



FAMILY LEARNING IN INTERACTIVE GALLE

The Opportunity

Much of what we know about family learning in museum studies conducted in science centers and children's museums **handful of evaluation studies have been conducted in a**

Although there is a growing interest in establishing family interactive galleries in art museum, little is known about these experiences add to visiting families.

As part of a **National Leadership Grant from I**

Developing Research

Motivation

s comes from
eums. **Only a**
art museums.
mily-oriented,
out the value
MLS, ILI and

Instrument Development Phases



Preliminary Investigation: [June—Sept 2008]

Written
Questionnaire



Visitor demographics, psychographics,
and motivations

Overall museum visit; where the

n Instruments in Uncharted

/ Use / Value Research Study



Expert Panel Review: [Dec 2008—Jan 2009]

In order to test our construct, content and face validity, the MUV model along with the Value/Benefit outcomes and associated items were sent to the following people for review:

- ◆ Marianna Adams, *Audience Focus, Inc.*
- ◆ Judy Diamond, *University of Nebraska*

Resulting Stra

Based on the field te
from the visitor nec

► **Part 1— Onsite**
psychographics, m
tive spaces.

► **Part 2 — Offsite S**
visitors ascribe to

Territory

tegy

est, it was decided that the depth of information required necessitated a two-part instrument.

Exit Interview: Aims at understanding demographics, motivations, and engagement with the museum's interac-

Survey: Focuses on understanding the value and benefits the museum's interactive spaces.

Audience Focus, Inc., partnered with three museums—the High Museum of Art, the High Museum of Art, and the High Museum of Art—to conduct a three-year study to address the gap.

In 2007, a literature review was conducted to explore learning outcomes/visitor benefits in art museums, museum experiences and intergenerational learning. The review revealed a breadth of research and evaluation conducted in these fields, there was an absence of data on what families take away from their experiences in these unique **outcomes**—and understanding the value that parents ascribe to these places. To better understand the nature of these outcomes and allow for broader generalizations across partner museums, a **quantitative approach** was adopted.



High Museum of Art, Atlanta, GA



Speed Art Museum, Louisville, KY

e Frist Center
e Speed Art
is knowledge

e the areas of
, interactive
While the
ation studies
ata on what
e spaces—the
nd caregivers
ure of these
ss our three
for this study.



Reflective
Tracking Exercise



interactive gallery fell in that visit, and why

Exploratory (Onsite)
Interviews



Understanding visitor motivations, benefits and values of visiting art museums and interactive galleries

Results/What We Learned:

- ▶ General understanding of visitor **demographics** — who was visiting, group compositions, frequency, museum visit patterns
- ▶ Basic **motivations** for visiting museum and interactive spaces
- ▶ General concepts for motivation and **value**
- ▶ Quantitative data analysis strategies — how was this data collected and how we can use it



Item Development: [Sept—Nov 2008]

Exploratory
1:1 Interviews



- Rich, qualitative data about family motivations for using the art museum and interactive spaces

- ◆ Kirsten Ellenbogen, *Science Museum of Minnesota*
- ◆ Joe Heimlich, *COSI | The Ohio State University*
- ◆ Karen Knutson, *UPCLOSE: University of Pittsburg*
- ◆ Judy Koke, *Art Gallery of Ontario*
- ◆ Randi Korn, *RK&A, Inc.*
- ◆ Theano Moussouri, *University College London*
- ◆ Patricia Sterry, *University of Salford*

Results/What We Learned:

- ▶ The Value/Benefit outcomes and items created for the questionnaire supported the key elements of the MUV model
- ▶ Further areas to probe included parent learning, solitary vs. group activity, family identity, uniqueness of the museum environment, and parents' role in child development
- ▶ Unclear, irrelevant, and/or redundant items were eliminated; **item list reduced to 90**



Field Test: [Feb 2009]

To test content and face validity, the full questionnaire was field tested with

Onsite Exit

- ▶ *Reflective Tr*
- ▶ *Demographi*
graphic Surv

A pilot test of the O
resulting sample da
Exploratory factor a
further reduced to 6

GOAL: To colle
offsite)

ACTUAL: 2,408 o
2010. C
May 31

Interview

acking
c / Psycho-
ey

+

Offsite Survey*

- ▶ *Rating Scales*
- ▶ *Open-Ended Questions*

* incentives were offered to visitors to encourage completion of the offsite survey.

Offsite Survey items was conducted in March 2009 where data was analyzed for item correlation and scale reliability. Analysis was also performed and the questionnaire was 58 items.

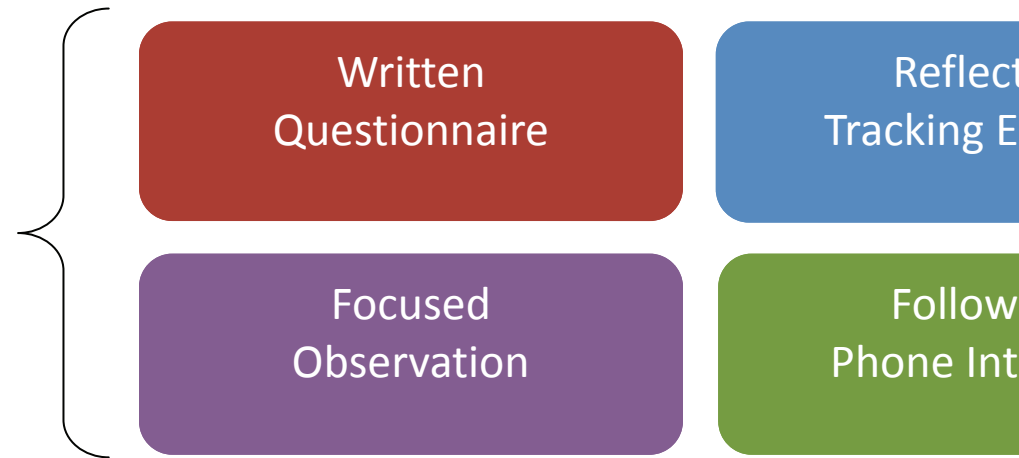
in the Field: April 2009—April 2010

Collect approximately 800 “matched sets” of data (onsite + offsite) per partner site.

1,525 onsite and 1,525 offsite surveys completed as of May 17, 2010. Onsite interviews completed. Offsite surveys open until August 1, 2010.

1. **WHO** are the families who visit interactive spaces in art museums and **WHY** do they visit them?
2. **HOW** do families use interactive spaces within art museums?
3. **WHAT** do parents perceive is valuable about interactive spaces in art museums and how do they perceive their families benefit from visiting them?

METHODS



t museums

eums?

e spaces in art

efit from

ive
xercise

-Up
erview

**A short demographic/psychographic questionnaire was also administered as a way for us to continue to pilot this portion of the instrument.

- Parent/caregiver perceptions of value of interactive spaces.

Results/What We Learned:

- ▶ Defined Value/Benefit Categories answering the question: *“What I value most about this interactive space is that...”*
- ▶ Defined Motivation Categories answering the question: *“We visited to the museum/interactive space today because...”*
- ▶ Recognized a convergence between Value/Benefit and Motivations from the visitor point-of-view
- ▶ Identified **25 Value/Benefit** outcome concepts
- ▶ Developed a **MUV model** which connected three core elements of Value/Benefit: **Parenting, Child Development, and Building Relationships.**

visitors at the Frist Center for the Visual Arts.

Reflective Tracking Exercise
+ Demographics/Psychographics

+

Value/Benefit
Questionnaire

Both parts administered consecutively onsite as an exit interview.

Results/What We Learned:

- ▶ Visitors were spending 10-15 minutes just completing the reflective tracking exercise + demographic/psychographic portion of the interview
- ▶ Visitors were overwhelmed by the value/benefit questionnaire
- ▶ Refined demographic and psychographic questions for greater validity

Acknowledgments

This research study at the
Institute for Museum
Learning Innovation
involves the following



For further information

This research study is part of the
Learning Innovation

- ▶ Jessica J. Luke
- ▶ Cláudia M. Fig
- ▶ Angelina M. C

ements



is made possible through the
m & Library Services' National Leadership Grant; and
ng partner museums:



formation



is being conducted by the Institute for
by the following researchers:

, Ph.D. (luke@ilinet.org)

gueiredo, Ph.D. (figueiredo@ilinet.org)

ong, M.A. (ong@ilinet.org)