

Interactive Focus Groups

UNM Evaluation Lab Summer Institute

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DRAW:

**HOW DID YOU FEEL ABOUT EVALUATION BEFORE
THE INSTITUTE AND HOW DO YOU FEEL ABOUT
IT NOW?**

SPEED DATING:

**WHAT EVALUATION TECHNIQUES DID
YOU LEARN THIS WEEK?**

SPEED DATING:

WHAT IS MISSION TIME?

**HOW MIGHT YOU HELP PRIORITIZE IT IN
YOUR ORGANIZATION?**

INDIVIDUAL:

**AFTER PARTICIPATING IN THE INSTITUTE,
DO YOU FEEL YOU CAN CONDUCT AN
EVALUATION WITH YOUR ORGANIZATION?**

WITH SUPPORT FROM THE ECHO SESSIONS?

**WHAT KIND OF OTHER SUPPORT MIGHT YOU
NEED?**

GROUP LISTS:

WHAT MATTERS TO YOUR ORGANIZATION?

**WHAT ARE SOME OF THE DIFFERENT
OPTIONS THAT YOU HAVE FOR EVALUATION
WHEN YOU RETURN TO YOUR ORGANIZATION?**

GROUP LISTS:

WHAT DID YOU THINK OF THE INSTITUTE
OVERALL?

WHAT DID YOU **ENJOY?**

WHAT WOULD YOU **CHANGE?**

WHAT WOULD YOU LIKE TO **SEE** NEXT YEAR?



GETTING STARTED

WHAT, WHEN, WHY, WHO AND HOW?

WHAT IS AN INTERACTIVE FOCUS GROUP?

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

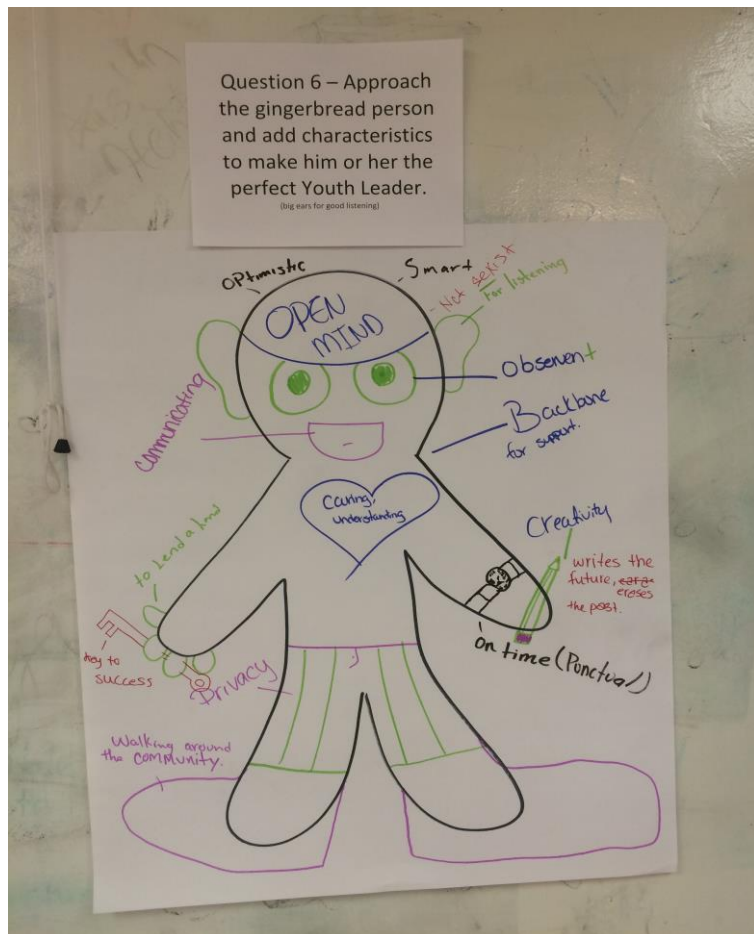
WHEN CAN YOU USE AN INTERACTIVE FOCUS GROUP?

- 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"> - Autoaceptación y respeto. - Ver a los otros como a mí mismo. - Valorarme a mí mismo. - Conocer lo malo a bueno. Experiencias pasadas. - Quererse y amarse a sí mismo. - Bullying.
Comunicación	<ul style="list-style-type: none"> - Positivo, Negativo y Asertivo. Tipos de Comunicación. - Saber escuchar. - Apoyo y Empatía. - Respeto.
Resolución de conflicto	<ul style="list-style-type: none"> - Respetar la opinión de los demás. - Diferencia entre problema, conflicto y crisis. - Aprender a llegar a un punto medio. - Aplicar la comunicación asertiva. - No es malo no hablar sino el cómo se resuelve. - Diferenciación entre Sexo y Género. - Involuntario / Abuso sexual. - La BTR. - Mitos. - Converse intimamente.

Los temas	Algo nuevo que aprendí
Autoestima	<ul style="list-style-type: none"> - La diferencia entre los 3. - Conocerme a mí mismo. - Quererte a ti mismo. - En que nivel de autoestima estoy. - Me hacia la víctima. - Como se adquiere buena o mala autoestima.
Comunicación	<ul style="list-style-type: none"> - Aprendí a escuchar. - Los tipos de comunicación. - La comunicación es saludable para relacionarte con los demás de forma asertiva.
Resolución de conflicto	<ul style="list-style-type: none"> - Problema, conflicto, dentro del conflicto. - Como manejar las personalidades. - Mitos. - Equidad. - Comunicación. - Gustos. - y crisis se involucran las emociones. - el enojo. - Flemático, melancólico, sanguíneo y colérico. - Responsabilidad. - Cronosemas.
Sexualidad	<ul style="list-style-type: none"> - Mitos. - Equidad. - Comunicación. - Gustos.
Relación de pareja	<ul style="list-style-type: none"> - Respeto. - Comunicación. - Amor, lealtad y individualidad. - disposición.

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 Institute, participants will:

1. feel positively (energized) about taking on evaluation and that evaluation is possible and meaningful.
2. know the basic process of evaluation.
3. recognize grind thinking (survival mode) vs. mission thinking and are motivated into mission thinking.
4. be aware of different options for evaluation that are within reach – have control over evaluating what matters to them.
5. leave the institute with the confidence to conduct evaluation in their organizations with support from the Evaluation Lab.

STEP 2: POSSIBLE ACTIVITIES

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, etc.

Plus and Delta – big group, individual, smaller groups

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

STEP 2 (CON'T): ASSIGNING **ACTIVITIES**

After the Institute, participants will:

1. feel positively (energized) about taking on evaluation and that evaluation is possible and meaningful. **Activity: Gingerbread Person**
2. know the basic process of evaluation. **Activity: Speed Dating**
3. recognize grind thinking (survival mode) vs. mission thinking and are motivated into mission thinking. **Activity: Speed Dating**
4. be aware of different options for evaluation that are within reach – have control over evaluating what matters to them. **Activity: Group Lists**
5. leave the institute with the confidence to conduct evaluation in their organizations with support from the Evaluation Lab. **Activity: Individual Answers**

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)
- **We will post on Summer Institute 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?