

# DENVER ART MUSEUM

## Listening to Teachers: Using Small Sample Research to Learn About Teacher Users

Discover how the Denver Art Museum has used small sample studies to learn how teachers use DAM online resources. Hear lessons learned and get tips and tricks you can use. Angela Houdyshell, coordinator of teacher resources, will share three concrete examples of small sample studies that had a direct impact on the DAM's teacher website, Creativity Resource [creativity.denverartmuseum.org](http://creativity.denverartmuseum.org).

### Presentation Outline

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1. Denver Art Museum's Creativity Resource for Teachers website, [creativity.denverartmuseum.org](http://creativity.denverartmuseum.org)
  - a) Take inspiration from our culturally diverse collection to produce lesson plans for visual arts, language arts, and social studies teachers
  - b) Over 120 objects from our collection featured on the site and each object is accompanied by at least 3 lesson plans that cover content standards and 21st century skills for early childhood, elementary, and secondary classrooms
  - c) Have worked to add lesson plans that cover language arts and social studies standards as well, which is where the study that we will focus on comes into play
  - d) Also offer full size images of objects to print or view on Promethean or Smart Board, 360 degree views of 3D objects, artist videos, web resources for teachers, museum staff career videos, classroom showcases, and 2 educator blogs
  - e) We schedule school tours, provide PD opportunities for teachers at the museum, webinars, and are working to develop our videoconferencing courses
2. Why evaluate?
  - a) Always looking to improve
  - b) Changes in schools, communities, and how visitors view museums
  - c) Constantly changing technology
  - d) Staff in our department trained to conduct small sample studies
3. Iterative process
  - a) On-site teacher workshops
  - b) Denver Art Museum's Creativity Resource for Teachers website
  - c) Teacher webinars
    - i. Want to know more about

- ii. To do in future webinars
- iii. Work towards for the future

Developed by evaluators Daryl Fischer and Randi Korn

4. Creativity Resource small sample studies
  - a) Creativity Resource study, 2009
    - i. Grant funding paid for professional evaluation study – Quality Evaluation Designs  
Denver Art Museum: Creativity Resource Website Evaluation Report by Marty Tombari, Laurie Bennett, and Gary Lichtenstein. May 2009.  
<http://creativity.denverartmuseum.org/for-teachers/resources/the-dam-approach/>  
For other DAM studies accessible online go to “Discover the DAM” and then “Museum Resources”  
[http://denverartmuseum.org/discover\\_the\\_dam/museum\\_resources](http://denverartmuseum.org/discover_the_dam/museum_resources)  
\*the location of these studies might change with launch of new DAM site
    - ii. Original study after first 2 years of Creativity Resource
    - iii. Teacher online surveys and interviews
    - iv. Informed the next iteration of adding new resources to website
  - b) Creativity Resource intern functionality testing – had to determine first what we wanted to know...
    - i. Are links working properly?
    - ii. Are section titles understandable?
    - iii. Is information easy to find?
    - iv. Conducted a trial test first
5. Language arts (L.A.) teacher panel
  - a) Purpose – to find out how Creativity Resource can best serve the everyday needs of an elementary language arts teacher
    - i. L.A. and art are an obvious match for us but was Creativity Resource an obvious resource for L.A. teachers?
    - ii. How do we reach these teachers?
    - iii. How can we make it easy and intuitive for teachers to search Creativity Resource for resources that address L.A. skills?
  - b) Selecting teachers
    - i. Identify panelist characteristics
    - ii. Contact potential panelists through email and phone
    - iii. Choose day and time – know your audience & keep staff informed
    - iv. Offer incentives based on your budget
  - c) Planning and logistics
    - i. Room set-up
    - ii. Staff to observe
    - iii. Audio recording

- iv. Food & drinks
- d) Discussion guide
  - i. Determine tasks and questions with team
  - ii. Draft tasks and questions and review with team
  - iii. Commit to task and questions
  - iv. Draft discussion guide and send to team for feedback
    - 1. Include verbatim in script
    - 2. Divide into sections for easy read and follow
    - 3. Do not give too much information about product, event, or program
- e) Panel moderator
  - i. Must be objective and informed- -distance from program or exhibit being evaluated; Fischer, D.
  - ii. Make participants comfortable in order to facilitate a conversation; Fischer, D.
  - iii. Train staff, consult local museums
- f) Observing panel
  - i. Be friendly and appreciative to panelists for devoting their time
  - ii. Keep discussion guide out of view
  - iii. Other observers in room – limit interaction with panelists
  - iv. Each person compiles notes about discussion – helps to divide into the same sections as the discussion guide
  - v. Meet as soon as possible after panel
- g) Debriefing after panel

Transcription can be done typically for \$100/hour or have an intern or volunteer complete for you – will have to train them

  - i. Identify what is important for you to gather from conversation – ums, ahs, etc.
  - ii. Will need to help determine how to identify each person speaking
  - iii. Some terminology may be unknown to the transcriber – identify important terms & acronyms
  - iv. Be available to answer questions during transcription process
  - v. Distribute transcription to team and meet again to review

**Listen to teachers, draw conclusions, and implement changes that your staff can handle**