

Caitlin Trafton  
11:30 am January 14, 2014  
NMD 306/Mike Scott

Client: Maine Discovery Museum-Bangor, Maine

74 Main Street  
Bangor, Maine  
Phone: (207) 262-7200  
<http://www.mainediscoverymuseum.org/>

### Our Mission

The mission of the Maine Discovery Museum (MDM) is to educate children and families, encourage creativity, nurture a sense of wonder, and to challenge all to learn in new and innovative ways. Exhibits and programs will be fun, interactive and thought provoking, and encourage participation by children and families of all abilities and socioeconomic backgrounds. As a unique community resource, the museum will provide opportunities for exploration and discovery that incorporate aspects of Maine into a greater understanding of the world in which we live.

### Our History

Maine Discovery Museum began with a public forum in 1997, sponsored by five community organizations led by Partnerships for Healthy Communities. The response was overwhelmingly positive, and a feasibility study was commissioned, a board of directors formed, and the museum was incorporated in 1998 as the Eastern Maine Children's Museum.

Government support came from the City of Bangor, whose leaders believed in the museum's mission and saw the children's museum as a catalyst for downtown economic development, the cornerstone of a downtown arts, culture, and entertainment district. Located in part of the historic Freese's Department Store building, the museum opened its doors in February, 2001, with a new name: Maine Discovery Museum, reflecting its statewide reach and broad vision.

## **-5 Museum's for Children-**

### **Children's Museums Database:**

<http://www.childrensmuseums.org/index.php>

### **Maine.gov Website with list of museums in Maine:**

<http://www.maine.gov/portal/travel/arts.html>

## **-IN STATE OF MAINE-**

### **1.) Maine Museum and Theatre**

**mission:** The Children's Museum & Theatre of Maine exists to inspire discovery and imagination through exploration and play.

The Museum & Theatre serves as an indispensable resource for families and educators, helping to create a broad community devoted to our children's development and learning.

#### **Our Organization**

The Museum & Theatre is a significant and valuable community asset, offering a broad and diverse array of educational and cultural enrichment opportunities especially developed for children ages 0-10 and the adults who accompany them. The Children's Museum & Theatre of Maine exists to inspire discovery and imagination through exploration and play.

The Museum & Theatre serves as an indispensable resource for families and educators, helping to create a broad community devoted to our children's development and learning.

#### **Our Organization**

The Museum & Theatre is a significant and valuable community asset, offering a broad and diverse array of educational and cultural enrichment opportunities especially developed for children ages 0-10 and the adults who accompany them.

**Features: Interactive Design, Color, Grocery, Lobsterboat, Automotive**

**Reference whale\_exhibit for prototype module**

142 Free Street

West End-Portland, Maine

Phone: (207) 828-1234

<http://www.kitetails.org/exhibits-and-programs/list-of-exhibits/>

## 2.) Children's Discovery Museum

### mission: Mission Statement

*The mission of the Children's Discovery Museum is to provide an array of exhibits and activities that promote developmental skills including social, cognitive, problem solving and peer interaction. Our environment creates an interactive community in which hands on learning is provided through play.*

### Population Served

Our work within the museum reaches children 6 months to 8 years of age, as well as their families and caregivers. We welcome school groups, summer youth programs and other organizations serving this age range of children into the museum.

### Our History

In 1984, Augusta's Julie O'Brien incorporated her idea of a Children's Discovery Museum (CDM) in the state Capitol. She started out with travelling exhibits, hosting the first Discovery Day at the Farrington School in 1990. In 1991, it was decided that a permanent home needed to be found for CDM. After many hours of volunteer work, the Children's Discovery Museum opened its door at 265 Water Street, Augusta on August 1<sup>st</sup>, 1992. CDM was a wonderful addition to Augusta. In 1994, it was the recipient of the Kennebec Valley Chamber of Commerce Community Service Award. A Capital Campaign in 1995 allowed the museum to double its exhibit space; more exhibit space and offices were added in 2000. In February of 2006, CDM closed to make major renovations and re-opened one year later with modernized and new exhibits. After much deliberation, the Board of Directors decides CDM needed to move. The Water Street location was closed October 2009 and CDM reopened on November 7<sup>th</sup>, 2009 in its brand new home at 171 Capitol Street in Augusta.

**Features: Touch Tank, Theatre, Grocery by Hannaford, Bank, Deli, Music, Art**

**Contact: Capital Street-Augusta, Maine**

**Phone: (207) 622-2209**

**<http://www.childrensdiscoverymuseum.org/>**

**-NEW ENGLAND-**

## 3.) Boston Children's Museum

### mission:

Boston Children's Museum is the second oldest, and one of the most influential children's museums in the world. It was founded in 1913 by the Science Teachers' Bureau, a group of visionary educators dedicated to providing new resources for both teachers and students, as a center for the exchange of materials and ideas to advance the teaching of science. For over 100 years it has been engaging children in joyful discovery experiences that **instill an appreciation of our world**, develop foundational skills, and spark a lifelong love of learning.

The Museum's exhibits and programs emphasize hands-on engagement and learning through experience, employing play as a tool to spark the inherent creativity, curiosity, and imagination of children. Designed for children and families, Museum exhibits focus on **science, culture, environmental awareness, health & fitness, and the arts**. In addition to extensive child-

centered exhibits, Museum educators develop numerous programs and activities that address **literacy, performing arts, science and math, visual arts, cultures, and health and wellness**. The Museum is also one of the few children's museums in the world to maintain a collection. The Museum's collections of Americana, Natural History, Global Culture, Native American, Dolls and Dollhouses, and Japanese artifacts encompass more than 50,000 items. As one of the largest children's museums in the world, Boston Children's Museum also provides museum consulting services and creates award winning traveling exhibits, staff training curriculum, and exhibit kits for Museum professionals.

**Features: Art, Construction, Investigation, Japanese House, Collection of Artifacts**

**Contact:**

308 Congress Street

Boston, Mass.

(617) 426-6500

<http://www.bostonchildrensmuseum.org/>

**-USA-**

#### **4.) Smithsonian Tips for Children in the Museum**

**Features:** Art, Design, History, Culture, Science, Technology, Theatre

1000 Jefferson Dr

SW-Washington DC, Maryland

(202) 633-1000

<http://www.si.edu/Kids>

#### **5.) Children's Museum-Indianapolis**

**Features:** Ranked Best and Largest in the Country

3000 N. Meridian St., Indianapolis, IN 46208-4716 | phone: 317-334-3322

<http://www.childrensmuseum.org/forbes-ranking-12-best-childrens-museums>

#### **6.) Skirball Cultural Center**

**Features:** 3-D landscapes, Noah's Ark, Changing Displays of Judaica

2701 N. Sepulveda Blvd

Los Angeles, California

Phone: (310) 440-4500

<http://www.skirball.org/noahsark/about>

## **-5 Articles featuring Exhibit Design-**

### **1.) What about the Whales: Maine Museum and Theatre**

Premise: Interactive Installation. 5 Exhibit Components: "ball-toss" to show feeding the whale, a dock watch, a boat watch, underwater and "mini-Gulf."

<http://www.kitetails.org/exhibits-and-programs/list-of-exhibits/>

### **2.) Lights, Camera, Color: Maine Museum and Theatre**

Premise: To teach children about lights, camera, color from the year 1020 to today.

<http://www.kitetails.org/exhibits-and-programs/list-of-exhibits/>

### **3.) Noah's Ark Exhibit at the Skirball Museum in Los Angeles, California**

Premise: Getting children involved in the story of Noah by playing, making music, take home project, bask in the glow of rainbow. All of this is made from recycled materials, bottle caps, rearview mirrors, mop-heads.

<http://www.skirball.org/noahsark/noahsark>

### **4.) Visions and Values: Jewish Life from Antiquity to America**

Premise: To teach the struggles of Jewish people over a 4,000 year span, and "discover how the visions of our ancestors helped shape our values today." Includes changing visuals, audio testimonies.

<http://www.skirball.org/exhibitions/visions-and-values>

### **5.) Investigate Exhibit at the Boston Children's Museum**

Premise: "Notice, Wonder, Question, Play." Reinforces scientific inquiry through observation, measurement, comparison, discussion and collaboration.

<http://www.bostonchildrensmuseum.org/exhibits-programs/exhibits/investigate>

Not for young children:

"Reflections" Biddeford, Maine Engine Gallery Presentation until Feb 22<sup>nd</sup>

**Premise of Exhibit:** Installation by Trent Bell incorporates sound, photography and artifact.

Bangor Daily Newspaper Article:

<http://bangordailynews.com/2014/01/10/living/biddeford-photo-show-exposes-maine-state-prison-inmates-struggles/>

What is Exhibit Design?

The design of an exhibit is the layout an installation will follow in a particular environment. (Things to consider: Indoor, outdoor, audience, interaction, size and limitations.)

Example of Museum Exhibit Design by Mark Walhimer: <http://museumplanner.org/museum-exhibition-design-2/>

scifiinterfaces.com

Internet Movie Database:

[www.imdb.com](http://www.imdb.com)

## What Is an Interface?

The term *interface* can refer to a number of different things, even in the world of software. In this book, we use it specifically to mean *user interface* as it pertains to human-computer interaction. With most people's computing experience centering on mobile phones, laptop computers, and desktop computers, familiar examples would be the keyboards, mice, touch screens, audible feedback, and screen designs of these objects. We generally mean the same thing in sci-fi, though the inputs and outputs of speculative technology stray pretty quickly from these familiar references. For example, does a hologram or volumetric projection count as a screen? And where's the keyboard in a *Star Trek* tricorder?

A more abstract definition allows us to look at these fictional technologies and speak to the right parts. The working definition we're using to define an interface is "all parts of a thing that enable its use." This lets us confidently address the handle and single button of a lightsaber as the interface, while not having to address the glowing blade in the same breath. While researching this book, we've had this definition in mind.

This definition leads us to include some aspects of interfaces that we might not ordinarily consider in a more conventional, screen-and-mouse definition. For instance, the handle of a blaster is three-dimensional and doesn't do anything on its own, but if that's how you hold it, it's definitely part of the interface. This means that, over the course of our investigation, we may touch on issues of *industrial design*.

Similarly, we may run into problems with the organization of information that we see on sci-fi screens, which is part of what enables use. Does the character's screen make sense? Addressing this question means we may touch on issues of *information design*.

We may also need to look at the connection between the actions a character performs and the output they see—their intent and the outcome. Interactions over time are a critical element of the interface, and this requires us to evaluate the *interaction design*.

The "interface," then, is the combination of all of these aspects, though we try to focus on the most novel, fundamental, or important of them.

## Page 2 ("Make it So" Chapter 1)

Class: 10:30 am MS leaves class early

He says, why does this help?

I say it includes sound, photography and artifact.

He says, how can it help children?

I say, we could ask children what they want,

"kids aren't going to tell you"

I say you're right. I say I would rather ask the kids.

That's why you observe.

But I'm not going to a playground to watch kids, and say no I can't talk to you, I'm just here to observe.

He says there are enough studies to say what kids want. BY EXPERTS.

I say experts don't know children.

He says so you do?

I said yeah better than a study.

Andrew chimes in.

MS says you both are giving me bullshit.

I said, NO. Firmly

Okay this class is over.

He walks out the room.

11:20 "Caitlin you are going to have a hard time passing this class"

why

because, when did you take it?

Two years ago with you

And you passed it?

No I failed it.

Ok.

And he left.