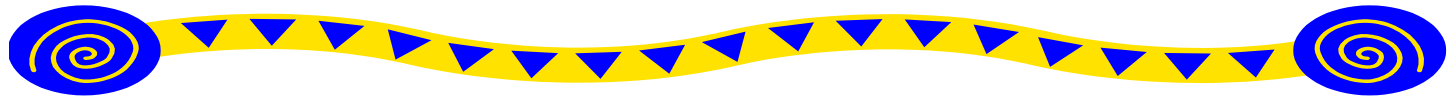


What Makes Learning Fun?



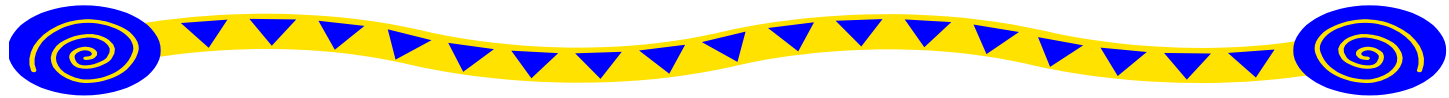
Deborah L. Perry, Ph.D.

Selinda Research Associates, Inc.

American Association of Museums

May 15, 2007

Why Should We Care?



Why Should We Care?

- Why Learning?

Why Should We Care?

- Why Learning?
 - *it's our mission*

Why Should We Care?

- Why Learning?
 - *it's our mission*
- Why Fun?

Why Should We Care?

- Why Learning?
 - *it's our mission*
- Why Fun?
 - *visitors will go someplace else*

Why Should We Care?

- Why Learning?
 - *it's our mission*
- Why Fun?
 - *visitors will go someplace else*
 - *it's the right thing to do*

Why Should We Care?

- Definition of Learning
 - *relatively permanent change*

Why Should We Care?

- Definition of Learning
 - *relatively permanent change*
- Definition of Fun
 - *satisfying*

Why Should We Care?

- Shift of focus
 - *how to design a good exhibit*
 - *how to facilitate a good visitor experience*

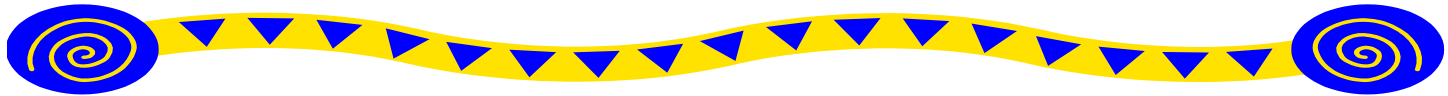
Why Should We Care?

- Our challenge:
 - *to identify the characteristics of meaningful informal **learning** experiences that are **fun***

Why Should We Care?

- Our challenge:
 - *to identify the characteristics of meaningful informal **learning** experiences that are **fun***
 - *design for them*

Research



Research

- Malone & Lepper (1980)
 - *What Makes Things Fun to Learn?*
 - *Individual Motivations*
 - *Interpersonal Motivations*

Research

- Malone & Lepper (1980)
 - *What Makes Things Fun to Learn?*
 - *Individual Motivations*
 - *Interpersonal Motivations*
- Perry (1989)
 - *Designing Exhibits that Motivate*
 - *Six Motivations*

Research

- When an exhibit was designed to incorporate the six motivations
 - *time at exhibit* ↑

Research

- When an exhibit was designed to incorporate the six motivations
 - *time at exhibit* ↑
 - *physical, intellectual, social engagements* ↑

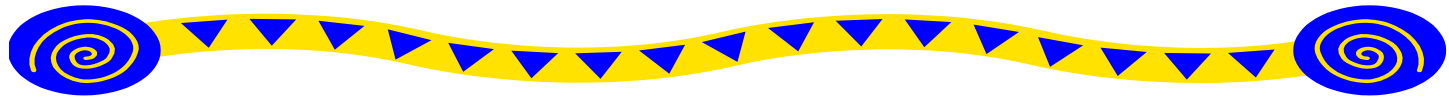
Research

- When an exhibit was designed to incorporate the six motivations
 - *time at exhibit* ↑
 - *physical, intellectual, social engagements* ↑
 - *knowledge* ↑

Research

- When an exhibit was designed to incorporate the six motivations
 - *time at exhibit* ↑
 - *physical, intellectual, social engagements* ↑
 - *knowledge* ↑
 - *enjoyment* =

The Six Motivations



The Motivations

- Communication

The Motivations

- Communication
- Curiosity

The Motivations

- Communication
- Curiosity
- Confidence

The Motivations

- Communication
- Curiosity
- Confidence
- Challenge

The Motivations

- Communication
- Curiosity
- Confidence
- Challenge
- **Control**

The Motivations

- Communication
- Curiosity
- Confidence
- Challenge
- Control
- Play

The Motivations

- Play
 - Sensory Exploration

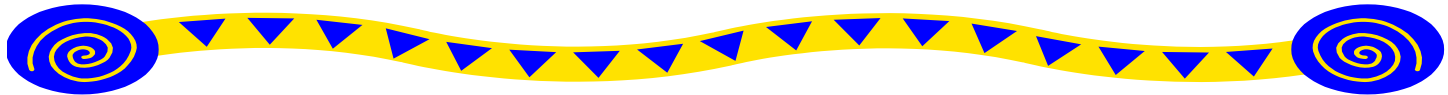
The Motivations

- Play
 - Sensory Exploration
 - Imagination

The Motivations

- Communication
- Curiosity
- Confidence
- Challenge
- Control
- Play

Take Home Message



Take Home Message

Visitor enjoyment, satisfaction, and learning, is maximized when exhibits.....

Take Home Message

- facilitate visitor **communication**
- pique visitors' interest and **curiosity**
- help visitors feel **safe and smart**
- **challenge** visitors
- help visitors feel appropriately **in charge**
- stimulate **playfulness**