



E-NEWS BULLETIN

WELCOME



ILI is proud to introduce the 1st edition of our E-News Bulletin. It is our hope that this newsletter will not only inform you of the projects we will be undertaking in the coming year, but that it will keep all of us connected to the exciting work that is happening in our dynamic field. We welcome your feedback, ideas, and comments on how this newsletter can best communicate things that you care about.

~~The ILI Staff~~

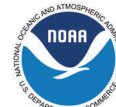
A NEW ENCYCLOPEDIA COMES TO LIFE



Inspired by the vision of renowned biologist E.O. Wilson, the *Encyclopedia of Life* project aims to develop a scholarly and comprehensive website which documents the 1.8 million species of known flora and fauna on our planet and classify the millions of new species yet to be named. In association with the EOL team and its collaborators—Harvard University, Smithsonian Institution, Field Museum, Marine Biological Laboratory (Woods Hole), Biodiversity Heritage Library consortium, Missouri Botanical Garden, and the MacArthur and Sloan Foundations—ILI will be conducting a variety of audience studies and supporting the development of the site through front-end and formative evaluations. For more information about this project watch the EOL [video demo](#), or contact [Kate Haley Goldman](#).

PARTNERS IN SCIENCE EDUCATION

ILI is working with NOAA's Office of Education to develop a comprehensive evaluation plan for assessing the effectiveness of their *Educational Partnership Program* (<http://epp.noaa.gov>). The plan focuses on the elements and outcomes associated with the key components of EPP whose goal is to increase the number of students who are trained in and graduate in sciences directly related to NOAA's mission. For more information about this project, contact [Emma Norland](#), PhD.



ILI SUPPORTS NEW MUSEUM PROJECT



ILI is proud to be part of the first phase of planning for the Smithsonian's *National Museum of African American History and Culture*, the only national museum devoted exclusively to the documentation of African American life, art, history, and culture. Working with a distinguished team including Freelon Bond architects, Amaze Design, and Lord Cultural Resources, ILI will provide the initial audience studies to support the planning process. For further information about ILI's work with the NMAAHC, contact [Beverly Sheppard](#).

New Website Launch

After months of intense labor, ILI is proud to announce the arrival of its new and improved website.

Visit www.ilinet.org to get the latest information on our staff, and services. Get links to our latest publications and find out how we can work together on exciting new projects.

At last month's 2008 AAAS Meeting in Boston, **Martin Storksdieck** participated in a panel discussion on the transformative changes in the understanding of evolution. The event generated considerable interest from the audience and was featured in a blog and podcast in *Science Magazine*. A summary of this event is published in [Ars Technica](#) and will also be available on the *National Center for Science Education's website*.



BRIDGING NATIVE AND WESTERN SCIENCE LEARNING

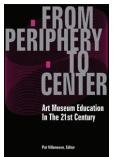
Cosmic Serpent is a four-year professional development initiative designed to support science learning that bridges native and western ways of knowing. Funded by the NSF (DRL-0714631, DRL-0714629), this partnership between the Indigenous Education Institute and UC Berkeley Center for Science Learning will engage some 300 professionals from dozens of science and tribal/cultural museums around the U.S. in exploring connections between native and western science, and developing thoughtful programming that acknowledges and values both worldviews. ILI will serve as evaluators on the project in close collaboration with indigenous evaluation expert Dr. Shelly Valdez of Native Pathways. Other partners include the Smithsonian’s National Museum of the American Indian and the Association of Science-Technology Centers (ASTC). For more information about this project, contact [Jill Stein](#) or [Martin Storksdiack](#).

RECENTLY PUBLISHED



In an effort to better understand the role that art museums play in people’s lives—how, and what they learn—Jessica Luke and Marianna Adams review existing empirical research on the subject and provide a chapter synthesis on what is known (and unknown) about learning processes, contexts, and outcomes in art museums.

Luke, J.J., & Adams, M. (2007). What research says about learning in art museums. In P. Villeneuve (Ed.), *From periphery to center: Art museum education in the 21st century*. Reston, VA: National Association of Art Education.



“...for a majority of the visitors we studied, their entering identity-related motivations revealed some measure of predictability about what that visitor’s experience would generally be like.”

Following their earlier work on self-identity and its impact on an individual’s behavior and learning in zoos and aquariums, Falk, Heimlich, and Bronnenkant extend their investigation of the topic in this article which appears in *Curator: The Museum Journal 51(1)*. In it they discuss the value of identity segmentation in providing insights into short and long-term visitor outcomes. The study is a culmination of a multi-year, multi-site investigation conducted in collaboration with the Association of Zoos and Aquariums (AZA) and the Monterey Bay Aquarium, and funded by the National Science Foundation.



Falk, J.H., Heimlich, J.E., & Bronnenkant, K. (2008). Using Identity-Related Visit Motivations as a Tool for Understanding Adult Zoo and Aquarium Visitors’ Meaning-Making. *Curator: The Museum Journal 51(1)*, 55-80.



Luke, J.J., Stein, J., Kessler, C., & Dierking, L.D. (2007). Making a Difference in the Lives of Youth: Mapping Success with the ‘Six Cs’. *Curator: The Museum Journal, 50(4)*, 417-434.

“...museum youth programs make an important difference in the lives of young people.”

Written by ILI researchers and appearing in *Curator: The Museum Journal 50(4)*, this article discusses conceptual frameworks used for understanding Positive Youth Development (PYD), and explores the value and relationship between the concept and actual museum programs.

TOOLS OF THE TRADE

New to the idea of evaluation or looking for ways your institution can incorporate evaluation into your programs? AASLH’s *History News* (Spring 2007) features a Technical Leaflet (238) entitled “*Thinking Evaluatively: A Practical Guide to Integrating the Visitor Voice*.” Written by ILI associates and affiliates, this guide offers insights into basic principles, strategies, and tools of evaluation. Details on this publication can be found at www.aaslh.org.

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