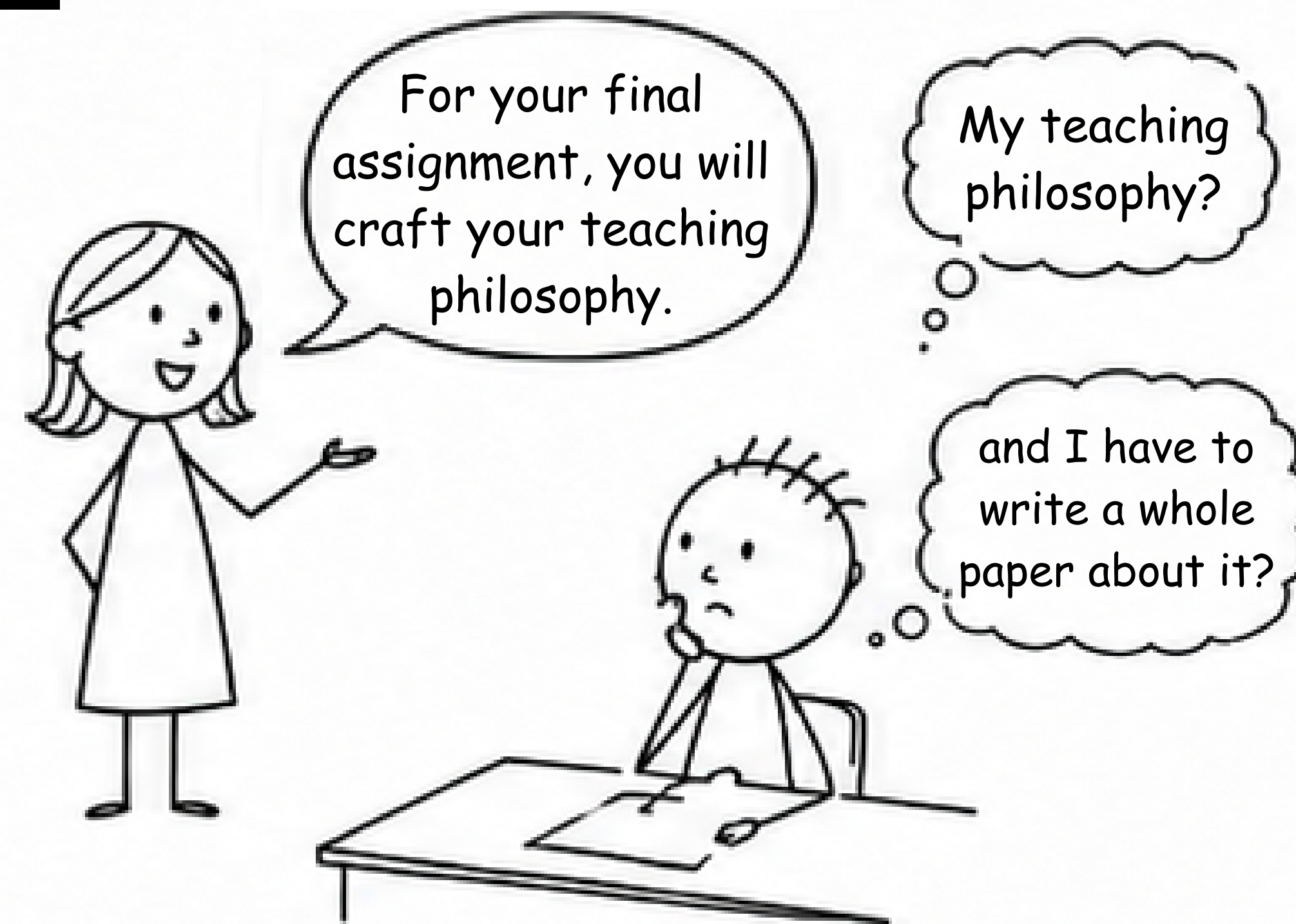


ペチャクチャ: Using Mini PechaKuchas to Foster Teaching Philosophy and Educator Identity Development

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The Pennsylvania State University, North Carolina State University, University of Idaho

1 A teaching philosophy?



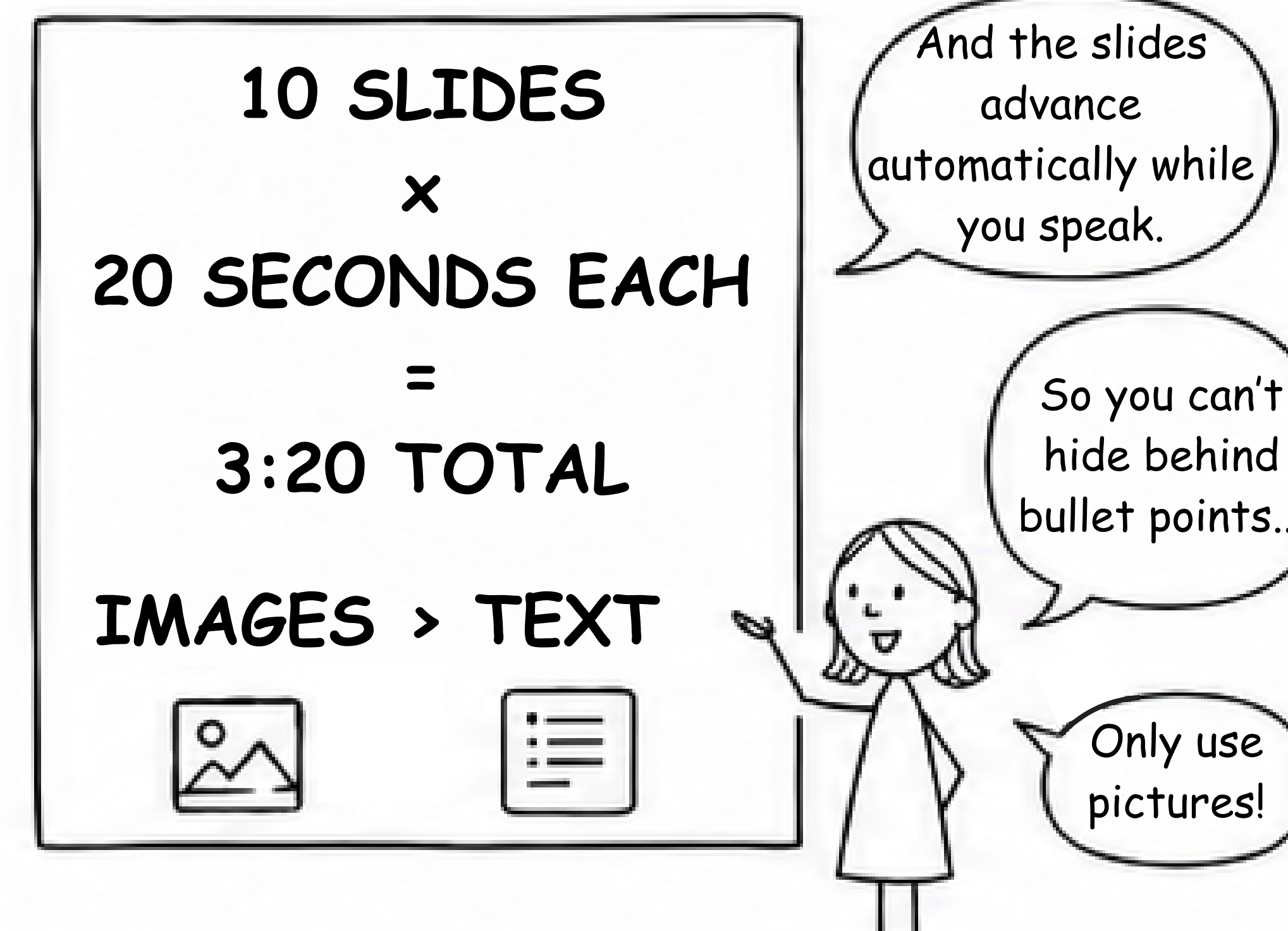
A teaching philosophy communicates beliefs about teaching, learning, and practice, but developing one requires reflection on one's experiences and values.

2 There's another way.



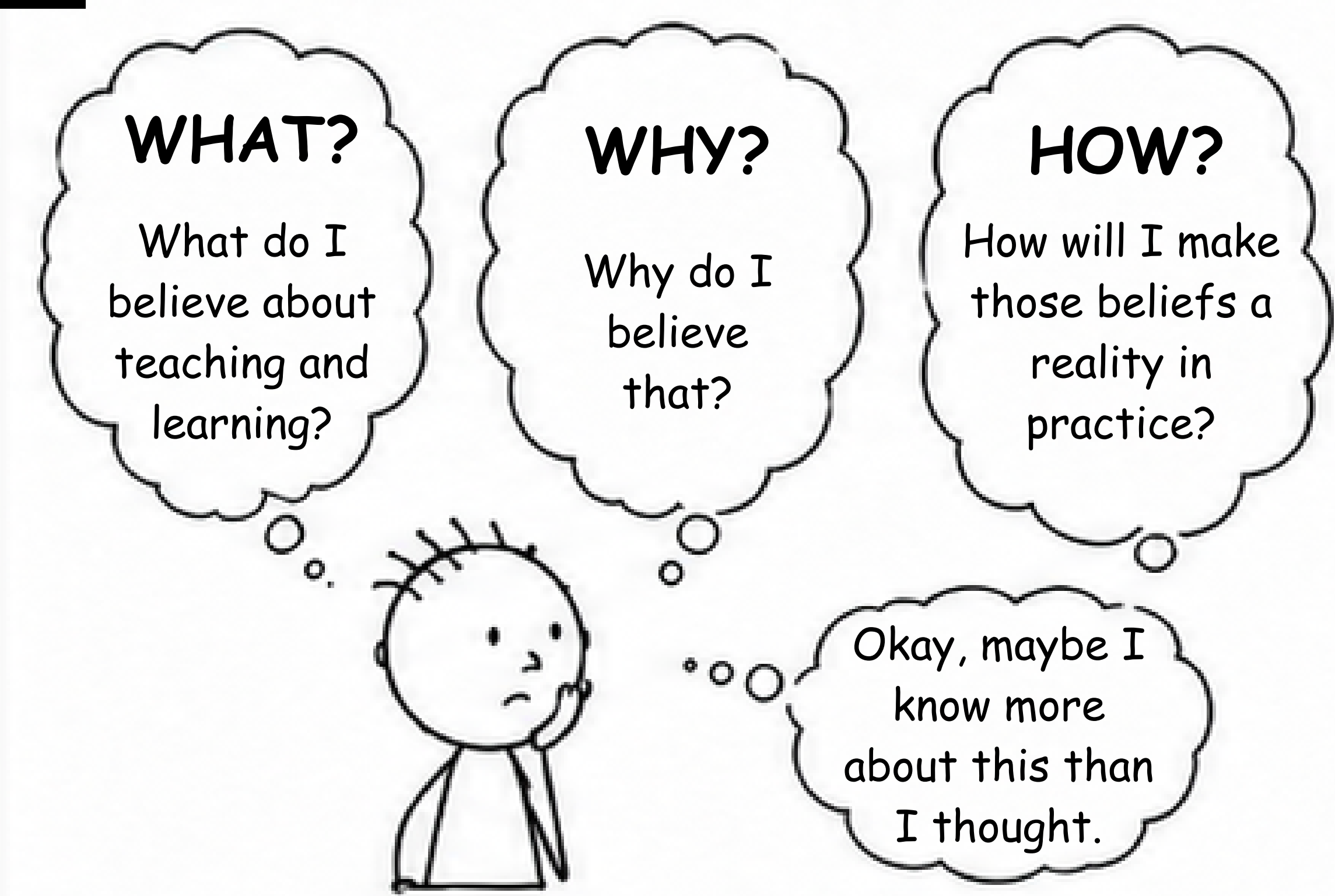
PechaKucha originated in Tokyo, Japan, as a concise presentation format emphasizing visual communication, clarity, and storytelling.

3 Here are the rules.



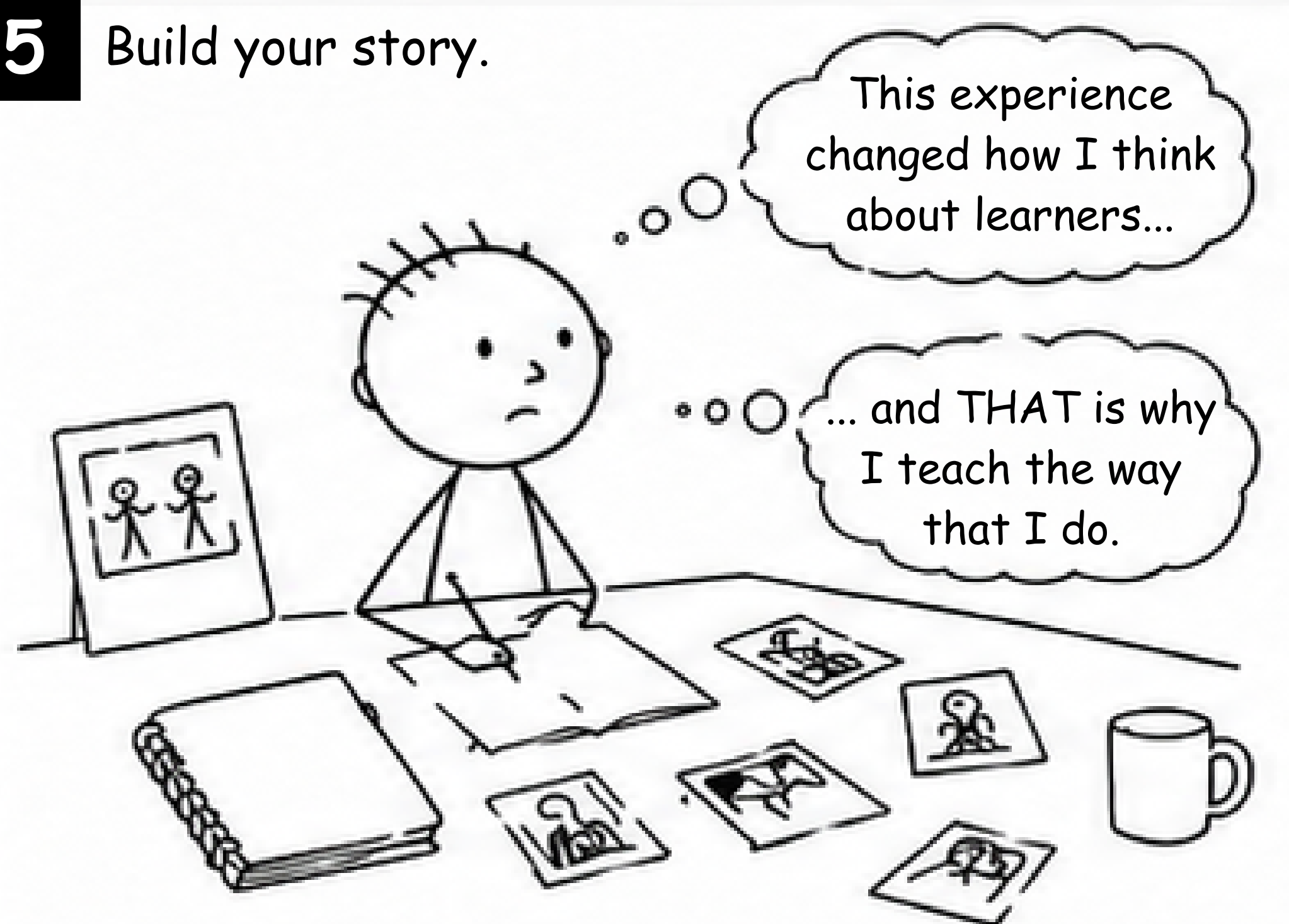
Students create 10 image-focused slides that automatically advance every 20 seconds, requiring them to distill their philosophy into a concise visual narrative.

4 Reflect on three questions.



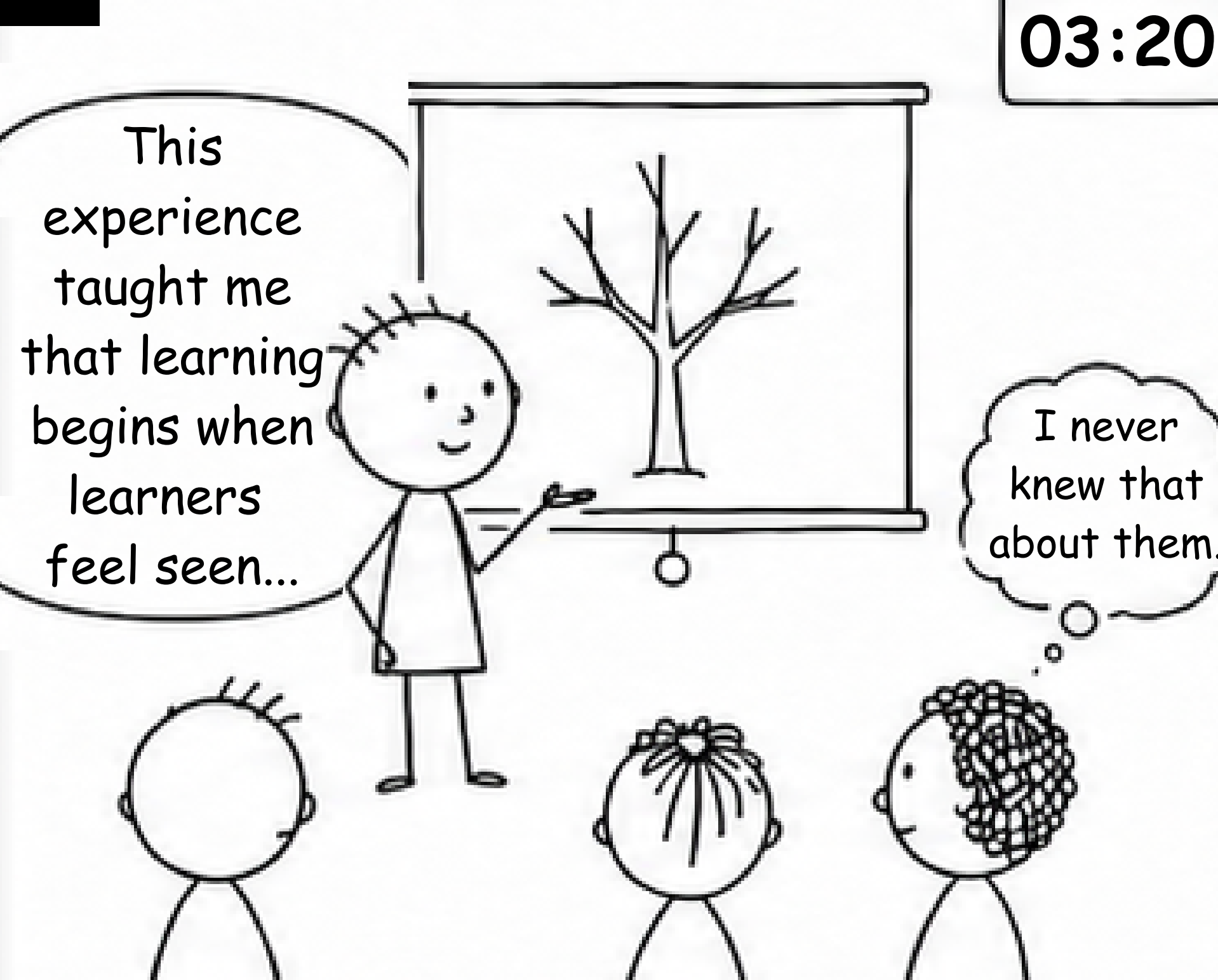
These three guiding questions organize the Mini PechaKucha and move students from beliefs to experiences to future practice as educators.

5 Build your story.



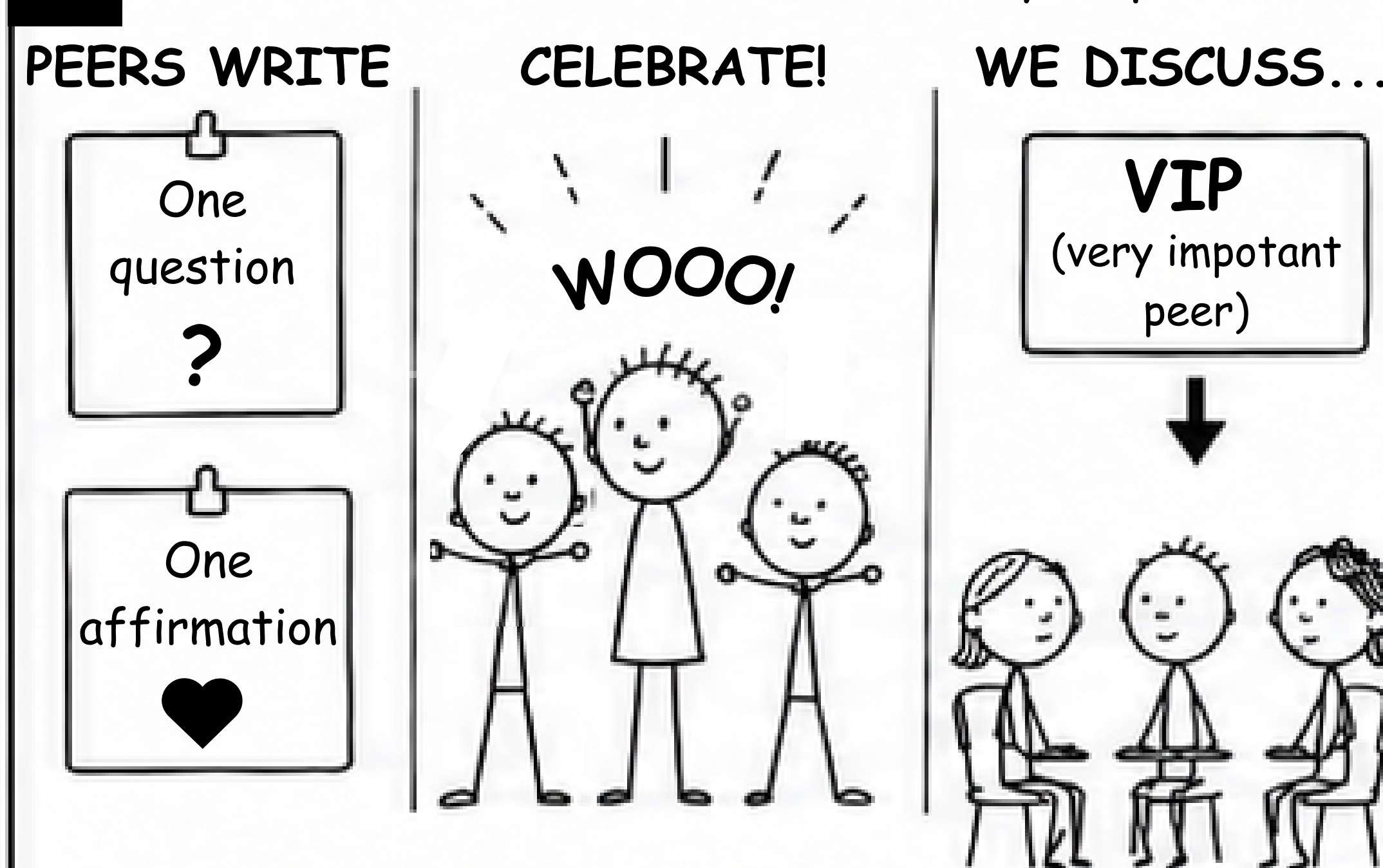
Students draw from course reflections, learning journals, teaching philosophy work, relationships, and formative experiences to connect who they are with how they teach.

6 3 minutes and 20 seconds later...



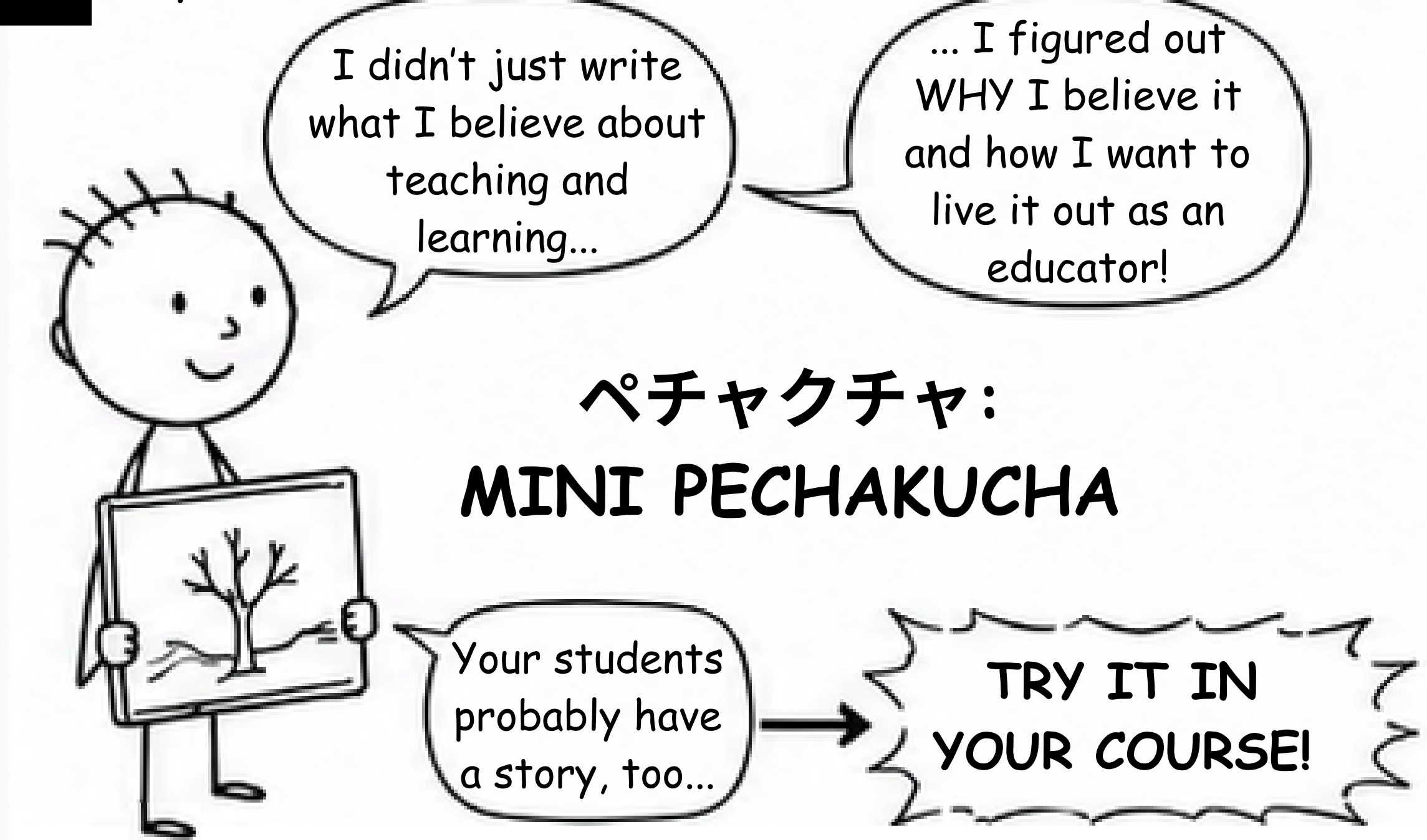
Students present their Mini PechaKucha individually to the class, communicating their teaching philosophy through narrative and visual storytelling.

7 Celebrate and reflect as a community of practice.



Peers offer feedback, celebrate the presenter, and have conversations in small groups, where presenters respond as VIPs, reflecting as a community of practice.

8 Try it out!



Mini PechaKuchas have been implemented with 140 undergraduate and graduate learners across 7 institutions and 16 disciplines as a low-cost culminating reflection experience.



Try it in Your Course!

Get the assignment sheet and implementation guide.



See it in Action!

Real Mini PechaKucha example from a student.



Want the Full Story?

Scan to view the full abstract and references.

