THE AUDIENCE IMPACT MODEL: AN INTERPRETATION

BY SANYA BAKER
Te Papa’s Audience Impact Model
Beyond foot traffic and vanity metrics

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Museum of New Zealand Te Papa Tongarewa
@adriankingston

1.8 million
1.8 million visitors

Wooo!
1 million
1 million visits

Wooo!
1.8 million visitors

1 million visits

Wooo!

Those are big numbers!

Must be pretty successful!
12 million
12 million

Oh, that’s a bigger number
12 million
People pass through Wellington Railway Station
12 million
so Wellington Railway Station is more successful than Te Papa
or AUT Library
500,000 visits
500,000 visits
to Te Papa’s Collections Online
500,000 visits
to Te Papa’s Collections Online
So, less successful than the building?
3 million
3 million
eBook full text downloads
2.4 million
2.4 million journal full text downloads

So, less successful than the eBooks?
250 likes!

Our most successful Instagram post
250 likes!

Our most successful Instagram post,

a picture of the Sunday Markets
2461 daily views!

Our most successful LibGuide

on its best day
2461 daily views!

Our most successful LibGuide,

the APA 6th referencing guide
Numbers are important
Numbers are important

But there are things that are more important
Pizza, eggs and ice cream: have alternative museums gone too far?

As New York prepares to welcome the Museum of Pizza, it will join similar pop-ups aimed more at inspiring Instagram selfies than spreading knowledge.

*The Egg House is more of a funhouse rather than an exhibit,* said Biubiu Xu, founder of the Egg House.

Photograph: Xin Pan/The Egg House

America’s first pizzeria opened at 32 Spring Street in New York City in 1905. It was founded by Italian pizza maker Gennaro Lombardi, who sold each slice for five cents. The Museum of Pizza, opening this fall in New York, may or may not acknowledge this piece of history, and there’s a reason why.
High school to replace library with cyber cafe

By: SUTTON Michelle

Cambridge High School is closing its library and replacing it with cappuccino and computers.

At the end of this year the school’s library will shut, and hundreds of books will be thrown out, to make way for a cyber-cafe.

Teachers have been asked to select non-fiction books they still use from the library, and store them in their classrooms.

“A lot of the research that students do is now on-line research and they are just not using the non-fiction section of the library the way they used to,” said Cambridge High School principal Alison Annan.

Students would have better access to the books once they were stored in classes instead of being in one big room that is more like a museum.
● Numbers are important, with proper context and analysis
● Market share, reach, growth, budgeting
● But pure “visit” numbers or even the more meaningful “download” numbers are only the beginning of what we do
● Where do wonder, awe, emotion, learning, influence and change, fit on the spectrum?
● What does the funnel of basic engagement through to real personal or societal impact look like?
What is the value of what we offer?
What is the impact of what do, on our audiences?
What is the impact of what you do, on our community?
A move towards impact

Attempt to move away from just “vanity metrics” (“big dumb numbers)

More than feet through the door, page views, or $$$ earned

As the national museum and art gallery, aren’t we here to do good?
A move towards impact

More than feet through the door, page views, or workshop participants...

As AUT Library, isn’t our mission great graduates?
Background

Some established tools to hone our digital product development process

- The Digital Product Development Framework (DPDF)
- Customised *Lean Canvas*, including a section for “measures of success”
- Design sprints etc
- Good focus on user needs, identifying real problems to be solved

BUT a significant gap in one area: a consistent and meaningful way of identifying success
<table>
<thead>
<tr>
<th></th>
<th>Changing hearts</th>
<th>Changing Minds</th>
<th>Changing Lives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Te Papa</td>
<td></td>
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<tr>
<td>AARRR</td>
<td>Acquisition</td>
<td>Activation</td>
<td>Referral</td>
</tr>
<tr>
<td>Google HEART</td>
<td>Happiness</td>
<td>Engagement</td>
<td>Adoption</td>
</tr>
<tr>
<td>MK Haley (Disney)</td>
<td>Make me aware</td>
<td>Make me care</td>
<td>Give me an action</td>
</tr>
<tr>
<td>The Kirkpatrick Model</td>
<td>Reaction (includes satisfaction, engagement and relevance)</td>
<td>Learning (Knowledge, skill, attitude, confidence, commitment)</td>
<td>Behavior</td>
</tr>
<tr>
<td>Ethan Zuckerman</td>
<td>Symbolic</td>
<td></td>
<td>Impactful</td>
</tr>
</tbody>
</table>
- A simple, common flow or spectrum was noted
- Not a 1:1 relationship, but enough of a pattern
- How to move people from initial attraction through to something more
- User commitment: Shallow - deep commitment
- Timeframe: Immediate - long term
- Value Exchange: Minimal effort - maximum impact
Started developing a new spectrum for digital products that started with the lightest engagement, and moved through to more significant impacts.

Came up with a high level framework of:

**Attention ➔ Emotion ➔ Action**

With 9 steps moving through the spectrum

Lots of testing, lots of talking, some yelling, lots of feedback.
People liked it, but it wasn’t quite right.
People liked it, but it wasn’t quite right.

So I tried again.
Attempt 2, result:

- A new, easy to remember, 5 step model
- 1-10 ranking for further clarity and more tangible scoring
- Adds element of qualitative to quantitative
- Provides a structure for story-telling
Attention ➔ Reaction ➔ Connection ➔ Insight ➔ Action
<table>
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<td>Personal connection</td>
<td>Simple learning</td>
<td>Contextual learning</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
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</tr>
<tr>
<td>Immediate response</td>
<td>Personal connection</td>
<td>Simple learning</td>
<td>Contextual learning</td>
<td>Applied personal learning</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Indicative example % baseline of visitors:

- Attention: 70%
- Reaction: 50%
- Connection: 40%
- Insight: 35%
- Action: 25%
- National impact: 0.01%
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>70%</td>
<td>50%</td>
<td>40%</td>
<td>35%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Indicative example % baseline of visitors

If 10000 visitors see a product

<p>| 1/10000          | 7000                | 5000             | 4000                                 | 3500                        | 2500                         | 1500                        | 800                | 100                        | 1              |</p>
<table>
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<th>Reaction</th>
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<tbody>
<tr>
<td>Clicked on a link from Twitter</td>
<td>Liked design, colours</td>
<td>Felt happy</td>
<td>Questioned something (including myself or my beliefs)</td>
<td>Installed a pest trap</td>
</tr>
<tr>
<td>Read a label</td>
<td>Felt happy</td>
<td>Sad</td>
<td>“Oh wow, look at all those kiwi feathers, must have been a lot of birds.”</td>
<td>Committed to using a few words of te reo in daily life</td>
</tr>
<tr>
<td>Followed link to blog from Newsletter</td>
<td>Laughed</td>
<td>Concerned</td>
<td>“When I went to the river when I was young, there were lots of eels”</td>
<td>Talked with my kids about the impact of pets on wildlife, and what we thought was appropriate</td>
</tr>
<tr>
<td>Entered an exhibition</td>
<td>Jumped with surprise</td>
<td>Concerned</td>
<td>“Wow, Te Papa has the Jonah Lomu PlayStation game, cool!”</td>
<td>Able to see art in a way I haven’t before</td>
</tr>
<tr>
<td></td>
<td>Apprehension</td>
<td>“Oh my cat brought a bird like that in last week”</td>
<td>Learnt there was more than one kind of moa</td>
<td>Felt confident in a discussion at work about using te reo</td>
</tr>
<tr>
<td></td>
<td>Awe</td>
<td></td>
<td>Needed to find out what the spider in my bath was!</td>
<td>I’ll look at how Māori are represented in popular culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Learnt basic Treaty facts</td>
<td>more carefully now.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“My Grandfather was in the war, I wonder if his gun was like that?”</td>
<td>I will read the labels on seafood products more carefully now.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Oh wow, look at all those kiwi feathers, must have been a lot of birds.”</td>
<td>Talked with my kids about the impact of pets on wildlife, and what we thought was appropriate</td>
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<td></td>
<td></td>
<td></td>
<td>“Huh, I didn’t know Carmen Rupe was more than just a drag queen” (from a man in his ’70s)</td>
<td>Able to see art in a way I haven’t before</td>
</tr>
<tr>
<td></td>
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<td>“Wow, Te Papa has the Jonah Lomu PlayStation game, cool!”</td>
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<td></td>
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<td>“When I went to the river when I was young, there were lots of eels”</td>
<td>“Better Earthquake-proof that hot water-cylinder I guess”</td>
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<td>“When I went to the river when I was young, there were lots of eels”</td>
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<td></td>
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<td>more carefully now.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>“When I went to the river when I was young, there were lots of eels”</td>
<td>“To use for Māori Myths and Legends component of our Treasures of Tane Zoo School Programme at Orana Wildlife Park”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“When I went to the river when I was young, there were lots of eels”</td>
<td>Created a new group, charity or club</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“When I went to the river when I was young, there were lots of eels”</td>
<td>Generated economic return for NZ through my exports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“When I went to the river when I was young, there were lots of eels”</td>
<td>Aided research to try to find the original Pink and White terraces</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“When I went to the river when I was young, there were lots of eels”</td>
<td>Effected policy change at Government</td>
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**Generated economic return for NZ through my exports**

**Aided research to try to find the original Pink and White terraces**

**Effected policy change at Government**

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**Table**: The table above categorizes different responses and actions into different columns, such as Attention, Reaction, Connection, Insight, and Action. Each column describes different aspects of the experience, such as what was observed (Attention), how it made the person feel (Reaction), the personal connections made (Connection), insights gained (Insight), and actions taken (Action).
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<tr>
<td>500 user sessions per week</td>
<td>50% of sessions result in an artwork being successfully sent to Art Wall</td>
<td>50% of submissions include a comments</td>
<td>20% of comments indicate personal connection to a selected artwork (e.g. reminds me of the barn on the farm I grew up on)</td>
<td>5% of comments indicate new art “confidence”</td>
</tr>
<tr>
<td>Average session length greater than 3m 30s</td>
<td>50% of sessions result in an artwork being successfully sent to Art Wall</td>
<td>50% of submissions include a comments</td>
<td>20% of comments indicate emotional response (joy, intrigue, surprise, warmth)</td>
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<td>3 or more artworks viewed at full size per session</td>
<td>50% of sessions result in an artwork being successfully sent to Art Wall</td>
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50% of submissions include a comments

20% of comments indicate personal connection to a selected artwork (e.g. reminds me of the barn on the farm I grew up on)

5% of comments indicate new art “confidence”
### Suffrage 125 discussion platform

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</table>

- **80% of Level 2 visitors see kiosks**
  - 60,000 visits to campaign homepage online
  - 10,000 onfloor visitors start an on-floor campaign view

- **10,000 non-contextual responses left** (e.g. votes, likes, emoji)
- **30% of surveyed visitors report a new perspective on suffrage beyond voting**
- **5,000 comments left**

- **25% of comments indicate a personal reflection**
- **5% of comments indicate wanting more change in their own life or society (and indicate what)**

- **25% of comments indicate a reflection or better understanding on a women in their lives (mothers, sisters etc)**
- **5% of commenters report having had follow-up or ongoing discussions with others since visiting (through follow-up survey)**

- **5% of commenters report having made volunteer, mentor or charity contribution as a result**
- **1% of commenters indicate having made a change in their lives (e.g. asked for a pay raise, applied for a job they may not have, starting a sport, changed home chore situation)**

- **2% of commenters indicate having made a significant change, e.g. becoming a mentor**
### Collections Online

<table>
<thead>
<tr>
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<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
</table>

**460k sessions / year**

Visitor satisfaction greater than 8/10

1000 Social Media shares

“It was easy to use”

“I like all the images”

“look at cat picture, lol”

Scientific articles, magazines are too expensive to subscribe too, good thing there are archives!”

15k image downloads / year

2k comments indicate personal connection, e.g.

“I have just learned that my grandfather was a barman there after he returned from WW1 wounded. Part of finding about granddad’s history.”

“Nice picture for my phone wallpaper”

1k comments indicate personal research help e.g.

“Trying to show my daughter different artist styles”

500 comments indicate collection related learning impacting on peoples lives e.g.

“To reconnect with my Māori ancestry and whakapapa”

500 comments indicate impact on personal life, e.g.

“Trying to show my daughter different artist styles”

100 comments indicate knowledge exchange beyond Te Papa eg.

“Trying to show my daughter different artist styles”

500 comments indicate enabling new creativity, e.g.

“I have just learned that my grandfather was a barman there after he returned from WW1 wounded. Part of finding about granddad’s history.”

(Novel and research about Leila Ada’ir)

“Illustration to be used in a biography of Charles Rooking Carter (who donated the mummy)”

“Taranaki Wars FREE phone app - guide to Taranaki History”

“I’m building a 3d paper tui and would like to use this image as a reference for their plumage”

100 outcomes of national impact, e.g.

“I teach an adult literacy and numeracy programme. I would like my students to analyse war propaganda posters and then design their own”

Policy informed
| Insight | 4  | Simple learning | The learning of new, simple, facts. Evidence should include more than remembering something learnt describing the new understanding.

Examples include: “I learnt a caldera is a type of volcano that forms a lake rather than a cone”, “I found a spider was in my bath”, “I learnt there is acid in most paper, and oil and salt on our fingers, that can…”, “I didn’t know that bees relied so much on this plant”, “I see how this artist was affected by the

| 5  | Contextual learning | Learning new things and being able to apply the new understanding to their own lives or contexts, or immediate lives around them, eg family

Examples include: “I’ve changed my opinion about…”, “I now look at how I work with people in meeting”, “I realise the impact of me doing x”, “understand myself in relation to my family”

| 6  | Applied personal learning | Audience is able to apply the learning from the experience to make small future changes in their daily decision making. These actions are more likely to affect existing actions, rather than create new actions.

(9), Personal action.

Examples include: “I will consider local language and customs in my work email greetings”, “I feel more confident about my voting about issue x because…”, “I think about how my bias affected my thoughts on x, i can see

| 7  | Applied empathic learning | Audience is able to apply new learning to how they think about others. Audience feels more understanding when considering others, and is able to confidently discuss new ideas and opposing views.

Examples include: “I will consider how group x is portrayed in the media from now on”, “I will think about how my actions at work impact…”, “I now considers these factors when buying x”, “I had a constructive conversation about the subject”
<table>
<thead>
<tr>
<th>Action</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal action</td>
<td>8</td>
<td><em>New</em> or newly informed real actions undertaken as a result of the new learning or experience. These are something new, or undertaking a new action that has impact on them personally, or to their friends, family. These actions are deliberate, considered (not reactive) and show new time investment. They are generally implemented within days, weeks or months. The action could be one-off, or ongoing. Examples include: “I brought and installed a pest trap to help protect native birds around my garden”, and made my own self portrait in the artists style”, “After the programme on gender equality I gained the confidence to ask for a promotion at my job”, “visiting the art gallery was a big influence on my decision to study art”.</td>
</tr>
<tr>
<td>Group/community action</td>
<td>9</td>
<td><em>New</em> or newly informed actions that affect a group or community as a result of the learning or experience. Examples include: A wikipedia editing group formed around a particular project, a local museum is trialing digitisation that increases access to local collections, a teacher creating a teaching resource using the local weaver sets up a regular workshop for locals, a tramping club includes plant identification tools in their kit.</td>
</tr>
<tr>
<td>National impact</td>
<td>10</td>
<td><em>New</em> or newly action informed that is applied at a national level, or affect change that has national relevance. The action could be one-off, or ongoing. Examples include: Research that informs national policy, the increased awareness and celebration of new year) as a national event, changes/additions made to the national education curriculum. What it does NOT include: National media coverage is not National Impact (10), nor is endorsement by celebrity or government, it is simply another form of extending reach and reaction, so is covered under level 1 or 2. The secondary effects of these could aid of course significantly increase levels 1, 2 and 3, and possibly later levels through increased investments in these areas.</td>
</tr>
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</table>
Use of AIM

● Everything is based on the visitor success, not Te Papa
● Reaching the higher levels is difficult to achieve and measure, and requires new ways of thinking
● Not every product will hit level 10, but this model asks “how far can we go?”
● Model makes clear different products have different goals
● The model allows for “the shiny” to sit alongside “the deep”
● The model is designed to be aspirational, as Te Papa should be
1. Entered a search in the search box
2. Relieved / Feel capable
3. “I found an article really relevant to my assignment”
4. “I learned how to download citations into EndNote”
5. “If I use AUT Google Scholar I can click directly through to all the full text articles available via the Library”
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<td>Clicked on a link from twitter</td>
<td>Liked design, colours</td>
<td>Jumped with surprise</td>
<td>Generated economic return for NZ through my exports</td>
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</tr>
<tr>
<td>Read a label</td>
<td>Felt happy</td>
<td>“Wow, Te Papa has the Jonah Lomu PlayStation game, cool!”</td>
<td>Contributed to using a few words of te reo in daily life</td>
<td></td>
</tr>
<tr>
<td>Followed link to blog from Newsletter</td>
<td>Sad</td>
<td>&quot;Oh my cat brought a bird like that in last week&quot;</td>
<td>Going to keep my cat in at night from now on</td>
<td></td>
</tr>
<tr>
<td>Entered an exhibition</td>
<td>Laughed</td>
<td>&quot;My Grandfather was in the war, I wonder if his gun was like that?&quot;</td>
<td>&quot;Better Earthquake-proof that hot water-cylinder I guess”</td>
<td></td>
</tr>
<tr>
<td>Entered a search in the search box</td>
<td>Concerned</td>
<td>&quot;When I went to the river when I was young, there were lots of eels.&quot;</td>
<td>Felt confident in a discussion at work about using te reo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Awed</td>
<td>&quot;Oh, wow, look at all those kiwi feathers, must have been a lot of birds.”</td>
<td>I’ll look at how Māori are represented in popular culture more carefully now</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relief</td>
<td>Learned a word of te reo</td>
<td>Faculty have finally decided to go back to school.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Felt capable</td>
<td>Needed to find out what the spider in my bath was!</td>
<td>My design practice will now build in consideration of people with impairments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learned there was more than one kind of moa</td>
<td>The new app I have developed will help new immigrants find other local speakers of their language</td>
<td></td>
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<td></td>
<td></td>
<td>Needed to find out what the spider in my bath was!</td>
<td>The new app I have developed will help new immigrants find other local speakers of their language</td>
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<td></td>
<td></td>
<td>Learned about a discussion at work about using te reo</td>
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“My presentation went really well after I mocked up that model in Studio 55. I can do this!”
“I told my family about a festival reducing its ecological footprint by going vegetarian. We discussed how we could reduce ours.”
“My research changed the way ACC funds rehabilitation services for people with brain injury and their whānau”
Measuring success

- How do you measure impact if it is 5 years after a visit?
- Use previous examples when designing
- Use our channels, e.g. MCH, MBIE, MOE, Schools, Universities, media
- Social media monitoring
- Repeat visitor interviews
- Surveys, follow up surveys
- Look at new technologies, automating the measurement of the earlier stages
- We need to gather more data, more regularly
- Be proactive, ask people! Get *their* stories
After all, isn’t that really why we’re here: to enable, and share, stories of impact, rather than “big dumb numbers”? 
Thank you

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