

## Group Lab Exercise: Focus Group on Course Evaluations

Your group must have at least four (4) members, and may have as many as eight (8). If there are six or more, you may designate two (2) as “lab secretaries” for the secretary bonus on this lab. However, I *will not accept* work from a group smaller than four (4), since the point is to approximate the experience of a group dynamic – *not* solo or just a dyad or triad – attempting to answer questions that are unanticipated and may be complex.

**Secretary/ies (5 pts extra):** \_\_\_\_\_

**Other group members:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Overview

Focus groups are like *guided discussions*. You’ll of course be self-guided rather than being guided by one or more researchers. But your discussion won’t be as structured and ordered as a self-administered survey, either. There are some general organizing themes and questions, but (as with most focus groups) there is an ultimate purpose, or goal, or end-product that you are to address. Here, the goal (and end-product) is course evaluation.

### Things You’ll Do

- ◆ You will be conducting a focus group, sorta
- ◆ You will considering course evaluations, discussing who the data should be *for* and what *they* would want to know, and then creating questions for a new one
- ◆ You’ll be sending me an email w/ your answers to the questions below, and the questions you design
- ◆ As with the class survey, I’ll combine all questions into one large course evaluation, which you each and all will complete in a week or two during lab

### Instructions

- ◆ Must be in groups of *at least 4*
- ◆ Questions (be sure to *include your answers in your submission!*)
  - How do you envision the process?
    - ◆ Who is the audience? (students, instructor, administrators, others?)
    - ◆ What is the purpose? (summative vs formative)
  - How do you conceptualize the measures
    - ◆ What matters to that audience? (what do they care about? need to know?)
    - ◆ What meets that purpose? (e.g. students & entertainment -> humor, exciting)
  - How do you operationalize those measures?
    - ◆ e.g. humor? -> Did you ever laugh in this class? How often did you laugh...
    - ◆ Learning? Entertainment? Skills acquisition? Something else?
- ◆ Email Word attachment w/ drafted questions
  - Pay attention to *wording & format guidelines!*
  - I’ll combine into one complete supplementary evaluation
  - You’ll complete it (as designed by the class) later in term