

# “Like going from black and white to colour”

An evaluation of InSite  
Educator CPD Programme, Their Past Your Future 2

Imperial War Museum

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**An evaluation of InSite: Their Past Your Future 2's Educator CPD programme**

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# 1 Summary

Their Past Your Future (TPYF) is a major, lottery-funded education programme that began in 2004. The first phase of the programme 2004-2006) was focussed around the C60th anniversary, in 2005, of the end of the Second World War and particularly explored the themes of remembrance and commemoration, citizenship and history and the impact of this conflict on people and places across the UK. The second phase, Their Past Your Future 2 (TPYF2), ran from 2007-2009 and had an extended historical remit, aiming to explore C20th conflict as a whole and themes related to it such as personal and national identity, remembrance and commemoration, global impact of C20th conflict, citizenship, commonwealth, conflict resolution, reconstruction and reconciliation, asylum / refugees, peacekeeping and human rights.

TPYF2 prioritised engagement by young people and educators in immersive and experiential learning programmes which engaged participants directly with the people, places and objects they are learning or teaching about, in a way that enhances what is possible in a classroom, formal learning or museum context.

InSite, the educator immersive learning cpd programme, involved participants from schools, museums, curriculum development and educator training. A total of 4 programmes, between 2006 and 2009, involved 78 educators in planning for and designing educational visits to Germany, the Czech Republic, and Hungary. The programme aimed to increase knowledge of post-1945 European history; to raise awareness of the issues involved in teaching controversial and sensitive subjects and to develop educators' confidence in leading successful, outcome-led educational visits.

Operating over 6 months, participation involved pre-visit work with Imperial War Museum (IWM) and development of related personal projects; week-long residential visits to historic sites follow-up work at IWM. InSite was designed to engage educators with the people, places and objects that are the subjects of their education programmes in a way which explored the different approaches taken by different venues in each different country. It also emphasised the importance of a mixed group of teachers and other education professionals and the value of sharing ideas and practice.

The evaluation was asked to explore why the combination of elements of the programme produces the impact that it does; to explore the learning techniques employed and to consider the implications of this type of

education work for future learning and interpretation at IWM. Evidence was gathered throughout the programme, through questionnaires and reflective diaries and this was supplemented with focus groups and depth interviews during the evaluation.

### **Inspiring educators**

The chance to take time-out from their day-to-day work, to immerse themselves in the places, people and objects of history, to engage in discussion and debate about these and applying the findings of these to their own practice has inspired educators, both about their teaching practice and their subjects.

*Enthusiasm definitely, I've gone into school being really enthusiastic again, and that rubs off on the work that the kids do* **A Level Teacher**

InSite has increased educators' confidence, significantly re-invigorated their approach to teaching and their practice. The programme has created stronger partnerships between museums and schools, helping to embed the Learning Outside the Classroom agenda and

*Personally it's given me the confidence. I've been working with the local school and put on an exhibition...it's opened up a lot of avenues.* **Museum Educator**

### **Knowledge of post 1945 European history and teaching sensitive subjects**

All InSite participants said that their knowledge of 20<sup>th</sup> Century European history had increased as a result of the InSite programme. The subjects were effectively brought to life, in particular helping participants gain insight into different experiences and perspectives.

*The development of my own subject knowledge has been enormous, not only because I've now visited places that I haven't visited before, and spoken to people who tried to explain what they were doing and spoken to other people who had different perspectives, but being motivated to go away and find out more, to read more things, to look at articles, to look at images etc, etc, that's been enormous, and I think that you can only really begin to speak with some authority once you're confident in terms of your own subject knowledge about those different periods and places, so all of that has contributed* **Focus Group**

Increased awareness of the issues involved in teaching controversial and sensitive subjects was particularly strong with many educators feeling that they had successfully acquired the skills to engage with and teach these subjects.

*How I would teach difficult or controversial subjects has changed as a result of the study trip and I think I would now be able to support a wider range of learning styles and a more creative approach to the subjects* **A Level Teacher**

### **Developing educator practice**

The mix of participants and perspectives on the InSite programme has helped educators to develop their skills and broaden their methods by broadening their perspective of practice.

*Without a mix I don't think you would get such rich and valuable discussions. It also means participants have to make an effort to sometimes think outside their comfort zone and take on board alternative ways of doing things that they are unaware of* **Education for Citizenship Development Officer, Learning Teaching Scotland**

InSite particularly illustrated to teachers the benefits of educational visits, particularly to historic sites and museums and given museum educators and those involved in the professional development of teachers a greater understanding of the needs of teachers' and their students from educational visits.

*The trips have given me and understanding of the points of view and needs of A-level history teachers and ideas about how museum education projects might better support them in the delivery of their subject, for example through the planned conference -* **Development Officer, Freud Museum London**

By enthusing teachers about the benefits of educational visits and developing educators' skills in planning for and running trips, particularly around risk assessments, InSite managed to alleviate some of the antipathy towards and tensions around running educational trips.

*They'd normally leave you with the feeling of 'I don't want to take anyone anywhere!' but now I think actually, 'how you can plan?' and 'how you can do contingency planning?'* **Secondary School Educator**

### **Institutional impact**

The impact of InSite has gone far beyond the individual participants and their own practice. By taking the knowledge and skills gained back to their organisations, InSite has benefited a wider group of educators, helping change organisational policies, attitudes and practice within these organisations and has contributed to the raised profile of these educators and their activities. There has also been an increase in educational visits and recognition of how these visits can contribute more strongly to both subject

curricula and development of the wider personal, learning and thinking skills required by the National Curriculum.

*We had no real philosophical reason for existing as an education service as an identity and this is the way we do things so what I was looking for was inspiration for that how can I in my role actually shape delivery* **Museum Educator**

*A lot of what I encountered in InSite and then later in Thailand/Australia came back into our department, which you know has certainly had a high profile on that and indeed the whole Social Science faculty* **Teacher, Godalming College**

*What the history curriculum now demands is the awareness of history, the awareness of its impact on history not the fact that the historic events actually happened* **A Level History Teacher**

### **Creation of a community of practice**

The impact of InSite has also spread beyond the individual participants and their organisations through the development of a ‘community of practice’ which has created a network of practitioners and new partnerships, which has helped broaden perspectives on learning and resulted in sharing of practice between organisations and sectors.

*There have been networks that have been created, there have been dialogues that have been created, there have been conversations that have been having, there are projects that have come out of it that are leading into other projects* **Focus Group**

### **InSite as a learning experience**

As an immersive and experiential learning programme, InSite follows a classic model which leads the learner from concrete experience, through reflection and conceptualisation to taking fresh action. Both TPYF programmes - the young people’s immersive learning programme and InSite - have illustrated however that reflection, rather than being a stage in the process, is actually the hub. It is critical at each stage of the process and needs to be facilitated through allocation of time, space and facilitated debate. The InSite programme is effective as an experiential learning programme because it embraces the relatively recent shift in psychological and educational thinking from learning as an individual endeavour to learning is a social and distributed endeavour by bringing together a range of practitioner perspectives in an immersive learning experience and effectively scaffolds this learning with input from Imperial War Museum. Key to the success of the programme is that the learning process is positioned

and delivered as personal, social, egalitarian, challenging, non-didactic, self-directed and empirical.

*Contact with inspiring colleagues, lots of resources and there's nothing quite like studying it all on location for bringing the point home. As well as gaining knowledge, I've had lots of time for reflection and making connections*

**Head of History Department**

*It's the informality and the disparate mix that actually encourages meaningful conversation there's no rigid agenda, and that allowed the group to develop their own agenda almost and it became that they owned it and it wasn't imposed* **Professional Development Officer, Historical Association**

*For me the amount of expertise and information that the museum educators and TPYF staff brought to the group was invaluable. Learning how visitors use museums and historical sites was fascinating and something that I had never had the opportunity to spend time thinking about before* **Education for Citizenship Development Officer, Learning Teaching Scotland**

### **Impact on IWM**

Imperial War Museum as an organisation has benefited by staff having the chance to connect with and gain insight into the needs, motivations and practice of key audience groups: educators and their students. This has already affected thinking interpretation and learning activities.

*The values and the things that I've learned on these trips have formed very much part of the strategy that I've been employing as head of this department which stretches over into exhibitions which stretches over into marketing so hopefully you know I'd like to think there's been a ripple effect which has also informed our mission* **Acting Head of Research and Information, IWM**

InSite has also had a significant effect on raising awareness of IWM as a learning resource.

*It did [change my perceptions] because I didn't really know that much about their work with schools because not many Scottish schools get to you know engage with the IWM because of the geographical issues, I wasn't really aware of how extensive their educational programme was* **Education for Citizenship Development Officer, Learning Teaching Scotland**

### **Implications for education and interpretation at IWM**

As an immersive and experiential learning programme, TPYF2 was distinctly different from more standard education approaches and activities employed by the Imperial War Museum. This is particularly true of InSite as a cpd for

educators. There are significant implications of this for the wider educational and interpretive work of the Imperial War Museum.

Immersion in the 'real' historic sites combined with personal contact with veterans and eyewitnesses leads to a strong emotional connection which in turn means the learning is significantly more likely to be embedded.

Even in the absence of being able to experience the history in situ, personal stories and the human context are vital to create emotional engagement.

The mix of participants on the InSite programmes, embracing teachers, museum educators and historians, subject and teacher development practitioners is key in broadening participant's perspectives on educational approaches and practice.

Although classically, experiential learning is directed by the learner, not a teacher, InSite, as with the young people's immersive learning programme, benefited from the 'scaffolding' provided by the programme structure and particularly by TPYF education staff and IWM historians. They play a powerful role as 'significant others' who occupy an important neutral space, being neither part of a formal education system nor representative of their own institutions.

The positioning of the programme as one where experience was being shared in a collaborative, egalitarian and non-didactic way was critical in its success and appeals to educators who appreciate the opportunity to participate in a community of equals.

Ensuring that there is time and space for reflection within the learning process is critical to ensure that the learning is explored and can become conceptualised. Again however, reflection is most effective when there is some level of facilitation.

Active encouragement and direction of discussion and debate is valuable as it helps participants 'try-out' multiple perspectives, which can lead to adoption of new perspectives.

Human interpretation is valued in museums or historic sites.

The education visit planning tools, particularly the risk assessments were particularly valued and are already being shared within the professional networks of InSite participants. There may be a role for IWM to offer these more widely as a shared resource.

While some of the InSite participants had and were using IWM's digital resources, there is scope to increase awareness and use of these further.

InSite participants gained insight into how the subjects they were engaging with could be applied more widely such as into the Citizenship agenda and also how this type of experiential learning can develop the wider personal, learning and thinking skills required by the National Curriculum. Again this is an outcome IWM could promote.

Educators play an important role as the representatives of much wider groups of people – teachers, trainee teachers and young people - with whom IWM wishes to engage. By working with educators, IWM is able to reach these wider groups.

A community of practice has emerged from the InSite programme through which a range of educators are sharing expertise and resources. There may be an ongoing role for IWM within this to further influence practice and share resources.

Many of the InSite participants have left the programme re-energised, inspired, motivated and keen to pursue further professional development. While some have already reconnected with IWM, there is likely to be scope for ongoing cpd programmes for educators.

InSite has had a significant impact on the TPYF2 education staff and IWM historians who have participated. This is due to the immersive and experiential and social nature of the programme which enables staff to connect with educators on a collaborative basis, to gain valuable insight into their needs and consequently to be able to apply this to learning and interpretation approaches within IWM.

## 2 Introduction

InSite was an immersive learning continuing professional development (cpd) programme for educators, embracing a range of educational roles and sectors, including teachers, teacher / subject development workers, museum educators and both academic and museum historians.

InSite aimed to:

- Increase knowledge of post-1945 European history
- Raise awareness of the issues involved in teaching controversial and sensitive subjects and increase confidence in delivering these subjects
- Develop educators' confidence in leading successful, focussed and outcome-led educational trips and provide training in planning for and the logistics of learning outside the classroom.

The programme is one of two strands of Their Past Your Future 2 (TPYF2), the second phase of Imperial War Museum's lottery-funded education programme which utilised immersive and experiential learning as a way of engaging young people and educators directly with the people, places and objects they are learning about, in a way which enhances what is possible in a classroom, formal learning or museum context. The second strand was immersive overseas trips for young people.

TPYF2 explores 20<sup>th</sup> century conflict as a whole, and themes related to it such as personal and national identity, remembrance, commemoration, global impact of twentieth century conflict, citizenship, commonwealth, conflict resolution, reconstruction, reconciliation, asylum/refugees, peacekeeping and human rights.

The programme has ensured that learning is at the centre of all its activities and resources, using the principles of the MLA's Inspiring Learning for All framework<sup>1</sup> as a guiding principle. One of the aims of the programme in its final year was to investigate the ways in which the TPYF2 approach could benefit the wider educational and interpretive work of the Imperial War Museum.

### Programmes and participants

Four InSite programmes took place between 2006 and 2009 in which 78 educators took part. A full list of participants is appended.

<sup>1</sup> <http://www.inspiringlearningforall.gov.uk>

- 12 Citizenship education PGCE students from Anglia Ruskin University, and the PGCE programme leader took part in a pilot InSite programme in 2006 visiting Germany and the Czech Republic. This trip was part of first TPYF programme and the findings from this significantly informed the format and content of the three following InSite programmes which formed part of TPYF2.
- 16 teachers, educators and staff from agencies such as the Historical Association, MLA and Learning Teaching Scotland visited Germany and the Czech Republic in July-August 2007 in a second pilot of the format.
- 18 teachers and educators and other museum and education professionals, including 2 PhD students participated in a two-part programme, visiting Germany and the Czech republic in July 2008 and Hungary in October 2008. This was the first cohort to be selected by open application.
- 19 teachers, educators, and other museum professionals took part in the final InSite programme in 2009. This group visited Germany and the Czech Republic in July 2009 and Hungary in September 2009. Data for this evaluation was not gathered from this group although similar comments and opinions have been recorded on their evaluation forms and several have taken part in subsequent CPD events at IWM.

### **The InSite experience**

InSite involved participants in an extended 6 month cpd programme and included pre and post-trip activities in addition to the visit itself.

#### ***Pre-visit***

Programme application and selection  
Development of related personal projects  
2-day workshop at IWM London  
Baseline evaluation

#### ***Visit***

Residential 3 day to 7 day overseas trip/s  
Visits to historic sites and significant cities  
Written and verbal tasks  
Reflective diaries  
Discussion and debate

#### ***Post-visit***

Follow-up workshop at IWM  
Sharing of learning and experiences  
Evaluation of outcomes

### **Learning resources**

InSite, as with the trips for young people, utilises a range of non-traditional learning resources to provide an immersive learning experience, including:

#### ***People***

Education and curatorial staff of IWM and overseas historic sites  
Veterans and eyewitnesses of conflict  
Peer-to-peer exchange

#### ***Places***

Imperial War Museum London  
Overseas locations  
Historical sites including museums, memorials, battlefields  
Commemorative sites and memorials  
Remembrance ceremonies

#### ***Objects***

At both IWM and the collections of other cultural sites

#### ***Digital resources and online learning resources***

Online exhibition: Through My Eyes  
Online Exhibition from Phase 1: 1 in 5  
DVD film / educational resource pack: People of the Great War: Shaping the Modern World

## **2.1 Evaluation**

The overall evaluation of TPYF2 was asked to answer the question:

*Why does the combination of elements of Their Past Your Future 2 produce the impact that it does?*

### **Objectives**

Within this, the evaluation was asked to explore:

- Learning techniques, including people, places, objects, resources and methods to evaluate how they contribute to the outcomes.
- What this type of immersive or experiential learning offers, which is different to traditional learning.
- How learning occurs for both the young people and educators involved.

- Short term and long term effects of the immersive learning programme.
- The range of outcomes for the young people and educators involved. What difference does it make to how they feel about themselves, their place in the world, their communities and their future?
- How the personal stories in the online exhibitions contribute to people's understanding of the world.
- What it is about the approach taken by the online exhibitions that is successful?
- The process of learning, both through the immersive learning programme and the online exhibitions.

### **Evidence**

Evidence was gathered during the entire InSite process, through questionnaires and reflective diaries, which meant that immediate impact and response was captured. Evidence from two of the four (2007 & 2008) InSite programmes was analysed for this evaluation. Follow-up qualitative research, in the form of a focus group and depth interviews was undertaken with 11 participants, which enabled the exploration of lagged or sustained impact.

### **Conceptual frameworks**

Several conceptual models were used to frame the analysis of the evidence.

#### ***Inspiring Learning for All***

MLA's Inspiring Learning for All framework (ILFA) is a planning and assessment tool which is designed to support museums, libraries and archives to review and improve their performance as 'learning organisations' and this has been used to frame the evidence of impact of the programme on Imperial War Museum.

#### ***Learning as a distributed and social endeavour***

InSite immerses educators in the experience of the visits and activities they will be engaging their learners in and in the process of planning for and designing these visits.

The structure and content of the programme recognises the relatively recent shift in psychological and educational thinking from learning as an *individual* endeavour (arising from innate ability and personal choice), to learning as a *distributed* and *social* endeavour, involving interactions and the development of relationships between the individual and other people, both

in their immediate and wider societal contexts<sup>2</sup>. Meaning, that people learn best when they have real experiences, which afford emotional engagement and are enabled to make meaning from this through dialogue with others.

### ***Learning and identity***

Learning (in its broadest sense) and identity are inextricably linked. Identity is not fixed, but is the result of the interaction of past, present and future contexts, experiences and aspirations. Learning and identity can also be understood in the form of participation in the practices of a given community, whether this is the school, professional networks, family or social networks. Encounters, such as the InSite immersive learning programme, enable access to different experiences and practice and are therefore likely to shift learning and consequently identity. Where possible, we have identified the specific factors which have contributed to identity shifts for the educators involved.<sup>3</sup>

### ***The experiential learning process***

The evaluation has explored the learning process in the context of classic experiential learning models such as David Golb's, which purports that direct experience provides the foundation of knowledge, puts the learner in the centre and enables them to control their own learning.<sup>4</sup>

## **2.2 Reading this report**

The outcomes of InSite are presented in 8 sections:

Inspiring educators

Developing educator practice

Institutional impact

Creating a community of practice

InSite as learning experience

Impact on Imperial War Museum

Implications for Imperial War museum

A companion report "*You Can't Ask a Textbook A Question*", evaluates TPYF2's Immersive Learning Programme for young people.

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<sup>2</sup> Etienne Wenger, *Communities of Practice: Learning, Meaning and Identity*, Cambridge University Press, 1998 p3

<sup>3</sup> Dr. Jane Tobell, University of Huddersfield

<sup>4</sup> What is experiential learning? David Kolb [www.learningfromexperience.com](http://www.learningfromexperience.com)

## 3 Inspiring educators

InSite inspired educators to rediscover their enthusiasm for helping others to learn and reigniting their passion for their subjects. The programme gave them confidence to broaden their thinking and to develop their practice. It enhanced their role identity, increasing their perceptions of themselves as educators with integrity and with the ability to make a difference to their students and their institutions. It also strengthened their desire for further professional development.

### InSite group Sachenhausen



### Restored enthusiasm for education

For most participants, InSite helped restore their enthusiasm for teaching for or for education more broadly.

*Enthusiasm definitely, I've gone into school being really enthusiastic again, and that rubs off on the work that the kids do* **A Level Teacher**

*Actually I do love being a teacher, I do love being with the students and I want them to go away with just a little seedling of this is what history is about, this is what is exciting about it and this has brought me back to this is what is exciting, this is why its so important* **Focus Group**

### Reigniting subject passions

InSite reignited participant's passion for their respective subjects, particularly history, but also citizenship and for how they could achieve

stronger learning outcomes within their specific subject areas by using a wider range of learning approaches.

*It inspired a couple of them (MA students) in terms of what topics they were considering for the dissertations PhD student*

*Several students have been very keen to pursue related interests or passions. For example, one was so taken by images of memorials he found at Yad Vashem, he's insisting – even this is not directly a Holocaust-themed website – that we include a section about Yad Vashem on the grounds that one of our selection criteria was that memorials should be moving – Subject Leader, History & Politics*

*I feel inspired to engage with this complex area of work again and perhaps write again on the theme of memorial museums Development officer, Freud Museum*

*My photography practice is pretty much decided on around history as a cultural presence, it kind of solidified what was probably dormant Focus Group*

### **Increased confidence in role**

Educators' confidence in their role was increased through learning more about a range of subjects; through sharing of knowledge and perspectives between educators operating in different contexts: schools, museums and teacher or subject / development and by first-hand experience of education in different countries and sites.

*Has made me a better historian and teacher – Head of History Department*

*It gave me a confidence, I have never been a teacher myself but when I have been conducting my fieldwork it has given me more confidence to talk to teachers and maybe be able to bring out the issues that they face PhD student*

*It gives teachers so much more confidence to take these groups of people to various places Education for Citizenship Development Officer, Learning Teaching Scotland*

*Personally it's given me the confidence. I've been working with the local school and put on an exhibition...it's opened up a lot of avenues. Museum Educator*

*I think if I was going to do things differently I would do them now, I would be a lot more forceful about how I wanted to do things Focus Group*

### **Desire for further professional or career development**

InSite has left most participants with a desire for further career development. Some have already embarked on this, including taking part in IWM's Holocaust Fellowship.

*My own attitude to my professional development within the sector has been expanded by the programme, I'm not thinking beyond how work can benefit from my development to also how I meet my own goals in the long term*  
**Development manager, Learning and Skills, MLA London**

*InSite has reinforced many things I already felt about my ideal career development, but also added new ideas and angles to the mix, that were unexpected but very welcome*  
**PhD student**

## 4 Developing educator practice

A key aim of InSite was to develop educators' confidence in leading successful, focussed and outcome-led educational trips and to provide training in planning for and the logistics of learning outside the classroom,

The programme was particularly successful in achieving these, having a significant impact on the knowledge, skills and practice of participating educators. This resulted in deeper and more varied subject knowledge; awareness of the issues involved in teaching controversial and sensitive subjects; broader and more creative approaches to teaching; increased belief in the importance of and desire for learning outside the classroom; appreciation of the role and function of historic sites as learning resources and training in the planning for and logistics of running educational visits.

### **Increased knowledge of post 1945 European history**

As aimed for by the programme, all InSite participants on the 2007 and 2008 trips said that their knowledge of 20<sup>th</sup> Century European history had increased as a result of the InSite programme. The subjects were effectively brought to life, in particular helping participants gain insight into different experiences and perspectives,

It is the combination of immersive learning elements that has brought this about, primarily visiting sites and using a wider range of resources, particularly talking to people with different perspectives.

*With regards to these subjects it was like going from black and white to colour, or from 2D to 3D - Education Manager, Tower of London*

### **Inside the Holocaust Memorial Centre synagogue (2009)**



*The development of my own subject knowledge has been enormous, not only because I've now visited places that I haven't visited before, and spoken to people who tried to explain what they were doing and spoken to other people who had different perspectives, but being motivated to go away and find out more, to read more things, to look at articles, to look at images etc, etc, that's been enormous, and I think that you can only really begin to speak with some authority once you're confident in terms of your own subject knowledge about those different periods and places, so all of that has contributed* **Focus Group**

*It allowed me to develop understanding of a period I know very little about whilst putting it in chronological order so it could be understood next to the Second World War -* **Access and Learning Officer, National Army Museum**

*The course gave a fascinating insight to the key issues of twentieth century conflict and reconciliation through visits to truly thought-provoking and compelling historical sites and museums* **History Teacher**

### **Remembrance and commemoration**

InSite particularly enhanced learning about the issues around remembrance and commemoration, which resulted for some, in an intention to incorporate these more strongly into their teaching.

*Much more thoughtful about remembrance and commemoration and determined to build these into my teaching, even of exam specs* **Head of History Department**

*Some of the visits have had a strong effect on me and have helped stimulate increased background knowledge of relevant history and awareness of issues involved in commemoration, memory and forgetting and sense of identity* **Freelance E-Learning Consultant**

## **4.1 Teaching controversial and sensitive subjects**

InSite specifically aimed to raise awareness of the issues involved in teaching controversial and sensitive subjects and to increase educators' confidence in delivering these subjects. The programme achieved this by engaging participants in the reality of what these subjects mean and by illustrating different educational approaches to dealing with these subjects, which enabled educators' to understand what does or might work in practice.

*You know we had discussions about how to do it and what to do and what type of issues that are controversial and in point of fact we came down to*

*the conclusion that anything can be taught controversially Professional Development Officer, Historical Association*

*How I would teach difficult or controversial subjects has changed as a result of the study trip and I think I would now be able to support a wider range of learning styles and a more creative approach to the subjects A Level Teacher*

### **Changed attitudes to diversity and citizenship**

Alongside this, there was some evidence of broader, personal changes in attitudes and values towards diversity and citizenship.

*I call people up far more frequently if I think someone's being racist or discriminating Focus Group*

*I think it's made me think more about my role as a citizen, my responsibility Focus Group*

*It's enabled me to have conversations with friends who are Romanians, for example, you came into the country in the late 90s and sort of the impact because I can understand them as people, I can understand where they came from and what has happened and understand their family a lot more Focus Group*

## **4.2 Teaching Approaches**

InSite brought together a range of practitioners, representing teachers, museum education, museum historians and subject and teacher development workers, facilitating exploration and interchange of knowledge, ideas and practice.

### **Broader perspectives on practice**

Through the mix of participants and range of sites visited, participants were given insight into a range of practice, which has broadened their perspective on teaching and learning approaches.

*The museum educators approached things in a completely different way to the teachers. It was great to have somebody there who would explain it to you and say 'oh no the exhibition has been set up like this because'. I wouldn't have known that and that sort of learning I think was really powerful Education for Citizenship Development Officer, Learning Teaching Scotland*

*Really interesting working with a mixture of participants, from museum, from school and not just... different subjects and that brought a different*

*perspective on, in effect, in the teaching emotional issues Professional Development Officer, Historical Association*

### **Importance of discussion and debate**

The importance of discussion and debate as a learning method was highlighted by many participants, both between educators and learners and peer-to-peer. This dialogue is felt to work because it encourages reflection on and re-packaging of what has been learnt.

*I was much more of a didactic person beforehand, and now I see my role as very much to engage people in debate. One little fact that people find funny or very striking can act as a hook to get them into something completely different, something very much in depth Acting Head of Research and Information, IWM*

### **Group discussion, hotel, Nuremberg (2008)**



### **Enhanced critical faculties**

InSite has helped develop the critical faculties of some participants, enabling them to view their own practice from and in the context of a variety of wider perspectives.

*It just made me think about different ways of doing history in the classroom Professional Development Officer, Historical Association*

*Often what you can do is look at the curriculum and try and squeeze something into any area of it, it's made me critical and take a step back so do less and do it better Focus Group*

*It's been really useful just seeing so many different types of museums. Whether it works for educational purposes, it made me very aware of actually who's writing this history* **Focus Group**

### **Risk and creativity**

These factors have given participants the inspiration and confidence to be more creative in their approach and to take risks that they would not have taken previously.

*I'm doing a lot of experimental stuff at the moment, which is taking those things on board to instruct people. The TPYF visits have informed all of my thinking on that* **Acting Head of Research and Information, IWM**

*It's risk taking as well because visiting other sites when we were away seemed a risk that those individuals officers have to take every day in their day to day professional life because of what they were up against, the massive political implications, of what, if you're going to say something in this exhibition, it will be taken as* **Focus Group**

## **4.3 Setting, achieving and evaluating learning outcomes**

Some educators felt that InSite gave them a more focused and structured approach to setting learning outcomes and planning visits to achieve more meaningful outcomes. This approach towards learning outcomes was then rolled out across institutions when it came to educational visits.

*The learning outcomes that we had looked at in terms of going round museums and some of the content that we had worked through I found it really made it much more straightforward for me when I was planning my visit it really has to be meaningful for them and therefore we have got to have this structure in place, and so, and I had no training for that it is just part of my job and so going on you know spending time on the InSite course really, really helped me with that* **Education for Citizenship Development Officer, Learning Teaching Scotland**

*Work on learning outcomes was useful especially when matched to thinking about how you could use a trip like this to focus on citizenship issues as well as historical themes* **Education for Citizenship Development Officer, Learning Teaching Scotland**

#### 4.4 Endorsement of Learning Outside the Classroom

The Learning Outside the Classroom Manifesto, suggests that:

*‘Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances’<sup>5</sup>*

The InSite programme has undoubtedly endorsed this ambition, enthusing educators’ about the value of educational trips.

*It just reinforced the idea that you know we have to completely encourage teachers to get the kids out of school Education for Citizenship Development Officer, Learning Teaching Scotland*

*Empathetic understanding increases outside the classroom...It took my thinking from abstract. Professional Development Officer, Historical Association*

**Group at the Holocaust Memorial – *The Shoes on the Danube Promenade* (2009)**



*It gave me and opportunity to consider discrete teaching issues such as how specific subjects can be delivered in a museum environment and what value this adds for students as well as allowing space for bigger issues around teaching, approaches deliver to be considered - Development Manager – Learning and Skills, MLA London*

#### 4.5 Appreciation of historic sites as learning resources

As well as enthusing educators about educational visits generically, InSite has changed educators’ perceptions of historic sites and museums

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<sup>5</sup> <http://www.lotc.org.uk>

particularly, as learning resources. Educators' awareness and understanding of what is on offer and how to use these resources in their own learning contexts, particularly to inform the curriculum, has significantly increased.

This happened because InSite enabled participants to meet a wide range of people from teachers, museum educators and historians to veterans and eyewitnesses; gave them insight into exhibition design and interpretation at Imperial War Museum and exposed them to varied practice and interpretation at historic sites throughout the world.

*Working with museum educators has also opened my eyes to the resources that they can offer – even if just using their online websites and resources*  
**History Teacher and ICT across the Curriculum Co-ordinator**

*It was great to have somebody there who would explain it to you and say, 'oh no the exhibition has been set up like this because' and you know I wouldn't have known that and so that sort of learning was really powerful*  
**Education for Citizenship Development Officer, Learning Teaching Scotland**

*It just gave me more examples of other ways that the sites can be used and more ideas of the issues*  
**PhD student**

*I think the engagement with the museum educators for me has been particularly important because previously I've been the person that was using the museum as a visitor and I just experienced them when I was there, I am looking with a much more critical eye, and obviously when I'm getting students to go as history specialists and use museums, I want them not just to experience it but to go with a critical eye and to engage with the educationalists...so I've used some of the ideas that we did to focus what I'm doing when we go to museums with them on visits*  
**Focus Group**

*Taking part in InSite has greatly increased my subject knowledge and given me greater insight into the way museums and other sights can be used to tell a story and how that story can be manipulated* - **Education Officer, Haslemere Educational Museum**

### **Increased ability to 'read' historic sites and interpretation**

Within this broad understanding, teachers' particularly felt that they had been given the skills to interpret or 'read' historic sites as resources for themselves, rather than simply accepting them as ready-made, packaged resources.

*Looking at a site almost as a text, which is a different kind of text but the students are going to evaluate it and get things from it*  
**Secondary School Educator**

*An appreciation from how these countries and how different places have constructed memories of these histories PhD student*

*The skill of an educator is to navigate your way through the gloss of the presentation of the propaganda, that's what its about Focus Group*

**Guided tour of the Nazi Party Rally Grounds, Nuremberg (2008)**



**Importance of people-led interpretation**

Engaging with so many different people and experiencing multiple perspectives has increased educators' belief in the importance of personal interpretation.

*What I realised was that the interpretation and information that museums or historic sites are willing to write down and present in a kind of pictorial way is very different from what they are willing to say one to one. There is no point in taking school groups that are just going to read the panels because they can just do that in the classroom and so I think it's the interaction with someone that is passionate about the subject would be a thing that I think would be most important PhD student*

**4.6 Greater understanding of teachers needs from educational visits**

For some museum educators and those involved in professional development of educators, InSite added a deeper understanding of the needs of teachers

and their students from educational visits. This ranged from appreciation of the logistical issues faced in undertaking visits to understanding how to help them achieve their learning outcomes.

*Better understanding of the motivations, expectations, practices and concerns of teachers involved in study visit to museums and heritage sites that deal with 'difficult' histories - Programme Convenor BA Primary Education and Principal Lecturer Primary History*

*The trips have given me and understanding of the points of view and needs of A-level history teachers and ideas about how museum education projects might better support them in the delivery of their subject, for example through the planned conference - Development Officer, Freud Museum London*

#### 4.7 Running educational trips

InSite managed to alleviate some of the antipathy towards and tensions around running educational trips by significantly developing educators' skills in planning for and running trips, particularly around risk assessments. This was achieved by enthusing teachers about why they should take young people on trips, rather than starting from the perspective, which most felt their schools propounded, of what might make it difficult. The specific tools supplied, example risk assessment and health and safety guidelines, as well as the opportunity to discuss the approach that TPYF take on their overseas visits were also felt to be appropriate and easy to use.

*It has had quite a strong impact on the way that I run visits Education for Citizenship Development Officer, Learning Teaching Scotland*

*They'd normally leave you with the feeling of 'I don't want to take anyone anywhere!' but now I think actually, 'how you can plan?' and 'how you can do contingency planning?' Secondary School Educator*

However, one educator felt that risk assessments were slightly overlooked by the course:

*More time could have been devoted to this e.g. the risk assessment part could easily have had more time devoted to it. Bear in mind that this was fitted into one day as opposed to the originally planned two, so perhaps things were a bit squeezed. Fine for someone like me with plenty of trip experience but perhaps a bit limited for those who did not Principal Teacher of History*

## 5 Institutional Impact

As well as inspiring and developing the practice of educators' individually, InSite also resulted in range of impacts on their organisations.

### 5.1 Departmental profile and credibility

Some participants felt that InSite bolstered the profile and credibility of their role and function within their organisations.

*As a result of the experience my internal credibility has risen and I now sit on two exhibition project teams, including one on the representation of the crown jewels Education Manager, Tower of London*

*I spend a lot of time dealing with student crisis and admin and counting grades and I lecture in primary history and that's the best bit of my job and this seemed an ideal way to allow me to have some time to really work on the history side of it. I have a million other things to do in my work so the amount of time I can actually dedicate to it is fairly small but it has had a profound influence in the direction that I'd like to take the service in Focus Group*

### 5.2 Impact on ethos and policy

This higher credibility, together with educators' heightened self-confidence empowered educators and made it easier for them to bring about changes in policy within their organisations.

*We had no real philosophical reason for existing as an education service as an identity and this is the way we do things so what I was looking for was inspiration for that how can I in my role actually shape delivery Museum Educator*

An InSite participant from the Tower of London has placed greater focus on the development and refinement of the organisation's Education Strategy as a direct result of the programme.

*By the time I started TPYF we had a formalised education strategy but what it really lacked was a consistent approach on how we can use the site with our audiences and that was what I got from TPYF - a very clear and defined focus on how I could reclaim the Tower's history and buildings and develop*

*techniques to make them work for us. The condensed exposure provided through TPYF allowed my own work to be looked at with fresh eyes* **Education Manager, Tower of London**

InSite has given some participants both the knowledge and confidence to open up a debate in their organisations regarding how to engage the institution in the policy and practice of teaching controversial and sensitive subjects.

*The challenging history stuff ... has given that a focal point so that I can actually talk about it in a functional and formatted way to the hierarchies above me so that they can actually understand it rather than speaking about something that's nebulous and in the ether somewhere* **Focus Group**

### 5.3 Sharing practice within organisations

Several participants gave clear evidence of how their own learning through InSite was shared more widely within their organisations.

*A lot of what I encountered in InSite and then later in Thailand/Australia came back into our department, which you know has certainly had a high profile on that and indeed the whole Social Science faculty* **Teacher, Godalming College**

*It's affected us certainly. We're a big college and we're organised in faculties and departments. So history is in the social science faculty and there were opportunities to share some of these insights with colleagues and that was then particularly compounded by the fact that we won the Thailand/Australia trip and the whole enrichment side of thing* **Secondary School Educator**

### 5.4 Increase in educational visits

Participants report that not only did InSite endorse the importance of educational visits, it also resulted in a greater number of visits being planned and undertaken.

*I have also planned a trip to Munich and Nuremburg, which takes place in April this year, which is a direct result of my experiences with TPYF. I am leading a group of 44 Year 10 students and 4 other staff and I have used the experiences from the pilot study to help me plan and prepare our visit this year - Teacher of History* *It's affected how we think about trips, and the fact that we are thinking currently with our new syllabus that it would be a very good*

*idea to put a Berlin trip at the end of this year for the lower Sixth, who would then go into Upper Sixth and be studying Secondary School Educator*

## 5.5 Wider learning resources

As part of the InSite programme, participants must undertake a personal project. Many of these involved the development of learning resources, which are subsequently employed by educators in their own learning environments.

*My project was to develop classroom resources and to develop my own understanding of the topics covered, which have been enhanced by TPYF Assistant Head (Head of Humanities)*

## 5.6 More inspiring learning environments

As well as illustrating the importance of taking students outside the classroom, InSite inspired some teachers to focus on making their own institutional learning environments more inspiring.

*It made me think about it a bit more than I probably would have done. It's made me more aware and it's given me ways of doing things as well. We undertook an update of our evaluation in the last eight months and it did make me ask the teachers to feed back on the impact of the space on the kids and as a result we've put more focus on that Focus Group*

## 5.7 Contributing to subject curricula

Many of the participants were keen to stress potential contribution that InSite can make to National Curriculum subjects, particularly history and citizenship.

### History

The Key Stage 3 and 4 History Curriculum outlines a set of key concepts to underpin the learning of students:

- Chronological understanding
- Cultural, ethnic and religious diversity
- Change and continuity
- Cause and consequence
- Significance

- Interpretation

Participants suggested that InSite was inline with these concepts, focussing on interpretation of the past rather than the facts and figures.

*What the history curriculum now demands is the awareness of history, the awareness of its impact on history not the fact that the historic events actually happened* **A Level History Teacher**

*The InSite programme has enabled me to think more about significance for instance which is an important part of the new history curriculum, and teaching methods and curriculum construction and so on* **Professional Development Officer, Historical Association**

*That is really useful for teachers you know who are stuck sometimes with a fixed curriculum particularly you know with history, is to get a new interpretation or to have resources that they can use to give a fresh perspective in something that they might have been teaching in the same way for quite a long time* **Education for Citizenship Development Officer, Learning Teaching Scotland**

*The drift behind the new secondary curriculum, InSite seems to fit in with this. There's great emphasis in history on developing their own enquiry questions and asking their own questions on the materials rather than teacher direction, and I think Insight to me really firmly sits in that kind of parameter, which is the way most people learn best* **Professional Development Officer, Historical Association**

## Citizenship

At Key Stage 3 and 4 the aims of the Citizen curriculum are described as:

*'Education for citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life'<sup>6</sup>*

One participant of InSite suggested that the programme illuminated how these particular historical subjects have synergy with the aims of the citizenship curriculum.

*Awareness of how these histories relate to your own life fits in particularly strongly with the citizenship curriculum and how that has been taught in school through citizenship. I definitely think anyone who is working with learning or with representing particular aspects of the past this course is invaluable really* **PhD student**

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<sup>6</sup> <http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/citizenship/keystage3/index.aspx?return=/key-stages-3-and-4/subjects/citizenship/index.aspx>

## 5.8 Contribution to wider learning curricula

### A level 'stretch and challenge'

A teacher at Godalming College confirms that experience of InSite has helped to illustrate how learning outside the classroom and use of a wider range of learning resources can help move learners “beyond the basic” and therefore contribute to the new A level requirement, introduced in 2008, to “stretch and challenge” students, placing a greater emphasis on analysis, evaluation, discussion and comparison and greater use of open-ended questions and case-studies, rather than short answer and structured questions.<sup>7</sup>

*One of the focuses in the college at the moment is very much to stretch and challenge. Offering students opportunities to go beyond the basic. And I think a lot of what I encountered in InSite and then later in Thailand/Australia actually fed into that Teacher, Godalming College*

### Personal, Learning and Thinking Skills & Functional Skills

InSite, through inspiring educators about the benefits of learning outside the classroom and by helping them develop their skills in designing, planning and undertaking educational visits has also illustrated how these types of learning outside the classroom programmes contribute to the development of the more generic, transferable skills in young people, that the Qualifications and Curriculum Authority identifies as being essential to success in learning, life and work.<sup>8</sup> These ‘personal, learning and thinking’ skills require young people to be independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participants.

<sup>7</sup> [http://www.qcda.gov.uk/libraryAssets/media/qca\\_09\\_4299\\_stretch\\_and\\_challenge.pdf](http://www.qcda.gov.uk/libraryAssets/media/qca_09_4299_stretch_and_challenge.pdf)

<sup>8</sup> <http://www.qcda.gov.uk/5866.aspx>

## 6 Creating a Community of Practice

While InSite has had a significant impact on individual educators and consequently their organisations, one of its strongest achievements is the creation of a community of practice which has brought together teachers, museum educators and those involved in curriculum development and teacher training and created a shared space in-between their respective organisations and practices.

This might best be described as the creation of a “community of practice”. which has brought together networks of practitioners and new partnerships, helped broaden perspectives on learning, encouraged more creative approaches and resulted in sharing of practice between organisations and sectors.

*Bring together a community and really empower them by getting them involved in doing things like InSite, so that you do actually have a community in practice Focus Group*

### 6.1 Networks

Inter-sector networks have been established as a result of InSite. These are providing general support, raising awareness of wider resources and connections from which to develop partnerships.

The networks created from InSite indicate that the programme isn't a conclusive learning process, but the start of a conversation:

*Group emails...advice and just talking to each other about our projects and letting each other know how things are going on PhD student*

### Group activity at Heroes' Square, Budapest (2008)



*There have been networks that have been created, there have been dialogues that have been created, there have been conversations that have been having, there are projects that have come out of it that are leading into other projects Focus Group*

*The opportunities for networking were also wonderful and have really supported efficient delivery of my work - Development Manager - Learning and Skills, MLA London*

*The conversations that the trip started really were for me the main learning point for myself PhD student*

## 6.2 New partnerships

New partnerships have been formed as a result of InSite, particularly between schools and museums.

*It has also opened new doors and I am now involved in two Holocaust projects with our local secondary - who we hadn't worked with before Education Officer, Haslemere Educational Museum*

*(InSite) Has actually raised the profile of the education department within the museum and the museum within the community because it's a project that we'd never touched before and when we had the opening for the exhibition and we had the head teacher from the school, my curator come in and you could see, how surprised, oh actually they've actually done some work here, they've actually been doing something, and so I got a very personal boost from that as well Focus Group*

*It sort of gave me a lot more confidence to look at the museums here and see what they were doing and to try and maybe involve them a bit more in some of our you know events or workshops things like that and sort of have built up quite a good relationship with the People's Palace in Glasgow I think as a result of that and you know was more proactive I think with the museums than perhaps I would have been before* **Education for Citizenship Development Officer, Learning Teaching Scotland**

### 6.3 Broader perspectives

The range of perspectives shared through InSite, have resulted in awareness of broader learning approaches and more creative practice.

*It is useful to build links outside of your own specialist field and the study course lends itself to people from different areas of expertise* **Teacher of History**

*I feel myself trying to think outside the box a little bit with different opportunities and you know just realising that you know sitting in a room for 3 years doing a PhD is probably not the best approach and so it was good I think that I learnt that early on* **PhD student**

*It has definitely given me the impetus and the ideas and the network to follow through some of these ideas* **PhD student**

*The opportunities that are coming up now and the networks I am involved with, I don't think I would have necessarily looked for them or counted them as relevant as I do now so for example in terms of something like I am going to the British Legion in London on Thursday which I wouldn't have necessarily seen the relevance but now I can see the comparative analysis is really helpful and that adds a different level to my research* **PhD student**

*It made me much more aware of the connections between museum educators and teachers in the classroom and the value of learning from each other.* **Education for Citizenship Development Officer, Learning Teaching Scotland**

### 6.4 The ripple effect: sharing practice and resources

InSite has encouraged educators to both share their own practice more widely, to consider what 'best practice' might look like and also to more proactively seek out opportunities to learn from others. This creates a ripple effect, ensuring that the learning from InSite benefits a significantly larger number of practitioners beyond the direct participants.

*I'm actually just about to start to write a text book for Collins Key Stage 3, for Year 9, and one of the examples I'm going to use is Lidice which I*

*wouldn't have really thought about using before, having been there and do it. But that's a very specific impact, and hopefully people will buy the book and will use it, so it's a very powerful role of the programme* **Professional Development Officer, Historical Association**

*If we hadn't done challenging history we wouldn't be talking at the Museums Association, we wouldn't be going off to Madrid to see what they have to say. It's made me think about how a grant programme structure works, how it might be better done in the future around specific conversational groups* **Focus Group**

*An idea of what best practice might look like you know in relation to difficult histories is something that I had taken away and with other workshops and conferences that I have been at relating to the slave trade and slavery I have been able to give examples of how it can work and you know how you can maximise the potential impact of these kinds of visits so that has been quite useful* **PhD student**

*We have been trying to encourage teachers to be more proactive in engaging with English institutions because there is quite a barrier a number of reasons, financial and geographical and with different curricula. I think going on that trip made me realise that actually that we have more in common really than perhaps we understand and I think there is always that. Scottish people always think 'oh I can't do that because it is in the English system' and well actually it is quite similar* **Education for Citizenship Development Officer, Learning Teaching Scotland**

A PHD student from the University of Newcastle has been involved in securing funding for a conference regarding the issues discussed during InSite, specifically how to handle sensitive issues during educational visits. This participant admitted to having a lack of confidence prior to the programme, with specific concerns about her knowledge:

*It has encouraged me to see other opportunities for these kinds of issues to be discussed and so for example we are organising or trying to secure funding for a conference about engaging communities and one of the sub-themes is to deal with difficult histories and representation of difficult histories* **PhD student**

### **Sharing resources**

This sharing of practice includes sharing learning resources more widely between the sectors.

*I've ... increasingly highlighted opportunities on the website at museums and art galleries and been much more aware generally of some of the*

*excellent resources including people that are available for teachers -  
Education for Citizenship Development Officer, Learning Teaching Scotland*

The Historical Association (HA) attributed the development and funding from the Training Development Agency for Schools (TDA) for new online resources. A second group was established to produce learning materials, which were heavily influenced by InSite.

*It's impacted on the HA in that we have since got some online support materials for teaching controversial issues that was a follow on from my visit. We had the report and then we got a small amount of money from the TDA and we set up another group that produced some support materials that were influenced very much by InSite, it allowed us to extend the report with some practical advice, so that's an outcome Professional Development Officer, Historical Association*

# 7 InSite as a Learning Experience

Both elements of TPYF2, the Immersive Learning programme for young people and the InSite educator cpd programme have used immersive and experiential learning as a way of engaging participants directly with the people, places and objects they are learning about, in a way that enhances what is possible in more formal or traditional learning contexts.

## 7.1 Experiential learning

Experiential learning is most succinctly described as “the process of making meaning of experience”.<sup>9</sup>

David Kolb, the most well known proponent of experiential learning, believes that direct experience provides the foundation of knowledge, putting the learner in the centre and enabling them to control their own learning:

*All knowledge begins in our experience ... because learning begins with our own experience, it puts the learner in the centre and enables them to control their own learning.*<sup>10</sup>

It is not just immersion in concrete experience, which distinguishes experiential learning from more traditional formal, didactic, classroom based learning, but the approach adopted which:

- Is learner-centred, focusing on the learner rather than the teacher
- Places individuals in situations outside their normal comfort zone and in which they have to take risks
- Embraces a range of multi-sensory learning stimuli – visual, aural, oral, written
- Is more collaborative, informal, social and personal, acknowledging that learning is a socially-distributed rather than individual endeavour
- Challenges their existing modes of behaviour, thinking, attitudes and values
- Develops agency, empowering the individual to generate ideas, develop their creativity and make choices

<sup>9</sup> ITIN. C. M. (1999). Reasserting the Philosophy of Experiential Education as a Vehicle for Change in the C21st Century. *The Journal of Experiential Education.*, 22(2), 91-98

<sup>10</sup> What is Experiential Learning? David Kolb [www.learningfromexperience.com](http://www.learningfromexperience.com)

- Encourages self-directed learning, relying less on the teacher role
- Acknowledges that the process of learning is as significant as the outcomes
- Encourages and facilitates reflection.

### **InSite as experiential learning**

InSite participant responses illustrate that the programme is a truly experiential learning experience, made-up of:

- A learning approach which is immersive, social, personal, emotional, egalitarian, non-didactic, challenging self-directed and empirical
- Provision and use of a wide range of learning resources in the form of people, places and objects which are multi-faceted and multi-sensory

This combination of this approach and these resources engages participants in a learning process, which moves them from concrete experience through engagement, conceptualisation and adoption of learning to action being taken as a result of the learning which has occurred.

It is this combination of factors which make InSite an effective learning approach:

*Contact with inspiring colleagues, lots of resources and there's nothing quite like studying it all on location for bringing the point home. As well as gaining knowledge, I've had lots of time for reflection and making connections* Head of History Departments

## **7.2 Learning approach**

### **Learning as a social and distributed endeavour**

InSite was designed as a social learning programme and the evidence confirms that the group experience, the mix of participants and sharing of perspectives within the group, were critical to its success.

This reflects the relatively recent shift in psychological and educational thinking from learning as an *individual* endeavour (arising from innate ability and personal choice), to learning as a *distributed* and *social* endeavour:

*(Learning is) fundamentally a social phenomenon, reflecting our own deeply social nature as human beings capable of knowing<sup>11</sup>*

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<sup>11</sup> Etienne Wenger, *Communities of Practice: Learning, Meaning and Identity*, Cambridge University Press, 1998 p3

This social learning involves interaction with and the development of relationships between the individual and other people, both in their immediate and wider societal contexts:

*Working in that mixed group that really that I liked the best with teachers, museum educators, the team from IWM having you know specialist knowledge and that sort of exchange of ideas and approaches to education I think was the most powerful for me Education for Citizenship Development Officer, Learning Teaching Scotland*

*It's the informality and the disparate mix that actually encourages meaningful conversation there's no rigid agenda, and that allowed the group to develop their own agenda almost and it became that they owned it and it wasn't imposed Professional Development Officer, Historical Association*

#### InSite group, Stasi HQ



Participants also felt that the social elements of the experience were beneficial, both to allow for emotional recharging and to create space for reflection. Some participants felt however that the programmes were too intensive and that perhaps not enough time-out had been allowed for.

*It was really important to have the social time together as well, the balance between the different activities and the reflection space it was so emotionally exhausting...so tiring...that there should have been time off. Complete time off Focus Group*

*You form incredibly strong relationships with people and it's that shared learning which is the other great thing about TPYF work and it's shared experiences even having the crap breakfast or the great breakfast Acting Head of Research and Information, IWM*

### **Personal / emotional**

Visiting the real historic sites resulted in InSite participants feeling a deeper emotional connection with the history they were learning.

*Although the museum visits were useful for subject knowledge, it was the more personal qualities of these sites (Sachsenhausen, Nuremberg, Lidice), which meant more. To know and understand that you are in a place where such events actually took place, not just reading about them in a book or looking at artefacts in a museum, makes a much stronger connection for me*  
- Citizenship Co-ordinator

### **Egalitarian ethos**

The value of being treated as an equal, rather than as a trainee or teacher was key to the success of the approach. While the InSite programme was clearly led and facilitated by TPYF and IWM staff, the ethos was egalitarian in that the programme was positioned as the sharing of expertise rather than a more uni-directional learning experience.

*The first thing was I came back feeling like I'd been treated like an adult, not as a teacher! Usually in CPD you're sort of squashed in the corner and you know cheapest ..., so I felt like I'd be treated like an adult and made use of and understood Professional Development Officer, Historical Association*

### **Challenging and non-didactic**

InSite is a challenging experience compared to more traditional cpd programmes. Clearly this is partly due to the inclusion of teaching controversial and sensitive subjects as a component of the programme. However, it is also due to the inherent challenge in encouraging participants to reflect on their experiences and to engage in dialogue and debate with educators with different philosophies, experience and practice.

*Going to Lidice, the museum there, absolutely blew my mind away, and it is the personal contact and you know just walking the ground and that museum I think was really brutal in the way it portrays what happened. I'm not saying in a bad way. Sometimes you need a kick in the pants you know, and that has stuck with me a lot Professional Development Officer, Historical Association*

### **Self-direction**

Self-direction is a significant component of experiential learning. While being given a broad framework and support from TPYF and IWM staff, which effectively scaffolded their learning, participants appreciated the freedom to

direct their own learning and some have been inspired to continue this beyond InSite.

*The one thing that was really, really successful about InSite was there was the space and the flexibility. You could sit and talk with everybody all day, every day, but there was the space to have your thinking time and you know go off round Lidice on your own and have your little cry* **Professional Development Officer, Historical Association**

*I did learn a lot and I have followed that up as much as I can in my own time and learning about; buying different books and reading around the topic which has been really great and something that I will carry on in the future when I have a bit more time* **PhD student**

### **Empirical**

Immersion in the people, places and objects of the subjects being studied, together with the practical activities involved in designing their own educational visits, meant that InSite was an empirical rather than an academic experience. This helped to ensure the learning was embedded more strongly than it would have been through more traditional, classroom based methods.

*I think you learn something from visiting memorials and places of memory that you don't learn from the kind of standard museum* **PhD student**

## **7.3 Learning Resources**

The range of learning resources utilised in the programme are effectively the architecture of the immersive learning experience. For InSite these included people, places, objects, digital resources, educational visit planning tools and reflective diaries.

### **People and place**

Clearly immersion in the 'real' – the places where these historic events took place and meeting with veterans and eyewitnesses – is particularly powerful.

However, the facilitation by IWM staff – both from the TPYF team and historians was significant in helping educators engage critically with the subject matter and concepts. In this context, IWM staff act as 'significant others' because they are perceived to occupy an important space as neutral experts.

**IWM Historian explaining the significance of Stumbling Stones memorials, Berlin (2007)**



*Without a mix I don't think you would get such rich and valuable discussions. It also means participants have to make an effort to sometimes think outside their comfort zone and take on board alternative ways of doing things that they are unaware of* **Education for Citizenship Development Officer, Learning Teaching Scotland**

*For me the amount of expertise and information that the museum educators and TPYF staff brought to the group was invaluable. Learning how visitors use museums and historical sites was fascinating and something that I had never had the opportunity to spend time thinking about before* **Education for Citizenship Development Officer, Learning Teaching Scotland**

*The shared experience was probably the way I learnt the most and going to these places and really sharing the experience with people who care as passionately as you do and then seeing the range of responses and things that you would just never have thought of yourself* **PhD student**

**Educational visit planning tools**

The TPYF educational visit planning tools were felt by InSite participants to be particularly useful, inspiring a “why we should and how we can” attitude rather than a “why we shouldn't” attitude to educational visits.

*The incident planning activity had most impact because it made far more sense than the tick/box risk assessments that I am used to* **Teacher of History and Politics Activities Week Co-ordinator, Equality and Diversity Co-ordinator**

**Reflective diaries**

InSite participants felt that the reflective diaries provided for them to record their daily experiences and their responses to these were a useful tool to

help them focus their thoughts and also provided a resource for later reflection.

*I was writing every day you know just that little paragraph because it reminds you so much and it makes everything so easy when you come to the final report Education for Citizenship Development Officer, Learning Teaching Scotland*

#### 7.4 How learning occurs

As with TPYF2's young people's immersive learning programme, the InSite participants' descriptions of how their learning occurred follows a classic experiential learning model<sup>12</sup> which immerses the learner in concrete experience and then moves them through a process of reflective observation and abstract conceptualisation before resulting in active experimentation – testing of the learning in new situations.

However, the InSite evidence suggests that, as for the young people's immersive learning programme, the learning process for InSite is more accurately a five-stage process, with reflection as the fundamental facilitator of progression from one stage to the next. The two additional stages identified in the process are:

- Engagement: the 'light-bulb' moment where the immersive experience results in an emotional or intellectual connection with what has been learnt
- Adoption: whereby the meaning made in the conceptualisation stage is taken on board to the extent that it becomes the basis for action to be taken as a result
- of the meaning made in the conceptualisation stage, which is necessary in order to move onto taking action as a result of the creation of this meaning.

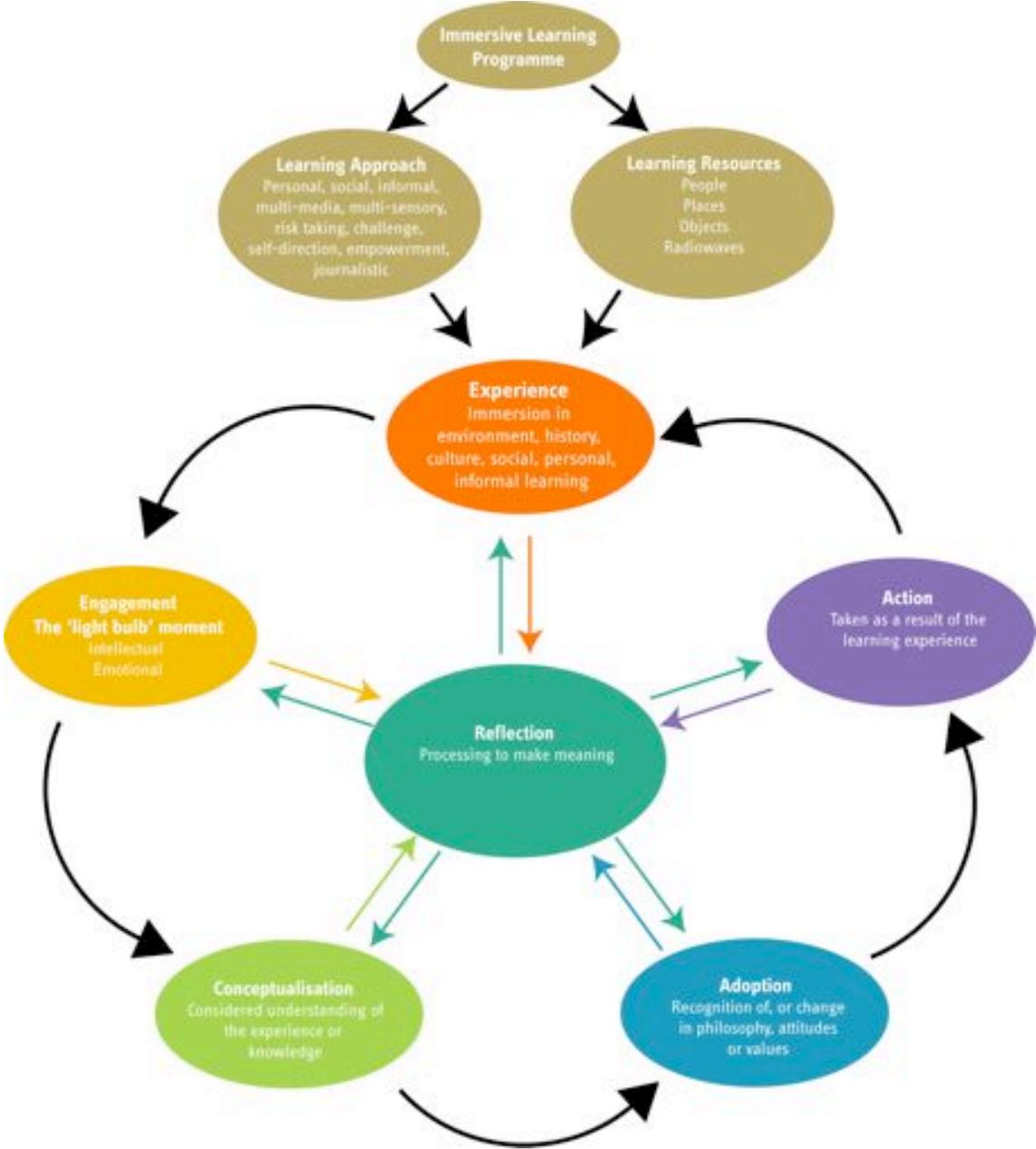
##### ***InSite experiential learning model***

The following model illustrates the creation of the immersive experience through a combination of the learning approach and the wide range of learning resources and the consequent process through which the learning is embedded, owned and acted upon.

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<sup>12</sup> Kolb, D.A. (1984) *Experiential Learning*, Englewood Cliffs, NJ., Prentice Hall

*InSite experiential learning process*



### The importance of reflection

Reflection is the *process* by which people make meaning from what they have just experienced or thought. As the model illustrates, reflection is at the centre of the learning process because it is only by reflecting on the experience at each stage that the learner can move on to the next stage. Participants felt that the time taken for reflection was essential in order to ‘adopt’ and embed the learning of the trip.

*It was actually taking the time and the space to think properly about it* **Focus Group**

*It has made me take time and make space for my own professional development. It also gave me permission to spend time considering issues that make my practice better...This reflection has in turn made me better at providing advice and support to all the different museums and archives I interact with* **Development Manager - Learning and Skills, MLA London**

### Stasi HQ discussion



Reflection was enabled and facilitated through the use of the reflective diaries, ensuring time for and facilitating discussion and debate and creating a challenging ethos in this dialogue.

*The reflective nature of what were asked to do was really important, we were asked to have our reflective logs, we had tasks along the way and it was a really useful tool for me to be thinking about what I was learning what I was doing...it certainly fed into my practice with the students* **Focus Group**

### **Immersion**

Immersion is the key to experiential learning. By experiencing the places, people, history and culture first-hand, InSite participants were more deeply engaged in their learning.

*It's the immersion of it...the chance to actually be the learner rather than the person who's trying to impart knowledge to other people Focus Group*

*To go to the actual places where things happened ... is so much better than just reading about it Focus Group*

### **Engagement**

However, immersion on its own won't necessarily be successful unless participants' make an active emotional or intellectual connection:

*I think TPYF has raised my awareness of the issues, raised my awareness of the lack of coverage, made me more interested in the subject the whole thing really, just something that got under your skin Focus Group*

*If you are in a site, it makes there's a process of osmosis goes on that perhaps doesn't happen when you read a book, that you get a sense of perspective on something Acting Head of Research and Information, IWM*

### **Conceptualisation**

Participants illustrated clearly that using the diaries helped them reflect on their experiences, which led to them being able to come to a considered understanding of the learning that had occurred.

*You were keeping what was effectively an ongoing review diary all the time, which led to thinking about things which you could then apply to what you were doing elsewhere Secondary School Educator*

### **Adoption**

For some participants, the ongoing exploration of the subjects, issues and learning approaches which took place through extensive discussion and debate helped to ensure that the learning was adopted by participants, in the sense of them incorporating the ideas or practice into their own philosophies, attitudes or values.

*We were all together...we had opportunities to get into discussion at the end of the day. I think that input there was extremely useful, because all the time you were thinking well this is something I could actually use and something I could do with my own students Secondary School Educator*

### **Action**

The final stage of the experiential learning process results in action being taken as a result of the learning experience. There are strong examples from InSite of this, including further cpd activities by teachers; development of new educational policies in museums; changed in teaching practice in schools; increased number of educational visits being planned; new partnerships, particularly between museums and schools and the creation of a community of practice in the form of an educator network formed from the InSite participants.

## 8 Impact on IWM

TPYF2, through both the young people’s immersive learning programme and InSite have been powerful education programmes which have helped IWM connect more deeply and more widely with young people and educators than would have been likely with more traditional education and cpd programmes.

The evidence suggests that the programmes have contributed to IWM being a ‘learning organisation’ in the context of MLA’s *Inspiring Learning for All* framework<sup>13</sup>, which defines a learning organisation as one that should develop and encourage shared vision and purpose; initiative, team work and flexible approaches; personal and professional development and openness to new ideas and approaches. This planning and assessment tool identifies People, Places, Partnerships and Policies, Plans and Performance as the four areas through which organisations can become effective learning organisations and the evidence from InSite suggests that the programme has had an effect on IWM in all these areas.

### *Inspiring Learning for All*



<sup>13</sup> <http://www.inspiringlearningforall.gov.uk>

## 8.1 People

ILFA believes that a learning organisation consults with a broad range of people to develop learning opportunities; provides a broad range of opportunities to learn and stimulates discovery and research.

InSite has enabled IWM to broaden the type of learning activities offered and helping ensure greater awareness and wider distribution of IWM learning resources.

### Engagement with wider education practice

Through InSite IWM has engaged with a range of educators with different practices operating in a range of contexts including schools, subject and curriculum development, teacher training and museum education. This has enabled IWM staff, both the TPYF team and historians, to understand a broader range of education needs and to gain insight into how IWM can best meet these.

### Increased awareness of IWM education remit and resources

There is significantly increased awareness and wider knowledge about the range of learning resources, both personal and digital, that IWM offers and importantly, this is being shared more widely through professional networks.

*I did [change my perceptions] because I didn't really know that much about their work with schools because not many Scottish schools get to you know engage with the IWM because of the geographical issues, I wasn't really aware of how extensive their educational programme was Education for Citizenship Development Officer, Learning Teaching*

### Further educator engagement with IWM

Some participants have maintained an involvement with IWM and its education department, by becoming involved in either the Holocaust Fellowships or the Build the Truce programme.

*Several of the people who have involved with that have already been on a workshop at the Imperial War Museum, on this new initiative, moving towards the Olympics, Build the Truce Secondary School Educator*

### Immersive learning opportunity for participants

InSite engages educators in a range of different experiences, both in the museum and visiting historic sites in different countries. This means it

provides a far broader range of learning opportunities and the key outcome of this is a more personal and emotional engagement with the subject matter than is usually afforded in a museum or classroom setting. There was also evidence however, that when the museum uses personal testimony within exhibitions, such as In Memoriam at the Imperial War Museum (September 2008 – September 2009).

*I think the human dilemmas aspect is central, all of us really keyed into personalisation of history through stories, meeting people...It's being able to understand the massive event through one persons eyes, I think the witness comes through much more clearly, I mean the In Memoriam memorial exhibition was one of the best exhibitions I've been to because it was personal testimony* Focus Group

*What makes us link with our understanding of it is not the object, not the thing, unless we can put them into context with individual human experiences* Focus Group

### **Awareness and use of digital resources**

Educators have become more aware of the range of digital resources offered by IWM and have incorporated some of these into their own teaching.

*We've used some of that because stuff on there about partition of India and we teach India in the first year so some of that is actually kind useful. I think generally those resources are useful* Secondary School Educator

*Yes we always flag those up in our e-bulletins every month and you know I particularly like the new one they did about the stories in the Second World War and individual stories* Education for Citizenship Development Officer, Learning Teaching Scotland

*School Assembly was used to arouse interest in the general topic area, using the People of the Great War DVD* Subject Leader, History & Politics,

There is an issue however in that digital resources offered by IWM are part of a wider sphere of digital resources currently used in schools and feedback from some teachers suggested that it can be difficult to navigate through these to find the most useful.

*They do use quite a wide range of resources anyway because there is a big emphasis on electronic sources. We've got one of these electronic systems here, Moodle, ... but they do use the Imperial War Museum stuff* Secondary School Educator

## 8.2 Places

ILFA suggests that a learning organisation, in order to create an inspiring and accessible learning environment will develop staff to provide support for learners and promote the museum as a centre for learning, inspiration and enjoyment.

InSite not only had an impact on the educators and professionals from across the UK, but it also had a significant effect the participating IWM staff, both TPYF and historians. It has helped them:

- Develop their own skills and knowledge
- Gain a greater understanding and ability to better meet audience needs

*You can be a little bit ivory towered. I am still receptive to new ideas and I have found it very challenging. By going to places that I hadn't been to before, it made me read up and improve my own knowledge* Senior Historian,  
*Department of Research and Information*

*Because I'm working very much with people who are my audiences, I have to write exhibition text for a very broad brush range of people so I've been working with students from 16 right up to people in their 60's on all of these kind of trips so that's been hugely valuable for me on getting an assessment of what is difficult for people to get to grips with what's not* Acting Head of  
*Research and Information, IWM*

## 8.3 Partnerships

Working in this collaborative, equitable and participative way has enabled IWM to develop new and strengthen existing partnerships. This in turn means that the knowledge transmitted is being spread further into the education and museum sectors, both through passing on of skills and resources gained specifically through InSite and also through raising awareness and use of existing IWM education resources.

*It gave you a network of colleagues, which is always useful, because you know we're all facing the same sort of problems with new syllabuses and things like that* Secondary School Educator

*We had websites and suggested reading and actually some of that is so good that you know it's transferable into resources that you can actually use with students.* Secondary School Educator

*We used pretty well the programme that we had used on the InSite and I just sort of pinched it really* **Education for Citizenship Development Officer, Learning Teaching Scotland**

#### **8.4 Policies, Plans, Performance**

InSite has influenced IWM learning and interpretation practice:

*The values and the things that I've learned on these trips have formed very much part of the strategy that I've been employing as head of this department which stretches over into exhibitions which stretches over into marketing so hopefully you know I'd like to think there's been a ripple effect which has also informed our mission* **Acting Head of Research and Information, IWM**

The programme has also enabled IWM to make a strong connection with DCSF's Learning Outside the Classroom Manifesto, which promotes the benefits and encourages greater use of educational visits. This is particularly through illustrating the wide benefits of educational visits and through provision of planning tools, which help reduce the perceived risks of education visits.

In this example, the participant has used the risk assessment proforma to encourage more school visits across Scotland. The previous risk assessment used in Scottish schools was cumbersome and administration heavy compared to the user-friendly IWM version.

*We also used IWM's risk assessment. They produced quite a comprehensive risk assessment pre-visit for teachers and we disseminated that quite widely in Scotland to try and encourage teachers to get out of the classroom a bit more. We have got this terrible system up here where there is so much paperwork involved in getting kids out of school that we really wanted to try and encourage teachers to be a bit more pro active* **Education for Citizenship Development Officer, Learning Teaching Scotland**

## 9 Implications for IWM

As an immersive and experiential learning programme, TPYF2 was distinctly different from more standard education approaches and activities employed by the Imperial War Museum. This is particularly true of InSite as a cpd for educators. There are significant implications of this for the wider educational and interpretive work of the Imperial War Museum.

Immersion in the ‘real’ historic sites combined with personal contact with veterans and eyewitnesses leads to a strong emotional connection which in turn means the learning is significantly more likely to be embedded.

Even in the absence of being able to experience the history in situ, personal stories and the human context are also key in creating emotional engagement.

The mix of participants on the InSite programmes, embracing teachers, museum educators and historians, subject and teacher development practitioners was important in broadening participant’s perspectives on educational approaches and practice.

Although classically, experiential learning is directed by the learner, not a teacher, InSite, as with the young people’s immersive learning programme, benefited from the ‘scaffolding’ provided by the programme structure and particularly by TPYF education staff and IWM historians. They play a powerful role as ‘significant others’ who occupy an important neutral space, being neither part of a formal education system nor representative of their own institutions.

The positioning of the programme as one where experience was being shared in a collaborative, egalitarian and non-didactic way was critical in its success and appeals to educators who appreciate the opportunity to participate in a community of equals.

Ensuring that there is time and space for reflection within the learning process is critical to ensure that the learning is explored and can become conceptualised. Again however, reflection is most effective when there is some level of facilitation.

Active encouragement and direction of discussion and debate is valuable as it helps participants ‘try-out’ multiple perspectives, which can lead to adoption of new perspectives.

Human interpretation is valued in museums or historic sites.

The education visit planning tools, particularly the risk assessments were particularly valued and are already being shared within the professional networks of InSite participants. There may be a role for IWM to offer these more widely as a shared resource.

While some of the InSite participants had and were using IWM's digital resources, there is scope to increase awareness and use of these further.

InSite participants gained insight into how the subjects they were engaging with could be applied more widely such as into the Citizenship agenda and also how this type of experiential learning can develop the wider personal, learning and thinking skills required by the National Curriculum. Again this is an outcome IWM could promote.

Educators play an important role as the representatives of much wider groups of people – teachers, trainee teachers and young people - with whom IWM wishes to engage. By working with educators, IWM is able to reach these wider groups.

A community of practice has emerged from the InSite programme through which a range of educators are sharing expertise and resources. There may be an ongoing role for IWM within this to further influence practice and share resources.

Many of the InSite participants have left the programme re-energised, inspired, motivated and keen to pursue further professional development. While some have already reconnected with IWM, there is likely to be scope for ongoing cpd programmes for educators.

InSite has had a significant impact on the TPYF2 education staff and IWM historians who have participated. This is due to the immersive and experiential and social nature of the programme which enables staff to connect with educators on a collaborative basis, to gain valuable insight into their needs and consequently to be able to apply this to learning and interpretation approaches within IWM.

# 10 Appendices

## 10.1 InSite participants

Trip	Institutions	Participants
Pilot April 2006 Germany and Czech Republic	Anglia Ruskin University	Citizenship Education Students 12 TPYF Education 4 IWM Historians 1  Total 17
Jul-Aug 2007 Germany and Czech Republic	Learning Teaching Scotland Godalming College Fermanagh County Museum Lochgelly High School, Fife, Scottish Association of History Teachers, a professional body Tyne and Wear Archives MLA London Act for Change – education charity working to encourage social responsibility in young people Culturenet Cymru, National Library of Wales National Army Museum Historical Association. Farmors School, Gloucestershire	Teachers 4 Museum Educators 4 Subject development 2 Educator training 1 Other 1  TPYF Education 3 IWM Historians 1  Total 16
Jul 2008 Germany and Czech Republic Oct 2008 Hungary	MLA London Roehampton University HRP Tower of London Ounsdale School, Staffordshire Oriel School, West Sussex Ryton School, Tyne and Wear Sandhurst School, Berkshire MLA National Museums of Scotland The Mount School York University of Newcastle The Freud Museum, London University of Ulster Neale-Wade Community College, Cambridgeshire Haslemere Educational Museum National Museums Northern Ireland	Teachers 6 Museum Educators 4 Subject development 1 Educator training 2 Phd Student 2 Other 2  TPYF Education 2 IWM Historians 1 IWM Education 1  Total 21

<p>July 2009 Germany and Czech Republic Sept 2009 Hungary</p>	<p>Ounsdale School, Staffordshire Nairn Academy, nr Inverness Suffolk County Council IWM Stratford School, London University of Brighton, Hastings Leicester Museums Buckfast Abbey, Devon The Arden School, Solihull The Sandon School, Chelmsford National Maritime Museum Prendergast Hillyfields School, London IWM London Queen Elizabeth Sixth Form College, Darlington The Highlanders Museum, Fort George, nr Inverness University of Birmingham Royal Grammar School, Newcastle N/A Royal Engineers Museum University of East London</p>	<p>Teachers 10 Museum Educators 5 Subject development 1 Phd students 1 Other 2</p> <p>TPYF Education 3 IWM Historians 2</p> <p>Total 24</p>
<p>Total</p>	<p>48 institutions</p>	<p>Teachers 20 Citizenship Education Students 12 Museum Educators 13 Subject development 4 Educator training 3 Phd students 3 Other 5</p> <p>TPYF Education 12 IWM Historians 5 IWM Education 1</p> <p><u>Summary</u> Educators 60 IWM / TPYF 18</p> <hr/> <p>Total 78</p>

**10.2 Evidence analysed**

Evidence from the 2007 and 2008 programmes was analysed for the purpose of this evaluation, including:

Baseline questionnaires (27)

Interim questionnaires (18)

Programme completion questionnaires (21)

Longer-term impact questionnaires (6)

Project summaries (17).

Focus group discussion and depth interviews transcripts (11 participants).



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