

Timing: 1 to 4 hours

Level: Ages 15 and up

Conducting focus groups

Activity Overview

Focus groups are an effective way to reach out to your potential audience so they can provide feedback and comments that help designers evaluate their projects and/or test new ideas. In this activity students are introduced to the purpose of a focus group and general tips for conducting them so they can use the feedback to inform and improve their designs.

Note: Portions of this activity align to the Adobe Certified Associate objectives. Within the instruction steps and technical guides, the specific learning objectives for the exam(s) are referenced with the following format: ^{1.1}

Activity Objectives

Project management

- Identifying audience(s)

Research and communication skills

- Planning strategies to guide inquiry
- Questioning to focus and clarify
- Demonstrating personal responsibility by incorporating feedback
- Conducting a focus group

Project Assets

- *Guide:* Conducting focus groups ^{1.4, 1.4, 1.4, 1.6, 2.6, 2.6}

Background preparation resources

[Technical and content information](#)

[ISTE NETS*S Standards for Students](#)

[Adobe Certified Associate objectives](#)

Activity Steps

1. Discuss the purpose of a focus group and general tips for conducting one. [1.1](#), [1.1](#), [1.1](#), [1.1](#), [1.1](#), [1.1](#)
Some topics to cover include:
 - Defining the objectives:
 - Determine what they want to learn about their project.
 - Determine what they will show the focus group to elicit feedback, for example, wireframes, design comps, prototypes, and so on.
 - Planning the session:
 - Identify the best time of day
 - Determine the best representative audience to select
 - Plan refreshments
 - Choose the number of members
 - Create an agenda
 - Create questions
 - Determine how to display the advertisement
 - Plan for recording the session
 - Choose a leader and note-takers for the session
 - Choose any thank you gifts for participants.
 - Facilitating the session:
 - Make introductions
 - Identify the goal of the session
 - Explain recording (if applicable)
 - Ask questions
 - Provide summaries of participant answers for clarification purposes
 - Include all participants
 - Close the session.
 - After the session:
 - Make sure the session was recorded
 - Write down any additional notes or observations
 - Debrief with fellow team members
 - Create a summary document.
2. Have students plan a focus group session by using the *Conducting focus groups* guide [1.4](#), [1.4](#), [1.4](#), [1.6](#), [2.6](#), [2.6](#) and the discussion to learn how their project is perceived and how to improve it.
Note: You may want to recommend that students place a watermark on their work and discuss why they would consider doing so.

- Instruct students to gather potential target audience members (with help from their clients, if working with them) and coordinate and run a focus group, using their prepared plans.

Note: Depending on available resources, you might ask other students in the class to be the audience for the focus group to help them engage in this process. In this variation, students who pose as the audience might need to research the expected needs and expectations they represent to accurately inform the design.

Assessment:

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Focus group	Absent or incomplete.	Focus group questions elicit feedback on project design, layout, content, and message. Focus group is planned, scheduled, and conducted with potential target audience members. Focus group findings and data are recorded, summarized, and analyzed. Students review their watermarked design document (i.e. design comp, wireframe) and redesign according to focus group feedback.	Focus group questions elicit specific and pointed feedback on the project design, layout, content, and message. Focus group is planned, scheduled, and conducted with multiple target audience members. Focus group findings and data are recorded, summarized, and analyzed with specific redesign notes. Students review their watermarked design document (i.e. design comp, wireframe) and redesign according to focus group feedback.

Background preparation resources:

- For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: <http://edex.adobe.com/>

Focus groups

- The basics of conducting focus groups: www.managementhelp.org/evaluatn/focusgrp.htm.
- Ten tips for running a successful focus group: www.groupsplus.com/pages/mn091498.htm.

ISTE NETS*S Standards for Students

This project is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this project aligns to your state requirements.

ISTE NETS*S: Curriculum and Content Area Standards – NETS for Students

1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
 - b. create original works as a means of personal and group expression.
 - c. use models and simulations to explore complex systems and issues.
 - d. identify trends and forecast possibilities.
2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
 - a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
 - b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
 - d. contribute to project teams to produce original works and solve problems.
3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students:
 - a. plan strategies to guide inquiry.
 - d. process data and report results.
4. Critical Thinking, Problem-Solving & Decision-Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:
 - a. identify and define authentic problems and significant questions for investigation.
 - b. plan and manage activities to develop a solution or complete a project.
 - c. collect and analyze data to identify solutions and/or make informed decisions.
 - d. use multiple processes and diverse perspectives to explore alternative solutions.
5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
 - a. advocate and practice safe, legal, and responsible use of information and technology.
 - b. exhibit positive attitudes toward technology uses that support collaboration, learning, and productivity.

Adobe Certified Associate Exam Objectives

Adobe Certified Associate, Web Authoring objectives

- 1.1 Identify the purpose, audience, and audience needs for a website.
- 2.6 Communicate with others (such as peers and clients) about design and content plans.

Adobe Certified Associate, Visual Communication objectives

- 1.1 Identify the purpose, audience, and audience needs for preparing image(s).
- 1.4 Communicate with others (such as peers and clients) about design plans.

Adobe Certified Associate, Video Communication objectives

- 1.1 Identify the purpose, audience, and audience needs for preparing video.
- 2.6 Communicate with others (such as peers and clients) about design and content plans.

Adobe Certified Associate, Interactive Media objectives

- 1.1 Identify the purpose, audience, and audience needs for interactive media content.
- 1.6 Communicate with others (such as peers and clients) about design and content plans.

Adobe Certified Associate, Graphic Design & Illustration objectives

- 1.1 Identify the purpose, audience, and audience needs for preparing graphics.
- 1.4 Communicate with others (such as peers and clients) about design plans.

Adobe Certified Associate, Print & Digital Media Publication objectives

- 1.1 Identify the purpose, audience, and audience needs for preparing page layouts.
- 1.4 Communicate with others (such as peers and clients) about design plans.

For more information

Find more teaching materials for using Adobe software in your classroom on the Adobe Education Exchange: <http://edex.adobe.com/>.



Adobe Systems Incorporated
345 Park Avenue
San Jose, CA 95110-2704
USA
www.adobe.com

Adobe and the Adobe logo are either registered trademarks or trademarks of Adobe Systems Incorporated in the United States and/or other countries. All other trademarks are the property of their respective owners.

© 2013 Adobe Systems Incorporated. All rights reserved.