

## Appendix D Learning Opportunities in the Home Survey – Questions and Complete Data Results

1) How would you best describe yourself?

Description	Percent	No.
Advisor/Policy maker at national level in a government dept or an agency	7	9
Advisor/Policy maker at regional/local level in a government dept or an agency	2	3
Senior Manager within an educational or training organisation	9	11
Middle Manager/ Head of Department within an educational or training organisation	11	14
Practitioner – primarily involved in teaching/tutoring	16	20
Independent consultant	15	19
Senior Manager or Advisor/Policy maker in educational broadcasting	4	5
Producer of educational broadcast services	5	6
Other	25	31

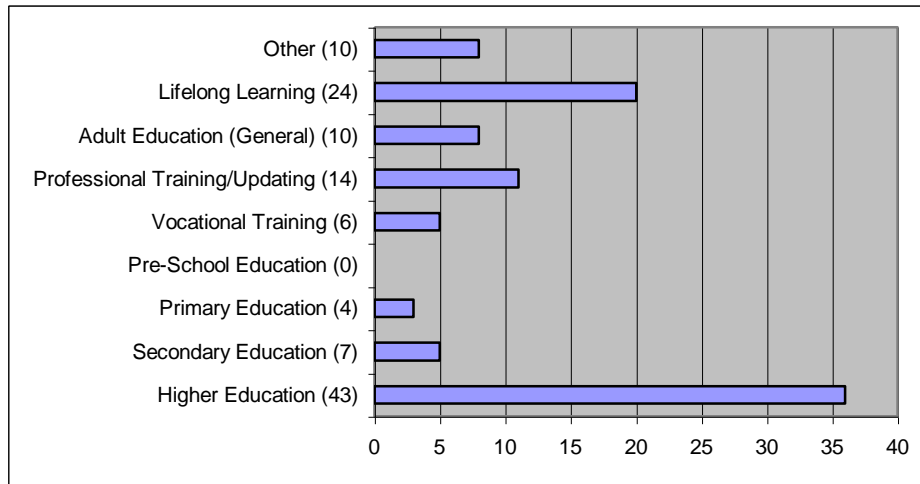
Below are descriptions of those who put themselves in the Other category: -

Assistant
Designer
Developing e-learning
Educator
Educational Researcher & Tech Developer
Head of Business Development Interactive TV
Head of Interactive (Broadcast)
HR officer in a training organisation
ICT-for-learning strategist and consultant
In charge of Planning and for Interactive TV Services over cable network like Digital Media Center
Instructional Developer University
iTV project manager
Just a worker
Researcher
Researcher Educational IT
Manager in Private Organization
Marketing Planner
Middle Manager in consumer electronics manufacturing
Postgraduate student
Researcher of t-learning
Research Student
Trainer to practitioners
Script writer/ former teacher
Service Provider
Technology Provider
Student

2) In which country are you based?

<b>Europe</b>	
Austria	1
Belgium	1
Czech Republic	2
Denmark	1
France	1
Ireland	4
Italy	4
Germany	1
Greece	10
Hungary	1
Latvia	1
Netherlands	1
Norway	1
Portugal	6
Spain	3
Sweden	1
Turkey	1
United Kingdom	45
<b>North America</b>	
USA	22
Canada	1
<b>South America</b>	
Brazil	2
<b>Middle East</b>	
Israel	1
<b>Asia</b>	
Russia	1
India	1
<b>Asia Pacific</b>	
Australia	1
China	1
New Zealand	1
South Korea	2
<b>Africa</b>	
Botswana	1
South Africa	1

3) Which of the following best describes the type of education and training you are mostly involved in?

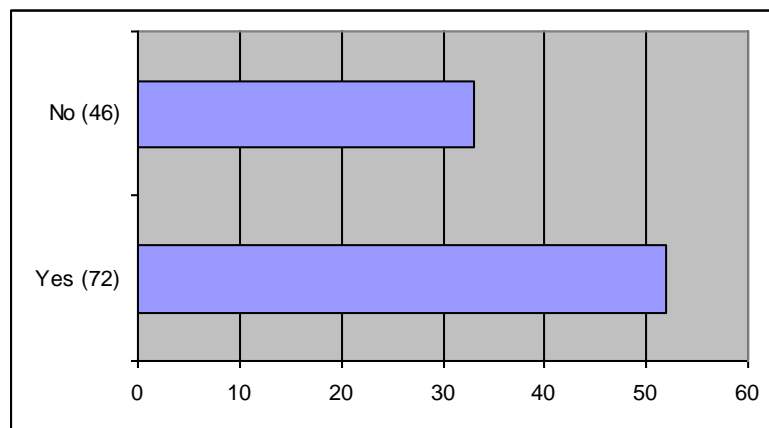


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Below are descriptions of those who put themselves in the Other category: -

Information on Education
School TV, adult general, lifelong
Nothing
Adult with dyslexia
All
And Professional
Primary and secondary
Consulting
Government-funded education
Corporate

4) Are you involved in distance learning in any way?



Shown as % with actual numbers in brackets

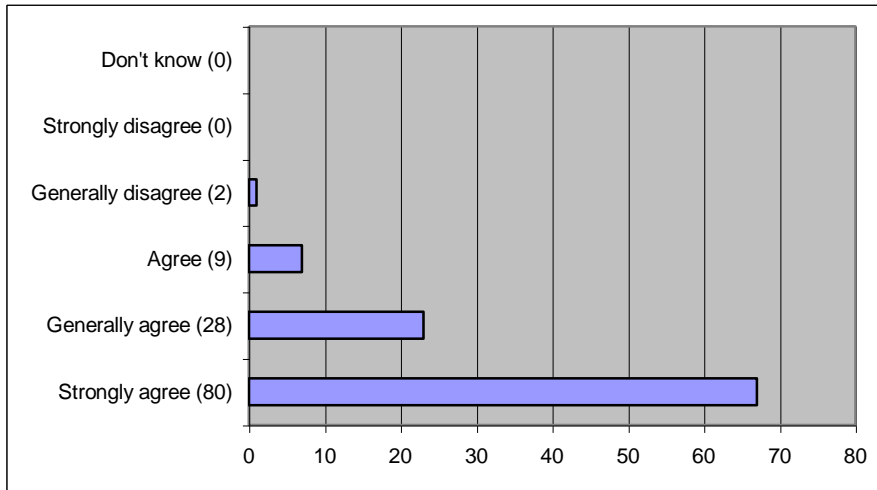
5) If yes please describe how you are involved in distance learning.

Advisor educational television
Developing a distance learning platform
Informal courses provided through online
Planning our own, buying programmes from OU UK
I participate as teacher in a virtual (e-learning) Ph.D program related to information technologies
I train and support Learning Providers in developing e-learning.
Taking Online courses via Telnet
In as much as I'm not living particularly near to the university who are accrediting my PhD
Currently studying final year MA Design & Technology Education at Sheffield Hallam University
I am participating in a interactive tv course which involves learning changing contents and data via web
We are looking to deliver distance learning through Broadband Interactive TV as a learner
Master of Science
Coordinator for approx 100 students in NVQ accounts (AAT)
At our school some e-Learning servers are running. Main field of work: Online Laboratories
I take part in "Minerva/Socrates" National Commission
Yes. Because I not have time
Work with organizations to develop training programs
We got a 2 year project under The Digital Northjylland.
As a student in university distance learning program
Developing materials, piloting with SMEs
I'm the Manager of an iTV course taking place in Portugal and with the participation of European students, and it's part live part online.
Undertaking an MSc Information Technology Practice part time via distance learning
Taking classes myself. Also have an independent study student.
etc the Education and Training Channel running distance learning courses via broadcast television, on PC and video as moving images
Moderator and coach for professional development programme
College has Internet-based MBA program. Also, teach "hybrid" courses involving some face-to-face time plus Blackboard activities.
I teach online computer applications courses.
I am taking graduate level classes via internet
Quality Assurance
Provide distance learning for motor dealer staff
Design online courses, teach online courses
I work for the UK eUniversity project. I have been an online tutor during the past 4 years. I am doing finishing a MPhil on e-learning and ergonomics
Programme(s) co-ordinator and online tutor
to manage distance learning activities, to develop studies, to give consultancy to public bodies
Service Provide (telco) providing broadband e-learning infrastructure
E-learning
Board of director Andalusian open university "consorcio fernando de los rios"
Participating in an online Master's degree program
I teach classes over the Internet.
Student in DL masters program
I took online courses during persuing my master degree.
As a student and facilitator
I am the program director of the master of distance education
Instructional Design for Faculty

Teach on line courses and also student at on line institution
Director of Instructional Technology & Distance Learning
Our corporate organization provides distance learning opportunities
Developed DE events and courses, take courses online personally, and teach online graduate classes to masters degree students. Also evaluate DE opportunities and strategies for government and non-profit projects.
provide student support and instructional designer
I am the Maths & Science Editor for DE materials for Diploma in Primary Education
Conducting media feasibility study to determine best method(s) of delivering segments of courses to students around the world. And then developing the courses to be delivered.
Our department is in charge of faculty support for all distance learning at the university
Our dept provides training and support for both faculty and students taking distance learning courses. DL courses at UWG can be either through the internet or through video-conferencing or a combination of technologies. We also maintain data, assessments, and address accreditation issues.
Supporting the development of e-learning materials
Offer online CPD for teachers
Acting as consultant for those beginning to offer online learning
Development and sales of Learning Portals
Developing infrastructure for interactive digital television
I use Internet as a learning tool
Consultant to several companies involved with distance learning
E-learning courses for corporates
Broadcasting of education programmes
writing for teacher magazines, and books
Developing multimedia learning resources
As an advisor to Ufi
Continuing professional development
I am a distance-training consultant
Teaching in a post-grad
We send a subscription service to primary schools for teacher & pupil use. (Not distance learning in the accepted sense)
At home, during the weekend or the night, I use the distance learning installed in my company for the employees.
Research consultant on distance learning issues
Preparing training for high tech system users to learn how to operate the system.
On-line English education service

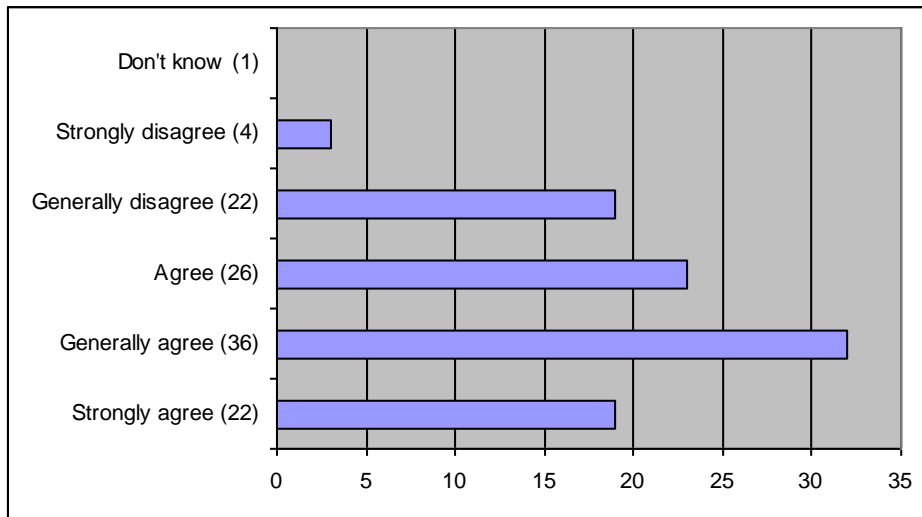
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6) Do you think there should be more ways of making learning opportunities more accessible from the home?



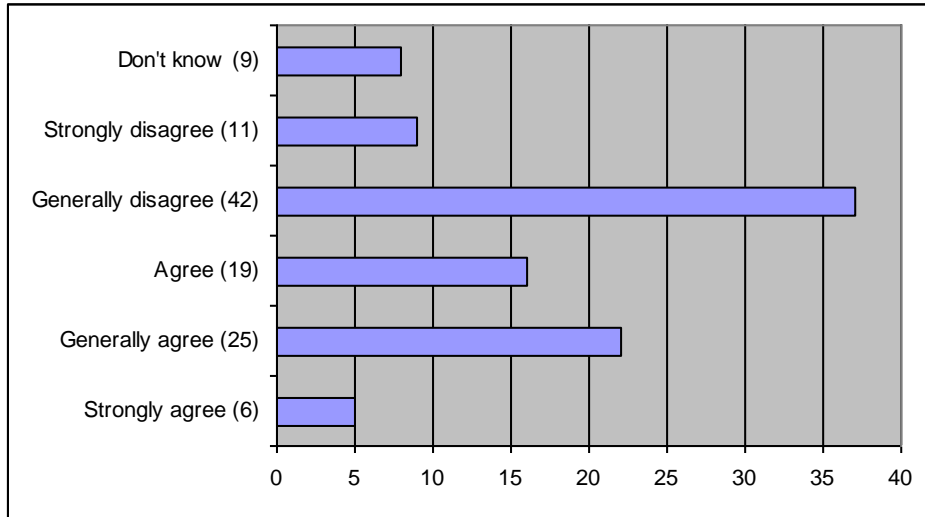
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7) Do you think that having access to learning opportunities through an Internet-enabled computer will meet most peoples' needs for more accessible learning opportunities from the home?



Shown as % with actual numbers in brackets

8) Do you consider that current video-based learning content accessible through an Internet-enabled computer provides an adequate learning experience?



Shown as % with actual numbers in brackets

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9) In the country where you are based what percentage of households do you estimate having access to learning opportunities through an Internet-enabled computer?

<b>Description</b>	<b>Percent</b>	<b>No.</b>
Less than 1%	5	6
Between 1 and 5%	5	6
Between 6 and 10%	8	9
Between 11 and 20%	10	12
Between 21 and 30%	19	22
Between 31 and 40%	16	19
Between 41 and 50%	8	9
Between 51 and 60%	11	13
More than 60%	8	9
Don't know	6	7

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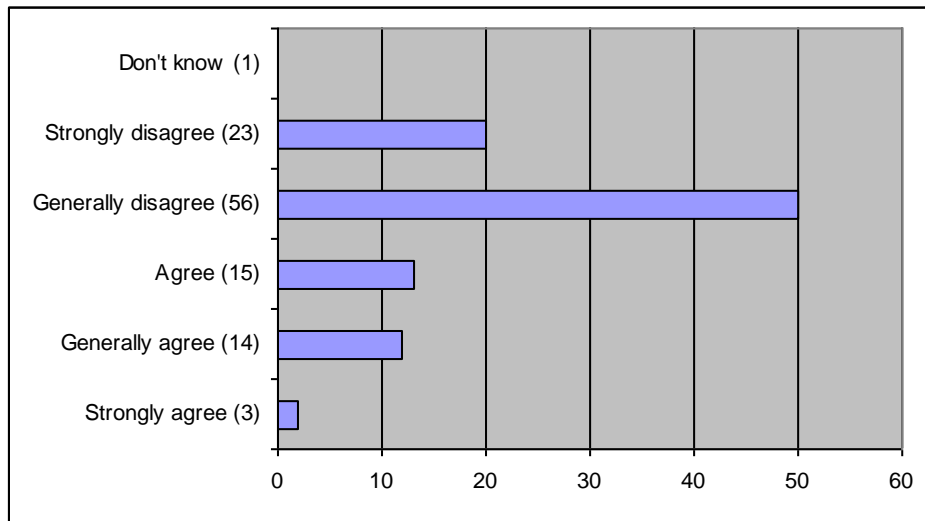
10) In the country where you are based what percentage of households do you estimate has at least one person using an Internet-enabled computer for some form of active and engaged learning?

<b>Description</b>	<b>Percent</b>	<b>No.</b>
Less than 1%	5	6
Between 1 and 5%	25	29
Between 6 and 10%	21	24
Between 11 and 20%	15	17
Between 21 and 30%	5	6
Between 31 and 40%	8	9
Between 41 and 50%	5	6
Between 51 and 60%	3	4
More than 60%	5	6
Don't know	4	5

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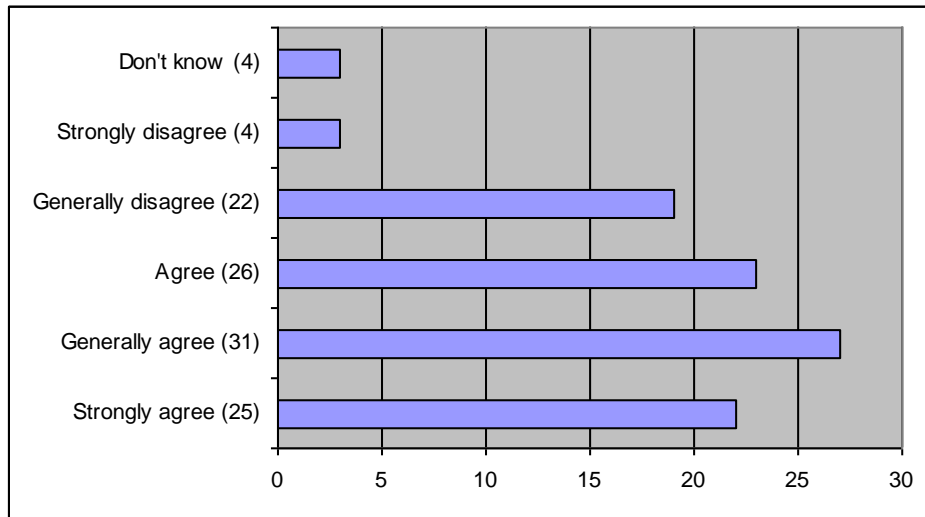


11) Do you consider that the television - in the traditional mode that it has been used - for watching programmes – encourages active and engaged learning?



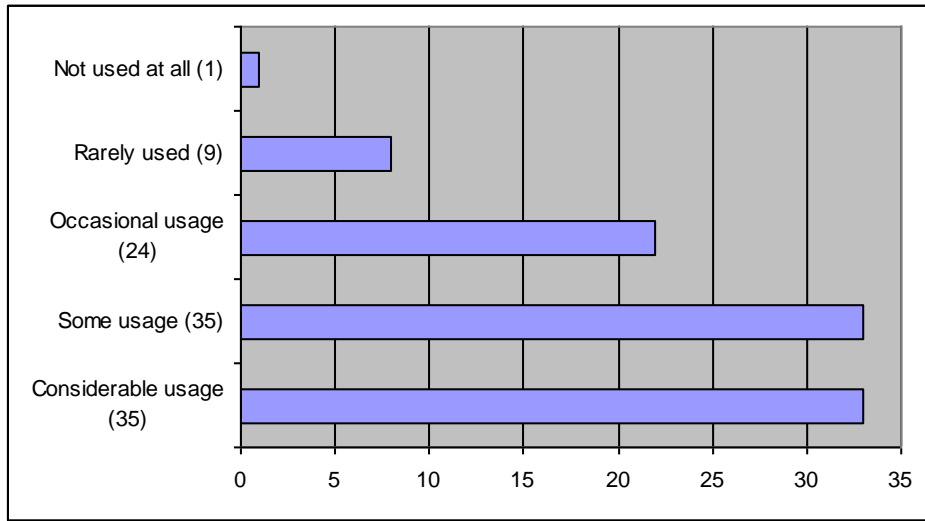
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12) Technology solutions and new services are starting to emerge that could enable video-rich interactive learning materials to be used via a television in the home. If it is possible to request and access interactive learning materials through a television do you consider that this method is more likely to be used than through a computer?



Shown as % with actual numbers in brackets

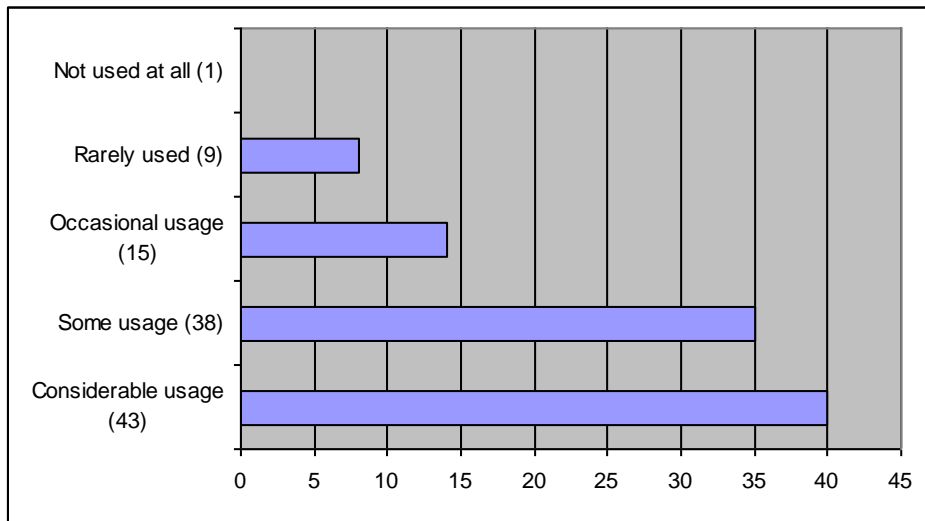
13) Leisure learning activity like gardening or playing golf



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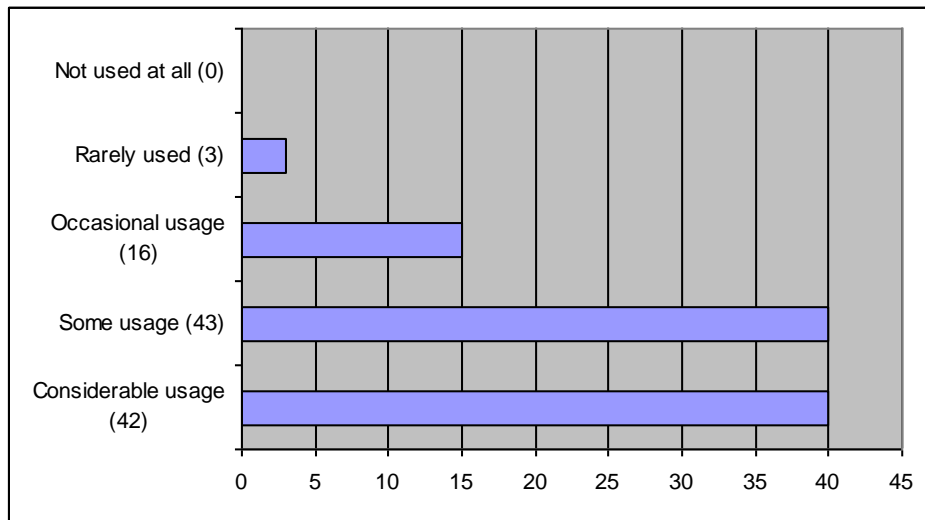
14) A "do it yourself" (DIY) learning activity like how to repair a blocked drain or how to paint a house.



Shown as % with actual numbers in brackets

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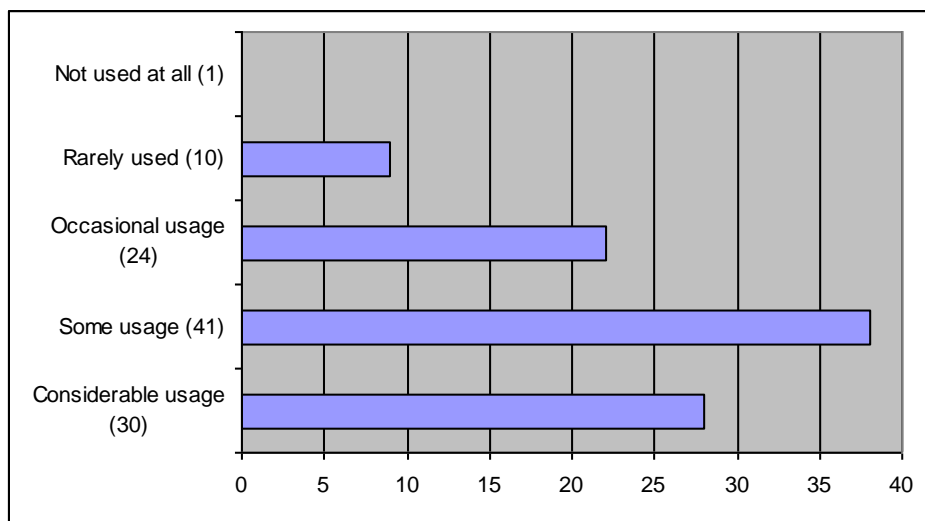
15) For foreign language learning



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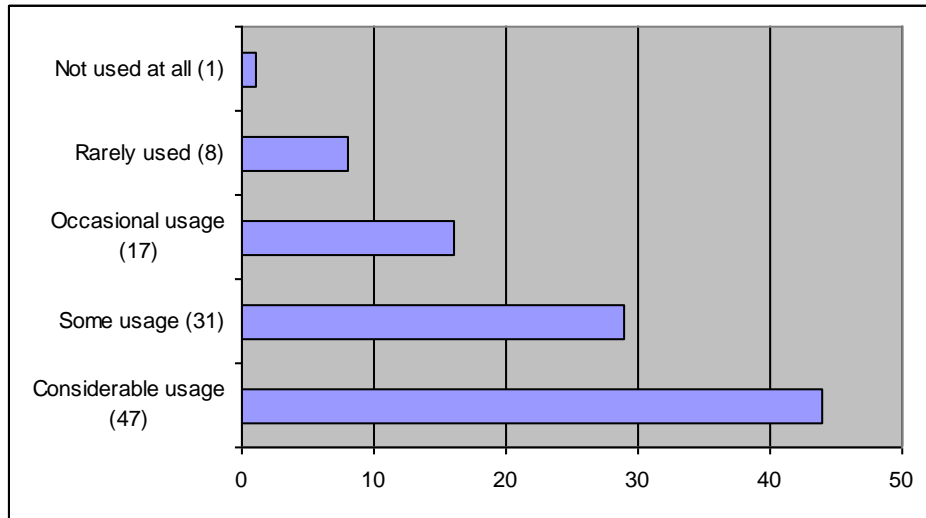
16) For maths or science learning by a secondary school student



Shown as % with actual numbers in brackets

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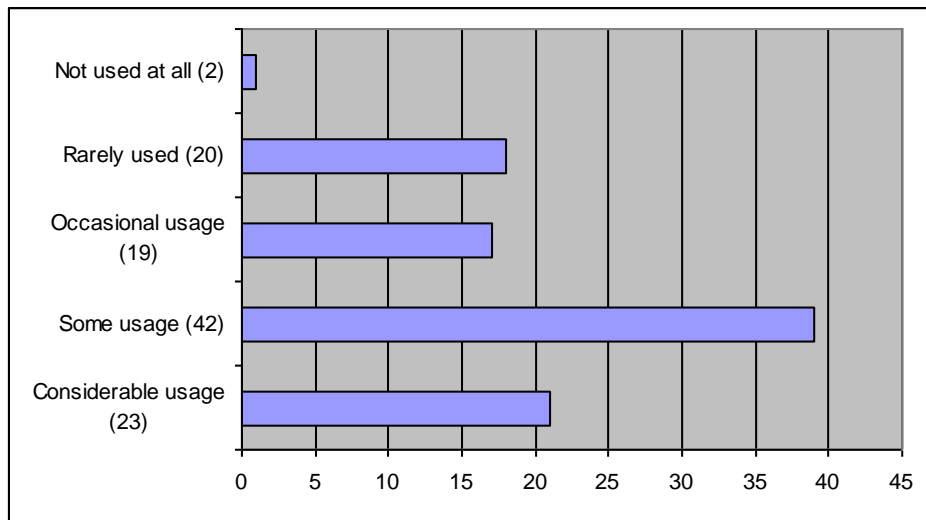
17) For the development of pre-school learning skills for under-fives



Shown as % with actual numbers in brackets

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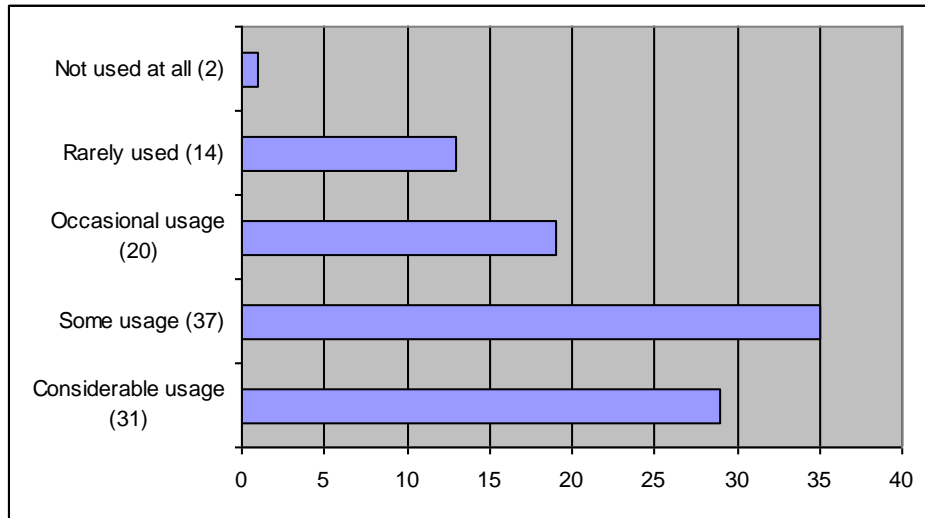
18) For an undergraduate degree course in Humanities



Shown as % with actual numbers in brackets

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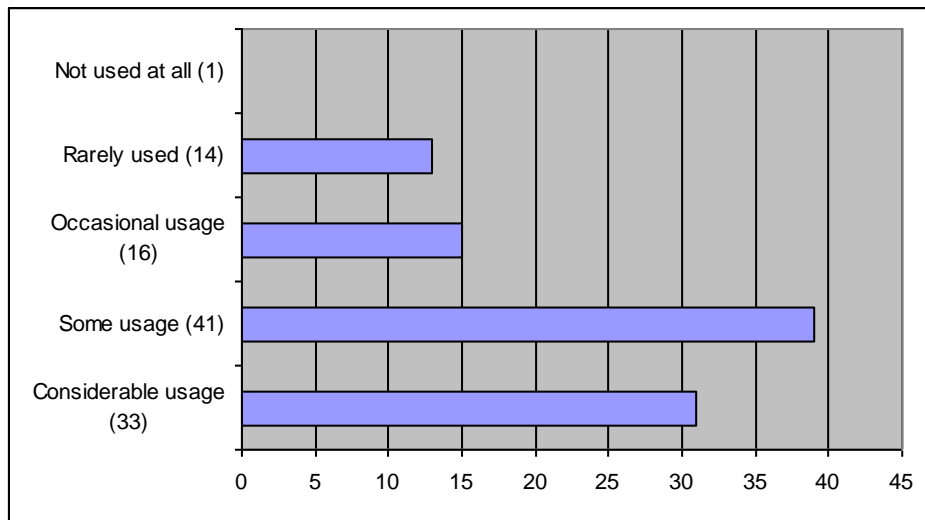
19) For the continuous professional development for teachers or doctors



Shown as % with actual numbers in brackets

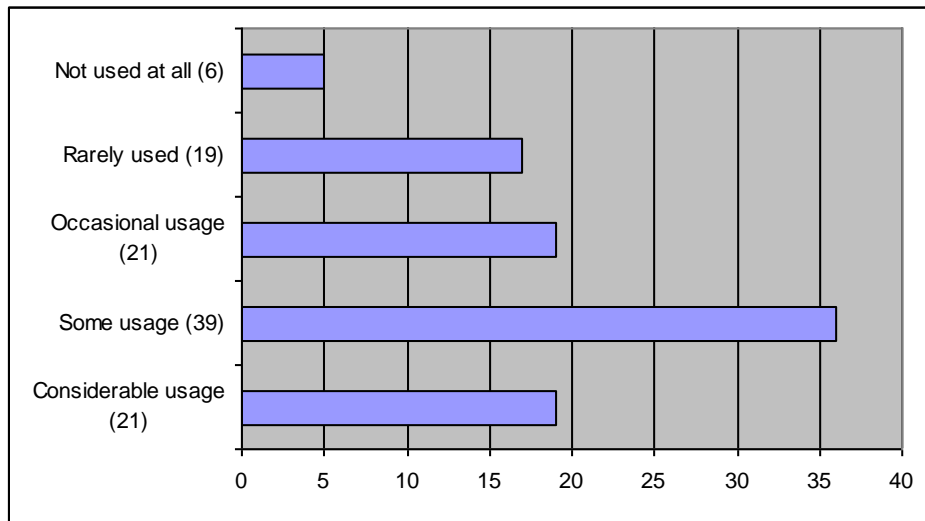
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20) For improving and developing basic skills in numeracy and literacy



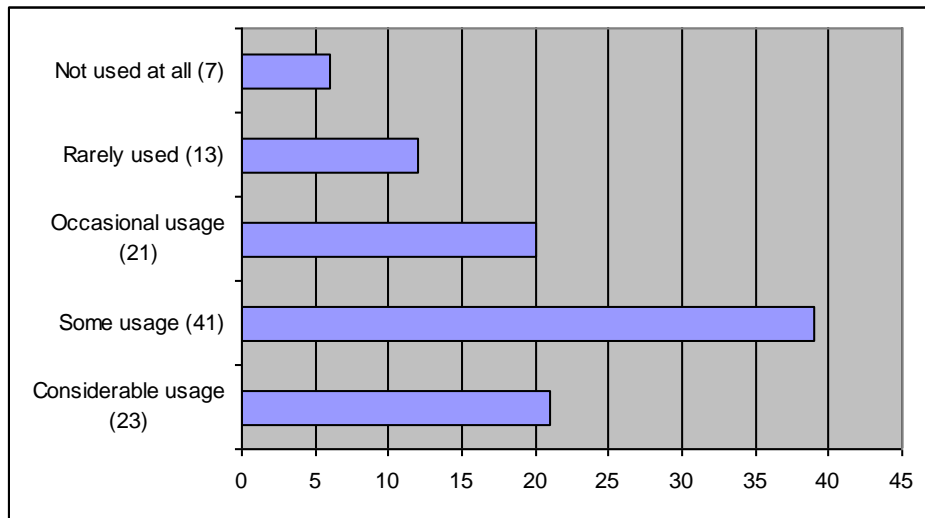
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21) For “soft skills” development like answering the telephone, dealing with a difficult customer or managing a team in the workplace



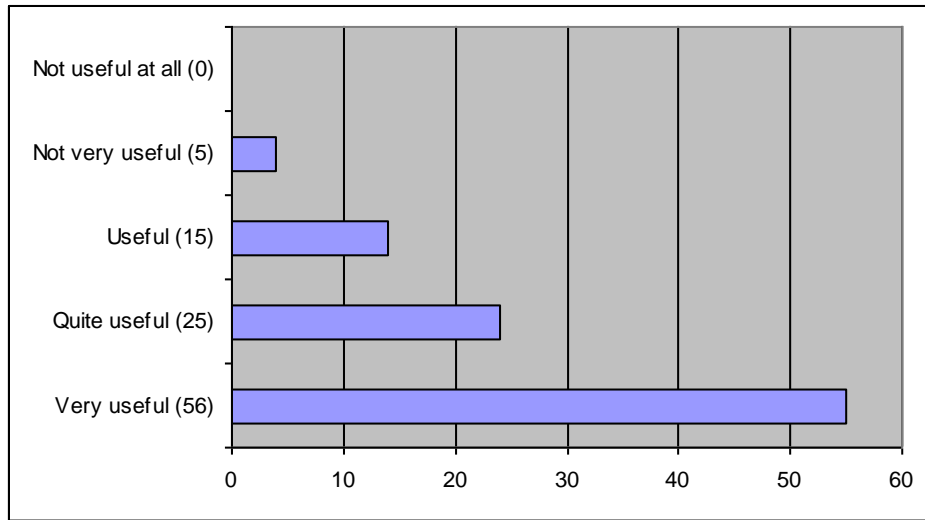
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22) For the development of reading skills by a primary school student



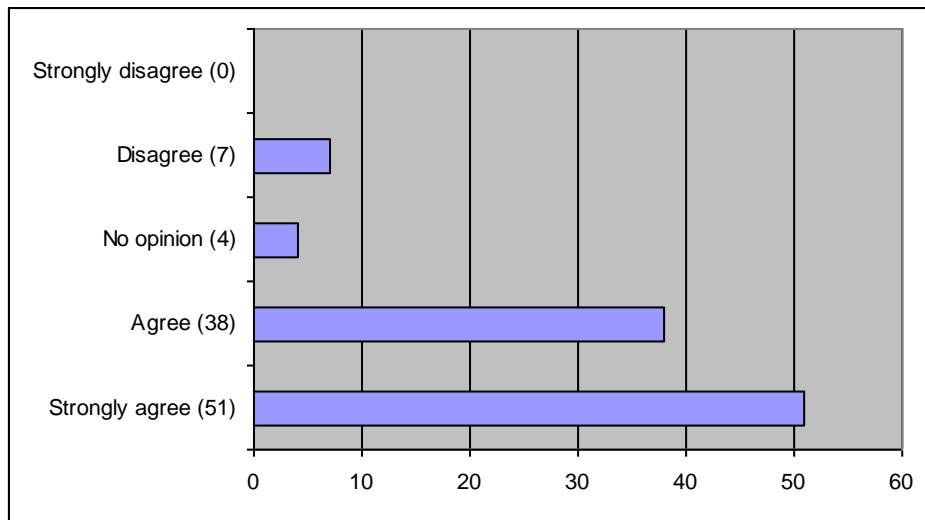
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23) To a certain extent it is becoming possible to personalise interactive learning content to individual learning needs through online (computer-based) learning. If it becomes possible to do this via interactive TV services how would you rate the value of such a facility?



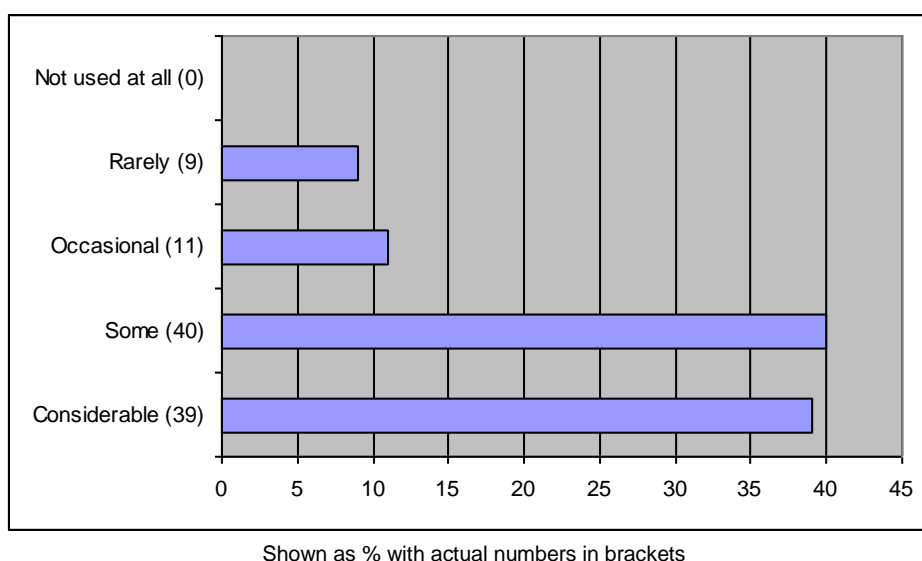
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24) Do you consider that these new ways of using the TV could provide an important way of accessing learning resources?



Shown as % with actual numbers in brackets

25) If it was possible to access a remote live tutor through a television in the home do you consider that there is likely to be a demand for such a service?



26) If you do agree, can you describe the various learning contexts in which a live tutor is most likely to be used?

Foreign languages, humanities, pre-school learning etc.  
 Maths drilling advising on careers language improvement geographical knowledge  
 Feedback and assessment  
 Professional skills development e.g. doctors; Q&A follow up to iTV course  
 For detailed explanations about the general learning materials, to conduct discussions or moderate debates  
 When the parents can no longer help.  
 As an online tutor for lifelong learning and community learning or even as a university tutor for distance learning courses  
 foreign language or high value information for certificated licenses.  
 Learning context in which demonstrations are the key ex DIY, dancing lessons or golf lessons. Also in a learning context where young learners are involved, as they may find it easier to formulate the questions straight away.  
 My immediate experience is in HE. A dedicated time slot with a direct link with a tutor would be very useful  
 So many, even for sociologic support etc.  
 Personal and Group Feedback, Questions and Answer Sessions (like Chat but video rich).  
 Explanation of doubts  
 Delivery of graduate classes Correspondence School for kids living in remote areas  
 disciplinar e apoiar a aprendizagem  
 Advice for distance learning courses  
 Questions and answers to existing probably paper based material.  
 Answering questions  
 Languages, University lessons  
 Engineering  
 Help with language learning, mentor to encourage students.  
 Advices, instructions, encouragement  
 Online expert, chat dialogue, asynchronous discussion list  
 When a person encounters difficulties in solving problems with their chosen course, a live tutor would help them with the solution and subsequently with their progress. The individual



would be able to move at his/her own pace without struggling to keep up with a course that could be more difficult for some people than others.

Soft skills discussion on learning matters

Clarifying; maintaining motivation; challenging

Probably by higher-level students above GCSE level. Children and adults with special needs or low literacy levels would have to be supervised anyway. I wish I had one for my course at times. I have to use e-mail.

Reading, math

In all aspects of a course requiring tutorial support and resource. Discussion groups, questions and answers...: Distance learning can never just be a case of dishing out lectures and texts in isolation

Show me applications, putting the theory into practice, personalised feedback mechanism

Tutor likely to be used to answer students' questions when they encounter difficulty.

To clarify points and confirm understanding of concepts presented also to seek answers to issues raised but not answered in the training materials or sessions.

In a history class, students exchange their view about a historical event and their impact on present.

all levels of education from preschool to Graduate School

Any learning, which is related to some form of vocational training. Possibly those that require the transfer of some skill

Tutorials Presentations Guided 'online' demonstrations

Academic guidance; pastoral support

Specific problems and questions

Coaching, skills instruction, problem solving, mentoring, facilitating and enhancing blended learning

Teaching Computer & Internet skills

People who want an instructor to help them learn the material.

In sparsely populated areas; possibly for learners requiring late pm schedule.

to provide guidance, clarification, answer questions

A live tutor can show students how to do things, or the materials the students need.

If the student doesn't understand the material to be learned.

If the tutor is good, any learning context but most likely adults with high school education

For students with special needs such as attention-deficit or those with learning styles that are significantly different than the instructor's teaching style.

Answer questions in the learning process, provide encouragement, "connect with the student" personalize instruction

To supplement independent learning from home or school assignments.

understanding the content better

To assist those students who are doing home schooling and the parents/teachers are unable to immediately answer the question. Also, for those people who are watching instructional shows but they don't understand something.

To answer just-in-time questions regarding and content or task that is provided. I can see a big need in tutors to assist with computer proficiency skills.

Lectures, workshops, professional development

in prearranged tutorials and for traditionally difficult subjects to learn and assess remotely such as art and design

Problem-solving, pastoral guidance, learning guidance, defining learning paths & objectives, motivating & supporting

Support And Assessment

For any distance learning course as contact with a tutor is really important. Also contact with other students needs to be considered

To tackle particular student difficulties or to provide feedback on issues with a assignment

Exam subjects

Languages

Advice/Guidance Group tutorials One to one help

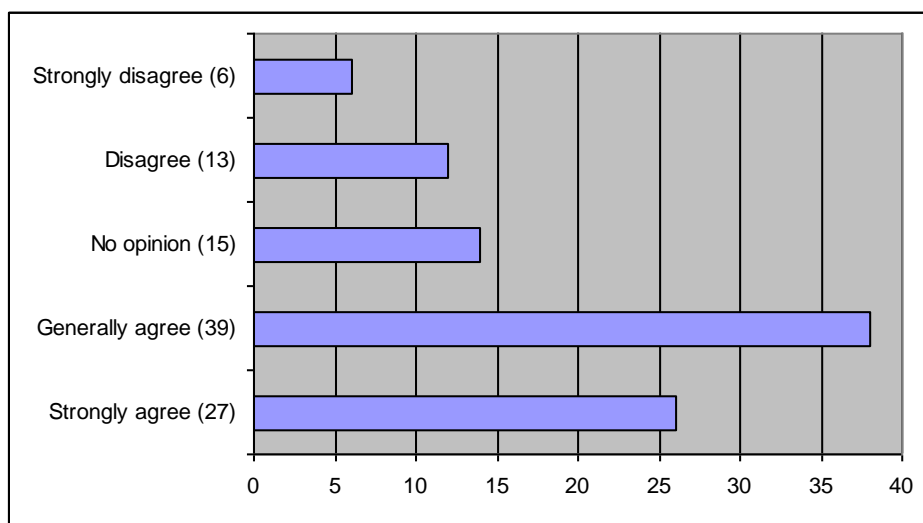
Lectures, conferences

Explains the general learning process, suggests how to use the system, answers questions, collects results, complains and other

When access to normal educational environments is not possible homework helpers in the early evenings revision classes home schooling

To explain in more detail a problem To help with verbal skills (foreign language pronunciation, reading a customer service) Personal feedback  
 Scheduled tutorials  
 One-to-one tuition/coaching  
 For questions about not well explained items. But, to me, those questions can be asked via Internet mail after the course, and replied in the coming days on a shared website.  
 School and higher education courses  
 Tutorial periods, exam preparation, problem solving  
 How to do a critical task (take your own blood pressure, change your baby's diaper)  
 Particularly with respect to more technical subjects such as maths

27) Do you consider that accessing interactive learning resources via a TV will have advantages compared to accessing via an Internet-enabled computer?



Shown as % with actual numbers in brackets

28) If you tend to agree with question 27 can you describe some advantages?

Massive diffusion lower costs standard controls  
 If accessed using a remote control rather than a keyboard it might help those with learning difficulties or those whose first language is not English  
 simpler and cheaper access mechanisms, more bandwidth for information, more up-to-date audiovisual contents  
 Most of people have tv sets and deal better with the television than with a computer.  
 TV is easier to use and we know how to use it!! moreover it would combine advantages of common TV like non stop viewing, better quality in sound and video with better and internet services  
 Enable to communicate with educator and educate for personalization and provide educate with real contents such as audio, video. if two-way education program and system were to provide , the progress of personal class work would be able to be more popular.  
 Family orientated. Continued learning may be seen as an every day occurrence rather than an individual esoteric experience.  
 The amount of data in the web is still to small compared with TV data  
 Cost V PC and 95% penetration in people's homes, video rich content is a PROVEN method of communicating issues. With current and foreseeable (next 4 years at least) compression techniques mean that downloading video clips over the Internet even with a Broadband 512K connection is slow and will "turn" people off. The main obstacle will be getting people off

popular broadcast stuff (Coronation Street, Eastenders and football )and onto the interactive sites luckily there is a lot of poor broadcasting as well!

Widespread use of TV, ease of use and set up.

More familiar and possibly easier to use Hopefully better delivery of video content

TV is more user friendly, cheaper to use than Internet, easier to watch, more interactive

More homes have TV and are more familiar with medium. Better and faster picture quality.

Time

Major access to television

Ubiquitous

All households have TV sets nowadays. PCs cost a lot of money to buy, and a lot of people would need some form of training in order to use them. Everyone can use a TV though! The cost of accessing your course's database or tutor via a TV set would be minimal compared to an Internet subscription.

Fewer inhibitions, faster response from TV?

There are more TVs around and many people are frightened of computers but they may use facilities on a TV as they are familiar with. It is very easy to switch on, but I think a lot would come down to ease of use.

Cost would be less. Ease of using. Less time to access for those who do not have fast access to Internet.

Television is much more widely accessible and distributed throughout the country. Covers a much broader social spectrum therefore can enable poorer sectors to access training. The vast majority of people know how to use a television or video as compared to those who would feel confident using a PC. When viewing moving image resources, it's best to see full screen (which would require broadband). Interactive television can offer the best of both worlds. Moving image helping to maintain personal connection to the course and its providers. Interactive e-mail availability for support. Broadcast also enables a schedule to be imposed along with scheduled tutorial or answer sessions in response to e-mails. This should help to structure learning more realistically and encourage learners to see the course through.

televisions are relatively inexpensive and generally in homes where electricity is available.

There is virtually no learning curve to use the television as compared to a computer.

As long as the learning is on demand at a time and place of the learners choice it will be very helpful. If it is lock step and scheduled and not on learner demand it will be less useful.

Ease of access. Familiarity with TV

Less techno phobic, more of a "home" environment, easier to operate...

No broadband limitations No dependant upon a phone line Wider screen The use of easier to use controls to manipulate the interactive learning experience, hence probably less accessibility constraints

Most folks are familiar with TV; interfacing could be straightforward, requiring very few technical skills; not an intimidating medium; no "set up" problems

technically less intimidating, familiar, standardised

in households where there is more than one tv it will be useful. in families where there is competition for tv viewing it will complicate and challenge using such a technology. it will take family resources to allow multiple users for tv/learning

I think interactive tv would be another media for those who do not know how to use a computer.

Less expensive

Which makes students think they are listening the processors' lecture in a classroom.

I need to know what you mean by interactive learning. With whom is the student interacting?

TV would e "wireless" versus high-speed connectivity needed for computers. Less expense associated with a TV receiver compared to a computer. No need to update software in a TV.

Directed to pre-school children and elementary grades where computer skills are not developed greater access as more homes have TVs than computer and most people are comfortable with the media

Many older people use TVs much more than computers. They "buy in" would be a lot stronger by the older and less educated generations.

1. pl change the "28" in this Q 28 to "27", as you are referring to Q 27. 2. I think accessing resources thru TV will be easy and fast as compared to Internet.

For those individuals who have a hard time seeing and can use the larger screen and also those families who cannot afford to purchase a computer, they would have the same benefits as those who are able to access the internet as it refers to learning recourses.

I would think that the audio and video quality would be better (no slow-down time due to lost connections or low bandwidth). More people know how to use and have access to a TV than they do a computer.

It will probably be more user-friendly.

in the living room always accessible normal environment

Requires less behavioural change than using a PC

access facility (95% of households have at least a TV set)

Better quality and speed of access; user-friendly kit; large screen

More accessible, less threatening to non it literate

Accessibility, we all have TVs. Skills needed to access should be minimal

Greater accessibility to a wider demographic. The possibility of providing a non-threatening presence in people's homes. Provision of rich video based media.

more communal more in-tune with learners' preferred environment less 'committing' than use of a computer, easier to get involved. more opportunistic and leaning could be triggered by TV programmes

Moving image, Accessed via TV in front room

Access by a greater proportion of the population TV remotes present less of a BARRIER than keyboards TV is more acceptable to the disenfranchised

Less IT training required

Bigger screen, most people are confident with TV more than with computer,

a TV would be more appropriate to engage a group of students. This would be of value for children being home schooled or for groups of adults wishing to take a class. You have to be very motivated to learn on your own at a computer. Having encouragement from peers and groups to socialise with around a learning activity could be a real motivator.

Interactive TV has been shown to reach different parts of the population to traditional Internet access. These parts of the population are commonly the ones that would benefit most from more education. For children the TV is considered more fun than the PC and so learning at home would be encouraged. Similarly for families where learning at home is not common the TV would be a 'soft' way to introduce the idea into the household

Edutainment, video rich, ease of use, social inclusion

Ease of use. Lower cost. More engaging experience.

(Question 27). Advantage is better seated in front of TV than computer, however when having a streamed course on PC, I draft simultaneously my summaries and I comment the accompanying PowerPoint slides.

Better video delivery, user familiarity with technology

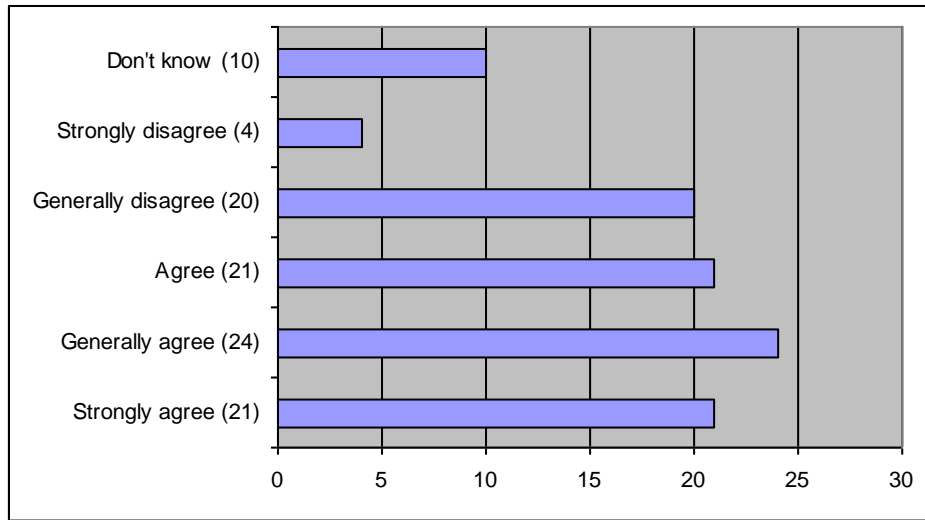
TV generally offers better bandwidth, TV's are in most homes and I probably think more people will become connected to cable access than to broadband internet access.

Easier to access; safer environment

Familiarity, association with leisure

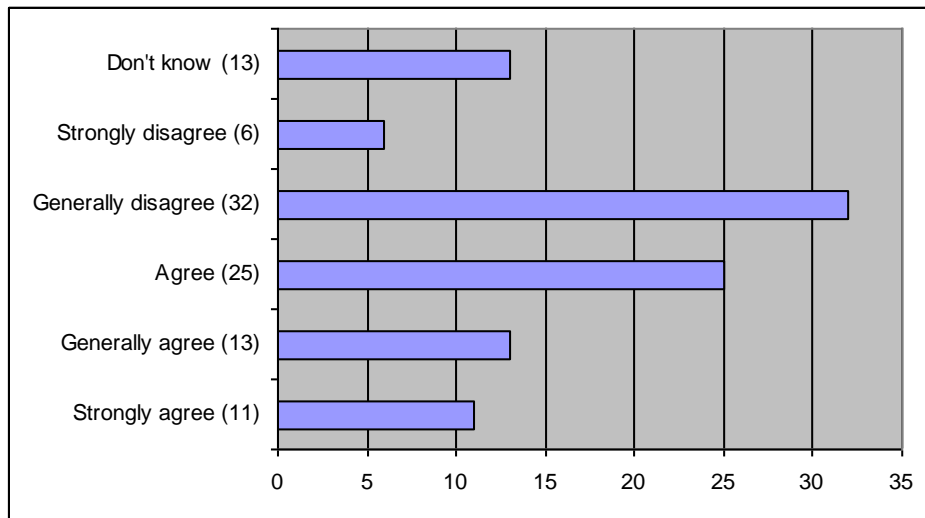
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29) Where households cannot afford to buy the equipment needed to access the various interactive learning services via a TV in the home, do you consider that government should assist in the provision of such services?



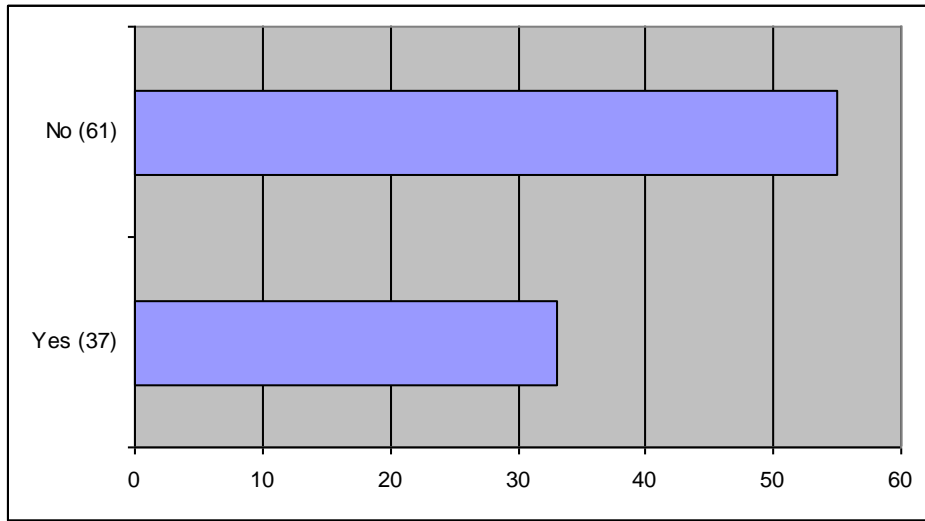
Shown as % with actual numbers in brackets

30) Do you consider that the government resources would be better spent on providing Internet-enabled computer access to the home?



Shown as % with actual numbers in brackets

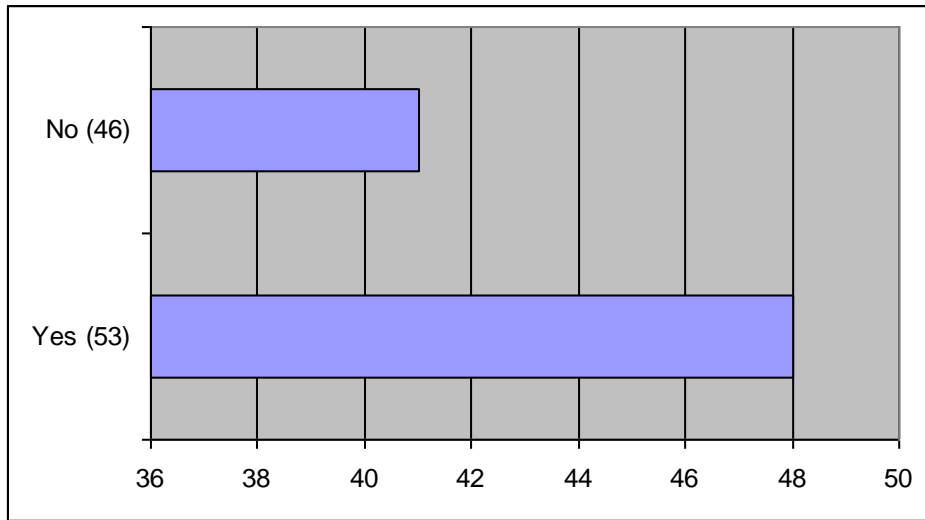
31) Do you already have access to interactive digital TV in your own home?



Shown as % with actual numbers in brackets

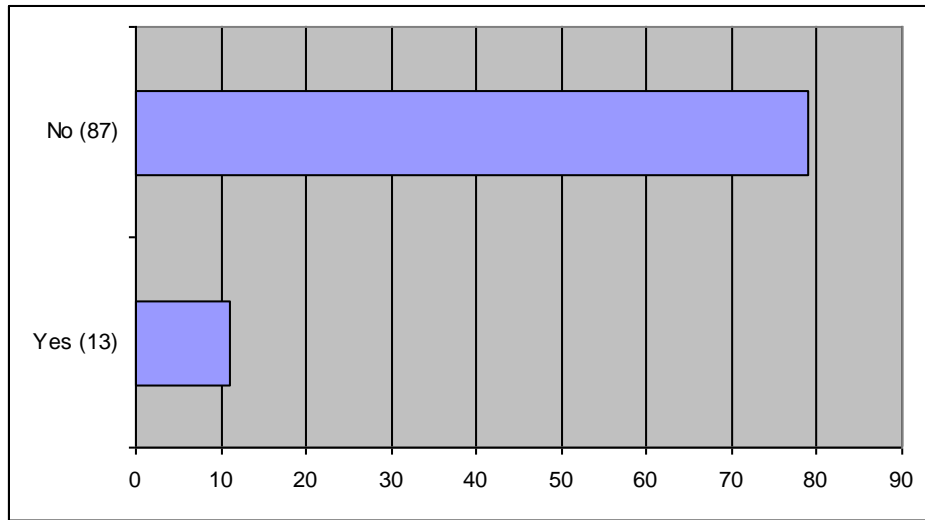
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32) Do you have broadband Internet-enabled computer access in your own home?



Shown as % with actual numbers in brackets

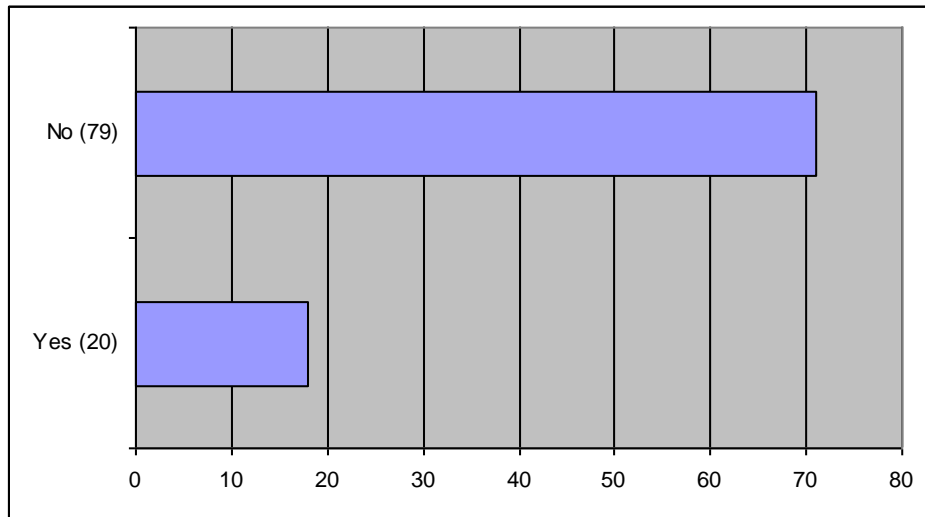
33) Do you use a personal digital video recorder to save TV programmes in your home?  
(Note this is saving programmes onto a box containing hard disk storage like a TiVo box not onto a videocassette)



Shown as % with actual numbers in brackets

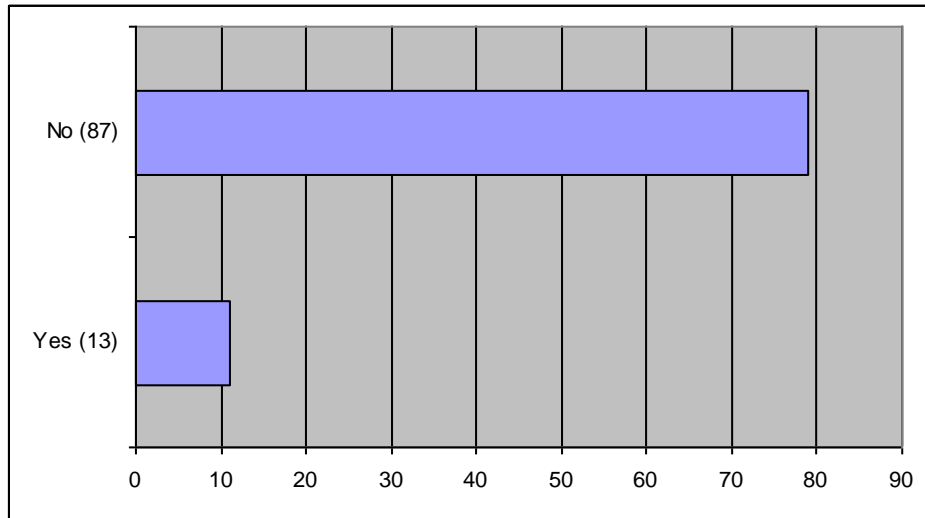
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34) Can you access video-on-demand TV programmes in your home? (Note this is real on-demand not near on-demand as offered by some service providers who schedule a programme every half hour)



Shown as % with actual numbers in brackets

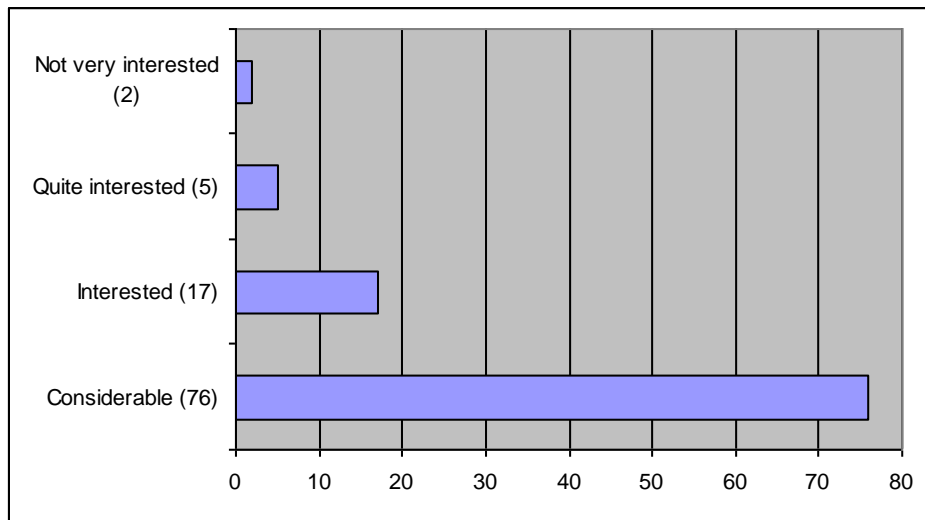
35) Can you access TV programmes via a broadband service through a telephone line?



Shown as % with actual numbers in brackets

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36) How would you rate your interest in educational technology developments?



Shown as % with actual numbers in brackets

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37) Your Name