

Developing Research Instruments in Uncharted Territory

Motivation | Use | Value Research Study

The Opportunity

Much of what we know about family learning in museums comes from studies conducted in science centers and children's museums. **Only a handful of evaluation studies have been conducted in art museums.** Although there is a growing interest in establishing family-oriented, interactive galleries in art museum, little is known about the value these experiences add to visiting families.

As part of a **National Leadership Grant from IMLS**, ILI and Audience Focus, Inc., partnered with three museums—the Frist Center for the Visual Arts, the High Museum of Art, and the Speed Art Museum—to conduct a three-year study to address this knowledge gap.

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



High Museum of Art, Atlanta, GA



Speed Art Museum, Louisville, KY

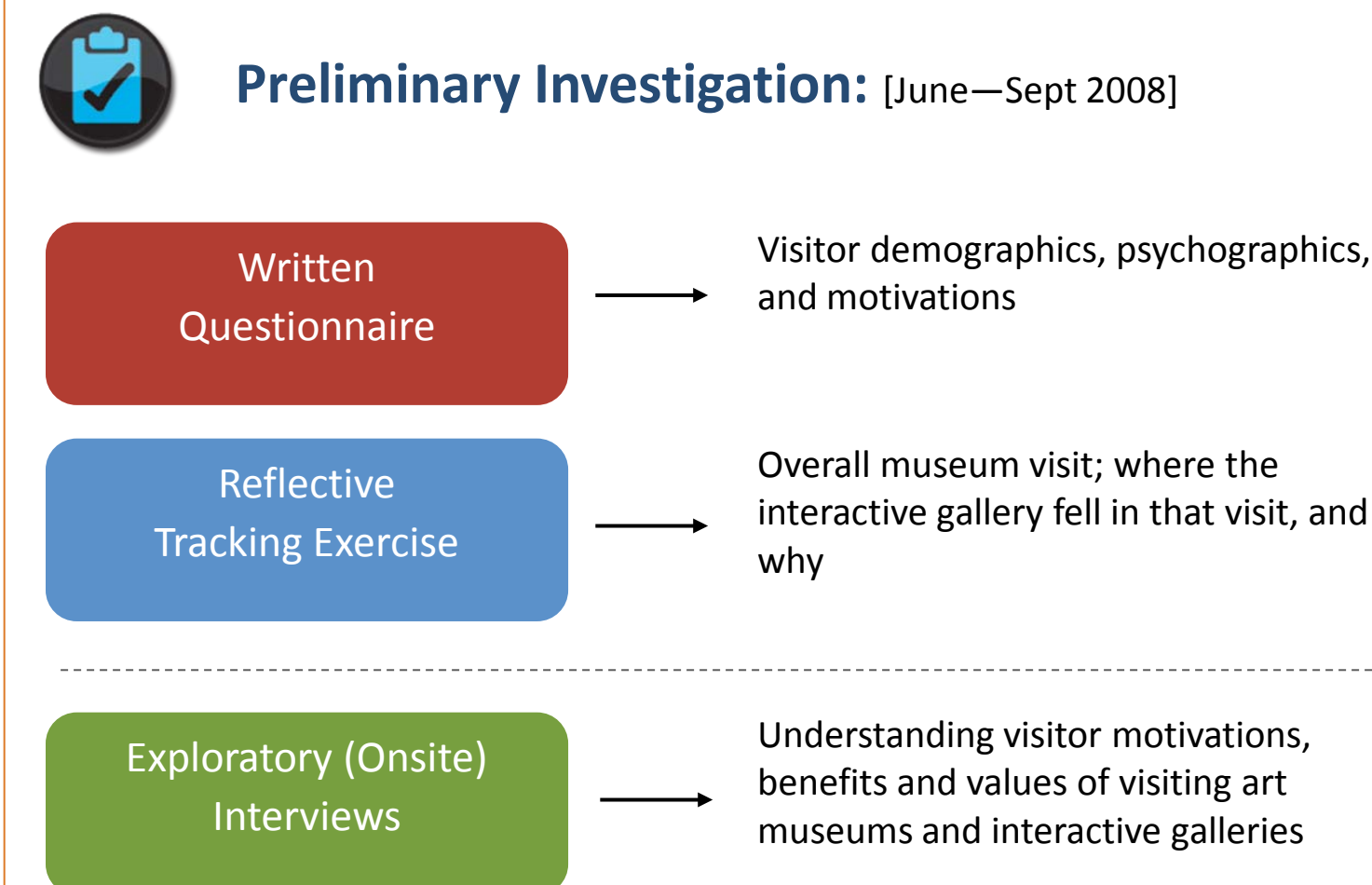
Research Questions & Initial Plan

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

METHODS



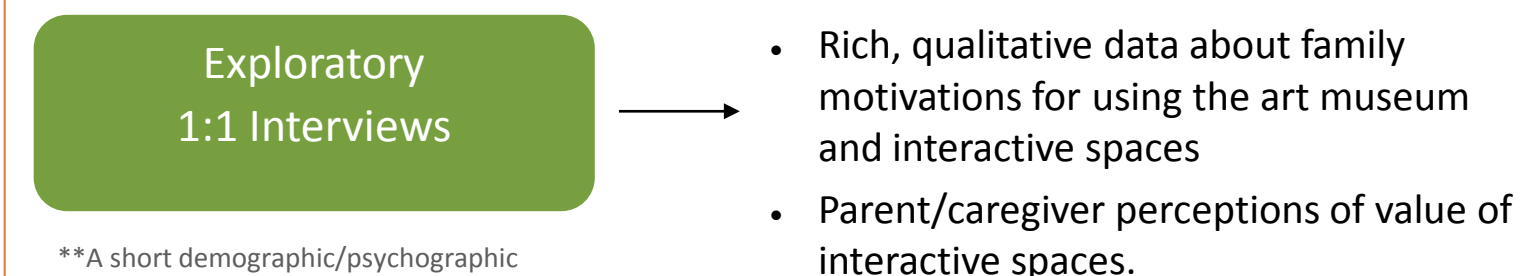
Instrument Development Phases



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]



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

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 **29 Value/Benefit** outcome concepts
- ▶ Developed a **MUV model** which connected three core elements of Value/Benefit: **Parenting, Child Development, and Building Relationships.**

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*
- 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**
- ▶ Literature review conducted to determine best way to structure items

Field Test: [Feb 2009]

To test content and face validity, the full questionnaire was field tested with visitors at the Frist Center for the Visual Arts.



Both parts administered consecutively onsite as an exit interview.

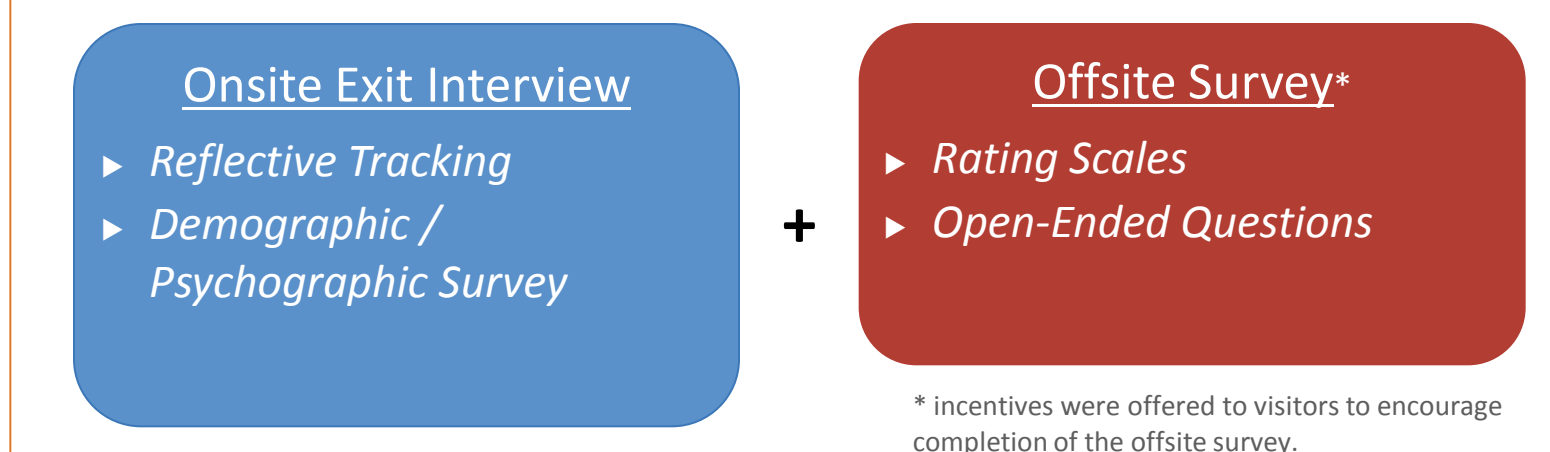
Results/What We Learned:

- ▶ 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

Resulting Strategy

Based on the field test, it was decided that the depth of information required from the visitor necessitated a **two-part instrument**.

- ▶ **Part 1— Onsite Exit Interview:** Aims at understanding demographics, psychographics, motivations, and engagement with the museum's interactive spaces.
- ▶ **Part 2 — Offsite Survey:** Focuses on understanding the value and benefits visitors ascribe to the museum's interactive spaces.



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

A pilot test of the **Offsite Survey** items was conducted in March 2009 where resulting sample data was analyzed for item correlation and scale reliability. Exploratory factor analysis was also performed and the questionnaire was further reduced to 68 items.

In the Field: April 2009—April 2010

- GOAL:** *To collect approximately 800 “matched sets” of data (onsite + offsite) per partner site.*
- ACTUAL:** *2,408 onsite and 1,525 offsite surveys completed as of May 17, 2010. Onsite interviews completed. Offsite surveys open until May 31, 2010.*

Acknowledgements

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For further information

This research study is being conducted by the Institute for Learning Innovation by the following researchers:

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