We are asking people for feedback on our "MIND YOUR BRAIN" exhibition to document our experiences.

Is it always
visitor feedback
gathered
for the museum?

Community responses:

1) Strangely questions.
   - Did anyone ever think about taking notes?
   - How many people do you think took notes?
   - Did you like it?
   - Did you have a good time?
   - How long did you stay?

2) Visitors got quotes as tickets
   - Then when they were leaving, they had the option to drop their quotes in a box.

3) Good questions
   - Did you enjoy learning about the route to the ATR?
   - What did you like about the museum?
   - How do you rate the museum?

4) Attire
   - Sometimes surprisingly wrong.
   - Everyone is expecting people to wear,"I'm sorry, but we have a dress code..."

5) Dresser:
   - Should always be a planet?
   - Vote of donation

6) Water fountains
   - No water fountains

7) Coffee shop seating:
   - No seating

8) These hands focused on
   - How does help us
   - Used word "people to write and
   - Other "people those hands of leaves (can't see)

At the end of an
exhibit on "Los Angeles visitors can listen to or record their own
stories about what Los Angeles means to
them."

ASTC 2019 Session:
Are We Promising the Moon? - Lessons Learned on Group Visitor Engagement
This document captures the talkback boards created during the concurrent session with post-it notes collected from audience.
We are asking recipes for good life in our "MIND YOUR BRAIN" exhibition on post-its. Beautiful collection.

1) Our feedback
2) Visitors got pins as tickets and then when they were leaving they had the option to drop the pin in the bin for their fav exhibit.

1) Strong questions that are compelling are key. Small "people" cutouts holding placards to hold sticky responses.

Comments/answers submitted into a lockbox that was reviewed several times a day.

Encouraging...
Exhibit showing figures highlighting natural environments, visitors allowed to create pyro-bond dolls using natural materials...
Is it always visitor feedback or data gathering for the museum?

Bad Experience
Don't use cheap Post-its, we spent a good bit of time picking them up off the floor.

Not-quite-disastrously wrong:
Questions don't demand, "you opposition demands," you should let the older kids see your kids exhibit. Why are there so many older kids? The younger kids (yes, you)

Disaster:
Online reviews, organizations defending negative experiences

Innovative:
Should Pluto be a planet?
Vote w/ donation

We had a Yes/No R/A area with an option to enter more feedback. We had similar issues to "engage people."

2 chalk boards focused on how trees help us.

Used word "for people to write answers inside."
- Other had people trace hands as leaves (leaf your mark)

Coffee shop voting.
You get a token, place inside organization you wish them to donate to in the community.

At the end of an exhibit on Los Angeles, visitors can listen to or record their own stories about what Los Angeles means to them.
TALKBACK
Group Engagement

Multi-generational student experience
A fun learning interaction, enhance
unteach of all ages connect with their
experience. Comfortable and friendly,

Yes to technology! It's important,
Make sure there is something to
Example: Make a
substance

Open-ended creation for students
If you have a goal
(can be open-ended)
Continuity of the process:

Building Racing Cars (NERDY DERBY)

1. Build the Arches

3. Live staff
(Four, Short + Tall)

2. Art Studio
Spaces using materials:
All ages cut out paper, work with each other

4. Field trip:
Model Mars rover from grade
on to your generation
Multi-generation exhibit/experience
- A live butterfly interaction and experience. Visitors of all ages engaged with live butterflies. Grandparents are brought their grandchildren.

Art Studio
- Spaces using watercolor. All ages will sit and paint, work with each other.

Open ended creation can accelerate if you have a goal (can be open-ended continuous) with no set end/success to fulfill, but needs a target, not just idle working.

Tool use - grandparents model behavior it passes down to younger generations.

Live stuff (For us, shock & react touch tiny) Invites all ages

# Art Studio
- Building Racing Cars (nerdy derby)

Build War Arch
Talk Back

Why do it?

Social Learning
- 99% within a group
- Knowledge from collaboration

Group Engagement
- Encourages healthy groups to talk
- Learn from each other

Why?
- Group members feel connected
- "The voice" matters

Social Learning
- From each other
- About each other

Learning Circles
- Round tables
- Round discussions
- Round questions

Leverage:
- Teachers, mentors, leaders
- Connect with others

Became their resource by finding out what they want from your space.
Reasons to not do group collaboration:
- What if no one else present to collaborate with?
- "What if social skills science capital are low enough/different enough to non-collaboration conflict?"

Reasons to not do a visitor feedback exhibit:
- "Maybe you don’t want their feedback?"
- Internet comment boards are a big visitor feedback exhibit, not a said

Introspects:
- Don’t just create them because they are a thing to do.

Group - why not:
- For people who are more internally motivated, they may be more engaged in a solo exercise that lets them work at their own pace and access.
- "Honest sharing of others' learning can fuel up conflict"
How?

Having sufficient materials. "You can" easily read by visitors. Encourage use of materials.

Multiple build areas so that if one collaborative area is not developing as you like, you can build somewhere else.

The needed basic materials over interfaces that encourage cooperation rather than competition. The materials encouraged social.

Design adult-child collaboration.

Designing adult-child collaboration.

-Set a lather
-How can they be given to a younger boy/girl who is 65 or 60 years old to see how much is needed to prevent autistic?

Also one - see f. follow in a circle open ended with any adults telling kids to the lesson with a tool.
How?

- don't have tutors, people want & paid, don't read well.
- Having sufficient materials that are easily restocked (by visiting) encourages lots of participation.
- Design aspects that discourage group participation.
- Exhibits that require people to create an avatar that engages in a series of activities.
- Designing adult-child collaboration.
- Also use specific pass/fail goal (no win/lose-end result). 
  => adults telling kids the "correct" way to do it.
- "Age = 1 Factor:"
  => kids have patience to go through enough/make sure they are old enough to start.
  => how much is needed in physical space? time?
- I've tested some materials/user interface that encouraged competition rather than collaboration. Off materials encouraged all. 
- Why:birth Unlimited: Not having enough, going at an activity. Stopped: 
  => A frame that can go up, take, & redo displays, encourages spot, doesn't take too long.