

UM Pedagogy Project

Synchronous/Zoom Small Group Analysis (SGA) Process [adapted for Autumn 2021]

- The SGA is designed to solicit feedback from students that is focused on discussion of three questions:
 1. What aspects of this course/instruction enhance your learning?
 2. How could this course be improved to enhance your learning?
 3. What could you - as a student - do to enhance your learning in this course?
- This SGA process is conducted via Zoom. This format can be used for the following course modalities:
 - Remote - courses that meet synchronously at regularly scheduled times
 - Blended – courses that include a regularly scheduled synchronous meeting
 - F2F – face-to-face/in-person courses provided that it can be scheduled to take place over Zoom on the day of the SGA
 - Hyflex – courses that meet synchronously with some students F2F and some remote provided that it can be scheduled to take place entirely over Zoom on the day of the SGA
- This adapted SGA process assumes that you are comfortable using [Zoom](#), including [breakout rooms](#), [chat](#) and the [share screen](#) features. You may also want to use the Chat and Raise hand features in Zoom. [UMOnline's self-enroll Zoom guide](#) is a useful resource. This adapted SGA process also has a component that uses [Qualtrics survey software](#) (available to all UM members). The Qualtrics component has been streamlined here, but there are also [resources](#) available.

ZOOM SGA PROCESS AT A GLANCE

Before the SGA

- Create a Zoom meeting and share link with course instructor
- Prepare a document with the three SGA questions (to be screen-shared during the SGA)
- Edit the Qualtrics survey template

At the SGA **Please try to limit your time in the class to ~20minutes**

- Introduction
- Small group discussions (breakout rooms)
- Whole class discussion (share screen for collecting group responses)

After the SGA

- Prepare and distribute Qualtrics survey for individual ratings
- Compile results
- Meet with course instructor to debrief

ZOOM SGA PROCESS IN DETAIL

Before the SGA

SGA facilitator

- Generate a passcode protected Zoom meeting and share the link and passcode with the course instructor.
- Generate a document containing the three SGA questions (see above) and have it on hand at the SGA.
- Generate a Qualtrics contact list of e-mail addresses of students in the course (see Qualtrics instructions below).

Course instructor

- Tell students in the class about the Pedagogy Project/SGA.
- Share SGA facilitator's Zoom link and passcode with the class.
- Send SGA facilitator a list of student emails (this is for the Qualtrics survey – individual rankings).

At the SGA **Please try to limit your time in the class to ~20minutes**

Step 1: Introduce yourself and review the process (~ 1 minute)

- Explain that you and the course instructor are part of the Pedagogy Project.
- Explain that the SGA was requested by the course instructor (and is completely voluntary on their part).
- Describe the steps of the SGA
 - Answer three questions in small groups, in breakout rooms.
 - Come together as a class to report your group responses.
 - Complete a Qualtrics survey in which you individually rank on how strongly you feel about the responses.

- Explain that the process is confidential for instructor and students (ask students to be candid and constructive); the SGA session is not being recorded, and responses are anonymous.
- Describe how instructor/class will benefit from information collected:
 - Students will make their impressions of the class known
 - Instructor will hear what students are thinking during the semester, rather than at the end; instructor can then keep/build on some components of course, change others, depending on feedback.

Step 2: Small group discussion (~8 minutes)

- Paste three SGA questions into the **chat** window to share with the class. Note: be sure to do this before assigning them to breakout rooms.
- Ask groups to select someone to record and report the group's responses to the three questions.
- Assign students to **breakout rooms** – select **automatic**. Aim for 3-5 students per group, depending on the size of the class.
- After ~3 minutes, **broadcast** a message to all the groups reminding them that they should answer all three questions.
- After ~3 more minutes, broadcast a message informing them that the breakout rooms will close in a few minutes so they should start to wrap-up.
- **Close** the breakout rooms (after 1 minute the rooms will automatically close).

Adaptations: Feel free to use the Zoom whiteboard, UMBoxnotes, Googledocs, Google Jamboards, etc., or any other tool you are comfortable with. Talk to the instructor beforehand about what tools they use in the class/what tools students may be familiar with. If using a different tool, adjust accordingly in Step 3 below.

Step 3: Class discussion (~10 minutes)

- Use share screen to show your document containing the three questions.
- Solicit responses from group reporters for each of the three questions, one question at a time, and type the responses in the document for the class to see.
 - Help students to clarify vague responses and to word desired changes in constructive language (e.g. if they say “the book sucks”, before writing anything, you might ask “What would make the book more useful?” or “What qualities of a useful book are lacking?”)
 - If comments center on course modality, help students think about constructive ways that instructors may be able to make adjustments (e.g., going F2F is likely not an option, but having small group discussions in Zoom might be possible)
- Encourage all group reporters to provide responses. Depending on the class size, consider encouraging reporters to use the chat feature, or the raise hand feature to provide responses.
- Aim for at least three responses per question. Once you feel you have exhausted the responses to a question, or, if the list of responses becomes too extensive, move on to the next question.

Step 4: Wrap-up (~1 minute)

- Save the document containing the class responses to the three questions. Save the chat discussion.
- Tell students that the last step involves each student providing their individual ratings on a scale as to how important they feel these responses are.
- Tell students that they will receive a link by e-mail to a short survey that asks them for their individual ratings of the class responses. Ask students to complete the survey as soon as possible.
- Remind students to return to their regular class meeting 😊

After the SGA

- Enter the class responses in the Qualtrics survey and email the survey link to the class (see Qualtrics instructions below).
- Consider sending a reminder message through Qualtrics to encourage students to complete the survey.
- Within an appropriate timeframe that you would like to allow, close the Qualtrics survey and compile the results (see Qualtrics instructions below).
- Complete the [SGA Report Form](#) and share with course instructor.
- Meet with the course instructor to discuss the feedback generated from the SGA and strategize ways to address it.

USING QUALTRICS FOR INDIVIDUAL RANKINGS

Getting started

- If you are conducting an SGA this semester, a template survey will be sent to your [UM Qualtrics account](#). Login with your NetID and password. When you open your account, the survey (“project”) Pedagogy Project Zoom SGA template will be there.
- Alternatively, you can also import the Pedagogy_Project_Zoom_SGA_template QSF file to your Qualtrics account. For further details, see [Creating a Project](#) > Creating from a File

Create a contact list

- Use the CSV ContactListTemplate file to enter email addresses of the students in the course into a spreadsheet and upload to Qualtrics. For further details, see [Contacts Basic Overview](#) > Importing a Contact List from a File.
- Alternately, you can enter email addresses manually in Qualtrics. For further details, see [Contacts Basic Overview](#) > Creating a Contact List Manually.

Edit the survey template

- Rename the survey. For further details, see [Renaming Your Survey](#) > Project Name.
- Enter the class responses for the corresponding questions. Add/remove rows as needed. For further details, see [Matrix Table Question](#) > Statements vs. Scale Points > Adding and Removing statements and scale points.
- If you’d like, you can preview the survey. The survey template has been formatted to be mobile friendly. For further details, see [Preview Survey](#) > About Previewing Survey. Please note that the mobile friendly survey preview may not look entirely the same as it will on a mobile.

Distribute the survey

- The survey template is set to “by invitation only” and to “anonymize responses”. Distribute the survey to the class by generating an email survey invitation through Qualtrics using the contact list containing the email addresses of all the students in the course (see above). For further details, see [Email Survey Invitations](#) > Emailing a Survey Invitation.
- If there isn’t a lot of participation, consider sending a reminder through Qualtrics.

Close the survey

- When the allocated timeframe for the survey has ended, close the survey. For further details, see [Collecting Responses](#) > Pausing Response Collection.
- You can also set the survey to close automatically by setting a survey expiration date before distribution. For further details, see [Survey Protection](#) > Specifying When Your Survey Can Be Started.

Generate a report

- Responses can be viewed and exported in Reports > Results.
- The survey template has been set so that the Default Report will compile the results in simple tables. You are welcome to modify the report in a way that works best for you. For further details, see [Results-Reports Basic Overview](#) > About Results-Reports.
- If you want a copy of the results to view offline, you can export the results. For further details, see [Exporting Results-Reports](#) > Exporting a Results-Report.

Small Group Analysis procedure developed by the Searle Center for Teaching Excellence, Northwestern University. Used by permission. Adapted by Tobin Miller Shearer, 7/7/2010. Adapted for remote course modality by Leora Bar-el, Laurie Minns, Charles Palmer & Kim Reiser 9/4/2020. Last updated 9/28/2021. Thanks also to Jo Costello at UOnline for assistance and to members of the Pedagogy Project for feedback.