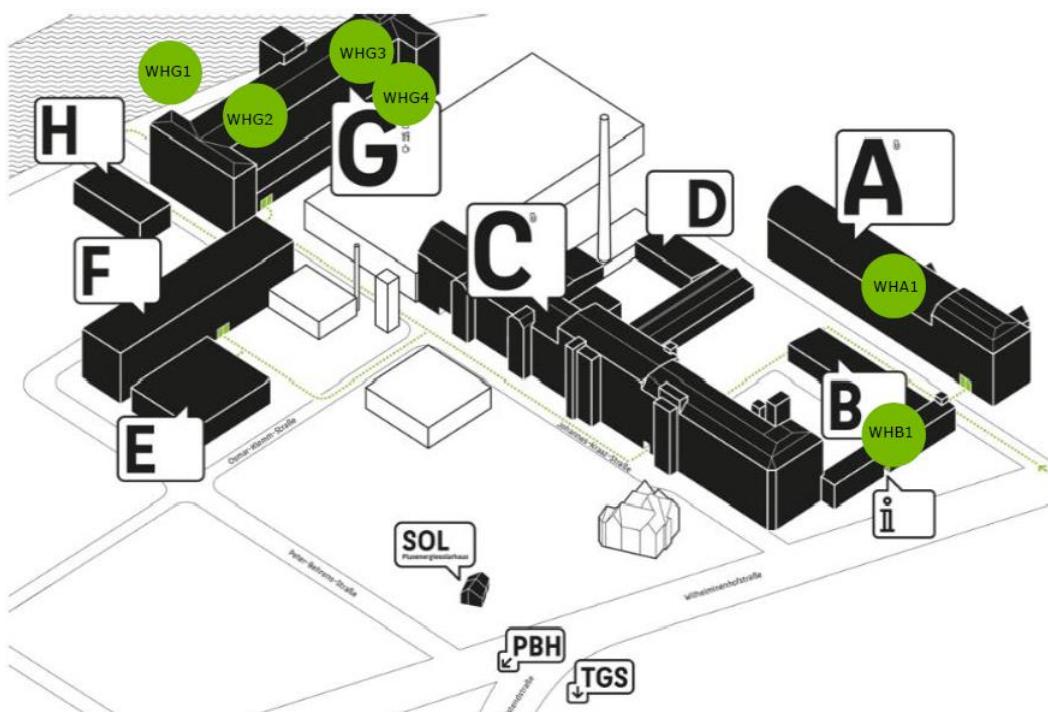


Figure 5: Details Stakeholder Awareness of Informal Learning Spaces Availability on Campus Wilhelminenhof (WH)



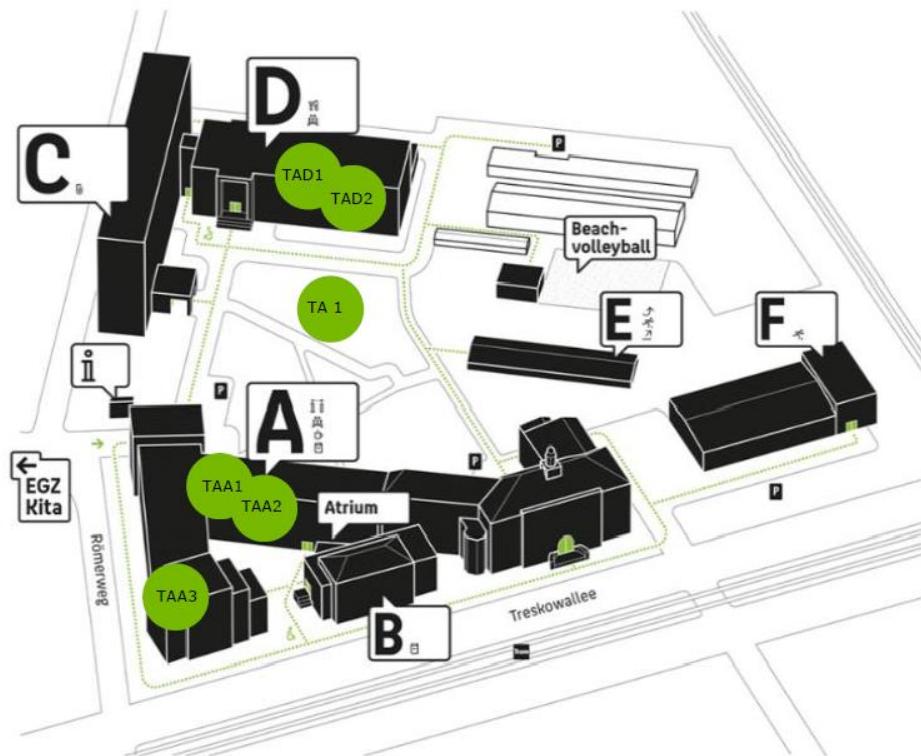


Figure 6: Details Stakeholder Awareness of Informal Learning Spaces Availability on Campus Treskowallee (TA)

Accordingly, more information on the mentioned ILS can be found respectively in Table 2 below.

Table 2: Important informal learning spaces at HTW Berlin as identified by stakeholders

Campus / Building	Label	Notes / Description	Indoor	Outdoor	Off-Campus	Focused learning	Collaborative Learning	Reference
WH 1	Beach			x		x	x	Cf. HM, 2022, In. 131
WH A1	Student Lounge	Belongs to Faculty 5 (Design)	x				x	Cf. SV, 2022, In. 142-147
WH B1	Student Lounges: Roter/Blauer Salon	Belongs to student representatives	x				x	Cf. SV, 2022, In. 84-87,340-352
WH G1	Mensa		x		x	x		Cf. BV, 2022, In. 125-127
WH G2	Library	Reading hall	x		x			Cf. BV, 2022, In. 111-119



WH G3	Library	Group rooms	x			x	Cf. BV, 2022, In. 111-119
TA 1	Park			x	x	x	Cf. SV, 2022, In. 83; cf. HM, 2022, In. 131
TA A1	Hallways	Seating areas in the interim spaces	x		x	x	Cf. SWFOV, 2022, In. 94- 97
TA A2	Library		x		x	x	Cf. SWFOV, 2022, In. 108-109; Cf. BV, 2022, In. 119-124
TA A3	Cafeteria		x			x	Cf. SV, 2022, In. 128-130
TA D1	Mensa		x			x	Cf. SWFOV, 2022, In. 88- 92
TA D2	Cafeteria		x			x	Cf. SV, 2022, In. 81-82; cf. SV, 2022, In. 150-154
TA	Seminar rooms		x		x	x	Cf. SWFOV, 2022, In. 98- 99

Accordingly, ILS for **both focused and collaborative** on both campuses were mentioned during the stakeholder focus groups.

#### *Indoor:*

Specifically, student lounges (WH A1, WH B1), the mensa (WH G1), the cafeteria (TA A3), the libraries (WH G2, WH G3, TA A2), hallways (TA A1), and seminar rooms were mentioned as indoor ILS.

#### *Outdoor:*

The beach (WH 1) and the park (TA 1) were mentioned as outdoor ILS, whereas *off-campus* and *places that are no longer popular* remained unmentioned during the focus group.

#### *Collaborative learning:*

The beach (WH 1), student lounges (WH A1, WH B1), the mensa (WH G1), the library (WH G3; TA A2), the park (TA 1), hallways (TA A1), the cafeteria (TA A3), and seminar rooms were mentioned concerning collaborative ILS.

#### *Focused learning:*

Further, the beach (WH 1), the mensa (WH G1), the library (WH G2, TA A2), the park (TA 1), hallways (TA A1), and seminar rooms were mentioned concerning focused ILS.



*Characteristics of informal learning spaces*

*Role of digitalization in the use of learning spaces:*

Few student cases concerning the lack of personal technological equipment for studying on- and off-campus were reported in the past months. However, it cannot be ruled out that students do not know whom to talk to if they experience problems, which could potentially explain the low number of negative feedback (cf. SV, 2022, In. 422-423; cf. SWFOV, 2022, In. 442-453). Accordingly, it was mentioned that technological equipment for learning purposes could be borrowed by the Studierendenwerk Berlin, which reported that the supply of technical equipment currently exceeds the demand (cf. HM, 2022, In. 428-435; cf. SWFOV, 2022, In. 442-453). Moreover, the representative of the university management claims that just recently, WIFI on Campus TA was modernized and thus works well (cf. HM, 2022, In. 425-428).

*Usability of ILS (including characteristics)*

*Inclusivity, accessibility, and flexibility:*

Inclusivity via physical accessibility of ILS and learning spaces, in general, was extensively discussed during the stakeholder focus group. Physical accessibility was discussed concerning freedom of barriers in mobility (i.e., availability of elevators) and administrative accessibility (i.e., opening hours). In addition, the student representative mentioned that student lounges, such as the Roter Salon and Blauer Salon (transl. red and blue saloon), are generally inclusive and accessible to all students and not just to specific members of student organizations (SV, 2022, In. 340-352). It turned out that overall, stakeholders assess physical ILS on both campuses at HTW Berlin as mainly well accessible and inclusive (cf. SV, 2022, In. 186-192, 194-203; cf. HM, 2022, In. 204-205, 209, 211, 216-217; cf. SWFOVS, 2022, In. 206-208, 222-228).

*Capacity:*

According to the student representative, the *capacity* of ILS on both campuses seemed sufficient (cf. SV, 2022, In. 291-297, 355-360).

*Comfort:*

Particularly the Roter Salon and Blauer Salon were described as comfortable as they provide next to areas for informal learning, leisure facilities such as a billiard and a football table and are tied to a student-led café, offering food and drinks. In addition, these ILS are planned to be renovated in the upcoming months (cf. SV, 2022, In. 340-352).

*Problems and challenges:*

- *Physical barriers* to students with restricted mobility were mentioned concerning one cafeteria and a few sanitary facilities, which were slightly inconvenient to access due to fire protection regulations (cf. SV, 2022, In. 218-221). Lending library stock on Campus TA is solely accessible via a staircase. Accordingly, the library provides a bell for students with restricted accessibility and directly delivers the demanded library stock to SWFO downstairs (cf. BV, 2022, In. 229-237). Contrarily, the library hall and reading room are adapted and accessible to all students (cf. BV, 2022, In. 237-247).
- *Administrative barriers* concern the reservation and booking of the limited amount of carrels and technologically enhanced collaborative ILS at Campus WH. Additionally, collaborative learning spaces were still closed and inaccessible to students at the time of the stakeholder interviews due to regulatory pandemic safety and health measures (cf. BV, 2022, In. 257-286). Further, a student representative claims that while a significant portion of seminar rooms are open on campuses, spaces that provide technologically enhanced



infrastructure (i.e., computers with specific software) are barely accessible due to inconvenient opening hours. In addition, some essential programs are missing on computers (i.e., ZOOM, BBB) (cf. SV, 2022, In. 616-625,653-659).

- *Use of formal learning spaces as ILS:* Further administrative barriers concern the room management, particularly concerning the lack of overview of which seminar rooms are accessible for informal learning and which rooms are reserved for hybrid teaching (In. LSCV, 2022, In. 298-307,406-409). Accordingly, the lack of technologically enhanced hybrid ILS on campuses was criticized (cf. SWFOV, 2022, In. 363-384; cf. SV, 2022, In. 386-397). Additionally, the closing of seminar rooms before and after the lectures, and thus inaccessibility for informal learning concerning some seminar rooms on campus, were criticized (cf. HM, 2022, In. 308-316). Other than that, the administrative accessibility of ILS was assessed as appropriate during the workdays but restricted regarding weekend opening hours (cf. SV, 2022, In. 328-339).
- *Vandalism:* Vandalism occurred once in easily accessible ILS on campus. However, it became observable that the university management demonstrated a very open attitude towards this issue. It has been mentioned that negative experiences are not avoidable but that the focus needs to be shifted to what can be gained if ILS remain accessible. It is assumed that making ILS inaccessible as a punishment is not considered a sustainable solution. Instead, the university must accept that negative experiences can happen and learn to deal with them (cf. HM, 2022, In. 871-876).

#### *Awareness and Strategies on ILS*

Interestingly, the university management appeared to be well aware of the topic and value of ILS on campuses, and seemingly not being far from developing sustainable strategies to promote those. For instance, inefficient campus spaces are slowly being rethought and converted into ILS, such as the transformation of a campus café (that demonstrated declining sales figures in the past months) into an ILS. Even though project funding by the federal state seems to be insufficient, HTW Berlin plans to take on responsibility for small construction projects on-site, funded out of its own budgets, such as the modernization of the library (cf. HM, 2022, In. 467- 478,540-594).

#### *Access:*

In addition, the university management is aware of the currently inefficient use of campus space due to predefined term times, leading to the campus being very crowded during lecture time but vacant in the evenings, on weekends, and during the semester holidays. Accordingly, the university management assumes that an unvisited campus might also be traced back to the locations of the campuses, which are, in both cases, somewhat outside the city center. Therefore, there is also decreased gastronomic offer compared to other universities' campuses in the city center. Thus, it is assumed that working on the attractiveness and value of the campuses is profound in attracting visitors (cf. HM, 2022, In. 478-492,518-525,638-562; cf. SWFVO, 2022, In. 626-637; cf. BV, 2022, In.932-948). Accordingly, to increase flexibility in using the campus at any time during the pandemic, the university management took a stand to introduce access to university buildings and, thus, learning spaces via the student-ID card (cf. HM, 2022, In. 492-497,499-515,540-561). At this, the focus group showed that the university management contemplates how to utilize technology to ensure security (i.e., in terms of anti-theft devices) so that the majority of university spaces can be made available to all students at any time (cf. HM, 2022, In. 660-666). Further, it has been mentioned that



reorganizations like these require rethinking and trust on behalf of various stakeholders (cf. HM, 2022, In. 499-515).

*Mapping:*

While the accessibility of ILS on both campuses at HTW Berlin appeared to be not a profound issue according to the stakeholder interviews, it seemed that it is significant to promote the use of existing ILS on both campuses (cf. SV, 2022, In. 186-192,194-203; cf. HM, 2022, In. 204-205, 209, 211, 216-217, 515-519; cf. SWFOVS, 2022, In. 206-208, 222-228). Whereas existing ILS on campuses are assumed to be accessible, the issue of a poor locatability and findability of campus spaces was discussed (cf. HM, 2022, In. 515-519). Accordingly, it seems that the campuses of HTW Berlin currently lack an informative mapping platform of where ILS on both campuses can be found.

*Pandemic and Digitalisation:*

- *Impact of the pandemic on teaching:* Particularly concerning post-pandemic times, the university management seems to attach great importance to maintaining and utilizing the learnings of the pandemic and eventually adapting strategies in terms of form-content-didactics. Thus, informal learning should no longer be viewed as an isolated variable but rather be integrated into existing strategies. At this, it is significant to reconsider the didactic structure of the curricula and re-evaluate which learning contents should be allocated to on-site (offline), online, hybrid, or self-study (cf. HM, 2022, In. 704-723). At this, it appears suggestive to link the use of informal learning with formal studies (cf. HM, 2022, In. 728-749). Accordingly, the Lecturer Service Center came up with programs (i.e., a blended-learning workshop) to support the shift to the 25% e-learning regulation on campus (cf. LSCV, 2022, In. 889-910). Additionally, another stakeholder recommended assigning group work to students while at the same time providing them with a portfolio of potential ILS on campuses that they could use to meet and conduct collaborative group tasks. Here, it was mentioned that it would be helpful to develop a proper room booking system (cf. HM, 2022, In. 835-848).
- *Impact of the pandemic on well-being and inclusivity:* The representative for the counselling department of disabled and chronically ill students mentioned that virtual learning, accelerated through the covid-19 pandemic, was especially beneficial for many SWFO as they were spared the arduous journey to the campus. Accordingly, it has been observed that they could complete more exams than in pre-pandemic times (cf. SWFOV, 2022, In. 754-776,917-931). In contrast, the student representative claimed that, according to a student survey at HTW Berlin, the responses concerning well-being and ability to study from home were mixed and depended on the living condition of the respective students. Students who lived in a quiet environment felt well while learning from home. In turn, students living with others or SWFO (i.e., students taking care of minors) experienced problems concerning studying from home due to noise disturbances and hence, reported low well-being during these times (cf. SV, 2022, In. 777-788). Accordingly, the library representative shared that they also could observe mixed behaviors and learnings from the pandemic. On the one hand, it seemed like some students benefitted and became more independent while studying mainly virtually and from home. On the other hand, the library also received feedback that students were happy to use the library as an ILS during the pandemic, as they could focus better within this environment (cf. BV, 2022, In. 789-804).



## Conclusion

From an external nationwide perspective on the ILS environment in Germany, it seems like a nationwide university strategy that integrates the promotion of inclusive and technologically enhanced ILS on German campuses is currently lacking (cf. Schneidt, 2022).

However, taking an internal perspective concerning the status-quo at HTW Berlin, it seems the university management is well aware of the topic and value of promoting ILS on campuses. In addition, among the stakeholders interviewed, several ILS on both campuses could be mentioned, whereas those were described as mainly physically accessible and inclusive. Nevertheless, it turned out that the main barriers to promoting ILS on campuses of HTW Berlin are organizational. Accordingly, potential solutions, such as promoting a multifunctional use of formal learning spaces as informal learning spaces, establishing a mapping platform of ILS on campuses, possibly via the integration of a proper room management tool, and integrating technology to enhance security, were discussed.



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Weichert, H. (2020): Dimensionen gesetzlicher Rahmungen. In A. Becker, R. Stang (Eds.): Lernwelt Hochschule. Dimensionen eines Bildungsbereichs im Umbruch. Berlin, Boston: De Gruyter Saur (Lernwelten), pp. 47–58.

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## Appendix A – Websites and Links

### Key Stakeholders in Germany

#### Provision, Management, and Design of Learning Spaces in Higher Education

Stakeholders	Websites
HIS-HE Institut für Hochschulentwicklung (transl. Institute for Higher Education Development) (national, Germany)	<a href="https://his-he.de/">https://his-he.de/</a> [Last access: 9/7/22]
HFD - Hochschulforum Digitalisierung (transl. Forum of higher education for digitalization) (national, Germany)	<a href="https://hochschulforumdigitalisierung.de/en">https://hochschulforumdigitalisierung.de/en</a> [Last access: 9/7/22]
Stifterverband für die Deutsche Wissenschaft (transl. Donor's Association for German Science) (national, Germany)	<a href="https://www.stifterverband.org/ueber-uns">https://www.stifterverband.org/ueber-uns</a> [Last access: 9/7/22]
DINI - Deutsche Initiative für Netzwerkinformation e.V. (transl. German Initiative for Network Information e.V.) (national, Germany)	<a href="https://dini.de/dini/ueber-uns/">https://dini.de/dini/ueber-uns/</a> [Last access: 9/7/22]
Wissenschaftsrat (transl. Science Council) (national, Germany)	<a href="https://www.wissenschaftsrat.de/download/2022/9470-22.html">https://www.wissenschaftsrat.de/download/2022/9470-22.html</a> [Last access: 9/7/22]

#### Promoting and Supporting Inclusivity in Higher Education

Stakeholders	Websites
Deutsches Studentenwerk (DSW) (transl. German student services) (national, Germany)	<a href="https://www.studentenwerke.de/de/content/studentenwerke">https://www.studentenwerke.de/de/content/studentenwerke</a> [Last access: 9/10/22]
Deutscher Bibliotheksverband e.V. (transl. German library association) (national, Germany)	<a href="https://www.bibliotheksverband.de/barrierefreiheit-bibliotheken-alles-inklusive">https://www.bibliotheksverband.de/barrierefreiheit-bibliotheken-alles-inklusive</a> [Last access: 9/10/22]

#### Engaging with Informal and Non-conventional Learning Spaces

Stakeholders	Links
DINI-AG Lernräume	<a href="https://dini.de/ag/lernraeume/">https://dini.de/ag/lernraeume/</a> [Last access: 9/10/22]



## Informal and Non-conventional Learning Spaces in Germany

### Projects and Good Practice Examples

In addition to the Good Practice Example overview on behalf of the DINI, the following table portrays popular ILS and learning space-related projects within the Berlin region.

Projects/Good Practice Examples	Links
<p><b>Jacob-und-Wilhelm-Grimm-Zentrum - Humboldt-Universität zu Berlin</b> (transl. Jacob-und-Wilhelm-Grimm-Zentrum - Humboldt University Berlin) (regional, Berlin)</p> <p>The Jacob-und-Wilhelm-Grimm-Zentrum (district Berlin-Mitte) combines the central library of the Humboldt University library and the computer and media service of the Humboldt University. ILS for focused and collaborative learning activities for everyone with a research interest. With its eye-catching architecture and ample availability of learning places, it demonstrates indicators of good practice for regional ILS.</p>	<a href="https://bauten.hu-berlin.de/de/grimm">https://bauten.hu-berlin.de/de/grimm</a> [Last access: 9/7/22]
<p><b>Philologische Bibliothek der Freien Universität Berlin</b> (transl. Philological Library of the Freie University of Berlin) (regional, Berlin)</p> <p>The Philological Library of the Free University of Berlin is an extensive library that provides ILS for focused learning activities for everyone with research interests. In addition, the Freie University of Berlin provides parent-child rooms and childcare programs on Campus, indicating that SWFO is partly taken care of and demonstrates</p>	<a href="https://www.fu-berlin.de/sites/bibliotheken/bibliothekenfuehrer/philologische_bibliothek/index.html">https://www.fu-berlin.de/sites/bibliotheken/bibliothekenfuehrer/philologische_bibliothek/index.html</a> [Last access: 9/7/22]
<p><b>Lerncafé Spandau</b> (transl. Learning Café Spandau) (regional, Berlin)</p> <p>The Lerncafé Spandau is a regional learning cafe to support residents with literacy difficulties and serves as an example of how ILS are created for people with fewer opportunities.</p>	<a href="https://giz.berlin/projects/lerncafe-spandau.htm">https://giz.berlin/projects/lerncafe-spandau.htm</a> [Last access: 9/7/22]
<p><i>GPE for formal learning spaces:</i></p> <p><b>HTWB: Curriculum Innovation Hub</b> (regional, Berlin)</p> <p>As part of the Curriculum Innovation Hub, reliable framework conditions are created, and innovative didactic concepts are developed to support blended curricula' success. The specific goal is the curricula development by considering learnings from the covid-19 pandemic. Further, it is about establishing a combination of face-to-face and digital teaching as the new university</p>	<a href="https://www.htw-berlin.de/forschung/online-forschungskatalog/projekte/projekt/?eid=3122">https://www.htw-berlin.de/forschung/online-forschungskatalog/projekte/projekt/?eid=3122</a> [Last access: 9/7/22]



normality and knowledge exchange regarding learning spaces of post-pandemic times (hybrid learning, the role of digitalization, and more).

#### Tools and Guidance Material

Toolkits and Guidance Material	Links
<b>DINI-Lernraum-Atlas</b> (transl. DINI-learning space-atlas) (national, Germany)	<a href="https://intern.dini.de/confluence/display/LEHO/Barrierefreiheit+und+Nutzerfreundlichkeit#expand-imInternet">https://intern.dini.de/confluence/display/LEHO/Barrierefreiheit+und+Nutzerfreundlichkeit#expand-imInternet</a> [Last access: 9/10/22]
<b>DINI - Lernraum Toolkit</b> (transl. DINI - Learning Spaces Toolkit) (national, Germany)	<a href="https://lernraum-toolkit.github.io/">https://lernraum-toolkit.github.io/</a> [Last access: 9/7/22]
<b>Blog:</b> Die besten Coworking Cafés in Berlin (transl. The best coworking cafes in Berlin)	<a href="https://coworkingguide.de/coworking-cafes-in-berlin">https://coworkingguide.de/coworking-cafes-in-berlin</a> [Last access: 9/7/22]
<b>Blog:</b> Meine liebsten Cafés zum Arbeiten in Berlin mit Wlan (transl. My favorite cafes to work in Berlin with WiFi)	<a href="https://bezirkt.de/meine-liebsten-cafes-in-berlin-zum-arbeiten/">https://bezirkt.de/meine-liebsten-cafes-in-berlin-zum-arbeiten/</a> [Last access: 9/7/22]
<b>Blog:</b> 11 Bibliotheken, in denen ihr ungestört lesen, lernen oder arbeiten könnt (transl. 11 libraries where you can read, study or work undisturbed)	<a href="https://mitvergnuegen.com/2017/11-bibliotheken-in-denen-ihr-super-lernen-koennt/">https://mitvergnuegen.com/2017/11-bibliotheken-in-denen-ihr-super-lernen-koennt/</a> [Last access: 9/7/22]

#### Scientific Publications

Please find further scientific publications that support understanding the ILS environment in Germany below:

Publications	Links
<b>Becker, A.; Stang, R. (Eds.) (2020):</b> Lernwelt Hochschule. Dimensionen eines Bildungsbereichs im Umbruch. Berlin, Boston: De Gruyter Saur (Lernwelten).  The book consists of several contributions from researchers that carry out research concerning learning and learning spaces in HE in Germany. While promoting ILS is addressed indirectly in this book, the book addresses crucial environmental factors that impact the promotion of ILS.	<a href="https://www.degruyter.com/document/doi/10.1515/9783110591026/html?lang=en">https://www.degruyter.com/document/doi/10.1515/9783110591026/html?lang=en</a> [Last access: 9/10/22]
<b>Ninnemann, K. (2018):</b> Innovationsprozesse und Potentiale der Lernraumgestaltung an Hochschulen. Die	<a href="https://www.waxmann.com/waxmann-">https://www.waxmann.com/waxmann-</a>



Bedeutung des dritten Pädagogen bei der Umsetzung des "Shift from Teaching to Learning": Waxmann Verlag.	buecher/?tx_p2waxmann_pi2%5bbuchnr%5d=3698&tx_p2waxmann_pi2%5baction%5d=show [Last access: 9/10/22]
<b>Ninnemann, K. (2021):</b> Onlife Learning Spaces. Handlungsperspektiven hybrider Lernumgebungen an Hochschulen. In Hochschulforum Digitalisierung (Ed.): Digitalisierung in Studium und Lehre gemeinsam gestalten. Innovative Formate, Strategien und Netzwerke. Wiesbaden: Springer VS Springer Fachmedien Wiesbaden GmbH, pp. 283–299.	<a href="https://www.researchgate.net/publication/355691295_Onlife_Learning_Spaces_Handlungsperspektiven_hybrider_Lernumgebungen_an_Hochschulen">https://www.researchgate.net/publication/355691295_Onlife_Learning_Spaces_Handlungsperspektiven_hybrider_Lernumgebungen_an_Hochschulen</a> [Last access: 9/10/22]
<b>Ninnemann, K.; Jahnke, I. (2018):</b> Den dritten Pädagogen neu denken. Wie CrossActionSpaces Perspektiven der Lernraumgestaltung verändern. In B. Getto, P. Hintze, M. Kerres (Eds.): Digitalisierung und Hochschulentwicklung. Proceedings zur 26. Tagung der Gesellschaft für Medien in der Wissenschaft e.V. Münster, New York: Waxmann (Medien in der Wissenschaft, Band 74).	<a href="https://www.pedocs.de/volltexte/2019/17029/pdf/MidW_74_Ninnemann_Jahnke_Den_dritten_Paedagogen.pdf">https://www.pedocs.de/volltexte/2019/17029/pdf/MidW_74_Ninnemann_Jahnke_Den_dritten_Paedagogen.pdf</a> [Last access: 9/10/22]
<b>Wissenschaftsrat (2022):</b> Probleme und Perspektiven des Hochschulbaus 2030. Positionspapier.  The position paper represents the current condition regarding university building construction and includes statements and recommendations. Here, ILS are addressed indirectly while the reader can gain crucial insights regarding the external ILS environment.	<a href="https://www.wissenschaftsrat.de/download/2022/9470-22.pdf">https://www.wissenschaftsrat.de/download/2022/9470-22.pdf</a> [Last access: 9/11/22]



## Appendix B - Guidelines for Focus Group Interviews with Stakeholders (in German)



# **Leitfaden für Fokusgruppeninterviews mit Stakeholdern**

## **Projektergebnis 1 - Analyse des Länderkontextes: Verfügbarkeit und Infrastruktur von informellen Lernräumen**

Version: Mai 2022, DE

**Leitfaden für die Befragung von Stakeholdern: Neue Ansätze für inklusive informelle Lernräume**

**Bitte übermitteln Sie den Teilnehmenden vor dem Fokusgruppen-Interview das „Informationsblatt“ zur Studie und die „Einverständniserklärung zur Teilnahme“.**

**Checkliste für Face-to-Face-Fokusgruppen / Interviews:**

- Interview-Leitfaden
- Geräte für Audioaufnahmen
- Einverständniserklärungen (für jede/n TeilnehmerIn)
- Hintergrundfragen (für jede/n TeilnehmerIn)
- Campusplan (mit Hintergrundfragen oder separat)
- Buntstifte und/oder Aufkleber zum Markieren von Orten auf dem Campusplan

**Checkliste für Online-Fokusgruppen / Interviews:**

- Interview-Leitfaden
- Mural Board mit Campusplan und Hintergrundfragen
- Bitten Sie die TeilnehmerInnen, Ihnen die unterschriebene Einverständniserklärung, vor dem Interview, zu schicken.

*ALTERNATIVE: Die Einverständniserklärung kann zu Beginn des Gesprächs auf Tonband aufgenommen und transkribiert werden (dabei werden keine Unterschriften gesammelt und gespeichert)!*



**Sammeln Sie zu Beginn bitte die unterschriebene Einverständniserklärung ein bzw.  
übermitteln Sie den Teilnehmenden die Einverständniserklärung zur Durchsicht und  
Signatur im Vorfeld.**

**Einleitung (5 Min.):**

Liebe TeilnehmerInnen,

Vielen Dank, dass Sie sich bereit erklärt haben, an der Umfrage teilzunehmen und sich die Zeit genommen haben, über Ihre Erkenntnisse und Ihre Sichtweise zu diesem Thema zu sprechen. Mit dieser Fokusgruppe (diesem Interview) möchten wir mehr über die informellen Lernräume und deren Nutzung auf Ihrem Campus und in dessen Umgebung erfahren. Unter informellen Lernräumen verstehen wir Orte, die von den Studierenden unabhängig und selbstorganisiert für verschiedene (individuelle oder gemeinschaftliche) Lernaktivitäten außerhalb der Präsenzlehre gewählt werden. Dabei handelt es sich in der Regel um Orte außerhalb von Seminarräumen und Hörsälen, wie z. B. Studierendenlounges, Foyers und Flure, Bibliotheksräume, Cafés oder Plätze im Freien. In dieser Fokusgruppe wollen wir über die folgenden Punkte diskutieren und mehr dazu erfahren:

- Räumliche Merkmale, Verfügbarkeit, Zugänglichkeit, Ausstattung und Infrastruktur von informellen und nicht-konventionellen Lernräumen, die von Ihrer Institution in der Umgebung der Universität zur Verfügung gestellt werden, sowie
- Ihre Ansichten über inklusive und technologisch unterstützte informelle und nicht-konventionelle Lernumgebungen, sowie Ihre Strategien und bestehende Ansätze zur Minderung vorhandener Ungleichheiten zwischen den Studierenden.

Unser Gespräch wird 60 bis 90 Minuten dauern. Zum Schutz Ihrer Privatsphäre möchten wir Sie auf die folgenden Punkte hinweisen, die auch in der Einverständniserklärung angeführt sind:

- 1) Diese Sitzung wird auf Tonband aufgezeichnet und die Aufzeichnungen werden gemäß den europäischen Datenschutzbestimmungen streng vertraulich behandelt.
- 2) Ihr richtiger Name wird nicht verwendet, stattdessen werden wir Pseudonyme benutzen.
- 3) Nur das Projektteam wird Zugang zu den Aufnahmen haben.
- 4) Sie können das Gespräch jederzeit abbrechen.

Ihre Teilnahme ist für unsere Forschung sehr wertvoll. Wenn Sie weitere Fragen zu unserer Forschung oder zum Ablauf der Fokusgruppen (Interviews) haben, zögern Sie bitte nicht, diese zu stellen.



**Audioaufnahme starten**

**Fragen:**

**Hintergrund (10 Min.):** Wenn Sie die Fokusgruppe/das Interview persönlich durchführen, verteilen Sie den Campusplan und die folgenden Hintergrundfragen. Wenn Sie die Interviews online durchführen, teilen Sie den Link zum Mural Board mit dem Campusplan und den folgenden Hintergrundfragen.

1. Bitte geben Sie uns einen Einblick zu Ihrer Person:

- a) Was ist Ihre Position?
- b) In welcher Abteilung sind Sie tätig?
- c) Was sind Ihre Aufgaben und Verantwortlichkeiten?

**Informelle Lernräume (30 Min.):** In diesem Teil unserer Diskussion werden wir die räumlichen Merkmale, die Verfügbarkeit, die Zugänglichkeit, die Ausstattung und die Infrastruktur von informellen und nicht-konventionellen Lernräumen untersuchen, die von Ihrer Institution am Campus und in der Umgebung der Universität bereitgestellt werden. Bitte markieren Sie die am häufigsten genutzten/auffälligsten informellen Lernorte auf dem Plan mit den Aufklebern.

2. Welche Art von informellen Lernräumen gibt es am Campus und in der Umgebung, die für Studierende zur Verfügung stehen?

3. Was sind die Merkmale dieser Räume in Bezug auf

- a) Licht, Akustik, Temperatur, Belüftung,
- b) Möblierung (Farbe/Material/Nutzung), technische Infrastruktur (einschließlich WLAN, Steckdosen, etc.),
- c) Zugang zu Nahrungsmitteln und Getränken sowie zu Hygiene (sanitäre Infrastruktur, Sauberkeit, etc.)?

4. Wie werden diese Räume von Studierenden genutzt? Welche Räume werden für konzentrierte Lernaktivitäten genutzt? Welche Räume werden für kollaborative (gemeinschaftliche/gruppenbezogene) Lernaktivitäten genutzt?

*(Hinweis: Hier können die TeilnehmerInnen aufgefordert werden, diese Orte mit verschiedenen Farben auf dem Plan oder im Mural Board zu markieren)*

5. Im folgenden Teil möchten wir Ihre Meinung in Bezug auf die Nutzbarkeit der informellen Lernräume an Ihrem Campus in Bezug auf Kapazität, Komfort, Zugänglichkeit, Nutzungsdauern, Adaptierbarkeit, Diversität und Flexibilität erfahren:

- a) Gibt es Anforderungen (verwaltungstechnische, finanzielle, regulatorische) für die Nutzung dieser Orte?



- b) Reicht die Kapazität für die Anzahl der Studierenden aus?
  - c) Sind diese Orte komfortabel und förderlich für das Wohlbefinden und das Lernen der Studierenden?
  - d) Wie zugänglich sind diese Orte in Bezug auf Barrierefreiheit und die administrative Zugänglichkeit? Sind Sie der Meinung, dass alle Studierenden die gleichen Chancen haben, diese Räume zu erreichen und zu nutzen? Wenn nein, warum nicht?
  - e) Wie flexibel und anpassungsfähig sind diese informellen Lernorte?
  - f) Wie hoch ist die durchschnittliche Aufenthaltsdauer/Nutzung innerhalb eines Tages in diesen informellen Lernräumen?
6. Wir sind an Ihrer Meinung bezüglich möglicher Schwierigkeiten oder Herausforderungen in Bezug auf die genannten informellen Lernräume interessiert, und zwar sowohl aus der Perspektive des Managements, der Finanzierung und der Verwaltung als auch aus Sicht der Studierenden.
- a) Welche Probleme oder Herausforderungen sind Ihnen in Bezug auf Regelungen und Vorschriften, sowie in Bezug auf das Management dieser informellen Lernräume bekannt?
  - b) Welche Probleme oder Herausforderungen sind Ihnen in Bezug auf finanzielle und administrative Fragen bekannt?
  - c) Welche Probleme und Herausforderungen sind Ihnen aus der Sicht der Studierenden bekannt?

**Strategien zur Steigerung der Attraktivität, der Nutzung und des Zugangs zu diesen Orten (30 Min.):** Im nächsten Teil unserer Diskussion möchten wir Ihre Perspektiven zu inklusiven und technologisch unterstützenden informellen und nicht-konventionellen Lernumgebungen sowie Ihre Strategien und etablierten Ansätze zur Minderung bestehender Ungleichheiten unter Studierenden erfahren. Wir möchten ebenfalls über zukünftige Pläne sprechen.

7. Gibt es bereits Strategien zur Steigerung der Attraktivität, der Nutzung und des Zugangs zu diesen Orten?
- a) Wenn ja, welche sind das? Können Sie uns mehr über diese Strategien erzählen?
  - b) Wenn nein, haben Sie Pläne, die Zugänglichkeit, die Nutzung und den Komfort zu verbessern, um das Lernen und das Wohlbefinden der Studierenden zu fördern?



8. Während der Pandemie fanden viele Kurse und Lernaktivitäten online statt. Wir haben gesehen, dass die Digitalisierung Veränderungen für die Zukunft des formellen und informellen Lernens mit sich bringt. Welche Erwartungen und Präferenzen haben Sie im Hinblick auf die Zeit nach der Pandemie und die fortschreitende Digitalisierung in Bezug auf die Nutzung von informellen Lernräumen?
- a) Erwarten Sie, dass Lernen und Lehren wie vor der Pandemie ablaufen wird? Welche Veränderungen erwarten Sie?
  - b) Wahrscheinlich werden auch in Zukunft mehr Kurse online abgehalten werden. Das bedeutet, dass Seminarräume weniger genutzt werden. Denken Sie, dass Seminarräume für informelle Lernaktivitäten genutzt werden könnten?
  - c) Wie lauten Ihre Zukunftsprognosen (Visionen) in Bezug auf informelle Lernräume, insbesondere auf dem Campus (veränderte Bedeutung, verstärkte / andere Nutzung durch Studierende usw.)?

9. Gibt es noch etwas, das Sie hinzufügen möchten?

**Abschluss (5 Min.):** Vielen Dank für Ihre Zeit und Ihren Beitrag zu unserer Studie. Es war eine bereichernde Diskussion. Wenn Sie die Transkriptionen einsehen möchten, stellen wir sie Ihnen gerne zur Verfügung. Bei Interesse lassen wir Ihnen auch gerne den Abschlussbericht zukommen.

**Audioaufnahme beenden**

