# Empathy as a Tool for an Inclusive Future of Evaluation

**Emily Kalnicky, PhD**
*Minnesota Zoological Gardens*

**Jeanine Pollard, M.Ed., MA**
*Minneapolis Institute of Art*

# Outline

1. **Welcome & Introductions**

2. **Who's in the Room Poll**

3. **Empathy**
   - Types
   - Our organizations' working definitions

4. **Who's in the Room Poll**

5. **In Practice Examples**

6. **Question & Answer**

7. **Concluding Thoughts**

# Welcome & Introductions

Minneapolis Institute of Art

# Minnesota Zoo Overview

**MINNESOTA ZOO**

- 1.3 million visitors/year
- 400,000 program participants
- Located in Apple Valley, MN
- Minnesota State Agency

# The Center for Empathy and the Visual Arts at Mia

# The Center for Empathy and the Visual Arts at Mia

# The Center for Empathy and the Visual Arts at Mia

# The Center for Empathy and the Visual Arts at Mia



Build Connections

Measure Empathy

Center for Empathy and the Visual Arts

Drive Institutional Change

Conduct Research Studies

# The Center for Empathy and the Visual Arts at Mia



Build Connections

Measure Empathy

Center for Empathy and the Visual Arts

Drive Institutional Change

Conduct Research Studies
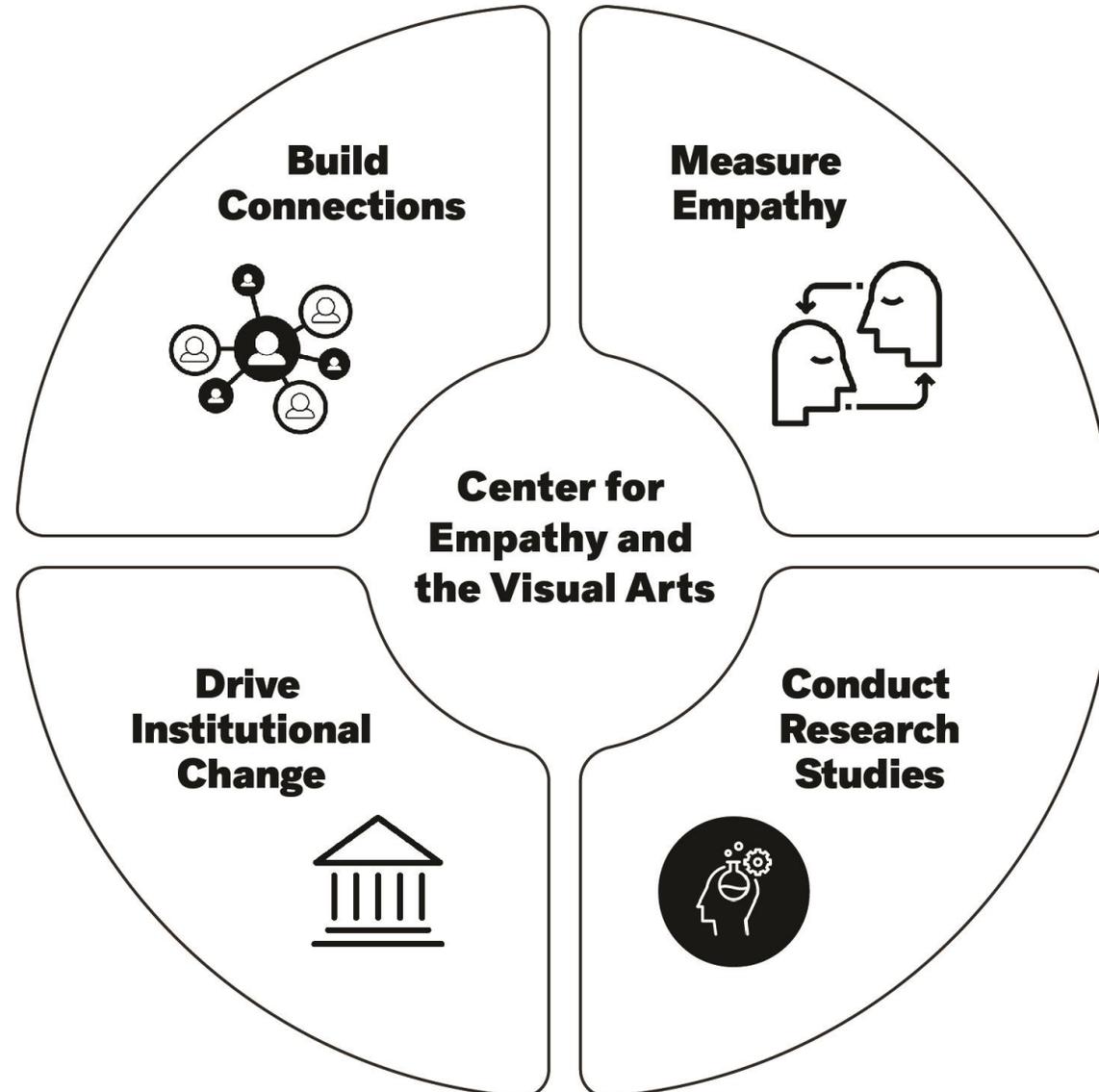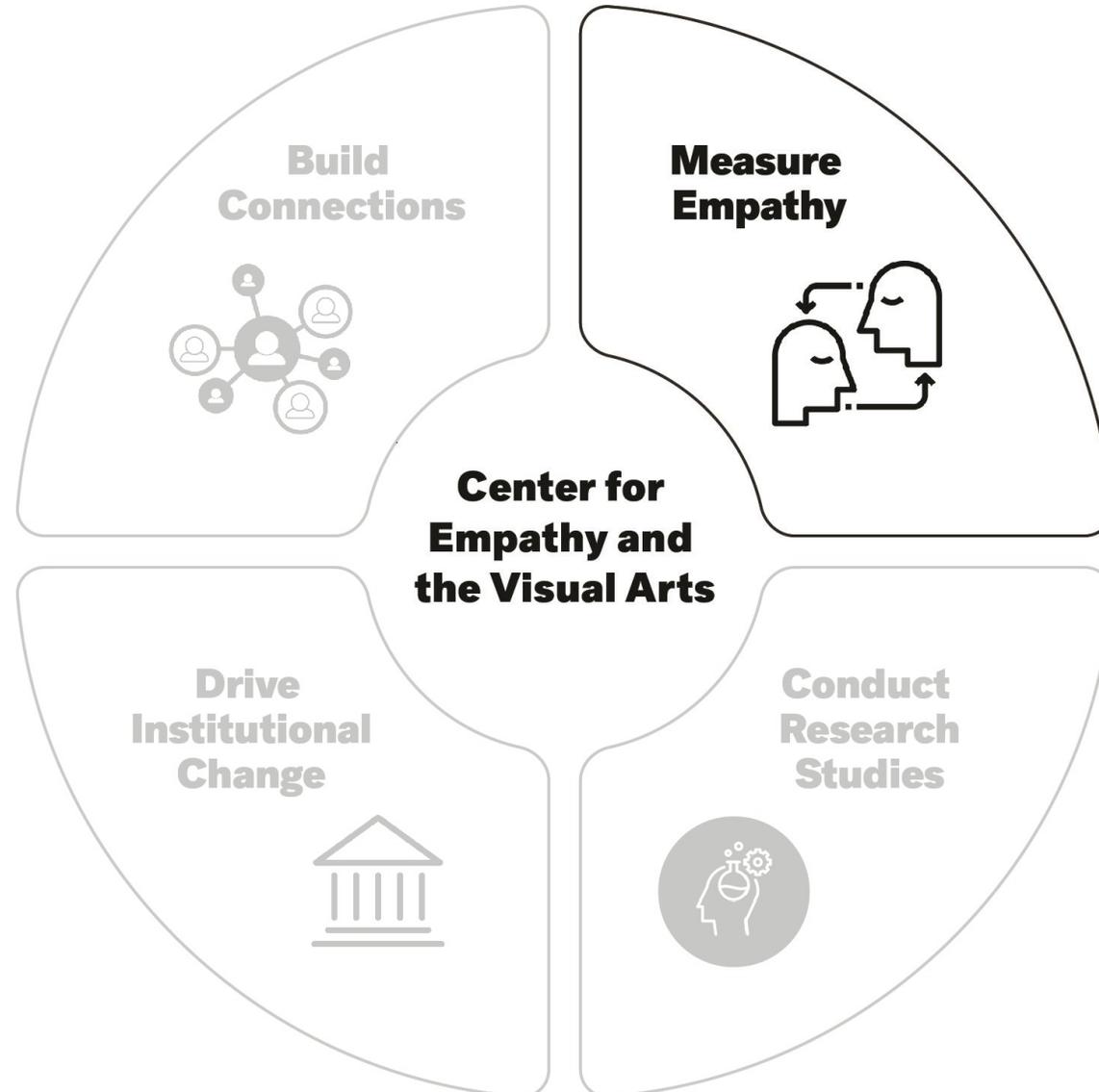
# Who's in the Room? Join our Poll!

1) Go to the website **sli.do**

2) Enter the **event code #6948**

3) Answer the question

**How much experience do you have with empathy in your evaluation work?**

# Types of Empathy

# Cognitive



How would you like it
if the mouse did that to you?

# Affective

# Compassionate or Motivational



Proofperfect | Dreamstime.com



"I CAN'T SPEAK FOR MYSELF. YOU ARE MY VOICE."
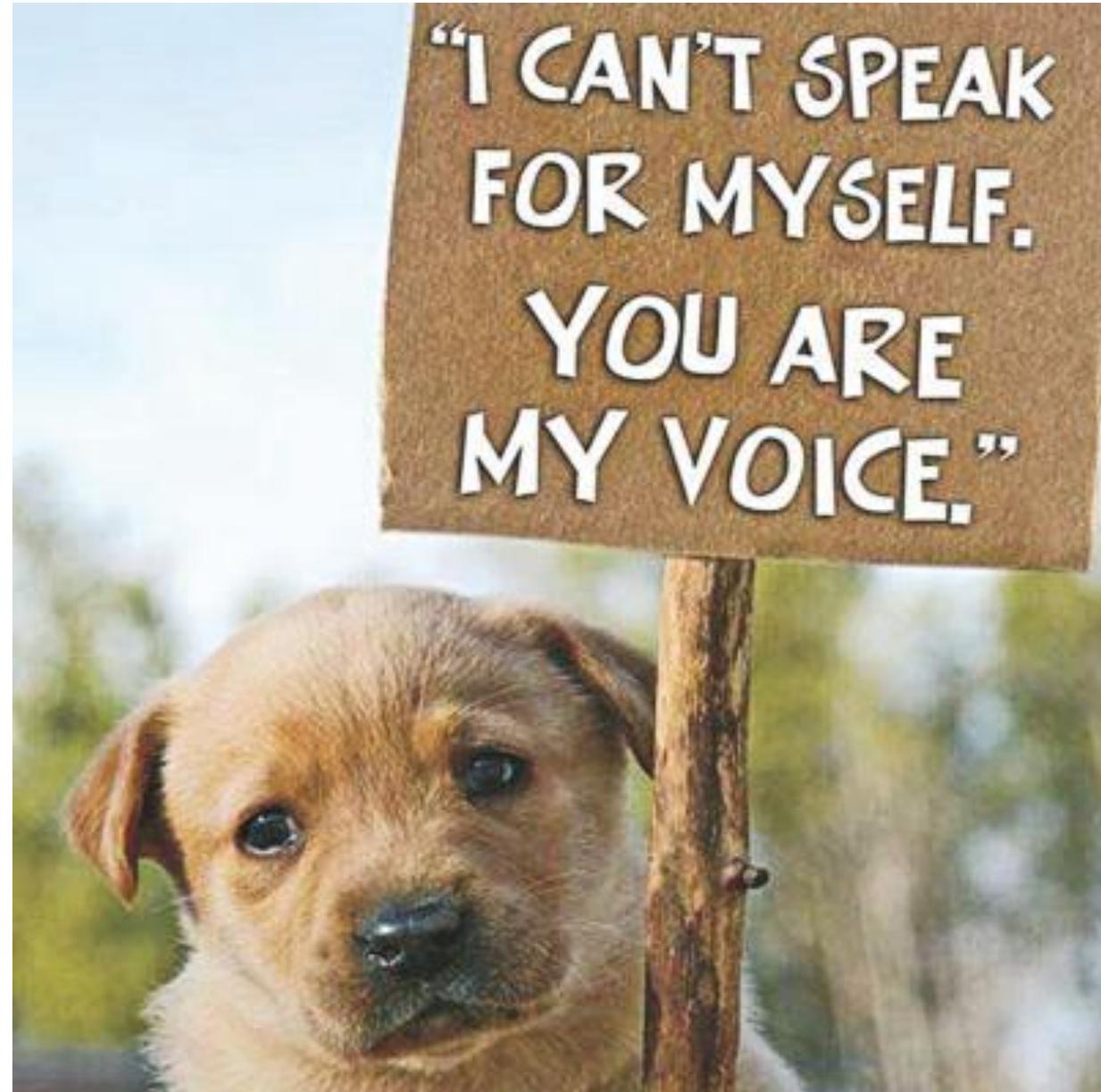
The Daily Star (2016)

# Working Definitions of Empathy

# Empathy Definition- MN Zoo

- A stimulated emotional state that relies on the ability to perceive, understand, and care about the experiences or perspectives of another person or animal



Seattle Aquarium (2015)
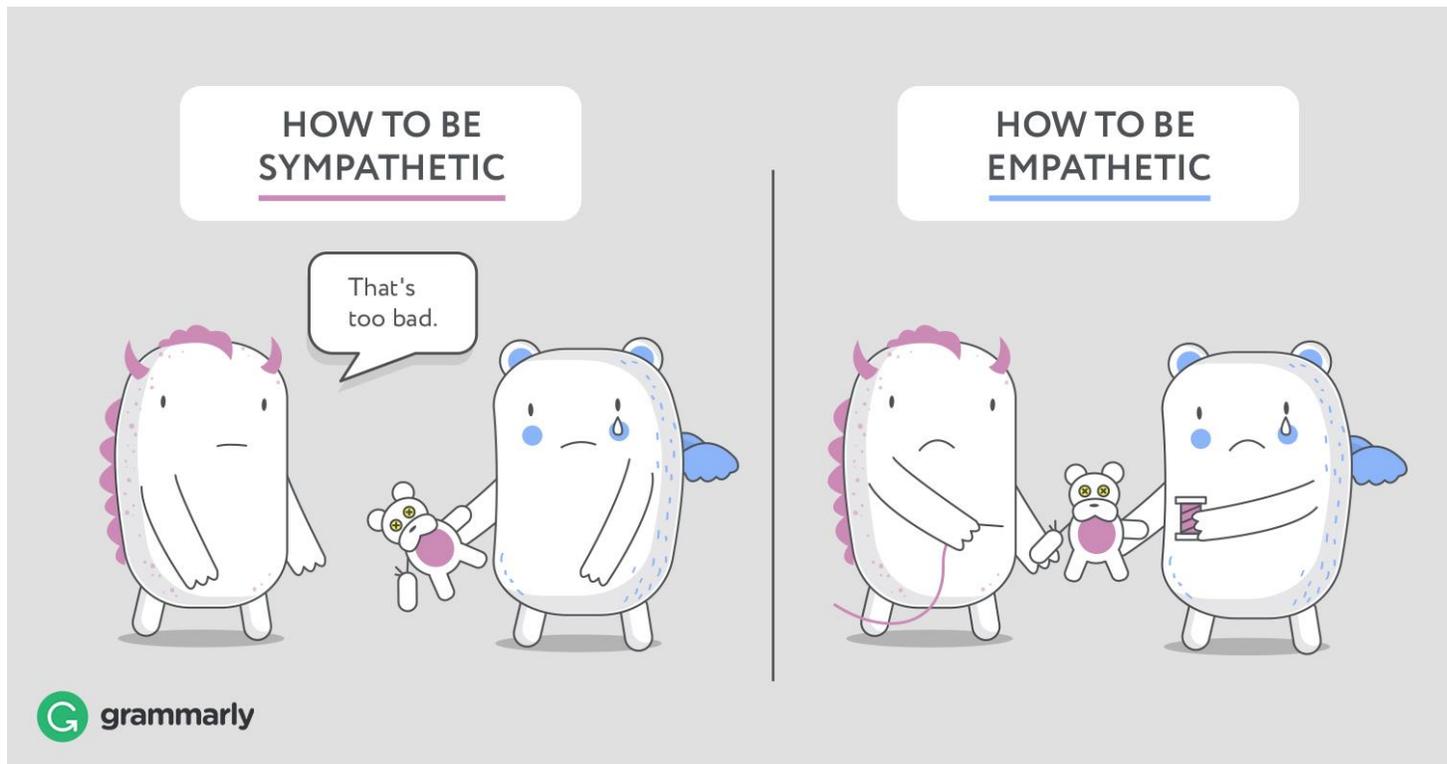
# Mia's Working Definition of Empathy

**"The ability to step into the shoes of another person, aiming to understand their feelings and perspectives, and to use that understanding to guide our actions, to create fundamental social change."**

**-Roman Krznaric**

**Author of "Empathy: Why it Matters, and How to Get It"**

# Who's in the Room? Join our poll!

1) Go to the website **sli.do**
2) Enter the **event code #6948**
3) Answer the question

**How do you measure empathy?**

# The Center for Empathy and the Visual Arts at Mia



Build Connections

Measure Empathy

Center for Empathy and the Visual Arts

Drive Institutional Change

Conduct Research Studies

# Mia-Berkeley Empathy Quiz
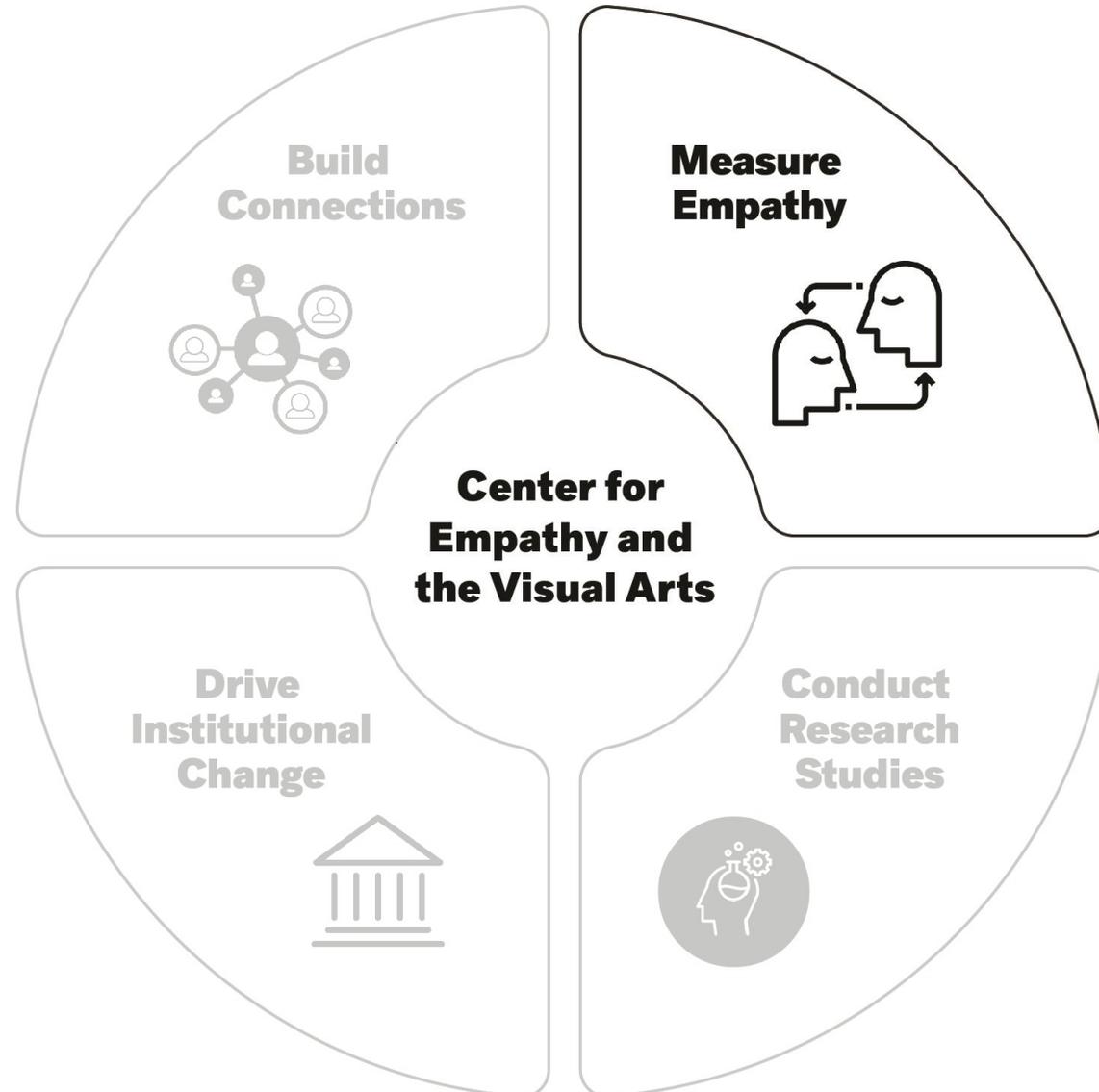
# Mia-Berkeley Empathy Quiz

# Mia-Berkeley Empathy Quiz



select the **face** that best matches the **voice**

Continue

select the **voice** that best matches the **face**
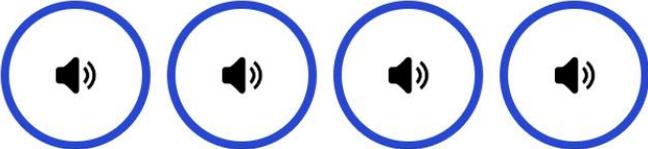
Continue

select the **face** that best matches the **story**

Your team won a soccer game, focus on how happy and proud you'd feel! How do you think the losing team feels?

Continue

# Mia-Berkeley Empathy Quiz

- Web-based iPad app

- 21 multiple choice items

- Designed for youth and adults

- Pre/Post measure of emotion recognition and perspective taking skills in visitors on a guided museum tour

- A task-based measure (<u>not</u> a self-report)

- Uses multiple modalities

# Mia-Berkeley Empathy Quiz

# Mia-Berkeley Empathy Quiz

| | # of Items | Stimulus | Target | Emotions |
|---|---|---|---|---|
| Part 1 | 4 items | Face | Sounds | amusement, interest, boredom, sadness |
| Part 2 | 4 items | Sound | Faces | awe, desire, shame, contempt |
| Part 3 | 4 items | Illustration | Faces | contentment, pride, fear, disgust |
| Part 4 | 4 items | Illustration | Sounds | triumph, love, pain, anger |
| Part 5 | 3 items | Written Stories | Faces | sympathy, confusion, surprise |
| Part 6 | 2 items | Written Stories | Sounds | relief, embarrassment |
| TOTAL | 21 items | | | |

# Mia-Berkeley Empathy Quiz

## Perspective Taking Story

Trey is over at his friend Antonio's house when Antonio finds out that his dog just ran away. Antonio starts crying. **How do you think that Trey feels?**

## Perspective Taking Story

Trey is over at his friend Antonio's house when Antonio finds out that his dog just ran away. Antonio starts crying. **How do you think that Trey feels?**

# SYMPATHY

# Mia-Berkeley Empathy Quiz

## Emotional Situation Drawing

## Emotional Situation
## Drawing



# DISGUST

# Field Trip Programs

# School Programs Evaluation-Embedded assessment



Chart data:
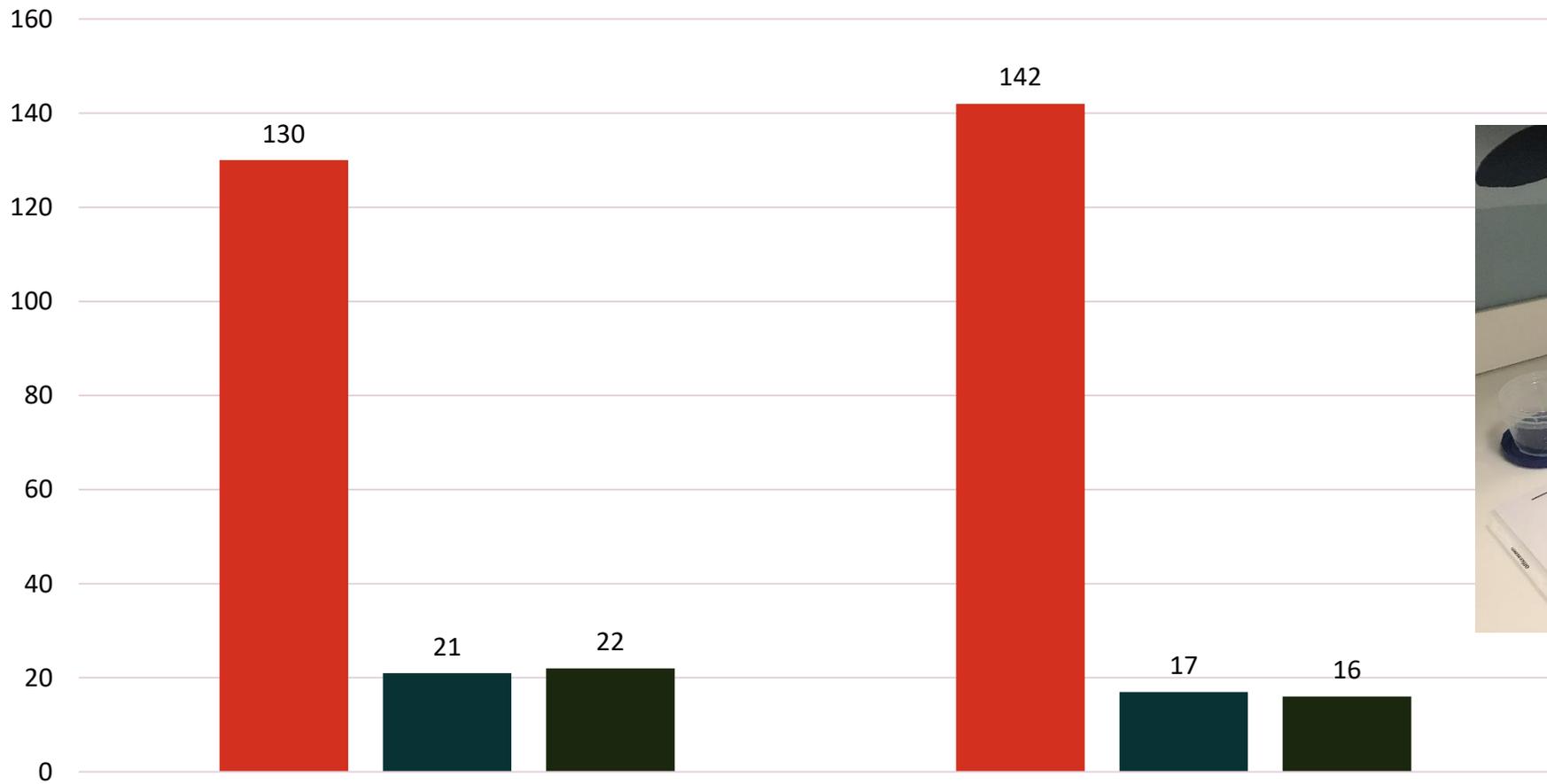
| Question | Excited/happy- :) | Scared/sad- :( | Don't know- :/ |
|---|---|---|---|
| How do you feel about the animals in the ocean? | 130 | 21 | 22 |
| We have tidepools at the Minnesota Zoo. How do you feel about exploring the tide pools and the animals that live there? | 142 | 17 | 16 |

Legend: ■ Excited/happy- :)   ■ Scared/sad- :(   ■ Don't know- :/

# School Programs Evaluation: What's changed?

- Focus on empathy *across* programs
- Regular debriefing and reflecting on practice
- Co-development of questions
- Continuous refinement of goals
- Staff trainings
  - Onboarding slides on empathy
- Updated lesson plan

MINNESOTA ZOO

**Ambassador Animal Demos**

Minnesota Zoo

**MINNESOTA ZOO**

Instructor: _____ Program: _____ Grade: _____
School/Group: _____ Animal Observed: _____
# of Adult: _____ # of Students: _____ Time with animal pre: _____ post: _____ total: _____

### Instructor Holding Animal, Before Touching

| | Behavior | Example | Observations | Evidence/notes |
|---|---|---|---|---|
| **Perspective** | 1) Predicts animal's emotion (+/-) | "I think he is hungry. | | |
| **Emotion** | 2) Expresses own emotional (+/-) | "I am scared" | | |
| **Positive Behavior** | 3) Corrects behavior of others (+) | "shhh" | | |
| | 4) Adjusts or corrects own behavior | Reduces volume/ move. | | |
| **Animals as Individuals** | 5) Uses pronouns/name of animal (+) | "he" "she" "slinky" | | |
| | 6) Speaks to or greets animals | Waves, says hi, or talks to | | |
| **Curiosity** | 7) Verbalizes observations. | "I can see…" | | |
| | 8) Seeks information about animals. | Asks questions | | |
| | 9) Wants to observe longer | Asks to see again; comes back | | |
| **Instructor Support** | 10) Instructor Uses pronoun/ name. | Uses "he/she" or name | | |
| | 11) Instructor Models gentle touch | Demonstrates approp. touch | | |
| | 12) Talks about emotional state | "He's calm right now" | | |

### Animal Touching (end of Program)

| | Behavior | Example | Observations | Evidence/notes |
|---|---|---|---|---|
| **Positive Behavior** | 13) Touches animal gently (+) | Gentle; two fingers; correct direction | | |
| | 14) Adjust or corrects own behavior (+) | Touching, sound | | |
| | 15) Corrects behavior of others (+) | "shhh" or "touch like this" | | |
| **Emotion** | 16) Expresses emotional response (+/-) | "I am scared of the snake"; "Wow cool!" | | |
| **Animals as Individuals** | 17) Uses pronouns/name of animal | "he" or "she" or by name. | | |
| | 18) Speaks to or greets animals | Waves, says hi, or speaks | | |
| **Curiosity** | 19) Verbalizes observations. | Comments on their own observations: "I can see it breathing." | | |
| | 20) Seeks information about animals. | Asks questions or looks at posters. | | |

1. What was going on in the program before the animal ambassador?

2. How do participants react to the idea of meeting an animal ambassador?

3. Did all the participants touch or at least observe the animal up close? Yes/No

4. Other observations

# School Programs Evaluation-Observations

| | Time w/ animal | Perspective-before | Emotion-before | Total + Behavior before | Total Animals as Indiv. Before | Total Curiosity-before | Total Instructor support | Total + Behavior-after | Emotion-after | Total Animals as Indv.- after | Curiosity total- after |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Time w/animal | | | | | | | | | | | |
| Perspective-before | | | | | | | | | | | |
| Emotion-before | | | | | | | | | | | |
| Total + Behavior-before | | * | | | | | | | | | |
| Total Animals as Indiv. before | | * | | | | | | | | | |
| Total curiosity-before | | | | | | | | | | | |
| Total Instructor Support | | * | | * | * | * | | | | | |
| Total + behavior-after | * | | | | | | | * | | | |
| Emotion-after | | | | | | | | | | | |
| Total Animals as Indv. - after | * | | | | | | | | | | |
| Curiosity total- after | | | | | | | | | | | |

* = correlation

# Ambassador Animals: What's changed?

- Refinement of evaluation tool
- Broader conversation about animal welfare
- Focus on providing best experience for animal and for program participants
- Staff trainings and feedback
- Discussions across the organization including HR

MINNESOTA ZOO

Summer Camp Programs

3. We are going to ask you some questions about what you are like and how you normally behave. For each statement, please indicate how often this occurs.

| | Never 1 | Almost Never 2 | Sometimes 3 | Often 4 | Always 5 |
|---|---|---|---|---|---|
| I can often understand how people are feeling even before they tell me | | | | | |
| When an animal near me is calm, I feel calm too | | | | | |
| I can tell when an animal seems fearful | | | | | |
| I am concerned for animals that are hurt | | | | | |
| When my friend is sad, I become sad too | | | | | |
| I can tell when someone acts happy, when they actually are not | | | | | |
| When an animal near me is fearful, I become fearful too | | | | | |
| I feel sorry for a friend who feels sad | | | | | |
| I can easily tell how others are feeling | | | | | |
| When a friend is scared, I feel afraid | | | | | |
| I can easily tell how animals are feeling | | | | | |
| I feel concerned for animals who are sick | | | | | |
| When people around me are nervous, I become nervous too | | | | | |
| I feel sorry for an animal who is treated poorly | | | | | |
| When an animal near me is aggressive, I feel aggressive too | | | | | |
| I can often understand how an animal might be feeling just by looking at them | | | | | |
| I feel sorry for someone who is treated unfairly | | | | | |
| When an animal near me is stressed, I become stressed too | | | | | |
| I can tell when a friend is angry even if they tries to hide it | | | | | |
| I feel concerned for other people who are sick | | | | | |
| I can tell when an animal appears calm | | | | | |
| When a friend is angry, I feel angry too | | | | | |
| I am concerned for animals that are hurt | | | | | |
| I feel sorry for an animal who feels threatened | | | | | |

Adapted from: Adolescent Measure of Empathy & Sympathy (AMES) (Vossen et al 2015)

MINNESOTA ZOO

# Summer Camp Evaluation-Survey

MINNESOTA ZOO

### Cognitive Empathy Grades 5-12 (out of 5)
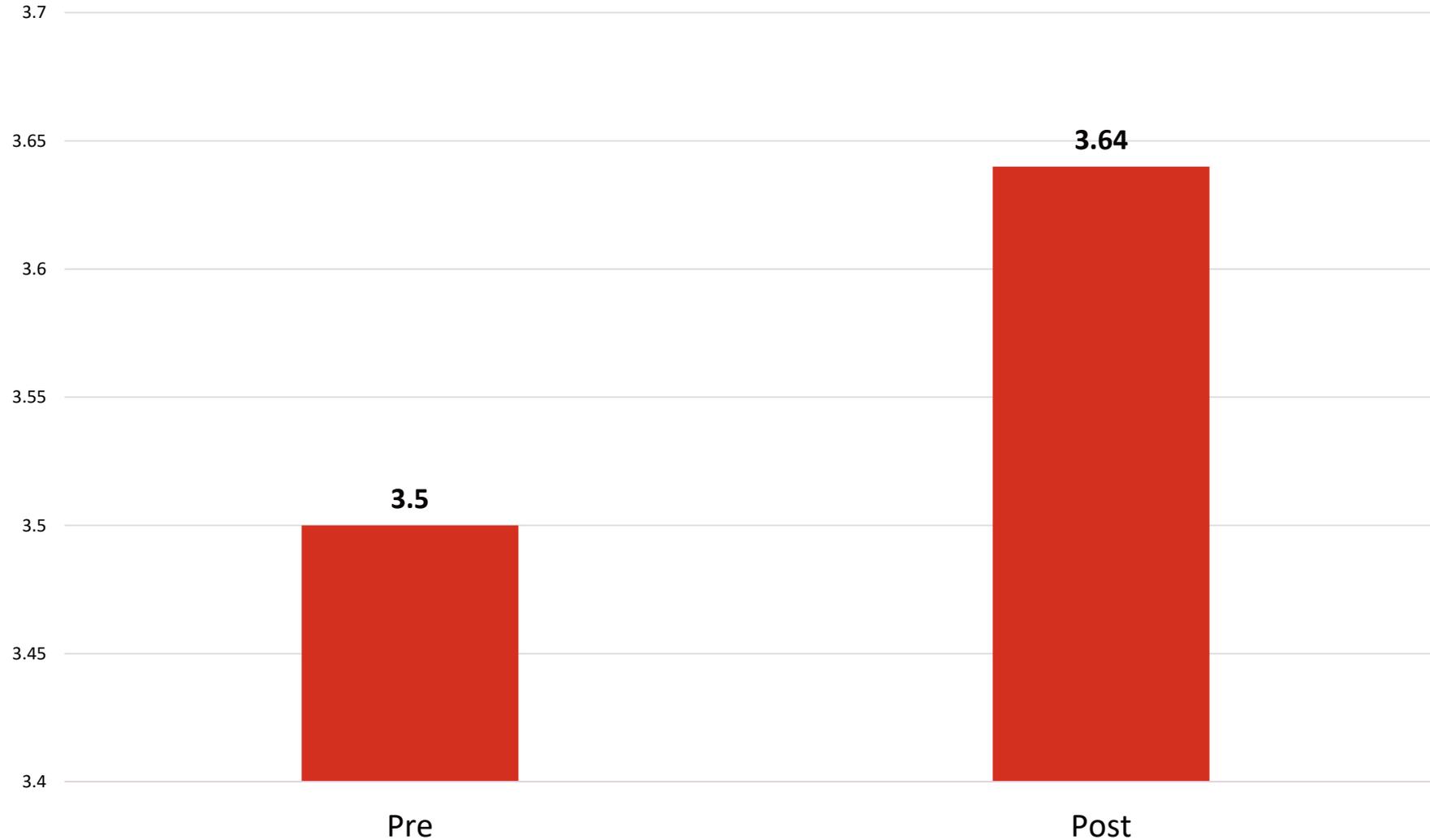


*N*=284

# Summer Camps: What's changed?

- Focus on embedded assessments
- Updated lesson plan
- Capacity building for staff to look for evaluation opportunities
- Refinement of empathy goals in specific camps

# Question & Answer

What resonates with your work?
What questions do you have?
What opportunities do you see?
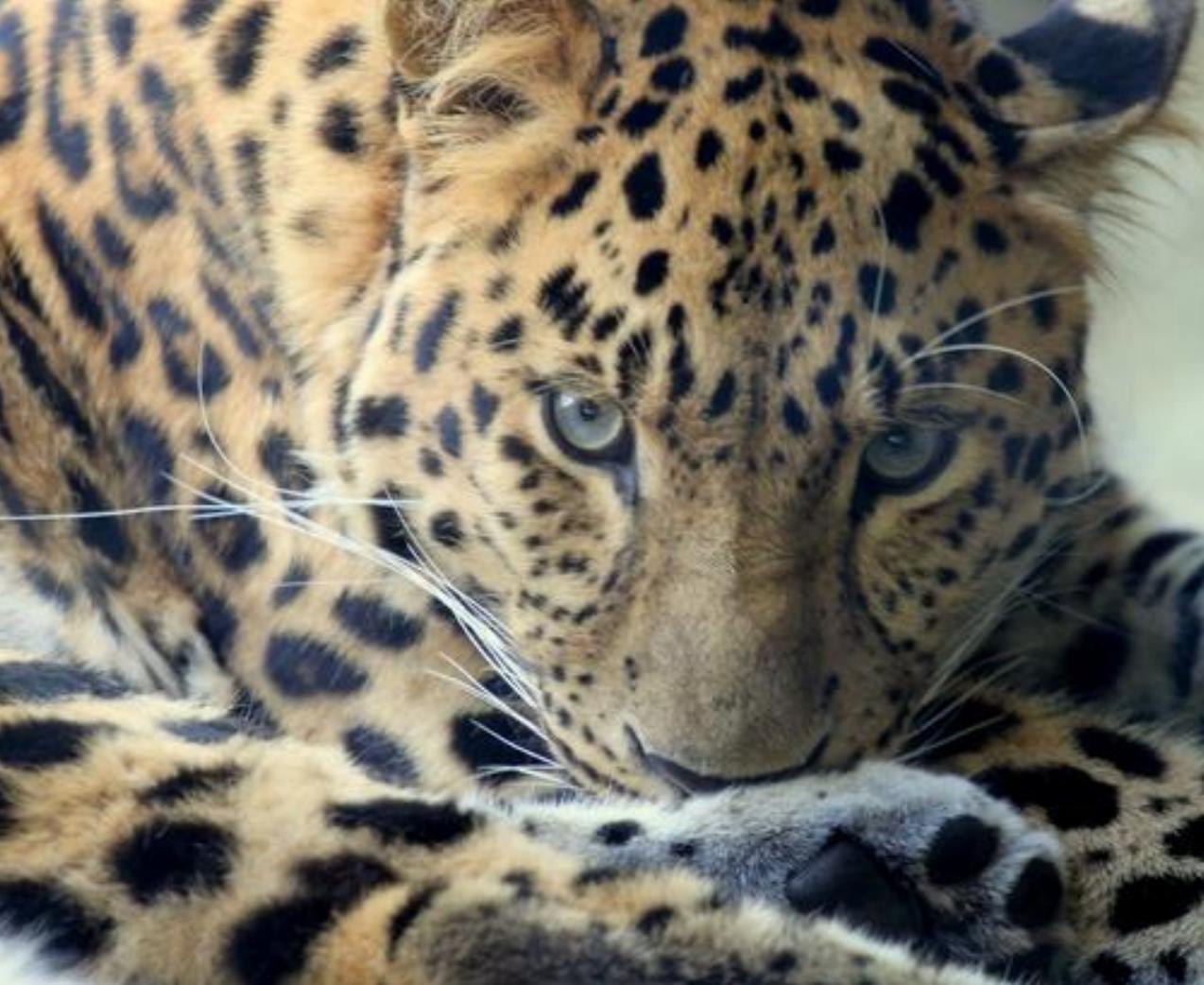
# Contact Information

**Emily Kalnicky, PhD**
emily.kalnicky@state.mn.us

**Jeanine Pollard, M.Ed., MA**
jpollard@artsmia.org