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Pecha Kucha: The Use of Visual Technology for Storytelling to Improve Students Presentation Skills in Marketing Course

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ABSTRACT

Delivering effective presentations requires mastery of essential presentation skills and utilization of presentation tools. This study investigated the effects of using the visual technology for storytelling method known as Pecha Kucha as opposed to the traditional modes of using PowerPoint with heavy use of bullet points and text on marketing students' competency in giving presentations. The study adopts an experimental research design. The data was collected from students' self-evaluation and lecturers' evaluations of the presentations. It also uses qualitative data from the students' and lecturers' reflections. Results from students' self-evaluation revealed that modes of presentation did not contribute significantly on students' overall performance. However, the study indicated that those who adopted the Pecha Kucha method did show significant improvements in their ability to use physical behaviour and gestures. On the contrary, results from the lecturers' evaluation showed that the Pecha Kucha method did have significant effects in improving students' overall performance as well as in each of the components evaluated. The findings led to the understanding that for lecturers, the Pecha Kucha is an enhanced mode of presentation. The study also highlighted the implications on teaching and learning and the potential of using alternative presentation formats.

1. Introduction

Presentation skills is an essential skill that is required to be mastered by students in institutions of higher learning and has been identified as one of the key areas in the Malaysian Education Blueprint (Higher Education) 2015-2025. Most courses have included oral presentations as part of the course curriculum due to its pedagogical advantages. Mastering the art of creating and delivering effective oral presentations has become essential because such skills are just as equally important for postgraduation employability as it is for students pursuing their studies. Knowing how to deliver clear, concise and effective presentations is vital for marketing students as later on in their careers

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they would be required to present or pitch their ideas, plan, and strategize to fulfil the goals of the organization that they represent as well as for their own career goals. Furthermore, developing presentation skills is also important for improving communication and creating positive learning experiences [1]. Hence, scholars have called for institutions to integrate communication skills, particularly presentation skills, into their marketing courses curriculum [2].

However, even with the pedagogical advantages in mastery of oral presentations, it does also have some potential downsides. Based on personal experience, it has been observed that most students are still unable to deliver presentations effectively and clearly. This could be attributed due to lack of preparation and their tendency to procrastinate to master the content and this, in turn, leads them to creating unconvincing, lack-luster, dull, monotonous presentations that lack eye contact with the audience. Consequently, the teaching and learning process becomes mundane and less engaging as well.

Apart from positing self-confidence, mastery of presentation skills challenge students to better organize information so that they could articulate what they have learned. This takes commitment. Being well-prepared and well-versed about the topic they are presenting will directly boost their confidence in giving excellent presentations. This is very much applicable to the teaching and learning (T&L) of marketing courses where students are required to understand various philosophies, concepts, and theories before putting them into practice. Marketing curriculum covers many relevant theories, concepts, strategies, techniques and tools which require students to put the learning into practice. The contents are drawn upon various areas such as social sciences, psychology, sociology, mathematics, economics, anthropology and neuroscience. Student presentations is one of the most effective ways to assess students' understanding of the course content as well as allowing them to take charge of their own learning and become an active learner.

One way of helping students to improve their presentation skills is by encouraging them to adopt systematic approaches in facilitating their presentations in the classroom. In this era of technological advancements, various tools and technologies are available to assist them in creating and enhancing their presentations. However, utilization of such tools and technologies must also be in concordance with students' skills, creativity and imagination.

1.1 Presentation as an Assessment Method

Assessment methods in business courses such as marketing, should focus on the major soft skills in both written and oral communication that incorporate critical thinking, problem solving, decision making, leadership and communication skills [3]. Mastery of oral communication skills is of great importance for marketing students as they would be required to make use of it when conducting presentations, pitching ideas, in planning and strategizing and in realizing their career and organisational goals once they enter the workforce [1]. Therefore, assessment of oral communication skills through student presentations is very much applicable in marketing courses and is considered one of the best ways to assess students' learning process. Apart from the usual generic discipline-related knowledge and skills, oral communication competencies are also considered as important criterion used by employers to evaluate a graduate for employment [4]. Having the ability to listen and speak well when carrying out any given tasks are seen as such competencies. As a consequence, universities are faced with the challenge to provide evidence that they are assessing these essential skills [5]. Following this, researchers have studied the effectiveness of oral presentation as a method of assessment in business subjects [3,6].

1.2 Rubric for Oral Presentation: The Competent Speaker

Rubrics are used as an assessment tool that acts as a guide to ensure standard evaluation and quality of work and performance level is achieved by students on certain given tasks according to its specified criteria and levels [7]. Numerous scholars have emphasized on the need for comprehensive and reliable assessment of students' communication skills [8]. Thus, in the 1970's, the U.S. national communication association (NCA) initiate a broad project to identify important competencies for students' communication skills [9]. The outcomes of NCA's effort were described and analysed in great detail by Quianthy [10]. Following this, a number of public speaking rubrics were published by a number of authors including Thomson and Rucker [11], Lucas and Stob [12], Morreale *et al.,* [9] and Rhodes [13]. In their analysis of existing published rubrics, Schreiber *et al.,* [14] observed that there are nine important competencies are evaluated including selection of topic and purpose, use of supporting aids, structure of presentation, introduction and conclusion of speech, mastery of language, delivery of presentation, gestures, and adaptation to audience. The rubrics were assessed based on the content and face validity. The instrument by Rhodes [13] have been found to suffer from content validity by only addressing five out of the nine competencies. Meanwhile Lucas and Stob [12] and Thomson and Rucker [11] instruments are considered as being overly specific by having too many items to be measured.

Of all the published rubrics, the competent speaker speech evaluation Form by *Morreale et al.,* [15] is the one most widely adopted. It was developed and used as a standardized and validated instrument in 1990 and updated in 2007. The instrument was employed to assess public speaking competency in higher education [16]. The instrument was specifically created for the purpose of classroom evaluation, placement, instruction, advisement of students and for the generation of assessment data [17]. It has been widely used to evaluate public speaking skills and to provide a statistically valid and reliable tool for the assessment of public speaking performance, focusing on both verbal and nonverbal characteristics. The instrument consists of eight public speaking competencies, where four components relate to the preparation and four components relate to the delivery of the presentation as described in Table 1 [15].

Table 1
The competent speaker assessment components

Components	Preparation & Content	Presentation & Delivery
Items	• Topic selection • Thesis / specific purpose • Supporting material (includes presentational aids) • Organization of presentation.	• Language • Vocal variety • Pronunciation, grammar, and articulation. • Physical (nonverbal) behaviours & gestures.

1.3 Presentation Technology Using the Traditional PowerPoint Format (The Death of PowerPoint)

With over 30 million presentations daily, Microsoft PowerPoint (PowerPoint) is considered the leading presentation software used in higher education for the past two decades, mainly because it is user-friendly and systematic [18]. In today's classroom, integration of technology as a tool for teaching and learning has become synonymous with utilization of PowerPoint slides [19,20].

Despite its popularity, there are some issues that arise when using PowerPoint, especially in enhancing oral presentation skills. The tendency to cram the slides with a lot of text that is often read verbatim makes presentations less engaging and frustrating to sit through moreover to learn from. This also leads to students' not adhering to the maximum time allotted [21-23]. As such, these

presentations do not encourage development of student oral presentation skills. According to Hulton and Gapper [24], while presentation assessments are popular within higher education, traditional software tools may be too static for the new generation of students, whereas new programs are able to make more captivating and engaging presentations. Harman [25] concludes that these text-laden presentations create an unbeneficial and unbearable boring experience for students leading to Garber [26] to coin up the phrase "Death by PowerPoint".

Much research focusing on the impact of PowerPoint on students' recollection of lecture materials have resulted in mixed findings. However, a few have stood out with stronger internal validity. Savoy *et al.*, [27] found that students who were taught using the traditional lecture approach retained more auditory information compared with students who followed lessons using PowerPoint and those who did not attend class at all. Similar findings were found in a study conducted by Wecker [28] which used the between-subjects design of having three conditions of i) not using any slides, ii) use of 10 slides, or iii) 4 slides in a 30-minute presentation. It was found that presentations using 10 slides concise with information and no slides conditions exhibited better retention of oral information. In another study Murugaiah [29] looked at the effectiveness of presentation styles by juxtaposing visually rich presentations with text-heavy slide presentations. It was found that the latter lacked engagement because it forced the audience to decipher between what is said and what is written on screen. All of the above-mentioned studies revealed that utilizing traditional, text-based PowerPoint slides may not be able to enhance the learning experience and that using bullet points in a presentation do not always produce the desired results.

1.4 Visual Technology for Story Telling & Pecha Kucha as an Alternative Presentation Method

Undeniably, the way in which a presentation is designed and organized are just as important as its delivery. Storytelling is seen as an important teaching technique which allows the use of a foray of human experiences as teachable moments for students [30]. By combining visual images with limited screen texts and bullets, storytelling provides a stimulus for emotional connections to bind with the storyline and thus, assists to contextualize the knowledge presented. Previous studies [29,31] have found that students responded more positively to visual presentations rather than with text or bullet-point presentations. It was found that the slides used in such presentations act as support and memory devices for presenters. Condensing information and highlighting them assisted in the retainment of information.

Abdulrahaman *et. al.,* [32] studied on how topics can be delivered to students, demonstrate to them, stimulate a group, make different text types available and engage students in an interactive manner. In their study, they found that Multimedia or digital learning resources assist learners to get on well with mental representations with the use of different media elements, which support information processing. Information, which is made up of content and sometimes learning activities, are presented with the use of the combination of text, image, video and audio by digital learning resources. It has been demonstrated, by research on using multimedia for learning, that there are more positive results observed in learners who combine picture and words than those who use words only [33].

As a result of this, Beyer [34] suggested using an alternative approach in harnessing students' presentation skills, that is by using a visual technology for story telling namely the Pecha Kucha method. The Pecha Kucha method is a relatively new but widely used presentation format which is concise and fast-paced. It is the creative solution to "Death by PowerPoint". The concept was first developed by Astrid Klein and Mark Dytham in 2003 at a meeting on architecture. Interestingly, presenters at these architectural meetings use Pecha Kucha when presenting new products ranging

from newly constructed buildings to new designs or even for other related subjects [21,29,35]. Pecha Kucha is seen as an effective presentation method for both the presenter and the audience, therefore, making it suitable to be used in classes [35]. Although Pecha Kucha has been used extensively as a student presentation format in higher education institutions abroad, Murugaiah [29] argues that its usage is still in infancy in Malaysia, and thus requires more studies to be conducted in order to evaluate its effectiveness within the local context.

The term Pecha Kucha is Japanese for "chit chat". It can also mean "lightening talk," and uses a highly disciplined presentation structure consisting of 20 slides that are presented at a rate of 20 seconds per slide, limiting the overall presentation time to 6 minutes and 40 seconds. By doing so, the presentations are concise, interesting and allow more time for presenters to share their ideas. The most prevalent difference between Pecha Kucha presentations and standard PowerPoint presentations is the use of pictures and graphics on the slides to supplement communication of ideas rather than bullet-point text, charts, and graphs. Even though the structure is rigid, Pecha Kucha is suitable to be used by a single presenter or in dyads or even groups because the format is flexible.

There are several reasons why Pecha Kucha is believed to improve student presentations. Firstly, using automated slides requires precision of the presenter to organize the messages to be presented within the allotted time. Pecha Kucha presentations also use imagery to support key main points. This enables the audience to make visual connections between abstract concepts [36]. The use of images clarifies the meaning of the message as described dual coding theory by Paivio [37]. The exclusion of text in Pecha Kucha presentation, forces presenters to cleverly combine the visual images on the slides with verbal presentation [38]. As such, using Pecha Kucha requires the presenter to know the material well enough to present it and genuinely engages with the audience. They enhance the audience's understanding, rather than steering their attention away from the intended message [36].

Previous studies have found that students benefited from the Pecha Kucha method in terms of reduced anxiety [39], better understanding [40] and retention [27] of course content, better concentration and improvement in the rapport of the presenter [34]. This method is also found to be more entertaining, attractive, interesting, liberating, and creative [34,37,41,42]. It also encourages active learning and lessens student preparation time for exams [39]. Moreover, using technology resources, oral presentations, and group participation in class assignments can make learning more dynamic and interesting for students. Participation is not limited to spoken communication.

Nevertheless, Anderson and Williams [43] raised two different issues on the use of time in Pecha Kucha. The first issue highlighted on the effectiveness of presentations where the limitation of time forces presenters to focus just on the primary information whilst leaving out the details. To overcome this issue, Byrne [35] suggested increasing the amount of slides and time allotted, especially when it is used to explain about complex subjects. Furthermore, Beyer [34] suggested that the presenter's effective delivery is just as important as the presentation style in determining the presentation quality. According to Murugaiah [29], this can be challenging for students at low proficiency levels. Therefore, in order to maximise the potential benefits of Pecha Kucha as a learning strategy, he suggested adding more training and pedagogical support for students.

2. Methodology

This study adopted a randomized control trial design. The main aim of the experimentation was to evaluate the effects from the use of of two modes of presentation technologies on students' presentation skills. Therefore, the modes of presentation technologies (i.e. Pecha Kucha & traditional

modes of presentation) act as the independent variables and the students' performance, i.e. level of competency in giving a presentation, act as the dependant variable.

2.1 Participants and Sample Size

The participants in this research were students enrolled in the SCIM2023 marketing in creative industries course. It is an introductory marketing course which cater for students enrolled in bachelor of creative industry management (BCIM). The course is designed to equipped students with relevant knowledge and skills in marketing which is tailored to the creative industries. At the end of the course, the students are expected to be able to

i. describe the concepts and processes of marketing in creative industries,
ii. apply the knowledge and skills to market creative products, and
iii. evaluate various strategies in marketing a creative product.

The main challenge in the teaching and learning of this course is in ensuring that students are able to fully grasp the content and apply them in solving the real-world problems through group project and coursework. The common approach of teaching this course using traditional classroom lecture mode seem less effective. Students mainly act as a passive recipient and only engage when asked instead of being proactive learners. This makes it difficult for lecturers to assess whether learning has taken place nor the students understanding of the content. In addition, most students seem unprepared to receive the knowledge and only expected to be taught instead of playing an active role as co-learner. This is evident when most of the students are unable to participate in class discussion, as well as difficulty in explaining and applying the concepts during test and presenting their ideas for their group project.

One of the most common methods used by lecturers to engage the students and assess the learning process, is by having students to do some prior learning and present their work in front of their peers. Student presentations enable students to learn from their peers and provide the opportunity to practice organizing materials for public dissemination. However, in many classroom situations, it has been observed that most students are not able to deliver effective presentation. This is mainly due to lack of preparation and the inability to master the content which in turn lead to anxiety. The majority are dull presentations with minimum or zero eye contact with audiences by mostly reading from slides which are full of text. The students also failed to establish rapport and engage with the audience as well as master a proper body language with poor voice quality. Evidently, most are unable to handle the questions and answer session afterward. Consequently, the teaching and learning process turn out to be mundane and less engaging.

A total of 76 students registered for the course in the first semester 2020/21 session and were randomly assigned into two groups (i.e. 37 students in Group A and 39 students in Group B) by the university's course registration system. For this study, Group A was treated as the control group, whereas Group B was treated as the experimental group. Both groups were taught by the same lecturer. Each student was required to fill up two self-evaluation questionnaires (i.e. pre-presentation and post-presentation). To examine the effects of the treatment, only data from students who completed both questionnaires were included for analysis. This resulted in 57 sets of data (i.e. 26 of the control group and 31 of the experimental group).

2.2 Research Procedures: The Experiment, Measurement, and Intervention

On the third week of class, both groups were briefed about the exercise and the rubrics that would be used for evaluation. This is in line with Kerby and Romine [44] who suggest that students can only improve their performance if they are made aware of the expectations of effective oral presentation. For this exercise, each student was required to prepare a seven-minute presentation on the topic of Value Creation. This topic was chosen because it is one of the core topics of the course and it allows students to have freedom in choosing their own case for presentation. It also tests students' analytical skills. Specifically, they were asked to choose an organization, a product or a brand within the creative industries and present their analysis about the product portfolio, branding, promotion and pricing strategy. Initially, the presentation was planned to be conducted face-to-face in the classroom setting. However, all classes were forced to be conducted online due to the COVID-19 pandemic and that resulted in virtual presentations to take place using the Webex platform. The rubrics used to evaluate the students' presentation skills in this exercise was adapted from "The Competent Speaker Speech Evaluation Form" developed by the U.S. National Communication Association [29]. A Five-point Likert scale (1=Poor, 2=Fair, 3=Average, 4=Good, 5=Excellent) was used to evaluate eight presentational competencies outlined by the Competent Speaker Assessment tool [15]. Students' overall performance was measured using the mean score of the eight competencies.

For the experimental group, the briefing also included an introduction and demonstration of Pecha Kucha. They were exposed to what Pecha Kucha is, how it works and some examples of Pecha Kucha presentations. They were also provided with the modified Pecha Kucha template consisting of 14 slides which automated at the rate of 30 seconds per slide. This modification was based on Byrne [35] recommendation due to the complexity of the topic. After the briefing, each student was required to fill up a self-assessment questionnaire of their own presentational competencies. Despite being reminded, five students did not complete the questionnaire giving a total of 71 usable responses.

On the fourth and fifth week, students were introduced to the Value Analysis topic. These two weeks were also used by students to identify the case and prepare for their presentations. Students from the control group were asked to use whichever tools they were comfortable with to prepare their presentations. Majority of the students in this group opted to use PowerPoint. Only one student chose to use Prezi but maintained using the text and bullet points design. Meanwhile students from the experimental group were required to use the Pecha Kucha format.

The presentations were held during class in the sixth week. Classes were held twice a week, and the number of presentations were limited to four for each class to avoid students from burnout. All presentations were recorded and made available for each student to review their own performance. This was then followed by the second self-assessment questionnaire, the lecturers' assessment, and finally, their reflections. To minimize bias in lecturers' evaluation, two marketing lecturers who did not teach the course were randomly assigned and asked to assess students' performance from the video recordings. Video recording has been shown to be a method which empowers students to assess their performance [45,46]. They are also more likely to apply what they have learned through self-assessment in developing future presentations [47]. The use of video technology also allows for a more focused assessment where the content component of the assessment can be separated from delivery skills [48]. In total, 57 students completed the second questionnaire. The responses were mapped onto the first questionnaire and used for analysis and reporting. No feedback was given by the lecturer until all students had completed their presentations. Figure 2 summarizes the research procedures.

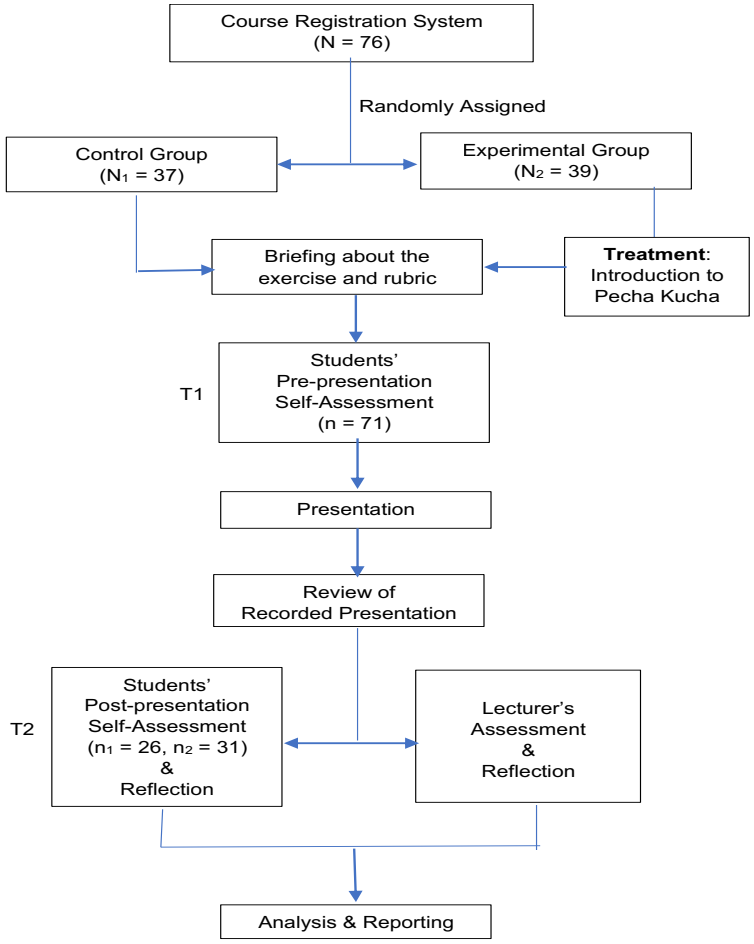


Fig. 2. The research procedures

2.3 Ethical Considerations

The main ethical issue that might arise from this study is the differences in terms of students' performance due to the different treatment received by each group. To overcome this issue, this exercise was treated as a class activity where students were given marks for their participation. However, the students were not made aware of this to ensure they take the exercise seriously.

3. Results

This section presents findings from the questionnaire. It will cover findings from the students' pre-presentation and post-presentation self-evaluation as well as the lecturers' evaluation. In particular, it will discuss the quantitative results from the measured variables.

3.1 Students' Self-Evaluation

Table 2 shows students pre- and post-presentation evaluations for both control and experimental groups. The means score for all eight competencies are above average for both groups. Students from the experimental group rated themselves higher as compared to those in the control group. In the pre-presentation self-evaluation, both groups gave the highest rating for their ability to communicate the purpose of their presentation and present their arguments. This however changed once they had completed their presentations. Meanwhile, the competency with the lowest rating,

i.e. physical behaviour, seems to be more consistent in both groups before and after the presentation.

Table 2
Students' Self-Evaluation

Competencies	Control Group (n_1 = 26)		Experimental Group (n_2 = 31)	
	Pre-presentation Mean (SD)	Post-presentation Mean (SD)	Pre-presentation Mean (SD)	Post-presentation Mean (SD)
Choice of topic (i.e. case)	3.81 (1.06)	3.96 (1.04)	4.06 (0.73)	4.29 (0.78)
Purpose/Thesis	4.44 (1.14)	3.64 (0.81)	4.72 (0.88)	3.95 (0.86)
Supporting materials	3.70 (0.89)	3.80 (0.97)	3.90 (0.62)	3.94 (0.81)
Organization	3.69 (0.89)	3.56 (0.85)	3.87 (0.75)	3.84 (0.78)
Language	3.88 (0.91)	3.58 (1.10)	4.00 (0.82)	3.81 (0.91)
Vocal variety	3.58 (0.99)	3.58 (0.99)	3.61 (0.84)	4.03 (0.95)
Pronunciation, Grammar & Articulation	3.62 (0.64)	3.42 (0.95)	3.61 (0.56)	3.61 (0.72)
Physical Behaviour (Gestures)	3.52 (0.81)	3.38 (0.78)	3.52 (0.64)	3.85 (0.77)
Overall Performance	3.81 (0.84)	3.64 (0.89)	3.96 (0.60)	3.94 (0.76)

3.2 Effects of the Exercise on Students' Presentation Skills (Pre- Vs Post-Presentation)

Comparison between the two groups was conducted based on their post-presentation self-evaluation scores. The results indicated the effects of presentation modes on students' presentation skills. It was observed that there was no significant difference in terms of overall performance for both groups. However, on the component level, the experimental group performed better in terms of their ability to use physical behaviour or gestures, $t(55) = 2.244$, $p = 0.029$.

3.4 Lecturers' Evaluation (Post-Presentation)

Table 3 shows the lecturers' evaluation for both control and experimental groups. It is obvious that the participants in the experimental group outperformed their counterparts in the control group significantly in all components as well as in overall performance. The most striking differences between the two groups are in terms of their ability to use supporting materials and organizing their presentations. These results show that Pecha Kucha is considered a better mode of presentation to the lecturers.

Table 3
Lecturers' evaluation

Components	Control Group (n_1 = 26) Mean (SD)	Experimental Group (n_2 = 31) Mean (SD)	t (55)	Sig. (2-tailed)
Choice of topic (i.e. case)	2.65 (0.485)	3.65 (0.839)	5.322	0.000
Purpose/Thesis	2.71 (0.218)	2.96 (0.588)	2.065	0.044
Supporting materials	2.47 (0.486)	3.92 (0.584)	10.092	0.000
Organization	2.72 (0.637)	3.76 (0.405)	7.507	0.000
Language	2.69 (0.549)	3.52 (0.724)	4.762	0.000
Vocal variety	2.88 (0.326)	3.32 (0.541)	3.613	0.001
Pronunciation, Grammar & Articulation	2.65 (0.485)	3.35 (0.709)	4.268	0.000
Physical Behaviour (Gestures)	2.81 (0.227)	3.31 (0.539)	4.398	0.000
Overall Performance	2.70 (0.297)	3.49 (0.525)	6.810	0.000

3.5 Comparison Between Lecturers' and Students' Evaluation

This part of analysis shows the disparity between the lecturers' and students' expectations on the given exercise. Students in the control group gave significantly higher scores for their overall performance as well as in all components assessed as compared to the lecturers. However, the self-evaluation scores from the experimental group only differed from the lecturers' score in terms of overall performance, $t(30) = 3.671$, $p = 0.001$ and in four components, namely, i) choice of topic, $t(30) = 5.064$, $p = 0.000$, ii) communicating the purpose or thesis of presentation, $t(30) = 6.449$, $p = 0.000$, iii) vocal variety, $t(30) = 4.383$, $p = 0.000$, and iv) physical behaviour, $t(30) = 3.869$, $p = 0.001$.

4. Discussion

The main aim of this study was to examine the effects of presentation modes on students' competency in giving a good presentation. Overall, the findings show that no significant improvements were perceived by the students. From the students' perspective, the Pecha Kucha approach only improved their ability to effectively use their gestures as mentioned by two of the students.

"I like it because I can move freely since there is no need to hold on to the mouse in order to control the slides transition" Student C.

"With Pecha Kucha, I only need to focus on delivering the content rather than worrying about how to control the slides […] Yes, it helps me to feel more relax knowing that I can move around and use my hands to explain my points." Student D

A plausible reason for this is because this approach uses automated slides transition and that allowed students to use their body to present and express their arguments more convincingly. The findings are in line with a study conducted by Klentzin *et al.,* [38]. They found that both modes of presentation were equally effective in teaching and learning. The results also might suggest that most students have acquired a satisfactory level of competency as observed in their pre-presentation self-evaluation. Therefore, it can be argued that the differences found in this study might simply be based on their perception of this particular exercise and not a reflection of their overall improvements following the treatment. This also explains why both groups achieved a lower score in ability to communicate the purpose or thesis of their presentation. This shows that during the initial briefing, students were unable to foresee the difficulties carrying out the exercise. In other words, most students expected the task to be easier to be conducted during the briefing than when they actually carried them out.

Findings from students' reflection revealed that those who adopted the Pecha Kucha method found it easier than expected. From the audience perspective, majority of the students who listened to Pecha Kucha presentations favour it over the traditional mode of presentation and viewed it as fun, engaging and enjoyable as mentioned by the following students.

"Yes! It is very challenging… but it is more interesting, and you really focus on what the presenters are saying rather than reading their slides." Student E.

"Before this I never really paid much attention to my friends' presentation because I can simply read their slides on my own. It was boring. Everyone just read their slides! But with Pecha Kucha everything makes more sense, more interesting and I really pay more attention." Student F.

"It is very difficult! If I was given a choice, I would choose the normal way to present because it is easier! Less preparation is needed. I can simply read my slides (haha). But of course, it is more interesting to listen to Pecha Kucha presentation." Student G.

This is consistent with the findings of studies by Abraham *et al.,* [41], Artyushina *et al.,* [42], Beyer [34] and Kletzin *et al.,* [38]. However, as a presenter, most of them would choose the traditional approach due to the familiarity, ease of preparation and no pressure in terms of timing. These findings are consistent with Beyer [34].

Pecha Kucha is also the preferred approach by the lecturers and have been found to improve students' competency, in particular, their ability to use supporting materials, as well as in organizing and delivering their presentations. Students were compelled to avoid textual materials and be more creative in presenting their points. This is consistent with Abdulrahaman *et al.,* [32] who claimed that technology influences the attractiveness of the tool to the learner, both visually and through the content and if the multimedia tool allowed for learners' participation. It was also observed that those adopted the Pecha Kucha approach exhibited better self-confidence. These are the important points raised by the lecturers.

"I am impressed on the quality of Pecha Kucha presentations! You can tell that these students really put a lot of effort to make sure their presentation went well. They also seem to give better explanation and possess better self-confidence". Lecturer A.

"Overall, I can see the difference between the two groups of students. Those who use Pecha Kucha really understand the content of their presentation thoroughly. Whereas those who use traditional approach seem to only read their slides most of the time… they also show no effort or interest in their own presentation and seems unprepared! They also took more than the allotted time. Most of their presentation are too long and very dull". Lecturer B.

It was observed that this approach had forced the students to rehearse their delivery and better understand the content before their presentations. As expected, the automated transition format also solved the issue of students exceeding the allotted time given, thus avoiding any disruptions to the presentation schedule.

This study also found significant disparity between students' and lecturers' expectations for presentations. This is consistent with the previous research conducted [49,50]. In most cases, students' tendency was to overrate their own performance [34,51,52]. The findings also highlighted the discrepancies between students' and lecturers' expectations of an excellent presentation. This calls for a better approach in closing the gaps between these two expectations. Showing examples of excellent and poor presentations during the initial briefing could be helpful in achieving this. Students should also be encouraged to seek on-going feedback, especially based on their rehearsals. Furthermore, students who are enrolled in Marketing courses need to be exposed to the various approaches that could be used in their presentations and choose the one that best fits their strengths as well as the most appropriate for the subject matter and their audiences.

5. Conclusion

Mastery of presentation skills is important in creating positive learning experiences in the classroom. Although the present study did not reveal any significant improvements observed by the students in their presentations, they did find it enjoyable to sit through the Pecha Kucha presentations. Lecturers cited improvements in students' competency when they used the method especially in incorporating supporting materials and organizing their presentations. Overall, Pecha Kucha is reported to boost students' self-confidence, as well as assist them in preparation and delivery of presentation. Therefore, they preferred this approach over traditional ones. The discrepancy between the students' and lecturers' expectations of what constitutes an excellent presentation is an issue that need to be addressed. This is to ensure that the assessment can be done is the most objective manner and students can be trained to give a better presentation.

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