Seventh Annual
State of Video in Education 2020

Insights and trends
About This Report

For the past six years, Kaltura has conducted a survey about the state of video in education.

In 2020, our seventh year of the survey, things look a little different.

Video is suddenly no longer a nice-to-have for education, but essential. From online classrooms and virtual office hours to a new reliance on video for marketing, admissions, alumni relations, and more, video has suddenly become mission-critical. So to chart this sudden inflection point (but still respect the time of stressed-out educators), we conducted a slimmed-down version of the survey. More than 500 educators from around the world participated.

We wanted to explore:
- How educational institutions are using video today
- What impact video is having on education
- Some of the specific strategies schools were taking at the beginning of September 2020

Like everything else in 2020, everything is subject to change. But here's a snapshot of what video in education looked like at the beginning of the 2020-2021 school year.
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Video has abruptly gone from “nice-to-have” to mission-critical. However, there is no right way to do things. Every school has found itself scrambling for their own solutions and a variety of approaches—including hybrid, hyflex, and more—has emerged.

As staff and students create more video than ever before, schools are hard-pressed to offer the tools and support they need. But the rewards of success—including satisfaction and achievement—are enormous.

As few want to return to the status quo, taking this opportunity to set up sustainable and flexible video infrastructure is a must.

**No single solution**

Not only is there no consensus on the best way to approach classes this semester, most institutions are using a mix of approaches: in-person vs remote, synchronous vs asynchronous, onsite vs from home. 71% of schools are using a minimum of 3 different formats – 17% report using 8 or more!

**Remote learning soaring**

Unsurprisingly, using video for remote teaching and learning grew by 28% from 2019.

**Digital workplace for academia**

As campuses go remote, the academic workplace went digital – using video for internal communications grew by 92%!

**Video is proving its worth**

84% see video’s positive impact on student satisfaction and 73% see it increasing student achievements. 76% believe it increases instructors’ satisfaction.

**Students are creators**

In 2019, 31% of institutions reported half or more of their students creating video for class. In 2020, it’s 44.6% - a jump of 45%.

**Gaps in support**

94% say educators at their institutions have at least some access to easy-to-use tools for video capture; but only 52% have full access. Missing but needed: staff to assist with video creation (28%), a dedicated recording studio (31%), and interactive video creation tools (27%).

**No return to status quo**

68% want to blend traditions with today’s virtual innovations. And 27% want to rethink education from the ground up!
What Does the Classroom of 2020 Look Like?

A Third of Schools Are Completely Virtual in Sept 2020

About a third of respondents’ institutions decided to move entirely online for this semester, at least. (We did allow for excepting a very small percentage of students living on campus but attending classes online for humanitarian, etc., reasons.)

Two-thirds, however, are trying to make at least some in-person activities.

Is your institution allowing for on-campus activities at all this semester?

69%
Yes, we have at least some in-person activities this semester

31%
No, we are 100% Virtual
No Standard Format
Diving deeper, let’s take a look at some of the possible formats for classes. The majority of schools are using multiple formats across their institutions, depending on size of class, whether a class is a lab or lecture, and so on.

Live and Real-Time Classes and Lectures
There’s no clear winner. Almost 2/3 of institutions are using fully virtual classrooms, in which students participate remotely (no in-person options offered, more interactivity than a simple broadcast of a lecture).

More than half offer live broadcasts of lecture capture (in which students have minimal options for interactivity), whether that’s from the instructor’s home (54%) or from an empty classroom on campus (49%).

Classes On-Demand
Asynchronous options are also popular, whether recorded at home (58%) or onsite (47%).

Which of the following techniques or classroom set-ups is your institution currently planning to use for this semester?

- Fully remote virtual classroom: 63%
- Pre-recorded at-home lecture capture: 58%
- Hybrid Classroom: 56%
- Live broadcast at-home lecture capture: 54%
- Live broadcast onsite lecture capture: 49%
- Pre-recorded at-home lecture capture: 48%
- Live broadcast onsite lecture capture: 49%
- In-person labs for experiential classes in person: 47%
Some In-Person Still Available
Many institutions are also offering in-person options, whether that’s smaller in-person classes (49%), hybrid classrooms (56%), or in-person labs or experiential classes (48%).

Almost Everyone Using a Combination of Approaches
Only 13% said they were only using one of the presented options. (The options we asked about aren’t exhaustive – it’s likely schools are using even more variations.) 37% of schools are using 2-4 of these formats. 44% are using more than five (including 17% who reported using every single format we listed!)

Answer: All of the above

71% of schools using at least 3 different formats – 17% using at least 8

Suggested Action:
Most students have access to cameras on phones or webcams. Make sure it’s easy for them to securely upload and share their videos within the learning environment. Extra support such as editing and enrichment tools will help them take classwork one step further.
Video Is Used Across the Institution

Remote Teaching Is Suddenly a Given
Of course, the vast majority (83%) of institutions are now using video for remote teaching and learning. Lecture capture, too, has become suddenly very popular (69%).

Creating Relationships When There Is No Classroom
Some other notable uses are other ways of building a classroom online: student assignments (59%), virtual office hours (57%), and personal introductions (53%).

Video Spreads Across the Institution
Notably, video is also being used heavily outside the classroom — for marketing, admissions, and alumni relations; for staff communications; and for internal organization (internal collaboration, training employees, IT support and FAQs, etc.).

What is your institution using video for?

- Remote teaching and learning: 83%
- Lecture capture: 69%
- Student assignments: 59%
- Virtual office hours: 57%
- Supplementary course material: 57%
- Videos shown in the classroom: 55%
- Personal introductions of teachers and students: 53%
- Flipped classrooms: 51%
- Internal organization usage: 49%
- External: Marketing, admissions, alumni, etc.: 44%
- Recorded campus events: 43%
- Teaching skills by recording students practicing in class: 42%
- Communication between colleagues or from administration to...: 41%
- Live campus events: 39%
- Video feedback for assignments: 33%
- Library media collections: 32%
- Feedback to instructors on their teaching: 23%
- Other: 3%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%
What’s really interesting, of course, is how things have changed. We’ve been collecting data on many of these use cases for higher education since 2014. *Where’s 2017? Something went wrong with our data collection that year; we’ve removed it from the set so as not to overcomplicate the overall picture.*

First, the use cases where video has increased. It should surprise no one that the increases are in areas that support increased learning remotely.
How Much Did Online Instruction and Interaction Actually Grow?
Remote teaching and learning grew by 28% since last September. Personal introductions at the start of class for online learning, already growing steadily over time, grew by 10%.

Education Becomes a Remote Workplace
But less obvious is the fact that higher education is also a workplace, once that’s suddenly gone remote.

Internal usage (such as for collaboration or training) increased by 12%, giving instructors feedback on their teaching, increased by 17%, and communication between colleagues or from the administration jumped by a whopping 92%!

Suggested Action:
Making video tools available not just for classroom purposes but for internal organization and both internal and external communication will help educational institutions continue running. Take a look at collaboration and communication tools used by large companies for inspiration.
In-Person Video Use Drops

It’s probably not surprising that uses for video physically on campus dropped precipitously this year.

You Can’t Use Video in Class When You’re Not There
Using video in the classroom itself and as supplemental materials had already been on a bit of a downswing. But it’s difficult to show videos in a classroom when you’re no longer in a classroom. Instructors may be finding it difficult to share videos while broadcasting themselves, and want to keep precious class time focused on live interactions.

Fewer Events Available to Share
Similarly, sharing campus events (whether live or on demand) is naturally going to fall when many campuses don’t have events to share.

Suggested Action:
Make sure instructors can easily share videos and other classroom tools in their virtual classrooms and lectures.
Far More Students Create Their Own Videos Now

Students aren’t just absorbing video lectures passively. With so many classrooms closed or limited, it should come as no surprise that far more students are actively creating videos themselves as part of their classwork.

Huge Jump in Creating Videos for Class
In 2019, 31% of institutions reported half or more of their students creating video. In 2020, 44.6% have more than half their student population actively creating their own videos for class.

That’s a jump of 45%!

Suggested Action:
Most students have access to cameras on phones or webcams. Make sure it’s easy for them to securely upload and share their videos within the learning environment. Extra support such as editing and enrichment tools will help them take classwork one step further.

Percentage of schools where half or more of students create their own video for class

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>44.6%</td>
</tr>
<tr>
<td>2019</td>
<td>31%</td>
</tr>
</tbody>
</table>

*See Appendix III for details*
Educators Have Access to Basic Tools, But Could Still Use Some Help

What Do Instructors Have?
The good news is that 94% say educators at their institutions have at least some access to easy-to-use tools for video capture. 87% have access to at least some training and 85% have some ability to easily publish their resulting videos.

However, there’s still plenty of need for expansion – only 52% report full access to video creation tools, and for everything else, less than half report full access.

What Do They Still Need?
While instructors have tools, what many of them want is help. Some of the biggest gaps come from the situation: 28% report needing staff to assist with video creation, and 31% report a need for a dedicated recording studio. More than a quarter (27%) want interactive video creation tools, as well.
Organizations only slightly more likely to have basic access to tools compared to 2019.

After last spring, there have only been slight gains in access to basic video creation tools and support. The number of institutions reporting at least some availability of video capture increased by 3%, publishing workflows increased by 4%, and training by 3%.

Loss of onsite resources hurts.

On the other hand, institutions reporting at least some access to recording equipment dropped by 6%, staff to help dropped by 9%, and access to dedicated studios dropped by 13%.

**What tools do educators have available?**

**Things changed between 2019 and 2020**

<table>
<thead>
<tr>
<th>% Change</th>
<th>Tool Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3%</strong></td>
<td>Easy-to-use tools for video capture</td>
</tr>
<tr>
<td><strong>4%</strong></td>
<td>Simple workflows for publishing videos</td>
</tr>
<tr>
<td><strong>3%</strong></td>
<td>Training and support for use of existing tools</td>
</tr>
<tr>
<td><strong>-6%</strong></td>
<td>Equipment (Cameras hosting servers, etc.)</td>
</tr>
<tr>
<td><strong>-9%</strong></td>
<td>Staff to assist with video creation and management</td>
</tr>
<tr>
<td><strong>-13%</strong></td>
<td>Dedicated studio for recording video</td>
</tr>
</tbody>
</table>

*Suggested Action:*

While many instructors have at least some access to the basics, to provide more than just basic education, they may need more help. Expanding access to make sure everyone has full use of existing tools and adding additional support and more sophisticated resources will let instructors get out of emergency mode and start creating higher quality learning materials.

*See Appendix IV for details*
Why Use Video?

This year, no one really had a choice about using video. But the majority agree that it’s been extremely helpful.

How Video Has a Positive ROI
The most critical aspect to success this year has been keeping up student satisfaction and success despite the unpleasant circumstances, with a side of trying to keep instructors as happy as possible as well. And the majority agrees that video has played a positive role. Observing students this year, 84% see video’s positive impact on student satisfaction and 73% see it as helping increase student achievements. Meanwhile, 76% see it as a positive from the instructor’s view.

Smoothing the Way
Video also helps get students settled in on campus, with 78% seeing video as helping with onboarding.

Connecting Staff and Faculty
And with the dramatic increase of video for internal communications, it should be no surprise that 76% feel video increases educator collaboration and professional development.

In 2020, Video Has a Positive Impact on...

- **84%** Increasing satisfaction of students from their learning experience
- **73%** Increasing students achievements
- **76%** Increasing satisfaction of teachers from their teaching experience
- **70%** Attracting the right students to your institution
- **78%** Making the on-boarding process of new students more smooth
- **71%** Making the on-boarding process of new employees more smooth
- **54%** Increasing sense of affiliation of alumni with the institution
- **76%** Increasing educator collaboration and professional development

*See Appendix V for details*
Stacking Up Against Last Year
But how does this compare against last year, now that we’re all more familiar with video?

Not great, actually.

While still enthusiastic, responses to this question were less optimistic than they were in 2019. Other than a tiny uptick (1%) for student onboarding, nearly every metric has fewer institutions seeing video as a positive impact. The biggest drops are student achievement (-11%), student satisfaction (-7%), and alumni affiliation (-9%).

What happened?
While it’s impossible to be sure, there’s a big difference between how people think about “nice-to-have” and “must-have”. Last year, video was a great way to supplement and amplify in-person activities. This year…in many cases, it’s all we have. And people hate the current situation. It’s not surprising some have turned their negative feelings about the necessity of the medium onto the medium itself.

Hopefully, this time will pass quickly. When we can go back to choose video when it’s the best option instead of the only option, some of those positive feelings may return.

In 2020, Video Has a Positive Impact on...

- 84% Increasing satisfaction of students from their learning experience
- 73% Increasing students achievements
- 71% Making the on-boarding process of new employees more smooth
- 76% Increasing sense of affiliation of alumni with the institution
- 78% Making the on-boarding process of new students more smooth
- 70% Attracting the right students to your institution
- 54% Increasing students achievements
Tomorrow Will Not Look Like Yesterday

We Don't Want to Stay Here, But We Don't Want to Go Back

Obviously, no one wants the current situation to continue. We all hope that someday soon, we’ll be able to safely resume a full spread of in-person activities. But only 5% want to forget this all happened and go back to the way things were.

68% want to blend the traditional set-up with the virtual innovations of the past few months. And more than a quarter (27%) see this as an opportunity to rethink education from the ground up!

When life goes back to normal, I hope my institutions changes its methods/setup by:

- 5% (Go back to the exact same methods/setup I’d used before this all happened)
- 5% (Go back to some in-person traditional activities, while keeping some of the virtual innovations)
- 14% (Take this opportunity to completely rethink how we approach education)
- 49%
- 27%
- 0% 25% 50% 75% 100%

Suggested Action:

Start thinking about what changes are actually real improvements, and build in the support to make these changes permanent. If the opportunity comes to go “back to normal,” don’t let tradition take over. Take this chance to move education forward.
Conclusions
Conclusions and Recommendations

Support Is Critical for Video Creation
While most instructors have at least some access to the tools and training to handle video, many lack full access. Worse, there are some gaps opened by the lack of in-person facilities. Students, too, are creating more video than ever. Make sure your campus provides the tools and support your staff and students need to complete assignments and create top-notch learning experiences.

Video Is Critical – But Video Fatigue Is Real
Much of this year wouldn't have been possible without video, and most institutions have a new appreciation for video's power. But when everyone has been forced into a situation no one wanted, the backlash is inevitable. Focusing on creating positive interactions and harnessing video's unique capabilities (instead of just trying to replace in-person activities with video) can help offset disappointment.

A Chance for Change
Almost no one wants to go back to the way things were before. Take this opportunity to see what changes were positive, and make plans to continue what's been working rather than blindly reverting to the past.

There’s No Right Way to Handle Classes in 2020
Not only is every school different, but most schools are using a variety of formats for different classes. As the situation continues to change, flexibility will be key. Choose technologies that will allow your instructors to adapt as the situation continues to evolve.

Video Use for Remote Learning Is Unsurprisingly Skyrocketing
With so many classes virtual, it's no surprise that video usage is soaring. But a class isn't just about the lecture—make sure to support the other aspects of class engagement, from introductions to office hours to student interactions.

A Campus Is a Workplace
Some of the biggest increases are around using video for internal communication and collaboration. Large companies have been using video this way for years—it's worth examining best practices for the digital workplace. Don't focus solely on the student experience.
Appendices
This survey is our seventh 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 survey was conducted online during August/September 2020, in English.

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. 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.
Appendix II.
Demographics - Sector and Size

In which sector does your institution fall?

- 4% Four-year college or university
- 2% Community college
- 4% Graduate school
- 16% Further or continuing education
- 5% K-12 (primary/secondary education)
- 5% Educational or Technology Organization
- 6% Foundation or Educational non-profit organization
- 10% Other
- 53% Other

How many Full Time Students attend your institution (FTE)?

- 36% Less than 4000
- 34% 4000-15,000
- 30% More than 15,000
Demographics - Role

In which sector does your institution fall?
Appendix III

Video Creation by Students

What percentage of students at your institution create (or include) videos as part of their class work today, aside from attending virtual lectures?

- None: 4% in 2020, 7% in 2019
- Less than 10%: 28% in 2020, 34% in 2019
- 11%-25%: 21% in 2020, 32% in 2019
- 26%-50%: 20% in 2020, 23% in 2019
- 51%-75%: 11% in 2020, 11% in 2019
- More than 75%: 4% in 2020, 10% in 2019

0% 5% 10% 15% 20% 25% 30% 35% 40%

Data for 2020 and 2019.
### Change from 2019 to 2020

<table>
<thead>
<tr>
<th>Change from 2019 to 2020</th>
<th>Available</th>
<th>Not available, but we need it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy-to-use tools for video capture</td>
<td>3%</td>
<td>-3%</td>
</tr>
<tr>
<td>Simple workflows for publishing videos</td>
<td>4%</td>
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</tr>
<tr>
<td>Dedicated studio for recording video</td>
<td>-13%</td>
<td>7%</td>
</tr>
</tbody>
</table>
Appendix V.
— Impact of Video

How would you rate the potential impact of video on the following?

- Increasing satisfaction of students from their learning experience
- Increasing satisfaction of teachers from their teaching experience
- Increasing student achievements
- Attracting the right students to your institution
- Making the on-boarding process of new students more smooth
- Making the on-boarding process of new employees more smooth
- Increasing sense of affiliation of alumni with the institution
- Increasing educator collaboration and professional development

- Positive impact
- No Impact
- Negative impact
## Appendix V. Impact of Video

### Change in Attitude Towards Video Since Last Year

<table>
<thead>
<tr>
<th>Change in Attitude</th>
<th>2019</th>
<th>2020</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing educator collaboration and professional development</td>
<td>80%</td>
<td>76%</td>
<td>-5%</td>
</tr>
<tr>
<td>Increasing sense of affiliation of alumni with the institution</td>
<td>59%</td>
<td>54%</td>
<td>-9%</td>
</tr>
<tr>
<td>Increasing student achievements</td>
<td>82%</td>
<td>73%</td>
<td>-11%</td>
</tr>
<tr>
<td>Increasing satisfaction of teachers from their teaching experience</td>
<td>76%</td>
<td>76%</td>
<td>0%</td>
</tr>
<tr>
<td>Increasing satisfaction of students from their learning experience</td>
<td>91%</td>
<td>84%</td>
<td>-7%</td>
</tr>
<tr>
<td>Making the on-boarding process of new employees more smooth</td>
<td>71%</td>
<td>71%</td>
<td>0%</td>
</tr>
<tr>
<td>Making the on-boarding process of new students more smooth</td>
<td>77%</td>
<td>78%</td>
<td>1%</td>
</tr>
<tr>
<td>Attracting the right students to your institution</td>
<td>72%</td>
<td>70%</td>
<td>-3%</td>
</tr>
</tbody>
</table>
About Us

Kaltura’s mission is to power any video experience. A recognized leader in the EdVP (Education Video Platform), EVP (Enterprise Video Platform), OTT TV (Over the Top TV), and OVP (Online 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.

For more information visit: https://corp.kaltura.com/

Get in touch: Fill out this form-
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