

From exhibit to action:
The impact of museum experiences on visitors' social justice actions

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A thesis
submitted in partial fulfillment of the
requirements for the degree of

Master of Arts

University of Washington

2018

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Program Authorized to Offer Degree:

Museology Graduate Program

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Abstract

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Over the last few decades, many museums have embraced roles as agents of social change. In particular, museums on civil rights and human rights are intentional about their efforts to motivate visitors to social action. However, researchers have not demonstrated a link between in-gallery experiences and post-visit social justice behaviors. The purpose of this study was to discover whether and in what ways adult visitors are inspired to take social action after visiting museums on civil and human rights. Using a qualitative survey design, data were collected through online questionnaires completed by 244 adult visitors at three museums, four to six weeks after their visit. This study found that the majority of visitors took non-routine social actions after visiting a museum. Sharing information was the most popular category of action, but visitors also participated in a wide variety of other social actions. Visitors believed the museums influenced their decisions to act and they recalled their emotional and intellectual responses to museum content as sources of inspiration. These findings inform museums' efforts

to engage visitors in social action and help guide further research into the inspirational aspects of museum experiences. Findings also have implications for how audiences and museum professionals will perceive the role of museums in society in future years.

ACKNOWLEDGEMENTS

A heartfelt thank you goes out to everyone who supported me during the writing of this thesis. Dr. Jessica Luke, thank you for being my thesis chair. I relied on your thoughtful feedback, edits, and words of encouragement. Your guidance was immeasurably helpful during every step of the process. Thank you to Dr. Ricardo Gomez and Dr. Shirley Yee for sharing your valuable time to serve on my committee.

I am grateful to the staff at the Bill & Melinda Gates Foundation Discovery Center, the Canadian Museum for Human Rights, and the Center for Civil and Human Rights. Thank you to Charlotte Beall, Lianne Lambert, and Nicole Moore for providing me with the permissions and resources I needed to collect data at these institutions. My research would not have been possible without your help. Additionally, thank you to my host in Winnipeg, who provided much-needed winter clothing when mine proved to be inadequate for the February weather.

Thank you to my friends and family for giving me all the love, support, and kindness I could ever ask for. Xiaobin Tuo, you make me believe I can achieve anything. You are my partner, my joy, my everything. Thank you for taking care of me this past year. To my sister, Sara Tomczuk, thank you for being my closest confidant and my best friend. Thank you for understanding my many anxieties and helping alleviate them. Mom and Dad, I know you are always cheering for me. Thank you for being there when I need you. To my brother, Joseph Tomczuk, thank you for believing in me. You always give me a renewed sense of confidence. Thank you to Abby Rhinehart for being an incredible friend and classmate. Your friendship was an important source of support to me this past year. Finally, thank you to my family of friends in New Jersey, New Orleans, D.C., and Seattle. You bring so much happiness to my life. I would not be where I am without your love.

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Chapter 1: Introduction

Since the beginning of the 21st century, the museum field has shifted toward purposeful engagement with issues of social justice. While debates about the roles of museums in society continue, many museum professionals have begun to see their institutions as agents of social change. Recent developments in museum theory, research, and practice demonstrate widespread interest in this topic. Professional organizations and museology scholars have claimed that museums have a responsibility to promote social justice action in their galleries (American Alliance of Museums, 2015; Black, 2009). Research shows that museum professionals have implemented a variety of strategies to motivate visitors to social action and civic engagement (Brown, 2015; Deuel, Ramberg, Fraser, & Hanchett, 2007; Silverman, 2009). In particular, museums on civil and human rights have prioritized social action as an outcome of their work in recent years.

Several museums which focus on civil and human rights have encouraged social action throughout their core messaging and exhibit content. For example, the mission of the Center for Civil and Human Rights in Atlanta, Georgia, is to explore human rights so that visitors “leave inspired and empowered to join the ongoing dialogue about human rights in their communities.” The Canadian Museum for Human Rights in Winnipeg opened in 2008 and endeavors to be a place where visitors can “commit to taking action against hate and oppression.” These museums offer historic and contemporary examples of people fighting for social justice in their everyday lives. They include explicit calls to action in their exhibits and provide visitors with a variety of tools to help them recognize and combat injustice. However, little evidence exists that their efforts are successful. Researchers have not demonstrated a link between in-gallery museum experiences and visitors’ post-visit social justice actions.

A substantial body of literature focused on motivations for social action draws from research in psychology, sociology, and education theory. These fields have influenced the way museums approach inspiring visitors to social action. Social psychologists have identified empathy as a motivating factor of altruistic or prosocial behavior (Batson, 2011; Hoffman, 1984). Further research suggested that inducing a sense of connectedness and commonality led to feelings of empathy for others and subsequent prosocial action (Borshuk, 2004). Drawing on this research, museologists have recognized museums' potential to be sites that elicit empathy for the purpose of inspiring social change. Museological research has determined that museums can and do inspire empathy. (Gokcigdem, 2016). Several museums have employed certain strategies—such as creating emotional discomfort—with the goal of provoking empathy and inspiring action (Hayes, 2016; Simeone, 2016). Few have evaluated the long-term success of these efforts to motivate visitors to change their actions or behaviors.

Other social psychologists and sociologists described hope as a motivator for goal-oriented actions, including actions that are prosocial or other-oriented in nature (Howell & Larson, 2015; Snyder, 2002; Snyder, Irving & Anderson, 1991). Hope can be a key ingredient in social movements because it helps mobilize individuals toward a particular objective (Castells, 2012). Drawing on these theories of hope, museum professionals have designed architecture, exhibits, and immersive experiences that are intended to inspire hope and thereby motivate social action (Failler, 2015; Johnson, 2015). However, they have not measured whether visitors who experience hope during a museum visit take action after visiting.

Theories of transformative learning have also influenced museum practice. The theory of transformative learning posits that a transformational experience re-writes the framework through which an individual sees the world, thus altering their actions and behaviors (Mezirow,

2000). Museologists have advocated for designing exhibits for transformative learning in order to achieve impacts on visitors' knowledge, attitudes, and behaviors (Garner, Kaplan & Pugh, 2016). While the impact of transformative learning has been evaluated in some museum contexts, researchers have not examined whether it plays a role in shaping the typical visitor's post-visit behaviors.

Clearly, museum professionals are being intentional about their attempts to inspire visitors to social action. By designing for empathy, hope, and transformative learning, they have drawn on tested theories in other fields to create in-gallery experiences that may lead visitors to action. The impact of their efforts remains to be discovered.

Some researchers have investigated museums' efforts to inspire visitors to action, often with a narrow focus on special programs or measures based on visitors' intentions (not actions). Research on the impact of museums' special educational programs, facilitated discussions, or intensive summer camps demonstrated how provoking empathy or offering transformative learning experiences led to changed behaviors (Soren, 2008; Zimmern, Bryant, Bostick, & Hanchett, 2016). Their work did not investigate whether a typical museum visit inspired action. Researchers have also measured visitors' intentions to take action through data collection techniques administered after museum experiences but before visitors have left the premises (Ausman, Houck, & Corbin, 2016; Soren, 2008). In these instances, follow-up research did not determine if the intended actions were completed.

Post-visit research conducted weeks or months after zoo visits and wildlife tourism experiences demonstrated that some visitors change their environmental and conservation behaviors after visiting (Ballantyne, Hughes, Lee, Packer, & Sneddon, 2018; Ballantyne, Packer, & Falk, 2011). These studies connected visitors' post-visit conservation actions to experiences of

empathy and self-reflection during the tourism experience. While their work suggests museums may have similar success at inspiring social action through empathy, researchers have not yet made that connection.

The purpose of this study was to discover whether and in what ways adult visitors are inspired to take social action after visiting museums on civil and human rights. The study was guided by the following research questions:

1. To what extent are adult visitors inspired to take action on social justice issues four to six weeks after visiting museum exhibits on civil and human rights?
2. When visitors are inspired to take action, on what types of actions do they focus?
3. In what ways do visitors perceive that their museum visit contributed to their inspiration to take social justice actions?

Exhibit developers and museum educators will benefit from this research. The results will help professionals determine whether they are achieving intended impacts, which could lead to examining or changing their current interpretation strategies. Others may build on this research to determine other methods of measuring long term, post-visit social justice actions and behaviors. Additionally, the research may serve as a starting point to determine which exhibit elements are most likely to lead to action or behavior change. Community members outside the museum field may also be interested in these findings. Teachers and other educators can use this research to develop an understanding of the potential of museum visits to affect later actions and behaviors. Nonprofits and community organizations which work for social justice may consider this research when determining whether to partner with museums to achieve their missions.

Efforts to inspire visitors to social justice action are evident throughout the museum field, particularly prominent at museums on civil and human rights. This study discovered whether

these institutions are successfully inspiring visitors to social action. The findings have implications for how audiences and museum professionals will perceive the role of museums in society in future years.

Chapter 2: Literature Review

The purpose of this study was to discover whether and in what ways adult visitors are inspired to take social action after visiting museums on civil and human rights. The bodies of literature which supported this research study were: 1) the museum field's shift toward embracing social and civic engagement, 2) sociological, psychological, and educational theories of motivations for social justice action and 3) museums' techniques for encouraging and measuring visitors' social justice actions. Many museums have advocated for and implemented strategies for motivating visitors to take action, but research has not demonstrated a link between these in-gallery experiences and visitors' long-term, social justice behaviors.

Social and Civic Engagement in Museums

In recent years, professional organizations and museology scholars have advocated for promoting social justice action in museums. The theme of the 2015 American Alliance of Museums (AAM) Annual Meeting was "The Social Value of Museums: Inspiring Change." In 2016, the theme was "Power, Influence, and Responsibility" and the program read "We invite the museum field to explore responsibilities that come with living in a democratic society." These themes, and the meeting sessions that supported them, illustrate the field's increasing desire for museums to be seen as places where visitors and museums employees are socially and civically engaged. Museums have not always sought this role; the accepted purpose of museums has evolved over the past century. Now, the museum field is persistently marching in the direction of social and civil engagement (Black 2009; Silverman 2009). Practitioners are still grappling with the cultural changes that need to take place for museums to exercise that role effectively.

The evolving purpose of museums can be traced through museum studies scholarship. John Cotton Dana (1917/2012), the founding director of The Newark Museum, spoke out against museums that were inaccessible, isolated, and “seem to serve their purpose if they safely keep the objects” (p. 17). He argued against the belief that museums were inherently good because they preserved and displayed collections, which was the predominant expectation of museums in the early 1900s and earlier. Dana asserted that museums should be useful to all people by furthering their skills and education.

In 1945, Theodore Low, an educator at the Metropolitan Museum of Art, asserted that “the purpose and only purpose of museums is education” (p. 39) and that museums must actively connect that education with visitors' lives. In 1972, museologist Duncan Cameron (1972/2012) further stressed this point and demanded that museums make themselves relevant to contemporary life and society. At the end of the twentieth century, Stephen Weil (1999) summed up the new perspective on museum purpose as a major shift from an internal focus on collections to an outward focus on audience impact, and declared that museums must provide their services in a “demonstrably effective way” (p. 230). Weil (2012/1999) warned museum professionals that funding will disappear if museums cannot define and demonstrate their success in terms of measurable public impact. As they approached the 21st century, many museologists, professional associations, and funders decided that museums must have a purpose that is clearly relevant to society's needs.

Reflecting this movement in the museum field, the nonprofit organization International Coalition of Sites of Conscience was founded in 1999. On their website, they explain the organization “is the only global network of historic sites, museums and memory initiatives that connect past struggles to today's movements for human rights. We turn memory into action”

(2017). The Coalition recognized that preserving and remembering the past is not inherently good. This memory work is only valuable if people learn from the past to improve the present. The Coalition, which now has more than 230 member sites in 55 countries, issued a distinct call to action to museums and visitors to engage in contemporary human rights movements.

Another manifestation of museology's shift toward social engagement was the creation of the academic journal *Museums & Social Issues* in 2006 by founding editor Kristine Morrissey. According to the journal homepage on Taylor & Francis Online (2018), the journal "focuses on the interaction between compelling social issues and the way that museums respond to, influence, or become engaged with them." This biannual journal has published 24 issues since its founding. Though the journal illustrated the attention scholars and practitioners have devoted to this topic, it has included few examples of museums influencing audience's long term civil and social engagement behaviors. The journal concentrates on museums' efforts to interpret, debate, and share information on social issues, but rarely offers research on the impact of these efforts on visitors.

Continuing this theme, Graham Black (2009) argued that museums have the responsibility to foster civil engagement. Black explained that museums must acknowledge and use their roles as memory institutions, learning institutions, social institutions, democratic institutions, and responsive institutions to support civil engagement among their audiences. If museums are going to take civil engagement seriously, Black argued that they must critically explore the past from different perspectives, encourage debate, and take an active role in the present. Black recognized the potential of museums to serve as learning communities that help visitors make informed decisions about their futures. His work is useful for understanding the cultural shift that is necessary if museums are going to promote civil engagement. He explained

that all museum departments and individual museum professionals must accept and actively work toward these goals; civic engagement will not happen passively. However, Black did not offer a way to measure whether museums have successfully motivated their audiences to engagement.

Lois Silverman (2009) offered evidence that museums are already engaging in work that deeply affects how communities and societies function. Her book, *The Social Work of Museums*, provided examples of museums offering opportunities for purposeful social interactions. Silverman described these efforts as “social work,” and argued that museums help visitors build and sustain meaningful relationships. These relationships provide people with the support and empowerment they need to work toward social change. Silverman provided in-depth research to describe how this type of social work takes place in museums, highlighting the particular benefits of programs designed to impact certain populations. Her work demonstrated the potential for museums to address social issues and impact targeted audiences through special efforts. What remains to be discovered is how visitors' typical museum experiences can affect their future engagement with societal issues.

Others scholars have identified specific areas where museums can play a role in effecting social change. Aleia Brown (2015) argued that museums need to actively engage on the topic of race in the United States. Brown analyzed museums' responses to police officer Darren Wilson shooting and killing Michael Brown in Ferguson, Missouri in August 2014. She found that some museums successfully initiated a dialogue on race issues but argued that museums must advocate for an even deeper level of engagement. She explained that museums are part of America's history of enforcing racial inequality and suggested that they can also be part of moving America forward and healing from that past. Brown proposed changes at every level of museum

operations: “Museums have to take the next step – thinking critically about who they hire, objects they collect, and how they approach communities.... we can heal when our theories, approaches, and interactions reflect intentional conversations and thought” (p. 112). Similar to Black (2009), Brown focused on a shift within the museum field without directly addressing how the shift will impact visitors or how that will be measured.

If museums can inspire visitors to social and civic engagement, they will help fill an important role in society. Robert D. Putnam (1995) explained that social capital steeply declined in the United States in the second half of the 20th century. Putnam referred to social capital as “networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit” (p. 67). He explained that, with the decline of these networks and social trust, political participation and other forms of civic engagement also suffered. Other scholars have supported this assertion and considered how to address this widespread disengagement among citizens. Cook, Carpini, and Jacobs (2007) explored the value of discursive participation, which they define as “the various ways in which citizens can talk in public settings about issues that affect the community, state, or nation in which they live” (p. 26). This can include one-on-one conversations, e-mail exchanges, and other informal meetings between groups and individuals. They argued that discursive participation leads to the motivation for additional engagement. This type of participation is likely happening during and after museum visits. Clearly, knowing whether museums successfully motivate visitors to action is valuable beyond the museum field. Evidence that museums are increasing individuals’ levels of social and civic engagement could change how the public judges the role and value of museums in society.

Professional and intellectual leaders in the field have asserted that museums have a responsibility to be engaged with current social issues. Inspiring visitors to action is an inherent

part of this argument, even when it is not explicitly addressed. People are at the center of affecting social change. Museums can be a part of that effort by providing learning experiences that lead people to desire and strive for change. Transforming the ways museums work is worthwhile only if it transforms the ways visitors behave. These scholars have explained the imperative for museums to engage meaningfully with social issues. The next section of this paper examines practical techniques for doing so. Research in this area reveals that the museum field knows where it wants to go in terms of engagement with social issues, but is still determining how to get there.

Theories and Techniques for Inspiring Action in Museums

Researchers in the fields of psychology, sociology, education, and museology have investigated what inspires people to act on social justice issues. A review of these bodies of literature explores how and why museum visitors may be inspired to take action on social justice issues after visiting museum exhibits. Yet, the field lacks research measuring visitors' post-visit actions.

Motivations for action – Empathy and hope. Psychologists and sociologists have focused on the motivating power of empathy. Psychologist Martin L. Hoffman (1981) identified empathy as a catalyst for helping behavior that serves someone else. Hoffman (1984) defined empathy as “a vicarious affective response to others” and the response to another’s pain as “empathic distress” (p. 124-125). Hoffman (1981) theorized that individuals help others to relieve their own feelings of empathic distress, and therefore their motivations are primarily egoistic or self-serving. Social psychologist C. Daniel Batson (1991) questioned whether egoistic motives fully explain helping behavior and, in response, developed the empathy-altruism

hypothesis. In this hypothesis, Batson posited that “empathetic emotion evokes *altruistic* motivation [emphasis added]” (p. 58). The research of Batson and others (Batson, 1991;2006; Batson et al, 2003; Batson et al 1988) supported his claim that an individual who feels empathy for another may provide assistance without concern for how that action may serve oneself. Though Hoffman and Batson differed on whether helping behavior was egoistic or altruistic, both claimed empathy motivated prosocial behavior. These hypotheses are valuable to museums that intend to inspire visitors to action on social justice issues. If these theories are true, fostering empathy for victims of social injustice among museum visitors could lead visitors to take action on those issues.

Other scholars have researched how empathy affects individuals' participation in social and political activism. For example, social psychologist Catherine Borshuk (2004) identified empathy as a motivation for outgroup activism. Borshuk conducted interviews with activists who worked to support social groups other than their own. Her results suggested that empathy and subsequent activism were inspired through shared feelings of marginalization across social groups and a universalist perspective that all people are connected through the human experience. These findings implied that prompting feelings of commonality led to empathy, which then led individuals to take social action on behalf of others. Modern museums on civil and human rights—whose interpretive techniques often include interactive elements, immersive experiences, and opportunities for reflection—may be well-positioned to promote these feelings of commonality and connection which can lead to empathy and action.

To feel empathy for another person or group—and potentially take action on behalf of their welfare—one must first learn something about that person or group's experiences. Therefore, the process of communicating information about human experiences is a prerequisite

for motivating individuals to action. Sociologist Manuel Castells (2012) explained that communication networks are important to social movements by describing them as “decisive sources of power-making” (p. 7). Castells argued that networks of power in each sphere of human life—such as political, cultural, financial, and media networks—define norms and reinforce them. These networks of power communicate to the masses that the dominant societal value system is right and just. Castells posited that social movements occur when individuals with alternative values network their shared experiences through communication, build cognitive empathy, and transform their emotional responses into goal-seeking action. Castells focused on the potential for the Internet and digital networks to build social movements. He explained that digital networks offer a space for meaning-making with an unprecedented opportunity for high-speed, autonomous, participatory, and non-hierarchical communication between individuals. However, his theories are worth considering for their relationship to other settings of communication—including museums.

Museums are also sites of meaning-making, which can be used to either reinforce or counter prevailing networks of power—or both. Museums have a history of being controlled by dominant social groups and have been guilty of helping perpetuate oppressive systems in the past and the present (Brown, 2015; Trouillot, 2015). Trouillot (2015) explained that historical narratives crafted by those in power—including narratives in museum exhibits—can deliberately erase the minority groups. However, museums that help individuals communicate and network their shared experiences around social injustices may prove effective spaces for inspiring individuals to action against prevailing social systems.

In addition to empathy, Castells (2012) identified hope as an essential ingredient for building social movements. He explained that “Hope projects behavior into the future” (p. 14),

which gives people a reason to pursue goals. Hope helps a person mobilize their feelings toward a particular objective. Castells' explanation of the role of hope in social movements is consistent with psychologists' theories of the way hope operates. Psychologist C.R. Snyder (2002) explained that human actions are goal-directed. In Snyder's hope theory, he explained that a hopeful person "will initiate (and continue) the required goal-directed actions" (p. 258). Snyder, Irving and Anderson (1991) defined hope as "a positive motivational state that is based on an interactively derived sense of successful agency (goal-directed energy), and pathways (planning to meet goals)" (p. 287). Their studies showed that hope motivates people to take action toward their goals. Psychologists Andrew J. Howell and Denise J. Larsen (2015) make the important argument that hope does not have to be focused on personal goals but can be "other-oriented"—essentially, valuing possible outcomes for another person or group. Taken together, Snyder's theory and Howell and Larsen's theory demonstrate that the psychological experience of hope can motivate individuals to take action to benefit others. As with empathy, this is significant to museums. Inspiring hope in museum spaces may help inspire visitors to take action.

Empathy and hope in museums. A significant body of work in sociology and psychology has revealed the motivating power of empathy and hope. Many museums have seized on these theories in their attempts to inspire visitors to social justice action.

In the introduction to the book, *Fostering Empathy Through Museums*, Gokcigdem (2016) argued that the world desperately needs empathy and that museums are uniquely positioned to cultivate empathy in visitors. Gokcigdem posited that finding solutions to the world's persistent social problems will require a unified worldview in which individuals see themselves as part of a one greater "Whole" (p. xix). Gokcigdem suggested empathy is the key to this universalist worldview, which aligned with Borshuk's (2004) assertion that empathy and is

connected to a sense of commonality. In turn, Gokcigdem regarded empathy as a crucial element for social progress. She outlined the qualities of museums that enable them to elicit empathy, including: they mirror society's collective behavior, knowledge, and values; they are storytellers; they provide experiential learning; they inspire awe; and they offer a safe and informal space to explore. *Fostering Empathy Through Museums* contained examples of more than 15 museums and similar institutions that intentionally use empathy as a tool, a guiding value, or an outcome in itself, with each chapter by different museum scholars and practitioners. The examples focus primarily on visitors' experiences in museum spaces, though a few discussed post-visit impact.

For example, a study at Discovery Place and the Carolina Raptor Center found that their visitors experienced moments of wonder and awe at their institutions. They also found that these moments of wonder sparked empathic connections, which led visitors "from indifference to activation" (Ausman, Houck, & Corbin, 2016, p. 111). "Activation" was measured by visitors' who indicated their intentions to learn more about the topics they experienced in the museum or to share information with others. While their intent to take these actions was recorded, the researchers did not follow-up to confirm that these post-visit actions were completed. The researchers also pointed to visitors' future engagement with their institutions as evidence of impact, citing increased volunteerism and donor engagement among those who had experienced moments of wonder and empathy. While this type of impact is important to the institutions, it does not demonstrate how visitors may change their engagement with other individuals, organizations, or institutions in their community after visiting.

Another example of the post-visit impact of experiencing empathy in a museum came from the Levine Museum of the New South. This museum evaluated a program in which existing teams of co-workers experienced a special exhibit and then participated in a facilitated group

dialogue intended to produce empathy (Zimmern, Bryant, Bostick, & Hanchett, 2016). The exhibit told the stories of individuals who brought one of the lawsuits that led to *Brown v. Board of Education* and the end of legal racial segregation in public schools. Among a participant sample size of 111 groups comprising more than 1,700 individuals, a majority expressed a “climate change” at their workplace after this experience (p. 223). Participants found their co-workers had increased awareness of racism and a greater willingness to have difficult conversations around related issues. The results of this study revealed the potential for museums to use empathy to change attitudes and behaviors. This study focused on a specialized program, not a visitor’s typical experience in museum galleries. Researchers have not determined if experiencing empathy during an everyday museum experience leads to long-term changes in social justice behaviors.

Even without research to support the value of empathy’s post-visit impact, studies show that many museum professionals have placed a high value on provoking empathy. Simeone (2016) interviewed museum professionals about empathy at Kidsbridge Tolerance Center, the Lower Eastside Tenement Museum, and the Center for Civil and Human Rights. Simeone’s results showed the practitioners at all three institutions viewed empathy as a “means to knowledge and a motivator for action” (p. 40). Simeone’s study revealed that museum professionals intentionally create discomfort during immersive experiences to induce empathy. Simeone (2016) interviewed Dina Bailey, former Director of Educational Strategies at the Center for Civil and Human Rights in Atlanta, who explained that creating mild discomfort helped remove the distance between a visitor and an immersive exhibit, allowing the visitor to “bring your whole self to that experience” (p. 29). According to Simeone, “Bailey said that this was the key to eliciting empathy within the bounds of the museum visit” (p. 29).

Hayes (2016) interviewed museum professionals about emotionally immersive experiences and found comparable results. She discovered that museum professionals intentionally create discomfort in immersive experiences with the aim of inducing empathy. Themes that emerged from Hayes' interviews showed that museum professionals intended empathy to lead to understanding and personal insight. These studies show that museum professionals *believe* that eliciting empathy helps their institutions achieve their educational goals, but they do not demonstrate this strategy's impact on visitors. Research must go further to demonstrate whether inducing empathy in museums—whether through immersive experiences or other interpretive techniques—has a positive impact on visitors' actions.

Zoos have also made use of empathy as a motivational tool. Jeffrey C. Skibins and Robert B. Powell (2013) investigated whether encouraging empathy for animals in zoos motivated visitors to action on environmental conservation issues. Skibins and Powell explained that zoos have often promoted connections between visitors and a few “charismatic megafauna”—such as lions, dolphins or elephants—toward that end. Their study utilized pre- and post-visit visitor responses at three zoos to determine visitors' levels of connection to particular species before and after visiting, as well as their willingness to engage in pro-conservation behaviors after visiting. Their study found that visitors felt deeper connections with a larger variety of species after visiting a zoo, and that their level of connection was a good predictor of their intent to take conservation action on behalf of that species. This work is promising for what it suggests about the connection between empathy and action in zoos. Their research falls short of measuring actual behavioral change by focusing on visitors' intent.

Ballantyne, Packer & Falk (2011) conducted a study to discover the impact of wildlife tourism experiences on visitors, including long-term environmental behavioral change. They

administered pre- and post-visit questionnaires at four wildlife tourism sites. They received 240 responses to the post-visit questionnaire which was collected four months after the visit. They discovered that “reflective engagement”—which included emotional connections with animals—strongly predicted short-term learning, which in turn was a weak predictor of long-term impact. However, only 7% self-identified a change in their environmental behavior four months after visiting. A later study of wildlife attractions demonstrated that a strong predictor of reflective engagement and subsequent action was whether the experience was aligned with visitors’ pre-existing values (Ballantyne, Hughes, Lee, Packer, & Sneddon, 2018). In this study, visitors who already held strong “universalism-nature” values at the time of their visit experienced reflective engagement and demonstrated some increase in environmental behaviors post-visit. Again, this draws connections between the experience of empathy and a universalist worldview (Borshuk, 2004; Gokcigdem, 2016). The results provided some evidence that empathy and similar self-reflective responses during wildlife experiences motivate visitors to action (Ballantyne, Hughes, Lee, Packer, & Sneddon, 2018). Yet, they also suggest that empathy is felt by and motivates only those who are pre-disposed to take action on these issues due to their pre-existing worldview. Therefore, attempts to elicit empathy for the purpose of inspiring action may have limited efficacy.

Some scholars suggest that inducing empathy may preclude rather than inspire activism. In an analysis of narratives of slavery at historic sites in the American South, Cook (2015) argued that focusing on empathy ignores the potential value of other visitor responses which may be more likely to inspire activism. Cook explained, “Tourism site managers who merely desire or even expect that visitors will experience empathy, merely for empathy’s sake, will not necessarily lead to a more just society” (p. 305). Cook suggested that promoting empathy could

impede feelings of solidarity, which may be more effective for rousing visitors to take action against racial inequities. Cook's analysis demonstrates the need for further study to determine whether a focus on empathy is appropriate for museums which intend to inspire visitors to action. To answer this question, visitors' post-visit actions must be taken into account.

Other scholars have investigated hope in museums. Failler (2015) considered how instilling hope may be linked to critical learning among visitors to the Canadian Museum for Human Rights (CMHR). Failler spoke to artists, educators, and exhibit developers working with the CMHR and how hope factored into their work. In her analysis, Failler examined research on how hope can inspire learning, or learning inspire hope. Akin to Cook's (2015) criticism of empathy, Failler (2015) wondered if some types of hope can actually prevent visitors from critical thinking and learning. Ultimately, Failler advocated for a nuanced approach to hope in museums. She argued that visitors should be instilled with enough hope so they are not overwhelmed by negativity, but not so much that they are blinded to the reality of difficult histories or experiences.

Throughout her analysis, Failler (2015) assumed critical learning among visitors to be a prerequisite for them to take action on social justice issues. She took for granted that hope was employed within the CMHR for that purpose. Failler explained:

Hope has already been made to matter here as it represents the promise of a human rights education to inspire social change. In other words, through encounters with exhibits that tell stories of human rights struggles and triumphs, it is expected that museum visitors will be encouraged to make a difference (p. 228).

Other scholars have noted the ways in which the CMHR centralizes hope in efforts to promote visitor action. Johnson (2015) explained that the architecture of the CMHR was designed for this purpose. Johnson quoted the museum's "About Us" section on the website: "From the moment you enter through its massive stone roots, to the time you emerge in its light-filled Tower of

Hope, you will be moved by the power of human rights” (p. 18). Johnson demonstrated that the architecture was utilized to inspire hope, which is key to the museum’s “action-inspired mission” (p. 18). Again, the link between hope and action is taken for granted.

However, Failler (2015) and Johnson (2015) did not offer evidence that hope leads to action. Failler (2015) only accounted for outcomes related to visitors’ attitudes, perception, and knowledge. Though perhaps her argument for a nuanced approach to hope is valid for critical learning, her research did not go far enough to prove that critical learning will translate to visitors’ actions after their visit to the Canadian Museum of Civil and Human Rights. One cannot assume that critical learning will automatically lead to action and, therefore, the role of hope in motivating visitors to action remains unclear. Johnson (2015) made clear that, in the views of the museum’s staff, the architecture achieves the intended goal of inspiring hope. Again, Johnson’s research did not offer to explain how inspiring hope satisfied the museum’s mission to inspire visitors to action.

Transformative learning and action. The theory of transformative learning is useful for considering how museum experiences may change a person’s behaviors after they visit a museum. Mezirow (2000) explained transformative learning as changing a “problematic frame of reference to make it more dependable in our adult life by generating opinions and interpretations that are more justified. We become critically reflective of those beliefs that become problematic” (p. 20). This means that a transformative learning experience re-writes the framework through which one views the world. The assumptions and beliefs on which a person bases their thoughts, decisions, and actions can change through transformative learning—thereby altering their ideas and behaviors. Mezirow (1998) specified how transformative learning can impact social action: “Transformative learning is about emancipating ourselves from these taken-for-granted

assumptions about social being. It involves bringing the sources, nature, and consequences of this received wisdom into critical awareness so that appropriate action--including social action--can be taken” (p. 70). In other words, a transformative learning experience can reveal society's flaws to an individual who had no cause to notice them before. Now armed with this new understanding, an individual can set out to rectify those issues. If a museum experience is transformative, it could change a visitor's actions and behaviors.

Transformative learning in museums. Some researchers have studied transformative learning experiences in museums and their impact. Garner, Kaplan, and Pugh (2016) advocated for museums to facilitate transformative learning experiences, which they defined as “experiences in which visitors come to see the world through the lens of new ideas” (p. 342). To achieve this, they argued that museum experiences must be self-focused. That is, they should promote personal meaning-making, self-reflection, and identity exploration. Garner, Kaplan, and Pugh outlined an exhibit design strategy to activate transformative learning through a process of re-framing, re-seeing, and re-enacting. They suggested re-framing content in a way that pushes the visitor to see the world differently. Then, allow visitors to re-see these ideas in the physical exhibit design, creating visuals that they can easily relate to their lives in the future. Finally, encourage the visitor to re-enact the content through this new perspective on their own, by providing them with examples of how this new idea can be used in their life moving forward. Garner, Kaplan, and Pugh set forth a way to create transformative learning in museums, but they do not identify or evaluate museums where this is already happening.

Soren (2008) explored the power of museums to offer transformative learning experiences. Through a case study of a summer institute program and another of a traveling exhibit, Soren identified potential “triggers for transformation:” experiences with authentic

objects, emotional experiences, gaining new cultural understandings, and explicit motivation to become more proactive. Soren gathered evidence of long-term change in her case study of the summer institute program. However, the program was a two-week summer intensive program, which is a very different from a one-time museum visit. Furthermore, her data was gathered from people who repeatedly participated in the program over three years.

In a study of the effects of a traveling exhibit on producing transformative learning in visitors, Soren (2008) utilized observations, an exit survey, and tracking traffic on the exhibit's website. Soren explained this was not enough to track long-term change and that "follow up interviews... weeks and months after the experience may confirm whether a visitor's initial experience has resulted in longer-term change" (p. 248). The identified "triggers" cannot be used as reliable evidence for predicting transformed behaviors after a one-time in-gallery museum experience without follow-up contact with the visitors to determine what—if any—behaviors have changed.

Convenience and action. Several museums which aim to inspire their visitors to take action on social issues offer opportunities to begin or complete an action within the museum galleries. This technique can happen in conjunction with efforts to inspire empathy, hope, or offer transformative learning experiences. Still, it's important to understand how these convenient action opportunities might play a role in visitors' future behavioral changes. There is evidence to suggest that these in-gallery actions may predict future social engagement action.

Museum professionals Deuel, Ramberg, Fraser, and Hanchett (2007) wrote an article about different museums' attempts to inspire visitor action. Their article featured an exhibit at the Monterey Bay Aquarium titled *Time's Running Out-Act Now*. The exhibit promoted a time-

sensitive campaign to support Marine Protected Areas (MPAs) in California. While in the exhibit, visitors could write a postcard to California's governor in support of MPAs or join the Aquarium's Ocean Action Team. They found that half of the exhibit's visitors completed at least one action, resulting in more than 10,000 postcards sent to the governor and almost 1,000 visitors signed up for the Action Team. Deuel et al. concluded that actions that are relevant, time-sensitive, and meaningful can lead visitors to take immediate action in gallery spaces.

Social psychology research suggests that these initial actions within a museum's walls may lead to future action. Researchers have consistently found that previous involvement in social activism or volunteering is one of the best predictors of future involvement (Borshuk, 2004; Penner & Finkelstein, 1998; Stewart, Settles, & Winter, 1998). Exhibits which offer ways for visitors to take immediate action could be providing the catalyst for additional post-visit actions.

Museums have also promoted actions which begin in the museum but are completed elsewhere. Nina Simon (2017), executive director of the Santa Cruz Museum of Art and History (SCMAH), explained one such example in her Museum 2.0 blog. The SCMAH's exhibit *Lost Childhoods: Voices of Santa Cruz County Foster Youth and Foster Youth Museum* aimed to encourage visitors to take action to expand opportunities for foster youth. Simon explained that the exhibit team wanted visitors "to feel empowered to take action and know how to do so." Simon and her team created take-action business cards which each had a clear example of an action on one side and a contact person on the other side. For example, one card read, "Donate a warm jacket" and the other side specified the contact person at an organization accepting clothing donations. Visitors were intended to take the business cards from the exhibit and use them in the future. According to Simon, many visitors took the cards and at least a few

organization partners reported receiving new volunteers. The preliminary results of this tactic show its potential to inspire visitors to action. More rigorous research is necessary to determine whether visitors actually make long-term changes in their social justice behaviors after visiting museum exhibits.

Summary

As this literature review has demonstrated, the museum field has an interest in social issues and many museums are actively engaged in the attempt to inspire visitors to take social action. Their efforts to inspire visitors to action are often based in sociology, psychology, and education research. Plenty of research exists on what museums are doing, but very little shows how visitors are responding.

This study confronted the challenge of determining social justice-oriented behavioral change in museum visitors. Research must determine whether and how visitors take action after museum visits before they can adequately assess which psychological phenomena, educational strategies, and interpretive strategies motivate museum visitors to action.

Chapter 3: Methods

The purpose of this research study was to determine whether and in what ways adult visitors are inspired to take social action after visiting museums on civil and human rights. This study was designed to answer three research questions:

1. To what extent are adult visitors inspired to take action on social justice issues four to six weeks after visiting museum exhibits on civil and human rights?
2. When visitors are inspired to take action, on what types of actions do they focus?
3. In what ways do visitors perceive that their museum visit contributed to their inspiration to social justice actions?

This study used a qualitative survey design. Data were collected through online questionnaires completed by adult visitors at three museums. This chapter describes the research sites, sampling, data collection, participants, data analysis, and limitations of the study.

Research Sites

Museums which intentionally attempt to inspire visitors to act on social justice issues were chosen as research sites for this study. As discussed in chapter 2, the museum field has demonstrated sustained interest in the role of museums as agents of social change, but scant research exists on museums' impact on visitors' long-term social justice actions. Museums with the clear goal of inspiring action offered the best opportunity to obtain rich data for a study that attempted to address this research gap. Though many different museums may directly or indirectly motivate visitors to act, museums which deliberately and consistently employed methods to encourage action had the most potential to deliver insights on whether, how, and why visitors take action. If research can first determine a museum's impact on visitors when a call to

action is clear, it can establish a baseline for future research on diverse motivational techniques in a variety of museums.

Data were collected in museums focused on civil rights, human rights, or social equality for similar reasons. Many of these museums include content about ongoing issues as part of their primary purpose. By including contemporary topics, they can offer ways for visitors to get involved that have connections to the museum's content. In these institutions, examples or opportunities to take action are often more obvious and consistently present than in traditional art, history, or science museums. Though aquaria and zoos have done considerable work to inspire environmental action (Ballantyne, Hughes, Lee, Packer, & Sneddon, 2018; Skibins & Powell, 2013)—and though these issues are often associated with social inequalities—the actions they suggest frequently center around environmental conservation rather than responses to human experiences of social injustice. Selecting museums on civil rights, human rights, and social equality for this study allowed me to establish whether museums' strong, deliberate calls to social action succeed, more so than other museum types.

Per this reasoning, each museum selected as a research site for this study met the following criteria:

1. Primary content focus on human rights, civil rights, or social equality with connections to contemporary issues
2. Mission statement or core messaging that states intent to inspire visitors to action
3. Explicit calls to action and/or examples on how to take action in exhibit content

Sites were sampled from different geographic areas in the United States and Canada to help remove regional idiosyncrasies from the results and deliver insights to the general population of adult visitors at civil and human rights museums. The three research sites were: The Bill &

Melinda Gates Foundation Discovery Center in Seattle, Washington; The Canadian Museum for Human Rights in Winnipeg, Canada; and The Center for Civil and Human Rights in Atlanta Georgia. All three sites are located downtown in urban centers.

The Bill & Melinda Gates Foundation Discovery Center. The Bill & Melinda Gates Foundation has the following mission: “Guided by the belief that every life has equal value, the Bill & Melinda Gates Foundation works to help all people lead healthy, productive lives.” The Bill & Melinda Gates Foundation Discovery Center in Seattle is operated under the Foundation’s department of Community and Civic Engagement. According to its webpage, “The Discovery Center aims to motivate and inspire people to take action—in their own unique ways—to improve the lives of others.” This mission clearly fits the criterion for this study. The Discovery Center features permanent and temporary exhibits that include artifacts, videos, interactive elements, and in-gallery activities that align with their mission to inspire people to action. Permanent exhibits focus on issues of global health, poverty, and education.

At the time of data collection, the Discovery Center featured a temporary exhibit titled *Women Hold Up Half the Sky*. The exhibit was originally organized by the Skirball Cultural Center in Los Angeles, California, and was inspired by the book *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* by Nicholas D. Kristof and Sheryl WuDunn. As stated on the Discovery Center’s website, the exhibit “challenges visitors to open their eyes, minds, hearts, and most of all, to take action to improve women and girls’ lives locally and globally.”

The Center for Civil and Human Rights. The mission of The Center for Civil and Human Rights in downtown Atlanta is:

... to empower people to take the protection of every human’s rights personally. Through sharing stories of courage and struggle around the world, The Center

encourages visitors to gain a deeper understanding of the role they play in helping to protect the rights of all people.

The Center features large, permanent exhibits on the American Civil Rights Movement, Dr. Martin Luther King, Jr., and the global human rights movement. Permanent exhibit spaces include artifacts, art, immersive experiences, interactive elements, and extensive use of video and audio oral histories.

Two temporary exhibits were on display at the time of data collection. *Live the Legacy Series: Installation #1: Photography Collection by Jim Alexander* featured photographs of non-violent demonstration and civil disobedience from 1968 to present day. *Breaking Barriers: Sports for Change* explored how professional athletes use their voices for social change. The website explained *Breaking Barriers* as “More than an exhibit, it is an experience and a movement that will inspire attendees to find their voice and in big and small ways inspire healing and affect change.”

Canadian Museum for Human Rights. The mission of the Canadian Museum for Human Rights is to be a “centre of learning where Canadians and people from around the world can engage in discussion and commit to taking action against hate and oppression.” The museum comprises ten core galleries on seven floors. Permanent exhibits cover human rights violations in Canada and across the globe. Featured topics include experiences of Indigenous people in Canada, Canadian struggles for civil and human rights, the Holocaust, and speaking out against genocide. Similar to the other two research sites, exhibition techniques included art, artifacts, interactive technologies, and video oral histories. Decision-making activities with interactive electronics, such as one in which visitors were encouraged to take part in deciding historic legal cases affecting civil and human rights, figured prominently in a few galleries.

During data collection, three temporary exhibits were on display. The exhibit *Seeking Safety* focused on the experiences of asylum-seekers in Canada through video, images, and documents. Another temporary exhibit, *Seeking Refuge*, offered youth perspectives on the global refugee crisis through art and video. And *Canadian Doctors in the Field* told the stories of Canadian medical professionals who advocated for human rights in conflict zones.

In addition to satisfying the general criteria for this study, these three institutions shared commonalities in design elements and interpretive strategies. All had content which heavily incorporated personal stories told through video oral histories and other formats. All had interactive electronics and experiences designed to immerse visitors in the physical experience or mental perspective of another person. Their similarities strengthen the reasoning for looking at the results as a complete data set which reveals the impact on the general population of adult visitors to museums on civil and human rights.

Sampling and Data Collection

Participants were adult visitors—over the age of 18—who visited one or more exhibits at one of the research sites. Participants were selected through convenience sampling. The researcher visited each research site for a period of two days and attempted to approach every adult visitor as they exited the museum. E-mail addresses were collected from all willing participants. Four to six weeks after a participant's visit, he/she was e-mailed a link to an online questionnaire (see Appendix A for the questionnaire). Three e-mail reminders were sent after the initial e-mail was sent. The questionnaire included open and close-ended questions.

First, the questionnaire listed a variety of actions related to topics addressed in the museum and asked if the participant had completed any of the actions since their visit to the

museum. The list of actions was informed by the Activism Orientation Scale (Corning & Myers, 2013; 2002), developed to measure the likelihood that an individual will take social action. The AOS includes 35 behaviors that “intend to address some perceived problem, injustice, or disadvantage affecting the collective” (p. 707). Subjects rate how likely they are to engage in each behavior. Ideas for developing the list of 18 actions for this study’s questionnaire were informed by behaviors on the AOS.

Participants were asked to describe any of the 18 actions they completed, and they were also given the opportunity to write actions not included on the list. Next, the questionnaire asked if the museum visit inspired the visitors to take any of the actions they listed or described. They were then asked to rate how inspiring they found different elements of the museum experience. Finally, participants were asked to review the same list of actions from the beginning of the questionnaire and indicate how many times they had completed each action in the twelve months prior to their museum visit.

Participants

The researcher collected 411 names across the three research sites and received 244 questionnaires, a response rate of 59%. Of the 244 responses received, 228 fully completed the questionnaire. The remaining 16 questionnaires were only partially completed, but included data relevant to the study. Where appropriate, the partially completed questionnaires are included in the analysis. The distribution of participants by research site was: 41% (n=101) from the Center for Civil and Human Rights in Atlanta, 33% (n=81) from the Bill & Melinda Gates Foundation Discovery Center in Seattle, and 26% (n=61) from the Canadian Museum for Human Rights in

Winnipeg. Participants provided data on their geographic location, gender, race and ethnicity, age, and whether they identify as LGBTQ+.

Visitors were from 17 different countries, with the majority of participants from the United States of America. The breakdown of country of residence was: 58% (n=142) United States of America, 23% (n=57) Canada, and a cumulative 10% from other countries in Asia, Australasia, Central America, Europe, Middle East, and South America, while 9% declined to respond. Participants from the United States of America were from 24 states. As expected, states where the research sites were located comprised a larger proportion of the sample size, with 20% (n=50) from Washington and 14% (n=34) from Georgia. When states were sorted by region, the distribution across regions were as follows, shown as percentages of the total sample size: 27% (n=65) from the West, 18% (n=43) from the Southeast, 8% (n=20) from the Midwest, 3% (n=8) from the Northeast, and 1% (n=3) from the Southwest.

The majority of participants identified as women, with the gender distribution as follows: 63% (n=154) women, 27% (n=65) men, less than 1% (n=1) non-binary, and 10% (n=24) who declined to answer. Only 7% (n=244) identified as LGBTQ+. When asked about race and ethnic identity, participants were able to enter multiple responses. A majority of participants identified as white or Caucasian: 66% (n=161) white or Caucasian, 10% (n=25) Asian, 7% (n=17) Black or African American, 4% (n=10) Hispanic or Latinx, and 2% (n=4) First Nations or American Indigenous, while 12% (n=30) declined to answer.

Many age groups were well-represented in the sample, with the following breakdown: 17% (n=42) were aged 18 to 24, 22% (n=54) were 25 to 34, 15% (n=37) were 35 to 44, 10% (n=24) were 45 to 54, 15% (n=37) were 55 to 64, 9% (n=22) were 65 to 74, and less than 1% (n=1) were 75 or older, with 11% (n=27) declining to answer.

Data Analysis

This survey obtained quantitative and qualitative data through closed- and open-ended questions. Descriptive statistics were used to summarize data from closed-ended questions and interpret trends across survey participants. These analyses were primarily useful for answering the first and second research questions, to determine to what extent visitors take action and what types of actions they take. The percent of visitors who took action and the percent who took each type or category of action is considered to be generalizable to the greater population of adult visitors to civil and human rights museums.

The open-ended questions were analyzed through emergent, inductive coding to identify themes across participants. As Jansen (2010) explained, qualitative surveys analyze the diversity of characteristics in a population. The themes identified in the open-ended questions were useful for answering the second and third research questions: the types of actions completed and what visitors perceive inspired them to action. In reference to the second research question, the qualitative data provided insight into the variety of actions completed that were not captured by the offered list of actions. The qualitative data gathered on what inspired visitors provides insights to the diversity of museum experiences that impact visitors in this way and lays the groundwork for more targeted future studies.

Limitations

A limitation of this study is that the sample of participants may skew positive. Participants may have been more inclined to complete the questionnaire if they completed an action or actions to promote social justice. Participants who did not take action on any issues

may have declined to complete the questionnaire because they believed the questions were not relevant to them or they felt uncomfortable answering them. This positive bias among the completed questionnaires could lead to results suggesting that a greater proportion of visitors take action than actually do.

Time constraints may have also skewed the data. This study was bound by the University of Washington's academic calendar. Therefore, the researcher could not permit more than 4-6 weeks between a participant's visit and the distribution of questionnaires. Four to six weeks may not have been a long enough time for some visitors to reflect on their experiences and take action. Therefore, the survey may not capture data on all the visitors who require more elapsed time to take action on social issues after visiting. In this case, the results may suggest that museum visits impacted fewer visitors than in actuality. A similar questionnaire distributed months or years after participants visited may return different results.

Chapter 4: Results

This chapter presents the results of the qualitative survey to determine whether and in what ways adult visitors are inspired to take action on social justice issues after visiting museums on civil and human rights. The results provide answers to the following research questions: 1. To what extent are adult visitors inspired to take action on social justice issues four to six weeks after visiting museum exhibits on civil and human rights? 2. When visitors are inspired to take action, on what types of actions do they focus? And 3. In what ways do visitors perceive that their museum visit contributed to their inspiration to social justice actions?

1. To what extent are adult visitors inspired to take action?

Of 244 participants, 96% (n=235) completed at least one action to promote social justice in the four to six weeks after their museum visit. All together, these participants completed 1,000 total actions from the provided list of 18 actions, with a mean of 4.1 actions per person. Of this group, 50 respondents completed at least one more action that they identified and described themselves, totaling 52 additional actions. Furthermore, an additional 3% (n=7) indicated that they planned to take at least one action in the future, meaning that only 1% (n=2) of visitors did not take and did not plan to take any actions to promote social justice after their museum visit.

After indicating which actions they completed *after* their museum visit, respondents considered the same list of actions and indicated which actions they had completed—and how frequently—in the twelve months *before* their museum visit. These data offered a point of comparison for visitors' social justice actions before and after their museum visit. The findings help demonstrate whether post-visit actions were in accordance with visitors' habitual behaviors, or whether post-visit actions were outside their routine. When denoting which actions they

completed in the twelve months before their visit, respondents could choose from the following frequencies: daily, weekly, monthly, yearly (once in the past twelve months), or “I did not do this in the past 12 months.” An action completed in the four to six weeks after the museum visit was considered non-routine if the same action was either not taken at all in the 12 months prior to the museum visit, or was taken only once in the 12 months prior to the museum visit.

Of the 228 participants who fully completed both sections of the questionnaire that asked about the list of 18 actions—the section for post-visit actions and the section for frequency of the same actions before visiting—85% (n=194) completed at least one post-visit action that was non-routine, as defined above. Another way to look at these data is to consider the total number of non-routine actions across all participants. Of the 1,000 actions completed, 44% (n=435) of the completed post-visit actions were non-routine. These numbers decrease if one action—“Did you encourage someone to visit this museum?”—is removed from the list. This action was included on the questionnaire because museum professionals at all three research sites expressed that influencing visitors to encourage others to visit the museum is one of the primary ways they hope to spread information about issues and effect social change. However, this particular action is much more likely to be one that breaks routine, especially for first-time visitors, and first-time visitors made up approximately 83% (n=189) of participants who fully completed the questionnaire. If this action is removed from the analysis, 70% (n=159) of participants reportedly completed at least one post-visit action that was outside their routine and approximately 32% (n=315) of the total completed post-visit actions were non-routine.

These results capture the minimum percentage of post-visit actions that were outside participants' routines. However, the number of non-routine actions may actually be higher. The actions listed on the questionnaire were general and did not refer to any one particular social

justice issue. The action “Donate money to a charitable cause” can encompass any charitable cause, ranging from access to clean water to education. Therefore, participants who indicated that they completed this action after visiting the museum and also completed this action monthly or more frequently before visiting the museum could still have been acting outside routine. For example, a person who only donated to clean water initiatives on a monthly basis before visiting may have chosen to donate to an education initiative after visiting, and this new behavior would still be coded as routine in this analysis. Consequently, the 68% of completed post-visit actions coded as routine may include new behaviors.

The post-visit actions identified and described by participants provided more insight on the type of impact museums visits may have on visitors' social justice-oriented behaviors.

2. What types of actions do visitors take?

Actions listed on the questionnaire. Table 1 shows the 18 social actions listed on the questionnaire, the percent of total participants that completed each action, and the percent of total participants for whom the completed action was non-routine. The actions in the table are listed in descending order of popularity, with the actions completed by the highest percentage of participants at the top.

Table 1: Percent of participants who completed each social action and percent for whom it was non-routine (N=244)

Post-visit action	Percent of participants that completed this action	Percent for whom the action was non-routine
Shared information with others, in-person	77% (188)	35% (85)
Encouraged someone to visit the museum	71% (173)	49% (120)
Donated money to a charitable cause	40% (97)	9% (22)
Listened to a new perspective or a perspective different than your own	40% (97)	5% (11)
Gave money to someone in need	36% (87)	10% (25)
Volunteered for a charitable organization	26% (63)	7% (17)
Shared information on social media or another online venue	24% (59)	14% (34)
Confronted a joke or statement that was harmful to a group of people	21% (52)	3% (8)
Changed the way you shop (e.g., boycotted a specific company, or supported a socially-conscious brand)	16% (40)	6% (15)
Attended a meeting or presentation	11% (28)	5% (12)
Attended a protest or rally	11% (26)	9% (23)
Purchased or displayed a bumper sticker, poster, or similar item with a message relevant to these topics	10% (25)	9% (21)
Signed a petition	7% (18)	2% (4)
Donated money to a political campaign	7% (16)	5% (13)
Voted on an issue or candidate	6% (15)	5% (11)
Wrote a letter to a public official	5% (11)	4% (9)
Volunteered for a political campaign	2% (5)	2% (5)
Wrote a letter to the editor of a newspaper or magazine	0% (0)	0% (0)

For 12 of the 18 action types listed, at least 10% of total participants indicated they completed that action (e.g., 11% of participants attended a protest or rally).

For several actions that were completed by low numbers of participants, a higher proportion of those actions were non-routine. For example, only five participants volunteered for a political campaign post-visit, but this was a non-routine action for all five participants (100% non-routine). As shown in Table 1 above, the following actions were completed by 25 participants or less but had a non-routine percentage of 70% or higher among those participants: purchased or displayed an item with a message related to social justice, wrote a letter to a public official, donated to a political campaign, and voted on an issue or candidate.

To better understand the various types of post-visit actions, the researcher classified the list of 18 actions into the following 4 categories: shared information, advocacy, spent time, and used funds. Though these categories do not have firm boundaries, this organization strategy proved useful for understanding what types of actions visitors were more likely to take. The actions were grouped as follows:

1. Shared information

- Shared information with others, in-person
- Encouraged someone to visit the museum
- Listened to a new perspective or a perspective different than your own
- Shared information on social media or another online venue
- Confronted a joked or statement that was harmful to a particular group of people

2. Used funds

- Donated money to a charitable cause

- Gave money to someone in need
 - Changed the way you shop (e.g., boycotted a specific company, or supported a socially-conscious brand)
 - Donated money to a political campaign
3. Spent time
- Volunteered for a charitable organization
 - Attended a meeting or presentation
 - Attended a protest or rally
 - Volunteered for a political campaign
4. Advocacy
- Purchased or displayed a bumper sticker, poster, or similar item that has a message relevant to these topics
 - Signed a petition
 - Voted on an issue or candidate
 - Wrote a letter to a public official
 - Wrote a letter to the editor of a newspaper or magazine

Figure 1 shows each of the four action categories and the distribution of study participants who completed at least one action in that category.

Figure 1: Percent of total participants who completed at least one action in the four action categories (N=244)

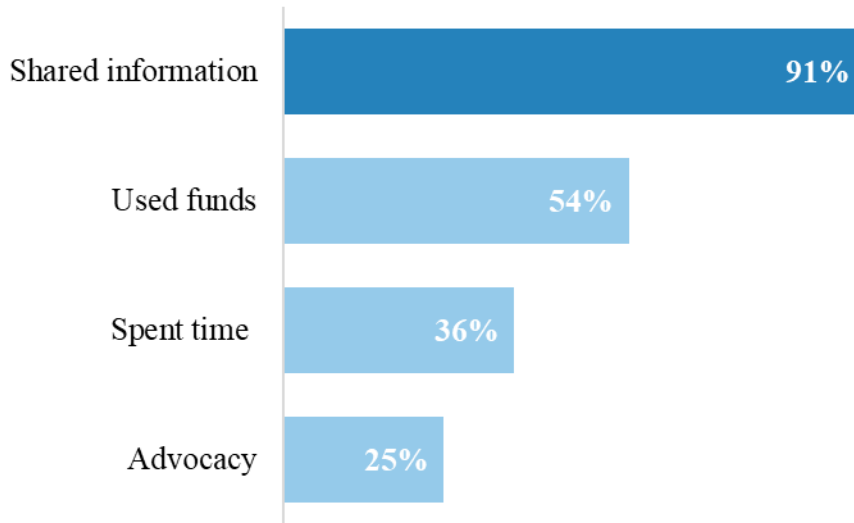
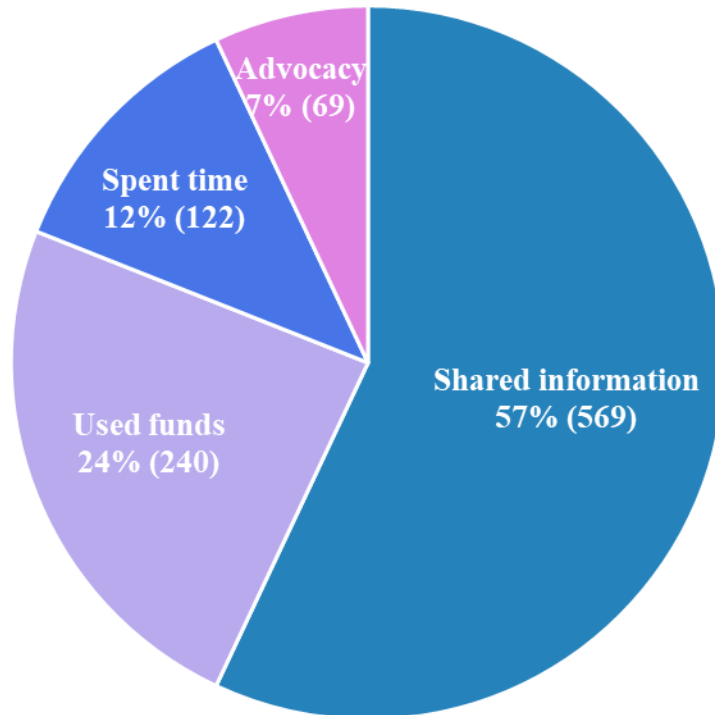


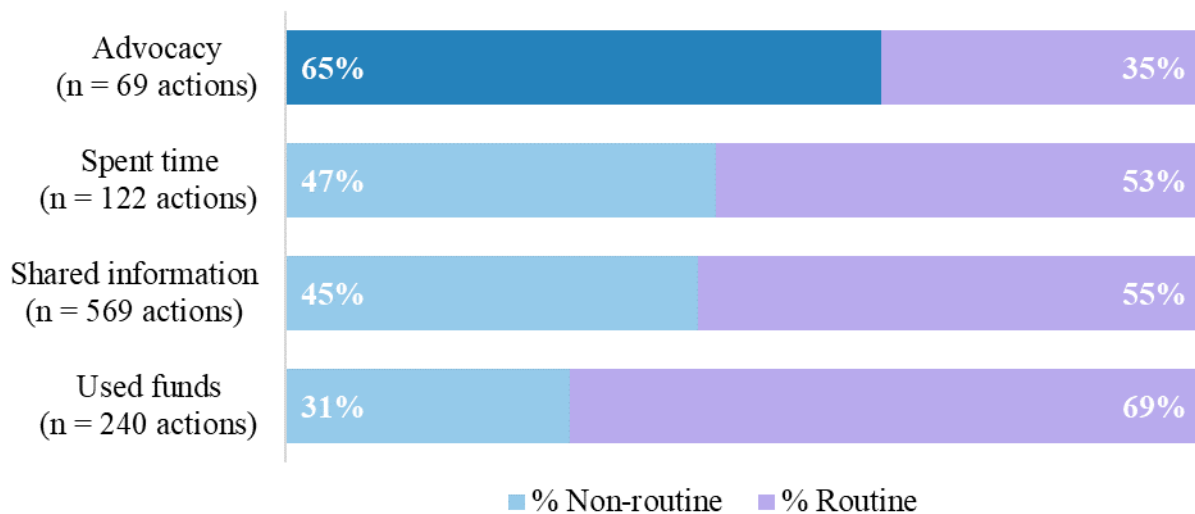
Figure 2 also examines the distribution across the four action categories, but from a different angle. Here, the unit of analysis is not study participants but rather the 1,000 post-visit actions reportedly taken by study participants.

Figure 2: Percent of total post-visit actions in each action category (N=1,000)



Both Figures 1 and 2 show that shared information actions were most prevalent. Yet, Figure 3 shows that of the 569 post-visit actions reportedly taken in the “shared information” category, fewer than half were non-routine actions. In other words, the majority of post-visit “shared information” actions were completed by participants who indicated that they also did these same types of actions monthly or more often *before* their museum visit. Figures 1 and 2 also show that “advocacy” was the category of action completed the least and by the fewest participants. However, Figure 3 demonstrates that two thirds of the actions in this category were non-routine—which was the highest percentage of non-routine post-visit actions of any category. Figure 3 shows the percentage of non-routine actions in each action category.

Figure 3: Percent of non-routine actions in each action category



Additional actions. When asked if they completed any additional post-visit actions to promote social justice that were not included on the questionnaire, 32% (n=78) of participants said yes. Another 22% (n=54) indicated that they had completed additional actions, but they were unsure if these actions promoted social justice. These participants described the actions they took. Analysis revealed that the majority of these descriptions repeated an action already

listed by the questionnaire. Table 2 shows examples of actions that participants described and the action from the questionnaire's list that their description repeated.

Table 2: Additional described actions that repeated actions on the questionnaire

Actions described by participants	Corresponding action from questionnaire
"Continually try to dialogue with others whose opinions differ in an effort to understand their perspective and present mine."	Listened to a new perspective or a perspective different than your own
"Volunteering with organizations helping stigmatized population."	Volunteered for a charitable organization
"I encouraged friends and family to visit the museum in order to understand the plights and hardships the African Americans endured."	Encouraged someone to visit the museum
"Offered pro-equality opinions on the internet."	Shared information on social media or other online venues
"Donated money to organizations and attended walks/rallies."	Donated money to a charitable cause and Attended a protest or rally
"Budgeted to make regular political contributions to progressive candidates."	Donated money to a political campaign
"Talked with friends and family and voted accordingly and encouraged them to do likewise"	Shared information with others, in-person and Voted on an issue or candidate

Only 20% (n=49) of participants described a new type of action. Those actions were coded into 7 emergent categories. The most popular type of action was a specific work- or school-related task. Actions were coded in this category if they were clearly part of a participant's paid position or completed as coursework, and they were completed by 11% (n=26) of participants. Other types of actions included: acted more fairly or inclusively at all times, joined a club or advisory council, launched a workplace or school initiative, launched a community initiative, fundraised, and wrote a book or article. Each of these actions were completed by less than 2% (n=5) of total participants. Therefore, the majority of social actions described by participants post-visit were captured in the questionnaire's list of 18 actions. Data

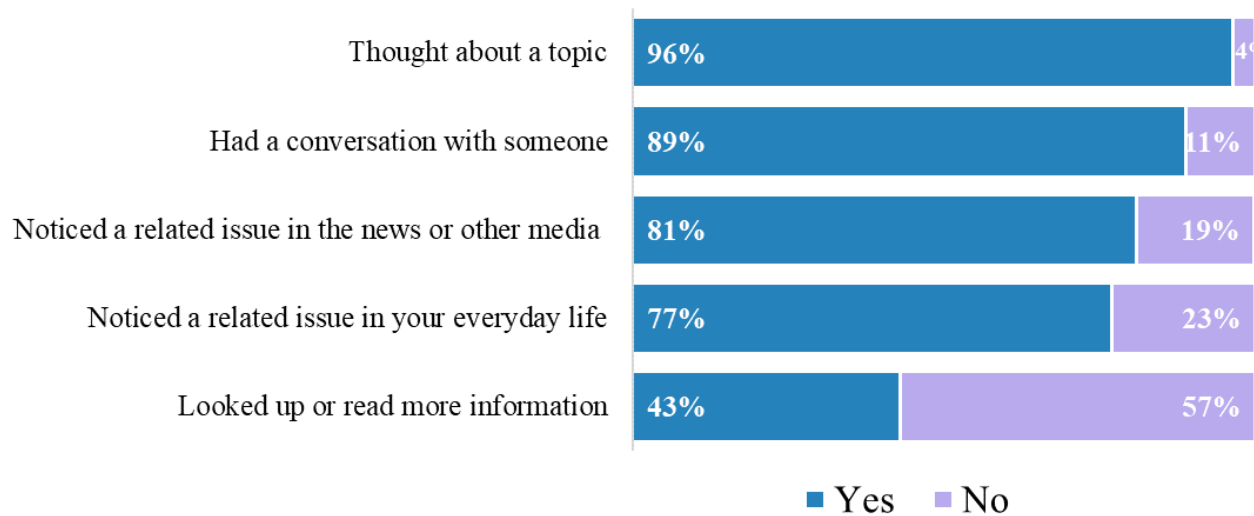
was not gathered on whether these additional actions were completed in the 12 months before the museum visit. However, work- and school-related tasks can be thought of as routine actions. The other actions described may or may not be routine.

Some of the new or non-routine behaviors captured in this analysis may have been inspired by factors unrelated to the museum visit. Visitors' self-reported perception of the impact of the museum visit on their behaviors strengthened the evidence for the museum's impact on their behavior.

3. How do visitors perceive the museum visit inspired their actions?

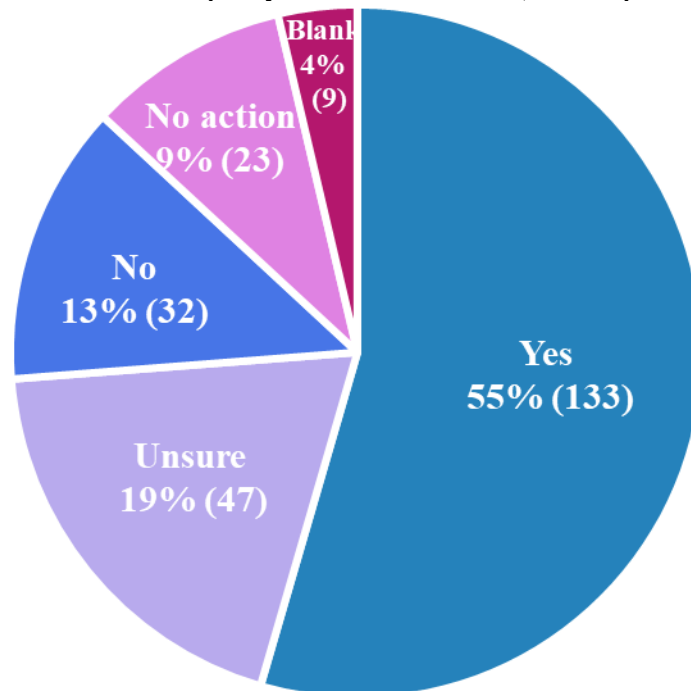
After visiting, participants continued to think about the museum. As seen in Figure 4, 96% (n=235) said they thought about a topic covered in the museum during the four to six after visiting and many connected their visit to their lives in other ways.

Figure 4: Participants who continued to reflect on their museum visit within 4 to 6 weeks after visiting (N=244)



Participants were asked if their museum visit helped inspire any of their post-visit social actions, and 55% (n=133) of participants said “yes” (see Figure 5). This question was asked once on the questionnaire in relation to any and all post-visit actions—it was not asked after each individual action.

Figure 5: Did your museum visit inspire you to take action? (N=244 participants)



The 55% (n=133) of participants who said “yes” described the elements of the visit that inspired them. Participants described a wide variety of aspects of their museum experiences in their own words. Their responses were coded into 18 emergent categories (see coding rubric in Appendix B), and the frequency of responses across these categories is shown in Table 3. Many described more than one aspect of their museum experience as contributing to the post-visit social actions.

Table 3: Participants' descriptions of museum aspects that inspired them to action (N=133)

What about your museum experience inspired you to take action?	Percent of participants (N=133)
Exposure to new information	29% (38)
Named a topic	16% (21)
Personal stories/ experiences	16% (21)
Message of personal empowerment	15% (20)
Relevance to today	14% (18)
Specific exhibit or museum area	13% (17)
Encouraged personal reflection	12% (16)
Reminds/ reinforces something already known	12% (16)
Content was moving/ emotional	10% (13)
Demonstrated how impact/ change happens	6% (8)
Demonstrated how to take action	4% (5)
Images/ video	3% (4)
General (just inspiring)	2% (3)
Artifacts	2% (2)
Interactive experiences	2% (2)
Hands on elements	1% (1)
Tour guide	1% (1)
Other	2% (3)
Did not provide a relevant answer	8% (10)
Total	165% (219)

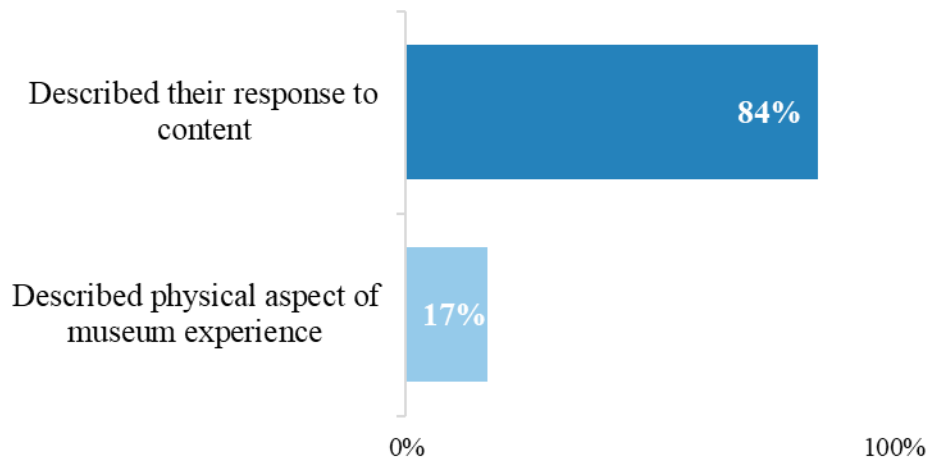
Two major themes emerged in these categories: 1) intellectual or emotional responses to informational content and 2) physical aspects of the museum experience. Table 4 shows how the categories were grouped under these two groups.

Table 4: Major themes within participants' descriptions of inspiring aspects

Major groups	Categories
Intellectual or emotional responses to informational content	Exposure to new information
	Named a topic
	Personal stories/ experiences
	Message of personal empowerment
	Relevance to today
	Encouraged personal reflection
	Reminds/ reinforces something already known
	Content was moving/emotional
	Demonstrated how impact/ change happens
Physical aspects of the museum experience	Specific exhibit or museum area
	Images/ video
	Tour guide
	Artifacts
	Interactive experiences
	Hands-on elements

Figure 6 shows the distribution of participants who provided one or more answers coded in each of the major groups. As Figure 6 shows, participants were far more likely to provide one or more answers coded within the first major group by describing what they learned or how they felt.

Figure 6: How participants described the inspirational aspects of their museum experience (N=133 participants)



The questionnaire then provided a list of 18 aspects of the museum experience and asked participants to rate each aspect according to its relationship to their post-visit social actions, on a scale of 1 to 5, with 1 being “not at all inspiring” and 5 being “extremely inspiring.” Participants could choose “not applicable” if they did not encounter that aspect of the experience during their visit. Table 5 shows the distribution of responses across these 18 aspects of the museum experience, with all of them receiving a mean rating greater than 3. The number of participants who said “not applicable” was removed from the calculation of the mean for each aspect.

Table 5: Aspects of the museum experience rated on much they inspired participants

Aspect of the museum experience	Mean rating, scale of 1-5 1=Not at all inspiring 5=Extremely inspiring
Personal stories told in an individual's own words (n=222)	4.55
Historic audio recordings, video footage, or photographs (n=223)	4.47
Immersive experiences (i.e., an exhibit that engages multiple senses, imitates another environment, or places you in the shoes of someone else) (n=210)	4.37
Personal stories told from another person's point of view (n=222)	4.13
Contemporary audio recordings, video footage, or photographs (n=224)	4.12
Signs, audio, or video that provided specific examples of how to take action (n=216)	4.10
Objects or artifacts on display (n=227)	4.09
Hands-on exhibits (i.e., the opportunity to touch or manipulate objects) (n=217)	4.06
Statistics or numbers in the museum's content (n=227)	3.99
Signs or exhibit elements that conveyed general information about an issue (n=228)	3.96
Artwork on display (n=224)	3.83
Touchscreen electronics (n=220)	3.76
Music or sounds in the museum galleries (n=207)	3.60
Opportunities to take action on an issue while in the museum (n=165)	3.59
Opportunities to share your thoughts, experiences, or opinions in exhibits (n=191)	3.52
Conversations with museum staff (n=161)	3.50
Opportunities to create or make something (n=166)	3.33
Conversations with other visitors (n=149)	3.28

Chapter 5: Conclusions and Implications

Over the last two decades, many museums have become advocates for social change. While a variety of museums have engaged with social issues in creative ways, museums which cover the topics of civil rights and human rights have become more intentional about their efforts to motivate their visitors to social action. This study investigated the success of these efforts by determining whether and in what ways visitors take social action after visiting a museum on civil or human rights. Specifically, this study determined 1) the extent visitors take action, 2) the types of actions they take, and 3) how visitors perceive their museum visit inspired their social actions. Questionnaires were collected from 244 adult visitors at museums for civil and human rights, four to six weeks after their museum visit.

This study adds to the conversation about museums' current ability and future potential to impact visitors' social justice-oriented behaviors. The results have implications for practice, future research, and understanding the role of museums in society.

Conclusions

The extent to which visitors were inspired to take action

Visitors took non-routine social actions after visiting museums on civil and human rights. Within four to six weeks after visiting a museum, the majority of participants took at least one non-routine action to promote social justice. A non-routine action was defined as an action completed during four to six weeks post-visit, that was completed once or not at all in the twelve months prior to visiting. In other words, visitors chose to take an action in the span of a month that they previously did once or less in the span of a year. After going to museums on civil and human rights, visitors take new actions to promote social justice.

The results demonstrated that visitors also performed routine actions to promote social justice after their visits. Routine actions were defined as post-visit actions that were also completed monthly or more frequently in the twelve months *prior* to visiting. In fact, non-routine actions were the minority. This result suggests that visitors were already oriented toward social justice before visiting the museum, as most of their post-visit actions were continuations of existing types of behavior. A research study on the impact of wildlife tourism experiences on participants' environmental behaviors similarly found that participants were already likely to be engaged with environmental action; the wildlife experiences were "preaching to the converted" (Ballantyne, Packer, & Falk, 2011, p. 1250).

Rather than diminishing the significance of the museums' impact, however, this result implies that museums on civil and human rights motivate individuals who are already engaged with social issues to do even more work to promote social justice. They added non-routine actions to their existing behaviors. These results aligned with research that demonstrated that previous involvement in social activism is one of the best predictors of future involvement (Borshuk, 2004; Penner & Finkelstein, 1998; Stewart, Settles, & Winter, 1998). Even when visitors are predisposed to social justice action, civil and human rights museums may provide a catalyst for additional future actions.

Types of visitors' social actions

Sharing information was the most popular type of post-visit action. The vast majority of visitors shared information related to topics in the museums through multiple methods, including conversations, social media, and encouraging others to visit the museums. More than

half of all completed post-visit actions fell into this category. Museums on civil and human rights are successfully motivating visitors to inform others of past and current social issues.

These actions have low barriers to complete, which may account for why sharing information is the most popular category of post-visit action. Sharing information does not require resources such as spare time or money. With the exception of the action “shared information on social media or another online venue”—which necessitates internet access—these actions only require interaction with another person. However, the ease of sharing information does not lessen its impact.

Sharing information is required groundwork for social movements. Castells (2012) explained that social movements can only occur when individuals communicate their shared experiences and thereby build social networks that can take collective action. Other scholars have argued that “discursive participation,” which includes one-on-one conversations and informal discussions among friends, can motivate individuals to greater levels of civic engagement (Cook, Carpini, & Jacobs, 2007). After leaving their museum visits, the majority of participants communicated what they learned in the museum to members of their social networks. This suggests that museums on civil and human rights are serving as an impetus for communication and discourse on social justice issues.

Visitors completed a wide variety of post-visit social actions. Though sharing information was the most popular, post-visit actions were not restricted to this category. Visitors completed many distinct types of actions in the four to six weeks after visiting. Brown (2015) called for museums to do more than simply initiate dialogue about social issues. The results of this study show that museums on civil and human rights actually are inspiring deeper levels of

engagement with these issues. After visiting civil and human rights museums, visitors were apt to take an array of actions that required varying levels of commitment or investment.

Fewer visitors completed overtly political or relatively high-barrier actions after visiting, but high proportions of these actions were non-routine. For example, only five participants volunteered for a political campaign post-visit, but this was a non-routine action for all five participants (100% non-routine). Many of these actions required one or more resources such as time, money, or additional information beyond what is provided at the museums (e.g., the name and address of a public official for the purpose of writing a letter). When these types of actions were completed by recent visitors, they were likely to be new behaviors. If a non-routine action is taken as a possible indicator of the museum's impact, these results suggested that museum visits motivated visitors to take new actions that require them to use their valuable resources.

How visitors perceived their museum visits inspired action

The majority of visitors were inspired to action by their museum visit. Participants were explicitly asked if the museum inspired any of their post-visit social actions and more than half responded yes. These participants were able to identify, in their own words, aspects of their museum experience that inspired them. While additional factors may have motivated their actions, this response demonstrates that visitors to civil and human rights museums perceived a connection between their museum visit and their post-visit actions. This result aligns with previous research in zoos and museums that suggested visitors' experiences at these institutions could lead to behavioral change (Ballantyne, Hughes, Lee, Packer, & Sneddon, 2018; Skibins & Powell, 2013; Soren, 2008).

Visitors' intellectual and emotional responses to the museums' content inspired them to take action. When visitors described their sources of inspiration during their museum experiences, they named what they learned and how they felt. Of the participants who indicated their museum visit inspired them to action, the majority named a topic, described the content (e.g., it was relevant to today, it demonstrated how change takes place), or described their intellectual or emotional response to it (e.g., I learned something new, I was moved, I realized I could make a difference). Few visitors described physical aspects of exhibits, such as artifacts, hands-on elements, or video. The content's ability to evoke a response left a bigger impression on visitors than its physical method of delivery. Similarly, the results of research wildlife tourism experiences found that self-reflective responses motivated visitors to action (Ballantyne, Hughes, Lee, Packer, & Sneddon, 2018). What visitors think and feel during the museum visit affects how they act after they visit.

Visitors were most inspired by museum aspects with strong ties to personal and historical experiences. The five aspects with the highest mean ratings for inspirational impact are those which could provide visitors with a deeper understanding of someone else's lived experience. These five aspects all involved personal stories, recorded audiovisual evidence of actual events, or immersive experiences which imitated another environment or placed visitors in the shoes of another person. These aspects align with some of the qualities Gokcigdem (2016) identified as those which enable museums to elicit empathy. Namely, these qualities are: museums mirror society's collective behavior; they are storytellers; and they provide experiential learning. Clearly, these qualities are also valuable for motivating visitors to action.

Implications

The conclusions above have implications for museum practice, future research, and the museum field's understanding of its role in society.

Practice

Museums on civil and human rights can communicate their impact on visitors' behaviors to stakeholders to attract increased interest from audiences, donors, community partners, and employees. The results of this study demonstrate that more than half of all visitors to these types of museums take action to promote social justice and that visitors believe their museum visit inspired them. This is valuable information that museums can share with current and potential visitors through marketing. These museums can market themselves as places where audiences can begin or renew a commitment to social justice. This tactic can be used to attract members of the public who want to enact social change, but do not know where to start. A marketing strategy that highlights museums as places to learn why and how to take social action could attract new audiences and deepen connections with existing audiences.

Sharing these impacts could increase museums' support from new and existing donors who focus on social justice. By demonstrating the measurable impact these museums have on visitors' behaviors, museums can assure donors that their dollars are contributing to social action and change. Donors will see that these museums are achieving their intended goals and are making a difference in lives and communities. Similarly, sharing these results with community groups and non-profits may help these organizations regard museums as valuable partners. With an understanding of how museums can motivate visitors to take action, local non-profit organizations may be more willing to collaborate with museums on exhibits, programs, and other projects. They may regard museums as powerful allies that can help them get more individuals

involved in their work. These partnerships could strengthen ties between museums and their local communities.

Communicating museums' successful impact on visitors' actions could also reinvigorate museum professionals. Learning more about the value of their daily work could bolster employees' morale and commitment to their work.

Museums can design experiences with the assumption that visitors are willing to take a wide variety of social justice actions. The results demonstrate that visitors primarily share information as their preferred method of taking social action. Museums can continue to promote this type of action through their policy and design choices. They can develop and share social media hashtags centered on social issues and share them in the galleries and online. Museums can permit photography and encourage visitors to share photos on social media. Conversation prompts posted in galleries can give visitors ideas for how to start conversations on these topics after they leave museums. Takeaway materials or pocket guides can give visitors tips for how to speak up for themselves and others. However, though sharing information was the most popular category of action, visitors demonstrated that they take action in a wide variety of ways. Museums professionals should keep this in mind and widen the scope of the actions they encourage.

Results show museum visitors can be inspired to take even high-barrier actions—actions that require resources such as time, money, or specialized knowledge. Currently, visitors are taking those actions in small numbers. Designing to encourage these actions may inspire higher numbers of visitors to take a variety of social actions. Exhibit developers can create content that directly outlines steps that visitors can take to make a difference. Museums can host non-profit partners during regular museum hours to distribute information about donating or volunteering

with them. When elections are approaching, museums can host programs or temporary exhibits to educate visitors on candidates, issues, and how and where to vote. Museums can demonstrate a wide range of actions in a variety of ways and make these actions as convenient as possible.

Strive to create moments of personal connection for visitors. The results showed that visitors were more likely to remember and describe something they felt, thought, or learned as a source of inspiration rather than describe the physical aspects of the museum. With the knowledge that visitors are apt to recall their emotional and intellectual responses to the content, exhibit developers should strive to create moments of memorable personal connection. This means paying as much attention to the content as its method of delivery.

Exhibit developers can add personal elements to even the most basic exhibits. Label text can tell a story in first-person from the point-of-view of someone who experienced it. Reflective prompts can ask visitors to consider their own thoughts and feelings on certain subjects. Using content to tease out connections to current events, local history, or experiences that are familiar to most visitors can create the possibility for more moments of memorable intellectual or emotional response. Further research is needed in this area, but exhibit developers can begin by asking themselves what visitors will think and feel when experiencing an exhibit.

Further research

What impact do museums on civil and human rights have on visitors' behaviors after a longer term? This study demonstrated that museums inspire most visitors to social action during the four to six-week period after visiting. Research is needed to determine if more visitors take more non-routine actions after additional time has elapsed. Further research could also determine if visitors who take action within four to six weeks sustain their new behaviors

over the course of a whole year, two years, or throughout their lives. Using this research as a starting point, a new study could investigate museums' impacts on visitors' social justice orientation in the long-term.

What inspires museum visitors to take social action after visiting a museum on civil or human rights? This study collected some data on what participants perceived as the inspirational aspects of their museum experiences in order to adequately establish a link between museum visits and visitors' social actions. Now that this link has been established, further research should delve into what inspires visitors and how. Beginning with the qualitative data obtained from this study, research could determine what methods of content delivery, design elements, and other museum aspects contribute to the memorable emotional and intellectual experiences that inspire visitors to action. Considering the museum field's interest in empathy, this type of research is greatly needed to assess what elicits empathy and whether that strategy is an effective motivation for action.

Museums' role in society

These results contribute to evidence demonstrating that museums can and do serve as agents of social change. As conversations about the role of museums in the 21st century continue, museum professionals need to recognize the potential for museums to inspire social action. While this study focused on civil and human rights museums, museums of any discipline may be able to employ their interpretive strategies to similar ends. Moreover, some museums may be motivating their visitors to action unintentionally. Museum professionals must consider their power to influence visitors' social and civic engagement and how to wield that power responsibly.

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Appendices

APPENDIX A: QUESTIONNAIRE

Distributed via Survey Monkey

1. Which museum did you visit within the past two months? (*drop down menu*)
 - Bill & Melinda Gates Foundation Discovery Center, Seattle
 - Canadian Museum for Human Rights, Winnipeg
 - The Center for Civil and Human Rights, Atlanta

2. In the time since your museum visit, have you done any of the following?

In the time since your museum visit have you...	Yes	No
Thought about a topic covered in the museum?	<input type="checkbox"/>	<input type="checkbox"/>
Had a conversation with someone about a topic covered in the museum?	<input type="checkbox"/>	<input type="checkbox"/>
Looked up or read more information about a topic covered in the museum?	<input type="checkbox"/>	<input type="checkbox"/>
Noticed an issue in your everyday life related to a topic covered in the museum?	<input type="checkbox"/>	<input type="checkbox"/>
Noticed an issue in the news or other media related to a topic covered in the museum?	<input type="checkbox"/>	<input type="checkbox"/>

3. In the time since your museum visit, have you done or have you considered doing any of the following actions related to a topic in the museum? If yes, please briefly describe your action.

In the time since your museum visit, have you done any of the following related to a topic addressed in the museum?	Yes	If yes, please describe.	I plan to do this in the future.	I considered doing this, but I did not	No, and I did not consider doing this
Shared information on social media or other online venues?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared information with others, in person?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged someone else to visit this museum?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made a point to listen to a new perspective or a	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

perspective different than your own?					
Confronted a joke or statement that was harmful to a particular group of people?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purchased or displayed a t-shirt, bumper sticker, poster, or something like these things, that has a message relevant to these topics?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed a petition?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended a meeting or presentation?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended a protest or rally?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voted on an issue or candidate?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Donated money or items to a charitable cause?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gave money to someone in need?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Donated money to a political campaign?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteered your time to assist a charitable organization?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteered your time to a political campaign?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrote a letter to a public official?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrote a letter to a the editor of a newspaper or magazine?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changed the way you shop (e.g., boycotted a specific company, supported a socially-conscious brand)?	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. The museum you visited includes content focused on promoting equality, social justice, and/or human rights.

Other than the actions listed in the previous question, have you done or considered doing anything else **during the time since your museum visit** that you would describe as an action to promote equality, social justice, or human rights?

- Yes
- No
- Unsure

5. If you answered yes to the previous question, please describe the additional action/s you took since your visit to the museum to promote equality, social justice, or human rights.

- Only receive question 5 if they said "yes" to question 4.

6. If you answered unsure to the previous question, please describe the action/s you took since your visit to the museum and how you think they may relate to issues of equality, social justice, or human rights.

- Only receive question 6 if they said "unsure" to question 4.

7. Think about the actions you have done or plan to do that you described in any of the previous answers. Did your museum visit help inspire any of these actions?

- Yes
- No
- Unsure
- I did not take or plan to take any of the actions listed in this questionnaire.

8. Please explain what about your museum experience inspired you to take the actions you described. Please use as much detail as possible

- Only receive question 8 if they said "yes" to question 7

9. Please rate the following aspects of your museum experience on how relevant they were to your choice to take action or your plans to take action. Use a scale of 1 to 5, with 1 being "not at all inspiring" and 5 being "extremely inspiring."

	1 Not at all inspiring	2	3	4	5 Extremely inspiring	N/A
Personal stories told in an individual's own words.						
Personal stories told from another person's point of view.						
Signage or exhibit elements that conveyed general information about an issue.						
Signage, audio, or video that provided specific examples of how to take action.						

Historic audio recordings, video footage, or photographs.						
Contemporary audio recordings, video footage, or photographs.						
Statistics or numbers in the museum's content.						
Objects or artifacts.						
Artwork on display.						
Hands-on exhibits (e.g., the opportunity to touch or manipulate objects)						
Immersive experiences (i.e., an exhibit that engages multiple senses, imitates another environment, and/or places you in the shoes of someone else)						
Conversations with museum staff.						
Conversations with other visitors.						
Music or sounds in the museum galleries.						
Touchscreen technology.						
Opportunities to share your own thoughts, experiences, or opinions in the exhibits.						
Opportunities to create or make something.						

10. The following list of actions is the same one you saw earlier. This time, please indicate approximately how often you had done the following actions in the 12 months **before** your museum visit.

In the 12 months before your museum visit, how often had you done the following actions related to topics of equality, social justice, or human rights?	Daily	Weekly	Monthly	Yearly (once in the past 12 months)	I did not do this in the 12 months prior to my visit
Shared information on social media or other online venues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared information with others, in person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged someone else to visit this museum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Listened to someone else's opinion or thoughts on these topics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confronted a joke or statement that was harmful to a particular group of people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purchased or displayed a t-shirt, bumper sticker, poster, or something like these things, that has a message relevant to these topics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed a petition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended a meeting or presentation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended a protest or rally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voted on an issue or candidate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Donated money or items to a charitable cause?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gave money to someone in need?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Donated money to a political campaign?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteered your time to assist a charitable organization?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteered your time to a political campaign?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrote a letter to a public official?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrote a letter to the editor of a newspaper or magazine					
Changed the way you shop (e.g., boycotted a specific company, supported a socially-conscious brand)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Including this visit, how many times have you visited this museum?

12. Are you a member of this museum?

13. Please tell us a little about yourself.

- Age _____

- Gender _____
- Race or ethnic identity/ identities _____
- In what country do you currently reside?
- If you reside in the U.S.A., in what state do you currently reside?
- Do you identify as LGBTQ+? Yes No Unsure

14. Would you be willing to participate in a short follow up interview by phone?

- Yes No

If yes, please provide the best e-mail address to contact you for the purpose of scheduling an interview.

APPENDIX B: CODING RUBRIC

Question: Please explain what about your museum experience inspired you to take the actions you described. Please use as much detail as possible

Code	Category	Examples
1	Named a topic	<p>“Inspiring regarding issues of women and girls”</p> <p>“I’m especially interested in micro-loans for women”</p> <p>“The museum was very thought provoking about the role Atlanta played in the Civil Rights Movement”</p>
2	Specific exhibit or museum area	<p>“The lunch counter experience”</p> <p>“The second floor of the center where the current human rights issues and social movements are showcased”</p> <p>“The leadership section of the Gates Center”</p>
3	Personal stories/ experiences	<p>“The experiences people had and the suffering there was during the time”</p> <p>“Personal stories”</p> <p>“The experiences described in the museum. The deaths, the sufferment, the harassment”</p>
4	Exposure to new information	<p>“what products/behaviors exploit certain peoples - very informative”</p> <p>“They outlined issues I have never thought about”</p>
5	Content was moving/ emotional	<p>“I was very moved by the exhibits at the museum”</p> <p>“Visiting the museum gave me hope and optimism.”</p> <p>“Words cannot describe what I felt... Even now as I sit typing as soon as I recall the memory the tears and emotion I felt come back.”</p>
6	Artifacts	<p>“The actual artifacts and not just pictures from history”</p> <p>“Looking at the soccer ball and learning about the production of it.”</p>
7	Images/ video	<p>“The end section of the museum, which was greatly supported by the pictures and videos displayed”</p> <p>“I found the videos and images inspiring”</p>
8	Relevance to today	<p>“While many of the issues I learned about in the museum are present in my daily life, seeing those issues in a new way in the exhibits brought them back to top of mind.”</p> <p>“My visit brought clarity into the complex and large needs in our community.”</p>
9	Demonstrated how to take action	<p>“I plan to donate to orgs mentioned (in the exhibits)”</p> <p>“Was encouraged by the overall goodness and achievements being displayed which encouraged me</p>

		to think more of what I can do locally in my personal life”
10	Message of personal empowerment	<p>“The museum helped reinforce the idea that sitting back and waiting for someone else to take care of societal and political issues is not the answer. It takes an active involvement in several aspects and I just need to find the one for me and best inflict change in that capacity.”</p> <p>“awakens us to the problems and difficulties people are facing and how we in our small little ways start doing something in that direction.”</p> <p>“It inspired me that it is not only the big grand gestures that make meaningful change. I began to think more strategic about my giving.”</p>
11	Encouraged personal reflection	<p>“I am more aware of my first world status and excessive consumption”</p> <p>“It was a reawakening of something inside me. Allowed me to realign my values by putting so much in context”</p>
12	General (just inspiring)	<p>“It was so inspiring and I wish I had more time at the museum.”</p> <p>“It provided me with extra motivation to find a work position that helps people in need around the world.”</p>
13	Reminds/ reinforces something already known	“I came to the museum as a person pretty committed to human rights and justice work.... We all came away even more deeply committed to doing this work.”
14	Hands on elements	“I really liked the hands-on elements”
15	Demonstrated how impact/ change happens	<p>“The museum helped me to see that the conversations we all have globally are impactful and important...and necessary.”</p> <p>“The museum reiterated that the fist step in change, particularly for change regarding human rights, starts with a conversation.”</p>
16	Interactive experiences	“The interactive learning experiences at the museum gave me a sensation of understanding regarding the struggles of the civil rights movement.”
17	Tour Guide	“Our tour guide was very sincere and thorough in her explanations”
18	Other	“Recognizing that the human rights violations of Palestinian people have primarily been excluded from the Museum which purports to hold up human rights as primary - inspired me to be more involved in public education on this issue.”
77	Not relevant answer	