

# Learning from *Go East*

Selinda Research Associates, Inc.

*Interactivity 2006*

April 24, 2006



# Seven Exhibitions

- Hmong at Heart
- Monkey King
- Jump to Japan
- Japan and Nature
- Song of Korea
- Five Friends from Japan
- Dragons and Fairies



# Research Areas

- The development of children's understandings of Asian cultures.



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- The development of children's understandings of Asian cultures.
- The role of interactivity.
- The impact of the initiative on the field.



# Research Study

- Two visits to each exhibition.



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- Observing visitors.



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- Interviewing visitors.



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- Interviewing museum staff.



# Research Study

- Two visits to each exhibition.
- Observing visitors.
- Interviewing visitors.
- Incorporating evaluation findings.
- Written surveys.
- Interviewing museum staff.
- Analyzing data and writing a report.



# Research Study

## Plan for Today



# Learning from *Go East*

Two useful tools



# Developmental Frameworks

Theory into practice



# Building a Developmental Framework

Age Range (yrs)					
3-5					
5-7					
7-9					
10-12					

# Building a Developmental Framework

<b>Age Range (yrs)</b>	<b>Abilities</b>		<b>Understanding</b>		
	<b>Intellectual</b>	<b>Social</b>	<b>Self</b>	<b>Community</b>	<b>Cultures</b>
<b>3-5</b>					
<b>5-7</b>					
<b>7-9</b>					
<b>10-12</b>					

# Building a Developmental Framework

Age Range (yrs)	Abilities		Understanding		
	Intellectual	Social	Self	Community	Cultures
3-5		Mimic adults. Fantasy and cooperative play.			
5-7		Pursue role play and group play.			
7-9		Compare feelings. Fantasy worlds.			
10-12		Empathetic, but also intolerant.			

# Building a Developmental Framework

Age Range (yrs)	Abilities		Understanding		
	Intellectual	Social	Self	Community	Cultures
3-5		Mimic adults. Fantasy and cooperative play.			From unaware of differences, to awareness with bias.
5-7		Pursue role play and group play.			Differences odd, but some seek explanations.
7-9		Compare feelings. Fantasy worlds.			Make sense of traditions. Differentially value them.
10-12		Empathetic, but also intolerant.			Different world views. Cultures serve a purpose

# Using a Developmental Framework

Age Range (yrs)	Abilities		Understanding			Given what we know:
	Intellectual	Social	Self	Community	Cultures	
3-5						
5-7						
7-9						
10-12						

# Using a Developmental Framework

Age Range (yrs)	Abilities		Understanding		
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5-7					
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10-12					
<b>Given what we know:</b>					

# Using the Developmental Framework

We want you to try this out  
at your museum!

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# Hierarchies

Practice into...more practice



# Playing in *Japan and Nature*





# Hierarchy of Play for a Japanese Drum



<b>0</b>	<b>It makes interesting sounds.</b>
<b>3</b>	<b>I'm playing in Japan...</b>
	<b>...as a Japanese child...</b>
	<b>...doing Japanese traditions.</b>

# Hierarchy of Play for a Japanese Drum



<b>0</b>	<b>It makes interesting sounds.</b>
<b>1</b>	<b>I wonder...?</b>
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# Hierarchy of Play for a Japanese Drum



<b>0</b>	<b>It makes interesting sounds.</b>
<b>1</b>	<b>I wonder...?</b>
<b>2</b>	<b>I'm playing with a drum...</b>
	<b>...in a familiar setting...</b>
<b>3</b>	<b>I'm playing in Japan...</b>
	<b>...as a Japanese child...</b>
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	<b>...but in a far away place...</b>
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<b>2</b>	<b>I'm playing with a drum...</b>
	<b>...in a familiar setting...</b>
	<b>...but in a far away place... ...that I call, "China."</b>
<b>3</b>	<b>I'm playing in Japan...</b>
	<b>...as a Japanese child...</b>
	<b>...doing Japanese traditions.</b>

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	<b>...but in a far away place... ...that I call, "China."</b>
<b>3</b>	<b>I'm playing in Japan...</b>
	<b>...as a Japanese child...</b>
	<b>...doing Japanese traditions.</b>
<b>4</b>	<b>It's a special place &amp; season.</b>

# Hierarchy of Play for Going Fishing



<b>0</b>	<b>I'm playing with cool stuff.</b>
<b>1</b>	<b>I wonder...?</b>
<b>2</b>	<b>Playing with familiar things...</b>
	<b>...in a familiar setting...</b>
	<b>...but in a far away place... ...that I call, "China."</b>
<b>3</b>	<b>I'm playing in Japan...</b>
	<b>...as a Japanese child...</b>
	<b>...doing Japanese traditions.</b>
<b>4</b>	<b>It's a special place &amp; season.</b>

# Hierarchy of Play for Going Fishing



<b>0</b>	<b>I'm playing with cool stuff.</b>
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<b>2</b>	<b>Playing with familiar things...</b>
	<b>...in familiar setting...</b>
	<b>...but in a far away place... ...that I call, "China."</b>
<b>3</b>	<b>I'm playing in Japan...</b>
	<b>...as a Japanese child...</b>
	<b>...doing Japanese traditions.</b>
<b>4</b>	<b>It's a special place &amp; season.</b>
<b>5</b>	<b>Nature is important in Japan.</b>

# Hierarchy of Play for Eating a Meal



<b>0</b>	<b>I'm playing with cool stuff.</b>
<b>1</b>	<b>I wonder...?</b>
<b>2</b>	<b>Playing with familiar things...</b>
	<b>...in a familiar setting...</b>
	<b>...but in a far away place... ...that I call, "China."</b>
<b>3</b>	<b>I'm playing in Japan...</b>
	<b>...as a Japanese child...</b>
	<b>...doing Japanese traditions.</b>
<b>4</b>	<b>It's a special place &amp; season.</b>
<b>5</b>	<b>Nature is important in Japan.</b>

# Hierarchy of Play for Fish Kites



<b>0</b>	<b>I'm playing with cool stuff.</b>
<b>1</b>	<b>I wonder...?</b>
<b>2</b>	<b>Playing with familiar things...</b>
	<b>...in a familiar setting...</b>
	<b>...but in a far away place... ...that I call, "China."</b>
<b>3</b>	<b>I'm playing in Japan...</b>
	<b>...as a Japanese child... ...doing Japanese traditions.</b>
<b>4</b>	<b>It's a special place &amp; season.</b>
<b>5</b>	<b>Nature is important in Japan.</b>

# Beyond the Play, a Knowledge Hierarchy



<b>0</b>	<b>It makes interesting sounds.</b>
<b>1</b>	<b>I wonder what it is?</b>
<b>2</b>	<b>It's a drum...</b>
	<b>...kind of like drums here...</b>
	<b>...but from a far away place... ...that I call, "China."</b>
<b>3</b>	<b>It's a drum from Japan...</b>
	<b>...played by Japanese kids... ...in a special parade.</b>
<b>4</b>	<b>The parade celebrates a religious holiday in autumn.</b>

# Each Level is an Opportunity

<b>0</b>	<b>It makes interesting sounds.</b>	
<b>1</b>	<b>I wonder what it is?</b>	What
<b>2</b>	<b>It's a drum...</b>	
	<b>...kind of like drums here...</b>	can
	<b>...but from a far away place...</b>	
	<b>...that I call, "China."</b>	they
<b>3</b>	<b>It's a drum from Japan...</b>	
	<b>...played by Japanese kids...</b>	learn?
	<b>...in a special parade.</b>	
<b>4</b>	<b>The parade celebrates a religious holiday in autumn.</b>	



# Each Level Presents a Challenge

<b>0</b>	<b>It makes interesting sounds.</b>	
<b>1</b>	<b>I wonder what it is?</b>	How
<b>2</b>	<b>It's a drum...</b>	
	<b>...kind of like drums here...</b>	can
	<b>...but from a far away place...</b>	
	<b>...that I call, "China."</b>	they
<b>3</b>	<b>It's a drum from Japan...</b>	
	<b>...played by Japanese kids...</b>	learn?
	<b>...in a special parade.</b>	
<b>4</b>	<b>The parade celebrates a religious holiday in autumn.</b>	it?



# A Broader Hierarchy for Cultural Exhibits

<b>Level 0</b>	Not thinking about place
<b>Level 1</b>	I wonder where?
<b>Level 2</b>	Recognize the object
	Recognize the setting
	Realize it's far away
	Try to name the place
<b>Level 3</b>	Recognize the country
	Recognize the people
	Recognize their traditions
<b>Level 4</b>	Details of place and time
<b>Level 5</b>	Larger concepts

# Using the Broader Hierarchy

<b>Level 0</b>	Not thinking about place	
<b>Level 1</b>	I wonder where?	<b><i>What would</i></b>
<b>Level 2</b>	Recognize the object	
	Recognize the setting	<b><i>you add</i></b>
	Realize it's far away	
	Try to name the place	<b><i>here?</i></b>
<b>Level 3</b>	Recognize the country	
	Recognize the people	<b><i>Goals?</i></b>
	Recognize their traditions	<b><i>Strategies?</i></b>
<b>Level 4</b>	Details of place and time	<b><i>Outcomes?</i></b>
<b>Level 5</b>	Larger concepts	

# Using the Knowledge Hierarchy

We also want you to try this out  
at your museum!

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# What Else We Are Learning

Three major topic areas



# About Visitors

What visitors know and feel about Asia,  
and specific Asian cultures.

What visitors are taking away from  
exhibit experiences.

# About the Exhibits

Types of exhibition techniques

The roles they play in developing  
children's understanding

# About Hosting *Go East* Exhibitions

Challenges

Practical lessons

Impacts

# Making a Difference

What do you need to know?

How can we best communicate?

# Breakout Sessions



# Three Questions

What types of information would be most useful to the folks who develop, design, and build cultural exhibits for children—what sorts of information will they actually use?

What do exhibit and program developers need to know about how children learn about other cultures in children's museums—what information about learning will they actually use?

What is the best strategy for disseminating information to the folks who develop, design, and build cultural exhibits for children—in a form they will actually use?

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