Exhibition Studio

Visitor Research Toolkit
For Museum Catharijneconvent

Master thesis by Liangyi Li
Visitor research toolkit for Museum Catharijneconvent

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I am so grateful to have the chance of conducting a project about museum experience for my master graduation with Museum Catharijneconvent.

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Last but not least, I want to thank you, the reader of this report, for your witness of my this graduation project as a Master of Design for Interaction. I enjoyed doing this project and I hope that you will also have an enjoyable experience reading this report.
Executive Summary

The project aims at designing a visitor research toolkit for Museum Catharijneconvent, a museum of religious art in Utrecht, the Netherlands. The project includes exploring a new experience of attending visitor research and the supplementary toolkit for MCC staffs to conduct it. The project would also be a practice of utilising two museum experience related theories, the Falk & Dierking’s identity-related motivations (2016) and Relevance by Play (2019).

The project is conducted following the double-diamond design process model (Figure Model of double-diamond design process).

The research phase is for Diverge and Converge, including 3 main research tasks in parallel.

1. Interviews and context mapping are conducted to learn the context of MCC and the condition of visitor research inspiration for the theme of a temporary exhibition is chosen to be the focus in this project.
2. Online questionnaires and interviews are conducted to learn visitor’s opinions about visitor research of museums. The result revealed that visitors have relatively positive attitudes towards the museums they visit. They regard an interesting experience and feedbacks as incentives of attending visitor research.
3. Interviews were used to learn MCC staffs’ attitudes towards the two theories and find out their possible roles in this project. Falk & Dierking’s identity-related motivations (2016) could be embedded in the toolkit as MCC staffs are familiar with it. While Relevance by Play (2019) might help the design of new visitor research experience directly in this project.

Building upon this, the design goal was formulated: Design a toolkit for visitor researches to find inspiration for the developing temporary exhibition and provide visitors with a participatory museum experience through the visitor research during their visit in MCC.

The exploration and ideation phase was for Develop, to discover different design possibilities. With ideas gathered from creative sessions, 3 primary concepts were generated. After a quick evaluation with stakeholders, one of the concepts was chosen for further development.

For Deliver, there are 2 phases, Concept development and Validation & iteration.

The final design concept turns the visitor research into an interactive mini-exhibition which can attract visitors. It includes a designed visitor journey of attending the visitor research, a tentative space for its conduct, a platform for visitors to share opinions and a management platform for MCC exhibition team to monitor the research.

For validation, user tests were conducted with potential visitors and MCC staffs. Walkthrough video of the desired visitor’s journey was used to help testers to understand the context and experience of attending the visitor research. Interactive prototypes of the interfaces of the sharing platform and the management platform were used to test their usability. SUS, UEQ, 7-point Likert Scale and interviews were combined to gain feedback. Then a quick iteration was made based on the result. Finally, a discussion was given about the contribution, limitation and suggestion for further exploration and development.

Overall, the project is an explorative practice of a new way of visitor research for Museum Catharijneconvent and a practice of utilising Relevance by Play (2019).
# Redefined Project Goal

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Part A, project introduction, including 2 chapters, will introduce the background of this graduation project.

First, the introduction of the client, Museum Catharijneconvent, would be given. Then the project goal would be explained.

Finally, two theories about museum experience - Falk & Dierking's Identities and Relevance by Play would be explained, because this project would also be a practice of exploring their potential utilization.
Chapter 01 explains the background and requirement of the client, Museum Catharijneconvent (MCC), including their bigger goal and vision from the perspective of their future plan for the whole museum. An interim problem definition would then be defined to scope the requirement from MCC into a problem that can be solved within the scope of this graduation project. Then a project goal is generated and it would be the starting point of the project.
Museum Catharijneconvent locates in Utrecht, the Netherlands, focuses on sharing the aesthetic, cultural and historical values of the religious heritage, with the aim of gaining more insights into the current society. Besides the permanent exhibition, the museum also holds temporary exhibitions with different topics related to religious culture. Currently, Museum Catharijneconvent is planning its next four-year plan.

**Goals & visions of MCC**

**Goals:**
As a cultural institution supported by the government and other organisation, MCC needs to take its social responsibility and show their ability to create a positive impact on the public. Whether reaching the targeted number of visitors is one of the important criteria. Thus, MCC works hard to keep the number growing by both broadening the groups of visitors and seduce visitors to come back.

One of the ambitious tasks in the next 4 years is to redesign the permanent exhibition experience and keep improving the experience of temporary exhibitions. Besides, non-content related issues are under concern as well. For example, the experience about toilet, shop, cafe etc.. Thus, they need feedback from visitors to help with the design of both the temporary and permanent exhibition as well as non-content related experience. Also, an efficient way to reach more potential visitors is necessary. Besides the detailed feedback for their exhibitions, it is valuable for the museum operators to know the reasons behind the visitor’s coming or not coming.

**Visions:**
- MCC regards themselves not only a place to show the culture but also a place for people to gain personal reflection.
- MCC wants to put the visitors as the focus of their work.
- MCC regards the museum experience as a whole.
- MCC always want to bring surprise to their visitors and provide them more than their expectation.
Trying out the Falk & Dierking’s identity-related motivations

Museum Catharijneconvent tries to cope with their challenge with the help of Falk & Dierking’s visitor identities.

According to the Falk & Dierking’s identity-related motivations (2016), visitors with different identities seek for a different experience in the museum to fulfill their specific personal and/or sociocultural needs. For example, professionals/hobbyists, they are very interested in the content of the museum and willing to devote more effort into gaining knowledge. But for experience seekers, learning new knowledge could be secondary, because they come to seek for a special experience. In this case, non-content related elements like the museum shop, toilet, cafe also play important roles in providing a satisfying experience. When a visitor visits the museum as a facilitator, he/she cares more about the experience and needs of the person they are facilitating, like parents with kids or people with a disabled friend. Thus, the museum supports these multiple needs, in order to attract various visitors and provide them with a satisfying experience.

It is worth noting that the visitor’s identity is not steady and remains the same in every visit. Visitor can be, in one visit, as a facilitator, and another time as an experience seeker, or explorer, etc. Their identity will adapt in a role during a certain visit.

MCC have started to design some temporary exhibitions based on the theory and they want to better integrate it into their work. MCC also try to do visitor research base on Falk & Dierking’s identity-related motivations (2016) to find out specific needs of their visitors, so that they can provide their visitors with what they are looking for in the museum. But up to now, these visitor researches are not conducted in a structured way and greatly depend on individual employees.

Requirements

Museum Catharijneconvent wants a visitor research toolkit which can guide their employees to conduct visitor research in a structured way and get insights about the needs of visitor different identities based on Falk & Dierking’s identity-related motivations (2016).

01.2 Interim Problem Definition

To scope down the project, functions and possible forms of the outcome of the toolkit need to be defined.

There are two fundamental functions of the toolkit:

First, it should help Museum Catharijneconvent to get useful insights for future museum experience design from their visitors based on Falk & Dierking’s identity-related motivations (2016). There are two criteria to determine if the insights are useful or not: if it reflects the needs of visitors, if it provides inspiration for future exhibition design.

Second, the toolkit should help the staffs of Museum Catharijneconvent to utilise the insights from the visitor research. So the toolkit should consider the situation of managing the collected data or even the way of further analysing.

The Falk & Dierking’s identity-related motivations (2016) focus on why visitors have different identities and what that means for their needs. But insights about how to fulfil those needs are inadequate. Thus an extra theory focusing on the process of interaction is needed. Relevance By Play (2019) is a framework for designing relevant museum experiences. It provides a practical framework for designing affordances to fulfill the needs of visitors during different stages of their visit. There is a chance of utilizing these two theories in the visitor research toolkit.

There might also be some extra valuable functions of the toolkit. For example, helping to expand potential visitor groups; helping to build a better connection to current society etc. The toolkit should fulfill at least the fundamental functions. Other extra functions could be added based on feedback from stakeholders.


01.3 Project Goal

Design a visitor research toolkit for Museum Catharijneconvent to gather and utilise insights about the visitor's needs of visitors with different identities in relations to museum experience.

The visitor research toolkit should be able to help the operators of Museum Catharijneconvent to conduct visitor research in a structured way independently for their future exhibition and museum experience design. The toolkit will guide the employees of Museum Catharijneconvent to conduct efficient visitor research among visitors and potential visitors to collect insights about their specific needs according to their different identities. The toolkit should also bridge the process of research and design by helping the employees of the museum to utilise the results from the visitor research.

The employees of the museum will be the primary users of the visitor research toolkit. Visitors will also interact with the toolkit while participating in visitor research.
Chapter 02 explains the two theories:
1. Falk & Dieking’s Identity - Related Visitor Motivation Model;
2. Relevance by Play.
According to Falk & Dierking (2016), visitor's motivation of visiting a museum and their expectation of the museum experience is based on their own identities of visiting museums. Though visitors can possess an infinite number of identities, they could be clustered into 7 groups. The characteristics of each identity are shown in Figure 02.1_1.

02.1 Identity-related motivations

The forming of these identities are influenced by Personal Context, Sociocultural Context and Physical Context (Figure 02.1_2).

Personal prior experience of museums will affect visitor's expectation. For example, if visitor finds certain kinds of museums are suitable for families, he might visit with his children as a facilitator. One's social relationship might also influence his visiting identities. One might build his first impression based on the description of the museum experience from others.

The physical context itself also creates an impact. For example, many visitors might hold identities of Rechargers towards an open-air museum.

In different contexts, the visiting identity of a visitor could be different. For example, the identity of a mother with her kids in a museum is mainly a facilitator. However, when she visits the museum alone, she could be any of other identities like an explorer, an experience seeker and so on.

These 3 contexts also determine how the needs of visitors with different identities would be fulfilled or dismissed. If an Explorer comes with his broken legs, the accessible facility is necessary to support his expectation of exploring the museum freely. If recharger comes as a member of a group, adequate free time for visiting might be important besides the guided tour. Last but not least, all the physical setting of a museum, including labels, collections, building, cafe, museum shops, elevators etc., influence the experience. Just imagine a mother with a crying hungry kid wandering all around the museum but cannot find any foods.

Though these 3 contexts could be discussed separately, in reality, they always interact and connect with each other. And there is another crucial dimension besides the 3 contexts: Time. Altogether, Falk & Dierking called it the Contextual Model of Learning (Figure 02.1_2).

With the Identity-Related Visitor Motivation Model and the Contextual Model of Learning, it is easy to figure out that museum experience is not only determined by the content, topic and collections of the museum, everything happened during the visit plays its role. In other words, the museum experience should also be treated as a whole.

5 main identities

- Explorers: Curiosity-driven visitors with a generic interest in the content of the museum. They expect to find something that will grab their attention and fuel their curiosity of learning.
- Rechargers: Visitors who are primarily seeking a contemplative, spiritual, and/or restorative experience. They see the museum as a refuge from the work-a-day world or as a confirmation of their religious/spiritual beliefs.
- Professionals/Hobbyists: Visitors who feel a close tie between the museum content and their professional or hobbyist passions. Their visits are typically motivated by a desire to satisfy a specific content-related objective.
- Experience seekers: Visitors who are motivated to visit because they perceive the museum as an important destination. Their satisfaction primarily derives from the mere fact of having been there and done that.
- Respectful Pilgrims: Visitors who visit museums out of a sense of duty or obligation to honor the memory of those represented by an institution/memorial.
- Facilitators: Facilitator can be further distinguished into Facilitating Caregivers and Facilitating Socialisers.
- Affinity Seekers: Individuals who visit museums out of a sense of duty or obligation to honor the memory of those represented by an institution/memorial.
- Visitors motivated to visit a particular museum or more likely a particular exhibition because it speaks to their sense of heritage and/or Big "I" identity or personhood.

2 supplementary identities

- Caregivers
- Socialisers

02.2 Relevance by Play

What is Relevance

The term “relevance” is a concept that often being used while considering how to make a museum matter to its visitors. Nielsen (2015) states that “the process of creating relevant experiences becomes a key factor in every aspect of the museum’s work.”

According to Simon (2016), Relevance is about “unlocking meanings and values”. There are 3 criteria of whether the information is relevant or not:

1. The information will lead to “a positive cognitive effect” (i.e., a worthwhile difference to the individual’s representation of the world – a true conclusion)
2. The requiring “effort” to obtain and absorb the information is relatively low.

Thus, to reach the criteria of relevance, the less positive cognitive effect the visitor can get, the less effort should be required.

Relevance, as an experience, should be regarded as a process as most people experience the relevance gradually over time. So Vermeeren & Calvi (2019) proposed to consider relevance as a process of “seeding and growing relevance”.

There are three core elements in relation to the process of “seeding and growing relevance”: “meaning-making”, “effort” and “play”.

“Meaning-making” is the process of getting the information. The dashed line in Figure 02.2-1 represents the theoretical dividing line of relevant and non-relevant experience. Thus, if the required effort is higher, then the information would be non-relevant. The element “Play”, which means a more playful way of interaction or presentation, play an important role in lowering the effort and might drag the line from the non-relevant region to relevant region (Figure 02.2-1).

Relevance by Play (2019) is an integrated framework for designing relevant museum experiences proposed by Vermeeren & Calvi (2019). It integrates three core elements: “meaning-making”, “play” and “effort” in relation to the process of “seeding and growing relevance.”

The framework (Figure 02.2-2) distinguishes between four stages of seeding and growing relevance in new audiences of a museum, called “trigger”, “engage”, “consolidate” and “relate”. The framework proposes to see designing for relevance as developing ways of integrating meaning-making, play and acceptable visitor effort across all these stages.

Figure 02.2_1. Relation among Meaning-making, Effort, Play

Figure 02.2_2. The framework of Relevance by Play


Research phase documents the goals of the research and the research questions, methods of the research and the insights found from the research. And there are 4 chapters in this phase according to the research goals.

The research goals and related research questions would be further explained on the next page.
Research Goals
1. Learning the visitor research in the context of Museum Catharijneconvent,
2. Learning visitor’s opinion about visitor research and looking for the design opportunity.
3. Finding out the possible roles of the two theories in this project.

Research questions:
Visitor researches are not just about the moment of conducting, but also about preparing, analysing and communicating. According to these 4 different stages (Figure 3), the 4 main research questions are:

Q1. What does MCC want to know from visitor research?
Q2. What are the suitable ways for MCC to conduct visitor research;
Q3. What is the requirement of analysing the results?
Q4. How does MCC want to use the results from visitor research?

At the same time, it is also necessary to understand the visitor’s experience and perspectives of participating in visitor research:

Q5. What are visitor’s attitude and motivation of participating in visitor researches of museums?

To find out the opportunity of utilising the two theories, Falk & Dierking’s identity-related motivations (2016) and Relevance by Play (2019), in the project, there is the 5th research question:

Q6. What is colleague’s attitude towards the 2 theories?

The focus of chapter 03 is learning visitor research in the context of MCC. The first step is learning the condition and working process of MCC. The next step is studying visitor research under the framework of the working process of MCC. And finally, based on the insights, find out the focused type of visitor research that this project would focus on.

This chapter would try to answer 4 research questions:

Q1. What does MCC want to know from visitor research?
Q2. What are the suitable ways for MCC to conduct visitor research?
Q3. What is the requirement of analysing the results?
Q4. How does MCC want to use the results from visitor research?
03.1
Look into Museum Catharijneconvent

Before trying to find out the answer to research question 1 to 4, this sub-chapter will first try to understand the basic context of Museum Catharijneconvent, including its main product/service, the process of developing the product/service and the way of cooperation.

03.1.1
Research method

Desk research and interviews are the main research method for understanding the basic context of MCC.

Desk research on internet information and internal documents from MCC helps to build the primary understanding of product/services of MCC and their draft structure of departments.

Based on the result from desk research, questions for 2 interviews are generated. The interviews aim at gaining further understanding about the working process and way of cooperation in MCC. Thus, client mentor and one project leader, who are familiar about the whole project process, are invited for interviews.

For More details about the two interviews, please check the Appendix 2 & Appendix 3.
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**03.1.2 Services & products of MCC**

**Products/services in MCC compared to the framework of Relevance by Play**

To have a better understanding of what kind of works the employees in MCC are working on, the current products/services are mapped out based on the framework of Relevance by Play (2019) (Figure 03.1.2.1).

Current products/services provided by MCC can be divided into 2 groups, content-related and Supporting.

For content-related product/service, they can be mapped into the framework of Relevance by Play (2019). Their position is not absolute, but relative. For example, for a group trip, the service mainly takes place during the engage phase but it starts from the Trigger phase; for temporary exhibition, some elements in the exhibition can be designed for other phases besides engage.

One thing to be explained, a product/service is not equal to a project. A project usually includes several products/service. For example, a temporary exhibition project also includes advertisement and always includes corresponding lectures.

Content-related products/services can be further distinguished into long-lasting or temporary. Long-lasting product/services will be maintained for a longer period of time while temporary product/services will be regularly changed every several months.

**Temporary exhibition and its vision**

- Temporary exhibitions are regularly changed every several months. An exhibition should have an MCC specific topic, which means it is unique and can not be held in another museum. The theme of the temporary exhibition varies each time.
- Visiting temporary exhibitions is the main motivations of most visitors to come to MCC.
- MCC always wants to create something new and surprise their visitors in a new temporary exhibition. They believe that new exhibition experience can trigger visitors to share their experience and attract more people to visit.

Figure 03.1.2. Current products/services in MCC compared to the framework of Relevance by Play

The works in MCC are project-based. Project teams would be formed for a single project. Team members are recruited from different departments (not always include all departments) which means that team members do not remain the same every time and a team would have members with different expertise. In different phases of the project, team members also vary. (Figure 03.2-3). In some phases, external parties will join the project as well. For example, external designers/design agency, volunteers etc..

Thus, the cooperation of a project and its communication is mainly inside a project team.

Check the appendix 4 for more details about different roles of different department.
The working process of a project includes 7 phases, excluding Reduction. As the temporary exhibition is one of the most common and regular types of project in MCC, it is taken as an example of the analysis of the working process here.

The focus of each phase changes from generic & abstract level to detail & concrete level.

In the graph (Figure 03.2.5), different phases of building a tree are used as metaphors of different phases of the working process. The theme of the planned exhibition would be defined and confirmed by the end of Phase 3. From phase 1 to phase 3, the required information and reference are in a more general and abstract level. Phase 4 and phase 5 are for designing and implementing. Required reference is relatively more practical for these phases. Phase 7 is for evaluation, which will reflect on the effect of the project and the working process.

Team members in the project are not the same throughout the project but the core team members always remain the same. The core team will be formed in phase 2. Core team members are from different departments so that the team include expertise from different aspects. The core team will lead the project in the following phases. Other team members from MCC will join from Phase 3. External designers/design agency and other external parties will join later in the development phase. Internal project team members and external designers cooperate closely. They brainstorm and make decisions together.
03.2
Visitor Research
In MCC

This sub-chapter focuses on visitor researches in the context of MCC and finds out the answers to research question 1 to 4:

Q1. What does MCC want to know from visitor research?
Q2. What are the suitable ways for MCC to conduct visitor research?
Q3. What is the requirement of analysing the results?
Q4. How does MCC want to use the results from visitor research?
03.2.1 Research methods

Context mapping, questionnaires and literature research are the main research methods for understanding visitor researches in MCC and finding out the answers to the research questions.

**Context mapping:**
Context mapping is a qualitative research method. It helps to look deep into the context of MCC:
- Understanding better about the role of visitor research in the development of projects in MCC;
- Revealing the expectation to visitor research from MCC;
- Revealing current problems of visitor research in MCC.

**Process:**
1. A digital booklet is prepared and sent to 3 invited MCC staffs for sensitising about visitor research in their working context.
2. Participants have about 5 days to fill the booklet.
3. After the booklets are filled, participants are invited for an interview discussing their filled booklet. The interviews are conducted via ZOOM, a platform for online video call.

**Contents of the booklet for sensitising:**
1. Introduction of the project and guide for filling the booklet;
2. Map their role and task in different phases of the working process especially task related to visitor research (Figure 03.2.1_1);
3. List out their interest in visitor/visitor research (Figure 03.2.1_2);
4. List out their concerns about preparing visitor research in a temporary exhibition project;
5. List out the perceived barrier of conducting visitor research (Figure 03.2.1_3);
6. The helpfulness and unhelpfulness of current visitor research;
7. The needs and ways of sharing the results of visitor research (Figure 03.2.1_4).

**Participants:**
- Department head of public and education *1
- Educator *1
- Project leader *1

Check the appendix 5 for more details about template booklet for context mapping.
Questionnaire:
To reveal the relation between MCC colleagues’ interest/requirements and their different works, A questionnaire with 4 open questions are sent to staffs from different departments.

The 4 open questions are:
1. Can you describe your role in Museum Catharijneconvent in 1~2 sentences?
2. Can you describe your role in the project for a temporary exhibition in 1~2 sentences?
3. There are many different kinds of visitor’s needs. For example, needs for a place to rest during the visit, needs for a detailed explanation of objects or needs for inspiration which help them to gain personal reflection etc. In order to help with your work, what specific kinds of visitor’s needs do you want to learn from visitor researches? Could you explain with examples?
4. Maybe this question is difficult to answer, I hope you can, any answer will help my research. How do you think your focus on visitor needs differ from other colleagues/departments?

Literature research:
Literature research is conducted to help to understand and analysing visitor’s needs in the context of museum visiting.

There are different purposes of doing visitor research in MCC, for improving museum experience, for marketing use and for showing the impact created by MCC (Figure 03.2.2). Visitor researches done for different purpose don’t have an absolute difference. But generally, Visitor researches for improving visitor experience focus more on the interaction between visitors and the museum.

This project and the following research would focus on visitor researches done for improving the visitor experience. Without a specific explanation, the term “visitor research” in the following report represents those visitor researches done for improving museum experience.

Currently, most of the visitor researches are done as part of a project. Though there is an opportunity that visitor research can be set up as a single project, the majority of utilisation of visitor researches is inside projects.

Temporary exhibition is one of the most common and regular forms of projects in MCC. Every change of the temporary exhibition requires a large amount of research.

Thus, visitor research for improving the museum experience conducted inside a temporary project is chosen as the focus of this project.

So, the outcome of this project - the toolkit might have more chance of being used and further developed.
03.2.3 Visions of visitor research in temporary exhibition projects

Fulfilling visitors needs is one of the main tasks of temporary exhibition projects and visitors’ needs are regarded as the focus of visitor researches.

There are 3 main expected functions of how visitor researches could help to improve the exhibition/museum experience of a temporary exhibition project, attract new visitors and seduce repeated visitors. The visitor researches done in a project are expected to be used as a reference to support future projects.

Function 1: Inspiration
Help the project team to predict the different visitor expectations towards the coming temporary exhibition based on the Falk & Dierking’s identity-related motivations (2016).

While developing a project, it is would be helpful to base their decision on clear evidence rather than assumptions only from the museum’s perspective. Thus MCC expects visitor researches can help them to gather insights of visitors related to their visitors’ identities which can help them to build a more vivid and detail picture of their visitors. The vivid personas help the project team to better imagine the needs of visitors.

Function 2: Evaluation
After the exhibition is on, the effect and impact of the exhibition need to be evaluated. Then the experience that can be used for future projects.

MCC wants to put visitors as the focus and want to fulfil their needs. Also, MCC always try to innovate and surprise their visitors. So it is not surprising that some design in an exhibition is based on assumption. MCC wants to collect the feedbacks from visitors and evaluate their work. Thus, the successful and unsuccessful experience can be distinguished.

Function 3: Reference
The result from visitor researches in previous projects can be easily used in the future project.

The experience from previous projects can be very useful reference. Though there won’t be the same exhibitions, previous projects with similar elements could help to predict the reaction from visitors. While discussing practical issues with external designers, it can also be powerful reasons for keeping or not keeping a certain design. For example, how long a video should last.

Maslow’s need hierarchy (1970) (Figure 03.2.4_1) has been used to analyse the visitor’s needs and motivation of visiting museums. Hierarchy of visitor engagement is classified into 4 hierarchies (Figure 03.2.4_2) by Morris, Hargreaves and McIntyre, a company, specialising in audience research and arts marketing. This model is a useful way of segmenting visitors by their main motivations. It reflects Maslow’s pyramid of human needs, especially Selfactualisation, esteem and social needs.

According to Falk & Dierking (2016), museum experience should be regarded as a whole, which means that safety and physiological needs during the visiting should also be fulfilled. From a practical perspective, the more complex the theory is the more difficult it can be used. Thus, to simplify the model, I define the visitor’s needs into 3 hierarchies as Figure 03.2.4_3

<table>
<thead>
<tr>
<th>Maslow’s need hierarchy</th>
<th>Hierarchy of visitor engagement</th>
<th>Hierarchy of visitors’ needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual</td>
<td>Reflection Needs</td>
<td></td>
</tr>
<tr>
<td>Creativity + Contemplation</td>
<td>Experience the past + Aesthetic pleasure + Nostalgia</td>
<td></td>
</tr>
<tr>
<td>Emotional</td>
<td>Interaction Needs</td>
<td></td>
</tr>
<tr>
<td>Experience the past + Aesthetic pleasure + Nostalgia</td>
<td>Need personal reflection; Need a brand new experience;</td>
<td></td>
</tr>
<tr>
<td>Intellectual</td>
<td>Physiological Needs</td>
<td></td>
</tr>
<tr>
<td>Academic or professional interest</td>
<td>Need more detailed explanation; Need the context that can inspire discussion with partners; Need an easy way of understanding the context;</td>
<td></td>
</tr>
<tr>
<td>Entertainment + Social interaction</td>
<td>Need some place for rest; Need to read the text clearly.</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physiological</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There is not an absolute boundary between neighbouring hierarchies. And needs from higher hierarchy requires support from the lower hierarchy. And they exist throughout the whole process of visiting.

Influential factors & possible utilisation of the hierarchies of visitor’s needs

Relation between museum visitor’s experience and 3 hierarchies of visitor’s needs

Visitor’s needs of different hierarchies provide different guidelines and inspirations to the design of museum experience. And the factors that influence the visitor’s needs for different hierarchies are different.

- Reflection needs
  Reflection needs define what kind of value they want to look for in the museum. It provides a reference to what is the unique value that the exhibition can bring to its visitors.

- Interaction needs
  Interaction needs define how much effort that visitors are willing to spend during their visit. It further influences how playful the interaction should be. Thus, it provides inspirations and reference for the forms of presentation would be preferred by visitors.

- Physiological needs
  It provides guidelines for how to compete and optimise the supporting service in the museum. Different from the other two hierarchies of visitor’s needs, physiological needs don’t have a close relationship with the content of the exhibition.

Relation between exhibition and 3 hierarchies of visitor’s needs

The 3 hierarchies of visitors’ needs defines the needs of the theme, content & presentation and supporting service of an exhibition.

Relation between exhibition and 3 hierarchies of visitor’s needs

Physiological needs

- It provides guidelines for how to compete and optimise the supporting service in the museum. Different from the other two hierarchies of visitor’s needs, physiological needs don’t have a close relationship with the content of the exhibition.

- It relates closely to the demography of visitors.

Related departments

- Though MCC colleagues from different departments of MCC want to know all 3 hierarchies of visitors’ needs, some departments show a special interest in those with greater relation to their own responsibility.

  - While designing museum experience, needs from all three hierarchies should be taken into consideration.

  - For example, while designing the food service in the museum, despite the physiological needs, reflection and interaction needs can also contribute. How can the cafe environment be inspiring for people who looking for a unique experience in the museum? What if the content of the exhibition can also be embedded in the environment?

03.2.6 Position of visitor research in a temporary exhibition project

There are 2 main triggers of visitor research in a temporary exhibition:

Trigger 1 - Finding inspiration for the content/presentation of an exhibition:
Collecting comments and expectation about the theme/design of a new exhibition.

Trigger 2 - Evaluating the impact of the exhibition:
Evaluating the on-going exhibition and summarising experience for the future exhibition.

Based on the triggers, visitor researches would be conducted before or after the exhibition is open. Comparing to the working process of a project in MCC, there are 3 phases where visitor research may be conducted. (Figure 03.2.6)

Currently, visitor researches is not a structured or fixed part in the working process of a temporary exhibition. Visitor researches could be done or not in a project. And it depends on each team to define whether they want visitor research or not and when to conduct it.

Though ideally, the exhibition team would like to conduct visitor research for inspiration about the presentation of the exhibition, it might not happen frequently due to time limitation.

Visitor’s comments on an opening exhibition can help the exhibition team to evaluate and analyse the success or failure elements of the project.

Visitor’s opinions and related stories about the developing exhibition can inspire MCC staffs to create new exhibition experience which can fulfill visitor’s needs.

Visitor research done for impact evaluating during the open of the exhibition would be comprehensively analysed after in Phase 7 Evaluation. Its result would be share in Phase 7 and used in future projects. (Figure 03.2.6)

Visitor researches which are done for finding inspiration before the exhibition is open need to be analysed immediately. Its result would be directly shared and used inside the project team for the developing of the exhibition.

The results from visitor research for inspiration would have a direct influence on the exhibition design.

Thus, to create a direct influence on the exhibition developing, visitor research for inspiration on exhibition theme conducted in the Research Phase is chosen to be the focus in this project.
03.2.7 Current situation of visitor research in MCC

The process of visitor researches can be divided into 4 stages: Set-up, Conduct, Analyse, Share & Use.

The current situation of visitor research would be analysed following these 4 stages.

Current methods of visitor research for inspiration

Online questionnaire
Online questionnaire about the coming exhibition is sent to visitors who subscribe for MCC.

Table talk
Religious communities or experts will be invited for a table talk discussing the topic of the planning exhibition.

Visitor research for inspiration is not included in every projects. Its form could be online questionnaires or sessions.

There is always a limitation of time of conducting visitor research for inspiration, as the project itself has a compact schedule.

The sample of participants of the visitor research for inspiration is limited.
Regular visitors and religious communities are the main participants. Newcomers or potential visitors are hard to be reached.

When analyse, share and use the collected data from visitor researches, there are always cooperation and communication among different departments and with external parties.

Different colleagues might have a different interpretation of the impact of the exhibition. Negative feedbacks seem to outweigh positive feedbacks.

The result from the visitor research need to be used immediately in the project. External designers would join the process of analysing and using the result. However, colleagues outside the project team can hardly contribute.

Museum Catharijneconvent is planning to invite research company to coach them how to conduct visitor researches, for example, provides training on improving skills of interviewing visitors.

To give a full play to the value of this design project, it should avoid the overlapping with this training. Thus the focus of the project is as the following.

This project will focus on optimising visitor researches from the perspective of user experience.
Q1. What does MCC want to know from visitor research?
Visitors’ needs are the focus of visitor research.
Visitors’ needs from 3 hierarchies, Reflection Needs, Interaction Needs, Physiological Needs, especially those related to their specific works are the most important elements which can help the exhibition project.

Q2. What are the suitable ways for MCC to conduct visitor research?
It should not bother the visitor’s visiting experience.
It would be helpful to involve a broaden range of visitors besides regular visitors and religious communities whom the current research methods can reach.
It would be good that colleagues outside the team can participate in. So that experience and ideas from non-team members can also contribute.

Q3. What is the requirement of analysing the results?
Results always need to be analyzed among a project team. External design agency might also join.
Different colleagues might have a different interpretation of the impact of the exhibition. Thus, the original data needs to be traced for discussed.

Q4. How does MCC want to use the results from visitor research?
There are 3 expected functions of visitor researches for improving museum experience in MCC: for inspiration, for evaluation, for Reference.
The results from visitor research for inspiration would be used directly in the project text and presentation of the exhibition.

Considered the cooperation way and different roles of visitor researches in MCC, the limitation of this graduation project, as well as the strength of interaction design, the focus of this graduation project scopes down as follows:
Focus on visitor research for improving the museum experience conducted inside a temporary project.
Focus on visitor research for inspiration on exhibition theme conducted in the Research Phase.
Focus on optimising visitor researches from the perspective of user experience.
Due to the situation of COVID-19, the museum was close and all colleagues worked from home. It was impossible to observe the working process of a project team in the museum in person. What's more, cooperation among museum colleagues also changed from offline to online. It was hard to fully engage in the online working process, as cooperation might be done through emails which were not proper to be traced and checked. The only way of learning the process of a project depended on the statement from MCC colleagues about their works. And it was inevitable that many details would be ignored. The process of analysing the result of visitor research and transferring results to actual exhibition design had not been fully immersed in.

Thus, the role of visitor research in a project was analysed from a retaliative macro level. Revealing the relationship between the visitor researches and MCC’s projects, the research can be a valuable reference for further defining the roles and position of visitor researches in the projects of MCC.
This chapter would study visitor researches from the visitor’s perspective to find out the factors and reasons behind visitor’s willingness to participating in visitor research or not. And what experience visitors want to gain from the visitor research of a museum.

This chapter would try to answer the research question:

Q5. What affects visitors’ willingness to participating in visitor researches of museums?
04.1
Willingness of attending Visitor Research

04.1.1
Research methods

Questionnaires and interviews are the main research methods to collect visitors’ opinions.

Online questionnaires are first sent to collect insights about visitor's motivation and concerns about visitor research. It is sent to both my friends and visitors of MCC. There are 115 valid responses to the questionnaires.

Follow-up interviews are conducted based on the response to reveal the reasons and stories behind their choices.

The interviewees are recruited from the participants from the questionnaire with as different demography as possible. People with a very high, neutral and very low initial motivation for attending visitor research are included. A half-hour telephone interview is conducted with each participants one-one.

11 interviewees accept the telephone interviews.
04.1.2
3 Factors of willingness

There are 3 main groups of factors that affect the visitor's willingness to participating in visitor researches:

1. **Attitudes towards visitor researches**
2. **Perceived incentives from attending visitor research**
3. **Concerns about attending visitor research**

### Attitude
On average, people have a slightly positive attitude towards visitor researches of museums. And their attitude relates closely to their impression on the museums or their experience in the museum. People regard the museum as a professional and meaningful place. And this impression also reflects on visitor researches of the museum. A good impression or good experience of the museum improve visitor's willingness to attending. Meanwhile, visitors show an initial curiosity about the operation of museums, as they regard museums as professional and mysterious places.

But there is a stereotype that most visitor researches of the museum are boring and not participatory. It also relates to the impression that most museums are traditional and old-fashioned. Some interviewees also mentioned that some visitor surveys they did before didn't contain useful questions. This also disappointed their motivation for attending visitor research.

![Willingness of participating in visitor research of museums](image)

*Figure 04.1.1: Scale of the willingness of participating in visitor research of museums.*

- **Average Willingness:** 3.5
- **1-Not willing to participate:** 17%
- **2:** 4%
- **3:** 21%
- **4:** 24%
- **5-Always willing to participate:** 30%

### Statements

- "**My main motivation of participating in visitor research of museums is I want to help improving museum experience.**"
- "**If I have a good impression on the museum or I have an enjoyable experience in the museum I would like to attend the research more.**"
- "**I am curious about the operation of museums. Because I think museums are professional and mysterious places.**"
- "**I concern that visitor research would be boring and effort consuming.**"

[Mentioned by 3 out of 11 interviewees](image)

[Mentioned by 2 out of 11 interviewees](image)

[Voted by 70 out of 115 interviewees](image)

[Voted by 79 out of 115 participants](image)
Incentives

Incentives are essential to motivate visitors to attend visitor researches, as it is human nature to expect something back if time and effort are spent.

Small gifts are the most obvious incentives but incentives could also be immaterial. An incentive can be an enjoyable experience. If the visitor research itself is interesting and can provide visitors with nice museum experience, it can also increase the diversity of the museum experience and visitors’ motivation to attending.

The feedbacks of visitor research is an important incentive. It provides visitors with a sense of being respected. Participants are eager to learn the follow-up of the visitor research especially when they spend more time and effort. The feeling that their effort is not a waste is really important. Even the perceived possibility that their response to the visitor research would be applied will increase their motivation of helping the research.

Learning something from visitor research is also an incentive. Many interviewees have the expectation of learning more about the museum including the content or the working ways. They expect to learn something from the research which they can hardly learn from ordinary exhibitions.

The sense of sincerity from the museum towards the visitor research is an incentive that can easily be ignored. Despite that it is hard to refuse a request from museum staff in person, the impression of well-prepared visitor research and the eager of learning the visitor’s needs improve visitor’s motivation. It provides visitors with a sense that the museum really cares about their experience.

The possibility of social activities is also incentives especially for visitors with companions or treat visiting museums as social activities.

In general, people with stronger motivation tend to perceive greater incentives from attending visitor research. They regard visitor researches as a chance for communication with museum staffs and learning something from it.

Concerns

Some concerns make visitors hesitate to participant in visitor researches. The biggest concern is the time and effort it might cost. As the visitor research does not have a high priority, visitors will reject it when it conflicts with their agenda. The feeling that visitors are in control of their schedule is important. If they need to spend a lot of effort to come to join the visitor research, they would also hesitate to join. For example, they might not be willing to transport far away from other cities to the museum just for an invitation to a visitor research workshop. Thus, before attending the visitor research, they will make a quick judgement about the time and effort that the visitor research might cost. Seemingly boring visitor research would reduce visitor’s interest in participating. About 63% of participants voted that they concern about attending boring visitor research.

Another concern comes from visitor’s companions. If the visitor research would bother the communication with his/her companions, the visitor would probably refuse to participate.

Other concerns could be worrying that they can hardly contribute due to lack of related knowledge and the low possibility of visiting back.

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Interviewee with very high motivation of attending visitor research

“I regard visitor research as a chance of communicating with museum staffs and may learn something from them while the research.”

“I regard visitor research as a chance of communicating with museum staffs and may learn something from them while the research.”

“I will have greater motivation if there is a chance of knowing new people while attending the visitor research.”

“If my friend don’t want to spend time on the visitor research, I will reject it even though I might have interest in it.”

“I hope that the quality of the visitor research and its experience I deserve my great effort and time.”

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## Summary

**Factors of visitors’ motivation towards attending visitor research from museums**

### Invitation of the visitor survey
- Helping to improve museum experience is meaningful
- Curious about working process of the museum
- Invitations of the visitor survey
- Process of the visitor survey
- Could be a chance of communicating with the museum staffs
- Some questions seem useless
- Most visitor research are boring and non-participatory
- Could be a chance of leaning
- Interesting visitor research will leave a deep impression
- Enjoyable visitor research experience will trigger recommendation

### Attitude
- Good previous impression of the museum
- Nice visiting experience
- Invitation directly from museum staffs
- Clear invitation guide of the visitor research
- Being informed clearly ahead

### Incentives
- Getting gifts
- Learn something from the visitor research
- The visitor research itself is interesting
- Most visitor research are boring and non-participatory
- Being able to participate the visitor research with friends together
- Meeting new people while attending visitor research
- Impressions that the museum will treat the result of visitor research carefully
- Seeing the possibility that the result of visitor research would be well applied
- Recieving follow-up utilization of the visitor research
- Recieving feedbacks of personal contribution

### Concerns
- If companions don’t want to join the visitor research
- Waiting for a long time for the visitor research
- Low possibility of visiting back
- Sudden invitation
- The visitor research disturbs the visit
- Feel pressured
- The visitor research conflicts with personal agenda
- The visitor research takes a lot of time and effort
- Lack of related knowledge to provide useful information
- The quality and experience of the visitor research doesn’t equal to the effort of attending
- Besides visitor research, there should be opportunity of other activities

Factors that have great impact on visitor researches that require longer time and efforts

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*Figure 04.2.2 Factors of visitors’ motivation towards attending visitor research from museums*
04.2 Interaction between Visitors and Visitor Research

According to the framework of Relevance by Play (2019) (Figure 04.2_1), the current visitor research only interacts with visitors in the Trigger and Engage stage. Consolidate and Relate stage is not involved. As visitors can hardly gain the feedback and the contribution of the visitor research, relevance and connection to the visitor research can hardly be built by the current visitor research.

Looking into the Trigger and Engage stage, to gain more detailed information from visitors, some visitor researches might require a longer time and more effort. As the required effort increases, these visitor researches would lower visitor’s motivation for participating.

Compared to Relevance by Play (2019), visitors might perceive a lower relevance when visitor research seems to cost more time and effort.

As visitors of museums usually have a positive attitude towards the museum already, which means that they might have a relatively high perceived positive cognitive effect through meaning-making.

The relevance could be created by making the interaction of visitor research more playful to mediate the increasing effort which might cause a dropping motivation.

Besides, a better invitation including the required time of the visitor research can also decrease the perceived effort.

The relevance could also be enhanced by increasing the perceived incentives to improve the perceived cognitive effect.

04.3 Answers to Research Question

Q5. What affects visitors’ willingness to participating in visitor researches of museums?

Visitors show a relatively positive attitude towards visitor research of museums and it relates to their prior impression or experience of the museum.

Visitors have a stereotype that visitor researches of museums are always boring.

Visitors are curious about the back desk stories of the museum and some of them have an interest in communicating with museum staffs.

Visitors want to know their contribution to the visitor research or the feedback of the visitor research. The feedback of the research is regarded as incentives which also build a greater connection between visitors and the museum.

Visitor's main concerns of attending visitor research are the time and effort that the research might cost.

04.4 Discussion

There was a limitation of the research. Due to the time limitation of this project, the interviews hadn't invited real visitors to MCC. And the demographic of the questionnaires was not as same as the current visitors of MCC. Most of the participants of this research were young international students or young Dutch people.

As MCC also has the will of broadening their visitor group, though the demographic of the participants was different from the one of MCC visitors, they could be regarded as potential visitors or newcomers of MCC.

It would be valuable to explore the preference of visitors research of non-regular visitors. So that the designed visitor research toolkit might be able to collect more feedbacks from non-regular visitors.
As this project also wants to explore the possible utilization of two theories about museum experience, this chapter would study MCC staffs' attitudes towards these 2 theories. Then find out the possible roles of these two theories in this project.

This chapter would try to answer the research question:

Q6. What is colleagues' attitude toward the 2 theories?
05.1 Attitudes towards the Two Theories

05.1.1 Research methods

Research about MCC colleagues’ attitudes towards the two theories is conducted with online interviews. To save time from both sides, these interviews are embedded in the interviews done for context learning of MCC.

Online Interview

Participants:
1 department head of public and education
1 educator
2 project leaders

More details refer to Appendix 2, Appendix 3 & Appendix 4
The two theories, Falk & Dierking’s identity-related motivations (2016) and Relevance by Play (2019), are built for multiple types of museums with different contents, themes, capacities etc. and they can be abstract and general. So when a specific museum wants to utilise those theories, they might find it hard to adapt them into their own situation and working process.

So before utilizing the theories, MCC first needs to study the theories carefully and adapts it into the context of MCC.

Universal Problems

The two theories, Falk & Dierking’s identity-related motivations (2016) and Relevance by Play (2019), are built for multiple types of museums with different contents, themes, capacities etc. and they can be abstract and general. So when a specific museum wants to utilise those theories, they might find it hard to adapt them into their own situation and working process.

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Opinions towards Falk & Dierking’s identity-related motivations (2016)

Falk & Dierking’s identity-related motivations (2016) increase the working enthusiasm form departments which don’t work on designing the exhibitions. The theory raises attention to their work and increases the urgencies of their work. For example, redesigning the museum shop experience is put on the schedule because of the Falk & Dierking’s identity-related motivations (2016) emphasise that museum experience should be regarded as a whole. Also, because the focus of the museum is no longer only the exhibition which they can help little, they feel that their voice is heard and they are involved in the museum.

Opinions towards Relevance by Play

Different MCC colleagues have different interpretations of the utilisation of Relevance by Play (2019).

Colleagues work mainly inside a project find it hard to imagine the actual utilisation of the theory. On the other hand, the department head who has a better overview of several projects and different departments thinks that somehow the museum has already followed the framework of Relevance by Play (2019) unconsciously. She perceives the role of Relevance by play (2019) to help to build a clear structure of the project, build the visitor journey and work as a checklist to find out the missing part of the project. Also with the framework, different departments might be clearer about the working focus of other departments so that information could be exchanged more effectively.

But in general, MCC staffs find it hard to apply Relevance by Play (2019) in the process of visitor research.
Q6. What is colleagues’ attitude toward the 2 theories?

Before utilizing the theories in the working process of MCC, an adaptation of the theories into MCC context are needed to make them easier to be understood and more intuitive while being used.

MCC staffs are more familiar with Falk & Dierking’s identity-related motivations (2016) which can help them to understand visitor’s needs and imagine the different personas and scenarios better.

In general, MCC staffs are not familiar with Relevance by Play (2019) and find it hard to apply it in the process of visitor research.

There is a limitation of this research. Due to the COVID-19, the research is conducted remotely. Thus it is impossible to observe the working process. So it is difficult to reveal the opportunity of applying the theories to the working process from the observation.
Chapter 06 summarizes the insights from the research and generates the design strategies for the project.
06.1
Relation between MCC & Visitors

Requirements of visitor research:
• Collect answers to a certain research question from visitors;
• Broaden the group of participants;
• Involve more staffs in the visitor research.

“I am afraid that the visitor research will disturb visitor’s visiting experience.”

Hesitate to ask visitors to join the visitor research offline

Hard to notice and participate in the visitor research without being approached by MCC staffs

“What if the visitor research itself can foster the communication between visitors and MCC exhibition team?”

“I would like to help improving the museum. And I am curious about the operation of the museum and visitor research would be a chance of talking with museum staffs about it.”

Requirements of participating in visitor research:
• As a supplementary museum experience;
• Learn more about the museum and fulfill the curiosity about its operation;

Concerns of the visitor research:
• It should not take a lot of time or effort.

The whole visitor research happens passively, it needs the team members to initiate it by sending invitation to the participants. On the other side, many visitors have an interest in knowing more about the operation of the museum and the development of exhibitions.

With the traditional research methods, museum staffs hesitate to approach visitors while some visitors might regard the research as a chance of deeper communication with museum staffs and learning the backstage stories of the museum.
06.2 Strategies for Visitor Research

1 Turn visitor research into an enjoyable museum experience which could attract museum visitors to join during their visit.

Results from visitor research for inspiration influence the exhibition design directly. It would be a pity that the visitor research only includes a limited group of participants through a formal invitation sent by MCC. So it would be a chance to attract museum visitors to join during their visit in the museum.

Museum staffs feel hesitant to approach visitors for visitor research because they are afraid that visitor research would disturb their museum experience. If the visitor research itself is interesting and enjoyable, museum staffs would be more confident to invite visitors to join.

From the visitor's perspective, the enjoyable experience of participating in visitor research of museums is definitely a special museum experience because it differs from its stereotype. The visitor would feel more motivated to join if they perceive the visitor research as an enjoyable activity. An interesting visitor research experience might improve the general impression of the museum because the museum experience is a whole.

2 Foster mutual communication among visitors and MCC staffs with the visitor research.

MCC staffs and visitors all have a will of learning more on each other but currently, they don't have a proper chance of communicating. Thus there is a chance to turn the visitor research to be a trigger of communication.

3 Provide participants with feedbacks of the visitor research as incentives to build a deeper connection to MCC.

Feedbacks of the visitor research could be a kind of incentives. It helps to form a sense of fulfillment in visitor's mind and leave an impression that MCC takes the research seriously. When participants are able to perceive their unique contribution, a deeper connection between visitors and MCC will be built.

4 Focus on different hierarchies of visitor's needs in visitor researches for different expected functions.

Focus on Reflection needs in visitor research done for inspiration on exhibition theme during the Research Phase in a temporary exhibition project.

Finding out visitor's needs which can provide insights for improving museum experience is the focus of visitor research. But it would be time-consuming to find out visitor's needs from all 3 hierarchies in single visitor research.

Consider that there are 2 moments of conducting visitor research for different expected functions, each visitor research can focus on different hierarchies of visitor's needs.

An exhibition project is developed from an abstract level to a concrete one. Thus, for visitor research done in the early phase of the project should focus more on the abstract needs of visitors which is the reflection needs. In the development phase, visitor research should focus on interaction needs, to provide insights for the presentation of the exhibition.

After the exhibition is on, visitor research is done for evaluating the impact. And visitor research should focus on whether the designed forms of presentation support the interaction needs and whether the content supports the reflection needs. As there is always more adequate time for visitor research, visitor research of whether the physiological needs can be included as well.
Considered that the understanding of the two theories from MCC colleagues has different levels, the roles of the two theories would be different in this project.

Falk & Dierking's identity-related motivations (2016) will be considered to be embedded in the toolkit.

Relevance by Play (2019) will work as a toolkit and reference for the design process in this project. Hopefully, the design process itself could work as a reference for utilizing Relevance by Play (2019) for the MCC in their future museum experience design.

06.3
Possible Roles of the Two Theories

The Falk & Dierking's Identity-related Motivations

Help to group the results from visitor research and build the syntax of communication.

Museum Catharijneconvent has a strong will to build the consensus of visitor’s needs among all colleagues.

Visitor research, especially qualitative research, always collect a large number of results. Thus Failk’s Identities can help to classify the results.

Also, the theory can provide different team members with a syntax for communication. With the syntax, colleagues from different departments or team members who join the project later can follow quickly.

Relevance by Play

Help to build an overview of all interaction moments.

Relevance by Play (2019) can help to map out MCC visitors’ visiting journey and help this project to redefine the position of visitor research in the visitor’s visiting journey in MCC.

Increase the relevance of visitor research by playful elements.

According to the model of meaning making, effort and playful, visitor research can raise its relevance to visitors by adding more playful elements.
Based on the insights and the strategies from the results of research, the project goal is further scoped and redefined. It would be the starting point and the guideline of the following design.
Chapter 07 explains the redefined design goal. It also includes the interaction vision and the design guidelines.
Design a toolkit for visitor researches to find inspiration for the developing temporary exhibition and provide visitors with an enjoyable museum experience through the visitor research.
07.2 Vision of Interaction

Inviting Participatory Reactive Connected

The experience of visitor research should be like the balcony concert during the COVID-19 quarantine in Italy.

- The visitor research itself should be inviting and visitors would be attracted to it, like the music of the balcony concert will attract more people to join;
- While participating in visitor research, visitors feel that they are playing a role in visitor research like everyone can sing or tap in the balcony concert;
- Visitors would have chances of interacting with other visitors and MCC staffs, even though they might not be able to communicate with them directly like people can interact and sing with their neighbours in the balcony concert;
- Visitors would feel connected to MCC after participating in the visitor research, just like people who join the balcony concert form better connection to their neighbourhood.
07.3 Design Guidelines

Design guidelines are generated to provide a clear vision of the effect that the design concept should create. It would also be the reference to the validation of the design concept.

The design guidelines are generated based on the desired functions and interaction visions, from both the visitor’s perspective and MCC’s perspective.

From visitor’s perspective

Inviting
The visitor research can attract visitors’ and visitors are willing to participate in the visitor research.

Participatory
While doing the visitor research, visitors feel that they are playing a role in the research as well as contributing to the research and the project.

Reactive
The visitor research toolkit can trigger mutual communication among visitors and the MCC exhibition team.

Connected
The visitor research toolkit can make visitors feel that they are contributing to a future museum exhibition and feel connected to MCC.

From MCC’s perspective

Useful
The research toolkit can gather useful insights for the exhibition design in MCC.

Handy
The concept is easy to use and can be adapted into different exhibition projects.
With the redefined project goal, the first step is to combine the visitor research with visitor’s visiting journey and create an overview of the museum visiting experience with the experience of attending visitor researches.

With the overview of visiting experience in MCC, the next step is to explore the possibility of design as much as possible and then choose a suitable design direction for this project.

Part D Exploration & Ideation documents these 2 steps in two separated chapters.
Before exploring the ideas, Chapter 08 will first define the position of the visitor research in the working process of MCC as well as the position in visitor’s visiting experience in MCC.
08.1 Position of Visitor Research for Inspiration in Temporary Exhibition Projects

The process of visitor research for inspiration can be divided into 4 periods. (Figure 08.1)

- **Set-up period** is for the preparation of the visitor research. **Conduction period** is for collecting data from visitors. In **Analyse and Use period**, the collected data would be analysed and used for improving the development of the exhibition design. **Exhibition period** is the time of opening the exhibition. It is included in the journey as a special moment of providing participants with substantial feedbacks, the exhibition as the final outcome of visitor research. It is also a chance for strengthening the connection between visitors and the museum.

The process of visitor research for inspiration could be implemented into the working process of MCC. The **Set-up Period** and **Conduction Period** would be part of the **Research Phase**. **Analyse+Use Period** would be part of the **Development Phase**. And **Exhibition period** would involve Implementation Phase and **Operation Phase**.

The design concept of this project will mainly focus on the **Conduction Period**, looking into the detailed interaction among the visitor research, participants and MCC staffs.
08.2 Process of Visitor Research for Inspiration

In different periods of the process of designed visitor research for inspiration, visitors and MCC staffs have different actions (Figure 08.2). Visitor’s actions can be compared to the framework of Relevance by Play (2019). And there are some moments of information exchanging between them.

1. The main information transformation is from visitors to MCC staffs when visitors share their stories.
2. There should be a chance of direct communicating between the visitors and MCC staffs.
3. After visitor finishing the visitor research, they will receive the first feedbacks, gratitudes from the museum.
4. During the Analyse+Use Period of visitor research for inspiration, especially after the design of the exhibition is defined, there is a moment of sending the updated status of the project to visitors. It would remind the visitors with the research that they have participated in, strengthen their feeling of contribution and raise their expectation of the coming exhibition.
5. Finally, when the exhibition is open, the final invitation and gratitude would be sent to visitors.

---

08.2.1 Visitor’s journey of participating in visitor research

In the designed visitor researches for MCC, visitors would have different experience throughout the journey of participating in visitor research. The journey is not limited in their visit but will extend to the moment after they leave the museum.

The journey map, comparing to Relevance by Play (2019), on the right page shows visitors’ experience of participating in the designed visitor research in MCC.

![Visitor’s Journey of Participating in Visitor Research](image)

08.2.2
Scenarios of participating in visitor research in MCC

As the visitor research is not an explicit element but is part of visitors' visiting experience in MCC.

In the designed journey of visitor research in MCC, there might be 2 scenarios of participating according to different moments of joining the research in visitors' visiting journey in MCC.

**SCENARIO 1**
Join the visitor research during the visit

- **Arrive at MCC**
- **Visit the exhibition**
- **Want to have a rest**
- **Attracted by the visitor research on the way to the rest area**
- **Continue the visit**
- **Leave the museum**

**SCENARIO 2**
Join the visitor research before leaving

- **Arrive at MCC**
- **Visit the exhibition**
- **Close the visit**
- **Time to leave**
- **Attracted by the visitor research before leaving**
- **Leave the museum**
Chapter 09 documents the process and outcome of exploring different ideas and design possibility. It includes 3 stages, Exploring ideas, Primary Concepts Generation, Quick Evaluation.
Exploring Ideas

3 stages of Ideation & Exploration

Stage 1 _ Exploring Ideas
This stage is for exploring different possible ideas as the elements for the design concept. Creative sessions are organised with different designers.

Stage 2 _ Primary Concepts Generation
With the collected ideas, three primary concepts would be generated and presented in the form of storyboards.

Stage 3 _ Quick Evaluation
With the primary concepts, stakeholders would be invited to discuss and evaluate those concepts. Based on the evaluation, the design direction will be defined. The design direction may be built on one primary concept or several ideas from different primary concepts.

Creative Sessions

5 creative sessions were conducted to gather inspiring elements for generating design concepts. The creative sessions focus on exploring ideas from 3 directions. Enlightening questions are generated to inspire participants to brainstorm.

The creative sessions are conducted online via MIRO, an online collaborative whiteboard platform. Five groups of designers with different background are invited as participants.

3 directions for exploring

Enlightening questions for participants

A
How to inspire visitors to share their opinions?

1. What can be the positive emotions of joining a visitor research of a museum?
2. What are the emotions when you feel that you are contributing to the museum?
3. How to evoke these emotion(above)?

B
How to foster the communication among visitors and MCC exhibition teams?

1. How to trigger reciprocal communication among people?
2. How to encourage reciprocal communication between MCC staffs and visitors

C
What experience should a participatory visitor research provide to their visitors?

1. What/How can inspire visitors to share their stories or opinions?

For more details about the procedure, conduct & reflection of the creative sessions, please check the Agenda 9 & Agenda 10.

Outcome of the creative sessions:

Here are some examples of idea sketches collected from the creative sessions. All collected ideas were rearranged and categorized into design ideas based on the visitor’s journey of participating in the visitor research for inspiration (Showed on the right page). These design ideas work as inspiring elements for primary concepts.
09.2
Generating Primary Concepts

CONCEPT 1
Calling

Be attracted
While walking through the hall, visitors would be attracted by the projection on the wall. They might be inspired by the question, statements, stories and pictures on the wall, then start thinking.

When hidden sensors detect that there is an approaching visitor, the phone will ring and say: "Would you like to share your opinion?"

The visitor picks up the phone and listen to the instruction, providing more inspiring questions, explaining the research and guiding them to interact.

Join & share
The visitor finds it interesting to join the research. He presses the red button on the wall and starts to share his stories and opinions.

The visitor finishes his sharing and hangs on the phone. But the phone rings again with some green light around it: "The exhibition team is calling to invite you to have a chat, we are looking forward to listening to you, would you like to join and pick up the phone?"

Communicate with MCC team
The visitor feels surprised and honored, then he picks up the phone and has a nice talk with the exhibition team.

With the design ideas generated from the 5 creative sessions on the previous page, 3 primary concepts are designed and presented in the form of storyboards (2005).

In this phase, the primary concepts mainly focus on the interaction of attending visitor research in the museum, which corresponds to the stages of Trigger, Engage and Consolidate which come from the framework of Relevance by Play (2019).

CONCEPT 2
Live Quote

Be attracted
Visitor is taking a rest on a bench after visiting an exhibition.
When he sits down he finds something interesting on the wall.
A question is projected on the opposite wall, beside it, different comments from other people is rolling.
The visitor reads the quotes which reminds him with his own experience. He also wants to share his stories!

Join & share
He finds a QR code on the floor. He takes out his phone and scan the code. It links to the platform for leaving quotes.

After leaving quotes, he can also browse the quotes of other visitors. He can ‘like’ the quote or leave comments for the quote.

Last but not least, he can subscribe for the progress of this research and the related exhibition. An invitation will be sent to him via e-mail when the exhibition is open.

Communicate with MCC team
In the beackdesk, MCC staffs can view all the quotes and leave comments as well. Quotes from the exhibition team will also be shown.
Or the team members can go to the live quote wall with the question board and discuss with visitors directly.
The question board helps visitors to recognized MCC staffs easier.
I finished all the exhibitions that I want to visit. I am going to visit the museum shop and wrap up my visit.

As the last stop in the museum, the visitor walks in the museum shop. He finds that there are some activities in the shop.

It is 'Exhibition Studio', including 3 parts of activities.

By reading the introduction of the activity, the visitor knows that the activity is for collecting insights for the design of the coming exhibition, "the Relics".

The first activity is a Quiz. It is a quiz of some knowledge related to the theme of the coming exhibition, 'the Relics'. He finds the questions a bit difficult but he is interested in learning the knowledge.

A board beside the quiz is collecting feedback of the quiz. He picks up a comments card with an emoji of thinking face and writes down some comments. Then he puts the comment card in the quadrant of 'difficult-interesting'.

The next activity is about leaving opinions about the next exhibition: "what do you want to do in the next exhibition about 'RELICS'?

There are some boards:
- I want to learn more about...
- I want to visit this exhibition with...
- I want to enjoy the vibe of...
- I want to explore something new about...
- Others...

The visitor gets inspired by the boards and writes down quite a lot of comments.

The last activity is an invitation.

"Do you want a coffee talk with the MCC exhibition team?"

A small screen below shows that the team is available. Considered that he is not in a hurry, the visitor presses the button and calls the exhibition team for a coffee talk.

CONCEPT 3
Activity in Shop

This concept would be set in the museum shop. After visiting the exhibitions, visitors might go to the museum shop as their last stop in the museum. While shopping, they will find the visitor research as well.

Be attracted

As the last stop in the museum, the visitor walks in the museum shop.

He finds that there are some activities in the shop.

It is 'Exhibition Studio', including 3 parts of activities.

Communicate with MCC team

The last activity is an invitation. "Do you want a coffee talk with the MCC exhibition team?"

A small screen below shows that the team is available. Considered that he is not in a hurry, the visitor presses the button and calls the exhibition team for a coffee talk.
09.3 Evaluating Ideas

To evaluate the primary concepts, 4 museum colleagues and 4 of my friends were invited to give feedback on the primary concepts. Their feedbacks are given based on the following evaluation principles. Harris profiles (1961) are used in the evaluation meeting to help participants to express their opinions and visualize the outcome.

Criteria of evaluation

From visitor’s perspective

Inviting?
Would the concept attract your attention and arouse your interest?

Participatory?
Do you want to participate?

Reactive?
Do the concept have potential of leading a mutual communication with MCC/other visitors?

Connected?
Do the concept make you feel that you are contributing to a future museum exhibition in MCC?

From MCC’s perspective

Useful?
Does the concept have the potential of gathering useful insights for your exhibition design?

Handy?
Is the concept easy to use and does it have potential of being adapted in different exhibition project?

Process of the quick evaluation

From visitor’s perspective

For the evaluation from the visitor’s perspective, 1 of my friends is invited for a face to face discussion. The concept was first introduced. Then she gave rates based on the Harris profile. Later a discussion was followed based on the given rate.

Another evaluation discussion was held with 3 designers online via MIRO, 1 interaction designer and 2 strategists. Project introduction was first given, then 3 concepts were explained one by one. After the introduction of each concept, participants give feedbacks. After the discussion of each concept, they give rate based on the Harris profile and express the reason.

The average grades from all 4 participants are used as the final grades of the concepts.

From MCC’s perspective

For the evaluation from MCC’s perspective, 4 museum staffs, (Head of educator, Educator, Project manager, Team leader entrance area) are invited for the evaluation via an online meeting together.

Brief introduction of the project background is first given.

Second, the 3 primary concepts with storyboards are explained.

Third, participants are asked to give a feedback based on the evaluation criteria. Then they are asked to give an aligned grade together for the concepts based on Harris profiles.
### Concept 1: Calling

<table>
<thead>
<tr>
<th></th>
<th>V:</th>
<th>MCC:</th>
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<tbody>
<tr>
<td>inviting</td>
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<tr>
<td>Participatory</td>
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<tr>
<td>Reactive</td>
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<td>Connected</td>
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<td>Useful</td>
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</tr>
<tr>
<td>Handy</td>
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</tbody>
</table>

- **V:** Natural to pick up the phone; Convenient to share via telephone.
- **MCC:** Natural way of communicating with visitors by calling.

### Concept 2: Live Quote

<table>
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<th>V:</th>
<th>MCC:</th>
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<td>inviting</td>
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<td>Participatory</td>
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<td>Reactive</td>
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<td>Useful</td>
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</table>

- **V:** Able to read other’s comments; Have a quick way to express, ‘like’ other’s comments.
- **MCC:** Visitors would be relaxing in the rest zone, and different visitors can share at the same time.
- **MCC:** Text is easy to analyse.

### Concept 3: Activities in the Shop

<table>
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<tr>
<th></th>
<th>V:</th>
<th>MCC:</th>
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<tbody>
<tr>
<td>inviting</td>
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<tr>
<td>Participatory</td>
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<td>Reactive</td>
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<td>Connected</td>
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<tr>
<td>Useful</td>
<td>+</td>
<td>++</td>
</tr>
<tr>
<td>Handy</td>
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</tr>
</tbody>
</table>

- **V:** A feeling of wrapping up the visit in the shop.
- **MCC:** Visitor might be tired and want to go home rather than attending the research.
Based on the feedbacks from the Quick evaluation with visitors and MCC, **Concept 2 Live Quote is chosen for further development.**

The main reasons are as follows:

**From the visitor’s perspective:**

- Considered that many visitors don’t visit MCC alone but with companions, concept 2 Live Quote could be joined by more than one visitors at the same time.
- Concept 2 Live Quote has a greater potential of evoking discussion among visitors and their companions by displaying the shared opinions from other visitors.
- A rest zone can slow down visitors’ visiting journey. When visitors are not in a hurry and with a relaxing mind, they might be more willing to share.

**From MCC exhibition team’s perspective:**

- The collected data from concept 2 Live Quote is text. It is much easier for further analysis compares to the audio files collected by concept 1 Calling.
- There is a potential of getting in touch with the visitors who share and leave their opinions.
Based on the selected design direction, an integrated concept, which covers the whole visitor’s journey of visiting MCC and participating in the visitor research, is developed. The design concept is developed based on the designed visitor journey map.

Part E Concept Development will show and explain the designed visitor journey and the main features of the concept.
Chapter 10: Concept — Exhibition Studio Cafe

The final design concept turns the visitor research into an interactive mini-exhibition in Museum Catharijneconvent. And it would take place in a tentative room called Exhibition Studio Cafe. In Chapter 10, the whole journey of attending the visitor research in MCC would first be introduced. Then the setting up of the research question and the physical space of the Exhibition Studio Cafe would be explained. Explanation of the platform, online sharing platform for visitors and management platform for MCC exhibition team would follow. Finally, alternative usage of the concept would be proposed.
10.1 Visitor’s Journey of Participating in a Visitor Research

Visitors would encounter the visitor research during their visit in MCC. However, the journey of attending the visitor research will not just end in the museum. There are 3 stages in the journey of participating in visitor research:

Stage 1  Visit Museum Catharijneconvent & attend the visitor research;

Stage 2  Keep updated after leaving the museum;

Stage 3  Revisiting MCC and the new exhibition.

10.1.1 Storyboard of visitor’s journey

Stage 1 - Visit MCC & attend the visitor research

Tijman and Joan are good friends. They are visiting MCC together. They have visited several exhibition rooms and felt a little bit tired. They want a rest before continuing visiting...

Following the navigation, they find the Exhibition Studio Cafe which is near the exhibition room they just visited. They decide to take some coffee there.

They buy themselves a cup of coffee and want to sit down to have a rest.

After sitting down, they find that there is a discussion question about *Earthly Paradise* projected on the wall opposite them. Some shared opinions are also displayed.

Tijman and Joan think the discussion question and the shared stories very interesting. They stand for different perspectives and they exchange their reasons and discuss about them happily.

After sharing, they receive an invitation for the new exhibition with discount. Tijman feels really happy, he has already been interested in visiting this future exhibition.

A member from MCC exhibition team enters the Exhibition Studio cafe and invites Joan and Tijman for a discussion. Joan, Tijman happily accept the invitation and talk to MCC exhibition team member.

After a discussion with MCC exhibition team member about 15 minutes, they continue visiting other exhibitions and then leave MCC happily.
Several days later...

Tijman receives an email. It tells him that his sharing has got replys. He feels proud as he could perceive that his sharing is really contributing to the project.

Months later...

An email is sent to the visitors who participates in the visitor research about the updated status of the exhibition project. Show the gratitude again and inform them the planning date of opening.

Stage 2 - Keep updated

When the Paradise exhibition is on...

When the Paradise exhibition is on...

They enjoy the exhibition and surprisingly find an acknowledgement at the end of the exhibition.

They feel so proud and connected to MCC.

It also triggers their friends’ interest in helping with the visitor research in MCC.

Stage 3 - Revisiting MCC and the open exhibition

We are one of the 128 visitors!

Acknowledgement

That’s cool, I want to join if I have chance!

Let’s go to MCC!
**Visitor journey map in MCC**

**STAGE 1** Visit MCC & attend visitor research

- **Arrive at MCC**
  - Visit different exhibition rooms

- **In the Exhibition Studio Cafe**
  - Attract visitor to join
  - Inspire visitor to think
  - Encourage visitor to share

- **Leave MCC**
  - Thank and invite visitor

- **At home**
  - Receive the response to their sharing,
  - Receive the project updates.

- **Exhibition opens**
  - Thank and invite visitor

**STAGE 2** Keep Updated

- **Continue visit & leave**
  - Continue their visit in MCC
  - Finish the visit and leave

- **At home**
  - Keep visitor updated of the exhibition
  - Receive the invitation of the opening exhibition;
  - Visit the exhibition; See the impact from visitors on the exhibition.

**STAGE 3** Revisiting MCC

- **At home**
  - Receive updates.

**What do visitors do**

- **Tiggers & Touch point**
  - Touch points as design features in this project are highlighted in bold font.

**How do visitors feel**

- **Curious, Motivated**
  - It is inspiring to read the sharing from other visitors.
  - It is an interesting discussion, let me think...

- **Inspired, Engaged**
  - MCC seems really cares about my words.
  - I would be nice to talk to MCC staffs.

- **Fulfilled, Proud**
  - MCC really take our opinions into concerns. I am expecting to visit the exhibition.
  - Wow, MCC really take our opinions into concerns. I am expecting to visit the exhibition.

- **Relaxed, Connected**
  - It feels good to help with the exhibition.
  - I am visiting the exhibition as a contributor!
10.2 Set-up of the Discussion Question

For a temporary exhibition project, the first research question they want to ask is about visitor's opinions and statements towards the theme of the exhibition. As in Research Phase, the project is still at an abstract level, the research question might also turn out to be an abstract question which could be hard to answer in a short time.

But at the same time, visitors might only stay in the room for several minutes, so the research questions should not be too hard to think about and answer.

To inspire visitors to easily reflect on the topic of the planning exhibition, scenario-based question (2011) can be used to make the abstract questions more accessible.

Besides, consider that many visitors are not visiting the museum alone, so the research question should evoke discussion among them.

Thus, research question is recommended to set up in the form of a debate question, with a main question and 2 different perspectives.

Visitors can quickly stand for the perspective that they agree more and start to think about the reasons. It would also easily trigger discussion among visitors no matter they are aligned with the opinions or not.
10.3 Setting of Exhibition Studio Cafe

The exhibition cafe is the main place of the visitor research. It offers visitors a comfortable place for rest and coffee. So that they are relaxed and might be more willing to share their opinions.

There are mainly 4 zones in the exhibition studio cafe as graphs on the right page.

A. Resting zone with tables and chairs.
B. Wall of auto coffee machine.
C. Projection of the discussion question and shared opinions from other visitors.
D. Introduction of the Exhibition Studio.
The discussion question and the shared opinions from other visitors will be projected on the main wall opposite to the seats in the Exhibition Studio Cafe.

The content of projection includes:

i. The discussion question related to the developing exhibition;
ii. The QR Code of the sharing platform;
iii. Randomly showed up opinions shared by other visitors;
iv. A reminder that MCC exhibition team might come to the room;
v. Images related to the discussed exhibition.

The shared opinions are randomly showed
The shared quoted are randomly displayed on the projection, so that, different opinions would have a fair chance of being showed.

B. No, we should focus more on our current life.

NO.17
I think we should focus on our current life instead of the earthly paradise. As you know, nothing is able to be perfect. So there won’t be a perfect earthly paradise. Trying to find out the little things that can help to improve the current life is much more practical and also more meaningful.

NO.10
On earthly paradise helps us to build the imagination of the dream paradise. But it will make us have less happy emotions. As I remembered, there was a coal mine by my parents which I will never visit again.

Projection of the discussion
Visitors can search for a specific quote on the sharing platform with the numbering.
Introduction of the exhibition studio

On this wall, the printed introduction of the exhibition studio is showed. It includes 3 parts:

i. Explanation of what is Exhibition Studio
ii. Explanation of why Exhibition Studio is important to the exhibition design of MCC
iii. A brief development process of an exhibition and the role of Exhibition Studio.

It helps visitors to gain a better understanding of the purpose of Exhibition Studio and how their shared opinions would contribute to the future exhibition design.
Visitors can buy coffee on their own from the auto coffee machine.

Acrylic stands of the QR Code of the sharing platform and introduction of using QR Code are put on the table. The banner inside is changeable.

The tablet beside the coffee machine provide visitors who cannot use QR Code a chance to participate in the discussion.

Wall of the coffee machine

An auto-coffee machine is embedded into the wall, with the title of the room. Thus no extra staffs are needed to serving visitors in this room. Visitors may feel freer and relaxing without the feeling of being monitored by museum staffs.

A tablet is put aside the coffee machine where is hard to be ignored. It might increase the chance of getting attention from visitors.

Music is played to create a relaxing atmosphere.
10.4 Platform for Leaving Opinions

A web-based platform is designed for visitors to share their opinions. It is designed following a linear structure of 5 parts.

1. Greeting & Introduction
2. Research of Falk & Dierking’s Identity-related Motivations (2016)
3. Discussion and sharing
4. Generating commemorative card
5. Thank and invite for subscription

The following report will explain these 5 parts briefly. For more details, please refer to Appendix12.

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After tapping on the 'Join the discussion' button on the entering page of Discussion & sharing, the main discussion page opens.

Main Discussion and sharing page

The discussion question:

Should we chase for earthly paradise?

Tabs of 2 different perspectives

The shared opinions from other visitors. By wiping right or left, the next one would be popped up randomly.

Button for leaving comments

Number of the shared opinion. Can jump to a specific one by entering its number.

Typing area

The complete & exit button

Page with opinions of the other perspectives

Shared opinion with reply from MCC exhibition team

Shared opinion with reply from other visitors

Swapping from right to left, sharing opinions from other visitors will show. They are showed in a random order.

Swapping from left to right, the previous sharing which the user just read, will show up.

Page for sharing opinions

Able to change the perspective on this page.

Page of leaving comments
PART 4
Generating commemorative card

Page of generating commemorated card

The generated commemorated card includes the visitor’s shared opinion and his comments on other shared opinions. Visitors can download the picture for memory.

PART 5
Thank and invite for subscription

Page of showing gratitude

Show the gratitude for sharing, invite participants to follow the exhibition project and provide them with financial incentives.

Page of subscription

The page for inviting participants to subscribe to the development of the project. They can choose what they want to subscribe for. It offers MCC team a chance for further contacting with the participants.

Ending page

Thank the participant again. There is a button for entering the sharing platform again.

Tablet version of the sharing platform

A tablet version of the sharing platform is designed for participants who use the tablet in the Exhibition Studio to share their opinions. The main structure of it is the same as the version on the smartphone. It can also be used by participants entering the sharing platform with their own tablet.

Please refer to Appendix 13 for more details of the tablet version of the sharing platform.
The time for research in the process of exhibition management is always limited and intense. A management platform is needed to help the exhibition team to prepare, conduct and collect the data from the visitor research.

Here are the main functions:
1. Build a new research project and set up the research introduction for visitors;
2. Set up the research question and update it on the sharing platform and the projection in Exhibition Studio Cafe;
3. Monitor the collected shared opinions;
4. Export the collected data for further analysis;
5. Update the project development to visitors who have subscribed for it;
6. Refer to visitor research of previous projects;
7. Include non-team-members to the research discussion.

The following report will explain these 7 main functions of the management platform. For more details, please check the Appendix 14.
Function 1
Build a new project
Function 6
Refer to previous projects

In the project page, the project on display is showed.

Exhibition teams can add new project.
Exhibition team can also search for and refer to previous project.

Search for previous project
Notification of new update. For example, new shared opinions from visitors

Page of projects

One of the main function in the page of adding a new project is editing the project introduction for visitors.
The introduction would be used in 2 different places:
• The online sharing platform
• The projection in the Exhibition Studio Cafe.
Exhibition team can switch between the 2 editing modes.

Project name:

Research Introduction for visitors

One of the research introduction for visitors which will be displayed on the wall of Exhibition Studio Cafe.

Type in zone of the research introduction for visitors which will be displayed on the online sharing platform for visitors.

Page of adding new projects
Function 2
Set up and manage research question

Page of adding new research question for discussion

Research question for discussion can be added and edited on this page. Though the question in the form of debate is recommended, an open question is also an option.

Side bar for managing research questions in the same project

There is a freedom for the exhibition team to change the research questions. So there might be more than one research questions for one exhibition project. The exhibition team can manage the research question from this side bar.

Preview page

Before displaying the research question, the preview function helps the exhibition team to gain an intuitive idea about what would be showed on the sharing platform for visitors as well as on the projection.
Function 3

Monitor collected data

The team members of the exhibition project can view and monitor the collected data from this page.

Research question

Exhibition team can preview the research question or enter the edit mode for adjusting the question again.

Filtering zone

Exhibition team can filter the quotes from visitors by:
- The specific perspective;
- The starred quotes;
- Quotes with reply;

Monitoring zone

All the quotes will be displayed in chronological order. Exhibition team can manage and interact with all the posts:
- Add a post;
- Reply to the quote;
- Marked the quote;
- Email the participants if they have left emails;
- Ban the quote if they are not suitable to be shared.

Function 4

Export the collected data

For further analysis and discussion among the exhibition team, the collected data could be exported for sharing or printing.

Function 5

Update the project development to visitors

The updated status could be sent to the participants who subscribe for it. The updated progress of the project can foster a deeper connection between visitors and MCC.

The exhibition team can send the update in a quick way by clicking the update button and choose the information for update.
As MCC staffs outside a certain exhibition project team might also be interested in the project and want to help, the management platform allows them to share their opinions and interact with other visitors.

To avoid chaos on project management, they won’t have the right to use Function 1~5. And the interface is slightly different from the one for teammembers.

Function 7
Include non-team-members to attend the research discussion

As MCC staffs outside a certain exhibition project team might also be interested in the project and want to help, the management platform allows them to share their opinions and interact with other visitors.

To avoid chaos on project management, they won’t have the right to use Function 1~5. And the interface is slightly different from the one for teammembers.
10.6 Tentative Framework of Visitor Researches

This project focuses on visitor research for finding inspiration for the theme of temporary exhibitions. For a temporary exhibition, despite visitor research for inspiration, there are also requirements of visitor research for evaluation. Thus, a tentative framework (Figure X) of visitor research is built to link visitor research with different functions together.

According to this framework, the 3 hierarchies of visitor's needs are included in different visitor researches. Visitor research for inspiration focuses on Reflection needs and visitor research for evaluation focuses on Interaction Needs and Physiological Needs.

Visitor research with different function contributes to the project in a different way and at different time.

Results from visitor research for inspiration conducted in the development phase will contribute to the same project immediately and directly. With the insights, the project team can better explore and define the theme and content of the exhibition.

Results from visitor research for evaluation will help the project team to evaluate and reflect on the impact of the temporary exhibition. The result of visitor research for inspiration can also be used for project reflection.

The takeaways from the reflection could be the reference for future projects.

Visitor research itself can be an important interactive touchpoint with visitors.

The open exhibition of Project A can be a chance of recruiting participants for visitor research for inspiration in Project B. When the exhibition is on, the museum has the chance of getting in touch with visitors who is not their regular visitors or newcomers. Inside the same project, visitor research for inspiration can be an attractive factor which seduces visitors to pay their visit back.

Figure 10.6 Tentative framework of visitor researches in different phases of different temporary exhibition projects
10.7 When the research is off

In most cases, the research period of the exhibition will not last for a very long time. Thus, it is important to consider the alternative usage of the Exhibition Studio cafe to make the best use of its implementation.

There are 2 alternative usages of the space and setting of Exhibition Studio Cafe.

1. As a tool for visitor research of museum experience in general
   Instead of visitor research for inspiration for a temporary exhibition, the room and the online platform of sharing opinions can also be used for collecting visitor's feedback on their visiting experience in MCC in general.

2. As a showcase platform of work behind the scenes of MCC
   Despite working as a resting room during visitors' visiting, the room of Exhibition Studio cafe can also be used as a showcase of the work behind the scenes of MCC. It can explain briefly about the operation and development of an exhibition in MCC to visitors and emphasize the important role of visitors' feedbacks in the process of preparing a new exhibition.

   It will fulfil visitors' curiosity towards the museums and leave them an impression that MCC is always willing to listen to visitors' voice. It might increase their motivation for participating in visitor research of MCC in the future.

10.8 Opportunity outside Exhibition Studio Cafe

Though the main space where the visitor research happens would be the Exhibition Studio Cafe, there is more opportunity of attending the visitor research outside it.

Other places in MCC

There can be more touchpoints of attending the visitor research by entering the sharing platform. QR codes and its introduction can be put outside the Exhibition Studio Cafe in other places in MCC, for example, in the ticket house or in the museum shop.

Outside MCC

There is an opportunity of publicising visitor research online and allowing visitors to participate in it outside the museum.

The link to the visitor research can be put on the existing online platform of MCC, including the official website of MCC, social media accounts like Facebook, Instagram and Twitter.

Visitors can share the link to their friends at the end of the visitor research. It might also be a chance of reaching more potential visitors.
The last part of this project is to validate the possible effect of the design concept. The design principles would be the guidelines of the evaluation. Based on the user test, the PROs and CONs of the design concept would be listed out.

Then, based on the result from validation, a quick iteration is given.

Finally, there is a discussion about the whole project, including its contribution, limitation and suggestion for further development.
Direct stakeholders of the concept include the visitors and colleagues of MCC. So, for validation, user tests are conducted with both of them to evaluate the potential effect of the design concept.

Chapter 11 documents the process of the user test and the results.
User Test Plan

11.1

The plan of user test includes 4 parts:
1. Evaluation criteria of design concept;
2. Selection of testers;
3. Preparation of the prototypes for user test;

User tests are conducted to evaluate the validation of the concept.

There are 3 objects that need to be evaluated:
1. The overall concept;
2. Main design features;
3. The interfaces of the online sharing platform and the management platform.

The main users of the concept include the MCC exhibition team and visitors. So the concept validation needs to include feedback from both sides.

The 6 design principles would be the guidelines of the validation. UEQ (user experience questionnaire) (2019) and SUS (System Usability Scale) (2013) would be the reference.

Evaluation criteria of design concept

The 6 design principles
- Inviting
- Participatory
- Reactive
- Connected
- Handy
- Useful

SUS
System Usability Scale

UEQ
User Experience Questionnaire

Evaluation of the experience of the concept as a whole

If the experience of attending the visitor research is inviting, participatory, reactive and connected.

If the research toolkit is handy and useful.

Usability evaluation of the interfaces

The usability of the online sharing platform for visitors

The usability of the management platform for MCC exhibition team
Evaluation of the main design features

Design features need to be evaluated to gain a better understanding of the relation between the effect of the features and the overall experience.

Main design features would be evaluated if they are able to create the desired effect with related users and MCC exhibition team members or the visitors. A 5-point liker scale is used to help the tester to express how much they think the desired effect might be achieved.

<table>
<thead>
<tr>
<th>Design Features</th>
<th>Desired effect</th>
<th>Related Design Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>The discussion question</td>
<td>If the discussion question in the form of debate question has the potential to collect information that can help with the exhibition.</td>
<td><img src="image1.png" alt="Useful" /> <img src="image2.png" alt="Handy" /></td>
</tr>
<tr>
<td>Back desk management platform</td>
<td>If the platform can help to monitor the visitor research. If the platform has the opportunity of including MCC staffs outside the exhibition team.</td>
<td><img src="image1.png" alt="Useful" /></td>
</tr>
<tr>
<td>The setting of the Exhibition Studio Cafe and its extension usage</td>
<td>If its extension usage is valuable to MCC and its visitors. If its extension usage is easy to manage.</td>
<td><img src="image1.png" alt="Useful" /></td>
</tr>
</tbody>
</table>

Tested with MCC exhibition team

Tested with visitors who might join the visitor research

<table>
<thead>
<tr>
<th>Design Features</th>
<th>Desired effect</th>
<th>Related Design Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>The setting of the Exhibition Studio Cafe</td>
<td>If the setting of Exhibition Studio Cafe could evoke visitor's interest in attending the visitor research. If it provides a comfortable environment that make visitors feel more relaxing to share their opinion.</td>
<td><img src="image3.png" alt="Inviting" /> <img src="image4.png" alt="Participatory" /> <img src="image5.png" alt="Reactive" /> <img src="image6.png" alt="Connected" /></td>
</tr>
<tr>
<td>The discussion question</td>
<td>If the discussion question in the form of debate question can inspire visitors to share their opinions easily.</td>
<td><img src="image1.png" alt="Useful" /></td>
</tr>
<tr>
<td>The projection of shared opinions from other visitors and MCC staffs</td>
<td>If visitors are curious to read the shared quotes. If the shared quotes have potential to inspire visitors. If the possibility of getting reply from others would increase visitors' motivation of sharing.</td>
<td><img src="image1.png" alt="Useful" /> <img src="image2.png" alt="Handy" /></td>
</tr>
</tbody>
</table>
11.1.2 Selection of testers

For testers representing the MCC exhibition team members, 1 educator and 2 project leaders are invited.

Educators are the one who mainly takes the responsibility of conducting visitor research in an exhibition project and they might be an important user who would be the host of the research management. Thus, he/she might have practical suggestions on how to use the concept.

The project leader is the one who always has an overview of the whole project and he/she might have valuable feedback on the concept from the project management perspective.

11.1.3 Prototypes for testing

Prototype for testing include 3 parts.

A. A short video showing the process of visiting MCC exhibition, entering Exhibition Studio Cafe and attending the visitor research. (Figure 11.1.3_1)

B. Interactive prototype of the sharing platform for visitors. It is made on Invision, an online platform for prototyping. (Figure 11.1.3_2)

C. Interactive prototype of the management platform for MCC exhibition team. It is made on Invision. It is made on Invision, an online platform for prototyping. (Figure 11.1.3_3)

Testers from the perspective of visitors

For testers representing the visitors who might participate in the visitor research, 4 testers are invited to take the test online and 2 testers as invited to take the test offline.

Considered the condition of remote working due to the COVID-19, it is not possible to conduct the user test offline with real visitors in MCC. Thus testers are invited to take the test online and they are asked to play a role as visitors in MCC. To collect more useful and critical insights, the features of testers are as follows.

Tester A: An interaction designer as a pilot tester

Tester B: A young international student who has been to MCC,

Tester C: A young Dutch guy who has not been to MCC,

Tester D: An interaction designer with experience of museum design,

Tester E & F: Young couples who have not been to MCC.
11.1.4 Process of user test

User test for testers as visitors

There are 5 steps of user test for testers as visitors.
1. The project background and an introduction of the user test would be first given.
2. The video of the first part of the visitor’s journey would be played to provide visitors with an immersion of the journey.
3. Then the interactive prototype is used to test the sharing platform.
4. After playing with the interactive prototype, video of the latter part of the journey is played.
5. The follow-up interview is conducted to collect in-depth feedback.

When testers are watching the video or testing with the interactive prototype, they are encouraged to think out loud and express their feeling.

2 of the user tests with MCC exhibition team are conducted online via ZOOM or TencentMeeting, two online platforms for video conferencing.

2 of the user tests are conducted offline. One with a single tester and one with 2 testers as couples.

User test for MCC exhibition team

There are 5 steps of user test for MCC exhibition team.
1. The project background would be first introduced to testers to give them an overview of the test.
2. The video of the whole visitor’s journey would be used to provide them with an overview of the concept and the visitor experience it might create.
3. Then they are asked to express their questions about the journey.
4. Then the interactive prototype is used to test the management platform.
5. The follow-up interview is conducted to collect in-depth feedback.

When testers are watching the video or testing with the interactive prototype, they are encouraged to think out loud and express their feeling.

All the user tests with MCC exhibition team are conducted online via ZOOM, an online platform for video conferencing.

Refer to Appendix 15 for more details of the process of the user test.
11.2 Outcome of User Test

The outcome of user test includes feedback from visitors’ point of view and perspectives of MCC exhibition staffs.

Their feedback will be first given from a holistic perspective, then comments on specific design features would follow. Finally, it is the feedback on the usability of the interface.

The overall validation will combine the feedbacks from both sides.
11.2.1 Feedback from visitor’s side

The validation from the visitor’s perspective focuses on the visitor’s experience of attending the visitor research and the interaction between visitors and the designed visitor research. Their feedback is categorized into 3 parts:
- Overall experience,
- The effect of design features,
- The usability of the sharing platform.

### Overall experience

User experience questionnaire is first used to evaluate the overall experience of attending the design visitor research. Figure 11.2.1_1 shows the general feedback from the 6 testers.

Then testers are asked to give feedback according to the design guidelines, Inviting, Participatory, Reactive and Connected. The overall feedback is showed in Figure 11.2.1_2.

The concept receives a relatively positive feedbacks.

Most the testers regard the concept as an inventive and interesting museum experience which they rarely experience in other museums. They also think that the concept can reflect a friendly manner from the museum.

Considered the design principles, the design concept is able to achieve the desired effect in general. Especially, they give relatively high feedback on Participatory and Connected.

Specific comments and quotes are showed on the right page.

Tester B: “I would enjoy the discussion with my friends inspired by this research question.”

Tester B: “The concept makes me feel that the museum really cares about the visitor research.”

Tester C: “It is a new way of visitor research and I am curious about what will happen.”

Tester E: “It is good to receive the feedback of the research and the following development of the exhibition. I am curious about how our sharing will affect the exhibition.”

Tester A: “I am not a social guy and I may not like talking to MCC staffs face to face.”

Tester B: “I might be lazy of typing.”

Tester C: “I would be more careful about my words if they would be shared publicly.”

Tester D: “My motivation of attending the research and subscribe for it depends on my interest in the research question.”

Tester F: “I expect a more attractive projection with more images which can help me immerse into the context of the planning exhibition.”
What is Exhibition Studio?

Visitors are always relaxed and not in a hurry in such a place where they can sit down and drink coffee. Thus, they might be more willing to attend the visitor research.

Visitors can be inspired by the debate question easily. It is always hard to answer an open question.

Visitors think that the concept can trigger discussion with their friends.

The projection of the shared opinions from other visitors and MCC staffs

Visitors think that different opinions from other visitors are inspiring.

Whether visitors would be interested in reading the sharing opinions depends on if they are interested in the research question itself and whether the sharing opinions have a high quality.

Visitors expect to know about the current situation of the development of the exhibition.

Visitors might be a bit lazy to interact with the shared quotes because they are not sure if the writer would receive their reply.

Visitors might comment a few shared quotes but not many.

If the sharing includes images, it might inspire visitors to interact more.

Users hope that they can get an overview of the supporters of the different perspectives.

Visitors are interested in the exhibition. They are curious about the final exhibition design and their influence on the exhibition.

One visitor proposes that MCC could invite some participants of the research as the guests of the opening exhibition.

Should we chase for earthly paradise?

Visitors are always relaxed and not in a hurry in such a place where they can sit down and drink coffee. Thus, they might be more willing to attend the visitor research.

Visitors can be inspired by the debate question easily. It is always hard to answer an open question.

Visitors think that the concept can trigger discussion with their friends.

The sharing platform for visitors

Visitors might be a bit lazy to interact with the shared quotes because they are not sure if the writer would receive their reply.

Visitors might comment a few shared quotes but not many.

If the sharing includes images, it might inspire visitors to interact more.

Users hope that they can get an overview of the supporters of the different perspectives.

Visitors are interested in the exhibition. They are curious about the final exhibition design and their influence on the exhibition.

One visitor proposes that MCC could invite some participants of the research as the guests of the opening exhibition.

The setting of the Exhibition Studio Cafe

Visitors are always relaxed and not in a hurry in such a place where they can sit down and drink coffee. Thus, they might be more willing to attend the visitor research.

Visitors can be inspired by the debate question easily. It is always hard to answer an open question.

Visitors think that the concept can trigger discussion with their friends.
Visitors express an indifferent attitude towards the acknowledgement, as it just includes the number and they don’t feel a strong connection to a representative number.

Visitors like the ideas of receiving follow-up information about the visitor research.

Visitors are afraid that they will receive a lot of advertisement from the museum. The email may lie in their junk mail folder.

Whether the visitors are interested in the follow-up information depend on their interest in the topic itself.

Some visitors are willing to talk to the museum staffs.

For some of the visitors, they would feel being invaded by the drop in the discussion from MCC staffs.

Even visitors who are not willing to talk with MCC staffs, if the discussion turns out to be a pleasant one, they would feel more connected to the museum.

Usability of the sharing platform

SUS (System Usability Scale) is used for evaluating the usability of the sharing platform and help to inspire testers to express their feedbacks. They are asked to give a grade first, then express their reasons.

Considered that there are only 6 testers, the result of the SUS cannot be used from the quantitative perspective. The reasons for the scores is more valuable. Thus the score will not be showed here.

Favourite part

The overall interface is easy to understand and use.

It is good that Falk & Dierking’s identity-related motivations are multiple-choice.

The illustration at the end is nice.

Room for improvement

There is a confusion between the typing zone for adding a new quote and for adding a comment. (Figure 11.2.1_3)

There should be a clear indication that the shared quotes are written by the visitors or by MCC staffs. (Figure 11.2.1_3)

Users hope that there are less text and more pictures.

The text of the two perspectives on the discussion page is too small. (Figure 11.2.1_3)

“Texts here is too small”

“Who wrote this quote? Other visitor or the museum staffs?”

“Should I type in my comments to the quote here? Or it means the typing zone for a new quote?”

“Oh, I didn’t notice the button of the comment.”

Figure 11.2.1_3 Discussion page of the sharing platform
11.2.2 Feedback from MCC exhibition team's side

The validation from the MCC exhibition team's perspective focuses on the utilization of this concept to conduct visitor research and collect insights for the planning exhibition.

Their feedback is categorized into 3 parts:
- Overall concept,
- The effect of design features,
- The usability of the sharing platform.

Overall concept

3 testers from MCC exhibition team gives relatively positive feedback on the overall concept (Figure 11.2.2).

They think highly of the new way of interaction for doing visitor research and its potential of creating a new and enjoyable experience for their visitors. They see the value of mutual communication among visitors and MCC exhibition staffs. They also like the idea of providing visitors with feedbacks after their visit and foster the connection of visitors to the museum.

On the other hand, they also express their critical concerns from the perspective of conduction. The concept requires the implementation of hardware and software. It would be a big decision for the museum to make. Meanwhile, as it is a new way of doing visitor research and the exhibition team need to explore a new way of cooperation for it. In general, there would be a lot of work before the actual utilization of the concept.

Useful? Handy?

When it comes to the design principles, it is complex for tester to simply tell if the concept is Useful (or not) or Handy (or not).

Testers can foresee that visitors would enjoy visitor research. And there is an opportunity for mutual and multiple times communication with visitors. In this case, the concept is useful. But what data and insights can be gathered from the research and how much can these insights help with the exhibition is still an uncertainty. Another concern is, whether elderly people would be willing to use the QR Code. In this case, more tablets might be needed in the Exhibition Studio Cafe.

As for handy, preparing the visitor research in the form of debate research also depends on the question we ask. We need practice of preparing the research question in the debate form.

Project Leader A: “I didn’t see how to make overview of the result yet from the current concept. I expect a quick way to help me getting the overview of the collected data.”

Educator: “It is a completely new way of doing visitor research. And it is good that it could include new comers into the research.”

Project Leader B: “It is good that visitors could get a feedback of the research. I think they will like it. And it is good that we have a chance of further contacting them.”

Educator: “The final effect of this form of research also depends on the question we ask. We need practice of preparing the research question in the debate form.”

Project Leader A: “I think our visitors always have a lot of thing to share with us. And it’s great to have such research for a coming exhibition.”

Project Leader B: “It is a completley new way of doing visitor research. And it is good that it could include new comers into the research.”

Overall, they think the concept is promising and worth a try. However, more work needs to be done before the actual utilization of the concept.
Feedbacks for Design Features

MCC exhibition team concerns that the preset perspectives of the research question would restrict visitor's mind.

MCC team wonder that visitors might be interested in accessing to the sharing platform after their visit at home.

MCC exhibition team think that it is good to include non-team members in the research but limit their interaction with the shared quotes from visitors.

MCC exhibition team expects the platform can display an overview of the collected data.

Usability of the management platform

SUS (System Usability Scale) is used for evaluating the usability of the management platform and help to inspire testers to express their feedbacks. They are asked to give a grade first, then express their reasons.

Considered that there are only 3 testers, the result of the SUS cannot be used from the quantitative perspective. The reasons for the scores is more valuable. Thus the score will not be showed here.

Favorite part
- Like the possibility of relating the results to the Falk & Dierking's identity-related motivations.
- Good to allow non-team members to check the collected data while limit their accessible functions.

Room for improvement
- Show a visualized overview of all the collected data to help the exhibition team to gain an idea about the outcome intuitively and quickly.
- Distinguish the functions between which will interact with visitors and which are only for the internal team.
- Make the wording of the functions can be more precise.

Critical issue
- Whether the non-team members should be able to reply to visitors?

Whether a notification should be sent before the coming of the MCC team or the exhibition team can just bump into the Exhibition Studio Cafe?
Combining the perspectives from both sides, here comes the PROs & CONs and the room for improvement of the design concept.

**PROs**

- **From visitor’s perspective**
  - The cafe provides the visitor with a comfortable environment where they are willing to attend the research.
  - Displaying the shared opinions to all visitors enhances the interaction among different visitors and the MCC exhibition team. Visitors can get inspiration from shared opinions.
  - The debate question can trigger offline discussion among visitors and their companions.
  - Visitors like the idea of receiving feedback of the visitor research, which increased the connection to the exhibition and the museum.

- **From MCC’s perspective**
  - The overall concept is able to include newcomers of MCC in visitor research.
  - The concept provides opportunity of mutual and multipal times of communication with visitors.

**CONs**

- The concept requires a lot of implementation and maintenance.
- As it is a totally new way of visitor research, the exhibition team need time for adaptation and exploring the suitable way of cooperation for conducting it.

**Room for improvement**

- **From visitor’s perspective**
  - There is room of making the interaction more playful, showing more images and less texts.
  - Touchpoints of the latter part of the experience journey of the visitor research can be further improved.

- **From MCC’s perspective**
  - Provide an overview of all the collected data for the exhibition team to help them have a quick idea of the outcome from the visitor research.
  - Better distinguish the functions between those which will interact with visitors and internal functions inside the project team.
Based on the result of validation, the final iteration of the design concept is made. Due to the time limitation of the project, the iteration mainly focuses on the perspective of the visitor’s experience. The iteration includes the optimization of the projection in the Exhibition Studio Cafe and the interface of the sharing platform.
12.1 Iteration of the Projection in Exhibition Studio Cafe

According to the feedbacks from user test, the following features of the projection of Exhibition Studio Cafe are optimized.

- A. Show the number and proportion of the supporters of the two different perspectives are showed.
- B. Provide a clearer indication of the writer of the sharing quote.
- C. Distinguish the zone for information from the sharing quotes.

Illustration of the visitor’s identity is used to indicate that the quote is written by a visitor.

Comparison of the supporters of different perspectives is showed visually.

Information zone. Introduction of participating will be displayed. When the exhibition team is coming, the notification will also be displayed here.
12.2 Iteration of the Sharing Platform for Visitors

According to the feedback from the user test, the following features of the Sharing Platform for visitors are optimized.

For the page of the discussion
- A. Enlarge the font size of "YES" or "NO".
- B. Provide a clearer indication of the writer of the sharing quote.
- C. Use the same background color for a single post and the type-in zone for adding a new quote to better distinguish the type-in zone for a new quote and for comments.

For the commemorated picture
- D. Add the number and proportion of the supporters of the same perspective with the participant.
- E. Provide a clearer indication of the writer of the sharing quote.

Refer to Appendix A.6 for more details of the iteration of the online sharing platform for visitors.
The final chapter of the report documents my reflection on the project and my personal takeaways from this project.
13.1 Project Discussion

Looking back the process of the project and the result from the validation, here is my reflection on the project.

Contribution

This project proposes a new perspective on the role of museum visitor research. Despite a tool of helping the museum exhibition to know better about their visitors, visitor research itself can also be an enjoyable museum experience for visitors.

The new visitor research experience provides the exhibition team and their visitors with a chance of mutual communication and interaction among different visitors and the museum. It enables visitors to inspire each other by showing visitor’s sharing. After the visitor research, the feedbacks are provided. In this way, the visitor research also builds a connection between visitors and the museum.

This project also works as a practice of utilizing the theory, Relevance by Play(2019), to design museum experience. The theory is used to analyze the factors influencing visitor’s motivation of attending the visitor research and find out the design opportunity of optimizing the experience of the visitor research.

Limitation

Considered that the project was conducted online remotely, the real visitors of Museum Catharijneconvent was not well involved in the project. Same, the cooperation with the exhibition team and the physical context of the museum were not well studied. Further study and evaluation of this concept with the current visitor group and the exhibition team need to be done in further study.

Due to the time limitation of the project, the final concept was not well-iterated. There is still a lot of room for improving the detailed interaction of touchpoints in the concept.

Recommendations for the future design

For further development and the implementation of the concept, more feedbacks from the real visitors are needed about the detailed touchpoints of the concept.

The interactive touchpoints in the concept can be further optimized. Especially, the projection on the wall and the interface for the sharing platform can be more playful and provide visitors with better immersion in the planning exhibition.

The form of feedbacks for visitor research can be further designed. Time for sending the feedbacks and the content of the feedback still need to be better defined.

At the same time, the management platform needs to be better embedded in the working process of the exhibition team.

From the perspective of the academic research, though it was not the design direction of this project, I can see a chance of embedding the theory Relevance by Play(2019) into a research toolkit and help the exhibition team to improve the relevance of their exhibition design.

References

13.2 Personal Reflection

This is a very challenging project. And it is my first project that I am not just working as a designer but also as a project manager, from the Project establishment to its ending. Meanwhile, it is a project done completely online during the special period of time of COVID-19. Looking back, I am proud of what I have done and what I have learnt. Also, I know better about myself.

At the end of this report, I'd love to share my personal reflection about what I have learnt from the project. These takeaways will continue inspiring me in the future and I hope that they can also provide you with some inspiration.

Design is always about communicating

Though I have already noticed the importance of communication in the design process, this project deepens my understanding of this idea.

Communication doesn’t happen when your project starts but before it. For the establishment of a design project, it requires the understanding and agreement towards an uncertain outcome. Otherwise, the project will not be able to start. Or if there is a misunderstanding of the expectation, it would cause friction during the development project.

Luckily, in this project, all my supervisors help me with communication. And Marieke, my mentor from MCC provides me with great freedom of design. However, to bring my design to the real world, in the future, I still need to further improve my skill of communicating, especially with stakeholders without a design background.

Embracing the uncertainty

Designing a visitor research toolkit is like designing a tool to ensure the result from the visitor research to be useful. In another word, it is designing something to ensure something uncertain to have a certain value. It is very challenging and ambitious indeed. But it is also a normal situation of all design projects in real life. As a designer, we should always be brave to embrace uncertainty. It is the challenge but also the opportunity.

Deal with complexity

Design project in real life always involves multiple stakeholders. Also, there would be restrictions from the existing context. Come together, it becomes the complexity of that a design project should deal with.

In this project, the complexity that I need to deal with is simplified. For example, I don't need to consider the details of the implementation. But from the feedback and concerns from different stakeholders, I know there are still much for me to think about to bring the concept into real life.

In the future, I would like to step further into design projects about dealing with complexity. I believe that this ability is the core value of design.
## Reference List

<table>
<thead>
<tr>
<th>Reference</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human centered design: Toolkit (pp. 60-61). (2011). Place of publication not identified: IDEO.</td>
<td></td>
</tr>
</tbody>
</table>

All beautiful pictures of Museum Catharijneconvent and their religious artworks are made by and belongs to Museum Catharijneconvent.
Appendix

Exhibition Studio

Visitor Research Toolkit
For Museum Catharijneconvent
# Appendix List

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</table>
Introduction

Museum Catharijneconvent locates in Utrecht, focuses on sharing the aesthetic, cultural and historical values of the religious heritage, with the aim of gaining more insight into the current society. Besides the permanent exhibition, the museum also holds temporary exhibitions with different topics related to religious culture. Currently, Museum Catharijneconvent is planning its next four-year plan. They want to keep the number of their visitors growing, by expanding potential visitors who haven’t paid a visit yet and seducing visitors to repeat their visit more often. One of the ambitious tasks in the next 4 years is to redesign the permanent exhibition experience and keep improving the experience of temporary exhibitions. Besides, non-content related issues are under concern as well, for example, the experience about toilet, shop, cafe etc. Thus, they need feedback from visitors to help with the design of both the temporary and permanent exhibition as well as non-content related experience. Also, an efficient way to reach more potential visitors is necessary. Besides the detailed feedback for their exhibitions, it is valuable for the museum operators to know the reasons behind visitor’s coming or not coming.

Museum Catharijneconvent tries to cope with their challenge with the help of Falk’s visitor identities. According to the Falk’s visitor identities, visitors with different identities seek for different experience in the museum to fulfill their specific personal and/or social needs. For example, professionals/obsess, they are very interested in the content of the museum and willing to devote more effort into gaining the knowledge. But for experience seekers, learning new knowledge could be secondary, because they come to seek for special experience. In this case, non-content related elements like the museum shop, toilet, cafe also play important roles of providing a satisfying experience. When a visitor visits the museum as a facilitator, he/she cares more about the experience and needs of the person they are facilitating, like parents with kids or people with a disabled friend. Thus, the museum support these multiple needs, in order to attract various visitors and provide them with satisfying experience.

They has started to design some temporary exhibitions based on the theory and they want to better integrate it into their work. They also try to do visitor research base on Falk’s identities to find out specific needs of their visitors, so that they can provide their visitors with what they are looking for in the museum. But up to now, these visitor researches are not conducted in a structured way and greatly depend on individual employees.

Thus, they request me to design a visitor research toolkit which can guide their employees to conduct such visitor research in a structured way and get insights about the needs of visitor different identities based on Falk’s identities theory.

As a DFI student, I have an opportunity of helping the museum operators to better integrate the Falk’s identities into their museum experience design. Research methods from DFI can help the museum to reach the visitors and potential visitors and map out their identities. My knowledge of design process can help to find out the gap between the working process and utilising the theories. Also, my experience of designing user experience based on user research can help to identify what kind of data would be fatal to museum experience design based on Falk’s identities.

Reference:

Appendix 1

Project Brief

To scope down the project, functions and possible forms of the outcome of the toolkit need to be defined.

There are two fundamental functions of the toolkit. First, it should help Museum Catharijneconvent to get useful insights for future museum experience design from their visitors based on Falk’s identities. There are two criteria to determine if the insights are useful or not: if it shows the needs of visitors; if it provides inspiration for visitors. There are two criteria to determine if the insights are useful for museum experience design from their visitors based on Falk’s identities. One of the ambitious tasks in the next years is to redesign the permanent exhibition experience and keep improving the experience of temporary exhibitions. Besides, non-content related issues are under concern as well, for example, the experience about toilet, shop, cafe etc. Thus, they need feedback from visitors to help with the design of both the temporary and permanent exhibition as well as non-content related experience. Also, an efficient way to reach more potential visitors is necessary.

Museum Catharijneconvent tries to cope with their challenge with the help of Falk’s visitor identities. According to the Falk’s visitor identities, visitors with different identities seek for different experience in the museum to fulfill their specific personal and/or social needs. For example, professionals/obsess, they are very interested in the content of the museum and willing to devote more effort into gaining the knowledge. But for experience seekers, learning new knowledge could be secondary, because they come to seek for special experience. In this case, non-content related elements like the museum shop, toilet, cafe also play important roles of providing a satisfying experience. When a visitor visits the museum as a facilitator, he/she cares more about the experience and needs of the person they are facilitating, like parents with kids or people with a disabled friend. Thus, the museum support these multiple needs, in order to attract various visitors and provide them with satisfying experience. They has started to design some temporary exhibitions based on the theory and they want to better integrate it into their work. They also try to do visitor research base on Falk’s identities to find out specific needs of their visitors, so that they can provide their visitors with what they are looking for in the museum. But up to now, these visitor researches are not conducted in a structured way and greatly depend on individual employees.

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Problem definition

To scope down the project, functions and possible forms of the outcome of the toolkit need to be defined.

There are two fundamental functions of the toolkit. First, it should help Museum Catharijneconvent to get useful insights for future museum experience design from their visitors based on Falk’s identities. There are two criteria to determine if the insights are useful or not: if it shows the needs of visitors; if it provides inspiration for future museum exhibition design. Second, the toolkit should guide the employees of Museum Catharijneconvent to utilise the outcome of the visitor research. So the toolkit should include a way of analyzing and displaying the data, and guide the employees to use the result.

The Falk’s identities focus on why visitors have different identities and what that means for their needs. But insights about how to fulfill those needs are inadequate. Thus an extra theory focusing on the process of interaction is needed. Relevance By Play is a framework for designing relevant museum experiences. It provides a practical framework for designing affordances to fulfill the needs of visitors during different stage of their visit. So there is a chance to integrate these two theories in the visitor research toolkit.

There might also be some extra valuable functions of the toolkit. For example, helping to expand potential visitor groups; helping to build a better connection to current society etc. The toolkit should fulfill at least the fundamental functions. Other extra functions could be added based on needs and feasibility after the first stage of research and discussion with stakeholders.

Assignment

Design a visitor research toolkit for Museum Catharijneconvent to gather and utilise insights about their visitors needs and the way to fulfil the needs of visitors with different identities in relation to museum experience.

The visitor research toolkit should be able to help the operators of Museum Catharijneconvent to conduct visitor research in a structured way independently of their future exhibition and museum experience design. Under the framework of Falk’s identities and Relevance by play, the toolkit will guide the employees of Museum Catharijneconvent to conduct efficient visitor research among visitors and potential visitors to collect insights of their specific needs and the way to fulfill the needs according to their different identities. The toolkit should also bridge the process of research and design by guiding the employees of the museum to utilising the results from the visitor research.

The employees of the museum will be the primary users of the visitor research toolkit. Visitors might also interact with the toolkit while participating the visitor research.

Personal Motivation

I am interested in different cultures. I believe that the understanding of the difference among cultures helps people to understand ourselves and our world. It does not only broaden our knowledge, but also help us to be tolerant of difference. So I feel doing the right and meaningful thing to help with cultural heritage preservation and communication. In the case of Museum Catharijneconvent, that is further promoting the precious heritage of religious culture to a border visitors group.

From the professional learning point, this project provides me with an opportunity of reflecting on what I have learned from my master program. DFI program focuses on human and taught me how to design based on the understanding of users. Conducting efficient researches is one of the most important parts of the design for interaction. Designing a research toolkit does not only requires me to learn about its users — museum operators and visitors, but also ask me to understand the relationship between design and research. This project is very challenging because it forces me to look into the process from research to actual design from a holistic view. Though a good toolkit cannot guarantee a perfect outcome, it can facilitate the born of good design and make the process easier, especially for those people who haven’t got trained as designers. And this would be my chance to facilitate the utilizing of design thinking among non-designers with the research toolkit I design.

I have a personal interest in understanding human behaviours. Thus, I chose several courses related to psychology for my electives. I see a great chance of utilizing these psychology models and theories that I learned from the elective courses in this graduation project. Because it includes a lot of interactions between different group of people, interactions between people and the environment and it requires me to change these relationships.

I have two main ambitious expectation of the outcome of this project. First, helping operators in Museum Catharijneconvent to do visitor research and use the research from a designer’s view. I want to facilitate the museum operators to work with design thinking while they are designing the new exhibition experience. Second, I want to create something that can create a lasting effect and has the opportunity to be implemented in other museums. It means the toolkit that I design does not only help with one exhibition design but multiple exhibition designs in Museum Catharijneconvent. Also, it has the opportunity to be adjusted and implemented in other museums.

Possible forms of outcome could be cards set guiding the setup of the visitor research; an interactive tool encouraging visitors to provide insights; process framework for collecting and transforming insights into design. In general, as the museum is expecting to try and use the toolkit in the coming temporary exhibition in September, the toolkit should be easy to be implemented.
To understand the basic situation of MCC a primary interview was conducted with Marieke Wickham, educator of MCC.

There are 3 main research goals of this interview:

A. Understanding the structure of MCC: how do different departments cooperate together? And what are their roles?

B. Understanding the current situation of visitor research in MCC.

C. Understanding the current role of Falk’s Identities in MCC.

To help increasing the efficiency of interview, 2 graphs about the structure of departments in MCC and MCC’s service/product were created and prepared based on the information gathered from their official website.

The Interview took 1.5 hours via online platform ZOOM.

A_Understanding the structure of MCC: how do different departments cooperate? And what are their roles? (Discuss with the 2 graphs)

1. Discuss the graph of departments
   - 1.1. If it is reasonable to position them as the map shows? Any adjustment?
   - 1.2. Anything is missing?
   - 1.3. Is it reasonable to say that the toolkit is mainly for departments in the highlight area?

   Marieke: Mostly agree with the graph. Heritage in Churches and monasteries may not be the department which works closely on projects inside the museums. The target department is good.

Figure X The graph of departments adjusted based on the interview
2. Discuss the graph of product/service map
   2.1. If it is reasonable to position them as the map shows? Any adjustment?
   Marieke: Mostly agree with the graph. But I think the Cafe, toilet should cover the whole journey of the visit in MCC.

3. Relationship between department and product/service:
   3.1. Who is working on what?
   3.2. Cooperation among departments?
   Marieke: The works in MCC is project based. A project team will build with people from different departments.

   3.3. Cooperation with external designer/design agency?
      3.3.1. Who take charge in communicating with designer/design agencies?
      3.3.2. What is their assignment usually?
      3.3.3. What is the room for designing, who mainly define the design brief?
   Marieke: The project team works closely with the design agency. We will share our information and experience. We will generate design brief based on our research and requirement but we discuss our works together. They help us to design the presentation form of the exhibition.

B. About the current visitor research/Evaluation

4. General condition of the current visitor research:
   4.1. What kind of visitor research is done? (qua/quant)
   Marieke: Marketing will send out 7 envelopes every 10 visitors to invite them to fill the questionnaire online. Educators will also have their own visitor research.

   4.2. In what form? (questionnaire/interview etc.)
   Marieke: Mainly done by questionnaires send to regular visitors or interviews in the museum. We also have guest book. It collects interesting results as well.

   4.3. Done by whom? (which department/who)
   Marieke: Educators take the responsibility most of the time. Or marketting will do their research.

   4.4. Under what kind of situation, visitor research is planned?
   Marieke: Exhibition getting a low point, will trigger a more desired visitor research to find out the reason.

   4.5. The usage of the outcome?
   4.5.1. Are departments curious about the visitor research done by other departments?
   Marieke: Yes

   4.5.2. Will the result shared among departments?
   Marieke: Not really. Though they are willing to learn the results from other visitor research, they are not actively sharing it. Most of the results are shared among departments or the team.

5. Why does MCC regards it as a useful theory? What inspiration/value does MCC see from it?
   Marieke: Understand that visitors are not just different from demography but also motivations. Understand the visitors under different categories of demographics.

6. How will MCC use it?
   6.1. Example/explain the North to South EXHl maybe? How did Falk’s identity influence the design/decision making?
   Marieke: Help to build up personas and scenarios that help employees to imagine the needs of visitors.

   6.2. If it is easy to use?
   Marieke: We are still learning. There are some space of adapting it into the context of Dutch visitors. For the theory is generated in the US.

   6.3. If there is some difficulty of using it? If some part of the Falk’s identity seems useful but not clear for implementation?
   Marieke: How to make everyone aligned with the idea of Falk’s

   6.4. If has, how does the Falk’s identity influence the current visitor research?
   Marieke: Ask about their motivations and their satisfactions from the exhibition.
Appendix 3
Interview About temporary exhibition projects

Background of the interview:
Before this interview, I have received a hand book explaining the working process in MCC. It worked as a base for the further discussion in this interview.

Aim of this interview:
1. Learn about the general process of preparing for a temporary exhibition.
2. Learn about the team dynamic.
3. The needs of visitor research.

Participant:
Project lead of a previous temporary exhibition the North and South.

Preparation:
Send an email to the interviewee, including the brief introduction of this project, the main questions which would be discussed in this interview.
Prepare the slides for discussion.

Method:
The interview was conducted online via ZOOM, an online meeting platform. The slides for discussion was shared via screen.

Introduction of the interview for the interviewee:

Graduation project, design a visitor research toolkit for MCC. Help MCC to hold a more structured visitor research in the future.

In this interview, the main questions will be about:
1. The whole process of setting up a temporary exhibition;
2. Doing Visitor research in a temporary exhibition project;
3. Using the results from the visitor research.
4. Opinions of using the Falk's identities
5. Relevance by play (open the slide with the introduction of the theory and explain it briefly again)

Before starting, ask for permission of recording the interview

Learning the working process of project the North and South
1. What is the main elements of a temporary exhibition?
   • List out together.
   #open the prepared page of the elements of a temporary exhibition

![Main Elements of an temporary exhibition](image-url)

Figure X. the page of elements of a temporary exhibition
2. What is the process of this project?
   - According to the handbook?
   - What do people do in each phase?

3. What is the main focus/outcome of each phases?
   - And the difficulties and most struggling point?
   - How do you compare the focus of the project to the relevance by play?

4. How the team is built? What is the cooperation among departments?
   - Who is responsible for each phase?
   - Are different departments taking charge for different phases?
   - How do new teams/external designers join in the project? In which phases?

5. How does the communication go among the team?
   - How does the information pass from the former phase to the later one?
   - Are people clear about what other department is doing?
   - What is the condition of the understanding of Falk’s identities of different department?

6. For external designers/design agency
   - Who take charge in communicating with designer/design agencies?
   - Who mainly define the design brief? What kind of info are provided for their task?
   - What is the room for designing (what they can change what they cannot change)
   - Do they also do their own visitor research?
   - Want them to keep Falk’s in mind?

Visitor research during the project
7. In which phases, visitor research will be held/needed/used?
8. The reasons for the visitor research?

Requirements of visitor-related info in different phases
9. In general, what do you think visitor info help the project most?
   - Giving examples?

10. Any moment in your work when you think you need more info of visitors? And what kind?
11. When and how are you using the info of visitor research?
   - Provide an example?

How do you reflect on the result of the N&S visitor research?
12. Any takeaway from the result of the current visitor research?
   - Want to change anything of the exhibition?
   - Will the research done by different people shared among the team? For example, research done by marketing?
   - Any inspiration for the next exhibition?
   - Due to the long process of the next, how may those insights being used?

Opinions about the Falk’s identities/Relevance by play
13. Any inspiration from Falk’s identity on this project (the North & South)?
Departments in MCC

Museum Catharijneconvent (MCC) has 8 departments working on projects inside the museum. The main responsibility of each department is shown in Figure 03.2-1.

<table>
<thead>
<tr>
<th>Department</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management board</td>
<td>Managing the whole museum</td>
</tr>
<tr>
<td>Research &amp; Library</td>
<td>Expertise of the content as Curator</td>
</tr>
<tr>
<td>Presentation</td>
<td>Project management</td>
</tr>
<tr>
<td>Public &amp; Education</td>
<td>Narrating storylines</td>
</tr>
<tr>
<td>Marketing &amp; Communication</td>
<td>Marketing</td>
</tr>
<tr>
<td>Operational Management</td>
<td>Daily management including ticket house, security, Museum shop, cafe etc.</td>
</tr>
<tr>
<td>Collection Management</td>
<td>Managing collections</td>
</tr>
<tr>
<td>Development</td>
<td>Building things</td>
</tr>
</tbody>
</table>

Figure 03.2-1: Departments in MCC and their functions

Target Departments of the Visitor Research Toolkit

The main target users of the research toolkit in MCC include two types of employees:
1. People who conduct the research;
2. People who use the result of the research.

Thus, their work has a close relationship with visitors. Works in a museum can also be divided into two different types, works related to the content of the museum and works providing support to the management of the museum.

To have a clear overview of the target users of the research toolkit in MCC, departments are depicted in a two-dimensional four-quadrant diagram (Figure 03.2-2) based on their functions.

As the visitor research toolkit is used to support the visitor research which targets to providing visitors with better museum experience, departments in Visitor-end & Content/Visitor-end & Supporting quadrants (highlighted in the green background) are selected to be the main users of the toolkit. Because their job relates to the experience of visitors in the museum. They can be the one use the toolkit to design and conduct the visitor research or the one use the toolkit to analyse and use the result of visitor researches.

Figure 03.2-2: The target department of the visitor research toolkit
Context mapping was done to understand the working process, position of visitor research in the project and colleagues’ attitude towards visitor research.

2 educator and 1 project manager participated in the contest mapping. The following digital booklet was sent to them. They were asked to fill it out, then an interview was followed to discuss the content they filled in.

Here is the template of a blank booklet.
In this visitor research, the barriers between me and my visitor are...

The result of this visitor research helps/doesn’t help with my work in project North & South, because...

I share the result of my research to... by...

My opinion towards Falk’s identities are...

My opinion towards Relevance by Play
<table>
<thead>
<tr>
<th>Question</th>
<th>Expected Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is your department?</td>
<td>Please describe your role in the Museum Collections Management in 1-2 sentences.</td>
</tr>
<tr>
<td>Are you familiar with the principles of Visitor Research?</td>
<td>Do you agree that the principles of Visitor Research (as defined in the introduction) are relevant to your work?</td>
</tr>
<tr>
<td>What are the specific social needs you want to address?</td>
<td>How does your experience in Visitor Research contribute to your role within the Museum Collections Management?</td>
</tr>
<tr>
<td>What do you see as the main challenges of Visitor Research?</td>
<td>How do you think Visitor Research can improve the visitor experience in your Museum?</td>
</tr>
<tr>
<td>What do you think are the most important Visitor Research findings?</td>
<td>How will you use the results of the Visitor Research to inform your work as a Museum Collections Manager?</td>
</tr>
<tr>
<td>What role does Visitor Research play in the Museum Collections Strategy?</td>
<td>Please describe how Visitor Research findings will be integrated into your Museum Collections Strategy.</td>
</tr>
<tr>
<td>What are the benefits of Visitor Research?</td>
<td>How do you think Visitor Research can benefit the Museum's overall mission and goals?</td>
</tr>
<tr>
<td>What are the limitations of Visitor Research?</td>
<td>How do you anticipate overcoming any limitations of Visitor Research in your work?</td>
</tr>
<tr>
<td>How will you ensure the sustainability of Visitor Research findings?</td>
<td>How will you ensure that the Visitor Research findings are implemented and sustained over time?</td>
</tr>
<tr>
<td>How will you monitor and evaluate the effectiveness of Visitor Research?</td>
<td>How will you evaluate the impact of Visitor Research on the Museum's mission and goals?</td>
</tr>
</tbody>
</table>

Appendix 6
Result of Questionnaire_ MCC colleagues’ interest in visitor’s needs

<table>
<thead>
<tr>
<th>Question</th>
<th>Expected Answer</th>
</tr>
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<tbody>
<tr>
<td>What are the specific social needs you want to address?</td>
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<td>How do you think Visitor Research can improve the visitor experience in your Museum?</td>
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</tr>
<tr>
<td>How will you ensure the sustainability of Visitor Research findings?</td>
<td>How will you ensure that the Visitor Research findings are implemented and sustained over time?</td>
</tr>
<tr>
<td>How will you monitor and evaluate the effectiveness of Visitor Research?</td>
<td>How will you evaluate the impact of Visitor Research on the Museum's mission and goals?</td>
</tr>
</tbody>
</table>

(Collected data and analysis will be used to inform the development of Visitor Research strategy within the Museum Collections Management Department.)

(Collected data and analysis will be used to inform the development of Visitor Research strategy within the Museum Collections Management Department.)
It is important to understand visitor’s opinions of attending visitor research. Primary online questionnaires were first sent out among my friend circle to gather insights quickly. Interviews with participants of the questionnaires were followed to understand the hidden reasons. Considered that there was a bias that participants from my friend circle might have different features compared to the real visitor of MCC, another online questionnaire was sent out through MCC platform to their regular visitors.

To fulfil the requirement of MCC, the questionnaire sent out via MCC platform was slightly adjusted compared to the one sent in my friend circle. And it had English version and Dutch version.

The questionnaire

Do you want to participate in visitor research of Museum Catharijneconvent?

Museum Catharijneconvent is a museum about religious culture and art located in Utrecht, the Netherlands.

We are always willing to listen to our visitors and provide a unique and inspiring museum experience. Thus we are conducting a project of designing a better way of doing visitor research. The project is a master graduation project of Liangyi Li, a design student from TU Delft.

No matter if you have visited our museum or not, we want to listen to your opinion about participating in our visitor researches. Thank you very much for your time and thoughts.

1. Have you been to our museum? (Multiple Choice)
   A. Yes, I am a regular visitor and I receive the museum’s newsletter;
   B. Yes, I have visited Museum Catharijneconvent several times but I am not subscribed to the newsletter;
   C. Yes, I have visited once;
   D. No, I haven’t been to it but I have heard about it;
   E. No, I haven’t been to it and I haven’t heard about it;

2. What might be your strongest motivation for visiting Museum Catharijneconvent? (Checkbox)
   A. I would like to increase my knowledge, I am curious about religious art;
   B. I would like to increase my knowledge, because religious culture/art is my interest/expertise;
   C. I would like to experience something new and unique;
   D. I would like to relax, to recharge myself emotionally/mentally in the museum;
   E. I would like to do something social and spend time with someone;

3. Despite the forms of visitor researches, how much would you like to participate in visitor researches of museums?

   I don’t want to participate in visitor researches at all
   1 2 3 4 5
   I am always willing to participate in visitor researches

4. What is your main motivation for participating in visitor researches of museums? (Multiple Choice)
   A. I want to help to improve the experience of the museum;
   B. There might be some reward for joining the visitor research;
   C. Because museum staff asks me to join;
   D. It makes me feel connected to the museum;
   E. Other:

5. What is your main concern of participating in visitor research of museums?
   A. It takes too much time and conflicts with my schedule;
   B. The visitor research itself is boring and effort consuming;
   C. The visitor research disturbs my visiting experience;
   D. I think my opinion would hardly contribute to improving the museum;
   E. Other:
If you have a chance to help to design the next exhibition in with Museum Catharijneconvent... 

6. If you have a chance to help to design the next exhibition in with Museum Catharijneconvent, how would you feel?
A. Honoured;
B. Connected to the museum;
C. Excited about creating;
D. That I am taking a special responsibility;
E. Other: __________________________

7. If you are invited to design the next exhibition in Museum Catharijneconvent, what would be your contribution?
A. By sharing my rich experience of visiting different museums;
B. By sharing my expectations of the content of the exhibition;
C. By sharing my unique ideas about the forms of the exhibition;
D. Other: __________________________

8. In which way you would like to join the activity of helping to design a future exhibition in Museum Catharijneconvent?
A. Offline workshop in the Museum;
B. Online workshops;
C. Online activities as part of my visit;
D. Leaving comments and ideas through online campaign;
E. Other: __________________________

9. Could I have your age?
A. 18 - 24;
B. 25 - 34;
C. 35 - 44;
D. 45 - 54;
E. 55 - 64;
F. Over 65.

10. Why are you in the Netherlands?
A. I am Dutch and live in the Netherlands;
B. I currently live in the Netherlands because of my job/education;
C. I am a traveller here;
D. Other: __________________________

11. Where do you live?
A. I live in Utrecht;
B. I live in the Netherlands but not in Utrecht;
C. I don’t live in the Netherlands;

12. Thanks a lot for your help. Would you mind taking part in a short interview about your experience and opinions of attending visitor researches? If so can leave your contact?
Despite the forms of visitor researches, how much would you like to participate in visitor researches of museums?

What is your main concern of participating in visitor research of museums?

What is your main motivation for participating in visitor researches of museums?

If you have a chance to help to design the next exhibition in with Museum Catharijneconvent, how would you feel?
If you are invited to design the next exhibition in Museum Catharijneconvent, what would your contribution be?
87 responses

- By sharing my rich experience of visiting...
- By sharing my expectations of the content...
- By sharing my unique ideas about the exhibition...
- DF1: make more interactive and more...
- all of above
- 訝惜有点抽象，想象不到
- Dive into topics that I find interesting and...
- The opinion other people couldn’t offer...

Could I have your age?
85 responses

- under 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- over 65

In which way would you like to join the activity of helping to design a future exhibition in Museum Catharijneconvent?
87 responses

- Offline workshop in the Museum;
- Online workshops;
- Offline activities as part of my visit;
- Leaving comments and ideas through online campaign;
- Both offline workshop and online workshop are fascinating for me.
- Normally I would choose offline, but in this time of crisis I would choose online workshops.

Why are you in the Netherlands?
87 responses

- I am Dutch and live in the Netherlands;
- I currently live in the Netherlands because of my job/education;
- I am a traveler here.
- No, but currently live in the Netherlands because of my job/education
- No
- Yes
Introduction

Museum Catharijneconvent is a museum about religious culture and art located in Utrecht, the Netherlands. We are always willing to listen to our visitors and provide a unique and inspiring museum experience. Meanwhile, we hope that the visitor research itself can be a memorable experience for you about our museum. Thus we are conducting a project of designing a better way of doing visitor research. The project is a master graduation project of Liangyi Li, a master design student from TU Delft. No matter if you have visited our museum or not, we want to listen to your opinion about participating in our visitor researches. Thank you very much for your time and thoughts.

1. I wil graag de Nederlandse vragenlijst invullen: I would like to fill out the English questionnaire:
   A. Nederlands;
   B. English;

2. Hef u ooit een bezoek gebracht aan Museum Catharijneconvent? Have you ever visited Museum Catharijneconvent?
   A. Ja, ik heb Museum Catharijneconvent meerdere keren bezocht en ontvang de nieuwsbrief van het museum;
   B. Ja, ik heb Museum Catharijneconvent meerdere keren bezocht maar ik ben niet geabonneerd op de nieuwsbrief;
   C. Ja, een keer;
   D. Nee, nooit, maar ik heb erover gehoord;
   E. Nee, ik heb nog nooit van het museum gehoord.

3. Wat is de belangrijkste reden om Museum Catharijneconvent te bezoeken?
   A. Ik wil mijn kennis vergroten, omdat ik nieuwsgierig ben naar kunst en cultuur;
   B. Ik wil mijn kennis vergroten omdat religieuze kunst en cultuur mijn interesse heeft / expertise is;
   C. Ik zou graag iets nieuws en unieks willen;
   D. Ik zou graag willen ontspannen, mezelf emotioneel / mentaal willen opladen in het museum;
   E. Ik zou graag iets sociaal willen doen en tijd met iemand doorbrengen;
   F. iets anders, namelijk...

4. Wat do you like most about Museum Catharijneconvent? (open question)

5. On a scale from 1 to 100, despite the forms, to what extent would you like to participate in visitor researches of museums? (Use the slider)
   I don't want to participate in visitor research at all
   A. Het kost te veel tijd en is in strijd met mijn planning;
   B. Ik vind bezoekersonderzoek over het algemeen saai en het kost veel moeite;
   C. Het bezoekersonderzoek verstoort mijn bezoekervaring;
   D. Ik denk dat mijn mening nauwelijks bijdraagt aan de verbetering van de bezoekervaring;
   E. iets anders, namelijk...

The questionnaire

Appendix 7.2
Online questionnaire sent via MCC platform

Dutch- Wilt u deelnemen aan een bezoekersonderzoek van Museum Catharijneconvent?

Do you want to participate in a visitor research of Museum Catharijneconvent?

Invoering

Museum Catharijneconvent is een museum voor religieuze kunst en cultuur, gevestigd in Utrecht. Om onze bezoekers een unieke en inspirerende museumervaring te bieden doen we vaak onderzoek. Om ons onderzoek te verbeteren hebben we Liangyi Li, Master student Design for Interaction program aan de TU Delft gevraagd een methode te ontwerpen om ons bezoekersonderzoek te verbeteren.

Het maakt niet uit of u Museum Catharijneconvent heeft bezocht, we horen graag uw mening over deelname aan onze bezoekersonderzoeken. Heel erg bedankt voor uw tijd.

1. Ik wil graag de Nederlandse vragenlijst invullen: I would like to fill out the English questionnaire:
   A. Nederlands;
   B. English;

2. Heeft u ooit een bezoek gebracht aan Museum Catharijneconvent?
   A. Ja, ik heb Museum Catharijneconvent meerdere keren bezocht en ontvang de nieuwsbrief van het museum;
   B. Ja, ik heb Museum Catharijneconvent meerdere keren bezocht maar ik ben niet geabonneerd op de nieuwsbrief;
   C. Ja, een keer;
   D. Nee, nooit, maar ik heb erover gehoord;
   E. Nee, ik heb nog nooit van het museum gehoord.

3. Wat is de belangrijkste reden om Museum Catharijneconvent te bezoeken?
   A. Ik wil mijn kennis vergroten, omdat ik nieuwsgierig ben naar kunst en cultuur;
   B. Ik wil mijn kennis vergroten omdat religieuze kunst en cultuur mijn interesse heeft / expertise is;
   C. Ik zou graag iets nieuws en unieks willen;
   D. Ik zou graag willen ontspannen, mezelf emotioneel / mentaal willen opladen in het museum;
   E. Ik zou graag iets sociaal willen doen en tijd met iemand doorbrengen;
   F. iets anders, namelijk...

4. Wat do you like most about Museum Catharijneconvent? (open question)

5. Wat kan u mogelijk weerhouden om deel te nemen aan bezoekersonderzoek van musea?
   A. Ik wil helpen de beloning van het museum te verbeteren;
   B. Er kan een beloning zijn voor deelname aan het bezoekersonderzoek;
   C. Omdat museummedewerkers me vragen mee te doen;
   D. Ik voel me verbonden met het museum;
   E. iets anders, namelijk...

6. Wat is uw belangrijkste motivatie om deel te nemen aan bezoekersonderzoek van musea?

7. Wat kan u mogelijk weerhouden om deel te nemen aan bezoekersonderzoek van musea?
7. What would make you hesitate to participate?
A. It takes too much time and conflicts with my schedule;
B. I think visitor research in general is boring and effort consuming;
C. The visitor research disturbs my visiting experience;
D. I think my opinion would hardly contribute to improving the museum;
E. Others...

8. How do you feel if you have a chance to help us creating the next exhibition for Museum Catharijneconvent, how would you feel?
A. Honoured;
B. Connected to the museum;
C. Excited about creating;
D. That I am taking a special responsibility;
E. Others...

9. We are researching new ways of listening to your opinions. What would be for you the preferred way to give suggestions or share your ideas about future exhibitions in Museum Catharijneconvent?
A. Workshop in the museum;
B. Activities as part of my visit in the museum;
C. Online workshops;
D. Leaving comments and ideas through online social media;
E. Others...

10. How do you feel about giving your feedback in English for about 15 minutes?
A. Raadpleeg deel te nemen aan een kort interview in het Engels van ongeveer 15 minuten?
B. Yes
C. No

11. Why are you in the Netherlands?
A. I am Dutch and live in the Netherlands;
B. I currently live in the Netherlands because of my job/education;
C. I am a traveler here.

12. Do you have a museum card?
A. Yes
B. No

13. Many thanks for your help. Would you mind taking part in a short interview about your experience and opinions of attending visitor researches?
A. Yes
B. No, thanks
Appendix 8
Interview Reasons & stories behind the motivation of attending visitor research

There are 11 interviewees attended the interview. They are recruited from the participants from the questionnaire with as different demography as possible. People with a very high, neutral and very low initial motivation for attending visitor research are included. A half-hour telephone interview is conducted with each participants one-one.

<table>
<thead>
<tr>
<th>Demography</th>
<th>Falk &amp; Dierking's visitor identities</th>
<th>Motivation of attending visitor research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tester 1</td>
<td>National student</td>
<td>Experience seeker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very strong 5/5</td>
</tr>
<tr>
<td>Tester 2</td>
<td>National worker in NL</td>
<td>Facilitator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Relatively strong 4/5</td>
</tr>
<tr>
<td>Tester 3</td>
<td>National worker in NL</td>
<td>Recharger; Facilitator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Relatively low 2/5</td>
</tr>
<tr>
<td>Tester 4</td>
<td>National student</td>
<td>Explorer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Relatively strong 4/5</td>
</tr>
<tr>
<td>Tester 5</td>
<td>National student</td>
<td>Experience seeker; Recharger</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very strong 5/5</td>
</tr>
<tr>
<td>Tester 6</td>
<td>National student</td>
<td>Experience seeker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neutral 3/5</td>
</tr>
<tr>
<td>Tester 7</td>
<td>National student</td>
<td>Experience seeker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neutral 3/5</td>
</tr>
<tr>
<td>Tester 8</td>
<td>National student</td>
<td>Explorer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Relatively strong 4/5</td>
</tr>
<tr>
<td>Tester 9</td>
<td>National student</td>
<td>Explorer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neutral 3/5</td>
</tr>
<tr>
<td>Tester 10</td>
<td>National student</td>
<td>Explorer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neutral 3/5</td>
</tr>
<tr>
<td>Tester 11</td>
<td>National worker in NL</td>
<td>Experience seeker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very strong 5/5</td>
</tr>
</tbody>
</table>

Small interview about joining visitor research

Interviewee: ______________

1. What is your main motivation of visiting museums?

2. Have you ever joint some visitor researches for museums?

3. What is your experience of joining a visitor research? How do you feel?

4. What's your concern of participating in visitor researches?

5. How do you think the museum will use the result of these visitor research?

6. What might increase your motivation of participating a visitor research?

7. What might be your interest in Museum Catharijneconvent? What do you expect to experience in Museum Catharijneconvent?

8. If the museum invite you to design the future museum experience with them together, how do you feel?
Appendix 9
Conduction of Creative Sessions

Participants:
5 creative sessions were conducted with 20 designers. Each session lasted for about 2 hours. Invited designers have slightly different backgrounds:
- 5 product designers
- 10 interaction designers
- 2 strategy designers
- 2 graphic designers
- 1 environment designer

Tools:
Due to the situation of COVID-19, they were conducted through online platforms. Online collaborative whiteboard platform (Miro) was used for collecting ideas and online chat software (Wechat) were used for communication and discussion.

Procedure:
Each creative session lasted for about 2 hours. A brief introduction of project background would be given first. Then followed the brainstorm session. The brainstorm session included 3 relatively independent parts. To mediate the influence among them, the order of the 3 parts (on the right page) was changed in different creative session.

Creative Session 1: A-C-B
Creative Session 2: A-B-C
Creative Session 3: A-C-B
Creative Session 4: C-B-A
Creative Session 5: C-B-A

Q: What experience should a participatory visitor research provide to their visitors?
Example Outcome:

How can the positive emotions of joining a virtual assembly of a museum?

What are the emotions when you feel that you are contributing to the museum?

How to evoke these emotions:

Take out a piece of A4;
Find 3 items & colours;
Sketch or write down 2 ideas;
You have 3 mins;
Don't worry about the quality, quantity matters!
How to foster the communication among visitors and MCC exhibition teams?
C
How to inspire visitors to share their opinions?

Idea Sprint
What/How Can
Inspire visitors to share their stories or opinions

You have 3 mins.
(Don’t worry about the quantity.

Idea Develop
How to
Inspire visitors to share their stories or opinions

You have 5 mins.
(Do not worry about the quality.

Take out a piece of A4.
Fold it into 5 blocks.
Sketch or write down 3 ideas in the top 3 blocks.

Shear 3 ideas from other 3 participants,
respectively put them in the left block below.

Based on the stolen ideas, sketch or write down 3 new ideas.

Don’t use A4 paper in the bottom 3 blocks.

(Do not worry about the quality.

Don’t use A4 paper in the bottom 3 blocks.

Don’t worry about the quality.

Don’t use A4 paper in the bottom 3 blocks.

Don’t worry about the quality.

Don’t use A4 paper in the bottom 3 blocks.

Don’t worry about the quality.

Don’t use A4 paper in the bottom 3 blocks.

Don’t worry about the quality.

Don’t use A4 paper in the bottom 3 blocks.

Don’t worry about the quality.
Creative session is useful for designer to explore concepts. Due to COVID-19, more creative sessions are conducted online. Thus the interaction among participants is limited through online platforms, there are some inconvenience.

In my graduation project, I conducted 5 creative sessions, which allowed me to explore and adjusted the procedure of the creative sessions. Here are some reflection based on the experience of facilitating those creative sessions.

**How to keep participants in the online session?**

It is more difficult for participants to focus on the session all the time during an online session. Though it happens in offline sessions as well, it is easier to get distracted in an online session. Because the chat and the shared screen/platform is the only connection between the participants and the session. The physical environment and other windows on the screen can all be the distraction elements.

Thus it is important to provide participants a feeling that they are always needed in the session, especially when they are waiting to take the floor. Here are some tips:

1. Change the order of sharing each time.
2. Provide fruitful activities and avoid repeated elements.
3. Encourage participants to provide comments after each sharing.
4. Control the number of participants.

**How to increase the creativity of participants:**

As lack of physical interactions among participants and some prepared materials, participants might feel more difficult in generating new ideas. Here are some useful tips.

1. Pictures are useful triggers;
2. Theories related to your context can be the trigger;
3. If participants are skillful in sketching, then encourage them to sketch rather than type.

**How to control the time of creative session:**

Participants would be more sensitive to the time of an online creative session compared to offline creative session. Participants easily get tired, bored and distracted if the session last for a long time. Here are some tips which might help you better control the time. Control the number of participants:

1. Limit the number of participants (not more than 5, ideally 3-4).
   More participants in a session, more time is needed, because most of time in a session is spent on explaining and communicating the ideas.
2. Decrease the time for project background introduction.
   Think twice about what is the necessary information that participants need during the session. Delete the information that is useless.
3. Limited the number of brainstorm.
   It is not wise to include too many brainstorms (not more than 3) in a single online creative session. You can split it into several sessions.
4. Encourage participants to explain their ideas with a limited number of sentence.
5. It is OK to interpret and stop the sharing and move forward the session.

**How to improve the skill of facilitating creative sessions:**

Creative session is a useful tool for exploring ideas. Thus it is important to improve the skill as a facilitator in the session. Besides summarising experience after the session, there are also some small tips to help.

1. Asking participants to share their feedbacks of attending the creative sessions. Most of the time, we focus more on the outcome from the sessions but easily ignore the participants’ experience in our sessions. By knowing their experience and feeling, it help us to adjusted the structure of the session and make it more friendly to participants. Only the participants have a nice experience, their creativity can play a better role.
2. Participating other creative sessions and learn from them. As a participants of other creative session, you can better experience and tell which form of session is better in inspiring participants to share.
Quick Evaluation

To evaluate the primary concepts, they are quickly discussed with some of my friends including designers and non-designers to gather feedbacks. Museum colleagues are also invited for another discussion meeting.

Process of the quick evaluation

From visitor’s perspective

For the evaluation from the visitor’s perspective, 1 of my friends is invited for a face-to-face discussion. The concept was first introduced. Then she gave rates based on the Harris profile. Later a discussion was followed based on the given rate. Another evaluation discussion was held with 3 designers online via MIRO, 1 interaction designer and 2 strategists.

Project introduction was first given, then 3 concepts were explained one by one. After the introduction of each concept, participants give feedbacks. After the discussion of each concept, they give rate based on the Harris profile and express the reason.

The project introduction on the right page is sent to the participants before the evaluation. The Harris Profile below is used for discussion and evaluation.

---

<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Formerly an HS graduate</td>
<td>Formerly a teacher</td>
<td>Formerly a parent</td>
<td>Formerly a visitor</td>
</tr>
<tr>
<td>Formerly an HS graduate &amp; former teacher</td>
<td>Formerly a parent &amp; former visitor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formerly an HS graduate &amp; former teacher &amp; former visitor</td>
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<td></td>
</tr>
<tr>
<td>Formerly a parent &amp; former visitor</td>
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</tbody>
</table>

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Figure AP8.1 - Harris Profile for evaluation

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**Project Introduction**

I am developing a conceptual design for a visitor research toolkit that helps MCC staff to find inspiration in the research phase of the development of a planned new exhibit.

The toolkit aims to be an inviting mini-exhibit for visitors in the museum (for visiting current exhibitions) to share their views on topics related to a planned exhibit.

This happens through statements or questions formulated by MCC exhibition team that make visitors reflect on the topics of the planned exhibit, as well as in response to reactions from other visitors and MCC staff to earlier expressed views. So, it should lead to an exchange of views between MCC staffs and visitors, so that visitors feel they really participate in developing ideas for the planned, new exhibit.

Requirements for the toolkit are that it should trigger visitors to become interested in attending to the mini-exhibit of the visitor research toolkit, should inspire them to share stories and views in an engaging way, and should make them feel they really contribute to a future MCC exhibit.

I have developed three conceptual solutions for what such a mini-exhibit could be like and is now looking for feedback. I am looking forwards to your comments from the following perspectives based on your expertise:

- If the concept has the potential to collect useful insights?
- If the concept is convenient to prepare and conduct?
- If the concept is able to be adapted into different projects?
- If the concept is worth to be implemented?
- If MCC visitors will like the concept?
Procedure of evaluation meeting with MCC colleagues

Participants:
Four colleagues from MCC participated in the evaluation meeting. They are:
• Head of educator
• Educator
• Project manager
• Team leader entrance area

Procedure:
1. Brief introduction of project background — 10mins
2. Concepts introduction and free discussion of the first impression — 20 mins
3. Specific discussion based on design principles — 30 mins

Useful or not?
Do the concept have the potential of gathering useful insights for your exhibition design?

Fit in MCC's vibe or not?
Whether MCC's visitors would like the concepts?

Easy to conduct?
Would concepts have potential of being adapted into the working process (research phase)?

After the discussion of each principle, MCC colleagues were asked to give rates to the 3 concepts based on Harris Profile.
Discussions with principles

Useful or not?
Do the concept have the potential of gathering useful insights for your exhibition design?

10mins

<table>
<thead>
<tr>
<th>Concept 1 - Calling</th>
<th>Concept 2 - Live quote</th>
<th>Concept 3 - Activity in shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting way of trigger</td>
<td>Possibility of merging with C2</td>
<td></td>
</tr>
<tr>
<td>Surprising, staff need to be trained, need skills to guide the conversation, practical issue, talking back to visitors</td>
<td>Live interaction, online/offline, flexible</td>
<td></td>
</tr>
<tr>
<td>Longer visitor might like, but older visitors might not</td>
<td>Talk to more than one person, talk to groups</td>
<td></td>
</tr>
</tbody>
</table>

General rate:

+ + +

Fit in MCC’s vibe or not?
Whether MCC’s visitors would like the concepts?

10mins

<table>
<thead>
<tr>
<th>Concept 1 - Calling</th>
<th>Concept 2 - Live quote</th>
<th>Concept 3 - Activity in shop</th>
</tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

General rate:

+ + +

Easy to conduct?
Would concepts have potential of being adapted into the working process (research phase)?

(Despite the initial technical development and installation)

10mins

<table>
<thead>
<tr>
<th>Concept 1 - Calling</th>
<th>Concept 2 - Live quote</th>
<th>Concept 3 - Activity in shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone need to answer the phone, audio files,</td>
<td>Most practical one</td>
<td>Location,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General rate:

- ++ -

Open Discussions

“How Fancy I Could Be?”

My dilemma:
Visitor research would only take a short period of time in a project. As my design strategy is going to make the research an attractive mini-exhibition, it would require some installation.

What’s your concerns and opinions towards this dilemma?

The space can used for other things?
With flexibility
Coffee corner?

Don’t walk through the space?
People will go for it
In the flow of visiting
Appendix 12
Online sharing platform for visitors on smartphone

1.0
Language Selection
Select to enter the discussion in Dutch or in English

1.1
Greeting and introduction 1.
It will transfer to 1.2 automatically

1.2
Greeting and introduction 2.

Falk's identities research. It collects the Falk's identities of the participants. These data would be a reference for further analysis as well as the collected data of the demographic of MCC's visitors.
Starting page of the discussion.

The discussion question would be showed on this page. Visitors can choose their initial perspective towards the discussion question and enter the discussion.

3.1.1

The main page of the discussion - with a single quote.

On top of the page, it shows the identities of the visitor, they can tap and change it.

The discussion question and the 2 perspectives are displayed on the top. By tapping on the other perspective, visitors can read its related quotes.

Visitors can read the shared quote from other visitors, add a new quote, comment or like other's quote. By swiping the quotes left, next quote will show randomly. By swiping the quotes right, the previous quote will show.

There is a number for each quote. Visitors can type and search for a specific quote.

Quit the discussion by tapping on the bottom button.

3.1.2

Main page of the discussion - quote with the reply from exhibition staffs.

If a quote has reply from the exhibition team, it will be displayed following the quote.

3.1.3

Main page of the discussion - quote with the reply from other visitors.

If a quote has reply from other visitors, it will be displayed following the quote.
3.2 Main page of the discussion - page of the other perspective.

Pages of the 2 perspectives will have 2 different colors.

3.3 Type-in page of a new quote.

Visitors can type their opinions on this page and share. The discussion question and the 2 perspectives are showed. Visitors can change their preferred perspectives on this page. Brief introduction of how the quotes will be used would be showed in the writing zone. Visitors can quit the typing by tapping on the cross button on the right top.

3.4 Type-in page of replying to a shared quote.

Visitors can reply to a shared quote. The quote will be showed on top of the writing zone. Visitors can quit the typing by tapping on the cross button on the right top.

3.5 Discussion page with a new shared quote.

After finishing the sharing, it will go back to the discussion page of the shared quote. The frame of the quote will be bold as a kind of highlight. Strengthening the feeling that the quote has been successfully shared.
Page 4

4. Page of generating the commemorated picture.
Visitors can download the commemorated card of their sharing quoted. The card includes the discussion question, their quotes and their reply to others quotes.

Page 5

5.1 Page of showing gratitude.
It is played automatically to the next page.

5.2 Page of inviting visitors to subscribe.
Seducing visitors to leave their emails and subscribe the project by showing the opportunity of learning more about the project.
5.3 Page of inviting visitors to subscribe.
Seducing visitors to leave their emails and subscribe the project by providing discounts on MCC's products.

5.4 Subscribing page.
Visitors can leave their emails and choose what they want to subscribe for. Or they can refuse the subscription.

6 Ending page.
The last page of the sharing platform on the smartphone. Visitors can re-enter the discussion. There is an promotion of the social media accounts of MCC.
Appendix 13
Online sharing platform for visitors on tablet

1.1 Greeting and Introduction 1.
It will transfer to 1.2 automatically.

1.2 Greeting and Introduction 2.

Help us to make the future exhibition better!

Welcome to the MCC Exhibition Studio.
Without your voice, our exhibition will not be completed. So we are looking forward to your voice towards the topic of our future exhibition.

MCC exhibition team is planning an exhibition about paradise. We want to know what is your opinion towards paradise?
Join our discussion of today!

Let's start.
Falk's identities research. It collects the Falk's identities of the participants. These data would be a reference for further analysis as well as the collected data of the demographic of MCC's visitors.

3.1 Main page of the discussion
The discussion question and the 2 perspectives are displayed on the top. The related quotes to each perspectives are showed below them.

Visitors can read the shared quote from other visitors, add a new quote, comment or like other's quote. The next quote will be pop up randomly. The quote on the tablet is synchronous with those on the projection.

Quit the discussion by tapping on the bottom button.
3.2 Type-in page of a new quote.
Visitors can type their opinions on this page and share. The discussion question and the 2 perspectives are showed. Visitors can change their preferred perspectives on this page. Brief introduction of how the quotes will be used would be showed in the writing zone. Visitors can quit the typing by tapping on the cross button on the right top.

3.3 Type-in page of replying to a shared quote.
Visitors can reply to a shared quote. The quote will be showed on top of the writing zone. Visitors can quit the typing by tapping on the cross button on the right top.

4 Page of generating the commemorized card.
The left part of the page show the commemorated card is showed to motivate visitors to leave their emails and get this picture of their sharing quotes. The card includes the discussion question, their quotes and their reply to others quotes. The right part of the page invites visitors to leave their emails. Visitors can write down their emails and subscribe the project.

5 Ending page.
The last page of the sharing platform on the smartphone. Visitors can re-enter the discussion.
Appendix 14
Management platform for exhibition team

1. Home page
Home page shows all the projects with research questions.

2.1 Introduction editing page - for projection
User can set up an introduction for the visitor research. User can view the different version of introduction displayed on the projection or on the sharing platform.

2.2 Introduction editing page - for sharing platform
User can set up an introduction for the visitor research. User can view the different version of introduction displayed on the projection or on the sharing platform.
User can choose the type of research question.
3.4
Home page
Page of editing research question - without content

3.5
Page of editing research question - with content

3.6
Preview page of the projection
Users can gain a preview of the projection before displaying the research.

3.7
Preview page of the sharing platform
Users can gain a preview of the sharing platform before displaying the research.
4.1 Page of managing research question
User can set up the research question but not display it immediately.

4.2 Page of managing research question

4.3 Page of managing research question
4.4 Page of managing research question - with collected data

- a. Filter zone: Collected data could be filtered by different conditions;
- b. Exhibition team member can add a post which will be displayed to visitors;
- c. Comment: Exhibition team member can write a comment to visitor's sharing, it will be displayed publicly;
- d. Star: Exhibition team member can star the quotes so that the quote can be found back easily;
- e. Email: Exhibition team can contact the visitor of the quote for further discussion. But it only works when the visitor has subscribed the project and left his email;
- f. Ban: Exhibition team can block the quote if it is not suitable for being shared publicly;
- g. Refresh button: The page will be refreshed;
- h. Export: Quotes can be exported for sharing or printing;
- i. Notification button: Exhibition team can send a notification message in the Exhibition Studio Cafe and inform visitors that they are coming for a discussion;
- j. Update: Update message about the exhibition project could be sent to participants of the visitors.

5 Research question page for non-team members

- a. Filter zone: Collected data could be filtered by different conditions;
- b. Non-exhibition team member can add a post which will be displayed to visitors;
- c. Comment: Non-exhibition team member can write a comment to visitor's sharing, it will be displayed publicly;
- d. Like: Non-exhibition team member can like the shared quote. It will be displayed to visitors;
- e. Refresh button: The page will be refreshed;
- f. Export: Quotes can be exported for sharing or printing;
Appendix 15
User Test for Validation

Appendix 15.1
User Test for Validation_
with tester as visitor

Process of user test with visitors

Step 0
Background introduction:
This project is to design a new visitor research experience for Museum Cartharjneconvent. It is a museum about religious art in Utrecht, the Netherlands.
Please imagine that you are visiting the museum with your friend.

Goal of the test: I would like to listen your feedback on the concept as a person who might visit the museum and participate in such a visitor research.

Step 1
Play the video of visitor's journey. Stop before the QR Code.
Online: Open the link of the video and share the screen with me

Step 2
Test the prototype of the visitor research,

Offline: Scan the QR Code from the screen
Online: Open the link from desktop and share the screen with me

Step 3
Watch the latter part of the video
Online: Open the link of the video and share the screen with me

Step 4
Test the whole experience

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## Step 5

Test the design features.

If there are any expectation?

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</table>

| The setting of the Exhibition Studio Cafe | |
|------------------------------------------||
| If the setting of Exhibition Studio Cafe could evoke your interest in attending the visitor research. | |
| If it provides a comfortable environment that make visitors feel more relaxing to share their opinion. | |

| The discussion question | |
|-------------------------||
| If the discussion question in the form of debate question can inspire visitors to share their opinions easily. | |

| The projection of sharing from other visitors and MCC staffs | |
|-----------------------------------------------------------||
| If visitors are curious to read the shared quotes. | |
| If the shared quotes have potential to inspire visitors. | |
| If the possibility of getting reply from others would increase visitors’ motivation of sharing. | |

| The sharing platform for visitor | |
|---------------------------------||
| If visitors would like to interact with other’s sharing. | |
| If visitors would have interest in subscribing the project. | |

| Emails for invitation | |
|-----------------------||
| If the invitation of the future exhibition would inspire visitors’ interest of visiting MCC again. | |

| The possibility of seeing the | |
|-----------------------------||
| If it deepens your connection to MCC | |
**Step 6**

Test the usability of the platform

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<td>I thought the platform was easy to use.</td>
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**Appendix 15.2**

**User Test for Validation with MCC colleagues**

**Process of user test with MCC**

**Step 0**

*Background introduction:*
Visitor research toolkit to help finding inspiration in the early phase (research phase [ONDERZOEKSFASE] of temporary exhibition.

*Main problem:*
1. Current research only includes regular visitors or religious community;
2. MCC staffs are afraid that the visitor research would disturb the visiting experience.
3. Visitor’s attitude towards the research related to their attitude to the museum/museum experience.
4. Visitor regard an enjoyable experience, feedbacks of the research, opportunity of communicating to MCC staffs as a kind of incentives of the visitor research;
5. They concern about the time and effort the visitor research might cost.

Want to turn the visitor research into a mini-exhibition which can attract visitors to join during their visit.

Goal of the test: listen your feedback on the concept as a person who need to conduct such research.

**Step 1**

Play the video of the whole visitor’s journey.

*Open the link of the video and share the screen with me.*
Step 2
Test the prototype of the management platform

Online: Open the link from desktop and share the screen with me

Step 2.1
Set up a new project and its introduction

Step 2.2
Write a debate discussion question and display it.

Step 2.3
Back to the main page

Step 2.4
Check the collated quotes. Explain what you can do and functions on the page.

Step 2.5
Back to the main page. Check other project as a non-team member. Explain what you can do and functions on the page. And the difference to the team member page.

Step 3
Test the whole experience

Step 3.1
Ask for the general comments on the visitor’s journey.

Step 3.2
Comment the possible experience in general of using the toolkit to conduct the visitor research.

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<td>The platform can help to monitor the visitor research.</td>
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<td>If the platform has the opportunity of including MCC staffs outside the exhibition team.</td>
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<td>If its extension usage is valuable to MCC and its visitors.</td>
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Step 4

Test the usability of the platform

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<td>I thought the management platform was easy to use.</td>
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<td>I found the various functions in the management platform were well integrated.</td>
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<td>I thought there was too much inconsistency in the management platform</td>
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<td>I would imagine that most people would learn to use the management platform very quickly.</td>
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<td>I found the management platform very cumbersome (awkward) to use.</td>
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<td>I felt very confident using the management platform.</td>
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Appendix 16
Iteration _Online sharing platform for visitors on smartphone

The interface of Discussion pages and Page of generating the commemorated picture are iterated based on the user test. They remain the same function as the previous version, but the interfaces are slightly different.

Here are the pages that have been optimized.

3. Starting page of the discussion.
   The discussion question would be showed on this page. Visitors can choose their initial perspective towards the discussion question and enter the discussion.
   YES & NO are emphasized.

3.1.1 The main page of the discussion - with a single quote.
   The discussion question and the 2 perspectives are displayed on the top. YES & NO are emphasized. By tapping on the other perspective, visitors can read its related quotes.
   There is an image of the Falk and Dierking's identity-related motivation representing the writer of the quote.
   The button of adding new post is placed in a zone separated from the zone of quotes but they share the same background color.
3.1.3 Main page of the discussion - quote with the reply from other visitors.

If a quote has reply from other visitors, it will be displayed following the quote. The Faulk & Dierking's identity-related motivations is used to represent the writer of the comment.

3.1.2 Main page of the discussion - quote with the reply from exhibition staffs.

If a quote has reply from the exhibition team, it will be displayed following the quote.

3.2 Type-in page of a new quote.

Visitors can type their opinions on this page and share. Visitors can change their preferred perspectives on this page. Brief introduction of how the quotes will be used would be showed in the writing zone. Visitors can quit the typing by tapping on the cross button on the right top.

“From you” is added to indicated that this quote is from the user.

3.5 Discussion page with a new shared quote.

After finishing the sharing, it will go to the discussion page of the new shared quote. The frame of the quote will be bold as a kind of highlight. Strengthening the feeling that the quote has been successfully shared.

“From you” is added to indicated that this quote is from the user.
3.4 Type-in page of replying to a shared quote.
Visitors can reply to a shared quote. The quote will be showed on top of the writing zone. Visitors can quit the typing by tapping on the cross button on the right top.

3.6 Page with new comment
"From you" is added to indicated that this comment is from the user.

4 Page of generating the commemorated picture.
Visitors can download the commemorated card of their sharing quoted. The card includes the discussion question, number and proportion of supporters of the selected perspective, visitor’s quotes and his reply to others quotes.