

Teachers TV

User Segmentation Report (2009)

Ipsos MORI



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Introduction

This report is based on an online survey of Ipsos-MORI's Impact panellists, with fieldwork conducted between March 12th and 25th 2009. The Impact panel consists of over 2,000 members of the school workforce who have agreed to be contacted throughout the year for surveys about Teachers TV.

The first objective of the survey was to quantify four user types uncovered by some qualitative work conducted by Counterpoint in 2008. An additional objective was to segment the users by more traditional multivariate methods, in order to establish whether a purely statistical technique would produce a similar typology to that observed in the qualitative research.

This was positioned as an additional survey with entirely separate content and objectives, and was sent to all Heads, Teachers, Teaching Assistants and Governors on the panel. In order to be eligible for the survey, panellists had to use Teachers TV at least once every six months, though they were not alerted to this in advance of opening the survey, in order to minimise bias in the responding sample.

Of the 1,878 panellists invited to the survey, 841 answered the screening question about usage, 550 qualified as eligible users and 507 went on to complete the full survey. This represents a screening response rate of 45%, an eligibility rate of 65% amongst those screened and a completion rate of 92% amongst those eligible.

The sample was weighted to represent the various parts of the workforce who use Teachers TV in their correct proportion, with respect to job role and school stage. A further aim was set to ensure that the balance between the more and less frequent users within the user group matched the frequency observed in the audience measurement data. The data were also grossed to the estimated user universe, according to the survey definition.

This report covers both objectives: quantifying already established segments, labelled by Counterpoint as:

Reluctant Dippers
Serendipitous Users
Needs Driven Users
All Rounders

and using more traditional multivariate analysis techniques to validate their existence and/or uncover other user types.

In order to fulfil both objectives, a series of attitudinal statements was devised (in consultation with Counterpoint Research) that was felt to reflect the range of attitudes displayed by the four segments. Each respondent was then given a score for their answers to the statements for each segment and the highest score identified to which segment they belonged. A standardisation procedure took account of the fact of the naturally differing distribution of scores for each statement. A fuller explanation is provided in the Appendix to this report. The validity of the method was checked by examining the size and profile of each segment, with particular reference to the other attitudes and behaviour of the groups.

Qualitative Segmentation Summary

The qualitative segmentation revealed the following split between the segments:

Total users	100%	Est. Universe
Reluctant Dippers	35%	137,715
Serendipitous Users	7%	27,746
Needs Driven Users	25%	97,846
All rounders	32%	126,778

As was suspected at the qualitative stage, Serendipitous users are indeed a small proportion of total users, with the three other groups being of broadly equal importance.

It should be borne in mind that in the Counterpoint work only those who used Teachers TV at least once a month were interviewed, whilst the quantitative validation took a wider definition of usage, which is likely to have resulted in a slightly different distribution of segments.

If we take the subset who use Teachers TV at least once a month, the distribution is as follows:

Total who use TTV at least once a month	100%	Est. Universe
Reluctant Dippers	18%	32,447
Serendipitous Users	9%	15,819
Needs Driven Users	19%	34,300
All rounders	54%	96,873

For the remainder of this report we will focus on the wider group of users. A more detailed portrait of each user type follows this summary of the essential characteristics of each group.

Summary of User Type Profiles

	Total	Dippers	Serendipitous	Needs Driven	All rounders
Frequency of TTV use					
At least once a week	17%	6%	19%	8%	35%
At least once a month	46%	24%	57%	35%	76%
Once every 2-3 months	30%	38%	33%	40%	14%
Once every 3-6 months	24%	38%	10%	25%	10%
Weight of TTV use	Ave 1 hr 38 mins per month	Ave 43 mins per month	Ave 2 hrs 5 mins per month	Ave 1 hr 12 mins per month (a)	Ave 2 hrs 51 mins per month (ac)
Heavy	22%	6%	25%	14%	44%
Medium	40%	26%	62%	46%	46%
Light	38%	68%	13%	39%	11%
Mean no. of prog types seen on TTV	5.00	3.04	6.26	4.94a	6.90ac

Services at home					
Sky / cable	62%	64%	77%	50%	65% ^c
Freeview	52%	50%	50%	55%	52%
Broadband	98%	98%	84%	100%	99%
PVR	29%	34% ^c	36%	19%	31%
Most frequent method for accessing TTV					
	36%	35% ^c	70%	20%	42% ^c
	12%	12%	22%	10%	12%
Sky / cable	49%	48% ^c	92%	32%	55% ^c
Freeview					
Any digital	35%	30%	7%	50% ^{ad}	35%
Broadband at home	13%	19% ^d	1%	16%	7%
Broadband at school	48%	49%	8%	66% ^{ad}	42%
Any broadband					
Reaction if TTV no longer available on TV					
	29%	30%	1%	46% ^{ad}	29%
No change/ don't watch on TV	17%	18%	55%	12%	11%
Probably not watch at all	23%	19%	25%	13%	33% ^{ac}
Probably watch less	29%	30%	14%	28%	33%
Probably watch same amount	60%	62%	20%	75% ^d	56%
No decrease (net)					
Weight of TV viewing	Ave 13 hrs 24 mins per week	Ave 13 hrs 25 mins per week	Ave 16 hrs 59 mins per week	Ave 12 hrs 4 mins per week	Ave 13 hrs 38 mins per week
Weight of PC/laptop usage	Ave 22 hrs 14 mins per week	Ave 21 hrs 46 mins per week	Ave 17 hrs 13 mins per week	Ave 23 hrs 20 mins per week	Ave 22 hrs 58 mins per week
Dependent children in household					
Any	57%	57%	55%	62%	54%
Any aged 0-4	10%	8%	11%	16% ^d	7%
Aged under					
35	25%	29%	26%	20%	24%
35-54	62%	58%	60%	69%	62%
55+	13%	13%	14%	11%	14%

Male	28%	33%	22%	28%	24%
Female	72%	67%	78%	72%	76%
Role / Stage					
Head	5%	6%	6%	4%	5%
Teacher	51%	61%	32%	47%	49%
Teaching	16%	11%	13%	13%	23% ^a
Asst. Solus gov'nor	28%	22%	49%	36% ^{ad}	23%
Primary	59%	57%	70%	54%	62%
Secondary	41%	43%	30%	46%	38%

Reluctant Dippers

Reluctant Dippers make up an estimated 35% of Teachers TV users but account for an estimated 15% of total usage.

They are defined by their rather grudging attitude towards Teachers TV; they use it but not with any great frequency, enthusiasm or purpose. In line with the qualitative findings, they use Teachers TV with a lower frequency and lower weight than other groups, with just 24% using it at least once a month, compared with 46% for the total user universe, just 43 minutes a month of usage and a repertoire of just over 3 programme types. Apart from their lower usage, in many respects their profile is the most similar to the total user profile, though skewed slightly more towards men and teachers and away from governors and teaching assistants.

In respect of overall television viewing and pc usage they are highly typical of the total universe of Teachers TV users, so their lesser use of Teachers TV is not a reflection of less time spent on these activities. Contrary to the findings from the qualitative stage, they are as likely to use the service online as they are to watch via TV, with a third of them claiming to do both often or sometimes. They do, however, claim lower familiarity with the website than other groups. We may find higher website usage due to the research vehicle in this instance being a panel about Teachers TV, but we do not believe that this detracts from the validity of this group as they are largely defined by their lack of commitment rather than particular types of usage.

It is frustratingly difficult to establish what it is that is making them use the service when they do, but it may be that they are being influenced by colleagues into trying something from the service now and again, without yet having had the degree of success necessary to embrace it as their own. They do have a high likelihood to use Teachers TV via broadband at school compared with other groups, supporting the idea that they may be influenced by the school environment.

They are definitely not watching purely for time out or relaxation, nor to keep up to date with educational issues, but a surprisingly high proportion say that they do go there to look for something specific. Neither are they as disappointed as one might think with what they have found there in the past, with just 15% agreeing that they have never found anything relevant and 20% that they have never found anything useful. Neither are they strongly resistant to the concept of learning more through Teachers TV, nor strongly negative about the service, tending more towards the midpoint on the more negative statements. But they do agree strongly that they might watch more if they knew when something relevant was going to be on, they do have low awareness of the service's full offering and they certainly don't plan their viewing.

In terms of their exposure to the service, not only is their repertoire of past viewing much smaller, resulting in lower viewing to all programme types, but they are disproportionately less likely than other groups ever to have seen CPD programming, or programmes specific to a job or role.

In the Counterpoint research, the Reluctant Dippers proved a relatively easy group to convert to online usage of the Teachers TV service. In this research, there are already relatively high levels of website usage amongst this group, (almost certainly related to some extent to the methodology). As a result, moving the Teachers TV service exclusively online would not lead to a claimed decrease in usage for 62% of this group, as 30% do not watch on TV at all, 30% would be prepared to switch all their viewing online and a small number would even anticipate increased usage!

Serendipitous Viewers

This group of viewers is indeed a small one, as suggested by the qualitative research, accounting for just 7% of users (or 27,746 members of the school workforce) and 9% of total Teachers TV viewing.

They view frequently (57% at least once a month) and heavily (over 2 hours a month) and have experienced over 6 types of programme on Teachers TV. They are even more skewed towards women than the total users, and are heavily skewed towards governors, at the expense of teachers, and towards those in the Primary stage.

They are the group least likely to use the service at school, the most likely to watch live on TV and the most likely to record programmes.

They are the group least likely to have broadband at home and the most likely to have Sky or cable, with 92% accessing Teachers TV most often via this method. They are heavier viewers to television in general than other groups and the only group to spend about the same amount of time watching TV as they do using a PC or laptop, whilst other groups spend considerably more time using the latter. This may be due at least in part to the relatively high proportion of governors (49% of the group).

Apart from the obvious attitudes by which they were defined (e.g. favouring TV over online, watching purely for time out or relaxation, watching whether it's relevant or not, finding it inspiring, a guilty pleasure) they are not totally blinkered to the role of the online service; over a quarter of them use the website often or sometimes to download or stream programmes and only 19% agree that they can't see why anyone would want to watch online. The slightly random nature of their viewing is demonstrated by the fact that only 28% check the schedule in advance and only 23% feel familiar with the full range of programmes on offer. Over two thirds of them felt that they might watch even more if they knew when something relevant was going to be on.

They are the group most likely to disagree that they feel very at home using the internet for all sorts of things (26% vs 5% of total users) and to agree that they cannot relax whilst sitting at a pc or laptop (46% vs 21% of all users) and the group most likely to agree that television is an important form of relaxation for them (75% vs 56% of all users).

In line with the high proportion of governors, they are less likely to have seen programmes geared towards lessons, but they are as likely as Needs Driven and All Rounders to have seen programmes geared towards specific key stages, subjects or roles, CPD, news and debate and are the group most likely to have seen documentaries. They have seen nearly as many different programme types as All Rounders. Though they still value subject specific programming very highly, it is in the value they place on CPD, information/news/debate and documentaries where they stand out particularly from other groups.

In line with the qualitative findings, only 14% of this group felt that their viewing would be unaffected if the service moved exclusively online, with 55% saying that they would probably not watch at all any more and 25% that they would watch less.

In many respects the Serendipitous group are very similar to the All Rounders, with the important difference that they have not embraced the online part of the service.

Needs Driven Users

Needs Driven users account for 25% of Teachers TV users and 18% of total usage. They are by no means the most frequent or heaviest of users, with 35% using at least once a month and just one hour and 12 minutes a month of usage.

They are the group least likely to have Sky or cable or a PVR at home, though all have broadband. Two thirds of them (66%) access Teachers TV most often via broadband and, in the majority of cases, at home rather than at school (50% vs 16%). Over three quarters of them download programmes from the website often or sometimes and 51% stream programmes on the website. Their usage via TV is characterised by a high incidence of recording programmes compared to live viewing.

They are lighter TV viewers in general than other groups, and the heaviest pc/laptop users, spending almost twice as much time on a pc or laptop each week as they do watching television. They are more likely to have dependent children in the household than other groups and particularly so children aged 0-4 (16%). They are slightly more skewed towards governors, secondary schools and those aged 35-54 than the total user profile. Though very positive about its relevance and usefulness, they do not demonstrate the same degree of enthusiasm for the service as either the Serendipitous or the All Rounder groups.

Unlike the Serendipitous group and the All Rounders, they certainly do not watch for time out or relaxation and they do not perceive themselves as having a wide repertoire (only 8% agree that they watch loads of different types of programmes). However, 43% of them do claim that they sometimes watch just to keep up to date, indicating there is some room in their lives for usage that is not an immediate need. In line with lower usage via television, only 13% agree that they check the schedule in advance but, interestingly, 57% agree that they might watch more Teachers TV programming if they knew when something relevant was going to be on.

In line with their own perceptions, they have seen fewer different programme types than either Serendipitous viewers or All Rounders (4.94) and are disproportionately less likely to have seen, or to value most, CPD programmes, but more likely to value programmes that are specific to their key stage, subject, specialism or role.

Due to the high proportion using the service online, a move to an exclusively online service would not affect this group as heavily as others, with three quarters of them anticipating no change to their viewing if this were to happen.

All Rounders

All Rounders are not the largest user group (32%) but they do account for the majority of Teachers TV usage (57%).

Over three quarters use the service at least once a month and 54% of monthly users are made up of this group of enthusiasts who are taking advantage of all that the service has to offer. They are heavier users than the Serendipitous group, using the service for nearly 3 hours per month on average.

They are characterised by the multiple ways in which they use the Teachers TV service, be it at home (100%), at school (43%), live on TV (74%) or recorded (43%), downloaded (74%) or streamed (65%), in class (38%) or in training (51%). Over two thirds of them watch (often or sometimes) both on TV and online. They take advantage of the website's full offering as well as the programming. They do everything that the needs driven users do online but they complement that with everything that the serendipitous viewers do via television.

Like the Serendipitous viewers, they are sometimes just watching for time out or relaxation and whether the content is directly relevant or not, and occasionally just flick to it to see what's on, but overall they expect something more from it, do not grudge the time they spend on it and see it as part of their working life. Only 2% disagree that they find the service very inspiring. It is not a guilty pleasure in the same way as it is for the Serendipitous viewers; it is a fully justifiable part of their working life that has made a real difference to them.

They feel familiar with what the service has to offer and watch a range of different programme types, from subject and role specific to documentaries, CPD and programmes specific to lesson planning.

Considering their commitment to the service, it is surprising that only 33% check the schedules in advance to make sure they don't miss something and that 48% of them claim they would watch even more if they knew when something relevant was going to be on.

It is also notable that the statement "What I get out of Teachers TV really depends on whether I am watching on TV or online" does not appear to resonate as strongly with All Rounders as one might expect, given its apparent importance within the qualitative research. Although 20% of All Rounders agree to some extent with this statement, just 3% do so strongly, 43% have no feelings either way and 37% disagree. We know that two thirds of them use the service both online and via television but they do not articulate as clearly as one might expect the differing roles of the two delivery methods.

Quantitative Segmentation Summary

The quantitative segmentation differed from the first in that the analysis made no presuppositions about the types of Teachers TV user that might exist, but created groups of respondents based on similar patterns of responses to the same attitudinal statements. The methodology used is described in the Appendix to this report.

In summary, there was a strong agreement between the types of user in the two segmentations and a high correlation between the types assigned by the two. To a great extent, this has validated the types of user suggested by the qualitative work.

In addition to the four segments identified by the qualitative work, a fifth emerged that could be best described as “Mainstream Neutrals”. They account for 25% of users and are characterised by their average levels of usage and lack of strong opinion, either positive or negative, towards Teachers TV. Their type of usage and distinctive behaviours in certain respects do, however, distinguish them from other groups.

The other main difference between segmentations was less distinction between the All Rounder and Serendipitous categories. Within a four segment solution they did not emerge as two separate categories but they did emerge as separate segments once we moved from a four to a five segment solution. Although distinguished from each other in certain respects, they are actually very similar in profile and behaviour, with only subtle attitudinal differences that have led us to label them as two subgroups within the All Rounder category - Planned and Serendipitous All Rounders.

The following table indicates the “fit” between the two solutions, with the five segment solution horizontally and the Counterpoint segmentation vertically. From a purely statistical point of view, those who formed the new Mainstream Neutrals segment had more in common with each other across all statements than they did with their original segment. This group contained respondents from all of the original segments. If we set these aside, the following %s of the original groups (unweighted) fitted the category with the same or similar characteristics:

- 92% of Reluctant Dippers (108 out of 118)
- 57% of Serendipitous Viewers (12 out of 21)
- 77% of Needs Driven Users (70 out of 91)
- 84% of All rounders - either planned or serendipitous (130 out of 155)

	Mainstream Neutrals	Planned All Rounders	Reluctant Dippers	Needs Driven Users	Serendipitous All Rounders	Total
Dippers	45	0	108	9	1	163
Serendipitous	13	2	7	0	12	34
Needs Driven	22	6	11	70	4	113
All Rounders	42	54	1	24	76	197
Total	122	62	127	103	93	507

The five segments were distributed as follows in the weighted sample of users:

Total users	100%	Est. Universe
Mainstream Neutrals	25%	96,773
Reluctant Dippers	28%	108,655
Needs Driven Users	22%	86,976
Planned All Rounders	10%	38,559
Serendipitous All Rounders	15%	59,123

The following table summarises the profile and behaviour of each of the quantitative segments. It is followed by a more detailed profile of each.

Summary of User Type Profiles

	Total	Dippers (a)	Serendipitous (b)	Needs Driven (c)	Planned all Rounders (d)	Mainstream Neutrals (e)
Frequency of TTV use						
At least once a week	17%	4%	28% ac	10%	48% abce	19% a
At least once a month	46%	25%	77% ace	35%	76% ace	48% a
Once every 2-3 months	30%	33%	18%	39%	13%	33%
Once every 3-6 months	24%	42%	5%	26%	11%	18%
Weight of TTV use	Ave 1 hr 38 mins per month	Ave 35 mins per month	Ave 2 hrs 28 mins per month (ac)	Ave 1 hr 15 mins per month(a)	Ave 3 hrs 45 mins per month (abce)	Ave 1 hrs 47 mins per month (a)
Heavy	22%	3%	36%	14%	60%	26%
Medium	40%	26%	54%	49%	31%	42%
Light	38%	70%	10%	37%	9%	32%
Mean no. of prog types seen on TTV	5.00	3.23	7.56ace	5.03a	7.91ace	4.23a
Services at home						
Sky / cable	62%	62% ^c	63% ^c	39%	75% ^c	78% ^{ac}
Freeview	52%	48%	53%	64% ^{ad}	40%	49%
Broadband	98%	98%	94%	100% ^b	100%	98%
PVR	29%	32% ^c	19%	19%	56%	39% ^{bc}
Most frequent method for accessing TTV						
Sky / cable	36%	34% ^c	39% ^c	10%	44% ^c	58% ^{abc}
Freeview	12%	14%	14%	12%	7%	13%
Any digital	49%	48% ^c	52% ^c	23%	56% ^c	70% ^{abc}
Broadband at home	35%	29%	37% ^e	56% ^{abe}	36%	22%
Broadband at school	13%	19% ^e	9%	21%	8%	5%
Any broadband	48%	48% ^e	46% ^e	77% ^{abde}	44% ^e	27%

Reaction if TTV no longer available on TV						
No change/ don't watch on TV	29%	36%de	29%e	47%bde	14%	12%
Probably not watch at all	17%	18%	20%	10%	8%	24%cd
Probably watch less	23%	18%	21%	10%	41%abc	33%ac
Probably watch same amount	29%	26%	26%	33%	34%	30%
No decrease (net)	60%	64%e	59%	80%abde	51%	43%
Weight of TV viewing	Ave 13 hrs 24 mins per week	Ave 14 hrs 24 mins per week	Ave 13 hrs 11 mins per week	Ave 12 hrs 2 mins per week	Ave 14 hrs 16 mins per week	Ave 13 hrs 18 mins per week
Weight of PC / laptop usage	Ave 22 hrs 14 mins per week	Ave 22 hrs 5 mins per week	Ave 21 hrs 25 mins per week	Ave 24 hrs 55 mins per week (e)	Ave 23 hrs 58 mins per week (e)	Ave 19 hrs 47 mins per week
Dependent children in household						
Any	57%	54%	57%	61%	54%	58%
Any aged 0-4	10%	7%	8%	14%	4%	11%
Aged under						
35	25%	24%	18%	27%	15%	32%
35-54	62%	59%	64%	66%	72%	58%
55+	13%	17%	18%	7%	14%	9%
Male	28%	35%	23%	21%	24%	32%
Female	72%	65%	77%	79%	76%	68%
Role / Stage						
Head	5%	7%	5%	5%	6%	4%
Teacher	51%	59%e	51%	55%	44%	42%
Teaching	16%	11%	26%ac	7%	28%ac	17%
Asst. Solus gov'nor	28%	23%	19%	32%	22%	37%b
Primary	59%	54%	60%	60%	55%	63%
Secondary	41%	46%	40%	40%	45%	37%

The following table provides a summary of levels of agreement (agree strongly plus agree slightly) to each of the statements used for the segmentation for each of the five segments.

	Total	Mainstream	Planned	Reluctant	Needs	Serendipitous
	Users	Neutrals	All	Dippers	Users	All
	%	%	Rounders	%	%	Rounders
			%			%
Q2_1 I'VE NEVER REALLY FOUND ANYTHING ON TEACHERS TV THAT SEEMED RELEVANT TO ME	7	7	3	15	4	3
Q2_2 I SOMETIMES WATCH TEACHERS TV PURELY FOR TIME OUT OR RELAXATION	21	22	39	8	2	57
Q2_3 IF PROGRAMMES WERE SHORTER ON TEACHERS TV, I MIGHT WATCH MORE	17	14	11	18	26	12
Q2_4 I ENJOY WATCHING TEACHERS TV, WHETHER IT'S DIRECTLY RELEVANT TO ME OR NOT	26	24	43	7	14	70
Q2_5 I OCCASIONALLY FLICK TO TEACHERS TV JUST TO SEE WHAT'S ON BUT AM USUALLY DI	16	26	6	24	6	4
Q2_6 I DON'T FEEL VERY FAMILIAR WITH WHAT THE TEACHERS TV WEBSITE HAS TO OFFER	25	24	13	54	8	7
Q2_7 I'VE NEVER REALLY FOUND ANYTHING ON TEACHERS TV THAT HAS BEEN USEFUL TO ME	8	10	5	16	0	1
Q2_8 I DON'T NEED TEACHERS TV TO TEACH ME SOMETHING NEW - JUST TO CONFIRM THAT I	12	16	6	21	6	4
Q2_9 I MIGHT USE OR WATCH MORE TEACHERS TV IF I KNEW WHEN SOMETHING RELEVANT TO	61	65	30	80	54	51
Q2_10 I OCCASIONALLY FLICK TO TEACHERS TV JUST TO SEE WHAT'S ON AND HAVE FOUND S	43	39	65	28	34	75
Q2_11 I SOMETIMES WATCH TEACHERS TV TO KEEP UP TO DATE GENERALLY WITH ISSUES IN	48	49	84	21	49	73
Q2_12 I CAN'T SEE WHY ANYONE WOULD CHOOSE TO WATCH TEACHERS TV ON TELEVISION	10	5	3	21	12	4
Q2_13 I CAN'T SEE WHY ANYONE WOULD CHOOSE TO WATCH TEACHERS TV ONLINE	5	7	0	10	0	6
Q2_14 I THINK OF TEACHERS TV AS PART OF MY WORKING LIFE	21	15	41	9	22	40
Q2_15 I HAVEN'T GOT ENOUGH TIME TO WATCH TEACHERS TV	53	47	13	70	64	38
Q2_16 I CAN'T SEE ANY CLEAR ROLE FOR TEACHERS TV	6	6	2	14	0	5
Q2_17 I TEND TO CHECK THE TEACHERS TV SCHEDULE IN ADVANCE TO MAKE SURE I DON'T M	18	24	42	3	13	29
Q2_18 I FEEL FAMILIAR WITH THE RANGE OF PROGRAMMES THAT TEACHERS TV HAS TO OFFER	24	25	70	0	26	35
Q2_19 I ONLY EVER GO TO TEACHERS TV TO FIND SOMETHING VERY SPECIFIC	48	47	34	52	72	15
Q2_20 I WATCH LOADS OF DIFFERENT TYPES OF PROGRAMMES ON TEACHERS TV	18	16	49	2	7	48
Q2_21 WHAT I GET OUT OF TEACHERS TV REALLY DEPENDS ON WHETHER I AM WATCHING ON T	13	16	6	8	21	14
Q2_22 IF SOMETHING VERY SPECIFIC WERE RECOMMENDED TO ME AS USEFUL, I MIGHT GIVE	22	32	0	43	5	8
Q2_23 I TEND TO HAVE TEACHERS TV ON IN THE BACKGROUND WHILE I'M WORKING OR DOING	10	21	9	4	1	15
Q2_24 I THINK OF TEACHERS TV AS SOMETHING I DO FOR ME	28	25	54	5	30	57
Q2_25 I RECORD PROGRAMMES USING SKY PLUS, V+ OR ANOTHER TYPE OF PERSONAL VIDEO R	27	57	82	8	10	2
Q2_26 I SOMETIMES GO TO TEACHERS TV TO FIND OUT MORE ABOUT A SPECIFIC ISSUE OR T	68	61	91	42	88	80
Q2_27 I'M ALWAYS TELLING COLLEAGUES ABOUT THINGS I'VE SEEN ON TEACHERS TV	18	11	38	7	16	38
Q4_1 I'VE BEEN INVOLVED IN EDUCATION FOR LONG ENOUGH TO KNOW WHAT I'M DOING WITH	10	14	4	21	1	0
Q4_2 I FIND TEACHERS TV VERY INSPIRING	35	22	63	9	45	76
Q4_3 THE SITUATIONS ON TEACHERS TV DON'T BEAR ANY RELATION TO REAL LIFE IN THE W	7	7	2	13	6	3
Q4_4 TEACHERS TV FULFILS A WHOLE RANGE OF DIFFERENT NEEDS	56	46	88	30	67	88
Q4_5 I THINK IT'S ASKING TOO MUCH OF PEOPLE TO WATCH TEACHERS TV IN THEIR OWN TI	23	15	7	47	23	3
Q4_6 TEACHERS TV HAS BECOME INDISPENSIBLE TO ME IN MY ROLE	9	5	31	1	10	16
Q4_7 TEACHERS TV IS ONE OF MY GUILTY PLEASURES	7	5	20	0	3	18
Q4_8 TEACHERS TV HAS REALLY MADE A DIFFERENCE TO ME IN MY ROLE AT SCHOOL	22	14	54	6	25	37

Mainstream Neutrals

This new segment was, in our opinion, less likely to be uncovered by qualitative work as they are, as their name suggests, a rather “average” and non-committal type of user, with few distinguishing attitudes or characteristics apart from their type of usage. In general, their profile is very close to that of the total base of users, but with lower levels of online usage, a higher tendency to watch the service mainly via television and a very propensity to record Teachers TV programmes from the television.

They are more frequent and heavier users than both the Dippers and the Needs Driven users, but not as heavy as the All Rounder groups. Nearly half of them (48%) use the service at least once a month and the average usage per month is 1 hr and 47 minutes. Whilst users in general, and indeed all other groups except the Needs Driven, are quite evenly split between television and broadband in terms of the delivery platform they use most often for Teachers TV, Mainstream Neutrals are much less likely to be online viewers (particularly when it comes to downloading), in fact are only a little ahead of Reluctant Dippers in terms of their usage of the website; 70% of them access Teachers TV most often via TV. Their weight of total TV viewing is average for users but their pc usage is the lowest of all groups.

They are a little younger than other groups, and particularly so compared to the All Rounder groups and, in comparison to total users, they include more governors at the expense of teachers.

In terms of the way in which they use and think about Teachers TV, they are difficult to fathom as they are less likely to express an opinion than other groups. Whilst the average user gave a midpoint answer to 9 of the 35 statements involved in the segmentation, Mainstream Neutrals have an average of 13 midpoint answers.

They are not dissimilar to Reluctant Dippers in their response to some of the more negative statements and can certainly not be described as enthusiasts, but they are heavier users than the Dippers and they certainly feel more familiar with the range of programmes on offer. Nearly half of them agree that they sometimes watch just to keep up to date with issues in education and 61% agree that they sometimes go there to find out about a specific issue or topic of relevance. Where they also stand out is in their agreement that they tend to have Teachers TV on in the background whilst doing something else. Although just 21% agree with this statement, this is significantly higher than for other groups. Along with Planned All Rounders, they are prolific recorders from the television and users of the personal video recorder in particular.

In view of their greater usage, one would expect them to have a greater likelihood than Dippers to have seen each of the various programme types. Whilst this proves true in most cases, they are disproportionately less likely to have seen programmes specific to a subject or other specialism or observation of teachers and pupils at work. This may relate in part to the higher proportion of governors within this segment.

Reluctant Dippers

This group is very similar to the group of the same name identified by the qualitative segmentation, but is slightly reduced from 35% of total users, to 28%, having shed most of the remainder to the new Mainstream Neutrals group. Eighty five percent of them were classified as Dippers in the previous segmentation.

In all respects there is a very pleasing match between the two variations on the segment, as one might expect from the degree of overlap involved. This smaller group watches slightly less Teachers TV (35 minutes per month rather than 43), is slightly older in profile (24% aged under 35 vs 29%) and watches an hour's more television per week than their Counterpoint equivalents. In terms of their usage of the service, the only significant variation is that only 17% of this segment record Teachers TV programmes from the television vs 26% in the original segmentation and that they disagree more vehemently that they tend to check the schedule in advance. They also feel a little less familiar with the website, though their usage of it is very similar.

Needs Driven Users

This is another very close match with the qualitative segmentation, even closer this time in terms of the segment size which was 25% of users in the initial segmentation and 22% in this version. Around a fifth of the original Needs Driven users were incorporated into the new Mainstream Neutrals category and another fifth across the other three, leaving around three fifths in the new segment. The remaining 33 Needs Driven users in this segment who were not previously classified as such have come mainly from the qualitative All Rounder segment.

The resulting group is very close in terms of profile, behaviour and attitudes. Where they differ, it is in line with original expectations arising from the qualitative groups. From these it had been hypothesised that Needs Driven users were mainly using the service online but in the purely qualitative segmentation only two thirds of Needs Driven users were mainly using it online; this new segmentation version has 77% of them claiming to use the service most often online so seems to be a change in the right direction. A further difference in use, but perhaps related to this same point, is that they are much less likely to record Teachers TV programmes from the television than the first Needs Driven segment. They also use their pc for an additional 1.5 hours per week compared to their counterpart group, are a little younger, more female, with more teachers, fewer teaching assistants and more in Primary schools. In other respects, they are slightly more likely to agree that they don't have enough time to watch Teachers TV (64% agree vs 52%) but they find it more inspiring than their counterpart group (45% vs 29%).

Their exposure to the varying types of programme content, and the types of content they value most highly would seem to suggest an even more focused approach to usage than was seen in the qualitative segmentation.

All Rounders

We have identified two segments that have the essential characteristics of the previous All Rounders group within this quantitative segmentation. Between them they account for 25% of total users, a slightly smaller group than the 32% identified in the qualitative segmentation but sharing all the important characteristics of heavy multi-faceted usage and enthusiasm for the service. The two groups both have these features but differ in that one group is more focused in their usage and the other less so, the less focused group being the larger of the two and accounting for 60% of the total All Rounders. Though they share many of the serendipitous features, we have chosen not simply to label these as Serendipitous Viewers as in the qualitative segmentation because they differ in important ways, notably in having a much less pronounced skew towards usage via the television and enthusiasm for television in general. We have therefore called them Serendipitous All Rounders because they combine the characteristics of both groups. The more focused group have been called Planned All Rounders.

If we look at them first as a single group, they are very similar to our previous group of All Rounders; they use the service frequently (77% at least once a month) and for nearly three hours a month on average, significantly more than other groups. They have the highest likelihood of all groups to watch both at home and at school, via TV and online, and attitudinally they are remarkably similar to the previous All Rounder group.

But there are enough differences for them to have emerged as two distinct groups once the segmentation moved from a four segment to a five segment solution (in the four segment solution that we explored first there was no separate Serendipitous group).

Whilst over three quarters of both All Rounder subgroups use the service at least once a month, the Planned All Rounders are more frequent overall, with 48% using it at least once a week, compared with 28% of Serendipitous All Rounders, and with correspondingly heavier viewing.

Planned All Rounders are more likely to claim all types of usage than their Serendipitous equivalents due to their heavier overall usage, and are more likely to use both delivery platforms (79% vs 53%) but the most noticeable discrepancy is in recording from TV, where 81% Planned All Rounders claim to do so vs. 18% of Serendipitous All Rounders. As one would expect from the label, the Serendipitous All Rounders are the group more likely to enjoy watching whether it is directly relevant or not (70% vs 44%) and they are more likely to say that they don't have enough time to watch Teachers TV (39% vs 12%). Whilst 43% of Planned All Rounders check the schedule in advance, only 29% of the Serendipitous group do so, and they are more likely to have it on in the background. What really polarises the two All Rounder segments is their recording behaviour; whilst 81% of Planned All Rounders agree that they record Teachers TV programmes with a PVR, only 18% of Serendipitous All Rounders do so.

When it comes to exposure to different types of content, both have seen nearly 8 on average but the Serendipitous have a significantly higher likelihood to have seen documentaries about education in other countries (50% vs 26%). As well as these and other types of documentaries, and programmes observing teachers in the classroom, the Serendipitous are more likely to value CPD than the Planned All Rounders, and indeed were the group most likely to do so, as they were in the qualitative segmentation. The Planners, on the other hand, had a preference for programming related to lesson planning.

Appendices

Qualitative Segmentation Method

To substantiate the qualitative theoretical model 32 questions were scored based on what we would expect a typical segment to answer to each question. These scores took values between -2 and +2. For example for the question 'I've never really found anything on Teachers TV that seemed relevant to me' if a respondent answered 'Strongly Disagree' on the agree/disagree scale then they would automatically score a 1 for answering 'Strongly Disagree' and this score would be multiplied by the score for this question for each segment.

Dippers Score = 2, Final score for Question = $2*1 = 2$
 Serendipitous = -2, Final score for Question = $-2*1 = -2$
 Needs Driven = -2, Final score for Question = $-2*1 = -2$
 All Rounders = -2, Final score for Question = $-2*1 = -2$.

If they had said 'strongly agree' to this question, which scores 5 on the agree / disagree scale, then their scores for each segment would be

Dippers Score = 2, Final score for Question = $2*5 = 10$
 Serendipitous = -2, Final score for Question = $-2*5 = -10$
 Needs Driven = -2, Final score for Question = $-2*5 = -10$
 All Rounders = -2, Final score for Question = $-2*5 = -10$.

Therefore we can discern from these scores that respondents who agree to this question are more likely to be in the Dippers segment than any of the others.

The score across all 32 questions for each segment were computed for each respondent, and the respondent was allocated to the segment with the highest positive score. Please note that the -2 to +2 scores were standardised so that the sum of them across all 32 questions was equal to 0 for each segment.

Name	Question code	Dippers	Stdized	Serendipit	Stdized	NeedsDrive	Stdized	AllRounders	Stdized
Never found anything relevant to me	q2@1	2	1.306717	-2	-1.775	-2	-1.32112	-2	-1.80787
Sometimes watch purely for time out/relaxation	q2@2	-2	-1.08271	2	1.214473	-2	-1.32112	1	0.475756
If progs were shorter, I might watch more	q2@3	2	1.306717	0	-0.28026	0	0.216184	0	-0.28545
I enjoy watching, whether relevant to me or not	q2@4	-2	-1.08271	2	1.214473	-1	-0.55247	1	0.475756
Occasionally flick but usually disappointed	q2@5	2	1.306717	-1	-1.02763	0	0.216184	0	-0.28545
Don't feel familiar with website	q2@6	1	0.709361	1	0.467105	-2	-1.32112	-1	-1.04666
Never found anything useful to me	q2@7	2	1.306717	-2	-1.775	-2	-1.32112	-2	-1.80787
Just need it to confirm I am doing things right	q2@8	-1	-0.48535	2	1.214473	-1	-0.55247	0	-0.28545
Might use more if knew something relevant on	q2@9	2	1.306717	-1	-1.02763	-1	-0.55247	-1	-1.04666
Occasionally flick and have found great progs	q2@10	-1	-0.48535	2	1.214473	-1	-0.55247	1	0.475756
Sometimes watch to keep up to date	q2@11	-1	-0.48535	1	0.467105	-1	-0.55247	2	1.236965
Can't see why watch TTV on TV	q2@12	0	0.112004	-2	-1.775	2	1.75349	-1	-1.04666
Can't see why watch TTV online	q2@13	1	0.709361	2	1.214473	-2	-1.32112	-1	-1.04666
Think of TTV as part of my working life	q2@14	-2	-1.08271	0	-0.28026	1	0.984837	2	1.236965
I haven't got enough time to watch TTV	q2@15	2	1.306717	-1	-1.02763	0	0.216184	-1	-1.04666
Feel familiar with range of progs	q2@18	-1	-0.48535	1	0.467105	1	0.984837	2	1.236965
Only go to TTV to find something specific	q2@19	-1	-0.48535	-1	-1.02763	2	1.75349	-1	-1.04666
Watch loads of different types of progs	q2@20	-2	-1.08271	1	0.467105	1	0.984837	2	1.236965
Take out depends on whether TV or online	q2@21	-1	-0.48535	-1	-1.02763	-1	-0.55247	2	1.236965
Would never look for something specific myself	q2@22	2	1.306717	0	-0.28026	-2	-1.32112	-1	-1.04666
Tend to have on in the background	q2@23	-1	-0.48535	0	-0.28026	-2	-1.32112	0	-0.28545
TTV is something I do for me	q2@24	-2	-1.08271	2	1.214473	0	0.216184	1	0.475756
Sometimes go to TTV for specific	q2@26	-1	-0.48535	0	-0.28026	2	1.75349	1	0.475756
Always telling colleagues	q2@27	-2	-1.08271	2	1.214473	1	0.984837	2	1.236965
Don't need to be told what to do	q4@1	2	1.306717	0	-0.28026	0	0.216184	0	-0.28545
Find TTV very inspiring	q4@2	-2	-1.08271	2	1.214473	0	0.216184	2	1.236965
Doesn't bear any relation to real life	q4@3	2	1.306717	0	-0.28026	0	0.216184	0	-0.28545
Fulfills a whole range of different needs	q4@4	-1	-0.48535	1	0.467105	1	0.984837	2	1.236965
Too much asking people to watch in own time	q4@5	2	1.306717	-1	-1.02763	-1	-0.55247	-1	-1.04666
Indispensible to me in my role	q4@6	-1	-0.48535	0	-0.28026	1	0.984837	2	1.236965
One of my guilty pleasures	q4@7	-2	-1.08271	2	1.214473	-1	-0.55247	0	-0.28545
Has made a difference to me	q4@8	-2	-1.08271	1	0.467105	1	0.984837	1	0.475756

Quantitative Segmentation Method

The quantitative model involved using clustering algorithms to segment the respondents into like-minded groups. The analysis involved two steps.

Step 1 - Data Reduction

Principle components analysis using a varimax rotation based on the correlation matrix was used to determine whether the survey questions could be reduced into a smaller number of factors / components that will still explain a high proportion of the total variation in the questions.

Whilst some questions were found to reduce well into a factor, others did not. Those questions that did not reduce down into a factor were left out of the factor analysis and it was re-run. The top few questions from each factor along with the questions that did not correlate with any factors were picked as inputs into the segmentation model.

Step 2 - Segmentation

An initial hierarchical approach was used to segment the respondents. This involved the squared Euclidean distance to measure the dissimilarity between respondents and Ward's method to cluster the respondents together. Ward's method is based on optimising the minimum variance within clusters, in other words minimising the squared Euclidean distances between the respondents within the same cluster. A number of cluster solutions were developed using this technique.

At the second stage of clustering the respondents a K-means iterative partitioning technique was used with the initial cluster seeds based on the hierarchical cluster solution. This is useful as re-assigns any respondents to the cluster that they are closer to based on the criteria of minimising the variance within each cluster. With a hierarchical approach, once a respondent is assigned to a cluster then they are there forever, so one could find a respondent assigned to a cluster at an early stage still being in that cluster even though the cluster has moved considerably in the multi-dimensional space since they were assigned. K means allows us to remedy these inherent problems with a hierarchical clustering approach. After both the hierarchical and K means approach we end up with our final segmentation models.

Questionnaire

Teachers TV User Segmentation Research - 09-003173 Final Questionnaire

Thank you for agreeing to take part in this additional survey about Teachers TV. We hope you will enjoy the fresh new content that has been designed to help the DCSF better understand the very wide range of relationships with, and attitudes towards, the service.

Q1. How frequently would you say you watch or use the Teachers TV service, whether that be programmes and clips from the TV channel or the website, or any other content available via the website?

Every day or nearly every day

More than three times a week

Two or three times a week

Once a week

Once every two or three weeks

Once a month

Once every two to three months

Once every three to six months

I don't really watch or use it at all nowadays - THANK & CLOSE

Q2. Please think carefully about the way in which you use Teachers TV and answer each statement below using a scale of 1-5, where 1 means that you strongly disagree and 5 means that you strongly agree.

Please remember to think about all aspects of your usage, from the TV channel to the programmes or other content you see on the teachers.tv website.

ROTATE ORDER - 9 per screen

I've never really found anything on Teachers TV that seemed relevant to me

I sometimes watch Teachers TV purely for time out or relaxation

If programmes were shorter on Teachers TV, I might watch more

I enjoy watching Teachers TV, whether it's directly relevant to me or not

I occasionally flick to Teachers TV just to see what's on but am usually disappointed

I don't feel very familiar with what the Teachers TV website has to offer

I've never really found anything on Teachers TV that has been useful to me

I don't need Teachers TV to teach me something new - just to confirm that I am doing things right

I might use or watch more Teachers TV if I knew when something relevant to me was going to be on

I occasionally flick to Teachers TV just to see what's on and have found some great programmes that way

I sometimes watch Teachers TV to keep up to date generally with issues in education

I can't see why anyone would choose to watch Teachers TV on television

I can't see why anyone would choose to watch Teachers TV online

I think of Teachers TV as part of my working life

I haven't got enough time to watch Teachers TV

I can't see any clear role for Teachers TV

I tend to check the Teachers TV schedule in advance to make sure I don't miss programmes of interest

I feel familiar with the range of programmes that Teachers TV has to offer

I only ever go to Teachers TV to find something very specific

I watch loads of different types of programmes on Teachers TV

What I get out of Teachers TV really depends on whether I am watching on TV or online

If something very specific were recommended to me as useful, I might give it a try, but I would never look for something specific myself

I tend to have Teachers TV on in the background while I'm working or doing something else

I think of Teachers TV as something I do for me

I record programmes using Sky Plus, V+ or another type of personal video recorder

I sometimes go to Teachers TV to find out more about a specific issue or topic of relevance to me

I'm always telling colleagues about things I've seen on Teachers TV

Q3. Which of these things do you ever do in relation to the Teachers TV service?

Often Sometimes Never

Watch or use at home

Watch or use at school (not with pupils)

Watch live via TV

Record from TV

Download programmes from the website

Watch programmes (live) on the website

Use programmes or clips in class

Watch or use in training (any location)

Share with colleagues

Look at the website content *other than* programmes or clips (Please specify the content you look at)

Participate in activities on the website e.g. submitting content, joining a group, commenting on programmes (Please specify which you do)

Q4. Please rate the following statements on a scale of 1-5 to indicate how much you agree or disagree, where 1 means you strongly disagree and 5 means that you strongly agree.

ROTATE ORDER

I've been involved in education for long enough to know what I'm doing without being told
I find Teachers TV very inspiring
The situations on Teachers TV don't bear any relation to real life in the world of education
Teachers TV fulfils a whole range of different needs
I think it's asking too much of people to watch Teachers TV in their own time
Teachers TV has become indispensable to me in my role
Teachers TV is one of my guilty pleasures
Teachers TV has really made a difference to me in my role at school

Q5. Which of these types of programme have you ever seen on Teachers TV, either on the TV channel, via the website or by any other method?

Programmes specific to my own key stage
Programmes specific to another key stage
Programmes specific to a subject or other specialism
Programmes relating specifically to professional development
Programmes specific to a particular job or role
Documentaries about education in other countries
Documentaries about social issues
Documentaries that contribute to your subject knowledge
Observation of teachers and pupils at work
Ideas and resources for lesson planning
Programmes you can show in the classroom
Information to help keep up with educational developments
News about education
Debate and comment on education issues
Other programming types not mentioned here (please specify)
Don't know / None of these

SHOW CONTENT TYPES EVER SEEN AT Q5

Q6. And which of these types of content do you personally value most highly?

Please choose a maximum of three content types.

Programmes specific to my own key stage
Programmes specific to another key stage
Programmes specific to a subject or other specialism
Programmes relating specifically to professional development
Programmes specific to a particular job or role
Documentaries about education in other countries
Documentaries about social issues
Documentaries that contribute to your subject knowledge
Observation of teachers and pupils at work
Ideas and resources for lesson planning
Programmes you can show in the classroom
Information to help keep up with educational developments
News about education
Debate and comment on education issues
Other programming types not mentioned here (please specify)
Don't know / None of these

Q7. For each of these statements, please indicate how much you agree or disagree, where 1 means you strongly disagree and 5 means that you strongly agree.

ROTATE ORDER - 8 per screen

For me, television will only ever be about relaxation

I like to embrace new technology

It is easier for me to get access to a TV set at home than it is to a computer

The quality of my internet connection is not good enough to watch programmes or clips online

I like to feel relaxed when I am watching whole programmes

I am in competition with other household members for use of a TV set at home

I enjoy watching short video clips online

My TV viewing is rarely planned - I find programmes when browsing through TV channels

I feel very at home using the internet for all sorts of things

There is very little time in my life for relaxation

Watching TV programmes via the internet does not seem right to me

For me, my pc is something I associate with work

Television is an important form of relaxation for me

I am in competition with other household members for use of a pc or laptop at home

I cannot relax while sitting at a pc or laptop

I see the internet as a source of entertainment as well as a working tool

I feel I have achieved a good work life balance

Q8. Which of the following services do you have at home?

Satellite - Sky digital

Satellite - Freesat

Cable (Virgin Media)

Freeview

Tiscali TV

BT Vision

A personal video recorder (such as Sky +, V+ or similar)

None of these

Q9. Do you have broadband internet access at home?

Yes

No

Don't know

Q10. On which of these services can you personally access Teachers TV at school?

Satellite - Sky digital
Satellite - Freesat
Cable - Virgin Media
Freeview
Tiscali TV or BT Vision
A personal video recorder (such as Sky +, V+ or similar)
An internet connected pc or laptop
None of these

Q11a. Which of these methods do you ever use to watch Teachers TV in any location?

Satellite - Sky digital
Satellite - Freesat
Cable - Virgin Media
Freeview
Tiscali TV or BT Vision
Via the website / internet access at home
Via the website / internet access at school
A download or podcast sent to an iPod or 'phone
Other (Please write in)

IF INTERNET ACCESS AT SCHOOL NOT MENTIONED AT Q11a, Ask Q11b

Q11b. Would you able to access the teachers.tv website at school if you wished to, or is its usage blocked or restricted in some way?

I could access the teachers.tv website at school if I wished to
I could not access the teachers.tv website at school if I wished to
I don't know whether I could access the teachers.tv website at school if I wished to

SHOW ALL METHODS MENTIONED AT Q11a

Q12. Which of these methods do you use most often to watch or use Teachers TV?

Satellite - Sky digital
Satellite - Freesat
Cable - Virgin Media
Freeview
Tiscali TV or BT Vision
Via the website / internet access at home
Via the website / internet access at school
A download or podcast sent to an iPod or 'phone
Other (Please write in)

IF EVER USE CABLE, ASK:

Q13. Do you ever watch Teachers TV programmes "on demand" at times to suit you on a TV set via Virgin Media?

Yes - always or nearly always watch that way
Yes - sometimes watch that way
No - never watch that way

ASK ALL EXCEPT code 8 AT Q11a

Q14. If it were easy to view Teachers TV programmes or clips via your iPod or 'phone, how likely would you be to do so?

Very likely
Fairly likely
Not very likely
Very unlikely
Don't know

IF VERY OR FAIRLY LIKELY, ASK Q15

Q15. Do you think the ability to watch Teachers TV programmes or clips via your iPod would increase the amount that you would watch or use Teachers TV, or would it have no effect on your total usage?

Would probably watch or use Teachers TV more
Would have no effect
Don't know

Q16. You may know that Teachers TV is not just a TV channel but also a website where you can search for relevant programmes by topic or key theme and download the programmes or stream them live at times to suit you.

You can also use the website to check the programme schedule, find out more about the programmes and lots of related information, as well as join online communities around topics of interest and comment on the programmes you have seen.

Which of these statements best applies to your understanding of the teachers.tv website before you read the description above.

I had no idea there was a teachers.tv website at all
I knew there was a website but I didn't know you could use it to find and watch programmes
I was already fairly familiar with the range of content on the website
I was very familiar with the range of content on the website

IF EVER USE TV (codes 1-5) AT Q11a, Ask Q17

Q17. Please imagine now that Teachers TV were no longer available as a television channel and could only be watched online via the website. In that situation, which of the following would most closely apply to you?

I would probably not watch or use Teachers TV programmes at all any more

I would probably still watch or use some programmes but not as much as I do now

I would probably watch or use the same amount as I do now - I would use the website for all my viewing instead

I would probably watch or use Teachers TV more than I do now

IF CODE 2 ABOVE, ASK Q18

Q18. And which types of programme, if any, would you not watch any more or watch less of?

Programmes specific to my own key stage
Programmes specific to another key stage
Programmes specific to a subject or other specialism
Programmes relating specifically to professional development
Programmes specific to a particular job or role
Documentaries about education in other countries
Documentaries about social issues
Documentaries that contribute to your subject knowledge
Observation of teachers and pupils at work
Ideas and resources for lesson planning
Programmes you can show in the classroom
Information to help keep up with educational developments
News about education
Debate and comment on education issues
Other programming types not mentioned here (please specify)
Don't know / I would just watch less of all the types I watch now

Q19. If you were trying to convince a colleague of the benefits of Teachers TV, which would you recommend they try first, assuming that access were not a problem.

The website
The TV channel
They need to try both as they each have different roles
I would not recommend either / Don't know

Q20. In any average week during term time, on how many days would you say you watch any television at all?

Never watch TV at all
One day (or less)
Two days
Three days
Four days
Five days
Six days
Seven days

Q21. And on an average day when you do watch any television, for about how many hours would you say that you watch?

Less than 1 hour
1 hour (and less than 2)
2 hours (and less than 3)
3 hours (and less than 4)
4 hours (and less than 5)
5 hours or more

Q22. In any average week during term time, on how many days would you say you use a pc or laptop for any reason at all?

- Never use a pc or laptop at all
- One day (or less)
- Two days
- Three days
- Four days
- Five days
- Six days
- Seven days

Q23. And on an average day when you do use a pc or laptop, for about how many hours would you say that you do so?

- Less than 1 hour
- 1 hour (and less than 2)
- 2 hours (and less than 3)
- 3 hours (and less than 4)
- 4 hours (and less than 5)
- 5 hours or more

Q24. In an average month during term time, how long do you typically spend using the Teachers TV service in any way and in any location, including programmes, clips or any other aspect of the service?

- 8 hours or more a month (Two hours or more a week)
- Between 4 and 8 hours a month (Between an hour and two hours a week)
- Between 2 and 4 hours a month (Between half an hour and an hour a week)
- Between 1 and 2 hours a month (Between 15 minutes and 30 minutes a week)
- Between half an hour and an hour a month
- Between quarter of an hour and half an hour a month
- Less than quarter of an hour a month

The last few questions are to help us understand the competition for TV and pc / laptop access in your household.

Q25. How many working TV sets with digital TV are there in your household?

- None
- One
- Two
- Three
- Four
- Five or more

Q26. How many pcs or laptops with broadband internet access are there in your household?

- None
- One
- Two
- Three
- Four
- Five or more

Q27. Is there at least one pc or laptop for your own exclusive use?

Yes
No

IF code 2-6 given at Q25 AND Q26, ASK Q28

Q28. Do you ever connect a pc or laptop to a TV set, enabling you to look at websites and their content through your TV set?

Yes
No

IF YES AT Q28, ASK Q29

Q29. Do you ever watch Teachers TV programmes from the website in this way?

Yes
No

IF code 2-6 given at Q26, ASK Q30

Q30. Do you have regular access to, or use of, a laptop that uses mobile broadband? This type of broadband is usually via a plug- in dongle and allows you to access the internet through the mobile 'phone network without a broadband connection.

Yes - I have mobile broadband
No - I don't have mobile broadband
I don't know

ASK ALL

Q31. How many people in total live in your household?

WRITE IN NUMBER

Q32. Do you have any dependent children (of any age) living with you in term time?

Yes
No

IF YES AT Q32, ASK Q33

Q33. Please indicate how many dependent children there are in your household within each age range

Dependent children aged	0-4
	5-9
	10-13
	14-18
	19+

Thank you very much!

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