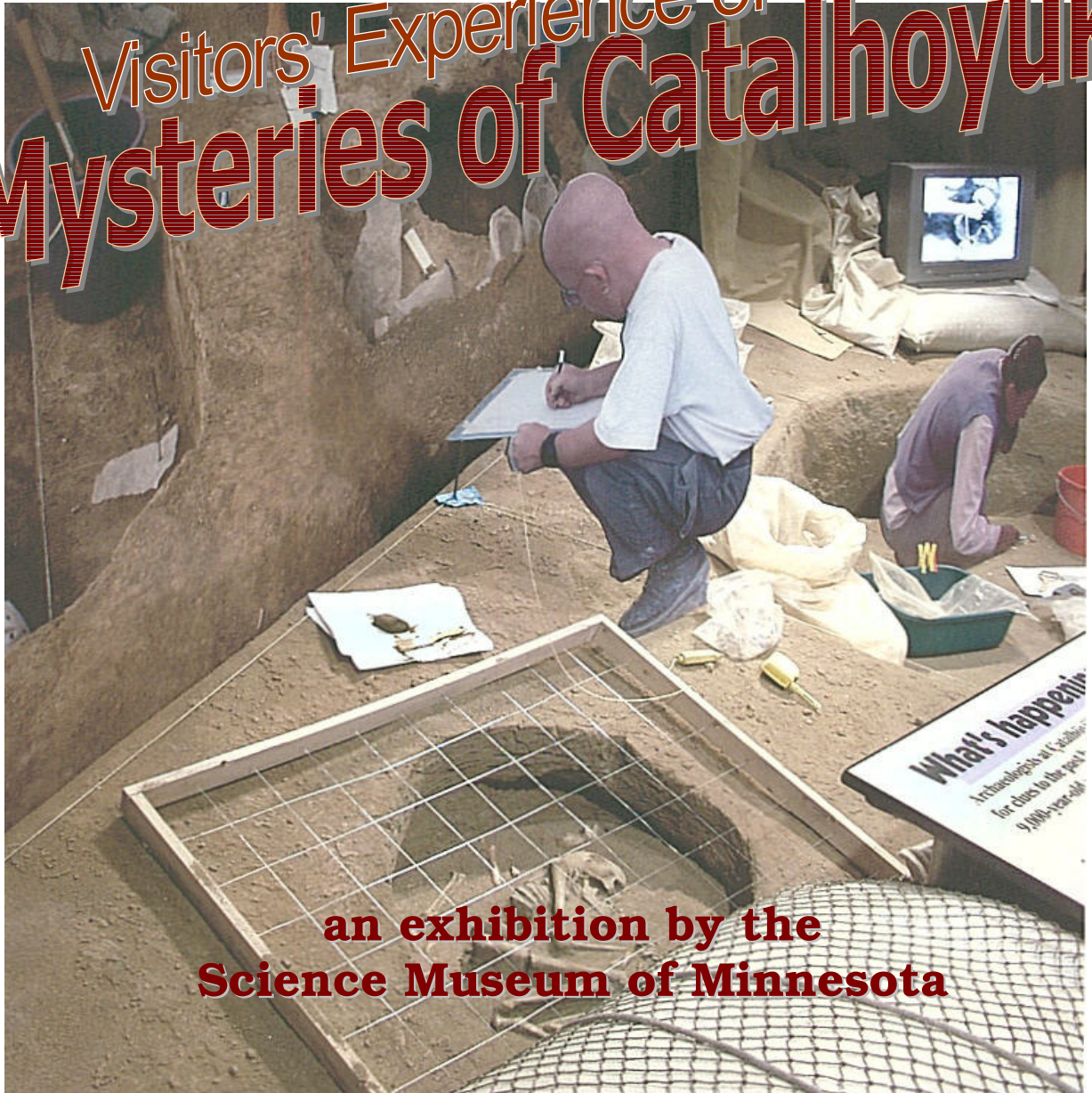


Visitors' Experience of Mysteries of Catalhoyuk



**an exhibition by the
Science Museum of Minnesota**

**Research report prepared by:
People, Places & Design Research**

Summative Evaluation:
Visitors' Experience of *Mysteries of Çatalhöyük*
at the Science Museum of Minnesota

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Executive Summary

This evaluation of *Mysteries of Çatalhöyük* was commissioned by the Science Museum of Minnesota to provide objective feedback about the character of visitors' experiences in this exhibition. The process of investigating visitors' experiences included assessing and analyzing the extent of their use of the exhibition, awareness and perception of the interpretive messages presented, reactions to selected exhibit features, satisfaction with the experience, and characteristics of the audience who chose to see it; of these topics, the analysis of interpretive messages was considered to have primary importance.

The exhibition planning team was well aware of numerous challenges in communicating the interpretive messages of this exhibition, such as:

- most exhibitions about digs feature the trophy artifacts that were found (e.g., King Tut's gold, or a dinosaur skeleton) whereas this exhibition was about the scientific process much more than about the 'finds;'
- scientists (anthropologists, archaeologists, etc.) are often perceived to be remote people and probably middle-aged, dull and too technical to hold much interest (with the exception of Indiana Jones as the adventurous model of archaeologists), whereas this exhibition intended to show them as normal people at work (e.g., a range of ages, wearing casual clothes, with typical concerns such as being thirsty in a hot environment or wanting to hang out with other workers and have a beer after work);
- typically, exhibitions about cultures are interesting to museum visitors if the cultures are exotic or if people can identify with the subject, whereas the cultural connection with Çatalhöyük is weak because there are no images of actual people, the artifacts and evidence about their daily lives are embodied in small bits of seeds/plaster/obsidian etc., so the exhibit team was curious about why children or adults in Minnesota would care about this project in a place that's so distant and isn't on their minds; and
- the dig project at this site is in its early stages, with many unanswered questions about what they're finding and what it means, but visitors to an exhibition about a dig are normally expecting answers about such things (discoveries made, mysteries solved).

These challenges were investigated and clarified in a Concept Planning ('front end') Study (1999), and feedback about the proposed exhibition components was obtained in formative evaluation (Storyline Testing, 2001). Now, this systematic summative evaluation provides specific information about visitor experiences of this exhibition.

Research method

After being open to the public for 4-6 months, this evaluation focused on the perceptions of independent visitors (not school groups). Interviews were conducted from mid-February through mid-April with 423 randomly selected visitor groups as they were leaving the exhibition; one adult per visitor group was selected as the primary spokesperson. The sample of people was demographically similar to a previous spring survey, suggesting that it embodied a representative array of SMM visitors – including adults as well as families with children, a variety of ages and education levels, approximately as many men as women, and frequent /infrequent /lapsed /and first-time visitors.

HIGHLIGHTS OF THE FINDINGS

Unlike other exhibitions where a strong main message is communicated to all visitors, visitors' experience of *Mysteries of Çatalhöyük* is better characterized as a “multiple entry, multiple exit”¹ experience. In other words, across the visiting public there is a wide range of understanding about the science of a dig, and at different levels of experience they could each add something to what they knew. Some people, for example, came in with a basic awareness of what a dig site might look like but very little understanding of the science behind it and left with a better understanding of basic methods or principles, while other people came in with considerable interest and familiarity and left with new insights about methods, collaboration, and interpreting evidence. A successful exhibition should offer something to naïve as well as expert visitors; this one certainly did.

Overview of visitors' perceptions:

- ◆ Visitors' top-of-mind comments about the subject matter and interpretation of this exhibition reveal three primary themes: *how we study the past* (archaeology, the nature of the work, how a dig works), *learning about an ancient culture*, and *comparisons between past and present*. This seems like a healthy mix of perceptions about the process, plus the meaning being sought by the project, and the way that people relate that meaning to their own lives.
- ◆ Using structured questions to go beyond top-of-mind comments, visitors picked two statements as the best characterization of the exhibition: “It’s a good typical story of an archaeological dig” and “A place where scientists are asking lots of questions, but don’t have many answers yet.” Clearly, the context and tone of the exhibition were recognized.

Beyond that broad overview, there were several particularly challenging interpretive messages in this exhibition, as noted at the beginning of the Executive Summary, and the evaluation indicates progress on most of them:

- ◆ There is an insurmountable tendency for the public to focus on the fact that archaeological digs are about finding artifacts and making discoveries. That this exhibition had no original artifacts and emphasized the process of interpreting evidence did not sway people from thinking that the scientists were “discovering important artifacts” or even “finding precious treasures.” However, it’s interesting that visitors defined such “treasures” as bits of evidence from human life long ago, and that burnt seeds, bones, old broken pieces of everyday items were considered important and valuable.
- ◆ ‘Unanswered questions’ was identified in the ‘front end’ study as an issue that was likely to be somewhat of a problem for visitors, since they expect a dig to produce artifacts and answers. Results of the summative evaluation show that visitors are less concerned with unanswered questions, and more likely to realize that questions are an important part of the (scientific) process. Asked how to describe an archaeologist’s work, visitors were equally likely to say it was about “advancing knowledge by raising new questions” as it was about “discovering important artifacts” (each description chosen by about 80% of the sample).

¹ Elaine Heumann Gurian, in various mentoring roles and presentations, proposed the idea of “multiple entry, multiple exit” to characterize an exhibition experience that is accessible to and effective for a variety of visitors: they come in with different levels of knowledge and expectations, and if everyone can get something from the experience, they leave with different insights and impacts.

- ◆ Although prior recognition of different types of scientists on a dig was virtually non-existent in the ‘front end’ study, many visitors to this exhibition became aware of the interaction of scientists (73% recognized that there were different kinds of scientists, 77% said they saw something about scientists working together) and that they were discussing things (61% chose “discussing evidence with co-workers to figure it out” as one of the best characterizations to describe an archaeologist’s work; in an example of the ‘multiple entry, multiple exit’ experiences, this perspective was significantly more likely among college graduates). The exhibition did not give a lot of detailed examples of interdisciplinary communication, so most people came away with a generalized sense of teamwork (e.g., *when sorting pieces: one gathered, and one analyzed; or Every time they found something they were calling someone over*).
- ◆ People already knew that the work at a dig site is detailed and tedious, and were aware of some of the tools used in digging (from shovels to brushes), but this exhibition broadened people’s knowledge of some of the methods of analyzing evidence (e.g., visitors cited microscopes, skeletal structure, techniques of separating bits of material).

Exhibit design/components issues

- ◆ Two areas were especially well-used and popular: the dig diorama and human remains areas. As anticipated, each of these has a distinct appeal, and their frequent use is probably somewhat due to the fact that these two areas were relatively close to the exhibition entrance.
- ◆ The modern kitchen exhibit was an experiment in interpreting evidence about the past in a way that would be fun and meaningful to visitors. In general, it worked. There were many more positive reactions than there were people who didn’t get the point of it or didn’t like it.
- ◆ The veranda was intended as a key setting to present the social interactions and multiple interpretations of scientists’ work. However, a modest proportion of people stopped here (mostly frequent SMM visitors), and the main attraction seemed to be the kid-level computers and the sorting activity.
- ◆ In the photo murals, “talk bubbles” were used to attribute conversational excerpts to scientists and thereby ‘personalize’ their experiences. Evaluation results suggest that this strategy made the scientists’ work more easily accessible and understandable – among the top four types of examples that people gave about what scientists were talking about or thinking about, three were about the content of the work, but one category of comments was about personal experience (*I’m hot, I need a shower, My back hurts, etc.*).

Audience characteristics

- ◆ This exhibition seems to have appealed more to frequent visitors to SMM (3 or more visits since the new building opened 2+ years ago), and to older visitors –these segments of the audience were more likely to spend at least 20 minutes here, and people who spent more time here gave the exhibition higher ratings. Also, people with a graduate school education rated the exhibition higher than people with other levels of education.
- ◆ The exhibition was equally accessible to families with children as well as adults without children – they had similar perceptions of the interpretive messages, similar patterns of use and satisfaction, and similar reactions to components such as the kitchen, human remains area, dig diorama, and the use of reproductions instead of real artifacts.

A. Use of the Exhibition

This first section presents information about time spent viewing the exhibition and extent of use of exhibit areas, as a context for interpreting the results in subsequent sections of the research report.

On average, visitors spent about 14 minutes in the Çatalhöyük exhibition (based on visitors' self-report when leaving the exhibition). This median time is five minutes shorter than was found for the previous temporary exhibition — *When the Dinosaurs Were Gone*. Frequent visitors and people age 50 and over stayed the longest.

Visitors were asked about six exhibit areas (using photo recognition) as a way to assess the extent of use. Results indicate that about three-quarters of the visitors stopped at the Dig Diorama and a similar proportion stopped in the Human Remains area. Some other exhibit areas (Kitchen, Veranda, Microscopes) were used by slightly less than one-half of the visitors. The Murals area was used by fewer people (32% stopped there). There were very few differences between audience segments in their use of various areas of the exhibition.

A.1. Time spent viewing the exhibition

OVERVIEW: The range of time spent in the exhibition (visitors' estimates) was from one minute to three hours, with an average (median) of about 14 minutes. Frequent visitors spent longer than other people, and older visitors (50+) spent longer than younger audiences. Frequent visitors typically have higher awareness and appreciation of new/temporary exhibits. Interest in the subject matter (cultural history) may account for the longer times spent by older visitors and women.

Estimated time spent: ²

(forms A & B; n=423)

under 10 minutes	12%
10-15 minutes	43%
20-25 minutes	19%
30+ minutes	26%

Who spent at least 20 minutes?

**	65%	of frequent visitors (3+ visits)
	46%	of infrequent visitors (1-2 visits)
	38%	of lapsed visitors (1 st time at new SMM)
	34%	of first-time visitors (never been to SMM)
**	60%	of 50+ year olds
	47%	of 40-49 year olds
	38%	of 25-39 year olds
	34%	of 14-24 year olds
++	49%	of women
	39%	of men
++	49%	of families
	40%	of adult-only groups

Asterisks (**) are used to indicate statistically significant differences ($p < .05$) between sets of figures.

Plus signs (++) denote borderline trends ($p < .10$) that are not statistically significant, but may have some intuitive value in interpreting patterns of results.

Visitor groups that stayed less than 10 minutes were not asked about their reactions or understanding of specific exhibit content — a majority of the interview questions. The data presented in the remaining sections of this research report (with the exception of demographic information in section D) deal with visitors who spent at least 10 minutes viewing the exhibition. It is important to note that these 10+ minute visitors are demographically similar to those who spent less than 10 minutes (although slightly more likely to be repeat visitors), so these results are reasonably representative of the overall audience for this exhibition.

² The estimate of time spent in the exhibition is based on visitors' self-report — a measure that can be inaccurate. Experience has shown that people tend to over-estimate the amount of time they spend in exhibits. This measure is most useful in comparing different audience segments, or in comparing the experiences of people who stayed longer vs. those who stayed for a brief time.

A.2. Extent of use of exhibit areas

OVERVIEW: The Dig Diorama and the Human Remains area were well used, with three-quarters of the visitors stopping to look at or do something there.³ Different audience segments showed similar use of all areas except the Veranda, where frequent visitors and families with preschoolers were more likely to stop — the hands-on activity of “sorting bits” was probably attractive to groups with young children.

Which of these did you actually stop at? (visitors were shown photos of 6 areas)

(form B; n=210 — includes those staying less than 10 minutes)

stopped at Dig Diorama	75%
stopped at Human Remains	73%
stopped at Kitchen	48%
stopped at Veranda	46%
stopped at Microscopes	45%
stopped at Murals	32%

Stopping at the Veranda: differences among segments

**	63%	of frequent visitors
	35%	of infrequent visitors
	38%	of lapsed visitors
	52%	of first-time visitors
**	66%	of families with any preschoolers
	53%	of families with school age children only
	30%	of adult-only groups

There were no statistically significant differences in stopping at the other five areas.

³ The two most used areas are the first two exhibit areas on the most usual path through the exhibition, so there are indications of “museum fatigue” in this pattern of results.

B. Perception of Interpretive Messages⁴

This section contains results from a series of questions designed to assess visitors' perceptions of the main themes and messages about scientific process.

This exhibition clearly exposed people to science concepts and methods even though they didn't necessarily use the word "science" in expressing the main message. The top three "top-of-mind" messages were: 'an archaeological dig and how it operates,' 'learning about an ancient culture,' and 'comparing the past with the present.' Similarly, given a list of themes (prompted awareness), the top two selected as "strong messages" were 'comparing our lives with those of ancient people' and 'the daily life & work of archaeologists.' Also, nearly three-quarters of the visitors thought 'stages of the scientific process' was a strong message (ranked 3rd of 6 messages).

Visitors' images of science and scientists, based on what they saw in this exhibition, include: specific methods and tools; that the work is very detailed, precise, time-consuming and tedious; that questions are part of the process; and that archaeologists discover important artifacts (although important does not mean valuable treasures).

The concept of "science as a social process" was not a strong top-of-mind message. However, most visitors did recognize that there were different kinds of scientists working at the site and most agreed that they were "working together" rather than "just doing their own thing." About half of the visitors came away with a reasonable understanding of what scientists learn from each other — the idea of sharing information and coordinating people with different specialties to get a better sense of the overall picture.

⁴ Visitors who spent less than 10 minutes in the exhibition were not asked questions about their perceptions of messages or design features, so the data presented in the remaining three sections of the report do not include these people.

B.1. Overall perceptions of themes

OVERVIEW: Using open-ended questions to explore visitors' top-of-mind perceptions, the top three themes of this exhibition were 'learning about an archaeological dig and all the work involved' (referring to process even though the word science was rarely used), 'learning about the ancient culture,' and 'comparing the past to the present' (a conscious design strategy for this exhibition). About one-fifth of the visitors had difficulty articulating the main idea of this exhibition.

What are two main ideas or messages that people can leave this exhibit with?

(form A; n=190)

38%	archaeology, how we study the past, how a dig works [12% specifics about dig process (hard work, methodical, slow, tedious)]
26%	how the ancient people lived, food, customs, the culture
23%	comparisons between past and present, looking at change
12%	importance of archaeology, you can learn from the past
10%	civilization is very old, older than I thought, more civilized
8%	connection with the future (e.g., "people will dig us up")
3%	stuff lasts a long time
3%	everything is built up in layers
2%	different people working together
2%	seeing what was found
2%	archaeology is cool
1%	educational
5%	other
19%	don't know, blank

Sample of responses, by category

How ancient people lived, the culture

About the people who lived in Catalhöyük

Learning about different culture and how people live differently

Learn a lot about history of civilization by digging around, learn about Turkey

See somebody else's culture, kids in the U.S. need more exposure to other cultures

Learning about a past culture

Comparisons between past & present

People from ancient times are similar to us today

How rough people had it in the past and how easy our life is now

Cultures can be very different, and the same

How people did things differently than we do, like burying in the floor, how they ate

How people lived way back and how things have changed

Main ideas (continued)The process of archaeology*Modern excavation techniques**It's hard to dig up stuff**How much work is put into studying site**How a dig operates**It's a tedious job excavating the site*Science, archaeology, studying the past*How they study past cultures**Science, how science relates to investigating the past**More about archaeology**Better sense of archaeology and looking at past**The science of archaeology, especially for kids*Importance of archaeology*The past is important**History is so important**What you can learn from the past*Civilization is very old*It was an old civilization, probably one of the first civilizations**Societies have existed for so long, human nature going back so many centuries**Civilization is tremendously old*Answers from all other categories:*Makes you think about how things today will be viewed in the future**Amazing, that years from now we could be dug up**Some of the stuff has been around a long time — barley**How time does change but it doesn't change, how everything builds upon something else**Interesting how Turkish woman, archaeologists work together as one**How you dig in the dirt, one of the initial discoveries**Archaeology is neat, a kid might get excited to be an archaeologist**Learn more from other countries**What you can learn from the past, the plants vs. the rocks and how they separated**How fragile life is, because they're gone now*

Overall perception of themes: prompted awareness

OVERVIEW: After that open-ended question, visitors were given a list of six possible themes for this exhibition: the top three chosen as “strong messages” were: ‘comparing our daily lives with those of ancient people (85%),’ ‘getting a sense of the daily life & work of archaeologists (84%),’ and ‘stages of the scientific process (71%).’ The two messages that were chosen least often — ‘finding precious treasures’ and ‘unanswered questions can interfere with scientific progress’ — were not intended to be themes in this exhibition, although 25-37% of the visitors did still perceive these as “strong messages.” Most of the messages were similarly perceived by visitors who spent 20+ minutes in the exhibition and by those who didn’t spend as much time. One exception was that people who stayed longer were more likely to select the theme ‘scientists learn by talking with each other.’

Here’s a list of themes that may or may not be in this exhibit. Tell me if you thought it was a strong message in this exhibit, a mild message, or not sure if it was in the exhibit.

(form A; n=191)

	<u>Strong</u>	<u>Mild</u>	<u>Not Sure</u>
Comparing our daily lives with those of ancient people	85%	11%	4%
Getting a sense of the daily life & work of archaeologists	84%	11%	5%
Stages of the scientific process: observation sampling, interpretation	71%	23%	7%
Scientists learn by talking with each other	45%	31%	24%
Finding precious treasures in an ancient city	37%	38%	25%
Many unanswered questions can interfere with scientific progress	25%	40%	35%

Messages analyzed by time spent in exhibit

% who said this was a STRONG message

	<u>10-15 min</u>	<u>20+ min</u>
Comparing our daily lives with those of ancient people	82%	89%
Getting a sense of the daily life & work of archaeologists	82%	87%
Stages of the scientific process: observation sampling, interpretation	69%	72%
Scientists learn by talking with each other	** 34%	57%
Finding precious treasures in an ancient city	32%	42%
Many unanswered questions can interfere with scientific progress	24%	27%

Messages analyzed by familiarity with SMM:

People who had been to the new SMM building before (e.g., visited within the past two years) had similar perceptions of these messages as people who were not recent visitors. The only exception was that familiar visitors got a stronger message about ‘scientists learn by talking to each other’ and this pattern of differences holds true regardless of the amount of time spent in the exhibit.

<i>% who said it was a STRONG message</i>	1 st -time at new SMM	Visited new SMM Before
Comparing our daily lives with those of ancient people	85%	86%
Getting a sense of the daily life & work of archaeologists	81%	88%
Stages of the scientific process: observation sampling, interpretation	70%	71%
Scientists learn by talking with each other	** 37%	56%
Finding precious treasures in an ancient city	36%	37%
Many unanswered questions can interfere with scientific progress	26%	25%

Messages analyzed by education:

These messages are perceived similarly by people with different levels of education — a good indication of effectiveness of the presentation. One exception to the pattern was that less educated visitors were more likely to believe there was a message about ‘precious treasures’ compared to those with higher levels of formal education. In fact the exhibition did not show ‘precious treasures’ such as gold, jewels, etc. and there was some concern about how visitors would react to this (more about this issue in Section C.1). It may be that expectations about archaeological digs differ by education level, and this preconceived notion of ‘treasures’ is difficult to overcome.

	High School +	College Graduate	Graduate School
Comparing our daily lives with those of ancient people	80%	90%	87%
Getting a sense of the daily life & work of archaeologists	84%	89%	81%
Stages of the scientific process: observation sampling, interpretation	68%	76%	67%
Scientists learn by talking with each other	50%	38%	48%
Finding precious treasures in an ancient city	** 47%	37%	22%
Many unanswered questions can interfere with scientific progress	25%	29%	22%

Overall perception of themes (continued)

OVERVIEW: The kitchen was an important element in visitors' perception of the message 'comparing our lives with those of ancient people.' Other features that contributed to this message were the human remains area and images of the architectural structures of dwellings being excavated.

85% thought 'comparing our lives with those of ancient people' was a strong message
(53 people were asked the follow-up questions)

What did you see about that?

30%	kitchen, foods they ate
13%	houses
13%	burial practices
13%	skeletons: height, teeth, postures
13%	a lot has changed, very different
6%	they weren't so different
6%	how people will look at us in the future (Mystery Objects)
6%	tools, objects they used then
4%	everything
6%	other
11%	don't know

Representative sample of answers

Food they ate, the Barbie thing

When they showed the houses they lived in, comparing them to our houses today

Way things are now vs. then, a lot has changed

When they were talking about how they were buried it was compared to you

In the bones area: the teeth, the height

*How food intake is similar now & past, their wheat process was totally different than ours,
we all take our shoes off one at a time*

The kitchen, interesting to look in the fridge

Always look at things from you own standpoint: height, postures

Historic implements that people aren't familiar with

Interesting how they built homes & lived in a community, strange to live on top of burials

Comparing the food with our food

How we've progressed, natural progression

*Comparing toys today with figurines found, charred cheerios, thinking about what future
archaeologists will find from us*

Perception of themes (continued)

OVERVIEW: From a list of six statements to describe the exhibition, visitors were most likely to choose ‘it’s a good typical story of an archaeological dig’ and ‘a place where scientists are asking lots of questions but don’t have many answers yet.’ People *without* college degrees were more apt to think it ‘shows many definite conclusions about the behavior of ancient people.’ There were also several differences between familiar and unfamiliar visitors (data on the next page).

Which 2 or 3 of these statements would you pick to describe this exhibit to a friend?

(form B; n=181)

It’s a good typical story of an archaeological dig	50%
A place where scientists are asking lots of questions, but don’t have many answers yet	50%
Shows many definite conclusions about the behavior of ancient people	34%
A dig that’s unfinished and they aren’t sure what to make of the findings	27%
It will change your ideas about who works at a dig site	25%
It’s a different story that isn’t really about archaeological treasures and valuable objects	18%

Analyzed by Education

		H.S./ <u>Some coll.</u>	College <u>Grad</u>	Graduate <u>School</u>
It’s a good typical story of an archaeological dig	**	33%	56%	64%
A place where scientists are asking lots of questions, but don’t have many answers yet		49%	51%	49%
Shows many definite conclusions about the behavior of ancient people	**	48%	27%	28%
A dig that’s unfinished and they aren’t sure what to make of the findings		30%	27%	23%
It will change your ideas about who works at a dig site		22%	27%	28%
It’s a different story that isn’t really about archaeological treasures and valuable objects		21%	20%	11%

Perception of themes (continued)

Both familiar and unfamiliar visitors chose the same top two descriptions of the exhibit. The difference lies in the third choice: unfamiliar visitors chose ‘shows many definite conclusions,’ while familiar visitors chose ‘it will change your ideas about who works at a dig.’

Analyzed by familiarity with SMM		<u>Unfamiliar Visitors</u>	<u>Familiar Visitors</u>
It’s a good typical story of an archaeological dig		49%	51%
A place where scientists are asking lots of questions, but don’t have many answers yet		49%	50%
Shows many definite conclusions about the behavior of ancient people	**	40%	29%
A dig that’s unfinished and they aren’t sure what to make of the findings		27%	27%
It will change your ideas about who works at a dig site	**	14%	37%
It’s a different story that isn’t really about archaeological treasures and valuable objects		19%	17%

B.2. Visitors' perceptions of science and scientists

OVERVIEW: As presented in the previous section, 'stages of the scientific process' was one of the top three messages perceived by visitors. Further open-ended questioning revealed that the videos and interactives were important interpretive features in conveying this theme. Visitors mentioned many techniques such as sampling, mapping, recording, cataloguing, and microscopy, and some noted the patience required in this process.

71% thought 'stages of the scientific process: observation, sampling, interpretation' was a strong message in the exhibit (form A; n=132)

What did you see about that? Why was it interesting? Any insights you got?

27%	seeing the process (videos specifically - 14%)
21%	sampling, mapping, layers
19%	interpretation of murals, skeletons etc.
15%	tedious, hard work, slow process
13%	specific techniques & tools of analysis (microscope, flotation, tree rings)
10%	sorting and cataloguing
9%	science/observation/general
8%	many small details, everything is important no matter how small
6%	more complicated than people think
5%	daily life of archaeologists, working together, locals & students
10%	other
6%	don't know

Representative sample of answers

Everything you see has to be analyzed, it's a slow process even if you want to go quickly

The way they zone off, careful recording, don't know what it is but might be important, interpretation might come later

I like watching the video — using different tools, no right way, people didn't try to persuade each other

The hands-on, didn't know plants floated

Seemed more for kids so I didn't do a lot with it, not as interesting to me because I've seen it before, good for people to see how slow detailed work it is

Archaeological process, how slow and detailed, very interesting to me

Analysis of the different findings, hypothesizing about what the clay balls were used for

Picking the 6 squares in uncovering picture, and that is how archaeologists get their clues

How they finish material, how archaeologists study it, observation of burial practices to learn about social structure

Aging the bones & size, caring of bones, getting info out of what little they see, details they go through

It's a very tedious job, have to have a lot of patience

It talks about teamwork

Scientific process provides uniform method of gathering information

Different areas had different stations so you could follow the process, easy for kids to follow

They observe and document before they dig in

Perceptions of science and scientists (continued)

OVERVIEW: The main idea visitors got about the way scientists work was that it's slow, meticulous, and tedious. This was sometimes accompanied by a lack of personal enthusiasm, although it may be that people appreciate the scientists' hard work while realizing that it's "not for me."

What did you find out that was interesting or surprising about the way scientists work?

(form B; n=181)

30%	slow, detailed, precise, careful
10%	tedious, requires great patience
9%	specific procedures, e.g., grids, sampling, recording
8%	general positive: interesting, good exhibit, well done
7%	ask questions & seek answers, put together clues to learn about past
6%	what you can learn from microscopic pieces
4%	communication between different specialists
3%	daily life of scientists, e.g., hard work, primitive conditions
3%	time span of this dig, waiting for new technologies
2%	issue of destroying site in the process of studying it
4%	other
23%	nothing new, don't know

Representative sample of answers

How minutely detailed, little bits of dirt, microscopic, it'd drive me crazy

So careful, all stuff I learned in college, did archaeology classes

Layering, destructive aspect of archaeology, recording is important

Always thought they didn't move things intact, but like the burial they uncovered intact

The meticulousness, beyond my patience level

They have a lot more patience than I do

They work in groups to bounce ideas off each other

That they are so detailed

Seen a lot of it on TV already

Slow, patience, very careful, lot of imagination to try to recreate the past

Documenting everything, marking it off

Amazing how the archaeologist worked inch by inch by inch, I couldn't be that patient

I always love archaeological exhibits, it's not accessible in the U.S. so I like seeing it

How much work, you don't understand depth of work, just to get up a bone is a lot of work

It's not as glamorous as people often times envision, primitive conditions

Slow, time consuming, need patience

Interesting that it is going on now, it's current

It's all interesting, that's why we come, interdisciplinary piece, how they figure out stuff

Perceptions of scientists (continued)

OVERVIEW: The idea that ‘science advances by raising new questions’ was selected just as often as ‘discovering important artifacts’ to describe an archaeologist’s work. Once again, college graduates were more apt to notice that scientists discussed evidence among themselves.

This list shows different ways of describing an archaeologist’s work. What would you choose to best describe the work? (1st, 2nd, 3rd choice) (form B; n=181)

	<u>1st Choice</u>	<u>2nd & 3rd Choices</u>	<u>Total Chosen</u>
advancing knowledge by raising new questions	37%	47%	85%
discovering important artifacts	40%	39%	79%
discussing evidence with co-workers to figure it out	3%	58%	61%
digging endlessly to find bits of evidence	19%	29%	48%
publishing their work	1%	23%	24%

Analyzed by Education

% who chose 1st, 2nd, or 3rd

	<u>High School</u>	<u>College Graduate</u>	<u>Graduate School</u>
advancing knowledge by raising new questions	84%	84%	85%
discovering important artifacts	78%	86%	71%
discussing evidence with co-workers to figure it out	** 44%	68%	73%
digging endlessly to find bits of evidence	59%	42%	44%
publishing their work	32%	17%	23%

B.3. Perceptions of science as a social process

OVERVIEW: The idea that different kinds of scientists work at the dig site was evident to about three-quarters of the visitors, especially those who spent 20+ minutes in the exhibition, and those with graduate school education. Visitors noted that different people had different jobs, that they had different specialties within archaeology, or that there were different fields of science represented (data presented on the next page).

Did you see different kinds of scientists working at this dig site or were they all the same kind? (form B; n=181)

	Overall Sample	Time spent in exhibit	
		10-15 min	20+ min
different kinds	73%	** 60%	84%
all the same kind	10%	13%	8%
don't know, didn't notice	17%	27%	7%

Analyzed by Education

	H.S./ Some Coll.	College Graduate	Graduate School
**			
different kinds	65%	69%	89%
all the same kind	16%	10%	4%
don't know, didn't notice	19%	21%	6%

Science as a social process (continued)(if different) *Who was different? Give an example:*

19%	people doing different things (e.g., digging, sorting, recording)
16%	archaeologists with different specialties, (e.g., bones, plants, pottery, food)
13%	different fields of science (microbiologist, ethnobiologist, botanist, artist)
7%	different nationalities, native sorters
5%	men and women
3%	young and old
3%	other/unclear answer (e.g., “bones”)
12%	don't recall specific example

Representative sample of answers*Botanists, archaeology, excavation**One drawing, one digging, different people**Diggers, people who did computer**Microbiologist, archaeologist, some people did big picture, others did details**Looking for bones, some looking at animals, trees, teeth**Specialists in bone, pottery, beads, soil**Girls and boys, all have their own opinions**Young old, male, female**Educated, uneducated, nationality**Art person, medical people, diggers, geology**Some worked with hands, others recorded information**Microscope people, excavators**Different professionals**Guard, site leader, local people, etc.**Plants, pottery, bones, building structure**Different people were studying different things**They had different techniques**People in field and in lab**People digging and people classifying**Paleobotanist and cultural anthropologist*

Science as a social process (continued)

OVERVIEW: The majority of visitors articulated some idea of what scientists are thinking about as they work (e.g., speculating about the ancient culture and about what they are finding). Some visitors cited examples directly from the “talk bubbles” (e.g., “I need a shower” or “that’s my favorite trowel”). Few people gave examples of scientists communicating with each other.

What are the scientists talking about or thinking about as they work? (Form B; n=181)

26%	asking questions, speculating, trying to figure out ancient culture
15%	whether they are finding things or not
12%	“I’m hot, I’m thirsty, I need a shower, my back hurts”
10%	cataloguing, identifying, recording, being precise
7%	comparing ancient culture to present day, putting self in their shoes
4%	sharing ideas with colleagues
3%	“time to record this unit” “that’s my favorite trowel”
3%	other
34%	don’t know, no answer

Representative sample of answers

Think about and relate to culture of the time

Wow, this is some old stuff (I didn’t give it much thought)

Imagine a lot of tedious work, not as exciting as exhibit explanation

Frustrating, some days you find stuff, other days none

Detail classification, identification, how much back hurts

How did this get here? Why is it here?

Hot day, shower and drink

One had to document, other one liked shovel

What they’re finding and how to deal with it

Discovery, find out way ancient people lived, differences & similarities between them and us

Why the body was buried in that particular location

What they hope to find

Hot, it has been a long day

More or less putting themselves into people’s shoes

Why a lot of people were young when they died, what things were used for

How carefully digging, pieces together life style

How tedious a job it is, having to leave some things for the next generation of scientists

Trying to identify what it was like to have lived in that time period

Science as a social process (continued)

OVERVIEW: The idea of scientists *working together* at this dig site was evident to approximately three-quarters of the visitors, especially those who spent 20+ minutes in the exhibition. Interpretive media such as the dig diorama, the videos, and the pictures were the primary sources of awareness about scientists working together. About half of the visitors understood that there is communication and sharing of information among scientists from different disciplines in order to “piece it all together and see the big picture” (data presented on the next two pages).

Did you see anything about scientists working together, or were they just doing their own thing? (Form A; n=191)

	Overall Sample		Time spent in exhibit	
			<u>10-15 min</u>	<u>20+ min</u>
yes, working together	77%	**	71%	82%
just doing their own thing	10%		9%	11%
didn't see anything about that	13%		20%	7%

Analyzed by Education

	H.S./ <u>Some Coll.</u>	College <u>Graduate</u>	Graduate <u>School</u>
yes, working together	77%	74%	79%
just doing their own thing	16%	10%	2%
didn't see anything about that	7%	16%	19%

Scientists working together (continued)*(if together) Where was that? Give an example*

21%	dig diorama had several people working together
17%	videos
10%	pictures, especially Veranda
8%	other specific examples in exhibit
6%	skeletons and questions about human remains
4%	different specialties working together
3%	talking to each other
3%	everywhere, all coordinated
4%	other general/unclear
10%	don't recall specifics

Representative sample of answers*Several digging on the big thing**Skeleton in midden, the director and others were discussing**Every time they found something they were calling someone over**In pictures**Everybody has their specialty — diggers, mappers, cataloguers, lab technicians**Big display showing scientists in pit, and burying dead, and videos**Demo things right at entrance, TV monitors**Videos, photos**Crawl thru hole, picture of three people**Far wall with pictures and job descriptions**Cardboard people**Bald man and other paper figures, each writing down stuff**First and second videos (garbage pit)**Pictures of them working together**When they compare things**Veranda, digging in the hole**Sorting pieces, one gathered and one analyzed**Everything in there*

Scientists working together (continued)***What did they learn from talking to each other?*** (Form A; n=191)

17%	different specialties/perspectives/techniques
15%	share information/data/knowledge
12%	speculate, give opinions
9%	putting it all together to see the big picture
5%	someone could tell them what they found
2%	other general answer, e.g., all coordinated
23%	don't know
23%	didn't see anything/not asked this question

Representative sample of answers (among those who answered)*Shared their information**Each other's opinions/theories, their work overlaps**Different ideas and methods**Different things are seen from different people**Maybe some of them have been on digs before**Have to work on individual projects but has to be coordinated**Data, what they have found**Try to learn how people survived**What each other's interpretations of things were**Ancient culture, how to go about digging**Learn and add to existing knowledge**No piece of evidence stands on its own**Compare notes, each scientist has different background**Different pieces of puzzle and put together**Sharing observations and opinions**Different points of view and different interpretations**It's like they all take their blinders off**Bring different ideas and meaning about patterns of behavior**Get to faster conclusion**Different things they saw, effect on other scientists**How sophisticated the methods were*

C. Reactions to Selected Design Issues and Features

This section contains results about visitors' reactions to several design strategies that were potentially controversial or problematic:

1) focusing on the dig process rather than the “finds” 2) presenting many unanswered questions, and 3) contrasting the past with the present using features such as the modern kitchen.

Issue #1: A majority of visitors (63%) realized that ‘finding precious treasures in an ancient city’ was not a strong message in this exhibition. Those who did perceive this message indicated that “precious treasures” meant any artifacts that were found (e.g., bones, everyday items). Very few people expressed disappointment about not seeing real objects from Turkey — some didn't know whether the objects were real or replicas and some felt that replicas were appropriate for this exhibition.

Issue #2: Very few people expressed frustration or dissatisfaction with the unanswered questions. The majority of visitors didn't really notice that questions were unanswered because a lot of information and speculations were presented. Most people understood that questions are a natural part of the research process, not a hindrance to progress.

Issue #3: Among those who stopped in the Kitchen, most appreciated this comparison between modern and ancient life. However, there were some people who didn't like or understand the point of this area. The results clearly show that the Kitchen area was a strong contributor to the theme ‘comparing our daily lives with those of ancient people.’

C.1. An archaeology exhibit without “treasures”

OVERVIEW: This exhibition was more about process than about seeing objects or treasures on display. In fact, there were few objects and these were all replicas. There was some concern that visitors might be disappointed by not seeing treasures, or that visitors’ understanding of the exhibition might be affected by their expectations that the purpose of archaeological digs is to find treasures.

About two-fifths of the sample thought they had seen real objects from the dig site, 36% didn’t recall any objects (or knew they were replicas?), and 21% were unsure if the objects they saw were real or replicas. Nearly everyone (94%) said it didn’t matter to them whether the objects were real or replicas.

Did you see any real objects or materials that were dug up in Turkey?

yes	43%
no	36%
don’t know if objects were real	21%

(if yes) What?

20%	bones, skeletons, teeth
6%	things under microscope slides
4%	knives and other tools, utensils
3%	beads, rings, clothes
2%	trees, rocks
2%	pottery
2%	stuff in kitchen, e.g., food, clay balls, salt shaker
1%	goddess figurine
1%	fragments, pieces
2%	other
8%	don’t recall

Actually it’s all a copy of real things. Does that matter to you?

yes	6%
no	94%

(if no) Why not?

33%	replicas are fine, don’t need the real objects
19%	need to preserve originals
10%	real things are too expensive or too hard to get
9%	exhibit about process not objects, objects aren’t needed to tell the story
8%	if it’s an accurate replica
5%	we can touch these things
7%	other answers
5%	no answer

An exhibit without treasures (continued)

OVERVIEW: The majority of visitors did not view ‘finding precious treasures’ as a strong message in this exhibition; those who did were thinking of treasures as “any artifacts or skeletal remains that were found,” not gold or jewels.

Chosen 5th (of 6 items) as a strong message in this exhibition:

‘Finding precious treasures in an ancient city’

(37% thought was a strong message; refer back to Section B.1.)

(if strong message): *What did you mean by “precious treasures”?*

12%	any artifacts, ancient remnants
10%	bones and skeletons
9%	everyday items such as bowls, tools
3%	jewels, beads, art
1%	food they ate
2%	other/unclear
2%	don’t know

Least likely to be selected to describe this exhibition to a friend:

‘It’s a different story that isn’t really about archaeological treasures and valuable objects’

(18% chose this item; no differences among segments; refer to Section B.1.)

C.2. The issue of unanswered questions

OVERVIEW: There was some concern that visitors would feel frustrated by all the unanswered questions presented in the exhibition — how would they feel about a science museum exhibition that didn't have all the answers?

The results show that a majority of visitors (66%) didn't notice or didn't think there were “unanswered questions about the artifacts (after all, there was a lot of information presented, even though it emphasized process). Among those who noticed the questions, nearly everyone said the exhibition didn't feel “unfinished” — they understood that questions are part of the research process, and some people felt that it made the exhibit more interesting (see data on the next page). On a different series of interview questions, the item ‘scientists are asking lots of questions but don't have many answers yet’ was one of the top choices to describe this exhibition, suggesting that questions seem a natural part of the process when paired with “scientists are asking . . .” but people were less conscious of “unanswered questions about artifacts.”

Did you notice the unanswered questions about many of the artifacts found at this dig?

yes	34%
no	66%

(if yes): Give an example:

8%	burial positions: why in floor? why decapitated?
5%	other specific object in exhibit
4%	goddess figurine
3%	salt shaker
3%	clay balls
3%	about skeletons (e.g., male/female/age) and teeth
2%	unidentified tool or utensil
1%	about daily life in general
1%	murals
2%	other/unclear/not a question
7%	don't recall

Representative sample of answers

There were a lot, I don't remember

Why is granny buried in the floor?

Why bury dead in crunched position?

In the case of Mystery Objects

Clay balls — didn't know what they were used for

How could they be eating lots of things that caused cavities but they didn't have any?

Fish bones on floor

Statue, goddess?

Burial in garbage

Trading cards

Function of some things

The issue of unanswered questions (continued)

(if yes): *Did you feel that unanswered questions made it feel unfinished or did you have some other opinion?*

felt unfinished	3%
some other opinion	29%

What other opinion?

7%	it made the exhibit more interesting
7%	a work in progress, they will find the answers in time
6%	there will always be questions in research
5%	it's appropriate, okay, part of process
4%	other general/unclear

Least likely (of 6 items) to be considered a strong message of the exhibition:

'Many unanswered questions can interfere with scientific progress'

(only 25% said it was a strong theme; no differences among segments; refer to Section B.2)

Most likely (of 6 items) to be selected to describe the exhibition:

'A place where scientists are asking lots of questions but don't have many answers yet'

(50% chose it; tied for 1st choice of 6 items; refer back to Section B.1).

C.3.a. Impressions of the Dig Site Diorama

OVERVIEW: Visitors' impressions of the Dig Diorama were positive. They felt that it was realistic, and they liked seeing how the work was done, and seeing the bones being uncovered.

What impressions or ideas did you get from this area?

(75% stopped here; 76 people were asked this question)

- 21% nice to see how it looks, realistic
- 21% meticulous work, detailed, patience
- 18% the process in general, what they do
- 13% amazing, fun, cool
- 12% specifics about the process (e.g., tools, care)
- 8% wondered about the baby skeleton
- 8% digging for bones, what they found
- 12% other
- 7% don't know



Representative sample of comments

Detailed work

Showing how they excavate and processes they go through

Saw baby skeleton, thought it was neat

Digging up bones, being careful, use water or brushes get broken

Amazing what they are doing

Liked how real it looked at site

The painstaking care and the layering of materials

Interesting, just digging

Recreation of dig site

Work I couldn't do myself, so slowly, respect their patience

I'd like to go on a dig, interesting

Fascinated by burial, body, good visual to get a feel for burial sites in home

She likes her trowel

Overall view of what was going on in excavation

Video was cool

Interesting, like the cartoon bubble things

The people got my attention, seeing how the work was done

More realistic, showed you what they actually do at a dig

C.3.b. Impressions of the Human Remains area

OVERVIEW: Visitors also reacted positively to the Human Remains area. Their interest was sparked by the “strange” burial customs, especially the idea that bodies were buried under the floor of the houses. Children enjoyed “Curl up & Die” and only a few adults didn’t like this element.

Why did you find this area interesting?

(73% stopped here; 145 people were asked this question)

25%	that they buried bodies in houses under the floor, kind of creepy
17%	different burial customs from us, burial customs are always interesting
16%	kids enjoyed curling up (or adult did)
16%	burial positions (e.g., curled, tied up)
7%	size of bodies
7%	seeing what was found, finding the baby skeleton
5%	mysteries, intriguing
5%	how they study skeletons, bones & teeth
4%	the video
3%	didn’t like the idea of curling up
8%	other
3%	don’t know

Representative sample of comments

First noticed size of bodies and then how they were buried

Anything to do with death is always interesting

Burial, intriguing

Speculation about why buried under floor of homes

Human habits are important

I got to lie down

Burial site interesting, we didn’t want to lie down

The positions that they found the skeletons in and how intact they find them

How they found the burials curled up, the skeletons in the picture

See how they created a place for them to lie for burial

Interesting about skulls and pelvic bones, female vs. male

More interactive, I like doing things

If you crawl inside it’s where actual body fit in house

Interested in woman’s body, I work in the medical field

That they tied people up and buried them in their houses

Fascinating to see what their burial was like

What they can find out from bones, methodology

Weird way they buried them



C.3.c. Impressions of the modern Kitchen

OVERVIEW: Only about half of the visitors stopped in the kitchen (less popular than the dig diorama or human remains area). Among these people, most of the comments indicate appreciation of the contrast between ancient and modern, and visitors enjoyed opening the drawers and refrigerator to see what they ate in Çatalhöyük. However, there were some people who didn't like this area or didn't understand the point of it (17%).

What impressions or ideas did you get from this area?

(48% stopped here; 93 people were asked this question)

34%	positive, liked it, interesting comparison
18%	foods they ate
13%	strange/disgusting foods
8%	fun to open drawers, kids liked it
8%	utensils interesting
5%	similarities with today
5%	how much has changed
5%	see how they lived, imagine myself there
3%	the people were short, everything on a smaller scale
9%	other
17%	don't know, didn't like it, didn't understand

Representative sample of comments

People were short

Spent the most time here, fun to open doors, compare to today's food

Contrast between displays in contemporary setting

Some foods were gross, difference/contrast interesting put into modern setting

Would not like to eat back then, neat, stone balls to cook

They had to deal with preparing food just like we do but they had different raw materials

Trying to figure out how it fit with the rest of the exhibit

Melding their culture with ours

Different kinds of food, pots and pans were interesting

Clever exhibit

Different things in fridge at our home

It put their life style into a more understandable context, cool boxes of cereals

Neat, daughter had to show me the kitchen

Kids playing there, looking for food, doggy chow

Shocking, but nice

Joking around about different types of food

Didn't understand it, son liked it



D. Visitors' Satisfaction with the Exhibition

This section includes visitors' ratings, what they liked and what they didn't like. Some highlights of the results are:

Ratings of the exhibition indicate moderate satisfaction (22% gave a '9' or '10' rating on a 10 point scale, while 58% said it was a '7' or '8'). These are similar to the ratings for the storyline preview (March 2001) and the previous temporary exhibition, *When the Dinosaurs Were Gone* (June 2001).

Visitors enjoyed many aspects of this exhibition — it seems to have been a holistic experience rather than one built around a primary attraction. Some of the more frequently mentioned features are: the hands-on activities (including specific interactives such as Kermit, the microscopes, and sorting); the Human Remains area; the objects/finds; the Kitchen; and seeing/learning about the process of an archaeological dig (dig diorama, videos, etc).

Visitors' suggestions or comments about what would have made the exhibition a '10' for them included: more hands-on activities, I'm not interested in archaeology, the presentation didn't flow well, more objects, more time, and more explanation.

D.1. Ratings of the exhibition

OVERVIEW: Visitors’ ratings of this exhibition were mostly in the moderate range (58%) and only 22% gave high ratings. People who had heard about the exhibition and people with graduate school education gave the highest ratings.

What rating would you give this exhibit on a scale of 1 to 10?
(people who spent at least 10 minutes in the exhibit)

	Overall <u>Sample</u>	<i>Prior Awareness of Exhibit</i>	
		<u>Heard About</u>	<u>Hadn't Heard</u>
high (9-10)	22%	** 36%	19%
moderate (7-8)	58%	55%	59%
low (1-6)	20%	9%	22%

Pattern holds true regardless of familiarity with SMM

Who enjoyed this exhibition most? (overall average: 22% gave high ratings)

- ** 28% of people who spent at least 20 minutes
17% of those who stayed only 10-15 minutes
- ** 31% of graduate school educated
22% of college graduates
15% of those with some college
22% of high school educated
- ++ 30% of frequent visitors
21% of infrequent visitors
20% of lapsed visitors
21% of first time visitors
- ++ 27% of women
17% of men

** = statistically significant difference
++ = borderline trend

D.2. What visitors liked

OVERVIEW: Visitors mentioned a wide array of things that they liked in this exhibition, especially the interactives, the human remains area, the finds, the kitchen, and learning about archaeology or different cultures.

Tell me anything you remember that you liked in this exhibit:

23%	specific interactives e.g., Kermit, microscope, tree rings, Picky Picky
21%	human remains, burials
20%	finds/objects (e.g., bones, tools, mirrors, murals, goddess)
17%	kitchen
16%	hands-on activities, good for kids
14%	studying skeletons and teeth
11%	learning about archaeological process in general, how they do it
10%	videos
10%	excavation (dig diorama), model of site
9%	learning about another culture, including Turkish Resource Room
8%	interesting information, easy to understand
6%	cartoons, humor, questions
5%	bus ride
5%	houses, pictures of houses
3%	comparing then and now
3%	erosion, alluvial plain
3%	Mystery Objects
9%	other (archaeology cards, volunteers, the name, etc.)
3%	don't know, blank

<< sample comments on the next page >>

What visitors liked (continued)**Representative sample of comments:***Pictures and films**Everything**Different cultures, bury dead, questions they uncover**Volunteer explainer, hands-on activities**Played music on the wall, laying on the burial**Kitchen, refrigerator, excavation, burial bones, housing**Videos where you can see what's going on**Microscopes, build a topographic map**Peg down when people settled down, the way archaeologists work**Mirror thing, square things — uncover picture**Food in kitchen, burial sites**Microscopes with layers of stuff — cookie, lentils and other small stuff**Stuff about Turkey and Çatalhöyük**Bones, models**Interactive parts, had never heard of it before**Trading cards, media TV programs, alluvial fan exhibit**Display and interactives, bus, burial area**Bus ride, questions with answer flips, Turkish music, dig graph**Goddess thing, sexing bones, kitchen, book people wrote in**The mirrors, goddess statue, intro video (Why Study the Past?), art work, timeline**Kitchen, tree rings**Burial things, giant aurochs, learning how they excavate**Sampling methods archaeologists use**See how they lived, what the spaces were like, archaeologist pictures looked real, timeline, burials**Fact that kids can lie down & climb through, very thorough, creativity for kids, bone interpretation, idea of questions first before answers**Explanations of what they're doing and why, interactions**Skeleton in the garbage video, how they had remains in the house, mirror thing, bones*

D.3. Visitors' suggestions for improvement

OVERVIEW: Two-fifths of the visitors gave suggestions about what could make the exhibit more interesting for them. The top three answers were “more hands-on activities,” “a different subject/not interested in archaeology” and “less scattered.”

What would make this exhibit rate a '10' for you? (asked of those who didn't give 10's)

16%	more hands-on (e.g., sand box/digging), not enough interest for kids
8%	boring topic, I'm not into archaeology
7%	confusing, doesn't flow
5%	more objects & finds
5%	more time
5%	more explanation, more details, tour guides
4%	better sense of the location & site, e.g., 3-D replica
2%	more human remains
2%	too much reading, too much information
2%	it's fine as is
1%	less crowded
6%	other
38%	don't know

Representative sample of comments

5½ year old couldn't see much, had to lift her up, want her to be able to do more

More with microscopes, more detailed

Not that interested in subject

Turn up the volume on video, can't hear very well

Stick to what you know instead of conjecturing about evolution

If we could spend more time

Different subject, not interested

More of the real stuff, actual artifacts

A tour guide

Not having children along

More geared toward younger kids

I thought there was going to be a mummy

More hands-on, less audio/TV and reading

Bringing my grandchildren

I like touching things, more of that

It's a dry subject, more hands-on stuff

Real specimens, though models of goddess figure and others were exciting

Less scattered, more focused on particular subjects

More explanation at the beginning about where we are

D.4. Visitors' perceptions of the benefits of this exhibition

OVERVIEW: The top three benefits of this exhibition, in people's own words are "very interesting/educational," "learning about what archaeology is, it's science," and "learning about an ancient culture."

After leaving the Museum, what do you imagine you'll be able to say about the benefits of this exhibit for you? (those who spent at least 10 minutes)

26%	interesting, educational
21%	learned details of archaeological dig/scientific process
19%	learn about ancient culture, way of life
9%	this work is valuable, relevant to present and future
5%	comparing with present day life, seeing how things have changed
4%	fun, interactive
4%	general positive comment
4%	to see/know about Çatalhöyük dig site in Turkey
2%	familiarity with Turkish culture
5%	other specific info (about bones, teeth, trees, clay balls, small people)
4%	other personal benefit (teacher, enhanced interest in archaeology)
13%	don't know

Representative sample of comments

Understanding the tree bark

Opening people's eyes to archaeology, doesn't get a lot of press (except Indiana Jones)

Didn't know place existed, neat to know first city

Discovery of artifacts, figurine of woman stands out in my mind

Knowing how they do it

Good message for children, learn from the past, sense of heritage

Not a lot, it was interesting but it didn't have me fascinated

I'm an Anthropology major so it brings me a step closer to learning things about the world

I'm glad I didn't go into that field

Learned about what they do at an excavation site, see how life has changed

Informational, I haven't studied or read much about Turkey

Very interesting, educational

Educational, I was an English teacher, didn't know anything about Science, all new to me

Educate people about what archaeology is actually, it's science, trial & error, not glamorous

Still a lot to be learned about where we came from & what we're leaving for future museums

Expanding public understanding about what is going on and how we can learn from the past

Seeing how things have changed

I'm a teacher, link ideas back to classroom, build excitement about past & coming to SMM, the idea that we are all scientists

E. Characteristics of the Sample

The sample consists of 423 visitors who were interviewed as they left the *Mysteries of Çatalhöyük* exhibition in the spring of 2002. This sample appears to be representative of a typical spring audience at SMM (e.g., similar demographically to previous studies).

E. Characteristics of the Sample

OVERVIEW: Interviews were conducted with 423 visitors leaving the *Mysteries of Çatalhöyük* exhibition in spring 2002 (the exhibition had been open for six months). There were no statistically significant differences between people interviewed using Form A and those using Form B. The overall sample is demographically very similar to a previous spring survey (summative evaluation of *When the Dinosaurs Were Gone*). Most of the audience has been to SMM before (46% to the new building and an additional 35% to the old building). More than half (56%) are Twin Cities metro area residents, and 53% are family groups with children under 18. The majority (63%) are college educated and all ages are represented.

	Overall Sample (n=423)	Form A (n=213)	Form B (n=210)
<u>Familiarity with SMM</u>			
first-time visitors	19%	19%	20%
lapsed visitors (visited old building)	35%	39%	31%
infrequent visitors (1-2 previous visits)	26%	25%	27%
frequent visitors (3+ visits)	20%	17%	22%
<u>Residence:</u>			
			++
St. Paul	13%	14%	11%
Minneapolis	7%	9%	6%
suburbs	36%	40%	32%
other MN	27%	23%	31%
nearby states (WI, IA, ND, SD, NE)	10%	8%	11%
other U.S.	7%	5%	9%
foreign countries	<1%	1%	0
<u>Group composition:</u>			
			++
adult only	47%	53%	41%
family with any preschoolers	17%	15%	19%
family with school age children only	36%	32%	40%
<u>Group size:</u>			
one	3%	4%	2%
two	41%	46%	37%
three	16%	14%	18%
four	16%	16%	16%
five or more	24%	22%	27%

	<u>Overall Sample</u> (n=423)	<u>Form A</u> (n=213)	<u>Form B</u> (n=210)
<u>Age of person interviewed:</u>			++
14-17	2%	4%	1%
18-24	14%	10%	18%
25-29	11%	12%	10%
30's	25%	28%	21%
40's	27%	25%	29%
50's	13%	12%	13%
60+	9%	9%	9%
<u>Education:</u>			
high school	12%	14%	10%
some college	25%	24%	27%
college graduate	36%	33%	39%
graduate school	27%	29%	25%
<u>Sex:</u>			
male	47%	45%	49%
female	53%	55%	51%
<u>Ethnic identity:</u>			
white	93%	92%	93%
other	7%	8%	7%

Appendix:

Publicity Awareness

Additional information is presented about sources of publicity awareness and who had prior awareness of this exhibition.

Publicity Awareness

OVERVIEW: There was moderate public awareness of the *Çatalhöyük* exhibition — 19% of the visitors had heard about it. A variety of sources were mentioned, including word of mouth, “play cards,” TV, and previous visits/member newsletters. As would be expected, frequent visitors and Twin Cities residents had higher awareness of this exhibition before arriving at the Museum.

*Had you heard about this exhibit before arriving at the Museum today?
Was seeing the exhibit a factor in your decision to visit the Museum?*

	Overall Sample		Frequent Visitors	Infrequent Visitors	Lapsed Visitors	1 st -time Visitors
Heard about this exhibit	19%	**	48%	16%	12%	8%
It was a factor in decision	5%	**	18%	5%	2%	0

Who heard about the exhibit?

- ** 35% of Twin Cities residents
- 21% of metro suburban residents
- 15% of ‘other MN’ residents
- 4% of people from out-of-state

- ** 26% of those with graduate school education
- 21% of college graduates
- 15% of those with some college
- 8% of high school educated

- ** 32% of families with any preschoolers
- 20% of families with school-aged children
- 14% of adult-only groups

How did you hear about it? Had you seen any of these play cards?

- 5% word of mouth
- 3% TV
- 3% previous visit
- 3% member newsletter, “Scope”
- 2% newspaper
- 2% web site
- 2% other sources (Fair, field trip, etc.)
- 1% don’t recall
- 5% saw play cards