

ペチャクチャ: Using Mini PechaKuchas to Foster Teaching Philosophy and Educator Identity Development

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Introduction

Educators in formal and nonformal learning environments are often expected to articulate a teaching philosophy that communicates their beliefs about teaching, learning, and practice. However, developing a coherent teaching philosophy requires more than documenting instructional preferences; it requires intentional reflection on the experiences, values, and learning that shape one's identity as an educator (Beauchamp & Thomas, 2009; Friesen & Besley, 2013). Teacher identity is increasingly understood as a dynamic, evolving construct shaped by personal experiences, social and cultural contexts, professional communities, and ongoing reflection (Beauchamp & Thomas, 2009; Friesen & Besley, 2013; Hong et al., 2024). As a result, educator preparation programs have an important responsibility to create opportunities for learners to examine how their experiences and beliefs influence who they are becoming as educators (Beauchamp & Thomas, 2009; Friesen & Besley, 2013). This need is especially salient in agricultural sciences and related fields, where educators must prepare learners for increasingly complex and globally connected industries (Boix Mansilla & Jackson, 2023). One way to cultivate globally competent educators is to intentionally incorporate educational practices from cultures beyond one's own into the learning experience (Lovett et al., 2023). PechaKucha, a presentation format developed in Tokyo, Japan, by architects Astrid Klein and Mark Dytham, derives its name from the Japanese phrase for "chit-chat" and was originally designed as a structured yet creative way for individuals to share ideas through concise storytelling (Toyoda, 2014). The format emphasizes visual communication, reflection, and clarity by requiring presenters to distill complex ideas into a carefully organized narrative supported by images rather than text (Toyoda, 2014). While PechaKucha has been utilized in other educational and instructional professions, (Levin & Peterson, 2013; Muhajir & Awaluddin Syamsu, 2022; Oluic et al., 2025), its application to teaching philosophy and educator identity development has received little attention, especially in agricultural and extension education. To address this gap, the *Mini PechaKucha* was developed as a culminating reflection experience that invites learners to synthesize semester-long learning, examine how their experiences have shaped their educator identity, and communicate their teaching philosophy through narrative and visual storytelling.

How It Works

The *Mini PechaKucha* serves as a culminating reflection and experience designed to help students articulate their teaching identity. Implemented in both undergraduate and graduate courses in agricultural sciences, the exercise can be adapted for face-to-face or virtual learning environments. Learners are introduced to the assignment and encouraged to draw upon course reflections, learning journals, and/or a written teaching philosophy statement. Students create a modified PechaKucha consisting of 10 slides that advance automatically every 20 seconds, resulting in a presentation lasting approximately 3 minutes and 20 seconds. Presentations are organized around three guiding questions: 1. What do I believe about teaching and learning? 2. Why do I believe that? 3. How will I make those beliefs a reality in practice? Students are encouraged to reflect on both their learning throughout the course and the personal experiences, relationships, and formative moments that have shaped their beliefs as educators. To emphasize visual storytelling, slides are limited to images rather than text, requiring students to synthesize and communicate their philosophy through a concise narrative supported by photos. During class, students present individually to the entire learning community. Peers record one question

they would like to ask, and one compliment, affirmation, or insight gained from the presentation on an index card. Then the class engages in a student-created celebration ritual, such as a power clap, group cheer, or other shared acknowledgment of the presenter's accomplishment. Presenters receive their feedback cards and participate in small-group discussions where they serve as VIPs (Very Important Peers), responding to classmates' questions and engaging in deeper dialogue about their teaching philosophy. Assessment focuses on adherence to the presentation format, visual design, pacing, and the effective communication of the student's teaching philosophy. The *Mini PechaKucha* provides students with an opportunity to synthesize, articulate, and celebrate their development as educators.

Results and Implications

Mini PechaKuchas have been implemented in EDCE 530: Teaching and Learning in Agricultural Sciences since 2022, a graduate-level course at The Pennsylvania State University, and in the USDA-funded course, Global Orientation to Agricultural Learning (GOALs), throughout its three-year initiative for undergraduate preservice agricultural educators at five universities. Eighty-seven graduate students and 53 undergraduate students, representing 20 nationalities from 16 academic areas across seven institutions, have presented *Mini PechaKucha* presentations. One student in the 2026 EDCE 530 cohort reported, "The *Mini PechaKucha* allowed me to tell the story behind my teaching philosophy, connecting my experiences, beliefs, and strategies in a way that strengthened my connection with the learners I serve in Extension." Another student from GOALs shared, "It really allowed me to think more critically about my experiences and how it has impacted my future goals as a school-based agricultural educator. I'm excited to also use the *Mini PechaKucha* strategy in my future classroom for student projects." Anecdotally, students shared that the *Mini PechaKucha* provided an opportunity to reflect on their growth throughout the course and more clearly articulate their emerging identities as educators.

Future Plans/Advice to Others

Future plans include expanding the *Mini PechaKucha* into a community celebration of student growth by inviting guest speakers, mentors, alumni, and others who have influenced students throughout the course to attend the presentation sessions. For instructors interested in adopting this approach, several considerations may enhance implementation. First, dedicate time to introducing the cultural origins of PechaKucha and its roots in Japanese culture. Second, provide students with a brief tutorial on setting automatic slide advancement and presentation timing, as these technical requirements are essential to the format. Third, share instructor-created and/or previous student examples to demonstrate the variety of ways teaching philosophies can be communicated through visual storytelling. Finally, preserve the reflective and celebratory nature of the experience by creating opportunities for peer feedback, discussion, and recognition. These elements help transform the *Mini PechaKucha* from a presentation assignment into a meaningful culminating experience that encourages students to synthesize and articulate their development as educators.

Cost/Resources Needed

Mini PechaKucha is a low-cost instructional practice requiring no direct student expenses beyond standard computer and internet access, with presentations developed using institutionally supported tools (e.g., PowerPoint, Google Slides, Canva) that include an auto-advance functionality. Course materials are managed through the university learning management system, and implementation requires only a minimal instructional budget of \$50 for collaboration consumables such as index cards, writing utensils, and minimal printing.

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