Midterm Class Interview  
(Otherwise called SGID)

What is a Midterm Class Interview?

The Midterm Class Interview, sometimes referred to as the SGID (Small Group Instructional Diagnosis), is an open-ended, mid-course oral interview process in which students discuss their perceptions of the effectiveness of a course, including both its strengths and potential areas for change.

Instructors frequently report to us that what they learn through the SGID is extremely useful for helping them make decisions about their teaching during the remainder of the quarter, and CIDR research indicates that students also appreciate this opportunity to provide anonymous formative feedback to the instructor while the course is still in session.

The SGID allows an instructor to:

- Provide an open-ended forum for students to identify concerns that they think are most important
- Let students relay their feedback confidentially through a neutral third party (the CIDR consultant)
- Discover student perspectives on the course and make changes, address misunderstandings, or clarify policies before the course is over
- Confirm impressions that a course is going well
- Explore aspects of a course that seem to be problematic
- Receive more in-depth student feedback than end-of-quarter student evaluations typically provide

What does the process involve?

- On the day of the SGID, the consultant typically observes a portion of the class before conducting the feedback session. Approximately 25 minutes before the class ends, the instructor briefly introduces the SGID to the students, and then leaves for the remainder of the class period. The consultant then spends the remaining time facilitating the student feedback session.
- After the SGID, the instructor meets again with the consultant to review a written report of the students' feedback. After reviewing the feedback and discussing its implications together, the consultant and instructor develop options for responding to it.
When should an instructor request an SGID?

- This should be done while there is still an opportunity to make changes some aspects of the class.
- It should be done when the instructor is receptive to the feedback and is willing to make some changes in the course.
- It should not be done to evaluate an instructor in a summative manner.

Other Options

There are other varieties of student feedback which can be implemented more briefly, more frequently, or in ways that are less open-ended than the SGID process. Examples of these are as follows.

- There are many ways to get systematic student feedback: collecting in-class written feedback, getting feedback online, and using classroom assessment techniques. Instructors use this kind of feedback to help inform their decisions about what to address in subsequent class sessions, to help them see how students are experiencing the course, and to help students judge their own progress learning the course material.
- Other ideas can be found on the following classroom assessment website: http://depts.washington.edu/cidrweb/resources/catools.html

Information on this page was taken from the following website on 12/10/09.
http://depts.washington.edu/cidrweb/consulting/sgid.html