

N-TUTORR WP3.2 VIDEO WORKING GROUP

D3.252

Review of video-related
creation, sharing and delivery
systems across the sector



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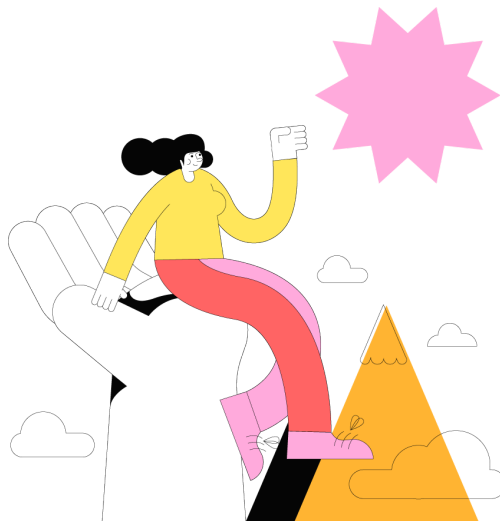
1. Introduction



Overview

This document represents the results of a research instrument developed by N-TUTORR Work Package 3.2 video working group designed to examine the ongoing, preferred and future usage of video software and resources within N-TUTORR partner HEIs.

This video working group emerged from a review amongst the N-TUTORR partner HEIs in the area of open educational resources and on the adoption of open educational practices. Emerging from this, the N-TUTORR partnership has identified video as a specific common theme to focus on, particularly in the post-Covid landscape.





Report data-gathering

The research instrument which has been utilised for this report was based around interrogating a range of specific software solutions and categories related to the use of video in partner HEIs.

This “range of specific software solutions and categories” was agreed by the working group and was approved by the N-TUTORR steering group meeting and has formed the key components and results of this research instrument.

The categories are:

- Screen capture software
- Video management software
- Video conferencing software
- Classroom capture software
- Video editing software
- Moving image software
- Immersive video software
- Video analytics software
- XR software

The research instrument used to gather the data contained within this report was developed collaboratively among working group members and was made available as an online form for each partner HEI to provide a response to.

A representative from each Ntutorr partner has provided a response, comprising 7 HEIs in total:

1. Technological University Dublin (TUD)
2. Munster Technological University (MTU)
3. Technological University of the Shannon (TUS)
4. The Institute of Art, Design and Technology (IADT)
5. Dundalk Institute of Technology (DKIT)
6. Atlantic Technological University (ATU)
7. South East Technological University (SETU)



2. Use of Video Solutions across the Sector



Screen Capture Software

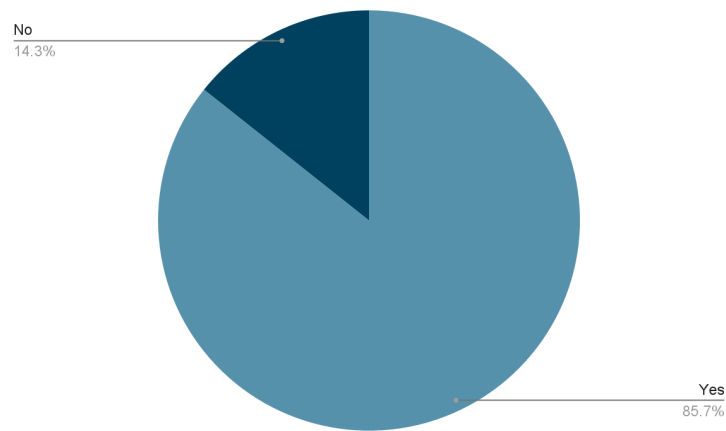
What is screen capture software?

Screen capture software, also known as screen recording software or screencasting software, refers to programs or applications designed to capture and record everything displayed on a computer screen.

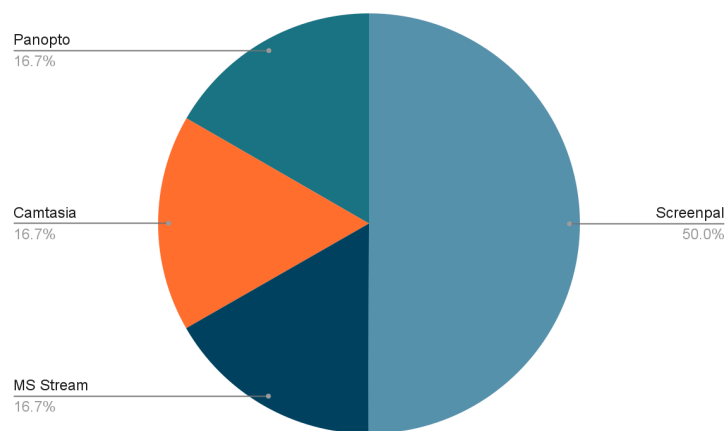


This includes capturing video recordings of activities, such as software demonstrations, presentations, tutorials, or gameplay, as well as capturing still images of specific screen content. Screen capture software typically allows users to customise recording settings and to edit recordings.

Based on the results of the research instrument, Screen capture software is in use in **85.7%** of HEIs surveyed.



Screen capture software used in the HEIs surveyed includes Panopto, Camtasia, MS Stream and Screenpal





Partner	What is this software currently used for?	Who uses this software? Is it available to staff and/ or students?	Is it “owned”, supported or maintained by a specific unit or department?	Do you know what specific software is being used for this area?
Partner 1	ScreenPal: screen recorder and video editor.	Available to all staff. Student use limited to assignment work through Brightspace VLE.	Owned and supported by Academic Affairs	ScreenPal
Partner 2	Used by staff to develop screen recordings	It is openly available to staff free of charge	It is owned by the Dept of TEL	Screenpal
Partner 3	Teams and Screenpal - for classroom and lecture capture, video editing, live streams and student work	Some software is restricted to licensing costs	Computer Services Department support and maintain	Screenpal, Teams (staff meetings, online teaching), Zoom (online classrooms, research interviews) Adobe Creative Cloud suite.
Partner 4	Software tutorials - hoping to widen its uptake & use	Available to staff and students	Stream is run by ICT	MS Stream
Partner 5	Creating educational/ instructional videos for staff and students	Primarily staff, but it is available to students and some lecturers use it for assignment submission	IT Services. Instructional designers provide training support	Panopto primarily. We also have Camtasia licenses, which are mainly used by instructional designers
Partner 6	Recording live presentations with audio	Some lecturing staff	Educational Services support it	Camtasia was being used



Video Management Software

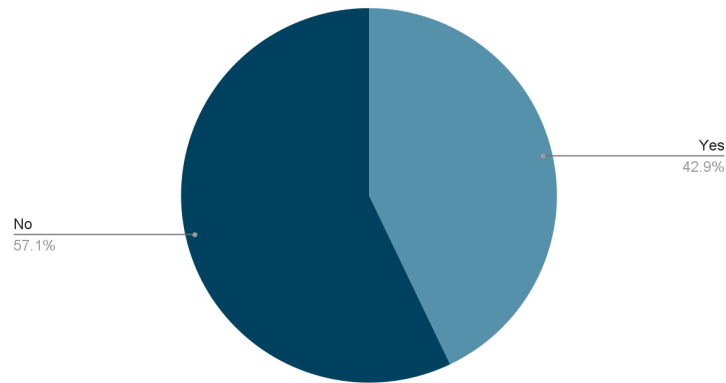
What is Video Management Software?

Video management software refers to programs or applications designed to provide a centralised system or repository for recording, storing, editing, managing and distributing video content. Video management software can be used to manage all video resources within an institution, as well as the use of associated video hardware.

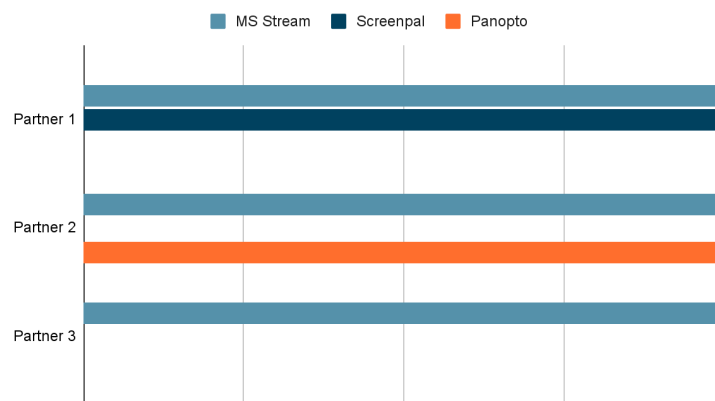


Video management software can include, but not necessarily nor is it limited to, classroom capture software, which is used to record, stream and/ or share video recordings of live in-person/ in-class lectures.

Based on the results of the research instrument, Video management software is in use in **57.1%** of HEIs surveyed.



MS Stream is used across all HEIs institutions. One HEI used screenpal in conjunction with MS Stream. One HEI used Zoom in conjunction with MS Stream.





Partner	What is this software currently used for?	Who uses this software? Is it available to staff and/ or students?	Is it “owned”, supported or maintained by a specific unit or department?	Do you know what specific software is being used for this area?
Partner 1	ScreenPal is used for creating and storing video.	Screenpal - only available to staff. MS Stream is also available for video creation, storage, management and viewing.	Computer Services Department support and maintain	Screenplan and MS Stream
Partner 2	Some staff are using MS Stream for class recording and tutorials	Both staff and students	ICT	MS Stream
Partner 3	Panopto and MS Streams, but we are moving towards Panopto across all campuses	Staff and students	IT Services with training support provided by the instructional design team. The instructional designer sit within Online Further and Professional Development (OFPD)	Panopto and MS Streams on some campuses for now



Video conferencing software

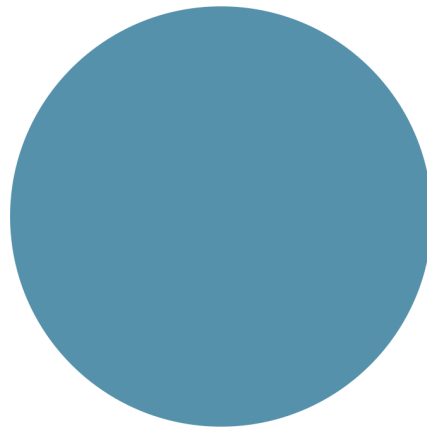
What is Video conferencing software?

Video conferencing software refers to programs or applications designed to facilitate users in planning, conducting, recording and sharing live video meetings, conferences, and webinars online. Video conferencing software allows participants to communicate in real-time using video, audio, web chat, screen-sharing, file-sharing, etc.

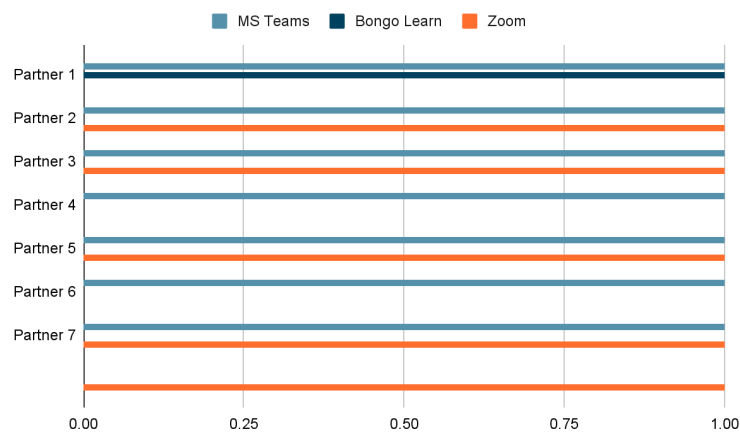


Video conferencing software is typically used for live online delivery of teaching in a fully online or blended context. Additional considerations for the effective use of video conferencing software for delivery of training - as opposed to simply “meetings” - typically requires additional features such as the ability to create private (“breakout”) rooms, on-screen annotation, shared whiteboards, etc.

Based on the results of the research instrument, Video conferencing software is in use in **100%** of HEIs surveyed.



MS Teams is used across all HEIs institutions. 1 of the HEIs also used Bongo Learn. 4 of the HEIs also used Zoom.





Partner	What is this software currently used for?	Who uses this software? Is it available to staff and/ or students?	Is it “owned”, supported or maintained by a specific unit or department?	Do you know what specific software is being used for this area?
Partner 1	MS Teams, Bongo Learn, delivering and recording live classes, webinars and meetings.	All staff have full access to MS Teams and Bongo. Students cannot schedule events and are limited to attendance.	MS Teams owned by Technology Services. Bongo Learn owned by Academic Affairs.	MS Teams and Bongo Learn
Partner 2	used for online meetings and also for online teaching	Staff use this software for online meetings and for online delivery. Students use it for online delivery classes	There are 2 items: MS teams is used for online meetings and is used by staff. It is maintained by IT Services. Zoom is used by staff & students for online delivery & is managed by the Dept of TEL	MS Teams/ Zoom
Partner 3	Online Classes, Team Meetings, Live Streams, Conferences, Research Interviews (Staff/Students)	Staff and Students	Computer Services Department	Zoom and Teams
Partner 4	Teams & Class Collaborate (upgraded for Class for MS Teams)	Staff & Students	ICT	Teams
Partner 5	MS Teams networking calls, meetings (and recorded meetings)	Available to all staff and students	IT	MS Teams (Zoom licences possible but must have a specific - and approved - need)
Partner 6	Online meetings, workshops, seminars and lectures	staff and students	IT services some training support from the instructional design team	MS Teams
Partner 7	Meetings and online lecture delivery	All staff	Educational Services support it	Teams and Zoom are the main platforms



Classroom or lecture capture software

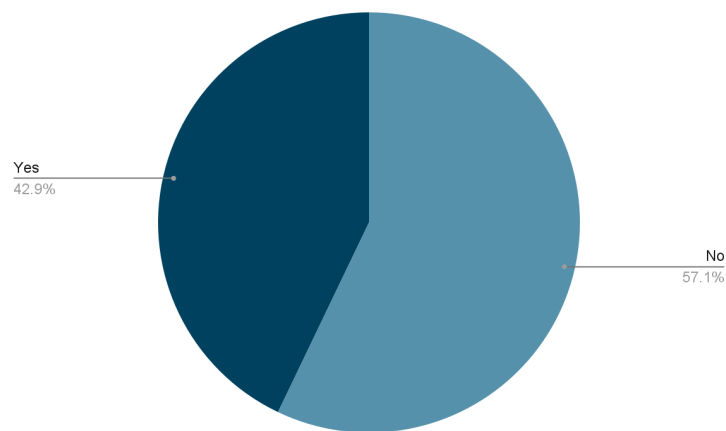
What is Classroom or lecture capture software?

Classroom capture software refers to programs or applications designed to record, stream and/ or share video recordings of live in-person/ in-class lectures. Classroom capture software is typically required to capture video and audio feeds of the lecturer and students in the physical location, a video feed of any material being presented on-screen by the lecturer, etc. As well as recording, classroom capture software is also used to store, manage, edit and distribute classroom recordings.

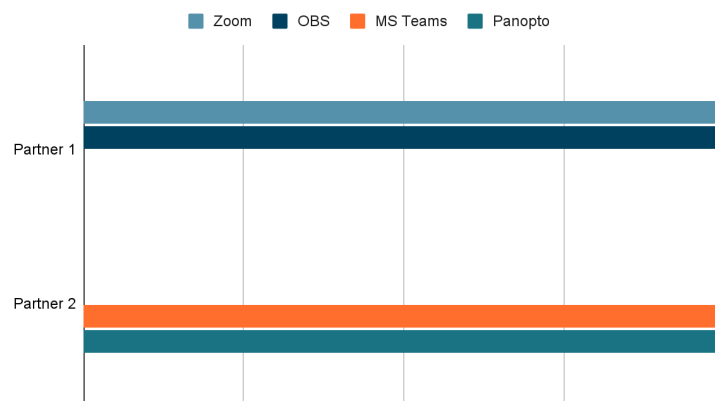


Classroom capture software is typically associated with the recording of classroom or in-person activity for review, revision and reference purposes. In particular for students who cannot, for whatever reason, attend the in-person class. It is possible to distinguish between classroom capture software and video conferencing software (for online delivery purposes), as the latter is designed to allow live engagement and interaction from online participants, whereas the former typically does not facilitate live engagement as it is typically more focused on “static” recording. It should be noted however that this distinction is not always clear.

Based on the results of the research instrument, Classroom or lecture capture software is in use in **42.9%** of HEIs surveyed.



One of the HEIs used Zoom and OBS. One of the HEIs used MS teams and Panopto.





Partner	What is this software currently used for?	Who uses this software? Is it available to staff and/ or students?	Is it “owned”, supported or maintained by a specific unit or department?	Do you know what specific software is being used for this area?
Partner 1	This is occasionally used for the streaming of live events and some limited hybrid delivery	This software is primarily used by staff who teach and management - but only on rare occasions	Generally supported by the Dept of TEL	Zoom, OBS
Partner 2	Panopto and MS Teams	Primarily staff, but it is available to students also	IT Services. The instructional design team provide training support	Panopto and MS Teams
Partner 3	Online lecture delivery and recording of lectures	Academic staff	Educational Services and CTCL	No



Video editing software

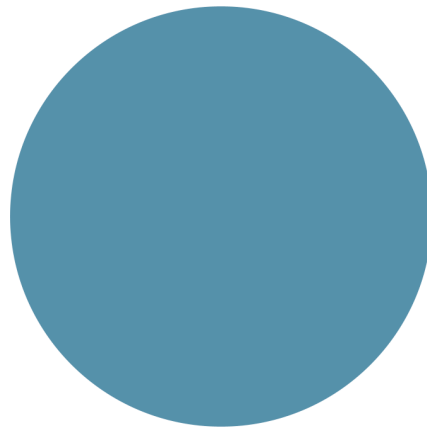
What is Video editing software?

Video editing software refers to programs or applications designed to allow for the highly granular and varied editing of video footage for a range of purposes, including for professional content creation. Video editing software typically offers specific resources for editing and publishing video, allowing for the combination and editing of multiple video, sound and image sources - as well as offering a wide range of editing tools for same, including effects, transitions, colour grading, audio editing, etc.

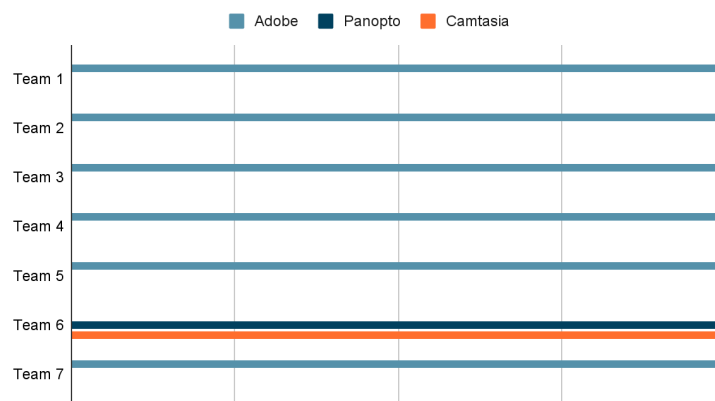


Video editing software is typically distinguished from other video solutions on the basis of a specific focus on detailed editing and publishing - rather than capture, storage, management, etc. - of video footage. Video editing software is commonly used for filmmaking, marketing, and entertainment purposes.

Based on the results of the research instrument, Video editing software is in use in 100% of HEIs surveyed.



The Adobe suite is used across all HEIs institutions. 1 of the HEIs also used Bongo Learn. 4 of the HEIs also used Zoom.





Partner	What is this software currently used for?	Who uses this software? Is it available to staff and/ or students?	Is it “owned”, supported or maintained by a specific unit or department?	Do you know what specific software is being used for this area?
Partner 1	Editing of video files to create learning resources.	Mainly staff. Some student cohorts have access to Adobe as part of their course work.	Adobe: Technology Services. ScreenPal: Academic Affairs	Adobe, ScreenPal.
Partner 2	This is used for video editing purposes, primarily for courses which involve video editing	This is used by students for training purposes. It is used by some staff for video editing for (e.g. research) projects	It is generally owned/ maintained by the Dept of Media Communications	Adobe Premiere
Partner 3	Adobe Premier/OBS and Adobe After Effects are primarily used within the Media and Design programmes, rather than across the university	Limited use - some staff and students	Computer Services Dept - Specific Departmental Technicians (limited)	Adobe Premiere , Final Cut Pro, Blender, OBS
Partner 4	Adobe etc	Both	ICT	Adobe
Partner 5	Video editing/production (in certain Departments/Schools only - not campus wide)	Staff and Students in specific disciplines (e.g. creative media etc.). This is not campus wide.	I understand IT maintain the list of licensed users.	Adobe premier pro and Final Cut, DaVinci Resolve
Partner 6	Panopto is used for basic editing e.g. cutting sections from a recorded class, adding subtitles. Camtasia is used for more advanced editing such as adding graphics and music, blurring sections. Camtasia is mainly used for creating instructional videos for staff and students	Panopto is available to all staff and students. There are a limited number of Camtasia licenses available to staff	Panopto is maintained by IT services with training support from the instructional design team. Camtasia is not supported	Panopto and Camtasia
Partner 7	Video editing and production	Technical staff, academic staff and students	Used across multiple departments	Adobe master collection, Final cut pro...



Moving image or animation software

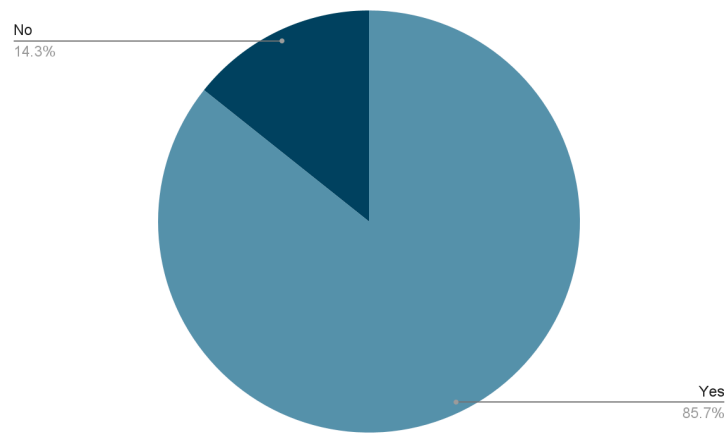
What is Moving image or animation software?

Moving image software refers to programs or applications designed to allow for the design, development and publishing of motion graphics, animation and/ or visual effects. In addition to video editing functionality, moving image software typically offers a range of additional tools related to animation functions, such as compositing, 3D animation, titling, etc.

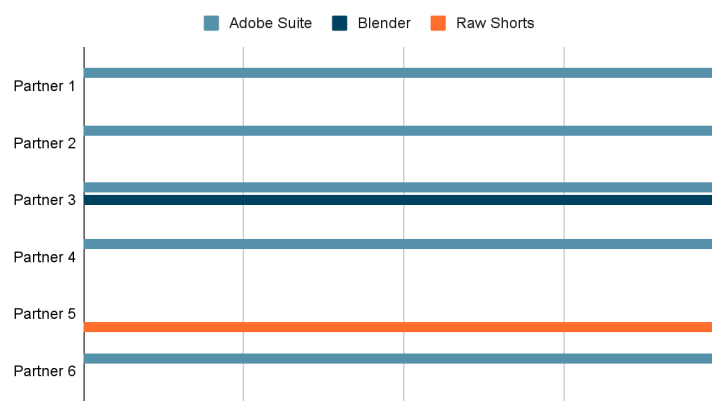


While - similar to video editing software - moving image software is commonly used for filmmaking, marketing, and entertainment purposes, moving image software can be distinguished from video editing software on the basis of a greater focus on animation elements, as opposed to detailed video editing and publishing.

Based on the results of the research instrument, Moving image or animation software is in use in 85.7% of HEIs surveyed.



The Adobe Suite is used across 5 of the HEIs institutions. 1 of the HEIs also used Blender. 1 of the HEIs used Raw Shorts.





Partner	What is this software currently used for?	Who uses this software? Is it available to staff and/ or students?	Is it “owned”, supported or maintained by a specific unit or department?	Do you know what specific software is being used for this area?
Partner 1	Unsure what this means. Adobe Express?	Staff.	Technology Services	Adobe Express?
Partner 2	This is used for teaching purposes for students involved in courses related to media production	Available to students, but also available to staff who request it	Dept of Media Communications	Adobe After Effects
Partner 3	Specific Course Programs - Animation, Design Faculty	Limited Use - (Staff/Students) Only staff directly involved in teaching with Adobe Premiere/After Effects have access to this software. OBS is open source and free.	Computer Services Department support and maintain	Adobe After Effects, Blender
Partner 4	Multiple programmes incorporate it into their content	Staff and students	ICT	Adobe etc
Partner 5	Creating instructional videos for students and staff	Instructional Designers and some other PMSS staff e.g. librarians	No	Raw Shorts
Partner 6	Audio Visual courses, graphic design	Students	Department of Computing and Mathematics	Adobe Master Collection



Immersive video software

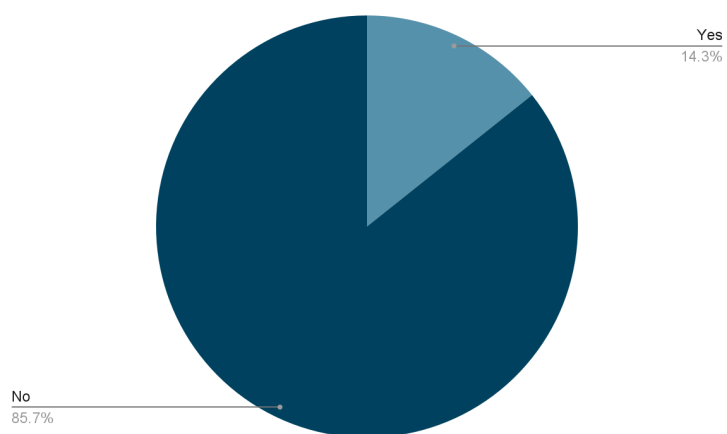
What is Immersive video software?

Immersive video software refers to programs or applications designed to create and provide access to immersive experiences through 360-degree video, virtual reality, 3D environments, 3D games, etc. This software is designed to allow users to capture and “stitch” video and/ or 3D spaces together to allow users to explore and engage with these environments in a fully immersive way.



The specifics of the immersive environment generally determine the range of opportunities available for user interaction within these spaces (e.g. virtual reality simulations, 3D games, etc). Immersive video software is used for a range of purposes, including for training simulations, virtual tours, immersive storytelling and as development environments.

Based on the results of the research instrument, Immersive video software is in use in 14.3% of HEIs surveyed.





Partner	What is this software currently used for?	Who uses this software? Is it available to staff and/ or students?	Is it “owned”, supported or maintained by a specific unit or department?	Do you know what specific software is being used for this area?
Partner 1	Specific projects	Specific projects	No	No




Video analytics software

What is Video analytics software?

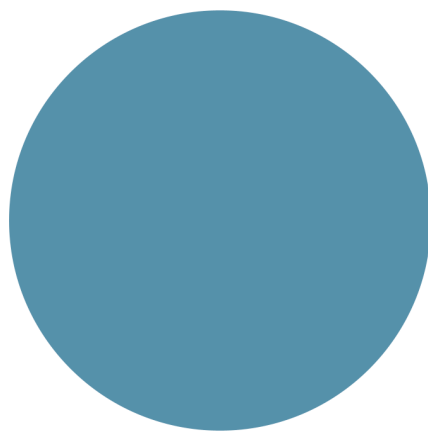
Video analytics software refers to programs or applications designed to analyse and gather data and insights from video content. At a more basic level, video analytics software offers insights into the number of views, downloads, etc. related to a video or range of videos. At a more advanced level, video analytics software can detect, recognise, highlight and transcribe patterns, events and items within video footage.



Video analytics software can be used to offer additional insights into the use of video footage for administrators of video management systems, and can enhance the viewing experience and accessibility of video for viewers. The process does however require careful consideration with respect to security, tracking, privacy and GDPR considerations.



Based on the results of the research instrument, it was identified that no partner institution was using video analytics software.



XR software

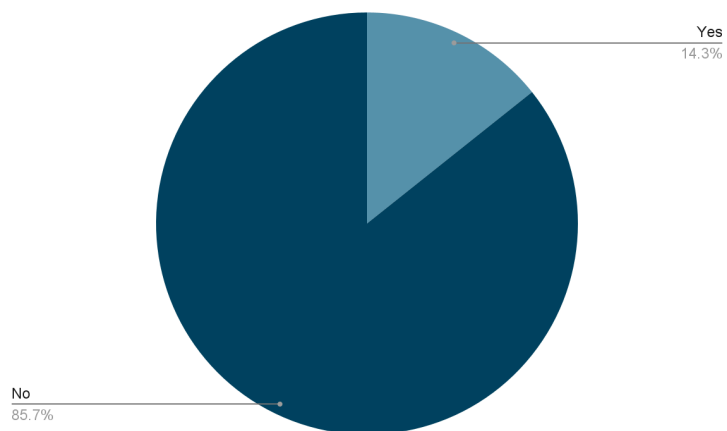
What is XR software?

XR (“Extended Reality”) software refers to programs or applications as well as hardware designed to create and provide access to immersive realities, particularly in the areas of virtual reality (VR), augmented reality (AR), and mixed reality (MR) environments. XR software typically refers to both development tools - for designing, developing and publishing immersive spaces - and access tools - for users to enter into and/ or interact within the developed immersive spaces.



While VR spaces are typically "self-contained" and are designed to be fully immersive through the use of a fully enclosed headset which blocks visual and auditory information from the physical world, AR and MR spaces blend the immersive digital environment with the physical world through overlaying digital content on representations of the real-world via digital screens (in particular smartphones, tablets and other peripherals), supported through device mechanics such as geotagging, camera tools, etc.


Based on the results of the research instrument, XR software is in use in 14.3% of HEIs surveyed.






Partner	What is this software currently used for?	Who uses this software? Is it available to staff and/ or students?	Is it “owned”, supported or maintained by a specific unit or department?	Do you know what specific software is being used for this area?
Partner 1	Specific projects	Staff members engaged in specific projects	No	No





3. Challenges associated with Video Solutions across the Sector



Challenges encountered in using video in, or introducing video into, digital learning or IT infrastructure in Higher Education Institutions

Partners outlined a variety of responses with respect to the challenges encountered in using video in, or introducing video into, their respective digital learning or IT infrastructure

“Cultural. People to engage and people to train and support.”

“One challenge is in communicating the benefits regarding the use of video to staff. During Covid, uptake was straightforward as training required video conferencing. Most staff who teach however do not consider video as a potentially beneficial tool or consider it when planning/ designing their teaching processes (with the exception of courses where video is a subject to be taught). Additional challenges relate to the complexity associated with video software. Most common video editing tools (e.g. premier pro, after effects, etc) require too steep a learning curve for quick or easy uptake. This is less true for tools such as zoom. Screen recording software can be straightforward than video editing software, but requires staff training.”

“Lack of infrastructure/Video Storage can be an issue, combined with end user training, encourage buy-in (change aspect). Time required to develop high end video resources. To identify and implement a university-wide video management solution for students so that they know when they create a video for their assessment, it can be uploaded to a secure location and accessed appropriately. We have only used Panopto for creating screencasts, but it would be interesting to see how it might be implemented as a lecture-capture tool.”




“multiple programmes needing to be learned and collated”

“Empowering staff, training and developing supports, spaces and practice area/tech events. Video is quite popular via VLE, but recording of own, customised content can be improved. Integration of new tools can be challenging, and perhaps a more streamlined institute wide approach may support increased buy-in.”

“Privacy/ sharing issues - who can see what, staff capabilities in relation to the technology, lack of engagement with captioning, unwillingness of some staff to engage with specific tools thus requiring students to engage with multiple platforms”

“Staff reluctance to engage with new technologies, staff conscious of being recorded, an all-in-one streamlined solution that is user friendly (record, edit, upload)”



Obstacles encountered in introducing video management tools into Higher Education Institutions


Partners outlined a variety of responses with respect to the obstacles they encountered in introducing video management tools into their respective HEIs

*“Cultural: willingness of people to engage and change practices.
Cost. People resources to support and train.”*

“There are a number of obstacles with respect to this. One key obstacle is the requirements associated with tendering for and integrating video software. As one generally is required to tender for licenses for the University as a whole, costs are high and therefore require an extensive tendering process. Internal processes for tendering and for integration and sign-off on new software can be very prolonged. Unless there is substantial uptake of the software (which can be difficult and can take time), it can be hard to mount an argument internally that the software should continue to be funded (we have seen a large drop-off of video conferencing for example compared to during covid). Identifying where the software “fits” in the system is key”

“Video storage and best practice re: storage. Funding and Cost involved, linked to availability of individuals to use equipment. Time and Training, training in advance of technology roll out. increase in requests for authentic video assessments to counter the risk of AI, a university-wide solution for students (and staff potentially) to store and manage their videos would solve the issues relating to file sizes and uploads to Moodle and streamline the process for students.”

“Familiarity with yet another new software platform”



“Currently, spaces to record (for example some staff share offices and this makes it difficult). Also, many want to future proof with good audio and video, so need access to high end tech. User friendliness and simplicity is essential too, as this will build confidence.”

“Multiple platforms in use across the university. Overly complicated management/ filing systems. Still utilising multiple VLE systems. Overly stringent controls on content sharing.”

“Storage, cost, support staff required”

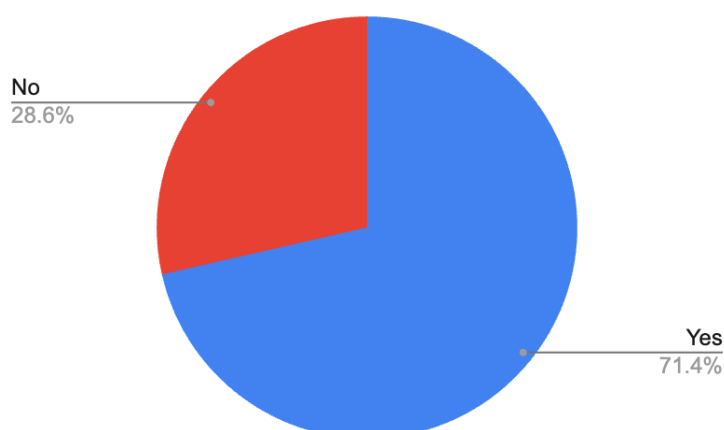


4. Interest in software solutions



Screen Capture Software

Based on the results of the research instrument, **71.4%** of HEIs surveyed would be interested in seeing Screen capture software established in their HEI.



Partner	In what context would you like to see this used for?	What specific “need” would this address in your institution?	Do you know of specific software which you feel could address this requirement?
Partner 1	Learning and teaching	Multi modal, engaging content	ScreenPal addressed current needs. Possible future use of H5P.
Partner 2	Continue to be used as is - as a way of developing video resources for teaching/ demonstration purposes	The ability for staff who teach to develop video-based teaching resources and OERs	Screenpal
Partner 3	More licences possibly to expand use of Screenpal to students	Increase student engagement	Extended licences on panopto and screenpal
Partner 4	Generating screencasts to support learners (and learning)	An easy system to engage with would promote the need for customised learning resources for students - created by their own lecturer, on their material and coursework - promoting engagement and learning supports.	ScreenPal (formerly screencast-o-matic) is very user friendly for novice users, yet has the capabilities required too. On a Mac, screenflow is excellent. Other providers Panopto, kaltura, unicast, Yuja, all have screen recording elements (but the video 'editor' is not very advanced)

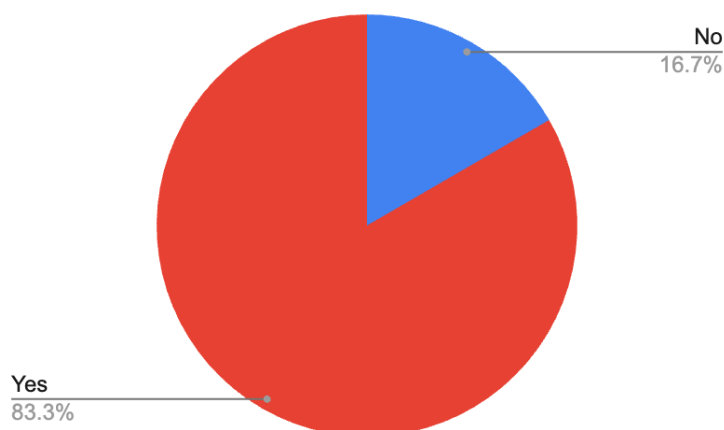


Partner 5	Recorded lectures and instructional videos	Just-in-time, asynchronous content library	Panopto
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Video management software

Based on the results of the research instrument, **83.3%** of HEIs surveyed would be interested in seeing Video management software established in their HEI.

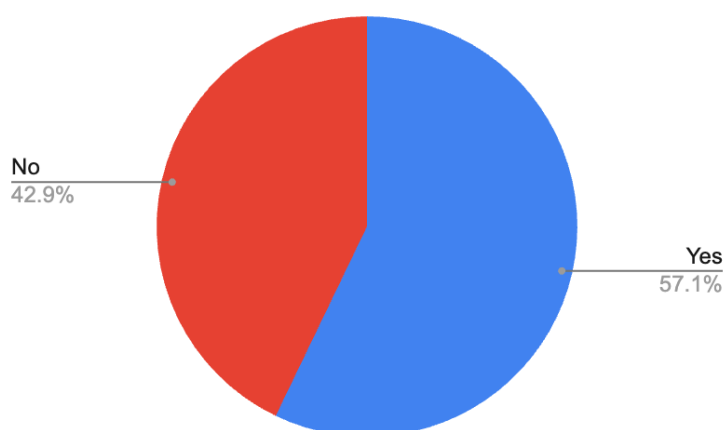


Partner	In what context would you like to see this used for?	What specific “need” would this address in your institution?	Do you know of specific software which you feel could address this requirement?
Partner 1	As a means of allowing greater use of video for teaching purposes - to allow staff who teach to develop teaching resources which are integrated into the VLE - and for students to be able to use video for teaching and learning and assessment	It would allow for greater use of video as a tool for supporting or enhancing teaching, learning and assessment	Canvas Studio, Kaltura
Partner 2	To identify and implement a university-wide video management solution for students so that they know when they create a video for their assessment, it can be uploaded to a secure location and accessed appropriately.	Given the increase in requests for authentic video assessments to counter the risk of AI, a university-wide solution for students (and staff potentially) to store and manage their videos would solve the issues relating to file sizes and uploads to Moodle and streamline the process for students.	ScreenPal or Kaltura could address this.

Partner 3	Tutorials, Testing	Back-up asynchronous learning	Class Collaborate
Partner 4	Streamlined use and institute wide video system. Buy in across the campus, integrated into VLE, and a highly engaged platform for our students to support learning (while embedding UDL principles and enhancing accessibility).	A one-stop-shop for all things video - creation, display, module pages, etc. all assisting with increasing accessibility also (captions, transcripts, translations etc.).	Panopto, Kaltura, Ubcicast, YuJa, Echo360 for exaple
Partner 5	Intuitive storing and sharing of video content	streamline video sharing and management	Panopto is the only one I am familiar with, but it can be confusing for new users
Partner 6	An all-in-one video integration, lecture capture, virtual classroom, and the Video Portal for content management and distribution	Effortless video capture etc... which is user friendly	Kaltura

Video conferencing software

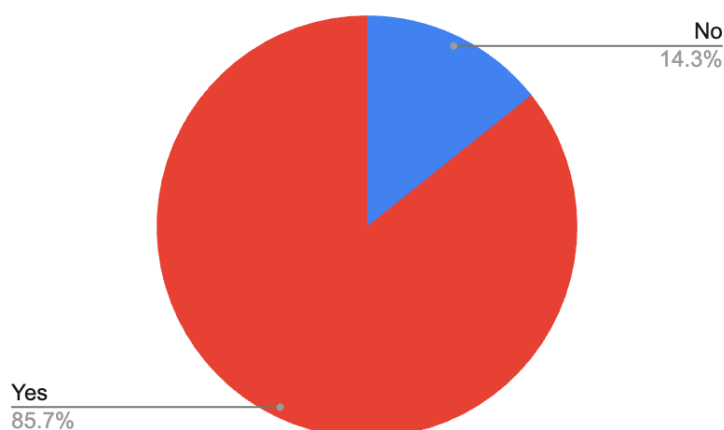
Based on the results of the research instrument, **57.1%** of HEIs surveyed would be interested in seeing Video conferencing software established in their HEI.



Partner	In what context would you like to see this used for?	What specific “need” would this address in your institution?	Do you know of specific software which you feel could address this requirement?
Partner 1	Video conferencing used as part of a flexible approach to delivery of classes, webinars, meetings etc.	Facilitation of blended, online and HyFlex delivery.	MS Teams, Bongo Learn
Partner 2	As a means of supporting online meetings	Ability for virtual meetings regardless of location	ZOOM
Partner 3	Synchronous / asynchronous content support	Student/staff work-life time management challenges	Class Collaborate
Partner 4	Live online lectures, seminars, workshops etc.	Communication across widespread campuses and beyond	Teams

Classroom or lecture capture software

Based on the results of the research instrument, **85.7%** of HEIs surveyed would be interested in seeing Classroom or lecture capture established in their HEI.

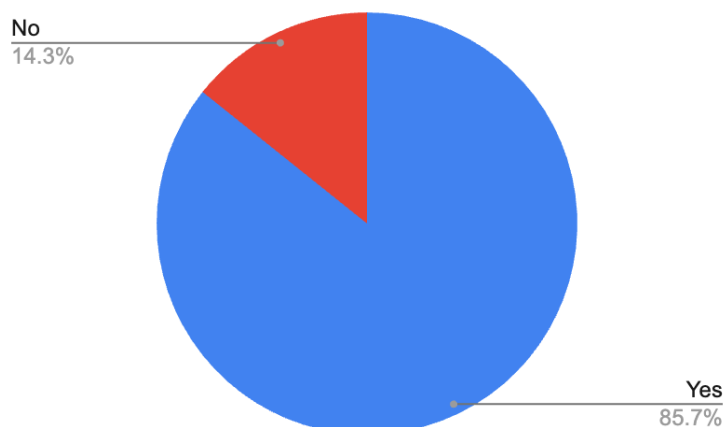


Partner	In what context would you like to see this used for?	What specific "need" would this address in your institution?	Do you know of specific software which you feel could address this requirement?
Partner 1	As a means of allowing for lecture capture and sharing of recordings of same	This would help to expand learning to a wider audience (e.g. students facing geographical, economic, disability barriers to attending live classes)	Panopto, Canvas Studio, Zoom
Partner 2		We have only used Panopto for creating screencasts, but it would be interesting to see how it might be implemented as a lecture-capture tool.	ScreenPal or Kaltura could address this.
Partner 3	Off site and asynchronous reviewing of class	Work-life-study time management challenges	Class Collaborate
Partner 4	The voluntary option for some lecturers to record and edit elements of their teaching (although currently, I believe this has to be an optional ability, and at the lecturer's	Supporting part-time, flexible learner courses with recordings of elements of classes, and supporting learning	Panopto, Kaltura, Ubicast, YuJa, Echo360

	discretion until policies are developed). It may suit certain scenarios more than others.		
Partner 5	Recorded lectures/ seminars/ meetings etc	Flexibility - the availability of asynchronous material	Panopto or Teams
Partner 6	Record any combination of your computer screen, webcam, and microphone. Can easily upload and share the video via various platforms such as VLE. Content can be reused in multiple courses and semesters.	An integrated system that interacts with the University VLE	Panopto

Video editing software

Based on the results of the research instrument, **85.7%** of HEIs surveyed would be interested in seeing Video editing software established in their HEI.



Partner	In what context would you like to see this used for?	What specific "need" would this address in your institution?	Do you know of specific software which you feel could address this requirement?
Partner 1	Creation of engaging content for flexible, online delivery	Increase quality of content creation for flexible online delivery	ScreenPal, Adobe
Partner 2	To allow for greater video production quality among staff	The ability for staff (and students) to develop high quality video assets to support or better 'market' teaching in MTU. Also the potential for OER development to contribute to open education practices	Adobe premiere
Partner 3		institutional license and training and support for staff to learn the advanced features of the applications	Adobe Premiere, Final Cut Pro
Partner 4	Asynchronous content derived from live learning	Work-life-study balance and challenges	Marketing, student content. Otherwise it's overkill on "day to day" needs
Partner 5	High end video editing to ensure professional outputs - but user friendly	Students receive high end videos, with unnecessary segments removed, all	screenpal, screenflow, finalcut, adobe premier, camtasia are just some

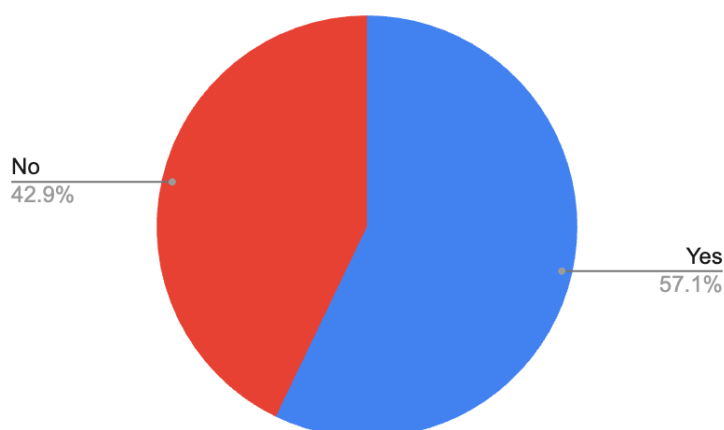


	option too to promote buy in and use.	while building staff competence in digital video production/editing for student learning	
Partner 6	Creation of more engaging and accessible content	Library of engaging, accessible, just-in-time content	Camtasia is one of the more accessible tools



Moving image or animation software

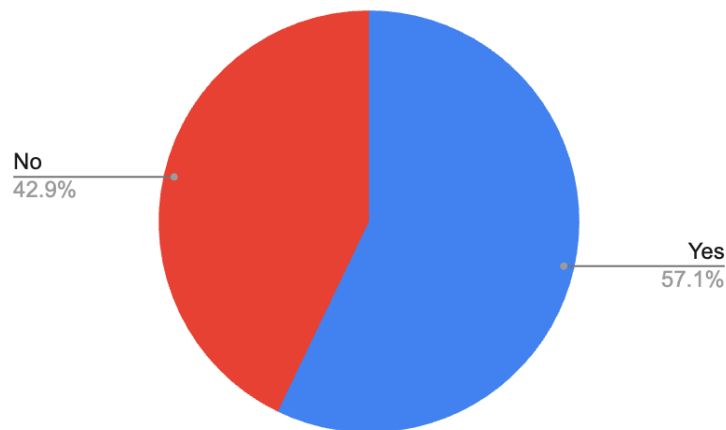
Based on the results of the research instrument, **57.1%** of HEIs surveyed would be interested in seeing Moving image or animation software established in their HEI.



Partner	In what context would you like to see this used for?	What specific “need” would this address in your institution?	Do you know of specific software which you feel could address this requirement?
Partner 1	Creation of short small file GIFs	Useful for tutotiral type 'How To' resources	Adobe Express
Partner 2	To allow for greater video development abilities to support and marketg teaching and learning	same as previous answer	same as previous answer
Partner 3	Instructional videos, use in recorded lectures by more confident staff	Engaging library of multimedia content	Raw shorts is the only one I have used, but there are many including Powtoons, Blender, Adobe Animate

Immersive video software

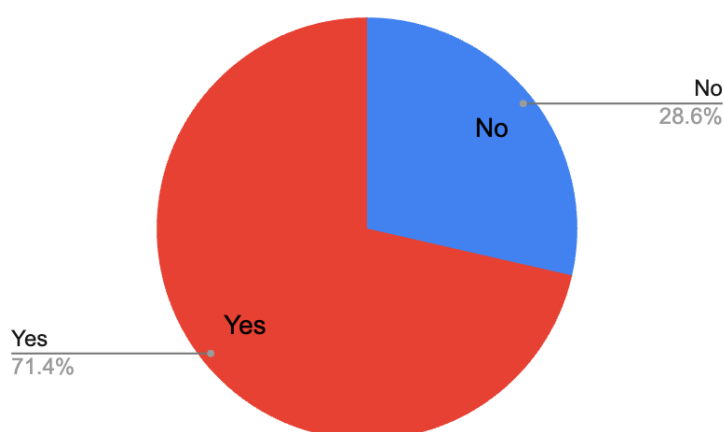
Based on the results of the research instrument, **57.1%** of HEIs surveyed would be interested in seeing Immersive video software established in their HEI.



Partner	In what context would you like to see this used for?	What specific “need” would this address in your institution?	Do you know of specific software which you feel could address this requirement?
Partner 1	To apply innovation to teaching and learning practice in MTU	It would allow for greater innovation in to the practice of teaching in MTU and would offer additional opportunities re research, etc in this field	360 video
Partner 2	Could be used in some marketing campaigns	I think this could be used to possibly create an immersive campus tour experience for prospective students, could even be used a present campus tour experience for all TUS Midlands and Midwest campuses.	n/a
Partner 3	This could be a valuable teaching tool in specific situations	Facilitate simulation based teaching scenarios	No

Video analytics software

Based on the results of the research instrument, **71.4%** of HEIs surveyed would be interested in seeing Video analytics software established in their HEI.

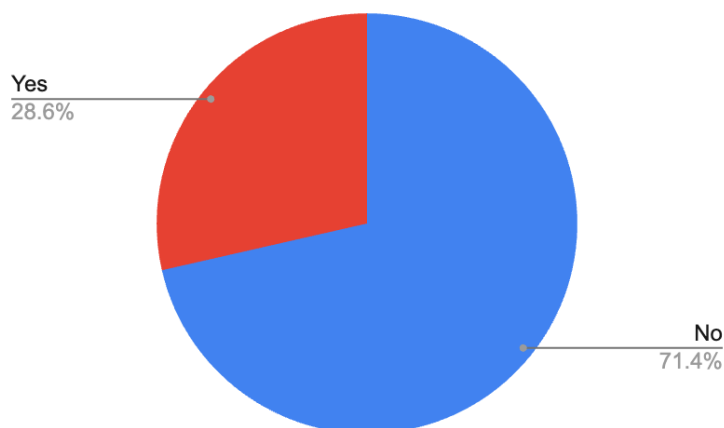


Partner	In what context would you like to see this used for?	What specific "need" would this address in your institution?	Do you know of specific software which you feel could address this requirement?
Partner 1	To better understand usage of video in MTU for teaching and learning and to better inform decision-making re same	The ability to access insights and data into this specific area (this was something which was done during covid as a means to proactively engage on staff and student requirements re online conferencing)	Potentially canvas studio or canvas data. Zoom has built-in analytics features
Partner 2	Video analytics to track student engagement.	Video analytics to track student engagement and link to relevant potential funding	n/a
Partner 3	Analytics & creator feedback	Feedback for improved delivery	Panopto etc
Partner 4	Showcase engagement, learn what works and doesn't work, what length of video works best, do people finish the videos. I feel data can only engage, and enhance the process, learning and technology over time as we can learn	The use of data to support enhancement and decision making - ultimately improving video engagement.	I believe a lot of the VMSs such as Panopto, Kaltura, Ucast, YuJa, Echo360 all have analytics options


	from the engagement analytics.		
Partner 5	Broad insight into patterns of student engagement	Potentially acquire information that could be used to improve the students experience	Panopto has some capability in this area

XR software

Based on the results of the research instrument, **28.6%** of HEIs surveyed would be interested in seeing XR software established in their HEI.



Partner	In what context would you like to see this used for?	What specific “need” would this address in your institution?	Do you know of specific software which you feel could address this requirement?
Partner 1	Same answer as immersive video	Same answer as immersive video	VR hardware, unreal engine or similar 3d environment development engines, AR toolkit, Aero
Partner 2	Potential teaching tool e.g. in the performing arts or video game development	Facilitate teaching scenarios requiring augmented reality etc.	No



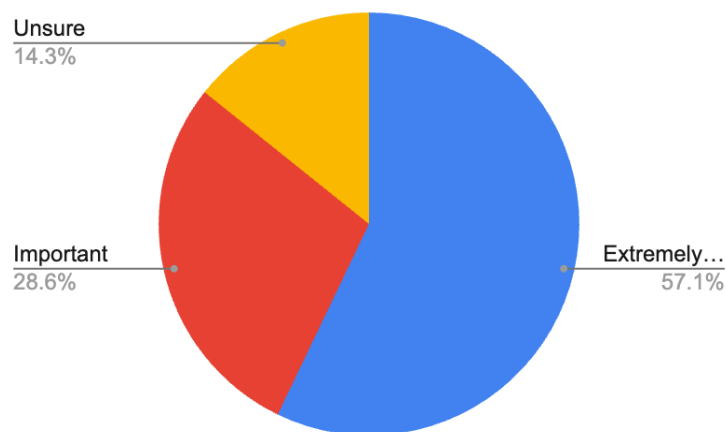
5. Perceived importance of video solutions within the next 5-10 years

Screen Capture Software

57.1% of partners felt that screen capture software would be extremely important in the coming 5-10 years.

28.6% of partners felt that it would be important.

14.3% of partners were unsure.

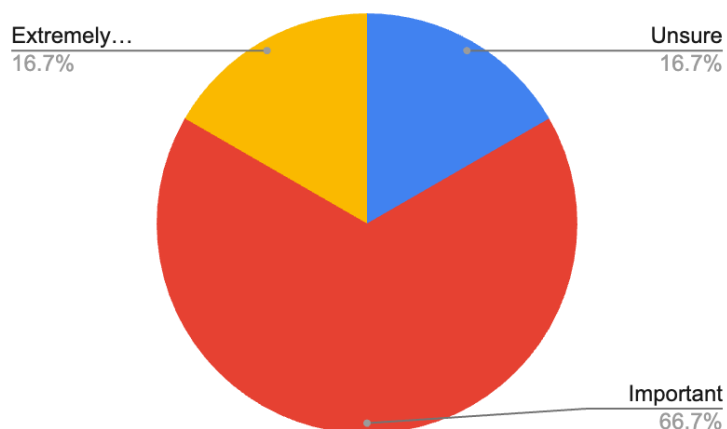


Video management software

16.7% of partners felt that video management software would be extremely important in the coming 5-10 years.

66.7% of partners felt that it would be important.

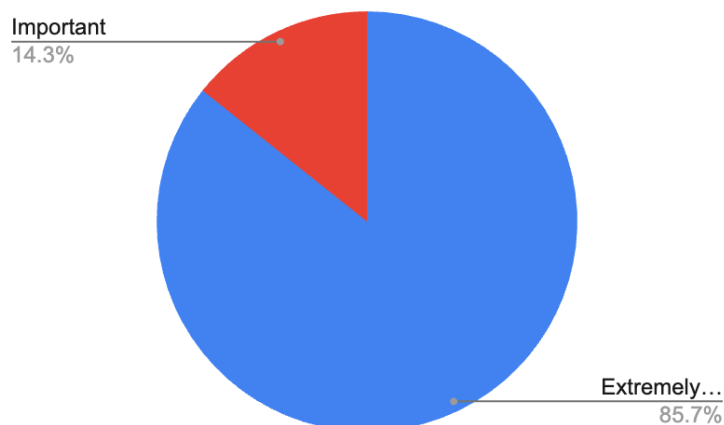
16.7% of partners were unsure.



Video conferencing software

85.7% of partners felt that video conferencing software would be extremely important in the coming 5-10 years.

14.3% of partners felt that it would be important.

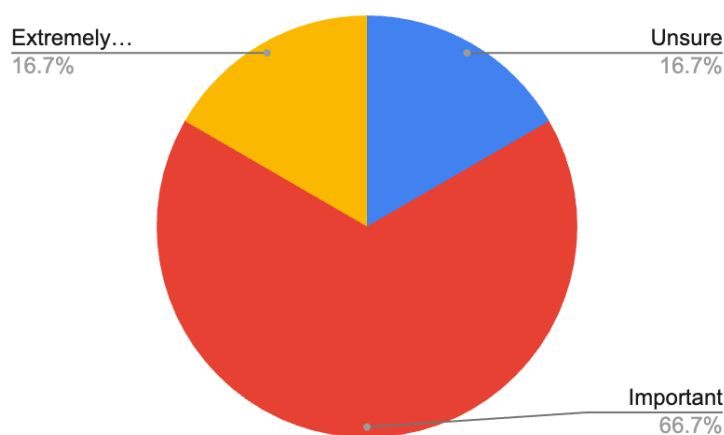


Classroom capture software

16.7% of partners felt that classroom or lecture capture software would be extremely important in the coming 5-10 years.

66.7% of partners felt that it would be important.

16.7% of partners were unsure.

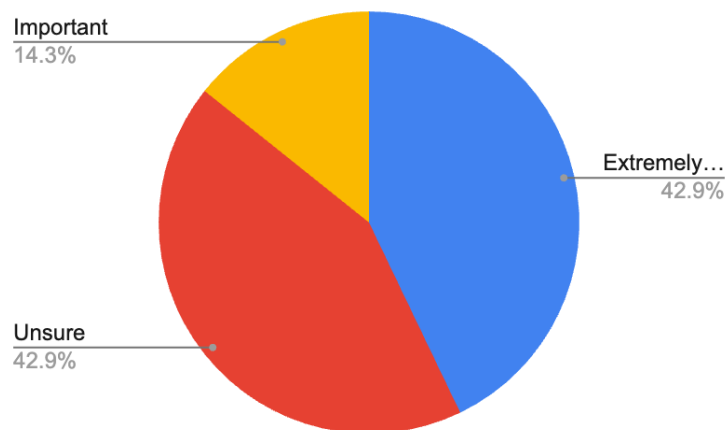


Video editing software

42.9% of partners felt that video editing software would be extremely important in the coming 5-10 years.

14.3% of partners felt that it would be important.

42.9% of partners were unsure.



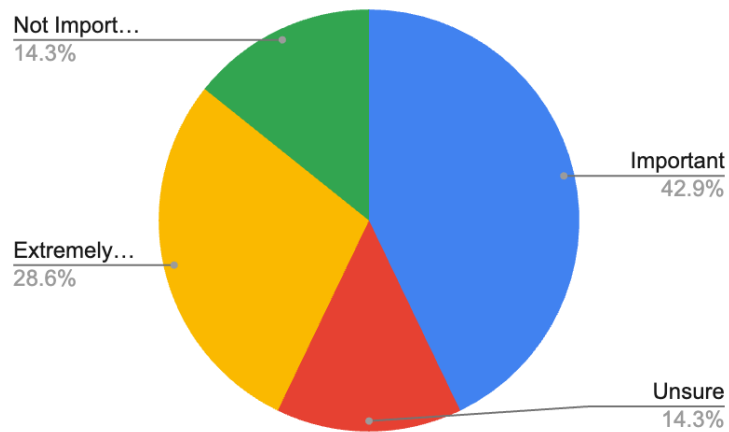
Moving image software

28.6% of partners felt that moving image or animation software would be extremely important in the coming 5-10 years.

42.9% of partners felt that it would be important.

14.3% of partners were unsure.

14.3% of partners felt that it would not be important.

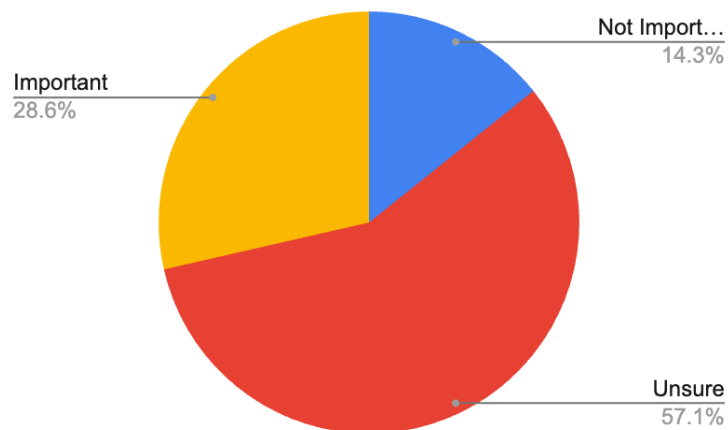


Immersive video software

28.6% of partners felt that immersive video software would be important in the coming 5-10 years.

57.1% of partners were unsure.

14.3% of partners felt that it would not be important.



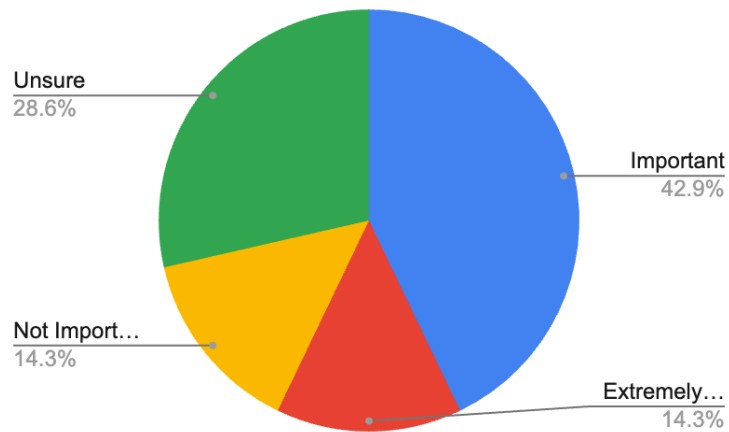
Video analytics software

14.3% of partners felt that video analytics software would be extremely important in the coming 5-10 years.

42.9% of partners felt that it would be important.

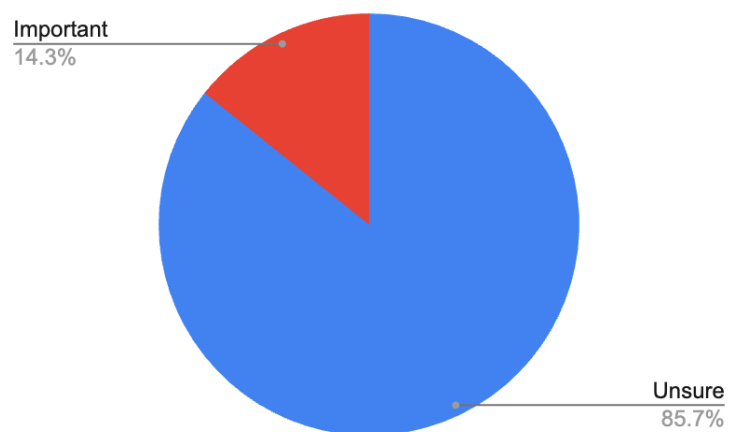
28.6% of partners were unsure.

14.3% of partners felt that it would not be important.



XR software


14.3% of partners felt that XR software would be important in the coming 5-10 years.
85.7% of partners were unsure.





6. Additional Observations





Partners provided some additional comments or suggestions regarding video management platforms in their HEIs and/ or in the Technological University sector more broadly

“National agreements required to unlock full coordinated potential.”

“Video has become a dominant feature in most people's online engagement (e.g. tiktok, youtube, etc) and also in an educational context (e.g. linkedin learning, youtube for education, etc.). I feel that the lack of uptake in higher education has hitherto been due to the challenges in communicating the benefits of video in traditional HE systems and approaches - if it is possible to overcome this, it can stimulate demand. The other additional challenges are primarily administrative and can be overcome once the demand and the "use case" is there.”

“To identify and implement a university-wide video management solution for students so that they know when they create a video for their assessment, it can be uploaded to a secure location and accessed appropriately. (GDPR/DPIA factors).”

“Getting buy in, building supports and training and tech 'try out' sessions will assist in creating video. This confidence building will lead to more video management system use and promotion across campus. Also, a sectoral community of practice could support growth and practice sharing.”
