

Sedgwick Museum of Earth Sciences

**Formative Evaluation for
*Darwin the Geologist***

(and the new panels for the main exhibition space)

**July 2009
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1.0 Introduction

This report summarises the formative evaluation for:

- Darwin the Geologist exhibition
- The new main panels for the main galleries (see Appendix Two),

to help understand the needs of visitors and potential visitors to the museum with regard the new interpretation being developed by the Sedgwick Museum of Earth Sciences in Cambridge.

2.0 Methodology

Feedback was gained from a number of audience group focus groups using samples of texts, design, objects and other interpretative elements to gather opinion on the design and interpretative approaches and whether these suited visitor needs.

Questions for the focus groups were established in a training session attended by staff at the Sedgwick and run by Harriet Foster, training officer for the region.

The questions from the training session for the “Darwin the Geologist” exhibition were as follows:

- What do you feel about the look and feel of the displays? What works well? What is less effective?
- What did you enjoy most?
- What was most interesting?
- What did you dislike or didn't understand?
- What could be done more clearly?
- What did you feel about the objects on display?
- Do you have any ideas on how do you feel that this might be done?
- What would you like to find out more about?
- Any other comments?

This session thus established a number of key questions for the focus group work in the formative stage and these were:

- What did you find interesting?
- What do you feel about the look and feel of the displays?
- What things did you see that could have been done more clearly?
- What would you suggest to make them clearer?
- What would you like to find out more about?
- What surprised you?

Focus groups were undertaken with:

- Adult group numbering 10 individuals (13th May 2009 and included feedback on the new panels)
- Family group with three families (16th May 2009 and included feedback on the new panels)
- Teachers and advisory staff (8th July)

At each focus group opportunity was given to view the preliminary exhibits of the “Darwin the Geologist” exhibition and early designs of new panels for the main gallery (see Appendix Two). A checklist was used for participants of the adult and family groups to focus on key aspects (see appendix 1). Participants were also asked to use post-it notes to write about the aspect they most liked and also the one they least liked with ideas for improvements. A plenary session provided opportunity for participants to discuss what they had seen and what they felt.

Activities (post-it feedback and checklists - see Appendix One) were also used with:

- Two student groups visiting the Sedgwick on the 13th and 20th May 2009

3.0 Feedback on “Darwin the Geologist”

3.1 Adult Group

The adult group consisted of 10 individuals with varying interest in geology. Most had visited the museum in the recent past.

3.11 Checklist feedback

Participants were asked, “For each question please mark the appropriate box (with 1 being poor and 5 being excellent)”. A summary of their responses is given below.

1 How much do you like the colour and design of the preliminary text panels?

1		2		3	4	4	3	5	3
---	--	---	--	---	---	---	---	---	---

2 Was the type-face easy to read?

1		2	1	3	1	4	4	5	4
---	--	---	---	---	---	---	---	---	---

3 Is the layout clear?

1		2	1	3	3	4	3	5	2
---	--	---	---	---	---	---	---	---	---

4 Is the text easy to understand?

1		2	2	3	4	4	2	5	2
---	--	---	---	---	---	---	---	---	---

5 Is the text informative and interesting?

1		2	3	3	5	4	2	5	1
---	--	---	---	---	---	---	---	---	---

6 Did you find the objects related well to the texts?

1		2		3	3	4	3	5	2
---	--	---	--	---	---	---	---	---	---

7 Did you enjoy the interactive elements?

1		2		3		4	2	5	1
---	--	---	--	---	--	---	---	---	---

3.12 Verbal and written Feedback from adult group

Feedback showed they liked:

- Finding out about the collection of the objects
- The *Volcanic Islands* information
- They felt the design was attractive – *“I do not normally like reversed out of solid colour but it works okay for me here”*
- The illustrations for the *Foundation of Geology*
- The human elements which help bring the scientific exhibition alive
- The pull out drawers – *“More please”*
- Quotes from the diary of Darwin *“Using quotes from Darwin is a good idea – they are engaging”*
- The font
- The specimens and in fact they would like more rocks
- The globe interactive
- The mock up of the Beagle
- They enjoyed the human story *“The practical difficulties of the expedition is very good”*

General comments from the discussion highlighted the following aspects

They found the content interesting but commented on the need for:

- More on the **importance of the scientific findings** stressed eg what is important about the rocks? They read about the rocks but weren't made aware of why these were important. They were interested in the significance of the specimens to Darwin's research. They all enjoyed the science and wanted to know why the rocks were important or why he collected fossils. Perhaps the two different strands (Science and Darwin himself) they suggested needed to be on different colours or areas to make clear the focus of each panel.
- More information on **who the experts were** – experts were mentioned but not specified,
- **Text that is less wandering** not only in direction but in tone
- **Less writing – they still wanted lots of information and perhaps even more, but thought that chunking or bullet points might help** *“The text needs a hierarchical nature”* with smaller type giving extra detail on the same theme - at present the Andes text in small size gives information on a completely new topic
- **More visuals** eg a photo of the Andes
- More on the fossils *“Overlooked treasures (Why?) fossil wood – so what! – raises lots of questions”*

They also found the:

- *Collecting Objects that Matter* panel was the most interesting – it really gets to the origin of the collection and the collection process
- Text a little overcomplicated in places with **too many technical terms** *“Probably too many unpacked geological terms” “slightly too technical in parts” “Children would not understand adversity, flirtation, testament, etc”*
- **Objects on display** did not all have explanations
- **Text needs to be of a good size** – some of labels very small. Needed to see labels for the rocks

- **A way of attracting people into the exhibition** – perhaps with footprints and a clear understanding of where to start
- Illustrations of Darwin show him as an old man – there should be some of him as a **young man**
- A possible inclusion of a **sound-scape** - ocean sounds etc?

Specific comments also suggested that the Andes Panel was very difficult to understand. They found it:

- Confusing
- Badly laid out with a lot of information at the bottom
- The map is unclear might be better with the boat route on it
- *“The panel is trying to do too much thought – the text gets a bit small”*
- *“The Andes panel has a geological diagram that I could not see properly and I did not understand it”*

3.2 Family Group

Three families were invited and consisted of 3 parents and five children (ranging from ages 6 to 11)

3.21 Checklist feedback

Participants were asked, “For each question please mark the appropriate box (with 1 being poor and 5 being excellent)”. A summary of their responses is given below.

1 How much do you like the colour and design of the preliminary text panels?

1		2		3		4	2	5	1
---	--	---	--	---	--	---	---	---	---

2 Was the type-face easy to read?

1		2		3	1	4	1	5	1
---	--	---	--	---	---	---	---	---	---

3 Is the layout clear?

1		2		3	1	4	2	5	
---	--	---	--	---	---	---	---	---	--

4 Is the text easy to understand?

1		2	1	3	1	4	1	5	
---	--	---	---	---	---	---	---	---	--

5 Is the text informative and interesting?

1		2		3	1	4	1	5	1
---	--	---	--	---	---	---	---	---	---

6 Did you find the objects related well to the texts?

1		2	1	3		4	2	5	
---	--	---	---	---	--	---	---	---	--

7 Did you enjoy the interactive elements?

1		2		3		4		5	
---	--	---	--	---	--	---	--	---	--

3.22 Children's checklist

Children were asked, "For each question please put a cross along the line telling us how you feel". A summary of results is given below (see crosses for their responses).

1 Did you like the objects on display?

☹ -----|-----X-----XX-----XX- ☺

2 Did you enjoy using the hands on activities (remember they are not quite finished yet)?

☹ -----X-----|-----X--X--X- ☺

3 How much do you like the colour and layout of the text panels?

☹ -----X-----X-----X-----|-----X-----X ☺

4 Were the words clear and easy to read?

☹ -----|-----X--X-----|-----X ☺

5 Do the panels look nice?

☹ -X-----X-----X-|-----X ☺

6 Is the writing easy to understand?

☹ -----X-----X--X-----|-----X ☺

7 Is the information given interesting?

☹ -----X-----|-----X-----X--X----- ☺

8 Is there anything else you want to tell me about the exhibition?

3.23 Written and spoken feedback

Children thought:

- That the information was "fascinating"
- And that the globe will be "really good"

- The pictures are “perfect”
- And they liked the real objects; “I like the bones”

They would like to see:

- More fossils on display
- A coloured picture of the ship – the green ones are a bit bland
- Use of rope, sails and a wheel to make it more like a ship
- More hands-on
- Bigger writing
- Transcriptions of the diary so they could read it
- Some exhibits were too low and needed putting higher up

Adults thought:

- The text panels were logical
- It was informative and interesting
- The ship theme with the wooden floors was a good idea
- The drawers were great
- There was a good selection of rocks
- The layout was good
- The cabin case was an excellent idea
- The Globe will be good and “bring it alive”
- There was good use of real specimens; “good to see real specimens”
- There was good design

Their concerns concentrated on the following elements:

- Text
 - Too much writing
 - Larger sized text – it was too small in places
 - There were some long words and sentences – and it was hard to pick out the key points – perhaps some bold on the key words
 - Bullet points would be better
 - *“Layout of text needs breaking up”*
 - need to relate specimens to the text – eg *“Linking the rock specimens on the shelves to the text”*
 - *“What did the rocks tell Darwin – what did he think? This could be brought out more”*
 - Information on why the rocks are important
- More information about the rocks
- More story about Darwin – humanizes it
- The flat cases are too high for children
- Design
 - More variety of colour in the panels. They liked the blue but not the brown so much but did think that several colours was a good idea
 - Show direction supposed to go in – an introductory panel would be good too – to outline the focus of the display
 - Make it look more like a boat
 - A bit squashed for space in places – eg Andes
- More personal artifacts
- Some rocks to handle
- To know what happened to the Beagle afterwards

3.3 Student feedback from teaching session 13th May

3.31 Checklist Feedback

Participants were asked, "For each question please mark the appropriate box (with 1 being poor and 5 being excellent)". A summary of their responses is given below

1 How much do you like the colour and design of the preliminary text panels?

1		2		3	2	4	8	5	1
---	--	---	--	---	---	---	---	---	---

2 Was the type-face easy to read?

1	1	2	1	3	3	4	3	5	3
---	---	---	---	---	---	---	---	---	---

3 Is the layout clear?

1		2	3	3	1	4	4	5	3
---	--	---	---	---	---	---	---	---	---

4 Is the text easy to understand?

1		2		3	3	4	6	5	2
---	--	---	--	---	---	---	---	---	---

5 Is the text informative and interesting?

1		2		3	2	4	6	5	3
---	--	---	--	---	---	---	---	---	---

6 Did you find the objects related well to the texts?

1		2		3	3	4	3	5	2
---	--	---	--	---	---	---	---	---	---

7 Did you enjoy the interactive elements?

1		2		3		4	7	5	2
---	--	---	--	---	--	---	---	---	---

3.32 Student feedback stated that they enjoyed the:

- Good content - understandable
- Good balance of objects
- Attractive font for titles
- Good use of colour
- The graphics
- Readable texts
- Globe concept
- Contrast

They wanted:

- Increased size of the text as sometimes too small

- The orange (brown) colour changed as it id not so clear; “Pale text on brown is difficult to read”
- The Andes picture moving up the panel as it is too low and too small
- Diagrams to be bigger eg “Down to veins of the earth needs larger graphics”
- Back drops in the glass cases to liven it up a little
- More space to move around in – not really room for buggies or wheelchairs.
- More for children

3.4 Student Group 20th May

3.41 Checklist feedback

Participants were asked, “For each question please mark the appropriate box (with 1 being poor and 5 being excellent)”. A summary of their responses is given below

1 How much do you like the colour and design of the preliminary text panels?

1		2		3	2	4	1	5	2
---	--	---	--	---	---	---	---	---	---

2 Was the type-face easy to read?

1		2		3		4	2	5	3
---	--	---	--	---	--	---	---	---	---

3 Is the layout clear?

1		2		3		4	3	5	2
---	--	---	--	---	--	---	---	---	---

4 Is the text easy to understand?

1		2		3	1	4	2	5	1
---	--	---	--	---	---	---	---	---	---

5 Is the text informative and interesting?

1		2		3	2	4	2	5	1
---	--	---	--	---	---	---	---	---	---

6 Did you find the objects related well to the texts?

1		2		3	2	4	1	5	2
---	--	---	--	---	---	---	---	---	---

7 Did you enjoy the interactive elements?

1		2		3		4		5	
---	--	---	--	---	--	---	--	---	--

3.42 Written feedback from students

They liked the :

- Concept of the exhibition

- Quotes and the pictures
- Drawers and the design

Feedback on areas for improvements included the need to:

- Show his energy
- Change the brown colour used for the panel
- Have more things to touch
- Be more photos – perhaps to show where the rocks come from
- Have more labels for the specimens on display, especially the rocks

3.5 TOTAL checklist feedback

Participants were asked, “For each question please mark the appropriate box (with 1 being poor and 5 being excellent)”. A summary of ALL their responses is given below

1 How much do you like the colour and design of the preliminary text panels?

1		2		3	8	4	14	5	7
---	--	---	--	---	---	---	----	---	---

2 Was the type-face easy to read?

1	1	2	2	3	5	4	10	5	11
---	---	---	---	---	---	---	----	---	----

3 Is the layout clear?

1		2	4	3	5	4	12	5	7
---	--	---	---	---	---	---	----	---	---

4 Is the text easy to understand?

1		2	3	3	9	4	11	5	5
---	--	---	---	---	---	---	----	---	---

5 Is the text informative and interesting?

1		2	3	3	10	4	10	5	6
---	--	---	---	---	----	---	----	---	---

6 Did you find the objects related well to the texts?

1		2	1	3	8	4	9	5	6
---	--	---	---	---	---	---	---	---	---

7 Did you enjoy the interactive elements?

1		2		3		4	9	5	3
---	--	---	--	---	--	---	---	---	---

The overall results show a very positive response to the exhibition. Most responses were in the top to responses. A small number found the layout and text difficult to understand.

4.0 Recommendations

Recommendations from the evaluator summarizing the key aspects that came out of all the focus groups held before the finalizing of the displays and interpretative elements for Darwin the Geologist are:

- That all text should be of a good size, including specimen labels
- That text needs to be broken up – with shorter sub-sections, perhaps with bullet points or key words in bold. Text simplified with less complex words where possible (but not information level – in fact they are keen to learn as much as possible about Darwin and about the rocks he collected)
- Clarity on the different strands of the exhibition– Darwin’s life and the science are both interesting topics and obviously linked but the threads sometimes get a little confused
- More on why the rocks are important etc
- Rocks to handle
- Make sure that text links clearly to the material on display
- Transcriptions of the diary pages on display
- Some additions to make the space look more like a boat eg a rope or two?
- Brown panel not as popular as the blue
- The Andes panel needs sorting, making higher up and the graphics made to be much clearer
- Some way of direction people to the exhibition

5.0 Feedback from teacher focus group held after the opening of Darwin the Geologist

5.1 Attendees:

St Bede’s Interchurch School
St Bede’s
Saffron Walden High School and St Bede’s
Cambs County Council
Suffolk CC
St Bede’s
Cambs CC

5.2 Key questions for teacher focus group

Key Questions had slightly different focus to the formative focus groups and considered how the education officer could support school use of the exhibition. These questions were:

- What is your Initial impression?
- What connects with you and your teaching programmes?
- How might you use the museum with your students?
- What aspects link well to the teaching of science processes, or the use of evidence?
- What are the issues related to visits to the museum?
- What support and/or materials would you need to help with a visit?
- What other approaches might work – outreach sessions in school, independent learning opportunities for students (eg with homework), lab sessions, web content, resources for the classroom for example?
- Would a joint visit with an associated museum, such as the zoology museum provide better value?

5.3 Feedback

Feedback from teachers is summarised in the table below with in the right hand column ideas for specific museum resources or activities

Theme	Potential Museum Response
<p>Geography has a number of new areas for focus and these include climate change and ecosystems. Amanda is keen to develop resources and new approaches to link into these</p>	<p>Non discussed</p>
<p>There is also a need to look for extra activity and stimulation for gifted and talented groups</p>	<p>Non discussed</p>
<p>New GCSE and AS, A levels and adult education now have a much greater focus on skills development and an understanding of the science (or geography process)</p>	<p>Non discussed</p>
<p>There are huge issues in getting students out of school The major obstacle is that teachers are now not allowed to cover others that are out on trips etc. This means there is a large cost for cover by supply teachers.</p> <p>There is also resistance from other teachers at a trip means missing lessons, assessments etc</p>	<p>Find money to help fund this, loans and resources in classrooms, possibly also outreach if the museum counts this type of work in its numbers game</p> <p>A more cross curricular approach may help</p>
<p>A need for quality images – these could then be used as a resource in the classroom</p> <p>Currently they use models in modelling clay to work on adaptations, using questioning techniques to think and consider evidence and realise their own ideas and a focus on for example adaptation etc.</p> <p>Pupils are encouraged to predict what they think an object is – gaining more clues as they go.</p> <p>Children often find marine fossils and these could help consider changing sea levels – geography is now looking at the marine environment –</p>	<p>Possible partnership with RGS (Amanda has links with them, so does Kate) to produce photos and objects in a loans box</p> <p>Photos linked to climate change and the local climate change in this area since Ice Age etc – showing the change in flora and fauna with for example photo of an elephant and then some samples of bones from Barrington</p> <p>This would make a good loans box with some simple questions about learning from objects</p> <p>Amanda keen to write materials to link to the resources in a loan box</p> <p>This could link well to current research in the department and perhaps be partly an activity to consider global arming – considering</p>

	the evidence and discussing what happens naturally and what impact humans have had. Link to local change
Darwin exhibition	This was generally received well with some criticism of a need for a greater introduction but teachers liked the links to aspects that students could relate to – eg £10 notes, the quiz etc) A good cohesive space that would be good for one group of a class. Others would need to work elsewhere in the museum A family tree would be helpful to set Darwin into a family context
People theme would work well – looking at a number of different scientists – eg Darwin, Mary Anning, Hutton etc – their development of ideas, approach to science etc, what they thought fossils were and how their ideas fed into other scientists’ work eg their ideas about the concept of time, geological time etc	
<p>Personal learning and thinking skills (PLTS)</p> <p>Personal learning and thinking skills (PLTS), together with functional English, mathematics and ICT, cover the areas of competence that are most demanded by employers. Integrating these skills into the curriculum and qualifications will provide learners with a platform for employability and further learning. PLTS are:</p> <ul style="list-style-type: none"> • team working • independent enquiry • self-management • reflective learning • effective participation • creative thinking. 	A great opportunity here to link in to cross curricular strands and also science related skills.
Enquiry approach	Eg Parallel Roads of Glen Roy – the

<p>Problem solving Observation Evidence – including fakes (eg fossils) How science works Mechanism to explain theory Communicating ideas to other scientists – talks, papers etc The PROCESS</p>	<p>different theories to explain this phenomenon – changing ideas through history to fit the evidence including Darwin Eg also Burgess Shales Also using Darwin’s notebooks to look at observation and the evidence gained. How might students do this? Planning a project – time, approach etc</p> <p>Possible activity using a press conference reporting on an object study – presenting their ideas</p> <p>Also the Great Debate – zoology dept</p> <p>Pod casts – of the best press conferences or use website Promotes group work and an opportunity to present controversy and consider different people’s points of view</p> <p>NB overall curriculum aims not just about learning but wider aspects such as the responsible citizen</p>
<p>Independent learning – some do make independent visits . Web may also be a good opportunity for this.</p>	<p>An opportunity for pupils to evaluate museum etc on the web – using a template in word – become a good plenary session for the classroom</p>

6.0 Overall Conclusions

The formative evaluation process was a really valuable experience for all and provided feedback from potential visitors for the new exhibition “Darwin the Geologist” that was invaluable in informing alterations. Of particular value was the feedback on the text itself, which helped encourage debate on the writing process and on the final version.

Hopefully this process has helped produce a better exhibition, which visitors will enjoy and learn from. The summative evaluation now being undertaken will be able to provide feedback on this at a later stage.

The table below highlights key aspects that focus groups felt needed improving and the responses made by the exhibition team. Some aspects were not changed as it was felt that the completed exhibition would actually fulfil the request whilst others informed changes.

Recommendation from formative	Response from project team
-------------------------------	----------------------------

evaluation	
That all text should be of a good size, including specimen labels	Labels were scaled up to provide a large enough area for text rather than scaling down the font size
That text needs to be broken up – with shorter sub-sections, perhaps with bullet points or key words in bold. Text simplified with less complex words where possible (but not information level – in fact they are keen to learn as much as possible about Darwin and about the rocks he collected)	The text was edited to reduce the length and break up sections into more manageable chunks throughout. Lists were used where appropriate (see 'Recording' table-case).
There should be clarity in the different strands of the exhibition– Darwin's life and the science are both interesting topics and obviously linked but the threads sometimes get a little confused	This is addressed by the exhibition as a whole using colour coding and areas to signal themes that emphasise Darwin's life and science however it was considered important that the science was not presented as something entirely separate from Darwin's life as a whole.
There should be more on why the rocks are important etc	Early panels of the exhibition – 'The collection' and 'Darwin the geologist' address this content
Rocks to handle	There are handling specimens around the globe interactive and in the 'touch a rock' section.
To make sure that text linked clearly to the material on display	This was a priority throughout the final edit of the entire exhibition text.
Transcriptions of the diary pages on display	- All segments of diary pages or letters referred to specifically in the text have been transcribed in the text captions.
Some additions to make the space look more like a boat eg a rope or two?	There is a cabin reconstruction in the central cases and the floor has been treated to appear more like the decking of a ship.
Brown panel not as popular as the blue	The colour scheme as a whole is important to the design of the exhibition and signalling different themes. We decided to keep the various colours as an aide to understanding.
The Andes panel needs sorting,	The Andes panel text was

<p>making higher up and the graphics made to be much clearer</p>	<p>clarified, shortened – the images made higher and supplemented an image taken in the Andes.</p>
<p>Some way of direction people to the exhibition</p>	<p>High-level banners, the glowing magic planet globe and a 1.5x-life-size bust of Charles Darwin are now in place to attract and guide people to the exhibition.</p>

APPENDIX ONE

“Darwin the Geologist”

CHECKLISTS

ADULT

For each question please mark the appropriate box (with 1 being poor and 5 being excellent)

1 How much do you like the colour and design of the preliminary text panels?

1		2		3		4		5	
---	--	---	--	---	--	---	--	---	--

2 Was the type-face easy to read?

1		2		3		4		5	
---	--	---	--	---	--	---	--	---	--

3 Is the layout clear?

1		2		3		4		5	
---	--	---	--	---	--	---	--	---	--

4 Is the text easy to understand?

1		2		3		4		5	
---	--	---	--	---	--	---	--	---	--

5 Is the text informative and interesting?

1		2		3		4		5	
---	--	---	--	---	--	---	--	---	--

6 Did you find the objects related well to the texts?

1		2		3		4		5	
---	--	---	--	---	--	---	--	---	--

7 Did you enjoy the interactive elements?

1		2		3		4		5	
---	--	---	--	---	--	---	--	---	--

8 Are there any other specific issues you would like to comment on?

CHILDREN'S CHECKLIST

For each question please put a cross along the line telling us how you feel.

1 Did you like the objects on display?

☹ -----|-----|----- ☺

2 Did you enjoy using the hands on activities (remember they are not quite finished yet)?

☹ -----|-----|----- ☺

3 How much do you like the colour and layout of the text panels?

☹ -----|-----|----- ☺

4 Were the words clear and easy to read?

☹ -----|-----|----- ☺

5 Do the panels look nice?

☹ -----|-----|----- ☺

6 Is the writing easy to understand?

☹ -----|-----|----- ☺

7 Is the information given interesting?

☹ -----|-----|----- ☺

8 Is there anything else you want to tell me about the exhibition?

Appendix TWO

Sedgwick Museum: New Panels

FEEDBACK

1.0 Adult group

1.1 Checklist

Participants were asked, “For each question please mark the appropriate box (with 1 being poor and 5 being excellent)”. Summaries of feedback are given below.

1 How much do you like the colour and design of the preliminary text panels?

1	2	2	1	3	2	4	1	5	4
---	---	---	---	---	---	---	---	---	---

2 Was the type-face easy to read?

1		2	1	3	2	4	3	5	4
---	--	---	---	---	---	---	---	---	---

3 Is the layout clear?

1	1	2	1	3	1	4	5	5	2
---	---	---	---	---	---	---	---	---	---

4 Is the text easy to understand?

1		2	3	3	2	4	1	5	4
---	--	---	---	---	---	---	---	---	---

5 Is the text informative and interesting?

1		2	2	3	2	4	2	5	4
---	--	---	---	---	---	---	---	---	---

6 Are the diagrams easy to understand?

1	5	2		3	1	4	3	5	1
---	---	---	--	---	---	---	---	---	---

7 Are the diagrams interesting?

1	1	2	2	3	1	4	3	5	1
---	---	---	---	---	---	---	---	---	---

8 Was it easy to find the objects linked to the panel?

1	1	2	2	3	2	4		5	3
---	---	---	---	---	---	---	--	---	---

1.12 Verbal and written feedback showed that they enjoyed the:

- Interesting content “text is accessible and interesting”
- Way it was put together
- Aspects for children; “Kid’s will love the T-rex”
- Use of colour
- Layout
- Ease in finding the fossils in the gallery
- Readability of the text

They wanted to see improved the:

- Text
 - Exciting but some editing is needed
 - I like the landscape and how it links to the fossils
 - Make titles and sub-titles more accessible
 - Text too intimidating
 - Poor grammar
 - Reduce technical terms
- Graphics
 - Using computer generated images to show what the fossils would look like when alive
 - Keys to help explain the graphics
 - Epochs not clear – need legends for graphs etc
 - Sea level needs bigger text
 -
- Panels
 - Too modern for this part of the museum where it is quite old fashioned – use a more appropriate design – more 19th century

1.13 Specific comments

Oxford Clay

- Good to see the geological map to show the formation
- Why are ammonites so important?
- Lose long words such as Perisphinctes etc
-

Jurassic

- Picture of pangea would be useful
- Title of sea level needed
- What does blue mean on map – key
- Text is too note form

T-Rex

- What is L Creek Formation
- Where is the cast?

2.2 Family Focus Group

2.21 Checklist

Participants were asked, “For each question please mark the appropriate box (with 1 being poor and 5 being excellent)”. Summaries of feedback are given below.

1 How much do you like the colour and design of the preliminary text panels?

1		2	1	3	1	4		5	1
---	--	---	---	---	---	---	--	---	---

2 Was the type-face easy to read?

1		2		3	1	4	1	5	1
---	--	---	--	---	---	---	---	---	---

3 Is the layout clear?

1	1	2		3	2	4		5	
---	---	---	--	---	---	---	--	---	--

4 Is the text easy to understand?

1		2	1	3	2	4		5	
---	--	---	---	---	---	---	--	---	--

5 Is the text informative and interesting?

1		2	1	3	1	4		5	1
---	--	---	---	---	---	---	--	---	---

6 Are the diagrams easy to understand?

1	3	2		3		4		5	
---	---	---	--	---	--	---	--	---	--

7 Are the diagrams interesting?

1		2	1	3		4	2	5	
---	--	---	---	---	--	---	---	---	--

8 Was it easy to find the objects linked to the panel?

1	2	2		3		4	1	5	
---	---	---	--	---	--	---	---	---	--

2.22 Children’s Checklist

For each question please put a cross along the line telling us how you feel.

1 How much do you like the colour and lay out text panels?

☹ -----|-----X-----X-----X-----XX ☺

2 Were the letters and words clear and easy to read?

☹ -X-----|-----XX-----|XX-----X----- ☺

3 Do the panels look nice?

☹️ -----X-----|-----X--|--X-----X----XX-- ☺️

4 Is the writing easy to understand?

☹️ --X-----|--X-----XX--|-----X----- ☺️

5 Is the information given interesting?

☹️ -----|-----X-----|-----X----XXX-- ☺️

6 Do the pictures and graphs make sense?

☹️ -----X-----|-----X-----|-----XX-- ☺️

7 Did you find the skull of T-Rex? YES (4) NO(1)

8 Is there anything else you want to tell me about the panels?

2.22 Written and spoken feedback

Feedback showed that the families at the focus group liked:

- The interesting and informative text
- The T-Rex panel in particular – clear and colourful. They wondered whether there would be more panels on a specific fossil or animal as they thought this worked well
- Linking the logo on the panel to that on the window blind
- The good size and location of panels

The children liked the following:

- More pictures and colour
- Lovely pictures
- Good layout

They wanted:

- Easier writing
- Bigger writing
- To know why is T-Rex blue
- Different colour panels
- Improve information as it was hard to understand
- To improve the graphs are a difficult to read

The adults thought that:

- It would like to see transition of earth's plates on Jurassic Plates

- It would be good to know how accurate is the picture of T-Rex?
- There was too much information and text is a little too complex. “It is all a bit too fussy”
- You don’t need gallery maps at the bottom – a map of the actual bay with symbols as to where the relevant fossils are would be really good
- The time line needs to be vertical – using a 3-d copy of the one by the entrance to this level would be good – highlighting the period that the bay is about
- The pictogram of the sea level is making a good point but it is unintelligible. Some way of making it easier to understand is needed. This is a really good idea but a simpler graphic is needed, and perhaps “a little man to show more clearly how deep it gets”.
- Small pictures needed to be bigger and dispersing around the panel.
- There needed to be links to the objects need t be better – use the plan at bottom to show where they are in the displays. “Pictures of what the fossils would have looked like when they were alive” would be good
- The map on the Jurassic panel is too big
- The graphics need keys and are “complicated”
- A checklist for kids to tick when seen various fossils would be good (handout)

3.0 Recommendations

- Simplify graphics and make keys clear and helpful. The time line would be good if it could be vertical
- They liked the sea level graphic but this was difficult to comprehend – more explanation
- Plenty of visual information – large and spread around the panels
- Map at bottom should be of the bay itself with graphics to show where the fossils being discussed are displayed
- Simplification of text (not the information given) into shorter bullet point style – perhaps with key words in bold

4.0 Checklists used

**Main Exhibition panels
Focus Group CHECKLIST feedback
Sedgwick Museum**

For each question please mark the appropriate box (with 1 being poor and 5 being excellent)

1 How much do you like the colour and design of the preliminary text panels?

1		2		3		4		5	
---	--	---	--	---	--	---	--	---	--

2 Was the type-face easy to read?

1		2		3		4		5	
---	--	---	--	---	--	---	--	---	--

3 Is the layout clear?

1		2		3		4		5	
---	--	---	--	---	--	---	--	---	--

4 Is the text easy to understand? Do you prefer the bullet or full text?

1		2		3		4		5	
---	--	---	--	---	--	---	--	---	--

5 Is the text informative and interesting?

1		2		3		4		5	
---	--	---	--	---	--	---	--	---	--

6 Are the diagrams easy to understand?

1		2		3		4		5	
---	--	---	--	---	--	---	--	---	--

7 Are the diagrams interesting?

1		2		3		4		5	
---	--	---	--	---	--	---	--	---	--

8 Was it easy to find the objects linked to the panel?

1		2		3		4		5	
---	--	---	--	---	--	---	--	---	--

9 Are there any other specific issues you would like to comment on?

Post-it Activity

Please view the preliminary text panels.
Read and reflect on what you think about the following key areas:

- The colour and design of the text panels
- The graphics – the photos are actually of the real specimens – did you notice this?
- The style of the text – ie the font – is it easy to read, and visually pleasing?
- The content of the text – does it make sense, is it easy to understand, is it interesting and informative?
- The link to the objects – can you find the ones relevant to the panel? Did you manage to use the fossil finder?

When you have finished please use a post-it to tell us what is the best aspect of the exhibition so far and use a ... post it to tell us what aspect you feel need to be improved and if possible how.

**NEW Gallery Panels
Focus Group CHILDREN's CHECKLIST
Sedgwick Museum**

For each question please put a cross along the line telling us how you feel.

1 How much do you like the colour and lay out text panels?

☹ -----|-----|----- ☺

2 Were the letters and words clear and easy to read?

☹ -----|-----|----- ☺

3 Do the panels look nice?

☹ -----|-----|----- ☺

4 Is the writing easy to understand?

☹ -----|-----|----- ☺

5 Is the information given interesting?

☹ -----|-----|----- ☺

6 Do the pictures and graphs make sense?

☹ -----|-----|----- ☺

7 Did you find the skull of T-Rex? YES/NO

8 Is there anything else you want to tell me about the panels?