

## 6.6 Informele wetenschapseducatie Achtergrondinformatie

### Effecten informele wetenschapseducatie

#### Inleiding

Wat zijn de effecten van informele wetenschapseducatie in musea en science centres? In een lezing op de ESERA Summer School 2016 gaf Antii Laherto een antwoord op deze vraag in de vorm van de volgende samenvatting van de onderzoeksresultaten.

#### Onderzoeksresultaten

- 1 Visits can provide experiences and memories that last for years (Falk & Dierking, 1992; 1997).
- 2 Affective outcomes have been reported widely – especially, visits arouse motivation to learn more (Salmi, 1993; Falk & Dierking, 2000).
- 3 Conceptual learning outcomes are poor – however, school group visits can be successful in factual and conceptual learning, if combined with classroom work before and after the visit (Griffin, 2004; Martin, 2004).
- 4 The amount and quality of interaction between the visitors is crucially important regarding learning outcomes (Ash, 2003; Rahm, 2004).
- 5 Interactive exhibits arouse the highest level of engagement (Boisvert & Slez, 1995) – ‘hands-on’, ‘minds-on’.
- 6 Visits support long-term learning (Falk & Dierking, 1997; Gilbert & Stocklmayer, 2001; Falk & Storksdieck, 2005).
- 7 Visits can support identity development (Bevan et al, 2010; Barton & Tan, 2010).

#### Literatuur

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