

**The Impact of Pecha Kucha Presentations in the Assessment of a Translation Studies Unit at The University of Western Australia**

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### **Abstract**

Results of a case study on the implementation of Pecha Kucha presentations undertaken at The University of Western Australia in 2015 are presented and discussed here. Pecha Kucha, a fast-paced presentation format consisting of 20 slides set to proceed automatically every 20 seconds, was used in the assessment of the unit “Translation Localisation” for two reasons: it is a time-effective method to assess a large number of students in a short time, and it has the potential to teach students whilst also assessing them, thus killing two birds with one stone. Recent studies show that the Pecha Kucha style can improve presenting skills and English speaking skills in general. This has particular relevance when teaching large numbers of international students, such as in “Translation Localisation”, where 84% of students spoke English as their second language. The paper ultimately shows how the use of Pecha Kucha presentations in the assessment of a unit carries important pedagogical implications for students of English for Academic Purposes.

**Keywords:** Pecha Kucha presentations; English for academic purposes; English as a Second Language; translation studies; localisation.

## Introduction

Pecha Kucha presentations originated in the context of architecture and design due to the need to shorten and enliven standard 20-minute presentations. Klein and Dytham of “Klein Dytham Architecture” are credited with the invention of Pecha Kucha in 2003. Apparently, “if you give an architect a microphone [ . . . ], they’ll go on forever” (PechaKucha.org/faq). Hence, a time restriction was introduced in Pecha Kuchas as a measure to achieve brevity and conciseness. The presentation style caught on, initially only in architecture and design, and Pecha Kucha Nights are now organized all over the world.

Pecha Kucha, which is an onomatopoeic word in Japanese, equivalent to ‘chit chat’ in English, entails 20 slides that appear on the screen for 20 seconds each, for a total of 6.40 minutes. The presenter has no control over the slides, which have been previously timed, and needs to continue speaking as each new slide appears on the screen. Compared to traditional 20-minute PowerPoint presentations, which feature a higher text to image ratio, Pecha Kuchas use more images, such as photos, pictures or graphics. Text is usually not involved (Glendall, 2007, pp. 66–69), or is even avoided altogether, due to time constrictions.

## Literature Review

Since 2003 the Pecha Kucha format has been used in large conferences to allow for more speakers to present. In recent years a small number of teachers and researchers has answered the question raised by Klentzin et al (2010, p. 160) – “Could Pecha Kucha be effectively used as a teaching tool in higher education?” Pecha Kucha has been integrated in the classroom, especially in Business schools and within the teaching of English as a Second Language (ESL) and English for Academic Purposes, studying the effects on both presenters and audiences and both from the point of view of the teacher (who is assessing such presentations) and the student (who is giving the Pecha Kucha).

According to Miller Beyer (2011, p. 125), who studied the use of the format in a Psychology course, Pecha Kucha “improves some aspects of student presentation quality as compared to traditional PowerPoint”. Due to the fact that the slides in a Pecha Kucha are automated, the presenter must be “organized to capture the message of each slide in the time permitted” (Miller Beyer, 2011, p. 122). There is also no reading from the slides permitted, so the presenter has to be more engaged in their presentation and engaging to their audience. Miller Beyer also notes how Pecha Kucha “may move presenters away from common weaknesses found with traditional Power Point, [ . . . ] [forcing] students to be more focused on their message because the time per frame is limited” (Miller Beyer, 2011, p. 122). Robinson agrees, claiming that the popular student strategy to read detailed notes while presenting can ultimately be distracting and lead to a presentation which focuses on content exclusively, giving little consideration to timing and pace (Robinson, 2015, p. 347).

Researchers do not seem to agree on the preparation times required for Pecha Kucha presentations as opposed to standard PowerPoint presentations: Klentzin and colleagues admit that “substantial preparation is essential for successful Pecha Kucha style presentation” (Klentzin, Paladino, Johnson, Devine, 2010, p. 161); Robinson warns us not to “underestimate the time to prepare the visuals and then to practice” (Robinson, 2015, p. 350); while Miller Beyer, who conducted three experiments comparing the two styles, claims that even though Pecha Kucha was novel to the students, it did not require more preparation time compared to 20-minute presentations (Miller Beyer, 2011, p. 125).

Anderson and Williams (2012, p. 1) emphasise the importance of communication skills as the most highly sought among employers of Business students. Translator scouting puts just as much importance on communication skills, because these are often arguably seen as a portrayal of a translator's proficiency in other languages. Translators, thus, need to display outstanding proficiency in the languages they work with. This is one of the various reasons behind my decision to implement Pecha Kucha presentations in the assessment of a unit of Translation Studies – Translation Localisation – within the Master of Translation Studies at The University of Western Australia. To my knowledge, this is the first report showing results of adapting Pecha Kucha to the Translation Studies classroom.

### Case Study

The University of Western Australia (UWA) is one of the “Group of Eight” universities in Australia, the eight most prestigious universities in the country, and a research-intensive university. While the focus of the university is on research, excellence in teaching is also expected. Teaching is structured around two 13-week semesters and the option of summer intensive courses.

This case study analyses the implementation of Pecha Kucha presentations in the unit “Translation Localisation”, a first-year unit of the Master of Translation Studies at UWA.

In Semester 2, 2015, 19 students enrolled in Translation Localisation. 16 of these students studied translation from and into Chinese; 2 from and into Italian and 1 from and into French<sup>3</sup>.

The author is aware that 19 students is a particularly small sample size, which limits generalisation to larger groups or other demographics or classroom topics of study. However, this article should be seen as a description of the author's first experience implementing Pecha Kucha in a small student cohort, and as an invitation for other unit coordinators to attempt using this type of presentation in their assessment.

There are a range of reasons which influenced the choice to use Pecha Kucha presentations in this unit. First and foremost, since 84.2% of the students of Translation Localisation were non-native speakers of English, with different levels of proficiency and, mostly, displaying difficulties with aural skills, it was ideal to find a type of assessment which could also enhance the students' oral skills, which would improve their presentations as well as provide a useful tool for assessment. Results from existing studies on students of English as a Second Language (ESL) and English for Academic Purposes (EAP) show how Pecha Kucha can enhance the quality of students' presentations (Robinson, 2015, p. 347). One of my expectations before conducting the case study was to improve the speaking and presentation skills by using Pecha Kucha in class. In a way, I aimed to kill two birds with one stone by assessing my students using a method which would ultimately better their presentations.

Time constraints were also at the basis of the decision to use Pecha Kucha in the assessment of this unit: the aim was for the students to be able to present over a short period of time, in order not to take too much time away from teaching. The Pecha Kuchas were planned for the last two lectures of semester, thus across the last two weeks of teaching. In my experience as a tutor, I have witnessed how students' presentations can occupy more than half a semester,

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<sup>3</sup> One student did not complete the unit: they did not present a Pecha Kucha, nor did they take part in the peer assessment and Qualtrics survey run at the end of semester.

and in these cases students not presenting can easily get distracted either working on their own presentations or working on other assignments. My aim was to find a presentation style which would hopefully involve the entirety of the classroom. Burke and James (2008, pp. 288–290) discuss the decline of standard PowerPoint presentations in the classroom, and Klentzin and colleagues (2010, p. 160) suggest Pecha Kucha as a novelty that could keep students interested. This was another reason for me to implement Pecha Kucha in Translation Localisation: my purpose was to captivate the viewers with a brand-new presentation technique and also hopefully stem more curiosity than a standard 20-minute PowerPoint presentation. Because of their brevity, Pecha Kucha presentations have the potential to originate more interest and, as a consequence, more questions from the audience.

Finally, I wanted to test the Pecha Kucha method against a different cohort to the ones available to researchers (Business, ESL, EAP). My expectation before running the case study was that the benefits of Pecha Kucha could be extended to other fields of higher education, including the teaching of Translation Studies and, more precisely, Localisation. I aimed to answer the research question whether Pecha Kucha could be used in the assessment of unit Translation Localisation. I set out to consider both pedagogical and practical aspects of Pecha Kucha presentations.

### **Methodology**

The Pecha Kucha presentations were given a set title – “Translating with SDL Trados” – and were aimed at assessing students’ knowledge of the functioning of SDL Trados, a localisation software. Students were encouraged to critically reflect on the use of Computer-Assisted Translation (CAT) tools in the practice of translation.

During the semester students were given plenty of information on Pecha Kucha presentations, and shown numerous Pecha Kuchas and how-to videos. This was done early in the semester to allow students ample time to familiarise themselves with the format. More information was uploaded on the unit’s Learning Management System (LMS), together with an information sheet describing the assessment type in detail. A successful presentation would have been one that showed the presenter could operate SDL Trados effectively and confidently. The following excerpt is taken from the information sheet distributed to the students:

Ideally, you should take the viewer through the process of translating a document with SDL Trados. You can choose a text of your choice. This text should be in English and you should show how you would go about translating into your LOTE using SDL Trados.

You are allowed to include some theoretical concepts from the course, just remember to cite correctly. You can choose to have a final bibliography page or you can include citations in small font in the corner of the relative slide.

You are allowed to reflect on your practice. How is SDL Trados useful in your practice as a translator? What are its limitations, if there are any?

Unlike traditional Pecha Kucha presentations, students were given the opportunity to use slightly more text in their slides, in order to allow for critical reflection on CAT tools. However, students were warned about the risks of having lengthy text slides: being on the

screen for only 20 seconds, it was highly likely that not all the text could have been analysed in such a short time.

In the information sheet, I also outlined that students needed to include at least three screenshots of a translation made on SDL Trados, to show that they had been using the software to translate various types of documents. In week seven, I presented a Pecha Kucha on the topic of translating using localising software in order to give my students an idea of what their final presentations should have aimed for.

The final Pecha Kucha presentations were planned for weeks 12 and 13. The Pecha Kucha would be assessed both by the tutor and by the peers. The weighting was divided as follows: 30% instructor assessment and 10% peer assessment. The assessment was worth a total of 40% of the students' final mark. The other 60% was divided between essays (40%) and reading notes (20%). Both instructor and peer assessment followed the criteria listed by Miller Beyer (2011, p. 123): content, organisation, eye contact and voice quality, visual. Each skill was worth 25 points for a total of 100 points. Students were not allowed to mark their own presentations. Even though students were given the possibility to ask questions to presenters at the end of each Pecha Kucha, not many questions were asked. We can hypothesise that students of Translation Localisation did not engage in numerous post-presentation questions for reasons of anxiety and/or sympathy for their peers. In order to stimulate more questions, future Pecha Kucha assessments could implement compulsory questions from the students. These could even substitute the 10% peer review, which, as we shall see in the data analysis section of this article, were unrealistically generous. Due to the fact that the audience will compulsorily have to ask questions about their peers' presentations, audience attention should be retained.

At the end of the semester, a non-compulsory anonymous Qualtrics survey was conducted to ascertain students' opinions on this first Pecha Kucha experience at the Master of Translation Studies at UWA. 88.8% of the student cohort took the survey.

## **Results and Discussion**

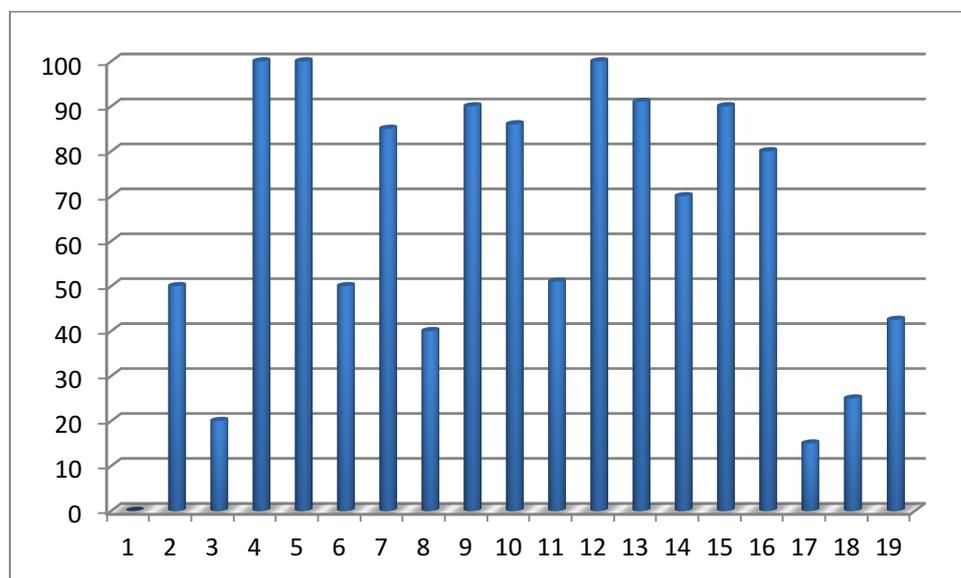
The Pecha Kucha presentations were extremely satisfactory: 72.2% of the students who participated passed. A large number of these students presented their Pecha Kucha with enthusiasm and engaged with the audience. This first quantitative data demonstrates how students of Translation Localisation were able to succeed despite the limitations of Pecha Kucha (total time constraint; 20-second per slide constraint; higher image to text ratio compared to standard 20-minute presentations) using their own enthusiasm and creativity. While Pecha Kucha does inevitably limit a presenter, it also allows the expression of creativity, which is used as a means to overcome such limitations successfully.

A small percentage of students (27.8%) failed to succeed in the presentations, mostly because of poor presenting skills (reading their notes during their presentations), poor visuals, and limited research.

Stress and anxiety should be considered as a likely product of the Pecha Kucha presentations requirement. Compared to a standard 20-minute presentation, Pecha Kucha has the potential of making the students more anxious, due to time constraints. This may have contributed in the failure of the above 27.8% of the student cohort. Stress and anxiety may also be the reason behind the lack of questions at the end of each Pecha Kucha. In future

implementations of Pecha Kucha questions could be formally integrated in the assessment in order to counteract this aspect. Below is a chart of the instructor's marks, worth 30% of the final mark:

Table 1: Instructor's marks.



The graph shows marks out of 100 (which were converted to 30% of the final mark). We can observe that 8 students out of 19 scored high distinctions. While I recognise this is an unusually high number of HDs, it must be noted that these marks do reflect the exceptionally high level of commitment on behalf of the students of the Master of Translation Studies. These students showed an outstanding involvement with the subject and the audience, good visuals, did not read from their notes, and the content of their presentations was far more than satisfactory. A small number of students scored from 79% to 50%, mostly presenting problems with two or even three of the criteria in the assessment grid.

One student, for instance, had too many animation effects and it was not possible to read all the text in their slides. As a consequence, they scored very poorly in the visuals criteria. They also scored poorly in the content criteria as their presentation was basic and did not show any critical engagement with the topic. A small part of the class did not pass the Pecha Kucha presentations: these students presented problems in all the criteria described above. Student no. 1 did not take part in the Pecha Kucha presenting a medical certificate and then withdrawing from the unit. Overall, the Pecha Kucha presentations went quite well: the average instructor's score was 62.3%.

Table 2: Peers' marks.

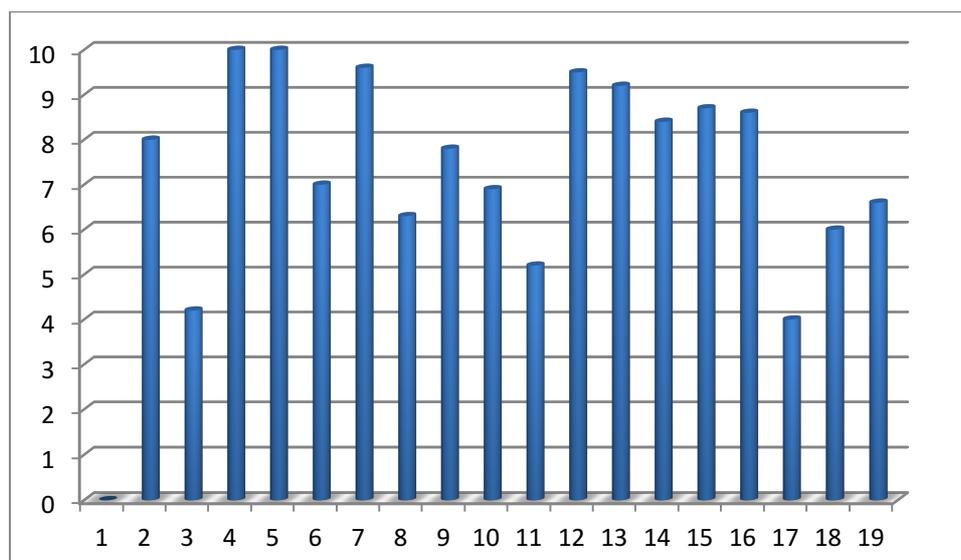


Table 2 shows peers' marks already converted into 10%. Peers' marks are more generous than instructor's marks:<sup>4</sup> the average mark was 7.15, hence 71.5%, a higher score compared to the average instructor mark (62.3%). According to their peers, an outstanding 88.8% of the class deserved to pass the test, while only two students failed (11.1%).

Some interesting data emerges from the comparison of instructor marks and peer marks: students no. 6 and 2, who scored 50% according to the instructor, scored respectively 70% and 80% according to their peers. Some students who failed according to the instructor, passed according to their peers: student no. 18 scored 25% according to the instructor and 60% according to their peers; student no. 19 scored 42.5% according to the instructor and 66% according to their peers.

The above data may raise questions about the validity of peer assessment training. Were the students sufficiently trained to undertake this task? Were they able to understand the assessment grid they were provided with? This seems to be an important issue and one that needs to be further addressed in future implementations of Pecha Kucha. More interesting data was collected via the Qualtrics survey conducted in week 13, immediately after the end of semester. 16 students kindly agreed to take the anonymous survey and they were asked the following 9 questions:

1. Did you enjoy the Pecha Kucha presentations?
2. Was Pecha Kucha properly explained and discussed in class?
3. What aspect of the Pecha Kucha presentations did you enjoy most?
4. Do you think that presenting a Pecha Kucha improved your English-speaking skills?
5. Do you think that presenting a Pecha Kucha improved your presenting skills?
6. What did the Pecha Kucha experience teach you?
7. Do you think Pecha Kucha presentations are a good assessment method for this unit?
8. Would you recommend Pecha Kucha to be used in other units? Why?
9. Are there any other comments you would like to make on the Pecha Kucha experience?

<sup>4</sup> Other studies show that the average quality ratings from the student raters were more generous than ratings from the instructor. (Miller Beyer 2011, p. 124)

Students were also provided ample space to leave any further comments to questions 3, 6, 7, 8. Finally, question 9 provided students the possibility to leave any further insights and/or suggestions for future implementations of Pecha Kucha presentations. Open-ended questions, such as the ones included here have been referred to as ventilation questions because they allow students to ventilate their feelings about the topic. The ventilation questions permitted me to collect qualitative data and gain further insights into the relevance of the Pecha Kucha presentations. They also gave students the chance to mention issues that perhaps were missed in the questions and might be taken on in future Pecha Kucha implementations. Following is an analysis of the students' response to the most salient questions in the survey.

Table 3: Qualtrics survey question 1.

**1.** Did you enjoy the Pecha Kucha end of semester presentations?

| # | Answer   | Response | %    |
|---|----------|----------|------|
| 3 | No       | 0        | 0%   |
| 2 | Somewhat | 4        | 25%  |
| 1 | Yes      | 12       | 75%  |
|   | Total    | 16       | 100% |

The first question in the survey was aimed at gathering the students' general opinions on the Pecha Kucha experience. As Table 3 shows, Pecha Kucha was enjoyed by the entirety of the student cohort. No student answered "no" to the question: a result which exceeded my expectations.

Table 4: Qualtrics survey question 2.

**2.** Was Pecha Kucha properly explained and discussed in class?

| # | Answer          | Response | %    |
|---|-----------------|----------|------|
| 1 | Yes, definitely | 15       | 94%  |
| 2 | Yes, somewhat   | 1        | 6%   |
| 3 | No              | 0        | 0%   |
|   | Total           | 16       | 100% |

Another extremely positive result was found in the question regarding the in-class explanation and discussion of Pecha Kucha, vital in the case of such an unknown technique among students. 94% of the student cohort thought it was definitely explained and discussed in class and 6% of them thought it was somewhat explained and discussed in class. No student answered "no" to this question either.

Table 5: Qualtrics survey question 3.

**3.** What aspect of the Pecha Kucha presentations did you enjoy most?

| # | Answer   | Response | %   |
|---|--|----------|-----|
| 1 | Brevity  | 7        | 44% |
| 2 | Conciseness  | 6        | 38% |
| 3 | Use of images  | 3        | 19% |
| 4 | Being able to convey high amounts of information in a short time | 7        | 44% |
| 5 | Delivering fun presentations without boring the audience         | 3        | 19% |
| 8 | All of the above   | 1        | 6%  |

The purpose of question 3 was to establish which aspects of Pecha Kucha presentations students enjoyed most. Students were given the possibility to choose more than one of the options listed or, alternatively, to click on “all of the above”. “Brevity” (44%), “being able to convey high amounts of information in a short time” (44%), and “conciseness” (38%) are the criteria with the highest percentages. These results were predictable, since it is well known that students are not particularly fond of oral presentations in the first place. It looks as though students of Translation Localisation appreciated presenting for 6.40 minutes compared to the usual 20 minutes.

From an instructor’s point of view, I found that 6.40 minutes were more than enough to assess students’ understanding of and critical engagement with the translational software used during the course. The tendency towards information overload, that often characterises 20-minute presentations, (Robinson, 348) was almost completely absent from Translation Localisation’s Pecha Kuchas, in which students, due to the time limit and the urgency to compress their message, could not afford to hesitate. Pecha Kucha forces presenters “to quickly and clearly communicate the essence of the subject without digression”. (Klontzin et al, 160) Students of Translation Localisation comprehended this, hence the high percentages of “brevity”, “being able to convey high amounts of information in a short time”, and “conciseness”.

“Use of images” only scored 19%. We can hypothesise that most of the students realised that, in such a fast-paced presentation, they could not use many transitions and animation effects, or at least not as many as they would in a standard 20-minute presentation. Following our hypothesis, most students saw this as a limitation of the Pecha Kucha style of presentation, hence the unpopularity of “use of images”. What is interesting is that, while most students’ presentations did use images in a powerful manner, they failed to recognise this as one of Pecha Kucha’s assets; on the contrary, they interpreted it as a limitation. In other words, students perceived the absence of transitions and animations as an obstacle and did not realise that, in class, they had indeed found their way around these supposed limitations, through their creativity and through the use of high-impact images. Translation Localisation students’ presentations indeed turned Pecha Kucha’s supposed image limitation into its true asset.

Some students perceived the entertaining component of these presentations (“delivering fun presentations without boring the audience” 19%), adding the comments: “Great experience. Helped me improve my skill for presentation. Great fun too!”; “We were able to see various perspectives in a short period of time which was wonderful and exciting”. Finally, 6% of the students enjoyed the Pecha Kucha for all the criteria listed in the question.

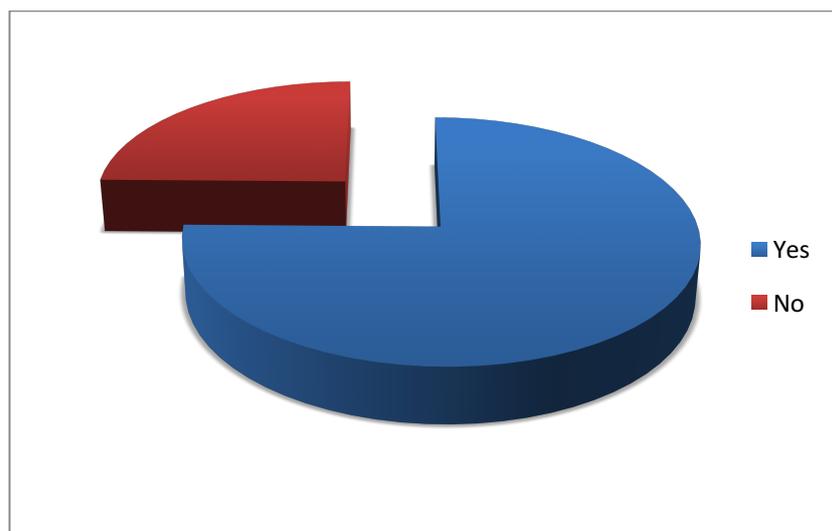


Figure 1: Qualtrics survey question 4. “Do you think that presenting a Pecha Kucha improved your English speaking skills?”

Two questions in the survey had the purpose of investigating the connection between preparing and presenting a Pecha Kucha and an overall improvement in students’ presentations, particularly in regards to speaking and presenting skills. The first question was aimed at students who spoke English as a foreign language, while the second was aimed at all students, including Anglophones. Due to the variety of levels of English proficiency present in the class, all students were asked to answer both questions. When asked, “do you think that presenting a Pecha Kucha improved your English-speaking skills?” 75% of the students responded “yes”. Hence, students felt that preparing for and presenting a Pecha Kucha helped improve their speaking skills. This 75% are likely to be speakers of English as a foreign language. It is probable that the added stress of the automated slides instilled in these students the idea that more preparation, or rather, better preparation, was necessary to be successful in this assessment. Since they had to prepare better, they felt that this presentation technique ultimately bettered their speaking skills altogether. The remaining number (25%) is likely to be represented by students whose English was first language or whose English-speaking skills were already strong. Finally, we cannot exclude the possibility that some students felt the presenting technique did not help improving their speaking skills.

The above data is interesting when compared to the data gathered in the following question: “do you think that presenting a Pecha Kucha improved your presenting skills?” Results are shown below.

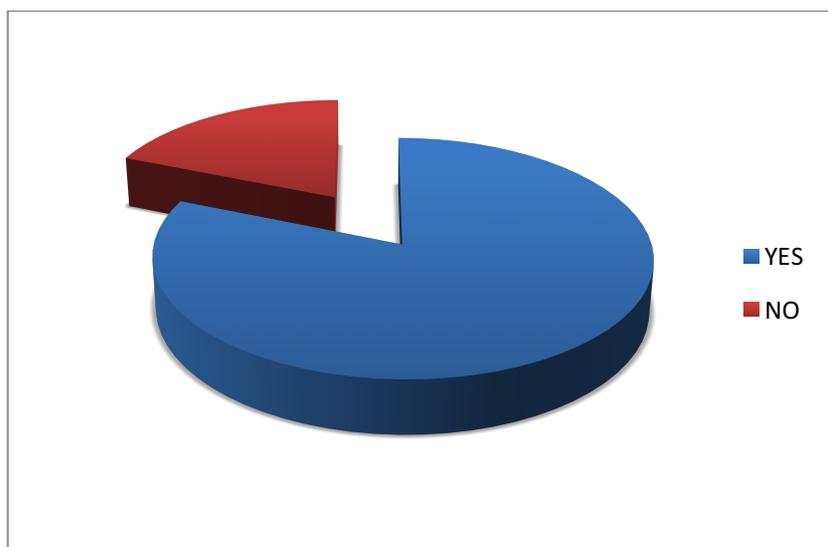


Figure 2: Qualtrics survey question 5. “Do you think that presenting a Pecha Kucha improved your presenting skills?”

While, on the one hand, 75% of the student cohort thought that Pecha Kucha helped improving their speaking skills, 81% said it helped with their presenting skills in general. Only 19%, hence 3 students in the class, responded that the Pecha Kucha did not improve their presenting skills.

The data gathered in both questions seems to be in accordance with recent research by Robinson and Miller Beyer who claim that having to prepare for a presentation with automated slides every 20 seconds has proven to increase the quality of students’ preparation, and ultimately, their presentations. This is especially relevant when the presentations are given in a foreign language, a case in which Pecha Kucha can be used to build confidence and raise awareness of the importance of timing, delivery and visual aids when giving a presentation. (Robinson, 2015, p. 347)

Having shown an impact on both presenting and speaking skills, I can claim that Pecha Kucha may be an extremely useful tool in the English for Academic Purposes classroom, as also already shown by the above cited studies. The scope of Pecha Kucha expands when we consider the high numbers of international students who, speaking English as a second language, enrol in Australian universities in undergraduate and postgraduate degrees<sup>5</sup>.

Providing fast assessment of large numbers of students, Pecha Kucha could easily be implemented in the assessment and pedagogy of EAP courses at Australian universities and overseas.

In this light Pecha Kucha presentations could be a wonderful gift we give our students while marking them effectively.

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<sup>5</sup> In 2015, 4695 international students were enrolled in an undergraduate or postgraduate degree at The University of Western Australia. Data retrieved on 12 May 2015 from: <https://eis.uwa.edu.au>

Table 8: Qualtrics survey question 7.

7. Do you think Pecha Kucha presentations are a good assessment method for this unit?

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| # | Answer   | Response | %    |
|---|----------|----------|------|
| 1 | Yes      | 11       | 69%  |
| 2 | Somewhat | 5        | 31%  |
| 3 | No       | 0        | 0%   |
|   | Total    | 16       | 100% |

| Yes  | Somewhat   | No |
|--|--|----|
| A challenge of course but fun as well.       | Limits time. But limits creativity in presentation mode.   |    |
| Only for explaining the process of using SDL | I think the Pecha Kucha presentations might have been more suited to the theoretical part. As part of the assessment was to demonstrate knowledge of using SDL Trados, it became a bit repetitive to see the same information pop up in each presentation. |    |
|  | Good for improving presentation skills but too stressful because presenter it depends on drawing lots.   |    |

The following question in the survey asked whether Pecha Kucha presentations were a good assessment method for this unit. All students agreed that they indeed represented a good method to assess their knowledge on and use of SDL Trados. Among these, 69% clicked on “yes” and 31% showed some reservations. No students clicked on “No”, a result that exceeded my expectations.

The comments show some interesting considerations for the future. One student emphasised the challenging component of Pecha Kuchas, as well as the fun element. Another thought Pecha Kuchas are only a good assessment method for explaining the process of using SDL, which was the very purpose of the assessment. This comment is in contrast with another one stating that these presentations would have been more suited to the theoretical part of the semester.<sup>6</sup> The same comment also lists the problem of repetition, which recurs in the survey and which will be analysed below. Among the students who chose “somewhat”, one claimed that Pecha Kucha limits both time and creativity, while another states it is good for improving presentation skills but too stressful. Stress was a calculated consequence of these speedy presentations, and one that is, in any case, not completely absent from regular 20-minute presentations. In fact, I expected for “stress” to be mentioned in the survey much more than what actually occurred<sup>7</sup>. All things considered, according to the results of this survey, stress is not to be seen as an impediment to the implementation of Pecha Kuchas in this unit or other units.

<sup>6</sup> In the first half of the semester, localisation was contextualized and presented from a theoretical point of view. The second half of semester more was more practical and hands-on: it provided students with proficiency in the main functions of SDL Trados. The UWA’s Multimedia Centre provided assistance during the semester and Mr Mitchell Chiappalone held a seminar introducing SDL Trados.

<sup>7</sup> There are only two occurrences of the words ‘stress’ and ‘stressful’ in the entire survey.

Table 9: Qualtrics survey question 8.

**8.** Would you recommend Pecha Kucha to be used in other units? Why?

| # | Answer | Response | %    |
|---|--------|----------|------|
| 1 | Yes    |          | 69%  |
| 2 | No     |          | 31%  |
|   | Total  | 16       | 100% |

Table 10: Negative responses to question 8.

**No**

Unsure if they are relevant to unit's aims.

Difficult !!! Too intense!!!! Let's do it normally, shall we plz? 😊

Not good for technical details. Ok for sharing big ideas and concepts.

While having a time limit is always a good thing, I found that the constraint of having 20 seconds a slide was a bit too limiting.

Too stressful because it weighs too much for the course and student can't really present properly because they don't know when it's their turn

Table 11: Positive responses to question 8.

**Yes**

Better than a long long essay.

As is proved in this unit, Pecha Kucha is a better form to present and deliver large amount of information in short time. It boosts not only efficiency but also interest. So it should be used in other units too.

They encourage you to give a presentation that's straight to the point, interesting and on topic all in a short amount of time.

saves time

Students will learn how to be concise, focus and comment on selected aspects of the unit and improve their presentating skills

It can help us to improve our speaking skills and organisation skills

It's fun

More comments were left by the students in the Qualtrics survey, the following is an analysis of those.

Leaving a comment was, of course, not compulsory but rather at the student's discretion. 11 students out of the 16 who took the survey left a comment; some of the comments were extensive, others short. Qualitatively, there were more positive than negative comments (7 to 3) and some of the negative comments contained positive elements. Finally, 2 comments did

not contain a negative evaluation of the experience, but rather only suggestions and improvements for the future.

Among the negative comments, one student claimed that Pecha Kucha “makes you practice more”. Another emphasised how repetitive it can be when all the class is asked to present on the same topic, a suggestion I have seriously considered for future implementations of Pecha Kucha, in which students will be able to choose among different titles and aspects of CAT tools translation and among different types of translation software. Another comment reads: “Pecha Kucha itself is a good way of shortening things, but for some theoretical stuff or personal opinion, normal presentation suits me more”. This student did not explain in what way a normal presentation is better for the exposition of theoretical concepts and opinions and continued by mentioning that they “don’t like being nervous”, thus implying that a speedy presentation causes more nervousness than a standard 20-minute one.

The seven positive comments showed that students comprehended the teaching and learning potential of the Pecha Kucha presentations: “Great experience. Helped me improve my skill for presentation. Great fun too!”; “A lot was learned in the process of creating a Pecha Kucha. [ . . . ] This was a great way to continue the learning process as the presentation was being made. Something different, innovative, fun and would definitely recommend it for anything it can be adapted to, absolutely any topic or theme. One of the most enjoyable assessment methods I have ever come across!” One comment focused on the preparation aspect, stating, “I enjoyed the whole preparation process more than when I was preparing for other kind of presentation”. Time-saving quality and efficacy are mentioned among the qualities of speedy presentations. In the same comment, the suggestion of providing many topics to choose from is made (“but I would love to present one of many topics given by the teacher instead of the same one with all the other students”) with the reservation that “some of the students had tried to make some differences”.

The repetition issue is also raised by another student of the Translation Localisation Pecha Kuchas: “Maybe more freedom on the choice of topic is better, because many people talked about the same thing.” This suggestion, though, seems to be in contrast with a comment on the variety of presentations despite the same topic: “We were able to see various perspectives in a short period of time which was wonderful and exciting”.

Another perfectly valid suggestion was to “encourage [students] to ask questions after each presentation”, which will be taken in consideration for next year’s Pecha Kucha integration. The peer marking component of the experience, particularly appreciated by one of the students (“I would like to add that the peer marking of the presentations in class also plays an important part. It gets everyone involved and helps develop a critical attitude”) may also be part of next year’s Pecha Kucha integrated unit.

### **Conclusions**

Including Pecha Kucha presentations in the assessment of unit Translation Localisation in the Master of Translation Studies at The University of Western Australia provided several advantages. Presentation times were drastically reduced in comparison with traditional 20-minute presentations, allowing for all presentations to be carried out in only four hours at the end of semester. Students’ attention levels were extremely high during their peers’ presentations. Two factors contributed to this: the brevity and conciseness of Pecha Kuchas, and the implementation of peer assessment alongside tutor assessment. As far as peer

assessment is concerned, asking the Qualtrics survey respondents whether or not they felt that they had sufficient training and/or understanding of the presentation assessment criteria given could shed some light on the issue of the validity of peer assessment and, ultimately, improve future implementations.

Preparing and presenting for a Pecha Kucha helped students achieve brevity, conciseness and made them able to deliver large amounts of information in a short time. The vast majority of students, and in particular those whose English is a second language, felt that the Pecha Kucha experience helped improving their overall speaking and presenting skills. The entire student cohort enjoyed the experience and left numerous positive comments and a small number of negative comments and suggestions in the Qualtrics survey. The author thoroughly enjoyed the Pecha Kucha assessments: while the 6:40-minute presentations were brief, they provided the author with plenty of time to assess the students.

Overall, the results obtained in the case study (both the students' scores in the presentations and their opinions in the survey) are extremely satisfying and justify the integration of Pecha Kucha presentations in the unit Translation Localisation. The positive results also justify a possible implementation of the Pecha Kucha assessment experience in other units of the Master of Translation Studies in the future, perhaps extending the experience to larger student cohorts and implementing the suggestion made by the students on supplying a variety of topics for presentation, in order to avoid repetition.

The results obtained in this case study suggest fruitful avenues for additional exploration. A possible improvement of the Pecha Kucha assessment experience consists in making questions from the audience compulsory. As previously stated, because of the questions, students will have to listen carefully to their peers' presentations and will not be likely to use this time to prepare for their own presentation or getting distracted. Switching the extremely generous peer assessment with compulsory questions might result in interesting data for comparison with the current case study, while at the same time guarantee students' attention to peers' presentations.

It would be helpful to repeat the study with another class in order to ensure results are consistent and support preliminary findings. A pilot study on the comparison of Pecha Kucha and 20-minute PowerPoint presentations, similar to Miller Beyer's, could also be considered. When running a pilot study, it would be interesting to delve into the issue of preparation time, especially because of the different opinions available in the literature. Extra questions on this issue would be added to the Qualtrics survey to check on students' perceptions and an exciting video-diary on their preparation could also be part of the assessment.

Ultimately, results from research in the implementation of Pecha Kucha presentations in Translation Studies units could be of value in other disciplines, particularly, but not exclusively, in English for Academic Purposes and in all disciplines which face high numbers of international students with varying degrees of proficiency in the English language. Being able to kill two birds with one stone – teaching and assessing at the same time – and providing quick assessment compared to standard 20-minute presentations, Pecha Kucha presentations can indeed be a useful tool for the teacher and the learner alike.

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## Appendices

### Appendix A

TRNS 5004 TRANSLATION LOCALISATION

END OF SEMESTER PRESENTATION – INFORMATION SHEET.

Your end of semester presentation can be in the following format:

#### 'Pecha Kucha' PowerPoint Presentation

Your presentation should:

- Consist of 20 slides shown for 20 seconds, for a total of 6 minutes 40 seconds.
- You can find information on how to set the timer on PowerPoint at the following links:  
<https://www.youtube.com/watch?v=19zxNTpNMLo>  
<https://www.youtube.com/watch?v=YGVCKCn6jBc>  
<https://www.youtube.com/watch?v=32WEzM3LFhw>
- General information on how to make a Pecha Kucha presentation can also be found at this link: <http://avoision.com/pechakucha>
- I will also upload a Pecha Kucha to LMS and show it in class so you can use it as an example! ☺
- Your presentation topic is **“Translating with SDL Trados”**: you should show to the class that you know how to use the software effectively and confidently.
- You should include **at least 3 screenshots from SDL Trados**, to show that you have been using it to translate.
- Ideally, you should take the viewer through the process of translating a document with SDL Trados. You can **choose a text of your choice**. This text should be in **English** and you should show how you would go about translating into your LOTE using SDL Trados.
- You are allowed to include some **theoretical concepts** from the course, just remember to cite correctly. You can choose to have a final bibliography page or you can include citations in small font in the corner of the relative slide.
- **You are allowed to reflect on your practice**. How is SDL Trados **useful** in your practice as a translator? What are its **limitations**, if there are any?
- As for the assessment, the end of semester presentations will be **peer assessed in class**, so you all need to be present to everybody's presentations. Failure to do so will be reflected in your participation mark.
- The best presentations will be uploaded to LMS.
- Should you have any questions, you can email me at [anna.gadd@uwa.edu.au](mailto:anna.gadd@uwa.edu.au)

## **Appendix B**

TRANSLATION LOCALISATION TRNS 5004

PEER ASSESSMENT OF PECHA KUCHA PRESENTATIONS

Rate your peer's Pecha Kucha presentation using the following criteria. Please don't forget to write the presenter's name and last name. Do not write your own name and last name. Then insert scores next to each skill and add up the overall score. This type of assessment is anonymous and will make up 10% of your Pecha Kucha presentation mark.

**Presenter's name and last name:**

**CONTENT /25**

**ORGANISATION /25**

**PRESENTATION (VOICE QUALITY AND EYE CONTACT) /25**

**VISUAL /25**

**OVERALL /100**

Scale:

0/5 poor

6/10 below average

11/15 average

16/20 good

21/25 excellent