

Museums and Inclusion: a Study on Belonging

Research Instruments

The following document contains the instruments used during the *Museums and Inclusion* research project. Some of these documents have been abbreviated for clarity and usefulness. If you would like to see the full documents, complete with researcher scripts/directions, don't hesitate to contact us.

Contents

1. Group Museum Visit Arrival Script
2. Post-visit Group Interview
3. Photo Selection/Demographic Form for Participants (Adult, Teen, and Child)
4. Spanish Language Versions of the Arrival Script, Group Interview, and Adult Demographic Form

These documents are most useful to trained evaluators/researchers looking for tools to do a qualitative investigation of visitor belonging at museums, particularly science and natural history museums.

The *Arrival Script* is important in order to set visiting groups up with the photovoice task as quickly as possible so that they can get on with their visit with minimal interruption, and to get them thinking about belonging without supplying too much leading information.

The *Post-visit Group Interview* is where visitors hone in on the specific moments that impacted their sense of belonging during their visit, choosing a limited number of their own photos to discuss as a group.

The *Photo Selection/Demographic Form* allows participants to select photos to discuss, and the sections collecting demographics and information about STEM interest may or may not be used, depending on the scope of the study.



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Museums and Inclusion: a Study on Belonging

Research Instruments

Group Museum Visit Arrival Script

[Group arrives at the museum]

Introduction to staff/asking for consent

Hi everyone, my name is _____, welcome to the _____ Museum! Thank you for helping us with the Museum Visit Study today. First, we need to ask you to sign the consent and assent forms -- that's where you give your permission to participate in the study.

*To remind you - we are asking you to **take pictures** using our ipod during your minimum **2-hour visit** to the museum today. We are also asking you to do an **hour long interview** after your visit where you **pick 5 photos** and talk about them, focusing on the **positive or negative parts** of your visit that may have **impacted your sense of belonging** in the museum today. We will also ask you about your **interest in science**. We would like to **audiorecord** these interviews. Your participation is **voluntary** - you can choose not to answer any questions you want. Your **identity will not be connected** with your pictures or the data from your interview. As a thank you for your group's participation, we will give you **\$100 in VISA gift cards**. Does anyone have any questions about the consent form? **Please sign** them before we begin. Thank you.*

Introduction to the photovoice task

During your visit to the museum today we want you to take pictures that relate in some way to your sense of belonging at the museum. We want to see the moments of your experience when you feel that you belong or moments that you feel that you don't belong. There's no right or wrong moments to take a picture of, and they can happen anywhere: in the lobby, at the cafe, gift shop, exhibits, or anywhere during your visit - maybe even something that happened on your way to the lobby! We also want the pictures you take to show your whole experience, not just one part.

*We don't know how people think about a sense of belonging - that's why we're doing this study. When you think of places where you have felt you belong or you didn't belong - what does that feel like? What does that look like? [Wait while they come up with some examples. If none are provided, or they are unsure, ask: *Well, think of public places you've been in the last week - what makes you feel like you belong or not belong there?*]*

Exactly! This is the kind of thing we want you to take a picture of, as a reminder of that feeling of belonging. Do you have any questions about what you'll be taking pictures of?

After you take a picture, add a voice recording saying why you chose to take that picture. Anyone in your group can take pictures today! You will have 2 iPods - feel free to pass the iPods to others in your group to take pictures. Adults, you can also take photos of the young people when you think they may be feeling belonging, but are too busy to take a picture. Please avoid taking pictures of people who are not in your group. If you want to take a picture of a moment that involves another person, like a staff member or another visitor, take a

Museums and Inclusion: a Study on Belonging

Research Instruments

picture of a nearby object and add a voice memo about the experience – that will remind you of the interaction you had later.

At the end of your visit you will return the iPods and each person can pick up to 5 pictures to talk about. Please feel free to be honest about the positive AND negative moments that you felt during your visit. We won't be upset or offended by what you share with us, we know that visitors have many different experiences. You sharing with us today helps us improve the experience of other visitors like you.

Introduction to the iPod equipment

During your visit today you'll be taking pictures on an iPod. We encourage you to take pictures across your entire visit of whatever is important to your sense of belonging. We also encourage you to take voice memos in whatever language is comfortable for you.

[Show the group the Tech Process handout, practice taking a picture with the group, practice making a voice memo.]

Alright, we hope you enjoy your visit; when you are ready to finish your visit, please come see me here, or text me at _____. I will meet you here and take you to a private room where you can return the equipment and we can debrief your experience and do your post-experience interview.

Museums and Inclusion: a Study on Belonging

Research Instruments

Post-Visit Group Interview

After meeting with the group, take them up to the meeting room. Collect equipment and start uploading photos from iPods. After thanking participants and asking them again for consent to audio record, ask them to fill out the photo selection and demographic forms, assisting children as needed.

Note: the *Post-visit Group Interview* should be undertaken with care and sensitivity, understanding that belonging is a complex and deeply-felt construct that connects to visitors' multiple and intersecting identities. Data collection and analysis should adapt to the experiences of visiting groups; interviewers should use empathetic listening and practice giving up control to participants.

Photo Selection and Reminder of Task

The first thing we are going to do is pick the photos to talk about. I'm going to pass out these and I'd like you to put just your first name on the top. [Once everyone has a sheet] In this project, we are trying to understand how people feel a sense of belonging in museums. And we want to hear what belonging means to you through your photos. Here are all your photos. Using the paper in front of you, mark the number of a photo that was a moment that you felt like you belonged OR was a moment you felt that you didn't belong. Please choose up to 5 photos each - it is okay if others in your group choose the same image or everyone has different images. We'd like for you to pick photos that show different parts of your visit from all over the museum. Please try to include some photos that show when you felt like you belonged and others when you felt like you didn't belong. Pick a photo, and put its number down, then select whether the things you felt were generally positive or were generally negative. Then we'll discuss the photos as a group.

Post-experience Follow-up Interview

Vary question stems between Q2-5, depending on what is depicted in the photo, use any of the follow-up probes as needed, depending on the responses to the initial questions.

OK, let's look at your photos. [Bring up individual photos]

- 1) [Names of participants] chose photo #____. *What was happening at the time that made you feel a sense of belonging?*
- 2) [Names of participants] chose photo #____. *What am I seeing in this picture? How does it relate to your sense of belonging?*
- 3) [Photo displaying the space or environment in some way] *This is photo #____. What about the layout of the space, or the placement of objects mattered to your sense of belonging during your visit?*
- 4) [Photo displaying individuals interacting in the space in some way] *This is photo #____. What about the interactions you had with other visitors, with staff, or with each other mattered to your sense of belonging during your visit?*
- 5) [Photo displaying a non-exhibit space such as the cafe, the store, etc.] *This is photo #____. What about this space mattered to your sense of belonging during your visit?*

Critical probes for STEM Interest, Identity, Engagement:

Museums and Inclusion: a Study on Belonging

Research Instruments

- (Interest) Probe: *You said picture #___ connected (didn't connect) to an interest you have. What is (wasn't) that connection? AND/OR How did that affect your sense of belonging in the museum?*
- (Engagement) Probe: *You said picture #___ was a moment where you (didn't) spent(d) some time. What about that was(n't) engaging to you? AND/OR How did that affect your sense of belonging in the museum?*
- (Identity) Probe: *You said picture #___ (how they related to identity) - how did that moment (not) help you to see yourself as a science person? AND/OR How did that affect your sense of belonging in the museum?*

Possible Probes for Individual Photos:

- *What about that moment affected your sense of belonging?*
- *What were you thinking about belonging in that moment? Was it your own belonging, your group's belonging, or something else?*
- *What did you feel in that moment?*

Finally, I'd like you to think about your experience today as a whole:

- 6) *Were there any times when you got caught up in the moment and didn't take a picture? [OR, if not] Are there any other pictures about moments that mattered that you'd like us to look at together and talk about?*
- 7) *When we started, I asked you to take pictures that showed belonging - how would you now describe belonging during a visit to the museum?*

Ending the Interview

Those are the questions I have. Are there any photos you'd like us to remove from the study?

[Turn off recording devices. Thank participants. Hand out incentives. Pause for final questions. Escort group to the lobby.]

Museums and Inclusion: a Study on Belonging

Research Instruments

Photo Selection/Demographic Form - Adult

My first name: _____

Please:

- Choose 5 pictures
- Choose pictures that show different parts of your visit
- Choose whether you felt positive or negative about the moment in the picture

Name above this line removed after interview to maintain confidentiality

Museum Visit Study ID: _____

✓	Picture Number	I felt (circle ONE for each photo you choose):	
		Positive	Negative
		Positive	Negative
		Positive	Negative
		Positive	Negative
		Positive	Negative

Museums and Inclusion: a Study on Belonging

Research Instruments

Tell us a bit about yourself.

1. What is your age?

- | | | |
|-----------------------------------|-----------------------------------|--|
| <input type="checkbox"/> 18 to 24 | <input type="checkbox"/> 45 to 54 | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> 25 to 34 | <input type="checkbox"/> 55 to 64 | |
| <input type="checkbox"/> 35 to 44 | <input type="checkbox"/> 65+ | |

2. With which racial or ethnic group(s) do you identify? (Please select all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> American Indian or Alaskan Native | <input type="checkbox"/> White |
| <input type="checkbox"/> Asian or Asian American | <input type="checkbox"/> Prefer to self describe:
_____ |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Hispanic or Latino/a/x | |
| <input type="checkbox"/> Native Hawaiian or Pacific Islander | |

3. What is your gender identity?

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Woman | <input type="checkbox"/> Prefer to self-describe:
_____ |
| <input type="checkbox"/> Man | |
| <input type="checkbox"/> Non-binary | <input type="checkbox"/> Prefer not to say |

4. Do you identify as LGBT+?

- | | |
|------------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> Not sure or questioning |
| <input type="checkbox"/> No | <input type="checkbox"/> Prefer not to say |

5. Do you have a permanent or temporary disability?

- | | |
|------------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| | <input type="checkbox"/> Prefer not to say |

How would you describe the disability?

- | | |
|------------------------------------|--|
| <input type="checkbox"/> Mobility | <input type="checkbox"/> Auditory |
| <input type="checkbox"/> Learning | <input type="checkbox"/> Prefer to self describe:
_____ |
| <input type="checkbox"/> Visual | |
| <input type="checkbox"/> Cognitive | <input type="checkbox"/> Prefer not to say |

Museums and Inclusion: a Study on Belonging

Research Instruments

6. Prior to this visit, when was the last time you visited the [Museum Name]?

- | | |
|---|---|
| <input type="checkbox"/> Less than 3 months ago | <input type="checkbox"/> 2 to 5 years ago |
| <input type="checkbox"/> 3 to 6 months ago | <input type="checkbox"/> 5 to 10 years ago |
| <input type="checkbox"/> 6 to 12 months ago | <input type="checkbox"/> More than 10 years ago |
| <input type="checkbox"/> 1 to 2 years ago | <input type="checkbox"/> Never |

7. Which of the following categories best represents your highest level of education?

- | | |
|---|--|
| <input type="checkbox"/> Some high school | <input type="checkbox"/> Graduate degree |
| <input type="checkbox"/> High school degree | <input type="checkbox"/> Prefer to self describe:
_____ |
| <input type="checkbox"/> Some college | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> College degree | |
| <input type="checkbox"/> Some graduate work | |

8. What is your annual HOUSEHOLD income?

- | | |
|--|--|
| <input type="checkbox"/> Under \$25,000 | <input type="checkbox"/> \$200,000 - \$249,999 |
| <input type="checkbox"/> \$25,000 - \$49,999 | <input type="checkbox"/> \$250,000 - \$300,000 |
| <input type="checkbox"/> \$50,000 - \$74,999 | <input type="checkbox"/> More than \$300,000 |
| <input type="checkbox"/> \$75,000 - \$99,999 | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> \$100,000 - \$149,999 | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> \$150,000 - \$199,999 | |

Museums and Inclusion: a Study on Belonging

Research Instruments

Please choose how much you **DISAGREE** or **AGREE** with the following statements by circling a number for each. Please choose how you really feel and not how you think “most people” feel.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am interested in science	1	2	3	4	5
I engage with science-related hobbies in my free time	1	2	3	4	5
Some people would describe me as a “science person”	1	2	3	4	5
I enjoy learning more about science	1	2	3	4	5
I enjoy talking about science topics with others	1	2	3	4	5
I see myself as a “science person”	1	2	3	4	5

Museums and Inclusion: a Study on Belonging

Research Instruments

Photo Selection/Demographic Form - Teen (13-17)

My first name: _____

Please:

- Choose 5 pictures
- Choose pictures that show different parts of your visit
- Choose whether you felt positive or negative about the moment in the picture

Name above this line removed after interview to maintain confidentiality

Museum Visit Study ID: _____

✓	Photo Number	I felt (circle ONE for each photo you choose):	
		Positive	Negative
		Positive	Negative
		Positive	Negative
		Positive	Negative
		Positive	Negative

Museums and Inclusion: a Study on Belonging

Research Instruments

Tell us a bit about yourself.

1. What is your age? _____

2. With which racial or ethnic group(s) do you identify? (Please select all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> American Indian or Alaskan Native | <input type="checkbox"/> White |
| <input type="checkbox"/> Asian or Asian American | <input type="checkbox"/> Prefer to self describe:
_____ |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Hispanic or Latino/a/x | |
| <input type="checkbox"/> Native Hawaiian or Pacific Islander | |

3. What is your gender identity?

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Girl | <input type="checkbox"/> Prefer to self-describe:
_____ |
| <input type="checkbox"/> Boy | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Non-binary | |

4. Do you have a permanent or temporary disability?

- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Prefer not to say |
|------------------------------|-----------------------------|--|

How would you describe the disability?

- | | |
|------------------------------------|--|
| <input type="checkbox"/> Mobility | <input type="checkbox"/> Auditory |
| <input type="checkbox"/> Learning | <input type="checkbox"/> Prefer to self describe:
_____ |
| <input type="checkbox"/> Visual | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Cognitive | |

Please circle how **YOU** feel about the following:

I am interested in science	NO!	no	not sure	yes	YES!
I do science-related activities in my free time	NO!	no	not sure	yes	YES!
Some people would describe me as a “science person”	NO!	no	not sure	yes	YES!
I enjoy learning more about science	NO!	no	not sure	yes	YES!
I enjoy talking about science with others	NO!	no	not sure	yes	YES!
I see myself as a “science person”	NO!	no	not sure	yes	YES!

Museums and Inclusion: a Study on Belonging

Research Instruments

Photo Selection/Demographic Form - Child (6-12)

My first name: _____

Please:

- Pick 5 pictures and write down the number, we can help!
- Pick pictures that show different things you saw or did
- Pick how you felt

Name above this line removed after interview to maintain confidentiality

Museum Visit Study ID: _____

✓	Photo Number	I felt (circle ONE for each photo you choose):	
		GOOD or HAPPY	BAD or SAD
		GOOD or HAPPY	BAD or SAD
		GOOD or HAPPY	BAD or SAD
		GOOD or HAPPY	BAD or SAD
		GOOD or HAPPY	BAD or SAD

Museums and Inclusion: a Study on Belonging

Research Instruments

Tell us a bit about yourself.

1. What is your age? _____

Please circle how YOU feel about the following:

I like doing science things at school	NO!	no	not sure	yes	YES!
I like doing science things when I play	NO!	no	not sure	yes	YES!
Some people call me a “science person”	NO!	no	not sure	yes	YES!
I like learning more about science	NO!	no	not sure	yes	YES!
I like talking about science with other people	NO!	no	not sure	yes	YES!
I am a “science person”	NO!	no	not sure	yes	YES!

Museums and Inclusion: a Study on Belonging

Research Instruments

Group Museum Visit Arrival Script - Spanish

[Group arrives at the museum]

Hola a todos, mi nombre es _____, ¡bienvenidos a ___! Gracias por ayudarnos __ hoy. Primero, les pedimos que firmen los formularios de consentimiento y aceptación donde ustedes dan su permiso para participar en el estudio.

*Les recordamos de **tomar fotografías** con nuestro ipod durante su visita al museo hoy por un mínimo de **2 horas**. También les pedimos que hagan una **entrevista de una hora** después de su visita en la que **elijan 5 fotos** y hablen sobre ellas, centrándose en las **partes positivas o negativas** de su visita que pueden haber **afectado su sentido de pertenencia** al museo hoy. También le preguntaremos sobre su **interés en la ciencia**. Nos gustaría **grabar en audio** estas entrevistas. Su participación es **voluntaria**: puede optar por no responder las preguntas que desee. Su **identidad no se conectará** con sus fotos o los datos de su entrevista. Como agradecimiento por la participación de su grupo, les daremos **\$100 en tarjetas VISA de regalo**. ¿Alguien tiene una pregunta sobre el formulario de consentimiento? **Por favor fírmenlos** antes de comenzar. Gracias.*

Introduction to the photovoice task

Durante su visita de hoy al museo, queremos que tomen fotografías que se relacionen de alguna manera con su sentido de pertenencia al museo. Queremos ver los momentos de su experiencia en los que sienten que pertenecen o los momentos en los que sienten que no pertenecen. No hay momentos correctos o incorrectos para fotografiar, y pueden ocurrir en cualquier lugar: en el vestíbulo, en la cafetería, en la tienda de regalos, en las exhibiciones o en cualquier lugar durante su visita, ¡quizás incluso algo que sucedió en su camino al vestíbulo! También queremos que las fotografías que tomen muestren su experiencia total, no solo una parte de ella.

No sabemos cómo piensa la gente sobre el sentido de pertenencia, por eso estamos haciendo este estudio. Cuando piensan en lugares a los que han sentido que pertenecen o a los que no pertenecen, ¿cómo se sienten? ¿Cómo se considera eso? [Wait while they come up with some examples. If none are provided, or they are unsure, ask: Bueno, piensen en los lugares públicos en los que han estado la semana anterior: ¿qué les hace sentir que pertenecen o no pertenecen allí?]

¡Exactamente! Este es el tipo de cosas de las que deseamos que tomen una foto, como una forma de recordar ese sentimiento de pertenecer. ¿Tienes alguna pregunta sobre lo que van a fotografiar?

Después de tomar una foto, agreguen una grabación de voz que diga por qué eligieron tomar esa foto. ¡Cualquier persona en su grupo puede tomar fotos hoy! Tendrán uso de 2 ipods – tienen permiso para pasar los ipods a otras personas en su grupo para tomar fotografías. Además, los adultos, pueden tomar fotos de los jóvenes cuando crean que ellos pueden sentirse que pertenecen, pero están demasiado ocupados para tomar una foto. Evite tomar fotografías

Museums and Inclusion: a Study on Belonging

Research Instruments

de personas fuera de su grupo. Si desean tomar una foto de un momento que involucre a otra persona, como por ejemplo, un miembro del personal u otro visitante, tomen una foto de un objeto cercano y graben nota de voz sobre la experiencia, eso les recordará más tarde la interacción que tuvieron.

Al finalizar su visita, devolverán los iPods y cada persona puede elegir hasta 5 imágenes para comentar sobre ellas. Les pedimos que sean honestos acerca de los momentos positivos Y negativos que sintieron durante su visita. No nos molestará ni nos ofenderá lo que compartan con nosotros porque sabemos que los visitantes tienen muchas experiencias diferentes. El hecho de que compartan con nosotros hoy nos ayuda a mejorar la experiencia de otros visitantes al museo como ustedes.

Introduction to the iPod equipment

Durante su visita de hoy, tomarán fotografías con un iPod. Los animamos a que tomen fotografías durante su visita de todo lo que sea importante para su sentido de pertenencia.

También los animamos a que tomen notas de voz en cualquier idioma que prefieran.

[Show the group the Tech Process handout, practice taking a picture with the group, practice making a voice memo.]

Muy bien, esperamos que disfruten de su visita; cuando estén listos para terminar su visita, vengan a verme aquí o envíenme un mensaje de texto a ___. Me reuniré con ustedes aquí y los llevaré a una sala privada donde devolverán el equipo y nos informarán sobre su experiencia y hacer su entrevista posterior a la experiencia.

Museums and Inclusion: a Study on Belonging

Research Instruments

Post-visit Group Interview - Spanish

After meeting with the group, take them up to the meeting room. Collect equipment and start uploading photos from iPods. After thanking participants and asking them again for consent to audio record, ask them to fill out the photo selection and demographic forms, assisting children as needed.

Photo Selection and Reminder of Task

Lo primero que vamos a hacer es elegir las fotos sobre las que comentarán. Voy a repartir estas tarjetas y me gustaría que escribieran sus nombres en la parte superior. [Once everyone has a card] En este proyecto, estamos tratando de entender cómo las personas tienen un sentido de pertenencia en los museos. Y queremos saber qué significa para ustedes pertenecer a través de tus fotos. Aquí están todas sus fotos. Usando las tarjetas frente a ustedes, marquen el número de una foto que fue un momento en el que sintieron que pertenecían O fue un momento en el que sintieron que no pertenecían.

Cada uno de ustedes puede escoger hasta 5 fotos; está bien si otros miembros de su grupo eligen la misma imagen o si tienen imágenes diferentes. Nos gustaría que elijan fotos que muestren diferentes partes de su visita al museo. Traten de incluir algunas fotos que muestren cuándo sintieron que pertenecían y otras cuando sintieron que no pertenecían. Elijan una foto y anoten su número, luego seleccionen si las cosas que sintieron fueron generalmente positivas o negativas. Luego discutiremos las fotos en grupo.

Post-experience Follow-up Interview

Vary question stems between Q2-5, depending on what is depicted in the photo, use any of the follow-up probes as needed, depending on the responses to the initial questions.

Bien, miremos sus fotos. [Bring up individual photos]

- 1) [Names of participants] *eligió la foto #____. ¿Qué estaba pasando en ese momento que le hizo tener un sentido de pertenencia?*
- 2) [Names of participants] *¿Qué estoy viendo en esta imagen? ¿Cómo se relaciona con su sentido de pertenencia?*
- 3) [Photo displaying the space or environment in some way] *Este es foto #____. ¿Qué pasa con el diseño del espacio o la ubicación de los objetos importantes para su sentido de pertenencia durante su visita?*
- 4) [Photo displaying individuals interacting in the space in some way] *Este es foto #____. ¿Qué pasó con las interacciones que tuvo con otros visitantes, con el personal o entre sí que influyeron en su sentido de pertenencia durante su visita?*
- 5) [Photo displaying a non-exhibit space such as the cafe, the store, etc.] *Este es foto #____. ¿Qué cosa sobre este espacio influyó en su sentido de pertenencia durante su visita?*

Critical probes for STEM Interest, Identity, Engagement:

- (Interest) Probe: *Dijo que la imagen N.º ____ está conectada (no conectada) con un interés suyo. ¿Cuál es (no fue) esa conexión? AND/OR ¿Qué pasó con ese momento que afectó su sentido de pertenencia?*

Museums and Inclusion: a Study on Belonging

Research Instruments

- (Engagement) Probe: *Dijo que la foto N.º ___ fue un momento en el que (no) se detuvo por cierto tiempo. ¿Qué cosa fue (no fue) atractiva para usted? AND/OR ¿Qué pasó con ese momento que afectó su sentido de pertenencia?*
- (Identity) Probe: *Dijo que la foto N.º ___ (how they related to identity) - ¿Cómo le ayudó (o no) ese momento a verse a sí mismo(a) como una persona científica? AND/OR ¿Qué pasó con ese momento que afectó su sentido de pertenencia?*

Possible Probes for Individual Photos:

- *¿Qué pasó con ese momento que afectó su sentido de pertenencia?*
- *¿Qué estaba pensando en ese momento en pertenecer? ¿Fue su propio sentido de pertenencia, la pertenencia de su grupo u otra cosa?*
- *¿Qué sintió en ese momento?*

Finalmente, me gustaría que pensara en su experiencia de hoy en su totalidad:

- 6) *Bien, vamos a terminar, pero antes de hacerlo: ¿Hubo algún momento en el que quedó muy absorto en el momento y no tomó una foto? [OR, if not] ¿Hay otras fotos sobre momentos importantes que le gustaría que mirásemos juntos y comentar sobre ellas?*
- 7) *Cuando comenzamos, les pedí que tomaran fotografías que mostraran su sentido de pertenencia al museo. ¿Cómo describirían ahora la pertenencia durante una visita al museo?*

Ending the Interview

Esas son todas las preguntas que tengo. ¿Hay alguna foto que les gustaría que eliminemos del estudio? [Turn off recording devices. Thank participants. Hand out incentives. Pause for final questions. Escort group to the lobby.]

Museums and Inclusion: a Study on Belonging

Research Instruments

Photo Selection/Demographic Form - Adult (Spanish)

Mi primer nombre: _____

Please:

- Selecciona 5 fotos
- Selecciona las fotos que muestran partes de tu visita
- Escoge si te sentiste positivo o negativo acerca del momento en la foto

Se quitará el nombre arriba de esta línea después de la entrevista para mantener la confidencialidad.

Museum Visit Study ID: _____

✓	Número de la foto	Yo sentí (marca con UN círculo en cada foto que selecciones):	
		Positivo	Negativo
		Positivo	Negativo
		Positivo	Negativo
		Positivo	Negativo
		Positivo	Negativo

Museums and Inclusion: a Study on Belonging

Research Instruments

Cuéntanos un poco sobre ti.

1. ¿Qué edad tienes?

- | | | |
|----------------------------------|----------------------------------|--|
| <input type="checkbox"/> 18 a 24 | <input type="checkbox"/> 45 a 54 | <input type="checkbox"/> Prefiero no contestar |
| <input type="checkbox"/> 25 a 34 | <input type="checkbox"/> 55 a 64 | |
| <input type="checkbox"/> 35 a 44 | <input type="checkbox"/> 65+ | |

2. ¿Con cuál(es) grupo(s) racial(es) o étnico(s) se identifica? (Elija todas las opciones que correspondan).

- | | |
|---|--|
| <input type="checkbox"/> Nativo de América del Norte/Nativo de Alaska | <input type="checkbox"/> Blanco |
| <input type="checkbox"/> Asiático/a Americano/a | <input type="checkbox"/> Prefiero autodescribirme: _____ |
| <input type="checkbox"/> Negro o afroamericano | _____ |
| <input type="checkbox"/> Hispano o latino/a/x | <input type="checkbox"/> Prefiero no contestar |
| <input type="checkbox"/> Nativo de Hawai'i/ Islas del Pacífico | |

1. ¿Cuál es su identidad de género actual?

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Mujer | <input type="checkbox"/> Prefiero autodescribirme: _____ |
| <input type="checkbox"/> Hombre | |
| <input type="checkbox"/> No binario | <input type="checkbox"/> Prefiero no contestar |

3. ¿Se identifica usted como una persona LGBT+?

- | | |
|-----------------------------|--|
| <input type="checkbox"/> Sí | <input type="checkbox"/> No estoy seguro |
| <input type="checkbox"/> No | <input type="checkbox"/> Prefiero no contestar |

4. ¿Tiene usted una discapacidad permanente o temporal?

- | | |
|-----------------------------|---|
| <input type="checkbox"/> Sí | <input type="checkbox"/> No |
| | <input type="checkbox"/> Prefiero no contesta |

¿Cómo describiría la discapacidad?

- | | |
|---|--|
| <input type="checkbox"/> De movilidad | <input type="checkbox"/> Auditiva |
| <input type="checkbox"/> De aprendizaje | <input type="checkbox"/> Prefiero autodescribirme: _____ |
| <input type="checkbox"/> Visual | |
| <input type="checkbox"/> Cognitiva | <input type="checkbox"/> Prefiero no contestar |

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Research Instruments

5. **¿Antes de visitar hoy, cuándo era la última vez que visitó el museo _____[name]?**

- | | |
|---|--|
| <input type="checkbox"/> Dentro de los últimos tres meses | <input type="checkbox"/> De hace 2 a 5 años |
| <input type="checkbox"/> De hace 3 a 6 meses | <input type="checkbox"/> De hace 5 a 10 años |
| <input type="checkbox"/> De hace 6 meses a 1 año | <input type="checkbox"/> Hace más de 10 años |
| <input type="checkbox"/> De hace 1 a 2 años | <input type="checkbox"/> Nunca |

6. **¿Cuál de las siguientes categorías es la que mejor representa su nivel más alto de educación?**

- | | |
|---|--|
| <input type="checkbox"/> Cierta educación de preparatoria | <input type="checkbox"/> Cierta educación posuniversitaria |
| <input type="checkbox"/> Diploma de preparatoria | <input type="checkbox"/> Diploma posuniversitaria |
| <input type="checkbox"/> Cierta educación universitaria | <input type="checkbox"/> Prefiero autodescribirme: _____ |
| <input type="checkbox"/> Diploma universitario | <input type="checkbox"/> Prefiero no contestar |

7. **¿Cuál es el ingreso anual COMBINADO de las personas en su casa?**

- | | |
|--|--|
| <input type="checkbox"/> Menos de \$25,000 | <input type="checkbox"/> \$200,000 - \$249,999 |
| <input type="checkbox"/> \$25,000 - \$49,999 | <input type="checkbox"/> \$250,000 - \$300,000 |
| <input type="checkbox"/> \$50,000 - \$74,999 | <input type="checkbox"/> Más de \$300,000 |
| <input type="checkbox"/> \$75,000 - \$99,999 | <input type="checkbox"/> No sé |
| <input type="checkbox"/> \$100,000 - \$149,999 | <input type="checkbox"/> Prefiero no contestar |
| <input type="checkbox"/> \$150,000 - \$199,999 | |

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Por favor, escoge si estás en **DESACUERDO** o de **ACUERDO** con las siguientes declaraciones marcando con un círculo en cada una de ellas. Escoge cómo te sientes realmente y no cómo tú piensas que la “mayoría de la gente” se siente.

	Muy en desacuerdo	En desacuerdo	Ni de acuerdo o en desacuerdo	De acuerdo	Muy de acuerdo
Estoy interesado en la ciencia	1	2	3	4	5
Hago cosas relacionadas con la ciencia en mi tiempo libre	1	2	3	4	5
Algunas personas me llaman “persona científica”	1	2	3	4	5
Me gusta aprender más sobre la ciencia	1	2	3	4	5
Me gusta hablar sobre la ciencia con las personas	1	2	3	4	5
Yo me considero una “persona científica”	1	2	3	4	5