



# THE STATE OF VIDEO IN EDUCATION 2015

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A KALTURA REPORT



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# 1 Executive Summary and Key Findings

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Video is permeating our educational institutions, transforming the way we teach, learn, study, communicate, and work. Harnessing the power of video to achieve improved outcomes—for example, a better grade in exams/assignments or more effective knowledge transfer—is becoming an essential skill. A key pillar in the drive towards improved digital literacy, video brings considerable benefits to educational institutions: streamlined admissions, increased retention, and improved learning outcomes.

To get better insight into how video is perceived and used across educational institutions today, as well as the latest thoughts on digital/video literacy, best practices, and future use cases, we undertook our second annual online survey during April 2015.

Video in education is undeniably a very hot topic: we received an astounding 1,200 responses, more than double last year's figure. More than a third also provided in-depth responses to a range of qualitative questions: you can read some of their insightful comments in this report.

The survey respondents were educators, instructional designers, IT professionals, digital media professionals, senior administrators, and students from around the globe. Around two thirds belong to higher education institutions and a quarter to K-12 institutions, the rest came from ed-tech and other organizations. I am extremely grateful to all participants for their time and insight.

The findings and conclusions make for compelling reading for anyone teaching, learning, and working in education today. To give you a taste, here are some highlights:

➤ On digital literacy:

- Students and teaching staff are rated as having 'good' or 'very good' digital literacy by most respondents, but there is a marked generation gap in the 'very good' group: 40% of respondents rating students' digital literacy levels at this level, versus 23% for teachers.
- These results might encourage teachers to enhance their digital literacy skills to ensure they keep pace with their students.
- 96% of respondents feel it is important to continue to raise the level of digital literacy in their institution.

➤ On video in the classroom:

- Active use of video by students is still in its infancy—even so, 95% of respondents say at least some students create or include video in their work and 13% of respondents say more than half of students do so.
- Using video for remote teaching/learning is now commonplace in higher education (66%).
- Flipped classrooms are becoming a widely used form of pedagogy (46%).

➤ On using video outside the classroom:

- Video is used in a wide range of use cases, including: recording campus events for on-demand viewing (53%), marketing and communications (50%), and even as part of the admissions process (24%).
- 70% of institutions use webcasting for various purposes including teaching (47%), training (42%) and broadcasting live events (42%).



- On the source of videos used in class:
  - Unsurprisingly, video content from free online resources is the most widely used (97%), followed by licensed content (92%).
  - 93% of respondents say that teachers create custom videos, while 88% call out students as creators of videos in their organizations.
- On how to increase the use of video:
  - Easy-to-use tools for video capture top the list of requirements (79% of all respondents), followed by simple workflows to publish videos (61%), a centralized video system (52%), and a video solution that is integrated into the learning environment/LMS (51%).
  - Interestingly, when we isolate the responses from educators, the need for a video solution that is integrated into the LMS jumps a substantial 21% to 72%.
- On video ROI
  - 79% of institutions today employ one or more ROI measure to analyze their use of video. 47% of respondents measure usage, 45% use surveys or feedback, and 27% measure learning outcomes. This compares favorably to last year's survey results, when fewer than 50% of institutions measured ROI.
- And finally...a few interesting quotes from respondents:
  - "Video and captioning address all cognitive learning styles."
  - "Video allows students to revisit key concepts in their own time, supports the flipped classroom approach and affords more interesting forms of assessment and feedback."
  - "Server monitoring indicates high spikes in student [video] review close to exams. Faculty reports an overall improvement in grades when elective lecture capture is employed."
  - "Student feedback is nigh-on unanimous on how video content assists their learning, either as a revision tool or just content that is more engaging than just reading text after text."
  - "...video serves an essential role in changing faculty from lecturers to facilitators of active learning."
  - "Video will replace the textbook as content delivery, allowing for active learning in classrooms instead."
  - "Accessibility will be a primary consideration (captioning, descriptive video), and accuracy will be key to full participation and equal access."

I encourage readers to watch our [library of on-demand video content](#) about the use of video in education. Finally, please do not hesitate to contact us at [research@kaltura.com](mailto:research@kaltura.com), if you wish to find out more. You can also [download](#) our 2014 survey, if you wish to learn about the trending of some of the data.

Sincerely,

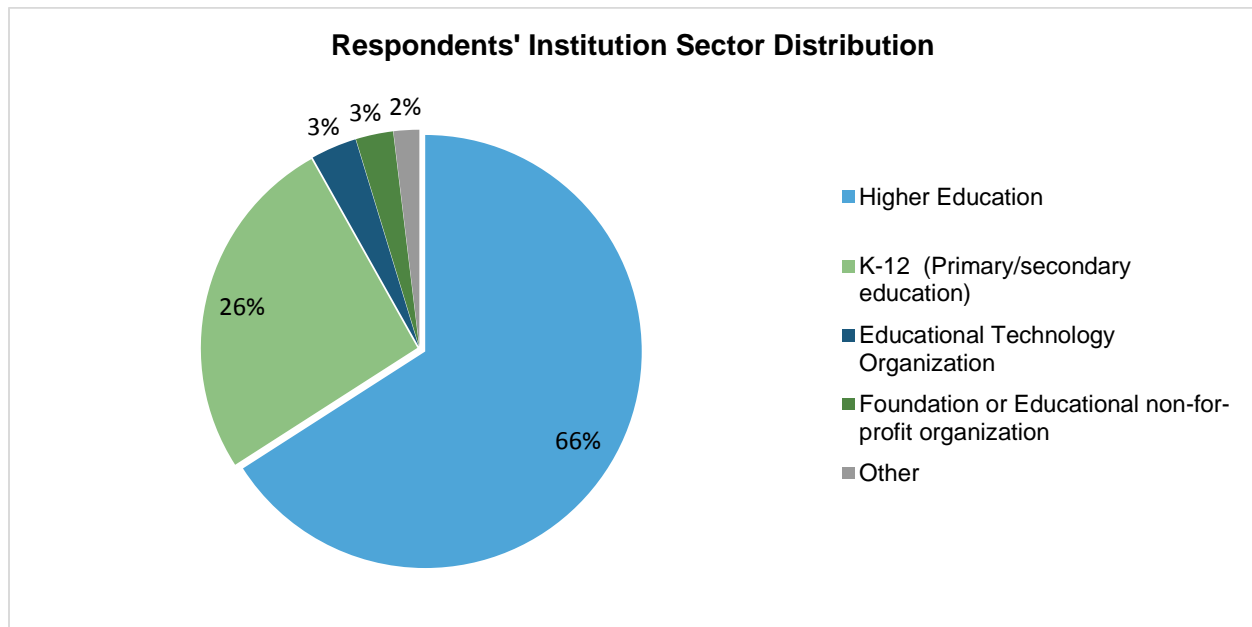


Dr. Michal Tsur, President, Kaltura Inc.

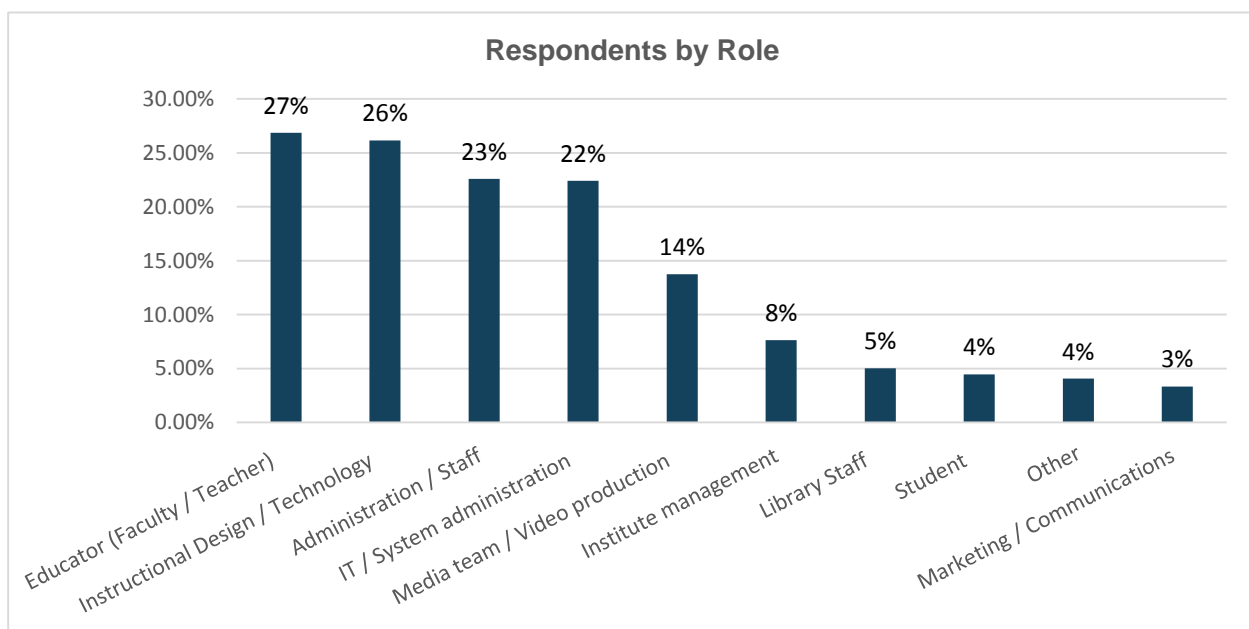


## 2 Methodology and Demographics

Respondents were from all sectors of education, with the highest participation rate being from those in higher education, followed by K12/primary education. More than 1,200 respondents agreed to share their knowledge and foresight, and 948 of these completed it. The survey was conducted online during April 2015.

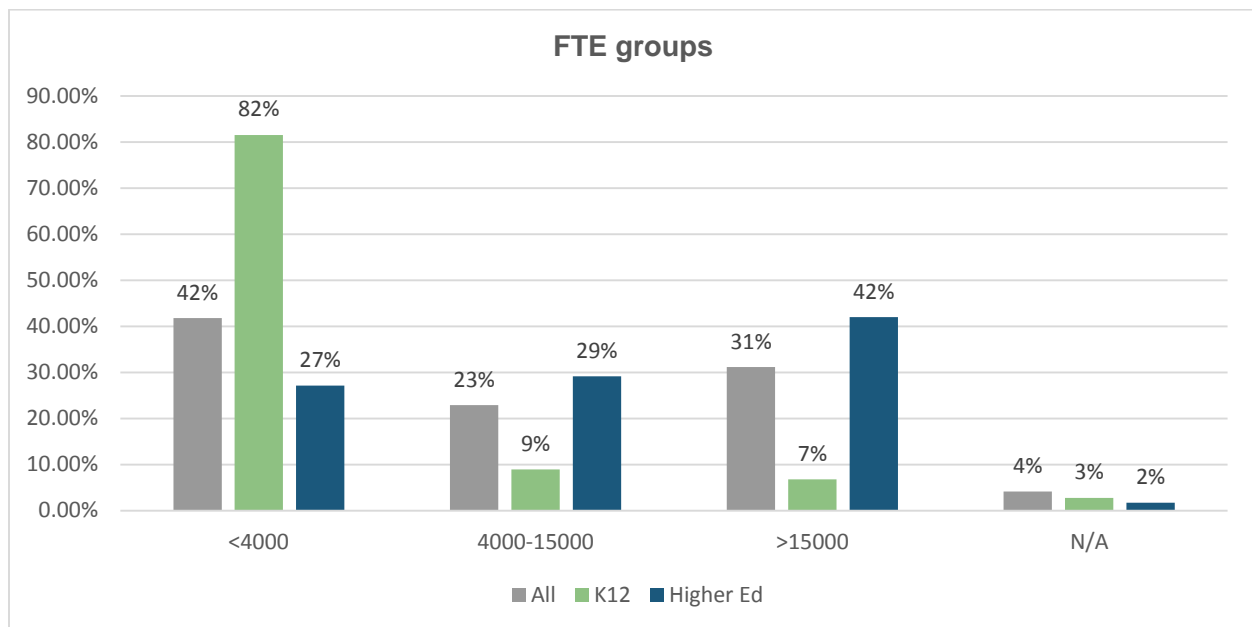


The respondents fulfill various roles<sup>1</sup> within the organization, most notably: educators, instructional design/technology, IT/system administration, administrative staff and media team/video production.



<sup>1</sup> Many respondents fulfill multiple roles and therefore may be counted in several categories.

The respondents reported belonging to institutions of various sizes, as reflected by the number of Full Time Equivalent (FTE) enrollment of students. Note that the distribution is very different when considering higher education versus K12/primary-secondary education: in the latter group, over 80% reported an FTE smaller than 4,000, compared to only 27% in higher education. Throughout the report we refer to small (<4K), medium (4K-15K), and large (>15K) institutions, as presented in the following chart:



Some additional notes about the methodology can be found in Chapter 5.

## 3 Results

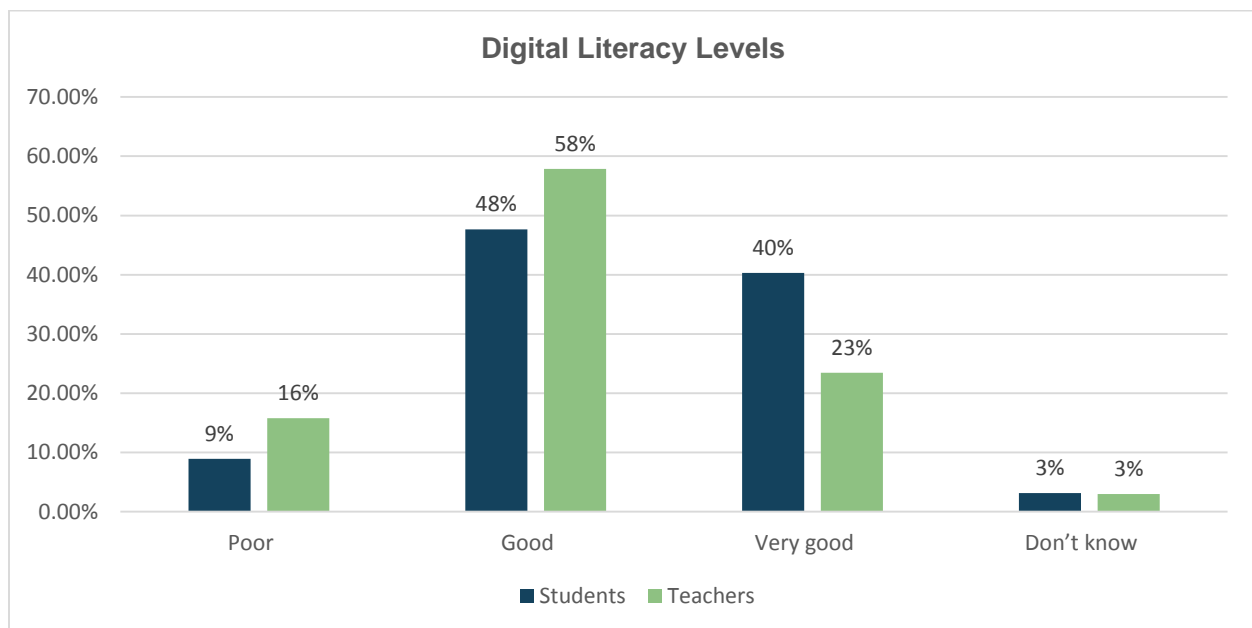
### 3.1 Digital Literacy

*Digital literacy levels among teaching staff and students are rated as 'good' or 'very good' by most respondents. However, there is a marked difference in the groups labeled 'very good', with 40% of respondents rating students' digital literacy levels at this level, versus a score of just 23% for teachers. These results indicate that teachers should consider enhancing their digital literacy skills in order to ensure they don't get left behind in this vitally important area.*

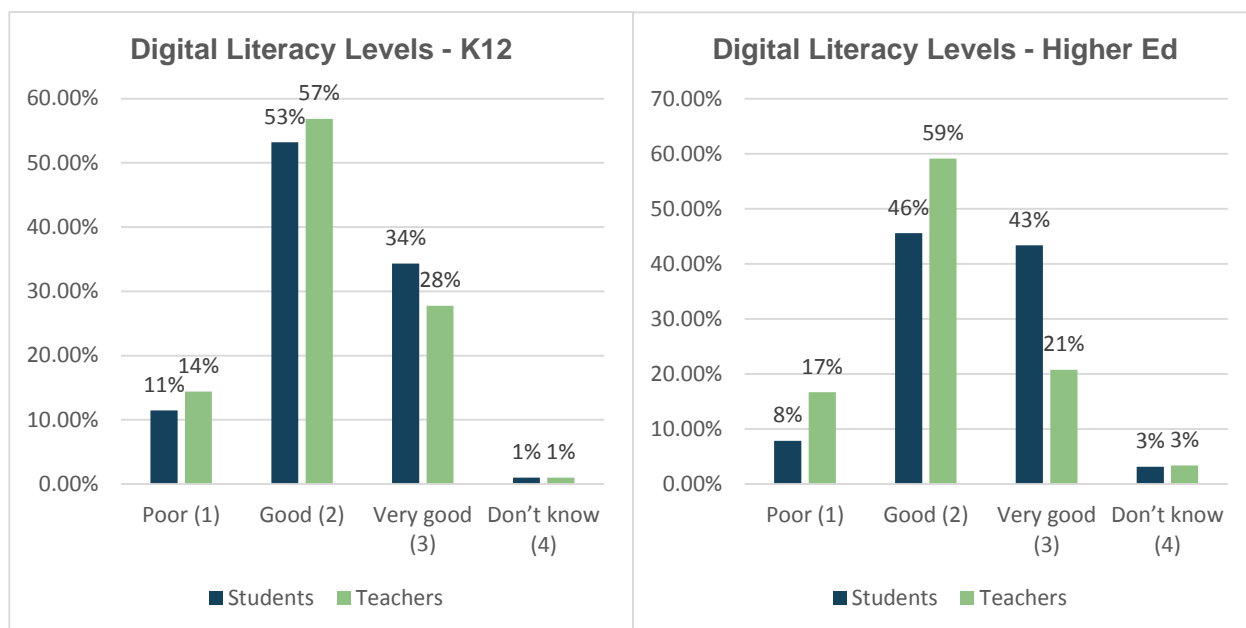
*Significantly, 96% of respondents also feel it is important to continue to raise the level of digital literacy (including video literacy) in their institution.*

In this survey digital literacy was defined as **“The ability to locate, organize, understand, evaluate, analyze, create, and communicate information using digital technologies”**

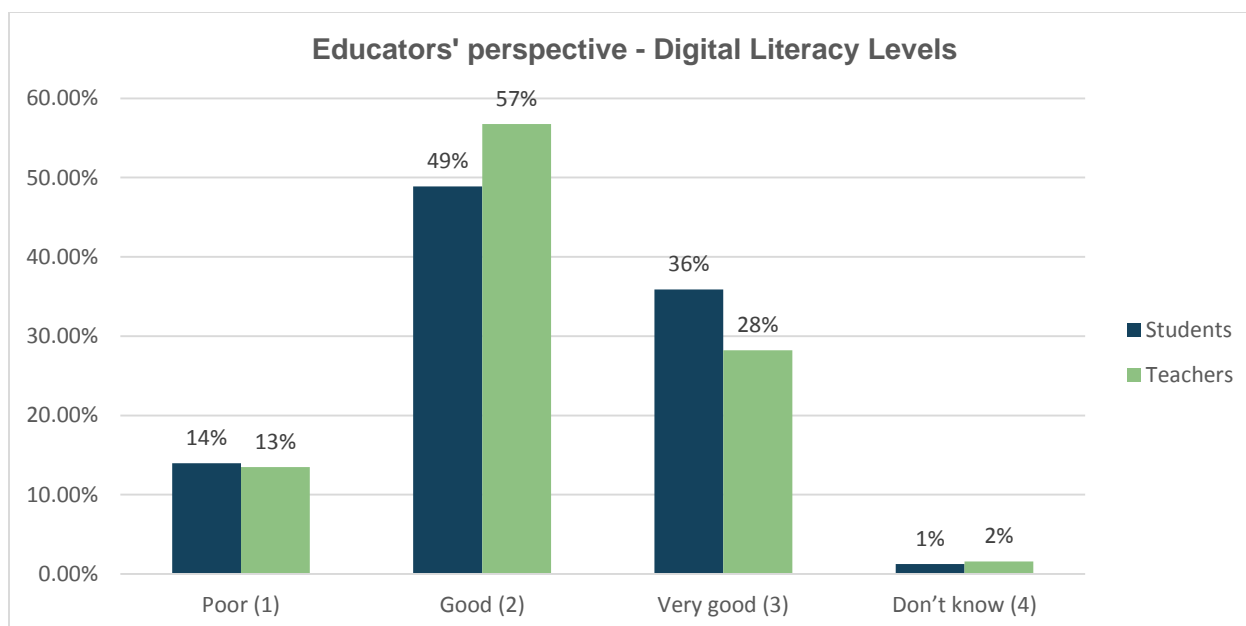
The results show that while 81% of teachers are seen to have 'good' or 'very good' digital literacy levels, there is a noticeable gap between teachers and their students at the higher end: for example, twice as many higher education students are rated as having 'very good' digital literacy levels than teachers (43% versus 21%). While this gap is more extreme within higher education, younger students are also reported to have better digital literacy skills than their teachers (34% versus 28% rated as 'very good').



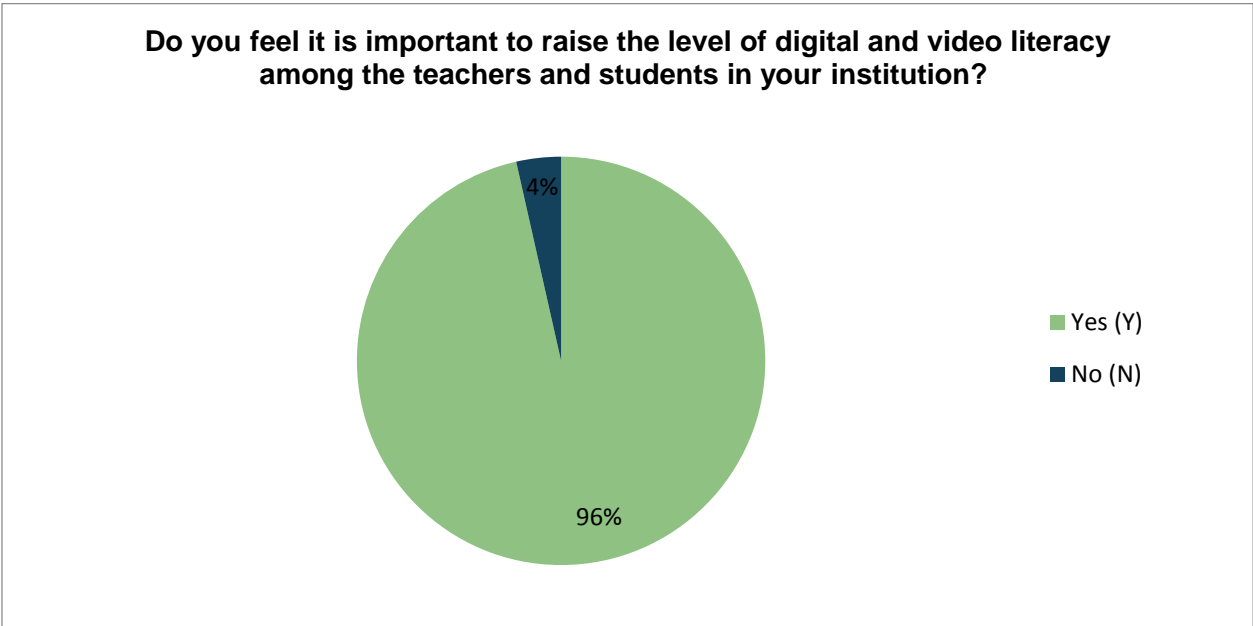




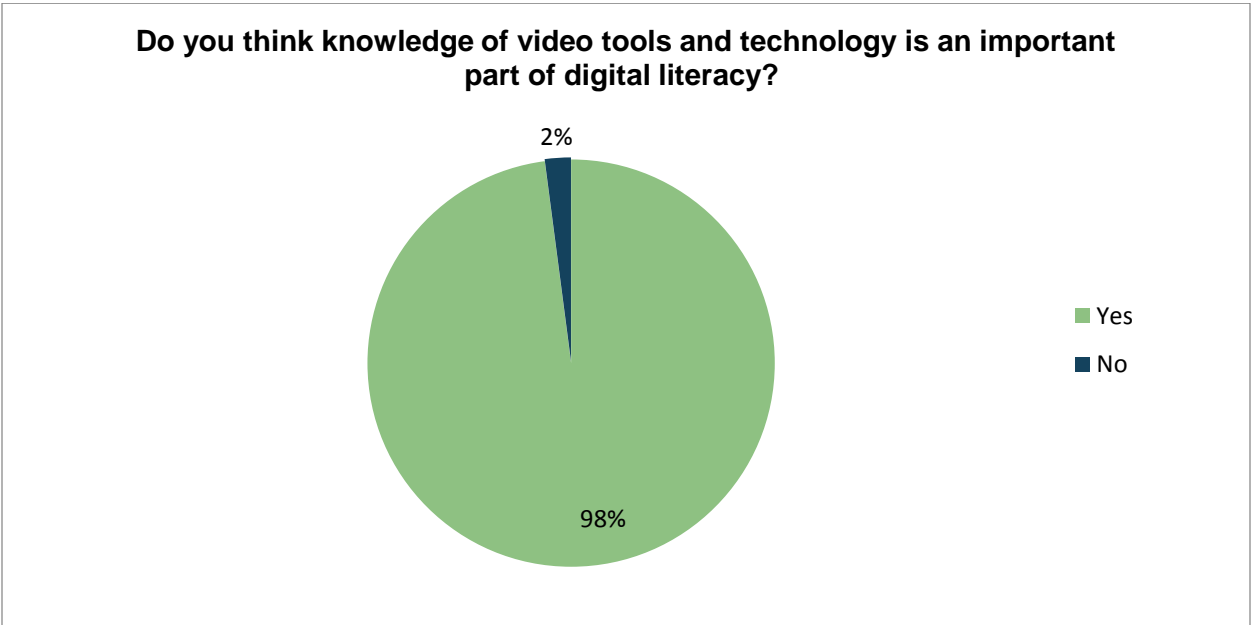
When we examine only the responses of educators, it is evident that they have a more favorable view of themselves, but even they score their students higher in the 'very good' category.



When asked about the importance of raising the level of digital literacy and video literacy in their institution, the vast majority (96%) said it is important to do so.



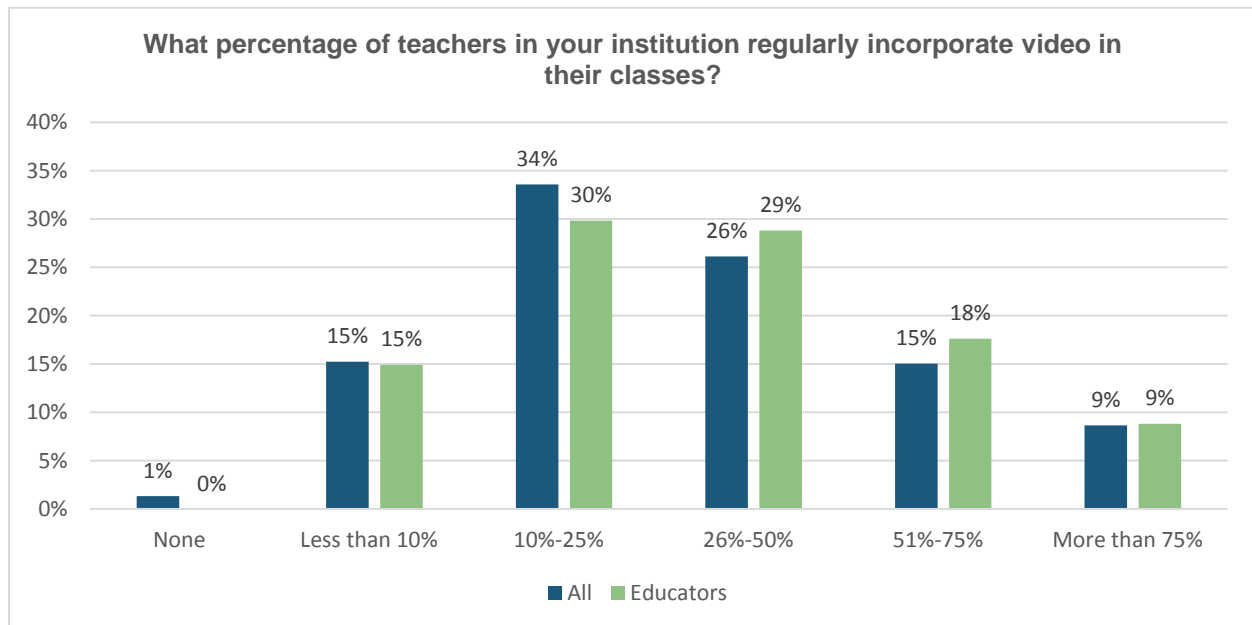
When asked whether knowledge of video tools and technology are an important part of digital literacy, the vast majority (98%) of respondents replied positively.



## 3.2 Video Usage

### 3.2.1 Frequency of Use - Educators

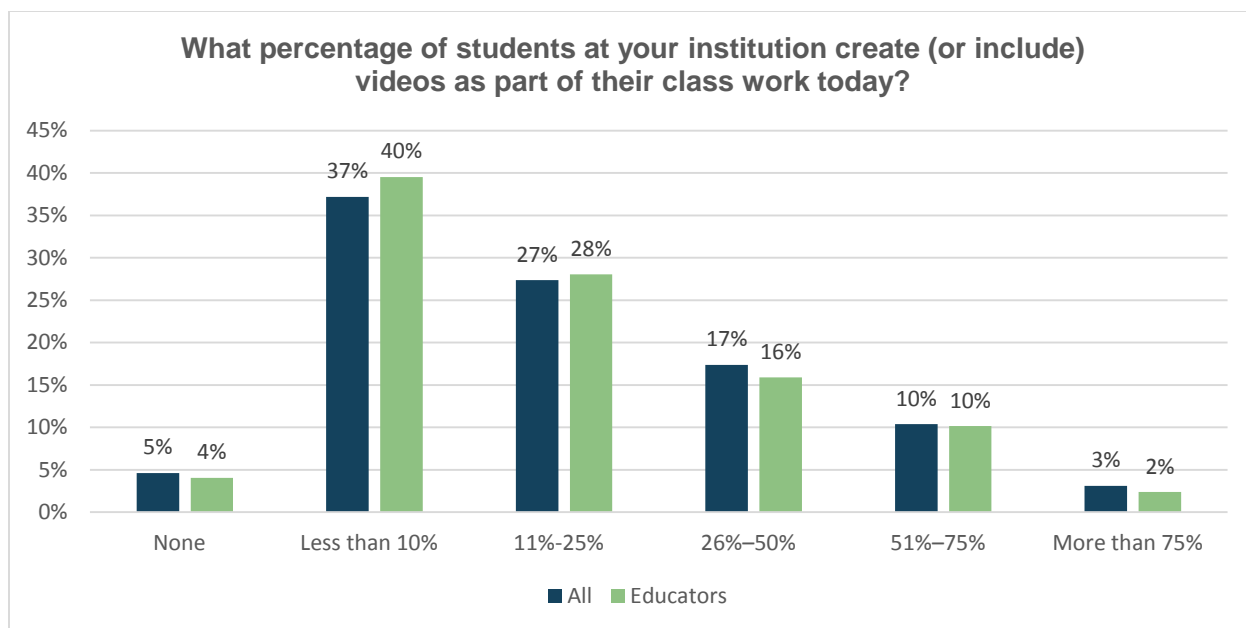
This chart shows that 24% of all respondents (27% of educator respondents) state that more than half of educators in their institution regularly incorporate video in their classes. These results are very promising, demonstrating that the incorporation of digital video as a teaching aid is permeating the classroom although has not yet reached anywhere near saturation point.



### 3.2.2 Frequency of Use - Students

Despite the active use of video by students (i.e. the creation or upload of video by students, versus passive watching of video) being in its infancy, 13% of all respondents (and 12% of educators questioned) state that more than half of students create or include videos as part of their classwork today.





### 3.2.3 Use-cases

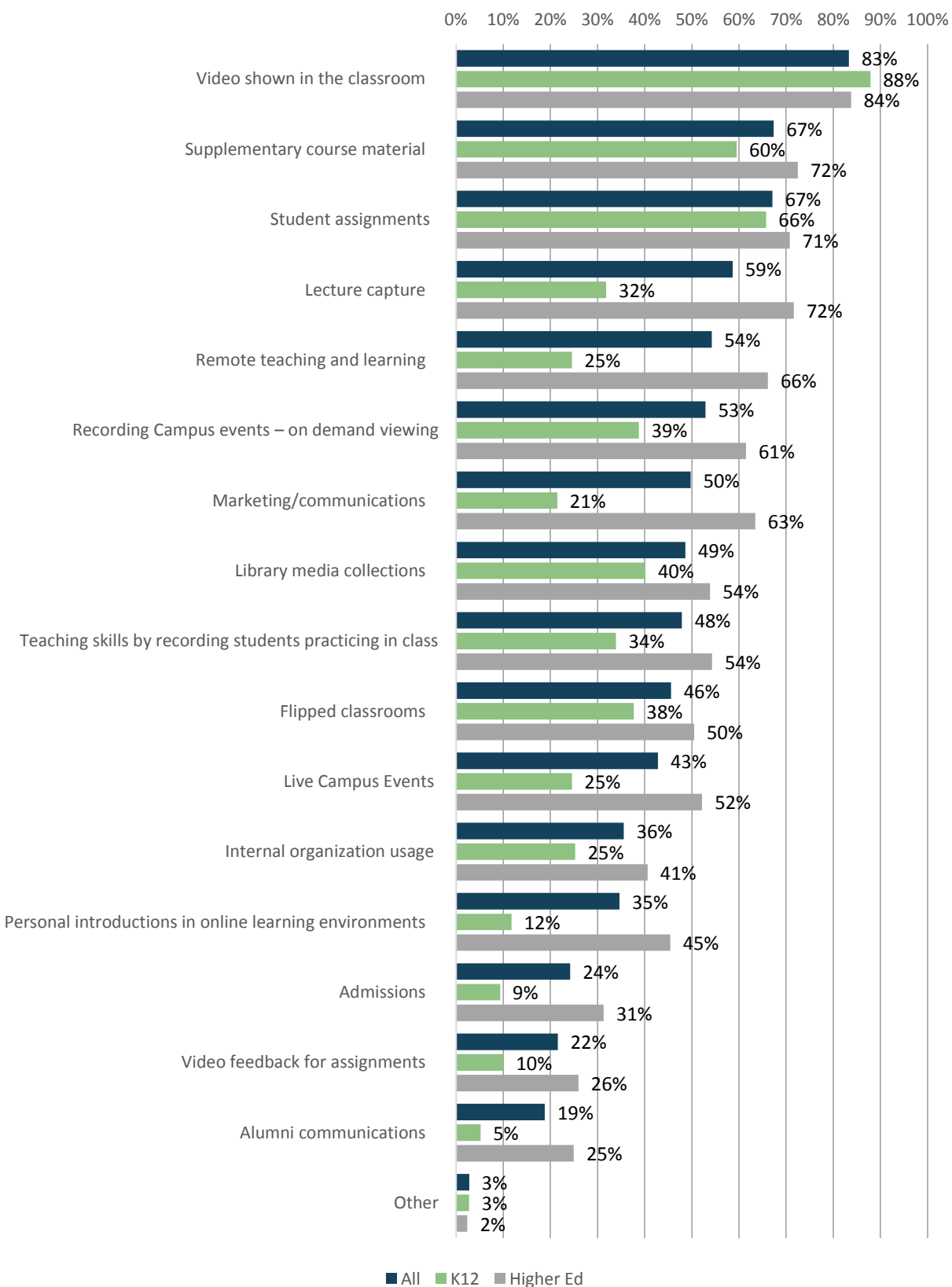
Video is a key tool in teaching and learning: 67% of all respondents say that video is used in student assignments, while 59% use video for lecture capture. Using video for remote teaching/learning is commonplace in higher education, with 66% of respondents from these institutions doing so. As expected, flipped classroom methodology is becoming a widely used form of pedagogy—46% said they use video for that purpose.

*There are marked differences between the use of video in higher education and in K12, which reflect a lower use of remote and online learning in K12 institutions.*

Video is also used outside of teaching and learning: recording campus events for on-demand viewing is at the top of the list with 53%, marketing and communications with 50%, live broadcast of campus events with 43%, and internal organization usage following at 36%. The use of video in the admission process is still nascent with 24%.

As can be expected, the use cases vary tremendously between higher education and K12. This makes sense considering the use of remote/online learning is much less prevalent in K12, and considering that the budgets for marketing, admissions, alumni relations, and live events are far smaller at K12 institutions. The marked exception is in student assignments, where both higher education and K12 institutions record around the same figure, probably because it is now easy for any child to shoot a video.

## Video Use Cases



A similar question was asked in the State of Video in EDU 2014 survey, which was conducted in January-March 2014 and allows us to compare trends over time. Last year's survey was even more dominated by higher education respondents (with 82% of respondents from higher education and fewer than 10% from K12) - below we provide the comparison for higher education specifically.

The most interesting year-on-year comparison concerns student assignments, where there seems to be considerable momentum; the number of higher education respondents stating that their institution uses video in this way is up by 10% from 61% to 71%.

The following use cases also have a marked **increase** since last year:

- Video shown in the classroom
- Recording campus events for on demand viewing
- Library media collection
- Alumni communication

Use Case	Higher Ed (2014)	Higher Ed (2015)
Video shown in the classroom	76%	84%
Supplementary course material	76%	72%
Student assignments	61%	71%
Lecture capture	72%	72%
Remote teaching and learning	67%	66%
Recording Campus events – on demand viewing	56%*	61%
Marketing/communications		63%
Library media collections	36%	54%
Teaching skills by recording students practicing in class		54%
Flipped classrooms	51%	50%
Live Campus Events		52%
Internal organization usage	45%	41%
Personal introductions in online learning environments		45%
Admissions	31%	31%
Video feedback for assignments		26%
Alumni communications	22%	25%

\*The 2014 survey inquired about campus events without mentioning live/on demand viewing.

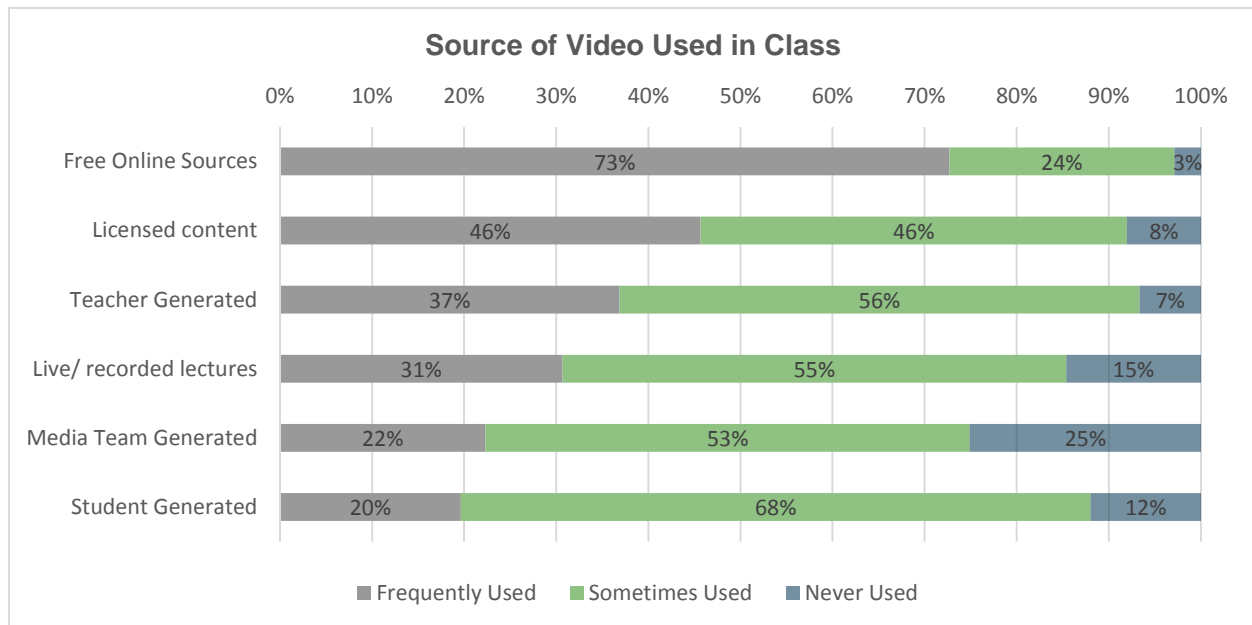
\*\*Empty cells signify that this use case was not covered in last year's survey



### 3.2.4 Distribution of Video Content Sources Used in Teaching and Learning

*The most widely used source of video in classes is content from free online resources (73% of respondents said it is used frequently), followed by licensed content (46%). As expected, content creation is starting to become more democratized, with 37% of respondents reporting that content created by teachers, and 20% reporting that content created by students, is used frequently.*

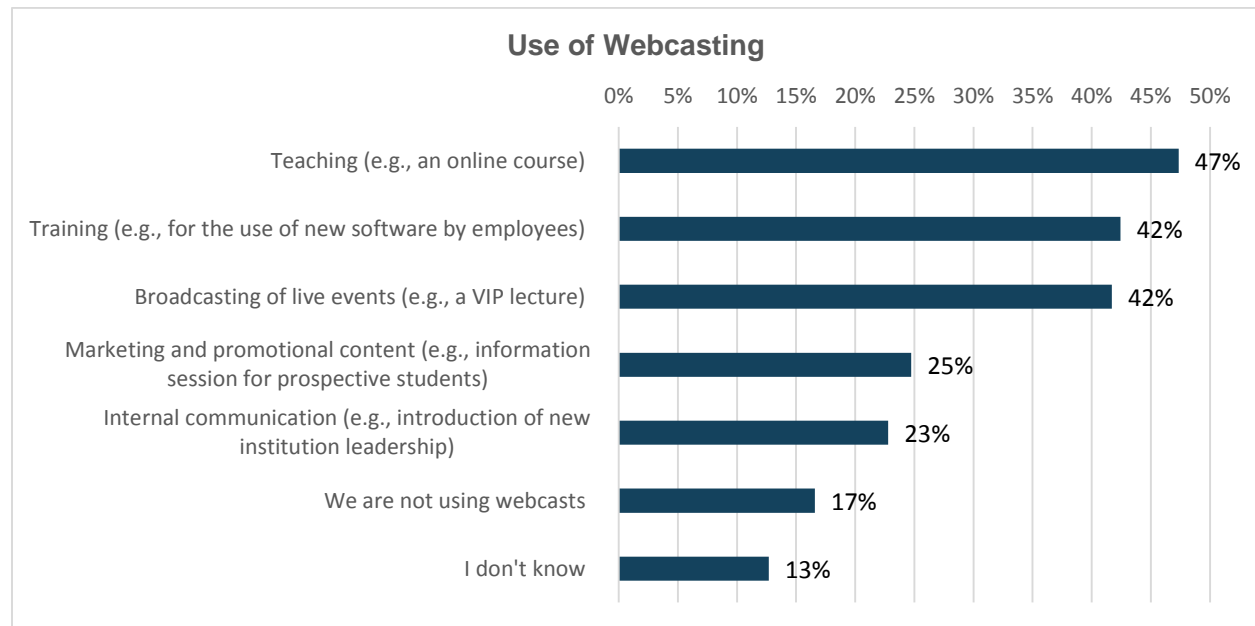
When we add the 'sometimes used' stats to the above figures, it is apparent that teaching and learning are being enhanced by videos from multiple sources: custom videos created by teachers (93%) and student-generated videos (88%), as well as the more customary free online resources (97%) and licensed content (92%).



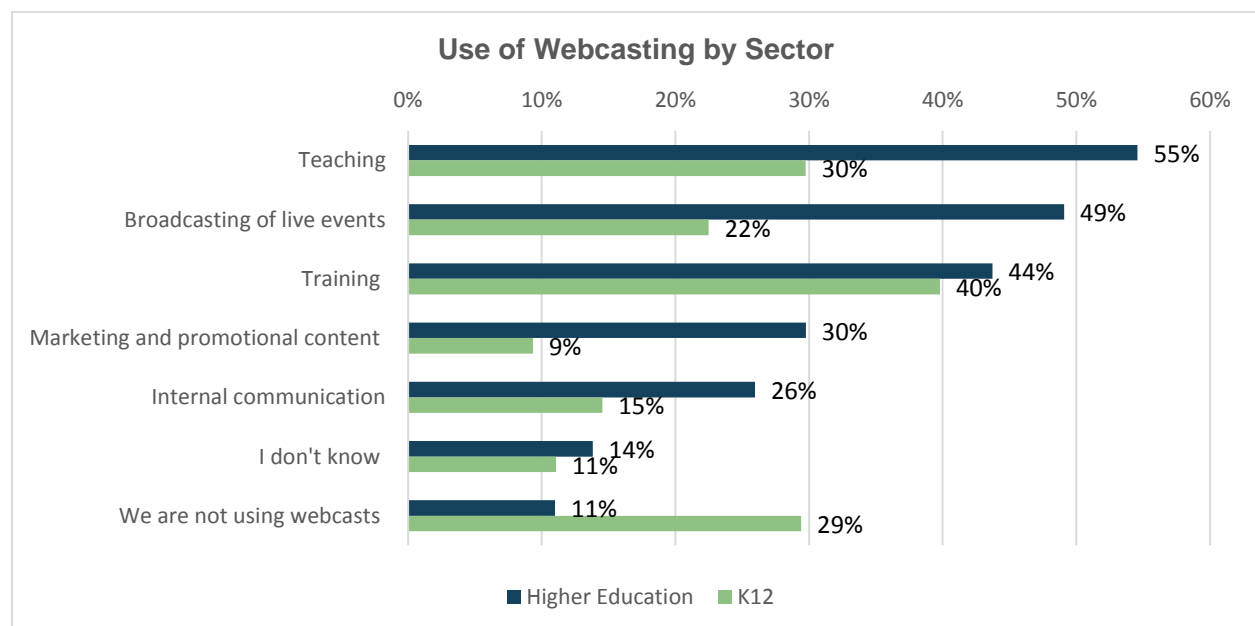
### 3.2.5 Use of Webcasting

*Webcasting is used by the majority of institutions for both internal and external use cases.*

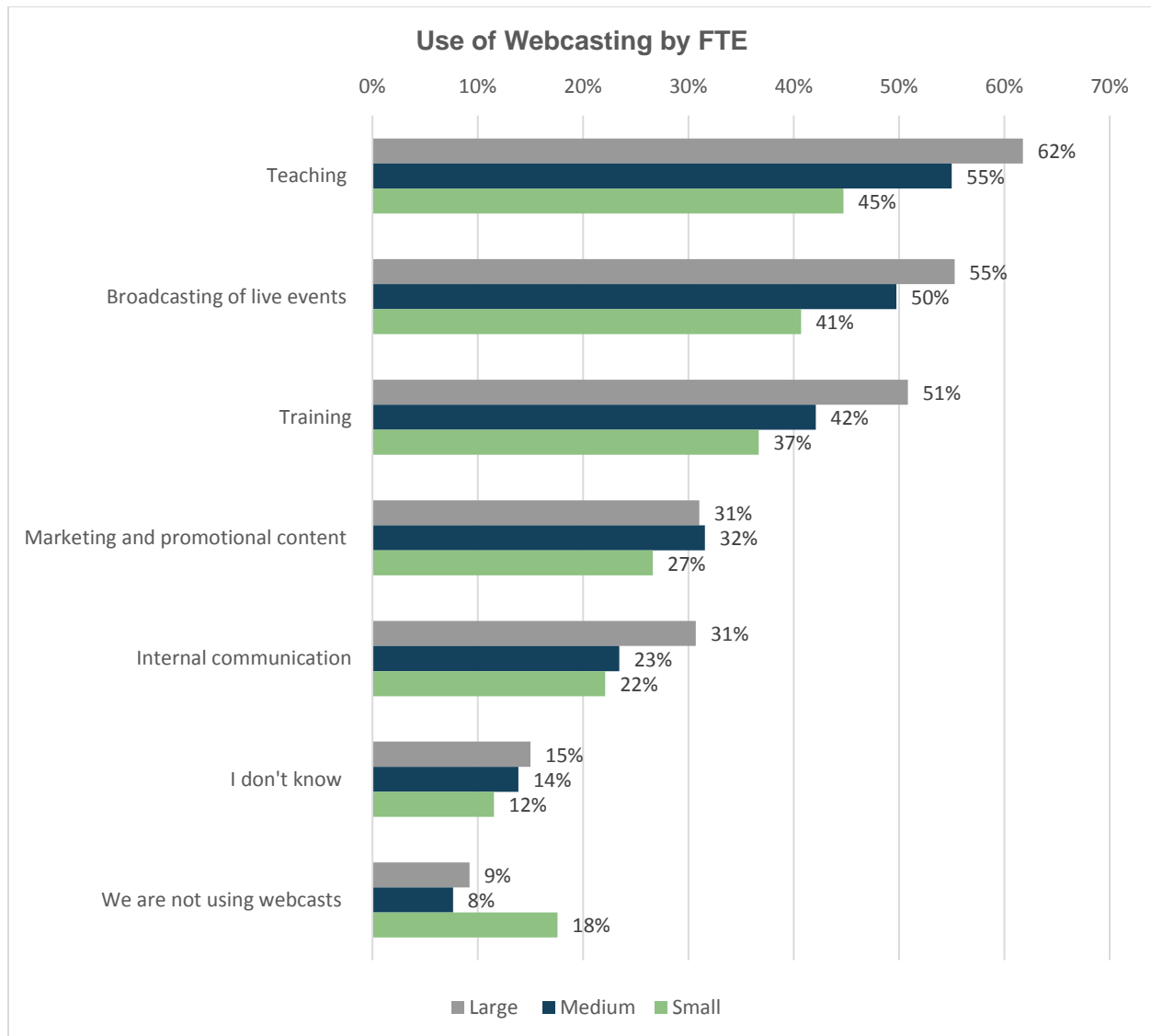
When asked about the use of webcasting, 70% reported that their institution uses webcasting. It is used for various purposes, including teaching (47%), training (42%), and broadcasting live events (42%).



When comparing K12 to higher education, one can see that there is more widespread use of webcasting in higher education, and that the training use case is the most popular for K12:



When comparing higher education institutions of different sizes, it seems that larger institutions use webcasting more extensively:



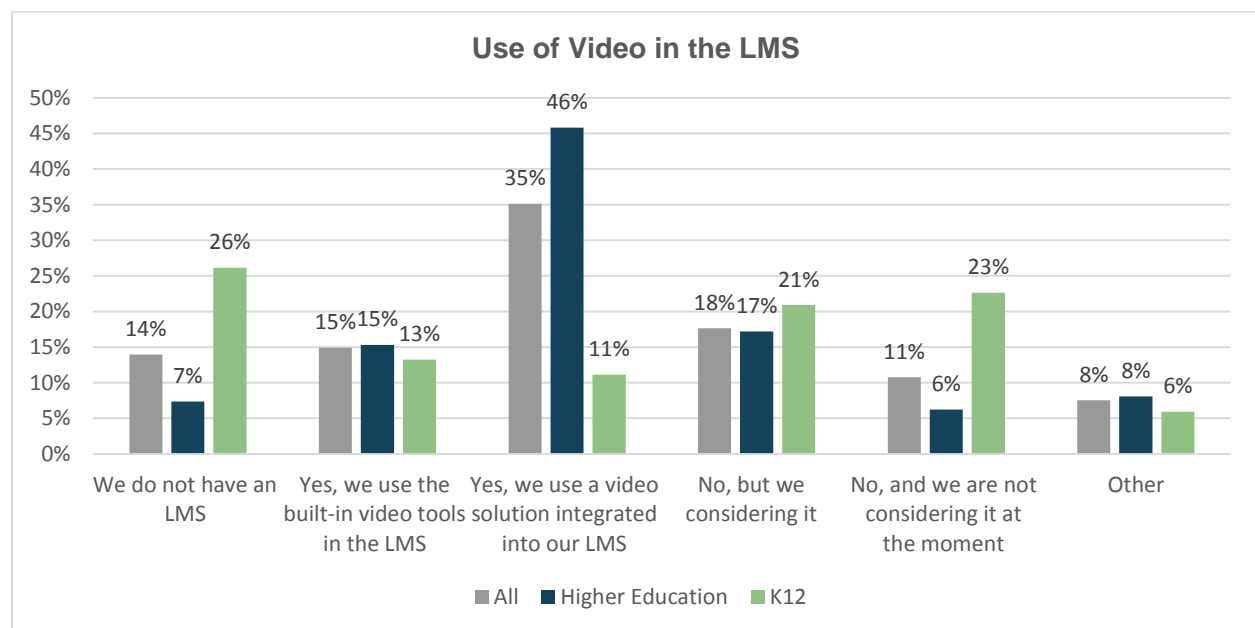


### 3.2.6 Use of Video in the Learning Management System (LMS)

*The use of video in the LMS is very popular, with the majority of educational institutions using a video solution integrated into their LMS on top of the built-in tools offered by the LMS.*

When asked about the use of video inside the Learning Management System (e.g., Blackboard, Moodle, Canvas, Brightspace, etc.) the majority use video, with 35% using a video solution integrated into the LMS and 15% using the built-in video capabilities in the LMS. Only 11% said they have no intention of using video in the LMS.

When analyzing the responses of higher education institutions versus K12 institutions, as expected a higher proportion of K12 institutions report no use of an LMS, and a lower proportion reports using a video solution integrated into the LMS, as well as not considering adding video to their LMS.



## 3.3 Maximizing the Use of Video

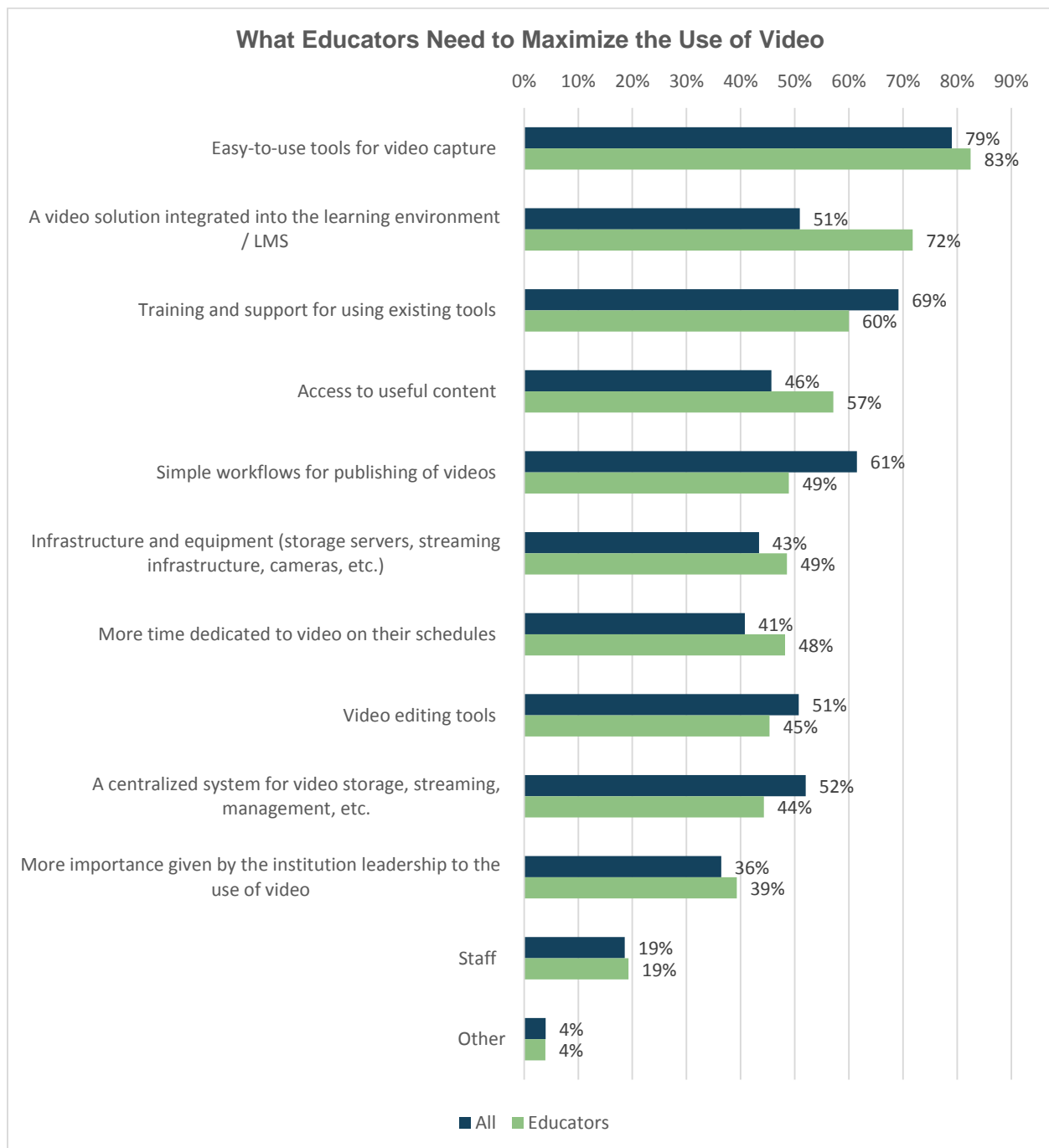
### 3.3.1 What Educators Need

There is a persistent feeling among the education community that *educators need training on, and easier access to, robust, intuitive tools* that allow them to create and edit videos on their own. Essentially, enabling educators to be independent in their use of video is very important.

When asked about what educators need in order to maximize the utilization of video, we see that the responses span different investment areas. On the tools front, easy-to-use tools for video capture top the list with 79%, followed by simple workflows for publishing of videos (61%), a centralized system for video (52%), a video solution integrated into the learning environment / LMS (51%), video editing tools (51%), access to useful content (46%), and infrastructure and equipment (43%).

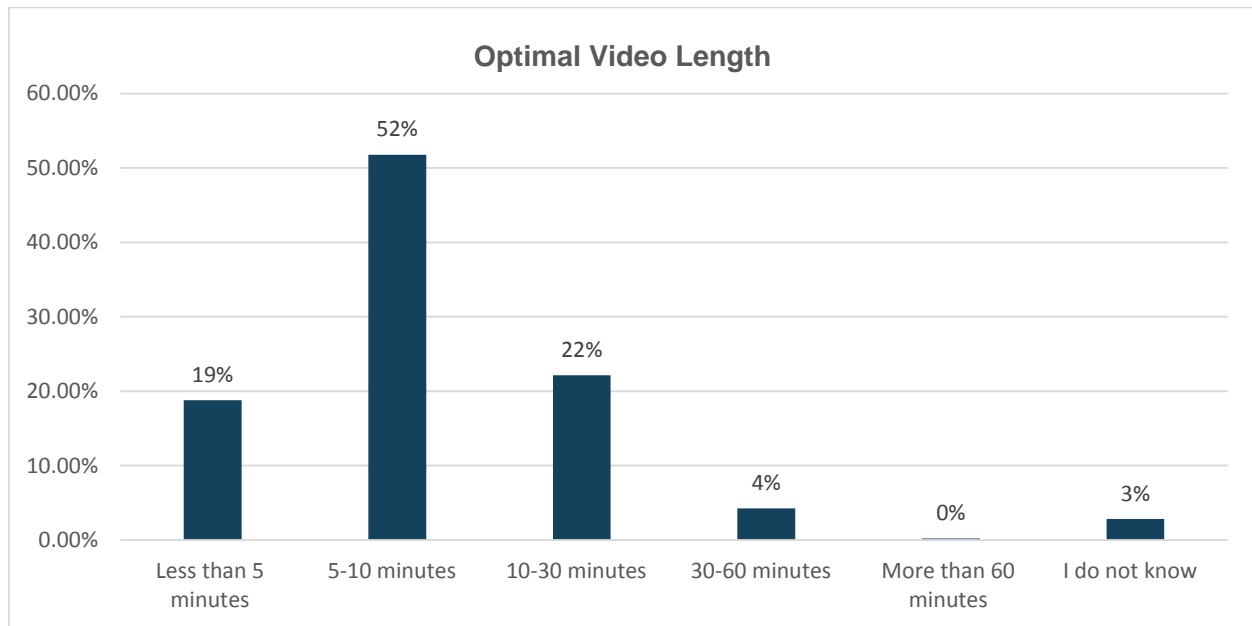
On the operational front, 69% mention training and support for existing tools, 41% mention more time dedicated to this issue, and 36% mention more importance given by the institution management to the use of video. There is also some need for dedicated staff (19%).

It is interesting to note that when we look at what the educators themselves ranked as most important, there are some obvious differences; easy-to-use tools for video capture still tops the list with 83%, a video solution integrated into the learning environment/LMS jumps 21 percentage points to second place with 72%, and access to content is also marked as more important with 57% (compared to 46% for all respondents).

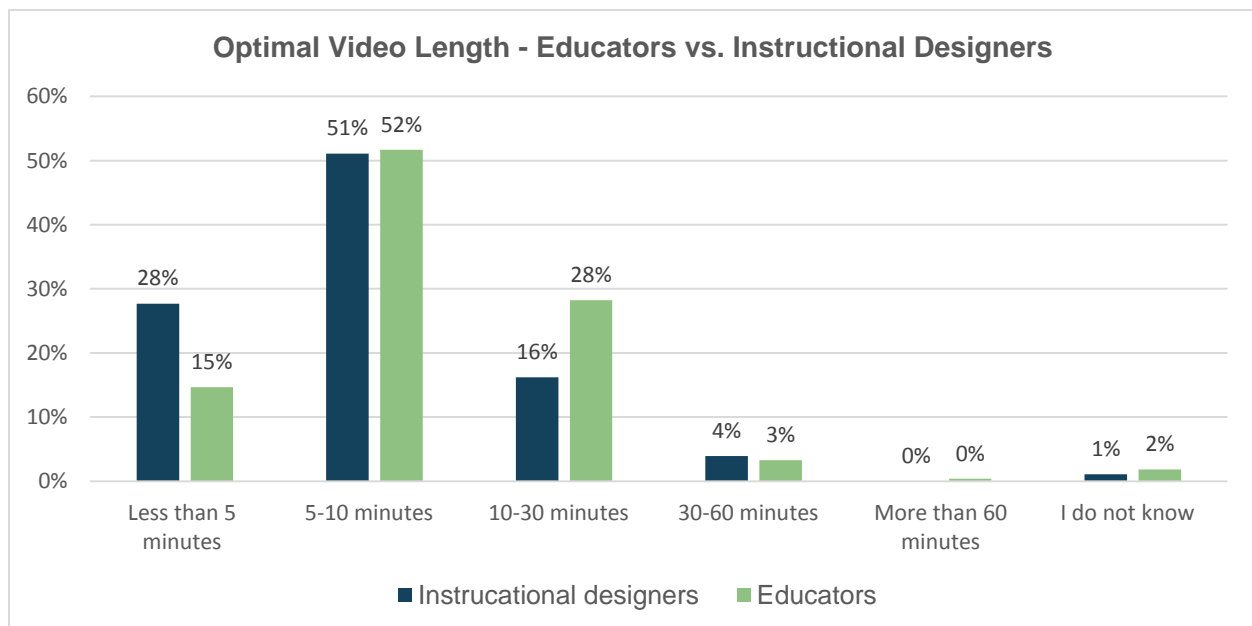


### 3.3.2 The Optimal Educational Video Length

When asked about optimal video length, *71% of respondents state that the optimal educational video should be no longer than 10 minutes*, but there are still many that believe 10-30 minutes is ideal.



It is interesting to compare the responses of educators with those of instructional designers: while both groups have a majority response of 5-10 minutes, 79% of instructional designers believe videos should be under 10 minutes, and a further 16% opt for 10-30 minute videos as being ideal, whereas over a quarter of educators feel that a 10-30 minute video is optimal (28%). Perhaps those who opted for 10-30 minute videos are influenced by the popularity of the 18-minute TED video format.

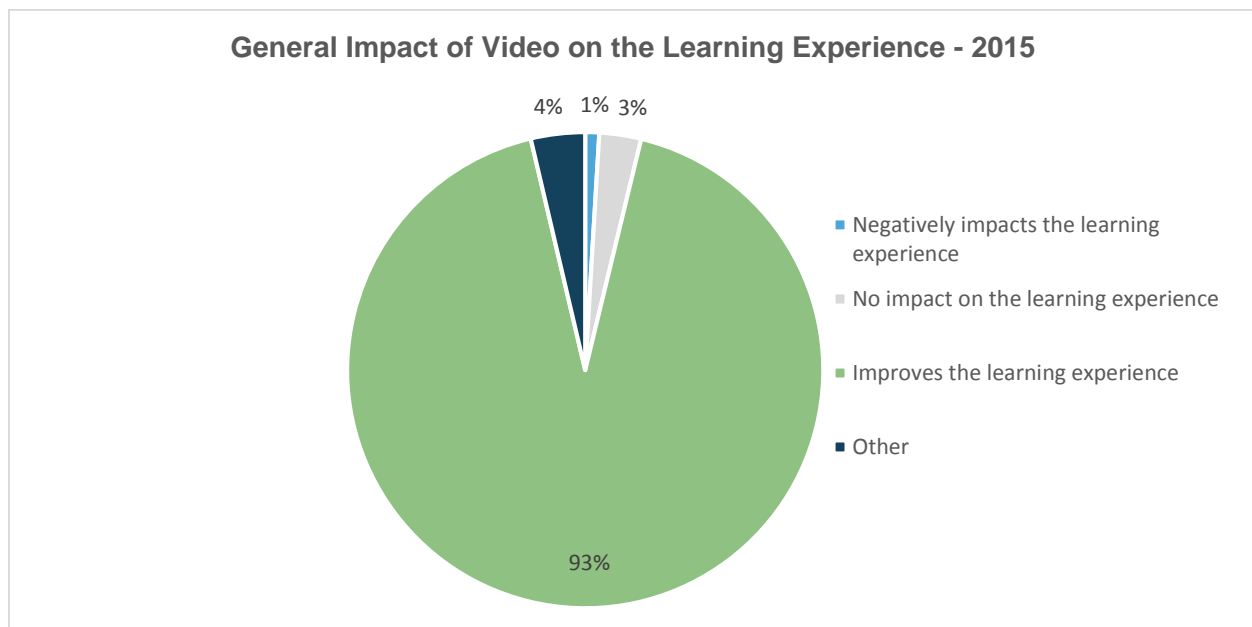


## 3.4 Impact and ROI

### 3.4.1 General Impact

*93% of respondents believe that video improves the learning experience*

When asked about the general impact of video on the learning experience, a whopping 93% replied that video improves the learning experience. This is a slight increase from last year's statistic that measured 90% of respondents that believe video improves the learning experience.



We allowed respondents to elaborate their response. Below is a selected list of responses, grouped into the major themes that were mentioned:

- **Students are used to using video everywhere in their lives, and expect it in school too:**
  - o *"In a media-driven society, using media to convey the message helps keep students' attention." (Media producer from a K12 institution)*
  - o *"The way students learn has changed, video plays a part in adapting to that change" (A marketing/communications person from a small higher education institution)*
- **Video is effective for different types of learners**
  - o *"Video appeals to those students who are visual and auditory [learners]. When paired with hands-on activities, videos reach all learning types." (An instructional designer in a very large higher education institution)*
  - o *"Video and captioning addresses all cognitive learning styles." (An instructional designer in a small higher education institution)*
- **Video is useful for students who are not native speakers:**
  - o *"Lecture capture is very useful for students for whom English is not their native language." (educator in a medium sized higher education institution)*
- **Video is especially useful in some fields of study:**

- *“Video provides students with a model to emulate. We use this heavily in the instruction of physical assessments. It is also helpful in illustrating different patient presentations or manifestations of mental illness.” (An educator in a small higher education institution)*
- *“Concepts such as videography and photography are better taught using videos.” (Media producer in a non-for-profit educational organization)*
- **Video is a useful form of feedback**
  - *“It helps students critique themselves when they produce videos showing themselves performing.” (An educator in a small higher education institution)*
  - *“Great medium for providing feedback on practice, teaching new skills and content with the ability to review, etc.” (Staff member of a regional education agency)*
- **Video allows users to work at their own pace—skip forward if they understand, re-watch if they do not, and review before exams:**
  - *“Server monitoring indicates high spikes in student review close to exams. Faculty reports an overall improvement in grades when elective lecture capture is employed.” (An instructional designer in a large higher education institution)*
  - *“Allows students to revisit key concepts in their own time, supports flipped classroom approach. Affords more interesting forms of assessment and feedback” (An instructional designer in a large higher education institution)*
  - *“I enjoy videos and hearing learning content rather than always having to read great amounts of text. When viewing a video I can rewind it and listen attentively to understand.” (A student in a very large higher education institution)*
  - *“Allows for individuals to work at their level of ability.” (Founder of a K12 institution)*
- **Allows teachers and students to be anywhere in the world**
  - *“Allows teachers to further differentiate the classroom by providing instruction in more than one locale.” (Staff member of a K12 institution)*
  - *“We offer teachers a peek into their colleagues' classrooms around the world and they rarely have this opportunity. Seeing strategies enacted in "real" classrooms is essential.” (C-level manager of an educational technology organization)*
- **Video is engaging**
  - *“I did a quick 2 minute video and had over 500 hits in two months vs. the traditional trainings which only reached approx. 75 students.” (IT/System administrator at a medium sized higher education institution)*
  - *“Video improves involvement, interest level and retention. There's no reason NOT to use it.” (Member of a small higher education institution management team)*
  - *“Student feedback is nigh-on unanimous on how video content assists their learning, either as a revision tool or just content that is more engaging than just reading text after text.” (Media producer at a large higher education institution)*
  - *“Video can bring a subject to life, and enhance subjects by allowing students the opportunity to see objects and places that they might otherwise miss.” (Instructional designer at a large higher education institution).*
- **Video is significant in online / blended education**

- *“Video is crucial to our blended program. Remote students can use video to interact with one another, and to review their own performances after the fact.” (Media producer in a small higher education institution)*
- *“Video personalizes the online education experience by providing face-to-face interaction with instructors and classmates. This is key to the discussion aspect of critical thinking that is integral to the classroom environment.” (IT/System administrator in an educational technology organization)*
- **Using video is an important skill for the students:**
  - *“It teaches students media literacy and media fluency. They learn to communicate in multi-modal format intended for wide audiences. A valuable skill set for the 21st century student.” (Instructional technologist in a small higher education institution)*
- **Video frees up time in the classroom:**
  - *“It improves the learning experience by freeing up valuable class time.” (Instructional designer at a large higher education institution)*
  - *“We also teach many technical skills, and the videos that address the tools are used across multiple sections of courses. It makes the time in the lab much more effective when everyone has already seen the overview of how to use the tools.” (Instructional designer in a small higher education institution)*
- **Allows teachers to explain concepts by using great and current available content:**
  - *“Using videos from YouTube helps teachers to connect the materials used in class to real world situations. YouTube in most instances has the more current and updated information that is easily accessible.” (An educator in a K12 institution)*

Those who believe that video has no or ‘other’ impact on the learning experience, mostly noted that the impact depends on:

1. **Whether students actually watch the video or not:**
  - a. *“It depends on the usage method and the student's response. I had a video in a recent module - those students who actually watched it enjoyed it and got the point - but less than half even watched it.” (Staff member of a medium-sized higher education institution)*
2. **The video itself, the teacher and the course:**
  - a. *“The impact depends upon the content of the video. There's potential for positive impact on the learning experience, but the video needs to be designed and created to aid students in achieving a learning objective.” (An IT/System administrator of a medium sized higher education institution)*

**Some also warn of overuse of video, use of video as a “filler”:**

- *“It really depends on the video experience you're referring to and the way they are used. Videos can be really useful supplements to augment content and faculty can also create useful videos for students to understand difficult material that they can refer to out of classtime. However, they are often used for fill time.” (An Educator in a large higher education institution)*
- *“Must be used properly, wisely, has a negative impact if overused.” (K12 teacher)*

There was only one respondent that said that the impact of video is negative because it is a passive medium: *“Video is, inherently, passive...allowing students to tune in or out... I use SHORT videos to spice up my lectures and discussions, to break up the monotony and keep students engaged... discussions are how you can tell a student they are wrong (even if they are right!) in a way that gets a student to critically think about their assumptions. Online/video content cannot do this.”* (An educator in a very large higher education institution).

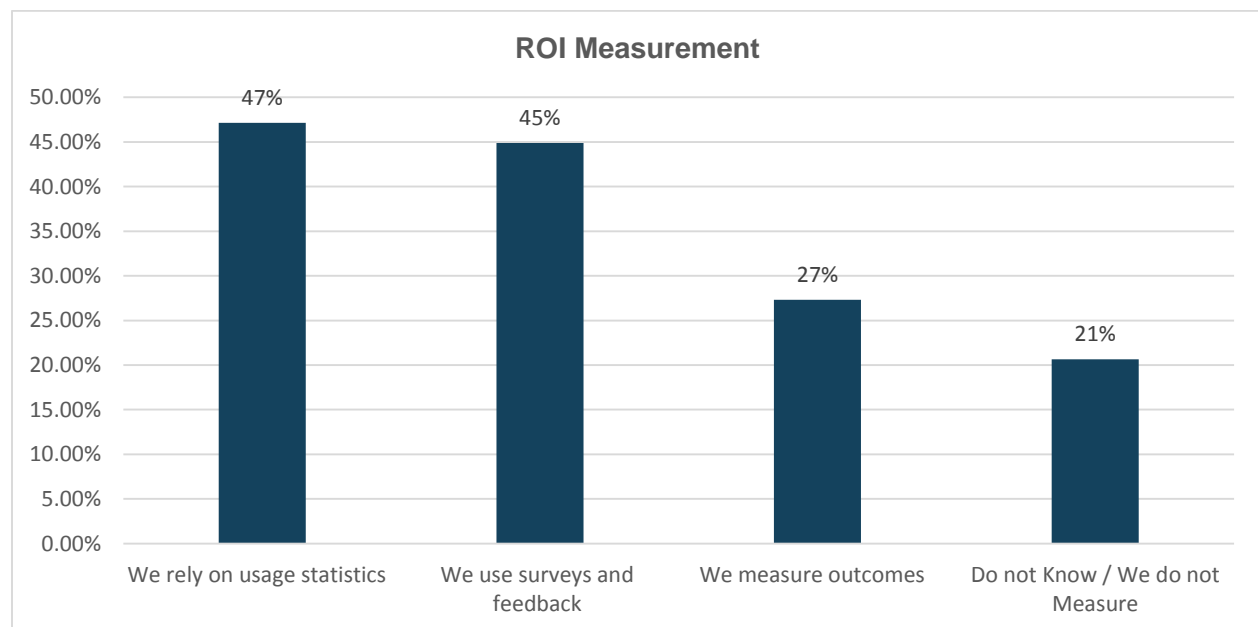
Some respondents noted that it is hard to say since the impact is not properly measured. For example – one respondent said that *“Video is incorporated differently in many areas within the college. We do not have any mandatory use or minimum standard of integration, so it is very difficult to judge the overall impact. In some areas video has been used to great effect, in others it has been less successful”*. Another said *“I’m unsure because we have not isolated the video impact”*. This brings us to our next question about ROI measurement.

### 3.4.2 How is ROI on the Use of Video Measured

*ROI on video is generally measured by looking at usage statistics and surveys, although some institutions are already measuring actual learning outcomes.*

The results indicate that 79% of institutions today employ one or more ROI measures: 47% measure usage, 45% use surveys or feedback, and 27% measure learning outcomes. This compares favorably to last year’s survey results, where more than 50% of institutions did not measure ROI.

As an example (and as mentioned in an earlier section) an instructional designer in a large, higher education institution stated that they overlay grades onto server monitoring data to assess the value of video: *“Server monitoring indicates high spikes in student review close to exams. Faculty reports an overall improvement in grades when elective lecture capture is employed”*



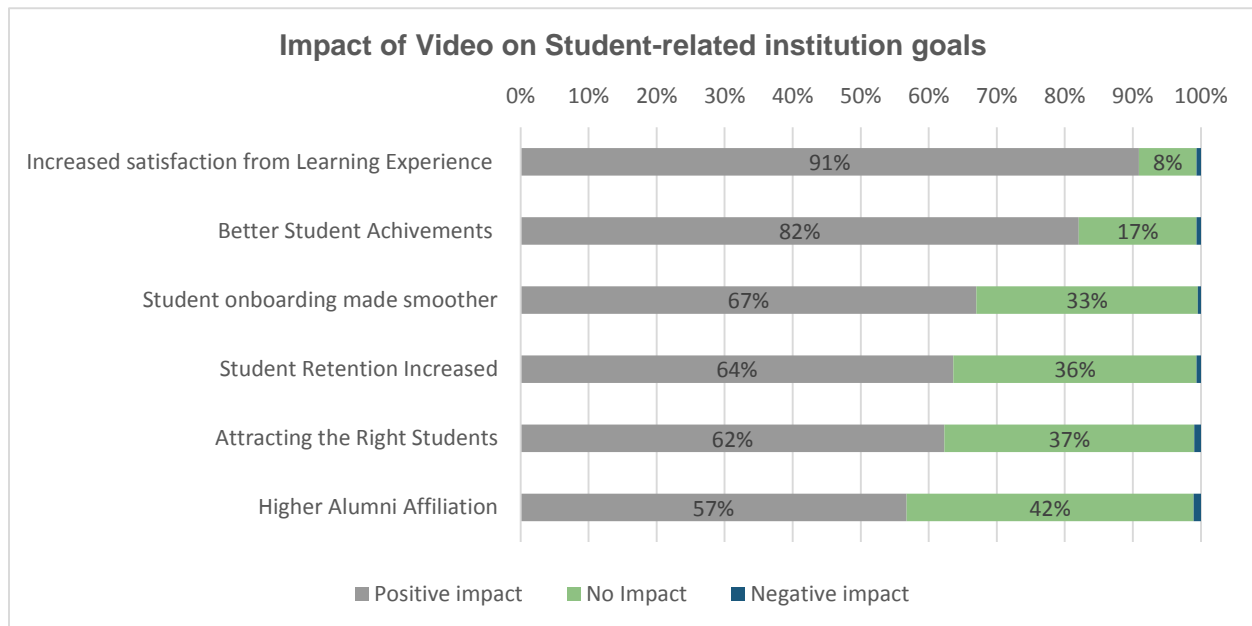


### 3.4.3 Video Impact on Institution Goals

When asked about the effect of using video on various educational goals, there is a strong perception that video would have a positive impact.

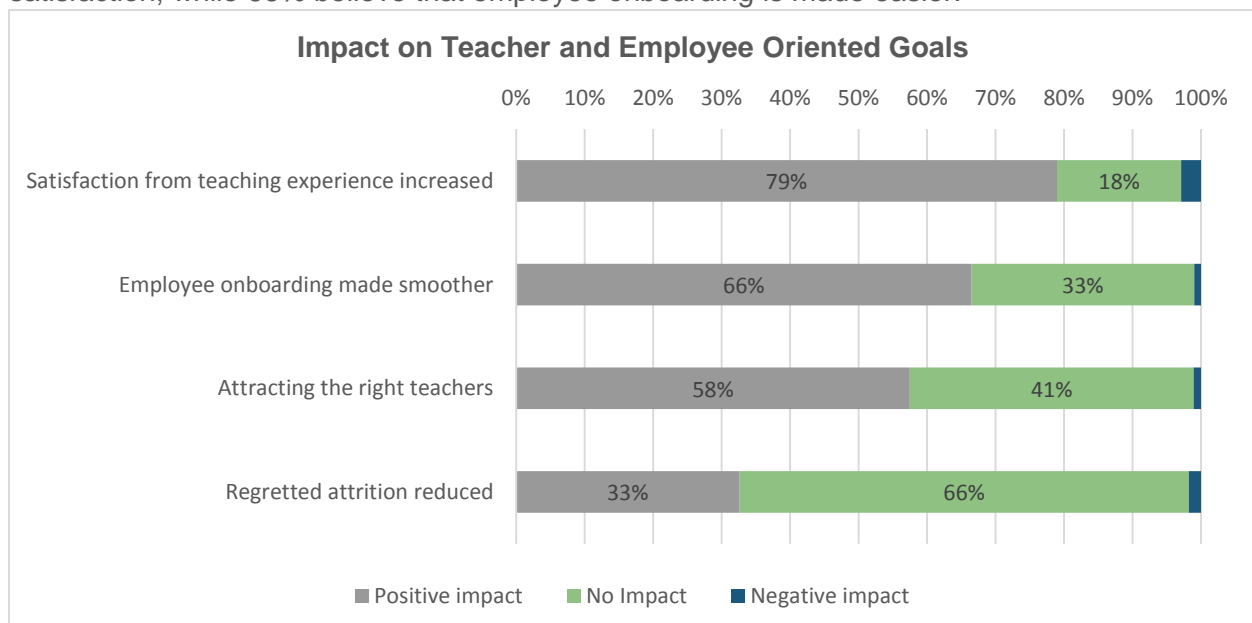
#### 3.4.3.1 Impact on Student Oriented Goals

91% of respondents believe that video has a positive impact on student satisfaction and 82% agree that it boosts student achievement levels. Outside of the learning experience, 67% of respondents believe it makes student onboarding easier and 64% feel that it increases retention rates.



#### 3.4.3.2 Impact on Teacher and Employee Oriented Goals

79% believe that the use of video as part of their resources toolkit increases teacher satisfaction, while 66% believe that employee onboarding is made easier.

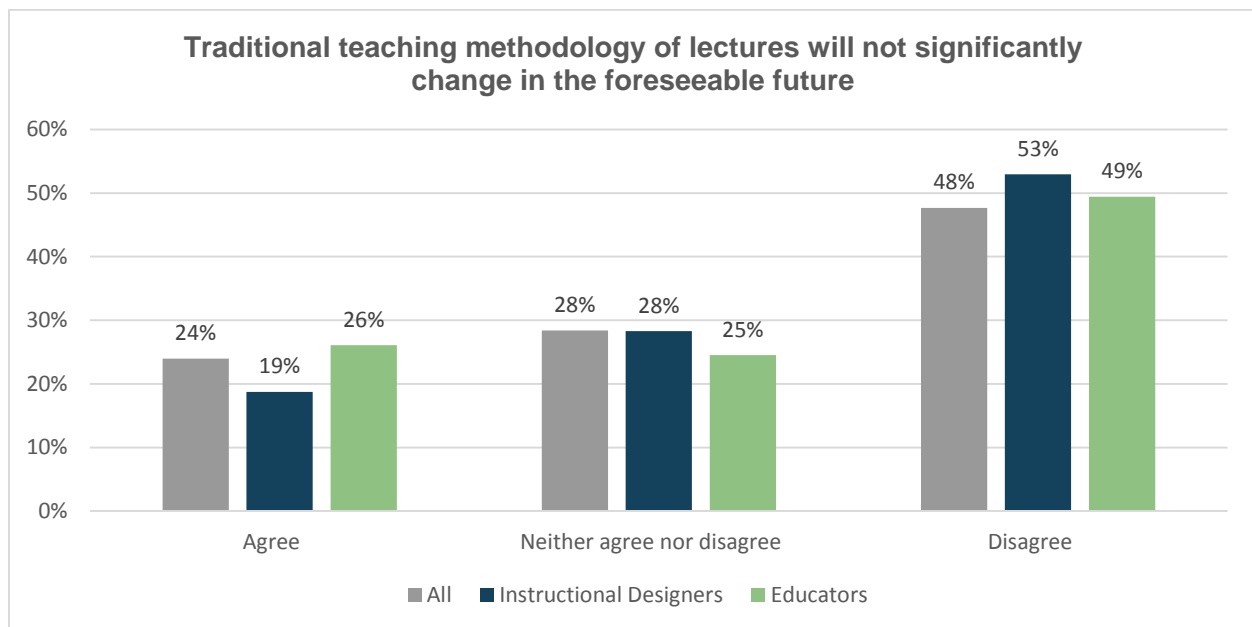


## 3.5 Looking forward

### 3.5.1 Traditional Lectures

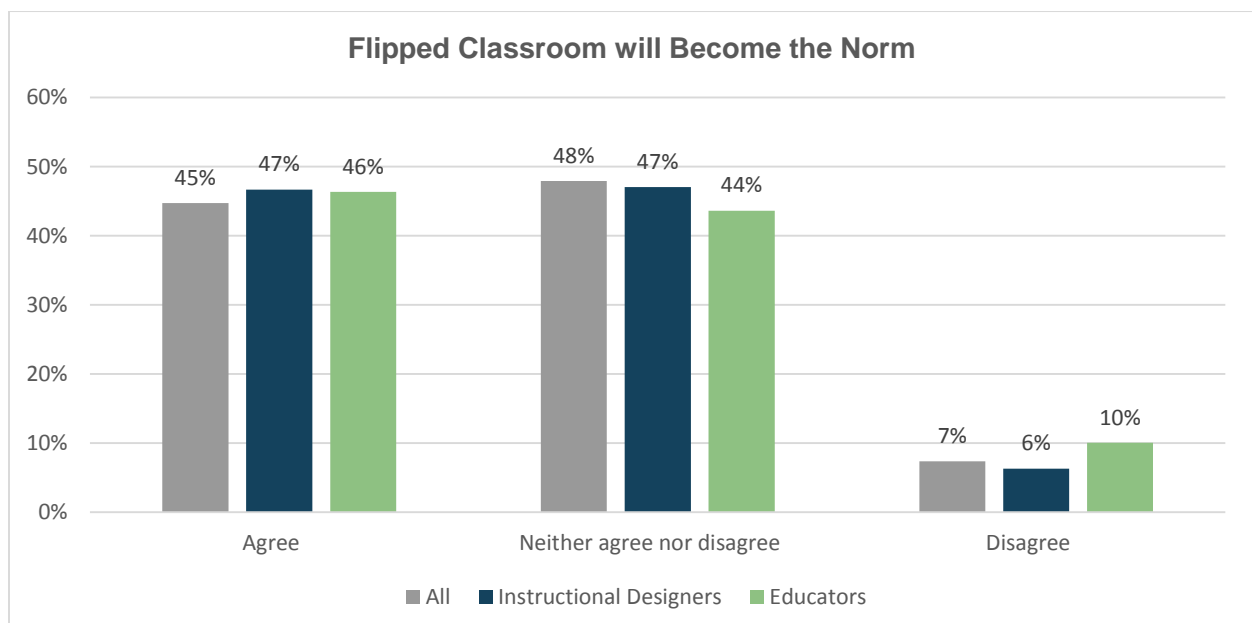
*48% of respondents believe that there will be significant changes in the way teaching is undertaken in the foreseeable future, predicting a move away from traditional lectures.*

When we examine the responses of educators and instructional designers, we see that the instructional designers are anticipating more change than educators:



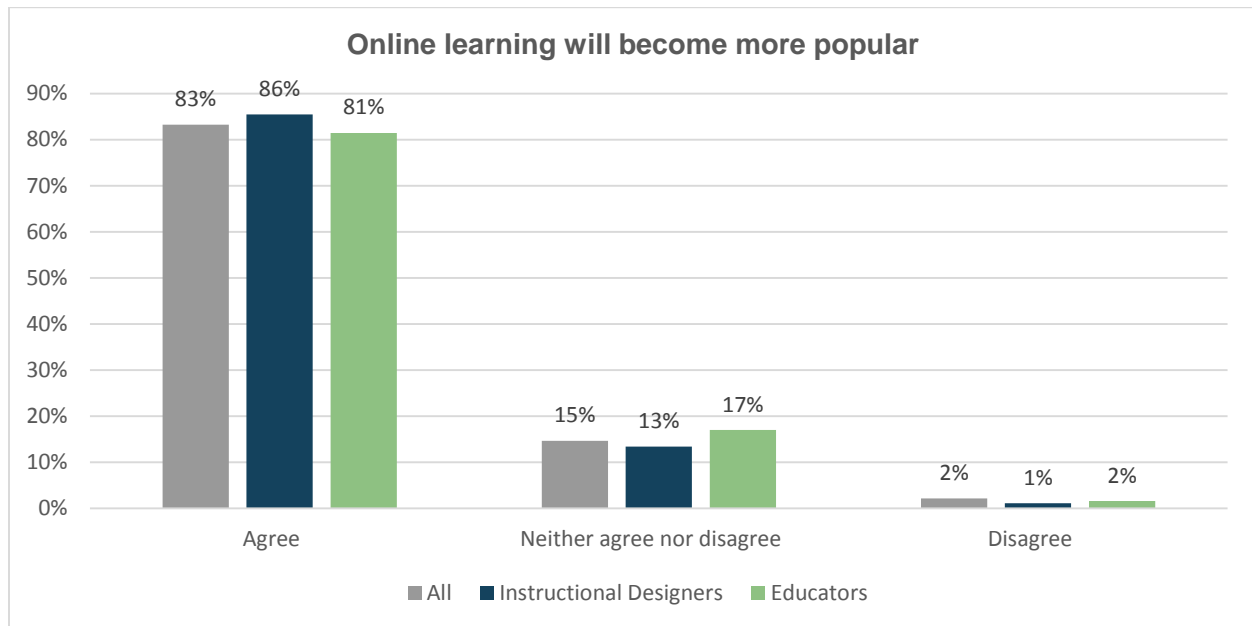
### 3.5.2 Flipped Classrooms

*When asked about whether flipped classrooms will become the norm, there is a pretty even split between those answering in the affirmative (45%) and those who are undecided (48%).*



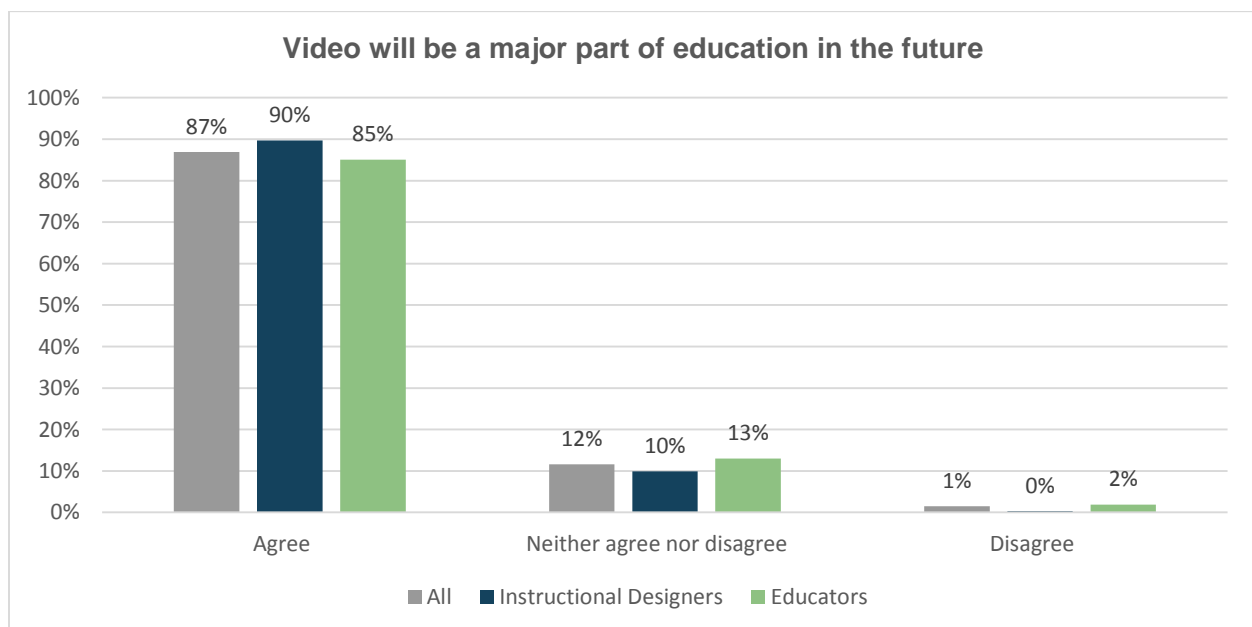
### 3.5.3 Online Learning

*83% of respondents agree that online learning will grow in importance and acceptance.*



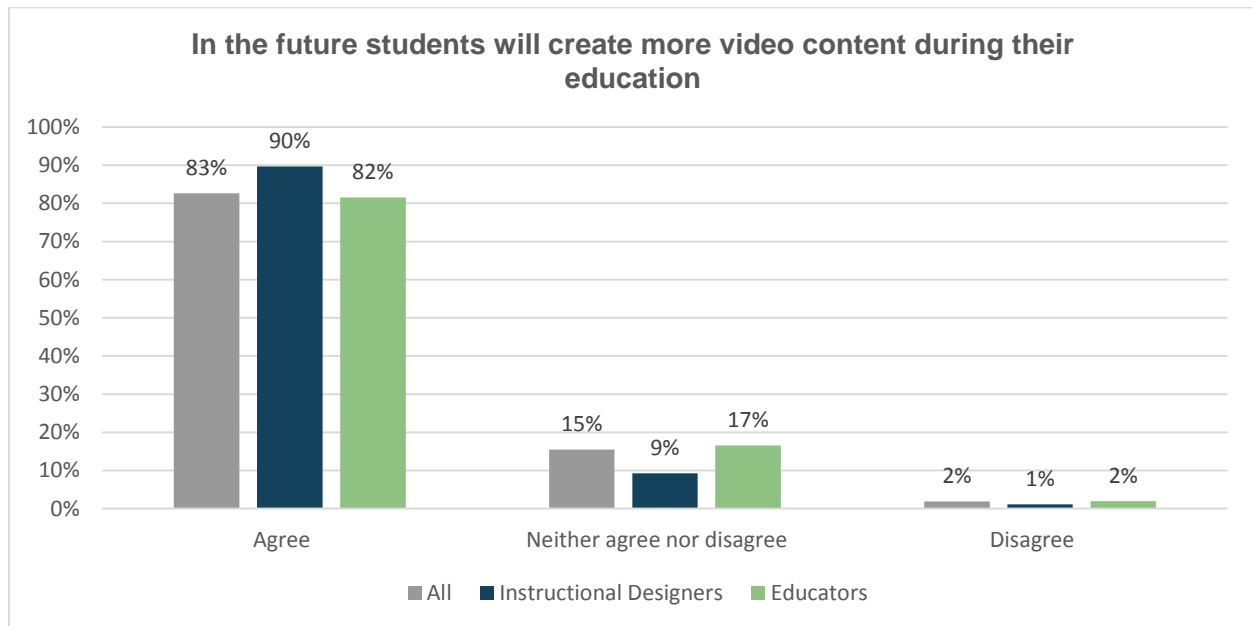
### 3.5.4 Video will be a Mainstay in Education

*87% of all respondents agree that video will play a major role in education in the future.*



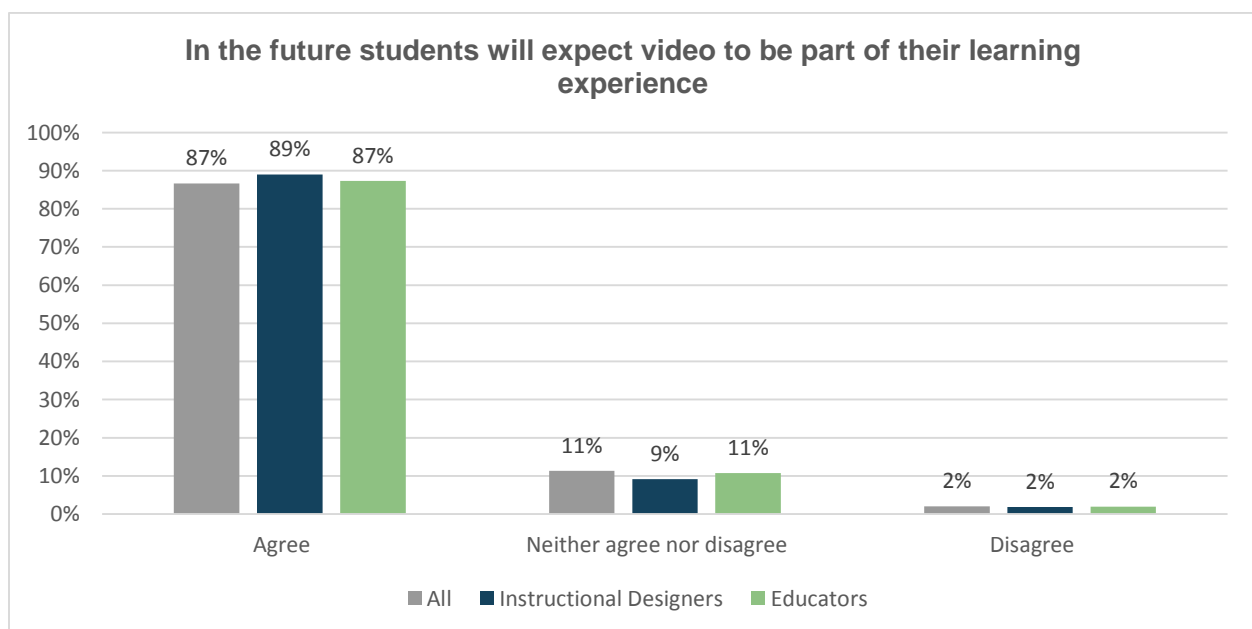
### 3.5.5 Student Generated Content

*83% believe that in the future students will generate more video content during their education. This belief is even stronger among instructional designers, at 90%.*



### 3.5.6 Student Expectations

*In terms of student expectations, 87% of respondents believe that future students will expect video to be a part of their learning experience.*



### 3.5.7 Vision for the Role of Video in Education

*Respondents see video becoming used as standard in education in increasingly interactive, engaging and creative ways.*

In response to how they see the role of video in education in ten years, most survey respondents agree that its role will increase in importance and become more significant.

Below are some of the common aspects described in the responses, with sample quotes for each one:

#### **1. Video will be a standard part of education:**

- a. *“One to many teaching using video will be the norm, leaving more face-to-face 1-2-1 consultation & learning time.” (IT/System administrator in a large higher education institution)*
- b. *“Video will be an integral part of the learning experience as it becomes easier to capture, record, and access academic content. The assessment of such learning activities will reveal the great impact on learning.” (Administrator at the center for teaching and learning in a large of higher education institution)*
- c. *“It will change how classes are taught and how students learn, but it will happen organically and should not be feared.” (A member of the IT/Media team in a large higher education institution)*
- d. *“Video will be the norm, allowing institutions to operate globally.” (An instructional designer in a large higher education institution)*

#### **2. Video’s role will grow beyond delivering content to students, serving purposes of communication, feedback, student assignments and portfolios:**

- a. *“It will be ubiquitous. It is already an expectation in many programs. That will extend across all disciplines as tech literacy continues to rise. Video will be used more and more in a communications framework in addition to its use as learning content.” (Media producer in a large higher education institution)*
- b. *“Enabling students as producers of content. More flexible/creative assessment tasks. Harvesting digital artifacts into lifelong learning portfolios.” (An educator in a large higher education institution)*
- c. *“Significantly more expected and integrated. Students should be able to provide video submissions as projects, deliverables, etc. and professors should be able to provide assistance/tutoring via live video, as well as have a library of 'how to' videos always available. All recorded video should stream, adapting to the user's connection and device.” (Member of the video/media group at a very large higher education institution)*

#### **3. Video will continue to enable flipped learning, blended learning, and remote learning:**

- a. *“I believe video will be key in providing students supplemental materials outside of the classroom. While I do believe that lectures will continue to dominate in many settings, video will help us push towards a more "flipped" approach, and the easier we make video, the further we can go.” (IT/system administrator at a large higher education institution)*
- b. *“Video will be an important part of the learning experience. Online and on-campus courses will utilize video more and more to achieve better student success rates.” (Staff member of a large higher education institution)*

- c. *"Students will soon anticipate or expect video to be prevalent throughout their leaning experience - which will also benefit distance learning through tablets and other devices." (Media director at a very large higher education institution)*
  - d. *"Video will simply become the new standard for educational delivery and collaboration. Instead of referring to on-campus and online instruction, the new paradigm will be synchronous vs. asynchronous. Are you participating with the group now or with the recording later?" (Media director at a very large higher education institution)*
- 4. Video will enable innovative types of learning and teaching**
- a. *"Video will become the preferred method for providing foundational knowledge. As we move facts and procedural presentation to video we will see students and teachers focus more on real interactions supporting concept learning, analysis and synthesis. Big lecture halls will go away and campus will be much more about project labs and social learning spaces." (Member of the management team of a large higher education institution)*
  - b. *"Video is going to be a "must" in every activity: taking courses, evaluating courses, making presentations, making assignments or research. The challenge is offering the right tools in order to provide the best experience creating content by teachers and students." (IT/Media team member at a large higher education institution)*
  - c. *"Video will be tagged for semantic information and be used more broadly to provide an adaptive learning environment for students." (IT/system administrator at a large higher education institution)*
  - d. *"Faculty will serve as coaches, curators of content, and facilitators to a far greater extent, and students will be receiving content via video and other media. This means video serves an essential role in changing faculty from lecturers to facilitators of active learning." (Member of the management team of a large higher education institution)*
- 5. Video will take the place of textbooks or replace most of the text in textbooks. As such it will be essential supplementary material to education.**
- a. *"Reading for content will be passé." (Instructional designer at a large higher education institution)*
  - b. *"Replacing the textbook as content delivery, allowing for active learning in classrooms instead." (Instructional designer at a large higher education institution)*
- 6. Video will improve access to education:**
- a. *"Accessibility will be a primary consideration (captioning, descriptive video), and accuracy will be key to full participation and equal access." (Instructional designer at a small higher education institution)*
  - b. *"With the rate of change in technology, it is difficult to imagine where we will be in 10 years, but right now we use video to assist students with disabilities in the composition process and it transfers to the writing process. I can only see the role growing and the tech making its use easier." (Educator at a very large higher education institution)*

**7. Video will be an important skill to teach**

- a. *"As online and blended delivery become the norm, video will play an increasing role in education, both faculty- and student-generated. Everyone has a recording device with their phone. Don't we as educators have a responsibility to help our learners develop the skills to use these well?" (Instructional designer at a large higher education institution)*
- b. *"Broader availability of easily accessed content to use in teaching and learning. Faculty role becomes much more about selecting, curating, and guiding students to use content than producing new content constantly." (IT/system administrator at a large higher education institution)*

**8. Some discussed the technological advancements in video—holograms, augmented reality, and projections from mobile devices.**

- a. *"Video will become the mainstream media, replacing face-to-face interaction and text. However, I believe that virtual systems and holographic projection will be emerging in the educational space at that point." (Instructional designer at a very large higher education institution)*
- b. *"Video will be more engaging, inviting students to view videos in their entirety rather than dropping out after watching about 25%. Videos have to have a sense of 2-way communication that approaches an experience to a live video chat. Rather than interacting with a person, students will interact with situations presented in the video where the students will be expected to make decisions. Using sophisticated algorithms, the video will respond with the appropriate content/playback based on the users input. Virtual Reality may be a key component of educational videos in the future. There are so many opportunities." (IT/system administrator at a large higher education institution)*

**9. Only a couple of the respondents felt that its becoming more prevalent may not be a good thing:**

- a. *"It's scary to think about, but I can see there no longer being a teacher-student interaction in the classroom, but rather everything online and behind a computer screen." (A student at a large higher education institution)*

**10. And some said it is hard to tell, and depends on many other factors:**

- a. *"It depends on the pedagogy. We do not use technology for its own sake." (Instructional designer at a large higher education institution)*
- b. *"In the future, video will become the norm, simply because it will be a regular literacy. It may have no impact on education, or it could have significant impact, depending on how it is used, how it can support pedagogy, and possibly how it can be a catalyst to transform pedagogy." (Instructional designer at a large higher education institution)*
- c. *"Video is a technology, the content is king. Good content will deliver good results, poor content, poor results." (A member of the media team at a large higher education institution)*
- d. *"YouTube is the realistic example that people want to learn via video instruction. Less clear is how proficiency and subject mastery will be measured in the future. Video is great for learning what ONE WANTS to learn. Nothing replaces the human dynamic and motivation to learn generated by gifted instructors. Ultimately engagement comes down to people." (Instructional designer at a large higher education institution)*



## 4 Summary – How Does it all Connect?

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Video is used in a [wide array](#) of areas in education, most notably in teaching and learning. [Incorporating digital video as a teaching aid](#) and the [active use of video by students](#) are permeating the classroom and they are yet to reach saturation.

Students are used to using video everywhere in their lives, and are [digitally literate](#), even more so than their teachers—a useful skill, considering that most of the institutions use [student video assignments](#). Video has a [positive impact on student satisfaction](#) and leads to [better student achievements](#). [It is useful for different types of learners, increases accessibility, is useful as a form of feedback, is engaging, and allows for studying at an individual pace](#). In terms of optimal video length, the general consensus is that 5-10 minute videos are optimal, although there is also considerable support for 10-30 minute videos.

The data in this survey firmly suggests that video technology is a [major force in education](#). In the future, [students will expect video](#) to be a part of their learning experience and will [generate more video content](#). There is a general agreement that there needs to be investment in multiple areas related to the use of video: nearly all respondents feel that it is [important to raise the level of digital](#) and video literacy among students and teachers. [Educators are asking](#) for easy-to-use tools for video capture, a video solution that is integrated into the LMS and access to useful video content. The education community predicts that there will be [a move away from traditional lectures](#), and a [growth in importance](#) and acceptance of online learning.

[In ten years' time](#), video will become a standard part of education, will evolve beyond delivery of content, and enable innovative types of teaching and learning. It will gradually take the place of textbooks, and will become an increasingly important skill in itself, participating in a shift in the role of the educators. In the words of one respondent, a member of the leadership team of a large higher education institution “*Faculty will serve as coaches, curators of content, and facilitators to a far greater extent, and students will be receiving content via video and other media. This means video serves an essential role in changing faculty from lecturers to facilitators of active learning*”.

## 5 Notes About Methodology

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This survey is our second 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 various different roles and groups of roles, which were large enough to be statistically significant and interesting to report, as described in section 0. 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](mailto:survey@kaltura.com).

## ABOUT KALTURA

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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 enterprises, media companies, service providers, and educational institutions and engages hundreds of millions of viewers at home, at work, and at school. The company is committed to its core values of openness, flexibility, and collaboration, and is the initiator and backer of the world's leading open-source video-management project, which is home to more than 100,000 community members. For more information visit [www.kaltura.com](http://www.kaltura.com), [www.kaltura.org](http://www.kaltura.org), or [www.html5video.org](http://www.html5video.org).

