

## The Power of the Object 2008-09: What effect do 'real' objects have on pupils' learning?



A DCMS/DCSF (now DfE) funded Strategic Commissioning Project at the The Bowes Museum, Compton Verney, The Holburne Museum of Art, Waddesdon Manor and the Wallace Collection.

*“Unlike before, when I was partly blind to what a museum has to offer, what I have seen has definitely made museums very high in my list of priorities for inspiration.”*

Pupil: Hayes School, Bromley

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# What effect do 'real' objects have on pupils' learning?

This report revealed that:

- **There is a significant impact on pupils' learning by using real objects as a learning tool, but as part of a museum or gallery visit.**
- **95%** of all pupils questioned gained a better knowledge and understanding of the topics studied.
- **92%** of pupils enjoyed participating.
- **89%** of pupils acquired new skills.
- **77%** of pupils felt more confident after the museum or gallery visit.

## 1) Executive Summary

### Aims of the 'Power of the Object' Project

- For Key Stages 1 to 5 pupils to participate in inspiring educational sessions at all five partner museums.
- For the museums to understand the power of using real objects ( i.e. artefacts or historic objects and original artworks) as a learning tool.
- For the museums to explore to what extent this impact was strengthened by the historic display environment of the object. Due to the Holburne Museum being closed we also explored whether taking objects out of their historic display environment (i.e. into school) produced different results.

In order to find out what power the real object had on pupils' learning, the museums ran sessions using real objects in a museum setting (historic environment), real objects at school, and digital images of objects at school. The pupil and teacher experiences and responses to each type of session were recorded and compared.

### Evaluation

Evidence was gathered using pupil and teacher questionnaires at certain points in the project. The questions were framed around the Generic Learning Outcomes (GLOs):

- Enjoyment, Inspiration and Creativity
- Knowledge and Understanding
- Skills
- Attitudes and Values
- Action, Behaviour, Progression

We focused on four areas for evaluation:

- What teachers perceived as the most important resource/experience for their pupils; a museum visit, historic object or online/digital resource.
- What teachers perceived as the most important learning outcomes for their pupils to gain from this project and which outcomes they felt their pupils actually gained from the project.
- To what extent pupils agreed or disagreed with a series of statements linked to learning outcomes they may have achieved through this project.
- To what extent pupils enjoyed working with the museum learning resources.

## Summary of results

### Numbers:

- **1324** pupils from **40** schools took part.

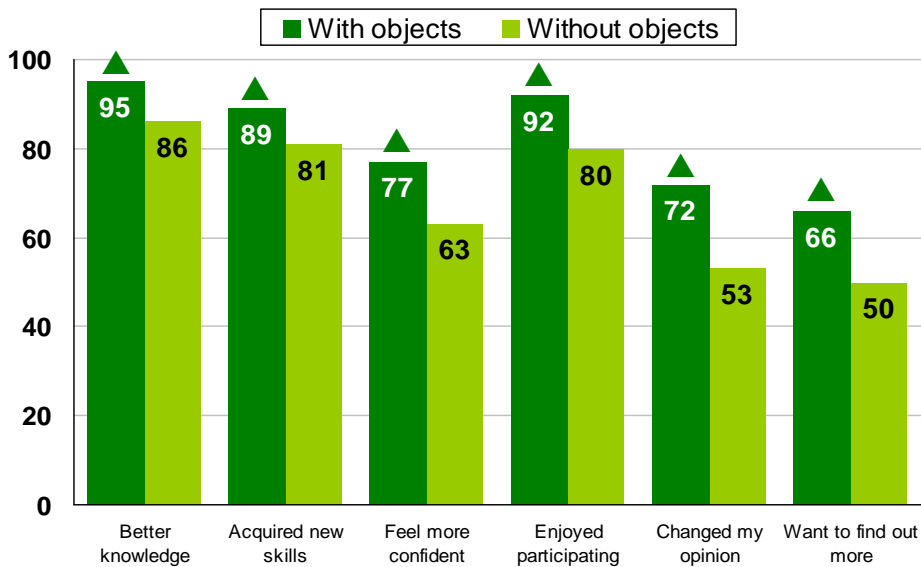
### Teachers:

- Prior to the project, teachers felt that a museum visit or experiencing a real object in the classroom ranked above digital images. These statistics remained broadly the same after the project. However, while 3 in 10 teachers ranked digital resources as their first choice before the project, this dipped to two in ten post-project.
- The top-ranked desired learning outcomes for teachers pre-project were *Acquire new skills* and *Gain inspiration* respectively. But after the project this changed to *Gain inspiration* and *Enjoy the experience*.
- The top ranked learning outcome for teachers post-project was for their pupils to *Gain inspiration*, but more teachers ranked this 1st or 2nd after working with real objects (68%) than did after working with images of objects (41%).
- While taken from a very small field, the results for the long-term impact hinted towards the trends found in the 'pre' and 'post' experience evaluations, with a preference for using museum visits as a teaching resource over the other two options. Interestingly the two learning outcomes (*Gain inspiration* and *Enjoy the experience*) favoured by the teachers are still evident at the long-term evaluation stage.

### Pupils:

- When asked, pupils preferred learning with real objects (82% preferred real objects, while 18% preferred learning from images of objects)
- Real objects have a significant impact on learning: Pupils' responses to questions outlining what they had achieved were far more positive among those who had worked with real objects as opposed to those who had worked with images. Results ranged from 50% to 86% positive responses for those who had worked with images, improving to a range of 66%-95% for those who had worked with real objects.
- However, with a minimum of 50% (images) and 66% (real objects) positive responses, the outcomes across every session were positive.
- The largest difference in pupils' responses between the two sessions was in their rating of the statement 'participation in this project has changed my opinion about using museum learning resources'. The percentage values for this learning outcome show a 20% difference in positive response between the two types of experiences, highlighting that a visit can significantly change pupils' opinions about museums.
- When directly comparing a museum experience with digital resources in the classroom (i.e. not including the Holburne results) we find that 78% vs 63% feel more confident about using museum resources, 92% vs 80% enjoyed participating and 65% vs 50% think the session has made them want to find out more about the subject. While the results are very good for both sessions, this illustrates strikingly positive results for the museum visit.

## Learning Outcomes – Non Holburne With / Without Objects



Base : Non Holburne pupils post with objects (175) / without objects (203)

### Enjoyment

- Overall, nine in ten (88%) pupils enjoyed the sessions with objects, compared with just three quarters (73%) of those using digital / online resources only. Nearly twice as many pupils using objects enjoyed the sessions a lot compared to those without objects (27% vs 15%). In sessions without objects, pupils were also twice as likely to feel unsure as to whether they enjoyed the sessions or not (21% vs 10% in sessions with objects).

### The Holburne Effect

- The Holburne Museum has closed for refurbishment and so had to use real objects in the classroom rather than in the museum. This led to some intriguing results. Many teachers taking part in these sessions came to rate a classroom session with objects above a museum visit. Perhaps this is due to the quality of experience they had with the Holburne outreach staff and objects.
- However, this conflicted with pupils' responses to the learning outcomes gained in both workshops, which showed a minimal difference in achievement between using real objects and using online/digital resources in a class environment. These results, strengthened by the responses from the participants who experienced a museum visit and/or outreach session highlighted a significant impact on pupils' learning by using real objects as a learning tool, but as part of museum or gallery visit.

***“It was a new environment which was much less pressurised and there were very unique and different items.”*** (Pupil: Spennymoor School – The Bowes Museum)

## 2) Introduction to 'The Power of the Object'

The Museum Network is a partnership of five museums

- The Wallace Collection in central London
- The Bowes Museum (County Durham)
- Compton Verney (Warwickshire)
- The Holburne Museum (Bath)
- Waddesdon Manor (Buckinghamshire)

The partnership has used Strategic Commissioning funding (from the DCMS and DCSF – now DfE) since 2004 to develop a series of successful schools' projects, new eLearning resources and, since 2007-08, new audience projects across our sites. When the Museum Network was formed the Education provision at each site greatly differed. Compton Verney opened to the public in March 2004, while the other museums were longer-established. Waddesdon Manor had no Education staff and no provision for primary school pupils. Through Strategic Commissioning, with the support of the Wallace Collection, all of the institutions have increased their offer for schools and new audiences.

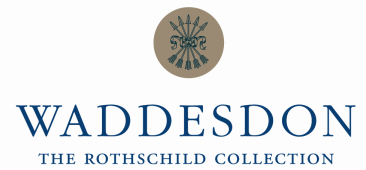


All 5 collections in the partnership have a unique atmosphere, a collection very much shaped by a particular collector or family, a strong focus on the decorative arts and a particular historic setting in which the works of art are housed. All of this greatly contributes to people's experience of the objects. Taking this as a focus, one project in 2008-9 explored **The Power of the Object** as a learning tool and to what extent this impact was strengthened by experiencing it in the museum. Each partner museum chose a **different Key Stage** to work with so that all Key Stages, from 1 to 5, took part and were evaluated.

Each museum carried out three parts of the project, not necessarily in this order\*:

- Learning at School with digital images of objects. Museum staff used images of the works of art to lead the pupils in a discussion around that object and to inspire the pupils to make a response, either written or visual.
- Learning at the Museum, using the same (but real) objects as were being examined at school. Pupils were led by museum staff to explore these objects, their setting, their histories in relation to that particular setting and the collectors who chose them. This was achieved through questioning, observation, experiencing the real object in its current setting and making a response inspired by the object and/or this experience.
- Evaluation of the learning outcomes of both sessions for comparison.

\* The programme was not 'scientific' in its methodology due to a number of variables at the partner sites, but the findings are nonetheless interesting. The major variation was that the Holburne Museum of Art is closed for refurbishment until 2011 so they took real objects out to the classroom. Half of the pupils worked with these real objects first and half of them worked with digital images so that we would still see their differing responses. In all other areas the process of evaluation was kept as standard across the partner museums as feasibly possible.



## 2.1) Waddesdon Manor

***“Waddesdon and the objects are so very different from the pupils’ everyday experiences. I am constantly impressed at how powerful and memorable this visit was. It impacted very positively on all pupils”***

(Teacher: Edlesborough School - Visit)

Waddesdon Manor (The Rothschild Collection) is a National Trust house in Buckinghamshire, created by Baron Ferdinand de Rothschild in the 1870s as a setting for his outstanding collection of works of art and to entertain the fashionable world. It combines the highest quality French furniture, porcelain, textiles and 18th-century decorative arts with Renaissance treasures, English portraits and Dutch Old Masters.

### The Project: Key Stage 1

The ‘Sleeping Beauty’ storytelling sessions have been running for 3 years as a Regional Partnerships project at Waddesdon Manor. They are a hugely successful series of workshops with an average of over 500 pupil participants. In 2008-09 it was decided to use this successful format as the basis for Waddesdon’s ‘Power of the Object’ project.

During the on-site sessions pupils witnessed first-hand the series of seven paintings of the Sleeping Beauty story by Leon Bakst as well as other relevant objects located inside and surrounding the manor. Pupils delved into the story using the paintings and drama activities inspired by the characters. They then analysed other objects to consider how they could be incorporated into a follow-up story.

During the off-site sessions, schools in rural Buckinghamshire experienced the Sleeping Beauty session as an outreach workshop. Using the same format and activities available on a museum visit, and led by a museum education professional, the session used digital projections of the same works of art, namely the Bakst paintings and other objects.



***“The Children were inspired and excited by this activity”***

(Teacher: Aston Clinton School – Outreach)

**Participating schools:** Overstone School, Monks Risborough CE Primary School, Roundwood Primary School, Edlesborough School, Ickford Combined School, Chestnut Lane Infant School, Halton Community Combined School, Aston Clinton School, Holmer Green First School, Manor Farm Infant School, Longwick CE Combined School, St Michael’s CE Combined School, St Paul’s CE Combined School, Ladymede School.



# THE HOLBURNE MUSEUM

## 2.2) The Holburne Museum

*“Artefacts are great for inspiring pupils’ work; they can make the learning experience more meaningful.”*  
(Teacher: Weston All Saints C of E Primary)

The Holburne Museum of Art was founded to display the art collection of Sir William Holburne, a naval officer who grew up in Bath and spent his long retirement here studying and collecting works of art. It is housed in what was once the Sydney Hotel, created as the centre of an 18th-century pleasure garden in Bath. The Holburne Museum has a remarkably varied collection of fine and decorative art, mainly dating from the 17th and 18th centuries, and including Sir William’s notable Old Master paintings, Italian maiolica and bronzes, gems, European and English porcelain and silver from England and the Continent.

### The Project: Key Stage 2

The Holburne Museum is closed for redevelopment until 2011 which meant that the real object had to be experienced in the classroom rather than in the museum. Staff from the Holburne were, however, able to examine the difference between classroom-based sessions using real objects and printed images of the same objects.

Primary Schools were offered such subjects as ‘Georgian Miniatures’, ‘Maiolica: Bella Marinera’ and ‘Sensing Sculpture’ with each session including discussion as well as practical art activities. Schools in the area could choose two of these topics with two separate classes from the same year group in the school. The sessions were run over the day, allowing both classes to sample both topics, one in the morning and one in the afternoon, one with real and one with digital images of objects (Fig. 2, Section 4).

*“I enjoyed the day because I like art and I like people teaching me how to paint or draw. (I like history too).”* (Pupil: Moorlands Junior School)

**Participating schools:** Moorlands Junior School, St Andrew’s Primary School, Newbridge Primary School, St. Mary’s CE Primary School, St Saviour’s Junior School.





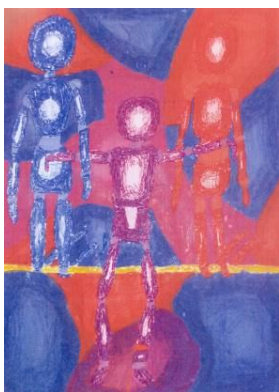
## 2.3) Compton Verney

***"I enjoyed the photography session and analysing the paintings, it made me think deeper about the qualities of the paintings."*** (Pupil: St. Dominic's School)

Compton Verney opened in 2004 after major restoration work which transformed a derelict Grade I listed mansion into an award-winning art gallery. It offers a unique opportunity to view art in the setting of a Robert Adam house located in 120 acres of spectacular 'Capability' Brown parkland. There are six permanent collections: paintings from the 'Golden Age' of Neapolitan art 1600-1800, Germanic paintings and sculptures 1450-1650, British Portraits including a collection of Tudor portraits, the best collection of Chinese bronzes outside London; the largest collection of British folk art in the UK; and the Marx-Lambert collection of popular art.

### The Project: Key Stage 3

Key Stage 3 was an area Compton Verney wished to focus on in 2008-09; this age group was also of particular interest to the Museum Network as it can be a difficult school group to get into museums. Compton Verney, Waddesdon Manor and the Bowes Museum all have rural locations which proves another challenge in getting schools to visit. Schools were offered a museum visit, followed by an outreach session, both facilitated by one of the museum staff.



Example of work from Chenderit School.

Artistic Composition formed the focus of this project for Key Stage 3 Art and Design students. At Compton Verney pupils worked with staff to develop their understanding of composition through the paintings and images in the collection. In the afternoon they used digital cameras to create group compositions. These processes were enhanced by the follow-up outreach session where reproductions of the original works of art were used in the classroom to reinforce the skills and 'rules' of composition introduced at Compton Verney.

***"Visits to Galleries leave a lasting impression upon the students, online resources are useful to both students and teachers."*** (Teacher: Prince Henry's High School)

**Participating schools:** Chenderit School, Prince Henry's High School, St Dominic's High School



## 2.4) The Bowes Museum

**Q. Do you think that coming to the Museum has helped (or will help) you to feel more confident doing art and design? A. "Yes because before I came I wanted to drop Art. But after coming here I found it fun and at the same time I found out new stuff."** (Pupil: Rossett School)

The Bowes Museum opened in 1892 as a result of Victorian enterprise, taste and philanthropic vision. John Bowes, the illegitimate but fully acknowledged son of the 10th Earl of Strathmore, inherited his father's wealth but not his title. In 1847 he moved to Paris and met Joséphine Coffin-Chevallier, an actress who became his wife. Their shared love of art led to the creation of a world-class museum in Teesdale, the place of John's birth. The Museum is home to a collection of European fine art and decorative arts. Highlights include works by Goya, El Greco and Canaletto, and the iconic Silver Swan automaton.

### The Project: Key Stage 4

It was decided to join the funds for the 'Power of the Object' sessions with a planned project, *Raising Attainment*, for Key Stage 4 pupils funded by the Sir James Knott trust. This enabled a larger number of schools to participate.

Art & Design teachers in the region attended an evening event at the museum where they were introduced to the collection and the project. Interested teachers submitted proposals focussing on one or more objects to form the basis for their project.

The museum worked closely with the 8 schools to develop and deliver the project, which included a visit to the museum, an outreach session with a specialist artist and digital resources. Part of the agreement with the schools also included the delivery of pupils' exam results at the end of the school year to help monitor their attainment through the project (In 2009 Hummersknott School reported that 8 of the 11 pupils in the group had attained higher qualification grades than their predicted grades).



**"Students returned...with a spring in their step."** (Teacher: Rossett School)

**Participating schools:** Spennymoor School, Freeborough Specialist Engineering College, Rossett School, Durham Gilesgate Sports College, Hummersknott School, Teesdale School, Seaham School, Greenfield School.



## 2.5) The Wallace Collection

Example of Creative Writing from visit to the Wallace Collection: ***8 bored, tired students approached the doors. Half thinking, “why are we here?” the other half thinking of making a quick escape. I thought, as I saw the first painting, that this was another pointless trip the school had organised. However as the day went on I started to feel that this isn’t all bad and it’s actually gonna help us. The story session was enjoyable in particular, noticing that we can all come up with great ideas when we put our mind to it. And now, I sit here thinking “eh”-this trip was OK.*** (Pupil, South Camden Community School)

The Wallace Collection is a national museum in an historic London town house. The Collection was acquired principally in the 19th century by the Third and Fourth Marquesses of Hertford and Sir Richard Wallace. In the twenty-five galleries are unsurpassed displays of French 18th-century painting, furniture and porcelain, world-famous Old Master paintings, a magnificent collection of princely arms and armour, plus exquisite gold boxes, miniatures, sculpture and Medieval and Renaissance works of art.

### The Project: Key Stage 5

The Wallace Collection has a strong Key Stage 5 programme focussed on Art & Design and History. During ‘The Power of the Object’ project the Wallace Collection tackled a more challenging subject area at this Key Stage: the creative writing elements in AS and A2-Level English Language.

Workshops focussing on ‘Dramatic Monologues’ and ‘Travel Writing: The Grand Tour’ were offered to schools and colleges across the London boroughs and into north Kent either as part of a visit to the Wallace Collection, using real objects, or as outreach sessions in school, using digital images of the same works of art. The two types of workshop were as similar as possible. Both were 4-hour sessions incorporating a tour of the works of art, which formed the basis for creative writing activities. All workshops were led by a published author who was able to provide insights into their experiences and pass on a variety of vital writing skills. One interesting challenge was to try and engage pupils from a specific subject group in an area that they often seemed to have had little or no initial interest in.



***“It allowed me to analyse artwork and draw creative writing ideas which I had never thought you could get ideas from.”*** (Student: Overton Grange School – Outreach)

**Participating schools:** South Camden Community School, Overton Grange School, Carshalton High School for Girls, St Saviour’s & St Olave’s School, Mellow Lane School, Harris Girls’ Academy, Abbotsfield School, Hayes School, Wilmington School for Boys.

## 3) Desired Outcomes

### 3.1) Desired Learning Outcomes for all workshops

Enjoyment, Inspiration and Creativity: Experience an enjoyable project at school and in the museum, think in depth about a small number of objects and be inspired by the object and its stories to create written or visual responses.

Knowledge and Understanding: Learn about the creation of works of art, about museum objects not only from an aesthetic point of view, but also about their collection histories and their setting, discovering how museums are formed and presented to the public.

Skills: Make their own work (through development of art and design skills or literacy skills depending on the task set), critical thinking skills, analysis of works of art.

Attitudes and Values: Learn about the value of the real object, how aesthetics are not the only consideration when viewing a work of art, articulate feelings about an environment and how this affects students' view of the works of art in that space.

Action, Behaviour, Progression: Through an understanding of works of art, their creation, histories and setting, pupils become inspired to think of careers which involve the making, discussion or display of art.

### 3.2) Desired Research Outcomes

This project compared the educational impact of objects from the collections using real objects within their museum setting, real objects in the classroom (with the Holburne Museum project) and printed or projected images in the classroom. It was anticipated that the learning outcomes were dependent on the objects' environment.

Certain secondary outcomes were explored through specific projects:

- The Bowes Museum project, through examining pupils' exam results, hoped to gain information on the long-term impact on pupils' learning
- The Holburne Museum, due to being closed, had to explore the power of the real object within a school setting rather than in the museum. But this allowed for a different, and useful, comparison.



## 4) Method

A series of standard evaluation questionnaires for the three or four stages of evaluation were developed for us across the projects (See Appendix 2.5). All questionnaires incorporated the Generic Learning Outcomes outlined in the *Inspiring Learning for All (ILfA)* framework. A combination of ‘tick box’ questions and open questions were used to provide a significant level of quantitative (Section 5) and qualitative (teacher and pupil quotes throughout the report) responses. These were intended to be completed by teachers and, when possible, by pupils at the following stages:

Fig. 1

Stage of Evaluation	Teachers	Pupils
Pre-Experience	To understand teachers’ impressions of museum education and use of museum learning resources* prior to the visit/outreach session.	Not undertaken
Post Workshop 1	To evaluate teachers’ impressions of the learning outcomes following a museum visit or use of ‘real objects’.	To evaluate pupils’ impressions of the learning outcomes following a museum visit or use of ‘real objects’.
Post Workshop 2	To evaluate teachers’ impressions of the learning outcomes following an outreach session/use of digital museum learning resources.	To evaluate pupils’ impressions of the learning outcomes following an outreach session/use of digital museum learning resources.
Long-Term	To investigate observable longer-term impacts in the classroom following the sessions, approximately 2-3 months after experiencing sessions. ( <i>Fewer competed than required, however useful information was gained</i> )	Not undertaken

\*museum learning resources can be museum objects, photographs and/or digital/on-line resources

The evaluations were kept as standard as possible across the ongoing ‘Power of the Objects’ sessions at the partner museums. However the variations in the museums’ circumstances (e.g. closure of the Holburne Museum and commitment of the Bowes Museum to the Sir James Knott *Raising Attainment* goals), pupils’ age groups and project topics led to some variation. More details about the evaluation of each specific project follow:

### Waddesdon Manor – Key Stage 1

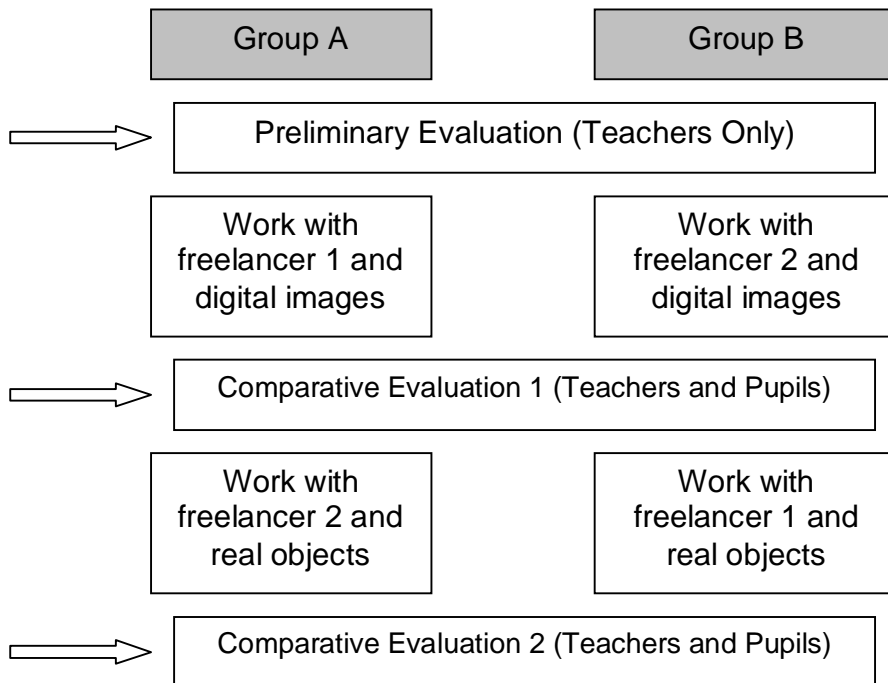
Schools were offered either a visit to Waddesdon Manor or an outreach session to participate in the Sleeping Beauty storytelling workshops. Due to the young age of the pupils only the teachers completed relevant evaluation forms (prior to the sessions and immediately after the sessions).

### The Holburne Museum – Key Stage 2

The closure of the museum until 2011 led to all sessions being run at the schools. Pupils were able to experience two topic-focussed workshops in which they experienced digital resources in one followed by real objects in the other. Pupils completed an amended set of questionnaires suitable for the age group

(Some of the wording/phrases were altered and the number of options were reduced. However the intent behind the GLO focussed questions remained consistent).

The evaluation process for the Holburne Museum (*Fig. 2*)



### Compton Verney and The Bowes Museum – Key Stages 3 and 4

Participating school groups experienced real objects as part of the visit to the museum. This was followed at a later date with an outreach session at the school facilitated by a member of the museum staff and/or a freelance artist. Evaluations were completed by teachers and pupils in line with the format outlined in *Fig. 1* above.

### The Wallace Collection – Key Stage 5

Schools were offered either a visit to the Wallace Collection or an outreach session to participate in the English Language Creative Writing workshops. Both teachers and pupils completed evaluation forms relevant to the session experienced according to the method outlined in *Fig. 1* above.

## 5) Findings

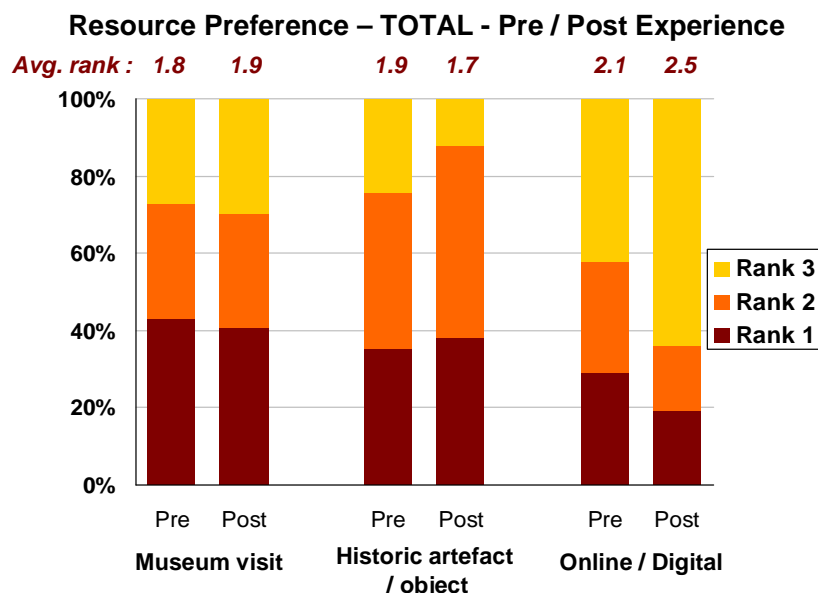
### 5.1) Findings from Teachers' Responses

The evaluation of feedback from teachers focussed on two main areas:

1. What they perceived as the most important resource/experience for their pupils, between a museum visit, historic object and online/digital resource, both before and after the workshops.
2. Which were the most important perceived learning outcomes for their pupils to gain from this project and which outcomes they felt the pupils actually gained from participating in the project. The learning outcomes questioned were formed from the *ILfA Generic Learning Outcomes (GLOs)*.

#### 5.1a) Resource Preferences

During all stages of the evaluation process teachers were asked to rank the resources in order of preference from 1 (most preferred) to 3 (least preferred) (See Appendices 1 & 2).



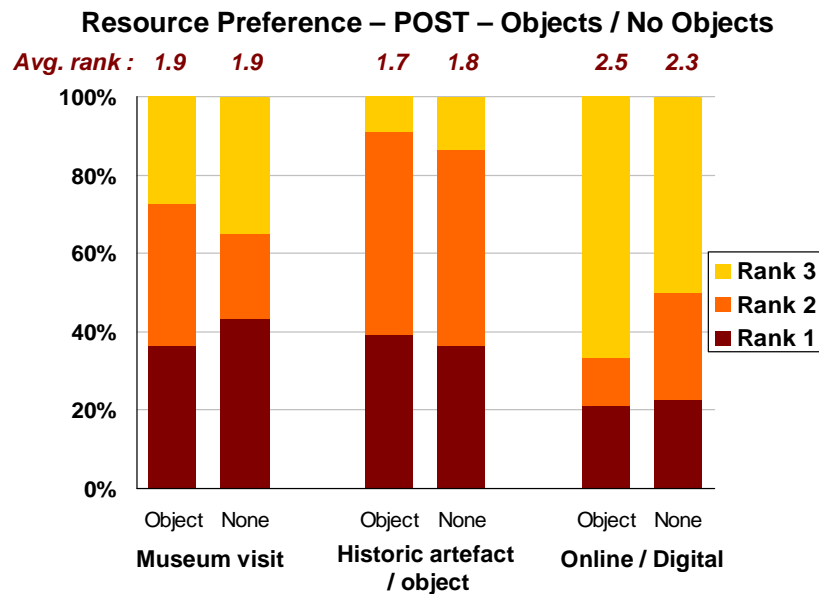
*Base : Teachers - pre experience (38) / post experience (50)*

Fig. 3

Prior to any visits or outreach sessions teachers highlighted museum visits as their first choice for their preferred type of resource. This was to be expected. What should be noted on this graph is that although it is first choice overall, the museum visit is not significantly ahead of the other two resources offered. A notable result is the relatively high response for online/digital resources at 'Rank 1', with three in ten teachers choosing this first.

The results measured after the sessions show a small increase in preference for historic artefacts/objects resources, mainly at the expense of preference for 'online/digital' resources.

The option for museum visit is not as high as expected, but this can be examined by breaking down the results further, by looking firstly at results from sessions that used real objects, versus those that used digital resources instead:

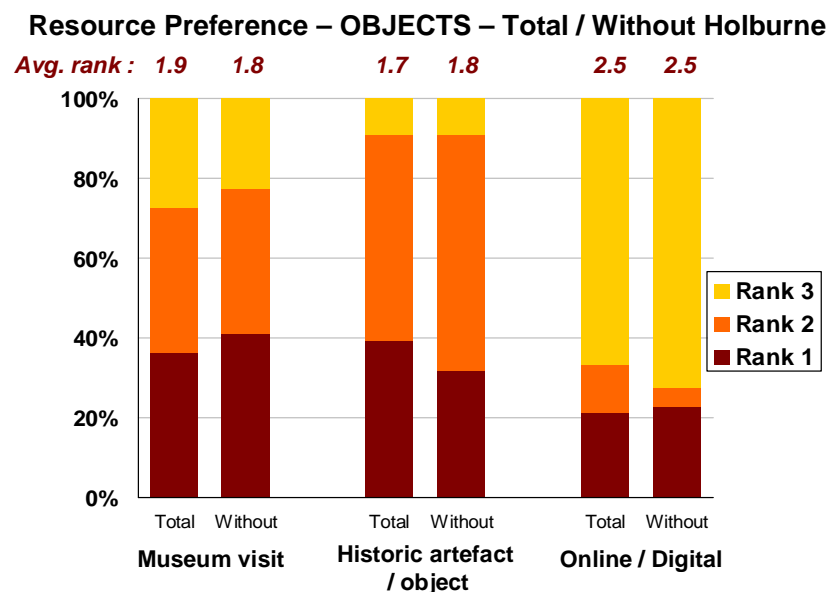


Base : Teachers post - objects (33) / no objects (23)

Fig.4

If we look at the results from evaluations after sessions that **used digital resources only**, it is possible to see that the museum visit continues to be the preferred choice. However, examining the results gathered immediately after a museum visit/session **using real objects** we see an unexpected response; teachers preferred historic artefacts/objects resources over a museum visit.

Below we can see the impact of the Holburne Museum’s sessions. The graph shows preferences across all the museums’ sessions compared to preferences minus the Holburne’s sessions.



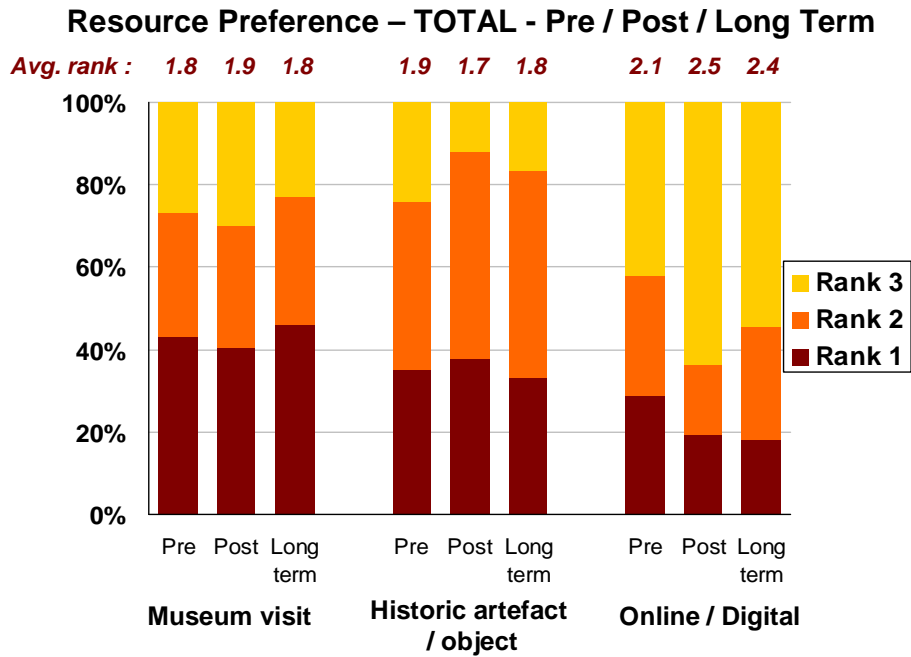
Base : Teachers objects post - total (33) / without Holburne (22)

Fig. 5

If the Holburne Museum’s responses are taken out leaving the results from the remaining museums, the preference for the museum visit resource is again evident.

This highlights the impact made on the teachers by using real objects in the Holburne Museum sessions in the classroom environment, impressing many of them enough to consider this opportunity more valuable than a museum visit.

*“The Artefacts are the key resource.”* (Teacher: Holburne Museum Project)



*Base : Teachers - pre experience (38) / post experience (50) / long term (13)*

Fig. 6

Although the Long Term responses were lower in number than desired they do hint at the same sorts of trends towards the ‘museum visit’ as the first choice and the online/digital resources as the clear third choice.

### Online Resources

*“Digital resources: I’ve used these often but sometimes quality is not always as good as an artefact.”*  
 (Teacher: Weston All Saints CofE Primary – Holburne Museum)

It is interesting to track the preference for online/digital resources at the ‘Rank 1’ level. At the first stage of evaluation, prior to any sessions, three in ten teachers chose online / digital resources first. At the post session and long term evaluation stages, preference for online / digital resources drops to just two in ten teachers. This emphasises the value the teachers are placing on the real object sessions.

## 5.1b) Desired and Achieved Learning Outcomes

The second area of focus for the teachers' evaluation was their desired learning outcomes for their pupils and whether the teachers felt these were actually achieved. Also to compare the different learning outcomes with and without real objects.

At each stage of evaluation (pre-visit, post visit and long term) teachers were asked to rank statements about pupils' learning outcomes in order of preference. (See Appendices 2 & 3).

### POST

Desired Learning Outcomes	PRE	POST	LONG TERM	OBJECT	NONE
Acquire new skills	94 / 6	56 / 44	75 / 25	54 / 46	60 / 40
Gain inspiration	84 / 16	76 / 24	92 / 8	86 / 14	62 / 38
Enjoy experience	71 / 29	78 / 22	75 / 25	74 / 26	83 / 17
Gain better knowledge	32 / 68	59 / 41	50 / 50	62 / 38	54 / 46
Pupils change opinions	18 / 82	14 / 86	8 / 92	23 / 77	0 / 100
More confident with resources	12 / 88	22 / 78	25 / 75	14 / 86	33 / 67

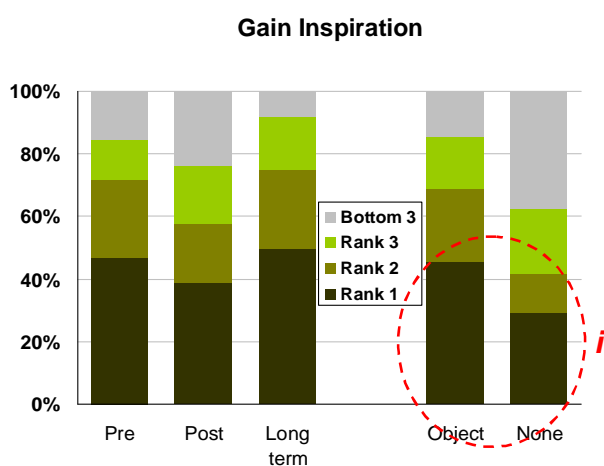
Base : Teachers - pre experience (38) / post experience (50) / long term (13)

Base : Teachers post - objects (33) / no objects (23)

Fig. 7

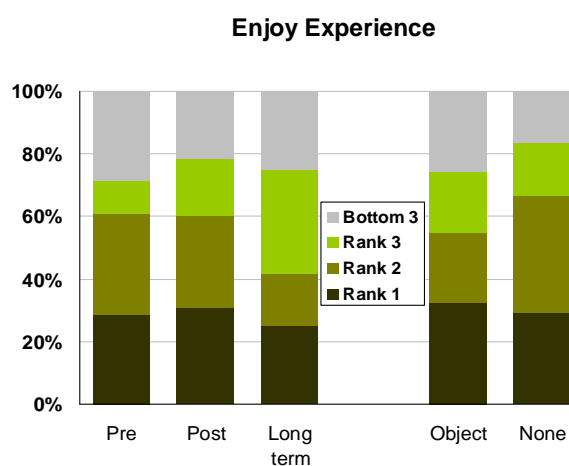
The summary table above shows the desired learning outcomes (DLO) in descending order of importance, based on pre session results. The numbers within the table represent the percentage of teachers ranking each DLO in the top 3 / bottom 3. Colours are used to indicate those ranked more important / relevant (green), or less so (red), at the different stages, and for real object / digital sessions. The difference in opinion by teachers between perceived learning outcomes and achieved learning outcomes is evident. There is some change between the top-placed DLOs pre and post session, with *Acquire new skills* dropping a couple of places and *Enjoy experience* rising, but the lowest valued learning outcomes continue to be so throughout the stages of evaluation.

## Specific Learning Outcomes



Base : Teachers - pre experience (38) / post experience (50) / long term (13)  
Base : Teachers post - objects (33) / no objects (23)

Fig. 8



Base : Teachers - pre experience (38) / post experience (50) / long term (13)  
Base : Teachers post - objects (33) / no objects (23)

Fig. 9

### Gain inspiration

This outcome was ranked most important / relevant across all stages of the evaluation, above all other outcomes.

When comparing the results between the sessions with real objects and those using the digital/online resources, more teachers ranked this outcome 1<sup>st</sup> or 2<sup>nd</sup> after sessions involving objects (i). Clearly the teachers feel very strongly about the levels of inspiration gained by their pupils through the opportunity to work with real objects.

***"The Museum is a resource that can inspire and tickle the student's imagination."***

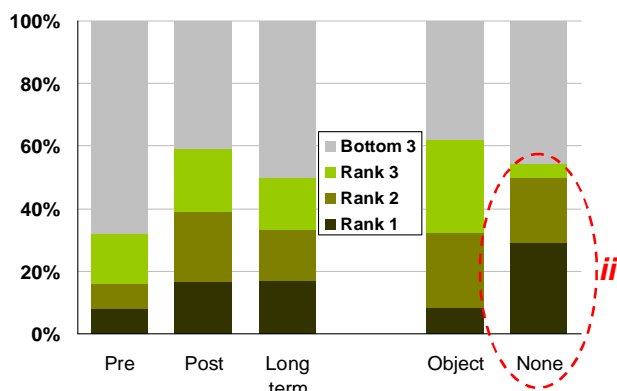
(Teacher: South Camden Community School – Wallace Collection)

### Enjoy experience

This learning outcome is also a high priority, with teachers ranking it consistently highly across the evaluation stages. Teachers felt that their students enjoyed the experience regardless of whether they were in a session with real objects or using digital / online resources.

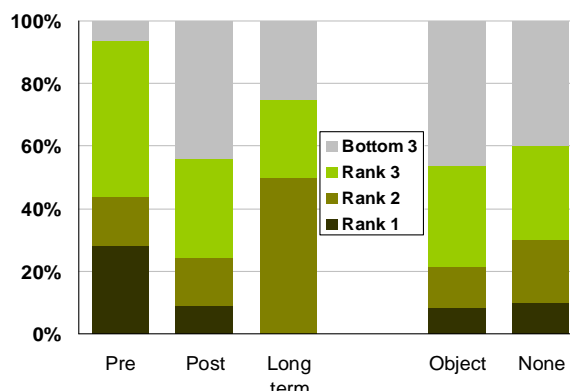
***"Conversations during lunch indicated a huge enthusiasm and enjoyment and a willingness to visit more galleries."*** (Teacher: Ickford Combined School – Waddesdon Manor).

**Gain Better Knowledge of Topics**



Base : Teachers - pre experience (38) / post experience (50) / long term (13)  
 Base : Teachers post - objects (33) / no objects (23)

**Acquire New Skills**



Base : Teachers - pre experience (38) / post experience (50) / long term (13)  
 Base : Teachers post - objects (33) / no objects (23)

Fig. 10

Fig.11

Both the above learning outcomes were desired outcomes for the project by partner museums (Section 3).

### Gain better knowledge of topics

Ranking of this outcome improved after the sessions, with around three in ten ranking it in the top three most important beforehand, increasing to around half ranking it in the top three most relevant afterwards.

Teachers questioned after the no objects session felt that pupils had gained a better knowledge of the topic (ii). This choice by teachers may be compensation for other learning outcomes that were not evident in a classroom environment.

***"Seeing artefacts in an environment other than the school encourages pupils to look at the world around them and can be more inspiring."*** (Emma Morris, Gifted and Talented Coordinator: Sutton – The Wallace Collection)

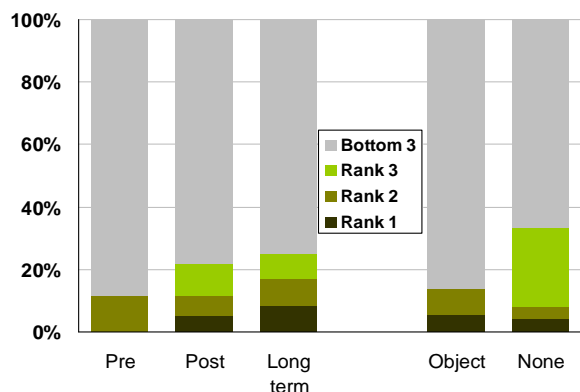
### Acquire new skills

Ranking of this outcome declined after the sessions; beforehand, three in ten teachers said this was the most important outcome, dropping to one in ten saying it was the most relevant outcome immediately afterwards. This may have resulted from the observation of the sessions in which the top two GLOs were more evident than this DLO.

***"They learnt new skills while having a really enjoyable experience."***

(Teacher: Weston All Saints Primary – Holburne Museum)

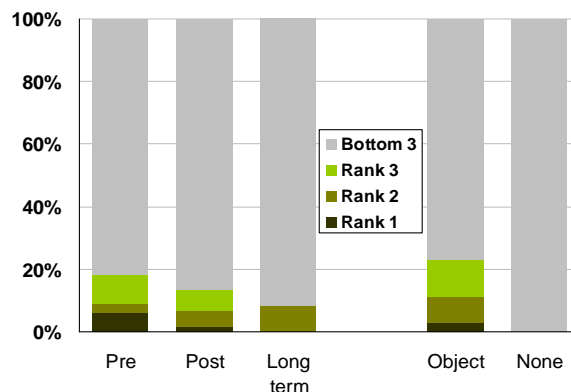
**More Confident About Using Museum Resources**



Base : Teachers - pre experience (38) / post experience (50) / long term (13)  
 Base : Teachers post - objects (33) / no objects (23)

Fig. 12

**Pupils Change Opinions**



Base : Teachers - pre experience (38) / post experience (50) / long term (13)  
 Base : Teachers post - objects (33) / no objects (23)

Fig. 13

The remaining two learning outcomes are of lowest priority for teachers across all the Key Stages, and also the two outcomes in which the teachers perceived the pupils to have gained the least across both outreach sessions and museum visits. Across both of these learning outcomes, pre session to long term, we can see that around eight in ten teachers ranked these within the bottom three.

## 5.2) Findings from Pupils' Responses

The evaluation of feedback from pupils focussed on two main areas:

1. To what extent the pupils agreed or disagreed with a series of statements linked to learning outcomes they may have achieved through the project, including a visit and/or an outreach session. Pupils were asked to tick boxes according to a number of scales of agreement (See Appendix 3).
2. To what extent the pupils enjoyed working with the museum learning resources. Pupils were asked to tick boxes according to the level of enjoyment they experienced during a visit and/or an outreach session.

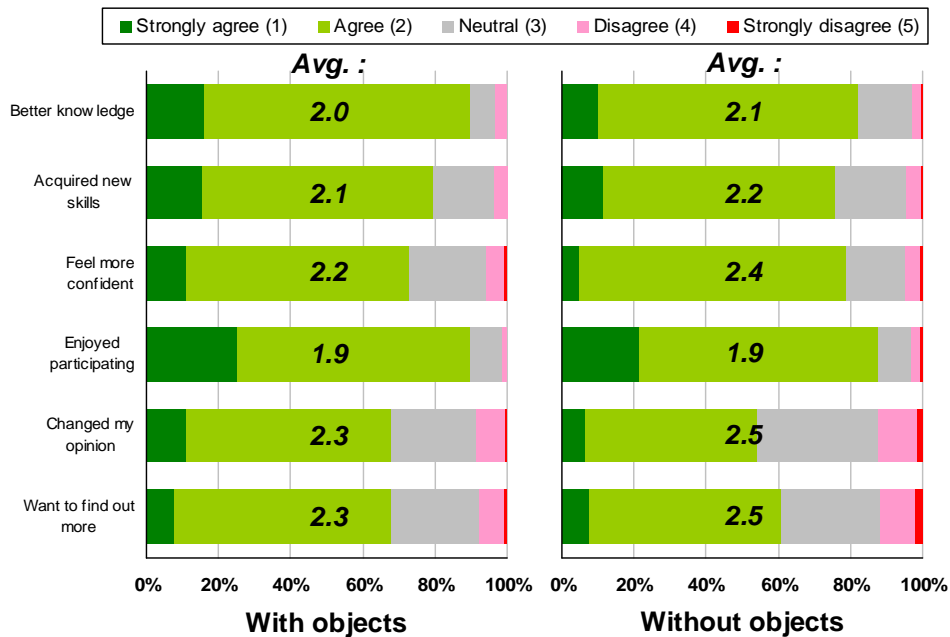
### 5.2a) Achieved Learning Outcomes

Results on the graphs below reflect the pupils' responses to the following GLO linked statements:

- a. I have a better knowledge and understanding of the topic studied.
- b. I have acquired new skills that will support my future learning
- c. I feel more confident about using museum resources in my learning.
- d. I enjoyed participating in the activities available.
- e. Participation in this project has changed my opinion about using museum learning resources.
- f. The session has made me want to find out more about the topic studied.

Pupils were asked for their level of agreement from **Rank 1** (Strongly Agree) to **Rank 5** (Strongly Disagree)

## Learning Outcomes – Total With / Without Objects



Base : Pupils post with objects (438) / without objects (492)

Fig. 14

Initially there appears to be only a small difference between the two types of session. The main ones are:

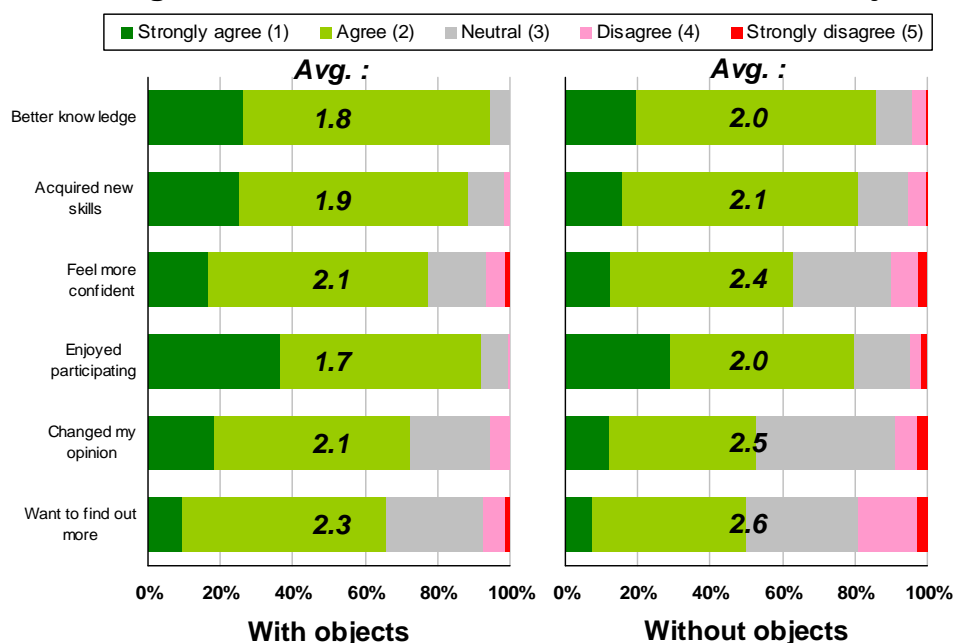
- 1) c.68% changed their opinion about using museum resources when using real objects, while c.53% did so when not using real objects.
- 2) c.66% want to find out more when using real objects as opposed to c.61% when not using real objects.
- 3) Pupils are more likely to give a negative response (i.e. are more likely to disagree with the statements) when using digital rather than real resources.

However, both sets are heavily influenced by the responses from the Holburne Museum Projects. Removing the Holburne Museum responses at this stage allows the direct comparison between those sessions that took place in the museum with outreach sessions without real objects.

***“I gained a lot – confidence, friendships, and skills of art and more ideas to use.”***

(Pupil: Chenderit School – Compton Verney)

## Learning Outcomes – Non Holburne With / Without Objects



Base : Non Holburne pupils post with objects (175) / without objects (203)

Fig. 15

For the sessions that used real objects, pupils were more likely to strongly agree (Rank 1) with all of the learning outcomes, and overall, the average agreement score was better for all outcomes amongst those that had used ‘real objects’.

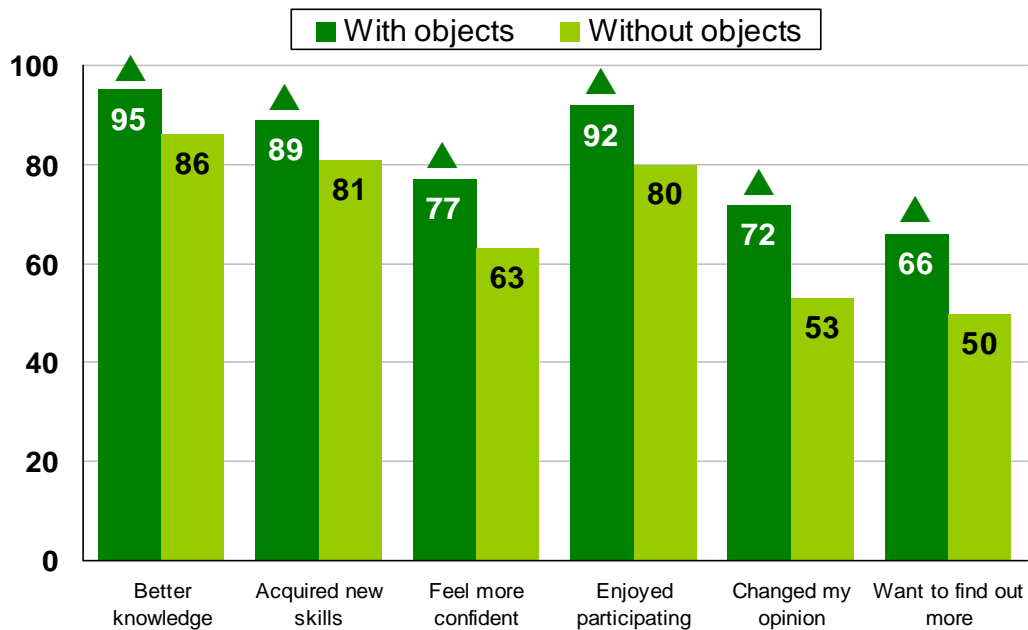
Of particular note are the following statistics, which, while all encouraging, give a striking sense of the value of a museum visit:

- 1) 78% of pupils who experienced a museum visit say that they are now more confident using museum resources as opposed to 63% who experienced digital resources.
- 2) 92% enjoyed participating, versus 80% respectively.
- 3) 65% state the session has made them want to find out more about the topic, versus 50% respectively.

The trends indicate the more positive outcomes resulting from a museum visit and experiencing real objects. It is evident which are the preferred choices of the pupils (Better knowledge and Enjoyed participating), whilst the bottom two options on the above graph are the least preferred. However, viewing the results differently highlights a number of interesting, more positive outcomes for the lowest two choices.

***“.....when I need inspiration I can use museum resources to help me draw or make something.”***  
(Pupil: St Dominic’s School – Compton Verney)

## Learning Outcomes – Non Holburne With / Without Objects



Base : Non Holburne pupils post with objects (175) / without objects (203)

Fig. 16

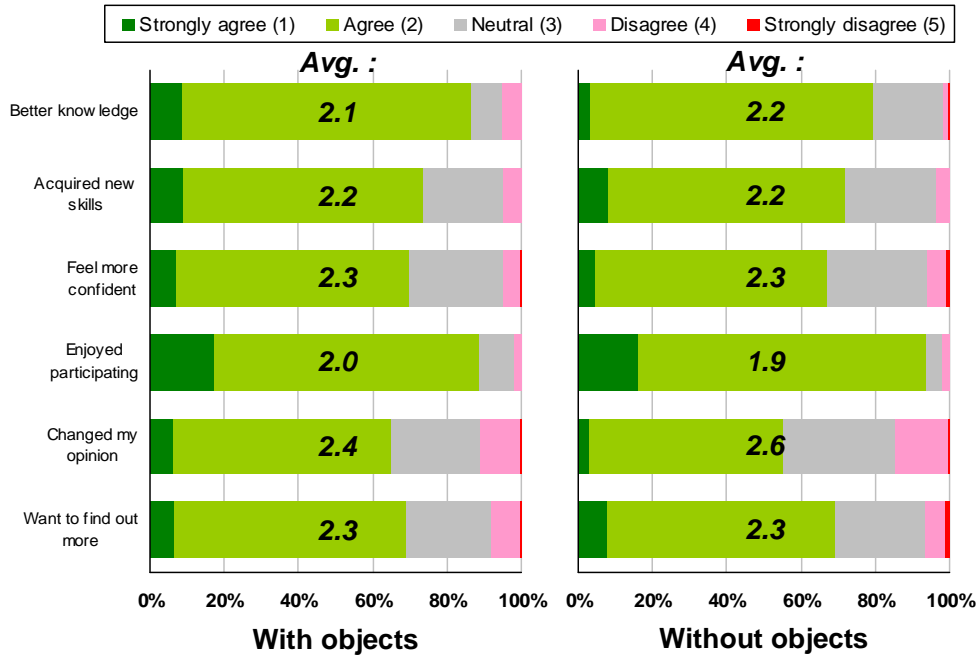
If the positive responses of strongly agree and agree (Rank 1 and 2) are combined and used to compare the object and no object sets of results it is possible to see the margins between the two. The comparison of the results in this way shows a significant difference in positive responses from pupils who have participated in visits to museums and experienced real objects, across all learning outcomes.

All of the learning outcomes show high levels of positive responses, for both types of session, and in all cases the sessions with real objects have significantly higher percentages of positive responses.

The largest difference in pupils' responses between the two sessions is for *Changed my opinion*. The percentage values for this learning outcome show a 20% difference in positive response between the two types of experiences, highlighting that a visit can significantly change pupils' opinions about museums.

***“Unlike before when I was partly blind to what a museum has to offer, what I have seen has definitely made museums very high in my list of priorities for inspiration.”*** (Pupil: Hayes School, Bromley)

## Learning Outcomes – Holburne With / Without Objects



Base : Holburne pupils post with objects (263) / without objects (289)

Fig. 17

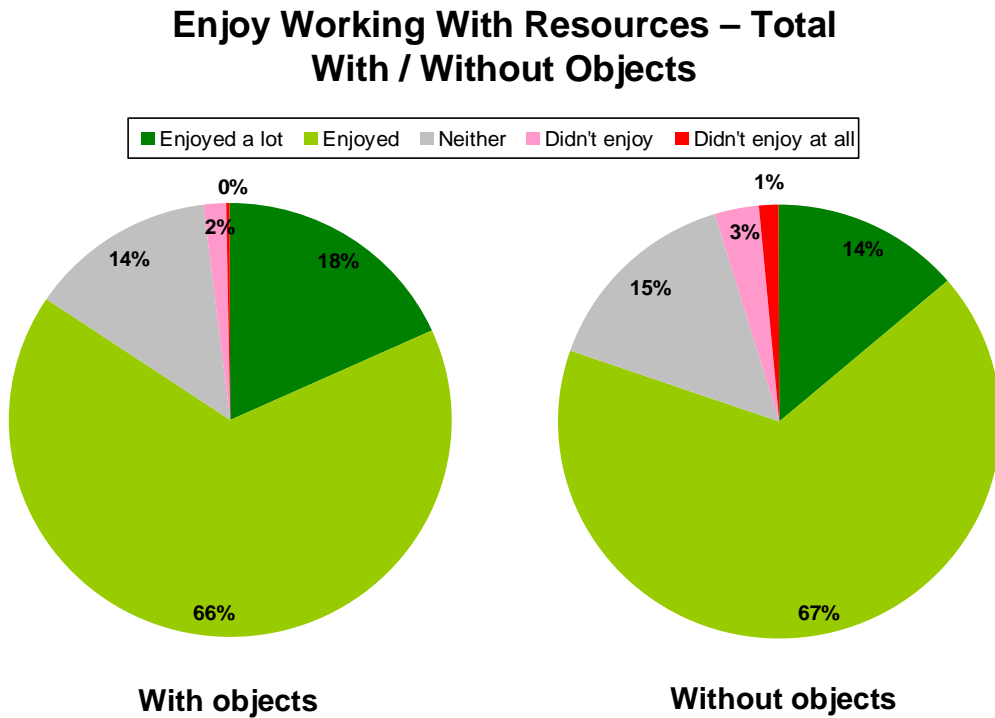
Analysis of the results from the Holburne Museum’s project seems to indicate that in general pupils felt they were gaining the same levels of learning outcomes through both types of workshop. However, when observing the sessions the ‘wow’ factor was evident when the real objects were used.

***“The children thoroughly enjoyed this session and were very enthusiastic, especially about their artefacts.”*** (Teacher: Newbridge Primary – Holburne Museum)

***“Because you could see it in real life from the museum.”*** (Pupil: St. Mary’s School – Holburne Museum)

## 5.2b) Enjoyment

Pupils were asked to what extent they enjoyed being able to work with the museum learning resources, from **Rank 1** (Enjoyed it a lot) to **Rank 5** (Didn't enjoy at all).



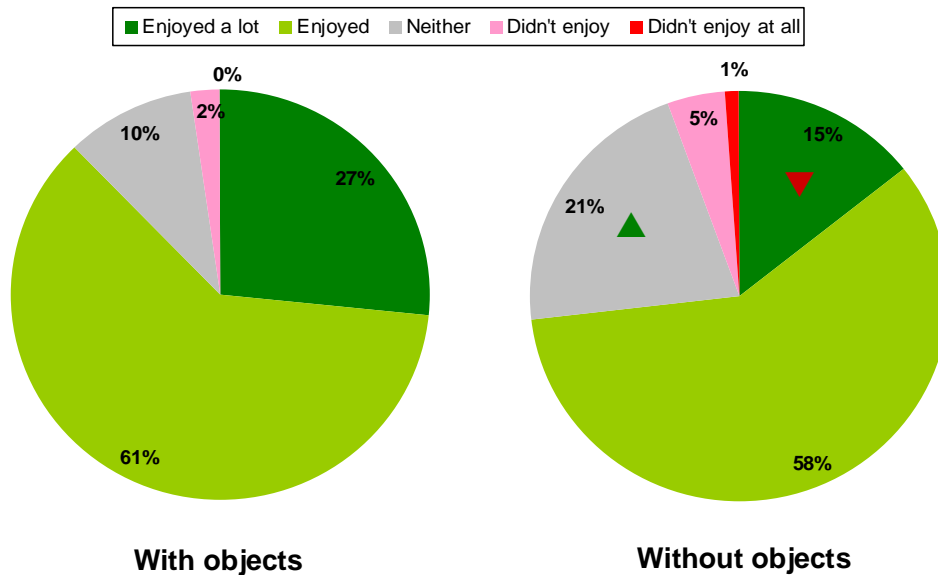
Base : Pupils post with objects (438) / without objects (492)

Fig. 18

There appears to be little difference when comparing the two styles of workshop used and the enjoyment the pupils gain from them. There is a small difference in positive responses in favour of the sessions run using 'real' objects, and twice as many negative responses for the sessions using digital resources.

However on removing the Holburne results from the overall total there is a more enlightening comparison, enabling the direct comparison of museum sessions against outreach.

## Enjoy Working With Resources – Non Holburne With / Without Objects



Base : Non Holburne pupils post with objects (175) / without objects (203)

Fig. 19

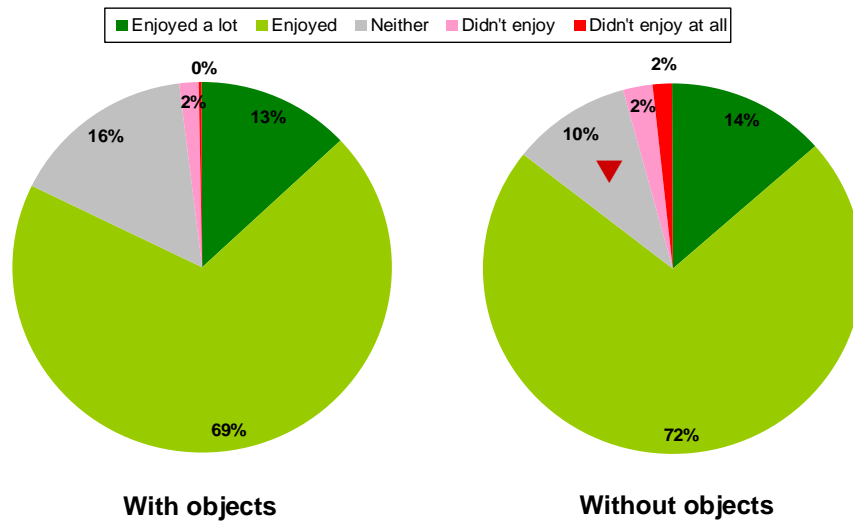
The result shows significant difference in the responses between the two, in favour of sessions with real objects. Overall, nine in ten (88%) pupils enjoyed the sessions with objects, compared with just three quarters (73%) of those using digital / online resources only. Nearly twice as many pupils using objects enjoyed the sessions a lot compared to those without objects (27% vs 15%). In sessions without objects, pupils were also twice as likely to feel unsure as to whether they enjoyed the sessions or not (21% vs 10% in sessions with objects).

It is important to note that these values not only reflect the differences between sessions using real objects and digital/online resources, but more importantly a difference between the pupils experiencing a visit to a museum or an outreach session.

***“It was fun looking at the art work and using the artists’ techniques in our own work.”***

(Pupil: Chenderit School – Compton Verney)

### Enjoy Working With Resources – Holburne With / Without Objects



Base : Holburne pupils post with objects (263) / without objects (289)

Fig. 20

Considering the Holburne results alone we see there is little notable difference between the two in terms of positive response. However, twice as many said they didn't enjoy the sessions without objects (4% vs 2% in sessions with objects). In addition the final graph highlights a very positive response from the pupils.

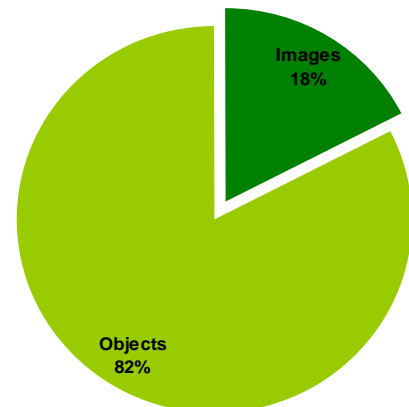
The pupils who participated in the Holburne Museum workshops were asked an additional question:

### Favourite Working With Images or Objects – Holburne

“What has been your favourite?”

- In class working with museum staff and images of objects?
- In class working with museum staff and real objects?”

When asked directly the pupils' responses were significantly more comparable than the results from the more indirect style of questions, as highlighted below.



Base : Holburne pupils post with objects (263)

Fig. 21

**“Because we get to draw pictures of things that are really quite rare.”**  
(Pupil: Moorlands Junior School – Holburne Museum).

## 6) Summary

### 6.1) Teachers – Important resources

The results in Section 5 highlight that throughout teachers felt the museum visit was the preferred choice of resource, with the online/digital resources the least preferred. The exception to this general trend is evident when the results for the Holburne sessions are included in the figures for the object sessions. The opportunity to use real objects in the classroom for those teachers influenced their preference of choice for the historical artefact/object option over a museum visit.

It is interesting to note the responses of those teachers involved in the Holburne series of workshops who seem to have disregarded the potential learning outcomes available through a museum visit in favour of using real objects in the classroom environment. However when the pupils' responses are taken into account for the Holburne sessions (Section 5.2a), we can see that, from their point of view, there was very little difference in terms of the learning objectives gained between the two types of workshops. This is a very different trend in comparison to those pupils who did experience a museum visit as part of the project. So we can see that the Holburne project teachers may favour using real objects in a class room environment, yet according to their pupils this appears to have little gain in comparison to using digital/online resources.

With the Holburne results removed from this section we find the original trend towards a preference for museum visits was restored. The long-term responses, although small in sample size, also reflect this trend. This highlights the importance of a museum visit amongst teachers as an experience for their pupils.

Throughout the analysis of the teachers' responses to preferred resource type we see that digital/online resources are consistently the least preferred. This is not to say that the online/digital resources do not have a role to play in pupils' learning. Far from it, the availability and absence of cost enables potentially a significantly greater usage that is not possible with museum visits or even using historic artefacts.

***“They are all important but online resources are easier to access and quantity is better! Children love ‘hands on’ artefacts but we can’t always get enough. Museum visits are great but can’t be done so often.”*** (Teacher: St. Stephen’s CofE Primary – Holburne Museum).



### 6.2) Teachers - Learning Outcomes for Pupils

The two learning objectives, *Gain inspiration* and *Enjoy experience* were the most valued and when questioned following both types of workshop and it was felt it was in these two GLOs that their pupils gained the highest levels of achievement (Fig. 7). The sessions using real objects gained the most positive responses for these two learning outcomes.

An interesting result is evident in the no objects sessions where teachers felt pupils significantly achieved in *Gain better knowledge and understanding of the topic* (Fig. 10). This response may be in compensation for other learning outcomes that were less evident in the classroom/outreach sessions. Although this outcome may not have been a priority learning objective for the teachers, their positive responses do point to the fact they feel it was achieved by the pupils on a more than satisfactory scale.

Overall these results highlight the fact that the learning objectives prioritised by the teachers for their pupils at the beginning of this project, were achieved through the pupils' participation in those workshops. Using real objects, often as part of a museum visit, is where the teachers felt the pupils were gaining most positive achievement in the 6 learning outcomes set out as targets.

### 6.3) Pupils – Learning Outcomes



The results for all the achieved learning outcomes (minus results for the Holburne sessions) from the pupils responses shows that across all six the real object sessions gained a better percentage of positive responses in comparison to those for the no object sessions (Fig. 15).

At the top end of the scale is the learning outcome *Gain better knowledge and understanding of the topic* which pupils felt was the highest achieved outcome for them. This was also an important desired outcome for the museum partners involved, but interestingly not a significantly desired outcome for the teachers. The pupils responses towards this specific learning outcome were very positive with over 90% of pupils questioned highlighting it as the main learning outcome achieved. Again there is a more positive response of 98.4% for this learning outcome towards the real object sessions (Fig. 15).

Examining the responses from the pupils towards the learning objectives achieved it is possible to see a differing set of preferences. For pupils to *Want to find out more* was a main priority for teachers prior to the workshops and was something the teachers felt was achieved, especially in the sessions using real objects. For pupils this was felt to be one of the least achieved outcomes. But in looking at those responses it is possible to see more positive feedback towards the real objects sessions, especially when examining those responses involving museum visits. For *Want to find out more* there was a 15% difference in positive responses in favour of the real object sessions (Fig. 16). So although this perceived learning outcome was a lower priority for the pupils, there was a significant difference in positive responses towards the real object sessions in achieving this learning outcome.

It could be argued that some learning outcomes (e.g. *Gain better knowledge and understanding*) could almost be equally achieved through sessions using real objects or sessions using digital/on line resources. It should be highlighted that these outreach sessions are not a typical class session as they were led by museum staff and used resource material unfamiliar in content to the pupils. However the most important the analysis of these results is that certain learning outcomes, such as *Gaining inspiration* are significantly enhanced through the opportunity for pupils to participate in museum visits and out of class room learning opportunities (Fig. 16).

### 6.4) Pupils - Enjoyment

Analysis of pupils' responses to levels of enjoyment are more straight forward to investigate. These indicate that pupils gained enjoyment through experiencing the real objects in their learning, specifically in an environment outside of school (Fig. 19). Whether this is a result of the 'out of classroom' opportunity or use of real objects is hinted at by the Holburne Museum results (Fig. 20). The Holburne results show a minimal difference between the workshops involving real objects and digital/on line resources in the classroom environment. However the pupils were also asked directly which resources they preferred to work with. A clear preference for using real objects (over 75%) was evident (Fig. 21).

***"Enjoyed it"..... "Because we get to draw pictures of things that are really quite rare."***(Pupil: Moorlands Junior School – Holburne Museum  
These results suggest that overall pupils gain further enjoyment in their learning through experiencing the real objects as part of a visit to a gallery or museum.



## 6.5) Overall Outcomes

### Achieved Desired Learning Outcomes

When analysing the results gained from the pupils and teachers it is possible to see a significant level of positive responses from all participants towards the desired learning outcomes outlined at the beginning of the project. Examining the pupils' responses for both types of workshop (not including the Holburne Museum results) in *Fig. 16* we can see that none of the of the results fall lower than 50% for positive responses. This highlights the very high level of achievement by participants in all learning outcomes through both types of workshops experienced, although none of the positive results for the learning outcomes gained through the real objects sessions fall below 65.8% (*Fig. 16*).

### Holburne Project: Difference in Pupil and Teacher opinion

The analysis of the results towards the secondary research outcomes was very interesting, specifically when analysing the pupils' responses in the Holburne Museum projects. The preference by teachers in the Holburne projects for using real objects in the classroom over an out of classroom experience for their pupils is particularly interesting. The pupils' responses to the learning outcomes gained through both types of workshop appear to show that the pupils felt there was little difference between experiencing real objects in the classroom and using online/digital resources. Yet when asked directly the pupils definitely preferred the opportunity to work with real objects (*Fig. 21*).

### Long Term Impact

The results gained for the long-term impact were fewer in number than desired, yet showed some interesting trends. Responses by teachers hint towards the trends found in the 'pre' and 'post' experience evaluations. More specifically, there is a preference to using museum visits as a teaching resource over the other two options. Interestingly the same two learning outcomes (*Gain inspiration* and *Enjoy experience*) favoured by the teachers for their pupils at the 'pre' and 'post' evaluation stages are also evident at the long-term evaluation stage, highlighting that the sessions experienced by the pupils have had a long-term impact on their learning (*Fig. 6*).



### Impact of using 'Real Objects' evident in museum context

The primary research aim of the project was to try to understand the power of using real objects as a learning tool and to what extent this impact was strengthened by the history and setting of the object by experiencing it in reality. Through the results gained from this evaluation project it is possible to highlight the positive levels of achievement gained through participation in both types of workshop. In order to analyse the results in more detail it has been necessary to separate the results from the partner museums in which a museum visit took place and the results from the Holburne Museum's project. This has enabled the analysis of the impact of using real objects within a classroom learning environment against the use of real objects within a museum learning environment. Stand out figures highlight that 77% of pupils felt more confident after the museum visit, 89% acquired new skills, 92% enjoyed participating and 95% gained a better knowledge and understanding of the topic studied. These results highlight that there is a significant impact on pupils' learning by using real objects as a learning tool, but as part of museum or gallery visit.

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## Acknowledgements

The following must be thanked for their enthusiastic participation in the project and without whose help this evaluation report could not have been completed.

### *The Partner Museums:*

- The Bowes Museum: Lisa Jefferies (Head of Education at time of project), Pauline Huckin (Education Officer).
- Compton Verney: Michelle Morris and Louise Simkiss (Education Officers at time of project).
- The Holburne Museum of Art: Cleo Witt (Head of Education), Emma Finch (Education Officer), Simone Holmes and the museum's team of freelancers.
- Waddesdon Manor: Nigel Sewell and Diane Bellis.
- The Wallace Collection: Catherine Chastney (Learning Officer: Community Programmes), Emma Bryant (Learning Officer), Bridget Crowley and Lynda Waterhouse.

*Childwise:* Simon Leggett (Associate Director) for his advice and work on the evaluations and results interpretation.

Special thanks must be attributed to the following for their many hours of trawling through piles of questionnaires as part of the results processing: Lucy Harris, Norton Asbury and Clemence Pilven.

Final acknowledgement must go to the many teachers and pupils from the numerous schools that took part in the project and completed the multiple, but necessary evaluations.



**‘The Power of the Object’ – pre-experience questionnaire for teachers**

**Name of Museum working with:** \_\_\_\_\_

**School Name:** \_\_\_\_\_ **Year Group:** \_\_\_\_\_ **No. of pupils in class/group:** \_\_\_\_\_

**Q1. To what extent have you used the following within your teaching (specific to your class/year group) over the last two years? (please tick as appropriate):**

Museum/Historic Site Visit: Not in last two years <sub>1</sub>      Once <sub>2</sub>      2-3 times <sub>3</sub>      > than 3 times <sub>4</sub>

Historic Artefacts/Objects\*: Not in last two years <sub>1</sub>      Once <sub>2</sub>      2-3 times <sub>3</sub>      > than 3 times <sub>4</sub>

Online resources/digital images from a museum source: Not in last two years <sub>1</sub>      Once <sub>2</sub>      2-3 times <sub>3</sub>      > than 3 times <sub>4</sub>

\* either at school or out of school learning environment

**Q2. Please rank the following in order of importance to you in teaching, where 1 is the ‘most important’, and 3 is the ‘least important’:**

Museum Visit       Historic Artefacts/Objects       Online resources/digital images

**Q3. Why have you ranked these resources in this particular order, what makes one more important than another to your teaching?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Q4. What expectations/objectives do you expect your pupils to meet by participating in this project? What importance do you place on these objectives?**

**(Please write in from 1 to 5 where 1 is ‘very important’ and 5 is ‘not very important’)**

Expectation/Objective  
Importance

\_\_\_\_\_

\_\_\_\_\_

**Q5. Rank these statements in order of importance in terms of what you would like to gain the most from participating in this project, where 1 is the 'most important', and 5 is the 'least important'**

- Gain a better knowledge and understanding of the topics covered
- Gain a better knowledge and understanding of using museum resources
- Acquire new skills to support my teaching
- Feel more confident to use museum resources in my teaching
- Provide me with inspiration and ideas

**Q6. Rank these statements in order of importance in terms of what you would like your pupils to gain the most from participating in this project, where 1 is the 'most important', and 7 is the 'least important'**

- Gain a better knowledge and understanding of the topics covered
- Acquire new skills to support their learning
- Feel more confident about using museum resources in their learning
- For pupils to change their opinions about museums
- For pupils to create work of a good standard
- Gain inspiration and ideas
- Pupils enjoy the experience facilitated by the museum

**Thank you for your time**

[www.museumnetworkuk.org](http://www.museumnetworkuk.org)

**'The Power of the Object' – post-experience questionnaire for teachers –workshop 1**
**Name of Museum working with:** \_\_\_\_\_

**School Name:** \_\_\_\_\_ **Year Group:** \_\_\_\_\_ **No. of pupils in class/group:** \_\_\_\_\_

**Q1. Rank these statements in order of relevance in terms of what you think your pupils gained the most from participating in this museum led workshop, where 1 is the 'most relevant', and 6 is the 'least relevant'. If you feel a statement is not applicable, please write in an 'X'.**

- |   |                          |
|---|--------------------------|
| Pupils gained a better knowledge and understanding of the topic covered   | <input type="checkbox"/> |
| Pupils acquired new skills to support their learning                      | <input type="checkbox"/> |
| Pupils feel more confident about using museum resources in their learning | <input type="checkbox"/> |
| Pupils have changed their opinions about museums                          | <input type="checkbox"/> |
| Pupils gained inspiration and ideas from the experience                   | <input type="checkbox"/> |
| Pupils enjoyed the experience facilitated by the museum                   | <input type="checkbox"/> |

**Q2. In general, how well do you feel pupils have met the objectives you expected them to meet by participating in this workshop?**

Exceeded expectations <sub>1</sub>      Matched expectations <sub>2</sub>      Didn't match expectations <sub>3</sub>

**Q3. Why do you say this?**

\_\_\_\_\_

**Q4. To what extent do you agree or disagree with the following statements:**

- |    |   |                                       |                                       |                                       |                                       |
|----|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) | Pupils responded well to and engaged with the museum learning resources*            |                                       |                                       |                                       |                                       |
|    | Strongly agree  | Agree                                 | Neither agree or disagree             | Disagree                              | Strongly disagree                     |
|    | <input type="checkbox"/> <sub>1</sub>   | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| b) | Pupils were able to question and analyse the museum learning resources*             |                                       |                                       |                                       |                                       |
|    | Strongly agree  | Agree                                 | Neither agree or disagree             | Disagree                              | Strongly disagree                     |
|    | <input type="checkbox"/> <sub>1</sub>   | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| c) | The opportunity to work with the museum staff enhanced pupils' learning             |                                       |                                       |                                       |                                       |
|    | Strongly agree  | Agree                                 | Neither agree or disagree             | Disagree                              | Strongly disagree                     |
|    | <input type="checkbox"/> <sub>1</sub>   | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| d) | Pupils were inspired by the opportunity to work with the museum learning resources* |                                       |                                       |                                       |                                       |
|    | Strongly agree  | Agree                                 | Neither agree or disagree             | Disagree                              | Strongly disagree                     |
|    | <input type="checkbox"/> <sub>1</sub>   | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |

\* museum learning resources can be museum objects, photographs and/or digital/on-line resources

e) The setting in which the learning took place played a vital part on the pupils' desired learning outcomes

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

f) Pupils' interest in the topic was increased through participating in the museum led

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

experience

**Q5. Highlight one positive aspect resulting from the pupils' opportunity to use the museum learning resources\* in their learning?**

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**Q6. Highlight one aspect of the museum led workshop that could be improved?**

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**Q7. Please rank the following in order of importance to you in teaching, where 1 is the 'most important', and 3 is the 'least important':**

Museum Visit       Historic Artefacts/Objects       Online resources/digital images

**Q8. Why have you ranked these resources in this particular order, what makes one more important than another to your teaching?**

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**Q9. How likely would you be to use a similar museum experience as part of your teaching in the future?**

Very likely	Quite likely	Neither likely nor unlikely	Not very likely	Not at all likely
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**Q10. Why do you say this?**

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\* museum learning resources can be museum objects, photographs and/or digital/on-line resources

**Thank you for your time**

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**'The Power of the Object' – post-experience questionnaire for pupils –workshop 1**
**Tick the name of Museum you are working with:**

 The Bowes  
Museum  
<sub>1</sub>

 Compton  
Verney  
<sub>2</sub>

 The Holburne  
Museum of Art  
<sub>3</sub>

 Waddesdon  
Manor  
<sub>4</sub>

 The Wallace  
Collection  
<sub>5</sub>
**School Name:** \_\_\_\_\_

**Year Group:** \_\_\_\_\_

**Q1. We are interested to know what you have gained from this project. To what extent do you agree or disagree with the following statements?**

 a) I have a better knowledge and understanding of the topic studied.  
 Strongly agree <sub>1</sub>      Agree <sub>2</sub>      Neither <sub>3</sub>      Disagree <sub>4</sub>      Strongly disagree <sub>5</sub>

 b) I have acquired new skills that will support my future learning.  
 Strongly agree <sub>1</sub>      Agree <sub>2</sub>      Neither <sub>3</sub>      Disagree <sub>4</sub>      Strongly disagree <sub>5</sub>

 c) I feel more confident about using museum resources in my learning  
 Strongly agree <sub>1</sub>      Agree <sub>2</sub>      Neither <sub>3</sub>      Disagree <sub>4</sub>      Strongly disagree <sub>5</sub>

 d) I enjoyed participating in the activities available.  
 Strongly agree <sub>1</sub>      Agree <sub>2</sub>      Neither <sub>3</sub>      Disagree <sub>4</sub>      Strongly disagree <sub>5</sub>

 e) Participation in this project has changed my opinion about using museum learning resources\*.  
 Strongly agree <sub>1</sub>      Agree <sub>2</sub>      Neither <sub>3</sub>      Disagree <sub>4</sub>      Strongly disagree <sub>5</sub>

 f) The session has made me want to find out more about the topic studied.  
 Strongly agree <sub>1</sub>      Agree <sub>2</sub>      Neither <sub>3</sub>      Disagree <sub>4</sub>      Strongly disagree <sub>5</sub>
**Q2. How much did you enjoy being able to work with the museum learning resources\*?**

 Enjoyed it a lot <sub>1</sub>      Enjoyed it <sub>2</sub>      Neither <sub>3</sub>      Didn't enjoy it <sub>4</sub>      Didn't enjoy it at all <sub>5</sub>
**Q3. Why do you say that?**


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\*museum learning resources can be museum objects, photographs and/or digital/on-line resources

**Q4. What do you think you have gained from being able to work with the museum learning resources\*?**

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\*museum learning resources can be museum objects, photographs and/or digital/on-line resources

**Q5. What do you think is the most important thing you learned from this session?**

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**Q6. What was the best part of the day?**

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**Q7. How will this session help you with work at school?**

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**Thank you for your time**

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