# Appendix E    Future Scenarios Survey

## Introduction

One online survey was conducted for each of the future scenarios. The results of each individual survey are found below.

When aggregating the results of each individual survey, the respondents described themselves as having the following responsibilities. Although, nearly one third of respondents (Other) considered that they did not fit into any of the main categories, there does appear to be a reasonable spread of respondents who are likely to be important stakeholders in any developments in this area.

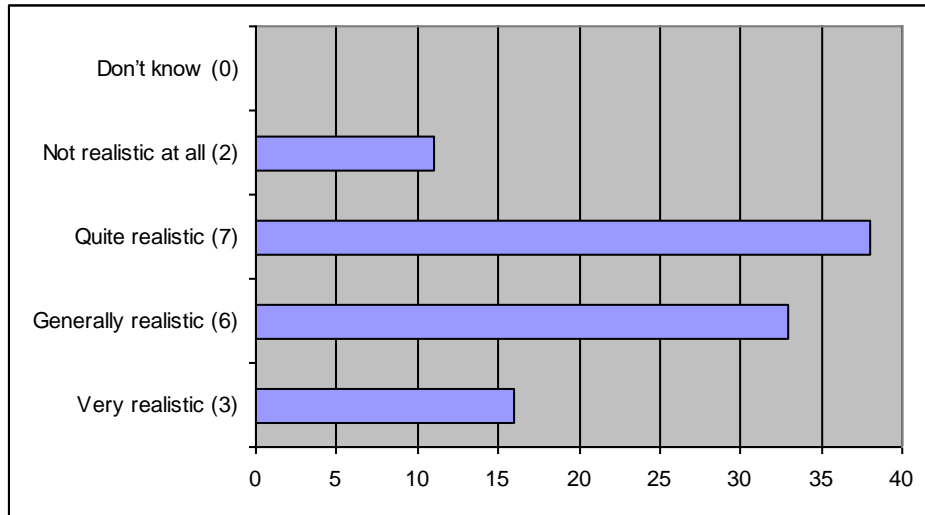| Description of Respondent | % |
|---|---|
| Education/training Advisor/Policy maker at national level in a government dept or an agency | 8 |
| Education/training Advisor/Policy maker at regional/local level in a government dept or an agency | 7 |
| Senior Manager within an educational or training organisation | 14 |
| Middle Manager/ Head of Department within an educational or training organisation | 8 |
| Practitioner – primarily involved in teaching/tutoring | 5 |
| Independent Education consultant | 1 |
| Senior Manager or Advisor/Policy maker in educational broadcasting | 1 |
| Producer of educational broadcast services | 4 |
| Senior Manager involved in interactive TV services | 1 |
| Interactive TV developer | 8 |
| Manager/advisor in a digital TV service provider company | 4 |
| Analyst of the Digital TV market | 6 |
| Other | 32 |

Those in the other category described themselves as: -

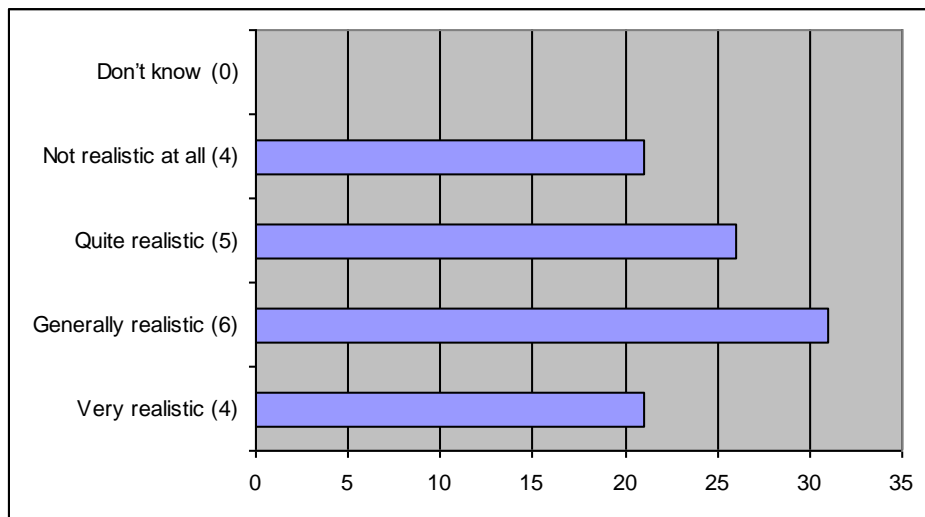| |
|---|
| Digital TV Researcher |
| Community Web Site Manager |
| Postgraduate student |
| TV tech Consultant |
| Independent education and technology consultant |
| Writer/ producer /former teacher |
| Research Student |
| Post Grad student with e-learning background |
| Middle manager in semiconductor industry |
| Researcher |

# *Future Scenario – Results*
## Future Scenario - Continuous professional development for teachers

1) How realistic do you consider the scenario portrays the learning needs?
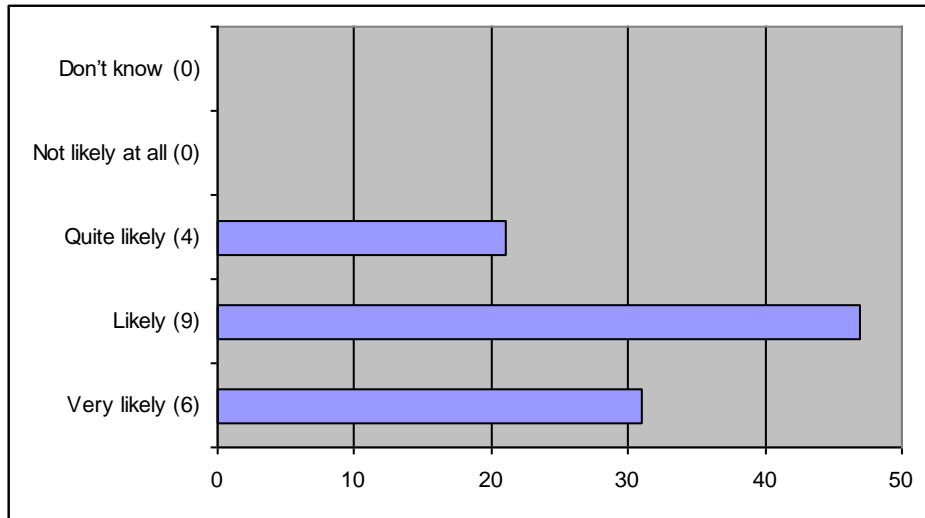


Shown as % with actual numbers in brackets

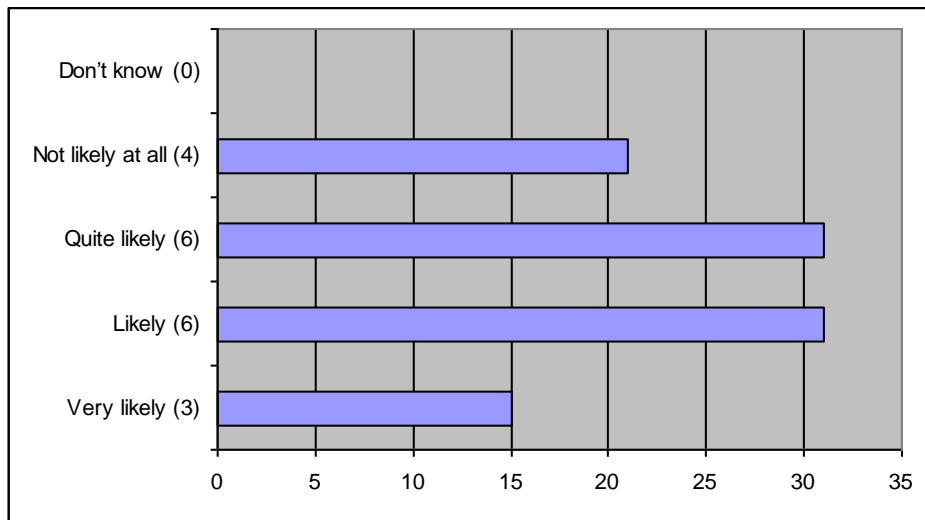2) How realistic do you consider the learning solution to be from an educational perspective?



Shown as % with actual numbers in brackets

3) How likely do you consider the solution to be from a technology perspective?



Shown as % with actual numbers in brackets

4) Do you think the solutions are likely to be viable or sustainable?



Shown as % with actual numbers in brackets

5) Please make any other comments about the scenario including the technology solution, whether certain aspects of the scenario are not viable and how the scenario might be improved to make it more realistic. In addition please make any comments about the market conditions in which this scenario may operate.

*Comments Received*

"need to connect with other teachers, and engage with material more"

"Technology already exists"

"Marcello may wish to develop a strategy that is not offered as an option. This scenario is all about content delivery and selection from that content. It does not support creative problem solving."

"I like this. I think the learning situation is realistic and the proposed solution sustainable. I like the way the technology is being used to support the training needs and not dictate the training methods leaving the trainee to drive the session himself dependent on his personal needs."

"The main issue that occurred to me is the overlap between the teacher's work and his personal time. Will the availability of the technology mean that teachers are expected to do additional work?"

"such scenario would be more feasible and flexible if the iTV service is broadband (cable or dsl), since it would be less expensive to make available content such as videos"

"Most teachers have yet to decide how to use today's online materials - and there isn't a lot of consensus among the providers of learning materials either. Some study their lessons the night before, some download practical materials, some use the web as a visual aid in lessons, some let the pupils sit at the screen and study the materials themselves. I'd like to see a clearer distinction between the different uses to which Marcello will put the material - in other words, make the publishers decide and design distinctively. This scenario seems a very long way from the real world of education in terms of availability of equipment (particularly in the teacher's home). OK, Marcello may be a well-off teacher - private means - but will he have access to compatible equipment in the classroom? "

"I considered the scenario to be a bit unrealistic in that it takes a teacher with an interest in his subject and who follows that interest to gain more personal knowledge of that subject. Which is fine, and quite realistic. What I find unrealistic is the assumption that the material online, via the television would be up to date and able to be slotted into an existing school curriculum. Not only that, the science of genetics is such a new and troubled one, that it is unlikely that it would be included, except in the most general terms, into learning for many years to come. As for the technology - I can quite see it happening."

"The technology solution is possible depend mainly on the spectrum available. The market conditions depends mainly in the government subsides."

"My reference is Brazil reality which is quite different from UK stand point. Public teachers will not have this access to technology at home and part of this infrastructure has to be placed at school. Still, distance education is very possible specially over ITV and Brazilian have this culture, with small adjustments, this is a kind of service we are going to make a trial very soon. We also have to consider the DTT instead of DTH, or both realities at all. Regard to this, some considerations have to be made in the bandwidth and capability of download certain amount of information."

"It's very hard to answer the question 'how likely' unless you give a date by which time the scenario might have happened. This applies to all the scenarios."

"I think that several disciplines could find such a scenario useful. I believe that a weak point of the scenario is the hidden pedagogical orientation. Storing and watching a video is not implying learning. I would also prefer an enhancement for the realization of an on-line community."
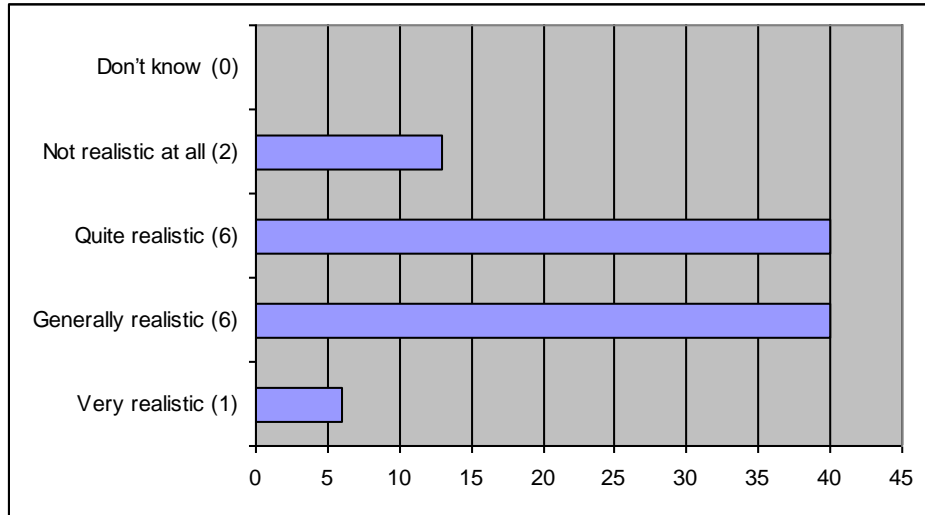
"Teachers in the UK will find this difficult as they get most of their DPD in school and this is tied to the hours they work. Doing 'extra' will not be popular!"

6) How to you best describe yourself?

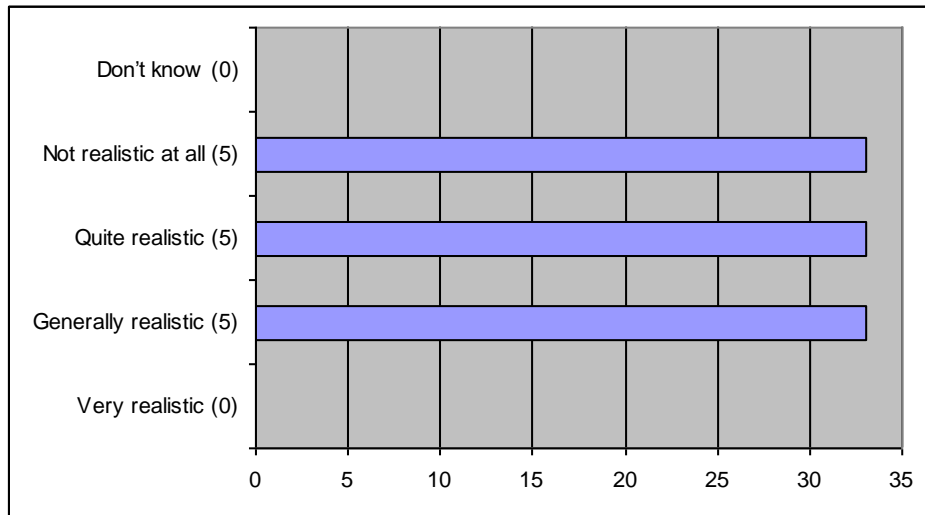| | | |
|---|---|---|
| Education/training Advisor/Policy maker at national level in a government dept or an agency | 3 | 15 |
| Education/training Advisor/Policy maker at regional/local level in a government dept or an agency | 1 | 5 |
| Senior Manager within an educational or training organisation | 2 | 10 |
| Middle Manager/ Head of Department within an educational or training organisation | 2 | 10 |
| Practitioner – primarily involved in teaching/tutoring | 2 | 10 |
| Independent Education consultant | 1 | 5 |
| Senior Manager or Advisor/Policy maker in educational broadcasting | 0 | 0 |
| Producer of educational broadcast services | 1 | 5 |
| Senior Manager involved in interactive TV services | 0 | 0 |
| Interactive TV developer | 1 | 5 |
| Manager/advisor in a digital TV service provider company | 0 | 0 |
| Analyst of the Digital TV market | 1 | 5 |
| Other | 5 | 26 |

## Future Scenario - Home-school links

1) How realistic do you consider the scenario portrays the learning needs?
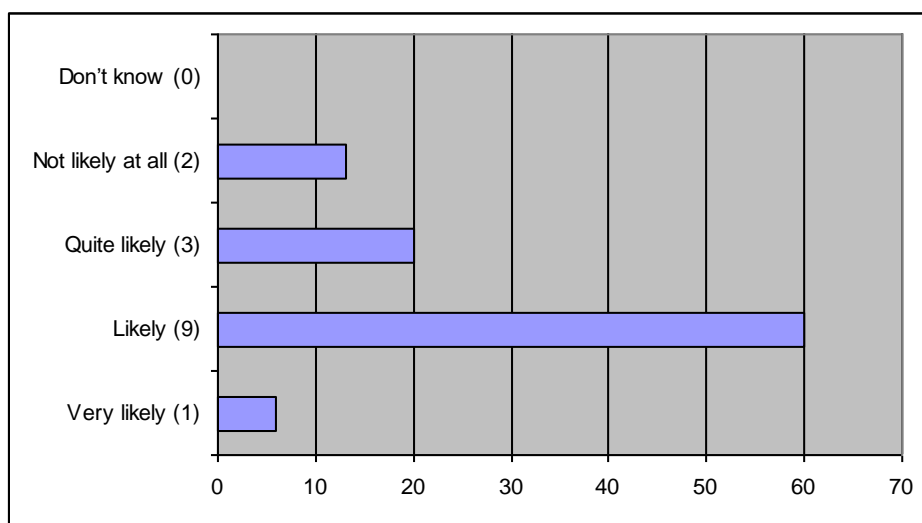


Shown as % with actual numbers in brackets

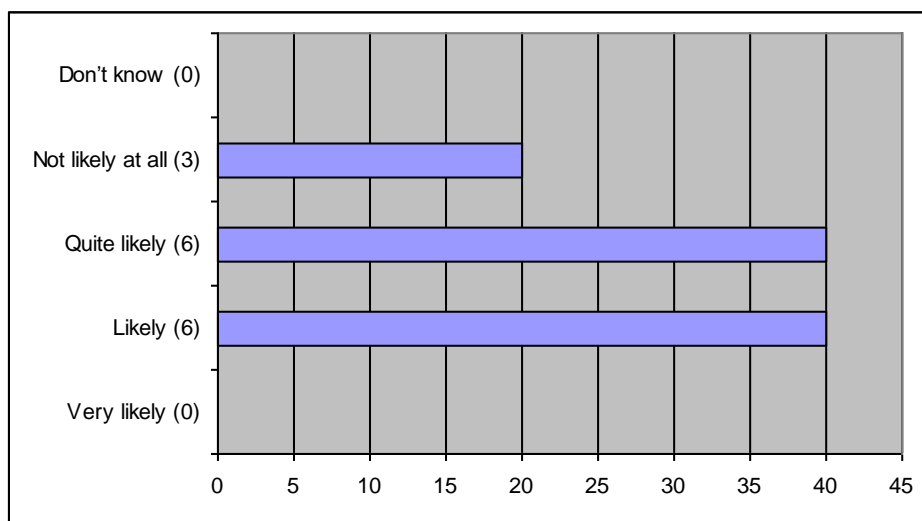2) How realistic do you consider the learning solution to be from an educational perspective?



Shown as % with actual numbers in brackets

3) How likely do you consider the solution to be from a technology perspective?



Shown as % with actual numbers in brackets

4) Do you think the solutions are likely to be viable or sustainable?



Shown as % with actual numbers in brackets

5) Please make any other comments about the scenario including the technology solution, whether certain aspects of the scenario are not viable and how the scenario might be improved to make it more realistic. In addition please make any comments about the market conditions in which this scenario may operate.

*Comments received*

"Teacher time to make the videos?"

"The limitation here is the initiative of the teachers themselves.  I believe the technology exists and could be modelled to this purpose--and I personally would love to see such updates--but can't imagine that many teachers would take the time to do it"

"Technology exists however this would put an extra burden on teachers and as with all media stuff he will be expected to give a good performance. Likely to be extra cost for the school and parents may not wish to pay any extra for such a service."

"Perhaps the biggest problem with this scenario is that relies very much on the teachers ability to go beyond the traditional teaching skills and become media literate people able to record, edit video as well as make these content available in a non-linear way

"Video and other diaries are already a well-established use of media in education. It is a short step from their use off-line to their distribution via broadband to and from the school."

"The technology used in this scenario is possible, depending on mass market uptake by major commercial organisations.  As to the likelihood of it happening, I really cannot see a teacher putting in such a large amount of extra work on top of the volume they already have to do, on the off chance that a parent will be sufficiently bothered about their child's education to read the video diary."

"In the DTT scenario there is a bandwidth problem to VoD."

"Considering the communication services between parent and school-teachers via ITV, this kind of interaction proposed does not make a lot of sense form a methodology stand point. For what parents want to see by video what happened during the week in the classroom, I couldn't understand the advantage of this service, but may be it is fine for pre-school kids. I think this scenario could be more explored if we establish this open communication channel between teachers and parents, involving them in the learning process, getting in touch with teachers and vice versa, despite of formal meetings. Parents and teachers have to communicate, to share responsibilities about this kid education, to do some kind of control in the learning and education process, to participate and make sure the kids performance is growing and the kids are happy in the school with their parents helping and supporting. I think you should refine a little bit this scenario."

"As before, by what year is this 'likely'?  In this case, to leave the child out and have the parent checking what he did out without his involvement is highly undesirable!"

"This scenario is quite interesting. And focuses on a clear market segment. I believe that there are two basic obstacles. The first and most important is the maturity of parents to facilitate technological equipment. The seconds is the same but refers to teachers. Both of them can be handled with extensive campaigns."
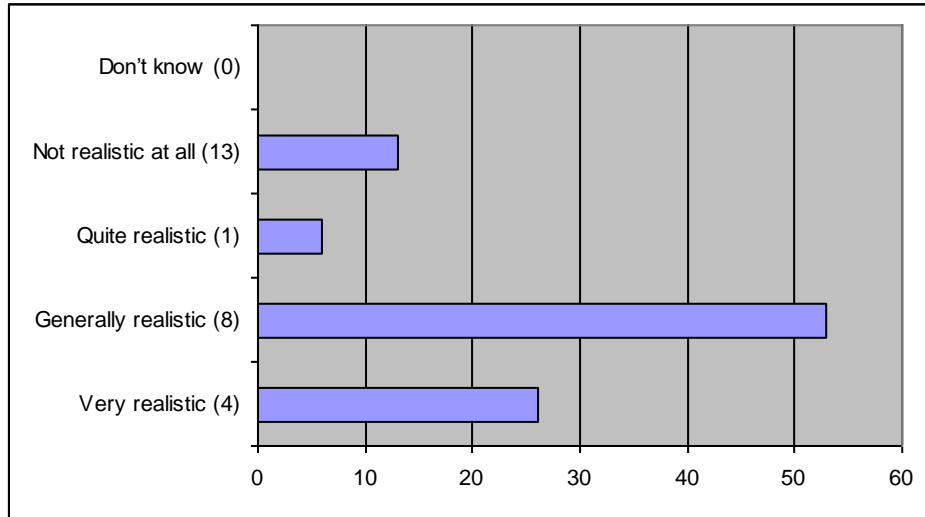

"A very bright child who can work independently. What about the rest?"

6) How to you best describe yourself?

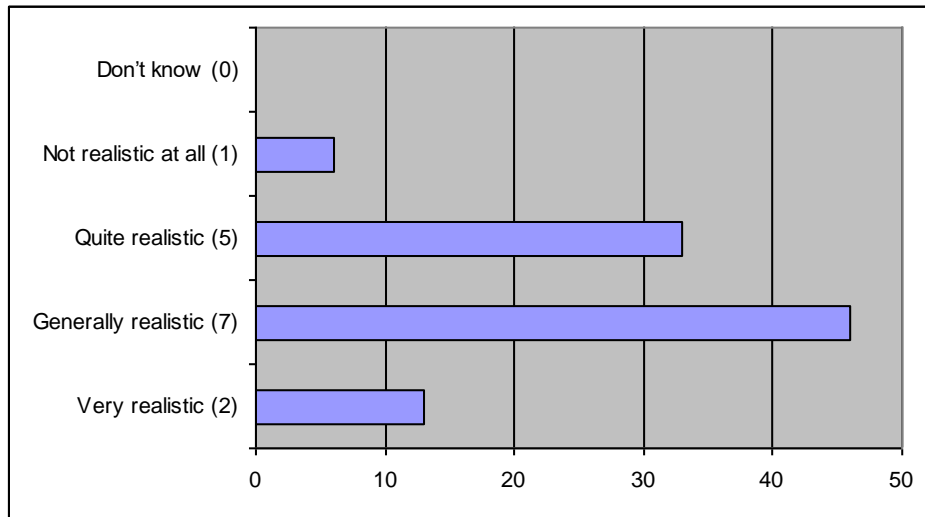| | | |
|---|---|---|
| Education/training Advisor/Policy maker at national level in a government dept or an agency | 1 | 6 |
| Education/training Advisor/Policy maker at regional/local level in a government dept or an agency | 1 | 6 |
| Senior Manager within an educational or training organisation | 2 | 13 |
| Middle Manager/ Head of Department within an educational or training organisation | 2 | 13 |
| Practitioner – primarily involved in teaching/tutoring | 1 | 6 |
| Independent Education consultant | 0 | 0 |
| Senior Manager or Advisor/Policy maker in educational broadcasting | 0 | 0 |
| Producer of educational broadcast services | 1 | 6 |
| Senior Manager involved in interactive TV services | 0 | 0 |
| Interactive TV developer | 1 | 6 |
| Manager/advisor in a digital TV service provider company | 0 | 0 |
| Analyst of the Digital TV market | 2 | 13 |
| Other | 4 | 26 |

## Future Scenario - Remote Mathematics Tutor

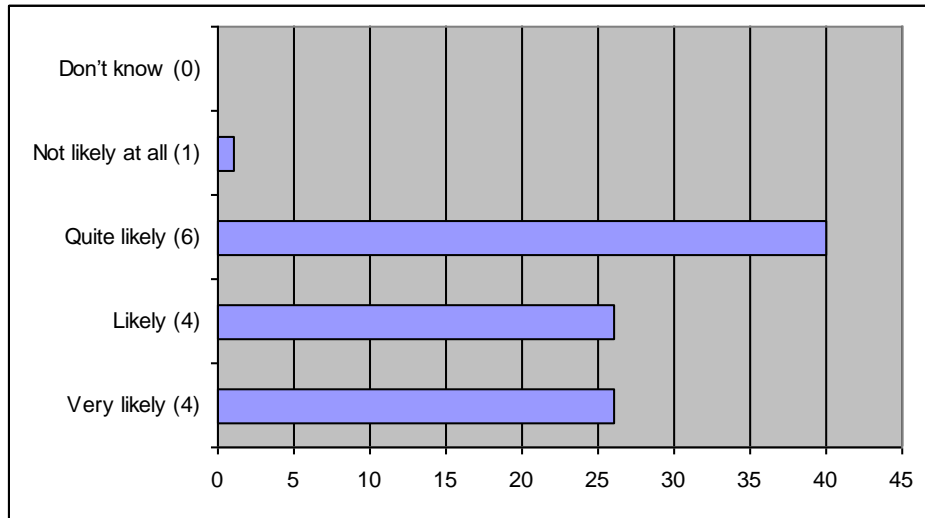1) How realistic do you consider the scenario portrays the learning needs?



Shown as % with actual numbers in brackets

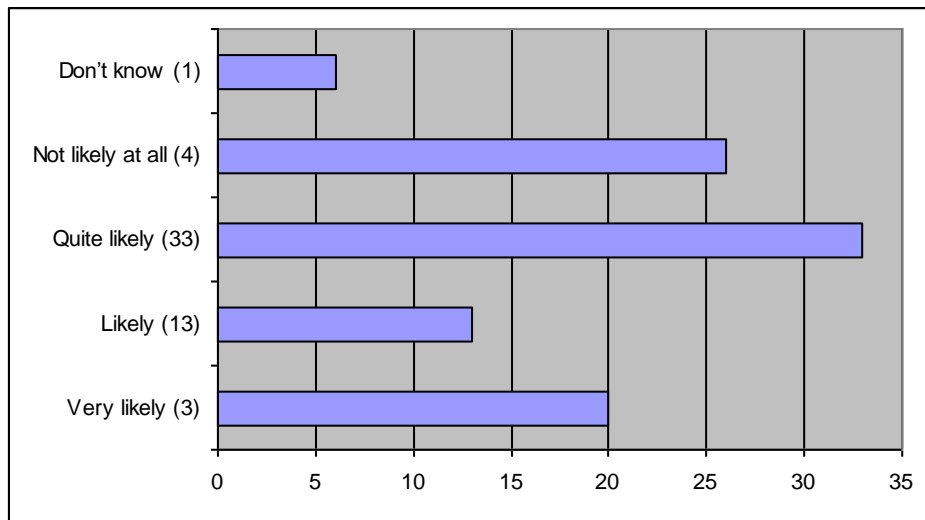2) How realistic do you consider the learning solution to be from an educational perspective?



Shown as % with actual numbers in brackets

3) How likely do you consider the solution to be from a technology perspective?



Shown as % with actual numbers in brackets

4) Do you think the solutions are likely to be viable or sustainable?



Shown as % with actual numbers in brackets

5) Please make any other comments about the scenario including the technology solution, whether certain aspects of the scenario are not viable and how the scenario might be improved to make it more realistic. In addition please make any comments about the market conditions in which this scenario may operate.

"Several tutoring companies are making steps toward this. In the US, dealing with the highly proprietary cable service providers is the central challenge."

"You say nothing about the quality of the on-line Maths tuition. Most (state of the art) AI maths tutors have had very partial success. Non-Ai maths software does not actually teach very well

at all. Failure in maths requires a level of diagnosis the best systems currently available have failed to deliver."

"I myself have managed an online professional development programme for teachers as a recent pilot for the DFES. The scenario and suggested solution is fine in a small programme but on a large national rollout available to all students would take a large number of tutors in order to provide an almost on-demand service. I wonder if you have modelled this aspect linking it to take-up. I like the way in which you are using broadcast to display to the student. I guess a similar type of function can be created with Net meeting type software. With the take-up of broadband this will become a more accessible resource. Thank you."

"If the service was available also for PC users its feasibility would improve"

"Using idTV (and very expensive multiplex bandwidth) seems an odd way to go about video conferencing when the technologies described in the previous scenario are so much better suited - Person to Person TV is more likely to be delivered via IP broadband than idTV."

"A very good scenario, a very good and realistic technical solution, but - I cannot see it being viable or sustainable unless you could get a lot of the major banks to fund it. Maths is not sexy, no one wants to know, other than the banks."

"This is exactly the problem I had when I was little and I think it would have helped me."

"This service is pretty much the same as we have in Internet - web teacher, web tutor and so on. Pay a huge amount of money to get this class/training does not fit Brazilian reality, but some sort of this service is possible without this virtual tutor. On the other hand, depends on the tech solution we are talking about, a intelligent agent with artificial intelligence is able to do this job and also talks to other agents and so on. I don't like very much this virtual tutor with pre set up answers, but it might work in technological subjects. I think this solution is not a general one and doesn't fit all subjects. We have to be careful, because it is also not recommended to al ages and situation. In the scenarios, generally, the target public has to be considered and we are not able to extrapolate to another diverse situation. This scenario is like distance education via web- it is not good for everybody"

"Again, by when? Also something will need to be done to provide on line credits for students from poor backgrounds."

"Scenario is closely related to realistic learning needs. The only problem I can imagine is how many different clients could be served at a time and how many tutor would be required to support a numerous - huge client base. Because in my perception it seems quite difficult in technological terms to support a huge number of students. More over I am wondering if iTV is better facilitating the profiling of users since it is supports a pay per view model. From this perspective an extensive profiling of customers could led more adaptive learning."
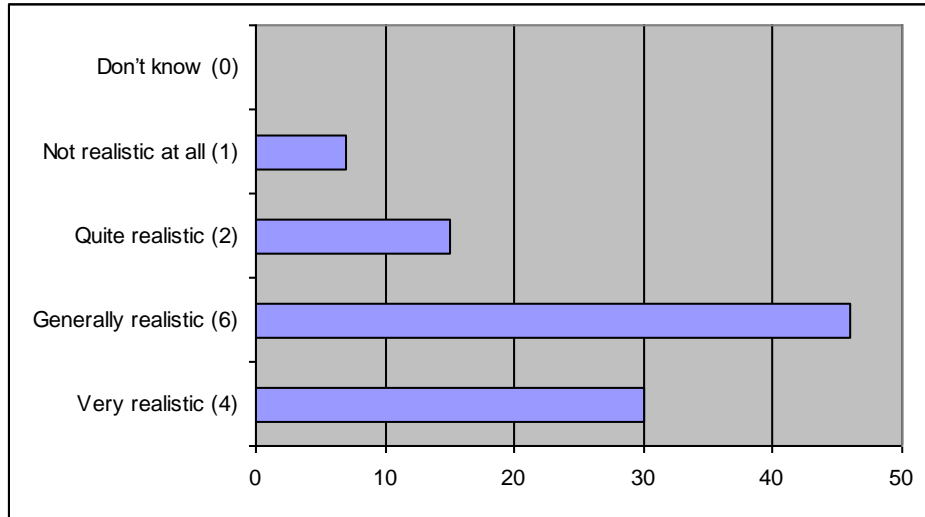
"Well-off concerned parents would make the most of this."

6) How to you best describe yourself?

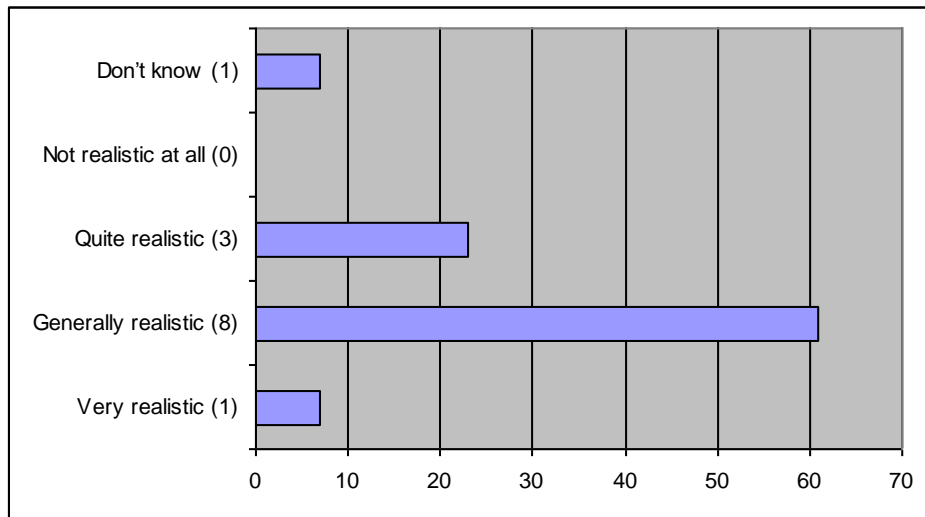| | No. | % |
|---|---|---|
| Education/training Advisor/Policy maker at national level in a government dept or an agency | 2 | 13 |
| Education/training Advisor/Policy maker at regional/local level in a government dept or an agency | 1 | 6 |
| Senior Manager within an educational or training organisation | 2 | 13 |
| Middle Manager/ Head of Department within an educational or training organisation | 1 | 6 |
| Practitioner – primarily involved in teaching/tutoring | 0 | 0 |
| Independent Education consultant | 1 | 6 |
| Senior Manager or Advisor/Policy maker in educational broadcasting | 0 | 0 |
| Producer of educational broadcast services | 1 | 6 |
| Senior Manager involved in interactive TV services | 0 | 0 |
| Interactive TV developer | 1 | 6 |
| Manager/advisor in a digital TV service provider company | 1 | 6 |
| Analyst of the Digital TV market | 2 | 13 |
| Other | 3 | 20 |

## Future Scenario - How do I? Do it yourself (DIY)

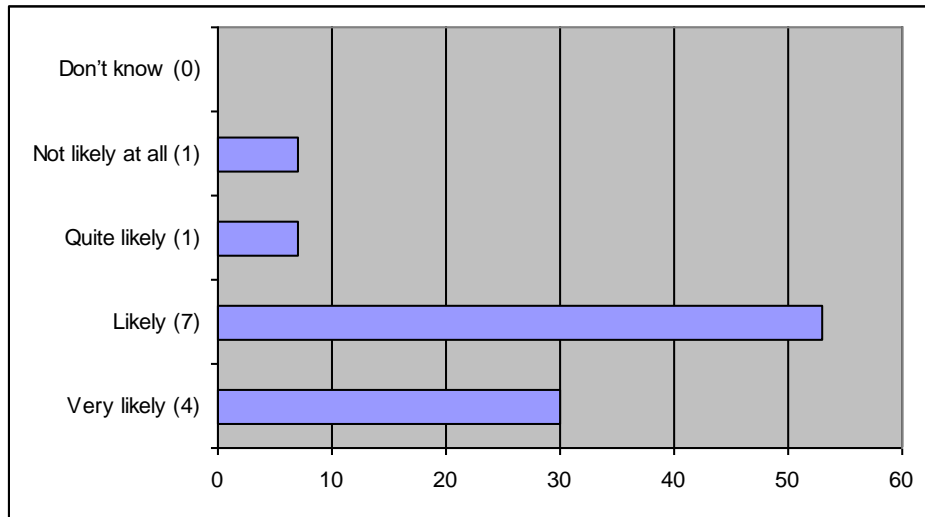1) How realistic do you consider the scenario portrays the learning needs?



Shown as % with actual numbers in brackets

2) How realistic do you consider the learning solution to be from an educational perspective?
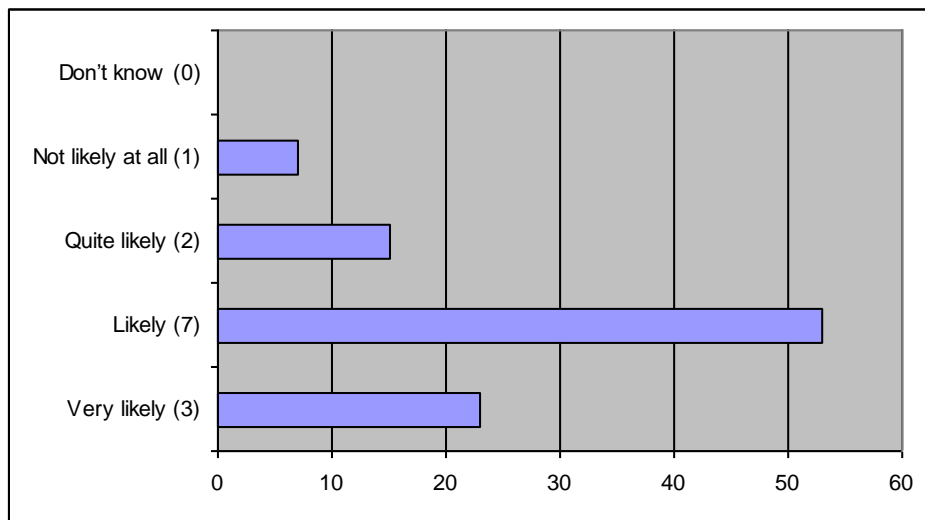


Shown as % with actual numbers in brackets

3) How likely do you consider the solution to be from a technology perspective?

Shown as % with actual numbers in brackets

4) Do you think the solutions are likely to be viable or sustainable?



Shown as % with actual numbers in brackets

5) Please make any other comments about the scenario including the technology solution, whether certain aspects of the scenario are not viable and how the scenario might be improved to make it more realistic. In addition please make any comments about the market conditions in which this scenario may operate.

"The main problem would be access to a digital PVR. These are not particularly common and are priced beyond many people."

"The main issue would probably be around the actual infrastructure costs to deliver an on demand service such as is proposed for digital cable, as the ROI is over an extremely protracted period of as much as a 5- 10 yrs"

"This scenario is a small step from today's uses of idTV and is a natural extension of the one-to-many system which underpins idTV."

209

"With the massive growth in DIY in the UK over the past few years I can see this being viable simply because of the number of companies who would be interested in becoming partners in this field."

"This kind of approach will solve the advertisement industry a and also is the face of TV - images, quick solutions, easy going, friendly, very accessible, no cost or sponsored by a company which induces you to buy its product. This is the new way of using TV and education to add value to a product"

"Automatic erasing of downloaded material from PVRs will infuriate customers to such an extent that vendors will soon stop doing it... instead they'll probably log payments for each use indefinitely.  Also, this is not a very interactive example... what Janice would want to do is to input pictures and plans of her own place and have the system present her with views of how it would all look if decorated in various ways... "
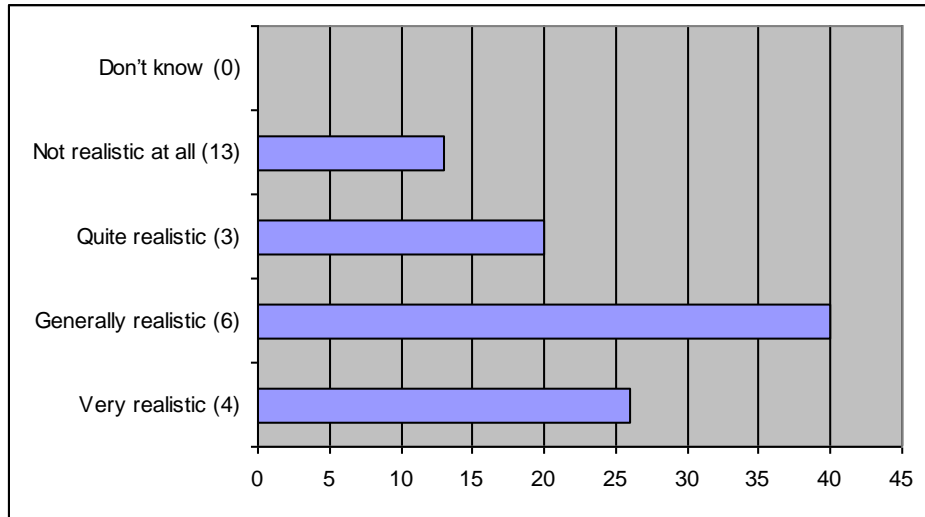
"Several times people request advice on a problem. DIY sounds quite interesting. The critical point for the success of such approach depends on the business potential of such a service. In my mind several areas could be indicated for DIY. So Digital TV has to support a unique value proposition for the potential buyer of such a service. Service on demand is the key contribution. Because otherwise the proposed service is weak since this high-tech approach requires a psychological shift on consumers attitudes."

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6) How to you best describe yourself?

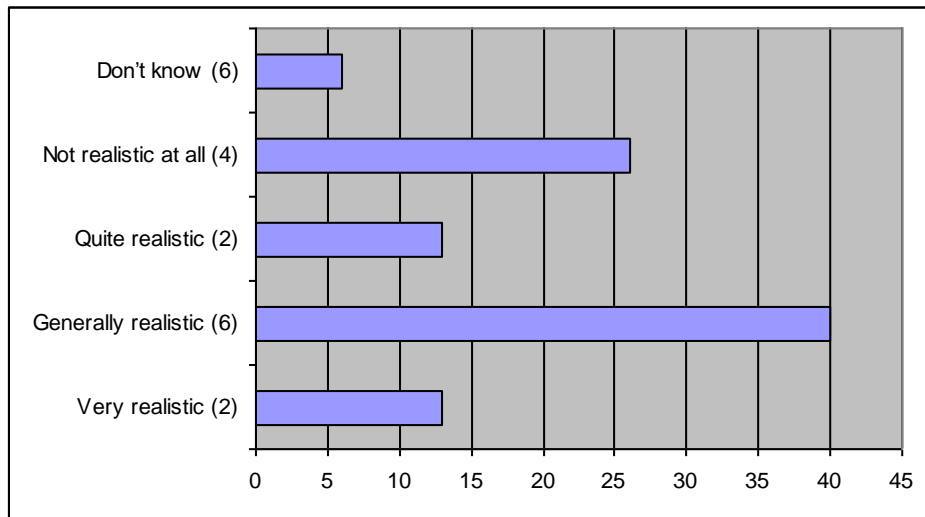|  | No. | % |
|---|---|---|
| Education/training Advisor/Policy maker at national level in a government dept or an agency | 0 | 0 |
| Education/training Advisor/Policy maker at regional/local level in a government dept or an agency | 1 | 7 |
| Senior Manager within an educational or training organisation | 2 | 15 |
| Middle Manager/ Head of Department within an educational or training organisation | 1 | 7 |
| Practitioner – primarily involved in teaching/tutoring | 1 | 7 |
| Independent Education consultant | 0 | 0 |
| Senior Manager or Advisor/Policy maker in educational broadcasting | 0 | 0 |
| Producer of educational broadcast services | 0 | 0 |
| Senior Manager involved in interactive TV services | 1 | 7 |
| Interactive TV developer | 2 | 15 |
| Manager/advisor in a digital TV service provider company | 1 | 7 |
| Analyst of the Digital TV market | 1 | 7 |
| Other | 3 | 23 |

## Future Scenario - Developing basic numeracy skills from TV soap operas

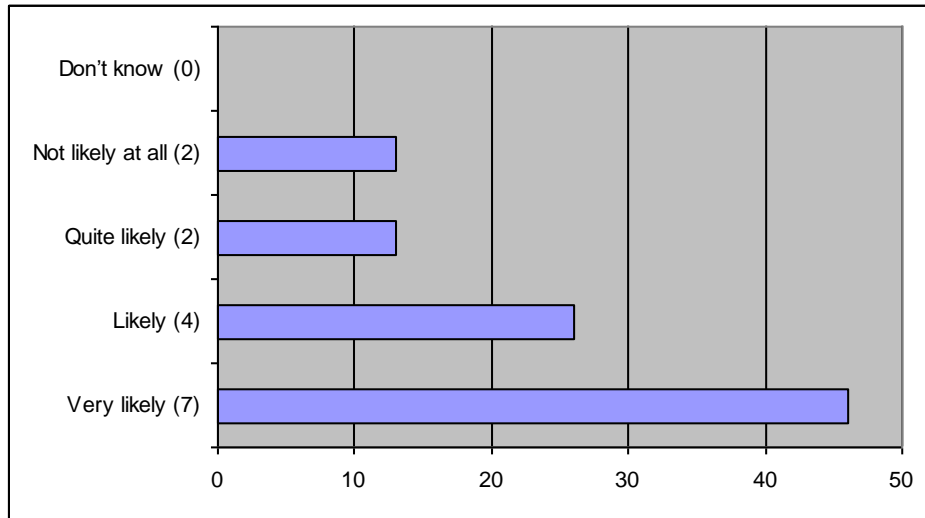1) How realistic do you consider the scenario portrays the learning needs?

Don't know (0)
Not realistic at all (13)
Quite realistic (3)
Generally realistic (6)
Very realistic (4)

0 5 10 15 20 25 30 35 40 45

Shown as % with actual numbers in brackets

2) How realistic do you consider the learning solution to be from an educational perspective?

Don't know (6)
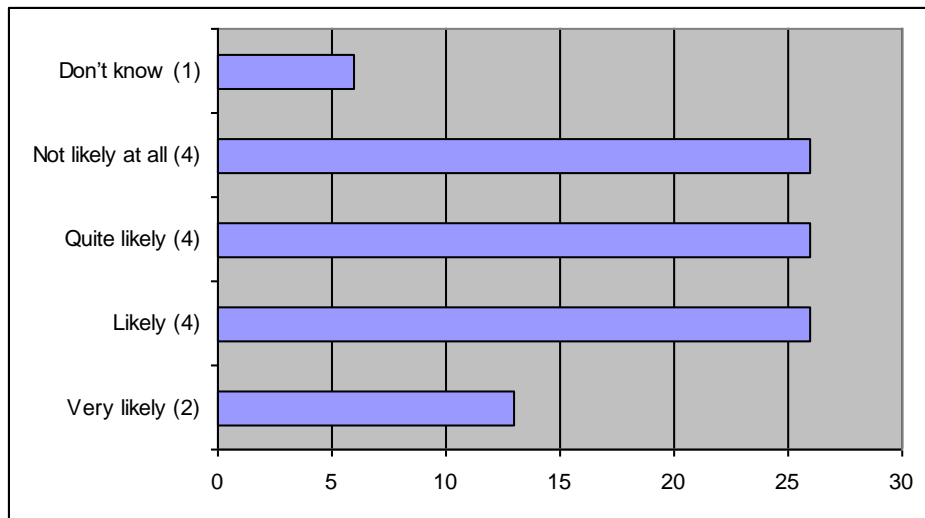Not realistic at all (4)
Quite realistic (2)
Generally realistic (6)
Very realistic (2)

0 5 10 15 20 25 30 35 40 45

Shown as % with actual numbers in brackets

3) How likely do you consider the solution to be from a technology perspective?

Don't know (0)
Not likely at all (2)
Quite likely (2)
Likely (4)
Very likely (7)

0   10   20   30   40   50

Shown as % with actual numbers in brackets

4) Do you think the solutions are likely to be viable or sustainable?

Don't know (1)
Not likely at all (4)
Quite likely (4)
Likely (4)
Very likely (2)

0   5   10   15   20   25   30

Shown as % with actual numbers in brackets

5) Please make any other comments about the scenario including the technology solution, whether certain aspects of the scenario are not viable and how the scenario might be improved to make it more realistic. In addition please make any comments about the market conditions in which this scenario may operate.

*Comments received*

"The technology solution seems possible, but there is an underlying assumption that an individual would be well motivated to participate. How likely is this? We would need a culture shift, but it is certainly possible, especially if the service was "free at point of use"."

"Would need public sector support to be a) credible and b) commercially viable."

"I have many doubts that fiction can drive people to improve math skills - fiction is evasion after all. Still, for a younger audience it could work - for adults, I have strong doubts."

"Think the importance of the solution will be in establishing contact with the client and breaking the first self esteem barriers as the learners progresses with their initial success."

"The BBC would have to be the leader in this area, as there is not a commercial proposition to drive the proposition for the commercial channels. However, with Heather *X* at Channel 4 there is a good chance she will listen."

"As Scenario 4, this is a small step from today's E-TV."

"I can see high street banks being interested.  From my own experience of teaching basic numeracy and literacy skills in the past, I think you have got this one just right. The privacy and secrecy aspects in particular are very well suited to the home TV environment. With 7million people in the UK needed basic skills, the market is wide open for this type of interactive programming."

"Again, TV is adding value to its programmes and creating excitement and following the audience even when the audience is not watching TV. Enhanced TV is a huge tool to motivate the audience to watch some programs and to grab more qualified information for daily activities or citizenship or to have fun. I believe in this kind of qualified entertainment with a education script, at least."

"Personally I don't think soaps will ever be the trigger for studying numeracy... but, as ever, I may be wrong!"

"A key question for the promotion of learning services through ITV is the development of a critical mass of potential buyers. So the indication of a huge target market is a good starting point. And in this scenario I believe that the critical success factor is the willingness of people to incorporate several technologies in their daily life. And a critical question is how much does this service costs?"
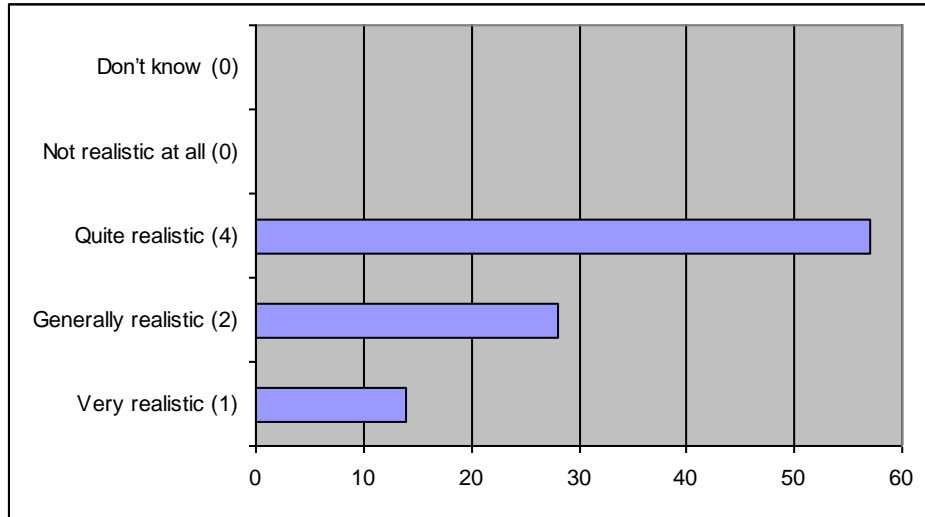
"Interesting model used already in a less technical way - but where's the business model?"

6) How to you best describe yourself?

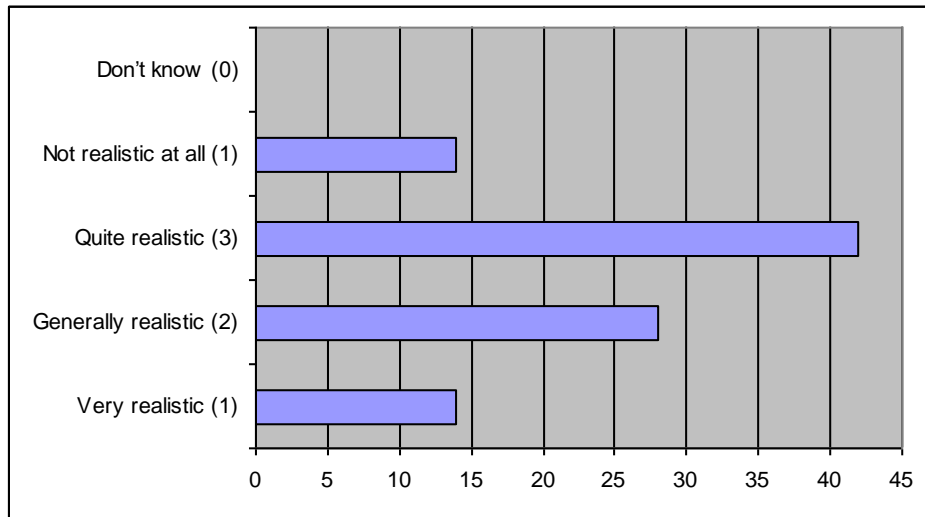| | | |
|---|---|---|
| Education/training Advisor/Policy maker at national level in a government dept or an agency | 1 | 6 |
| Education/training Advisor/Policy maker at regional/local level in a government dept or an agency | 1 | 6 |
| Senior Manager within an educational or training organisation | 2 | 13 |
| Middle Manager/ Head of Department within an educational or training organisation | 1 | 6 |
| Practitioner – primarily involved in teaching/tutoring | 1 | 6 |
| Independent Education consultant | 0 | 0 |
| Senior Manager or Advisor/Policy maker in educational broadcasting | 0 | 0 |
| Producer of educational broadcast services | 0 | 0 |
| Senior Manager involved in interactive TV services | 1 | 6 |
| Interactive TV developer | 1 | 6 |
| Manager/advisor in a digital TV service provider company | 1 | 6 |
| Analyst of the Digital TV market | 1 | 6 |
| Other | 5 | 33 |

## Future Scenario - A life specific episode stimulates skills updating

1) How realistic do you consider the scenario portrays the learning needs?
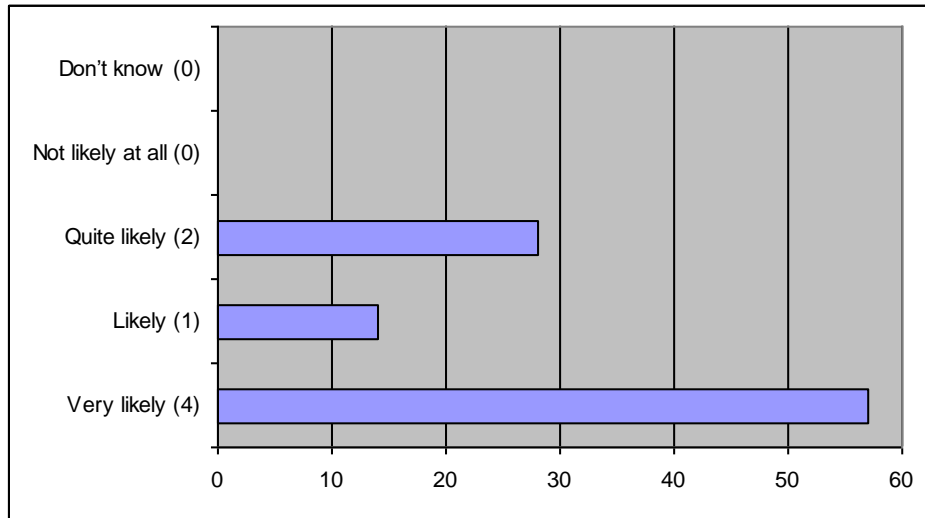


Shown as % with actual numbers in brackets

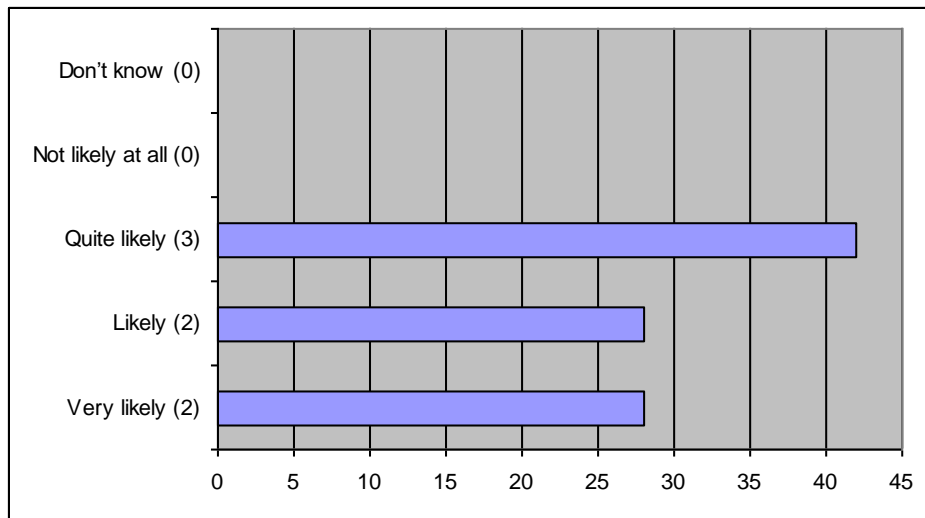2) How realistic do you consider the learning solution to be from an educational perspective?



Shown as % with actual numbers in brackets

3) How likely do you consider the solution to be from a technology perspective?



Shown as % with actual numbers in brackets

4) Do you think the solutions are likely to be viable or sustainable?



Shown as % with actual numbers in brackets

5) Please make any other comments about the scenario including the technology solution, whether certain aspects of the scenario are not viable and how the scenario might be improved to make it more realistic. In addition please make any comments about the market conditions in which this scenario may operate.

*Comments received*

"Possibly viable. I can see a variety of companies wishing to become involved with this sort of thing.  Almost the only statistic which does not show massive changes is the birth rate, so there will always be a market for this sort of learning package.  From personal experience, I would say that it is not only the parents of new children who would be interested, but more probably the grandparents as well.  Parents do so much reading and learning in the time up to the birth of their first child, that they have little time for doing so afterwards, whereas grandparents are always on the look out for new ways to help their children, and their grandchildren."

"It is same case as scenario # 4, and 5 - service to the community in a very simple and easy way, without formalities, pre-requisite and other obstacles. People still watch tv to have fun or to spend time and usually is not prepared to go deeper into a subject or grab a pen and a paper and write or study or read lots of things."
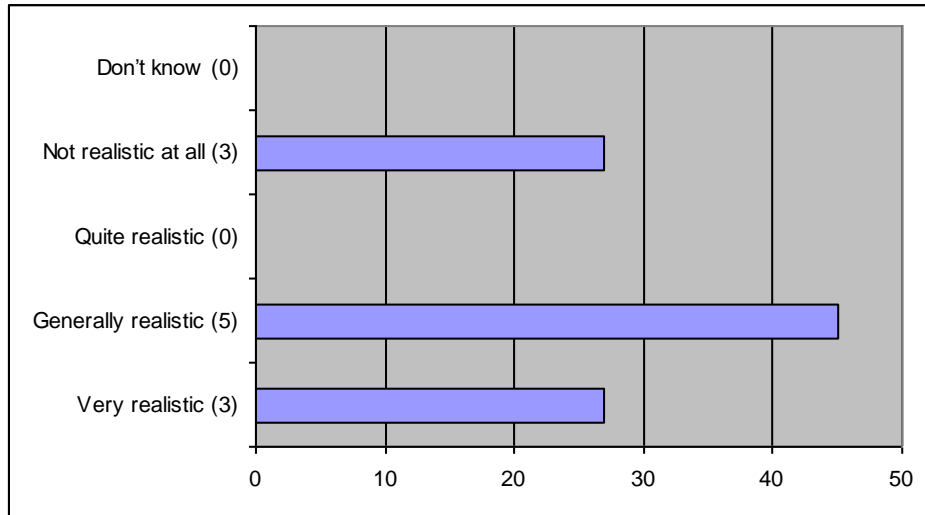
"I appreciate that the old boundaries between 'copy' and 'advertising' are breaking down in the media, and especially in interactive media.  But we simply must not allow a future in which baby food suppliers (or any other private interests) get control of what looks to customers like objective learning material in the world of education."

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6) How to you best describe yourself?

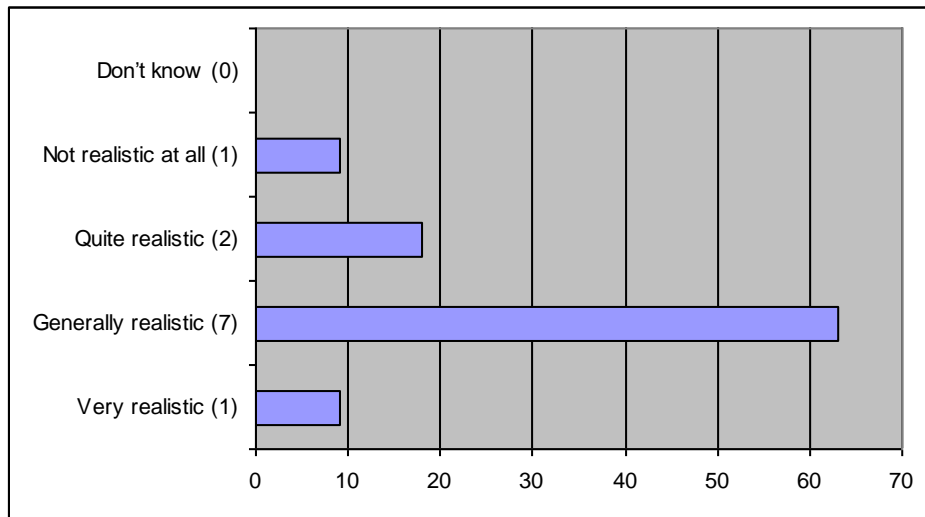| | | |
|---|---|---|
| Education/training Advisor/Policy maker at national level in a government dept or an agency | 0 | 0 |
| Education/training Advisor/Policy maker at regional/local level in a government dept or an agency | 1 | 14 |
| Senior Manager within an educational or training organisation | 1 | 14 |
| Middle Manager/ Head of Department within an educational or training organisation | 1 | 14 |
| Practitioner – primarily involved in teaching/tutoring | 0 | 0 |
| Independent Education consultant | 0 | 0 |
| Senior Manager or Advisor/Policy maker in educational broadcasting | 0 | 0 |
| Producer of educational broadcast services | 0 | 0 |
| Senior Manager involved in interactive TV services | 0 | 0 |
| Interactive TV developer | 1 | 14 |
| Manager/advisor in a digital TV service provider company | 0 | 0 |
| Analyst of the Digital TV market | 0 | 0 |
| Other | 3 | 42 |

## Future Scenario - New employment opportunities and learning needs analysis

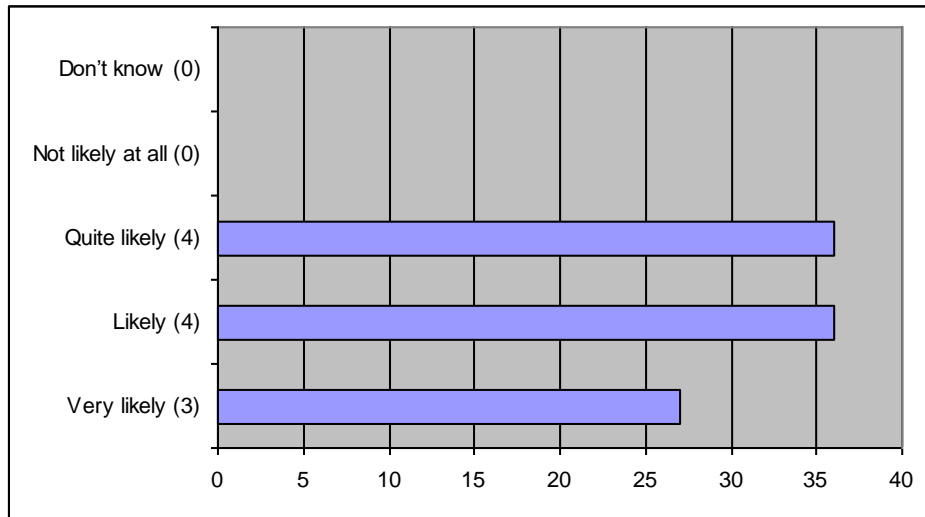1) How realistic do you consider the scenario portrays the learning needs?

Don't know (0)

Not realistic at all (3)

Quite realistic (0)

Generally realistic (5)

Very realistic (3)

0    10    20    30    40    50

Shown as % with actual numbers in brackets

2) How realistic do you consider the learning solution to be from an educational perspective?

Don't know (0)

Not realistic at all (1)

Quite realistic (2)

Generally realistic (7)

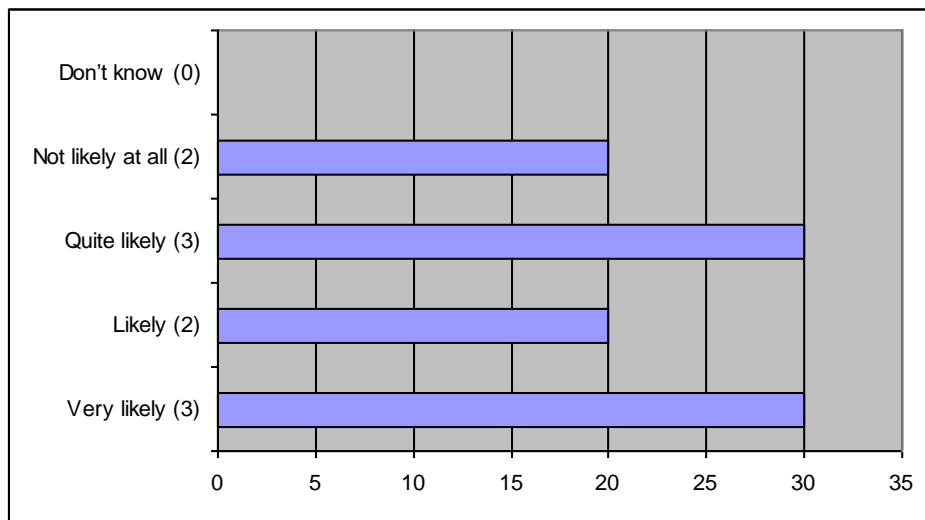Very realistic (1)

0    10    20    30    40    50    60    70

Shown as % with actual numbers in brackets

3) How likely do you consider the solution to be from a technology perspective?

Shown as % with actual numbers in brackets

4) Do you think the solutions are likely to be viable or sustainable?



Shown as % with actual numbers in brackets

5) Please make any other comments about the scenario including the technology solution, whether certain aspects of the scenario are not viable and how the scenario might be improved to make it more realistic. In addition please make any comments about the market conditions in which this scenario may operate.

*Comments received*

"The technology seems viable, but would it be cost-effective to deliver employment services this way?"

"I don't think people who start businesses do so as easily as that. As an entrepreneur I have noted that people who start up are basically born to it, and teh failure rate from casual or accidental start-ups is high. People coming from factory setting have a particularly dismal success rate. "

"Problem with the economics of applying this scenario to individual jobs. However the skills analysis, i.e. spend on generic solutions, may work, and the television is a universal communicator"

"Because of the nature of the situation, I think that this solution would have to be government funded in general. There are not too many employers facing the scenario who would be prepared to spend time, effort and money to set up the facilities. I do think that if the service was developed by say the Department of Work and Pensions and was made available to companies then it might be a possibility."

"Generally a realistic and useful scenario. However, it doesn't mention the involvement of a learning expert (tutor, online facilitator) in the preparation and production. One of the basic questions is: who should be involved in iTV learning materials production?"
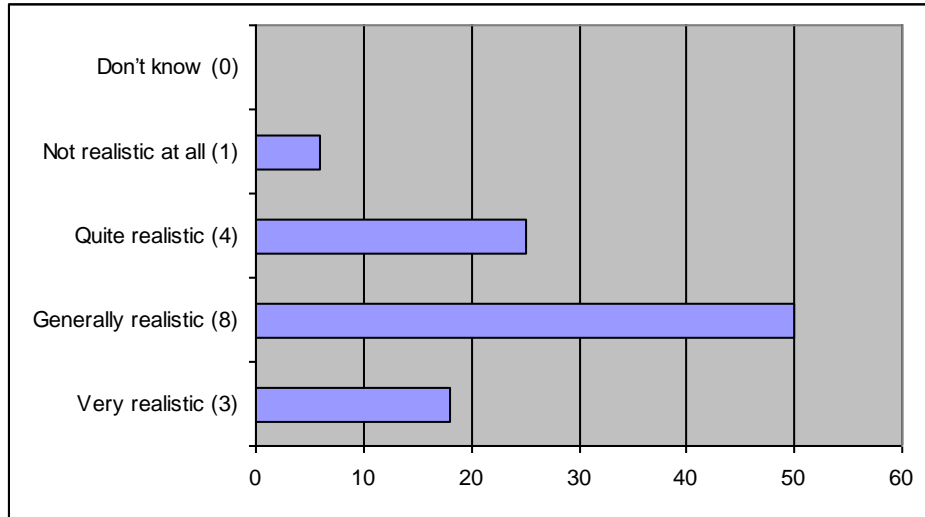
"Again, it is service to the community via a very well known media - the TV. Without any big effort, the information is there: simple, easy, straight to the point making the audience add value to the product and service in a fun way."

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6) How to you best describe yourself?

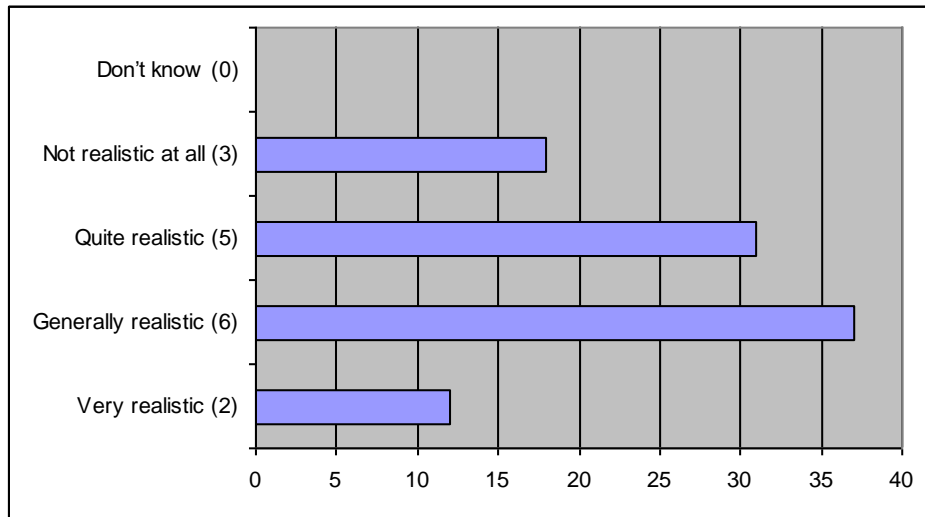| | | |
|---|---|---|
| Education/training Advisor/Policy maker at national level in a government dept or an agency | 0 | 0 |
| Education/training Advisor/Policy maker at regional/local level in a government dept or an agency | 1 | 11 |
| Senior Manager within an educational or training organisation | 1 | 11 |
| Middle Manager/ Head of Department within an educational or training organisation | 1 | 11 |
| Practitioner – primarily involved in teaching/tutoring | 0 | 0 |
| Independent Education consultant | 0 | 0 |
| Senior Manager or Advisor/Policy maker in educational broadcasting | 0 | 0 |
| Producer of educational broadcast services | 0 | 0 |
| Senior Manager involved in interactive TV services | 0 | 0 |
| Interactive TV developer | 0 | 0 |
| Manager/advisor in a digital TV service provider company | 1 | 11 |
| Analyst of the Digital TV market | 0 | 0 |
| Other | 5 | 55 |

**Future Scenario - A Virtual Professional Channel**

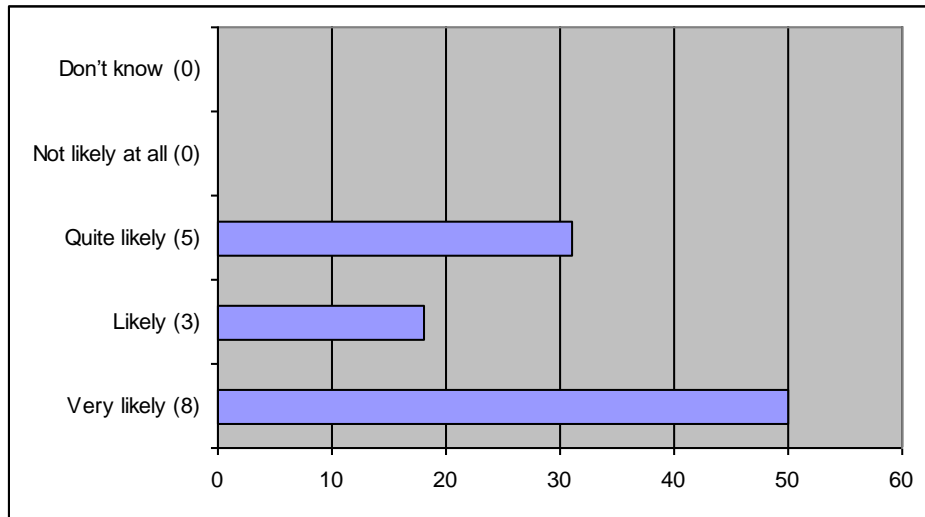1) How realistic do you consider the scenario portrays the learning needs?



Shown as % with actual numbers in brackets

2) How realistic do you consider the learning solution to be from an educational perspective?
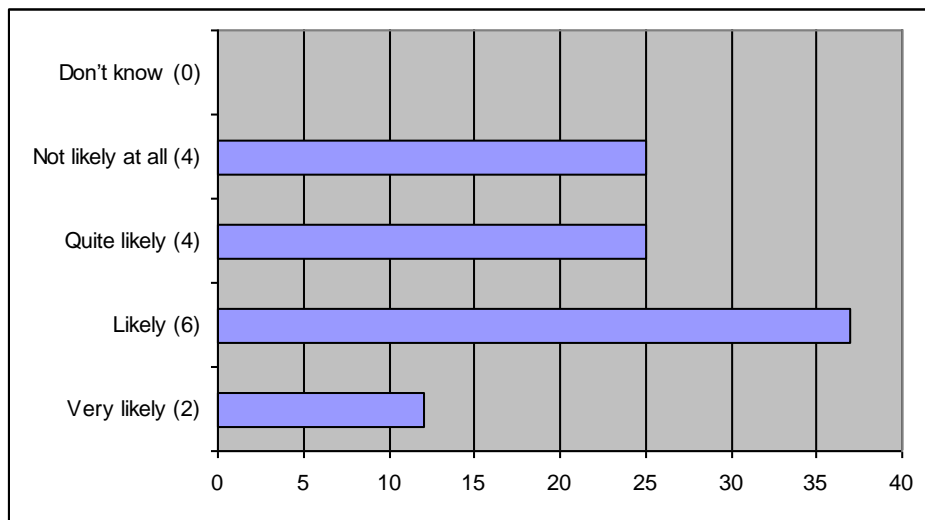


Shown as % with actual numbers in brackets

3) How likely do you consider the solution to be from a technology perspective?

Shown as % with actual numbers in brackets

---

4) Do you think the solutions are likely to be viable or sustainable?



Shown as % with actual numbers in brackets

---

5) Please make any other comments about the scenario including the technology solution, whether certain aspects of the scenario are not viable and how the scenario might be improved to make it more realistic. In addition please make any comments about the market conditions in which this scenario may operate.

*Comments received*

"Whilst I can see the logic behind the scenario I feel that any training being offered by a company would be done in house. Simply because they would be reluctant to have the results of their training being propagated around by their employees via the medium of a Europe wide discussion group. It would be too easy to pick the brains of employees via such a board to solve problems within their own companies."

"1) How interactive will these programmes be? Sufficiently truly to gauge understanding, knowledge, competence? Sufficiently to really engage the viewer to the point they're happy to do it in their own time? (2) Will the iTV content be blended with other forms of learning or is it entirely self-contained? If the latter, it is sufficient to actually up skill? (3) Will it be sufficiently relevant to the specific circumstances of the mobile phone company? If all mobile phone companies are getting the same content how does it give any one company the edge? But if the material is not generic, who's going to pay for production of content? Will it be viable to produce interactive content of sufficient quality to engage viewers? (4) Is this enough of an improvement over say BBC Learning Zone to justify the investment?"

"Many viewers will have existing satellite equipment, the scenario should consider this. Will only become cost effective with a large audience, how likely is this considering the specialist nature of some of the content."

"Probably, the PC is a better learning device for technology workers than Interactive TV. To search and read documentation, make notes and bookmarks are normal tasks when using a PC, which might be quite difficult to execute on an iTV environment. Therefore, the viability of this channel could be obtained, in my opinion, if a cross-platform strategy was in place, allowing the user to perform certain tasks in a PC, other tasks through the TV set (mostly accessing video) and even through the mobile phone (for example, the mobile could receive alert messages, such as new content available on the STB or access to a newsletter highlights)."

"distance education trough TV is a dream and when we consider this saving of time and money, the possibility to learn something easy or just "recycle" some knowledge through the tv set, the dream comes through. The company, in this scenario is replacing internet for satellite, which is more expensive in the beginning but more effective at the end. I believe in this possibility, especially for corporate training, tech training and some other kind of professional education and very punctual situations"
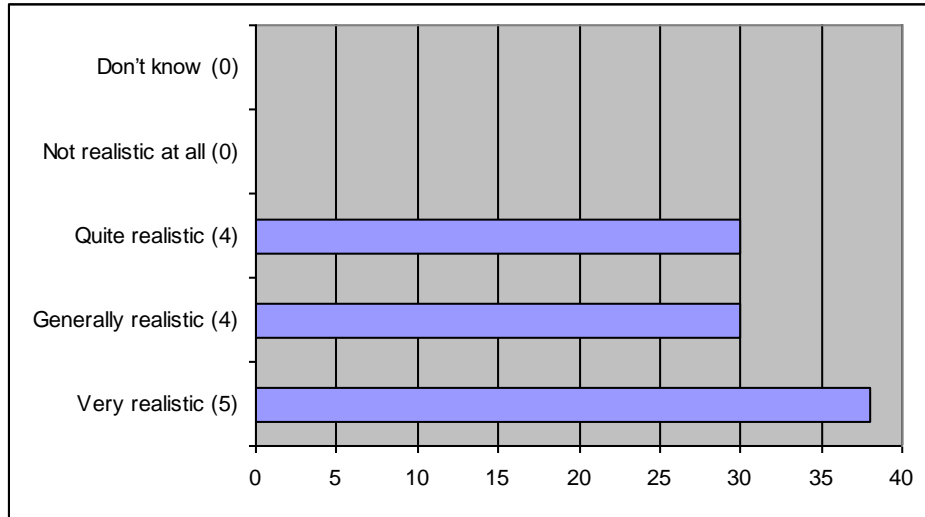
"I think the deal proposed by the broadcaster is quite clever. However, as with e-learning there will probably be resistance to the fact that learning should take place in one's own time (and at home). From content point of view, I think there is also need for programmes, which are tailor-made for a company. These will now have a delivery channel as well."

6) How to you best describe yourself?

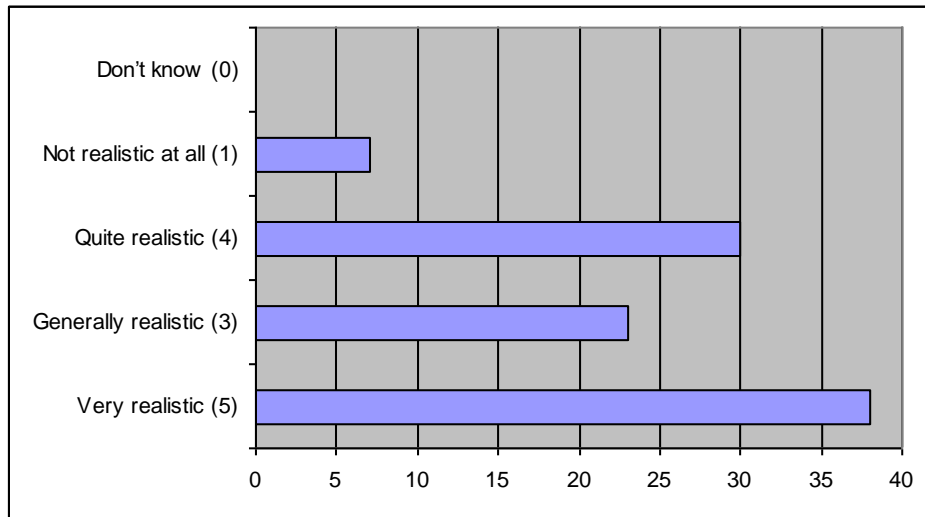| | No. | % |
|---|---|---|
| Education/training Advisor/Policy maker at national level in a government dept or an agency | 2 | 12 |
| Education/training Advisor/Policy maker at regional/local level in a government dept or an agency | 1 | 6 |
| Senior Manager within an educational or training organisation | 1 | 6 |
| Middle Manager/ Head of Department within an educational or training organisation | 1 | 6 |
| Practitioner – primarily involved in teaching/tutoring | 1 | 6 |
| Independent Education consultant | 0 | 0 |
| Senior Manager or Advisor/Policy maker in educational broadcasting | 0 | 0 |
| Producer of educational broadcast services | 1 | 6 |
| Senior Manager involved in interactive TV services | 0 | 0 |
| Interactive TV developer | 2 | 12 |
| Manager/advisor in a digital TV service provider company | 0 | 0 |
| Analyst of the Digital TV market | 1 | 6 |
| Other | 6 | 37 |

## Future Scenario - From holidays to language learning

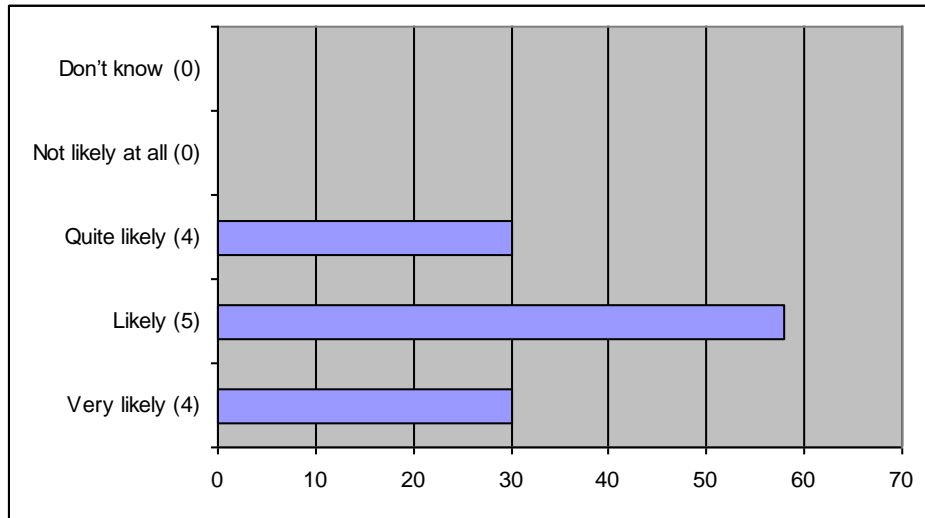1) How realistic do you consider the scenario portrays the learning needs?

| Category | Value |
|---|---|
| Don't know (0) | 0 |
| Not realistic at all (0) | 0 |
| Quite realistic (4) | 30 |
| Generally realistic (4) | 30 |
| Very realistic (5) | 38 |

Shown as % with actual numbers in brackets

2) How realistic do you consider the learning solution to be from an educational perspective?

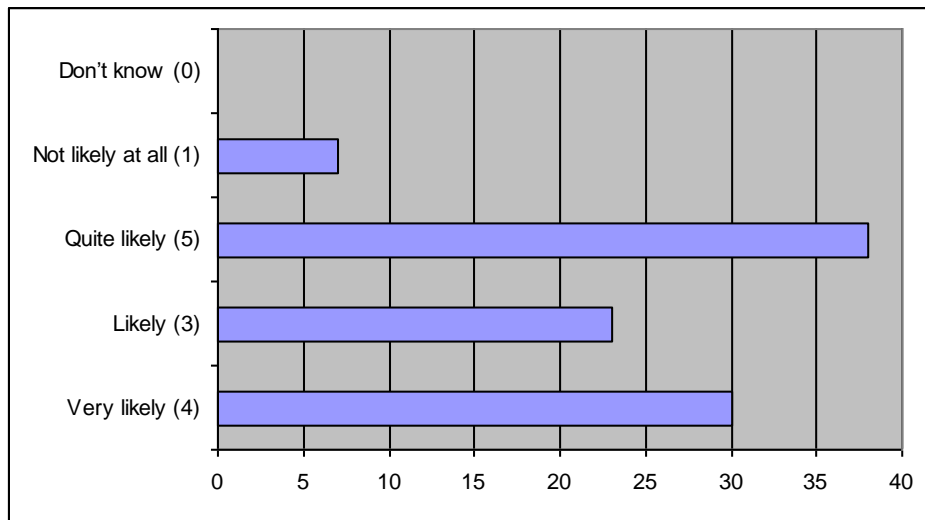| Category | Value |
|---|---|
| Don't know (0) | 0 |
| Not realistic at all (1) | 7 |
| Quite realistic (4) | 30 |
| Generally realistic (3) | 23 |
| Very realistic (5) | 38 |

Shown as % with actual numbers in brackets

3) How likely do you consider the solution to be from a technology perspective?



Shown as % with actual numbers in brackets

4) Do you think the solutions are likely to be viable or sustainable?



Shown as % with actual numbers in brackets

5) Please make any other comments about the scenario including the technology solution, whether certain aspects of the scenario are not viable and how the scenario might be improved to make it more realistic. In addition please make any comments about the market conditions in which this scenario may operate.

*Comments received*

"No specific information about the nature of the learning material, how it integrates with individual telephone tutoring, very little info about personalisation of this material"

"Nice idea, cannot see it working - but there again, I might be totally wrong!"

"What does Broadband TV actually mean? Isn't all TV broadband?"

"I think that iTV learning would be an advantage for a lifelong learning situation (as described above), however I would like to see more details about the operational part and cost. Who will facilitate the learning? I strongly believe that people want to use TV for learning."

"We actually offered exactly this with Europe Online.  The challenge is to find the content providers who are willing to make this type of content and keep it constantly updated."

"The scenario is, in my opinion, a very likely one. Still, it is reasonable to think that from the group of people that will buy a vacation package through interactive TV, only a small number of people will want to enrol on a formal language or cultural course. Nevertheless, the idea is appealing. Another comment, iTV language courses could be of interest to immigrants, in other to learn or improve their language skills in the new country they chosen to live."

"Language is a killer subject for itv courses learning new languages with the globalisation is a need so, this scenario is very likely to happened"

"The remote tutor could be provided by videophone link cheaply in broadband. Viability from a commercial point of view would be influenced by whether or not the BBC's language learning materials become available to users all over the world for nothing."
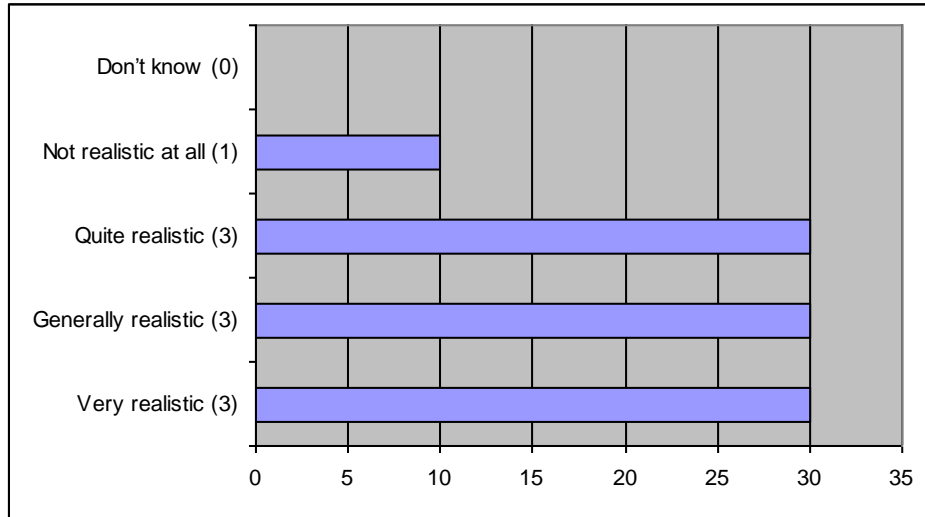
"Language learning needs structure - or very intelligent people to know what they are looking for"

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6) How to you best describe yourself?

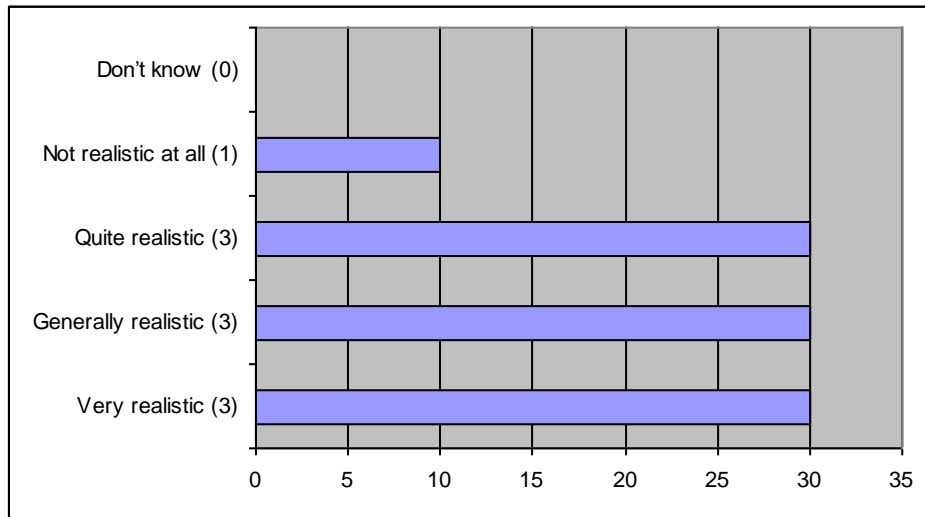|  | No. | % |
|---|---|---|
| Education/training Advisor/Policy maker at national level in a government dept or an agency | 1 | 7 |
| Education/training Advisor/Policy maker at regional/local level in a government dept or an agency | 1 | 7 |
| Senior Manager within an educational or training organisation | 1 | 7 |
| Middle Manager/ Head of Department within an educational or training organisation | 1 | 7 |
| Practitioner – primarily involved in teaching/tutoring | 1 | 7 |
| Independent Education consultant | 0 | 0 |
| Senior Manager or Advisor/Policy maker in educational broadcasting | 0 | 0 |
| Producer of educational broadcast services | 1 | 7 |
| Senior Manager involved in interactive TV services | 0 | 0 |
| Interactive TV developer | 1 | 7 |
| Manager/advisor in a digital TV service provider company | 1 | 7 |
| Analyst of the Digital TV market | 0 | 0 |
| Other | 5 | 38 |

# Future Scenario - Revising for National School Exams

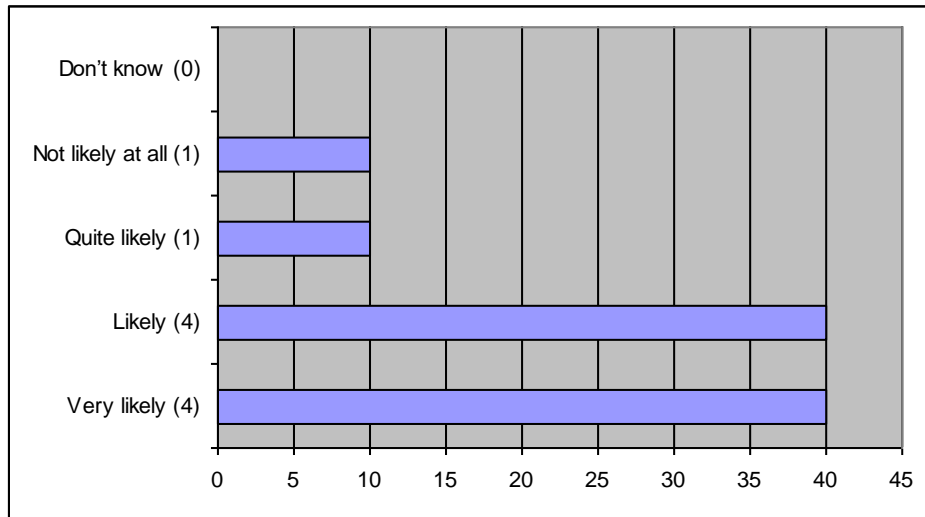1) How realistic do you consider the scenario portrays the learning needs?



Shown as % with actual numbers in brackets

2) How realistic do you consider the learning solution to be from an educational perspective?
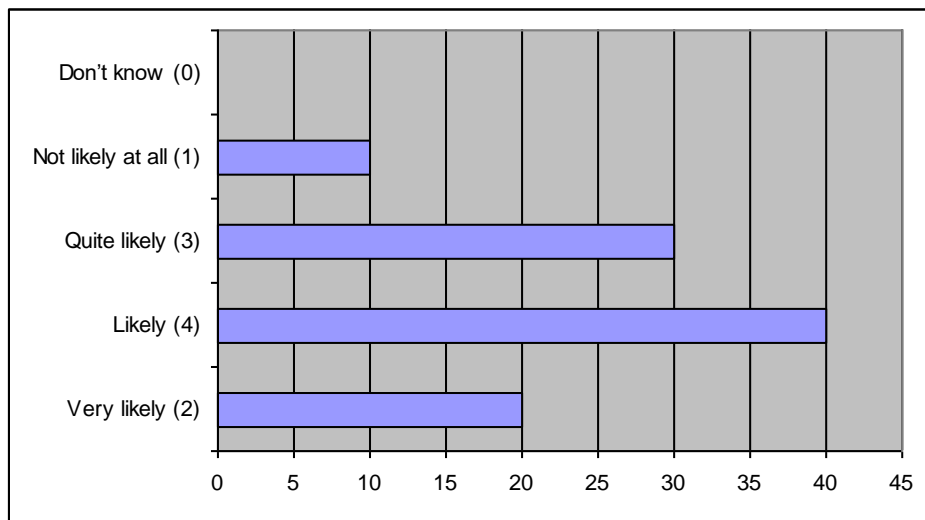


Shown as % with actual numbers in brackets

3) How likely do you consider the solution to be from a technology perspective?

Shown as % with actual numbers in brackets

---

4) Do you think the solutions are likely to be viable or sustainable?



Shown as % with actual numbers in brackets

---

5) Please make any other comments about the scenario including the technology solution, whether certain aspects of the scenario are not viable and how the scenario might be improved to make it more realistic. In addition please make any comments about the market conditions in which this scenario may operate.

*Comments received*

"Replacing books with TV is a backward step and should not be taken. The use of the video you describe sounds just like someone reading a textbook or their course notes. I think that if the student were to find something in revision, which was new, then this is not a good time to introduce it. For people who would normally have a hard time doing exams, then this would simply add further confusion to what might be a confused or partial grasp of the subject."

"In general, I agree with the use of iTV for Educational settings, both formal and informal. The scenario described above doesn't seem too realistic because I don't think that student would prefer to revise knowledge foe exams in their living room (due to the stress of exams). They usually prefer the privacy of their room or even a corner in the library. iTv would stand for lifelong learning, for edutainment, but if located in the living room will not be a device for formal learning."

"To make available an interactive TV service that allows the students to better prepare themselves for the National School exams is a terrific idea. One of the most appealing aspects of this scenario is the possibility of this preparation activity becoming a group activity, gathering friends or the family. The cross-platform dimension is also a very interesting aspect of the scenario, particularly the use of SMS. I can only add that after completing the exams, the students should have the opportunity to reply to the exams in their own homes in order to verify how well they done, as well as after evaluation, to access remotely to their marks."

"Interesting, specially for developing countries with lack of internet access and bandwidth problems"

"This is a very nice example.  As Homework High shows, such services are going to be viable.  But the idea that one member of the family has 'control' of the remote before a favourite soap comes on, and that many families would sit down at a regular time together, is not very plausible (I speak from bitter personal experience as a parent!)... but this doesn't really matter since (by when?) many homes will have lots of TVs and more than one PVR etc."

"Bright, rich kids only?"

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6) How to you best describe yourself?

|  | No. | % |
|---|---|---|
| Education/training Advisor/Policy maker at national level in a government dept or an agency | 1 | 10 |
| Education/training Advisor/Policy maker at regional/local level in a government dept or an agency | 1 | 10 |
| Senior Manager within an educational or training organisation | 0 | 0 |
| Middle Manager/ Head of Department within an educational or training organisation | 1 | 10 |
| Practitioner – primarily involved in teaching/tutoring | 0 | 0 |
| Independent Education consultant | 0 | 0 |
| Senior Manager or Advisor/Policy maker in educational broadcasting | 1 | 10 |
| Producer of educational broadcast services | 0 | 0 |
| Senior Manager involved in interactive TV services | 0 | 0 |
| Interactive TV developer | 1 | 10 |
| Manager/advisor in a digital TV service provider company | 0 | 0 |
| Analyst of the Digital TV market | 0 | 0 |
| Other | 5 | 50 |