

Inspiring Learning

IMPROVEMENT TOOLKIT FOR MUSEUMS, LIBRARIES AND ARCHIVES

INSPIRING LEARNING - DETAILED CHECKLIST

Section 1 PEOPLE: *Providing more effective learning opportunities*

Have you and your colleagues or partners already used the quick checklist for an overview of your organisation?

Now use this detailed checklist to explore your work more deeply. The checklist will also prompt you to provide evidence that supports your claims.

The PEOPLE key principle has five elements and each of these has two sections:

- **Questions to establish the extent to which you are following best practice in this area**
- **Questions to establish whether you have evidence of the outcomes and impact of these processes**

We recommend that you focus on this section and work through it as a team in detail, before you move to action planning. Try to be as honest as possible in your responses.

PLEASE NOTE: NOT ALL THE EVIDENCE EXAMPLES WILL BE RELEVANT TO EVERY MUSEUM, ARCHIVE AND LIBRARY

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1.1 Do you engage and consult with a broad range of people to develop learning opportunities?

Actions		Yes	<i>Have started</i>	No
1.1.1 Do you identify who your users ¹ are by collecting data on them and analysing their profile?	Collecting data			
	Analysing profile			
1.1.2 Do you consult users in order to gain insights into their values, motivations, preferences and experiences?				
1.1.3 Do you develop, pilot and adapt learning opportunities ² in consultation with users?	Develop			
	Pilot			
	Adapt			

¹ Users include, for example, visitors to your museum, archive or library real and virtual; people making enquiries; students and academics; members of your governing body.

² E.g. Information Skills programmes, ICT taster sessions, reading groups, evening classes, day-schools, workshops, conferences, seminars, beginners' events, open days, web-based learning resources, books, catalogues, talks/visits, roadshows, exhibitions.

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Evidence of good practice processes and outcomes	Yes	No	Areas for Improvement
<p><i>Have you:</i></p> <ul style="list-style-type: none"> ➤ produced a profile of your current users ➤ used multiple approaches appropriate to the scale of the organisation when consulting users and gathering and analysing data on them³ ➤ piloted learning opportunities with users ➤ adapted learning opportunities in response to users' feedback? <p><i>Do you know if users:</i></p> <ul style="list-style-type: none"> ➤ feel involved and consulted? 			

³ E.g. conversations with users, user books, local history groups, focus groups, user panels, basic skills providers, user surveys, friends organisations, audience advocates, discussions with community groups, enquiry satisfaction data, contact with people in residential accommodation, special schools, day centres, hostels, prisons, on the streets, email discussion groups, postal questionnaires, on-line feedback etc.

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1.2 Do you provide opportunities for people to learn?

Actions		Yes	Have started	No
1.2.1 Do you provide learning activities and resources that take account of people's needs ⁴ ?	Activities			
	resources			
1.2.2 Do you provide learning activities and resources that people enjoy and that enrich them?	Enjoy			
	Enrich			
1.2.3 Do you enhance formal curriculum-based ⁵ learning?				
1.2.4 Do you recognise, value and celebrate learning achievement?	Recognise			
	Value			
	Celebrate			

⁴ In terms of age, social and cultural group, extent of knowledge, different learning styles, any learning difficulties, language, literacy or numeracy, physical and sensory impairment.

⁵ Including school, university and college curricula.

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1.2.5 Do you create and sustain a demand for your existing learning opportunities and an appetite for more?				
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Evidence of good practice processes and outcomes	Yes	No	Areas for Improvement
<p><i>Have you:</i></p> <ul style="list-style-type: none"> ➤ designed learning activities and resources to reflect a range of learning styles⁶ ➤ created learning activities and developed resources that appeal to a range of learning needs ➤ designed your materials to reflect the curricula⁷ ➤ valued and celebrated people's attainments/achievements. <p><i>Do you know whether users:</i></p> <ul style="list-style-type: none"> ➤ find the museum/library/archive's services and resources easy to use ➤ can access the information and services they need in their preferred medium and format ➤ consider the activities and resources⁸ are suitable for their diverse access/inclusion needs ➤ feel confident in using the museum, archive or library and its activities and resources to support their learning ➤ feel motivated, encouraged and engaged as a result of using your services ➤ say how the experience/new skills/added confidence will help/ have helped them to move on to further learning, training and/or employment ➤ decide to take their learning forward⁹ ➤ feel their expectations have been stretched ➤ who are engaged in formal learning programmes find their attainment levels have been enhanced ➤ who are engaged in teaching feel their programmes have been supported. 			

⁶ People have different preferences for their learning, e.g. visual (learn through seeing); auditory (learn through listening, discussing); tactile/kinaesthetic (learn through doing, touching, moving).

⁷ E.g. information skills are embedded in the curriculum; information literacy is regarded as a key and/or lifelong learning skill; you have involvement in the course development and review process.

⁸ Including outreach and web services, resources.

⁹ E.g. through study clubs, adult learner groups, web-based special interest communities.



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1.3 Do you broaden the range of learning opportunities to engage with new and diverse users?

Actions		Yes	Have started	No
1.3.1 Do you have a profile of your communities ¹⁰ and know who does not use your services?	Profile			
	Know who does not use			
1.3.2 Do you consult non-users in order to gain insights into their values, motivations, preferences, skills and experiences?				
1.3.3 Do you take your knowledge, resources and collections to a variety of locations and audiences to inspire learning?				
1.3.4 Do you reflect the diversity of the communities that you serve in your collecting, stock development and disposal policies?				
1.3.5 Do you reflect the needs and interests of your communities in interpreting and using your knowledge, resources and collections?				

¹⁰ 'Communities' is defined as the potential users of your services.

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Evidence of good practice processes and outcomes	Yes	No	Areas for improvement
<p><i>Have you:</i></p> <ul style="list-style-type: none"> ➤ a diverse profile of current users that you match regularly against the profile of communities¹¹ ➤ policies and strategies for stock development and collecting that take account of the diversity of the communities that you serve ➤ included under-represented groups in decision-making ➤ used multiple approaches to consulting non-users and data gathering, appropriate to the scale of the organisation¹² ➤ developed a plan to broaden your user profile ➤ adapted what you do to accommodate new learning needs¹³ ➤ directed resources to off-site and remote learning activities¹⁴ ➤ included under-represented groups in projects to interpret and use knowledge, resources and collections ➤ incorporated your communities' experiences and interpretations into exhibitions, programmes, purchasing plans, collecting policies, and web resources? <p><i>Do you know whether new users:</i></p> <ul style="list-style-type: none"> ➤ learn as a result of off-site and remote learning opportunities (link to GLOs) ➤ say that the experiences that you provide meet their interests and are relevant to their lives ➤ use the museum, archive or library and extend their learning as a result of their contact and experience off site ➤ organise, manage and direct some of the off-site projects themselves ➤ are attracted via your activities and web-based services? 			

¹¹ You will need to demonstrate how you know about your communities.

¹² E.g. conversations with non users; focus groups; community panels; non-user surveys; contact with people in residential accommodation, community groups, non-traditional students, special schools, day centres, hostels, prisons, on the streets.

¹³ E.g. providing distance learning programmes.

¹⁴ E.g. percentage of budget, staff/volunteers with this responsibility.

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1.4 Do you stimulate discovery and research?

Actions		Yes	<i>Have started</i>	No
1.4.1 Do you develop, promote and interpret your resources and collections ¹⁵ to stimulate people and inspire them to learn more?				
1.4.2 Do you facilitate people to research and explore your resources and collections?	Research			
	Explore			

¹⁵ Both physical and virtual.

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Evidence of good practice processes and outcomes	Yes	No	Areas for improvement
<p><i>Have you:</i></p> <ul style="list-style-type: none"> ➤ engaged people in using resources and collections ➤ applied your knowledge imaginatively in developing and interpreting resources and collections ➤ reflected new and emerging issues that are relevant to your museum, archive or library's purpose in interpreting your resources and collections ➤ presented different points of view that allow people to draw their own conclusions ➤ provided access to information/experiences which do not avoid difficult and contentious issues ➤ developed research tools¹⁶ ➤ recognised individual research contributions ➤ facilitated people to use/research your collections and resources ➤ made the outcomes of people's research available to other users? <p><i>Do you know whether users:</i></p> <ul style="list-style-type: none"> ➤ engage in activities that stimulate debate and discussion¹⁷ ➤ can relate important personal experiences to more general concepts and strategies ➤ learn from this engagement ➤ say they have learnt about other cultures, histories and experiences from using the museum, archive or library ➤ discover stories behind the resources and collections and discover their own stories ➤ engaged in formal research say their research needs have been supported? 			

¹⁶ E.g. web and portal developments.

¹⁷ E.g. reader development programmes; web chat; conferences, lectures and seminars.

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1.5 Do you evaluate the outcomes of services, programmes and activities?

Actions		Yes	<i>Have started</i>	No
1.5.1 Do you focus on learning experiences and outcomes ¹⁸ in designing the learning opportunities that you provide?				
1.5.2 Do you evaluate whether these or other outcomes have been met with users, partners, staff and volunteers?	Users			
	Partners			
	Staff			
	volunteers			

¹⁸ The learning outcomes identified by your museum, archive or library. These may be linked to your mission, a specific project, and/or the learning outcomes defined in the Measure Learning toolkit.

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<p><i>Have you:</i></p> <ul style="list-style-type: none"> ➤ applied learning outcomes in the design of learning activities and in the presentation and /or interpretation of resources ➤ evaluated learning against the Generic Learning Outcomes (GLOs) using a range of methods¹⁹ appropriate to the organisation and sensitive to the needs of users²⁰ ➤ assessed/evaluated the effectiveness of your learning activities and resources ➤ based analysis of data collected on learning outcomes ➤ used results to improve existing and develop new learning opportunities? <p><i>Do you know whether users</i></p> <ul style="list-style-type: none"> ➤ have learnt as a result of using your learning resources and activities? 			

¹⁹ See Measure Learning.

²⁰ Examples include: comment mechanisms (on-line, cards/walls); accompanied and observed visits; feedback from groups/partners; exhibition evaluation; learner/user testimony e.g. video booths, creative expression through poetry, art, music, performance; monitored use of materials e.g. session tracking, web logs.