

Asian Art Museum: Bridge Program Remedial Report

The screenshot shows the top navigation bar of the Asian Art Museum Education website. It includes the museum's logo, a search bar for education resources, and menu items for Home, Explore Resources, School Programs, Professional Development, and My Resources. A large banner image features a colorful abstract painting and a person looking at it, with a call to action: "Join us for Teacher Events and Workshops". Below the banner, a social media share button is visible. A central text block states: "The best of Asian art at the tip of your fingers for use in the classroom or at home." This is followed by statistics: 72 LESSONS AND ACTIVITIES, 204 ARTWORKS, 282 VIDEOS, and 144 BACKGROUND INFORMATION. On the left, there is an "Explore Resources" section with a search box for terms and a filter by region. On the right, there is a map of Asia with a prompt to "Select a region to view available resources".

education.asianart.org
(Snapshot taken on 12/19/12)

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EXECUTIVE SUMMARY

BACKGROUND AND PURPOSE

The Asian Art Museum of San Francisco received a major grant from the Bank of America Charitable Foundation to launch its Bridge Program, a series of initiatives to update and expand the museum's education resources and programs for teaching about Asia, specifically for K-12 teachers and students. As a result, in June 2012, the Asian Art Museum expanded its educational offerings and launched the website education.asianart.org, making its teacher and student resources accessible and relevant for use in the classroom and beyond.

The purpose of the study was to collect data from teachers about the website, for the purpose of studying and making changes to the website as it was expanded and launched to a broader audience.

METHODS AND CHARACTERISTICS OF THE SAMPLES

Only teachers were eligible to participate in the study, and invitations were sent via three different methods: 1) directly emailing San Francisco Bay Area teachers who had participated in the Asian Art Museum's on-site teacher programs, 2) directly emailing teachers who were registered users on the museum's Educational Resources website being tested, and 3) posting an invitation in the Education website itself. The data were collected between October 25 and November 27, 2012.

A total of 90 respondents began the survey, and the large majority of respondents to the web survey were Bay Area teachers who had participated in the museum's education programs (n=76; 84%), followed by registered users of the site (n=10; 11%) while only four respondents (n=4; 4%) found the web survey from the invitation posted on the website, which was left up for around 2 weeks. Of the 90 respondents, 85 were teachers and of this group 83 teachers completed the survey. The large majority of these teachers were from California (97%), and the large majority of all teachers (92%) had been teaching for 7 or more years. They were most likely to be teaching History/Social Science (82%), English/Language Arts (72%), Mathematics (63%) and Science (57%). Of the teachers, 61% taught in elementary school, 30% taught in middle school, and 16% taught in high school. Only 1% of the sample taught at the college/university level. More than two thirds (69%) taught in public schools, 23% at private schools and 6% taught at charter schools.

MAIN FINDINGS

Motivations and Expectations:

Teachers made their first visit to the Education website primarily for reasons related to a field trip or program: either for learning about or preparing for a field trip (65%), or for scheduling a field trip or program (33%). However, two out of five teachers who had visited the website were there to look specifically for resources to use related to their classroom (33%). The three most common specific reasons they first visited the website were to find information about field trips (21%), to schedule a field trip (18%), or to find resources to prepare for a field trip (16%). So while teachers were using the website for classroom preparation, it was more likely to be used in relation to an

upcoming field trip; it is important to note, however, that the large majority of respondents were from the museum's database of teachers who had attended school programs at the Asian Art Museum and were from California, specifically the San Francisco Bay Area. This would influence the results, and it would be imagined that non-California teachers who are using the website would be more likely to be using the website either for classroom preparation, or a field trip to a museum in their area.

Those teachers who used the site were overwhelmingly likely to have found what they were looking for – 96% said that they did find what they were looking for. When asked about this, they mentioned the site as easy and quick to navigate, that they could find the information they were looking for, sign up for a field trip or program, and that the quality of the information was good. Overall, teachers seemed generally able to find what they were looking for.

Use of the Website

It was important to gather a more detailed picture of past use of the website. While a third of the teachers (33%) had visited the Education website once, two third (67%) had visited more than once, with close to one out of three (31%) having gone to the site five or more times. Given that teachers told us they were able to find what they were looking for and that they were coming back to the site, it is reasonable to assume that the site is perceived as useful for the teachers who use it. When asked what was most useful about the site to them, as a teacher, almost half of them mentioned information about programs/field trips (48%), while nearly a quarter (24%) talked about the information for the classroom, especially the visuals – videos and images – as the most useful for them. Teachers were also asked which classes they would be most likely to use the Education website. The three class groups they were most likely to use the site for were History/Social Science (38%), the Visual Arts (17%) and English/Language Arts (13%).

Content Ratings and Suggestions

When asked what additional content should be added to the site, the main categories focused on adding more specific content (39%), enhancing the search features (13%) and adding more visuals (9%). The three most common specific suggestions related to content were adding more content about the art on display at the museum with photos (13%), having more in-class activities (11%) and improving site navigation and search options (11%). For the latter, they recommended including a keyword search function.

Teachers rated the website content as understandable, indicating that the information was presented in a clear and concise way: 87% gave it an Excellent (9 to 10) or Good (7 to 8) rating on a 10-point scale. When asked what would improve the readability and clarity even more, almost one third (31%) couldn't come up with any suggestions. However, almost one out of five (17%) suggested making the content simpler or more user-friendly, 14% suggested enhancing the search function, and another 10% suggested adding more visuals, especially videos and images. Teachers were also asked about the organization of the website, and also gave the site high ratings for this. While 81% rated it as Excellent (9 to 10) or Good (7 to 8), half (50%) gave it a rating of 9 or 10 on a 10-point scale. When asked about how to improve the organization even more, half said they couldn't think of anything specific, with a quarter (25%) saying that it would be good to be able to categorize the information in a way that was meaningful to them.

Use and Usefulness of Specific Media and Materials

Teachers were likely to use a wide variety of the media on the site, including the lessons and activities (55%), artwork (41%), background information (40%) and videos (31%); this suggests that teachers are taking advantage of the different assets. When asked to describe how they've used these various assets, they said they used them mostly for preparing for a class (47%) or for preparing for a visit to the museum (35%). More than three quarters of teachers (76%) had used the media in preparing for classes, and of this group they used them in three different ways: for use in the classroom itself (32%), more as supplement information (31%) and in preparing for a field trip (29%). Almost three quarters (73%) had used the materials directly with students in the classroom. When asked how they used the materials, teachers mentioned using the visuals (30%), for a field trip (24%), as well as for specific hands-on activities (13%) and for storytelling (11%).

Another factor for the materials is the perceived relevance to what they teach in the classroom; 74% rated the materials' relevance to the classroom as Excellent (36%) or Good (38%). When asked for how to make the content even more relevant, suggestions included having more specific information (32%), specific site improvements (20%) and activities (16%); these suggestions covered a wide variety of areas. More than one in ten specifically suggested providing information and videos for younger grades (12%) and having links to California state and core standards (12%).

In terms of adaptability of the materials to what they teach, teachers also rated this highly; 81% gave ratings of either Excellent (42%) or Good (39%). When asked what would make the materials even more adaptable, suggestions included modifying the materials (32%; e.g., simplifying them, making them shorter or more classroom ready), or making some additions (21%; these were more of a variety). One item specifically asked about how to make the materials even more student-ready, and teachers suggested adding resources (26%) or simplifying what was already there (17%).

My Resources Section

The Education section of the website allows people to register, which gives them the ability to create their own place where they can save the content they like (see the "My Resources" tab at education.asianart.org). While all of the people who had registered for an account at the time the study was conducted (n=24) were invited, only five of the respondents had an account at the time they filled out the survey. When asked why they had or had not registered, 41% said they were not aware of the section, while another 21% said they didn't have time and 17% said they were not interested.

Suggestions for Additional Features

A last question asked teachers what additional suggestions they had for the website in making it the most useful it could be for their students. The majority of suggestions were either about adding interactive/hands-on features (39%) or more videos/images (32%). Meanwhile, the most common single suggestion, at 29%, was to include more interactive activities that were tied to the museum content.

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INTRODUCTION

Project Background

The Asian Art Museum of San Francisco received a major grant from the Bank of America Charitable Foundation to launch its Bridge Program, a series of initiatives to update and expand the museum's education resources and programs for teaching about Asia, specifically for K-12 teachers and students. As a result, in June 2012, the Asian Art Museum expanded its educational offerings and launched the website education.asianart.org, making its teacher and student resources accessible and relevant for use in the classroom and beyond.

The purpose of the study was to collect data from teachers about the website, for the purpose of studying and making changes to the website as it was expanded and launched to a broader audience.

Purpose of the Study

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Evaluation Questions

In order to focus the study in the manner that would be most useful to the team in considering the Education website, a set of evaluation questions were used to guide the focus of the study. Evaluation questions are the questions the study itself needs to answer, in order to fulfill its purpose of providing useful information as the team modifies the website.

Evaluation questions:

1. Why did the teachers originally visit the site? Did they have a specific reason for going there? What were they looking for?
2. How are teachers currently using the website? How are they using each of the content areas (lesson plans/activities, background information, artwork, videos?) in their classrooms?
3. What do teachers think about the following, in terms of the content:
 - a. Readability/clarity – is the content clear and to-the-point
 - b. Amount of content – what content would they like to see added
 - c. Being student-ready – they can use it directly with students in the classroom
 - d. Comprehension – is it easy to understand
 - e. Accessibility – is it easy to find what they are looking for
4. Did the site meet teachers' needs? If not, what could be added to better meet their needs?

METHODS & SAMPLE

Methods

A web survey was created to collect data from teachers about the website, and only teachers were considered eligible to provide feedback about how the website materials were helpful to them, as the primary audience for the materials. A variety of sources were used to reach teachers: 1) directly emailing San Francisco Bay Area teachers who had participated in the Asian Art Museum's on-site

school and teacher programs, 2) directly emailing teachers who were registered users on the museum’s Education website being tested, and 3) posting an invitation in the Education website itself. The data were collected between October 25 and November 27, 2012.

Of the 90 respondents, the large majority of respondents to the web survey were Bay Area teachers who had participated in the museum’s education programs (n=76; 84%), followed by registered users of the site (n=10; 11%) while only four respondents (n=4; 4%) found the web survey from the invitation posted on the website, which was left up for around 2 weeks. The invitation was very clear that only teachers would be eligible to fill out a survey, but a first question asking if someone was currently a teacher was included to double check. Of the 90 respondents, 85 were teachers; of these 85 eligible participants, 83 completed the survey. The remaining sections include the responses of these 83 respondents. Note that not every respondent answered every question, so some items have fewer than 83 respondents.

Sample Characteristics

The following tables include information about the teachers who participated in the remedial evaluation, to give the reader a sense of their backgrounds and teaching experience. Teachers were most likely to teach History/Social Science (82%), English/Language Arts (72%), Mathematics (63%) and Science (57%). When looking at which types of schools teachers taught in, 61% taught in elementary school, 30% taught in middle school, 16% taught in high school and only 1% taught at the college/university level; the single most popular grade was 6th grade (24%).

An astonishing 92% of teachers had been teaching 7 or more years; 21% 7 to 9 years, 48% 10 to 20 years, and 22% more than 20 years - the website has definitely attracted more seasoned teachers than new teachers within the Bay Area. In fact, all but 2 of the 79 respondents who gave their zip code were from California (97%); with 44% from San Francisco County and 23% from Alameda County. Meanwhile, 69% of the teachers taught at public schools, 23% taught at private schools and 6% taught at charter schools.

Table 1: Subjects Taught

Subject	Frequency	Percent
History/Social Science	68	82%
English/Language Arts	60	72%
Mathematics	52	63%
Science	47	57%
English Language Development	36	43%
Visual Arts	33	40%
Physical Education	24	29%
Performing Arts	13	16%
Foreign Language	10	12%
Special Education	4	5%
Other*	3	4%
Total respondents	83	

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

* Other responses included “All subjects” (2 respondents) and “Cantonese” (1 respondent).

Table 2: Level of School Taught at

Grade	Frequency	Percent
Elementary	51	61%
Middle School	25	30%
High School	13	16%
College / University	1	1%
Total respondents	83	

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

Table 3: Grades Taught

Grade	Frequency	Percent
Pre-Kindergarten	1	1%
Kindergarten	1	1%
1 st	6	7%
2 nd	13	16%
3 rd	12	15%
4 th	13	16%
5 th	17	21%
6 th	20	24%
7 th	14	17%
8 th	12	15%
9 th	10	12%
10 th	13	16%
11 th	8	10%
12 th	11	13%
College / University	1	1%
Total respondents	83	

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

Table 4: Years of Teaching Experience

Years of teaching	Frequency	Percent
Less than 1 year	1	1%
1-3 years	2	2%
4-6 years	4	5%
7-9 years	17	21%
10-20 years	39	48%
More than 20 years	18	22%
Total respondents	81	

Table 5: Type of School Taught at

Type	Frequency	Percent
Public	56	69%
Private	19	23%
Charter	5	6%
Other (Parochial)	1	1%
Total respondents	81	

Table 6: State School Located in

State	Frequency	Percent
California	77	98%
Missouri	1	1%
Virginia	1	1%
Total respondents	79	

Table 7: County School Located in

County	Frequency	Percent
San Francisco	35	44%
Alameda	18	23%
San Mateo	6	8%
Marin	4	5%
Santa Clara	4	5%
Sonoma	4	5%
Contra Costa	3	4%
Lynchburg	1	1%
Sacramento	1	1%
Santa Cruz	1	1%
Solano	1	1%
St. Louis (MO)	1	1%
Total respondents	79	

FINDINGS

The following section represents the findings from the main part of the web survey, whose purpose was to inform decision-making about the website for the Asian Art Museum. This included gaining a better understanding of how teachers were using the current site, gathering feedback and reactions to the content and approaches being used, and finally gaining a deeper knowledge of the preferences teachers have for the website’s future direction.

Motivations and Expectations

Q6. What was the main reason you FIRST visited the website? [OPEN-ENDED]

The majority of teachers visited the site for the purpose of either learning about or preparing for a field trip or program (65%), followed by looking for resources for use in the classroom (39%) or to schedule a field trip or program (33%). One out of ten (9%) were looking for other types of information about the museum, mostly about exhibitions or classes for their students.

Table 8: Reason for First Visiting Website

Response	Frequency	Percent
LEARN ABOUT, PREP FIELD TRIP/PROGRAM	37	65%
Find information about field trips	15	21%
Find resources to prepare for the field trip experience	11	16%
Find information about tours	6	8%
Search programs and workshops	5	7%
RESOURCES FOR THE CLASSROOM	22	39%
Find information about Asian art, culture, and/or history	7	10%
Explore resources for myself and / or students	7	10%
Find resources to supplement classroom lessons	6	8%
Visuals (e.g., videos, images)	1	1%
Obtain study guides	1	1%
SCHEDULE FIELD TRIP/PROGRAM	19	33%
Schedule a field trip	13	18%
Schedule a tour	3	4%
Schedule a storytelling program	3	4%
OTHER INFORMATION ABOUT MUSEUM	5	9%
Find information about museum exhibitions	4	6%
View course offerings for students to attend	1	1%
OTHER REASON	10	18%
Another teacher told me about it	3	4%
Search for professional development opportunities	2	3%
Miscellaneous [†]	6	11%
Total respondents	57	

[†] Miscellaneous responses are included in Appendix A.

Q7. Did you find what you were looking for on the website?

Teacher expectations seemed to be met, with 96% of respondents saying they did find what they were looking for on the website.

Table 9: Find What They Were Looking for on Website

Response	Frequency	Percent
Yes	67	96%
No	3	4%
Total respondents	70	

Q8. Why, or why not? (In response to Q7) [OPEN-ENDED]

When asked why they did or did not find what they were looking for, teachers most commonly mentioned the navigation of the site (54%) or being able to locate information (49%). They also mentioned the quality of the resources or the site experience (18%). The two most common reasons given were that the site was easy to navigate (42%) and that they found the information they were looking for (23%).

Table 10: Why Teachers Did or Did Not Find What they Were Looking For

Response	Frequency	Percent
NAVIGATION OF SITE	31	54%
It was easy to navigate	24	42%
It was quick	4	7%
It was clear	2	3%
I had to hunt around	1	2%
LOCATING INFORMATION	28	49%
I found the information I was looking for	13	23%
I was able to sign up for a field trip/class/program	7	12%
I did not find the information I was looking for	6	11%
I wanted more information	2	3%
QUALITY OF RESOURCES/SITE EXPERIENCE	10	18%
It provided good resources	8	14%
I was dissatisfied	2	3%
MISCELLANEOUS[†]	9	16%
Total respondents	57	

[†] Miscellaneous responses are included in Appendix A.

Use of the Website in General

Q9. How many total times have you visited the EXPLORE RESOURCES section of the website?

One third (33%) of the teachers had only visited the site once, 21% had visited twice, and 13% had visited 3 or 4 times. Meanwhile, 31% had visited five or more times.

Table 11: Total Times Visited Website

Number of times visited	Frequency	Percent
1	22	33%
2	14	21%
3	8	12%
4	1	1%
5	10	15%
6+	12	16%
Total respondents	67	

Q10. What did you find most useful to you, as a teacher, in the EXPLORE RESOURCES section of the website? [OPEN-ENDED]

Teachers found the most useful part of the Explore Resources section of the website to be the program information (48%) and the information for use in the classroom (24%), in addition to the site functionality (9%). The single most common aspect they found useful was the links to additional information (34%), the visuals (19%) and the field trip/program/tour information (14%).

Table 12: Most Useful Part of the Website

Response	Frequency	Percent
PROGRAM INFORMATION	28	48%
Links to additional information for classroom, teacher, or about museum	20	34%
Field trip/program/tour information	8	14%
INFORMATION FOR THE CLASSROOM	14	24%
Visuals (e.g. videos, images)	11	19%
Projects by grade level	2	3%
Art activities	1	1%
SITE FUNCTIONALITY	5	9%
Ease of finding information	3	5%
I don't use that tab	2	3%
OTHER RESPONSE	10	17%
I don't recall/haven't explored the site enough	6	10%
I didn't find what I was looking for	1	1%

Miscellaneous [†]	3	5%
Total respondents	58	

[†] Miscellaneous responses are included in Appendix A.

Q11. Please list the courses you teach wherein you would most likely use the EXPLORE RESOURCES section of the website.

Teachers were most likely to say they would use the Explore Resources section of the website in History/Social Sciences (38%), Visual Arts (17%), and English/Language Arts (13%). They also listed a variety of other courses (12%), such as Humanities and other specific classes.

Table 13: Classes Most Likely to Use the Website in

Courses Taught	Frequency	Percent
History/Social Science	29	38%
Visual Arts	13	17%
English/Language Arts	10	13%
Other [†]	9	12%
Miscellaneous [†]	7	9%
Foreign Language	6	8%
Science (Geography)	2	3%
English Language Development	1	1%
Total responses	77	

[†] Other and Miscellaneous responses are included in Appendix A.

Content Ratings and Suggestions

Q12. What additional content do you think should be added to the site? [OPEN-ENDED]

When asked what additional content should be added to the site, many respondents (21%) said it was fine as it is or they couldn't think of anything. Two out of five (39%) suggested specific content to add, such as more content about the art on display at the museum, more in-class activities, or links to more outside resources. Other teachers (13%) suggested ways to improve the search function, while a slightly smaller number (9%) suggested adding more videos or images.

Table 14: Suggestions for Additional Content

Suggestion	Frequency	Percent
MORE SPECIFIC CONTENT	18	39%
More content about art on display at museum (with photos)	6	13%
More in-class activities/lesson plans/worksheets	5	11%

Links to more outside resources (e.g. other galleries, state standards)	4	9%
Brief synopsis of each culture and period of history represented at museum	3	6%
SEARCH OPTIMIZATION	6	13%
Improve site navigation and search options (e.g. keyword search)	5	11%
Categorize images and videos for ease of use	1	2%
MORE VISUALS	4	9%
More videos/images	4	9%
OTHER RESPONSES	20	44%
None/Don't know/No opinion	7	15%
Good as is	3	6%
Need more time to look over site	2	4%
Miscellaneous [†]	8	11%
Total respondents	46	

[†] Miscellaneous responses are included in Appendix A.

Q13. On a scale from 1 to 10, where 1 is poor and 10 is excellent, how would you rate HOW EASY THE WEBSITE CONTENT WAS TO UNDERSTAND?

More than half of the participants rated the ease of understanding the website content as 'Excellent'. No participants chose a rating below '5' suggesting that the majority of the audience for this website finds it easy to understand the content available. However, since most of the respondents had participated in the museum's education programs before, they may or may not be representative of the website users overall.

Table 15: Ratings of Clarity of Content

Rating	Frequency	Percent
9 to 10 (Excellent)	33	53%
7 to 8 (Good)	21	34%
4 to 6 (Fair)	8	13%
1 to 3 (Poor)	0	0%
Total respondents	62	

Q14. What would improve the readability and clarity of the content even more? [OPEN-ENDED]

When specifically asked what would improve the readability and clarity, the majority of respondents either said the site's readability and clarity was good as it was (31%) or that they were not sure (21%). Of those who gave a specific suggestion, it was mostly about simplifying the content (17%), search optimization (14%) or about adding more videos and content (10%).

Table 16: Suggestions for Improving Readability and Content

Suggestion	Frequency	Percent
GOOD AS IS/NOTHING	9	31%
SIMPLIFYING THE CONTENT	5	17%
Make it simpler/more user-friendly	4	14%
Ability to access collection without going to main page	1	3%
SEARCH OPTIMIZATION	4	14%
Search by date/period/keyword (besides drop-down menus)	3	10%
Organize and link according to what is on display at the museum	1	3%
MORE VISUALS AND CONTENT	3	10%
More videos/images	2	7%
Include more information for elementary grades	1	3%
OTHER RESPONSES	8	28%
Not sure	6	21%
Miscellaneous [†]	2	7%
Total respondents	29	

[†] Miscellaneous responses are included in Appendix A.

Q15. On a scale from 1 to 10, where 1 is poor and 10 is excellent, how would you rate the ORGANIZATION OF THE CONTENT on the website; meaning, how easy was it to find what you were looking for?

81% of respondents rated the organization of website content positively, with 50% responding ‘Excellent’ and 31% with ‘Good.’ 16% of respondents gave a ‘Fair’ rating and only 3% (2 out of 62) rated organization as ‘Poor.’ When asked for specific suggestions about improving the organization of the content, half (50%) of those who responded said they couldn’t think of anything, while one quarter (25%) mentioned wanting some way to categorize the content in ways that would be meaningful to them. Four teachers (14%) specifically suggested using icons.

Table 17: Ratings of Organization and Content

Rating	Frequency	Percent
9 to 10 (Excellent)	31	50%
7 to 8 (Good)	19	31%
4 to 6 (Fair)	10	16%
1 to 3 (Poor)	2	3%
Total respondents	62	

Q16. Can you think of anything that would improve the organization of the content? [OPEN-ENDED]

Table 18: Suggestions for Improving Organization of Content

Suggestion	Frequency	Percent
Can't think of anything	14	50%
Improve organization/option to choose categorization (e.g. by time period, story, date added, dynasty, or whether connected to current exhibition)	7	25%
Use icons (date/period/keyword/image)	4	14%
Good as is	2	7%
Miscellaneous [†]	1	3%
Total respondents	28	

[†] Miscellaneous responses are included in Appendix A.

Use and Usefulness of Specific Media and Materials

Q17. Which of the following types of media/information have you visited on the website?

When asked which specific types of media and information teachers have used, they were most likely to say lessons and activities (55%), followed by artworks (41%) and background information (40%). Almost one third (31%) had used videos from the site. When asked specifically how they have used these online materials, almost half (47%) said they used them to prepare for a class, while a little more than a third (35%) used them to prepare for a visit to the museum.

Table 19: Use of Specific Media on the Website

Media/Information Visited	Frequency	Percent
Lessons and activities	50	55%
Artworks	37	41%
Background Information	36	40%
Videos	28	31%
Other (Images)	1	1%
Total responses	152	

NOTE: Teachers could check all that apply, so percentages can total more than 100%.

Q18. Please describe how you have used these materials. [OPEN-ENDED]

Table 20: How they Used Specific Media on the Website

Response	Frequency	Percent
PREPARING FOR A CLASS	32	47%
Supplement a classroom activity (or extracurricular)	26	38%
Personal/teacher resource	5	7%
Download classroom materials	1	1%
PREPARING FOR A VISIT TO THE MUSEUM	24	35%
Prepare for/supplement a field trip or program	24	35%
JUST EXPLORING THE SITE	7	10%
I have only explored what's available (not used)	7	10%
OTHER RESPONSES	5	7%
Help students appreciate the arts	1	1%
Miscellaneous [†]	4	6%
Total respondents	68	

[†] Miscellaneous responses are included in Appendix A.

Q19. Have you used any of these materials (lesson plans, activities, artworks, videos, background information) in PREPARING for your class(es)?

Of the 67 respondents, approximately three-fourths (76%) said 'Yes' to using materials for preparation in the classroom, with the remaining one-fourth (24%) answering 'No'.

Table 21: Use of Media Preparing for Class

Response	Frequency	Percent
Yes	51	76%
No	16	24%
Total respondents	67	

Q20. If Yes, please explain how the materials helped you prepare for your class(es). Be as specific as possible, please. [OPEN-ENDED]

There were three main ways teachers said the materials helped them prepare for the class. Roughly the same number of teachers said it helped them prepare specifically for use in the classroom (32%), as supplemental information (31%) and preparing for a field trip (29%).

Table 22: How Online Materials Helped Teachers Prepare

Response	Frequency	Percent
FOR USE IN THE CLASSROOM	19	32%
Use visuals to make lesson more meaningful/memorable	10	17%
Help me to understand and explain things to my students	7	12%
Help me to discover new ideas for classroom projects	2	3%
AS SUPPLEMENTAL INFORMATION	18	31%
Gave me and my students valuable background information	13	22%
Help students gain exposure to new information relating to art	2	3%
Help to prepare storytelling activities	3	5%
PREPARING FOR A FIELD TRIP	17	29%
Help to prepare for a visit/know what to expect on the visit	17	29%
MISCELLANEOUS	5	8%
Total respondents	59	

† Miscellaneous responses are included in Appendix A.

Q21. Have you actually used any of those same materials with your students?

Of the 51 respondents, nearly three-fourths (73%) said ‘Yes’ to using materials directly with students in the classroom, with the remaining one-fourth (27%) answering ‘No.’ Teachers used the materials with students for a wide variety of reasons, including specifically using visuals (30%), and for lessons and field trips (24%), as hands-on activities (13%) and for storytelling purposes (11%).

Table 23: Use of Online Materials With Students

Response	Frequency	Percent
Yes	37	73%
No	14	27%
Total respondents	51	

Q22. If Yes, please explain how you used the materials with your students. Be as specific as possible, please. [OPEN-ENDED]

Table 24: How Teachers Used Online Materials with Students

Response	Frequency	Percent
AS VISUALS	11	30%
In conjunction with lessons	7	19%
Use images in PowerPoint or as printed copies	4	11%
WITH STUDENTS FOR LESSON / FIELD TRIP	9	24%
Explain things to students, as background information/materials	5	13%

To prepare for a field trip	4	11%
AS A HANDS-ON ACTIVITY	5	13%
To execute an art activity (e.g. calligraphy)	5	13%
FOR STORYTELLING	4	11%
As storytelling resources to teach about art/culture	4	11%
OTHER RESPONSES	8	22%
Show my students the site directly	2	5%
To practice foreign language writing and counting	1	3%
Miscellaneous [†]	5	13%
Total respondents	37	

[†] Miscellaneous responses are included in Appendix A.

Q23. On a scale from 1 to 10, where 1 is poor and 10 is excellent, how would you rate the MATERIALS' RELEVANCE TO WHAT YOU TEACH IN THE CLASSROOM?

74% of respondents rated the materials' relevance to the classroom as either 'Excellent' (36%) or 'Good' (38%). Meanwhile, 23% of respondents gave a 'Fair' rating and only 3% (2 out of 61) rated the relevance of the website as 'Poor.' When asked for specific suggestions about improving the relevance of the content, almost one third (32%) said they'd like more specific information about a variety of topics, while some suggested specific site improvements (20%) and activities (16%).

Table 25: Ratings of Relevance for Teaching

Rating	Frequency	Percent
9 to 10 (Excellent)	22	36%
7 to 8 (Good)	23	38%
4 to 6 (Fair)	14	23%
1 to 3 (Poor)	2	3%
Total respondents	61	

Q24. What would make the content even more relevant? [OPEN-ENDED]

Table 26: Suggestions to Make Content More Relevant

Suggestion	Frequency	Percent
SPECIFIC INFORMATION	8	32%
Provide information and videos for younger grades	3	12%
Assistance in connecting to math and science subjects	2	8%
More robust art historical text	1	4%
Information on Chinese Zodiac signs and animals	1	4%
More information on Asia's interaction with the rest of the world	1	4%
SITE IMPROVEMENTS	5	20%
Links to CA state and core standards	3	12%

ACTIVITIES	Improve search functions	2	8%
		4	16%
	More hands-on activities	3	12%
OTHER RESPONSES	Activity sheets for storytelling program	1	4%
		8	32%
	Nothing/none	3	12%
	Miscellaneous [†]	3	12%
	Not sure/NA	2	8%
Total respondents		25	

[†] Miscellaneous responses are included in Appendix A.

Q25. On a scale from 1 to 10, where 1 is poor and 10 is excellent, how would you rate HOW ADAPTABLE THE MATERIALS ARE TO WHAT YOU TEACH?

More than four out of five teachers (81%) rated the adaptability of materials as either Excellent (42%) or Good (39%). Only 16% gave it a Fair rating, and only 2 individuals (3%) rated the adaptability as Poor. When asked what would make the materials even more adaptable, one third of teachers (32%) suggested modifying the materials like simplifying them or making them shorter or classroom-ready; other teachers (21%) suggested making specific additions to the site.

Table 27: Rating Adaptability of Materials

Rating	Frequency	Percent
9 to 10 (Excellent)	26	42%
7 to 8 (Good)	24	39%
4 to 6 (Fair)	10	16%
1 to 3 (Poor)	2	3%
Total respondents	62	

Q26. What would make the materials even more adaptable? [OPEN-ENDED]

Table 28: Suggestions for Materials More Adaptable

Suggestion	Frequency	Percent
MODIFYING MATERIALS	6	32%
Simplify the materials	3	16%
Make materials shorter and more classroom-ready	2	10%
Make materials adaptable for other cultural lessons	1	5%
MAKING ADDITIONS	4	21%
Suggest other art websites	1	5%
Consider advanced materials for AP Art History students	1	5%
Add more maps/landform information	1	5%
Add play narratives	1	5%

OTHER RESPONSES		9	47%
	No opinion/don't know	5	26%
	Good as is	1	5%
	Miscellaneous [†]	3	16%
Total respondents		19	

[†] Miscellaneous responses are included in Appendix A.

Q27. What would make the materials even more student-ready? [OPEN-ENDED]

When asked what would make the online materials more student-ready, teachers suggested adding some specific resources (26%), mostly about the technology like videos, images and making the resources tablet-ready. Almost one in five (17%) said it was good as it was, while another 17% suggested simplifying the materials.

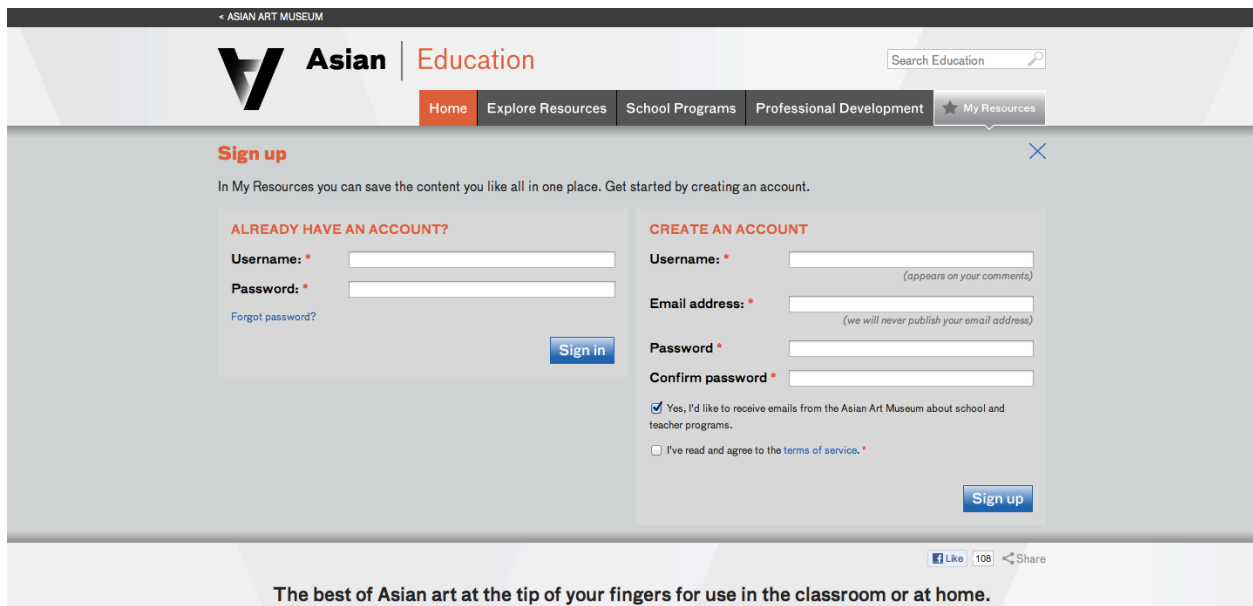
Table 29: Suggestions for Making Materials More Student-Ready

Suggestion	Frequency	Percent
ADDING RESOURCES	6	26%
Make videos embeddable/shorter	2	9%
Provide discussion questions for after showing videos	1	4%
More images	1	4%
More options for younger grades	1	4%
Consider making it tablet friendly	1	4%
GOOD AS IS/NOTHING	4	17%
SIMPLIFYING THE MATERIALS	4	17%
Simplify	2	9%
Materials that are easy to copy and hand out	2	9%
OTHER RESPONSES		
No opinion/not sure	3	13%
Miscellaneous [†]	6	26%
Total respondents	23	

[†] Miscellaneous responses are included in Appendix A.

My Resources Section

The Education section of the museum’s website allows users to create a profile where they can store/provide links to the information they select.



(Snapshot taken on 12/19/12)

Q28. The website features a MY RESOURCES section that allows users to sign up for an account. Have you used this feature?

Out of 62 respondents, 57 (92%) answered that they had not registered for an account. As Table 31 shows, 22 (41%) replied that they did not know this feature existed. A further 21% replied that they do not have time to utilize the account feature, and another 17% were not interested for a variety of reasons.

Table 30: Teachers Signed Up for an Account?

Response	Frequency	Percent
Yes	5	8%
No	57	92%
Total respondents	62	

Q29. Why, or why not? (In response to Q28) [OPEN-ENDED]

Table 31: Why Teachers Did/Didn't Set Up an Account

Response	Frequency	Percent
DIDN'T KNOW ABOUT IT	22	41%
NO TIME	11	21%

NOT INTERESTED	9	17%
I have one (or used to have one) and don't use it	3	6%
I have too many sites to keep track of	2	4%
I haven't needed it	2	4%
It's more useful to just use the main website	1	2%
I'm not ready to explore it further at this time	1	2%
INTERESTED	6	11%
I will try it now	4	6%
I keep a record of my activity and favorite resources	2	4%
OTHER RESPONSES		
Miscellaneous [†]	5	9%
Total respondents	53	

[†] Miscellaneous responses are included in Appendix A.

Suggestions for Additional Features

Q30. We intend to add additional features to the website for students. Which features would you find most useful for your students? [OPEN-ENDED]

When asked what additional features teachers would like to see, the majority of suggestions were either about adding interactive/hands-on features (39%) or more videos/images (32%). The most common single suggestion, at 29%, was to include more interactive activities that were tied to the museum content.

Table 32: Suggestions for Additional Features

Suggestions	Frequency	Percent
INTERACTIVES/HANDS-ON	16	39%
Interactive activities related to museum content (e.g. maps, stories, games)	12	29%
Questions – quiz/discussion/tour related (re: specific topic/artist/artwork)	3	7%
More hands-on activities	1	2%
MORE VIDEOS/IMAGES	13	32%
More videos	8	19%
More images	4	10%
Access to collections and image downloads	1	2%
STUDENT-FOCUSED	3	7%
Kid friendly resource section	1	2%
Ability for students to create their own accounts	1	2%
Appropriately leveled resources	1	2%
CONNECTION TO MUSEUM	3	7%
Online galleries/tour	2	5%
Prepared information for tours	1	2%
OTHER RESPONSES	6	15%

	Don't know	3	7%
	Miscellaneous [†]	8	20%
Total respondents		41	

[†] Miscellaneous responses are included in Appendix A.

IMPLICATIONS OF THE FINDINGS

Since the purpose of the remedial evaluation was to gather feedback about the site in order to make changes, the following section includes implications based on the findings above and are meant to help inform further development and changes to the Education website. The list below includes a main finding, followed by the corresponding implication(s). Some of the findings relate to encouraging teachers to find and use materials in the classroom, while other are about specific content and focus of the materials that teachers suggested would be useful, including some specific suggestions about the design of the site.

Finding	Implication(s)
<p>SATISFACTION WITH THE SITE: There were multiple items that asked about the content and functioning of the website, and teachers seemed very content with these two aspects of the site.</p>	<p>The site works as is, and there is no need for major changes. There were neither “big ticket” items missing from the site, nor specific functions that were missing. However, some minor suggestions were made about search functionality, making the content simpler, and adding more images for artworks in the museum. It might be a good idea to install an easily recognizable function on the site that would ensure that this remains the case, and allow for teachers to provide feedback in order to address needs that may arise. In addition, it would be worth investigating whether or not the keyword search functionality can be improved to operate more like a Google search – a search functionality that most people are familiar with - to enhance user satisfaction in this area.</p>
<p>REASONS FOR VISITING THE SITE: A significant percentage of those who responded to the survey said they engaged with the site most commonly related to a visit for a school program, rather than finding materials for the classroom.</p>	<p>Continue to focus on providing resources for teachers to plan and book a school visit to the museum, both pre- and post-visit materials., There may also be an opportunity to reach out to these same teachers more specifically for using the website in supporting classroom activities and instruction, particularly in the following ways:</p> <ul style="list-style-type: none"> • Highlight more visual materials (videos and images) in the school programs section of the site, as teachers cited these as most useful in the classroom • Since history/social sciences was the most common type of class, reach out to these teachers in particular
<p>USING MATERIALS IN THE CLASSROOM: One-third of the teachers had been to the website five or more times and found what they were</p>	<p>Figure out ways to get these repeat visit teachers to spread the word about the website, possibly providing easy ways or reminders to</p>

<p>looking for. These are teachers who could be advocates to other teachers for visiting the site, although it is not clear whether these were teachers who were specifically using the site for supporting classroom instruction.</p>	<p>share the site, or provide motivation to do so (e.g., include a drawing for general museum visit, gift certificate to the museum store, or free teaching materials)</p>
<p>STUDENT-READY MATERIALS: Teachers showed an interest in having more student-ready and student-focused activities on the site.</p>	<p>Create and populate a “for students” section of the portal, with both materials that teachers can have the students download and use on their own and materials they can use “right off the shelf. Some specific suggestions included interactive games, maps and videos.</p> <p>There also seemed to be a desire for more information and videos for younger grade, as more than one in ten teachers who made specific suggestions for adding content mentioned younger grades.</p>
<p>CONTENT STANDARDS: The lack of content standards in the school programs section of the site stood out to teachers, and could help them more easily justify a trip to the museum.</p>	<p>Add specific content standards, especially for the most common areas taught, to the school programs section of the site to provide teachers with a reason for visiting both the site and the museum. Connect the materials on the site to these standards in multiple places, whenever possible, to encourage connecting the materials to supporting classroom teaching.</p>
<p>KEYWORDS: The “Search Term” function on the site was not understood to be a keyword search; people thought it was a typical search function found on most web pages.</p>	<p>Clarify the term so it is more easily understood at a glance: “Keyword Search,” or some variation thereof, that highlights the keyword portion. Additionally, include more teacher-relevant keywords to make searches more efficient and faster.</p>
<p>MY RESOURCES SECTION: Only five of the respondents had registered for the “My Resources” section, and while 1 out of 5 said they weren’t interested in registered 2 out of 5 said they were not aware of the section.</p>	<p>Increase the visibility of this section of the website, and consider ways to communicate this feature directly with teachers, perhaps when they register for a school program. Specific suggestions about how to do this were to provide more awareness or guide teachers to find resources that encourage them to set up an account.</p>

Appendix A
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.

Q6. What was the main reason you FIRST visited the website? [OPEN-ENDED]

- I was sent this survey.
- Just returned from a year long sabbatical. Spent two months in Ubud, Bali and was looking for lesson plans for the Ramayana to do plays with my 4th graders with the puppets that I brought back from Indonesia. Found some great resources!
- I teach and create curriculum for our Asia class.
- I am a co-chair of our school Filipino Club, and thought the Museum has a great ties with our Asian Culture. Plus I also teach 6th grade, that has Ancient China as a standard students are learning.
- Hmmmm, I have always visited the museum, so going to its website for information was just "natural."
- To visit the museum, to see the Terracotta Warriors.

Q8. Did you find what you were looking for on the website? Why, or why not?

- It was not specific enough.
- There was an interview with the artist that I found interesting
- you have many tours and types of visits
- The first time was a general look around to see what was available.
- I wanted to have the students hear stories.
- I have not yet taken the time to fully explore the site since it is my first time here. I am going to look at it after this survey.
- I found cool art projects

Q10. What did you find most useful to you, as a teacher, in the EXPLORE RESOURCES section of the website? [OPEN-ENDED]

- To get some teaching in that meets the standards, engages kids, and is part of their cultural heritage for some.
- The information was good to find out the outline of what I was looking for.
- the search function

Q11. Please list the courses you teach wherein you would most likely use the EXPLORE RESOURCES section of the website.

Other:

- Cultural studies
- Asian studies
- chinese brush painting story telling
- Humanities
- Humanities 6, Unit on Ancient China

- I teach Chinese culture so I need the calligraphy, Painting and exhibition tour all the time for all my levels.
- medieval Japan China
- other cultures, storytelling
- Drawing and programs for elementary school kids offered at the college

Miscellaneous:

- grades 3-5
- None
- preparation to our visit as an overview
- I didnt
- Not currently, no time to add in anything in our already loaded curriculums.
- don't recall
- There isn't a lot of resources for lower grades.

Q12. What additional content do you think should be added to the site? [OPEN-ENDED]

- I was able to find what I needed.
- Possibly listing some state standards in all subjects related to the coursed offered. This many times helps teachers to receive funding for transportation for the trip if they are coming from a far distance.
- Some information about art galleries.
- History/ social studies
- Clear links from activities to field trips
- maybe to put who is in charge of each items so we can call directly if any problem encounters
- It looks great but interactive museum tours would be great
- suggestions for supplementary outings, so access to meeting rooms as ad hoc classrooms etc

Q14. What would improve the readability and clarity of the content even more? [OPEN-ENDED]

- For a few pieces of artwork it would be useful to have some inquiry guides that could be printed out by teachers, either before or after a field trip. I'm thinking of something like the SF Fine Arts Museums offer.
- Zoom feature

Q16. Can you think of anything that would improve the organization of the content? [OPEN-ENDED]

- Bullet points make things easy to read.

Q17. Which of the following types of media/information have you visited on the website? Yes/No.

Q18 (follow up). Please describe how you have used these materials. [OPEN-ENDED]

- None
- To sign up workshops for students.
- Practice artworks
- In the past I have used them because I had a packet. This time I had to browse and spent too much time looking for the information. I suggest that when a program visit is booked, a link to related materials should be sent. Not a link to all the programs.

Q19. Have you used any of these materials (lesson plans, activities, artworks, videos, background information) in PREPARING for your class(es)? Yes/No.

Q20 (follow up). If Yes, please explain how the materials helped you prepare for your class(es). Be as specific as possible, please. [OPEN-ENDED]

- art projects
- Chinese Zodiac Signs.
- not very specific. But it helps in many ways (not you can write in words. For they get to see many things and got the feelings of the arts.
- not yet
- They gave me examples to show my students.

Q21. Have you actually used any of those same materials with your students? Yes/No

Q22. (follow up) If Yes, please explain how you used the materials with your students. Be as specific as possible, please. [OPEN-ENDED]

- For example, students know they do not have to bring their own brush, ink, paper, etc. They know they should not bring unnecessary stuffs with them and they have to leave their backpacks with the front desk.
- Read alouds
- When students see things "in person" the information seems more relevant to them.
- Chinese Ancient inventions and the excellent art crafts in the civilizations.

Q24. What would make the content even more relevant? [OPEN-ENDED]

- If Asian art was a part of our social studies curriculum
- My class is studying Latin America this year so the Asian culture is not relevant right now. But I am interested in looking at it.
- I am not teaching in a traditional classroom.

Q26. What would make the materials even more adaptable? [OPEN-ENDED]

- Some are; others are not.
- I have been teaching these geo classes for 16 years, and have already accumulated the activities and exercises I want over that time. Anything I get from this site is just gravy.
- don't know, suggestions for differentiated learning?
- I would have to change my curriculum
- If there were ideas to make it adaptable for other cultural lessons.

Q27. What would make the materials even more student-ready? [OPEN-ENDED]

- I don't use any standing lesson plans from the website. The Museum provided paper copies in the past that I still use.
- As mentioned before, some of the inquiry guides like the ones done by the SF Fine Arts Museums would help. Or ones like the Korea guide for young children handed out at the Family Day a few months ago.
- okay
- Step up the challenges, expect more! The bar of expectations has gotten too low
- Having a list of what is needed.

Q28. The website features a MY RESOURCES section that allows users to sign up for an account. Have you used this feature? (Yes/No)

Q29. (follow up) Why, or why not? [OPEN-ENDED]

- I don't visit the site enough to justify an acct.
- I just haven't yet. :)
- In the past I've taught 1st grade and didn't feel the materials addressed my academic needs. Now working with older children and having just returned from a 6 month trip to Thailand, Indonesia and Mongolia I'm exploring this resource more than I have in the past.
- Have not been using as often as I wished.
- Our use of the Asian is for the brush painting activity. Occasionally there will be a specific exhibit that we will try to see. It depends on the curriculum ties.

Q30. We intend to add additional features to the website for students. Which features would you find most useful for your students? [OPEN-ENDED]

- Museum tour
- Chinese language and culture.
- Scavenger hunts
- Not sure- hard to get them to do research on their own. Possible artist specific work? Nothing about Ai Wei Wei one of our favorites.
- not sure. we don't have media nor resources to project a lot of the info in the classrooms.
- I don't know.
- I haven't explored the Asian Arts Museum website to make suggestions.
- Examples of student-generated work that meets lesson/project intended outcomes. When introducing new work to struggling students, it's often helpful for them to have a model. A genuine model generated by real students would be better than one I made.