Data-Driven Decisions

Small Group Instructional Diagnostics

Session Resources:

- Session will be recorded.
- Slide deck will be shared.
- Links to resources throughout presentation.
- Book a consultation with your instructional designer!

Meet the Instructional Designers

Heather Rippetoe

College of Education
Whitson-Hester School of Nursing
College of Fine Arts

Mallory Matthews

College of Business
Interdisciplinary Studies
Agriculture & Human Ecology

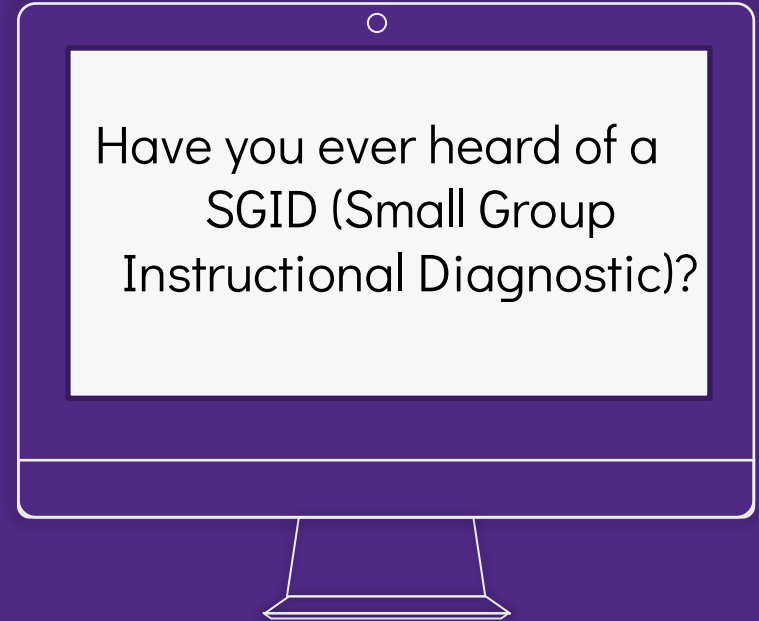**Lacy Means**

College of
Arts & Sciences

Carrie Roberson

College of
Engineering

Poll Questions

Have you ever heard of a SGID (Small Group Instructional Diagnostic)?

Agenda

- Data Driven Decisions

- <u>Small Group Instructional Diagnostics</u>

  - What is a SGID?

  - Who conducts SGIDs?

  - Why request a SGID?

  - When are SGIDs?

  - How do I sign up?

Personalized Learning

Flexible Pacing

Individualized Instruction

Data-Driven Instruction

Student-Centered Approaches

Making Informed Course Decisions

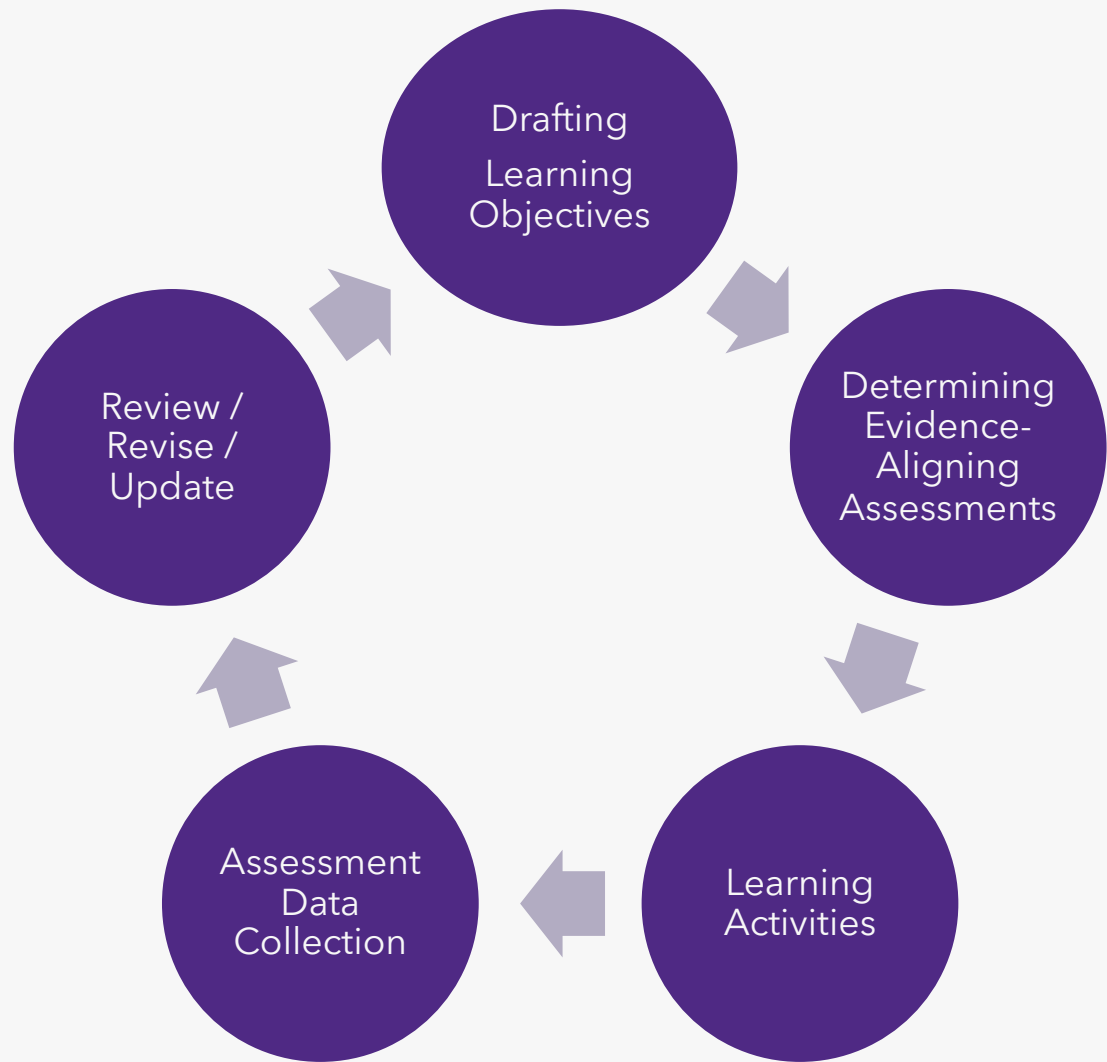Based on a feeling, educational best practice, or new idea? Not a bad place to start.

How do we know if the changes, additions, or organizational methods are effective for student learning?

Data is important to verify, understand, and quantify the decisions we make in our classrooms.

Continuous Revision

Drafting Learning Objectives

Determining Evidence-Aligning Assessments

Learning Activities

Assessment Data Collection

Review / Revise / Update

Benefits of Data Use in Course Design:

- Informed decision making

- Tailored instruction

- Early intervention

- Continuous improvement

- Student motivation

- Metacognition

Student Self-Assessment Opportunities
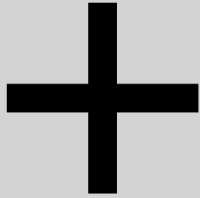
Creator+

Quizzes, Surveys or Self Assessments

Poll Everywhere

Data-Driven Strategies

Online

- [iLearn analytics](#)
- review grades
- personalize feedback
- review/post weekly announcements

Both

- Set clear objectives
- Incorporate technology
- student surveys ([Qualtrics](#)/[iLearn](#))
- adjust instructional strategies
- Seek student feedback

In-Person

- simply ask students
- collaborate with colleagues
- formative assessments
- encourage self-assessments
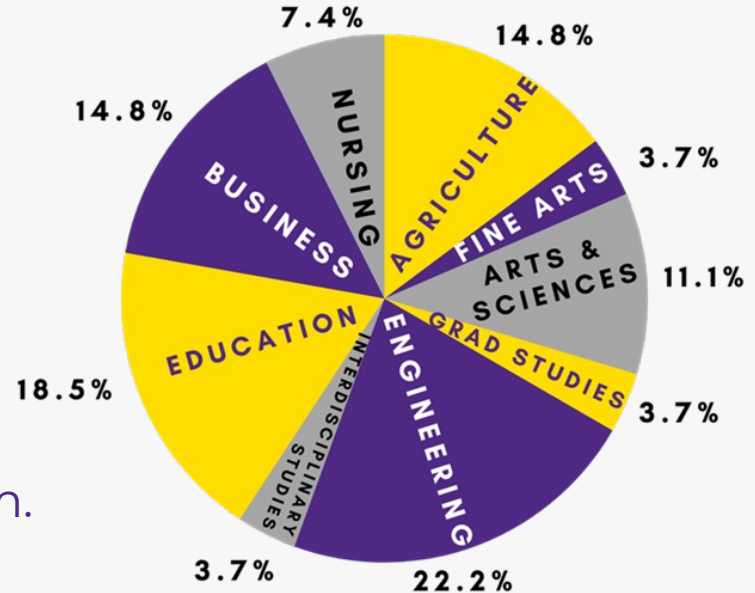
Data to Enhance Instruction

What are ways you already use data in your courses?

Small Group Instructional Diagnostic

What is a SGID?

- Simple and straightforward evaluation process
- Uses individual responses & structured small group discussions
- Provides confidential feedback
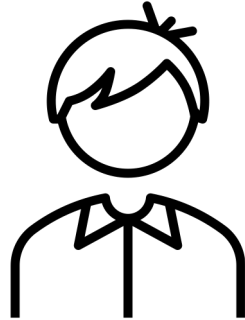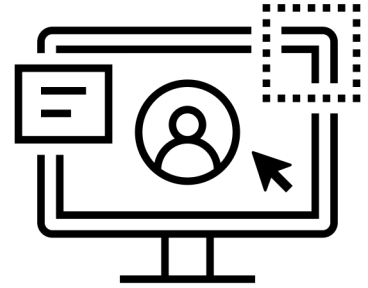- Takes place around the midpoint of a term.

Things to Note:

20-25 minutes

NOT tied to assessments or evaluations

Confidential

SURVEY QUESTIONS

Briefly describe at least three things you **like** about the course—the characteristics that you believe **support** your learning.

Briefly describe at least three things you **dislike** about the course—the characteristics that you believe **hinder** your learning.

What **suggestions** can you offer that would **enhance** your learning?

What can you as a student do to **improve** your learning?

DAY OF SGID:

Students will:

1. Reflect individually
2. Reflect in small groups
3. "Vote" based on findings

After SGID:

Briefly describe things you like about the course—the characteristics that you believe support your learning.

Select whether or not you agree with the following statements based on the above question:

The instructor is engaging and seems to care about the subject. ⌃

○ Disagree

○ Neutral

○ Agree

Getting to work in groups on big projects has been helpful. ⌄

CITL Facilitator will gather data and generate a report within 48 hours.

Facilitator and Instructor can meet again to discuss feedback.

Instructor takes results back to class and discusses with students.

NEW THIS SPRING:

Asynchronous Instructional Diagnostics

Asynchronous Instructional Diagnostic

Overview

✉ Students will receive a link to the survey through email or iLearn Announcement from CITL with video explanation of process.

👥 The survey asks four questions (Instructor can decide to change these questions)

👤 Students will answer individually. All responses will be anonymous.

📋 Then, CITL facilitator will create another survey from individual responses and resend it to students.

👍 Students will vote whether they agree, disagree, or are neutral with the responses of their peers.

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SMALL GROUP OR ASYNCHRONOUS: WHICH IS THE RIGHT ONE FOR YOUR CLASS?

Things to consider:

- Type of data collected
- Class time
- Student motivation

WHY REQUEST A SGID?

Feedback

Timeliness

Improvements

Ratings

"We all read those comments that we get at the end of the semester and hope for 'the pearl' amongst all of that for something that we can actually do to improve. Having done the SGID in a class with close to 50 students, the nature of the comments were much richer and much more reflective and much more actionable than I've ever received on an IDEA feedback."

-**Sally Pardue, Ph.D.**
College of Engineering

"It was such a wonderful thing for me, and I used the feedback that the students gave. For example, some students felt like I was going too fast through the material, and that kind of struck a chord with me. I realized that maybe I needed to start focusing more on quality versus quantity. When I slowed down with those lectures and allowed a little more time... for the content, but also allowed more time for discussion in classes, I began to really see some great feedback from students, and they appreciated my slowing down. They felt like they were being heard... so that was just a great thing for me. I would highly recommend going through that process if you haven't done that yet."

-Andrea Ayers, ESQ.

College of Business

When are SGIDs?

- Spring 2024 SGIDs will take place
  - March 4-8
  - March 18-22

How do I sign up?

- Please fill out the <u>form</u> to begin booking your Spring 2024 SGID.

Questions / Comments

- Moving forward, what are some takeaways for using data in your course?

- Curious about SGIDs? We would love to answer any questions you may have!

THANK **YOU!**

[Feedback Survey](#)

Next Week's Session: Replay - Crafting Your Course with iLearn Templates

[Register](#)

Ferlazzo, L. (2017). Student Engagement: Key to Personalized Learning. *Educational Leadership*, *74*(6), 28-33.

Marzano, R. J., Norford, J. S., Morgan, M., Finn III, D., Mestaz, R., & Selleck, R. (2017). *A handbook for personalized competency-based education*. Marzano Research Laboratory.

Short, C. R. (2022). Personalized Learning Design Framework: A Theoretical Framework for Defining, Implementing, and Evaluating Personalized Learning. In H. Leary, S. P. Greenhalgh, K. B. Staudt Willet, & M. H. Cho (Eds.), *Theories to Influence the Future of Learning Design and Technology*. EdTech Books.

Westman, L., & Tomlinson, C. A. (2018). *Student-driven differentiation : 8 steps to harmonize learning in the classroom*. Corwin.

[25 Tips & Uses for Data-Driven Decision Making in Higher Education (precisioncampus.com)](#)

[Five steps for structuring data-informed conversations and action in education](#)

https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2013001.pdf