Asian Art Museum: Bridge Program Summative Report

education.asianart.org
(Screen shot taken on 4/23/14)

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Audience Viewpoints Consulting
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EXECUTIVE SUMMARY

Background
The Asian Art Museum of San Francisco (AAM) received a major grant from the Bank of America Foundation and the Japan Foundation’s Center for Global Partnership to launch its Bridge Program, a series of initiatives to evaluate and expand upon the museum’s K-12 educational resources and programs, with the goal of improving the quality of teaching about Asia. As a result, the museum launched a teacher needs assessment (see Bridge Program Evaluation Phase I: Baseline Report, 2010) to determine how to best serve teachers and make an impact on the quantity and quality of resources and programs available to teachers. In response to the needs assessment’s findings that teachers had little access to high-quality curriculum resources, the Asian Art Museum created a new website, education.asianart.org, to provide hundreds of searchable tools, lesson plans, videos, collection objects, and other curriculum resources for K-12 teachers to increase the relevancy and accessibility of the art, history, and cultures of Asia in the classroom and beyond. After a series of focus groups, beta tests, and a remedial evaluation (see Bridge Program Evaluation Phase II: Remedial Report, 2013), the museum wanted to evaluate the impact of education.asianart.org, and determine next steps for resource and program development with this Bridge Program Evaluation Phase III: Summative Evaluation.

The purpose of this summative evaluation study was to collect data from teachers about use of the website, how it compares to other resources for arts education and teaching about Asia, current comfort levels for teaching about Asia, and the current quality of on-site school and teacher programs, to determine the extent to which the project was meeting its goals. The evaluation questions based on the project’s goals included the following:

1. To what extent are teachers using the online resources to support teaching and learning in the classroom? How are they currently using the site?
2. Do teachers use online resources more for preparation, for use in the classroom itself, or a combination of both?
3. How does using the AAM Education Website impact teachers’ access to quality resources for teaching about Asia?
4. To what extent does using the website as professional development affect their comfort level for teaching about Asia?
5. What are teachers’ future needs and potential topics for upcoming resource and program development?
Methods

A web survey was created and administered to collect data from teachers about the Asian’s Education Website. Only teachers who currently teach about Asian art and culture were considered eligible for the study; this was emphasized in the various invitations to participate, and the first two questions of the survey were used as screeners to ensure everyone filling out the survey met these criteria. While one main method, a web survey, was employed, invitations were sent through three means to reach teachers (see Table 1). A total of 308 individuals started the web survey from one of three sources, with 222 being eligible to participate and completing the survey:

1) **Direct emails (n=186)** – an email invitation was sent from AAM to a) San Francisco Bay Area teachers who had participated in the Asian Art Museum’s on-site school and teacher programs and shared their email address, as well as b) those who were registered users on the website being tested

2) **Survey link posted on the AAM Education Website (n=27)** – an invitation with a link to the survey was posted on the Education Website itself

3) **Survey link posted on the AAM Education Facebook page (n=9)** – an invitation was posted on the museum’s Education Facebook page

<table>
<thead>
<tr>
<th>Source</th>
<th>Surveys started</th>
<th>Eligible participants (#)</th>
<th>Eligible participants (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct email</td>
<td>255</td>
<td>186</td>
<td>84%</td>
</tr>
<tr>
<td>Survey link – Education Website</td>
<td>38</td>
<td>27</td>
<td>12%</td>
</tr>
<tr>
<td>Survey link – Facebook page</td>
<td>15</td>
<td>9</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>308</strong></td>
<td><strong>222</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The direct email invitation was sent on December 5, 2013 with a reminder sent on December 18. The survey link on the Education Website was posted on November 21, 2013 and closed on February 4, 2014; the location of the invitation and the specific language used were modified a couple of times in an attempt to increase the number of respondents. The link was posted on the Education Facebook page on December 4, with a reminder posted on December 10. All of the data were collected between November 2013 and January 2014, with the majority being collected in December 2013 (95%). An additional 4% were completed in January 2014 and 2% were completed in November 2013. Every attempt was made to recruit teachers from outside the Bay Area, which was why the link was posted on both the website and the Facebook page.

Of the 308 respondents, 278 were teachers; of these 278 teachers, 222 said they taught about Asian art, culture, or history in the classroom and were thus able to participate in the study. The remaining sections of the report include the responses of these 222 respondents to the web survey. Note that not every respondent was eligible to or chose to respond to every question, and some “skip patterns” were included, so many of the items reported below have fewer than 222 respondents. When a question was only for a particular group, this is indicated below the table.
Main Findings

Use of Online Resources in General
This evaluation focused on teaching about Asian art, history, and culture, and sought to understand the broader landscape of which materials teachers were using. Teachers’ ratings of the usefulness of all the various materials they were using to teach about Asian art, history, and culture (not only AAM resources) was a 4.5 out of 7, indicating that there may be an opportunity to provide teachers more effective materials in this area. Among this group of teachers, online materials were the most commonly used, followed by printed and multimedia; printed materials were much more likely to be used from local institutions only. When asked specifically which different online materials they used besides the Asian Art Museum, the most common were Google Images/Art Project, the Fine Arts Museums of San Francisco (FAMSF), the San Francisco Museum of Modern Art (SFMOMA), and the Library of Congress. When asked about the types of online resources they used from these sources, the most common were downloadable .pdf materials, online video clips, searchable online images, and downloadable word documents. Less common were online discussion formats, social media, or blogs, so teachers did not seem to be engaging in social media but rather accessing materials stored on or accessible from the sites; meaning, they were looking for teacher-ready content rather than wanting to discuss things with other teachers. In terms of how teachers are using these online resources and technologies, they are using them to both prepare for classes and for the classes themselves. Teachers were about equally likely to say they were using them as research to prepare for teaching and using them during class to project from a computer or tablets. They were also likely to have students use technology in the classroom. In summary, teachers were accessing a wide range of materials from a variety of different sites.

Comfort Teaching About Asia
Teachers were asked about their comfort levels teaching about different types of Asian content. Not surprisingly, they were by far most comfortable teaching about East Asia, including China, Korea, and Japan; however, the comfort ratings were still only about a 5 on a 7-point scale. The rest of the specific areas were lower and essentially the same, suggesting that, outside of East Asia, teachers were much less comfortable teaching other geographic areas in Asia. There may be an opportunity to develop materials and resources in these areas to make teachers feel more comfortable engaging students around these specific topics.

Use of AAM Online Resources
More specifically looking at the Asian’s Education Website, a little more than half of the teachers said they had used the Education Website. Of those who had not used the site, the most common reason by far was that they were not aware of the website. When asked what would encourage them to use these resources, they said becoming more aware of them, changes such as making them easier to use, and having more information about the resources. Of those who had used them, teachers became aware of the resources through the AAM website, participating in an on-site program at AAM, a communication from AAM, or through word of mouth. For those who had used the Education Website, teachers generally had used two to five of the resources, with the most common being lessons and activities, background information, school pre-visit information, and artworks. Teachers were most likely to use these materials in history, visual arts, or language arts classes. Since teachers
are not using the My Resources capability, the museum may want to explore whether it is not a useful function for teachers or just needs better messaging.

**Ratings of AAM Online Resources**

Teachers who had used the Asian's online educational resources rated them on a variety of the website’s aspects. They rated them highest on the site providing accurate information, personal and professional growth opportunities, and the depth of information available on the site. There were also relatively high ratings for the site providing useful activities and lesson plan ideas, the range of topics covered, knowing what resources were available, alignment with content standards, and the range of cultures covered. The lowest rating, though it still was in the higher end of the rating scale, was engaging student interest, so it might be useful to find out from teachers what, if anything, the Asian could do to address this. However, more information would be needed since it could be related to the content covered, the manner in which it was presented, or even students’ general interest in Asia. In fact, when asked how the museum’s online educational materials could be improved, comments were generally positive: teachers wanted more content and visuals, particularly lesson plans and ideas; desired to have the museum communicate more information; or said the site was good as it is. There were no specific deficiencies identified by teachers; they simply wanted more of what the site already included, but said the museum could continue to work on finessing the search function so results that rise to the top are most relevant.

**Future Needs for Teaching**

In order to understand how to better meet teachers’ content needs in future online materials, the survey asked teachers to pick their top three of fourteen choices about a variety of topics around Asian art, history, and culture. Teachers were interested in multiple areas, since no single choice received over half of the vote. The most popular choices were East Asia (China, Korea, Japan), Beliefs (Islam, Buddhism, Hinduism, Sikhism, etc.), Customs and Celebrations, and Contemporary Asian Art. These were followed closely by Silk and Spice Roads, Asian American Art, Pan-Asian Art (multiple countries of Asia), and the Persian World and West Asia (Iran, Iraq, Afghanistan, etc.). It seems that in developing further content, covering breadth as well as depth would be well received by teachers.

**Programs**

About ¾ of local Bay Area survey respondents have participated in an on-site program at the Asian Art Museum. This was similar to the percentage that had participated in a program at the de Young and more than had participated in a program at SFMOMA or the Legion of Honor. Among those that have participated, satisfaction with the programs was generally high, with teachers giving high ratings and offering praise to AAM programs. Some teachers had specific suggestions for improving AAM programs. The most common specific suggestion was to include more hands-on activities, mentioned by 13% of respondents.

**Implications**

1. **Need for Additional Resources:** Given that teachers give moderate ratings to the resources that they use to teach about Asian art, history, and culture in general and indicate a lack of comfort with teaching about Asian countries outside of East Asia, there is clearly still an opportunity to provide teachers with more effective materials,
particularly those that cover a broader range of regions in Asia. It makes sense for AAM to continue to develop resources in these areas, particular teacher-ready resources that do not require a large amount of extra effort on the part of the teacher. There are some particular areas in which they museum may want to focus in the development of new resources:

a. Student-centered resources: Currently, nearly ¾ of respondents are projecting online resources directly from a computer/tablet during class, yet AAM’s resources have slightly lower ratings for engaging student interest. This suggests a need for developing engaging resources designed for student use, such as such as activities and graphic organizers, guided questions with artwork, and short videos. Creating a “For Students” section of the website could help distinguish those activities that are designed for teachers and those that are designed primarily for students.

b. Resources for teachers planning a visit to the museum: Many of the teachers who use AAM’s online resources are preparing for a museum visit. As such, the museum could work with a group of teachers to pilot and design student-centered materials that can be used before or after a museum visit.

c. Resources for high school and art teachers: These teachers expressed a high likelihood of teaching about Asia in their world cultures and 19th-21st century history courses, and in their arts curriculum, respectively. These teachers are also less likely to book museum-visits, suggesting that online resources may be a more realistic approach to using the museum collection to teach about Asia.

d. Resources that cross content areas: Due to the desire of teachers to want more of most content areas, it would be practical to create some lessons on methods and strategies that can be applied more universally across various topics.

e. Resources that explicitly make use of the museum’s collection: Currently, teachers indicated that they are using artworks on the AAM website less frequently than lessons and activities or background information. Given that all AAM curriculum is designed to be used in conjunction with artwork, the museum may want to make this connection more explicit in its lesson plans and materials.

2. Awareness: Over 40% of survey respondents hadn’t used AAM’s online educational resources. Of this group, lack of awareness was cited by 82% as the reason they hadn’t used these resources. Considering most participants in the survey came through the museum’s existing communication networks, this lack of awareness suggests that it might be more effective for the museum to offer dedicated marketing of the online education resources rather than folding them into more general communications. In addition, having a more visible presence on the museum’s homepage, and including links on external sources that have a high use rate for the same resources, such as YouTube and Khan Academy, could help direct people coming from outside of the museum to the Education Website.

3. Relevance: This survey found that those who use the website report that they have used between two and five resources, with certain resources receiving much higher usage than others. It is unknown whether certain resources are not being used because teachers are unaware of them or because teachers find those particular resources less useful. In order to make teachers aware of all the available resources, the museum could consider changing the format of the landing pages so teachers can easily find all of the resources.
on a given topic in an organized fashion. In addition, teachers may be looking for content that is not currently available on the site. Convening a teacher advisory group to determine future content (including curriculum specialists and/or administrators who have broad reach within their district) may help the museum identify future content that will best meet the needs of teachers.

4. My Resources Function: The My Resources function, which was designed to encourage ease of use and repeat visitation, is currently underutilized. To encourage awareness and use of this feature, the museum could incentivize the use of the My Resources function, focus more resource development with partners such as a school district or community organization where there is a built in audience, and increase the time during professional development workshops that teachers practice using the website and setting up a My Resources page. Another suggestion is prompting people to set up an account for My Resources when they first visit the Education Website. Alternatively, if further research suggests that teachers simply are not interested in this function, the museum could consider eliminating it.
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TEACHER BACKGROUND AND CHARACTERISTICS

The following tables provide information about the teachers who participated in the summative evaluation, to give the reader a sense of their backgrounds and teaching experience.

Teaching Experience

Q5. How many years have you been teaching?

About half (46%) of teachers had been teaching for 10 to 20 years, with 26% teaching for more than 20 years (see Table 2). Additionally, 14% had been teaching 7 to 9 years, 9% for 4 to 6 years, and 4% were relatively new to teaching at 1 to 3 years.

Table 2: Years of Teaching Experience

<table>
<thead>
<tr>
<th>Years of teaching</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>1-3 years</td>
<td>9</td>
<td>4%</td>
</tr>
<tr>
<td>4-6 years</td>
<td>19</td>
<td>9%</td>
</tr>
<tr>
<td>7-9 years</td>
<td>30</td>
<td>14%</td>
</tr>
<tr>
<td>10-20 years</td>
<td>100</td>
<td>46%</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>56</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>216</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Q7. What type of school is it?

The majority (71%) of the teachers taught at public schools, 27% taught at private school, and 1% taught home school (see Table 3). The names of the schools are listed in Appendix B.

Table 3: Type of School

<table>
<thead>
<tr>
<th>Type</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>144</td>
<td>71%</td>
</tr>
<tr>
<td>Private</td>
<td>54</td>
<td>27%</td>
</tr>
<tr>
<td>Home School</td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>203</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Q8. Where is your school located?

When asked where their school was located, the large majority (85%) were from seven counties in the San Francisco Bay Area (San Francisco, Alameda, Contra Costa, Santa Clara, San Mateo, Marin, and Sonoma counties) and over half were from two counties: San Francisco (41%) and Alameda (18%) (see Tables 4 & 5). Meanwhile, 5% were from other parts of California, 9% were from other U.S. States, and only one respondent was from another country. At least based on the survey results, there may be an opportunity to reach out to Southern California teachers.

Table 4: Where School is Located, Main Categories

<table>
<thead>
<tr>
<th>Subject</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Francisco Counties</td>
<td>179</td>
<td>85%</td>
</tr>
<tr>
<td>Other California</td>
<td>11</td>
<td>5%</td>
</tr>
<tr>
<td>Other U.S. State</td>
<td>19</td>
<td>9%</td>
</tr>
<tr>
<td>International</td>
<td>1</td>
<td>&lt;1%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>210</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 5: Where School is Located

<table>
<thead>
<tr>
<th>Subject</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Francisco County</td>
<td>85</td>
<td>41%</td>
</tr>
<tr>
<td>Alameda County</td>
<td>38</td>
<td>18%</td>
</tr>
<tr>
<td>Contra Costa County</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Other U.S. State</td>
<td>19</td>
<td>9%</td>
</tr>
<tr>
<td>Santa Clara County</td>
<td>14</td>
<td>7%</td>
</tr>
<tr>
<td>San Mateo County</td>
<td>12</td>
<td>6%</td>
</tr>
<tr>
<td>Marin County</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Monterey/Santa Cruz area</td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>Sonoma County</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>Stockton/Sacramento area</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Fresno area</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Southern California</td>
<td>1</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>International</td>
<td>1</td>
<td>&lt;1%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>210</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Q3. Which subject(s) do you teach?

Teachers often reported teaching more than one subject, and were most likely to teach History/Social Science (66%), English/Language Arts (58%), Visual Arts (42%), and Mathematics (40%) (see Table 6). These were followed by Science (33%), English Language Development (24%), and Physical Education (21%).

**Table 6: Subjects Taught**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>History/Social Science</td>
<td>143</td>
<td>66%</td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>125</td>
<td>58%</td>
</tr>
<tr>
<td>Visual Arts (including art history)</td>
<td>92</td>
<td>42%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>87</td>
<td>40%</td>
</tr>
<tr>
<td>Science</td>
<td>72</td>
<td>33%</td>
</tr>
<tr>
<td>English Language Development</td>
<td>53</td>
<td>24%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>45</td>
<td>21%</td>
</tr>
<tr>
<td>Performing Arts (dance, music, theatre)</td>
<td>35</td>
<td>16%</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>30</td>
<td>14%</td>
</tr>
<tr>
<td>Special Education</td>
<td>18</td>
<td>8%</td>
</tr>
<tr>
<td>Career Technical Education</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>Other classes</td>
<td>28</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>216</strong></td>
<td></td>
</tr>
</tbody>
</table>

*NOTE: Teachers could choose more than one subject, so percentages total more than 100%.*

Q4. Which grade(s) do you teach?

When looking at the grades teachers taught, 46% taught in elementary school, 33% taught in middle school, and 28% in high school (see Table 7). Only 7% taught at the college/university level and 4% taught pre-Kindergarten. The three most popular grades were 6th grade (25%), 11th grade (25%), and 12th grade (25%). These were followed closely by 10th (24%) and 9th (21%) (see Table 8).

**Table 7: School Type Taught at (Elementary, Middle, High, etc.)**

<table>
<thead>
<tr>
<th>School</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten</td>
<td>10</td>
<td>4%</td>
</tr>
<tr>
<td>Elementary school (K. to 5th grade)</td>
<td>99</td>
<td>46%</td>
</tr>
<tr>
<td>Middle school (6th to 8th grade)</td>
<td>72</td>
<td>33%</td>
</tr>
<tr>
<td>High school (9th to 12th grades)</td>
<td>60</td>
<td>28%</td>
</tr>
<tr>
<td>College / University</td>
<td>14</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>216</strong></td>
<td></td>
</tr>
</tbody>
</table>

*NOTE: Some teachers taught at more than one level of school, so percentages total more than 100%.*
Table 8: Grades Taught

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten</td>
<td>10</td>
<td>4%</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>19</td>
<td>9%</td>
</tr>
<tr>
<td>1st</td>
<td>27</td>
<td>13%</td>
</tr>
<tr>
<td>2nd</td>
<td>38</td>
<td>18%</td>
</tr>
<tr>
<td>3rd</td>
<td>41</td>
<td>19%</td>
</tr>
<tr>
<td>4th</td>
<td>39</td>
<td>18%</td>
</tr>
<tr>
<td>5th</td>
<td>36</td>
<td>17%</td>
</tr>
<tr>
<td>6th</td>
<td>54</td>
<td>25%</td>
</tr>
<tr>
<td>7th</td>
<td>38</td>
<td>17%</td>
</tr>
<tr>
<td>8th</td>
<td>33</td>
<td>15%</td>
</tr>
<tr>
<td>9th</td>
<td>45</td>
<td>21%</td>
</tr>
<tr>
<td>10th</td>
<td>52</td>
<td>24%</td>
</tr>
<tr>
<td>11th</td>
<td>50</td>
<td>25%</td>
</tr>
<tr>
<td>12th</td>
<td>53</td>
<td>25%</td>
</tr>
<tr>
<td>College/University</td>
<td>14</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>217</strong></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Teachers often taught more than one grade, so percentages total more than 100%.

Q10. Please specify the topics in which you teach about Asian art, history, or culture.

When asked to pick from a list of topics they taught in the classroom, teachers were most likely to select China (68%), followed closely by Community/Family Heritage and Celebrations (64%), and Language Arts Stories and/or Recommended Literature (56%) (see Table 9). The third (33%) of teachers who selected World Cultures were asked which cultures they taught, and the most common responses were China, Japan, and India (see Table 10). For the 17% who taught World Languages, the most common world languages taught were Chinese, Japanese, and Spanish (see Table 11).
### Table 9: Topics taught in the classroom

<table>
<thead>
<tr>
<th>Topic</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>138</td>
<td>68%</td>
</tr>
<tr>
<td>Community/Family Heritage and Celebrations</td>
<td>129</td>
<td>64%</td>
</tr>
<tr>
<td>Language Arts Stories and/or Recommended Literature</td>
<td>113</td>
<td>56%</td>
</tr>
<tr>
<td>Traditional Arts</td>
<td>97</td>
<td>48%</td>
</tr>
<tr>
<td>Japan</td>
<td>90</td>
<td>44%</td>
</tr>
<tr>
<td>Asian-American Experience</td>
<td>82</td>
<td>40%</td>
</tr>
<tr>
<td>India</td>
<td>75</td>
<td>37%</td>
</tr>
<tr>
<td>Current Events</td>
<td>72</td>
<td>36%</td>
</tr>
<tr>
<td>Ancient Near East (i.e., Mesopotamia, Persian Empire)</td>
<td>66</td>
<td>33%</td>
</tr>
<tr>
<td>World Cultures</td>
<td>66</td>
<td>33%</td>
</tr>
<tr>
<td>Contribution to CA Development/w/in Context of CA History</td>
<td>65</td>
<td>32%</td>
</tr>
<tr>
<td>Analyzing Visual Primary Resources</td>
<td>61</td>
<td>30%</td>
</tr>
<tr>
<td>Islamic World</td>
<td>55</td>
<td>27%</td>
</tr>
<tr>
<td>Global Trade Patterns</td>
<td>40</td>
<td>20%</td>
</tr>
<tr>
<td>Contemporary Artists</td>
<td>37</td>
<td>18%</td>
</tr>
<tr>
<td>Korea</td>
<td>35</td>
<td>17%</td>
</tr>
<tr>
<td>World Languages</td>
<td>25</td>
<td>17%</td>
</tr>
<tr>
<td>Causes and Effects of World War I and World War II</td>
<td>26</td>
<td>13%</td>
</tr>
<tr>
<td>Global Education/21st Century Skills</td>
<td>24</td>
<td>12%</td>
</tr>
<tr>
<td>Industrial Revolution and Imperialism</td>
<td>24</td>
<td>12%</td>
</tr>
<tr>
<td>World Economy and Info/Tech/Communications Revolutions</td>
<td>23</td>
<td>11%</td>
</tr>
<tr>
<td>Other</td>
<td>23</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>203</strong></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Teachers could choose more than one topic, so percentages total more than 100%.
Q12. If you selected “World Cultures” above, which culture(s)?

Table 10: World cultures taught in the classroom

<table>
<thead>
<tr>
<th>Culture</th>
<th>Frequency (n)</th>
<th>All teachers (%)</th>
<th>Only those who taught World Cultures (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>China/Chinese (including Chinese-American)</td>
<td>44</td>
<td>22%</td>
<td>67%</td>
</tr>
<tr>
<td>Japan/Japanese</td>
<td>29</td>
<td>14%</td>
<td>44%</td>
</tr>
<tr>
<td>India/Indian</td>
<td>18</td>
<td>9%</td>
<td>27%</td>
</tr>
<tr>
<td>Korea/Korean</td>
<td>11</td>
<td>5%</td>
<td>17%</td>
</tr>
<tr>
<td>Middle East/Islamic (i.e., Pakistan, Persia, Kush)</td>
<td>9</td>
<td>4%</td>
<td>14%</td>
</tr>
<tr>
<td>Ancient Civilizations (i.e., Roman, Greek, Egyptian)</td>
<td>7</td>
<td>3%</td>
<td>11%</td>
</tr>
<tr>
<td>Vietnam/Vietnamese</td>
<td>5</td>
<td>2%</td>
<td>8%</td>
</tr>
<tr>
<td>Europe (i.e., Germany, Spain)</td>
<td>4</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>Latin America (i.e., Mexico, Caribbean)</td>
<td>4</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>Philippines</td>
<td>3</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>North American</td>
<td>2</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Miscellaneous (e.g., None, “a smattering”, etc.)</td>
<td>8</td>
<td>4%</td>
<td>12%</td>
</tr>
<tr>
<td>Miscellaneous Asian (Asian, Tibetan, Thailand, etc.)</td>
<td>9</td>
<td>4%</td>
<td>14%</td>
</tr>
<tr>
<td>Number of respondents</td>
<td>203</td>
<td></td>
<td>66%</td>
</tr>
</tbody>
</table>

NOTE: Teachers could choose more than one culture, so percentages may total more than 100%.

Q11. If you selected “World Languages” above, which language(s)?

Table 11: World languages taught

<table>
<thead>
<tr>
<th>Language</th>
<th>Frequency (n)</th>
<th>All teachers (%)</th>
<th>Only those who taught World Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese / Mandarin</td>
<td>23</td>
<td>11%</td>
<td>92%</td>
</tr>
<tr>
<td>Japanese</td>
<td>11</td>
<td>5%</td>
<td>44%</td>
</tr>
<tr>
<td>Spanish</td>
<td>7</td>
<td>3%</td>
<td>28%</td>
</tr>
<tr>
<td>Other (Italian, Vietnamese, Hindi, Hebrew, Philippines)</td>
<td>6</td>
<td>3%</td>
<td>24%</td>
</tr>
<tr>
<td>Cantonese</td>
<td>2</td>
<td>1%</td>
<td>8%</td>
</tr>
<tr>
<td>Korean</td>
<td>2</td>
<td>1%</td>
<td>8%</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>1%</td>
<td>8%</td>
</tr>
<tr>
<td>French</td>
<td>2</td>
<td>1%</td>
<td>8%</td>
</tr>
<tr>
<td>Miscellaneous (e.g., None)</td>
<td>2</td>
<td>1%</td>
<td>8%</td>
</tr>
<tr>
<td>Total respondents</td>
<td>203</td>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>

NOTE: Teachers could choose more than one language, so percentages may total more than 100%.
Q9. How comfortable are you with your knowledge in teaching the following content areas? Please rate your comfort level on a scale of 1 to 7.

In order to better understand the extent to which teachers feel confident in their ability to teach about specific content areas, they were asked how comfortable they were teaching about specific geographical areas around Asian art and culture. They were most comfortable teaching about East Asia, which includes China, Korea, and Japan, followed by about Asia in general (see Table 12). These were followed by a group that was essential all the same level of comfort and all below the middle range of the scale, including South Asia, the Himalayas and the Tibetan Buddhist World, Southeast Asia, and the Persian World and West Asia. This suggests that outside of East Asia, teachers do not feel that comfortable teaching about Asia. Figures 1 through 6 show the individual ratings for each content area.

**Table 12: Comfort Level with Asian Content**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Frequency (n=)</th>
<th>Mean (7-point scale)</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Asia</td>
<td>201</td>
<td>4.8</td>
<td>1.71</td>
</tr>
<tr>
<td>Asia, in General</td>
<td>200</td>
<td>4.1</td>
<td>1.56</td>
</tr>
<tr>
<td>South Asia</td>
<td>201</td>
<td>3.1</td>
<td>1.58</td>
</tr>
<tr>
<td>The Himalayas and the Tibetan Buddhist World</td>
<td>199</td>
<td>3.1</td>
<td>1.54</td>
</tr>
<tr>
<td>Southeast Asia</td>
<td>202</td>
<td>3.0</td>
<td>1.52</td>
</tr>
<tr>
<td>Persian World and West Asia</td>
<td>201</td>
<td>3.0</td>
<td>1.48</td>
</tr>
</tbody>
</table>

NOTE: See charts below for which specific countries were included in each content area listed above.

**Figure 1: Comfort teaching about East Asia (China, Korea, Japan) (n=201)**

![Comfort teaching about East Asia](image)
Figure 2: Comfort teaching about Asia in general (n=200)

Figure 3: Comfort teaching about South Asia (India, Pakistan, Bangladesh, Sri Lanka) (n=201)
Figure 4: Comfort teaching about The Himalayas and the Tibetan Buddhist World (Tibet, Nepal, Bhutan, Mongolia) (n=199)

Figure 5: Comfort teaching about Southeast Asia (Cambodia, Thailand, Burma, Laos, Vietnam, Philippines, Indonesia, Malaysia) (n=202)
Figure 6: Comfort teaching about Persian World and West Asia (Iran, Iraq, Afghanistan, Turkmenistan, Uzbekistan) (n=201)
FINDINGS

The following section conveys the findings from the main part of the web survey, which aimed to determine the usefulness of resources available for teaching about Asia, and the Asian's online resources, as well as ratings on the quality of both the Asian's online resources and museum programs. The purpose of this suite of questions was to achieve a better understanding of how teachers are using the varied educational resources and what it is they find most valuable in terms of their teaching practices around Asian art, history, and culture.

Use and Usefulness of Online Resources in General

Q13. Please tell us how much you agree or disagree with the following statement: “The materials I am currently using in my class(es) to teach about Asian art, history and culture are useful to me.”

The survey asked teachers about the usefulness of all of the various resources they were using to teach about Asian art, history, and culture. The average rating, on a 7-point scale, was 4.5, and the distribution was fairly spread out around the middle ratings (see Figure 7). One quarter of teachers (25%) found the current materials to be very useful, a 6 or 7 rating. Another 25% rated them as not that useful, from 1 to 3. While the answers were fairly evenly distributed, there does seem to be a need for teachers to have even more useful resources for teaching about Asian art, history, and culture. It should also be pointed out that many of the teachers in this survey had used the Asian Art Museum’s online resources, so they would also be included in the ratings.

Figure 7: Usefulness of all types of materials for teaching about Asian art, history, and culture (n=180)
Q14. From which of the following museums do you currently use materials to teach your class(es)?

Teachers were asked about the kinds of resources (online, multimedia, printed) they used from a variety of sources about Asian art, history, and culture, in addition to the Asian Art Museum. The findings were more focused on the San Francisco Bay Area, since the large majority of respondents were from the San Francisco area. The most common source of online materials was the Google Images/Art Project (44%), the Fine Arts Museums of San Francisco (FAMSF) (34%), SFMOMA (24%), the Library of Congress (20%), and Wikimedia Commons (18%). Teachers seemed to use a wide variety of online materials for teaching about Asia. Multimedia materials were less commonly used, ranging from a low of 1% for Los Angeles County Museum of Art (LACMA) to a high of 13% for the FAMSF (see Table 13). Printed materials were also not as commonly used, with the exception being San Francisco Bay Area institutions, like the FAMSF (33%), SFMOMA (11%), and the Oakland Museum (9%); using printed materials from the remaining institutions ranged from 2% to 7%, with most being 3% (see Table 13).

Figure 8: Use of online resources for teaching about Asia

![Graph showing the use of online resources for teaching about Asia](image)

Table 13: Materials used from other museums

<table>
<thead>
<tr>
<th>Museum</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google Images/Art Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online materials</td>
<td>89</td>
<td>44%</td>
</tr>
<tr>
<td>Multimedia materials</td>
<td>21</td>
<td>10%</td>
</tr>
<tr>
<td>Printed materials</td>
<td>13</td>
<td>7%</td>
</tr>
<tr>
<td>Never used</td>
<td>49</td>
<td>24%</td>
</tr>
<tr>
<td>Received, but haven't used yet</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Museum Name</td>
<td>Online materials</td>
<td>Multimedia materials</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Fine Arts Museums of San Francisco: De Young &amp; Legion</td>
<td>69</td>
<td>27</td>
</tr>
<tr>
<td>San Francisco Museum of Modern Art</td>
<td>49</td>
<td>12</td>
</tr>
<tr>
<td>Library of Congress</td>
<td>40</td>
<td>6</td>
</tr>
<tr>
<td>Wikimedia Commons</td>
<td>37</td>
<td>5</td>
</tr>
<tr>
<td>Smithsonian/Freer Sackler Gallery, Washington, DC</td>
<td>32</td>
<td>11</td>
</tr>
<tr>
<td>National Gallery of Art, Washington, DC</td>
<td>31</td>
<td>3</td>
</tr>
<tr>
<td>The J. Paul Getty Museum, Los Angeles</td>
<td>28</td>
<td>4</td>
</tr>
<tr>
<td>National Archives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: The percentages may not add up to 100% due to rounding.*
Q15. If you use materials from other museums to teach your classes, please tell us which museums and which of the types of sources (printed, multimedia, or online) you use for each.

A follow up question asked which other museums’ materials teachers may have used. The full list of responses are included in Appendix B.

Q16. Please tell us how much you agree with the following statement: “The online resources I am currently using to teach about Asia in my class(es) are useful to me.”

While the previous question asked teachers to rate all the various types of materials they were using for teaching about Asian art, history, and culture, another item asked them to specifically rate the online resources they were using. The mean rating for online materials, on a scale from 1 to 7, was a 4.5, with ratings being close to a normal distribution (see Figure 9). While 22% rated the usefulness a 1 to 3, 55% rated it a 4 or 5, and 24% rated the usefulness a 6 or 7 on a 7-point scale.
Figure 9: Usefulness of online resources for teaching about Asia (n=183)

Q17. Please select the online resources and technology you currently use in your classroom.

The online resources most frequently used by teachers was downloadable PDF documents (80%), online video clips (70%), searchable online images (67%), downloadable word docs (58%), and downloadable PowerPoints (40%) (see Table 14). Social media (9%) and blogs (7%) were the least commonly used online resources or technology.

Table 14: Online resources and technology currently in use

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Downloadable .pdf materials</td>
<td>154</td>
<td>80%</td>
</tr>
<tr>
<td>Online video clips</td>
<td>135</td>
<td>70%</td>
</tr>
<tr>
<td>Searchable online images</td>
<td>129</td>
<td>67%</td>
</tr>
<tr>
<td>Downloadable word docs</td>
<td>111</td>
<td>58%</td>
</tr>
<tr>
<td>Downloadable PowerPoints</td>
<td>77</td>
<td>40%</td>
</tr>
<tr>
<td>Computer lab</td>
<td>50</td>
<td>26%</td>
</tr>
<tr>
<td>Websites for student self-directed study</td>
<td>46</td>
<td>24%</td>
</tr>
<tr>
<td>Tablets (iPads, Surface, etc.)</td>
<td>39</td>
<td>20%</td>
</tr>
<tr>
<td>Games/interactives</td>
<td>32</td>
<td>17%</td>
</tr>
<tr>
<td>Apps</td>
<td>30</td>
<td>16%</td>
</tr>
<tr>
<td>Online discussion formats</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Social media</td>
<td>17</td>
<td>9%</td>
</tr>
<tr>
<td>Blogs</td>
<td>13</td>
<td>7%</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>192</strong></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Teachers could choose more than one option, so percentages total more than 100%.
Q18. How do you use online resources in the classroom?

The two most common uses of online resources by teachers were as research preparation for teaching (78%) and projecting materials from a computer to a screen in the classroom (73%) (see Table 15). This was followed by students using the internet in the classroom (50%), then students working alone (36%) or in groups (34%) on computers or tablets. Only a small number of teachers said they either don’t have students use the internet (3%) or they themselves don’t use online resources in the classroom (3%). At least among this sample of teachers, there seems to be very wide use of online resources in the classroom.

Table 15: How online resources and technology are being used

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research to prepare for teaching</td>
<td>174</td>
<td>78%</td>
</tr>
<tr>
<td>Project from computer/tablet during class</td>
<td>162</td>
<td>73%</td>
</tr>
<tr>
<td>Students use internet in classroom</td>
<td>110</td>
<td>50%</td>
</tr>
<tr>
<td>Students work alone on computers/tablets</td>
<td>79</td>
<td>36%</td>
</tr>
<tr>
<td>Students work in groups on computers/tablets</td>
<td>76</td>
<td>34%</td>
</tr>
<tr>
<td>Students don’t use internet, but can use apps</td>
<td>7</td>
<td>3%</td>
</tr>
<tr>
<td>Don’t use online resources in classroom</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>222</strong></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Teachers could choose more than one option, so percentages total more than 100%.

Awareness of and Motivation to use the Asian’s Online Resources

Q19. Have you ever, or do you currently, use online resources provided by the Asian Art Museum in San Francisco, to teach your class(es)?

Slightly more than half (57%) of teachers said they had or were currently using the Asian’s online resources to teach their classes (see Table 16). This number was slightly higher than those using Google Images/Art Project and substantially higher than those using FAMSF and SFMOMA resources, but this is not surprising given the proportion of San Francisco Bay Area teachers, and the fact that they were mostly recruited through the Asian’s educational email lists.

Table 16: Do teachers use AAM online educational resources?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>112</td>
<td>57%</td>
</tr>
<tr>
<td>No</td>
<td>83</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>195</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Q20. Which of the following reasons describe why you haven't used the Asian Art Museum's online resources?

Teachers who had not used the Asian's online educational resources were given a list of reasons to choose from, and by far the main reason was because they did not know about them (82%) (see Table 17). All other reasons were selected by fewer than 10% of respondents, though some said the online resources did not match the curriculum (8%), or that the resources did not meet current needs (7%).

Table 17: Reasons for not using AAM online resources
(only those who do not currently use AAM online resources)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didn't know about them</td>
<td>68</td>
<td>82%</td>
</tr>
<tr>
<td>Don't match the curriculum</td>
<td>7</td>
<td>8%</td>
</tr>
<tr>
<td>Don't meet my current needs</td>
<td>6</td>
<td>7%</td>
</tr>
<tr>
<td>I don't need more materials</td>
<td>4</td>
<td>5%</td>
</tr>
<tr>
<td>Too simple</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Not interactive enough</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Too difficult</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>I don't teach about Asia in my class(es)</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>8%</td>
</tr>
<tr>
<td>Total respondents</td>
<td>83</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Teachers could choose more than one option, so percentages total more than 100%.

Q21. What would make you consider using the museum’s online resources?

When teachers who had not used any AAM online resources were asked what would make them consider using them, they most frequently said more awareness of the resources (22%), with almost one out of six (16%) teachers saying that now that they know about the resources they plan on using them (see Table 18). The next most common category was making specific changes (20%), including making the resources easier to use or access (8%) and making the website interactive (6%). Some teachers said they thought it would be good for them to have more information about the resources (19%), including being emailed information about the resources (8%), needing more information about a specific subject or grade (4%), or information about grade level appropriateness (4%). Some mentioned technical considerations (9%), making the content more connected to the curriculum (8%), and time constraints (7%).
Table 18: What would make teachers use resources  
(only those who do not currently use AAM online resources)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>More Awareness of Resources</td>
<td>20</td>
<td>22%</td>
</tr>
<tr>
<td>Now that I know about them, I will use them</td>
<td>14</td>
<td>16%</td>
</tr>
<tr>
<td>Email me a reminder to view and use them</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Misc. (e.g., more exposure, remembering they are there)</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>Specific Changes</td>
<td>18</td>
<td>20%</td>
</tr>
<tr>
<td>Make it easier to use/access</td>
<td>7</td>
<td>8%</td>
</tr>
<tr>
<td>Make it interactive</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>Make it customizable</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Provide teacher workshops</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Misc. (e.g., more focused resources, uncensored content)</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>More Information</td>
<td>17</td>
<td>19%</td>
</tr>
<tr>
<td>Email me more information about the resources</td>
<td>7</td>
<td>8%</td>
</tr>
<tr>
<td>Need more information re: specific subject or grade</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>Show grade level appropriateness</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>Misc. (e.g., make a comprehensive list of materials available)</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Technical Comments</td>
<td>8</td>
<td>9%</td>
</tr>
<tr>
<td>On functionality</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>On quality</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Misc. (e.g., if I were tech literate)</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>More Connected to Curriculum</td>
<td>7</td>
<td>8%</td>
</tr>
<tr>
<td>If it connected/supported curriculum</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>Misc. (e.g., mention of specific subject)</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Time Constraint</td>
<td>6</td>
<td>7%</td>
</tr>
<tr>
<td>If I had more time...to prepare, explore, research, etc.</td>
<td>6</td>
<td>7%</td>
</tr>
<tr>
<td>General Miscellaneous</td>
<td>13</td>
<td>15%</td>
</tr>
<tr>
<td>Challenge regarding unique class structure/content</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>Misc. (e.g., availability, this survey, not sure, etc.)</td>
<td>10</td>
<td>11%</td>
</tr>
<tr>
<td>Total respondents</td>
<td>89</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Teachers could choose more than one option, so percentages total more than 100%.

Q22. Was today the first time you visited the Educational Resources website of the Asian Art Museum?

Since it was possible that teachers visited the Education Website for the first time that day, a question asked whether they had previously visited. The large majority (86%) had visited the website before, while 10% were visiting for the first time that day (see Table 19). Those who had still not visited the AAM website were not included in the following sections of the report, which asked about the extent to which they had used the site and their reactions to it.
Table 19: Was today your first visit to the Education Website?
(only those who have used AAM online resources)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>10%</td>
</tr>
<tr>
<td>No</td>
<td>81</td>
<td>86%</td>
</tr>
<tr>
<td>I still haven't visited</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>94</strong></td>
<td></td>
</tr>
</tbody>
</table>

Q23. How did you first become aware of the Asian Art Museum's instructional online resources?

The majority of respondents had first heard about the online resources directly from the Asian Art Museum – either via the museum website (61%), or an AAM program (51%) (see Table 20). The next two most popular responses were from an AAM brochure or email communication (28%), or through word of mouth (19%). Each of the remaining responses included fewer than 10% of teachers.

Table 20: Point of first awareness of the Education Website
(only those who have used AAM online resources)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The museum’s website</td>
<td>68</td>
<td>61%</td>
</tr>
<tr>
<td>Participated in a program at AAM</td>
<td>57</td>
<td>51%</td>
</tr>
<tr>
<td>Museum brochure or email communication</td>
<td>31</td>
<td>28%</td>
</tr>
<tr>
<td>Word-of-mouth referral</td>
<td>21</td>
<td>19%</td>
</tr>
<tr>
<td>Web search</td>
<td>10</td>
<td>9%</td>
</tr>
<tr>
<td>School district communication</td>
<td>7</td>
<td>6%</td>
</tr>
<tr>
<td>Link from another website</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Social media</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>112</strong></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Teachers could choose more than one option, so percentages total more than 100%.

Q24. Which of the Asian Art Museum’s online resources do you currently use?

Teachers were given a list of ten AAM online resources and asked which ones they were currently using in their classroom(s) (see Figure 10). The mean number of resources currently being used was 3.9, with the most common resources being the lessons and activities (70%) and background information (69%) (see Table 21). These were followed by school pre-visit information (60%) and artworks (57%).
Table 21: AAM online resources currently being used
(only those who have used AAM online resources)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons and activities</td>
<td>75</td>
<td>70%</td>
</tr>
<tr>
<td>Background information</td>
<td>74</td>
<td>69%</td>
</tr>
<tr>
<td>School pre-visit information</td>
<td>64</td>
<td>60%</td>
</tr>
<tr>
<td>Artworks</td>
<td>61</td>
<td>57%</td>
</tr>
<tr>
<td>Videos</td>
<td>46</td>
<td>43%</td>
</tr>
<tr>
<td>Asian Art Museum's online image database</td>
<td>40</td>
<td>38%</td>
</tr>
<tr>
<td>Maps</td>
<td>32</td>
<td>30%</td>
</tr>
<tr>
<td>Pre-existing units</td>
<td>23</td>
<td>22%</td>
</tr>
<tr>
<td>Actively use “My Resources” folder</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>107</strong></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Teachers could choose more than one class, so percentages total more than 100%.

Q25. For which class(es) do you use these online materials? Please list all applicable classes.

When asked which classes they used the online resources for, the most common category of classes were history (57%), visual arts (39%), and language arts (24%) (see Table 22). The most common specific class was social studies (22%).
Table 22: Classes the online resources are used for
(only those who have used AAM online resources)

<table>
<thead>
<tr>
<th>Classes</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>22</td>
<td>22%</td>
</tr>
<tr>
<td>World, Cultural, Modern</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Ancient, Medieval</td>
<td>7</td>
<td>7%</td>
</tr>
<tr>
<td>Art History</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>Asian History</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>Misc. History (e.g., CA History, Terra Cotta Warriors)</td>
<td>9</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Visual Arts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Painting and drawing</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td>Ceramics</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Sculpture</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Studio</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Design</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Misc. Visual Arts (e.g., Art, Visual Arts, Advanced Art, etc.)</td>
<td>21</td>
<td>21%</td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>Reading</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>English Language Development (ELD)</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Misc. Language Arts (e.g., Language Arts, Storytelling)</td>
<td>13</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Asian Languages</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese/Mandarin</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Japanese</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Other Classes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Gave specific grade level]</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>Geography</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>Math and Science</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Technology</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Humanities</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Special Education</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Museum Studies</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Misc. Other Classes (e.g., Homeroom, Folktales)</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td><strong>General Miscellaneous</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misc. (e.g., Special Day Class, Cultural Celebrations)</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td>99</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Teachers could choose more than one class, so percentages total more than 100%.
Q26. How long have you been using resources from the Asian Art Museum? (only those who have used AAM online resources)

The majority of teachers (61%) had been using AAM’s online resources for 1 to 6 years, with 35% using them for 1 to 3 years, and 26% using them for 4 to 6 years (see Table 23). About a quarter (23%) had been using the resources for 7 or more years, while about one in six (17%) had been using them less than a year.

Table 23: Time spent using AAM online resources (only those who have used AAM online resources)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>18</td>
<td>17%</td>
</tr>
<tr>
<td>1-3 years</td>
<td>38</td>
<td>35%</td>
</tr>
<tr>
<td>4-6 years</td>
<td>28</td>
<td>26%</td>
</tr>
<tr>
<td>7-9 years</td>
<td>8</td>
<td>7%</td>
</tr>
<tr>
<td>10 or more years</td>
<td>17</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>109</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Content Ratings and Topics of Interest

Q27. Please tell us how well the Asian Art Museum’s online resources are meeting your needs in the following areas.

Those who had used the Asian’s online educational resources were asked to rate them in a variety of areas; average ratings were relatively high, ranging from 5.6 to 6.4 on a 7-point scale (see Table 24). The highest ratings were for providing accurate information (6.4 out of 7), followed by providing personal and professional growth (6.0 out of 7), and the depth of information available (5.9 out of 7). There were a number of additional ratings of 5.8 out of 7, including providing useful activities and lesson plan ideas, knowing what resources are available, the range of topics covered, alignment with content standards, and the range of cultures covered. See Figures 11 to 21 for the individual ratings for each item.
Table 24: Ratings of AAM’s online resources
(only those who have used AAM online resources)

<table>
<thead>
<tr>
<th>Area</th>
<th>Frequency (n=)</th>
<th>Mean (7-point scale)</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide accurate information</td>
<td>99</td>
<td>6.4</td>
<td>0.94</td>
</tr>
<tr>
<td>Providing personal and professional growth</td>
<td>92</td>
<td>6.0</td>
<td>1.17</td>
</tr>
<tr>
<td>Depth of information available</td>
<td>101</td>
<td>5.9</td>
<td>1.16</td>
</tr>
<tr>
<td>Providing useful activities and lesson plan ideas</td>
<td>99</td>
<td>5.8</td>
<td>1.34</td>
</tr>
<tr>
<td>Accessibility/knowing what resources are available</td>
<td>98</td>
<td>5.8</td>
<td>1.30</td>
</tr>
<tr>
<td>Range of topics covered</td>
<td>97</td>
<td>5.8</td>
<td>1.32</td>
</tr>
<tr>
<td>Alignment with content standards</td>
<td>83</td>
<td>5.8</td>
<td>1.22</td>
</tr>
<tr>
<td>Range of cultures covered</td>
<td>99</td>
<td>5.8</td>
<td>1.26</td>
</tr>
<tr>
<td>Meeting overall needs</td>
<td>103</td>
<td>5.7</td>
<td>1.16</td>
</tr>
<tr>
<td>Ease of integration with curriculum</td>
<td>98</td>
<td>5.7</td>
<td>1.22</td>
</tr>
<tr>
<td>Engaging student interest</td>
<td>96</td>
<td>5.6</td>
<td>1.17</td>
</tr>
</tbody>
</table>

Figure 11: Provide accurate information (n=99)
(only those who have used AAM online resources)
Figure 12: Providing personal and professional growth (n=92)
(only those who have used AAM online resources)

Figure 13: Depth of information available (n=101)
(only those who have used AAM online resources)

Figure 14: Providing useful activities and lesson plan ideas (n=99)
(only those who have used AAM online resources)
Figure 15: Accessibility/Knowing what resources are available (n=98)
(only those who have used AAM online resources)

Figure 16: Range of topics covered (n=97)
(only those who have used AAM online resources)

Figure 17: Alignment with content standards (n=83)
(only those who have used AAM online resources)
Figure 18: Range of cultures covered (n=99)  
(only those who have used AAM online resources)

Figure 19: Meeting overall needs (n=103)  
(only those who have used AAM online resources)

Figure 20: Ease of integration with curriculum (n=98)  
(only those who have used AAM online resources)
Q28. How could the museum’s online materials be improved?

When asked how the Asian’s online educational materials could be improved, teachers most commonly mentioned adding more content and visuals (48%), particularly lesson plans/ideas (16%) and videos (14%) (see Table 25). Almost one in six (16%) said the materials were fine as they were. There were 12% who suggested adding more information, particularly email links (8%); 12% suggested connecting the content to specific audiences; and another 12% suggested connecting the materials to core standards.

Table 25: How online materials could be improved
(only those who have used AAM online resources)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>More Content and Visuals</td>
<td>24</td>
<td>48%</td>
</tr>
<tr>
<td>Lesson plans and ideas</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>Videos</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>Images</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Descriptions of lessons (before downloading)</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>PowerPoints</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Misc. (e.g., More, highly specific requests)</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>No Changes / Good as is</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>No changes/good as is</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>More Information</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>Email links</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Send a newsletter or flyer about resources</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Misc. More Info (e.g., make them more known)</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Content for Specific Audiences</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>Early elementary students (e.g., pre-Middle School)</td>
<td>3</td>
<td>6%</td>
</tr>
</tbody>
</table>
Q29. To help the Asian Art Museum produce meaningful resources for you, please select the top three topic(s) for which you would be interested in having instructional materials.

Teachers were asked to choose three topics from a list of different resources that would make the Asian’s site more meaningful to them. Interest was spread across a wider number of topics, with no topic chosen by more than half of teachers (see Table 26). The most common choice was East Asia (40%), followed by beliefs (Islam, Buddhism, Hinduism, Sikhism, etc.) (31%), customs and celebrations (26%), and contemporary Asian Art (25%). The least popular options were Southeast Asia (7%), Post-colonialism (6%), and Colonialism (4%).

Table 26: Top three topics of interest
(only those who have used AAM online resources)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Asia (China, Korea, Japan)</td>
<td>36</td>
<td>40%</td>
</tr>
<tr>
<td>Beliefs (Islam, Buddhism, Hinduism, Sikhism, etc.)</td>
<td>28</td>
<td>31%</td>
</tr>
<tr>
<td>Customs and Celebrations</td>
<td>24</td>
<td>26%</td>
</tr>
<tr>
<td>Contemporary Asian Art</td>
<td>23</td>
<td>25%</td>
</tr>
<tr>
<td>Silk and Spice Roads</td>
<td>22</td>
<td>24%</td>
</tr>
<tr>
<td>Asian American Art and Experience</td>
<td>21</td>
<td>23%</td>
</tr>
<tr>
<td>Pan-Asian Art (multiple countries of Asia)</td>
<td>20</td>
<td>22%</td>
</tr>
<tr>
<td>The Persian World and West Asia (Iran, Iraq, Afghanistan, etc.)</td>
<td>19</td>
<td>21%</td>
</tr>
<tr>
<td>Multiculturalism</td>
<td>16</td>
<td>18%</td>
</tr>
<tr>
<td>Literature</td>
<td>15</td>
<td>17%</td>
</tr>
<tr>
<td>The Himalayas and the Tibetan Buddhist World</td>
<td>8</td>
<td>9%</td>
</tr>
<tr>
<td>South Asia (India, Pakistan, Bangladesh, Sri Lanka)</td>
<td>8</td>
<td>9%</td>
</tr>
<tr>
<td>Trade and Exchange</td>
<td>7</td>
<td>8%</td>
</tr>
</tbody>
</table>
Southeast Asia (Cambodia, Thailand, Burma, Laos, etc.) | 6 | 7%
---|---|---
Post-colonialism/Diaspora | 5 | 6%
Colonialism | 4 | 4%
Other | 5 | 6%
**Total respondents** | **91**

NOTE: Teachers could choose three topics, so percentages total more than 100%.

**Participation in On-Site Museum Programs**

While the summative evaluation focused mainly on the Asian’s online Education Website, the survey also provided an opportunity to find out about participation in and feedback about on-site programs at the Asian and other San Francisco Bay Area institutions. The remaining two sections focus on these on-site programs, including ratings of and feedback about the Asian’s on-site programs. Those Bay Area teachers who didn’t participate in the programs are also asked about perceived barriers to participation.

Q30. Do you teach or have you recently taught in or near the San Francisco Bay area?

In order to gauge the interest of teachers in on-site educational programs at the Asian, respondents were asked if they taught in or near the San Francisco Bay Area. The large majority (88%) of respondents were teachers in the greater Bay Area (see Table 27).

**Table 27: Taught in or near San Francisco**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>168</td>
<td>88%</td>
</tr>
<tr>
<td>No</td>
<td>24</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>192</strong></td>
<td></td>
</tr>
</tbody>
</table>

Q38. Please indicate whether you have participated in any of the following teacher or school programs at these other art museums in the San Francisco Bay area.

In order to understand teacher use of various on-site programs, they were asked the extent to which they participated in programs at the de Young, Legion of Honor, and SFMOMA (see Table 28). They were most likely to have participated in docent-led tours at the de Young (35%), followed by SFMOMA (21%) then the Legion of Honor (15%). Self-guided tours were most common at the DeYoung (32%), followed by 19% at both SFMOMA and the Legion of Honor. The de Young also had the highest rates of participation for teacher workshops (31%) and adult programs (31%).
Table 28: Participation in other on-site art museum programs
(only those who teach in or near San Francisco)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>De Young Museum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Docent-led tour</td>
<td>56</td>
<td>35%</td>
</tr>
<tr>
<td>Self-guided tour</td>
<td>51</td>
<td>32%</td>
</tr>
<tr>
<td>Teacher workshop/in-service training</td>
<td>49</td>
<td>31%</td>
</tr>
<tr>
<td>Adult program for teacher personal interest</td>
<td>49</td>
<td>31%</td>
</tr>
<tr>
<td>None</td>
<td>42</td>
<td>26%</td>
</tr>
<tr>
<td><strong>San Francisco Museum of Modern Art (SFMOMA)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Docent-led tour</td>
<td>33</td>
<td>21%</td>
</tr>
<tr>
<td>Self-guided tour</td>
<td>30</td>
<td>19%</td>
</tr>
<tr>
<td>Teacher workshop/in-service training</td>
<td>34</td>
<td>21%</td>
</tr>
<tr>
<td>Adult program for teacher personal interest</td>
<td>38</td>
<td>24%</td>
</tr>
<tr>
<td>None</td>
<td>61</td>
<td>38%</td>
</tr>
<tr>
<td><strong>Legion of Honor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Docent-led tour</td>
<td>24</td>
<td>15%</td>
</tr>
<tr>
<td>Self-guided tour</td>
<td>30</td>
<td>19%</td>
</tr>
<tr>
<td>Teacher workshop/in-service training</td>
<td>23</td>
<td>14%</td>
</tr>
<tr>
<td>Adult program for teacher personal interest</td>
<td>42</td>
<td>26%</td>
</tr>
<tr>
<td>None</td>
<td>61</td>
<td>38%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>160</strong></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Teachers could choose more than one option, so percentages total more than 100%.

Q39. Have you ever participated in a teacher or school program with your class on site at the Asian Art Museum?

About three-fourths (76%) of the teachers who teach in the San Francisco Bay Area indicated that they had participated in a teacher or school program with their class on site at the Asian (see Table 29).

Table 29: Participation in on-site AAM programs
(only those who teach in or near San Francisco)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>127</td>
<td>76%</td>
</tr>
<tr>
<td>No</td>
<td>40</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>167</strong></td>
<td></td>
</tr>
</tbody>
</table>
Q40. Which of the following describe why you haven’t participated in any education or teacher programs at the Asian Art Museum. [Check all that apply.]

When asked if there were any particular reasons why some teachers had not participated in the on-site AAM programs, the most common reasons selected were that they didn’t know about them (23%) or they didn’t meet their current needs (13%) (see Table 30).

**Table 30: Reasons for not participating AAM programs**
(only those who have not participated in onsite AAM programs)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didn’t know about them</td>
<td>9</td>
<td>23%</td>
</tr>
<tr>
<td>Don’t meet my current needs</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>Don’t match the curriculum</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>Too difficult</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Too simple</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>I don’t teach about Asia in my class(es)</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Not interactive enough</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>22</td>
<td>56%</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td><strong>39</strong></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Teachers could give more than one reason, so percentages total more than 100%.

Q41. What, if anything, would make you consider participating in these programs?

Asked what would get them to consider participating in an AAM on-site programs, the most common responses were removing a barrier at school (35%), such as time (9%) or funding (9%) (see Table 31). Additionally, there were some specific suggestions (30%) that varied across individuals, and a few who said they were now intending to visit the Asian for a program.

**Table 31: What would make teacher consider AAM programs**
(only those who have not participated in onsite AAM programs)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Removing a barrier at school</td>
<td>8</td>
<td>35%</td>
</tr>
<tr>
<td>Time</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>Funding</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>Chaperones</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Buses</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Curriculum issue</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Misc. Barrier (e.g., “nothing on your end”)</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Specific Suggestion</strong></td>
<td><strong>7</strong></td>
<td><strong>30%</strong></td>
</tr>
<tr>
<td>Hands-on activity for High School students</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Connection to CA history</td>
<td>1</td>
<td>4%</td>
</tr>
</tbody>
</table>
Q42. You have indicated participating in at least one Asian Art Museum teacher or school program. Please comment on the quality of your experience with these programs.

As requested to make a comment on the quality of the program they participated in, teachers were most likely to give general praise (78%), while more than one third (38%) gave praise for a specific program (see Table 32). One quarter (25%) commented on the docents with the large majority praising them, while 16% suggested an opportunity for improvement.

Table 32: Quality of experience with AAM programs
(only those who have participated in onsite AAM program)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Praise in General</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptors (e.g., excellent, amazing, very good)</td>
<td>64</td>
<td>53%</td>
</tr>
<tr>
<td>Students were engaged / learned something</td>
<td>20</td>
<td>17%</td>
</tr>
<tr>
<td>Teacher learned something</td>
<td>7</td>
<td>6%</td>
</tr>
<tr>
<td>Building</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Praise for Specific Program</strong></td>
<td></td>
<td>38%</td>
</tr>
<tr>
<td>Storytelling</td>
<td>13</td>
<td>11%</td>
</tr>
<tr>
<td>Brush painting</td>
<td>12</td>
<td>10%</td>
</tr>
<tr>
<td>Terra Cotta Warriors</td>
<td>7</td>
<td>6%</td>
</tr>
<tr>
<td>Self-guided tours</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>Silk Road</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Calligraphy</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Misc. Praise Specific Program</td>
<td>7</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Docents</strong></td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Praise Descriptors (e.g., excellent, knowledgeable)</td>
<td>23</td>
<td>19%</td>
</tr>
<tr>
<td>Opportunity for Improvement</td>
<td>7</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Opportunity for Improvement</strong></td>
<td></td>
<td>16%</td>
</tr>
<tr>
<td>Quality inconsistent</td>
<td>5</td>
<td>4%</td>
</tr>
<tr>
<td>Too short/fast</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>Too long</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Misc. improvement</td>
<td>10</td>
<td>8%</td>
</tr>
<tr>
<td><strong>General Miscellaneous</strong></td>
<td></td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>

NOTE: Teachers could make more than one comment, so percentages total more than 100%.
Q43. How long have you been participating in these programs at the Asian Art Museum?

Teachers were more likely to have been participating in AAM programs for 1-3 years (30%) or 4-6 years (26%) (see Table 3). Almost one fifth (19%) of teachers had been participating in AAM programs for 10 or more years.

Table 33: Time spent participating in AAM programs
(only those who have participated in onsite AAM program)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>16</td>
<td>13%</td>
</tr>
<tr>
<td>1-3 years</td>
<td>37</td>
<td>30%</td>
</tr>
<tr>
<td>4-6 years</td>
<td>31</td>
<td>26%</td>
</tr>
<tr>
<td>7-9 years</td>
<td>15</td>
<td>12%</td>
</tr>
<tr>
<td>10 or more years</td>
<td>23</td>
<td>19%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>122</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Museum Program Ratings**

Q44. Please tell us how well the Asian Art Museum’s programs are meeting your needs in the following areas.

Those teachers who participated in the Asian’s onsite educational programs rated them on a series of items. The 10 items had an average rating from 5.8 to 6.5 (out of 7), all relatively high ratings (see Table 34). The highest rated were for providing accurate information (6.5 out of 7), providing personal and professional growth (6.2 out of 7), meeting overall needs (6.1 out of 7) and alignment with content standards (6.1 out of 7). While the lowest ratings were still relatively high, the two ratings on the lower end were providing useful activities and lesson plan ideas (5.8 out of 7) and the range of topics covered (5.8 out of 7). Figures 22 through 31 provide the individual ratings for each item.

Table 34: Ratings of AAM on-site programs in meeting needs
(only those who have participated in onsite AAM program)

<table>
<thead>
<tr>
<th>Area</th>
<th>Frequency (n=)</th>
<th>Mean (7-point scale)</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide accurate information</td>
<td>113</td>
<td>6.5</td>
<td>0.96</td>
</tr>
<tr>
<td>Providing personal and professional growth</td>
<td>104</td>
<td>6.2</td>
<td>1.28</td>
</tr>
<tr>
<td>Meeting overall needs</td>
<td>115</td>
<td>6.1</td>
<td>1.22</td>
</tr>
<tr>
<td>Alignment with content standards</td>
<td>96</td>
<td>6.1</td>
<td>1.22</td>
</tr>
<tr>
<td>Depth of information available</td>
<td>118</td>
<td>6.0</td>
<td>1.14</td>
</tr>
<tr>
<td>Range of cultures covered</td>
<td>114</td>
<td>6.0</td>
<td>1.17</td>
</tr>
<tr>
<td>Aspect</td>
<td>Rating</td>
<td>Standard Deviation</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------</td>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td>Ease of integration with curriculum</td>
<td>109</td>
<td>5.9</td>
<td></td>
</tr>
<tr>
<td>Engaging student interest</td>
<td>112</td>
<td>5.9</td>
<td></td>
</tr>
<tr>
<td>Providing useful activities and lesson plan ideas</td>
<td>108</td>
<td>5.8</td>
<td></td>
</tr>
<tr>
<td>Range of topics covered</td>
<td>111</td>
<td>5.8</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 22: Provide accurate information (n=113)**  
(only those who had participated in onsite AAM program)

**Figure 23: Providing personal and professional growth (n=104)**  
(only those who had participated in onsite AAM program)
Figure 24: Meeting my overall needs (n=115)  
(only those who had participated in onsite AAM program)

Figure 25: Alignment with content standards (n=96)  
(only those who had participated in onsite AAM program)

Figure 26: Depth of information available (n=118)  
(only those who had participated in onsite AAM program)
Figure 27: Range of cultures covered (n=114)
(only those who had participated in onsite AAM program)

Figure 28: Ease of integration with curriculum (n=109)
(only those who had participated in onsite AAM program)

Figure 29: Engaging student interest (n=112)
(only those who had participated in onsite AAM program)
Figure 30: Providing useful activities and lesson plan ideas (n=108)
(only those who had participated in onsite AAM program)

Figure 31: Range of topics covered (n=111)
(only those who had participated in onsite AAM program)

Q45. How could these programs be improved upon, in terms of your needs as a teacher?

When asked for suggestions on improving the types of school programs they had participated in, teachers were most likely to talk about specific needs for teachers (49%), such as adding specific content for a course being taught (9%) and having overviews or videos to watch beforehand (9%) (see Table 35). The next most common category was adding something specific (29%), including more hands-on activities (13%). More than one out of five (23%) said the programs were good as they were and did not provide any specific suggestions.
Table 35: How AAM programs could be improved for teachers
(only those who have participated in onsite AAM program)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency (n=)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific Needs for Teachers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific content for course taught</td>
<td>7</td>
<td>9%</td>
</tr>
<tr>
<td>Preparatory video preview or PDF overview</td>
<td>7</td>
<td>9%</td>
</tr>
<tr>
<td>More trainings and workshops</td>
<td>4</td>
<td>5%</td>
</tr>
<tr>
<td>Align with common core standards/curriculum</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>Printable text version of Storytelling stories</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Misc. Needs (e.g., send me a reminder to sign up)</td>
<td>16</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Add or Increase</strong></td>
<td>23</td>
<td>29%</td>
</tr>
<tr>
<td>Hands-on activities</td>
<td>13</td>
<td>13%</td>
</tr>
<tr>
<td>Time options</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>Misc. Add/Increase (e.g., greater depth, more trips)</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td><strong>No Changes / Good as is</strong></td>
<td>18</td>
<td>23%</td>
</tr>
<tr>
<td>It is great / good job</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td>No changes</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Content for Specific Audiences</strong></td>
<td>7</td>
<td>9%</td>
</tr>
<tr>
<td>High School students</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>Early elementary students (pre-Middle School)</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Misc. Audiences</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td><strong>General Miscellaneous</strong></td>
<td>12</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td>79</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Teachers could give more than one response, so percentages total more than 100%.

Q31-37. How interested would you be in using the following objects during an educational visit or program at the museum?

Teachers from the Bay Area were shown seven pictures with a label, one at a time, and asked to rate their interest in the using the object for on-site programs (see Table 36). They were most interested in the Samurai armor (5.4 out of 7) and the Seated Buddha (5.2 out of 7). These were followed by the Rhino Vessel (4.9 out of 7), the Tearoom (4.9 out of 7), the Deity Dakini (4.8 out of 7), and the Koran (4.7). The least popular option was the Santiago Bose artwork (4.0 out of 7). Figures 32 to 38 show the individual interest ratings for these artworks. Appendix A shows the pictures and labels for each.
Table 36: Ratings of interest in using objects during a visit or program
(only those who teach in or near San Francisco)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Frequency (n=)</th>
<th>Mean (7-point scale)</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samurai armor</td>
<td>165</td>
<td>5.4</td>
<td>1.95</td>
</tr>
<tr>
<td>Seated Buddha</td>
<td>166</td>
<td>5.2</td>
<td>1.79</td>
</tr>
<tr>
<td>Rhino vessel</td>
<td>165</td>
<td>4.9</td>
<td>1.86</td>
</tr>
<tr>
<td>Tearoom</td>
<td>164</td>
<td>4.9</td>
<td>2.04</td>
</tr>
<tr>
<td>Deity Dakini</td>
<td>166</td>
<td>4.8</td>
<td>1.79</td>
</tr>
<tr>
<td>Koran</td>
<td>164</td>
<td>4.7</td>
<td>1.97</td>
</tr>
<tr>
<td>Santiago Bose artwork</td>
<td>164</td>
<td>4.0</td>
<td>2.10</td>
</tr>
</tbody>
</table>

Figure 32: Suit of Samurai armor (n=165)

Figure 33: Seated Buddha (n=166)
Figure 34: Rhino vessel (n=165)

Figure 35: Tearoom (n=164)

Figure 36: Dakini deity (n=166)
Figure 37: The Koran (n=164)

Figure 38: Santiago Bose artwork (n=164)
Appendix A: Web Survey Instrument

NOTE: As this was an online survey, formatting below does not exactly match the online version.

INTRODUCTION

Thank you for beginning this survey for the Asian Art Museum. Your experiences and perspectives are very important to us, as they will help improve the Education Resources section of our website.

This survey will take approximately ten minutes to complete. All responses are confidential, so we welcome your honesty and thoughtfulness. If you have any questions or run into any issues please contact Steven Yalowitz at yalowitz@audienceviewpoints.com

By being eligible for and completing this survey, you can choose to enter into a drawing to win one of four iPad Mini’s. To enter the drawing, you have to meet the following criteria: 1) be a teacher, 2) teach about Asian art, history or culture in your classroom, and 3) provide your contact information at the end of the survey. Four people will be randomly drawn on December 30th, from those who have completed the survey and provided contact information. Winners will be contacted by January 7, 2014.

To get started, click on “Next.”
BACKGROUND INFORMATION

Tell us about yourself.

1. Are you currently a teacher? DROP-DOWN
   □ No → END SURVEY [include nice thank you message]
   □ Yes → go to Q2

[CONDITIONAL BRANCH: GO TO NEXT PAGE]

2. Do you currently teach any content about Asian art, history or culture in your classroom? Y/N CONDITIONAL
   □ No → END SURVEY [include nice thank you message]
   □ Yes → go to Q3

[CONDITIONAL BRANCH: GO TO NEXT PAGE]

3. Which subject(s) do you teach? [Check all that apply ] CHECK BOXES
   □ English/Language Arts
   □ History/Social Science
   □ Mathematics
   □ Science
   □ Physical Education
   □ Foreign Language
   □ Visual Arts (including art history)
   □ Performing Arts (dance, music, theatre)
   □ English Language Development
   □ Special Education
   □ Career Technical Education
   □ Other, please specify: ______________________

4. Which grade(s) do you teach? [Check all that apply ] CHECK BOXES
   □ Pre-Kindergarten
   □ Kindergarten
   □ 1
   □ 2
   □ 3
   □ 4
   □ 5
   □ 6
   □ 7
   □ 8
5. How many years have you been teaching? [Choose one] DROP-DOWN
   - Less than one year
   - 1-3 years
   - 4-6 years
   - 7-9 years
   - 10-20 years
   - More than 20 years

6. What is the name of the school where you currently teach? (If you teach at more than one school, please list your primary appointment) NAME BLOCK
   ________________________________________________________________

7. What type of school is it? [Choose one] DROP-DOWN
   - Public
   - Private
   - Home-school
   - Other, please specify: ________________________________

8. Where is your school located? DATA BLOCK
   School District ________________________________
   City/Town ________________________________
   State ________________________________
   Zip ________________________________
   County ________________________________

[GO TO NEXT PAGE]

TEACHING ABOUT ASIA

Please tell us about your personal experience teaching Asian art content.
9. How comfortable are you with your knowledge in teaching the following content areas. Please rate your comfort level on a scale of 1 to 7, where 1 is a low level of comfort and 7 is a high level of comfort.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>LOW 1</th>
<th>LOW 2</th>
<th>LOW 3</th>
<th>LOW 4</th>
<th>LOW 5</th>
<th>LOW 6</th>
<th>HIGH 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Asia, in general</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) South Asia (India, Pakistan, Bangladesh, Sri Lanka)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Southeast Asia (Cambodia, Thailand, Burma, Laos, Vietnam, Philippines, Indonesia, Malaysia)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Persian World and West Asia (Iran, Iraq, Afghanistan, Turkmenistan, Uzbekistan)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) The Himalayas and the Tibetan Buddhist World (Tibet, Nepal, Bhutan, Mongolia)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) East Asia (China, Korea, Japan)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Please specify the topics in which you teach about Asian art, history or culture. [Check all that apply]. MULTIPLE OPTION LIST
- Language Arts Stories and/or Recommended Literature
- Community/family heritage and celebrations
- Contribution to California’s Development/within the Context of California’s History
- Asian-American Experience
- India
- China
- Ancient Near East (i.e., Mesopotamia, Persian Empire)
- Japan
- Korea
- Islamic World
- Global Trade Patterns
- Analyzing visual primary sources
- Causes and effects of World War I and World War II
- World economy and the information, technological, and communications revolutions
- Current Events
- Contemporary Artists
- Traditional Arts
- Global Education/21st Century Skills
- Industrial Revolution and Imperialism
- World languages
- World cultures
- Other, please specify: ___________________________
11. If you selected “World languages” above, which language(s): [open-ended]

12. If you selected “World cultures” above, which culture(s): [open-ended]

[GO TO NEXT PAGE]

XXXXXXXX

13. Please tell us how much you agree or disagree with the following statement. RATING SCALE

“The materials I am currently using in my class(es) to teach about Asian art, history, and culture are useful to me.”

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td></td>
</tr>
</tbody>
</table>

14. From which of the following museums do you currently use materials to teach your class(es)? [Check all that apply] TABLE – CHECK ALL APPLY BOXES

<table>
<thead>
<tr>
<th>MUSEUM</th>
<th>Printed Materials (1)</th>
<th>Multimedia Materials (2)</th>
<th>Online Materials (3)</th>
<th>Never used their materials (4)</th>
<th>Received but haven't yet used (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Asia Society, New York</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Fine Arts Museums of San Francisco: De Young Museum &amp; Legion of Honor</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Smithsonian/Freer Sackler Gallery, Washington, DC</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Los Angeles County Museum of Art</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) National Gallery of Art, Washington, DC</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) Oakland Museum of California</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g) San Francisco Museum of Modern Art</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(h) The J. Paul Getty Museum, Los Angeles</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Google Images/Art Project</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Wikimedia Commons</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Library of Congress</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) National Archives</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. If you use materials from other museums to teach your classes, please tell us which museums and which of the types of sources (printed, multimedia, or online) you use for each.

Museum 1: ________________________________
Museum 2: ________________________________
Museum 3: ________________________________
Museum 4: ________________________________
ONLINE RESOURCES FOR TEACHING ABOUT ASIA

Now we’d like to ask you about your use of online materials in the classroom for teaching about Asian art, history and culture.

16. Please tell us how much you agree with the following statement. RATING SCALE.

“The online resources I am currently using to teach about Asia in my class(es) are useful to me.”

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

17. Please select the online resources and technology you currently use in your classroom. [Check all that apply] MULTIPLE OPTION LIST

- Downloadable .pdf materials
- Downloadable word docs
- Downloadable PowerPoints
- Searchable online image databases
- Online video clips
- Student-focused website for self-directed study
- Online discussion forums for teachers/students
- Blogs
- Computer lab
- Tablets (i.e., iPads, Surface)
- Apps
- Games/Interactives
- Social Media
- Other, please specify: ______________________

18. How do you use online resources in the classroom? [Check all that apply] MULTIPLE OPTION LIST

- I research topics to prepare for teaching
- I project from a computer or tablet onto a screen for whole class instruction
- Students work on computers or tablets, in pairs or small groups.
- Students work on computers or tablets, one student per device
- I allow my students to use the internet in the classroom
- My students aren’t allowed to use the internet, but may use Apps
☐ I don’t use online resources in the classroom
☐ Other: ____________________________

[GO TO NEXT PAGE]

XXXXXXXX

ASIAN ART MUSEUM ONLINE EDUCATIONAL RESOURCES
The Asian Art Museum’s website hosts a wide variety of resources for teaching about Asia, including lessons and activities, information, maps, and videos. These are the materials at http://education.asianart.org. Many of the following questions ask about your experiences with these materials.

19. Have you ever, or do you currently, use online resources provided by the Asian Art Museum in San Francisco, to teach your class(es)? [Choose one] Y/N CONDITIONAL
   ☐ No → go to Q20
   ☐ Yes → go to Q22

[CONDITIONAL BRANCH: GO TO NEXT PAGE]

XXXXXXXX

20. Which of the following reasons describe why you haven’t used the Asian Art Museum’s online resources? [Check all that apply] MULTIPLE OPTION LIST
   ☐ (a) Don’t meet my current needs
   ☐ (b) Don’t match the curriculum
   ☐ (c) Too simple
   ☐ (d) Too difficult
   ☐ (e) Not interactive enough
   ☐ (f) Didn’t know about them
   ☐ (g) I don’t need more materials
   ☐ (h) I don’t teach about Asia in my class(es)
   ☐ (i) Other, please specify: ____________________________

21. What would make you consider using the museum’s online resources? OPEN ENDED
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

[CONDITION: END OF PAGE GO TO Q30]

XXXXXXXX
22. Was today the first time you visited the Educational Resources website of the Asian Art Museum, [http://education.asianart.org](http://education.asianart.org)? DROP-DOWN
   - [ ] Yes
   - [ ] No
   - [ ] I still haven’t visited the site

23. How did you first become aware of the Asian Art Museum’s instructional online resources? [Check all that apply] MULTIPLE OPTION LIST
   - [ ] The museum’s website
   - [ ] Link from another website
   - [ ] Museum brochure or email communication
   - [ ] Word-of-mouth referral
   - [ ] School district communication
   - [ ] Participated in a program at the Asian Art Museum
   - [ ] Social Media (i.e., Asian Art Museum for Teachers Facebook Page)
   - [ ] Web search
   - [ ] Other, please specify: __________________

24. Which of the Asian Art Museum’s online resources do you currently use? [Check all that apply] MULTIPLE OPTION LIST
   - [ ] School pre-visit information
   - [ ] Background information
   - [ ] Lessons and activities
   - [ ] Artworks
   - [ ] Maps
   - [ ] Videos
   - [ ] Actively use “My Resources” folder
   - [ ] Pre-existing units
   - [ ] Asian Art Museum’s online image database (emuseum)
   - [ ] Other, please specify: __________________

25. For which class(es) do you use these online resources? Please list all applicable classes. OPEN ENDED

________________________________
________________________________
________________________________

26. How long have you been using resources from the Asian Art Museum? [Choose one] DROP DOWN
   - [ ] Less than one year
   - [ ] 1-3 years
   - [ ] 4-6 years
   - [ ] 7-9 years
   - [ ] 10 or more years

[GO TO NEXT PAGE]

XXXXXXX
27. Please tell us how well the Asian Art Museum’s online resources are meeting your needs in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Not at all:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Very well:</th>
<th>Not Applicable (N/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting my overall needs</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Range of topics covered</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Range of cultures covered</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Depth of information available</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Engaging student interest</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Providing accurate information</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Alignment with content standards</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Ease of integration with curriculum</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Providing useful activities and lesson plan ideas</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Providing personal and professional growth</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Accessibility/Knowing what resources are available.</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

28. How could the museum’s online materials be improved? OPEN ENDED

__________________________________________________________

__________________________________________________________

[GO TO NEXT PAGE]

29. To help the Asian Art Museum produce meaningful resources for you, PLEASE SELECT THE TOP THREE topic(s) for which you would be interested in having instructional materials. SHOW ALL MULTIPLE OPTION LIST

- Pan-Asian Art (multiple countries of Asia)
- South Asia (India, Pakistan, Bangladesh, Sri Lanka)
- Southeast Asia (Cambodia, Thailand, Burma, Laos, Vietnam, Philippines, Indonesia, Malaysia)
- The Persian World and West Asia (Iran, Iraq, Afghanistan, Turkmenistan, Uzbekistan)
- The Himalayas and the Tibetan Buddhist World (Tibet, Nepal, Bhutan, Mongolia)
- East Asia (China, Korea, Japan)
- Contemporary Asian Art
- Colonialism
- Post-colonialism/Diaspora
- Trade and Exchange
- Beliefs (Islam, Buddhism, Hinduism, Sikhism, Confucian, etc.)
- Customs and Celebrations
- Literature
☐ Silk and Spice Roads
☐ Asian American Art and Experience
☐ Multiculturalism
☐ Other, please specify: ________________________

[GO TO NEXT PAGE]

XXXXXXXX

TEACHING LOCATION
30. Do you teach or have you recently taught in or near the San Francisco Bay area?
   [Choose one] Y/N CONDITIONAL
   ☐ No  → go to Q46
   ☐ Yes  → go to Q31

[CONDITIONAL BRANCH: GO TO NEXT PAGE]

XXXXXXXX

CONTENT INTEREST DURING VISIT TO ASIAN ART MUSEUM
We are curious about the kind of information teachers are interested in during visits to the museum, so we can best meet teachers’ needs.

For each of the next seven pictures and descriptions, please tell us how interested you would be in using each image/content if you were to attend an educational visit or program at the museum.
31. How interested would you be in using the Seated Buddha (pictured below) during an educational visit or program at the museum?

<table>
<thead>
<tr>
<th>Not at all Interested</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Very interested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td></td>
</tr>
</tbody>
</table>

Seated Buddha, 338 CE. Gilded bronze, China, Asian Art Museum, B60B1034

[RITUAL VESSEL (ZUN OR GUI) IN THE SHAPE OF A RHINOCEROS, PROBABLY LATE 1100S-1050 BCE] CHINA; REPORTEDLY SHOUCHANG, SHANDONG PROVINCE. SHANG DYNASTY (APPROX. 1600-1050 BCE). BRONZE, THE AVERY BRUNDAGE COLLECTION, B60B1+

<table>
<thead>
<tr>
<th>Not at all Interested</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Very interested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td></td>
</tr>
</tbody>
</table>

[RITUAL VESSEL (ZUN OR GUI) IN THE SHAPE OF A RHINOCEROS, PROBABLY LATE 1100S-1050 BCE] CHINA; REPORTEDLY SHOUCHANG, SHANDONG PROVINCE. SHANG DYNASTY (APPROX. 1600-1050 BCE). BRONZE, THE AVERY BRUNDAGE COLLECTION, B60B1+
33. How interested would you be in using the suit of samurai armor (pictured below) during an educational visit or program at the museum?

<table>
<thead>
<tr>
<th>Not at all Interested</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Very interested</th>
</tr>
</thead>
</table>


34. How interested would you be in using the Santiago Bose work (pictured below) during an educational visit or program at the museum?

<table>
<thead>
<tr>
<th>Not at all Interested</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Very interested</th>
</tr>
</thead>
</table>

35. How interested would you be in using the deity Dakini (pictured below) during an educational visit or program at the museum?

<table>
<thead>
<tr>
<th>Not at all Interested</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Very interested</th>
</tr>
</thead>
</table>

The Buddhist deity Simhavaktra Dakini (detail), Qing dynasty (1644–1911), Reign of the Qianlong Emperor (1736–1795). China. Dry lacquer inlaid with semiprecious stones. The Avery Brundage Collection, B60S600.

[GO TO NEXT PAGE]

36. How interested would you be in using the tearoom (pictured below) during an educational visit or program at the museum?

<table>
<thead>
<tr>
<th>Not at all Interested</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Very interested</th>
</tr>
</thead>
</table>


[GO TO NEXT PAGE]
37. How interested would you be in using the Koran (pictured below) during an educational visit or program at the museum?

<table>
<thead>
<tr>
<th>Not at all Interested</th>
<th>Very interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

Koran, approx. 1300–1400, Iran, Illuminated paper with leather cover, The Avery Brundage Collection, B76D11

[GO TO NEXT PAGE]

XXXXXXX
SAN FRANCISCO BAY AREA MUSEUM PROGRAMS
Tell us about your experience with programs in the San Francisco Bay Area.

Please indicate whether you have participated in any of the following teacher or school programs at these other art museums in the San Francisco Bay Area.

<table>
<thead>
<tr>
<th></th>
<th>Teacher workshop / in-service training (1)</th>
<th>Docent-led tour for your class (2)</th>
<th>Self-guided tour for your class (3)</th>
<th>Adult program for your personal interest (4)</th>
<th>None (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>De Young Museum</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Legion of Honor</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>San Francisco Museum of Modern Art</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

[GO TO NEXT PAGE]

XXXxxxx

38. Have you ever participated in a teacher or school program with your class on site at the Asian Art Museum? **Y/N CONDITIONAL**
   - ☐ No ➔ go to Q40
   - ☐ Yes ➔ go to Q42

[CONDITIONAL BRANCH: GO TO NEXT PAGE]

XXXxxxxx

39. Which of the following describe why you haven't participated in any educational or teacher programs at the Asian Art Museum. [Check all that apply] **MULTIPLE OPTION LIST**
   - ☐ Don't meet my current needs
   - ☐ Don't match the curriculum
   - ☐ Too simple
   - ☐ Too difficult
   - ☐ Not interactive enough
   - ☐ Didn't know about them
   - ☐ I don't teach about Asia in my class(es)
   - ☐ Other, please specify: ____________________________

40. What, if anything, would make you consider participating in these programs? **OPEN ENDED**

__________________________________________________________________________________________

[GO TO LAST SECTION, Q46]

XXXxxxxx
ASIAN ART MUSEUM PROGRAMS
Tell us about your experience with educational programs at the Asian Art Museum.

41. You have indicated participating in at least one Asian Art Museum teacher or school program. Please comment on the quality of your experience with these programs.  

OPEN ENDED

________________________________
________________________________
________________________________
________________________________
________________________________

42. How long have you been participating in these programs at the Asian Art Museum?  
[Choose one] DROP DOWN
- Less than one year
- 1-3 years
- 4-6 years
- 7-9 years
- 10 years or more

[GO TO NEXT PAGE]

43. Please tell us how well the Asian Art Museum’s programs are meeting your needs in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Not at all:</th>
<th>Very well:</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6</td>
<td>7</td>
<td>(0)</td>
</tr>
<tr>
<td>(a) Meeting my overall needs</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
</tr>
<tr>
<td>(b) Range of topics covered</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
</tr>
<tr>
<td>(c) Range of cultures covered</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
</tr>
<tr>
<td>(d) Depth of information available</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
</tr>
<tr>
<td>(e) Engaging student interest</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
</tr>
<tr>
<td>(f) Providing accurate information</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
</tr>
<tr>
<td>(g) Alignment with content standards</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
</tr>
<tr>
<td>(h) Ease of integration with curriculum</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
</tr>
<tr>
<td>(i) Providing useful activities and lesson plan ideas</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
</tr>
<tr>
<td>(j) Providing personal and professional growth</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
<td>o o o o o o</td>
</tr>
</tbody>
</table>
44. How could these programs be improved upon, in terms of your needs as a teacher?

**OPEN ENDED**

________________________________
________________________________
________________________________

[GO TO NEXT SECTION]

XXXXXXXX

OPTING IN TO MUSEUM’S EDUCATIONAL MATERIALS AND PROGRAMS LIST

Please provide us with your contact information so that we may add you to our electronic list to receive information about the museum’s educational materials and programs.

This is optional and will not affect your being entered into the drawing (see next page). If you are already on the list or prefer not to be added please go to the next page.

45. This information will not be shared or used for any other purpose than to keep you updated on the museum’s educational materials and programs. **DATA BLOCK**

   Name: ____________________________________________
   Email address: ______________________________________
   Re-type Email address: ________________________________

[GO TO NEXT PAGE]

XXXXXXXX

ENTERING DRAWING FOR IPAD MINIS

As a thank you for your thoughtful feedback we will be holding a drawing for four iPad minis. To be eligible, you have to meet the criteria mentioned (currently be a teacher who teaches about Asian art, culture or history) and have successfully submitted this survey.

As mentioned above, the drawing will be held by December 30, 2013 from completed surveys and if you win the drawing you will be contacted by January 7, 2014.

46. Are you interested in entering our drawing to win one of four iPad Mini’s? [If you select Yes below and have already provided your contact details in the previous question, that information will be used to contact you if you are selected.] **DATA BLOCK**
☐ No  →  go to END
☐ Yes  →  If yes to Q48

[CONDITIONAL BRANCH: GO TO NEXT PAGE]

XXXXXXXX

47. Please provide us with your contact information so we may enter you in our drawing. We will only use this information to contact you about the drawing and will not share it for any other purpose. If you entered your contact information to be included in the educational distribution list, we will use that information to enter you into the drawing. If you have not already entered your contact information and wish to enter the drawing, please do so below. **DATA BLOCK**

Name: ____________________________________________
Email address: ___________________________________
Re-type Email Address: ______________________________

[GO TO END]

XXXXXXXX

**END OF SURVEY**

*Thank you for your responses.*

The Asian Art Museum’s educational programs were sponsored in part by the Japan Foundation Center for Global Partnership.

*To submit your responses, please click the “Done” button below.*
Appendix B: Open-ended Responses

NOTE: Some respondents used the same response for multiple items (e.g., “see above”) and in this case the response was only included once below.

NOTE: Teachers entered their answers on their own onto a web survey. No corrections were made to the language or spellings.

Q3. Which subject(s) do you teach? ["OTHER" CHECK BOX, WITH “PLEASE SPECIFY”]

- 3rd grade Regular Ed
- After school chorus; some performing arts
- All: as a homeschooling teacher
- Art History
- Buddhism, Ethics in Philosophy & Religion & Meditation
- Chemistry, Human Anatomy & Physiology
- Chinese Language Arts
- Chinese Language Arts
- Chinese Language Arts and Chinese History
- Garden
- History of Religions - Asian, Cultural History
- Homeschool all subjects
- Information Literacy
- Journalism
- Library
- Library/Media
- Martial Arts
- Multiple Subject, elementary school
- Multiple subjects
- Preschool
- Preschool Curriculum
- Religion
- Religion
- Religion
- Research skills
- Traditional Chinese medicine
- We read legends and discuss the different Asian cultures represented by many of my students, we discuss Chinese New Years and various other cultural events. It is second grade so it is just incorporated where I can fit it in.
- Year-round out of school activities

Q6. What is the name of the school where you currently teach? (If you teach at more than one school, please list your primary appointment) [OPEN-ENDED]

- Abraham Lincoln High School
- Academy of Arts and Sciences
- Albany Middle
- Albany Middle School
- Alvarado
- American College of Traditional Chinese Medicine (ACTCM)
- Argonne Elementary
- Balboa High School
- Bancroft Middle School
- Bentley School
- Black Pine Circle School
- Bohannon Middle School
- Bolinas-Stinson School
- Branson School
- Burbank Elementary
- CAIS
- California College of the Arts
- Canyon Middle School
- Carlmont high school
- Castro Valley Adult with Disabilities STRIDES Program, students comprehension level is between K-3 grade
- Cathedral school for boys
- Cathedral School for Boys, San Francisco
- Central High School, Phoenix AZ
- Glendale Community College, Glendale AZ
- Charlotte Wood Middle School
- Children's Day School
- Chin Elementary (John Yehall Chin)
- Chinese American International School
- Chinese American International School
- Chinese Immersion school At DeAvila SFUSD
- City College of San Francisco with SFUSD
- Claire Lilienthal
- Claire Lilienthal
- Claire Lilienthal School
- Clarendon Elementary
- Concord High
- Convent of the Sacred Heart High School
- Cornerstone Academy
- Cornerstone Academy
- Coronado Elementary School
- Costano
- Costano Elementary and The 49er's Academy
- Cosumnes Oaks High School
- Country Club Elementary
- Crocker Highlands Elementary School
- D.D. Lum Elementary
- Daniel Webster
- Dartmouth Middle
- De Anza College
- Delaine Eastin Elementary School
- Developing Virtue Secondary School and Instilling Goodness Elementary School
- Dianne Feinstein Elementary School
- Dingle Elementary
- Dominican University of California and WyzAnt.com
- Downtown hs
- Dr. William L Cobb
- Dreambeams Academy
- E.R. Taylor Elementary
- East Bay Arts
- East Bay Arts in Hayward California
ecole notre dame des victoires
- El Dorado Middle School
- Eldridge elementary
- Eldridge School Hayward CA
- Emerson School
- ER Taylor
- Fairmount Elementary School
- Francisco MS
- Frick Middle School
- Gabilan Hills
- Garfield Elementary
- Garfield Elementary
- Gateway High School, San Francisco
- Glastonbury-East Hartford Magnet School
- Glen Park Elementary School
- Good Shepherd School
- Gordon J. Lau ES
- Gordon Lau Elementary School
- GRANT ELEMENTARY SCHOOL
- Grattan Elementary School
- Greenhill School, Addison, Texas
- Hercules High School
- Hercules Middle High School
- Heritage High School
- Hickman
- Hillcrest Middle School
- Hillcrest Elementary School
- Hilldale School
- Homeschool
- Hoover High School at Fresno Unified School District
- Hughson High School
- I teach a group of homeschooled children
- Irvington high school
- Jean Parker Elementary School
- Jefferson Elementary
- Jefferson Elementary
- Joaquin Miller Middle School
- Joaquin Moraga Intermediate
- Joaquin Moraga Intermediate School
- John Adams Center of City College of San Francisco
- John Muir School
- John Yehall Chin Elementary School
- Julia Morgan School for Girls
- Kai Ming Head Start
- Kai Ming Head Start
- Kai Ming Head Start Sunset Center
- Kai Ming North Beach Center
- Kang Chiao International School in Taiwan. I just filled out some random information about the school’s location so that I would be able to complete the survey.
- Kennedy Middle School
- Kingsburg High School
- Kittredge school
- Laurel
- Lincoln Elementary
- Lincoln High School
- Lincoln HS, SF
- Lipman Middle School
- Longfellow Middle School
- Los Altos High School
- Lynden High School
- Lynwood Elementary School
- Manchester GATE Elementary
- Marian College Ararat
- Maywood Hills Elementary/Northshore SD
- McCulloch Junior High
- McQueen High School
- Mercy Housing CA, SoMa Properties After School and Out of School programming
- Miller Middle School
- Mission San Jose High
- Montclair Elementary School
- Montera Middle School
- Moscone Elementary, Mission Education Center, Transitional Kindergarten @ Tule Elk, Commodore Stockton, McLaren, Havard
- Mt. Eden High School
- Multiple Schools (John Yehall Chin, De Avila, Clarendon, Buena Vista, more) and the Contemporary Jewish Museum and Suginami Aikikai. The following questions will apply in general to the SFUSD schools.
- Olivet Elementary Charter School
- Orchard View School
- Pacific Boychoir Academy
- PACIFIC RIM INTERNATIONAL
- Pickett Elementary
- Piedmont Middle School
- Piedmont Middle School in San Jose
- Presidio
- Presidio Middle School
- PS / IS 218
- REAL School Marin
- Rooftop K-8
- Rosa Parks Elementary
- Ruth Asawa San Francisco School of the Arts
• Sacred Heart School
• Saint Brigid School
• Saint Marks School
• San Francisco City College
• San Francisco Community School
• San Francisco Day School
• San Francisco Day School
• San Francisco University High School
• Seven Hills
• Sherman
• SIATech
• Sonoma Academy
• Spring Valley Science School
• Springhill School
• St. Anne School of the Sunset
• St. Anthony School
• St. Brigid School
• St. Thomas the Apostle School
• Stuart hall for Boys
• Stuart Hall HS
• Sunnyside Elementary
• Sunnyside Elementary
• Sunnyside Elementary
• Sunnyside School
• Sunset Elementary
• Sunset Elementary School
• Sunset elementary.
• Sunshine Gardens
• Sutro Elementary School
• Tamalpais High School
• Teaching Firms of America Professional Prep Charter School
• Tehiyah Day School
• The Branson School
• The College Preparatory School in Oakland
• The Harker School
• Tierra Linda Middle School
• Trinity School
• U C Berkeley and one in Canada
• Union Project
• Washington
• Washington High School
• Washington HS in Fremont
• West McDowell Junior High
• Westborough Middle School
• Wheaton High School
• William H. Crocker Middle School
• Windemere Ranch Middle
• Yerba Buena
• Yerba Buena High School
Q7. What type of school is it? ["OTHER" CHECK BOX, WITH "PLEASE SPECIFY"]

- 4080
- Charter
- non profit
- non profit
- Non-profit
- out of school enrichment for low-income, affordable housing
- Parochial
- Parochial

Q10. Please specify the topics in which you teach about Asian art, history or culture. ["OTHER" CHECK BOX, WITH "PLEASE SPECIFY"]

- (all in the context of visual art)
- A little brush painting and the pentatonic scale in a few Japanese, Korean or Chinese songs.
- Ancient History
- Buddhist Studies
- Central American
- East Asian art history as specialization
- Food of these countries
- Geographic locations, cities, rivers
- Geography
- Immigration to the US from Asia
- In 4th grade, we study California history, so the experience and contributions of Asian immigrants is a very important part.
- Japanese Internment and Fred Korematsu
- Martial Arts
- Medieval history
- Middle Ages
- My school has "choice" days once a month when teachers can do workshops on a variety of topics. I'm excited to use the new Brush Painting resources.
- Perhaps food - but overall very minimal as teaching garden primarily
- Science contributors
- Shadow puppets, Wayang Golek puppets
- Specifically in conjunction with ancient China
- Spiritual
- TCM
- The above is in the context of Ancient Civilizations

Q11. If you selected "World languages" above, which language(s)? [OPEN-ENDED]

- About: Chinese, Japanese, Hindi,
- Cantonese & Mandarin
• Chiense
• Chinese
• Chinese
• Chinese
• Chinese
• Chinese
• Chinese
• Chinese (mandarin) and Japanses
• Chinese Mandarin
• Chinese, English
• greeting languages like "hello" and "How are you" in English, Cantonese, Mandarine, French, Japanese
• japanese
• Japanese
• Japanese
• Japanese
• Japanese
• Japanese
• Japanese
• Japanese
• Japanese Italian Spanish Hebrew
• Korean
• Korean and Chinese
• Mandarin
• Mandarin
• Mandarin
• Mandarin & Cantonese
• Mandarin, Chinese
• none
• None
• Philippines, China, Japan
• Spanish
• Spanish
• Spanish
• Spanish and French are taught at our school
• Spanish and Mandarin
• Spanish, Italian, Chinese
• Vietnamese

Q11. If you selected "World cultures" above, which language(s)? [OPEN-ENDED]

• a smattering; depending on context
• All
• American, China, and some other Asian countries
• ANCIENT CIVILIZATIONS
• Ancient cultures
• Ancient cultures, Mesopotamia, Hebrew, China, etc.
• Ancient India and China
• Ancient Mesopotamia, Egypt, India, Kush, India, Hebrews, Greece, Rome
• asian, egyptian, roman, greek
- China
- China, Asia
- China, India, Middle East
- China, Japan, and India
- China, Japan, India, Mideast
- China, Japan, Philippines
- China, Korea, Japan, India, Islamic Cultures
- Chinese
- Chinese
- Chinese
- Chinese (East Asian) and Indian (South Asian) mostly
- Chinese & Japanese
- Chinese and American
- Chinese and Japanese predominantly
- Chinese culture
- Chinese culture, some Japanese culture
- Chinese, Indian (Hinduism/Buddhism), Tibetan
- Chinese, Japan
- Chinese, Japanese
- Chinese, Japanese
- Chinese, Japanese, Chinese-American, Korean
- Chinese, Japanese, Indian, Korean, Vietnamese, Persian
- Chinese, Japanese, Korean, Vietnamese, Indian, Pakistan
- Chinese, Middle Eastern
- Cultural references in the arts and today, cultural differences in society, the arts, how artists are revered and regarded. The arts in several of the cultures I introduce, foods, activities, landscape, foods, and the like.
- East Asia/Japanese
- European, Asian (Japan, Korea)
- Han Chinese
- Hmong lao mien thai vietnamese cambodian chinese korea
- I teach Ancient Civilizations through Rome
- In my class, we study Japan, China, India, Africa and Spain
- India, China, Egypt, Kush, Rome, Greece
- India, China, Japan
- India, China...
- Indian (Punjab), Burmese, Chinese, Vietnamese, Latin (Mexico, Hoonduras, Ecuador, El Salvador)
- Indian, Thailand
- Islamic, Chinese, Japanese
- Japan, China, Korea
- Japan, China, Phillipines, Korea
- Japan, India, China
- Japan, Korea, China, Native peoples of the Americas, Germany
- Japanese
- Japanese
- Japanese
- Japanese & Chinese mostly
- Japanese and Chinese, primarily
- Japanese, Chinese, Indian, Korean
- Korean
- Latin American and Asian
- Mexican
- None
- Philippines, China, Japan
- Religions
- Spain, Latin America & Caribbean, China
- The Asian nations that had a profound influence on the Spanish Empire.
- The cultures represented in my class
- the interaction of native/traditional/indigenous art themes/symbols/elements and contemporary practices
- Vietnamese

Q15. If you use materials from other museums to teach your classes, please tell us which museums and which types of source (printed, multimedia, or online) you use for each.?
[Multiple text boxes]

- Academy of Sciences
- angel island immigration station
- Angel Island Immigration Station
- Art Institute of Chicago
- Art Institute of Chicago - multimedia, print, posters
- Asian Art Museum
- Asian Art Museum
- Asian Art Museum
- Asian Art Museum
- ASIAN ART MUSEUM - ONLINE, PRINTED
- Asian Art Museum - Printed Materials & Online
- Asian Art Museum of San Francisco
- Asian art Museum of San Francisco printed multimedia online
- Asian Art Museum print and online
- Asian Art Museum SF
- Asian Art Museum- printed/online
- Asian Art Museum-India and Asia
- Asian Art Museum, online
- Asian Art Museum, S.F.
- Asian Art Museum in San Francisco
- Asian Art Museum S.F
- asian art sf
- Asian Museum of SF
- british museum
- British Museum
- British Museum
- British Museum
- British Museum
• British Museum
• British Museum (all)
• British Museum online materials
• British Museum, Online, video
• BURKE: Artifact Trunks, online
• Cal Academy of Sciences
• California Historical Society - printed/online
• Canter museum
• Chinese Historical Society of America
• Chinese Historical Society of America - Printed Materials
• Contemporary Jewish museum
• Crow Asian, Dallas: Class visits, artwork, printed materials, educational materials, teacher workshops
• Dallas Museum of Art: teacher workshops, artwork, field trips, online materials, printed materials, student workshops, school partnership, interviews with museum educators
• De Young Museum Printed and on line multimedia
• De Young Museum, exhibits, African collection, museum visits
• De Young printed and online
• De Young SF
• deYoung
• deYoung "Get Smart with Art", online images
• DeYoung (Printed)
• DeYoung Museum
• Dunhuang Magao Caves, China
• Fine Arts Museum, Boston
• Getty
• Guggenheim, online
• Harvard Museum, including Fogg
• Hayward Area Historical Society
• Japanese American Museum, San Jose
• Legion of Honor, printed
• Louvre/online images
• Manga Museum, Kyoto, Japan - printed resources
• Met Museum
• MET/online images
• Metropolitan Museum of Art
• Metropolitan Museum of Art - for online materials on Asian Art
• Metropolitan Museum of Art, online, printed
• moad
• MOAD
• MOAD, exhibits on current African American artists
• MOHAI: Artifact Trunk, online
• MOMA
• MOMA - online
- MOMA NY - for online materials on modern art
- MOMA NYC
- MOMA, online
- MOMA: a poster or two.
- Museo de la Reina Sofia- Madrid-printed/online
- Museum of African Dispora
- Museum of Fine Arts, Boston
- Museum of Photography NYC
- Nasher Sculpture Center, Dallas: Teacher workshops, Teacher Education Board, student workshops, field trips, art, online materials, printed materials, sculpture around the city of Dallas with phone app
- National Gallery --- DVDs, print, online images
- National Museum of Japanese History
- National Museum of Korea
- National Palace museum of Taipei Taiwan
- New York Met
- oakland museum
- Oakland Museum
- Oakland Museum, Chicano exhibits, printed materials, meet the artists
- Oakland: tidbits from tours
- online images and videos
- online resources, web research
- ONLINE/ PRINTED MATERIALS/IMAGES
- ONLINE/ PRINTED MATERIALS/IMAGES
- Peabody Museum in Massachusetts
- Phillips Collection - printed, multimedia, online
- Phoebe Herst anthropology museum
- Pinacoteca de San Carlos- Mexico City-printed/online
- Poster from Asian Art/ Legion Of Honor from years ago.
- Prado, Lovre - printed
- Primarily use on-line resources
- Printed, video, web research
- Rosa Crucian (Egyptian) Museum - San Jose
- Rosicrucian Egyptian Museum, San Jose
- Rubin Museum - multimedia
- San Francisco Asian Art Museum
- San Francisco Asian Art Museum
- San Francisco Asian Art Museum
- San Francisco Museum of Modern Art: Online materials
- Seattle Asian Art Museum, Teacher Resource Center materials (Multimedia and online)
- SF Moma printed and online
- SFMOMA
- SFMOMA printed online
- SFMOMA, printed, internet sources
• The British Museum
• The Clark Center for Japanese Art multimedia
• The Kennedy Center - Multimedia, online
• The Warehouse, Dallas: library, teacher workshops, interviews with educators to plan field trips, printed and online materials, artwork
• Tissen Museum, Madrid - printed
• Victoria & Albert Museum/online images
• WA State History Museum, online
• web resources, printed
• Whitney, online

Q17. Please select the online resources and technology you currently use in your classroom. ["OTHER" CHECK BOX, WITH "PLEASE SPECIFY"]

• Discovery education, documentaries
• email, apps
• I did not know that there are such resources.
• Interactive explorations/activities on the British Museum site
• Keynote, Crash Course Videos on Youtube
• Most of my classes take place out of doors
• new resources, apps presented by Imagine K-12 entrepreneurs
• PBS
• pinterest
• primary sources online
• Resources that come with my textbook
• Smart Board
• Smartphone tours to use in or outside the museum (My students in Dallas call the phone numbers to hear about Philadelphia Murals), also used in museum; The Dallas Museum of Art Friends rewards program is VERY popular with my students
• Web sites devoted to educational videos and learning
• Wikipedia

Q18. How do you use online resources in the classroom. ["OTHER" CHECK BOX]

• I CREATE LECTURES from printed and online materials
• SmartBoard, Blackboard
• Students go to computer lab
• Students use the internet in the computer lab.
• students use their tablets for source materials
• Use of computers several times a month in our computer lab

Q20. Which of the following reasons describe why you haven’t used the Asian Art Museum’s online resources? ["OTHER" CHECK BOX, WITH "PLEASE SPECIFY"]

• I don’t include Asian art every semester
• I have inadequate tech skills.
• I knew about them, I just forgot about them until now.
• I make all of my own material
• It is a small component of first grade curriculum
• Need time to familiarize myself with the resources
• there are so many resources, it takes so much time to sift through all the possibilities

Q21. What would make you consider using the museum’s online resources? [OPEN-ENDED]

• na
• not sure. I guess getting info about what may be available to me
• This survey
• I don’t teach art, I teach literature. If I need a visual aid, I just google images.
• When there are worksheets and crafts that students may do on their own
• Availability, uncensored content, high quality scans.
• I would need to check the resources first, in order to be able to use them in the classroom
• Yes, absolutely.
• I think it is a wonderful resource and have many Asian students in my classroom who can benefit from the online resource. Thank you for the reminder.
• Looking into the benefits. My challenge is that I teach Ancient World History in Spanish, so I would need to translate any on-line materials.

Q23. How did you first become aware of the Asian Art Museum’s instructional online resources? [“OTHER” CHECK BOX, WITH “PLEASE SPECIFY”]

• A link given from my visit confirmation
• Field trip guide with education staff
• NCSS Conference

Q24. Which of the Asian Art Museum’s online resources do you currently use? [“OTHER” CHECK BOX, WITH “PLEASE SPECIFY”]

• I have used in the past but am not currently using-very useful when teaching art.
• i set up my resources folder today
• None currently, due to the classes I am currently teaching. I have used them in the past in other courses.
• online powerpoints, videos, and printed materials

Q25. For which class(es) do you use these online resources? Please list all applicable classes? [OPEN-ENDED]

• 10th Grade Modern World History
• 1st grade
• 3rd & 4th grade, 7th grade
• 3rd grade
• 4th and 5th grade history classes and preparation for cultural celebrations
• 4th grade art and language arts
- 5th Grade
- 6 English
- 6th grade history
- 6th grade history & language arts
- 6th grade Humanities
- 6th Grade Social Studies (Ancient Civilizations)
- 7th Grade Social Studies
- Advance Art AP Studio Art
- All
- Ancient Civilization - Terra Cotta Warriors
- Ancient History
- Ancient History and Medieval History
- Ancient history/social studies
- AP Art History
- AP Human Geography, AP World History
- AP World History, Asian History, AP Human Geography
- Art
- ART
- Art class
- Art Class
- Art Classes
- Art Exploration, Draw/Paint mixed levels
- art history
- Art History, World History
- art lessons for 3-4-5 th grades
- Asian History, World Cultures
- Beginning Art
- Chinese art history Chinese landscape painting art history Japanese art history Modern art history Japanese woodblock prints
- Chinese classes
- Chinese language classes
- Chinese language classes K to 4 Social Studies unit on China Grade 3
- During social studies and sometimes during English language arts and reading.
- Early Modern World History Modern World History
- East Meets West -Puppetry Class Studio Art, Lost Techniques of the Ancients Foundation art, Advanced Art
- ELD2
- English 1 and 2
- Fables and Folktales
- For ongoing field trips
• Grade 6 Ancient History
• history
• History
• History, language arts and literature
• Humanities 11 English 12 Project Week: a project-based class on graphic storytelling
• I often use it to support lessons around specific celebrations or art projects.
• I teach all technology based classes now so we use the resources for research for individual projects in Photography, Multimedia and Video Production. I use them for special school wide monthly Choice workshops.
• I teach technology classes now so students do research on a variety of topics. My school also has "Choice" days once a month when students choose from a variety of workshops to attend instead of their regular classes, I usually do an Art History workshop and the Samurai workshop is always full.
• ICS 5-Arts 2F - Multicultural Art in the United States
• In my 3rd grade class: When a specific country or subject comes up in a literature or social studies lesson.
• In the past, for 6 and 7th grade Social Studies.
• Japanese I - IV
• Japanese language classes I teach at high school and community college.
• K-4
• Language arts
• Language Arts
• Language Arts
• Language arts, social studies
• Mandarin language
• Middle and high school Mandarin classes' field trip
• Museum Studies Teaching as Creative Practice
• Reading Language Arts, Art History
• Seventh Grade Medieval social studies
• social studies
• Social studies
• Social Studies
• Social Studies
• Social Studies
• Social Studies
• SOCIAL STUDIES SCIENCE MATH
• Social Studies (world history), art, international news and geography
• Social studies and art
• Social Studies and Language Arts
• Social studies, language arts
• Social Studies, Literature
- Social Studies / History
- Special Day Class
- special education resource
- Students with art and history research projects
- teaching world history to the 6th graders who come in and when applicable California History to the 4th graders
- Terracotta Warriors
- The ELD class and my homeroom class.
- The focus of learning for the second grade is in the general studies area. All subjects are influenced by an appreciation for Asian Cultures. This interest is reflected in the literary, visual, and performing arts as well as in the technical arts of science and math. Since the students of Asian heritage and ancestry at Eastin reflect the majority ethnic population of our primary school, I am committed to providing them with multiple opportunities to showcase their individual cultures during the course of the year's studies.
- upper level ESL classes
- Visual art
- Visual Art
- Visual Art Art History
- Visual Art Ceramics 3D Design and Sculpture
- Visual Arts Courses: int-adv levels of draw/paint and sculpture as well as with senior level "portfolio" course
- Visual Arts1
- Whichever classes/school are studying a subject that needs research to design or reference for a student or the class.
- World Geography
- World history AP World history
- World History 7th grade
- Yr9, yr 8, yr 11&12

Q28. How could the museum’s online materials be improved? [OPEN-ENDED]

- 1. Could use online images of hanging scroll paintings or woodblock prints online that I could include in class lectures. 2. Could use on-going help re: Taoism/Buddhism's affects on Chinese painting. Confucius influence 3. Could use any kind of information regarding SoEast Asian art, India, Tibet, and Persian miniatures. 4. Could use info on your website that the students could visit to earn extra credit points - topics have to be in depth and focused on one topic. 5. Could use brush paint demonstrations by current artists experienced in Chinese brush painting - or ditto ditto Japanese traditional arts, Korea and informative discussion about differences of painting purposed between cultural groups.
- Alerts as to updates in resources
- Align lessons to AP standards for World History, Geography. Have clear activities that directly adress the skills that are in the Common Core standards for social studies (found in the appendix to the common core
• Check out the way that the Contemporary Jewish has their teen blog set up - the drop down menu organization that sorts into various modes keeps my students engaged.
• Continue to provide various lessons, videos of arts, crafts of various cultures.
• CONTINUE TO SEND OUT FLYERS AND FIELD TRIP INFORMATION TO TEACHERS.
• greater depth
• I have found them very user friendly in the past.
• I like the DeYoung/Legion of Honor "Get Smart with Art" series and use it often in my classroom because it allows my students easy access to art without the distraction of the internet. I like the format of looking at a piece of art, then reading some background information about it, and then applying it to whatever it is that we are learning. I find that you have a lot of good information, but it is too much for me to pull out the essential bits of information. I'd like short, informative pdf documents that I could download to use to support any of my units of study - Ancient India, Ancient and Medieval China, Japan, The Middle East, The Silk Road.
• I need to explore the "My resources" section you referred to earlier in this survey, and will get back to you. In the past I have found old resources I've used gone, might be that I just didn't find them. Thanks
• I saw a video in the museum that I wanted to show my students, but I could not find it. Perhaps I am at fault, but having access to museum features that I see there would be nice...
• I use the resources related to our school visit. I use resources from several years ago. I am dealing with the common core standards change in both language arts and math. I will check them out. If they correlate to the standards change that would be helpful.
• I would have to use them more to say. For nice they suit my needs.
• I would like to see more resources covering current events and contemporary artists.
• I'm still working on integrating the museum into curriculum. I look forward to answering this question in greater detail in the next few months.
• If possible, part of the text can be kid friendly.
• If the museum looked at the specific units in the state Social Studies curriculum and provided videos for topics: ex. all about Hinduism, the spread of Buddhism, Taoist concepts in Chinese art, etc.
• In the past, some PDFs didn't work.
• Include more description of lessons before they are downloaded, list common core standards found in the lesson
• It's obvious these the museum has made access to these resources a priority. Thank you.
• Links
• Love the printable activities. Would love to see more of those.
• Make them more available & known
• More art lessons
• More images
• More images of artwork from the collection.
• MORE OF THEM :) 
• More resources for the High School level
• More resources/lessons available for K-3 that might suggest linkages to grade level core content learning.
• More student-centered videos (when I looked for videos to show my students about Japan back when I taught 3rd grade, there wasn’t much that we could watch that was at their grade level).
• More video clips and longer narrated videos with closed captions
• more video presentations
• no comment really
• Not sure
• Online Power Points are great when available. I use images for Visual Thinking Strategies lessons. I’d like to see how I can integrate the art with common core.
• Perhaps, online clips demonstrating how to implement some of the art projects/lessons rather than a 75 page integrated pdf - I have to pay for ink cartridges!
• Please add art, projects and lesson plans related to ASIAN IMMIGRATION TO THE U.S.
• Provide more lesson plan ideas for current events in Asia including pop culture and it’s relation to traditional values and culture/history.
• quarterly email newsletter letting us know what’s new or highlighted info...
• Raise the level of discussion for older students
• Send more email links to ed resources you want to highlight online. Make a focus for every month.
• specific analasis of individual objects on formal a cultural and symbolic level
• The materials are good, but they are only a small part of what I need to teach, and I don’t have the time available to go into depth in a lot of areas.
• The materials that I’ve used have all been great. Having more lesson plans available would be nice though. For each topic there is usually only one lesson plan available.
• The museum’s online materials are an invaluable resource for the multi-ethnic classrooms of the present. Your exemplary resources open a world not often explored with great depth in a student’s average textbook. Please continue to make these informative study online packets available for use in the classrooms of tomorrow. I applaud your efforts to highlight cultures that are not given suitable attention in other reference sources. Glaring examples of neglected cultures warranting our study would include the Islamic nations as well as India and the Philippines.
• There are many online materials for Grades 5 and above. It would be helpful to have materials for younger students.
• they are fine the way they are I could use more college level materials but otherwise it is an amazing resource
• They work well for my needs.
• Very good already.
• Videos on Ming Vases!

Q29. To help the Asian Art Museum produce meaningful resources for you, PLEASE SELECT THE TOP THREE topic(s) for which you would be interested in having instructional materials? ["OTHER" CHECK BOX, WITH "PLEASE SPECIFY"]

• ancient china
• Art Making - Brush instruction, painting & caligraphy
• Philippines
• Theater
• these are my interests not particulariy students

Q40. Which of the following describe why you haven’t participated in any educational or teacher programs at the Asian Art Museum? [“OTHER” CHECK BOX, WITH “PLEASE SPECIFY”]

• Difficult to arrange the time- we’re 120 miles north of SF
• Hasn’t worked into my schedule, but would like to attend
• Haven’t had time
• i did and it was excellent
• I have participated in teacher workshops on Sat without my class; the wording of Q 31 may be incorrect.
• I teach multiple grade levels on a pull out basis
• I’m working on it.
• It was too complicated to schedule it.
• lack of time
• Lack of time
• n/a I have participated
• need acupuncture Chinese medicine related material
• No extra time
• No time
• Pim actually planning a visit for story telling
• Program seems to be aimed for elementary schools.
• Some days I teach at 2 schools per day. I teach 5 different classes each dat at each elementary site. I’d have to cancel the classes I cannot take on the field trip.
• The district makes it pretty hard by requiring extensive paperwork and it is expensive to go out to the city.
• They didn’t accept my application to the workshop
• Transportation from East Bay
• Transportation/chaperone funding
• We are in the East Bay and transportation can be challenging

Q41. What, if anything, would make you consider participating in these programs? [OPEN-ENDED]

• Chaperones and funding
• Connection to California history
• Free Bart passes make it easy when there is a lack of funding. Also lack of lunch facilities is challenging.
• getting my own self contained classroom
• Hands-on projects for high school students
• Having a program that covers transitional kindergarten age and ability to transport more students at once. I may need to transport 5 classes at once.
• I have participated in several workshops, usually the ones linked to a current exhibit.
• I started teaching sixth-grade history this year; said curriculum has an Asian focus. As such, I do indeed intend to use your resources and website. I would be greatly appreciative if you could send me additional materials and resources.
• I want something having to do with graphic storytelling.
I was very disappointed that I wasn't accepted to the De Young's workshop for thinking strategies (related to visual art) for teaching strategies last summer. I spoke to the education director on the phone to share my sincere interest, she seemed encouraging, but I wasn't accepted. It may be because I teach middle school and it was meant for high school teachers. I would like to attend a workshop at some point.

If programs meet my current needs and match the curriculum, I will participating in these programs.

It would be great to have a docent tour suitable for first grades with the story telling or art activity! The, I’m there!

More info

More time to pursue professional growth

n/a

Nothing on your end.

organizing my time better

Since I took/co-facilitated the professional development Japan Institute over the past summer, I learned how to match classroom study to incorporate the museum’s resources. I plan to visit in spring 2014 with my class.

They have to be in the late afternoon and I should not have to take busses all the way across the city to attend

This is my first year with Asian Art/culture being part of my curriculum

Q42. You have indicated participating in at least one Asian Art Museum teacher or school program. Please comment on the quality of your experience with these programs? [OPEN-ENDED]

Always fantastic

Always great

Amazing..caligraphy and students had hands on workshop

Beautiful museum, very friendly docents, very well organized.

Because I prepare my students heavily BEFORE I bring them to the museum, the docents often present material that is not quite advanced enough to keep their interest. We like to milk the docents for their superior knowledge and get more from them than we could glean from the print or online materials. We want them to challenge us more!

Best museum experience in the city. The storytellers are incredible.

Both programs were excellent

Brushpainting. It was wonderful--the tour, and the class!

Calligraphy program is helpful and our students were interested in it.

China’s Terracotta Warriors, it was an amazing experience.

Docent knowledge was limited and was no animated. Wish= she would have engaged students more.

Docents were knowledgeable in the topic they were presenting and welcomed questions.

Every time I have attended the Asian Art Museum I am impressed with the competence of the staff and how well we are looked after. Everyone knows ALOT about the art and it shows in the docents and workshops that we do. The main reason why we do not come more often is...
that there is no good location for us park our school bus, which means that the driver has to stay with it all day and does not get to join us in the museum.

- Every year we come for the storytelling program. It has always been wonderful and very age appropriate. The students are able to re tell the stories when they return to class.
  - excellent
  - excellent
  - excellent
  - excellent
  - Excellent
  - Excellent
  - Excellent
  - Excellent
  - Excellent
  - Excellent
  - Excellent
  - Excellent
  - Excellent
  - Excellent - Hindu Gods
  - Excellent content. Highly trained docents
  - Excellent docents, who knew how to support children and provide a positive experience.
  - Excellent experience. The docents were always great. We also did several self-guided tours.
  - Excellent program of Asian brush painting
  - Excellent quality. My classes love the brush painting class.
  - Excellent!
  - EXCELLENT! THE STAFF ARE NURTURING AND KNOWLEDGABLE. THEY ARE SENSITIVE TO STUDENT BEHAVIORS, HAVE ALWAYS WELCOMED MY STUDENTS WARMLY AND THE KIDS HAVE FUN WHILE LEARNING!
  - Excellent!! The last 2 years guided tours were amazing. My self guided class tour was horrible.
  - Excellent.
  - Excellent. Well organized and appropriate to my grade level.
  - Exciting! One of the best ever...enjoyed everything and of course seeing the Terracotta Warriors!
  - Fantastic!
  - Gallery tour (tricksters): one guide very good, one so-so (a little too wordy for second graders)
  - Generally good.
  - good
  - Good
  - great
  - Great
  - great docents, well rounded tour. Would love more detailed options for high school level overall and sculpture students in particular
  - Great storytelling and tour.
• Great storytelling to help us understand objects created. Great pre activities for terra cotta soldiers. Good tour, art activity - stamping making a seal, great

• Great! Very thorough and informative.

• Hit or miss. I have done story telling with the students. Depending on the docent, it was either fantastic or really boring.

• I attended the "Terra Cotta Warriors" exhibit last year. I enjoyed the layout and information, even though there were only 10 pieces shown.

• I bring my 7th graders to you every year. It is one of my favorite field trips. Good programs, amazing building and artworks and usually excellent docents.

• I enjoyed taking my class for the Ancient China Tour. I wish I would have planned to stay longer. The children loved the hands on experience using the artifact replicas, and looking at the various sculptures and materials used. The guide was friendly and well-spoken!

• I felt the experience was too long for first graders. There were aspects that were engaging, but some that were not interesting to my students.

• I have attended the workshop on the Joseon dynasty exhibit- the tour was very interesting and gave me a lot of background information on the objects on display.

• I have been to programs around Hinduism/Buddhism, China and Silk road. I take two classes a year for over 10 years. The quality varies. Some docents are fantastic and some are horrible and most are in between. The quality of the program really depends on the docents. The art work is always exceptional.

• I love coming each year to listen to the storytellers. We listen to the Fables and folk tales. Some storytellers are better than others. For the younger grades they need to be a little animated to hold students attention. I miss the passport you use to include with the packet.

• I love the guided tours centered around myths and folk tales. What a lovely way I educate young minds about different Asian cultures! Have taken my classes for many years!

• I remember they were interesting and informative. I also took students to the museum.

• I think the Brush Painting program is an amazing experience for my students. They view the art with a docent's insight and guidance and work with a calligraphy brush, ink and rice paper to create an artwork. They learn a lot about the Chinese culture through the brush painting experience.

• I use the pre-visit materials. My tour is a self-guided tour, so I'm not sure if this question applies. I have not attended a teacher workshop at the museum.

• I've participated in five docent led tours at your museum. Our curriculum focuses on ancient Chinese history. We enjoy touring the Silk Road gallery upstairs. This helps bring to life the material that we have been studying in the classroom. The trading activity was helpful as well. We've also enjoyed some of your special exhibits, especially the warriors. Most of our docents have been engaging, though all have been knowledgeable. We have often participated in brush painting which the kids enjoy.

• I've participated in the Chinese brush painting program when I was teaching 3rd grade. That was very good. I've been very fortunate in getting selected also for the storytelling of different countries since I've been teaching 2nd grade.

• In the past, I have taken my student to the Brush painting class. We enjoyed it very much.

• Incredible! The Storytellers are amazing!

• It is always a great experience

• It is excellent. The Nature in Art, Chinese Brush Painting program is one of my favorite field trips. It is so well planned, timed, and prepared.
- It was a great experience
- It was a wonderful experience for both the students and myself. We all learned something.
- It was fantastic. I have had former students that comment on how they loved their visit to the Asian.
- It was great, engaging!
- It was great. I lean a lot about the museum.
- It was phenomenal - the docents told stories that seemed to be inspired by the art work they sat next to. Kids were mesmerized.
- It was very crowded for the Chinese Warriors. I would have liked more time with more individual class time, but I understand that they were on special loan. It was crowded and difficult to follow the docent. It was also quick. The kids were very respectful and enjoyed seeing the different rooms with displays. Not all got to partake in the interactive activities on the bottom floor. It would have been nice to have had special time or known more about its availability. Those that participated really enjoyed it.
- It was very organized and the docents were genuinely interested in telling stories!
- It was very valuable learning about Japan.
- It was wonderful
- It's always been a good experience, though a bit repetitive at times with exploring Buddhism
- Japanese Storytelling @ selected exhibits ~ excellent Chinese Storytelling @ selected exhibits ~ excellent
- Learned a lot how to teach Asian Art for my class
- Magic of the Brush - and tour of museum Excellent, students fully engaged
- Our docent was good so it was a good experience. We were studying the silk road.
- Our program was really a self-guided tour where students had to explore the museum.
- Outstanding experience...Allison Wykoff spoke to my Museum Studies class about the museum, it's mission, shifts in programs and interests at different points in time and it's current community engagement projects.
- Outstanding!
- Programs were extremely helpful in increasing my understanding of the types of art, extremely helpful expanding my acquaintance with pictures and have used many of the pictures provided in my classes and extremely helpful understanding the philosophical views which helped to shape the visual images. I appreciate these contacts and authoritative information very much!
- Self-Directed Tours with my students are a foundational part of my curriculum
- storyteller docents were very helpful, knowledgable, and engaging.
- The Asian Art Museum Teacher Advisory Panel has provided educators from throughout the San Francisco Bay Area with an opportunity to share ideas and prepare units of study deemed most useful for academic levels ranging from the elementary grades to college. This exchange of information and knowledge has provided the average teacher with a rich resource highlighting lessons in a wide array of subject areas. It has been said that a great nation, like the United States, deserves fine art. The Asian Art Museum is meeting the challenge in broadening the perspective and scope of the American Public by presenting the fascinating world of art and culture in diverse ways. Thanks to the efforts of institutions like the Asian Art Museum, our lives are much richer and our understanding of the world’s people, cultures, and customs is much fuller,
• The docents and program leaders are always very helpful and accommodating. The quality of information and relevant context is excellent.
• The docents do an excellent job of engaging students and sharing the wonders of the museum!
• The experience was good, however, if I recall correctly the lead person walked us rather fast through the tour.
• The experience was great. We had knowledgeable, patient docents who led an interesting tour.
• The parent chaperones and students loved the experience of learning about the terra-cotta warriors, some actually saw them in Xi’an, China.
• The quality of the storyteller and brush painting docents was excellent. The leader of the samurai/tea ceremony tour seemed to be gearing the tour to a much younger than his actual audience. population.
• The school program of Chinese brushpainting and guided tour with my art students was exceptional!
• The storytelling program was engaging to my students.
• The students had just finished a chapter on Cyrus, so it was great for them to see actual artifacts and have someone tell them more. Also children were able to ask questions that they were interested to learn.
• The Terra Cotta warrior exhibit, tour, and unit were excellent experiences; memorable for my students and for myself.
• These were great. We’ve come for storytelling many times.
• They have been fabulous and I hope that we are able to come again this school year.
• They have ranged in quality tremendously, often in direct relation to the tour guides. Since many are older and less comfortable with children, some are hard to understand, not flexible, and don’t know how to engage kids. Also, sometimes the content doesn’t relate to what I need to teach. As a result, I gave up on the various versions of the Silk Road tour and returned to the brushpainting. It’s more engaging for the kids, they learn some content about the art, and then I give a self-guided tour of the parts of the museum I want the kids to see. I would be very interested in returning to the Silk Road tour if it improved.
• Very good
• Very good quality of story-telling/docent led tour. However, the visit is too short and limited. I want to include a self-led tour as well. I may not return for this reason.
• Very good storytelling program. I go every year.
• Very good, though I miss the preview visits for new/opening exhibits for teachers that used to take place on Sat mornings, they were very helpful and engaging for me.
• Very good.
• Very happy that they have the Terra Cotta Warrior display. We would give it a 9 out of 10.
• Very high quality. The museum is beautiful, and the docents are knowledgeable.
• Very high quality. Much appreciated.
• Very interactive
• We attended a self-guided tour last year and got to see the Warriors exhibit. It was a very thrilling experience!
• We brought our preschool class there for a morning visit. The program we had there included two story telling sessions and one art activity. The children were engaged and most of them enjoyed the experience. It was well organized.
• We loved the storytelling about East Asia. Students were engaged in the story, and focused on looking at the art.
• We usually visit the museum once a year and my students love the storyteller presentation
• We visited the Chinese Terra Cotta Warriors exhibit last year and loved it. It was very high quality and well-organized.
• We wished we could have done small groups self-led doing inquiry-based research. Larger groups with the docent fell flat.
• When I first started taking my students to "Body Language", our experiences were very positive. The class was given an introduction in a closed classroom and the docents were very knowledgeable and they liked the children. Then things changed in the last few years. The introduction was given in a room that did not have a door, and the docents competed with museum noise for the attention of my students. One year, a docent yelled at my students. Last year, the tour lasted less than 1 & 1/2 hours. It was not worth the trip to SF. It is sad for me to see the quality of these programs change.
• Xi'an exhibit was fascinating, but not directly tied to my literature curriculum. Essentially an enrichment activity.
• Yes I have found the workshops to be education on the content level as well as hands on activities

Q45. How could these programs be improved upon, in terms of your needs as a teacher? [OPEN-ENDED]

• ? keep up the good work
• A prévisit to our class
• Better hands-on activities at field trip visits.
• Continue to build upon the strong foundation that you have already set for educators of different academic fields and interests.
• Expanding the number of students allowed on a tour or the number of groups the museum can take at any one time.
• Finding some "hook" for 4th graders to pique their interest in cultures other than their own.
• greater depth
• Have the whole tour be hands on!
• I am not sure, due to the fact that Asian art and culture are just a small part of my curriculum. I will definitely continue to look for useful information and programs through the Asian Art Museum and its website.
• I do not feel that I can comment on depth of information and range of cultures since I have only participated in the one field trip program. It is such an excellent program that we come back to it repeatedly (Nature in Art- Chinese brush painting)
• I don’t know. It fits my needs perfectly for the intended purpose.
• I have been a teacher for more than 10 years and appreciate the Asian Art Museum’s efforts in terms of outreach and accessibility. I am seeing positive changes going in the right direction and look forward to seeing what is planned ahead. One thing that would help me is to have docents visit the classrooms...maybe even a storyteller who can visit twice a month for a few months before a field trip visit.
• I have not accessed them as much as other museums yet, so honestly can’t say how to best improve.
• I just need to hear about them, or get an invite. I love participating and attending these types of training. I heard about it from the UC Berkeley History Grant of which I was a member.
• I know you rely on volunteers, which makes my main suggestion tough. I would suggest that you improve the delivery of the content to make it more audible and engaging. It’s hard to change your program to cater to a particular classroom’s needs, but if you had a menu of ideas to emphasize and asked the teacher to pick, say 3 of 6, then it would be easier to train volunteers and still provide some teacher choice/input.
• I plan to check out your online resources. Your museum provides a free service to Bay Area schools. The artwork in the museum is exceptional and completely corresponds to what I am teaching in the classroom. I wish I taught 7th grade history so I could book more tours!
• I think I did this survey before recently but again more focus on the high school level.
• I think that programs should be able to serve the many different cultures we have in San Francisco schools. Also, providing related materials ahead of time should give teachers time to prepare students for the upcoming visit to the museum.
• I think that what you do is great, but we are a Montessori school so things are very organic.
• I think that you do a great job.
• I will look into what programs are available; I haven’t checked recently. I just started teaching in high school after 10 years in elementary.
• I would like easier lesson plans or power points to teach from.
• I would like more teacher education programs, preferably not on Saturdays, though. Maybe evenings? Maybe via YouTube?
• I would love to see an visual art workshop for art educators.
• I would love to see some programs that are entirely art focused and not language arts.
• I wouldn’t know--what I have experienced, has been wonderful.
• I’d love to have a workshop on shadow puppets in India, China and Indonesia or Wayang Golek puppets. How about hosting Shadowlight Productions at the Museum?
• I’m not sure how, short of curriculum changes in CA.
• If more of them aligned with the grade-level History standards, I would be more likely to take my students to the museum. The Terra Cotta Warriors fit beautifully into the curriculum.
• If students can participate in the activity, such as drawing, knitting, etc. instead of listening and watching, it’ll be great.
• If there’s a way to publish a print version of the story told, perhaps on your website, I could preview/review this story with my class.
• Include immigration, please!
• It would be great to have a crafts activity to compliment the storytelling.
• It would be helpful to align the next generation of lessons to the common core standards, especially the reading and writing history/science standards. The three kinds of writing could be very easily enriched by the analysis of a piece of art. As I said before I would like a student friendly pdf that aligned with the history content I am teaching that also addresses these new standards.
• Keep ’em coming!
• KEEP YOUR RULES AND GUIDELINES THE SAME. EVERYTHING IS GREAT AND WELL ORGANIZED!
• longer time for art activity
• Meet students in a closed classroom to introduce the program. Train the docents to be very kind and understanding. Make the programs very interactive for the students. Docents need to be sure to talk just enough -- but not too much.
• More activities - especially projects For instance: every year I make paper carp Japanese wind socks with my students. I got it from the AAM materials provided to complement the Japanese Storytelling field trips we've taken. I did have to improve upon the pattern. That kind of activity is great.
• More availability of docents for field trips.
• More available times and dates.
• More field trips offered in your story telling program. New countries!
• More flexibility for self-directed and self-guided tours for older students / Days when there are fewer younger students in the museum
• More flexibility in use of museum
• more hands on activities
• More interactive activities for 6th grade programs, not as rushed
• More pre-visit videos about subject matter, and variety of hands on activities before and during visit.
• More programs on India during the period from 500 BCE-500 CE
• More teacher learning opportunities with docents
• More time options, earlier times.
• more workshops throughout the year- a summer institute for elementary teachers
• Most of my Asian/Asian American literature is set in modern China. A Communist propaganda poster exhibit would be more directly relevant.
• N/A
• no improvement needed; I just need more time to participate in these programs.
• not sure
• Not sure.
• Offer more Asian American programs geared toward the 4th/5th grade student. The children are very proud of their culture at this age and are very open to learning more. If you start in Middle or High School, they often reject their own culture until about late college. Start the children young and they will be more open minded & will be life long learners.
• perhaps some thematic powerpoints and lectures support material, some handbooks for student art practice
• Perhaps the packet that is sent to us beforehand can be more specific and grade level appropriate as to what the kids will be seeing and learning from the docents at the museum. It would also be great if, along with the storytelling, there are some hands-on, follow-up activities at the museum for the kids to do that tie into what they learned from the docents.
• provide more information and interactive activities for school age students.
• Representatives visit our school site and give presentation to students/teachers.
• Reproduction of images, more discussion of ancient periods including archaeological investigations, traditional visual forms and informative material about images.
• See my previous comment. Also copies of the stories for further work when we return to school.
• Send a reminder with the window of when to sign up for tours and classes. I am often too late to sign up.
• Send me a video link(s) to preview with my kids. Provide a PDF of materials to use in advance to preload basic content (I have ELL’s in Hayward). Continue to provide free admission. Continue to have an amazing docent group where my students are 6 or less students to one docent during the tours (this makes for excellent learning!). Host teacher programs in advance for me to come and learn in depth programs and enjoy the museum (promote them to me via email).
• Seriously the best already. I’ve never been disappointed in the slightest.
• Site visits are still the best way to engage students. These are difficult due to transportation, museum schedule of group, getting release time for students during school hours
• Some hands-on activities there are interactive apps, but it's not as challenging to my 7th grade students.
• The activities I have used have been great. It would be nice to have more high school activities.
• The in the museum workshops could be more often although the new online resources are really fanatastic it is always good to interact with other teachers and veiw the actual objects.
• The materials are great; my only challenge in the past has been access to tours.
• The programs are wonderful and educational, but as a teacher I have many students who are new immigrants and sometimes the vocabulary used is out of range.
• The programs offered at the museum are sometime too elementary to take high school students.
• There could be better accommodations for larger classes. It would be very beneficial for all of our classes to get to attend, but the museum has made it difficult to book large groups.
• They work well for me.
• Very nice tour. Nothing needs to be improved
• We had a bit of miscommunication re: scheduling. I wouldn't want that to happen again.
• Would love more preparatory materials for visit. Hands-on activities and ideas.
• You may have this available, but PDFs of Silk Road material as would be nice to have prior to our visit.