TO:  
FROM:  
DATE:  
RE: SGID RESULTS  

IMPORTANT NOTE: SGID results are confidential and intended solely to give the instructor midterm student feedback. Results are not indicative of quality of teaching and should not be used for any evaluative purpose. Therefore, they are not to be included in review, tenure, promotion, or merit files.

This memo is your report on the SGID I conducted in your UND class ___XXX 410___. ___19___ students were present to contribute to this data.

AREAS OF STRENGTH

1) Class sessions are helpful and students benefit from coming to class. They appreciate that you write important things on the board. There was consensus on this, with one caveat: students felt that time spent on help with working through the process was more useful than lectures on developments in the field. Their understanding of “useful” relates to what helps them do well on exams and the homework, so they were appreciative of in class learning that helps them do better on the kind of questions on the exams and in the homework.

2) They find the homework very helpful when it aligns well with what they are learning in class and the exams. They would like more examples of how to do problems (potentially posted to Blackboard) and more time spent on the process of doing problems in class.

3) You work to help students learn. The review day was mentioned by all groups as very helpful. They felt it increased their understanding and their performance on the exam. They also noted that you are approachable and readily available, that you keep your office hours and provide help to students individually.

4) You are organized in how you approach the course, clear in your expectations and you give them plenty of time to do required work.

AREAS OF CHANGE

1) Students expressed frustration that they cannot always see how course activities are aligned with what “counts” in terms of their grade. They are not always sure why some information is provided in lecture. They find it interesting, but in their perception, it doesn’t relate to what “matters” in terms of their grade. They would like a stronger focus on the broad historical context rather than “lists of names or facts.”
2) Students felt that the books are not well integrated into the course. They suggest that you either align the reading better with the learning that is tested (some also suggested providing a more focused reading assignment or telling them page numbers for material related to what is being covered in class) or eliminate the requirement to purchase the books. Some rely on Google searches to provide information covered in the reading (which they do not do).

3) Students would like their grade to not be solely dependent on the homework and the exams. They thought more assignments would be helpful and mentioned the idea of in-class work that might count as participation or small assignments that would let them show their learning in multiple ways.

COMMENTS

Students expressed that they enjoy the course. Some were unclear on grading, saying that they didn't understand why they had received the score they did on their work.