

EVERY OBJECT TELLS A STORY

EVALUATION REPORT
HALF TERM ACTIVITIES
VICTORIA AND ALBERT MUSEUM

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*Thank you for letting us have so much fun
Great idea, kids wanted to come, this is their favourite museum.
I can see why*

*Absolutely fantastic
It was our first to the museum and the children has an absolutely brilliant time
and can't wait to come back
Taking the digital photos they got really excited about all sorts of things that
they wouldn't have noticed otherwise*

*A terrific idea that has been done with real generosity of spirit
The staff were patient and kind
Incredibly creative people
The V&A goes to the top of our list of London attractions*

SUMMARY

- Every Object Tells a Story, the February half term event was **exciting and gave children (and adults) a focus** for their travels in the museum. Some of the adults wanted to do it too.
- **There was enormous delight in finished products eg pictures and T-shirts.**
- **Families look more carefully at objects, discuss what they can see and have a reason for engaging with the museum and each other.**
- Taking photos made participants look differently and more carefully at objects
- There was plenty of exploration and trying out of audio/ interactives in the galleries
- The families seemed to feel safe in the museum.
- There was a significant number of first time visitors
- People loved their visit and thought it helped make the museum much more child friendly
- An amazing range of Museum galleries were visited — Glass, metalwork, textiles, `Brilliant' exhibition, paintings, British galleries, Chinese and Japanese
- Some families had a clearer idea of where they wanted to start and went straight to the appropriate space. Only those really familiar with the Museum didn't refer to the map as they continued to search for what they want.
- There was lots of evidence of family co-operation and learning. Learning included development of skills such as in IT, creativity and attitudes towards museums
- Most children were of the ages 6-10
- Most families found out about the events from word of mouth or the website
- The consent form was generally not an issue

RECOMMENDATIONS

It is recommended that this type of creative programming is continued. It was highly successful in improving the quality of family visits and also changed attitudes towards the museum. This will have a long lasting impact.

There are a number of specific recommendations with regard the Every Object tells a Story event. Although a successful event there are a number of areas worth highlighting

- **The advice with regard the camera needs to be improved – especially** for those who have not used digital cameras before. They were told what to do, but this did not sink-in in one short introduction. The printed instructions were very useful but only some families had them. They also need to cover a number of extra aspects.
- **There should be reassurance that children should take pictures of things they really like** rather than battle round looking for specific objects or things to fit a specific theme, especially when they don't know the way.
- Participants found the **map difficult**; one member of staff in a gallery couldn't read it either (perhaps for new visitors it might be worth recommending a number of galleries near by).
- **Children who have experience of this type of computer work need to be given the opportunity to have a go.** Some artists seemed to do it for them a little too much.
- **The cut and paste option was equally successful and particularly useful at busy times and for younger children**

With regard to staffing and management:

- At busy times there needs to be enough staff available to make sure all computers are used
- **At busy times there needs to be enough staff available to allow for proper breaks**
- **There needs to be enough funding and time available for planning preparation**

1.0 Introduction

The innovative February half term activity "Every Object Tells a Story" is the focus of this evaluation. It was previously piloted in the Summer of 2003. Children have an opportunity to use a digital camera to take photos, develop ideas for a 4-picture story, produce the story, either on photo-shop (computer programme) for addition to the web, or as a cut and past paper version. A favourite image was then put onto a T-shirt for something to take home.

The report lists the aims of the evaluation in section one, the methodology and evaluation tools used for the research in section two, and the results and discussion in sections three and four respectively.

1.1 Aims

The aims of the evaluation are given below and were set by the Victoria and Albert "Families and Young People" team. The overall intention was to find out about the experience visitors have had from attending this event.

The evaluation questions are listed below

1.11 General

- How did visitors find out about the event?
- Were visitors aware of the holoscreens or any other signage?
- What was the visitor profile including ethnic origin?
- Have they attended any previous events?
- What was visitor satisfaction in relation to the clarity of explanation/demonstration of equipment?
- Were there any problems with regard the consent form they have to sign for use of images – does this deter people?
 - How helpful were the staff?

1.12 Content of event: Visitors

- Did visitors like the idea of the activity?
- Did they work together as a group?
- Who led the group?
- Did they understand the concept of the activity and how useful was the instruction sheet?
- How easy was it to create a story with 4 pictures?
- How easy was it to create a t-shirt design using the story as a basis?
- If doing the computer activity how easy was it to use the computers and website prototype and how satisfied were visitors with staff assistance?
 - If doing the hands-on activity how satisfied were visitors with that method?
- Did they enjoy it and were they happy with what they made?
 - Would they come again?
- Would they want to visit the website remotely?
- Do they like the name of the project?
- Has this activity changed the way they think about museums, object, computer and themselves?

The evaluation also wanted to consult with staff to find out how they had found the experience and what problems they had had.

1.13 Questions for staff evaluation were:

- Did they have any problems with understanding the concept? •
- Did they have any problems with communicating with visitors? •
- Were there any problems demonstrating the cameras and IT to visitors?
- Were the levels of staffing enough?
- Were there any problems with management of activities? •
- Do they like the name of the project?
- Were there any issues with input from partners?
- Were there any issues with regard management of programme, preparation and educational aims?

2.0 Methodology

2.1 Approach

It was agreed that a qualitative approach would be the most useful in gathering data to answer the evaluation questions. It provides the opportunity to discuss in detail with all stakeholders, the activity, its qualities and areas in need of improvement. As a result of such an in-depth approach only a small sample is possible. However a high validity of the data collection and analysis is ensured using a number of recognised methods. These include:

- Consultation with a number of groups who have different perspectives of the event (eg those participating, those managing and those running it)
- The use of a variety of tools (including accompanied visits, interviews and observations)
- Consultation with commissioning staff about the draft report and how "accurate" they perceive it to be
- Reference to other research and evaluation occurring in museums and elsewhere

2.2 Timetable

- 1 day planning, meetings and development of tools
- 3 days collecting data in the museum
- 1-2 days interviewing staff and Lorna O'Brien in the week after half-term either by phone or interview
 - 1-2 days interviewing visitors following their visit (if necessary) and consultation with any other relevant source eg comments book
- 2 days analysis
- 2 days report writing and corrections to draft

3.0 Results

3.1 Accompanied visits

The accompanied visits were undertaken with a small number (10) of family groups on three different days (Tuesday, Wednesday, and Sunday) during half term of February 2004. The sampling was generally random but an attempt was made to make sure a sample from cultural minorities was included.

The activity's success was dependent on a number of different *factors*

- The first important factor was familiarity and orientation. Visits where the adults or/and children were familiar with the museum and thus were more able to navigate themselves around the museum meant that more time was spent considering the objects

Those visits where familiarity with the museum was limited meant that reliance on the map was essential. These families were in the majority and included those who were first time visitors and those who had been before. Many struggled with the map, got lost, couldn't find what they wanted and more positively found galleries they had not been in before. Some found this an adventure while others had to ask staff for help; *"finding our way — the map wasn't easy — it's complicated"*.

- Experiences also varied depending on the familiarity with the digital camera. Only a minority had used digital cameras before and were therefore able to master the cameras very quickly. All others needed to work together to find out how to do it. There was much discussion in families with older children while all member contributed to the debate. In others with younger children adults ended up taking the photos. There were a number of issues that were not resolved and this meant that some families returned

Quotes from families

"I would like to bring my GCSE students for something like this"

"It was good at helping you see different things"

"We will definitely come back — we were told it was not that interesting"

"Brilliant"

"Really good for this age — better than backpacks (aged 9 and 14)"

"The staff were really friendly"

"Excellent — very interactive"

"I must say this place is fab! When you say you're going to the V&A people look... (doubtful face)... but it's fab!"

with poor quality images or no images at all. Some even returned to get help part way

through their gallery exploration (see section 3.12).

- The last major factor was whether anyone had any ideas for the storyline or objects they particularly wanted to photograph. Some families were much quicker in deciding where to go, what to photograph and where all this might fit into a storyline. However those that were less able to establish the storyline early on often produced very creative storylines once back in the lunchroom and in front of the computer. Both approaches worked well and perhaps this could be pointed out before people start so that there is no worrying about a preferred approach. It is apparent that all those who took part (except one group) enjoyed themselves in the galleries and found the experience helpful in focusing on the objects. Some children drew almost immediately on myths and legends material from school. There was excitement when they found a really appropriate or striking object.

'Look — Pandora's box. Boy looking for Odysseus and Cyclops.

Mother felt they should have a plan before wandering off... Felt some anxiety:

*"I think they thought **it would be** clicking on the **camera** rather than having a theme behind **it**"*

Looking for a simple solution, she found a cupboard with a series of pictures on it — *"You **could** just use these pictures and **write your own story.** "*

*"Which would **be** the **best room to start in?** What would **be good?** What kind **of story do** you want?... **Knights in armour? Shall we go to the medieval bit?**"*

Mother *"I think they'll find their pictures first and make the story afterwards"*

Minor factors influencing the visit included:

- o Children's age,
- o The previous experience of children within museums
- o Creatively
- o The ability of parents to support them. Some parents had less experience of this type of approach and were thus more cautious in their support but as a result of this they did not become too assertive. Other parents had large numbers of children to support and thus had to act as crowd controllers too. This can cause a little tension in a larger family but this might well have arisen anyway with different ways of looking/ spending time. It all became too much for one mother with two children — one of whom (aged 4) had tantrums every 5 minutes

A boy (13) reading the labels of his own accord (probably less likely without project)

Boys finds statue of Homer and use it as Zeus (no parental help on this at all).

3.12 Camera use

There were a number of specific issues highlighted by the accompanied visits which expand on the discussion above and which can be used to inform future practice:

- There were very few problems for those who had used to digital cameras previously
- **There was lots of learning** about digital cameras, although also some frustration.
- Waiting for a camera was an issue for a number of families. **Is there a need for a few more cameras?**
- One family took all their pictures in video mode and ended up with NO pictures. This was well dealt with by artists who offered a range of pictures for them to manipulate and make their own, but there was some disappointment.
- **Not all families received an instruction sheet**

The sheet also needed information on:

- o That there is a time lapse after pressing the button (some disappointment re blurred photos)
- o How to review photos taken
- o How to take photos with no flash
- o How to zoom
- o What to do when the memory card is full... (How to delete)
- With one exception (when the evaluator thought the camera was going to be thrown across the room by a 4 year old having a tantrum), all the families were careful with the cameras.
- Mostly it was the children taking the photos, although one mother tended to take them herself, following her children's choices.

Quotes from families

"We needed more explanation to avoid using video"

"The camera was fine once I got used to it"

"The photos a bit hard for a 6 year old to take"

"We had a problem with blur... "

"It clicks and you think you have a photo but you have to hold your finger down longer"

One photograph was taken by a 3 year old, who was being held up by one family member, helped to keep the camera steady by another and helped to push the button right down by a third. A four person photo! The 3 year old looked very pleased with herself.

As well as accompanied visits a number of questions were asked. These included brief details about the family and their visiting pattern at the V&A. The evaluators also carried out a number of interviews (24) with families at the end of their activity (ie afterwards or towards the end of their computer work/storyboard making and shirt design) on how they felt the activity had gone.

The table below summarises details about the different groups who interviewed after an accompanied visit or at the end of their activity.

Group make-up	Often one/two adults and several children of a variety of ages, largely most between 6-10 And almost all between 4-13	53% 88%
How found out about activity	Word of mouth Internet Told at front text/read leaflet on arrival Regular visitors Heard from a friend	7 (20%) 6 (18%) 5 5 2
Visited V&A previously	Over half were repeat visitors. Several groups interviewed had come because friends had told them about the event.	62%
Ethnic origin	Largely white but some from Eastern Europe, Asia and China (3 groups) – (noticeable group missing was Afro-Caribbean)	
Professional background	Largely families were from the middle classes with parents having professional or managerial jobs	

On the following page is a summary from interviews with these families (total 34 visits)

Did you enjoy the activity?	All families enjoyed the visit (except one where young children did not cope well)	
Were there any problems?	Those problems listed were Issues with using cameras and need for more explanation/info <ol style="list-style-type: none"> 1. problem with review (1) 2. problem with focus (1) 3. problem with flash (1) 4. problem with video (1) 5. too much info (1) 6. no written info (1) 7. too young children (2) <ul style="list-style-type: none"> • Finding locations, navigating • Too hot • Waiting for cameras/computers • More time • More info at beginning on whole process 	16 (47%) 7 (20%) 2 2 1 1
Why did some families use the physical activity with paper and glue?	<ul style="list-style-type: none"> • We did not want to wait to use the computers • Like sticking • Tired and thought would be simpler and quicker • No time to fit it in to their schedule 	3 (9%) 2 1 2
Were the staff helpful and friendly	All families found the staff helpful and friendly. Some would have liked further details on how to use the camera (and some did not receive the guidelines leaflet	
Was signing the consent form an issue?	Only 2 families said the consent form was an issue	6
Would you do it again/ tell friends?	Yes all would do it again and tell friends about it	
Would you visit the website later?	88% would check the website later	88%
Are you happy with the title of the event?	Most had not strong feelings <ul style="list-style-type: none"> • while some did not know the title • needed age guidance on it • not grabbing • not explain what people will do • not friend) and too grown-up 	4 (12%) 1 1 2 2
Has the activity changed your ideas bout museums, computers, yourself or family?	Of those that answered this with any specific feedback: <ul style="list-style-type: none"> • learnt about the V&A itself and how much more enjoyable and interesting it is and • how much more child friendly it is • more about IT 	6 (18%) 5 2 12

Data overwhelming confirms that visitors enjoyed the activity and that it enhanced their visit considerably. Learning was apparent and the desire to tell others and to use the website later suggests that learning will continue well after the event.

The issues highlighted by the interviews and observations mostly related to using the camera. Most families managed to get them to work after a short struggle but others returned to find out how to rectify mistakes. Overwhelming people with too much information at the beginning may not be the answer to helping them — there is only so much one can take in at one given time.

The written guidelines were really useful and information needs to be added on other aspects such as reviewing the photos.

For real beginners and younger children it might be useful to have slightly less sophisticated cameras.

Using the map and navigation to the gallery they wanted to be in was an issue but some found it an exploration and discovered galleries and objects they had not seen before. **Perhaps for first time visitors a few galleries not too far from the lunchroom should be recommended.**

3.3 Interviews with team members

The table below summarises the responses from those people involved in running the activity. These people included computer artists (responses from 4/5¹), artists (2/2), and support staff (2/2). All those involved reported in a very positive way about Every Object Tells a Story. One person generally only commented on the issues highlighted in the table below and the overwhelming response was that there had been no problems or concerns. The only exception to this was the need to deal with the very busy periods when staff were overstretched and visitors had to wait.

Question	Results
Were you clear about what you had to do?	All of the team were clear about it. The team was <i>"well briefed"</i> .
Did you have any problems with communicating the process to visitors?	<p>No problems with communication — it had been prepared well and only had to work hard when <i>"parents wanted to rush in"</i> with out taking time to find out what to do and how to involve children.</p> <ul style="list-style-type: none"> • Some parents were a <i>"little confused with what the cut and paste activity entailed"</i>. Time was taken to help explain again what was possible.

¹ Made contact with last member of team but did not manage to be in at the same time for a proper conversation!

	<p>Less chose might be helpful to limit confusion — "stick to one idea with creative focus and really work within that". However it does not need to be "too formulaic so as to limit creativity"</p> <ul style="list-style-type: none"> • The project was a great success "especially considering the amount of people it attracted". • "Clearer enlarged examples to explain the process to people"
<p>Did you have any problems with using the combined web/photo-shop system?</p>	<p>No problems — "it made it easy to link into families and their continuation of the experience afterwards"</p>
<p>Were there any issues with communication with the team?</p>	<p>. No, "especially after the first day". This was the "best team we have had so far" in this type of activity.</p> <ul style="list-style-type: none"> • "There was good communication within the team and good team work — we pulled together well"
<p>Were there any issues relating to partners?</p>	<ul style="list-style-type: none"> • Generally no problems from the team doing the activity — "but generally all went smoothly" • "The relationship with the partner providing web needs to be developed to iron out a number of issues of preparation and make-up of web pages"
<p>Were staffing levels adequate?</p>	<ul style="list-style-type: none"> • Generally fine although "very hectic". • Some thought more staff were needed at these busy points but others thought that the team number was fine — "under staffed during busy periods". Speeding up process" might mean more people can do it • Also a need to have staff available to oversee the day and "to deal with queues etc at the door"
<p>Were there any management issues with breaks, time, and tasks?</p>	<ul style="list-style-type: none"> • Some felt that there had not been enough planned breaks and in fact on one day "only had 90 minutes break in the whole day" • "Lorna took on board factors (partly from previous pilot) and changed things" accordingly.

Is the name of the event OK?	The name is fine — <i>"it gave the children an idea of what was expected from the workshop"</i> and <i>"describes the event and has an imaginative quality"</i>
Were there any issues with regard preparation and planning (and general administration)	<p>The <i>"preparation went smoothly"</i>. Equipment was generally adequate with <i>"batteries lasting longer"</i> but with the new cameras being <i>"a little less robust"</i> than earlier versions that had been used.</p> <ul style="list-style-type: none"> • An <i>"enormous amount of time, skills and money spent on preparation"</i> was needed to make it successful. Making sure there is enough funding to support the planning stage is important. • Develop marketing to attract a full range of audiences • Developing skills within permanent workforce

All the staff really enjoyed working on the programme and commented on the efficient team-work and supportive management by L O'Brien. With the huge numbers that came on some days it was suggested by some that a timed ticketing system might be a useful way of controlling the crowds and make sure quality was high for all participants. Others feel the drop-in approach is essential in attracting a range of audiences. If this approach is to continue it is **important that a system of staffing is developed to support busy periods**. At busy times staff were not getting proper rest and refreshment breaks. **This is not acceptable if staff are to remain focused and providing a high quality service to visitors.**

4.0 Discussion

4.1 General use of Museum

Although there were a large number of regular visitors, many of who had done activities previously, there was also **a significant number of first time visitors (38%)**. All of these expressed how very positive their experience had been. **Many said it had altered their previous ideas about the museum and that it made the museum much more useable by children.**

A largely middle class audience is still using the museum although this does include a wide variety of cultural backgrounds.

Publicity of these events and other family activities is essential to reach new audiences. However it is shown here how powerful word of mouth is. **Useful publicity certainly occurs on the website.**

4.2 Every Object Tells A Story

It is hoped that such a successful event be repeated and developed so that a larger number of visitors benefit from this type of approach. It was **exciting and gave children (and adults) a focus** in the museum visit. There was an enormous **delight in the finished products**.

4.22 What are the main issues for the public?

Issue	Possible solution
Advice re camera use – especially for those who have not used digital cameras before. They were told what to do, but it didn't all sink in. Only some families had printed instructions and the instructions didn't cover all they wanted to know.	Make sure instructions are clear and that all families get written notes. Those who have had no experience of digital cameras need a little more help
Reassurance that they should take pictures of things they really like rather than battle round looking for specific objects or things to fit a specific theme, especially when they don't know the way	Initial help with process and creativity. So much information at the beginning inevitably causes problems
They found the map difficult ; one member of staff couldn't read it either (said it was new and they hadn't had time to work it out! See F3)	Use of one or two galleries near by for those who are new to the V&A and don't know where to start
Using ICT skills - Some young people who said they had ICT skills did not in the end seem to be using them – the artist was doing it for them. (This might be because they were in a group?)	Computer artists encouraged to let confident and sensible children to have a go.

4.23 What are the issues for the staff?

Preparation and Planning	Developing funds to support this work
Staffing	Increase staffing in busy periods and have staff to oversee and deal with queues.
Partners	Continue developing communication with partners
Communication with visitors	Clear written instructions on digital camera for all families Artistic process (eg for cut and paste) clear and well illustrated

Every Object Tells a Story

Marketing	To new audiences to widen participant profile

4.3 What effect and impact does the event have?

The learning seen is described below and relate to a number of different aspects of learning

4.31 Learning about the museum

A significant amount of learning seen and discussed in interviews related to the general use of museums and to the perceptions about the V&A specifically. Positive experiences can affect how families view museums in general but they also inspire them to return to the museum again.

Visitors also found out about the museum itself. There was plenty of exploration and trying out of audio/ interactives and checking out new galleries. One group found objects they had used in a previous project and greeted them like old friends! 'Remember these keys?'

The families seemed to feel safe in the museum. One mother sent sons off to find out something from attendant.

4.32 Creativity

The development of creative stories and art-work was to a high standard and the quality of the outcomes provided great satisfaction and pleasure to all members of families.

4.33 Focussing on the objects

There was an amazing range of sections visited – Glass, metalwork, textiles, 'Brilliant' exhibition, paintings, British galleries, Chinese and Japanese. Within these galleries families including children looked carefully at a range of objects before choosing what to take photographs.

4.34 Skills

Children and adults developed skills with regard photography and computer manipulation.

4.35 Future intentions

Mother had intention to return to part of the museum after the activity, to come again to do other activities, backpacks and to look at the website. Making the experience last longer than just the few hours it took to do means that other learning will take place due to increased motivation.

4.36 Family Co-operation

The social aspects of learning are often forgotten. Museums offer perfect spaces for families and friends to strengthen relationships and also provide opportunities for children to spend time with parent's evidence of this.

5.0 Key Success Factors

Key factor	
Clear initial briefing	Sufficient help with camera and clear written instructions for all families
Support for new visitors to the V&A	Sufficient help with finding their way around or suggestions to use local galleries
Inspiration and motivation	<ul style="list-style-type: none"> • Solid outcomes such as T-shirts and website • Clear illustration of process with not too much choice • Creative activity and encouragement to explore
A quality experience (developing a range of learning as discussed in 4.3)	<ul style="list-style-type: none"> • Professional artists • Enough staff to support families • Not too long a process for younger children • Staff at door to control movement and oversee activity • Clear communication with partners • Detailed preparation
Clear idea of possible outcomes before start	Make sure good examples are available
Social experience	Activity that all can join in and work on together
Appropriate for a wide range of ages and abilities	<ul style="list-style-type: none"> • Activity that all can join in and work on together • Different techniques available eg computer and stick and paste
Sustainability	<ul style="list-style-type: none"> • Staffing • Training • Funds • Time • Publicity to new audiences
Publicity	<ul style="list-style-type: none"> • Website seems to be particularly effective • Also information when visitors arrive at the museum • Consider new ways of marketing to V&A non-visitors

APPENDIX 1

Methodology

As I suggested the programme will be:

1 day planning, meetings and development of tools

3 days collecting data in the museum

1-2 days interviewing staff and yourself in the week after half-term either by phone or interview

1-2 days interviewing visitors following their visit (if necessary)

2 days analysis

2 days report writing (you will have an opportunity to comment on a draft copy)

**APPENDIX 2
CHECKLIST FOR ACCOMPANIED VISITS**

**Every Object Tells a Story
Accompanied Visits
Check List**

GROUP		
Age		
Gender		
Group size and make-up		
How found out about activity		
Have you been to V&A before? Attended events		
Ethnic origin		
Job/profession		

Observation questions	
Did the use an signs a holoscreens	
Did the understand the equipment/ease of use?	

Every Object Tells a Story

Did you enjoy the activity (and are you happy with the result)?

2 Were there any problems?

3 Were the staff helpful and friendly?

4 Was signing the consent form an issue?

5 Would you do it again another time?

6 Are you happy with the title of the event?

7 Has the activity changed your ideas about the museum (or about IT or yourself)?

APPENDIX 3

Interview/notes from Lorna O'Brien
Project Leader

Lorna O'Brien highlighted a number of factors related to success. Her feelings about the success of the event relate well to what the visitors told us. Her comments included:

- Using professional artists who are used to working with families provides high quality results
 - The inclusion of a member of internal staff to oversee the day and deal with any problems is generally successful – move. Also using internal staff where skills are present with other aspects helps develop skills within permanent workforce
 - Clearer enlarged examples to explain the process to people
 - A member of staff at the door to deal with the queue, lists of those waiting etc.
 - Speeding up the computer work so more people can do it
 - Better publicity to wider audiences and to museum profession •
- Maintaining drop-in approach and no charge
- Enormous amount of time, skills and money spent on preparation and needed to make it successful. Extending funding for preparation by the teams and for training is necessary.
 - The relationship with the partner providing the web needs to be developed to iron out a number of issues of preparation and make-up of web pages

It was a great success — the amount of people we dealt with

Understaffed during busy periods

Good communication within team

Good teamwork — we pulled together

The preparation went smoothly

The new cameras are less sturdy but the batteries lasted longer

Well staffed

A token payment. Understanding that a quality activity

We were well briefed

Best team we have ever had

Lorna takes on board factors and changes things

Stick to one idea with creative focus

Set up much better this time A more

interactive feel

Helped each other out — clearer (this time) who did what

Internet set perfect

*Simpler for us to drop down to the web — so quick -
show them it — a real bonus*

About the right level of staffing

Lorna good at organising

Very easy to explain the process of the event to them

The only problems arose at the beginning as the website wasn't ready and the

Every Object Tells a Story

adjustments had to be made during the event

Every Object Tells a Story

Communication is one of the strengths of the team

The ultra lab technicians were ignorant of our presence as we tried to work

One day when the unpredictable absence of an influential team member meant there was not enough staff to cope with massive crowds

I felt there was not enough preparation time before the event, which resulted in us all having to create our own rhythm and establish our own boundaries. An extra day would have given us time to think out some strategies to speed up the process

On busy days we could have had more staff on the computers

(The name) describes the event and it has an imaginative quality

There was a slight problem with the web system

We all met before the event to prepare everything

*We had no problem explaining our process
Each computer had different version of Photoshop, often old and performance varied*

Uploading to the web was easy

Limited space to write a story, it would have been better if portrait format were available

Staffs was very helpful and great working with them

Great name for event

Some more staff may be necessary to cope with more people, - it was so busy.

I think the biggest problem was with parents who were in a rush, and not giving their children time to be fully creative

At times it got quite hectic

Every Object Tells a Story **Quotes**

from visitors to event *The map*

wasn't easy

The camera clicks and you think you have a photo but you have to hold your finger down longer for it to take

There are lots of areas here that appeal to children you don't think of taking younger children to the V&A

There were no problems out in the gallery

It is a lot more child friendly than I expected — thought it was more of a place for adults

It's not catchy but its fine (title of event)

Very attractive (event) especially for 8 year olds — learning about the process from camera to computer

Didn't really engage 4 years old who just wanted to press buttons

A problem with blur

It will give something memorable to take with them

Brilliant — something to focus on, look at

You can't just trail them through everything

We go the idea of objects and story (from the title)

Its much more child friendly than we expected — more of a family event

I assumed it was about handling objects

Found bits I haven't found before

Gives me lots of thoughts

Alan learned how to use Photoshop, what it is and what you can do on it

I always enjoy the activities — they are always good here

There should be a coffee machine down here

We just didn't have enough time

Really friendly

Every Object Tells a Story

Not clear what it is — I thought it would be story telling by objects by professional tellers

I really hated it (V&A) 2 weeks ago — we were so bored — we came on a Friday and didn't find the fashion or anything my daughter liked — this has changed my ideas

Its great — absolutely superb — I think it's a great idea

*Photos are a bit hard to take for a 6 year old
We did it for her*

Seeing the artist manipulate the images was great. Children interested and want to do it at home

It's too hot

I didn't know the title

My friend will probably come. It was less friendly and helpful at the science museum

I imagined it to be much more stuffy and not very children friendly — I didn't realise it would be like this

What a wonderful idea — excellent — very interactive

You feel safe everywhere

They did a trail first but prefer this- not like school or school trips

.. (Daughter) was reluctant at first but got into the story and was away

Small problem when waited 20mins without having our name on list to get the print outs

(Title) doesn't quite explain what its about

It's worked well with youngest — helpful to slow here down and get her looking at things — its good — encourages us to look at detail eg the patterns on the costumes

(No problems) once we sussed out how map works

Museum splendid

I've learnt a lot too (Mother)

Good for children to look through doing things

Every Object Tells a Story

Needed more time to orientate — I'm slow

*All the staff have been really helpful Our
friends told us about it*

*It would be really good for my GCSE students — we only have a few cameras
No problems except finding the lunchroom*

We were a bit confused at the beginning

We were too late on Tuesday so came again today — really good

Very good — it all being free

EDUCATION DEPT.

Need more explanation to avoid using video

We would do it better another time

*Maybe there should be an age guidance.. 10 upwards or bay be simpler
cameras*

*We will definitely come back
Not a very grabbing title — but it does tell you about objects telling stories*

We say more of it than we would have chosen

Needed more information on the camera — and directions

*Could have been good to go round and get ideas first — but would take too
long*

Good idea- it should be promoted more — it is really good

*A few problems with the camera despite the instructions but they got it in the
end*