Interactive Focus Groups: Building the Protocol

UNM Evaluation Lab ECHO

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Presentation Layout

- Quick Recap: What, When, Why?
- How… Let's build one together

What, When, and Why?

UNM Evaluation Lab ECHO Learning Community

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?

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

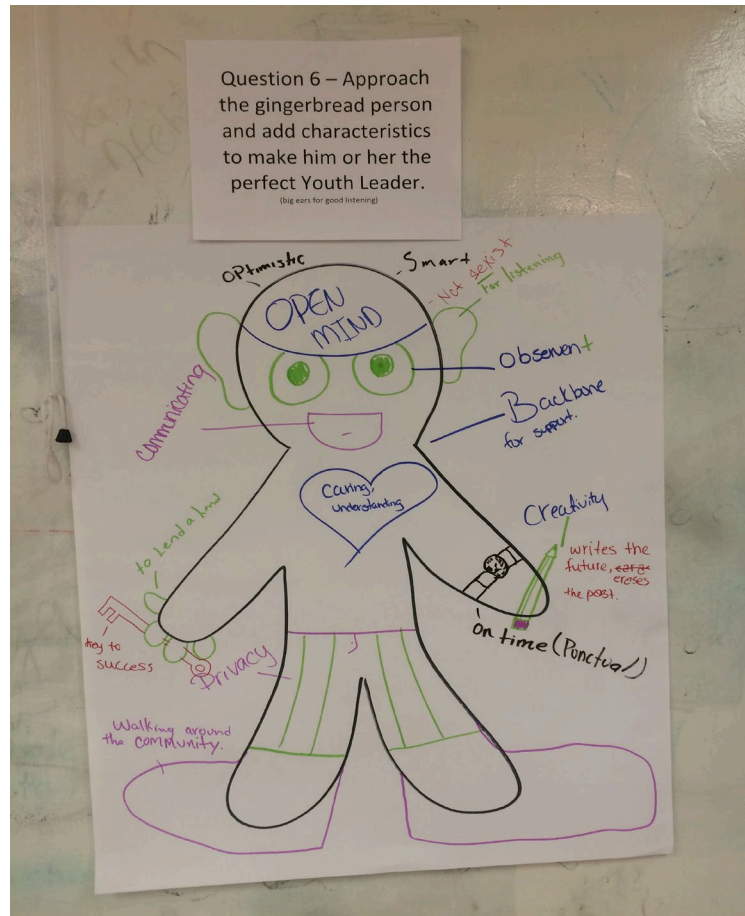Allows multiple means of communicating responses (verbal, written, drawn)

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.

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

- **Evaluation Goal:** Have lasting impact on graduates.

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

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

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 be 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.

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 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
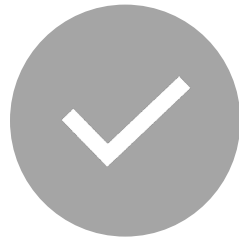
Building the Protocol

1. Articulate the evaluation goals

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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

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 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
- During the Institute – 50 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 per list – total activity time 20 minutes
  - Individual Answers (including Plus and Delta) – Participants get 5 minutes – total activity time 10 minutes

Our Protocol

- See handout – I will email it out after ECHO

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?