

# University of British Columbia Sauder School of Business

Capturing 400 student presentations  
— In just 48 hours

“The vision for the class actually stemmed from a curriculum review,” recounted Cameron Morrell, an instructor at the University of British Columbia’s Sauder School of Business.

“We heard from the industry was that our students are incredibly intelligent — but they needed to learn how to be better presenters.”

To meet that challenge, Morrell knew, the university couldn’t merely assign students a few extra presentations. To build those skills, the school needed to create a brand new course — one that would be devoted entirely to actually improving the way students communicate, particularly during that seminal challenge for any executive: the business presentation.

Concept in hand, Morrell came to the Sauder School of Business’s Learning Services team, partnering with Director Rob Peregoodoff and Faculty Liaison Jamie Stockdale, to find a way to bring the vision to life.

Right from the beginning, the three agreed that the traditional lecture format alone wouldn’t be up to the task. To become better presenters, students needed more than just information about how to best communicate — they needed experience putting that expertise into practice.

Live practice, though, would be just the beginning. In order for students to review and learn from past performances, recording each presentation would be essential to the class.

Unfortunately, the solution wouldn’t be as simple as setting up a camcorder or two. With a projected 400 participants and a finite number of classroom hours available, a standard video setup would have limited Morrell to recording just one presentation per student.

That wouldn’t be nearly enough to help students actually improve. So when the team discovered Panopto — and saw the video platform could easily record 400 presentations or more each week — their hopes were understandably high.



## About Sauder

The Sauder School of Business is one of the world’s leading academic business schools. Located at the University of British Columbia in Vancouver, Canada, Sauder provides its more than 3,500 students with a global perspective of the international marketplace.

With over 100 full-time high-caliber academics from around the globe, the Sauder faculty enjoys worldwide recognition for its excellence in research, teaching and outreach.

Website: [www.sauder.ubc.ca](http://www.sauder.ubc.ca)

## The concept: Student video at scale

Today student video is increasingly common on campuses all around the world. Schools, colleges and universities are recording more and more student assignments and presentations, challenging students to demonstrate expertise or model proficiency in a format that better approximates real-world scenarios than do traditional essays or exams.

As other institutions adopt video on an assignment-by-assignment basis, however, the sheer scale of Sauder's project stands out.

The class the Sauder team envisioned wouldn't just be a way for the students to learn about giving presentations — it would be a total presentation laboratory, a place to experiment, self-review and, finally, learn how to succeed as presenters.

The team's goal was to provide every student in the class with the following:

- Presentations by individuals and groups recorded regularly each semester;
- The ability to review presentations for self-critique;
- The ability to critique peer presentations and to receive peer reviews; and
- Fair and objective presentation grading and evaluation based on recordings that could be reviewed by the instructor at any time.

The class that eventually came into being was called Business Communications, and today it's a required course for all incoming students. But before it could begin, the team had to first answer the question of whether it could actually be done. To find out, Morrell visited a number of other universities to get ideas for how the course could be designed.

"The key problem was, how to create a course whose key grading component was oral?" recalled Morrell. "Students needed to be graded on a series of presentations, but we couldn't devote all that class time to students presenting."

"Initially we used a 2005 solution, recording the presentations with a camcorder then copying them on to DVDs," said Peregoodoff. "The test was for 40 students. It took two weeks of class time and a lot of faculty hours as well."

The test complete, the team quickly realized that such a system simply would not be feasible for all 400 students.



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— **Cameron Morrell**, Instructor,  
University of British Columbia Sauder School of Business

Then the team discovered Panopto.

Panopto's video platform runs on any laptop and accommodates virtually any recording device, from specialized camcorders to webcams, laptop cameras, and even smartphone and tablet recorders. Recording a presentation with Panopto is simple: just open Panopto, confirm the video sources you want to capture, click record, and present. Panopto does the rest.

### The test:

## 400 student presentations in 4 days

In the spring of 2013, the first test of the concept took place.

Each class was divided into groups of 6 or 7 students. Each group was assigned to use one of the school's small meeting rooms as a recording location. Setup was simple: each group used one the University's existing laptops and a small HD camera to record themselves wherever they were most comfortable in each room.

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rooms with no built-in audio-visual equipment, set up a laptop with Panopto inside, and hit record. With six rooms running simultaneously, we could record 40 presentations in less than 90 minutes.”

The first class session having proven successful, nine more followed over the next two days. In 48 hours, 400 student presentations were recorded, uploaded and made available to the students and the instructors via their existing Learning Management System (LMS).

“Other options we looked at are lecture capture solutions, but Panopto is a room capture system — meaning we can record student presentations anywhere we want, not just in rooms with built-in hardware,” said Morrell. “Keep in mind that the rooms we used are not designed for recordings — they’re just normal student breakout rooms. For that reason, we simply could not do this course if we did not have the software.”

## The tech: Post-production made easy

Not only was Panopto easy to use, it was easy to operate, too. Just two technical support staff were on hand for all six pilot test classes, and by mid-semester students were quite adept at using the systems independently.

Panopto automatically uploads each completed video to the University’s Panopto video library and transcodes it to be viewable on any device — no time-consuming manual A/V work required. Once there, as part of the school’s privacy policy, Stockdale uses Panopto’s web-based video editor to quickly remove any of the students’ identifying details. With those edits made, Stockdale and team integrate the videos into their customized learning management system (LMS).

Within a few hours of class time, the students and professors alike are able to access the newly created videos in the LMS — on demand, from any device they choose.

## The result: 48 hours, 400 videos — and 98% within class schedules

The success of the test class — and all of the classes that followed — made believers out of everyone.

Using Panopto, the Sauder School of Business created 400 videos in about 2 days, and 98% within class schedules. Then they repeated this process throughout the semester.

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“At first the students were a little concerned about being filmed,” said Morrell. “But since there’s just a small camera, it’s not intimidating. And they love the ability to do self-reviews.”

“In my world you always want to factor student appeal into your decisions,” said Peregoodoff. “With course grades based entirely on live presentations, a rubric or some other ‘real-time’ marking tool is simply not reliable or valid for the number of students we are working with. Knowing we have the recordings, both for primary marking as well as a potential grade appeal after the course, gives us great confidence in the assessment integrity for this course.”

Along with giving students a new tool to help themselves practice and learn, Panopto is a benefit to the school’s instructors.

Recording the presentations makes it possible to review each student’s performance at a later time, after class is over. Video also frees up the instructor to work with individual groups while other presentations are being delivered elsewhere. And since presentations are recorded individually, professors can objectively review each student’s work in full and provide more in-depth comments and feedback.

A third major benefit of the system, said the team, is its cost. With no expensive A/V team or special equipment required, and with the ability to record the students in six different meeting rooms simultaneously, Panopto isn’t just the most cost-effective solution Sauder found — it’s the only one that makes what they’re doing even possible.

## The vision expands:

### The future of video at Sauder

Three semesters and more than 1,000 successful class participants later, the Learning Services unit is just starting to explore all of the possibilities of the Panopto video platform.

Now, in addition to using Panopto for creating and sharing webinars and capturing remote events, other instructors have taken notice of the system and begun to request it for their class presentations as well.

“For our Management Information Systems class and other classes, we’ve probably handed back two weeks of class time to the students and instructors,” said Peregoodoff, who says that more and more instructors are making the switch from traditional approaches to presentation giving and grading.

Panopto is even helping instructors at Sauder experiment with new pedagogical approaches to further student learning, including blended learning and the flipped classroom approach.

These modern spins on traditional teaching use video to share all or part of the lecture with students before class, freeing up classroom time for discussion, group activity, and interactive exercises based on what the students will have already learned. At Sauder, 30 to 40% of classes make use of these models — with Panopto making it easy to record and share the video lectures that make them possible.

### The latest idea: Video proctoring

With the word about the system spreading throughout the school, Sauder is exploring completely different use cases as well. One that they’re particularly excited about is video proctoring — recording students during exams.

Some exams at Sauder are “open book” and “open Internet,” which sometimes means questions can arise as to whether students are staying within the acceptable guidelines for gathering information. As a result, some instructors are exploring the idea of using Panopto to record each of the students’ actions during the tests — a previously unheard-of ability made possible by Panopto’s unlimited screen capture feature.

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Panopto’s ability to record multiple video sources simultaneously allows the school to use a combination of webcam and screen recording to easily monitor the students’ open documents, browser windows and anything else being accessed during the session in a single video feed. If any questions of fairness should arise, the video feed is available for review.

## Conclusion

As Sauder School of Business discovered, creating a student presentation laboratory is no small task. But with the right video platform, most of the work was done for them — before they even got started.

Today, 800-900 students participate each year in the classroom experience that the Learning Services Unit developed. As a result, school officials are confident that their students are now better presenters — and more prepared than ever for the many business challenges they’ll be presented with throughout their careers.