Biofact Interpretation Observational Protocol and Rubric

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| Name of Instrument  | Measuring Demonstrations of Empathy in biofact Interpretation  |
| Use Case and Target Audience | -All age groups, all outreach events where biofacts are used in interpretation-Programming that uses biofacts as part of instruction  |
| Theme | Assessment of empathy and caring actions in relation to biofacts and taxidermy presented for interpretation  |
| Scheduled Implementation | In tandem with interpretation at events/ in classroom  |
| Evaluation Questions Addressed with Assessment  | -Do people demonstrate empathy and caring actions for animals based on interpretation and interaction with biofacts and taxidermy? -Does interaction with biofacts/taxidermy create opportunities for curiosity/story sharing among observers?-Can biofact interpretation/interaction lead to a desire for conservation action?  |
| Outcomes Being Measured | Variable, see attached modified MECAP tool  |
| Materials Needed | -People counter-Writing Implement, Clipboard-Coding Sheet for Empathy Best Practices (modified MECAP tool) |
| Data Analysis Plan  | -Calculating the frequency of each Empathy Best Practice indicator (see in attached modified MECAP tool)-Qualitative information observed during the event/class |
| Staffing Requirements | -1-2 people to record observations, and analyze survey data (coding observations using modified MECAP tool)  |
| Time Needed for Activity | Variable (Minimum one hour)  |
| References and Resources | Modified from Clayton et al. (2013), Mayer and Frantz (2004), Measuring Empathy: A Collaborative Assessment Project (2019), Meehan et al. (2017), and Packer et al. (2018). |

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| **Type of Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Staff: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Length of Interactions \_\_\_\_\_\_\_\_\_ hours \_\_\_\_\_\_minutes****Number of Total Participants: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Number of Biofacts: \_\_\_\_\_\_\_****Type of Biofacts: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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| **#** | **Observations**  | **X** | **Notes/Supporting Evidence** |
| **Understands the needs of the animal** |
| 1 | Talks about/expressed animal’s needs, both basic and secondary |  |  |
| 3  | Compares/contrasts self to animal or an animal to another animal  |  |  |
| **Able to consider perspectives of animals**  |
| 2 | Verbally or physically mimics animal, speaks in voice of animal, acts out behaviors as animal  |  |  |
| **Demonstrates appreciation or respect for animal** |
| 1 | Verbalizes appreciation, gratitude, or love for the animal |  |  |
| 3 | Demonstrates physical affection/appreciations |  |  |
| 4 | Verbalizes negative feelings about the animal |  |  |
| **Demonstrates curiosity or interest in the animal**  |
| 1 | Asks questions about the animal or seeks out information  |  |  |
| 2 | Shares personal story or fact about the animal  |  |  |
| 3 | Observes animal/biofact closely and expresses observations, including repeat views of biofact |  |  |
| 6 | Retreats or withdraws from the biofact, avoids contact  |  |  |
| **Expresses desire to help animals individually or as a group**  |
| 1 | Expresses concern for an individual animal’s wellbeing after viewing biofact (Ex: did you kill it?) |  |  |
| **Demonstrates caring behavior or beneficial action towards animal(s)**  |
| 1 | Physical interaction/touch with biofact is gentle or appropriate |  |  |
| 2 | Self-regulates behavior in response to signage or interpreter comments about biofact handling/touching |  |  |
| 3 | Demonstrates intent to harm biofact, breaks or damages biofact |  |  |
| **Recognition of the animal as an individual**  |
| 1 | Refers to animal by name/pronouns |  |  |
| 2 | Greets or says goodbye to the animal (whole taxidermy) |  |  |
| 4  | Speaks directly to the animal (whole taxidermy)  |  |  |
| 5 | Comments on/inquiries about animal’s relationship with other animals or people |  |  |

Additional Notes: