

Serving New audiences in new ways

Presenter:

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Feel free to contact me with any questions:

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RK Exhibits

Thank you to the following organizations for information included in this presentation:



REACH ADVISORS

HISTORIC
Newton



Connecticut Landmarks

USS Constitution Museum



USS CONSTITUTION

- Active duty commissioned warship
- Undefeated in War of 1812
- Guided tours provided by USN sailors
- Located on Boston's Freedom Trail



USS Constitution Museum

- Across the dock from "Old Ironsides"
- Free Admission
- 300,000+ Visitors / Year
- Family Audience
- Mission = memory & educational voice

For the last 20+ years I have been Director of Exhibits
at the USS Constitution Museum

USS Constitution Museum Audience

- We began Looking at who our visitors were in 1997
- **Our visitors:** mostly one time visitors, most from more than 100 miles away – most are in family groups! Most are walking the Freedom trail – so they have walked 1.5 miles by the time they arrive.



Connecticut Landmarks project

Hempstead House New London, CT



- IMLS funded
- RKExhibits
- Reach Advisors



Museum Audiences

Art museums

- 65% of respondents over age 50.
- Only 18% of respondents are parents of minor children, and those parents that did respond have significantly older children; over half are in middle or high school.
- Respondents have the highest college attainment of any type, with 86% having at least a college degree.
- 55% have at least one parent with a college degree.
- respondents are less diverse than the overall sample, with 92% identifying as white, and only 16% identifying as a minority.

Thank you to REACH advisors for this data

Science centers

- 72% of respondents under age 50.
- 66% of respondents are parents of minor children, and most of those children are in elementary school.
- 80% of respondents have college degrees, and 53% have at least one parent with a college degree.
- 84% of respondents identifying as white and 34% identifying as a minority. They do particularly well with Asian audiences, with 12% of respondents identifying as Asian - twice the topline (overall) average.

Thank you to REACH advisors for this data

Children's museums

- 89% under age 50, and 64% under age 40.
- 89% female and parents of minor children (88%). Those children are significantly younger; two-thirds of respondents have at least one infant, toddler, or preschooler.
- 81% of respondents are college educated, and they are the most likely to have at least one parent with a college degree, 58%.
- They have the highest income, with 44% having household incomes over \$100,000/year (compared to 39% topline average).
- not quite as diverse as science center respondents, they are significantly more diverse than art museum and history museum respondents.

Thank you to REACH advisors for this data

History museums and historic sites

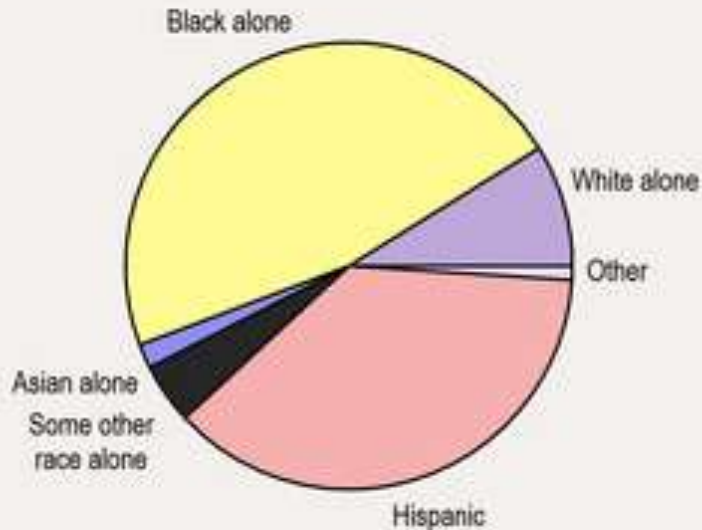
- 65% of respondents over age 50.
- 40% of respondents being male.
- 25% of respondents are parents of minor children, and those parents have significantly older children; over half are in middle or high school.
- 78% having at least a college degree (though this is still three times the national average). They are also the least likely to have at least one parent with a college degree, only 45%.
- 95% identifying as white, and only 12% identifying as a minority.

Thank you to REACH advisors for this data

What do you know about your
organization's users?

What this community looks like?

Races in Plainfield, NJ



- **Black alone** - 22,900 (45.8%)
- **Hispanic** - 19,485 (39.0%)
- **White alone** - 4,238 (8.5%)
- **Other race alone** - 4,213 (8.4%)
- **Asian alone** - 890 (1.8%)
- **Two or more races** - 492 (1.0%)

Information from city-data.com

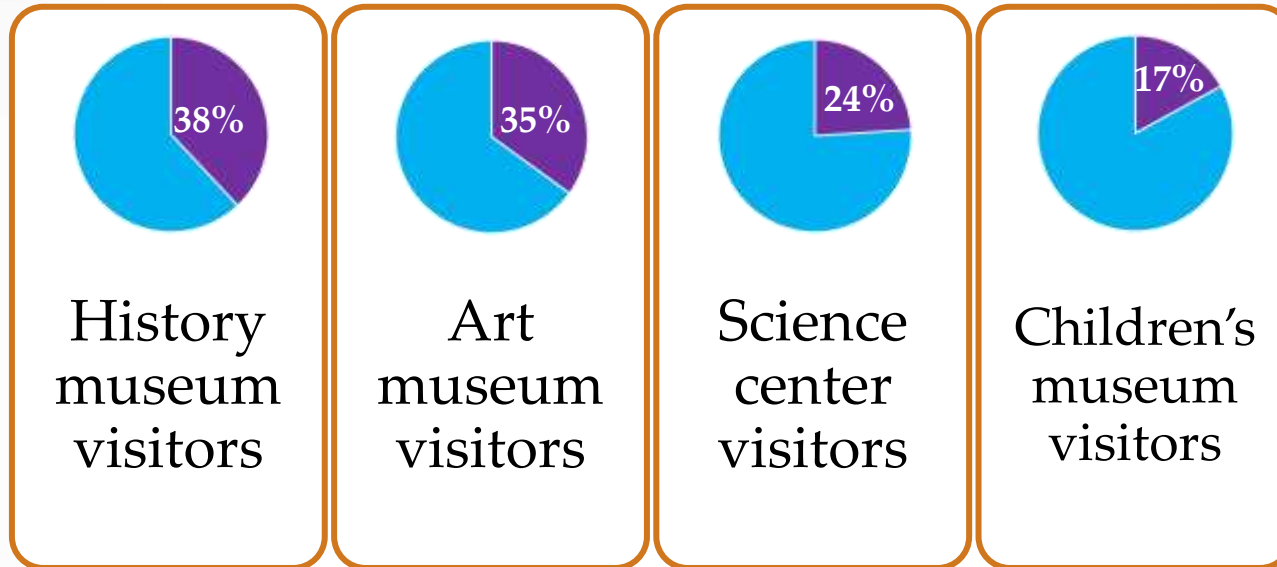
What does your future audience look like?

- Minority Majority nation
- Flexible work schedules
- Increased interest in family time
- Less heritage tourism
- More interest in topics like crafts, foods and gardens

Check out: Reach Advisors website for audience research

Audience Research: Guided Tours

Among core visitors to museums, few enjoy guided tours:



Given that the majority of museum visitors dislike guided tours . . . do guided tours keep broader audiences away?

Source: Reach Advisors' 2010 field-wide study of museum-goers

The Family Audience

A survey of 5500 museum-going families by Reach Advisors

Bad News

History museums and historic sites are the least popular

- 31% visit historic sites
- 23% visit history museums

Opportunities

Age of oldest child determines what museum to visit

- When oldest child enters elementary school, history rises

Grandparents are 20% more likely than parents to take children to a history museum

The Appeal of History

- An authentic, hands-on, active experience for families
- See, touch, feel and experience it vs. book (just read about it)

Serving a Family Audience

The Benefits of Embracing a Family Audience



- Expand your audience
- Build future museum visitation
- See people laughing and learning together
- Show visitors that museums can be engaging
- Perhaps even see the impact in the bottom line!

Caution: it can be noisy, messy & very rewarding!

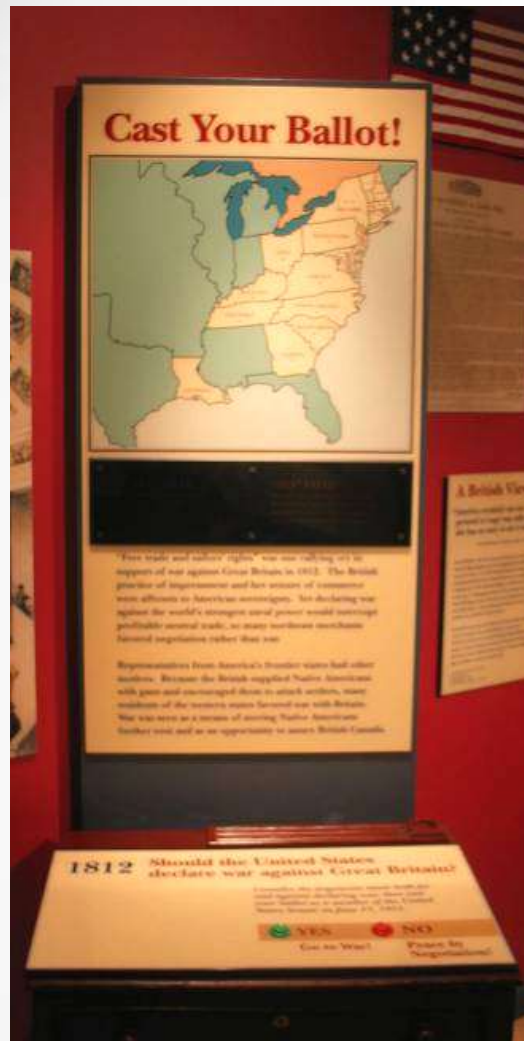
War and Peace exhibit



- 3500 square foot main gallery

Great objects



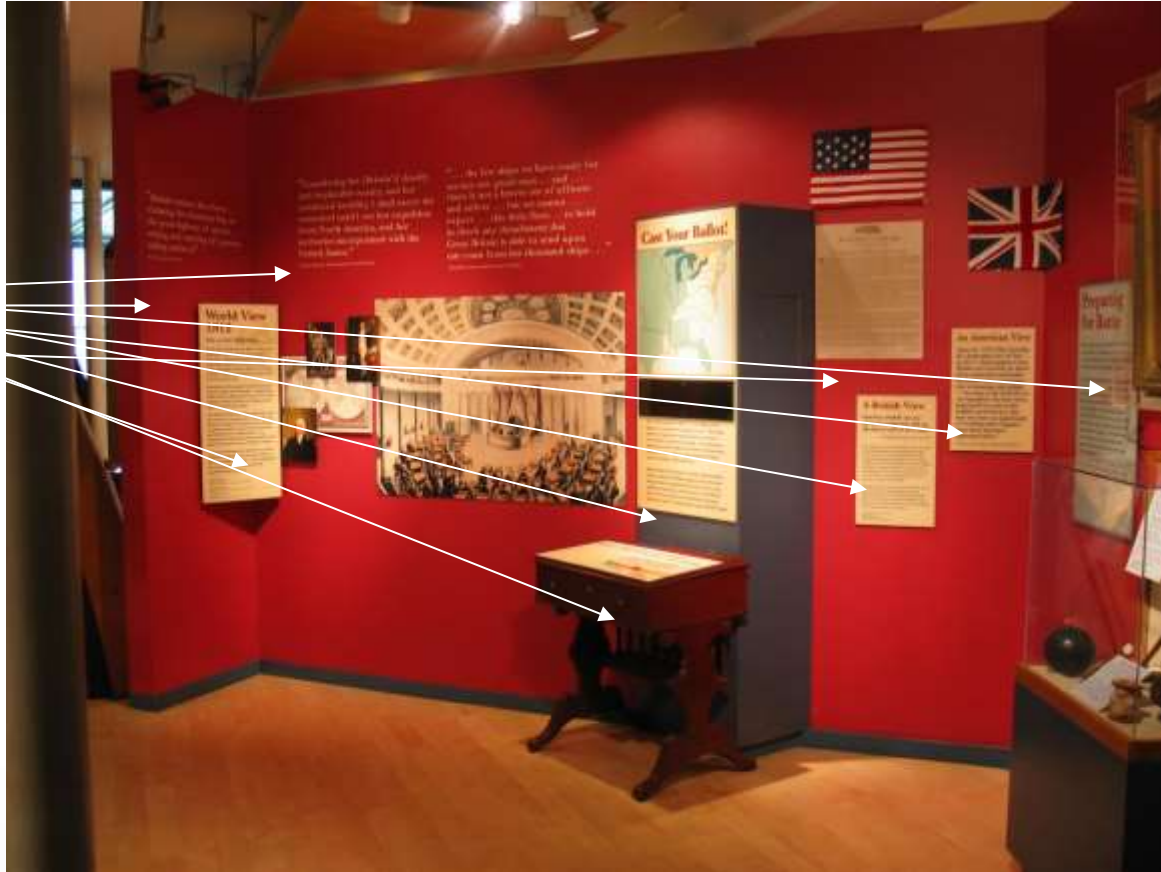


A few interactives

And lots of text

about 4500 words on the main text panels

text



A great quote

*“We this day were in hopes to have announced to the public, the launch of the frigate **CONSTITUTION**: But after two attempts to set her afloat, she remains in perfect safety on the ways where she was constructed.”*

THE WEEKLY MUSEUM, September 30, 1797

Always: Frigate USS Constitution, 1797
Copyright © The Constitution Society

Launching USS CONSTITUTION

On September 20, 1797, crowds gathered along Boston's waterfront to witness the launch of the largest vessel yet built in the seaport. Warned that CONSTITUTION's plunge into the harbor might create a great wave, eager spectators waited on high ground.

At high tide CONSTITUTION began her descent to the sea. After moving only 27 feet, the ship stopped. No amount of pushing or pulling on ropes rigged through giant blocks (including the one above you) would move the frigate any further. Two days later, they moved the frigate another 31 feet, then she refused to budge.

"We this day were in hopes to have announced to the public the launch of the frigate CONSTITUTION: but after two attempts to set her afloat, she remains in perfect safety on the ways where she was constructed."

THE WEEKLY MUSEUM, September 30, 1797

Crowds gathered again on October 21, 1797, for the third attempt to launch USS CONSTITUTION. They were not disappointed.

"... she commenced a movement into the water with such steadiness, majesty, and exactness, as to fill almost every breast with sensations of joy and delight, superior by far to the mortification they had before experienced."

COLUMBIAN GAZETTE, October 23, 1797

Navy-Yard.

1797, 1797, 1797

1797, 1797, 1797
1797, 1797, 1797
1797, 1797, 1797

On a large
text panel

On a wall of text



Visitors spend 7.2 minutes in the War and Peace gallery

Timing Study War and Peace Gallery

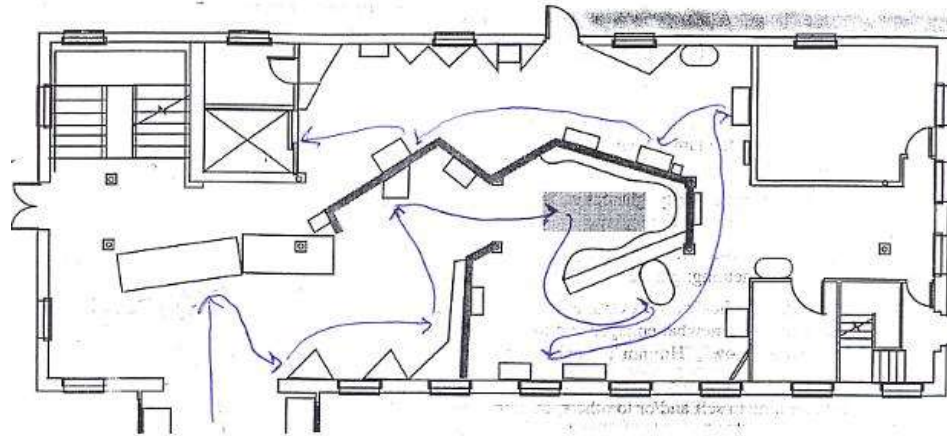
Observer: *Julia*

Date: *8-21-06*

Group Composition: #Adult Males 1 (*30s*) #Boys (ages) 1 (*8*)
#Adult Females 1 (*30s*) #Girls (ages) 2 (*5, 7*)

Time Group Entered: 2:17 Time Group Exited: 2:28 (*11:10*)

Select a "random" group to time in the gallery—noting their pathway through the exhibit on the floorplan below. Begin timing them at the large model at end of hallway. Note any intriguing conversation or any interesting behavior!



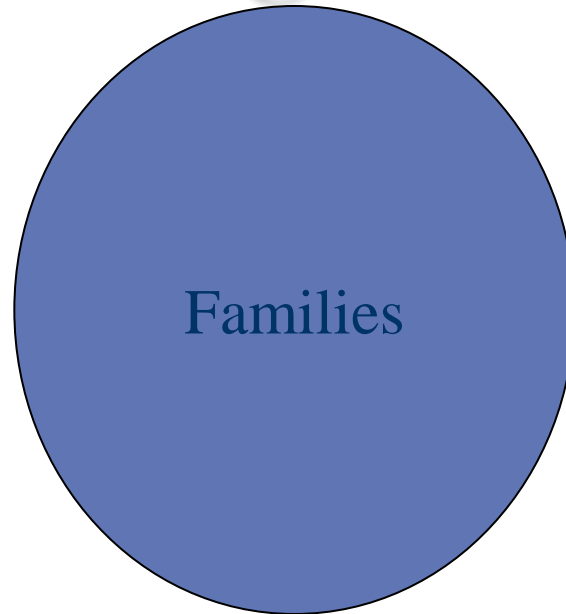
Forms like these can be found on engagefamilies.org

The old way:

Authoritative tone/Museum voice



Paradigm shift



Putting families first

Engage Families Labels

Advice from the field



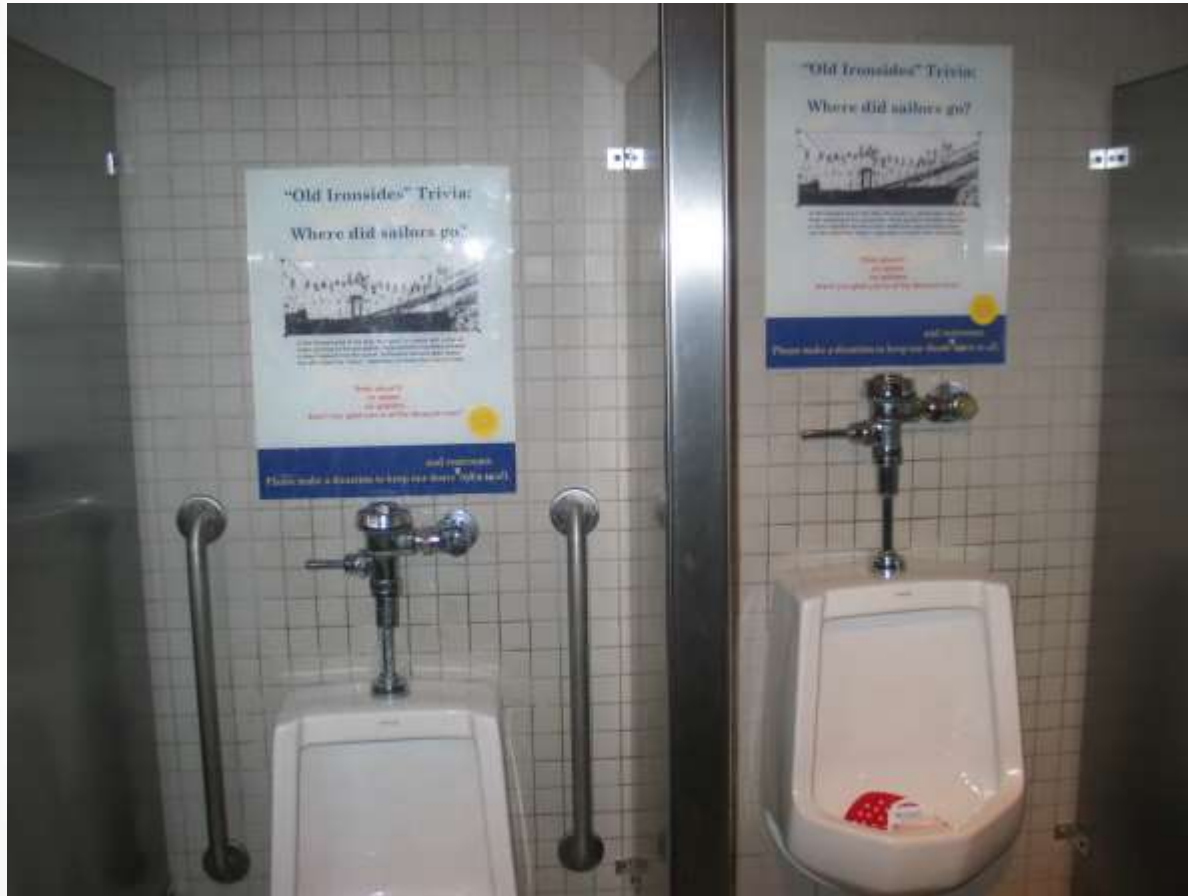
- Have a conversation with the visitor/ imagine perfect guide
- Incorporate a variety of delivery methods (charts, lists, images)
- Don't let your ego get in the way
- If no one reads your labels the story it tells doesn't exist

Families are much more likely to be drawn to a text panel if there are graphics



One image makes a difference!

Unconventional methods pay off



“Old Ironsides” Trivia:

Where did sailors go?



At the forward end of the ship, the head, is a plank with a line of holes opening to the sea below. These primitive facilities allowed a direct deposit into the ocean. Bathrooms aboard ships today are still called the “head,” regardless of where they are located.

Think about it . . .

. . . no splash . . .

. . . no splinters . . .

Aren't you glad you're at the Museum now?

and restrooms

Please make a donation to keep our doors open to all.

At the forward end of the ship, the head, is a plank with a line of holes opening to the sea below. These primitive facilities allowed a direct deposit into the ocean. Bathrooms aboard ships today are still called the “head,” regardless of where they are located.

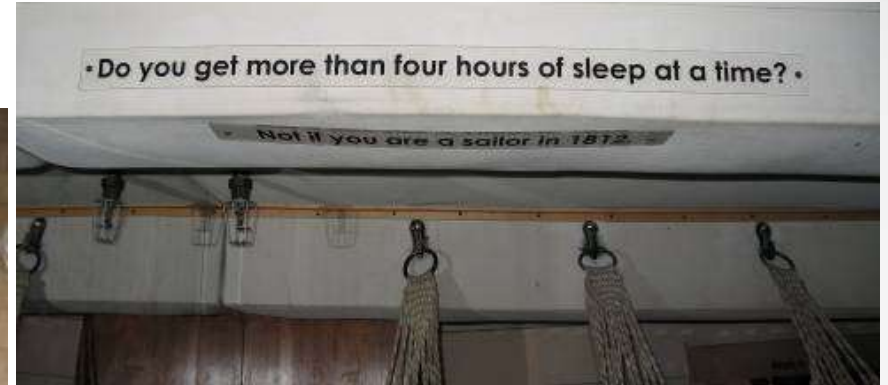
Think about it . . .

. . . no splash . . .

. . . no splinters . . .

Aren't you glad you're at the Museum now?

Where did all the information go?



How do *YOU* compare to the Average Sailor in 1812?

- How tall are you?
- What color is your hair?
- How old are you?
- What color are your eyes?



Grab a plate and join our mess



Mealtime is my favorite time of the day. The sailors I eat with (called a mess) are my family. We drink, laugh, and tell stories too! My messmates make the hard life of a sailor a little more pleasant. Our bond is strong and we always look out for each other.

[51 words]



Telling the story
through people

1st or 3rd Person Voice in Labels

Get on your knees and scrub!

One of the things I dislike most about being a sailor is holystoning (scrubbing) the decks each morning day after day. The worst is when it's cold. We take off our shoes, roll up our pants and get on our hands and knees, add salt water and sand, then **scrub...scrub...scrub.**

Every morning sailors holystoned (scrubbed) the deck. They took off their shoes, rolled up their pants and then got on their knees and scrubbed with water and sand. Sailors disliked this chore especially when it was cold.



Visitor Response

- “I enjoy hearing it from people who lived it not a second hand dry account. History should be alive and this type of label gives you a chance to be a part of that.”
- “I thought history was always boring but now I ♥ it!” - Kelly, age 10

Reflections on Labels

Families said they want:

- Accuracy / authenticity
- Personal engagement
- Connection / relevance
- Simplicity & clarity
- Stories
- Thought provoking questions



Learning Theories

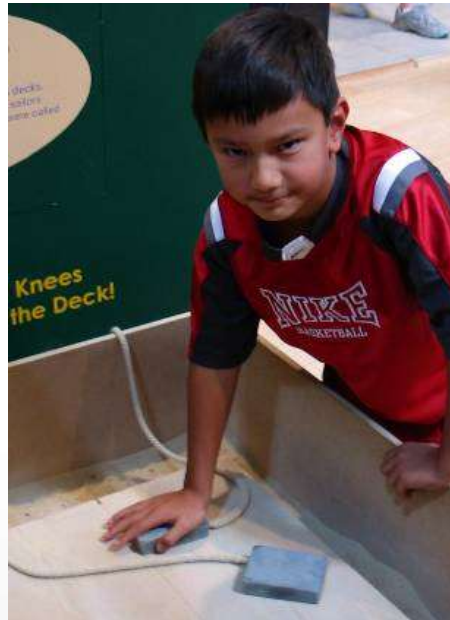
Learning styles to consider

Howard Gardner's intelligences:

- Linguistic
- Logical-mathematical
- Musical
- Bodily-kinesthetic
- Spatial
- Interpersonal
- Intrapersonal

4MAT System

- Innovative Learners
- Analytic Learners
- Common Sense Learners
- Dynamic Learners



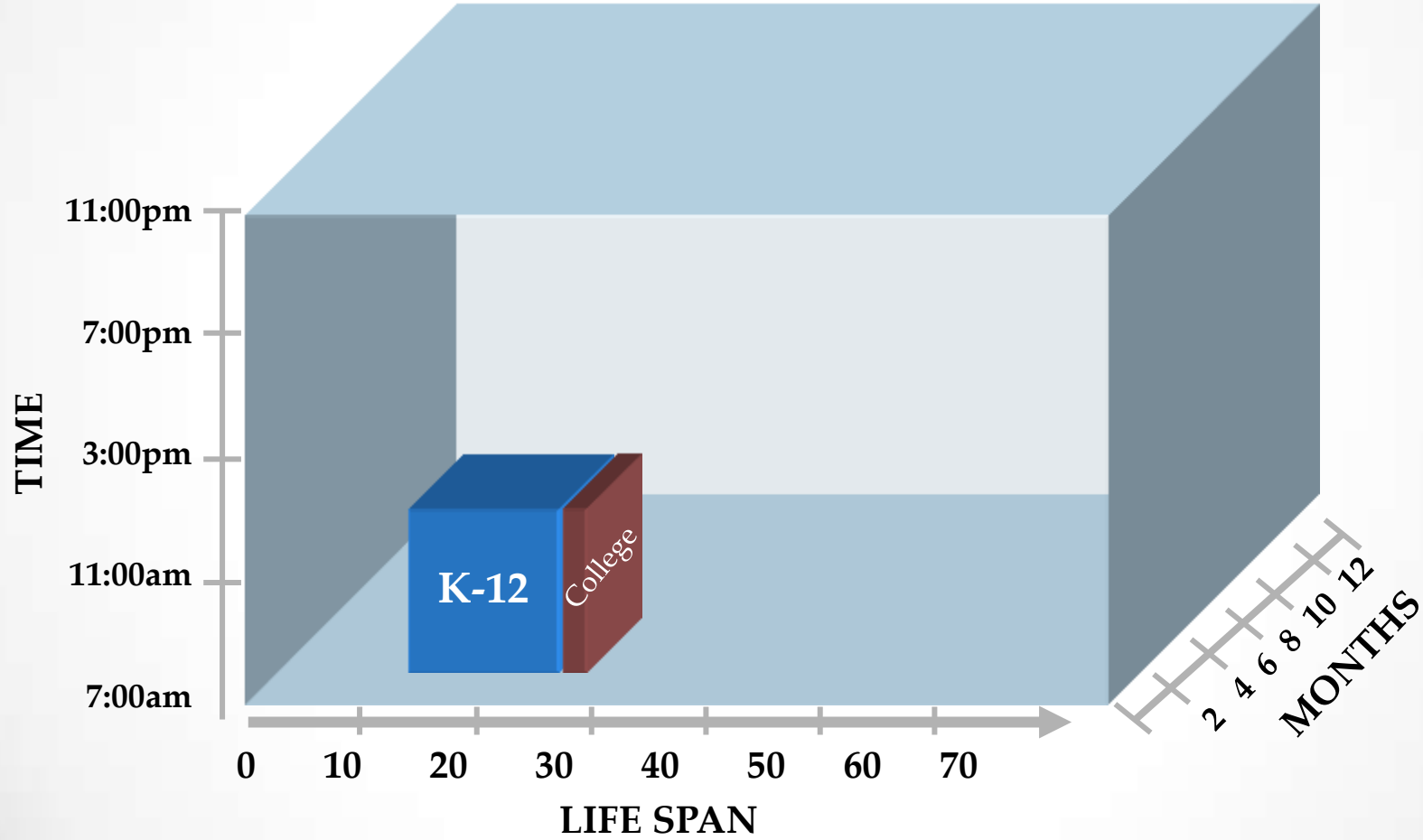
Try a matrix!

Family & Free Choice Learning



*Special thanks to:
Lynn D. Dierking and
The Institute for Learning Innovation
for materials used in this presentation*

Your Life: How much of this time do you spend with your family?



Family Learning is a kind of Free-Choice Learning



- From learning to walk and talk to complex rules of social behavior (or battle depending on your family) the way we learn is created within our family structure
- When we sit down to work on an exhibition how many times do we wonder what the visitor brings with them? Family members know more than anyone else what each other brings to the museum

A broad definition of family



Why is family learning important to museums?



Family Learning outcomes



A good family learning experience can have some wonderful long lasting effects for both your audience and you

Family Learning Impact For Children



For kids successful family learning can create lifelong benefits – Aren't these the things we want to see in our future audiences? Successful family learning is not building a theme park. It is creating a

- positive learning environment for all

Impact for Adults



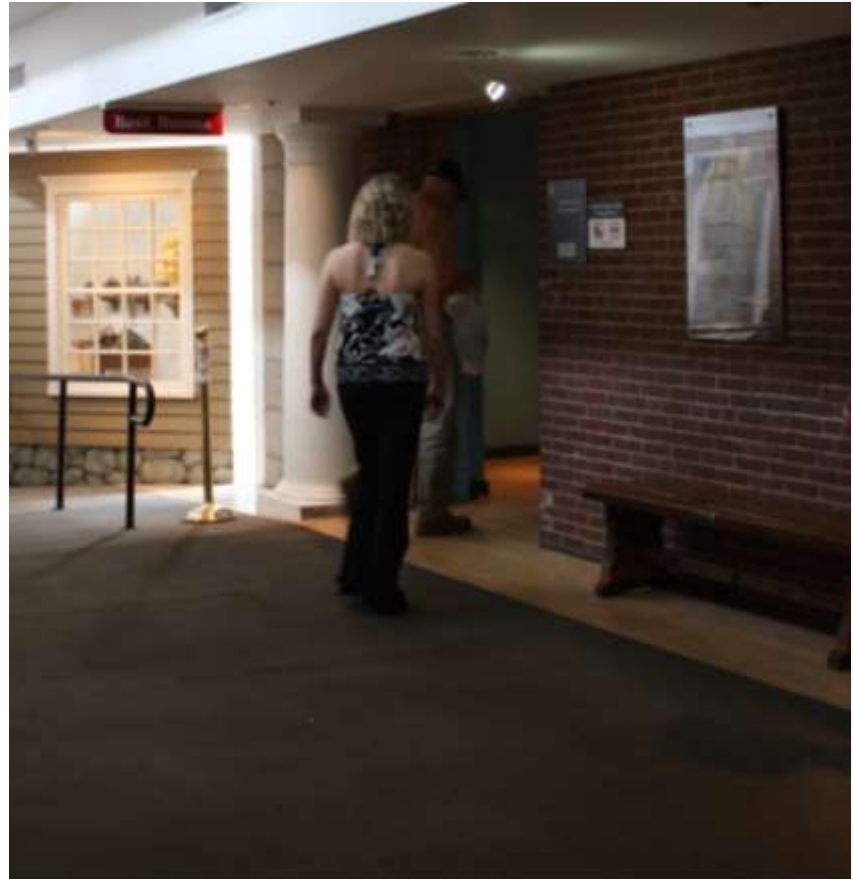
How many parents tried to take their kids to inappropriate places in the first year?
Have been dragged to child centered centers? Nintendo world

How can we support Family Learning?



Physical Context

- Facilities!
- Provide seating!!!



Social-Cultural context



What do museums have that Supports Families' Free-Choice Learning?



Universal Themes



Eating



Working



Sleeping

Designing Exhibits to Engage all Ages

Appeal to different learning styles

- Can you convey this concept without a paragraph of text?

	Morning Watch 4 - 8 pm	Forenoon Watch 8 - 12 noon	Afternoon Watch 12 - 4 pm	First Dogwatch 4 - 8 pm	Second Dogwatch 8 - 8 pm	Evening Watch 8 - 12 pm	Midnight Watch 12 - 4 am
First Lieutenant	• Fly at dawn • "Paper boys on Quarterdeck" means that they are on duty	• H.M. can sing & other skills means more than to "Cable down" to "Punchin" the "Punch"	• Can spot their Peter dial at sunset	• Top watch time because about every second	Overboard • Call out to the watch before he leaves	• On duty • Time	• On duty • Sleep
Midshipman	• Top of hand	• Like to be in the middle of the line and in the middle of the line	• Like to be in the middle of the line and in the middle of the line	• Preferred to watch the line of the watch and	Practice of the dial • Practice of the dial	• Practice of the dial	• Sleep
Able Bodied Seaman	• Fly at dawn • Like to be in the middle of the line and in the middle of the line	On watch • Fly at dawn • Fly at dawn	• Mind of the dial	On watch • Fly at dawn • Fly at dawn	Practice of the dial • Practice of the dial	• Sleep	On watch • Fly at dawn • Fly at dawn
Ordinary Seaman	Sevens • Fly at dawn • Fly at dawn	• On watch	• Mind of the dial	Practice of the dial • Practice of the dial	Practice of the dial • Practice of the dial	• Sleep	• Sleep
Boy	• Fly at dawn • Like to be in the middle of the line and in the middle of the line	• Like to be in the middle of the line and in the middle of the line	• Mind of the dial	• Like to be in the middle of the line and in the middle of the line	Practice of the dial • Practice of the dial	• Sleep	• Sleep
Master's Purser	• Fly at dawn • Like to be in the middle of the line and in the middle of the line	• Like to be in the middle of the line and in the middle of the line	• Mind of the dial	• Like to be in the middle of the line and in the middle of the line	Practice of the dial • Practice of the dial	• Sleep	• Sleep



What concepts are they learning?



Visitors spent an average of 22 minutes in A Sailor's Life For Me? (2000 sq ft.)



- Significantly more conversations
- Visitors are reading labels and getting content
- Visitors are participating in activities, sampling the daily lives of sailors
- Visitors often repeat ideas reinforced by interactives

Family learning techniques in “A Sailor’s Life for Me?”



- Get visitors to face each other
- Do what ever you can to encourage conversations:
conversations = learning
- Use as many kinds of experiences as possible: tactile, visual, smell, logic. . .
- Follow PISEC criteria

PISEC Criteria*



Multi-sided

Multi-user

Accessible

Multi-outcome

Multi-modal

Readable

Relevant

*Philadelphia-Camden Informal Science Education Collaborative

Watch and Learn



How do families use your organization?

This project lead to A New Strategy at the USS Constitution Museum



The Museum will provide a hands-on minds-on environment where inter-generational groups seeking an enjoyable, educational experience can have fun and learn as they explore history together.

Some examples of best practices



Morse Code Mania –

White River Valley Museum; Auburn, WA

with the help of a local chapter of the international “Morse Telegraph Club”. This club, who also provided the inspiration for the event, gave live demonstrations on how Morse code was traditionally sent using authentic techniques and machinery.

Families writing messages to be sent via telegram at White River Valley Museum's Morse Code Mania.



Sheep to Shawl:

Atlanta History Museum

Every April, the [Atlanta History Center](#) invites the public to the Smith Family Farm for Sheep to Shawl, their annual spring program. The day-long program introduces families to life on a 1860s farm through crafts, demonstrations, and hands-on activities.



Tavern Toddlers:

[Gadsby's Tavern Museum](#), in Alexandria, VA, hosts its weekly Tavern Toddlers program for children of walking age through 36 months and their parents and caregivers. It began in 2007 out of a desire to become more family friendly by providing opportunities for unstructured play during the cooler months of the year



See:

Engagefamilies.org

for many more examples

Durant-Kenrick House, Newton, MA



The Durant Kenrick House was kept as a historic house by a local family and given to the town of Newton in 2011 – What would you do with a new historic house in a wealthy community?

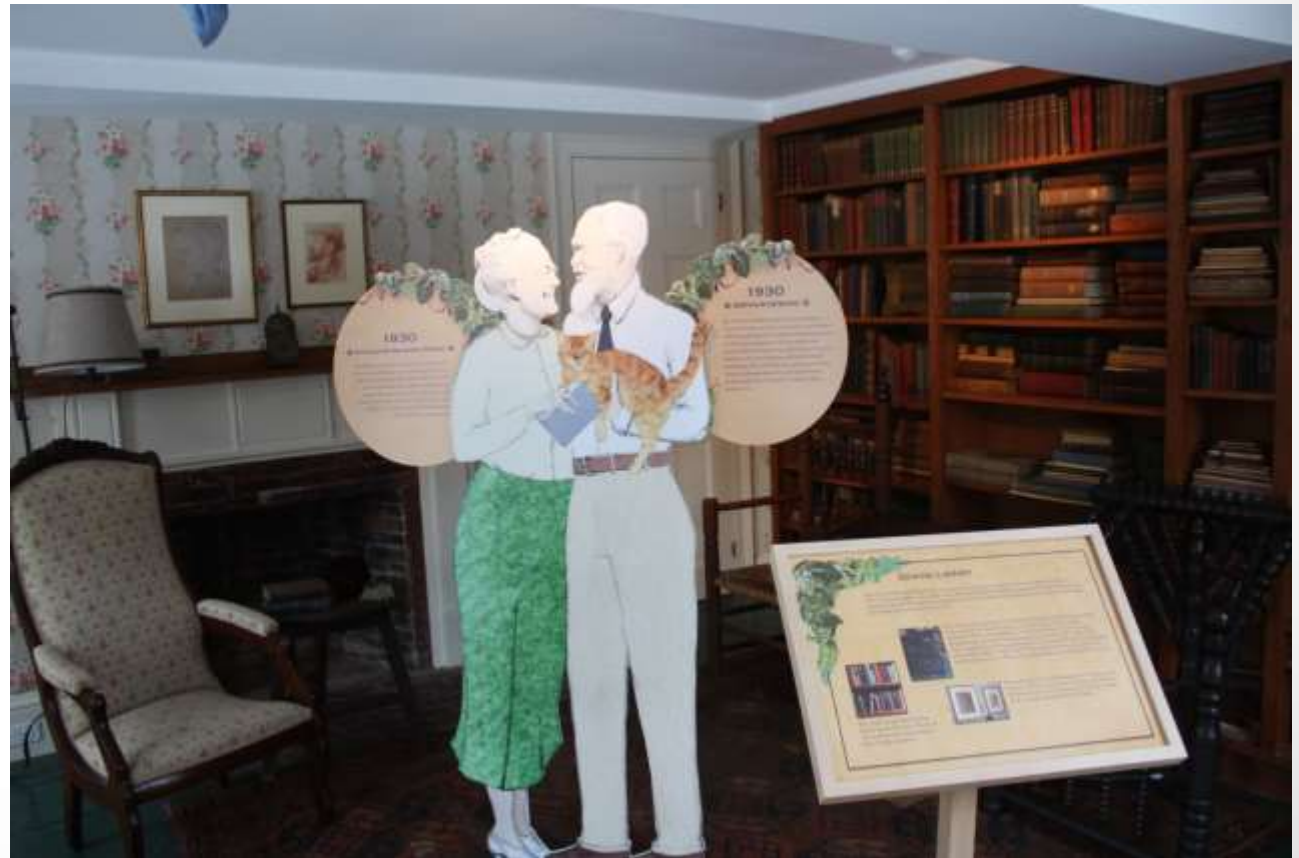
Mission: To encourage the inquiry into and exploration of Newton history within the broad context of American history.

Durant-Kenrick House, Newton, MA

Connections:
1773
Civic
Responsibility

1833
Horticultural
Revolution

1930
Historic
Preservation



Durant-Kenrick House, Newton, MA



Interactive on one side of the room explores the big idea behind the theme of that room, while the other side is a traditional historic house installation

Durant-Kenrick House, Newton, MA



A room for additional interactives that address big ideas in the house

CTL's Properties



Amasa Day House -
1816



Amos Bull House-1788



Bellamy-Ferriday House
& Garden- 1754/1915



Butler-McCook House &
Garden- 1782



Buttolph-Williams House
- 1710-20



Forge Farm-c.1750



Joshua Hempsted
House - 1678/1729



Nathaniel Hempsted
House - 1759



Isham-Terry House -1854



Nathan Hale Homestead-
1776



Palmer-Warner House- c.1740



Phelps-Hatheway
House - 1761/1794

Connecticut Landmarks IMLS project: Some of what we tried



What we learned:

- We want to be in control
- Authenticity is important
- Make it relevant!



Writer's Block, Ink Summer Program

If These Walls Could Speak

Connecticut Landmarks 2013



Butler-McCook House & Garden: Youth Employment Program 2013



CTL's future:

- Guided tours are not the future for CLT
- Community partnerships are valuable
- We will address larger themes and bigger ideas in the houses
- The entire organization is becoming more and more experimental



CONNER PRAIRIE
INTERACTIVE HISTORY PARK



Mission

Conner Prairie inspires curiosity and fosters learning about Indiana's past by providing engaging, individualized and unique experiences.



Smithsonian Institution
Affiliations Program



1856 LIBERTY CORNER

Explore life on the farm as a family. Visitors are here continuously.

- 1 Cabin-Chapel Covered Bridge
- 2 District #2 School
- 3 Zimmerman's Farm & Home
- 4 Bank Barn
- 5 Log Barn
- 6 Historic Rode Ball Field
- 7 Meeting House

1836 PRAIETOWN

Step into the hustle and bustle of a thriving pioneer community.

- 8 Golden Eagle Inn
- 9 Cabin for Sale
- 10 McClure's Home & Carpenter Shop
- 11 Gregory's Home
- 12 Dr. Campbell's Home & Office
- 13 Pioneer Women's Classrooms
- 14 Schoolhouse
- 15 Whitaker's Store
- 16 Curtis' Blacksmith Home & Shop
- 17 Sgt. Hastings' Cabin
- 18 Barkers' Pottery Shop

CONNER HOMESTEAD

See what it was like to live on a pioneer farm when William Conner lived with his family here, 1823 to 1857.

- 19 Conner House
- 20 Larkin House
- 21 Herbicide Garden
- 22 Candle Making Shelter
- 23 Animal Encounters Barn
- 24 Prairie Restoration Project

1859 BALLOON VOYAGE

Travel back to 1859 to learn the history of the balloon. Returns on the day around John Wise launched his balloon.

- 25 1859 Balloon Voyage (Open through October 31)
- 26 Information
- 27 Call on the Common

LENAPE INDIAN CAMP

Learn the culture and language of the Lenape, an Delawarean, before the last Lenape died in 1820.

- 28 Trading Post
- 29 Storytelling Cabin
- 30 Wigwag

CONNER PRAIRIE WELCOME CENTER

- 31 Guest Services
- 32 Conner Prairie Store
- 33 Men's Room
- 34 Discovery Station
- 35 Coat Corner & Puppet Theater
- 36 Wigwagmaker's Shop
- 37 Meeting Rooms
- 38 Administrative Offices
- 39 History Science Theater
- 40 Amphitheater
- 41 Home of Marsh Songbirds on the Prairie™
- 42 Boat Pavilion
- 43 Private Picnic Area
- 44 The Apple Store (September & October)
- 45 Prairie House (Private)
- 46 Playground
- 47 Feedstation Barn
- 48 President's House (Private)

WALKING DISTANCES

- Welcome Center to Lenape: .38 mi
- Lenape to Conner Homestead: .26 mi
- Conner Homestead to Praietown Classrooms: .38 mi
- Praietown Classrooms to Liberty Corner: .12 mi
- Praietown Classrooms to Golden Eagle: .38 mi
- Golden Eagle to Welcome Center: .39 mi
- Welcome Center to Liberty Corner: .38 mi

- Restroom
- Tram
- Food/Vending
- Drinking Fountain

Hamilton County grew by 50,000
between 1996 and 2002

Why aren't the new families coming
to Connor Prairie?



Excerpt from 2000 family learning study demonstrating monologue-based Interpretation.

What CP learned

- Families were not engaged in interpretative process
- Families attempted to make sense of interpretive encounters AFTER leaving interpreter's presence
- The CP experience was a lot of work for families



2003: Opening Doors Initiative Launched

- Rapport = welcome + engagement during critical first moments
- Follow the guests lead vs. post goals
- Comfort leads to conversation
- Create a smorgasbord of experiences
- Empower staff through new training strategy and experience teams



Since implementing Opening Doors in 2003



Success!

Guest Feedback Examples

My whole family, my husband and four daughters had a great time; so much we bought a membership. Thanks again! We learned a lot while having a great time together.

-Amy Bailey, Louisville, KY

We were so impressed at how much it had changed for the better since we last visited when our daughter was little. What impressed us most was how much there was for us to do! The last time we only watched everyone work but this time we were allowed to participate in everything.

- Anonymous Guest

Welcome + engagement during critical first moments of facilitator interaction



Follow the guests lead vs. post goals



Today at Connor Prairie



Continued application of Opening Doors principles
as CP designs and delivers new family-friendly experiences

Setting the Stage:



Creating a stimulating environment to encourage family learning



Any of these objects may be seen as a means to attract guests' attention and provide the catalyst for facilitated family learning.



The map

- Roads then and now
- Travel times
- Settlement patterns
- Unorganized areas
- Is my home town on the map?
- Community names
- Rivers and landmarks

Others?



Exercise

Pick one of the other items on the table and make a list of possible family discussion topics or hands-on activities associated with that item.

Hat

Checkerboard

Paper

Inkwell with quill and pen

Spectacles

Candleholder with candle

Jack Straws (game)

Small chest

Almanac

Family Adventures

- Farm Hands!
- H-CSI (Historic Crime Scene Investigators)
- Frontier Survivor



Showing your guests that you care



- Taking guest photos
- Mom's room
- Sunscreen
- More benches
- Mister and water coolers on hot days

How do we know these techniques
work for visitors?

Prototype it!

Designing Exhibits to Engage all Ages

The Recruiting Interactive – a test model

PISEC Qualities

- Multi-sided
- Multi-user
- Accessible
- Multi-outcome
- Multi-modal
- Readable
- Relevant



Exhibits Designed for Group Conversation



- **Watch families**
- **Talk to families**
- **Listen to families**
- **Respond to families!**

Date _____ Time _____ Interviewer _____
Group Composition
Adult Males _____ # Boys _____
Adult Females _____ # Girls _____

Activity: Recruiting Activity at the Tables

Observation:

1. Do they appear to read the instructions?
Yes _____ No _____
2. Do they engage in the activity?
Yes _____ No _____
If Yes, who? _____
3. Do they have a conversation?
Yes _____ No _____
If Yes, about what? _____

Interview:

1. What is this activity about?
2. What skills would a captain be looking for in someone who wanted to become a sailor?
3. Why would anyone want to become a sailor?
4. Did you answer all the recruiting questions? If not, where did you stop?
5. On scale of 1-5 with 5 the highest, how would you rate this activity?
6. How could we make this activity better?

Observer's Comments:

Evaluating prototypes

- Small sample size
- Short form
- Do visitors understand what to do?
- Do visitors learn what you had hoped?

More questions!



Ask Your Recruit

Give us a score card!

Do you have all your fingers?

More game like!



Let us play a role!

Give us more information!

Make visitors part of exhibit development!



Ask Your Recruit

2. Do you have all of your teeth?
3. Do you have all your fingers?



Losing your teeth was a sign of an unhealthy sailor and it was important for seamen to stay fit to perform the difficult tasks at sea. It is easier to tie knots and work with the sails with all your fingers!

Success!



Six Museums
Six Exhibits
One Evaluation

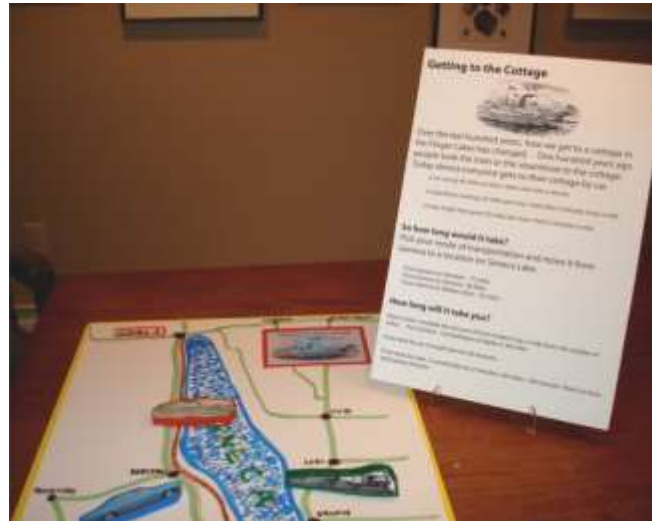
Courtesy Mari Shopsis

Rensselaer County Historical Society

Evaluating Interactive Components

- Set up prototype stations
- Families/youth fill out survey card at each station
- Staff take notes on comments, technical difficulties
- Parents and kids interview each other at end

Interactive Prototypes



Instructions

Thanks for coming today. You will be helping us develop an exhibit about the history of summer vacations in the Finger Lakes by trying out hands-on and interactive components of the exhibit. We are interested in knowing your honest opinions about what works and doesn't work, what's fun and what's boring, and what intrigues you and makes you want to learn more.

We will give you a family # so we can keep track of which activities are most interesting to what age kids.

Please go around the room and try out all 12 stations. Take as long as you want with each station. When you are done with a station, please answer the questions on the index card. If your family does not agree, please let us know who thought what – i.e. "mom thought this was fun, but the kids were bored"

Museum staff and volunteers will be watching you as you experiment – try your best to ignore them! They are watching to see whether the interactives work smoothly.

When you are all done, we have a short survey for you to fill out. We would like kids to ask their parents the questions on the survey and then parents to turn the page over and ask their kids the questions!

Thanks for helping us make this exhibit family friendly!

Instructions

STATION: On a Rainy Day
Family #:

What ideas or information did you take away from this activity?

On a scale of 1 (BOOOOORING) to 5 (VERY FUN!) how would you rate this activity? Why?

What would you change about this activity?



Staff Observation

Observation sheet

Interactive Name:

How long did the family spend with this interactive?

Did the interactive seem to spark conversation among family members? What were some of the questions/topics discussed?

What expressions of interest or intrigue did you hear?

What expressions of confusion or frustration did you hear?

Did the family experience success or technical difficulties with interactive components? What were they?

Which family members seemed most interested in this interactive?

Parent Child Survey

KIDS! Ask your parents...

Stations

Create your Cottage	Fact or Fiction
Getting to the Cottage	Visit the Finger Lakes
You Decide	I Scream, You Scream
Find the Finger Lakes	Let's Eat
At Summer Camp	Help Wanted
On a Rainy Day	Your Order Please

Which station did you like the MOST? Why?

Which station did you like the LEAST? Why?

Do you have any comments or questions about the stations or the exhibit?

Types of Evaluation

- Front End
- Formative
- Evaluating Prototypes
 - Timing & Tracking
 - Behavioral Coding
- Summative

These can be good projects for volunteers or interns!

The Evolution of the Question

If you are a local history museum, don't ask visitors:

What do you want to know about our town's history?

Focus your parameters first and ask:

Are you more interested in learning why this town was founded or about some of our early settlers?

Or

Rank the following topics in order (most to least) of what is most interesting to you.

Timing Study
A Sailor's Life for Me?

Observer: JUNA

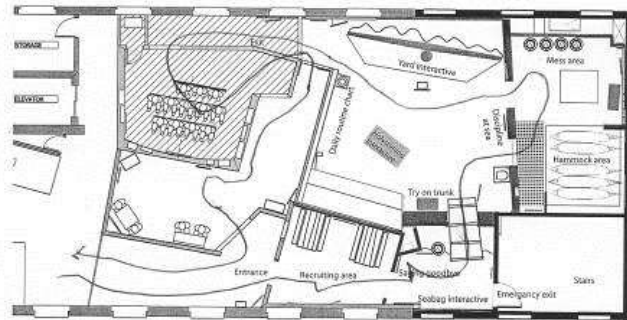
Date: 8-3-06

Group Composition: #Adult Males 2 (20s-30s) #Boys (ages) 2 (2, 2-3)
#Adult Females 2 (20s-30s) #Girls (ages) 1 (4-5)

Time Group Entered: 10:30 Time Group Exited: 10:49 (19m 3s)

Select a "random" group to time in the exhibit—noting their pathway through the exhibit on the floorplan below. Begin timing them as they approach the House of Rendezvous. Note any intriguing conversation or any interesting behavior!

A Sailor's Life For Me?



children were too young to understand most of the interactives but did enjoy pressing buttons.
Adults tried interactives + discussed movie together (Men noted "cannonballs didn't explode then, they just knocked holes.")
Whole group looked at panels (@end) together
kids moved panels, adults read.
Another family met this group @ the end (10m 13s) + they discussed plans for day, then they all went backwards thru the exhibit again.

Applying of exhibit activities

A Sailor's Life For Me?

Evaluation forms developed by Minda Borun and Marilyn Solvay

Pod tracking and interview

**Pod Tracking and Interviewing
Recruiting & Going to Sea**

Observer: W. Long Date: 7/24/11 Time: _____
 Group Composition: #Adult Males 1 #Boys 3 (ages) _____
 #Adult Females 1 #Girls _____ (ages) 4, 7, 8

Time Entered Pod: 1154 Time Left Pod: 1200
 Mark on plan below with a C where group has conversation then ask family group the questions below. (as they leave Pod area)

Group Members	Conversations	Reading	Interactions
Male	1	0	0
Female	1	1	1
Boy	1, 1, 1	0	1, 0, 0
Girl			

- What do you recall about the men who signed on as sailors?
 had to be healthy
 know ropes
 couldn't sleep much
- Do you remember some of the reasons why sailors chose to go to sea?
 - Didn't do that part - is that here?
 \$
- What did sailors leave behind when they joined the crew?
 family + belongings
- Your loved one is leaving to go to sea. What would you write in your diary about their leaving?
 our goodbye - sadness -

Evaluation forms developed by Minda Borun and Marilyn Solvay

Developing an exit interview

1. What do you really want to know?
2. Make sure it is short – for both your sake and the sake of your visitor!
3. Revise at least once before trying it out
4. Test you exit interview with staff and then a visitor or two
5. Revise
6. Execute – If you just want a feel 25 interviews is enough, If you want statistics you need 50 or more.

Exit interviews

Date 10/16

Time 2:10pm

Interviewer Ling (3)

Group Composition
 # Adult Males 1 # Boys 1 (8)
 # Adult Females 1 # Girls 1 (11)

A Sailor's Life for Me Exit Interview

Please help us to find out what visitors think about the *A Sailor's Life for Me?* exhibit. (You approach a family group but ask for only one adult spokesperson to respond to 2s)

- Where do you live? City Lexington State KT Country USA
- Your Age: Children 11, 8 10-14 15-19
 Adults 20-29 30-39 (wife) 40-49 (man) over 49
- How many people are in the group?
 1 2 3 4 5 6 or more *subject*
- With whom did you come to the *A Sailor's Life for Me?* exhibit? (Please check only one)
 Alone Organized group (which) _____
 Friends Other (what?) _____
 Family Family and friends
- What was the exhibit, *A Sailor's Life for Me?*, all about? (If one word answer, say, "Tell me more")
USS Constitution
that was the reef of the exhibit's dimensions
history of naval battles, naval personnel
- If you were describing this exhibit to another family, what would you say the main areas were?
interactive exhibit
showing what naval people did and what their life was like
- Were there any parts of the exhibit that really engaged your family's interest?
 Yes No

If "yes" which parts were these? What happened there or what did you talk about?

how they ate
barrels with rot

Turn Over

8. Did your family group stop to discuss any of these elements?

- a. big charts on the wall? yes no
 b. what the lifesize sailor photos had to say? yes no
 c. lift flaps? yes no
 d. picking pockets of the sailors? yes no

9. Which exhibit station in the *A Sailor's Life for Me?* exhibit did your family like best? Why did they like it best?

food exhibit, ~~rot~~ rot

10. Were there any exhibits that were too hard or confusing for your family group?
 Yes No If "yes," which ones?

11. What is one new piece of information your family group learned about the life of a sailor on the USS CONSTITUTION that they didn't know before?

how difficult, 4 hours sleep
go to main sail at midnight

12. What does your family group recall about African American opportunities aboard the USS CONSTITUTION?

freemen could join

13. Assign a 5 star rating—like we do for movies—(on a scale of 1 to 5 with 5 the highest) to the exhibit, *A Sailor's Life for Me?*, in the following three categories: (Check one for each item)

	Excellent-5	Very Good-4	OK-3	Fair*-2	Poor*-1
Overall experience		<input checked="" type="checkbox"/>			
Exhibit text	<input checked="" type="checkbox"/>				
Hands-on elements		<input checked="" type="checkbox"/>			

(* If fair or poor, please explain)

THANK YOU VERY MUCH FOR YOUR HELP! There will be a "sequel" exhibit next year so we hope you will return with your family to learn more about life as a sailor in battle on board the USS CONSTITUTION.