

## Raw Data from Small Group Instructional Diagnostic

### Reminder/framing:

(Note: “they/them” refers to the instructor of the course.)

You are conducting a classroom observation and Small Group Instructional Diagnostic (SGID) for a 300-level course with 20 students. The instructor has several years of experience, but they are teaching a new class. The instructor invited you to gather feedback because they were interested in hearing how the course is going for students, especially since this is their first time teaching this specific class. You conducted a “standard” SGID in which you put students in four groups of five and asked them to comment on strengths of the course, as well as suggestions for improvement. After allowing time for small group discussion, you did a large group debrief with the class, during which you gauged overall agreement on certain points. You also passed out an additional half sheet for students to complete individually, asking for comments on the class climate. To complete this task, you have raw data from the large group debrief, small group discussion, and individual climate question.

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### Large group debrief:

#### **What is helping you learn in the course?**

- The instructor encourages questions during class (~90% agreement)
- The instructor is extremely knowledgeable about the subject matter (~90% agreement)
- The practice problems are helpful (~80% agreement)
- We like the outside resources that are provided (~70% agreement)

#### **What changes could be made (by students and/or the instructor) that would enhance your learning?**

- The reading load is too heavy (100% agreement)
- We don't like the group work (~90% agreement. Note: there was not enough time to delve further into this comment during the large group debrief)
- The PowerPoint slides could be less text-heavy (~80% agreement)
- The pace of lecture could be slowed down (~60% agreement)

### Small group feedback forms:

#### **What is helping you learn in this course?**

(Note: “they/them” refers to the instructor of the course.)

1. Group One
  - *They are always willing to stop and answer questions during class.*
  - *You can really tell that they're an expert in the field because of the examples that they bring in.*
  - *We really didn't want to do the practice problems at first, but we all started doing better on quizzes once we started doing them.*

- *They post videos for us to watch outside of class that help reinforce some of the concepts that we're learning about.*
2. Group Two
- *The problems that we do in class are pretty close to what showed up on the first exam.*
  - *They've posted a lot of supplemental materials on the course site, and most of us have taken advantage of some of them.*
  - *We all agreed that we feel comfortable asking questions during lecture.*
  - *The instructor often goes above and beyond with explanations so that we can make connections between the course material and the "real world."*
3. Group Three
- *Our group agreed that the podcast that they pointed out at the end of the second lecture was really cool and informative.*
  - *They always stop a lot throughout lecture to see if we have any questions.*
  - *There have been a few times when they explained some piece of their research that related to the topic for the day, which was useful.*
  - *The optional practice problems in the coursepack have helped us better understand the course material.*
4. Group Four
- *Sometimes they point out groundbreaking research articles in the field, which is usually more interesting than what we read in the textbook.*
  - *When they ask if we have questions, they actually give us some time to think...they wait an almost uncomfortable amount of time before moving on.*
  - *They always start on Monday with a "resource for the week," and they've all been really helpful.*
  - *Sometimes they think of a resource during class and then post it to the course site afterward, which is helpful because we don't have to track it down.*

**What changes could be made (by students and/or the instructor) that would enhance your learning?**

1. Group One
- *We have a hard time keeping up with all of the reading outside of class.*
  - *Sometimes the instructions for the group work in class aren't very clear.*
  - *It seems like sometimes they just read off the slides.*
  - *Even though they stop frequently to ask if we have questions, the rest of class goes by really quickly.*
2. Group Two
- *Our group agreed that we always wind up doing all of the work for our group when we do group work.*
  - *We have a hard time reading the slides at the same time that our teacher is going through the material.*
  - *We have a hard time keeping up with our notes during lecture.*
  - *We don't really do the textbook reading before class anymore because it seems like we never discuss it.*
3. Group Three

- *We feel like it might be helpful to have pictures on the slides.*
  - *Even though our instructor stops for questions, they sometimes cut the discussion short because we haven't gotten to all of the material for the day.*
  - *We have a hard time deciding what reading is really necessary before class because we get both required and "suggested" reading assignments.*
  - *The group work seems like a waste of time.*
4. Group Four
- *We don't really understand what we're supposed to be getting out of the in-class group assignments.*
  - *It always feels like it's easier to keep up earlier in the lecture, but then things always feel rushed at the end.*
  - *Sometimes the slides are hard to read because there's a lot of writing on them.*
  - *We spend a LOT of time outside class doing the assigned readings.*

### Individual climate question

**Rate your agreement with the following statement on a scale of 1 (strongly disagree) to 5 (strongly agree). "I feel comfortable sharing my perspectives in class, even when sensitive subjects arise." If desired, please elaborate on your response in the space provided.**

*Note: most students only circled a numerical value and did not elaborate on their response. Comments from those who did decide to elaborate are included below.*

**Average (mean) value from class responses:** 4.3

#### **Comments from individual students:**

- I think our instructor does a really good job of making sure everyone feels heard and included.
- In general, I really enjoy our class, and our instructor is pretty great. The only reason I circled a 3 is that they use the word "guys" to refer to the whole class a lot, and as someone who identifies as non-binary, that can get to me.
- Our instructor does a great job of highlighting diverse examples of successful people in the field, including women and people of color. I don't know if that's intentional or not, but it's something that I really appreciate.
- I really like our instructor and the class, but I really dread the group work. I'm the only woman in my group, and I feel like I'm always getting asked to take notes. And when I bring up my point of view, my group just doesn't listen to what I have to say, so I've just decided not to say anything from now on.
- I feel like there are two or three students who always have comments during the class discussions, and some of us never get to share our thoughts.