

# Small Group Instructional Diagnosis (SGID)

## OVERVIEW

SGID is a four-step process for eliciting reliable qualitative student feedback. It involves the instructor, students, and an SGID team consisting of a facilitator and often a recorder. Students respond to three questions in small groups, and their responses are organized such that the most prominent and notable comments emerge. The process takes about an hour of class time, depending upon the class size.

### SGID QUESTIONS:

- *What class activities and teaching techniques have been most helpful to you in meeting your learning objectives in this course?*
- *What specific changes could the instructor make to help you more completely meet your learning objectives for this course?*
- *If you had a friend who was going to take this course, what advice would you give them about this class and instructor?*

### STEP ONE: Pre-SGID Meeting

The instructor chooses the facilitator and recorder from the trained SGID pool. Members of the instructor's PRC or TRC may not serve as SGID facilitator or recorder since this process offers anonymous feedback from students.

For a class of thirty students or more an SGID team of two is recommended (facilitator + recorder). For a smaller class one facilitator is often sufficient and can perform both the facilitating and recording roles. The determination of a one- or two-person SGID team should be made mutually with the instructor and the facilitator(s).

A meeting or conference is held between the instructor and the facilitator/recorder during which the SGID process is outlined. The date, start time, and time allotted for the SGID is confirmed.

### STEP TWO: SGID

During the designated class meeting students respond to three questions (see above). The evaluated instructor is not present for the SGID. Students are divided into groups of about four or five, with one member to act as a recorder/spokesperson for the group. Each group discusses the first question. The student recorder/spokesperson writes down on worksheets all comments made in response to the first question. The SGID team circulates to keep the groups on task. Students are then asked to prioritize their comments into those that are shared by everyone in their group. These prioritized consensus comments are then reported out to the whole class. The SGID recorder writes these responses on a flip chart or into a live document that is projected for the whole class to see. As comments are recorded the

SGID facilitator asks clarifying questions to ensure that each group is satisfied with the wording that is recorded. If a consensus comment is mentioned by more than one group, the duplication is noted as such by the recorder.

This process is repeated for the second question, with the facilitator/recorder helping students to phrase their feedback as suggestions rather than complaints during their discussion. Consensus comments are again prioritized by the students within each group, and again reported out and recorded. Finally, small group discussion is repeated for the third question, with consensus comments prioritized within each group, shared with the rest of the class, and captured by the recorder.

The student comment sheets for each question from each group are collected by the facilitator/recorder.

### **STEP THREE: Post-SGID Report and Meeting**

The SGID recorder transfers the prioritized consensus comments from the flip chart or document and completes the SGID Team Student Comments Report for the evaluated instructor.

As soon as possible after the SGID -- before the next class meeting, if possible -- the SGID team meets with the instructor and shares the SGID Team Student Comments Report. Flip charts and the original student comment sheets from each group are used as references to discuss the student comments as well as the instructor's reaction, strategies for change, and a suggested approach for the instructor to follow up with the class. The SGID team leaves all written materials with the instructor.

### **STEP FOUR: Response to Students**

During the first few minutes of the next possible class meeting, the instructor shares their reactions to the student feedback and addresses any changes the instructor wishes to consider.

The evaluated instructor includes the SGID Team Student Comments Report in their evaluation packet. If desired, the instructor may also complete the Response to SGID Evaluation Report and include it in their packet as well. At the instructor's discretion the flip charts and student comment sheets may be destroyed or retained in the instructor's personal files.

**See below for the list of trained SGID Facilitators.**

**SGID Facilitators:**

Shafin Ali

Suzie Bailey

Theresa Bolaños

David Bonds

Donna Davis

Julie Cord

Rica French

Pierre Goueth

Christina Sharp

Yoshi Hayashi

Himgauri Kulkarni

Louisa Moon

Anthony Ongyod

Dara Perales

Edward Pohlert

Glorian Sipman

Dana Smith