

V&A College Evaluation Pilot Module- textiles

November 2004

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(with A. James and T. Moussouri running two of the three focus groups)

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1.0 The V&A College pilot module (textiles)

The V&A College is a new young people's initiative for AS, A2 and AVCE level students studying art and design. It supports the critical and contextual studies part of the curriculum.

The pilot module on textiles ran for four consecutive Saturdays in September/October 2004. Sixteen students participated selected from various London boroughs by London Gifted and Talented.

All students attended all four weeks of the pilot and participated in a variety of activities intended to support them in their development of a mini personal study to present in week four.

The activities included curator led gallery talks, studio visits, slide shows, practical gallery activities and student research time.

2.0 The students

2.1 The sixteen students came from eight schools (two per school):

- Archbishop Michael Ramsey Technology School, London SE5
- Camden School for Girls, London NW5
- Caterham High School, Essex
- Hayes School, Kent
- Lampton School, Middlesex
- Loxford School of Science & Technology, Essex
- Wanstead High School, London E11
- Wembley High Technology College, Middlesex

2.2 What the students are studying at school:

Subject	Number of students
A2 Art and Design	10
A2 Art and Design: Textiles	3
AVCE Art and Design	2
AS Art and Design	1

2.3 Ethnicity:

Ethnicity	Number of students
Asian or Asian British / Indian	5
White / British	2
White /Portuguese	2
White / Greek	1
Black or Black British / Caribbean	1
Asian or Asian British / Bangladeshi	1
Asian or Asian British / Pakistani	1
Other Asian background / Indian and Guyanese	1
Mixed background / White/Algerian	1
Other ethnic background /Turkish Cypriot	1

2.4 Demographics (students were asked about their parents/carers occupation):

	Mother	Father	Mother or/and Father or carer
Student 1			Not employed E
Student 2			Not employed E
Student 3			Not employed E
Student 4			Not employed E
Student 5			Not employed E
Student 6	Cafe assistant D	Clerk B	
Student 7	Housewife E	Engineer C1	
Student 8	Teacher C1	Teacher C1	
Student 9			Chef / Housekeeping C1
Student 10	Teachers assistant C2	Carpenter C2	
Student 11			Canteen assistant D
Student 12			Domestic engineer / Teaching assistant C2
Student 13	Works in a bank C1	Electronics engineer C1	
Student 14	Mid-day assistant D	Carpenter C2	
Student 15	Team administrator C1	Accountant B	
Student 16			Teacher C1

2.5 How students normally travelled to the museum each Saturday:

Transport	Number of students
Tube only	4
Bus only	4
Train only	3
Train and tube	3
Bus, tube and train	1
Bus, tube and walking	1
Bus, tube, walking and train	1
Bus, tube, walking, train and car	1

2.6 The number of session of the pilot module attended:

All sixteen students attended all four sessions. **2.7** Visiting

the V&A:

Thirteen students had been to the V&A before coming to the course
Reasons for not coming before include;

- *'this was the first time I heard about V&A courses'*
- *'have not had the chance to'*
- *'haven't really heard about it'*

Fourteen students said that they would visit the V&A again, while two said they might visit again.

3.0 Aims of the evaluation

The evaluation had three main strands;

1. Looking at the students' reactions and feedback regarding the pilot's content i.e. its link to students' current school work.
2. Looking at the student's reactions and feedback to the teaching and structure of the pilot including tutors, lecturers, facilities, resources and research methods.
3. Assessing the group dynamics, how students related to each other and the impact of this on motivation and attendance.

4.0 How the pilot module was evaluated

Three small focus groups were held with students at the V&A on the final Saturday of the pilot module (one hour in length). These were led by Nicky Boyd, Alison James and Theano Moussouri. Because of the amount of data required from the students it was decided to ask them to complete a mini-questionnaire at the start of the session (see appendix A). Students kept their completed questionnaires throughout the subsequent focus group during which they were encouraged to expand on some of their answers (please see appendix B).

Nicky Boyd also carried out three in-depth telephone interviews with teachers two to three weeks after the end of the pilot module (please see appendix C).

5.0 What the evidence told us

Part Ia: Subject content

1. Students were asked: *'On a scale of 10 to 50 how interesting to you was the subject (textiles) of this four week module at the V&A?'*

Ten out of sixteen students rated this 4 or 5.
Six out of sixteen students rated this 3 and under.

Score	Number of students
1	1
2	2
3	3
4	5
5	5

2a. Students were asked: *'On a scale of 10 to 5 how far have you developed your knowledge of the social and historical context of textiles?'*

Eight out of sixteen students rated this 4.
Eight out of sixteen students rated this 3 and under.

Score	Number of students
1	
2	2
3	6
4	8
5	

Teachers were asked: *'Have you any evidence that your students developed their knowledge of the social and historical context of textiles through participating in the V&A College course?'*

- *'yes, haven't seen their work yet, they were fascinated by some of the things'*
- *'no, not really interested in taking it any further'*
- *'yes, evidence is that they are going to use it in next unit of A level'*

2b. Students were asked: *'What has helped you in particular?'*

- *'the talks'*
- *'history of textile'*

- *'finding out in depth about each item discussed'*
- *'learning more in depth about the history behind certain art work'*
- *'work created in 14th -15th century - Devonshire Hunting Tapestries'*
- *'note taking from talks'*
- *'seeing the tapestries and having explained what each piece meant and how it was done'*
- *'the lectures and the notes the objects have on them'*
- *'looking at the different dresses and the storage room'*
- *'the presentation at the end'*
- *'develop knowledge in the history before some textile objects'*
- *'gain confidence and learning about different textiles'*
- *'the history of tapestries'*
- *'I have been introduced to the way work is taken care of within the museum'*
- *'whole experience has been useful for gathering new information and experience'*
- *'seeing the conservation and storage rooms'*

Teachers were asked: *'What do you feel helped your students in particular on the course?'*

- *'research - being taught how to look at things'*
- *'useful to meet other students on the course'*
- *'analytical skills helped them, which a lot of our pupils lack. It was too short - they wanted more practical workshops, a whole term course would really help them'*

3a. Students were asked: *'On a scale of 10 to 50 to what extent did the course relate to your schoolwork?'*

Six out of sixteen students rated this 4 or 5.

Ten out of sixteen students rated this 3 and under.

N u m	of students
1	4
2	3
3	3
4	5
5	1

Teachers were asked: *'On a scale of 10 to 5 to what extent do you feel the course related to their schoolwork?'*

Two out of three teachers rated this 4 or 5.
One out of three teachers rated this 2.

Score	Number of teachers	Comment
1		
2	1	<i>'they are both looking at more modern artists'</i>
3		
4	1	
5	1	

3b. Students were asked: *'Can you give me one specific beneficial link?'*

- *'in textiles I have been looking at children's clothing, and I used Victorian baby's gown in the V&A to see all the folding and the stitches they have used'*
- *'can base a project on a textile I studied'*
- *'my personal study topic (at school). My presentation work was related'*
- *'more knowledge of art work'*
- *'the way clothing can be used to depict and suggest the human form'*
- *'the contextual part we read about is what we are looking at next term'*
- *'landscapes in the tapestries'*
- *'some things to do with how artists use their imagination to portray their views'*
- *'annotating/notes'*
- *'studying different textiles and cloths as part of my contextual unit for one of my A2 unit'*
- *'none'*
- *'I'm doing a project for textiles at school. I am making a wall hanging for the new building which represents my school and what the new building entails, so by studying tapestries at the V&A I can use that as a basis background influence for my project'*
- *'I made my presentation centre around drapery and textiles over the human figure - this therefore linked back to my project - unit 5 - there were no specific given links - though would tie in with unit 4'*
- *'none'*

Teachers were asked: *'Can you give me one specific beneficial link?'*

- *'good for them to begin associating with something like the V&A - fantastic resource'*
- *'I don't know, they didn't want to use any of it'*
- *'Morris work- why I sent one student, thinking of looking at this for next unit. It developed their confidence, they are very shy girls. It's a shame they couldn't do the presentation on the screen'*

4a. Students were asked: *'Have you learnt any new skills? Can you give me an example?'*

- *'analysis (of) historical objects'*
- *'weaving, overlapping thread, mirror imaging to enhance textile'*
- *'how the weaves in the tapestry were done'*
- *'strengthening my knowledge of history behind art'*
- *'embroidery'*
- *'talking in groups, how to make tapestries'*
- *'I learnt how a tapestry is made and how I could make it'*
- *'yes, how to look around a gallery and how the tapestries were made'*
- *'how to make a tapestry'*
- *'learnt more about stylisation of symbols'*
- *'not really because I'm currently taking Textiles, it is just continuing with what we are encouraged to do with our Coursework e.g. drawings, annotations, presentation'*
- *'note taking'*
- *'how tapestries are woven'*
- *'how to analyse certain pieces of work'*
- *'not practically on course, but explained new skills which I have personally tried at home (weaving)'*
- *'drawing folds in clothing'*

Teachers were asked: *'Do you feel your students have learnt any new skills? Can you give me an example?'*

- *'skills on presentation, communication and how to analyse'*
- *'not very many'*
- *'research skills - yes, not as much practical work as they originally thought'*

4b. Students were asked: *'Can you see these new skills being transferred to your schoolwork? How?'*

- *'it would help in the analytical part of the course (textiles and art)'*
- *'yes, develop it into my own work'*

- *'no, not really'*
- *'yes. It will help me widen my research'*
- *'yes, using a different medium when producing figurative work'*
- *'explain things better'*
- *'I could do a piece of tapestry to go along with my course work'*
- *'yes, I can now go to more galleries to research for my school work'*
- *'make a tapestry of a landscape or maybe a copy of Monet 's work in the form of a tapestry'*
- *'yes as my work at school is based on surrealism and I can use'*
- *'yes, because its enhancing skills such as drawing etc.'*
- *'yes, better notes will give me higher grades'*
- *'no, it does not relate to my school work'*
- *perhaps I can now explain and annotate my school work more exceptionally'*
- *'yes — gives me inspiration to try new ideas and therefore to widen my portfolio'*
- *'if drawing draped clothing'*

Teachers were asked: *'Have these new skills been transferred to their schoolwork? How?'*

- *'Yes — definitely with the research skills'*
- *'no'*
- *'yes — incorporate into unit of work, my student is feeling more positive'*

Part Ib: Activities

5. Students were asked to rate how interesting the activities were to them? (each student was given 6 sticky dots and asked to place one on each of the activities they found particularly interesting — they did not have to use all of their sticky dots).

Activity (in order of popularity)	Number of sticky dots
Drawing in the galleries	11
Ice-breaker activity	11
Gallery talk on Chinese woven textiles	8 <i>'she was very interesting, quite engaging'</i> <i>'you could see her love for the tapestries and it showed in what she</i>

	<i>was saying.. it made sense what she was saying' 'it was an interesting subject but it helped with who we had talking about it'</i>
Word games / vocabulary	8
Gallery talk on tapestries	7
Introduction to the National art library	7
Visit to the textile conservation studio	7
Show & tell session in the galleries	6
Slide talk on Renaissance tapestries: the historical context	6 <i>'interesting and relates to our school work' 'you could tell he'd done his research' 'renaissance in one of my favourite eras, that's why I liked it so much but he was very kind in the way he presented it'</i>
Close study session in textiles store	6
Gallery talks on Renaissance tapestries	2 (the students in one focus group said that this session was cancelled!)
Note taking in the galleries	2
Introduction to the British galleries study rooms	1

6. Students were asked: *'Can you suggest any other activities you would be interested in doing that were not available?'*

Many students wanted more practical activities e.g. a practical session on weaving tapestry, **making** samples of things, trying more materials. One student who was not that interested in the subject of tapestries thought that she would probably have found it more interesting if they had the chance to *'make our own mini one'*; and other students agreed that it would make it

more interesting as they could make a more contemporary tapestry (than the ones in the V&A collection).

Other suggestions included:

- More slide shows and being able to contrast and compare
- Someone to talk to them about sculpture
- More time to sketch in the galleries
- More time in the galleries in general, e.g. in the Renaissance Gallery to look at the Raphael cartoons *with someone to explain each one properly.*
- Tips on presentation skills (none of them had ever had to do anything like this before and were very nervous)
- Observing more staff actually working in the museum, *'people doing it'*
- Shorter lectures, they felt it was hard to take everything in when somebody talks for 1 1/2 hours *'because you get bored and your mind goes elsewhere'*

7. Students were asked: ' *To what extent were you happy with your mini personal study on a scale of 1 to 5 (if 3 or below ask why they weren't happy)?*

Nine out of sixteen students rated this 4 or 5.

Seven out of sixteen students rated this 3 and under.

Score	Number of students
1	
2	2
3	5
4	8
5	1

Comments were divided between the content of their mini personal study and their presentation of it (on the final Saturday).

One student who rated this as a 3 said there had been limited information available on her chosen topic and therefore she didn't have much to talk about. One of the students who scored it as a 4 said she had more work to do on it to improve it (which she planned to do).

Another student found it very hard to find something he was interested in, feeling that the choice was very limited (tapestries or the Chinese galleries). Another was not satisfied with her drawings — she believed *that 'they didn't really turn out very good.* A number of students said they felt that they all had a lot of help in preparing it.

The presentation proved very difficult for a number of students:

- *I was nervous, I had four sides of notes and I just didn't say it... I would have preferred doing it on a round table like we are now, we could get to talk about it freely*
- *'The show and tell sessions in the gallery were surprisingly less scary (than the final presentation)'*

Many students said that they did not know that they were going to be giving their presentation in the lecture room and thought they were going to be doing it in the smaller room around a table.

8. Students were asked: *'To what extent were you happy with the portfolio you had built up on a scale of 1 to 5? (if 3 or below ask why they weren't happy)?'*

Five out of sixteen students rated this 4 or 5.

Eleven out of sixteen students rated this 3 and under.

Score	Number of students
1	
2	4
3	7
4	4
5	1

Some students felt their portfolio did not contain enough drawings and were not as extensive as hoped;

- *'I got a lot of notes but not a lot of drawings'(scored 4)*
- *'I didn't do enough drawings, it was more note taking'(scored 2).*
- *'I gave it a 4 but more because I was happy with the specific piece of work done instead of the extent of work done*

The majority felt this was due to a lack of time.

However some students came to the V&A in their own time to produce more material for their portfolio. One student who had scored 5 said he had worked in his own time to complete it as it linked to his schoolwork. Another was disappointed as the things available that they could sketch were not related to her art lessons at school.

9. Students were asked: *'On a scale of 1 to 5 please rate the research facilities?'*

Eleven out of sixteen students rated this 4 or 5. Five out of sixteen students rated this 3 and under.

Score	Number of students
1	
2	
3	5
4	2
5	9

Part 2a: Teaching

10. Students were asked: *'Please rate the 'learning environment' on a scale of 1 to 5? (If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?)'*

Fifteen out of sixteen students rated this 4 or 5. One out of sixteen students rated this 3 and under.

Score	Number of students
1	
2	
3	1
4	10
5	5

The students were very positive about the 'learning environment';

- *'whenever I come to the V&A I'm very impressed, I know it's built to be centred around education and it shows, whenever you're in a gallery doing work you often get someone coming up and offering you a chair, everyone is there to help you... they're very helpful, you can spread yourself out on the floor!'*
- *'if you want to go and look at something you just can'*
- *'Especially liked the library' (which he has used subsequently: 'I felt like a university student).*

The student who scored a 3 wanted to be able to sit down in the lectures in the gallery. They all thought fold away stools would be good for the talks. One student said that they *'would have liked more interaction with other V&A staff.. would have been nice if they'd shown an interest.*

12. Students were asked: *'Please rate the amount of support you received on a scale of 1 to 5?' (If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?)*

Fourteen out of sixteen students rated this 4 or 5.
Two out of sixteen students rated this 3 and under.

Score	Number of students
1	
2	1
3	1
4	8
5	6

Students were generally very **happy** with the amount of support they were given. One student felt she got the support she needed; staff made the effort to go and find them and give them material and help the find the things they were looking for in books so on the whole they were very helpful.

One student suggested that *they 'sometimes wanted more background information about a particular piece of work*

One student rated it low because she felt that she didn't get much support *'they just told us what to do*. She suggested the staff provide more feedback and help, make specific suggestions and give ideas re: how students can improve their work – having more time to do practical work. Another student felt there was not much time and support to work on the presentations. Another commented that they probably needed that type of support as they are used to their teachers at school providing a one-on-one kind of support every day, but she felt that this was a different type of experience and probably a good type of experience as when they will go to college it's going to be like that: the tutors won't provide so much support so it's good to get used to it.

Part 2b: Structure

13. Students were asked: *'Where you happy with the length of the sessions? Please rate on a scale of 1 to 5*

Nine out of sixteen students rated this 4 or 5.
Seven out of sixteen students rated this 3 and under.

12. Students were asked: *'Please rate the 'teaching' on a scale of 1 to 5? (If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?)'*

Fourteen out of sixteen students rated this 4 or 5.
Two out of sixteen students rated this 3 and under.

Score	Number of students
1	
2	
3	2
4	8
5	6

The students were generally positive about the teaching;

- *'really helpful, it was really good'*
- *'very knowledgeable but not too formal, it was chatty, you could ask questions when you wanted to'*
- *'if you don't know they would explain it to you'*
- *' there was some uncertainty or nervousness because it was a new course'(however, this was seen as inevitable and not meant to be a criticism).*

One student felt that they (the teachers) were friendly but thought they should have looked at their work and suggest ways of improving it; she would have liked to have had some feedback and to know which areas she needed to improve and put more effort in.

Another student thought that the people who were with them every week were really helpful; the rest were a bit boring but they were probably friendly - but what they were saying was not very interesting because they didn't interact with them. Another student agreed and gave an example of a female speaker who didn't even look at them and didn't interact with them at all; it was also hard to hear what she was saying. Another felt that *'some information I'm not interested in, some of the sessions (were) too long'*

11b. Students were asked: *'What would you say generally about the tutors and other teaching staff?'*

Students felt that they were *'really helpful'* and friendly. One student felt that it was easier to bond with the tutor that they had their first session with. Another praised one tutor who *'brought me a book from her office when I forgot my library card – she didn't have to do that but she did'*

Score	Number of students
1	1
2	3
3	3
4	6
5	3

A number of students felt that the sessions were too long, and wanted more time on practical activities. One student, who agreed that some of the talks were too long, felt that those that related to her interests didn't feel quite as long *'because when you're interested in something the time just goes by.'*

Another student thought some of them (the ones she found interesting) should have been longer but would have liked a different format with more hands-on things to do.

Some thought that a mixture of shorter and longer sessions would be good. They talked again about being able to sit on stools in the talks in the galleries.

14. Students were asked: 'Was the length of time needed to complete the activities enough?'

Thirteen students felt that the time was enough (although one student said *'I could have had a little more time for presentation'*).

Two students did not feel the time needed to complete the activities was enough.

One did not answer this question.

15. Students were asked: 'What did you like most about the programme?'

- *'my personal study'*
- *'we learnt so much in such a short amount of time... it just hit me today... each piece is a different story, I now have such a different perspective about the way I see things'*
- *'I really liked the Devonshire Hunt talks'*
- *'a bit of everything, it was varied'*
- *'being able to compare paintings to tapestries — the variety of the collections'*
- *'It was a long time since I had done textiles but I felt confident'*
- *'Piked the different activities — working with different people meant we could get to know each other.'*

'everything —especially the tapestry part —I learned new stuff —I didn't really know what tapestry was'

'I liked the textiles stuff — was interested in how they were washed, - etc... there's a lot more to it than you think

Two students really liked the Raphael because of their personal interest. Others specifically mentioned the drawing and practical aspects of the course as these gave them experience and enabled them to do their own thing, interacting and meeting other people.

16. Students were asked: *'What did you like least about the programme?'*

A number of students mentioned that the talks were too long and *this 'meant there was less time for practical work'* Many of them did not enjoy the presentation (mainly due to lack of confidence).

One student said that *'nothing stands out as being uninteresting'*; others agreed with her.

Part 3: Group dynamics etc.

17. Students were asked: *'Please rate how comfortable you were on the course on a scale of 1 to 5?' (If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?)*

Fifteen out of sixteen students rated this 4 or 5.

One student rated this 3 and under.

Score	Number of students
1	
2	
3	1
4	5
5	10

Nearly all of the students felt very comfortable on the course and were able to make friends and talk to other students fairly quickly. The ice-breaker activity (see 5. above) was very popular in enabling students to get to know each other. One student suggested a whole group ice-breaker activity as well as in pairs would be good too.

They all saw the benefit of being split up from the student they came with to enable them to get to know others better.

Some students said that they would not have given *physical comfort* such a high score as it was hard to stand for long lengths of time or sit on the floor listening to talks in the galleries.

Other comments included:

- *'It was a new experience, new people, new place... it got better as the course went on though*
- *'It was like everyone was going to be magnificent artists and you were going to be the worst person... you feel they might be eccentric, arty farty people, but everyone is just normal:*
- *'when you were like comfortable with the people you were comfortable with the course as well'*

18. Students were asked: *'Did the course enable you to get to know other students? How?'*

All of the students felt that the course enabled them to get to know each other well. The fact that they were split into different groups for every activity helped:

- *'It worked well... everyone was in the same boat'*

A lot of new friendships were made:

- *'I can say I take away from here lots of friends'*

One student said that London Gifted and Talented have set up an e—community so they can all keep in touch that way.

19. Students were asked: *'On a scale of 1 to 5 how motivating was the course?'*

Eleven out of sixteen students scored this 4 or 5.
Five out of sixteen students rated this 3 and under.

Score	Number of students
1	
2	
3	5
4	7
5	4

20. Students were asked: *'What was your main expectation of the V & A college? Do you feel it was met (how much on a scale of 1 to 5)?'*

Score	Number of students	Main expectation
1	1	
2	3	<ul style="list-style-type: none"> • <i>'thought I would be bored and confused'</i> • <i>'that by the end of it I would have a group of drawings that would relate to my school work'</i> • <i>'that it would help me with my artwork'</i>
3	3	<ul style="list-style-type: none"> • <i>'Yearn new ways of working'</i> • <i>'I expected the course to be more practical, this expectation wasn't wholly met but I gained a whole new breadth of experience and knowledge I didn't expect - in this way I thoroughly enjoyed the course and it has led to some practical experimentation outside'</i> <p><i>I expected it to involve a lot more hands on work'</i></p>
4	5	<ul style="list-style-type: none"> • <i>'to gain knowledge and understanding about the course'</i>
5	4	<ul style="list-style-type: none"> • <i>'to widen my analytical skills on art work'</i> • <i>'to be surrounded by artists who were extraordinary, magnificent'</i> <p><i>'I was not expecting to have such a good time as I did and learn so much in a short amount of time, so my expectations were most definitely met for me^d</i></p>

Teachers were asked: *'What was the main expectation of the V&A College for your students? Do you feel it was met (how much on a scale of 1 to 5)?'*

Score	Number of teachers	Main expectation
1		
2		
3	1	<i>expecting them to come away with an experience of some kind of making and history behind what they are doing and to feed into their personal study, one girls feedback was not positive - too much based on history, more hands on was wanted. My other student felt the same, but not so negative'</i>
4	1	<i>'to show them a different side of art and design, they were nervous, more of an insight into what its like past A level - more theory and research, they will be passing on what they learnt to the rest of the people in their year and the year below'</i>
5	1	<i>'to engage them and think about higher education in art and design'</i>

21. Students were asked: *'Did you learn anything about careers in museums? What in particular? Do you have any interest in working in museums?'*

The students felt that they had learnt a lot about careers in museums. The talks were organised so that each speaker said how she/he came to work in the Museum, how long they had been there etc. Many students found this very interesting.

'I liked to hear about the different ways different people got into it; they all followed different routes; not always through going to the university and having a degree. They also had different jobs before and you could see the different things you could do after you leave university and that was interesting to know'

'there is a lot of stuff behind the scenes - makes you feel quite privileged to be able to see it:

A number of students learnt about restoration (many did not know about this at all before).

When asked about working in museums students said:

its given me an idea of some of the jobs I didn't know about and opened up my eyes about different things in museums ..I have thought about working in museums now, briefly I had before but not really. 'it gave you an idea of what you need to do or why to work in museums, if you're interested'

Many of the students wanted to work as artists and they were put off by the fact that there isn't any social interaction among museum people:

One student explained how the course showed him what he didn't want to do - which is working in museums and that museums are quiet places where people don't interact with other people but with objects; everybody is in their *own little world*

Some students felt that they didn't really see lots of different people who worked at the museum and one commented that there was no interaction at all with the attendant staff (*they sit on chairs in the gallery, staring into space, not saying anything...*) though they did come and *'check on them'* from time to time.

One student already had an interest into photography so this course just reinforced it, but she wouldn't like to work in a museum, she'd rather be active, becoming a photographer. She felt that perhaps this course would have been better for those interested in doing history of art.

Other comments included:

- *'they don't do much in the way of art; they just give talks and look after other people's art*
- *'they look at art and don't do it'*

However those interested in going on to study art acknowledged that attending this course will have helped them:

- *'You've got to be able to be independent when you're at college, do your own research and spend hours sitting in galleries, analysing art work – we got the chance to do this on this course – it made you feel you were at college or university.'*

22. Students were asked: *'On a scale of 1 to 5 how much have you enjoyed the course overall?'*

Thirteen out of sixteen students scored this 4 or 5.

Three out of sixteen students scored this 3 and under.

Score	Number of students
1	
2	1
3	2
4	8
5	5

6.0 Recommendations for next year's course

- Include more practical workshops. A longer course (as planned) will enable these to be integrated more easily.
- Provide a session / more help with presentation skills (the majority of the students were very nervous and did not really enjoy this).
- Make sure teachers and students have detailed information about the course beforehand.

o 'beforehand I thought it would be more practical than it was' (student)

o 'if I knew that it was going to be more historical based I would have put in different students' (teacher).

- Make stools available for lectures in the gallery
- Consider making available a choice of activities of varying lengths for students to pick and mix!

'stick to what you're doing — it works really well' (student)

Appendix A

V&A College (textile) student mini-questionnaire

a) Name

b) School

c) Age

d) What are you studying (please ring one of the following)? AS Art &

Design A2 Art & Design AVCE Art & Design Other

e) Please ring one of the following:

White

British

Irish

Any other White background (Please specify)

Black or Black British

Caribbean

African

Any other Black background (Please specify)

Asian or Asian British

Indian

Bangladeshi

Pakistani

Other Asian background (Please specify)

Mixed

White & Black-African

White & black-Caribbean

White & Asian

Any other Mixed background (Please specify)

Chinese or Chinese British

Other ethnic background (Please specify)

f) Parents/carers occupation

Please tick here if parents/carers not employed

g) How have you normally travelled to the museum each Saturday (please ring one or more of the following:

Bicycle Bus Car Train Tube Walking Other.....

h) How many sessions have you attended (please ring one of the following)? 1

out of 4 2 out of 4 3 out of 4 4 out of 4

i) Had you been to the V&A museum before coming to this course? Please ring **YES or NO.**

If **NO** please say why not

j) Will you visit the V&A again? Please ring one of the following: Yes

No Maybe

1. On a scale of 1 to 5 how interesting to you was the subject (textiles) of this four week module at the V&A?

2a On a scale of 1 to 5 how far have you developed your knowledge of the social and historical context of textiles?

2b. What has helped you in particular?

3a. On a scale of 1 to 5 to what extent did the course relate to your schoolwork?

Can you give me one specific beneficial link?

Have you learnt any new skills? Can you give me an example?

Can you see these new skills being transferred to your schoolwork? How?

7. To what extent were you happy with your mini personal study on a scale of 10 to 50
8. To what extent were you happy with the portfolio you had built up on a scale of 1 to 5?
9. On a scale of 1 to 5 please rate the research facilities?
10. Please rate the 'learning environment' on a scale of 1 to 5?
- 11 a. Please rate the 'teaching' on a scale of 1 to 5?
12. Please rate the amount of support you received on a scale of 1 to 5?
13. Were you happy with the length of the sessions? Please rate on a scale of 1 to 5?
14. Was the length of time needed to complete the activities enough?
17. Please rate how comfortable you were on the course on a scale of 1 to 5?
19. On a scale of 1 to 5 how motivating was the course?
20. What was your main expectation of the V & A college? Do you feel it was met (how much on a scale of 1 to 5?)
21. 30
22. On a scale of 10 to 50 how much have you enjoyed the course overall?

Appendix B

V&A College (textiles) focus group outline

5. Please rate how interesting the activities were to you? (list on flipchart with sticky dots for students to score)

- Ice-breaker activity
- Gallery talk on tapestries
- Visit to the textile conservation studio
- Drawing in the galleries
- Show & tell session in the galleries
- Word games / vocabulary
- Gallery talk on Chinese woven textiles
- Close study session in textiles store
- Note taking in the galleries
- Introduction to the British galleries study rooms
- Gallery talks on Renaissance tapestries
- Slide talk on Renaissance tapestries: the historical context
- Introduction to the National art library

6. Can you suggest any other activities you would be interested in doing that were not available?

Relating to their question 7 - *To what extent were you happy with your mini personal study on a scale of 1 to 5?*

If 3 or below ask why they weren't happy?

Relating to their question 8 - *To what extent were you happy with the portfolio you had built up on a scale of 1 to 5?*

If 3 or below ask why they weren't happy?

Relating to their question 10 - *Please rate the 'learning environment' on a scale of 1 to 5?*

If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?

Relating to their question 11 a - *Please rate the 'teaching' on a scale of 1 to 5?*

If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?

11 b. What would you say generally about the tutors and other teaching staff?

Relating to their question 12- *Please rate the amount of support you received on a scale of 1 to 5?*

If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?

Relating to their question 13 - *Were you happy with the length of the sessions? Please rate on a scale of 1 to 5. If 3 or below ask why they weren't happy?*

15. What did you like most about the programme?

16. What did you like least about the programme?

Relating to their question 17 - *Please rate how comfortable you were on the course on a scale of 1 to 5 ?*

If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?

18. Did the course enable you to get to know other students? How?

21. Did you learn anything about careers in museums? What in particular? Do you have any interest in working in museums?

Appendix C

V & A College (textiles) teachers questions (by telephone)

20. What was your main expectation of the V & A college for your students? Do you feel it was met (how much on a scale of 1 0 to 5(D?)

2a. Have you any evidence that your students developed their knowledge of the social and historical context of textiles through participating in the V&A College course?

2b. What do you feel helped them in particular on the course?

3a. On a scale of 1 0 to 5 0 to what extent do you feel the course related to their schoolwork?

3b. Can you give me one specific beneficial link?

4a. Do you feel that your students have learnt any new skills? Can you give me an example?

Have these new skills being transferred to their schoolwork? How?

Appendix D — Focus group i

V&A College (textiles) focus group notes

5. Please rate how interesting the activities were to you? (list on flipchart with sticky dots for students to score – each student had 6 sticky dots and were asked to place one on each of the activities they found particularly interesting (they did not have to use all of their sticky dots)).

- Close study session in textiles store x 2
- Drawing in the galleries x2
- Gallery talk on Chinese woven textiles x5

'she was very interesting, quite engaging'
'you could see her love for the tapestries and it showed in what she was saying ...it made sense what she was saying'
'it was an interesting subject but it helped with who we had talking about it'

- Gallery talk on tapestries x4
- *Gallery talks on Renaissance tapestries (said it didn't happen)*
- Ice-breaker activity x2
- Introduction to the British galleries study rooms x0
- Introduction to the National art library x3 •
- Note taking in the galleries x 1
- Show & tell session in the galleries x3
- Slide talk on Renaissance tapestries: the historical context x4

'interesting and relates to our school work'
'you could tell he'd done his research'
'renaissance in one of my favourite eras, that's why I liked it so much but he was very kind in the way he presented it'

- Visit to the textile conservation studio x4 •
- Word games / vocabulary x2

6. Can you suggest any other activities you would be interested in doing that were not available?

They all wanted a practical session on weaving tapestry (they did say they got handouts on this).

'Before-hand I thought it would be more practical than it was'

One student wanted more slide shows and being able to contrast and compare.

Some thought the talks were too long.

Relating to their question 7 - *To what extent were you happy with your mini personal study on a scale of 1 to 5?*

If 3 or below ask why they weren't happy?

'I was nervous, I had four sides of notes and I just didn't say it...I would have preferred doing it on a round table like we are now, we could get to talk about it freely'. The other students, that gave a 3 or below, agreed with her.

None of the group knew they that they were going to be doing it in this lecture room and thought they were going to be doing it in the smaller room around a table.

They felt that they all had a lot of help in preparing it.

'The show and tell sessions in the gallery were surprisingly less scary (than their final presentation)'

Relating to their question 8 - *To what extent were you happy with the portfolio you had built up on a scale of 1 to 5? If 3 or below ask why they weren't happy?*

'I gave it a 4 but more because I was happy with the specific piece of work done instead of the extent of work done'. She said that it helped that she came to the V&A on the Thursday & did a lot of work then, but they didn't really build up a portfolio during the course (practical work).

'I got a lot of notes but not a lot of drawings' (she gave it a 4)

'I didn't do enough drawings, it was more note taking' (he wanted to do more) (gave it a 2). The other student who gave it a 2 agreed with him.

Relating to their question 10 - Please rate the `learning environment` on a scale of 1 to 5 ?

If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?

We agreed that learning environment meant space & rooms they worked in.

`whenever I come to the V&A I've very impressed, I know its built to be centered around education and it shows, whenever you're in a gallery doing work you often get someone coming up and offering you a chair, everyone is there to help you... they're very helpful, you can spread yourself out on the floor!'(4 and above)

`if you want to go and look at something you just can'(4 and above)

The student who gave a 3 wanted to be able to sit down in the lectures in the gallery. They all thought fold away stools would be good for the talks.

Relating to their question 11 a - Please rate the `teaching` on a scale of 1 to 5 ?

If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?

4 or 5

`really helpful, it was really good'

`very knowledgeable but not too formal, it was chatty you could ask questions when you wanted to'

'if you don't know they would explain it to you'

3 or under

*`some information I'm not interested in, some of the **sessions too long'***

They all wanted to be able to pick and choose some sessions to go to.

They thought it was good that they were split up from the student they came with – enabled them to get to know each other.

11 b. What would you say generally about the tutors and other teaching staff?

`really helpful'

Some students felt that they bonded with the tutor that they had their first session with.

'one teacher brought me a book from her office when I forgot my library card – she didn't have to do that but she did'

Relating to their question 12- Please rate the amount of support you received on a scale of 1 to 5 ?

If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?

All 4 or above

See above

Relating to their question 13 - Were you happy with the length of the sessions? Please rate on a scale of 1 to 5 ? If 3 or below ask why they weren't happy?

3 or below
sessions too long (both of them)

Some thought that a mixture of shorter and longer sessions would be good. They talked again about being able to sit on stools in the talks in the galleries.

15. What did you like most about the programme?

'stick to what you're doing – it works really well'

Two students really liked the Raphael because of their personal interest.

'my personal study'

'we learnt so much in such a short amount of time ...it just hit me today ...each piece is a different story, I now have such a different perspective about the way I see things'

'I really liked the Devonshire Hunt talks'

'a bit of everything, it was varied'

16. What did you like least about the programme?

'nothing stands out as being uninteresting', Others agreed.

Relating to their question 17 - Please rate how comfortable you were on the course on a scale of 1 to 5?

If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?

They thought if this meant 'physical comfort' their scores would have been lower. All gave 4/5 about feeling comfortable amongst people.

They thought it helped the way they split up the groups.

They wanted maybe a whole group ice-breaker in a circle as well as just in pairs.

18. Did the course enable you to get to know other students? How?

They **all** thought definitely yes.

London Gifted and Talented have also set up an e-community so they will keep in touch that way.

'I can say I take away from here lots of friends'

21. Did you learn anything about careers in museums? What in particular? Do you have any interest in working in museums?

Yes, lots – all of them said.

At the beginning all the tutors told us what they did and how they got there – they all thought this was a good thing & really helpful.

'It's given me an idea of some of the jobs I didn't know about and opened up my eyes about different things in museums ...I have thought about working in museums now, briefly I had before but not really'.

Any other comments:

Some discussion about next years students doing a 3 term course – it would be hard for them to come in every Saturday, perhaps they could do in bursts with a break or regular half-day Saturdays (afternoons), or half-term (other disagreed with half term). They thought it was difficult as everyone would want different things – hard to please everyone. They thought having a way to catch up on work in your own time if you missed any of the sessions would be good.

Appendix E – Focus group 2

V&A College (textiles) focus group notes

16th October 2004

5. **Please rate how interesting the activities were to you?** (*students had 6 sticky dots to put beside the most interesting activities*) In order of popularity:

- Ice-breaker activity (4)
(*had to ask each other questions and record answers by drawing*)
- Drawing in the galleries (4)

- Gallery talk on tapestries (3)
- Close study session in textiles store (3)
- Introduction to the National art library (3)

- Gallery talks on Renaissance tapestries (2) •
- Slide talk on Renaissance tapestries: the historical context (2)
- Word games / vocabulary (2)

- Visit to the textile conservation studio (1)
- Show & tell session in the galleries (1)
- Gallery talk on Chinese woven textiles (1)
- Note taking in the galleries (1)
- Introduction to the British galleries study rooms (1)

6. Can you suggest any other activities you would be interested in doing that were not available?

Would have liked someone to talk to them about sculpture.

Would have liked more time to sketch in the galleries.

More time in the galleries in general, eg. in the Renaissance Gallery to look at the Raphael cartoons `with someone to explain each one properly'. I asked them if they would have liked a short session about presentation skills – they said they would have liked some tips, eg. about how to structure their presentation. None of them had ever had to anything like this before – it was a bit scary.

Relating to their question 7 - *To what extent were you happy with your mini personal study on a scale of 10 to 50* If 3 or below ask why they weren't happy?

Only one student rated this as a 3 – she said there had been limited information available on her chosen topic and therefore she didn't have much to talk about.

One of the students who scored it as a 4 said she had more work to do on it to improve it (which she planned to do)

Relating to their question 8 - *To what extent were you happy with the portfolio you had built up on a scale of 1 to 5?*

If 3 or below ask why they weren't happy?

Three students scored this as a 3. Two wanted to do more sketches; another said she was quite happy but it needed more work/time. The other two students (a 4 and a 5) said there was not enough time (that's why it wasn't a 5); the happy student said he had worked in his own time to complete it as it linked to his schoolwork.

Relating to their question 10 - *Please rate the 'learning environment' on a scale of 1 to 5?*

If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?

They all scored this as a 4 or 5.

Comments included: 'Especially liked the library' (which he has used subsequently: 'I felt like a university student').

'Would have liked more interaction with other V&A staff ...would have been nice if they'd shown an interest'.

Relating to their question 11a - *Please rate the 'teaching' on a scale of 1 to 5?*

If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?

They all scored this as a 4 or 5.

Comments included: 'There was some uncertainty or nervousness because it was a new course' (however, this was seen as inevitable and not meant to be a criticism).

11 b. What would you say generally about the tutors and other teaching staff?

As above – 'a bit of apprehension... we were all in the same position'.

Relating to their question 12- *Please rate the amount of support you received on a scale of 1 to 5?*

If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?

They all scored this as a 4 or 5.

Comments included: 'we sometimes wanted more background information about a particular piece of work'.

Relating to their question 13 - *Were you happy with the length of the sessions? (10-4.30) Please rate on a scale of 1 to 5? If 3 or below ask why they weren't happy?*

Only one student scored this as a 3 saying: 'the talk about tapestry was too long' (the others agreed) and they would have preferred generally to have had more time to do their own work.

I also asked them about the length of the course. They all felt that 4 weeks was long enough, though one extra week would have been OK (eg. the last week could have been for the presentations instead of that encroaching on their final session and so they would have had more time to prepare and focus). One student said: 'we couldn't stay up too late on Friday nights!'.

15. What did you like most about the programme? Being able to compare paintings to tapestries – the variety of the collections. 'It was a long time since I had done textiles but I felt confident'

'I liked the different activities – working with different people meant we could get to know each other'.

'Everything –especially the tapestry part – I learned new stuff – I didn't really know what tapestry was'

'I liked the textiles stuff – was interested in how they were washed, etc... there's a lot more to it than you think'.

16. What did you like least about the programme?

'The talks were too long – it meant there was less time for practical work' (others agreed)

'I worried about the presentation too soon in the course – better if we had 4 weeks then the presentation, that would take the pressure off

They didn't really enjoy the presentation part (mainly due to lack of confidence).

Relating to their question 17 - *Please rate how comfortable you were on the course on a scale of 1 to 5?*

If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?

They all scored this as a 4 or 5.

Comments included:

'It was a new experience, new people, new place... it got better as the course went on though'.

'It was like everyone was going to be magnificent artists and you were going to be the worst person ...you feel they might be eccentric, arty farty people, but everyone is just normal'.

18. Did the course enable you to get to know other students? How?

The fact that they were split into different groups for every activity helped:

'It worked well... everyone was in the same boat'

They never worked with the other student from their school though it was good that they were there.

21. Did you learn anything about careers in museums? What in particular? Do you have any interest in working in museums?

They all said they had learned, eg. about restoration (they didn't know about this at all before):

'There is a lot of stuff behind the scenes – makes you feel quite privileged to be able to see it'.

They said they didn't really see lots of different people who worked at the museum and one commented that there was no interaction at all with the attendant staff ('they sit on chairs in the gallery, staring into space, not saying anything...') though they did come and 'check on them' from time to time (it didn't sound as though this was a friendly approach).

None of them plan to work in a museum in the future though one said: 'I wouldn't mind a part-time job'. Three out of the five want to go to art college and perhaps be artists themselves. Their plans include:

'I want to go to Chelsea Art College in 2005 to do a Foundation year and find out what aspects of art I enjoy most, then do a degree then an MA – all at Chelsea. I would love to be able to sell my own work in the future.'

Another student had a similar plan.

The third: 'St Martin's College to do the textiles course'

For one student art was a hobby and she wanted to study diet and nutrition.

The fifth admitted that she really didn't know what she wanted to do'.

Those interested in going on to study art acknowledged that attending this course will have helped them:

'You've got to be able to be independent when you're at college, do your own research and spend hours sitting in galleries, analysing art work — we got the chance to do this on this course — it made you feel you were at college or university.'

Alison James
October 2004

Appendix F — focus group 3

V&A College

Focus Group Discussion -16/10/04

Interviewer: Theano Moussouri

6. Can you suggest any other activities you would be interested in doing that were not available?

I: Would have like to make samples of things making things

All: general agreement

to try more materials

yes, would have liked that too

All: general agreement

would have liked to get involved more in doing things rather than sit and listen to lectures or standing there for an hour, an hour and a half — that was boring

I: was the topic boring or because it was too long?

it wasn't the topic

it was to long and boring because it was like a lecture

: says that they visited places that were empty — there wasn't anybody working there that they could observe (they probably went to textile or conservation studios)

All: general agreement

agrees to but says that at least when they went around in different spaces at the V&A it was more interesting rather than sitting down and listening to a lecture.

agrees

agrees and reiterates that she would have liked to be able to observe `people doing it'. should also try to make lectures shorter because it harder to take everything in when somebody talks for 1 1/2 hour `because you get bored and your mind goes elsewhere'. didn't find tapestry interesting

disagrees — found it interesting (but she's the only one)

All: agree with *

on second thought she says that she would probably have found it more interesting if the had the chance to `make our own mini one'

agrees, that would make it more interesting as they could make a more contemporary tapestry (that the ones in the V&A collection)

All: general agreement

I: would you have like to work with more contemporary stuff?

All: general agreement

some people have never worked with textiles before

agrees and says that the work they did at the V&A didn't relate to the NC

All: general agreement

Relating to their question 7 - *To what extent were you happy with your mini personal study on a scale of 1 0 to 5 0* If 3 or below ask why they weren't happy?

she wasn't satisfied with her drawings – she believed that 'they didn't really turn out very good'.
found it very hard to find something he was interested in; the choice was very limited: tapestries or the Chinese galleries.
I: what would you have liked to do?
sculpture
textiles
All: general agreement re choice

Relating to their question 8 - *To what extent were you happy with the portfolio you had built up on a scale of 1 to 5?*

If 3 or below ask why they weren't happy?

'we didn't actually built up a portfolio'
All: general agreement
only did some drawings
All: general agreement
the things available that they could sketch were not related to her art lessons at school
not enough time to go around and look at things
didn't have a whole day when they could just draw – only had one afternoon
1 1/2 hour only
All: general agreement
didn't have enough time

Relating to their question 10 - *Please rate the 'learning environment' on a scale of 1 to 5?*

If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?

liked the people: the students and the education staff at the V&A; and the dresses
liked the people: the students and the education staff at the V&A; it was a good environments, the place they were in.
All: general agreement
really good learning environment
people were really helpful
All: general agreement
people and environment
agrees with all of the above

Relating to their question 11a - *Please rate the 'teaching' on a scale of 1 0 to 50?*

If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?

teachers were helpful even though the talks weren't that interesting they tried to make the topic a bit interesting for them; and they answered all questions
agrees, they were friendly but thinks they should have looked that their work and suggest ways of improving them
I: is that the reason you didn't like your drawings?
yes, would have liked to have some feedback and improve her drawings and to know which areas she needed to improve and put more effort in
everybody very helpful

thought the teacher who were with them every week were really friendly but some of the people who did the talk should have tried to interact with them a bit more rather than make them just sit there and then be like 'ok, buy now'

I:– did you refer to the people who were with you every week or the people who gave the talk?

'mostly the people who were with us every week' – didn't interact with the rest of them anyway

apart from the 2nd week – the lady in the big storeroom was really friendly

we did a feely touchy one

All: general agreement

thought that the people who were with them every week were really helpful; the rest were a bit boring but they were probably friendly but what they were saying was not very interesting because they didn't interact with them

gives example of a female speaker (1st day in the textiles or in the conservation) who didn't even look at them and didn't interact with them at all; it was also hard to hear what she was saying.

11b. What would you say generally about the tutors and other teaching staff?

They were all very friendly and helpful

All: nod in agreement (also see below, especially * response who needed more feedback)

Relating to their question 12- Please rate the amount of support you received on a scale of 1 to 5 ?

If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?

rated it low because she felt that she didn't get much support ' they just told us what to do'. Suggested the staff provide more feedback and help, make specific suggestion and give ideas re how students can improve their work – having more time to do practical work

agreed with * but thought that staff were helpful, going around the galleries with them and asking if they needed help with anything.

agrees with * and adds that they took care of them and didn't let them get lost. Also supports * argument as he felt that they only asked if they were ok and if they needed something but they didn't offer help or support.

disagrees and says that they did offer support and gave them ideas of things to do I: give some examples of the type of support you got and what kind of support you would have liked to get.

feels that there was not much time and support to work on the presentations

agrees

staff helped by bringing books, for example, but they didn't help enough with the actual work students were doing.

staff supplied the material but that was not enough

All: agree

I: any examples of the type of support you'd have liked to have?

'one-on-one type of thing'

I: did you specifically asked members of the staff to have that type of support?

they were not around when they needed that type of support (eg while working on sketches)

says that they probably needed that type of support as they are used to their teachers at school providing a one-on-one kind of support every day but she felt that this was a different type of experience and probably a good type of experience as when they will go to college it's going to be like that: the tutors won't provide so much support so it's good to get used to it. However, that doesn't mean that they won't be helpful. agrees and says that they are used to the support they get from their school teachers agrees and adds that the very beginning of the program he was completely lost and didn't know what to do but one lady * told him what to do and after that he got on with his work.

agrees that they probably needed somebody to lead them the right way

I: what about those of you who scored 4 or 5, what did you like the most? perhaps they could have helped them more but still believes that it was a good experience for them to do their own work instead of somebody telling them what to do

agrees with * and says that this was the first time they tried this program and that she expects it will improve

thinks that she got the support she needed; staff made the effort to go and find them and give them material and help them find the things they were looking for in books so on the whole they were very helpful

Relating to their question 13 - *Were you happy with the length of the sessions?*

Please rate on a scale of 1 to 5?

If 3 or below ask why they weren't happy?

unhappy, talks were too long and didn't spent enough time on doing activities.

Suggest cutting talks and spending more time on doing practical stuff agrees that some of the talks were too long but still the ones that related to her interests didn't feel quite as long `because when you're interested in something the time just goes by' so it depends on the subject and whether your interested in it thought some of them (the ones she found interesting) should have been longer but use a different format: have more hands-on things to do

thinks they should have been shorter

also thought the talks were long and she would have liked to spend more time drawing and being more practical

15. What did you like most about the programme?

the things he liked the most were not related to the subject of the course but he said that he did enjoy the drawing and practical aspects of the course as these gave them experience and enabled them to do their own thing

I: what other things did you like that don't relate to the course?

meeting and interacting with other people

agrees and thinks the best thing was meeting people (students) from different boroughs and get to know them.

also liked the people and when they were given time to go off and do their own drawings; during the drawings activities they also have more time to interact with people which she liked

ALL: agree with both points

however meeting so many people was nerve-racking at the beginning but once she met them and started talking to them it was fine
she didn't apply for the course herself, her teacher did and when she first saw the description of the course she didn't think it'd be interesting because she doesn't do textiles but when she came and met the other people (students and teachers) it made it more interesting; that was the main thing for her. So even when they were attending `boring sessions the people around us made them more interesting `cause it was, you could interact with them' (students and teachers)
thinks it was good to get to know the other students through other students they already knew

16. What did you like least about the programme?

All: the length of the taught sessions
as well as getting some feedback
the people were good but the course was boring but the people was what made the course interesting

Relating to their question 17 - Please rate how comfortable you were on the course on a scale of 1 to 5?

If score 3 or under ask what could be improved, if score 4 or 5 what did they like most?

All scores 4 & 5

The people

agrees; the ice-breaker activity was good as it gave them the chance to meet some of the other students before starting the course and even though not everybody came on the Wed it still made it a lot easier. Also you could bring a friend or a family member which meant that even if you didn't get on with the other people you have somebody to go back to

ALL: agree

didn't go to the ice-breaker activity but when the course started she still found it easy to talk to everybody and get to know them

agrees; `when you were like comfortable with the people you were comfortable with the course as well'

she was really nervous when the course started but when she started talking to people she was fine ` it make the course even m ore comfortable'.

18. Did the course enable you to get to know other students? How?

I: apart from the Wed and the ice-breaker activity, how did the course enabled you to get to know other students?

when the course started they split into 2 groups and the week after they were split again but they were with different people so they got to meet other people

at least 2 people knew each other so you could at least talk to them and through them you got to know other people

yeah, you started with the person you already knew and then you started meeting more people

agree

**21. i) Did you learn anything about careers in museums? What in particular? ii)
Do you have any interest in working in museums?**

21. i.

the talks were organised so that the speaker said how she/he came in the Museum, how long they were here; they told us their life story. They all had a lot of different careers before coming to the Museum and had done a lot of studies they talked about their jobs. It was interesting to find out how they got into it. For example, the first lady who talked to them didn't want to work in museums agrees; it gave you an idea of what you need to do or why to work in museums, if you're interested liked to hear about the different ways different people got into it; they all followed different routes; not always through going to the university and having a degree. They also had different jobs before and you could see the different things you could do after you leave university and that was interesting to know. agrees with all of the above

21 ii.

she already had an interest into photography so this course just reinforced it but she wouldn't like to work in a museum she'd rather being active, becoming a photographer. Perhaps this course would have been better for those interested in doing history of art.

the course showed him what he didn't want to do which is working in museums. Though museums are quite places where people don't interact with other people but with objects; every body is in their `own little world'.

also thought that they `don't do much in the way of art'; they just give talks and look after other people's art

also agrees that they mainly interact with objects and not with other people `they look at art and don't do it'

agrees

They all seemed to prefer to work as artists and they were put off by the fact that there -- isn't any social interaction among museum people

V&A College Evaluation Pilot Module (textiles) - significant findings

'It was like everyone was going to be magnificent artists and you were going to be the worse person... you feel they might be eccentric, arty fatty people, but everyone is just normal' (student)

Subject content

Two-thirds of the students were very interested in the subject of textiles. However, only half felt that on the course they had really developed their knowledge of the social and historical context. Two of the three teachers interviewed felt that their students had developed their knowledge of this area ('*yes, evidence is that they are going to use it in the next unit of A level*); the other said that their students were '*not really interested in taking it any further*'.

Many students felt that what had really helped them learn about the social and historical context of textiles were the talks (learning more in-depth information about the objects as well as note taking) and the labels on the objects. The teachers thought that the opportunities to research and analyse as well as meet other people helped their students in this area.

Students felt that the course did not relate as much to their schoolwork as it might have (ten out of sixteen students rated this three and under on a scale of 10 to 5⊙). Those that did see beneficial links linked the work that they had done at the V&A College to a project they were currently doing or would soon be doing at school (e.g. '*can base a project on a textile I studied; I'm doing a project for textiles at school*'). Two teachers however felt that the course was very relevant to their student's schoolwork, (reasons being that the V&A was a '*fantastic resource*' and '*it developed their confidence*'), while the other teacher was much less positive because her students were '*both looking at more modern artists*'.

Students however did feel that they had learnt new skills, which were mainly intellectual – the acquiring of new knowledge as well as improving their analytical skills. Many felt that they could transfer these new skills to their schoolwork '*eyes better notes will give me higher grades; yes – gives me inspiration to try new ideas and therefore to widen my portfolio*'). Two teachers felt that their students had learnt communication, research and presentation skills as well as how to analyse, and had transferred these skills to their schoolwork. One teacher did not feel that their students had acquired any new skills.

Activities

The most popular activities with the students were drawing in the galleries, the ice-breaker activity, the gallery talk on Chinese woven textiles ('*you could see her love for the tapestries and it showed in what she was saying*') and the word games/vocabulary. The least popular activities were the note taking in the galleries (although many students felt that this is what had really helped them learn about the social and historical context of textiles!) and the introduction to the British Galleries study rooms, although many of the students subsequently made use of this resource. Many students wanted more practical activities.

The students were split in how happy they were with their mini personal study. Many felt that they had had a lot of help in preparing it, but some were not satisfied with the choice of topics available to them, their own level of work and the time they had to do it. The presentation proved very difficult for a number of students who were very nervous. Again, students were split in how happy they were with their portfolio, some feeling that it did not contain enough drawings and were not as extensive as hoped mainly due to lack of time. The majority of students were very happy with the research facilities.

Teaching

The majority of students were very positive about the 'learning environment (but stools for lectures in the gallery would be very welcome!)', the teaching and the amount of support they

received. Suggested improvements included the staff providing more feedback on how students can improve their work and more time for practical work.

Structure

Students were split on how happy they were with the length of the sessions. Many felt that they were too long and wanted more time for practical activities; others felt that a mixture of shorter and longer sessions would be good. The majority of students felt that the time needed to complete the activities was enough.

The students varied in what they most liked about the programme, some mentioned something specific (*'the Devonshire Hunt talk; 'my personal study'*), others were more general (*'a bit of everything, it was varied', 'Piked the different activities'*). Many students did not like doing the presentation and felt that the length of the talks was too long..

Group dynamics

Fifteen out of sixteen students were very comfortable on the course and were able to make friends and get to know other students quickly, due in part they felt to the Ic(breaker activity and the fact that they were split up from the student they came with from the : start. Two-thirds of students were very motivated by the course.

Meeting of expectations

Expectations of the V&A College varied amongst the students. For those that felt their main expectation was not satisfactorily met (seven out of sixteen students) this was mainly due to expectations of practical work. Nine students felt their main expectation was satisfactorily met (*'to gain knowledge and understanding; 'to widen my analytical skills on art work'*). Two teachers felt their main expectation for their students was met (*'more of an insight into what it's like past A level; 'to encourage them to think about higher education in a and design'*). One teacher expected her students to *'come away with an experience of some, kind of making and history behind what they are doing and to feed into their personal study'*. Her expectations were not realised as both her students were not very positive about what they had achieved from the course (*'too much based on history, more hands on was wanted'*).

Other

One main outcome of the course was that the students felt that they had felt a lot about careers in museums (but not necessarily that they wanted to work in them). Some were positive about what museums could offer (e.g. *'it's given me an idea of some of the jobs I didn't know about and opened up my eyes about different things in museums)*, others less so (e.g. *'museums are quiet places where people don't interact with other people. but with objects'*).

Thirteen out of sixteen students rated enjoyment of the course four and five on a scale of 1 to 5.

'You've got to be able to be independent when you're at college, do your own research and spend hours sitting in galleries, analysing art work – we got the chance to 'o this on this course – it made you feel you were at college or university. ' (student)

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November 2004