

Resource 1. LOG Evaluation Logic Model Worksheet



INSTITUTE of MUSEUM and LIBRARY SERVICES

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**Learning Opportunities Grant (LOG)
Evaluation Logic Model Worksheet**

Required

Museum name: Virtual Museum of Applied Informal Learning

Museum address: Second Life (www.secondlife.com)

Contact person for LOG evaluation planning: Shawn Albert Shepard

Contact title: Curator

Contact phone:

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Sections marked “required” are the components of the abbreviated evaluation plan. Pale gray sections are “optional,” but recommended. Sections not marked required or optional are strongly recommended.

<u>Required:</u> 1. What is the title of the LOG project whose outcomes you will evaluate?
The Virtual Museum of Applied Informal Learning in Second Life
2. What partner institutions are involved in the project? [Optional]
none

3a. Who are the project's key influencers? [Optional]	3b. What will they want to know about your project participants' outcomes? [Optional]
IMLS	How many people participated in this project or used this product? What were their important characteristics as a target audience for this project or product? What key outcomes and indicators did you use to build the project? How many of these participants or users showed the outcome you hoped for? How do you know? Did you meet the need that shaped the project or product?
Informal Learning Exhibitors (Exhibit Designers/Developers)	What training is required to set up an exhibit and collect feedback from visitors? What tools will be provided for creating exhibits and collecting data? What costs are involved? What advantages does Second Life present for creating and testing exhibits that can't be duplicated elsewhere? Disadvantages?
Informal Learning Students	What are the benefits of studying exhibits in Second Life? Disadvantages?
Museum Visitors	Will it be fun, exciting, interesting?
4. What is the purpose of the project?	
<p>Required: 4a. What need did you identify that led you to create the project or product?</p> <p>It can be very expensive to design, develop, and implement an exhibit and then find out that it missed the mark. By studying the virtual exhibits and the visitors' experience, exhibitors can get an idea of what works. Based on that data, they can then quickly, easily, and inexpensively implement a virtual prototype of their exhibit, present it to visitors, and get the feedback needed to implement the final exhibit in the real or virtual world.</p>	
<p>4b. What information did you use to identify this need? [Optional]</p> <p>As I visited virtual museums, it became apparent that, typically, the most well funded organizations had the most appealing exhibits in both the real world and the virtual world. Bringing together in one place examples of informal learning, guidelines for developing informal learning experiences, and a tool kit for prototyping and testing virtual exhibits will allow exhibitors to produce more quality exhibits within a given budget.</p>	
<p>Required: 4c. What group of people has that need (who is your target audience)?</p> <p>The audience can be broken down into three groups:</p> <ul style="list-style-type: none"> • Exhibitors (Designers/Developers) • Students • Visitors 	<p>4d. What general characteristics of that group will be important for project design decisions? [Optional]</p> <ul style="list-style-type: none"> • Exhibitors will want to study how other exhibits have worked, and what caused them to work or fail. They will want to be able to quickly, easily, and inexpensively use a provided toolkit to set up prototype exhibits and study the visitors' reaction. A few will also want to help develop the toolkit. • Students will want an explanation of the theory behind the design and a high-level analysis of the data, but will have less interest in the toolbox and how to create the exhibit and collect data • Visitors will want exhibits that are fun, exciting, informative, and satisfying. They will, in general, have little interest in informal learning theory and how the exhibits were set up.

Required: 4e. What services will you provide to address the need?

The museum will provide the following for the exhibitors

- A virtual space in Second Life to present exhibits
- Representations of real-life past and present informal learning experiences such as
 - A reproduction of an existing outdoor kiosk accompanied by a controllable “webcam” that visitors can use to search for the plants and animals described in the kiosk and links to information about the environment, plants, and animals.
 - Children sitting around a campfire watching a flint knapper at work
- Informal learning experiences found only in the virtual world such as
 - An immersive deep ocean trench experience where the visitor can explore and “click” on anything to get information about the artifact
 - A “village” where visitors can assume the role of a villager including the appearance, responsibilities, and consequences and interact with the other villagers
- A toolkit for designing, developing, and implementing virtual exhibits
- A toolkit for capturing feedback from visitors
- Guidelines for designing, developing, and implementing virtual exhibits using the provided toolkit with examples of how the toolkit was used to create previous exhibits
- Guidelines for effective informal learning exhibits in general
- Data analysis of past exhibits
- Links and “transportation” to other virtual, informal-learning experiences

Required: 4f. What will your audience learn that will help meet their need?

Exhibitors will learn how to design, develop, and implement virtual exhibits.

Exhibitors and students will learn how to apply theory to exhibits, how to collect feedback from visitors, and how to determine works and doesn't work.

Developers will learn how to develop the toolkit.

Visitors will experience a wide range of informal learning

5. What are the key project inputs? [Optional]

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| <ul style="list-style-type: none"> • IMLS Grant • Purchase of Land in Second Life • Toolkit for designing, developing, and implementing virtual exhibits and capturing feedback • Example virtual exhibits • Volunteers to write guidelines, develop toolkit, and set up example exhibits | <ul style="list-style-type: none"> • Documented guidelines for <ul style="list-style-type: none"> ○ Informal learning theory ○ Exhibitor's toolkit ○ Data analysis |
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6. What key administrative activities will the project need? [Optional]

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| <ul style="list-style-type: none"> • Creating, maintaining, and distributing an exhibitor's toolbox • Creating and maintaining example exhibits • Soliciting exhibitors | <ul style="list-style-type: none"> • Recruiting and training volunteers • Promoting the museum to visitors, potential partners, and exhibitors |
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7. What are the anticipated outputs of the project?

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| <ul style="list-style-type: none"> • 100 permanent exhibits • 200 participating exhibitors annually • 1000 Student visits annually | <ul style="list-style-type: none"> • 10,000 visitors annually • Database of informal learning analysis on 600 final/prototype exhibits |
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Required: 8. What key outcome have you designed your project to have? (What outcome will you measure?)

8a. Outcome 1 Increase exhibitor success				
8b. Indicator(s)	8c. Applied to	8d. Data Source	8e. Data Interval	8f. Goal
(1) Number and percent of visitors who are able to state new facts they have learned from the exhibitors' efforts.	All visitors and students	1. Integrated, pre-test "game" 2. exit survey	1. first interaction with exhibit 2. last interaction with exhibit	25% of visitors
(2) Itemized and total time spent with exhibit.	All visitors and students	automated, non-intrusive data collection	Continuous during visit	100% of visitors

If you would like to add another outcome, do so here.

9a. Outcome 2 [Optional] Increase student knowledge of applied informal learning				
9b. Indicator(s)	9c. Applied to	9d. Data Source	9e. Data Interval	9f. Goal
(1) Number and percent of student who are able to correctly answer 50% of questions on the exit interview/exam	All students	1. Integrated, pre-test "game" 2. exit survey	1. first interaction with exhibit 2. last interaction with exhibit	25% of students
(2)				