Presenters

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Background
Planning Year: Review

- Contracted Randi Korn & Associates
- Conducted front-end research
  - Identified a framework of student skills and outcomes
  - Surveyed art museums about their K-12 single-visit school programs
  - Interviews with stakeholders from within and outside the museum world
  - Literature review
- Developed preliminary research plan.
- Pursued funding to launch 3 year study.
- Hired a project manager - Melissa Higgins-Linder
Planning Year Activities: Skills/Capacities

1. Critical Thinking
- Observes and describes
- Connects observations to previous knowledge/understanding
- Interprets visual images, speculates & draws conclusions
- Provides visual evidence to support interpretation (evidential reasoning)
- Recognizes there are many ways to interpret the world

2. Creative Thinking
- Questions and investigates
- Imagines/envisions possibilities (alternative ways of seeing and responding)
- Gains comfort with ambiguity, complexity, the unknown
Planning Year Activities: Skills/Capacities

3. Sensorial and Affective Response
- Experiences a heightened perceptual/kinesthetic/emotional response to objects and/or museum spaces
- Experiences captivation, absorption, sustained attention
- Experiences a sense of wonder, awe (“redirection from the self toward everything else”)

4. Human connections/Empathy
- Connects with human experiences across culture, time, and place.
- Feels personally connected to artworks/objects or their makers.
- Deepens/broadens one’s sense of self in one’s community (e.g. school, city)

5. Academic Development
- Applies classroom knowledge (vocabulary, concepts, etc.) in a new context
- Practices skills that are part of local, state or national standards
- Develops new knowledge that relates to and expands curricular content
# Planning Year Activities: Methodology

<table>
<thead>
<tr>
<th>Study Group</th>
<th>Control</th>
<th>Treatment A</th>
<th>Treatment B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention</td>
<td>None</td>
<td>Single-visit program at an art museum</td>
<td>Single-visit classroom program facilitated by an art museum educator</td>
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<tr>
<td>Pre-Measure</td>
<td>Student Questionnaire Teacher Questionnaire</td>
<td>Student Questionnaire Teacher Questionnaire</td>
<td>Student Questionnaire Teacher Questionnaire</td>
</tr>
<tr>
<td>Program Measure</td>
<td>N/A</td>
<td>Observation of program</td>
<td>Observation of program</td>
</tr>
<tr>
<td>Post-Measure</td>
<td>Student Questionnaire Student Interview Teacher Questionnaire</td>
<td>Student Questionnaire Student Interview Teacher Questionnaire Facilitator Interview</td>
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Launching the Study: Information Gathering

- Surveyed art museums about their K-12 single-visit school programs
- Prepared a report for the NAEA advisory team
- Reflected on results with team to determine criteria for selecting museums as study sites.
Launching the Study: Site Selection

Criteria used for site selection:

- Serve an ample number of students in grades 3 to 6
- Serve Title 1 schools
- Have a student-teacher ratio of 16-20 (or fewer) students per facilitator
- Include 4-5 (or fewer) stops at works of art during gallery program
- Train facilitators in more than one area, such as in art history and inquiry
- Articulate and apply outcomes to train facilitators
- Conduct evaluation/assessment (and implement the results)
- Apply a constructivist approach in school-tour programs:
  - Group dialogue evolves in response to students’ comments and questions
  - Facilitators ask open-ended question
  - Content emerges organically from the group.
Launching the Study: Site Selection

- Using the criteria, we identified 20 potential sites (3-4 per region).

- Currently, determining one site per geographic region (6 sites total).

- Sites will vary in size, type of collection, and governance.
Year 1 - Pilot

Instrument Development and Research Approval:

- RK&A developed four instruments in November 2015:
  - Program observation
  - Teacher questionnaire
  - Student questionnaire
  - Student interview
- Instruments were reviewed by the advisors in December 2015
- Instruments are being tested now (e.g., used by evaluators with teachers & students)
- Instruments will be revised & reviewed with the advisors at a meeting in June 2016

*Instruments and research protocols were also submitted to an Institutional Review Board (IRB) and school districts for review.*
Year 1 - Pilot

Institutional Review Board (IRB)
- Officially designated board that assures appropriate steps are taken to protect human subjects participating in research
- Required for all human subjects research

School District Review
- Individual or board within a school district that reviews research requests
- Not all schools have a designated individual or board to review research requests; individual principals give permission instead
- School district requirements vary widely
Year 1 - Pilot

Pilot Study with The Walters Art Museum
(Baltimore, MD)

● 1 of the 20 museums that meet site selection criteria
● Close proximity to RK&A’s main office
● Willing partner (thank you Amanda Kodeck and company!)
Year 1 - Pilot

Group Discussion:

○ What are best practice for conducting research with school districts, individual schools and teachers?

○ How do we communicate with school districts the benefit of their participation in this study?
Next Steps & Questions