



The University of Montana

Pedagogy Project Small Group Analysis* Classroom Procedure

I. Introduce yourself and explain why you're there	1 min
<ul style="list-style-type: none"> • Service requested by instructor (completely voluntary on their part) • Describe how instructor/class will benefit from information collected: <ol style="list-style-type: none"> a) Class will make their impressions of class known b) Instructor will hear what students are thinking during (rather than at the end of) the term, can keep/build on some components of course, may change others, can explain reasons behind the decisions s/he made in constructing the course 	
<p>Confidential—for both professor and students (please be candid and constructive)</p>	
<p>Describe format of SGA – Steps:</p> <ol style="list-style-type: none"> a) Answer questions in small groups b) Compile replies for whole class c) As a class, identify most important responses to each question d) Individually rank on how strongly you feel this feature answers the question 	
II. Small groups	8 min
Describe 3 questions	
Divide students into groups of 3 (4–5 for larger classes)	
Hand out Group Report sheets (1 per group)	
Remind groups to collect answers from every group member	
Allow groups to discuss questions	
Check in when students appear to be finishing or some have finished	
Give one-minute warning to wrap up before moving on	
III. Group discussion/consensus	12 min
Pass out Final Rating sheets (1 per person)	
Use newsprint to collect group feedback for each question	
Ask probing questions to clear up vagueness and identify group splits	
<p>For question 2 – help students word desired changes in constructive language (e.g. if they say “the book sucks” before writing anything, you can ask “What would make the book more useful?” or “What qualities of a useful book are lacking here?” If they have difficulty explaining, probe to see whether they mean the book could provide more examples, illustrations, an easier to follow writing style, they feel the assigned readings could be shortened....</p>	
For each question, select three (four, if much contention) most important answers/issues	
Indicate these by number (1-3/4) and 1-2 keywords that students write on rating sheets	
Have students provide individual ratings of three most important answers/issues for each question	
IV. End: Collect group and individual feedback forms before leaving, take newsprint as well	
V. Compile responses from newsprint and individual sheets in summary form.	
VI. Meet with partner within one week of review session to share anonymous, compiled feedback.	

*Small Group Analysis procedure developed by the Searle Center for Teaching Excellence, Northwestern University. Used by permission. Adapted by Tobin Miller Shearer, 2010/07/07.