Education for the future

Welcome to the Education in 2025 survey report. Education today is described as between paradigms from the traditional to the digital. Students expect a highly engaging interactive learning environment, not stagnant instructor-led designs. Learning technologies, and changing pedagogical methods, are not only changing the way we teach but also the physical environments we teach in.

The classroom of the future recasts tomorrow’s educational settings in exciting new formats: global connectivity and collaboration, combined with technology that allows for interactive and student-tailored lessons. It is both physical and virtual, it is mobile and engaging, it is personal yet scalable.

I’ve worked with some amazing education institutions, I’ve seen education innovation in some of the furthest and most remote geographies in the world and I am passionate about what technology coupled with a vision for educational excellence and practical workflow implementation can do.

Here are four examples of how integrating technologies will affect education communities:

- Collaborative, team-based learning engages students. The right technology—flexible media, high-quality connections—enhances students’ experience to the level of “I’d hate to miss this” learning.
- Faculty can readily connect face-to-face with one or with many participants. Subject matter experts, community resources, or colleagues can be included through desktop or mobile devices by using a rich interactive toolset.
- Become part of something larger than one standalone school. Share innovations and best practices—develop flexible strategies and collaboration techniques—within a growing community of interest.
- Capturing lectures and managing content for live on-demand viewing.

I sincerely hope you enjoy the report. If at any time you have questions, comments or feedback on the report, please email us: communicate@polycom.com and let’s keep the discussion going, follow my blog: http://publicsectorview.com/author/elaine-shuck/

About Elaine Shuck

Elaine Shuck, with a background in technology, curriculum, and integration, is the Global Director of Education, for Polycom. She is a leader in collaborative learning and interactive videoconferencing. Her work has garnered major awards from the International Society for Technology in Education and the United States Distance Learning Association (USDLA). An authority on social and connective media, collaborative learning, and best practices in distance learning, Elaine works with a host of educational groups and is currently the Chair of the USDLA Board of Directors.
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Executive Summary

The Polycom Education survey sought to explore the current state of education around the world, as well as what it would look like in the year 2025, and the role that technology has in supporting that. In all, more than 1,800 people from a range of professions within the education industry participated in the survey, with more than 80% above the age of 30. The majority of participants were management and c-suite (26%), educators (47%) and those in administrative roles (27%). The table below shows the breakdown globally and in the core markets.

<table>
<thead>
<tr>
<th>Region</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global</td>
<td>1,814</td>
</tr>
<tr>
<td>North America</td>
<td>347</td>
</tr>
<tr>
<td>India</td>
<td>52</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>625</td>
</tr>
<tr>
<td>Australia &amp; New Zealand</td>
<td>708</td>
</tr>
</tbody>
</table>

One of the major insights from the participants’ responses in the survey is that accessibility must be the driving factor when deciding on the future of education. Accessibility in this instance, refers to geographical accessibility—where distance is overcome to deliver education where it is needed. But also to convenience of access to education—whereby students and professionals have the ability to learn anywhere and at any time.

Participants of the survey think that institutions will be investing in Virtual Learning Environments (VLEs) to improve education delivery. They also feel that by 2025, students will turn to real-time video collaboration, cloud software platforms and mobile devices to supplement education material, compared to current models of teacher-instructor and laptop-based learning.

If technological innovation is maximized, it will facilitate greater collaboration between schools and corporations, increase education progression through completion and attainment, and create defined career pathways to ensure that students are prepared for the jobs required in the future—participants do not feel that the curriculum of today is keeping up with future workforce needs.

Currently, what is limiting the success of education is the lack of training and support for educators. Additionally, participants do not feel like there is adequate funding being funneled into education, and that governments are not doing enough to maximize the potential of technology to drive innovation in education.

Nevertheless, participants do not solely believe that the burden of creating an education environment that is both effective and efficient should fall on the shoulders of government. They believe that the private sector is just as integral to the success of education. Additionally, participants feel that new education models will likely come from the educators themselves who will take the initiative to create an environment that works best for them.

Overall, participants were optimistic about technology being able to maximize the potential of education provided appropriate training and workflows are considered.
1. Introduction

1.1 Survey summary from a global perspective

Of the 1,800 survey respondents across the world participating in the Polycom Education Survey, the majority saw the education sector moving towards an environment that was easily accessible, through technology and appropriate resources, in order to facilitate a more personalized learning experience. One example derived from the responses was that the current role of classrooms will eventually make way for real-time video collaboration and mobile devices.

There is also an expectation among survey participants that we would not solely depend on teachers and lecturers, instead moving towards corporations, industry experts and thought leaders to assist in education of students by 2025.

Three main factors appear to be inhibiting the development of the education landscape, mainly:

- Funding
- Government initiatives not being able to keep up with technological advancements, and
- Curriculum not keeping pace with future workforce needs

Respondents feel that the burden of addressing these three challenges should not fall solely on the government. Rather, it should be a collaborative effort between government, educational institutions, private sector and even students themselves to ensure a sustainable education future that meets the needs of the future workforce.

Demographic

A total of 1,814 in the education sector from all over the world participated in this survey, with the majority of response coming from North America, United Kingdom, Australia, New Zealand and India.

- Majority of participants were made up for those between 31-49 years old (39%) and above 50 years old (47%)
- The jobs role among participants were relatively evenly spread out with a slight majority coming from the teaching profession
- There was a balance of responses between K-12 and the Tertiary education sectors

K-12

Tertiary
## Responses

<table>
<thead>
<tr>
<th>47%</th>
<th>With deregulation and revised compliance standards, 27% think that improving the quality of teacher-learning should be the primary focus,</th>
<th>The largest inhibitors for the future of education is funding and curriculum lagging behind future workforce needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Respondents feel that the most important factor in the future of education is accessibility to all those who want to learn</td>
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<tr>
<td>46%</td>
<td>Majority of respondents believe that the education sector will be investing in Virtual Learning Environments (VLE’s) in the future</td>
<td>Respondents believe that the best way for institutions to support more creativity, active learning and engagement is to provide interactive content as well as professional development to educators on the latest technologies</td>
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<tr>
<td></td>
<td>Laptops and in-classroom learning are the key methods in which students engage with material and content in 2015</td>
<td>But, they feel that by 2025 students will take charge of their own learning needs as well as look to industry professionals or online learning consortiums for education delivery</td>
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<tr>
<td></td>
<td>In 2025 the key methods of engaging with material and content would evolve to be: real-time video collaboration and mobile devices</td>
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<td>Respondents believe that teachers and lecturers are the key pathways to education delivery in 2015</td>
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<td>It is likely that education models will come from the educators themselves rather than through government policy, guidelines and regulations, or the private sector</td>
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Laptops and in-classroom learning are the key methods in which students engage with material and content in 2015. Respondents envision that teachers will eventually share resources through online environments and become more independent in identifying their own professional learning needs. With the aid of technology, a greater collaboration between schools and corporations, increase in progressions through completion/attainment, and defined career pathways (partnerships, virtual internships, & e-mentoring) will be likely scenarios in 2025.
2. What the education sector requires now to be successful in 2015

2.1 Improving the quality of teacher-learning, and personalized and contextual learning should be the main focus

Majority of respondents across the globe (27%) were convinced that the main focus after deregulation and revised compliance standards should be on improving the quality of teacher learning. Those in North America (18%) and in India (21%) also felt that the creation of a more personalized and contextual learning would be worth focusing on as well. Only a small minority of respondents, 3% globally, thought that the main focus should be on collaboration with experts.

Those in the teaching profession also highlighted improving the quality of teacher learning as something that should be the main focus. These respondents also highlighted student retention as an area of focus.

Perhaps the most interesting finding from the survey is how little importance the investment in new technology to enable an engaged learning experience was given. While there is no concrete evidence to suggest it, the responses from the other survey questions indicate that providing the adequate resources for teachers currently takes more precedence.

2.2 Institutions need to restructure in order to facilitate a change in coursework to support creativity, active learning and engagement

From a global perspective, respondents felt that the main priority for institutions should be the provision of more interactive content (35%) and professional development on the latest technologies (33%) in order to facilitate a change in coursework, thereby supporting creativity, active learning and engagement. Respondents from North America, UK and Australia and NZ were particularly certain of this.

India had a different opinion from the rest of the world. They felt that the institutions should focus more on easy access to subject matter experts (25%) as well as peer supported learning and review (25%).

Few thought that having more Massive Open Online Courses (8%) and intuitive technologies such as motion sensors (5%) would do much to support creativity, active learning and engagement.

All respondents supported the global perspective that interactive content was an important factor to support creativity, active learning and engagement, with professional development on the latest technologies coming in a close second.
2.3 Both the government and the private sector should be responsible for the future of education

More than 50% of respondents across the globe, irrespective of geography or occupation, were firm in their belief that both the private sector and the government should be responsible for the future of education.

When analyzed along with the other questions in this survey, it is clear that respondents feel that specifically the private sector should step up in areas where there is limited government funding or when the government are not able to keep up with the accelerated pace of technological advancement.

2.4 Educators are likely to take on the responsibility of coming up with new education models in the future

This measure provides an indication of educator confidence in either government or the private sector to coming up with new education models like personalized learning, blended or hybrid learning models or project based learning for example.

32% of respondents globally felt that it would be the educators who will most likely come up with new education models in the future. However, 24% from the UK also think it would be government policy while 27% in North America look to the private sector.

North America and Indian respondents were the only two in this case to believe it would come from the private sector. It is unclear whether education professionals in both North America and India feel that the government is not keeping up with future trends or if educators are not as qualified as they need to be, but their confidence in a more profit-driven motive in the creation of new education models for the future is telling about the state of education in both regions.

What was particularly revealing was how few respondents globally (13%) thought government policy would be the one to come up with new education models, and even less (7%) thought it would be through guidelines and regulations.
2.5 Students and parents are demanding from institutions more online access to education materials as well as mobile and remote access to services

47% of respondents globally felt that having access to content and lectures online is what both the students and parents are demanding more of from the institutions, with North America and the UK making up the majority of them. Australia and New Zealand respondents felt that students and parents were demanding mobile and remote access to services instead.

This trend hardly varies when respondents were broken down in terms of occupation. Respondents were unanimous in what they thought the students and parents were demanding from institutions, which might likely come from their own personal experience.

Unsurprisingly, only a few felt that printing, scanning and coping facilities were what parents and students wanted, with most of these responses coming from the UK.

2.6 Equality of access and preparedness for future jobs are seen as most important to the future of education success

Accessibility for all who want to learn is seen as most important to the future of education success. Respondents globally (25%) ranked this to be more important than any other factor, this perspective was strongest from respondents from the UK (31%).

The responses were similar when respondents were segmented by occupation. Majority of all respondents from the various occupations, especially teachers, felt that accessibility for all who want to learn was most important to the future success of education

North America (19%) and India (21%) also felt that being prepared for future jobs should also be seen as an important benchmark for the future of education success.
3. What the education sector might look like in 2025

3.1 Academic institutions will likely be investing in VLE’s to facilitate education and learning delivery

Majority of respondents globally, whether segmented by geography or occupation were convinced that academic institutions will likely be investing in virtual learning environments (VLEs).

However, 18% of respondents from the UK also felt that investments would also be channeled into physical creative learning environments, while 15% from North America and 12% from India leaned towards cloud based software platforms.

Additionally, only 3% of all respondents thought that academic institutions would be investing in video streaming and media management systems.

3.2 A teacher’s professional learning will change in 2025 to include more resource sharing online and through self-learning

According to respondents, with the exception of those from India, resource sharing through online channels will better facilitate teachers’ professional learning.

Respondents from India felt that a teacher’s professional learning will be better enabled by personal learning networks (12%) as well as students playing a bigger role in co-designing and evaluating professional learning (12%).

Only 2% and 5% of all respondents felt that it would come from guidelines from local government and teacher bodies, or principals playing a key role in identifying their own professional learning needs, respectively.

3.3 Technology will enable greater collaboration between schools and corporations

Respondents were unanimous with 59% believing that technology will enable greater collaboration between schools and corporations; majority of which, 62%, came from the Australia and New Zealand region. This was also the case when respondents were segmented by occupation.

Only 15% of respondents felt that technology would allow degrees to be made available online and for free, while 17% felt it would enable badges and certifications to outweigh degrees.
3.4 How do students engage with content today and how will they prefer to engage with material and content in the future

**a) 2015**

- **62%** (global) via the laptop or in the classroom
- **50%** (NA) via mobile devices

62% of respondents believe that students engage with content via the laptop or in the classroom, respondents from NA also included mobile devices.

Only 13% and 17% felt students were engaging with content via real-time video collaboration and Massive Open Online Courses, respectively.

**b) 2025**

- **54%** (global) via real-time video collaboration
- **56%** (NA) via mobile devices

By 2025, however, respondents shifting towards more real-time video collaboration (54%) and mobile devices (56%), with laptops and in-classroom learning decreasing significantly.

3.5 Education delivery will shift from teachers and lecturers today to the students themselves as well as online learning consortiums by 2025

**a) 2015**

- **67%** (global) education delivery through teachers and lecturers

67% of respondents globally see the current focal point of education delivery to be the teachers and lecturers themselves – this is reinforced by the fact that the teachers and educators who responded also believe this to be the case.

Thought leaders and online learning consortiums were seen to play only a small role in education delivery.

**b) 2025**

- **50%** (global) students
- **47%** (NA) online learning consortiums

However, by 2025, there will be a shift, with respondents regarding students (50%) and online learning consortiums (47%) to be the focal point of education delivery.

Despite the shift many respondents still believe that the teachers and lecturers will continue to play an important mentoring role in 2025.
4. What is preventing the education sector from reaching its potential in 2025?

4.1 Funding, curriculum not keeping pace with future needs, and student engagement are the three key areas inhibiting a bright positive education future

24% of respondents globally felt that funding was the largest inhibitor to a more positive education future, with the UK making up the majority.

North America, India, and Australia & New Zealand also felt that the curriculum was not keeping pace with future workforce needs. Additionally, India and Australia & New Zealand thought that student engagement was a critical factor in preventing a more positive education future.

On the other hand, factors that caused the least concern among respondents were student completion rates (1%), technology not being agnostic (2%), and intellectual property (1%).

The trend remained the same when respondents were segmented by occupation, those in administration felt that the largest inhibitor was funding while educators were split between curriculum not keeping pace with future workforce needs as well as student engagement.

4.2 Government policy is not seen to be keeping up with education innovation to support a bright education future

Similar to the previous responses, 46% of respondents don’t believe that the government is doing nearly enough to keep up with education innovation, the majority of which, come from Australia and New Zealand.

But, it is worth pointing out that a significant number of respondents from India (19%) and the UK (16%) do believe that the government policy is keeping up with education innovation.
4.3 The Education sector is not maximizing the potential of technology today to support meaningful learning in the classroom

42% of the respondents globally believe that the education sector is not maximizing the potential of technology today to support meaningful learning in the classroom, the majority coming from Australia and New Zealand. But once again, there are a significant number of respondents from both India and the UK who believe that the education sector is indeed maximizing the potential of technology today. Despite previous questions where respondents are positive about the role technology can play in the future, barriers to adoption mentioned earlier include teacher training, budget and lack of policies.
5. Survey summaries by major regions

5.1 Survey summary from a North America perspective

The Education Survey participants from North America—United States and Canada—felt that the areas worth investing in for the future of education were Virtual Learning Environments (VLEs) and cloud based software platforms. This was seen to contribute towards a more independent and interactive learning environment for all those who want to learn. The respondents expect students to eventually take charge of their own learning needs rather than solely depend on institutions.

Aligned with the global trend, North Americans agree that the three factors inhibiting the development of the education landscape are: Funding; Government not being able to keep up with technological advancements; and curriculum not keeping pace with future workforce needs.

Demographic

A total of 347 people in the education sector from North America participated in this survey.

- Majority of participants were made up for those between 31-49 years old (31%)
- Respondent job roles were relatively evenly spread out with those in administrative and IT positions making up the slight majority
- Above 50 years old (62%)
Responses

52% believe parents and students alike are demanding more access to content and lectures online.

With deregulation and revised compliance standards, 18% think that improving the quality of teacher-learning and personalized and contextual learning should be the primary focus.

The largest inhibitor for the future of education is seen to be funding as well as curriculum not being able to keep pace with future workforce needs.

42% feel that the government is not keeping up with education innovation.

Majority, 45% still feel that we are not maximizing the potential of technology to support meaningful learning in the classroom.

Respondents believe that the best way for institutions to support more creativity, active learning and engagement is to provide interactive content as well as professional development on the latest technologies.

Laptops and in-classroom learning are the key methods in which students engage with material and content.

In 2025, the key methods of engaging with material and content would evolve to be: real-time video collaboration and mobile devices.

But, they feel that by 2025 students will take charge of their own learning needs as well as look to industry professionals for guidance.

Respondents see teachers sharing resources through online environments and becoming more independent in identifying their own professional learning needs.

With the aid of technology, greater collaboration between schools and corporations, an increase in progressions through to completion/attainment, and defined career pathways (partnerships, virtual internships, & e-mentoring) will be likely scenarios in 2025.

It is likely that education models will come from the educators themselves rather than through government policy, guidelines and regulations, or the private sector.

Majority of respondents believe that the education sector will be investing in Virtual Learning Environments (VLE) and cloud based software platforms.

It is likely that education in 2025 will see the government and the private sector should take responsibility for the future of education.

Respondents feel that both the government and the private sector should take responsibility for the future of education.
5.2 Survey summary from an India perspective

Accessibility, student engagement and preparedness for future jobs were key concerns for respondents from India. In contrast with other regions, India, while not believing that the government is doing entirely enough, was the most confident of their government’s capability of ensuring progress in the education sector.

Respondents also feel that the future of education will depend on more peer-supported learning and online resources for all those who want to learn.

Demographic

A total of 52 people in the education sector from India participated in this survey.

- Majority of participants were made up for those between 31-49 years old (33%) and above 50 years old (56%).
- The jobs role among participants were relatively evenly spread out with a slight majority coming from the head of faculty.
Responses

43% believe parents and students alike are demanding more access to content and lectures online.

With deregulation and revised compliance standards, 21% think that improving the quality of teacher-learning and personalized and contextual learning should be the primary focus.

The largest inhibitor for the future of education is seen to be funding, curriculum not being able to keep pace with future workforce needs, and student engagement.

27% feel that the government is not keeping up with education innovation.

Majority of respondents believe that the education sector will be investing in Virtual Learning Environments (VLE) and cloud based software platforms.

Majority, 31% feel that we are maximizing the potential of technology to support meaningful learning in the classroom.

Respondents believe that the best way for institutions to support more creativity, active learning and engagement is easy access to subject matter experts and peer supported learning and review.

Laptops and in-classroom learning are the key methods in which students engage with material and content.

Whereas it will be real-time video collaboration and mobile devices that students will be using to engage with material and content.

Respondents believe that teachers and lecturers are the key pathways to education delivery.

But, they feel that by 2025 online learning consortia and students themselves will be the best way to education delivery.

Respondents see teachers sharing resources through online environments and becoming more independent in identifying their own professional learning needs.

With the aid of technology, a greater collaboration between schools and corporations will be a likely scenario in 2025.

Respondents feel that both the government and the private sector should take responsibility for the future of education.

Respondents believe it is likely that education models will come from the private sector in the future.

By 2015

By 2025
5.3 Survey summary from a UK perspective

Funding appeared to be a critical issue to survey respondents from the UK. Additionally, respondents believed that the best way forward for education is to encourage more self-dependent learning through Virtual Learning Environments (VLEs), interactive content, real-time video collaboration, and mobile devices.

Respondents were also clear in their belief that education models for the future will likely come from the educators themselves rather than from the government or the private sector.

Demographic

A total of 625 people in the education sector from the UK participated in this survey.

- Majority of participants were made up for those between 31-49 years old (39%) and above 50 years old (39%).
- The jobs role among participants were relatively evenly spread out with a slight majority coming from teachers and administrators.
## Responses

<table>
<thead>
<tr>
<th>53% believe parents and students alike are demanding more access to content and lectures online.</th>
<th>With deregulation and revised compliance standards, 34% think that improving the quality of teacher-learning should be the primary focus.</th>
<th>The largest inhibitor for the future of education is seen to be funding 38%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>39% feel that the government is not keeping up with education innovation.</td>
<td>Majority of respondents believe that the education sector will be investing in Virtual Learning Environments (VLE) and physical creative learning environments.</td>
<td>Respondents believe that the best way for institutions to support more creativity, active learning and engagement is easy access to subject matter experts, media management in LMS, and interactive content.</td>
</tr>
<tr>
<td>Laptops and in-classroom learning are the key methods in which students engage with material and content in 2015.</td>
<td>Whereas it will be real-time video collaboration and mobile devices that students will be using to engage with material and content by 2025.</td>
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<td>Respondents see teachers sharing resources through online environments and becoming more independent in identifying their own professional learning needs.</td>
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<td>With the aid of technology, a greater collaboration between schools and corporations, as well as defined career pathways will be the likely scenarios in 2025.</td>
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</table>
5.4 Survey summary from an Australia and New Zealand perspective

For respondents from Australia and New Zealand, a big concern was the accessibility of education, especially in remote areas. While they are confident of technology progressing to the point where online and interactive learning is possible, they are expecting investment in education to ensure it is easily accessible to those who want or require it.

Like majority of the participants from the other regions, they too feel that future education models will likely come from the educators themselves rather than from the government or private sector.

Demographic

A total of 708 people in the education sector from Australia and New Zealand participated in this survey.

- Majority of participants were made up for those between 31-49 years old (45%) and above 50 years old (45%).

- The jobs role among participants were relatively evenly spread out with a slight majority coming from teachers and principals/assistants.
## Responses

**40%** believe parents and students alike are demanding more mobile and remote access to services.

**27%** think that improving the quality of teaching and learning and **23%** think that personalized and contextual learning should be the primary focus.

Respondents feel that the most important factors to the future of education is the accessibility for all those who want to learn.

The largest inhibitor for the future of education is seen to be curriculum not keeping pace with future workforce needs.

**58%** feel that the government is not keeping up with education innovation.

Majority of respondents believe that the education sector will be investing in Virtual Learning Environments (VLE).

**51%** feel that we are not maximizing the potential of technology to support meaningful learning in the classroom.

Respondents believe that the best way for institutions to support more creativity, active learning and engagement is professional development on the latest technologies.

Laptops and in-classroom learning are the key methods in which students engage with material and content in 2015.

Whereas it will be real-time video collaboration and mobile devices that students will be using to engage with material and content by 2025.

Respondents believe that teachers and lecturers are the key pathways to education delivery.

But, they feel that by 2025 the industry experts and online learning consortiums will be the best way to deliver education.

Respondents see teachers sharing resources through online environments and becoming more independent in identifying their own professional learning needs.

With the aid of technology, a greater collaboration between schools and corporations, as well as defined career pathways will be the likely scenarios in 2025.

Respondents feel that both the government and the private sector should take responsibility for the future of education.

It is likely that education models will come from educators rather than from government policy, the private sector, or guidelines and regulations in the future.
Conclusion

The Polycom Education Technology Innovation Survey provides valuable insight into how the education sector may benefit from technology to support future learning delivery. Respondents believe technology will enable education to be more interactive with the introduction of VLEs, real-time learning collaboration, mobile devices, and cloud software platforms.

Nevertheless, for technology to truly maximize the potential for education innovation, it will require all stakeholders to play an active role in making that happen. Educators should help create education models that work for them, while the government and private sector must work hand in hand to ensure that the right resources and support is available so that the education sector can utilize them effectively.

Additionally, teachers and lecturers, while continuing to play an important mentoring role, will become less vital to education delivery with the likelihood of students getting greater access to material, industry experts, thought leaders and corporations through the use of technological innovation, thereby creating a 360 degree approach to learning.

The way we fund to support these scenarios is seen today as an inhibitor along with a call for professional development to keep pace with change. When looking at the commentary provided by survey participants, they are concerned with the limitations to future success because of outdated policies and standards.

Based on the findings in this report, and from the perspective of technological innovation, we recommend educational institutions and governments focus on three main areas to support steps to positive future education models:

1. Collaboration between schools and the private sector
2. Increasing Virtual Learning Environments to develop more personalized learning programs
3. Technology to support efficient models for professional learning and development for teachers

In summary, based on the survey results education in 2025 is expected become a truly collaborative place with the help of technology, educators, the government, the private sector and the students themselves.

Some examples of institutions leading the way in education innovation supported by collaboration technologies from Polycom are provided in the following section.

Collaboration Supports Global Arts’ Learning at Manhattan School of Music
The Manhattan School of Music, one the leading music conservatories in the U.S. has been utilizing video conferencing technologies since 1996 in an effort to expand their musical arts community internationally. MSM engages in inspiring work, offering much needed musical instruction during a time when many arts programs have been subject to budget cuts. http://publicsectorview.com/featured/collaboration-supports-global-arts-learning-manhattan-school-music/

Kenai Peninsula Prepares Students for the Next Generation Workplace
Recent studies have found that GenZ has quite effectively revamped the modern work day, bringing the collaborative shift in thinking they picked up in the classroom to the work day. While some educators have yet to catch-up, others are tuned into what is happening and are taking additional steps to prepare their students for the next generation workplace. On Alaska’s Kenai Peninsula two educators, Rob Sparks and Greg Zorbas, continue to push the envelope, offering their students distinct learning opportunities utilizing video and unified communications. http://publicsectorview.com/featured/kenai-peninsula-prepares-students-next-generation-workplace/

VUC Storstrom, Denmark
Adult education center in Denmark offers continuing education to students in cities and remote areas alike with expanded video communication program. The teacher conducts his course normally in a classroom. Students can dial into the course from any location. This has opened the catalogue of classes to many new students as it is so flexible and easy. A great benefit is the classes which traditionally had low registration are now filling up to normal 20 student capacity. http://www.polycom.com/global/en/customer-stories/vuc-storstrom.html

Gippsland Trade Training Centres, Australia
Covering an area of more than 41,000 square kilometres, Gippsland’s geographic location means the community relies heavily on self-sustainability, with industry trades being the main source of employment for its more than 250,000 residents. Video collaboration solutions were integrated into classrooms and practical workshops within the participating educational facilities. Now, classes can remotely connect with vocational teachers who may be on a farm or in a commercial kitchen, hundreds, if not thousands of kilometres away. http://www.polycom.com/global/en/customer-stories/gippsland.html
With deregulation and revised compliance standards, what in your opinion should be of primary focus?

In your opinion, what can institutions do to facilitate a change in coursework to support creativity, active learning and engagement?
Who do you believe is responsible for the future of education?

<table>
<thead>
<tr>
<th>Who believes</th>
<th>Global</th>
<th>NA</th>
<th>UK</th>
<th>India</th>
<th>ANZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>14%</td>
<td>3%</td>
<td>2%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>Private</td>
<td>4%</td>
<td>9%</td>
<td>3%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Both</td>
<td>58%</td>
<td>56%</td>
<td>55%</td>
<td>52%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Where do you think new education models will come from in the future?

<table>
<thead>
<tr>
<th>Where will models come from</th>
<th>Educators</th>
<th>Government policy</th>
<th>Guidelines &amp; regulations</th>
<th>Private sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global</td>
<td>32%</td>
<td>27%</td>
<td>19%</td>
<td>27%</td>
</tr>
<tr>
<td>NA</td>
<td>30%</td>
<td>4%</td>
<td>6%</td>
<td>25%</td>
</tr>
<tr>
<td>UK</td>
<td>2%</td>
<td>24%</td>
<td>5%</td>
<td>17%</td>
</tr>
<tr>
<td>India</td>
<td>13%</td>
<td>8%</td>
<td>6%</td>
<td>17%</td>
</tr>
<tr>
<td>ANZ</td>
<td>37%</td>
<td>9%</td>
<td>4%</td>
<td>7%</td>
</tr>
</tbody>
</table>
The provision of IT services is becoming a key differentiator for students when choosing which educational institution they wish to attend. In your experience which IT services are students and parents demanding most from your institution?

What theme do you feel will be most important to the future of education success?
Looking forward to 2025, which areas of education and learning delivery do you believe academic institutions will be investing in order of priority or importance?

In your opinion how will teacher professional learning change by 2025?
Driven by technology, which of the following scenarios are likely in 2025?

- A greater collaboration between schools and corporations
- Degrees are now free and recognized globally
- Badges and certifications will outweigh degrees
- Increase in progressions through completion/attainment
- Defined career pathways (partnerships, virtual internships, & e-mentoring)
In your opinion, how do students engage with content today and how will they prefer to engage with material and content in the future?

### 2015

**Realtime video collaboration**
- Global: 17%
- NA: 13%
- UK: 15%
- ANZ: 17%
- India: 23%
- MOOCs: 15%
- Mobile devices: 15%
- Applications and software: 48%
- Laptops: 54%
- Social Media: 50%
- Project based learning: 46%
- In classrooms: 50%
- Media management in LMS: 54%

### 2025

**Realtime video collaboration**
- Global: 54%
- NA: 35%
- UK: 40%
- ANZ: 40%
- India: 40%
- MOOCs: 55%
- Mobile devices: 56%
- Applications and software: 56%
- Laptops: 60%
- Social Media: 43%
- Project based learning: 43%
- In classrooms: 35%
- Media management in LMS: 54%
In 2025 the role of the in-person teacher may shift with respect to education delivery, for example to becoming a facilitator or mentor. Which roles do you believe will become increasingly important in delivering education?

**2015**

- The teacher or lecturer: 67% (Global), 67% (NA), 59% (UK), 56% (India), 67% (ANZ)
- Thought Leaders: 16% (Global), 10% (NA), 73% (UK), 13% (India), 15% (ANZ)
- Industry experts from workplaces: 24% (Global), 20% (NA), 23% (UK), 30% (India), 20% (ANZ)
- Education outreach program providers eg museums and science centers: 28% (Global), 30% (NA), 30% (UK), 42% (India), 34% (ANZ)
- The student: 55% (Global), 48% (NA), 44% (UK), 37% (India), 38% (ANZ)
- Online learning consortiums: 16% (Global), 21% (NA), 17% (UK), 17% (India), 27% (ANZ)
- Academic advisors: 25% (Global), 32% (NA), 27% (UK), 30% (India), 25% (ANZ)

**2025**

- The teacher or lecturer: 67% (Global), 67% (NA), 59% (UK), 56% (India), 67% (ANZ)
- Thought Leaders: 16% (Global), 10% (NA), 73% (UK), 13% (India), 15% (ANZ)
- Industry experts from workplaces: 24% (Global), 20% (NA), 23% (UK), 30% (India), 20% (ANZ)
- Education outreach program providers eg museums and science centers: 28% (Global), 30% (NA), 30% (UK), 42% (India), 34% (ANZ)
- The student: 55% (Global), 48% (NA), 44% (UK), 37% (India), 38% (ANZ)
- Online learning consortiums: 16% (Global), 21% (NA), 17% (UK), 17% (India), 27% (ANZ)
- Academic advisors: 25% (Global), 32% (NA), 27% (UK), 30% (India), 25% (ANZ)
What do you believe will be the largest inhibitor to a more positive education future?

Technological advancements are rapidly changing the way teachers teach. There's great potential to deliver effective education to anyone who wants to learn. In your opinion, is government policy keeping up with education innovation to support a bright education future?
With the increased accessibility of broadband and with that, an increase in mobility devices, applications and new ways to consume content are we maximizing the potential of technology today to support meaningful learning in the classroom?
About Polycom
Polycom helps organizations unleash the power of human collaboration. More than 400,000 companies and institutions worldwide defy distance with video, voice and content solutions from Polycom.

As part of their classroom of the future, educators are looking for voice, video and content collaboration that aligns with the current digital world and global economy. Polycom’s video solutions, along with our tailored education programs and content, improve the teaching and learning experience, increase reach and streamline education.

Polycom.com/education

About APGM
Asia Pacific Growth Management is a Singapore and Sydney based management consultancy. We work across most sectors but our specialty lies in the Technology, Media and Telecommunications sectors. We have helped a wide range of companies, from smaller, specialized high growth companies to multinational businesses in established markets achieve strategic growth in Asia Pacific through strategic and operational consultation, mergers or acquisition, divestment or expansion and general advisory services.

Polycom.com/education

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i Definition of Virtual Learning Environments (VLE)’s: A virtual learning environment (VLE) is a Web-based platform for the digital aspects of courses of study, usually within educational institutions. VLEs typically: allow participants to be organized into cohorts, groups and roles; present resources, activities and interactions within a course structure; provide for the different stages of assessment; report on participation; and have some level of integration with other institutional systems. Wikipedia: https://en.wikipedia.org/wiki/Virtual_learning_environment

ii Definition of badges: Badges are digital tokens that appear as icons or logos on a web page or other online venue. Awarded by institutions, organizations, groups, or individuals, badges signify accomplishments such as completion of a project, mastery of a skill, or marks of experience. Educause: https://net.educause.edu/ir/library/pdf/eli7085.pdf

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