# Focus group – template

## Plan

**Evaluation question –** keep your question tight and link it to a curriculum implementation activity.

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|  |

**Focus –** identify the explicit focus for your inquiry and how it relates to the evaluation question.

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|  |

**Group –** identify who will participate (aim to capture a range of viewpoints 4 to 8 participants).

|  |
| --- |
|  |

**Note:** questions are recommended to be formulated on effective practices described in guiding documents, policies, procedures or research.

|  |  |
| --- | --- |
| Question number | Question |
| Question 1 |  |
| Question 2 |  |
| Question 3 |  |
| Question 4 |  |
| Question 5 | *Is there anything further you would like to add?* |

## Record

Duplicate this recording template for each response.

|  |  |
| --- | --- |
| Details | Context |
| Document title |  |
| Stage/Faculty/Grade |  |
| KLA |  |
| Reviewer |  |
| Date/Time |  |

|  |  |
| --- | --- |
| Question  (Descriptor) | Responses  (Record responses from focus groups. Include any relevant, additional information. Use different pens/font colours for each respondent where necessary.) |
| Question 1 |  |
| Question 2 |  |
| Question 3 |  |
| Question 4 |  |
| Question 5  *Is there anything further you would like to add?* |  |

## Collate

Use this template to conduct ‘deductive coding’ of the focus group responses. This process involves reviewing the notes from the focus groups to search for pre-determined codes, known as a ‘coding framework’.

* Highlight the notes with various colours that correspond to specific codes.
* When identifying codes within notes, use annotations to comment on the context of how and where the codes appear. For example, is something positive or negative, do different students think about something in the same way, are there any enablers or barriers mentioned?
* Review comments not coded to identify any outlier positions and reflect on whether additional codes could be required.
* Tally the number of responses per code.

|  |  |  |  |
| --- | --- | --- | --- |
| Code  (Descriptor) | Examples | Positive tally | Negative tally |
| Coding item 1: |  |  |  |
| Coding item 2: |  |  |  |
| Coding item 3: |  |  |  |
| Coding item 4: |  |  |  |
| Coding item 5: |  |  |  |
| Other: |  |  |  |

## Analyse

Record the main findings.

|  |  |
| --- | --- |
| Questions | Analysis summary |
| What are the key facts? |  |
| What are the key themes or patterns? (new or existing) |  |

## Next steps

Determine the next steps as a result of the key findings.

|  |  |
| --- | --- |
| Implications | Next steps |
| * Determine consistencies or inconsistencies * Strengths in current practice * Areas for improvement * Is more data required? * Recommendations for next steps for curriculum implementation (what information or key research may support this). |  |

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