Style Sheet

Header
Permanent Marker
Size 80

Body
Roboto
Size 40

Web: #0558A8
Web: #F0C430
Web: #008D73
Web: #DB063D
Background
R: 243
B: 243
G: 243
Web: #F3F3FF
Beyond Surveys: Creative Methods for Data Collection in Children’s Museums
Creative Methods
MAGNETIC MIND MAPPING
Supplies

- Boards
- Markers
- Zipper Bags
- Xyron Creative Station
- Magnet Cartridge
STRENGTHS

- Rich Qualitative Data
- Open-ended (Front-end)
- Pre/Post change
- Extra information from facilitation
Weaknesses

- Not great for very young children
- Difficult to quantify
- Facilitation can be mildly labor intensive
How we did it
South and south don't connect.

South and north don't connect.

You have to 0es

Electromagnet
Magnetic field
Iron
South pole
North pole
Attract
Repel
**MAGNETS**

**ATTRACT**

Close magnets attract, but only on a certain side.

**REPEL**

MAGNETIC FIELD

---

**NORTH POLE**

- S

**SOUTH POLE**

- N

---

**REPEL**

South and North repel, and leave, repeat.

**IRON attracts to MAGNET**

**SOUTH POLE**

**ELECTROMAGNET**

---

**NORTH POLE**
MCS can be a Map Navigation Model

Map Color Map Color Model
Check Like New
<table>
<thead>
<tr>
<th>Term</th>
<th>Learned</th>
<th>Already knew</th>
<th>Didn't learn</th>
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<td></td>
</tr>
<tr>
<td>Iron</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attract</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Repel</td>
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<td>15</td>
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<tr>
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<tr>
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<tr>
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<td>6</td>
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<tr>
<td>Term</td>
<td>Learned</td>
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<td>North Pole</td>
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<td>Already Knew</td>
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</tbody>
</table>
Card Sorts can be used to:
- Evaluate understanding
- Evaluate program elements
- Inform decision making
Strengths

- Simple & Fast
- Inexpensive & Flexible
- Recognized
- Visitor Focused
Weaknesses

- Variability
- Time Consuming Analysis
HOW WE DID IT

Visitors reported their interest in farming relate topics.

Have a Mini-Farm in Your Own BACKYARD
Voting Methods
Voting Buckets

- Front end impressions
- Formative feedback
Supplies

- Tokens: buttons, blocks, small toys, etc.
- Voting buckets
- Label images or text
**STRENGTHS**

- Quick and flexible
- Eye catching and fun
- Simple and appealing for many age groups
Weaknesses

- Must be present to facilitate
- Visible stickers could influence votes
- Needs space
How We Did It

Yes, and I’ve come to them!

Yes, but I’ve never come to one.

No, I did not know that.

Were you aware that The Children’s Museum hosts after-hours, adult-only events throughout the year?

Susan Foutz
Director of Research and Evaluation
susanf@childrensmuseum.org
How We Did It

Susan Foutz
Director of Research and Evaluation
susanf@childrensmuseum.org
Were you aware that The Children’s Museum hosts after-hours, adult-only events throughout the year?

(Counting voting; n=157)
STICKER CHART

- Front end impressions
- Formative feedback
Supplies

● Stickers
● Surface to apply stickers
● Question prompt and reply option labels
**STRENGTHS**

- Quick and flexible
- Eye catching and fun
- Simple and appealing for many age groups
Weaknesses

- Must be present to facilitate
- Visible stickers could influence votes
To gather information that will allow the exhibit team to achieve the goal mentioned above, the following key questions were developed:

1. Which dances are each generation within a family group most familiar?
2. Which dances would each generation like to teach to a family member?

Date: 7/12/16   Family ID: ____________  Visitor IDs: ____________________________

The research facilitator will lead visitors through the following steps.

1. Visitor voting: "These are examples of popular dance from the 50s, 60s, 70s, 80s, 90s, 00s, and today. Place a sticker next to all the dances that you know how to do or are familiar with.”

2. Visitor voting: “Now place a sticker next to dances that you know how to do and would like to teach a family member to do.”

3. Follow-up question: “Do you see any popular dances missing from this list?”
HOW WE DID IT

DANCE!
Which dances were YOUR dances?
Dances that visitors knew. (n=84)
What we found

Dances that visitors would be comfortable teaching family members.

(n=84)
Talk Back Methods
**Talk Back Walls**

What you need:
- A wall
- A question
- Paper

*did you find out anything NEW?*
Talk Back Walls

Strengths
- Simple
- Participatory
- Paper

Weaknesses
- “Spam”
- Maintenance
Paper Chains

- Gather feedback over the course of a long program or exhibit
- See how perceptions change over time
Supplies

- Paper strips
- Stapler or tape
Strengths

- Flexible
- Fast
- Fun and friendly
Weaknesses

- Participation frequency
- Surface-level feedback
- No opportunity to probe
What we found

What types of learning and novel experiences do campers self-report?

58% of responses were directly related to weekly learning outcomes; campers have new experiences both within the museum and on field trips.

Finding:

- I learned most of the world’s water isn’t drinkable
- For the first time I programmed a Lego robot
- I learned asparagus grows on a bush
- For the first time I want to be a costume designer
Creative Methods
Beyond Surveys

Creative Methods for Data Collection in Children’s Museums