

PROCEDURES FOR SMALL GROUP INSTRUCTIONAL DIAGNOSIS (SGID)

1. The faculty member and facilitator meet to discuss the goals and context of the course, and arrange a time for the facilitator to visit the faculty member's class.
2. On the designated day, the facilitator visits the class. Approximately 20 to 30 minutes before the end of the class period, the faculty member introduces the facilitator, encourages open participation, and leaves the classroom.
3. The facilitator explains that the faculty member has requested feedback from students, encourages students to participate openly, and confirms that no individual student comment will be identified. Students are reassured that the feedback process is confidential.
4. Each student is given a handout that asks three questions:
 - a. What are the major strengths of this course? (What is helping you learn in this course?)
 - b. What changes could the instructor make to improve your learning?
 - c. What can you do to improve your learning in this course?Students are given two to three minutes to fill out the handout.
5. The facilitator divides the class into small groups of three to five students. Each group receives a new copy of the handout and is given approximately five to seven minutes to complete the handout. Students should strive for consensus.
6. In turn, each group is asked to share a response to the first question. The facilitator records each response on the board or using an overhead projector. After recording each response, the facilitator encourages students to comment on whether they agree or disagree with the response. Clarifying questions might also be asked.
7. The process is repeated for the second question.
8. The facilitator thanks students for their participation, collects the group handouts, provides an email address for private communication with the facilitator, and dismisses the class.
9. The information collected from the class is organized into a report for the faculty member. The report includes the feedback that was written on the board and anonymous student quotes from the group handout.
10. The faculty member and facilitator meet to discuss the consensus responses and exchange ideas.
11. The faculty member should be sure to thank students for their feedback, and then briefly and positively discuss possible changes to the class.