Helping Students Develop Skills for Better Presentations: Using the 20x20 Format for Presentation Training

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Pecha-Kucha 20x20（"20x20" below) is a presentation format that requires the presenter to deliver a highly visual presentation using 20 slides, each shown for exactly 20 seconds. The slides advance automatically with a timer and the speaker must present within these constraints. Since its inception in Tokyo in 2003, the format has been growing in popularity worldwide. 20x20 assignments were given to students in EAP classes at International Christian University in Tokyo and students in the engineering faculty of Tokyo University of Agriculture and Technology. Surveys following the 20x20 presentations revealed that students responded very positively. Almost all students agreed that the 20x20 format was enjoyable and useful because it requires them to focus their points, forces them to practice more, and helps the audience to stay engaged. In contrast, students felt that some of the main drawbacks were the higher degree of pressure to practice enough to be able to present smoothly under the time constraints and the inflexibility of the format. We report how we integrated 20x20 in four different presentation projects and explain how 20x20 can be used to help students develop skills for more effective oral presentations.

More effective presentation training is one of the curriculum improvement needs in Japanese university English education. A survey of 7,354 Japanese business professionals conducted in Japan by Terauchi, Koike and Takada (2008) revealed that 85.1% of respondents felt the ability to make persuasive presentations in international contexts was a skill that was "extremely necessary" or "quite necessary" to improve for their work (p.20). Based on these results, Terauchi, Koike and Takada argue that further improvement in training methods is needed in tertiary, secondary and perhaps even primary school level education in Japan for developing effective and persuasive English communication skills (p.30).

Surveys in the United States (Stevens, 2005) and other countries (Curry, 2003) have revealed a similar demand among employers for college graduates to have stronger presentation skills. Stevens (2005) surveyed 107 employers at a job fair in Silicon Valley and disovered that employers strongly expressed "a need for stronger skills in public speaking...and presentation skills, highlighting the ability to use software tools like PowerPoint." Surprising, in this survey, a demand for better oral presentation skills of new hires was mentioned even more frequently than written skills.

The need for university presentation skill training is further highlighted by research that suggests that the quality of presentations given in professional contexts is often perceived as poor. Data from a survey of 2,501 public interest organization professionals conducted by Goodman (2006) revealed that the respondents were more than twice as likely (54% vs. 25%) "to have seen a poor presentation as an excellent one" in their most recent opportunity to

attend a presentation. Based on descriptions from the professionals, Goodman defines a poor presentation as having one or more of a list of "fatal five" characteristics, including the "presenter reading the slides, speaking too long with too much information, lacking interaction with the audience, speaking in a lifeless way, and suffering from room or technical problems." In our experience, unengaging presentations due to a lack of skill, preparation or practice are a frequent occurence in academic contexts as well.

Thus, to prepare our students for success in their oral presentations in the future, development of more effective methods to support the process of preparing and delivering engaging presentations seems needed.

Pecha-Kucha 20x20

Pecha-Kucha 20x20 (called "20x20" below) is a presentation format that requires the speaker to make a presentation using 20 slides exactly, each shown exactly for 20 seconds, with slides advancing automatically using a timer. 20x20 was invented in Tokyo in 2003 by two architects Astrid Klein and Mark Dytham as a format for young architects and artists to showcase their recent work in a concise, visual way. Originally, the format was a whimsical solution to stop speakers from talking endlessly about one piece of art or architecture, but its success led to development into a formal event. The name comes from the Japanese adverb *pecha-kucha* referring to casual chit-chat, which is slightly ironic given the fact that the main purpose is to force speakers to prepare well and be concise. The best resource for learning about 20x20 is the official website *www.pecha-kucha.org*. A list of useful links, including a sample 20x20 and a PowerPoint template, is available below the References section in this paper.

Today, 20x20 presentations are made at events called PK Nights in hundreds of cities around the world and recognition of the benefits of the format seems to be growing. For example, Forbes.com has featured 20x20 more than once, calling the format an "amazing cure for death by PowerPoint" (Gross, 2010) and recommending its use in business presentations based on how it "forces speakers to refine, and refine, and refine again" (Berkun, 2010). Use in academic conferences has also been growing. IATEFL, the International Association for Teaching English as a Foreign Language, has sponsored a Pecha Kucha Evening since 2008 for the purpose of sharing research results, and JALT, the Japan Association for Language Teachers, has also set up a 20x20 event.

Use of 20x20 has also been recommended for use in university courses. Garr Reynolds, professor of Kansai Gaidai Unversity, presentation consultant, and author of the best-selling book *Presentation Zen*, suggested the potential use of 20x20 for college students, arguing "Which would be more difficult for a student and a better indication of their knowledge: a 45 minute recycled and typical PowerPoint presentation, or a tight 6:40 presentation followed by questions and discussion?" (2005, p.41). Clearly, a 20x20 format would not be ideal for all types of academic presentations, but the potential for using 20x20 in presentation skill training of students seems worthy of examination.

20x20 in the Classroom

We have piloted the 20x20 format in four different presentation projects, varying the usage slightly each time. Below, for each 20x20 project, we describe a) a brief profile of the course and students, b) the topics students presented on, c) the main steps students took in the

project, with an emphasis on new or different steps that were included, d) student reactions, and e) our observations of the 20x20s in the project.

Advanced English for Presentations, ICU, Jan. 2011 (Sylvan & Mark)

a) The Students: 12 students signed up for this elective advanced presentation skills course, and considering the relatively small number and the fact that we were teaching at the same time, we decided to put our classes together and team-teach the course. Most students were first year students who had been placed into Program C of ICU (TOEFL PBT 550 on average).

b) The Topics: The 20x20 task was the second presentation of three the students needed to make during this ten week course. Since the focus was on presentation skills, students were allowed to choose any topic. Topics mainly included club activities, volunteer work, places they had travelled, and hobbies.

c) The Steps: In this project, the students:

1. Learned about the history, format and objectives of 20x20 and watched some example presentations from the 20x20 website.
2. Watched both instructors deliver sample 20x20s.
3. Downloaded a PowerPoint template (Appendix C) and practiced using it.
4. Brainstormed topics, planned content and visuals with a blank Planning Sheet (Appendix B) and created their presentations in class and as homework.
5. Presented their 20x20s and answered questions about them. To finish in one class, period of 70 minutes, students presented in two rooms and each room had six presenters. Presentations were filmed and the videos posted on the class website.
6. Watched classmates' presentations either live or online and wrote constructive feedback comments. They also talked about their own presentations in written comments and class feedback sessions.

d) Student Reactions: Most students felt the experience was positive, but some commented that 20x20 was too restrictive and did not fit their personal style. In our survey of this class, almost all students (7 out of the 9 who responded) agreed that it was enjoyable and useful for improving presentation skills.Those who disagreed with the usefulness pointed out that the restrictions made the presentation somewhat one-way and non-interactive.

e) Our Observations: Most of the 20x20 presentations were engaging, but some were merely acceptable. The most significant difference seemed to be in how much practice each student had done. Some had great visuals and a wonderful plan, but the delivery was relatively flat because the students spent too much time preparing the visuals and not enough time practicing the presentation. One thing both students and instructors took away from the experience was a greater awareness of the direct relationship between practice and success.

Working with this first group showed us the inherent benefits of 20x20 as well as the potential pitfalls, especially regarding the amount of time and practice students would need to do 20x20 well. We were able to take this initial experience and better adapt it for future groups of students.

ARW Winter Project, Program A, ICU, Feb. 2011 (Sylvan)

a) The Course/Students: 20 students in ICU's Program A (TOEFL PBT 450 on average) did 20x20 presentations for their Winter Project, which is the traditional finale

presentation of the first year in ICU's intensive English Language Program. The course Academic Reading and Writing (ARW) meets three periods a week for ten weeks per term.

b) The Topics: Using the theme of the second half of the term, *Visions of the Future*, each student prepared, practiced and gave a short presentation on a "future" topic of their choice. Topics included such issues as the future of farming, of cities, of restaurants, of medical research, or of transportation.

c) The Steps: The steps for this project included more structured support for preparation and rehearsal. Specifically, the students:

1. Learned about 20x20, including how to plan and use the templates (Appendices B & C), and watched the instructor's demonstration of a "Future of…" 20x20, and then brainstormed topics.
2. Made teams. Teams of three or four students functioned as practice audiences for feedback and support during practice time. Everyone on a team also presented on the same day.
3. Practiced basic presentation skills, such as using voice, gestures, body movement, organization and delivery. Students also learned the fundamentals of slide design, emphasizing visuals, and reducing text.
4. Simulated 20x20 using a simple one-minute, three slide simulation presentation to learn timing.
5. Designed and practiced their presentations during a week of no classes, and kept a practice log (Appendix D). They were required to practice a minimum of ten times alone and five times in front of team mates.
6. Visited the instructor's office to do a final presentation rehearsal, one on one.
7. Presented in class, using three 70 minute classes for 21 students.
8. Wrote responses to an open-ended questionnaire.

d) Student Reactions: Student responses were generally positive. One student wrote, *"It was a good experience for me to do PechaKucha presentation. I love it!"* while others expressed a strong sense of satisfaction saying, *"I was tired at the end, but I felt good. It was a great experience."* and *"20 seconds for each slide was fast for me. But because I practiced it became okay eventually."*

e) Our Observations: During the week of presentations nearly every student was ready and had practiced so much that they had thoroughly internalized their presentations. The students were nervous, but more excited than terrified. During each presentation, everyone approached the starting time like a racehorse about to leave the gate. Presenters were able to effectively concentrate on eye contact, gestures, movement and voice since they had mastered their message. It all came out naturally as high energy communication. Even those with relatively lower speaking skills were able to present effectively and enjoy themselves while doing it.

ARW Winter Project, Program B, ICU, Feb. 2011 (Mark)

a) The Course/Students: Two groups of 19 students each in the Academic Reading and Writing (ARW) course of ICU's Program B (TOEFL PBT 500 on average) were required to create and deliver a 20x20 for their Winter Project final presentation.

b) The Topics: The new application of 20x20 attempted in this project was to have students summarize their academic research results in a concise, engaging and persuasive way. The students had written 1500~2000 word documented research essays over the past eight weeks, and were assigned a task of sharing those results with all classmates using a 20x20.

The topics of these students' 20x20s followed the themes of bioethics and global issues that we had been discussing, and included issues such as the death penalty, suicide, female genital mutilation, abortion, commercial surrogacy, and child labor. Students with similar topics were allowed to collaborate and combine their 20x20 into a "40x20." For example, one partnership included one student who was writing a paper arguing for legalization of commercial surrogacy and one student who was arguing the opposite. In their 20x20, they started by polling the audience on their views, and then after presenting both sides of the issue, asked their classmates to compare the persuasiveness of their arguments.

c) The Steps: The steps for this project were essentially the same as the Advanced English for Presentation 20x20 project, the first project described above, but added more emphasis on practice and rehearsal. Peer reviews were done in rehearsals in class, and each student had a chance for an individual final rehearsal in the office of the instructor. As with Sylvan's Winter Project, three periods of 70 minutes were used, with six or seven students presenting their 20x20 in each period. Following the presentations, students posted their 20x20 slides (and optionally their presentation videos) on their learning blogs along with final reflections, and also exchanged feedback with classmates by leaving comments on classmates' blogs.

d) Student Reactions: Almost all students out of the 32 students who responded to the survey rated the project very positively both for being "Enjoyable" (31% Strongly Agree, 56% Agree, 9% Disagree, 3% Strongly Disagree) and "Useful as a format for improving presentation skills (69% Strongly Agree, 22% Agree, 3% Disagree, 6% Strongly Disagree). See the data table in Appendix A for more details. Judging from the comments, three students out of the 32 respondents seemed to have had a somewhat negative experience mainly due to struggling with the PowerPoint software to make 20 visual slides and also the demands for preparation and rehearsal.

*e) Our Observations: S*ummarizing a substantial 2000 word essay into a short, engaging presentation of 400 seconds was extremely challenging for all students, but the trial was successful. Some students struggled to make it work smoothly due to a variety of factors including difficulties with finishing writing the essay itself and being unable to finish preparations in time for rehearsals in order to get detailed feedback from peers or the instructor. However, for the most part, the presentations that students delivered were some of the most impressive I had ever seen in university student presentations. Students were forced to select only a limited number of key facts and points, design slides to explain the points visually, and rehearse extensively to be able to communicate the points with good rhythm within 20 seconds. As a result, through three periods of presentations, students stayed highly engaged and generally expressed a strong sense of satisfaction with the efforts and performance they had achieved.

Group 20x20s in English Communication II, TAT, July 2011 (Mark)

a) The Course/Students: I also used 20x20 with two classes of 31 students each in English Communication II, a required course for second year engineering students at Tokyo University of Agriculture and Technolgy (TAT). Most students were very hesitant to speak in English at the beginning of the 15 week course, but after the first poster presentation at mid-term, many seemed capable of a more challenging communication task, and many expressed a desire to do a PowerPoint based presentation. As the final project, I decided to try "Team 20x20s" in teams of three for a final presentation on a social issue.

b) The Topics: Each group needed to choose a social issue they were interested in, and the content needed to be organized in three parts: an overview of the issue, an analysis of the causes, and possible solutions. The topics selected by the groups included the need for more volunteers in Tohoku, child abuse, radiation cleansing and climate change. In groups of three, each student needed to speak for 6 or 7 slides, or two minutes.

c) The Steps: The steps for this project were also similar to the projects described above. After an introduction to the format, groups of students brainstormed topics and created their slide sets using the template. Groups were given time in a computer lab to do research, slide design, and rehearsal exchanges with other groups. The final presentations used two 90 minute periods, with 5 groups presenting their 20x20s in each period. Classmates in the audience provided peer comments on reaction sheets. In addition, the presentations were recorded on video, and students watched their own videos and wrote a self-analysis of their group's presentation performance.

d) Student Reactions: Student reactions at TAT were also positive, though some student had difficulty enjoying it due to teamwork problems. Of the 58 students who responded to the survey, a strong majority agreed it was "Enjoyable" (22% Strongly Agree, 52% Agree, 21% Disagree, 5% Strongly Disagree) and almost all agreed that it was "Useful as a format for improving presentation skills (41% Strongly Agree, 57% Agree, 2% Disagree, 0% Strongly Disagree).

e) Our Observations: Most of the groups had good teamwork and were able to collaborate successfully to create and rehearse the 20x20. The quality of some group 20x20 presentations was extremely high. At the same time, some groups struggled and failed to make an engaging presentation. This was especially true when one team member had poor attendance or low motivation. In the worst case, one member who had attended very few classes was given a script by his teammates and tried to read his script. However, with the timer going, and with little or no rehearsal on his part, the slides moved forward and he was unable to mumble what he needed to say within the time. The presentation was a failure, a *mecha-kucha (*Japanese for mess), rather than a *Pecha-Kucha*, as one student humorously commented after class. How to deal with a group where some members are active, while other members are not, is an area that requires attention in the future. One drastic solution may be to drop the inactive member from the group earlier in the process and allow the active members to move forward on their own.

The Benefits

Based on the student survey responses and our observations, we believe that the main benefits of using 20x20 are that it helps students to:

1. Focus on the key points of their content and highlight what they really want to say.
2. Create more effective visuals that have a single, clear point.
3. Rehearse well to speak with eye contact and emphasis of key points.
4. Manage time well, and
5. As a result, make more confident, engaging presentations

All student comments used below to illustrate these benefits are written in the original English collected in the surveys from our courses.

Benefit 1: More Focus on Key Points

Given the time limit of 20 seconds per slide and the requirement to use exactly 20 slides, students seem to plan their presentation more carefully. They are forced to narrow down and highlight what they really want to say, and to divide the message into several small pieces in an organized way. Student comments describe this perceived benefit as follows:

"*In 20x20, the number of words I can say are strictly limited, so my skill to sift the content and focus on what is the most important and to summarize the contents was improved.*"

"*I was depressed when I had to cut more than half parts of my previous scripts. Mottainai*! *Limited speaking time is difficult to add detail information. But limitation of time enabled me to simplify the presentation and say the most important information.*"

"*The time limits helped me to keep good balance through entire presentation.*"

"*It is like haiku. The simple structure allows me to focus on the content and not worry about how to organize it.*"

Benefit 2: Better Visuals

Due to being forced to use 20 slides to divide up their content, and due to the traditional emphasis in 20x20 on creating highly visual slides that "show" instead of "tell" the main idea, students learn to create simple, clear, memorable visuals with a key image, graph, or set of key words. Students commented as follows:

"*Creating slides was enjoyable, because 20x20 made us to use images to communicate with the listeners.*"

"*First of all, doing/listening to this kind of presentation was not boring! I think it is very efficient to keep audience's attention during presentation because of many images.*"

"*As for the listener, I was never bored because the tempo was good and ideas were easy to understand with images.*"

Benefit 3: More Rehearsal

In 20x20, due to the timer, students feel they have to practice more than in other types of presentations. With static slides, the presenter may be tempted to just read a script. With 20x20, this is more difficult because awareness of the timer is needed. Additionally, since each slide is only 20 seconds, the rehearsal is very manageable and the amount of work needed becomes self-defined. Students know when they are ready because they can check slide by slide whether they can explain their main point in 20 seconds. In other words, if they can say their content with eye contact in 20 seconds, they are ready for that slide.

Furthermore, with a total time of only 6:40, it is easier to do multiple practices. An hour of concentrated practice means running through the entire presentation 8 or 9 times. Some student comments on this benefit were:

"*It made me practice more, but it was effective because I could find easily what I had to practice on*"

"*The first few practices were hard because I couldn't keep up with the time limit, but it was easy to practice once you got the hang of it. I felt I could speak more smoothly when I did the 20x20 than when I did a regular presentation.*"

"*The PK 20x20 is demanding, so I like this. To make good presentations in the 20x20 Style, students have to think, think, and think, and practice, practice, and practice.*"

And the following provocative comment illustrates the consciousness-raising aspect of the experience:

"I watched some other presentations in a Gen Ed [general education requirement] class. I could know which presenters practiced and who didn't."

Benefit 4: Easier Time Management

Due to rehearsal with the timer, time managment is easier for the presenter. With a timer counting down, it is very difficult to go off the point or go rambling on. Also, for the audience, there is no feeling of "*How long is this person going to talk about this*?" In terms of time management, 20x20 also makes it easier for students to allocate time evenly to all parts of their presentations and avoid having to rush unexpectedly at the end due to taking too much time on the first parts.

Of equal importance is the fact that the 20x20 format makes time management easier for the instructor. Each presentation is exactly 400 seconds, so there is less risk of presenters not being able to finish on time, and that makes the planning of the event much easier when there are many student presentations to finish in a limited number of class periods.

Benefit 5: More Engaging Presentations, More Confidence

The above four factors seem to add up to a more satisfying experience for the presenter and the audience. The presenters have prepared more, with focused points, attractive visuals, effective rehearsals, and strict time management, so their presentations are more engaging. As one student commented: "*I was never bored for the 3 hours my classmates were presenting.*" For the presenter, presenting a 20x20 is a total adrenaline rush, and the energy helps engage the audience.

In sum, 20x20 seems to create a positive chain reaction. The presenter has prepared effectively, so the presentations are engaging. The presentations are engaging, so the audience responds well. And because the audience responds well, the presenters seem to develop a sense of confidence in their ability. This sense of confidence seems captured in the following quote:

"The best thing for using 20x20 for me was not making audience boring. Classmates seemed to enjoy and be interested in my presentation. I tried to enjoy presentation to make audience enjoy it, so it is great!"

Overcoming the Difficulties

The difficulties of this presentation format must also be considered. In their comments in the surveys, students mainly mentioned the following issues:

1. The high demand for preparation and rehearsal.
2. Discomfort due to being rushed by the timer.
3. Frustration with the constraints of the 20x20 rule.

Difficulty 1: High Demand for Preparation and Rehearsal

20x20 presentations require students to prepare and rehearse extensively, and some students felt that the demand was too strenuous for them within the time that they were given.

In terms of preparation, some students struggled to organize their message into 20 discrete points, while others seemed to struggle with editing PowerPoint software. The most frequent software difficulty was trouble with the timer or automatic slide transition not working. The cause of this trouble often was students using non-PowerPoint software such as Google Presentations in the process of editing, which is understandable since not all students have PowerPoint on their own home computers. However, usually the technical problem was something that could be easily fixed by the instructor or more computer saavy classmates if noticed before the presentation day. With additional directions or manuals for students to know how to avoid or fix problems, software trouble should be minimal.

In terms of rehearsal, the presenter is required to practice each slide several times to be able to deliver the key point smoothly, and some students had difficulty finding time to achieve this. As one student commented, "*I had to do a lot of practice during the most busy week. I had 4 presentation and 2 tests that week....*" Another student felt more in-class time for rehearsal was needed, writing: "*There should be more class time to rehearse the PK. Also, I wanted to start preparing much earlier in the term. We had one month, but it was not enough because I chose a new topic different from my essay.* "

We believe there are two ways to help students with time management for adequate preparation and rehearsal. One is to stress to students the fact that in any presentation, if one wants to do it well, extensive preparation and rehearsal are needed. The 20x20 forces efforts to achieve many features of good presentations, and students need to realize at the beginning of the project that the demand for preparation and rehearsal is going to be high. Secondly, the instructor can help students manage the process more effectively by making clear targets and deadlines for preparation and rehearsals. This can be done using documents such as the Practice Log in Appendix D, which requires students to practice individually ten times and with classmates five times, and record their practice dates, times and comments.

Difficulty 2: Discomfort Due to Being Rushed

Another difficulty that students mentioned was the feeling of being rushed due to the timer on the 20x20 slides. As one student wrote, *"I very worried about whether I could finish speaking in 20 seconds, so I was hasty during the presentation. It was hard for me to relax!"* Some students also mentioned that the audience might feel distracted by the timer counting down. In reality, some presentations suffered because the student presenters had difficulty with finishing a slide in 20 seconds and felt confused about what to do in those cases: "*Once I failed to mention some key information, but I do not have chance to retry because of time restriction.*"

The most important solution, obviously, is to make sure all presenters have rehearsed their content sufficiently with the timer in advance. Another solution may be to teach students the need to adjust their rate of speech and level of detail somewhat flexibly on their feet to fit the 20 seconds. Several students who had memorized exact scripts suffered from the realization that they could not recite their memorized sentence exactly at the same rate as their rehearsal when they stood up in front of an audience and tried to project their voice. Speaking in a louder voice and emphasizing words takes longer than practicing a script. Finally, a third solution, which may be controversial among 20x20 purists, would be to allow students some flexibility by stopping the timer to finish their point. That will be discussed in the section below.

Difficulty 3: Frustration with the Constraints

Several students pointed out that the main drawback of the 20x20 format was its inflexibility. As one student wrote, "*Not every slides have the same importance, so 20 second for 20 slides are not so effective sometimes.*" Another student requested more flexibility in controlling the flow of the presentation, commenting: "*I thought presenters should be in control of the timing to switch the screens because changing screens at the right time is also an important skill for presenters to make their presentation look smooth.*" As a result of the pressure of the timer, some students also felt that their style of speaking ended up very one-way and lacking interactivity with the audience.

Those frustrations are understandable. Clearly, the constraints of the 20x20 format involve some trade-offs between the benefits of a fixed format and the drawbacks. To make a 20x20 event successful, it necessary for the presenters to accept the constraints and work within them. With a clearer explanation of the trade-offs involved, students may be able to deal with their feelings of frustration more effectively.

Finally, on the presentation day, one dilemma the teacher must consider is whether or not to allow students some degree of flexibility with the control of the timer and slide transitions. For example, on some slides, the speaker may finish a few seconds early and want to press the "Enter" key two times to skip to the next slide rather than wait out the timer with fillers. Also, if the audience seems to need some elaboration on a certain point for a few more seconds, the presenter may want to hold the timer by pressing the back arrow key two times and finish explaining before moving on.

On this issue of flexibility, we think it is potentially possible to allow students to vary the time per slide, or even to stop the timer during the presentation as along as the additional time is minimal and does not disrupt the overall time-management. However, at the same time, it may be best to tell students this <u>on</u> the day of presentation, not before, because they will end up not rehearsing as extensively as they should. In the end, the message of the presentation is more important than the format, but the need for flexibility should be balanced with the benefits of having constraints that force the presenters to prepare well.

Conclusion

To conclude, the 20x20 format has been successfully implemented in presentation training for EFL college students in our classes. Using a 20x20 format, or some variation of this format, may be more effective than assigning a traditional presentation with only a time limit in some cases. The main benefits seem to be that students can gain experience with focusing their points, making more appealing visuals slides, managing time, and rehearsing thoroughly in an efficient way. The result has been that our students prepare and rehearse more, deliver far more engaging presentations, and feel that the format helped them improve their presentation skills.

The main issues that emerged from our surveys of student perceptions included the reality that some students prefer to have more flexibility, and that some students felt uncomfortable with the timer. We feel that these issues can be overcome by clarifying to students that this type of training is challenging, but should help them become more aware of good habits for how to prepare, rehearse, and deliver presentations. It is our hope that the our report and recommendations will be helpful for instructors who desire to help their students practice effective presentation skills using Pecha-Kucha 20x20.

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Useful Resources for 20x20 (Links active as of Nov. 30, 2011)

1. The official website: http://www.pecha-kucha.org/

2. A good sample 20x20 about 20x20: http://www.speaker.org/video/pechakucha.html

3. 20x20 PowerPoint template with a timer (Shown in Appendix C)
   http://subsite.icu.ac.jp/people/markchristianson/20x20template.ppt

Appendix A
ICU ARW + TAT Survey Items and Response Data Summary

Note: ARW below refers to ARW Program B students at ICU and TAT refers to the two English Communication II classes taught at Tokyo University of Agriculture and Technology.

1. I **enjoyed** preparing and presenting my 20x20 presentation. (Making an outline, slides, rehearsing, presenting etc.) 20x20 方式のプレゼンを作って発表するのは楽しかった

	Strongly Agree	Agree	Disagree	Strongly Disagree
ARW (n=32)	27%	61%	10%	2%
TAT (n=58)	22%	52%	21%	5%

2. The 20x20 format (20 slides, 20 seconds each) is a **useful** format for students to practice presentation skills. 20x20 方式はプレゼンの練習用として良い方式だ

	Strongly Agree	Agree	Disagree	Strongly Disagree
ARW (n=32)	59%	29%	7%	5%
TAT (n=58)	41%	57%	2%	0%

3. I had to **prepare more and/or practice harder** than regular presentations to prepare for 20x20. 他の種類のプレゼンに比べ、多くの準備、練習が必要だった

	Strongly Agree	Agree	Disagree	Strongly Disagree
ARW (n=32)	41%	39%	12%	7%
TAT (n=58)	32%	52%	16%	0%

4. The 20x20 format (20x20) **helped me make a better** presentation than a "free style" presentation. 自由なプレゼンに比べ、20x20 の方式によって良いプレゼンができた

	Strongly Agree	Agree	Disagree	Strongly Disagree
ARW (n=32)	29%	41%	24%	5%
TAT (n=58)	22%	48%	28%	2%

5. The 20x20 presentations of classmates were **more interesting** than regular presentations.

	Strongly Agree	Agree	Disagree	Strongly Disagree
ARW (n=32)	46%	37%	12%	5%

Note: This question No. 5 was not included on the TAT questionnaire.

6. What did you LIKE and NOT LIKE about creating and presenting the 20x20? What is good about this style of presentation? Any suggestions? Please comment freely.
（良かった面は？良くなかった面は？提案など自由回答）

Appendix B
20x20 Planning Sheet for Students

20x20 Planning Sheet

Directions: Before you start making your PowerPoint, it is good to have a plan of your presentation's flow of ideas and images. First, you might want to print this sheet and do very free brainstorming on paper to bring out many possible ideas. Of course, you'll want to do enough background research on your topic as well.

No	Slide Design	What you will say about them (About 20 words = 20 sec.)
1	Title	
2		
3		
4		
5		
6		
. .		*Note: Boxes 7-16 have been cut to fit this on one page. The full template has 20 boxes.*
17		
18		
19		
20	Conclusion	
	Thank You! + Q&A	Thank you! Do you have any questions?

Appendix C
20x20 PowerPoint Template for Students ([Download](#))

Appendix D
20x20 Practice Log Recording Sheet

Individual Practice Log and Notes   Name
Practice 10 Times or More Individually

Date	Comments

With Teammates
Practice 5 Times or More with Your Teammates

Date	Comments