



# Digital Curriculum



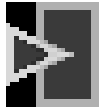
## **The Digital Curriculum BBC Public Consultation Final Report**



# Contents



## **Executive Summary**



## **Introduction and Methodology**



## **Response Rates**



## **Analysis of the Questionnaire**



## Executive Summary

- There were 1336 responses to the Public Consultation.
- 40% of respondents stated that they were replying on behalf of an Organisation.
- The remaining 60% replied as Individuals.
- 45% of respondents have children.
- 51% of respondents do not have children, but do share the enthusiasm for the proposed services.
- Direct Mailing was responsible for 41% of the Consultation responses received.
- The booklet explaining the Digital Curriculum's proposals was easily understandable.
- Nine out of ten respondents support the BBC's plans to introduce a Digital Curriculum (slightly higher amongst those responding on behalf of an Organisation).
- People would welcome a careful balance between traditional and new digital learning methods.
- The Digital Curriculum is seen as valuable at all school stages, but more so for older children.
- Using the Digital Curriculum as a Revision Aid is the most valuable aspect of the service.
- Its availability online and flexibility for each child are also useful features.



## Introduction and Methodology

The BBC is proposing the introduction of a Digital Curriculum. In order to approach the DCMS for approval of the proposals, the BBC is inviting the country to ‘Have Its Say’ on the ideas through the formal process of Public Consultation.

The Public Consultation exercise used traditional hard-copy materials and the creation of a dedicated website. A booklet was produced which expanded on all the proposals in detail. The centre pages of this booklet contained a pull-out questionnaire. The same booklet was made available via the internet (at [www.bbc.co.uk/consult](http://www.bbc.co.uk/consult)) and a web-form collected the survey data.

The BBC and Southbank Consulting worked together to create the questionnaire to explore the opinions of the respondents. The hard-copy questionnaires were returned to a Freepost address for data-capture and the creation of a datafile of ‘Paper’ responses. The responses to the website questionnaire were returned electronically to Southbank for creation of a database of ‘Online’ responses. These two data-sets were combined to create the full database of responses to the Digital Curriculum Public Consultation.



## Response Rates

- The Public Consultation began on Monday September 11th 2000. It ran for 6 weeks, ending on Friday October 20th. Paper submissions were accepted up to and including Monday October 23rd.
- At the end of the Consultation period, a total of 1336 responses had been received. These are split with 43% from the Online questionnaire and 57% from the Paper methodology
- 
- The total of 1336 responses is achieved by removing any test submissions of the online form by Southbank and/or the BBC, as well as incomplete sets of data and responses from people living outside of the UK (this applied to Online and Paper responses). A full breakdown of responses is given overleaf.

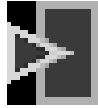
*Note: the script for the web-form was designed to prevent duplication of online entries.*



### *Breakdown of Response Levels by Type*

Digital Curriculum Public Consultation Response Levels			
	<u>Online</u>	<u>Paper</u>	<u>Total</u>
Raw Data	659	762	1421
Tests / Incomplete Submissions *	47	1	48
Non-UK responses	37	0	37
<b>Valid Responses</b>	<b>575 (43%)</b>	<b>761 (57%)</b>	<b>1336</b>
% of Valid / Raw	87%	>99%	94%

\* incomplete submissions have greater than 75% of the fields as 'Not Answered'



### *Comparison of Response Levels with other Public Consultations*

- Southbank Consulting has been involved with two previous Public Consultation exercises
  - BBC Online (April-June 1998)
  - Beyond 2000 (September-October 1999)

Both of these consultation exercises used the same combination of Online and paper data collection methodologies.

- Response comparison

Digital Curriculum: 1336 (575 Online, 761 Paper)

BBC Online: 1592 (1397 Online, 195 Paper)

Beyond 2000: 5378 (3560 Online, 1818 Paper)



## **Analysis of the Questionnaire**

S O U T H B A N K



## **Respondent Demographics**



## **Overall Opinions**



## **Details of the Digital Curriculum**



## **Verbatim Comments**



### Individuals and Organisations

Respondents were asked during the questionnaire whether or not they represented an Organisation. For the purpose of this analysis, responses from Organisations have been separated from the responses from Individuals.

The overall split by response type is as follows;

	<u>Individuals</u>	<u>Organisations</u>
<b>All responses (n=1336)</b>	<b>807 (60%)</b>	<b>529 (40%)</b>
<b>Online (n=575)</b>	<b>441 (77%)</b>	<b>134 (23%)</b>
<b>Paper (n=761)</b>	<b>366 (48%)</b>	<b>395 (52%)</b>

Note: the 529 Organisations are split by type  
Schools = 51%  
Further Education = 13%  
BBC Advisory Councils = 6%  
Others = 30%

Overall, 60% of responses to the Consultation were from Individuals. Personal responses accounted for three quarters of all the online submissions, but the Paper questionnaires were split evenly between responses from Organisations and Individuals.

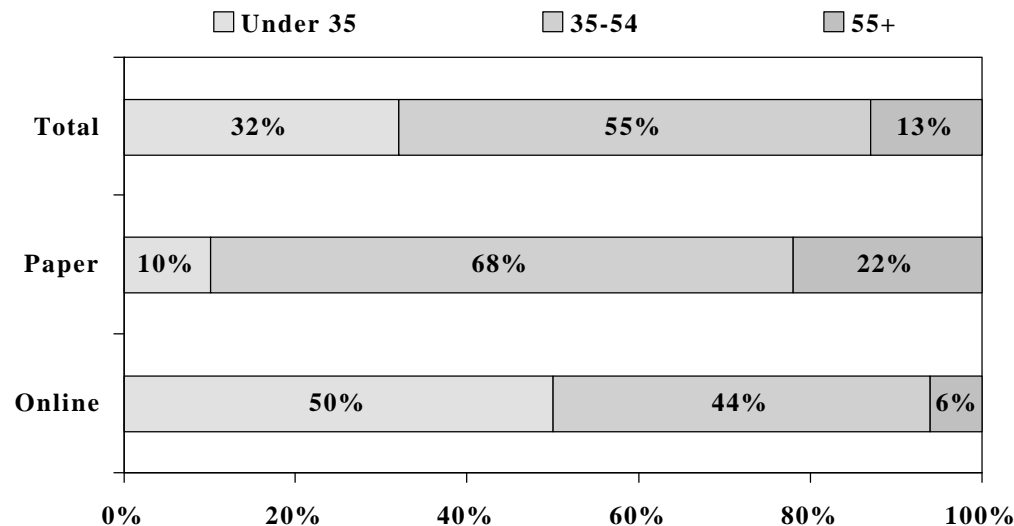
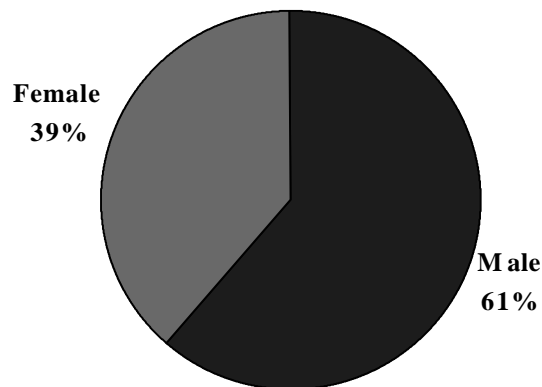
Unless stated otherwise, the demographic analysis is based on Individuals (n=807), excluding responses from Organisations.



## Gender and Age

60% of all Individuals who responded were Men. The Online part of the sample was slightly more Male biased at 68% (55% for Paper).

In terms of age split, the overall sample was predominantly aged 35-54, with 55% of all respondents falling into this category. There was however a distinct (and predictable) skew between the achieved samples of the two methodologies. Half of the Online respondents were aged under 35, whereas only 10% of people using the Paper questionnaire were in this younger group. Two thirds of the Paper respondents were aged 35-54 (cf 44% of the Online responses).

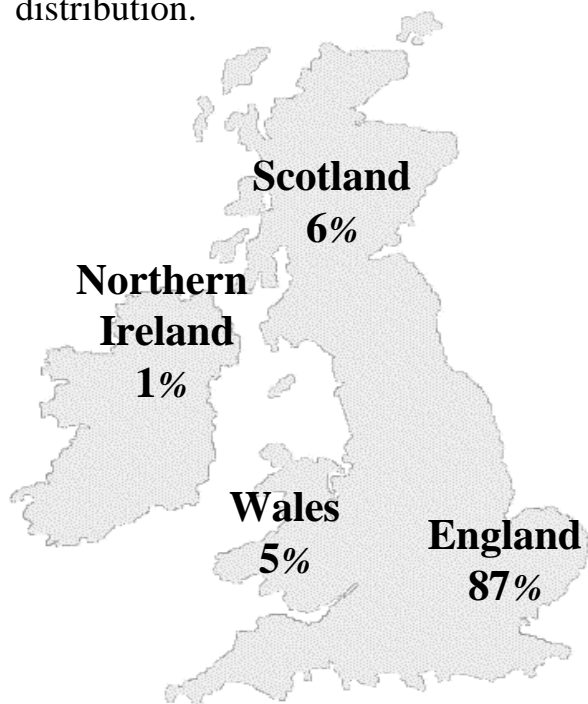


*based on responses from Individuals only, excludes 'Not Answered' responses n=799*



### Geographic and Ethnic Origin

The vast majority of people who answered the questionnaire live in England, although the split by location is not far out of line with the Population distribution. The split of respondents by Ethnic Origin is also very similar to the Population distribution.



**Other UK 1%**

### Ethnic Origin

White European	89%
White Other	3%
Asian	3%
African	1%
Caribbean	1%
Chinese	<1%
Other	2%

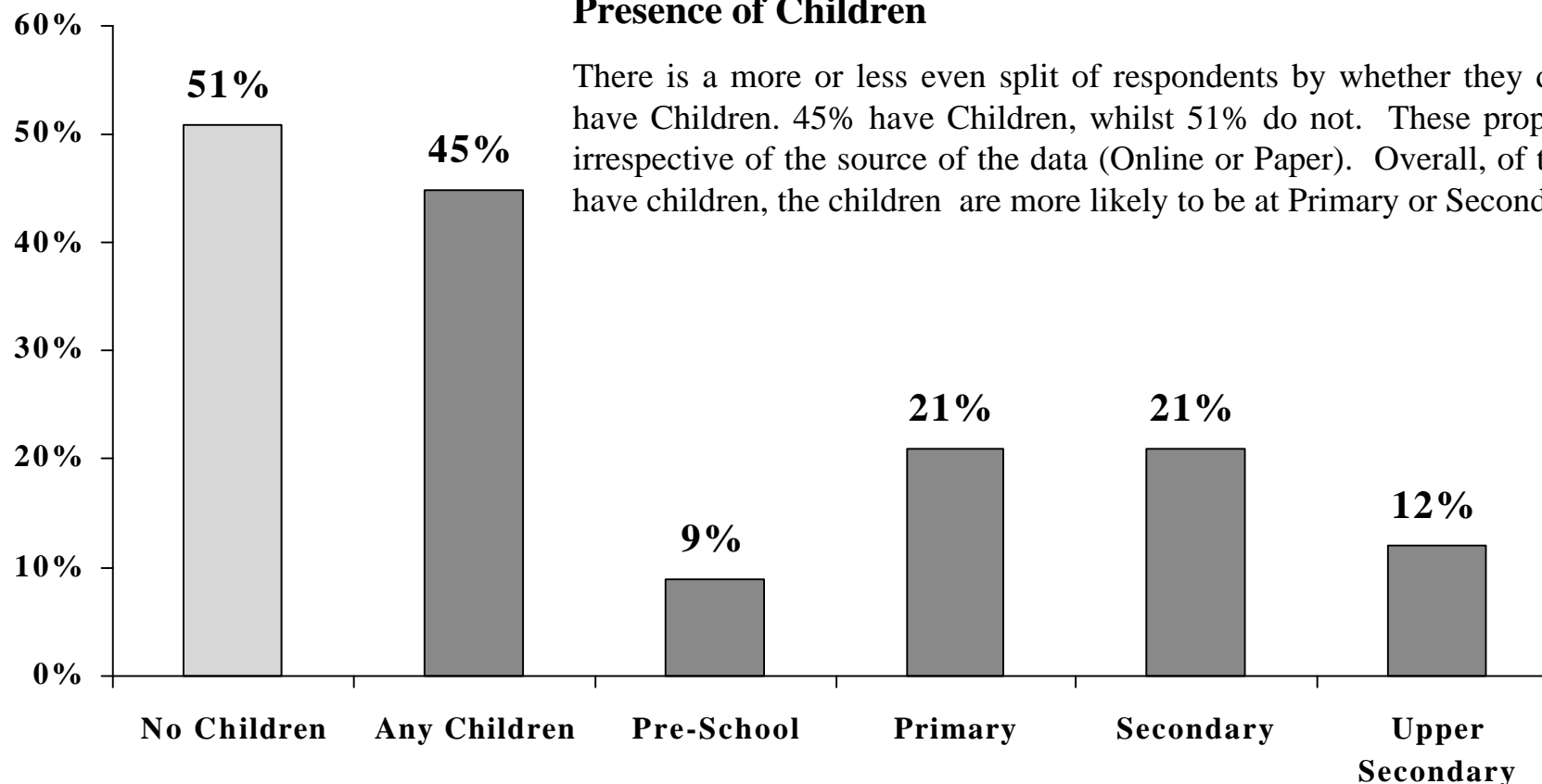
*excludes 'Not Answered' responses, n=798*

*excludes 'Not Answered' responses, n=788*



### Presence of Children

There is a more or less even split of respondents by whether they do or do not have Children. 45% have Children, whilst 51% do not. These proportions hold irrespective of the source of the data (Online or Paper). Overall, of those that do have children, the children are more likely to be at Primary or Secondary level.



Note: 4% of respondents did not answer any of the Presence of Children questions

Note: The total of the individual bars is greater than the 45% "Any Children" percentage because of respondents having Children in more than one age band

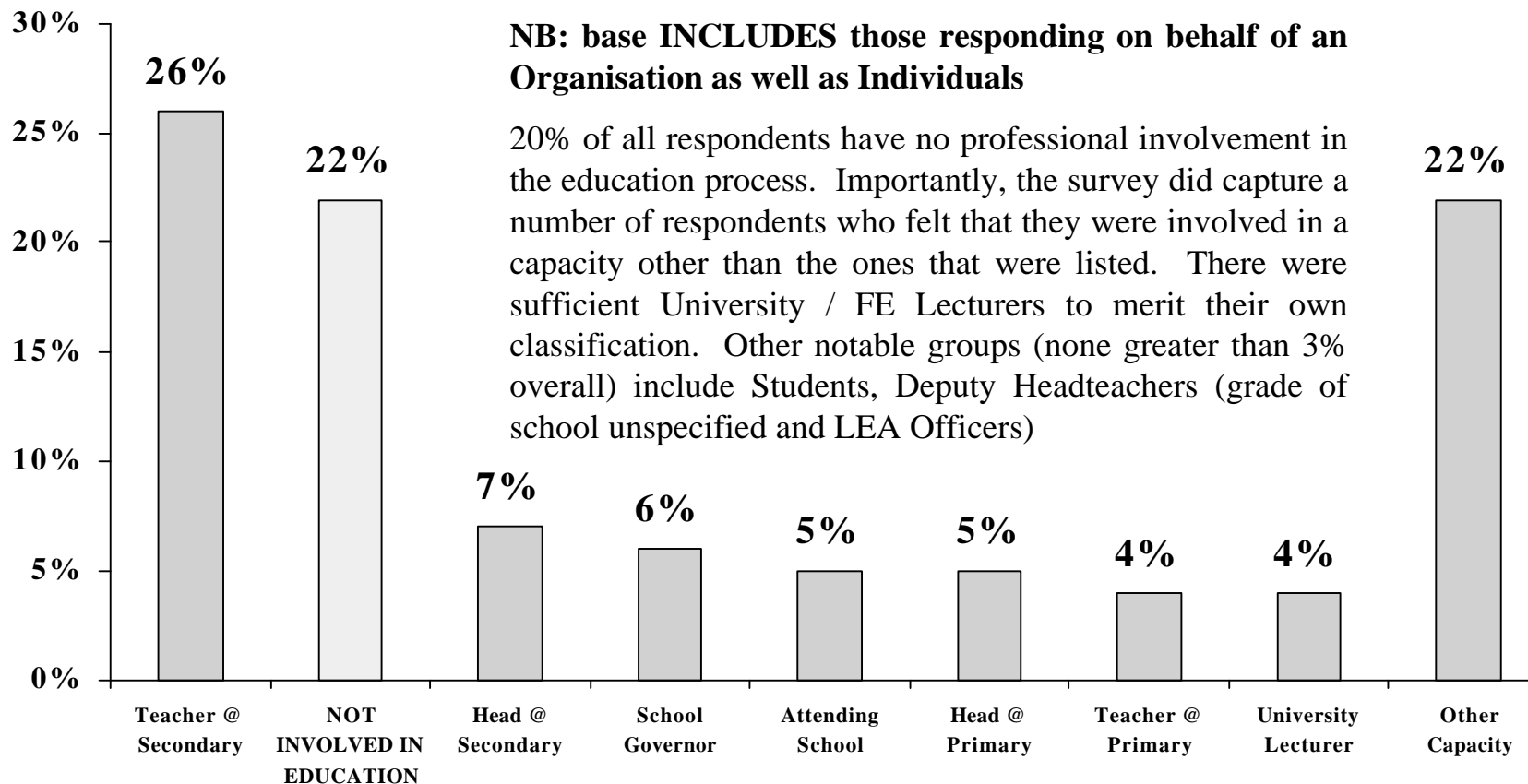
Based on Individuals, n=807



### Involvement in Education

**NB: base INCLUDES those responding on behalf of an Organisation as well as Individuals**

20% of all respondents have no professional involvement in the education process. Importantly, the survey did capture a number of respondents who felt that they were involved in a capacity other than the ones that were listed. There were sufficient University / FE Lecturers to merit their own classification. Other notable groups (none greater than 3% overall) include Students, Deputy Headteachers (grade of school unspecified and LEA Officers)



*excludes 'Not Answered', n=1236*

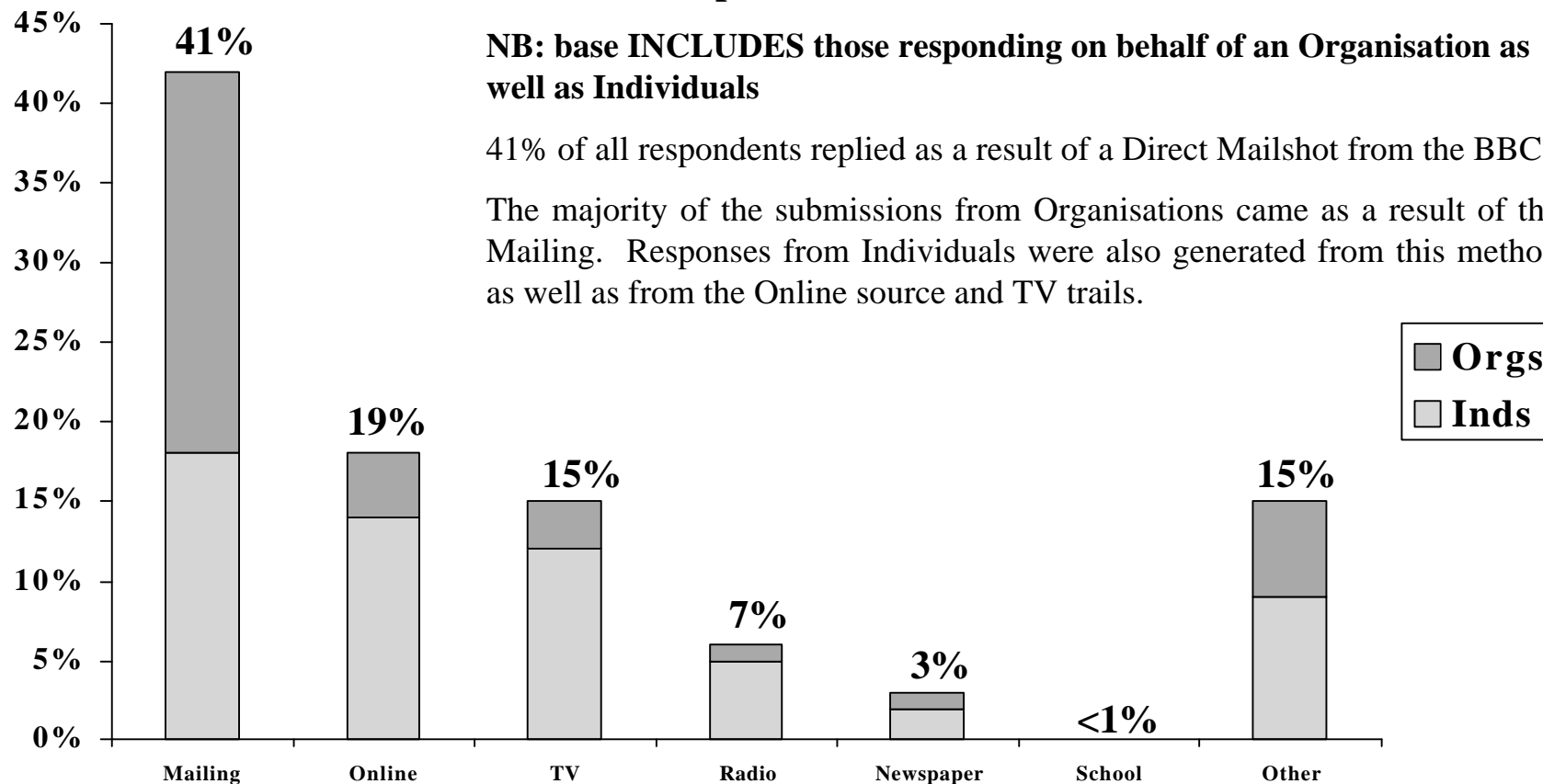


### Source of Respondents

**NB: base INCLUDES those responding on behalf of an Organisation as well as Individuals**

41% of all respondents replied as a result of a Direct Mailshot from the BBC.

The majority of the submissions from Organisations came as a result of the Mailing. Responses from Individuals were also generated from this method as well as from the Online source and TV trails.



*excludes 'Not Answered', n=1278*

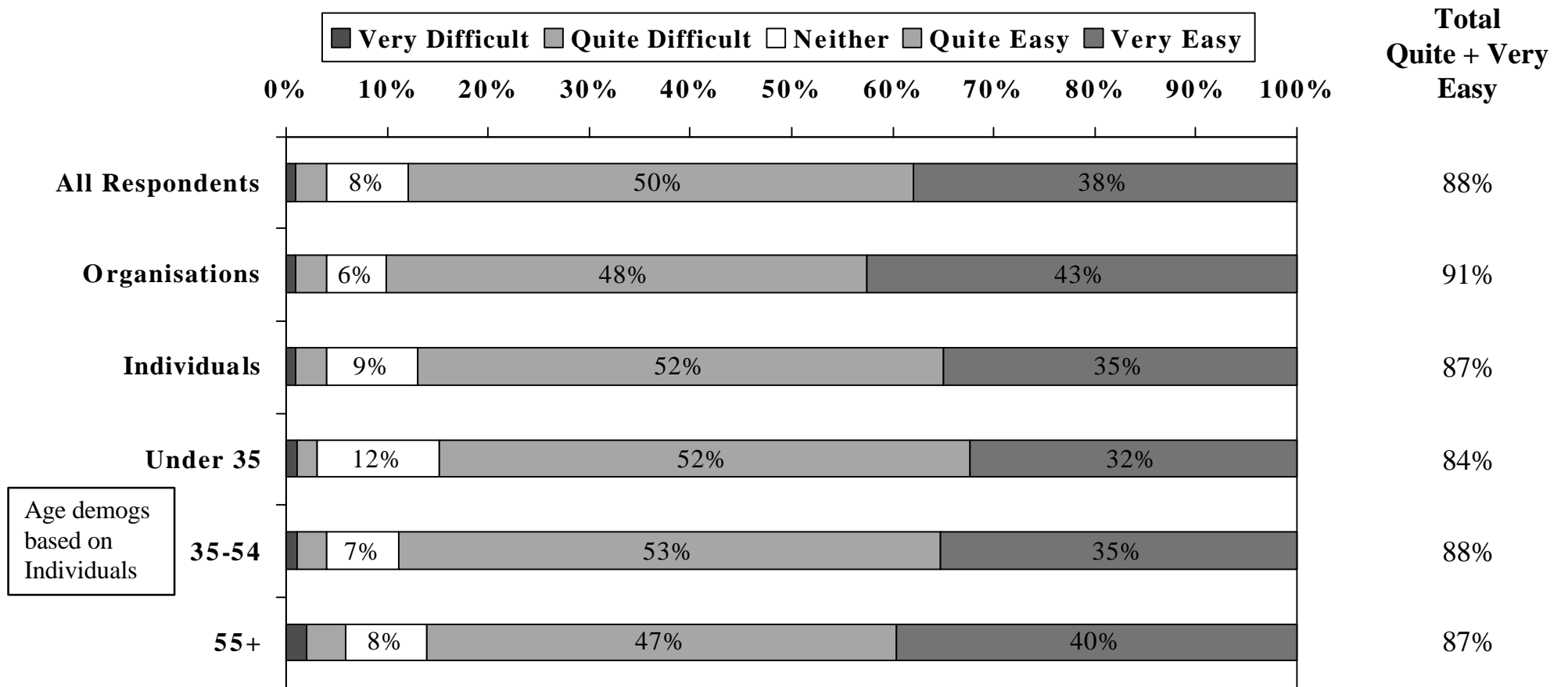


## Overall Opinions

**Q1: Now that you've read the booklet, do you find it easy or difficult to understand what the proposed digital curriculum would be like ?**

S O U T H B A N K

The clarity of the booklet was very high with around 90% of respondents finding it Quite Easy or Very Easy to understand what the proposed digital curriculum would be like. Given that people were confident in their understanding of the offering, the BBC can also be confident of the validity of the data.



Age demogs based on Individuals

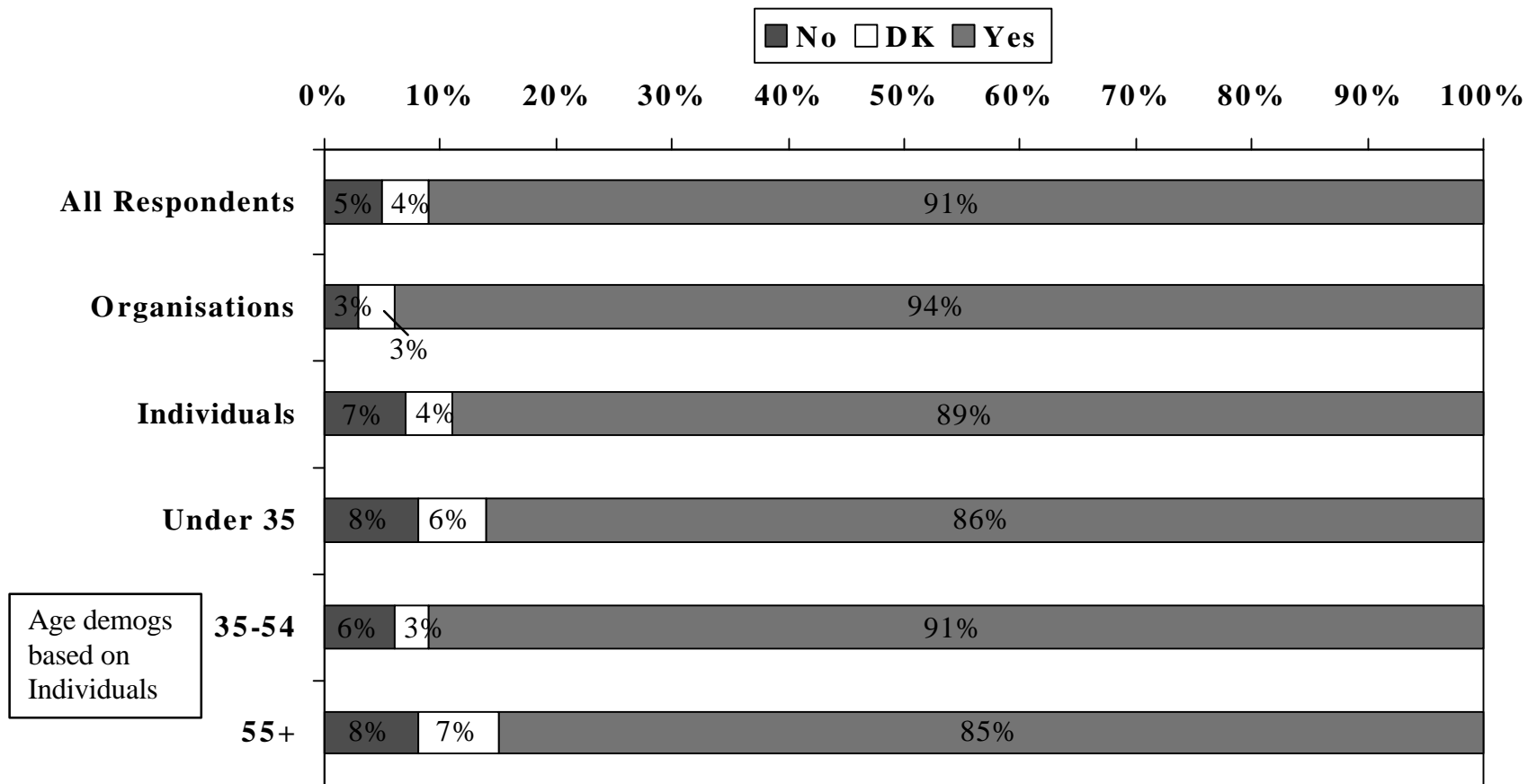


## Overall Opinions

Q2: Thinking about the Digital Curriculum as a whole, do you think that this is a service that the BBC should be planning to introduce ?

S O U T H B A N K

Nine out of ten people support the BBC's plans to introduce a digital curriculum. The proposals are welcomed by Organisations and Individuals alike, with all demographic age groups also behind the plans.



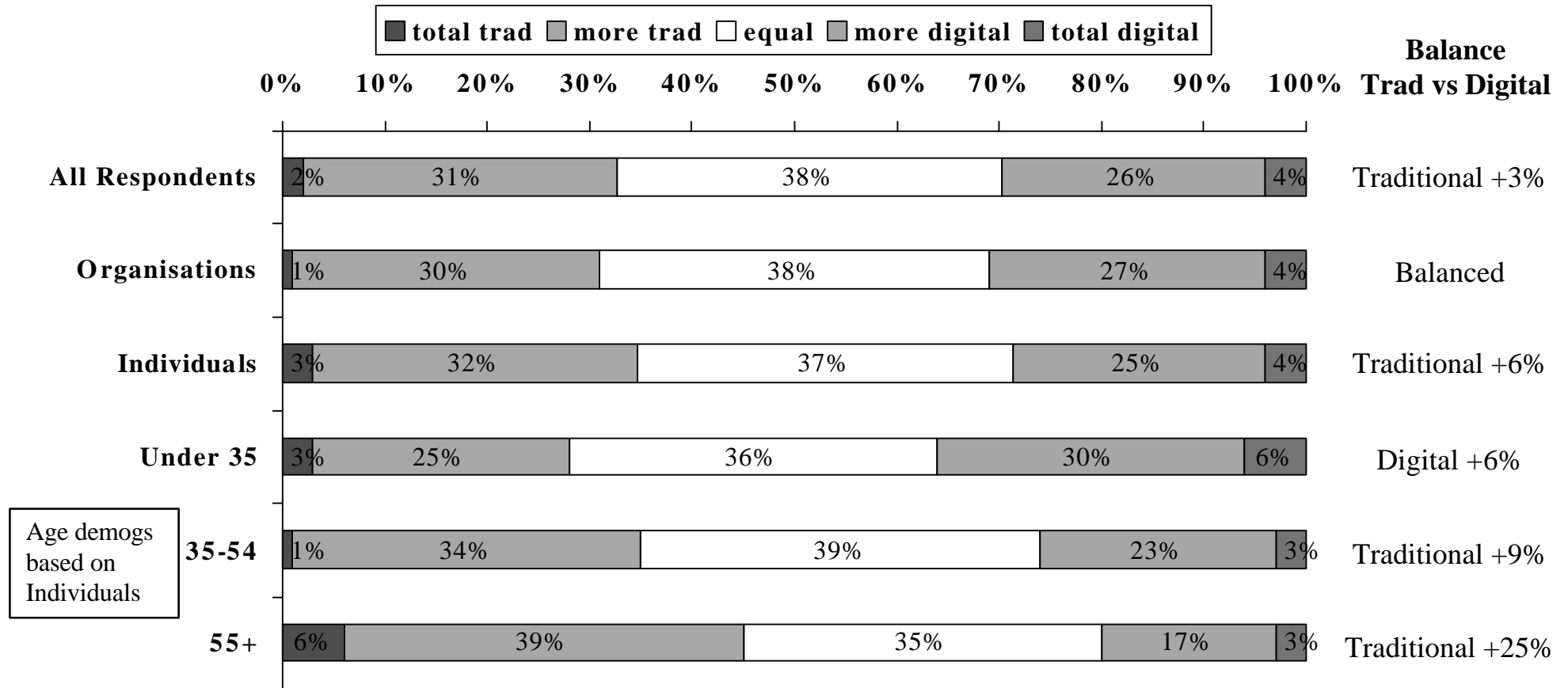


## Overall Opinions

**Q3: What do you think is the best mix of digital learning (ie. using new methodologies) and traditional learning methods ?**

S O U T H B A N K

There is a fairly even balance of opinion between the two learning methods. In each of the groups, the most popular choice was a equal mix of the two, with the single exception of the oldest Individuals. However weighing up the percentage splits, there is an overall tendency towards using more traditional learning methods than digital (apart from amongst the Under 35s, who were more likely than not to complete the survey Online).



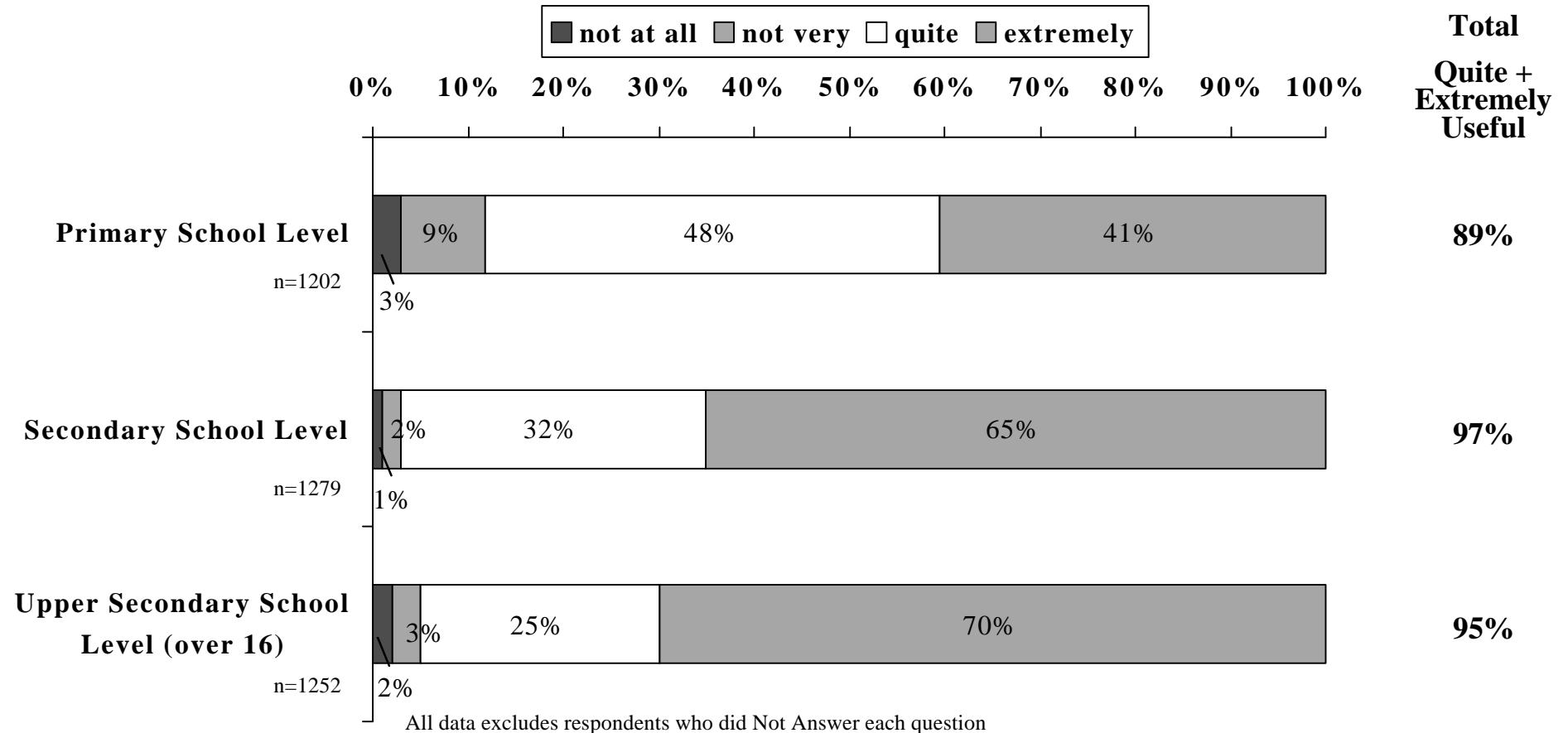


## Details of the Digital Curriculum

**Q5: How useful do you think the proposed digital curriculum would be for the following stages of the education process ?**

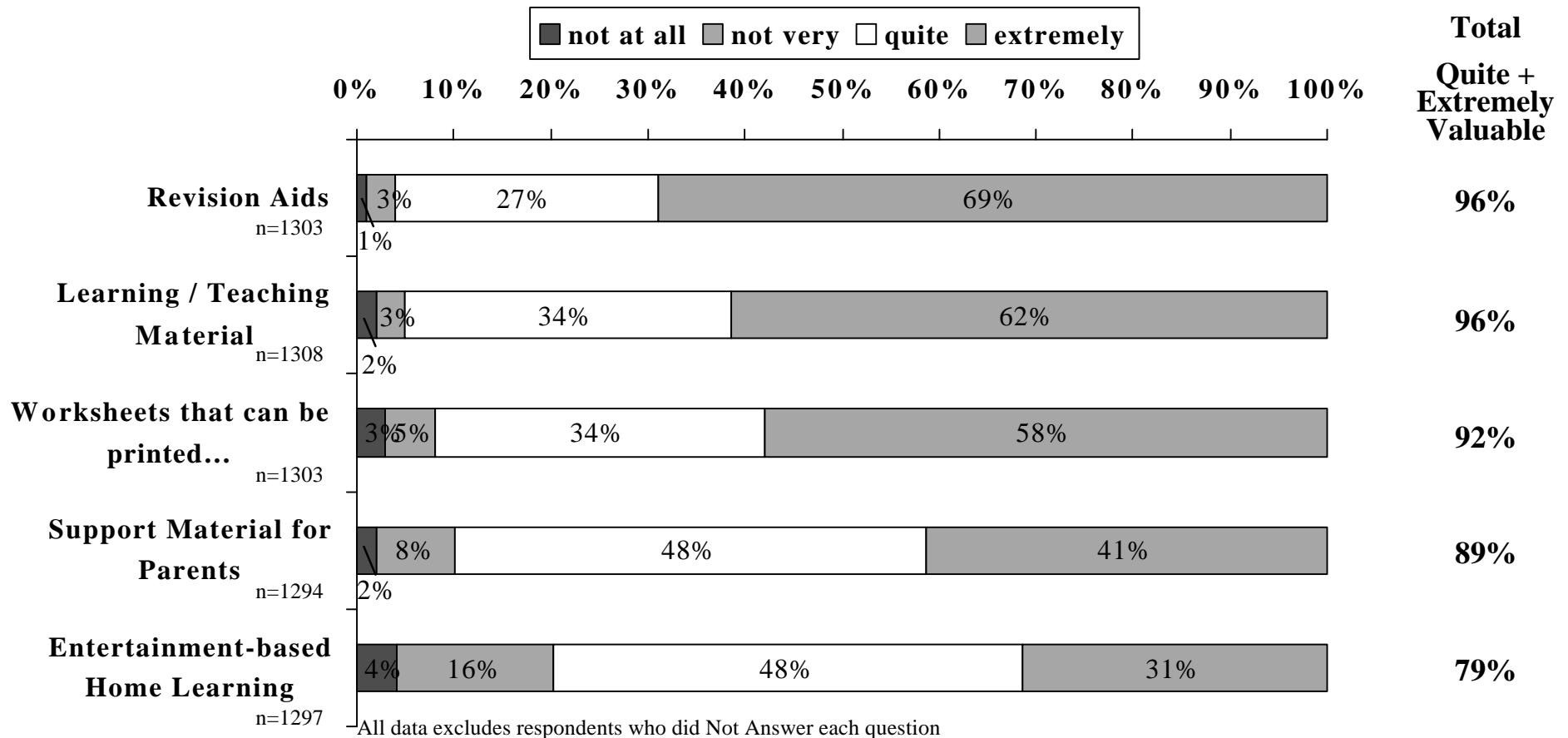
S O U T H B A N K

The proposed curriculum was seen as a useful factor at all stages of the education process, but more so at the older end of the scale. At both Secondary and Upper Secondary levels, 95% of more of all respondents see the digital curriculum as a useful tool.



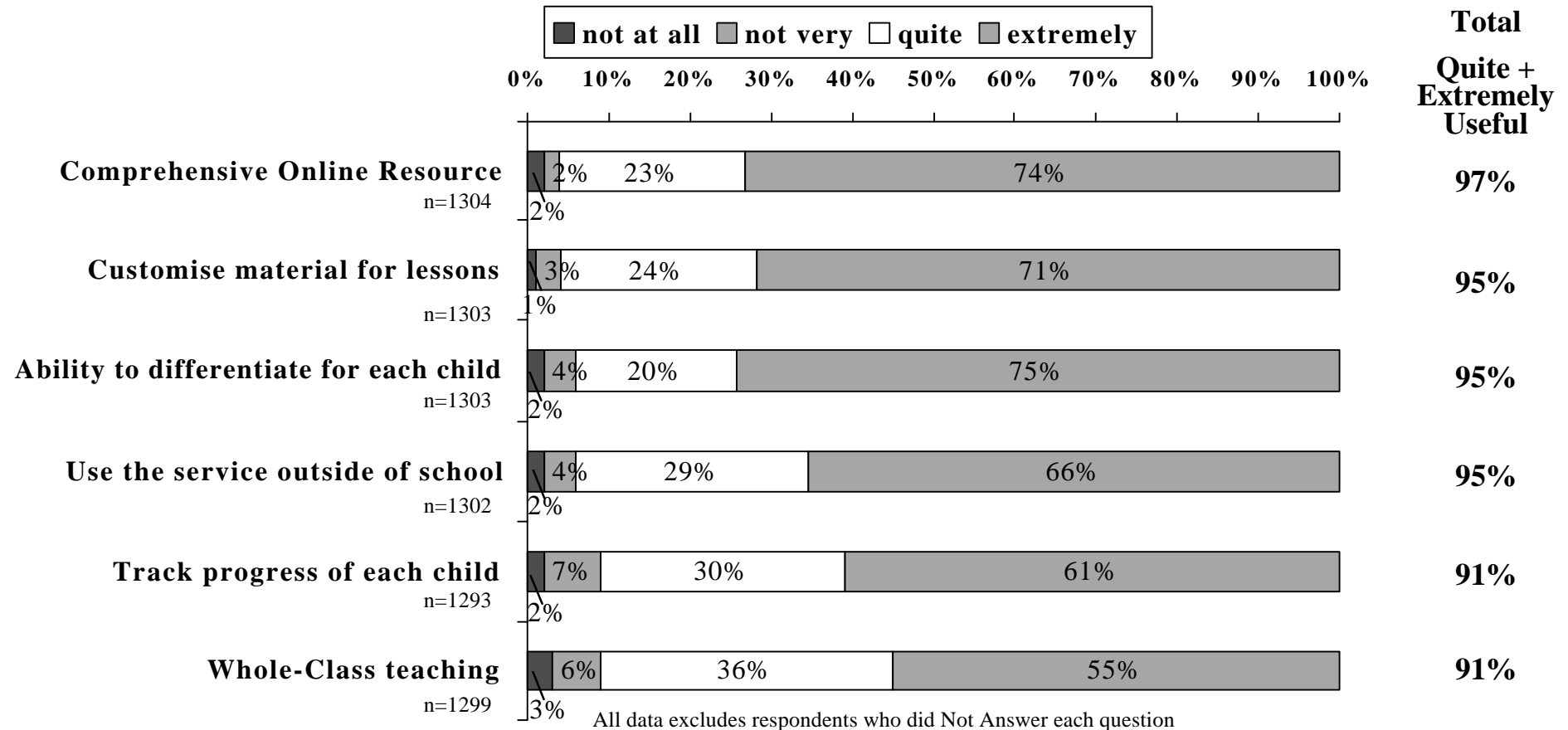


Revision Aids are seen as the most valuable aspect of the service with 96% of respondents seeing them as Quite or Extremely Valuable. All other aspects also score highly, with the exception of Entertainment-Based Home-learning which is welcomed by a comparatively poor 79% of people.





All the features are seen as being useful, with over half of all respondents (and up to three quarters) rating the features as ‘Extremely Useful’. The fact that the curriculum would be available online and that material and lessons could be customised for each child were seen as the most important features.





### Questions and Response Rates

#### **Q4: Do you have any comments about our plans for a digital curriculum ?**

497 out of 761 Paper respondents replied (65% penetration)

367 out of 575 Online respondents replied (64% penetration)

A total of 864 out of 1336 respondents replied to Q4 (65% penetration)

Of these 864, 58% answered the paper questionnaire, 42% submitted an Online form.

Southbank selected a random sample of 100 responses, weighted by source (100 out of 864 = 12%)

#### **Q8: Is there a question you would like to ask us about our plans to introduce a digital curriculum ?**

347 out of 761 Paper respondents replied (46% penetration)

284 out of 575 Online respondents replied (49% penetration)

A total of 631 out of 1336 respondents replied to Q8 (47% penetration)

Of these 631, 55% answered the paper questionnaire, 45% submitted an Online form.

Southbank selected a random sample of 100 responses, weighted by source (100 out of 631 = 16%)

*Note: the random samples were chosen without reference to the 'Happy to be Quoted' question. This allows for everyone's views to be considered and illustrated here, but means that it may not be possible to quote the better examples of statements and themes. The BBC are advised to check with Southbank before proceeding with any public display or publication of any of these direct quotes.*



### Development of Themes

There were some differences in the type of response between the two questions, but by in large the same themes emerged. Therefore, it was possible to use the same coding framework (with some additions) across both Open-Ended questions. On this basis, the analysis that follows is based on a combined response analysis (aggregating Q4 and Q8), with reference to the specific variations as appropriate.

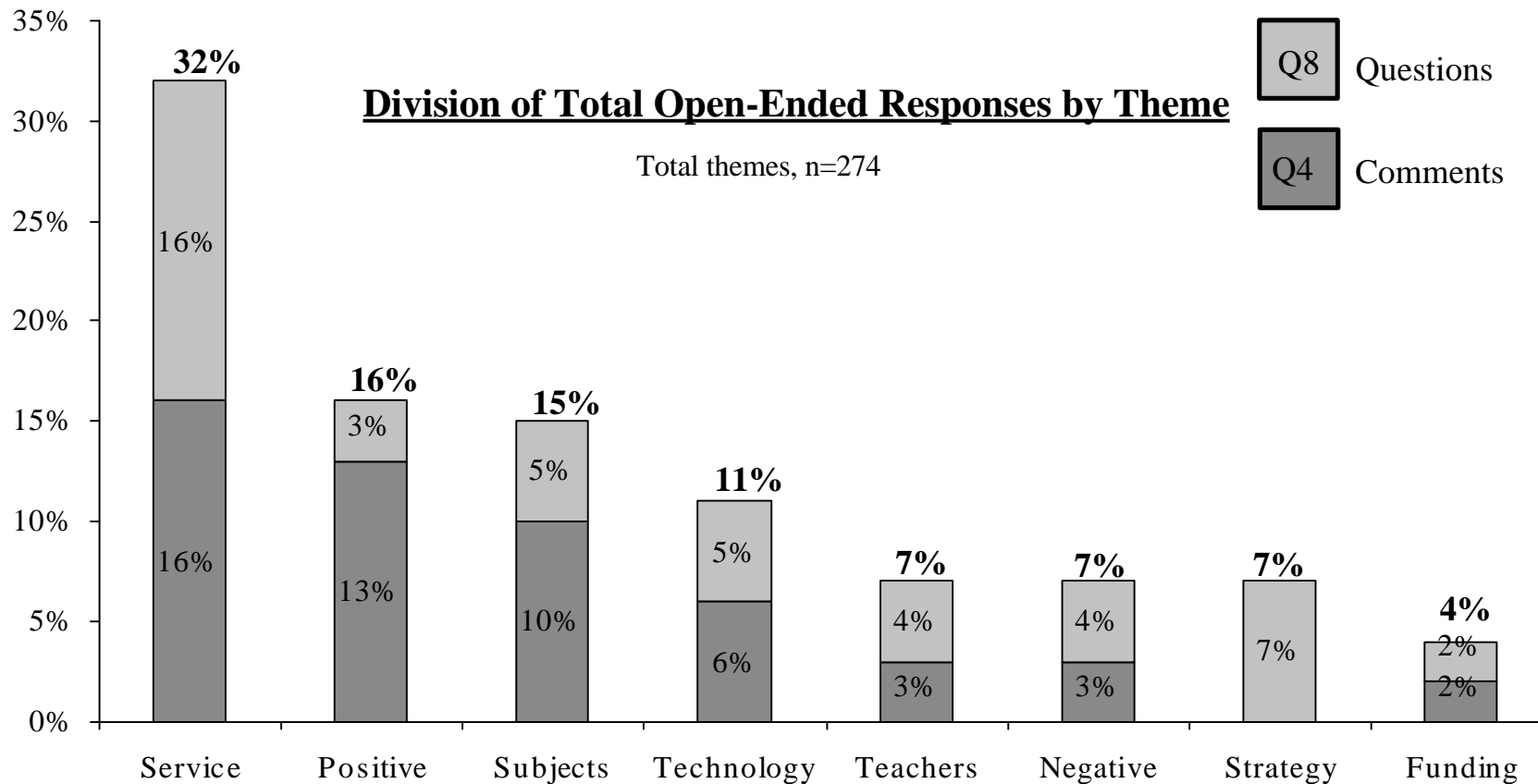
8 main themes were identified (in descending order of importance - see overleaf);

- 1        **General service** issues such as quality, relevance, structure, mix of methods, coverage, access
- 2        **Positive responses** in support of the idea of the digital curriculum, how it would help the respondent
- 3        Issues relating to the **Range of Subjects** covered by the digital curriculum
- 4        Comments and questions about the **Technology and Facilities** that are necessary for the service
- 5        Concerns about the **Teacher's Role and Involvement**
- 6        **Negative responses** questioning the BBC's involvement in providing such a service
- 7        Questions about the BBC's **Strategy**, planning and timetable for the service
- 8        Comments about the **Funding** of the service (Licence Fee issues)



## Verbatim Comments

The definition of the service generated the most Open-Ended comments, comprising about one third of the aggregate of the two questions. General positive comments and issues relating to the Subjects that the curriculum would cover were also frequently reported. Most of the Themes were reported in similar ratios across both questions. The main differences were that there were more Positive comments and more statements about the Subject matter from Q4, whilst Strategy was only raised in the respondents own questions (Q8).





## Verbatim Comments : Service Issues

S O U T H B A N K



<b>Service Issues 32%</b>	Coverage (8%)	“ It should also address older age groups’ education (ie Adult learners) ”
	Co-ordination/Structure (7%)	“ As this will lead to huge amounts of material, the indexing will be crucial, especially for students and parents. Put a lot of thought into this! ”
	Simplicity / Access (5%)	“ Many children don’t have access to a computer - even in school. If this plan goes ahead, won’t it widen the divide between children with access to computers and those without ? ”
	Quality (5%)	“ How would you ensure quality and be distinct from other areas ? ”
	Mix of Methods (4%)	“There have been many ambitious plans to use the latest technology in schools. So far they have failed because not enough emphasis was placed on content or the way in which children learn. Also such programmes ended up taking longer to teach a topic than by traditional methods. ”
	Relevance (3%)	“How will it be ensured that children of all abilities are given a service that caters for their needs?”



## Verbatim Comments : Positive Comments & Range of Subjects

S O U T H B A N K

**Positive  
Comments  
16%**

General (13%)

“ BBC Education's output has always been of great value to British education. Its extension into a Digital Curriculum is a useful and powerful progression. ”

Other (3%)

“ I think this will enhance learning - it certainly is a success at our school...combine research on the internet with CDs and books...I find it very exciting ”

**Range of  
Subjects  
15%**

Classical Studies (7%)\*

*\* there is evidence of a lobbying campaign from supporters of Classical Studies with numerous open-ended responses submitted by a range of individuals in a short time span.*

“ Both Classical Civilisation and Latin should be included, the latter possibly in collaboration with the current DfEE project for on-line Latin at Key Stage 3. ”

Overall Range (5%)

“ Precisely which subjects at which key stages are to be supported during each of the next five years ”

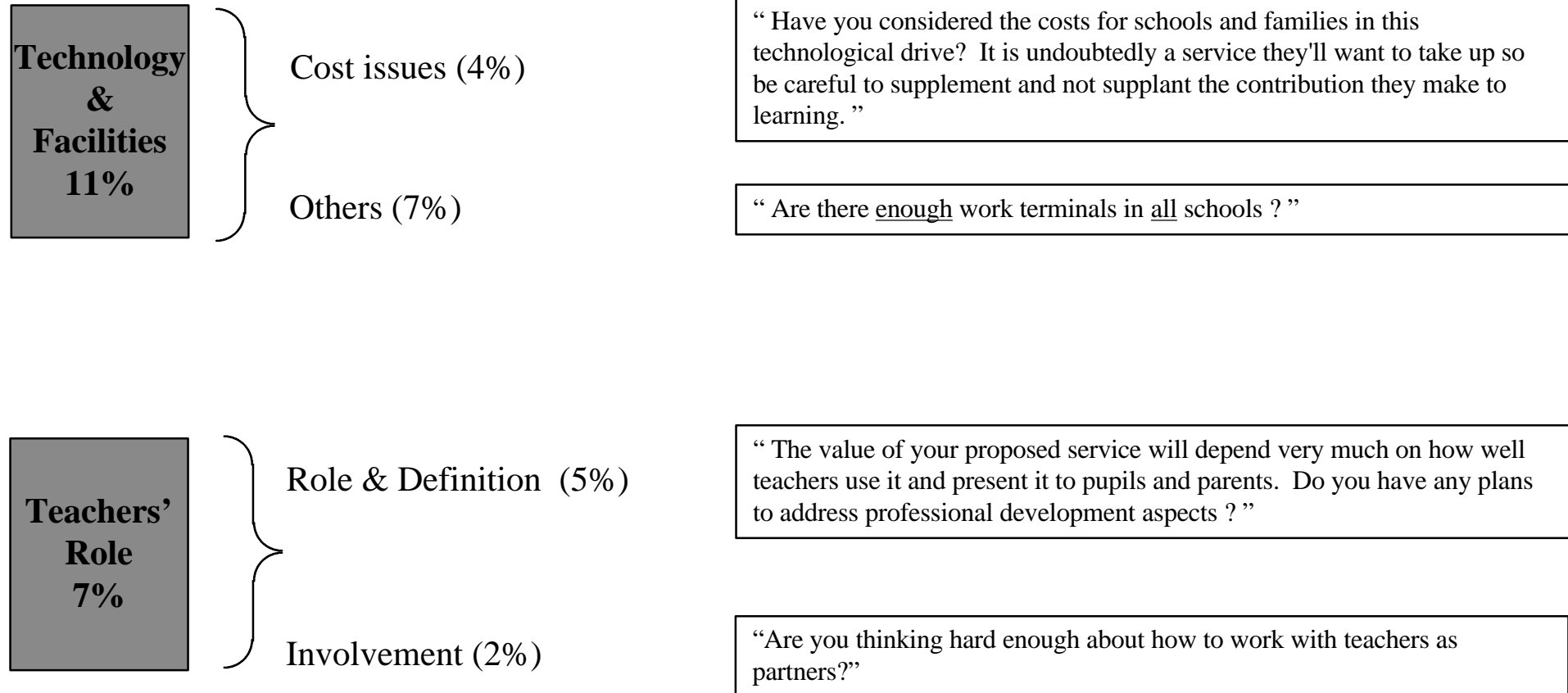
Other Subjects (3%)

“ GCSE Spanish is as important as German. Don't forget Social Science subjects too ”



## Verbatim Comments : Technology & Teachers' Role

S O U T H B A N K





## Verbatim Comments : Negative Comments, Strategy & Funding

S O U T H B A N K

**Negative  
Comments**  
7%

BBC involvement (3%)

“ are you a school or a broadcaster? this will cause chaos, leave educating to educators in schools, colleges and universities who are themselves using online and distance learning materials. ”

Others (4%)

“ Concern about the effect on the commercial content market? ”

**Strategy**  
7%

Overall Plan (3%)

“ Are there any plans to utilise the vast range of resources that have been developed by teachers in every school in isolation ? It would make sense to create an online library of shared resources ”

Trials & Timetable (4%)

“Who will trial the teaching and learning materials before release? ”

**Funding**  
4%

Licence Fee Challenge (3%)

“ Education should be funded via normal taxation and not via the Licence fee. I don't believe the Licence Fee should be funding BBC expansion into fields that the DfEE should be funding ”

Others (1%)

“Why [does]the BBC find it necessary to use tax payer funds to finance projects not available universally and served by the private sector? ”