



KALTURA

Sixth Annual

**STATE OF VIDEO IN
EDUCATION 2019**

Insights and trends



About This Report

In our sixth annual “State of Video in Education” report, Kaltura surveyed educational professionals, staff, and students from around the world. Over 1,400 individuals participated in this year’s survey, with more than 800 completing it in full. We wanted to explore:

- How educational institutions are using video today
- What impact video is having on education
- How schools approach specific areas including lecture capture, accessibility, and analytics
- Where educators see the future of video

Respondents came from all sectors of education, with the majority coming from Higher Education. Institutions were split roughly evenly in terms of size of student population.

Respondents filled many roles (some of them filling more than one role). The greatest number of participants identified themselves as instructional designers, followed by educators, IT/system administrators, media or production teams, and administrators. Institutional management, marketing, librarians, and even students participated as well.

The survey was conducted online during April/May 2019, in English.

Which of the following best fits your role in the institution?

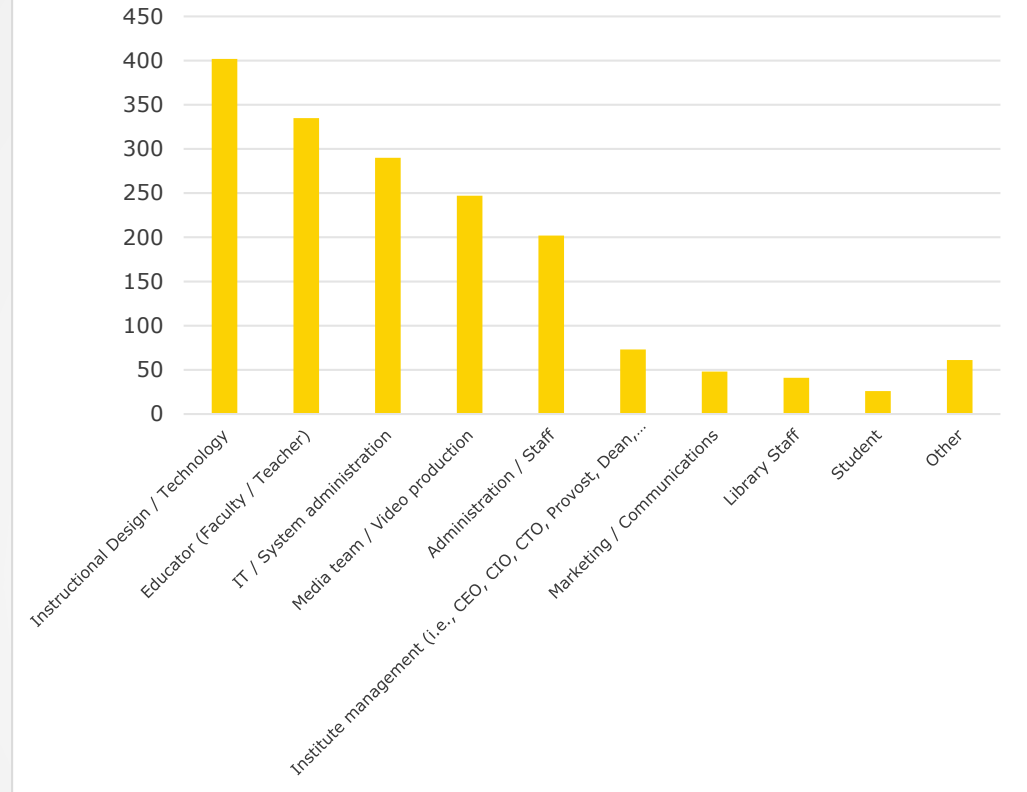


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Executive Summary

Video is increasingly important to students, both as part of their educational experience and as preparation for the modern workplace. Faculty feel responsible for helping them acquire the skills they will need in the future.

While use of video is widespread across campus, for many different purposes, hurdles to fully leveraging video remain. Still, educational institutions highly value video and look forward to new technologies, including an increasingly personalized learning experience.

- **Educators are expected to create opportunities for students to acquire the video skills they will need in the workplace.**

86% of respondents think that it's educators' jobs to help students acquire the video skills that nearly everyone agrees they will need in the workplace.

- **Students increasingly expect video to be part of their educational experience.**

82% see students' expectations for how much video should be part of their learning experience as increasing.

- **Video will be a major tool in increasingly personalized learning experiences.**

98% of respondents see video as having a part to play in personalized learning experiences. 98% think that interactive videos will be important to education, and anticipate self-paced curriculums. 9% of campuses are already tying video analytics deeply to student behavior and results to predict and bolster student achievement.

- **Video is increasingly a major way to extend beyond campus.**

Externally-facing video (including marketing, admissions, and alumni relations) increased from 57% in 2018 to 66% in 2019, a jump of 16%.

- **Educational institutions see a high ROI for video.**

91% believe video increases student satisfaction. 82% see it increasing student achievements, and 80% think it increases educator collaboration and professional development (80%).

- **But more than 50% of educators, and even more students, do not have full access to the tools they need to create and share video.**

Introduction: What Students Expect

Student Expectations

What do the students themselves expect, in terms of how video will play a part in their education? Unsurprisingly for a generation raised on YouTube, they expect a lot. **82% of respondents viewed students' expectations for how much video should be part of their learning experience as increasing.** 17% thought it was holding steady.

How Age/Stage of Learning Affects Expectations

Interestingly, **the farther along in the educational process an institution is, the more likely they are to see student demand for video increasing.** 72% of primary/secondary schools see their students' expectations as rising, while 87% of graduate schools report increasing expectations.

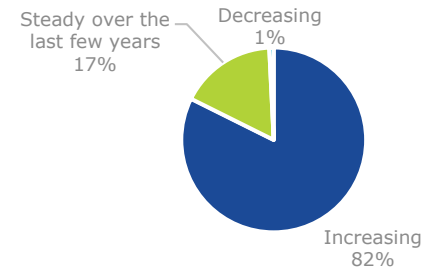
This may be because of a greater need and potential for video for more advanced students, but it may also be an indication that schooling for advanced students is farther behind in using video and now must struggle to catch up to primary and secondary schools.

Suggested Action:

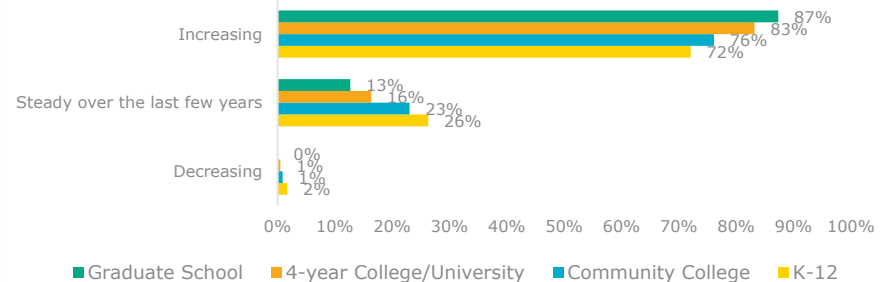
Educational institutions should prepare for even heavier video usage and demand in the near future.

Students increasingly expecting video

What do you see as the trend in student expectations for how much video should be part of their learning experience?



By Institute Type



The Video Educational Experience



How Should Students Learn Video Skills?

Why Do Students Need Video Skills?

Today's employers increasingly use video both internally (with their employees) and externally (with prospects, clients and partners) at their organizations, for learning, communication, knowledge sharing, and more. Employees are increasingly expected to create, edit, and share their own videos. Meanwhile, in a world where much of our information comes via video and concerns about "fake news" proliferate, good citizens need to know how to think critically about videos.

How to Acquire Video Skills

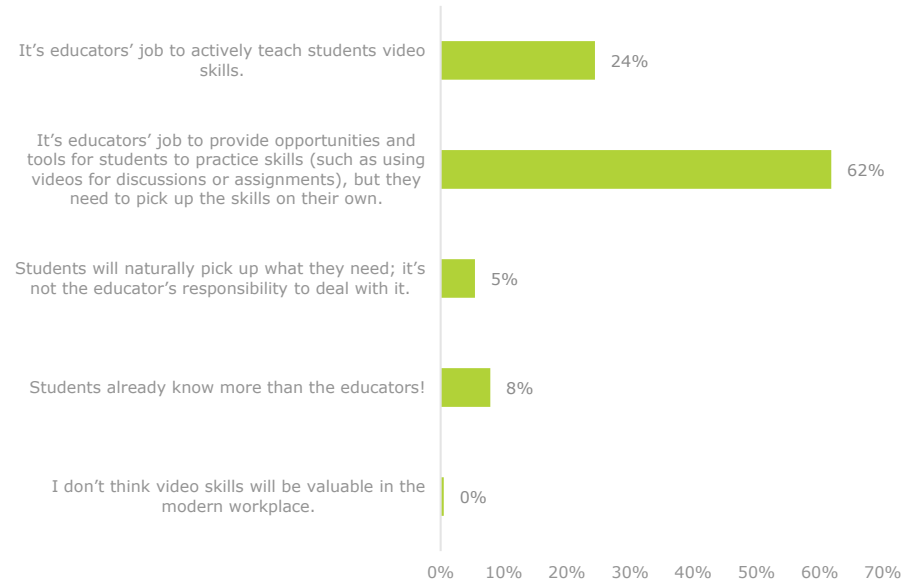
When asked what role educators should play in preparing students to successfully use video in the workplace, the vast majority thought that it's part of educators' jobs to help students gain these skills.

86% of respondents think that it's educators' jobs to help students acquire the video skills they will need in the workplace.

Educators must prepare students for video-heavy workplaces

The importance of video skills to students preparing to enter the workforce is nearly universally agreed upon.

What do you see as the role of educators in terms of preparing students to successfully use video in the workplace?



How Should Students Learn Video Skills?

62% of respondents think that educators need to provide the opportunities and tools for students to practice their video skills.

This could be done by requiring students to use video as part of their work, such as incorporating videos into discussions or through video assignments.

24% go farther, believing that **educators are responsible for actively teaching these skills themselves.**

Only **5% think that educators have no responsibility** to prepare students for video-related work challenges and that it's solely the student's responsibility to acquire these skills.

Just **8% believe the students already know more** about this than the educators, which is a reassuring vote of confidence in faculty's keeping up with technology.

Nearly **everyone agrees that video skills will be valuable in the workplace**; only 0.48% disagreed.

Skills to Focus On:

Want to prepare your students for the workplace? Here are some key skills to focus on developing:

Basic Skills:

- Remote learning
- Participating in virtual sessions
- Recording a video with reasonable audio and video quality
- How to speak well in front of a camera
- Basic shot composition – ensuring subject is in the frame
- How to use effective visuals (whether slides, demonstrations, graphics, etc.)
- Basic editing (trimming, chopping, splicing)
- Using meeting solutions
- Sharing video securely
- Self-feedback and reflection on presentation skills
- Planning and executing an effective video for the desired purpose
- How to use different tools to deliver a message (email, video, presentations, face-to-face, etc.)

Advanced Skills:

- Capturing meeting solutions
- Intermediate editing (adding overlays, background music, basic effects)
- Combining multiple shots/takes for an effective narrative
- Creating interactive videos
- Using XR/360 technologies for simulations, design, etc.
- Leading live online events
- Recognizing how editing techniques can alter perceptions of events

Drilling Down on Preparing Students

How Educators See Their Responsibilities

Of course, it's easy for administrators and others to add to the responsibilities of the classroom instructors; what do the instructors themselves think?

Fortunately, when we isolate educators* from all other roles, their opinions line up almost perfectly with the group as a whole. In fact, **educators were slightly more likely to think that actively teaching video skills was part of their role** (28% vs 24% of the group as a whole). They're also **slightly less likely to believe their students know more than them** (6% vs 8%), which is reassuring.

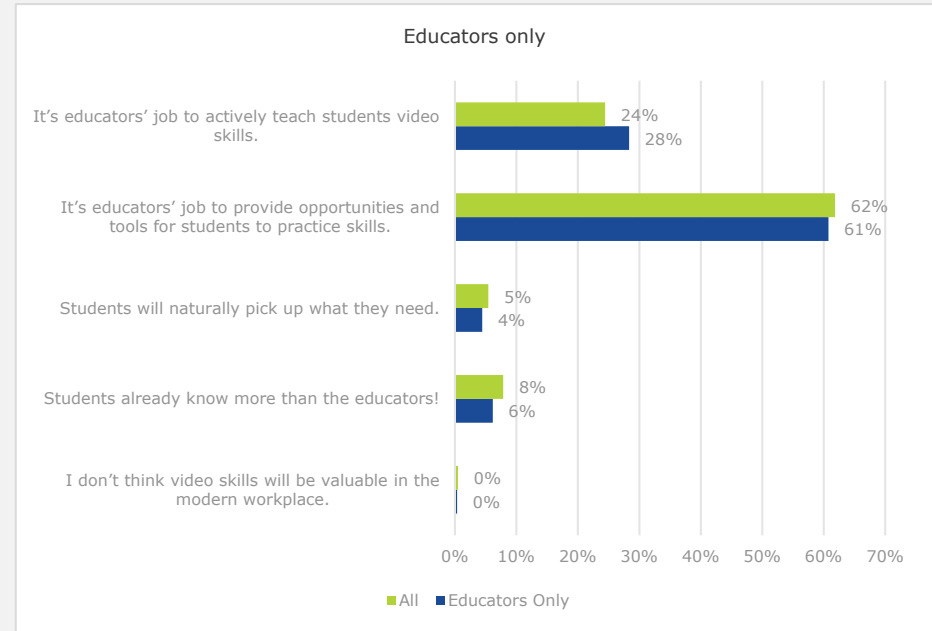
Suggested Action:

Not all instructors are ready to incorporate video into their expectations on their own. Make training, examples, and support available to faculty so they can learn how to create opportunities to use video in the course of their ordinary classwork.

Consider including video components in freshman writing or presentation seminars. Just as students need to be taught how to construct a good written argument before they are ready to write advanced level papers, they need to be taught how to build an effective video before they can excel at video assignments.

**As self-identified, distinct from instructional designers, administrators, etc. Respondents were allowed to select more than one role; anyone who included "educator" as one of their roles is included here.*

Primary/secondary institutions have stronger focus on actively teaching skills



How Expectations for Teaching Skills Vary Across Institution Type

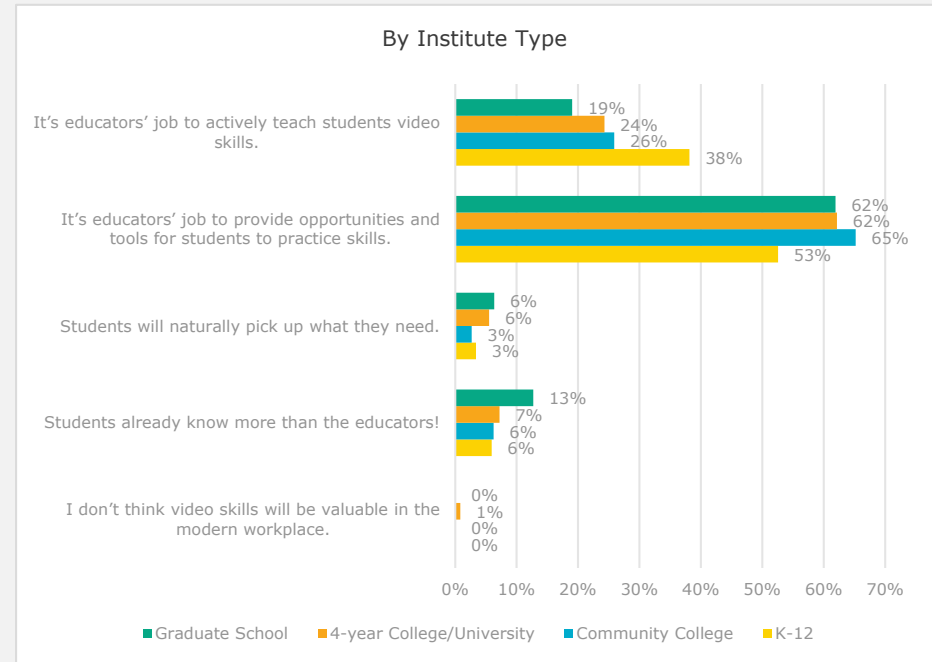
It's also interesting to compare different types of institutions. For the most part, the farther along a student is in his or her education, the less responsible educators are held for actively teaching skills. **38% of respondents from primary/secondary (K-12) schools believe educators are responsible for actively teaching video skills.** By the time students hit **graduate school, only 19% believe educators** are responsible for teaching these skills.

This is logical enough; primary/secondary teachers are strongly focused on teaching children how to actively build skills, from how to write a sentence to how to do basic math. Adding video skills for the sake of knowing how to use tools makes perfect sense. Students in graduate school, on the other hand, are assumed to have acquired most of the fundamental skills they need and are focused more on proficiency in their particular specialization. (Not enough respondents came from continuing/further education for a statistically significant answer.)

It's also possible, though, that people working closely with our youngest generation is far more aware than the rest of us of how video natives are embracing the technology, and may be more video-oriented to begin with.

It's also amusing to note that graduate school respondents are about twice as likely (13%) to view their students as more video-proficient than their educators, when compared to the rest. There is clearly a need for upskilling staff at this level; **reverse mentorships are an excellent mechanism to consider.**

Primary/secondary institutions have stronger focus on actively teaching skills



Personalizing the Learning Experience

What's a Personalized Learning Experience?

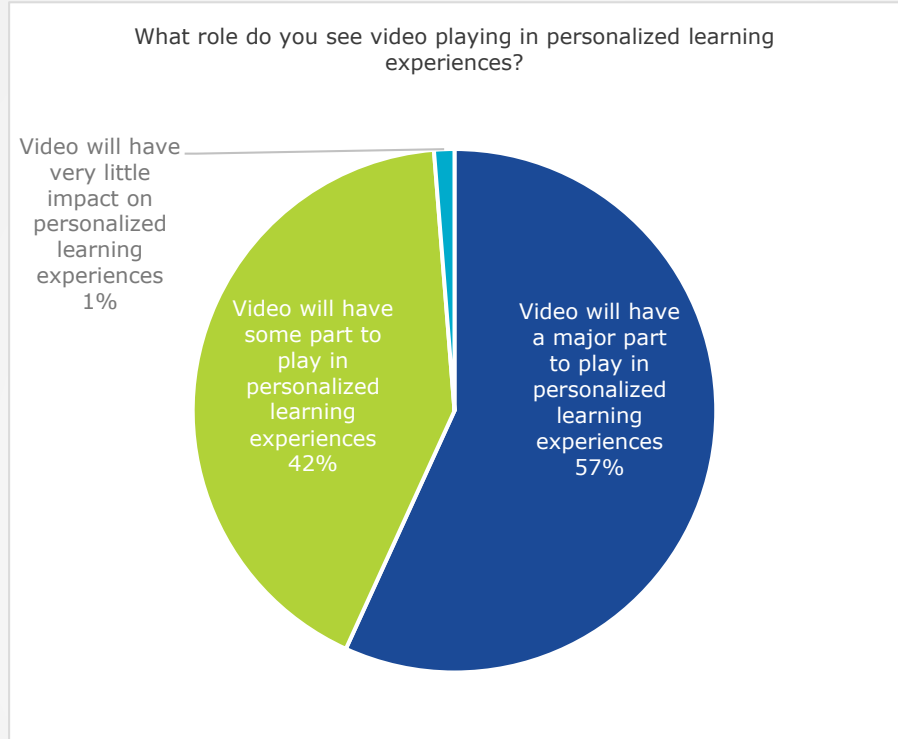
Personalized learning experiences—a student-driven classroom, where students have choices in the pace, tools and learning objectives based on their interests—are an increasing trend in education.

This can play out in many ways. Self-paced curriculums, predictive analytics that alter student trajectories to increase success, learning materials that adjust themselves based on student interactions, self-curated playlists of learning materials tailored to specific personal goals or interests—all these and more are being contemplated as a way to make learning more relevant and effective for each individual.

We asked what role respondents see video playing in personalized learning experiences (such as students receiving their own personalized videos, or interactive videos changing based on students' choices within the video).

98% of respondents see video as having a part to play in personalized learning experiences.

Video to play a part in personalized learning experiences



Video Usage



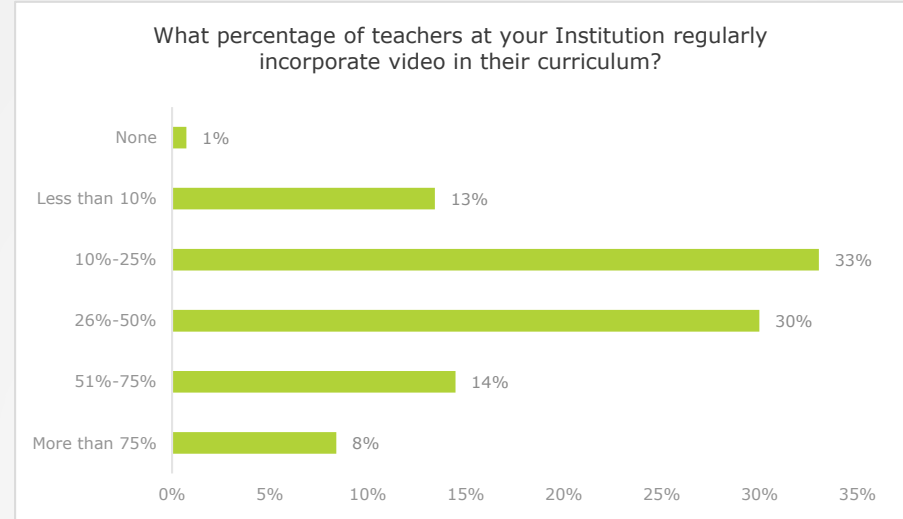
How Teachers Incorporate Video

Video as a Teaching Tool

Most institutions report having at least some teachers regularly incorporating video in their curriculums. **23%** of respondents reported that **more than half of their teachers regularly use video**. These numbers are very similar to those of the last two years, showing that video has become a stable part of the educator's toolbox.



23% report more than half of teachers use video



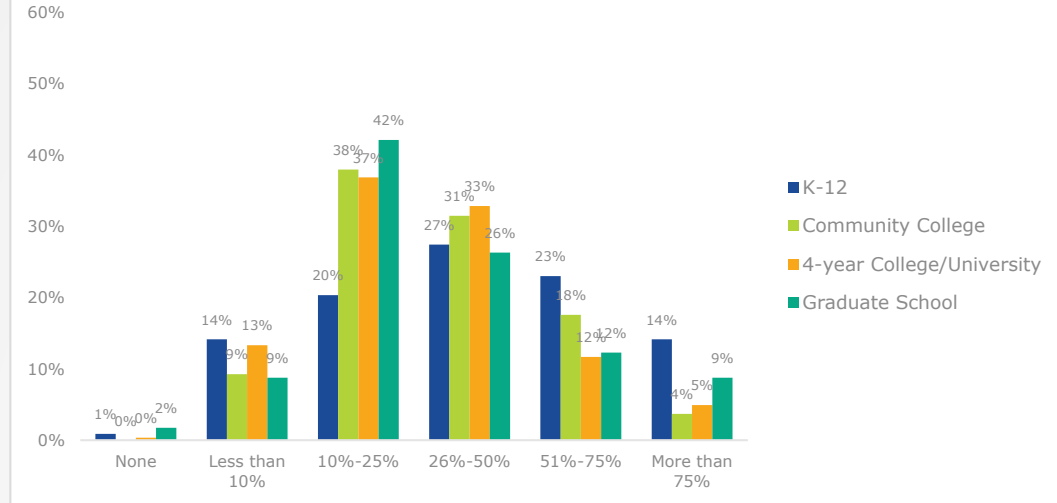
How Much Video Teachers Use at Different Levels

Similarly to last year, breaking out usage by institution type reveals additional patterns.

K-12 (primary/secondary) institutions are much more likely to report high levels of video usage by teachers; 37% report that the majority of teachers are incorporating video. As the rising generation is far more video-savvy than previous generations, it makes sense that teachers would see video as the best way to engage their students.



Usage by Teachers by Sector



When Students Create Video

How Often Students Create Video

Instructors appear relatively open to using videos to engage their students, but fewer ask their students to actively use videos themselves. **11% of institutions report that more than half their students are actively using video** (rather than merely watching it passively).

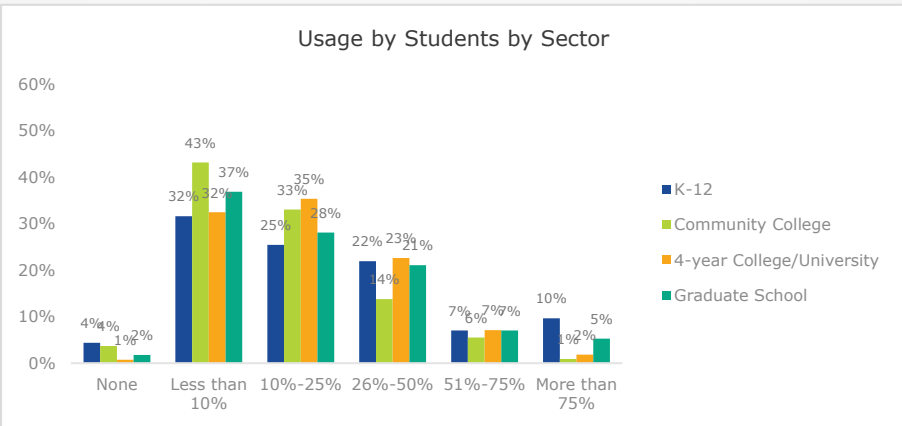
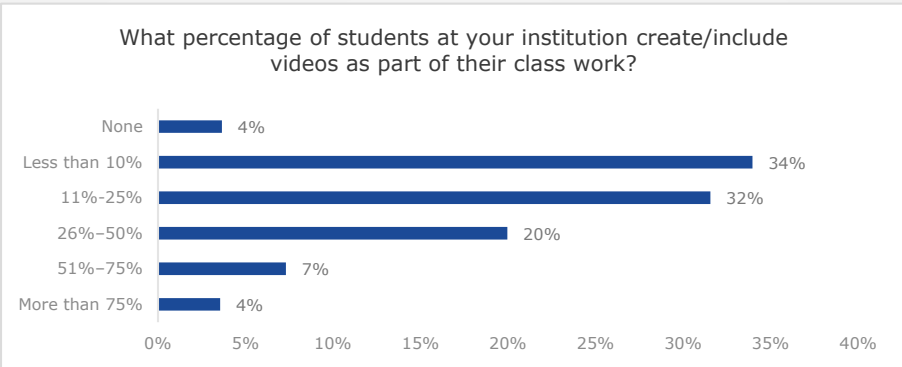
Student video creation shows similar patterns to teacher video creation when broken out by type of institution. **Primary schools lead in having students use video actively**, indicating what may be a rising trend that will start to hit later stages of education in the future.

These numbers are nearly identical to last year's, showing a generally stable usage of student-driven video.

Suggested Action:

One of the easiest ways to get students to learn video skills is to ask them to use video as part of the classwork they are already doing. Ask students to create videos in place of or as a supplement to a few of their presentations, papers, or lab reports to push them into practicing their skills.

Active use of video by students in earlier stage



How Video Is Being Used

Teaching and Learning

Video continues to be immensely popular for teaching and learning uses, especially **showing video in the classroom** (which 79% of respondents report). Additionally, more than two thirds of the surveyed institutions use video for **supplementary material** (74%), **student assignments** (72%), **lecture capture** (70%), and **remote teaching and learning** (66%).

Campus Events

Campus events (such as performances, athletics, ceremonies, and VIP visits) are also becoming a very popular use for video, with over half reporting that they record campus events for **on demand** (62%) and **live viewing** (53%).

External Use Cases

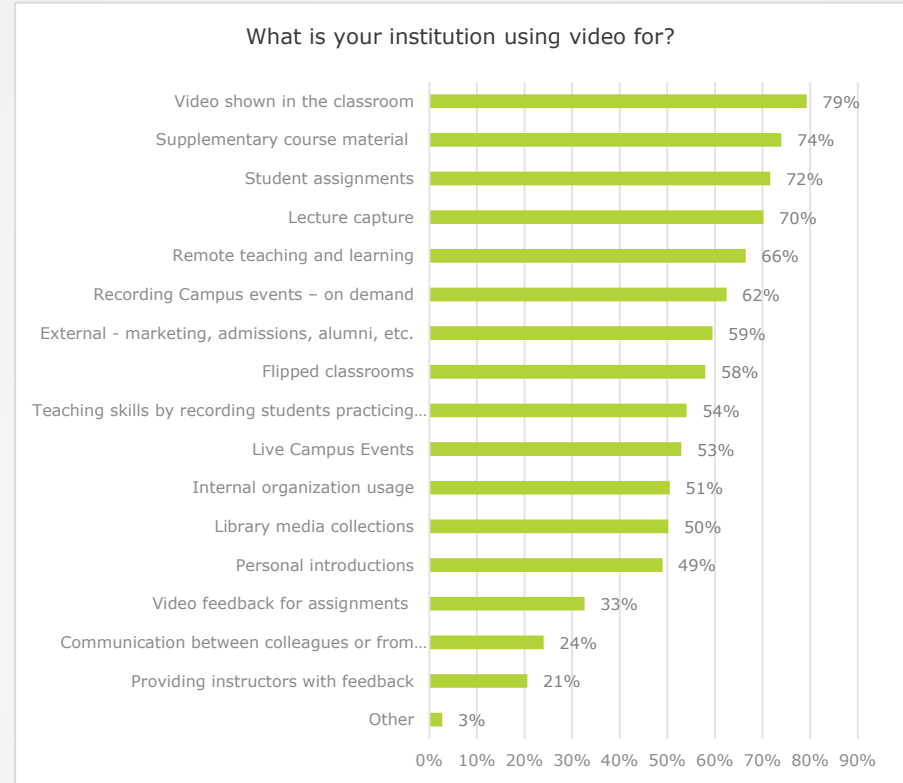
More than half (59%) also use video for externally facing purposes, including **marketing, communications, admissions, alumni relations**, and other similar uses.

Communication and Collaboration

Video is also helping people connect across the campus and beyond. Nearly half (49%) use video for **personal introductions** of teachers and students in online learning environments. Almost a quarter of schools report using video for **communication between colleagues or from the administration**.

While using video for **feedback** is still relatively early in the adoption process, its usage is growing.

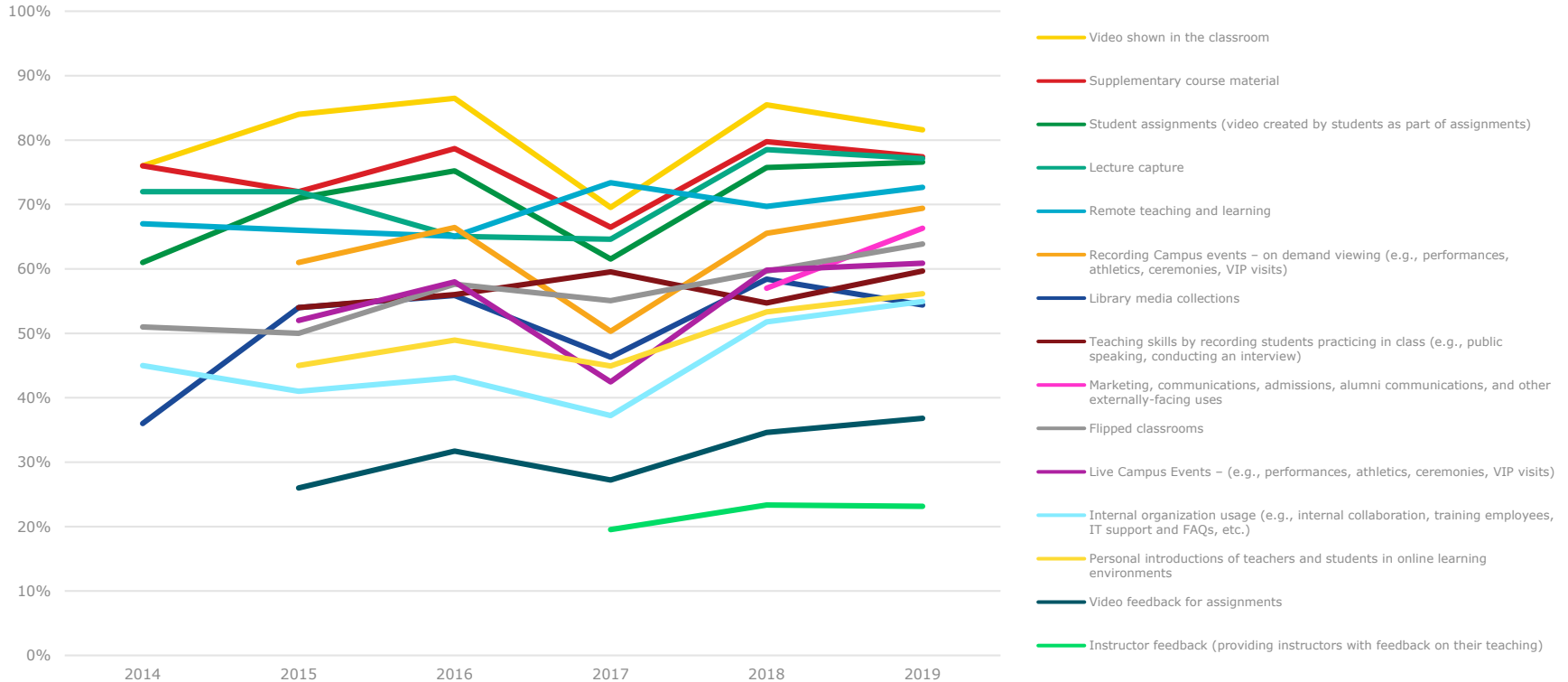
Teaching and learning heavily uses video, but is not the only popular use case



Changing Purposes for Video

Uses essentially stable in last year, small increase in externally-facing videos

Change in Use Cases Over Time



Changing Purposes for Video

Changes from Last Year

Over the past two years, **video usage has been nearly constant.** (Note: to compare against previous years, we are isolating for just higher education.) For every use case but one, the percentage of institutions reporting that they use video has been less than 5 percentage points different from the uses reported in 2018.

The one noticeable change was in externally facing video (for marketing, admissions, alumni relations, etc.) **External video increased from 57% in 2018 to 66% in 2019, a jump of 16%.**

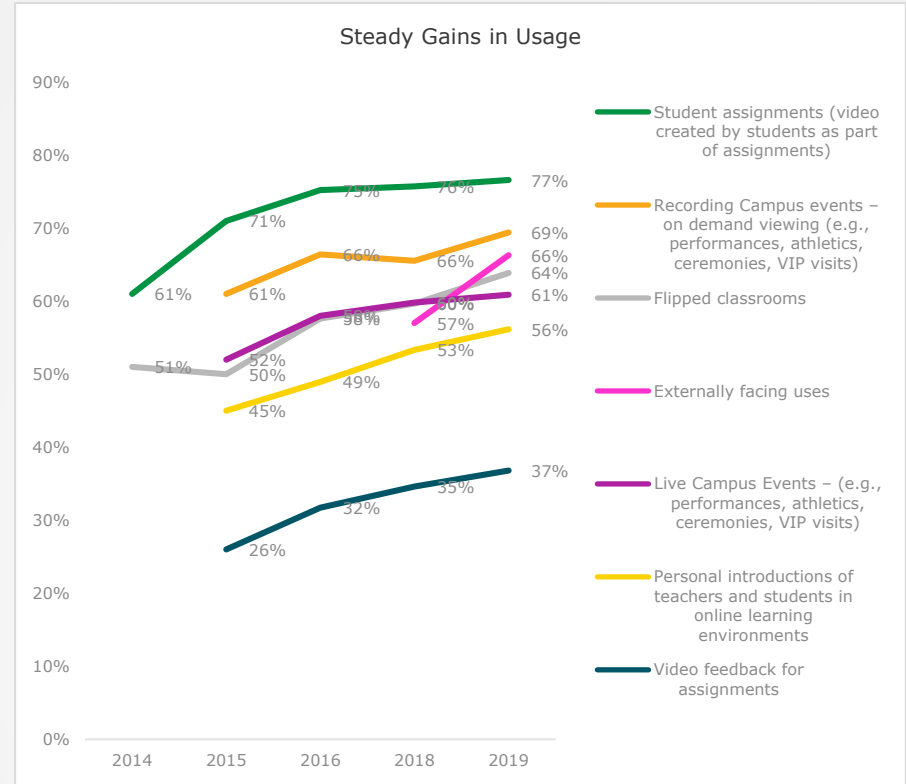
Long Term Trends

When looking at long term trends, it may be best to remove the data from 2017; there was a noticeable drop in almost every use case, which immediately rebounded the following year and has not subsequently recurred. We do not have an conclusive reasons why; as far as we can tell, this may have been some kind of statistical or population fluke.

Looking back over the remaining data, many use cases show some fluctuation. A few, however, show particularly steady gains over multiple years and are worth noting. We've seen a **noticeable rise in student assignments, both on-demand and live campus events, flipped classrooms, personal introductions, and video feedback for assignments.** Each of these are worth watching in the coming years to see if these gains continue.

See Appendix II for more details.

Steady gains over six years for events, assignments, feedback, introductions



Availability of Video Resources

How Easy Is It to Create Video?

For staff and students to use video requires users to have access to the tools they need, and to know how to use those tools. How available are video resources on campus?

Easy-to-Use Capture Tools

Most institutions report that their faculty can at least create some video, with 91% reporting at least some availability of easy-to-use capture tools. For students, 79% having at least some availability.

However, “some availability” is not the same as “full availability.” **More than 50% of educators do NOT have full availability of easy-to-use capture tools. For students, 63% do not have full access to tools to create video.**

Video Equipment

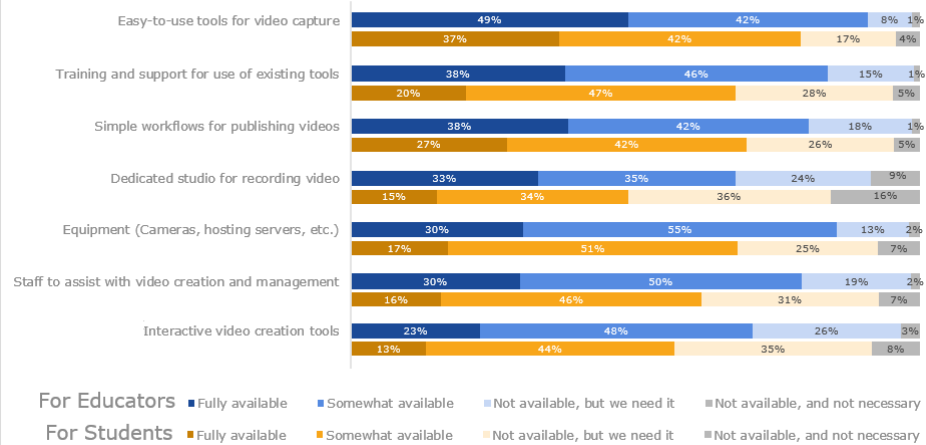
85% of faculty have some access to the physical equipment they need; however only 68% of students have some access to cameras and other equipment necessary for producing video. (This may also be impacted by distance students, who cannot access physical resources located on campus.)

Again, however, only 30% of educators and 17% of students have full access to the video equipment they need.

33% of faculty and 15% of students have full access to a dedicated studio.

Most have some access to video resources they need; fewer have full access

Rate the availability to educators at your institution



Publishing Workflows

80% of faculty and 70% of students have at least some ability to use simple workflows to publish their work.

Training and Support

In terms of support, **84% of faculty get at least a little training, as do 68% of students. 79% of educators and only 62% of students have at least some access to staff** who can help them with video production.

Interactive Video Tools

In more advanced capabilities, **71% of staff and 57% of students have some access to interactive video creation tools.** Notably, **26% believe that while their faculty may not have access, they need it. 35% feel the same about students!**

While high numbers have at least partial access to the resources they need to create and publish video, the numbers reporting full availability are much, much lower. In addition, students typically have much fewer resources available to them.

Suggested Action:

Educational institutions report high demand and return on video, while use cases continue to increase. Increased investment in tools and training to support staff and students will allow schools to deliver the expected benefits.



Hurdles to Increasing Video Usage

What Makes Video Use Difficult?

What keeps video usage from expanding? We asked respondents what they saw as significant hurdles on their campus, allowing them to choose more than one answer.

Not What We're Used To

The top choice was simple **inertia**—people not wanting to change the way they've always done things. More than half also **thought lack of training** was a major problem, as well.

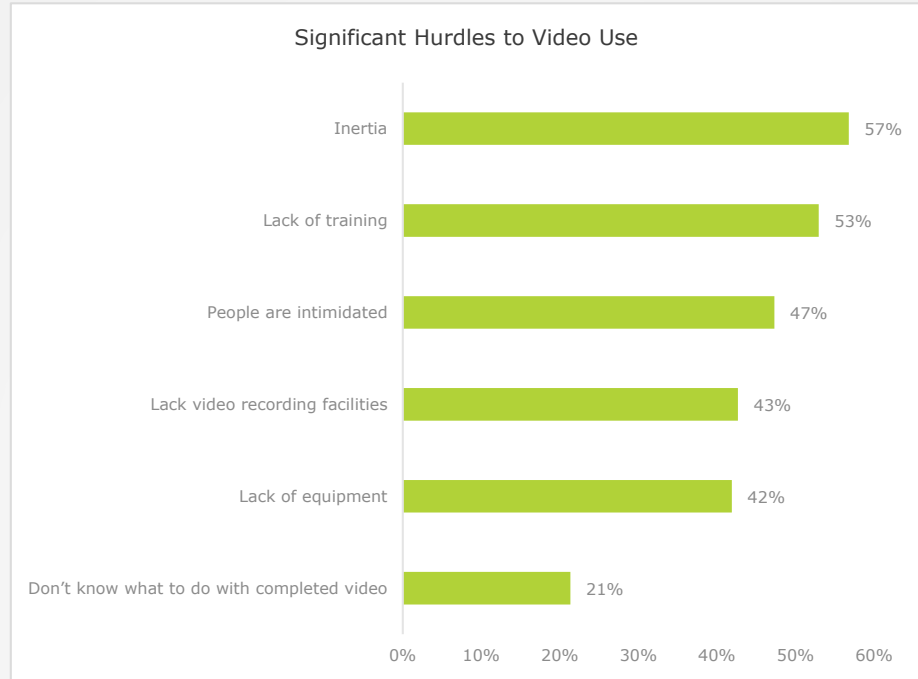
Production is Intimidating and Limited

Nearly half also thought that people were **intimidated by video** and that their campus **lacked sufficient video recording facilities and equipment**.

After Video Is Created

Fortunately, most think that once the video is created, people know what to do with it—only **21% thought people didn't know what to do with completed video**.

Resistance to change is the biggest hurdle to increasing video usage on campus



Other Hurdles

We also allowed respondents to chime in with their own problems. The most frequently cited were

- Time
- Money
- Lack of staff
- Lack of administrative support
- Need for easier-to-use tools
- Lack of awareness of the resources available and the value of video
- Trouble making videos accessible

In Their Own Words

Some direct quotes from our respondents include:

- “Shortage of support staff; staff spread too thin with various other duties”
- “Lack of knowledge that it is available, easy, and how it can be implemented in their classroom”
- “Lack of time to create accessible videos”
- “Some faculty and staff reluctant to learn and use video”
- “Resistance to change”
- “Budgetary constraints”
- “Lack of instructional design skills”
- “Need more studios across campus.”
- “Lack of funds; storage & delivery for 4K and above”
- “Outdated, mistaken assumptions and information about video use”
- “Some staff are intimidated. Some assumptions are made by adults that all students have these skills but they do not.”

Lecture Capture



Hurdles to Increasing Video Usage

How Many Schools Use Lecture Capture?

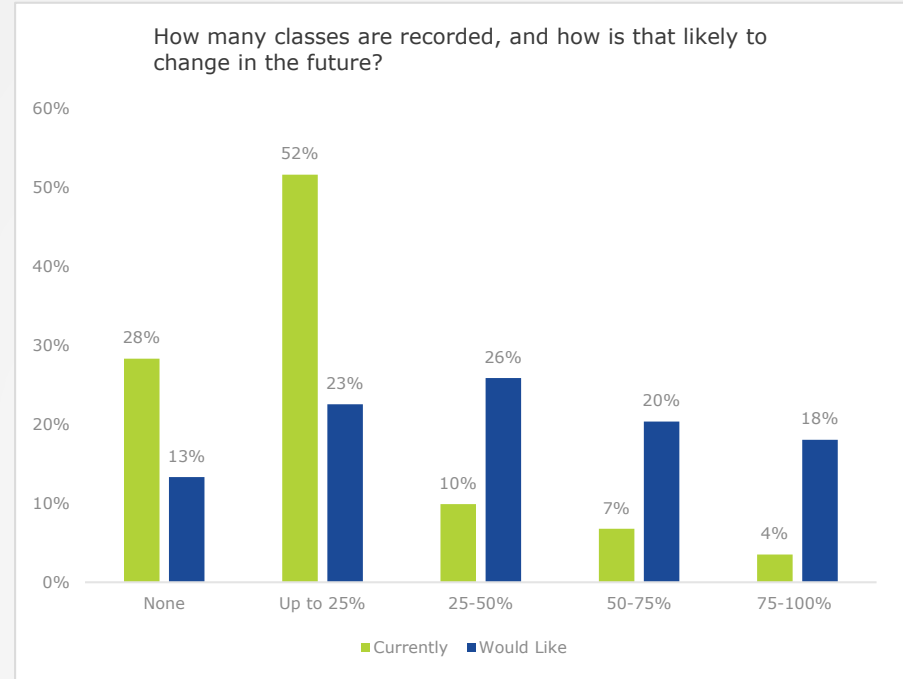
As lecture capture has increased in usage, we were interested in finding out not only how many classes are being recorded, but what respondents would like to see in the future. We asked both “What percentage of your school’s classrooms are currently captured with lecture capture?” and “What percentage would you like to be capturing with lecture capture?”

The majority—**72%** — are using at least some lecture capture on campus.

But How Many Classes Are Actually Being Recorded?

More than half of respondents (**52%**) report that their institutions are currently recording only up to a quarter of the classes on campus. Only 11% are recording more than half the classes on campus.

Demand for lecture capture currently outpacing availability; 22% increase in desire for lecture capture since last year



How Many Classes Would Schools Record If They Could?

However, it's clear that the appetite for recording more is there. **38% would like to record more than half the classes on campus**, and **18% would like to record more than three quarters**.

More than 50% of respondents want more classes to be captured

How Does This Compare to Previous Years?

Compared to 2018, the distribution of **what people are currently capturing is nearly identical**. However, last year only 32% wanted to record more than half of classes on campus, **an increase in desire for lecture capture of 22%**.

As lecture capture has become a regular part of the toolset, the number of institutions using lecture capture at all has stabilized. Now that lecture capture is available, people are expecting increasing proportions of classes to be captured across their campus.

Suggested Action:

Try to extend lecture capture into more of the classrooms on campus.



Which Classes Get Recorded?

Many Different Approaches to Choose What to Record

Since the majority of schools do some lecture capture but do not capture all classes, we wanted to explore how schools choose which classes to capture. It turns out that there are many approaches. Some record **only major lecture halls (18%)**. Others **(17%) focus on experiential classrooms**. Some have updated newer buildings to include **lecture capture in most classes (13%) while leaving older buildings alone**. The most popular was a **combination (32%)**.

Other Approaches

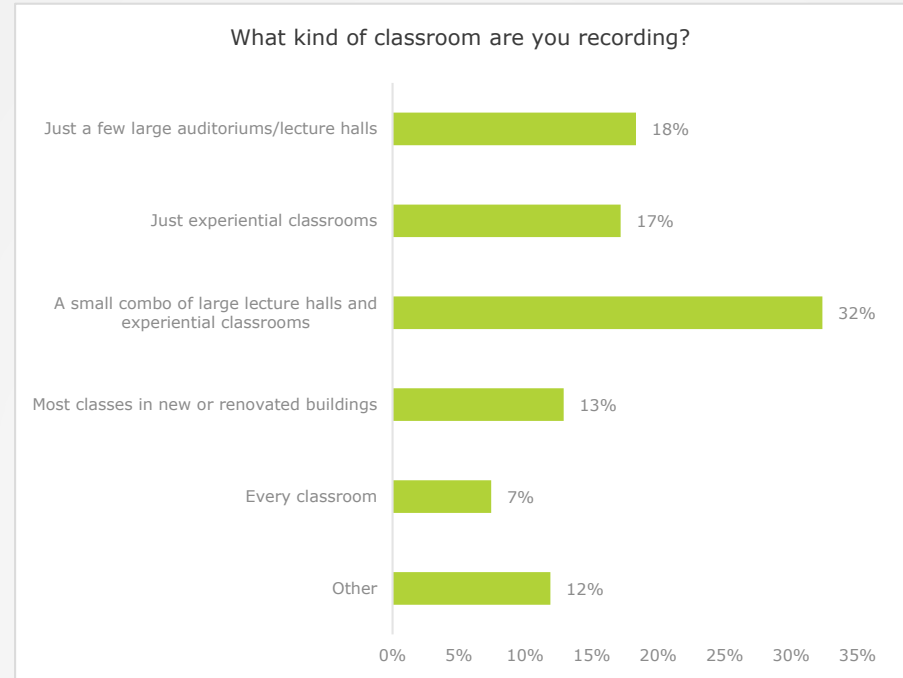
12% had their own descriptions for their approach. Some popular themes emerged, including:

- Lecture capture exclusively or explicitly for online courses
- Lecture capture specifically at an instructor's request
- Any classroom over a specific number of students (where cited numbers included 25, 50, 60, and undisclosed numbers of students)

In Their Own Words

- "We have one dedicated room that records and allows for live, but remote participation"
- "Some auditoriums and portable equipment for smaller classrooms"
- "All large lecture classes and some smaller classes but not generally experiential labs and discussions"
- "All graduate courses and some undergrad"

Wide variety in approaches to lecture capture



Why Record Learning?

Reasons to Record

Why go to the effort of recording lectures? There is not just one answer. We let respondents choose as many reasons as they felt were valid for their institution, as well as suggest some of their own.

Access

Access, both in terms of reach and in terms of accessibility, is a major factor. Nearly a third (31%) of respondents saw recording lectures as a way to **reach students they could not otherwise reach**. 30% saw it as a way to **increase accessibility and to include international students**. 24% viewed it as a way to **increase the number of distance learning classes**.

Popular Demand

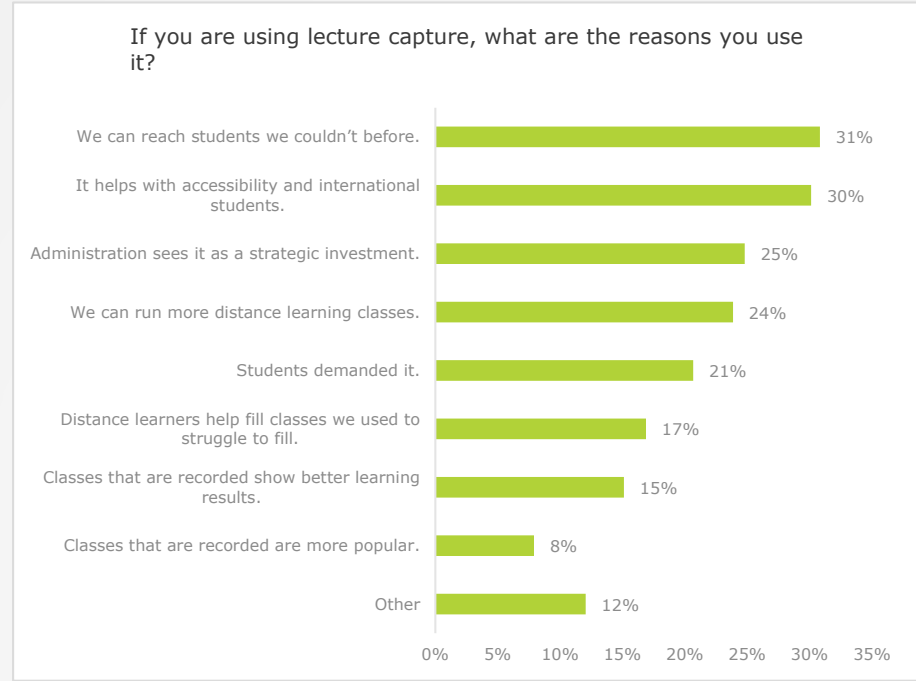
Student and administrator demand is another recurring factor. 25% felt lecture capture originated with **administrative demand**, while 21% saw **student demand** as a driver.

Other Reasons

When asked to supply their own reasons, many reiterated the categories already mentioned. Key ones that we had not listed that came up repeatedly:

- Instructor demand
- Students' ability to review information
- A way for students to make up missed classes (whether because of schedule conflicts, athletics, illness, or weather)

Schools embrace lecture capture for a variety of reasons



Accessibility



Driving Accessibility Efforts

Why Worry About Accessibility?

Accessibility has become one of the more pressing topics in educational technology lately. What are some of the strongest pressures driving accessibility efforts?

Compliance

The factor that was identified by the most respondents as the most important factor driving their accessibility efforts is **compliance with accessibility laws (43%)**.

Demand

28% cited student demand instead, and **17% cited a mandate from their administration**.

Other Reasons

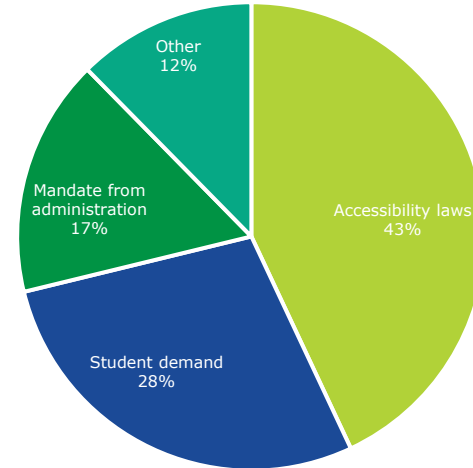
Quite a few respondents offered up additional reasons. Reasons that were cited by a large number of participants include:

- **“It’s the right thing to do”**
- Universal Design best practices
- Faculty demand
- Accessibility measures such as captions benefit all students, regardless of individual need

The emerging theme that institutions are eager to share is one of **inclusivity**.

Compliance with regulations is largest motivator in accessibility efforts

What is the MOST IMPORTANT factor driving your accessibility efforts?



Captioning Strategies

How Do You Choose Which Videos to Caption?

One major factor in video accessibility is, of course, captioning. How are schools approaching their captioning efforts?

First, schools must decide which videos to caption. No single approach has a majority. The two most popular approaches, each at 27%, are to **caption everything** and to **wait until a student with a disability specifically requests captioning before starting the captioning process**. A smaller group, 20%, **caption their most popular classes but wait to be asked before tackling less popular content**. 26% **still aren't captioning their video content at all**.

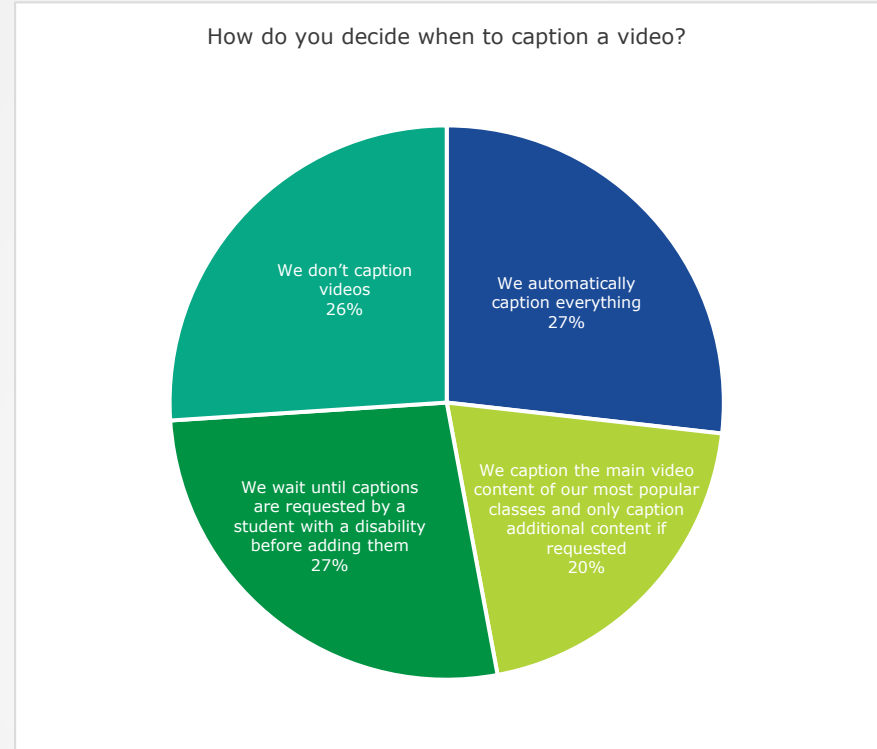
Common Elements

Most schools are not capturing everything. Instead, they do so selectively, either by content or by the person requesting the accommodation. This approach may help drive the diversity in approaches to actually creating the captions, as we'll explore on the next page.

Suggested Action:

More than a quarter of surveyed schools will need to start considering some kind of captioning strategy in the near future, given the strong pressures of regulations and popular demand for accessibility.

Approaches to captioning spread evenly



How Do You Create Captions?

There's a wide spread across ways to create captions, as well. **17% create their own captions internally**. **11% use a third party service to caption all their videos**, while slightly more (**14%**) **use a third party to caption just select videos**. The largest group, at **25%**, **use a combination of internal and external resources**. **21% leave it up to the creator of the video** to apply captions, if any. (This question was out of the scope for some of our respondents. **12% didn't know** how their institution produces captions.)

Changes Over Time

Compared to last year, however, the number of respondents reporting that they **do not caption has decreased by 11%** and the number reporting that they **create captions internally has increased 30%**. (The other responses are largely the same as last year; the rest of the difference came in the number of people who don't know what their institution is doing.)

No Single Approach

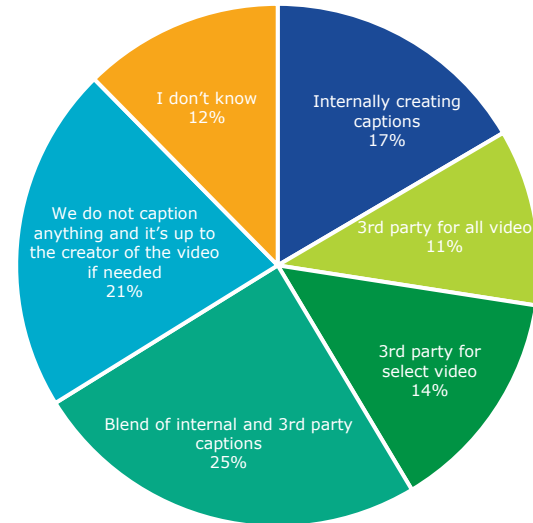
The biggest takeaway here is that there's currently no consensus on how to approach captioning—practices vary widely from one institution to the next.

Suggested Action:

While internally creating captions is initially less expensive than other methods, it's not sustainable at scale. Captioning technology is relatively mature and a number of choices are available. It may be time to explore longer term accessibility solutions.

Approaches to captioning spread evenly

How are you currently handling captions of your video assets?



Analytics



Video Analytics in Early Days

Why Look at Video Analytics?

Video analytics has immense promise to provide feedback to improve both instructor and student performance. By examining how students interact with videos, instructors can better tailor material and even predict and boost student performance. Video is an integral part of an overall analytics strategy.

Engineering Metrics

17% keep an eye on the technical aspects, such as delivery.

Learning Metrics

The good news is that more than a third of respondents are going beyond the basic technical analytics to **examine how content is being watched**. 9% take it a step further, **tying video analytics deeply to other analytics on student behavior and results** to predict and bolster student achievement.

Not Ready to Tackle Analytics

However, **27% confess to mostly ignoring their analytics**, and **22% aren't sure what their institution is doing**.

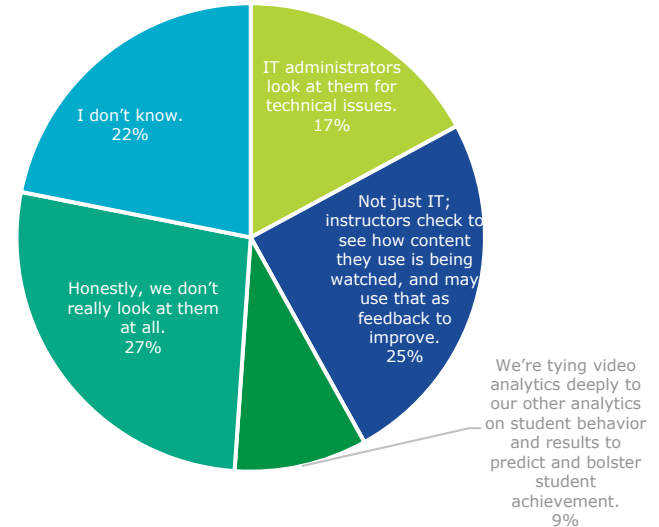
Video analytics is still in the early days of development and adoption.

Suggested Action:

Video analytics have a huge potential to not only ensure that video content is being delivered well, but actually improving the teaching and learning process. Ignoring them misses an opportunity. Start experimenting with exploring analytics, including Caliper and xAPI, to get the full value of your video investment.

34% looking at analytics for insights for instructors and students

Which is the best description of your institution approach video analytics?



The Value and Future of Video



ROI of Video for Educational Institutions

Why Use Video at All?

The vast majority of respondents believe in the power of video to have a positive impact on their institutions.

Increasing Satisfaction

The highest rate of positive feelings, by far, is the ability of video to **increase the satisfaction of students** with their learning experience, as 91% believed video had a positive impact in this area. 76% see it **increasing satisfaction of teachers** with their teaching experience.

Greater Success

Other areas in which more than three quarters of the respondents thought video had a positive impact **include increasing student achievements** (82%) and **increasing educator collaboration and professional development** (80%). More than half think it **increases alumni's sense of affiliation**.

On-Boarding

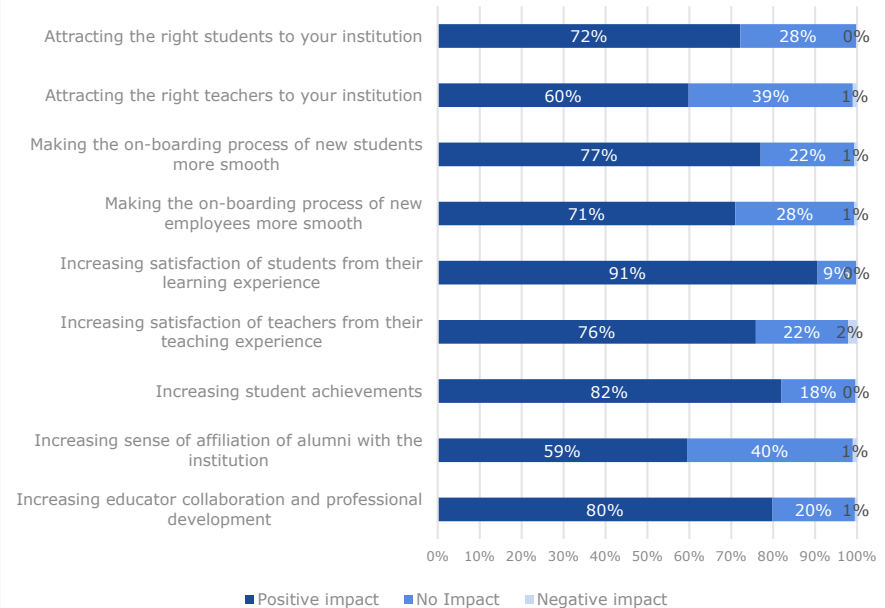
77% making the **on-boarding process of new students** more smooth. It's not just for students, though; 71% also think it helps **on-board staff**.

Recruiting

With today's video-savvy students, 72% like how **video attracts the right students** to come to their institution. 60% also see value in using video to **recruit the right instructors**.

Video has a positive impact on ROI

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



Video Technologies of the Future

Tomorrow's Educational Technologies

Promising new video technologies are starting to emerge. Just as students today increasingly expect video in their educational experience, tomorrow's students will expect new technologies to continue to be included. The educational sector is looking forward to these new tools to make education more engaging and effective.

Interactivity and Personalization

98% think that interactive videos (in which content changes depending on viewer behavior) is going to be important to education in the future. Similarly, **98% anticipate self-paced curriculums**. Given that 98% of respondents had believed that video would play an important role in the personalization of education, interactive videos and self-paced curriculums are widely anticipated.

AI: Data, Analytics, and Auto-Scoring

93% each see the importance of predictive analytics (including through Caliper data) and believe in the potential of **auto-scoring** against a rubric of video assignments/assessments. Increasing the impact of data and automation on education will bring major changes.

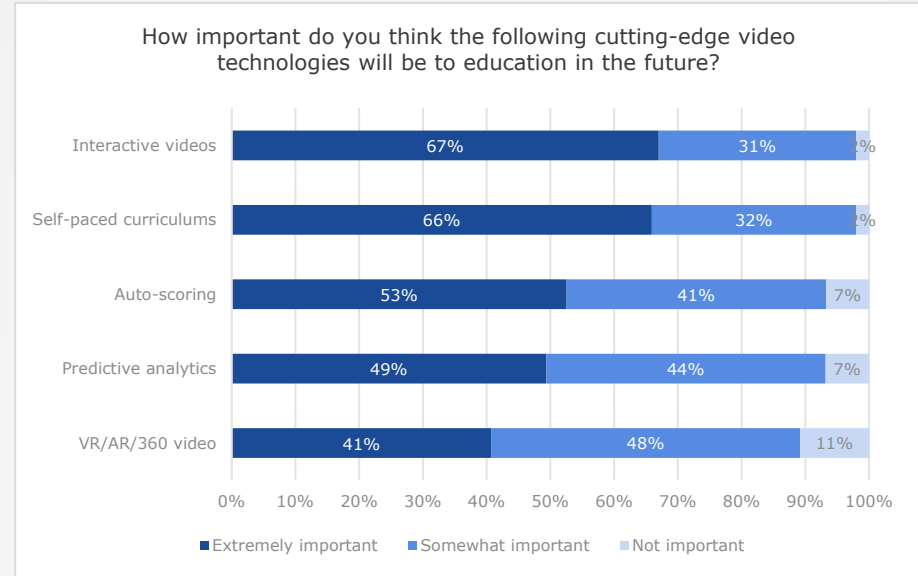
XR

89% are interested in VR/AR/360 video, with its ability to build immersive learning environments.

Overall

While much hype has been given to VR and 360 video, educators seem to be more interested in directly improving the student experience and giving students more control and choice.

Eager anticipation for tomorrow's video technologies



In Their Own Words

How do respondents see the role and impact of video in education over the next 5 years?

"What was once an optional component will become a critical component within 5 years." – Instructional designer, medium-sized community college

"It will replace lecture and all face to face interaction will be active and focused on relationship building." – Instructional designer, medium-sized 4-year institution

"For distance students, it minimizes the sense of isolation and strengthens the sense of teacher presence and connection to classmates." – Student, large 4-year institution

"Adaptive learning videos will help personalize the experience for students who as more or less quickly mastering the content as they navigate interactive videos. VR/AR will be especially helpful in keeping students engaged because of the immersion. It may be more relevant in fields with hand-work, such as archaeology, geology, biology, and medicine." – Instructional designer, small primary/secondary institution

"Video in education will only increase student retention and drive more enrollment because it appeals to more learning styles and student interest. It is very important to keep up with changing technologies." – Administrator, medium-sized community college

"Video will continue to be important in expanding the classroom's reach. Our university works hard to attract and accommodate non-traditional college students, and video/online learning is a huge part of that." – Media team, medium-sized 4-year institution

"Video usage tools have become ubiquitous and universal. Students are already video natives while faculty is lagging behind and struggling. Over the next 5 years, faculty will become more comfortable with the tools available to them and this will further drive increased video usage in education." – IT, large 4-year institution

"The old model of "read" then "write" is shifting, and needs to. Our students are about to enter a world where they will be asked to collaborate with colleagues who may or may not be physically present. They will have to present to staff, leadership, clients, patients, students, etc. They must be able to communicate effectively and efficiently, and that might include the use of images, audio, or video, so we should be helping them to develop those skills. Frankly, graduating students should leave with a portfolio of their media as examples of their work." – Instructional Designer, medium-sized 4-year institution

"We have lectures on YouTube so students don't see my mug except for labs recitation, and testing. I tried it this quarter and I was very pleasantly surprised at student scores. I used old tests from the past years as a guide."

– Educator, small community college

"More and more of our online courses will need to move away from the traditional narrated power point video lectures to something more dynamic which might include green screen recorded lectures, interactive video lectures in which students can 'choose their own adventure' (i.e. branched navigation). I also think that 360 and AR will become more popular in the next 5 years. We need to move in this direction because we face stiff competition from other engineering schools who are already adopting some of these practices."

– Instructional designer, small engineering grad school

"The use of video in education will dramatically improve student retention and engagement. It will also facilitate using and connecting the knowledge that was gained."

– Institutional management, educational technology organization

"I can see this becoming an assessment method of choice in the near future."

– IT, medium-sized 4-year institution

"Increasing, driven by demand from students, instructors, and administrative departments (e.g., development, external relations)."

– Systems administrator, large 4-year institution

"I firmly believe it's already a student expectation, the only question is what we're doing to meet it.."

– Instructional designer, medium 4-year institution

"Overall, I believe general video usage will continue to increase. Until recently, most of our videos were faculty created, but we're seeing a significant increase in student video creation as well. I expect that students will be required to exhibit basic video creation/editing skills much like those for HTML were required a few years ago."

– IT, large 4-year institution

"It is truly essential. "

– Marketing/Communications, small 4-year institution



Conclusions



Conclusions and Recommendations

Growing Demand

From increasing student expectations to increased desire for lecture capture to increasing numbers and adoption of use cases, video's educational footprint continues to climb, while inclusion in the classroom normalizes. Institutions that do not keep up may find themselves increasing appearing out of touch to students and new faculty, as well as missing out on the many benefits video offers.

Highly Valued

Video is prized for its ability to increase student engagement and achievement, as well as create an attractive, collaborative environment for both students and staff. Showing the advantages early adopters have enjoyed may help overcome inertia and resistance to new educational techniques.

Access and Inclusivity

One of the major themes that has emerged is educators' continuing desire to ensure everyone has access to learning, regardless of differing abilities, schedules, and locations. Through lecture capture, remote learning, video messaging, and captioning, schools are increasing their reach, improving accessibility, and making it easier for students to get access to knowledge from anywhere at any time.

Greater Personalization, Interactivity, and Analytics

Personalization, through increased interactivity and flexibility, will be a major part of increasing educational success in the future. Greater embrace of analytics in general, tying video to other behavioral metrics, will help with these personalization efforts. Educators see great promise in helping students create their own personalized learning paths that meets their individual needs.

Scaling Up

Achieving increased accessibility and personalization will not be sustainable at scale if it depends on manual methods, however. Instead, it will require increased amounts of analytics and automation, so educators can focus more on making strategic decisions and personal interactions and less on repetitive tasks such as manually captioning or trying to personalize large numbers of videos. Open standards can help ensure that all these technologies play well together.

Hurdles to Overcome

As educators move to meet demand for educational video, they will need increased support from their administrations. Making more tools and training available to both staff and students is necessary on most campuses. Fully supporting video efforts will demand increased budgets as well as staff to help relieve some of the pressure on instructors. As more analytics and automation become available, some of this pressure will ease, but initial investments will be necessary.

Helping Students Succeed

Students need not only more instruction on how to use video effectively, but also more opportunities to practice their video skills and build video portfolios before they hit the workforce. Fortunately, many of the trends we see, including video assignments, using video for feedback, and increased video interactivity, will help students to build these skills. As schools continue to become more sophisticated in their video usage, their students will enter the workforce with valuable skills and critical thinking that will serve them well in tomorrow's workplace.

Appendices



Appendix I. Methodology

This survey is our sixth 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. 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.



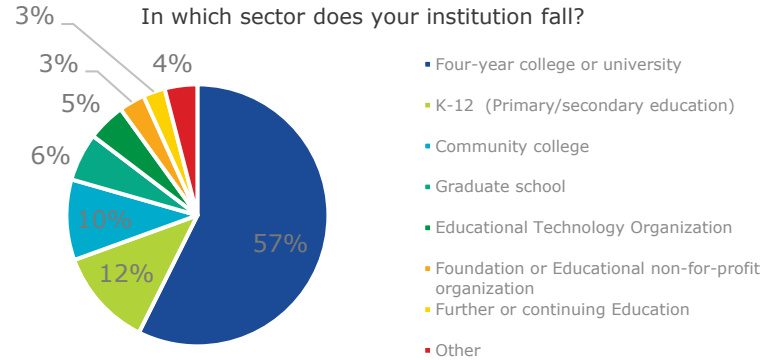
Appendix II. Demographics

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

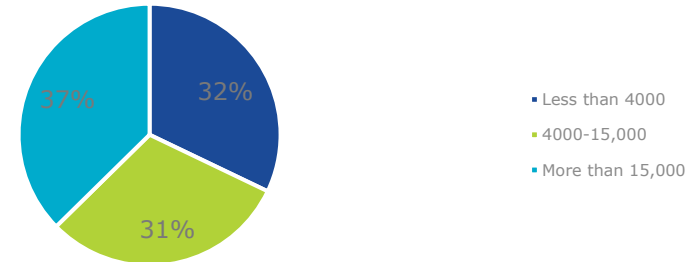
One side note – while we received some participants from further or continuing education this year, we did not have enough to be considered statistically significant when isolated. For this reason, we do not break this group out when considering trends at a sector level.

Institutions were split roughly evenly in terms of size of student population. 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.)

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



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



Appendix III. Changing Use Cases Over Time

There have been some changes in the exact wording of the questions, which makes comparisons in some categories impossible. Similarly, some questions have been added or dropped over time. (For example, in 2014 “recording campus events” included both live and VOD.)

Use Case	Higher Ed (2014)	Higher Ed (2015)	Higher Ed (2016)	Higher Ed (2017)	Higher Ed (2018)	Higher Ed (2019)	Change between 2019-2018	% Change
Video shown in the classroom	76%	84%	86%	70%	85%	82%	-4%	-5%
Supplementary course material	76%	72%	79%	66%	80%	77%	-2%	-3%
Student assignments (video created by students as part of assignments)	61%	71%	75%	62%	76%	77%	1%	1%
Lecture capture	72%	72%	65%	65%	79%	77%	-1%	-2%
Remote teaching and learning	67%	66%	65%	73%	70%	73%	3%	4%
Recording Campus events – on demand viewing (e.g., performances, athletics, ceremonies, VIP visits)	56%*	61%	66%	50%	66%	69%	4%	6%
Marketing/communications		63%	65%	52%				
Library media collections	36%	54%	56%	46%	58%	54%	-4%	-7%
Teaching skills by recording students practicing in class (e.g., public speaking, conducting an interview)		54%	56%	60%	55%	60%	5%	9%
Marketing, communications, admissions, alumni communications, and other externally-facing uses					57%	66%	9%	16%
Flipped classrooms	51%	50%	58%	55%	60%	64%	4%	7%
Live Campus Events – (e.g., performances, athletics, ceremonies, VIP visits)		52%	58%	42%	60%	61%	1%	2%
Internal organization usage (e.g., internal collaboration, training employees, IT support and FAQs, etc.)	45%	41%	43%	37%	52%	55%	3%	6%
Personal introductions of teachers and students in online learning environments		45%	49%	45%	53%	56%	3%	5%
Admissions	31%	31%	37%	30%				
Video feedback for assignments		26%	32%	27%	35%	37%	2%	6%
Alumni communications	22%	25%	28%	24%				
Digital signage			31%	21%				
Instructor feedback (providing instructors with feedback on their teaching)				20%	23%	23%	0%	-1%
Communication between colleagues or from administration to faculty						26%		



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.

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