

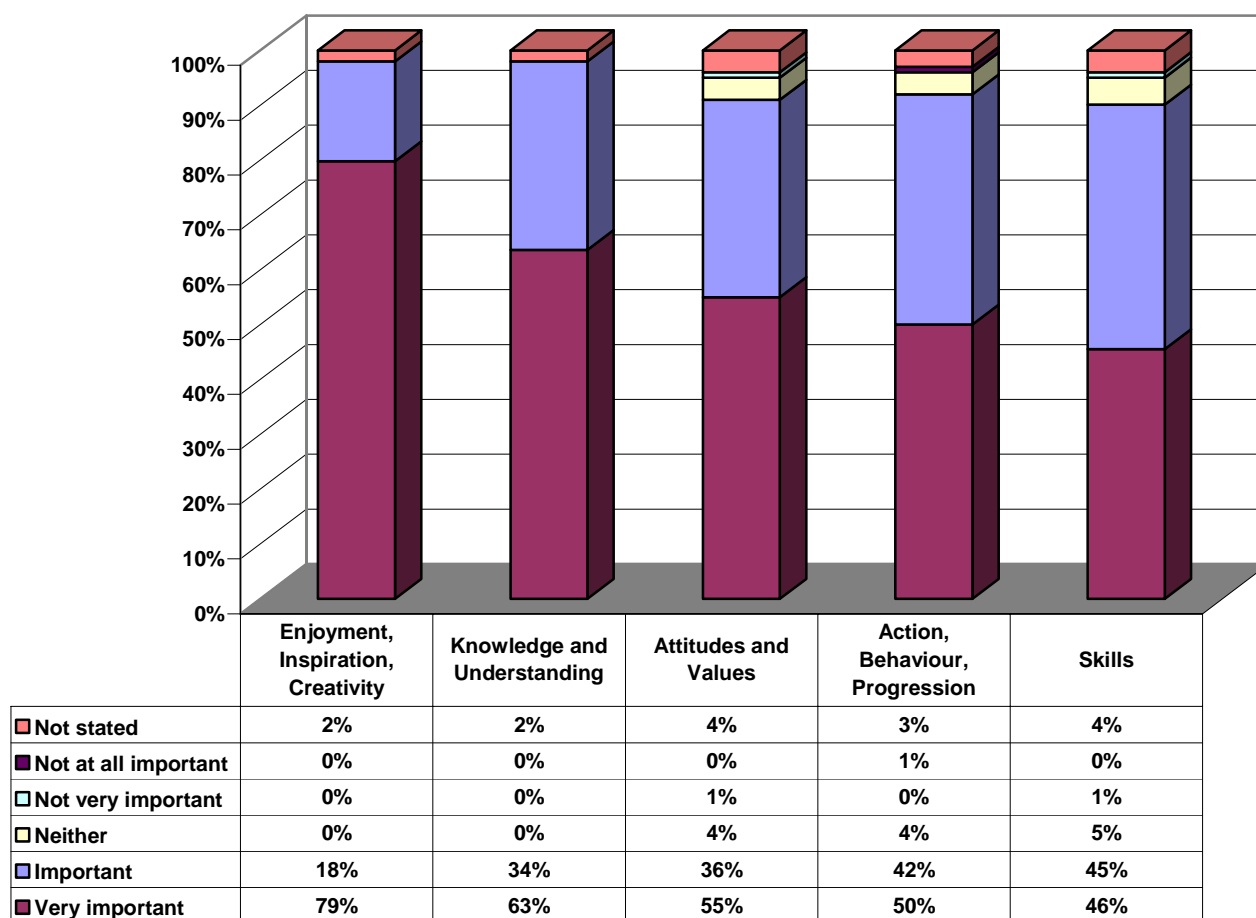
## Section 7 Valuing the five Generic Learning Outcomes

### 7.0 Introduction and comparison with Renaissance in the Regions

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

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

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



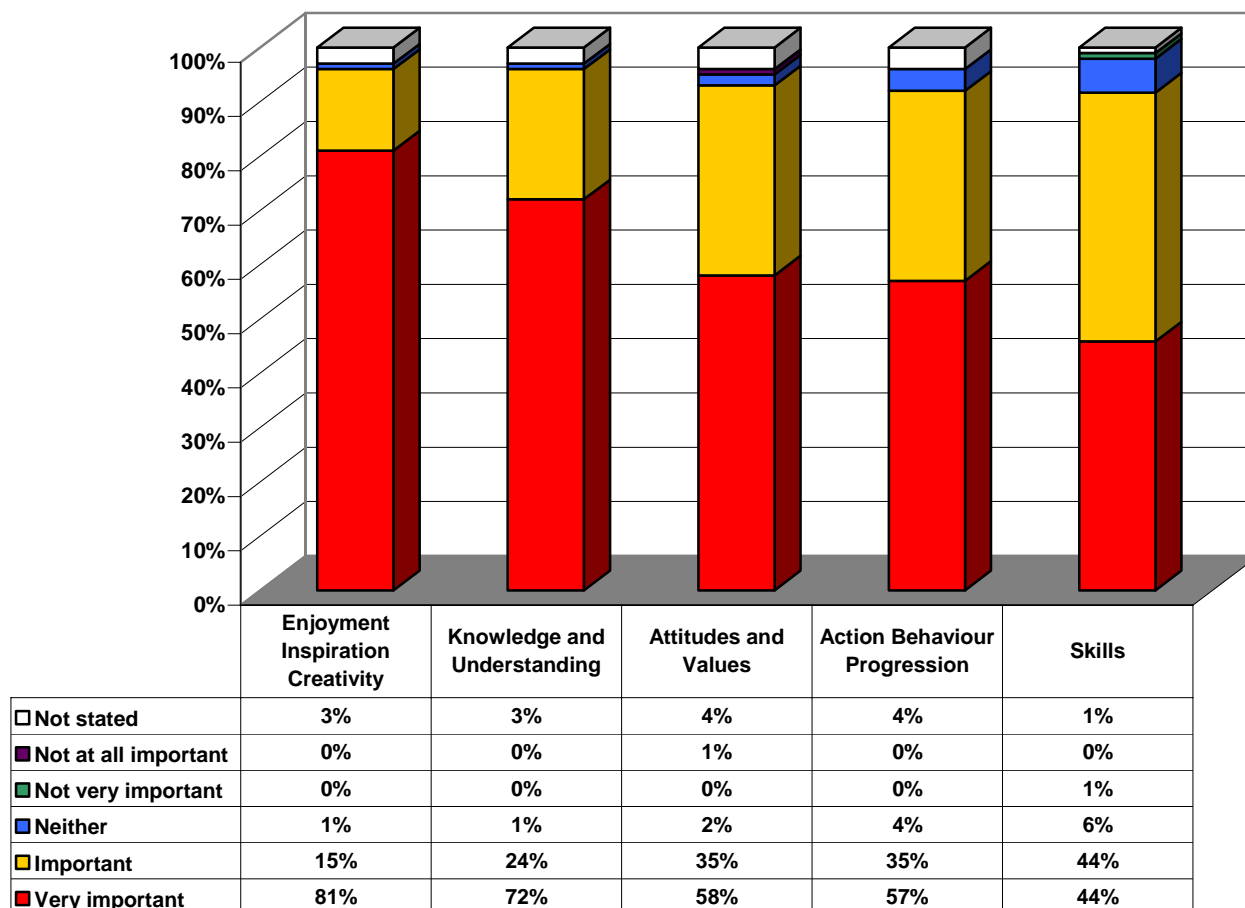
Base: all teachers (503)

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

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

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

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

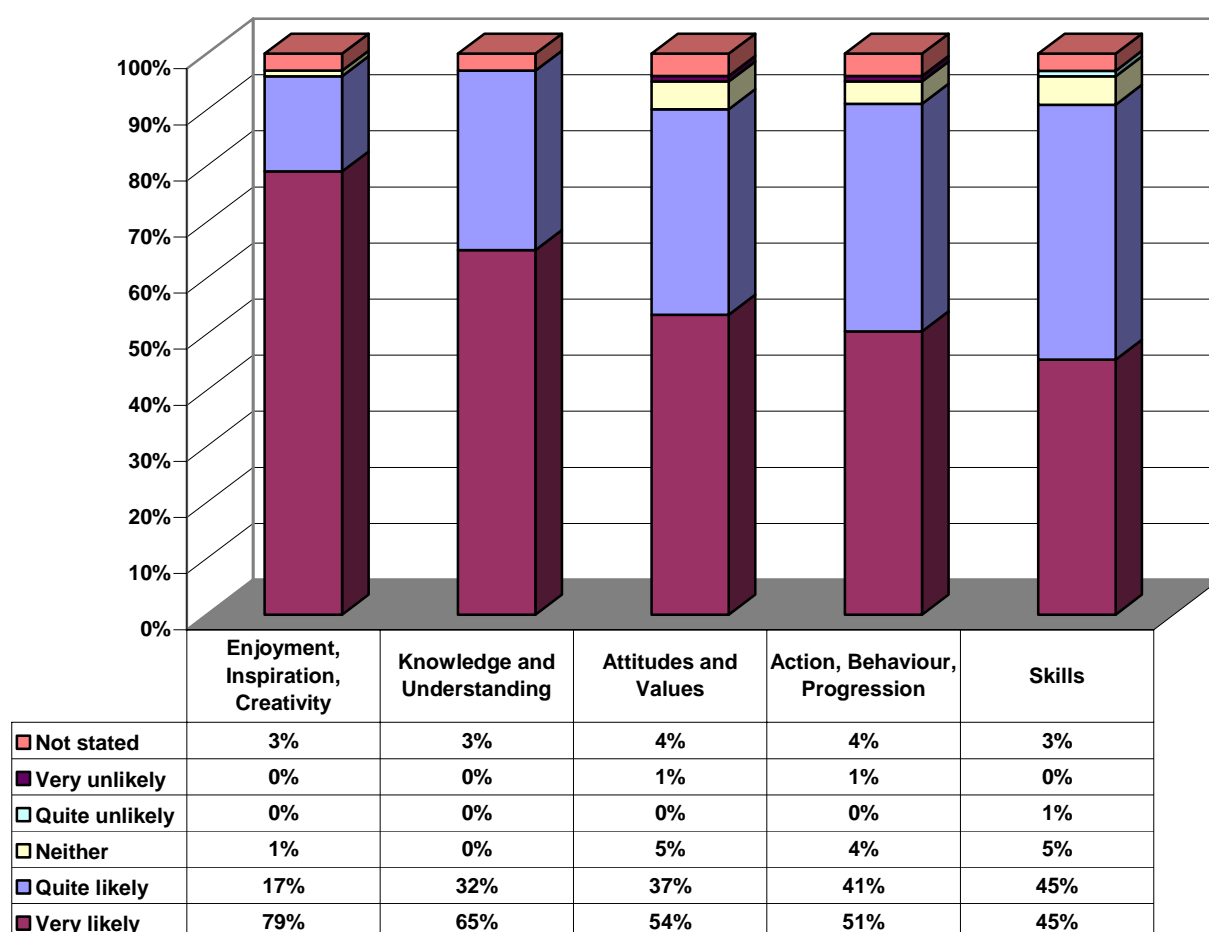


Base: all Renaissance teachers (936)

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

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

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



Base: 396 teachers of KS2 and below pupils

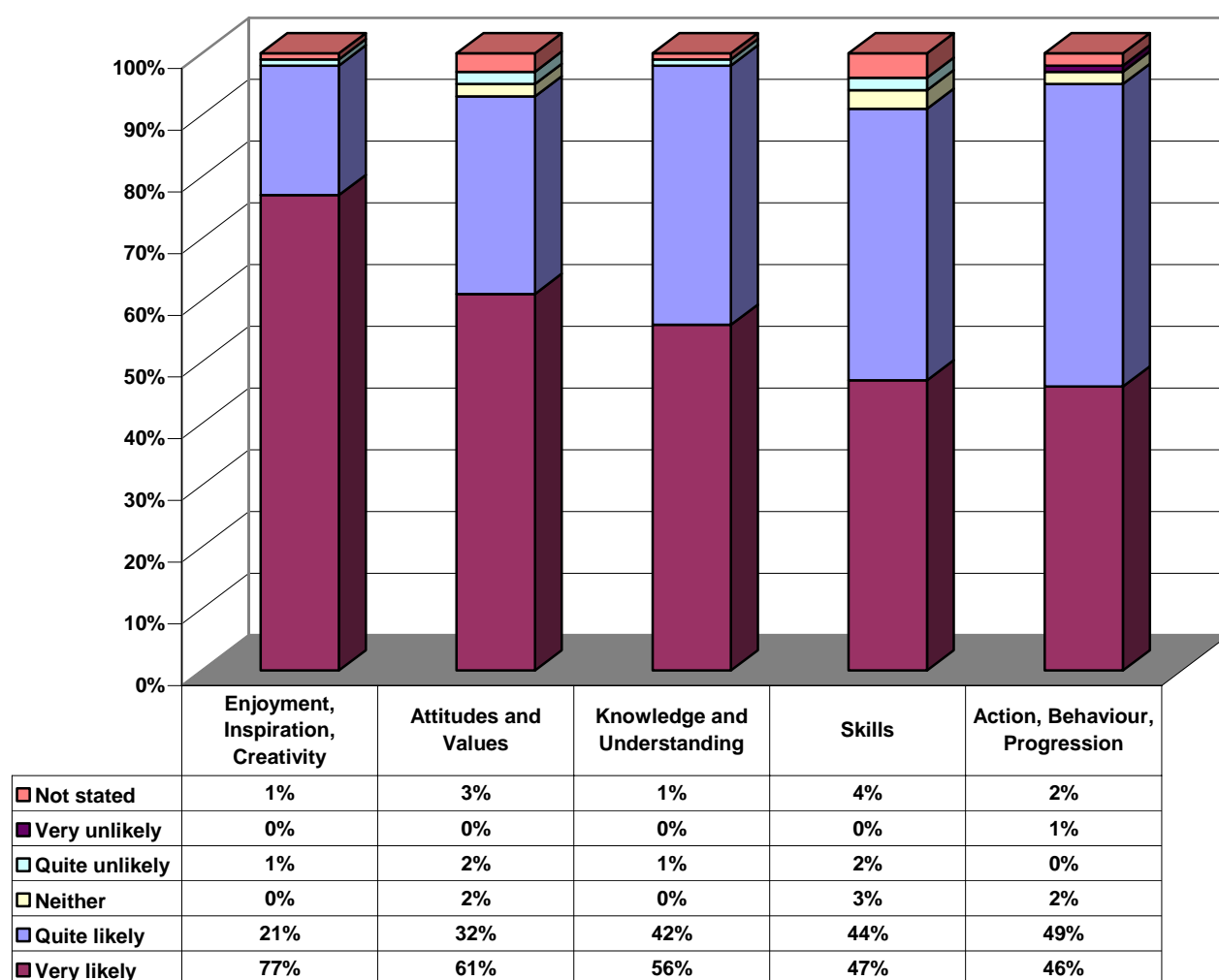
**Figure 7.3: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? KS2 and below**

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

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

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

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



Base: 100 teachers of KS3 and above pupils

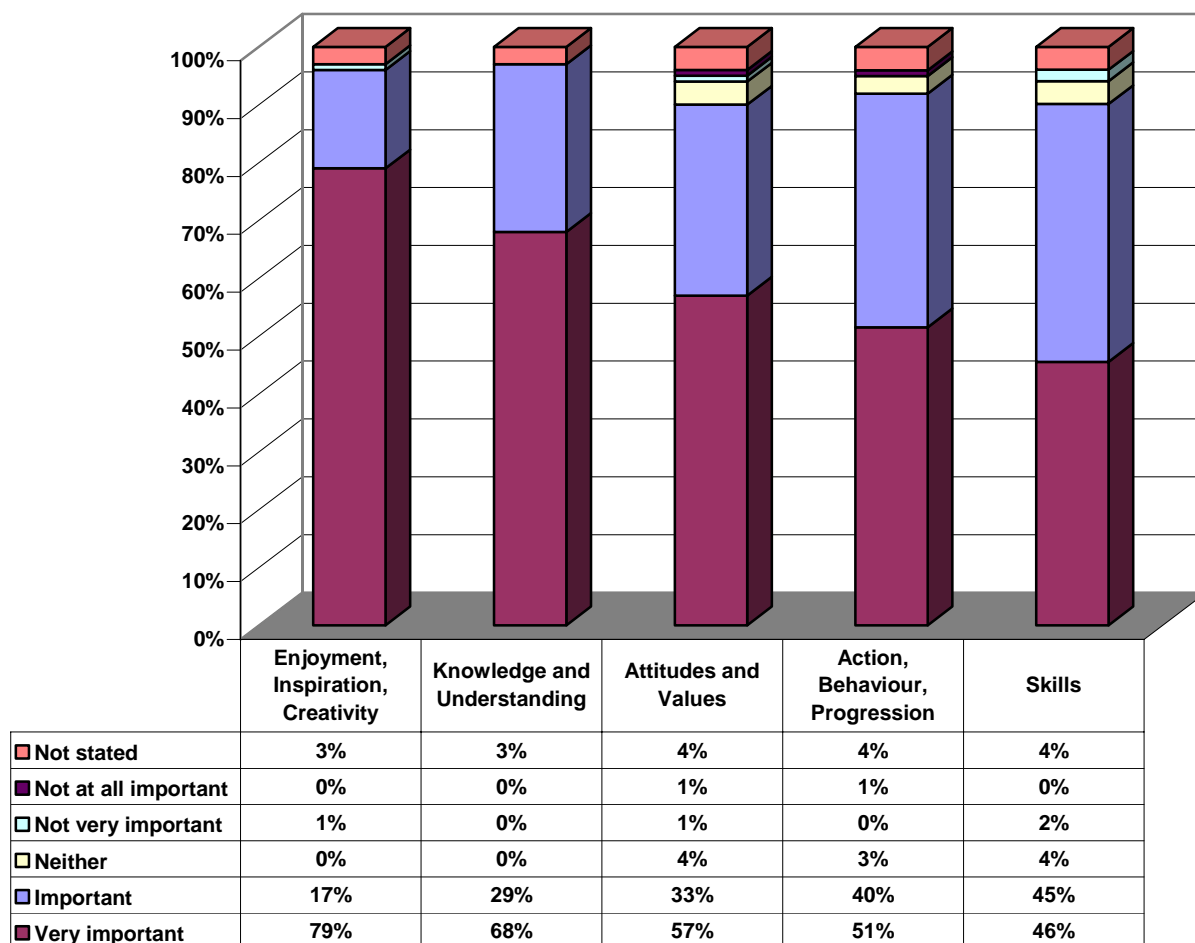
**Figure 7.4: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? KS3 and above**

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

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

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

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



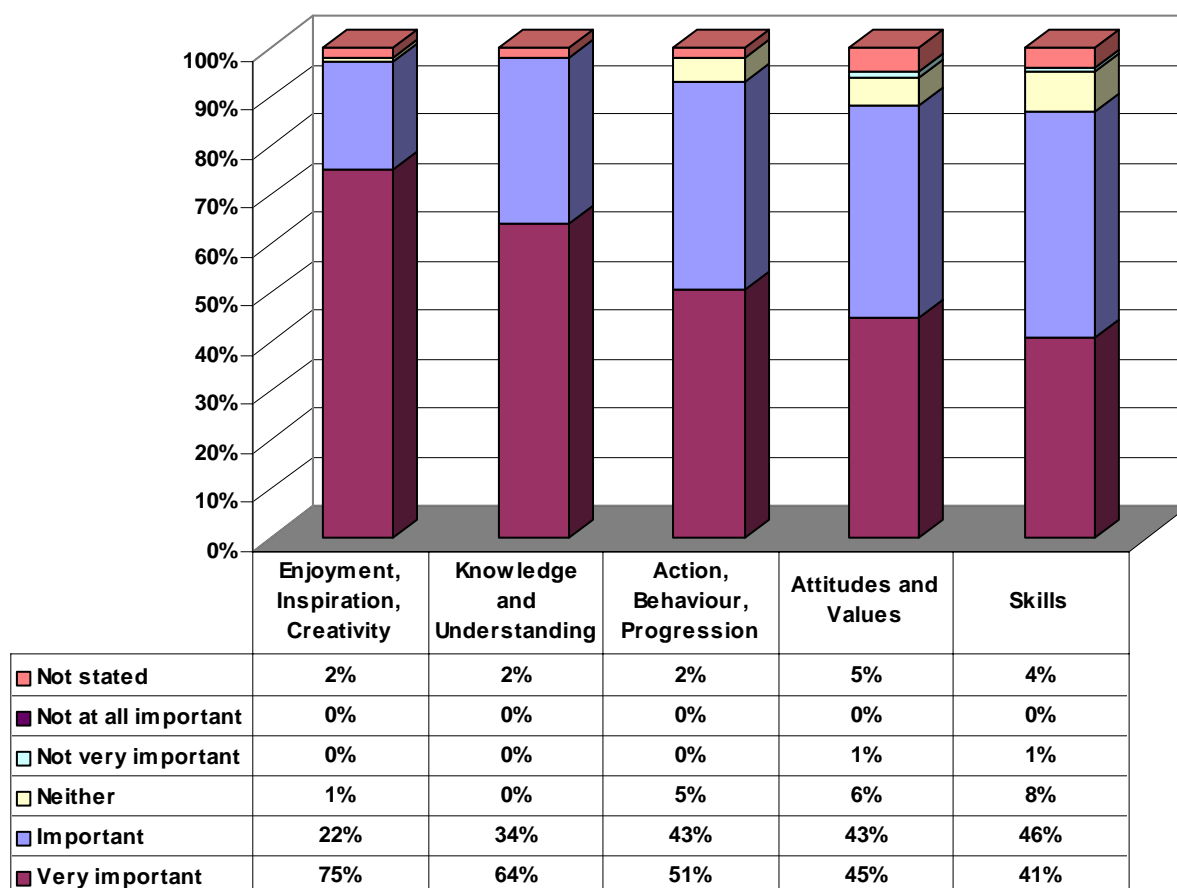
*Base: teachers who stated History themes (252)*

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

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

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

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



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

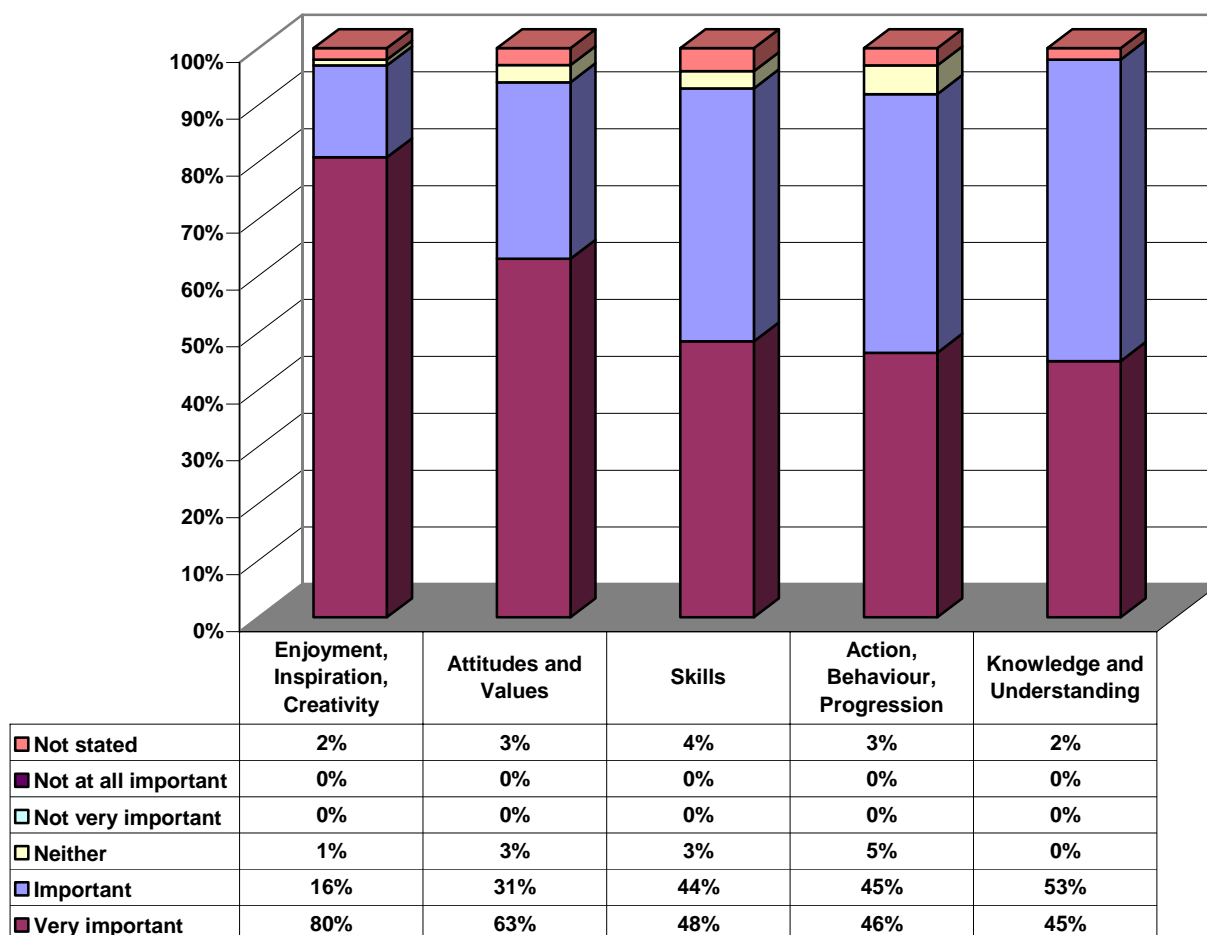
**Figure 7.6: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? Science/Technology themes**

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

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

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

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



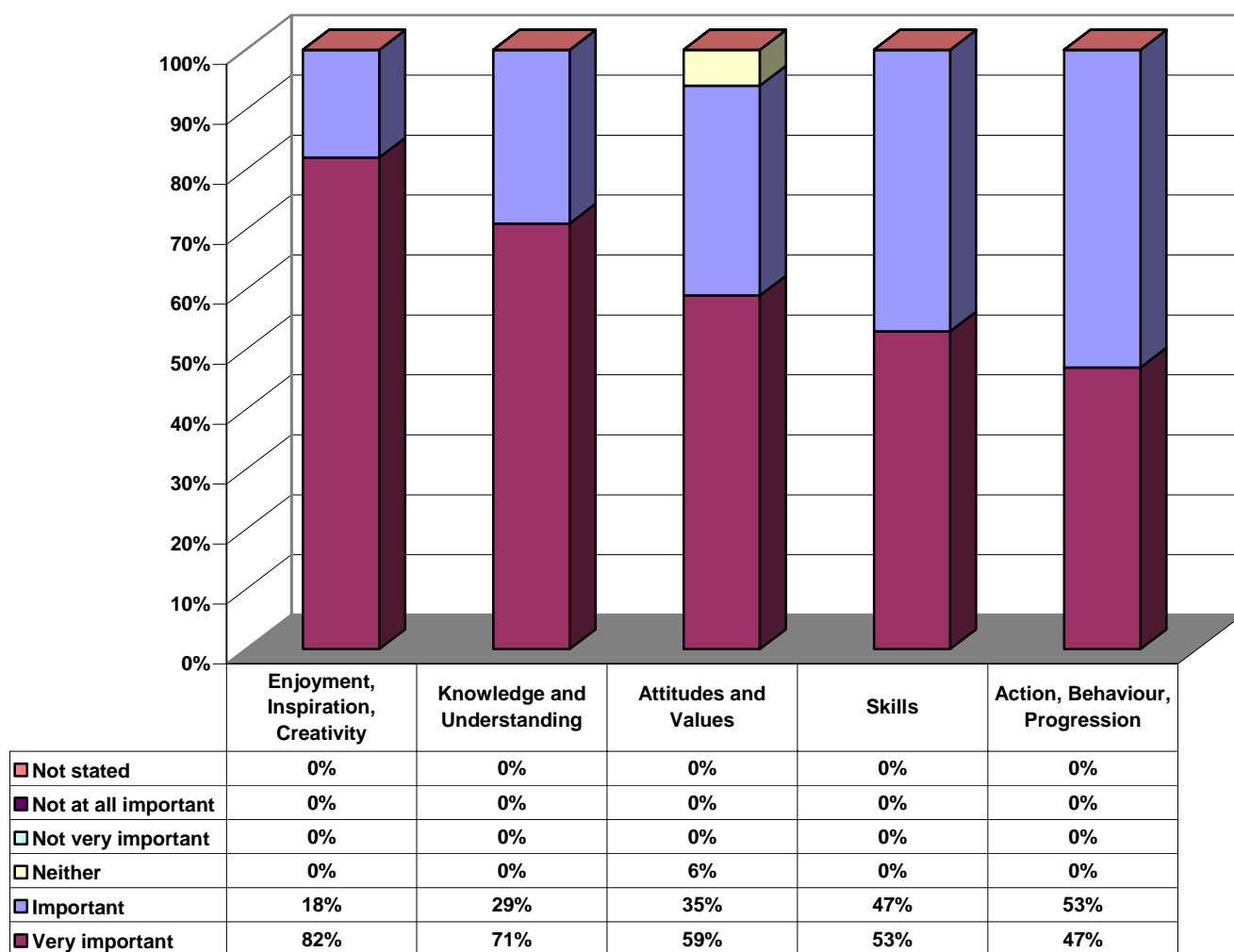
Base: teachers who stated Art themes (91)

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



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

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



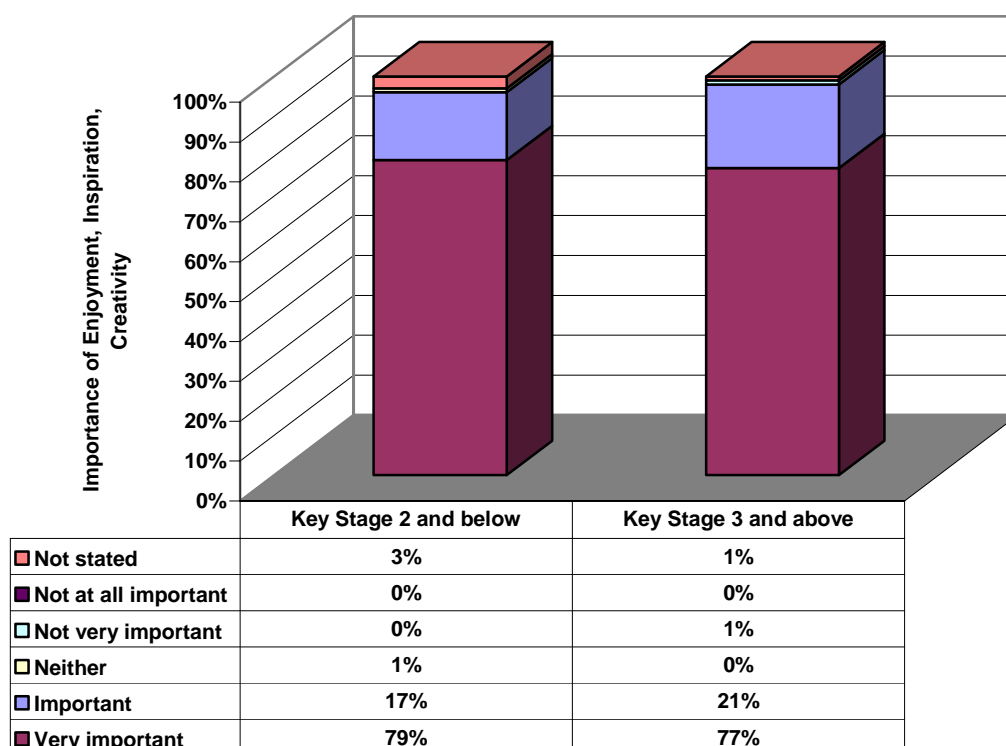
Base: teachers who stated Cross-curricular themes (17)

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

### 7.3 Enjoyment, Inspiration, Creativity

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

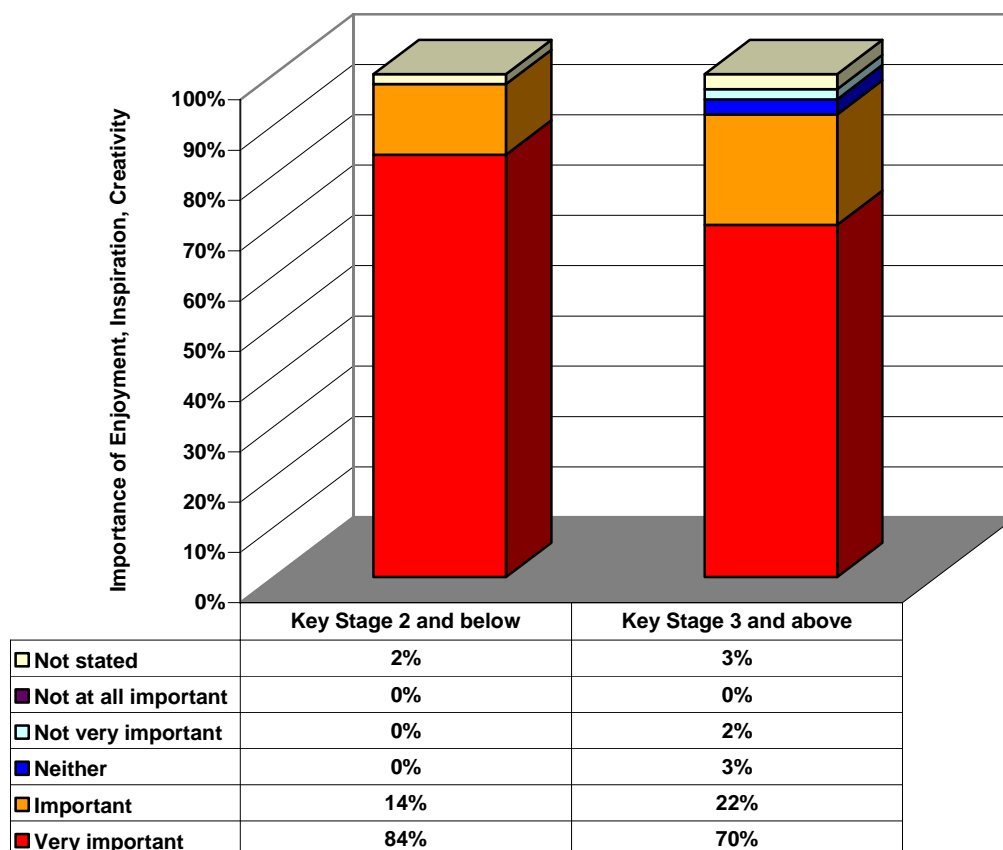
The responses of teachers of KS2 and KS3 were very similar. At KS2 and below, 79% of teachers completing Form A rated Enjoyment, Inspiration, Creativity as very important, as did 77% of KS3 and above teachers.



Base: 496 teachers (excluding mixed and not stated)

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

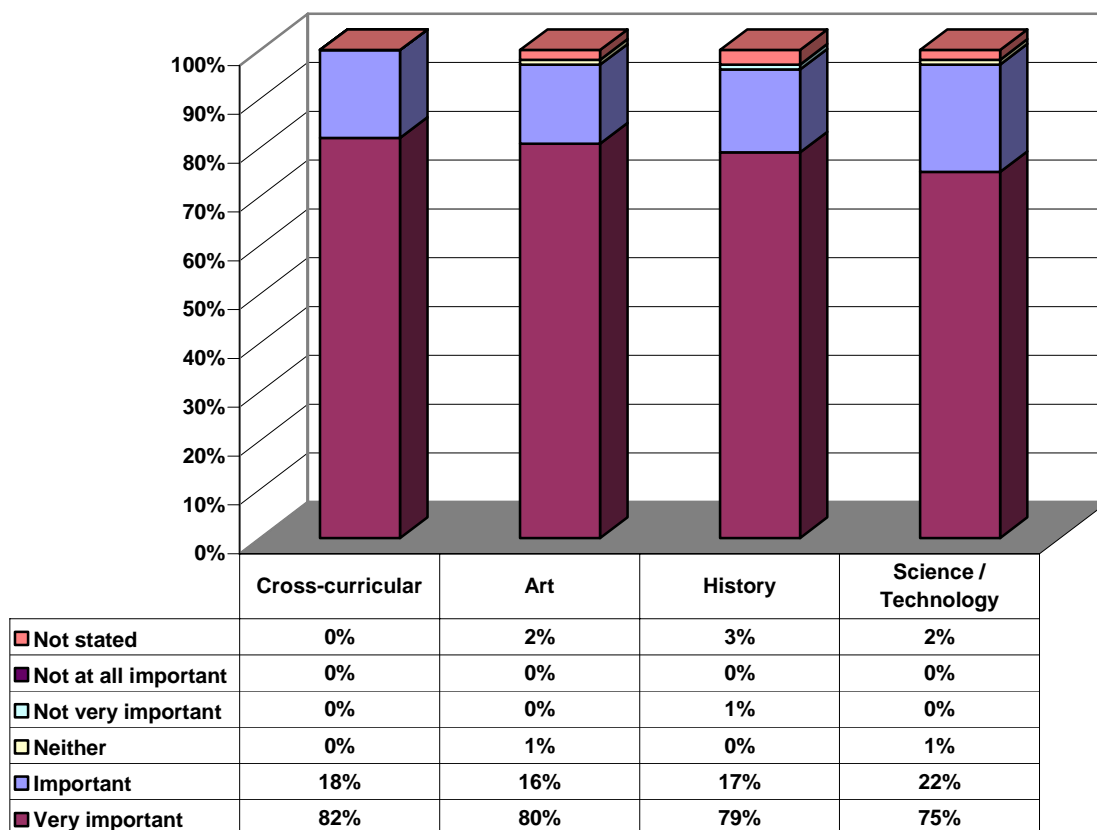
The Renaissance study showed a different pattern, since teachers of younger pupils valued Enjoyment, Inspiration and Creativity more highly than teachers of older pupils (84% of KS2 and below teachers considered this very important compared to 70% at KS3 and above).



Base: 854 Renaissance teachers

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

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



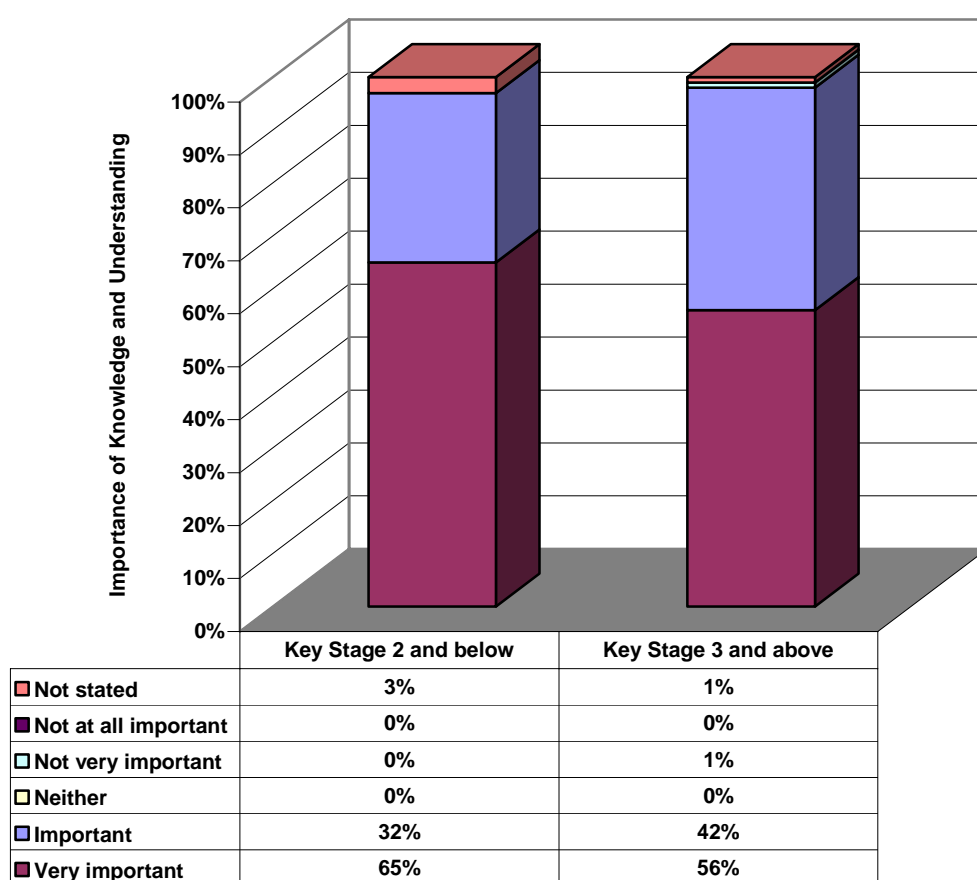
*Base: 490 teachers  
(130 teachers on Science/Technology visits, 252 teachers on History visits, 91 teachers on Art visits and 17 teachers on Cross-curricular visits)*

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

## 7.4 Knowledge and Understanding

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

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

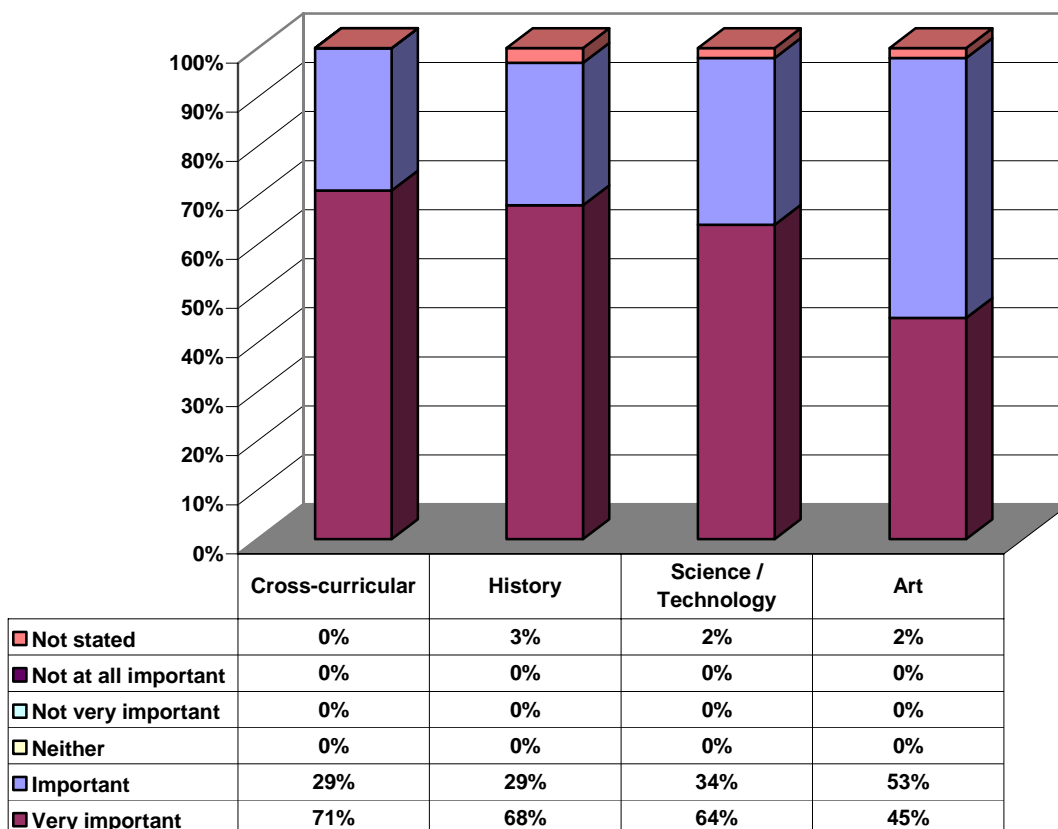


Base: 496 teachers (excluding mixed and not stated)

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

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

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



Base: 490 teachers

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

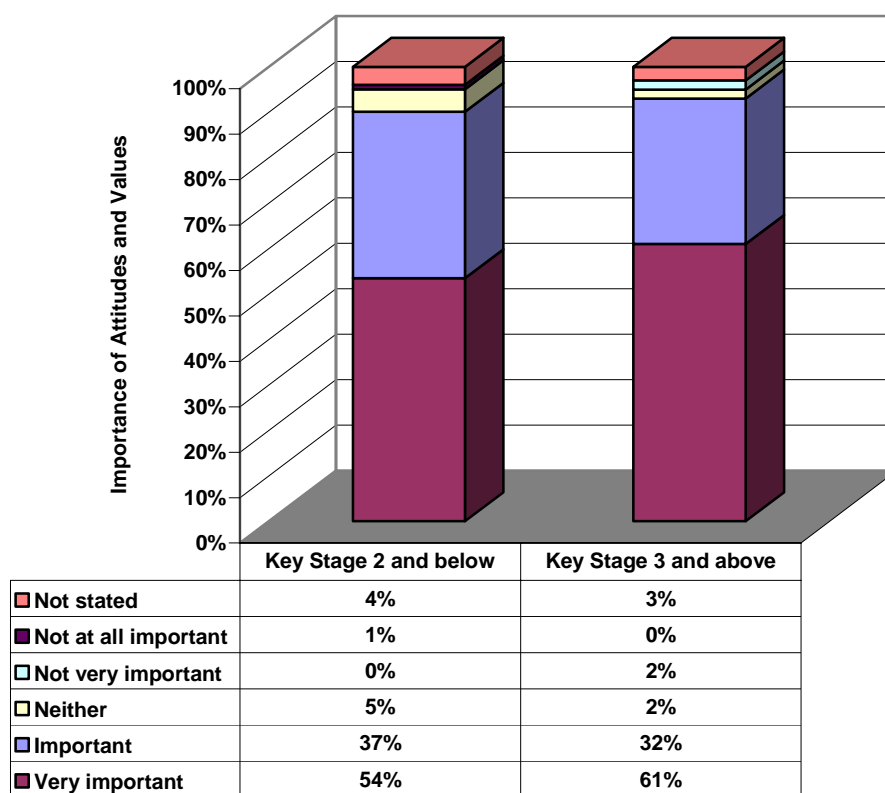
**Figure 7.13: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? Knowledge and Understanding by theme**

## 7.5 Attitudes and Values

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

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

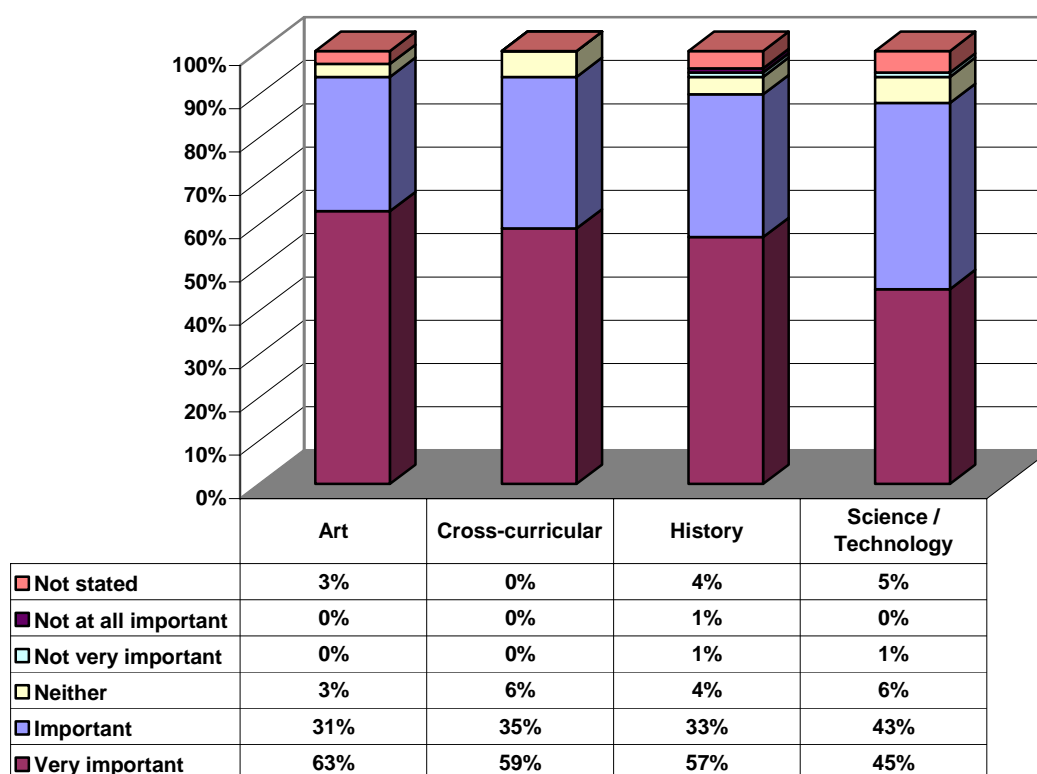
It is possible that teachers consider that older pupils at KS3 and above are at a more suitable age to make judgements about difficult issues. This is interesting in the light of projects such as *Understanding Slavery*, which tended to work with secondary school pupils and treated a particularly sensitive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



Base: 496 teachers (excluding mixed and not stated)

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

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



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

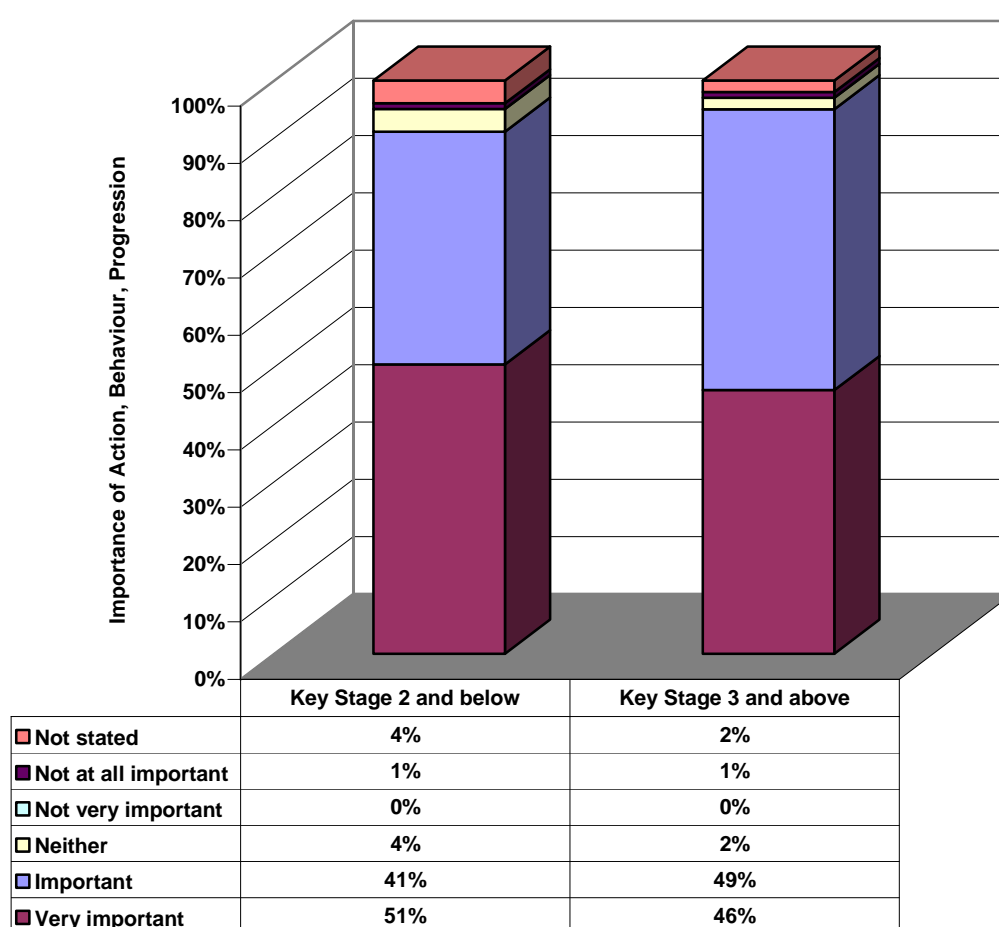
**Figure 7.15: Form A. Question 21. For each of the potential outcomes from the use of the museum, please could you rate the importance of each one in your view? Attitudes and Values by theme**



## 7.6 Action, Behaviour, Progression

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

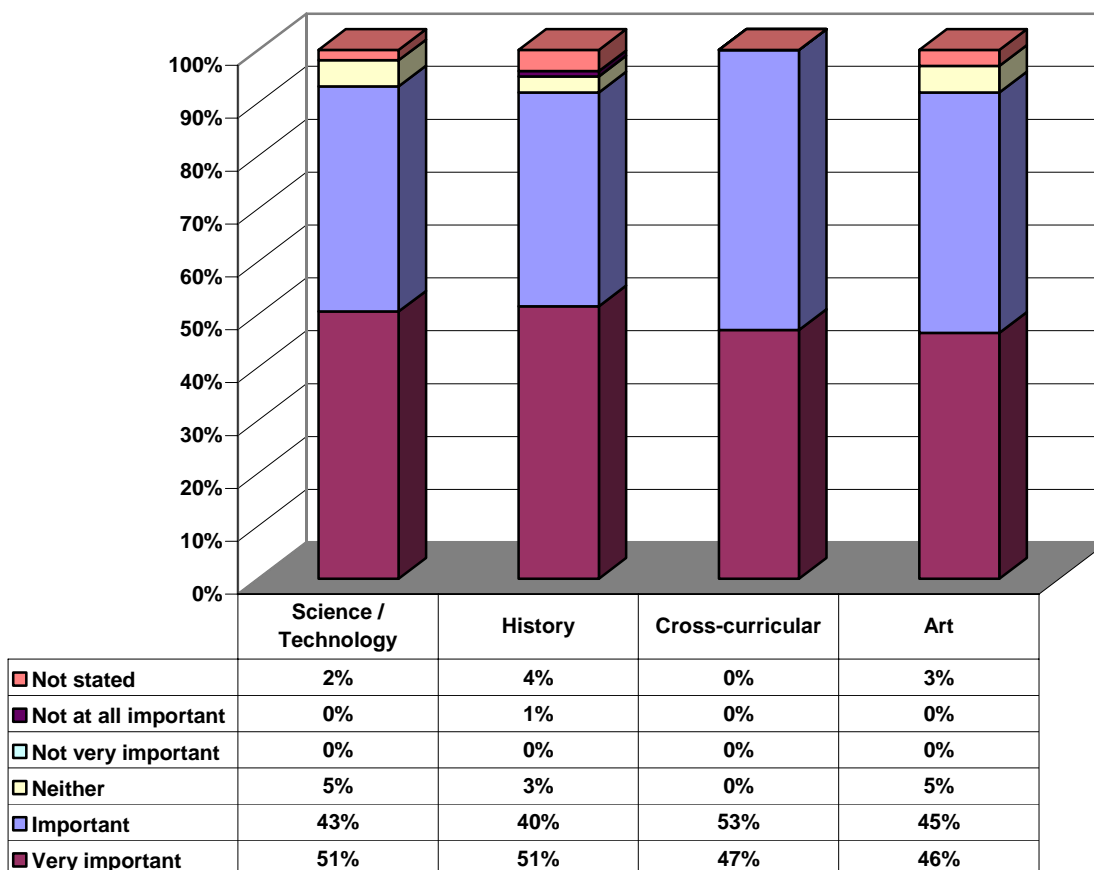
There were slight differences between teachers of KS2 and KS3 and above in their perception of the importance of Action, Behaviour, Progression. Fifty-one percent of KS2 teachers rated this GLO as very important, compared to 46% of KS3 and above teachers. However, overall slightly more (95%) KS3 and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



Base: 496 teachers (excluding mixed and not stated)

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

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



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

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

## 7.7 Skills

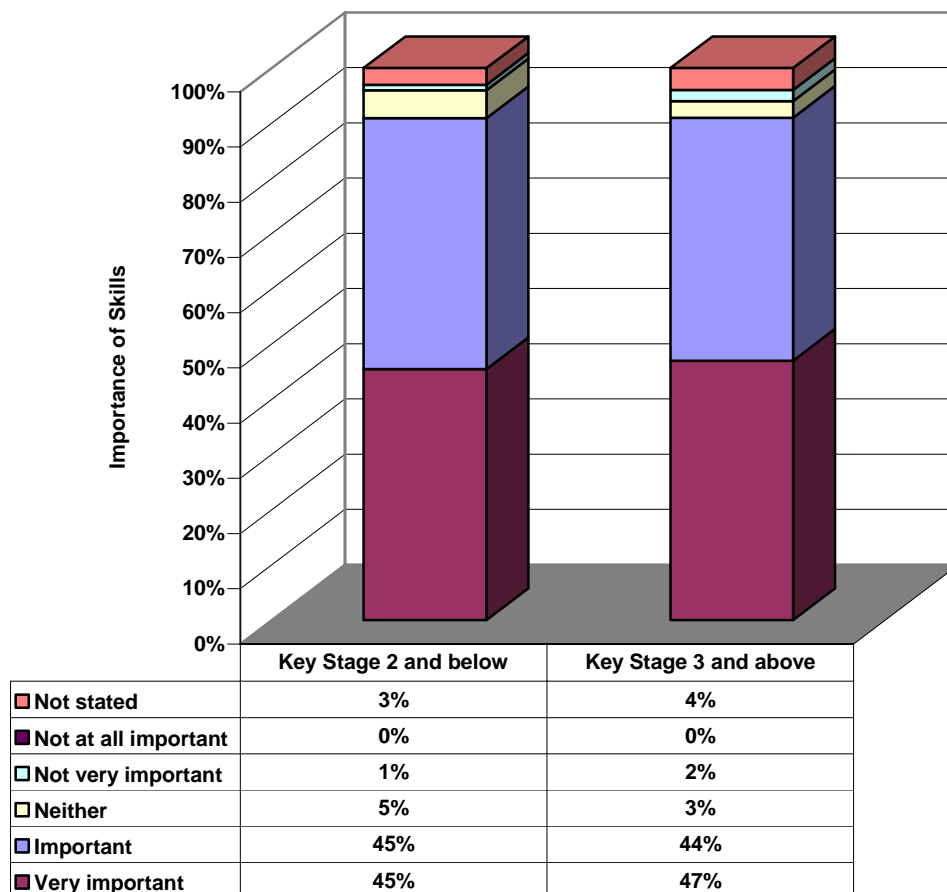
Forty-six percent of teachers completing Form A rated Skills as a very important outcome of the visit, and 45% rated it important.

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

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

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

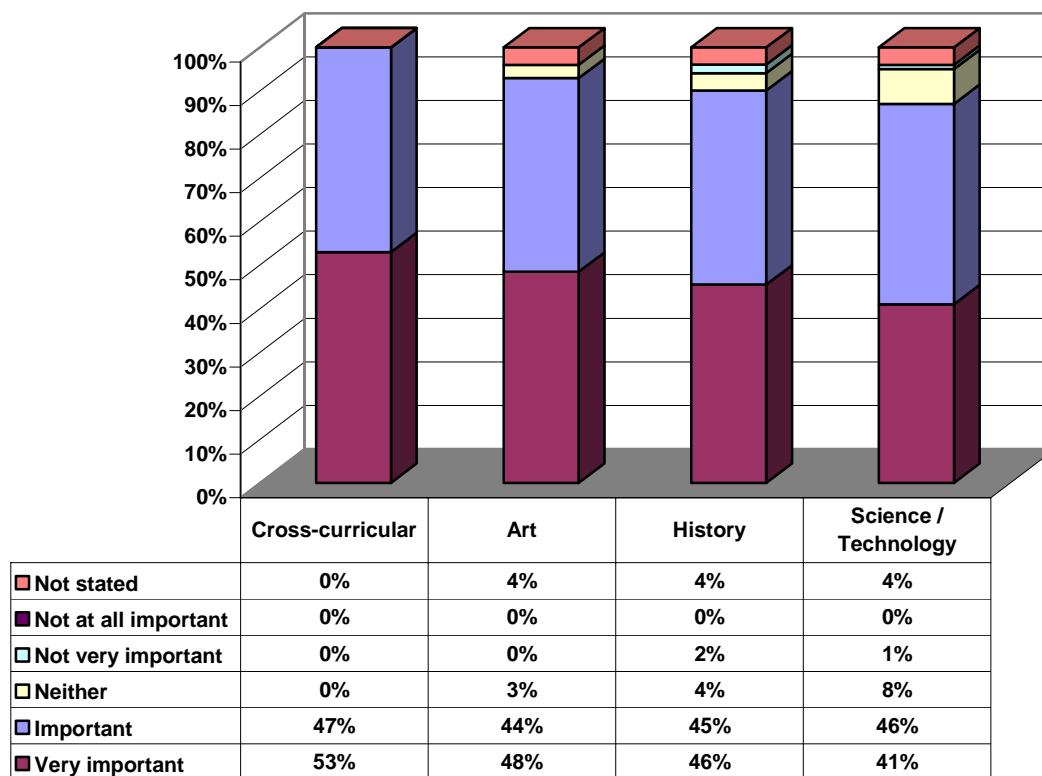
There were only very small differences between teachers of KS2 and KS3 and above pupils.



Base: 496 teachers (excluding mixed and not stated)

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

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



Base: 490 teachers

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

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

## 7.8 Conclusion

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

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

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

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

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

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