

Small Group Instructional Feedback/Diagnosis (SGIF/SGID)

What are SGIF/SGIDs?

SGIF/D is a formative mid-course check-in process for gathering information from students on their learning experience. The process is designed to foster communication and dialogue between students and instructors so that learning objectives and outcomes can be met successfully.

Educational Value

SGIF offers faculty	SGIF provides students with an opportunity to
<ul style="list-style-type: none"> • A low risk opportunity to gauge how their instructional planning and teaching techniques are working, • A preparatory opportunity before scheduled faculty evaluations • A mechanism for “gauging” student responses to instructional changes or innovations • A facilitate mechanism to open a dialogue on learning with students 	<ul style="list-style-type: none"> • offer comments on the class or course • reflect on their role in the learning process • present their thoughts on what works or doesn’t work in the course/class • suggest changes or improvements to the course

Getting Started

Contact an Instructional Associate in CID (CID @vcc.ca) to:

- set up a consultation meeting
- review the process
- identify focus questions for the classroom sessions
- establish times and dates for the class session.

More Information

Educational:

The SGIF is a three phase process.

1. *A facilitator – instructor consultation meeting*
2. *A facilitated classroom event where small student discuss and build consensus on 3 to 5 questions focused on the learning experience (examples)*



- *What do you like about this course?*
- *What areas do you think need improvement?*
- *What suggestions do you have for making improvements?*

3. *A post classroom event session between facilitator and instructor to review SGIF results.*

References:

- Diamond, Miriam Rosalyn. (2004), The Usefulness of structured mid-term feedback as a catalyst for change in higher education classes. *Active Learning in Higher Education*; Nov2004, Vol. 5 Issue 3, p217-231, 15p.
- Millis, B. (1999). Three practical strategies for peer consultations. *New Directions for Teaching and Learning*, 79, 19-28.
- Crow, R., McGinty, D., LeBaron, J. (2008). The Online Small Group Analysis (OSAG): Adapting a Tested Formative Assessment Technique for Online Teaching. *MountainRise, the International Journal of Scholarship of Teaching and Learning*, Summer (1-19).