KALTURA

Fifth Annual

STATE OF VIDEO IN EDUCATION 2018

Insights and trends

About This Report

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In our fifth annual "State of Video in Education" report, Kaltura surveyed educational professionals, staff, and students from around the world. More than 1,500 individuals participated in this year's survey, with 820 completing it in full, nearly 50% more than last year's response. 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 and accessibility

- Where educators see the future of video

Respondents came from all sectors of education, with the majority coming from Higher Education. Three-quarters originated from North America. 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 or IT administrators, followed by educators, media or production teams, and administrators. Institutional management, marketing, librarians, and even students participated as well.

The survey was conducted online during April/May 2018, in English.

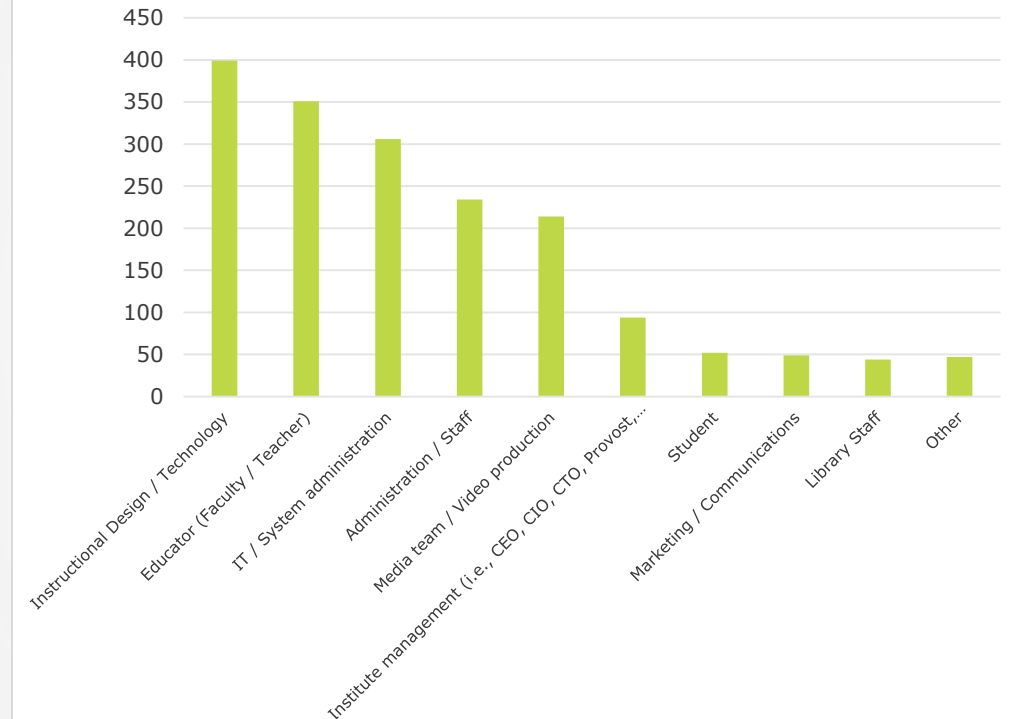**Which of the following best fits your role in the institution?**

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Executive Summary

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Video has been an accepted part of education for some time. This year, educators continued to embrace a wide array of uses, with lecture capture especially increasing in adoption.

While many institutions struggle to make video tools fully available to both staff and students, enthusiasm is high for some of the more advanced technologies on the horizon.

- **Digital literacy is considered an important skill for today's students.**

  95% of respondents view video as an important part of digital literacy, especially given recent concerns about "fake news". 97% feel it is important to raise the level of digital and video literacy among teachers and students. The gap in perceived digital literacy between teachers and students appears to be closing.

- **More teachers are incorporating video into their classrooms.**

  26% of respondents reported that more than half of their teachers regularly use video. Last year, only 20% reported that more than half their teachers were regularly incorporating video.

- **Lecture capture is becoming increasingly popular.**

  While most use cases showed steady usage or slight increases, lecture capture usage has increased by 21% in the last two years. 88% either use it or intend to in the future.

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

  92% believe video increases student satisfaction with their learning experience. Other areas in which video is thought to have a positive impact include increasing student achievements (84%), increasing teacher satisfaction (83%), increasing educator collaboration and professional development (83%), and making the on-boarding process of new students more smooth (80%).

- **Interactivity is hot.**

  97% think that interactive videos (in which content changes depending on viewer behavior) is going to be important to education in the future.

Introduction: Digital Literacy and Video

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Digital literacy can be defined as "the ability to locate, organize, understand, evaluate, analyze, create, and communicate information using digital technologies". When asked how they would rate digital literacy levels among students and teachers in their institution, teachers are definitely rated as being behind their students.

95% of respondents view video as an important part of digital literacy, especially given recent concerns about "fake news"

97% feel it is important to raise the level of digital and video literacy among teachers and students
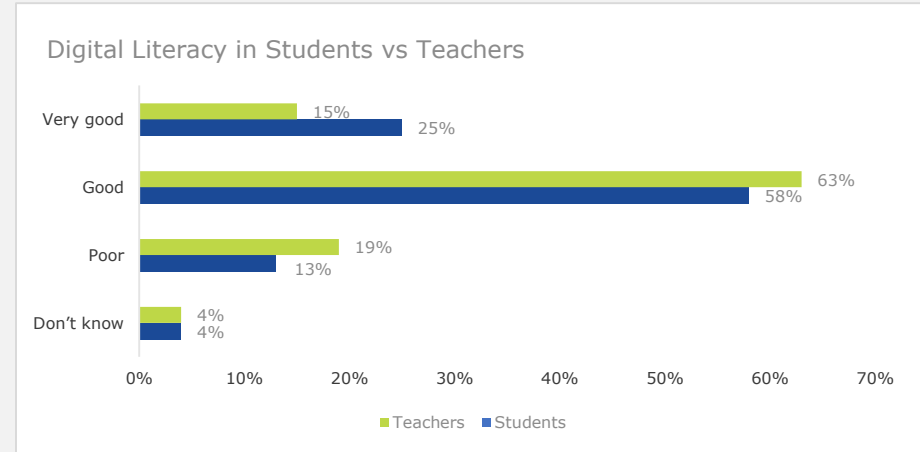
When only educators are asked, however, they do not agree with this assessment. 19% rate students' digital literacy as "poor" and only 18% give teachers the same rating. 20% give both students and teachers a "very good" rating. It may be that this "gap" is an outdated assumption, and those actually in the classroom do not see such a gap.

Teachers Lagging Students in Digital Literacy
Students are more likely to be rated as "very good" at digital literacy; teachers more likely to be rated as "poor".

Digital Literacy in Students vs Teachers

Rating	Teachers	Students
Very good	15%	25%
Good	63%	58%
Poor	19%	13%
Don't know	4%	4%

■ Teachers ■ Students

The perception of students' skills as "poor" has been slowly growing, as well, from 9% in 2015 to 13% now, while "very good" has dropped from 40% to 25%. Teachers have shown a similar pattern, but less dramatic; 16% to 19% rated "poor" and 23% to 15% rated "Very good". Perhaps the demands of what is considered "digitally literate" is rising faster than actual literacy can keep up. Perhaps stereotypes simply result in teachers as being perceived as less adept. However, the gap between students and teachers is closing over time.

See Appendix II for more details.

Video Usage

How Teachers Incorporate Video

Most institutions report having at least some teachers regularly incorporating video in their curriculums. 26% of respondents reported that more than half of their teachers regularly use video. This is a slight increase from last year, when only 20% reported that more than half their teachers were regularly incorporating video.

26% report more than half of teachers use video

What percentage of teachers at your institution regularly incorporate video in their curriculum?

Category	Percentage
None	1%
Less than 10%	12%
10%-25%	32%
26%-50%	29%
51%-75%	17%
More than 75%	9%
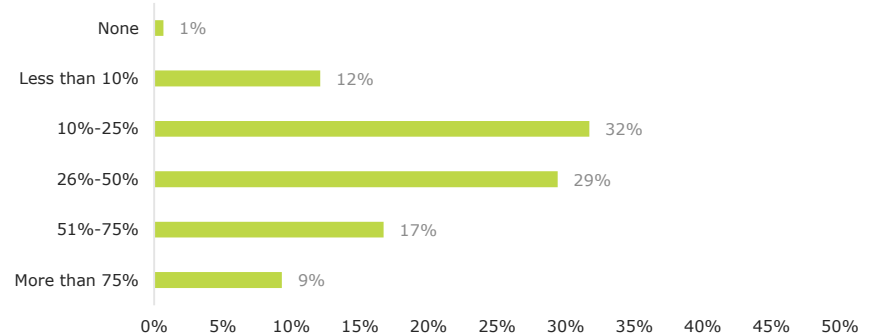
Some interesting patterns emerge when institutions are broken out according to stage. K-12/primary/secondary) institutions are much more likely to report high levels of video usage by teachers; 56% report that the majority of teachers are incorporating video. As the rising generation is far more video-savvy than previous generations, it makes sense that teachers would see video as the best way to engage their students.

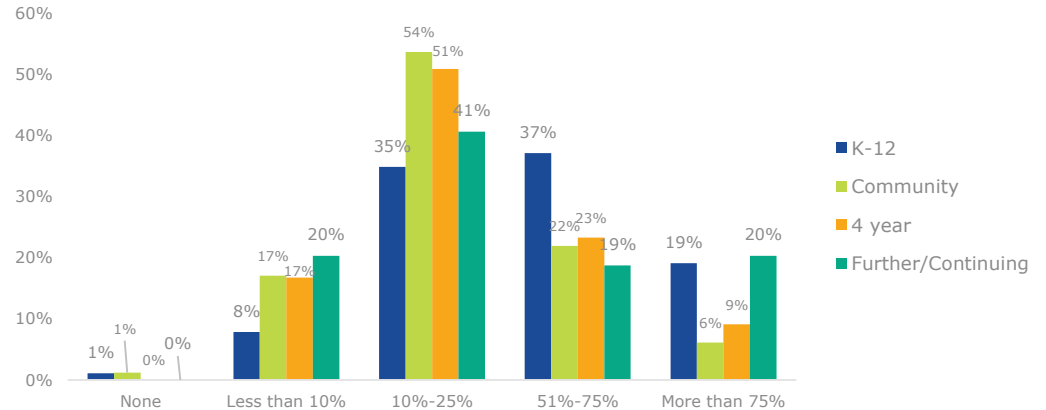Further and continuing education institutions are also much more likely to report high adoption—20% of these schools have more than three-quarters of faculty using video. This likely has a slightly different reason, as this bracket almost certainly reaches a much higher proportion of distance learners.

Community colleges (2 year institutions granting associates' degrees) show the lowest rates of video adoption by teachers, with the majority of respondents reporting low rates of video usage across the institution. 4-year colleges/universities fall somewhere in the middle.

Usage by Teachers by Sector

	None	Less than 10%	10%-25%	51%-75%	More than 75%
K-12	1%	8%	35%	37%	19%
Community	1%	17%	54%	22%	6%
4 year	0%	17%	51%	23%	9%
Further/Continuing	0%	20%	41%	19%	20%

When Students Create Video

While students engage with the video that their instructors provide, fewer instructors are asking students to create or include video in assignments themselves. 15% 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.

Similarly, the further/continuing education institutions are taking more advantage of students' ability to participate via video, as online students can participate more fully through video.

Again, community colleges are lagging behind their fellows in embracing video creation by students.

Active use of video by students in earlier stage

What percentage of students at your institution create/include videos as part of their class work?

Category	Percentage
None	3%
Less than 10%	32%
10%-25%	30%
26%-50%	20%
51%-75%	10%
More than 75%	4%
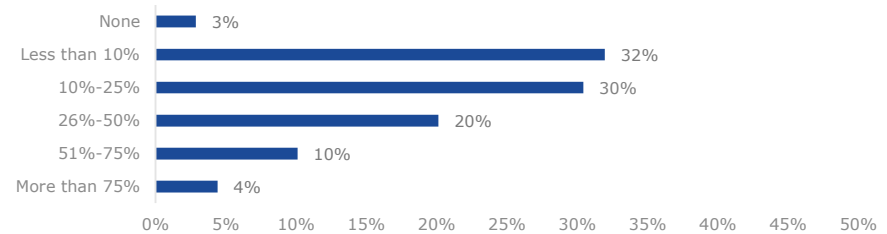
Usage by Students by Sector

	K-12	Community	4 year	Further/Continuing
None	4%	2%	1%	2%
Less than 10%	30%	41%	31%	49%
10%-25%	26%	33%	33%	16%
26%-50%	20...	18%	22%	20%
51%-75%	14%	6%	9%	6%
More than 75%	7%	0%	4%	7%
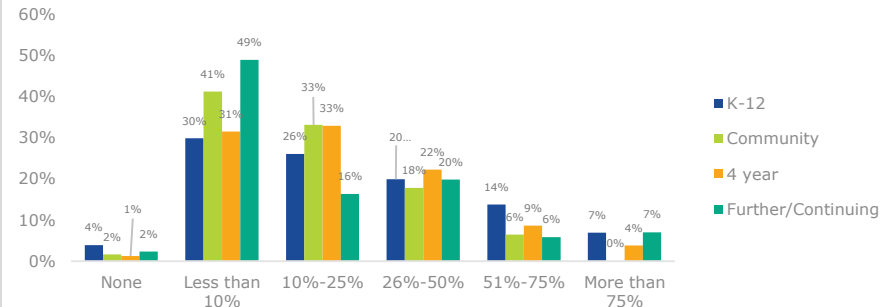
How Video Is Being Used

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Video is immensely popular for teaching and learning uses, especially showing video in the classroom (which 82% of respondents report). Additionally, more than two thirds of the surveyed institutions use video for supplementary material (74%), student assignments (69%), and lecture capture (68%).

Campus events (such as performances, athletics, ceremonies, and VIP visits) are also becoming a major use for video, with over half reporting that they record campus events for on demand (57%) and live viewing (51%).

More than half (57%) also use video for externally facing purposes, including marketing, communications, admissions, alumni relations, and other similar uses.

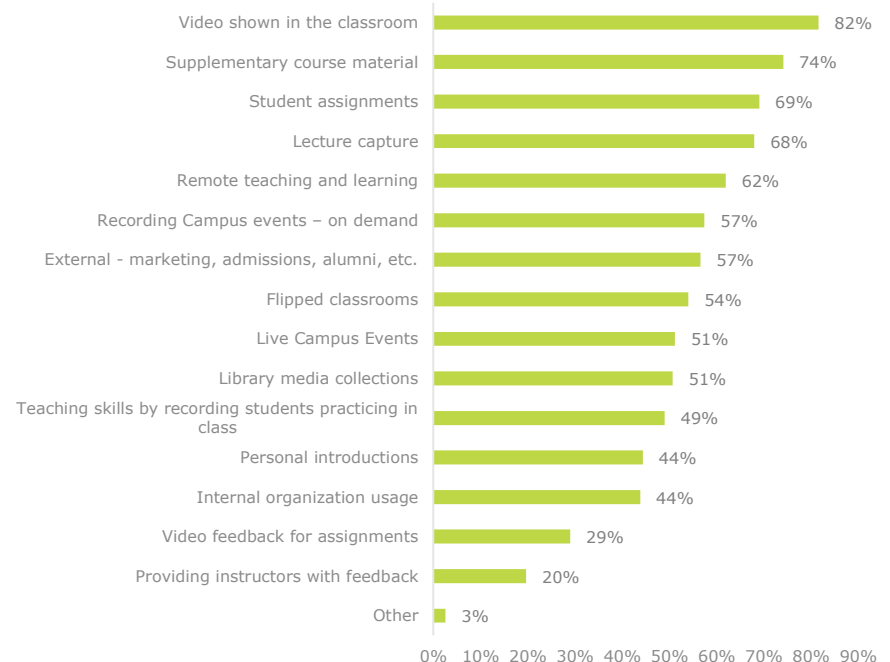While using video for feedback is still relatively early in the adoption process, its usage is growing.

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

What is your institution using video for?

Use case	Percentage
Video shown in the classroom	82%
Supplementary course material	74%
Student assignments	69%
Lecture capture	68%
Remote teaching and learning	62%
Recording Campus events – on demand	57%
External - marketing, admissions, alumni, etc.	57%
Flipped classrooms	54%
Live Campus Events	51%
Library media collections	51%
Teaching skills by recording students practicing in class	49%
Personal introductions	44%
Internal organization usage	44%
Video feedback for assignments	29%
Providing instructors with feedback	20%
Other	3%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

Changing Purposes for Video

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Over the past two years, there were two big gains in which video use cases schools employ. Lecture capture is the biggest gain, leaping up by 21% since 2016. Clearly lecture capture has gained steam over the last two years.
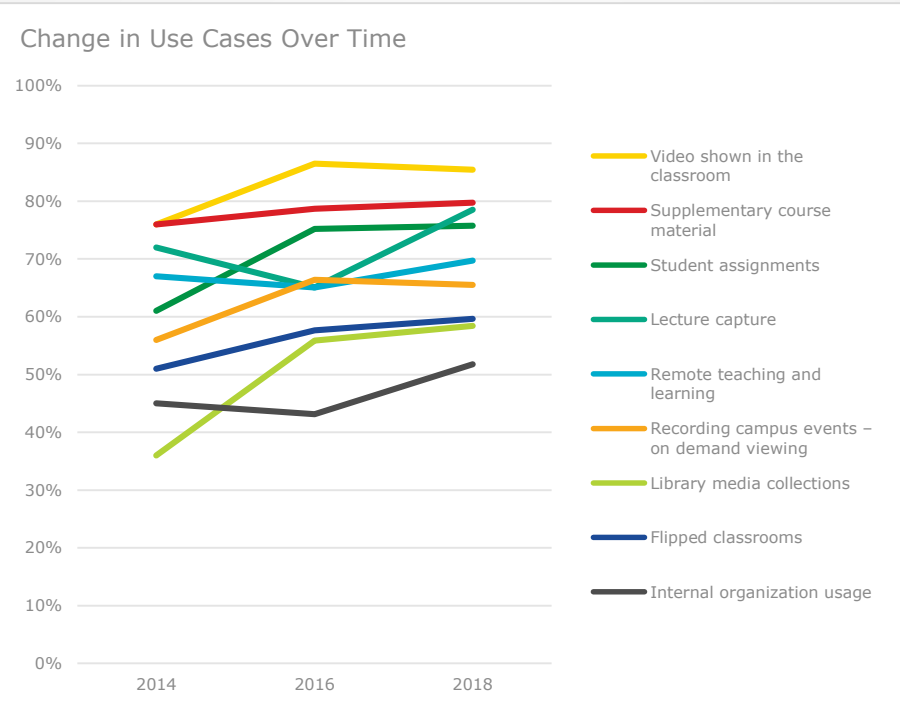
Interestingly, "Internal organization usage (e.g., internal collaboration, training employees, IT support and FAQs, etc.)" also showed an increase by 20%. Apparently more institutions are using video to help their staff stay organized and informed.

Flipped classrooms is less dramatic, but has shown slow and steady gains since we first started the survey in 2014, progressing from 51% to 60% in 2018.

Otherwise, most use cases changed only slightly. (For example, respondents reporting video shown in the classroom decreased by 1% while supplemental materials increased by 1%.) The average overall change was a 3% increase. Only "Video shown in the classroom," "Recording campus events for on-demand viewing," and "Teaching skills by recording students practicing in class" decreased, and each of them only by 1%, which could easily be considered within the margin of error.

See Appendix III for more details.

Most purposes stable, lecture capture increases by 21%, internal organization usage by 20%

Change in Use Cases Over Time

Legend:
- Video shown in the classroom
- Supplementary course material
- Student assignments
- Lecture capture
- Remote teaching and learning
- Recording campus events – on demand viewing
- Library media collections
- Flipped classrooms
- Internal organization usage

Video Technologies

Many Video Platforms

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The majority of institutions are using publicly-available sites such as YouTube or Vimeo to host at least part of their video. Such sites are easy, familiar, convenient, and free, On the other hand, they pose a number of concerns regarding security, privacy, accessibility, control, and branding. So it's unsurprising that many of them use additional methods—only 17% rely on these sites alone.

Choosing a video platform that is integrated into the school's Learning Management System (LMS) is popular, with over half of respondents choosing this option. More than a third like to use the video tools built into their LMS, but only 12% try to make do with just those tools.
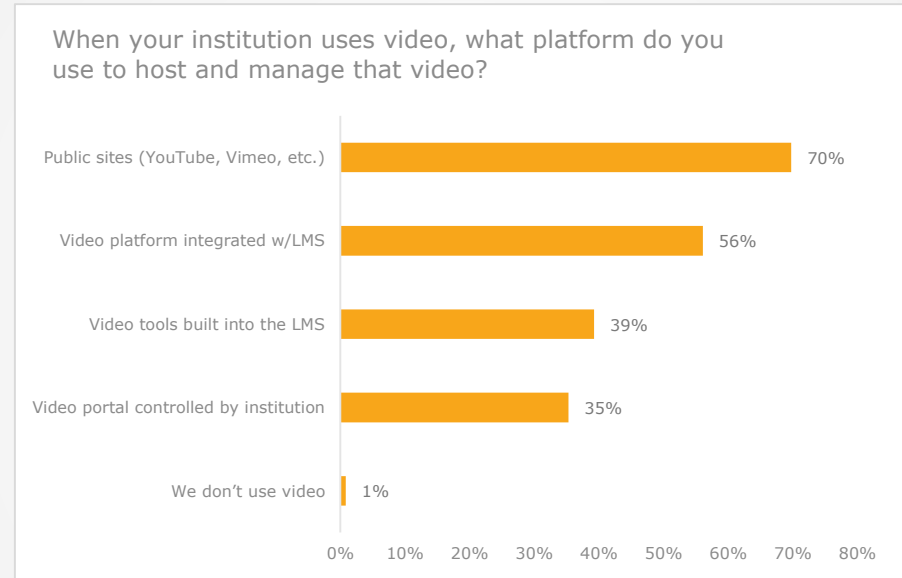
Slightly over a third have their own standalone video portal.

66% of respondents are using more than one way to hosting and managing video

8% reported using ALL of the offered options

The biggest takeaway is that most schools are choosing hybrid approaches, using multiple ways to manage their video content.

More than half of surveyed institutions using more than one way to host/manage video

When your institution uses video, what platform do you use to host and manage that video?

Public sites (YouTube, Vimeo, etc.)	70%
Video platform integrated w/LMS	56%
Video tools built into the LMS	39%
Video portal controlled by institution	35%
We don't use video	1%

Note: Respondents were able to select more than one category.

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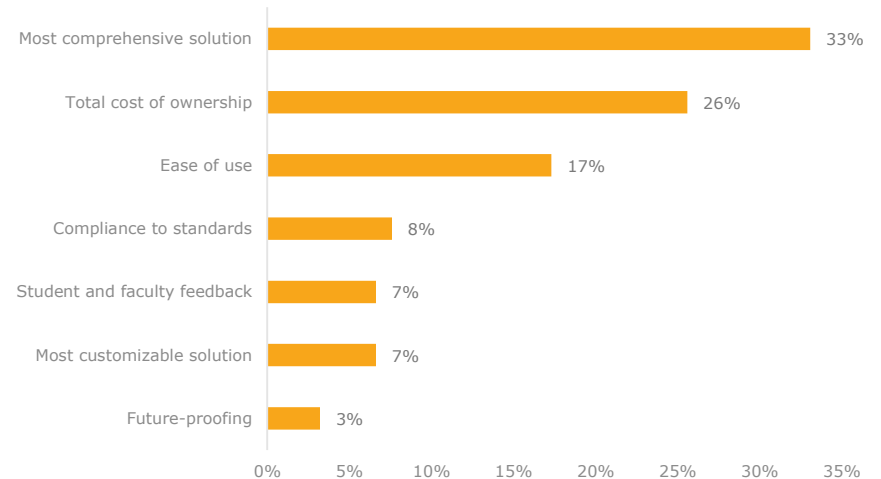
Choosing a Video Platform

When organizations do choose to deploy a video platform of their own, they need to decide which platform will work best for their needs. Many factors go into this decision. However, when asked which is the most important factor, a third of respondents seek a platform that offers the "most comprehensive solution (combines the most uses and integrates with the most existing systems, so you need fewer different vendors overall)". While most schools are, as noted previously, using more than one solution, they would prefer to keep that number as low as possible.

Another quarter consider cost the most important factor. Since cost savings are one reason to keep the total number of vendors low, these two top priorities are somewhat intertwined.

Several other factors received noticeable but less significant number of institutions considering them the top priority—compliance to standards, feedback from students and faculty, flexibility, and an eye toward future-proofing.

Many seek a platform that combines the most uses and integrates with the most existing systems, to need fewer different vendors overall

When choosing a new vendor for video technology, what is the MOST IMPORTANT factor for your institution?

Factor	Percentage
Most comprehensive solution	33%
Total cost of ownership	26%
Ease of use	17%
Compliance to standards	8%
Student and faculty feedback	7%
Most customizable solution	7%
Future-proofing	3%

Availability of Video Resources

One of the major factors in how video is used on campus is whether users have access to the tools they need, and if they know how to use those tools.

Most institutions report that their faculty can at least create video easily, with 94% reporting at least some availability of easy-to-use capture tools. Students have slightly more trouble, with 85% having at least some availability.

91% of faculty have access to the physical equipment they need; however only 75% 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.)
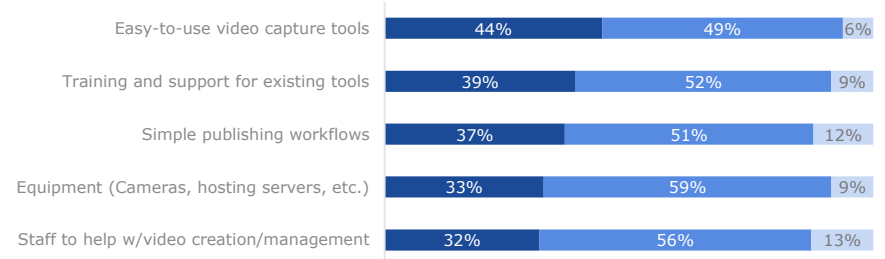
88% of faculty and 80% of students have at least some ability to use simple workflows to publish their work.

In terms of support, 91% of faculty get training, as do 77% of students. 87% of educators have at least some access to staff who can help them with video production. However, only 71% report their students having similar access.
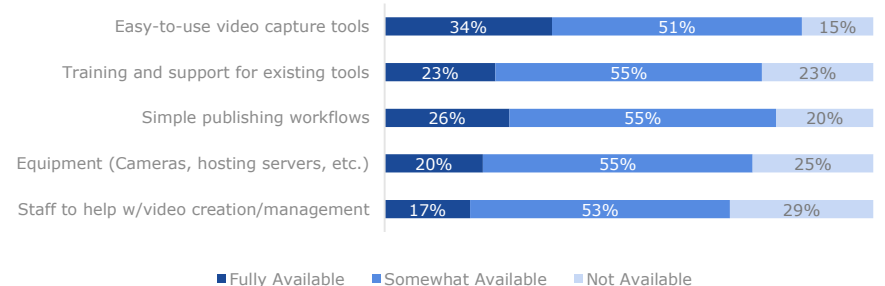
While high numbers have at least partial access to the resources they need to create and publish video, the numbers reporting full availability are much, much lower. In addition, students typically have much fewer resources available to them. There is still a great deal of work to be done.

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

Rate the availability to educators at your institution

	Fully Available	Somewhat Available	Not Available
Easy-to-use video capture tools	44%	49%	6%
Training and support for existing tools	39%	52%	9%
Simple publishing workflows	37%	51%	12%
Equipment (Cameras, hosting servers, etc.)	33%	59%	9%
Staff to help w/video creation/management	32%	56%	13%

Rate the availability to students at your institution

	Fully Available	Somewhat Available	Not Available
Easy-to-use video capture tools	34%	51%	15%
Training and support for existing tools	23%	55%	23%
Simple publishing workflows	26%	55%	20%
Equipment (Cameras, hosting servers, etc.)	20%	55%	25%
Staff to help w/video creation/management	17%	53%	29%

■ Fully Available ■ Somewhat Available ■ Not Available

Making the Most of Advanced Video Features

Institutions are very interested in going beyond simple video watching or even capture, however. They express high rates of interest in a number of "advanced" features for their videos.

Closed captions has reached a tipping point, with 52% of respondents reporting that they are currently using the technology, and only 9% believing it not to be useful.
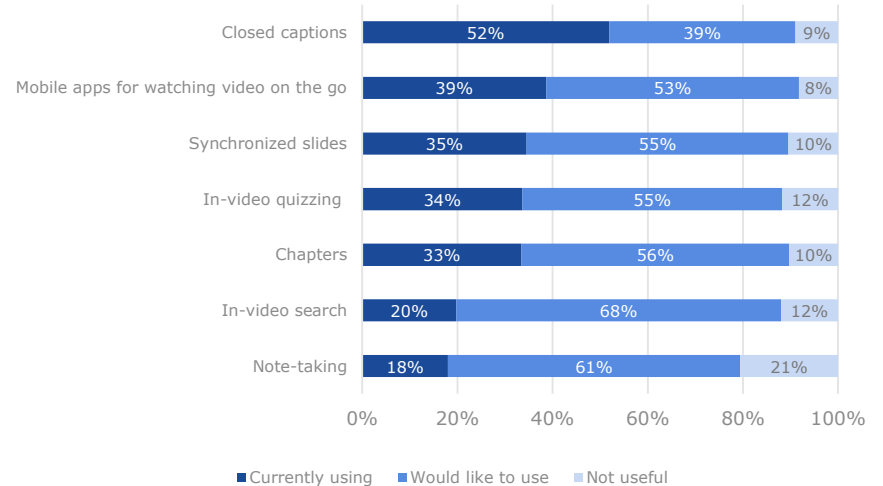
Even more believe in the importance of mobile apps, with 92% either already using or interested in using apps for watching video on the go.

More than a third use synchronized slides, chapters, or interactive video quizzes as part of their video content.

While much has been made of adding note-taking features to video, only 18% of respondents report actually using the feature; a higher percentage (21%) do not believe it is a useful feature.

Interest in more advanced video features is high; institutions starting to go beyond simple usage

How is your institution currently using the following advanced video features?

Feature	Currently using	Would like to use	Not useful
Closed captions	52%	39%	9%
Mobile apps for watching video on the go	39%	53%	8%
Synchronized slides	35%	55%	10%
In-video quizzing	34%	55%	12%
Chapters	33%	56%	10%
In-video search	20%	68%	12%
Note-taking	18%	61%	21%

■ Currently using ■ Would like to use ■ Not useful

Approaches to Lecture Capture

Lecture capture is still at an early stage of full-scale adoption. Some institutions have jumped in whole-heartedly. Others are still not ready to begin or even sure how much they want to commit to.
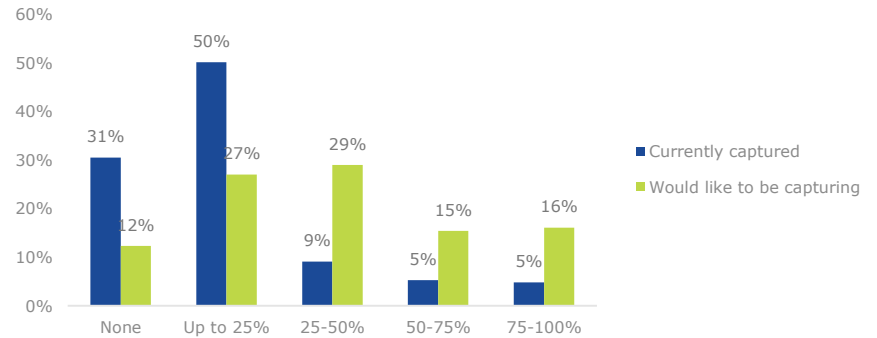
5% of respondents are already recording three quarters to all of their classes; however, an additional 11% want to get to that point in the future. 10% record more than half of their classes (with 31% aspiring to that state).

In total 69% of schools already use lecture capture. 88% either use it or intend to in the future.

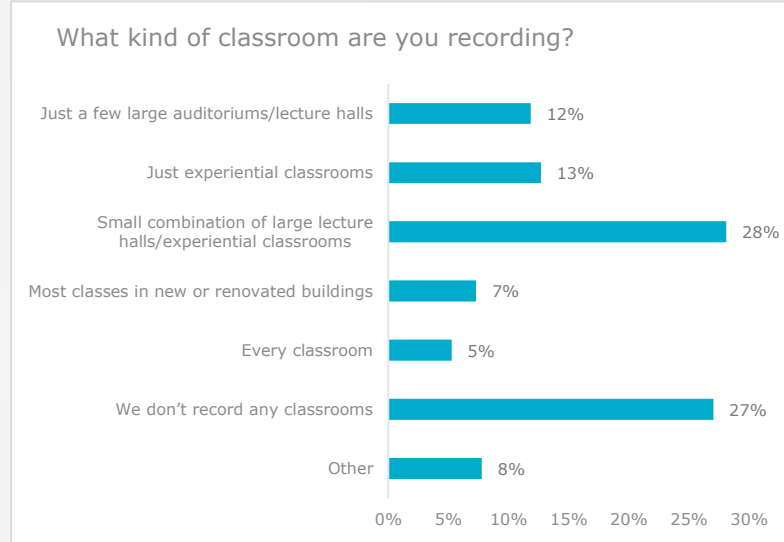**69% of schools already using lecture capture**

How many classes are recorded, and how is that likely to change in the future?

- Currently captured
- Would like to be capturing

	None	Up to 25%	25-50%	50-75%	75-100%
Currently captured	31%	50%	9%	5%	5%
Would like to be capturing	12%	27%	29%	15%	16%

At the moment, however, half the schools surveyed that are capturing classrooms, capture only up to 25% of their classes. (There is some discrepancy in the number of respondents recording "no classes" versus "no classrooms.")

Which classes are being captured? It's not surprising from the above results that most capture just a few large lecture halls, just a few cutting-edge experiential classrooms, or a small combination of the two (with the combination being the most popular option).

What kind of classroom are you recording?

Category	Percentage
Just a few large auditoriums/lecture halls	12%
Just experiential classrooms	13%
Small combination of large lecture halls/experiential classrooms	28%
Most classes in new or renovated buildings	7%
Every classroom	5%
We don't record any classrooms	27%
Other	8%

How to Capture a Lecture

When deploying lecture capture, it's possible to use just a fully built hardware solution, a software solution that uses existing cameras, or a hybrid of the two. For a hardware solution, one can use a pre-built solution or go the DIY route.

Many respondents aren't sure what their institution is currently using.

The most popular approaches appear to be hybrids, both of hardware and software and of pre-built and DIY hardware. On many campuses, different schools within a university have handled lecture capture differently, which contributes to the hodge-podge effect. For an administrator looking to unify solutions, as mentioned previously, highly flexible solutions will be necessary to meet the many needs.

Hybrid solutions predominate

How do you prefer to deploy your lecture capture?

Category	Value
Just hardware	3%
Just software	16%
A mix	40%
I don't know	22%
We don't use lecture capture	18%
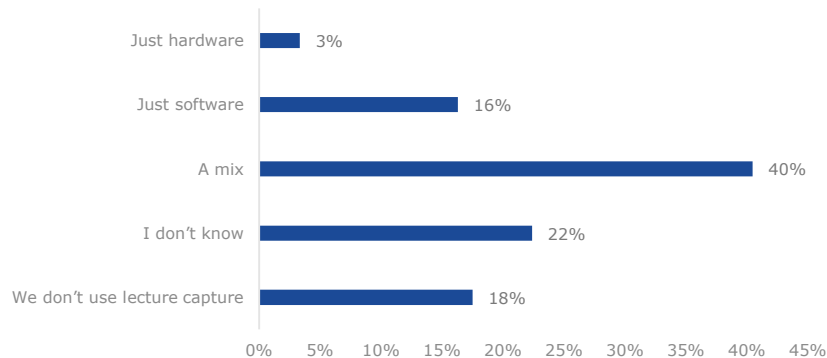
If you use lecture capture hardware, does your institution use pre-built solutions, DIY appliances, or a mix?

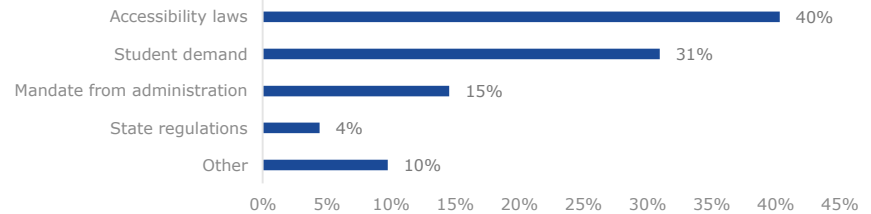| Category	Value
Pre-built solutions	19%
DIY appliances	8%
A mix	25%
I don't know	22%
We don't use lecture capture hardware	25%

19
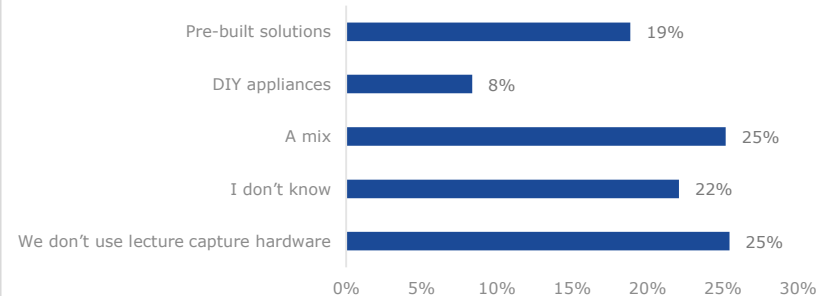
Accessibility and Captioning

Accessibility has become an increasingly important topic for educational institutions in recent years. The tightening and defining of accessibility laws is the largest factor for the most respondents in their accessibility efforts, at 40%. However, student demand is also a major factor, with 31% of respondents naming it as the chief driver of accessibility efforts on their campus.
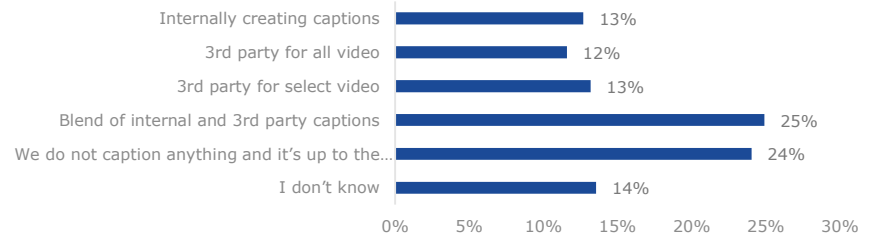
Once a school starts to try to make video more accessible, there is even less of a consensus on how to do so. A quarter of respondents are using a blend of third party captioning services and internally created captions. Nearly another quarter put the full responsibility for providing any captions on the video's creator, if captions prove to be necessary.

Accessibility laws are driving captioning, but no consensus has emerged on how to do so

What is the MOST IMPORTANT factor driving your accessibility efforts?

Factor	Percentage
Accessibility laws	40%
Student demand	31%
Mandate from administration	15%
State regulations	4%
Other	10%

How are you currently handling captions of your video assets?

Method	Percentage
Internally creating captions	13%
3rd party for all video	12%
3rd party for select video	13%
Blend of internal and 3rd party captions	25%
We do not caption anything and it's up to the…	24%
I don't know	14%

The Value and Future of Video

ROI of Video for Educational Institutions

The vast majority of respondents believe in the power of video to have a positive impact on their institutions.
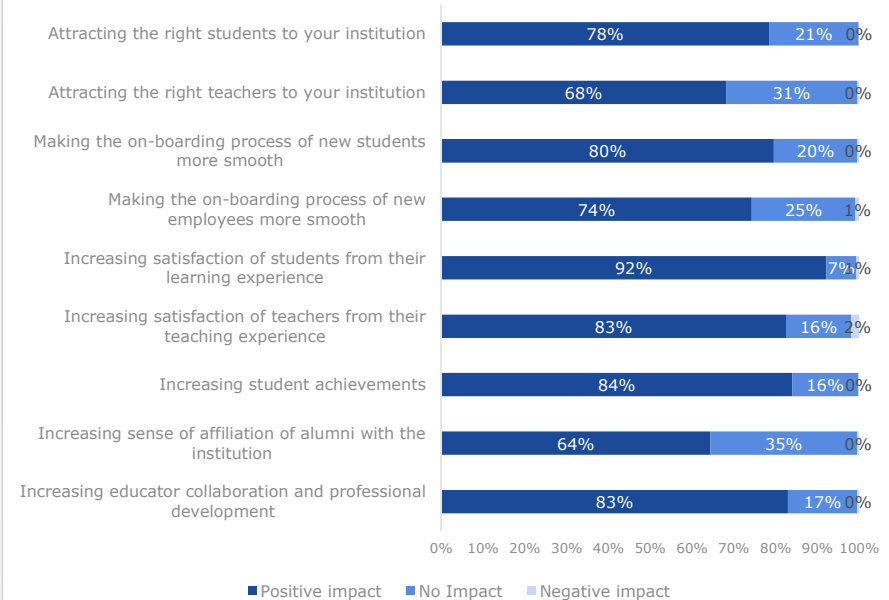
The highest rate of positive feelings, by far, is the ability of video to increase the satisfaction of students with their learning experience, as 92% believed video had a positive impact in this area.

Other areas in which more than 80% of the respondents thought video had a positive impact include increasing student achievements (84%), increasing satisfaction of teachers with their teaching experience (83%), increasing educator collaboration and professional development (83%), and making the on-boarding process of new students more smooth (80%).

In every area offered, the majority saw the positive impact of using video, from attracting the right students and teachers to instilling a sense of affiliation with alumni.

Video has a positive impact on ROI

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

	Positive impact	No Impact	Negative impact
Attracting the right students to your institution	78%	21%	0%
Attracting the right teachers to your institution	68%	31%	0%
Making the on-boarding process of new students more smooth	80%	20%	0%
Making the on-boarding process of new employees more smooth	74%	25%	1%
Increasing satisfaction of students from their learning experience	92%	7%	1%
Increasing satisfaction of teachers from their teaching experience	83%	16%	2%
Increasing student achievements	84%	16%	0%
Increasing sense of affiliation of alumni with the institution	64%	35%	0%
Increasing educator collaboration and professional development	83%	17%	0%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Positive impact ■ No Impact ■ Negative impact

Video Technologies of the Future

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In general, the education space is optimistic and excited by the promise of some of the video technologies that are currently emerging.
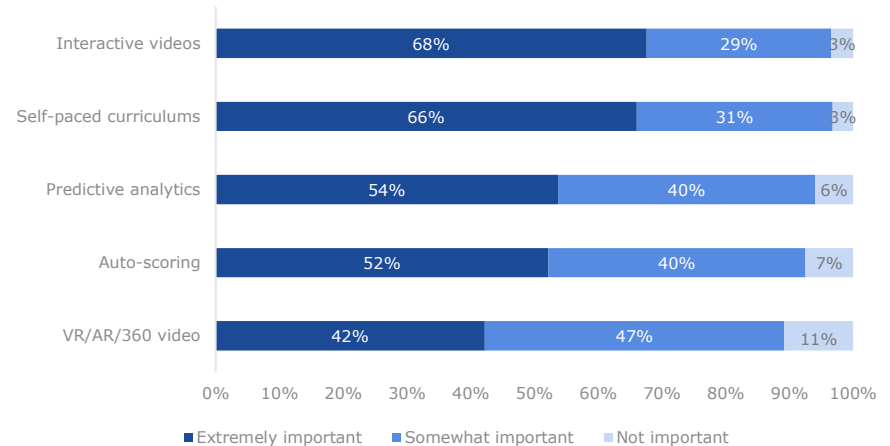
97% think that interactive videos (in which content changes depending on viewer behavior) is going to be important to education in the future. Similarly, 97% anticipate self-paced curriculums. Giving learners more influence over their own learning and personalizing learning paths is clearly going to be a major force.

94% see the importance of predictive analytics (including through Caliper data) and 93% believe in the potential of auto-scoring against a rubric of video assignments/assessments. Big data is coming to education, and it looks like it's going to be making some big changes in the future.

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

Eager anticipation for tomorrow's video technologies

How important do you think the following cutting-edge video technologies will be to education in the future?

Technology	Extremely important	Somewhat important	Not important
Interactive videos	68%	29%	3%
Self-paced curriculums	66%	31%	3%
Predictive analytics	54%	40%	6%
Auto-scoring	52%	40%	7%
VR/AR/360 video	42%	47%	11%

■ Extremely important ■ Somewhat important ■ Not important

In Their Own Words

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

"Video will be as important as the book was for education." - Systems administrator, large South American university

"Visual stimuli enhance not only the students' interest and concentration, but also their retention." - Educator, small European primary/secondary school district

"Video has been an import part of education. It helps visualize abstract concepts. It helps in augmenting teachers capability and capacity, and allows students and teachers to refer to it in future." - Instructional Designer, Educational Technology Organization, Asia

"As on demand/eLearning continues to grow video will play a more important role in training both students and employees because eLearning is more difficult and has poorer outcomes than face to face classes. I believe video must be used in many forms to play a strong role in bridging that gap." - Marketing/Communications, small North American community college

"The schools that have the infrastructure to support the construction of video in various courses and for various uses will benefit their students in preparing them for the work world and for better comprehension. The

schools without vision to see the importance of video in education will lose retention and eventually lose out in general..." - International Virtual Exchange staff, small North American community college

"...The challenge comes with new ADA laws. For smaller campuses, video development is up to the instructor and many instructors are limited in time and technology when it comes to many of the features campus administration insists need to be included in classroom videos." - Educator, small community college, North America

"Particularly for practical [skills] and maths, video education will be extremely important given that most students are opting for online classes." - IT/Instructional Designer, small African/Middle Eastern 4 year college

"I think we need to emphasize critical thinking in video consumers, especially in today's political climate. Kids need to know to read between the lines and not just watch a YouTube video and believe it word-for-word." - Media team, medium North American primary/secondary school district

"While video is increasing in importance, I think that we'll see a greater impact as institutions shift toward more interactive and dynamic video solutions. To some degree, videos have been used to replicate the traditional lecture-based approach to teaching, but new interactive features (including quizzing, VR, and 360 video) will help make video an asset that brings a totally new way of learning into the classroom. In addition, because video production is such an important and marketable skill, I believe that we'll see a strong demand from students and potential employers for graduates to have experience with video production and digital storytelling." - Instructional Designer, large North American university

"Great for sharing information visually and responding to visual learners needs. Good for capturing demonstrations and exemplar practice, assessment evidence etc. AR & VR provide good alternatives to having the real thing or having to go on a visit - so safer and more consistent." - Educator, small European further or continuing education institution

"It's going to be HUGE! We are adding lecture capture to every classroom in our new building." - Video production team, small North American community college

"Complete dependence on mobile devices and a "mobile first" approach to technology - even today we see students phasing out laptops in favor of phones and tablets for the entirety of the academic experience." - Educator, medium North American 4-year institution

"Provides flexibility to learn where they want, when they want." - Institutional management, Educational nonprofit, Australia/New Zealand

"Video is helpful for explaining topics, but the real benefit will be through individualized responsive tutorials that learn with the user and provide instruction catered to where a student is struggling." - Media team, small North American 4-year institution

"Students are going to begin to expect and demand that video exists." - System administrator, large North American 4-year institution

Appendices

Appendix I. Methodology

This survey is our fifth 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.
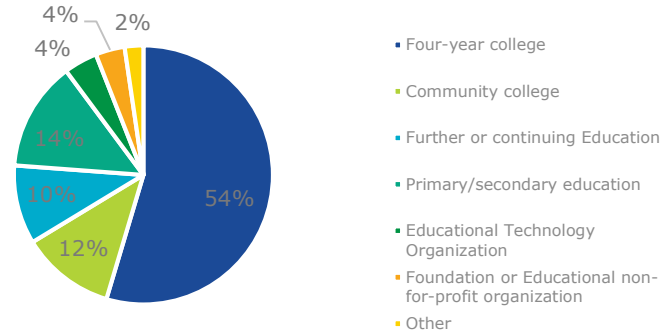
Appendix II. **Demographics**

Respondents came from all sectors of education, with the majority coming from Higher Education. Three-quarters originated from North America.
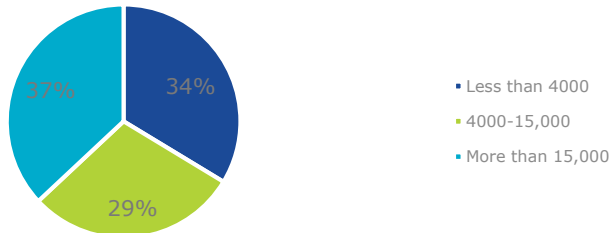
Institutions were split roughly evenly in terms of size of student population. There was also a fair amount of variation in regards to the size of the institutions represented, as measured by the number of Full Time Equivalent students. (Note: for the purposes of determining size, respondents from organizations 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.

In which sector does your institution fall?

4% 2%
4%
14%
10%
12%
54%

- Four-year college
- Community college
- Further or continuing Education
- Primary/secondary education
- Educational Technology Organization
- Foundation or Educational non-for-profit organization
- Other

How many Full Time Students attend your institution?

37% 34%
29%

- Less than 4000
- 4000-15,000
- More than 15,000

Where is your institution primarily located?

4% 4% 3% 3%
12%
74%

- North America
- Europe
- Asia
- Australia/New Zealand
- Central or South America
- Africa and Middle East
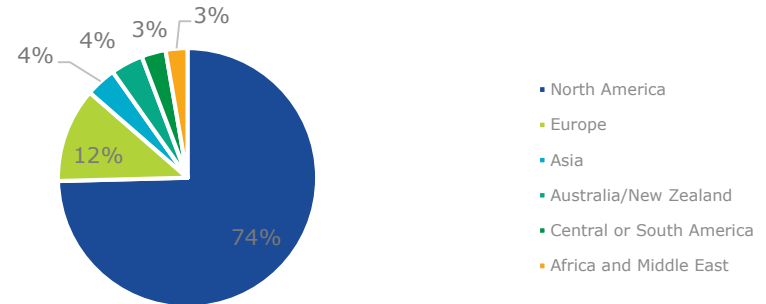
Appendix III. Digital Literacy

All Respondents vs Educators Only

- Students (all)
- Students (Educators)
- Teachers (all)
- Teachers (Educators)

	Poor	Good	Very good	Don't know
Students (all)	13%	58%	25%	4%
Students (Educators)	19%	61%	20%	1%
Teachers (all)	19%	63%	15%	4%
Teachers (Educators)	18%	60%	20%	2%
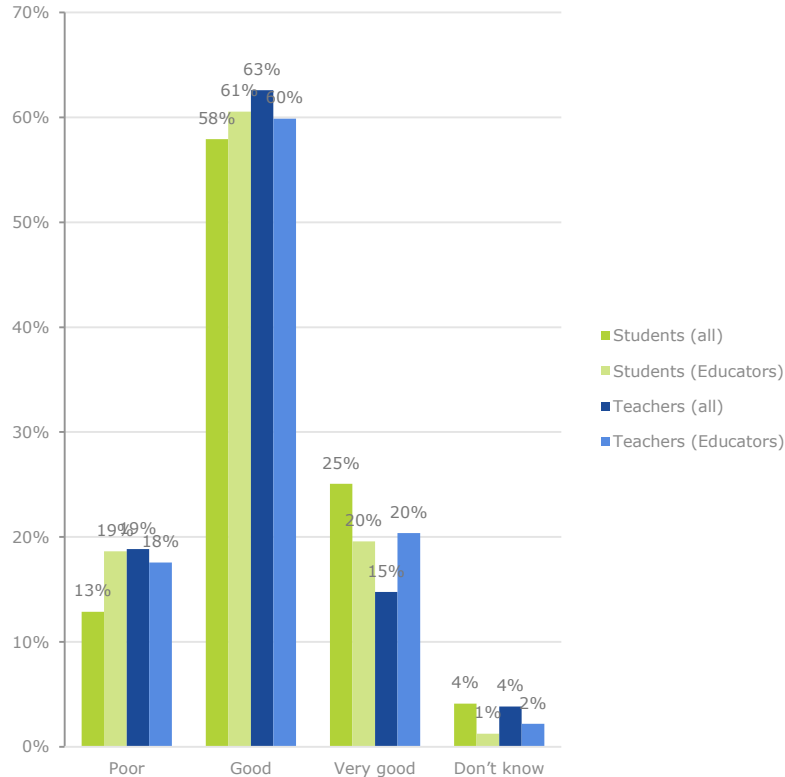
Change in Digital Literacy Levels (Students)

- Students 2015
- Students 2016
- Students 2018

	Poor	Good	Very good	Don't know
Students 2015	9%	48%	40%	3%
Students 2016	12%	61%	23%	4%
Students 2018	13%	58%	25%	4%
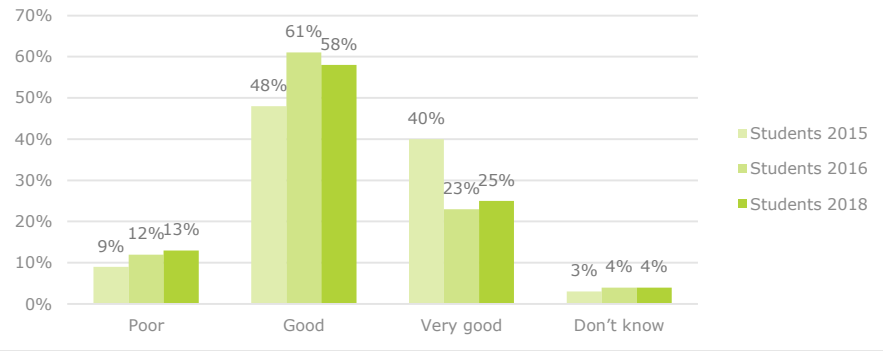
Change in Digital Literacy Levels (Teachers)

- Teachers 2015
- Teachers 2016
- Teachers 2018

	Poor	Good	Very good	Don't know
Teachers 2015	16%	58%	23%	3%
Teachers 2016	25%	59%	13%	4%
Teachers 2018	19%	63%	15%	4%

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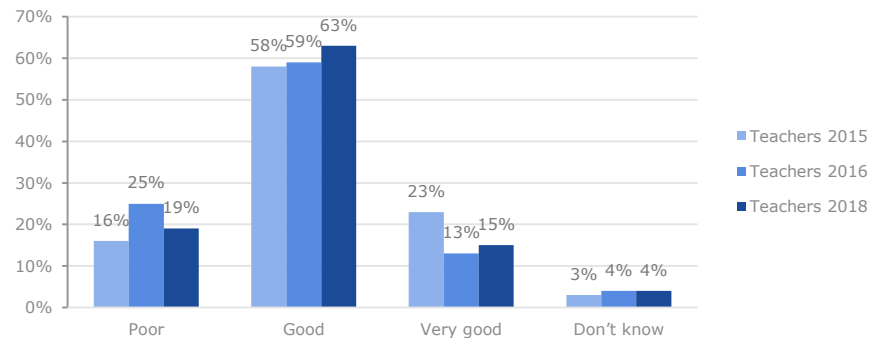
Appendix IV. *Changing Use Cases Over Time*

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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.)

The results in 2017 show a remarkable difference from the trajectories shown across all the other years. There is a large drop in usage nearly across the board. In 2018, the numbers have returned to nearly exactly the 2016 levels, with only a few increases. 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. This is why we have compared against 2016, which was more in line with previous data.

Use Case	Higher Ed (2014)	Higher Ed (2015)	Higher Ed (2016)	Higher Ed (2017)	Higher Ed (2018)	Change between 2018-2017	Change between 2018-2016
Video shown in the classroom	76%	84%	86%	70%	85%	23%	-1%
Supplementary course material	76%	72%	79%	66%	80%	20%	1%
Student assignments (video created by students as part of assignments)	61%	71%	75%	62%	76%	23%	1%
Lecture capture	72%	72%	65%	65%	79%	22%	21%
Remote teaching and learning	67%	66%	65%	73%	70%	-5%	7%
Recording Campus events – on demand viewing (e.g., performances, athletics, ceremonies, VIP visits)	56%*	61%	66%	50%	66%	30%	-1%
Marketing/communications		63%	65%	52%			
Library media collections	36%	54%	56%	46%	58%	26%	5%
Teaching skills by recording students practicing in class (e.g., public speaking, conducting an interview)		54%	56%	60%	55%	-8%	-2%
Marketing, communications, admissions, alumni communications, and other externally-facing uses					57%		
Flipped classrooms	51%	50%	58%	55%	60%	8%	4%
Live Campus Events – (e.g., performances, athletics, ceremonies, VIP visits)		52%	58%	42%	60%	41%	3%
Internal organization usage (e.g., internal collaboration, training employees, IT support and FAQs, etc.)	45%	41%	43%	37%	52%	39%	20%
Personal introductions of teachers and students in online learning environments		45%	49%	45%	53%	19%	9%
Admissions	31%	31%	37%	30%			
Video feedback for assignments		26%	32%	27%	35%	27%	9%
Alumni communications	22%	25%	28%	24%			
Digital signage			31%	21%			
Instructor feedback (providing instructors with feedback on their teaching)				20%	23%	19%	

About Us

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

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

Get in touch: Fill out this form - http://corp.kaltura.com/company/contact-us