

# Focus Group Interview

# Focus Group Interview – Pupil voice

A **focus group** is a form of qualitative research in which a group of children are asked about their perceptions, opinions, and attitudes towards a lesson section or teaching style.

Questions are asked in an interactive group setting where children are free to talk with other group members.

The interview is conducted in an informal and natural way where children are free to give views.

# Focus Group Interview

- <https://youtu.be/bPjJ6TPkLVM>

# Focus Group / Semi-structured Interviews

- Positive points?
- Negatives points?

# Focus Group / Semi-structured Interviews

## Strengths

- Positive rapport between interviewer and interviewee
- People are able to talk about something in detail and depth
- Complex questions and issues can be discussed / clarified
- Easy to record

## Limitations

- Depends on the skill of the interviewer
- Interviewer may give out unconscious signals
- Time Consuming
- Depth of information may be difficult to analyse
- Validity

# Issues with validity

- The researcher has no real way of knowing if the respondent is lying.
- The respondent may not consciously lie but may have imperfect recall.

- the application of research results to cases or situations beyond those examined in the study

Generalisation

- the degree to which an assessment tool produces stable and consistent results.

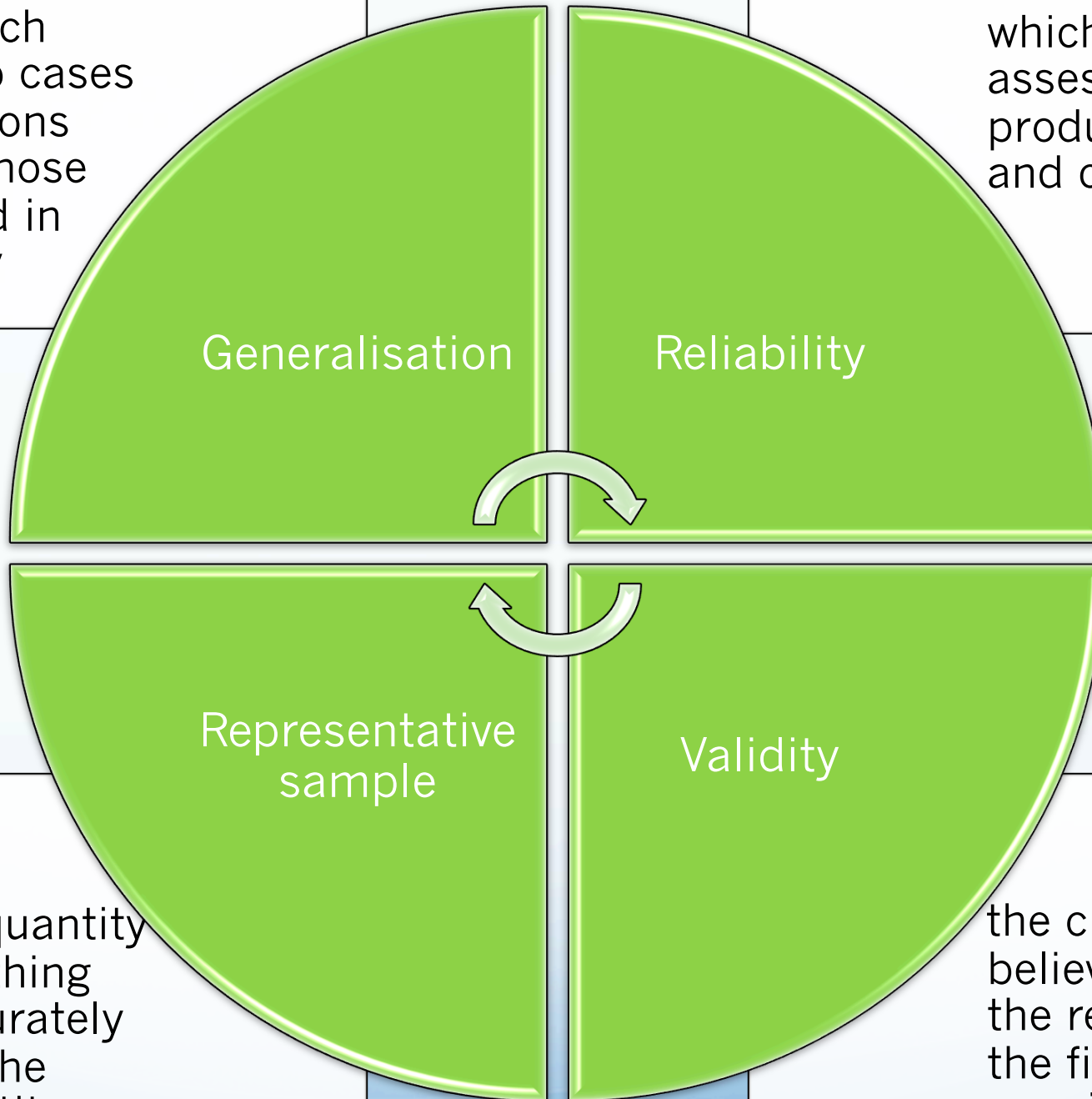
Reliability

- a small quantity of something that accurately reflects the larger entity

Representative sample

the credibility or believability of the research. Are the findings genuine?

Validity



# Writing questions

- Use open-ended questions

What did you think of ...?  
How did you feel about ...?  
What do you like best about ...?

Be cautious of phrases such as "how satisfied" or "to what extent".

# Writing questions

- Avoid dichotomous questions

These questions can be answered with a "yes" or "no"

# Writing questions

- Use "think back" questions.

Take pupils back to an experience and not forward to the future.

# Writing questions

- Use different types of questions (particularly with very young children)

Don't be afraid to use questions that get participants involved, e.g. reflection, examples, choices, ranking, drawings, etc.

# Writing questions

- Avoid leading questions:

Don't you think...

Wouldn't you say that...

That must have been...

Don't you agree that...

# Writing questions

- Focus the questions

Sequence that goes from general to specific

# Writing questions

For example:

- *What did you learn during the lesson? How do you know?*
- *Do you know what you need to do, in order to further improve your learning?*
- *Which aspects of the teaching worked well for you and why?*
- *How do you think the lesson could be improved? Why?*

# Collecting data – Systematic Analysis Process

While in the group:

- Listen for inconsistent comments and probe for understanding;
- Listen for vague or cryptic comments and probe for understanding;
- Consider asking each participant a final preference question;
- Offer a summary of key questions and seek confirmation.

# Collecting data – Systematic Analysis Process

Immediately after the focus group, you might want to:

- Draw a diagram of the seating arrangement;
- Spot check tape recording to ensure proper operation;
- Conduct debriefing with your partner;
- Note themes, hunches, interpretations, and ideas;
- Label and file field notes, tapes and other materials.

# Reflection

# Reflective Thinking

Reflective thinking involves essentially three processes:

- experiencing something
- thinking (reflecting) on the experience
- learning from the experience.

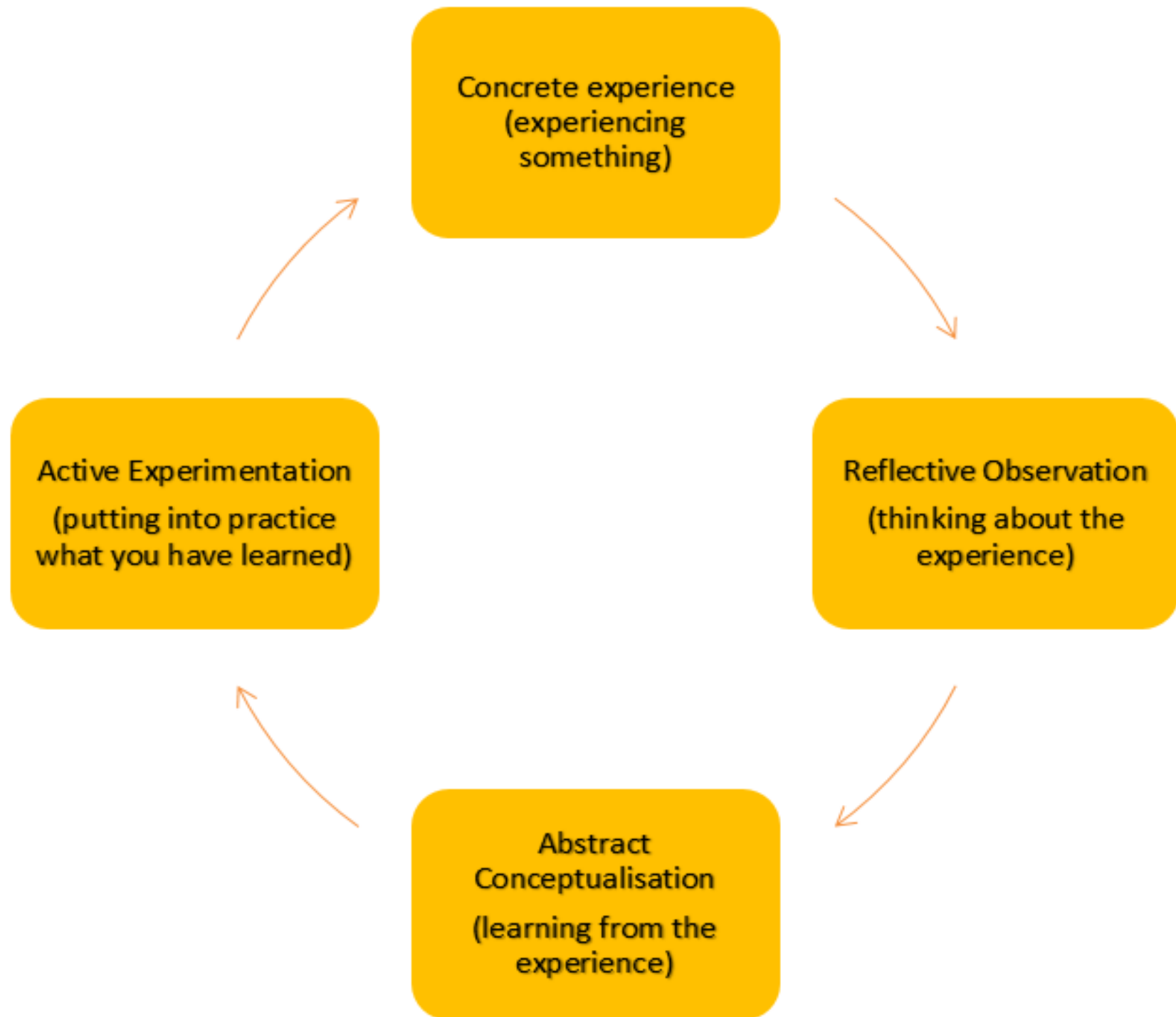
# Models of reflective practice

- The following models of reflective practice can allow you to construct a greater depth of reflection than the experience (1), think (2), learn (3) model.

# Models of reflective practice: Kolb, 1975 & 1984

- The Learning Cycle emphasises reflective observation as a way to analyse and draw conclusions from an experience. The aim is to take this learning into new experiences, completing the cycle.





# Models of reflective practice: Gibbs, 1988

- The Reflective Cycle has six distinctive stages, leading from a description of the event/experience through to conclusions and consideration for future events.



PARAGRAPH 1  
Describe what happened

PARAGRAPH 2  
Describe your feelings and  
emotional responses

PARAGRAPH 3  
Consider what was good and  
bad about your response

PARAGRAPH 4  
How do you make sense of the  
situation? (Use sources  
/theories/ academic research  
to help you to make sense of  
your reflection)

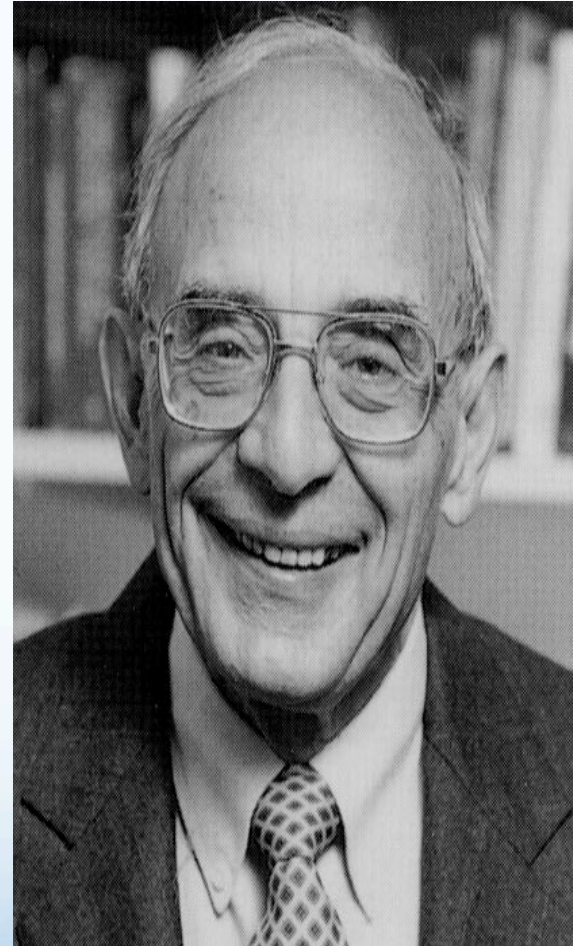
PARAGRAPH 5  
What general conclusions can  
you draw from the event?  
What specific conclusions can  
you draw from your  
experience?

PARAGRAPH 6  
Based on your reflection, what  
would you do differently in the  
future? Do you have an action  
plan?



# Models of reflective practice: Schön, 1978

- This model has the strength of considering reflection in action (during an event/experience) with those that happen in hindsight (after the event).



## Reflection in action (at the time the event is happening)

- The experience itself
- Thinking about it during the event
- Deciding how to act at the time
- Acting immediately

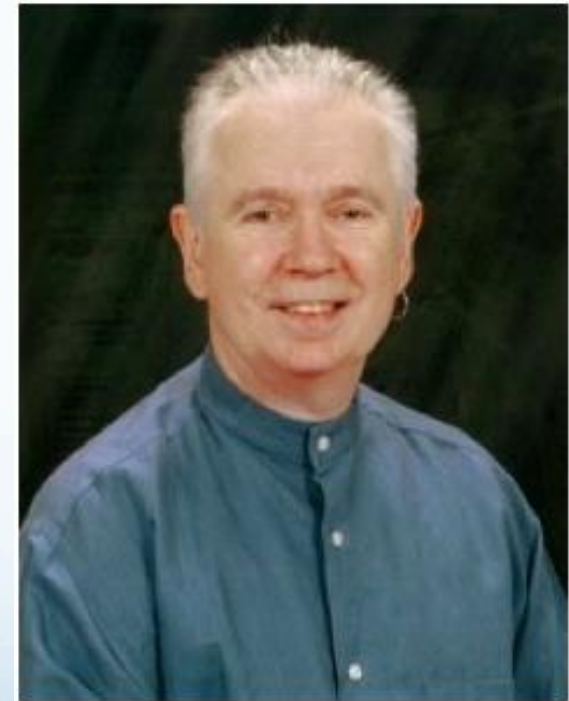
## Reflection on action (after the event)

- Reflecting on something that has happened
- Thinking about what you might do differently if it happened again
- New information gained and/or theoretical perspectives from study that inform the reflector's experience are used to process feelings and actions

# Models of reflective practice: Brookfield, 1998 & 2005

- This model proposes four lenses that can be engaged by teachers in a process of critical reflection: (1) the autobiographical, (2) the students' eyes, (3) our colleagues' experiences, and (4) theoretical literature.

(Brookfield's Lenses)



Our  
autobiographies  
as learners

**SELF**

Our students'  
eyes

**STUDENTS**

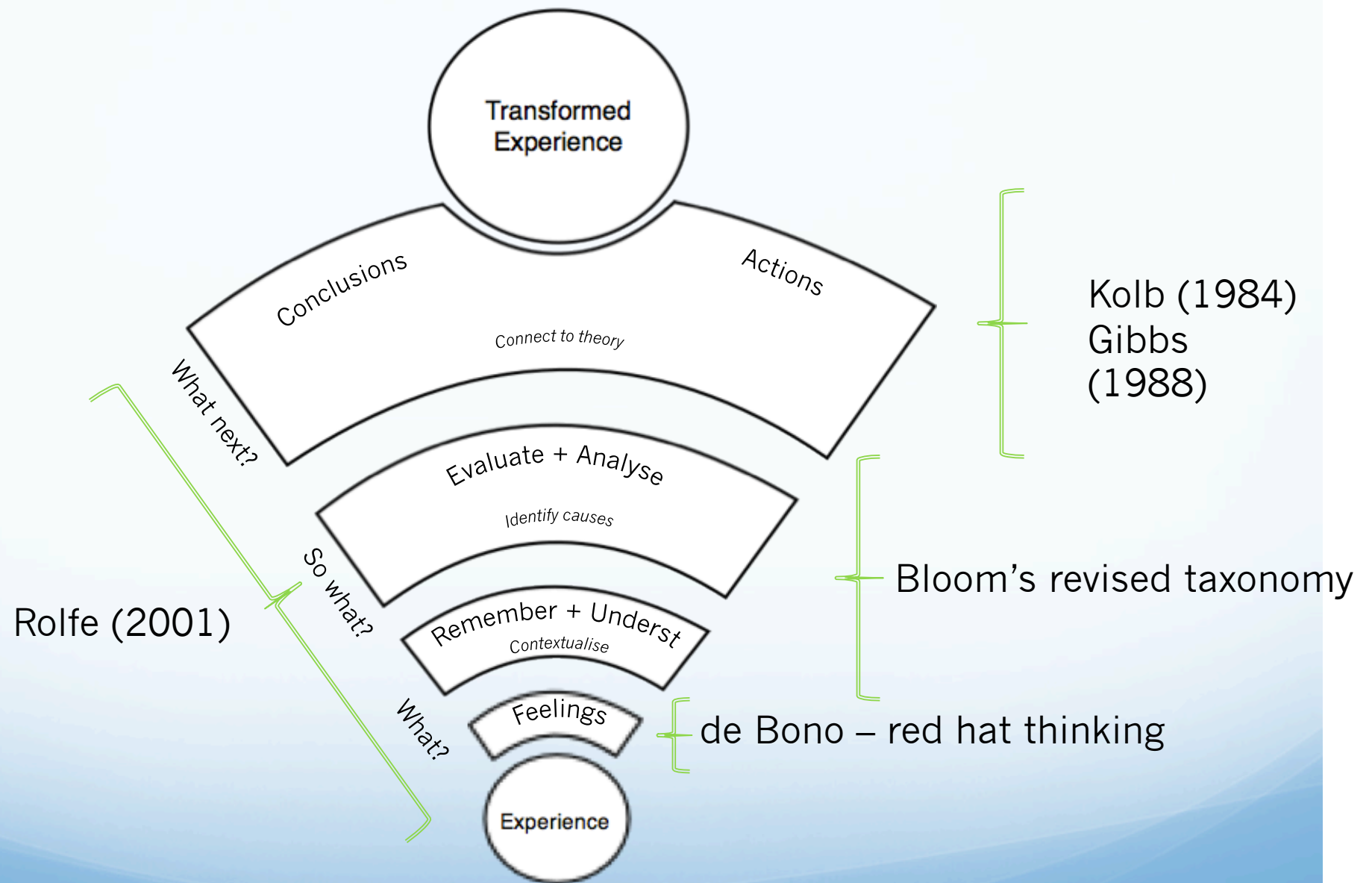
Our colleagues'  
experiences

**PEERS**

Theoretical  
Literature

**SCHOLARSHIP**

# Assisted Reflective Conclusions Model (ARC)



# Lesson Study

You will need to reflect on your lesson using an appropriate model.

With your partner, you could create a reflection sheet that you will both use in order to do this.

You might briefly refer to the theory behind your chosen method in your essay.

# Requirements for Wednesday

- Ethics form
- Observation schedule
- Focus group interview questions
- Information sheet for children (written or spoken)
- Method for recording assent
- Reflection format if required