

SGID FACILITATOR GUIDE

This guide consists of two parts: 1) information about SGIDs and the SGID process; and 2) a walkthrough of how to conduct a SGID

All documentation required for the SGID process can be found at www.uni.edu/provost/cetl under “Teaching Resources.”

I. Information about SGIDs and the SGID Process

Small Group Instructional Diagnosis (SGID) is a simple and straightforward method of mid-term course evaluation that uses an outside facilitator to conduct a discussion with students and to provide feedback to an instructor. The faculty member is not in the classroom when the SGID occurs. A facilitator takes students through a series of questions about the course, individually and in small groups, where the small group members must reach consensus on their answers. Then, in a large group process, small groups answer each question, with the class voting “agree,” “disagree,” or “neutral” to each statement. This process can give the faculty member a good idea of areas where there is a lot of student agreement and/or where the class is divided. After a SGID is done, the faculty member should have a conversation with students about the results of the SGID. SGIDs can help strengthen communication between faculty and students, offer an opportunity to make mid-semester course adjustments, and assist in the development of ideas for strengthening a course.

- 1) SGIDs are used to enhance teaching effectiveness, and are not official student assessments as designated by Section 3.2 of UNI’s Master Agreement.
- 2) SGIDs are confidential. Only the facilitator and the faculty member will have information about the SGID. The CETL will keep track of how many SGIDs are done, but will not publicize the names of those faculty who have SGIDs done in any reports.
- 3) Faculty who conduct SGIDs for others will receive a stipend of \$100 when each SGID is completed. Please contact Sue Jordan (susan.jordan@uni.edu) for more information about the paperwork that needs to be completed in order to receive the stipend.
- 4) SGIDs will only be facilitated by someone outside of the faculty member’s home department.
- 5) The SGID facilitator can use a personal computer to take notes during the SGID for ease of completion of the SGID documentation.

The SGID Process

- 1) The CETL will put out a call for faculty who are interested in having a SGID done during the 4th week of the semester, so that SGIDs can be scheduled for mid-term.
- 2) The CETL director will contact facilitator to set up a SGID, and put the facilitator and faculty member in contact.
- 3) The facilitator is responsible for contacting the faculty member to set up a time for the SGID and a SGID Follow-Up Meeting as soon as the SGID contacts have been made.
- 4) Once the time for the SGID has been set up, the faculty member should send a copy of the course syllabus to the facilitator.
- 5) Before the SGID occurs, the facilitator and the faculty member should have a conversation—either by phone or in person—to discuss the course. This is an

opportunity for the facilitator to find out whether there are particular issues that the faculty member would like the facilitator to be attentive to.

- 6) After the SGID, the facilitator types the SGID interviewer notes, along with vote totals, to give to the faculty member. Another meeting—the SGID Follow-Up Meeting—should occur in person BEFORE the faculty member’s next class session, or as close to the next class session as possible. SGID facilitators should recognize that the SGID process can be stressful for a faculty member, who may worry about being judged negatively by the facilitator. Facilitators should be open, honest, and kind when giving feedback.

II. How to Conduct a SGID

Pay attention to the time when you conduct a SGID. The process should take around 50 minutes, but only if you stick to the format.

Count the number of students in the course and record.

Introduce yourself and explain that you’re here to find out about their experience in the course thus far. The SGID uses the open-ended questions from the “official” UNI student assessment instrument to encourage students to think carefully about these questions if an official UNI student assessment is done at the end of the semester in that course.

Introduction

Good morning! My name is Sally Smith. I’m a faculty member in the Department of Awesomeness, and I’m here to facilitate a Small Group Instructional Diagnosis or SGID. Your instructor asked me to come to your class today to get your honest feedback about your experiences in this course so far. My role will be to collect your ideas and to summarize those ideas for your instructor. What we do here today is anonymous, and will not affect your grade in any way. It’s simply to get your feedback about how the class is going for you.

Process

The process we’re going to use today happens in three parts:

- 1) You will reflect individually.
- 2) You will reflect in small groups.
- 3) We’ll have a large group discussion and “vote.”

You are asked to give your feedback on four questions:

- 1) What do you LIKE MOST about this course so far?
- 2) What do you LIKE LEAST about this course so far?
- 3) What suggestions do you have for your INSTRUCTOR to improve your learning experiences in this course?
- 4) What might YOU do to improve your own learning experiences and those of other students in this course?

Individual Reflection

Hand out individual reflection sheets to all participants. ‘Please take 4-5 minutes to respond to these questions. These sheets will be used in your small group discussions, and won’t be handed in.’ Pay attention to the time, and tell them when two minutes and then one minute are left.

Small Group Reflection

Divide students into groups of 4-6. One easy way to do this is to have them count off. If the students are habitually already in groups, make different groups: it's good to get them out of their usual patterns for this. Assign groups to different spaces in the room.

Have each group designate a recorder and a reporter. The recorder will write down the group's answers, and the recorder will report these answers out during the large group conversation. Sometimes, the group's recorder and reporter are the same person; that's fine, too.

The small groups have 3 minutes per question. 'There's one rule for small group work: To put an answer down as a response to the question, everyone in the group must agree with the response. You all must agree before you can write down your answers on the form. Be sure to clarify each comment so that you know what you are agreeing with. Does everyone understand the rule? Also, please make sure that everyone has input, so try to get everyone's ideas. It's important to hear from everyone in response to each of the questions.'

Is everyone ready? You have three minutes for question #1: What do you LIKE MOST about this course so far?

After three minutes, move them on to the next question: #2: What do you LIKE LEAST about this course so far?

Finish with the other two questions.

If you are using your computer to take notes for the large group conversation, you can get it ready while the small groups are working.

Large Group Clarification and Vote

'Now we're going to go from group to group in response to each question. After each group gives one response, we're going to vote. You'll have three choices: AGREE with the statement; DISAGREE with the statement; REMAIN NEUTRAL about that statement. So, Group #1, give me a response to question #1: What do you LIKE MOST about this course?' (I sometimes ask a student to be a counter if the class is large so that the numbers will be accurate.)

After Group #1 gives the answer, you will ask the entire class to vote on Group #1's statement. Record the responses on the Interviewer's Notes sheet or on your computer.

Continue with Group #2 and so on until you've been around the room with answers to question #1, and continue with the rest of the questions. Make sure to ask whether there are additional responses from groups at the end of the rounds to make sure that you get down what needs to be said.

If the class is large, you may only be able to get through one or two rounds of answers for each question. If that is the case, make sure that you tell them that you will get additional information from their group response sheets.

Clarifying Questions: You may ask questions to clarify what a group means by their response. It might not always be clear what a group means by their comment. But your question should not be disguised as a debate, as something that you are contesting; it should only be for clarification.

After the Group Response is complete, collect the group response forms. (They can keep their individual response forms or give them to you to discard.)

At the end of the SGID, tell the students that you will be giving their instructor a report about their answers to the four questions, without names, along with the vote tallies. Tell them that you appreciate their willingness to do this process to give their instructor a better idea of how the class is going.

After the SGID

At this point, you should already have an appointment set up to talk to the course instructor about the SGID. Before that meeting, check on the group response forms to make sure that you have all of the relevant information from the class on the four questions. When you meet with the faculty member, have a conversation about what you discovered. Encourage the faculty member to talk to his/her class the next time that they meet to clarify any issues that arose, and/or negotiate any changes that the instructor might wish to make.

After this meeting, please e-mail the CETL (cetl@uni.edu) that you have completed the SGID. The CETL will follow up with the faculty member regarding his/her experience of the SGID.