

Thinking about Child Development while Developing Cultural Exhibitions

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Interactivity 2007

May 10, 2007

www.selindaresearch.com/goeast.htm



Go East! Exhibitions

- *Hmong at Heart* (Hmong culture)
- *Monkey King* (Chinese culture)
- *Jump to Japan* (Japanese culture)
- *Japan and Nature* (Japanese culture)
- *Song of Korea* (Korean culture)
- *Five Friends from Japan* (Japanese culture)
- *Dragons and Fairies* (Vietnamese Culture)



Major Research Area:

The development of children's understandings of Asian cultures

- What is culture to children?
- How do children develop their understandings of culture?
- How did *Go East* exhibitions help children develop their understandings of Asian cultures?



Research Study

- Visits to each exhibition to observe and interview visitors
- *Go East!* exhibition evaluation findings
- Literature review
- Interviewing museum staff



Two Useful Tools

for Thinking about
Child Development
while Developing
Cultural Exhibitions



Developmental Frameworks

Theory into practice



Building a Developmental Framework

| Age Range (yrs) | | | | | |
|-----------------|--|--|--|--|--|
| 0-2 | | | | | |
| 3-5 | | | | | |
| 5-7 | | | | | |
| 7-9 | | | | | |
| 10-12 | | | | | |

Building a Developmental Framework

| Age Range (yrs) | Abilities | | Understanding | | |
|------------------------|---------------------|---------------|----------------------|------------------|-----------------|
| | Intellectual | Social | Self | Community | Cultures |
| 0-2 | | | | | |
| 3-5 | | | | | |
| 5-7 | | | | | |
| 7-9 | | | | | |
| 10-12 | | | | | |

Building a Developmental Framework

| Age Range (yrs) | Abilities | | Understanding | | |
|--------------------------------|---------------------|----------------------------------|----------------------|------------------|-----------------|
| | Intellectual | Social | Self | Community | Cultures |
| 0-2 | | Enjoy watching other kids. | | | |
| 3-5 | | Mimic adults. Fantasy play. | | | |
| 5-7 | | Role play and group play. | | | |
| 7-9 | | Create fantasy worlds. | | | |
| 10-12 | | Empathetic, but also intolerant. | | | |

Building a Developmental Framework

| Age Range (yrs) | Abilities | | Understanding | | |
|-----------------|--------------|----------------------------------|---------------|-----------|---|
| | Intellectual | Social | Self | Community | Cultures |
| 0-2 | | Enjoy watching other babies. | | | Learning own world, almost “pre-cultural.” |
| 3-5 | | Mimic adults. Fantasy play. | | | From unaware to awareness with bias. |
| 5-7 | | Role play and group play. | | | Differences odd, but some seek explanations. |
| 7-9 | | Create fantasy worlds. | | | Make sense of and value traditions. |
| 10-12 | | Empathetic, but also intolerant. | | | Different world views. Cultures serve a purpose |

Dealing with Each Age Range

| Age Range (yrs) | Abilities | | Understanding | | | Given what we know: |
|-----------------|--------------|--------|---------------|-----------|----------|---------------------|
| | Intellectual | Social | Self | Community | Cultures | |
| 0-2 | | | | | | |
| 3-5 | | | | | | |
| 5-7 | | | | | | |
| 7-9 | | | | | | |
| 10-12 | | | | | | |

Dealing with the Range of Ages

| Age Range (yrs) | Abilities | | Understanding | | |
|----------------------------|--------------|--------|---------------|-----------|----------|
| | Intellectual | Social | Self | Community | Cultures |
| 0-2 | | | | | |
| 3-5 | | | | | |
| 5-7 | | | | | |
| 7-9 | | | | | |
| 10-12 | | | | | |
| Given what we know: | | | | | |

Using Our Developmental Framework

We want you to try this out
at your museum!

Sample framework online here:

www.selindaresearch.com/goeast.htm

Make Your Own Framework

Also:

Paper by Jeanne Vergeront
Bibliographies

www.selindaresearch.com/goeast.htm

Hierarchies

Practice into...more practice



Playing in *Japan and Nature*



Hierarchy of Play for a Japanese Drum



| | |
|----------|--------------------------------------|
| 0 | It makes interesting sounds. |
| | |
| | |
| | |
| | |
| | |
| 3 | I'm playing in Japan... |
| | ...as a Japanese child... |
| | ...doing Japanese traditions. |
| | |

Hierarchy of Play for a Japanese Drum



| | |
|----------|--------------------------------------|
| 0 | It makes interesting sounds. |
| 1 | I wonder...? |
| | |
| | |
| | |
| | |
| 3 | I'm playing in Japan... |
| | ...as a Japanese child... |
| | ...doing Japanese traditions. |
| | |

Hierarchy of Play for a Japanese Drum



| | |
|----------|--------------------------------------|
| 0 | It makes interesting sounds. |
| 1 | I wonder...? |
| 2 | I'm playing with a drum... |
| | ...in a familiar setting... |
| | |
| 3 | I'm playing in Japan... |
| | ...as a Japanese child... |
| | ...doing Japanese traditions. |
| | |

Hierarchy of Play for a Japanese Drum



| | |
|----------|--------------------------------------|
| 0 | It makes interesting sounds. |
| 1 | I wonder...? |
| 2 | I'm playing with a drum... |
| | ...in a familiar setting... |
| | ...but in a far away place... |
| 3 | I'm playing in Japan... |
| | ...as a Japanese child... |
| | ...doing Japanese traditions. |
| | |

Hierarchy of Play for a Japanese Drum



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

Hierarchy of Play for a Japanese Drum



| | |
|----------|---|
| 0 | It makes interesting sounds. |
| 1 | I wonder...? |
| 2 | I'm playing with a drum... |
| | ...in a familiar setting... |
| | ...but in a far away place... ...that I call, "China." |
| 3 | I'm playing in Japan... |
| | ...as a Japanese child... |
| | ...doing Japanese traditions. |
| 4 | It's a special place & season. |

Beyond the Play, a Knowledge Hierarchy



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

Each Level is an Opportunity



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

Each Level Presents a Challenge



| | | |
|----------|--|-------------------|
| 0 | It makes interesting sounds. | How |
| 1 | I wonder what it is? | can |
| 2 | It's a drum... | we help |
| | ...kind of like drums here... | children |
| | ...but from a far away place... | move |
| | ...that I call, "China." | up |
| 3 | It's a drum from Japan... | a level |
| | ...played by Japanese kids... | on |
| | ...in a special parade. | the |
| 4 | The parade celebrates a religious holiday in autumn. | hierarchy? |

A Broader Hierarchy for Cultural Exhibits

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

Using the Broader Hierarchy

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

Adapt Our Knowledge Hierarchies

We want you to try this out
at your museum!

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