

Lifelong learning:

Generic learning outcomes



Generic social outcomes

Politics and history of GLOs (1)

- **New Labour Government 1997**
 - new **emphasis on education and learning**
 - government wanted to create a
 - ‘learning habit... so that people of all ages can understand and enjoy the great cultural achievements of the past and the present, and gain the skills, attitudes and knowledge they need to contribute to and share in the information and communication age of this new century.’

(DCMS & DfEE: 2000)

Politics and history of GLOs (2)

- Department of Culture Media and Sport (DCMS) commissioned the **MLA** with the task of developing a national framework for learning in museums, libraries and archives in October 2000
- MLA produced a vision:

Inspiring Learning for All

Politics and history of GLOs (3)

- MLA funded the **Learning Impact Research Project (LIRP)** to develop a means of measuring the impact museums have on their users
- research was carried out by the Research Centre for Museums and Galleries (RCMG) based at the **University of Leicester**

Politics and history of GLOs (4)

- LIRP produced five

Generic Learning Outcomes (GLOs)

= a framework in which individual learning outcomes can be grouped together, creating a common language to assist museums (libraries and archives) to understand, analyze and discuss learning in museums

Generic learning outcomes



Learning theory behind GLOs

- a focus on **learners** and **their learning experience**
- learning is a **lifelong process** of meaning making
- learning includes changes and **development** in emotions, skills, behaviour attitudes and values
- learning as a verb (**the act of learning**) rather than a noun (learning/scholarship)
- enjoyment, amazement or inspiration can provide the **motivation** to acquire facts and knowledge
- learning is **process of identity-building**
- learning is both **individual and social**

(RCMG:2003)

Knowledge and understanding

‘I learned that you can die of AIDS and nobody will want to play with you or even they probably won’t want to be your friend.’

(Arizona Science Center)



Knowledge and understanding

- Manchester Art Gallery
 - special event: restoring the painting on a public display (discussions, self-learning materials: display, computer programs, books)
- **Outcomes (?)**
 - learning facts or information which can be subject – specific, interdisciplinary / thematic, about museums, archives, libraries
 - learning how museums, archives and libraries operate
 - giving specific information – naming things, people or places
 - giving specific information – naming things, people or places
 - making links and relationships between things

(MLA)



Why is *The Sirens and Ulysses* in such bad condition?

The *Sirens and Ulysses* began to deteriorate from the moment it was exhibited in 1837. What you see today is due to Ety's technique, and previous attempts to restore the painting.

Ety often used unusual materials. When he painted *The Sirens and Ulysses*, he used too much binding medium. This made the paint and ground very hard and brittle. By 1838 the painting was showing signs of damage and Ety himself had to repair and retouch it. Two years later it had become so fragile that it could not be moved without further damage.

There have since been many restoration attempts. Between 1930 and 1950 the painting was re-lined and appears to have been over-cleaned. Unfortunately no records survive of what was done, or what the painting looked like before.






Salvaged: Restoring The S

Manchester Art Gallery, 2007

Skills

‘The first step for me was the Trongate Studios and the projects after that have made me realise that I do have rights – I am a human being and I am allowed to express myself.’

(Open Museum)

Skills

- National Gallery Prague
 - ‚What is Art?‘: workshop for teacher training students
- Dewa Roman Experience, Chester
 - ‚Experience the sights, sounds and smells of Roman Chester‘: workshop for KS1&KS2 children
- **Outcomes (?)**
 - intellectual skills: critically and analytically, making judgements
 - social skills – meeting people, sharing, team working, remembering names, showing an interest in the concerns of others
 - emotional skills – recognising the feelings of others, channelling energy into productive outcomes
 - communication skills – speaking, listening

(MLA)



National Gallery, Prague, 2007



Chester, 2007

Attitudes and values

‘The pit because the boys and men had to work all day and night in horrible conditions and all the gases and danger of being killed. Also they did not have very good lights so it would not be at all nice in any way except the pay. They did not have a very exciting life and I’m glad I wasn’t alive then.’

(Beamish Museum)

Attitudes and values

- National Gallery Prague
 - ‚Magic of Things‘ – workshop for Sixth Form students
- **Outcomes (?)**
 - Feelings and perceptions
 - Opinions about ourselves e.g. self-esteem
 - Opinions or attitudes towards other people
 - Positive attitudes in relation to an experience
 - Reasons for actions or personal viewpoints
 - Empathy, capacity for tolerance



National Gallery Prague, 2006

Enjoyment, inspiration, creativity

‘The children enjoyed making pots and looking at the skeleton at the dig. They also enjoyed the jewellery making.’
(Essex Heritage Services)

Enjoyment, inspiration, creativity

- Manchester Art Gallery
 - Clore Interactive Gallery (families)
- Whitworth Art Gallery (Manchester)
 - Portfolio development session (for students KS3&KS4)
- **Outcomes (?)**
 - having fun
 - creativity
 - exploration, experimentation and making
 - being inspired



Whitworth Art Gallery Manchester, 2007



Manchester Art Gallery, 2007

Action, behaviour, progression

,I enjoyed wearing the corset because I felt how Victorian people felt it was uncomfortable. The fact that I had to wear a hoop hurt me and I found that it was tough for Victorians.'

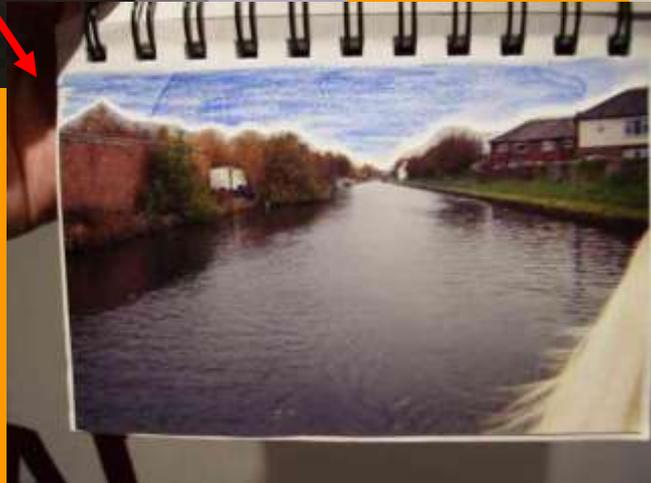
(Birmingham Museums and Art Gallery)

Action, behaviour, progression

- Waterside Arts Centre (Sale Town, Greater Manchester)
 - ‚Journey‘: outreach program of Whitworth Art Gallery + Aimhigher Manchester + Water Arts Centre Sale Town
- **Outcomes** (?)
 - a change in the way that people manage their lives including work, study, family and community contexts
 - an action (observed, reported)
 - change in behaviour
 - progression – towards further learning, developing new skills – is the result of a purposive action which leads to change

(MLA)

Waterside Arts Centre Sale Town 2007 (1)



Waterside Arts Centre Sale Town 2007 (2)

ceramic models – students work



community decision board



future of waterside front - model

Building on GLOs

Generic Social Outcomes (GSOs)

- to describe and evidence the impact of museums, libraries and archives on service users and communities

(MLA: 2007)

Problems with GLOs

- generic = do not take into consideration cultural context
- grouping individual learning outcomes with a consensus framework
- ‘soft’ and ‘hard’ outcomes are blurred (e. g. dancing and making = skills, drawing and painting = enjoyment)
- evaluation techniques are flawed in terms of qualitative research.
- used for advocacy rather than essential research in how visitors engage with the learning environment of the museum/library/archive

Politics and history of GSOs

- 2005 – MLA appointed the **Burns Owen Partnership** (BOP) to develop and pilot a new framework: **Generic Social Outcomes**
- MLA claim that prior research on the social impact of museums suggested that there was the potential for them to **develop social capital**
 - ‘Social capital is a term that identifies a value in the development of networks and linkages between groups and individuals, with the ‘evidence base’ research suggesting that cultural participation was linked to the development of social capital.’
(MLA: 2007)

Generic social outcomes (1)



(MLA 2007)

Generic social outcomes (2)

- build on the GLOs by looking at wider social outcomes, measuring the impact museums have on social and community themes, rather than individual learning outcomes
- suggested use:
 - with projects that have clear aims and objectives
 - for practitioner led activities rather than day to day audience development

Stronger and safer communities

- improving group and inter-group dialogue and understanding
- supporting cultural diversity and identity
- encouraging familiar ties and relationships
- tackling the fear of crime and anti-social behavior
- contributing to crime prevention and reduction

Health and well-being

- encouraging healthy lifestyles and contributing to mental and physical well-being
- supporting care and recovery
- supporting older people to live independent lives
- helping children and young people to enjoy life and make a positive contribution

Strengthening public life

- encouraging and supporting awareness and participation in local-decision making and wider civic and political engagement
- building the capacity of community and voluntary groups
- providing safe, inclusive and trusted public spaces
- enabling community empowerment through the awareness of rights, benefits and external services
- improving the responsiveness of services to the needs of the local community, including other stakeholders