**Questioning Route – Practice Focus Groups**

Intro for facilitator to read aloud (Krueger and Casey, p. 107):

Thanks for agreeing to be part of this group. My name is \_\_\_\_\_\_\_\_\_\_ (you already know me, of course) and the purpose of this group is to talk with you about your thoughts and critiques regarding the readings for class this week.

You are here because you are all students in second year core. Not only do you have individual perspectives about the readings, you also are part of a cohort who probably has much to say about the different points in the readings.

There are no right or wrong answers. We expect you will have differing viewpoints. Please share your views, even if they are different from others.

Around this circle are two note takers (raise your hands and wave). No names will be included in our notes and your comments will be held confidential. Keep in mind we are interested in negative as well as positive comments – sometimes negative comments can be very helpful.

You all know one another so it should be easy to follow up on what each other says – please do so, agree or disagree. Don’t feel like you have to respond to me all the time. Have a conversation with each other. I am here to ask questions, listen, and make sure everyone has a chance to be part of the conversation. I am not here to influence your answers.

I will facilitate the group – since we want to hear from everyone, if you are talking a lot, I may ask you to give others a chance. If you aren’t saying much, I may call on you. If we get too off topic, I will pull us back. We want to make sure we all have a chance to give our perspectives on the topic. That’s my job – to “manage” the process. Nothing else.

Ok, let’s begin.

1. Let’s start by going around the circle and having everyone introduce themselves, tell us what you do in your work life, and why you decided to pursue an MPA.
2. We are going to be discussing the readings for this week from Babbie (chs. 10, 11, 12) and Herzog. What was your main learning points from these readings?

**PROBE:** What was new to you? What made you stop and think? Did you have an “ah-ha” moment?

1. Did any of the readings make you question how you are going to collect data for your research project?

**PROBE:** What methodology and method are you leaning towards? Would your research be drastically altered with a different approach?

1. How can researchers in public administration assess if they’ve selected the appropriate research methodology and method to address the problem and research question?

 **PROBE**: What dictates this assessment? What do you have to consider?

1. Think about the Herzog reading. If you were trying to describe practitioner focused research to someone outside of this class, what would you say in five words or less?

 **PROBE**: Is there more than one way to conduct practitioner focused research? Is practitioner focused research distinct enough to be its own methodology?

1. Comparing Babbie & Herzog: How does your role change (if at all) from being a practitioner focused researcher to a social science researcher? Are you the observer, the observed, or both?

 **PROBE**: Are they really all the same roles? What fundamentally changes from each one?

1. How can you apply case study research in your work place? Why is triangulation useful?

 **PROBE**: what role can case studies play in public service?

1. According to Babbie, what are the ethical considerations in qualitative, unobtrusive, and evaluation research? Should these be distinctly different from quantitative and obtrusive research?

**Thank you for your time!**

**End: Have note takers & facilitators report to the discussants about what they observed and heard.**