**Visitor Data**

The following is an example of the kind of team-based Inquiry data that might be collected from visitor interviews to help developers test and improve an educational program.

**Program big idea:** *A material acts differently when it’s nanosized than it does when it’s bigger.*

**Inquiry question:** *How can this activity be improved to be more engaging for visitors and better communicate the main message about nanoscience?*

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| **1. Please rate how interesting you found this activity** (n = 10) | | |
| Very interesting | *33%* |  |
| Interesting | *67%* |  |
| Somewhat interesting | *0%* |  |
| Not interesting | *0%* |  |
|  | |  |
| **2. Please rate how enjoyable you found this activity** (n = 10) | | |
| Very enjoyable | *7%* |  |
| Enjoyable | *73%* |  |
| Somewhat enjoyable | *20%* |  |
| Not enjoyable | *0%* |  |
|  | |  |
| **3. What did you like most about this activity?** | | |
| 1. *It’s really pretty.* | |  |
| 1. *The spikes in the ferrofluid remind me of a lava lamp.* | |  |
| 1. *You can really see the reaction the magnet has on the ferrofluid.* | |  |
| 1. *Magnets are awesome!* | |  |
| 1. *It is very tactile. There’s lots to explore and see.* | |  |
| 1. *I like the way the ferrofluid looks with the magnet. There’s a big difference once you have the magnet on the ferrofluid.* | |  |
| 1. *It’s fun.* | |  |
| 1. *It’s really good for little kids. It shows them how magnets work.* | |  |
| 1. *Nanotechnology is the future.* | |  |
| 1. *The magnets are fun to play with and you get a big reaction.* | |  |
| **4. What are some ways this activity could be improved?** | | |
| 1. *More ways to explore. Would a different shaped container make a difference?* | |  |
| 1. *Have more kinds of comparison. Demonstrate another magnetic material.* | |  |
| 1. *Explain better why ferrofluid matters or how it would be used.* | |  |
| 1. *It’s really good. I would say don’t change anything.* | |  |
| 1. *Show how ferrofluid is different from other magnetic material.* | |  |
| 1. *Show some examples of ferrofluid in real technologies.* | |  |
| 1. *Make it bigger. And have some other materials to experiment with and use the magnets with.* | |  |
| 1. *What is ferrofluid? How is it used in the real world? Why is it important?* | |  |
| 1. *Give us something else to try. This experiment feels close-ended.* | |  |
| 1. *Make it more interactive and exciting. What about having other magnets or other metals to compare the ferrofluid to?* | |  |

|  |  |
| --- | --- |
| **5. In your own words, what would you say this activity is about?** | |
| 1. *Magnetism and reaction.* |  |
| 1. *Seeing difference. It was trying to show how magnets can be alike and different.* |  |
| 1. *Don’t know.* ☺ |  |
| 1. *Nanometers and magnetism.* |  |
| 1. *How magnets react to each other and to a material.* |  |
| 1. *How magnets work.* |  |
| 1. *To show that magnets can turn a usually liquid into a solid. The ferrofluid liquid is broken into nano-sized particles. It is a liquid magnet.* |  |
| 1. *The difference between nanotechnology and other technology. How nanotech works. The difference in a mineral as it is broken down into smaller particles.* |  |
| 1. *When things get really small they behave differently. In sometimes surprising ways.* |  |
| 1. *The elements, no matter how small, still do the same thing.* |  |