



PECHA KUCHA PRESENTATION:
Preparing for Backcountry
Adventures

Design Document

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Design Document Overview



Some of the best views in the world are not from hotel balconies, they are from a tent. There are many ways to experience the outdoors and explore the natural beauty of the world, and the more remote one gets, the greater the reward. Hiking and camping are great activities to experience nature and its many benefits, but there are many who are looking for ways to have a longer continuous experience outdoors and need the guidance to get started.

My presentation targets hikers and campers who have experience, but have yet to turn a day hike or weekend excursion with a tent into a four or five day backcountry adventure involving both. The target audience are adults aged 18-65 who have disposable income to purchase required gear and are physically fit individuals. In most cases, they are familiar with outdoor terminology and are simply looking to take their activities to a higher level. They have access to the internet. By the end of this presentation, these outdoor enthusiasts are able to determine the appropriate equipment/gear required for backcountry adventures, as well as prepare for the logistics involved like securing the appropriate permits.

This is a pecha kucha style presentation, meaning the learning material is presented in 20 different slides with a recorded audio accompaniment for each slide of 20 seconds, for a total time of 6 minutes and 40 seconds (Pink, 2007). Given the format, there are certain design considerations to take into account. First, this is a very visual presentation with one or two sentences maximum for each slide. The audience is highly intrinsically motivated to try this activity, but may have apprehensions of undertaking such an activity, and as such inspiring images are leveraged. While many topics are important to cover to adequately educate the learning audience on backcountry camping, it remains a high-level overview. There is a consistent design style used slide by slide to keep learners aware of what section (gear, food, logistics, etc.) of the presentation they are currently involved with.

Microsoft PowerPoint was used to build the 20 slides of content. Images are personal images leveraged from previous backcountry experiences. Any new images were photographed using a Sony Alpha 6000 camera. Audio was recorded using a Logitech headset microphone and edited using Audacity 2.1.3, then imported into the corresponding slide in PowerPoint. The final presentation was exported from PowerPoint as a video and uploaded to YouTube. For increased accessibility, closed captioning was added using YouTube's automated feature and edited manually.





1. Use of authentic images

Powerful images evoke emotions which lead to deeper engagement with content (Getty, 2017), and with deeper engagement leading to better retention in learning materials, it is important to use as many powerful images as possible when given the opportunity. According to the article “The Power of Visual Storytelling” on Getty Images’ blog, there are four factors to an image that make it powerful, and among them are the image’s authenticity. The more authentic, the more powerful. Since this presentation is about getting outdoors and experiencing the backcountry, I included images of myself doing general backcountry activities instead of an image of a stereotypical hiker doing something extreme. This approach helps with the visualization of the story by the learner, which is important because “we can’t imagine events or sequences without evoking the same modules of the brain that are evoked in real physical activity” (Heath & Heath, 2007, p. 150). Given the call to action of this presentation is to take an action (get outdoors), I have inlayed visualizations with the learner to aid in the likelihood this is an activity they can imagine themselves doing successfully.

2. Use of the Challenge Plot story archetype

The pecha kucha style presentation is about telling a story to your audience, but it doesn’t specify a story type you need to be telling. In part, that depends on the learning objectives. As outlined by Heath and Heath (2007) there are three main story plots: The Challenge plot, The Connection plot, and the Creativity plot. Each has its own best use case depending on what the author wants the story’s outcome to be. The key element of the Challenge plot is that the obstacles seem daunting at first, but inspire us by appealing to our perseverance and courage. “They make us want to work harder, take on new challenges, and overcome obstacles...Challenge plots inspire us to act” (Heath & Heath, 2007, p. 227). I also wanted to inspire my audience to act. My target audience for this presentation were experienced hikers who have yet to take on the more challenging activities of backcountry. They are interested but apprehensive, because there are many factors contributing to backcountry to consider in order to have fun and stay safe, and it is an overwhelming list of responsibilities to the novice planner. I scripted the presentation to expose these challenges at the beginning, then explained how each can be overcome, so that in the end, the learner felt empowered and can take action themselves (get outdoors). Choosing a story plot style that resonates best with how my learning audience is feeling as they embark on this training allows me to appeal to my audience empathetically, and provides a high opportunity for deeper engagement with the material because I am connecting with my audience at an emotional level (Getty, 2017).



3. Use of the “explaining voice”

The style of story - the Challenge plot type - is a main tool to elicit inspirational feelings in the learning audience. The use of personal/authentic images are powerful in creating an emotional response. So, it follows that the voice type in a presentation can have similar effects on the perception of the audience and its outcomes. I chose to ensure I used a voice tone referred to as “the explaining voice” as outlined by Gardner Campbell in “There’s Something in the Air: Podcasting in Education”. Campbell defines this voice as one that is not just tasked with conveying information, but also one that uses pacing, inflection, and micro cues of hesitation that demonstrate cognition in order to convey information so it is better absorbed (Campbell, 2005). This approach to my narration allowed me to convey my feelings and emotions to the learner without having to rely solely on imagery. If the learning objective is to get people enthusiastic about outdoor adventure, then it follows that my voice should also be enthusiastic. This further ensures I am guiding my learners as they experience the story they are viewing. Nancy Duarte analyzed the speech Ronald Reagan gave following the U.S. Space Shuttle *Challenger* disaster and noticed the former president’s ability to credibly move in and out of different roles during his speech for different audience segments, and was a large part of what made him The Great Communicator (Duarte, 2010). His audience would change to appeal to the victims’ families or the nation at large, and his tone would send powerful political undertones or express grief and admiration. While this presentation aims to appeal to the same specific audience throughout, my tone changes appropriately when I am expressing information critical to safety and survival or conveying enthusiasm, in order to keep the subject matter interesting the story moving, and to emphasize places of importance.

4. Use of minimal text

Just as one cannot talk and listen simultaneously, it is naïve to expect people to read lots of text while listening to someone speak (Heath & Heath, 2007). However, the use of text to accompany a highly visual and auditory-driven presentation does have its value, particularly when used to take advantage of humans’ natural ability to process visual information quickly (Reynolds, 2010). For this presentation I included a progress bar above a given slide’s imagery and text to allow the learner to be able to quickly note which section of the presentation they were in, as well as its relative position to all content and to the lesson as a whole. Every slide has header and sub header text. This approach allowed each slide to have a title and a very, very brief summation of the slide’s content that is discussed audibly. With this information being highly visual thanks to a design of high contrast to the content’s images and one that remains consistent from slide to slide, learners are able to focus more on course content and worry less about their journey throughout the experience or where to look on screen to digest the information presented. At any time, if the learner chooses to interact with the video presentation – perhaps in an attempt to navigate to specific sections - they can use the progress bar and on screen text as a visual cue to aid the experience, making the search for specific content less, making for an efficient learning experience.



5. The amount of audio (seconds) for each slide

With my images and my voice recordings dominating this presentation, Reynolds (2009) has an important reminder for pecha kucha developers: The educator (me) is the show, and my audience (other hikers) have come to hear me tell my story. Using my ensures another layer of authenticity to this presentation, but I have to find ways of keeping them from falling behind the large amount of information I am conveying. How I used recording time was important, because I needed to budget time during the presentation for the learner to contemplate and process what I am saying. Therefore, it was a conscious effort to avoid talking for the entire twenty seconds for each slide. Whatever script I had for a slide would be recorded, and the total time of the recording would be centered within that total slide's 20 seconds of screen time. For example, if a slide had 16 seconds of audio, the audio was delayed 2 seconds into the slide to and finished 2 seconds before the end of the slide. It allows equal time for the learner to process what it is I have just said and begin processing the next slide's imagery and text before I begin speaking to the slide's content. While the learner is free to pause the pecha kucha at any time to allow them to process the information at an even slower pace (even rewind the material since it is a video), budgeting times for audio breaks in the presentation increase the chance the learner will watch the content as a story with no interruptions. Less disruptions to the content, the more engaged with the content the learners remain, and the more likely the retention (Heath & Heath, 2007).

Formative Evaluation Responses



Part of the process which has aided in the development of this presentation has been a peer review process in which formative evaluation questions were posed to my peers after a first draft, and their responses and feedback were incorporated into the final version. Each of these questions below also included an explanation as to why I asked these questions, so that my peer reviewers were able to understand the rationale. Some questions below include "Professional Reviewer" feedback because I wanted to incorporate feedback from my professor when I could, and their comments mapped on to the peer review questions I was already asking. In general, I did not receive much feedback on areas of the presentation to improve, so the edits implemented were understandably minimal.

1. Do you like the idea of the "interface"? Meaning, on every slide I have a footer graphic which animates footprints to show progress of the slide's total time (20 seconds) and a header with a progress bar depicting where in the lesson they are relative to the other topics. I was wondering if this is helpful, distracting, needs work, etc.

Reviewer 1 – I find the footprints to be distracting from the content, which is interesting enough to not warrant a countdown clock type of feature. I do like the progress bar



along the top with the general sections showing, though I might recommend running it along the left hand side of the screen rather than high above. When viewed full screen in Youtube, the Youtube control/info were laid over the menu bar. Not sure if this would be an issue during "actual" delivery of the presentation. The on-screen text was also a bit distracting and repetitive. Would some type of review at the end of the presentation, or after each section (prime real estate, I know) serve the same reinforcement purpose?

Reviewer 2 – I actually think it would look better to remove the header and footer. They were a small distraction and when I noticed the animated footprints, it took my mind off focusing on the audio and the actual image you had up.

Professional Reviewer - Regarding contrast, I really noticed a contrast issue with the segment text across the top, depending on what visual is behind it — consider fading/masking the background visual so the text on top stands out more...I liked the footsteps too.

For the final version, I decided to keep my header (the progress bar) and remove the footer (the footsteps). Whether or not the footsteps *looked* appropriate was a moot point, since the majority of reviewers found their simple inclusion to be distracting from the course content. It was suggested the header area could be improved by adjusting the color scheme to allow for more contrast, as well as moving it to the left hand margin to avoid being masked from video player settings. The final header (referred to as “the menu bar” by Reviewer 1) is still along to top of the screen since the video player interface getting “in the way” of this is highly dependent on the video player used by the learner to play the core video file. The video player issue is real if the learner uses YouTube, but it is minimal since after a few seconds the video player’s interface automatically disappears and no longer covers the menu bar. As I distribute this video elsewhere, it would be impossible to keep the menu bar while also accounting for differences across all video player programs and interfaces, so I determined it was better to keep the header/menu bar because it’s aid in helping the learner know where they are within the presentation..

2. Does the lesson have a natural story flow to it? I wanted to try and make smooth transitions as I made my way through the topics. Would you change any topic order or any slides?

Reviewer 1 – I thought the organization was fantastic. And paired with the top menu bar, it was really easy to follow along.

Reviewer 2 – Yes, you had a great flow to your presentation. All the information seemed to be in order as far as things to consider before you go and what you will need. I don’t think you should make any changes to the order of the slides. The presentation was extremely informative and helpful.

Professional Reviewer - I primarily noticed how slow you are talking in the beginning, and using an unnatural cadence that makes it sound like you are reading only a few



words at a time in order to fill the time space. As you progress, it sounds much more natural

For the final version, I went back to those first few slides of the presentation and recorded new audio components so my voice and cadence were more appropriate. When I began work on this presentation, I wanted to “space out” my audio so there wasn’t too much “dead space” of no audio accompaniment. That wasn’t a problem for my presentation in the later half because I had a lot of information to convey, but at the beginning there was room to add script so I took advantage of the opportunity. These edits tend to relate to feedback from Reviewer 1 in Question 5 as well. This is where I added script to address why backcountry is fun/different/special.

3. Was there any slides where you would have liked to have seen a different image representing the subject matter? For example, should I have used something other than screenshots to show examples of website resources, or perhaps I could have used a different picture to talk about the backcountry permits required?

Reviewer 1 – It seemed like many of the photos were your own and as your audience, I found that engaging. I thought you did a good job of selecting the pictures that were complimentary, or necessary, to support the content. For example, the Gear section slides that showed 3 images. I thought that was a nice solution to having to fit content on 3 topics into one slide

Reviewer 2 – In the beginning where you discuss trail types and elevation, I think it would be nice to include an image of someone climbing up a steep hill or mountain to better illustrate that point. I also think it would be nice to include an image of someone actually using or carrying some of the things you mention in the Gear section.

I am happy to see my reviewers appreciated the use of personal photos throughout the presentation to make it more engaging, and that not many changes were suggested. I decided to swap some images to address the need for a more applicable image in the section discussing elevation (Trail Types). My introduction slide about trail types was an image of me climbing a mountain and taken from a vantage point that shows just how steep that was. For my slide on elevation, I had a picture of myself hiking a trail, which is one that is different from a conventional hiking trail. I swapped these images so now my unique hiking trail image is part of my presentation’s introduction, and my mountain climbing picture now is used when discussing elevation. I took a similar approach to a reviewer’s comment about wanting to see an image of someone carrying gear for my opening slide on gear selection. I replaced what was there with the image I used for my entire presentation opening because it was a picture of me carrying my pack, then found another opening photo to use that would be equally, if not more inspiring.

4. I have considered adding light animation to this presentation. Namely when I am displaying the gear that is to be packed, I could have it fade in or something. Or, between "slides" I could have images and titles fade out/in. Do you think this would be



distracting or ill-advised? I'm concerned any use of animation wouldn't be in the spirit of the assignment.

Reviewer 1 – I agree that animation would be distracting and not really needed. Would there be instructional value to the animations? I see that there are many images and items to cover, but, as I said earlier, I think you do a good job of breaking them up and keeping them clearly organized.

Reviewer 2 – I personally don't see the benefit of adding the animation. When I was viewing the draft, that was not something that I felt was lacking. I think if you were to add animation, you could make it real subtle, but there is not a need for it.

I decided not to add animation. The general consensus was that it would be distracting, and to remain consistent with my decisions (like removing the footprints) additional animation options were not explored.

5. My intended audience are experienced hikers and campers but have yet to go on a backcountry adventure. Considering my target audience and learning objectives, do you think the information I provided is complete? Sometimes I spend so much time on something, I forget the glaringly obvious. It would be nice to know if a point needs a little further explaining or something needs to be brought up. Thanks.

Reviewer 1 – I would have loved to hear a slide about what makes backcountry different/special/fun. You cover all the logical steps needed but including one slide of backcountry inspiration might get viewers excited about the personal reasons people take that next step and why they want to, too. About the technical end of your topic, I don't think I have the experience to know if you've left out anything important. I understand that motivating people to want to go on a backcountry adventure is not an objective of your presentation, but I can't get "make them care" out of my head. Even if the audience (of experienced campers and hikers) is already motivated enough to watch the presentation, drumming up some additional excitement about their passion isn't a bad thing.

I enjoyed your presentation and learned quite a bit, too.

Reviewer 2 – I think this presentation is great for anyone who is interested in backcountry hiking. As I stated in an earlier comment, it is very informative and helpful. You were very clear on what you recommend and suggest in order to have a good and safe experience. I am not an experienced hiker or camper, but from viewing this presentation I would definitely utilize all the tips to ensure I was properly prepared if I were to go on one of these adventures.

For the final presentation, I was able to alter the beginning 2 slides to more directly address the issue of "make them care". I am glad this feedback was given, along with the request for some audio relating to why backcountry is different/special/fun. Even though my target audience is experienced hikers and campers, it shouldn't be assumed they are highly motivated individuals looking for more information on backcountry experiences. They may be outdoor enthusiasts that are sceptical or hesitant and need convincing that this is an



activity they want to try, and so I've made a larger effort in the introduction to address these points by recording new script and providing a new opening image in an attempt to make the material more inspirational.

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