

SMALL GROUP INSTRUCTIONAL DIAGNOSIS

The SGID (Small Group Instructional Diagnosis) is an open-ended feedback process in which students are asked to identify issues that are most important for their learning in a course. For the course instructor, the process involves:

- an initial meeting with a CIDR consultant to discuss the course and goals for the feedback session,
- allowing time for CIDR to conduct a classroom interview with students (which requires 20-25 minutes of class time, depending on class size),
- a follow-up meeting with CIDR to review the students' feedback and discuss strategies for responding, and
- follow-up with students to address the perceptions and concerns expressed in their feedback.

Instructors find it most useful to conduct the SGID near the middle of the quarter, after students have experienced enough of the course to provide well-informed, constructive feedback, and while there is still enough time in the course to make use of the information in substantive ways.

During the interview, a CIDR consultant meets with the students, in the instructor's absence, to identify course strengths and areas for change. The CIDR consultant then summarizes this information and meets with the instructor to discuss the students' perceptions and options for addressing their concerns.

Instructors frequently report to us that what they learn through the SGID is extremely useful for helping them make decisions about their teaching during the remainder of the quarter, and CIDR research indicates that students also appreciate this opportunity to provide anonymous formative feedback to the instructor while the course is still in session.

SAMPLE SGID FORMS

Following are three different sample forms that might be used as options for obtaining feedback in a course or program. The three sample forms vary in terms of how open-ended they are. The first is the most open-ended and most consistent with the general philosophy of the SGID process. The next two are partly open-ended, but also show how the form might be adapted to capture specific student perceptions that an instructor might be interested in examining.

Note: These samples can provide a general template, but should be customized to include the instructor's name, course information, and the instructor's specific questions of interest.

Student Feedback – Sample Form #1

**Course
Instructor**

**Date
Time**

1. List the major strengths in the course. (What is helping you learn in the course?) Please explain briefly or give an example for each strength.

Strengths

Explanation or example

a.

b.

c.

2. List changes that could be made in the course to assist you in learning. Please explain how suggested changes could be made.

Changes

Ways to make changes

a.

b.

c.

3. Other comments

Number of participants in the group: _____

Student Feedback – Sample Form #2

**Course
Instructor**

**Date
Time**

1. List the major strengths in the course. (What is helping you learn in the course?) Please explain briefly or give an example for each strength.

Strengths

Explanation or example

a.

b.

c.

2. List changes that could be made in the course to assist you in learning. Please explain how suggested changes could be made.

Changes

Ways to make changes

a.

b.

c.

3. Overall, how much do you think you are learning in this course?

(NOTHING) 0 1 2 3 4 5 (VERY MUCH)

What do you think is the most important thing you are learning in this course?

4. Other comments

Number of participants in the group: _____

Student Feedback – Sample Form #3

**Course
Instructor**

**Date
Time**

1. List the major strengths in the course. (What is helping you learn in the course?) Please explain briefly or give an example for each strength.

Strengths

Explanation or example

- a.
- b.
- c.

2. List changes that could be made in the course to assist you in learning. Please explain how suggested changes could be made.

Changes

Ways to make changes

- a.
- b.
- c.

3. Overall, how would you rate the pace of learning in this course?

(WAY TOO SLOW) 0 1 2 3 4 5 (WAY TOO FAST)

4. How would you rate the usefulness of the textbook for helping you learn in this course?

(NOT AT ALL USEFUL) 0 1 2 3 4 5 (VERY USEFUL)

5. Overall, how much do you think you are learning in this course?

(NOTHING) 0 1 2 3 4 5 (VERY MUCH)

What do you think is the most important thing you are learning in this course?

6. Other comments

Number of participants in the group: _____