

Section 6 How museums are used by teachers

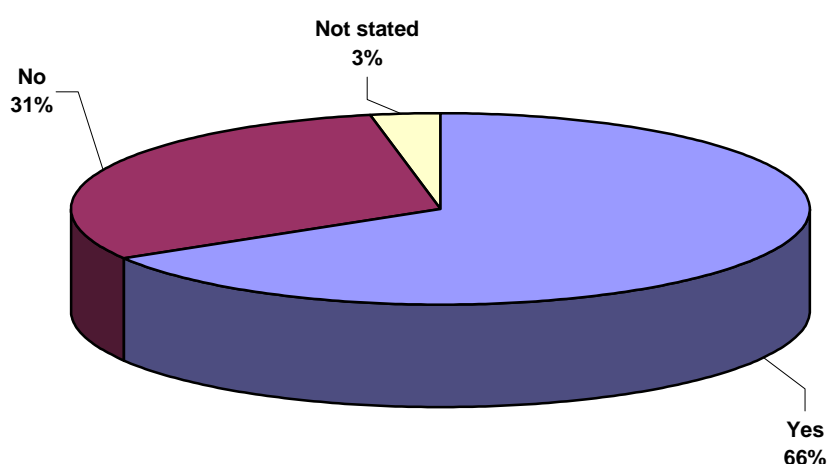
6.0 Evidence from the teachers' questionnaires

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?

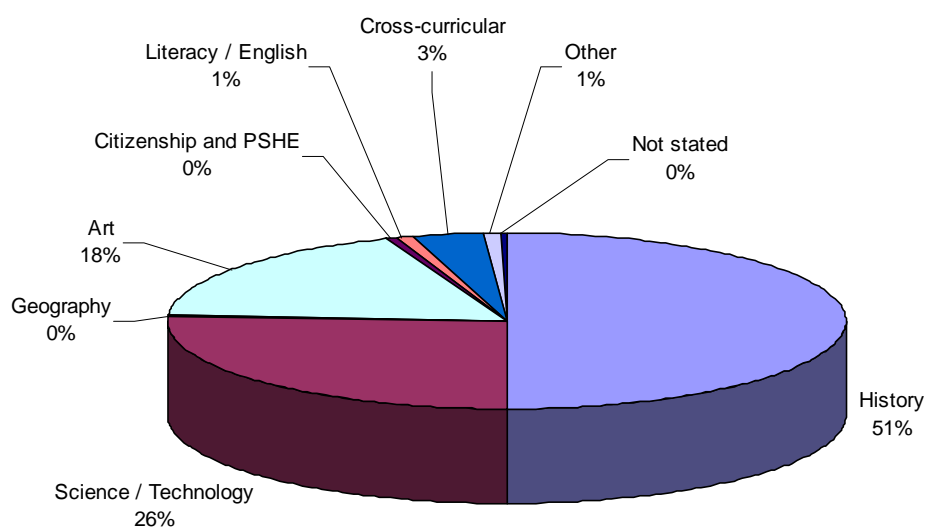
Question 4: What theme are you studying?

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.

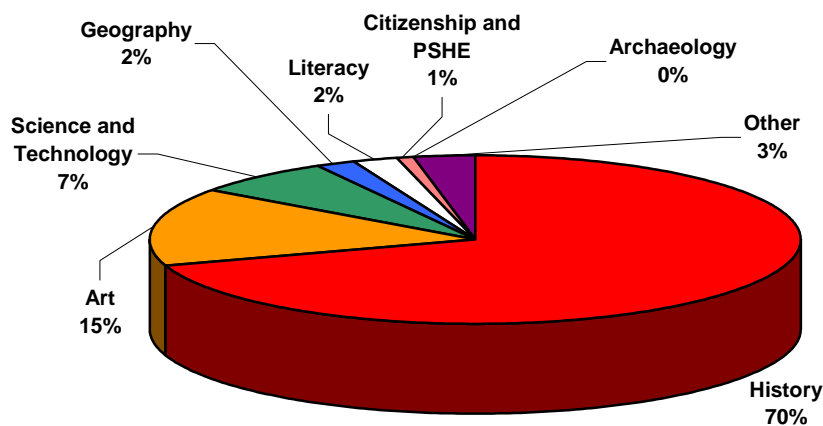


Base: all teachers (503)

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.



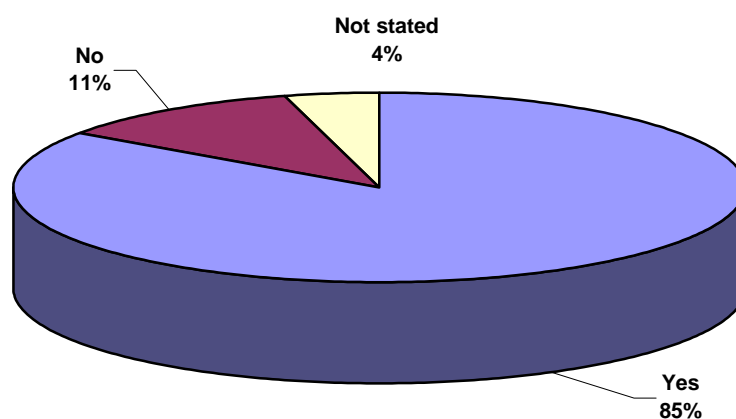
Base: all Renaissance teachers (936)

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.



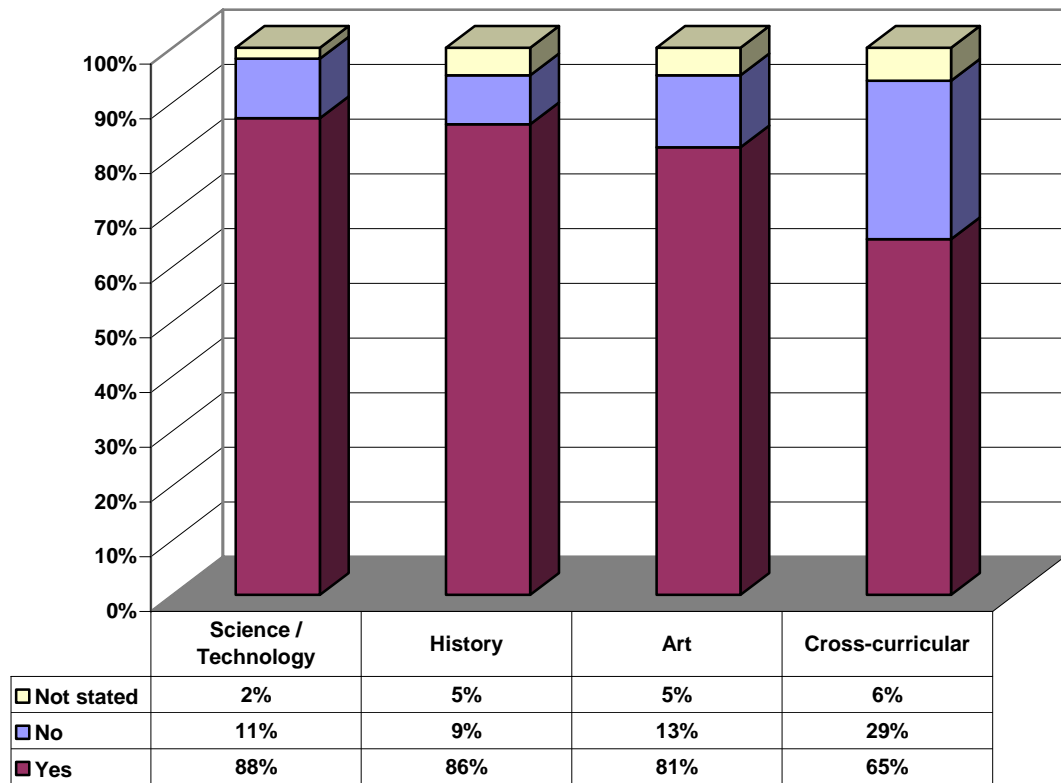
Base: all teachers (503)

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

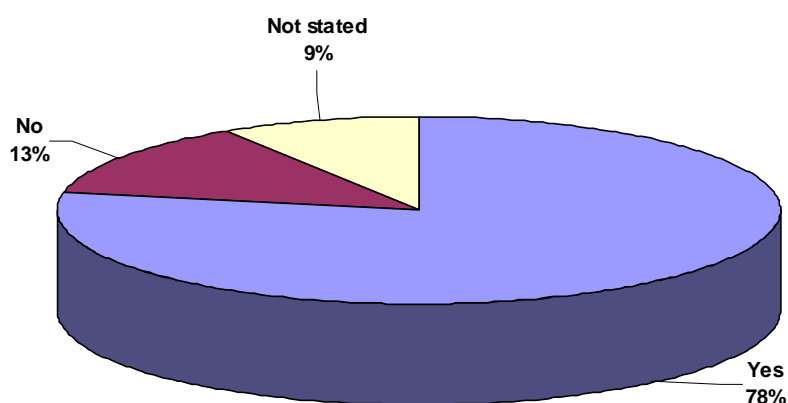
(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)

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?

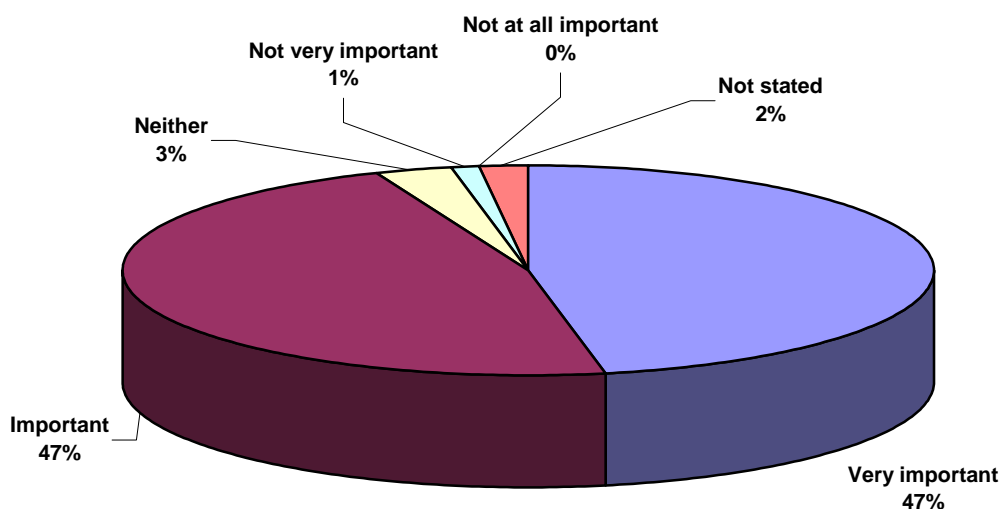
Question 22: How important are museums to your teaching?

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)

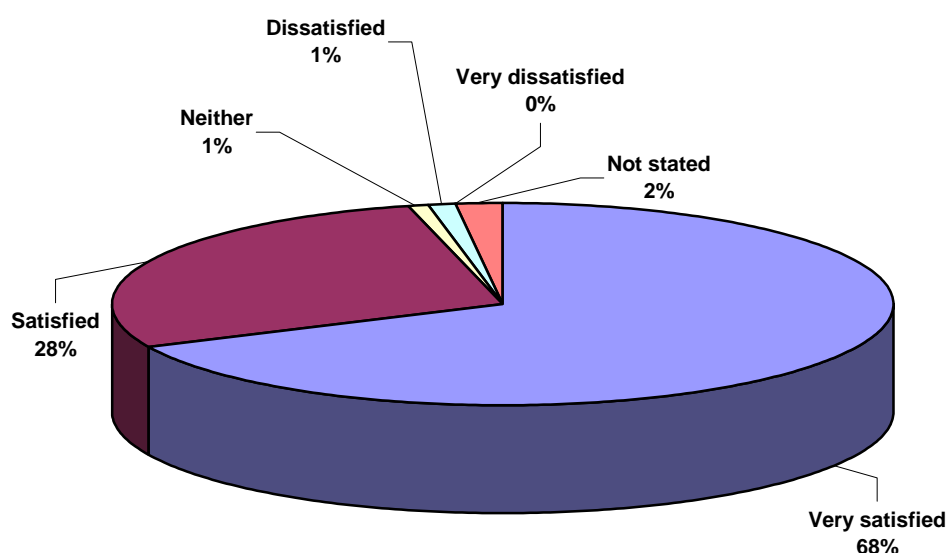
Figure 6.7: Form A. Question 22. How important are museums to your teaching?

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)

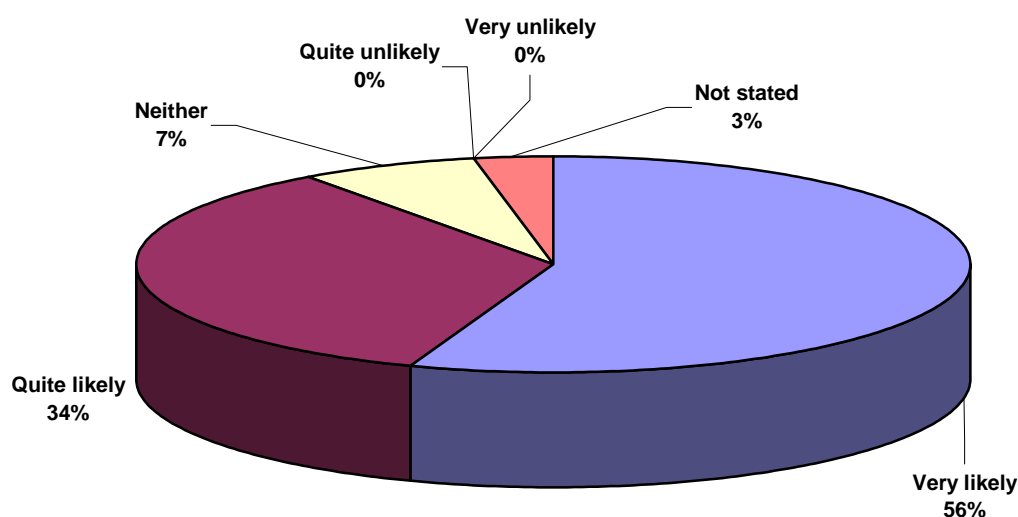
Figure 6.8: Form A. Question 23. How satisfied are you with the museum's provision?

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.