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*Listening to Our Students:
What We Have Learned From Doing
Small-Group Instructional Diagnoses*

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Session Outline

- SGID Overview
- Our Study
- Demographics
- Strength / Suggestion Categories
- Sample Groupings
- Now What?



Session Objectives

By the end of this session, you will be able to:

- Describe the SGID process.
- State common themes in student feedback that have emerged over time.
- Engage in discussion about how these findings can help improve teaching and learning.



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SGID Overview

What is the SGID?

- A method of obtaining student feedback using small-group discussion among students to provide formative feedback to an instructor in order to improve teaching, provide suggestions for improving the course, and increase communication.
- Given only at the instructor's request and is confidential.
- Usually conducted around midterm and requires about 20-40 minutes of class time.



SGID Prompts

Strengths of the Course

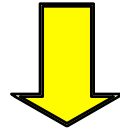
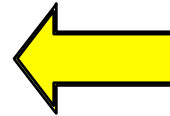
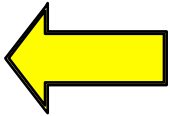
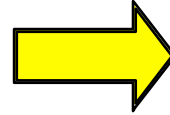
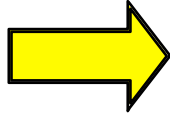
- In your group, please list any strengths of the professor's teaching style or course design that are helping you to learn effectively. These could include Course Content, Course Organization, Method of Instruction, Evaluation of Your Learning, and Style of Instruction.

Suggestions for Improving the Course

- Your professor is interested in ideas that will make learning more effective or easier for you. These could include your instructor's teaching style, class activities, course organization, evaluation, and resources. Please phrase your suggestions in the form of solutions to problem areas.



SGID Overview



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Benefits for Instructors

“... finding out early what was working for students and what was not” and “providing an accessible and enjoyable forum for my class to freely discuss my teaching.”

“An SGID promotes reflection on practices. It also allows triangulation for better analysis of one's teaching when used in conjunction with student evals. and peer observation. It is an important tool.”

“This service is ... much more useful than the end-semester evaluations. In particular, the strengths and weakness of the teaching are given in detail; thus, it is very easy to follow the suggestions to make improvements in teaching.”



Small-Group Work

How many of you have either:

- Conducted an SGID for an instructor, or
- Had an SGID conducted on one of your courses?

How does your process differ from ours?



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Our Process

Data collection

IRB - exempt status

Needed permission from the instructors



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Demographics

140 instructors

277 classes

7290 students



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Categories

Constant Comparative Method

Categories Emerged

Norming Sessions



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Small-Group Work

Pair with someone who has a different level
of SGID experience.

Predict what categories we found.



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Small-Group Work

Share your results.



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Top 5 Strengths / Suggestions

Strengths:

1. Teaching Style / Method
2. Instructor Characteristics
3. Evaluation
4. Class Materials / Content
5. Instructor Support

Suggestions:

1. Teaching Style / Method
2. Evaluation
3. Class Materials / Content
4. Organization
5. Instructor Support



Sub Groupings

Results were grouped by:

- Class Size
- Course Level
- Discipline
- Gender of Instructor



What differences do you think we found?

The Results

- Class Size
 - No big differences
- Course Level
 - Introductory classes: Larger percentage of suggestions about teaching style / method
 - Graduate classes: Smaller percentage of suggestions about evaluation and organization
- Gender of instructor
 - More strengths AND more suggestions for female instructors



The Results

Discipline

- **Business:** More strengths (and fewer suggestions) about teaching style / method, more suggestions about evaluation and instructional alignment
- **Education:** More strengths about instructor characteristics, more suggestions about teaching style / method
- **Fine Arts:** Fewer suggestions about evaluation, more about teaching style / method
- **Liberal Arts:** More suggestions about teaching style / method
- **Social Sciences:** More suggestions about class materials / content
- **STEM:** More strengths about evaluation and instructor support, fewer strengths about teaching style / method



So What? Now What?

- What implications do these results have when consulting with instructors?
- What implications do these results have for our own instruction?



Questions?



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References

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Thank you!

