The affective impacts of history trips on state school history students from Key Stages 3 to 5

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Abstract

This study investigates impacts of secondary school history trips on students, as well as barriers that teachers and other education providers face when planning and taking such trips. There is a practical disparity between the acknowledgement of the benefits of educational trips, and the enabling of schools to provide such experiences. This study particularly focuses on the use of Generic Learning Outcomes (MLA, 2007) to measure student and teacher experience of trips. This enables the data to focus not on academic impact, but to analyse the affective impacts on students, to interrogate the holistic worth of secondary school history trips.

Fourteen teachers, 237 students, and sixteen museum educators were interviewed and surveyed about their views and experiences of school history trips. All questions are based around the Generic Learning Outcomes and analysed using the principles underpinning them: that learning experiences are both academic and affective. A mixed method use of thematic analysis, alongside the theoretical framework of the contexts of text production, influence and practice are used to analyse the data collected.

This study shows that there are indeed affective impacts and benefits to both teachers and students taking part in secondary school history trips. These include long term impacts such as influencing later studies or a love of travel, as well as building social and emotional intelligence through the experiences that the students and teachers partook in. The study also identifies the barriers that teachers and visitor-sites face when attempting to enable such trips, namely time and money. Recommendations are given as to how schools, museums, sites, and the government can move forward in the future to maximise the potential of school trips in a more consistent way.

Contents

FACULTY OF SOCIAL SCIENCES 248

Acknowledgements

Chapter 1: Introduction

1.1 Chapter summary

This chapter presents the main justifications for this research, highlighting both the personal and the professional reasons behind it taking place. It goes on to outline what the research investigates, presenting exactly what it is and is *not* about, as well as explaining all key terms and definitions that are specifically relevant to this study. It also provides a history of school trips within England in order to give a basis to this, more focused research. Finally, the basic structure is outlined, showing how each chapter contributes to the whole.

1.2 Thesis outline

This study explores the tentative hypothesis that the affective impacts of secondary school history trips are just as valid as academic ones, for both the teachers and students involved. For example, while visiting a World War One trench can aid academic understanding of the way soldiers fought, such an experience can also resonate in terms of how many deaths resulted from this type of warfare, and the emotional impacts this had on soldiers. The study also examines the apparent paradox that despite many positive claims made for taking pupils on school visits, many schools make only limited use of such opportunities. Some of the reasons for this include the problems of money and time to enable them to take place. There is a disparity between the positive evidence of the impact of trips (MLA, 2007; Snelson, 2011), and the practical uptake of such trips (Lonie, Lo *et al.* 2019). The same can be said for the importance of affective versus academic impacts (DeWitt & Storksdieck, 2008). This study explores, through the use of the collected data, the fact that there are many practical reasons for these disparities and puts forward suggestions of how to overcome these issues. The personal incentive for this project is laid out below in a separate section and is what has driven the need for this research.

There are always buzz words and phrases surrounding education, and one of the most recent is the desire for a broad and balanced curriculum. Ofsted have recently begun to put the curriculum at the centre of their inspections (Ofsted, 2019), with the term itself coming directly from the National Curriculum for England, 2014, where the document clearly explains:

> Every state-funded school must offer a curriculum which is balanced and broadly based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. (DfE, 2014).

This term suggests the need to give secondary school students the choice and experience within their curriculum to be provided with subjects and opportunities that they control, choose and engage with.

For many schools this is sold as a choice of subjects that include both science and arts-based opportunities, across a range of learning experiences. Most academy school websites include the idea of 'broad and balanced' in their taglines[1]. In reality, there are many barriers to this being the case. Many of the problems stem from time and financial constraints to do with funding for schools. All schools are constrained by the number of specialised teachers, and the uptake of certain subjects, and is particularly the case at A Level, where the financial considerations are central to choice. For example, in my current school, where there are less than eight students signed up to a subject, the subject is deemed as non-viable (although this is not advertised publicly). Therefore, the 'broad and balanced curriculum' is down to individual school funding and staffing. This also highlights a disparity between the subject-based curriculum that is expected from schools, and the experiential offers schools can provide. This research explores the opportunities available alongside the subject-based provisions, looking into the fact that experiences such as school trips can help to enhance and provide a broad and balanced offer within their curriculums.

The National Curriculum goes on to explain that the reasoning behind having such a broad and balanced curriculum is so that schools can ensure students become good human beings:

> The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. (DfE, 2014).

This is a huge ask of schools and teachers: to provide not only a broad and balanced curriculum in terms of subject knowledge and exam technique as well as ensure that students are decent, 'educated citizens'. However, it is possible if schools can afford to offer all that such a curriculum asks of them. This research argues that if school history trips were given the recognition they deserve in terms of providing a broad and balanced curriculum, as well as an insight into how human creativity and achievement have changed over time, then this requirement from the government could be fulfilled.

There are many school prospectuses and websites[2] that advertise the varied opportunities that extra-curricular activities can provide to add to this broad and balanced curriculum. In reality again, there are so many barriers to these opportunities taking place, that they do not always happen, and when they do, are down to individual teacher determination that is not always embedded in the school ethos. In this way, school trips can be seen as an 'added extra' rather than part of the curriculum. This thesis

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[1] These include all Inspiration Trust schools, as well as the Harris Academy schools: two huge institutions that cover 62 schools between them. (inspirationtrust.org, no date)

[2] As previous footnote

argues that if the full benefits of school trips were made more readily available, then they could become more fully integrated into schools and be more likely to add to a broad curriculum from the bottom up, rather than as something a school can boast about as something extra that they do. The reason this project focuses on secondary school history trips is that this is where my own knowledge lies already. Being a secondary history teacher who takes many trips, I am aware that this provides both positives and negatives in terms of my research identity, particularly due to my own bias about the positive impact of trips (explored further in Chapter 4). However, bearing my own prejudices in mind, the boundaries of this research are driven by my own knowledge and experience, therefore explaining the limits of this study.

The theoretical framework that this thesis follows is based on Philip's previous work (Phillips, 1998) looking into the disparities between the aims, values and purposes laid out in the original National Curriculum of 1989, and the practical outcomes within schools. This is explained in more detail in Chapter 4, but this study also follows the influence of three contexts: those of influence, text production and practice around the issue of secondary school history trips. In this case, influence is taken to mean any influences on teachers who take trips, from government guidance to more experienced teachers. Text production refers to any texts that have been produced that enable teachers to take trips, again from government guidance to exam specifications. The context of practice is exactly that: what happens on the ground when history trips take place. It argues that there is a significant gap between the context of influence and that of practice, that could be filled with clearer and more accessible text production. The data collected and presented here highlights the positive impact that history trips have on students and teachers, as well as the lack of text production to promote and make accessible such documents to the teachers and education providers tasked with planning and executing such trips.

This echoes another paper written by Ball that interrogates the phenomenon of performativity within schools (Ball, 2003). Ball claims that there has been a huge shift in the culture within public sector working towards one where performance is more highly regarded than the professional and more personal approach of the people within it. For teachers specifically, this has meant that 'we are unsure what aspects of work are values and how to prioritise efforts' (Ball, 2003, p.220) due to the constantly changing ways that performance is measured. This research agrees that the changing landscape of education has meant that teachers are expected to do more and more. As can be seen from my own research, there is a lack of text production in place to allow teachers to have the confidence to take more trips. If there were clearer guidelines, more financial or time incentives, or even praise available to those teachers willing and able to take trips, maybe teacher confidence in their work would grow and allow more to happen. As Ball says,

The other problem for teachers like this, working within a performative culture, is that their sphere of activity is unlikely to attract investment from performance managers ... an organisation will only spend money where measurable returns are likely to be achieved ... performance management is most likely to encourage a search for tactical improvements which result in short-term improvements.' (Ball, 2003, p.223)

This sentiment can clearly be seen in the research laid out in this thesis, where trips out of school usually must prove an academic worth to be viable. The more personal, affective outcomes are difficult to measure, so time and money are not always spent on them, resulting in trips being seen as an added extra, rather than an integrated part of school ethos or curriculum. There are always exceptions, and policies such as the Pupil Premium funding remit do acknowledge that there is money available for such experiences to happen (Gov.uk, 2019).

This duality within a performative culture has been cited as a problem for the whole of education, where it is seen as almost impossible to be both creative and performative. As Craft and Jeffrey explain:

An impossible tension is said to exist in which teachers in England are encouraged on the one hand, to innovate, take risks and foster creativity, and on the other, are subject to heavy duty school accountability. (Craft & Jeffrey, 2008, p. 579)

This tension can be seen time and again in schools (in mine and colleagues' experiences), where teachers have to be everything to everyone, and it can lead to them becoming static for fear of failure. Again, this thesis examines how affective measures can be used to show solid, beneficial, outcomes that could be used as evidence to bring trips within the remit of schools rather than as an extra activity if there is time and willing. If there were clear instructions that allowed affective outcomes to be part of the product of education, then perhaps they would be taken more seriously, and would be one way to relieve the tension caused by performativity.

A central aspect of this research is the use of Generic Learning Outcomes to help analyse the data collected. Generic Learning Outcomes were developed by the cultural sector in 2003 (LIRP, 2001-2004), to evaluate how visitors engaged with museums and sites that they had visited. As explained in more detail in Chapter 2, I was intrigued to come across these outcomes when at a museums conference, as I had not heard of them in an educational setting before. However, their five evaluative strands seemed to me to fit very well with how as teachers we should be trying to bring together academic and affective teaching and learning, certainly on school trips, if not also within the classroom. The focus of the Generic Learning Outcomes is holistic in nature, as can be seen in the

visual below. For this thesis, it is particularly interesting to see how all five areas can be seen within history teaching, and especially whilst on history trips. This is due to the nature of history itself, where often academic knowledge goes hand in hand with empathetic learning. If Generic Learning Outcomes could be used as a way to measure the whole student rather than just academic results, the future could include both accountability and creativity.
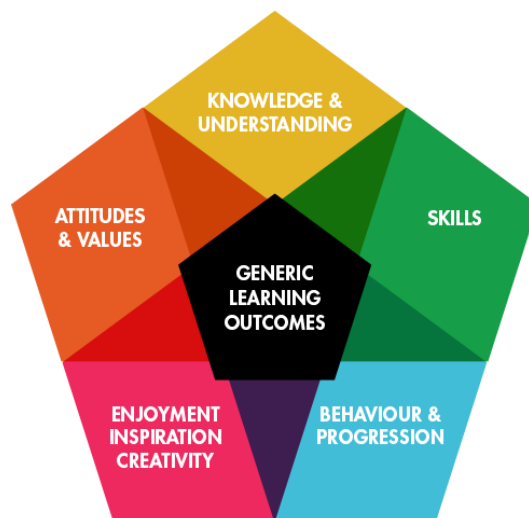
Figure 1: Generic Learning Outcomes, (arts council, no date)

1.3 Research questions outlined

To bring the many strands of this research together, this study focuses on three key areas. These are outlined below.

- What are the affective impacts of school history trips on secondary school students?

This study will be basing these questions around the five key areas addressed by the Generic Learning Outcomes (LIRP, 2001-2004), as well as any other affective impacts that come to light through the surveys and questionnaires analysed during this research process. The few studies that have already taken place looking into the impact of school history trips have been academically focused, whereas this will examine the affective impacts that relate specifically to emotions, feelings, and attitudes.

- What are the barriers to teachers taking trips?

This study investigates what the barriers are to taking trips, and what can be done in the future to negate such barriers.

- How can the above information help to inform teachers, senior leadership and government policy on the role of trips for students?

The combined answers showing the affective impacts, as well as the barriers to more trips taking place enable this research to show where things are now in terms of history trips taking place, their meaning, impact and feasibility. The aim of this is to bring together the positives of taking trips, and to illuminate a way ahead to keep them happening. This study also makes the case for trips being positive and necessary experiences and therefore to raise their profile with teachers, senior leadership, and even within government policy.

1.4 What is this research not about?

It is just as important to acknowledge what this research is *not* about. This is mainly due to the nature of the enquiry: examining anything to do with schools can include many different aspects from socio-economic backgrounds, to academic achievements and a myriad of other factors in between. In order to give this research clear boundaries and allow it to be manageable, below are the issues it does not address.

- The differences between different types of schools and their experiences of taking school trips.

During this research, state schools are focused on in terms of surveying students. To try and triangulate the differences between fee-paying and non-fee-paying schools would have taken away from the main focus. One teacher interviewed was employed at an independent school, but has worked in state schools too, and another went to an independent school himself. Although their interview analysis is included, it is clear where their data is compared to state schoolteachers. Just from these two interviews it is clear that there is a huge difference in the experiences afforded (sometimes quite literally) to independent school students. This is down to many reasons, including the difficulties of being unable to de-tangle the advantages afforded to independent school students both academically and financially.

- Looking into the academic impact of school trips on students.

As explained above, this study focuses on the alternative, affective impacts on students, rather than just the academic. There has been some (limited) research into the academic impacts, most specifically one in the East of England by Watson, Dodd and Jones (2007). Their study showed clearly that there was a positive academic impact on some of the students who participate in school history trips. Although there will inevitably be academic impacts, this is not the place for looking solely at them. Therefore, this

research concentrates on the *affective* impacts on students from having experiences outside of the classroom. As will be seen, these impacts are also very positive and, in some cases, lasted long into the future of the young people who participated in them.

- Investigating the impact of school trips on wellbeing

There has been a reasonable amount of research into this area already, at least from the museum education sector, including the 2015 report on the *wellbeing of school trips* by Fujiwara and MacKerron (ACE, 2015). This research in particular points towards children and adults gaining positive wellbeing from visiting museums and having different learning experiences. The report summarizes that 'all forms of cultural engagement and all art forms are significantly associated with happiness and relaxation' (Fujiwara and MacKerron, 2015, p.19). This has also been linked into a socio-economic background issue:

> children born into low-income families with low educational qualifications are 'the least likely to: be employed and succeed in the cultural and creative industries; engage in and appreciate the arts, culture and heritage in the curriculum; experience culture as part of their home education; and have parents who value and identify with publicly funded arts and heritage. (The Warwick Report, p. 15).

There is a huge seam of material that needs to be investigated in order to link affective impacts with socio-economic backgrounds, but it would be impracticable to include this within just one thesis, and again is an option for future research.

- The inequalities between students who go on trips and those who do not.

As a self-confessed socialist, inclusivity is something that I have always struggled with as a teacher. Having worked in schools with extremes of socio-economic backgrounds, my own experience has shown the huge differences between the opportunities different students have depending on their circumstances. In fact, I have gone so far before as to plan entire trips personally (including booking individual plane tickets and leading tours in places I had not been before) to try and keep costs as low as possible. However, again, the scope of this study needed to be kept manageable, and therefore this is not something that will be discussed in any detail.

1.5 General key terms and meanings

Below is a list of the key terms that are used throughout this thesis. It is necessary to outline exactly their meaning to understand the remit of this project in more detail. For example, Secondary schools today can be defined as many different types of institutions.

Secondary schools:

Any state school that teaches history from Key Stage 3 through to Key Stage 5. There are so many different types of schools, that this research will include all non-fee-paying secondary institutions. This includes free schools, comprehensive schools and any academy or trust-run schools. It does not include independent schools due to the huge variations in curriculums and the fact that the socio-economic background of the students means that their experiences of trips will be very different to those in non-independent schools. If there was time for this, it would be a very interesting added extra to this study but is one that will not be addressed here.

School trips:

Any experience that takes place outside of the 'history classroom'. This includes day trips, overnight trips, trips abroad, or simply a walk around an historic area.

History trips:

It must be clear that history trips are being examined in particular. This becomes somewhat difficult when analysing some of the literature surrounding this thesis. There are some points where the data and literature could be applied more generally to any secondary school trip. However, this is necessary in order to place the more specific data and literature surrounding history trips into context. History trips therefore are any trip that is taken by a history department within a state secondary school that directly relates to the subject specifics that are being taught. As can be seen through the data collected below, history trips can be knowledge rich but can also provoke different emotions to those of other subjects (such as English or Maths) due to the nature of the subject of history. For example, when visiting an ex-concentration camp, there are facts to be discovered about how they were run, as well as more affective impacts of being in a place where thousands of people have been killed.

Museum education:

Education that happens within museums or sites that are not school classrooms, where there are professional educators who can provide help or learning as well as, or instead of, that of the teacher.

Generic Learning Outcomes:

Generic Learning Outcomes were created through the Learning Impact Research Project (LIRP) 2001-2004, which the Museum, Libraries and Archives Council (MLA, 2007), the then strategic body for the sector in England, commissioned for the Research Centre for Museums and Galleries (RCMG). Devised in response to the need to define, capture and measure learning in museums,

libraries and archives, the Generic Learning Outcomes provide a system, or conceptual framework, to capture the learning outcomes that result for users (Graham, 2013).

Outside Learning and Outdoor Learning:

Both outside and outdoor learning have been used in the literature to mean the same thing but can refer to slightly different meanings. Outside learning in this project refers to any sort of educational, learning activity that happens outside of the classroom: mainly planned trips, or visits to specific sites. Outdoor learning refers to learning about being outdoors rather than just being outside the classroom ((OEAP, 2020). Therefore, outdoor learning is more about students undergoing activities within the outdoor world, from forest schools to water skills and learning about nature. It is a fine line between the two but is an important distinction to make.

Affective impacts:

As defined by the American Psychological Association:

> any experience of feeling or emotion, ranging from suffering to elation, from the simplest to the most complex sensations of feeling, and from the most normal to the most pathological emotional reactions. Often described in terms of positive affect or negative affect, both mood and emotion are considered affective states. Along with cognition and conation, affect is one of the three traditionally identified components of the mind. (APA, 2020)

Creativity:

As defined by the Durham Commission on Creativity and Education (2019): 'the capacity to imagine, conceive, express, or make something that was not there before.'

CLOtC – Council for Learning Outside the Classroom

DFES – Department for Education and Schools

ACE – Arts Council England

1.6 Context of cultural and historical learning

As part of this research, it is necessary to contextualise historical learning within the current understanding of what constitutes good historical learning. Having a *cultural* understanding of events and histories is part of (both inside and outside of the) classroom history teaching. Therefore, the two terms need to be addressed, if not investigated as part of this research. Bourdieu defined cultural capital in broad terms, as a familiarity with the legitimate culture within a society (Bourdieu, 1984), and explained that it was this ideal that enabled young people to better themselves in society.

Although there are many class-related arguments to the idea of cultural capital, and whether the education system simply perpetuates certain class agendas, it has become a term that is used within education to highlight the importance of culture within society generally. This ideal can be seen clearly in education today, where Ofsted have embedded this criterion into a 2019 pronouncement on their inspection criteria:

> *As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum:*

> *'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'* (DfE, 2019).

In terms of this research, the idea of cultural capital is key to the understanding of one of the reasons why school history trips happen. It is not just because it helps students to learn their topic for the exam but is part of a larger need to enable students to access this cultural capital that Ofsted deem important to becoming a decent human being. Most history teachers in this study agree that school trips are an important part of students accessing a knowledge and understanding of the past that cannot necessarily come through classroom teaching alone (chapter 5).

Ofsted's adoption of the term cultural capital is not the latest manifestation of the idea. Bourdieu's original work in 1984 is still referenced today by the Cultural Learning Alliance, an organisation that champions the rights of all children to access art and culture (CLA, no date). The original work also influenced ex-education secretary Michael Gove when he laid out the new plans for the national curriculum in their last change that came into being in 2014 (DfE, 2013). Gove changed the focus of the history curriculum from a more skills-based subject, to one where evidence and facts play a larger role, focusing in on British history. This was explained in his speech to the Social Market Foundation in 2013, where he explained that the 'acquisition of knowledge' and 'accumulation of cultural capital' was what underpinned 'intellectual enlightenment' (Gove, 2013). American educationalist E.D. Hirsch previously championed the approach of 'cultural literacy' and 'core knowledge' in 1988, when he advocated American students needing to have a certain pre-decided set of knowledge to access education 'properly' (Hirsch, 1988). Again, Hirsch's influence can be seen in Gove's overhaul of the national curriculum. It can also be seen in some academy-led curriculum thinking, where cultural capital and evidence-based learning is key to enable their students to learn what is deemed to be the 'correct knowledge' to help them succeed in life (Inspiration Trust, no date).

Without descending into a critique of the different nuances behind the term 'cultural capital', it is relevant to acknowledge it as an established criteria of education (according to Ofsted, 2019). Therefore, it is pertinent to relate it to the current research: school history is part of the process that gives students cultural capital by learning about the culture they have come from. Therefore, school history trips can only help to enable students to further their cultural capital by visiting sites that have had an impact on the shaping of history, whether in Britain or abroad. In fact, much of the evidence in chapters 5 – 7 discuss how school history trips have enabled both students and teachers to access their own and others' cultures not just through the history they have learned, but from being in the environment, whether through trying different foods or meeting people from other cultures.

It is important to establish this research within current thinking surrounding the teaching of history and how this relates to the research questions. The teaching of history alone has many debates surrounding how best to teach it, which can be seen purely through the many changes to the curriculum over the past twenty years. This thesis is not investigating the usefulness or point of teaching history, but it is important to understand that it is a much-debated topic. As summarised in Haydn et al (2015), there are a myriad of reasons behind the teaching of history at secondary level. These have changed over the years, as has the focus of the National Curriculum, with successive changes of government. The original history curriculum had nine purposes including:

To help understand the present in the context of the past

To arouse interest in the past

To help give students a sense of identity

To help give pupils an understanding of their own cultural roots…

To contribute to the pupils' knowledge and understanding…

To train the mind by means of disciplined study

To introduce pupils to the distinctive methodology of historians

To enrich other areas of the curriculum

To prepare students for adult life

(DES, 1990, Haydn et al, 2015, p. 23).

The above principles can be seen to still hold true when looking at what and how history is taught in secondary schools today. However, the National Curriculum has had several overhauls, with the most recent changes being in 2014 when Michael Gove oversaw the changes in history (DfE, 2013).

Bringing the above principles together with the term 'cultural capital', despite the many changes in how prescriptive the curriculum is in terms of topics, it seems that the original nine objectives are still present. This translates into school history trips, where all the above come together in terms of impacts on students, which are not just academic, but affective, and have led to both students and teachers claiming a new understanding of past events as well as their own lives (Chapters 5-7).

Multi-perspectivity is a term used to describe how history teaching needs to change as time goes on, to ensure that students are not just aware of different cultures and times and places, but to both become a better historian, and a better and more rounded human being, they need to take into account even more aspects of life. Stradling explains that it is important to have, 'first, a willingness to accept that there are other possible ways of viewing the world than one's own and that these may be equally valid and equally partial; and second, a willingness to put oneself in someone else's shoes and try and see the world as they see it, that is, to exercise empathy' (Stradling, 2003). This is also a term that sums up the need for history trips to continue to take place, to allow an emergence of multi-perspectivity to happen. It also combines beautifully the (already in place) way that history combines academic knowledge with affective learning in students: if a trip can help them to have a greater multi-perspective-attitude, then this will be of great impact. This again links to the idea of both cultural capital and the way history teaching happens if it is to culminate in the original ideas behind the national curriculum for history.

1.7 **A summary of changes in school history trips to museums in England**

The background of school trips in England is difficult to explain comprehensively. There are many reasons for this. To begin with, every school has its own policies on taking trips, there being no set national standard for them. This means that there is no national database that has recorded who has taken trips, where they were to, or when they were taken. There are also so many types of history trips to a variety of sites, that to contact the sites or schools individually is a near impossible task. Even if this thesis were just to look at museums as destinations for trips, further problems include the fact that although there seems to be a national love of museums generally (Hayward, 2014), and a relatively large amount of literature on museum visits, as well as the positive impacts of museums on people generally (Carlson, 2020), there is still a lack of data on such institutions historically. The study of museums and museology is also popular: the establishment of the Museums Studies department at the University of Leicester in 1966 shows the call for such a move, even so long ago. Despite this, there is less literature about educational trips more generally, rather than studies on the impacts of and usefulness of museums. There is clearly a gap in the research for this type of history, to show the progression (or not) of school trips from when they started. This research therefore looks at the origins

of museum visits within England to try and understand the background behind school visits as a means of educating pupils outside the classroom.

In terms of teacher training, it was as early as 1880 that stories were encouraged as a good way of teaching history (Colledge, 1983). It is not clear exactly which stories were used or where they were from, but the trainees were encouraged to use novels and local history to help students to understand the subject in more depth. In 1895, the Maria Grey College Magazine (Maria Grey collections) explained the use of objects from museums brought into schools to help students to improve their skills in the handling and use of artefacts and documents. The Maria Grey College was the first teacher training college for women. Although their own magazine criticised the use of such techniques for detracting from using original written documents to analyse history, it shows that using museums and other institutions such as art galleries has been a teaching and learning technique for over 100 years.

The current working definition of museum by the International Council of Museums (2007) is:

> … a non-profit, permanent institution in the service of society and its development, open to the public, which acquires, conserves, researches, communicates and exhibits the tangible and intangible heritage of humanity and its environment for the purposes of education, study and enjoyment. (ICOM, 2007)

Although this definition includes the education of the public, this aspect of a museum's role was not nationally agreed upon until 1946. This change in purpose can be seen even within the history of museums in England. The Ashmolean was the 'first'[3] museum in the UK, founded in 1683 as a collection of interesting pieces gifted by Elias Ashmole to Oxford University (Ashmolean, 2019). There had been many such private collections both in the UK and Europe, and they were seen as something interesting and accessible by the elite, rather than as a public educational service (Lewis 1992). By 1881, there were 211 'museums' in the UK (BAAS, 1888). It took until the 20th century for museums to play a much larger part in the whole of the UK rather than just in the capital city of London, or the industrial capitals like Manchester. To bring the statistics up to date, in 2017, there were 2,600 museums in England alone (Mendoza, 2017). This shows the huge importance of museums and their potential impact on people who use them; it could be argued that everyone who uses them will have experienced some sort of learning or affective impact. It shows a history of museum-use in terms of an increase in educational value, whether of the masses, or of individuals.

Linking this history of museums to this thesis in terms of using them within the history of education, the Museums Act of 1845 was part of the overhaul of British legislature surrounding the influence of

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[3] There were many cabinets of curiosities around before this point, but this was the first official public museum in the way we see museums today

'the people', and was meant to encourage the public to take an interest in art. It allowed local museums in towns of over 10,000 people to have access to a fund to set up their own museums. It coincided with the rush of the Industrial Revolution, the increasing literacy of the nation, and the desire of the elite to encourage people in industries and to prevent the 'vices of intoxication amongst the laboring classes' (Lewis, 1992). This was the first legislation that enabled smaller, non-private collections some funding to open their doors. It also denotes a meaningful reason behind these collections going public: to educate the masses. Again, there are no links with school trips (schools not even being compulsory until the Education Act of 1880, and only then for ages 5-10), but it does show a non-educational setting where people could learn about culture and the past.

One of the most famous public museums in England is the Victoria and Albert Museum which was initially built as a Museum of Manufactures in 1852, later renamed when Queen Victoria laid her foundation stone in 1899 (Victoria and Albert Museum, 2019). As the Victoria and Albert Museum website explains:

> *Henry Cole, the V&A's first Director, declared that the Museum should be a 'schoolroom for everyone'. Its mission was to improve the standards of British industry by educating designers, manufacturers and consumers in art and science. Acquiring and displaying the best examples of art and design contributed to this mission, but the 'schoolroom' itself was also intended to demonstrate exemplary design and decoration. (Victoria and Albert Museum, 2019)*

Again, this does not mention school groups specifically, but was seen as a 'schoolroom' nonetheless, and therefore is part of the history of visiting sites to discover more about specific ways of the world. Although this museum was built before schools were compulsory, the Victoria and Albert Museum now plays a leading role in educating young people from schools all over the world (Victoria and Albert Museum, 2019).

More locally to this research, the history is very interesting with the establishment of the Castle Museum in Norwich in 1894. By the First World War, its status as a place of education was made formal, when lessons had to take place after dark in the Castle Keep. It was one of the only places in the city where lights could not penetrate the thick walls and defy the light curfew everywhere else (Mantell, 2015). Not only did lessons take place there, but the exhibitions were also used as an educational tool. By 1921, the city education committee appointed a 'demonstrator' and every senior student from the city's schools had to visit the castle once a week for a year to learn about natural science. This was one of the first formal educational programmes in the UK within a museum (Mantell, 2015). The educational aspect of the museum grew in strength, and the 1964 Development Report stated 'It is felt that the appointment of a Museums Education Officer is essential if the unique and valuable treasures of the Norwich Museums are to be properly appreciated by the many thousands of school children who already visit the museum' (Moody, 2015) Today, it is still receiving thousands

of school visitors a year and has a strong team of education officers that provide a variety of activities for many subjects across the curriculum (Norwich Castle, 2020).

There have been many reasons cited as to why museums were opened to the public, from educating the masses in taste and art, to the elite trying to control the masses. Whichever argument is closest to the truth, it was the beginning of a type of public learning and education outside a formal classroom setting. In terms of setting the context for this research, the history of education outside the classroom has a long and varied background within England generally, and within Norfolk specifically.

1.8 Personal justification for this research

What follows is the explanation of why this research is so important to me, and how this relates to the overarching need for this research to have taken place. While it is clear that I am passionate in my support for trips, and that I already have the view that they are important, I also acknowledge my role as a researcher investigating a subject that is so close to my heart. Chapter 4 has a detailed analysis of my own research identity that explains my understanding of any prejudices I have towards the whole research subject, and how I have attempted to negate this.

I have always found enjoyment from taking students on school trips. During the eighteen years of my teaching career, I have taken students from Key Stage 3 to 5 on nearly 50 school trips. They have varied greatly from an afternoon walk to the local cinema to watch *Sophie Scholl: The Final Days* (2005), in order to show my students how the Nazis treated their enemies, to full weeks in Italy studying Roman society through examining historical sites such as Pompeii and Herculaneum. The benefits I have seen are huge, from students gaining confidence in themselves as young people, to an increased understanding and enjoyment of the subject. This research explores how the positive impact on students taking part in school trips can be measured and the ways in which trips might become a more integral part of secondary history departments generally. When I met two ex-students six years after teaching them, they were really keen to tell me about their lives: they had both continued studying history to undergraduate and then postgraduate level, and one of them was about to start training as a history teacher. I taught them for their GCSE history courses, and they were part of a cohort who I took several trips with. One in particular really stuck with them both: a three-day trip to Berlin to learn about the Cold War. The young man about to start his PGCE secondary history course said it had hugely inspired him – he has since been back five times. These were such encouraging stories and were the first time I came face to face with the longer-term impact of school trips, and the contribution they can have to the direction of a career and a life.

I first became involved in Museum Learning in my second year of teaching, when working with Norwich's Dragonhall (a medieval merchants trading complex) to produce a teaching resource combining mathematics and history using the historic building to teach about the Early Modern period

to Key Stage 3 students. I knew from this point that my teaching career (and personal enjoyment of history) could be enhanced greatly by being involved in trips and projects that take students out of the classroom. It was great to see students understand how people in the past really lived and worked by learning within an historical building using techniques that have since been lost such as using measuring sticks to count with. In 2014, I took part in the Stronger Together Project, run by Langley Academy (The Langley Academy Trust) in Slough, the only school in the UK with its own Museum department. It set out to build relationships between ten national and local museums and ten schools in the South and Southeast. I was lucky enough to work with the Victoria and Albert Museum in London, to produce a student-led research project asking, 'What makes Art History?' The project culminated in a conference (now an annual event), where local and national museums came to hear the ongoing results, and to ask questions of us as participants in the project and how it had impacted us. The overriding issue that came out of this conference was the fact that the museums were struggling to engage secondary schools in taking trips. This was due to many factors, for example, how they could contact individual teachers rather than the school office, lack of money and time for schools to take trips, teachers not having enough time or energy to follow up on offers made by museums, and the fact that traditionally these museums spent more time working with primary rather than secondary schools.

This conference piqued my interest in the way that museums and secondary schools interact and made me want to question further the relationship between different education providers, and link this with my love of trips within schools. It highlighted that there are many local and national museums, and enthusiastic teachers, who really want to make connections, but are failing to do so on a regular basis. The data collected for this project confirms that these issues are real: teachers and museums want to do more but are held back by time and money. This research therefore also looks to the future in order to see what can be done to enable more departments to run successful and meaningful trips in the future to both museums and historic sites. As explained above, this research denotes 'history school trips' as being anything from a week-long residential to another country, a day trip to a museum, to a walk around an historical area near to the school itself. There are so many different trips that can take place, that here it is taken to mean any experience outside of the history classroom led by a teacher or educational specialist.

Darren Henley's *Review of Cultural Education* (2012) shows a passion for, and knowledge of, the cultural sector in England in general, and its importance in children's lives, and reflects my own opinions very clearly about the importance of engagement in cultural activities. In particular, it explains that if children are exposed to cultural activities at a young age, in a good way, they will continue such habits into adulthood with enthusiasm. Also, that developing a sense of cultural awareness, as well as helping to improve academic achievement and the economy of the country (Henley, 2012) actually makes for more rounded, happier and less isolated human beings. This is the key to my personal passion for this research; to show how such things as history trips can impact students in a positive way that is

not all about academic attainment, but that also gives so much more to a richer, more interested and interesting life. Henley says that such engagement in cultural education 'is also fun … and we should never be ashamed of that' (Henley, 2012, p.36). Learning is hard for many people and making history fun does not necessarily mean that it loses its rigour or meaning - sometimes it can encompass all of these things if only it was taught in a different way. This thesis explores whether my own enthusiasm for trips being a conduit for this way of learning has any credit.

One of the aspects promoted through this research is the use of Generic Learning Outcomes to get schools and the education sector to think in a more joined-up way in terms of impact. There have been several studies (for example, Watson, Dodd & Jones, 2007) that have proven that giving students an interest and enthusiasm for a subject necessarily leads to improved grades. But the aim here is to think more broadly about the impact of history trips (or indeed the study of history). I know many students I have personally taught over the years who have had a great love of history, as well as the culture surrounding a good knowledge of history, that did not always translate into great grades. In the majority of cases, this was due to difficulties these students had with writing, often due to specific special educational needs. History (and history trips in particular) can impact students in so many ways that cannot always be academically measured. This is certainly the case where students are taken out of their normal learning environment and receive a totally different experience to those that they are used to (Rickinson, Dillon, *et al.,* 2004 p.5). Therefore, to investigate the other ways students have been impacted is something that needs to be addressed.

There are many other reasons behind this project, all connected to both my love of teaching and of history. It can be very difficult to keep in sight the importance of both in a climate of huge political and educational change, without the added stresses of workload and working with young people every day. Having been involved in the teaching and mentoring of many teachers, Newly Qualified Teachers and Post Graduate Certificate of Education students, I am fully aware that taking trips is not always the priority for teachers: they take time, energy and resources. This seems even more true, perhaps, for teachers who have been in the profession for even longer; they are too tired, and, more specifically, feel ground down with the obstacles they face when trying to put on a trip on top of their everyday responsibilities (Allen, A; Benhenda, A *et al*., 2019). As a teacher myself, I have frequently come across obstacles to taking trips. These have been many: from issues around time and money, to the frankly ridiculous (for example, being told I was too young to lead a trip despite being a fully qualified teacher). This study highlights the obstacles faced by teachers in order to reach some conclusions about the usefulness of trips and how to overcome the issues and prejudices against them.

Since beginning this research, the world has changed more than we could possibly have imagined. Not only has there been a huge shift politically and educationally (please see Chapter 2), but there has also been the withdrawal of the UK from the European Union on 31st January, 2020 (gov.uk, no date). On

top of all of this upheaval has been the recent global pandemic of Covid19. Much of this has been written during the lockdowns of 2020 and 2021, and as well as giving me time to write, it has given the world pause to think about what comes next. In relation to this piece of research, it has thrown many questions open as to whether school trips will be able to happen again, and if so, in what format. Considering all schools have been shut at various times throughout Europe, and even exams were cancelled in the UK, it is important to consider what will happen with school trips generally in the future. Trips were cancelled for the academic year 2020/21, leaving many museums, sites and businesses that plan school trips in turmoil. In fact, recent figures show that 3000 jobs in outdoor education facilities have already been lost (Guardian, 2020). In an ideal world (whatever that may be at the moment), the pandemic will run its course, and things will return to 'normal'. However, it is pertinent to acknowledge that things may change permanently, and that school trips will no longer be in any way a priority, when students have missed so much schooling already, and there is a major catchup under way. Perhaps school trips could help with this catchup, allowing a different way of teaching and learning to happen in a time where things are shifting constantly.

In regards this last point, there is much to be done to ensure that even if trips can no longer take place, there needs to continue to be different experiences rather than just the 'classroom teaching' one within schools. To this effect, the recommendations chapter looks forward to other ways that this can continue to happen. There is already so much in schools that provides as holistic an education as possible, but there is room for 'virtual' trips to allow students access to new and different experiences (Bones, 2017). This research allows teachers and educators at all levels to see the importance of experiences other than traditional ones. This feels particularly important at this point in time, when the world is returning to a very different school landscape, where group work and sharing resources is no longer allowed. It is an unsettling time for all, but it does not mean that students cannot be provided with the best opportunities within a classroom context.

1.9 **Thesis Structure**

This project contains seven further chapters. Chapter 2 considers the context to the research questions in more detail, providing further information about several areas. It begins with the basic debates around school trips in recent years that have come from a mixture of schoolteachers, the government and the media. Following this is a brief history of the school trip in terms of museum visits in England. This was quite difficult due to the nature of data collection surrounding museums and sites until relatively recently, and because of the many different museums, outside learning spaces, and types of schools that there are now, and have been in the past. These many difficulties are explained in detail within the chapter. This chapter also examines the challenges around measuring 'affective impacts', and the differing ideas around this. It continues by looking at the secondary question of 'what barriers are there

to teachers taking trips?' The chapter ends with a brief outline of the geographical context of the schools used in this research, and how this may have impacted the outcomes.

Chapter 3 follows the outline of the previous chapter, but in relation to relevant literature. It looks initially at government papers and guidelines, followed by teacher led research into the impact of trips. It goes on to review work already undertaken by the museums sector on how to measure impact, and the barriers to teachers taking more trips. This chapter also includes a review of the use of Generic Learning Outcomes, which are used heavily in terms of measuring impact in this study.

Chapter 4 sets out the methodological and theoretical frameworks that this thesis has used in order to plan, execute and analyse the data. It explains in detail the choice to use a thematic, mixed method analysis to interrogate the surveys and interviews, as well as the rationale behind the use of such techniques in the data collection. This chapter analyses my own research identity in order to establish where my own prejudices lie in terms of this project. It explains the use of Generic Learning Outcomes in this process, as well as the theoretical frameworks' focus on three contexts: those of influence, text production, and practice.

Chapters 5, 6 and 7 include the empirical data, a detailed explanation of how the data collection actually went: the findings. This includes who the participants were, when the data was collected, how and why. It also endeavours to explain any difficulties along the way, as well as how they were dealt with and how this may have impacted on the overall research. It explains the practical 'nuts and bolts' of the data collection as it happened. It lays out the raw findings without any reference to the literature that surrounds this research. The chapters are split into findings from the different participants: the teachers, students and museum educators.

Chapter 8 is a detailed analysis of the findings, in terms of the research approach and methods. It also plants the data within the framework of the theoretical background and other peoples' literature. It takes the findings and applies all the previous research to it, to come up with some genuine, new analysis to answer the two overall research questions. It examines the raw data in terms of the theoretical framework, so even where there is (inevitable) overlap with the empirical data chapter, it is set within the three contexts of influence, text production and practice.

Chapter 9 is the concluding chapter. It looks at how the research went overall, with the final conclusions from the data that has been collected and analysed, showing how this thesis contributes to knowledge in this area. It will also look forward, laying out some recommendations for the future, particularly looking at how to maximise the potential for more successful and consistent school trips.

This chapter provides context to the current research by outlining the issues around taking school trips in the first place. Some facets of this issue are also addressed in Chapter 3. The current chapter also explains the statistics surrounding school trips in England. It goes on to explain how impact can be measured, and the way that this research addresses this issue. Finally, it explains the context of the schools and individual participants who were chosen to take part in this study.

2.1 **Debates surrounding school history trips**

In the interviews within this research, most participants appeared to have 'strong views', or at least 'an opinion' about school trips, ranging from how great they are, to them being a total waste of time and money. Very few respondents appeared to have a 'neutral', or no view about the worth or otherwise of school visits. This in itself suggests that school visits seem to be a contentious or contested issue. Compared to some aspects of the school curriculum, there appeared to be a comparative dearth of literature specifically about secondary history trips which is one of the reasons behind this research.

The argument that school trips benefit students comes not only from school trip tour companies (an inevitable claim from them), but also from government reports, as well as those from the cultural sector (for example, Ofsted, 2008; DfES, 2006; ACE, 2012). Henley's 2008 report has already been cited in the introduction as a clear indication of how school trips can help students develop as rounded and interesting humans, as well as aiding the economy of the country overall. Later reports such as the 'Assessment, Curriculum and qualifications – research priorities and questions' of 2014 (Department of Education) sought to improve participation in cultural activities when the new National Curriculum came into place. However, this report only mentions primary schools, and specifically music and sports: there is no specific mention of secondary schools or history trips. This highlights the confusing messages given out by the government over the past decade. On the one hand there are published reports that were commissioned by the government that explain how important school trips are, but on the other, there is little or no change in policy to implement them. Where there are recommendations, they are vague and do not cover all areas, for example when talking of music and sports hubs (DfE 2014), and there appear too few evaluation studies to see if these policy documents have led to any actual changes in practice.

Arts Council England have also commissioned many reports into the impact of educational visits as well as those of cultural activities on people generally. These reports are not aimed at school children, but at all people who visit cultural sites: again, highlighting gaps in knowledge when it comes to looking specifically at secondary history trips. However, ACE research has shown that there are many benefits afforded to people who visit museums and other cultural sites. Although made clear in

Chapter 1 that this research does not look into wellbeing as an impact, ACE have created many toolkits to measure the impact of cultural activities on wellbeing, and they have shown that simply participating in cultural activities or being at cultural sites has afforded the people involved increased wellbeing. These projects include the Happy Museum Project (Happy Museums, 2020) that was launched in 2011, which aims to keep wellbeing at the forefront of museum curation, showing just how important it is. Another example is the publication of the UCL Museum Wellbeing Measures Toolkit from 2013 that is still in use for anyone who would like to measure the wellbeing of visitors to museums. There is also the Mappiness App developed by George MacKerron: a project involved in measuring wellbeing across the UK (MacKerron, 2011). This proved that people who participated in cultural activities ranging from going to an art gallery to a woodland walk had higher levels of 'happiness' (MacKerron, 2011). These examples all serve to show that there is both an interest in, and proof of, positive impacts on people who attend cultural sites and partake in such activities. Although not directly linked to secondary history trips, the principles surrounding the measurement of positive (non-academic) impacts are the same.

In order to answer the second research question (what are the main barriers to secondary school history trips?), it is important to acknowledge the background of this issue. As a teacher, I could list many barriers to trips I have taken myself, and those my colleagues have faced. These include the amount of time it takes to find the right trip, the time and creativity to plan all the activities, as well as time and energy to promote it before any of the actual trips take place. However, this research will explore these issues further, in a practical manner, by asking participants about their own context of practice. There has already been some investigation into this question on a more general level looking at the problems that schools and parents have when trying to take part in trips, all of which highlight the contexts of influence and text production (Philipps, 1998) on the taking of school trips in the first place (for example, Ofsted, 2008; Rickinson, Dillon, *et al.,* 2004; Bones, 2017). However, the data that exists already is much more general and deals with *all* school trips, without differentiating between Primary and Secondary levels, and certainly not between different subjects. The main research is presented in the literature review, Chapter 3. What is evident is that there has been much work already carried out to highlight the barriers to school trips, and that there has been research by both government bodies and private companies to try and rectify these barriers. One example is a tour company called Land and Wave (Land and Wave, 2021) who attempt to prevent the acknowledged barriers from happening by providing free training to teachers. The Council for Learning Outside the Classroom have also provided a wealth of training and literature, including actual textbooks (Green, 2010) to further encourage teachers out of the classroom. However, much of their work is focused on primary schools rather than secondary.

Finally, the media have much to say about school trips. There are many articles from the past decade that deal with school trips. These are mainly dealt with in Chapter 3. However, they can be

summarised into a few categories. There are those articles that condemn school trips as divisive in terms of financial affordability and therefore add to the socio-economic divide further (Guardian, 2008), and there are those articles that put fear into teachers and parents alike, with 'doom and gloom' stories of trips that have gone wrong (BBC, 2016). Thankfully there are also those that praise the usefulness of school trips and advocate them as a good and different way of learning (Weale, 2008). Below are a few examples to highlight the different categories.

The Guardian (Weale, 2018) highlights the enormous costs of some 'bog standard' comprehensive school trips which can cost up to £3,000 to places such as Japan and Borneo. The article moves on to explain that the pressure on parents to send students on trips is huge, and when there are multiple children in a family, this cost can spiral out of control. It also explains how some schools allow parents to pay over a long period of time to allow the trips to happen, but overall, it shows the inequalities between experiences children can have depending on their family's financial circumstances. This is certainly an issue in the schools in which I have taught, and I have tried many different ways to deal with it. In the past few years my solution has been to offer the bigger, more expensive trips, but several times over the three-year GCSE so parents can save up for at least one big experience. Alongside this I have offered more local much less expensive trips as well as virtual experiences to ensure that everyone in my classes has some sort of experience that is different to the everyday classroom teaching one. Cost is an issue addressed within this research, both within the data collection and the recommendations chapter.

Several studies (for example Rickinson, Dillon, *et al.,* 2004; Curtis, 2009) have cited the fear factor as a major barrier to trips, and it has been assumed (by many teachers, including myself) that this has come from the media. However, there are actually very few news articles to be found that condemn trips as dangerous. As the Health and Safety Executive for England explains, there were only two prosecutions relating to school trips in the years 2005-2010 (Health and Safety Executive, 2021). It seems possible that this fear is less founded in recent experience and reality than teachers may think. It could be possible that much of the fear comes from the fact that as *loco parentis* both in the classroom and away on trips, there is a huge pressure for teachers to ensure that nothing goes wrong, or they will be the ones to blame. As the empirical data for this research shows (Chapter 6), accidents can happen, and they can be scary, but perhaps the benefits of school history trips might be worth the (small) risk of problems to allow the majority of students some amazing experiences. Part of this research aimed to examine teacher perceptions of the 'fear of disaster or accident' factor.

It seems pertinent to now point out the stories that have only sprung into being in the past year, which are all concerned with the current Covid-19 pandemic and the effect it has had on school trips. Not only were trips cancelled during the lockdowns of 2020 and 2021, but there is a huge worry that many sites, companies and museums will shut permanently due to not having had much income for the past

12 months (Guardian, 2020). There is even online advice dealing with the issues surrounding compensation or refunds for parents of trips that were cancelled in March 2020, as well as those worrying about the future. The teaching union NASWUT has gone as far as to issue advice to schools about claiming potential compensation for trips that have already been cancelled (NASWUT, 2020). Other articles highlight how some sites have had to embrace new technologies to encourage teachers and pupils to continue their cultural education despite the lockdowns (School Travel Organiser, 2020). This raises the question of whether the Covid epidemic might have posed an existential threat to the phenomenon of school history trips. These issues are dealt with in more detail in Chapter 9, where this project looks to the future.

2.2 Statistics about school visits in England

There is a need for this project to be placed within the context of school visits within England, and the use of museums and historical sites generally, as well as to look at the trends surrounding school trips over the past decade. However, in reality, the statistics are so wide and varied that to do this in a comprehensive manner has proved impossible. The biggest problems include a lack of consistency of recording information, and the fact that there is no umbrella organisation for all school trips, so the evidence is extremely piecemeal. There is the added issue that the information is only available up to 2019: anything from 2020 onwards cannot be used as any sort of guide due to the Covid-19 pandemic, where all school trips were stopped for the academic year 2020 - 2021, and all museums and sites were shut to the public from March to August, and again in November. What follows is a summary of the statistics about trips that it is possible to find.

The National Tourism Agency is a non-departmental public body funded by the Department for Digital, Culture, Media & Sport which provides statistics for visitor numbers to tourist sites in England. This is in order to develop the economy surrounding the tourist industry and provides annual visitors reports to the main tourist attractions in England, covering 'an attraction where it is feasible to charge admission for the sole purpose of sightseeing' (Discover England, 2017, p. 4). They have been monitoring this data going back to 1989, with most sites showing an increase of visitors year on year of up to 55% (Discover England, 2017). There are some regional differences noted, as well as differences between free and paid-for sites, but overall, this seems to be an encouraging general trend of an increase in people going to sites. Again, these are not just purely historical sites, but are also stately homes and museums, so the data gives a very general view of the public's interest in culture and tourism at least. The report also includes a section on child visitors, including school trips, from 2014-2017 (Discover England, 2017, p. 24). The numbers obviously vary between sites but overall, there has been a small increase in child-visits, despite a small decrease in specific school visits:

'... (27%) of attractions reported that children made up a significant proportion (over 30%) of their visitors, consistent with 2016, and growth was consistent with the attraction average (2%)', and 'During the previous three years, school admissions had been declining. This has continued in 2017 - with a 2% decrease.' (Discover England, 2017, p. 24).

The above figures are hard to quantify, as they are so generalised and do not deal with every attraction or school trip taken in England. They also do not specify the differences in ages of children, so it is not clear whether they are of Primary or Secondary age. The only thing to take away from this data is that the overall number of school visits seemed to be decreasing over the four-year period 2014-2017, which is significant in terms of this study, and could potentially be linked to problems with or barriers to taking school trips.

The Department for Culture, Media and Sport release figures monthly to cover the main, state-run museums in England. According to the latest figures (as of October 2020), there is an encouraging trend over the past 5 years of visitor numbers generally increasing (DCMS, 2020). The data runs from 2005 up to the Covid-19 outbreak in March 2020. The increase in overall visitors runs from 36,094,536 in 2005, to 47,527,506 in 2019/2020. There is a peak in the years 2014/15 where numbers jump to 50,839,325 (DCMS, 2020). In terms of this study, again, this only shows overall visitor numbers rather than school visits, but does show a healthy increase overall, with a decrease from 2015 onwards. There is no way to know the many reasons for this slowing of visitor numbers, but it does seem to stand out that 2015 is when a new British government was elected and correlates with other research into funding changes to the Arts Sector generally (please see evidence in the government papers in the literature review).

In terms of Norfolk specifically, the data examined here covers the Norfolk Museums Service and Norfolk County Council, which runs eleven museums across the county. The data collected within the museums service shows the actual school visit numbers for these museums, which is very useful. The data runs from 2012 to 2019 just before the Covid-19 outbreak. There is a steady rise in visit numbers from 2012 (42,783) to 2018 (49,229), but then a huge drop to 17,978 in 2018/19 (Dixon, 2020). There are several local reasons for the changes, including museum re-vamps and closures, but the drop in the last figure seems very large. From a teacher's perspective it is also important to note changes in the curriculum that meant, certainly from a history based subject perspective, schools and museums had much work to do to ensure trips remained viable and relevant. The main changes are examined in detail in Chapter 3 but include changing the content of what is required at each Key Stage within history.

Another source of data are the statistics held by Evolve, the service run by Norfolk County Council that monitors and helps to risk-assess all school trips that take place across the county (Evolve, no date). State funded schools who have signed up to the service have to log in and register their trips

with Evolve, and they are then checked to ensure all health and safely and insurance standards that their local County Council require in order for a trip to happen are met. There are some issues again with these figures: it is not compulsory for schools to sign up to the service, so not all schools in the county are covered, and despite the fact there is a breakdown in terms of subjects within the figures, not all subjects are covered (for example, Classical Civilisations), and some trips are registered under the nearest-fitting heading.

Taking the above into account, it is possible to see the trends over the past decade, from 2010, up to 1st January 2020, before the Covid-19 pandemic hit. It must be noted that there is the anomaly of physical education visits: these are by far the highest in terms of numbers, purely because every sports fixture goes through the system, so they have a lot more 'visits' recorded than other subjects. Overall, the number of school visits decreased, from a total of 22,576 in 2010/11 to 18,379 in 2019/20 (Lodge, 2020). However, the number of history specific trips rose within the same period from 754 to 1063. The numbers for history trips, with history being listed as both the first and second purpose for the trips taken, also show the same trend, from 942 to 1247 (Lodge, 2020). This is extremely useful in terms of this study, in that it suggests that in spite of obstacles and difficulties, schools continue to see history trips as an important part of their curriculum. It could also show that whatever barriers there are to taking history trips, they are not so huge that they are not consistently overcome by individual schools, at least in Norfolk.

Overall, it is difficult to make any clear judgements about any changes in visitor numbers due to the nature of the data available. The biggest issue is that visitor numbers for museums do not always specify whether they are school trips or not. Even with the Norfolk Museums statistics that just cover school visits, there is no way to specify which are history specific trips: even if the data were available, many trips are cross-curricular rather than just for one subject. However, the numbers do suggest a dip in visits countrywide from 2015 (and from 2019 in Norfolk), within a larger trend of a steady increase in numbers overall. Also, the fact that the number of history specific trips (within Norfolk) have increased steadily is an interesting sign. This is at least encouraging when arguing that museums and other visitor sites play an important role in society and within schools: if they were of no use or interest, the numbers would not be generally increasing.

2.3 Affective impacts

The key word in the overall research question is 'affective': a term that is difficult to define, and even more difficult to measure or quantify. It is therefore important to set out exactly what is mean by it in order to be able to investigate fully the 'affective impacts' of school history trips. Dictionary meanings vary in depth of explanation, but the following one from the American Psychological Association seems to explain in the most detail the definition used within the current research:

n. any experience of feeling or emotion, ranging from suffering to elation, from the simplest to the most complex sensations of feeling, and from the most normal to the most pathological emotional reactions. Often described in terms of positive affect or negative affect, both mood and emotion are considered affective states. Along with cognition and conation, affect is one of the three traditionally identified components of the mind. (APA, 2020)

This definition encompasses the many different feelings, effects and emotions that can be taken to mean affective. It also lays the term next to the two components of cognition and conation: when all three are taken together, it is then that a truly holistic education can be seen. Other definitions are much narrower, whereas this one creates the base for what is important in terms of affective impact in relation to this study.

This splitting of experience into three components has traditionally been used within teaching to investigate how students learn from as far back as the 1950s when Bloom established his taxonomy (Bloom, 1956). This explained that there are three domains of learning: cognitive (thinking), affective (feeling), and psychomotor (doing) (Bloom, 1956). These differences have been acknowledged by teachers for decades, although the cognitive element is perhaps the most commonly known one in everyday teaching. The current research often refers also to 'creativity', which has been defined as 'the capacity to imagine, conceive, express, or make something that was not there before.' (Durham Commission on Creativity and Education, 2019). There is an inevitable overlap between the use of the two meanings (affective and creativity), where enabling creativity can come about through the experience of affective impacts. The Durham Commission explains: 'The Commission endorses strongly a curriculum in which a wide range of cultural and creative activities are present in schools… supporting young people to experience and build cultural capital on their own terms.' (Durham Commission, 2019, p. 74). It is important to establish that although the two terms are different, they can often lead to similar outcomes: gaining experiences and knowledge that does not just come from classroom learning.

'Affective' has several connotations and can mean different things in different settings. This research embeds it within an educational setting, and therefore relies heavily on the work compiled in the 'International Handbook of Emotions in Education' (2014). This work includes a combination of studies from educational researchers and psychologists interested in how emotions work within an educational setting. It explains that 'emotions have been neglected by educational research until the 1990s' (Pekrun and Frese, 1992; Schutz and Lanehart, 2002), mainly due to the stronger focus upon cognitive outcomes of education. This fits in with the literature examined in this thesis: there is much

research into academic impacts of school trips, but there is a significant gap when it comes to looking at affective impacts.

Vera Schuman and Klaus Scherer (2014) explain that emotions, 'can be defined as multifaceted phenomena involving sets of coordinated psychological processes including affective, cognitive, physiological, motivational, and expressive components.' This definition alone cements the idea that trying to measure any sort of emotional impact is inherently difficult due to the nature of what is being measured. Due to the complicated nature of measuring different emotions, this research will be using the term 'affective' to include more general emotions and moods in line with other educational research. This includes a 'variety of noncognitive constructs including emotion, but also self-concept, beliefs, motivation, and so on' (Pekrun, Linnenbrink Garcia, 2014). These have been split into positive and negative affects in certain educational circles, but this research will be concentrating on the positives, enjoyment, and happiness (Shuman and Scherer, 2014). This is due to these affects linking in with the Generic Learning Outcomes of 'enjoyment, inspiration and creativity', which are one of the five outcomes that the current research is based around.

Peckrun & Linnenbrink-Garcia (2014) split moods (longer lasting feelings) and emotions (short-lived experiences) within the classroom into four separate categories. These categories are achievement, topic, epistemic and social emotions (Peckrun & Linnenbrink-Garcia, 2014, p.3). Although this research will aim to look at a more generic 'affective' category, the individual emotions listed can clearly be seen to link directly to the learning of the subject of history, which can evoke many such emotions. 'During learning and teaching, many emotions can be experienced either as achievement emotions or as epistemic emotions' (Peckrun & Linnenbrink-Garcia, 2014, p.4): this refers to the knowledge-generating aspects of cognitive activities. Just being in a classroom can trigger emotions to do with knowledge and understanding of both the subject and personally. For history specifically, 'emotions can be triggered by the contents covered' (Peckrun & Linnenbrink-Garcia, 2014, p.4). Certainly, this is the case when studying emotive subjects such as the Holocaust, or any impact of war on society where pupils can be visibly moved or upset by what they are learning. These 'topic emotions do not directly pertain to learning and teaching. However, they can strongly influence students' and teachers' engagement by affecting their interest and motivation' (Peckrun & Linnenbrink-Garcia, 2014, p.5). This links directly again with this study, which ascertains that history teaching is not just about academic achievement but involves a huge amount of affective impact due to the nature of the subject.

The above can be taken even further when combining history teaching outside of the classroom, where social emotions are often exacerbated: 'social emotions can strongly influence students' engagement, especially when learning is situated in teacher-student or student-student interactions' (Linnenbrink, Garcia, Rogat, and Koskey, 2011). Although these social emotions can happen within a

classroom, the current research shows that these emotions can be enhanced by experiences outside the classroom, particularly when students are given the opportunity to engage with each other and teachers in a less formal educational setting. The empirical data in Chapters 5 to 7 clearly show links between students learning new things with their friends, whilst on school history trips, and these experiences having a deeper impact due to the people with whom they are on the trips.

The many aspects of emotional and affective impacts aroused when simply being in an educational setting as a young person have therefore been outlined. They are both positive and negative, and impact different students in complex ways depending on their own life views of education, their own backgrounds and abilities in academia. Actually measuring emotional or affective impact is difficult. There are many methodological approaches to studying this, and therefore measuring emotions, in educational settings. Most of these methods rely heavily on psychological techniques developed over time, some of which evolved as more researchers became interested in looking at emotion in education (Pekrun and Linnenbrink-Garcia, 2014). However, this research is not looking to analyse brain waves or study student and teacher emotions directly, moreover it is looking into the affective impacts of experiences that have already happened to people. Therefore, this research will focus on measuring 'situated emotion' to collect the empirical data. Situated emotions refer to the idea that emotions are not just individual feelings that happen spontaneously but can often be linked to the situational context in which that person is, for example, in a classroom setting (Turner and Trecano, 2014). Therefore, to measure affect in a particular situation is a good place to start in this research, where the affective effects of secondary school history trips are investigated.

Where the current research veers away from the established educational psychological approach of measuring affect is down to the way the data collection was conducted. Turner and Trecano (2014) discuss the pros and cons of many ways of measuring affect within different situations but call for the researcher to be very calculated and precise about when the data collection happens, and for it to happen on a regular basis, over a set period, to show change over time. However, this research is asking students and teachers to self-evaluate experiences they have had in the past: it is not possible to ask them before and after the activities as the events they are being asked about have already happened. This is where the use of Generic Learning Outcomes come into play, and hopefully will provide a rigorous way of measuring affect. These Outcomes were generated as a way of measuring both cognitive and affective impact of museum visits on visitors. Their simplicity appeals in terms of the way that the language used is simple, understandable and relatable to students and teachers alike. Therefore, to combine the idea of situational emotions with the Generic Learning Outcomes seems the clearest way to measure affective outcomes from students and teachers on school history trips.

Initially the Generic Learning Outcomes were used as a tool to bring together museums, archives and libraries by producing outcomes with a shared language and aim: to be able to measure *learning* in all

of their users (RCMG, 2003). This was a new challenge from 1997, when 'lifelong learning' within the New Labour education policies (Taylor, 2005) became a buzz phrase. This term refers to the continuing education of adults after formal schooling, and as such is pertinent to educational offerings, from museums, as educational sites that anyone can visit. The issues were dealt with in part by the museums and cultural sectors, when research culminated in a successful trial of the Generic Learning Outcomes that were developed between 2001 and 2003 (RCMG 2003). When introducing the idea of Generic Learning Outcomes, the Research Centre for Museums and Galleries (Hooper-Greenhill 2002) first looked at what learning actually meant. The paper explained learning as having a 'socio-cultural and constructivist view', a 'complex process' that can change over time as people add to their previous knowledge (Hooper-Greenhill, 2002, p.2). This idea of learning as a continuous process is one that needs to be added to the idea that 'cognitive knowledge cannot be separated from affective knowledge' (Hooper-Greenhill, 2002 p. 3). In terms of history in particular as a subject, this idea of cognitive and affective learning and knowledge is a very powerful one: how many people learn history through the emotional stories of events and people from the past? School history trips can take this even further, ensuring students are literally walking in the steps of those people who experienced history in the flesh. This 2002 paper laid the foundations for the establishment of the Generic Learning Outcomes which will be used in the current research.

The 2003 report explaining the success of the Generic Learning Outcomes (RCMG) after their launch within 15 different institutions followed on from Hooper-Greenhill's report of 2002, discussing the issue of 'what is learning?' in even more depth, in order to be able to put together a way of measuring that learning. It explains learning as 'a process and an experience rather than a "product"' (RCMG, 2003), and as a social process that includes emotions playing a big part in that learning. The report emphasises that Generic Learning Outcomes work on the premise that measurement is *learner* led, rather than *teacher* led, allowing the users of cultural sites to measure their own experiences against the outcomes rather than being told what they should be learning. History trips can also encompass these ideas well: they are an experience as well as a 'lesson', and can have hugely different meanings to different individuals, both positive and negative. They can also have profound emotional impacts on the students, such as when visiting a war cemetery or a concentration camp. Both reports showed that using the Generic Learning Outcomes enabled the museums, archives and libraries access to a common language to determine how much people had learned from their visits.

Learning Objectives themselves have long been a way to help design educational activities, as a way to establish how to explain what a learner should be doing, then to measure whether the learner has effectively achieved that process (Bloom *et al.*, 1956). Secondary school teachers are taught during their training how to construct measurable learning objectives at the very beginning of their lesson planning journey. Without a clear learning objective, it is very difficult to show learners what they should be doing, and then to measure if they have achieved it. They have also been used within

distanced learning and online teaching institutions such as the Open University (Brown, S. 1981) showing how deeply this method is set within educational settings. The Generic Learning Outcomes were developed from 2003-7 with the intent to investigate indirect factors associated with learning *after* a learning activity has taken place. This is not the same as an educational learning outcome, which concentrates on setting up a learning activity in the first place, then measuring how effective it was after the activity has happened.

The need for Generic Learning Outcomes in a museums setting can be easily explained. Both Hooper-Greenhill (1991) and Clarke (2001) have acknowledged in a similar way at different times, 'the museum audience is so much more diverse in terms of age, interests, knowledge, skills and motivations than a registered student that what the informal visitor wants from a learning experience is essentially unknowable in advance' (Brown, 2007). Why would secondary school teachers even want to use Generic Learning Outcomes when their motivation is to teach their students specific knowledge about a certain subject in a very directed way? One answer is that when planning formal lessons, Generic Learning Outcomes are not much use to teachers, but they can be useful in interrogating the affective impact of a specific experience such as a school, history, trip. However, they could also potentially be used in planning lessons to ensure that the teachers are considering the whole student rather than just the academic one.

The use of Generic Learning Outcomes has certainly been well received in the cultural sector, with half of UK museums using a Generic Learning Outcome-based evaluation framework within the first two years of them being released (MLA, 2006). This correlates with the information gained both from the surveys by the museum educators in the current study, as well from my more informal discussions with the same people when talking about measuring impact. As mentioned before, this is not a method familiar to teachers in schools, probably due to the Generic Learning Outcome's nature in helping museums to gain funding by evidencing the learning that takes place when people visit cultural sites—and teachers generally do not need to worry about attracting funding. As teachers, we have no need to measure affective impacts because we have to concentrate on academic achievement and measurement, and there is very little time left to consider the affective impacts on students as well. However, this is something that could change.

Brown (2007) critiques the Generic Learning Outcomes, and whilst acknowledging that they do help to provide a measurement of what has been learned that is indirectly related to learning, they 'deliberately eschew standard practice in formal education … in favour of measuring open ended "emergent" learning outcomes' (Brown, 2002). Brown seems to think that this therefore negates the use of Generic Learning Outcomes, and looks instead to another measurement of learning, that of Laurillard's taxonomy (Brown, 2002). Brown argues that Laurillard's five experiences of 'attending or apprehending, investigating or exploring, discussing and debating, experimenting with and

practising skills, and articulating and expressing ideas' (Laurillard, 2002) is a much clearer way to set learning objectives in an educational setting. However, the whole point of using Generic Learning Outcomes is to measure affective impacts *after* an event, rather than to help plan learning activities. This current study argues that the use of Generic Learning Outcomes is practical as an extra layer of measurement after some educational activities. They help to show exactly what the learners have gained in a non-academic way. This lies at the heart of this thesis and is exactly why they are being used to measure the affective outcomes of secondary school history trips. This research also looks to the future, and one way of changing education to allow for a more formal 'holistic' experience would be to potentially use Generic Learning Outcomes to measure affective outcomes in classrooms and on trip experiences rather than just simply to concentrate on academic ones.

There are other organisations who use the Generic Learning Outcomes to measure impact, such as the Quality Assurance Agency for Higher Education, and the Economic Social and Research Council's Teaching and Learning Research Programme. These measures have been in use since 2003, and many Museum Educators I have spoken to have said how useful they are for measuring learning and using this data in order to secure further funding from charities and government. By using these as a basis for this research, it would also be good to see schools interact more with this non-academic-based language in the future, to see what types of holistic learning is going on, as well as examining academic exam results.

2.4 Geographical and personal context

This study is not about the socio-economic situations of secondary school pupils, as this would make the boundaries of the research too broad. However, it is pertinent to explain the backgrounds of the students to put them into context of other students across England. If this study had been carried out in a time where there were no restrictions on travel and access (due to the Covid-19 pandemic), both Oxford and Norfolk would have been areas that would have been investigated in more detail. As it is, the data collected is focused more on Norfolk schools.

Oxfordshire and Norfolk are two very different socio-economic areas, with various issues in terms of education at secondary level, and therefore are interesting to include instead of focusing just on one geographical area. They were chosen simply due to the fact that I have worked in both counties, so this is where my contacts are. I did consider widening the area, but I was also wary of making the project too big and losing focus. One issue is that having moved from Oxford to Norfolk since beginning this research, and with the limitations of Covid-19, I was only able to gain survey responses from Oxfordshire schools. These surveys were initially going to be followed up with interviews too, but this could not happen for practical reasons. Therefore, the majority of the surveys and interviews are from Norfolk schools.

Having started this research process whilst still in Oxford (2014-16), I knew that I would be able to ask colleagues for help from in and around Oxford secondary schools. At the time, I was Head of History at the (then) last remaining comprehensive school in the city and was also a PGCE mentor for the history PGCE students at Oxford university. This meant that I had access not only to my own department, but to other history teachers involved in the Oxford PGCE mentoring scheme. Alongside this, I had previously established the 'Oxford History Teacher Network' that is now based at, and run by, Oxford University. This group meets annually to discuss issues with history teaching and is open to all schools and universities who teach history within the county of Oxford to attend. Again, I was able to utilise my relationships with this network when asking for help initially with surveys and interviews.

When I moved back to Norfolk (2016), I was able to reconnect with the colleagues I had in secondary schools before my brief move (two years) to Oxford, so again had access to many history departments. This is down to having worked within 6 different history departments as a teacher across the county, and through having been a history PGCE mentor with the University of East Anglia. I had also previously been an Associate Tutor on the history PGCE at the UEA, so had yet further connections through the PGCE course there. Therefore, Oxford and Norfolk were the obvious places to start to look at collecting data for this project. Below is an explanation of the two counties in terms of their geographical and socio-economic context.

Norfolk is a large county, with 53 non-independent Secondary schools. These are a range of Academy Trusts, single Academies, Free Schools and Local Educational Authority-run schools. Traditionally, Norfolk has been an underperforming county educationally, with particular concerns being raised back in 2013 by Sir Michael Wilshaw (the then Head of Ofsted), when Norfolk was put into the bottom 15% of schools nationally by Ofsted (BBC, 2013). This has been attributed to the geographical, as well as the socio-economic make up of Norfolk: it is isolated in the East, and during the late twentieth and twenty-first centuries struggled to overcome many issues meaning that some areas are very deprived. These issues include the loss of tourism and fishing industries in particular, meaning a downturn for some of the larger coastal towns, leading to many residents seeing a lack of jobs and potential for change as a difficulty (Russel, 2011). In 2013, just after Ofsted released its figures on schools, the Norfolk Community Foundation released their report entitled 'Norfolk Strategic Needs' which stated that 'many youngsters in Norfolk have limited vision and may have already eliminated high level success from their range of possibilities' (EDP, 2014). This led to teacher and parent perceptions of low attainment then, and still today. This is apparent from my own experience as both a teacher and parent in Norfolk.

However, the latest government figures for secondary schools show that Norfolk overall is only 3% below the national average for grades 5 or above (DfE School workforce in England, 2019). The data also shows that school leavers who stayed in education or were able to go into full time work was 1%

above national average (ibid.). These statistics show a different picture to the one mentioned above. Much of this is due to the changes in Ofsted criteria over the years, as well as the way that exams are now graded. However, it is a positive sign for Norfolk. This shows that despite the older trend of secondary schools in Norfolk underperforming, they are now more in line with the rest of England. The latest data from Norfolk County Council shows that the students eligible for Free School Meals over the past 6 years is at the same level of the rest of England, at 22% (Norfolk Insight, no date). In terms of this study, it could be said that now, Norfolk is of a similar performance and socio-economic status as the rest of England, meaning the data from this study could be very similar across England generally.

There are 36 state-run secondary schools in Oxfordshire (gov.uk, 2019). They achieved 3% above the national average for state schools in England when looking at the latest results for grades 5 and above (gov.uk, 2019). This shows that despite Norfolk being on track generally, actually Oxfordshire schools have performed significantly better in recent GCSE results. However, in terms of socio-economic statistics, Oxford itself shows itself to be a complicated affair. This is due to very high housing costs:

> *after adjusting for housing costs, 29% of children in Oxford live below the poverty line. According to the Index of Deprivation 2019 rates of child poverty have reduced in the most deprived neighbourhoods but there remain six Oxford neighbourhoods with child poverty rates over 30% (Oxford City Council, 2019)*

This is different in the more rural areas of Oxfordshire, where some of the schools surveyed are situated. Therefore, for the purposes of this study, both areas are complicated in terms of their background, and show that despite good results from secondary schools overall, the picture is complex. The students that have taken part in this study are from both inner-city Oxford, and the surrounding countryside, and therefore represent a diversity of backgrounds.

2.5 Summary

This chapter sets out the context of the research questions, examining how to measure affective impacts, as well as the statistical background to school visits in England. It also places the data collection within a framework in terms of where it comes from geographically.

This chapter brings together the main literature relating to this particular study on the affective impacts of history trips and the barriers to undertaking school trips. It is separated into different areas covering Government papers and policy on school trips, what the media has had to say about them recently (during the time it has taken to complete this PhD), Education Policies, and research that has already taken place about the effects of history trips from within an educational setting. The literature starts with a broad view, for example when looking at trips, it begins with trips generally before narrowing into secondary based history specific trips. This has enabled this research to be planted within that which has already been undertaken, so that this contribution to knowledge can be seen more clearly, and within context.

1. Government papers

The Government has changed its views and practices hugely over the past decade in relation to both culture and education, as well as cultural education specifically. The most recent proposal by the British government is to cut funding to arts subjects at university level by 50% (Cultural Learning Alliance, 2021). Although not yet confirmed, this is yet another blow to cultural education from the government that has implications for the future not only of university courses, but the general downgrading of arts subjects that will inevitably have a knock-on effect throughout the whole of education if allowed to happen. The reasoning behind such a move is to encourage students into a more science-based educational route, which some have accused the government of using the Covid-19 pandemic to justify: 'That's why separate vocations/skill sets such as acting and medicine are being pitted against each other as an either/or deal.' (Ellen, 2021). It is a worrying time for all, but particularly 'Right now (after Brexit and the pandemic), the arts scene cannot sustain such major blows' (Ellen, 2021). This is not the only issue with how the government have dealt with cultural education in the past few years, and the main problems are outlined below.

It is important to explain this context to fully understand the complexities of this project. The difficulties began in 2014, with 'Life without Levels' (DfE, 2018), when National Curriculum Levels were scrapped with no replacements. On top of this, many subjects had their teaching content changed, meaning teachers had to learn new topics and information as well as cope with all the other changes. This was particularly true for history from 2016 onwards, with new depth studies in many topics, and older topics being removed (DfE, 2015). When the new Conservative government came to power, there were complete overhauls in all GCSEs and A Levels, with GCSEs being given completely new gradings (1-9 replacing the traditional A-U grades from 2017 onwards). This was extremely challenging for exam boards, teachers, students and parents alike, with little time given within schools to adapt to such changes.

The next big upheaval was Brexit, culminating in a situation where Britain has left the EU, with many uncertainties over jobs, regulations and changes that are now beginning to affect everyone in the country. Added to this huge unknown, the global pandemic of Covid-19 began in 2020, meaning the government (now under the third Prime Minister since this research began), is having to deal with unprecedented situations such as shutting schools for the first time since World War Two. The literature reviewed below was written either immediately before or during these difficult times, and it is important to remember the context of the times when analysing them. There are so many Governmental papers and links to this project that they have been split into sub-headings as seen below.

1.2 Papers on Learning Outside the Classroom

The most intriguing Government Report about school trips is Ofsted's Learning Outside the Classroom report from 2008 (Ofsted, 2008). This report echoes much of what this thesis is about, looking into the positive impacts of pupil experiences outside the classroom across primary, secondary schools and colleges. It also investigates the barriers to trips (such as a lack of funding and time given to allowing them to happen), and how certain schools have overcome them. It may seem at first glance to be exactly what this thesis sets out to be, but there are some caveats. The report looks at all impacts (achievements, standards, motivation, personal development and behaviour) of all experiences outside the classroom, across the ages of 3 – 19, and was used as guidance in order to encourage more learning outside the classroom to take place (Ofsted, 2008). This thesis concentrates on affective impacts of history trips at secondary level. It is interesting to note that the 2008 report was 'withdrawn' in February 2016 as it 'may no longer reflect current policy' (Ofsted, 2012). Not only is this report no longer current, but it also shows clearly how the government have changed their ideas over the past decade and how new research is needed to ensure that school trips and their importance need highlighting again.

The 2008 report's findings show the broad data in terms of impact, having investigated a total of 27 schools at differing levels, thirteen specialists in learning outside the classroom, and five local authority representatives. The key findings were extremely positive about learning outside the classroom, and argued that students benefit from these experiences, even though many schools do not embed them into their curriculum or thoroughly measure their impact once they have taken place. The key recommendations were that:

> *The Department for Children, Schools and Families (DCSF) should: reinforce the message to schools about the value of learning outside the classroom and support its appropriate use more widely across its programmes.*
>
> *Local authorities and their partners should: build on their successful work in assuring appropriate health and safety practices by better supporting and encouraging schools in enhancing the quality of learning outside the classroom as a means of raising achievement.*

Schools and Colleges should: ensure that their curriculum planning includes sufficient well-structured opportunities for all learners to engage in learning outside the classroom as a key, integrated element of their experience (Ofsted, 2008, p. 5-6).

These recommendations will be revisited at the end of this thesis, as they are in line with my own experience, and they would show a commitment to outside learning being based within the school curriculum. The report goes on to discuss in detail how these experiences impacted students, particularly when it came to the 'Every Child Matters' agenda, where improvements were specifically made in terms of 'enjoying and achieving', affective learning outcomes that this thesis reinforces as particularly important to students. So many of the agendas mentioned in this manifesto have since disappeared or 'changed hands'. The Department for Children and Schools and Families (the DFCS) was replaced in 2010 under the Cameron ministry by the Department for Education, and the Every Child Matters Agenda was left quietly to one side at the same time (National Archives, 2013). This again shows the great change in the past decade and how complicated it is to outline a timeline of events.

The above report (Ofsted, 2008) also explains in detail how the 'Learning Outside the Classroom Manifesto' (DFES, 2006) had been developed to help teachers and other educators to enable more experiences to take place. This manifesto is another important government funded paper that was released to raise the profile of learning outside the classroom in schools. However, the Ofsted report from two years later acknowledges that only 3 of the schools interviewed had even heard of the manifesto in the first place (Ofsted, 2008, p.5). The manifesto itself is a series of pledges that teachers and educators were encouraged to sign up to, to enable barriers to taking trips to be overcome, and to help agencies work together more closely to get outside experiences off the ground. It emphasises, through the pledges, the need to 'provide all young people with a range of experience of learning outside the classroom, throughout their education', and wants to 'improve the quality and availability of training and professional development for schools and the wider workforce' (DfES, 2006). In terms of 'declaring a position', these are two priorities that this research wholeheartedly supports and hopes to bring back to the forefront of education (whilst retaining a dispassionate and objective approach to the conduct of this enquiry). The major issue with this manifesto is the lack of publicity it had at the time it was released, and very limited public reference to it since then. The manifesto still exists for teachers and educators to sign up to, however, it is no longer under government control and receives no government funding. This reinforces the need for this research to be updated to hopefully enable this to happen again, and for it to belong in the public sphere in a more prominent way.

There are currently 2482 signatories (LOtC, 2020) of the manifesto. Considering it was originally intended for all schools and colleges as well as outside learning providers, and the general public, this is a sadly small figure. Much of the story behind this lies in the story of the Council for Learning

Outside the Classroom itself, and the way it has changed immeasurably over the past decade. It was established in 2008 to be the 'national voice for learning outside the classroom…every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances' (DfES, 2006). In 2008, Ofsted stated in their report that 'when done well [learning outside the classroom] significantly raises standards and improves pupils' personal, social and emotional development' (Ofsted, 2008). In fact, at the 2011 Council for Learning Outside the Classroom conference, HMI Ofsted inspector Robin Hammerton wanted to 'see inspection outside the classroom' (LOtC, 2011), showing just how important Ofsted, and the government, thought these experiences were at the time.

Sadly, although the Council for Learning Outside the Classroom is still running and offers much in terms of Professional Development for teachers, it has a much smaller remit. Since 2008, it still provides training and help for schools looking for accredited providers for learning outside the classroom, as well a database of links to providers for learning outside the classroom (CLOtC, 2008). Although there are many links, they are primary school-heavy, presumably due to the fact that it is easier for many primaries to fit this sort of experience into their curriculum. The Council also offer a Quality Badge, the only 'national award combining the essential elements of provision - learning and safety - into a trusted accreditation scheme for all types of learning outside the classroom provider' (CLOtC, 2019). This can be awarded to schools or outside learning providers, and the list of badge holders on the website is extensive, particularly those of providers. There is also an extensive database with links to outside provider resources; a useful resource for teachers wanting to fit outside learning into their curriculum. However, the original manifesto promised much more in terms of training and encouraging all educational providers with this help. There is also little in terms of specific help or encouragement for secondary schools. It also seems to be more outdoor learning focused than outside of the classroom, so therefore does not necessarily encompass traditional school trips to cultural educational sites.

Council for Learning Outside the Classroom is an organisation founded in 2008. One of the reasons for both the small number of manifesto signatories and lack of broader knowledge of the council could be because the Government dropped their funding of it very soon after it was established. The Council was government-funded in 2008 but was given over to an independently funded charity after 2009 (LOtC, 2018), so the government no longer had any part to play in it. Whilst still an important resource, it no longer has the clear government backing that it originally had, and therefore it does not seem to feature highly in (certainly secondary) school agendas.

In 2010, five years after the initial report into Learning outside the classroom (DfES, 2005), Parliament produced a report entitled, 'Transforming Education outside the Classroom' (House of Commons, 2010) as a follow up to the work that had gone before. Its findings showed that there still

was not enough being done by the education sector, mainly as it did not have enough funding or encouragement from the government. The key findings echo all that has been highlighted so far:

> Learning outside the classroom is important, and the Department must provide adequate funding to achieve maximum impact.

> …there should be an individual entitlement within the National Curriculum to at least one out of school visit a term.

> The Department and the Qualifications and Curriculum Development Agency must ensure that the importance of such provision is indicated systematically throughout curriculum-related frameworks and materials.

> We recommend that Ofsted include learning outside the classroom provision—as part of the curriculum—in its inspection framework…

> We were disappointed to learn that some school leaders seem to be interpreting the 'rarely cover' provisions as an excuse to prevent pupils and teachers from being out of school during the school day.

> We believe that each school should have an explicit policy on learning outside the classroom, covering both the educational and health and safety aspects of this provision. Schools should appoint a suitably trained learning outside the classroom co-ordinator to deliver the policy. (House of Commons, 2010, p. 3-4)

The above statements from the report show that the benefits to learning outside the classroom are varied and have a big impact on students. It also shows that schools and the government were still not doing enough (by 2010) to prevent potential barriers from taking more trips. One example is the rarely cover issue mentioned above, where schools were asked to prevent teachers having to do cover lessons in their frees, by ensuring that cover was only put in place 'rarely'. As explained in the report, some schools used this as an excuse to not take trips to ensure that cover was 'rarely' needed, instead of using it to promote taking more trips. Finally, the recommendations are clear: include learning outside the classroom in Ofsted criteria, put it as a 'must' into the National Curriculum, and appoint specific professionals within schools to allow all of that to happen. It clearly states why 'learning outside the classroom' was seen as such an important issue:

> The known benefits for pupils of learning outside the classroom are many and varied. They include: improved engagement and attendance; the development of learning and thinking skills; and the strengthening of personal, social and emotional development (e.g. confidence, self-reliance, and management of risk). On that basis, we were not clear why, five years on

from the Committee's Report on this topic, schools had not adopted learning outside the classroom more widely and more enthusiastically than appears to have been the case. While all learning outside the classroom can be of value, we were particularly interested in provision that takes pupils beyond their school grounds and immediate locality—school trips and residential visits—which we believe can be especially advantageous. (House of Commons, 2010, p. 9)

This clearly shows a frustration at the lack of commitment from the government to ensure that learning outside the classroom was high on the agenda by 2010. As will be seen from the more recent government related literature, the issues still stands despite all the work that was put in place over a decade ago.

A review of Outdoor Learning from 2004 (Rickinson, Dillon, *et al.,* 2004) brings together a literature review of publications relating to the impacts of outdoor learning from 1993 – 2003. The overall outcomes show that outdoor learning can be beneficial when done well:

Specifically, fieldwork can have a positive impact on long-term memory due to the memorable nature of the fieldwork setting. Effective fieldwork, and residential experience in particular, can lead to individual growth and improvements in social skills. More importantly, there can be reinforcement between the affective and the cognitive, with each influencing the other and providing a bridge to higher order learning. (Rickinson, Dillon, et al., 2004 p.5)

This complements my own research results in terms of the links between cognitive and affective learning (see Chapters 5-8). It also shows that there are significant barriers to more such activity taking place:

It is clear that the provision of outdoor learning in schools and universities is affected by a wide range of barriers and opportunities. Notable barriers include: (i) fear and concern about health and safety; (ii) teachers' lack of confidence in teaching outdoors; (iii) school and university curriculum requirements limiting opportunities for outdoor learning; (iv) shortages of time, resources and support; and (v) wider changes within and beyond the education sector. (Rickinson, Dillon, et al., 2004, p.6)

This again clearly corroborates this research showing that these barriers have not changed despite this article being from 2004 and looking at past issues. However, despite the findings, the 2004 research focuses on outdoor learning in terms of 'school grounds/community projects', 'the impact of outdoor adventure activities' and 'the impact of fieldwork and visits' (Rickinson, Dillon, *et al.,* 2004, p.5). There is no specific mention of secondary-age, subject-specific trips, so although useful as an overview on

the positive effects of being outside of the classroom, it still shows a gap in the knowledge that this research aims to amend.

One organisation that is funded in part by the LOtC is the Outdoor Education Advisor's Panel, established in 1958. It supports:

> *Local Authorities, schools and Academy Groups in England, Wales and Northern Ireland. It provides a forum for sharing and developing good practice in Off Site Visits, Outdoor Learning and Learning Outside the Classroom (OEAP, 2020).*

One of the key documents on the website is entitled *The National Curriculum and Learning Outside the Classroom* and explains exactly where outside learning can take place within the National Curriculum. It highlights the positive impacts on each subject as well as how 'skills for life' can be enhanced with such activities (OEAP, 2020). It is a very comprehensive website with lots of practical advice about how to make meaningful trips happen. It is just one example of the extensive work where the Council for Learning Outside the Classroom has tried to establish clear advice and help for teachers and other education workers to allow trips to take place. The biggest issue with this is that again, as a teacher who is heavily invested in the positives of outside learning, I had not heard of this until carrying out this research. There are lots of resources out there, but they are not circulated or publicised in meaningful ways in the places where teachers can easily access or find them. It is yet another example of there being so many different avenues to investigate and follow up in order to equip oneself with the information about trips that are available. The sheer "busyness" of teachers' lives means that this can discourage teachers from undertaking school trips (see, for example, Allen, A; Benhenda, A *et al*. 2019).

Some companies that provide outside learning experiences have already embraced the idea that teachers have many barriers to taking trips and have attempted to put things in place to help them. This includes Devon based Land and Wave, whose website states that the government have identified five key barriers to trips: 'risk & bureaucracy, teacher training, schools, cost, operators' (Land and Wave, no date). They go on to explain how they can remove these risks if schools use their company to book trips. Some of these ideas include free teacher training weekends as well as 'a new QCF Level 2 qualification … in school trip planning for schools and teachers' (Land and Wave, no date). This type of outlook is very refreshing as a teacher looking for new ways to engage with trip providers and will be revisited in the recommendations chapter. The issues with this company, for this research, is that it is focused on outdoor activities and skills rather than history specific ones.

'Learning Outside the Classroom: Theory and Guidelines for Practice' (Beames, Higgins, Nico, 2012) is a useful resource for primary teachers who want the confidence and knowledge to be able to take their students outside of their classrooms. The introduction has an explanation of the health benefits of

being outside and learning in different ways. It goes on to give guidance and ideas of how to use the local environment to encourage learning outside of primary school classrooms. This resource is full of praise for getting out of the classroom but, again, highlights the big gaps between primary and secondary school opportunities. It is practically much easier to take a class from a primary school outside as it will not impact their overall curriculum or other teachers from other subjects. There are also many cross-curricular opportunities that are harder to justify at secondary level, where exams and knowledge are the basis of the vast majority of learning activities.

Two textbooks have been produced by the Learning Outside of the Classroom Council for both Key Stages One and Two (LOtC, 2010). These are very clear in their aims, following their 2006 manifesto stating that, 'every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances' (LOtC, 2010). These textbooks are again useful for the primary sector and encourage the importance of learning outside the classroom as both cognitively and affectively important. However, as with many other examples, these textbooks are heavily influenced by being outdoor learning related, rather than engaging in specific school trips for specific subjects, and do not cater for secondary school students.

A series of books has been recently published entitled, 'Children Learning Outside the Classroom: From Birth to Eleven' (Waite, 2017). This was developed alongside the Council for Learning outside the Classroom and gives readers much help and advice on encouraging children to learn outside in many different settings. It is primarily for teachers and practitioners and, as the name suggests, is only applicable up to the start of secondary school. It is not clear why there is not an equivalent for secondary school teachers and students and highlights again the disparity in provision and help between the early learning and primary schools' sector compared to secondary schools.

In summary, there has been an extraordinary amount of work put into encouraging more outdoor and outside the classroom learning. However, it is mainly primary and early years-based rather than secondary. It also focuses on generic outdoor learning rather than subject specific trips highlighting, again, the gap in knowledge about secondary history trips specifically. I have not even mentioned the wealth of literature on forest schools, which have become more and more popular within education in the past decade: there is not room for such literature within this study, but again shows the demand for outside learning from both parents and teachers (Forest School Association, no date).

1.3 Independent and Government reviews of Cultural Education

Darren Henley's independent review of Cultural Education in England for the Department of Education in 2012 is a paper explaining the governments' educational commitments at the time and focuses

specifically on the provision of culture in education. Henley explains that there is already a wealth of great provision in England and that, 'schools remain the single most important place where children can learn about Cultural Education' (Henley, 2012). He also acknowledges the many barriers to ensuring this education is easily accessible to all. The report concludes with some very specific recommendations based on a new 'National Plan.' It also looks at the impact that children having a better cultural education can have on not only their own lives, but on the national economy: some very large claims.

This report is crucial to the understanding of why research into the impact of history trips is needed. Henley identifies the many benefits that a good cultural education can provide, even arguing that it is just as important as Mathematics and English. In fact, he specifically refers to history stating, 'the development of analytical and critical skills…especially important in heritage and history, where the subject would otherwise be reduced to the accumulation of facts, rather than also including the acquisition of an understanding of historical context' (Henley, 2012, p.15). The benefits, according to Henley are threefold: to children directly, to the creative and cultural industries and wider economy, and to our society as a whole (Henley, 2012, p.12). This is a report that recognizes the many differing impacts that a good cultural education can have on school children and society, highlighting also social and emotional benefits: 'personality, abilities and imagination' are just as important a part of a students' development, and often have a 'strong influence on wider academic attainment in schools' (Henley, 2012, p.17). This sums up my own thinking when it comes to the positives of affective impacts on students when they are learning.

The recommendations made to the Government by Henley include simplifying the many ways that Arts funding was awarded during and up to 2012, and to ensure the government held themselves more accountable to cultural education generally. The government response (in the form of yet another report from the same year) promised many changes and committed itself to £15 millions of funding from the Department of Education up to 2015 to ensure further participation in cultural activities (gov.uk, 2012). What neither report does is mention exactly *how* schools should participate in cultural activities or what these activities look like in reality. There have been several positive changes as a result of this review, including the establishment of Heritage Schools (Historic England, 2012), and the Museums and Schools Programme (ACE, 2012). Whilst these set up some great links between schools, heritage sites and museums, the funding was limited to only a few years (2012 - 2017 and 2012 - 2015 respectively), therefore limiting the longer-term impact of such great ideas.

The 'National Plan' Henley referred to above was eventually released on 9th July 2013, but by this point had been renamed 'Cultural Education: A *summary* of programmes and opportunities' (DfE, 2013), and was no longer a 'Plan.' Despite the extremely positive introduction and preface about how culture is key to a holistic education, this was not the original intention, and people were disappointed with the

lack of recommendations for the future (Country Learning Alliance, 2013). It no longer laid out (as promised) a plan of action and funding but referred to projects that were already happening. In fact, it quite blatantly takes away the emphasis of funding coming from the government, and asks other agencies to use their existing money to ensure culture was further bedded into the curriculum:

> *Our ambitions are stretching. Achieving them will require the prioritisation of existing budgets and on-going contributions from non-government sources and partnerships. These partnerships will need to pool resources and expertise to design and provide a coherent cultural offer, responsive to local need. (DfE, 2013).*

The summary goes on to applaud the already fantastic work happening at the time within schools, and work with outside agencies. It is a positive read but does not outline any plans for the future. Analysing this in terms of the context of text production, on the surface, it seems to be something that would inspire and lead teachers to engage more in cultural, outside the classroom learning experiences, but is just a report summarising all that had been done so far. As a teacher, and someone who this report was supposed to inspire and encourage, I had never even heard of it until I started this research: in terms of context of practice, the government reports mentioned here have not translated into any of my own practice. Despite this, the 'summary' does provide many details of a varied number of cultural programmes across the UK, and how they have benefitted many students in schools.

1.4 Arts Council England

The above Government reports did lead to many changes in how cultural education funding has been awarded and managed since 2012, with Arts Council England becoming the main hub to organize and take the lead on the initiatives that were put into place. As their 2013 framework explains they, 'took on responsibility for museum and library development, as well as statutory responsibilities for protecting cultural treasures – extending the reach of our influence into many more places up and down the country' (ACE, 2013). Having taken part myself in one of these initiatives (Stronger Together, 2015), I have a clear insight into their effectiveness. While the project I led worked very well within my school and led to me making some invaluable links with a National museum, the project was only one year long. Having moved schools since, I have not been able to keep up the many systems I put into place originally. From a personal perspective, there are many projects taking place all over the country, but several things limit their impact. Where the real gap seems to be is the lack of direct Government intervention to ensure that these are not just one-off projects to prove a point, but to ensure that they remain a key part of the school curriculum. Stronger Together was so successful due to the time and resources that went into it, allowing ten of my Year 7 students to grow not only academically in terms of their historical and artistic knowledge, but made huge leaps in terms of personal confidence through participating. Using projects such as this would ensure that such

projects become a part of the fabric of Secondary Schools, if they were permanently funded and encouraged.

The Arts Council England, as a government-funded organization, is now at the forefront of Cultural Education, being the artery of most of the work that happens in this sector. It has grown in strength, numbers, and funding, taking over many of the smaller organisations in order to 'streamline' the service, as recommended by Henley's report from 2012. Incidentally, Henley became the Chief Executive of Arts Council England in 2015 (ACE, 2015). ACE describes itself and its commitments as follows:

> *By 2030 we want England to be a country in which the creativity of each of us is valued and given the chance to flourish and where everyone of us has access to a remarkable range of high-quality cultural experiences. Between 2018 and 2022, we will invest £1.45 billions of public money from government and an estimated £860 million from the National Lottery to help deliver this vision. (ACE, 2020)*

There are many projects that have been promoted, encouraged, and run by ACE over the years to encourage more interaction between schools and areas of culture. Although it is not history-specific, ACE highlights clearly the need for more cultural interaction between schools, the public and museums in the UK. One of the initiatives, the 'Museums and Schools Programme', has been running since 2012, and has made a huge impact on teachers and museums alike:

> *… the report … describes the benefits of the programme for teachers; how it has helped improve their knowledge and teaching practice, through formal training and observing different teaching styles. Museums too have seen positive outcomes, from staff development to sharing practice and collections with their national museum partners. (ACE, 2018)*

In 2016, ACE published their *Guide to Cultural Education for Governors*, which states that, 'a high-quality cultural education in every school should be a right, not a privilege' (ACE, 2016). It sets out why it is so important and discusses how trips are embedded in schools already. Unfortunately, it only fleetingly mentions museums and heritage, a key part of history-related trips. So again, there is a gap that needs to be explored.

1.5 Ofsted

Ofsted themselves cite key examples of good practice when it comes to making good cultural links with local history, with one being Cape Cornwall's school practice (Ofsted, 2012). It shows how the school built their Key Stage 3 history curriculum around local history, giving students rich experiences outside the classroom to enhance their overall historical knowledge. This highlights a willingness from 'on high' to promote good practice and in fact to share it. This particular 'good practice' shows a great example of both curriculum planning, and the incorporation of local museum links and local historians.

However, it does not show *how* to do this; it can become demoralising for teachers who only see excellent practice modelled without being shown the skills or hard work behind the finished product. This paper was also archived in February 2016, because it 'no longer reflects current practice' (gov.uk, 2016). Again, it seems that this open approach to learning outside the classroom was hushed up with the new government of 2015. This is something that this research again will address, and by explaining the processes behind successful trips, hopefully another barrier will be acknowledged.

The latest Ofsted inspection criteria were published in November 2019 and include a comprehensive guide to what happens in an inspection as well as what will and will not be examined. Despite the work done by Henley (2012), and the recommendations given by parliament back in 2010 and 2012 to encourage Ofsted to use outside learning as one of the criteria in their inspections, there is absolutely no mention of Learning outside the Classroom provision. It is interesting that the many hours of research, as well as the many government reports and funding that had gone into this area, have led to no real change in the framework of schools, inspections, or expectations within schools.

In terms of government-related procedure specifically for history trips, there is not much to be found. There are many variations over the past decade of the Department for Education's official 'Health and Safety Advice' when taking trips, all focused around managing risks and 'tackling myths about legal action' (DfE 2014). However, this is all very generic rather than specific advice on how to plan a trip or make it interesting or valuable. The need for this kind of advice on risk is obviously very important, and was updated in their 2018 document (gov.uk, 2018). However, these reports do not help in terms of planning and executing school trips and neither do they set a national standard for how to achieve this. (NB: this advice has since been updated during the current Covid-19 pandemic and told schools not to take school trips at all from March 2020, and is still in place as of March, 2021.)

Overall, the government-based literature seemed initially to have the potential for some encouraging and positive support in terms of school trips and learning outside of the classroom. The Council for Learning outside the Classroom, along with Darren Henley's recommendations and the government reports that supported all the positive findings seemed to be the beginning of a new era where such activities within schools would be encouraged. As can be seen, this whole agenda has since been left behind by the government, apart from in the continued support of Arts Council England. This literature certainly suggests that there is a gap in the cultural and education sectors that was well on the way to being filled up until 2015, which has since been left to one side. The findings from this thesis show that this type of evidence is still important, and that the benefits of school trips and cultural experiences whilst at school are still important to students, and the lives they go on to lead.

2. Teacher-led research

After Government-led literature, the second most important body of literature is that led by teachers. As a current, practicing teacher, it is important to know what is going on in schools and being done by teachers in relation to this project. *Teaching History* provides a good grounding to show the type of research that has taken place within schools, and in collaboration with museums, since 1976, and makes the point that taking pupils outside the classroom to learn history has been a longstanding issue for history teachers. Obviously, not all projects are written about and published, so there will be even more material within schools themselves that is unable to be accessed. Here follows a brief history of the articles relevant to this study, in chronological order. 'Geffrye Museum: People's Museum' (Bispham, 1976) is the first *Teaching History* article to discuss the impact of museum-led events on secondary students by the People's Museum, which was established in 1914 to educate children who would later want to become craftsmen. The very fact that the museum was set up in 1914 to educate future generations in a craft shows the very early influence of museum education on young people. The article itself demonstrates the non-academic role museums can play:

> *'... offers a unique opportunity to learn; perhaps not in the way they are most used to – there is very little reading and writing involved – but by using their senses, by looking and touching, by listening, and by feeling the past.' (Bispham, 1976)*

This emphasis on a more general understanding of the past using different senses echoes the much later ideas of the Generic Learning Outcomes, measuring both academic and non-academic impacts. The downsides to the article in terms of solid evidence is that this is the result of a teacher discussing the impact on their own students, in the context of 1976, rather than using any set model for measuring impact. However, it does introduce the idea of a holistic educational experience in a museum that a classroom setting cannot provide.

'School History Visits and Piagetian Theory' (Pond, 1983) investigates the issues with taking Middle School students on school trips to learn about history. Pond argues that due to their (Piagetian) learning stage, they are not able to understand what the sites used to look like, only being able to process things at face value. This highlights another gap in the literature: research has focused on non-high school students in history, or with subjects other than history. What is useful to note is that Pond questions the usefulness of trips: something many history teachers (such as myself) perhaps fail to do. Pond argues that the work put in by teachers and museum educators before and after trips can work to enhance the overall experience. This was a useful perspective when putting together the surveys for teachers: to make them question how they organize trips and whether this affects their impact.

Colledge (1983) discusses the approaches to teaching history throughout the ages, citing the use of novels and museum visits to aid in teacher training from as early as the 1880s through to the 1920s. Here the issue of how teachers are taught to use non-classroom resources is tackled. The use of novels, drama, local industries and museums are advocated as good practice from the 1880s onwards. However,

as Colledge himself admits, there is no evidence to suggest how well this training was used, 'records of students in training reveal that many were too rigid in their methods, or that they followed the textbook too closely' (Colledge, 1983). Certainly today, PGCE students are similarly taught how to use a variety of different, interesting and engaging resources with which to teach, but how much and how often they are used, as well as to what success, is difficult to measure.

The nature of trips to museums and how well they provide history-specific objectives is explored by Davies (2001). Notable amongst the figures is that in 1996, only fifty percent of museums made a deliberate educational-focused provision, shocking figures compared to today where most museums rely on their educational programmes for funding to continue (ACE, 2016). Davies advocates more training during Initial Teacher Training in order to harness the enthusiasm of new teachers and encourage them to start using trips as early as possible in their careers. Also discussed is the importance of the structure of trips, ensuring students are well prepared beforehand, have clear (and not too many) objectives during, and do proper evaluations at the end of such trips. This article is unusual in that it deals with history-specific trips and the issues around them: there is very little literature that focuses on this subject alone. It is useful to show there is a context of practice that is well established in secondary schools of taking history trips, and that there are certain protocols that are deemed to make a 'good' trip work well.

Smith (2009) explains how the positive use of resources that do not come straight from exam papers or textbooks in order to teach the more difficult concepts of interpretations can help students understand these ideas. She argues that history teachers have 'forgotten' to teach such concepts in an engaging way that will make it 'stick' with students due to the pressure on teachers to teach purely to the examination assessment objectives. She therefore used a local museum, the National Media Museum in Bradford, to help gain access to images and sources that would engage students more. The point she ultimately makes is that we have so many great resources at our fingertips that need to be used to try and engage students more, particularly when teaching these more difficult concepts. She says, 'our museums have such rich artefacts for us to use FOR FREE' (Smith, 2009, p.29). Although this article does not discuss going on trips, it highlights one way that teachers could deal with the many barriers to taking trips: by using online resources from museums. It is just one example of how teachers, and how museums themselves, could utilise the many resources available if they had the time to find them and incorporate them into everyday lessons. This issue will be addressed further in the recommendations chapter.

Another teacher who has seen that a different approach is needed to tackle tricky subjects is Andy Lawrence (2010), who got his students to build an online exhibition using resources found online. He used ideas gained through training from his Holocaust Education Fellowship to use resources from the National Archives to incorporate a more creative approach to teaching the Holocaust. He says, 'first is

the idea that creative approaches are somehow more trivial, lacking in rigour and less 'historical' than others' (Lawrence, 2010). Both this statement, and the way of using museums and sites to help build schemes of work and lessons shows how affective learning can sometimes be at the heart of history education. Sometimes 'just' classwork is not enough to engage and activate students' interests in a subject. This fits in well with this research by addressing the need for different types of learning, using the resources available from outside classrooms, including museums and other historical sites without the need to actually visit them. It also highlights some of the barriers to learning outside the classroom: that it is both time consuming and can be seen to be less worthy than simply teaching in the classroom.

Both of the above articles show how it is not only trips that can help to impact student learning, but the use of resources from 'outside the classroom'. This helps with the current argument, by showing that even teachers who are not taking trips are finding different ways of teaching, learning, and using resources outside of the classroom to get students thinking in new ways. This also links to the idea that maybe this use of resources could be a way to overcome some of the barriers to taking students out of the classroom on trips, whilst still gaining effective impacts and giving them a different perspective on both history and learning. This is particularly pertinent during the current Covid-19 pandemic, where trips are not allowed to take place. Again, this will be addressed in Chapter 9.

Grant and Townsend (2014) used local history and archives alongside historical fiction to introduce Year 9 students to World War One in depth. The idea came from how good historical fictions surrounding the World Wars are, with authors able to research subjects for years, whereas Year 9 students do not have the luxury of time to study something in such depth. The resulting work, which was a piece of historical fiction written by the students, followed up by an online exhibition and website, showed the depth of knowledge students could achieve when using different resources to 'normal'. This sort of history teaching takes time and energy when researching the correct sources to use, talking to the correct people in local museums, and bringing it all together. However, the results showed much less use of anachronisms than 'regular' classroom work and a clearer understanding of what local people went through. Again, this shows how creativity and fun – one part of the scheme involved 'weapon and artefact handling, a battle re-enactment in the school hall and work with soldier census and record data' – can lead to more engagement in the subject, and greater impact on students. Again, this did not involve a trip to a site, but did involve working closely with a local museum to use their knowledge and expertise to help provide a very different environment in which the students learned about World War One.

Another example of using local history to teach the Norman Conquest in an interesting way has been written about by Foster and Goudie (2015), where they discuss a scheme of work incorporating very local history to engage students. The scheme of work culminated in getting in a local historian to talk

to the students about what they had learned: 'before the lesson, we had wondered how pupils would react to facing a real-life, 'proper' historian, but…Pupils were bursting with questions' (Foster and Goudie, 2015). This is another example of using different teaching techniques, here specifically bringing in an expert from the 'outside', to help students to understand events. Again, although this can seem to take more time and energy from the perspective of the teacher, it shows how the extra effort can be worth it.

These examples do not help with the literary background to school trips *themselves* but show how teachers are using a variety of resources to help to teach students historical concepts and knowledge in different ways to a 'normal classroom lesson'. The affective impacts of these activities are implicit in the way the teachers explain with great enthusiasm how much the students have learned and were engaged in 'fun' activities. However, all these articles really focus on the academic side of history: how to get better at knowledge and content. This is of inherent importance when teaching, but it would be interesting to know what other impacts these very different ways of teaching had on the students. For example, did they gain more confidence with their own practice, did they enjoy and remember the battle re-enactment? And so on. It seems that most of the literature based around different types of learning in the classroom is very much based in cognitive learning and results. It is also clear that the teachers involved in these projects are trying extremely hard (and succeeding) to be creative and have fun with the local history they have found. Perhaps as teachers it is ingrained to focus in on the academic side of things, or they can fall into the trap of not teaching 'properly', whereas all these experiences are helping students to develop into brighter and more rounded humans.

Two teachers from London completed the Hemel at War project (2011) to bring together history students with their local community, constructing a database 'for local people to deposit their memories in, and for them to engage with the memories of others' (Abbott and Grayson, 2011). This project combined using local people within the community, resources at the National Archives in Kew, as well as old copies of online local newspapers. This article highlights many of the areas covered by this research: going on history trips, gaining a new and exciting way of learning, and an acknowledgement of the barriers to more work like this. The positive outcomes from the Hemel at War project are highlighted clearly: 'the project has given me a real sense of what the town used to be like and how people used to live', 'an amazing opportunity', and from the community, 'enhanced by letters of appreciation received from relatives and friends of these men, grateful that their loved ones have not been forgotten'. These help to clarify the importance of such projects that are not entirely based in the classroom, but get students out to experience history through objects, sources and people: it is all confirmation that school history trips can impact students in many different positive ways. This feeling of community and making connections with their own history is one of the affective impacts on students that this current study is interested in.

There is a clear mention of the barriers to more projects such as this one happening again and again. Firstly, it is acknowledged that this sort of work is no longer endorsed by Ofsted, 'while Ofsted no longer inspects this area of schools work' (Abbott and Grayson, 2011), schools do not have to be under the threat of external sanction to take the community around them seriously. However, the authors admit that even though this project helped so many different people, the main barriers to them happening more regularly is that 'availability of time is a huge factor…one of the main challenges…has been finding the time…and to ensure that student enthusiasm for the project is met with practical activity' (Abbott and Grayson, 2011). Yet again, the barrier of time and energy is highlighted if different, emotive and engaging teaching is to take place in an out-of-lesson context.

A similarly locally based project took place just off Brick Lane in London in 2014, with the '19 Princelet Street' scheme of work written and executed by David Waters (2014). This involved using this one building (which is now a museum) to investigate culture, identity, change and continuity, all as part of a school history project. The impact on the students is recorded as a strong one with one exclaiming, 'I just love this place. My friends didn't understand why until I brought them here. Then they said, "this is amazing, this is incredible – we had no idea it existed." This place changes people' (Waters, 2014). The fact that this one, local, building encapsulated the stories of the varied and rich cultures of so many different people living in London in the 19th century really captured the student's imaginations and brought their own local history to life. 19 Princelet Street not only shows the potential of school trips and projects with sites in the local community for the students in terms of positive impact, but also highlights again the problems such projects can present with. Despite the positive impacts, 'the enquiry was complex and demanding to teach,' (Waters, 2014) and needed to be re-planned every year to improve, showing the time and effort it takes to produce such great teaching experiences. Overall, this article highlights the importance of students owning their own local history to understand history generally and their place within it: 'teaching emotional and controversial history is best done when the pupils consider their own loyalties, their multiple interests and identities' (TEACH Report, 2007).

Clare Barnes' contribution to *Teaching History* (2019) comes from her perspective as the learning officer at the Mary Rose Museum in Portsmouth and provides a different view to the usual one provided by teachers. She explains how her museum uses up to date research and technology to show that historical knowledge can be constantly changing and begins by explaining the many reasons why museum trips are so useful to students. The arguments cited include the National Curriculum's point that 'teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement' (gov.uk 2013), and that museum visits can help to provide the key to doing all of these rather complex skills. Barnes also explains the benefits that her own department have suggested come with a visit to a museum:

- *Enrich curriculum teaching*

- *Access inspirational resources, including original artefacts*

- *Give students access to experts*

- *Museums offer different approaches to learning*

- *Interdisciplinary approach to history*

- *Raise attainment in pupils of all abilities*

- *Promote students' spiritual, moral, social and cultural (SMSC) development*

- *Motivate students in an immersive environment*

- *Raise aspirations – introduce students to new opportunities*

- *Improve staff-student relationships (Barnes, 2019)*

All the above help to affirm the importance of school trips in terms of both academic and affective impacts on the students. Barnes also acknowledges the many challenges that schools face to taking more trips, namely, 'practical difficulties such as taking students out of other lessons or cover and coach costs.' However, she goes on to say that despite this, the Mary Rose Museum has at least increased visitor numbers 'over the past few years' showing that these are not always barriers that cannot be overcome: a positive message in terms of this thesis.

'Rethinking Rollercoasters' (Carey and Rowson, 2019) also looked to local historical sites to engage students and enable them to fit their very specific local history into the 'bigger picture'. Based on Guernsey, one of the teachers' issues was that 'our access to field trips is limited because of the cost of getting off the island'. Cost is a barrier often cited by teachers as a barrier to taking trips, but here is it even more of an issue, and led to the school using their local sites perhaps more rigorously than others. Their Reformation scheme of work incorporates two local visits into the scheme describing the religious 'rollercoaster' of that period and seems to be very successful:

> *Some still struggled to understand the course of events and found it hard to explain how key parts of the story have led to religious change. The trips have helped with this as they have allowed us to show how events in England had a direct impact on Guernsey, giving students something concrete. (Carey and Rowson, 2019, p. 31)*

Again, more evidence to show that visiting a site can help students in their knowledge, understanding and engagement of history, as well as showing that in some situations, the barriers to more trips are completely unavoidable.

'From temple to forum' (Harcourt, 2017) poses a very interesting question about whether museums should be 'temples' or 'forums' and Harcourt uses his A Level classes in New Zealand to test his theory. He explains that he wanted to get his students to be critical museum visitors rather than ideal ones: that his students should be questioning how exhibitions are put together, what is missing and what they are trying to convey to us as visitors. An interesting article, that shows how taking students to exhibitions in museums can engage them in larger historical conversations than simply asking 'what happened'. However, he does admit that not all the students engaged fully with his own theory of using museums as places to question history rather than places where they can find out about, and simply 'look' at history. This highlights a problem seen in the data collected here, where sometimes despite the hard work of the teacher, trips do not work for every student every time.

A popular matter for discussion in the *Teaching History* magazine in the past few years has been the inclusion of the Historic Environment unit in the History GCSE (AQA.org.uk). The unit involves studying a site either nominated by the exam boards or chosen by individual departments, and AQA have a different nominated site every academic year. The new GCSE itself is outlined below:

> *The study of the historic environment should focus on one particular site in its historical context. The study should examine the relationship between a place and historical events and developments. The focus of study may range in scale from, for example, a particular building or part of a building to a city or rural landscape/setting. There is no requirement that students visit the site. This study may be linked to any other part of the course or may stand alone. (AQA.org.uk)*

This has caused much excitement, as well as many headaches among history departments across the UK when trying to plan new schemes of work. As Burns (2017) acknowledges, teachers will question the need to visit these sites, and worry that if they do not, they will disadvantage their students. He also explains the barriers to so many contextual trips, 'although trips are often lauded by both students and teachers for providing a memorable and tangible experience of history, they are often optional, and subject to time, curriculum and financial restraints' (Burns, 2017, p. 36). This sums up many of the worries and challenges to history departments when they were incorporating this unit into their GCSEs. It is also very interesting when looking at this research: has this unit increased school trips, or has it in fact cause more barriers due to the time and financial pressures?

One of the positives that has come out of these many changes in the curriculum is when teachers have to approach teaching certain units in a different way. As Bones (2017) realised, there was a huge amount of 'logistical pressure' to take students to these many sites, so instigated a use of Virtual Reality to be used at one site, Hardwick Hall, to allow the site to come to the classroom. Bones'

article suggests that the ability to allow students access in their own time, and through well-planned schemes of work, means a 'powerful and memorable experience' that immerses them in the site itself. Another benefit is that it allows students to 're-visit' the site as and when they want. Student responses to this new idea included 'It's fun': a solid affective impact when relating this article to the research being carried out in this thesis. As the article suggests, there is more and more need for 'virtual field visits to meet the demands of the new GCSE' and to 'overcome financial and practical barriers that might make it difficult for some students to go to sites' (Bones, 2017, p. 17). This research embeds further the issues of barriers to some school trips and suggests a practical and much cheaper solution to actual trips, whilst allowing students access to a similar experience. These new ideas and technologies are something that this research needs to take into consideration in the future, to enable school trips (real or virtual) to happen in the future and will be discussed further in the final chapter looking at recommendations going forward.

Despite being before 2019, Bones (2017) addresses some of the issues being faced in the current global Covid-19 crisis: sometimes it is impossible to take students out of school on trips. Bones cites the 2011 Foot and Mouth crisis, where many sites were out of bounds to visitors. In this time of global worry and pandemics, this is something that needs to be considered with even more sincerity. I for one have found the use of technologies a great help when teaching Ancient History: often the site no longer exists or is not in any way like how it originally looked. I have tried to overcome this issue by using, in particular, computer games such as Assassins Creed Odyssey (Bogenn, Sims, *et al.* 2018), where it is possible to visit Ancient sites virtually, and through animations. In fact, some teachers (Hinde, no date) have even produced YouTube tours using Assassins Creed Odyssey to bypass the need to purchase and actually play the game – another bonus when these games are 18 certificates, so would not be suitable for GCSE or some A-Level students.

There has been much discussion over how to use sites with the Historic Environment unit, and 'Using sites for insights' (Illingworth & Manners, 2017) again looks at the importance of understanding sites whether you actually visit them or not. They argue that 'historical sites can make a substantial contribution to the needs of students and teachers in this respect, whether through actual visits…or through related resources used in the classroom' (Illingworth & Manners, 2017, p. 58). The article highlights the different impacts sites can have on students rather than traditional classroom lessons: 'multi-sensory experience', 'holistic experience', 'powerful visual experience, as well as stimulating the senses in other ways too.' All of these impacts are examples of positive and affective ones on students, so tie in well with this study.

Illingworth and Manners (2017) advocated four different ways of using sites, three of which seem relevant to this study: studying materials associated with a site in the classroom, visiting a site, and using a 'practice site' (Illingworth & Manners, 2017). All three approaches use a specific, local

historical site to enhance the knowledge of the students that they would gain from a traditional lesson. They also acknowledge that 'practicalities may make a site visit very difficult in some cases', so the use of packs of information from the sites in the classroom can be a good move to ensure students are still learning in different ways. The use of local, 'practice' sites is also a fantastic idea, where students cannot visit a particular place due to location or costs, using a more local historical site but asking the same questions of it can enhance their understanding of using sites, and the benefits that come from learning outside of the classroom. Again, this is an idea revisited in Chapter 9. The article also highlights the use of learning officers on historical sites, and that by working closely with them there is even more knowledge and understanding to be gained. Their job is incredibly important, and they are the ones with the extra knowledge that teachers do not always have about sites: 'our pupils relish the opportunity to show that their teachers, or their textbooks, provide only partial answers' (Illingworth & Manners, 2017, p.60). When a site is combined with the knowledge of a learning officer, there is so much more that the students can gain. In relation to this thesis, the use of learning officers is something that has perhaps not been utilised as much as it could have been in the past, but perhaps will increase with the new Historic Environment unit. It is something that both schools and museums or sites need to make the most of to ensure the best trips and in-class experiences (with site specific resources) can happen.

Another article from the same issue of *Teaching History* investigates the use of Professional Development for history teachers within historical sites. Although this is now offered by the Historical Association in England, there are few spaces, and America has done it for longer. Burns (2017) addresses both the positive and negative aspects of this approach as a way of encouraging both more trips, and for teachers to gain a greater understanding of specific sites they may teach as well as to apply it more generally to other historical sites. As he clearly acknowledges 'although trips are often lauded by both student and teachers for providing a memorable and tangible experience of history, they are often optional, and subject to time, curriculum and financial restraints' (Burns, 2017). Linking this to the current research, the article also looks at the benefits of teachers learning about history in historical places – that historical thinking needs to take into account 'artefacts, clothing, tools and buildings' (Baron, 2017). As well as this, Marcus (2017) explains that opportunities like this 'could well increase the likelihood of more meaningful incorporation of site visits within the history curriculum' (Marcus, 2017).

The article goes on to discuss the different impacts that such training can bring to both the teachers on the experience and to their students when they return to the classroom. The Monticello Teacher Institute (in Charlottesville, Virginia) programme manager Lora Cooper asked teachers about their responses to the programmes run at the home of Thomas Jefferson, and they were very positive: one gained 'a perspective that research, a virtual tour, or books would not have given me', another explained about the evocative 'smells and the sounds of the sites', and another mentioned the 'power

of place' (Marcus, 2017). These are all affective impacts of trips I personally have run in the past, which this research also highlights as being important, not just to the students but the teachers. These sorts of programmes to encourage and enable teachers is something that will be discussed further in Chapter 9.

Marcus' article (2017) is not entirely based on positives: it also explores the issues that such teaching schemes may unwittingly encourage. The first barrier (as with most trips) is a lack of funding. The scheme in America is privately funded, whereas many such schemes in the UK (like the Historical Association one) are publicly funded, leading to financial barriers from the start. Burns also suggests that instead of encouraging more trips, the fact that teachers could pass on their enthusiasm via their own experiences may actually render history trips as obsolete. This would be a real shame as 'site visits have always been – and remain – an important part of history education, adding an experiential element to the subject that, anecdotally at least, many students remember far longer than the contents of individual lessons' (Burns, 2017).

Rachel Foster and Kath Goudie have written about the challenges of incorporating local history into Key Stage 3 schemes of work in *Teaching History* (2015) where they worked with a 'real life' historian to investigate the local impact of the Domesday Book to allow an insight into the bigger picture of history in England. The article highlights the importance and impact of using local history and historical sources to bring history to life. Interestingly, their collaboration with historian Professor Stephen Baxter also highlighted where the teachers themselves could improve their own knowledge and pedagogy, as well as that of the students. They went as far as to get Professor Baxter to come to a lesson to talk to the students directly. Despite worrying about the Year 7s being reticent, 'pupils were bursting with questions, and the questions they asked showed…a depth of understanding …not seen…in other enquiries.' (Foster and Goudie, 2015). Foster and Goudie also stress the importance of both the preparation of such projects as well as the follow up work, in order for the students to gain the most out of such an approach to history. Despite not having any trips involved in this project, this does highlight the importance, and impact, of having someone from outside of 'the classroom' coming in and bringing a fresh perspective. Sometimes trips can be brought to the classroom through such collaborative work. I myself have used professional historians from my local universities within my classroom at both GCSE and A Level, and it has always been a huge success in terms of increasing students' knowledge and understanding. Not only that, but my students benefitted from someone different teaching them, and gave them an insight into what university teaching may also be like.

Another teacher utilising professional historians to enhance student knowledge and experience is Chris Eldridge from Wells Cathedral school, who writes about teaching Medieval history (2016). He uses the local university to allow lectures to be given to students as part of their Medieval A-Level

course. As part of the 'Polydorian Project', the school also provides a lunchtime history society, a cottage project (building an Anglo-Saxon cottage from 909AD), primary school medieval days, and a comprehensive website. This not only highlights the way that outside speakers can enhance learning, but in relation to this project, shows again that it can be easier to provide more interactive experiences for primary schools than for secondary. The Year 5 days include archery, music and calligraphy; fantastic experiences, but it is not clear from this article whether the secondary school students have access to it too. Perhaps this would be down to the barriers to school trips that this research is investigating (particularly time and money).

Year Nine Battlefields trips are a staple of most secondary history departments. In recent years they have been seen as even more important with the centenary of World War One being commemorated. One way the government ensured this happened was with their Centenary Battlefields Tour programme, (Battlefield tours programme, no date): open to every single state-funded secondary school to allow at least two students and one teacher to join in professional development sessions as well as visiting some of the sites in France and Belgium. McKay (2017) explains how her department found it extremely useful to engage students with the topic, but also to deepen their more general historical understanding and get the students to think more clearly about what 'remembrance' means to them. She also advocates the use of planning lessons or sessions before a trip to the Battlefields, as well as follow up lessons afterwards.

The effects of creating a multi-disciplinary approach to the trip is also discussed in the article, where McKay works the Spiritual, Moral, Social and Cultural development programme into her planning to better help the students understand some of the topics in more depth. The results were that students had both a better historical understanding as well as a clearer knowledge of how the events of World War One fitted into their own developing ideas of democracy. As she quotes, one student said, 'it's really valuable to understand where the things we have today come from, but it is even better when we can look at these things objectively and decide for ourselves the rights and wrongs' (McKay, 2017, p. 21). Here is a clear example of how trips can help students to develop not only their own historical knowledge, but their attitudes and values towards that knowledge: something that links in greatly with this thesis. What is very interesting in this article is the emphasis on planning deeply before a trip as well as ensuring the trip is followed up in subsequent lessons; she explains 'even after two years, this is something we can still feel in our curriculum' (McKay, 2017, p. 25). In terms of further evidence of the impact of school history trips, this article goes a long way to justify the importance of their place in schools.

There has been one academic study into the impact of museum visits on secondary school students, in the East of England, carried out by Museums, Libraries and Archives (2007). This is a fascinating project, looking at the impact of museum visits on pupil assessments in history, using nine schools

and five sites in the East of England. This is the only study that has looked at history at secondary level specifically and shows very positive results: 60% of the pupils who participated showed an increase in their attainment in the subject of history. This shows just how important museum trips can be in students' lives, in a study that uses a similar geographical area to the current study. However, it does only concentrate on academic attainment, rather than the affective impacts that the current study is researching. The conclusions are particularly relevant to this study, where the researchers recommend that both museums and schools could do much more work both together and in collaboration, to ensure that further successful trips can take place. These include museums providing activities structured to the academic needs of students, and schools being more pro-active in finding out what local museums can offer (Watson, Dodd *et al,* 2007). These recommendations echo those of the current research strongly and can be seen in more detail in Chapter 9.

Overall, there is much historical and current work being done by history teachers to ensure that students get a well-rounded, and in-depth experience in their history lessons. This ranges from taking them on trips to bringing the outside into the classroom. It is really encouraging that there is so much practical work that is ongoing to ensure that students have access to fantastic resources produced by the cultural sector. What is clearly missing from this literature by teachers is an emphasis on affective outcomes: most of the language in these articles is based around cognitive gains. Although some refer to the joy and passion that these experiences can introduce students to, it is often as a by-product of the historical learning that is happening. This is both inevitable (if you enjoy what you are doing, it can sometimes mean you can achieve well) and symptomatic of the way that teachers are taught to place exam results at the heart of teaching. Teachers have to justify all that they do in terms of students learning new content or skills rather than looking first at what is interesting or enjoyable and working from that perspective first. This is not necessarily a bad thing, but this thesis highlights that those other everyday skills (such as making new friends and having new experiences), and the affective impacts of history trips and experiences are just as important. They may also be important and useful contributions to pupils' education, and perhaps dispose them more positively to education.

Finally, there is a specific chapter devoted to educational visits in Davies' 2011 *Debates in History Teaching* (Snelson, 2010). This is a comprehensive guide for teachers new to the profession or wanting to weigh up the pros and cons of taking a history trip. It lays out clearly the benefits, both affective and cognitive, as well as explaining the amount of time and effort it takes to make a trip a good all-round experience. Snelson explains how government bodies use language that encourages good trips: the Children's Secretary explained that they 'wanted to see as many children as possible learning outside the classroom' (DFCS 2009), and that the National Curriculum for Key Stage 3 clearly states that children should 'appreciate and evaluate, through visits where possible, the role of museums, galleries, archives and historical sites in preserving, presenting and influencing people's

attitudes towards the past' (QCA, 2008). These statements are really encouraging to new teachers who want to do their very best for their students.

Snelson goes on to give many positive examples of good trips that have happened and includes a checklist of things to do before going on a trip. This chapter seems to be a very rich source for new history teachers to read to encourage the further taking of trips. In terms of this study, it also points to the advantages of personal, learning and thinking skills that students gain by being on trips: 'independent enquiry, creative thinking, reflective learning, team working, self-management and effective participation' (Snelson, 2011, p.250). These are all skills that although could also be classed as cognitive involve affective skills, showing again that there is a recognition that school history trips can aid students in gaining a more holistic experience through their participation in such research. The sagest advice given is in regards the planning of trips, and how they must contain plans to both prepare and follow up student experiences in the classroom to prevent the trips being a one-off experience that does not flow with the rest of the curriculum. This is important, and easy to forget when planning and executing trips as there is so much to think about in simply planning to take students out of the classroom. In the most recent edition of this chapter (Snelson, 2017), she also highlights that visits 'do not necessarily help children learn. They are only as good as the teachers planning and carrying them out.' (Snelson, 2017, p. 241). This is also something that needs to be thought about in terms of recommendations for the future in Chapter 9.

3. Work on impact within schools and museums

The work of the museums sector in measuring impact within their institutions has already been addressed in Chapter 2, where an explanation of the establishment and subsequent use of Generic Learning Outcomes can be found. This form of measurement has been proven to show affective impacts within museums and has a place firmly at the heart of this thesis where it has used them to structure both the surveys and interviews on in order to collect the data. However, there have been many other research projects looking into the impact that museums and school visits have had on people generally, and students in particular. What follows is an explanation of this other work into the measurement of impact in schools and museums.

There has been a wealth of research over the past twenty years from the museum and cultural sectors both proving and evidencing the importance of museum and site visits to people. This is at every level from pre-school to older people who have long since left education. One company, Flow UK evaluations, has produced much research literature investigating the impact of evaluations within the cultural sector. Their combined work has thrown up some interesting questions about evaluation, using Generic Learning Outcomes as one example, but also coming up with their own. This system, known as 'TOTS', examines how children learn through 'Time, Openness, Tools and Stimulus' (McKenzie, 2015)). The method behind this system was to focus on the non-academic impacts of learning

environments, however, focused on early years learning. Although interesting, it does not cross-over as easily as the Generic Learning Outcomes into the secondary school model.

Three further reports from Flow UK (2015) assess the impact of Arts Council England funding on projects that aimed to bring schools and museums together in terms of measuring impact and engagement. These reports highlight the positives of using Generic Learning Outcomes between museums and secondary schools as a way to evaluate holistic learning through museum outreach. They also bring up the problems between the education and cultural sectors in terms of using different methods of evaluation, as well as the positive impacts of both the Arts Award and Arts Badge. These are Awards that schools can apply for and receive if they prove they are meeting certain criteria around the promotion and teaching of arts subjects within schools. Again, although interesting in terms of the use of evaluation and measuring impact, they do not link directly with secondary school history trips.

The launch of the Cultural Education Challenge in October 2015 showed a nationwide interest in making more links between schools and all sorts of education providers outside of the official education system. This has been led by the Arts Council England and comprises hubs across most counties in England. It is an ongoing project to make more connections between different institutions, including bringing together museums, libraries, theatres and schools. The final report (Lonie, Lo *et al.* 2019) concluded that the project had been very successful in engaging every area of England in new and ongoing projects working together to ensure young people have more access to culture generally. This has been done through establishing 'Bridge' organisations in the different areas of England, working together with Local Cultural Education Partnerships (Lonie, Lo, et al. 2019). There are ten Bridge organisations overall, working with a variety of institutions to involve young people through schools, youth clubs and other outside-education organisations. The report concludes that this method has worked well, but there are more considerations to take into account to help them to succeed into the future.

One local example to this research is the Festival Bridge organization for the East of England, that works to bring different institutions together as part of the Cultural Education Challenge. It comprises a team of seven leaders who work with all institutions across the region to ensure that cultural activities are active and meaningful. One of the most recent surveys to come from the Bridge organisations was released in December 2020 to investigate the impact of Covid-19 on cultural education, how online learning has affected students and young people, and looks for ways to help in the future. The findings of this report into teachers' views (529 participants) showed that school links to engage students in creative activities have worked well. However, it also shows that the issues prevalent in lockdown to do with students missing out on learning will have a larger effect in the future on secondary school students, where GCSE and A Level catch up will take priority over more creative approaches and will mean that trips will take a back seat. This is a fascinating piece of research in terms of the current

project, but again is one that I would not have heard about had I not been investigating this topic. It highlights the amount of work being done by the cultural sector to raise the profile of culture within education, but the lack of accessibility to 'normal' teachers.

The final report into the effectiveness of the Cultural Education Partnership also highlights similar issues to those found in the current research (Lonie, Lo, *et al*. 2019). There are several reasons behind these seemingly great collaborations not having the impact they aimed to when they were established back in 2015. The biggest issue is funding, with no central funding given to the many different projects involved. As one stakeholder explained,

> *Public bodies are too slow. If procuring new funds in this area, there needs to be something around community investment that holds people to account. Held very closely to the real needs and cultural assets of the country, which are complex and not easy to model. (Lonie, Lo, et al. 2019, p.18).*

This helps to explain the fact that the funding for local Cultural Educational Partnerships is different in each of the 100 areas in which they exist: the government itself has a duty to raise the profile of such excellent work to allow it to be properly and consistently funded. This also explains in part another problem: that of geographical differences. The conclusions highlight the fact that different areas of the country face different issues. For example, the transport in and around London is much more accessible and affordable than those extremely rural areas of England. Therefore, a one size fits all approach does not work. Another issue to come up is that,

> *'relationships with schools are still quite supply-focused; "delivering to", rather than "delivering with". Schools are often considered as customers rather than partners and aren't comprehensively represented in LCEP membership'. ((Lonie, Lo, et al. 2019, p.24).*

Again, there is a lack of time and responsibility coming from within schools to make these opportunities and experiences happen. This is addressed in more detail in Chapter 9 when looking to the future. What is apparent from the amount of ongoing research into the importance of cultural engagement for people generally, is that it is not just beneficial in terms of academic achievement. There are many other benefits, specifically in terms of wellbeing and lifelong learning. All of this continues to prove that there is logic and reward in continuing to encourage secondary school history trips to take place.

The use of school history trips is not just a UK issue. The gap in the research into the impact of school trips seems also to be an issue in America, where Green, Kisida and Bowen (2014) looked into the impact on students using a brand-new art gallery to assess the impact on school children visiting it. This was done at a time when, statistically, cultural school trips were in decline (down by 30% in the previous decade in Chicago), and it aimed to assess the impact of student knowledge of art as well as 'critical

thinking, historical empathy, tolerance and sustained interest in visiting art museums' (Green, Kisida & Bowen, 2014). This study was large, with over 10,000 students in 123 different schools being observed and surveyed. The results were very positive, showing that across all measures, student impact was high; 88% of students could recall individual paintings and artists up to five weeks later.

This study also highlights the many barriers to American teachers, citing time and money as the main issues. Interestingly, it also explains that the emphasis on taking more 'fun' trips has increased due to the pressure on schools for results, using trips as rewards rather than teaching tools. Despite this being almost the opposite issue to that in UK schools (where curriculum-based trips are the mainstay of all trips today), it is an interesting comparison to make. The policy implications of this research suggest that government, school and philanthropic organisations should provide more opportunities for cultural trips to ensure children, 'develop into civilised people who appreciate the breadth of human accomplishments' (Green, Kisida & Bowen, 2014). This clearly explains that there are similar issues around the world in terms of policy makers not taking enough notice of the positive, holistic benefits of such cultural trips whether they are based on history or other arts subjects.

Other, earlier research studies the impact of trips in a more holistic manner too: Falk and Dierking's study into the long-term impact of American school trips (1997) explains that memories of such experiences stick, with students using later experience to build upon the knowledge they gained on the initial trip. 'Learning can be thought of both a verb and a noun, a process and a product' (Falk, Dierking & Holland, 1995), showing that educators in America have long been thinking about trips being a part of learning, not just an add on. This particular piece of research identified six questions designed to test student impact at a later date (including into adult life). Out of the 123 participants, 98% could recall at least one specific event or experience on the trip, showing that, 'early-elementary-school field trips are consequential experiences in children's lives' (Falk & Dierking, 1997). It also cites the statistic that three quarters of the participants showed, 'long term recollection of cognitive information, available for application to future problem-solving tasks' (Falk & Dierking, 1997). Whilst this does not specifically examine high school students, or history related trips, it shows clearly that trips have played an important part in students' learning journey from a young age, and often into adulthood.

DeWitt and Storksdieck's report on a review of school trips (2008) in the United Kingdom summarises the work that has already been done on the impact of school trips. Interestingly, it discusses not only the cognitive and academic impacts, but also the affective impacts of school trips on students. This is not history specific but does show an interest in this type of impact, at least from the perspective of the cultural sector. It also shows that from as early as the 1990s, there has been an acknowledgement of the importance of school trips as beneficial to students in many ways:

Learning on and from a field trip, hence, is no longer seen as simply an extension or improvement of classroom teaching, but as a valuable supplement and addition to classroom instruction, as well as an excellent way to prepare students for future learning ... In line with this interest in more broadly defined cognitive learning outcomes, increasing attention has also been paid to affective impacts of field trips. (DeWitt & Storksdieck, 2008)

However, due to the nature of this report, and that it comes from the journal *Visitor Studies*, it is unlikely that it would be generally accessed by teachers as they would not necessarily know of this journal in direct relation to teaching. This is another issue that this research has highlighted: there is so much useful research already completed by the cultural sector surrounding the work that teachers do, particularly in terms of school trips, but this work is not getting out to the teaching profession itself. Much of this would be down to the fact that teachers do not have enough time to spend searching for such material, or indeed reading it. This will also be dealt with in Chapter 9.

4. Media interest

There is so much media interest in school trips, particularly since the global pandemic of Covid-19 that it is extremely difficult to highlight all the sources of this nature. Traditionally, the media have been involved only when trips have gone wrong, with accidents, or when teachers get caught doing the 'wrong thing'. One example is from 2016 where a teacher left students to go on a drinking binge (Manchester Evening News, 2016), and the tragic death of Jessica Lawson on a trip to France in 2015 (BBC, 2016). There are so many aspects to media involvement that two recent reports are concentrated on that show barriers to teachers taking trips, and this is more often than not to do with money. Chapter 9 also investigates some of the more recent reports about trips no longer being viable due to lockdowns across the world.

At a time where government funding is not increasing, and in fact is down 8% since 2010 (Weale, 2018), despite an increase in student numbers in the UK, there has been some coverage in the press over where schools are spending their money, and where cuts have to be made. It seems that schools are very varied in their attitude towards trips. The Guardian reported in 2018 that Geoff Barton, (then General Secretary of the Association of Schools and College Leaders), explained that if there is a curriculum focus for trips, they can be justified, but that many parents are just not able to afford to let their children attend. This financial issue has been exacerbated by the use of Pupil Premium money 'to hold together a fragile budget' (Weale, 2018) instead of helping to subsidise experiences outside the classroom. A survey from 2008 asking 4,000 parents about the cost of education said a quarter could not afford to let their children take part. Goddard, principle of Passmores Academy, held a different opinion, explaining that his school took no residential trips when he took over 17 years previously. After setting up a charity called No Child Without, he has since supported the school taking several residential trips a year, including ski and battlefields visits. The charity heavily subsidises those students

who could not otherwise afford it. In his words 'I don't think we shouldn't have trips. It's part of a rounded education' (Weale, 2008). This positive attitude is not visible across the country, and some trips are set at prices of thousands of pounds, making them unattainable for many families. There is a very current and valid argument about the cost of trips versus the value of them.

An article in the Guardian by Curtis (2009), explains the education editor's ideas of why teachers are reluctant to take school trips despite the demand for them from parents. Curtis cites a Countryside Alliance report explaining that 'The benefits of practical countryside education far outweigh the concerns' (Curtis, 2009), as well as saying that there are only a small number of teachers who are actually sued over issues on school trips. This article also highlights the then potential problem with the changes meaning that school staff could only 'rarely' cover other teachers, and that this may have an impact on future trips taking place. As this research shows, the rarely cover issue has not had as big an impact as first thought on taking trips. However, this article does highlight the fear factor of teachers yet again and is part of a body of media articles that focus on this problem as a barrier to taking further trips.

5. Barriers to school trips

The Health and Safety Executive for England acknowledges that there is a fear factor surrounding taking school trips that they recognise can put teachers off planning trips. The HSE usefully give the statistics for 2005-2010 surrounding the number of injuries involved in schools, then explains that the number of prosecutions for these accidents are minimal (HSE, 2010). The initial numbers are scary (50,058 accidents reported), but these account for all injuries reported in both primary and secondary schools, and of the 29 prosecutions for these injuries, only two related to school trips (HSE, 2010). This website also highlights case studies of where things have gone well, as well as gives tips on how to plan trips thoroughly. It clearly highlights that fear is a barrier to teachers taking trips and attempts to counteract some of the fear factor by giving clear advice on how to run a safe trip. It is a useful website, but as with many of these publications, it is not something that is easy to find, and is certainly not something I have used or even heard of when I have been planning trips in the past.

DeWitt and Storksdieck examined the key findings of school trips in their 2008 review from the *Visitors Studies* Journal, highlighting the positives and negatives of school trips as well as citing what teachers perceived their barriers to be. Unsurprisingly, the barriers correspond closely to the data collected in this project, with:

> *logistical hurdles within the school environment (such as arranging parental consent, filling out safety forms, coordinating the field trip with other teachers, or proving curricular fit) ... and even in between (transportation) ... the need to keep students "on task" and to manage their behaviour ... Finally, field trips are often limited by monetary constraints (Anderson et*

al., 2006), be they transportation or to cover the fee for the field trip experience per se. (DeWitt & Storksdieck, 2008).

The above barriers are also highlighted in the data examined in later chapters. The report goes on to talk about some recommendations about how to overcome some of these barriers, including further correspondence between teachers and museum educators to bridge the gaps that exist. These are also recommendations in this research that will be examined further in the Chapter 9. The above report highlights that there were similar issues surrounding school trips over a decade ago, and that the cultural sector (both authors having this as their background) has been working hard to expose these problems and to suggest ways to overcome them. The huge body of work that this report encompasses is just one example of information that does not filter through to teachers or influence the way they look at school trips: again, a real shame in terms of making positive changes for the future, and something the education sector should aim to address.

Schoolzone is, 'a boutique market research agency specialising in the education sector' that aims to keep up to date with research that teachers would be interested in. In 2016 it was commissioned to look into how different organisations in the cultural and heritage sector could potentially help teachers to organise more and better planned trips (Schoolzone, 2016). This research asked over 800 primary and secondary schools about their use of trips and experiences within the classroom from outside providers to see what could be done to help trips to continue. It begins by recognising the importance of trips as seen from within schools themselves, 'despite the challenges associated with organising a school trip…schools still place a high value on these experiences: virtually all schools have organised a trip to an external organisation or venue in the past twelve months.' (Schoolzone, 2016) The authors continue to explain the top barriers to taking trips from teacher perspectives, which again corresponds directly with the findings of this research. The top barriers are time and money, as well as staffing, travel, administration and the impact on the curriculum. It very clearly outlines the issues as being similar across the 800 schools and goes on to suggest some ways that schools and the cultural sector could try to overcome these problems.

One recommendation from the above report looks at the use of virtual trips. Interestingly, only 2% of the respondents said they had been on a virtual trip, and 6% gave reasons why they would not want to participate in them including a lack of knowledge of technology (Schoolzone, 2016). Even though this research was only carried out five years ago, technology and the forced impact of the Covid-19 pandemic has led to huge improvements in both the understanding and use of new technologies and ways of teaching. The final chapter of this thesis argues that this may be a much more viable way of bringing the outside in when looking to the future of school trips.

Summary

The main issues arising from this literature review are the tensions that exist between the text production and the practice of taking trips. This is evident from both the official, government reports, where there has been a shift from promoting school trips as a vital part of education to one where the arts and culture are no longer considered as important as scientific subjects. This will become more of an issue as time moves on, with an inevitable effect on the promotion of cultural education within schools. As mentioned in Chapter 2, the need for a 'broad and balanced curriculum' is at odds with the current government proposals to cut funding for arts subjects. It seems impossible to reconcile the two viewpoints within an educational setting.

In terms of the professional setting, Teaching History magazine reaches a large audience of teachers: subscriptions to the Historical Association publications are over 6000 (HA website, no date). The articles relating to school visits are accordingly accessed by many professionals who would be influenced by the positive accounts and advice given in them. There is a case therefore that Teaching History articles are perhaps more important in terms of text production and influence than the government reports. The official reports are important to give context to the environment within which trips take place but are perhaps not as important professionally as the Teaching History articles.

What can be said with confidence about school history trips is that they take place regularly, across the country, with many successful outcomes both academically and affectively. However, there is also evidence from the literature that there are barriers in place to stop more of them happening more consistently. This is evident from the Teaching History articles that examine how to allow more trips and experiences to happen despite the lack of teacher time and financial constraints on schools. There is also already a move to investigate how trips can be incorporated into schools through new technologies (such as Virtual Reality), and how cultural sites could engage further with teachers. There is also an admission that they are not always successful, and more could be done to produce better trips (Snelson, 2017).

There have been many changes to both education and cultural education in the past decade, with larger expectations for teachers to adapt to new rules and regulations such as the move away from National Curriculum Levels and the changes to GCSE and A Level content, and gradings. These changes alone have been enough to push the agenda of school trips much lower down the list of teachers' responsibilities, without adding the recent Covid-19 pandemic issues of shutting schools and vetoing trips entirely. This echoes the previously mentioned issue of performativity (see Chapter 1), where teachers are expected to provide a holistic education in an atmosphere that is highly geared towards results. It is a tension throughout education, but this literature review provides further evidence of the disparity between what has been proved to benefit the students (trips, with positive academic and affective outcomes) and the current views and priorities of the government.

Overall, this literature review seeks to highlight the main issues that are addressed or questioned within this thesis. By examining such literature, the current research can be planted within the work that has already been carried out by government and non-government bodies, the teaching profession and the cultural sector. As previously explained, there has been much research already carried out that evidences the benefits and negatives of school trips, but there is a distinct lack of history specific literature. There is also a gap in research into affective impacts of secondary school trips, that this thesis attempts to address in the following chapters.

Chapter 4: Research approach and methods

This chapter explains the approach to both gathering and analysing data for this research, as well as examining why these approaches are appropriate. It outlines the chosen theoretical framework, as well as the mixed method thematic analysis that is adopted, and the reasons behind using them. This chapter therefore explains the research journey through both learning and applying a mixed methodology to the research. It also considers the ethical issues around working with young people and adults.

4.1 Theoretical framework

The theoretical framework adopted in this research was chosen for several reasons and seemed to be the best fit considering my own background as a historian and teacher. The framework is important in terms of how the entire structure of the thesis was to come together, with the hope of uniting the previous literature with both the concept of the Generic Learning Outcomes and the raw data that was collected to answer the two key questions. From the very beginning of the research process, it was decided that data would be collected from three types of participants: teachers, students, and museum educators. These were the three points of view that would be needed to answer the two main research questions. There was an assumption from the start that this data would be collected using both surveys and interviews: an assumption that was cemented once the theoretical framework and methodology had been examined and decided upon.

Stephen Ball's use of the three contexts of influence, text production and practice (Ball et al, 1990) seemed to resonate with several of the issues in this research. The thinking behind the original research was to examine the cyclical nature of educational policy, following it through the processes of the influences of government and society, through the text produced due to that influence, into the practical delivery of such policy. This could then go round again, with the practical delivery leading to further influence on changes to policy. Ball recently explained his interest in policy through investigating the duality and tensions that exist in the shift from a modernist welfare state of affairs to a neoliberal one (Ball, 2020). This is also evident in the tensions examined in this thesis: between the benefits and enjoyment of school history trips, and the needs of the teacher and schools to perform well academically in today's performative culture.

Phillip's 1998 study of history teaching borrowed Ball's (1990) original theoretical framework to analyse the practice and impact of the National Curriculum when it was first established in 1989 (Philips, 1998). The context of influence investigated why a National Curriculum was needed in the first place, and where the idea came from. The context of text production included how government papers and other studies influenced the writing of the National Curriculum. Finally, the way that the National Curriculum was put into place and the impact it had was examined (Phillips, 1998). Inevitably, the author concludes, most good ideas are good on paper, and end up being quite different in practice or reality (Phillips, 1998). Again, this seemed to relate well to this thesis, where there are many influences and reasons behind school history trips taking place (or not).

Therefore, the same three-part structure is used here: the context of influence, the context of text production and the context of practice. By using this borrowed structure, there is an inherent triangulation to this research to help analyse this educational phenomenon of school history trips. These contexts are used by applying them to the two research questions about the affective impact of history trips, and the barriers preventing more history trips from happening. The context of influence here includes investigating the reasoning and influences behind the policies that frame how, when and why history trips are taken in high schools. These include government influence, as well as teacher's more personal influences such as more experienced colleagues passing on knowledge, or even their own experiences on trips as students themselves. The second context of text production, includes all texts that acknowledge, help and influence how teachers take school history trips. This includes government policies on school trips, the wider influence of the (recently updated) National Curriculum, in terms of what history is taught in schools, which therefore has a huge influence on the types of trips that take place. It also includes such texts as those found in the media as well as exam board specifications. The final context, that of practice, focuses in on what happens on the ground: how teachers organise history trips, and what impact they have on the students. These three contexts will frame the main structure of this thesis, leading to considerations for the future in terms of how barriers can be removed to produce 'good quality' history trips, with positive affective outcomes, giving value to the students and teachers who participate in them.

In practice, this theoretical framework is used to structure the analysis of the data by categorising it into the three contexts after gathering it all together. The finished analysis can be seen in Chapter 8. This has helped show how the contexts have both shaped and practically produced history trips, and how their impacts have benefited students. The framework has also been used in Chapter 9 to direct and project the findings into the future to help influence further research in this area and put forward new ideas to make a case for, and to optimise the potential benefits of history trips as part of a

historical education relevant to pupils growing up in the 21st century. It also provides a similar insight into this research that Phillips' original paper (Philips, 1998) did by using Balls' notion of discourse (Balls, 1990) to highlight the gap between 'policy intent and actual implementation' (Haydn, 2009). This is often the gap that needs addressing within the education system: government policy does not always translate easily into practice. By using this framework to interrogate the gap, the research has the potential to explore whether the gap between rhetoric and reality in relation to the educational benefits of school trips can be reduced.

4.2 Research methods

From the very beginning of this project, it was clear it would be investigating human reactions to experiences of school trips. Both qualitative and quantitative methods were explored to see which would suit this research best. This investigative process is outlined in detail below, culminating in the choice to use thematic analysis and a mixed methods analysis. Thematic analysis was chosen, based on a mixed method. A mixed method approach is flexible enough to allow for the interrogation of several different types of data, including those from both questionnaires and interviews. Data would be collected from both students and teachers (within schools and in the museum context). This offered the advantage of a further form of triangulation – to what extent do the ideas of teachers and pupils on school trips match? Do pupils share history teachers' views on the desirability and educational benefits of history trips, and do pupils have a different view about 'benefits'? (Haydn, 2019). This can be seen to have worked in as much as the students and teachers did provide different perspectives within the data that was collected (Please see Chapters 5-7).

There are many considerations when using humans to provide data: mainly that they are not necessarily quantifiable; everyone has a different perspective, and answers to questions could change on a day-to-day basis according to mood. As Bennett explains, you cannot measure the nature of human experience due to these many variables (2013, p. 44). Social science research has tended to rely upon qualitative data collection and analysis due to the many variables involved with dealing with people. Purely quantitative methods can perhaps be too difficult to use appropriately when asking humans particular questions. As Hawkins explains, 'while physics and mathematics may tell us how the universe began, they are not much use at predicting human behaviour because there are too many equations to solve' (2013, P. 46). What qualitative research can do here is allow the opinion and thoughts of one person to take on significance, and this is important when investigating something as emotionally resonant (and perhaps idiosyncratic) as school history trips can prove to be.

Secondly, there is debate over which methodology to use in different academic fields. Educational research of this kind (using interviews from students and teachers) naturally leans towards the use of qualitative data analysis. This is due to the heavy reliance on interpretation from the part of the researcher (Cohen et al, 2007). However, because this project wants to use both open and closed questions in the surveys, the use of quantitative data analysis could also be useful when analysing the closed questions. Tashakkori & Teddlie define mixed method as 'a type of research design in which qualitative and quantitative approaches are used in types of questions, research methods, data collection and analysis procedures' which ultimately provide better inferences (p. 711, 2003). Kelle argues that despite the history of research methods strictly fitting into one category or another, a mixed method can be just as important, 'combined productively, they can strengthen and mutually complement each other, and reinforce the validity and viability of mixed-methods model in educational research from asking valid questions onwards' (2008, p. 53). Considering that the use of both surveys and semi-structured interviews were going to be employed to collect the data, a mixed methodology seemed to make sense.

There are some obvious positives of using a mixed methods approach, particularly the idea that it can offer a degree of triangulation 'that will add to both the validity and reliability of the information obtained in relation to any research question' (Haydn, 2009, p.4). However, the view that this is a guarantee for validity and reliability can also be questioned. Some researchers may indeed use many ways to collect data from different people, and still do it in such a way as to back up their own hypothesis from the various sources (Haydn 2019). It is therefore important to be mindful that triangulation is used in a way that does encourage the researcher to see the data from different perspectives. The use of both student and teacher perspectives in this study hopes to allow for this to happen.

A quantitative approach is used here for analysing both the interview transcripts, as well as the open questions in the surveys, whereas the closed questions in the surveys play into a qualitative approach. However, as with all research, it is also good to be aware of the limitations of any approach, and some researchers suggest quantitative research has become a popular and good way to make 'excessive claims for the truth' (Denzin and Lincoln, 2013). By using mixed methods, this limitation is lessened through the process of triangulation and being as transparent as possible about the reasons behind each step of the research process.

After deciding on using a mixed method approach, to enable the unproblematic use of both open and closed survey questions, as well as semi-structured interviews, a type of analysis had to be decided upon. It was also important to bear in mind the fact that the data to be analysed and therefore coded were of quite different types: open and closed survey questions as well as transcribed, semi-structured interviews. This meant that many different options had to be assessed to ensure that same technique could be applied to all of the analysis to ensure consistency. Thematic analysis (Braun and Clarke, 2006) was ultimately decided upon. Despite the fact that this is not always seen as an academically rigorous form in its own right, rather as a more generic part of qualitative data analysis (Braun and Clarke, 2006), it fitted well with the current research aims. It is also becoming more recognised as a useful way of using mixed method analysis without the rules and regulations of other methods (Braun and Clarke, 2006). It allowed the flexibility in terms of the data analysis and could be used across the several data fields. It has been described by Braun and Clarke as a 'method for identifying, analysing, and reporting patterns within the data' (2006, p.6). As well as answering the needs of the research, it was a much more accessible method than both content analysis and grounded theory due the more flexible, less rule-based, analysis it allowed.

Therefore, this thesis follows the contextualist path of thematic mixed method analysis, allowing the investigation of both the impact of school history trips on individual participants, as well as the overall societal impact of school history trips (Braun and Clarke, 2006). This also links in well with the theoretical framework of contexts; it is looking at the underlying ideas that formed the participants' ideals, showing that 'meaning and experience are socially produced' (Braun and Clarke, 2006, p.14). The final reason that this approach is appropriate is the potential for the interviews and open-ended questions that are being asked to produce 'thick description' (Geertz, 1973). The possibility of getting into the minds of the teachers and students to try to see what their actual experiences of trips were could provide some very interesting and rich data to be analysed.

It has been extremely useful to bear in mind the three main influences on the current methodology: that of content analysis, grounded theory, as well as the chosen method of thematic analysis. All qualitative analysis is based around the key ideas of interrogating data for rich and vivid examples of answers that contribute to a deeper understanding of the data set. All three methods use coding initially, and all transform these codes into themes, which would then be analysed and enable the researcher to answer questions. With thematic analysis, the focus is on the themes that emerge from the data, starting with my own existing knowledge of the subjects of teaching, museum education, and

taking trips. This informed the initial coding, and also allowed me not to miss any 'golden nuggets' of information that did not fit in with my own preconceptions. By using pre-coding for the first read through of the transcripts and survey answers, then highlighting anything other themes that did not fit into them, the extra categories were identified that would not have been seen without using this method. This was very important to enable an analyse in depth, and not just to prove my own theories.

A further way to justify the chosen approach is to examine the role of the method of triangulation within educational research and apply it to the current investigation. It has been acknowledged that there are many different mixed methods in research - Johnson et al (2007) suggested there are at least 19 - and triangulation has been defined as the 'combination of methodologies in the study of the same phenomenon' (Denzin, 1978). Therefore, both surveys and interviews were used to collect the data: within both there are open and closed questions which allowed the participants the chance to formulate their own responses to the questions. This method has proved successful in the past, including in Haydn and Harris' investigation into students' thinking about the usefulness of school history (2010). Here they used both open and closed surveys and interviews which were then coded and analysed. The current research is therefore set firmly within previously established educational research methods. There are also some limitations to this method, and it has been claimed, for example by Denzin and Lincoln (2005), that it has become a popular way to make 'excessive claims for the truth.' However, using this method, allows the obtaining of 'different but complementary data on the same topic' (Koster & Thunemann, 2019, p. 26), and therefore may, 'confirm, cross-validate, or corroborate findings within a single study' (2019, p. 26).

As explained above, the use of Philips' three contexts theoretical framework to analyse the raw data further triangulates the findings to allow for as thorough an analysis as possible. By adding this extra layer of analysis, the research goes even further to triangulate the data collected. It has already been acknowledged that Philips' research from 1998 ensured that by considering the creation of the National Curriculum from three different perspectives (the three contexts), it was able to provide a detailed explanation of why the National Curriculum turned out differently in practice compared to its intent (Haydn, 2009). The current research mirrors this theory by analysing the data set over the three contexts: triangulation only works when 'it is not just a matter of technique, but of integrity, open-mindedness and willingness to explore the negative hypothesis' (Haydn, 2019). The methods used with the current research justifies the use of several hundred surveys combined with only 22 interviews rather than a larger data set.

4.3 Research design

After deciding on the methodological and ideological frameworks, using both surveys and semi-structured interviews, the practical side of the research needed to be designed. The initial aim was to ask several different participants in the educational field questions through both questionnaire-type surveys and some semi-structured interviews. The decision to use both surveys and interviews was influenced not only by the many different types of analysis available, but also by the idea of using a process of triangulation. It was pertinent to both admit and try to negate as much of my own research identity as possible. There are many considerations to consider when gathering survey and interview data. Firstly, some of the surveys and interviews that took place were of students and teachers who already knew me, so there was a possibility of a strong acquiescence bias (Sikes and Potts, 2008, p.84). As explained below, these issues were acknowledged by making the surveys entirely anonymous, and by explaining my own research identity to negate as much inherent prejudice as possible.

It was important to understand the practicalities behind using these data collection methods, and to investigate the benefits and potential limitations of using both surveys and interviews. In terms of using surveys, there were several practical barriers to overcome. These included how they should be distributed, and whether I should be present when they were completed. Previous educational researchers have suggested that the researcher being present is a guaranteed way to ensure they are completed (Sikes and Potts, 2008). As explained below, some were sent by post and email, so there was a risk of them not all being returned. The language and format used is also important: one survey was written for all students, another for teachers and a separate one for the museum educators, using a mixture of open and closed questions. As well as this, there was timing: the surveys would need to be piloted before committing them to email or the post to ensure there were no problems with the structure of the questions. Added to this is a possibility of questionnaire fatigue, with so many researchers, companies and employers using surveys of various kinds to gather information.

In terms of the interviews, a semi-structured approach suited the methodology and ideological frameworks best, because it allowed a structure that followed the research questions, but also allowed for participants to take a line of questioning in their own direction. This worked well and led to some interesting thoughts that would not necessarily have been included if using a more structured approach (please see empirical data in Chapters 5-7). Again, there were the practicalities of conducting interviews that also needed to be planned. To engage people in the process, they need to

be given as much time and space as they wanted for their answers. For this reason, teachers were invited to be interviewed at a time and place of their choosing. In the end this ranged from their classrooms to their living rooms, and even one on a walk in a park. It was important to allow them to control the where and the how, to put them at ease. In terms of student interviews, after asking the students directly, it was decided to do the interviews in groups of two or three, so they did not feel intimidated in any way, and at a time that did not interfere with their lessons. These all took place directly after school in my own classroom.

The participants were all the key people involved in planning and executing secondary school history trips that I had access to through my work in different schools and museums. As explained in Chapter 2, these included secondary school pupils (past and present), history teachers and other teachers who have participated in history trips, as well as museum educators. Due to the dual question this thesis asks, it was important to differentiate between the three participants in terms of who to ask what. Only the teachers and museum educators know about the reasoning and difficulties behind running trips, whereas students can explain in more detail the impact trips have had on them. For this reason, separate surveys were used, all structured using the basic idea of Generic Learning Outcomes to begin with, since this was the most straight forward way to both gauge affective impacts, and to allow easier analysis (explained in more detail below). The main differences between the teacher and museum educator surveys were the focus of the questions: both were asked what the barriers to them organizing more trips were, but the questions considered the differing circumstances under which they work. Museum educators already use methods of measuring impact (to enable their work to gain funding they must prove their worth), whereas teachers do not have to measure the impact of trips formally. The differences can be seen clearly in the three different surveys (Please see Appendices A, B and C).

The design of the surveys was carefully planned, aiming to bridge the gap between school and student-friendly language, and that of the museums, and specifically to incorporate the use of Generic Learning Outcomes to help when it came to measuring affective impacts. The language in the surveys also needed to be suitable for all ages, since many participants would be students from ages 11-18 (Sikes and Potts, 2008). To measure the impact of trips using the Generic Learning Outcomes template, the surveys were a combination of multiple choice and open-ended questions written around the five key outcomes. This made the results relatively easy to analyse, which was the aim: it was straight forward to start the coding process using these outcomes, then build on them from that point. The survey questions were designed, piloted on ten colleagues and ten students, then the questions were adapted where they did not work, or where the questions were not clear enough. This pilot

survey allowed for changes to be made to ensure all participants could access and understand the questions asked. These mainly included grammatical mistakes and changing some of the open questions into multiple choice questions to keep the surveys from becoming too long and essay-like.

Specifically, the questions for all three participant types began with the 'ease you into it' type of question, such as 'what year group are you in?' and 'how long have you been teaching?'. Each of the five GLOs were then written on a spreadsheet, and questions were formed around the differing outcomes. For example, on the student survey, they were asked what the top three things were they gained from the trip. This could then be used when it came to analysis to see which of the five outcomes their answers fitted into, and which was the most prevalent. This did work well, as the results show in chapters 5-7.

Various online survey packs were considered: Google Forms was the best option for several reasons. The way it works is very simple, but it allows for as many questions as are needed, with a variety of ways to ask the questions (such as multiple choice as well as longer answers). This worked very well on closed questions to engage the participants, as well as to collect the more quantitative data about numbers of trips as well as ages of students, and experience of teachers. Open-ended questions were also included in the hope that the participants would expand further on some answers: this worked well as can be seen from the responses (see Chapters 5-8). Google has a multitude of data analysis apps that can be used with Google Forms, providing a choice of analysis and presentation of the data. Many schools now work using Google Classrooms, so using Google Forms was an ideal way to allow easy distribution to schools and institutions. They can also be sent through internet links, allowing non-Google users access, and can be printed easily for distribution physically to those who may have found the online survey more difficult to access. This also allowed for an online, private and secure storage of any results on my personal Google account.

When distributing to my own students and colleagues at my workplace and at university, it was extremely simple to email the survey to groups of people. For students at schools further away, the printed surveys and consent forms were sent by post to enable the teachers to use the surveys in lessons as either a starter or plenary activity, therefore making it as easy and straightforward as possible to enable teachers and students to participate in this research. Twenty heads of history departments were written to across Norfolk and Oxfordshire to explain the process clearly when asking for their help. This worked well, and 237 responses were collected from the student surveys. It

was the same process for history teachers, and in fact was made easier as the surveys were aimed at individual teachers rather than whole cohorts of students. For these history teachers, having piloted the survey with my own school colleagues, and asking for their opinions of how to distribute the surveys, they were happy to have individual emails containing the information sheet with an embedded link to the survey. Again, having changed schools since starting this research, I have also been able to distribute printed versions to other colleagues and willing volunteers, through both direct contact and via the postal service. Fourteen responses were received from history teachers: an inevitably smaller number than students, as there are so few teachers compared to students.

For the museum educators, the same process was used as for teachers. This was a more difficult part of the research journey, as museum educators are not present in schools, and have proven to be more difficult to reach. As well as asking local, Norwich-based educators, I also attended and ran a workshop based on my research at the 2017 Museums Conference held at Slough Academy. I was fortunate enough to deliver a seminar to 10 Museum Educators, where I explained my research aims, and discussed the issues they have when trying to build relations with secondary schools. I was also able to hand out their specific surveys for them to fill in manually within the seminar. Again, there are fewer responses in this category due to the nature of their jobs (they are often busy on site), the lack of accessibility to databases of museum educators (there are none), and the lack of face-to-face time I was able to have with them. The Museum Conference was very useful therefore in terms of data collection and sixteen responses were collected.

The whole process took place over a much longer period than initially expected. The first few months of 2016 were spent putting together the ethics paperwork to ensure that the questions of both the surveys and interviews would all be appropriate. This was particularly important for the students who would be under the age of 16, where even more care had to be taken to ensure the correct questions were being asked. After the approval, it was necessary to produce and pilot the initial surveys. These were given to 10 colleagues and 10 students who I was working with during the summer term of 2016. Please see appendices A-J for the pilot, the finished surveys, and the participant request letters as approved by the ethics committee. A spreadsheet was made of all the (non-independent) secondary schools in Norfolk and Oxfordshire and an email was sent to each of the heads of departments of history. Not every school replied, but all who did were either sent them via post or email.

As well as this, I was able to speak to some history teachers face to face. Having been both a history teacher and a head of history, and as the results of this research show, it is not always the head of department who is the correct person to contact due to a variety of reasons. It was because of this that I decided to engage with history teachers via other mediums as well. I was therefore fortunate enough to be able to talk to the PGCE history mentors at the University of East Anglia in the autumn term of 2016, where I was given some time to explain my research to the mentors who were attending and ask history teachers to help if they were able. This was particularly useful for two history departments, who I was able to post out many surveys to, who were able to send the completed versions back to me by the spring of 2017. I was also able to attend the Oxford History Teacher Network in autumn of 2016, where I explained again my request for help from history teachers and students. This also enabled further surveys to be posted several schools in Oxfordshire from having spoken in person to history teachers face to face. Again, these schools managed to reply with the completed surveys by the spring of 2017.

Another opportunity that was utilized was when I was invited to give a workshop at the 2017 Annual Museums Conference at Slough Academy. This was a conference that was investigating bringing more schools and museums together in collaboration, so I delivered a session that centred around the two main research questions of this thesis. Sixteen museum staff signed up to my session, where I explained about my research and was able to discuss their ideas and worries about how schools and museums need to do more to engage with each other. This also meant I was able to distribute my museum educator surveys to each of the members in the group. I knew that this would be the most difficult group to access due to my lack of personal contacts, so this was incredibly useful for my data collection.

By the school summer term of 2017, I had received the 237 student, 14 teacher surveys and the 16 museum educator surveys. I was able to begin inputting the information gained from these surveys into a series of spreadsheets (one for each type of participant). It was at this point that I intercalated for 18 months due to having my first child. It was a hard decision to leave the research at such an interesting point, but financially and time wise it was impossible to continue. I returned to my studies in the September of 2019, during which time I had also moved roles and responsibility from a history teacher to being the main classical civilisations teacher at a new school. This came with its own challenges, so it was a slow start back into the project, but I began by starting to analyse the surveys that had already been collected.

The following year was spent collating the data collected from the surveys as well as the analysis of them using the principles of Thematic Analysis to codify specific categories based on the five Generic Learning Outcomes. This led to a reasonably simple and regulated approach to both the questioning and collation of the data. After the initial coding of the GLOs, the coding was extended to cover any issues that came out of the questions themselves.

It was also during the years 2019 – 2020 that I was able to interview both students and history teachers. The teachers were chosen from a mixture of colleagues, ex colleagues and teacher friends who were willing and able to help me with my data collection. It was most convenient when interviewing my colleagues at the time, as we were able to conduct the interviews during school hours, in the history office or in our classrooms. Other participants were given free choice of where and when they were free and able to help. All interviews were recorded on my personal phone, accessible only by fingerprint technology to keep them safe. In terms of the student interviews, the majority of these also took place at my school, in my classroom at a time of the students' choosing. As explained previously, none of the students were ones that I had been teaching for long, and I had taken none of them on trips myself. The only exception to this was the one ex-student who was able to help.

When all the interviews had taken place, I decided to transcribe all the interviews myself. As explained previously, this allowed me to really get to know the data in depth as I was transcribing. This also helped in the later coding process, as I was more familiar with the material. In terms of coding, I used the same thematic analysis of the transcriptions as with the surveys. In practice, this meant reading through each interview four times, each time noting the pre-coded themes, and adding those that came out of the data. Appendices H- J show the codes that were used with both the student and teacher interviews. By the beginning of 2020, I was able to begin writing up the analysis that had taken place. To put this further into context, by this point, the Covid-19 pandemic was just starting. The practical impacts of this were several on this project. The main issue was that any other follow up interviews I had planned with all three participant types were stymied by the lockdown of the country. At the time it was impossible to predict when restrictions would ease, so the decision was made to stick with the data that I had already collected and use this as my data set for the whole project.

4.4 Consideration of Research Ethics

There are many things to consider about the ethics of this research. The first and foremost is the fact that students are participants in the data collection. There are also considerations to be made around my own research identity; as a self-funded researcher who is also working as a secondary school teacher, I am very close already to both the research questions and the participants. Outlined below is an explanation behind how the data collection from students under the age of 16 was planned, my own personal assumptions, and how I have consistently monitored the ethics around this study.

Secondary school students of all ages (from 11-18) were asked to complete the surveys. This has meant a thorough ethics process being adhered to by myself, where the UEA protocols have been followed. All the questions for the students, teachers and museums educators were assessed by the ethics committee, and permission granted by them to use them in both surveys and my semi-structured interviews. Pilot surveys were then tested on each of the three groups of participants before launching the final versions. Parental permission was gathered from all of those students under the age of 16 via a document filled out by hand before these students completed their surveys. No one was interviewed under the age of 16, purely through circumstance, but parental consent had been given for those under 16 if there were any follow up interviews after the surveys had been completed.

The data collection has been monitored carefully throughout the whole research process. There have been both online and handwritten responses to surveys and all have been kept anonymous and safe within files in my own home. The online surveys are linked solely with a personal Gmail account to which only I have access to. Any printed versions have been filed carefully and entered by my own person onto the Google Survey on my account. Interviews took place over a number of months in both 2018 and 2019. A recording app was used on my personal mobile phone in order to record the interviews initially. The interviews were then all transcribed onto my personal computer, where they have been kept safely using fingerprint technology. Copies of the participation and authorisation sheets can be found in Appendices D-F.

As explained previously, one of the most difficult things about researching into human behaviour and emotion is that humans are inherently difficult beings (Bennett, 2013). In terms of my own research identity, it seems right to explain my own background, and therefore my researcher identity in order to be as transparent as possible about any prejudices I have, and how I have attempted to either simply acknowledge, or at times try to negate, them (Blaxter et al, 1996). I have been a teacher for 17 years, and I enjoy taking history trips: this alone is enough to bring me very close to the nature of the

research questions, and I will inevitably bring my own experiences into play when investigating the answers. I am a clear advocate of taking trips and have seen many positive impacts on students and teachers who have been involved: this means that I have a clear bias towards their positive impact already. Some of these positives include better relationships with, and between, teachers and students, as well as the enhanced enjoyment of history, and engagement of the students and staff on these trips. I have taken this into account when planning and asking questions in the data collection and have made sure there was room for all respondents to include poor, or bad experiences of trips as well as positive ones.

There are other assumptions that I make due to my own background of teaching history, and a personal love of culture in all its guises. I place a high importance on cultural activities and believe that everyone ought to have access to such activities in order to decide for themselves whether culture will have an important place in their world in the future. Alongside this, I believe education to be a holistic experience that can only be so when teaching outside the classroom can also take place in order to enhance and give different learning experiences. All humans are different, and I believe that there cannot be a 'one size fits all' education, which is why I place such a high importance on differing teaching and learning experiences. I need to be very wary of all my assumptions when tackling this research: not everyone will think in the same way as me, and many people will have very different life experiences which means they have different viewpoints. I have to remember that not all school trips or outside-the-classroom experiences are good. Some are badly planned, executed and followed up (or not as the case may be), and can therefore sometimes have the opposite effect to my own presumptions. It is also important to acknowledge that my experiences can also benefit this research: I am within the educational sector as a teacher, and have had personal experience of many trips, and working with museums to produce experiences for students. I therefore have the advantages of already having contacts, knowledge, and experience of the questions I have been researching.

This research identity has been kept in mind carefully and consistently when carrying out the data collection, as well as during the analysis process. It has been an interesting experience to stand back and be as open as possible when studying how different history departments plan, organise and execute trips. It is easy to think that your own way is the only way, and to 'judge' others against your own standards. This is also the case in terms of my recommendations for the future: it would be far too easy for me to explain how I perceive is the 'best' way forward rather than listening and learning to what the data has to tell me about how to move on. It has been an exciting process to see that many of my perceptions have been proven correct by the data collection (for example that trips really do

have many positive impacts), but also that some of my initial ideas in terms of improvements for the future have been mentioned by other professionals in their surveys and interviews.

5.1 Teacher survey and teacher interview findings

The following three chapters present the raw findings of the data collected from teacher and student interviews and surveys as well as the museum educator surveys. There are thirteen interviews from teachers, as well as fourteen survey responses. There are ten student interviews, and 237 survey responses. There are also sixteen museum educator survey responses. These last were initially part of the research, but when writing up the results, although very interesting, they did not seem contribute significantly to the two main research questions about impact on students, or barriers to trips. I had thought carefully about whether to include them or not, however, looking over the responses, although they do not answer the question directly, they do deal with how different institutions measure impact, and also give some answers to why teachers and museum staff have barriers to taking more trips. After consideration, they have a (much smaller) section below, to add to the overall knowledge surrounding the two main research questions.

The data follows in this order: teacher interviews and surveys (Chapter 5), student interviews and surveys (Chapter 6) and museum educator surveys (Chapter 7). Each follows the mixed methodology of thematic qualitative analysis, with some basic quantitative analysis where the closed survey questions allowed. When planning and piloting this data collection, I decided to base all the questions (and their subsequent analysis) around the Generic Learning Outcomes. This approach certainly worked for the surveys, which is why I decided to use a thematic analysis approach for this data set. The five Generic Learning Outcomes of 'knowledge and understanding', 'skills, attitudes and values', 'enjoyment, inspiration and creativity', and 'behaviour and progression' are predetermined categories that the questions were set around, and therefore became the pre-set codes that I used to analyse the answers. I used the idea of pre-coding (Cohen, Manion & Morrison, 2007), for both open and closed questions in the surveys, as each question was based around the Generic Learning Outcomes.

Due to the surveys having taken place on Google Forms, analytic techniques offered by the programme helped get the most out of this data. The formulation of all the charts I have used to show the results of the closed questions to the surveys were possible because of the pre-existing tools within the survey software. The process of manually transcribing the work helped initial understanding of the data in greater detail than would be possible, perhaps, using coding software. Coding by hand also provided a greater understanding of the process, so this was the method used.

5.2 **Teacher interviews**

There were thirteen interviews altogether. The teachers came from a wide range of experiences and backgrounds, giving a reasonably thorough overview of teacher-thought from teachers at different points in their careers. The only caveat is that I do know all of these teachers personally, through either working with them currently, in the past, or through other teacher friends. I acknowledge that this can lead to participants wanting to answer in a way which would please me (Robson, 1995, p. 250), but I took care to conduct the interviews in as professional a way as possible in order to negate this phenomenon as far as possible. All interviews were held at a time and place of the participants choosing, and I used the *voice recorder* app on my iPhone to ensure I had recordings of the interviews in a secure place. I was very aware of the methods behind a good interview and ensured that they were all part of a 'conversation with a purpose', using semi-structured questions throughout (please see appendices A, B, and C for the questions).

By reading and annotating each transcribed interview individually, and familiarizing myself with the data, themes jumped out straight away. This was extremely interesting and threw up a lot more links than I had thought possible. The main gain from this initial process was that the teachers' recollections of their own school trips had a bigger impact on their later lives, both as teachers and personally, than I had thought was likely. What made this process complicated was that the trips that were discussed were not all history trips: many were, but there were many from other subjects that teachers had been on that produced similar responses to the questions I posed. I therefore decided to include these other trips in the data but will acknowledge where they are specifically history trips and where they are not.

Below is a summary of my findings, straight from the data. The first few themes are based around the Generic Learning Outcomes and follow the questions asked (as explained above). There are also the themes surrounding the theoretical framework of 'context of influence, text and practise.' This second layer of analysis has helped when actually analysing the raw data (Chapter 6). The later themes are those that came from the data itself as coding took place: these were added in after the third read-through of the transcriptions. Appendix D shows the full extent of the codes used to initially analyse the data.

One difficulty when coding the transcripts was where there were some anecdotes and sentences that would fit into more than one category. Where this has happened is explained, and it can all be seen clearly in appendix D. There were also some pre-coded themes that ended up with no comments in at all. The main one was the impact of 'skills' (from the Generic Learning Outcomes). To qualify this slightly; many of the impacts mentioned could be considered as skills (navigating around a new city or ordering food in Russian) but fitted much more clearly into other categories ('inspiration, enjoyment and creativity for example), so this theme was left out altogether.

The table below summarises the thirteen participants in terms of experience within the teaching profession, and the type of schooling they had, and now teach in. As can be seen below, there is a wide range of experience which has helped in terms of giving a good breadth of data. It is also clear that there are two independent schoolteachers: this was not in the original remit, but they were able to answer the questions, and their responses have been noted as from independent schools in the data analysis. I have used 'comprehensive' to mean state-funded High Schools rather than independently funded schools.

It is also important to bear in mind that in the semi-structured interviews, the participants were asked to talk about both their own experiences of history trips when they were at school, as well as those they have led or been on during their teaching career.

Participant number	Years teaching experience	Own education	Where they teach
1	19 (another career before)	comprehensive	comprehensive
2	23	comprehensive	comprehensive
3	22 (other careers before)	comprehensive	comprehensive
4	8	comprehensive	comprehensive
5	32	comprehensive	comprehensive
6	10	comprehensive	comprehensive
7	13	comprehensive	comprehensive
8	8	*independent*	comprehensive
9	24	comprehensive	comprehensive
10	10	*independent*	*independent*
11	13	*independent*	comprehensive
12	11	comprehensive	comprehensive
13	3	comprehensive	comprehensive

Table 5.1. Teacher participants in interviews

5.3 Generic Learning Outcome related themes

Below are the empirical findings from the interviews with teachers, in the order of the themes explained above. For each theme, there is an explanation of the findings as they stand, with no actual analysis (please see Chapter 8 for this).

5.3.1 Impact of Knowledge and Understanding

Even though this research is looking into affective impact, it is impossible to ignore the more academic perspective that comes from history trips: most of them are taken in order to expand historical knowledge. In fact, everyone who was interviewed mentioned the fact that they had to be able to justify the trips academically to allow them to take place. Therefore, it only seems right to acknowledge these impacts within this section on findings.

Twelve of the thirteen teachers mentioned that either they or their students gained both knowledge and understanding from trips they had been on. Four teachers explained that school trips they had been on had an impact later on their *own* knowledge as teachers in the classroom upon which they could build. One explained that every trip they go on gives them knowledge and language to draw on in the classroom:

> *…even on the classics trip, I think I'll draw on some of that even though I don't teach it. The ideas and concepts and things. I've already used the idea of monasteries being a quarry.*

Many of them mentioned the idea that going on the trip can help 'trigger' knowledge later in the students, when back in the classroom, so helps to provide a depth of knowledge and understanding of a subject that sticks more long term. Another positive in terms of knowledge was that the students were able to make links between events more easily when seeing places for the first time or standing in the places where history had happened. As well as a deeper understanding of the events themselves, one teacher mentioned that some of their students understood interpretation within history more clearly whilst on a trip to Russia. The exhibition in a museum told the events of the Russo-Japanese war:

> *…all the exhibition about the Russia-Japanese war was really positive about Russia, and were portraying it as a success, whereas we teach it as a massive humiliation for Russia, but they had a different spin on it, and I think that's good for them to see.*

The more affective aspect that came out of this is that many students and teachers gained knowledge and understanding of different experiences and places: sometimes in terms they would not have come across in any other circumstances. These will be addressed in more detail in the impact of 'enjoyment, inspiration and creativity' section.

5.3.2 Impact on behaviour and progression

This section looks at whether any of the teacher or student behaviour was affected, or if they were changed in any way by any trips upon which they had been. Three of the participants mentioned specific behavioural change. The first explained that going away on a trip whilst at school gave them 'confidence' in themselves which they later translated into confidence to be able to go travelling on their own. This also crosses over into 'long term impact'. Another participant explained that going on a residential trip abroad when they were at school gave them a sense of independence they had not felt before. The third mentioned that the trip they took students on made them see their students 'grow up' before them, as well as teaching them self-reliance:

> *I think it's the self-reliance it gives them, particularly the nature of some of these trips. I try not to take them to luxurious place; I took them to places where they had to queue for the showers sometimes. We got them making their own packed lunches and you saw the kids who were very spoilt falling away somehow, and the ones who, it was funny really, the ones you expect to be confident often weren't. And others would step to the fore, and you grow up and change.*

This participant also mentioned how the actual place visited could help students to change their behaviour and learn progression. Many of the anecdotes from the teacher participants come from Battlefields trips (synonymous with history departments in England who teach World War One). Here is the one highlighting such a behaviour change perfectly:

> *I remember going through the trenches with a kid who refused to wear a coat, and it was November, and it was bloody freezing, and he was wearing a white t shirt and he was literally shaking. I said look, these were hardened soldiers out here, and they wore great coats, balaclavas, what are you doing in a t shirt?! And he said, oh yea, I see what you mean, and he went and got his coat on. So, when you saw them coming to grips with the outside world in some ways and trying things they'd never tried before, that was the thing.*

5.3.4 Impact of enjoyment, inspiration and creativity

This theme is one that nearly every participant commented on in a very positive way, mainly to do with different experiences to those of everyday life. This was the same for both teachers when they were at school, and for their students that had been taken on trips. The most common theme was that of 'different' food, language, people, places, and cultural experiences. Several participants mentioned the 'fun' - they had funny stories to tell of what they had done, or where they had been.

One participant explained that one trip was a series of firsts for them, when they were at school, 'I was about 14, the first time I really fell in love, first time I had a cigar and had too much wine.' I must add a disclaimer that this was a participant talking about a trip they were on over 50 years ago. Another describes taking students to see the ballet in Russia, and how the students had never experienced anything like it before:

> *They went and bought jackets from charity shops and things because they knew the Russians were dressing up a lot. So that had a massive effect at the time, they'd never seen it before, and it opened their eyes to something different. They were really smart, it was lovely.*

Another participant who was generally quite negative about the impact of trips did admit that 'You have those japes, those jolly japes and interactions you have with your peers are really important.' Therefore, the enjoyment side of things figured heavily in the answers of the participants, from both their own perspective as well as that of their students.

5.3.5 Attitudes and Values

Another cross-over in themes is regarding 'attitudes and values', as they could also be counted as 'behaviour and progression', but there were two participants who had very vivid experiences of changing their attitudes and values, hence me keeping the themes separate. The first example comes from a teacher who went on a trip when at school around the Mediterranean:

> *I was more focused on the way that religions were involved with people's lives and having seen the way that Islam was practised in Turkey, and Judaism in Jerusalem, it became less about the way Jews do this or that, and more about the religion permeates their lifestyle, and it's part of their identity rather than something they just wear like a hat on top of themselves. So, it became more about understanding people and less about understanding the religion as a separate entity. It kind of led on to my interest in Psychology and sociology that I picked up at university.*

This led onto discussing the idea that this trip had had a long-term impact on this person, but also that their attitudes and values towards people generally had changed. The second relates again to a Battlefields trip when the teacher was at school:

> *It just made me more aware of the scale of things, and the magnitude of death and destruction caused by WW1, I think that is the thing I really remember. I remember being completely overwhelmed by the size of some of the cemeteries, as a teenager going and seeing this absolute sea of graves, and the amount of graves that were unidentified. I found that really quite shocking actually.*

These anecdotes clearly show how these participants had their minds opened to new information about the world that would stick with them for a long time.

5.4 Other impacts

These are impacts that did not come from the Generic Learning Outcomes, but directly from the data after it had been coded. Some of them were more of a surprise than others. All in all, there are a further three explained here: 'long term impact', 'impact of being outside the classroom' and 'vividness of impact'.

5.4.1 Long term impact

This was the largest impact to come from these interviews, and probably the most unexpected. Coming from the viewpoint of trips being important, I was still very surprised at the amount of long-term impact that was there in black and white. This perhaps is particularly resonant with me, as I only went on a couple of school trips when at school myself, and the two that really stand out where not history based at all. I can honestly say they had no long-term impact on me, apart from the funny stories to come from them. This made these outcomes even more pleasantly surprising for me.

The first type of long-term impact to come from the data was the impact on later studies due to places teachers had been on trips when they were at school. One explained that her trip to the Tower of London introduced them to 'real history' and impacted on her later career when choosing to be a history teacher. Another remembers (a different) Battlefields trip that influenced his later studies and then actual knowledge as a history teacher. Another echoed this sentiment, explaining that 'I felt so much closer to the culture, and appreciated everything so much more, like the art, architecture and statues etc and it really helps when I teach it, so it has really remained with me.' Yet another teacher explained their 'amazing experience' going to Russia when they were at school, and explaining the long-term impact as 'being why I studied Russian history at University and why I had such a narrow root: my Masters was just Russian history, so I think yea it had a huge impact, I'd like to go back because of it, so yea.'

Another type of long-term impact comes from teachers talking about the students they had taken on trips and bumping into them (sometimes many) years later. This resonated particularly with me, as it was one of the catalysts for my research in the first place, when a student told me that it was because of a trip to Berlin that he was then applying to be a history teacher himself. Here are two other examples of such impacts:

I mean the ones that come up to me now will almost invariably mention the trips, and you're talking 30 years ago really. You'll get a middle-aged guy come up to me that I barely remember, and he'll say I remember going to Northumberland sir.

I was at a party last summer, and one of the caterers came up to me and said, oh *** *****, you took me to the battlefields. At the time, the girl didn't stand out as loving it, but the fact that she remembers it 15 years after leaving school, you realise you need to do more. These are the things they remember; they don't remember period 5 on a Friday.

The final long-term impact in this theme was to do with a more general impact on teachers in their later life after trips they had, or had not, been on whilst at school. The first example is from a teacher who was not allowed on trips due to money shortages growing up in a big family. They explained that this made them more determined to go travelling after not going on trips:

… since leaving school, I have travelled a lot on my own that maybe I wouldn't have done - I don't know - I've never been abroad with my family… I've never felt, or maybe I did feel a bit cheated, and that's why I went and did the things I did afterwards. My chance to try and go. I don't think there was a culture of school trips then.

Again, to put this into context, this is a teacher who thinks now that trips are invaluable to students in school. Another example of a participant who could not take part when they were at school, shows a deep and long-term impact on their own life:

I had a kidney issue in year 7, first year then, and I couldn't go, because they wouldn't take medical responsibility for me and I was absolutely gutted. I got the feeling of being left out, and everyone came back having had a great time, and when I was advising for ****, I made a point of going back there and seeing what it was actually like, and that was nearly 30 years later, so it sticks in your mind.

Finally, in one teacher's mind, one of the trips they went on as a student (to Egypt) had a profound impact on their life, inspiring a lifelong love of travelling and exploring:

I think, I don't know if I'd always wanted to travel, but certainly after that I did because of seeing people living in mud huts, a bit like seeing the Maasai. You do realise its real, you kind of know it's real on tv, but it could be on the moon. If you're there and you're experiencing the heat...someone can describe going to Egypt and getting off the plane and it being like walking into an oven, fine. But until you've done it, that's the difference, I think.

The same teacher accompanied another teacher on an outdoors hiking trip in their first few years of teaching, and had this to say about their own experience of the trip:

> *...they are life changing. They changed my life because I got into thinking I like this, I like this outdoor stuff, and this is why I've gone onto do my New Zealand trip, the South America trip because I realised that this was good fun, and I enjoyed it, so even me, at my advanced age doing it then, so let alone what effect it had on the kids. And this is literally life changing.*

All very positive and life affirming reasons to take school trips and go on them as teachers.

Impact of being outside the classroom

This was an obvious theme to me, as a teacher who loves taking trips. The whole point for me is to get out of the learning environment we are all stuck inside a classroom day after day and bring things to life a bit more. However, it was a phrase that came up again and again, without them being asked about it specifically in the interviews.

Only five of the teachers did not mention this specifically, although they may well have done if asked about it directly, and the other eight did so without any prompting. The most recurrent phrase was that it is 'important' to get students 'out of the classroom'. Although not in reference to a history trip, this summary really explains well the benefits that taking students out of their normal environments can have:

> *I remember going to Snowdonia with *****, and a couple of kids there who I hadn't taught but were special needs kids. I think one was quite severely hyper, but again, a completely different side to him, because in the classroom, he would probably just be a pain. But then you see him just being able to run wild and enjoying nature, wrapped up in what he was doing, because we stayed in a big, huge hut without any running water, electricity or heating, so basic is an understatement, but he loved it. And it showed the difference between this child that was in the classroom, completely constrained by all these awful rules, and someone else having freedom. And you could see all the good stuff brought out in him.*

This teacher went on to say:

> *He was just so enthusiastic about everything; it was just lovely. And he hated school. That's the contrast. You can see another facet of a human being in the child, and also it makes me reflect back on what we're not doing right in schools, in education. There's so much of it is pointless. All of these exams, why can't they do more vocational stuff?*

Again, not necessarily a history trip, but this clearly demonstrates the impact of being out of the classroom can have on 'non-academic' students.

Other teachers explained how they loved being out of their learning environment when they were at school. This teacher alludes to the long-term impact of such trips as well; that sometimes it just was

not obvious what was being learned until much later '... it was lovely to get out of school. You also had this feeling that it was a bit of a skive - it's only later on that you realise what it was about'. Another example: 'I think it's always felt that it's had more impact if you let them see things and go out of their normal environment.'

A further positive impact was getting students to do things they physically could not do within a classroom:

> *I often find with things like the falconry in particular… is that you get to see students who have different lives…they're the ones who actually embrace something like that and are brilliant at taking part and ask all the questions and get involved and have that a little bit more confidence and curiosity about learning because it's not in the confines of a classroom and not in the confines of a school, so the trips, the educational experience is worthwhile just on that basis actually.*

Here is an example of a participant who was negative about trips generally, but really understood the power of not being in the normal environment with the normal rules. This teacher was discussing his own experiences as a child on trips: '... we got to run riot on the train and do moonies out the window at Reading station and stuff - stupid shit that you do. I cannot remember any geography of it but anything to break the school routine is magnificent, and that's all I'll say about that.'

5.4.2 Vividness of impact

This was another surprise theme for me; I know that I have often been taken aback by some reactions of students to different situations or sites when taking trips, but I was pleasantly surprised that other people recognised this as well. My own examples stretch from the pure horror I felt at every one of my seven different visits to Sachsenhausen Concentration Camp Memorial, to the spiritual surprise of standing on the side of a mountain at Delphi and feeling a huge connection to the world around me.

One teacher explained that trips enable students to get more involved with the history they are studying in the classroom:

> *... because you've got to go and see it haven't you? Smell it. When I was talking about Elizabethan history with the kids, the other day, I was trying to give them an introduction to Tudor history, to the Tudor world, and I was like it's got a smell hasn't it? Tudor houses just have a certain smell, I don't know if they did then, but they smell of wood, and like polish and leather. And smoke. And I think they've got to see it to get a sense of place, a sense of place is quite important, I think.*

Another agreed with the above: 'I think firstly they provide an experience of education that we cannot necessarily provide in the classroom because it's far more visceral in that they're immersed, in

whatever the trip is involved in, it becomes more immersive.' Other teachers agreed that it helps create a sense of place in student's minds:

> *... walking round a midnight tour of Berlin and it was, you could see them looking at the Brandenburg Gate and these places, and the topography of Terror and the Gestapo headquarters, and it's really something. I love Berlin, I really do. The WW1 trips were also so powerful, and the landscape is still there isn't it.*

And another:

> *I do always feel humbled that kids still look at all of those graves, and they draw breath, and they go wow, actually this is really powerful and that's the bit I look forward to the most in a really weird way. In those cemeteries, and the kids can really see the scale and think there's thousands of people there, and two thirds of them are 'soldiers of the Great War known unto God'.*

5.5 Barriers

The secondary question this thesis aims to answer is 'what are the barriers to taking school trips?' Therefore, barriers were included as a theme before coding began, as these had been specifically asked about within the interviews. It was interesting to see that the barriers I myself have encountered came up (money and time), but there were others that I had not thought were so important that were consistently referred to. There were 4 separate barrier themes: time, stress, money and behaviour (of the students).

5.5.1 The barrier of time

This barrier was not a surprise to me (as a teacher), but the teachers were very specific about what these barriers were. The main ones to come up were that planning and implementing trips takes many hours, and this has been made even more tricky by teachers having to have more contact time in school. Here is an explanation:

> *I spend a lot of time going through people's timetables trying to find out who can come with less lessons. It takes 10-15 hours of admin work to nail down the right teachers, then balance the genders, balance of 1st aiders, all that stuff. It's an awful lot of admin work and time, as a 95% timetable person now, everyone is teaching, so there's no time to crack on with this until 4pm when you're already a bit tired.*

There is also the issue of time on the timetable; many schools will now limit the timings of trips to maybe one or two weeks a year to minimise the disruption of lessons (across the curriculum), and

obviously to maximise exam revision time. This can lead to some trips being cancelled or not being able to happen due to them taking place at the wrong time for the school: 'So, I think one of the problems I've experienced this year, is I tried to organise a trip down to London about the wars of the roses and Russia - conferences that are run every year. And both of the trips fell apart and [we] weren't able to go.'

One teacher explained that the time taken to build up trust with other colleagues involved in trip planning is also very important; when you have to deal with cover support, teaching assistant support and the finance team, you have to have built up a good relationship for things to run as smoothly as possible:

> *There's a general feeling that this is going to cause people extra work, which I think is true – it's not just you. And it's not the case anymore, but it was the case that people were resentful of the extra work in admin and finance and things but now they're very supportive. I've had to build up those relationships within the school and a sense of trust as well. There have been people who've run trips who've lost a lot of money, so if you get a track record over many years, I think I am now trusted.*

A further barrier that I have only recently come across personally, is where you are in your own private life. Teachers who used to have the time to organise and go on trips have found things very different when they become parents. Childcare, emotional pulls and time are suddenly something that did not have to be factored in before children:

> *I don't feel like there's many barriers. I would say I would do more trips if a) there was more time to arrange it, and b) we could do them in school time. You know, we do civil rights at GCSE, would I love to take kids over to America? Yes, I would. Am I prepared to give up a half term or Easter to do it? No. If I wasn't a mum, then maybe, but now that's just a complete no.*

When considering this time barrier, it is sometimes so much of a barrier that it has prevented teachers from even thinking about running their own trips:

> *I can't be arsed. I can't be arsed with having to learn all the paperwork and all the kind of mechanics. I could have done trips where I just walk out to the city, because it's more trouble than it's worth. We did Y7 geography about 4 years ago, we did history of Norwich, the 12 buildings. And these kids live in Norwich and know it but organising a trip to go round 12 buildings when you can just get them to go after school. It's pointless to do all the assessments.*

5.5.2 The barrier of stress

This particular theme was recurrent with nearly every teacher interviewed, and again, confirmed my suspicions that this was the case. Every teacher who mentioned this worked in a different school, so it was not the case that it was colleagues within the same institution who were 'moaning' about a whole school issue.

The actual stresses listed were quite varied, from behaviour (so much so that this comes under a different theme) to accidents with students whilst on trips. One teacher had such a bad experience of planning a trip, that they have not ever led one because it put them off entirely:

> *I was threatened by parents over their children not being able to go on the trip because they had eating allergies…Her mum escalated it to the head, got the governors involved, lodged a formal complaint, and it was all rubbish… We can cater to any allergy need, that wasn't a problem. So, the student had attempted to save face by blaming me rather than taking responsibility... Because if it's threatening my career, and my job, then I don't want to risk all of that for the sake of a trip.*

A couple of participants acknowledged there is a climate of fear surrounding taking trips, and that the threat of potentially being sued is enough to put you off even wanting to take them. One teacher described their particular worry now that social media is so huge and instant:

> *… so you are given a massive bureaucratic burden and you're saying to them this society, you are going to take them out of school grounds, all with these mini computers in their pockets where they can report everything that happens, and god knows what they can beam back from their rooms at night, that's added a dimension to it, I think.*

Four teachers responded that it was their career on the line, and that the responsibility and stresses are huge. For one participant, this was more than enough reason never to take a trip (with them being in charge at least), whereas for others, they said the benefits were worth the stress and worry: 'It's definitely worth it, and it's been one of the most stressful times in my career, for various reasons with things going wrong.'

5.5.3 The barrier of money

Yet another barrier that I knew would come up but, again, not necessarily for the reasons the participants highlighted, was the lack of money or the cost of trips. There has always been controversy centred around allowing students access to trips despite their financial background, and I personally have had to overcome this many times. In my first few years of teaching in a socially deprived area, I could get around this issue by planning trips entirely from scratch, including taking my own walking tours in places such as Berlin. However, as time has become more of a barrier (due

to having a child, and a larger teaching load), I have decided lately to use tour companies instead. However, it is an ongoing barrier to taking more trips.

Other teachers have highlighted the same issues, saying that all students should have access to trips, but it is not always possible to be totally inclusive, and that money should be provided on a national scale to allow this:

> *...the big debate with trips for me is this idea that if you can't make it inclusive for everybody, should the trip run? That's a problem that goes against my socialist principles, but I've come round to the idea that why deny some people the opportunity, just because unfortunately some people just don't have the opportunity, so you're in that dilemma of always, you know wherever possible you should make trips available to everybody...that's a bigger picture...there should be money provided on a national scale.*

Four other teachers agreed, saying that the cost of covering teachers to go on trips, as well as the transport costs (often only to nearby sites) has made trips untenable:

> *The biggest barrier is money - the fact we have to pay £225 per teacher to go on a trip, and then transport costs are quite tough as well. I've also found that organising trips, I've been even to local trips to Norwich that cost £15, I can't justify that. I can't ask parents to pay up £15 to take their kid down the road, but that's what it will be because of the coach and cover costs.*

A more immediate money issue has been the overhanging issue of Brexit; tour companies can no longer guarantee costs of transport, accommodation and insurance due to the uncertainty of the effects of leaving the EU. This has since been exacerbated beyond any expectations with the global pandemic of Covid-19. There is now uncertainty of whether trips or even everyday school life can go ahead within the next few years.

Another teacher described the issues of JAMs (the Just About Managing parents), who do not qualify for any discounts that Pupil Premium students can have access to, but still cannot afford such extras as school trips:

> *It's not fair on the JAMs - the Just About Managing - they aren't in the PP [Pupil Premium] category but they still can't go. The squeeze in funding - 10 years ago the money was there, so you could turn around and say to these people we know you're not FSM [Free School Meals], but we can do a couple of hundred quid to help. That has completely gone now. If you're not in the very narrow category, you get nothing.*

Finally, there were two teachers who said money was not an issue at all in their schools – one is an independent school, and the other in a reasonably affluent area.

5.5.4 The barrier of behaviour

This is another theme that was quite unexpected. Although I have worked in very difficult schools, the students I've taken out of school have tended to behave in a totally different way on trips, due to being out of their normal environment, and often doing something that is totally new to them. I was expecting perhaps the more inexperienced teachers to mention this as a worry, but the participants who brought it up were more experienced, and there were three who mentioned it. Despite the low numbers, it does highlight the extremes in experiences that schools even with one county can have with behaviour.

The first participant to mention it was someone looking back to the 1980s, again, showing that behaviour in tough schools has always been a barrier to trips: 'It was '85 and they were frightened to take the kids out - it was pretty anarchic at the time, so there were very few lower school trips.'

The other participant who was particularly worried about behaviour explained a huge shift over time, as they were someone who had always done regular trips with all year groups, but this all changed after some recent bad experiences:

> *I did the thing where if you can't get people out to the museum, the museums bring stuff into us, which was going brilliantly until last year, when one of our students vandalised a shovel, so there's a big Colman's shovel, about 8 of them graffitied their name on the shovel! Since then, they can't bring anything into school and it's our fault, and we've been one of the biggest supporters of the museum, so it's been dreadful. And I took them to the castle museum, and some of our students nicked some rosary beads…*

Since these incidents this teacher has decided to put trips on hold completely until behaviour is a bit better. The final teacher to mention behaviour told completely the opposite story; that it was not an issue at all.

5.5.5 Barriers due to systems in place at schools

One theme that I had underrated initially came up repeatedly: six teachers said they found the systems in place at their schools to be a barrier. This was always down to the fact that every school they had worked in had a totally different way of planning and executing trips. This put them off due to an increased workload and a fear of doing things wrong, or not knowing who to ask for help. One

participant explained the need for robust systems, as they believed it should be hard to take a trip, and if you did not have the time or patience to make sure it was planned well, then you should not be in charge of a trip:

> *I think it's a massive responsibility and if you're not prepared to justify that responsibility by having the slightly tricky conversations to do with finance and the wellbeing of the students, and to do with filling in the paperwork and being organised then I think you've got no place in organizing a trip in the first place.*

The other teachers interviewed saw this as an extra barrier to taking trips and wished for a much more generalised system that could be taught to teachers across the country, so whichever school you teach in, the same procedures are followed:

> *Personally, I think we need a more connected up system - there are too many ways of doing it; every school has their own methods, which to a certain extent is fine, but when you have Evolve in one school, and Osiris in another, and the county councils operating different systems, there's either good practise or there isn't. And if there's good practise, why are we not all doing the same sort of thing?*

Another example of things being different in different schools:

> *…the old college I used to work at had a finance team who took on all of that responsibility, and at this school they seem to do nothing. At some schools, you don't touch money, but here we collect the money. It would be wonderful to have an administrative financial person to run those things.*

This is also something that has changed over time, with more complicated systems now in place (for many good reasons):

> *When I first started, you'd just ring a bus company, book some time off and go, and the paperwork has got much more complicated… They want order numbers, you have to get 3 different quotes for buses, it's time and organisation, and chasing up forms and payments, which I know you're not supposed to do, but it's inevitable.*

When asked directly if 'it would help if there was some kind of system like that you could sort of pay someone to organise your trip for you?' the answer from one teacher was definite: 'That would be fantastic! Because it is a huge undertaking in itself, and it is pretty much you on your own.'

5.5.6 Barrier of other colleagues

Yet another theme that emerged that I had thought was just my own personal experience was that of the different attitudes and helpfulness (or not) of colleagues within school. This theme was quite

varied in its detail, from other teachers not wanting to accompany their colleagues on trips, to real anti-trip sentiments from the senior leadership teams. One said they had not been on any trips due to their head of department not being supportive, so any idea of a trip was over before it began, as well as not being able to persuade any other colleagues to come if a trip did happen. Another said: 'I think the teachers have got to want to do it, if you're taking support staff maybe that you don't know or have never met the kids before, then it's just more work for the teacher.'

Finally, one participant explained that despite support from SLT to allow trips to take place, there is a real lack of appreciation of the time and effort involved in the first place:

> *I'm quite a strong advocate of trips, because I've seen them as hugely beneficial, they are very time consuming, for the staff, and quite exhausting for the staff, I think most staff who go on these trips get a lot out of it, but there needs to be a degree of compensation between teachers being expected to give up and run trips only in their own time.*

5.6 Contexts

The next set of themes were also pre-coded. By using Phillip's (1998) theoretical framework investigating the context of influence, text production and reality or practice, these three codes were put in place when reading the transcriptions. Although there was not a huge amount of data to do with these three themes, they are important enough to include here.

5.6.1 Context of text production

Only two teachers specifically mentioned any texts that had an influence on them, and both explained that their trips were always based on the National Curriculum, or exam specifications. Despite this, several others did allude to this, by explaining that there is no room for 'jollies' anymore, and that all trips have to have a good justification, and that a cultural explanation is not enough. This participant acknowledges the need to cover curriculum-based learning, but justifies it as doing it in a different, more interesting way:

> *...not towards a specific exam but when you look at the A Level stuff [trips], it's all curriculum based, so it's driven by the final outcome. That's what I mean about them being academic, but they are different perspectives on those final exams, they're not sitting writing essays, it's bringing them, the subject matter, to life.*

The second teacher to mention this specifically explains their rationale behind the trips they run:

I think my drive was always curriculum based, if I'm honest, I wasn't blind to the fact of how it was making them grow up and get wider horizons, but really the trips that I've done throughout most of my career was based on the curriculum. I just wanted to be in the places where these things had happened. I mean the first world war for example: we used to go and look at where McCrae wrote Flanders Fields. I remember talking from the top of the block house, and really what it was, was curriculum driven, and when I was doing 6th form trips to Berlin, what it was, I don't think you can really understand this city unless you stand in some of those places, and that was what I was looking for. So, it was definitely the national curriculum that did influence me, certainly, and from there I used to think what trips can I do to make these things come to life? And it really didn't fail.

Therefore, it is clear that trips are driven initially by the content that needs to be covered in schools, so has a definite text-production influence. It also highlights the future need for text-based help because so few mentions are made of any such material.

5.6.2 Context of influence and practise

These two themes are combined together, because the two are so intertwined that it is difficult to separate them. All of the (5) participants who mentioned this explained how they learned the ropes of taking trips from a more experienced colleague. Only one of the five said their influence for taking trips came from a background other than school trips themselves:

… before I became a teacher, I was a tour guide. So that's where my influence for trips comes from. So, I worked out of the education wing of the American embassy and took students, usually sort of 16-20 years old students but sometimes adult groups around. I even took them to Russia, the first time I went to Russia.

The other four participants said their influence was other teachers who they worked with, going first on trips with them as a helper, then using that experience to plan their own:

So, it was a guy called … who is still alive but about 95 and he took a group up every year to Hadrian's wall in Northumberland. And I went along with him and I really saw what they were getting out of it - it was absolutely exhausting.

Another example: 'I've been to Berlin, I am a very low-level co-host on the Berlin trips, because the woman who organises it has been doing it for 50 years non-stop, so it is literally like a machine now.'

An aspect of influence that was initially thought to have played a much larger part in teachers taking trips themselves was their Initial Teacher Training. However, only four participants said they had had any training on trips at all, and only one of these said it was useful. The others explained that they had no training at all: 'No, it was terrible really. There was absolutely nothing…' [This teacher was trained in the 1970s]. Only one student said they had good training on trips, and they also said they went on to organise several trips within their first two years of teaching, including a residential in Europe:

> *… [the training] told us about the value of experience of trips, so when I was on placement, I asked to go on everything I could. I did organise one in my NQT year, so yes, it was valuable. And we had to take…kids to the Castle Museum. We did the castle day. Yea, so that was practical, and we had to do a session. It's nice to know they're not scary. And as part of my NQT year I got a session on it as well.*

So, the contexts of influence and practice go hand in hand.

5.7 Other emergent themes

This final section looks at the themes that came directly from the data and were the ones that did not fit into any of the pre-coded categories. All of these themes were mentioned several times, and with enough passion, to be included here.

5.7.1 Impact of being a student in Norfolk

I was unsure whether to include this theme, as it was quite unexpected (if predictable), and could potentially cause offence. However, three separate teachers (and later even students) mentioned this as a specific reason for trips being so important to students in schools in Norfolk specifically, so it is included here. It is not meant in a derogatory way, but just highlights the unique position of Norfolk itself being so geographically isolated from the rest of the country.

The first participant explained that any trip away from school and everyday life was particularly important for 'Norfolk kids' as they seemed to them to have much narrower horizons than pupils from other areas. (This teacher is actually from, and was educated in Norfolk, and still recognised this as a problem):

I do think they're really important to give students experiences outside the classroom, like us doing even the parliament trip, but I feel that it's maybe a Norfolk thing, but I think a lot of our students wouldn't necessarily go to parliament or even to London. I know it feels like we go all the time, but a lot of our students don't, so it's useful for them.

Another blamed the students' more sheltered upbringing, being from Norfolk as a problem when going somewhere more urban, where there are different attitudes '…that was terribly stressful because you let 20 kids loose in the middle of Santander …they got mugged - they spent all their money on a baseball cap and got mugged as they walked out the room.' Here the teacher explains some more of the inherent issues that some students from Norfolk have due to their more rural and sheltered upbringings:

'You have that conversation, and you seem to almost break down some barriers, some rural Norfolk-isms they may have heard from grandparents, "we don't like the Germans", and you see that breaking down a little bit and that's really rewarding.'

Therefore, the importance of such trips is shown specifically to the geographical area that students come from.

5.7.2 Impact of relationships between teachers and students

Unsurprisingly from my perspective as a teacher, this was something that came up a lot with both teachers and students. Certainly, when I was training, and throughout my career, something that teachers discuss often is the positive impacts that trips can have on teacher-student relationships. This can be particularly apparent with the more 'difficult' students but is applicable to most trip experiences. Three teachers mentioned this in detail. The first explained it from both teacher and student viewpoints. They explained that it is great for teachers to see things they love in front of students, but also to see it through their eyes as well as their own, more practiced ones:

I think it's really good for staff to be out and talking about history, because often you don't get the chance to actually talk about the subject that you love together, so I think that the actual time out on the trip, looking at things, and looking at things through students' eyes is really good. So, I think that's an added bonus.

This participant shows the positive impact that can happen, but also how this does not always last:

…you get the opportunity to share things with you and you share things back, and it helps your relationship with the kids as well. They see you as much more of a human being and that can be... Sometimes it's just purely just on the trip, you think you have a better rapport with a child and they're exactly as they used to be!

This teacher explains in depth how these relationships benefit from the time given to students not being in a classroom, and the discussions that can happen because of the lessening of restrictions:

And it also allows us as teachers to work with the kids on a more personal basis. In that I might be sir in the classroom, and I am on the trip as well, but because I'm their guardian as well on the trip, I am far more involved in everything, so we spend more time working on their learning and it becomes more embedded, and we can answer more questions in a broader way because we are not constrained by an hour lesson. And the number of times I will spend an entire bus journey round the Somme overlearning, drawing comparisons; we've got two hours to spend. I sat next to one student this year, and she was asking question after question. And [another teacher] and I were just not only explaining the answers but were disagreeing with each other and demonstrating how interpretations can be different from the same evidence.

Another example of how relationships can change in a positive way:

…the kids get to see you as a human being, because I don't think that they believe you really are sometimes, you actually see the student in a different light and I think that is hugely important…one was quite severely hyper, but again, a completely different side to him, because in the classroom, he would probably just be a pain. But then you see him just being able to run wild and enjoying nature… but he loved it. And it showed the difference between this child that was in the classroom, completely constrained by all these awful rules, and someone else having freedom.

This theme was a positive, and affective one to come from the raw data.

5.8 Negative impacts

There are also some negative impacts from trips, which is inevitable; not every trip is perfect, well planned or enjoyed by the students. This is important to include to show balance and the reality of trips. One participant discussed their own experiences of trips when they were at school 30 years ago. This participant came from an unusual position, as they went to a famously strict independent school and acknowledged that their experience was very different to that of most school students:

...because it's such a weird school anyway, so I don't think that trips would have had as much impact on people as if they'd been somewhere else. Because we're well travelled and would do it anyway. It's not like, for us, you're just stuck at school for 12 weeks, so anything to get out was just quite a relief. We were fairly independent from day one.

They go on to explain that some trips they had been on later as a teacher were poorly planned, and had little benefit:

Sometimes, some are better than others. I've been on foreign trips which were shit ... we were staying in a village where they have one of the best cave paintings in the world and we didn't clock it. On our day off, when we had a day just milling around the village and it was literally in walking distance. And you think this is a fucking crime that you've missed this. I had a great day there, but the kids didn't.

Another teacher (also at an independent school) explained that there is actually too much pressure to take trips to 'show off', so they can miss the point of taking students out to show them something different or worthwhile:

Yes, I do feel that at my school the problem we have is that the environment is competitive to get your subject out there. And when that happens, everyone is fighting to get their trips, and sometimes it's just for the sake of a trip and not for actual benefit. I remember last year the teachers saying we can do this trip to the zoo, and I asked them why? I had to point out to them that going there from an educational standpoint is non-existent, you're just creating a trip for a trip.

What is clear is that some trips, if badly organised, or organised for the wrong reasons, do not have the same positive impacts.

5.9 Anomalies

This final section in findings from teachers deals with all of the information from the data that did not seem to fit into any themes but is still worthy of mention.

The first is the fact that it is no longer possible to take 'jollies'. It is difficult to prove how much school trips have ever been jollies, but two teachers mentioned the fact that there have been so many changes over the past two decades that taking a trip is very different today: from having to have much more stringent health and safety measures, to having to justify it in terms of the curriculum. This teacher explained the negatives of health and safety being so much tighter today. Not only does it

restrict the activities you can do on a trip, but it makes teachers more afraid of taking trips in the first place:

> *… they had this confidence building thing of jumping off a bridge into water… it was completely voluntary. He [the teacher] was told not to do it. He had his friend in diving gear, he was there, it was deep enough but not too deep. The locals were jumping off it... We had one who decided not to jump, but so many of them did it that were initially afraid, and their confidence just went through the roof. We did the same with climbing, we did abseiling ... It was brilliant for the kids and it was brilliant for me! These are life changing things.*

This shows how some (seemingly positive) changes surrounding health and safety have been restrictive and have added to the barriers to taking trips.

An important point discussed at the beginning of Chapters 2 and 3 is that Ofsted do not have any specific advice on trips, and do not measure the success of schools by any trips that they do. Here a teacher explains how it could help if they did:

> *It's a shame it's not an Ofsted criteria ... schools should have that. That's not to denigrate anything that happens in a classroom, but anything to have the chance to do something different – just bringing somebody in – I've bought lots of experts in, so its someone with a different level of expertise, not a teacher, someone a bit rough around the edges, in that it's just a slightly different experience of an adult communicating with them.*

The last couple of points are from teachers' experiences of trips when they were at school and highlight the benefits of learning both socially and academically. They sit here because although they are impacts, they are so specific to the time and place, that they deserved their own section. The first is a teacher describing how scary it was for them when they went to Russia (as a student) for the first time, without fully understanding the reasons behind being scared at the time:

> *Our translator got arrested because he hadn't updated his internal passport, so he spent the night in a cell and then came back to us, I think I didn't know, a huge amount enough to be afraid, but looking back now there were some properly sketchy moments on that trip.*

The second is a teacher who did a German exchange in 1989, and remembers vividly the border between East and West, and how later in her own teaching this helped her to explain to the students what 'actual history' was like from having been on a school trip herself:

> *… we went to the border, and the relationships between the guards had shifted by '89, so that was really interesting, seeing children playing on one side and not on the other, so it had a big impact.*

These both show impacts that do not fall into the earlier themes or categories.

Finally, one participant talked about different types of trips, and how they would only count a trip abroad as a 'proper' trip. They went on to explain about a local trip they run yearly for the entirety of Year 7 to a local abbey. The point here is that local trips can often be more poignant and meaningful to students than the big trips to somewhere abroad or exotic:

> *… the abbey trip itself was born out of the idea that none of the students went to the abbey. It's on the badge of the school, it defines the town. And yet whole generations of students had no idea what it was…basically it's a chance to get them down to a historical building, out of the classroom, and just experience different aspects of historical life to be fair, but also different ways of teaching, different ways of learning, there's so much cross curricular stuff obviously with the things that they do as well… the good thing about that is we take every Y7. So, everyone gets the same experience, regardless of background. And quite a lot of students don't –bearing in mind the school that we're in is in quite an affluent area. There are probably a vast number of students who've never been to an historical site. So, when you introduce things like falconry and archery and things like that, its genuinely the one opportunity and the one thing they do, and they all remember it actually.*

Again, although this shows really positive impacts, both affective and academic, it is an example that is more encompassing than putting it into one theme.

5.10 Summary of teacher interview findings

The overall sense to come from the interviews was a very positive one. Most of the teachers had great experiences when they were at school themselves and could talk at length about the positive impacts on the students with whom they have been on trips. The impacts were wide ranging, from life-changing and life-forming (being given the travel bug or studying a certain topic at university) to simply having new and different experiences that they would not have had if they had not been on a particular trip. Despite a minority of negative experiences, these interviews definitely show positive affective impacts of school history trips on students.

The barriers for teachers taking trips were perhaps, in the main, predictable, with money, time and stress featuring highly. This is no surprise to me as a teacher. However, the fact that every school has a totally different system in place for trips will be addressed in more detail in the analysis chapter, as well as in recommendations for the future (Chapter 9). All of the data helps to plan for more trips to be enabled in the future.

The context of influence, text production and practice have separate sections above, but the three themes really run through all of the findings. Most of the teachers have been influenced by other more experienced teachers, as well as by the National Curriculum in an attempt (seemingly successfully) to provide experiences that students will benefit from in terms of knowledge and understanding. The context of text production is lacking (apart from the National Curriculum) due to a lack of information or advice from the government about taking a 'good' trip. The context of practice is clearly seen through the trips themselves that have taken place, and produced positive impacts, or have been learned from to improve in the future.

Finally, the few themes that seemed to be anomalies confirm the rest of the findings, in that they showed huge positive impacts on students. These cover student-teacher relationships as well as those moments that teachers all wait hungrily for: when there is a revelation about learning or understanding that has taken place during a trip.

5.11 Findings from Surveys to Teachers

Participants in the teacher surveys were from both Norfolk and Oxfordshire schools. In all, fourteen responses were received, despite sending out the link to many schools. I was hoping for a few more, but perhaps due to lack of time and energy from the teachers who were approached (some of the barriers already mentioned as holding back teachers from taking more trips), these were the only ones that were completed. There were bound to be fewer teacher surveys than student responses as there are obviously more students than teachers. Some of the schools to which the surveys were sent had small departments of only two or three history teachers, and not every history teacher responded. This was anticipated, which is a further reason both surveys and interviews were chosen to triangulate the small data set as much as possible.

The teachers completed the surveys online, through Google Forms, so they were anonymous. The types of questions were initially organised into 'open' and 'closed' questions. The closed questions were much more straight-forward to analyse, using Google Forms own tools to turn them into charts. The results for these can be seen below. For each survey question, the answers were manually added to a matrix showing each response. This can be found in appendix H.

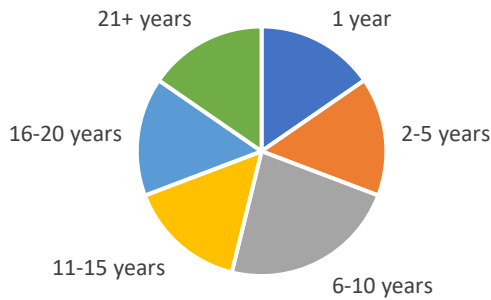- Question 1: How long have you been teaching?

Figure 5.2

This question was included for two reasons: firstly, to get the teachers into the survey with an easy, 'warm up' question (Robson, 1995, p.232), and secondly, to ensure there was a decent range of experience within my data set. This has been achieved well considering the relatively small number of responses. The experience is very well balanced from 1 through to 21 plus years.

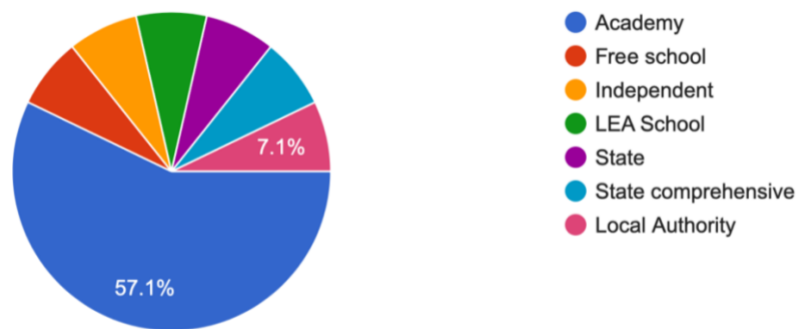- Question 2: What type of school do you work in?

Figure 5.3

Again, this question was part of the 'setting the scene' for the participants themselves but was also useful for me to see the many different types of schools who take trips. As is clear in figure 5.2, there was one teacher from an independent school, but the majority of answers came from Academy-based teachers. The seven categories were included to see if there was a big difference between the types of schools. On reflection, I would change this to merely 'comprehensive' and 'independent', as this is the only difference that has been analysed in this study. This is something that could be examined more closely in an extension of this research in the future: comparing how different types of schools' deal with, and view, school trips is a fascinating future project, but is not hugely relevant to the current research.

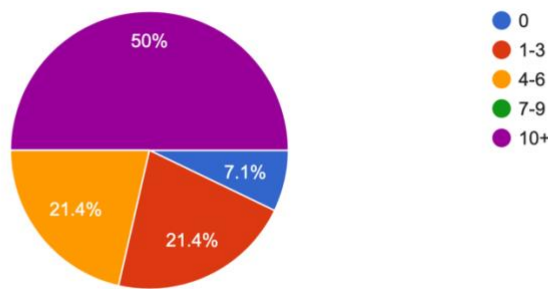- Question 3: How many history trips have you been on (not as the leader)?

Figure 5.4

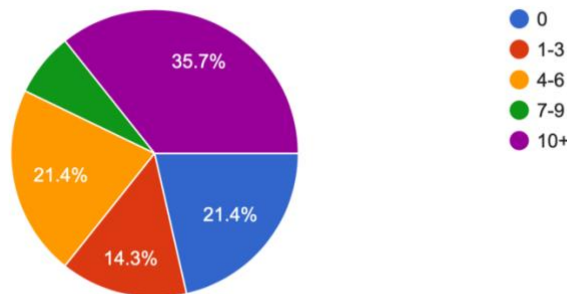- Question 4: How many history trips have you led?

Figure 5.5

These two questions were asked to establish whether teachers led trips, or if they were purely part of someone else's' trips, to see if there was any disparity. Originally, I thought it may help to see if there were any barriers to teachers taking trips themselves, and whether going on trips with other people first had any influence on later trips they may have led. These two questions are tricky ones to talk about in terms of findings due to the nature of Question 1: it is often the more experienced teachers who take trips, and this was certainly borne out in the interviews, where many of the less experienced teachers did not lead trips themselves until they had been on some with other teachers first. Therefore, it is hard to say whether this explains much, apart from to show literally the range of experience these particular teachers have at going, and leading trips. It does show that more of these particular teachers have been on trips than have actually led them.

- Question 5: Have you ever had any training on planning or taking history trips? If yes, where was it from?
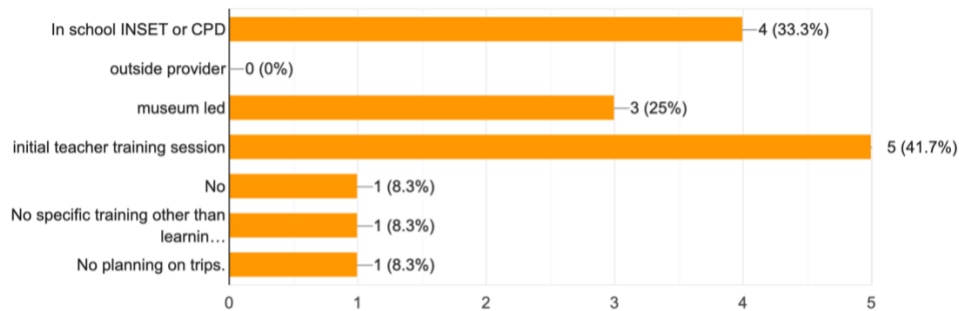
Figure 5.6

I was interested when I started this research in the teacher training aspect of any potential barriers to taking trips, in that I wanted to know whether having training on trips from the start of a teaching career made it more likely for teachers to take trips. Although this is still of interest, it does deflect somewhat from the two *main* questions which were concentrated upon as this project evolved, but it does provide some insight into possible variables influencing 'trip taking'. The same question was asked in the interviews, but this survey seems to show a much higher prevalence of training than the teachers who were interviewed. The only information this explains in terms of the main two questions, is that perhaps if more teachers had training, they would be more likely to take trips. However, this idea can only be reached when looking at the more detailed answers in interviews as to what barriers are in place: this question on its own provides very little in terms of an answer.

- Question 6: How valuable do you think history trips are to students?

Figure 5.7

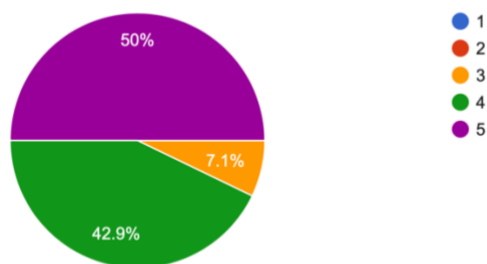It was a surprise that everyone asked thought they were very important to students, especially as some of the teachers asked had not been on trips themselves. This was asked to ensure that there was a chance for teachers to explain if they did *not* think they were important, but this is just not the case as can be seen above.

- Question 8: Which of the following do you think is an important outcome for history trips?

Which of the following do you think is an important outcome for history trips? mark as many as you agree with

14 responses
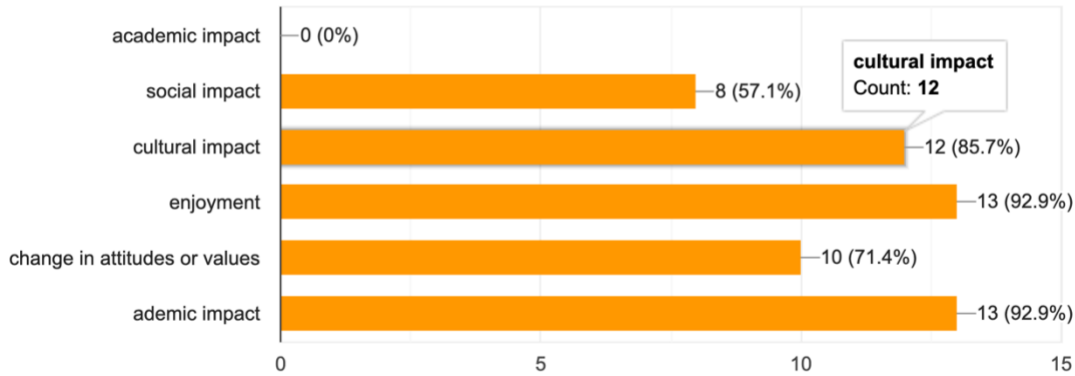
Figure 5.8

Without explaining to the participants about Generic Learning Outcomes in the survey, I wanted to see how important each one was to them. The reason for this was twofold: to help with the analysis afterwards, but also to get a genuine (as much as possible) feel for what benefits teachers think trips have. In hindsight, I could have asked them the same question as the students ('what top three impacts has your trip had on you?) to discover even more depth to their answers. As it is, it is clear that academic impact (knowledge and understanding) and fun are the clear winners. The other three come closely behind, with none of the categories being ignored, and over 50% thinking that every single outcome is an important one when taking a trip. This shows a very positive outcome when using the Generic Learning Outcomes as a way of measuring impact; each were seen as very important.

- Question 11: Does your school have a member of staff who is in charge of trips overall?

Figure 5.9

This was an interesting response and reciprocates the findings from the interviews that schools have different approaches to school trips. It is positive that so many schools have someone who is in charge of trips, but clearly highlights a barrier, in that some do not, and others do not know.

- Question 13: Does your school have a policy on trips and their importance in the curriculum?
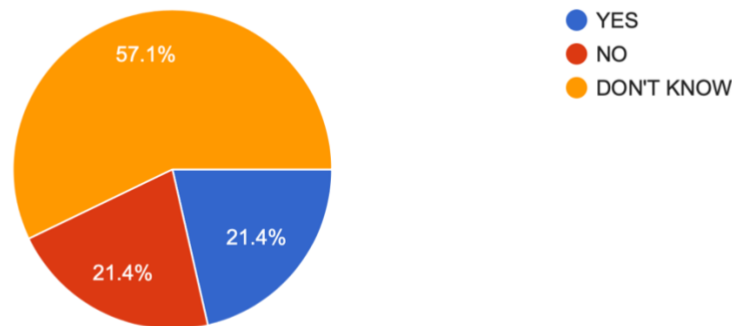
Figure 5.10

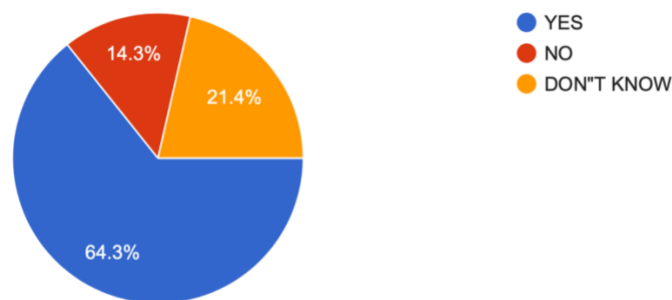Again, this confirms that every school has a differing policy on trips, as well as how any such policy is (or is not) relayed to the staff. This adds to the body of evidence in this study that schools themselves, or at least their policies and training on such policies can be a potential barrier to trips taking place.

5.12 Open questions

The second part of the analysis consisted, initially, of using thematic analysis in the same way as the interview transcripts were approached (see below). Every answer was analysed to find similar themes, which was relatively straightforward with the surveys, as the questions were all based around the Generic Learning Outcome themes, as well as barriers to taking trips. When planning the surveys, this seemed the clearest way of ensuring the participants were answering the two key research questions, as well as making it simple to analyse. It was clear that the questions themselves were the themes, and because they were quite specific questions, despite being open, each of the open questions were dealt with individually, looking at the themes within the responses. Please see appendix A for a copy of the questions.

Question 7: (How valuable do you think history trips are to students?) Briefly explain your answer to the above question

This question brought up several themes in terms of impact. The most popular theme was the importance of education 'outside the classroom', followed closely by the impact of 'knowledge and understanding'.

Twelve of the fourteen participants agreed that they were extremely important. The answers varied along the same theme: that it is important to take students out of the classroom in order to give them new, and interesting ways of learning the subject of history, often in a more impactful way than in the classroom. They also included comments about how every student, regardless of their background, should have such opportunities to see and experience new ways of seeing history, and how their lives fit into it:

> *I believe history trips are central in bringing history to life. Students are able to handle objects, hear from experts and see buildings and landscapes that enhance their understanding. Trips allow students from all backgrounds valuable social and cultural experiences that they may otherwise not experience.*

They also explained that it helps greatly with their own historical knowledge and understanding as teachers, giving them the chance to see where things happened, and to 'bring history to life'.

Two teachers were less enthusiastic about trips, explaining that although they can be beneficial, it does depend on how well the trip is organised, and why they are taken in the first place. This participant however, qualified this by explaining: 'For exam classes, academic worth is paramount. For younger pupils, it is more about engagement and enjoyment of history.' The other participant explained that although they are a great enhancement to learning, they are not necessary for students to be able to study and enjoy history, as this can be taught well enough through the classroom lessons. This, however, does not correlate with the answers to question 6, where every respondent replied that they thought trips were either 4 or 5 out of 5 on the Likert Scale.

> Question 9: Briefly explain which of the previous question is the most important in your opinion and why [the five options given in Q8 linked to Generic Learning Outcomes]

This question aimed to get the teachers to think about the Generic Learning Outcomes (without using them explicitly), in an attempt to get them to address not just the academic, but the more affective impacts of school history trips. Seven of the teachers chose to cite 'cultural engagement' as either the most important, or the second most important, '…to see the impact of history in the real world opens their eyes to the cultural value of the subject.' Three of the participants decided that academic knowledge was the most important impact, so this would come under the 'knowledge and understanding' as well as the 'skills' themes. However, one of these linked the academic impact to the more affective impacts:

I think that the academic impact is the most important. Hopefully by taking students outside of the classroom you are going to be able to bring new knowledge and understanding back into the classroom. If students gain an increased understanding it should lead to more enjoyment of the subject.

This leads on well to the next most important impact, that three teachers chose as the most important, the enjoyment and social elements of trips:

In my opinion, the social impact of a history trip is the most important because it gives pupils a chance to experience something together and work together to get the most out of the opportunity. A trip with their friends may be the best way for them to remember a certain part of their learning experience and can encourage pupils to make links to this in the learning process.

Question 14: What are the top 3 barriers to you planning and leading a trip of your own? (please rank in order of importance with 1 being the MOST important)

This question is self-explanatory: it aimed to get teachers to explain their biggest barriers to taking trips, without any prompts from me as the author of the survey, to attempt to gain as honest answers as possible. As with the interviews, the top three barriers to come out of this data were time, costs, and administration issues. This was not a surprise, as I personally would cite these as my biggest barriers to taking trips as a teacher myself. However, there were many other problems too, which varied in some places quite considerably.

Eleven of the participants gave the time it takes to actually plan and organise the trips as the top barrier. Five other respondents mentioned specifically administration barriers and the time it took to actually set cover in order for them to be allowed out on trips. There were also five separate mentions of bureaucracy being a barrier to organising the trips: these other two issues are also classed as a 'time' barrier, so in all there were 21 mentions of time being the biggest barriers.

Cost came second, with eight teachers mentioning it specifically, and an extra one explaining their worries about the inequalities involved in pupils not being able to afford some trips. Therefore, there are in total nine mentions of this being a barrier.

Other barriers that could be put under the theme of 'barriers due to colleagues' included two respondents saying that finance departments had too much control and would not always support a trip. One said that senior management were not supportive, and another two said that cover restrictions meant they were unable to take certain trips. Also included is the issue of school calendars not being able to accommodate trips in this theme, of which there was one mention. Overall, there were six occurrences of barriers being due to colleagues.

Three respondents explained about 'worries about behaviour', the 'responsibility of taking a trip being so huge', and the 'stresses' of taking a trip. These three all come clearly under the theme of 'stress as a barrier', as do the final two comments: 'not being able to get enough students to come on the trip' and 'factors outside of school' (they were not specified). Here there are five occurrences of stress being a barrier. The table below sums up the barriers in qualitative terms:
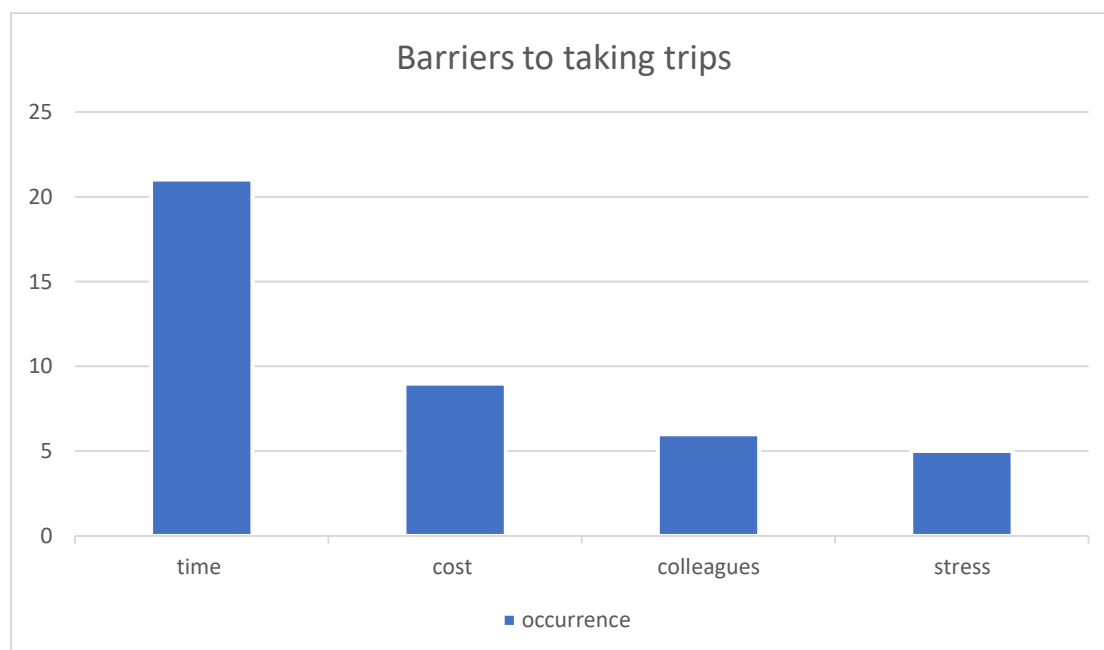
Table 3. Barriers to teachers taking trips

Question 12: Does your school encourage trips, and if so, what do they do?

This question was split nearly in half, with five respondents saying no, and four saying yes: one respondent was unsure. There were some respondents who explained that some parts of the school were supportive (for example, the head of department), but other parts or departments of the school were not. Only one teacher said that they had received training on taking trips from their school.

Question 15: What would enable you to take more trips?

Several respondents did not answer this question, but those that did were clear that the barriers to taking trips they had already mentioned were in fact the elements that needed to change in order to take more. The largest occurrences again were the need for more time and money, and thirdly, more support. In terms of time, there were many different answers. One respondent explained they needed less exam classes, whereas one gave this detailed response:

Although I really believe that visits are extremely useful to the students in many ways and also add 'value' to the department and school, at least one of these 'extra' things is going to be

dropped from my voluntary additional contributions to the school next year as I increasingly feel that the goodwill to organise such visits is being taken advantage of by senior management - and I know I need to cut back for my own wellbeing.

Six respondents explained that they would benefit from more support from their colleagues and administration staff. Three specifically mentioned having one person who could do the paperwork for them, in order to save time.

Question 16: Anything else about important or impact?

This final question was in the survey to ensure that the participants had the chance to say everything they wanted about the importance and impact of trips. Several decided not to answer this, but those who did were, on the whole, positive. Five explained how they thought trips were very important in terms of social skills and their cultural impact, and how they were 'central to the subject' of history. Two of these admitted that the benefits were a bonus despite the real hard work that went into planning and executing them. One participant said it would help if they were tied into the curriculum in a more compulsory way, and another that it provided a great impact to those students who would not have received the same opportunities at home from their families.

The less positive respondents stated that trips are too time consuming and expensive. One teacher explained that they felt it better value of both time and money to do more local trips, or to get visitors into schools. The final respondents referred to here summarise the positives and negatives of school trips very well: 'They are extremely valuable, very difficult and time-consuming to plan and very expensive. We try as much as possible to bring museum services to the school.' And:

They are very valuable but not always possible. Staff can do more trips before they have young families or sometime after. I pretty much gave up overseas trips when my children reached a certain age, and when my mother and mother-in-law became too old to help my wife during my absences. I now focus on local trips to museums and on getting speakers to visit as this is much more time efficient.

Overall, the consensus seems to be that despite being extremely valuable, they are often too costly in terms of time given up by the individual planning the trip for them to be as worthwhile as they could be for everyone involved.

Question 10: Describe a trip and why it was memorable

This question is dealt with last: it was put in as an 'ease-yourself-into' the survey question and it seemed when initially analysing the responses, that it had little to do with the overall enquiry. However, the fact that so many respondents wrote such vivid answers to this question has shown that this is actually central to the study 'what affective impact do school trips have?' If teachers remember

trips they have taken, or went on themselves, with such clarity, then they must be memorable and meaningful for some reason. They are dealt with thematically, as with the other survey questions and interviews. The only two major themes to come out of this question were the impacts of 'knowledge and understanding' and 'enjoyment, inspiration and creativity'. These were the overwhelming responses from the participants who commented on this question.

The first theme (knowledge and understanding) covered several different trips, from the 'Battlefields' trip to a War of the Roses themed weekend. The comments included everything from understanding more about the subjects they were studying, to being able to 'step back in time' to understand the period in more depth. The 'Battlefields' trip was cited by six of the participants, all of whom explained that it gave them and their students a real sense of the reality of the war itself, as well as being 'thought provoking' and providing exciting experiences such as finding a students' ancestor amongst the graves. These trips seem to have combined both themes mentioned in equal proportion.

There were ten examples that fit into the 'enjoyment, inspiration and creativity' theme, including 'Battlefields' trips, going to Russia for the first time, as well as remembering the Wars of the Roses experience with enjoyment 'since' 2016. These are all examples as well as long term impacts that some of these trips had, that they were still remembering them in detail up to 4 years later.

The one intriguing entry was about a fully funded 'World War' trip to Thailand and Japan, but unfortunately the participant did not explain why this was so memorable. This is a real shame, as it could have provided yet more richness to these answers.

5.13 Summary

Overall, the teacher survey responses were very positive about school history trips and the positive affective effects they can have on students. It was interesting to see the range of teaching experience across the fourteen respondents, as well as how many have been on and led trips. The variety of schools these teachers taught in was also a pleasant surprise, but only explains where they are at now, rather than any past experiences.

The use of Generic Learning Outcomes has been a useful way of measuring impact: all the answers were clear, and there was no confusion in the answers. They also confirmed that the five areas were all areas that the teachers thought important in terms of importance when looking at the impact on students. The 'knowledge and understanding' and 'fun' themes again emerged quite strongly, along with 'cultural understanding'. This correlates well with what the teachers had said in their interviews, as well as the student responses (see below).

The barriers to trips from the interviews seem to play just as important a role here in the responses, the main ones being time, money and support from within schools. Considering the workload teachers increasingly face, with smaller and smaller budgets (Allen, Benhenda, *et al.* 2019) this is not much of a surprise. It was interesting, again as in the interviews, to see how much disparity there is between different schools and departments. This is something that is addressed in more detail in Chapters 8 and 9.

Any negative feedback came from the point of view of not having enough time, or support in order to enable teachers to do more trips. Again, this is not surprising, and has seen some of these teachers look to alternatives to taking trips such as bringing in experts or using online resources from historical sites. Taken altogether, this is still a positive endorsement of the students need to sometimes learn in a different way, even if it is within a classroom setting.

Chapter 6: Students interview and survey findings

6.1 Student interview findings

The ten student interviews worked in much the same way as the teacher ones; using semi-structured questions loosely based around the Generic Learning Outcomes. These questions were devised to really try to get the students to identify any impacts their school history trips have had on them. The main difference was that the majority of my students were from the school I am currently working at: in fact, all but one were my 6th form students at the time of interviewing. However, I was not teaching any of them at the time of the trips that they were talking about (myself having joined the school relatively recently), and so there is some negation of the influence their close relationship with me might have. Four of the students were at my school, but had never been taught by me, five of them were my new Year 12 students that I had only known for a few weeks, and one of them was an ex-student from over eight years ago.

The school I currently work in is a standard secondary school: it has 1700 students from years 7 through to 13. The history department offer several trips to most year groups, but the main ones include a Year 7 trip to a local historical site, a Year 9 Battlefields trip to Ypres, and options to Italy, Greece and Russia as part of the A-Level experience. It also has a large number of students who come to study just at 6th form level, so many of the students interviewed had not previously been at my school, so had varying past experiences of high school trips.

Participant number	Year group when interviewed	Year group they were in when on the trip they were discussing	History trips they were referring to
1	12	11	Iceland Battlefields
2	12	11	Italy
3	12	11	Greek islands
4	12	11 9	Italy Battlefields

5	13	13 11 9	Russia France Battlefields
6	12	11 9	Iceland Battlefields
7	13	13 9	Russia Battlefields
8	13	13	Russia
9	Age 24	12 13	Italy Cambridge university
10	12	12	Russia

Figure 6.1. Student interview participant information

Interestingly, all but one of the trips they mentioned were residential trips abroad, so perhaps had the added impact of being a first time away from home or their own country for such a long time. There is no way of knowing if these interview outcomes would be different if they were describing going on a day trip to somewhere more local. This is something that could be investigated separately in the future. The surveys do have more information about the residential type of trip, so it is worth keeping in mind that these longer trips are all quite different to everyday life and would probably therefore have had more of an impact on these students.

The analysis of this data was approached in the same way as the teacher interviews, using thematic, mixed analysis. As before, some pre-decided codes were used first, again linked to the Generic Learning Outcomes. The data itself was then used to discover the other themes. Overall, there are eleven themes: a smaller number than with the teachers, but just as rich with information (please see appendix B). The analysis is presented theme by theme. The main reason there are fewer themes is since they were only asked about the impact of their trips, and not the secondary issue of barriers to taking trips.

After transcribing all the student interviews, a matrix was made that included the pre-decided codes from the Generic Learning Outcomes. These were: IKTU for knowledge and understanding, IS for skills, IB&P for behaviour and progression, IE, I, C for enjoyment, inspiration, creativity, and finally IA&V for attitudes and values. The data was bound to have some answers around these codes, as these were the impacts that the semi-structured interview questions were built around. As with the teacher interviews, a few more codes were needed to fit all the information into the matrix. It was important not to ignore any good data just because it did not fit in with the initial ideas. Several were added, according to the first, and then second, read-through of the transcripts. These included ITL for Long Term Impact, and V for vividness of experience. The full list, and matrixes can be seen below in figure 6.2.

There were also several sentences from the transcripts that did not seem to me to fit into the different categories, so they were included at the end in order to try and categorise at a later time. Looking back at these, some of them did fit into the original categories, so it was possible to cut these anomalies down further. In terms of choosing what went where, the below table explains the kind of statements that were coded according to the Generic Learning Outcomes, as well as the further categories. Some of these statements apply to more than one code, and the same process was used for every transcript, to be as consistent as possible.

IK&U	When the student mentioned a change or an impact on their historical knowledge or understanding of an event or place
IS	When students mentioned a new skill
IB&P	When students mentioned a change in their usual behavior, or some sort of progression of understanding of their behavior
IEIC	When students mentioned anything that was 'different', 'fun', or something that was different to their everyday life. This was a tricky one, as everyone has different ideas of inspiration and creativity, but I took it to mean that they were doing something different to normal
IA&V	When they mentioned any change or shift in attitudes or values, explicitly or implicitly
IA	When they mentioned any academic impact – but it was soon clear that this could come under K&U, so I lost this code. No one actually mentioned the word 'academic'

ILT	When students mentioned anything, they did post-trips that meant a long-term impact
OtC	When they mentioned the difference between inside and outside classroom learning or teaching
V	When students mentioned something that really stood out – not just because it was different, but because it was something that really moved them in some way

Figure 6.2 Coding for student interviews

It has been very interesting to hear the students say mainly similar things to each other and to the teachers who were interviewed. I was only able to interview one ex-student, and it was good to see that his answers were very similar to those of the current students, and that his memories of school trips had not faded. To see the long-term impact on more ex-students would be great, and to analyse the longer and shorter impact bearing in mind participants' ages and how long ago they took trips. Since it involves a much more spread-out group of participants (people do not necessarily stay in the same area in which they went to school) this would, perhaps, be a lot easier to achieve in a world without Covid-19.

6.1.1 Knowledge and Understanding

This was among the most populated theme from the data. The responses varied widely from academic knowledge and understanding to purely affective impacts. The most commonly mentioned impact was that of seeing or experiencing different things including food, culture, myths, and architecture. The Battlefields trip once again showed a huge impact on knowledge and understanding for several students:

> *I don't know, I always had a respect for everything, but I think that being there and seeing the vastness of it and learning when you're there, going to like the massive cemeteries and seeing all the names and everything, it just resonates a lot more. So, I think that made me have a deeper respect for everything, and it's very sad going round like 10 cemeteries for 10 days. But it was one of my favourite trips I've ever been on.*

This response resonates with several of the other themes (such as 'vividness' and 'long term impact'), but here highlights the importance of understanding something for the first time that is not just academic but emotional (often difficult to separate when studying history).

This student summarised a similar impact to one of the teachers, when discussing the impact that the Battlefields trip had on them. It is interesting that this knowledge and understanding was something that was not recognised at the time:

> *… because it was so fun and so interesting that you didn't know you were taking on the information, so when we came back to class, we were like oh yea, I remember this, so this relates to this. But not like when I was on the trip did I think that I was actually learning stuff.*

Another student found that the Battlefields trip made them recognise that different places and cultures deal with Remembrance (of the wars) in alternative ways to us here in Britain:

> *… Yea, the Menin Gate, they still do a ceremony, is it every day? Yea, and that was really extraordinary because you think wow, that's still happening, they're still doing that. We have our 11th November every year, but the fact that they're doing that every single day is yea, I think it's good because it's important that we still remember what happened.*

There was a huge amount of data on the impact of seeing new and different things. This was included in the 'knowledge and understanding' theme, as it shows the affective impacts of being somewhere other than normal, and what they could learn from those experiences. The differences varied from new food, to culture, architecture, transport and myths:

> *You can't learn about culture anywhere near as well in the classroom. Because you can't learn by experiencing it [in the classroom]. You can kind of draw contrasts between how it was and how it is now, whether tourism has been a good thing for it or not. That really kind of - there's nothing like seeing it and participating in the culture.*

> *… it was a good experience to learn about different culture, or the difference between our culture and their culture and the way they live their life and things like that. The different food, and just the way the country works.*

> *Russia last month was really good and just everywhere was so different and it's somewhere completely different to anywhere I've ever been. Even between Moscow and St Petersburg, they looked like two different countries.*

Another mini theme within this one was the idea of being able to talk about new ideas as well as historical meaning and interpretations in a way not possible in the classroom. In particular, several

students mentioned the way they were able to participate in discussions with their peers about the nature of history and the topics they were studying whilst on trips:

… while we were waiting for it [the Russian ballet] to start, I remember just having an argument about the war of the roses with one of the boys … and that's not something I'd normally do with my friends at home, and with people who are also historians.

Another student recognised the longer-term impact of this and discussed being able to have those conversations with members of their family once they returned home.

…often by going and experiencing it, then it's much easier to naturally want to bring it up in conversation, like oh yea, did you know about this… and it's something you can do with your family, but if you actually find what you're talking about as interesting, or you've had an interesting experience, then it's much more easier to do that.

A final aspect within this theme concerns the knowledge and understanding they gained from people who had grown up in these different countries and cultures and recognising that not everyone has had the same historical experiences.

… the guides were brilliant… and something that really struck me about that trip…was how they sort of, the history of their city, they seemed to take it onto themselves and it sort of became part of their identity. I mean like I don't feel like necessarily, maybe you'd see it a bit like that in England, but… they've got family members who'd experienced these things, and, at one point, we were on the cruiser Arora and we were talking about the siege of Leningrad, and the ship tour guide and the translator were both tearing up discussing these figures…That was quite powerful because it was like wow, you are still feeling the gravity of what happened. It was really interesting and definitely more powerful than just reading it in a textbook. Oh yea, lots of people did die, and oh wow, yes, that was a long time for them to be under siege, but no, it was, when you're there with them telling you stories about their grandparents, and great grandparents, it's really extraordinary.

These new experiences show the clear links between academic knowledge and affective understanding.

6.1.2 Impact of behaviour and progression

This theme was only touched on by half of the interviewees, but where it was, it was quite powerful. The biggest impact is that of trips teaching students to be more independent, and in turn, giving them more confidence in both subject knowledge and themselves, '… so it was a massive big thing going

away for that long and being very independent.' And again, '… it was the first time we were ever allowed to be more independent…it was a little bit scary, but it was nice to be treated like adults rather than be treated like children.'

One student recognised that with their impending start at university, their (many) trips at school will potentially help them to settle more easily when starting at university as they are more used to doing things on their own without the help of their friends and family:

> *I think that probably among a lot of my friends, I don't think many of them would have been able to fly by themselves to another country and to fly back. And yea, then I got the train to London recently by myself, and I think going away and doing something, although you're with teachers, you are sort of away from your parents, and that does have an impact on you, and I think that, not necessarily school trips, but people who don't go away maybe when they're younger, then maybe university may be more of a scary thing and the opportunity maybe even changed their idea of where they want to go.*

Finally, one student mentioned the progression of 'muscle memory', that seeing things meant remembering things in more detail:

> *And I think it's to do with muscle memory - we'd walked around these places and you know experienced it, not just studied it. It's a learning experience, but it's not just in your imagination, you can visualise things much more clearly.*

6.1.3 Impact of enjoyment, inspiration, and creativity

In terms of impact, the most populous category has been that of 'enjoyment, inspiration and creativity', particularly for students coming across new and different experiences. These have included travel, food, language, people, art and architecture, as well as cultures. This alone is such a huge benefit to students, that it is looked at in further detail in Chapters 8 and 9. Again, this could overlap a lot with the knowledge and understanding theme, but the data anaylsis has stuck to the definitions as outlined above in the table about the Generic Learning Outcomes.

Half of the interviewees discussed how much fun it was to be away with their friends doing something they were all interested in, as well as NOT being away with their family, '… being with friends is just really different, and it's more fun.' And '… it was just a really good social experience; a lot of my friends were going.' And another:

> *I don't want to sound horrible to my family, but I think it would have been better going on a school trip because you're with your mates, you enjoy it a lot more, and it's more organised if*

you know what I mean - there's a set routine, when we went, we just went oh, we should go to this, and this, it's not like, we're doing this on this day, and this on this day.

The other half said how much fun it was to interact with new people, often from different year groups:

One thing that really stands out ... speaking to more people and getting to know people so I became much better friends with people I never spoke to in different years and stuff.

... yea, and because I didn't have any of my normal friend group there, so I got to, I knew people that were there, I knew my year that were going, but I got to talk to them a lot more than I usually do, and become a bit more confident with talking to new people.

... we got to talk to people who we wouldn't usually, so I made friends with some Y13s and it was nice to talk to new people and not be stuck with the same group all the time.

Other comments concentrated on the new things they discovered on trips, and how much they enjoyed these experiences:

Sicily is a beautiful island and looks like something out of a Disney movie! It's literally just got such picturesque landforms, and it's got so many great myths and culture and ruins. It was just amazing just to look round all of them.

... you got to see all these sites, all these places... I think just the pretty art was really cool..., and Vesuvius as well even though it was raining and you couldn't really see much...because it was such a short amount of time, we were going here and there and everywhere, it was so quick. We didn't have time to sort of take it all in in a way. But I think my favourite part was gladiator school, we got to fight each other and hit each other with swords!

I loved the palaces and how extravagant they were. And then just to be somewhere where you see frozen over rivers and we were just like gosh, this is bizarre and so completely different!

... it was just really good. Because it was the first time I flew, so it was quite an experience for me, and I was quite nervous, but it was like being in a car but very high up in the sky, so this is one of the reasons it stands out, because it was really just very good

Some of the 'firsts' and 'fun' resonated when looking back at the teacher interviews, with some students really acknowledging how much fun it was to do new and exciting things:

... yea and trying to order food is fun because everything is in Russian and they don't speak very much English, so a lot of pointing, or taking pictures of the menu and pretending you know what's going on.

Every student interviewed talked about the social interactions they had with people; 'fun with friends', 'it was nice to be away with my mates'. Even more interestingly, 4/10 specifically mentioned how good it was to talk to people they would not normally talk to, and to people in different year groups. Not all trips are across year groups like this, but many have to attract enough students to be able to financially justify the trip. The students did not just say it was nice but went on to explain that it was also good to be able to talk to students they would not normally mix with about their historical knowledge. For two students, they had really good 'arguments' with others about the Wars of the Roses; something they said was different to normal. From a history teacher's perspective, getting students to discuss, and argue with others is fantastic, and something encouraged in classrooms, but is obviously not something teachers get to see or hear about in other situations. This therefore links with knowledge, understanding, and skills, as they are all working together to help these students become better historians, or at least be interested enough in a topic to talk about it with enthusiasm. This is a key example of where getting students interested in a subject, and passionate about it leads to the academic output that the government and schools are so keen to see demonstrated. The other aspect of 'fun' was about just hanging out with friends, and having a 'laugh'; again, something they have remembered as important. This links to the teacher interviews, in which sometimes the fun aspect is all they remember of trips.

6.1.4 Impact on attitudes and values

Whilst several of the teachers said that trips they had been on had no impact on this, many of the students did value this impact. Several were again affected quite a lot by the Battlefields trips on which they had been:

> *...we went to a Battlefields trip where we did the war graves. I think in a way that sort of did because it was like right in front of you, all those people who died, so the world today is how it is because of them, and its sort of in a way that trip changed maybe my perspective on different things.*

Two participants said they had had their minds opened to new ideas and experiences:

> *Yes. it gives you more of an open mind to go to different countries because you're like oh I don't want to go if it's not like mine, but you can have an open mind and see what it's like. And ...yea, because with Russia, you always hear about how bad it is, but when you go over there everyone isn't as mean as you'd expect them to be.*

Another student said their perspective was changed in a negative way. Their expectations of what Pompeii would be like was more than the reality, which was an unexpected impact for them, and for me as the interviewer:

… like at Herculaneum, and just seeing the - how it was treated by the Italian tourist industry - it felt like a bit of a cash cow sort of thing. But with good reason and it's good that people can go and learn about it…Before we went, I thought it would be some sort of magical place, that's going to be around forever, this really well-preserved place that would be looked after really well, but it was a little bit of a disappointment.

6.1.5 Long term impact

There were fewer examples of this than from the teacher interviews, but this is mainly due to the fact that these students have not had as much life experience to know what long term impact the trips may have had on them. However, there were three participants who commented (without any prompting from me), so they are be included here. The first explained that they will remember trips in the future, but not necessarily lessons, '… if you asked me what happened in my history lesson, I wouldn't remember, but if you asked me about one of the history trips, I could do a blow by blow exactly what we did.' The second explained that it was part of their decision to go to university and study to be a history teacher. At the time of interviewing, they had gained a place to study this, so it was not just a whim in saying this:

I mean I just love the subject obviously or I wouldn't want to teach it to a bunch of probably very annoying kids, but I have to put a lot of credit onto the history department here, they were just so enthusiastic about it, and made it just look so much fun doing it.

The third explained that it has made them want to travel, particularly to go back and see how things will have changed in the future:

it makes me, always going on trips wants to make me go on more trips. So, I'd probably like to go back to Russia. Like Mr *** was saying he came 25 years ago, and when he went this time it looked completely different, so going again to somewhere I've been in 20 years and seeing how it's changed from when I last went, that would be great.

6.1.6 Impact of being outside the classroom

In a similar way to the teacher interviews, many students commented on how different and exciting it was to learn about history in a new way. Half of the participants mentioned it directly. One student explained that it was not all about going abroad, or going on a spectacular trip, but that any experience outside the classroom can help you to understand history more deeply:

… a picture in a book or learning notes out of a book can only get you so far. But actually being able to see it in front of you and actually experience it all happening around you helps

you to understand it a bit more and learn things about it a bit more rather than just working and learning from the classroom… Even going to a museum like that and seeing things that have been brought from another country - you don't even have to go abroad to see stuff that's from [elsewhere].

This student appreciated how much the history came alive for them when they were actually there where it happened:

Actually, like seeing it yourself makes you think yea, that style, right, ok I can see how it works now, and seeing it in an actual physical context, obviously made it make sense. You can walk around the bath houses, the latrines, whatever, all the houses and stuff.

They continued:

I think - that opens up a lot about learning and teaching as well doesn't it. I would say sure, classroom teaching is somewhere you do a lot of learning. Going outside and actually seeing things for yourself, that shows that you can learn in different ways as well. I think that to have opportunities to do that is beneficial for sure. I remember just being able to think about things more clearly.

Finally, one student expressed their opinion about how important it is to see things in the flesh:

You can't learn about culture anywhere near as well in the classroom. Because you can't learn by experiencing it [in the classroom]. You can kind of draw contrasts between how it was and how it is now; whether tourism has been a good thing for it or not. That really kind of – there's nothing like seeing it and participating in the culture.

6.1.7 Impact of vividness

This was an enjoyable theme to listen to students talk about, as well as transcribe: the passion that came across was palpable, and therefore important when bearing in mind the overall question of what affective impacts school history trips have on students. The impacts varied from shock and sadness at the loss of lives in history to seeing beauty in historical sites. For most of the students though, just being where history had happened had a big impact on them.

This student had a 'moment' in Rome:

it's great to go back in time and experience that for yourself and just sort of forget that the modern world is around you. Like the Pantheon is in the middle of a modern city, and it's just out of nowhere. It appears in front of you, it's great. I nearly cried the first time I saw it.

And another one, '… and it was like, you know about the Colosseum, but you don't think about how big it is. Because it's just like walking towards like this is huge, it's just insane.' This student had a similar experience in Sicily, 'It was just amazing just to look round all of them … Also, we went up a mountain on a minibus and walked up a mountain with ash and snow. It was a volcano in a mountain range.' Here a student talks about how they felt when they visited Russia for the first time:

> … we went to the Winter Palace … but it just helped put the whole of Russia into perspective and you can understand why things happened if you can see what the conditions were like. So, like the weather, it being really cold. So, we were all cold, and it was like -2, but they were saying that during the siege it was -40 degrees, but when you're there and it's really cold you can start to understand a bit more…and like we saw the actual bit of pavement where Alexander II got blown up, because they have a big cathedral over it, but they've preserved just that bit of pavement.

And some students obviously enjoyed being where history took place: '…when you're there, it's like being where it actually happened, like being at the palace and Bloody Sunday, it's like oh, this is where it happened.'

6.1.8 Impact of teacher-student relationships

The students commented on the positives of these relationships in similar ways to the teachers. Here are several examples of when the students really appreciated the 'humanness' of the teachers whilst on trips: '… it's more fun because some of the teachers are more relaxed about everything and take the mick about everything a lot more, it's quite funny because they're all being normal.' And:

> … they're a lot more different in school than they are out of school. Because they obviously have a set routine at work, and teaching you have to shut up and listen, but outside of school you kind of have more of a friend relationship with them than a student-teacher. You can actually talk to them about things. You can't just go into a lesson and say are you alright sir, but you can on a trip.

6.1.9 Negative impacts of trips

There were only two negative impacts mentioned by the students interviewed. There could be many reasons for this, from genuinely having no negative feelings towards trips, to the students wanting to please me as someone who works at their school. The two students who discussed this negative attitude both complained about the amount of walking, bad food and boring museums. I have been on

trips where there have been too many things planned, so that the students become too tired to be able to appreciate or take in what they are seeing:

> *There were a lot of museums, which for teenagers probably wasn't the best thing…I'm naturally quite a lazy person and there was a lot of walking around. Especially the first night where we did a lot of travelling, and we went on a walk that was meant to be 10 minutes, but it was about 2 hours.*

The other comments were not a surprise to me either: a couple of complaints about the food not being very good.

6.1.10 How important are trips to the students?

This was the final question asked of students, and therefore a theme that was pre-decided due to the nature of the question. It was important to get a feel for how important they thought they were; I know these particular students enjoyed the trips they went on, but I wanted to see how important they were in terms of their overall educational experience. The answers were quite varied, from the idea that they should definitely continue, to those that said they are not necessary, but that they are fun:

> *I think they're beneficial. They're not necessary but they are beneficial because it helps you experience it from a personal point of view rather than a third person you read about, and ok, that's what it's like.*

This student explained that they think trips should continue, particularly in Norfolk, due to the lack of experiences that many students have if they do not go on trips. This resonated with some of the teacher comments mentioned above:

> *I know particularly in Norfolk…I know there can be a bit of an attitude in Norfolk, that you stay here and don't move more than 30 minutes away, and you only go to UEA, and you're all quite closed in and so I think that during school trips and stuff, I mean the diversity in Norfolk is very minimal. In our school everyone is exactly the same! I mean it's a lovely school, but you cannot get away from that fact, and even if you go to London, it's just completely different, so I think it's really important, particularly for this school that we go other places and see other types of people and the cultures.*

This student was very passionate about trips, and their importance:

> *… obviously! I mean you can't learn history without experiencing it. And history without history trips is just a poor man's education. It's not the real thing, it's just a cheap knock off. Because you can't learn history, or anything, it doesn't have to be related to a topic, just having been immersed in the history at some point and learning about it is widely applicable*

132

for all history stuff you learn, it gives you the mindset and its part of the proper education of history that you get that mindset.

6.1.11 Anomalies

The only pieces of information from the data that did not fit into the rest of the themes were similar comments from two students, but they are good examples of different types of trips. This also fitted in with something one of the teacher participants talked about as important. The students in question both agreed that although they loved the big, residential trips abroad, they still got lots of benefits from more local trips. This also helps to balance the data in terms of most of the students being interviewed deciding to talk mainly about the residential trips they had been on, rather than any local ones. This difference between different types of trips is yet another aspect that could be explored in further research:

…local ones can be more important than abroad ones in my opinion because local ones, you engage with it a lot more because you're not just learning about some other culture, it's linked to your place. Even if it's quite recent history and you lived there, you'd feel an attachment to it, and feel it's your history and something to be proud of.

Even going to a museum like that and seeing things that have been brought from another country - you don't even have to go abroad to see stuff that's from [somewhere else].

6.2 Summary of student interviews

Even though all the interviewees in this section were sixth form level or older, and that all of them were, in the main, describing quite 'big' residential trips, there was an overwhelming sense of positivity from the interviews. All the students could see many beneficial impacts, both affective and academic. These were particularly pertinent when students were describing new experiences (first time on a plane, new food, new places). These interviews do show that there is a great affective impact on students taking school history trips.

The negative comments about their trips were to do with the organisational aspects of the trips, or things out of the teachers' control. It is hard to keep everyone on a trip happy in terms of what food or accommodation is provided, or whether the students may not walk as far in their everyday lives and therefore find it tiring. These are great comments to help teachers plan for even better trips in the future, but do not negate the many positives that were talked about.

6.3 Findings from student surveys

The findings from the student surveys were more complicated to analyse than those of the teachers. There were 238 responses from students from ten different Norfolk high schools, but also a significant number from two schools in Oxfordshire (100 responses). Non-independent schools only were asked to participate, mainly due to the huge disparities there would possibly have been between the experiences of private and state school students when being offered trips. There were also logistical (and 'amount of time available' difficulties) in attempting to get a reasonable sample size of private schools to explore these apparent differences in a meaningful way. I did ask some of my own students, but mainly only at sixth form level, as at the time this was the only Key Stage I was teaching. My groups were very small, so the overall percentage of students I have taught in terms of these responses is very small (less than 15%). The responses were all submitted either online through a Google Form link, or via paper copies of the same Google Form. Several history departments were asked to use the start or end of a history lesson to give students time to fill in the surveys, in order to try and limit the disruption this would mean to teaching. The fact that so many responses were received is testament to the helpfulness of all the teachers and students who participated.

Every school responded within a couple of weeks. There were some schools that did not reply to the initial email asking for help, but considering there were so many responses, I was happy with the number that I had for analysis. As explained in the methodology chapter, the Forms consisted of thirteen questions (please see appendix C) that were a mixture of open and closed questions. They were all based around the original Generic Learning Outcomes, without specifically mentioning them. This was so as not to influence the students too much when answering the questions. However, they are all questions asking them to think about a specific trip they had been on and write in more detail about the different impact that trip had on them personally.

6.3.1. Closed questions

As with the teachers, the analysis is split into both open and closed questions. The closed question responses can be seen below. These were the easiest to analyse as Google Forms again was able to turn the information into easy to visualise charts.

Question 1: which year group are you in now?
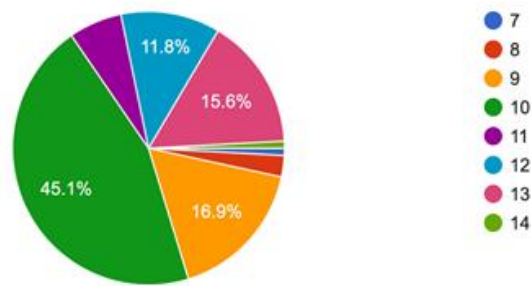
Figure 6.1

This shows clearly that the majority of students responding were in Year 11, but also that there was a mixture of every year group who completed the survey.

- Question 2: which year group were you in when you went on the trip?
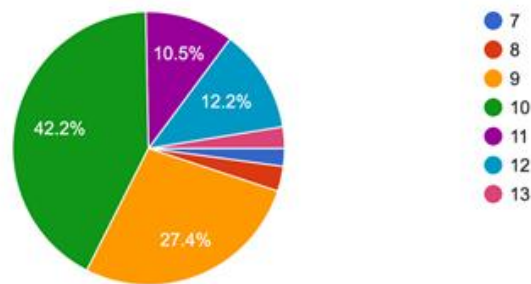
Figure 6.3

It is not surprising that this graph is quite different to the one above. As seen from many of the teacher interviews and surveys, one of the barriers to trips is when students are allowed to be taken out of school. There is a reduced number of Year 11 and Year 13 students in this chart, as many schools are reluctant to take out exam year students for obvious reasons. I suspect the large percentage of Year 10 students will be trips that covered their specific GCSE topics, and the large number of Year 9s will be trips to the Battlefields, which have historically always taken place in Year 9 when World War One is taught, but the format of the questionnaire did not give me definitive proof that this was the case.

- Question 4: when in the year did you go on your history trip?
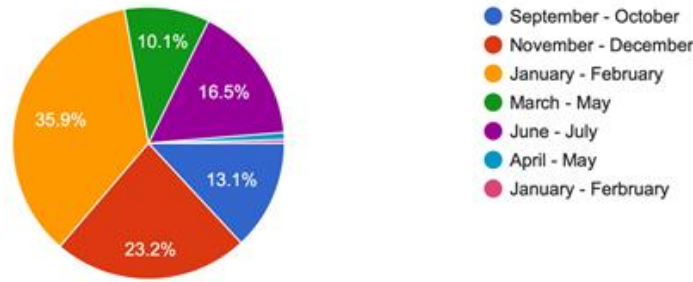
Figure 6.4

This question was included to see if it might explain some of the barriers to taking trips, for example, if trips were only allowed in the Summer term, after exams had taken place. As this chart suggests, it is not as simple as this, and when combined with information from both the teacher interviews and surveys, every school has a very different set of rules surrounding setting trips. Therefore, this question does not add to the knowledge of trips apart from to highlight the problems within every school where each one has a different policy on taking students out of the classroom.

• Question 5: how long was your trip for?
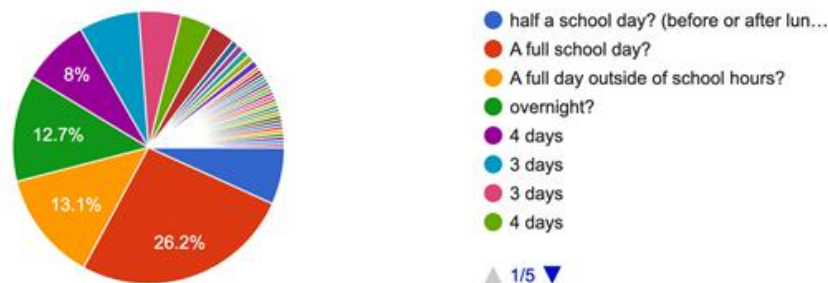
Figure 6.5

This question was included to both ease the students into the survey, but also to see if it could throw any light on any barriers to trips. It is not conclusive on its own but does show that the largest number of trips going out are within a school day, followed very quickly by a school day (outside of school hours). This could indicate a restriction on residential trips, but again, this interpretation of the data is to at least some extent speculative.

• Question 6: why did you decide to go on the trip?
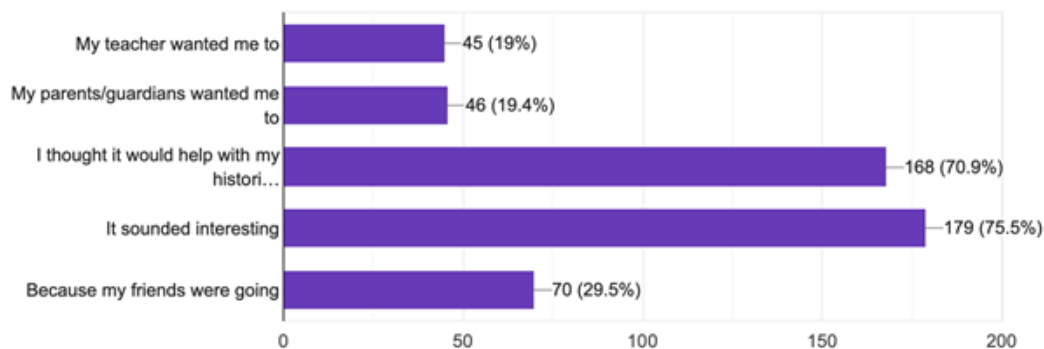
Figure 6.6

This question was designed to get the students to think about why they went on trips: if it was a decision they made out of their own interest, or if they were persuaded into it by teachers or parents. The largest response was that 'they were interested', followed closely by 'it would help with my history knowledge', then 'because my friends were going.' It is good to see students showing some honesty in replying that it was mainly down to their friends going. It has to be noted that there are many potential problems with the answer, mainly down to not knowing if these decisions were made entirely by students, and what influence the parents, teachers and friends actually had. This is backed up by the fact that teachers, and particularly parents, would have more of a say in some trips than others; particularly those that were expensive, so would need the permission and the financial means to go ahead with it.

- Question 7: On a scale of 1-5, how much did you enjoy this trip?
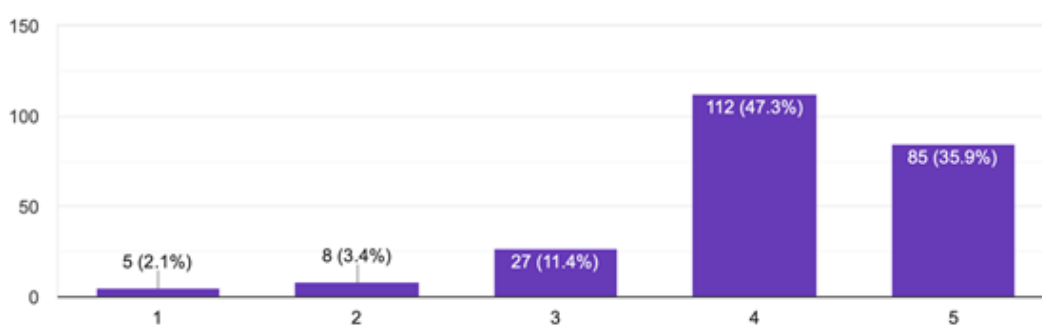
Figure 6.7

It is very rare to be told that a student did not like a trip, if only out of fear of offending the teacher who has organised it. The students who responded did so knowing their responses were anonymous,

so even if I did teach them (a very small percentage), then I would not be able to see who had written it, and therefore (hopefully) they would be as honest as possible.

It was also interesting that the most popular choice was 4 out of 5: this slight reduction of enjoyment is explained below in the open questions.

6.3.2 Open questions

The open question responses were much more complicated as there were so many variants in the responses to each question. As with the rest of the analysis, thematic analysis was used, starting with the themes that would come up (the Generic Learning Outcomes and the theme of outside the classroom) from the way the questions were phrased. For each question, a separate excel spreadsheet was used to input the answers, then each of the answers were coded and themed separately. This helped greatly to make sense of the varied information and answers to the same question.

- Question 8: What were the main 3 things you gained from this trip? If you did not gain anything, please say so

The first question dealt with asked them to write about the three main impacts the students felt they had gained from the trip: they had a totally free choice of which impact these could be. As this is the main question in this project, this helped to give more of an understanding of this section of the data. The answers were split into the five Generic Learning Outcomes to begin with. The rest of the answers were then coded, during which process the extra themes of 'long term impact', 'vividness', and whether there were any 'negative impacts' became apparent. The same techniques of thematic analysis were applied as to all of the above analysis to keep as consistent as possible.

Due to the large number of responses, the responses were inputted for each theme into an Excel spreadsheet in order to analyse the data in more detail. Each theme could then be examined in detail (as for the interviews) or more quantitative analysis could be used in order to determine how many times the different themes were mentioned, thereby showing the relative importance to the students of the impacts they talked about. Some of the individual answers were worth highlighting in the findings above and beyond the number of times they were mentioned.

To be clear: the students were not given the Generic Learning Outcomes at any point, it was left up to them to decide what their three most important impacts were. It was interesting, in terms of the Generic Learning Outcomes being a useful tool to measure impact, that all of the answers fell into these categories easily (as well as the three extra themes mentioned). This definitely made the process of analysis much easier.

The table below shows how the survey answers equated in qualitative terms to how many mentions each Generic Learning Outcome had.
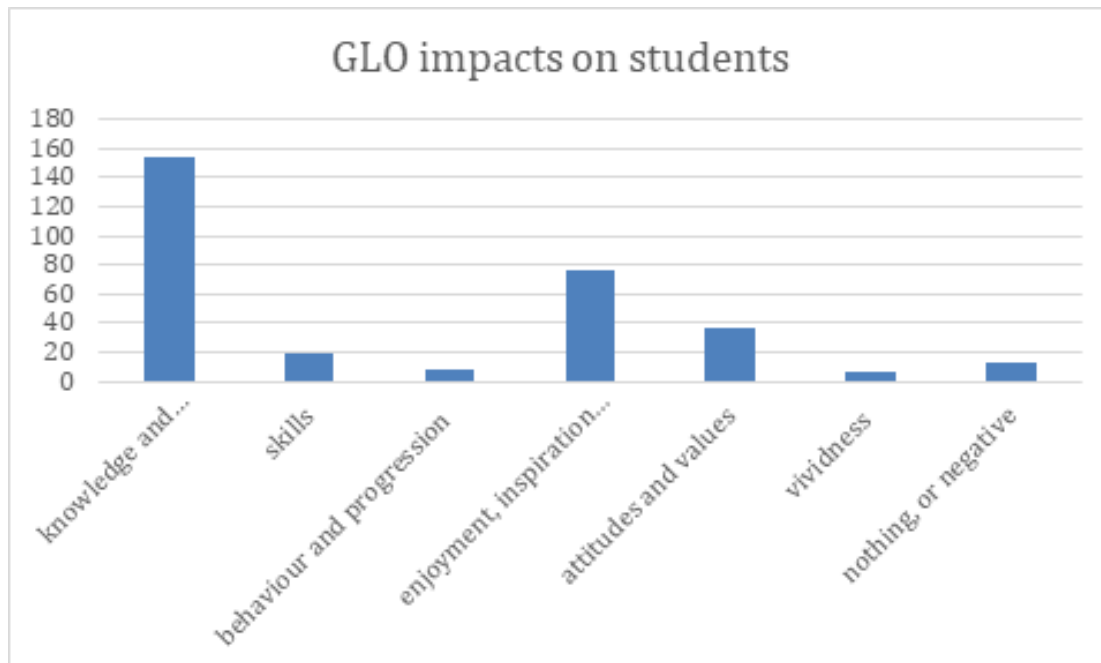
Figure 6.8 Generic Learning Outcome impacts on students from the surveys

6.6.4. Knowledge and understanding

This was the largest category, with the majority of students explaining that their historical knowledge and understanding had improved due to the trips they had been on. Most respondents were very general about this, stating 'better historical knowledge' or similar responses. Many explained that they gained more knowledge about the historical period or topic they were studying due to the specific nature of the trips: this was particularly the case for Battlefield trips, where they learned more about World War One and how the soldiers lived. There were a smaller number who specified that they learned more about their own local history when they had been on local trips.

Several students explained that their previous knowledge had been 'enriched', or 'deepened' by their experiences. Others explained that they gained a better 'context' to the history they had been studying through either being in the place the events had happened, or through tour guides explaining things in more detail.

There were a few who went into more depth, explaining the specific knowledge they had gained. Here are some of the examples:

> *Everything seemed more real and thus more relevant.*

... helped me understand the repercussions of the second world war and the long-term consequences these [concentration] camps continued to have and see how German society has changed – the difference between East and West is still extremely visible.

I gained a physical sense of reality to align with and strengthen my existing historical knowledge (for example, the clear and distinct differences between an East Berliner's home and a West Berliner's).

... realised that the war wasn't that far away

I saw how much the British had such a disadvantage as the Germans had the high ground.

The understanding of the difficulty of diplomacy and realising that promises mean nothing. This was useful in understanding lack of loyalty of nobles throughout the Wars of the Roses

I feel more proud of my country and what we did I also felt a closer connection to my family I now understand how difficult life was for a soldier

These examples clearly show the specific knowledge and understanding that these students gained. It has to be remembered as well that many of the students answering the surveys had taken the trips in previous years, so had a very specific memory of what they learned considering the trips had not just taken place.

6.6.5 Enjoyment, inspiration and creativity

This was the second largest impact mentioned and is entirely affective: these 78 students all mentioned enjoying the trip or gaining something from being somewhere new and interesting. The answers tie in well with both the teacher and student interviews, with similar responses in the data. The comments are not detailed, but mention specifically 'new friends', 'new cultures', 'amazing experiences', 'new foods.' A couple of entries stand out as being very good fun, where students had learned how to be Gladiators. Another said, 'It was an experience I wouldn't have had otherwise' and another, 'incredible experience and lifelong memories.'

6.6.6 Attitudes and values

This is a more complicated theme, as it dealt with changes in attitudes and values, and is therefore hard to gauge with no knowledge of the students themselves, and whether their attitudes and values actually changed or not. These comments were coded according to the Generic Learning Outcome definition of, 'when they mentioned any change or shift in attitudes or values, explicitly or implicitly' (MLA, 2006). The 'implicitly' part is important: with no reference to before or after in the context of this research and

not knowing all the students personally, this was taken to mean any comment that mentioned things that obviously stood out to the students as something different to the norm, that they gained specifically from the trip.

The largest impact in terms of a specific trip by far, was again, the Battlefields trip in its various forms. Thirteen respondents mentioned specifically how they were amazed or overwhelmed by the sheer numbers of dead. Five mentioned how interesting it was to see how commemoration is 'done' in different countries, and six students mentioned they had new 'respect' for the soldiers who fought in the wars.

There were a couple more individual comments, including 'proud of my own country', 'different perspective of war', and 'opened my eyes to the world around me'. These clearly show a shift or acknowledgement of attitudes and values that students had not known or not fully acknowledged before.

6.6.7 Skills

Again, the comments surrounding skills were rather vague, and the answers were definitely linked to the type of trip they were on, including whether it was a site-based trip, or a skills-specific one. They included specifically learning academic skills: how to revise a certain topic, how to analyse sources 'properly' and use artefacts. A few students also mentioned learning how to research well. The trips these students went on were aimed at revision skills on purpose, and for using sources, at both the Norwich Castle Museum, and at sessions at the National Archives on how to write longer Historical Enquiries. The were no mentions of skills in a more general way.

6.6.8 Behaviour and Progression

This theme covers both changes in behaviour (good or bad) as well as 'progression', which is explained in figure 6.12 as 'some sort of progression of understanding of their behaviour' (please see Chapter 6). Despite there being only a small number of occurrences of this mentioned by students in detail, they are worth mentioning as important affective impacts. Four students explained that the trip gave them 'more confidence' in either public speaking or in travelling. One explained that it was 'character building', and another that it gave them experience of 'being in a group'. Just because there are only a few mentions of this, the impact on those individual students would have been important enough for them to mention. From a teaching perspective, it is important to acknowledge that even if only one student experiences something different or life changing because of something they have learned, it is enough to be a success.

6.6.9 Vividness

This theme (as before, with the interviews), could be included in the 'enjoyment, creativity and inspiration' theme, or in 'knowledge and understanding'. However, the whole point of some of these answers is that they show the 'lightbulb' moment when a student suddenly 'gets history'. Therefore, as with the interviews, it was important that this should have a separate section.

Two students mentioned how moving it was to be in a concentration camp memorial, and how it made them understand the subject in more depth. Two students mentioned how great it was to actually be 'where history took place'. Two further respondents talked about their visual understanding of how East and West Germany were so different, as well as how they are even today.

6.6.10 Nothing, or negative impacts

There were thirteen instances of students responding that they felt their trip had no impact at all or had negative impacts. Three of these cited instances of bullying, or hatred of other students, and one said they just got 'sore legs'.

- Question 9: Did your historical knowledge improve? How?

This question was included as it is the main motivation behind most history teachers taking trips in the first place: to help students understand their topic in more detail. I wanted to be able to add to this thesis some clear evidence of whether what teachers aim to do with trips actually works or not. The hope was that it would prove that trips do improve historical knowledge and understanding and could therefore be used as evidence in the future to help break down the barriers to taking trips in the first place, particularly where there is a lack of school management and/or administration support. Indeed, 223 respondents agreed that it did and elaborated at different lengths. The comments ranged from how they were helped to use specific sources about specific topics (such as the Cold War or World War One), to entirely new knowledge about a local area.

A couple of more detailed answers gave a deeper insight into what these students gained in terms of historical knowledge:

> *Yes definitely, although textbooks and the internet are good, there's something completely unique about being able to hold history in your hands that really puts it to memory.*

> *Yes - the experience was personalised, and my understanding of the entire Cold War was greatly enhanced. My perspective was also changed, as I was able to see how an entire country had been affected.*

These answers show a very sure and positive response to this particular question. Fourteen of the respondents said it did not increase their historical knowledge. However, three of these negative responses were accompanied by 'but it did help my exam technique', 'it did consolidate my knowledge' and 'it helped me to actually see the places where things happened'. This therefore goes some way to negating their negativity in the first place.

- Q 10: Could it [the trip] have been improved? How?

This question was asked so that the answers could potentially help going forward in the recommendations at the end, again to enable some teachers to cross some of the barriers to taking trips. If students can see what can be improved when on trips, it would be good to communicate this with teachers generally if they are to be enabled to take more trips with more confidence.

104 of the participants said that 'no', the trip could not be improved in anyway. 129 said 'yes', it could be improved. Although many did not elaborate, those who did overwhelmingly said they wanted longer on the trip to see more things, and to have more time to appreciate the things they had seen, so these are very positive comments on the trips themselves - that they were so good, they wanted more. There were several complaints about boring tour guides and wanting more time on their own to explore more. There were many complaints about bad food and accommodation. A few people mentioned that they would have preferred to travel less (by aeroplane rather than driving) or were frustrated with delays on trains and traffic. These sorts of problems cannot necessarily be overcome in many trips, as they are often out of the control of the teachers themselves.

There were two slightly longer entries that are worth including here:

> *I think the trip was very good and very well organised, however me and a lot of my friends found the work set in the booklet too challenging for the information we had been given and the places we'd been.*

> *I think I could have personally kept a journal to record my experiences and knowledge learnt but I think that if it was compulsory, I would have disliked the trip a lot.*

These show a depth of understanding from the students about how they could have gained more from the trips - something definitely worth mentioning in the recommendations for going forwards.

- Q 11: On a scale of 1-5, how important do you think history trips are generally?
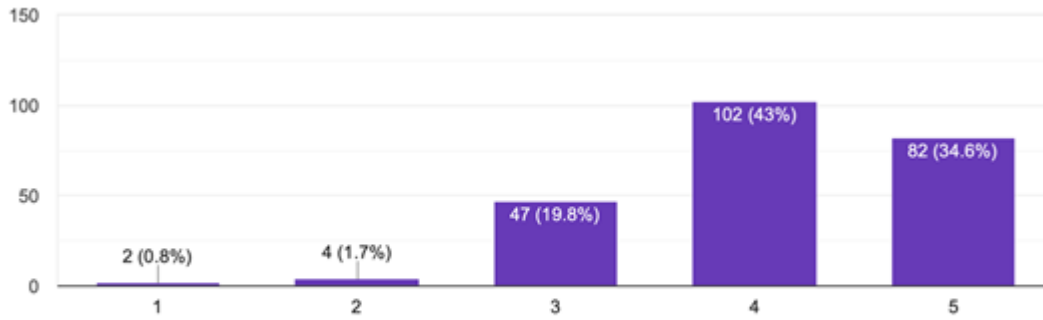
Figure 6.9

The numbers above give a good idea generally about how important trips are to students. It is interesting to see the correlation with the earlier question about how much they enjoyed their trips on the same Likert scale. The most obvious difference is that there are more answers at 4 out of 5 than the earlier question. The more detailed answers below explain this difference pretty clearly.

- What else do you have to say about them?

The second part of this question asked them to explain their answer in more detail. As with the earlier, open-ended question, thematic analysis coding was applied, then the answers were put into the six different themes as shown in the graph below.
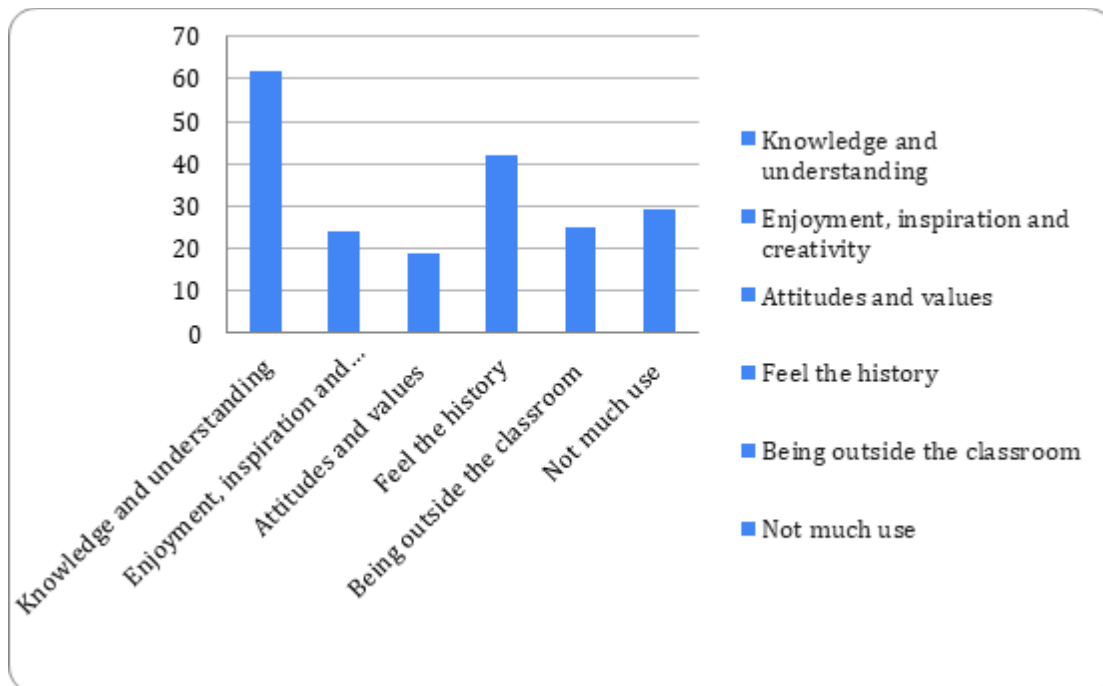
Figure 6.10

As this clearly shows, the impact of 'knowledge and understanding' was the most popular in this answer, closely followed by a new theme, 'feeling history'. These five themes will be discussed below, separately, allowing for some of the most interesting or intriguing comments to be seen in more detail. The only caveat to the table is that in some places the statements the students made crossed over two or more themes, so these answers are included in both themes.

6.6.11 Knowledge and understanding

62 students commented that their knowledge and/or understanding had improved because of a history trip they had been on. Most of these were aimed specifically at historical knowledge and understanding, relevant to both specific time periods they were studying, as well as a more general feel for history that they lacked before the trip. A few examples are given below which show how they believe that trips can help young people understand the past more easily, and also that it is useful to have a visual aid rather than just learn from a textbook in a classroom:

> *... you need history trips more than other subjects as history is not necessarily a visual subject*

> *... trips are extremely important because studying books and sources is important but also making your own decisions and opinions from experiences is helpful for knowledge in class as well as out of class.*

> *... it helps the younger generation understand more easily what happened in the past*

> *They allow for an understanding of events that goes beyond a sterilised textbook description*

> *I have learnt so much on the history trips I have been on that I wouldn't have learnt had I not gone. I have been able to develop a better understanding of architecture, size, and how close statues/temples were in walking distance.*

These examples clearly show an understanding of what they had learned from the trip, and in some cases why (for example, actually physically being there).

A couple of students found that despite not thinking trips are essential in any way, or necessarily increase their academic achievement, they do still have their benefits in terms of understanding and interest:

> *It is possible to get good grades without going on history trips. However, to thoroughly understand a topic I think history trips are a good idea as they allow students to grasp a better understanding and become more interested in the place they visit.*

Other respondents linked life lessons into their increased understanding of history, from travel, to being more independent, truly affective impacts:

> *It gives you the opportunity to learn about the topic in a different way and to hear someone else's perspective on the subject area. The UEA trip also gave an insight into uni life and independent learning.*

> *I think history trips are important as trips can help reinforce what the teacher has been teaching to consolidate the students' knowledge. Travelling abroad especially supports students because it helps the students gain a new perspective of the world. Not only do trips help the student with the chosen subject, but it may also introduce them to a new culture or language which could support their historical knowledge and put their learning into perspective. However, in terms of grades, I think it is possible to get high grades without going on trips, however the student may not have the depth of understanding that others who have been on trips have obtained.*

These comments show how the many different impacts can come together to give a really holistic experience for the students.

6.6.12 Feel the history

This was a new theme that did not come up in the other interviews or surveys. There were several occasions where both teachers and students commented on the vividness of a place, or the excitement of being where history had happened, but in these responses, there was an overwhelming number of answers where the students specifically talked about 'feeling the history', so it was worthwhile as an extra theme. Everyone who commented on this expressed the idea that trips are important in terms of understanding what it was like in a certain place at a certain time:

> *This gave first-hand knowledge by seeing where a battle was fought and you can see more clearly the problems they faced (Hill 60, Ypres).*

> *When there is so much to history that is still physical, still tangible, then why wouldn't you want to see it. There's no better way to engage someone with an area of History than to put it physically in front of them.*

> *I feel that the subject of history can't just be taught by a textbook sometimes you need to see the areas/architecture you're learning about to truly understand.*

A few students went into more detail and explained the impact of this on them and other students:

...allows the student to gain a hands-on experience of the subject learning from books is useful but actually seeing it brings it all to light. For example, I went to Russia in 2018 with the school and this allowed me to picture how events would have played out rather than simple words.

It's often difficult to imagine/empathise with events in history that are only described to you, as you lack the atmosphere and circumstances in which the events occurred. On history trips, you are often able to experience the conditions in which events and characters occurred, giving you a greater understanding. Trips are also more memorable than lessons which I think help retains information.

This final comment sums up to me how many students saw the difference between being taught on a trip, and being taught in a classroom:

History trips help make the topic seem more real when you can actually see it rather than just learning something which seems like a story.

6.6.13 Not much use

Interestingly, this was the third most populous theme, with 30 students saying that trips are either not much use, or not necessary in order to learn history well. The majority of these responses were quite negative, with comments complaining about being bored, not learning anything, and it being better at school. Some also commented that certain trips are better than others.

... it depends what sort of trips you go on. Some are more helpful than others.

They aren't really necessary as long as you are taught everything in lessons.

... too many cemeteries my legs and feet hurt.

However, some also admitted that even if they did not gain any academic knowledge, they could still be fun, and useful in other ways:

... the trips are enjoyable and interesting. However, are not crucial to the course.

They do help a lot but aren't essential in learning about a topic. They generate interest around a topic.

They are amazing opportunities and ways to increase your historical knowledge, but they are not 'extremely important' as you can gain much knowledge without seeing the places in person.

6.6.14 Being outside the classroom

This theme is recurrent from the earlier findings from both teacher and student interviews. Every comment made about this theme agreed that it was 'more fun' to do things outside a classroom, in a different and exciting environment. They also mention how boring it can be to just read textbooks in a lesson:

> *They are a great and interactive way to reinforce or learn knowledge about topics students are studying but in a more interactive way. Doing activities like tours gives a whole new light to what students look at as they can experience it themselves but not feel as bored as they would sitting in a room with a textbook.*

> *... they teach you something but not as much as a full lesson of hard working and reading textbooks (but that is horrible)*

> *They give us a chance to spend a day (or more) focusing on history on a different, exciting environment. It gives us all more interest in the subject, by making learning more fun.*

One student combined this love of being out of the classroom with the other beneficial impacts of going to new places: 'It encourages you to learn out of the classroom in a fun environment. Also, you get cultural experiences as well as discovering places away from home.'

6.6.15 Enjoyment, inspiration and creativity

25 of respondents explained how much fun they had on the trips, making new friends, and experiencing new cultures, foods and places. Despite not going into very much detail, it was obvious many of them enjoyed the experiences:

> *... you learn cool stuff.*

> *... it is fun.*

> *You learn new things and it's so cool to see different things.*

This evidence correlates with both the student interviews, and the teacher data sets.

6.6.16 Attitudes and values

These answers were all to do with history being important because it teaches us about our past, and therefore our future. They also mention how student attitudes and thoughts can change after participating in certain trips:

> *I think they can change your outlook on events and topics you are studying and widen your knowledge.*

> *Because people deserve to know about the world we live in and how the human civilisation has developed.*

> *I think they are important because they help today's generation understand what happened in the past and how it has shaped their/our world today.*

These comments show how tuned in the students are to the 'other' impacts of school trips that are not necessarily referred to when planning or seeking permission for trips to take place.

6.6.17 Skills

Interestingly, despite many students including this in answer to the earlier question about the top three things they have gained from trips, no students mentioned skills being an important part of trips in answer to this question. Therefore, there is no commentary, apart from to highlight this discrepancy or 'absence'.

- Q13: Anything else you would like to say about trips?

The final section of the survey allowed for the students to add anything else they wanted to about history trips. This question was not compulsory, but it was included so that anyone who may have had something extra to say that did not quite fit into the other answers, had the chance to do so here. 81 students decided to write an answer, which was much higher than anticipated from teenagers who were asked to fill in a questionnaire for someone they did not know.

The answers were very varied, and roughly fitted into the previous themes. A couple have been amalgamated (and have pointed out where this has been done), in order not to repeat the information. Table 5 below summarises the answers.

Table 5. Have you anything else you would like to say about history trips?

Figure 6.1

6.6.18 Enjoyment, creativity and inspiration

This was the largest theme by far, with 37 entries to do with having enjoyed the trip. Many of the students enjoyed learning in a different, and often entirely new way. They explained that this made it much more fun, and therefore they learned more:

> *The trips are just a good way to actually enjoy learning with less stress.*

> *History trips that are well planned are like a tour through history*

> *You gain experiences, have fun, learn from your tour guide/other peoples' perspectives and develop an understanding of the civilisation, area (geography of the land), language and people/what it would have been like to live there.*

Several students mentioned specifically that they had fun with their friends, made new friends, and mixed with peers they would not normally spend time with. Here are several examples:

> *It also helps people to get to know each other as well as new people that you've never met.*

> *... making new friends, and learning more about history and gaining confidence and knowledge*

> *They're really fun and you make friends with people you usually wouldn't.*

> *You can also make new friends with the similar interests of you in that subject area.*

I feel they allow pupils from multiple years to bond over common ground.

Again, these show positive affective impacts that correlate with both teacher data sets and the student interviews.

6.6.19 Knowledge and understanding

'Knowledge and understanding' was the next most mentioned impact, again with students writing about how their historical knowledge had improved. A few students went into more detail, talking in particular here about how certain memorable places help you to remember things:

> *The Berlin trip allowed me to experience in a small way what it was like for prisoners in concentration camps and Stasi prisons. I found this useful because it made it seem more real than just reading about it or looking at pictures.*

> *The more moving the place is, the more memorable the trip is, and I believe that this is really important.*

Some students also used this space to say that although their knowledge and understanding improved through trips, there are more important things to do within school:

> *With the exams we do, I think it is more important to understand exam technique than go on trips as this gives the student a higher chance of obtaining their predicted grade. However, trips are important to develop students' interest in history and the trips allow the students to consolidate what they've learnt in the classroom.*

6.6.19 Not worthwhile

This theme was second to last most popular, with 7 students saying that they either had no impact, or that they were not as important as the actual lessons. Some students just did not find them interesting or enjoyable and 'often lost interest'.

Several more students recognised that some trips work better than others. Here are three different examples, from being too expensive to being badly organised, and the travel time being too much for what they gained from the trip:

> *Some have had more of an impact on me than others. The National Archives was interesting, but it seemed simply too far to travel for what we got out of it which is the problem with some*

History trips; because history happens everywhere it means there is often a lot of travelling involved which may not always be worth it.

For the quality of the trip, I believe it was too expensive, and I would not go again.

They need to be well organised.

These issues will also be addressed in Chapter 9, when looking to the future.

6.6.20 More trips needed

This was the smallest theme from this question and did not come up earlier from the other interviews or surveys from teachers. Due to the very open nature of this question, it was a nice surprise to see that some students (even if just a small number) wanted more trip opportunities, despite it not being asked as a direct question:

They are important for a balanced history education.

I really loved all of the trip and I really think it was worth it. I would love to have the opportunity to do more of these trips!

There needs to be more of them.

…history trips engage the students. I wish I had the opportunity to go on more.

6.4 Summary of Student Survey findings

The findings from the student surveys explained a lot about their experiences of trips, both positive and negative. There was a range of both day and overnight trips, as well as ones to local sites and museums and abroad: there seems to be a good breadth of knowledge that the students were drawing upon. There were also a good range of ages who responded, from Years 7 up to 13, as well as a mixture of those students talking about trips they had been on that year as well as looking back at previous years' trips. How long-term impact can be measured would be an interesting further research topic.

There are many positive impacts on students who go on trips, whether to be with friends, or because they want to improve their own knowledge. The Generic Learning Outcomes have seemed to have worked well as a base from which to initially code and analyse the answers, which is very satisfying having specifically chosen that route. The other themes that came out of the analysis were also interesting, and quite gratifying as a history teacher: learning through history, the vivid impact of

places and sites, and learning outside the classroom as a different and more fun way of engaging with education.

The increase in their 'knowledge and understanding' is a particular strength in most of the answers, as it was with the student interviews and with the teachers. This is not too surprising as the only way that most trips today can be justified is from an academic standpoint, so this was likely to be a positive. However, within this, there were some unexpected gems such as understanding how to be around different people. Often this overlapped with the other themes of 'attitudes and behaviour', particularly those students who commented about how they finally 'got' how huge World War One was, or how they learned how different countries coped with events such as the Berlin Wall, or the Reunification of Germany.

The affective impacts also come across very strongly; particularly the ones connected to having fun, as well as having new experiences and trying new things. This correlates well with all of the other data from both teachers and students, so in terms of triangulation seems to be a very positive impact of trips. This is not to say that all of this data can be taken at face value: as a historian I am more aware than most of the 'human element' of any testimony, and as these are students, I know that many of them will be trying to please whichever teacher gave them the survey whether it was me or their own history teacher.

It is also interesting to see that there were quite a few negative responses, which again helps in terms of 'the truth' when students comment on their experiences. It is good to see that not everyone had a wonderful time, and that there are many things that teachers and schools can do to improve the trips that take place. If there is not constant improvement and reflection in teaching practice, things would never move forward and get better.

Chapter 7: Museum educator surveys findings

This is the final data set in this research and is explained initially at the beginning of Chapter 5. There were sixteen participants overall. Fourteen of the respondents were given a paper copy of the survey to complete when I was a speaker at the Museums Conference at Slough Academy in 2017. It was extremely helpful to have so many different participants in one place, especially considering the variety of museums and outside educators that are in the UK. The respondents came mainly from the Southeast, and predominantly from large London museums. They do however represent a variety of learning situations, from local and national museums to large houses and smaller educational sites. One of my issues with using this data is this huge variety: the participants needed to separate their ideas about experiences that students may have had from other visitors, such as the public. The questions asked, therefore, focused in on the way they deal with secondary school groups. Two further respondents were ex-colleagues who now work in the museum sector: one each from Norwich and Oxford, with a long history of museum education experience.

The questions chosen follow the theoretical framework, using the Generic Learning Outcomes to formulate the majority of the questions. This will have worked slightly differently with this group of participants, mainly because they are all familiar with this form of impact analysis already, as it was the museum sector that originally developed this methodology (MLA, 2006). The main aim of these questions was to find out if or how museum educators use Generic Learning Outcomes, as well as other methods of measuring impact to find out how their users (visitors to sites and museums) responded to their experiences. The other aim was to find out what barriers museum educators face in order to get the maximum numbers of secondary school visitors to their sites. One big issue highlighted at the Annual Museum Conference (Slough, 2015) was how to engage with the right schools and teachers to entice students to their sites. This therefore links with the second major question in the study surrounding the barriers teachers face in taking trips in the first place.

- Question 1: What type of organisation do you work for?
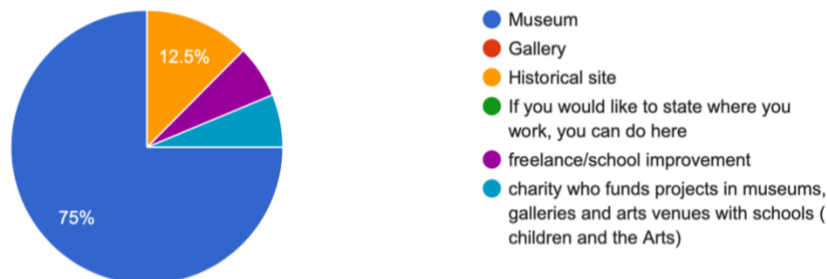
Figure 7.1

This question, as with all of the surveys, was chosen to ease people into the survey, and to give an idea of the different types of organisations involved. As can be seen, the majority of the participants were from museums, but there were also people from historical sites, freelance workers and charity-based workers too.

- Question 2: What is your role within your organisation?
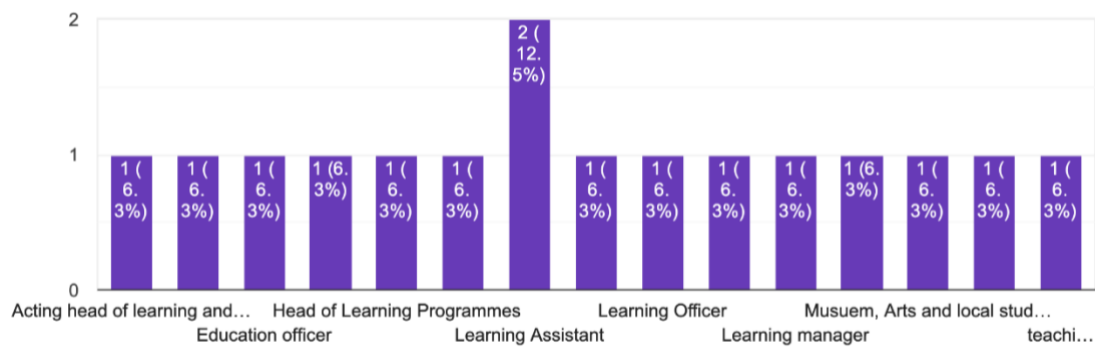
Figure 7.2

This question was again to help gauge who the dealing participants were in terms of their jobs. I had assumed it would mainly be education officers within different museums or sites, but as you can see, there are many different jobs listed. However, I suspect that most of them would be doing a similar job, as they all have 'education' or 'learning' in the title. In hindsight, I would give options about their responsibilities rather than leave it as an open question.

- Question 3: Do you provide services for High School pupils (Key Stages 3-5)?
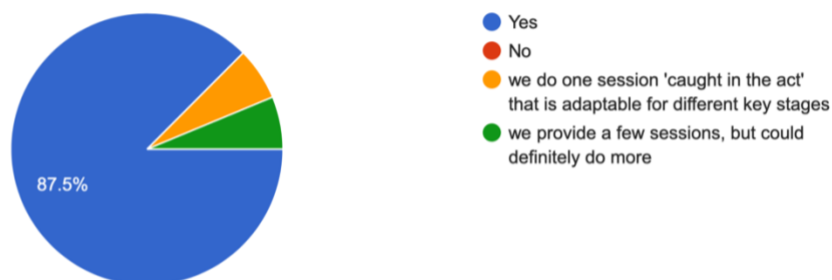
Figure 7.3

During the two Annual Museums Conferences I had attended at Slough Academy, one of the issues that arose was how easy it was for museums and other institutions to get in touch with Primary Schools compared to High Schools. Therefore, this question was to help see whether this may have contributed to the barriers to teachers taking trips. In this data, there were no institutions that did not offer to Secondary Schools, although as can be seen, one admitted they could do more.

- Question 4: Do you provide services for History specific experiences at High School Level?
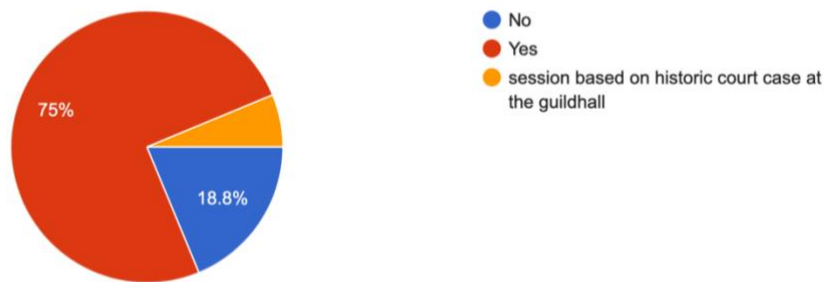
Figure 7.4

This was another question to ensure the correct people were being targeted: not all museums or sites have historically based learning experiences. It was therefore pleasantly surprising to find such a high proportion of these participants did provide history specific experiences for high school students.

- Question 5: Do you measure the impact of your delivery on students?
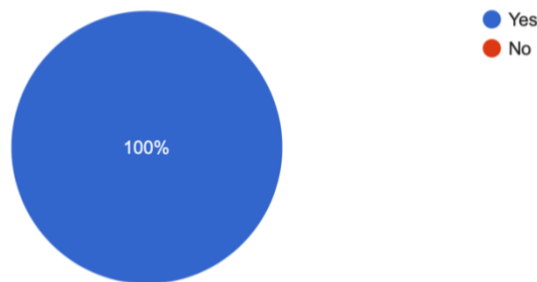
Figure 7.5

The responses to this question were really of no surprise, particularly because most sites and museums rely on evidence of impact on their visitors to gain funding. It was a question to verify my existing knowledge.

- Question 6: If so, how do you measure impact?

Fifteen of the respondents briefly explained that they use 'evaluation forms' and ask either teachers or both teachers and students to fill them out at the end of a visit. These answers were not detailed, so it is not clear what type of evaluation takes place. One participant said 'progression, exam results and literacy outcome': again, this was not explained fully. Another explained that they used surveys and the ArtsMark award (ArtsAward, no date). It is useful to see that all of the people asked do use a form of measurement. It was disappointing that none of them acknowledged the use of Generic Learning Outcomes, but again, this is probably due to the wording of the question.

- Question 7: If so, how do you use the knowledge gained from measuring the impact?

All but one participant said the knowledge they gained was used to improve or adapt the experience they had provided. One participant replied 'n/a', which is difficult to comment upon – maybe they just do not use it in any particular way, but this is just conjecture on my part. One respondent explained 'To demonstrate to our stakeholders the importance of our work and in publicising our events to other teachers.' This shows that measuring impact is important to some institutions in order to show the stakeholders what they are achieving. The overwhelming impression from these responses is that all of the respondents ensure that they are putting the needs of the users (pupils, teachers and other visitors) first, and make sure they provide the best experience possible.

- Question 8: In your opinion, what are the top 3 impacts on students of the experiences you deliver? (e.g., social/academic/new experience etc)

This question was based around the idea of the Generic Learning Outcomes, without using this term directly. It was intended to correlate the answers from the teacher and student responses to similar questions in their specific surveys too. This worked well in as much as there were many differing answers.

The data was coded initially, then moved into themes. They fitted comfortably into the five Generic Learning Outcomes, as well as adding in the 'learning outside the classroom' as a sixth theme. Please see the table below for the number of mentions of each theme.

TOP 3 IMPACTS ON STUdENTS
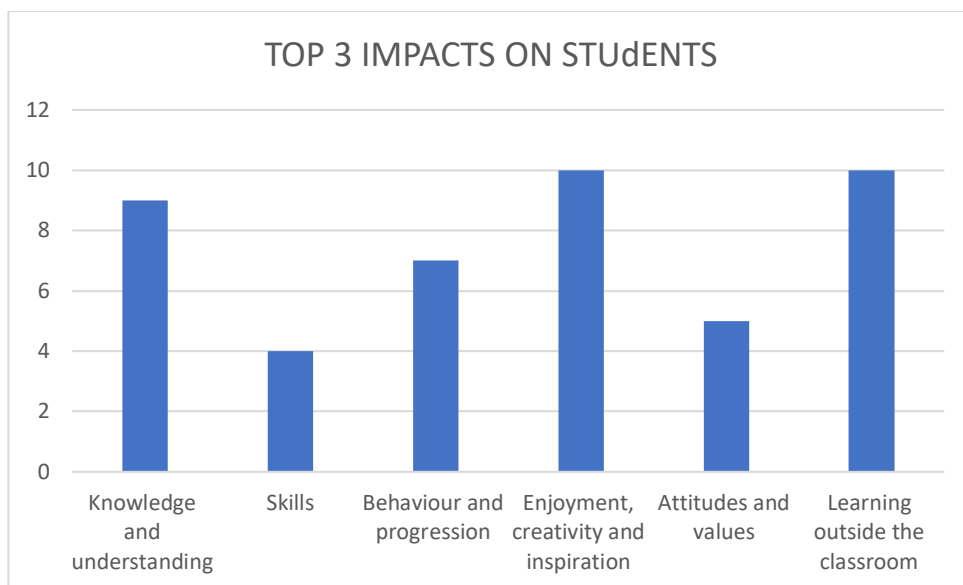
Figure 76. Top three impacts on students from museum educator surveys

As with the answers to the other surveys and interviews, the top three themes came out clearly as 'knowledge and understanding', 'enjoyment, creativity and inspiration', as well as 'learning outside the classroom'. This shows a high percentage of affective outcomes, alongside the inevitably more academic outcomes of knowledge and understanding. A few of the participants went into more detail:

chance to shine - showcase skills or propensities that don't come out in the classroom

insight into a bigger world - careers, objects, cultures

self-expression and creativity

And:

tactile - the chance to hold and feel objects in a museum

view of 'us' in relation to rest of the world - seeing our town in the grand scheme of things

social - learning from different types of people

These answers clearly show an understanding of what the impacts are on people exploring the many different learning experiences on offer. The language used here also tends to suggest a more affective approach to impact, rather than relying on academic impact, or exam results to show that an impact has happened.

- Question 9: In your opinion, what are the top 3 barriers to schools accessing your services?

This was asked in order to compare the experience of teachers with educational providers outside of the classroom. The following table shows that this sector is faced with the same issues that the teachers found; time, money, help from colleagues (contacts) and stress.
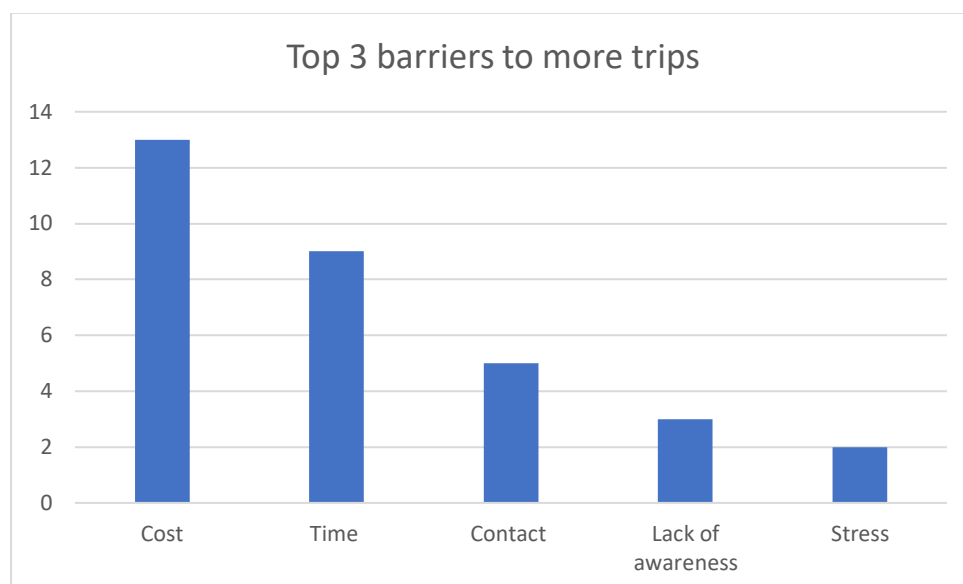
Table 7.7 Top three barriers to taking trips from museum educator surveys

Cost came up for differing reasons, from the literal cost of trips putting teachers off, to the cost of transport to allow easy access for schools to the sites. There was also the issue of a lack of staffing within the sites, as well as the museum educators being told by schools that some students just could not afford the trips if they came from low socio-economic backgrounds.

Time was an issue in much the same way as for teachers: the museum staff themselves had little time to organize things, and schools often said no to trips due to the amount of time it would take secondary students out of other lessons. Having spoken to a few of the participants at the Annual Museum conference previously, these were less of an issue for Primary schools, where whole classes could come, so therefore would not be missing other lessons. One respondent said 'changing curriculum': without any elaboration, I am guessing (from a reasonably experienced teacher viewpoint), that this means that the constant changes to content in the curriculum means there is often not enough time to keep up with them and offer meaningful experiences accordingly.

Contact was an interesting theme, where the biggest issue was being able to contact the 'right' teachers within a school. This was a bigger issue for two participants, who explained that even if they did contact the correct person, it was then an issue to get trips approved by Senior Management within those schools. This also covered where one participant said that 'Trips are not seen as a priority and consent is often withheld especially at secondary level'.

A further theme that only came up in one teacher interview, was that there is a lack of awareness amongst teachers about what different museums and sites actually offer. Again, this was of no surprise from my teacher's perspective: time can get in the way for teachers to do the proper research, and unless opportunities land in teachers laps, it is hard for them to find what resources there are out there.

- Question 10: In your opinion, how could schools help you to provide a better service?

This question was asked to help with the recommendations for the future that can be found in Chapter 9. It enabled me to find some answers as to how schools and museums and sites could work together more to achieve a better relationship and help trips to happen.

One participant was sure that they do enough: 'we already talk to our schools'. Seven respondents explained that they needed more detailed and honest feedback and communication from schools to ensure that the providers could give exactly what the schools needed. This was in the form of direct communication with the sites, as well as more detailed explanations in the feedback forms that are provided to schools.

Three responses said that they would like schools to be more open from the beginning, by saying exactly what they wanted from the experience, and give more information about their curriculum so that the museum educators could design experiences that would really benefit the visitors.

This respondent explained in detail what they need from schools:

> *We've had too many secondary schools cancel at short notice for a variety of reasons, blocking resources that could have been used by other schools (primary schools aren't as bad)*
>
> *Ensuring that students are adequately supervised during a trip, especially at down-times*
>
> *Ensuring that the accompanying teachers are fully briefed and understand the purpose of the trip*
>
> *It would be good to facilitate a means of regular communication with teachers, so that we understand current agendas and time to explore how we could help deliver teachers' objectives.*

This answer shows the many frustrations that this institution feels with teachers bringing students to visit them. It explains that not only does there need to be more regular communication from the start, but that teachers also need to think about the whole trip from the planning of it, through to the

execution (supervising students properly), and finally to assessing how they could improve in the future.

Question 11: In your opinion, how could museums help overcome the limiting factors teachers face in terms of accessing your services?

This question links to the previous one and had the intention of getting museum educators to think carefully about what they could do to facilitate more trips. The answers were varied and interesting, looking forwards in some cases to what they could provide, and in others being frustrated with 'the systems' systemic failures (in their eyes) to allow change to happen.

Eight answers highlighted that they could do more as institutions to reach out to teachers, rather than waiting for them to get in contact with them. The suggestions included more 'outreach', teacher/museum 'network meets', and getting Senior Leaders in to see what was on offer so they would more readily back trips.

One answer said the following:

By being creative and responsive, working in partnership with teachers to co-produce programmes

Having time to build relationships and networking opportunities with teachers

Explore opportunities for partnership working including accessing external funding.

This explains how there is so much more to do, but as can be seen, this would take time and money: two of the key barriers to both museums (and sites) and schools to taking more trips in the first place. There is a willingness to work hard to enable things to change and make more trips happen, but it is from only certain teachers and museum educators, with limited finances and time, so there needs to be a bigger shift in mindset to allow this to happen in reality.

One respondent explained that they needed to gain or explain 'A greater understanding of the positive impact that visits- any visits- can have on students from senior management so that allowing students out of school is easier.' This answer is helpful in terms of this thesis and is exactly what this research is aiming to achieve. This helps to prove the usefulness of this research, and the contribution it could make to schools and museums services more generally by proving the worth of trips to students.

Several respondents cited a lack of funding as a big barrier and said that more government funding would help. One said help with discounts for schools in deprived areas, as well as help with transport costs would help them hugely. These are not exactly a response to the question and show a certain frustration with other contemporary political and funding issues. This perspective is summed up here,

'Good question! Museums also being squeezed - major social engineering through government agendas needs to be addressed - root of the problem!'

As is discussed in Chapter 9, there are so many barriers to making trips work better and well, and more regularly, that a real change needs to happen in order to let these passionate professionals do the job that they really want to do but are prevented due to the systems in place at the moment. One respondent said that more digital platforms from the museums and sites would help enable more to happen. This is not a piece of research into digital providers, but with the current climate of lockdown due to the Covid-19 pandemic, this is certainly something that will have to be looked into in more detail in the future if museums and sites will be able to be kept open and accessible.

- Question 12: Please add any further comments you think are relevant to this study

This question was to allow anything that had not been covered in the previous questions to have space to be expressed. Only two people responded, and their responses are below:

> *I want to do more, but I only work 15 hours and get in trouble by higher up for doing too much!*

> *So many kinds of teacher, operating at so many different levels - difficult to provide a one-size-fits-all offer when teachers need different things.*

Yet again, it is time and communication that emerge as the most frustrating barriers to being able to let trips happen at secondary level more often. This is despite the willingness of staff from both schools and museums and sites to put the extra work in that would allow them to take place and improve.

Summary of Museum Educator Surveys

The overall responses to this survey were positive, in terms of providing useful data relevant to the research questions of the thesis, with each respondent giving a fair amount of detail in their answers. There was a definite feel of positivity in terms of the impacts that students who come to visit the sites gain from such visits. The affective impacts come across very passionately from the answers. This is hugely helpful when it comes to answering the main research question and shows that in the view of museums educators, there definitely are positive impacts to school history visits.

Where the frustrations are shown is in a similar way to teachers: time, money and stress are major barriers to allowing more trips to happen. Again, this is very useful in terms of the second research question and these issues are addressed in more detail in Chapter 9.

Chapter 8: Analysis of findings

This chapter brings together the findings from Chapters 5-7 and analyses the raw data through the contexts of text production, influence, and practice. This is to triangulate further the data. By using all the interviews and surveys, which have already been coded and organised into the Generic Learning Outcomes and the other codes that came from the data (appendix D), this chapter seeks to analyse the findings in terms of the three contexts. In practice, this meant taking all the data from the previous three chapters and re-organising them into the three contexts by means of three separate documents, then analysing where the data could explain which context was present. For example, for the context of practice there were many examples of students and teachers who could explain the practical impacts that school history trips had had upon them. The results are explained below, alongside the literature that already surrounds the two main research questions.

Having triangulated the data collection as much as possible by using both interviews and surveys, a range of perspectives (teachers, pupils, and museums educators), as well as quantitative and qualitative analysis, I have tried to mitigate some of the issues surrounding such small-scale research projects to present as holistic a picture as possible.

8.1 Context of influence

The context of influence within this study refers to the many ways that trip providers (both teachers and museum educators) have been influenced in their work. There are a variety of influences on them, from government guidance and statutory frameworks to colleagues who have previously taken trips. This is highly relevant to both research questions. The first (what are the affective impacts of secondary history trips) is directly linked to influence through teachers' experiences of trips that they themselves attended whilst they were at school. These experiences are shown through the empirical data to have influenced their own practice immensely: many remember enjoying their own school trips and wanted to replicate this for their students. Secondly, there was the influence from working with other colleagues within their careers as teachers. Where the teachers were able to accompany and learn from more experienced teachers, they found they then had the confidence to run their own trips.

In terms of the secondary research question of the barriers to teachers taking more trips, there is also a context of influence that comes from higher sources. The National Curriculum and government guidance on what is taught in history at high school level has had a measurable influence on teachers and museum educators in terms of what format their trips and experiences have taken. Although this is often cited in the empirical data as a positive influence, it has also

been one of the problems with continued school trips due to the (seemingly) constant changes to both advice and the curriculum.

The interviews from both teachers and students show that history trips have had, in many instances, a huge influence on their later lives, either through their further studies, or on their life decisions. As Chapter 5 explains, four of the teachers specified that their knowledge gained on trips helped their later classroom practice. One study that investigated 'assessing their [school field trips] long-term impact' (Falk and Dierking, 1997) explained that memories are complex and can gain more meaning as you have later experiences. This links directly with those teachers who explained that they have used facts and experiences they gained on school trips later in their teaching of similar or linked topics, 'I'll draw on that…I've already used the idea of monasteries being quarries' (see Chapter 5). Another participant explained that their German exchange trip in 1989 led to her understanding the Cold War relationships in much more detail when she was teaching it much later in her life (Chapter 5).

Falk and Dierking also pick up on the fact that many memories of students' trips are of much more than just 'learning' (1997). Again, this is shown through the interviews with students and teachers who explained that previous school trips have impacted them hugely in terms of their later lives particularly when it came to self-confidence and their later love of travel. Two teachers explained a later love of travel: one was influenced by the trips they went on, and the other because they were not allowed on trips. Again, this is interesting in terms of the influence that even the knowledge of trips that were happening can have on students. This teacher explained that the trips she had been on within her career as a teacher were life changing, 'they changed my life because I got into thinking I like this…and this is literally life changing.'

Many of the teachers interviewed explained the context of their influences behind studying certain topics coming originally from history trips they had been on while at school themselves. On in particular explained that a trip to the Tower of London introduced them to 'real history' (Chapter 5), and another trip to Russia explained that it was 'why I studied Russian history at university…so I think yea it had a huge impact.' Another teacher explained that a trip made them, 'feel so much closer to the culture…and it really helps when I teach it.' All these examples show the influence that school history trips had on these teachers from a young age and stayed with them well into their teaching careers. The influence was on both themselves as people, and on their own decisions to take trips when they were teachers.

A further way that the context of influence can be seen is in the interviews with teachers who had past students come up to them in later life remembering their good experiences. One participant explained, 'you're talking nearly 30 years ago now…a middle-aged guy comes up to me I can barely remember, and he'll say I remember going to Northumberland sir.' There is

165

no context to what the students was influenced in, but the mere fact that someone has remembered an experience for such a long time is testament to the impact that trip had on their life. Another explained, '"oh…you took me to the Battlefields" … the girl didn't stand out as loving it [at the time] but the fact that she remembers 15 years after leaving school…' Again, there is little literature already around this idea of remembrance of trips, or the context of influence on students' later lives, but this evidence shows clearly that they had an impact for some students that lasted a long time.

Five of the teachers interviewed explained that they 'learned the ropes' from more experienced teachers than themselves, so had been influenced by the positive experiences of trips led by such colleagues, 'So there was a guy…took a group up every year to Hadrian's Wall…I went along with him and I really saw what they were getting out of it.'

Similar themes came out of the student interviews, where two students acknowledged the impact their trips had on their outlook on life generally rather than specifically their history knowledge:

> *I think that going away and doing something, although you're with teachers…it does have an impact on you…I think that…people who don't go away…then maybe university will be more of a scary thing and the opportunity maybe even changed their idea of where they want to go.*

And another said they had influenced their decision to go to university to train to be a history teacher, 'I just love the subject…made it look so much fun doing it.' One student said their outlook had been influenced by a trip to Russia, and the idea of going back there in later life was something they aimed to do to see how things would change over time, 'going again to somewhere I've been in 20 years and seeing how it's changed…would be great.' The previous literature into long term impacts (Falk and Dierking, 1997) is therefore clearly backed up with this evidence from the data collected from both teachers and students.

Another influence on teachers taking trips in their careers came from their own Initial Teacher Training. There were a variety of answers to the question asking about their training, but one teacher mentioned the influence it had on their career, 'when I was on placement, I asked to go on everything I could … it's nice to know they're not scary.' In the teacher surveys, only two of the teachers said they had had no training on trips, and they all said they thought trips were important, so there is a link here too: it seems reasonable to suggest that training could be said to encourage teachers to take trips.

Several teachers also explained about the negative influences that trips had on their own career. One explained that their awful experience of planning a trip meant they had never planned one since. Others said that the stress of even the idea of planning them means that they do not take trips (one stated that 'I can't be arsed.' The *wording* of this response raises the question of whether this is a reflection on the benefits and problems of school trips or the professionalism of the teacher). This very succinctly sums up some negative influences, and this participant went on to explain that previous experiences did little for them in terms of seeing the value of trips, as well as having been on a trip with a colleague that had little benefit to them or their students. Another complained that the context of influence within their school was 'simply creating a trip to take a trip' rather than for any real reason. These negative influences can really affect teachers and their willingness to take trips in the future.

Overall, the data collected shows that there is a connection between the context of influence on teachers and students taking trips. These influences are from previous experiences, from Initial Teacher Training, or from older colleagues sharing their own good practice. This is important in terms of this thesis in that it shows the importance of experienced teachers passing on their knowledge to those newer to the profession. It also highlights the importance of good training about trips in the first place, as it gives the knowledge and confidence for teachers to then take their own trips and keep the cycle going. This will be acknowledged in chapter 9 in more detail.

8.2 Context of text production

Text production in this case refers to the texts that teachers and museum educators use when organising and planning trips. In this project, it refers specifically to government documents surrounding both the curriculum and trip planning, including health and safety requirements. It also includes any documents that schools have put in place surrounding both the planning and execution of trips, and any training that teachers may get about taking trips. Sometimes these documents are shown to be beneficial but have also led to some of the barriers that are in place for teachers taking more trips. This section is the smallest due to the research question being about affective influences: the texts referred to are often not central to the overall impact of school trips, which rely more heavily upon both the contexts of influence and practice.

One of the barriers to taking trips is highlighted clearly through the way that teachers must deal with stress: much of this comes from the climate of fear that has come across through the media (yet another context of text production). One teacher explains that they would be worried to take trips now (they are retired) due to the 'bureaucratic burden' that is laid on the teacher, as well as the fact that students also have instant access to social media through their phones. The context of text production from the media is therefore one source of a negative effect on

teachers' confidence to take trips. This is despite the literature review showing that there is little to back up the issues (Curtis, 2009).

Interviewing teachers with a wide range of experience in terms of how long they have been teaching has thrown up several examples of how the context of text production has changed over time. The Health and Safety at Work Act (1974) began the generations of legislation surrounding protecting staff in schools, but the rules have changed considerably since then. It is inevitable (and right) that these measures are in place to protect staff and students, but one teacher who was interviewed said that changes in the 1990s made a big impact on the viability of some trips. They explained that a trip that involved swimming, abseiling, and climbing was cut from the curriculum after it was seen as too dangerous, but they also explained that the students' 'confidence went through the roof through doing it - it was brilliant for me and brilliant for the kids!' They went on to explain that they had been reluctant to take such trips after the new legislation and scaremongering from the press surrounding accidents on trips: a negative impact of text production that was meant to make things clearer for teachers.

Another interviewee said that if there was more legislation surrounding trips, it may enable them to be taken more often. Despite the recommendation by Ofsted should make learning outside the classroom compulsory (Ofsted, 2008), and even going so far as to suggest that every student should have this opportunity once every half term, there is no current Ofsted criteria related to school trips. One teacher explained, 'It's a shame it's not an Ofsted criteria…schools should have that.' If there were more legislation showing that taking trips is a respected and useful educational activity, I am sure that more teachers would attempt to make them happen, particularly if it were something they could learn to shine at within an Ofsted inspection.

Several teachers interviewed mentioned the issue of funding as a barrier to taking more trips. One of the biggest issues is down to the government funding that can be available to help certain students to go on trips. The Pupil Premium fund (Gov.uk, 2019) was set up to help low-income families, and those with children who have Specific Educational Needs to gain access to a balanced education that would not be possible without extra financial help. In some schools (such as my own), some of this money is available to help such students pay for, and therefore access school trips. However, it is not very clear within some schools just what this policy is, and can be set by individual schools, so is different in different places. This creates a large barrier to those teachers who try to run trips, where they have a duty to ensure that trips are available to all students. The latest guidelines from the government explain that the money is primarily for 'teaching' as well as 'strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional

support.' (Gov.uk, 2019). However, it is not specific in terms of helping students to access trips.

This above barrier has proved difficult for many of the teachers interviewed and surveyed, who explained that 'the biggest barrier is money.' One participant explained in detail:

> *that it is a problem that goes against my socialist principles, but I've come round the idea that why deny some people the opportunity…so you're in that dilemma of always, you know wherever possible you should make trips available to everybody…that's a bigger picture…there should be money provided on a national scale.*

This clearly highlights a large barrier, and that if there were better guidance and help nationally, it is yet another issue that would help teachers be able to plan more trips without feeling anyone was being left out. Another teacher took this issue further, saying that even Pupil Premium support (if it is available) is not enough to help, particularly in those families classed as JAMs (Just About Managing), 'it's not fair on the JAMs – they aren't in the PP [Pupil Premium] category but they still can't go.*'*

Another barrier is the lack of documentation within the schools (who participated in this research) surrounding school trips, or at least a consistent approach to this documentation. Several teachers interviewed and surveyed explained that even if there were such documents, they were not always easy to find, and that they were different in every school they had worked in. This lack of an easy approach to planning trips leads to problems: even experienced trip leaders have been put off taking trips if they move schools, as the time involved in working out new systems can make trip planning untenable. There is the added layer of the fact that although there are now online systems that help approve trips (such as Evolve and Osiris) that are linked to County Council Regulations, not every school uses the same system, so again it is another aspect that must be learned before a trip can take place. One teacher explains:

> *I think we need a more connected up system – there are too many ways of doing it; every school has their own methods, which to a certain extent is fine, but when you have Evolve in one school and Osiris in another, and the county councils operating different systems, there's either good practice or there isn't. and if there's good practice, why aren't we all doing the same thing?*

As with the context of influence, there is a link to the lack of training within schools and Initial Teacher Training: the lack of text production when it comes to training and possible barriers to taking more trips was again highlighted in the surveys to teachers. 78.5% of the teachers

surveyed said that their school either did not have a specific trips policy, or that they did not know whether there was one. This is further evidence that a lack of documentation can provide barriers to taking more trips: if there were national policies and procedures across schools, it would make it much easier to plan and execute trips generally.

The National Curriculum for history (2014) has been a document that has been instrumental in planning history trips for secondary school pupils. Several of the teachers interviewed mentioned how important this has been as a starting point for their trip planning. As most schools are rigorous in their vetting in terms of whether a trip is viable or not according to educational need, trips must be embedded into the content that students are learning. So, the National Curriculum, as well as the specifications from exam boards, are important documents in this context. One teacher explained that they, 'don't plan trips towards a specific exam, but when you look at the A Level stuff [trips], it's all curriculum based, so it's driven by the final outcome.' Another explains:

> *I think my drive was always curriculum based if I'm honest...really the trips I've done throughout most of my career was based on the curriculum...So, it was definitely the national curriculum that did influence me, certainly, and from there I used to think what trips can I do to make these things come to life. And it really didn't fail.*

Even the students themselves recognized that their experiences were enhanced by taking trips rather than just relying on textbooks and learning in the classroom: as well as the overall experience, this student explained the difference between reading a textbook and actually going to a site:

> *A picture in a book or learning notes out of a book can only get you so far. But actually being able to see it in front of you and actually experience it all happening around you helps you to understand it a bit more and learn things about it a bit more rather than just working and learning from the classroom.*

This shows the context behind the production of textbooks: although they are an invaluable resource, sometimes seeing things in the flesh provides a much more affective and positive learning experience.

Overall, there is a lack of empirical evidence from the context of text production to help the issues surrounding the running, experiences, and barriers to school trips. In many ways, this highlights some of the many issues that this research hoped to bring to light, namely that the *lack* of text production surrounding trips is a major problem. The main issues are down to the

fact that the government itself has provided little guidance in how to plan and execute trips. The documents that are available cover health and safety (DfE, 2014), the protocols when taking trips such as ratios of pupil to teacher numbers (gov.uk, 2018), and what to do if planning extreme or dangerous activities. Although necessary and useful in many respects, they do not help to direct teachers how to run a successful or meaningful trip. There is also the huge issue around funding: there is funding for Pupil Premium students to allow them access to trips (gov.uk, 2019), but it is not always highlighted within schools, and cannot always be used for trips themselves as the money has to cover their access to education in an equal way – this often means the money is spent on textbooks or computers rather than 'extras' such as trips.

In terms of teachers, there seems to be a lack of comprehensive or consistent training for them on taking trips. This comes from the start, where Initial Teacher Training (certainly in terms of empirical evidence in this project) does not always cover leading trips. The fact that there are so many different routes into teaching cannot help this situation, as PGCE students from different institutions have a variety of programmes available, and it can therefore be a totally different training experience to SCIIT or other training initiatives. This is reflected within schools themselves, with some providing clear and open guidance on how to run trips, with others seeking to avoid or discourage trips altogether (according to the data collected for this research). This lack of consistency and accompanying documents makes it hard for teachers to think about even planning trips, when there is no 'one system' that is clear across schools or the country. Therefore, the context of text production is a problem when looking at the second question of 'what are the barriers to teachers taking more trips?'

This issue is further evidenced through the empirical evidence from the surveys completed by museum educators. One of the respondents explained a top barrier for teachers accessing their services was the 'changing curriculum' (National Curriculum, 2014). Although this is often of help to teachers when planning trips, the fact that there have been so many changes to the content (particularly regarding history), that it is hard to keep up. Museums also want (and need) to provide relevant and useful experiences to get schools to visit, but when there are so many changes it makes it harder for them to keep up with demand. However, this has also been a challenge that some museum educators have risen to, such as at the Castle Museum in Norwich where they have embraced the changes, especially due to the introduction of the historical environment study. Norwich castle prepared a new exemplar experience as a site for students to use. This was even adopted by the exam board as a model way of approaching this topic (OCR, 2016). So, this shows that sometimes the text production can be a help as well as a hinderance.

Finally, the museum educators said that funding was an issue, particularly that of government funding (which ties in directly with teacher experiences too). Despite funding from the government for some initiatives such as the Battlefields commemorations, several respondents said there were less trips taking place due to a lack of discounts for schools in deprived areas, as well as issues with transports costing. One survey response highlighted that, 'major social engineering through government agendas needs to be addressed…root of the problem!' Again, if there were more government documentation to highlight the importance of our museums and student engagement with them, would this whole issue be better dealt with?

Overall, the lack of evidence in this section seems to point to the fact that there is much more work needed to raise the profile of school trips generally within society, the government, and within schools. The work that was done previously in Henley's Cultural Review (2012), as well as the initially high profile of the Council for Learning Outside the Classroom, shows that there was once a great deal of documentation proving the worth of trips, as well as the government's commitment to financing and encouraging more of them to happen. Unfortunately, this has all changed over the years since the election in 2015, where learning outside the classroom appears to have disappeared or slipped down in importance from the government agenda. Hopefully the benefits of such trips come across clearly in this research, with enough force to show that school trips need to come into everyone's vision once again as something that is both powerful and beneficial to young people and their futures.

8.3 Context of practice

This is where most of the analysis falls. It is inevitable that within the school environment, it is what happens in the classroom or on school trips that highlights both the affective impacts and the barriers to school trips. There are many aspects to this section: what the actual affective impacts are on students (here the Generic Learning Outcomes play another large role), the many barriers to school trips that come to light through the many practicalities of organising and running school trips, as well as outside influences such as the recent Covid-19 pandemic. This context also heavily overlaps with the context of influence. In many cases, particularly from the student interviews and surveys, the actual trips themselves led to influences on students. This is tricky to separate in many cases, so these examples will be dealt with together under this section.

Some of the most important moments in teachers' careers are those 'lightbulb moments' when pupils just suddenly get it. It could be on any historical topic or skill, and the feeling knowing you have finally helped someone to understand something new is magical. This is comparable to when on a trip a student or teacher has that moment when they suddenly feel they are a part of something bigger, a piece of history. Several *Teaching History* articles examining school

visits mention this 'sense of place' (Burns 2017) is what 'sets apart visits to historical sites from reading historical texts' (Burns, 2017) that make history come alive for students. Again, in *Teaching History* (Waters, 2014), it is acknowledged that being in a certain place (a mosque in Brick Lane) can make a difference to peoples' understanding of a context, 'this is amazing…this place changes people' (Waters, 2014).

In terms of impact, the data collected shows these moments to be the real 'wow' moments, and that could physically not take place without being in the place where that particular event happened. This is not just the case for students, but for teachers too. As mentioned earlier, I have felt this in both spiritual ways such as in Delphi on the side of the mountain and standing within the Sachsenhausen Concentration Camp Memorial. Many of the teachers and students interviewed really empathized with this, in many ways, 'Kids look at these graves, and they draw breath, and they go wow, actually this is really powerful.' Another teacher explained that:

> *Walking around a midnight tour of Berlin and it was, you could see them looking at the Brandenburg Gate…and the Gestapo headquarters, and it's really something…the World War One trips were also so powerful and the landscape is still there isn't it?*

Further comments include how you must be in a place to really get a sense of it, 'it's far more visceral in that they're immersed in whatever the trip is involved in.' Another explains, '…because you've just got to go and see it haven't you? Smell it…Tudor houses have a certain smell…and they've got to see it to get a sense of place, a sense of place is quite important, I think.' All these examples show the pure joy and enthusiasm for history that really transfers to the students in both an historical and affective manner.

Running alongside, and often inseparable from the vividness of some experiences is the impact on the attitudes and values of students from having been to certain places and seeing where events had happened. The Battlefields trip does this often: one student recalls that, 'seeing the war graves in Belgium sort of in a way changes maybe my perspective on different things.' Again, there are several examples of when students saw something they had studied in books for the first time in the flesh, and the impact it had on them, 'I nearly cried the first time I saw it [the Pantheon, in Rome].' Another said that seeing the Winter Palace in the snow made them start to understand it a bit more, 'when you're there…it's like oh, this is where it happened.'

This affective impact has been the largest to come out of the interviews and does not seem surprising when thinking of the new experiences that can be gained from going to new places and discovering many new things from food to culture as well as history. There is much to

suggest that it is this variety of newness that is such a major benefit to people participating in school trips.

There are so many good examples from the empirical evidence of students and teachers coming across new experiences: they are all listed in order in Chapter 5, but some must be mentioned again here for the sheer joy that comes across. One teacher interviewee explained, 'I was about 14, the first time I really fell in love, first time I had a cigar and had too much wine.' And another, 'You have those japes, those jolly japes and interactions you have with your friends are really important.' Student interviewees explained the 'firsts' and differences too, 'just to be somewhere where you see frozen over rivers…so completely different; it was the first time I flew so it was quite an experience for me; trying to order food is fun because everything is in Russian and they don't speak very much English.' Every single person who spoke about these experiences were excited to be remembering them and show a real affective impact that had lasted – sometimes up to 30 years later.

The students also recognized the importance of such experiences and spoke about them at length in their interviews. Quite a few of them had been on an A-level trip to Russia and loved the strangeness of such a different country and culture: it was a good experience to, 'learn the difference between our culture and their culture.' Another said, 'it's completely different to anywhere I've ever been.' This also links well to another affective impact, when the different cultures can throw up an understanding of culture through the way that history is remembered and taught in different places. One student explained about a tour guide who was explaining how their ancestors had been involved in the siege of Leningrad, and how involved they were in their own history which is something the student had not experienced in the UK:

> *The ship tour guide and the translator were both tearing up…that was quite powerful because you were like wow, you are still feeling the gravity of what happened…when you're there with them telling stories about their grandparents, and great grandparents, it's really extraordinary.*

This piece of evidence shows just how complex the impacts of secondary school history trips can be. History as a subject is emotive anyway, dealing with all sorts of human reactions, and often very dramatic events. This type of testimony really shows how important such experiences are, and how they just cannot happen in any other circumstance.

Alongside the 'wow' moments, there is the very practical context of taking students away from family and allowing them time with their friends. Again, this is something that previous studies have not highlighted, as they have prioritized both academic or long-term impacts (Falk and Dierking, 1997 and Watson, Dodd *et al.* 2007). However, in terms of affective impacts, there

was a huge amount of empirical evidence from the student surveys and interviews that prove just how important it is for students to enjoy themselves when on trips. There must be an academic worth for trips to be able to run, and students quite obviously gain much in terms of knowledge from history trips. However, if you enjoy something, you are more likely to gain deeper learning and understanding of topics. One of the teacher survey comments reflected this clearly, 'if students gain an increased understanding it should lead to more enjoyment of the subject.' Another participant linked it to the impact of history specifically, 'to see the impact of history in the real world opens their eyes to the cultural value of the subject.' In this way, academic and affective impacts cannot easily be extricated from each other; there is no easy way to show whether someone learned something because they understood it well, or whether it was because they enjoyed learning it, and therefore understood it well.

There are previous studies that advocate education as something where fun and engagement should not actually lie at the heart of teaching, as it takes away from academic learning, particularly at secondary level and above. 'Learning is not fun… Tone down the fun and invite your learners to struggle a little instead' (Ward, 2019) is but one example. It is easy to see that there are both sides to the story, and that there is evidence to suggest both ways are beneficial academically. However, this research is about affective impacts, and how they can benefit students. There are plenty of examples from the empirical evidence here that show changes in attitudes and beliefs just from being in the places where terrible historical events have taken place. I cannot imagine (having done it myself) that anyone would enjoy standing in an ex-concentration camp learning about the atrocities that went on there. But there is also plenty of evidence that shows that the experiences when combined with fun, new experiences, being outside of the classroom and with friends *does* help to benefit their learning and their overall understanding of the world.

Some examples from the 'knowledge and understanding' section are included here, taken from the student surveys, that combine both a better knowledge of history, but also the reasons behind why the students think they learned more on history trips. Although they are dealt with separately in Chapter 5, here they come together to show that these students recognize in themselves (albeit sometimes implicitly) that what they learned came about through the theory of practice: actually being on history trips. One student summed it up clearly, 'I have learnt so much on the history trips I have been on that I wouldn't have learnt had I not gone.' Again, 'they allow for an understanding of events that goes beyond a sterilized textbook description.' And finally, 'it helps the younger generation understand more easily what happened in the past.' These comments solidify further the fact that history trips at secondary level serve to give students both affective and academic knowledge that being in a classroom alone could not achieve.

There are many examples from the data collected here of enjoyment that are dealt with in Chapter 5, but here some are again to emphasize the impact this had on them: 'Being with friends is just really different, and it's more fun', 'I don't want to sound horrible to my family, but…it would have been better going on a school trips because you're with your mates, you enjoy it a lot more', 'One thing that really stands out….speaking to more people and getting to know people', 'become a bit more confident with talking to new people.' All this evidence (there is much more) just goes to show that there are very few occasions in life when you get to go away with so many friends to new places and experience the same thing with them. This also led to many students explaining how this allowed them to have the deeper conversations with peers, teachers, and their family back home, about history and travel. Who knows when else they would be enabled to do this, 'it's much easier to naturally want to bring it up in conversation; I remember having an argument about the Wars of the Roses…that's not something I'd normally do with my friends at home.' As well as 'I feel they allow pupils from multiple years to bond over common ground,' and: 'you can also make new friends with the similar interests of you.' The student surveys backed the interview evidence up, showing that 82% of the respondents said they enjoyed the trip 4 or 5 out of 5 on the Likert Scale, and that they had experiences they 'wouldn't have had otherwise.' All real evidence of the importance of the affective, practical impact of school history trips.

This interleaves very well with the practical impact of simply being outside of the classroom: this is not exclusive to history trips but shows that this is a great medium for students and teachers alike to discover new ideas. The literature surrounding school trips and their benefits highlights clearly the very many benefits of being outside of the classroom when still providing a structured educational experience (Ofsted, 2012). The very existence of the Learning Outside the Classroom Council emphasizes this importance, that even the government (up to 2015) thought important enough to provide direct funding for. There were many examples of students who thrived once out of the classroom. There are also examples of teachers (when they themselves were students) who recognised the importance of not being in the classroom, 'it was lovely to get out of school…you had this feeling it was a bit of a skive – it's only later you realise what it was about.' And another teacher who hated school itself, 'anything to break the school routine is magnificent, and that's all I'll say about that.' Yet another teacher explained in their survey that, 'it gives pupils a chance to experience something together…a trip with their friends may be the best way for them to remember…and can encourage pupils to make links…in the learning process.'

The students themselves also recognised the impact a different learning environment had on them in their responses in the surveys. Interestingly, they mention the difference between seeing somewhere compared to reading about it in a book, and the fact that because they are enjoying themselves, they gain more from it. Here are two examples from the surveys:

> *They are a great and interactive way to reinforce or learn knowledge about topics students are studying but in a more interactive way. Doing activities like tours gives a whole new light to what students look at as they can experience it themselves but not feel as bored as they would sitting in a room with a textbook.*

> *... they give us a chance to spend a day (or more) focusing on history in a different, exciting environment. It gives us all more interest in the subject, by making learning more fun.*

These comments speak volumes to me about the self-awareness of the students themselves about how these different, practical experiences can help them to gain more than if they were just learning in a classroom.

Another affective benefit from learning outside the classroom is the positive impact it can have on the teacher/pupil relationship. Several teachers explained that this was a real positive for their relationships, 'often you don't get the chance to talk about subject that you love together, so I think that…looking at things through the students' eyes is really good.' Another respondent explained that having time to talk things through outside the boundaries of a one-hour lesson can help 'I sat next to one student this year [on a bus journey to the Somme] and she was asking question after question'. Finally, probably one of the reasons many of us teachers continue to take trips despite the barriers, 'the kids get to see you as a human being…you actually see the student in a different light.' Another student interviewee explained that it was being outside of the classroom that helped, 'if you asked me what happened in my history lesson, I wouldn't remember, but if you asked me about one of the history trips, I could do a blow by blow exactly what we did.' Another explained that 'actually…seeing it in a physical context, obviously made it make sense.' This is clear evidence that it is these different learning environments that help students to remember. The students also recognized such impacts on their teacher/student relationships as a positive experience. As noted in Chapter 5, many of the students enjoyed being with teachers who seemed more 'human', 'you can actually talk to them about things; it's more fun because…they're all being normal.'

The student surveys show the practical importance of trips in terms of 'feeling the history'. This is further evidence of the context of practice of taking trips that can bring history to life for the students. It was lovely to read their comments, particularly as these surveys were completely

anonymous and ranged across both year groups and the two counties of Norfolk and Oxfordshire, meaning they had nothing to prove to me as the researcher. There were several detailed comments made by the students in response to question 13 of the survey (explain why history trips are so important). The responses show just how important the students think that history trips are, as well as showing a great insight into what they gained from such experiences. These are just some examples from the empirical data that explained how the trips helped them to empathise with historical events and the people involved. One student explained how they 'got' what it was like to be in a World War One battle in the trenches, describing when they visited hill 60 in Ypres, 'you can see the problems they faced.' Another explains, 'when there is so much to history that is still physical, still tangible, then why wouldn't you want to see it?' Here one student explains their feelings about trips helping them to 'feel' what happened:

> *It's often difficult to imagine/empathise with events in history that are only described to you, as you lack the atmosphere and circumstances in which the events occurred. On history trips, you are often able to experience the conditions in which events and characters occurred, giving you a greater understanding.*

It is difficult to separate these comments into different categories, when so many of the experiences the students had bring together affective, cognitive, and emotional impacts at the same time: much as the study of history generally does.

The data collected here goes a long way to back up all that the literature says: so many students and teachers alike benefit from having a different learning environment for many different reasons. Therefore, this goes a long way to answering the first research question: that there are many affective impacts of going on secondary school history trips that are shown through the context of practice.

This study relies heavily on interviews with teachers and students who overwhelmingly discuss big, residential trips. This is great, but these are not always practicable or affordable. A couple of teachers and students picked up on this and explained the positives of trips that are local. One teacher explained about a trip to a local abbey, 'whole generations of students had no idea what it was…it's a chance to get them to a historical building, out of the classroom...falconry and archery…its genuinely the one opportunity…and they all remember it.' Again, this is evidence that the context of practice, whether it is local or takes students further afield, helps to impact on student lives.

Linking to both above points comes the practical impact on both behaviour and progression, as well as changing the attitudes and values of the students, either during or after trips. These can be hugely advantageous 'life lessons' that some students would not get in any other setting.

Here are some examples from the empirical evidence, 'I think it's the self-reliance it gives them…you grow up and change.' And here on another Battlefields trip, 'when you saw them coming to grips with the outside world in some ways and trying things they'd never tried before, that was the thing.' Other teachers reflected very positively on the difference you could see in students who would not normally have experiences they gained on this trip, 'they're the ones who actually embrace something like that…and ask all the questions…and have a little more confidence and curiosity about learning.' Some of the students recognized it in themselves in the survey responses, 'I think they can change your outlook on events and…widen your knowledge', as well as 'people deserve to know about the world we live in and how the human civilization has developed.' These are all examples of the huge developmental and affective impacts that trips have had on students and teachers alike.

Many of the students commented on negative impacts of their history trips in both the surveys and interviews, with some explaining why. Again, these problems only rear their heads when the trip is taking place: there is just no way a teacher can plan for every single possible outcome, and sometimes they just get it wrong. This is important affectively too, and interesting to see how some students viewed it: many on the same trips did not comment on the problems but focused on the positives. As with life, this proves that it's how you deal with a situation that is important and is therefore yet another affective benefit for those students who overcome the problems. From my own career I can cite many instances of students who came on residentials to Berlin who were extremely homesick but were able to focus on the positives and have great experiences despite their sadness at being away from home. The comments from the students were mainly about bad food, or travel times being too long for time spent on the actual activity. Others explained that 'some are more helpful than others', and, 'aren't really necessary as long as you are taught everything in lessons'. Some of these issues cannot be helped no matter how much planning goes into it, but also could be considered when planning trips: something to be dealt with in the recommendations chapter. It was right to include this here, as sometimes the negative impacts can have consequences on young people in the future, such as being put off going to museums or historical sights when they are older.

Some teachers also brought up some negatives of trips: these were all very much things that perhaps were either circumstantial or out of the control of teachers. It is worth mentioning these in the context of practice, in that it is not until you take trips that you know how things will pan out despite all the planning that goes into them. Also, some of these practical problems could be seen as another barrier to students and teachers taking more trips. Sometimes however, these negative experiences could be avoided if staff had planned their trip more thoroughly. One teacher explains a trip he helped on, 'we were staying in a village where they have one of the best cave paintings in the world and we didn't clock it.' Another teacher who was interviewed

explained that a lack of planning or experience can lead to problems, so actually there should be a rigorous system in place to ensure the right teachers are planning trips for the right reasons, 'I think it's a massive responsibility and if you're not prepared … then I think you've got no place in organizing a trip in the first place.' This links clearly to the two research questions: if the trip is no good, the students will not gain any advantages, affective or otherwise, and it will also put teachers off taking trips again. Chapter 9 deals in more detail with the views of the participants on how to avoid this.

The barriers to school trips are nearly all practical: time, stress, colleagues, and private lives all come into play when putting trips into practice. The teachers and museum educators' interviews and surveys showed that there were several practical barriers, that differed across institutions and changed over time depending upon where they were in their career and own life. Simply building up enough trust with other colleagues can take years to achieve, as so many different people are practically involved in planning school trips, 'There have been people who've run trips who've lost a lot of money, so if you get a track record over the years; I think I am now trusted' (Chapter 5). The finance team, the cover team, senior management, the other members of your department and other departments (who do not want students to miss their lessons) are all involved in one school trip, so practically, there is an awful lot to think of.

Time was one of the biggest causes of worry, particularly because full time teachers have a 90% timetable (with 10% of time given to Planning, Preparation and Assessment, NASWUT, no date). This has been the case since 2005 (NASWUT, no date), but it was a minimum requirement of all schools, and over the past 5 years this time has been squeezed to the full 90%, so teachers have less time within school to do the extra work involved in planning trips unless they are willing to do the preparation outside of school hours. This would be fine, but the time needed to plan a trip is huge, 'it takes 10-15 hours of admin work to nail the right teachers, then balance the genders, balance of first aiders, all that stuff…no time to crack on with this until 4pm when you're already a bit tired' (Chapter 5). There is also the issue of cover: not does it only have to be paid for, but the trips must take place at the right time for schools. Many teachers who were interviewed explained that there are only certain windows that trips are even allowed to happen in due to other time restrictions in the timetable such as revision for, and the actual sitting of exam. This can mean that practically some trips just cannot be fitted into the school year. This teacher explained, 'I tried to organize a trip down to London…and both of the trips fell apart and weren't able to go', where the trips fell on days where teachers are expected into school for continued professional development sessions.

Both the teacher interviews and surveys brought up the huge practical barrier of lack of time. The evidence behind teachers having less time for activities outside of planning and teaching

is difficult to assess in relation to this study. The recent survey by Allen, Benhenda *et al.* (2019) suggests that the time teachers spend at work has not changed for the past 20 years. Even this substantial research does not consider the differing tasks that teachers have had to perform, or all the many changes to curriculums and exams that have taken place over the past ten years. As below explains, there are many caveats to the study: this paper has focused specifically upon teachers' working hours. This may be:

> *different to their total workload, which also includes unfinished tasks that teachers do not find the time to do. While we show the former has been broadly stable over the last 25 years, the latter could have fluctuated more over time. It is arguably such uncompleted tasks that causes the teachers the most stress and end up driving them out of the profession. Our specific focus upon working hours – rather than workload – should be taken into account when interpreting our results. (Allen, Benhenda et al. 2019)*

As a teacher myself, I can see how my own hours have not changed much, but the amount of time spent on different aspects of my job have changed hugely. In the first seven years of my career, I spent most of my time learning the basics of teaching (how to plan solid lessons with a depth of knowledge of my subjects), whereas now most of my time is spent in marking and assessing student work. As teachers in this survey have also acknowledged, personal circumstances can also shift focus: again, I agree with this having now a young child who takes up a huge proportion of my time compared to four years ago.

This practical barrier in terms of time is particularly pertinent when teachers find themselves working outside of school hours to allow trips to happen. This is the case in many secondary schools where any residential trips are no longer allowed to take place in term time at all, and instead must take place within school holidays. This becomes even more difficult once there are other considerations at home (childcare being one): another participant explained, 'would I love to take kids to America? Yes, I would, am I prepared to give up a half term or Easter to do it? No. If I wasn't a mum, then maybe, but now that's just a complete no.' Some teachers went as far to say that the commitment of time and energy is just too much altogether, 'I can't be arsed with having to learn all the paperwork and all the kind of mechanics.' Chapter 9 gives some possible solutions to this problem.

One barrier that can only be experienced through practice (although can be a legitimate worry beforehand) is the behaviour of the students. Although personally I have found that most students overall behave well when taken out of their familiar environment, there are circumstances where teachers and museum educators have had to deal with poor behaviour, to the point where schools have been banned from certain places. One interviewee explained, 'I

took them to the castle museum and some of our students nicked some rosary beads'. Earlier in the interview they explained that even bringing museums into schools to deal with travel and cover costs can mean bad behaviour preventing further trips, 'which was going brilliantly until last year, when one of our students vandalized a shovel…about 8 of them graffitied their names on the shovel! Since them, they can't bring anything into our school.' Another teacher said that it used to be much worse, 'it was '85 and they were frightened to take the kids out – it was pretty anarchic at the time.' What can be implied by these interviews is that behaviour can change even with one school over time, but it is a practical worry for teachers running trips.

There are also many practical barriers that teachers experience when planning trips including other colleagues not being as helpful as they could be. The Annual Museum Conference (Langley, 2015) threw up many of these issues as many of the museum educators said that they found it difficult to find the right teachers to reach out to in the first place, particularly when teachers move from school to school and a trip-positive teacher is replaced by someone who is less positive about them. The teacher interviews also showed this to be an issue, 'I think the teachers have got to want to do it, if you're taking support staff maybe that you don't know or who haven't met the kids before, then it's just more work for the teacher.' This is taken further when senior or line managers either do not support trips that are taken, or even forget to show a degree of appreciation for the work involved, 'there needs to be a degree of compensation between teachers being expected to give up and run trips only in their spare time.' This was backed up by the evidence from the teacher surveys too, where there were six mentions of colleagues not being supportive which meant trips were hard to plan and take in the first place.

One teacher survey respondent went so far as to say that the lack of support from within schools and the education system generally meant that they were going to cut back on trips to preserve their own mental wellbeing. This study is looking at the affective impact of trips, and if teachers are saying that they will not take trips due to mental health worries, this is clearly something that needs to be addressed: particularly when there are so many clear benefits to such trips. The respondent explained that despite their own knowledge of how beneficial trips can be, 'I increasingly feel that the goodwill to organize such visits is being taken advantage of by senior management – and I know I need to cut back for my own wellbeing.' This is sadly reported, and I personally have experienced these feelings, so this will be further examined in Chapter 9.

8.4 Museum educator surveys

Here follows a separate analysis of the museum educator surveys, as much of the data collected was focused more on how there could be more trips in the future, rather than the impact of current ones. This is down to the restrictions of this research as outlined below. However, the

data is addressed according to the three contexts as outlined in my theoretical framework: influence, text production and practice. The context of influence was not addressed specifically in these surveys, as the questions asked were geared more towards the context of practice. If Covid-19 restrictions and time had allowed, this would have been something that would have been addressed in more detail in interviews with museum educators, but it is missing from this research. Therefore, this section starts with the context of text production, then focuses more on the context of practice.

There was a brief mention of the context of text production and influence from the museum educator surveys, and this is dealt with together. One respondent gave a barrier to more museum education as the 'changing curriculum': as explained in Chapter 7, there was no elaboration on this answer, but it can be assumed that curriculum changes from the government with new Key Stage 2 and 4 content in history (from September 2014) meant museums and sites had to change their own delivered content. These surveys were completed in 2017, when the impact of such changes was still being felt acutely even in schools as teachers were having to learn new content whilst teaching and delivering it, with no extra time given by schools to allow this to happen. A couple of respondents also referred to government funding, or lack of it, as a further barrier to taking trips. One respondent explained that it was, 'major social engineering through government agendas needs to be addressed – root of the problem!' Others specifically mentioned the lack of help with transport costs as well as the need for discounts for schools in deprived areas as being a barrier. Although these last examples are not explicitly linked to text production, there is the suggestion that with more government funding and therefore agendas and programmes that further school trips would be enabled.

In terms of the context of practice, there were many comments from the surveys. This again shows the gap between the expectations of what museums and educational sites would like to offer schools and the reality of providing useful and meaningful experiences to the correct pupils. The first set of questions to address what the pupils gained from experiences in museums and sites highlight the importance of affective impacts on those students. The top two answers to 'what are the top 3 impacts on students of the experiences you deliver?' were those of 'enjoyment, creativity and inspiration' and 'learning outside of the classroom'. The examples include the following:

Chance to shine

Insight into a bigger world

Self-expression and creativity

View of 'us' in relation to the rest of the world

Social – learning from different types of people

What is particularly interesting about these comments are that they are not found in quite such an explicit way from the teacher or student surveys, where the affective impacts are evident, but are often embedded within the context of knowledge and understanding. Here it is very clear that these are positive and affective impacts that would help students in their own lives outside of education: exactly what school trips should be doing. This is also perhaps because museum educators are more used to the language that sits within the Generic Learning Outcomes, with more emotional responses to experiences. Again, this shows the gap between the museum and education sector, where teachers are much more results minded. This is something that needs to change if trips are to be given the priority in terms of holistic impact that they prove that they can give to students and teachers.

The questions related to barriers for schools accessing the services of museums and sites also threw up evidence to suggest that they are the same barriers that teachers face. Cost, time and contact were the top three to come from the surveys. Cost was very similar to that of teacher barriers: the cost of trips put teachers off even planning trips, or the cost of transport on top of the experience made them obsolete. Time was again difficult due to museum staff having a lack of time to organize events, as well as specifically secondary school students not being allowed out due to missing other lessons. It was also highlighted here that this issue was not as prevalent in primary schools where other subjects would not be impacted. The final issue to be addressed was the problem of who to contact within schools. This is something I have experienced personally, where a head of department may not be as interested in taking trips, or where I have moved schools or museum educators have moved on, and therefore I have lost good contacts within local or national museums. This is a problem that is difficult to address, as there is no way to stop teachers and museum staff from moving but is something to acknowledge in Chapter 9.

There were two questions in the survey that aimed to address the practical issue of more trips taking place in the future: 'how could schools help you to provide a better service?' and 'how could museums help overcome the limiting factors teachers face in terms of accessing your services?' Both questions threw up some interesting answers that could help in terms of recommendations for the future in allowing more trips to take place. They also sit firmly in the context of practice, but perhaps go further, in that they are suggestions that could help teacher and museum educator planning and delivery in the future, rather than reflecting current practice. The main suggestions to come from the surveys was that schools should be more open from the beginning, so the museums know what is wanted from them. There were several examples of

schools giving too short notice for trips, or not supervising students whilst on trips. They would also like to have more regular contact with teachers to ensure both sides understand the pressures and agendas involved rather than just expecting a trip to be an isolated experience. These are all issues that could be addressed in the future if there were more training and advice given to both museums and schools and will be addressed in the recommendations chapter.

The second question focused on how the museums could help, and the responses showed that the museums admit that they could do more to encourage schools to get involved. However, this came with the caveat that more time and money is needed to enable this to happen. The suggestions will be addressed again in Chapter 9, but included ideas such as more networking, being more creative, as well as looking further into what funding is available. The most interesting answer considered the fact that there needs to be a greater understanding of the benefits of school visits from both senior leadership teams within schools, and from higher up in the government. This all helps to reaffirm the importance of this research, which does provide clear evidence of the advantages of such visits taking place. The final point to make here is that there is a clear willingness from all parties to take more school trips in general, and history trips particularly, but the main barriers of time, money and communication are getting in the way of both schools and museums and sites doing it in practice.

8.5 Summary of analysis

The data from all three sources (teachers, pupils, and museum educators) suggest that school history trips can have great impacts on all who participate in them, both affectively and academically, and this is shown strongly through the evidence analysed here. There is also a clear gap between the contexts of text production and the contexts of influence and practice. There is a distinct lack of joined up thinking or communication between the government, the education sector and the cultural sector that leads to confusion and a lack of confidence for teachers to take more trips. The texts available to teachers to help them to plan and execute trips are hard to find, often dry and lacking creativity, and are dispersed over a variety of places, from government websites to individual sites' educational websites. No wonder teachers find time a barrier to taking trips: with so many places to look and investigate, the beginning of organising a trip seems like a very daunting prospect. The data also presents a positive view of school trips from all involved: this is very encouraging when thinking about the issues with keeping trips going out of schools. If the gap between text production, influence and practice was able to be lessened, perhaps the whole process would be easier.

Chapter 9 considers aspects of the data that might enable improved policy and practice in the use of history visits as part of the school curriculum.

Chapter 9: Conclusions and recommendations

This research aimed to answer two main questions: 'What are the affective impacts of history trips?' and 'What barriers are there to teachers wanting to take trips?' The answers are clearly shown through the data collection and analysis. The data suggests that there are many differing affective impacts from history trips on students, (as well as academic impacts), and (fewer) negative ones. These impacts seem to be very important to the development of student thinking not just about history, but the world around them, and their place within it. An unexpected outcome was that the teachers themselves also experienced these impacts, and the trips they had been on (and led) had given them many new experiences, which in some cases led to longer term change and impacts on them as people (see Chapter 5). The second question is also answered through the collected data: there are many barriers to taking trips, the main ones clearly being money, time, and effort. This is emphasised by the research and literature that was already available when discussing school trips, particularly from *Teaching History* (the main professional journal for history teachers in the UK), reflecting the contexts of text production and practice very clearly.

Although some of the barriers mentioned by participants were not different to those which have existed in the past (such as money and time), the data suggests that there are some factors relating to ideas about schooling and curriculum which have changed over the past decade or so. There has been a shift in secondary education from an experiential emphasis placing school trips at the forefront of gaining knowledge (Henley, 2008), to pushing the performativity agenda, letting exam results lead instead of extra-curricular activities. One of the teacher participants explains the change, and the disparity between teachers wanting to take trips and schools putting lessons and exam results first (by disallowing trips in school time) below:

> *... I'm quite a strong advocate of trips because I've seen them as hugely beneficial, they are very time consuming, for the staff, and quite exhausting for the staff ... but there needs to be a degree of compensation between teachers being expected to give up and run trips only in their own time. So, I honestly think, and this is the direction that the schools going which I disagree with completely that if you're running a 5-day trip, I don't see anything wrong with having two of the days in term time. Something I've pushed for, and there's been a resistance and a fight back against, because in the past you always took trips out in the holidays. I've been on lots of trips where I've been out all half term week, come back, had one day over half term and yea, when I was younger to be fair I could do it, but now less so, so I'm more aware of that aspect of it. And that's just not fair.*

Another teacher explained that they were only allowed to take trips in holidays to avoid students missing out on important exam classes. This helps to explain some of the (often quite subtle) changes in attitudes to school trips over the past decade.

This chapter outlines the main conclusions of this research, in a structure that follows the data collection closely, looking at the results from teachers, students, museum educators, followed by what can be learned from the literature and theoretical framework. It will conclude by giving some recommendations about how teachers could potentially move forward in the future to ensure that these experiences continue to happen in a positive way despite the many barriers in place.

1. What are the affective impacts of history trips?

It is clear from the evidence and analysis that there are many and varied affective impacts of school history trips. Teachers, students, and museum educators all clearly point to these benefits. Taken altogether, the top three affective impacts emerging from the testimony of participants are 'enjoyment, creativity and inspiration', 'learning outside the classroom' and 'knowledge and understanding'. The final category seems on the surface to be more about cognitive knowledge, but as can be seen from the interviews and surveys, this impact is often intrinsically bound to the other, affective impacts, that are inherent in the study of history and of learning outside the classroom.

Another question thrown up from the data collected is whether history trips are worthwhile. Again, the evidence suggests that yes, for most respondents, they are. Not just for academic advancement, or even for the affective impacts alone. What has made the analysis of the data quite so difficult is the fact that often the impacts are all part of the same package; when learning outside the normal environment of a classroom, powerful, memorable, and positive things can happen which are outside the scope of classroom lessons to provide. Whether it is simply making new friends, or literally walking in the footsteps of history, many teachers and students have commented not only on what they have learned, but the long-term impact these trips have had on their lives: from what they studied at university (Chapter 5), to a lifelong love of travelling (Chapter 5).

Teachers' perspectives

The data from both the interviews and surveys with the teachers who participated in this research give some detailed answers to the first question. Overall, most of the teachers involved really enjoy taking trips for many reasons. The most common affective reasons are those that involve students gaining life experience from trips, as well as when they achieve those 'lightbulb' moments either about their own lives or about historical knowledge they may not already have grasped. One teacher explained that 'particularly with the Battlefields trip, you see the kids reacting to the information, and they come and tell you how much they're getting from it.'

There are some 'overlaps' with finding of previous studies. The literature, particularly from *Teaching History*, in several respects echoes the findings above (for example, Carey and Rowson, 2019). Many teachers do love teaching outside of the classroom environment and find the rewards worthwhile. These rewards are always in terms of what the students gain from these experiences, rather than any personal or financial gain. Again, the participants in this study spoke in their interviews about the gains from being outside of the classroom that cannot be seen in a normal everyday school environment: 'it showed the difference between this child that was in the classroom, completely constrained by all these awful rules, and someone else having freedom. And you could see all the good stuff brought out in him.'

What previous literature does not highlight are some of the more affective impacts of school history trips on the teachers themselves. Having used the Generic Learning Outcomes to base both the survey and interview questions, as well as analysis on, the data shows a seam of affective impacts on the teachers personally. These are particularly clear through the interviews, where several teachers proclaimed that the trips they had been on, both as students themselves, and as teachers later on, had an impact on their personal lives. Some of them were inspired to go travelling themselves. Others had been influenced on their later university choices, careers, and had inspired them to lead trips as teachers themselves, as this participant explained:

... it had a huge impact on me because it was definitely about other cultures. I remember that we sat in the bar in the little hotel and the Eurovision song contest was on, and so that was brilliant, so it was the culture that I got. I don't know what I was supposed to have got from the trip, but other cultures, other people doing things differently, eating different things and seeing different scenery. That was fantastic.

Other teachers explained that going on trips can not only be an enjoyable experience for them but increase their own subject knowledge that they could later use in the classroom. One participant said:

... we went to the imperial war museum and I did reference it the other day in my lesson because I said has anyone been, and have they still got the ... they had a recreation of a bunker, an Anderson shelter. You all sat in the Anderson shelter and sang songs, then you had to run down this street with like the blitz going on, and I really remember that.

As mentioned in Chapter 3, there is already evidence that offering teachers continued professional development opportunities on-site can be a powerful way to get schools involved in planning and taking trips. Burns (2017) explains that his own experience with on-site professional development was extremely useful but comes at a cost both time wise and financially. It is difficult to find money within schools for off-site continued professional development, and even harder to provide cover to allow teachers out of school. However, the teachers in this study found that there were some cases where the knowledge they gained was experiential, and therefore perhaps would not have been learned on a course specifically aimed at teachers. One example from the data is a teacher who took a group to Russia and found that being there gave a different perspective to just learning about Russian history from a textbook: '... get out of it was the stories the guides tell them, especially in Russia, what was in living memory. And also seeing what how the Russians interpret their history.' It can be drawn from this that trips can have many unexpected positive, academic and affective impacts on the teachers themselves.

Students' perspectives

The students were the most positive group in terms of responding to how important school trips were, with 40% of them saying they were 4 or 5/5 on the Likert scale (please see Chapter 6). The data shows clearly that most students enjoyed the trips they took part in, and for many reasons. Due to the use of the Generic Learning Outcomes being used to formulate all the questions, there is much evidence of affective impacts of trips. As explained in the opening chapters, this approach to analysing school trips from the pupil perspective has not been done from within a school setting before.

This research used the museums-based Generic Learning Outcomes to ask students directly about their opinions of affective benefits to them from trips they have been on. This has been an interesting side to the data set: nearly all students from the surveys explained that they did see affective impacts, with enjoyment and creativity being the top impacts they chose. This is important to show that trips do not just have an academic impact but give students a much more holistic experience. These experiences include seeing new countries and cultures, as well as trying new foods, or even travelling abroad for the first time. Such experiences are incredibly important in young peoples' lives as part of their education.

A specific new experience mentioned in both the interviews and surveys was that students enjoyed being in a different environment, particularly being surrounded by friends and peers rather than their own family. Two students mentioned in detail how they made new friends through a passion for history, being given time to talk to their peers about how history happened in the places they visited ('…become a bit more confident with talking to new people'). Again, this is something which is not highlighted in other studies and shows how beneficial trips can be in terms of letting students have the freedom to discuss new (to them) ideas and concepts in places where the history happened. This student sums up how it was meaningful for them:

> *I mean one of the interesting things about the Russia trip was that there was some pupils who study history, and some pupils who don't, and so we were walking to the winter palace on the first night, and me and my friend Lucy were explaining about Bloody Sunday to our other friend, and that was really like, that I think that is a really good way of learning, and a way of revision to speak about what you've learnt to someone else, so if you can be really interested in it, often by going and experiencing it, then it's much easier to naturally want to bring it up in conversation.*

Several students interviewed explained how important they felt some of the trips had been to them in terms of influences on their future life choices. One could see how rewarding being a history teacher could be and has successfully applied to study history at university with a view to becoming a teacher in the future, 'I mean I just love the subject obviously or I wouldn't want to teach it to a bunch of probably very annoying kids.' Another explained how their trip to Russia had opened their eyes to the possibilities outside of the locality they have grown up in, especially regarding their confidence having been built up to go travelling on their own in the future, and even how it may help them to settle into university more easily. She explained:

I think going away and doing something, although you're with teachers, you are sort of away from your parents, and that does have an impact on you, and I think that, not necessarily school trips, but people who don't go away maybe when they're younger, then maybe university may be more of a scary thing and the opportunity maybe even changed their idea of where they want to go.

These are life changing experiences, even if these students choose a different path in the future: they were so inspired and encouraged to try new things and new places that their choices post-18 were in part moulded by the trips they took part in.

Most students in both the surveys and interviews also explained that they gained new historical knowledge, or skills that would help them in exams or with revision for exams. This was evident from this student who went to Russia:

helped form a picture of what it's like, and then when we're doing the course I can imagine like where we are or what it looked like, and then … it's helped make the links between things and visualized what's going on.

Again, this backs up what the previous research into trips has shown, namely that successful trips give students new academic knowledge. This has been shown through several studies into the academic impact of school trips, such as McKay (2017) and Museums, Libraries and Archives (2007) where it has been shown that academic abilities have improved through going on history trips. Although this is not what this research is focused on, it is another way to show that being on a school trip involves both academic and affective impacts that are often difficult to separate. Perhaps when planning trips, teachers should be thinking about these affective impacts not just as an 'added bonus', but as an intrinsic part of the process that gives students such positive experiences.

Museum educators' perspectives

The surveys from the museum educators do not delve as far into their thinking as the students and teachers, as there were no accompanying interviews. However, most participants gave really detailed answers to the open questions, so can also make a worthwhile contribution to this thesis. Some things were already evident from the literature, such as the fact that museums and sites can tailor individual school experiences to specific visiting groups (for example, Illingworth & Manners, 2017). It was also clear from the research that has already taken place within the museums sector that the Generic Learning Outcomes play a large role in their evaluations of user experiences. In fact, this is why the Generic Learning Outcomes were established in the first place. Much of the collected data collates closely with the previous research (Flow UK) that school groups visiting museums and sites gain many affective benefits, such as enjoyment and creativity as well as further academic knowledge and self-knowledge as well.

2. What are the main barriers to trips taking place?

Perhaps unsurprisingly, the main barriers for both teachers and museum educators are time, money, and communication. The big 'new' difficulty at this time is the global pandemic of Covid-19 and the knock-on effects of so many lockdowns that have taken place over 2020 and 2021. The biggest worry as this is being written is whether museums and educational sites will survive through the economic turmoil they have had to endure so far. Added to this is the recent threat from the government to cut arts funding to Higher Education by 50% (Bakare & Adams, 2021) later this year. This could have a huge knock-on effect on students getting involved in arts-based activities whilst at school.

The overall picture that emerges from the analysis is that teachers, students, and museum educators nearly all find trips to be positive experiences for many reasons. The data also points to there being a change over the past (at least) decade in terms of time and money available to teachers and schools to allow trips to take place as easily as in the past. The data emphasises the disparity between what schools want to do (take meaningful trips) and what the 'system' wants schools to do: namely prove a knowledge-based curriculum that has no specific mention of enjoyment or affective outcomes (Ofsted, 2021). The issue can be summed up by highlighting the gap between the context of text production and influence (what the government and education system generally see as important), and the context of practice (wanting to inspire and engage students in a multitude of ways that do not just teach to the test). Several of the museum educators in their surveys highlighted some of the barriers to more trips taking place included: 'schools placing value on other educational experiences', 'trips are not seen as a priority and consent is withheld from within secondary schools', as well as 'time restraints of secondary school timetabling'. This echoes what has already been explained about the move towards a more performative agenda within schools that also has a knock-on effect on museums and other sites when trying to engage with secondary schools to visit them.

Teachers' perspectives

Despite teacher and museum educator testimony about the barriers and difficulties involved in taking pupils on history trips, perhaps paradoxically, the figures for school trips (in Norfolk at least) over the past five years show an encouraging trend of more trips taking place over time (see Chapter 2). This would suggest that school trips generally, and history trips specifically, are not declining. It could also suggest that any barriers to taking more trips are not enough to stop them happening. However, in practice, as a teacher in a school where trips are both allowed and encouraged, it takes a long time to organize and execute a trip and is harder now. The data collected here goes a long way to explain why things are so difficult, and I suspect that the reality (as explained below), is that teachers have less time but are doing more things in that time. Inevitably this will mean that 'extra' duties such as trips will fall down their agenda of things to do, especially when there is no time or financial, or even professional gain, in taking trips. Certainly, the participants in this study did not explain a need to take trips in order to impress anyone in management, or for any sort of gain except for the benefit of the students. Perhaps this is also why trips are continuing to happen despite the lack of time and reward for taking such trips: some teachers (like myself) see them as inherently important experiences for students no matter the barriers in place.

Time and money were cited as the biggest barriers to taking high school history trips from the teacher participants. This has already been addressed in chapter 8, where these issues have been around for a long time, and in many ways, will always be an issue in a system where money is tight for extras in education. Perhaps the largest barrier within schools is time: teacher workload is large issue, within the context of both practice and text production. A recent comprehensive study (Allen, A; Benhenda, A et al. 2019) was undertaken to understand how teacher workload has changed over the past 20 years. The results were confusing; it seems that teachers work no more hours per week than they had done 20 years ago. However, the 2019 report does prove that the many government initiatives put in place to tackle teacher workload (such as the rarely cover initiative of 2009) have not had an impact so far. The consequences for this study are clear: teachers continue to leave the profession early due to mental health issues and exhaustion (TES, 2018); if this carries on, there will be a further shortage of classroom teachers generally, and more specifically less teachers willing and able to push themselves to do the extra-curricular activities such as trips.

There are further barriers to time that are not evidenced in the literature from the education sector. Personal circumstances change hugely over time, and across a teachers' career, and despite being a child-centred profession, there is little acknowledgment of the impact on teachers own families. This would be a fascinating topic for further study, but is mentioned briefly here because some of my participants mentioned the fact that family life can prohibit trips from taking place:

> *Staff can do more trips before they have young families or sometime after. I pretty much gave up overseas trips when my children reached a certain age, and when my mother and mother-in-law became too old to help my wife during my absences. (Chapter 5)*

Another aspect that has come from the data is that there has been a distinct change in character of trips, in terms of the planning and execution of them, over at least the past 10 years. Several of the participants explain in detail in the interviews how it was much easier in the past to plan and take a trip, with less paperwork to fill in, and less justification for why the trips were taking place. There were also less restrictions on the activities that could take place in the past, and the relative freedom given to teachers as the responsible professionals leading those trips, as well as that given to the students on the trips. Obviously much of this change has come about through tightening of health and safety rules which can be a very positive move, but there are also other issues. One teacher summed up her frustrations:

> *It's also the time it takes to organise it, and the trust gets more and more complicated in terms of numbers. When I first started, you'd just ring a bus company, book some time off and go, and the paperwork has got much more complicated.*

A further interesting issue to come from the interviews and surveys is that every teacher said their 'system' within the schools they had worked in were different in every institution. This could lead to problems including not knowing who to speak to about the trips processes as well as differing amounts of paperwork across different schools. Admittedly, there are only 27 teachers represented in this study, but most had previously worked in at least one other school, so actually show a large disparity between school systems.

The implications of teacher workload are that planning and providing school trips is something that is not seen as important enough to have any regulations surrounding time management for teachers. There is an expectation for teachers to provide extra-curricular activities, but this expectation is not formalised in any documents. The Professional Standards for Teaching require that we 'make a positive contribution to the wider life and ethos of the school' (DfE, 2011), but it is not made clear how this should happen, and the standards make no mention of learning outside the classroom. The same goes for Ofsted, where there is the necessity of providing for 'Personal Development', which includes much of the intentions of the Generic Learning Outcomes, and hints at learning outside the classroom, but does not specify how this should take place:

> *Inspectors will make a judgement on the personal development of learners by*
>
> *evaluating the extent to which:*
>
> •   *the curriculum extends beyond the academic, technical or vocational. It*
>
> *provides for learners' broader development, enabling them to develop and discover their interests and talents*
>
> •   *the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy (Ofsted, 2018).*

As can be seen clearly above, there is nothing in the Ofsted document to rule out taking trips altogether, but also does not explicitly mention learning outside the classroom.

There are also teachers who find the thought of trips too stressful to run altogether. This was reflected in strands including a 'can't be arsed' attitude, the worry of the impact of modern-day technology on their trips (from the point of view of students being able to document everything in real time on social media or back to their parents), the pure responsibility of taking trips, and the time and energy it takes to run them. This participant explained the change they had seen over time in terms of responsibility and the changes with new technology:

> *… you are going to take them out of school grounds, all with these mini-computers in their pockets where they can report everything that happens, and god knows what they can beam back from their rooms at night, that's added a dimension to it, I think.*

Students' behaviour was a further barrier to come from the teacher interviews, where some teachers stated that behaviour has become worse over the years in their schools, 'Yes, behaviour has become worse, and it's always a gamble, so last year one boy came on a trip to the castle and his behaviour was impeccable, but he's just been permanently excluded.' This had a huge impact on whether they could take trips: this teacher in particular resorted to bringing a museum to their school to avoid such issues and finding that even this did not work (Chapter 5). Although this is not an issue in every school, it is something that always needs to be kept in mind when planning to take students out of the classroom. It is something that could be tackled by the individual schools both in whole-school directives (such as clear behaviour structures), but also to support specifically when coming to trips. Many teachers explained that going on a trip had improved relationships with students, and therefore their behaviour once back in the classroom (Chapter 5), but if teachers are too worried to take students out of school in the first place, this is not the best solution. Tom Bennett (2017) suggests many positive solutions to encouraging better behaviour within the school ethos, but again, this has to come from top-down management changes.

There is a clear argument, backed up by the evidence within this research, that personal development for students could, and would, be enhanced by more school trips, but there is no direction from the government to encourage this within schools. There is therefore a gap between the text production of teacher standards, the context of influence from senior management and parents who want trips to take place, and the context of practice. School trips do happen, and often in some schools, but there is no incentive from 'on high' for teachers to make this a priority. Therefore, they are seen as an added extra that teachers do not always get the acknowledgement for.

Museum educators' perspectives

The data was particularly specific when it came to the barriers to museum educators facilitating more school trips. The main problems identified were down to the teachers themselves. The participants explained that teachers needed to communicate their ideas about what they wanted to achieve from visits more clearly, and even engage more consistently when on their visits. The other issue to arise was that of who the museum educators should be contacting within schools: teachers often either move on, or are not interested in trips, so it can be really difficult for the museums and sites to advertise or encourage more trips within school settings. As is evident from the surveys completed for this

research, it is difficult for museums and sites to find the correct person within a school to contact: '… so many kinds of teacher, operating at so many different levels – difficult to provide a one-size-fits-all offer when teachers need different things.' (Chapter 8). Museum educators also say that time is a barrier to them ('I want to do more, but I only work 15 hours and get in trouble by higher up for doing too much!', Chapter 8), so having the time to chase schools, get them to book and commit to trips is difficult.

9.1 **What does the literature add to this thesis?**

What is really clear from the literature is a change over time in attitude and focus when it comes to secondary school trips, and secondary education in general. Particularly over the past 10 years, and after the 2015 change in government, there has been a downturn in interest in culture and the arts generally, and in the importance of learning outside the classroom specifically (Council for Learning outside the Classroom, no date). The literature begins by examining how the government's commissioned independent reports into the importance of learning outside the classroom (Henley, 2012), culminating in advising the government to put these experiences much higher up the agenda in education generally. Since 2015, there has been near silence on this matter, with a real push in the last few years towards a broad and balanced, knowledge-based curriculum with seemingly no room for such things as enjoyment or new experiences that trips can provide.

From Henley's 2012 report, and in later recommendations from the government (DfE, 2013), there is clear evidence that school trips are positive experiences that can help students to develop in many ways. The previous research is backed up again by the data collected in this thesis: both teachers and students in the majority want to take trips, enjoy them when they happen and gain both affective and academic benefits from them. The disparity comes in that this research is no longer publicly alluded to by government or schools themselves, despite the evidence (at least from this study) that they are still important and relevant.

The present need for a broad and balanced curriculum is expressed very clearly in the new Ofsted inspection framework (Ofsted, 2021). Amanda Spielman, as the Chief of Ofsted, makes a strong case for schools to ensure that students have access to the correct 'cultural capital', that they are given the knowledge as well as the skills to progress in their understanding, and that teachers should not 'teach to the test'. There is even a specific mention of extra-curricular activities as one of the criteria: 'the range, quality and take-up of extra-curricular activities offered by the school' and 'willingness to participate in and respond

positively to artistic, musical, sporting, and cultural opportunities' (Ofsted, 2021, point 249). However, there is no specification about what sort of extra-curricular activities need to be offered, or how often this should be. Therein there is still a disparity between what schools are being asked to provide in terms of a broad and balanced curriculum, with no real sense of what this means in practice. Another example of the text production and influence not matching up with the context of practice.

The evidence presented in this thesis, from both the literature and the data collection shows that pupils and teachers gain both powerful knowledge and experience from participating his school history trips: this 'powerful knowledge' is what Ofsted are seemingly looking for (Ofsted, 2018). Therefore, there is a case for using trips to bring the broader and balanced curriculum together in a way that also acknowledges those more affective impacts such as 'enjoyment' or 'having a laugh' (see Chapter 6): in this performativity agenda era, this aspect seems to have been lost. If students are enjoying themselves, they are more likely to be engaged, and become the students that Ofsted want to see, showing a:

- o *sense of enjoyment and fascination in learning about themselves, others and the world around them*
- o *use of imagination and creativity in their learning*
- o *willingness to reflect on their experiences (Ofsted, 2021, point 246)*

The literature also makes it clear that there is little in terms of guidance for teachers wanting to take trips, apart from Snelson (2017) who provides a checklist of how to plan a successful and meaningful history trip. This also comes out in the data, where there is a huge disparity between teachers who have learned how to take trips from more experienced colleagues compared to the (very few) who learned these techniques through their teacher training.

One important aspect of this study is the use of Generic Learning Outcomes in an educational, school setting. Previous research from within museums shows how useful the outcomes can be to both evaluate visitor experiences, and to help plan activities and exhibitions. The use of the outcomes within the questions for this data set shows that these outcomes are relevant in terms of asking students and teachers how they evaluate their own experiences of trips. This is not something that has been done within schools before, presumably due to the performativity agenda, where subject knowledge and results are the mainstay of justifications for any teaching or learning activity inside or outside of the classroom. The use of Generic Learning Outcomes here could potentially show how useful they could be if they were brought into the language of classrooms and when planning trips: these are the only learning outcomes I personally have come across that use both academic and affective language to evaluate the success of a learning experience. If we are being asked to provide a broad and

balanced curriculum within schools, surely affective impacts should be just as important as academic, knowledge-based ones?

This study has shown that the use of Generic Learning Outcomes is both a useful and practical tool to see how students learning is impacted in a holistic way. By basing the data collection around these five principles, it was easy to see how each of the principles are already there in much that we teachers do, certainly regarding school trips. One recommendation for the future, therefore, would be to include them in the planning and evaluation of trips to ensure that we are catering for students' whole beings rather than just academic impacts. The fact that the first principle is 'knowledge and understanding' shows that this is where the trip-thinking can start: we do have to justify trips according to what students need to learn, so this must be at the forefront of planning. However, to include the four other principles too would enhance the experience for everyone. This could have another effect: by bringing the language of museums and schools together, it could make trip planning a more harmonious process that involves all parties in a more coherent way. This has already been highlighted in previous research (Sharpe and Lee, 2015), but certainly from my personal perspective within schools, nothing has changed as yet.

9.2 Current context of education

Bringing the current context of education to bear, there are several schools of thought now about where schools are, and what needs to change to help students gain the best education possible. It is acknowledged that the aims and ideals of schools in the UK have changed immeasurably over the past twenty years, which can be seen just by the implementation and changes to the National Curriculum in this time. These changes are inevitable in a changing global community, and they must be embraced. Chitty (2014) sums up this thinking:

> *Above all, it must surely be one of the social functions of schooling to tackle issues of social inequality and justice and to help create a truly inclusive society in which all forms of diversity – cultural, racial, religious, and sexual – are celebrated and endorsed. (Chitty, 2014, p. 16).*

One of the ways that schools can help to build an inclusive society is to use studies such as this to show how using lessons outside of the classroom can help students and teachers to understand differences, through experiencing new and 'different' things. Stephen Ball goes so far as to say that we need to *unthink* schools entirely:

> *The history of the failure of school reform, is the failure 'to open up deeper questions' (Rogan, <u>2017</u>, p. 3) – like what education means today and what is it for and what it might mean if we were to think without the hindrance of the necessity of the school?*
>
> *(Ball, 2021, p.4)*

This research does not go as far as Ball but does agree that change is needed 'to actively negotiate the future … with openness and flexibility' (Ball, 2021, p. 13). As highlighted earlier, the global pandemic has changed the world for the foreseeable future and using both Generic Learning Outcomes and school trips to help engage and renew both student and teacher engagement with history (at least) would be a positive step forward.

9.3 How does the theoretical framework help to bind the research together?

In terms of the theoretical framework which has influenced this thesis (the contexts of text production, influence, and that of practice), the data collected as well as the literature studied shows a great disparity between the first two contexts and that of practice. As mentioned already, the literature explains that there has been a shift over the past decade in terms of how outdoor learning and culture has been viewed within education. From Henley's report of 2012, there has been a seismic change from the government wanting to bring outdoor learning, along with all its benefits, more clearly into school culture. There were recommendations from Ofsted for schools to include termly trips to improve student experiences and broaden their horizons in terms of culture and a way of learning in a different way to just being in the classroom (DfE, 2013). The focus today is on the knowledge-based curriculum, and particularly on the sciences, with arts subjects being pushed down the government agenda. There are no Ofsted criteria for school trips, with them only being mentioned in a very vague way (Ofsted 2021). This thesis argues that this change in perspective, as part of a performative culture generally, has made taking trips at any level much more difficult in terms of justifying time out of school for such experiences. The data collected here confirms this change, with teachers explaining how hard it is to get permission for, and finance to back, trips within school time.

The context of influence therefore has changed, from independent research and government bodies such as Ofsted recommending more outdoor learning, to not recommending anything. The impact of this on teachers is evidence from the data collected here: teachers find it harder to justify trips, are not rewarded for taking them (financially or time wise), despite still thinking trips are worthwhile, and therefore going the extra mile to make them happen. The

data also explains that the context of influence for teachers is not from 'on high', but from more experienced colleagues 'showing them the ropes', and from their own positive experiences of going on trips in the past. Teachers want to give their own students the same experiences they themselves either had (or missed out on with regret). There are several teachers who say that the curriculum content still guides their trip making decisions, so this is a positive.

What is made clear from the collected data in this project, is that teachers and students are still going on trips, still enjoying them, and still gaining much from them both academically and affectively. Here therefore lies the disparity: the contexts of text production and influence have narrowed in the past ten years, but trips are still seen in practice as really worthwhile. There are many barriers to taking trips, which have increased over time, particularly in the light of Covid-19 exigencies, but this is not preventing trips from taking place. The statistics for Norfolk alone show that there is has in fact been an increase in history trips over the past decade (Evolve).

9.4 How could this shape the way for the future?

The evidence is already in the public domain, with work from Arts Council England, Henley's reviews, parliamentary reports, and teacher-led research (Chapter 3) all showing that good school trips have positive impacts on the people who participate. It is difficult in this current climate to push for money for reform of something that during a global pandemic is so far down the agendas of government and schools alike. However, there needs to be a plan in place for the future. A worrying prospect is a future with no school trips, and no chances for our young people to experience different culture and experiences that they would not necessarily gain from simply being in the classroom. Therefore, it is important to constantly push for these changes so that when things return to 'normal', there are still great opportunities out there.

9.5 **The issues today with Covid-19**

This project cannot ignore the potential problems that will occur due to the current Covid-19 pandemic. As has been mentioned throughout, for the past year (from March 2020 onwards), there has been a disaster on a global scale that could not have been predicted by anyone. It has meant that schools have been shut entirely for parts of both 2020 and 2021, with students not able to take their GCSE and A-Level exams in the same format as the past. All museums and visitor-sites also had to close for large amounts of time, with school trips being firmly off

the agenda. We are still to see the fallout of these measures, with students and teachers having moved to online learning and every school having to manage teaching in the ways they see best for their circumstances. Certainly, within my own teaching practice, the biggest impacts for the students will be in terms of confidence, loss of learning, and a mental health impact that could be huge. Those students who find school difficult anyway, having to find the determination and motivation to work from home has been extremely hard. This will all have an impact on the way trips are seen in the future.

The media are already aware of the potential losses to the travel and school trip industries. The guardian reported in October 2020:

> *that nearly 3,000 jobs had already been lost and many outdoor education facilities had permanently closed after losing £500m of revenue. Without change before the spring term, half of outdoor education capacity will be lost permanently alongside more than 10,000 jobs, it added. (Guardian, 2020).*

It goes on to explain that 'PGL, a specialist school travel company that is one of the biggest in the sector, has already announced 670 redundancies' (Guardian, 2020). This is a huge loss to the school visits sector and considering that the ban on school trips will potentially last until the end of the academic year 2020/21, this number could become even larger. There have already been many problems regarding the refunding of cancelled trips due to the Covid-19 pandemic. Many schools and parents are in a battle to reclaim monies spent on trips that were cancelled. The teaching union NASWUT outlined how different circumstances would affect the amount paid back to schools depending on their insurance and the wording of any contracts already made (NASWUT, 2020).

Another issue that was being highlighted through the media from the first lockdown in March 2020, was the issues of finances. There are so many families who have lost their jobs during the pandemic or have had their income cut to 80% of their original earnings due to being furloughed, that there will be even less money in the future for parents to pay for trips. The Guardian again highlighted this issue in December 2020, explaining that:

> *About 4.2 million children were living in poverty in the UK at the last official count – an average of nine out of every class of 30. About a third of those children were eligible for free school meals, but school expenses also include special days, uniforms, trips, gym kits, pencils and pens. Many families find it difficult to cope. (Guardian, 2020).*

These figures reflect the realities of the cost of the Covid-19 pandemic and show just how hard it will be for so many families to regroup even when the pandemic is over. It makes grim reading for the future of school trips. These problems are just the tip of the iceberg as of June 2021, when this is being written. There will inevitably be more issues that surface as the world struggles to get out of the pandemic.

On the other hand, there are also advocates of trips happening again, from Easter 2021. School travel organiser (an online forum about school trips) have highlighted the Department for Education's recommendation that school trips should be back on the agenda for Easter, 2021 (school travel organiser, 2020). The article also quotes Paul Whiteman, the general secretary of the National Association of Head Teachers as saying:

> *The potential loss of outdoor education could have a profound impact on the education and mental wellbeing of the nation's young people, particularly after the challenging year that they have just endured. The decision is a big step forward on the road to saving that provision and securing the benefits it can deliver for future generations of children.*

All of this (unusually positive) media attention will hopefully keep pushing for school trips to be back on the agenda of schools as soon as possible.

In terms of the schooling that students have lost, there has been much speculation among parents and educators about what this means. Of course, the exam students are worried about their futures, with some students not having taken any exams at all in the past two years. There are the students who have not engaged with online learning who will have missed an awful lot of formal education. However, there are lots of positives too about having been in lockdown. Some of these have been to reassess how fast-paced our lives were, and how we can benefit in many ways from slowing down. Without the pressure of exams on students, I certainly have been able to teach in a calmer, more thorough way, looking at topics in more depth, with more reading around the subject. This leads onto the importance of trips as a way to catch students up with their academic work, as well as to keep the links with all that has been learned from lockdown, such as the importance of communication, being with friends and having new experiences that can be fully appreciated rather than rushed through. Perhaps we could look to trips as a positive way forward to engage those students who have struggled, and help them reconnect with their friends, teachers, and subjects.

Below are some recommendations in how we can move forward as schools and museums to accommodate more online learning. This option is positive in several ways: it is easy to access, much cheaper for schools, and can continue the idea of teaching and learning in new

and different ways without having to leave the classroom. There are, however, many new problems to consider: will tour companies still be viable with such a huge loss of income over the past year? Will sites and museums have enough money to continue? Will there be such a focus on catching students up with missed work that trips will be on hold for another year? These are questions that currently are impossible to answer, as the pandemic is not yet under control. The only hope is that when life starts to return to normal, it is imperative for trips to get back on the agenda quickly. This will help these tour companies, museums, sites and travel agencies to recover, and put the importance of school trips at the forefront of a holistic education.

9.6 Contributions to knowledge

It is important to acknowledge the contributions this study has made to educational research and emphasise the importance of the contributions in the correct context. In summary, this research has investigated two main questions, within two different geographical contexts, namely Norfolk and Oxfordshire, using three different participant types (teachers, students, and museum educators). Another layer to this research is the use of Generic Learning Outcomes to enable the planning and analysis of the data collection. This was successful, despite not having been used in this format before, and could be said to be a useful way to evaluate and plan school history trips in the future. Finally, the theoretical framework of the three contexts was also used to analyse the data set, providing another layer of analysis and understanding. All of this has produced results that show just how important the use of affective outcomes within school trips could be a way to open future ways of planning and executing trips. Certainly, in the current climate of a global pandemic, this could be an extremely useful way of keeping school history trips elevated in educator's minds as a way to reconnect with people and the past in an educational setting.

9.7 Recommendations for the future

What this study recommends going into the future is to bring together both the research that has already taken place, with the findings from this study to provide a plan to move forward. The government, schools, museums, and historical sites all need to be speaking from the same page, with the same objectives to bring the profile of school trips to the forefront of education again. This would mean time and funding to allow it to happen, but the research is in place to prove the worth of such work in terms of both academic and affective benefits for all

involved. Below is a series of recommendations to allow this to happen, utilizing the information gained from both the previous literature, and the data collected here in this research.

• Bring together all the research already in place in an easy-to-read and accessible document. This would highlight the benefits of learning outside the classroom both academically and affectively to all involved.

• Produce a document that all schools and museums across England can access easily that puts all the necessary steps to plan and conduct successful and meaningful trips.

• An up to date, and easy to access 'how-to' form that takes teachers new to the process through all the stages that are necessary to plan and execute good trips with a link to the use of Generic Learning Outcomes to show how academic and affective impacts are just as important and work together to provide a truly holistic experience.

These practical steps would take away much of the worry, choice and anguish teachers face when thinking about establishing regular trips, and to allow one-off trips to be much easier. Having a consistent approach across schools would save a serious amount of time for the teachers, as well as raising the profile in schools of trips themselves.

9.8 Reflections and limitations

My research journey has been a long one. As mentioned in chapter 4, it has personally involved several changes of jobs, house moves, the birth of my daughter, and the global Covid-19 pandemic. At various points through the process, there have been times when this research seemed impossible to complete, or irrelevant to the original aims. These have included finding out about being pregnant when only a year and a half into the project: this made me reflect very hard about whether it was worth continuing whilst bringing up a child and working as a secondary school teacher. It was a personal decision to continue despite all the other demands upon my time, and this means that I have had to learn extreme time management skills, utilising every free 30 minutes between lessons or nap times to continue with this research. This was as well as juggling the responsibilities and workload of being a teacher: after the birth of my child, I moved schools and subjects, from history to classical civilisations. This was a challenge, having to learn a new subject from scratch, at the same time as being the solo teacher of it in a new school. Finally, being a teacher in a pandemic, keeping up with the seemingly constant changing landscape of education was yet another difficult challenge on top of this research.

The other possible turning point was when the Covid-19 pandemic became real with the first nationwide lockdown in March 2020. Although it seemed that the pandemic would be short lived, it gradually became clear that this was a phenomenon that was going to have wide ranging impacts all over the world. In terms of this research, it felt very irrelevant in a world where schools had been shut, exams were cancelled, and it was unsure for over a year when or whether school trips would ever happen again. In fact, it was this that made the research seem even more relevant on reflection: in a world where change can happen so fast, it is possible that alternative ways of teaching and learning need to be investigated and instigated to allow holistic learning to continue.

There are many limitations to this research, many of them arising from the issues addressed above. Firstly, this was a project completed in a time frame that encompassed a very difficult pandemic, as well as my own personal and work-related issues (namely lack of time). This has meant that there were restrictions on the scope of the research (addressed in chapter 4) surrounding the availability of participants whom I could interview. If it were possible, to be able to interview a wider range of students from younger years would have added greatly to the data set, as well as interviewing more museum educators to gather a greater depth of knowledge from them. However, the lockdowns and communication difficulties of the pandemic made this impossible in the timeframe.

Further limitations are acknowledged from the very start of this thesis, where there has not been the room or the time to allow for all the investigations that could have led to further understanding of school history trips across the country. The first is the limitation of only investigating two counties: it would have been good to have been able to look at even more counties or compare the two here with a geographical area such as London where the opportunities for more trips are available to schools due to the geographical closeness of so many sites and museums. Another would be to include independent schools within this research, either to add to the data, or as a comparison to see the differences between public and privately funded schools. A further limitation not addressed in this research is the impact of school history trips on the wellbeing of pupils. Although the Generic Learning Outcomes encompass five different areas of experience and learning, wellbeing is not one of them. It seems that particularly at a time such as now, with so much schooling having been lost, as well as students needing to learn how to socialise again, the wellbeing issue would be an extremely interesting one to follow up in further research.

9.10 Summary

The evidence presented here brings together just how powerful and beneficial high school history trips can be. The fact that the teachers and students who have spoken about their experiences can recall with real vividness exactly what took place on trips (sometimes up to 40 years later), is testament to how worthy and memorable they can be. It has been quite difficult to extricate the affective impacts from the academic ones, and sometimes they have been impossible to separate. This helps to prove the point that history is a subject that can bring so much to people if it is taught in the right way. Students who cannot write well, or who do not gain the highest grades have still gained so much from going on trips abroad, or even walking across the road to see an historical site nearby. The many faceted impacts of enjoyment, fascination, a deeper knowledge and understanding of both history and themselves, all come together in these experiences. By bringing all this together this study contributes to new knowledge: if you enjoy your learning in an environment that encourages thinking in a different way, combined with new experiences, children (and adults) learn more, deeper, and in a way that will enrich their own life experiences. History trips can be life changing and important experiences that need to be encouraged from the highest levels of government to the newest teachers starting their careers, so that they keep happening, and so our young people can grow and be better prepared for their lives ahead of them.

Here are outlined the recommendations for the future in short form:

- An easily accessible document outlining all the key areas to consider when planning and taking trips available to all teachers.
- An easily accessible version of this, and other, research to prove the worth of both affective and academic impacts of trips.
- The use of Generic Learning Outcomes to enable all education providers an accessible and meaningful way to both plan and evaluate trips.

This thesis finishes with the words of the students and teachers who participated in it. These words come as a reminder of how important trips are to people who are involved, both academically and affectively. Here are three students explaining the benefits of such experiences:

> *You can't learn about culture anywhere near as well in the classroom. Because you can't learn by experiencing it [in the classroom] … there's nothing like seeing it and participating in the culture.*

> *Although textbooks and the internet are good, there's something completely unique about being able to hold history in your hands that really puts it to memory.*

It is possible to get good grades without going on history trips. However, to thoroughly understand a topic I think history trips are a good idea as they allow students to grasp a better understanding and become more interested in the place they visit.

One teacher echoes this perfectly:

I believe history trips are central in bringing history to life. Students are able to handle objects, hear from experts and see buildings and landscapes that enhance their understanding. Trips allow students from all backgrounds valuable social and cultural experiences that they may otherwise not experience.

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Appendices

APPENDIX A
Pilot teacher questionnaire

I am investigating the impact and importance of history trips on students at High School level. I would be grateful if you could answer the following questions as honestly and fully as possible. Your answers will be kept anonymous.

1. Are you MALE/FEMALE?

2. How long have you been teaching history for?

3. What type of school do you work at?(academy/free/independent/comprehensive)

4. How many history trips have you been on (not as the lead teacher), and how many have you led yourself?

5. Have you ever had any training on planning or taking history trips? If yes, where was it from? (circle as many as you need)

- In school INSET/CPD
- Museum-led

- Outside provider (please state who)
- Initial Teacher Training session

6. How valuable do you think history trips are to students? (circle: 1 being the LEAST important, 5 being the MOST)

| 1 | 2 | 3 | 4 | 5 |

7. Please briefly explain your answer to the above question.

8. Which of the following do you think is the most important outcome for history trips? (Please rank in order with 1 being the most important, and 5 being the least)

Academic impact

Social impact

Cultural impact

Enjoyment

Change in attitudes or values

9. Please describe a memorable High School history trip you have either taken or been on (where/when/who/why). Please explain why it was so memorable.

10. Does your school have a member of staff who is in charge of trips overall?

Y/N

11. Does your school do anything to help to encourage teachers to take history trips, and if so, what?

12. Does your school have a policy on trips and their importance in the curriculum?

YES/N0/DON'T KNOW

13. What are the top 3 barriers to you planning and leading a trip of your own? (please rank in order of importance with 1 being the MOST important)

14. What would enable you (in your opinion) to take more history trip?

15. Have you anything else you would like to explain about the importance or impact of history trips to you as a teacher, or for your students?

Appendix B

History teacher survey questions **final questions**

Research into the impact of history trips

A quick questionnaire about your views on the impact of history trips you have been involved in.

1.How long have you been a history teacher? *

2. What type of school do you work in? * Mark only one oval.

Academy

Free school

Independent

Other:

3. How many history trips have you been on (not as the leader)? * Mark only one oval.

0

1-3

4-6

7-9

10+

4. How many history trips have you led? * Mark only one oval.

0

1-3

4-6

7-9

10+

5. Have you ever had any training on planning or taking history trips? If yes, where was it from? *
Check all that apply.

In school INSET or CPD outside provider

museum led

initial teacher training session

Other:

6. How valuable do you think history trips are to students? 1 being the LEAST important, 5 being the MOST * Mark only one oval.

1 2 3 4 5

7. Briefly explain your answer to the above question *

8. Which of the following do you think is an important outcome for history trips? mark as many as you agree with * Check all that apply.

Academic impact

social impact

cultural impact

enjoyment

change in attitudes or values

9. Briefly explain which of the previous question is the most important in your opinion and why *

10. Please describe a memorable High School history trip you have either taken or been on (where/when/who/why). Please explain why it was so memorable. *

11. Does your school have a member of staff who is in charge of trips overall? * Mark only one oval.

YES

NO

DON"T KNOW

12. Does your school do anything to help to encourage teachers to take history trips, and if so, what? *

13. Does your school have a policy on trips and their importance in the curriculum? *

Mark only one oval.

YES

NO

DON'T KNOW

14. What are the top 3 barriers to you planning and leading a trip of your own? (please rank in order of importance with 1 being the MOST important)

15. What would enable you (in your opinion) to take more history trips? *

16. Have you anything else you would like to explain about the importance or impact of history trips to you as a teacher, or for your students? *

APPENDIX C

Museum Educator survey questions

Museum Educators opinions on Secondary School History Services

* Required

1. What type of organisation do you work for? * Mark only one oval.

Museum

Gallery

Historical site

If you would like to state where you work, you can do here Other:

2. What is your role within your organisation? *

3. Do you provide services for High School pupils (Key Stages 3 - 5)? * Mark only one oval.

Yes

No

Other

4. Do you provide services for History specific experiences at High School Level? * Mark only one oval.

No

Yes

Other:

5. Do you measure the impact of your delivery on students? * Mark only one oval.

Yes

No

6. If so, how do you measure impact? *

7. If so, how do you use the knowledge gained from measuring the impact? *

8. In your opinion, what are the top 3 impacts on students of the experiences you deliver? (e.g., social/academic/new experience etc) *

9. In your opinion, what are the top 3 barriers to schools accessing your services? *

10. In your opinion, how could schools help you to provide a better service? *

11. In your opinion, how could museums help overcome the limiting factors teachers face in terms of accessing your services? *

12. Please add any further comments you think are relevant to this study

APPENDIX **D**

Student survey questions

Please complete this about the last history trip that you went on that was organised by your school.

1.Which year group are you in now?

7

8

9

10

11

12

13

2.Which year group were you in when you went on the trip?

7

8

9

10

11

12

13

3.Where did you visit on your history trip?

4.When in the year did you go on your history trip?

September to October

November to December

January to February

March to May

June to July

5.How long was your trip for?

Half a school day? (before or after lunch only)

A full school day?

A full day outside of school hours?

Overnight?

Other?

6.Why did you decide to go on the trip? Tick as many as apply

My teacher wanted me to

My parents/guardians wanted me to

I thought it would help with my historical knowledge

It sounded interesting

Because my friends were going

7.On a scale of 1-5 how much did you like this trip?

1

2

3

4

5

8.What were the main 3 things you gained from this trip? If you didn't gain anything, please say so.

9.Do you think your historical knowledge improved from this trip? How?

10.Do you think the trip could have been improved in anyway? (YES/NO). If so, how?

11.On a scale of 1-5, how important do you think history trips are generally?

12.Please could explain your above answer in more detail.

13.Please add any other comments you have about the impact of history trips (this one or others).

APPENDIX E
Student Focus Group Semi-structured interview questions

These questions could be used either with ANY High School history student, or be more focused on groups of students who have recently been on a trip. They could also be used with ex student discussing their previous experiences.

Background about the trip

How many history trips have you been on since being in High School?

Where have you visited and in which year of High School?

Looking back at High School, do any history trips stand out? Why?

Where was your trip to, and when?

What do you think the purpose of the trip was?

Were you looking forward to it ?

Why did you decide to go on the trip?

Impact of the trip

What did you enjoy most about the history trip? Why?

What did you dislike about the history trip? Why?

Had you visited [insert place of visit] before? If so, when and with who?

What did you think of [the venue before,] and how have your views changed?

Are there any new terms that you have learned from the trip?

What did you learn about history on the trip?

What did you find that was surprising/unexpected about the trip?

Did you learn anything new outside of history from the trip?

      Eg how to use the tube/a map/speak a new language/new transport/country?

Has the trip changed your attitudes or values towards anything?

What will you remember most from the trip? Why?

What do you think the MOST important impact of the trip was on you?

Other thoughts

Do you have anything else you would like to say?

APPENDIX F

Teacher Focus Group Semi-structured interview questions

Potential questions to ask teachers; this would be in a semi-structured interview situation, after having completed the survey on general knowledge about trips, probably 1:1.

<u>Types of trips</u>

Where have you visited?

What were the reasons behind the trips?

Do you take different types of trips for different Key Stages? Why?

<u>Training for taking trips</u>

When doing your teacher training, did you have any training on how to run a trip?

Was it useful training? Can you give an example of what you were taught?

Have you used this training in your teaching? How?

Have you ever attended CPD for taking trips either in your school or from an outside agency?

<u>How trips are run – how effective are they?</u>

When taking trips, how do you prepare the students for it?

Do you plan activities for the actual trip?

What format do these take?

Are there always follow up sessions after a trip is taken?
What format does this take?

Do you have any examples of poorly planned/delivered trips? Why were they not successful in your opinion?

<u>Relationship with sites you have visited</u>

Do you have a regular trip that you take students on? Why is it regular?

Would it help if you had more contact with local and national museums?

Have you been contacted by any sites? How? Did it encourage you to go on a trip to their site?

<u>What is the impact of history trips on students and how is this measured?</u>

What impact (positive and negative) is there on pupils going on a history trip?

Do you measure whether students gain anything from a history trip? How?

Is it necessary for all students to gain historical knowledge or skills from a history trip?

Is there a difference (in your opinion) between students from different backgrounds when they are given access to museums and historic sites? How can you tell?

<u>Protocol and knowledge of governmental information on learning outside the classroom</u>

What organizations do you know about that help with trips?

What, if any, knowledge do you have of governmental information, ideas or protocols do you have about school trips?

Have you heard of any of the following? Where did you hear about them?

Huge History lesson?
Cultural Education Challenge?

Arts Council England?

Council for Learning outside the Classroom?

'Learning outside the classroom manifesto?' (government paper on this subject)

Ofsted's views on learning outside the classroom?

<u>Barriers to taking trips</u>

What are the barriers to you planning and leading a trip of your own?

What would enable you (in your opinion) to take more trips to museums and historic sites?

Student participation sheet

Sarah Copsey

History Teacher and PGR student

24/11/16

Faculty of Social Sciences

School of Education and

Lifelong Learning

University of East Anglia

Norwich Research Park

Norwich NR4 7TJ

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Impact of History Trips on Secondary School students

PARTICIPANT INFORMATION STATEMENT – Students

(1)   What is this study about?

You are invited to take part in a research study about the impact of History-based trips on secondary school students. It is intended to investigate how such trips impact on students both whilst at school, and into their futures. It also aims to find out any barriers to such trips taking place, and provide some recommendations

to help them take place in the future. You have been invited to participate in this study because you are a key participant in such history trips as a student. This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the study. Please read this sheet carefully and ask questions about anything that you don't understand or want to know more about.

Participation in this research study is voluntary. By giving consent to take part in this study you are telling us that you:

✓ Understand what you have read.

✓ Agree to take part in the research study as outlined below.

✓ Agree to the use of your personal information as described.

(2) Who is running the study?

The study is being carried out by the following researchers:

● Sarah Copsey, PGR student at UEA

● Supervisor: Professor Terry Haydn, UEA

(3) What will the study involve for me?

You will be asked to provide answers to a written and anonymous questionnaire about your own feelings and thoughts about history trips that you have been involved in. They will be a mixture of multiple choice and open-ended questions. This will take no longer than 10-20 minutes, and can be done online, or downloaded, printed, and completed by hand at home or at school. https://docs.google.com/forms/d/1loCHpn5etQSOWRhjE4eLKN0bJHQDOwDKNhA_4dk6y34/edit

You may later be invited to participate in an interview to provide answers about your views and opinions on history trips you have been involved in. If you accept, it would be at a time suitable for you, at your school, and would take approximately 20-30 minutes. This interview would be recorded by tape recorder to help with note-taking.

All of your responses will be kept anonymous throughout the process, and in any future publications.

(4) How much of my time will the study take?

This questionnaire should take between 10 and 20 minutes to complete.

The interview will take no more than 20-30 minutes.

(5) Do I have to be in the study? Can I withdraw from the study once I've started?

Being in this study is completely voluntary and you do not have to take part. Your decision whether to participate will not affect your current or future relationship with your school, the museum, the researchers or anyone else at the University of East Anglia. The questionnaire is anonymous, so once submitted cannot be retracted.

You are free to stop the interview at any time. Unless you say that you want us to keep them, any recordings will be erased and the information you have provided will not be included in the study results. You may also refuse to answer any questions that you do not wish to answer during the interview. The interview will also be kept anonymous, so once submitted cannot be retracted.

(6) Are there any risks or costs associated with being in the study?

Aside from giving up your time, we do not expect that there will be any risks or costs associated with taking part in this study.

(7) Are there any benefits associated with being in the study?

This study aims to highlight the various impacts that students gain from taking part in history trips. In turn, this could potentially help history teachers and schools to more formally acknowledge the importance of such trips. It also aims to highlight the barriers to such trips and put in place a framework to help them to take place more easily and frequently in the future.

(8) What will happen to information about me that is collected during the study?

Information about your school, what year you are in, and the trips you have participated in will be collected and used in this study. All personal information will be kept anonymous. All electronic data

will be kept on my encrypted external hard drive, and any hard copy will be kept safely at the university or my home address. This data will be kept for 10 years, and then will be destroyed. The data collected in this study will be used in the creation of my PhD thesis, and possibly in further published papers.

Data management will follow the 1998 Data Protection Act and the University of East Anglia Research Data Management Policy (2013).

(9) What if I would like further information about the study?

When you have read this information, Sarah Copsey will be available to discuss it with you further and answer any questions you may have. If you would like to know more at any stage during the study, please feel free to contact Sarah Copsey at sarah.copsey@uea.ac.uk.

(10) Will I be told the results of the study?

You have a right to receive feedback about the overall results of this study. You can tell us that you wish to receive feedback by ticking the relevant box on the consent form. This feedback will be in the form of a one page lay summary. You will receive this feedback after the study is finished.

(11) What if I have a complaint or any concerns about the study?

The ethical aspects of this study have been approved under the regulations of the University of East Anglia's School of Education and Lifelong Learning Research Ethics Committee.

If there is a problem please let me know. You can contact me via the University at the following address:

Sarah Copsey

School of Education and Lifelong Learning

University of East Anglia

NORWICH NR4 7TJ

sarah.copsey@uea.ac.uk

If you would like to speak to someone else you can contact my supervisor:

Terry Haydn

t.haydn@uea.ac.uk

Tel: 01603 59 3150

If you are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact please contact the Head of the School of Education and Lifelong Learning, Professor Richard Andrews at r.andrews@uea.ac.uk

(12) OK, I want to take part – what do I do next?

You need to fill in one copy of the consent form and return to me in person, or via email using Sarah.Copsey@uea.ac.uk. Please keep the letter, information sheet and the 2nd copy of the consent form for your information.

Teacher participation sheet

Sarah Copsey

UEA PGR student and History Teacher

12.11.16

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Impact of History Trips on Secondary School students

PARTICIPANT INFORMATION STATEMENT – Teachers

(1)   What is this study about?

You are invited to take part in a research study about the impact of History-based trips on secondary school students. It is intended to investigate how such trips impact on students both whilst at school, and into their futures. It also aims to find out any barriers to such trips taking place, and provide some recommendations

to help them take place in the future. You have been invited to participate in this study because you are a key participant in such history trips as a history teacher. This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the study. Please read this sheet carefully and ask questions about anything that you don't understand or want to know more about.

Participation in this research study is voluntary. By giving consent to take part in this study you are telling us that you:

✓ Understand what you have read.

✓ Agree to take part in the research study as outlined below.

✓ Agree to the use of your personal information as described.

(2) Who is running the study?

The study is being carried out by the following researchers:

● Sarah Copsey, PGR student at UEA

● Supervisor: Professor Terry Haydn, UEA

(3) What will the study involve for me?

You will be asked to provide answers to a written and anonymous questionnaire about your own feelings and thoughts about history trips that you have been involved in. They will be a mixture of multiple choice and open-ended questions. This will take no longer than 10-20 minutes, and can be done online, or downloaded, printed, and completed by hand.

https://docs.google.com/forms/d/e/1FAIpQLSdMFBzy5OEYbP5WLUtHHRw8iFJE1sHZdFfn8W4DsgTrVqNK2g/viewform

You may later be invited to participate in an interview to provide answers about your views and opinions on history trips you have been involved in. If you accept, it would be at a time suitable for you, at your place of work, and would take approximately 20-30 minutes. This interview would be recorded by tape

recorder to help with note taking. All of your responses will be kept anonymous throughout the process, and in any future publications.

(4) How much of my time will the study take?

This questionnaire should take between 10 and 20 minutes to complete.

The interview will take no more than 20-30 minutes.

(5) Do I have to be in the study? Can I withdraw from the study once I've started?

Being in this study is completely voluntary and you do not have to take part. Your decision whether to participate will not affect your current or future relationship with the researchers, school or anyone else at the University of East Anglia.

The questionnaire and interview will be anonymous, so once submitted cannot be retracted.

(6) Are there any risks or costs associated with being in the study?

Aside from giving up your time, we do not expect that there will be any risks or costs associated with taking part in this study.

(7) Are there any benefits associated with being in the study?

This study aims to highlight the various impacts that students gain from taking part in history trips. In turn, this could potentially help history teachers and schools to more formally acknowledge the importance of such trips. It also aims to highlight the barriers to such trips and put in place a framework to help them to take place more easily and frequently in the future.

(8) What will happen to information about me that is collected during the study?

Information about your school, how long you have been teaching, and the trips you have participated in will be collected and used in this study. Any audio recordings of your interview will be used for both analysis and for quoting from in future publications. Your name and all personal information will be kept anonymous. You have a right to access the notes from the interview at any time.

Any of this study's results could be published in the following formats: student theses, journal publications, conference presentations, or other reports. All electronic data will be kept on my encrypted external hard drive, and any hard copy will be kept safely at the university or my home address. Your information will be stored securely and your identity/information will be kept strictly confidential, except as required by law. This data will be kept for 10 years, and then will be destroyed.

By providing your consent, you are agreeing to us collecting personal information about you for the purposes of this research study. Your information will only be used for the purposes outlined in this Participant Information Statement, unless you consent otherwise. Data management will follow the 1998 Data Protection Act and the University of East Anglia Research Data Management Policy (2013).

(9) What if I would like further information about the study?

When you have read this information, Sarah Copsey will be available to discuss it with you further and answer any questions you may have. If you would like to know more at any stage during the study, please feel free to contact Sarah Copsey at sarah.copsey@uea.ac.uk.

(10) Will I be told the results of the study?

You have a right to receive feedback about the overall results of this study. You can tell us that you wish to receive feedback by ticking the relevant box on the consent form. This feedback will be in the form of a one page lay summary. You will receive this feedback after the study is finished.

(11) What if I have a complaint or any concerns about the study?

The ethical aspects of this study have been approved under the regulations of the University of East Anglia's School of Education and Lifelong Learning Research Ethics Committee.

If there is a problem please let me know. You can contact me via the University at the following address:

Sarah Copsey

School of Education and Lifelong Learning

University of East Anglia

NORWICH NR4 7TJ

Sarah.Copsey@uea.ac.uk

If you would like to speak to someone else you can contact my supervisor, Terry Haydn

t.hadyn@uea.ac.uk

Tel: 01603 59 3150

If you are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact please contact the Head of the School of Education and Lifelong Learning, Professor Richard Andrews at r.andrews@uea.ac.uk

(12) OK, I want to take part – what do I do next?

You need to fill in one copy of the consent form and return it to me in person, or via email using Sarah.Copsey@uea.ac.uk. Please keep the letter, information sheet and the 2nd copy of the consent form for your information.

Appendix I

Participation sheet museum educators

Sarah Smyth/Copsey

UEA PGR student and History Teacher

Faculty of Social Sciences

11th July 2017

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Impact of History Trips on Secondary School students

PARTICIPANT INFORMATION STATEMENT – Museum Educators

(1)   What is this study about?

You are invited to take part in a research study about the impact of History-based trips on secondary school students. It is intended to investigate how such trips impact on students both whilst at school, and into their futures. It also aims to find out any barriers to such trips taking place, and provide some recommendations to help them take place in the future. You have been invited to participate in this study because you are a key participant in such history trips as a museum educator. This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the study. Please read this sheet carefully and ask questions about anything that you don't understand or want to know more about.

Participation in this research study is voluntary. By giving consent to take part in this study you are telling us that you:

✓ Understand what you have read.

✓ Agree to take part in the research study as outlined below.

✓ Agree to the use of your personal information as described.

(2) Who is running the study?

The study is being carried out by the following researchers:

● Sarah Copsey, PGR student at UEA

● Supervisor: Professor Terry Haydn, UEA

(3) What will the study involve for me?

You will be asked to provide answers to a written and anonymous questionnaire about your own feelings and thoughts about history trips that you have been involved in. They will be a mixture of multiple choice and open-ended questions. This will take no longer than 10 minutes, and can be done online, or downloaded, printed, and completed by hand. https://docs.google.com/forms/d/e/1FAIpQLSdVxLoPkGEJ2NzpF3oqp8YMGOJSnc6UBZCZjpwTFv-2dR74KQ/viewform?usp=sf_link

You may later be invited to participate in an interview to provide answers about your views and opinions on history trips you have been involved in. If you accept, it would be at a time suitable for you, at your place of work, and would take approximately 20 minutes. This interview would be recorded by tape

recorder to help with notetaking. All of your responses will be kept anonymous throughout the process, and in any future publications.

(4)   How much of my time will the study take?

The questionnaire should take up to 10 minutes to complete.

The interview will take no more than 20 minutes.

(5)   Do I have to be in the study? Can I withdraw from the study once I've started?

Being in this study is completely voluntary and you do not have to take part. Your decision whether to participate will not affect your current or future relationship with the researchers, museum or anyone else at the University of East Anglia.

If you decide to take part in the interview part of the study and then change your mind later, you are free to withdraw at any time. You can do this by contacting me at Sarah.Copsey@uea.ac.uk. The questionnaire is anonymous, so once submitted cannot be retracted.

(6)   Are there any risks or costs associated with being in the study?

Aside from giving up your time, we do not expect that there will be any risks or costs associated with taking part in this study.

(7)   Are there any benefits associated with being in the study?

This study aims to highlight the various impacts that students gain from taking part in history trips. In turn, this could potentially help history teachers and schools to more formally acknowledge the importance of such trips. It also aims to highlight the barriers to such trips and put in place a framework to help them to take place more easily and frequently in the future.

(8)   What will happen to information about me that is collected during the study?

Information about your museum, how long you have been a museum educator, and the trips you have helped to run, will be collected and used in this study. You have a right to access the notes from the

250

interview at any time. All personal information will be kept anonymous. All electronic data will be kept on my encrypted external hard drive, and any hard copy will be kept safely at the university or my home address. This data will be kept for 10 years, and then will be destroyed. The data collected in this study will be used in the creation of my PhD thesis, and possibly in further published papers.

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(10) Will I be told the results of the study?

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If there is a problem please let me know. You can contact me via the University at the following address:

Sarah Copsey

School of Education and Lifelong Learning

University of East Anglia

NORWICH NR4 7TJ

sarah.copsey@uea.ac.uk

If you would like to speak to someone else you can contact my supervisor:

Terry Hadyn

t.hadyn@uea.ac.uk

Tel: 01603 59 3150

If you are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact please contact the Head of the School of Education and Lifelong Learning, Professor Richard Andrews at r.andrews@uea.ac.uk

(12) OK, I want to take part – what do I do next?

You need to fill in one copy of the consent form and return it to me in person, or via email using Sarah.Copsey@uea.ac.uk. Please keep the letter, information sheet and the 2nd copy of the consent form for your information.

Appendix J

Codes for transcriptions of teacher and student interviews

Impact

IKTU   knowledge and understanding

IS   skills

IB&P   behaviour and progression

IE, I, C   enjoyment, inspiration, creativity

IA&V   attitudes and values

IA   academic

ILT   long term impact, including 'on life'

IST   short term impact

IT   impact on teaching

IN   impact on Norfolk students

ITR   impact on student teacher relationships

INEG   negative impact

Otc   outside the classroom

V   vividness

Cont?   should trips continue?

Barriers

BT   barrier of time

BS   barrier due to stress

BM   barrier due to money

BK   barrier due to having own kids

BC   barrier due to colleagues

T   training happened

TN   no training

Context

CT   context of text production

CI   context of influence

CP   context of practice

SD   different systems in different schools

Appendix K

Example of teacher matrix for the surveys

Explain if and why trips are important to you	Which GLO is important and why?	describe a trip and why it was memorable	Does your school encourage trips, and if so, what do they do?	Top 3 barriers	What would enable you to take more trips?	Anything else about important or impact?
History trips are valuable because they can make history seem more 'real' for students. They can help with engagement in lessons.	I think the cultural impact is most important. To learn how things are, were and might have been at a specific time.	Black Country Living Museum in Dudley. I was in Year 9, so 2007. We were learning about the Industrial Revolution and went to experience what life was like in industrial Britain.	Not especially, but they are open to it.	1 - responsibility - if anything went wrong; 2 - time to plan and organise a trip on top of your workload; 3 - expense - would all pupils be able to afford to go?	Having more support in planning and leading a trip. Having the knowledge that you are not in it alone.	I would like to have the confidence to lead history trips as a teacher as I think that they are really important. I would have loved there to be more history trips when I was at school.

Appendix L

Example of teacher matrix for the interviews

IK&U	IS	IB&P	IE, I,	IA&V	IST	ILT	IT
Local history Historical sites important Different experiences							
Triggers knowledge and understanding		One music trip did give her confidence				Disappointed still that wasn't allowed on trips at school due to money Travelled later due to above	
Differences			First times (good ones!) Cultural impacts			Own school trips had massive, life impacts Been back to visit Impact on her own extensive traveling	

Own school trips taught real history Kids get interpretations of history too			Fun stories! Take them places they wouldn't normally go		Her school trips taught her real history	
Deeper knowledge of history Trying new things		Growing up/self reliance				Remembers not going on a trip himself Kids coming up later **ILT agai**n	
Historical knowledge gained			Loads of fun Different and exciting things	He learned morals		Remembers own battlefield trip Influenced later studies	
Different experiences			Food, language, people **Gives cultural experiences they won't get at home**			Different experiences impact from own time at school	

| Own classics knowledge from the trip | | Independence given to her | | | | Classics trips always remembered

Knowledge has stayed with her now she's teaching it | |
|---|---|---|---|---|---|---|---|
| Make links between events | | | Different experiences (Russian ballet) | | | Impact on later studies kids do

Kids coming up years later remembering trips | Helped her teaching and taking trips now |

Appendix M

Example of the Student interview matrix

IK&U	IS	IB&P	IEIC	IA&V	ILT	Otc	V
Understanding of the vastness of death Resonates			Loved it Very cool Fun being with friends Funny Super fun				sad
Understanding differences Different food Different culture Understanding differences			Traffic People Nice to be with mates	More of an open mind Understanding differences	Wanting to travel more	Nice	Pantheon made him cry

Myths Culture Different	Skills now applicable to classics, but weren't at the time		Ruins People were nice Boat trip			You can't learn about experiencing culture in a classroom You can't learn history without experiencing it	Beautiful place, like out of a Disney movie Walked up a volcano Beautiful old ruins
Didn't think I was learning on the trip, but back in the class it all made sense			Little streets Cool art Gladiator school was fun	Battlefields changed attitudes about war and impact on today		Being there makes you get it more than being in a classroom Even going to a museum is important to see stuff, you don't have to go to that country to see it	Colosseum amazing Vatican

Idea the guides owned the history Guides made it real Censorship in museums real and obvious Impact of history is huge **Different ways different countries deal with remembrance** **Differences**		Boosted confidence Independence Opens up new conversation with peers and families	Fun with friends Architecture Frozen rivers		Helped knowing what to do at uni Now flown and travelled on own May help her adapt more at uni		