Online Education

A Case Study

30 Live Telecast Classes/ Videos

2200 Users

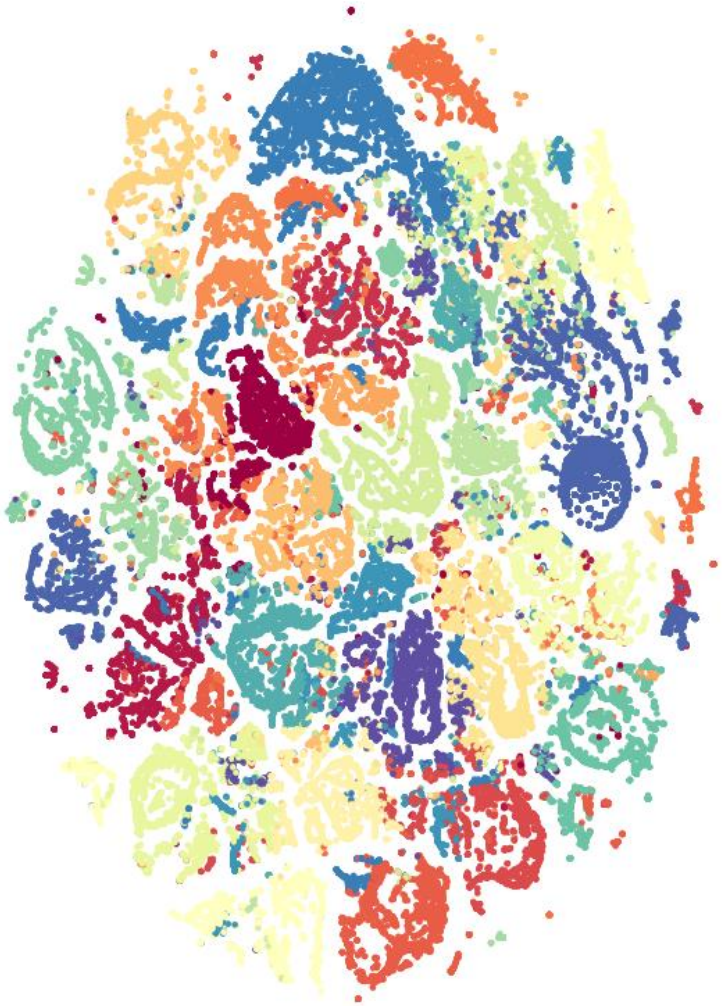
5 Subjects

6000 user comments

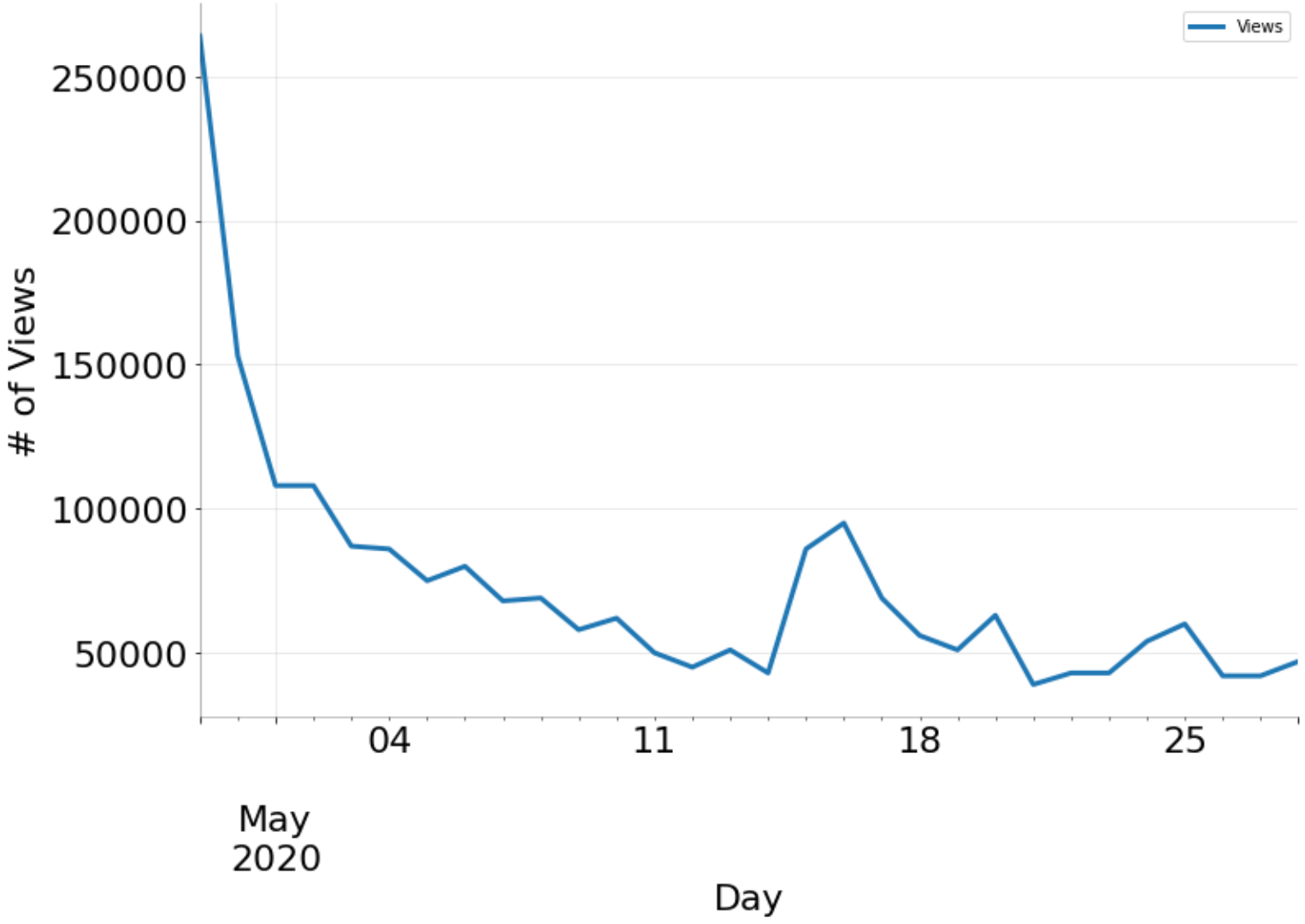
2.2 Million Views

Vernacular language

Data: 30 classes for 10th Standard; delivered by state government in India via TV and streaming
5 subjects, taught in vernacular language
Video comments and trends analyzed
Each class has a live telecast



Vectorized User Comments



Views have dramatically fallen overtime

- High peak and consistent drop overtime

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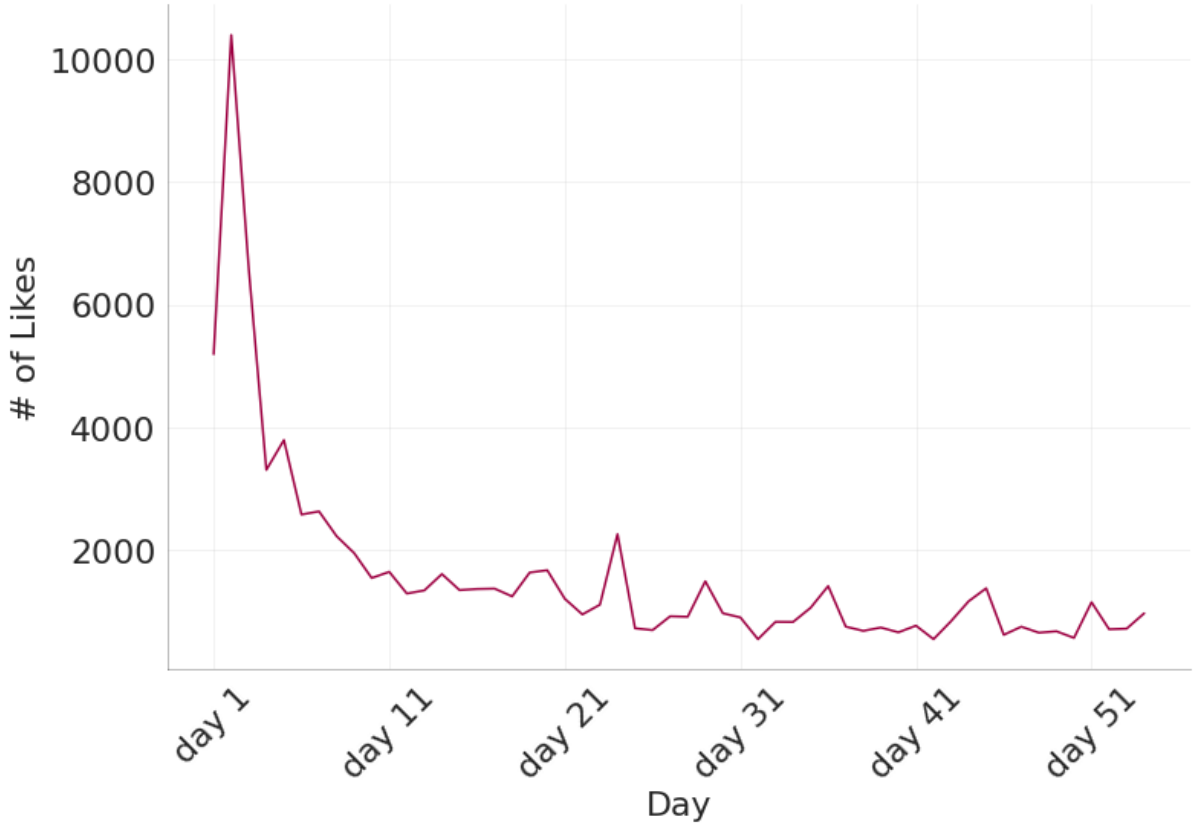
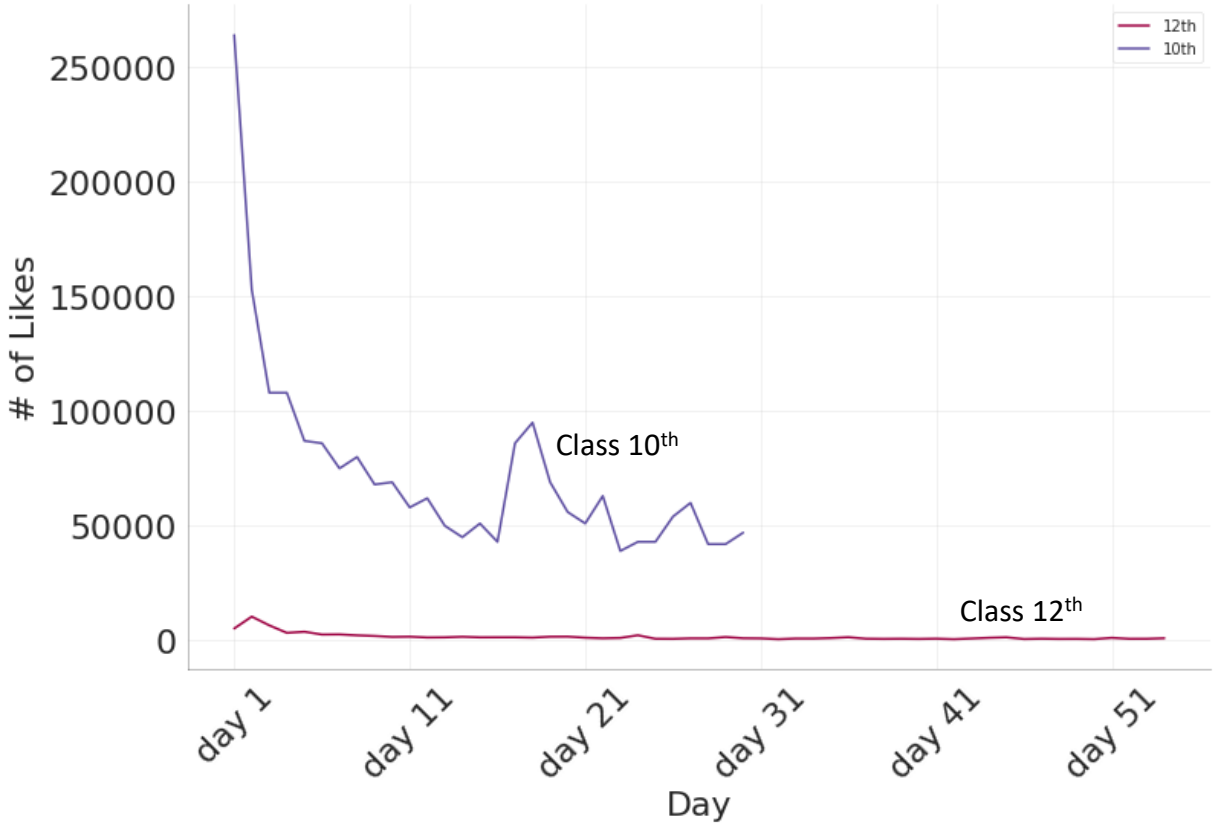
The pattern repeats for other levels & views is even lower

Class 12th Online Classes by same broadcaster



Class 10th v/s 12th views



Note: Class 12th spread across 54 classes versus 30 classes of Class 10th

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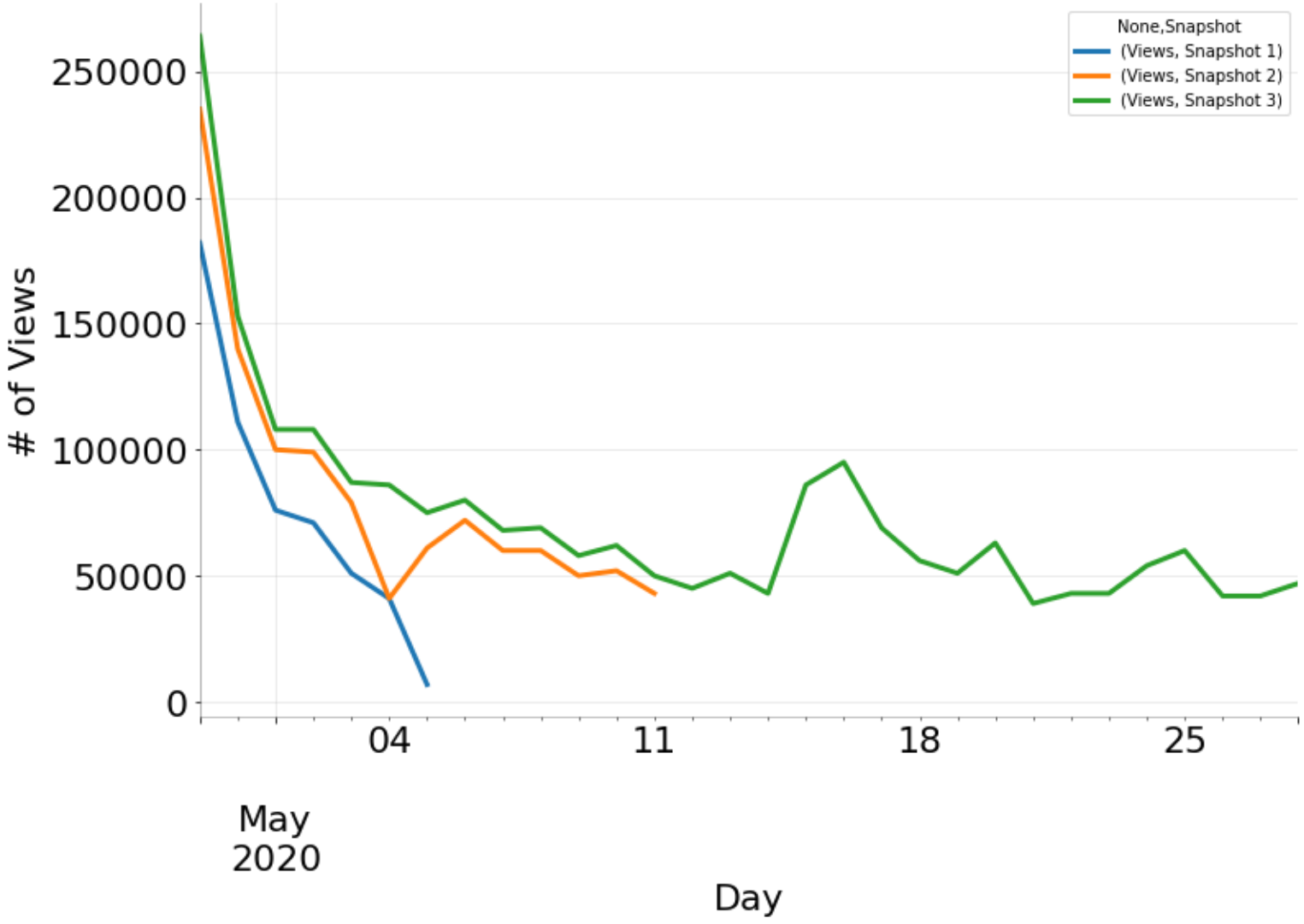

38% of people watch replays…

- 3 snapshots taken (5th May 2020, 11th May 2020, 11th June 2020)
- 14% of views came between 1st and 2nd snapshot
- A month later 38% of views were added as compared to the 1st snapshot
- Replays play a significant role

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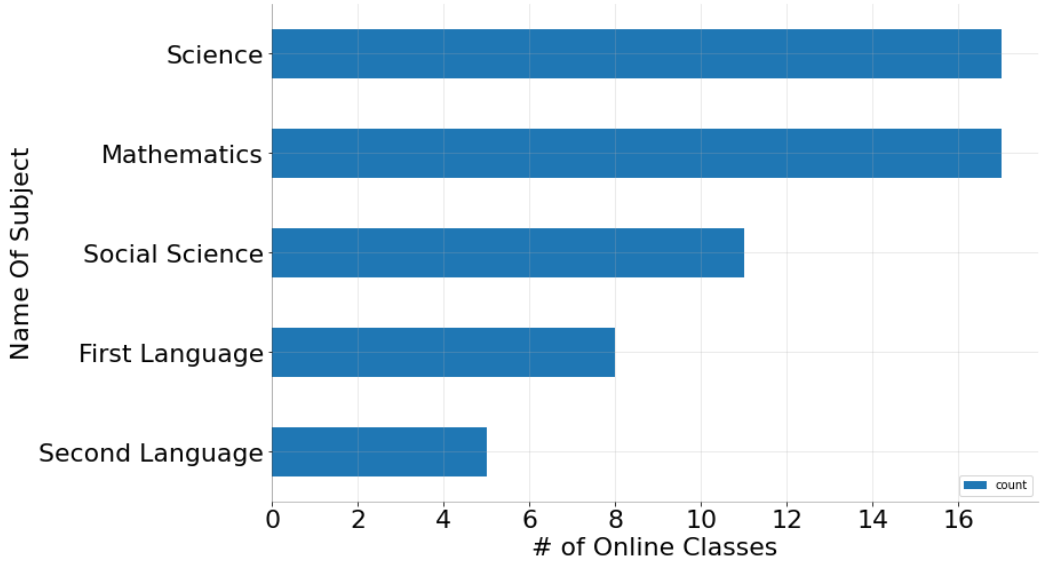

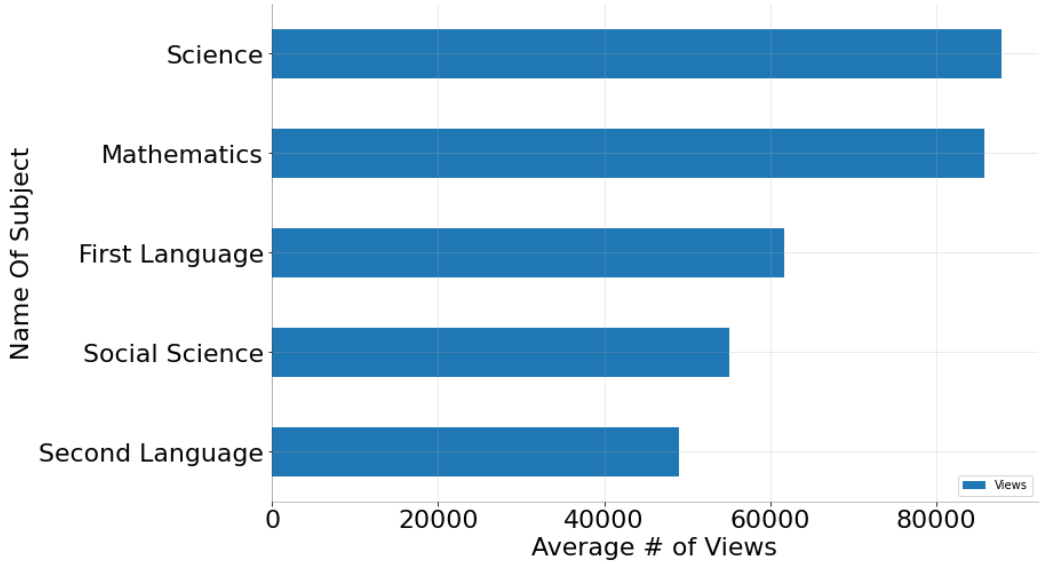

Students skip subjects

- Mathematics & Science given dominant class time
- They also receive most views
- Languages lag far behind

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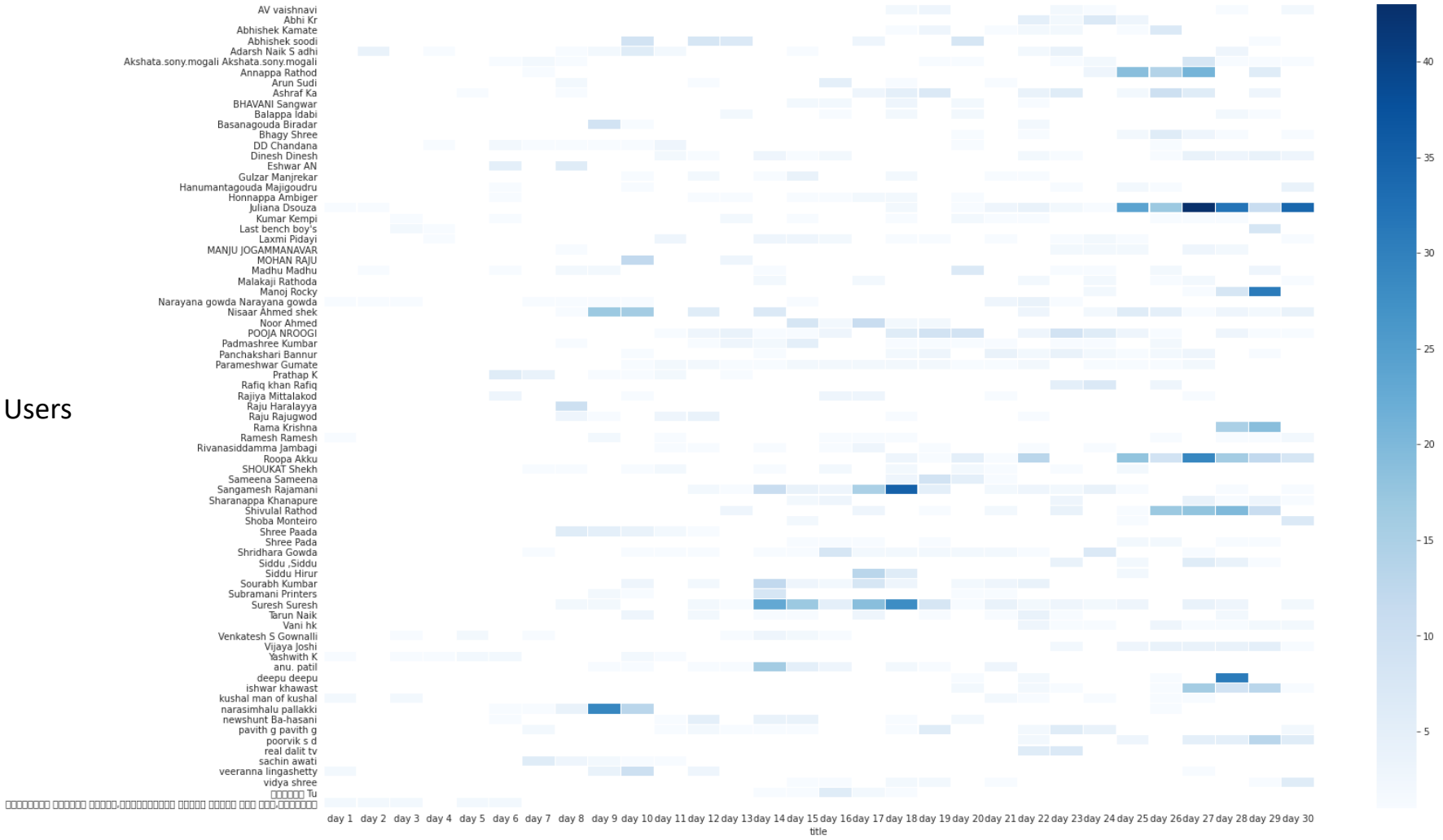
Users vs Class Days Heat map

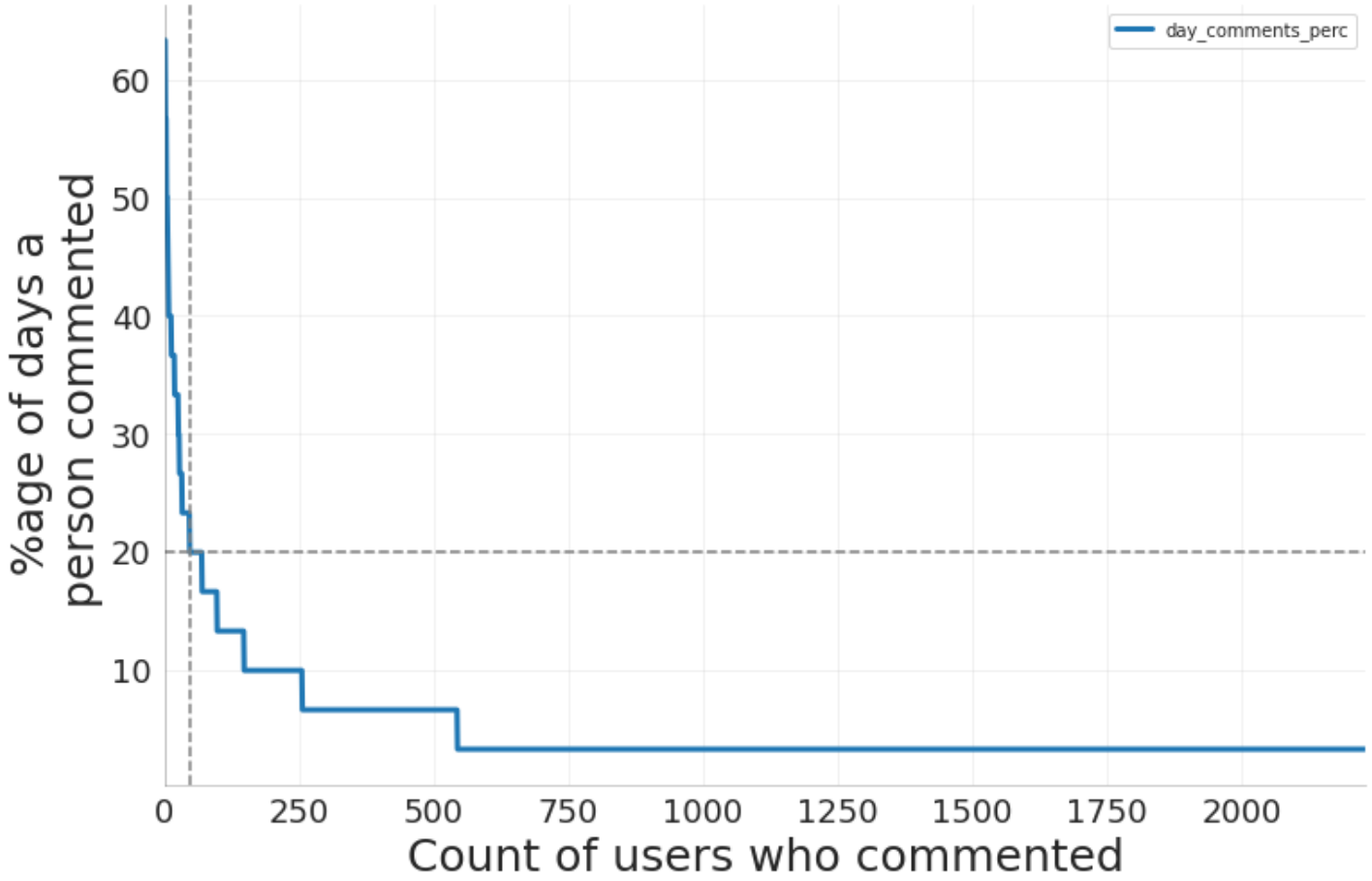


Users

Class Days

Most students do not engage over time

- Very few students login and comment in every class
- Consistent engagement is a sparse matrix



2% of students comment in >20% of classes

- Very few students engage across classes
- Most don't leave a comment

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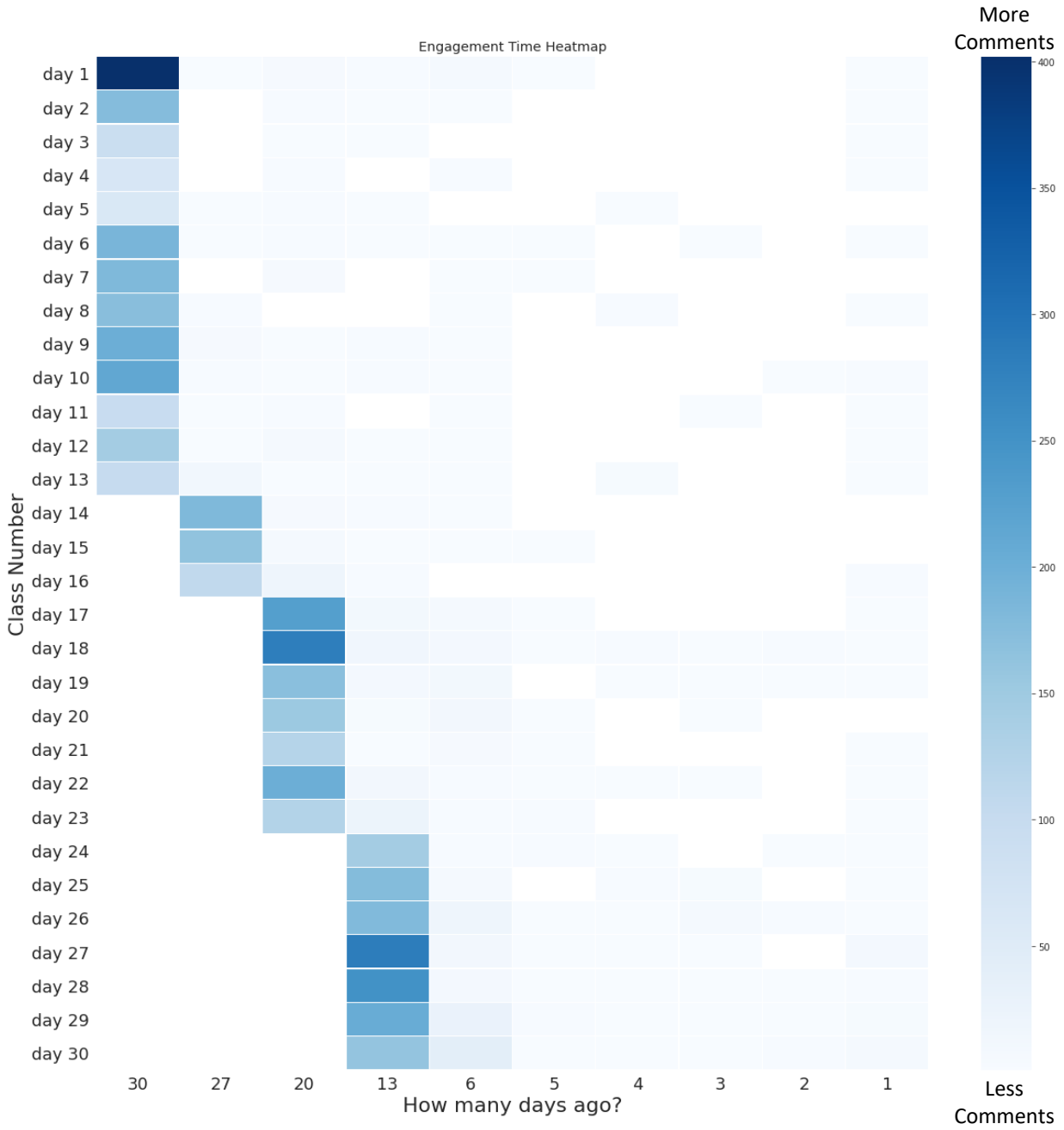

Most comments are immediately post telecast

- Maximum interaction (posting comments) during first few days of telecast
- Students posing questions or providing feedback tapers down later
- Student engagement is short lived

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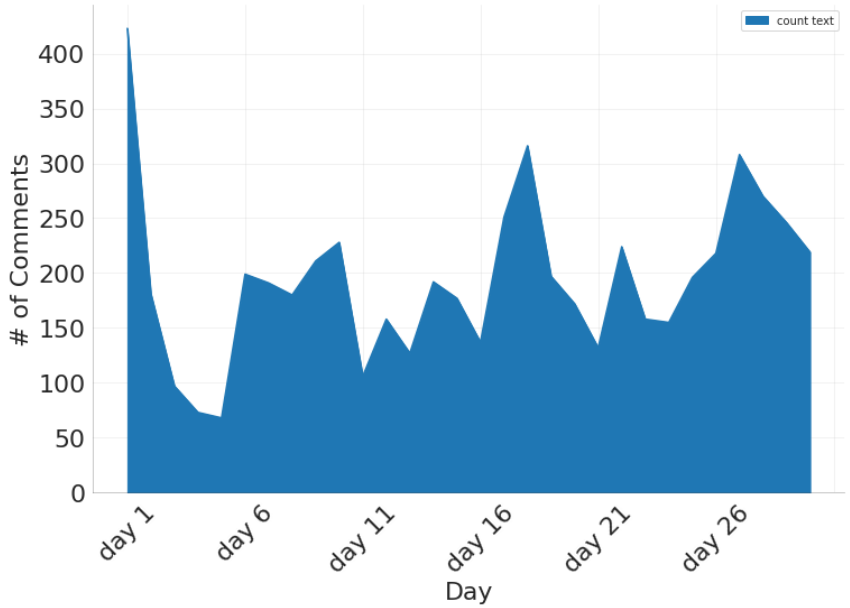

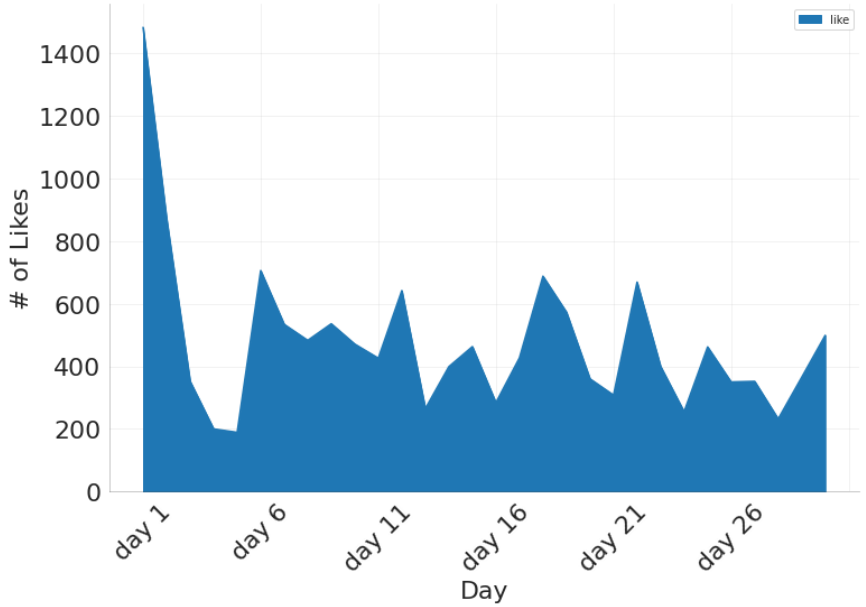

Overall engagement declines overtime

- Both likes & comments have reduced as the days have passed
- New feedback on effectiveness of the course reduces over time

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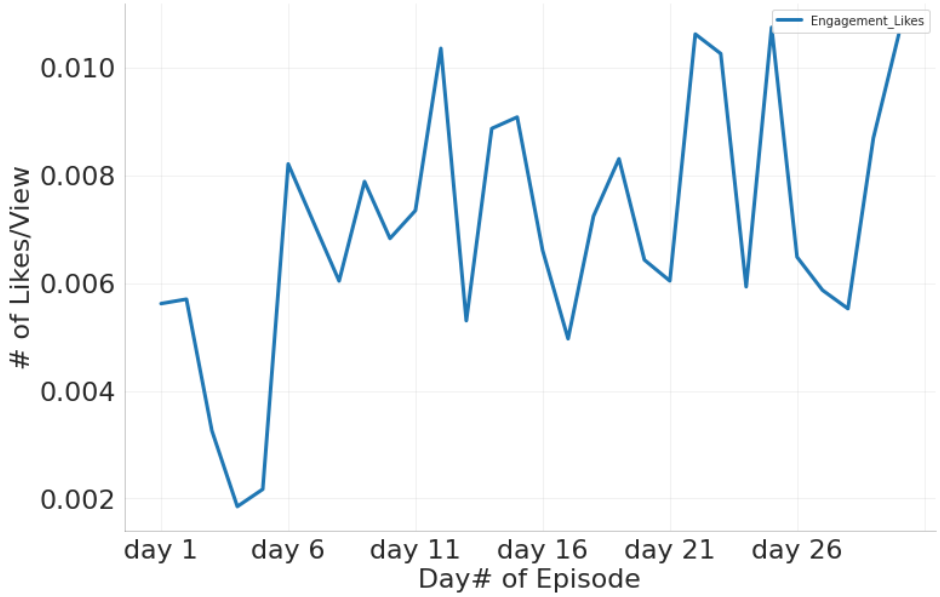

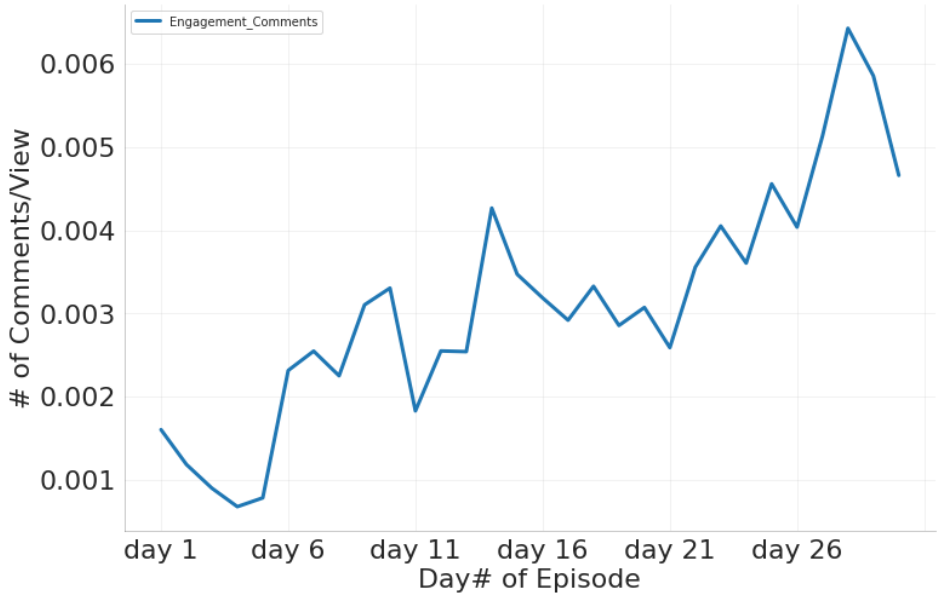

However, those who view multiple classes increase their engagement

- Those who attend seem to have better engagement measured as likes and comments left per view
- They leave more likes and comments

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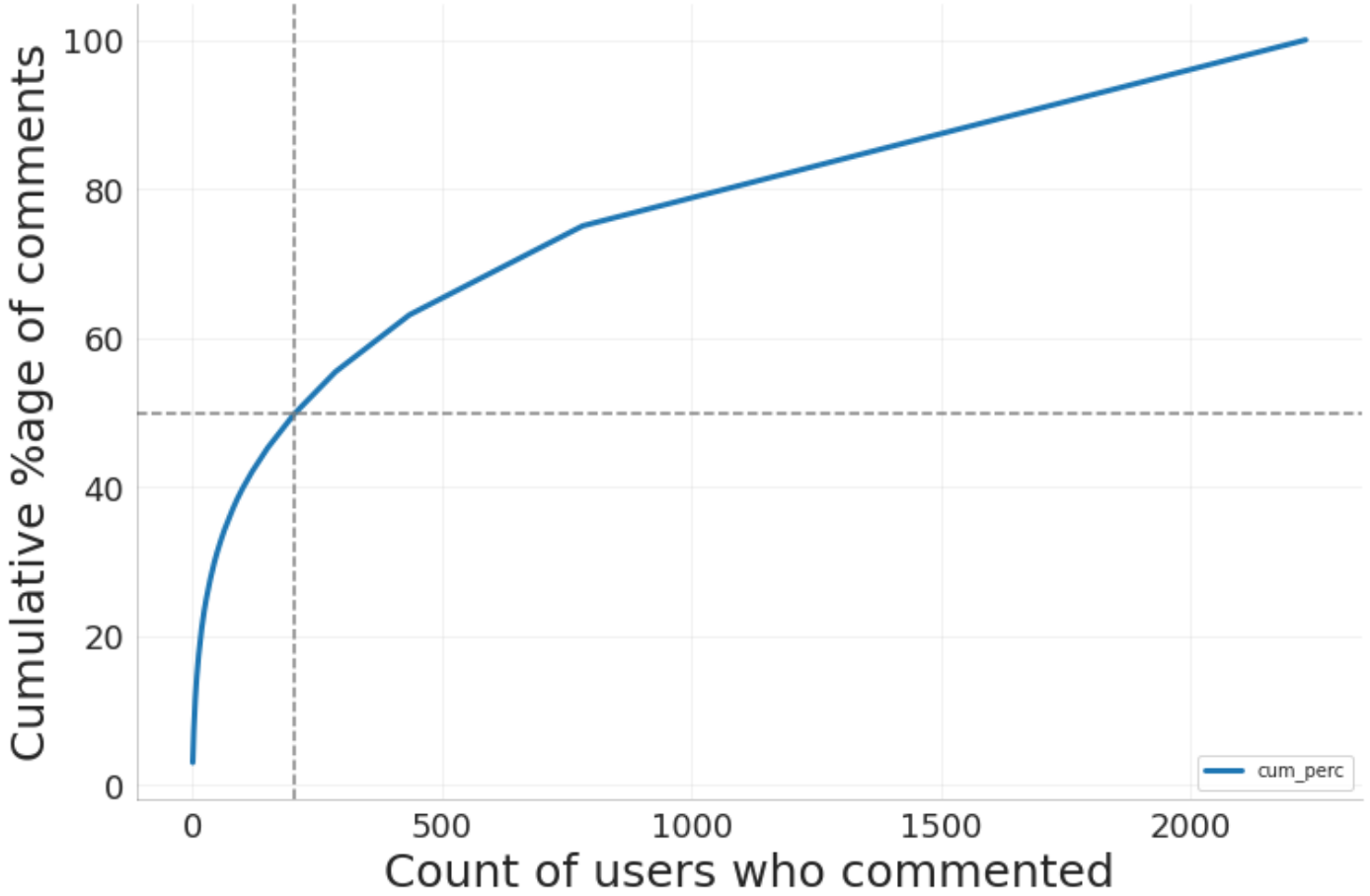

9% of students contribute 50% of feedback

- Very few students engage multiple times
- Engaging with the core group can provide valuable inputs

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Junk comments dominate: add to distraction

9% of comments is “hi”

2% of comments is “thank you”

50% of comments is less than 3 words or less

Image Source: Unsplash.com

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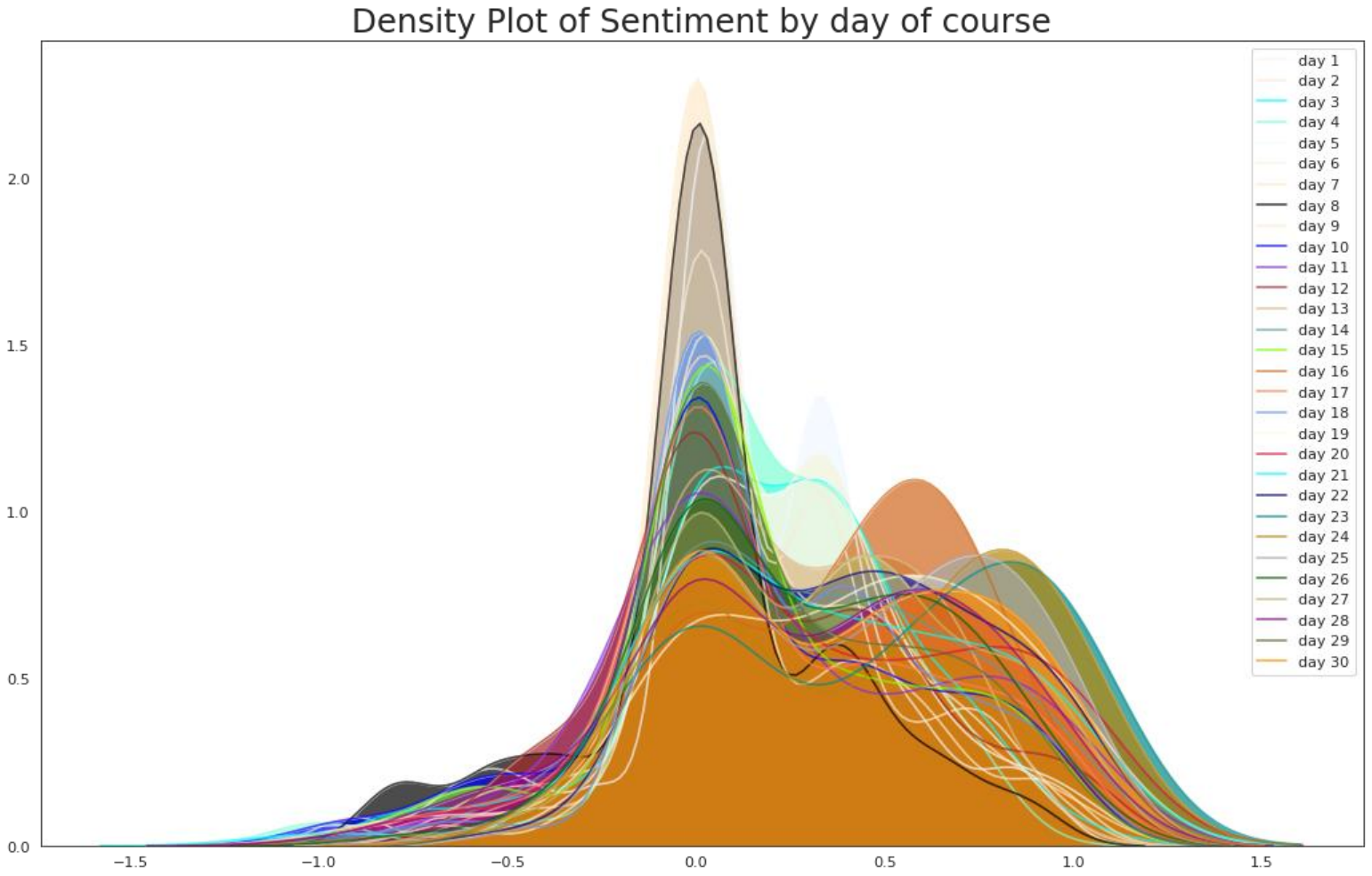

Feedback sentiment varies across classes

- Multiple aspects influence sentiment such as language, tutoring, comprehensibility, video quality, distractions etc

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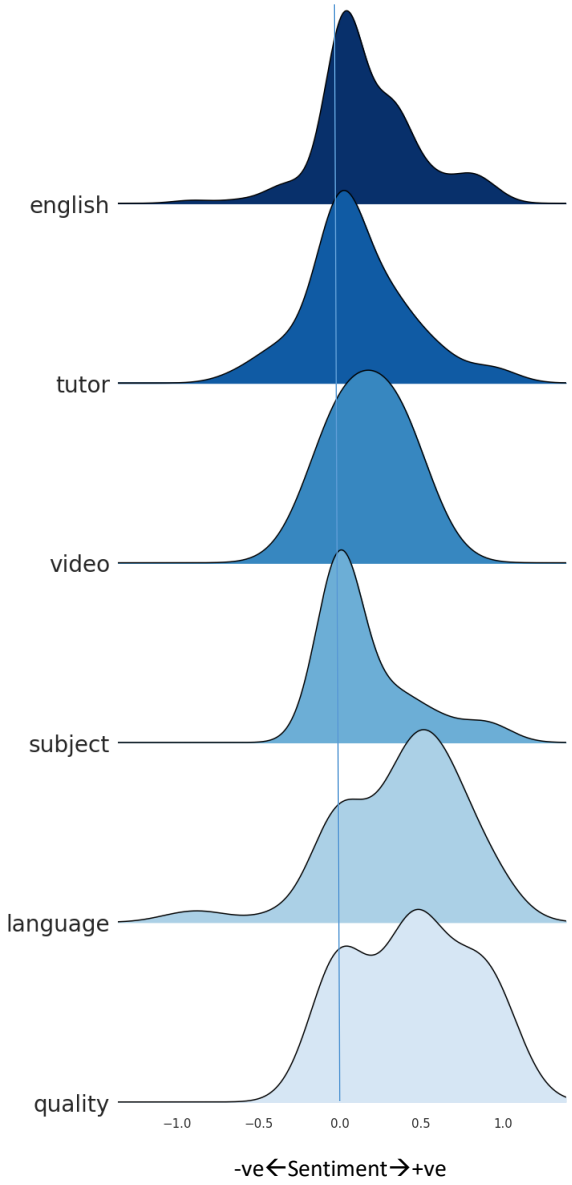

Video, quality & language have most negativity

- Students show general positivity towards online
- Certain aspects bothersome

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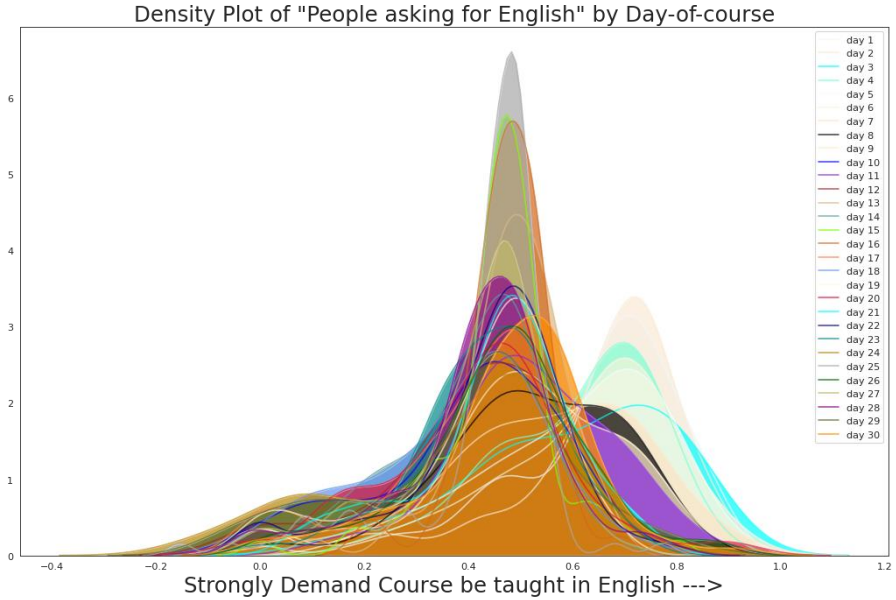
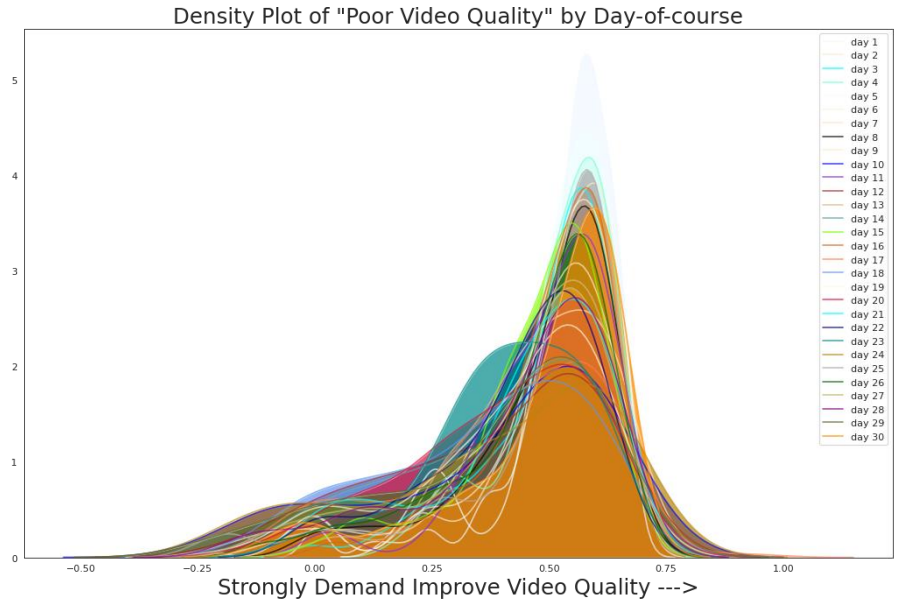
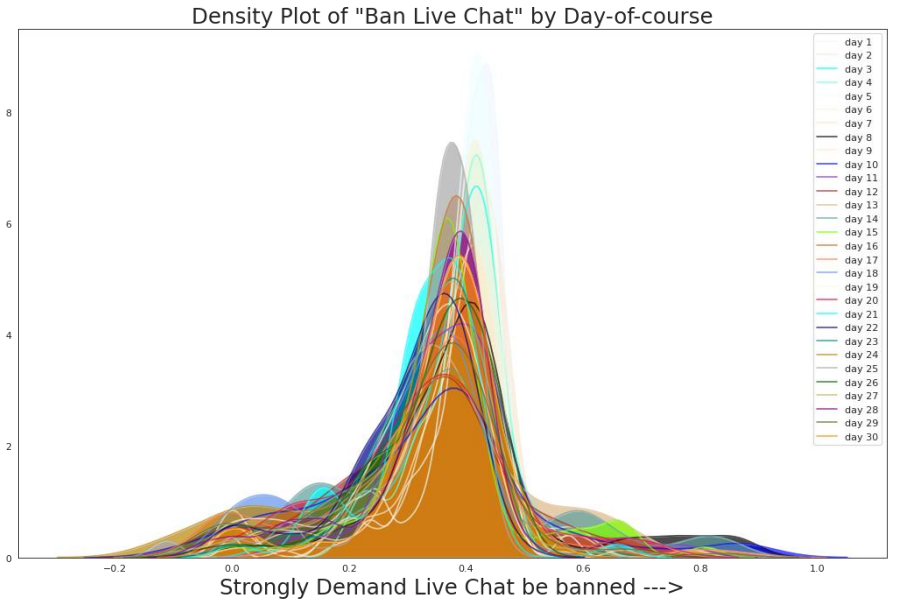


English Subtitles, Higher Video Quality, Banning Live Chat

… key interventions in that order





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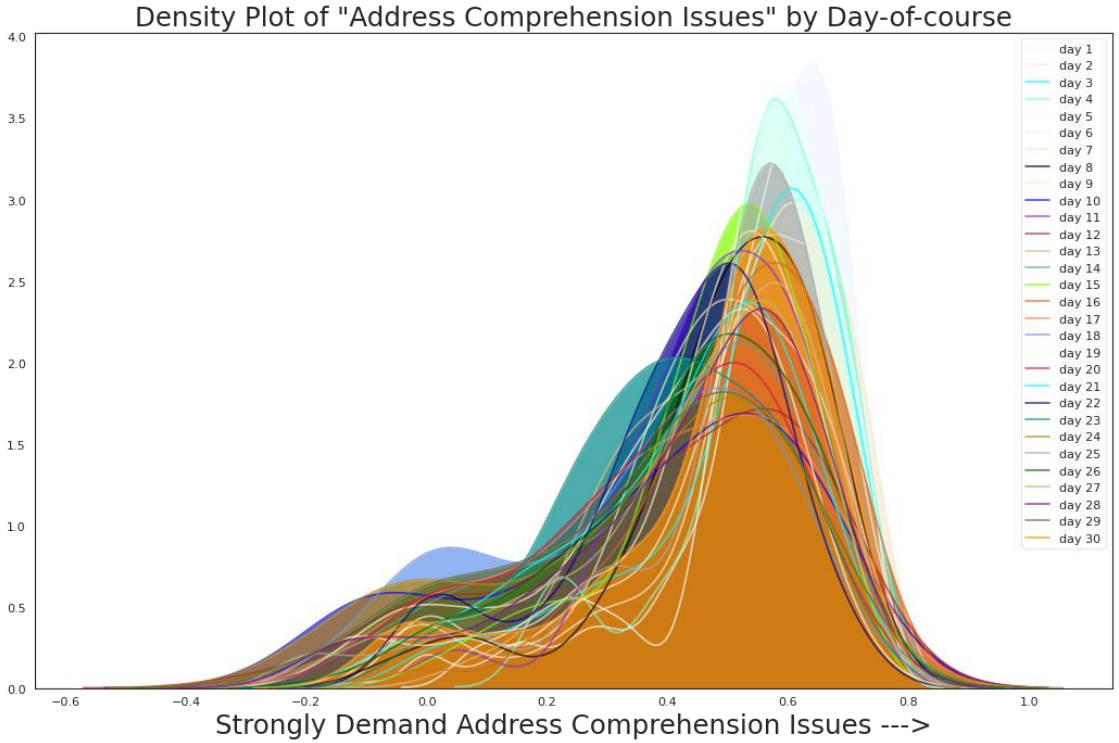
Addressing these and increasing comprehension a key demand…



…and additionally some points to ponder exist for improving delivery

- Is live streaming a must?
- Since “replays” mode is popular, then infrastructure needed for telecast and reception by students can be dramatically reduced?
- Interactivity key but not via live chat
- Auto detect and reject junk comments
- Multi language telecast… record once… translate to multiple?
- Student feedback mechanisms needed

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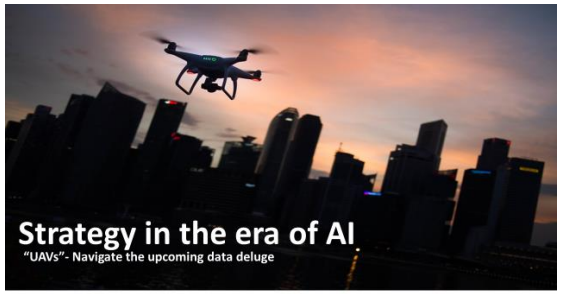
The Future of Insights is here…



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