

Group Tour feedback session (for November 2016 tour)

Tour Topics:

- Fashion, Style, and Trends
- Ceremonies and Celebrations
- People Who Made History
- A Passion for Place
- Love, Honor, and Betrayal
- Symbolism in Art

Compilation of comments on group tour process: How did it go for you?

Flexible

People were...

Open and
accommodating

Not egotistical



Collaborative

Approachable

Cooperative

Supportive and
encouraging

We grew to
appreciate each
other's gifts...

Respectful

Compilation of comments on group tour process: Challenges?

It was challenging to...

Agree on a theme and objects.

Agree on a timetable.

Offer constructive criticism.



Thomire, Clock with vestals, c. 1790

Decide how much time to devote to group practice; some group members gave some aspects of the assignment more weight (theme/object choice/rehearsals of tour) than others.



Lichtenstein, Vicki! I-I Thought I Heard Your Voice!, 1964

Communicate in a group to address real issues.

Find time to meet outside of class.

Hear the voices of everyone in the group.

Compilation of comments on group tour process: What could have been done differently (either during the planning process or the tour)?

Thoughts on how to address the challenges...

Make more class time available for group meetings and communication.



Thomire, Clock with vestals, c. 1790



Lichtenstein, Vicki! I--I Thought I Heard Your Voice!, 1964

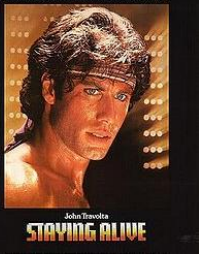
Create a role for team lead/project manager in each group, to coordinate and facilitate communication.

Remember to presume “positive intentions.”

To hear the voices of everyone in the group, use roundtable discussion.

If you don't understand something or someone's approach, ask a clarifying question or paraphrase the idea in your own words. “Can you tell me a little more about that?” or “So that I understand clearly, what you're saying is ...”

Compilation of observer comments: Things that went well; things that contributed to the success of the tours...



KEEPING THE THEME ALIVE!

The key words and connection throughout went very well.

Referred to tour theme with each object; theme was evident throughout.

Theme helped bring together some very different pieces.

Impressed by how the theme brought together such culturally diverse objects.

Related objects to previous objects on tour to establish good connections between objects. (Many other comments like this.)

Introduction, transitions, and conclusion were well done, with a diverse and challenging set of objects, keeping the theme alive throughout.

Good transitions, connection to theme with each object.

Group did well setting up the theme and getting the audience interested right at the start.

Compilation of observer comments: Things that went well; things that contributed to the success of the tours...



India, Shiva Nataraja
(Lord of the Dance), ca.
1100

BALANCE OF QUESTIONS and INFORMATION

Good balance of questions and information.

Asked questions that promoted participation and provide information smoothly.

Associative questions tied object to modern time.

Great mix of questions and information.

I felt invited to participate and learned a lot without the presentation being too scholarly.

Nice job with open-ended questions that involved all of the participants—helped me remember significant key ideas

Good explanations of unfamiliar vocabulary terms.

Compilation of observer comments: Things that went well; things that contributed to the success of the tours...

PROPS

Props added another dimension to the object.

Good use of iPads and photos, really helpful.

Good use of flashlight to point out details otherwise hard to see.



Marcel Duchamp,
Boîte-en-Valise
(Box in a Valise),
conceived 1936-
1941; assembled
1961

Good use of iPad; the props were useful.

Props were varied and connected the piece in a broader view.

Loved the props, helped give more meaning to the object.

Compilation of observer comments: Things that went well; things that contributed to the success of the tours...

EACH of YOU!



Roy Lichtenstein,
Finger Pointing, 1973

Guides were well-prepared; good group cohesion.

Good knowledge of objects; Variety of objects and details provided.

Very professionally presented; presenters handled the interruptions in the galleries very well.

Small objects can be difficult to see, but docent had an excellent plan to present object to group.

Enthusiasm of group.

Entire tour was relaxed and enjoyable.

Some humor, with relaxed delivery all around.

I was impressed how the group handled the large amounts of travel time, in keeping the group together.

Compilation of observer comments: Challenges presented? What could have been done differently?



Albrecht Dürer, Melencolia I, 1514

THEMES

Theme could have been shorter or punchier.

Theme was hard to follow, not sure of focus; need to refer back to previous objects on the tour a bit more.

I tended to forget the theme.

Biggest challenge was the unification of diverse objects, not sure if a different tour order would have helped bring unity to presentations.

Compilation of observer comments: Challenges presented? What could have been done differently?



Utagawa Kuniyoshi, No Matter What You Do Someone Will Hear and Talk, c. 1842

Paraphrasing and follow up questions...

Not one comment on the feedback forms spotlighted the presence—or absence—of paraphrasing and follow-up questions (WDYSTMYST).

Compilation of observer comments: Challenges presented? What could have been done differently?



Aimé-Jules Dalou, Antoine-Laurent de Lavoisier (1743-1794), 1891

QUESTIONS

Not everyone used open-ended questions.

A few more questions would have been helpful, associative ones especially.

Would have liked more interpretive and associative questions.

Lots of great info, but at times I wanted to have more conversation.

More variety in questions; too many descriptive questions, then jumping into information about object.

Open-ended Questions



Dutch, Portraits of Mercator, Hondius, and Jansson, 1666.

EXPLORE with interpretive questions. These help tour participants explore the meanings of works of art. They require viewers to offer divergent opinions that can be upheld by evidence from the art object.



Jacob van Loo, Portrait of a Young Girl, c. 1650 and Chantal Joffe, Moll, 2010.



RELATE with associative questions. These ask viewers to consider to what extent an artist's viewpoint or work has application to their own opinions, lives, and/or times. Association questions can be fun and provocative, helping people relate artworks to everyday life.

Practice! Select one artwork (one on which you did not present), and working in groups of 2 or 3, go up in the galleries and develop four questions (two associative and two interpretive). Come back in 20 minutes to share your ideas with the class and practice paraphrasing.



Swahili,
Hair comb,
about
1800,
G254



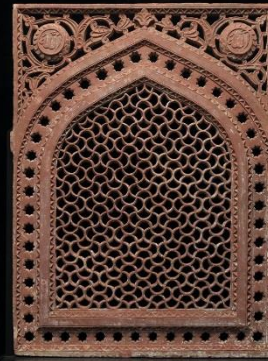
Ignazio
Collino,
*Judith with
the Head of
Holofernes*,
1750, G307



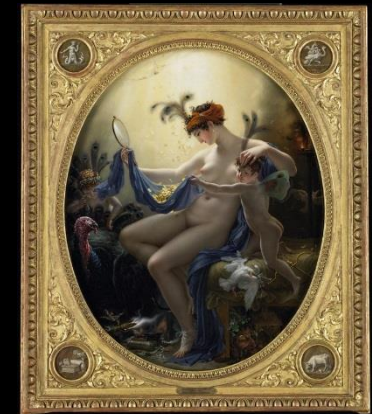
China, *Wedding Procession*,
1368-1644, G215



Hiroshige, *Night Scene on
Yanagi-bashi Bridge and
Restaurant Manhachi*, c.
1838-1840, G226



India (Mughal), *Jali with
Pointed Arch Frame*,
18th century, G243



Girodet de Roussy-
Trioson, *Portrait of
Mlle. Lange as
Danae*, 1799, G306