



PECHA KUCHA PRESENTATIONS IN ANATOMY: AN ACTIVITY TO FOSTER ABSTRACTION, ANALYSIS AND SYNTHESIS SKILLS IN MEDICAL UNDER GRADUATES

Anatomy

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ABSTRACT

Background: Delivering scientific information is an important skill in transmitting knowledge to the public and often takes the form of power point presentation. However, young undergraduate students tend to overuse slides and exceed time limitations.

Aims and Objectives: To develop concision and creativity in medical under graduates

Materials & Methods: The class (n=100) was divided into small groups, each group consisting of four members each. Pre- reading assignments on certain topics were given to the class. Information was simply and informally structured into 20 slides and shown for 20 seconds for a total presentation time of 6 minutes and 60 seconds. After a week, the groups were instructed to present the topic through a power point presentation. Perceptions of students of students towards this Pecha kucha (PK) method was assessed through a close- ended questionnaire.

Results: Frequency analysis of responses revealed that >70% of the students opined PK presentations helped them to organize content, present concise information and apply creativity.

Conclusion: The present study generates significant results which implies that undergraduate medical students should be oriented to create systematic presentations and deliver relevant information

KEYWORDS

Pecha Kucha presentations, abstraction, active learning

Delivering scientific information to public is an important skill in transferring knowledge. But if the speaker has not developed good communication skills, he shows poor use of presentation software and would exceed the time limit. Crowding the slides with matter curtails discussion, critical thinking and decision- making.

Pecha kucha is a Japanese word that means chatter or chit-chat and was developed in 2003 by two architects. It is a form of PowerPoint presentation, wherein 20 PowerPoint slides with only images and no bulleted text material are displayed, each for 20-s duration. The presenters were required to explain the slides briefly. Even though PK presentations are adopted as a format of presentation in reputed medical education conferences [American Academy of Emergency Medicine, Association for the Study of Medical Education in Europe (AMEE), Human Anatomy and Physiology Society (HAPS) conference], there is a paucity of reports on its utility as a teaching-learning strategy among undergraduate. The objective of the present study was to explore the perceptions of students towards the usefulness of Pecha kucha presentations in fostering abstraction, analysis and synthesis skills in scientific information.

The study setting was Apollo Institute of Medical Sciences and Research, Hyderabad and the study sample included first year undergraduate medical students. The study design was cross-sectional. The authors of the present study were involved in teaching Head and Neck Anatomy to the study sample.

The students were oriented to the topic Scalp through both theory and practical classes. At the completion of the topic, they were oriented about Pecha kucha presentation. The class was divided into 25 groups, each group consisting of 4 students each. They were instructed to prepare powerpoint slides for PK talks. It was made clear to the students that they had to use 20 slides for presentation. Each slide to be shown for 20 seconds, thus the total time of presentation should be 6' and 40 sec. The slide should have the most appropriate images depicting the gross anatomy of scalp. They should be able to retain the attention of the audience and make the presentation relevant. The students were informed that the best three presentations would be awarded. The PK talks were assessed on organization of information as well as etiquette and presentation by two faculties from Department of Anatomy, AIMSR. Among the presentations, the best three were selected for prize.

Perceptions of students concerning the PK method was determined by requesting the students to respond to a close- ended questionnaire focusing the utility of the strategy for facilitation of various skills. Frequency of analysis of responses was performed.

90% of the students opined that PK Talks helped them to organize content in a sequential manner. 83% were of the view that it helped them to present information in a concise manner. 80% said PK talks helped them to apply their creativity. More than 70% of the students were of the view that they like to prepare PK talks as they are well versed with computer and are interested because it was a group activity.

The present study revealed that PK talks reflected a great deal of preparation in terms of quality of images that matched the topic, creativity, accuracy and content and improved confidence. This format of presentation has meaningful selection and display of great content respecting time and intelligence of audience. It improves visual, auditory and kinesthetic learning styles and fluency in formal academic presentations and can be included as part of medical curriculum.

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Conflict of Interest

No potential conflict was reported by the authors

Table 1: Student responses to the ways in which Pecha Kucha (PK) talks helped in improving their skills

Domains/ Items	Cumulative of Agree to Strongly Agree	Cumulative of disagree to strongly disagree
1. PK talks helped to organize content in a sequential manner	90	08
2. Helped me to present information in a concise manner	83	15
3. Gave me an opportunity to apply my creativity	80	18
4. I like to prepare for PK talks because:	70	28
a. I love using computers and internet		
b. It's a group activity	81	17
c. There's a prize	78	20

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