

BELvue museum

A project of the King Baudouin Foundation

BELvue Museum

A project of the KBF

What?

- Run by the KBF since 2002
- Opening of the Centre for Democracy in 2003
- Opening of the BELvue Museum on Belgium and its history in 2005
- Target groups: young people, all Belgians, foreign visitors
- 100,000 visitors a year
- 650 workshops a year
- 1,500,000 annual budget



King Baudouin Foundation

- The King Baudouin Foundation is a public benefit foundation.
- The Foundation was set up in 1976 on the occasion of the 25th anniversary of King Baudouin's reign
- The Foundation's key values are: integrity, transparency, pluralism, independence, respect for diversity, and promoting solidarity
- Mission: working together for a better society



BELvue – why?

- Democratic values are not automatically passed down to younger generations
- Democratic attitudes are often challenged by populist movements
- Peace and democracy are taken for granted by young people



BELvue - mission

*The BELvue is much more than a museum on Belgium and its history, it is a **project** with an **ambitious societal goal**: to support and stimulate **democratic and citizenship education** for the public at large, and young people in particular. The power of critical thinking about society is central in this project but always linked to historical consciousness and an understanding of the challenges of today.*



BELvue – How?

Workshops & tools

Citizenship education

- Democracy and its institutions
- Democratic values
- Europe
- Justice system
- Financial education
- Media education
- Active citizenship
- Discrimination and polarization



Historical consciousness

- Permanent exhibition
- Temporary exhibitions
- Belgium's colonial history



Methodology

- Discussion, interaction and dialogue
- Stimulating experience and understanding
- Changing indifference to interest
- Stimulating critical thinking
- Changing prejudice into nuance
- Inclusion and participation

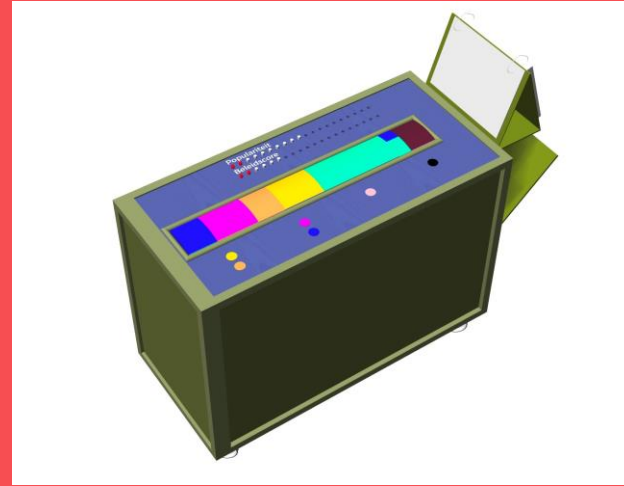


Mystery of Finance

Exploring secondary school pupils' experiences at this interactive exhibition on financial and citizenship education

The Mystery of Finance





7 Desks

- Possibilities
- Wealth
- Future
- Chance
- Value
- Choice
- Balance



Exhibition periods

School year 2021-2022

Sept-Dec: 1650 pupils



School year 2022-2023

Sept-Dec: 30 classes reserved (750 pupils)

registrations ongoing

Jan-April: Hasselt

April-June: Wallonia

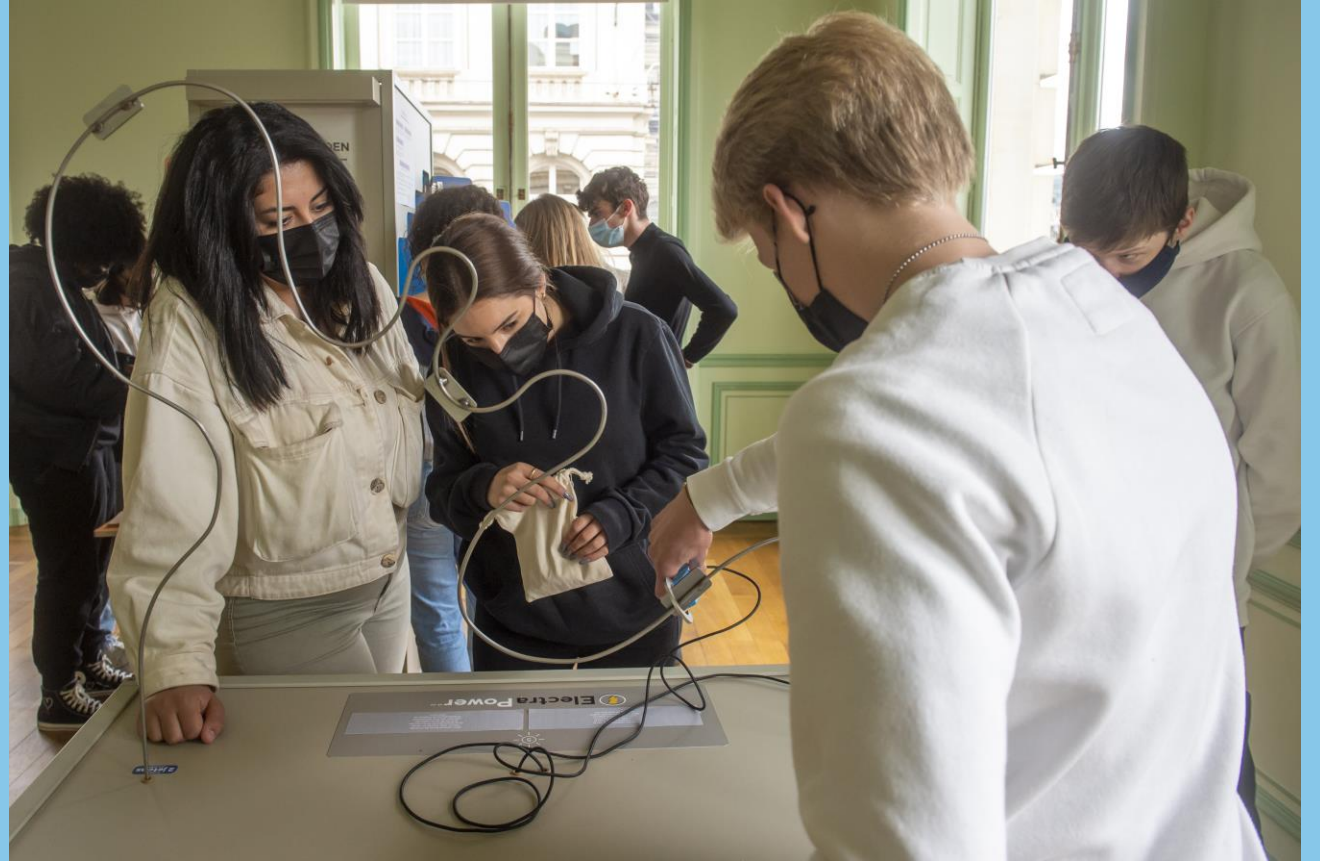
School year 2023-2024

Sept-Dec: Wallonia

Jan-April: in the BELvue



Research



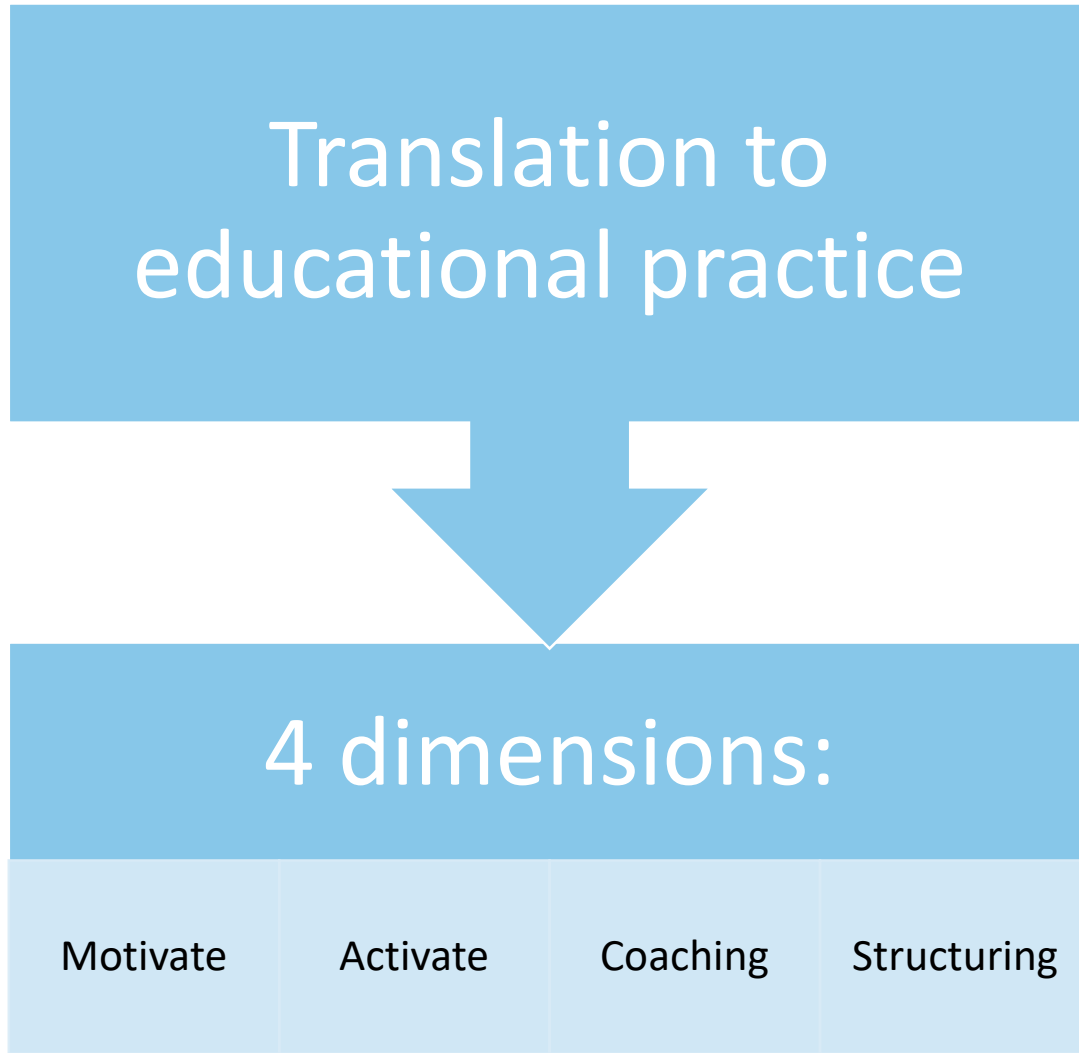
How do secondary school pupils experience the 'Mystery of Finance' interactive exhibition?

Focus on experience rather than (learning) effects

3 sub-questions:

- 1) What is the pupils' overall perception of what they have learned?
- 2) How did the pupils experience the exhibition?
- 3) How can we optimise the exhibition?

MACS model



Contextual model of Learning by Falk and Dierking

- Tool for organising learning in a free-choice environment
- Further deepening of MACS model
- Interactive Experience Model without the temporal context:
 - Personal context
 - Socio-cultural context
 - Physical context

Data collection



38 class groups participated in the exhibition
7 class groups participate in the survey



Questionnaires

Pupils: 70 responses

Teacher: 5 responses

Mixed methods research

- **Combination of qualitative as well as quantitative research methods**
 - Quantitative method: questionnaires for pupils and teachers
 - Qualitative method: focus group interviews preceded by observation

Pupil characteristics

	REPLY	PERCENTAGE (%)	NUMBER
Gender	Man	54,29%	38
	Woman	44,29%	31
Age	X	1,43%	1
	14	21,43%	15
	15	4,29%	3
	16	34,29%	24
	17	20,00%	14
	18	15,71%	11
	19	4,29%	3
School	Atheneum Herzele	8,57%	6
	Mater Dei Institute (Woluwe-Saint-Pierre)	60,00%	42
	MIA Bruges	10,00%	7
	Saint Godelieve Institute Lennik	21,43%	15
Year	Third secondary	21,43%	15
	Fourth secondary	8,57%	6
	Fifth secondary	37,14%	26
	Sixth secondary	32,86%	23
Study	Accounting Informatics	10,00%	7
	Economy	2,86%	2
	Economics-modern languages	40,00%	28
	Economics-Science	5,71%	4
	Economics-mathematics	12,86%	9
	Economic sciences	21,43%	15
	Trade	7,14%	5

Results



Themes general perception pupils

During the exhibition, I learned about ...	
Money spending	24
Social security	10
Finance/financial institutions	8
Opportunities	8
Income inequality	7
Competition	5
Budget management	4
Taxes	2
Government budget	2
Operation of government	2
Importance of money	1
Happiness	1
Pricing	1
Grants	1
Collaborate	1

Some more explanation

It teaches you how to spend money, make good use of it and that not everyone gets the same opportunities.

There are groups that benefit from price increases and others from price reduction. Therefore, it is difficult to set a value/price for products, it is difficult to satisfy both sides (producers, customers...).

I have now become aware of inequalities in different classes. And that social security is very important in case of need. Not everyone has equal opportunities.

How to make ends meet with little or a lot of money, what your options are with your extra money. When investing and saving: what the consequences are, that you can never know 100% for sure whether it will make or lose money.

The types of taxes. I learned how different taxes impact the lives of many people.

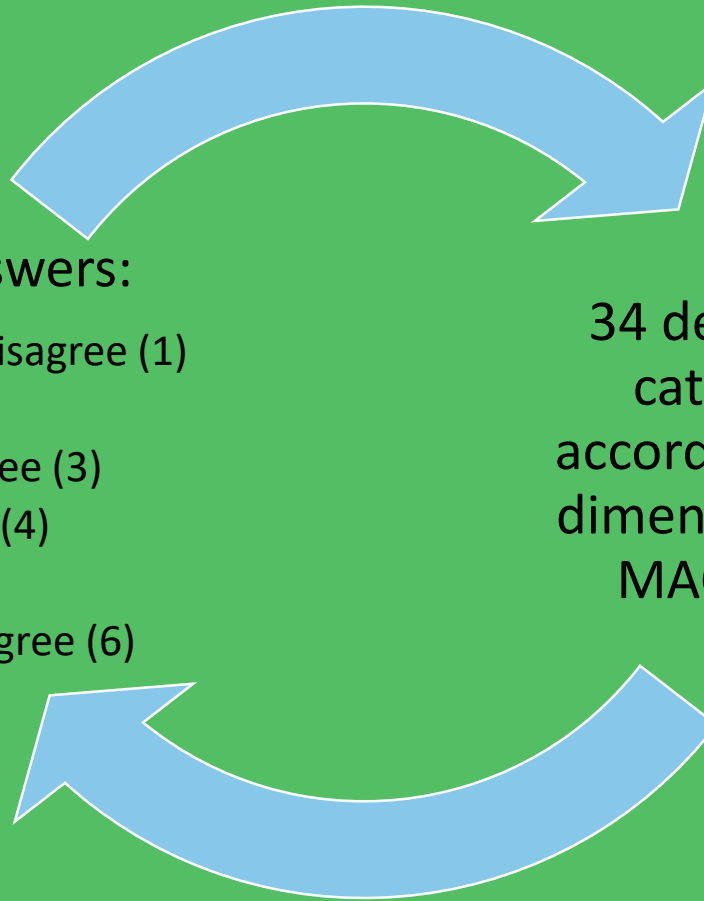
Some countries can be poor, but with a balance in income inequality. Richer countries, on the other hand, can be rich, but with a large imbalance.

How did pupils experience the exhibition?

Possible answers:

- Completely disagree (1)
- Disagree (2)
- Rather disagree (3)
- Rather agree (4)
- Agree (5)
- Completely agree (6)

34 descriptions
categorized
according to the 4
dimensions of the
MACS model



'motivate' dimension

#	Description	Minimum	Maximum	Average	Std deviation	Variance	Number
1	I found the exhibition interesting	1.00	6.00	4.07	1.19	1.41	70
2	Interesting film material was used	1.00	6.00	3.91	1.11	1.22	70
3	It featured interesting images/photos	1.00	6.00	4.04	1.02	1.04	70
4	It worked with interesting texts	1.00	6.00	3.81	1.00	1.01	70
5	Examples were given that interested me	1.00	6.00	4.11	1.24	1.53	70
6	Knowledge and skills were imparted that are useful in the real world	1.00	6.00	4.80	1.19	1.42	70
7	We were encouraged to apply knowledge in real-life situations	2.00	6.00	4.49	1.11	1.22	70
8	We were allowed to choose sufficiently ourselves which desks we found interesting to try out	1.00	6.00	3.11	1.47	2.16	70
9	The whole of this approach could motivate me	1.00	6.00	3.97	1.07	1.14	70
10	I want to come back to the exhibition to actively implement the counters I could not yet visit	1.00	6.00	3.01	1.37	1.87	70
11	The whole of this approach could motivate me more on average than the normal lessons at school	1.00	6.00	4.13	1.49	2.23	70

'activate' dimension

#	Description	Minimum	Maximum	Average	Std deviation	Variance	Number
1	The exhibition challenged me to do things myself	1.00	6.00	3.99	1.19	1.41	70
2	The exhibition could make sure I did my best at assignments	1.00	6.00	4.04	1.22	1.50	70
3	Exhibition expectations of what I should be able to do were too high	1.00	6.00	2.96	1.14	1.30	70
4	During the exhibition, we were given opportunities to be creative	1.00	6.00	3.83	1.13	1.28	70
5	The instructions at the counters (the 'roadmap') were clear: we knew what each of us within our group had to do	1.00	6.00	4.00	1.17	1.37	70
6	The assignments were easy	1.00	6.00	3.86	1.19	1.41	70
7	I am a pupil who generally prefers to work on assignments individually rather than in groups	1.00	6.00	2.89	1.50	2.24	70
8	Consultation in the group could ensure that we solved the task better	1.00	6.00	4.39	0.99	0.98	70
9	In group assignments, we were clearly engaged in the assignment and not in other (distracting) activities	1.00	6.00	3.83	1.24	1.54	70
10	The exhibition encouraged me to actively engage with the themes more than the lessons at school	1.00	6.00	4.07	1.30	1.69	70
11	Through the exhibition, I also learned to apply knowledge	1.00	6.00	4.06	1.29	1.65	70

'coaching' dimension

#	Description	Minimum	Maximum	Average	Std deviation	Variance	Number
1	If we did not understand an assignment properly, we could get additional explanations at the counter itself to continue without the teacher having to come to help	1.00	6.00	3.56	1.06	1.13	70
2	During the exhibition, the teacher was able to encourage us to do our best	1.00	6.00	4.11	1.14	1.30	70
3	The teacher supervised during the exhibition	1.00	6.00	4.70	1.16	1.35	70
4	The teacher helped us further when we had questions	1.00	6.00	4.63	1.19	1.40	70
5	The teacher didn't immediately give the answer when we didn't know something, but gave us tips on how to move forward ourselves	1.00	6.00	4.53	1.13	1.28	70

'structuring' dimension

#	Description	Minimum	Maximum	Average	Std deviation	Variance	Number
1	The purpose of the exhibition was clear to me	1.00	6.00	4.26	1.18	1.38	69
2	The exhibition was built up gradually and feasibly for me	2.00	6.00	4.28	1.03	1.07	69
3	We averaged enough time per counter to play the game	1.00	6.00	4.52	1.17	1.38	69
4	New knowledge was sometimes applied too quickly	1.00	6.00	3.45	1.26	1.58	69
5	The exhibition created a pleasant change in the overall approach	1.00	6.00	4.17	1.18	1.39	69
6	I think I got all the learning content right	1.00	6.00	4.30	1.22	1.49	69
7	The learning content was applied in a clear and structured way	1.00	6.00	4.19	1.20	1.43	69

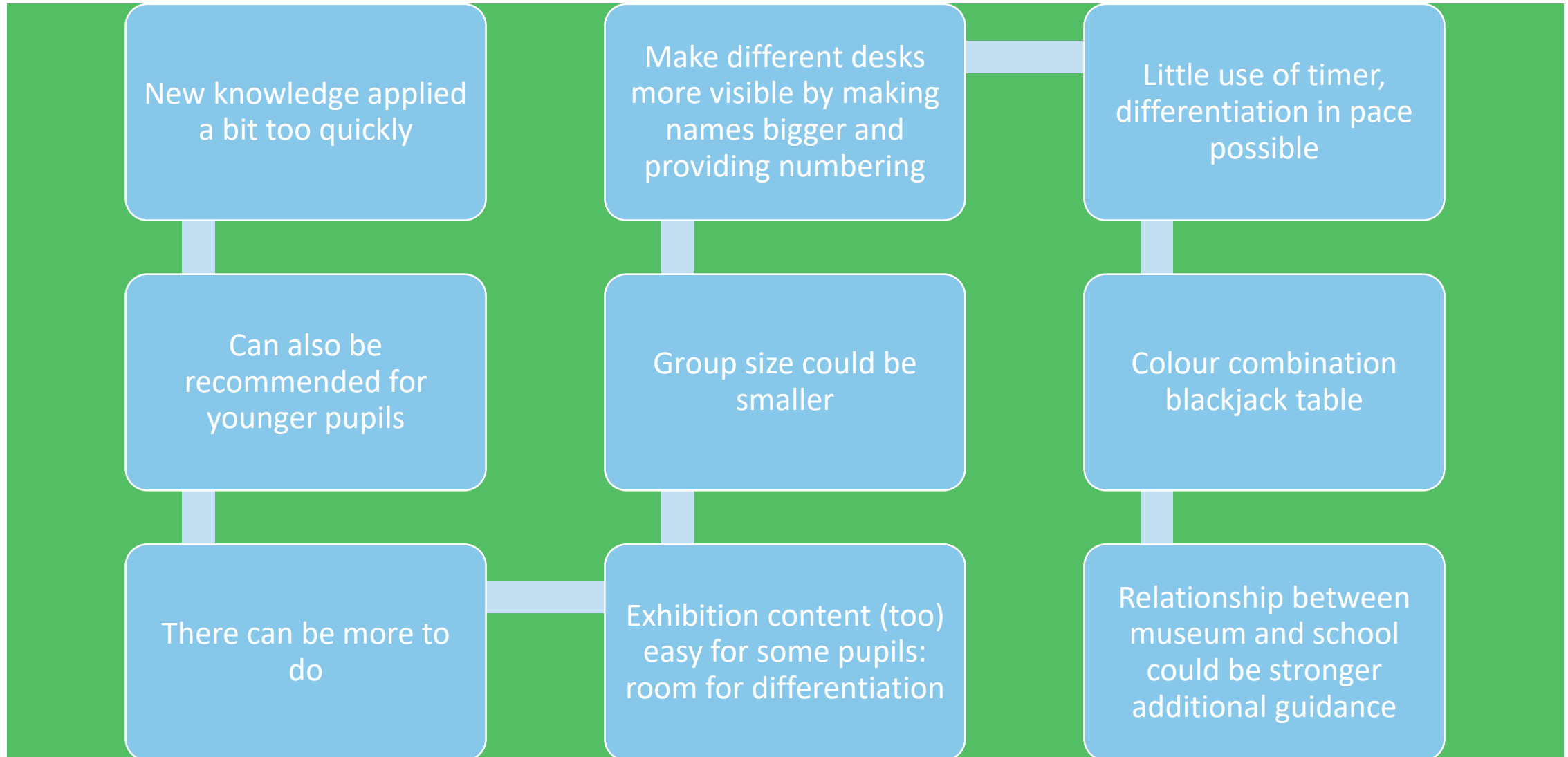
Findings

- **Approach exhibition as a whole motivating**
- **Exhibition could activate learners + complexity not too high**
 - Room for differentiation
- **Sufficient incitement for coaching both from the assignments and by the teacher**
- **Exhibition generally is well structured**

Pupils' experiences - general questions

	Reply	Percentage (%)	Number
Would you recommend the exhibition to others/other fellow pupils?	Yes	60,87%	42
	No	21,74%	15
	Other	17,39%	12
Did you like the exhibition?	Yes	65,22%	45
	No	20,29%	14
	Other	14,49%	10
Did you find the exhibition instructive (i.e. did you learn from it)?	Yes	66,67%	46
	No	20,29%	14
	Other	13,04%	9

What do pupils propose to optimise the exhibition?



Conclusion





Mostly learned about 'spending money' (saving and investing)



Approach is overall motivating

Gives pupils the opportunity to apply knowledge in real-life situations
Pupils find it instructive



Some areas for improvement

Room for differentiation in difficulty and pace
Relationship between museum and school could be stronger



Overall a positive experience

Especially by being able to apply knowledge in real-life situations

Thank you!



BeLvue!
museum 