



Effectiveness of On-Site Visits and Off-Site Media on the Visitor Experience

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On- site experience

Off- site opportunities



twitter



New online resources

- For school students aged 11 to 18
- 3 different levels of engagement for the students
- At each key stage they have a choice
 - a journalist reporting on the Darwin Centre; a scientist at a conference or a radio show presenter (Key Stage 3, 11-14)
 - a scientist applying for a job or an interviewer (Key Stage 4, 14-16)
 - a researcher planning an expedition to research either malaria or leishmaniasis (post-16)

School activities

Evaluation

(Natural History Museum)

Pre-visit

Natural History Museum website: A Day in The Life of a Scientist

Visit to school (observation and interviews)

Darwin Centre visit

Collecting NaturePlus cards and booklets (KS3)

Observations / audio recordings

Post-visit

Natural History Museum education website

Monitoring web statistics and via videoconference set-up

NaturePlus bookmarks

Videoconference (observation and interviews)

Pupil presentation at school

Follow up

A Day in the Life of a Scientist

www.nhm.ac.uk/education/online-resources/a-day-in-the-life

During their visit - Lanyard Booklets

Name _____
NaturePlus card number _____

N NATURAL HISTORY MUSEUM

How do they study biodiversity?

Who works in the Darwin Centre's cocoon?

A Day in the Life of a Scientist



You will gather notes for a presentation about:

How do scientists study biodiversity at the Natural History Museum?



You need to ask questions and gather information as you journey through Cocoon.

You are going to find out what scientists do here, and how they discover more about the biodiversity of our planet. The information you will collect is in

What type of presentation are you doing?

- Science poster
- News report
- Radio interview

Each activity in this book is labelled with a butterfly. The coloured butterflies show where you can find information for each activity.



Make sure you have your NaturePlus card before you start.

When you see the NaturePlus symbol, press it to select videos.

Choose a specimen from the display table in front of you as you come out of the lift, or at the glass case later.

Draw a quick sketch of it here.

Now compare it with a friend's sketch.

What differences can you see?

.....

.....

What similarities can you see?

.....

.....

How scientists classify species

Our scientists classify species to help us understand biodiversity. Which features could you use to sort the specimen you have drawn?

Tick

<input type="checkbox"/> Size	<input type="checkbox"/> Colour	<input type="checkbox"/> Antennae
<input type="checkbox"/> Shape	<input type="checkbox"/> DNA evidence	<input type="checkbox"/> Surface
<input type="checkbox"/> Pattern	<input type="checkbox"/> Wing shape	<input type="checkbox"/> Life cycle

During their visit - Nature Plus bookmarking cards

NaturePlus
Create your own collection online

Life in the field video diaries
From the forests of Panama to our very own New Forest in the UK, watch videos of Museum scientists in the field.

Expeditions and collecting
Discover some of the cutting-edge research Museum scientists are currently undertaking around the globe.

Get involved
Are you interested in exploring and protecting your local environment? Find out about nature projects near you.

Science through the ages
Read about pioneers such as Charles Darwin who changed the course of science with their daring voyages.

NaturePlus

Collect your items by scanning your NaturePlus card

Help Close

After their visit



NaturePlus

KS3: Who works at the Museum?

4. After your visit: review your activity



Reflect on your Cocoon visit. Decide what information you will use for your presentation and any areas you still need to research.

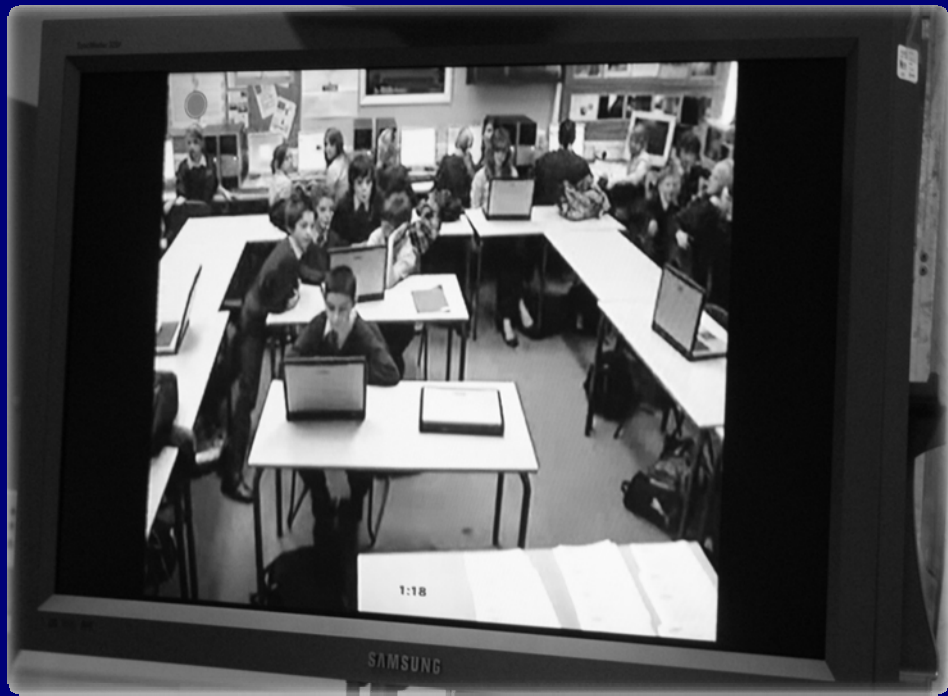
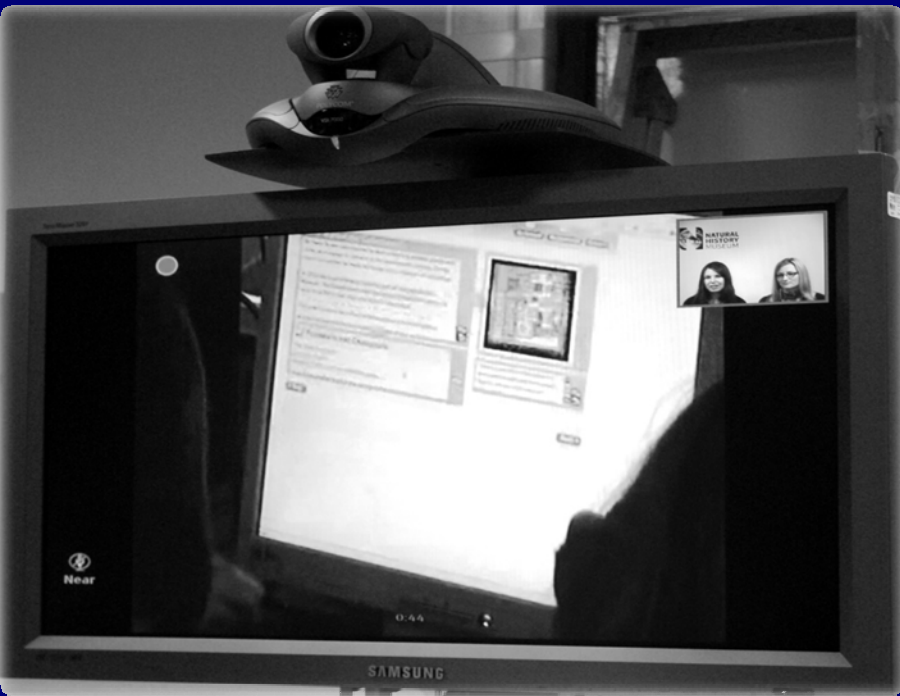
Group discussion

What surprised you about the Cocoon self-led tour? Talk to the person next to you, starting your sentence with: 'I never knew that...'. Discuss with the class as well.

Microscope image quiz

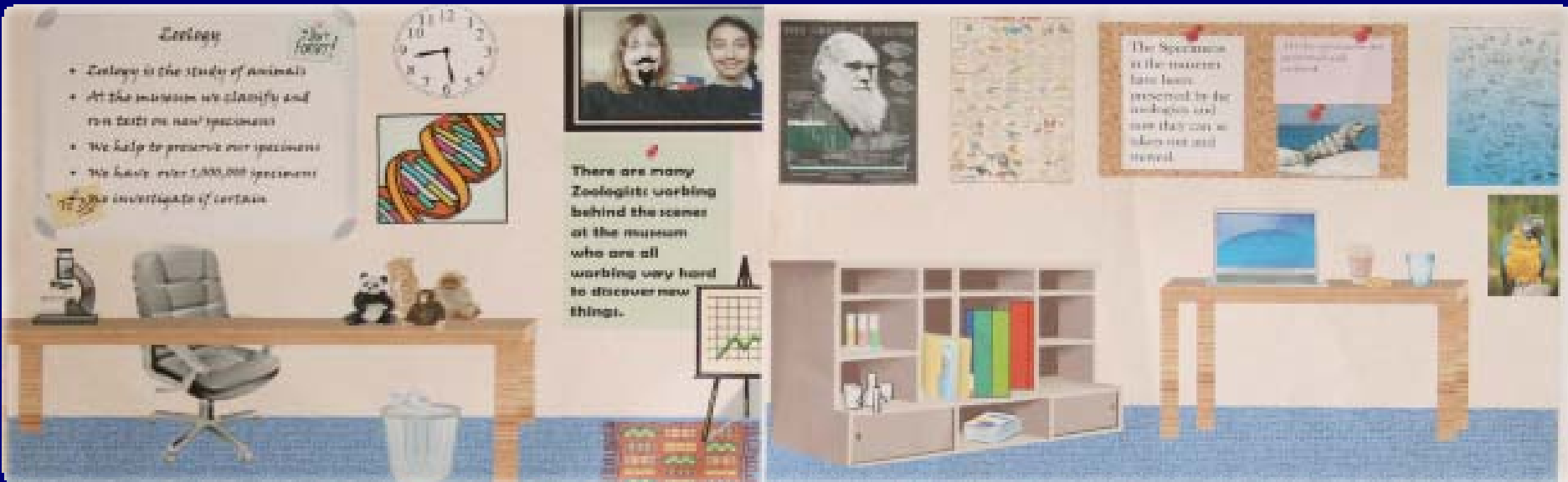
Did you see scanning electron microscope (SEM) images in the Cocoon experience? Try to guess what the SEM images are on the 'What's Under the lens?' page.

Webpages





School visits



Findings

We found that pupils who used the pre-visit material and booklets:

- spent longer in the exhibit (20 min vs 45 min)
- engaged more with the activities and saved information using their NaturePlus card
- were more focused and learnt more during their visit

We found that teachers:

- don't use the resources as they are. They either don't use them at all (time constraints, purpose of visit etc) or modify them to fit their own needs. We need to be able to make them more adaptable.
- the teacher who books a visit is not necessarily the teacher visiting on the day. This makes it difficult to let the right teacher know that these resources exist or remind them of them.

Findings – evaluation methods

Opportunities and successes

- Videoconferencing under these circumstances work well for observation and interviews (both whole classes, small groups and individuals).
- Audio recording provided a whole new angle of feedback for us

Challenges

- Getting teachers to actually use the resources
- Difficult to measure uptake online – only hits available



**NATURAL
HISTORY
MUSEUM**

Questions on evaluation

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Questions on development

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