



Small Group Instructional Diagnosis (SGID)

Name of Instructor:
Name of Observer:
Date:

Course number and name:
Course enrollment / Format:
Description of space:

A variant of this process is common practice of Higher Education Teaching/Learning centers and has been shown to improve student evaluations.

- 1) **Prior to SGID**, Consultant meets briefly with instructor to understand components of the course, course objectives, and areas where specific feedback is desired (can be via Skype). The consultant should be an individual unknown to the students and trusted by the instructor.
- 2) **Mid-semester, consultant attends last 15 minutes of class**, the instructor leaves and the consultant conducts the SGID. Passes out sheet to every 4-5 students. (note- a full 15 minutes is necessary!)

Consultant script:

Prof X asked me to come talk to you so that you will have a completely candid opportunity as a class give her/him feedback on what helps your learning and what might be improved. I would like to get some class agreement on what I should tell her/him.

- Results will not affect your grades or be reported as individual responses.
- I am going to use what the class thinks as a whole to report back to the instructor. He/she will not see the individual sheets. The sheets are to help me.
- Prof X will get back to you with how he/she will proceed.

Prepare on a slide or giant Post-It:

In small groups of 4-5 discuss: (7 minutes)

Q1: Strengths of the course: What is helping you learn?

Choose a scribe to write down all ideas

- Round robin- take turns
- Pick 2 top strengths for your group and **mark them** on the sheet
- **Give examples for the two**

Q2: What changes would assist you in learning?

- Round robin- take turns
- Pick 2 top changes and mark them on the sheet
- **For top two, how could these changes be made?**

Class Discussion (7 minutes)

Large group summary, clarification, class consensus

Large Group facilitation:

Consultant records, in turn, the consensus-based comments of each group.

- Ask for clarification or amplification
 - Is there general consensus on the issue raised: show of hands for agreement, disagreement. Discussion, rewording?
- 3) Consultant writes report:** List consensus strengths and changes- include examples and suggestions of how the changes could be made from the class. For the items that had class consensus, give an indication of the frequency they appeared on the written forms.
 - 4) Consultant meets with instructor to discuss the report:** Be a sounding-board for instructor to choose a few things to change and how to explain those things not changed. Help in the process with ideas and information.
 - 5) Instructor discusses the results with the students:** must discuss what he/she is willing or able to change. May also explain their reasons for not changing other items.

Acknowledgements

This resource was adapted by Lillian Tong (University of Wisconsin-Madison WISCIENCE) from Finelli et al., 2008 Utilizing Instructional Consultations to Enhance the Teaching Performance of Engineering Faculty, Journal of Engineering Education, 97, 397-411.