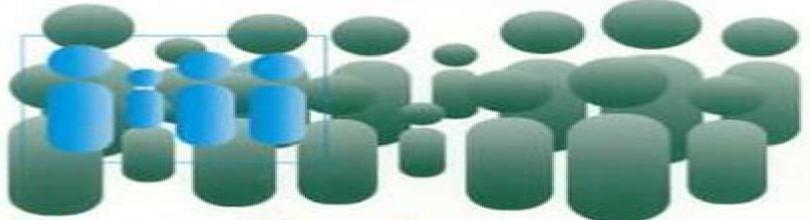
FOCUS ERVIEWS EDUCATION PSYCHOLOGY



Sharon Vaughn Jeanne Shay Schumm Jane Sinagub

# **Focus Group Interviews In Education And Psychology**

Radziah Abdul Rahim,R. Sivabala Naidu,Mastura Badzis,Noor Fadhilah Mat Nayan,Noor Hashima Abd Aziz

### **Focus Group Interviews In Education And Psychology:**

Focus Group Interviews in Education and Psychology Sharon Vaughn, Jeanne Shay Schumm, Jane Sinagub, Jane M. Sinagub, 1996-01-18 While there are many books that address focus groups most are directed at business and marketing This book differs by demonstrating the specific steps necessary to conduct focus groups in educational and psychological settings Using numerous examples the authors show how to prepare for a focus group create a moderator s guide select a setting and analyze results In addition there is a chapter on focus groups with children and adolescents Each chapter contains procedural tables as well as applications for performing trial runs of the techniques discussed **Focus Group Interviews** in Education and Psychology Sharon Vaughn, Jeanne Shay Schumm, Jane M. Sinagub, 1996-01-18 This manuscript provides a blueprint for people conducting focus groups The examples are highly useful and in combination with the book give people the information they need to actually run a focus group Chapter nine is uniquely useful for educators who frequently work with children and teachers in school settings The concrete examples will be extremely helpful to focus group moderators The book will be useful for reference and for courses in survey research I will recommend the book for both purposes Kathy Green University of Denver This book does a nice job of providing readers with the specific steps necessary to conduct focus groups If a person had never heard of a focus group interview before reading this book they would have an excellent comprehension of the history specific methods and pitfalls of using the focus group interview methodology Thomas M Archer The Ohio State University Why use focus groups in educational and psychological research The focus group interview is a research tool that holds great promise for application in educational and psychological research Focus groups offer an effective way to obtain knowledge about what key stakeholders think and feel resulting in information that yields better surveys evaluations and research studies Although there are numerous books and articles that address focus groups most are directed at business and marketing Focus Group Interviews in Education and Psychology shows the specific steps to take to conduct focus groups in educational and psychological settings Through the use of numerous examples the authors show readers how to prepare for a focus group create a moderator s guide select a setting and analyze the results gleaned from focus groups In addition they devote an entire chapter to doing focus groups with adolescents and children Each chapter contains numerous procedural tables as well as end of chapter applications for performing trial runs of the techniques discussed Qualitative and quantitative researchers and students in education and psychology will find this book a useful guide for refining their research instruments and for opening new vistas to understanding their subjects responses Focus Group Interviews in Education and Psychology is an invaluable tool that is beneficial to researchers and professionals in research methods evaluation psychology education and social work Focus Group Interviews in Education and Psychology Sharon Vaughn, 1996 In this book the authors describe the specific steps to take in order to conduct focus groups in education and psychological settings The reader is shown how to prepare for a focus group create a moderator s guide and

analyse the results Research Methods and Methodologies in Education James Arthur, Michael Waring, Robert Coe, Larry V Hedges, 2012-03-19 This work will be of immense value to those who are undertaking a significant post graduate research study in Education The array of impressive contributors writes in an accessible and clear manner and brings the attention of the reader to both technical and conceptual terms This book certainly will be an addition to my own reference library Susan Groundwater Smith Faculty of Education and Social Work University of Sydney This straightforward and jargon free book will provide students with the theoretical understandings practical knowledge and skills they need to carry out independent research The international contributors identify key research methodologies data collection tools and analysis methods and focus on the direct comparisons between them Each chapter sets out the strengths and weaknesses of a key research method by identifying specific research designs presenting a series of relevant data collection tools highlighting which analytical methods which can be used The chapters cover the full range of methods and methodologies including internet research mixed methods research and the various modes of ethnographic research Additional online materials are also available including links to useful journal articles enabling further reading and exploration of each chapter This is a key book for M level students and other postgraduates within Education and Educational Research Methods courses James Arthur is Head of School and Professor of Education and Civic Engagement at the University of Birmingham UK Michael J Waring is a Senior Lecturer in the School of Sport Exercise and Human Sciences at Loughborough University UK Robert Coe is Professor in the School of Education and Director of the Centre for Evaluation and Monitoring CEM Durham University UK Larry V Hedges PhD is Board of Trustees Professor of Statistics and Social Policy at the Institute for Policy Research Northwestern University US Essential Guide to Qualitative Methods in Organizational Research Catherine Cassell, Gillian Symon, 2004-04-28 Essential Guide to Qualitative Methods in Organizational Research is an excellent resource for students and researchers in the areas of organization studies management research and organizational psychology bringing together in one volume the range of methods available for undertaking qualitative data collection and analysis The volume includes 30 chapters each focusing on a specific technique The chapters cover traditional research methods analysis techniques and interventions as well as the latest developments in the field Each chapter reviews how the method has been used in organizational research discusses the advantages and disadvantages of using the method and presents a case study example of the method in use A list of further reading is supplied for those requiring additional information about a given method The comprehensive and accessible nature of this collection will make it an essential and lasting handbook for researchers and **Research in the College Context** Frances K. Stage, Kathleen Manning, 2013-10-18 This students studying organizations handbook provides faculty students and researchers in the college environment with alternative methods and approaches for conducting research Readers will also find advice on research approaches using appropriate techniques and composing results Towards Sustainable and Scalable Educational Innovations Informed by the Learning Sciences Chee-Kit

Looi, David H. Jonassen, Mitsuru Ikeda, 2005 One of the basic principles that underpin the learning sciences is to improve theories of learning through the design of powerful learning environments that can foster meaningful learning Learning sciences researchers prefer to research learning in authentic contexts This book focuses on learning sciences in the Asia Focus Groups in Educational and Psychological Settings Pasquale De Marco, 2025-04-18 Focus Pacific context groups are a powerful research tool that can be used to gather in depth information from a group of people about a particular topic They are particularly well suited for exploring complex issues and gaining insights into the attitudes beliefs and behaviors of a target population Focus Groups in Educational and Psychological Settings provides a step by step guide to conducting focus groups in educational and psychological settings This comprehensive resource covers everything from planning and logistics to data analysis and reporting With clear instructions and practical examples this book will help you Design effective focus group discussions Select appropriate participants Create a focus group guide Moderate focus group discussions Analyze focus group data Write and report focus group results This book is essential reading for researchers educators and practitioners who want to use focus groups to gather valuable insights into the thoughts and experiences of their target population Key Features Step by step guide to conducting focus groups in educational and psychological settings Covers all aspects of focus group research from planning and logistics to data analysis and reporting Includes clear instructions practical examples and helpful tips Written by experienced researchers and practitioners Benefits Gain insights into the thoughts and experiences of your target population Improve existing programs and services Develop new programs and services Inform policy decisions Conduct high quality focus group research Order your copy of Focus Groups in Educational and Psychological Settings today and start gathering valuable insights from your target population If you like this book write a review on google books Understanding Student Participation and Choice in Science and Technology Education Ellen Karoline Henriksen, Justin Dillon, Jim Ryder, 2014-09-17 Drawing on data generated by the EU s Interests and Recruitment in Science IRIS project this volume examines the issue of young people's participation in science technology engineering and mathematics education With an especial focus on female participation the chapters offer analysis deploying varied theoretical frameworks including sociology social psychology and gender studies The material also includes reviews of relevant research in science education and summaries of empirical data concerning student choices in STEM disciplines in five European countries Featuring both quantitative and qualitative analyses the book makes a substantial contribution to the developing theoretical agenda in STEM education It augments available empirical data and identifies strategies in policy making that could lead to improved participation and gender balance in STEM disciplines The majority of the chapter authors are IRIS project members with additional chapters written by specially invited contributors The book provides researchers and policy makers alike with a comprehensive and authoritative exploration of the core issues in STEM educational participation Qualitative Research: Data Collection & Data Analysis Techniques (UUM Press) Radziah Abdul Rahim,R.

Sivabala Naidu, Mastura Badzis, Noor Fadhilah Mat Nayan, Noor Hashima Abd Aziz, 2008-01-01 Qualitative Research Data Collection Data Analysis Techniques is especially written for anyone who is interested in doing or learning more about qualitative research methods The reader friendly organisation and writing style of the book makes it accessible to everyone academics professionals undergraduates postgraduates researchers and even for those who are just beginning to explore the field of qualitative research Each chapter provides a clear contextualized and comprehensive coverage of the main qualitative research methods interviews focus groups observations diary studies archival document and content analysis and will thus equip readers with a thorough understanding of the steps and skills to undertake qualitative research effectively Bringing together qualitative research scholars from three different tertiary institutions in the country Associate Prof Dr Puvensvary Muthiah Dr Radziah Abdul Rahim Puan Noor Hashima Abd Aziz and Noor Fadhilah Mat Nayan from Universiti Utara Malaysia UUM Assoc Prof Dr Mastura Badzis from Universiti Pendidikan Sultan Idris UPSI and R Sivabala Naidu from Darulaman Teacher Training Institute this book addresses some of the most important questions facing students and researchers in qualitative research Enhancing Student-Centred Teaching in Higher Education Karen Gravett, Nadya Yakovchuk, Ian M. Kinchin, 2020-01-22 This book explores student staff partnerships through a breadth of co authored research projects There is a significant gap in current literature regarding student staff partnerships both in the sharing of examples as well as in the examination of partnership working and its impact Organised into four thematic sections the editors and contributors highlight the diversity of routes students and staff can take to work in partnership as well as how research learning and teaching can be co created Written by both university staff and student researchers the chapters consider the benefits of student staff partnerships as an antidote to consumerist visions of higher education and a way of celebrating the potential of students and their voices This book will be of interest and value to scholars of student staff partnerships Interactional Research Into Problem-Based Learning Susan M. Bridges, Rintaro Imafuku, 2020-08-15 Problem based learning PBL has been deployed as a student centered instructional approach and curriculum design in a wide range of academic fields across the world The majority of educational research to date has focused on knowledge based outcomes addressing why PBL is useful Researchers of PBL are developing a growing interest in qualitative research with a process driven orientation to examining learning interactions It is essential to broaden this research base so as to support PBL designs and approaches to leading students into higher order thinking and a deeper approach to learning Interactional Research Into Problem Based Learning explores how students learn in an inquiry led approach such as PBL Included are studies that focus on learning in situ and go beyond measuring the outcomes of PBL The goal is to further expand the PBL research base of qualitative investigations examining the social dimension and lived experience of teaching and learning within the PBL process A second aim of this volume is to shed light on the methodological aspects of researching PBL adding new perspectives to the current trends in qualitative studies on PBL Chapters cover ethnographic approaches to video

analysis introspective protocols such as stimulated recall and longitudinal qualitative studies using discourse based analytic approaches Specifically this book will further contribute to the current educational research both theoretically and empirically in the following key areas students learning processes in PBL over time and across contexts the nature of quality interactions in PBL tutorials the inter cultural aspects of learning in PBL facilitation processes and group dynamics in synchronous and asynchronous face to face and blended PBL and the developing nature of PBL learner identity

**Psychology in Education** Tim Corcoran, 2014-05-13 Psychology s contribution to education has produced a persuasive and burgeoning literature willing to measure e g intelligence quotients categorise e g learning and or behavioural diffi culties and pathologise e g psychiatric disorders students across learning contexts Practices like these pervade relationships existing between psychology and education because they share in common certain views of people and the worlds in which they learn There is however increased acknowledgement that contemporary practice demands alternate ways of working As learning communities and educators endeavour to make a difference in peoples lives they are critically questioning how their use of psychology in education constitutes future possibilities for personhood and psychosocial action In this book a group of respected international scholars examine controversies presently facing the enduring relationship between psychology and education The book will appeal to readers who are interested in the innovative development and application of psychological theories and practices in to education The book will be of interest to transnational audiences and is accessible to scholars and students in disciplines including psychology education sociology social work youth studies public and allied health The volume includes contributions from Tom Billington Christopher Boyle Lise Bird Claiborne Tim Corcoran Greg Goodman Jack Martin Athanasios Marvakis and Ioanna Petritsi Jace Pillay Isaac Prilleltensky Anna Stetsenko Jeff Sugarman and Stephen Vassallo with a Foreword by Ben Bradley Tim Corcoran is Senior Research Fellow and Senior Lecturer in Critical Psychology at The Victoria Institute Victoria University Melbourne Australia He has extensive experience in educational psychology both as a school psychologist and researcher academic His work has involved teaching research and professional practice in Australia the UK Singapore and Iraq Qualitative Data Collection Tools Felice D. Billups, 2019-12-20 Qualitative Data Collection Tools is a new and unique supplementary text that will guide students and new researchers to design develop pilot and employ qualitative tools in order to collect qualitative data An often omitted subject in general qualitative textbooks qualitative tools form the backbone of the data collection process Students and new researchers are frequently left to create their own qualitative tools from scratch an unnecessary hurdle in the qualitative research design process Author Felice D Billups has used her experience as a qualitative researcher and in teaching and advising students about qualitative research to develop the templates in this book as a starting point for readers conducting original qualitative research The author briefly describes each method of data collection and offers readers suggestions for using and adapting the qualitative instrument templates within the text Templates of interview protocols focus group moderator guides content analysis tools

document analysis tools reflective questionnaires diary and journal logs and observational rubrics give the reader either a cut and paste solution for their own research or a starting point to design their own personalized qualitative tools The first three chapters illuminate the qualitative data collection process and the role each type of qualitative tool plays in that process The next six chapters provide detailed guides and numerous templates for each qualitative data collection method covering interviews focus groups conversation and discourse analysis observations document analysis field notes journaling and other reflective practices A final chapter pulls together the multifaceted nature of qualitative research design and connects each tool back to the methodology to ensure trustworthiness and rigor in the data collection and instrument development process Exemplars populate the appendices offering readers concrete inspiration for ways to use and adapt the tools provided If you have ever puzzled over how to best to design qualitative tools in order to guide and structure your qualitative data collection or if you are embarking on your first qualitative study Qualitative Data Collection Tools will give you a practical starting point to help make your qualitative data collection process easier and more organized Handbook of Tests and Measurement in Education and the Social Sciences Paula E. Lester, Deborah Inman, Lloyd K. Bishop, 2014-12-05 The Handbook is intended for all researchers in education and the social sciences undergraduate students to advanced doctoral students and research faculty Part I provides an introduction to basic quantitative research methods including analysis and interpretation of statistical tests associated with each method Examples of qualitative designs and mixed methods research are also included A chapter on measurement techniques in education and the social science is provided Part II of the Handbook includes over a 130 instruments organized under 40 topics extracted from the research literature Each instrument is discussed in detail concerning its measurement characteristics used in its development A section also includes Instruments Available through Commercial Organizations which provide the latest sources for teacher and principal evaluation New to This Edition Enhanced chapters concerning Quantitative research methods with analysis and interpretation of research data appropriate to each statistical test Detailed chapter of measurement procedures used in instrumentation development including the appropriate application of reliability and validity tests item analysis and factor analysis with analysis and interpretation of research data Introduction to Qualitative research design and appropriate methods and the application of mixed methods in research design Expanded section of actual research instruments available for measurement purposes in education and social science research Enhanced section including Instruments Available through Commercial Organizations This provides the latest sources for teacher and principal evaluation Focus Groups as Qualitative Research David L. Morgan, 1997 The extensively revised edition of the best selling Focus Groups as Qualitative Research continues to provide an excellent guide for researchers across the disciplines Reflecting the many changes that have occurred in the study of focus groups in recent years the book begins with an updated introduction offering a discussion of current social science approaches to focus groups Expanded coverage on the comparison of focus groups to individual interviews follows and there is more material on

the strengths and weaknesses of focus groups The section on self contained focus groups has also been expanded Subsequent chapters have been revised to include examples from social scientists who have established their own practices and methodological research on focus groups In conclusion the author offers future directions and references that take into account the explosive growth of focus groups as a research tool for all social scientists The SAGE Encyclopedia of Research Design Bruce B. Frey, 2022-01-27 The SAGE Encyclopedia of Research Design maps out how one makes decisions about research design interprets data and draws valid inferences undertakes research projects in an ethical manner and evaluates experimental design strategies and results From A to Z this four volume work covers the spectrum of research design strategies and topics including among other things fundamental research design principles ethics in the research process quantitative versus qualitative and mixed method designs completely randomized designs multiple comparison tests diagnosing agreement between data and models fundamental assumptions in analysis of variance factorial treatment designs complete and incomplete block designs Latin square and related designs hierarchical designs response surface designs split plot designs repeated measures designs crossover designs analysis of covariance statistical software packages and much more Research design with its statistical underpinnings can be especially daunting for students and novice researchers At its heart research design might be described simply as a formalized approach toward problem solving thinking and acquiring knowledge the success of which depends upon clearly defined objectives and appropriate choice of statistical design and analysis to meet those objectives The SAGE Encyclopedia of Research Design will assist students and researchers with their work while providing vital information on research strategies **SAGE Directions in Educational Psychology** Neil J Salkind, 2010-10-31 Educational psychology is a broad field characterized by the study of individuals in educational settings and how they develop and learn It incorporates information from such sub disciplines such as developmental psychology human development across the life span curriculum and instruction motivation and measurement and assessment Neil Salkind has mined the rich and extensive backlist of SAGE education and psychology journals to pull together a collection of almost 100 articles to be the definitive research resource on education psychology Section One Human Growth and Development focuses on the processes involved in human growth and development including ages and stages of development different theoretical perspectives and the role and effectiveness of early intervention among other topics Section Two Cognition Learning and Instruction concentrates on the mechanisms through which individuals learn and retain information Section Three Motivation explores why individuals seek out goals and what the mechanisms are that characterize this search as it relates to learning Section Four Measurement Assessment and Statistics looks at the topics that are critical to understanding individual differences the growth in the use of computers as assessment tools qualitative and quantitative methods statistical techniques and evaluation **Exploring Disciplinary Teaching Excellence in Higher Education** Marion Heron, Laura Barnett, Kieran Balloo, 2021-08-13 This book explores disciplinary teaching excellence through a diverse

range of student staff partnership research projects Despite being a highly contested term teaching excellence is something that universities aspire to and are expected to have However the editors and contributors argue that not only are definitions of excellence often broad and generic but they lack nuanced understandings of disciplinary excellence in higher education This book begins by unpacking some of these contested definitions of teaching excellence followed by a series of co authored chapters produced by students and staff who have undertaken research projects where they examine teaching excellence in their respective disciplinary areas These chapters demonstrate that teaching excellence may be better understood as a process of becoming that is achieved through partnership between teachers and students This book will be of interest and value to students educators and policy makers concerned about teaching excellence as well as scholars of student staff partnerships Facilitating Student Learning and Engagement in Higher Education through Assessment Rubrics Peter Grainger, Katie Weir, 2020-01-13 Despite significant reforms in the past decade in relation to criteria and standards based assessment in tertiary education contexts assessment remains the most significantly criticised aspect of the student tertiary experience and a major driver of student engagement The key tool in this experience is the rubric also known as the criteria sheet or the Guide to Making Judgments This book discusses the significance of assessment rubrics in tertiary education Assessment rubrics impact the student experience in multiple ways as a guide to students and assessors prior to grading at the point of grading by the assessor when moderating during the post grading process in providing an additional guide to students in the assessment planning stage and as a feedback mechanism to students once results are released This book explains how the rubric reflects key principles of assessment It explores different models of rubrics used in tertiary contexts and provides data from students and academics on the efficacy of these various models as the key tool when marking moderating and providing feedback It also details exemplars of rubrics used in academic disciplines and discusses how higher education teachers use exemplars and how they integrate exemplars with criteria and rubrics It captures the student voice by explaining how students use rubrics for self assessment and self regulation purposes A key inclusion is the importance of sessional staff input into the creation of assessment rubrics prior to the grading moderating and feedback processes

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## **Table of Contents Focus Group Interviews In Education And Psychology**

- 1. Understanding the eBook Focus Group Interviews In Education And Psychology
  - The Rise of Digital Reading Focus Group Interviews In Education And Psychology
  - Advantages of eBooks Over Traditional Books
- 2. Identifying Focus Group Interviews In Education And Psychology
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
- 3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Focus Group Interviews In Education And Psychology
  - User-Friendly Interface
- 4. Exploring eBook Recommendations from Focus Group Interviews In Education And Psychology
  - Personalized Recommendations
  - Focus Group Interviews In Education And Psychology User Reviews and Ratings
  - Focus Group Interviews In Education And Psychology and Bestseller Lists
- 5. Accessing Focus Group Interviews In Education And Psychology Free and Paid eBooks

- Focus Group Interviews In Education And Psychology Public Domain eBooks
- Focus Group Interviews In Education And Psychology eBook Subscription Services
- Focus Group Interviews In Education And Psychology Budget-Friendly Options
- 6. Navigating Focus Group Interviews In Education And Psychology eBook Formats
  - o ePub, PDF, MOBI, and More
  - Focus Group Interviews In Education And Psychology Compatibility with Devices
  - Focus Group Interviews In Education And Psychology Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Focus Group Interviews In Education And Psychology
  - Highlighting and Note-Taking Focus Group Interviews In Education And Psychology
  - Interactive Elements Focus Group Interviews In Education And Psychology
- 8. Staying Engaged with Focus Group Interviews In Education And Psychology
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Focus Group Interviews In Education And Psychology
- 9. Balancing eBooks and Physical Books Focus Group Interviews In Education And Psychology
  - Benefits of a Digital Library
  - o Creating a Diverse Reading Collection Focus Group Interviews In Education And Psychology
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Focus Group Interviews In Education And Psychology
  - Setting Reading Goals Focus Group Interviews In Education And Psychology
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Focus Group Interviews In Education And Psychology
  - Fact-Checking eBook Content of Focus Group Interviews In Education And Psychology
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development

- Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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