Access Denied:

Teachers Struggle to
Access Safe Video Content

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How to cite this report:

Summary

- **70% of teachers use video in the classroom multiple times per week.**

- **Roughly 90% of teachers prefer to use video clips under 10 minutes long, ideally streamed directly from the web.**

- **Over 60% of teachers report feeling frustrated when searching for new educational videos as they commonly spend more time than they have and don't always find what they need.**

- **Nearly 80% of teachers believe they would benefit from having access to a website dedicated to educational videos and news clip archives, organized by curriculum and grade level.**

Teachers are using video for teaching more than ever. A number of pedagogical and technological trends have influenced the rapid adoption of video in teaching. Among them:

- The use of video in education has been associated with better cognitive and affective learning outcomes compared to traditional teaching only (Chi., D.L., 2013). Recognising such benefits, 83% of teachers have noted that their teaching experience is enhanced by using video (Kaltura 2018).

- Educators are more likely to experiment with digital learning tools given their students' proficiency with technology and appetite for online video consumption. Students aged 8-18 spend an average of 6-9 hours each day consuming digital media (Common Sense Media, 2018), and adult students report they are more comfortable acquiring knowledge through video (Kawlwitzki, M. 2011).

- Video in education has been associated with an increase in student satisfaction with 92% of students reporting that videos have a positive impact on their education (Kaltura, 2018).

- In addition to both teachers and students reporting increased satisfaction when videos are used in education, video use provides a standardised way of conveying information that can be viewed several times, depending on the needs and desires of the user. Teachers increasingly appreciate the need to accommodate different learning styles as well as the need to foster creative and critical problem-solving skills to ensure workforce readiness.

- The proliferation of video-enabled devices (lightweight smartphones and tablets), widespread investment in digital technology for schools, and increased access to the internet have expedited the adoption of video in the classroom.

Access Denied: Teachers Struggle to Access Safe Video Content

Summary

Although video use appears to be an ideal addition to the classroom, there are challenges and concerns around how teachers obtain video content.

Concerns About Time

Teachers, who are notoriously time-poor and over-burdened with demands, spend considerable time finding videos to suit their students' needs, both for use in the classroom and as homework assignments. Recent reports estimate that teachers spend roughly seven hours each week searching for additional instructional resources, whether free or paid for, and that some teachers spend up to five hours per week creating their own educational content (Gorman, 2017).

Concerns About Trustworthy Content

Teachers tend to prefer content obtained from sources based on peer assessments and recommendations. Eighty-two percent of teachers report trusting other teachers for recommendations of digital educational materials compared to just 41% who trust the recommendations of their school leaders for recommendations of the same content (Deloitte, 2016). Although colleague recommendations can be hugely valuable to the individual teacher, such recommendations may not always reach a large proportion of the teacher community.

Concerns About Safety

As online safety becomes a greater concern in education, many educational institutions are restricting access to publicly accessible video platforms, thereby limiting the resources teachers have available to them. Technology could provide a solution to these issues.

Survey Methodology

In order to better understand how teachers currently obtain video for their lessons, a survey was designed and distributed to classroom teachers across the globe. The survey included questions related to ideal video length, frequency of video usage, how new content is obtained, how much time is spent sourcing videos, and how teachers feel they would benefit from gaining full access to a closed online video platform specifically curated for education.

The survey design and data reporting were conducted by an independent researcher on behalf of boclips, a cohort member of EDUCATE, a UCL programme. EDUCATE is a £4.5 million programme, part-funded until 2020 by the European Regional Development Fund and its partner organisations: UCL Institute of Education, UCL Engineering, BESA, F6S, and Nesta.

This survey was conducted online between September and November 2018, in English.

The survey was sent to 3664 email addresses and was additionally featured on social media channels, such as Facebook, Twitter, and Instagram. Response to the survey was incentivised through the offer to win a raffle prize with an estimated value of £39.17 ($50 US). The survey received a total of 114 responses, with 87 teachers completing the survey in its entirety. All respondents were over the age of 18 and consent for participation was implied by voluntary completion of the online survey. Identifying data associated with responses was used for analysis.

Participant in EDUCATE
EDUCATION · RESEARCH · EDTECH
A UCL Institute of Education Programme Part Funded by the ERDF

Respondent Demographics

Most of the survey respondents were female (70% F, 27% M) teachers from the United States, representing a range of age groups (the majority of respondents were between the ages of 25-60). Due to the highest number (78%) of respondents being from the US, we proceeded with comparisons reported from US national reports. Furthermore, as over 8% of our respondents were from United Kingdom, we also reviewed reports from the Department of Education from the UK.
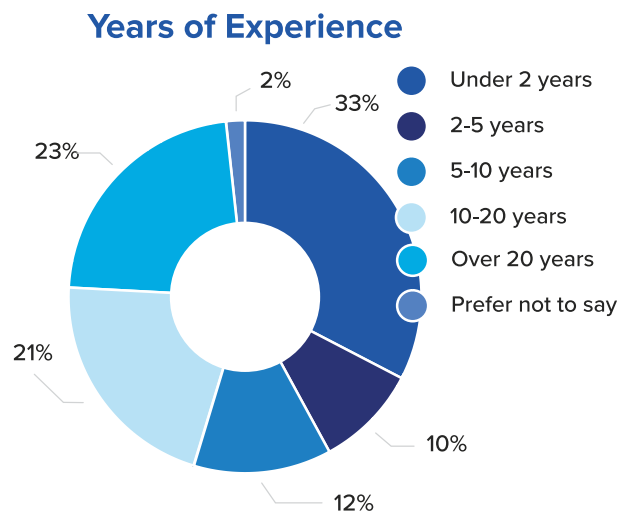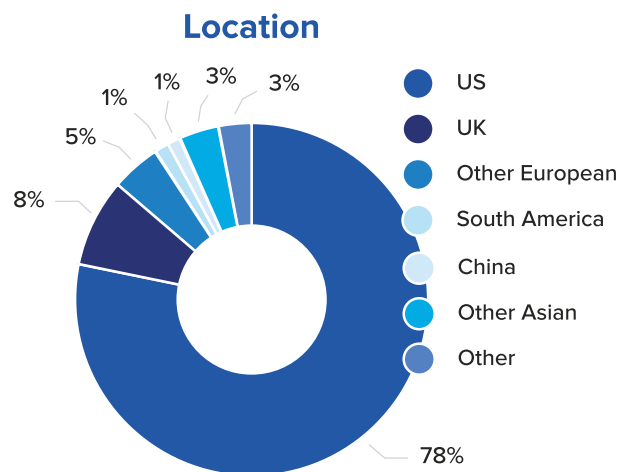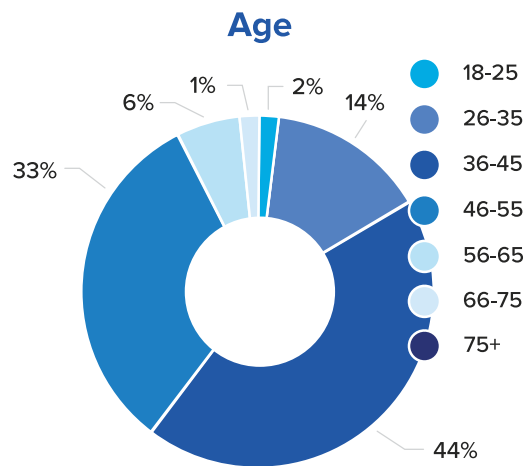
Gender

- Female
- Male
- Prefer not to say
- Other

1% 2% 26% 70%
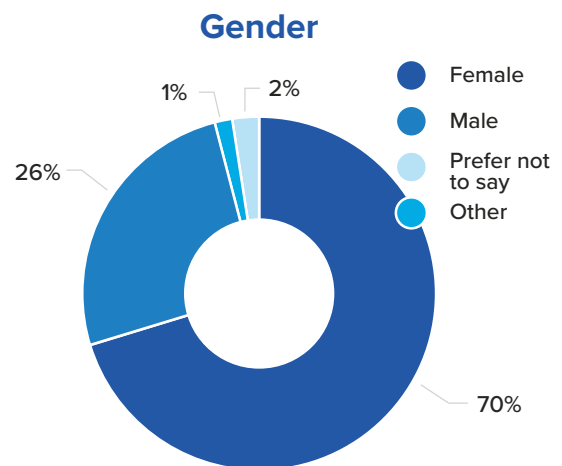
Our demographic responses are congruent with the USA National Centre for Education Statistics (NCES) that reported 23% of teachers in the US identify as male and 77% as female (nces. ed.gov, 2016). In addition, 72% of teachers in the UK identify as female (OECD.stat, 2016). With regards to age, we found that 16% of our respondents were under the age of 35. These numbers are not different from the reported number of teachers under 30 in the UK (12%) (Dept. Education, 2018) and the US (15%) (nces. ed.gov, 2016). These findings indicate that the demographics described by our respondents is in line with reported age and gender statistics both the US and the UK.

We obtained responses from teachers with varying experience of teaching, indicating that video usage is not higher by a specific age group or tied to length of experience of teaching. Although our respondents represent teachers with various levels of teaching experience, our respondents tend to have less experience compared to the average teaching experience reported by the NCES. Based on US national statistics, only 10% of the teacher population have less than three years of teaching experience (nces.ed.gov, 2016). This is considerably lower compared to the 32% of respondents with less than two years of teaching experience, which suggests that less experienced teachers may be more willing to participate in online surveys.

Although we obtained high number of responses from teachers with less experience, we did obtain representative number of responses from teachers with over 20 years of experience. Roughly 22% of teachers in the US have over 20 years of experience which is very close to the 23% of respondents who report having such extensive experience with teaching (nces. ed.gov, 2016).

Age

- 18-25
- 26-35
- 36-45
- 46-55
- 56-65
- 66-75
- 75+

6% 1% 2% 14% 33% 44%

Location

- US
- UK
- Other European
- South America
- China
- Other Asian
- Other

1% 1% 3% 3% 5% 8% 78%

Years of Experience

- Under 2 years
- 2-5 years
- 5-10 years
- 10-20 years
- Over 20 years
- Prefer not to say

2% 33% 23% 21% 10% 12%

Respondant Demographics

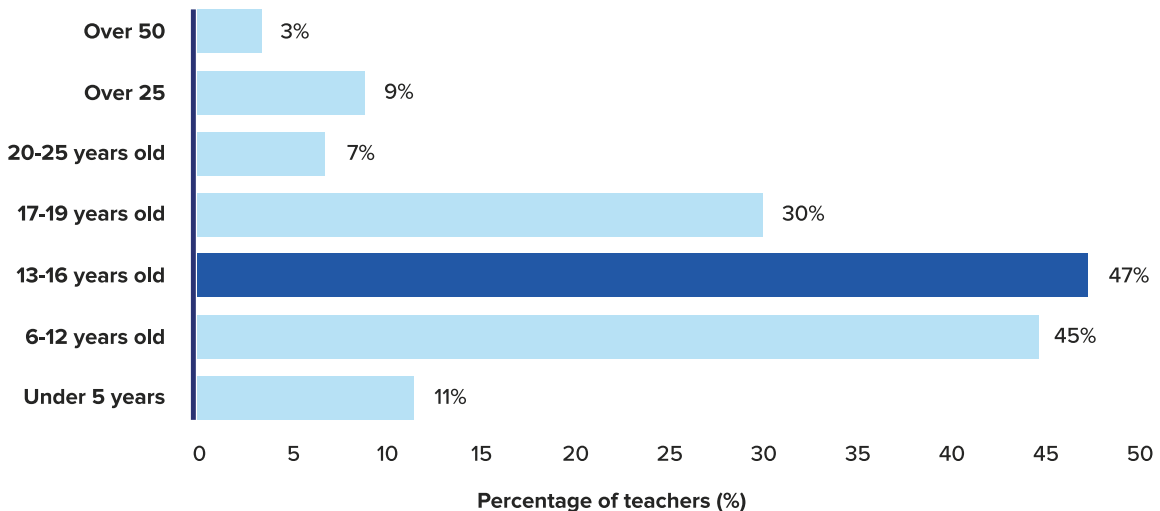When asked about the subject they teach and the age of their students, we found that the teachers who responded to our survey are involved with teaching most subjects across most age levels. The most common subjects taught by our respondents include mathematics, science, humanities and English, with about 40-50% of teachers currently teaching in one or more of those subjects. Similar findings were obtained for student age, where most teachers working with students between the ages of 6-18. Few respondents report having pupils over the age of 25 and under the age of 5.

Subjects Taught

Subject	Percentage
Other	34%
Art	10%
Physical Education	8%
Health	8%
Music	9%
English Language Arts	40%
Social Studies or History	45%
Science	46%
Health	43%

Percentage of teachers (%)

Student Age

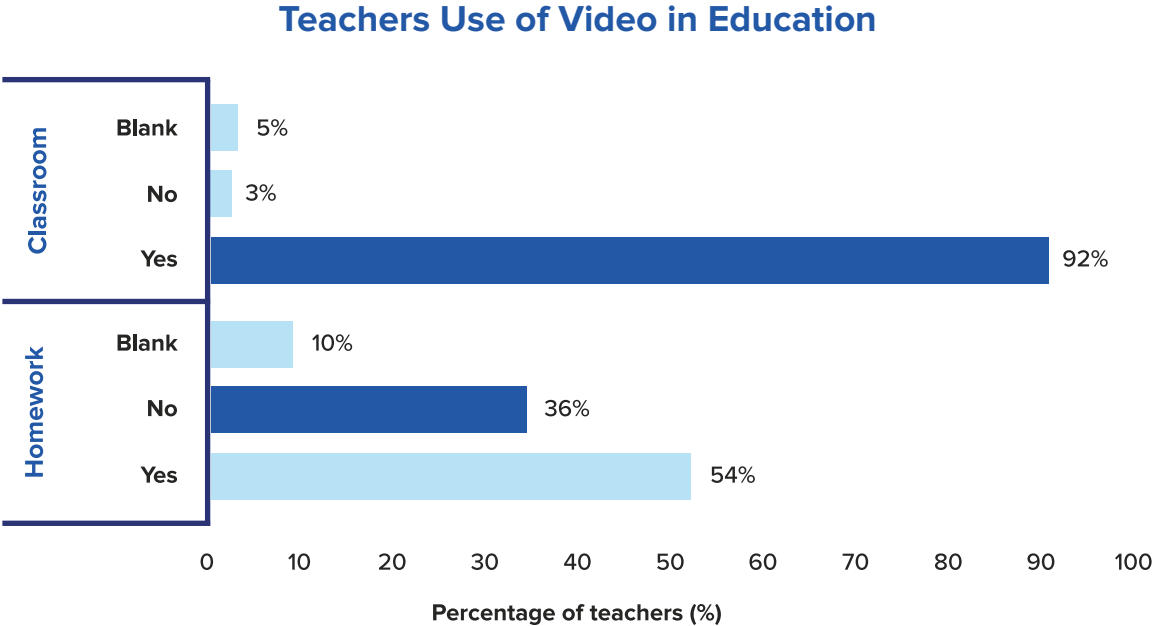| Age	Percentage
Over 50	3%
Over 25	9%
20-25 years old	7%
17-19 years old	30%
13-16 years old	47%
6-12 years old	45%
Under 5 years	11%
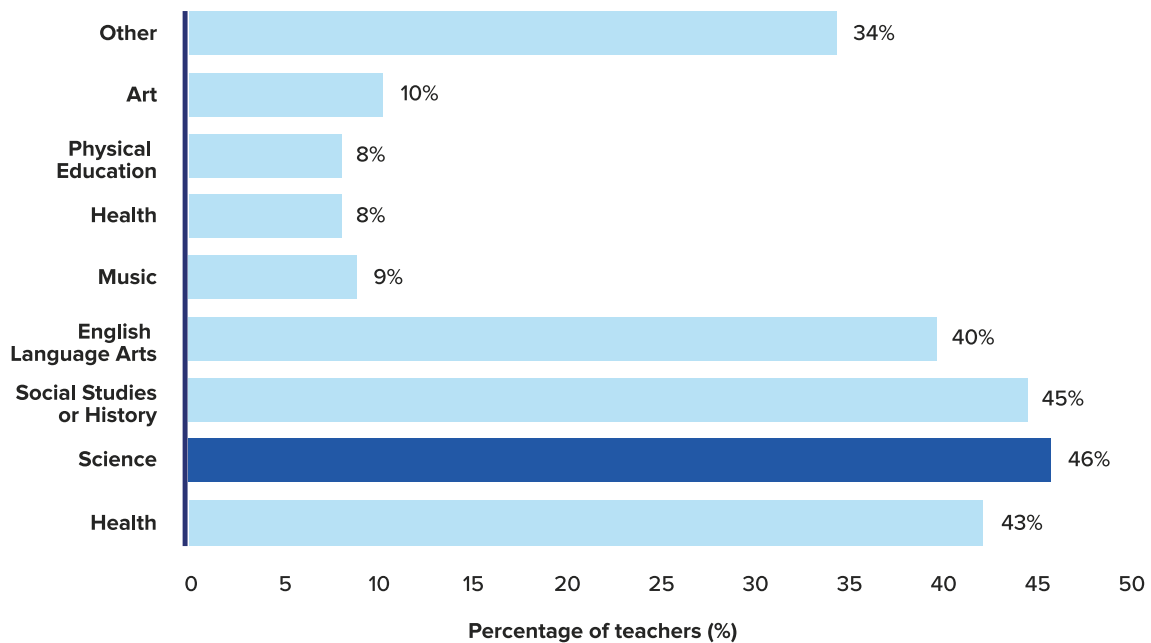
Percentage of teachers (%)

Teacher Preferences and Use of Video for Education

96.6% of teachers surveyed use video in their teaching

Of our surveyed participants, over 96% state they currently use video in their teaching, a trend consistent with recent reports and surveys that point to an ever-growing adoption of educational videos in teaching. Teachers told us they mostly use video in the classroom during lessons (>90%); additionally, over half (55%) of surveyed teachers report assigning video as homework to their students.

These findings are consistent with a recent report that revealed 82% of teachers consistently use video in the classroom, whilst 69% assign video for student homework assignments (Kaltura, 2018).
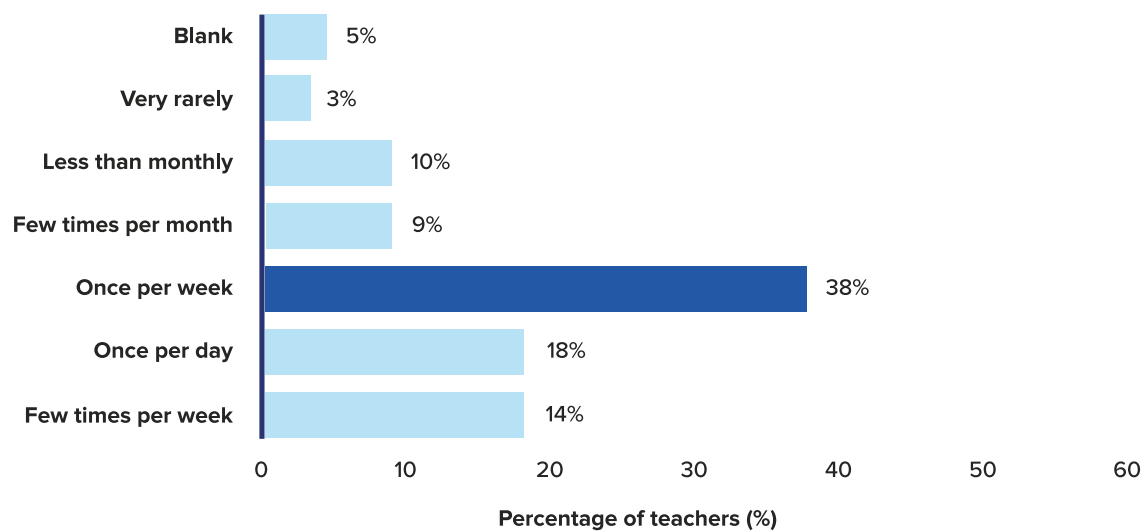
Teachers Use of Video in Education

Classroom
- Blank: 5%
- No: 3%
- Yes: 92%

Homework
- Blank: 10%
- No: 36%
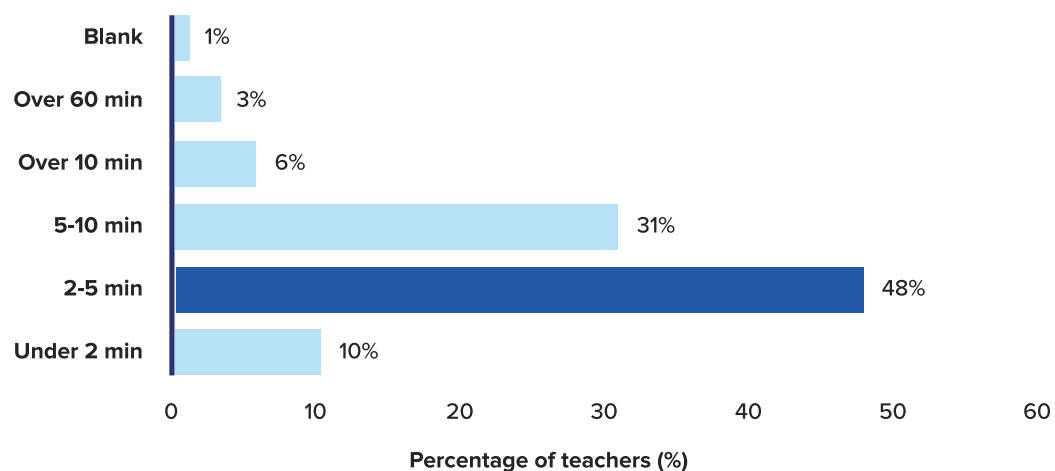- Yes: 54%

Percentage of teachers (%)

Teachers are not just occasionally using educational video—they are using it frequently to enhance their lessons. When asked how often they use video in their teaching, teachers reported a high variety in their usage of video, partially attributable to the subject areas they teach and the age of their students.

Most teachers (38%), however, report using video on average
at least once per week, and nearly 20% use video daily in their teaching.

Frequency of Video Use in the Classroom

Blank	5%
Very rarely	3%
Less than monthly	10%
Few times per month	9%
Once per week	38%
Once per day	18%
Few times per week	14%

Percentage of teachers (%)

Preferred Length of Video in the Classroom

Blank	1%
Over 60 min	3%
Over 10 min	6%
5-10 min	31%
2-5 min	48%
Under 2 min	10%

Percentage of teachers (%)

Teachers surveyed showed a clear preference for the duration of a video used in the classroom. In general, teachers favour video clips between two and ten minutes long, with nearly 50% of teacher preferring videos under five minutes. Videos under two minutes or longer than ten minutes tend to be less desirable for use in the classroom. Further, only 4% of teachers report enjoying video that is longer than an hour. These findings are consistent with an empirical study of video and student engagement, which found that material under six minutes resulted in significantly greater learner engagement (Guo 2014). Further research in the US and UK has likewise shown that the ability to show moving image in short, relevant segments avoids the passive consumption so often associated with video in the classroom (Denning, Barrett 2013, DfE 2014).

Preferred Video Format

- Stream
- Both
- Blank
- Hard Copy

2% 12% 39% 47%
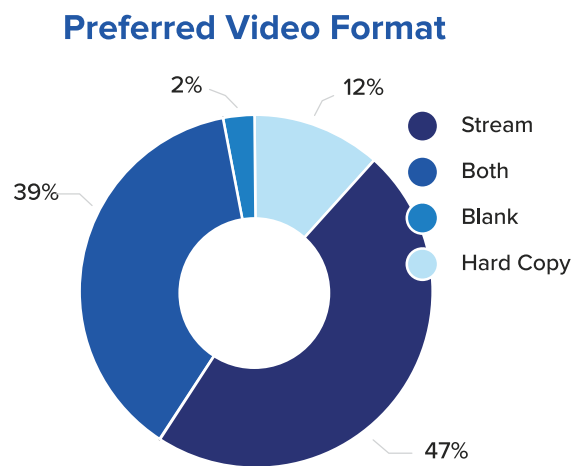
Lastly, nearly half of teachers surveyed report that they most commonly stream their videos from a website, rather than use a hard copy, such as CD or a video previously downloaded to a device. Only 12% of teachers report using a hard copy of video in the classroom. Such findings are unsurprising given the increasing development in web technologies and convenient usage.
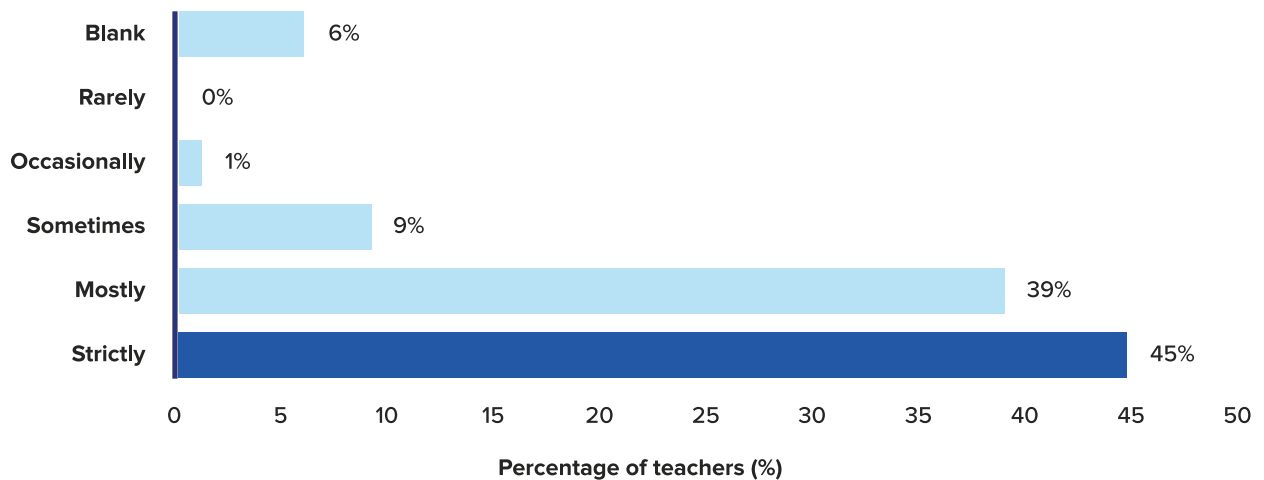
Effective Usage of Video

When used appropriately, the benefits of educational video include increased student motivation, an enhanced learning experience, and improved performance (Willmot et al, 2012). However, as previous research has shown, not all video use in the classroom is beneficial for learning—the value of video in the classroom is dependent on the ways in which it is used. For example, educational video must be directly related to the content being studied in order to impact learning. When used in conjunction with performance of a specific task, video can lead to significantly better cognitive and affective learning outcomes compared to a non-video style of teaching (Chi., D.L., 2013).

Nearly all the teachers we surveyed (84%) report using videos in the classroom that are strictly, or mostly, related to the curriculum and the topic at hand. These results are consistent with a mixed-method study that showed 85% of educators use instructional video for educational purposes (Allison, 2015). Together, these finds are positive for the educational community as they indicate that most teachers have the appropriate expertise and the knowledge of what content to choose when they use video to enhance their lessons.

How Often Are Videos Used for Education (vs Entertainment) Purposes?

Category	Percentage
Blank	6%
Rarely	0%
Occasionally	1%
Sometimes	9%
Mostly	39%
Strictly	45%

Percentage of teachers (%)

Recent work has additionally pointed out that for optimum use in education, video should not be used for filling time, rewarding good student behavior, or during a study break (Hobbs, 2006). Rather, the use of video in the classroom or as an assignment should always be justifiable and linked to a specific and a desired learning outcome. Appropriate use of educational video may include briefing students in advance, asking content specific questions, and correctly editing audio or video to reflect the learning activity. Fortunately, most of the teachers we surveyed report that they never, or rarely, use video in the classroom to reward good student behaviour or fill time.
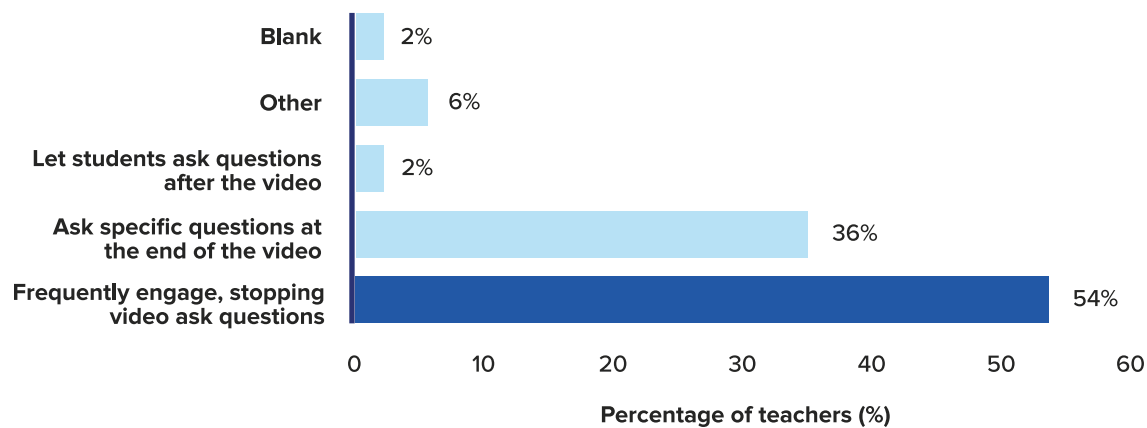
Poor use of video in classroom
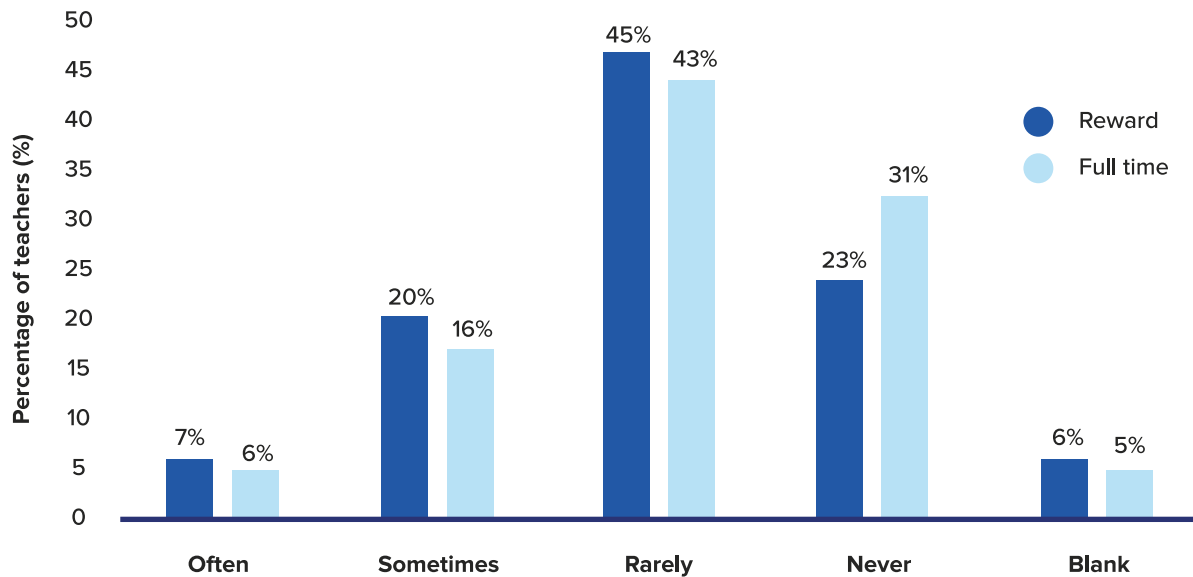
Students need to be given the opportunity to meaningfully interact with the content, while teachers need to be able to properly integrate it into their programs of study. A high number of teachers we surveyed report regularly engaging with their students during video use in the classroom. The frequent questioning during and after video screening is consistent with recommended uses. Our findings likely reflect the limited time teachers have to interact with their student on content not directly related to curriculum; as a result, they must make the most of their classroom time, including time spent engaging with educational video.

Level of interaction during classroom video use

Category	Percentage
Blank	2%
Other	6%
Let students ask questions after the video	2%
Ask specific questions at the end of the video	36%
Frequently engage, stopping video ask questions	54%

Percentage of teachers (%)

How Teachers Obtain Educational Video

Teachers obtain videos for their teaching in various ways. The majority of teachers who responded to our survey tend to search for videos online, using websites such as YouTube (83%) or Google (61%). Considerably fewer teachers commonly obtain videos from other non-web-based sources such as their library (14%) and even fewer report that their institution provides educational video (12%). These findings are consistent with a recent report by Kaltura, stating that 70% of educators obtain videos from publicly available online sites like YouTube and Vimeo, which are generally regarded by teachers as easy, familiar, convenient, and free (Kaltura, 2018).
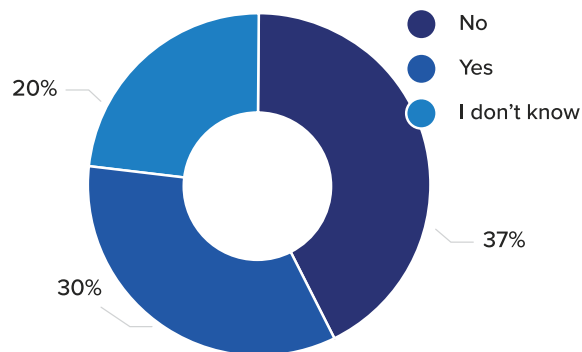
Access Denied: Teachers Struggle to Access Safe Video Content

At least 30% of teachers report that their institution restricts access to YouTube and Vimeo.

Although numerous surveys have indicated a growing use of open video platforms amongst teachers, they have also registered teacher dissatisfaction with the limitations of the platform. A UK Department for Education report, for example, found that teachers are frustrated by their inability to discover targeted, subject-relevant extracts from longer programs and by the poor quality of much of the material. Primary teachers also noted that they are often prevented from accessing video because of advertising and inappropriate content (DfE 2014).

Open video platforms like YouTube and Vimeo also raise concerns over internet security, privacy, and lack of control over commercial content. Not only do they not allow users control over advertisements, their videos may be bound by copyright, thereby limiting their use in the classroom. Because they are not specifically designed for educational purposes, many video providers do not restrict access to inappropriate content that would be unsuitable for students.
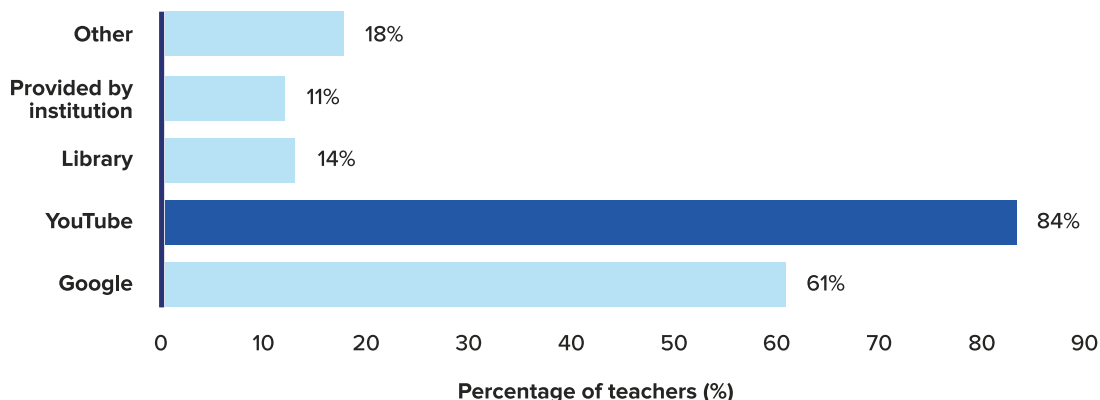
Educational institutions, aware of the potential risks that are associated with publicly available video platforms, increasingly restrict teacher and student access to websites such as YouTube and Vimeo. Of the teachers we surveyed, at least 30% of them report that their institution restricts access to these websites in one way or another. These types of restrictions largely limit the accessibility to the content available online, forcing teachers to turn to more challenging methods of obtaining educational video, or worse, eschew video altogether.

Does your institution block access to video providers?

- No
- Yes
- I don't know

20%
37%
30%

Where teachers obtain new videos

Other	18%
Provided by institution	11%
Library	14%
YouTube	84%
Google	61%

Percentage of teachers (%)

Online Search Behaviour

The time teachers have is both valuable and limited. The Department for Education's 2016 Teacher Workload Report showed that the largest portion of teachers' non-teaching time each week is spent planning or preparing lessons either at school or out-of-school. The average primary school teachers spends 9.1 hours per week on lesson prep while an average secondary teacher spends a little less at 8.8 hours. Recognizing the enormous demands on teachers' time, our survey aimed to quantify the time and efforts teachers spend conducting online searches for educational videos, as well as capture their feelings about their experience. Overall, most teachers (34%) report struggling to find time to search for videos. Roughly 27% of teachers report having some time to spend find suitable content; however, over 10% of teachers are unable to find the required time to conduct searches. Taken together, these findings support the conclusion that most teachers have limited time to obtain new content and that such time needs to be maximised by reducing time on websites that do not provide the most appropriate videos.
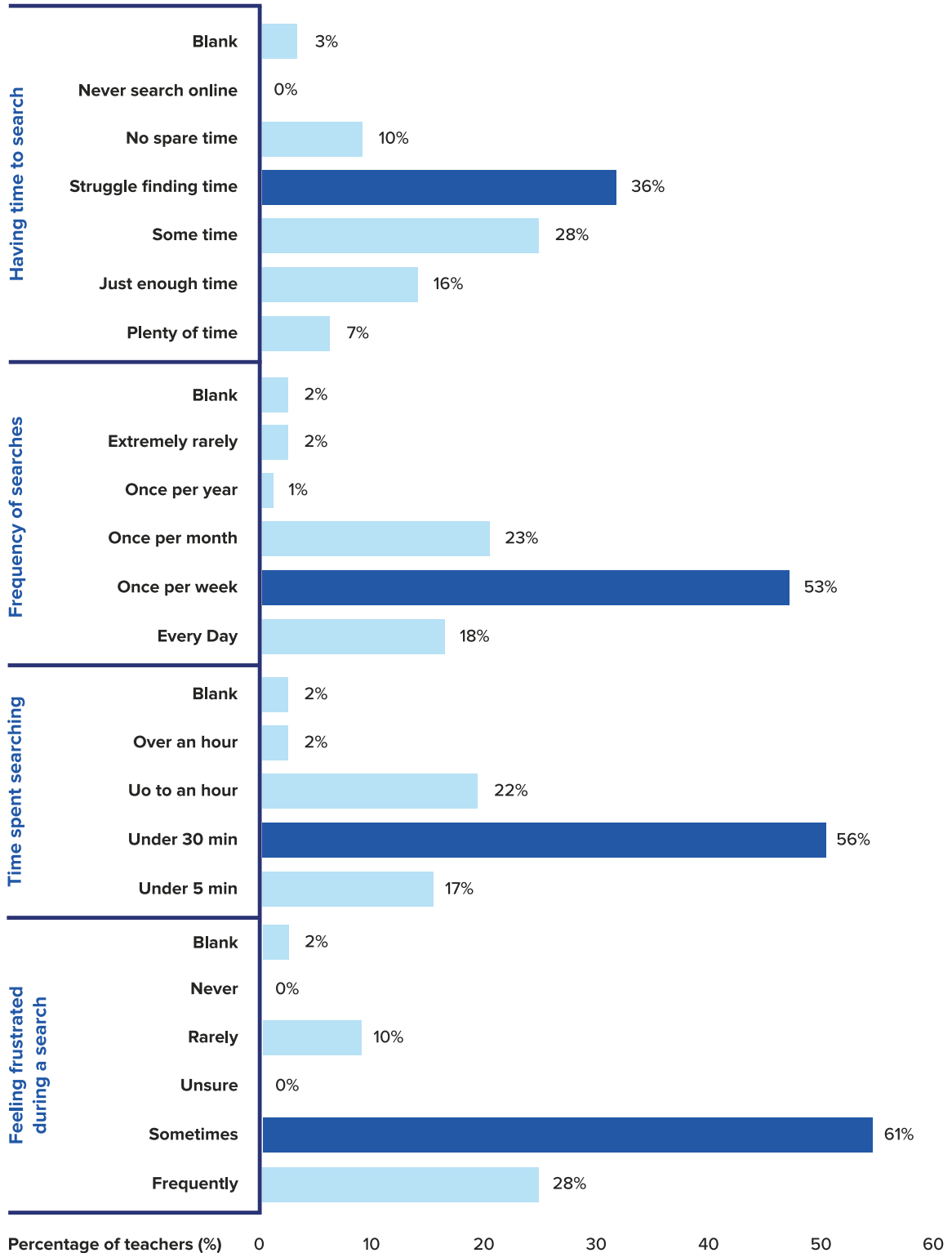
Nearly 53% of teachers report searching for video to include in their lessons at least once per week. This is a strong indicator that teachers are continuously looking for new content and wanting to improve their lessons by using different videos in their teaching. Fewer teachers report searching for new video content every day (18%) or roughly once per month (23%) and hardly any teachers search for videos less frequently.

During a given search session, over 56% of teachers commonly report spending less than 30 minutes at a time looking for videos. The most common time lengths reported are between 5 and 60 minutes with less than 4% of teachers spending more than an hour searching at a given time. These findings indicate that teachers either get frustrated before finding the appropriate video before giving up, or that they need to spend roughly 30 minutes online before finding the most suitable video for their needs. Given this result, educational video providers should aim to improve their search capability to provide the most appropriate videos in the shortest amount of time.

Subsequently, an astonishing number of teachers report feeling frustrated at times when searching for educational videos online. Over 60% of teachers report feeling frustrated sometimes, while nearly 30% report become frustrated frequently. A mere 10% report rarely experiencing such feelings, indicating that this is a considerable issue for majority of educators. Teachers require additional resources to prevent such frustrations and ensure that they find what they require in a minimum amount of time.

Teach behavior while searching for videos online

Having time to search
- Blank — 3%
- Never search online — 0%
- No spare time — 10%
- Struggle finding time — 36%
- Some time — 28%
- Just enough time — 16%
- Plenty of time — 7%

Frequency of searches
- Blank — 2%
- Extremely rarely — 2%
- Once per year — 1%
- Once per month — 23%
- Once per week — 53%
- Every Day — 18%

Time spent searching
- Blank — 2%
- Over an hour — 2%
- Uo to an hour — 22%
- Under 30 min — 56%
- Under 5 min — 17%

Feeling frustrated during a search
- Blank — 2%
- Never — 0%
- Rarely — 10%
- Unsure — 0%
- Sometimes — 61%
- Frequently — 28%

Percentage of teachers (%)   0   10   20   30   40   50   60

The Solution:
An Educational Video Platform for Teachers
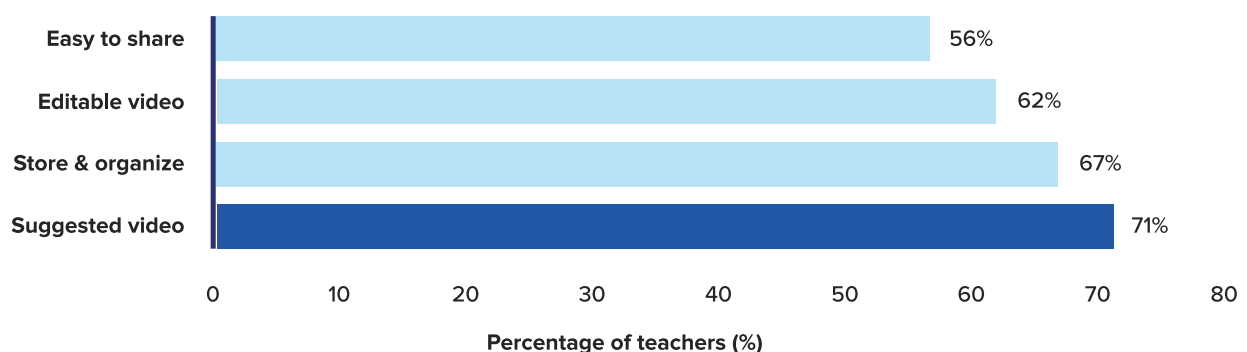
Pillar One: Convenience / Safety

The findings described in the current report support the growing consensus that teachers are using video at a rate higher rate than ever. While this speak to the well-documented benefits of using video in the classroom, there is need for an improvement in the accessibility to educational videos to support teachers as they seek these resources out. As others have reported, institutions are finding it increasingly difficult to safely provide video tools to both students and teachers (Kaltura, 2018); the restrictions on 30% of our respondents to access open video platforms point to this growing concern.

Beyond safety, educators want—and need—a convenient, easy way to share, edit, store, and suggest videos. Over half of our respondents said the ability to share videos was the most important feature they would look for while 62% wanted the ability to edit videos, 67% wanted to be able to store and organize videos, and 71% wanted to suggest videos.

boclips, a London-headquartered educational technology company, is addressing these issues of safety and convenience to give teachers a safer, easier way to harness the power of video to drive learning in the classroom. Recognising the demand from teachers for a rich and relevant video repository free from commercial distractions and firewall restrictions, the company is launching boclips for Teachers, a streaming, on-demand platform specifically designed for teachers. With content spanning all subjects and age levels, the platform features over one million short-form animations, documentaries, news reports, and historical footage from trusted, renowned video producers around the world. boclips for Teachers additionally provides user-friendly options of sharing, editing and storing videos to enhance the experience of video in the classroom.

What features are most important from a video provider?

Feature	Percentage
Easy to share	56%
Editable video	62%
Store & organize	67%
Suggested video	71%

Percentage of teachers (%)

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Pillar Two: Workload Reduction

Our survey respondents reported that they were on average spending 30 minutes to find the right video for a lesson. With 70% of teachers reporting they use video multiple times each week, a large percentage of lesson prep and planning time appears to be spent searching for videos on the internet. As boclips provides teachers with educationally curated collections, mapped by subject against key learning outcomes, there appears to be strong potential for the platform to not only support student engagement but also reduce teacher workload.

This is further supported by the Department for Education's Workload Reduction Toolkit, which identified that new technology and improved collaboration are effective measures in reducing lesson planning workload within a school. boclips for Teachers makes it possible for teachers to create and share video collections. If a subject department coordinated their efforts, each teacher could create a video collection for a specific unit on the platform and share it with the rest of their department, quickly and easily using boclips to develop a bank of high-quality videos that all subject teachers could benefit from.

Pillar Three: Improving Student Engagement and Outcomes

Research has shown that 70% of classroom teachers report an increase in student engagement when video or TV is used (Cruse 2014). Others have found that video can be particularly effective in engaging hard to reach students, disengaged or disillusioned with school (Passey 2006). These studies, along with a large pre-existing body of work have found that educational video content paired with good classroom pedagogy has the potential to reinforce reading and taught material, aid in the development of a common base of knowledge among students, and enhance student comprehension and discussion. However, despite the correlation in the research, no provider has yet been able to bring together and curate educational video content on a large scale. By bringing together the world's best educational clips from award-winning video producers in a secure, ad-free platform, boclips for Teachers provides teachers a critical tool for engaging students and improving student outcomes.

Would you benefit from having access to boclips as a teacher?

- Definitely — 46%
- Maybe — 34%
- Don't Know — 15%
- Doubtful — 5%
- Certainly not
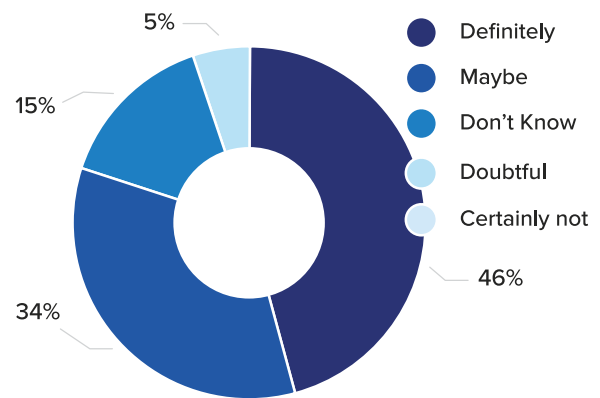
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