

Evaluation of the J. Paul Getty Museum's Art Detective Cards Program

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Education

The J. Paul Getty Museum

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ART DETECTIVE CARDS PROGRAM EVALUATION

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Findings in Brief

Representatives from the Getty Museum Education Department requested an assessment of Art Detective card use. Representatives were specifically interested in 1) the ways in which families use Art Detective cards; 2) the impact of cards on the family dynamic; 3) learning behaviors associated with card use; and, 4) the attractiveness and accessibility of Art Detective cards. Evaluators utilized observations and interviews to capture family behaviors related to Art Detective cards. Evaluators observed 54 families who used Art Detective cards (Detective families) and 50 families who did not use Art Detective cards (Explorer families). Further, evaluators interviewed 22 Detective families to clarify and contextualize observations. The evaluation revealed the following:

WAYS IN WHICH FAMILIES USE ART DETECTIVE CARDS

Detective families utilized Art Detective cards to navigate and organize their museum experience and to encourage youths' interest in viewing artwork. The cards facilitated families' movement through galleries to Art Detective and non-Art Detective sites. From what was observed of Detective families, use of the cards as guides expanded the number of artworks families visited during a trip because the location of Art Detective sites require families to pass through other galleries. Non-Art Detective artworks were viewed, even if briefly, in the search for the correct card artwork. In contrast, Explorer families were often seen carrying (but rarely referring to) stacks of guiding materials, including unused Art Detective cards. Explorer families who did not utilize audio guides were more likely to meander in galleries and arbitrarily view artworks than Detective families. Interviews further revealed that parents used the cards as a fun way to get youth interested in art. Youth seemed pleased with the treasure hunt-like process, and adults appreciated the directives to look closely at the artwork.

IMPACT OF CARD ACTIVITIES ON THE FAMILY DYNAMIC

Detective families exhibited partnerships; evaluators observed clear leading and facilitating behaviors of youth and adults. Youth in Detective families were more likely to lead families in exploration than youth in Explorer families. Parents of Detective youth often facilitated the experience by asking artwork-related questions of the youth. Parents of Detective youth also acted as primary navigators, guiding children through the galleries or asking the security officer for directions. Youth were active artwork seekers; they read questions aloud, encouraged parents' participation, and showed an enthusiasm for locating the artwork. In contrast, parents lead a majority of Explorer families. Evaluators observed directive behavior (i.e., regulating the types of museum activities in which youth would participate) in parents of Explorer families compared to facilitation behaviors of parents in Detective families.

LEARNING BEHAVIORS ASSOCIATED WITH ART DETECTIVE CARD USE

Compared to activity in Explorer families, Detective family activity relative to Art Detective card use included close looking at and gesturing toward artwork, asking questions about the art, family cooperation, and youth participation. Detective families, in general, exhibited more learning behaviors than Explorer families. In both types of families, evaluators observed families reading exhibit text and parents reading aloud to children, sometimes bending to their children's level to discuss the art. However, more gesturing towards the artwork and discussion were observed of the Detective families, suggesting that Detective families spent more investigative time with the art. Use of Art Detective cards helped to extend families' amount of time spent at an Art Detective artwork compared to Explorer families. Explorer families were more likely to browse, and Explorer children likely to show disinterest in the museum experience.

ATTRACTIVENESS AND ACCESSIBILITY OF THE CARDS

Most interviewed families considered the cards easy to understand. For one child, the card set's "cool cover" sparked his interest in the activities. The families who expressed difficulty with the cards were observed to have problems locating artworks (i.e., details on the featured art were sometimes small, children were too short to see, tour groups got in the way), or had young children who could not participate in the exploration. Observations revealed additional obstacles, including language (i.e., non-English speaking parents translated the cards for their children). Evaluators further speculate that one family could not fully participate in Art Detective activities because they confused gallery and audio guide numbers.

In the Pavilions¹

On a cool Saturday morning, the Parker family visits the Getty Museum. They retrieve a few materials from the information desk before entering the museum's pavilions where the art is on display. All family members select a general map from the display, and the three Parker children each collect a brochure of featured exhibits. The eldest child, who lags behind the family, spots the Family Fun cart *en route* to the North Pavilion. She briefly leaves the family to grab a South Pavilion Art Detective card set and adds it to her handful of guiding materials.

Mr. and Mrs. Parker often discuss the artwork between themselves. The eldest child sometimes reads the exhibit text adjacent to the artworks silently. She does not utilize the Art Detective cards, but rather hands her stack of guiding materials to her parents (as the younger children have already done). The children break away from their parents to discover artworks together, but gradually lose interest. The youngest child asks to visit the Family Room to which the father replies, "Let's see if we have time after we finish looking around in this building." After the family visits the South Pavilion (the third pavilion in their trip), the two younger children find their way to the nearest bench while their parents and sister move through the galleries.

The Alexanders and their son also choose to visit the Getty Museum on this Saturday. A museum staff person mentions the Art Detective cards to the Alexanders and offers a South Pavilion card set. The three agree to try the activities and head towards the South Pavilion. The family takes their time investigating first floor galleries prior to locating the first Art Detective artwork. Mr. and Mrs. Alexander take turns pointing at certain artworks and ask their son what he thinks. The son, too, stops at art he thinks is interesting and encourages his parents to look.

The Alexander family then utilizes the Art Detective cards to locate featured artworks. The son separates the Art Detective card set and holds the four discreet cards in one hand. He and his mother pass the cards between one another during the exploration. Mr. Alexander looks for gallery numbers and asks questions about the artwork. The son is mainly responsible for locating the artwork. The family answers Art Detective card questions together.

In Gallery S104, Mrs. Alexander encourages her son to look for a golden dragon. She is careful not to give away answers to questions on the card and asks, "What looks like a dragon in this room? What do the other dragons look like?" Mr. Alexander gestures toward the facial expressions of several dragons while the son talks about where the candles might be placed. The son hands the card to his mother when it is completely answered. The Alexanders move through the pavilion, working as a team to locate additional Art Detective artworks.

¹ The Explorer and Detective families featured in this story reflect a composite of observed families. The Alexanders, for example, reflect Detective families 506D4 and 507D8 (pointing); 429D2, 507D3, and 507D5 (gesturing); 428D1 (handing the card to a parent); and 528D7 (seeking verification of found artwork from parent).

Overview

The Art Detective Cards program, featured at the J. Paul Getty Museum, is intended to 1) engage families² in searching for and discussing art; 2) create a comfortable and welcoming environment in which families can feel competent; and, 3) provide a fun way for families to learn about art. The cards feature family-appropriate artwork that is accessible³ to children. Of the four types of Art Detective cards, this evaluation focused on two: one that includes artworks from all four permanent collections (the All Pavilions card) and one that includes artworks from one feature pavilion (the South Pavilion card, for this evaluation). Families may obtain English or Spanish versions of the cards from either a centrally located Family Fun cart in the museum courtyard, or a family-oriented brochure rack located outside the Family Room.

The cards, approximately the size of a folded sheet of standard paper, are made available to families who are interested in self-guided learning. Art Detective card sets can be separated into four (South Pavilion card) or eight (All Pavilions card) trading-size cards. Each set of Art Detective cards displays a cropped section of a larger art object on its front. This image is situated below a Mystery Question – a question about the specific artwork that requires families to locate and view the artwork. Families may also participate in additional activities provided on the backs of cards. For example, they may investigate the gallery for commonalities between the works, or search for particular art-making techniques.

The present evaluation will assess families' use of Art Detective cards. Specifically, the evaluation should clarify:

- 1) The ways in which families use Art Detective cards;
- 2) If card activities impact the family dynamic;
- 3) Learning associated with card use; and,
- 4) The attractiveness and accessibility of the cards.

Outcomes will further clarify the extent to which Art Detective cards shape families' experience in the museum.

² For the purpose of this evaluation, a *family* is any visiting group of adults and children, independent of institutionally organized groups (i.e., community, school, church, or volunteer groups). Relationships between the adult(s) and child(ren) are assumed in observation but not confirmed of all families.

³ Accessibility refers to child-appropriateness of the artwork and visibility. Two particular sites seemed difficult for children to see: "Joke Glass" (84.DK.520, N104) and "Cabinet on Stand" (77.DA.1; S103).

Methodology

Evaluators responded to evaluation questions using observations and interviews. On most dates, data collection took place in the South Pavilion because of its acoustics, moderate foot traffic, and the proximity of South Pavilion Art Detective card artworks to one another. Evaluators also observed conducive galleries (i.e., galleries featured in the All Pavilion Art Detective cards) throughout all four permanent collections pavilions for supplemental information.

Participants

Families observed to actively utilize Art Detective cards, or Detective families, and families who navigate pavilions without Art Detective, or Explorer families, were of particular interest. All Detective and Explorer families who visited the pavilions on dates of observation were potential participants. Evaluators observed a total of 50 Detective families and 54 Explorer families. Further, 22 Detective families were interviewed⁴.

Data Collection

OBSERVATION. *Observation* provides context for participant activities, opportunity for discovery of new information, objective insight, and the chance to witness what might not be disclosed in an interview. It is a means for an evaluator to better understand how program activities unfold. For the present study, evaluators employed *naturalistic* and *focused* observation to investigate family activity. Naturalistic refers to unobtrusive observation of events as they occur. The evaluator does not manipulate the environment, and merely watches to gain a sense of investigative direction. In a focused observation, the evaluator observes activities with the intent to answer specific, posed questions. *Trailing* is deliberate, continuous, focused observation in motion. That is, the observation target is inconspicuously followed throughout his or her activity.

Evaluators used an observation guide to ensure that collected information was consistent and relevant to evaluation questions (refer to Appendix C). The observation guide reflects family characteristics, dynamic, and behaviors pertinent to understanding Art Detective card set use. Evaluators, with the assistance of Education Department representatives, developed the guide after a naturalistic observation of Explorer and Detective families. Components of the guide such as family dynamic (lead and support) and amount of family discussion about an artwork emerged as important features during naturalistic observation, thus were included in the final guide.

Evaluators observed all⁵ families who browsed North and South, beginning in the first floor galleries. Evaluators observed in tandem in the South Pavilion, stationing themselves near two of

⁴ Evaluators anticipated observing 30 Detective families, at least half (15) of which would be interviewed.

⁵ Evaluators attempted to observe all families until *saturation* – the point at which observed information becomes repetitive.

the three exhibits featured in the South Pavilion Art Detective card set⁶. When a Detective family was identified at any first floor artwork featured in the Art Detective card set, evaluators investigated and confirmed Art Detective card use by trailing the family across card artworks, including the second floor artwork. To note, evaluators situated themselves in adjacent South Pavilion galleries during dates of trailing, focused observations. One evaluator, posted some distance from the family, recorded observable behaviors, while the second, more proximal evaluator recorded family discussions regarding artworks.

A similar method of observation was utilized across pavilions. To capture cross-pavilion activity, evaluators situated themselves on the first floor artworks of the North and South pavilions. The evaluator posted in the North Pavilion observed and trailed families into the East Pavilion. The evaluator in the South Pavilion was responsible for South and West Pavilion visitors. During this type of evaluation, each evaluator recorded family behaviors and discussion.

A means by which to clarify how Detective families utilize the cards (Evaluation Question 1), experience the family dynamic (Question 2), and learn through card use (Question 3) is by comparison to families who do not use the cards. Comparison of Explorer and Detective family behaviors in the galleries clarified families' distinct experiences. Evaluators planned to observe and provide rich description for approximately 30 Detective and 30 Explorer families but collected information from at least 50 families of each type (50 Detective and 54 Explorer families). Initial sample sizes were selected to determine significant trends without redundancy of information⁷. Evaluators trailed at least half of the total observed Detective families to clarify families' full process with the Art Detective cards. Because Detective families are not required to visit Art Detective artworks in any particular order, trailed families were observed beginning at any point during their use of the cards when they entered into the evaluators' observation range.

To increase families' potential use of Art Detective cards and the evaluation sample size, museum staff persons *boosted*, or actively distributed, select Art Detective cards on predetermined dates. Staff persons handed cards to families *en route* to the museum from the tram, following Art Stop tours, and following Family Creation Station activities.

⁶ Evaluators were specifically stationed near "Cabinet on Stand" (77.DA.1; S103) and "Pair of Torchères" (79.DA.5; S104) or "Mantle Clock" (82.DB.2; S116). Detective families identified at these stations can be trailed to "John, Fourteenth Lord Willoughby de Broke, and his Family" (96.PA.312; S204), located on the pavilion's second floor.

⁷ There are no heuristics for sampling in observations. Data collection can be stopped when: 1) data becomes redundant, 2) data no longer yields responses to research questions, or 3) resources are exhausted (e.g., Guba, 1978; Patton, 2002). Evaluators for this project propose that clear trends of use and learning will emerge prior to the thirtieth observed family.

INTERVIEWS. When an evaluator cannot answer research questions through observation, he or she might simply ask a participant about activities. Attitudes and thought processes, for example, are unobservable and might not consistently be reflected in behaviors. Interviews, then, more accurately capture participants' perspectives. Among several options of interview styles, evaluators may conduct semi-structured interviews using an *interview guide* – a list of questions directly related to the evaluation. The guide guarantees that research questions are systemically answered in a given amount of time, and still allows some informal conversation to clarify activities (refer to Appendix B).

Evaluators interviewed 22 trailed Detective families to contextualize and confirm monitored activities. Evaluators interviewed *leads*, or persons observed to guide the family in Art Detective activities, and *supports*, or persons who take a participatory role in activities. Evaluators gained permission from adults in the family prior to interviewing. Evaluators explained the purpose of the research, how the information would be used, and what types of questions would be asked. Questions included *why did you choose the Art Detective card as an activity today, how did the children respond to using the Art detective cards, and were the cards easy or difficult to understand*. Families were informed that their responses are confidential and participation involves no particular risk or benefit (refer to Appendix C).

Analysis and Synthesis

ANALYSIS. Evaluators reviewed observation notes to identify major emerging themes, and then categorized the notes using those themes. For example, the theme Gesturing Toward Artwork emerged as a learning behavior in Explorer and Detective families. Notes that correspond with Gesturing Toward Artwork include (refer to Appendix B, p. 46):

- Grandmother speaks and gestures toward the art while other family adults and children listen.
- A father points at the detail of the cabinet.
- Mom points to the numbers on the mantle clock for her young son, held up by his father.

Theme notes were compiled and compared by their frequency. That is, the number of comments related to one theme in Detective families was compared to those of the same theme in Explorer families. Frequencies conceptually demonstrate the differences and similarities between Explorer and Detective families. As well, contrast occurs when a theme emerges in one family type but not the other. Evaluators treated Detective family interview phrases similarly. Phrases from transcribed interviews were reviewed for themes. Phrases were then categorized by those themes. Because a comparison between Explorer and Detective family interviews was unnecessary for this evaluation, frequencies were not utilized for interview phrases. The stories of interviewed Detective families reflected their distinct experience with Art Detective card sets.

SYNTHESIS. The design employed qualitative information to answer the questions posed for this evaluation and to best articulate use of Art Detective cards. Observations provided insight about family activities that take place in the galleries with and without the cards, possible reasons for different levels of card use; perceptions of the cards as a learning tool; any need for such materials; and, selected insight on self-guided learning. Interviews clarified the minutiae of families' experience and resolved any missing information related to use of Art Detective card sets. Further, frequencies based on qualitative information provided simple quantitative support for findings.

References

- Guba, E. (1978). *Toward a methodology of naturalistic inquiry in educational evaluation. Monograph 8.* Los Angeles: UCLA Center for the Study of Evaluation.
- Patton, M. (2002). *Qualitative Research and Evaluation Methods.* Sage Publications: Thousand Oaks, CA.

Findings

The following findings reflect observed behaviors and interviews. Findings are organized by the four evaluation questions presented in the overview. Featured comments (*italicized*) might be shared by more than one family and are used to represent a relevant theme. Refer to the Appendix for complete and detailed comments regarding each theme.

Index of Findings

PART 1. GENERAL CHARACTERISTICS OF ALL OBSERVED FAMILIES

P. 13

This section provides overall frequencies of Explorer and Detective families observed in the pavilions. Frequencies include the types of families⁸ that visit the museum (Figure 1), the number of adults in these families (Figure 2), and the number of youth in these families (Figure 3). Frequencies reflect those families who passed through evaluators' range of observation. The visitor status of interviewed Detective families, which reflects if interviewed families are new or returning visitors, is also included in this section (Figure 4). Interviews of Detective families that elaborate upon their visitor status follow Figure 4.

PART 2. WAYS IN WHICH FAMILIES USE GENERAL GUIDING MATERIALS AND ART DETECTIVE CARDS

P. 17

The ways in which Explorer families utilize general guiding materials (i.e., museum maps, audio guides) and Detective families utilize Art Detective card sets are reflected in Part 2. Figure 5 reflects which kind of guiding materials Explorer families used in the pavilions. The specific Art Detective card utilized by Detective families on observation days is reflected in Figures 6 and 7. Figure 6 identifies the use of South Pavilion, All Pavilion cards, or a combination of both. Figure 7 reflects the use of specific Art Detective cards by interviewed families only. Interviews of Detective families on the appeal of Art Detective cards follow Figure 7.

PART 3. IMPACT OF CARD ACTIVITIES ON FAMILY DYNAMIC

P. 22

Figures and tables in this section examine the family dynamic of Explorer and Detective families. Figure 8 reflects who leads and supports discovery of artwork in the museum across Explorer and Detective families. Table 1 compares the family roles and activities across the two family types. This information is followed by Detective family interviews that clarify their roles and activities related to Art Detective cards.

PART 4. LEARNING BEHAVIORS ASSOCIATED WITH ART DETECTIVE CARD USE

P. 27

Figures 9 and 10 examine the amount and level of discussion that observed families have about artwork. Figure 9 reflects discussion about artwork within Explorer families, and Figure 10 reflects if Detective families discussed artwork beyond what was prompted on the cards. Figure 10 is supported by Detective family interview responses about their discussions around Art Detective artwork. Table 2 examines and compares learning behaviors between Explorer and Detective families. Figure 11 reflects the amount of the Art Detective card set that Detective families are observed to complete, which might inform the results in Figure 10. Interviews of Detective families on answering Art Detective card questions follow Figure 10.

PART 5. CARD ATTRACTIVENESS AND ACCESSIBILITY

P. 34

Detective family opinions on Art Detective cards ease of understanding, feasibility, and attractiveness are included in this section, followed by suggestions on card improvement.

⁸ Family types include adult-toddler, adult-child, and adult-teen groups.

1

PART 1. GENERAL CHARACTERISTICS OF ALL OBSERVED FAMILIES

FIGURE 1. TYPES OF FAMILIES OBSERVED IN THE MUSEUM

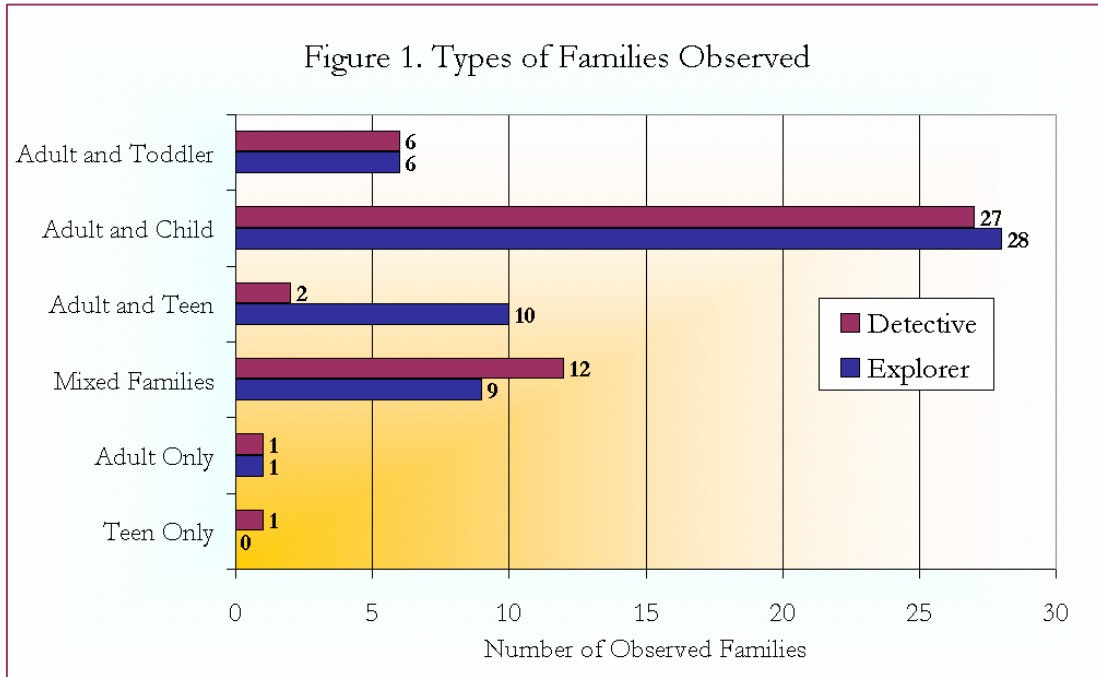
FIGURE 2. NUMBER OF ADULTS IN OBSERVED FAMILIES

FIGURE 3. NUMBER OF YOUTH IN OBSERVED FAMILIES

FIGURE 4. VISITOR STATUS OF DETECTIVE FAMILIES

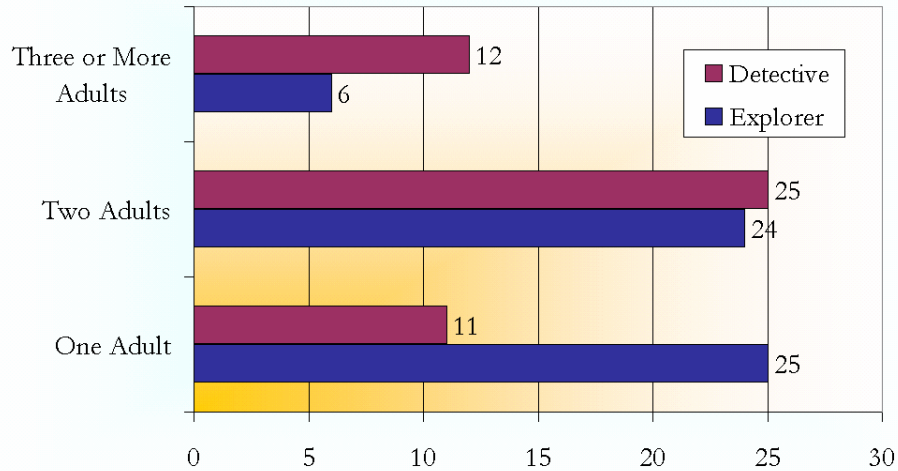
INTERVIEW NOTES OF DETECTIVE FAMILIES ABOUT THEIR VISITOR STATUS

GENERAL CHARACTERISTICS OF OBSERVED FAMILIES



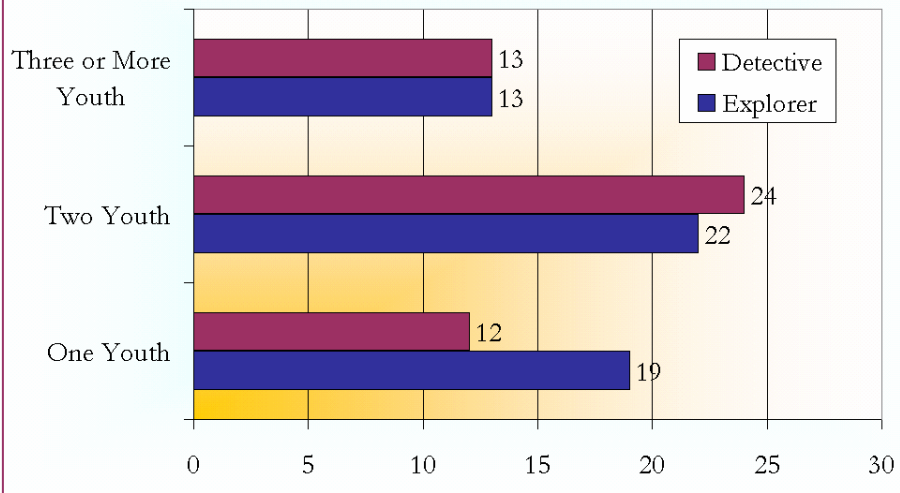
Of the observed Explorer and Detective families, most were adult-child pairs (one parent and one child) and groups (more than one parent and/or more than one child). Adult-teen pairs and groups were more likely to be Explorer families than Detective families. Mixed families, which can include teens, children, and toddlers, were more likely to be Detective families.

Figure 2. Number of Adults in Observed Families

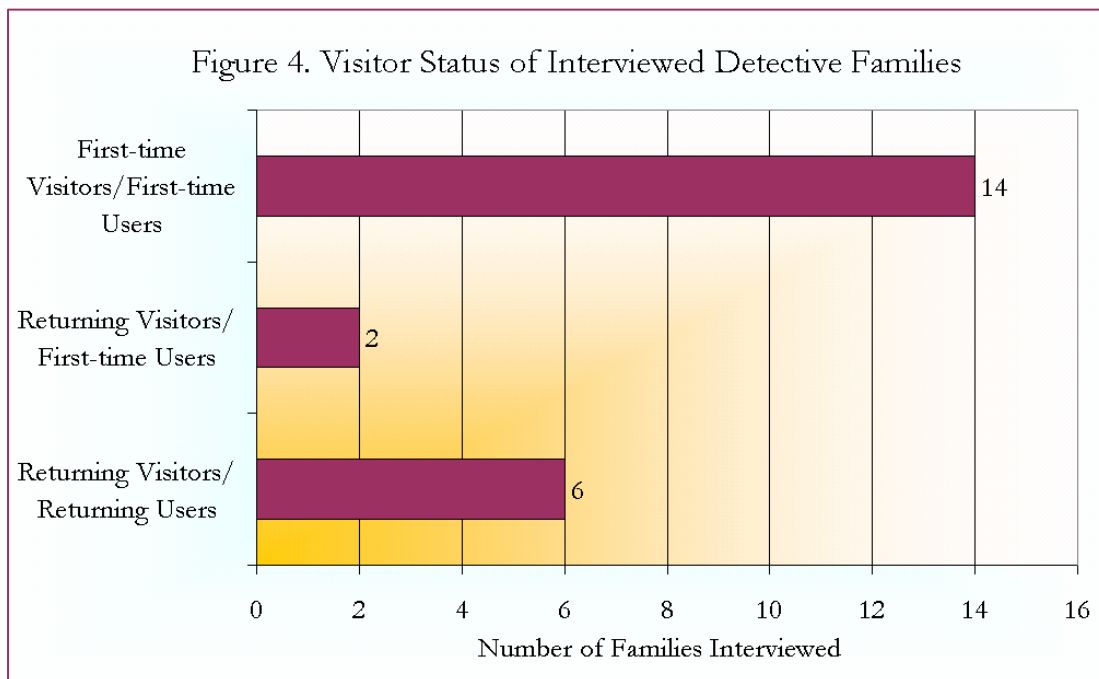


As illustrated in Figure 2, Explorer families were often observed to have one or two adults but rarely more. Detective families were observed to have two adults.

Figure 3. Number of Youth in Observed Families



Detective and Explorer families most often had two youth. Evaluators observed an equal number of families who visited the galleries with three or more youth (Figure 3).



A majority (14) of interviewed families were first-time visitors and first-time users of the Art Detective cards (Figure 4).

INTERVIEWS Of Detective Families on Their Visitor Status

Returning Visitors/ First-time Users

The family used the cards for the first time during this visit. The girls have visited the Getty before but they were too young to understand the cards at that time.

Two families were returning visitors to the Getty. The parents of young children are interested in such museum activities; however young children's access to the card might hinder card use. A second family reported that they did not see the cards on their first visit. The mother later read about the Art Detective cards and thought it would be a good activity on their next visit.

Returning Visitors/ Returning User

The family used the architecture Art Detective card set on a past visit to the Getty.

Most Detective families who reported being returning visitors to the Getty had used Art Detective cards previously. Four of the six families definitively stated that the cards encouraged them to return to the museum.



PART 2. WAYS IN WHICH FAMILIES USE GENERAL GUIDING MATERIALS AND ART DETECTIVE CARDS

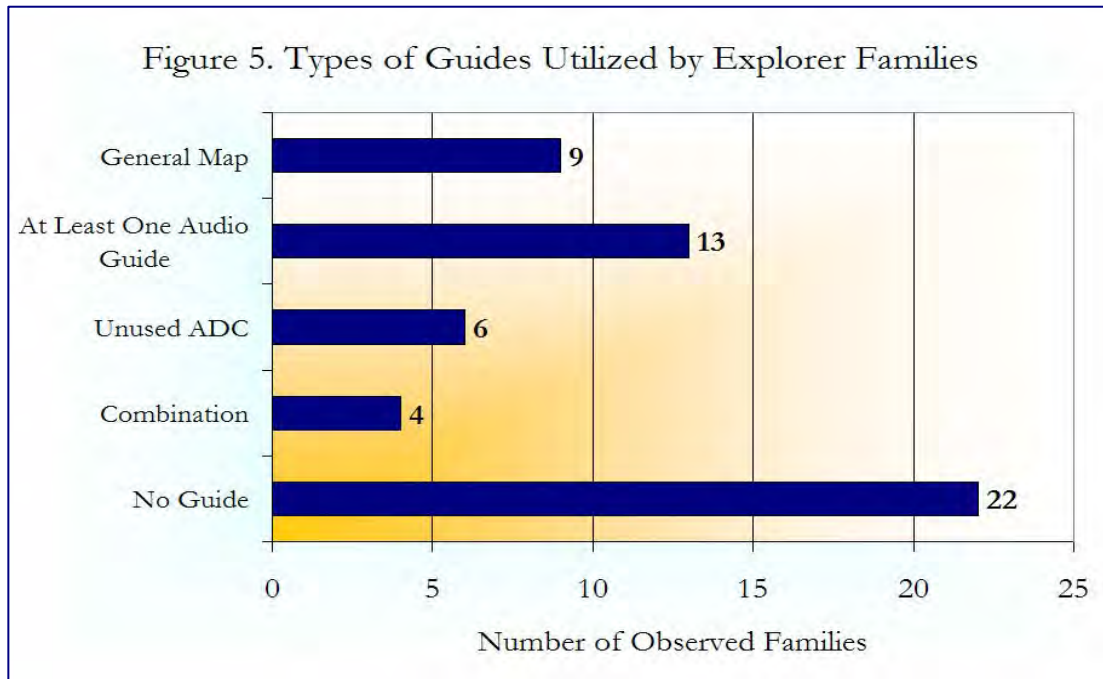
FIGURE 5. TYPES OF GUIDES UTILIZED BY EXPLORER FAMILIES

FIGURE 6. GUIDES USED BY DETECTIVE FAMILIES

FIGURE 7. TYPES OF ART DETECTIVE CARDS USED BY INTERVIEWED FAMILIES

INTERVIEWS OF DETECTIVE FAMILIES ON THE APPEAL OF ART DETECTIVE CARDS

WAYS IN WHICH FAMILIES USE GUIDING MATERIALS/ ART DETECTIVE CARDS



Almost half of all observed Explorer families (26) navigated the pavilions and galleries using some type of guiding materials (i.e., general map, audio guide, or a combination of both). (See Figure 5.)

BEHAVIORS Of Explorer Families

Observed Use of General Self-Guiding Materials Among Explorer Families

Audio Guide (12 comments)

A teen continues to investigate the galleries independently with the help of an audio guide.

Of the observed Explorer families who visibly held guiding materials (32), most utilized audio guides. Audio guides were shared between parents and between children. The guides appeared to facilitate independent exploration among youth (children and teens).

Observed Management of General Self-Guiding Materials Among Explorer Families

Guide surplus (8 comments)

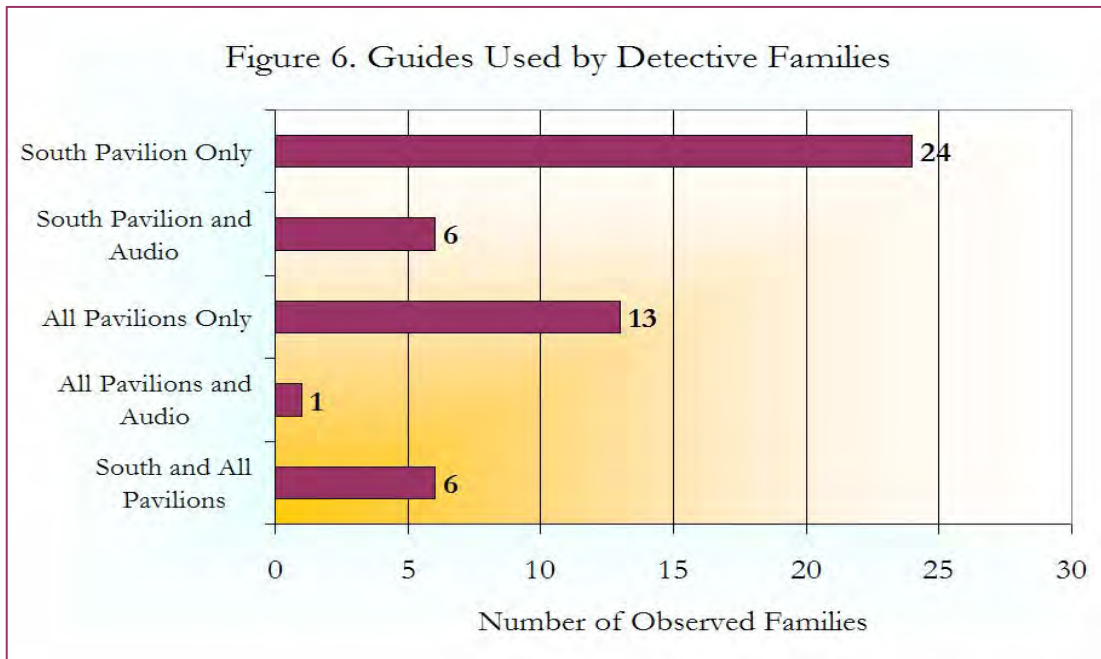
A father tries to find a pocket that will fit his brochures, including an Art Detective card.

Fewer than half of Explorer families did not have guides. Of those families who did have guides, several parents were seen holding but not referring to stacks of guides.

Non-Use of Art Detective cards (11 comments)

Four girls use the cards as fans while breezing through three or four galleries.

Several Explorer families possessed Art Detective Cards that went unused or were utilized to occupy youths' hands (i.e., splitting the cards or using the full card set as a fan). In one family, a mother refers to the All Pavilion card with her daughter, but they are not at an Art Detective artwork.



Distribution of South Pavilion card sets was boosted on three observation dates and All Pavilion card sets on two dates. A total of 30 families utilized South Pavilion cards, and 14 families utilized All Pavilion cards across all observation dates. Six families combined the cards and attempted to explore 12 Art Detective sites (South and All Pavilion cards). To note, All Pavilion cards were less utilized even during boost dates.

BEHAVIORS Of Detective Families

Observed Use of Art Detective Cards Among Detective Families

Navigating the Galleries (7 comments)

A girl looks at her cards and says, "...See if I can find it...closest one would be E or W."

Detective families often asked security officers for directions or used the entryway maps to locate the next Art Detective artwork. Beyond these sources, families seemed invested in using the Art Detective cards over other guiding materials to move them through the galleries.

Bottom to Top

Of those families interviewed in the South Pavilion, families reported first locating artworks on the first floor, and then moving to the second floor. There is not necessarily a typical way in which families visited first floor galleries.

North to South

Of those interviewed families who used the All Pavilions cards, families reported visiting the North, East, and South pavilions, in that order. Families were often intercepted when leaving the South Pavilion for the museum courtyard. Rarely, families were also interviewed after having come from the West Pavilion to the South Pavilion.

Visiting only Art Detective artworks (2 comments)

Father and son make a beeline for the ADC artwork.

Rarely, families were observed to visit only those artworks featured in the Art Detective cards but not other, non-detective artworks. The cards facilitated discovery in particular galleries, but did not encourage some families to look at other art.

Visiting Art Detective artworks and other artwork (7 comments)

A teen in a wheelchair takes pictures of the Blue Bed in between searching for ADC artworks.

Often, families referred to the cards if they were in a featured gallery but did not solely visit Art Detective artworks. Families also alternated their exploration, sometimes looking only for Art Detective artworks and other times looking at non-Detective artwork.

Observed Management of Art Detective Cards Among Detective Families

Physical Use of the Cards (7 comments)

A boy tears off the card of the artwork he finds and hands it to his father.

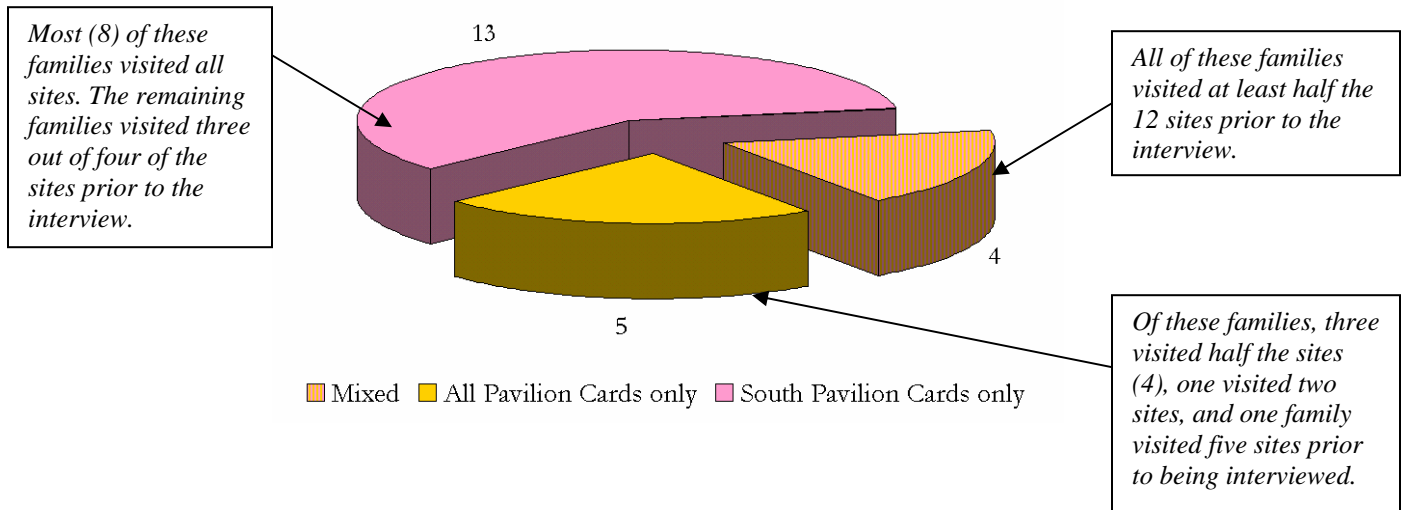
Children were observed tearing individual Art Detective cards from the lot to facilitate the exploration process. Children sometimes handed the cards to parents to verify that the correct artwork was found, or remove a single card as a show of completion.

Unintended Physical Use of the Cards (3 comments)

Young children tear the cards into individuals and play with them (shuffle, collect in a stack, spread them out on a bench).

Children who were too young to participate in activities were often observed playing with the cards in non-intended ways while families viewed the artwork. Playing with the cards in this way gave the appearance that toddlers and young children were still involved in Art Detective activities, but learning (as intended using Art Detective cards) was likely not occurring.

Figure 7. Types of Art Detective Cards Used by Interviewed Families



INTERVIEWS Of Detective Families on the Appeal of Art Detective Cards

Youth

The girl expressed an interest in finding the artworks.

Youth who answered the question “Why did you choose the Art Detective card as an activity today?” generally responded that they thought the cards looked like a fun activity. These youth initiated the Art Detective card use within their families. One youth responded that she participated in the activities because her parents said to.

Parents

The father said that [the cards] “generate interest” and “provide us with an objective.”

Some parents thought the cards were an educational or goal-oriented activity and encouraged youth to participate. One parent thought it would be a good opportunity to look closely at the artwork.

Adults

“It looked like fun. I like sleuthing.”

An adult couple was drawn to the Art Detective cards’ mystery-solving activities. They completed the card together even though they did not have children.

PART 3. IMPACT OF CARD ACTIVITIES ON FAMILY DYNAMIC

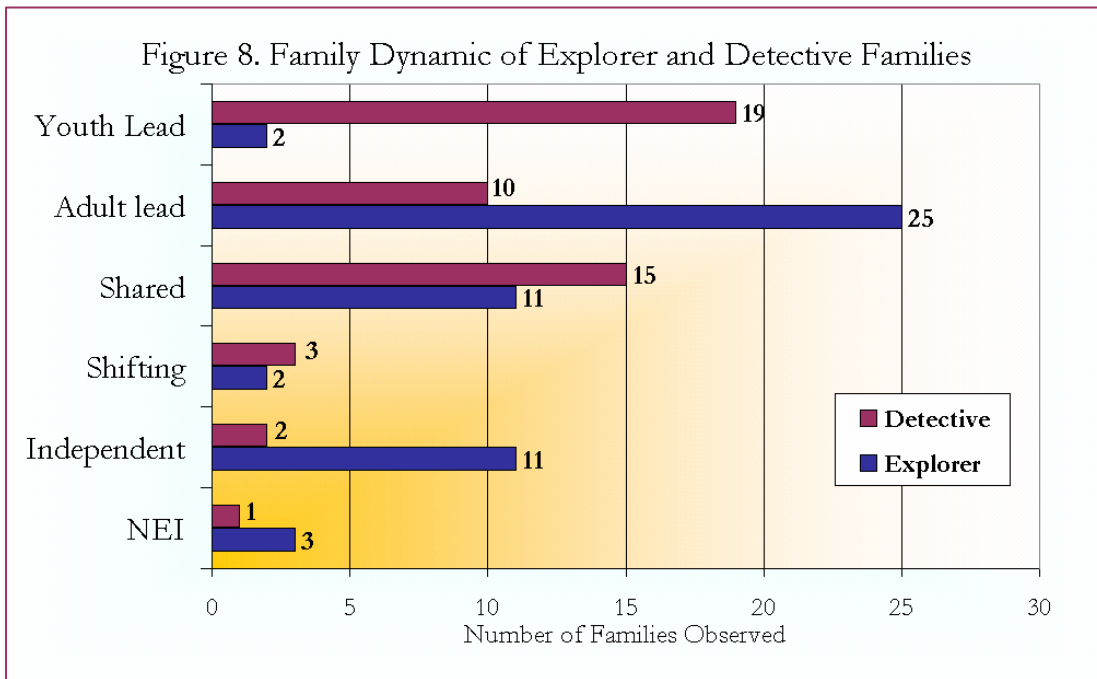
FIGURE 8. FAMILY DYNAMIC OF EXPLORER AND DETECTIVE FAMILIES

TABLE 1. ROLES AND ACTIVITIES IN OBSERVED FAMILIES AND RELATED NUMBER OF COMMENTS FROM OBSERVATION NOTES

INTERVIEWS OF DETECTIVE FAMILIES ON THEIR BEHAVIORS AND ACTIVITIES RELATED TO ART DETECTIVE CARDS

FIGURE 9. FREQUENCY OF FAMILIES' TIMED VISITS AT ARTWORKS

IMPACT OF CARD ACTIVITIES ON FAMILY DYNAMIC



NEI: Not Enough Information

BEHAVIORS Of Explorer and Detective Families

Explorer Family Member Roles

Parental Management (5 comments)

A mother tells her son that the family cannot go to the children’s room and the father says to her, “We should get out of here. Let’s keep [the children] moving.”

Parents in Explorer families were observed to directly and indirectly manage youth’s museum experience. That is, parents were heard and seen directing youth’s activities by handing youth guiding materials other than Art Detective cards and attending to their personal interests in the galleries first, for example.

Physical Guide (7 comments)

An adult female guides the child by hand through the gallery, allowing him to get close to the artwork.

Evaluators observed many adults walking through galleries while holding youth’s hands. Handholding prevented younger children from getting too close to the artwork or wandering. In one family, children closely followed a parent through the pavilion.

Explorer Family Activities

Reading Aloud (1 comment)

A mother sometimes reads the exhibit text aloud so the father, two children, and toddler can hear.

Explorer families were less likely to be heard reading aloud to each other, compared to Detective families. One occasion of reading aloud was observed – a parent read exhibit text for the family.

Teams (11 comments)

A mother and grandma tend to view the artwork together, while the adult male and girl hang out together.

Similar to what is observed among Detective families, Explorer families sometimes dispersed into smaller teams or individuals, more so, to investigate the gallery. However, Explorer teams and individuals did not have a goal as Detective teams had.

Shared Investigation (1 comment)

A male child encourages a female adult to see a painting at which he is looking and makes (what appears to be) a joke while pointing at the boat in the painting.

A rare observation: a mother and son share a moment during exploration. Although the two walk through a particular gallery independently, the son calls his mother over to comment on a painting. The conversation is in another language, but the son gestures at the artwork and makes a joke at which the mother laughs. After, they resume independent exploration.

Disinterest (10 comments)

Children in one family seem uninterested. One child holds the adult's hand and tries to pull him to the exit.

Children were observed pulling their parents away from artworks and towards the nearest exit. Other children who were uninterested in the artwork found refuge in handheld videogames and child-friendly games (i.e., playing with child make-up), or sat in the breezeways waiting for their families to be done.

Detective Family Member Roles Related to Art Detective Card Use

Youth Leading Behaviors (5 comments)

Adults refer to the cards when prompted by the children.

Art Detective families demonstrated a partnership between youth and adults. That is, youth encouraged adults to search for artworks and adults were often seen holding the cards. By holding the cards, adults were primary navigators.

Parent Facilitating Behaviors (11 comments)

A father counts aloud in Roman numerals to help his daughters answer the question.

Parents were observed as primary facilitators of exploration and discussion. They prompted children to read the cards, look around the gallery, and answer questions posed on the cards.

Detective Family Activities Related to Art Detective Card Use

Deliberation (3 comments)

A family gathers in the corner of a gallery to discuss how the children will use their two cards.

Prior to walking through the galleries, families were seen and heard deliberating how to use the cards. For example, one family discussed which of two children would be responsible for leading exploration to particular artworks. A different family was observed trying to understand gallery numbers before moving ahead.

Reading Aloud (6 comments)

Mother reads the mystery answer aloud so that the daughter can find the correct clock (S116).

Adults and youth were heard reading Art Detective card questions aloud. Parents read portions of the card to children to facilitate the search. Children read and answered questions aloud to assist their own exploration.

Verification (6 comments)

A boy tears off the card of the artwork he finds and hands it to his father to check the correctness of the artwork that the child identifies.

Children are often observed showing their parents to artworks they have found. A parent's role then becomes making sure that the child is correct. Occasionally a parent will instruct a youth to verify his or her own find by searching the card for the answer.

Support (4 comments)

A father stops looking at other artwork and helps his son find an ADC artwork.

Parents look at non-Art Detective artworks while remaining nearby their Detective youth(s). Parents support their investigating children in two ways: remaining in close proximity to the child or by taking on the explorer role with the child.

Teams (5 comments)

Children sometimes break away from larger families to investigate (3).








































































Related to comments on support, when there was more than one child in a family the children were observed to group and break away from families to find the Art Detective artworks.

Enthusiasm (9 comments)

One boy rushes his family out of the gallery so they can go upstairs (to the next artwork).

Evaluators assumed enthusiasm when youth made audible exclamations in the galleries relative to Art Detective artworks. Enthusiasm was also observed by the manner in which youth involved their families in investigating galleries. Rarely, youth left the presence of their parents when parents were not fervent participants. One child rushed his parents to the next Art Detective artwork; another child tried to leave her parents to find the next artwork alone; and a last child stopped his father from walking to another gallery until they found the Detective artwork in that particular gallery.

Table 1. Roles and Activities in Observed Families and Related Number of Comments from Observation Notes

ROLES		 = Detective Families  = Explorer Families
Youth Leads	     5 Comments 0 Comments	
Parent Directive	0 Comments        7 Comments	
Parent Facilitation	           11 Comments 0 Comments	
ACTIVITIES		
Reading Aloud	      6 Comments  1 Comment	
Teams	     5 Comments            11 Comments	
Deliberation	   3 Comments 0 Comments	
Verification	      6 Comments 0 Comments	
Support	    4 Comments 0 Comments	
Enthusiasm	          9 Comments 0 Comments	

INTERVIEWS

Of Detective Families on Their Behaviors and Activities Related to Art Detective Cards

Family Dynamic

Together. The grandmother said it took two of them to find everything.

All families interviewed reported working together to find Art Detective artworks. Many parents described facilitating the exploration – they would lead or support the youth’s discovery. Also, families mentioned that children explored with other children (but not alone).

Family Discussion about Art Detective Artworks

“I looked for what the card asked me to look at.”

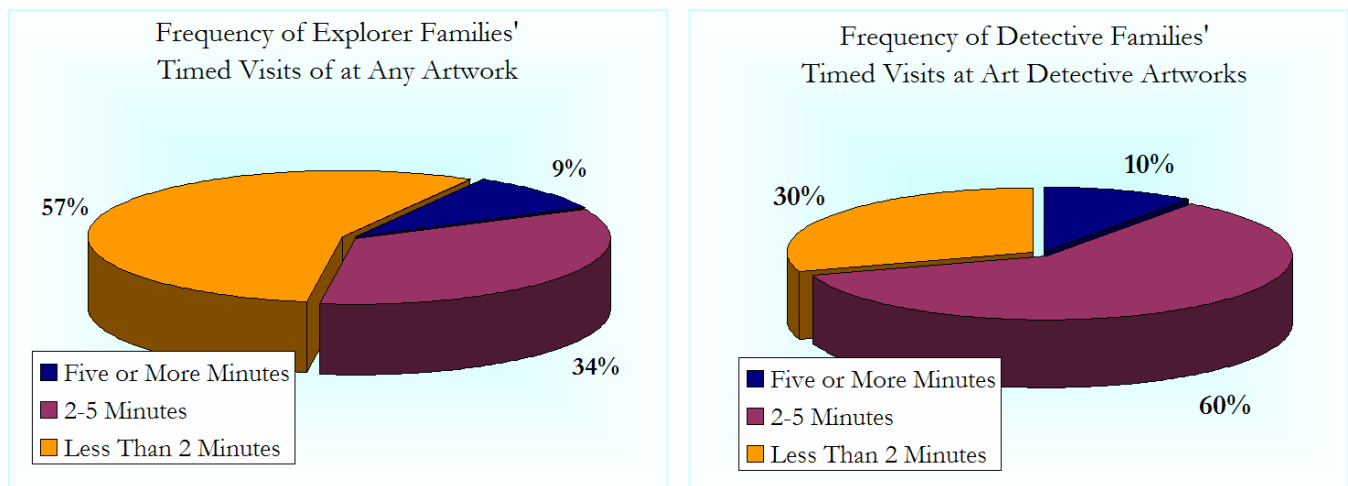
Of the interviewed families, most did not have discussion beyond what was asked on the Art Detective Card. There was rare talk of the attractiveness of a piece or the function of art structures.

Youth Response

The boys liked the cards. The older boy said, “Yes, because we get to see different artworks” and the younger boy said, “I don’t know.”

Youth reported liking the Art Detective cards. Their interest seemed to be fostered by Art Detective card activities. Some youth reported having no particular interest in the artwork prior to being introduced to Art Detective cards. Youth said that they learned about the art (via a “treasure hunt”).

Figure 9. Frequency of Families’ Timed Visits at Artworks



Evaluators timed how long families remained at individual artworks. 32 timed visits by Explorer families and 90 timed visits by Detective families are reported in Figure 9. Most timed Explorer families (57%) spent less than 2 minutes at any artwork. Fewer (34%) remained at an artwork for 2 to 5 minutes. The opposite is true for Detective families. Detective families visited more sites for longer periods of time, often remaining at Art Detective sites for 2 to 5 minutes (60%).

PART 4. LEARNING BEHAVIORS ASSOCIATED WITH ART DETECTIVE CARD USE

FIGURE 10. AMOUNT OF DISCUSSION WITHIN EXPLORER FAMILIES

FIGURE 11. LEVEL OF DISCUSSION WITHIN DETECTIVE FAMILIES

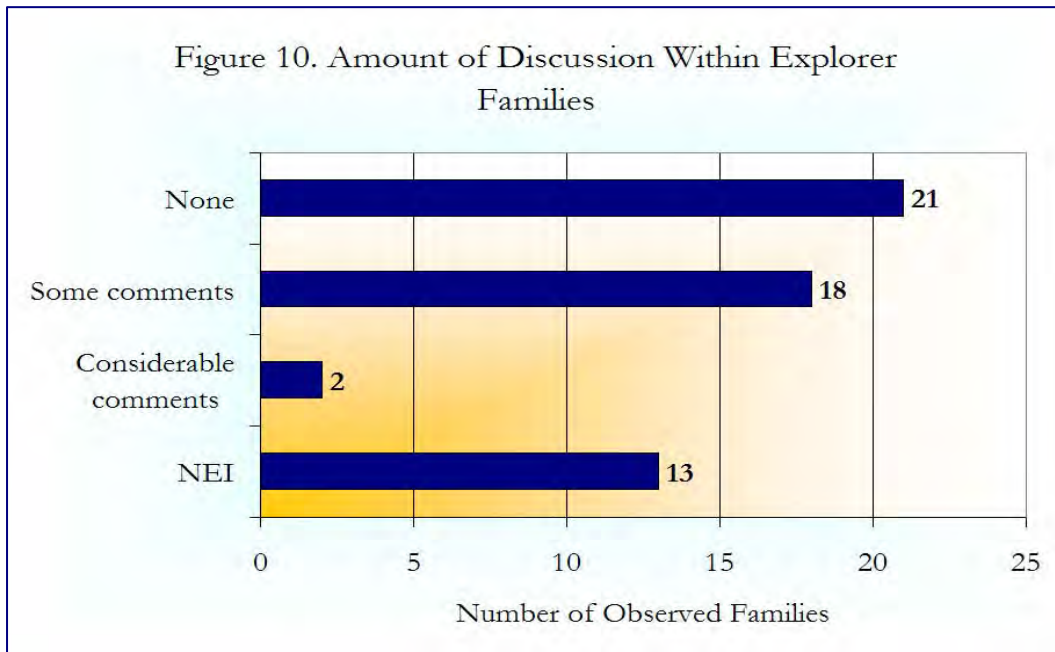
INTERVIEW OF DETECTIVE FAMILIES ABOUT THEIR DISCUSSIONS AROUND WITH ART DETECTIVE CARDS

TABLE 2. LEARNING BEHAVIORS AND ACTIVITIES IN OBSERVED FAMILIES

FIGURE 12. OBSERVED AMOUNT OF ART DETECTIVE CARD COMPLETED

INTERVIEWS OF DETECTIVE FAMILIES ON ANSWERING CARD QUESTIONS

LEARNING BEHAVIORS AND ACTIVITIES IN THE MUSEUM



NEI: Not Enough Information

Of the 54 observed Explorer families, there were almost an equal number of families who discussed (20) and did not discuss (21) the artwork. Information was insufficient for 13 families. Comments about the artwork within these families were either made in a different language or inaudible and without gestures towards the art.

BEHAVIORS Of Explorer Families

Verbal

Discussion and Language (5 comments)

While in front of the art, the mother often bends to the children's level and asks questions about the work, including, "What do you see here?" and "What do you think about that?"

Some family conversations are as simple as how pretty an artwork is, while other audible conversations are about a work's specific detail. Occasionally parents engaged children in discussion about the art by bending to their level and asking thought-provoking questions.

Request for Child-Oriented Activities (1 comment)

A male child asks his parents, "Can we go to the kids' room now?"

One child requests a visit to the Family Fun Center, which might reflect 1) the child's desire for child-friendly or fun activities, or 2) disinterest in the museum art. The child's intent is inconclusive. However, his knowledge of the Family Fun Center suggests an interest in what activities the museum offers for children.

Gesturing Towards Artwork (3 comments)

A mother points out and talks about details in the artwork to two children.

Parents in Explorer families were observed explaining artworks to youth by drawing their attention to various details. This behavior is more often demonstrated in Detective families, who are *prompted* to investigate the features of Art Detective artworks.

Captive Guiding (1 comment)

A mother holds her child in her arms and comments about the artwork.

Parents of toddlers are seen holding the child in the arms or guiding the child by the hand. The parent maintains a role of primary explorer and guide, sometimes explaining works of interest to the restrained toddler.

Imagination (1 comment)

A child speculates about the age of the art and what pieces would look nice in her room.

One child makes the artwork relevant by thinking of it on her terms.

Non-Verbal, Investigative

Reading Exhibit Text (4 comments)

A family wanders the gallery, briefly stopping to read the exhibit text.

Evaluators observed Explorer families using exhibit text and gallery cards to clarify the artwork. Most families who read the exhibit text do so silently. In one family, a mother requests the eldest daughter to read aloud to which the daughter refuses. The mother then reads the card aloud to the family. Exhibit text is supplemental to family visits, however it is not often utilized.

Youth-Initiated Exploration (2 comments)

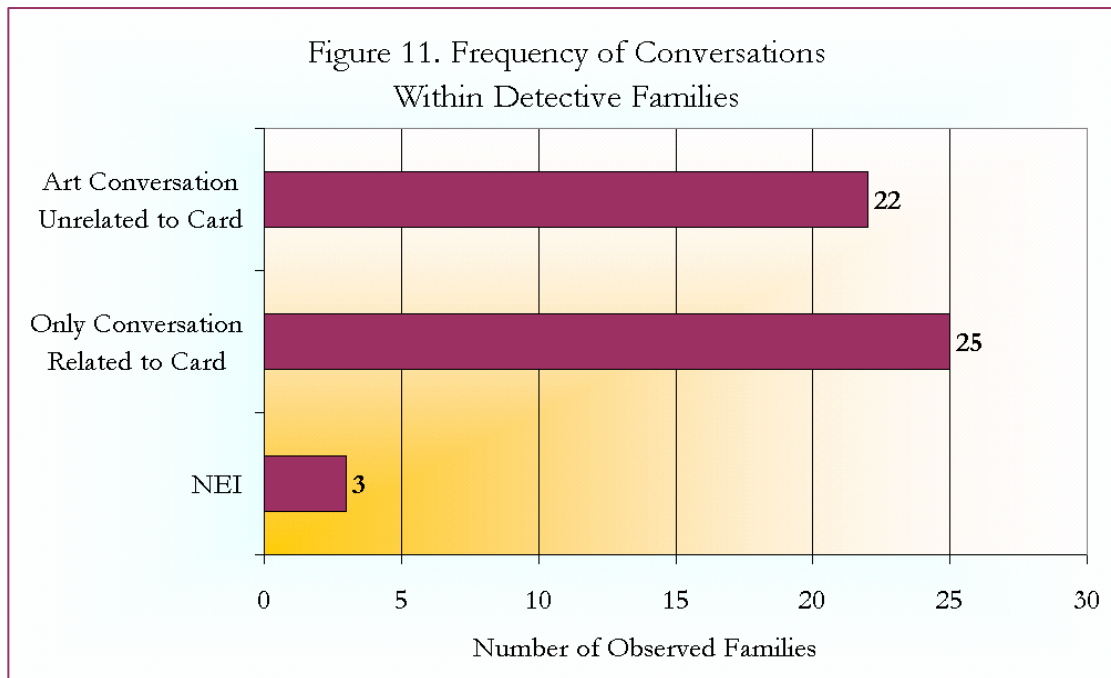
Although a mother suggests that the child look at particular work, the child views what he wants instead.

Occasionally children exhibited different interests than those of their parents. A second family resolves this issue by allowing the child to wander independently but nearby.

Browsing (5 comments)

A family walks at a moderate pace through the gallery but don't look at one specific piece.

Explorer families, more than Detective families, moved through galleries without truly viewing the art. This included walking quickly through the galleries and walking through galleries to get to a specific exhibit.



NEI: Not Enough Information

Evaluators listened to families' conversation about the artwork above and beyond what is asked on or reflected in the Art Detective card activities. Of the observed Detective families, half did not discuss the artwork beyond what was posed on the Art Detective cards. Less than half of the families were heard or reported discussing topics related to the art that were not included on the Art Detective cards.

BEHAVIORS Of Detective Families

Verbal

Discussion and Language (6 comments)

Parents bend down to the child's level to discuss the artwork with him (2).

To facilitate discussion between parents and youth, parents are observed making the discussion more accessible. This is done by bending to a child's level, looking at the card and artwork alongside a youth, trying to answer the question as a team, and using simple language.

Question Asking (4 comments)

A child walks herself through the exploration aloud (i.e., "Now I need to know what it is").

Youth were most inquisitive during the exploration, often asking questions about the Art Detective artwork or prompting themselves to answer the Art Detective questions. Children were heard guiding themselves through the Detective activities, and asking adults and security officers about the artwork.

Gesturing Towards Artwork (7 comments)

Grandmother speaks and gestures toward the art while other family adults and children listen.

More than Explorer families, parents of Detective families (particularly mother figures) were seen pointing at and motioning towards the Boulle cabinet and mantle clock. The Boulle cabinet was of particular interest, likely because of a prompt to identify a particular feature on the cabinet more easily seen by adults and taller children.

Non-Verbal, Investigative

Reading Exhibit Text (2 comments)

A teen reads the exhibit text to determine what the artwork is.

Detective families referred to exhibit text less than Explorer families. Youth refer to the text to determine what the artwork is, possibly to confirm an Art Detective artwork.

Exploration (5 comments)

The teen holds the hands of two children while walking through the gallery











Youth were seen holding hands while in the gallery, suggesting team exploration. This was also demonstrated by youth riding on parents' backs. This appeared to be close guiding, where children were proximal to teen and parent guides who pointed to information in the gallery or asked questions relevant to Art Detective cards.

Close Looking (11 comments)

Dad picks up the son so that the child can see the mantle clock (2).

Detective families engaged in close looking, which included lifting children to see Art Detective artworks (specifically the Boulle cabinet and mantle clock), looking closely at detail, and comparing what a family sees to the picture featured on the Art Detective card. Explorer families did not engage in close looking.

Table 2. Learning Behaviors and Activities in Observed Families and Related Number of Comments from Observation Notes

NON-VERBAL, INVESTIGATIVE	
Reading Exhibit Text	  2 Comments  4 Comments
Familial Exploration	 5 Comments 0 Comments
Close Looking	 11 Comments 0 Comments
VERBAL	
Discussion and Language	 6 Comments  5 Comments
Gesturing Towards Artwork	 7 Comments  3 Comments
Question Asking	 4 Comments 0 Comments

 = Detective Families
 = Explorer Families

INTERVIEWS
Of Detective Families on Their Discussions around Art Detective Cards

Preferred Question Type

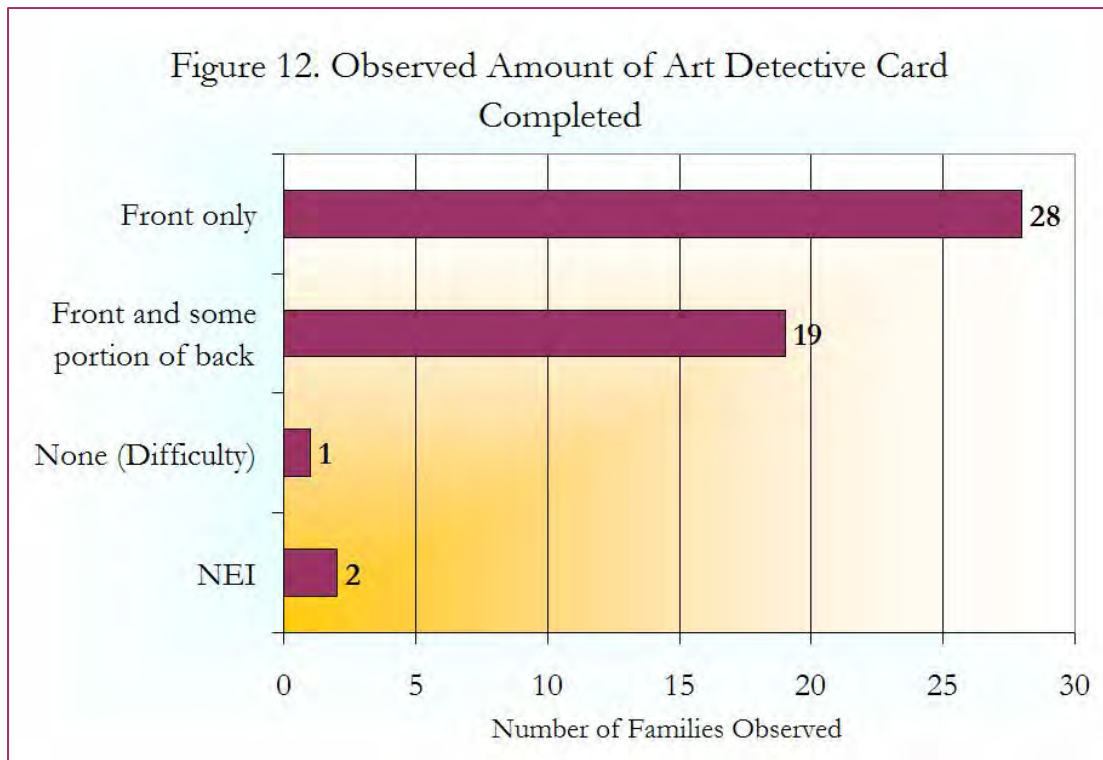
They talked the most about the answers to the questions on the front of the cards [Mystery Questions].

A majority of responding families did not have a preferred question type. After evaluators explained the question and pointed out the types of questions, most families still did not answer “Did certain types of questions provoke more discussion within your family?” Families who understood the question often responded that they liked the Mystery Question and Answers.

Preferred Artworks

The girl’s favorite artwork was S103. The girl also likes looking at the fossils in the stone wall when she visits the Getty Museum.

Of the interviewed families, responses were mixed. Families report enjoying non-Art Detective Card artworks as well, suggesting that these families were not guided solely by the cards but also personal interest. Other families report ADC artworks as being their favorite works. Families who reported an Art Detective artwork as a favorite or preferred artwork might have been primed by the use of Art Detective cards.



NEI: Not Enough Information

INTERVIEWS Of Detective Families on Answering Card Questions

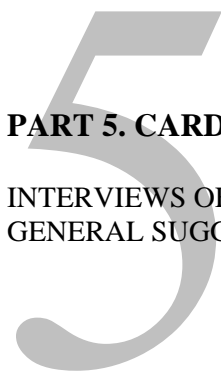
Answering the Mystery Question

They didn't do the investigate section on the back of the card always, but any time there was a specific question that had a specific answer they would do that.

Of the interviewed families, many only completed the Mystery Question. Some families did not pay attention to the text on the backs of cards because the prompts did not provide specific answers, youths' attention waned, or families did notice text on the backs of cards. Others completed the mystery question because it was "accessible" – easy for younger children to answer and better for keeping children's attention.

Back-of-Card Detectives

Those characteristics of those families who completed the backs of cards were varied. They were mostly first-time users of the cards. Children led these families and usually participated in the activity with siblings. Most of the families sought out the cards (i.e., had previously read about them, picked them up at the information desk or the Family Fun Center).

A large, light grey number '5' is positioned on the left side of the page, partially overlapping the text.

PART 5. CARD ATTRACTIVENESS AND ACCESSIBILITY

INTERVIEWS OF DETECTIVE FAMILIES ON CARD ATTRACTIVENESS AND ACCESSIBILITY
GENERAL SUGGESTIONS FROM ART DETECTIVE FAMILIES

CARD ATTRACTIVENESS AND ACCESSIBILITY

BEHAVIORS Of Detective Families

Perforated cards (10, see Observed Management of Art Detective Cards, p.18)

Children hold individual cards in the palm of their hands.

When split into individuals, Art Detective cards fit the small hands of users and non-users. Observations revealed that toddlers are unlikely to fully participate in Art Detective activities; however the cards occupy their hands while in the galleries.

Ease of Understanding (6 comments)

A family seems very interested in the cards, but don't quite know the [number] system.

Findings related to ease of understanding are split. Some families demonstrated a good understanding of the cards. A child who located the correct gallery number to an Art Detective artwork and a different child saying that he wanted to “find George” demonstrated this. In contrast, one family clearly did not understand the gallery number system, and another family could not find the drinking glass in the North Pavilion, which hindered exploration.

Translation (2 comments)

A mother translates the English cards for her daughter.

Families who did not speak English or Spanish were able to participate in Art Detective activities. It appeared that parents who were knowledgeable of English translated the cards for their children.

Frustration (4 comments)

The boys begin to argue as to who will answer the question; the youngest wants to answer, but the older child can read the answers if he wants to.

Toddlers were often upset during the activities. They were observed yelling, pouting, crying, and once throwing the Art Detective card to the floor while the family participated in the activities. It was unclear in most families if the toddler wanted to be an active participant. However, it was evident that waiting for the family to complete activities became intolerable.

INTERVIEWS Of Detective Families on Card Attractiveness and Accessibility

Entertainment

Of the interviewed families, youth reported liking the Art Detective cards. Youth reported learning about the art, investigating different artworks, and participating in a museum experience via “treasure hunt.”

Locating Art Detective Cards

“Yes, they were easy to locate, because they were handed out at the Tram and then we got another set from the Family Room.”

Ten interviewed families used the cards when they were handed to them at the tram (Boost). Five families picked up the cards from the Family Room. Two families picked up the cards from the information desk. One family reported receiving the cards following an Art Stop. It would seem that families tend to use the cards they are *handed*.

Ease of Understanding

The girl thought that S104 and S116 Art Detective artworks were “hard” and that S103 and S204 Art Detective artworks were “easy.”

The adults and a majority of the interviewed youth found the cards easy to understand. Some youth (children particularly) thought specific cards were difficult. “Mantle Clock” was referred to twice as a difficult artwork to locate and explore. The families who expressed difficulty were observed to have problems locating artworks in the gallery (pieces were sometimes small, kids were too short to see, tour groups get in the way), or had young kids who could not participate in the exploration.

Do the Art Detective cards encourage families to return to the Getty?

They might use the cards again. The parent says that he didn’t know if the cards were educational, but they were good to give kids something to do because they get bored easily.

Of the families interviewed, most returning families who have used Art Detective cards before report that the cards encourage them to come back. Most first-time users reported that the cards encourage them to come back. Families also reported that the cards would not be the only reason they would return to the Getty.

GENERAL SUGGESTIONS FROM ART DETECTIVE FAMILIES

Youth

- Answers to the questions should also require families to read the exhibit text and not only the card. As well, answers should be separate from the cards because the answers, now, are too accessible.
- Include more of the artwork in the picture.

Parents

- Incorporate more paintings and lower, larger, child-level artworks.
- Consider incentives at the artworks.

Non-Parent Adults

- More cards per pavilion

What We Have Learned

Art Detective cards provide an entertaining and organized way in which families can experience the Getty. Compared to Explorer families, Detective families demonstrate active, directed investigation of artwork in the galleries. Discovery of artwork is characterized by discussion and teamwork wherein adults support and facilitate youth leads. The cards facilitate families' movement through galleries to Art Detective and non-Art Detective sites and encourage inquiry and examination of artwork.

Detective families work together to find the featured artwork. In contrast to parental lead in Explorer families, youth lead Detective families and are encouraged to do so. Families, likely because of its location on the card front, most often complete the Mystery Question and complete the additional activities based on youths' energy, enthusiasm for the activities, and attention span. Youths' comfort with Art Detective cards and commitment to Art Detective activities is, in part, demonstrated through holding the cards. They appear to take ownership of the activities when they hold their own cards or divide the perforated cards into individuals to hold or share with adults. Youth in Detective families exhibit more interest in the museum experience as demonstrated through leading behaviors, deliberation with the family, and outward enthusiasm for activities.

Art Detective cards appear to facilitate families' discovery of art, including talking in front of and close looking (i.e., pointing at and gesturing toward artwork). The cards encourage families to take more time with the artwork compared to families who utilize general guiding materials, including audio guides. Compared to Explorer families, Detective families engage more in learning behaviors, including question asking, close looking, and gesturing towards artwork. Explorer families share particular learning behaviors (i.e., discussion and child-appropriate language use, reading exhibit text, gesturing towards artwork), however, Detective families more often utilize these tools to understand the artwork.

Some families made suggestions on how to improve the card. Suggestions include expanding the cropped image to include more identifiable parts of the featured artwork, including lower sites, and incorporating use of the exhibit text to make the cards more challenging. No suggestions regarding the cards' presentation were made.

A few concerns regarding Art Detective cards emerged during observations and interviews:

1. Evaluators observed more families utilizing the cards during boost days than on non-boosted days. This might suggest that the cards as they are typically distributed do not illicit great

interest from families as when the cards are distributed by hand and/or explained to families. A majority of families interviewed reported using the cards upon receiving them at the tram.

2. Even when boosted, All Pavilion (orange) cards were much less utilized than South Pavilion cards. Single pavilion cards might draw more participants than the All Pavilion card⁹.
3. Particular artworks seemed more difficult to locate than others. Artworks for which families had to look a little harder were “Joke Glass” (N104) and “Mantle Clock” (S116). Artworks at which adults had to lift smaller children to see detail were “Mantle Clock” (S116) and “Cabinet on Stand” (S103).

Overall, families report enjoying the Art Detective cards and suggest that the cards will be a part of their return visits. Art Detective cards were found to reverse the family dynamic seen in Explorer families – that is, youth lead the investigation instead of parents – and promote learning in the museum.

Method Notes and Suggestions for Future Investigation

Considering the nature of the museum environment, a qualitative investigation was most appropriate for this evaluation. Observations yielded detailed description of families’ use of Art Detective cards. As well, the absence of Art Detective cards in some families provided insight on how the cards changed families’ museum experience. Interviews clarified observed behaviors, even revealing the characteristics of families who use Art Detective Cards.

Select findings were captured quantitatively. That is, family behaviors, actions, and comments were tallied to provide numeric information relative to Art Detective card use. These statistics were supported with observations to create a fuller picture. Evaluators remain curious, however, about the use of at least one quantitative measure to solidify observations. A brief, portable survey (i.e., a postcard included with the Art Detective card) might be useful in future investigations to bolster qualitative information and include input from families who were not observed.

A related issue involves the physical ability of evaluators to record information on all Detective families. Evaluators collected information on 33% more families than initially stated; and more families were available to observe. Additional observers would be useful, particularly in an evaluation involving the All Pavilions Art Detective cards. At least one observer should be bilingual to accommodate the diversity of Getty Center visitors. There is also opportunity to gather more detailed information in focus groups of identified users. Among other issues, focus

⁹ Due to the use of only All Pavilion and South Pavilion cards in this evaluation, the comparison between use of All Pavilion and single pavilion cards cannot be fully asserted.

group participants can provide further insight on the accessibility (i.e., location and presentation) of cards, for example.

Last, patron/family language emerged as a relevant concern during observations. The need for Spanish Art Detective cards was observed during one boost date during which several Spanish-speaking families visited the museum. The use of Art Detective cards by families who spoke neither Spanish nor English raised a question of need for cards in a third language (i.e., a predominant Asian language). Although evaluators did not consistently record family nationality or ethnicity, this data¹⁰ can inform any need for an Art Detective card set in a third language.

¹⁰ A record of the use of audio players in particular languages might provide the needed information.

APPENDIX

APPENDIX A: Details on Observed Explorer Families

The ways in which Explorer families use guides in the galleries

Audio Guide (12): The child uses an audio guide to navigate the artwork. | A teen continues to investigate the galleries independently with the help of an audio guide. | An entire family (adults and children) utilizes audio guides (2). | In one family, a mother and two children use audio guides to navigate the gallery, but the toddler (without a guide) seems unimpressed by the artwork. | A couple and a little girl wears and uses the audio guides. | An adult male and two children have audio guides and All Pavilion Art Detective cards but choose to use audio guides in the galleries. | In one family, two children share an audio guide. | A parent and child utilize audio guides while walking through the galleries (2). | A family hovers between S103 and S104 with audio guides. | A family uses a general map and audio guide when investigating the gallery together.

Guide surplus (8): An adult holds a brochure labeled “Today” and other papers. | A father holds an orange Art Detective card in his hand along with other brochures and handouts from the Getty. | A father tries to find a pocket in his pants that will fit his brochures, including an Art Detective card. | The adults in one family have a lot of guiding materials: a TODAY brochure, general map, and an orange ADC. | A father has a thick stack of guiding materials that go unused. | A mother has an All Pavilion card in her hand with other brochures and handouts from the Getty. | A father holds the orange Art Detective card set (all in one piece) in his hand along with other brochures and handouts from the Getty. | A mother holds a stack of guiding materials.

Non-use of art Detective cards (11): An eldest son holds the cards (they were not separated into individual cards), but he does not refer to them. | Three of a five-member family have South and All Pavilions Art Detective cards but do not use them. | The adult has an ADC in hand but does not use the card. | An adult with three male children has an orange ADC but does not use the card. | Two girls hold the perforated Art Detective cards in their hands but do not use the cards. | The youngest of four family members holds the S. Pavilion Art Detective cards, but never looks at them. | A young girl has the orange card Art Detective card in hand, but does not refer to it. | In one family, the daughter without an audio tour device fans herself with the orange Art Detective card. | A daughter plays with the [individual] cards and occasionally looks at them, but her dad continues to use the audio tour. | Four girls use the cards as fans while breezing through three or four galleries. | A mother holds the orange AD card set in her hands, but never refers to it. | (**Misuse:** A mother refers to the orange Art Detective card with the daughter, but they are not in front of an Art Detective artwork.)

Explorer Family dynamic in the galleries

Parental management (5): A mother tells her son that the family cannot go to the children’s room and the father says to her, “We should get out of here, let’s keep [the children] moving.” | The teen follows the adult as she examines more closely those works in which she is interested. | Four children with unused, split Art Detective cards do not use the cards; rather they look closely at the artworks that the two women look at. | A toddler asks for something to read or look at and her

mother gives her the family fun brochure but not the Art Detective card. | A mother takes notes on an artwork while her toddler (in stroller) is facing another work.

Shared investigation (1): A male child encourages a female adult to see a painting at which he is looking and makes (what appears to be) a joke while pointing at the boat in the painting.

Physical guide (7): An adult female guides the child by hand through the gallery, allowing him to get close to the artwork. | Two adults guide a female teen by hand to different artworks. | A mother and child investigate the galleries while holding hands. | The son holds his mom's hand. An adult holds two toddlers' hands while walking through the galleries. | Children follow their mother who examines the gallery (2).

Disinterest (10): A male teen, looking bored, sits aside while his family examines. | A toddler is unimpressed by the artwork. | Children in one family seem uninterested; one child holds the adult's hand and tries to pull him to the exit. | In a family of four, the father seems very interested in the artwork, but the boys are distracted by a handheld video game. These children lead the father figure to the exit after leaving S116. | After browsing a gallery, one child leads his mother to the exit. | While a mother is taking notes on the artwork, her children apply make-up to one another in the gallery. | A boy hangs back a little, sitting on the seat in gallery N104, while his sister hangs on the father. | The youngest daughter of one family hangs on her mom and generally acting tired. | Two boys seem uninterested in the artwork unless the parents talk about the art. | Mom tries to lead the toddler into the galleries, but the boy often runs away.

Reading Aloud (1): A mother sometimes reads the exhibit text aloud so the father, two children, and toddler can hear.

Teams (11): An older adult couple leads a five-person family, but they often chat between themselves. | The children in one family investigate on their own until the adult female catches up to the group. | In one family, all the children use audio players, and the parents talk between each other. | The mother and father share the audio tour with each other but not with the toddler. | A mother and grandma tend to view the artwork together, while the adult male and girl hang out together. | A mother and father of a child and toddler talk between themselves. | A father and youngest daughter sit in the waiting area while the mom and teen investigate independently. | A family looks at the artwork independently of one another. | The adult has her own interest and often leaves the child alone to investigate on her own. | A teen refers to a general guide, and stays in the gallery longer to view the artwork while the family examines ahead. | A son uses an audio tour, but no one else in the family does.

Learning (and behaviors) of Explorer families in the galleries

Request for Child-Oriented Activities (1): A male child asks his parents, "Can we go to the kids' room now?"

Exhibit Text (4): An adult reads silently about the display using the exhibit text. | An eldest daughter reviews the description of the bed on an exhibit card and says, "Let's read about it." The mom asks the eldest daughter to read the description, but she won't, so the mom reads it

aloud. | The adults in a family read the exhibit text. | A family wanders the gallery, briefly stopping to read the exhibit text

Discussion and Language (5): While in front of the art, the mother often bends to the children's level and asks questions about the work, including, "What do you see here?" and "What do you think about that?" The children respond to mother's questions in soft voices. | Two teens appear to be very interested in the paintings and spend more than two minutes discussing the works with an adult female. | A family of women discusses how pretty some artworks are. | A woman talks to her daughter about an artwork's detail. | A father speaks to his son about the artwork in N104.

Gesturing towards the Artwork (3): A mother points out and talks about details in the artwork to two children. | A mother would occasionally point to an artwork for her children. | A grandmother sometimes points out something about a piece of artwork to her two granddaughters, though for the most part the three of them don't talk much.

Youth-Initiated Exploration (2): Although a mother suggests that the child look at particular work, the child views what he wants instead. | An adult allows the child to investigate independently without going too far

Captive Guiding (1): A mother holds her child in her arms and comments about the artwork.

Imagination (1): A child speculates about the age of the art and what pieces would look nice in her room.

Browsing (5): A family walks in and out of S116 without stopping. | A family walks at a moderate pace through the gallery but don't look at one specific piece. | A family walks directly through the gallery, to the manuscript room. | A woman with two toddlers walks through the gallery without stopping to look at the artwork. | A mother and two teen girls walk through the galleries without stopping or discussion.

APPENDIX B: Details and Interviews of Observed Detective Families

The ways in which Detective families use Art Detective cards

Physical use of cards (10): A boy splits the cards prior to investigating (2). | A girl holds them in her hand while investigating. | A boy splits the cards and examines alone. | The children each have two mini-cards to share during exploration. | A boy tears off the card of the artwork he finds and hands it to his father. | Two of three girls tear the cards into sets of two (lengthwise and widthwise). | The children all have a set of individual cards while investigating. | A girl removes the chandelier card from the ADC after she locates the artwork. | In one family, each child has a complete card

Non-intended physical use of cards (3): Young children tear the cards into individuals and play with them (shuffle, collect in a stack, spread them out on a bench) (2). | A toddler plays with the card set, sometimes dropping them on the floor.

Navigating the galleries (7): Families ask security officers for directions (3). | Families use the map in the entryway (2). | A mother appears to use colors and gallery numbers to navigate the pavilion. | A girl looks at her cards and says, “The next one is...see if I can find it...closest one would be E or W.”

Visiting only the ADC artworks (2): Father and son make a beeline for the ADC artwork. | An adult couple uses the cards to visit the featured artworks only.

Visiting ADC artworks and other artwork (7): Parents and children visit other artwork. | The parents support one daughter’s exploration but also walk to other artworks with another daughter. | The family stops at the tea sets in S104, on their way to an ADC artwork. | A family uses the ADC in a gallery if they happen to be in that gallery, but otherwise observe the non-ADC artwork. | A teen/woman in a wheelchair takes pictures of the Blue Bed in between searching for ADC artworks. | Pair of parents split up with their children to closely look at and discuss non-ADC artwork. | A grandmother urges her grandchildren to look at the Cult of Saints exhibit in N105.

Impact of card activities on the family dynamic

Leading behaviors (5): Adults refer to the cards when prompted by the children. | Parents and children take turns holding the cards. | Dad leads and holds the ADC. | The mother holds the cards for her toddler. | Family works together, but mom holds the cards.

Facilitating behavior (11): A father counts aloud in Roman numerals to help his daughters answer the question. | A mother encourages the girls to answer questions on the back of the card (2). | Mother asks question of the leading daughter. | A grandmother asks, “What number are we at” and “Where are you taking Grandma?” | A mother enters and asks, “What is that?” and then she asks, “Did you read the back of the card?” | A father asks, “What is he looking at?” | A mother asks, “Can you find the dragon?” | A mother referees responses from her daughters then

reads the card aloud. | A mother asks her teen son which of the clocks are correct. | A boy says to his father, “We need to find the pot,” to which the father asks, “Do you see the pot in here?”

Deliberation (3): A family takes a moment to deliberate how to use the cards. | A family uses Spanish and English to discuss the cards and artwork. | A family gathers in the corner of a gallery to discuss how the children will use their two cards.

Reading aloud (6): Parents and children take turn speaking. | Child reads the back of the card out loud (2). | Mother reads the mystery answer aloud so that the daughter can find the correct clock (S116). | The children read the cards aloud to themselves. | A mother reads aloud to the family (husband and two children) while holding the toddler in her arms.

Verification (6): A boy tears off the card of the artwork he finds and hands it to his father to check the correctness of the artwork that the child identifies (2). | At several artworks a mother asks, “Did you find it?” | A boy tells his mother the time he thinks the mantle clock shows to which she instructs him to read the back of the card. | A girl retrieves her mother from another area in the same gallery and shows her mother that she’s found the correct artwork. | A boy shows his father where he finds the first card artwork (S104).

Support (4): A male-female couple sometimes investigate independently but close to the child. | A grandmother examines independently but stays close to her granddaughter who silently completes the ADC activities. | A father and son read the back of a card together. | A father stops looking at other artwork and helps his son find an ADC artwork.

Teams (5): Children sometimes break away from larger families to investigate (3). | A teen and two children leave the family to find the ADC artworks. | A young girl and boy investigate the galleries together and ahead of their father.

Enthusiasm (9): Daughter yells, “You guys, I found it!” | One boy rushes his family out of the gallery so they can go upstairs (to the next artwork). | A boy exclaims, “I found it!” although investigating unsupported. | A boy exclaims, “I found it!” “What is it called? “It’s right here!” | The boy finds the Art Detective artwork (i.e., the clay jug) and was excited that he had found it. | After his parents explain the artwork to him, a little boy asks, “Where is the next one?” | When a girl enters S104 she exclaims, “Oh I see it!” | An older girl pulls an ADC from her mother’s stroller so that she will have one like the younger girls in the family. | A girl is enthusiastic to move to the next artwork, leaving her parents to investigate behind her; the mother must pull the daughter to her side to keep daughter from wandering. | Before his family leaves N104 a boy stops his dad and insists that they find the AD artwork in that gallery

Learning associated with card use

Discussion and Language (6): Parents bend down to the child’s level to discuss the artwork with him (2). | The son looks surprised that the child in a dress in the painting is a boy (foreign language). | A mother tries to answer the Roman numeral question. | A mother says, “That’s a big ol’ candlestick,” to the daughter. | A mother and daughter talk, look at the cards, and then look at the candlesticks.

Reading exhibit text (2): A teen reads the exhibit text to determine what the artwork is. | A boy who wants to know what the artwork is called reads the exhibit text.

Question asking (4): A teen asks questions about the art that are not posed on the card. | A child walks herself through the exploration aloud (i.e., “Now I need to know what it is.”). | A teen asks her father questions about the art and pulls him back to the painting as he tries to leave the gallery. | A boy asks about the authenticity of the Blue Bed.

Exploration (5): Parents hold young children’s hands while walking through the gallery. | Mom holds cards and little girls’ hands. | The teen holds the hands of two children while walking through the gallery. | A dad carries his youngest son on his back. | A father points to N103 and shows his son how to identify a gallery (by looking at the sign on the doorway of each gallery).

Close looking (11): Children compare the S104 candlesticks until they feel they’ve found the correct one. | Dad picks up the son so that the child can see the mantle clock (2). | Adults look closely at the mantle clock. | The mother lifts her daughter a bit to get a better look at the cabinet. | The children get very close to the Boulle cabinet and talk about the wig, briefly. | The parents hold the toddler up to the cabinet. | A mother points to the details of the mantle clock to those children who are interested; they also compare the picture on the card to the mantle clock. | In a North gallery, the children mention, “It has a curly tail,” “That’s a boy,” “That’s a person,” and “look how long its tongue is.” | A mother lifts her son to see the mantle clock more clearly. | Dad helps the boy compare the picture on the card to the actual mantle clock.

Gesturing Toward Artwork (7): Grandmother speaks and gestures toward the art while other family adults and children listen. | A father points at the detail of the cabinet. | Mom points to the numbers on the mantle clock for her young son, held up by his father. | A mother gestures at the “hair” on the cabinet’s male figure. | A mother uses hand gestures toward a painting while speaking to her daughter. | The parents point out detail on the cabinet to the toddler. | A mother points to the top of the cabinet.

Attractiveness and Accessibility of the cards

Perforated cards (1): Children hold individual cards in the palm of their hands.

Ease of Understanding (6): Little boy mentions that he wants to “find George.” | A father and son spend a long while looking for the glass figure. | A family seems very interested in the cards, but don’t quite know the [number] system. | The eldest child says, “This doesn’t make sense,” but I can’t see what she was referring to, however I can see that she is looking at the Architecture set of Art Detective cards. | The boy points to the gallery number (S116), and then rushes in. | A little girl tells a security officer the color of cards she has completed.

Translation (2): A father translates the English cards for his son. | A mother translates the English cards for her daughter.

Frustration (4): Toddler becomes upset because he must wait and can't touch the art. | Toddler becomes upset with the experience and throws the card to the floor (2). | The boys begin to argue as to who will answer the question; the youngest wants to answer, but the older child can read the answers if he wants to.

Returning families (1): A family has the Architecture and General card on a day that those cards were pulled.

Family involvement in museum experience

Family Room (1): Family makes reference to a artwork featured in the Family Fun Room in a South Pavilion gallery.

Disengagement (2): A girl plays a handheld video game. | A family of teens moves toward the exit and away from the ADC artwork when a gallery gets too full, but approach the artwork once people move away from it.

Audio guides (2): The adult female makes comments about the artwork, but allows the audio guide to lead. | Each family member has on an audio tour, which they use intermittently.

Notes

Security officers often step in to facilitate exploration, act as art guides, or direct families to requested galleries

Interview Responses
THE WAYS IN WHICH FAMILIES USE ART DETECTIVE CARDS

Why did you choose the Art Detective card as an activity today?

Family ID	Response
507D1	Seemed like a good, educational idea for the kid.
507D2	The girls expressed an interest in finding the artworks.
507D5	The children participated in the activity because the uncle/father gave them the card.
507D7	The child used the cards before at the Getty and wanted to do them again.
507D8	Because they were handed out at the Tram
507D9	“We thought it would be fun.”
507D10	“It looked like fun. I like sleuthing.”
507D11	Thought it would be fun. It’s a way to look more closely at the artwork.
507D12	Something for kids to focus on.
507D13	Because it is a fun kids activity.
521D3	One girl already knew about the cards.
521D5	They had a “cool cover” the boy said. “You told us to,” said the girl to her mother. “You learn more things,” added the girl.
521D6	Because the family received the cards at the tram.
527D2	It was a fun group activity to do.
527D4	The father said that they “generate interest” and provide us with an “objective.” The boys were treating it competitively as a game.
527D5	“Thought it would be fun” and wanted to solve a mystery.
527D7	Mom read about them, thought it might be fun to do, a scavenger hunt of art.
527D8	“For fun.”
527D9	Because it “was fun.”
528D4	The activity was suggested at the tram
528D10	“My father saw them and I agreed with him that they would be fun.”
528D13	“To solve mysteries and have fun.”

Themes

- Youth thought the Art Detective Card looked like a fun activity.
- The activity was suggested upon entering the museum.
- Parents thought the cards were an educational or goal-oriented activity and encouraged youth to participate.
- The mystery solving activities were appealing.
- Returning users were interested in completing the activities again.

Have you used Art Detective cards on a previous trip to the Getty?

Family ID	Response
507D1	They were first-time users of the card.
507D2	The family used the cards for the first time during this visit. The girls have visited the Getty before but they were too young to understand the cards at that time.
507D5	They are first-time users and first-time visitors.
507D7	The girl is a returning visitor and user.
507D8	They have used the architecture Art Detective card set on a past visit to the Getty.
507D9	Yes
507D10	No
507D11	No
507D12	Yes
507D13	No. This is their first trip.
521D3	One of the younger girls has been to the Getty before and used the cards. The oldest has been to the Getty before but did not use the cards.
521D5	No, this is their first trip to the Getty
521D6	The girl reports that this is her first time using the cards.
527D2	First trip to the Getty.
527D4	No, first visit to the Getty.
527D5	No
527D7	No, they had only been to the Getty one other time when it first opened, but did not use/see the cards.
527D8	This was their first visit to the Getty.
527D9	Both boys said yes
528D4	The kids are first-time visitors. It is unclear if the mother figure has been to the Getty before.
528D10	No, first visit.
528D13	No

Themes

- Most persons interviewed were first-time users.
- Returning visitors who were interviewed use the Art Detective Cards again.

How did you navigate between the galleries (and pavilions)?

S = South Pavilion (pink); A = All Pavilion (orange); M = Mixed, or both South and All Pavilion

Family ID	Pavilion Cards Used	Response
507D1	S	The family completed all first floor activities before the child lost interest.
507D2	S	The family finished the artworks on the first floor before heading to the second floor
507D5	S	There was not any particular order followed as the family navigated the galleries.
507D7	S	The family did not follow any particular order when navigating the galleries. The traversed the first floor, first and the second floor last.
507D8	S	They entered the S. Pavilion from the cactus garden and viewed the Art Detective artworks in the following order: S116, S104, and S103.
507D9	S	In the following order: S103, S104, S116, S204
507D10	S	They visited the Art Detective artworks in the following order: S103, S104, S116, and S204.
507D11	S	Randomly, the bottom floor first and then the second floor.
507D12	S	They did S104 and then backtracked to S103 and then of course S116.
507D13	S	The kid said they went to the artworks that were on a diagonal. I observed them going to S116, S104, S103, and then S204.
521D3	M	They navigated the galleries by going to all the artworks on the first floor in no particular order, and then they left from the north exit of the South Pavilion (towards the Family Fun room). The family traveled from the South Pavilion then to the West
521D5	A	Visited North Pavilion first, East Pavilion second, South Pavilion third (which is where I interviewed them), and then they were planning on visiting the West Pavilion.
521D6	A	The family walked around the gallery without direction, but kept the artworks in mind.
527D2	M	N, E, and then S.
527D4	M	The S pavilion was the first pavilion they visited. They started in this pavilion because of the AD card set the father said.
527D5	S	N. Pavilion and now the S. Pavilion
527D7	M	They had traveled from the N. pavilion to the E. pavilion to the S. Pavilion and hadn't yet gotten to the W. pavilion
527D8	M	They traveled through the N. pavilion and then the E. pavilion and finally the S. pavilion
527D9	S	They had visited the N. pavilion, then the E. pavilion, and now the S. pavilion.
528D4	A	They began in the West and went to South. They discussed visiting the North pavilion before leaving.
528D10	A	They visited the North first and then the East briefly. The boy wanted to

		see the maze in the gardens, so him and his father left the E. pavilion and the mom stayed to look at the artwork
528D13	A	They first spent time in the N. pavilion, then the E. pavilion, and then the S. pavilion.

Themes

- Of those families interviewed in the South Pavilion, families find artwork on the first floor, and then move to the second floor. There is not necessarily a set way in which families visit first floor galleries.
- Of those interviewed families who used the All Pavilions (orange) cards, families usually visited the North, East, and South pavilions, in that order.

IF CARD ACTIVITIES IMPACT THE FAMILY DYNAMIC

Did you use the cards together with your family, or on your own, or a combination of both?

Family ID	Response
507D1	The ADC experience was shared, but the father obviously led. Cards were used with the family – mainly mother, father, and son with some help from the grandparents.
507D2	The girls and the women shared the lead. The girls did hold the cards at first, and then they gave the cards to their mother and the mother’s friend to help with navigation.
507D5	The children split the four cards between them and worked together.
507D7	Mom and grandma participated by answering the questions with the girl. The girl led the exploration
507D8	They used the cards all together as a family.
507D9	Together. The grandmother said it took two of them to find everything.
507D10	Together
507D11	They used the cards together as a family.
507D12	They worked together as a family.
507D13	They used the Art Detective cards together.
521D3	The girls share the lead and mom helps
521D5	Used the card together as a family
521D6	Explored with the family
527D2	Used the cards together
527D4	They used the AD cards together
527D5	Used cards together as a family
527D7	They used them together as a family
527D8	Used together
527D9	The younger boy (in yellow boots) said by himself, but then later said with his mom. The older boy in the green shirt said together.
528D4	Mom acted as guide. She navigated the galleries according the children’s attention spans.
528D10	Together (I saw during my observation that the boy and the father worked together, while the mom did her own thing mainly).
528D13	Used them together as a family

Themes

- All families interviewed worked together to find the artworks.
- Of the interviewed families, parents were often active facilitators – they would lead or support the youth’s experience. (Sanction)
- Of the interviewed families, children explored with other children but not alone.

What did your family talk about when using the Art Detective cards?

Family ID	Response
507D1	The family answered questions through to be of some interest to the child.
507D2	The family located the work, chatted about it, and then moved on. The women had to read questions on the cards aloud to the girls because they are still so young (language).
507D5	They didn't really have discussion beyond what was asked on the cards
507D7	It was described as a visit-and-go, without lingering
507D8	They talked about the numbers on the mantle clock, asked their daughter what the dragon looked like, and looked for the lions face in gallery S103, but the daughter couldn't see it.
507D9	They talked about where the Art Detective artworks are and answered the questions on the front of the card
507D10	They answered the questions on the card.
507D11	They read each card and then looked at what the card told them to look at.
507D12	They looked at what the artwork is, read the back of the card, and then looked for interesting things
507D13	They liked and talked about the mysteries. They talked about the S204 card
521D3	The oldest girl remarks that they talked about how pretty the art was, especially their favorite artwork – the chandelier
521D5	No information (“Talked about things”)
521D6	Only answered questions on the cards
527D2	They answered all of the questions on the cards
527D4	For example, at the S104 AD artwork they compared the dragons. The parents prompted the children to remember what was different and the boys said that the skin, wings, and horns were different between the two dragon candlesticks
527D5	The questions on the back of the cards
527D7	“I looked for what the card asked me to look at.”
527D8	Answered the questions on the card
527D9	They answered the primary question on the front of the cards
528D4	The children report what they learned. The girl learned that the chandelier was lit with candles. The boy “learned” that a commode is a cabinet used as a toilet
528D10	They talked about the questions on the AD cards
528D13	They talked about where to find the artwork.

Themes

- Of the interviewed families, most did not have discussion beyond what was presented on the Art Detective Card.
- Of the interviewed families, there was rare discussion of the attractiveness of a piece or the function of art structures.

How did the children respond to using the Art detective cards?

Family ID	Response
507D1	The child had no particular interest in art but liked the idea of a treasure hunt
507D2	The girls were interested in the card activities.
507D5	The children enjoyed looking around for artworks. The uncle/father suggests that the children enjoyed the treasure hunt because they might not really enjoy art. The boy agrees but the girl argues that she enjoys art.
507D7	The child initiated use of the Art Detective cards
507D8	Their daughter liked the cards. She said she wanted to do them
507D9	“Fun.” The grandmother said it was interesting to learn new things
507D10	“They were fun.”
507D11	Yes, liked them, good detail
507D12	The kids like it
507D13	The girl thought it was “fun.”
521D3	The oldest daughter reports learning a lot about the art (by reading the mystery answer)
521D5	No information
521D6	According to her grandmother, the girl led the family on the exploration and her grandmother and brother followed
527D2	No information
527D4	The boys liked the cards. The older boy said, “Yes, because we get to see different artworks” and the younger boy said, “I don’t know.”
527D5	No information
527D7	The mother and daughter said that they liked the cards. The dad said that if they (his wife and daughter) liked them he liked them.
527D8	No information
527D9	No information
528D4	The children liked the cards
528D10	The boy gave it a grade of “A” and the father said the boy “seemed to enjoy it.”
528D13	The boy thought that the cards were “good.”

Themes

- Of the interviewed families, youth were reported to like the Art Detective cards.
- Youth report learning about the art, investigating different artworks, and participating in a museum experience via treasure hunt.

LEARNING (AND BEHAVIORS) ASSOCIATED WITH CARD USE

Did certain types of questions provoke more discussion within your family?

Family ID	Response
507D1	There were no preferred types of activities/questions.
507D2	No information
507D5	No
507D7	No particular questions
507D8	Yes, certain questions provoked discussion. She said they wouldn't have noticed the lion without the cards [Mystery Question]
507D9	No
507D10	Yes, the questions about differentiating on the S104 card [The question immediately following the Mystery Answer]
507D11	The dad said that the though provoking discussions weren't as relevant, because their daughters were only 2 and 4. They liked the investigate section of the cards, but when reading "on the fly" they just didn't have a chance to do that section
507D12	They liked the Mystery Questions and Answers in particular
507D13	[Question misunderstood] The card with the clock provoked the most discussion
521D3	No
521D5	Liked to guess the answers to the question on the front of the cards [Mystery Question]
521D6	No
527D2	[Question misunderstood] The S103 and S114 cards provoked more discussion
527D4	[Question misunderstood] The father said the cards "helped to promote learning." The cards got us to a piece of artwork and then the other questions prompt/stimulate learning.
527D5	No
527D7	All about the same
527D8	No information
527D9	No information
528D4	No
528D10	No information
528D13	They talked the most about the answers to the questions on the front of the cards [Mystery Questions]

Themes

- A majority of responding families did not have a preferred question type.
- A few interviewed families discussed the accessibility of the mystery questions (card front).

What was your family's favorite artwork today?

Family ID	Response
507D1	There was no preferred artwork and no favorite artwork. They visited non-ADC artworks, but the kid had no great interest. The adults, however, had conversations about the artworks
507D2	The girls really like horses, so they liked the sculptures in S102. The girls also like shells and enjoyed the display cabinets in S104 even though the art was not displayed on the cards
507D5	The boy's favorite (of the two) was the candlestick, and the girl's favorite was the Boulle cabinet.
507D7	The girl's favorite was S116.
507D8	They don't have a favorite piece of artwork from the day, she said "Not yet."
507D9	The girl's favorite artwork was S103. The girl also likes looking at the fossils in the stone wall when she visits the Getty.
507D10	The male likes the seascapes in the landscape exhibit, while the female likes the newspaper cartoons in the Corbet exhibit
507D11	The eldest daughter's favorite artwork in the museum is the Irises
507D12	The Art Detective cards were the first things they did at the museum, so they didn't have a favorite piece of artwork yet.
507D13	The girl liked S103 the best
521D3	The girls really liked the chandelier
521D5	The little girl liked the swan kissing the guy in the bronze statue area. The boy didn't have a favorite
521D6	No particular favorite
527D2	Favorite items include: the beds, tapestries, and the Degas
527D4	The slightly older boy liked the Van Gogh, which they had yet to see that day. He just likes Van Gogh
527D5	The boy really liked "the wig" on S103
527D7	Degas' ballerina
527D8	No information
527D9	No information
528D4	Chandelier and commode in S. Pavilion
528D10	The boy liked the medicine pot in gallery N103 the best
528D13	His favorite was the AD artwork in gallery N104 (the glass soldier).

Themes:

- Of the interviewed families, responses were mixed. Families report enjoying non-Art Detective Card artworks, suggesting that these families were not guided solely by the cards but also personal interest. Other families report ADC artworks as being their favorite works. This might indicate that the cards guided some families more than others.

How many of the card artworks did you visit?

Family ID	Pavilion Cards Used	Response	Ratio Completed
507D1	S	The family visited all of the artworks (4)	4/4
507D2	S	The family finished the artworks on the first floor before heading to the second floor (3)	4/4
507D5	S	They visited all 4 artworks	4/4
507D7	S	In that time, they say that they completed each card entirely (4)	4/4
507D8	S	They visited all the artworks on the bottom floor (3).	3/4
507D9	S	All four.	4/4
507D10	S	4	4/4
507D11	S	4	4/4
507D12	S	Usually do 4, “not much in between” (meaning they don’t check out a lot of the other artwork).	4/4
507D13	S	4	4/4
521D3	M	They finished four cards by the time of the interview	4/12
521D5	A	Visited four card artworks	4/8
521D6	A	They were observed completing 3 cards	3/12
527D2	M	They had already completed the N., E., and S. cards from the orange set of AD cards and all of the cards from the S. pavilion AD card set	10/12
527D4	S	They have completed three AD cards in the S. pavilion (S103, S104, S116) and were planning to do S204. (They were using the pink S. pavilion AD card set only)	3/4
527D5	S	Three, all in the S. pavilion (S103, S104, & S116). They only needed to do S204.	3/4
527D7	M	They definitely did all four cards from the S. pavilion card set, but also appeared to have done the three S. pavilion AD cards from the all pavilion orange AD card set.	7/12
527D8	M	They did all of the cards from the S. pavilion (7) and all of the cards from the N. and E. pavilions from the orange set of AD cards.	10/12
527D9	S	They said that they did three of the four S. pavilion cards	3/4
528D4	A	Five cards were completed prior to the interview	5/8
528D10	A	Only did two cards so far, only in the N. pavilion (they did N103 and N104).	2/12
528D13	A	4 cards	4/8

Themes

- Of the interviewed families, a majority visited half the Art Detective Card artworks.
- Of the 13 families who used South Pavilion cards only, most (8) visited all artworks. The remaining families visited three out of four of the artworks. Families were more likely to complete the four artworks in the South Pavilion than

- Of the five interviewed families who used the All Pavilion cards only, three families had visited half the artworks (4), one family only completed two cards and one family completed five cards prior to being interviewed.
- Of the interviewed families, four attempted to find all artworks featured on the South Pavilion and All Pavilion cards (referred to as Mixed). Four of these families finished at least half the cards (one family completed 6 of the cards, two families completed 8 of the cards, and one family completed 11 of the cards)

Did you do all or some of the activities on each of the cards?
 If you only did some of each card, which activities did you tend to do the most of?

Family ID	Response
507D1	Only questions thought to be of interest to the four-year old were asked.
507D2	No information – It appeared as if the family finished the fronts of cards
507D5	None of the family realized there was anything on the back of the card until I asked which types of questions they preferred to complete.
507D7	<i>All activities on the card</i>
507D8	They <i>read</i> all the items on each card, but only did the mystery answer section of each card.
507D9	It sounds like they only answered the question from the front of the card
507D10	They didn't do the investigate section on the back of the card always, but any time there was a specific question that had a specific answer they would do that
507D11	They didn't do the investigate section of the card, because they didn't notice it.
507D12	[The mystery question] is the part of the card they most frequently did.
507D13	They did all the cards, but not necessarily all of the sections on the back of the card. They tended to do the mystery question and answer portion of each card
521D3	The girls only answered questions featured on the fronts of the cards
521D5	Did all of the activities
521D6	The family completed the fronts of the cards
527D2	They answered all the questions on the card
527D4	They didn't do all of the activities (for example, they did not do the Investigate).
527D5	Didn't do all of the activities on the card. The toddler was too young the parents said, so they pretty much stuck to answering the main question on the front of the card and then following up with the answer on the back of the card
527D7	All the activities
527D8	No information
527D9	They did some activities, but not all of them. Mainly the question on the front
528D4	The children answered questions on the back of the cards until their attention waned
528D10	They didn't do everything on the cards, but they did "most of it."
528D13	They didn't do all of the activities, just the answers to the main question on the front of each card.

Themes

- Of the interviewed families, many only completed the mystery question (that on the front of the card). Some families did not pay attention to the text on the backs of cards. Others

completed the mystery question because it was “accessible” – easy for young children to answer and better for keeping children’s attention.

- Those characteristics of those families who completed the backs of cards were varied. They were mostly first-time users of the cards. Children led these families and usually participated in the activity with siblings. Most of the families sought out the cards (i.e., had previously read about them, picked them up at the info desk or the Family Fun Center).

THE ATTRACTIVENESS AND ACCESSIBILITY OF THE CARD

Did you find the cards easy to locate?

Family ID	Response
507D1	The card was handed to the family at the tram
507D2	The cards were handed to them upon entering the museum
507D5	No information
507D7	No information
507D8	“Yes, they were easy to locate, because they were handed out at the Tram and then we got another set from the Family Room.”
507D9	Yes. They were given the Art Detective cards when they got off of the tram.
507D10	Yes. They were handed the Art Detective cards when they got off of the tram
507D11	Yes. They were given the Art Detective cards when they got off of the tram
507D12	Yes. They picked up their cards at the family fun room
507D13	Yes. They picked up the cards at the family room and was given another set at the art stop
521D3	All girls selected the Spanish cards at the tram
521D5	Yes, found the Art Detective cards at the family fun center
521D6	The family received the cards at the tram
527D2	Yes, got the card from the information desk
527D4	“Yes, the AD cards were handed to us when we were getting off of the tram”
527D5	They were handed the S. pavilion card set as they got off the tram
527D7	They picked up the AD cards at the information desk
527D8	At the entrance their friends had given them the cards to do
527D9	They found the AD card set at the Family Fun Center
528D4	Tram
528D10	Yes, picked the cards up at the cart at the entrance
528D13	They got both card sets from the Family Fun Center (all pavilion and S. pavilion)

Themes

- Ten interviewed families used the cards when they were handed to them at the tram (Boost). Five families picked up the cards from the Family Fun Room. Two families picked up the cards from the information desk. One family reported receiving the card following an Art Stop. It would seem that families tend to use the cards they are *handed*.

Were the cards easy or difficult to understand?

Family ID	Response
507D1	The cards were easy for the parents. But, the cards are inaccessible to children under 5 years. The parents had to read the card to the child because there is a lot he cannot understand at age 4.
507D2	The women found the cards easy to understand.
507D5	The children report that the cards were not so easy to use.
507D7	The family thought the cards were very accessible and that no changes were needed. The girl thought the cards were easy to understand
507D8	The cards were easy to understand
507D9	“Easy” said the girl
507D10	Easy.
507D11	Easy and they wouldn’t change that aspect of the card.
507D12	Easy.
507D13	The girl though that S104 and S116 Art Detective artworks were “hard” and that S103 and S204 Art Detective artworks were “easy.”
521D3	The girls like the cards but find some artworks difficult to find (like the commode).
521D5	The boy said some were easy and some were difficult. The girl said “a little difficult.”
521D6	She says that finding the art is sometimes difficult
527D2	“Fairly easy.”
527D4	Both boys said the cards were “kind of hard.” The father said the height of some of the pieces (i.e. mantle clock) made it difficult for smaller children to see. The mom said that she thinks that the cards are fine as is and the father noted that the cards focused a lot on sculptures.
527D5	Easy to understand
527D7	Easy
527D8	Easy, S116 was especially dumb
527D9	Both boys said “easy” to understand
528D4	The girl thought they were a bit hard
528D10	The boy thought the cards were fine to understand.
528D13	The boy said that they were “kind of difficult” to understand.

Themes

- The adults and a majority of the interviewed youth found the cards easy to understand. Some children thought the cards were somewhat difficult. The families who expressed difficulty were observed to have problems locating artworks in the gallery (pieces were sometimes small, kids were too short to see, tour groups get in the way), or had young kids who were not invested in the exploration.

Would you change any aspect of the card?

Family ID	Response
507D1	No changes suggested. The card was inaccessible because the child was so young.
507D2	The mother thinks that incentives (like a prize) should be left at each artwork.
507D5	The girl would prefer the entire picture of the artwork on the card.
507D7	No changes needed
507D8	No changes needed
507D9	No changes needed
507D10	She thinks there should be more than 4 cards. They were “great, so disappointing we went through the four so quickly.”
507D11	She suggests handing them out at the tram all the time, because she had been to the Getty before, but this is the first time they saw the cards.
507D12	They wouldn’t change anything
507D13	No suggestions made
521D3	No suggestions made
521D5	The mom said they should make the questions harder—it was fairly easy to find the artwork she said.
521D6	No changes needed
527D2	No changes needed
527D4	The father said the height of some of the pieces (i.e. mantle clock) made it difficult for smaller children to see. The mom said that she thinks that the cards are fine as is and the father noted that the cards focused a lot on sculptures. He suggested more paintings (i.e., a change in media).
527D5	No changes needed
527D7	The girl suggested that there be separate answer sheets, because it was easy to look on the back for the answer. She didn’t do that, but she would have preferred to have it more difficult to see the answers.
527D8	They recommend that more of the cards require the user to read the description next to the artwork than just simply look at the artwork to answer the question.
527D9	No changes needed
528D4	No suggestions made
528D10	He would like to see an AD card for the maze (I told them about the architecture/garden AD cards). The father also said he would like a card set for just one pavilion (he had only seen the all pavilion set, so I told him about the single pavilion card sets). He thought having a bunch of cards in one pavilion would make it more likely that they would complete more cards.
528D13	He thought maybe he would change some things, like the flapping wings on the S109 gallery card. The father added that N104 was really difficult to find. They were expecting something different and larger from the picture.

Themes

- Answers to the questions should also require families to read the exhibit text and not only the card. As well, answers should be separate from the cards because the answers, now, are too accessible.
- Incorporate more paintings and lower, larger, child-level artworks.
- Consider incentives
- Include more of the artwork in the picture.
- More cards per pavilion.

Do the cards encourage you to visit the museum again?

F = First-time visitor; R = Returning visitor; N = New user; U = Previous user

Family ID	Visitor Status	Response
507D1	F	They might use the cards again
507D2	RN	The mom will use ADC in the future.
507D5	F	They might use the cards again. The uncle/father says that he didn't know if the cards were educational, but they were good to give kids something to do because they get bored easily
507D7	RU	<i>This is a returning visitor who previously used Art Detective cards.</i>
507D8	RU	"Yes, I think so."
507D9	RU	"Yes."
507D10	F	Didn't really answer
507D11	F	Yes.
507D12	RU	She said that the rice crispy treats are what encourage the kids to come to the museum. The cards are part of the many reasons they come to the museum.
507D13	F	The girl said, "Yes."
521D3	RU	The oldest says she'll probably use the cards again.
521D5	F	Both children said no.
521D6	F	Family is unsure of if the cards encourage them to return to the artwork
527D2	F	One adult said that yes, they would return to use the cards and another adult said that they would come back to the Getty, but that the AD cards would only be part of that decision
527D4	F	They would visit again and the cards would be a plus, but not the only reason they would return. They like the cards, because typically museums are overwhelming for kids (for anyone) and the cards help focus the family
527D5	F	They would visit again and look forward to using the cards
527D7	RN	"Of course" the girl said
527D8	F	Yes
527D9	RU	The boy with the yellow boots said "no," but the older boy with the green shirt said "yes"
528D4	F	Mom asked me about the availability of other cards and mentioned they would use the cards on a future visit
528D10	F	The boy said "I don't know" about the cards encouraging him to visit the museum again. He said that they were from out of town, so they probably wouldn't be back anyway. The father said that it would be something they would want to do again, but not the sole reason for returning.
528D13	F	Yes

Themes

- Of the families interviewed, most returning families who have used Art Detective cards before report that the cards encourage them to come back.
- Of the families interviewed, most first-time users report that the cards encourage them to come back.
- Families also say that the cards would not be the only reason they would return to the Getty.

APPENDIX C: Guides
Art Detective Observation Guide – Detective Families
Notes Cover Sheet

Observation day and date:
 Family No.

Gallery No.

Observation Artworks

N	S	E	W	All
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Minutes per Artwork

Preferred Accession No.

Observation Type

Natural	Focused	Trailed
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Observed Family (#)

Adults	Toddlers (0-5 years)	Children (6-12 years)	Teens (13 + years)
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Comments:

Family Dynamic

Predominant Lead <input type="checkbox"/> Parent(s) <input type="checkbox"/> Child(ren) <input type="checkbox"/> Shared <input type="checkbox"/> Shifting	Support <input type="checkbox"/> Parent(s) <input type="checkbox"/> Child(ren)
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Comments:

Research Questions to Note for Trailed and Focused Observations

Use

1. How much of an individual card does this family complete?
2. How long do families spend at each card artwork?
3. Do the families appear to have trouble with particular aspects of the cards?
4. What parts of the cards do families spend the most/least time on?

Family Dynamic

1. How do the parents participate?
2. What are families discussing when using the cards?

Comparative (Detective v. Explorer Families)

1. How long does each family type spend at the card artworks?
2. What self-guiding material do Explorer families use?

Art Detective Observation Guide – Explorer Families Checklist

Observation day and date:
Family No.
Gallery No.

Observation Artworks

N	S	E	W	All
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Minutes per Artwork

<input type="checkbox"/> Less than two minutes <input type="checkbox"/> 2-5 minutes <input type="checkbox"/> More than five minutes
Preferred Accession No.

Observation Type

Natural	Focused	Trailed
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Observed Family (#)

Adults	Toddlers (0-5 years)	Children (6-12 years)	Teens (13 + years)
Comments:			

Type of Guide Used

<input type="checkbox"/> None	<input type="checkbox"/> General Map	<input type="checkbox"/> Audio
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Family Dynamic

Predominant Lead <input type="checkbox"/> Parent(s) <input type="checkbox"/> Child(ren) <input type="checkbox"/> Shared <input type="checkbox"/> Shifting	Support <input type="checkbox"/> Parent(s) <input type="checkbox"/> Child(ren)
Comments:	

Amount of Family Discussion

<input type="checkbox"/> None <input type="checkbox"/> Some comments <input type="checkbox"/> Considerable
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Art Detective Interview Guide

U = Usage F = Family Dynamic/Learning A = Appeal

Hi, my name is _____. I'm working with the museum to understand how families use Art Detective cards. I see that your family is using the cards. Would you have a few minutes to answer some questions about your use?

This survey is confidential, meaning that your name is not linked with your responses. Your participation is voluntary; you can choose to stop your participation at any time without penalty. All we ask is that you answer as many questions as possible.

1. Why did you choose the Art Detective card as an activity today? (U)
2. Did you find the cards easy to locate? (U)
3. Have you used Art Detective cards on a previous trip to the Getty? (U)
4. How many of the card artworks did you visit? (U)
5. How did you navigate between the galleries? (U)
6. How did the children respond to using the Art detective cards? (F)
7. Did you use the cards together with your family, or on your own, or a combination of both? (F)
8. What did your family talk about when using the Art Detective cards? (F)
9. Did certain types of questions provoke more discussion within your family? (F)
10. Did you do all or some of the activities on each of the cards? (F)
 - a. If you only did some of each card, which activities did you tend to do the most of? (U, F)
11. Were the cards easy or difficult to understand? Would you change any aspect of the card? (A, U)
12. What was your family's favorite artwork today?
13. (If families have used Art Detective cards before) Do the cards encourage you to visit the museum again? (U)