



**Research and
Evaluation**
Orange County Public Schools

**OCPS Application to Conduct Research
2018-19 Cover Page for Executive Summary**

Instructions. First, save this PDF file to your hard drive. Then, on your saved copy, complete all sections to serve as a cover page for your executive summary/abstract submission. The Research and Evaluation (R&E) department requires a one-page executive summary or abstract of the study findings to be submitted within 45 calendar days of the Research Notice of Approval (R-NOA) expiration. Please include an introduction, overview of the study, research questions, and findings. Should you have questions about the application process, please consult the Application Process Guide on the [OCPS Research and Evaluation \(R&E\)](http://ocps.net/research) website or contact the department at 407.317.3370 or research@ocps.net.

Date 1/9/2019 R-NOA # 0050

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Research Study/Project Title

NAEA/AAMD Impact of Art Museum Programs on Students Research Initiative

The views and opinions expressed in these summaries are those of the authors and do not necessarily reflect the position of Orange County Public Schools.

IMPACT STUDY

the EFFECTS *of* FACILITATED SINGLE-VISIT ART MUSEUM PROGRAMS *on* STUDENTS GRADES 4-6

Spearheaded by the Museum Education Division of the National Art Education Association (NAEA) and the Association of Art Museum Directors (AAMD) with funding from the Institute of Museum and Library Services (IMLS) and the Samuel H. Kress Foundation, RK&A conducted a national study of the effects of facilitated single-visit art museum programs on students in grades 4-6. The results of this study are critical. Facilitated single-visit programs are the most common way art museums serve K-12 students; yet, there is a dearth of rigorous research about the effects of these programs.

In this study, facilitated single-visit programs are defined as one-time museum field trips in which students engage with original works of art within the physical setting of an art museum. Students are led by a representative of the museum (trained docent or museum educator) who uses inquiry-based pedagogies to guide students in discussions about works of art. The study team hypothesized that “though short in duration, single-visit programs affect students in complex, multi-dimensional ways; there is not one direct effect, but rather potentially multiple, interrelated effects that are central to the education of young people in particular: creative thinking, critical thinking, sensorial and affective responses, human connections, and academic connections.”

Through a quasi-experimental study with students in seven school districts across the country, we measured the effects of facilitated single-visit art museum programs on students. Ultimately, we found that a facilitated single-visit program in an art museum affects students in grades 4-6 in four ways:

QUESTIONING: Students ask more complex questions about works of art

MULTIPLE INTERPRETATIONS: Students are more accepting of multiple interpretations of a work of art

PHYSICALITY OF ART: Students are more likely to think about art in terms of its material properties

EMOTIVE RECALL: Students experience greater emotive recall of the program

These benefits, also depicted below in relation to the capacities, are the result of a facilitated single-visit program in an art museum. We did not find these same benefits for students who received a similar one-time classroom program.

- A close examination of the data are elaborated upon in the Summary & Discussion report available [here](#).
- All results are presented in the Technical Report available [here](#).
- More information about the study is available at this [website](#).

CONDITIONS

What happens during a facilitated single-visit program in an art museum?

Observations indicate average conditions:

- 73-minute program
- Mostly facilitated by trained volunteer docents
- Student-to-facilitator ratio is 10:1 or less
- Includes stops at 7 original works of art
- Artwork is mostly representational (vs. abstract); largely 2D, some 3D & media

Observations show that pedagogy frequently supports students in:

- Interpreting
- Connecting observations to previous knowledge
- Recognizing multiple interpretations
- Questioning and investigating
- Experiencing captivation
- Connecting to human experience

RESULTS

What are the results of a facilitated single-visit art museum program on students in grades 4-6?

