

Section 6 How museums are used by teachers

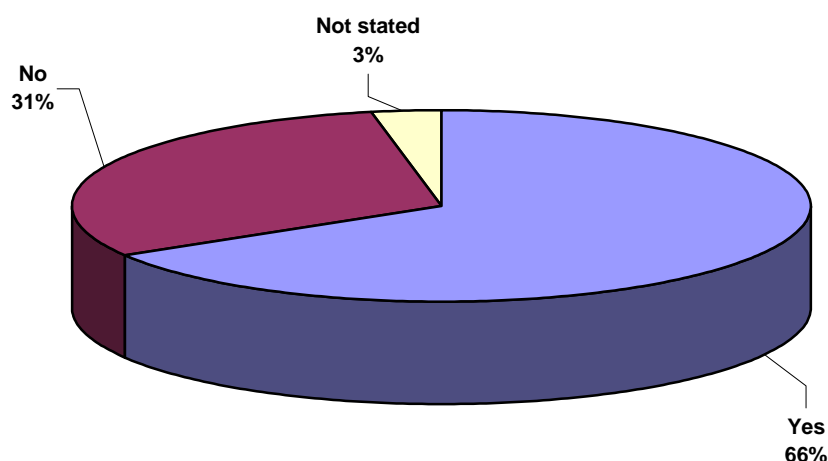
6.0 Evidence from the teachers' questionnaires

Form A asked teachers to respond to a number of questions that focused on their attitude towards museums – whether it was their first visit, whether museums were important to their teaching and whether schools visited cultural organisations regularly.

Question 12: Is this your first visit (as a teacher) to this museum with a class?

66% of teachers who completed Form A between September 2003 and March 2004 were using the museum they visited for the first time. This is significantly higher than for the Renaissance in the Regions evaluation where 47% of teachers to Phase 1 Hub museums were visiting for the first time. This seems to suggest that the DCMS/DfES programme reached proportionately more new schools.

It is possible that the teachers answering this question may not have personally visited the museum before, but that the school may have done. It is also possible that teachers had visited other museums before with a class, but had not visited the particular museum involved in the DCMS/DfES programme before. There is evidence from projects such as *Partners in Time*, that where museums have worked in partnership with other museums, new schools have visited as a result.



Base: all teachers (503)

Figure 6.1: Form A. Question 12. Is this your first visit (as a teacher) to this museum with a class?

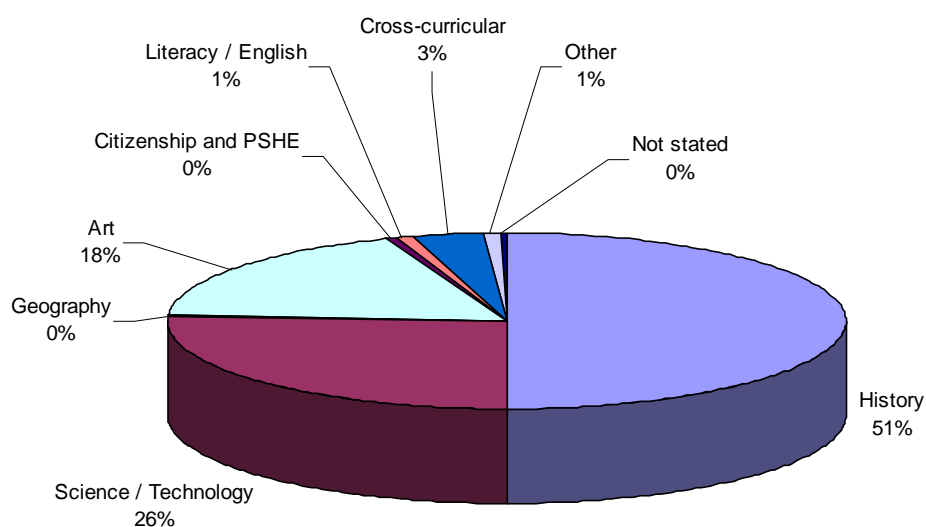
Question 4: What theme are you studying?

Teachers were asked to specify the theme that their class was studying in an open-ended question. The responses to this question were coded into the following categories: History, Science/Technology, Geography, Art, Citizenship and PSHE, Literacy/English, Cross-curricular and Other.

The theme categories were based on those used for the Renaissance in the Regions evaluation. However, a new category, Cross-curricular, was added, to take into consideration those entries which covered more than one curriculum area. Responses in this category included: 'Forces/Children in Second World Wars', 'Tudors and Portraits', 'Victorian Hearth & Kitchen/Animation', and 'Expressive Arts/Creative Writing'. In total, 17 entries were coded as Cross-curricular. A full list of responses to Question 4, grouped under category headings, is provided in **Appendix 3**.

The breakdown of themes indicates that most teachers in the DCMS/DfES programme were visiting for themes related to History (51%), Science/Technology (26%) and Art (18%), with much smaller proportions for other subjects.

Some of the theme categories were very small. One entry was coded as Geography, two as Citizenship and PSHE, four as Literacy/English and five as Other.

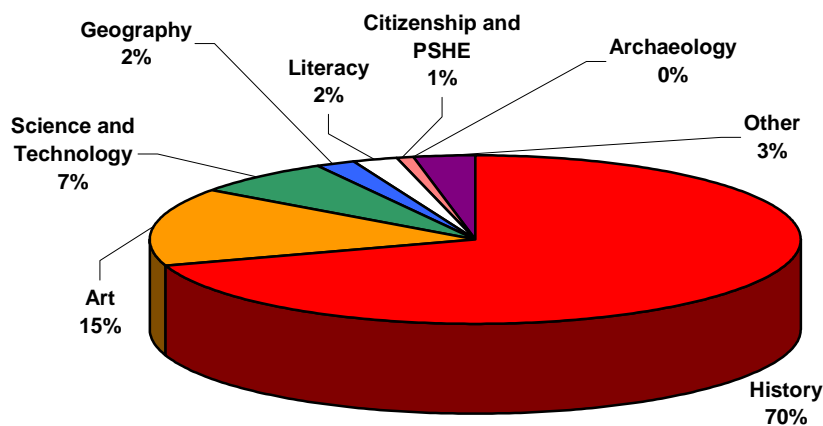


Base: all teachers (503)

Figure 6.2: Form A. Question 4. What theme are you studying?

A comparison with the breakdown of themes in the Renaissance in the Regions evaluation reveals important differences. In the Renaissance in the Regions evaluation, the proportion of teachers bringing groups for History related themes was far higher, at 70%. The proportion visiting for Art and Science/Technology themes was lower (15% and 7% respectively).

This indicates that the DCMS/DfES programme has given proportionately more emphasis to Science/Technology themes and less to History themes, although the majority of teachers were still studying History themes. The higher proportion of science themed visits is likely to be due particularly to the large number of science sessions provided by the *Partners in Time* project with the Luton schools, while the *Creative Canals* project also focused on science.



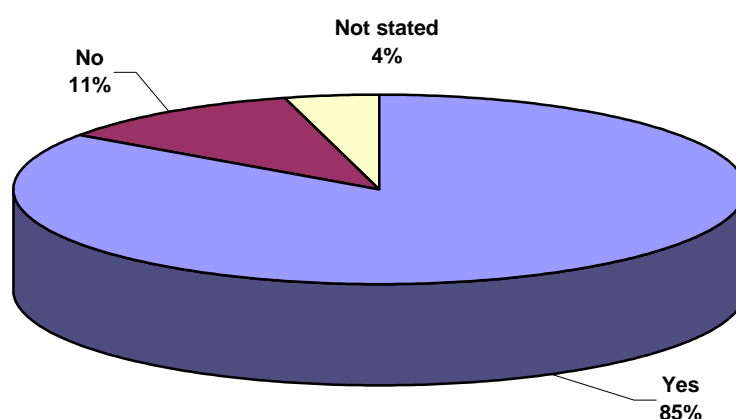
Base: all Renaissance teachers (936)

Figure 6.3: Renaissance in the Regions evaluation. Form A. Question 4. What theme are you studying?

Question 13: Is the work done at the museum directly linked to the curriculum?

Overall, 85% of teachers visiting museums as part of the DCMS/DfES scheme agreed that their visit was directly linked to the curriculum. This was slightly less than for the Renaissance in the Regions evaluation where 94% of teachers agreed with this question.

This difference may be due to the natures of the two programmes. While Renaissance in the Regions focused on existing provision and ongoing programming, the DCMS/DfES programme funded finite projects, which were not already known to teachers. Visits to DCMS/DfES projects may have been less likely to be linked to the curriculum because teachers were taking advantage of projects as they appeared, and not necessarily planning them into the curriculum, especially when museums offered benefits such as subsidised travel. The delay in announcement of the funding meant that some projects, for instance *Partners in Time*, were unable to publicise their projects before the end of the summer term, so teachers may not have been able to integrate the projects into their planning.



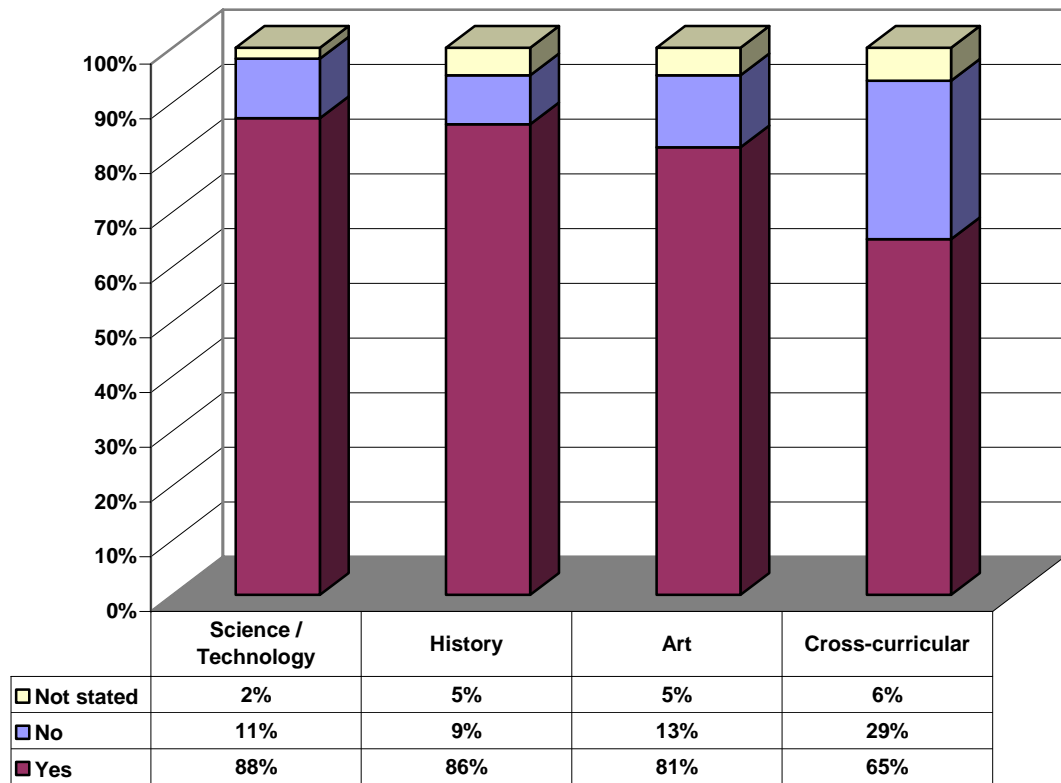
Base: all teachers (503)

Figure 6.4: Form A. Question 13. Is the work done at the museum directly linked to the curriculum?

There was little difference between teachers of Key Stage 2 and below and Key Stage 3 and above in terms of the extent visits were linked to the curriculum (85% for Key Stage 2 and below and 84% for Key Stage 3 and above).

However, a breakdown by theme categories based on teachers' responses to Question 4 reveals slight differences in the extent to which visits were linked to the curriculum. Science/Technology visits were most closely linked to the curriculum, followed by History, then Art (88%, 86% and 81% respectively). The visits coded as Cross-curricular were less likely to be linked to the curriculum (65%).

Figure 6.5 shows a breakdown of the largest theme categories. The other categories (Geography, Citizenship/PSHE, Literacy/English and Other) have not been included because the number of entries in these categories was very small.



Base: 490 teachers

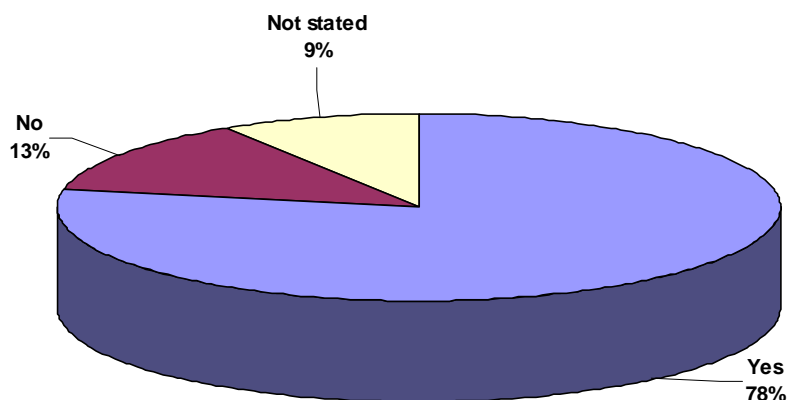
(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 6.5: Form A. Question 13. Is the work done at the museum directly linked to the curriculum? By theme

Question 14: Does your school make regular visits to cultural organisations?

Of the teachers who completed Form A, 78% responded that their school did make regular visits to cultural organisations. However, in the Renaissance in the Regions evaluation, 85% of teachers who completed Form A agreed with this statement.

Again, this difference suggests that the DCMS/DfES programme reached a greater proportion of schools which were normally unlikely to visit museums, since a smaller proportion visited regularly.



Base: all teachers (503)

Figure 6.6: Form A. Question 14. Does your school make regular visits to cultural organisations?

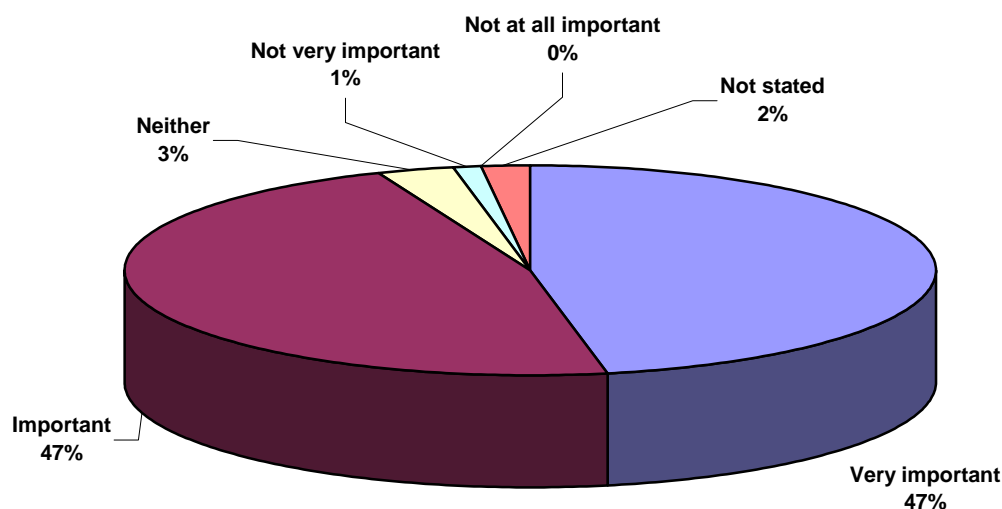
Question 22: How important are museums to your teaching?

The majority of teachers who responded to this question said that museums were either very important (47%) or important (47%) to their teaching.

In the Renaissance in the Regions evaluation, 58% of teachers said that museums were very important to their teaching and 37% said it was important.

When combined, the total numbers of teachers who answered very important or important are very similar between the two programmes (94% for DCMS/DfES and 95% for Renaissance). However, more teachers answered very important in the Renaissance evaluation (58% compared to 47% for DCMS/DfES), suggesting that Renaissance teachers were slightly more positive about the importance of museums to their teaching.

This seems consistent with the results of Questions 12 and 14, which showed that DCMS/DfES teachers were less likely to have visited the museum before with a class, and less likely to come from schools which visited cultural organisations regularly. These teachers were therefore less likely to be convinced of the importance of museums in their teaching.



Base: all teachers (503)

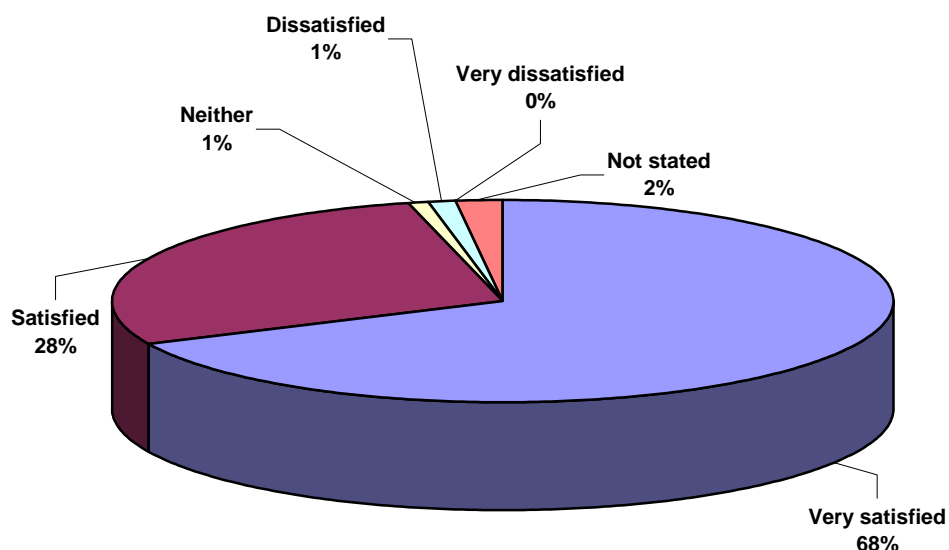
Figure 6.7: Form A. Question 22. How important are museums to your teaching?

Question 23: How satisfied are you with the museum's provision?

Most teachers who completed Form A were satisfied with their museum visit: 68% of teachers were very satisfied and a further 28% were satisfied.

This is comparable to the Renaissance in the Regions evaluation, although slightly more (72%) teachers were very satisfied with the museum's provision, while a further 24% were satisfied.

Again, the DCMS/DfES teachers were slightly less positive than the Renaissance teachers. At the seminar on the Interim findings of the DCMS/DfES Evaluation in January 2004, museum delegates suggested that these teachers were slightly less satisfied with provision because they were aware that the projects were only available for a limited period of time and were not necessarily repeatable. It is also possible that the slightly lower level of satisfaction is due to difficulties encountered in setting up and delivering projects, many of which were new and ambitious, in a short time.



Base: all teachers (503)

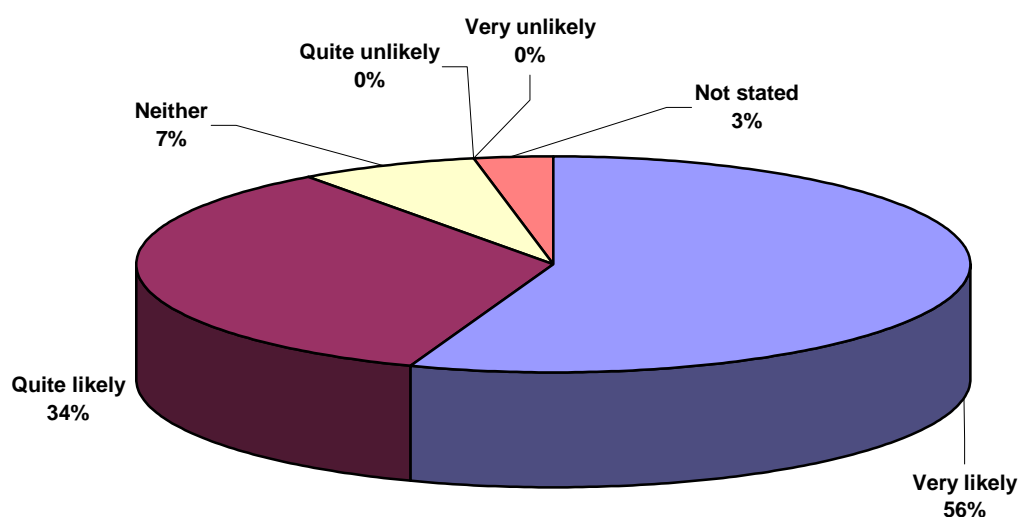
Figure 6.8: Form A. Question 23. How satisfied are you with the museum's provision?

Question 24: To what extent has the experience of this visit increased your confidence to use museums more as part of your teaching?

56% of teachers who responded to this question agreed that the visit was very likely to have increased their confidence in using museums, and a further 34% thought it was quite likely.

For Renaissance in the Regions, 62% of teachers thought it was very likely to increase their confidence and 27% thought it quite likely to increase their confidence.

When the totals who answered very likely and quite likely are combined, 1% more DCMS/DfES teachers agreed that the visit had increased their confidence to use museums than Renaissance teachers. However, fewer DCMS/DfES teachers ticked very likely than Renaissance teachers, once again indicating that they were slightly less convinced overall about the benefits of the museum visit. Again, this seems consistent with fewer of the DCMS/DfES teachers having visited the museum before, and fewer coming from schools which regularly visited cultural organisations.



Base: all teachers (503)

Figure 6.9: Form A. Question 24. To what extent has the experience of this visit increased your confidence to use museums more as part of your teaching?

6.1 Conclusion

Comparison of the results from the DCMS/DfES programme with the Renaissance in the Regions programme suggests that the DCMS/DfES programme was proportionately more successful in reaching new schools or schools who were usually unlikely to visit cultural organisations.

66% of teachers in the DCMS/DfES programme were visiting the museum for the first time with a class, compared to 47% in the Renaissance programme. In addition, although the majority of teachers (78%) came from schools that made regular visits to cultural organisations, this proportion was lower than for the Renaissance programme (85%).

The teachers involved in the DCMS/DfES programme therefore appear to have been less used to using museums in their teaching, and less familiar with the particular museum visited in the project. This seems to have been reflected in their answers to many other questions on Form A, in which they tended to be slightly less positive than teachers in the Renaissance in the Regions evaluation.

The vast majority of the DCMS/DfES teachers responded that museums were important to their teaching, with 47% indicating that they were very important and a further 47% indicating that they were important. Most teachers were satisfied with the museum's provision, with 68% of teachers feeling very satisfied and a further 28% satisfied. The experience of the visit was clearly positive for most teachers as 55% of teachers felt it very likely that their confidence in using museums as part of their teaching had increased and a further 34% thought this quite likely.

The majority of teachers (85%) also responded that the work done at the museum was directly linked to the curriculum, although this was slightly less than the 94% of teachers in the Renaissance in the Regions evaluation. This difference may be due to the project-based nature of the DCMS/DfES programme, which may have prevented some teachers from building projects into their planning and delivery of the curriculum; instead they may have acted more opportunistically to take up the opportunities and benefits of the project funding as they arose. Visits with Science/Technology themes were most likely to be linked to the curriculum.

On the whole, teachers who completed questionnaires for the DCMS/DfES programme valued museums as important to their teaching and were enthusiastic about the visit.

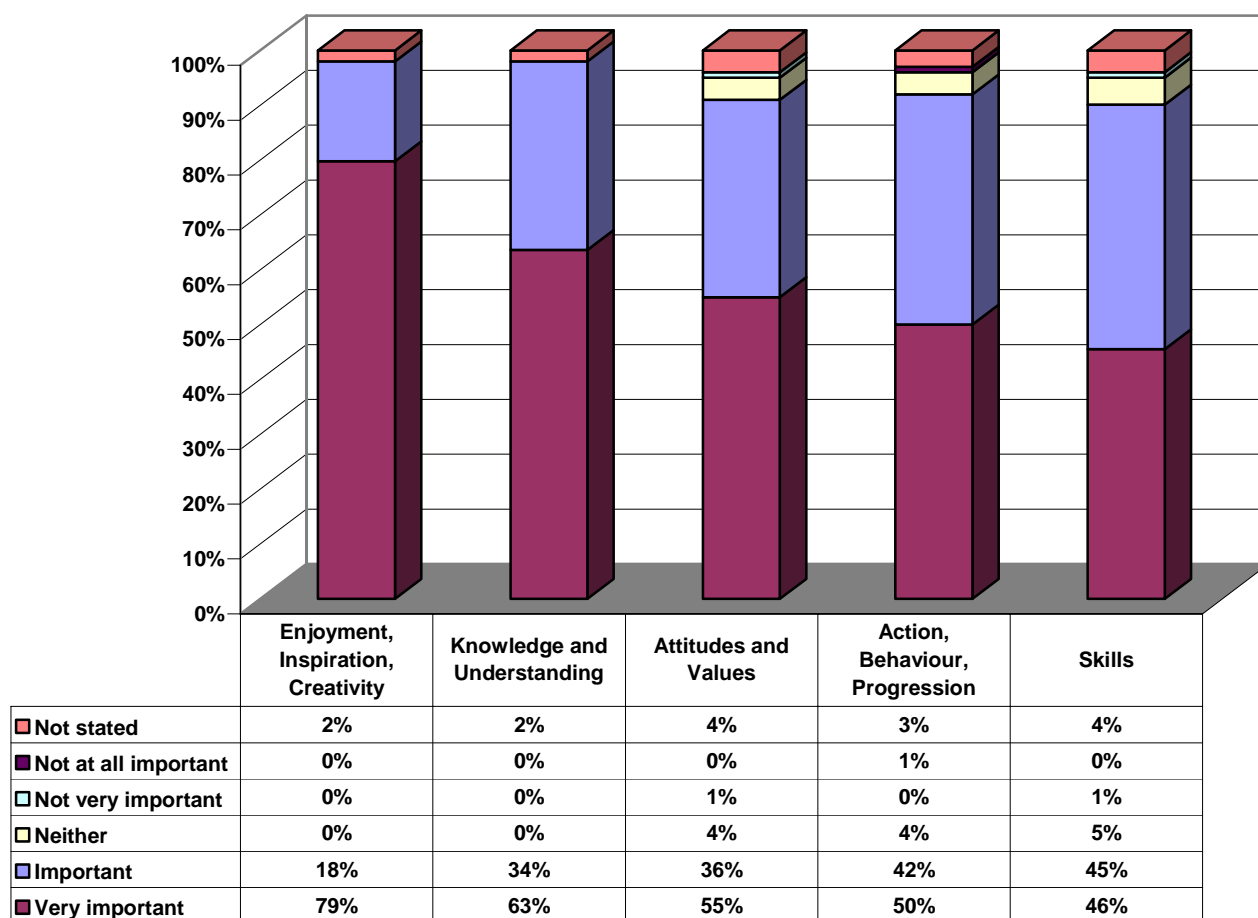
Section 7 Valuing the five Generic Learning Outcomes

7.0 Introduction and comparison with Renaissance in the Regions

Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view?

Teachers completing evaluation questionnaires were asked how important they considered each of the five Generic Learning Outcomes to be. Each GLO was rated separately on a scale from 'very important' to 'not at all important'. Enjoyment, Inspiration, Creativity was rated 'very important' more frequently than the other GLOs with 79% of teachers rating this in this way. Knowledge and Understanding and Attitudes and Values were also rated highly with 63% and 55% of teachers respectively rating these GLOs as very important. Action, Behaviour, Progression was rated very important by 50% and Skills by 46%.

A very clear picture emerges: it is the enjoyment and inspiration of the museum visit that teachers value most. This is seen as very important by more teachers than the other potential outcomes.



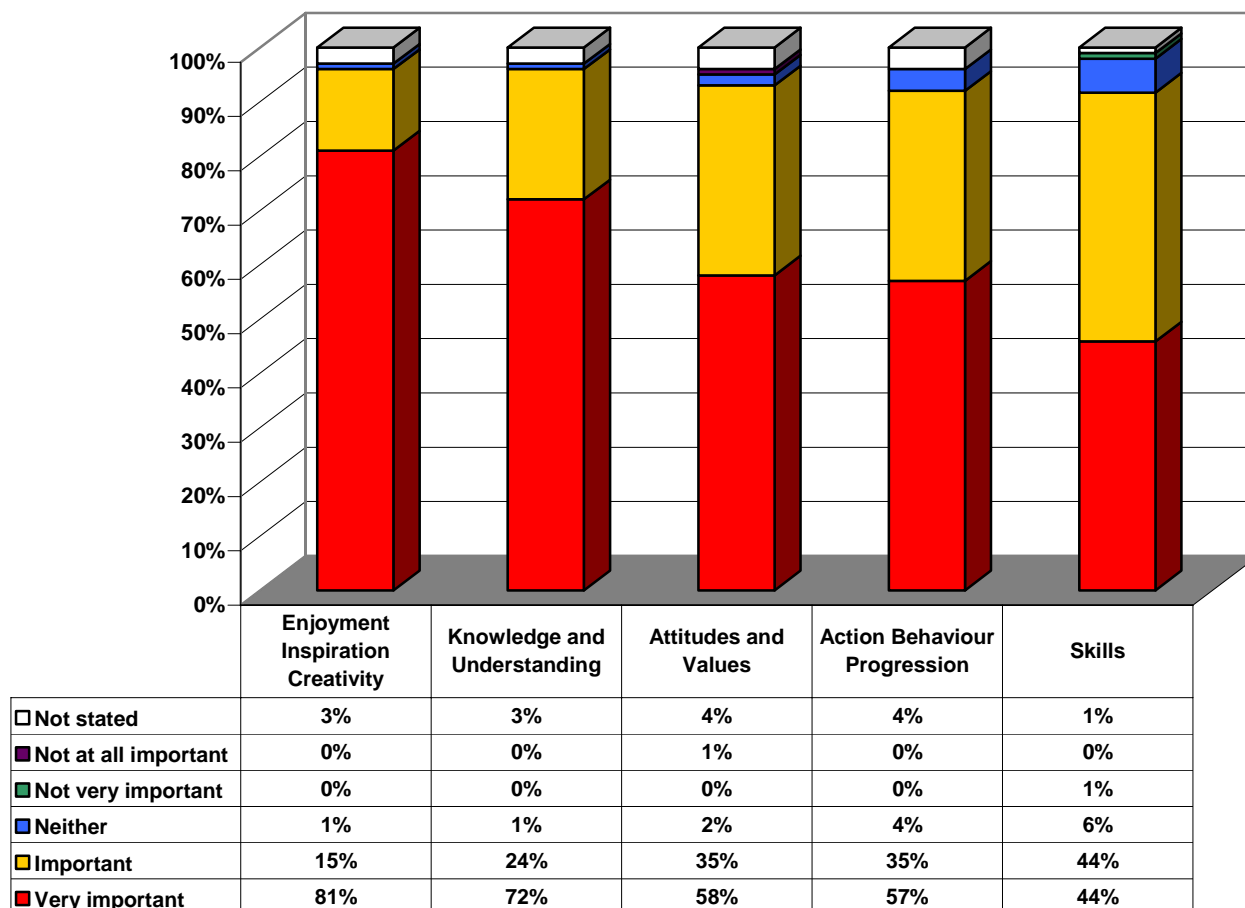
Base: all teachers (503)

Figure 7.1: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view?

There is a very interesting comparison between the DCMS/DfES research and the Renaissance research. The same overall pattern emerges, but there was a much greater differentiation in the DCMS/DfES study between the value placed on Enjoyment, Inspiration, Creativity and the value placed on Knowledge and Understanding and other outcomes. This appears to correlate with the finding that DCMS/DfES projects did not relate as closely to the curriculum, and teachers may have taken up opportunities to take part without necessarily having time to plan them into curricular work. Teachers may therefore have placed a particularly high emphasis on enjoyment compared to other outcomes in the DCMS/DfES projects.

However, the teachers in the DCMS/DfES study are slightly less positive about the importance of each outcome than the Renaissance teachers, except for Skills. In the DCMS/DfES study, 46% of teachers rated Skills as very important compared to 44% of teachers in the Renaissance study.

It is extremely interesting that the overall pattern is the same, and the reasons for the different degrees of value between the two studies need further thought. There may be some correlation between the significance accorded to the potential learning outcomes and the age pattern. Further information is also required in relation to the teachers' purposes in using museums.

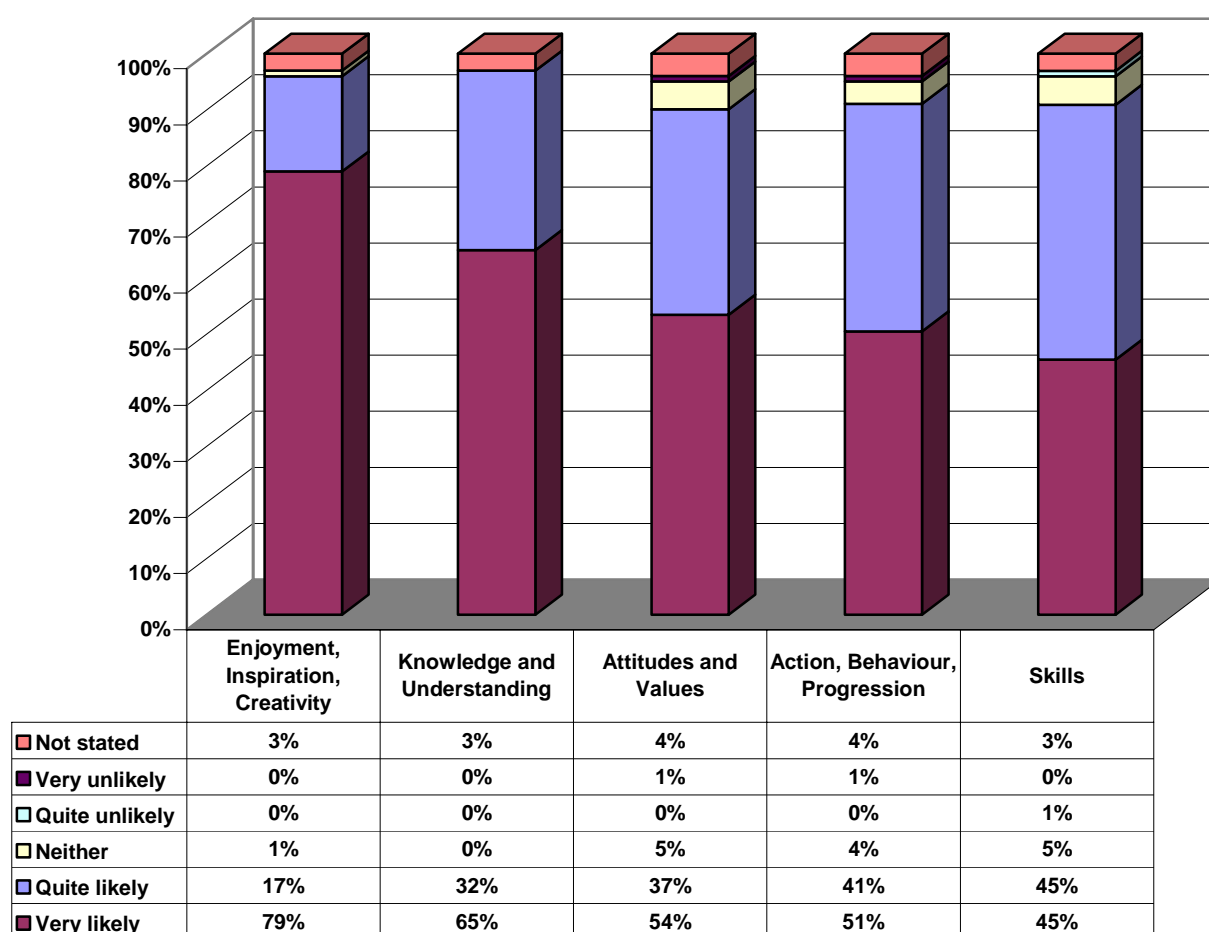


Base: all Renaissance teachers (936)

Figure 7.2: Renaissance in the Regions. Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view?

7.1 How teachers at KS2 and below and KS3 and above value the five Generic Learning Outcomes

Teachers of pupils at KS2 and below were in the majority in the sample (396 teachers). Their response to the five Generic Learning Outcomes mirrors the overall response for teachers across the two age ranges combined. However, a slightly greater proportion considered Knowledge and Understanding very important, and slightly fewer considered Skills very important.



Base: 396 teachers of KS2 and below pupils

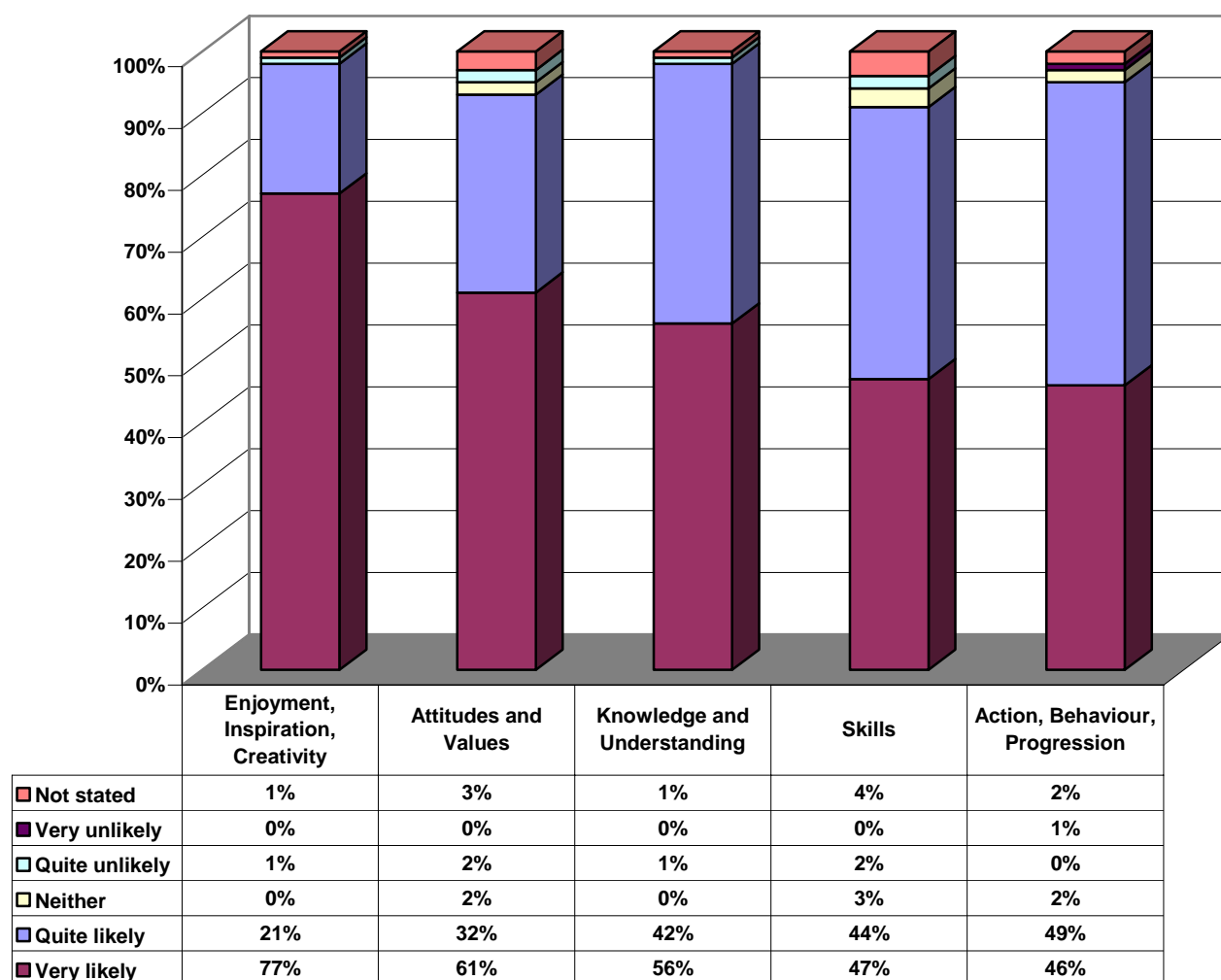
Figure 7.3: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? KS2 and below

The 100 teachers of KS3 and above pupils placed the five Generic Learning Outcomes in a different order of importance. Enjoyment, Inspiration and Creativity was still the most important outcome, however this was followed by Attitudes and Values (61% considered this very important compared to 54% at KS2 and below).

Therefore, teachers of older pupils particularly value learning outcomes in relation to Attitudes and Values.

These teachers also valued Skills slightly more highly than teachers of younger children. Forty-seven percent considered this very important, and Skills were the fourth most important outcome, in comparison to KS2 and below, where 45% considered Skills very important and this outcome was least important among the five GLOs.

Knowledge and Understanding was less important than at KS2 and below in relative terms: it was placed as third most important, with 56% considering this very important compared to 65% at KS2 and below. Action, Behaviour and Progression was also less important, and was the least important outcome for teachers at KS3 and above.



Base: 100 teachers of KS3 and above pupils

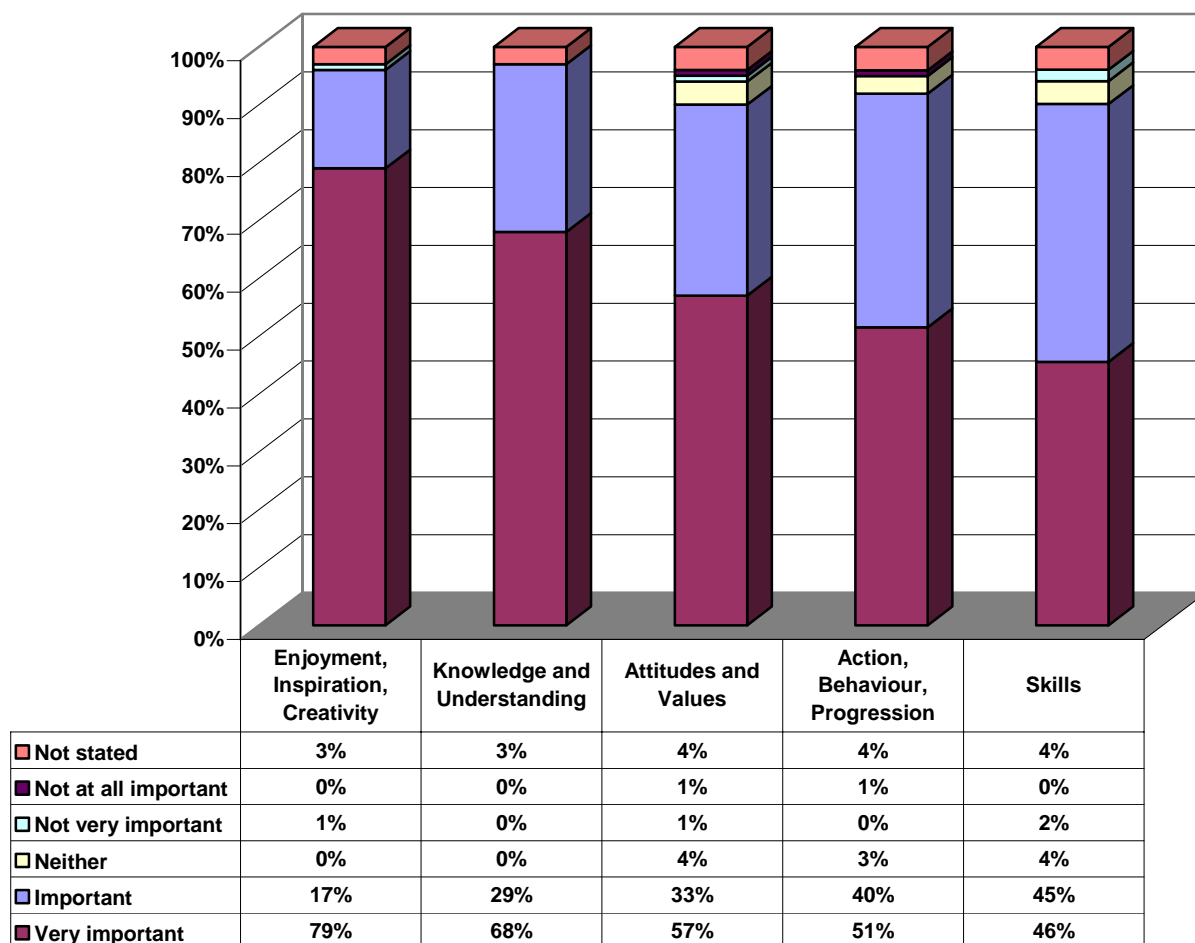
Figure 7.4: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? KS3 and above

7.2 How teachers on visits with different themes value the five Generic Learning Outcomes

In Form A Question 4, teachers were asked to write the theme which their class was studying. The responses were coded into the categories of History, Science/Technology, Geography, Art, Citizenship/PSHE, Literacy/English, Cross-curricular and Other (see Section 6 and **Appendix 7**).

An analysis of Question 21 by theme studied reveals interesting differences in the value that teachers on visits with different curricular themes place on each learning outcome. Some theme categories only had a small number of responses so do not provide meaningful samples, however the responses of teachers on History, Science/Technology and Art visits are discussed below.

Teachers on History themed visits were in the majority (252 teachers). The way that these teachers rated the Generic Learning Outcomes closely mirrored the overall pattern for all the responses combined. Teachers on History visits rated Knowledge and Understanding as slightly more important than the overall response, with 68% finding this outcome very important, compared to 65% overall.



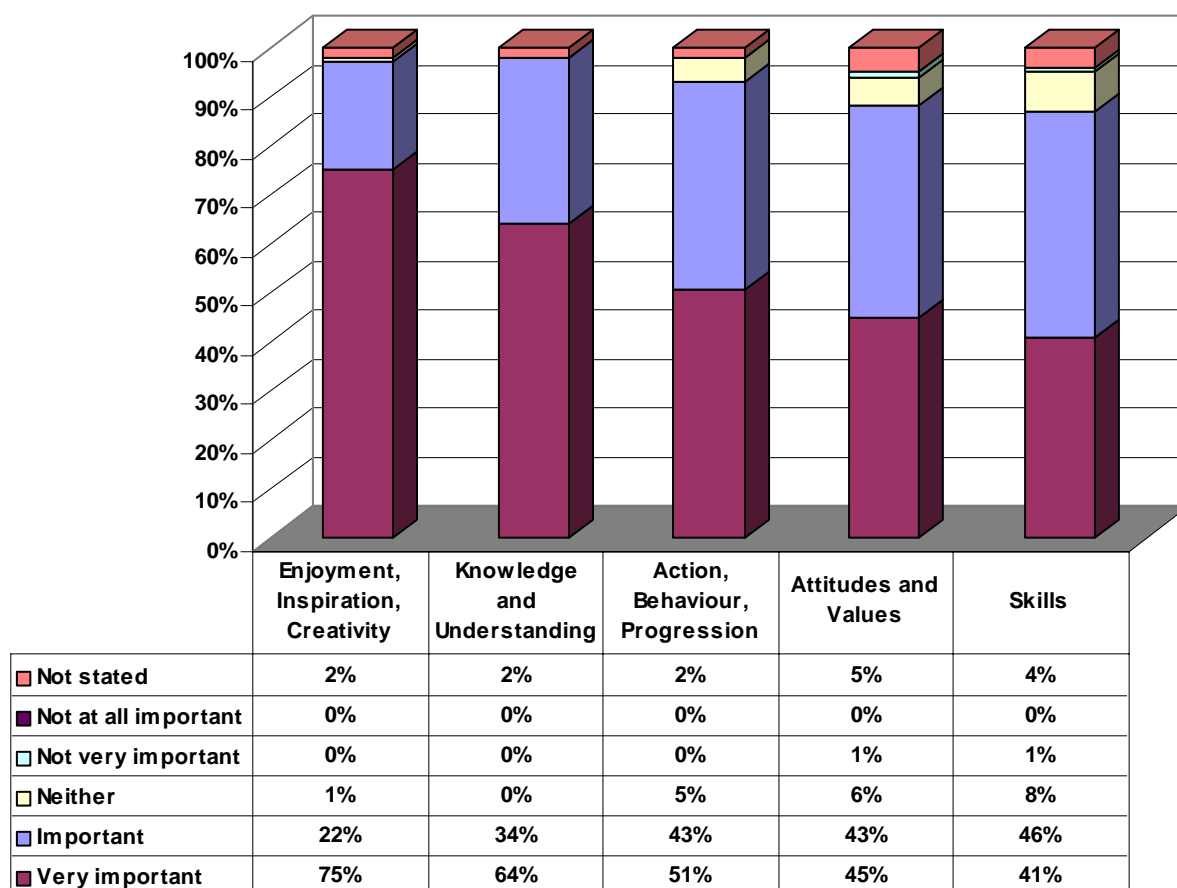
Base: teachers who stated History themes (252)

Figure 7.5 Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? History themes

One hundred and thirty teachers gave Science/Technology related themes at Question 4. These teachers were consistently less positive about the value of each outcome than the responses overall, with the exception of Knowledge and Understanding. However, Enjoyment, Inspiration and Creativity was still perceived as the most important outcome by teachers on Science visits.

These teachers also viewed Action, Behaviour and Progression as more important than Attitudes and Values, in contrast to the History teachers and the overall pattern.

However, Skills were not rated highly, with only 41% finding these very important, compared to 46% overall.



Base: teachers who stated Science/Technology themes (130)

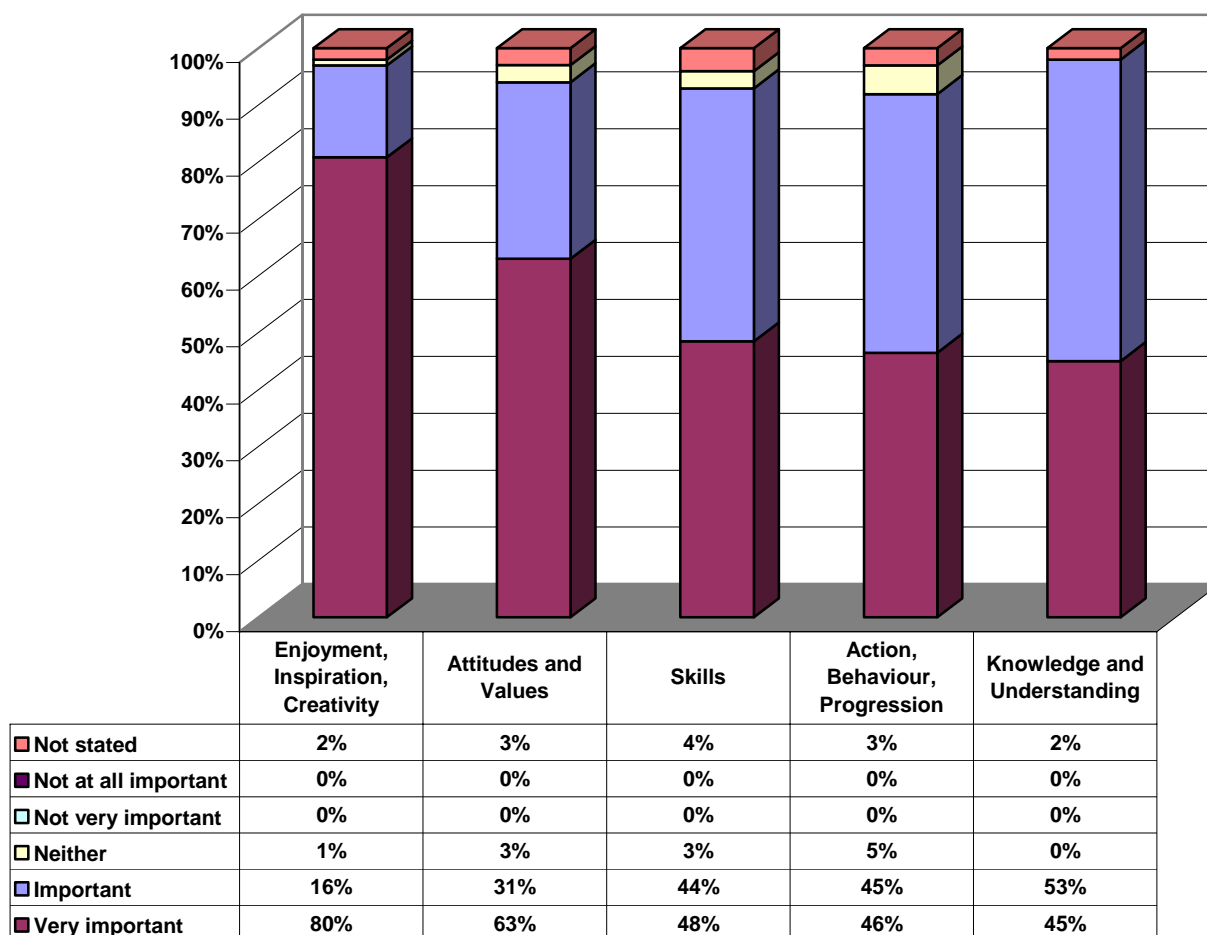
Figure 7.6: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? Science/Technology themes

Ninety-one teachers stated themes related to Art. Their responses reveal very different priorities from teachers on History and Science/Technology visits.

Enjoyment, Inspiration and Creativity is still the most important outcome, with 80% considering this very important. This is followed by Attitudes and Values (63%), Skills (48%), Action, Behaviour and Progression (46%), and Knowledge and Understanding (45%).

This shows that teachers on Art visits do not consider Knowledge and Understanding to be as important as other potential outcomes, whereas Enjoyment, Inspiration, Creativity and Attitudes and Values are much more important. Skills are also considered slightly more important than on visits for History or Science themes, since they are ranked third, with 48% considering this outcome very important.

The gap between the percentage rating Enjoyment, Inspiration and Creativity as very important (80%), and the other outcomes, is particularly large for these teachers, indicating that this outcome is considered especially important on Art related visits.

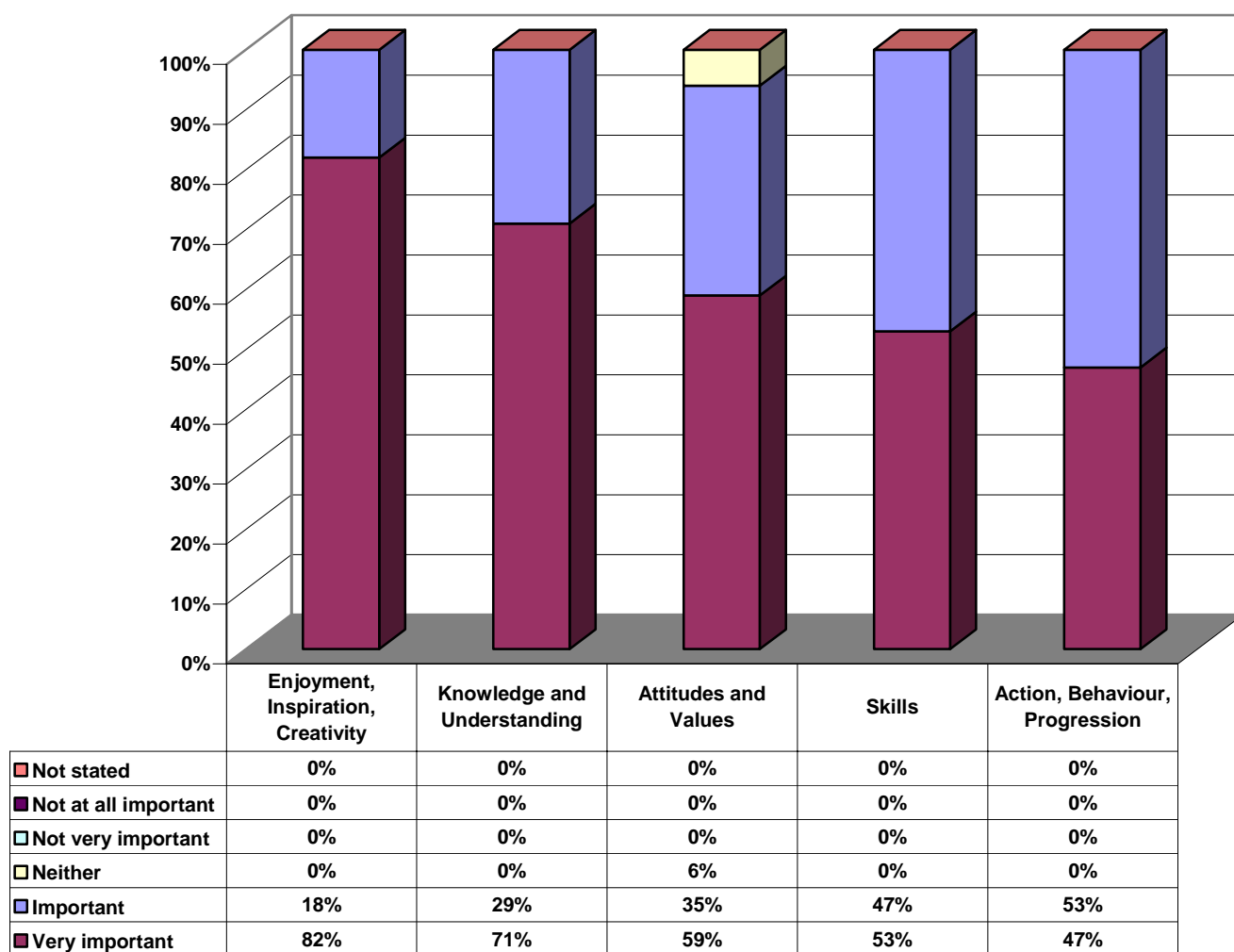


Base: teachers who stated Art themes (91)

Figure 7.7: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? Art themes

Only 17 teachers stated themes that were coded as Cross-curricular. This is a much smaller sample size than the other theme categories, so the analysis by Cross-curricular themes may not be as reliable as the other categories.

These teachers rated Enjoyment, Inspiration and Creativity particularly highly (82% considered this outcome very important). Attitudes and Values, and Skills were also rated relatively highly compared to the overall pattern. On Cross-curricular visits, 59% of teachers considered Attitudes and Values very important compared to 55% overall, and 53% considered Skills very important compared to only 46% overall.



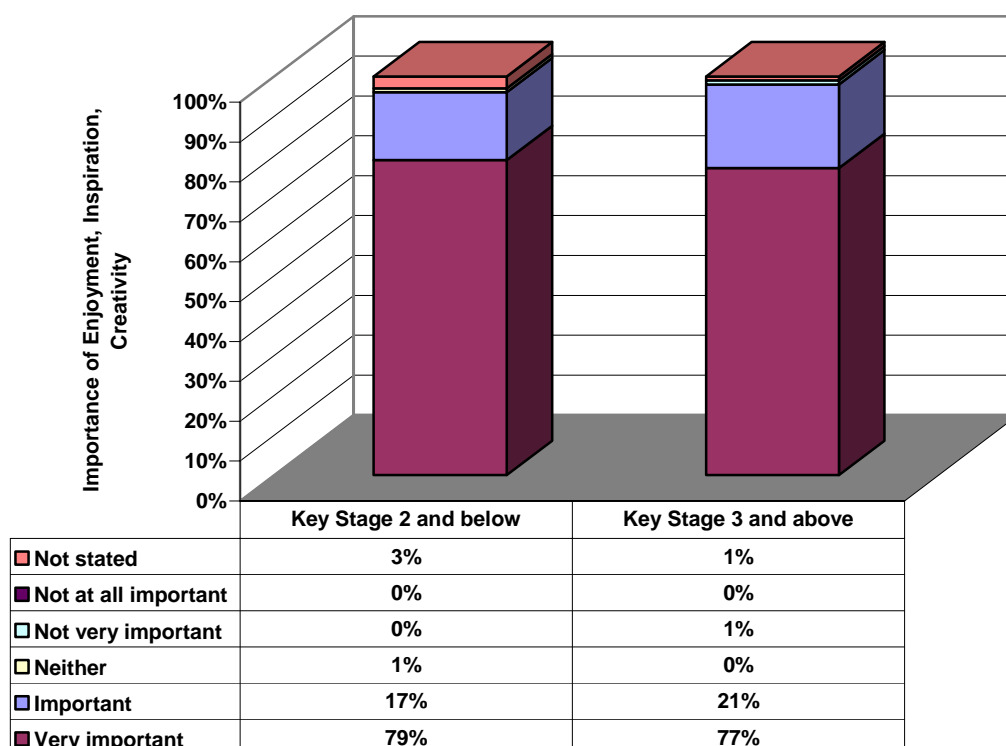
Base: teachers who stated Cross-curricular themes (17)

Figure 7.8: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? Cross-curricular themes

7.3 Enjoyment, Inspiration, Creativity

Overall, 79% of all teachers rated this GLO as very important, and 18% of teachers rated it as important.

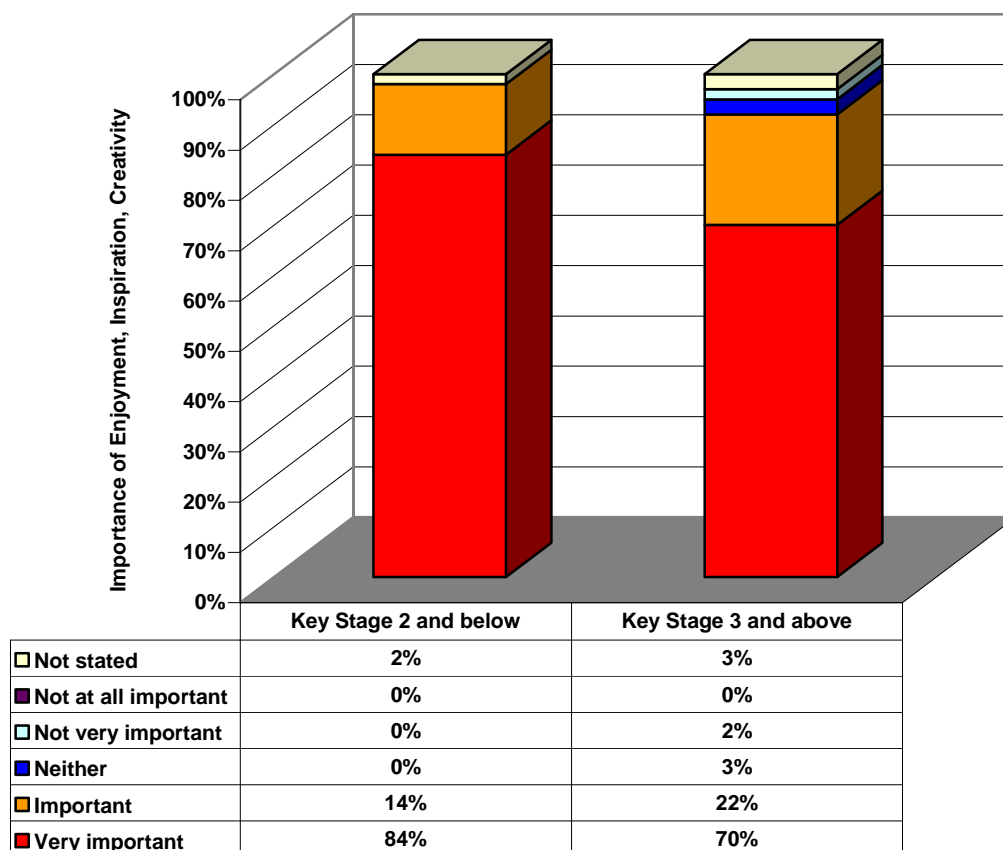
The responses of teachers of KS2 and KS3 were very similar. At KS2 and below, 79% of teachers completing Form A rated Enjoyment, Inspiration, Creativity as very important, as did 77% of KS3 and above teachers.



Base: 496 teachers (excluding mixed and not stated)

Figure 7.9: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? Enjoyment, Inspiration, Creativity by Key Stage

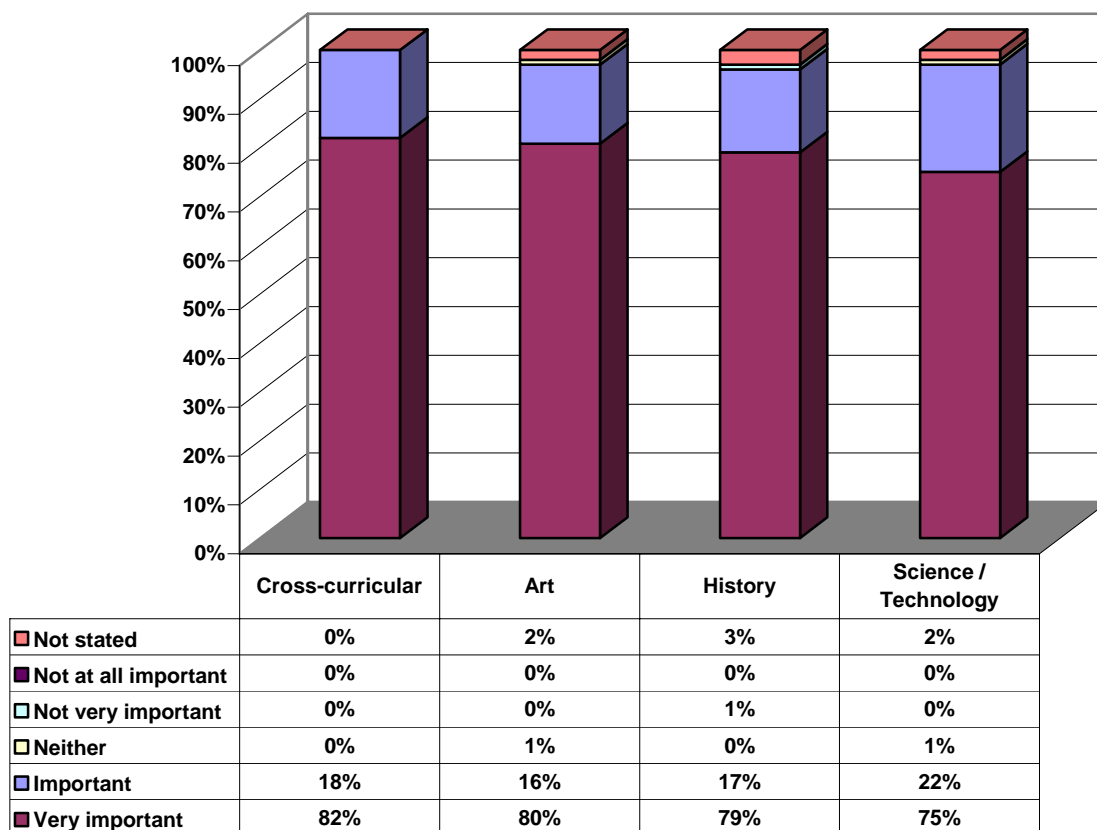
The Renaissance study showed a different pattern, since teachers of younger pupils valued Enjoyment, Inspiration and Creativity more highly than teachers of older pupils (84% of KS2 and below teachers considered this very important compared to 70% at KS3 and above).



Base: 854 Renaissance teachers

Figure 7.10: Renaissance in the Regions. Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? Enjoyment, Inspiration, Creativity by Key Stage

Teachers on Cross-curricular, Art, History and Science/Technology visits all rated Enjoyment, Inspiration, Creativity very highly. However, this outcome was slightly less important for teachers on Science/Technology visits than other themes.



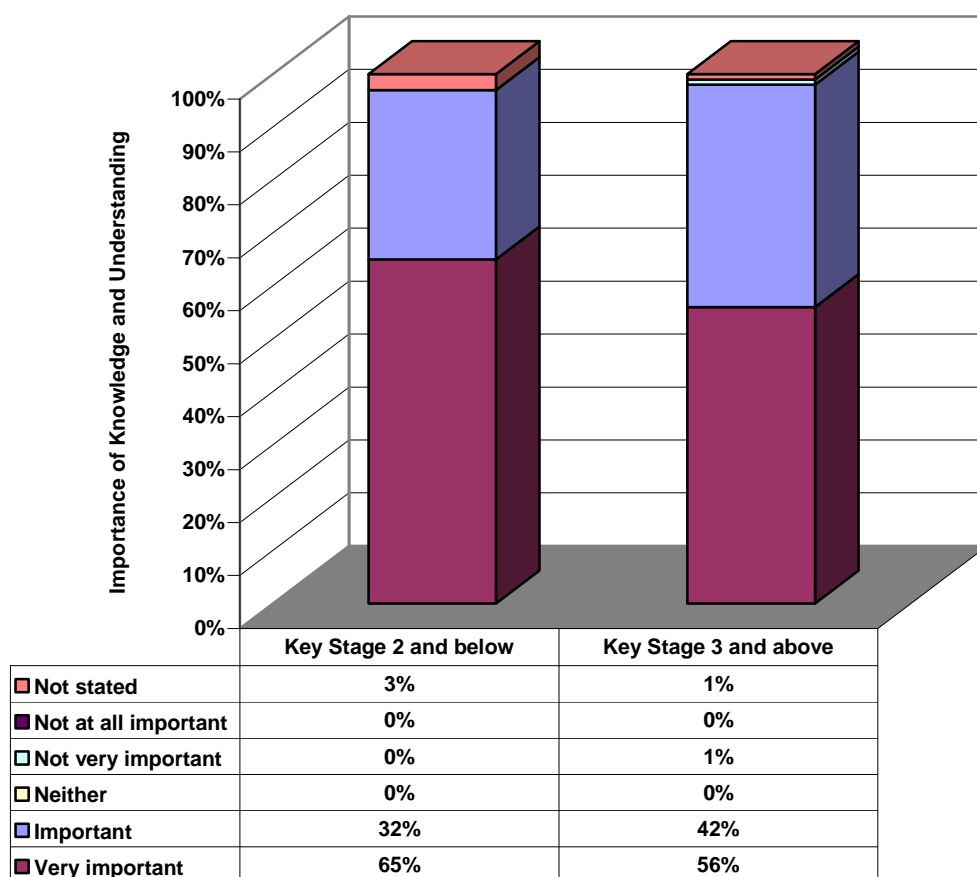
*Base: 490 teachers
(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)*

Figure 7.11: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? Enjoyment, Inspiration, Creativity by theme

7.4 Knowledge and Understanding

Knowledge and Understanding was also rated very highly overall: 63% of all teachers completing Form A rated this GLO as very important, with a further 34% rating it as important.

Sixty-five percent of KS2 teachers completing Form A rated Knowledge and Understanding as very important compared to only 56% of KS3 and above teachers. It is surprising to see that the teachers of the older pupils value this GLO less highly than the teachers of the younger pupils. This may hint at a different reason for using the museum.

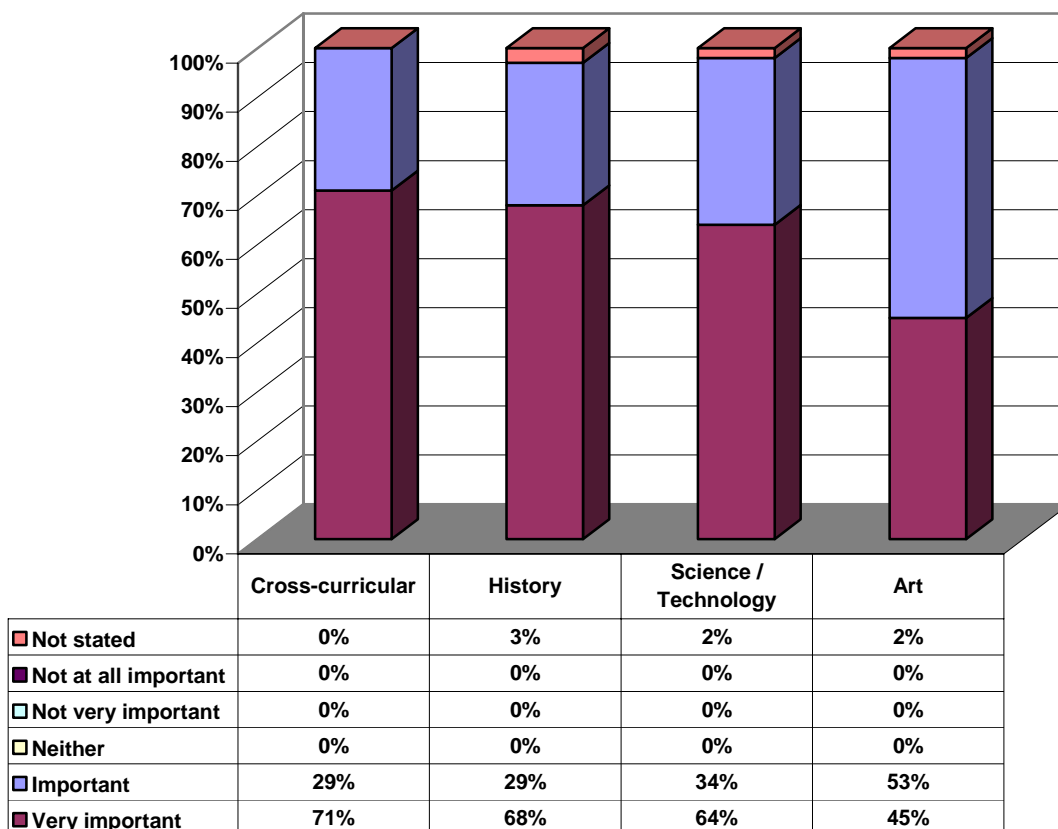


Base: 496 teachers (excluding mixed and not stated)

Figure 7.12: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? Knowledge and Understanding by Key Stage

There is little difference between teachers on visits with different themes when the total of teachers who considered Knowledge and Understanding very important or important are combined.

However, looking at those who answered very important alone, it is clear that teachers on Art visits do not consider this outcome as important as teachers on visits for other themes.



Base: 490 teachers

(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

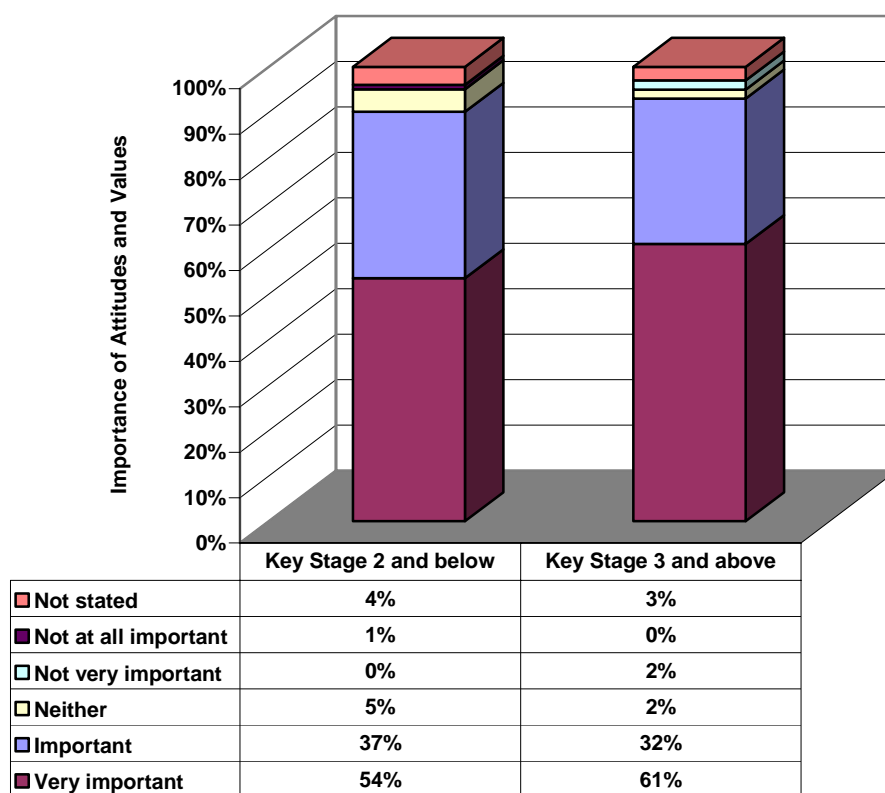
Figure 7.13: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? Knowledge and Understanding by theme

7.5 Attitudes and Values

Fifty-five percent of all teachers completing Form A rated Attitudes and Values as very important and 36% rated this outcome as important.

KS3 and above teachers who completed Form A valued Attitudes and Values more highly than KS2 teachers. Sixty-one percent of KS3 and above teachers rated Attitudes and Values as very important compared to 54% of KS2 teachers.

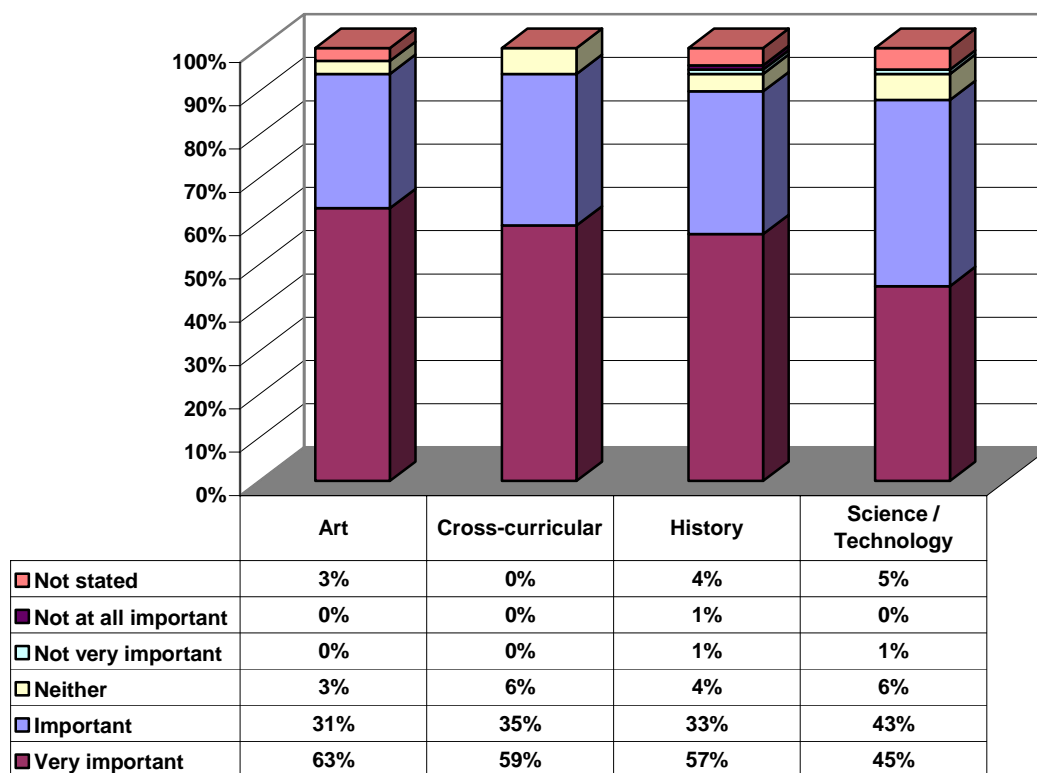
It is possible that teachers consider that older pupils at KS3 and above are at a more suitable age to make judgements about difficult issues. This is interesting in the light of projects such as *Understanding Slavery*, which tended to work with secondary school pupils and treated a particularly sensitive topic.



Base: 496 teachers (excluding mixed and not stated)

Figure 7.14: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? Attitudes and Values by Key Stage

There are slight differences in the importance that teachers on visits for different themes attach to Attitudes and Values as a potential outcome. Teachers on Art visits were most positive about this outcome, with 63% considering it very important, while teachers on Science/Technology visits were least positive, with 45% considering it very important.



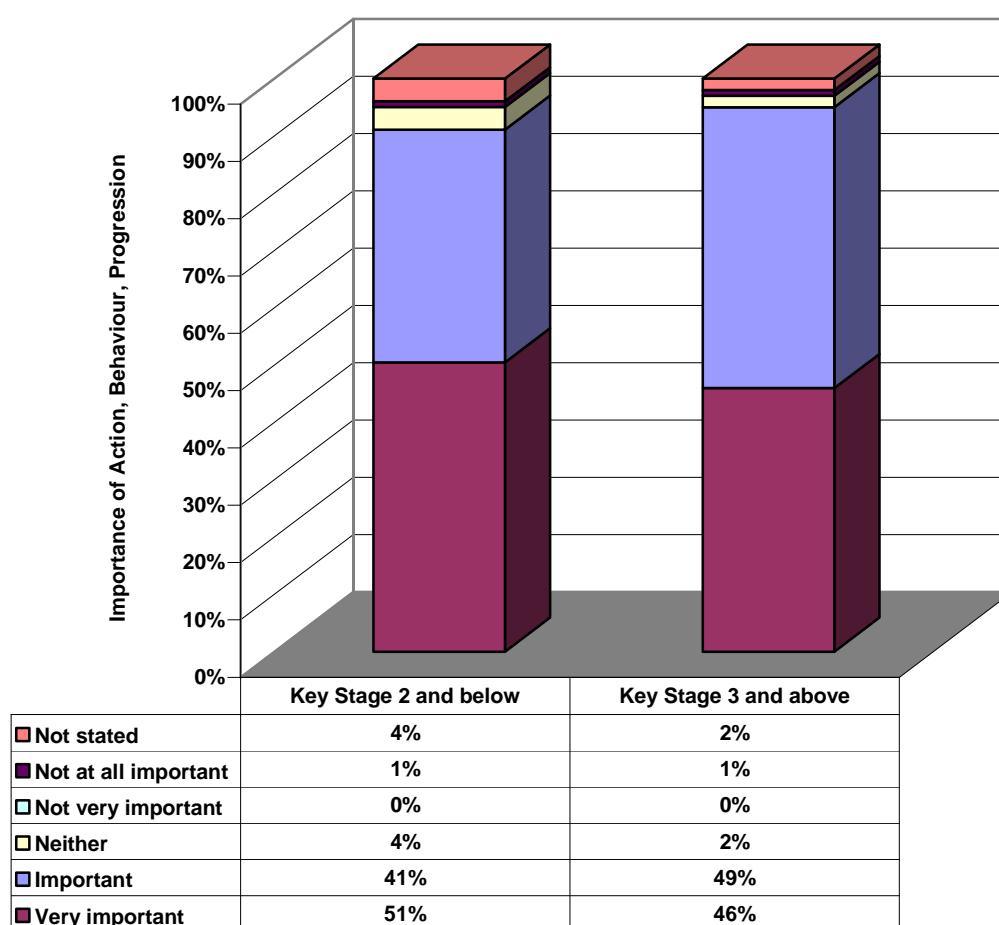
*Base: 490 teachers
(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)*

Figure 7.15: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? Attitudes and Values by theme

7.6 Action, Behaviour, Progression

Fifty percent of teachers who completed Form A rated Action, Behaviour, Progression as very important and 42% rated it as important.

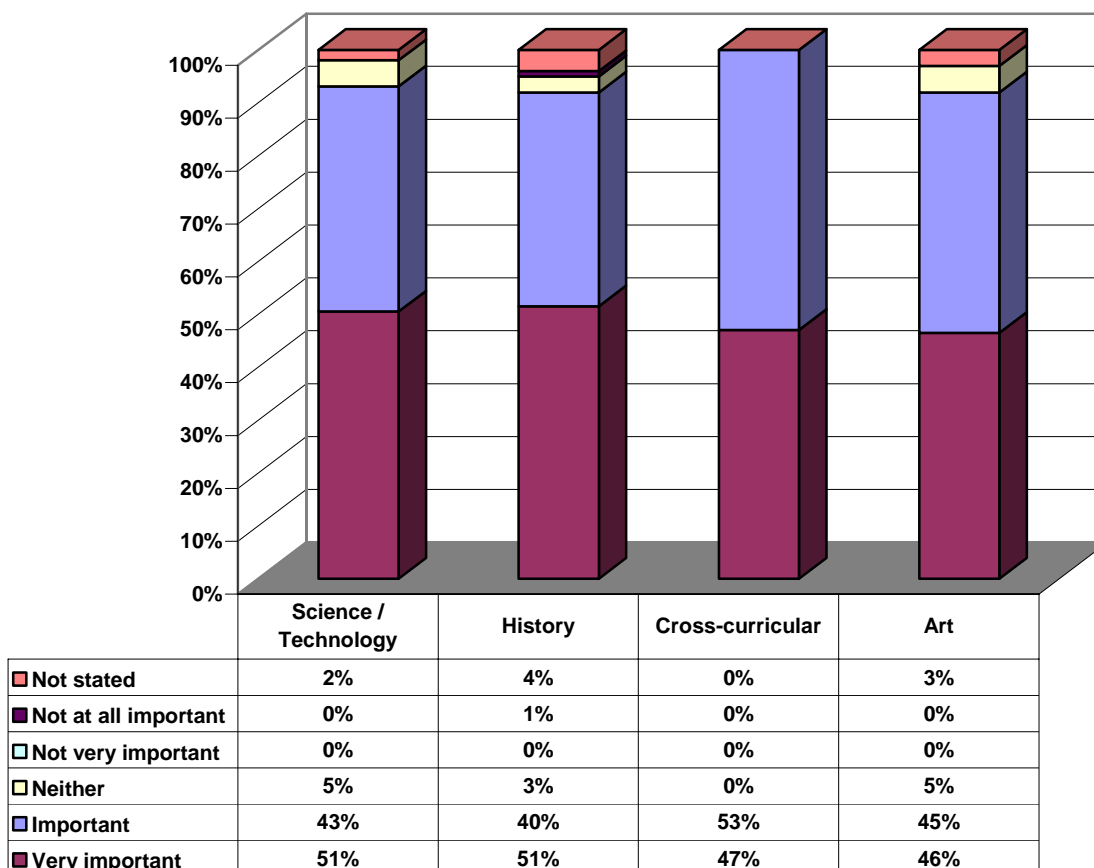
There were slight differences between teachers of KS2 and KS3 and above in their perception of the importance of Action, Behaviour, Progression. Fifty-one percent of KS2 teachers rated this GLO as very important, compared to 46% of KS3 and above teachers. However, overall slightly more (95%) KS3 and above teachers ticked very important or important combined, compared to KS2 teachers (92%).



Base: 496 teachers (excluding mixed and not stated)

Figure 7.16: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? Action, Behaviour, Progression by Key Stage

Proportionately more teachers on Science/Technology and History visits considered Action, Behaviour, Progression very important (51%) than teachers on Cross-curricular and Art visits (47% and 46%).



Base: 490 teachers

(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 7.17: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? Action, Behaviour, Progression by theme

7.7 Skills

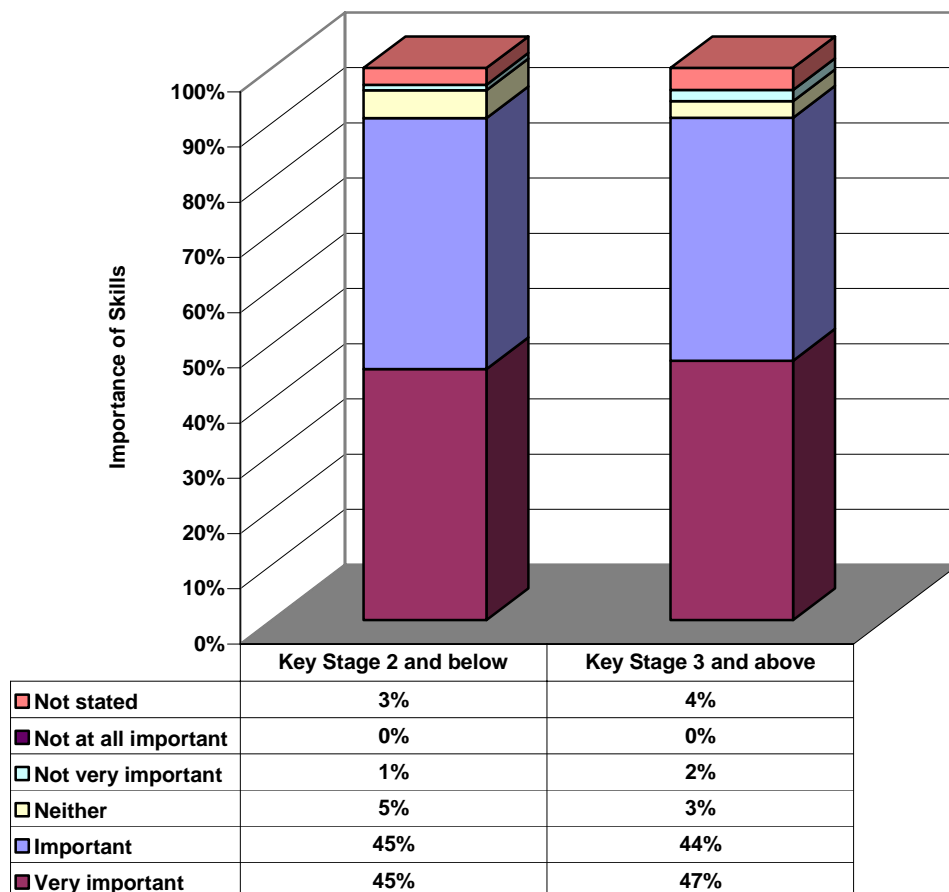
Forty-six percent of teachers completing Form A rated Skills as a very important outcome of the visit, and 45% rated it important.

Teachers perceived Skills as the least important potential outcome of the museum experience, although slightly more teachers in the DCMS/DfES programme considered them very important than in the Renaissance programme. At the Evaluation seminar for partner organisations in January 2004, it was suggested that teachers view Skills as an outcome which develops over an extended period of time, and which cannot be perceptibly gained in the short duration of a museum visit.

Several of the 12 projects in the DCMS/DfES programme did work with pupils over an extended period of time and did focus on skills development in particular. Some of these, for instance *Anim8ed*, did not work with large enough numbers of school classes for this effect to show up in the data overall.

However, the *Partners in Time* project, which returned the largest number of Evaluation Packs by far and therefore makes up a significant proportion of this data, also focused on skills development. Therefore the importance that teachers accorded Skills as an outcome might be expected to be higher. On the other hand, on the case study visit to the *Partners in Time* project, the point was raised that teachers sometimes did not realise that the emphasis of the project was on skills rather than subject-knowledge, or asked for specific curriculum topics to be covered in sessions, rather than treating the sessions as more generic learning opportunities.

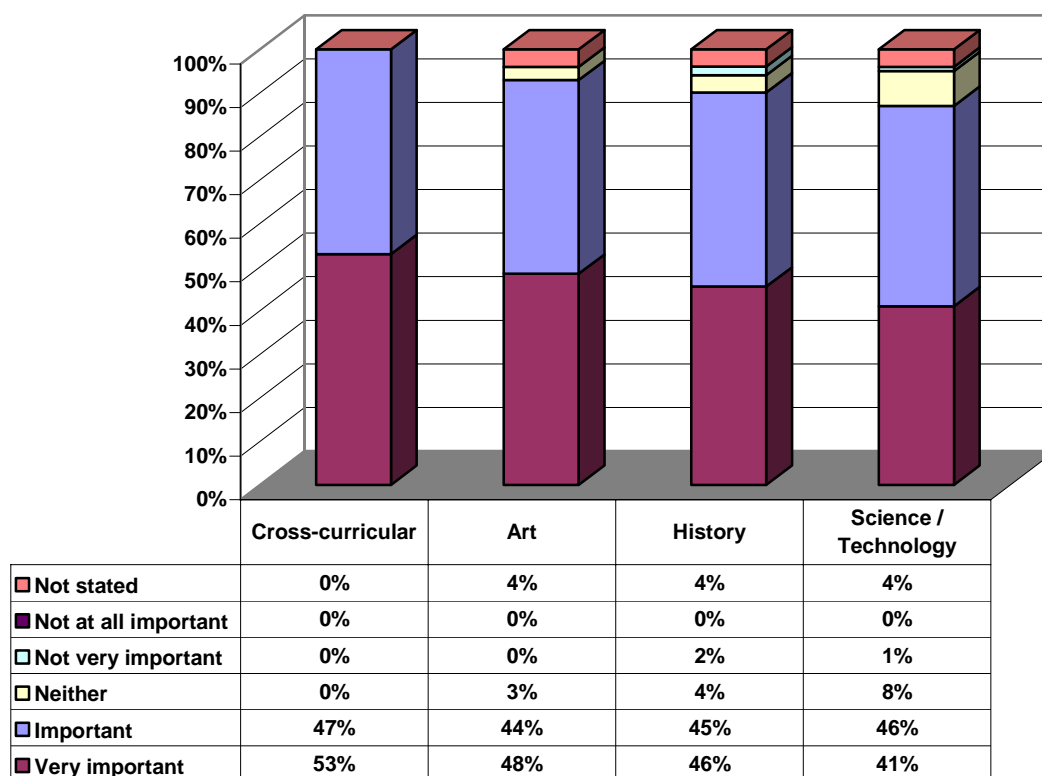
There were only very small differences between teachers of KS2 and KS3 and above pupils.



Base: 496 teachers (excluding mixed and not stated)

Figure 7.18: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? Skills by Key Stage

Those teachers who were visiting for Cross-curricular and Art themes were most positive about the importance of Skills as a potential outcome, with 53% and 48% considering this very important. Teachers on History and Science/Technology visits were less positive, with 46% and 41% considering Skills very important.



Base: 490 teachers

(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

Figure 7.19: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? Skills by theme

7.8 Conclusion

Teachers rated Enjoyment, Inspiration and Creativity as the most important Generic Learning Outcome, since this was rated as very important by more teachers than the other GLOs (79%). Ninety-seven percent of teachers rated this outcome as very important or important overall. Sixty-three percent of teachers rated Knowledge and Understanding as very important, and a further 34% of teachers rated this as important. More KS2 teachers rated Knowledge and Understanding as very important than KS3 and above teachers. Teachers did not value Skills as highly as other potential outcomes.

Teachers overwhelmingly showed that Enjoyment, Inspiration, Creativity were of critical importance in their use of museums. This seems to correlate to the finding that DCMS/DfES activities were slightly less closely linked to the curriculum than those in Renaissance in the Regions, and teachers may see enjoyment as a particularly important outcome as activities were less likely to have been planned into long-term curricular aims.

The teachers in this sample who taught pupils at KS2 and below were in the majority, and their responses to the importance of the Generic Learning Outcomes mirrored the pattern of responses overall. However, teachers of KS3 and above pupils valued Attitudes and Values and Skills more highly than teachers of younger pupils. The proportions considering these outcomes very important were higher, meaning that they were ranked more highly among the potential outcomes.

Teachers who were visiting for different curricular subjects rated the outcomes differently. The majority, who were on History related visits mirrored the overall pattern of responses. However, teachers on Science/Technology visits tended to be less positive about the value of each outcome than others, with the exception of Knowledge and Understanding. These teachers visits rated Action, Behaviour, Progression more highly than those visiting for other themes, but rated Skills and Attitudes and Values less highly than other themes.

Teachers on Art related visits rated Enjoyment, Inspiration and Creativity as most important by a greater margin than teachers visiting for other themes. These teachers rated Attitudes and Values more highly than other teachers, and considered this outcome as more important than all other outcomes except Enjoyment, Inspiration, Creativity. Teachers on Cross-curricular and Art visits rated Skills more highly than other teachers. Those on Art visits did not rate Knowledge and Understanding or Action, Behaviour, Progression as highly as other teachers.

There are also slight variations in the significance that teachers attributed to each GLO in comparison with the Renaissance study. The teachers in the DCMS/DfES Evaluation were less likely to rate all the outcomes as very important except Skills, which was rated slightly more important. These teachers considered Enjoyment, Inspiration, Creativity as most important by a greater margin than the teachers in the Renaissance in the Regions study. It is very interesting to see that the overall pattern in which teachers rated the significance of the five GLOs confirms the finding of the Renaissance study that Enjoyment, Inspiration, Creativity are the most important outcomes that teachers hope pupils will gain from using museums.