

Pecha Kucha:

Benefits and challenges of using the 20/20 approach as an assessment tool



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Samantha Wood & Jo Axe



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Introductions



Samantha Wood



Jo Axe



Overview



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Context

BCom Program

Social Sciences for
Business (SSFB)

Assessment

What worked, what
did not work

What changed

Discussion



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Team & cohort-based learning

Diverse student groups

Blended environment



ROYAL ROADS UNIVERSITY

Bachelor of Commerce

Years 3 and 4 Only



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Applicants must have:

- A two year diploma and a minimum of three years work experience, or
- A minimum of seven years relevant work experience

Desired outcomes:

- **Critical thinking**
- **Problem solving**
- **Communication skills**
- **Team skills**

Pedagogical approach:

- **Case analysis**
- **Experiential learning**
- **Participatory learning**



BCom Program Redesign Rewards

“Not surprisingly there were a multitude of factors driving the need to make changes to RRU's Bachelor of Commerce program.

During the redesign process it was both exciting and challenging to try to balance all of these factors. Although it was not always easy, a strong working team and facilitative process resulted in an integrative program that we believe is highly relevant in today's dynamic market place.”



BCom Program Redesign Challenges

“The most challenging aspect of the BCom redesign, was trying to get engagement from faculty regarding a) the “big picture” and b) openness to changing/revising their own courses. In only two instances we received solid input and a willingness to change. But in others it bordered from indifference to near hostility. For example, one faculty member refused to see anything different about what he would do in the old program and what he would do in the revised BCom; despite the fact that we came up with a variety of approaches to a course that the design team had no expertise in. Our suggestions were supported by primary research and best practices of other universities.”



BCom Program Redesign

New Courses:

- Foundational Business Skills
- Leadership
- *Social Sciences for Business*
- Operations Management
- Applied Business Challenges



Social Sciences for Business

ENMN 325

3 Credits

Calendar Description

Social Sciences for Business considers the diversity of economic thought and behaviour among the multitude of cultures and societies.

The course examines the origin of human behaviour and how it manifests itself in social interaction toward productive working relationships by surveying the disciplines of anthropology, sociology, political science and psychology.



Course Menu

ENMN325 [ENT...

Outline

Schedule

Overview

Readings & R...

Instructor N...

Learner Cafe

Team Forum (...)

General Cour...

Dropboxes

Business Pro...

Mid-point Pe...

Mid-Point Quiz

Team Assignment

Final Exam

Final Grade

Course Resou...

Administration

Turn editing on

Settings

Assign roles

Grades

Teams

Course Outline

Dev Notes

Welcome to ENMN 325 Social Sciences for Business

ENMN 325 is a collaboratively-taught course: each cohort has a "lead" instructor who will be responsible for each cohort's entire learning experiences, plus additional faculty who will teach specific content (to both cohorts).

The lead for Cohort A is Samantha Wood and the lead for Cohort B is Pedro Márquez. In addition to Samantha and Pedro, we are delighted to have the following faculty from the Faculty of Social and Applied Sciences (FSAS) share their knowledge with us:

- Dr. David Black, Core Faculty, School of Communication and Culture
- Dr. Charles Krusekopf, Core Faculty, School of Environment and Sustainability
- Dr. Bernard Schissel, Program Head, Doctor of Social Sciences Program
- Dr. Gilbert Wilkes, Core Faculty, School of Communication and Culture

Still not entirely comfortable in Learn? Check out: [Orientation to Online Learning](#)

Want to print the entire course?

Go to the Activities Block > *Course Compile* > *Select All* > *Compile*. Then choose "print" from your web browser.

Schedule

Overview

Readings & Resources

Instructor News and Updates

Learner Cafe (Sections)

Team Forum (Team) (Teams)

General Course Discussion

An Idea



Developing your Elevator Pecha: Are you
Open4Learning?

Elena Underhill & Kyle Hunter, BCIT



2011-2 SSFB Assessments

Assignment	Due Date	Learning Domains				Total Value
		1	2	3	4	
Business Professionalism	Ongoing	1.1	2.1	3.1	4.1	15%
Mid-point Assessment	Nov 13	1.1	2.1	3.1	-	30%
Team Assignment	Dec 4	1.1	2.1	3.1	4.1	20%
Final Exam	Dec 16	1.1	2.1	3.1	-	35%



Mid-Point Assessment Description

On-Campus Fall 2011

To show understanding of the content presented in the first half of the course, you will be required to do an “Elevator Pecha Kucha” (10 slides, 20 seconds each) on one element/concept (10%). The second half of the class (1 hour) will be a quiz. Given ten questions two days prior from which to study, the instructor will select three (different for each session). Each question will have a one-page maximum limit (6.67% each/20% total).

Online Fall 2011

To show understanding of the content presented in the first half of the course, you will be required to do a “Pecha Kucha” (20 slides, 20 seconds each) on one element/concept (15%). In addition, you will submit a written paper (2500 words max.) - on a topic designated by the lead instructor - by the end of the week (15%).



On-Campus Example 1

Blank Slide



On-Campus Example 2

Blank Slide



Online Mid-Point Assessment Technology "How-To"

For the online "Pecha Kucha" presentation you will need to:

1. Create a voice over PowerPoint Pecha Kucha-style presentation, and
2. Convert your final PowerPoint to a flash file using iSpring™.

Here is a tutorial on how to create a voice over PowerPoint presentation: <http://www.youtube.com/watch?v=oTlzpwFFvLE>

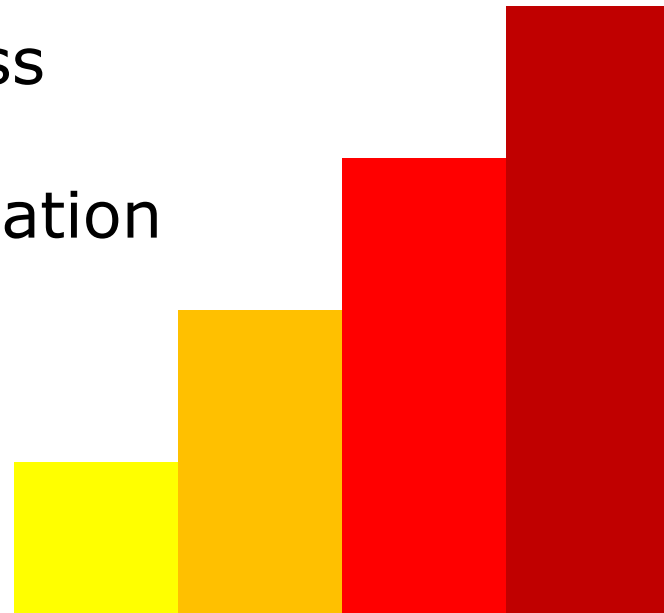
Convert your ppt. to an iSpring™ format before you upload your presentation to the dropbox. Instructions: http://www.ispringsolutions.com/free_powerpoint_to_flash_converter.html



Assessment Criteria

Using a scale of 1 to 4 for each of the following:

Comprehensiveness
Use of Detail/
Quality of Information
Accuracy
Visual Appeal
Organization
Presentation



Assessment Criteria

Comprehensiveness

- | | |
|---|---|
| 4 | Highly relevant and appropriately concise coverage of the material. |
| 3 | Addressed the major ideas, events, and issues in a competent manner. |
| 2 | Some events/issues/events addressed in an adequate matter. |
| 1 | Events/issues addressed had little relevance to help develop understanding. |



Assessment Criteria

Use of Detail/Quality of Information

- | | |
|---|--|
| 4 | Details provided strongly support your ideas; are meaningful and clear. |
| 3 | Details you chose to support ideas are meaningful and clear (if ordinary). |
| 2 | Most information is very general and very few details provided. |
| 1 | You did not provide enough information to determine accuracy. |



Assessment Criteria

Accuracy

- | | |
|---|--|
| 4 | Information is highly accurate. Research/reading very evident and obvious. |
| 3 | Most of the information is accurate; perhaps some conflicting information. |
| 2 | Information is generally accurate, with only a few inaccuracies. |
| 1 | Information is highly inaccurate; not enough to determine accuracy. |



Assessment Criteria

Visual Appeal

- | | |
|---|--|
| 4 | Visuals are highly relevant, clear, and effective in enhancing presentation. |
| 3 | Visuals are relevant and clear; audience can connect them to presentation. |
| 2 | Most visuals are relevant; some may not clearly relate to narration. |
| 1 | Simplistic visuals that do not clearly relate to the narration provided. |



Assessment Criteria

Organization

- | | |
|---|---|
| 4 | Presentation is highly organized overall, as well as within each segment. |
| 3 | Generally well-organized; some ideas would be stronger if better-placed. |
| 2 | Attempts made at organization, however the method was not successful. |
| 1 | Ideas are not in a logical order or appear too random to be organized. |



Assessment Criteria

Presentation

- | | |
|---|---|
| 4 | Presentation skills are outstanding; effective and knowledgeable. |
| 3 | Presentation skills are strong; mostly effective and knowledgeable. |
| 2 | Basic presentation skills; mainly effective/knowledgeable. |
| 1 | Presentation skills lacking; neither effective nor knowledgeable. |



What Worked?

Introduced Pecha
Kucha
Conciseness
Presentation Skills
Research
Entertaining



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What Did Not Work?



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Time Allotted

Challenging Content

Steep Learning Curve

Technological Challenges

Citations/Copyright

Position in the Program

Difficult to Mark



What Did Not Work?

“I think the Pecha Kucha is interesting but I think it requires too much time given the subject. If this was a marketing or media/communications class, then it would be ideal! But I think I would stick to a paper that caused learners to spend more time concentrating and contemplating the topic rather than finding cool images and timing their sound bites to go along with the slides.”



What Changed?

2012-1 Cohort (April 9th through June 8th, 2012)



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- Took out the *individual* Pecha Kucha (mid-point; 20%)
- Added one *team* non-Pecha Kucha presentation (near the end of the course; 30%)
- Blackboard Collaborate



2012-1 SSFB Assessments

Assignment	Due Date	Learning Domains				Total Value
		1	2	3	4	
Business Professionalism	Ongoing	1.1	2.1	3.1	4.1	15%
Mid-point Assessment	May 6	1.1	2.1	3.1	-	20%
Team Assignment	May 27	1.1	2.1	3.1	4.1	30%
Final Exam	June 8	1.1	2.1	3.1	-	35%



What Changed?

Team Project (30%)

Each team will do a **Non-Market strategic analysis** of a company. Paper (max 4000 words; 20%), presentation (10%).

The CEO and Board of Directors of your chosen company have requested that you provide specific recommendations and courses of action regarding their Non-Market strategic situation.

By selecting and employing the appropriate lenses and analytical models as learned throughout the course, conduct research to enrich the analysis and make recommendations to the company, specifically aimed at improving their Non-market strategy. Identify and justify any assumptions.

In addition, your team must do a **10-15 slide group presentation of the content via Blackboard Collaborate**



What Can/Should We do Next?

Change the weighting of the assessment criteria

Removing/replacing the 10/20 and 20/20

Be clearer about copyright



Questions for Discussion

Have you used 20/20?

If so, what did you do?

If not, would you consider using it?

How could it be more effective?

Is there a middle ground?

What other application (in PSE) could this presentation format be applied to?



Contact



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