

## SECTION SEVEN

# PUPILS' VIEWS ON THE IMPACT OF THE MUSEUM VISIT ON THEIR LEARNING

### 7.0 Introduction

This Section discusses pupils' views of their own learning. It is based on the quantitative analysis of just over twenty-six thousand questionnaires (Form B) completed by pupils directly after their museum visit, combined with evidence from three school case-studies. In the schools, some pupils completed Form Bs at the time of the case-study, which enabled comparisons with those completed immediately after the museum visit. Some of these pupils also completed assignments which provide evidence of the positive impact on assignment grades as the result of a museum visit. The section presents the quantitative data together with qualitative evidence from discussions with teachers and pupils, and from observations in schools and museums.

The design of the two Form Bs was kept largely the same as in 2003. They covered all the five GLOs, with the exception of a question on Skills at KS2 and below, as it was judged in 2003 that children at that age would not be able to respond sensibly to such a question. A space at the bottom of the form for the older pupils was left blank as this had proved so successful in 2003 with the younger pupils. The following question was asked to stimulate a response: 'The most interesting thing about today was...'

Pupils of all ages are, as in 2003, both very enthusiastic about their museum experiences, and confident about their own learning. Older pupils seem to be more enthusiastic about their museum experiences than in 2003, with 10% more pupils finding museums inspiring and 6% considering museums to be good places to pick up new skills. Older pupils in the Phase 2 museums seem to be more enthusiastic on more dimensions than older pupils in the Phase 1 museums. There is strong and consistent evidence that although for the most part teachers are very confident that their pupils have experienced successful learning outcomes, even where they are not confident, their pupils remain convinced that they have, in fact, been successful learners. This suggests that the potential for museum learning is not in all cases, being exploited by teachers.

Case-studies revealed some of the factors that might influence a productive visit that is likely to result in positive learning outcomes for pupils. Where all of these factors were in place, the Form Bs yielded more positive responses, and evidence was found of significantly enhanced success levels in assignments.

## 7.1 The pupils completing Form B

There are two age-related Form Bs in this study, as there were in 2003. Twenty-six thousand seven hundred and ninety-one (26,791) pupils completed Form Bs, with 82% of these (21,845) at KS2 or below and 18% (4,946) at KS3 and above.

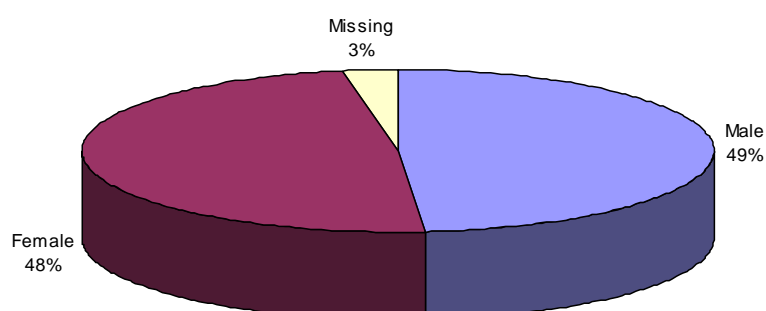
**Table 7.1a: Numbers and percentages of pupils completing Form B, 2005**

<b>All pupils completing Form B in 2005</b>	26,791	100%
<b>Pupils completing Form B KS2 and below in all museums</b>	21,845	82%
<b>Pupils completing Form B KS3 and above in all museums</b>	4,946	18%

In 2003, 17,198 pupils completed Form B, with 86% at KS2 and below and 14% at KS3 and above. In 2005, there were slightly higher numbers of older pupils completing Form Bs (by 4%).

In terms of gender there was a fairly even division for pupils completing Form B KS2 (48% female and 49% male).

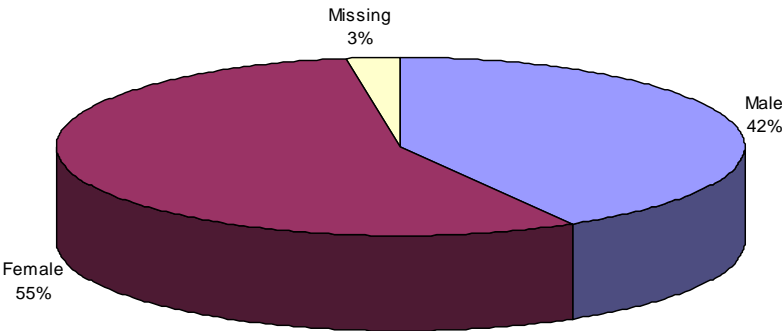
**Fig 7.1b: Breakdown of KS2 and below pupils completing Form B, by gender, 2005**



Base: all KS2 and below pupils (21845)

For the older pupils of KS3 and above there was a predominance of female pupils (55%) completing questionnaires compared to numbers of male pupils (42%).

**Fig 7.1c: Breakdown of KS3 and above pupils completing Form B, by gender, 2005**

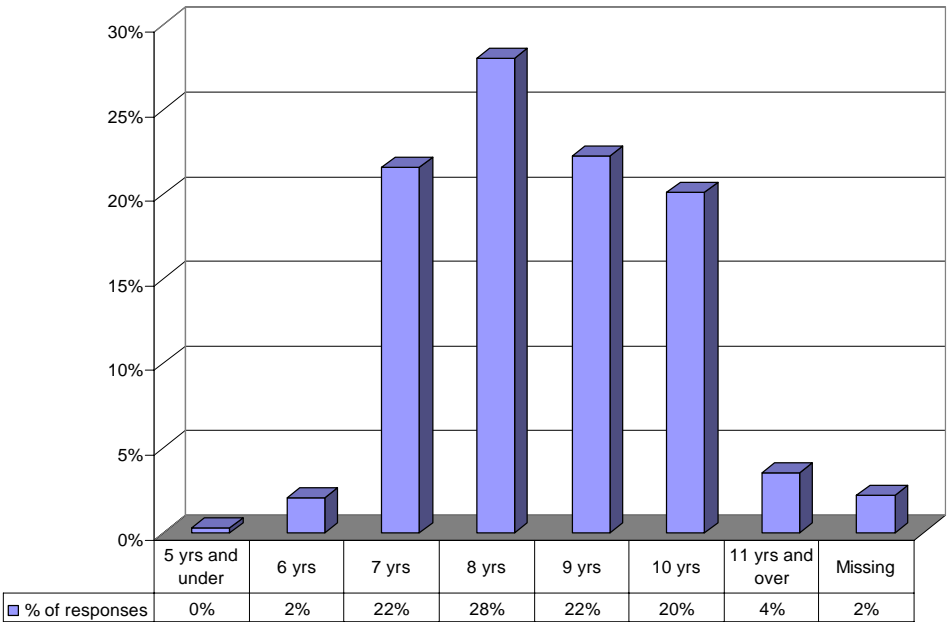


Base: all KS3 and above pupils (4946)

This is very similar to the gender breakdown of responses to the 2003 study which was more-or-less 50/50 at the lower age-range (with 48% male and 49% female), and at the higher age-range, there was a higher proportion of girls (51%) than boys (47%).

Pupils were also asked to record their age. From the KS2 and below data, it can be seen that respondents are concentrated between the ages of 7-10 years, for whom the form was designed. This was not very different from 2003.

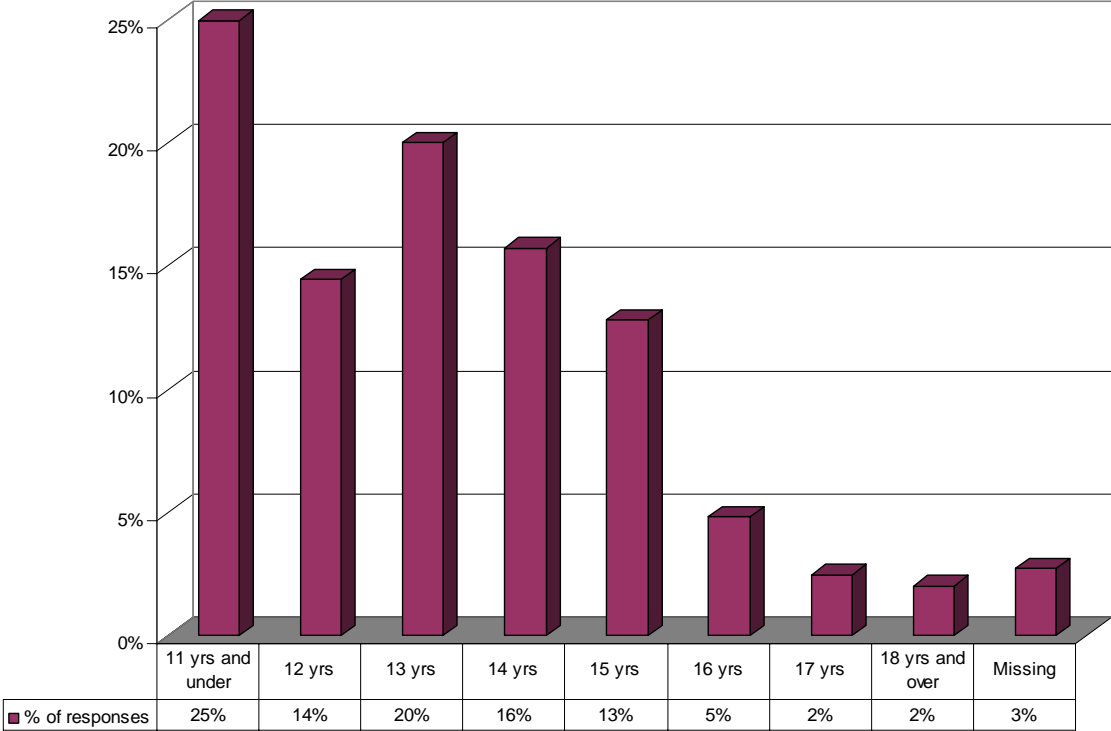
**Fig 7.1d: Breakdown of KS2 and below pupils completing Form B, by age, 2005**



Base: all KS2 and below pupils (21845)

For pupils of KS3 and above the spread across the age range is quite different with a more noticeable decline in number of pupils after the age of 13 years. The category with the highest percentage (25%) of the older pupils is 11years.

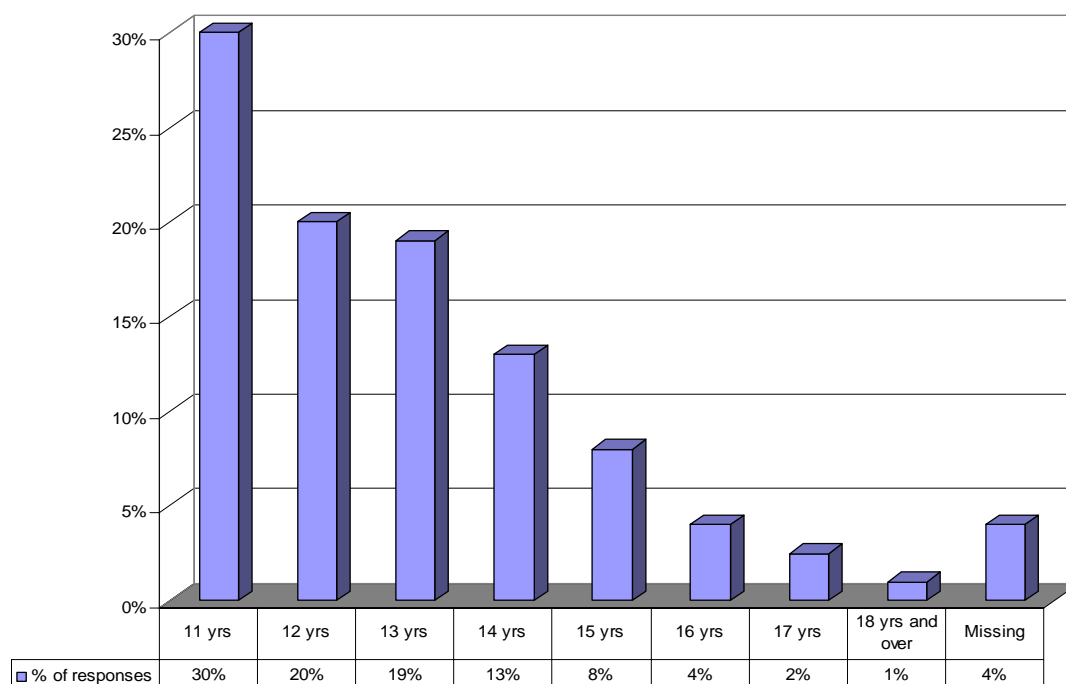
**Fig 7.1e: Breakdown of KS3 and above pupils completing Form B, by age, 2005**



Base: all KS3 and above pupils (4946)

This spread is very similar to the findings from the 2003 study. However, it is interesting to note that percentages of older pupils aged 11 and 12 years have decreased slightly (from 30% to 25%) since 2003 and this has been accompanied in a slight rise in the other age categories.

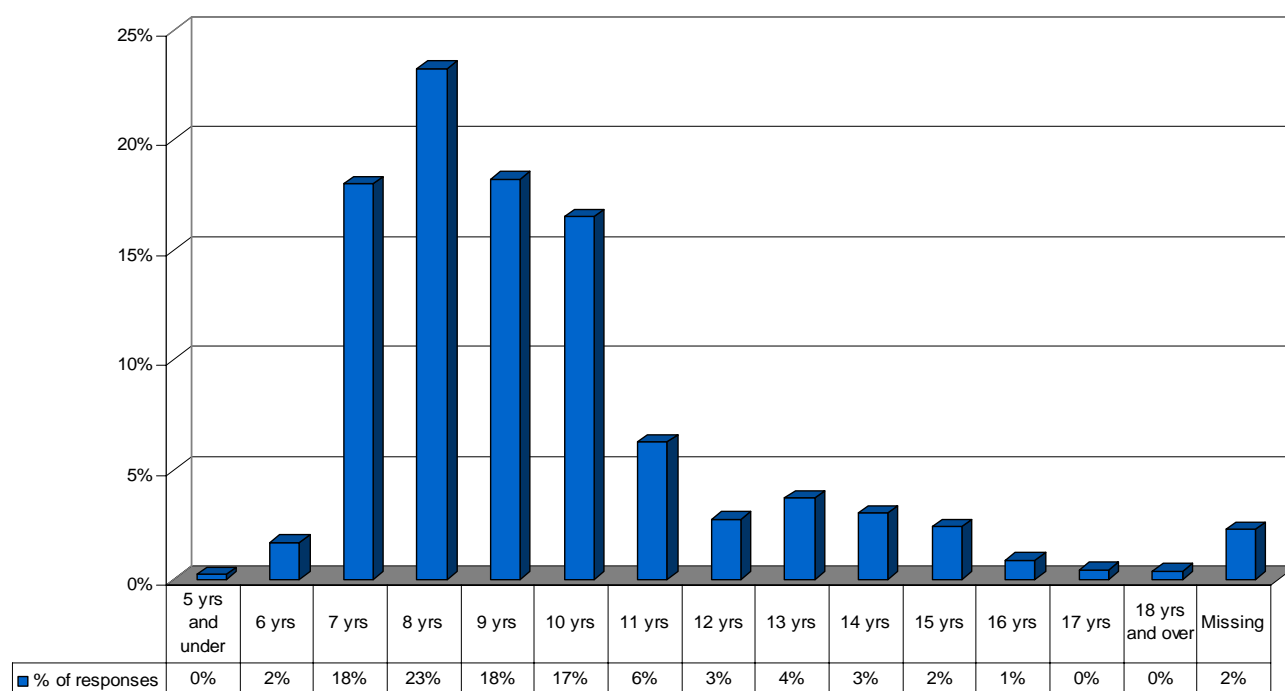
**Fig 7.1f: Breakdown of KS3 and above pupils completing Form B, by age, 2003**



Base: all KS3 and above pupils (3406)

Looking at the age distribution across all pupils it can be noted that most visits made to museums are by pupils aged between 7 and 10 years, and that there is a noticeable decline from then on.

**Fig 7.1g: Breakdown of all KS2 and below and KS3 and above pupils completing Form B, by age, 2005**



Base: all pupils (26791)

## 7.2 Summary of results for older and younger pupils

The tables below present the results from the two Form Bs. They are presented first across all the museums in the 2005 study, comparing them with the results in 2003; and secondly comparing the pupils visiting the Phase 1 museums and the Phase 2 museums, and comparing these figures with those from 2003.

The pupils are very consistent across both time and space. They are also very enthusiastic about their museum experiences, and confident about their own learning. Ninety-three percent (93%) of the younger pupils enjoyed their visit, and 90% learnt some interesting new things. The new question in the KS3 and above Form B asked older pupils whether they had enjoyed their visit, and 86% agreed. Eighty-five percent (85%) of the older pupils agreed they had learnt some interesting new things.

**Table 7.2a: What KS2 and below pupils said about their learning in 2005; comparing percentages that ticked 'yes' in 2003**

Key Stage 2 and below	Yes	No	Don't know	Missing	Yes, 2003
I enjoyed today's visit	93%	2%	5%	1%	94%
I learnt some interesting new things	90%	3%	6%	1%	90%
I could understand most of the things we saw and did	80%	6%	13%	1%	81%
This is an exciting place	86%	4%	8%	2%	87%
Visiting has given me lots of ideas for things I could do	72%	11%	15%	2%	73%
A visit is useful for school work	86%	4%	8%	2%	87%
The visit has made me want to find out more	76%	9%	13%	2%	77%

Base: all KS2 and below pupils' responses Q.1-7, 2005 (21,845) and all pupils KS2 and below responses Q1-7, 2003 (17,198)

**Table 7.2b: What KS2 and below pupils said about their learning in 2005; comparing percentages that ticked 'yes' in the Phase 1 and the Phase 2 museums; and in 2003**

<b>Key Stage 2 and below</b>	<b>All</b>	<b>Phase 1</b>	<b>Phase 2</b>	<b>2003</b>
I enjoyed today's visit	93%	93%	93%	94%
I learnt some interesting new things	90%	90%	90%	90%
I could understand most of the things we saw and did	80%	80%	79%	81%
This is an exciting place	86%	86%	85%	87%
Visiting has given me lots of ideas for things I could do	72%	73%	72%	73%
A visit is useful for school work	86%	87%	86%	87%
The visit has made me want to find out more	76%	77%	76%	77%

Base: all KS2 and below pupils' responses Q.1-7, 2005 (21,845), all pupils KS2 and below responses Q.1-7, Phase 1, 2005 (10,342), all pupils KS2 and below responses Q.1-7, Phase 2, 2005 (11,503), and all pupils KS2 and below responses Q.1-7, 2003 (17,198)

**Table 7.2c: What KS3 and above pupils said about their learning in 2005; comparing percentages that ticked 'yes' in 2003**

<b>Key Stage 3 and above</b>	<b>Yes</b>	<b>No</b>	<b>Don't know</b>	<b>Missing</b>	<b>2003</b>
I enjoyed today's visit	86%	4%	9%	1%	n/a
I discovered some interesting things from the visit today	85%	6%	8%	1%	87%
A museum/gallery visit makes school work more inspiring	68%	12%	19%	1%	58%
The visit has given me a better understanding of the subject	71%	12%	16%	1%	72%
A museum visit is a good place to pick up new skills	68%	11%	20%	1%	62%
The museum is a good place to learn in a different way to school	83%	6%	10%	1%	82%
I could make sense of most of the things we saw and did at the museum	73%	8%	18%	1%	70%
I would come again	54%	14%	31%	2%	55%
I've left the museum more interested in the subject than when I came	58%	17%	23%	2%	59%

Base: all KS3 and above pupils' responses Q.1-9, 2005 (4946); all pupils KS3 and above responses Q.1-9, 2003 (3406)

**Table 7.2d: What KS3 and above pupils said about their learning in 2005; comparing percentages that ticked ‘yes’ in the Phase 1 and the Phase 2 museums; and in 2003**

Key Stage 3 and above	All	Phase 1	Phase 2	2003
I enjoyed today’s visit	86%	85%	88%	n/a
I discovered some interesting things from the visit today	85%	84%	87%	87%
A museum/gallery visit makes school work more inspiring	68%	67%	70%	58%
The visit has given me a better understanding of the subject	71%	72%	70%	72%
A museum visit is a good place to pick up new skills	68%	68%	68%	62%
The museum is a good place to learn in a different way to school	83%	81%	85%	82%
I could make sense of most of the things we saw and did at the museum	73%	71%	75%	70%
I would come again	54%	55%	52%	55%
I’ve left the museum more interested in the subject than when I came	58%	58%	58%	59%

Base: all KS3 and above pupils’ responses Q.1-9, 2005 (4946), all pupils KS3 and above responses Q.1-9, Phase 1, 2005 (2834), all pupils KS3 and above responses Q.1-9, Phase 2 2005 (2112); all pupils KS3 and above responses Q.1-9, 2003 (3406)

The tables above show only a little differentiation between the Phase 1 and the Phase 2 museums, which is not surprising given that the Phase 2 museums were chosen because they had well developed and therefore (probably) effective education sections. These results suggest strongly that pupils are experiencing equally good provision in museums in both Phases. However, there are a number of higher values for the Phase 2 museums.

The most noticeable change in the tables above concerns the views of KS3 and above pupils in relation to museums. Ten percent (10%) more of the older pupils consider visits to museums and galleries can make school work more inspiring than in 2003. There is also an increase in pupils who consider museums are good places to pick up skills. These are interesting findings, the first of which can be illustrated by some of the responses to the open question on Form B completed by older pupils.



Fig 7.2e: Form B KS3 and above, visit by Stacey aged 15 to Manchester Art Gallery

The most interesting thing about today was...

Taking photographs, and making pictures from tape, it was using a new method to express creativity.  
The whole trip was inspirational.

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Fig 7.2f: Form B KS3 and above, visit by Vicky aged 15 to Birmingham Museums and Art Gallery

The most interesting thing about today was...

to be able to look at various artist work, and explore different styles of painting and to be more inspired by other peoples work.

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### 7.3 Evidence from the school case-studies

The case-studies provided us with evidence on the pupils' views of the impact of the museum visit on their learning. In total we spoke to 29 pupils between the ages of 7 and 16 across the following age categories:

- interviews with four 7 to 8 years olds,
- interviews with twelve 13 to 14 year olds,
- interviews with six 9 to 10 year olds, and
- focus group with seven 15 to 16 years olds.

As we have already described in Section 2 these pupils represented a cross-section of school-aged children from across England:

- from urban and rural areas,
- mixed cultural backgrounds,
- mixed socio-economic backgrounds,
- male and female,
- different levels of academic ability, and
- different types of school specialism- an Art and Technology school, for instance.

The interviews involved a maximum of three pupils at any one time and these, including the focus group, were taped, transcribed, analysed and coded. In addition, we observed five classes, about 120 pupils in total, on the three museum visits and three classroom observations undertaken. Two researchers were present at all visits, in interviews, and the focus group. Independent reflections on each museum or class observation, all interviews and the focus group were written by both researchers and then analysed. For all of the case-studies the class filled in a questionnaire at the end of the case-study which we then compared with the questionnaire the class filled in immediately after their museum visit. These second questionnaires were filled in by the pupils a minimum of one week and a maximum of a month after the visit. This allowed us to compare the pupils' views on the impact of the museum visit on their learning both immediately after the visit and after some time had passed. In general the younger pupils were less articulate about their experience of the museum and their learning outcomes from the visit, which might possibly be what would be expected.

#### 7.3.1 Key factors for a successful visit

We found some evidence which suggested that pupils were more reflective and articulate if the context of their museum experience contained multiple factors which ensured a productive and successful visit. These factors included:

- whether the child had any museum experience,
- the child's social and cultural context,
- the quality of the facilitation provided by the museum, and
- the quality of the facilitation provided by the teacher.

The teacher's facilitation included the pupils' preparation for the visit, follow up after the visit (not necessarily in terms of subject matter but in terms of the level of information the students were given about the actual visit itself), the teacher's engagement with the visit, and the institutional support for museum visits.

However, not all factors needed to be present for a productive and successful visit to occur.

### 7.3.2 Impact of a museum visit on assessment

Following on from the identification of key factors for a successful visit, we anticipated that where these factors were present, pupils' responses were likely to be very positive. This is illustrated by one of the case-studies in which we observed the museum/school partnership featured excellent facilitation by both the museum and the teacher in the classroom, the pupils had some museum experience and were of medium level academic ability. As illustrated in Table 7.3.2a, the Pupils' Questionnaire responses completed after this visit showed significantly higher levels of positive response than for KS3 and above pupils in this study overall.

**Table 7.3.2a: Form B responses for the case-study; KS3 pupils answering 14/11/2005 compared with all KS3 and above pupils**

Form B responses	Yes	No	Don't know	All KS3 and above (yes)
I enjoyed today's visit	96%	0%	4%	86%
I discovered some interesting things from the visit today	96%	0%	4%	85%
A museum/gallery visit makes school work more inspiring	90%	4%	6%	68%
The visit has given me a better understanding of the subject	94%	1%	4%	71%
A museum visit is a good place to pick up new skills	76%	4%	18%	68%
The museum is a good place to learn in a different way to school	94%	1%	4%	83%
I could make sense of most of the things we saw and did at the museum	90%	3%	7%	73%
I would come again	71%	6%	24%	54%
I've left the museum more interested in the subject than when I came	82%	4%	14%	58%

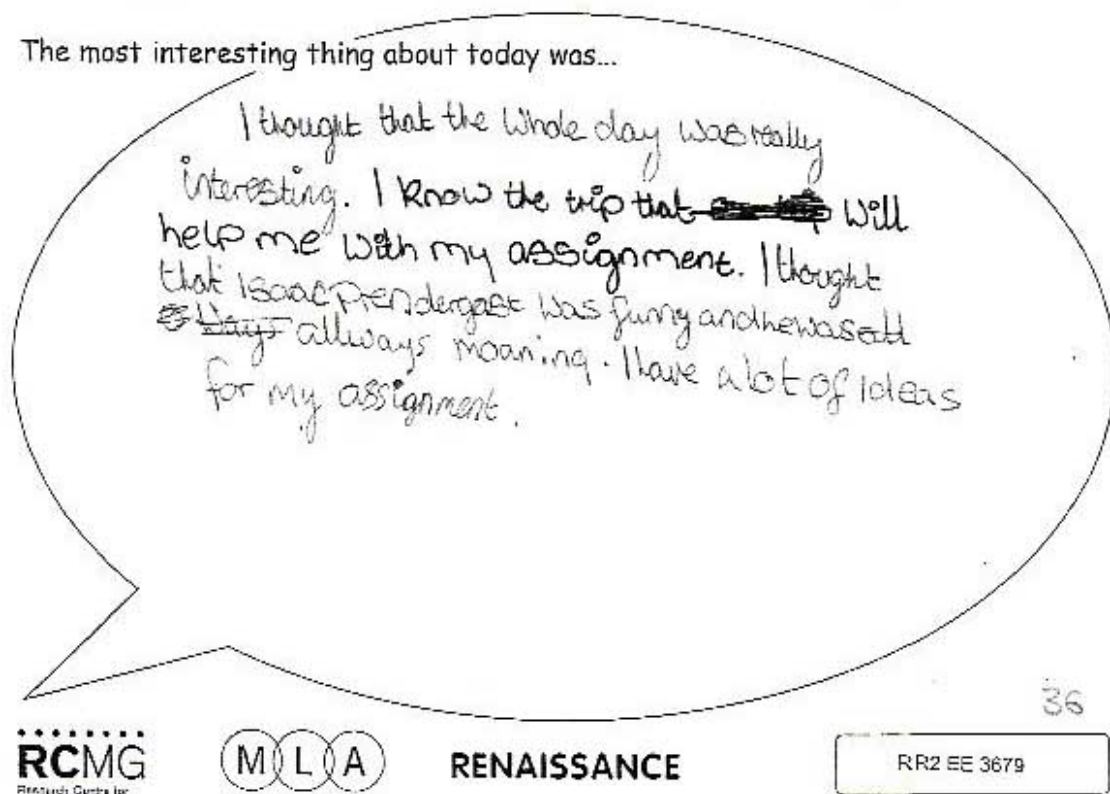
Base: all case-study pupils (72) and all KS3 and above pupils responding 'yes', (4946)

For this case-study we observed pupils from two different classes, a medium ability class and a class in the lowest ability. Pupils from both classes believed that they would try harder and get a better mark for their assignment, for which they could draw on the museum visit.

Fig 7.3.2b: Form B KS3 and above, visit by 13 year old pupil to Roots of Norfolk, Gressenhall

The most interesting thing about today was... learning about the school and on the farm I also enjoyed the Role plays. about their point of view, it was very realistic. I think It will help my essay because I have actually been and experienced a work house. I heard the good and bad point of views about it.

Fig 7.3.2c: Form B KS3 and above, visit by KS3 pupil to Roots of Norfolk, Gressenhall



In addition to the pupils from these classes being of different abilities their class teachers also used very different teaching styles. One of the teachers had worked in partnership with the museum to design the visit. The six pupils we interviewed in the class whose questionnaire response rate is shown above did in fact improve their mark. Two of these pupils improved by a whole two levels on this assignment, compared to their previous academic levels. The other teacher's class saw very little change in marks with no pupils going up in levels. It is important to note here that pupils from both classes had limited museum experience. As discussed in the introduction to this section the significance of a museum visit on learning impact is the result of a number of factors.

Table 7.3.2d below shows the increased levels achieved by pupils for the assignment based on the museum experience. What this table shows very clearly is that where there are many influences working well the museum can have a very significant impact on academic achievement.

Table 7.3.2d: Comparison of assignment levels for case-study KS3 pupils

Name	KS2 SAT English	Previous KS3 History assignment (where a museum visit was not undertaken)	Previous KS3 History assignment (where a museum visit was not undertaken)	KS3 assignment (where a museum visit was undertaken)
<b>Class 1</b>				
Dayna	4	5	4/5	6/7
Daniel	4	3/4	4/5	5
Joshua	4	New to school	New to school	5
Michael	4	6	5/6	7/8
Charlotte	4	5/6	5/6	6/7
Cameron	4	5/6	6	7
<b>Class 2</b>				
Alice	3	3	5	4
Ben	3	3	4	4
James	3	3	4	4
Emily	Absent	3	4/5	4
Rebecca	3	3/4	4	4
Mitch	3	No assignment	3	No assignment

### 7.3.3 The museum as a 'leveller'

Evidence was found which supported teachers' expectations that the museum was a 'leveller' in terms of being able to facilitate good learning outcomes across ability levels. As we saw in Section 6 teachers thought that pupils who had a low achievement level in relation to written and other academic work were able to shine at the museum. One of the pupils we interviewed in the case study described above was characterised by his teacher as having poor writing skills but an enthusiasm for History. This student gained a level on the assignment he completed for which the museum visit was a primary resource.

Teachers also thought that pupils with poor behaviour in the classroom were able to shine at the museum due to being in a different environment and engaging with adults who do not know their 'naughty child' reputation. However, as we will see later in this Section we found evidence which shows that this is not always the case.

## 7.4 Younger pupils' responses to the museum visit

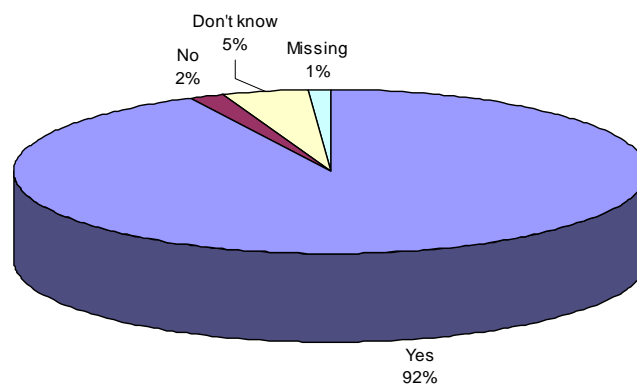
### 7.4.1 Younger pupils' responses to the museum visit: Enjoyment, Inspiration, Creativity

The first question on Form B focused on Enjoyment.

#### ◆ Q 1: 'I enjoyed today's visit'

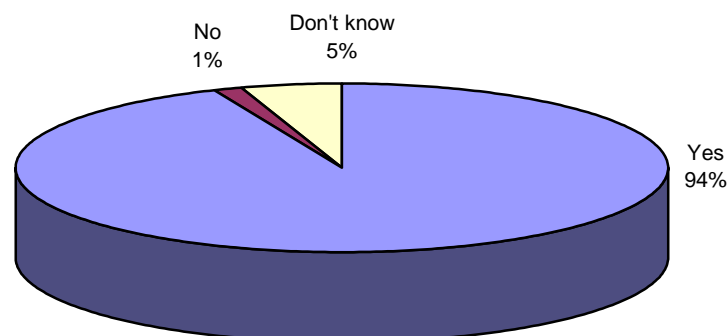
Ninety-two percent of the younger pupils agreed that they had enjoyed the visit. This can be compared with the results from 2003, where 94% agreed with this statement.

**Fig 7.4.1a: Form B KS2 and below, Q.1: 'I enjoyed today's visit', 2005**



Base: all KS2 and below pupils' responses to Q.1: 'I enjoyed today's visit', 2005 (21845)

**Fig 7.4.1b: Form B KS2 and below, Q.1: 'I enjoyed today's visit', 2003**



Base: all KS2 and below pupils' responses to Q.1: 'I enjoyed today's visit', 2003 (17198)

Many of the students talked about having fun at the museum. Two 7 year olds who were part of a long term project with a museum which involved a museum educator visiting the school and doing activities with the class said that they had enjoyed themselves because:

Pupil: 'They're fun'.

Researcher: 'They're fun, why do you think they're fun?'

Pupil: 'Cos I like activities. Cos when I grow up I want to be an artist.'

[The other child being interviewed said:]

Pupil: 'And me'.

Researcher: 'You want to be an artist as well, why?'

Pupil: 'Cos I like doing art'.

A number of pupils talked about the relationship between enjoying themselves and Knowledge and Understanding:

Two 9 year olds:

'I had fun cos I like knowing things about the olden days, I don't know why, I just do'.

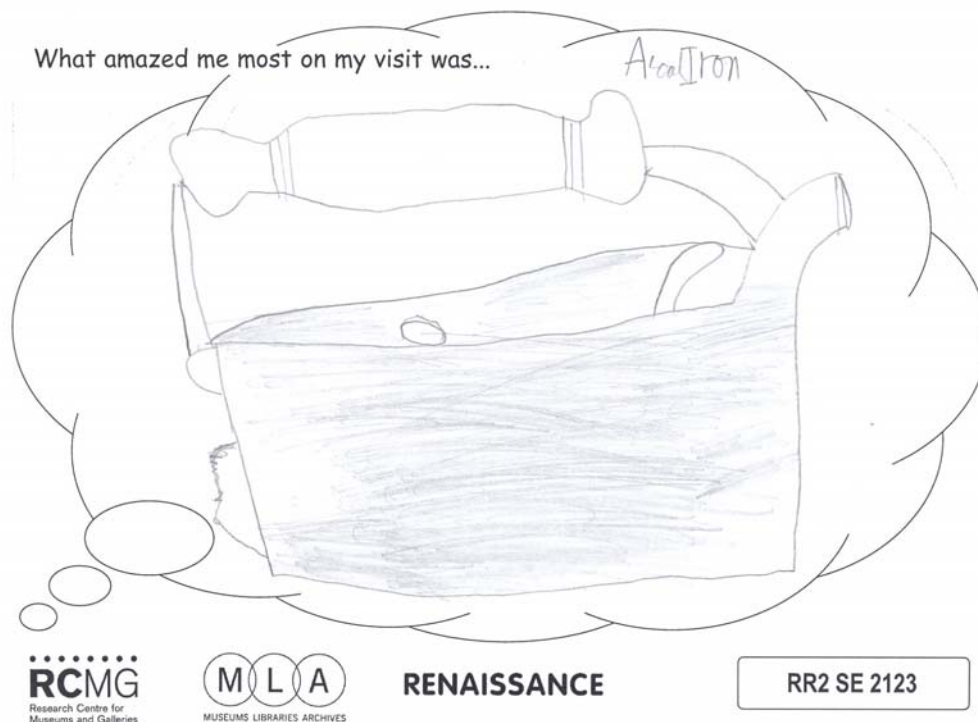
'It was quite fun and that, and it... makes you know what happened in the olden days and what the Tudors did'.

Many of the Form Bs completed by KS2 and below pupils demonstrate the inspiration they had experienced as a result of their museum visit which resulted in remarkable creativity by drawing pictures in response to the statement 'What amazed me most at the museum today...'

These responses included illustrations of museum exhibits such as an evocative image of an iron by Patrick aged 9 drawn in response to a school visit to Brighton Museum and Art Gallery:



Fig 7.4.1c: Form B KS2 and below, visit by pupil aged 9 to Brighton Museum and Art Gallery



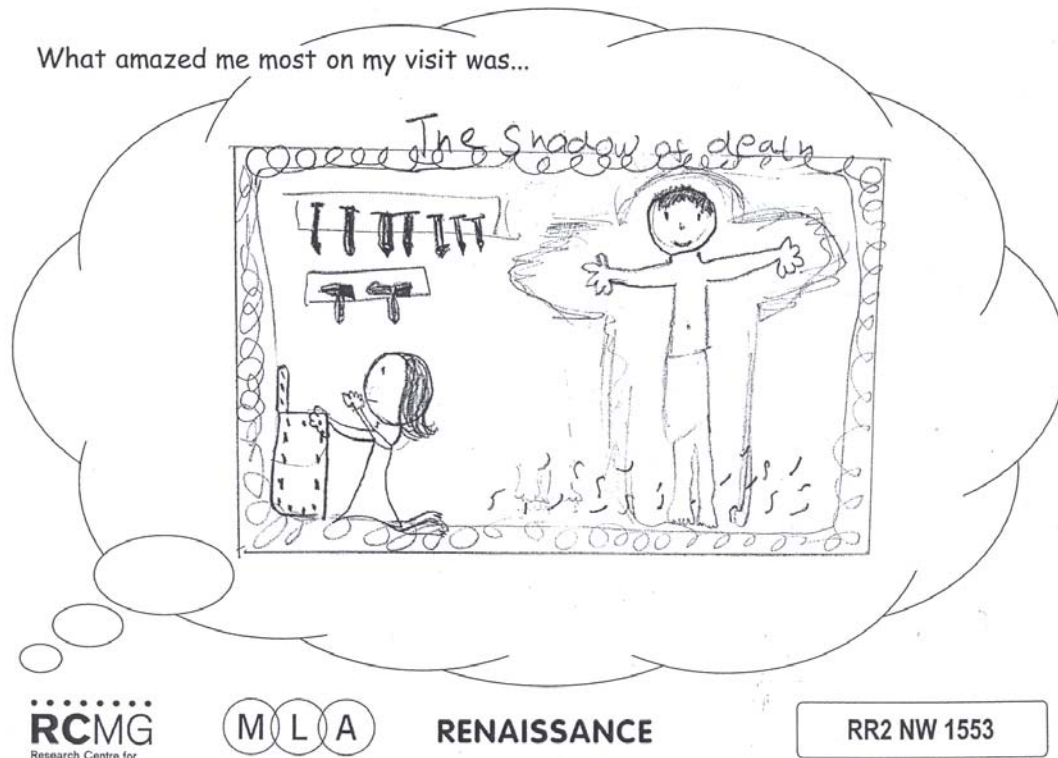
Kirrika aged 11 chose to draw a lively illustration of Boudicca (Boadicea) based on the story she had heard at Colchester Castle:

Fig 7.4.1d: Form B KS2 and below, visit by pupil aged 11 to Colchester Castle



Megan aged 7 produced an incredibly detailed picture of a painting she had seen at Manchester Art Gallery:

**Fig 7.4.1e: Form B KS2 and below, visit by pupil aged 7 to Manchester Art Gallery**



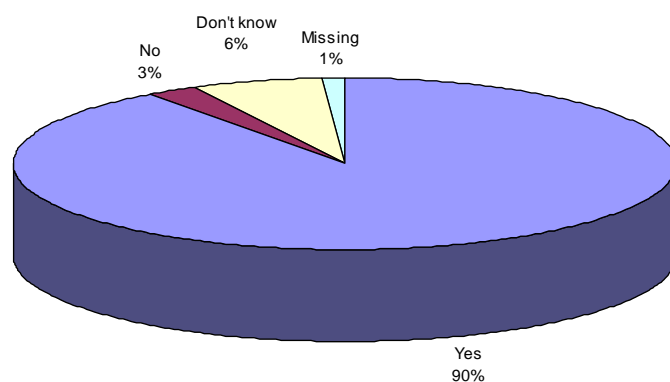
### 7.4.2 Younger pupils' responses to the museum visit: Knowledge and Understanding

There were two questions that asked about Knowledge and Understanding.

♦ Q.2: 'I learnt some interesting new things'

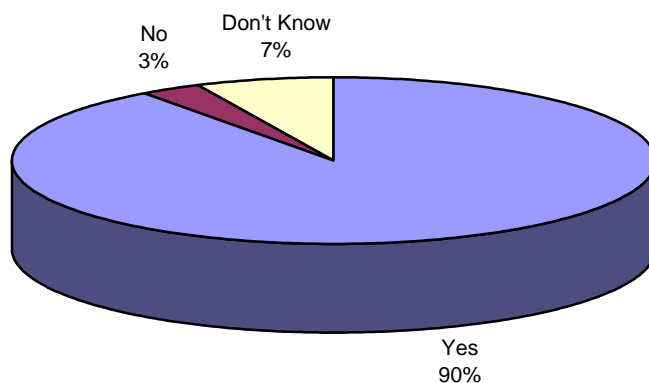
This question aimed to discover whether pupils had increased their Knowledge and Understanding. A substantial number (90%) of the pupils agreed with this, which was exactly the same as in 2003.

**Fig 7.4.2a: Form B KS2 and below, Q.2: 'I learnt some interesting new things', 2005**



Base: all KS2 and below pupils' responses to Q.2: 'I learnt some interesting new things', 2005 (21845)

**Fig 7.4.2b: Form B KS2 and below, Q.2: 'I learnt some interesting new things', 2003**

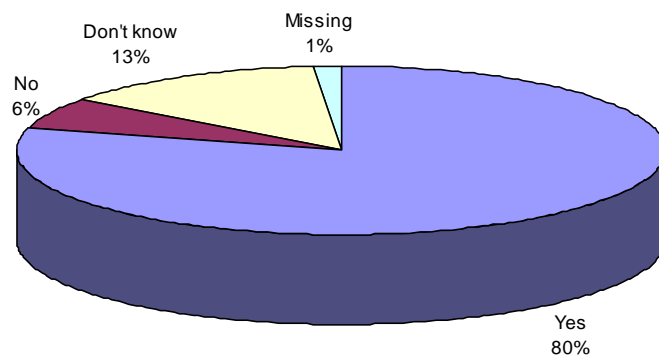


Base: all KS2 and below pupils' responses to Q.2: 'I learnt some interesting new things', 2003 (17198)

◆ Q.3: 'I could understand most of the things we saw and did'

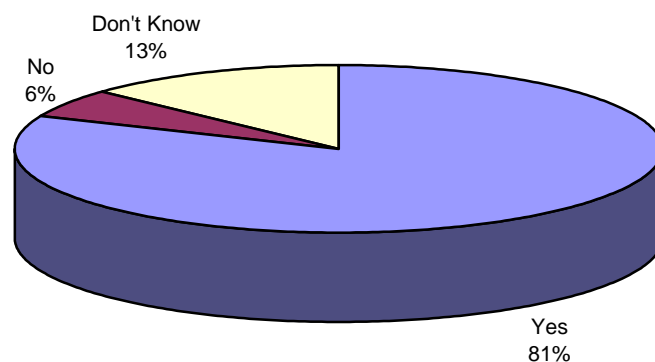
Did the pupils understand what they had been exposed to at the museum? Although the vast majority of pupils agreed with this, the numbers are not as high as for Q.2. Eighty percent of pupils agreed with this statement. This compares very favourably with 2003.

**Fig 7.4.2c: Form B KS2 and below, Q.3: 'I could understand most of the things we saw and did', 2005**



Base: all KS2 and below pupils' responses to Q.3: 'I could understand most of the things we saw and did', 2005 (21845)

**Fig 7.4.2d: Form B KS2 and below, Q.3: 'I could understand most of the things we saw and did', 2003**



Base: all KS2 and below pupils' responses to Q.3: 'I could understand most of the things we saw and did', 2003 (17198)

Across all three case-studies when the pupils were interviewed up to a month after their museum visit they had very good recall of very specific facts and information they had learnt as a result of their visit. It was in recalling the facts of their visit that the younger pupils were most forthcoming. So, for instance, pupils who had been to an art gallery talked about seeing statues and paintings about people and animals, and they were also able to talk about what the 'statues' were made of – 'brick I think', 'iron', 'You know that man he's out of rock'. However, the pupils' experience was such that they did not develop a correct understanding of the materials they were looking at as the statues they referred to were actually made out of bronze and carved stone.

Many of the pupils we spoke to in one class enjoyed drawing a particular sculpture of a girl on a swing indicating that where pupils can relate to something they are more likely to engage with it (which can happen for a number of reasons including, as is likely in this case, simply that the object represents something that is part of the child's experience). We will discuss this further in relation to the older pupils later in this Section.

**Fig 7.4.2e: KS2 pupils drawing 'Girl on a Swing', 1956 by John Paddison**



Some 9 year olds we talked to, who had no museum experience outside of school, made the connection with a museum visit they had experienced in school the year before, comparing the architecture of the house they had seen on that visit, which was wooden framed, with the Tudor house they had seen on the visit we observed. These same pupils were able to talk about the

ways the Tudors learnt to write using books made out of horn as well as drinking and eating out of horn cups and spoons. They also commented on the fact that children drank beer or milk but 'men drank the strongest'. These pupils were able to recall a large amount of facts and information they had learnt specifically from this single day museum visit.

Elliot aged 10 was amazed to find out that in the past, children of his age were able to drink beer:

**Fig 7.4.2f: Form B KS2 and below, visit by pupil aged 10 to Brighton Museum and Art Gallery**



In some cases the Knowledge and Understanding gained as a result of a museum visit is inseparable from inspiration, as in this case of a child whose school was located in a very deprived inner-city area and whose school population included a high number of pupils from a deprived socio-economic background. She had never seen herbs before visiting a museum which included a large kitchen garden:

'Well actually that amazed me most ... I didn't know what herbs meant. But when we went in, when me and the teacher went in and the table went outside to look at herbs. And in the olden times they used to use like most herbs, some of the herbs in for food like mint, rosemary and lavender'.



This pupil completed her Form B after the visit to Blakesley Hall with a picture of the herbs she remembered from the garden:

Fig 7.4.2g: Form B KS2 and below, visit by 9 year old pupil to Blakesley Hall, Birmingham Museums and Art Gallery



Fig 7.4.2h: The large kitchen garden attached to Blakesley Hall





Another child was particularly impressed with a sun dial:

‘[In] Tudor times the Tudors never, they didn’t have clocks and... so they never knew what the time was. And in the gardens there’s this massive rock and there’s this blade and if when the sun would rise up and it would be touching the blade, they knew when it was noon. And then if it went down they knew what the time was when it was night. And in the morning they would know because it’s on one side where there’s light, where there’s the sunshine because the sun actually moves. And then when it goes down the moon comes up, so that’s how they knew the time’.

As teachers believed, we found evidence which showed that museum visits impress upon children the reality of life in the past:

‘You know in those times yeah, they didn’t have supermarkets and stuff, so if you were rich you would have a garden and then you would get food from there like all the things. But rich people just ate, mostly ate meat like beef and ham and all other kinds of... The poor people had like different stuff. They had vegetables always’.

Some pupils were quite able to reflect on the development of their Knowledge and Understanding through a museum visit. Two 9 year old pupils commented about a museum visit we observed which was facilitated by a highly skilled museum educator who used a number of technical terms:

‘Well I actually thought like a bit hard because when she said all these kinds of words that I’ve never heard before, at the beginning I never knew what she meant... when she said more, I got the understanding and then I knew what she meant’.

‘It was a bit alright cos I didn’t know at first what she was on about cos I didn’t know things about the stuff... And then as she was going on I learnt about what there was and that’.

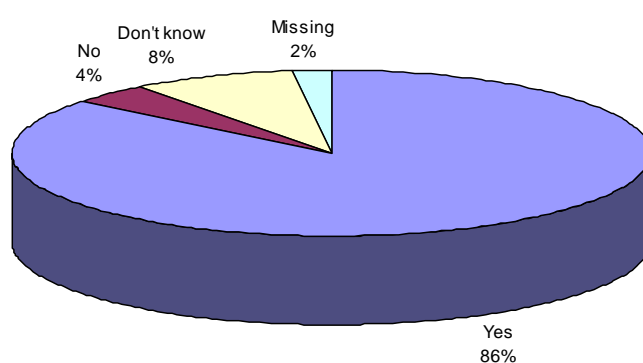
### 7.4.3 Younger pupils' responses to the museum visit: Attitudes and Values

There were two questions asking about pupils' attitudes to museums.

♦ Q.4: 'This is an exciting place'

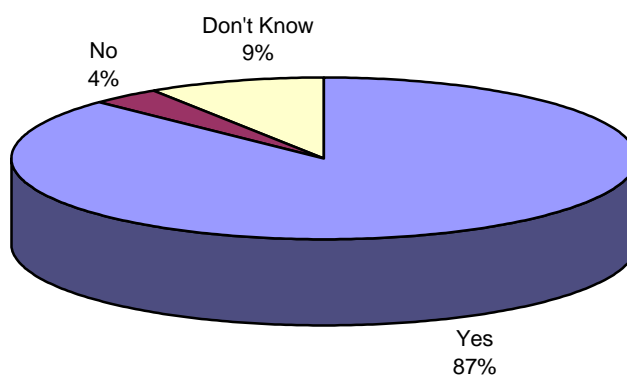
Did the pupils find the museums they visited exciting and stimulating? Eighty-six percent of the younger pupils agreed with this. This compares with 87% in 2003.

**Fig 7.4.3a: Form B KS2 and below, Q.4: 'This is an exciting place', 2005**



Base: all KS2 and below pupils' responses to Q.4: 'This is an exciting place', 2005 (21845)

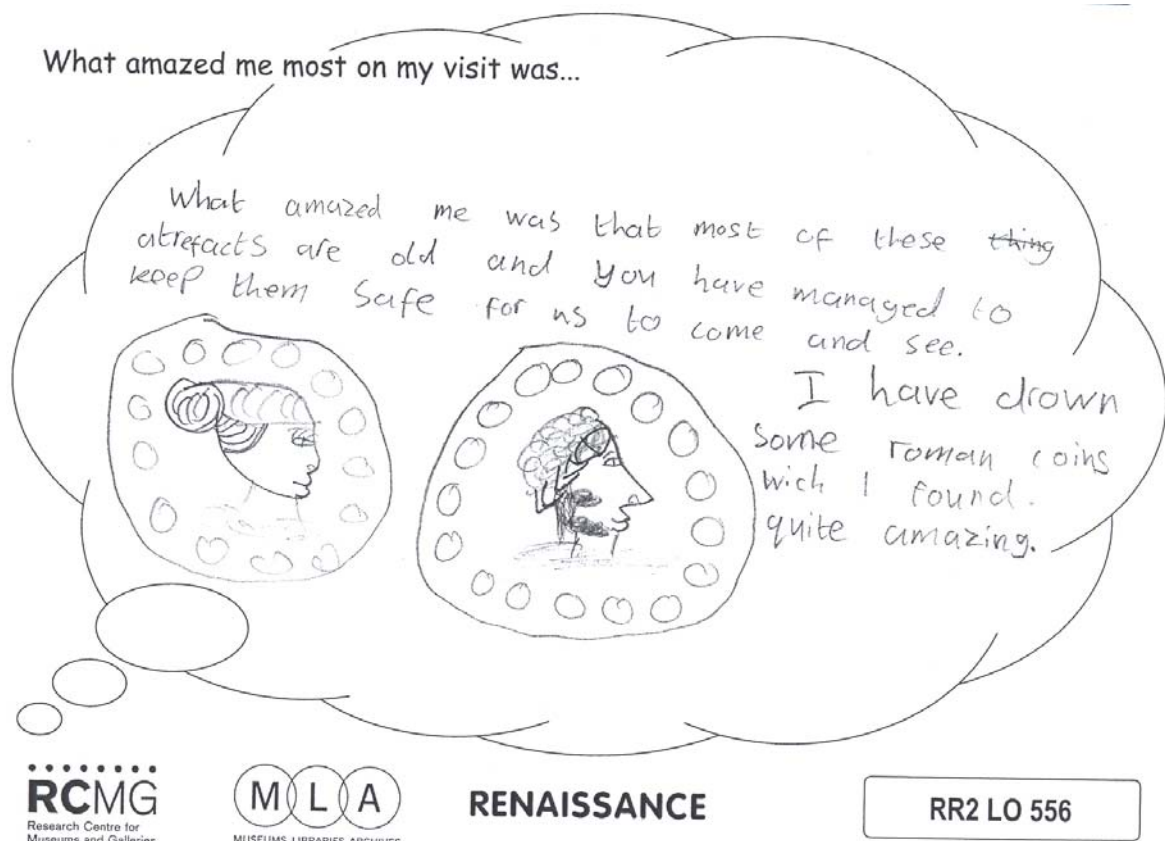
**Fig 7.4.3b: Form B KS2 and below, Q.4: 'This is an exciting place', 2003**



Base: all KS2 and below pupils Q.4: 'This is an exciting place', 2003 (17198)

Iqra aged 8 was impressed by the fact that the museum existed in order to keep 'things safe' so that people like her could visit and look at them. She also drew a careful picture of two coins she saw during her visit to the Museum of London.

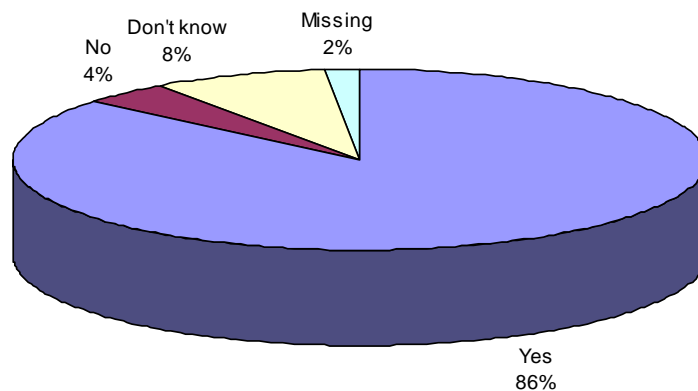
**Fig 7.4.3c: Form B KS2 and below, visit by 8 year old pupil to the Museum of London**



◆ Q.6: 'A visit is useful for school work'

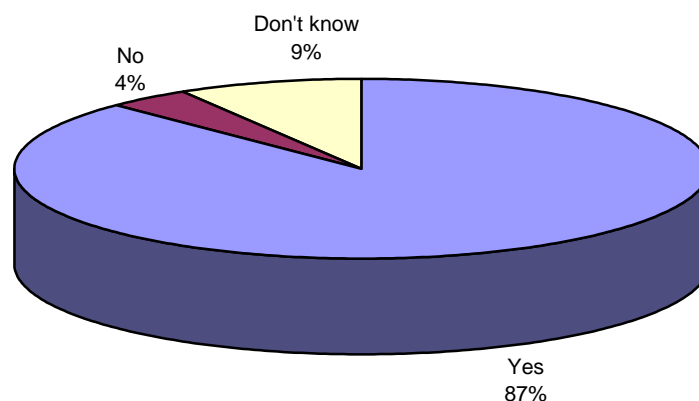
Of the younger pupils, 86% agreed with this statement, compared with 87% in 2003.

**Fig 7.4.3d: Form B KS2 and below, Q.6: 'A visit is useful for school work', 2005**



Base: all KS2 and below pupils' responses to Q.6: 'A visit is useful for school work', 2005 (21845)

**Fig 7.4.3e: Form B KS2 and below, Q.6: 'A visit is useful for school work', 2003**



Base: all KS2 and below pupils' responses to Q.6: 'A visit is useful for school work', 2003 (17198)

On one of the museum visits we observed, the facilitator was being quite specific about making a comparison to the gender politics of the period in contrast to the contemporary position of women. Despite their very young age, 9 years, the girls in this group were quite thoughtful about this

comparison. When asked what the worst thing about living in that historical period would be one of the girls said:

'The worst thing would be when my head ached and my husband would be not nice and they would not like me and then they would keep my children and they would like divorce me'.

Researcher: 'Tell me, what did you think about what she was talking about school in Tudor times, do you remember that bit?'

Pupil: 'Yeah. Boys only went to school and girls had to stay home and they had to like be home so they'd learn to clean.'

Researcher: 'What did you think about that, do you think it was good or bad?'

Pupil: 'Bad. Cos it wasn't fair. How would girls learn to be clever? Boys would be clever and girls won't because they wouldn't learn and that's actually unfair. And boys actually were the bosses in those times.'

#### 7.4.4 Younger pupils' responses to the museum visit: Action, Behaviour, Progression

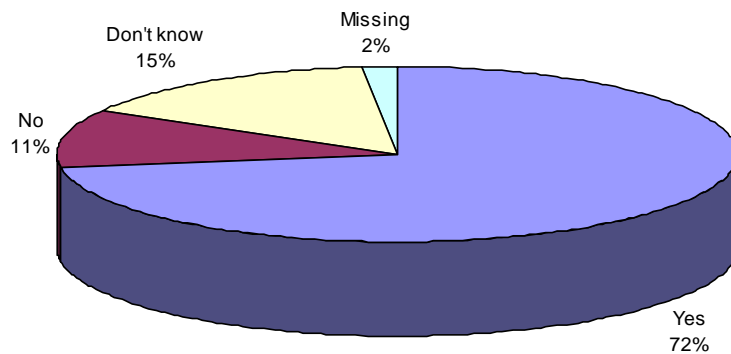
There were two questions that focused on development and progression after the visit.

- ◆ Q.5: 'Visiting has given me lots of ideas for things I could do'

Did the museum visit stimulate interest and potential to take things further?

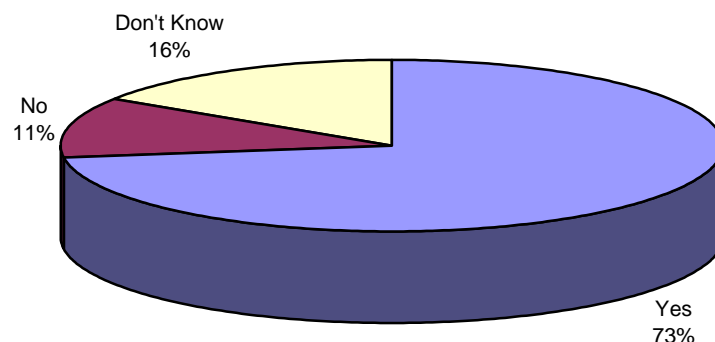
Seventy-two percent of the younger pupils agreed that it did, compared with 73% in 2003.

**Fig 7.4.4a: Form B KS2 and below, Q.5: 'Visiting has given me lots of ideas for things I could do', 2005**



Base: all KS2 and below pupils' responses to Q.5: 'Visiting has given me lots of ideas for things I could do', 2005 (21845)

**Fig 7.4.4b: Form B KS2 and below, Q.5: 'Visiting has given me lots of ideas for things I could do', 2003**

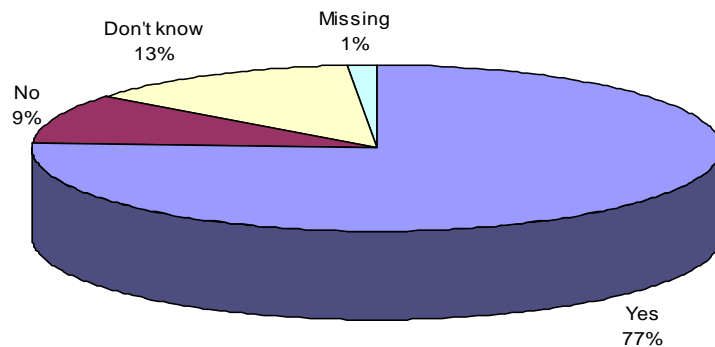


Base: all KS2 and below pupils' responses to Q.5: 'Visiting has given me lots of ideas for things I could do', 2003 (17198)

◆ Q.7: 'The visit has made me want to find out more'

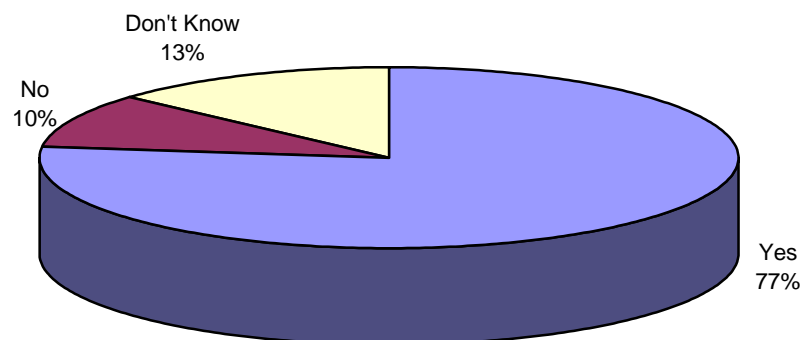
Seventy-seven percent of the respondents agreed with this, compared with 77% in 2003.

**Fig 7.4.4c: Form B KS2 and below, Q.7: 'The visit has made me want to find out more', 2005**



Base: all KS2 and below pupils' responses to Q.7: 'The visit has made me want to find out more', 2005 (21845)

**Fig 7.4.4d: Form B KS2 and below, Q.7: 'The visit has made me want to find out more', 2003**



Base: all KS2 and below pupils' responses to Q.7: 'The visit has made me want to find out more', 2003 (17198)

In exposing children to new things and experiences a museum visit can inspire them to do new things.

A 7 year old with special educational needs talking about an installation made of coat hangers forming a person's face:

Researcher: 'And what was the best thing about the museum for you?'

Pupil: 'I liked the man that's been made out of hangers. Cos I would like to try and do that.'

Researcher: 'Have you ever done anything with coat hangers before, you've got coat hangers in your house haven't you?'

Pupil: 'I may, I've got loads of hangers ....'



## 7.5 The older pupils' responses to the museum visit

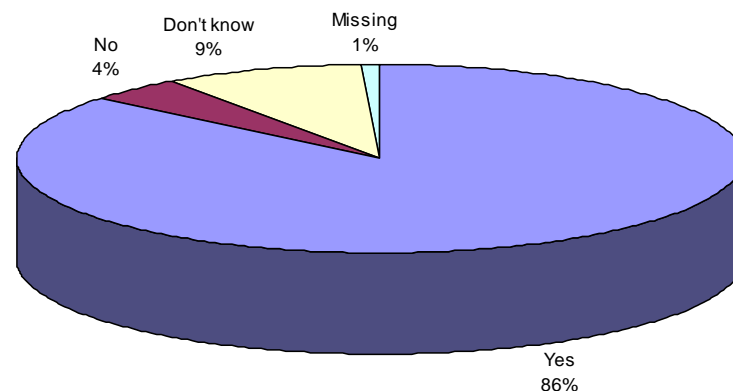
### 7.5.1 The older pupils' responses to the museum visit: Enjoyment, Inspiration, Creativity

There were two questions about Enjoyment, Inspiration, Creativity at KS3 and above, the first of which was new for 2005.

#### ◆ Q.1: 'I enjoyed today's visit'

Eighty-six percent of the pupils completing Form B agreed with this statement.

**Fig 7.5.1a: Form B KS3 and above, Q.1: 'I enjoyed today's visit', 2005**

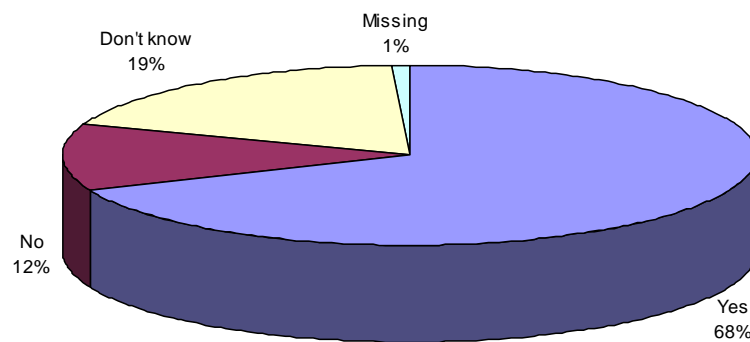


Base: all KS3 and above pupils' responses to Q.1: 'I enjoyed today's visit', 2005 (4946)

#### ◆ Q.3: 'A visit to a museum/gallery makes school work more inspiring'

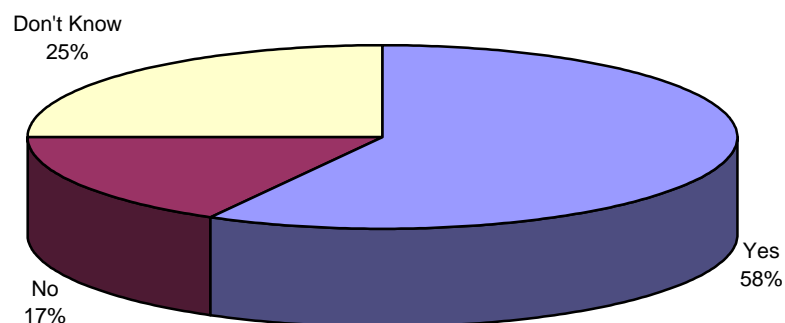
The evidence that museum visits are enjoyable and inspiring and thus arouse interest and provoke learning emerged strongly from the teachers in 2005 as in 2003. Sixty-eight percent (68%) of the older pupils agreed with this statement, which is in marked contrast to 2003, where 58% agreed. Evidence from the case-study in Norfolk shows how intellectual challenge combined with emotional engagement in a rich and new environment enables teenagers to go beyond their accustomed reticence.

**Fig 7.5.1b: Form B KS3 and above, Q.3: 'A visit to a museum/ gallery makes school work more inspiring', 2005**



Base: all KS3 and above pupils' responses to Q.3: 'A visit to a museum/ gallery makes school work more inspiring', 2005 (4946)

**Fig 7.5.1c: Form B KS3 and above, Q.3: 'A visit to a museum/ gallery makes school work more inspiring', 2003**



Base: all KS3 and above pupils' responses to Q.3: 'A visit to a museum/ gallery makes school work more inspiring', 2005 (3406)

As we discussed earlier, in one of our case-studies the pupils were doing an assignment for which the museum visit was presented to them as a resource by their teachers (the teachers in partnership with the museum had developed a particular programme for these pupils designed in relation to the assignment they were undertaking). It is possible that this direct relationship between the museum visit and an assignment is a factor in these pupils being very conscious of the connection between their museum experience and their learning outcomes. As we saw earlier, this connection led almost all of these pupils to believe that they would do better than usual

on their assignment. And in fact, many of these pupils did in fact do better on their assignments than usual.

A pupil who was from a medium streamed class and was very bright, but had special educational needs, believed that the museum visit had made him more enthusiastic about doing his assignment and therefore he would get a better mark:

Pupil: 'Yeah I think I will get a higher mark. Cos I've tried harder this time.'

Researcher: 'Why will you try harder this time?'

Pupil: 'So I can get a high mark.'

Researcher: 'Has it motivated you to try harder though going on the visit?'

Pupil: 'Yeah.'

Researcher: 'In what way?'

Pupil: 'Well it means I can know about the workhouse in more detail so I can get a higher mark'.

This pupil went up two levels on his assignment.

Many of the pupils talked about the 'reality' of the museum, that is, the concrete nature of the museum experience. It was their personal involvement with this concrete experience (as compared to reading out of a book) which was the aspect of the museum which was most important to their learning outcome. The pupils were very particular about how the good time they had, or the extent to which they personally related to the experience, resulted in a learning outcome:

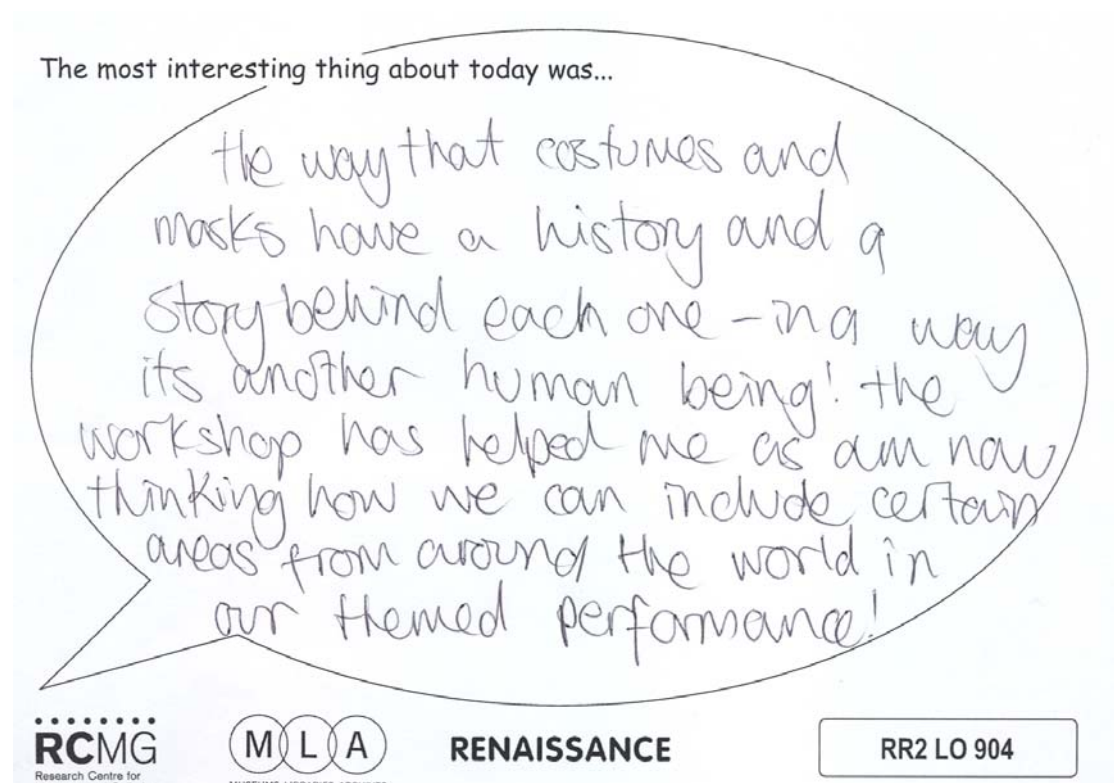
'Cos we went there and actually like experienced it, it just made it better to learn because I think if you're enjoying it'.

'I think like the whole experience was interesting cos this was something different, you sort of take it in a bit more than if you're sitting in the classroom. You're sort of there and they're telling you about it and you can see it and touch it sort of thing'.

'It was really good and it like helped, taught me a lot about what it was actually like and it was really good. And it sometimes actually felt like I was actually one of the people that used to work there cos it was so good and everything'.

Beatrice, aged 17, found inspiration from the way in which a visit to the Horniman allowed her to put a human face to history:

Fig 7.5.1d: Form B KS3 and above, visit by 17 year old pupil to the Horniman, London



A number of pupils picked up on the information gained through the concrete nature of the museum experience to compare it favourably with information gained from a book. The following are from three different pupils in separate interviews:

A 13 year old pupil from a medium streamed class for ability:

'Atmosphere about it, cos it was, it was a genuine workhouse, you know, and it had been used, it gave a sort of different, different feel to it than just reading out of a book'.

A 16 year old pupil in the top stream reflecting on a museum visit taken four years before:

'It's sort of there in front of you, you know, sort of, you know... more powerful than reading out of a book'.

A 13 year old pupil from the lowest streamed class for ability:

'You don't really take it in when you're reading it from a book; you're just like oh I don't really want to do this. You just see it as a whole bunch of words, but when you're actually there you actually see it'.

Emma aged 13 also appreciated the difference between learning from a book and seeing actors in costume after a school visit to the Workhouse:

Fig 7.5.1e: Form B KS3 and above, visit by 13 year old pupil to Roots of Norfolk, Gressenhall

The most interesting thing about today was...

Seeing the actors in costume, this gives an more instresing way ~~to~~ for the different opinions, at school you learn things in books but this made it funner & stuck in my head more

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Fig 7.5.1f: An actor, performing as an historical character at Roots of Norfolk, Gressenhall, showing the pupils the Workhouse sleeping arrangements



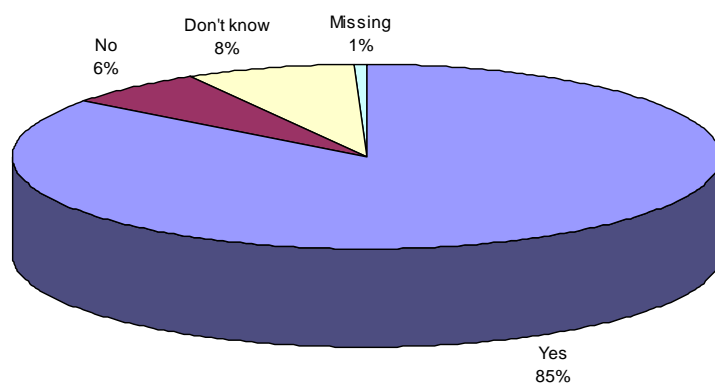
### 7.5.2 The older pupils' responses to the museum visit: Knowledge and Understanding

There were four questions about Knowledge and Understanding.

◆ Q.2: 'I discovered some interesting things from the visit today'

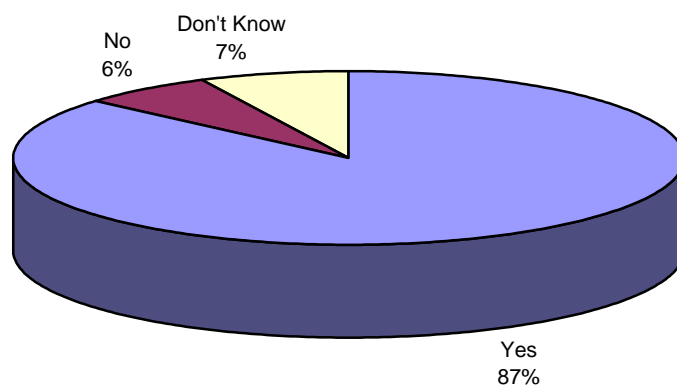
Eighty-five percent (85%) of the respondents agreed with this statement, which is of pleasing. Some pupils of this age are very difficult to interest in anything at all, and museums may be one way to achieve this. It compares with 87% in 2003.

**Fig 7.5.2a: Form B KS3 and above, Q.2: 'I discovered some interesting things from the visit today', 2005**



Base: all KS3 and above pupils' responses Q.2: 'I discovered some interesting things from the visit today', 2005, (4946)

**Fig 7.5.2b: Form B KS3 and above, Q.2: 'I discovered some interesting things from the visit today', 2003**

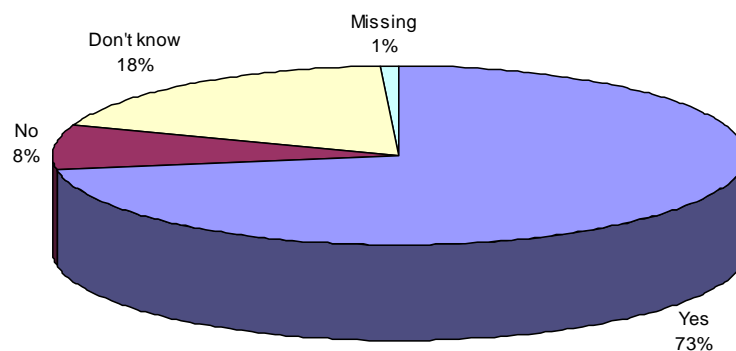


Base: all KS3 and above pupils' responses Q.2: 'I discovered some interesting things from the visit today', 2003, (3406)

- ◆ Q.7: 'I could make sense of most of the things we saw and did at the museum'

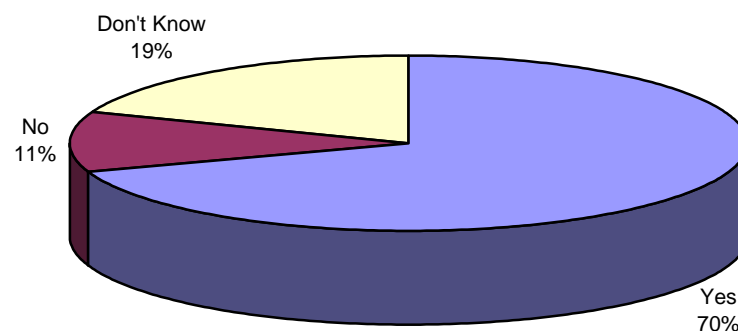
Seventy-three percent of the respondents agreed with this, compared with 70% in 2003.

**Fig 7.5.2c: Form B KS3 and above. Q.7: 'I could make sense of most of the things we saw and did at the museum', 2005**



Base: all KS3 and above pupils' responses to Q.7: 'I could make sense of most of the things we saw and did at the museum', 2005 (4946)

**Fig 7.5.2d: Form B KS3 and above, Q.7: 'I could make sense of most of the things we saw and did at the museum', 2003**



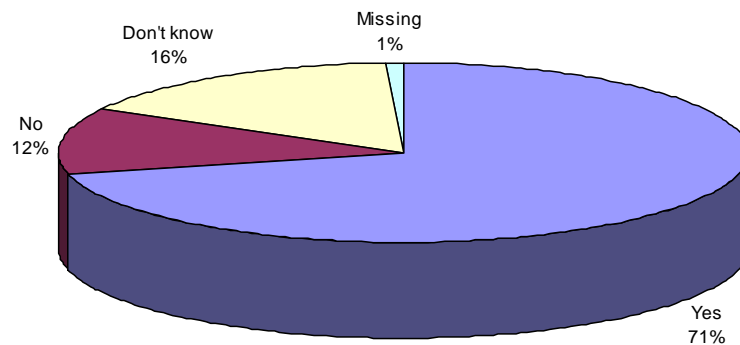
Base: all KS3 and above pupils' responses to Q.7: 'I could make sense of most of the things we saw and did at the museum', 2003 (3406)



◆ Q.4: 'The visit has given me a better understanding of the subject'

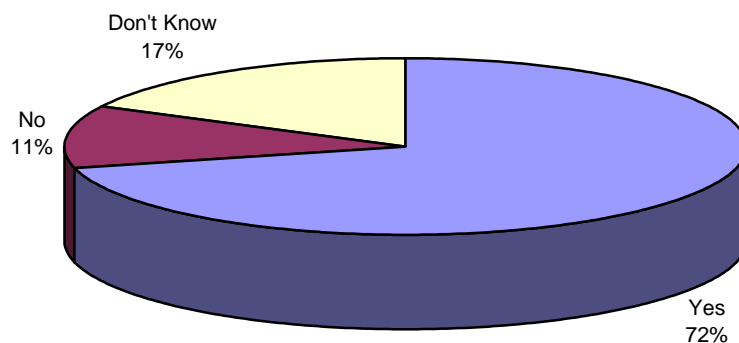
Seventy-one percent of the pupils agreed with this, compared with 72% in 2003.

**Fig 7.5.2e: Form B KS3 and above, Q.4: 'The visit has given me a better understanding of the subject', 2005**



Base: all KS3 and above pupils' responses to Q.4: 'The visit has given me a better understanding of the subject', 2005 (4946)

**Fig 7.5.2f: Form B KS3 and above, Q.4: 'The visit has given me a better understanding of the subject', 2003**

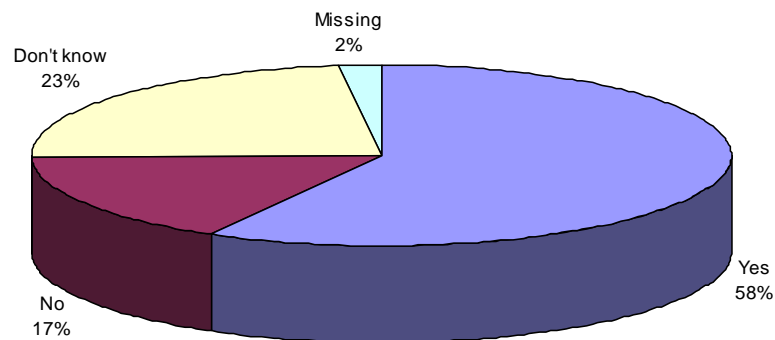


Base: all KS3 and above pupils' responses to Q.4: 'The visit has given me a better understanding of the subject', 2005' (3406)

- ◆ Q.9: 'I've left the museum more interested in the subject than when I came'

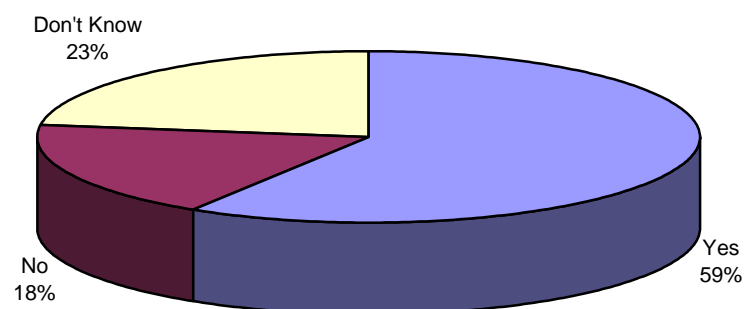
Over half of the respondents agree with this statement, 58% compared with 59% in 2003.

**Fig 7.5.2g: Form B KS3 and above, Q.9: 'I've left the museum more interested in the subject than when I came', 2005**



Base: all KS3 and above pupils' responses to Q.9: 'I've left the museum more interested in the subject than when I came', 2005 (4946)

**Fig 7.5.2h: Form B KS3 and above, Q.9: 'I've left the museum more interested in the subject than when I came', 2003**



Base: all KS3 and above pupils' responses to Q.9: 'I've left the museum more interested in the subject than when I came', 2003 (3406)

Like the KS2 and below pupils, the KS3 and above pupils were very forthcoming about the amount of knowledge they had gained as a result of the museum visit:

‘Well I learnt a lot more about the workhouse and they made it more interesting, making it seem like it still exists’.

In particular, pupils used this museum visit to make up their own minds about the subject:

Researcher: ‘Do you think that you’ll be able to do this assignment that you’ve got to do better having been to ...?’

Pupil: ‘Yeah definitely. Cos it will be more of the truth, we actually know what happened there and not what we were told. Cos when ... was explaining it, it sounded really bad, but when you actually got there it was a bit scary cos it is so big but then from the beginning of the day to the end of the day I had completely different opinions about it. At the beginning I didn’t think it was going to be any good and I thought it was going to be really rubbish and scary sort of thing ... but it was really good and you learnt a lot more than what you did before you went.’

**Fig 7.5.2i: A pupil fills out an activity sheet - ‘Was the Workhouse so bad?’**



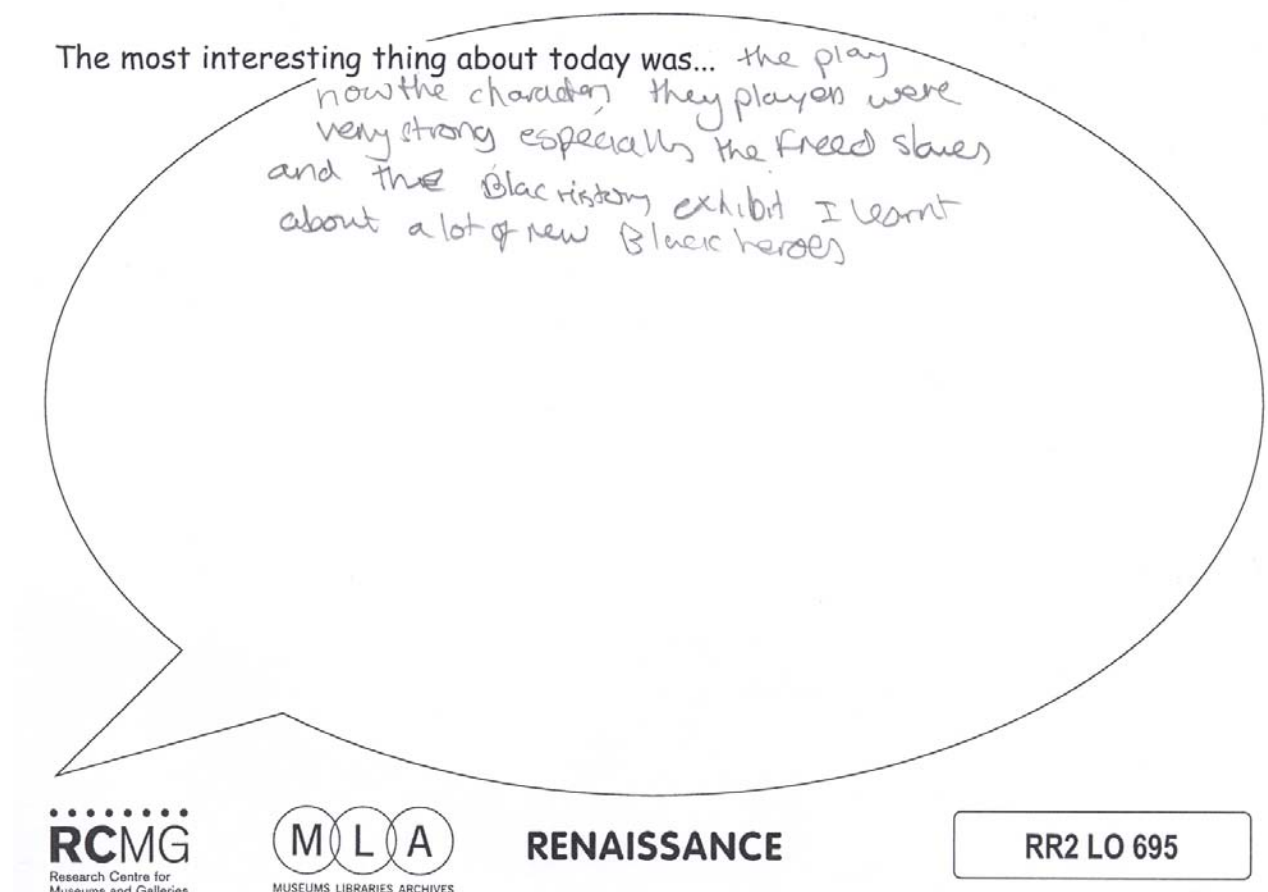
Many pupils discussed this shift of opinion as a result of their more in-depth Knowledge and Understanding:

'Well it was really bad but there were good things about it too. I don't think it's as worse as we first thought it was'.

'I would have liked it more than being on the outside cos like if you had nothing, if you was rich then yeah you'd have been alright on the outside, but it didn't seem that bad and if you was really desperate then yeah it would be okay. It's not as bad as they all made it out to be'.

Museums also expose pupils to diverse reading of history, for example Myyles aged 13 learnt about Black History at the Museum of London:

**Fig 7.5.2.j: Form B KS3 and above, visit by 13 year old pupil to the Museum of London**



Museums are places where pupils can find out about contemporary issues as well as finding out about history, illustrated by this Form B completed by Megan aged 15 after a visit to Manchester Art Gallery.

Fig 7.5.2k: Form B KS3 and above, visit by 15 year old pupil to Manchester Art Gallery

The most interesting thing about today was...

dressing up and looking  
in funny mirrors. also some  
art pieces were very inspiring  
on important subjects like homosexuality  
and HIV. also racism.

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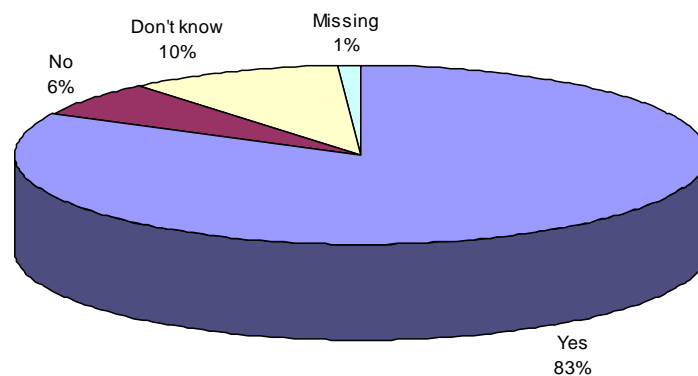
### 7.5.3 The older pupils' responses to the museum visit: Attitudes and Values

There was one question about pupils' attitudes to museums and learning.

♦ Q.6: 'A museum is a good way to learn in a different way to school'

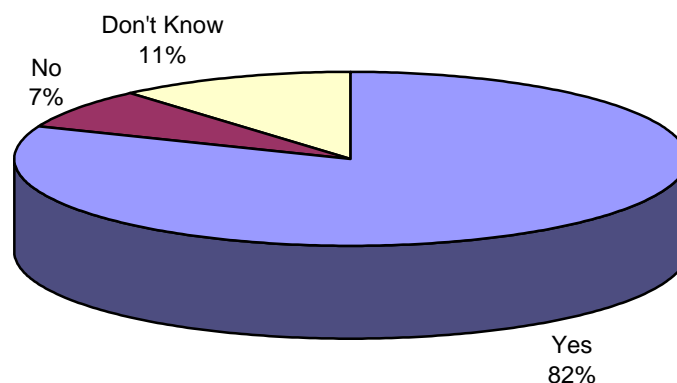
What did these older students think about museums? A surprisingly high 83% agreed that museums were good places to learn in ways different from school. This compares with 82% in 2003.

**Fig 7.5.3a: Form B KS3 and above, Q.6: 'The museum is a good way to learn in a different way to school', 2005**



Base: all KS3 and above pupils' responses to Q.6: 'The museum is a good way to learn in a different way to school', 2005 (4946)

**Fig 7.5.3b: Form B KS3 and above, Q.6: 'The museum is a good way to learn in a different way to school', 2003**



Base: all KS3 and above pupils' responses to Q.6: 'The museum is a good way to learn in a different way to school', 2005 (3406)

The case-studies produced evidence of the Attitudes and Values pupils gained from their museum experience. In learning about the attitudes and values of another era these pupils were confronted with their own attitudes and values. For a number of pupils the museum made them feel empathy with people in the past which in turn helped them gain a better understanding:

**Fig 7.5.3c: Form B KS3 and above, visit by 15 year old pupil to Roots of Norfolk, Gressenhall**

The most interesting thing about today was...

*The drama at the beginning. It was moving + I almost cried. Seriously.*

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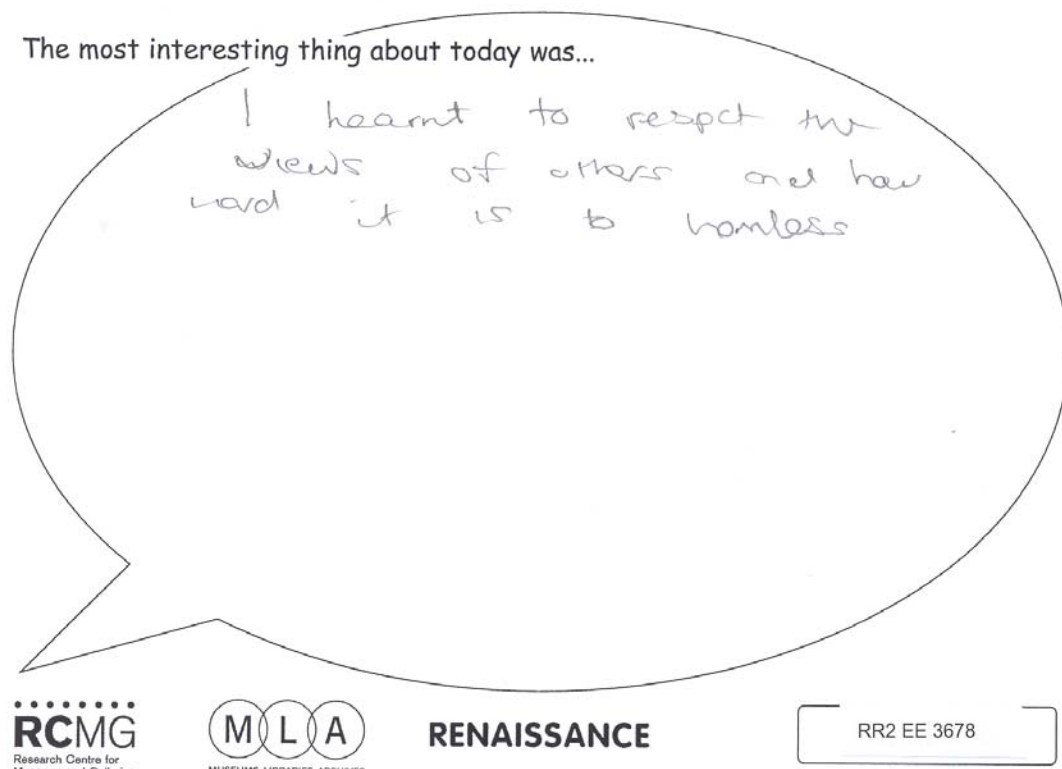
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'I imagine if you had been somebody who had been sort of reasonably well off and then fallen on hard times, you know, it would be, well I don't know, there's different ways of treating people depending on who you are when you went in there. It's about discrimination or something'.

Fig 7.5.3d: Form B KS3 and above, visit by 13 year old pupil to Roots of Norfolk, Gressenhall



'When they were discussing whether a jacket woman [unmarried mother] should have Christmas dinner ... and he was saying put your hands up if you think they should and most people said yeah. And he was like no they shouldn't... it's not like they're different from anybody else, they just haven't got married'.

Pupil: 'Being in the conditions that there were at that time, you actually felt emotions that they would be feeling at the time and it's easier to understand how things were if you're actually doing it and seeing...'

Researcher: 'So the emotional side of it, tell us a bit more about that?'

Pupil: 'Well when like you heard that children and how they work and don't really get paid, little food, you sort of feel angry and sad about that. Especially with the children, you can sort of put yourself in their shoes and, you know, try and imagine what it was like for them... there was a woman, I can't remember what she was exactly, she was just a woman who got separated from her children and her husband, I felt sorry for her doing that'.



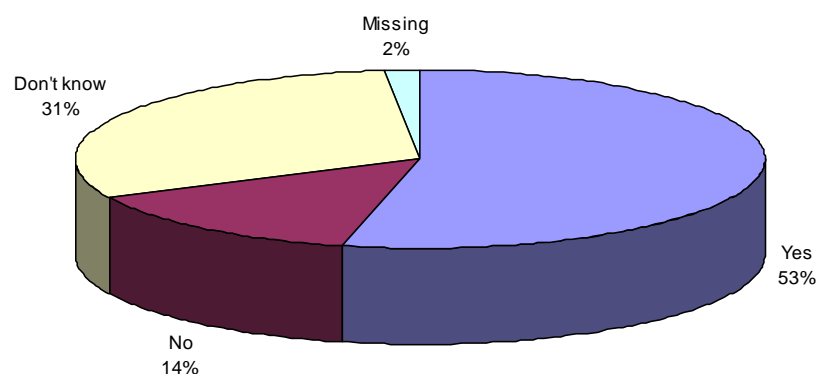
‘Well it was just the fact that people were there ages ago and we’re there and everyone who was there in the olden days worked their socks off and you’re just standing there. It was like really weird, but it was good, it was a good experience. It’s made a difference if you see what I mean, our lives are so much better if you see what I mean from when they were alive’.

#### 7.5.4 The older pupils’ responses to the museum visit: Action, Behaviour, Progression

◆ Q.8: ‘I would come again’

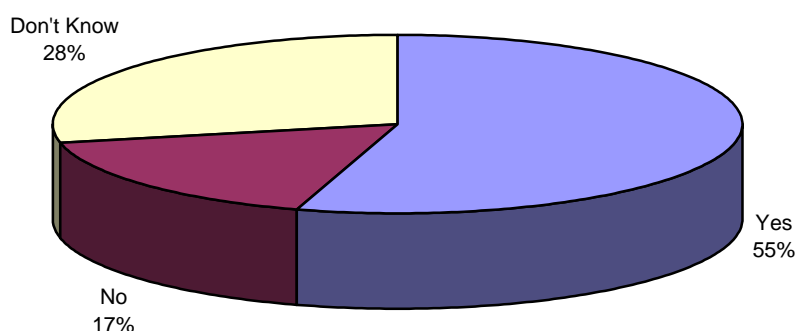
Over half of the respondents (54%) agreed that they might visit again, compared with 55% in 2003.

**Fig 7.5.4a: Form B KS3 and above, Q.8: ‘I would come again’, 2005**



Base: all KS3 and above pupils’ responses to Q.8: ‘I would come again’, 2005 (4946)

Fig 7.5.4b: Form B KS3 and above, Q.8: 'I would come again', 2003



Base: all KS3 and above pupils' Q.8: 'I would come again', 2003 (3406)

We have discussed pupils' beliefs that they would work harder and do better on their assignments as a result of their visit to the museum. We found that, based on their grades, some pupils had done better on their assignment as a result of their museum visit. We also spoke to seven Year 11 pupils about the museum trip they had taken part in when they were in Year 9. We were particularly interested to find out what they felt had been the outcome of the visit for them. We found that they also believed that the museum visit had helped them to do the assignment because it had given them a better understanding of the subject matter due to facilitating their personal involvement with it.

One pupil said:

Pupil: 'Well he just said what the workhouse was like and the jobs done, food, why people were in there and that sort of thing. But cos it was sort of like first hand experience of and made it loads easier to understand at that time. And that in turn sort of helped the essay as well.'

Researcher: 'How did that impact on your assignment then?'

Pupil: 'Instead of just sort of taking information out of books, it was like our own experiences'.

For some pupils, the museum visit potentially had an impact on achievement that went beyond their school-work. Shanez aged 13, after a visit to the Museum of London, was inspired by the achievements of Black people in history; she says that she hopes 'we continue what they did'.

Fig 7.5.4c: Form B KS3 and above, visit by 13 year old pupil to the Museum of London

The most interesting thing about today was...

The drama on the Respect awards the drama in the week shop and many black people have done a lot of things for us and I hope we continue what they did

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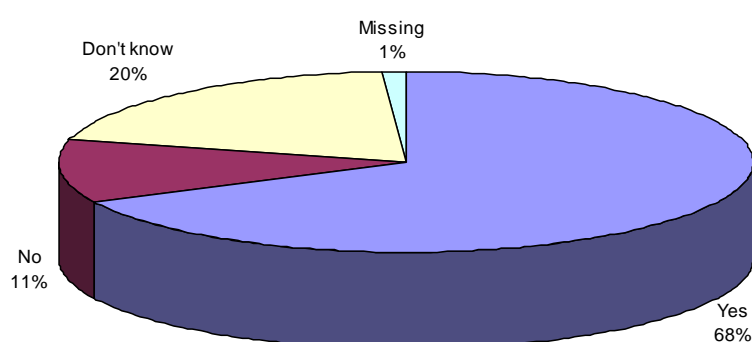
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### 7.5.5 The older pupils' responses to the museum visit: Skills

#### ♦ Q.5: 'A museum visit is a good chance to pick up new skills'

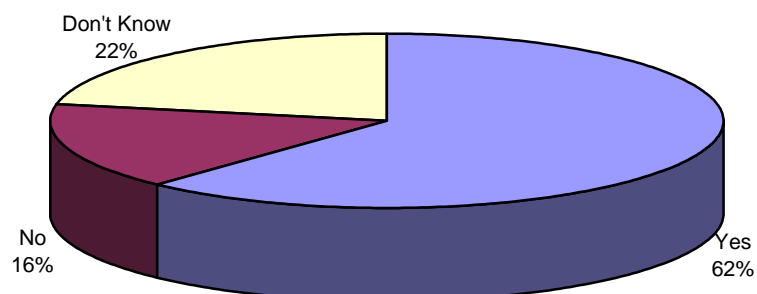
While it was felt that younger pupils would be unsure what this question might mean, it was judged appropriate for older students. Sixty-eight percent (68%) agreed with the statement, compared with 62% in 2003. This is an interesting increase.

**Fig 7.5.5a: Form B KS3 and above, Q.5: 'A museum visit is a good chance to pick up new skills', 2005**



Base: all KS3 and above pupils' responses to Q.5: 'A museum visit is a good chance to pick up new skills', 2005 (4946)

**Fig 7.5.5b: Form B KS3 and above, Q.5: 'A museum visit is a good chance to pick up new skills', 2003**



Base: all KS3 and above pupils' responses to Q.5: 'A museum visit is a good chance to pick up new skills', 2003 (3406)

Some pupils noted that a museum visit enabled them to learn new skills or develop skills they already had. For instance, there was evidence of skills learnt in Art and in more 'specialist' skills in Textiles.

**Fig 7.5.5c: Form B KS3 and above, visit by 12 year old pupil to Birmingham Museums and Art Gallery**

The most interesting thing about today was...

Being an art critic and  
Looking at the symbolism used in the  
paintings and paintings in different styles  
and points of view.

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**Fig 7.5.5d: Form B KS3 and above, visit by 17 year old pupil to Temple Newsam House, Leeds**

The most interesting thing about today was...

Visiting Temple Newsam and  
learning and improving on my skills for  
hand embroidery.

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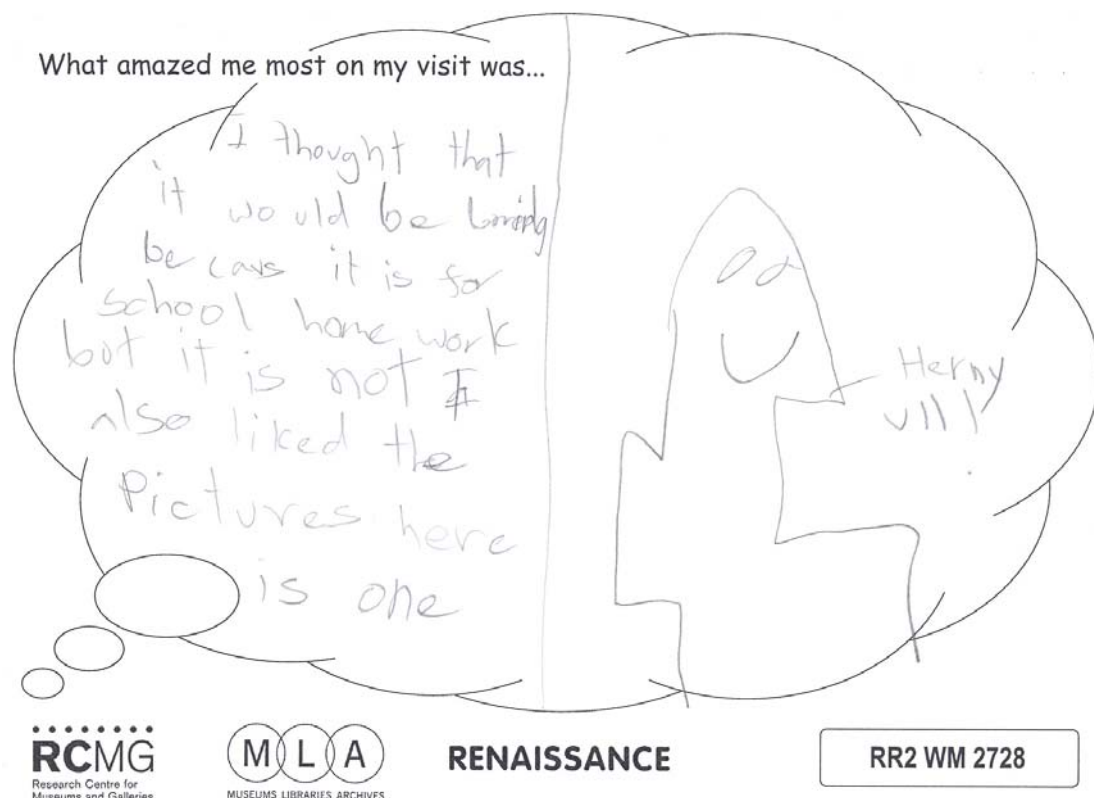
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### 7.5.6 The museum as a motivator

As we have seen there was a great deal of evidence of pupils enjoying their visit to a museum.

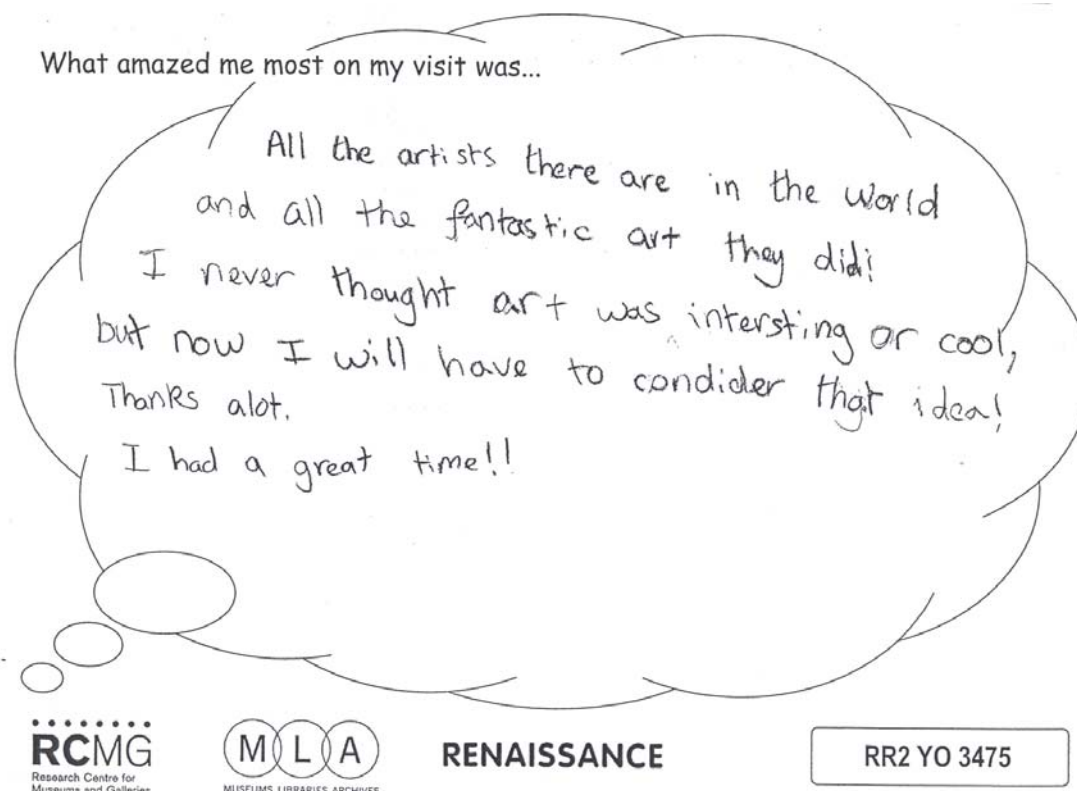
Emma, aged 8, initially thought that a visit to Birmingham Museums and Art Gallery would be 'boring because it is for school' but changed her mind after the actual visit:

**Fig 7.5.6a: Form B KS2 and below, visit by 8 year old to Birmingham Museums and Art Gallery**



For Renuka aged 10 a visit with her school to Leeds Art Gallery had a similar effect although in this instance it altered her opinion about Art:

**Fig 7.5.6b: Form B KS2 and below visit by 10 year old to Leeds Art Gallery**



The evidence above suggests that most pupils are very positive about learning in museums and are confident that a considerable range of outcomes ensues. However, there are some pupils that are very difficult to reach. Despite the fact that the teachers we spoke to were very positive about the museums ability to affect pupils who were badly behaved in class, it is worth acknowledging that this is not always the case. The following excerpt is from our interview with a 13 year old child who is in the lowest band class and also has quite notable behaviour problems. On the visit to the museum we noted how much effort he put into *not* engaging with the experience, he worked quite hard at it. Therefore the lack of learning outcome is reflected in his response to a later interview:

- Researcher: 'So tell us about your trip to ... what did you think of it?'
- Pupil: 'It was alright. I didn't think it was that bad'
- Researcher: 'Did you expect it to be bad?'
- Pupil: 'Yeah'
- Researcher: 'Why?'
- Pupil: 'Cos it was a workhouse'
- Researcher: 'So what kind of work did they do in the workhouse?'

Pupil: 'I don't know, they didn't tell us'  
 Researcher: 'Can you remember the tramp showing you some work?'  
 Pupil: 'Yeah'  
 Researcher: 'Was there anything that made you annoyed about what he was telling us about his attitude?'  
 Pupil: 'Not really'  
 Researcher: 'You didn't care?'  
 Pupil: 'No.'

However, even this child with this level of disengagement thinks that the visit gave him Knowledge and Understanding which will enable him to do the assignment, although he doesn't think he will do better than usual:

Researcher: 'Do you think that the visit will help you write the assignment?'  
 Pupil: 'Yeah'  
 Researcher: 'Why?'  
 Pupil: 'Cos before we went there we didn't really know anything about it and now we've been there we do'  
 Researcher: 'Do you feel more motivated than usual to do this assignment or just the same as usual?'  
 Pupil: 'Just the same as usual'  
 Researcher: 'Do you think you'll do any better in the assignment or just the same as usual?'  
 Pupil: 'Just the same'  
 Researcher: 'Why's that do you think?'  
 Pupil: 'Don't know'.

In the event this student failed to hand in an assignment.

**Fig 7.5.6c: Not all pupils engage with a museum visit**





## **7.6 Comparing the views of teachers and pupils about learning outcomes**

### **7.6.1 Comparison of pupils' and teachers' responses**

Teachers' responses throughout the study show their belief in the overwhelmingly positive impact of museums on pupils' learning outcomes, a finding that is echoed in the pupils' responses. Only a very small proportion of teachers thought it was unlikely or were unsure that pupils would have achieved certain learning outcomes. However, a comparison of pupils' and teachers' responses shows that in these instances the pupils often appear to have been more positive that the visit had provided them with a useful learning experience than their teachers had expected.

In most cases the responses from pupils can be matched with their accompanying teachers' responses as each Evaluation Pack was allocated a unique number. In some instances it was impossible to match the pupils' Form B to their teachers' Form A. This occurred when:

- only teachers had completed a questionnaire from the visit
- only pupils had completed questionnaires from the visit
- Evaluation Packs were mixed, making it impossible to employ the unique numbers to match questionnaires.

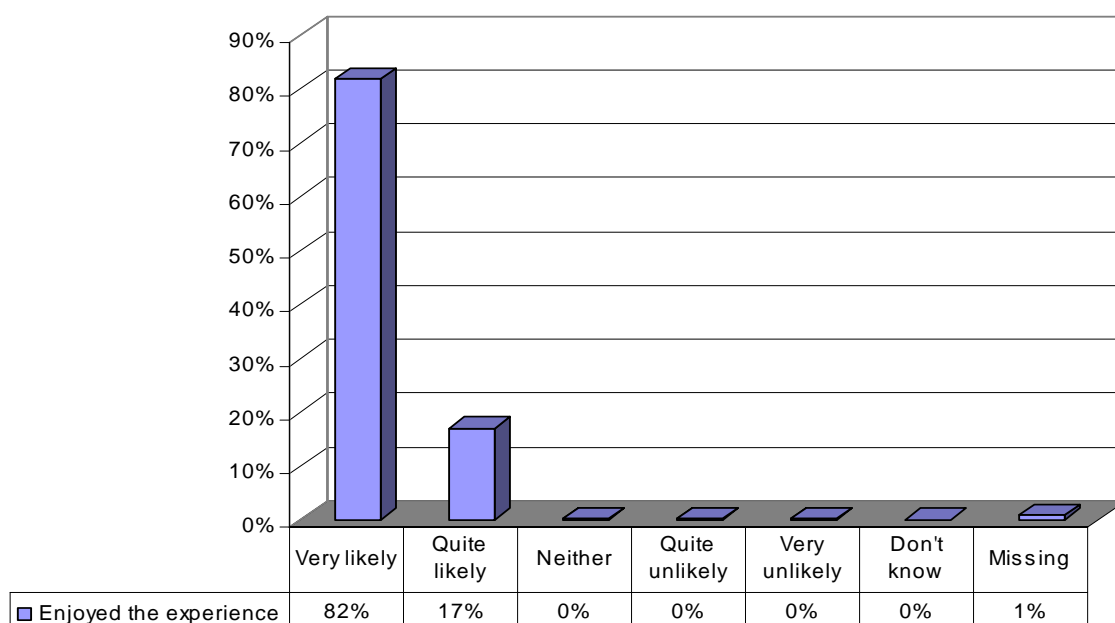
In these instances pupil and teacher responses had to be excluded from the analysis. Responses from pupils of KS2 and below and KS3 and above were considered separately due to differences in the wording of questions for the two groups.

### **7.6.2 KS2 and below matched A and B forms**

- ◆ Matching Form A, Q.12: 'To what extent do you think your pupils have enjoyed or been inspired by the museum visit?' to Form B KS2 and below Q.1: 'I enjoyed today's visit'

As we saw in Section 6.2, very few teachers considered it unlikely that pupils had enjoyed the museum experience.

**Fig 7.6.2a: Form A, Q.12: 'To what extent do you think your pupils have enjoyed or been inspired by the museum visit? – Enjoyed the experiences', 2005**



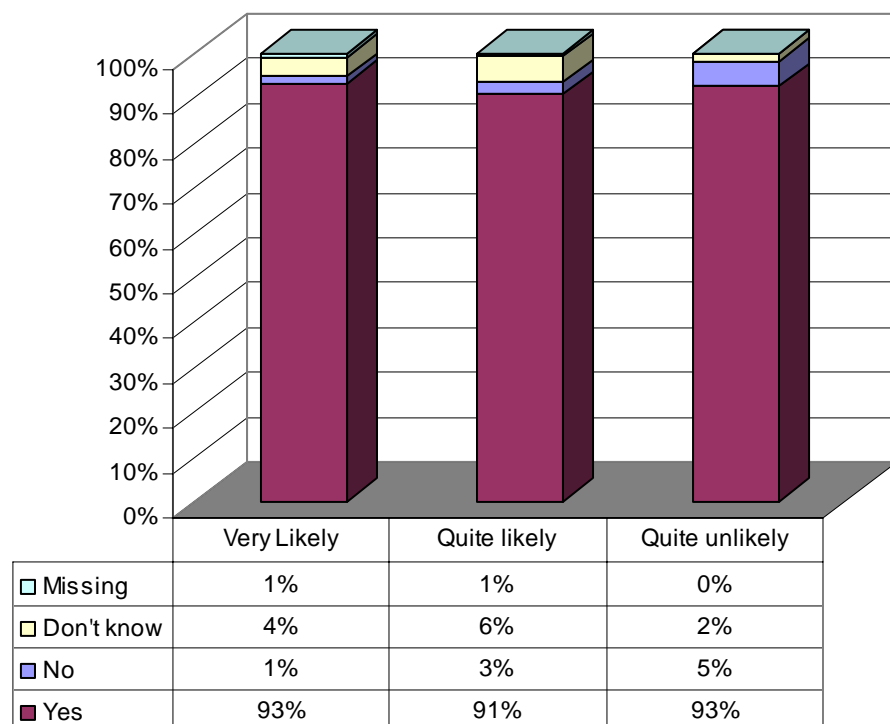
Base: all teachers' responses to Q.12: 'To what extent do you think your pupils have enjoyed or been inspired by the museum visit? – Enjoyed the experiences', 2005, (1632)<sup>1</sup>

These teachers' responses can be linked with their accompanying pupils by matching pupils' responses to Q.1 from Form B which asked pupils whether they had enjoyed the visit, with Q.12a from Form A which asked teachers whether they thought their pupils had enjoyed the experience. In Figure 7.6.2b each column represents the pupils whose teachers thought it was: 'very likely', 'quite likely' or 'quite unlikely' that their pupils had enjoyed the experience (Q.12). These are compared against the proportion of pupils answering 'yes', 'no', and 'don't know' to Q.1.

<sup>1</sup> Teachers' responses, frequencies

Very Likely	Quite Likely	Neither	Quite Unlikely	Very Unlikely	Don't Know	Missing
1337	277	1	2	1	0	14

Fig 7.6.2b: Form A, Q.12: 'Enjoyed the experiences' by Form B KS2 and below, Q.1: 'I enjoyed today's visit', 2005



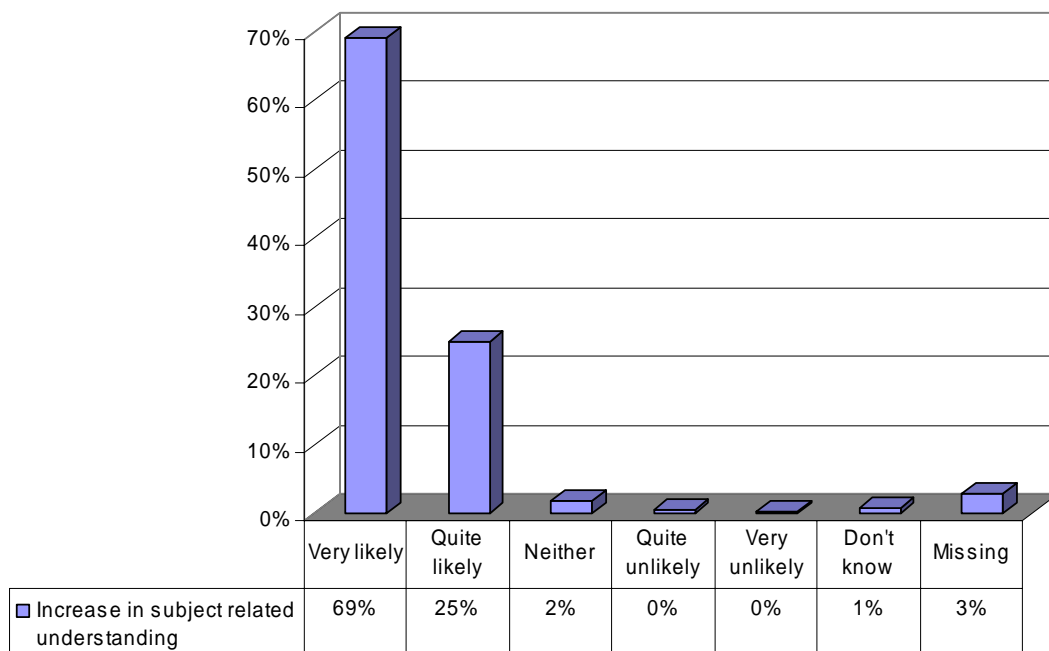
Base: all KS2 and below pupils' responses Form B, Q.1 that could be matched with teachers' responses Form A, Q.12 (18861 pupils)

Where teachers thought it was 'very likely' their pupils had enjoyed the visit 93% of pupils in these groups also said they had enjoyed the visit. However, if the teachers' who thought it 'quite unlikely' their pupils had enjoyed the visit are considered, 93% of pupils still said they enjoyed the experience. While it is important to remember that these are only a very small number of teachers it does still appear to indicate that pupils may be getting more enjoyment out of a museum visit than teachers expect.

- ◆ Matching Form A, Q.18: 'To what extent do you anticipate that the museum visit will support pupil development?' with Form B KS2 and below, Q.7: 'The visit has made me want to find out more'

When teachers were asked if they thought their pupils had increased their subject related understanding only a small very small percentage of teachers thought it unlikely or were uncertain that this had occurred.

**Fig 7.6.2c: Form A, Q.18: 'To what extent do you anticipate that the museum visit will support pupil development in their subject related understanding?', 2005**



Base: all teachers' responses to Q.18: 'To what extent do you anticipate that the museum visit will support pupil development in their subject related understanding?', 2005 (1632)<sup>2</sup>

If teachers' responses to Q.18a: 'increase in subject related understanding' are compared with pupils responses to Q.7: 'The visit has made me want to find out more' there is a clear agreement between teachers thinking it likely that the visit had increased subject related understanding and their pupils stating they want to find out more as a result of the visit.

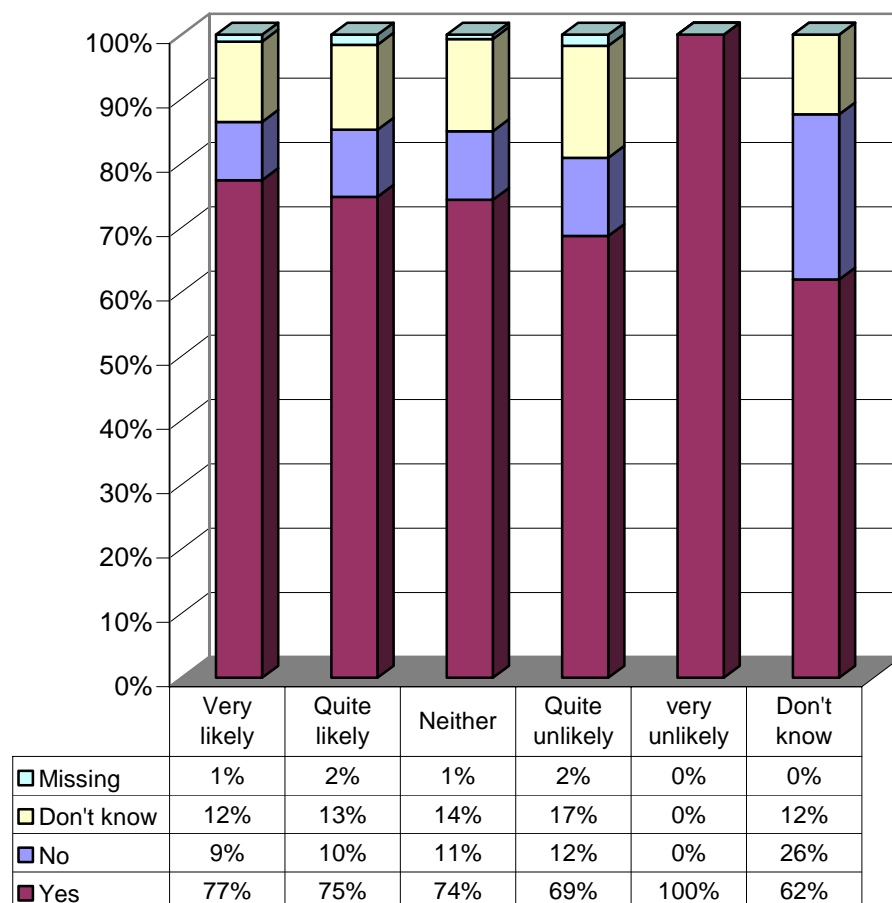
However, even when teachers thought it was unlikely the pupils had increased their subject related understanding a large proportion<sup>3</sup> of pupils still

<sup>2</sup> Teachers' responses, frequencies

Very Likely	Quite Likely	Neither	Quite Unlikely	Very Unlikely	Don't Know	Missing
1126	407	29	8	4	13	45

said they wanted to find out more. This suggests that teachers may not always be picking up on pupils' desire to learn more as a result of their museum visit.

**Fig 7.6.2d: Form A, Q.18: 'Subject related understanding' by Form B KS2 and below, Q.1: 'The visit has made me want to find out more', 2005**

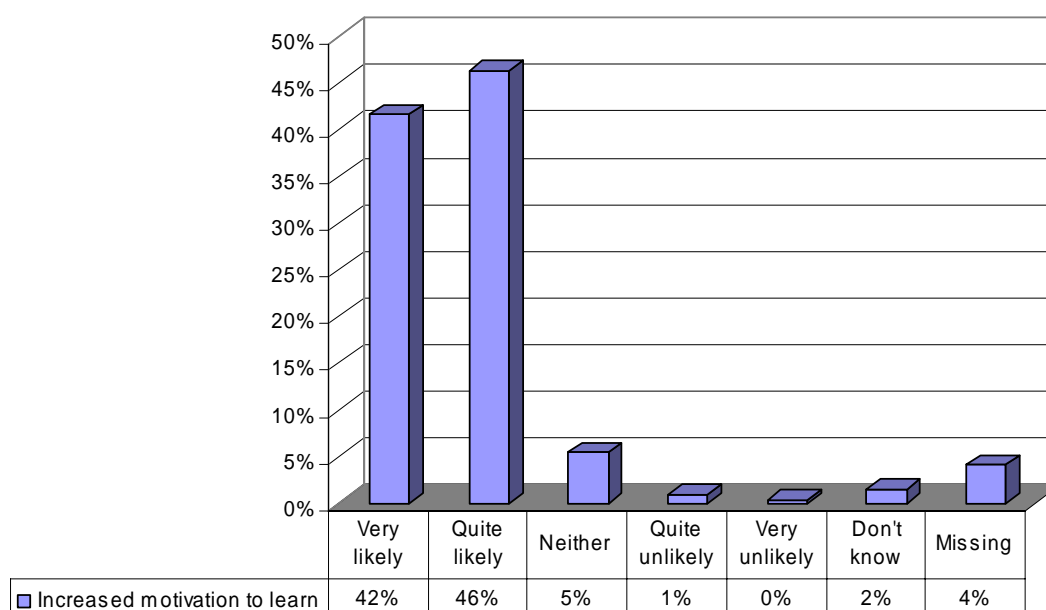


Base: all KS2 and below pupils' responses Form B, Q.7 that could be matched with teachers' responses Form A, Q.18 (18457 pupils)

Staying with Q.18, it can be seen that a very small proportion of teachers responded that they were uncertain or thought it unlikely that the visit had increased their pupils' motivation to learn.

<sup>3</sup> 69% of pupils responded 'yes' to Q1 when their teachers' thought it 'quite unlikely' they would increase their subject related understanding, 100% of pupils responded 'yes' to Q1 when their teachers' thought it 'very unlikely' they would increase their subject related understanding.

**Fig 7.6.2e: Form A, Q.18: 'To what extent do you anticipate that the museum visit will support pupil development in increased motivation to learn?', 2005**



Base: all teachers' responses to Q.18: 'To what extent do you anticipate that the museum visit will support pupil development in increased motivation to learn?', 2005 (1632)<sup>4</sup>

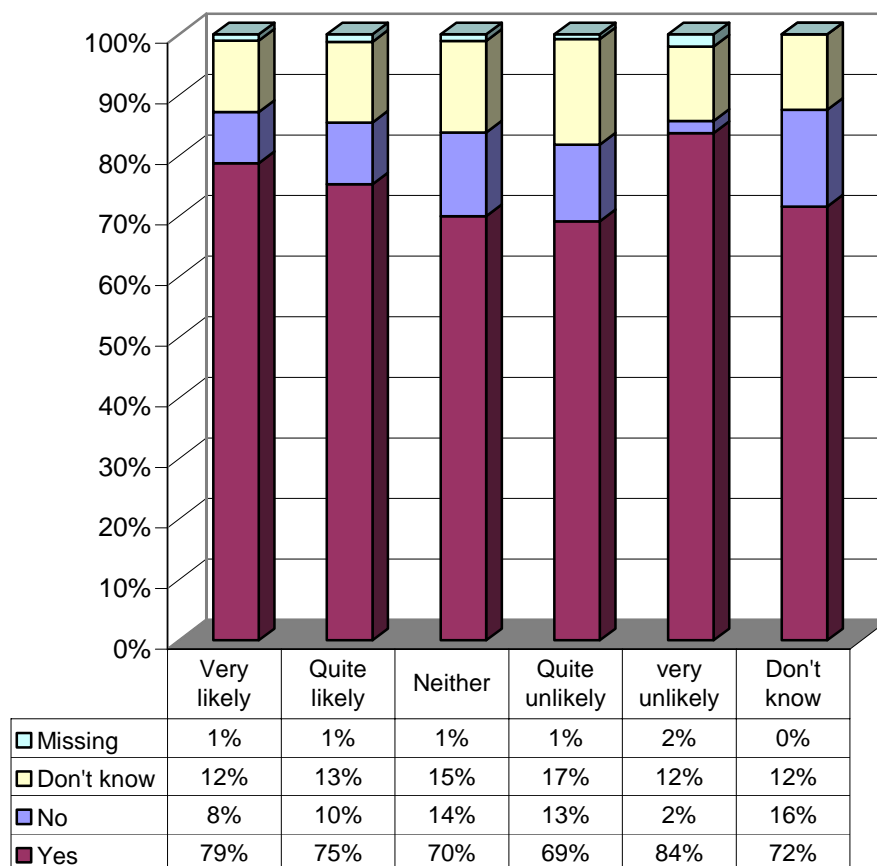
As with the previous question a large proportion of pupils were in agreement with their teacher that the visit had increased their motivation to learn. However, those pupils whose teachers thought it was unlikely that they had increased motivation to learn still responded on the whole<sup>5</sup> that the visit had inspired them to learn more. This has implications for teachers missing possible opportunities to engage pupils in learning following on from the museum visit.

<sup>4</sup> Teachers' responses, frequencies

Very Likely	Quite Likely	Neither	Quite Unlikely	Very Unlikely	Don't Know	Missing
678	755	88	15	5	25	66

<sup>5</sup> 69% of pupils responded 'yes' to Q1 when their teachers' thought it 'quite unlikely' they would increase their motivation to learn, 84% of pupils responded 'yes' to Q1 when their teachers' thought it 'very unlikely' they would increase their motivation to learn.

Fig 7.6.2f: Form A, Q.18: 'Increased motivation to learn' by Form B KS2 and below, Q.1: 'The visit has made me want to find out more', 2005

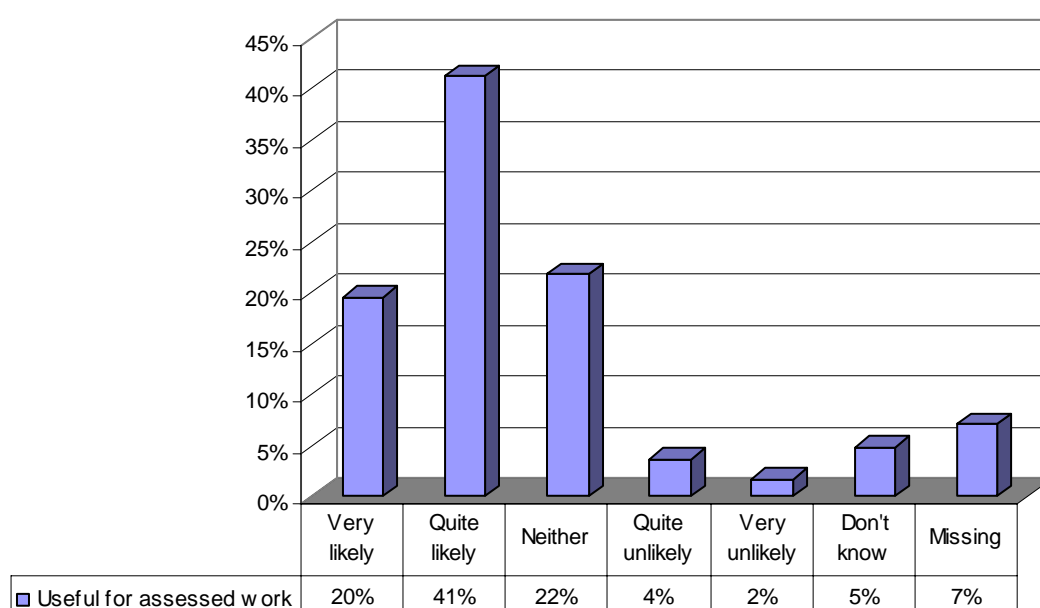


Base: all KS2 and below pupils' responses Form B, Q.7 that could be matched with teachers' responses Form A, Q18 (18278 pupils)

- ◆ Matching Form A, Q.18: 'To what extent do you anticipate that the museum visit will support pupil development?' with Form B KS2 and below, Q.6: 'A visit is useful for school work'

Thirty-three percent (33%) of teachers expressed uncertainty or thought it unlikely that the museum visit would be helpful for assessed work; this is quite a high uncertain and unlikely value in comparison with other questions.

**Fig 7.6.2g: Form A, Q.18: 'To what extent do you anticipate that the museum visit will support pupil development in their assessed work?', 2005**



Base: all teachers' responses to Q.18: 'To what extent do you anticipate that the museum visit will support pupil development in their assessed work?', 2005 (1632)<sup>6</sup>

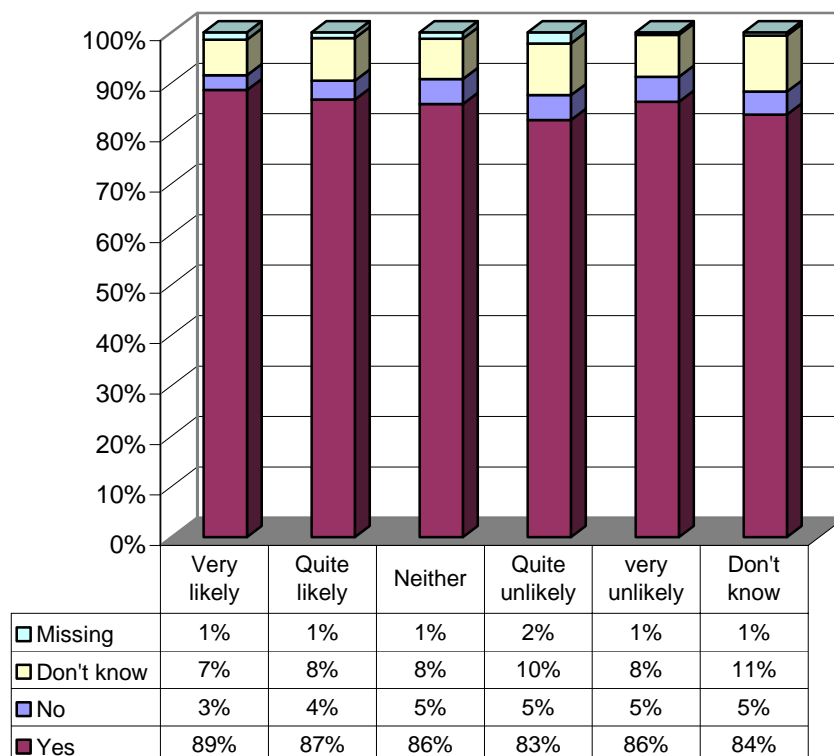
While the pupils were on the whole in agreement with their teachers, who thought the visit was likely to be useful for assessed work, a large proportion of pupils still thought the visit would be useful for school work when their teachers were stating this was unlikely to be the case. This raises the possibility that museum visits may well be helping pupils in their assessed work in a way that many teachers are not expecting.

<sup>6</sup> Teachers' responses, frequencies

Very Likely	Quite Likely	Neither	Quite Unlikely	Very Unlikely	Don't Know	Missing
319	674	355	60	28	79	117



**Fig 7.6.2h: Form A, Q.18: 'In their assessed work' by Form B KS2 and below, Q.6: 'A visit is useful for school work', 2005**



Base: all KS2 and below pupils' responses Form B, Q.6 that could be matched with teachers' responses Q.18 (17846 pupils)

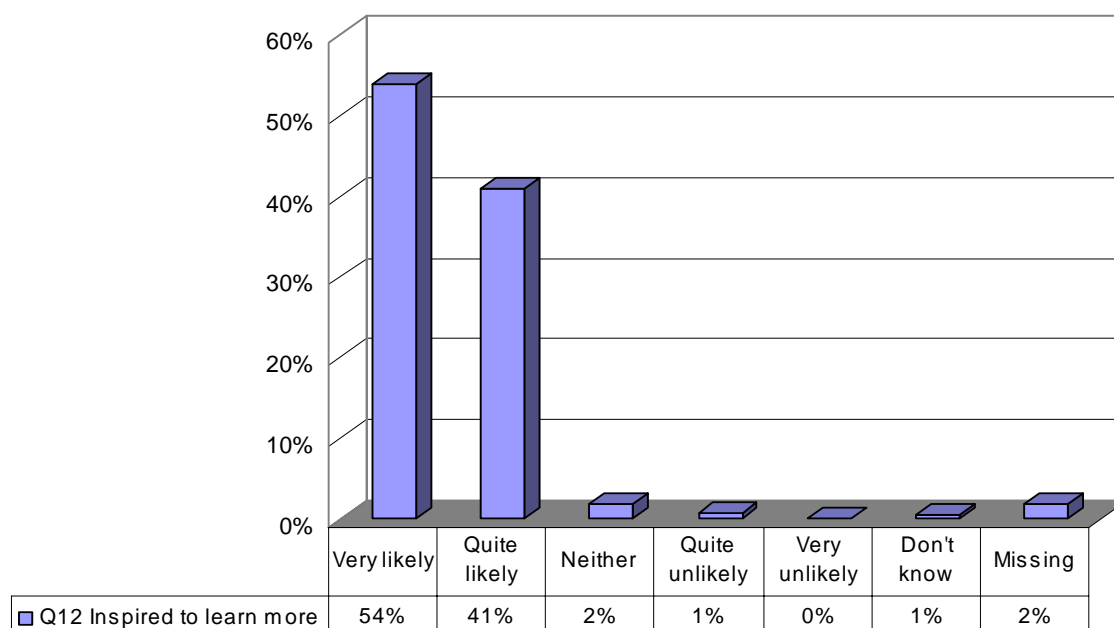
### 7.6.3 KS3 and above matched A and B forms

Responses from KS3 and above pupils make up a much smaller proportion of Form B returns than KS2 and below pupils. However, when their responses are compared with their corresponding teachers a similar pattern emerges with pupils responding positively to a visit even when their teachers expressed doubt the visit had been beneficial.

- ◆ Matching Form A, Q.12: 'To what extent do you think your pupils have enjoyed or been inspired by their museum visit?' with Form B KS3 and above, Q.3: 'A visit to a museum / gallery makes school work more inspiring'

When teachers thought it 'quite unlikely' or were uncertain the visit had inspired the pupils to learn more (Form A, Q.12), we found that when we compared the responses of their pupils, just over 50% of pupils felt the visit to be inspirational in relation to their school work.

**Fig 7.6.3a: Form A, Q.12: 'To what extent do you think your pupils have enjoyed or been inspired by their museum visit? – inspired to learn more', 2005**

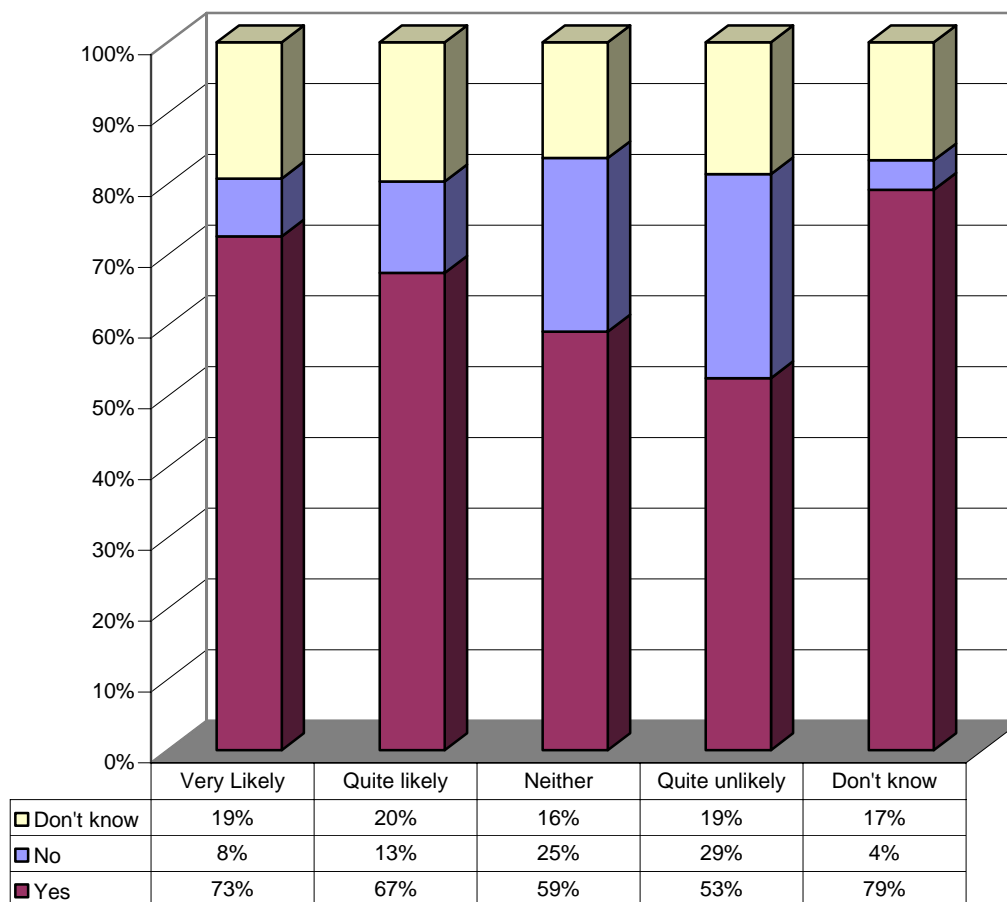


Base: all teachers responses to Q.12: 'To what extent do you think your pupils have enjoyed or been inspired by their museum visit? – inspired to learn more', 2005 (1642)<sup>7</sup>

<sup>7</sup> Teachers' responses, frequencies

Very Likely	Quite Likely	Neither	Quite Unlikely	Very Unlikely	Don't Know	Missing
880	670	31	10	2	9	30

Fig 7.6.3b: Form A, Q.12: 'Inspired to learn more,' by Form B KS3 and above, Q.3: 'A visit to a museum or gallery makes school work more inspiring', 2005

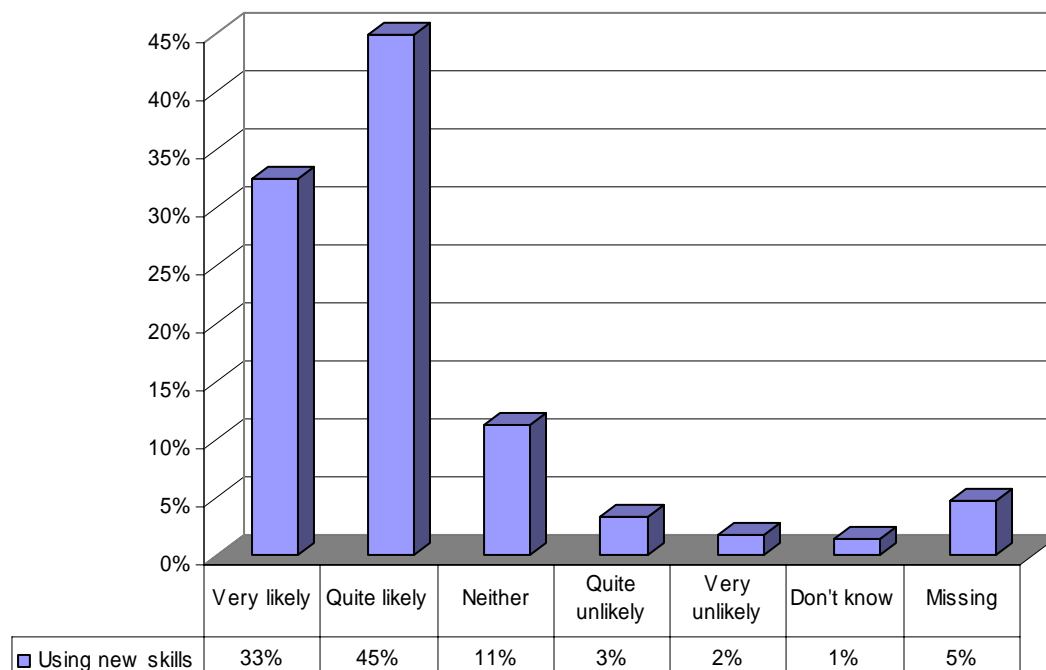


Base: all KS3 and above pupils' responses Form B, Q.3 that could be matched with teachers' responses Form A, Q.12 (3688 pupils)

- ◆ Matching Form A, Q.17: 'To what extent do you think that the experience of the museum will result in you working with your students in a different way?' with Form B KS3 and above, Q.5: 'A museum visit is a good place to learn in a different way to school'

Teachers responding that it was unlikely their pupils would use new skills acquired from their museum visit make up a very small percentage of responses.

**Fig 7.6.3c: Form A, Q.17: 'To what extent do you think that the experience of the museum will result in you working with your students in a different way? – using their new skills', 2005**



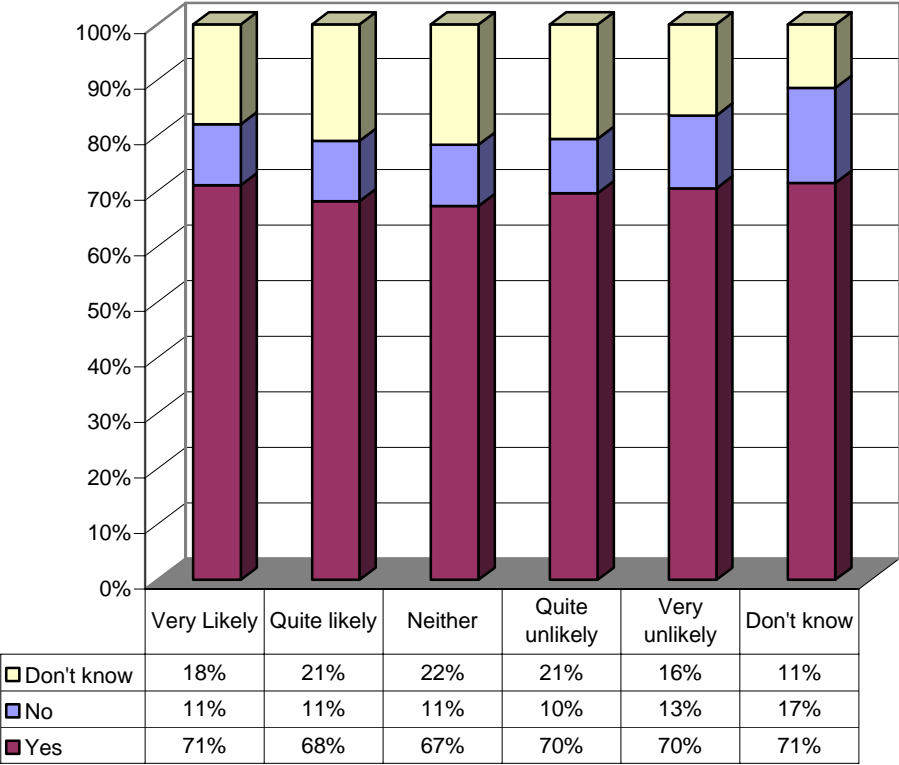
Base: all teachers' responses to Q.17: 'To what extent do you think that the experience of the museum will result in you working with your students in a different way? – using their new skills', 2005 (1632)<sup>8</sup>

<sup>8</sup> Teachers' responses, frequencies

Very Likely	Quite Likely	Neither	Quite Unlikely	Very Unlikely	Don't Know	Missing
532	734	183	53	30	23	77

A comparison with pupils' responses shows that in these cases around 70% of pupils still thought the museum was a good place to pick up new skills.

**Fig 7.6.3d: Form A, Q.17: 'Using their new skills,' by Form B KS3 and above, Q.5: 'A museum visit is a good place to learn in a different way to school', 2005**

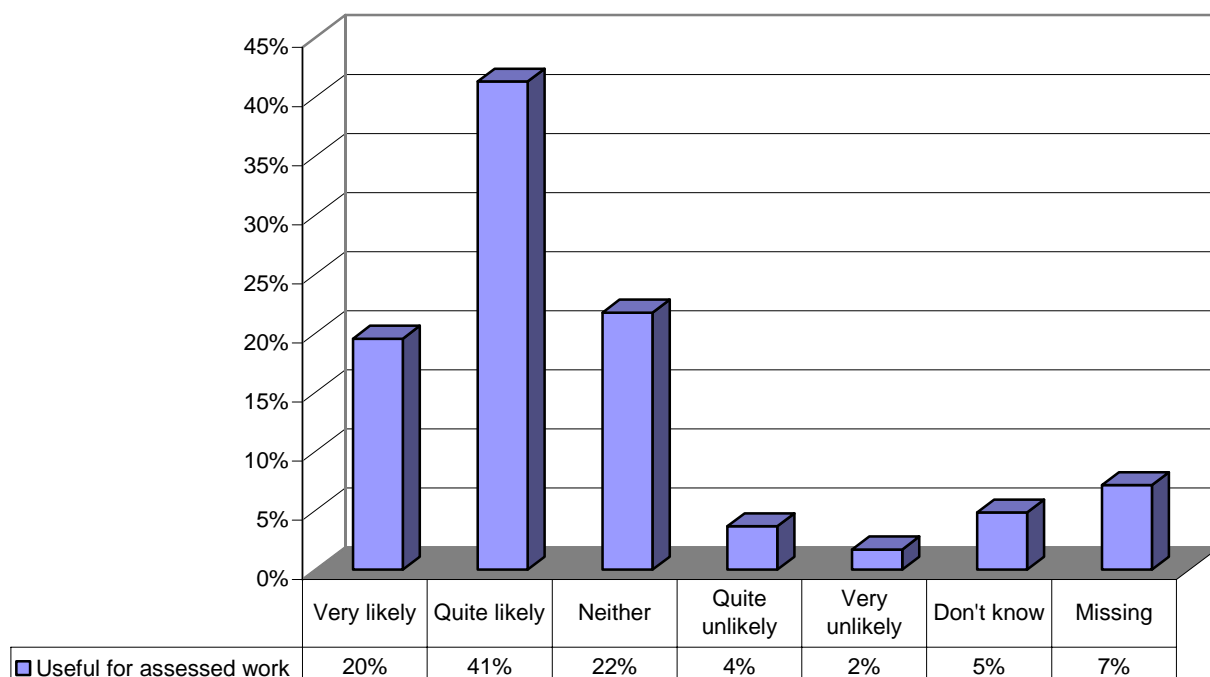


Base: all KS3 and above pupils' responses Form B, Q.5 that could be matched with teachers' responses Form A, Q.17 (3688 pupils)

- ◆ Matching Form A, Q.18: 'To what extent do you anticipate that the museum visit will support pupil development?' with Form B KS3 and above, Q.6: 'The museum is a good place to learn in a different way to school'

Around a third of teachers expressed uncertainty or thought it was unlikely that the visit would be helpful for pupils assessed work.

**Fig 7.6.3e: Form A, Q.18: 'To what extent do you anticipate that the museum visit will support pupil development in their assessed work?', 2005**



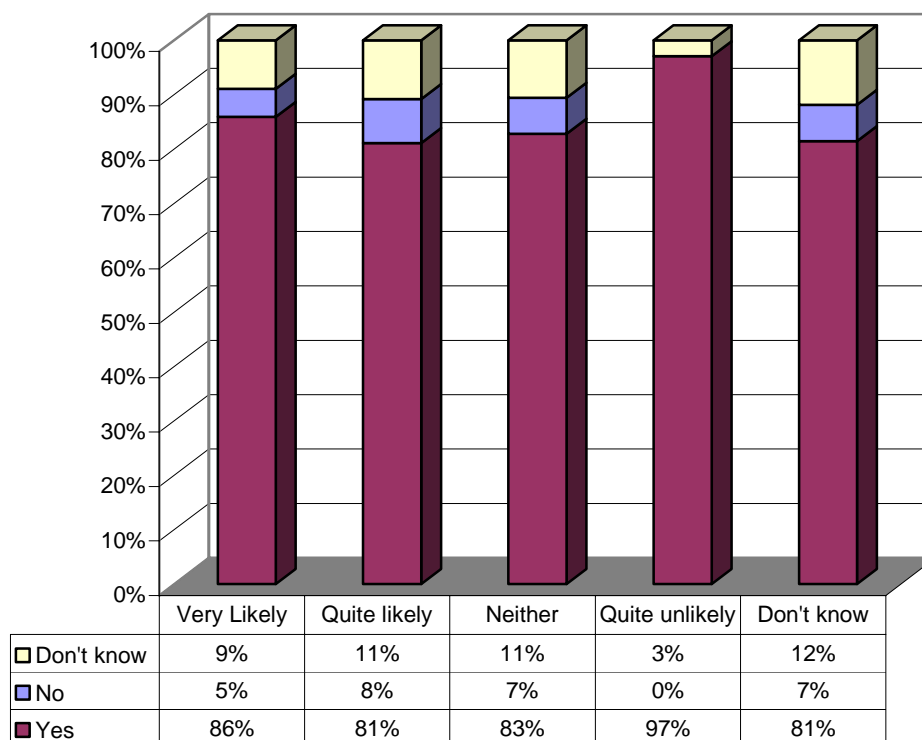
Base: all teachers' responses to Q.18: 'To what extent do you anticipate that the museum visit will support pupil development in their assessed work?', 2005 (1632)<sup>9</sup>

However, the majority of pupils still thought the museum was a good place to learn even when teachers thought it wasn't likely to be useful for assessed work.

<sup>9</sup> Teachers' responses, frequencies

Very Likely	Quite Likely	Neither	Quite Unlikely	Very Unlikely	Don't Know	Missing
319	674	355	60	28	79	117

**Fig 7.6.3f: Form A, Q.18: 'In their assessed work,' by Form B KS3 and above, Q.6: 'The museum is a good place to learn in a different way to school', 2005**



Base: all KS3 and above pupils' responses Form B, Q.6 that could be matched with teachers' responses Form A, Q.18 (3745 pupils)

#### **7.6.4 Pupils describe positive experience even where the experience does not seem to be optimum – evidence from the case-studies**

It is apparent that pupils often believe the museum visit is presenting them with a positive learning experience even when teachers do not expect this to be the case. This finding is also endorsed in the case-study findings which raise the possibility that teachers may not be fully exploiting the learning opportunities provided by a museum visit.

One of the case-studies featured a museum/school relationship which did not seem to be optimum. It involved poor quality facilitation at the museum, low levels of teacher engagement, low levels of institutional support from the school, pupils with no previous museum experience and a socio-cultural background of disengagement from cultural institutions such as museum and galleries. We assumed that we would find that the pupils had not gained much from their involvement with the museum. In fact, we were surprised to find that pupils believed that over the period of their museum involvement they had learnt lots of ideas for things they could do.

This museum/ school involvement consisted in an initial museum visit and subsequently a museum educator coming into the classroom over a period of 6 weeks to do arts and crafts-based work with the pupils. We surveyed the

pupils at the beginning and the end of their museum programme in order to discover the pupils' assessment of their learning over time.

We found the results to be mixed. In response to Q.5: 'Visiting has given me lots of ideas for things I could do', the pupils were much more positive when they filled out the questionnaire a month later after their museum visit.

**Table 7.6.4a: Form B KS2 and below, Q.5: 'Visiting has given me lots of ideas for things I could do', 2005**

Date	Yes	No	Don't Know
18/10/2005	95%	5%	0%
20/09/2005	76%	18%	6%

Base: all KS2 case-study pupils answering 18/10/2005 (19), and 20/09/2005 (34)

However, despite weekly contact with the museum educator an increased response rate is not recorded on any of the other questions. Furthermore, the pupils' response to Q.7: 'The visit has made me want to find out more', shows them to be much less positive a month later than immediately after their first museum involvement.

**Table 7.6.4b: Form B KS2 and below, Q.7: 'The visit has made me want to find out more'**

Date	Yes	No	Don't Know
18/10/2005	74%	11%	16%
20/09/2005	86%	11%	3%

Base: all KS2 case-study pupils 18/10/2005 (19), and 20/09/2005 (35)

These figures could be taken to indicate two things: firstly, that even where conditions are not optimum, pupils still believe that they have had a significant learning experience and second, that this positive orientation to museum-based learning is not always capitalised upon by the school.



## 7.6 Conclusion

This study demonstrates conclusively the power of museums to touch very nearly all pupils and to stimulate and enhance their learning. In this study, nearly 26,791 pupils indicated how enjoyable, interesting and accessible they had found museums to be, and showed how much they had learnt, even when their teachers were doubtful that learning had occurred. Their opinions of and attitudes towards museums echoed closely the opinions and attitudes of the 20,604 pupils completing questionnaires in 2003, although more of the older pupils find museum visits make school work more inspiring. These findings need to read in the context of the high percentage of Special schools and schools from deprived areas, with high percentages of pupils entitled to free school meals, which are using these 69 museums.

Twenty-six thousand seven hundred and ninety-one (26,791) pupils completed Form Bs, with 82% of these (21,845) at KS2 or below and 18% (4,946) at KS3 and above. More older pupils (by 4%) completed forms than in 2003. In terms of gender there was a fairly even division for pupils completing Form B KS2 and below (48% female and 49% male), while at KS3 and above there were more girls (55%) than boys (42%). This was virtually identical to the 2003 study. The age range of pupils is also very similar to the earlier study, with most pupils concentrated in the 8-12 age range.

Pupils are, as in 2003, both very enthusiastic about their museum experiences, and confident about their own learning. There were more enthusiastic older pupils in the Phase 2 museums. Looking at the evidence from all pupils:

At KS2 and below:

- 93% enjoyed today's visit,
- 90% learnt some interesting new things,
- 80% could understand what they did, and
- 86% thought museums were exciting places.

At KS3 and below:

- 86% enjoyed today's visit,
- 85% discovered some interesting things,
- 83% thought museums were good places to learn in a different way to school,
- 71% said the visit had given them a better understanding of the subject
- 68% said the museum/gallery visit makes school work more inspiring

These findings are based on all pupils experiencing a range of different kinds of museum provision. While evidence from teachers suggests that the quality of much museum education is high, there is still some diversity of provision in terms of quality. Where the factors that influence successful learning outcomes are all in place, pupils are even more enthusiastic as the Form B completed at a case-study school demonstrates:

- 96% enjoyed today's visit,
- 96% discovered some interesting things,
- 94% thought museums were good places to learn in a different way to school, and
- 82% said the visit had given them a better understanding of the subject.
- 90% said the museum/gallery visit makes school work more inspiring

This research has also found that where all the key success factors are in place, there is evidence that students can significantly enhance their levels on assignments as a result of a museum visit.

Testimony from both pupils and teachers suggests that it is successful engagement of the emotions and feelings that lies behind the power of museums to motivate learning. This engagement is stimulated by encounters with museum collections and environments, and with different kinds of adults, such as actors and artists that pupils do not often meet as part of their daily lives.

The enthusiasm of pupils for museums is conclusively demonstrated in their words and drawings. It is particularly noticeable that even older pupils find museums inspiring places to learn outside school. Given the concern in the 2005 Youth Green Paper, *Youth Matters*, to find ways to enable teenagers to fulfil their potential and to contribute in meaningful ways to society in preparation for becoming effective citizens,<sup>10</sup> museums can be seen as places with further potential in this respect.

The study has also found that although the numbers of teachers who are not convinced that their pupils have learnt during their museum visits is very small, the pupils of these teachers are convinced that they have learnt something. One case-study that was, in the researchers' views, less than optimum, led to more learning than the researchers expected. Both of these facts, in their different ways, suggest that there is more learning potential to be exploited as a result of museum visits.

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<sup>10</sup> Department for Education and Skills, 2005, *Youth Green Paper, Youth Matters*, DfES, London, <http://www.dfes.gov.uk/publications/youth/>