

Heritage and Creative Learning Framework



The project

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Aim:

1. Increase the social and economic effects of heritage learning by developing practices that deal with learning and competence processes.
2. Develop tools and terminologies which can be used to evaluate the positive effects of heritage learning.



What are we doing here?



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But besides the project, why are we here?

- > We want to be **important!**
- > We want to **make a difference!**

- in society and for all people.

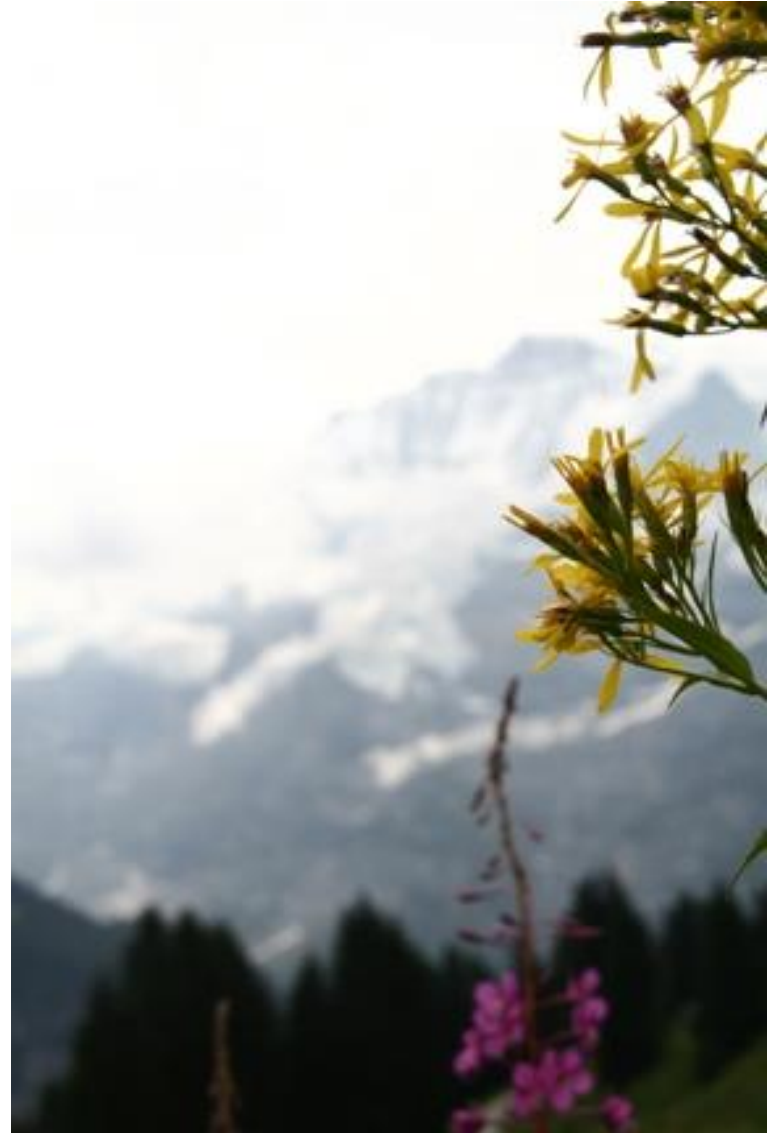
What are you doing here?

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What are your expectations?

What do you know about the Key competences? How do you feel about them?

What do you know about Generic Learning Outcomes (GLO)? How do you feel about GLO?



Heritage Learning



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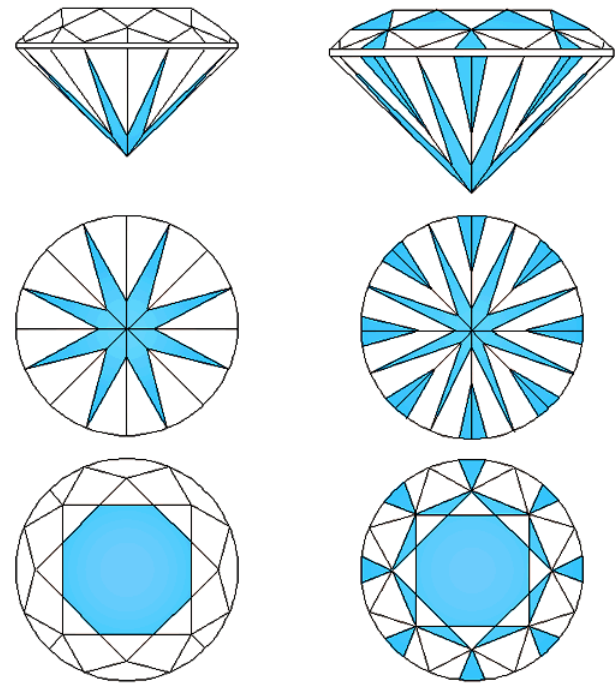
Heritage learning:

- > When cultural heritage is used in the learning process.
 - > Cultural heritage is an integrated part of the learning process but not necessarily an objective: Learning **through** heritage – not only **about** heritage!
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Cultural heritage as the raw material

We can see cultural heritage as **the raw material**, from which different things can be produced:

- Empathy in time and space
 - Critical thinking
 - Knowledge about the past and past events
 - Enjoyment of discovery
 - Social interaction
 - Willingness to learn
- ... and other things



Cultural heritage Learning



What makes heritage learning different from other types of learning?

- Lifelong learning
 - Informal or non-formal learning
 - Lifewide learning

 - Often – but not always – authentic objects or documents
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Lifewide learning

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”Art should be the fourth ‘r’ alongside reading, writing and arithmetic. Cultural learning feeds every part of our being – our minds, our imagination and our values.”

(Sir Nicholas Serota, Director, Tate)

”The subjects that make up cultural learning can enable children to excel, boost confidence and put them on a path to progression through to adult life regardless of how they perform in more conventional subjects.” (David Adjaye, architect)

Non-formal learning

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”It is difficult to identify a moment that can be regarded as an end-point in learning and therefore an appropriate moment for measuring this learning. It is not appropriate for organisations to be prescriptive about levels of learning achievement, as users have their own criteria for what counts as successful (museums, archives and libraries do not expect to have to ‘fail’ their users).”

Eilean Hooper-Greenhill, 2004



Heritage and creative learning framework



Generic Learning Outcomes
Specific Learning Outcomes
Generic Social Outcomes

Key competences
Current policy

Heritage and creative learning framework

The framework helps us to do the things we **really want** to do (and what we think we do) and at the same time giving us **a language** to articulate our importance.

It helps us to **strengthen our relevance** in the society and to be persuasive when we talk to the society about our importance.



Social relevance

Social relevance



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What archival functions are socially relevant/relevant to society?

What functions is the archive supposed to have according to society?

Social relevance

Is the society – in a broad sense – aware of the archive as a physical arena and a meeting point for learning processes.

When people speak about learning – do they talk about archives?

When they talk about an active ageing – do they talk about archives?



Social relevance

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How do we mention that we are relevant to the society?

How do we mention our learning activities?

Activity objectives

Maybe like this:

- > 14 school programs
- > 3 reports
- > 8 exhibitions
- > 6 lectures
- > 2 conferences



Quantitative objectives

Or like this:

”The museum was open for 328 days and had 193 589 visitors - 1081 persons/families had an annual pass. 737 guided tours were given, 405 to schools and nursery schools. Four temporary exhibitions were shown and two of them had been produced by us. The collection grew with 458 new objects, 37 500 photos, 736 books and 12 metres of archival material.”

Social relevance

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It sounds grandiose and good but does it make us more socially relevant?
What **difference** does it make for the society? In what way do we effect the visitors and their contact with the archive?

What is most relevant from a social perspective: that 1081 persons were visiting the archive or that 57 of them were inspired?

What difference are we – **actually** – doing in the society?

Generic Social Outcomes (GSO)



Two objectives:

Retrieve specific information on the results of our work towards the civil society.

Show and explain the impact and the effects in a local context.

Firmly anchored in the policies.

Generic Social Outcomes (GSO)

- It improves the ways we work with the civil society.
- We learn what we can offer the civil society.
- We learn what the civil society want from us.

- Helps us to acquire and retain needful grants.
- Helps us build strong and useful partnerships.
- Helps us to contribute to the culture heritage sector and organizations in the local community.
- Helps us to make the efforts count when national and regional decision makers discuss how social problems can be solved.

Learn more: www.inspiringlearningforall.gov.uk

Generic Social Outcomes (GSO)

Are you working towards these objectives, consciously or unconsciously?

Are these objectives part of the archive's mission?

Do you want to work more with these objectives?



What do society want?



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To be perceived as relevant from a social perspective we need to relate to priorities and goals set by the society.

We need to ask the question: what do the society want?

Key competences

- > communication in the mother tongue
- > communication in foreign languages
- > mathematical competence and basic competences in science and technology
- > digital competence
- > learning to learn
- > social and civic competences
- > sense of initiative and entrepreneurship
- > cultural awareness and expression



(EU 2005; adopted by all countries in the EU and EES ; non-binding. Equivalent examples exists within OECD)

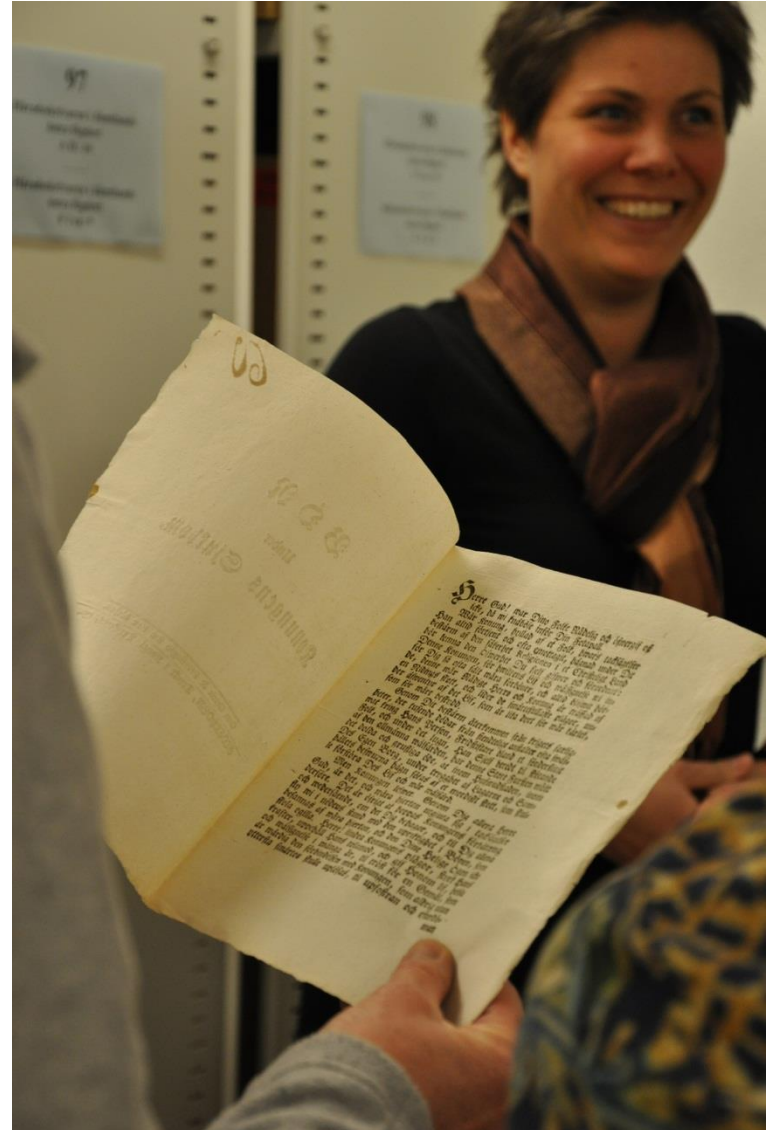
How do you become competent?

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”Key competencies involve a mobilization of cognitive and practical skills, creative abilities and other psychosocial resources such as attitudes, motivation and values.”

Despite the fact that competencies comprise of more than just taught knowledge, the [OECD] suggests that a competency can itself be learned within a favorable learning environment.”

From ”The Definition and Selection of Key Competencies”, OECD 2001.



Key competences



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What types of key competences are in play when we interact with the archive?

Do society know about this?

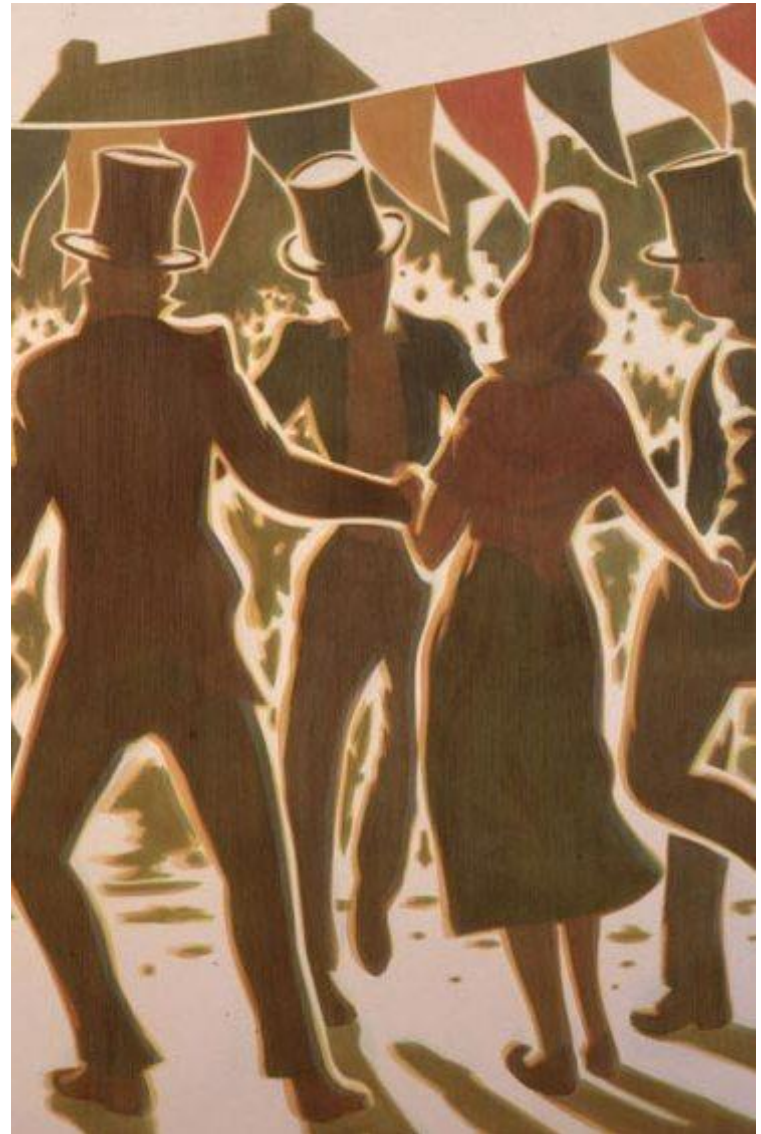
Relevant for the individual

Relevant for the individual

Is the socially relevant also relevant for the individual?

Often it is about perspectives: the socially relevant and things relevant for the individual is two sides of the same coin.

From an analytical perspective it's partly two different things.



Relevant for the individual

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To let our work be relevant to the individual we have to relate it to the individual's own experiences.

We want to make a difference for people! To do that, we have to ask where they are to today, where they start their journey. We need to have a constant focus on the visitor.

Setting targets and describing them



- If you don't know where you are going – how do you know when you have arrived?
 - How do you describe your targets?
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Generic Learning Outcomes (GLO)

General objectives for learning:

- > Knowledge and understanding
- > Skills
- > Attitudes and values
- > Enjoyment, inspiration and creativity
- > Activity, behaviour, progression



Generic Learning Outcomes (GLO)

GLO can:

Make dialogue or communication an easier task. A **common language** and clear goals make misunderstandings much more unusual.

Structure and rationalize the work process. A good preparatory work makes it easier to focus, plan and present the results.

Improves the **feedback**. When you know the common objectives you can ask the right questions.

What do you want to achieve?



Think about your activities for adults accompanied by children.

Which objectives do you want to achieve?

- > as participants?
- > as personnel?
- > as cooperation partners?

Relate to GLO.

Evaluation

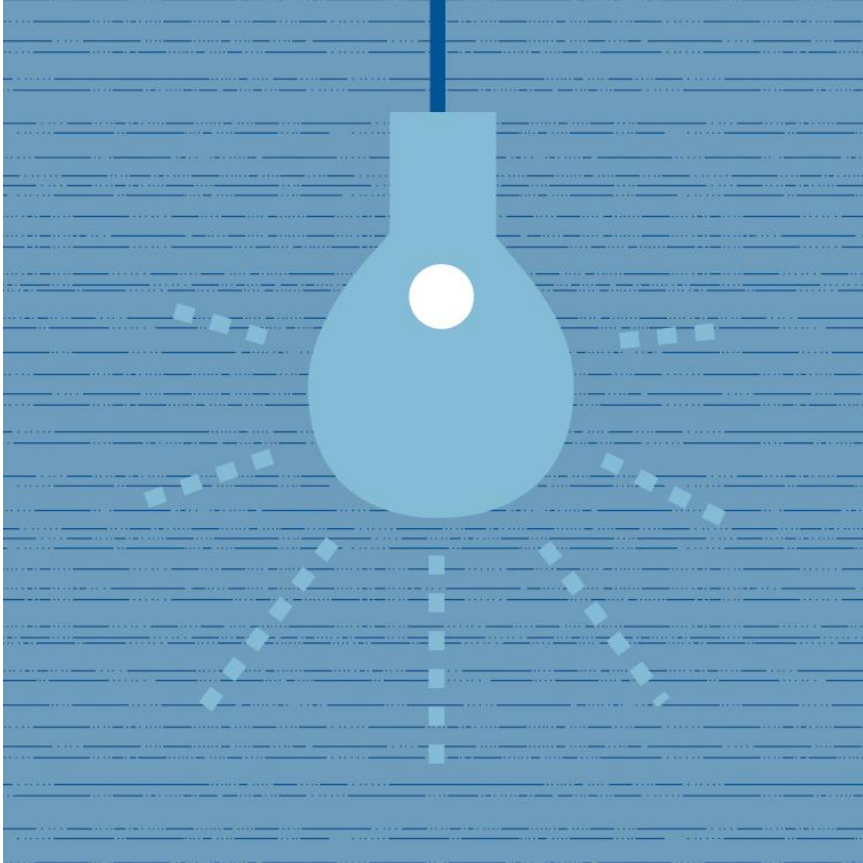
What do we think about evaluation?

What do we associate with the word evaluation?



Evaluation

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Are we able to charge the term
evaluation with positive energy?

Evaluation

Sometimes we are so afraid of what an evaluation might reveal that we refuse to do an evaluation altogether.

It is therefore nice to know that **evaluation is a shortcut towards development.**



Evaluation

The reflection is constant:

- > In the **beginning**: when we need to decide where to go and in which direction.
- > **During** the journey: when there are objectives but we need to know more to fulfill them.
- > At **the end**: when we have worked with our objectives and know how far we have reached.
- > Next journey: when we learn from our experiences and start all over again.



Evaluation



We evaluate in order to make intelligent decisions.

What do we need to know – right now – to be able to make an intelligent decision?

It depends on where we are in the project!

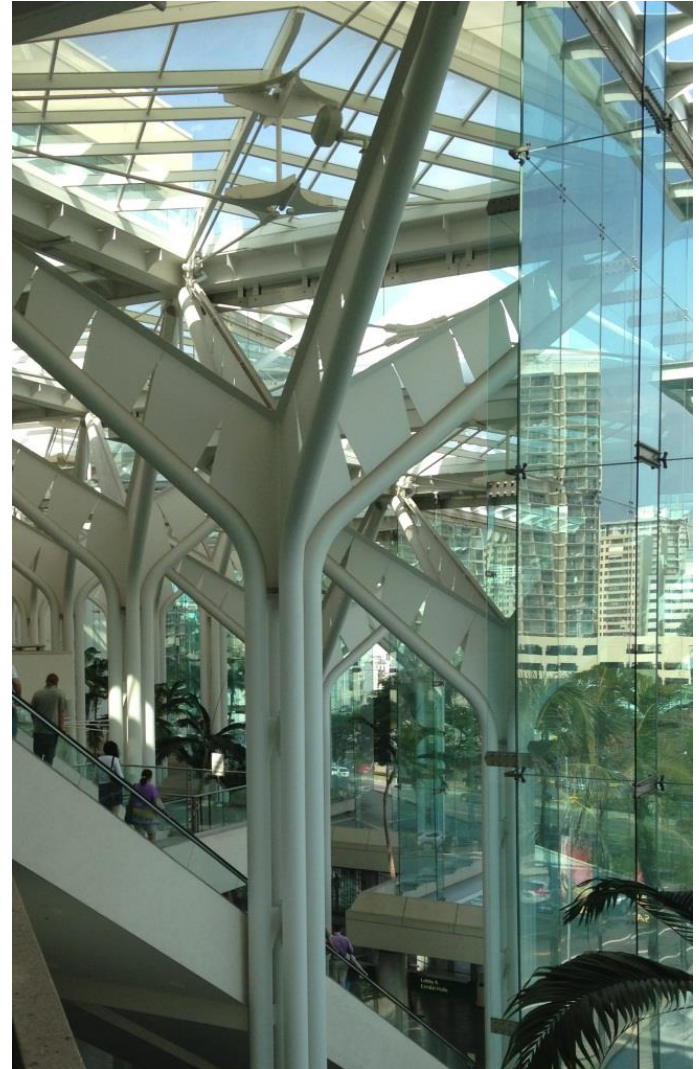
What do you need to find out?

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Consider your project/programme

Where in the process are you?

Start from your GLOs. What do you need to know or find out – right now – to reach your goals?



Strategic questions

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- What are the needs of this target group?
 - What are the prerequisites for learning – previous knowledge, experience of visits to the museum/archive, language skills, accessibility, previous knowledge about history, motivation...?
 - Possibilities for preparation or continued work?
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Different ways of answering

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Feedback cards
Questionnaires
Interviews
Focus groups
Graffiti walls
Drawings
Participating observations
Movies
Photographs and pictures
Letters, email

Log books
Mindmaps
Association exercises
Valuation exercises
Literature analyses
Dart boards

and so on.

Move on

Are you able to use literature or research?

> Does it exist similar or earlier programs that you can take inspiration from?

> Are you able to use an evaluation method?

> Focus groups? Interviews?

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To choose a method of evaluation



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The methods are always chosen last. When you choose a method you need to know what you want to know.

Regardless of method it has to be adjusted to the respondents linguistic level.

The method should be designed so it appeals to the target group.

It should be a method that can help the respondent to articulate the learning experience in the best way possible.

To choose a method

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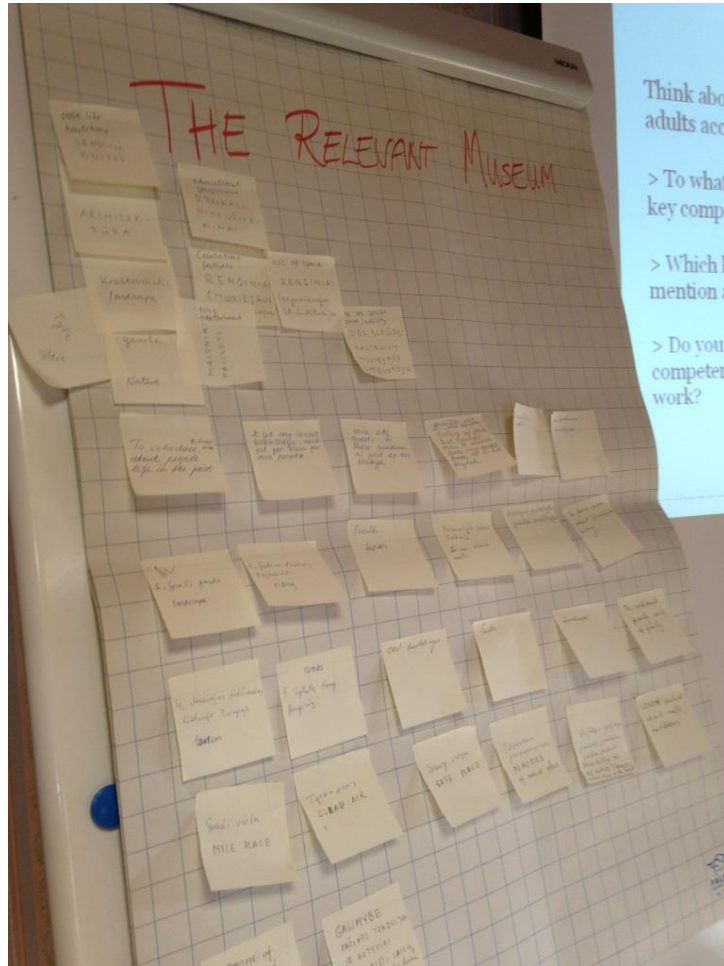
Quantitative method:

to collect information about how often a certain thing occur (in relation to the visitor/participant).

Qualitative method:

to analyze and trying to understand learning on a deeper level. What is happening and under which circumstances?

Example evaluation



Association exercises:

Works good when we want to evaluate previous knowledge and developments.

Different types of questions

Open questions

- > From what you experienced today: what did you especially enjoy?
- > What inspired you?

End a sentence

- > Surprised by...
- > Interested in...
- > Bored by...

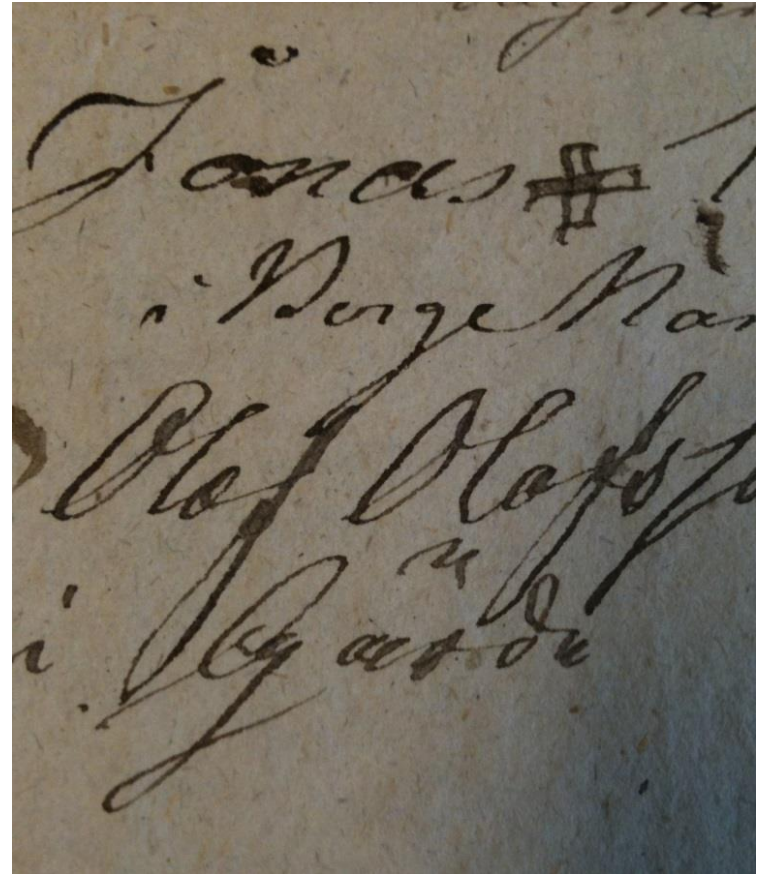
Yes, no and value questions

- > To what extent have you acquired a deepened knowledge about...
 - > Have you been surprised of something?
 - > Would you rather have been discussing these questions in a class room?
 - > Do you want to return to the archive?
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How do you evaluate?

Which method is suitable for your programme/project?

- Which methods relate to your GLOs?
- Should you choose one or more times for evaluation?
- Should you choose one or several methods for evaluation?
- Which method is suitable for your target group?
- How do you want to use the results from the evaluation (What kind of data do you need)?



How do you form your programme/project?

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Important questions:

- How is the target group put together?
 - How are the learning sessions put together?
 - How do you adapt activities to different learning styles?
 - Will the same people return on several occasions?
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Heritage and creative learning framework



Socially relevant

Heritage learning is socially relevant when it is related to the existing policies (for example the key competences).

Relevant to the individual

Heritage learning becomes relevant to the individual when we have a constant focus on the visitor.

Heritage and creative learning framework

The policy and the key competences is the starting point.

Structured and evaluated using GSO and GLO.

Feedback towards the policy and the key competences.



Thank you!

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