

The Generic Learning Outcomes Measuring Learning Impact in Museums



Impact agenda

REF definition of impact:

“An effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia.”

outputs-outcomes

OUTPUTS: Health and wellbeing

- 3 Network events
- 18 Encountering the unexpected sessions with older people's groups
- Live today think tomorrow resources: collections, film, adapted cigarette adverts, resources, bank of activities/ questions/ issues for debate for youth groups and schools. 5 pilot sessions, focus group
- Body, Mind, Spirit- on line learning platform for hospital schools
- Showcase Event - Museums and Health, Mind Body, spirit: How museums impact health and wellbeing
- Publication Mind Body, spirit: How museums impact health and wellbeing – printed & on line version
- Framework for development H & W Nottingham Museums
- 5 presentation at regional, national & international seminars & conferences



Inspiring Learning for All (ILfA) -Museums Libraries Archives Council (MLA) initiative

- Strategically placing learning at the heart of museums
- National Initiative
- Focused on organisational change

Learning impact research project (LIRP)

- develop a tool to measure the impact of learning in museums, libraries and archives
- focusing on the outcomes and impact of this learning by users

- RCMG commissioned to undertake the research

Research Centre for Museums and Galleries (RCMG)

Vision

To carry out research that can inform and enrich creative museum thinking, policy and practice. To support museums to become more dynamic, socially purposeful institutions.

www.le.ac.uk/museumstudies/research/rcmg

Learning Impact research project (LIRP)

The aim of LIRP was to:

- develop an understanding of learning and its outcomes
- to establish a way of researching and providing evidence of this learning in museums, archives and libraries
- This will enable organisations to be aware of the effectiveness of the environments for learning that they provide, and to work towards improving opportunities for their users
- Produce evidence that may be quantified in order to present a national picture of the impact of learning across the museum, archive and library.
- The learning experiences that MLA wishes to describe encompass learning that arises from projects and workshops, but also (and importantly) includes the everyday learning experiences of all users of museums, archives and libraries.

Learning Impact research project (LIRP)

Multi disciplinary research team led by Prof Eilean Hooper Greenhill

- develop a tool to measure the impact of learning in museums, libraries and archives
- focusing on the outcomes and impact of this learning by users

Learning Impact research project (LIRP) – The challenge

- What is learning in museums, libraries and archives?
- Measuring learning in museums libraries and archives
- Conceptual tool to measure the outcomes and impact of learning

Learning Impact research project (LIRP) – Research design

PHASE 1: SEPTEMBER 2001 - MARCH 2002

- Conceptual research – literature reviews
- 2 Papers ‘Learning Outcomes ’

PHASE 2: MARCH 2002 - MARCH 2003

- Piloting
- Development of web based toolkit
- Launch of Inspiring Learning for All November 2003

Context - Government Policy for museums

- 'Learning is at the heart of this government's agenda because it is the key to a rich life for individuals and prosperity for the nation' The learning power of museums: a vision for museum education 2000, DCMS
- 'The Government believes that education is central to the role of the museum today.....' 2000 DfEE, DCMS
- 'Combating social exclusion is one of the Government's highest priorities, and I believe that museums, galleries and archives have a significant role to play in helping us to do this' Centre for social change Museums, Galleries and Archives for all DCMS 2000

Context: Learning – a core purpose of museums

- “Our collections inspire, enthrall and enlighten... at the core of our public service lies our ability to inspire curiosity and stimulate learning.”
- “Museums as centres of learning, economic impact, partners in tourism, regeneration, civic spaces, creativity, research and innovation, social change....”

A manifesto for Museums 2004

Government policy- consistent vision

Funding for museum learning

= Accountability

Need to demonstrate impact- need
for evidence of learning in museums

What do we mean by learning in MLA?

- Learning is a complex set of processes in which people are involved in different ways and to different degrees throughout their life
- Learning involves what you already know to make sense out of new knowledge
- Cognitive learning (facts and information) cannot be separated from affective learning (feelings and emotions)
- As Claxton describes learning runs along a continuum from a tight focus like a spotlight to a low focus like a floodlight, so learning may not be purposeful

Life-long learning

- Learning plays an integral part in our everyday lives (Wenger, 1998)
- Learning is as crucial and fundamental as being alive (Claxton, 1999)
- Learning is what we do when we don't know what to do (Claxton, 1999)

What does learning include?

- Discipline-based (history, science, geography)
- Daily life and how to manage it (hospitals, schools)
- People and places
- Ourselves
- Different domains for learning – all necessary

Gardner's Multiple Intelligences

- Linguistic
- Logical-mathematical
- Musical
- Spatial
- Bodily kinaesthetic
- Interpersonal
- Intrapersonal
- Naturalistic
- Syntax, semantics
- Number, relationships
- Pitch, rhythm
- Mental visualisation
- Control of body, objects
- Empathetic
- Aware of self
- Classification, environment

Using prior knowledge and experience

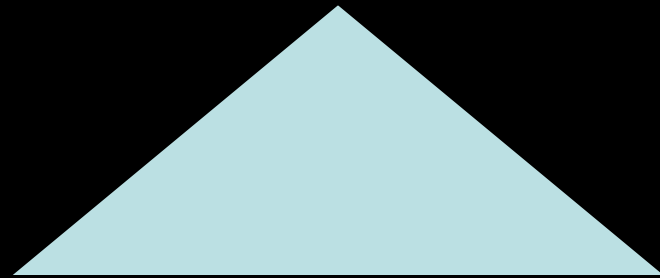
- Build on what we already know
- Use existing knowledge in new situations
- Learn something new
- Bruner's 'spiral curriculum'

Different levels of attention

The spotlight – tightly focused attention, specific target



The floodlight – open-ended, open-minded, cruising and browsing



Sources for learning: verbal and tacit

Tacit, felt

Verbal,
articulated

Learning as meaning-making

- Learners construct meaning on their own terms (no matter what teachers do) (Richardson,1997)
- Constructivist learning theory (Hein, 1998)
- Social constructionism (constructed realities, perspectival, situated knowing) (Fay, 1996)

What is learning?

- Learning includes emotions, attitudes, inspiration, as well as acquisition of facts.
- Learning is both intentional and unintentional.
- Learning in museums is inspired by and arises from collections but is not necessarily *about* the collections.
- A focus on the 'outcomes and impact of learning' reveals the dimensions of learning in museums

- Learning is holistic
- Museums represent flexible environments for learning
- Diverse learners
- Learners not tested – not a specific standard
- Learning embedded across the whole museum process

Learning in Museums

- Informal, flexible, open-ended sites for learning
- No set or required learning objectives
- No agreed learning outcomes
- Users set own standards and agendas for learning
- But - learning very important to users



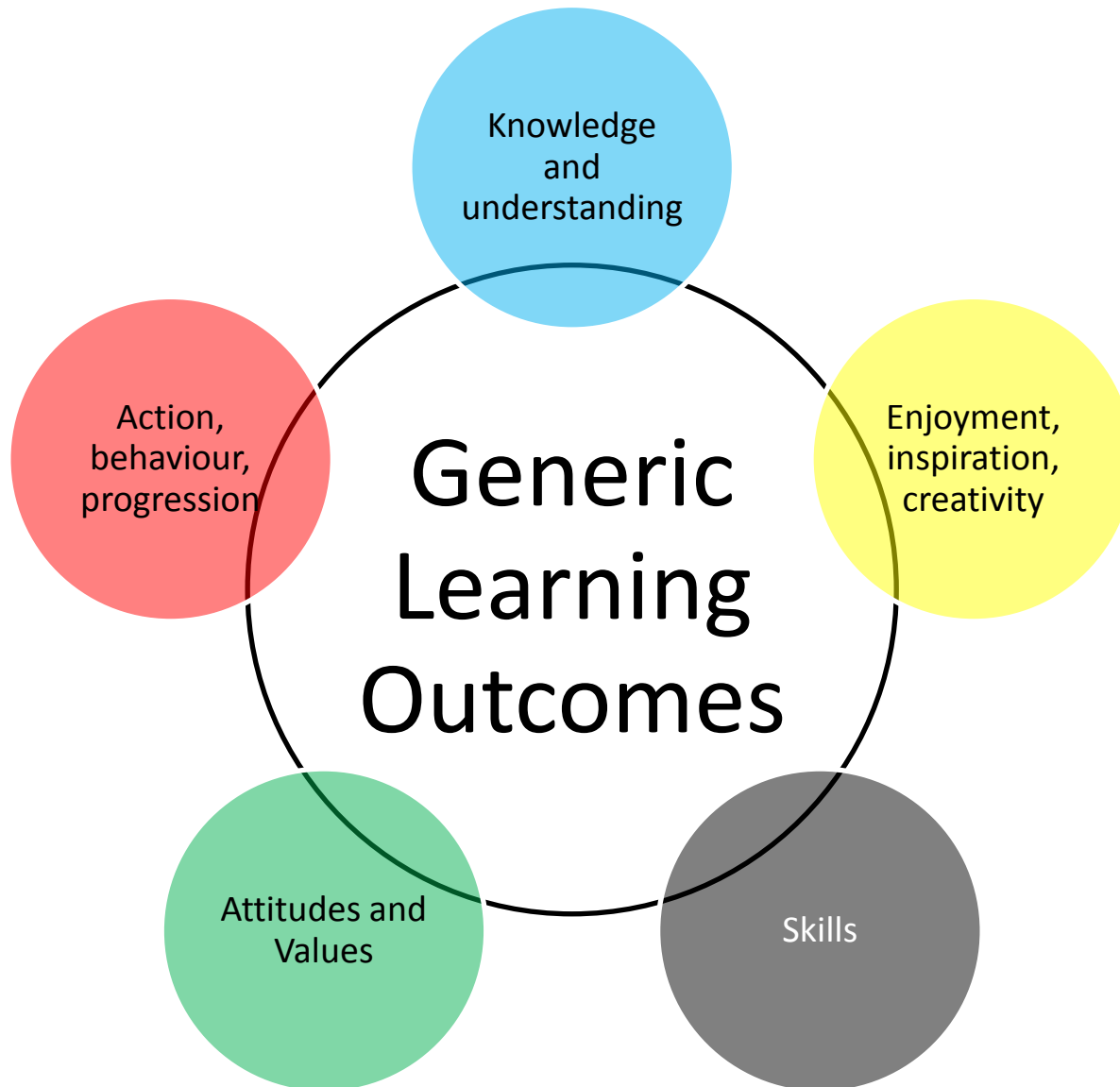
Learning is a process of active engagement with experience. It is what people do when they want to make sense of the world. It may involve the development or deepening of skills, knowledge, understanding, awareness, values, ideas and feelings, or an increase in the capacity to reflect. Effective learning leads to change, development and the desire to learn more.

What do we mean by measuring?

- Outcomes & impact of learning
- Not learning processes
- Not learning objectives
- Learning outcomes – the result of learning
- Learning impact – the result of these outcomes over time from a broad perspective

Learning outcomes

Learning outcomes in formal education	Learning outcomes in MLA
<ul style="list-style-type: none">• Set by the teacher• Assessed by the teacher• Assessed at the end of the programme• Learners achieve in relation to external standards• Learners progress is judged by others	<ul style="list-style-type: none">• Not judging / assessing people• Cannot prescribe the learning in advance• Cannot/ should not measure individuals – baseline, ethics• When is the learning finished? When to measure?



Generic Learning Outcomes

- Arise from key dimensions of learning
- Generic: general class, category or group
- Not specific or programme related learning outcomes
- Suggest broad possibilities along a number of dimensions (e.g. attitudes)
- Do not set standards
- Do enable discussion and description of learning
- Flexible and diverse use
- Capture detail and complexity of learning

The Generic Learning Outcomes offer:

- A common language for discussing the dimensions of learning
- Provide common conceptual framework and a systematic approach to researching museum-based learning and its outcomes
- Provide agreed categories for classifying the statements of visitors/users
- Enable move from 'anecdote' to 'evidence'.
- Can be used to describe breadth and depth of outcomes of learning
- Can link quantitative and qualitative research

Inspiring Learning

organisational change – to embed learning in museums

People	Providing more effective learning opportunities
Places	Creating inspiring and accessible learning environments
Partnerships	Building creative learning partnerships
Policies/ plans/ performance	Placing learning at the heart of the organisation

Inspiring Learning <http://www.inspiringlearningforall.gov.uk/>



The screenshot shows a Windows Internet Explorer browser window displaying the homepage of the Museums, Libraries and Archives Council's Inspiring Learning framework. The browser's address bar shows the URL <http://www.inspiringlearningforall.gov.uk/>. The website header includes the M L A logo and the text "MUSEUMS, LIBRARIES AND ARCHIVES COUNCIL". The main heading is "Inspiring Learning" with the subtitle "AN IMPROVEMENT FRAMEWORK FOR MUSEUMS, LIBRARIES AND ARCHIVES". A navigation menu includes "home", "how we define learning", "improving performance", "measuring outcomes", "case studies", and "downloads". A search bar is present with the text "Search the site" and a "Go" button. The main content area features a large photograph of a group of people in a meeting. To the right of the photo is a "Welcome to Inspiring Learning" section with the text: "A self-help improvement framework for museums, libraries and archives. Inspiring Learning supports you to: Assess your strengths and plan improvements; Provide evidence of the impact of your activities through the generic learning and generic social outcomes; Improve your strategic and operational performance." Below this is a red banner for "Planning and assessment tool" with the sub-heading "People, Places, Partnerships, Policies" and a description: "A framework that supports you to review and improve performance. It can help develop more effective learning opportunities and create learning environments by: Helping to understand how to achieve best practice in supporting learning; Helping to identify how your museum, library or archive supports learning; Helping to plan and develop effective learning partnerships with other teams and organisations." A "Find out more" link is provided. On the right side, there is a section for "Inspiring Learning tools and templates" with the text "Lots of useful downloads including: Action planning templates; Guide to selecting research methods; Question bank to create and customise your surveys." and a "More tools and resources" link. At the bottom, there is a section for "Allianment to other" (likely a typo for Alignment).

Piloting

“Working on the pilot has enabled the formation of a learning culture within Culture and Community Learning by bringing staff at all levels together.....The Generic Learning Outcomes have given us a language and a framework to demonstrate to more traditional learning providers the unique contribution that museums, archives and libraries make to the learning agenda. This will help us to develop local learning partnerships to deliver community learning based on individual learners needs. It will also help us to make more effective bids for external funding as we can now demonstrate learning outcomes.”

Fiona Williams Pools Libraries

How do you capture learning impact?

Large body of data - 4 national research projects

	Teachers/ community groups leaders	Pupils/ community participants
What did you learn at the museum today? (MLA, 2003-2004)	1, 004	20, 604
Inspiration, Identity, Learning: The Value of Museums (DCMS, 2003-2004)	503	9, 415
What did you learn at the museum today? Second study (MLA, 2005-2006)	1, 665	26, 791
Inspiration, Identity, Learning: The Value of Museums. Second study (DCMS, 2006- 2007)	407	7, 253
Total	3, 579	64, 063

Inspiration, Identity, learning the value of museums: second study

- Programme 2006-2007
- 12 national museums
- over 50 regional museum partners
- 17 discrete projects
- Schools and community groups

Research methods

- Mixed research methods (quantitative and qualitative) to give depth and breadth
- The Generic Learning Outcomes (GLOs) to structure questions and to analyse data

Collaborated with LISU
Loughborough University



Form B - My Museum Visit

Key Stage 2

What is your first name? _____

What is your age? Are you Boy? Girl?

Please tick

- | | Yes | No | Don't Know |
|--------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. I enjoyed today's visit _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I learned some interesting new things _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I could understand most of the things we saw and did _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. This is an exciting place _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Visiting has given me lots of ideas for things I could do _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. A visit is useful for school work _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The visit has made me want to find out more _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What amazed me most on my visit was...

Form Bc
Using the Museum
Children 7-11yrs

What amazed me most about my museum experience

First name

What is your age?

Are you

a Boy

a Girl

Key YES NO DON'T KNOW

write/answer here

Please tick

- | | | | |
|---------------------------------------------------------|-----------------------|-----------------------|-----------------------|
| 1. I enjoyed using the museum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I learned some interesting new things | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I could understand most of the things we saw and did | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Working with the museum was exciting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. It has given me lots of ideas for things I could do | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. What I learnt will be useful for other things | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I want to find out more | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What do you think?

This exhibition has explored how society's attitude towards disability has changed over time, and how it has affected the everyday lives of local Deaf and disabled people.

What are your views about disability?



Diverse programmes



What amazed me most on my visit was...

When I came in
I was confused



When I came out
I was full of ideas



When I came into the museum I was confused

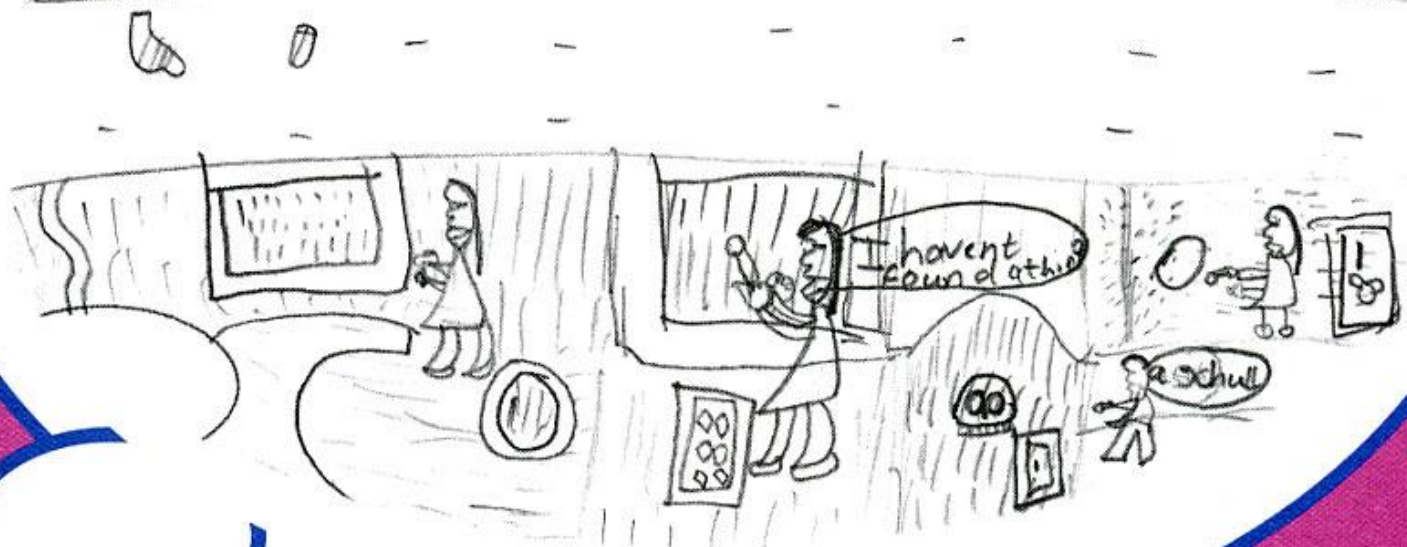
?

When I came out I was full of ideas

!

WHAT AMAZED ME MOST ON MY VISIT...


Being an archaeologist





Frames of refuge, Lightbox, Woking





The definition of a refugee comes from ... the 1951 United Nations Convention Relating to the Status of Refugees.


To qualify as a refugee the UK Government must think that they have a reason to fear persecution in their country because of their race, religion, nationality, membership of a particular social group or political opinion.

Source: Refugee Council, Applying for asylum, 2009

In 2005, around 102 million people entered the UK, including some 284,000 students.

Asylum seekers represented just 0.025% of the total.

Source: Home Office, Control of immigration: statistics 2005, 22 August 2006




First quarter of 2008 in UK.

6595 applications of asylum were presented.

The top 5 applicant countries were Afghanistan, Iraq, Zimbabwe, Iran and Eritrea

Source: Home Office, Statistics First Quarter, 2008



In 2006, the UK was 16th in the league table of industrialised countries for the number of asylum applications per head of population.

Source: UNHCR, Asylum levels and trends in industrialised countries 2006, 23 March 2007

Insights into human rights

“I can disagree with the government, everyone can have their views and stuff and everyone’s able to vote, but these people can’t, they do not have that freedom”

Understanding the wider world

“I started to realise how much it makes you understand the world around you and that’s why I carried on doing it”

A maturing experience – head teacher

It's been a very emotive experience for them. And it's also been a maturing exercise for them... And I think that has shocked and enriched at the same time

“I didn’t really think that much about them. Nothing really no... it hadn’t really affected me”

The young people admitted that before the project they had rarely stopped to think about refugees and asylum seekers. It is not a daily part of their lives, as Tom explained

Image and Identity – Manchester Art Gallery



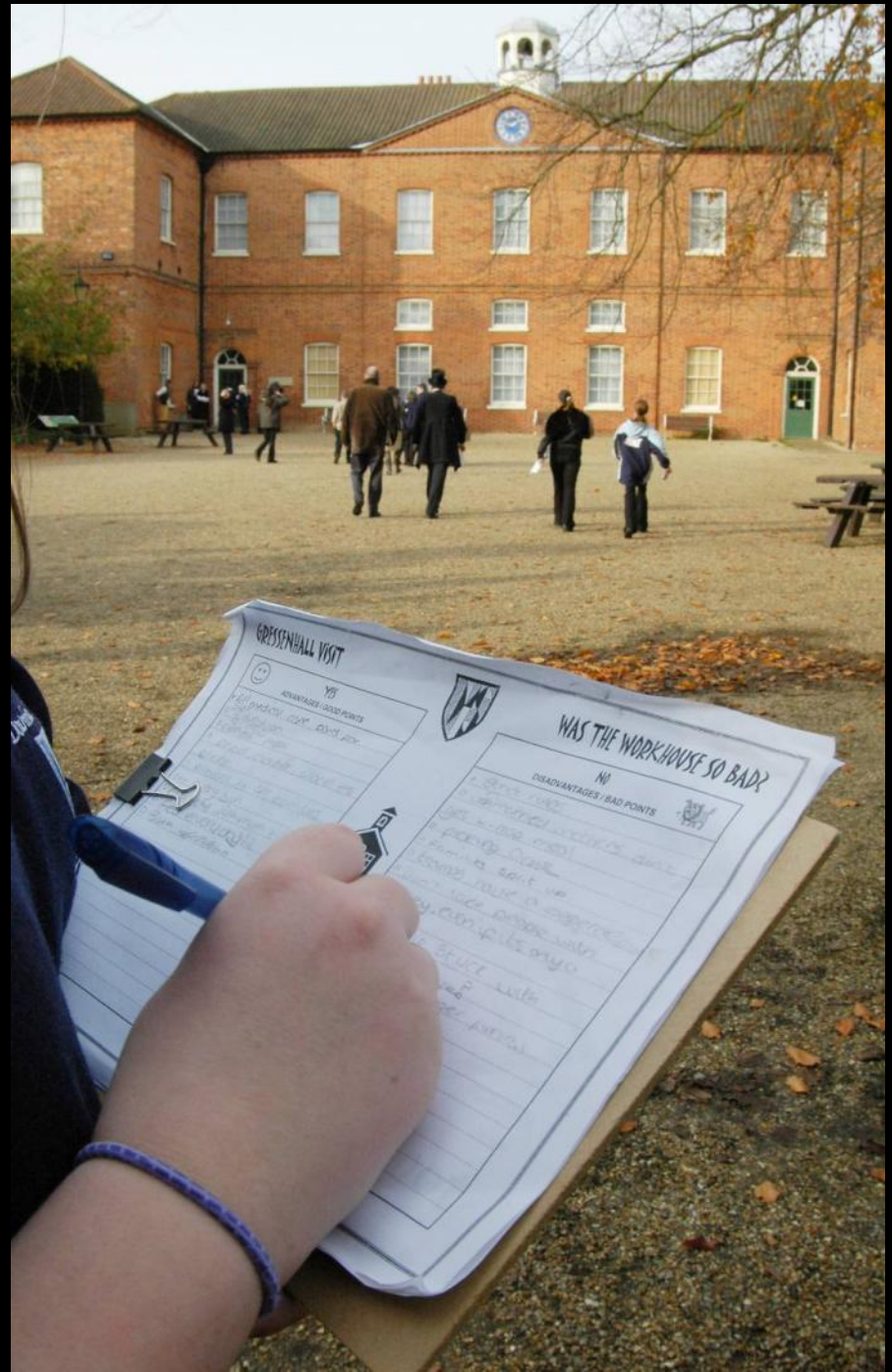
Lisa's social worker

'It has had a holistic effect. The project has impacted on her in every way - emotionally, on her mental health, physically and on her ability to manage situations, it has really impacted on her in every way'. Lisa has looked and analysed, and learnt skills which have helped her to express who she is. This has built her confidence, as for example when she has confidently talked to large groups of adults. Her most recent representation of her identity illustrates a considerable move forward, and now she is thriving and achieving in every direction; in school, making friends, doing very well at swimming, cycling and dancing.



Was the workhouse so bad?

Downham Market High School and
The Roots of Norfolk at Gressenhall





The most interesting thing about today was...

Seeing the actors in
costum, 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

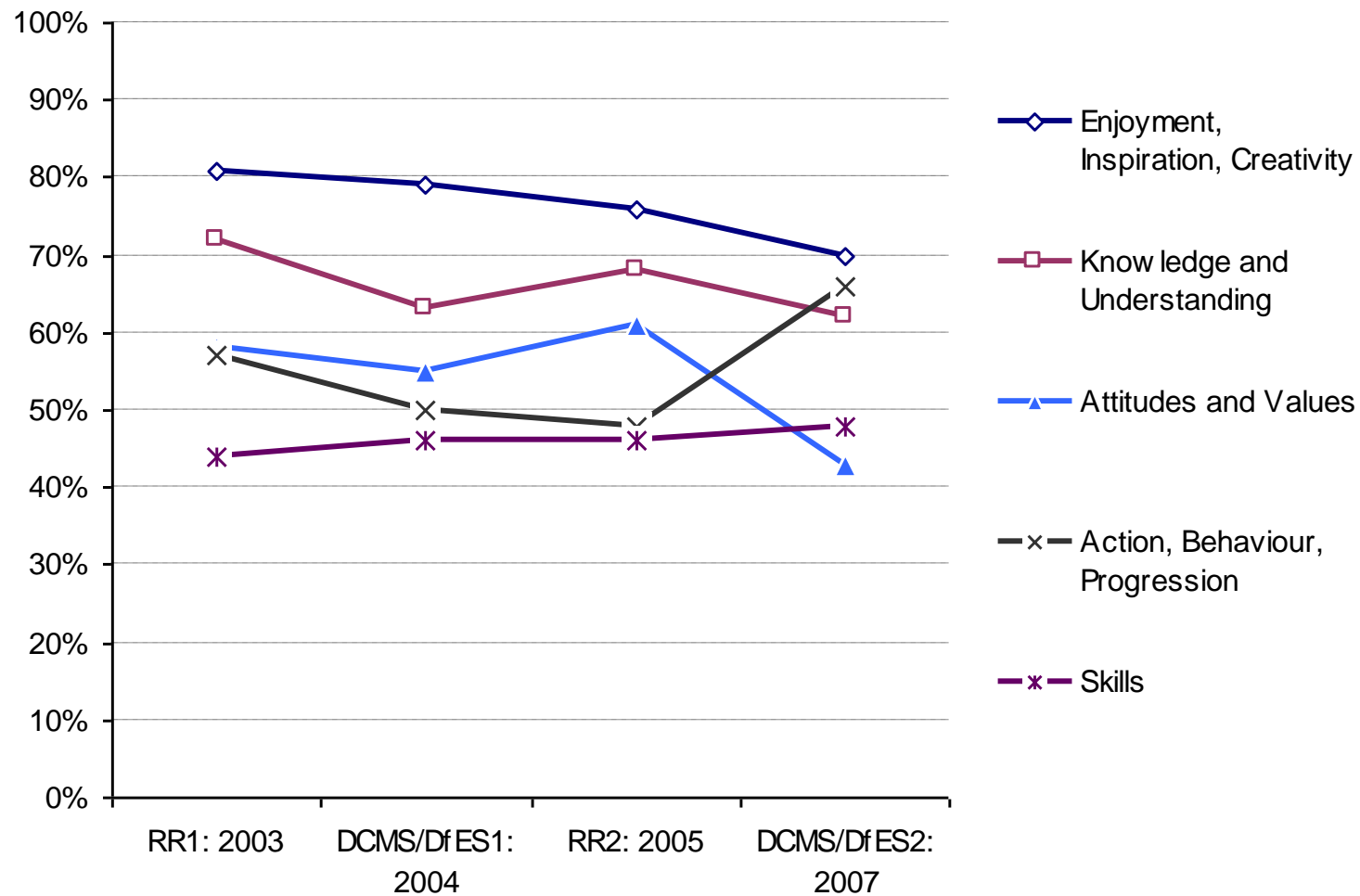


Attitudes and values

The most interesting thing about today was...

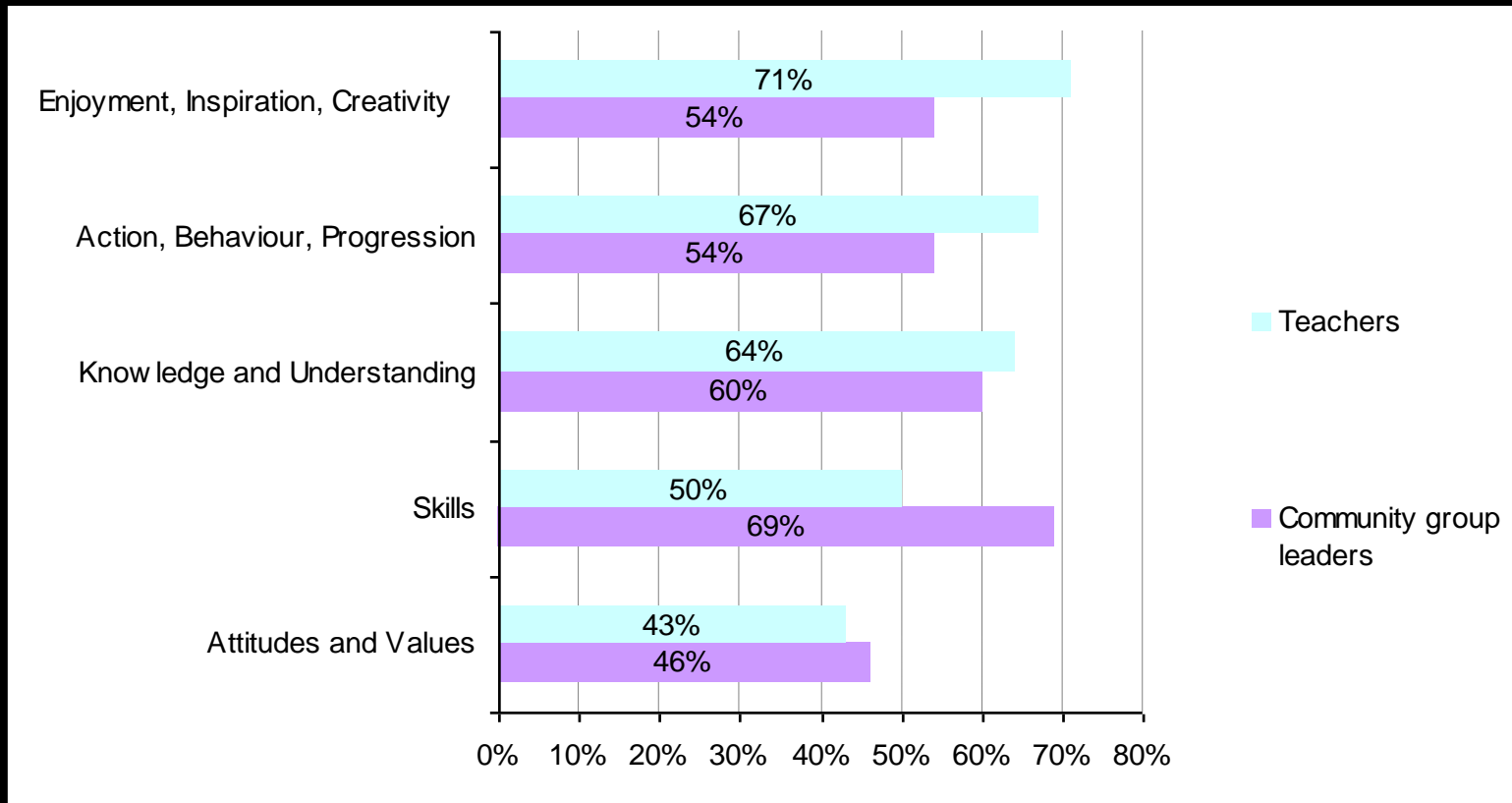
Sending out that you get a really good education, ~~and~~ but you don't get your own coffin.

Teachers views of the GLOs

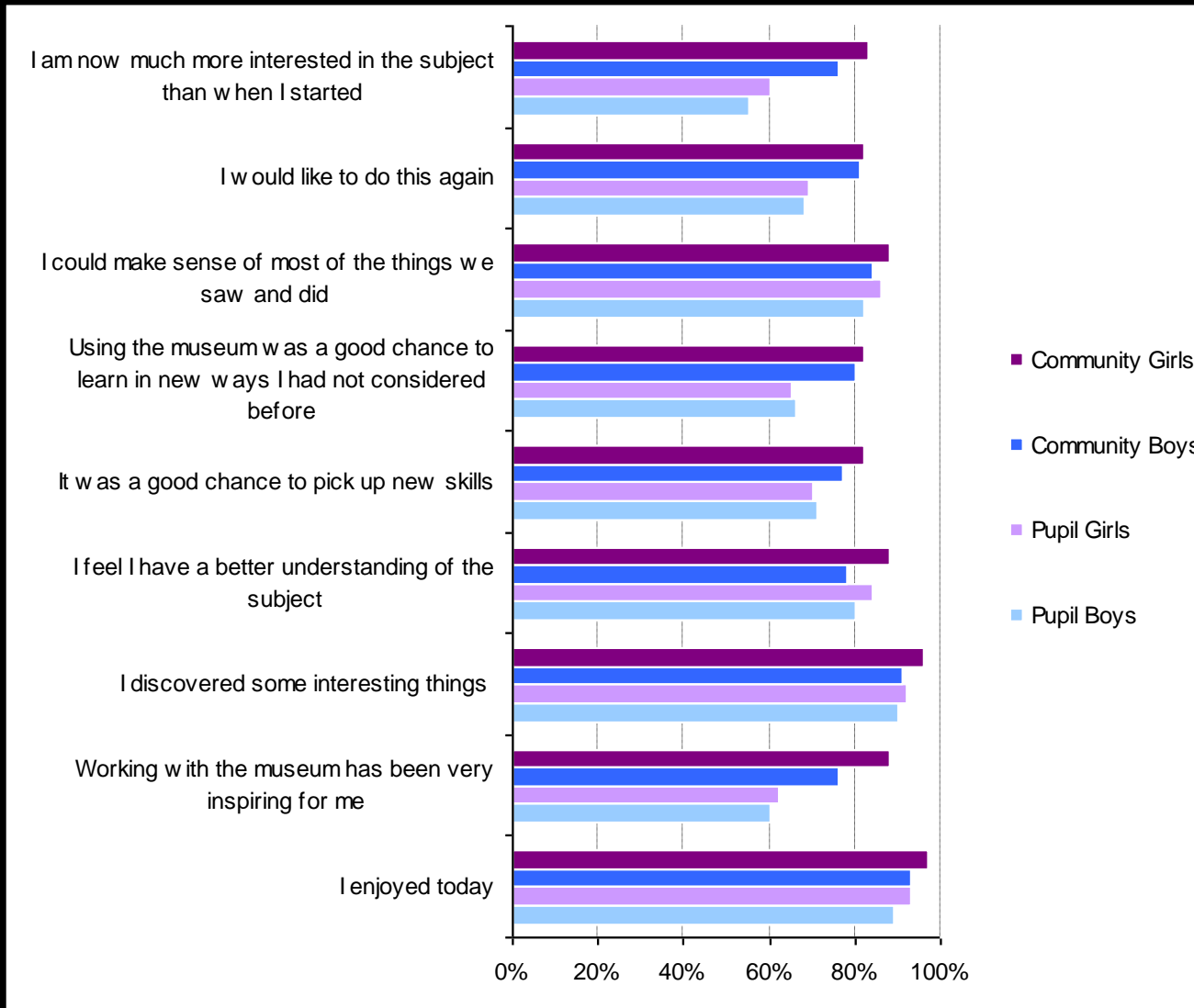


For each of the following potential outcomes from the use of the museum, please could you rate the importance of each one in your view?
 Teachers ticking 'very important.' 3478 teachers 2003-07

Community groups use museums for different purposes from schools



Learning outcomes for community participants were very positive and often stronger than those of pupils of the same age



Pupils' views of their own learning (KS3 & above)

86% of pupils 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



Frames of refuge



Action, behaviour, progression	shocked and enriched – life experiences inspired to be film maker
Skills	speaking to new people, interviewing, editing, filming learning skills from significant adults resilience & determination
Attitudes and values	insights beyond statistics – real people’s experiences – become meaningful democracy & human rights
Enjoyment, inspiration, creativity	motivated & enjoyed it despite being difficult- committed for the school year
Knowledge and Understanding	of refugees experiences of the wider world

Madonna of the Pinks



Action, behaviour, progression	Progression in skills, life experiences, Teachers CPD
Skills	Visual literacy Life drawing ,mixing paints Negotiating the wider world, using galleries
Attitudes and values	Teacher changed attitude to cultural learning
Enjoyment, inspiration, creativity	Memorable experience, highly valued – kept work It was important to me
Knowledge and Understanding	Knowledge of mother and child Paint techniques



Image and identity



Action, behaviour, progression	Managing situations Emotionally robust Making friends
Skills	Talking to adults Self expression
Attitudes and values	Change in attitudes values about herself and her future
Enjoyment, inspiration, creativity	Thriving, positive about life Confident
Knowledge and Understanding	Self awareness

How do you use the GLOs to categorise impact?

- Use a range of different data sets -interviews, questionnaires, response cards
- Data from multiple perspectives – participant, facilitator, key people in the life of the participant
- Use qualitative and quantitative data – statistics and narratives
- Create a common language
- Flexible – adapt the GLOs to you needs

Learning impact?????



Evidencing the impact of the GLOs 2008 – 13 by Jo Graham

<http://www2.le.ac.uk/departments/museumstudies/rcmg/publications/Evidencing%20the%20impact%20of%20the%20GLOs%20report.pdf>

REF Narrative on the Generic Learning Outcomes

For decades, museums tended to describe and present their social and cultural value through simplistic measures such as visitor numbers; understanding the impact of museums on their visitors was elusive and there was no means of collecting this evidence and presenting it in a rigorous, coherent and useful way. The Generic Learning Outcomes model (GLOs) was developed as a tool for museums, libraries and archives to demonstrate the outcomes and impact of users' learning experiences. The framework has revolutionised the way in which visitors' experiences are understood by providing practitioners, government and funders with a meaningful way to describe and evidence the impact of museum experiences on visitors and to report on these collectively. This research has had a significant and lasting impact on museum policy and practice by providing both a language to describe and present the learning that takes place in museums and a flexible tool for capturing and measuring a range of visitor experiences across the cultural heritage sector.

www.le.ac.uk/museumstudies/research/rcmg

<http://www2.le.ac.uk/departments/museumstudies/rcmg/projects/lirp-1-2>

<http://www2.le.ac.uk/departments/museumstudies/rcmg/projects/what-did-you-learn-at-the-museum-today-1>

<http://www2.le.ac.uk/departments/museumstudies/rcmg/projects/inspiration-identity-learning-1>

<http://www2.le.ac.uk/departments/museumstudies/rcmg/projects/what-did-you-learn-at-the-museum-today-second-study>

<http://www2.le.ac.uk/departments/museumstudies/rcmg/projects/inspiration-identity-learning-2>

Museums and education, purpose, pedagogy, performance: Eilean Hooper Greenhill

Vavoula, G., Pachler, N., and Kukulska-Hulme, A. (Eds.)

Researching Mobile Learning: Frameworks, methods and research designs. The Generic Learning Outcomes: A Conceptual Framework for Researching Learning in Informal Learning Environments: Jocelyn Dodd