

Beyond Surveys: Using Focus groups and Interviews to Collect Data
Workshop Handout

Exercise 1: Draft Interview Questions

<p>Draft Interview Questions</p> <p>1.</p> <p>2.</p>
<p>Notes on answers to your questions</p>
<p>Overall reflection on your questions</p>

Exercise 2: Analyze Focus Group Data

Read and code the below focus group transcript excerpt.

“What about you - your knowledge, skills, values, or beliefs - has made you a good teacher?”

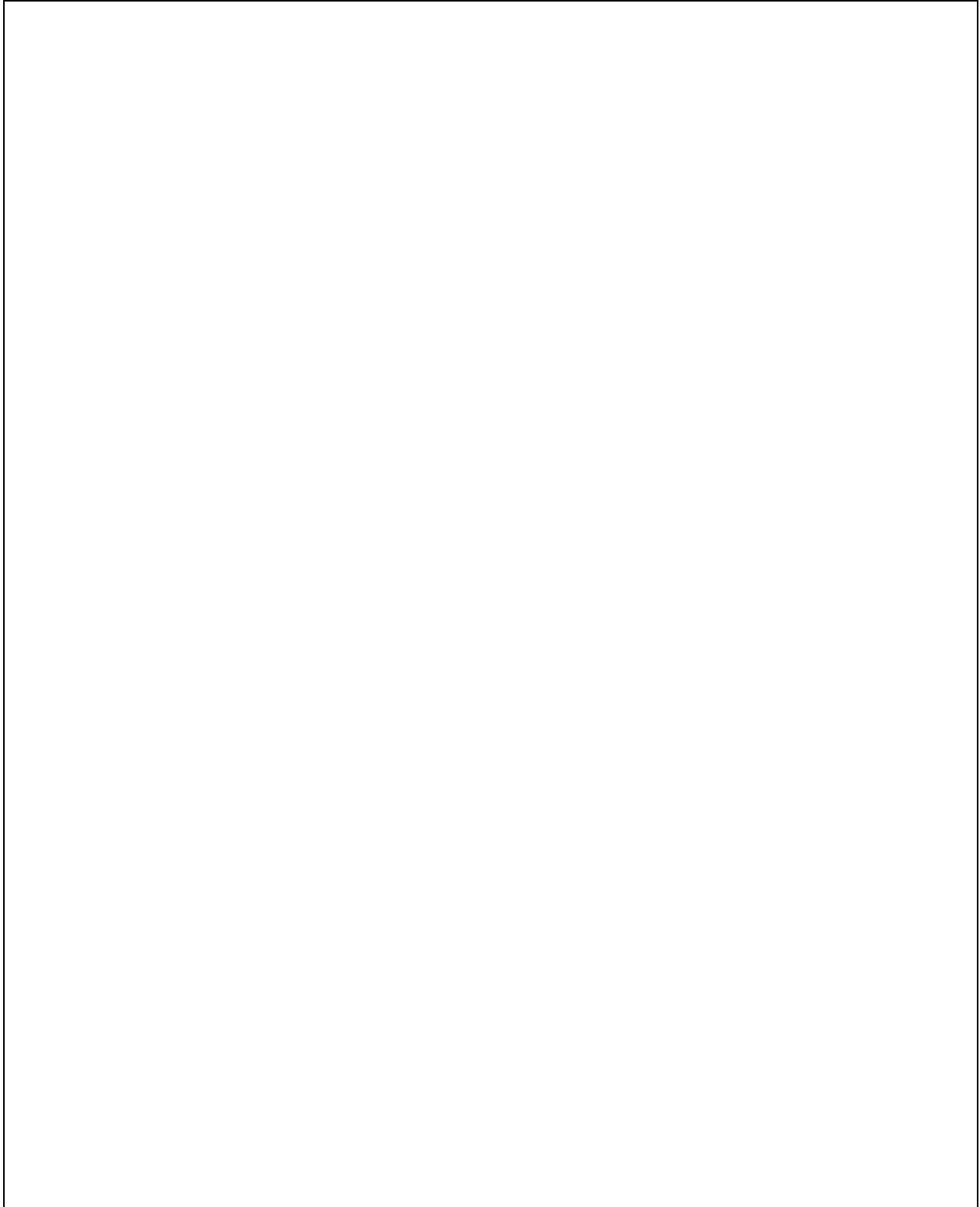
Student A: I truly love what I do, and I think that makes all the difference in the world. Because I’ve met teachers that are not super enthusiastic, but I enjoy what I do and am enthusiastic about it.... I’ve worked with some kids who are severely impacted cognitive abilities – truly seeing the best in them and taking joy in the little things. Getting a 75 after try so hard, just being so excited for them.

Student B: I love what I do and I love my content area and I know that what makes me a good teacher is I’m so very patient and kind with all my students and I think that goes a long way with helping kids grow and develop as human being because I want to prepare kids for the future and I know that education is the way to go. So by being in education and knowing that kids need great, patient teachers, that’s what my calling is.

Student C: I think I’ll piggy back that one. I do believe that patience is the key to teaching but being very persistent with your students is also very key. I have seen a lot of students with subbing every day and every classroom I sub in I see kids give up immediately or get so frustrated and they don’t want to continue what they’re doing but a persistent teacher will go and redirect them positively and then come around five minutes later redirect positively and come around – just having a teacher that truly is on a student to keep trying. Passion, persistence, all that stuff. I feel like that something I utilize every day, just making sure my students see the best in them, see what I see. Positively redirect them and all that stuff.

Student D: My biggest strength as a teacher – I’ve been in other fields so I know this is what I want to do. I’m a product of NYC public school. I went to NYC public high schools, know firsthand about the zero tolerance policy and how it can derail a students’ education, just missing a couple days. So I take all of my experience being a student in NYC high schools and I use that as me being a teacher now. One it helps me with pacing and two it gives me a different perspective. Helps me understand ok, a student’s in there, maybe they are upset not because they are upset with you, don’t take it personally, but because they don’t understand the content area. Especially with physics, it’s a difficult subject. I have to take a step back, re-explain what I’m doing. That’s why I like to use a lot of demonstration. It’s hard to understand physics so using demonstration, charts and graphs is something I learned specifically from this program.

Draw a concept or mind map from your codes (or other people's codes) to describe how students answer this question. Then describe your map to your partner.

A large, empty rectangular box with a thin black border, intended for drawing a concept or mind map. The box is currently blank.