



Small-Group Instructional Diagnosis

SGID Process and Demonstration

A. 10 minutes: Approximately 20 – 30 Assessment Conference volunteers will divide up into small groups of 5-6 people. The groups have approximately 10 minutes to answer the following questions. NOTE: each group can list as many or as few items as it desires to each of the three questions; however, the comments recorded on the evaluation sheet must be arrived at by group consensus.

(1) What do you like about the Assessment Conference?

(2) What do you think needs improvement?

(3) What specific suggestions do you have for changing the Assessment Conference?

(B) 10 minutes: The spokespersons from each group will report back by writing their responses on the board in one of three columns: **Likes**, **Needs Improvement** and **Suggestions**.

(C) 10 minutes: The moderator will check for consensus from the groups, and will confirm that consensus with the audience as a whole, using a Student Response System or “clicker” system. Based on the consensus, responses will be either eliminated or revised.

Note to the audience members: when prompted by the moderator, use the clickers to voice your opinion. Vote #1 for “Yes” and #2 for “No.”

Sturm College of Law

Legal Education At The Crossroads v. 3.0: Conference on Assessment

Saturday, September 12, 2009 – 4:00 to 4:30 PM – Room 165
Assessment of the Conference Day using the Small Group Instructional Diagnosis (SGID) Assessment Format, and the Student Response or “Clicker” System.

Moderator: Carol L. Wallinger, Clinical Associate Professor, Rutgers-Camden;
Visiting Professor, University of Wyoming.

A. Small Group Instructional Diagnosis

Overview

SGID is a classroom assessment technique that uses an outside facilitator to elicit students’ feedback. It is usually conducted at midterm so that changes can be made during the second half of the course. The purpose is to give instructors reasonable suggestions for improving their courses.

Small Group Instructional Diagnosis

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Small Group Instructional Diagnosis

Further information

1. Ken White, *Mid-Course Adjustments: Using Small Group Instructional Diagnoses To Improve Teaching and Learning*, <http://evergreen.edu/washcenter/resources/acl/c4.html>.
2. Via Google, such as at the University of Wyoming Center for Teaching and Learning, http://uwadmnweb.uwyo.edu/ctl/Consulting/small_group_diagnosis.asp.

B. Student Response System or “clicker” system

Overview

This technology uses a “TV-remote-control” type of device to allow each student to respond instantly to a question or topic in class. Students can instantly see the results also, providing immediate feedback, even in a large classroom. The system can be used in many ways by law professors, including for administering quizzes or an anonymous survey on a sensitive topic, provoking discussion or just “taking the temperature of the class.”

Student Response System

Process and Demonstration – see reverse page

Student Response System

Further information

David Thomson, *Law School 2.0: Legal Education For A Digital Age*, LexisNexis (2009).