Pecha Kucha presentations – a new format for large student cohorts

Providing new opportunities for students to become Effective Communicators and Experienced Collaborators

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Please contact me if you would like a copy of the Pecha Kucha handout I used for the Individual Differences core course on the MSc Psychological Studies conversion programme at the University of Glasgow in semester 1 of 2013-14.
Many thanks to Dr Georgina Wardle, who used PK in Developmental Psychology, for her helpful feedback on this Poster's content.

1. What is Pecha Kucha?

Pecha Kucha is a presentation format and has the following key properties:

- consists of 20 PowerPoint slides presented for 20 seconds each (thus each presentation consists in precisely 400 seconds, that is, 6 mins & 40 secs)
- its timing is automated and not under manual control
- its content is entirely visual, with no text, and verbal commentary is delivered to accompany the slides and illuminate the presentation

2. Where did it come from and why use the format?

WHERE Pecha Kucha was devised by European architects living in Japan and inaugurated in February 2003 in Tokyo. http://klein-dytham.com/pechakucha/

WHY The Pecha Kucha format provides new opportunities to develop some specific University of Glasgow graduate attributes, **a/** Effective Communication and **b/** Experienced Collaboration.   (see: Graduate Attributes)

The opportunity to develop **a/** comes from i/ having to think very carefully about the message behind the presentation given its concise nature and ii/ the use of images; using only images, there is no text on the slides to compete with the presented narrative, providing a theoretically-expected greater clarity, according to Dual Coding theory (Paivio 1971, cited in Beyer, 2011.)

The opportunity to develop **b/** comes from working in a very large group, and then self-selecting into smaller groups of 3-5 students, appointing a team leader, and working to create a coherent presentation which involves decision-making, creativity and many types and aspects of collaboration.
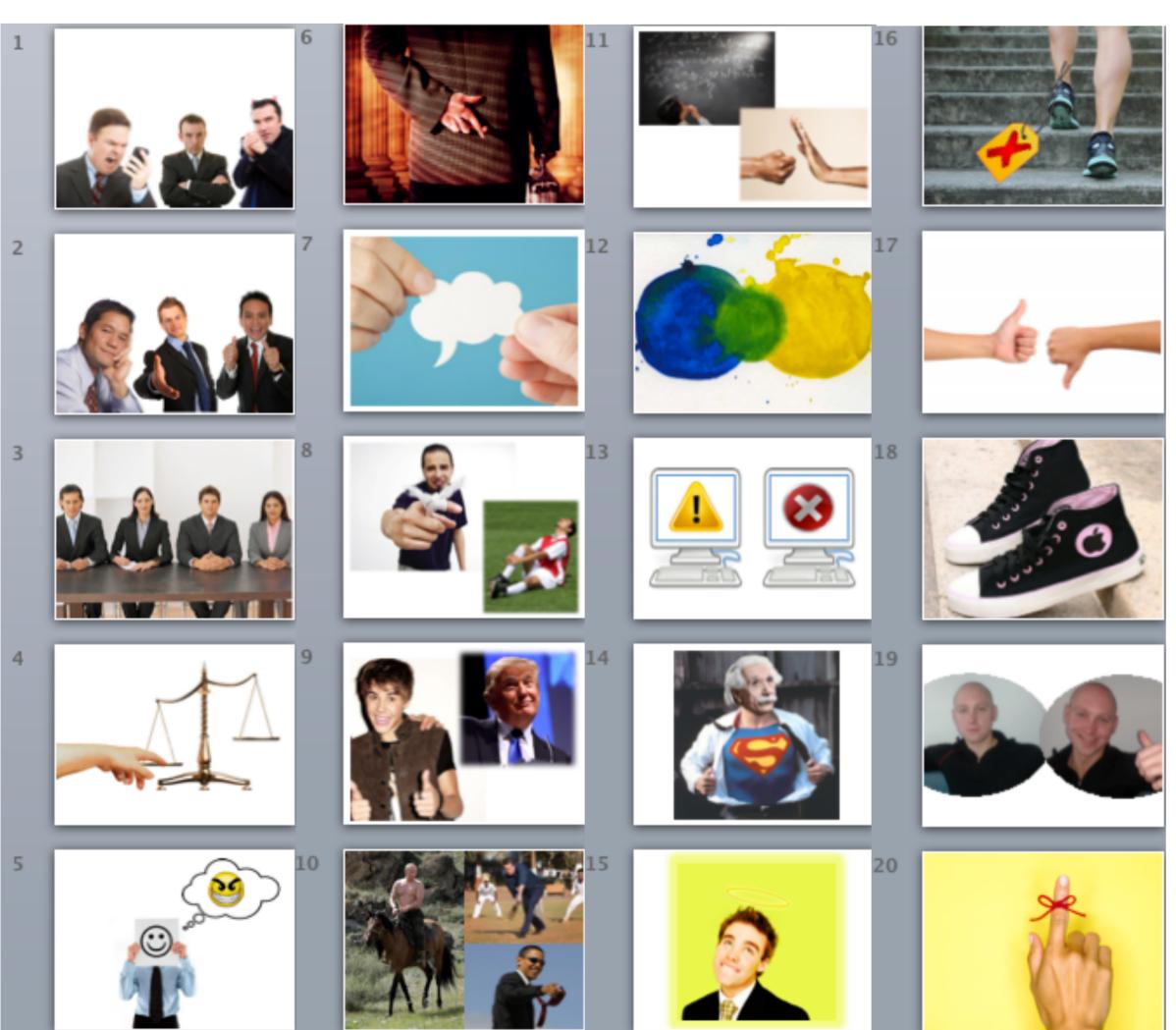
3. Conference theme

University of Glasgow 7th Annual Learning and Teaching Conference

"Challenging Conventions: some conventions are challenging and some conventions need challenged"

Challenge: increased level of resource (staff time and room bookings) to accommodate increased seminar/tutorial sessions needed on a typical core course for a large programme.
Convention: for example, a cohort of 80 might be run with 8 groups of 10 students per group, on a weekly or fortnightly basis, depending on the ILOs.

Challenging the convention: run a large cohort (up to 90 students) in a single hour x 4 across the semester, getting students to work in groups of up to 5 per group, and presenting material to peers using the Pecha Kucha format. The Pecha Kucha format allows for students to engage with material in a meaningful and in-depth manner, working in a directed way in small groups, and to present effectively and collaboratively.
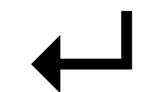
4. An excellent exemplar

In the course of their Individual Differences module, students had to decide on the content option for their Pecha Kucha presentations from one of the following:

Content options (Basic structure: Introduction/Main Body/Conclusion)
- Descriptive/Narrative/Exposition of a small body of relevant literature *or* a single important study
- Critical evaluation of a small body of literature (3-5 papers)
- Presentation of the rationale for a testable hypothesis

5. A Psychology lecturer's experience

My experience of running these PK sessions is that I considered they were very effective in evident ways: students were actively engaged in a highly participative manner and were creative in their approach to the task. Their Pecha Kucha presentations were generally of a very good quality and attendance was high throughout the semester, with all 18 groups giving a PK presentation which were subsequently uploaded to Moodle. I had the assistance of a GTA in running the sessions.

I attribute the students' keen participation in the PK presentations to social facilitation effects (Zajonc, 1965), intrinsic rather than extrinsic motivation (Ryan & Deci, 2000) and nascent self-efficacy (Bandura, 1997), which I hypothesize emerged in concert when presented with the Pecha Kucha challenge. Of course, it would be a matter of empirical enquiry to investigate the experience from the students' perspective.

These students made a judicious choice to present an exposition of a single important study for their topic "Measurement of Individual Differences",
Fan, J. *et al* (2012) Testing the efficacy of a new procedure for reducing faking on personality tests within selection contexts," Journal of Applied Psychology, 97, 866-880.

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Permission to share their work has been generously provided by MSc Psychological Studies' students: Alistair Merrick and Tim Achtelik, in accordance with University of Glasgow IPR policy