

# Interactive Focus Groups

3<sup>rd</sup> Annual Evaluation Lab Workshop

Charla Henley, UNM Evaluation Lab Team Lead

[cehenley@unm.edu](mailto:cehenley@unm.edu)

[evallab.unm.edu](http://evallab.unm.edu)

April 27, 2018



Draw:

How did you feel about evaluation  
**before** this workshop and how do you  
feel about it **now**?

Speed Dating:

What **new** evaluation ideas or techniques did you learn today?

Group Lists:

**Practical steps** for implementing ideas and techniques you learned today.

Individual:

Who did you **connect** with?

What did you **learn** from them (if anything)?

Individual:

What did you think of the overall workshop?

What did you enjoy?

What would you change?

What would you like to see next year?

# Interactive Focus Groups – 4W1H

- What, When, Why, Who & How?

# What is an Interactive Focus Group?

- Engages participants in **pre-planned** activities to get answers to questions
- Typically involves writing, drawing, talking with one other person, talking with the whole group



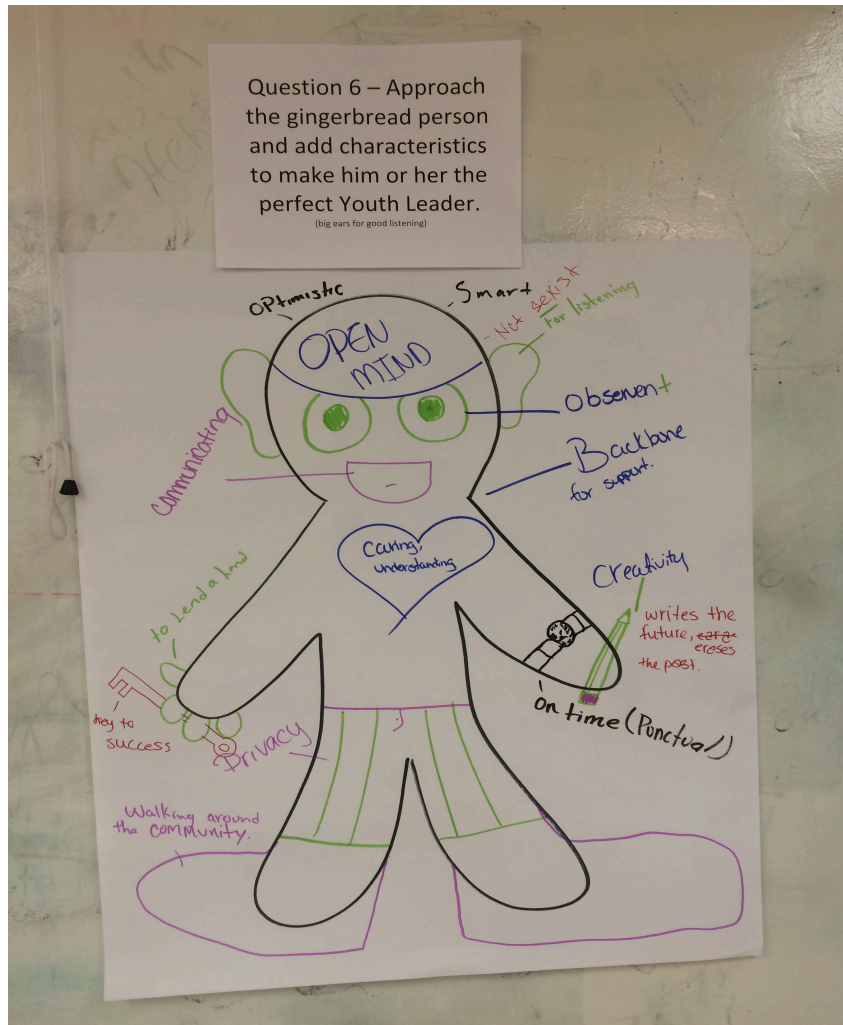
# When can you use an Interactive Focus Group?

- Anytime you think you might benefit from a variety of data collection methods
- When you want to know how your participants experienced your program and if/how it changed them

# Why use an Interactive Focus Group?

- Engages the **talkers** and the **listeners**
  - Allows multiple means of communicating responses (verbal, written, drawn)
- Speeds up transcription time
- They are **fun** for you & participants!
- End up with cool drawings to use in final reports.

# Enlace Comunitario Youth Leaders Evaluation



- **Evaluation Goal: Impact of the program on Youth Leaders themselves as a result of their training and participation in the Youth Leaders program.**
  - Activity: Add characteristics to the gingerbread person to make him or her the perfect Youth Leader

# Enlace Comunitario Relaciones Saludables Evaluation

**Evaluating achievement of the goal to have lasting impact on graduates.**

- Activity: List one new thing you learned from each theme in the Healthy Relating Course.

Los temas	Algo Nuevo Que Aprendí
Autoestima	<ul style="list-style-type: none"> <li>- Autoaceptación y respeto.</li> <li>- Ver a los demás como a mi mismo.</li> <li>- Valorarme a mi mismo.</li> <li>- Convertir lo malo a bueno. Experiencias pasadas.</li> <li>- Quererte y amarte a ti mismo.</li> <li>- Balance.</li> </ul>
Comunicación	<ul style="list-style-type: none"> <li>Positiva, Agresiva y Asertiva. "Tipos de comunicación"</li> <li>Saber escuchar.</li> <li>Aptitud y Empatía.</li> <li>Respeto</li> </ul>
Resolución de conflicto	<ul style="list-style-type: none"> <li>Respetar la opinión de los demás.</li> <li>Diferencia entre problema, conflicto y crisis.</li> <li>Aprender a llegar a un punto medio.</li> <li>Aplicar la comunicación asertiva.</li> <li>No es malo en problemas sino cómo se resuelven.</li> </ul>
Sexualidad	<ul style="list-style-type: none"> <li>Diferencia entre Sexo y Género.</li> <li>Consentimiento / Abuso sexual.</li> <li>LGBTQ</li> <li>Mitos</li> <li>Conversar intimamente.</li> </ul>
Relación de pareja	<ul style="list-style-type: none"> <li>Mitos</li> <li>Respeto</li> <li>Tipos de relaciones.</li> <li>Confianza</li> <li>Expectativas de tu pareja.</li> <li>Que busques de una pareja</li> </ul>

Los temas	Algo nuevo que aprendí
Autoestima	<ul style="list-style-type: none"> <li>- La diferencia entre las 3</li> <li>- Conocerme a mi misma</li> <li>- Quererte a ti misma</li> <li>- En que nivel de autoestima estaba</li> <li>- Me hacia la victima</li> <li>- Como se adquiere buena o mala autoestima</li> </ul>
Comunicación	<ul style="list-style-type: none"> <li>- Aprendi a escuchar</li> <li>- Los tipos de comunicación</li> <li>- La comunicación es saludable para relacionarte con los demás de forma asertiva</li> </ul>
Resolución de conflicto	<ul style="list-style-type: none"> <li>- Problema, conflicto</li> <li>- Dentro del conflicto</li> <li>- <del>Se</del> Como manejar</li> <li>- Personalidades</li> <li>- Mitos</li> <li>- Equidad</li> <li>- Comunicación</li> <li>- Gustos</li> <li>- y crisis se involucran las emociones el enojo Flanetas, melancolico, Sangre y calerico</li> <li>- Responsabilidad</li> <li>- Cromosomas</li> </ul>
Sexualidad	
Relación de pareja	<ul style="list-style-type: none"> <li>- Respeto</li> <li>- Comunicación</li> <li>- Amar, lealtad y</li> <li>- Individualidad</li> <li>- disposición</li> </ul>

# Evaluation of the Evaluation Lab (Eval<sup>2</sup>)



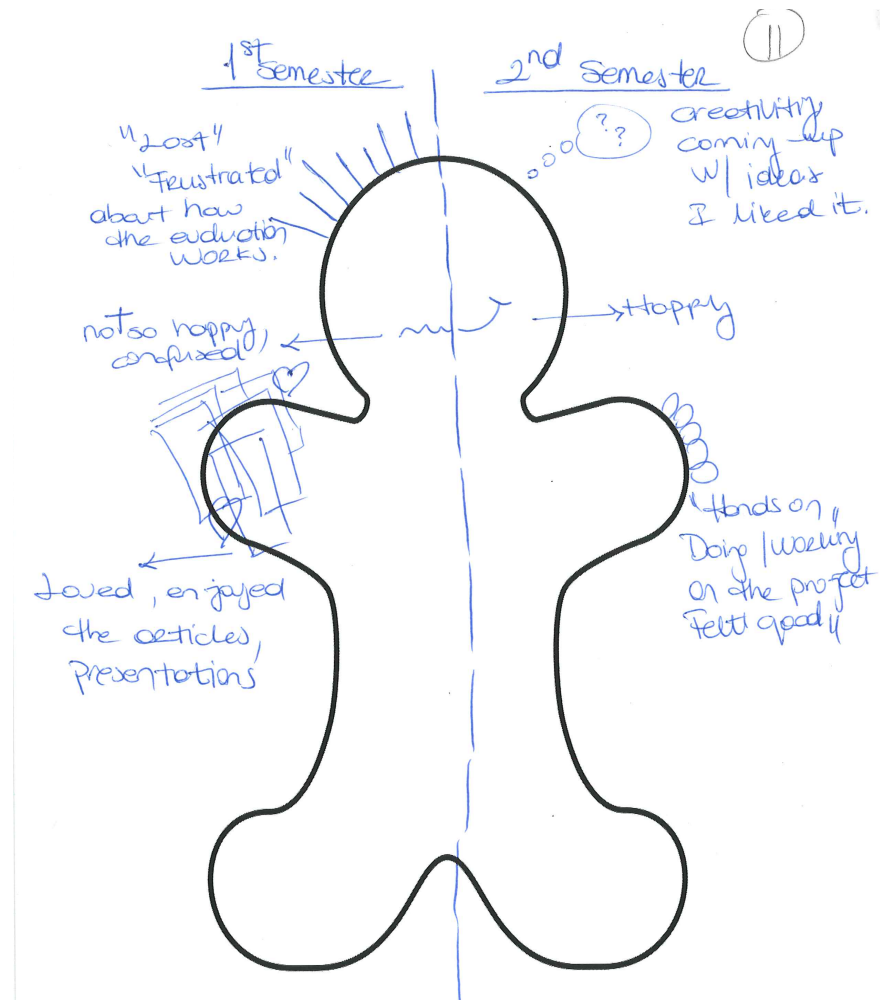
**Evaluating achievement of supporting students in developing the knowledge, skills, and tools they need to design and implement program evaluations that reflect organizations' values and missions.**

- Activity: Draw the tools you now have in your evaluation toolbox!

# Evaluation of the Evaluation Lab (Eval<sup>2</sup>)

**Evaluating achievement of supporting students in developing the knowledge, skills, and tools they need to design and implement program evaluations that reflect organizations' values and missions.**

- One of the questions: What did the course feel like for students?
- Activity: Draw what you felt like on this gingerbread person.



# Who can do the Interactive Focus Group?

- External evaluator
- You!



# How?

Building the **protocol** (script)



# Building the Protocol

1. Articulate the evaluation **goals**
2. Assign **activities** to each goal
3. List **materials** needed to complete each activity
4. Assign **timeframe** to each activity

# Step 1: Our Evaluation Goals

After the Workshop, participants will:

1. feel positively about taking on evaluations that are possible and meaningful;
2. learn something about evaluation that applies to them;
3. learn from each other and about each other in conversation (network);
4. recognize grind thinking (survival mode) vs. mission thinking and be motivated into mission thinking; and
5. learn different options for evaluation that are within reach.

# Step 2: Possible Activities

## Gingerbread Person – individual

- Express sentiments about something (feeling)

## Speed Dating – pairs

- Short questions
- Answer with a partner (more private)

## Group Lists – groups of no more than 5

- Less private, but gives opportunity to brainstorm

## Individual Answers – individual

- Entirely private
- Opportunity to share freely
- Can be drawn, listed, paragraph, etc.

## Plus and Delta – big group, individual

- Gives participants a chance to voice thoughts about program in question

# Step 2 (con't): Assigning Activities

After the Workshop, participants will:

1. **feel** positively about taking on evaluations that are possible and meaningful - **Activity: Gingerbread Person**
2. learn something about evaluation that applies to them - **Activity: Speed Dating and Group Lists**
3. learn **from** each other and **about** each other in conversation (network) - **Activity: Individual Answers**
4. recognize grind thinking (survival mode) vs. mission thinking and be motivated into mission thinking - **Activity: Group Lists**
5. learn different options for evaluation that are within reach - **Activity: Group Lists**

## Step 3: **Materials!**

- **Gingerbread Person** – either flipchart with gingerbread person drawn **or** printouts of gingerbread person, markers, pens
- **Speed Dating** – flashcards, tape, markers, questions printed or written on the board
- **Individual Answers** – flashcards, pens
- **Group Lists** – flipchart or flashcards, tape, markers, printed out visual of the activity
- **Plus and delta** – flipchart, markers, also pens, paper for those who may not want to share out loud

# Step 4: Timeframe

- Strongly based in how long you have for the group
- Actual time in each activity should allow for movement, explanation, questions
  - Activity times in the protocol will be shorter than how long the overall activity actually takes
- Today – 40 minutes
  - **Gingerbread Person** – Participants get 5 minutes – total activity time 10 minutes
  - **Speed Dating** – Participants get 4 minutes – total activity time 10 minutes
  - **Group Lists** – Participants get 5 minutes – total activity time 10 minutes
  - **Individual Answers (including Plus and Delta)** – Participants get 5 minutes – total activity time 10 minutes

# Our Protocol

- See handout – email me for a copy ([cehenley@unm.edu](mailto:cehenley@unm.edu))
- **We will post on workshop website**

# Closing and Next Steps

- Interactive Focus Groups:
  - Engage the talkers and the listeners
  - Speed up transcription time
  - Are fun for you and the participants!
- After your Interactive Focus Group:
  - Take pictures of everything posted on the walls or on easels so you can type into excel or word.
  - Debrief: Ask **yourself**, how did it go? What could have been better?
  - Review data: try to **highlight** the diversity of ideas and the common themes



# Questions, thoughts, ideas?

- We will send all participants a write-up of the workshop evaluation!