

Interactive Focus Groups

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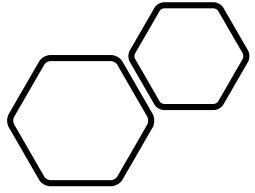
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Presentation Layout

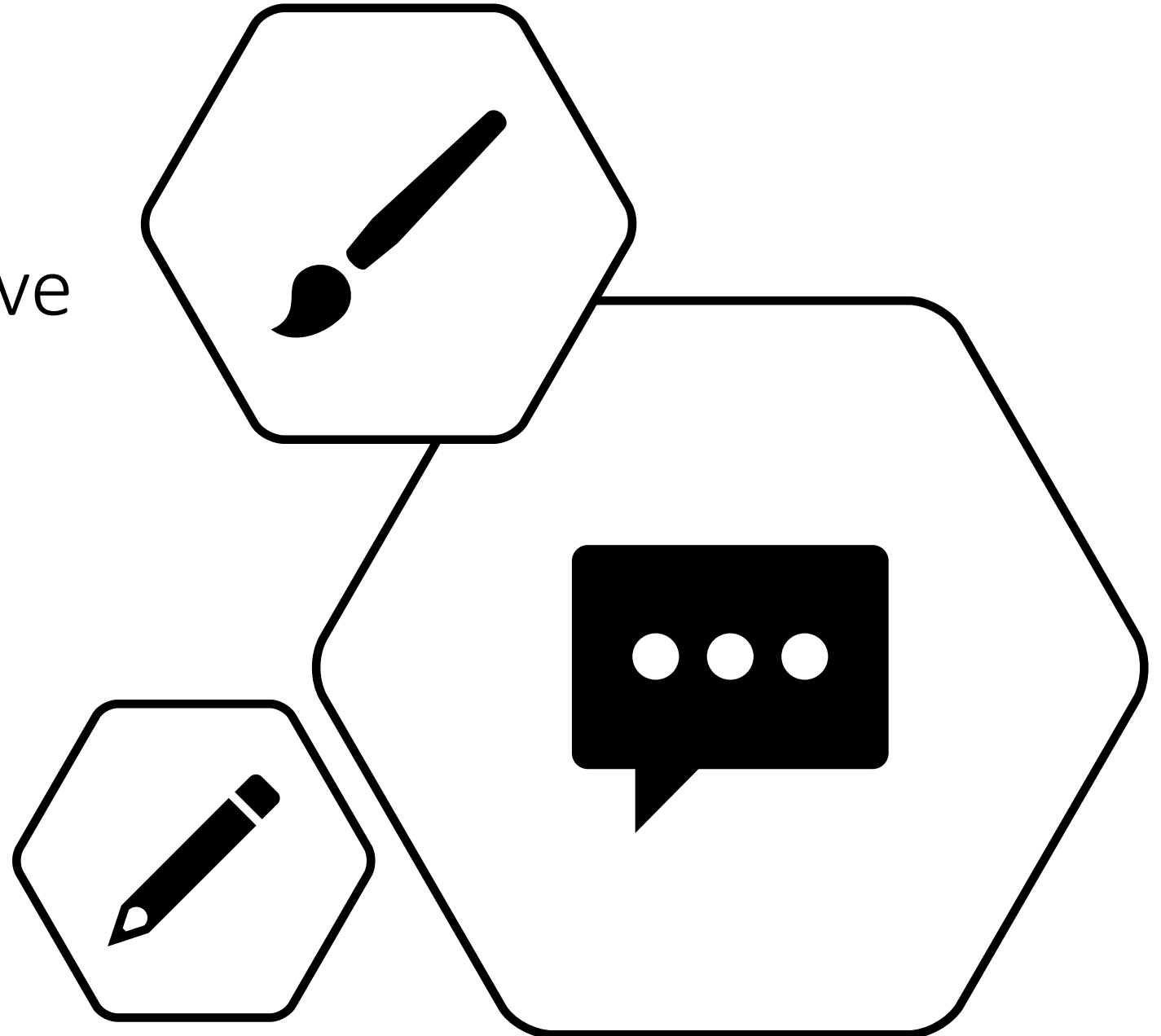
- What, When, Why?
- Examples
- How... Let's build one together

What, When, and Why?

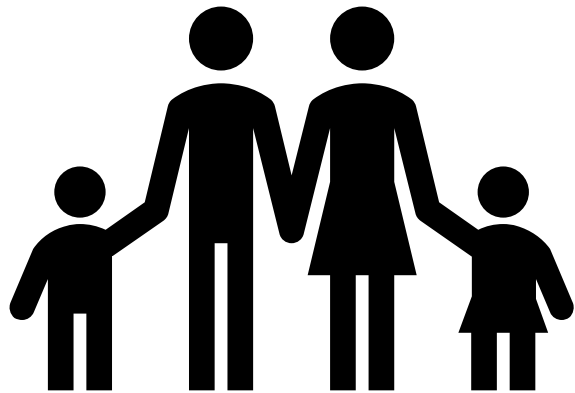


What is an Interactive Focus Group?

- 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?



- With Children
- With Adults
- Anytime you think you might benefit from a variety of data collection methods

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 (not usually as much to transcribe literally)

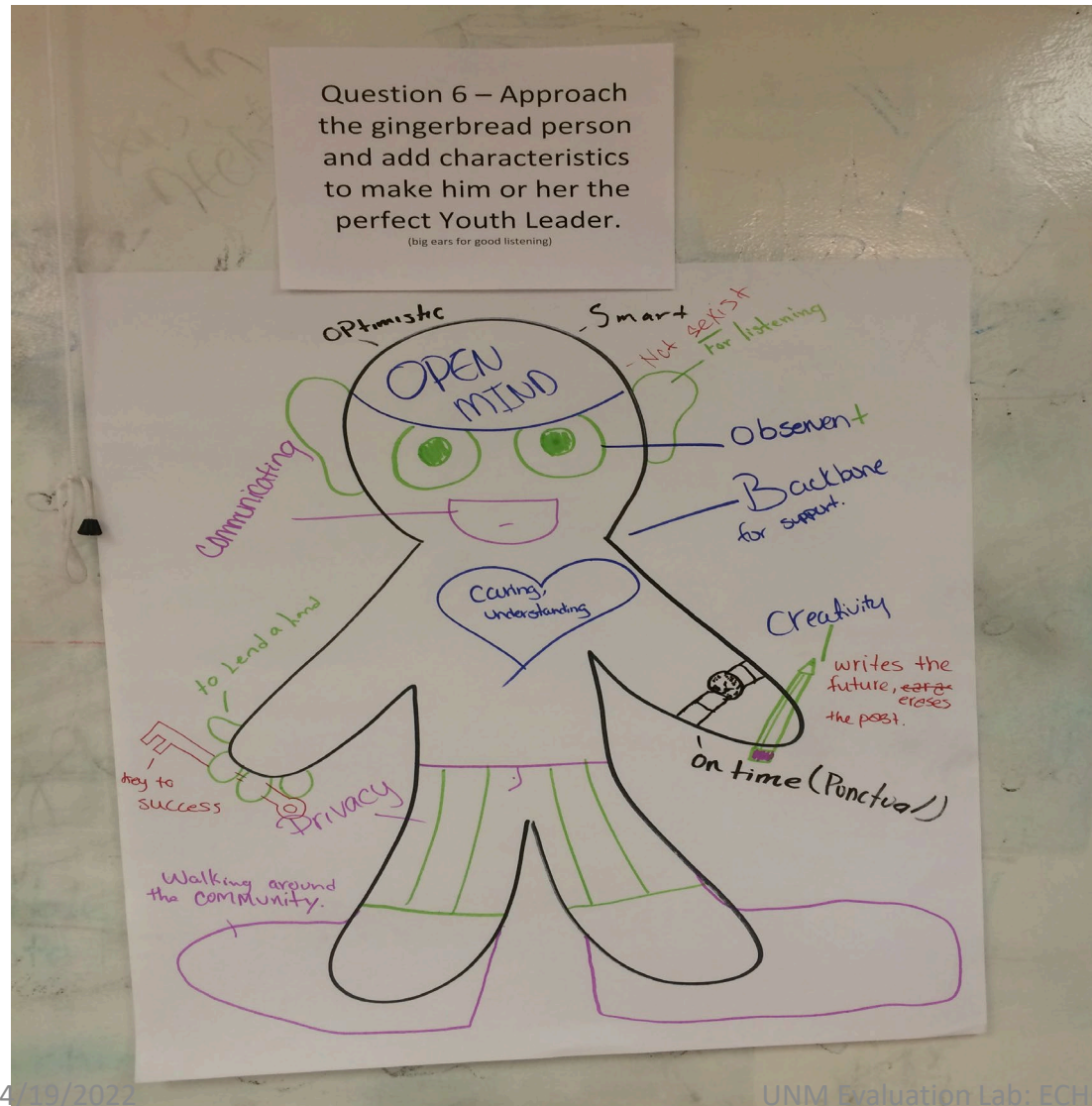


They are fun for you and the participants!

And you can sometimes end up with cool pictures of drawings to use in final reports.

Examples

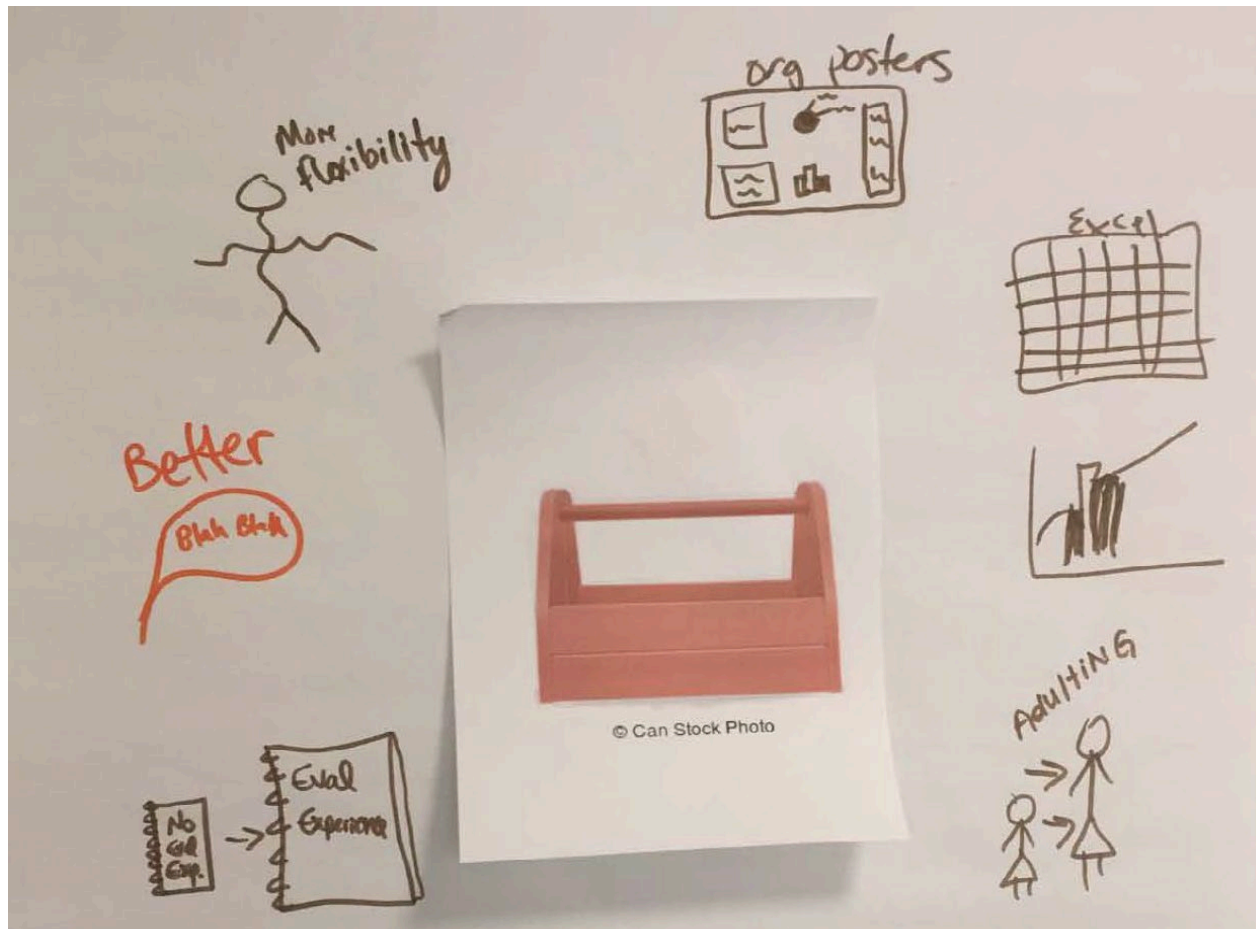
Enlace Comunitario Youth Leaders Evaluation



Evaluation Goal 1: 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**

Evaluation of the Evaluation Lab (Eval^2)



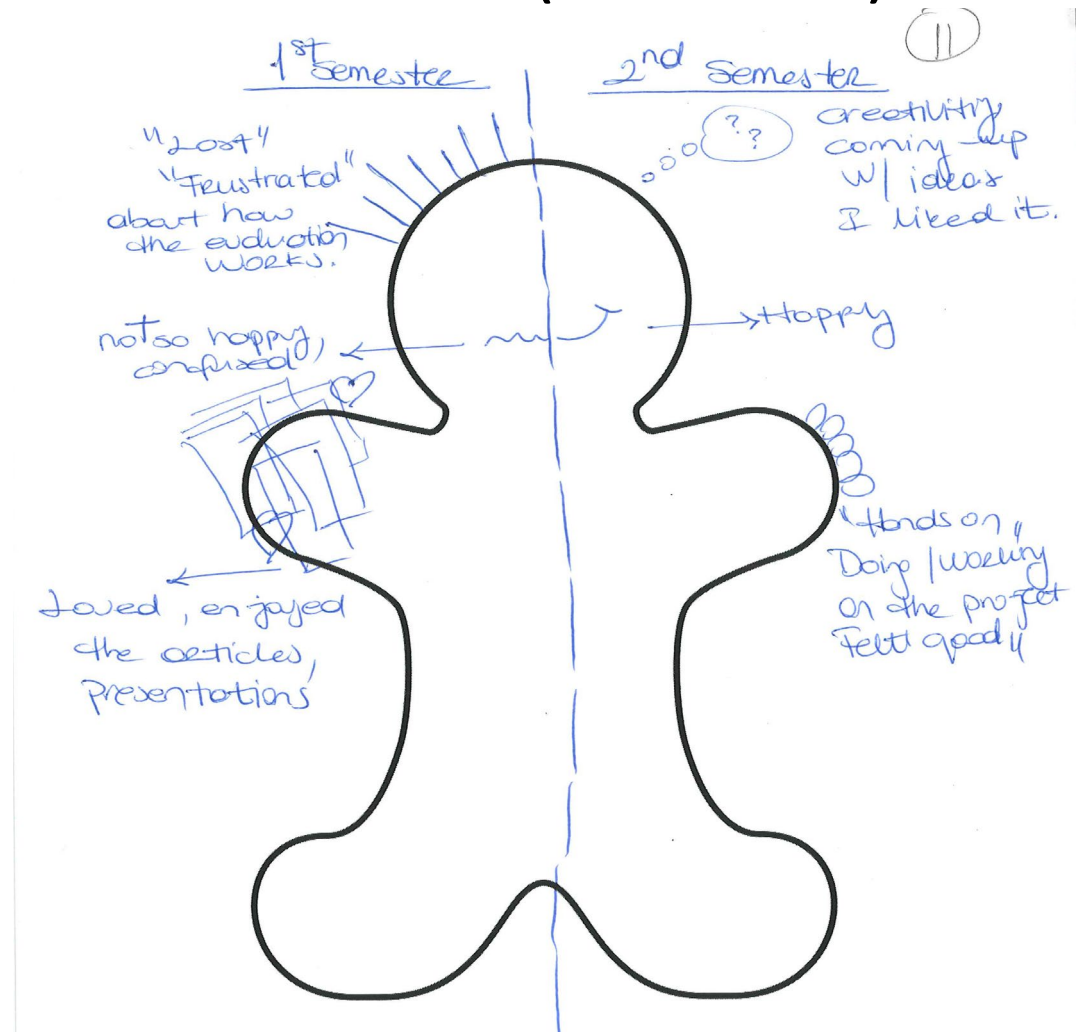
One of the questions: What skills can be attributed to the students' participation in the lab?

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

Evaluation of the Evaluation Lab (Eval^2)

One of the questions: What did the course feel like for students?

Activity: Draw what you **felt** like in the course on this gingerbread person.



How?

Practice Round

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

Our Practice Evaluation Goal

Evaluate our ECHO Learning Community –

Goal 1: To give organizations a space to share and collaborate

Goal 2: To provide continuous learning opportunities (both through the didactic and organizational presentations)

Practice Protocol

1. Articulate the evaluation goals – Do participants feel they have a space to share and collaborate? Do participants feel they are learning?
- 2. Assign activities to each goal**
3. List materials needed to complete each activity
4. Assign timeframe to each activity

Possible Activities

- **Gingerbread Person** – what does it feel like to be on an ECHO call?
- **Speed Answer Round** – name two didactic sessions that were (or would be) helpful to you; etc.
- **Something like the tool box** – maybe a list of all resources participants know of to reach out to for help; etc.
- **Plus and delta** – things we like vs. things we would change – how would you recommend UNM Eval Lab staff make improvements to the ECHO Learning Community?

Possible Activities (with explanation for future use)

Gingerbread Person – individual or group

- Express sentiments about something (feeling)

Speed Dating – pairs

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

Group Lists – groups of no more than 5 (usually)

- Less private, but gives opportunity to brainstorm

Individual Answers – individual

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

Plus and Delta – big group, individual, smaller groups

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

Practice Protocol (continued)

1. Articulate the evaluation goals – Do participants feel they have a space to share and collaborate? Do participants feel they are learning?
2. Assign activities to each goal – gingerbread, speed answers, ticket stubs, plus and delta
- 3. List materials needed to complete each activity**
4. Assign timeframe to each activity

Materials! (in-person)

- **Gingerbread Person** – either flipchart with gingerbread person drawn or printouts of gingerbread person, markers either way
- **Speed Answer Round** – flashcards*, tape, markers, questions printed or written on the board
- **Resource List** – flashcards*, tape, markers, printed out “box” or a visual that shows the activity we’re doing
- **Plus and delta** – flipchart, markers, also pens, paper for those who may not want to share out loud
- (As you add activities, make sure you brainstorm about what materials you’ll need)
- *If you can color coordinate your flashcards to questions, that will help with transcription and analysis!

Materials! (virtual)

- **Gingerbread Person** – Jamboard
- **Speed Answer Round** – Jamboard – use sticky note function
- **Resource List** – Jamboard – use sticky note or image function
- **Plus and delta** – Jamboard or survey
- (As you add activities, make sure you brainstorm about what materials you'll need)

Practice Protocol (continued)

1. Articulate the evaluation goals – Do participants feel they have a space to share and collaborate? Do participants feel they are learning?
2. Assign activities to each goal – gingerbread, speed answers, resource list, plus and delta
3. List materials needed to complete each activity
4. **Assign timeframe to each activity**

Timeframe

- Strongly based in how long you have for the group – Recommend 1.5 hours
- 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**
- **For today's practice we have 25 minutes so 15 minutes on activities, 5 for explanation, and 5 for questions or overlap.**
 - **Gingerbread Person** – 5 minutes
 - **Speed Answer Round** – 5 minutes
 - **Plus and Delta** – 5 minutes

A note about going virtual...

- Everything takes LONGER
 - Not everyone knows how to use jamboard, zoom, etc. – have to factor this in and either make the group longer, make fewer activities, have other ways for folks to participate
- Your materials will look more like – Jamboard, poll, chatbox, etc.



Our Protocol

- See handout
- Let's go through it! – [Jamboard](#)

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.
 - For virtual groups, be sure to **save all digital pieces** (jamboards, etc.)
- 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?