KALTURA

THE STATE OF VIDEO IN EDUCATION 2017

A Kaltura Report

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1 Executive Summary and Key Findings

Video has become a major part of education, used in classrooms around the world. The uniquely compelling nature of video, engaging multiple senses in an easy-to-understand, information-dense format, has made it wildly popular in our daily lives. Through video, we can join and share experiences around the world. We can broadcast an event live, and capture it to be watched again and again. Video has become a major component of our personal lives as well as a huge driver in the business world. Today's students expect to learn with the help of video, while prospective employers expect them to leave education with the video skills necessary to participate in a digital culture. So it's no surprise that video plays a major role on campus.

This is not a role that's being forced upon educators externally.

Video has proven to be a massively powerful tool, helping improve comprehension, retention, discovery, and accessibility. It's not limited to the classroom, either. Video continues to spread across campuses, proving its value in every department.

To gain greater insight into how video is being used and perceived in educational institutions, including the latest thoughts on value, emerging technologies, and future use cases, we undertook our fourth annual online survey during May and June 2017.

Over a thousand members of the educational community responded. Many took the additional time to add their own insightful comments, some of which you can read in this report.

Our survey participants this year included: instructional designers, educators, media and IT professionals, senior administrators, and students from around the globe, the majority from higher education but including K-12 and further/continuing education institutions, educational technology organizations, and foundations and other nonprofits in the space. We are extremely grateful to all participants for their time and insight.

The results will be of great interest to anyone in the education space. Here are some highlights:

- On video in the classroom:
  - 99% of institutions report they have teachers regularly incorporating video in their curriculum.
  - More than half are using video for student assignments, with 21% reporting that more than half of their students actively create video (up from 10% in 2016).
  - 73% of higher education institutions use video for remote teaching and learning.

- On advanced video features:
  - More than half are using video to feature remote presenters.
  - More than half express interest in additional video features: in-video quizzing with grading and analytics (63%), synchronized slides in which a presentation is uploaded and synchronized to the video (61%), in-video search (60%),

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running polls in the classroom (54%), as well as closed captions (52%) and live public broadcast of features (52%).

- ❖ On the growing adoption of lecture capture:
  - 38% of institutions already capture at least 25% of their classrooms
  - 47% want to capture more than half their classrooms, implying a huge potential for further expansion of lecture capture in the future.
- ❖ On why video is so useful for education:
  - 93% believe video increases satisfaction of students with their learning experience.
  - 85% believe it increases student achievements.
  - 70% think video increases the sense of affiliation of alumni with the institution.
  - 78% say it makes the on-boarding of new employees smoother.
- ❖ And finally...a few interesting quotes from respondents:
  - *"I think it will become ubiquitous and the default option in most training programs." (Instructional designer at a medium-sized European higher education institution)*
  - *"Video will allow universities to continue to grow globally past the limits of the physical campus. Students will expect video to be a part of their learning experience automatically." (Media team, large North American higher education institution)*
  - "Within five years a radical shift will begin to occur in the world of education. Multimedia is one of the best educational techniques because it addresses more than one sense simultaneously...so as to provide effective education, which in turn will support the participation of the different senses of the learners in diverse syllabi." (System administration, medium-sized higher education institution in Australia/New Zealand)
  - *"I envision that the role and impact of video in education over the next 5 years as significant. I feel that what will help drive this is pedagogical and course design strategies that foster increased peer, collaborative and active learning. This will result in increased use of video to support hybrid and flipped classroom design, viewing lectures and lecture segments prior to coming to class so that class time can be better spent having student apply content rather than receive content." (Instructional designer, large North American higher education institution)*

Please do not hesitate to contact us at survey@kaltura.com, if you wish to find out more, or contribute to our research.

Sincerely,

Dr. Michal Tsur, President, Kaltura Inc.

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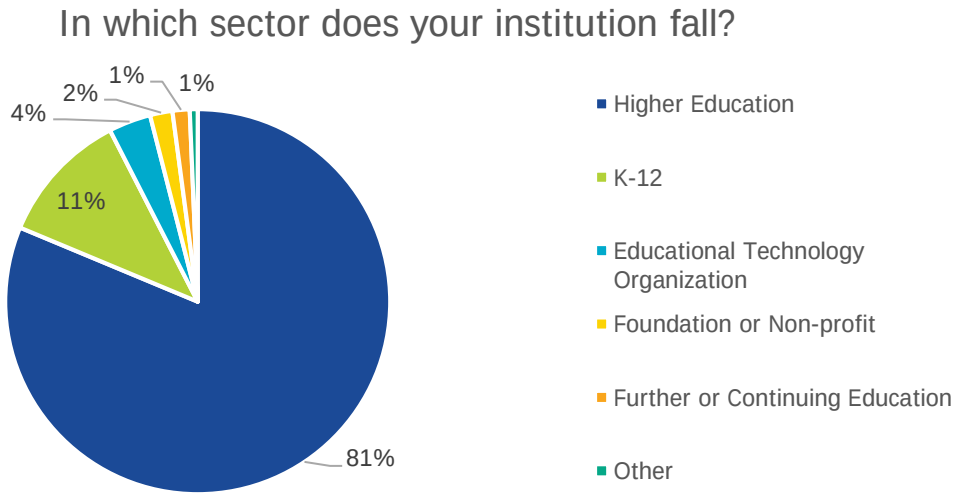
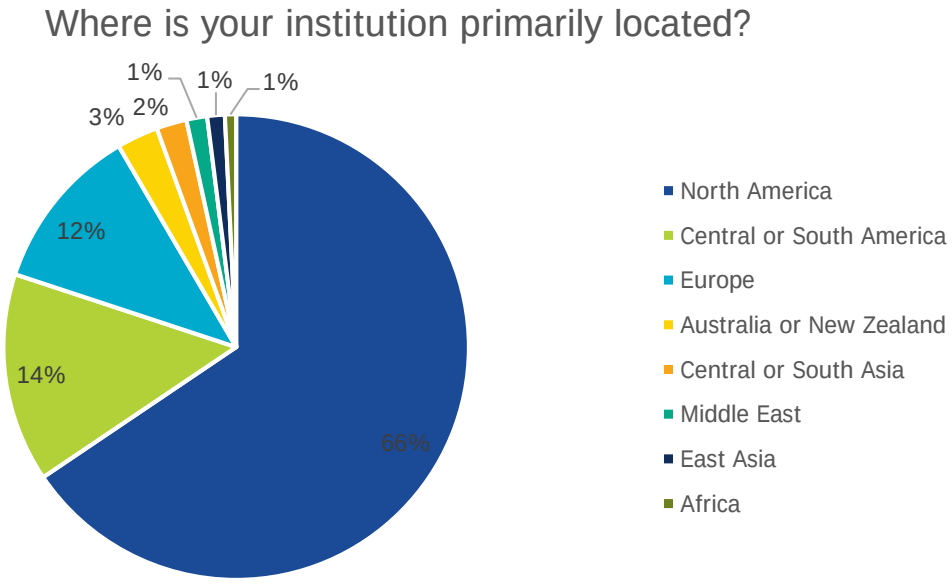
2 Methodology and Demographics

Over 1,000 respondents participated in this year's survey, with 627 completing it. The survey was conducted online during May/June 2017.

Respondents came from all sectors of education, with the majority coming from Higher Education.



Two thirds of respondents came from North America, while 14% came from Central/South America and 12% from Europe.



Respondents filled many roles (some of them filling more than one role). The greatest number of participants identified themselves as instructional designers or IT

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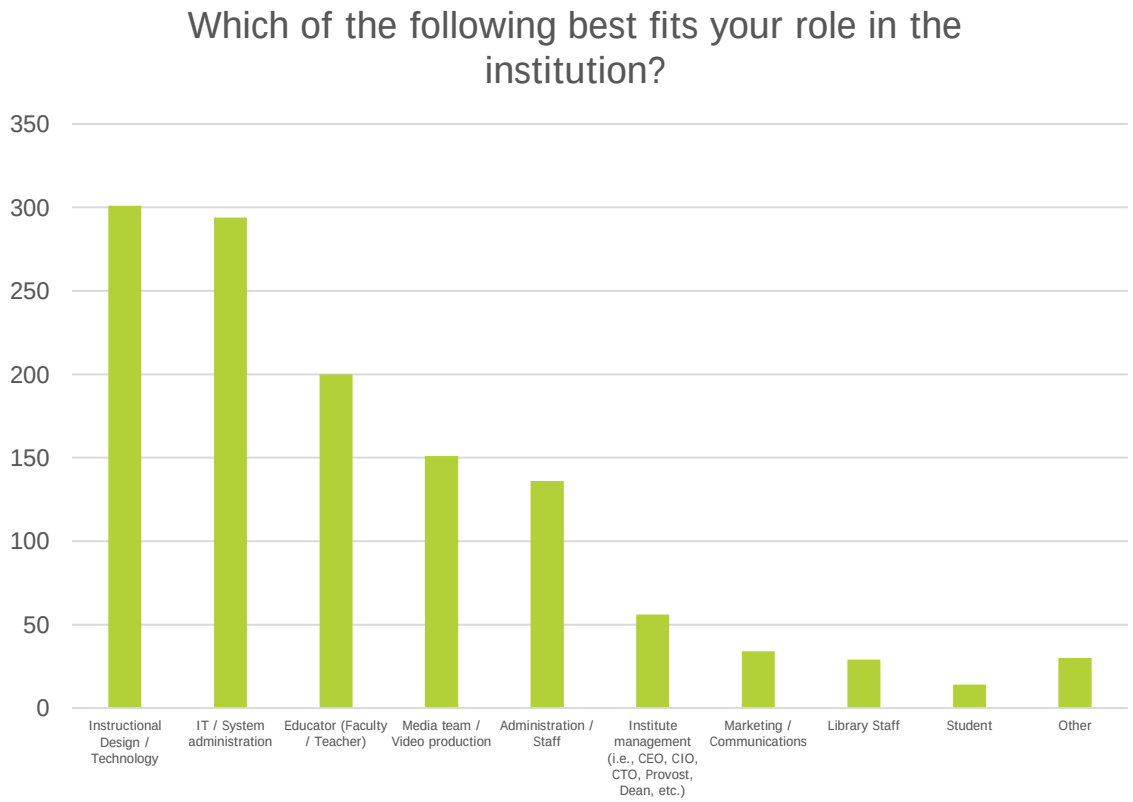
administrators, followed by educators, media or production teams, and administrators. Institutional management, marketing, librarians, and even students participated as well.



There was also a fair amount of variation in regards to the size of the institutions represented, as measured by the number of Full Time Equivalent students. (Note: for the purposes of determining size, respondents from organizations that do not have students were not included.) It's important to note, of course, that the distributions between all applicable respondents, higher education only, and K-12 institutions only vary considerably. (For example, 69% of K-12 institutions represented have fewer than 4,000 students, while only 19% of higher education and 26% of the full population fall into that category.)

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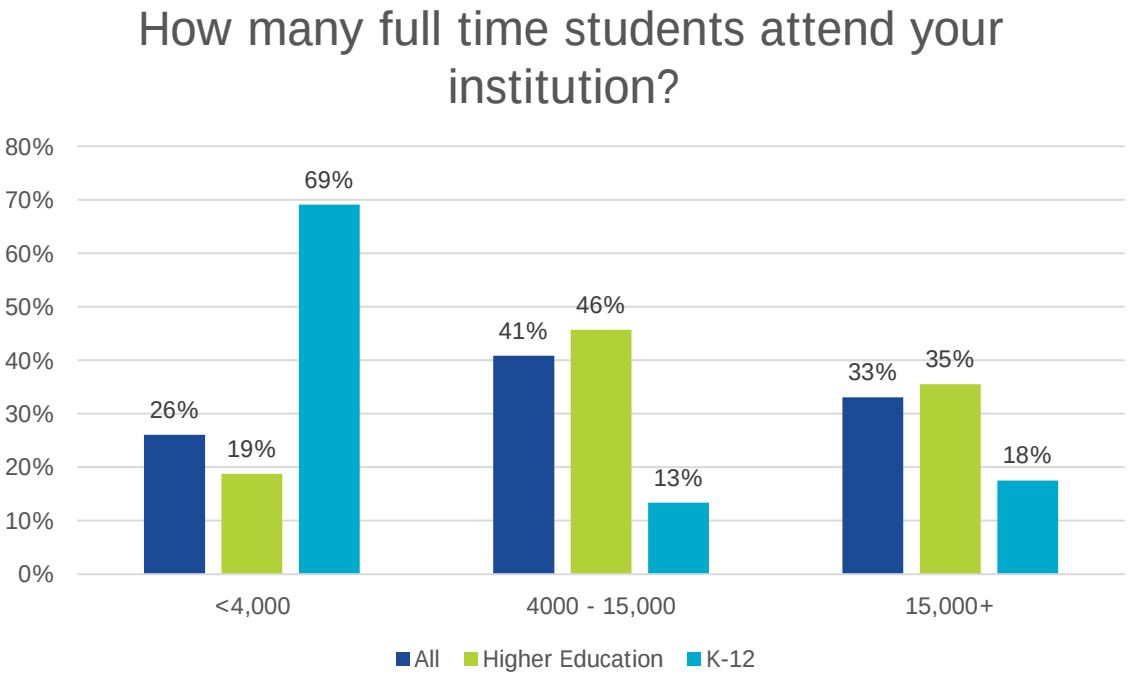

Throughout the rest of this report, we will refer to institution size in terms of small (less than 4,000), medium (4,000-15,000), and large (greater than 15,000) institutions.

Additional notes on methodology can be found in section 5.

3 Results

3.1 Video Usage

3.1.1 Frequency of Use—Educators

Video continues to be used widely in the classroom. 20% of respondents (26% of educators) report that more than half the educators in their institutions use video in their classes. This is fairly consistent with responses from last year (23% and 25%, respectively). These figures show that the incorporation of video as a teaching aid is a well-established activity.

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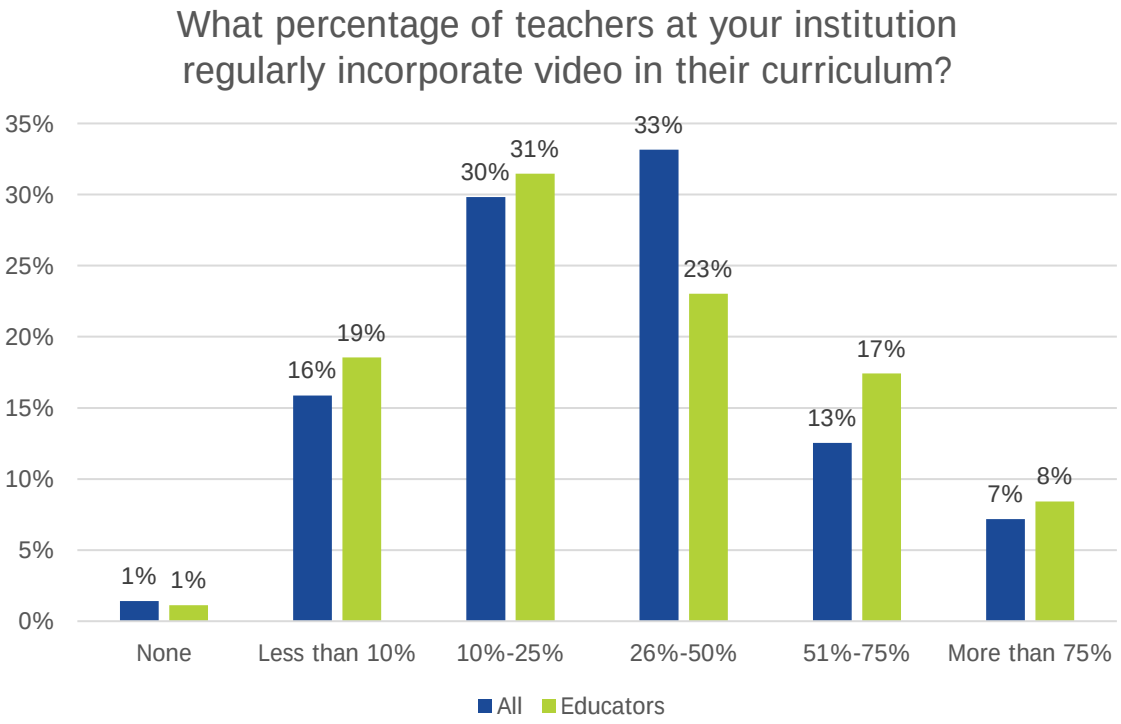
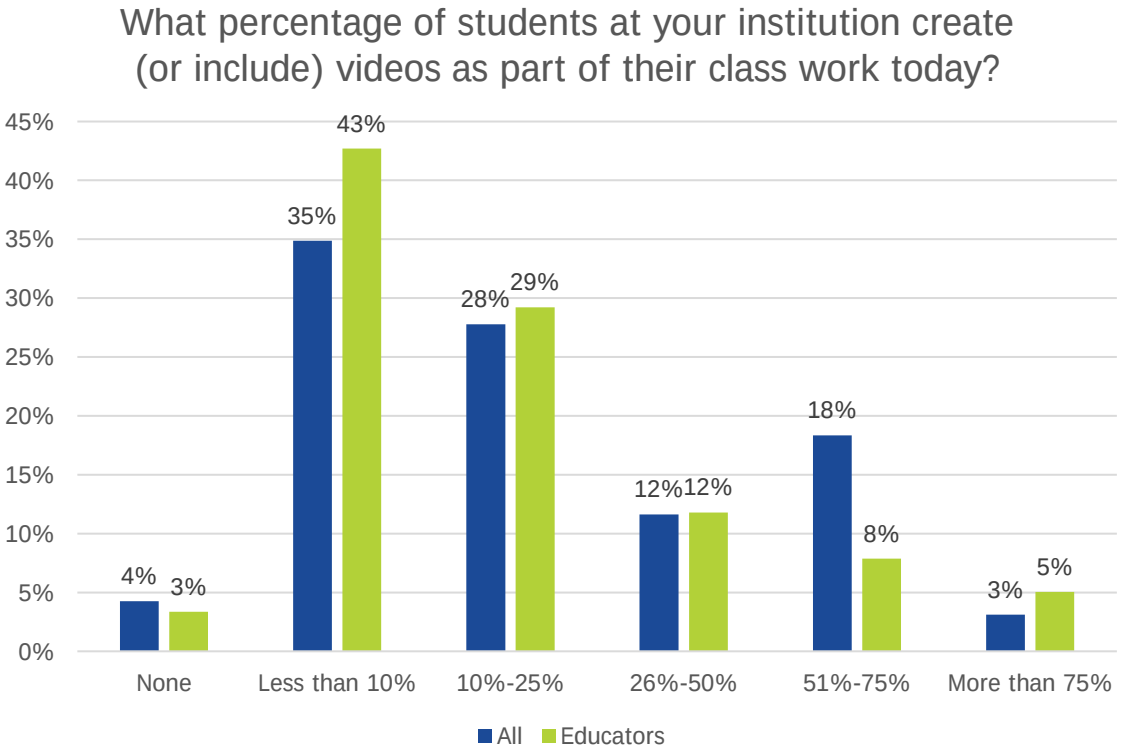


3.1.2 Frequency of Use—Students

Active use of video by students (that is, creating or repurposing video as part of their coursework as opposed to merely watching it passively) is still at an earlier stage. 21% of respondents (13% of educators) report more than 50% of their students are actively using video.



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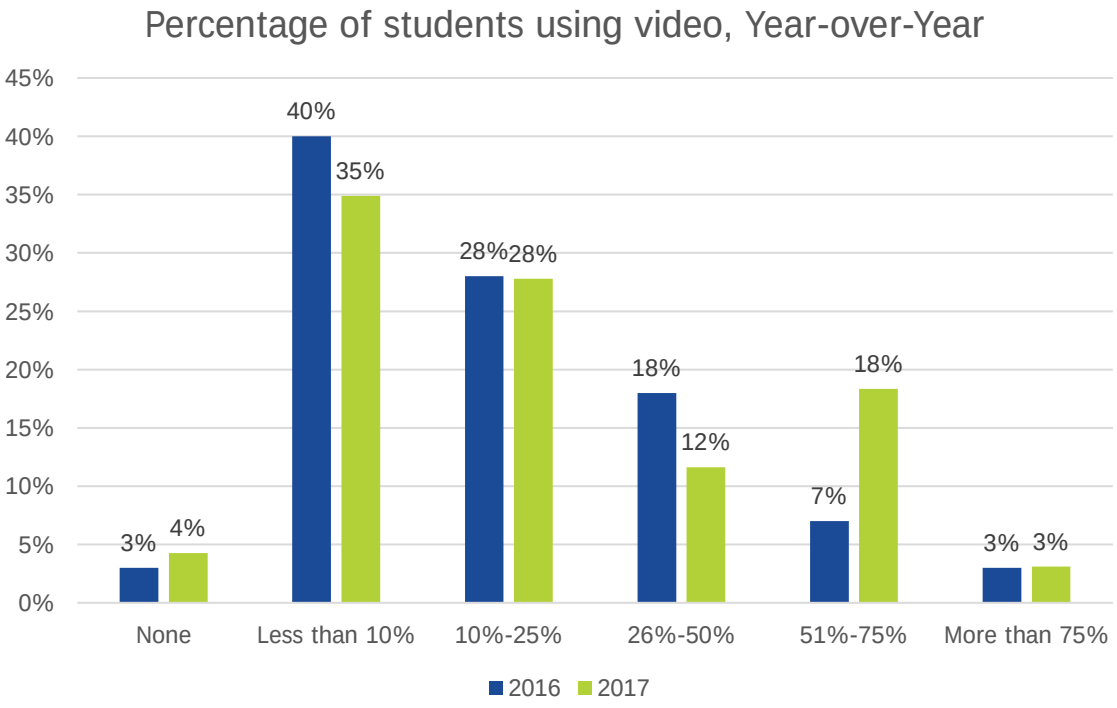
Compared to last year, however, this represents a significant increase, as only 10% of respondents thought the majority of students were actively using video versus 21% now.



3.1.3 Use Cases

Video has an increasing role in teaching and learning, but it's also growing in importance for needs across the campus.

70% of respondents (73% of K-12 institutions) show video in the classroom, 66% use video for remote learning, and 63% are using it as supplemental material. Over half of respondents report that their institution is using video for lecture capture.

Video is taking a more active role in the classroom, as well. Over half of the institutions queried reported using video for student assignments and recording students in the classroom as a way to improve skills.

Video is also making a growing impact outside the classroom, including for marketing (48%), libraries (44%), and internal usage like staff training and collaboration (34%).

Recording campus events is also used by a large minority. 46% record campus event for on demand viewing. 38% broadcast those events live.

Unsurprisingly, there are wide differences between the use of video for higher education and K-12. Primary and secondary schools are more likely to show video in the classroom and nearly as willing to use it for supplementary materials and student assignments as their higher ed colleagues. However, they are much less interested (as to be expected) in distance learning, lecture capture, and other asymmetric forms of communication.

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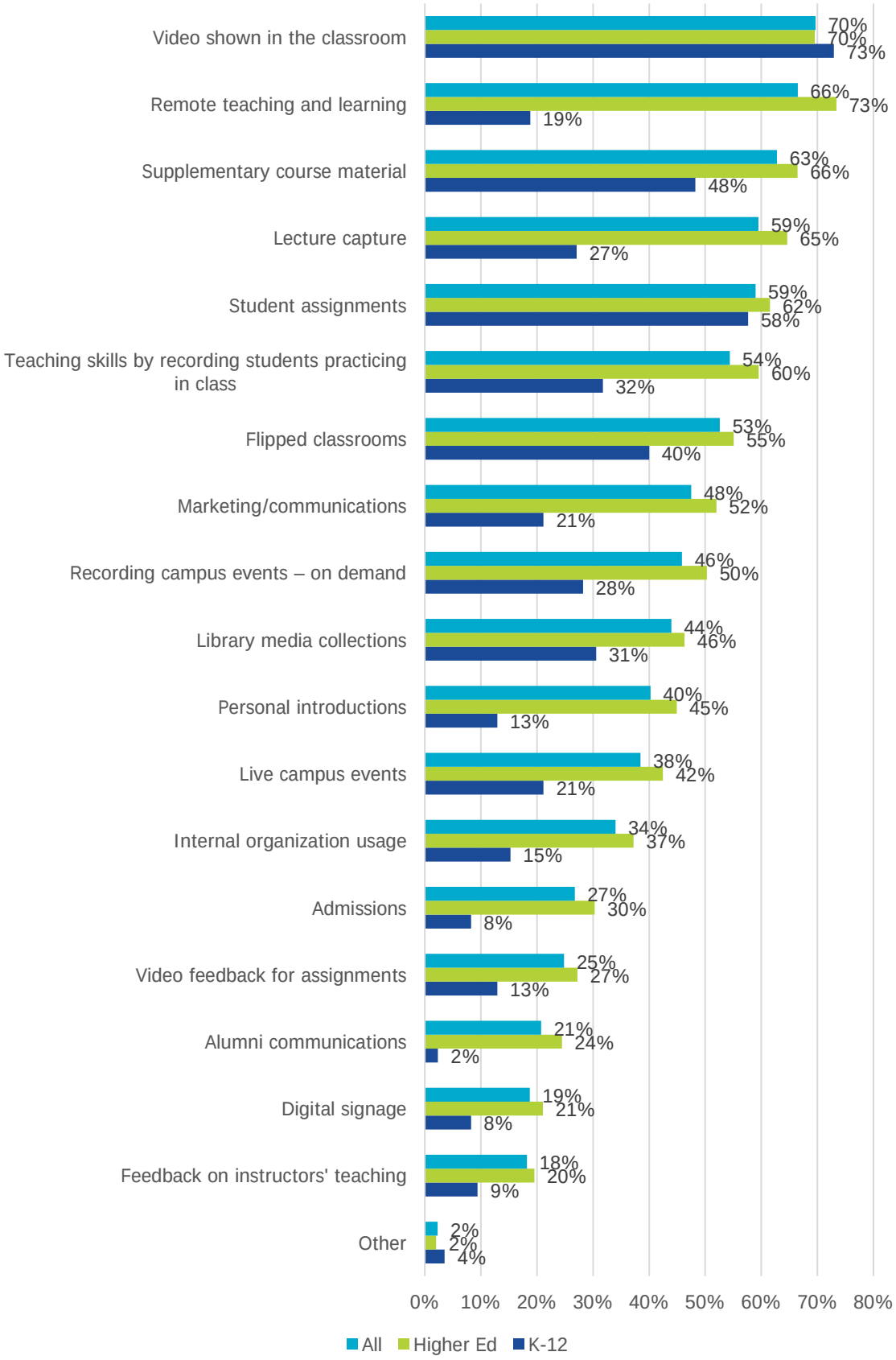
What is your institution using video for?



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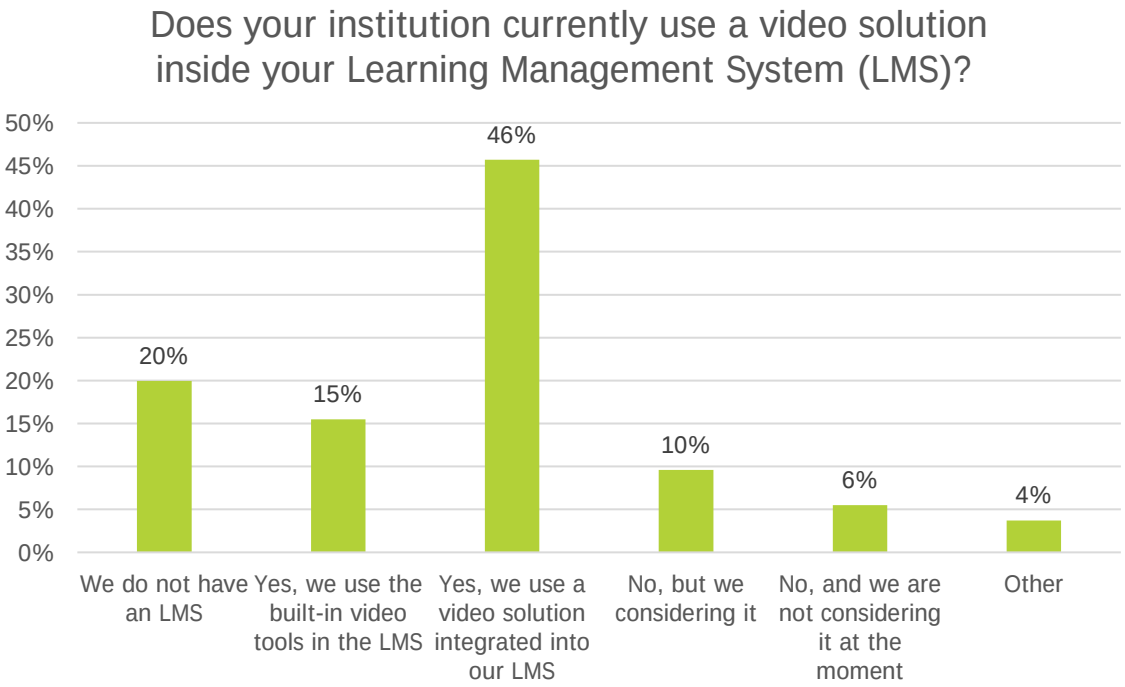
3.1.4 Use of the Video in the Learning Management System (LMS)

Using video in the LMS is very popular, with the majority of those surveyed using video in their LMS is some way. 46% are currently using a video solution that's integrated in their LMS (up slightly from last year's 43% and 2015's 35%).



3.1.5 Advanced Video Features

Video today goes beyond simple playback - and the appetite for more functionality is huge.

More than half of surveyed institutions are using video to feature remote presenters. And almost half (45% each) are already using mobile apps to enable watching video on the go, and for splitting longer videos into browseable chapters.

Plus more than half express interest in using a number of potential video features: closed captions (52%), live public broadcast of features (52%), running polls in the classroom (54%), in-video search (60%), synchronized slides in which a presentation is uploaded and synchronized to the video (61%), and most of all, in-video quizzing with grading and analytics (63%). Clearly, there is a lot of interest in stretching the technological boundaries of video.

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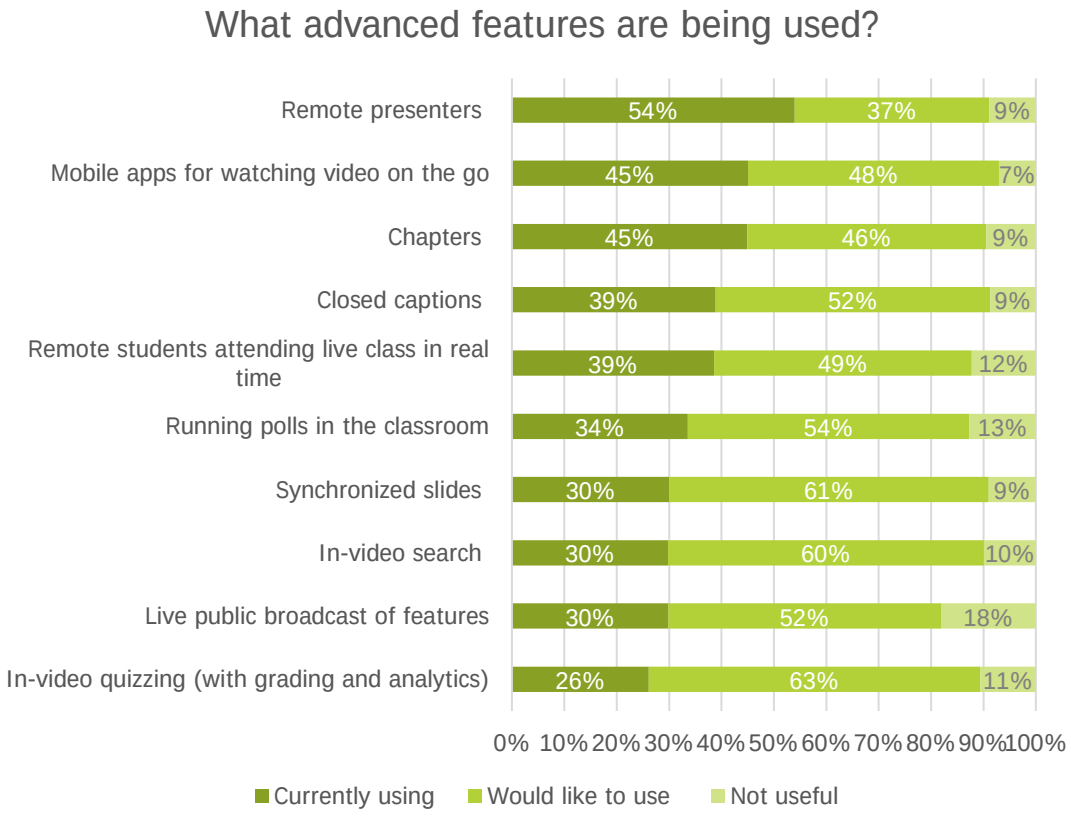

3.2 Maximizing the Use of Video

3.2.1 What Educators Have Available

While most educators have access to at least some video tools and training, the degree varies widely.

Access to video capture tools is the most common, with 93% reporting that educators have at least some access, and 54% reporting full access. Plus 51% have full access to simple, integrated workflows

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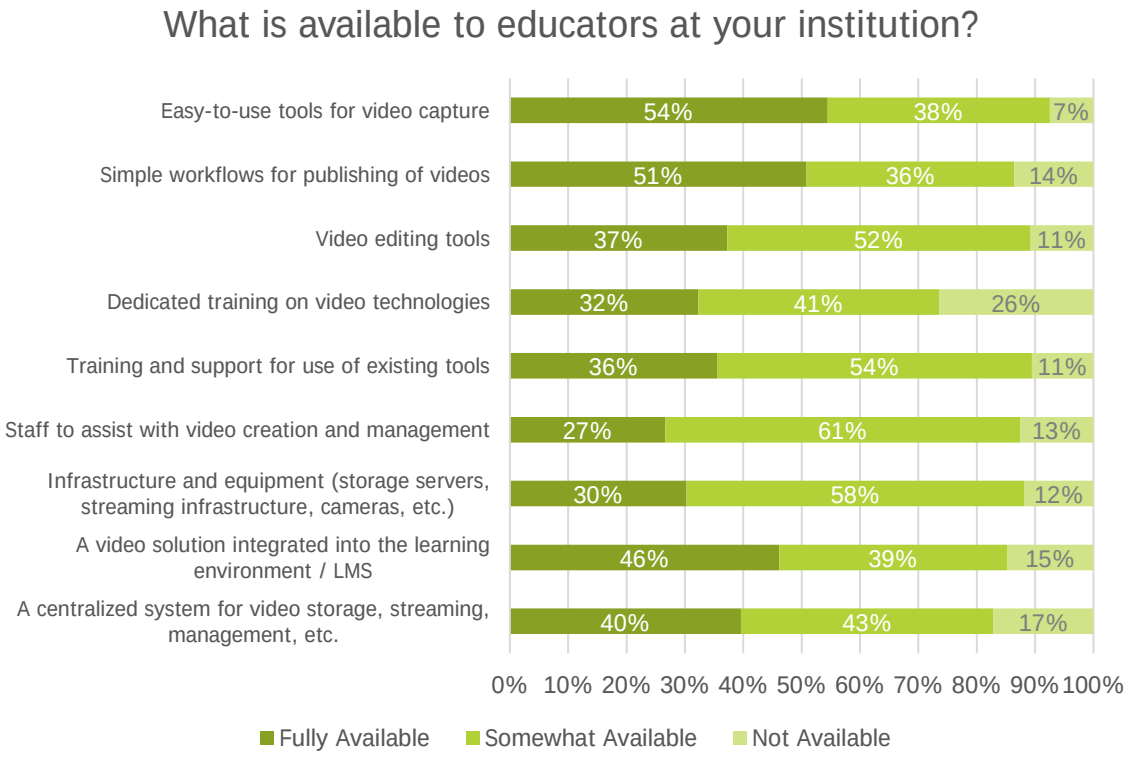
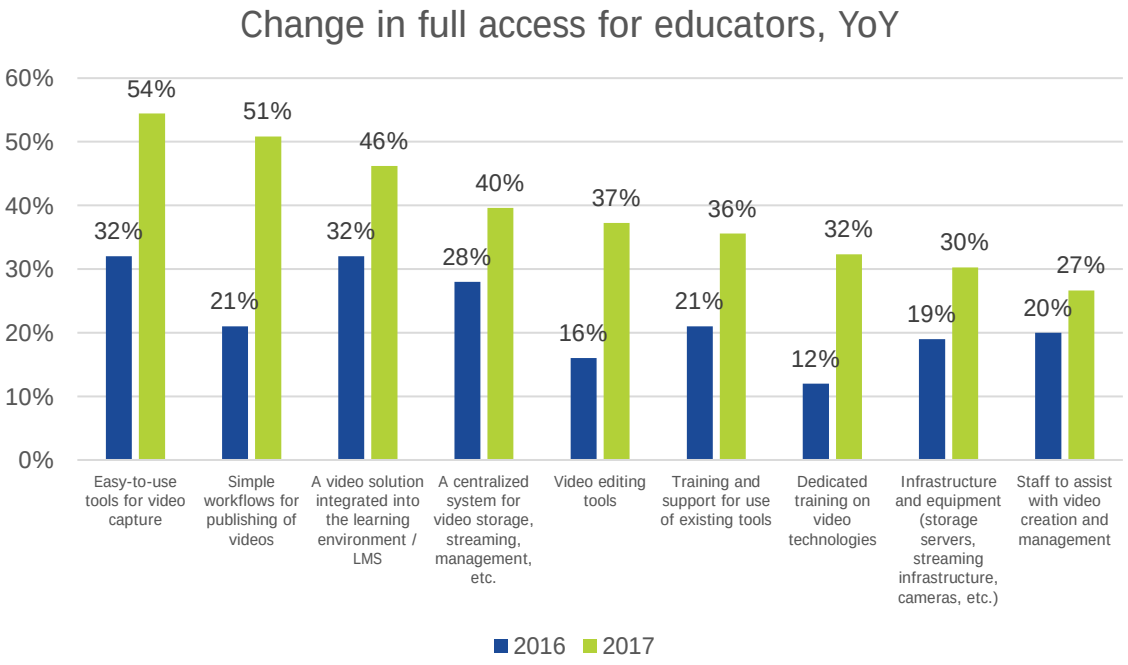


Interestingly, there has been a dramatic increase in access to video technologies, workflows, and training since last year's report. For example, only 32% reported educators having full access to easy-to-use capture tools last year, while this year's respondents report 54%. These gains are seen in every category. It seems that video tools are becoming much more widely available to educators.



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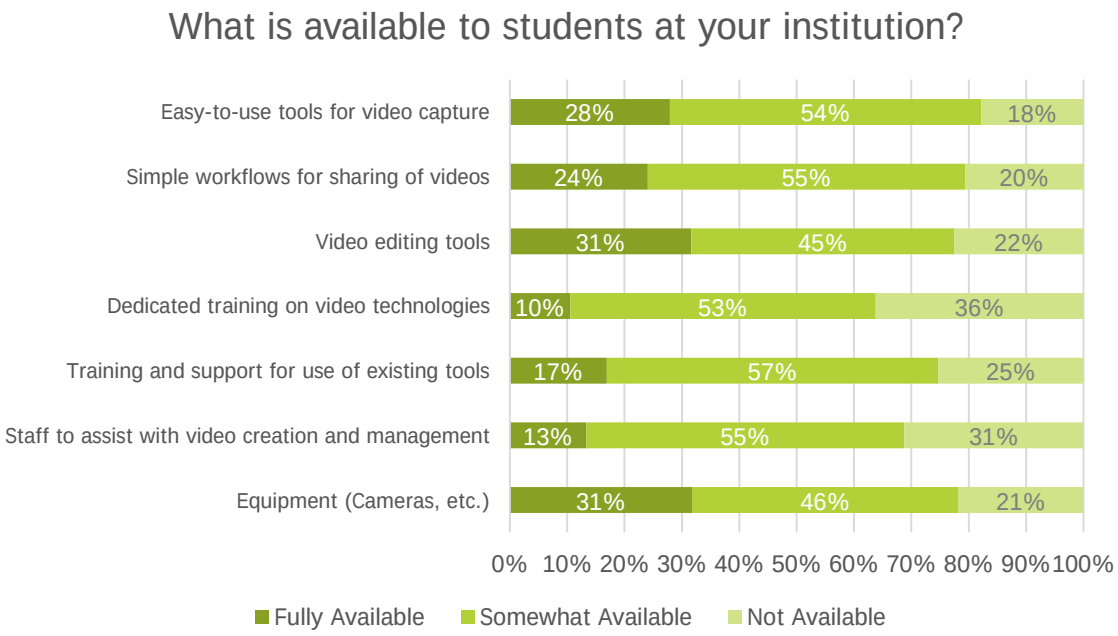
3.2.2 What Students Have Available

This year, we also examined what students have available. While the majority of institutions report that students have at least some access to most of the tools needed to create and manage video, the rates are lower than for those of educators: 81%, compared to 93% of educators. Only 10% of respondents believe students at their institution have full access to dedicated training on video technologies. This does make sense when compared with the trends seen in usage; educators are using video for educational purposes at a much higher rate than students so far. To support the growing trend in students' active use of video for assignments and participation, greater access to tools and training will most likely be necessary.



3.3 Lecture and Classroom Capture

3.3.1 What Is Captured Today

While lecture capture has become an increasingly hot topic in education, at the moment, it's still far from the rule. Schools may be capturing the biggest lecture halls, but smaller classrooms are still being neglected. 62% of schools report that less than 25% of their classrooms are being captured. Only 3% are currently capturing more than 75% of their classrooms. Until recently, it has required cumbersome and expensive equipment, so it's not surprising that many schools have balked at fully capturing everything on campus. This will change as lecture capture becomes easier and less expensive now that there are solutions available based on commodity hardware.

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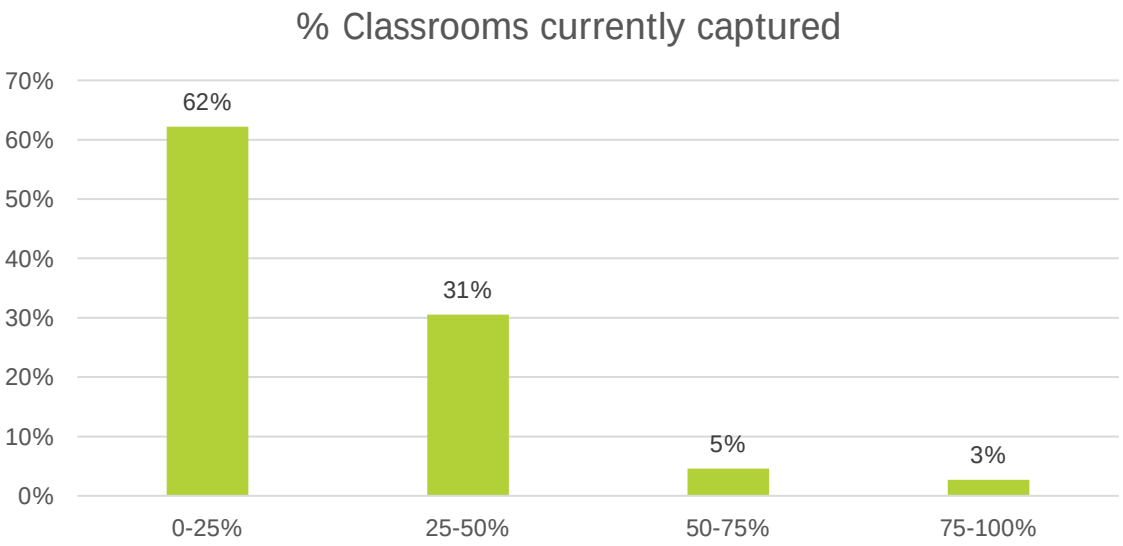
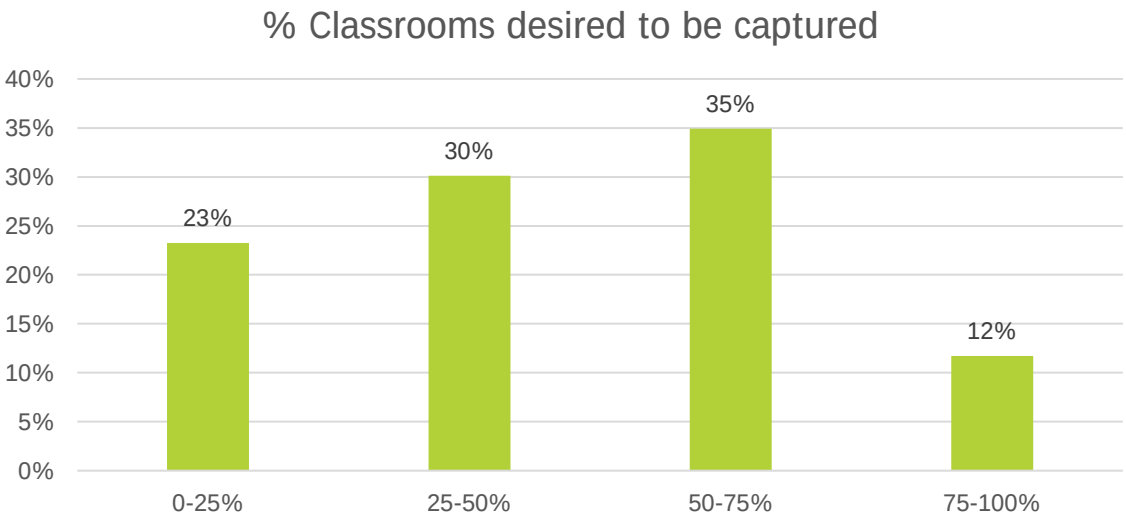


3.3.2 Desire for Lecture and Classroom Capture

In comparison, when asked how many of the classrooms they *want* to record, far more interest is expressed for a much larger proportion of the campus. The most popular option would be to capture 50-75% of the classrooms on campus.



3.3.3 Drivers for Adopting Lecture Capture

What pushes institutions to start capturing classrooms? The biggest factor reported by far (at 46%, nearly half of respondents) is student demand.

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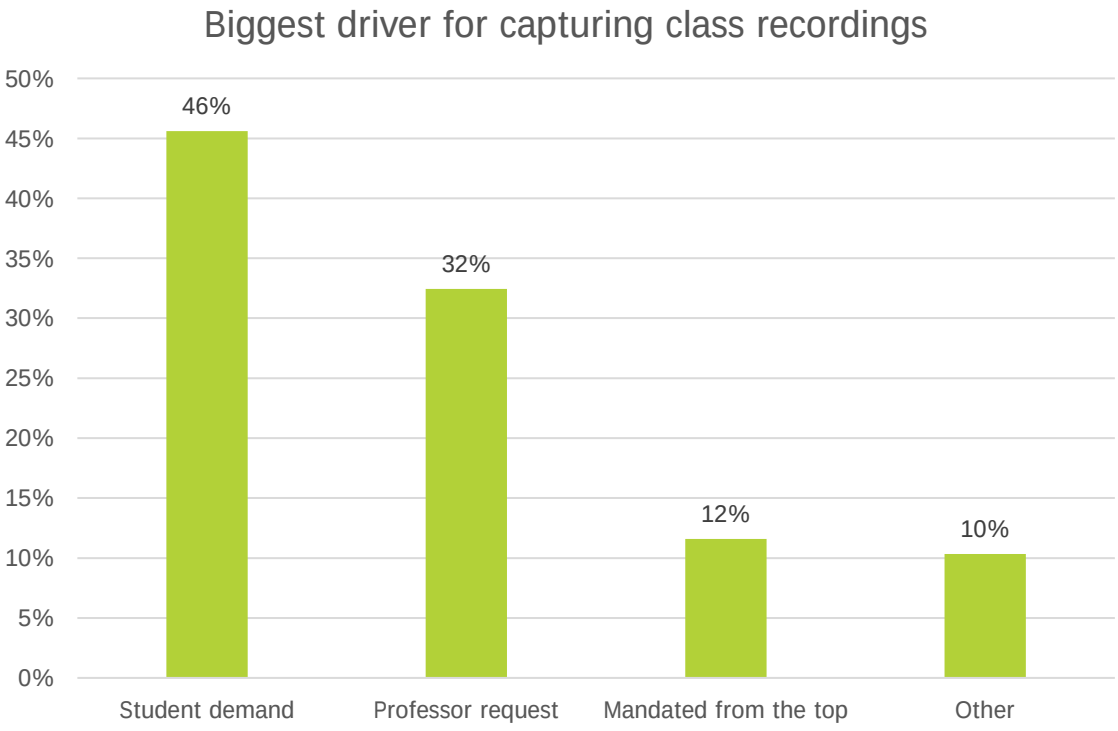
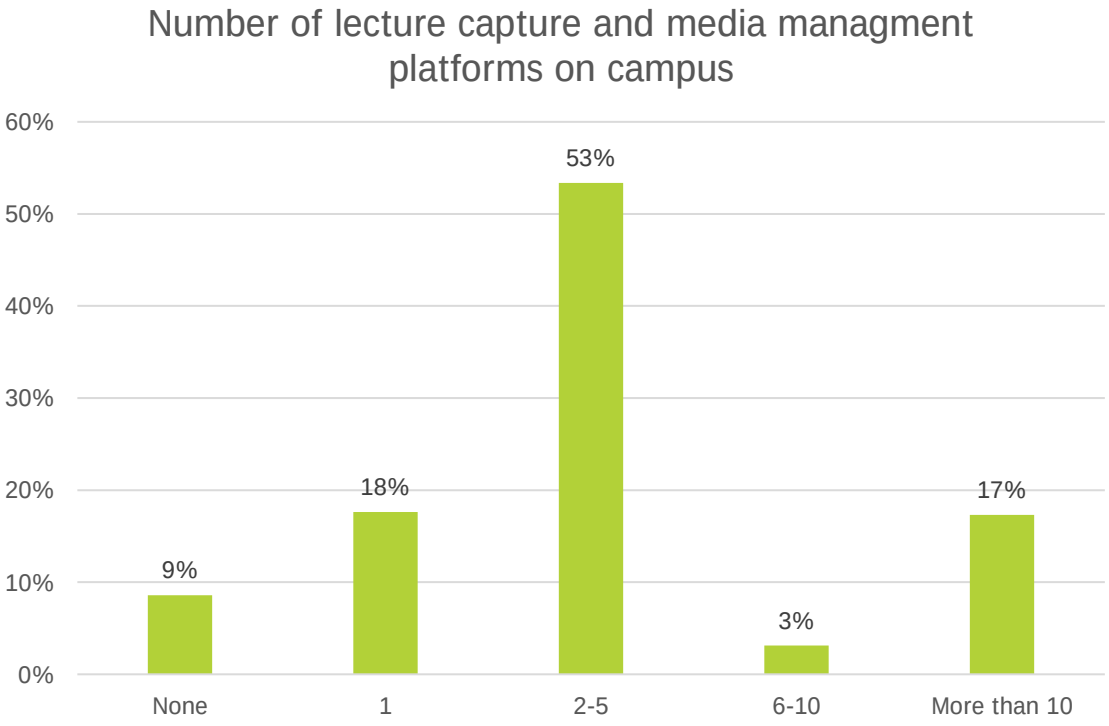


3.3.4 Consolidation of Lecture Capture and Media Management

The majority of institutions are using more than one lecture capture and media management platform across their campus. 53% report using two to five different platforms; 17% are using more than 10 different platforms!



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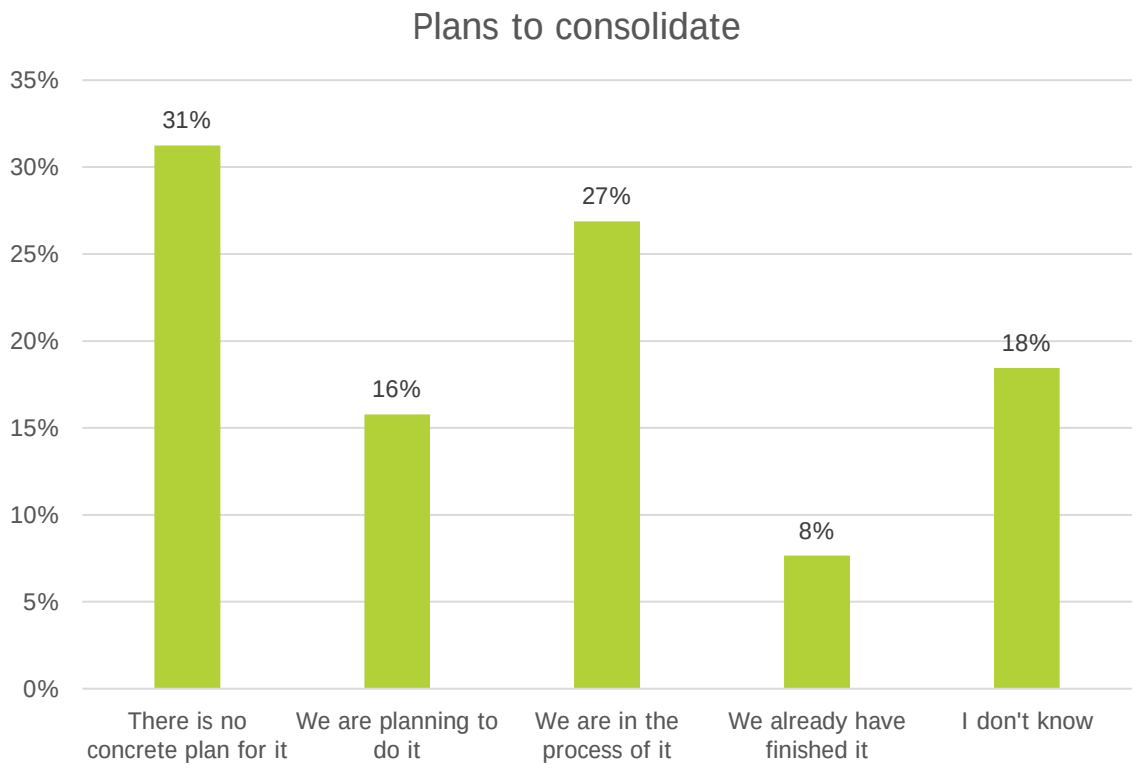
With so many platforms being used on campus, it's not surprising that over half the surveyed schools are at least considering consolidating the number of platforms they use for lecture capture and media management. (When the respondents who do not know what their institutions' plans are have been removed, the number of respondents who are planning, are in the process of, or have completed consolidation jumps to 62%.)



3.4 ROI of Video

3.4.1 Impact of Video on Students

Respondents generally agreed that video has a major positive impact on students. 93% report that using video results in increased satisfaction of students with their learning experience. 85% believe it increases student achievements, and 70% think it increases alumni's sense of affiliation with their institution.

The majority of respondents also felt that video helps to attract the right students to the institution, makes the on-boarding of new students smoother, and increases student retention rates.

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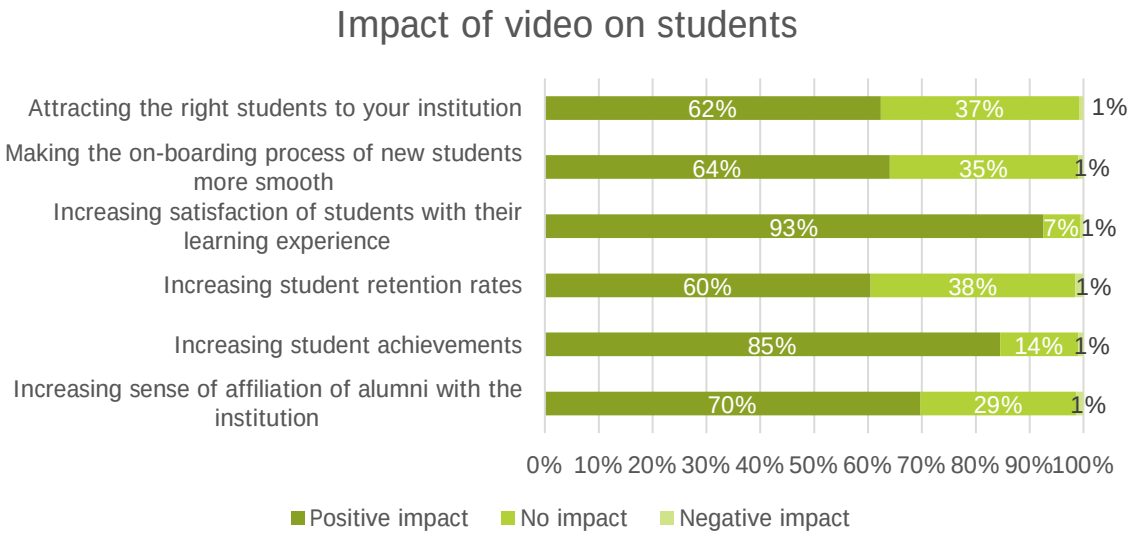
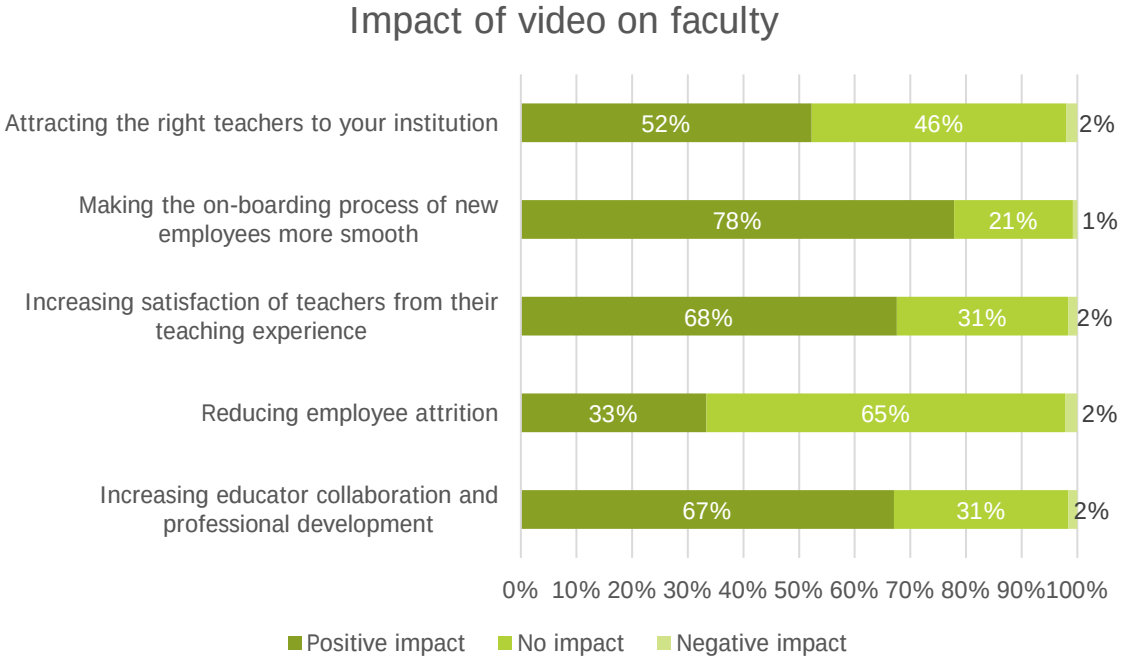


3.4.2 Impact of Video on Faculty

Video also has a positive impact on faculty: 78% believe that it makes the on-boarding of new employees smoother. In addition, more than half believed video helps attract the right teachers to the institution, increases the satisfaction of teachers from their teaching experience, and increase educator collaboration and professional development.



3.5 The Impact of Video in the Future

We asked respondents how they saw the role and impact of video changing in the next five years, and the answers we received are thought-provoking.

The most common answer by far was a prediction of continued increase of video in education. Over and over, we saw words like “continuous,” “significant,” “pervasive,”

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“integrated,” “ubiquitous,” and even “exponentially.” Some representative comments from the many who project an increase in video:

- *"Crucial to enhance and complement core instructional activities and quite important in experiential learning, reflection and retention" (Educator, large North American higher education institution)*
- *"I see that video will be one of the main assets that teachers, students and staff members will use to achieve their goals. The possibility you have to record lectures, memorable events and important things that happen at the university and then make it available forever to the people is of an unmeasurable value! And we can even monetize with this. Make partnership and create a huge knowledge repository. Every day on people uses video to learn something new over the internet and I guess we should be prepared to use this internally at the university." (IT professional at a medium Latin American higher education institution)*
- *"Video will become more pervasive and ubiquitous. Students will create more video for projects and faculty for instruction. The DIY world is our challenge." (Media/IT administrator at a large North American higher education institution)"*
- *"Video will become easier to use and more established and "normal". Instead of worrying about video specifically as its own content type or system, it will be just another way of communicating and providing access to content. (System administrator at medium North American higher education institution)*
- *"Video will play important roles to improve learning effect and to give [a] good impression to students. In our city, video sharing between schools will be achieved." (Educator, medium East Asian higher education institution)*
- *"It will just grow exponentially." (Media team at small Australian K-12 district)*

In fact, many see it replacing some of the more traditional media.

- *Easy-to-use cameras, editing technology, and streaming software are making video an important and accessible option for students and instructors. Video can increasingly be used to augment or replace traditional classroom lectures, textbooks, and resources. Improvements in virtual reality technologies may allow instructors to bring new experiences and opportunities into the classroom, including things like virtual visits to museums or cultural sites otherwise inaccessible to a class." (Instructional designer at a large North American higher education institution)*
- *"Video will be the new chalkboard/whiteboard (if it isn't already). It will be the tools used for teaching and learning in a project based environment." (Instructional designer, large North American higher education institution)*

Many linked this to external trends in how we interact with media today in general, and changes in today's students.

- *"Video is essential in the process of advancing education. Nowadays students have short attention span and videos will help in getting content to them in a more interesting and informative way." (System administrator, small Middle Eastern higher education institution)*
- *"As the current high schoolers, accustomed to going to YouTube as their first source when they want to learn something, continue to matriculate their*

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expectation will be more and more that we not only have videos, but that those videos are engaging." (Instructional designer at a medium North American higher education)

- *"Video will become more important year on year due to students requesting this. Also due to recruitment requirements." (Management, large European higher education institution)*
- *"A general migration away from lecture halls to more modular education that fit in with busy schedules." (Media team, medium North American higher education)*

Why is video proving to be so successful in education? A number of respondents cite some key attributes of video:

- **Video is effective.**
  - *"I think students learn more effectively when using video whether it be live or recorded." (Media/IT team, North American K-12 district)*
  - *"With the spread of hand held devices and the availability of the internet, many current students are driven by the various media they see on the internet as a result the impact of video would be natural and significant. Video makes things come to life and make learning that easy when you have a video to watch that provide clear and concise instructions..." (IT, medium North American higher education institution)*
- **Video can be interactive and engaging.**
  - *"Video will play an exceedingly important role in education in the next 5 years as content becomes engaging and interactive instead of text based delivery." (IT staff, medium Australian higher education institution)*
  - *"Greater student engagement and class attendance." (Student, large North American higher education institution)*
- **Video promotes collaboration.**
  - *"This will be main method to deliver educational content while improving collaboration in education." (IT, medium North American higher education institution)*

As a result, video is changing modern teaching techniques.

- *"Stronger emphasis on student generation of video. I would also expect a change in the way faculty approach video content. For example, instead of introducing a module/unit the faculty would capture video with a storytelling approach (breaking down a case, sharing a personal experience, etc.)." (Instructional designer at a North American Education Technology company)*
- *"Video will help institutions scale education more easily as enrollment increases while budgetary pressures lead to higher teacher-to-student ratios, leading to less one-to-one interactive. Video is going to be integral to adaptive learning." (IT at large North American higher education institution)*
- *"Continuing to grown and increase. We are finding that many faculty are using their cell phones while in the "real world" to create and capture video moments they can share back with their classes. These impromptu opportunities will continue to grow." (Educator, medium North American higher education institution)*

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This is especially noticeable in the continued increase in distance learning, asynchronous learning, and flipped and blended classrooms.

- **Online Classrooms**
  - *"I believe videos and technology will be used more frequently over the next 5 years as many institutions (including public schools) are offering virtual classrooms and there is a social need to connect with others in the class (students and teachers) and this is made possible through video and webcam programs." (Student, medium North American higher education institution)*
  - *"Live streaming video for both distance and residential students will foster a greater sense of place for those institutions with a thriving physical campus." (Media team, large North American higher education institution)*
  - *"We have a large online population. Our data suggests this is the only population that is growing at our institution. Video is vitally important for a quality, asynchronous online learning environment." (Admin at a large North American higher education institution)*
  - *"Being a small rural school I see video as a huge benefit to us from a remote stand point." (Admin, small North American K-12 district)*
  - *"As video usage in distance education increases, I see students becoming more involved and invested in their class learning communities. It will be harder for students to "lurk"." (Instructional designer/Video production, medium North American higher education institution)*
  - *"In our case, we are planning to develop more virtual courses since our centers are spread around the country." (Management, small Latin American higher educational institution)*
- **Flipped/Blended Classrooms**
  - *"I think there will be an even greater demand for instructors wanting to "flip" their classrooms and sophisticated, yet relatively easy-to-use tools will make this more of a possibility. Having the ability for an instructor to more easily create and edit her supplemental materials may lead to more active in-class instruction and student collaboration." (Instructional designer, small North American higher education institution)*
  - *"In support of on-demand learning for both students and adults--essential. Additionally, as part of the feedback loop characteristic of effective online and blended learning--a MUST." (Admin at a large North American K-12 district)*

What specific technologies have people excited? Lecture capture shows huge momentum.

- *"Every classroom and lecture will be recorded and made available to the students." (Media team at medium North American higher education)*
- *"More and more we have more and more users requesting and using video in the classroom and lecture capture. Almost everyone feels that there are almost exclusively "up sides" to this and would like to see more widely available resources for this - with a focus on making it as simple as possible to use - on our campuses." (Video producer/instructional designer at a large North American higher education institution)*
- *"I think that the ability to record lecture sessions and allow students to consume the material at their own pace will drastically increase student engagement and*

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can also decrease teacher burnout and attrition." Educator, small North American K-12 district)

- *"Any institution not recording 100% of lectures will be negatively affected at the open day stage, as students will ask before applying." (IT, large European higher education institution)*

But a number of other rising technologies are getting attention as well.

- **Analytics**
  - *"Better analytics will help to improve retention." (Instructional designer/IT at medium North American higher education institution)*
  - *"Data is the second most important focus for video in the next 5 years. Learning about our audience will lead to better instructional and video design. We need real-time video data with specific qualitative measures. Ideally, we need a data picture for each student across their experience and not just one class at a time." (IT, small North American higher education institution)*
- **Search**
  - *"Machine learning to produce multi-labels (tagging) to improve search results." (Instructional designer/IT at medium North American higher education institution)*
- **In-video quizzing**
  - *"Video will be one of the most important resources for education. Most of the content will be interactive multimedia, which will show scaffolding of content suggested by tests embedded in the videos." (IT, small Latin American K-12 district)*
  - *"Interactive video and video quizzing are increasing the usability and value of video solutions in courses." (Media team, large North American higher education institution)*

Accessibility, both as defined as making content accessible to those with disabilities and as giving greater access to underserved populations, was a major concern and frequently cited as one of the appeals of video.

- *"All video auto-captioned and all video [will be] available as text." (Instructional designer/IT at medium North American higher education institution)*
- *"Demand will increase along with new/improved ADA requirements." (IT, medium North American higher education institution)*
- *"This is an important aspect for teaching, and learning support, for students who are not able to access face to face learning environments." (IT, medium North American higher education institution)*

Respondents envision uses for video for a multitude of purposes outside the classroom.

- **Student assignments**
  - *"This a major area--- I see quick and on-the-fly video feedback and student work as a big growth area, as well as easier access to tools for more sophisticated video editing." (Instructional designer/video producer, medium North American higher education institution)*

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- *"I believe it will become a more popular type of assignment as teachers learn how effectively students learn from producing videos. A video assignment fosters creativity and puts an emphasis on sharing knowledge with a broader audience vs. merely writing for the instructor." (Stufent, small North American higher education institution)*

- **Assessments**
  - *"I can only imagine that it will continue to grow. Especially for assessments." (Educator, small North American K-12 district)*
- **Review**
  - *"More students are working full-time and part-time and others have other family duties. They need to review materials or make up a skipped class. (Admin, small North American higher education institution)*
  - *"Helps with student absenteeism. Student can catch up when they miss or review after the fact. Very beneficial." (Admin at large North American K-12 district)*

Respondents also predicted an increased use of video for institutional purposes besides teaching and learning.

- *"Increasing prevalence of web conferencing. Video will be ubiquitous for student teacher evaluation." (IT, large North American higher education institution)*
- *"For us there is a lot to gain in the field of marketing and continuing training of staff." (Instructional designer, large European higher education institution)*
- *"Video will become more and more necessary in all aspects of education. From the recruitment process, to learning, to graduation, to connecting as an alum." (System administrator, medium North American higher education institution)*
- *"Students will continue to use their personal devices to record events that they are experiencing in the classroom; the recording of chloroplasts in the cells of water plants being viewed through a microscope, for example. Teachers are taking video of the happenings within their classrooms and sharing with admin or on twitter, so I see video being used in conjunction with social media to promote student achievements and public relations." (Educator, small North American K-12 district)*
- *"As digital media knowledge libraries become more refined, there will be massive opportunities for institutions to leverage the derivative power of modularized content and licensing revenue of a well-organized Kaltura library. The same on-demand libraries will also power new on-demand study and group project assignments that will be offered to students and alumni in replacement of downloads and other post education content access options." (Media producer/instructional designer, small North American higher education institution)*

Many respondents note that more is needed to take full advantage of video, from tools to training to strategy to funding.

- *"We have to have a more comprehensive approach to course creation using video including compilation and deployment!" (Management, large African higher education institution)*

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- *“Hopefully an institutional repository will be available/funded and the IP rights will be worked out." (Instructional designer, medium North American higher education institution)*
- *“What is necessary are tools to update video content without having to remake the entire video, tools of speeding up the replay, and search tools so users can find specific topics in a video to play or replay." (Admin, small North American further/continuing education institution)*
- *“Lifecycle management will be key for privacy, data/records retention, and disposal." (Instructional designer, large North American higher education institution)*
- *"Vital but we must deal with value - open standards, captioning, search and workflows." (Educator, large European higher education institution)*
- *"Booming if the technology, training, and best practices supported by research are available." (Educator, medium North American higher education institution)*

Many are looking forward to even greater advances in video technology, such as AR and VR, and how that could change the nature of the classroom.

- *"Will progress to 3D immersive environments" (Educator, small educational technology company in Central/South Asia)*
- *"Reducing reliance on physical location for shared educational experiences. Virtual reality used to simulate classroom experience." (Marketing/Communications, large North American higher education institution)*
- *"Greatly expanded with VR and immersive technologies" (Media team, large European higher education institution)*
- *“I believe that the transformation towards VR environments will be gradual and we will see this change in education little by little." (Instructional designer, small Latin American K-12 district)*
- *"My field is emerging technologies and I will even say - it is impossible to judge. In 5 years we may actually be looking at virtual reality rather than video as we now know it… By virtual reality I mean considerably more than Oculus Rift and related - something more like a fully immersive alternative reality that encompasses the whole of the senses. PRESUMING that further development simply stops, I think that video will be very important to allow greater incorporation of diverse student bodies from outside the US; PRESUMING that advances continue apace, I think that it is likely that we will see some form of immersive content and that it will become imperative, not just important - with impact beyond what we can fully predict now." (Educator/IT, medium North American higher education institution)*

Not everyone is fully onboard. A number of respondents also expressed concerns that will need to be addressed for educational video to progress.

- *"Video will become more pervasive, but we need to increase media creation literacy across the institution to deliver on its educational promise." (Media team, large North American high education institution)*
- *"Growing where appropriate. i.e. not a supporter of wholesale lecture capture, as it's often easier to use in bite size chunks if it's for distance learning. However, for revision, it can be useful. (As long as lecturer can still deliver face to face next academic year). Video for reflection can be useful for students, but if they are too*

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nervous to do it, then they won't get the benefits from the reflection, in the way they might have had they written. Ideally, it'd be a combination of personal choice and encouragement for good pedagogic practice." (Instructional designer, large European higher education institution)

- *"I think it will continue to be used more often, but there are two competing forces. One wants video with higher production values, with a better focus on instructional outcomes. The other wants cheaper, commodity tools and processes. If and when they get out of balance, it has a negative effect on video use, either because it costs too much or the perceived quality is too low." (IT, large North American higher education institution)*
- *"I really don't know—it seems to me to be a tricky balance between the positives of providing more learning opportunities to students and the negatives of potentially making instruction more remote and impersonal." (Educator, small North American higher education institution)*

However, many note that video is no longer an optional component of education. Some put it in dramatic terms.

- *"We have to ignore it our peril as if we do not do it someone else will." (Library staff, medium European further/continuing education institution)*
- *"Both synchronous and asynchronous video will continue to expand it's role in both online and face-to-face learning. Institutions that do not deeply integrate video and multimedia into all aspects and modalities of learning will be left behind." (Media team/educator, medium North American higher education)*
- *"Those institutions that recognise that they must take a strategic decision over the use of media in order to prepare for the challenges of our future will do well, those that don't face extinction." (Educator, large European higher education institution)*

But we'll focus on the positive aspects, as one respondent does:

"Just watching the role that video has played over the last five years has been incredible. With the help of Kaltura, we have been able to reach students in a way that has positively impacted them on so many different levels ultimately pushing them towards that mastery level of learning. Over the next 5 years, I see more refinement of videos, an increase in quality of content as well as presentation skills. I am excited to see where this next adventure takes us as the last 5 years has been an incredible journey." (Administrator at a small North American K-12 district)

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4 Summary—How Does It All Connect?

Video is an enormously powerful, and popular tool for education. It is being widely used in the classroom, in an overall trend that at this point can be considered well established. While active use by students is still in early stages, a significant increase is seen in just the last year.

As such, the overall impact video has on staff and students is considered highly favorable. Video helps increase satisfaction, attract the right people, and make on-boarding smoother for both students and faculty. It also increases student achievements and retention, educator collaboration and development, and alumni loyalty.

Video's role is not just limited to the classroom. Both quantitatively and anecdotally, institutions report using video across campus, for faculty training, marketing, alumni relations, live broadcast of events, admissions, and more.

Institutions are starting to experiment with advanced video features, such as remote presenters. Video is very often already integrated with the LMS. There is a huge amount of interest in additional features, including mobile apps for watching video on the go, chapters, captions, synchronized slides, in-video search, and in-video quizzing that integrates with the gradebook.

However, before advanced features can be fully embraced, some more basic help is sometimes needed. While aids such as capture tools and publishing workflows are fully available to faculty at some institutions, many still have room for improvement in giving faculty tools, equipment, infrastructure, and especially training to fully use video. Fortunately, a year-over-year comparison reveals that huge steps have already been made in getting faculty this access. Students have much lower access to these tools, however; this is most likely both a cause of as well as an effect of the lower rates of active video use by students vs. faculty.

Lecture capture is a hot topic in education. However, at the moment, it's still very much in its early stages, with the majority of schools capturing a low percentage of their classrooms. Institutions reveal a strong interest in capturing a much higher percentage, which indicates that this is a space to expect some dramatic changes in the coming years. Student demand is the strongest driver for this trend.

Overall, institutions predict a bright future for video, citing it as effective, interactive, engaging, and collaborative. The growing need for online education and flipped/blended classrooms will continue to drive desire, while lecture capture increases in adoption through these needs as well as its own merits. Analytics, search, and in-video quizzing all show great promise to bring even more value. As one educator at a North American institution of higher education puts it, "Video in education will become one of the leading ways of disseminating information. With the growth of online programs, video will be essential in every department of the institution."

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5 Notes About Methodology

This survey is our fourth survey on the topic, serving as an anonymous, statistically significant exploration of the usage, perception, and trends of video in education. Our intent is not to present a large-scale, longitudinal survey.

Clearly, respondents are self-selected and prone to a positive attitude towards video, choosing as they have, to participate in a survey named “The State of Video in Education”. That said, the survey is designed to provide insights into the different uses of video in a comparative manner and explore the trends as seen by the education community.

The variance and multitude of institutional roles held by respondents presented a challenge when analyzing the data, considering that people of different roles have different priorities and perceptions of video on campus. However, we felt that including participants from the entire education community was important, with the topic being so fundamental to the future of education. We have tested the results against different roles and groups of roles, which were large enough to be statistically significant and interesting to report, as described in section 2. Note that we did not report every single case of different results, since reporting this in an exhaustive manner is not practical and would impact the readability of the report. If you are interested in receiving information on anything specific that was not reported, please contact us at survey@kaltura.com.

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About Us

Kaltura's mission is to power any video experience. A recognized leader in the OTT TV (Over the Top TV), OVP (Online Video Platform), EdVP (Education Video Platform) and EVP (Enterprise Video Platform) markets, Kaltura has emerged as the fastest growing video platform, and as the one with the widest use-case and appeal. Kaltura is deployed globally in thousands of educational institutions, enterprises, media companies, and service providers and engages hundreds of millions of viewers at school, at work, and at home.

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