

New survey finds asynchronous video becoming more important

This survey of higher education leaders was developed in partnership between University Business (UB) and TechSmith and explored the use of asynchronous video in coursework—defined as instructional video that has been recorded by faculty—at colleges and universities before and during COVID-19. The survey was deployed to the UB audience in late September 2020, and 233 higher education leaders participated.

Use of asynchronous video, previously and during COVID-19

Respondents were asked how their institution utilized asynchronous video in online coursework prior to COVID-19. The leading answer was “My institution provided a centralized, standard video platform for faculty and staff,” selected by 38% of respondents. Another 30% said “My institution recommended a few options for video platforms, and faculty and staff could use what they want,” while 21% selected “Faculty and staff used video platforms of their choosing, my institution did not provide a centralized, standard platform.”

Respondents were then asked how their institution uses asynchronous video today, in remote learning environments during COVID-19. The numbers of respondents saying their institution provided a centralized, standard video platform increased to 50%, while those with institutions recommending a few options for video platforms increased to 37%.

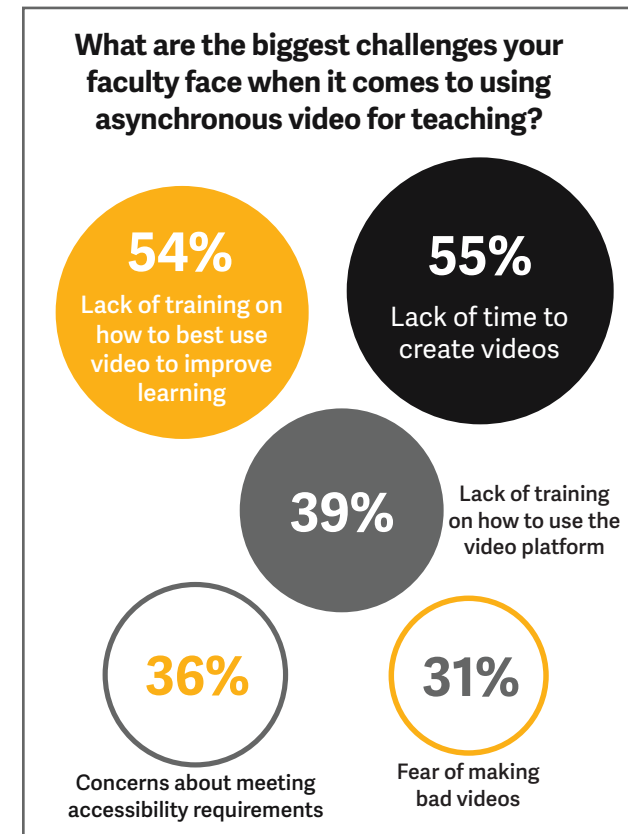
At the same time, the number of respondents whose institutions allow faculty and staff to use a platform of their choosing decreased to 11%.

How did your institution use instructional video prior to COVID-19?		How does your institution use instructional video today, during COVID-19?	
Provided <u>one centralized video platform</u>	38%	Provides <u>one centralized video platform</u>	50%
Provided <u>options</u> for video platforms	30%	Provides <u>options</u> for video platforms	37%
Faculty and staff <u>chose their own video platforms</u>	21%	Faculty and staff <u>choose their own video platforms</u>	11%
My institution <u>didn't use instructional video</u>	8%	My institution <u>doesn't use instructional video</u>	0%

Similarly, respondents were asked to rate how important asynchronous video was to online learning at their institution, on a scale of 1-5 stars, with 5 being “Very important.” The overall average was 4.3, with 48% of respondents rating it a 5.

Faculty use of video

When asked to identify the biggest challenges their faculty face when it comes to using asynchronous video for teaching, by far, the most common answers were “Lack of time to create videos” selected by 55%, and “Lack of training on how to best use video to improve teaching,” selected by 54%.



Respondents were asked to estimate the percentage of their faculty who are currently creating asynchronous video for teaching. The most respondents (38%) said it was “26%-50%” of their faculty, while another 23% said it was “10%-25%” of their faculty.

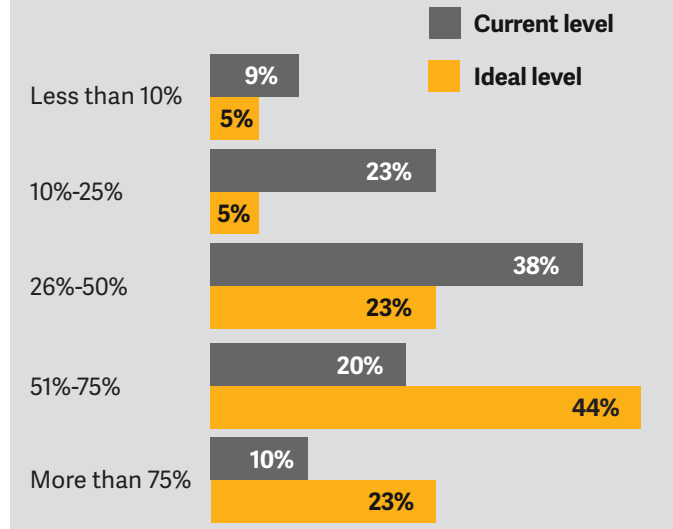
Similarly, the next question presented the same percentage ranges and asked respondents what they would consider to be a successful level of adoption of an asynchronous video platform by their faculty. The ranges were much higher, with some 44% saying “51%-75%” and 23% saying “More than 75%.”

TechSmith provides Knowmia, the leading platform that enables educators to easily create, edit and share asynchronous instructional video, make their content accessible and engaging, and build connected, active online learning communities.

TechSmith also offers dedicated customer success managers who work directly with customers to provide webinars, customized trainings, integration expertise, and on-demand resources including video tutorials, guides, best practices and advice to help faculty get the most out of instructional video.

To learn more, go to TechSmith.com/education

About what percentage of faculty at your institution are creating asynchronous video for teaching, and what would you consider a successful level of adoption?



To address this gap between current use and the ideal levels of adoption, respondents were then asked what would improve asynchronous video adoption and use by faculty at their institution. The top answers were “More one-on-one training” (48%), “A platform that makes it easier to create video” (44%), “More live training opportunities” (40%), and “A platform that makes it easier to share video” (34%).

Some 40% of respondents said that their institution would be implementing an asynchronous video solution or platform in the next year.

“The survey results are clear; more colleges and universities recognize the importance of asynchronous video for teaching and learning and that trend is only going to continue as institutions strive to ensure academic continuity and improve the quality of online courses” says Shane Lovellette, Education Strategy Lead from TechSmith. “At the same time, many faculty members say they need more time and training, and a platform that makes it easier to create and share videos. We can help.”

