

GUIDELINES FOR FOCUS GROUP

The CAVE project (2020-1-IT02-KA226-SCH-095188) is funded, by the European Commission through the Italian National Agency for the Erasmus+ Programme, aiming to work on two dimensions of the European Education Area, that of quality and that of inclusion to counter forms of socio-cultural, linguistic, and psycho-cognitive inequality, and reducing the main misalignments in the field of education, emphasized in the period of COVID19.

General objectives :

1. Obtain information to explore qualitatively the satisfaction and effectiveness of the training course in its levels
2. Highlight strengths and critical points compared to the teaching materials proposed
3. To explore in qualitative way the dimensions tied to the learning of the visual language and the acquisition of the digital competences in didactic-scholastic field

Timing:

focus, 60 minutes, 1 group of 6-10 participants per focus group. If conducted online, we recommend reducing the number of participants to a maximum of 8.

Focus Group THEMES-OBJECTIVES

- Explore the strengths and weaknesses of the training course implemented from the perspective of teachers
- Understanding territorial/national diversity in order to identify factors of promotion and impediment to the proper performance of project tasks and activities
- The quality of training and learning (visual language and digital skills)
- The quality and innovation of teaching through the CAVE project
- The improvement of teacher-student interaction
- Proposals for engagement and involvement of students starting from the activities of the project
- Improving teachers' creative, organizational, visual and digital skills
- The improvement of collaboration between teachers-teachers/ teachers-learners/ teachers-family thanks to the lessons learned by CAVE

The focus group is a qualitative research technique that involves the presence of a moderator (the researcher) and an observer of group dynamics. The moderator's task is to stimulate group discussion on some key points using a thematic reference track. The focus group on line will use a video-meeting service that will be properly recorded. The recording of the focus is functional for the transcription of the responses of all participants at the time of processing the results.

It's the moderator's job:

- Allow all participants to speak spontaneously;
- Stimulate the intervention of the more timid ones;
- Bring the debate back to the focus of discussion if the interest and dialogue of the participants is oriented on other topics
- Preserve the anonymity of the responses when processing the results

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it is the task of the observer:

- Participate in the focus group without ever intervening and without ever taking the floor
- Pin the discussion in a real and virtual blocknotes for processing answers
- Transcribe the results of the focus group through the aid of recording

Mode of operation

The preparation of the focus group can be divided into three parts.

The first part [before the focus] is preparatory to the conduct and success of the focus group. Here it is necessary to identify a person responsible for conducting the focus group and a collaborator to provide support in the organization. The person responsible must read this document carefully and prepare for conducting the focus group.

The second [during the focus] is the implementation part, i.e. conducting the focus through questions that serve to raise a discussion among the group of participants.

The third phase is the responsibility of the person chosen and of a collaborator and consists in reporting the results of the discussion in the appropriate format [**SEE ANNEX A**].

[Before the focus]

Choose a person and a trusted co-worker who will be in charge of conducting the focus and to:

1. Research potential participants and receive their consent to participate
2. Agree with participants a date and time when they are available to conduct the meeting together
3. Search for and book an available and quiet classroom/room [in the case of online focus groups, prepare the link to the meeting, send the link to participants and ensure a good connection].
4. Give communication and provide participants with details of how to get to the chosen classroom [in the case of online focus groups, send links and how to access the platform]
5. Prepare the classroom with chairs in a semicircle [in case of online focus groups, make sure participants have all the necessary permissions to use the microphone, web and screen sharing mode]

[During the focus]

REMEMBER THAT THE FOCUS GROUP SHOULD BE RECORDED

- Initially describe the focus groups' objectives to the participants [SEE OBJECTIVES ABOVE].
- Describe rules of good conduct for the proper conduct of focus groups (book to speak, do not speak above each other, no opinion is useless, no opinion is trivial etc.)
- If the participants do not know each other, it is advisable to spend a few minutes on the initial introductions of the participants
- Each participant starts by talking about their experience of the CAVE project, focusing on the positive and negative aspects the project had on the acquisition of skills and the practical implications of their professional activity in the classroom.
- They then focus on the potential improvement of the CAVE project, the skills acquired by the teachers and those they would like to develop further.

STIMULUS QUESTIONS TO BE PROPOSED

[Questions may be readjusted or modified in the light of requests for clarification].

1. Who would like to start telling about their experience of the CAVE project?
2. Did the CAVE project lead to a greater understanding of the training needs of teachers and pupils? Which needs are most lacking or in need of strengthening?
3. How did the project contribute to their identification and strengthening of teachers' competences?
4. What did the teachers learn through the CAVE project? What skills were learnt?
5. How were these competences spent/implemented/used in teaching?
6. [if they did not emerge] What do you think are the real strengths of this project? The weak ones or those which could be improved?
7. During your daily work did you use what you learnt in the CAVE project? If yes, what? If not, why not? What did you use (e.g. practical)?
8. How would you evaluate the CAVE project? What do you like best and what least?
9. Would you like to modify it? Or add something? If so, what?
10. What could be improved? What could be done to improve the project?
11. In your opinion, what are the strengths of the CAVE project? And the weak points?
12. Thanks to the CAVE project, did you involve other teachers who did not participate in the project? If yes, in what way?

[End of focus].

Write down in the attached form (SEE ANNEX A) the main results of the focus for each cognitive area/objective of the questions asked. It is possible, and highly recommended, to accompany the results arrived at by quoting, anonymously, the words of the interviewees in inverted commas " ".

You can then use verbatim to clarify, support or specify the results.

Each section has a minimum number of 15 lines/characters, but you are free to add additional characters or supplement information.

Classroom/face-to-face materials

1. Room appropriate for the number of participants and possibly quiet
2. Chairs to an even number of participants
3. Sheets of paper and pens
4. Recorder (mandatory)

Materials for online development

1. Individual PC or other mobile device

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2. Good Internet connection
3. Access to the camera of the device used
4. Headphones and microphones

It is also recommended to:

- Access the link provided with your name and surname to facilitate recognition and interaction with the facilitator and other participants
- Keep the microphone in MUTO state when no action is taken to prevent ambient noise from disturbing the debate
- Report any technical problems via chat
- Questions and reflections can be freely asked, being careful not to overlap with other participants, if you have problems to speak, you can book via chat

ANNEX A

TEMPLATE FOR SCIENTIFIC REPORT OF FOCUS GROUP

GENERAL INFORMATION

NAME RESEARCHER:

EUROPEAN PARTNER:

TYPE OF FOCUS GROUP:

- FOCUS GROUP OF BASIC LEVEL
- FOCUS GROUP OF INTERMEDIATE LEVEL

N. OF PARTICIPATING TEACHERS:

N. OF FEMALES:

N.OF MALES:

MAINLY SUBJECT TEACHING:

DATE:

DURATION OF THE FOCUS GROUP

REPORTING AREAS

1. Who would like to start telling about their experience of the CAVE project?

2. Did the CAVE project lead to a greater understanding of the training needs of teachers and pupils?
Which needs are most lacking or in need of strengthening?

3. How did the project contribute to their identification and strengthening of teachers' competences?

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4. What did the teachers learn through the CAVE project? What skills were learnt?

5. How were these competences spent/implemented/used in teaching?

6. [if they did not emerge] What do you think are the real strengths of this project? The weak ones or those which could be improved?

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7. During your daily work did you use what you learnt in the CAVE project? If yes, what? If not, why not? What did you use (e.g. practical)?

8. How would you evaluate the CAVE project? What do you like best and what least?

9. Would you like to modify it? Or add something? If so, what?

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10. What could be improved? What could be done to improve the project?

11. In your opinion, what are the strengths of the CAVE project? And the weak points?

12. Thanks to the CAVE project, did you involve other teachers who did not participate in the project? If yes, in what way?