

## Question Bank

Use and adapt these questions to create tools to find evidence of learning in your organisation.

Many of these were developed by museums, archives and libraries involved in piloting.

### **The question bank includes the following:**

- A range of open questions that can be used on response cards, in questionnaires, and as prompts during an interview or focus group
- Statements to elicit a yes/no/don't know response - used in questionnaires
- Questions from focus group and interview guides. These could also be used in semi-structured interviews conducted face to face and on the telephone.
- Examples of closed and open questions used with students and teachers in different museum, and library settings.

### **The question bank is divided into 7 sections**

1. Broad contextual questions to explore what we mean by learning
2. Questions based on Knowledge and Understanding
3. Questions based on Skills
4. Questions based on Attitudes and Values
5. Questions based on Enjoyment, Inspiration and Creativity
6. Questions based on Activity, Behaviour and Progression
7. Wrap-up and summary questions

## Question Bank

1. Broad contextual questions (The right hand column indicates where and how the question was used originally)

<p>We would be interested to know about your positive and negative experiences of museum / archive / library visits.</p>	<p>General</p>
<p>We would like to explore the different kinds of learning that people experience in museums/ archives/ libraries:</p> <ul style="list-style-type: none"> <li>• Can you give an example where you have had a positive learning experience and an example of a negative learning experience?</li> <li>• Learning - how would you define it? What is meant by it?</li> </ul>	<p>General</p>
<ul style="list-style-type: none"> <li>• Were you looking forward to this visit?</li> <li>• What were you expecting to learn from this visit?</li> <li>• What can you remember about your visit - can you tell us about it?</li> <li>• What were the highlights of your day at the museum, archive or library?</li> <li>• Was there anything about the visit that made you remember it better?</li> </ul>	<p>General</p>
<ul style="list-style-type: none"> <li>• What are your views on the strengths and weaknesses of museums as places to learn?</li> <li>• We are interested in children's learning. What in your view are the strengths and challenges of using museums as places to learn?</li> <li>• Why do you use museums? What did your children learn?</li> <li>• How, in your view, is learning in the museum different from learning in the classroom?</li> <li>• What would increase your confidence to use a museum more with students?</li> <li>• In what ways do you measure your students' learning at the moment?</li> <li>• What kinds of impact [on learning] do you think that one visit can have? What is possible? Realistic?</li> </ul> <p>Learning isn't always positive. Do you have any examples of your students having a negative learning experience e.g.</p> <ul style="list-style-type: none"> <li>• Learning that museums are intimidating</li> <li>• Learning that their reading skills are inadequate</li> <li>• Learning that they are not always welcome</li> <li>• Misunderstanding paintings, objects, displays</li> <li>• Not finding themselves represented in the museum</li> </ul>	<p>Examples of questions used in a focus group conducted with teachers in a museum</p>

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2. Questions to explore Knowledge and Understanding (The right hand column indicates where and how the question was used originally)

<p>What has the book added or confirmed about your understanding of this particular theme?</p>	<p>Teenage reading group questionnaire used in a library</p>
<p>To what extent do you think pupils will have gained facts and information during their visit?</p> <ul style="list-style-type: none"> <li>• Subject specific facts</li> <li>• Inter-disciplinary or thematic facts</li> <li>• Information about museums, galleries or archives</li> <li>• Facts about themselves, their families or the wider world</li> <li>• Other kinds of facts</li> </ul>	<p>Teacher questionnaire inviting tick box responses - very likely, quite likely, neither, quite unlikely, very unlikely</p>
<ul style="list-style-type: none"> <li>• Has this visit - seeing the Exhibition and being able to talk about it afterwards - made you feel any differently, or more strongly, about the theme..?</li> <li>• Was there anything in particular that made you feel very strongly about the subject - perhaps something that you saw, heard or talked about today?</li> </ul>	<p>Student questionnaire used by the Imperial War Museum (Holocaust exhibition) - Key Stage 3 and above students</p>
<ul style="list-style-type: none"> <li>• I felt that I learnt some new information</li> <li>• I have developed an increased interest in something I knew little about before coming here</li> <li>• I have gained knowledge that I can use or have used in my work as a result of my visit(s) here</li> <li>• I have gained a better understanding of other peoples' ideas</li> <li>• I have learnt new things about myself and my family's history</li> <li>• I understand better the community I live in</li> <li>• I discovered some interesting things from the visit today</li> <li>• I could make sense of most of the things we saw and did at the museum / archive / library</li> </ul>	<p>Statements used to elicit a yes, no or don't know response - used in exit surveys in a range of museums, archives and libraries</p>
<ul style="list-style-type: none"> <li>• Have you discovered any new information here today?</li> <li>• Were you looking for anything in particular?</li> </ul>	<p>Closed questions - used in questionnaires and interviews - museums, archives and libraries</p>
<ul style="list-style-type: none"> <li>• Did any new information you learned here today add to your understanding of [something] in any way?</li> <li>• Please tell us what and how?</li> </ul>	<p>Closed and follow on open question used in an exit survey or interview</p>

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### Question Bank

3. Questions to explore Skills (The right hand column indicates where and how the question was used originally)

<ul style="list-style-type: none"> <li>• Did you learn a new skill today?</li> <li>• Please tell us about this</li> <li>• What new things have you found out how to do?</li> </ul>	General
<ul style="list-style-type: none"> <li>• As a result of my visit(s) I understand more about how I can look / search for things I'm interested in using the resources available here</li> <li>• I have gained specific practical skills during this or previous visits here</li> <li>• A museum / archive / library visit is a good chance to pick up some new skills</li> <li>• I'm able to talk about something I have learned here with others and listen to their ideas</li> </ul>	Statements requiring a yes or no response - used in questionnaires in museums, archives and libraries
<ul style="list-style-type: none"> <li>• To what extent do you think that your pupils will have increased or gained skills during their museum visit?</li> <li>• Numeracy skills; Literacy skills; Communication skills; Spatial skills; Thinking skills; Social skills; Practical skills; Creative skills; Other skills</li> </ul>	Teacher questionnaire inviting tick box responses - very likely, quite likely, neither, quite unlikely, very unlikely. All Key Stages
<ul style="list-style-type: none"> <li>• Which of the following skills would you say your family / group has used in the museum / archive / library today? <i>Prompts;</i></li> <li>• Social skills; Speaking and listening skills, Research skills; Thinking skills; Problem solving skills; Creative or making skills; Observation skills; Any other skills</li> <li>• Please give examples of how or when any of these were used?</li> </ul>	Closed question and follow up - used in questionnaire -refers to different types of skills to act as prompts.
<ul style="list-style-type: none"> <li>• How else can we help you to improve your information searching skills?</li> <li>• How did the session improve the way you carry out a literature search?</li> </ul>	Closed questions - used as part of the University of Leicester Library email questionnaire

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4. Questions about Attitudes and Values (The right hand column indicates where and how the question was used originally)

<ul style="list-style-type: none"> <li>• How did the book make you feel?</li> <li>• Who / what has the most influence over your behaviour and how you look?</li> </ul>	Open questions Library questionnaire - Teenage reading group
<ul style="list-style-type: none"> <li>• Have you made any new connections between the exhibition theme and other moral or political issues?</li> <li>• How has this visit been different to learning at school?</li> <li>• How do you think young people see museums / archives / libraries?</li> <li>• Do you think your visit here today will have affected their view?</li> </ul>	Questionnaire or Interview guides - Student
How did you benefit from the visit? -Positive attitudes to experience and desire for future experiences -Increase in confidence, expertise and personal satisfaction of teachers	Teacher focus group questions
<ul style="list-style-type: none"> <li>• I learnt things that made me change my mind about something</li> <li>• I am more confident about what I can do / achieve</li> <li>• Museums / archives / libraries are more interesting than I thought</li> <li>• Today's visit has given me lots to think about</li> <li>• I've left the museum/archive/library more interested in the subject/theme than when I came</li> </ul>	Statements requiring a yes or no or don't know response - used in questionnaires in museums, archives and libraries
To what extent do you think the visit will have enabled pupils to feel more positive about any of the following? -Themselves and their abilities -Other people / communities -Learning -Museums / Galleries /Archives/ Libraries -Anything else	Museum questionnaire for teachers inviting tick box responses - very likely, quite likely, neither, quite unlikely, very unlikely
<ul style="list-style-type: none"> <li>• What, if anything, did you experience that made you change your mind about something?</li> <li>• Is there anything you feel more strongly or less strongly about since your visit? What?</li> <li>• What is the specific value to you of visiting this museum / archive / library?</li> <li>• What is the value in the short term? The long term?</li> </ul>	Open questions

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5. Questions about Enjoyment, Inspiration and Creativity (The right hand column indicates where and how the question was used originally)

<ul style="list-style-type: none"> <li>• What did you particularly enjoy today? Or find inspirational?</li> </ul>	Open question
<ul style="list-style-type: none"> <li>• What do you think you've gained and can gain from a Reading Group?</li> </ul>	Library - Open question
<ul style="list-style-type: none"> <li>• I was interested in what I saw and did</li> <li>• I found my visit inspiring</li> <li>• I was excited by what I saw and / or what I did</li> <li>• My feelings and emotions were engaged</li> </ul>	Statements requiring a yes or no or don't know or tick box response - used in a range of questionnaires
<p>To what extent will you be using the experience to promote creativity?</p> <ul style="list-style-type: none"> <li>• Designing and making</li> <li>• Exploring new ideas</li> <li>• Dance / drama</li> <li>• Creative writing</li> <li>• Other forms of creative work</li> </ul>	Museum questionnaire for teachers inviting tick box responses - very likely, quite likely, neither, quite unlikely, very unlikely. All key stages
<p>Please can you complete any of the following sentences you feel apply to you or your group: Our group were</p> <ul style="list-style-type: none"> <li>• Surprised by...</li> <li>• Most interested in...</li> <li>• Inspired by...</li> <li>• Disappointed by...</li> <li>• Bored by...</li> <li>• Most enthusiastic about...</li> </ul>	Question used in Interview guide for museum / archive / library for group leaders of young people

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**Question Bank** 6. Questions that relate to Action, Behaviour and Progression (The right hand column indicates where and how the question was used originally)

<ul style="list-style-type: none"> <li>• What difference do you think visiting/taking part has made to you?</li> <li>• Please describe anything that is new or different that you are likely to do in the future as a result of your visit here today?</li> </ul>	<p>Open questions - could be used in questionnaires, interviews, comments cards, visitor books</p>
<ul style="list-style-type: none"> <li>• Have you behaved differently here to the way that you normally behave at school? In what way?</li> <li>• Will you talk or think (or have you already talked, thought) about this visit again - about the feelings or issues that it raised for you?</li> <li>• Will this visit change the way you think or behave in the future?</li> </ul>	<p>Student questionnaire</p>
<ul style="list-style-type: none"> <li>• Do you think the impact [of the visit] would increase if you came back soon after your first visit with the same students? Does it matter? How?</li> <li>• What did visiting the museum enable the students to learn that they couldn't have learnt in the classroom?</li> </ul>	<p>Teacher focus group</p>
<ul style="list-style-type: none"> <li>• I have developed a new interest during my visit(s) here</li> <li>• I can use the knowledge I learnt here when I visit other similar places</li> <li>• I am thinking about starting some training or a college course as a result of my experience here</li> <li>• I am planning to join a special interest group as a result of my experience here</li> <li>• I achieved my intentions</li> <li>• I intend to come again</li> <li>• Visiting has given me lots of ideas for things I could do</li> <li>• The visit has made me want to find out more</li> </ul>	<p>Statements requiring a yes or no response - used in a range of questionnaires in museums, archives and libraries</p>
<ul style="list-style-type: none"> <li>• Why did you come here today?</li> <li>• What things did you expect to be able to do, to see or to find here? To find out something about a subject; To find out things in general; To participate in an activity or programme; To relax or lose myself ; To get inspiration for a project; It has been on the list of things to do; To have fun; To spend time with family and / or friends; I've been here before and wanted to come back; To find out more about my community or myself / my culture; Other? (please expand)</li> </ul>	<p>Open questions introducing a set of statements</p>
<ul style="list-style-type: none"> <li>• What, if anything, do you think the young people in your group might do as a result of today's visit?</li> </ul>	<p>Open question - group leader</p>

## Question Bank

7. Summary / Wrap-up questions (The right hand column indicates where and how the question was used originally)

<ul style="list-style-type: none"> <li>What is the single most important thing that you will remember about your experience here today?</li> </ul>	Open question
<ul style="list-style-type: none"> <li>If you could choose one or two of the most significant outcomes or conclusions for you from this visit what would those be?</li> </ul>	Open question
<ul style="list-style-type: none"> <li>If you could choose just one thing what would you say was the most important benefit to your group of their visit today?</li> </ul>	Open question
<ul style="list-style-type: none"> <li>What would have happened if you had not used the museum for learning?</li> </ul>	Open question - question to teachers
<ul style="list-style-type: none"> <li>If a colleague asked you why young people should use museums / archives / libraries what would you say?</li> </ul>	Open question - question to teachers

### List of sources

- Questions to prompt group leaders (bringing groups of young people) to talk about their learning experiences in museums, archives and libraries - adapted from interview guide by Jo Graham
- User questionnaire and other tools adapted by Theano Moussouri and Eilean Hooper Greenhill
- How did you enjoy your visit? - Exit questionnaire piloted in a museum, archive and library - written by Eilean Hooper Greenhill and Anne Pennington
  - Form A - Evaluation of museum school visits
  - Form B - My Visit Key Stage 2
  - Form B - My Visit Key Stage 3 and above
 Used for the Renaissance in the Regions evaluation and DCMS Strategic Commissioning National and Regional Partnerships Museum Education Programme carried out by RCMG
- Questionnaire - Teenage Reading Group - Massive, Julia Bell - questionnaire used by Poole Library
- Responding to the Holocaust Exhibition - questionnaire used by Samantha Heywood with group of teenage school students
- Exploring Generic Learning Outcomes with Teachers - discussion guide for focus group by Emily Johnsson, London Museums Hub
- Library Email questionnaire - developed by Jo Aitkens, Leicester University Library
- Renaissance in the Regions evaluation of museum education programme for first phase hubs - Teachers focus group guide
- Extended IT survey - Warwickshire Libraries