

USING PECHA KUCHA AS A PSYCHO- EDUCATIONAL FACILITATION TOOL FOR SCHOOL COUNSELLORS IN TRAINING

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MOTIVATION FOR THIS RESEARCH

- B Ed Honours Educational Psychology students, are required by the Health Professions Council of South Africa (HPCSA) to receive training in developing and presenting psycho-educational workshops.
- An opportunity for intra-departmental collaboration around innovation in teaching.



STATEMENT OF THE PROBLEM



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- In our experience as lecturers in the honours programme, we have observed that students are often **not able to develop and implement interactive psychoeducation workshops within the 20-30 minute time frame** they are allotted at their school placements.
- This then results in a **gap** between the presentation and engagement around the topic.
- The time lapse influences authentic learning, particularly considering the age and developmental level of the learners.

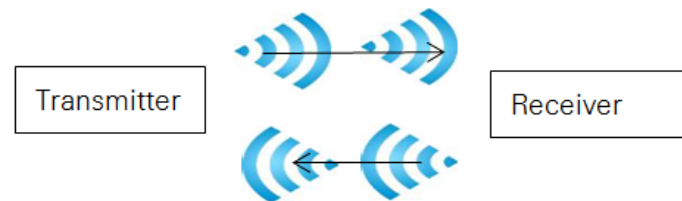
THE CHALLENGE

The students need to be trained in a psycho-educational presentation format that is **well-prepared, fast, concise** and enables interactive **engagement**.

Unidirectional



Bidirectional



THE RESEARCH QUESTION/FOCUS

How do trainee counsellors experience Pecha-Kucha as a facilitation tool for psycho-education with learners of varying ages in schools?



RESEARCH GOALS AND OBJECTIVES

- Our hope was that the use of PK would enable the students to do their psycho-education presentations in a manner that is **interactive, accessible, visual and age-appropriate**.
- Create **communities of practice**
- The aim of this research was to reflect on students' **experiences** and lecturers experiences with using Pecha Kucha (PK) as an alternative form of presentation.
- Therefore the specific objective of this research is to explore and critically interrogate **the students' reflections** with their use of the PK presentation method when doing psycho-education.



WHAT IS PK?

- Developed in 2003 by two architects (Klein Dytham Architecture, 2008)
- Pecha Kucha is the Japanese term for the sound of “chit chat”
- It is a 20×20 presentation format which involves
- 20 images, each displayed for 20 seconds
- Resulting in short, visually driven presentations
- Images advance automatically and presenters must therefore be **succinct**, and **well-prepared**.

BUT

PK IN HIGHER EDUCATION

- PK has been described as solution to 'death by PowerPoint'
- PK can be useful within the university classroom (Beyer, 2011; Beyer et al 2012; Klentzin, Paladino, Johnson & Devine, 2009).
- Compared to PP, PK is a higher quality presentation (Beyer, 2011)
- PK is as good as a longer PP (Beyer, Gaze & Lazicki, 2012)
- PK has also been rated higher than PP (Beyer, 2011; Beyer et al 2012)
- Research has also found similar retention levels between PK and PP (Beyer et al, 2012)
- It is not suitable for all topics, and is more appropriate for a presentation than a lecture (Beyer et al 2012; Klentzin, Paladino, Johnson & Devine, 2009).
- However we wanted to investigate student counsellors experiences of using PK within the school environment, on psycho-educational topics.

AN EXAMPLE OF A PK

- <https://youtu.be/SVYLs0cdsGo>



RESEARCH METHODOLOGY AND DESIGN

- Qualitative study
- Grounded in Social constructivism
- The ontology of social constructivism is that reality is socially constructed and knowledge is therefore also produced through a process of social interaction (Denzin & Lincoln, 2011; Mertens, 2005; Marshall & Rossman, 2011).

RESEARCH METHODOLOGY AND DESIGN

- This study used a **Participatory Action Research (PAR) design** that sought to encourage **reflexive praxis** and the development of **critical skills** in responsive counsellors (Creswell, 2007; Denzin & Lincoln, 2011).
- The study sought to create **spaces for the voices** of trainee counsellors to emerge around how their training influences their practice.
- **Sampling**: convenience sampling; voluntary participants enrolled in the Counselling Practice Module of the B Ed Honours (Educational Psychology) programme at the university.

THEORETICAL UNDERPINNING: PLC *PROFESSIONAL LEARNING COMMUNITY*

- On going
- Reflective
- Inclusive
- Learning orientated
- Growth promoting



Whilst there is no universal definition for a PLC there is international consensus that it refers to a **group of people who share and critically interrogate their practices** in “an on-going reflective, collaborative, inclusive, learning oriented, and growth-promoting way” (Stoll, Bolam, Mc Mahon, Wallace and Thomas, 2006, p 223). The PLC approach therefore seeks to improve the knowledge and skills of the participants.

DATA COLLECTION

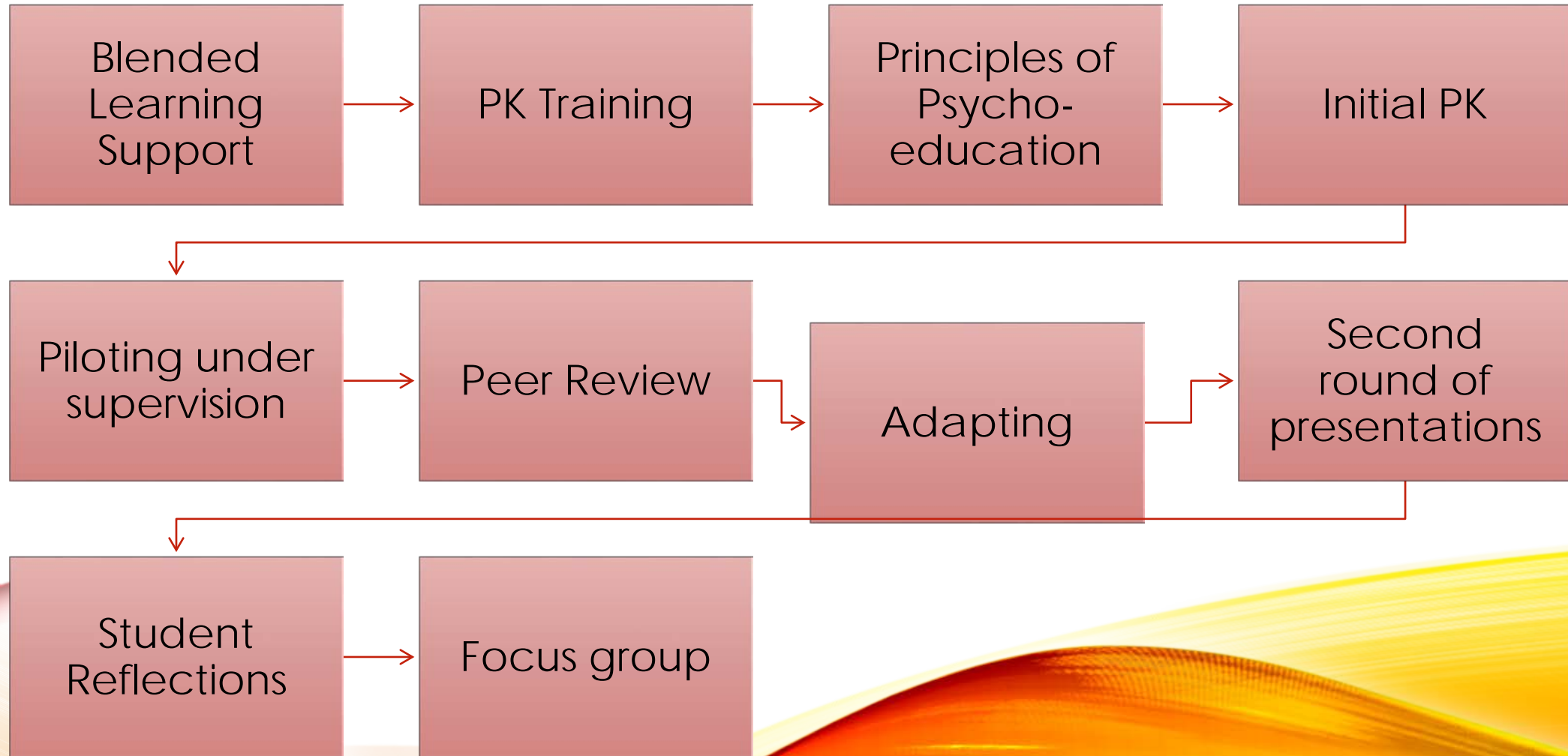
- The data used in this research were artefacts generated by the students, their PK presentations at different times; **students' reflective notes** on their process; and a **transcription** of a student focus group session.
- The lecturer and the PK training facilitator, who are also the researchers, also generated reflections on the process to inform future practice.
- Different data sources allowed for triangulation and verification.



DATA ANALYSIS

- Data were transcribed and analysed through a coding and categorisation process with the aid of Atlas Ti software.
- Themes were constructed that capture recurring patterns which mirror commonalities and differences essential to the study (Denzin & Lincoln, 2011; Braun & Clarke, 2006).

The process of incorporating PK into engaged teaching and learning




FINDINGS OF STUDENTS' SKILL ACQUISITION

- **Reflexive praxis** around training students using the pure form of PK
- **Initial distress and pressure and failure** (resistance from the students about the amount of preparation and their unbelief that it could be effective within a school context and present to their peers)
- We then **established professional learning community** which included the whole group of students and then within that we established smaller PLCs
- Professional learning community (students then worked to their strengths in small groups).
- Working in groups also strengthened their confidence in PK, while doing their presentations in the university setting and then later in the school settings.

FINDINGS

- Students were able to develop and implement interactive psycho-education workshops within the 20-30 minute time frame within the classroom context;
- Access to **technology** a nice to have but not necessary
- It encouraged **creative reflexive praxis** – in the moment responses
- **Challenge** was finding visual stimuli related to the topic and familiar in the context
- In order to do the afore mentioned, the needed to speak to the learners to find out what kind of music they liked, what they were watching, a bit of a **market research interview**

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- **Linking theory with popular culture** difficult initially but collaborating with PLC facilitated the process (In their work in the field collaboration is a key component of effective Psycho-education)
 - **The voice of the learners** was reflected in the presentations (information gleaned from them in the pre-session surveys informed the content and nature of the presentation)
 - **The gap between the presentation and engagement around the topic minimised:** *interactive nature, externalisation (could reflect on the picture instead of themselves so learners felt safer speaking about sensitive topics).*

REFLECTIONS OF COLLEGIAL PLC

- We mimicked the students
- Collegial collaboration for engaged scholarship
- Different roles
 - Carmelita attended a pre-conference workshop and from that presented a PK at the International School Psychology Conference.
 - Lorna observed it
 - We came back and shared our experiences
 - Lynne saw the opportunity for using it with the BEd Psych counselling students to address the
 - Lorna suggested a FINLO project and took the lead on developing the proposal
 - We all went on the FINLO retreat and so formed our own PLC in developing and implementing the research
 - Different strengths
 - Short course for past students and Edpsychs in the field
 - An article