# Improvised small group teaching using PechaKucha (PK) technology and its effectiveness

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### INTRODUCTION



Poor medicolegal knowledge leads to increased lawsuits against doctors. NMC mandates >60% small group sessions. Poor attention span with lack of interaction & communication causes ineffective small group discussion.

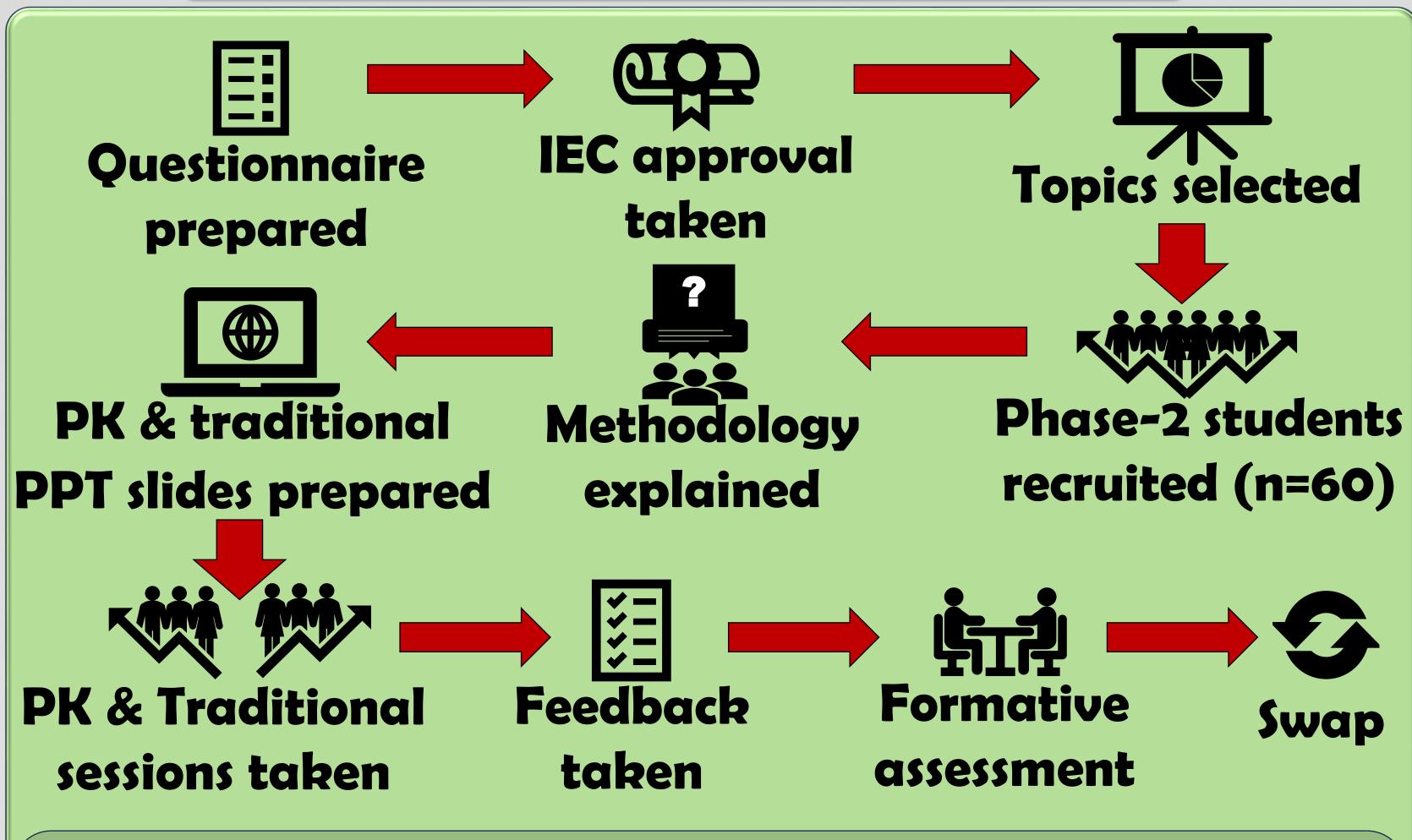


Sequence of 20 slides each auto-timed - 20 seconds Total time= 20 x 20= 400 seconds= 6 min 40 seconds Visual storytelling (no text): Write least Show more

## OBJECTIVES

To implement PechaKucha (PK) technology in Small Group Teaching in Forensic Medicine To assess effectiveness (acceptance, interest, satisfaction) of PK technology implemented in Small Group Teaching session

#### METHODS



Informed consent taken. 15-item prevalidated feedback questionnaire (acceptance, interest, satisfaction). 6 items for each acceptance, interest. 9 items on satisfaction. Formative assessment after 1 week with one-liner / MCQ for retention of knowledge.

#### RESULTS

100 % Attendance in all sessions.

Majority accepted (α=0.76). Better interaction, knowledge gained easily, improved quality of teaching.

Majority interested ( $\alpha$ =0.75). Engaging, communicating, contributing, continuing, other subjects.

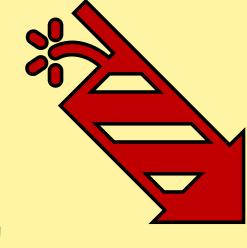
Majority satisfied ( $\alpha$ =0.87). Useful, raising alertness, no annoyance, irritation, superfluity.

Better learning (Avg score 4.4 vs 6.23) Improved retention (t-test p<.0001).

#### CONCLUSION

A powerful tool for knowledge delivery. Better interaction among students & teachers Betterment: Student-Teacher relationship & Positive impact on learning environment

Enthusiastic participants for PK sessions Administrative & staff support Professional network & Proper planning



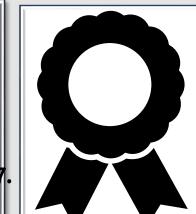
Permission from college authority Rigorous rehearsal by teacher Multiple demo sessions & Time factor



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