Using Photovoice as Pedagogy

Regina L. Garza Mitchell
Western Michigan University, regina.garzamitchell@wmich.edu

Follow this and additional works at: https://scholarworks.wmich.edu/instructional-development-grants

Part of the Instructional Media Design Commons, and the Scholarship of Teaching and Learning Commons

WMU ScholarWorks Citation

This Poster is brought to you for free and open access by the Office of Faculty Development at ScholarWorks at WMU. It has been accepted for inclusion in Instructional Development Grants by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.
Feminism

Presentation. Exhibitions can be held in a variety of ways: I will host two focus groups in which students are asked to

student engagement in undergraduate

Ideation. The researcher/instructor generates themes. This

Enhance a feminist teaching approach. I employ a feminist

Raise levels of critical consciousness within participants

Students will use their cell phones to capture 3 photographs in

–

Invitation. Invite class members to participate

Education. Teach co

Illustrate participant perspectives through imagery

Help students experience both sides of the qualitative research

–

Confirmation. The researcher/instructor should try to

There are three primary aims of photovoice:

• Illustrate participant perspectives through imagery (photographs) and voice (narrative).

• Raise levels of critical consciousness within participants through critical dialogue

• Reach policy makers with project findings to catalyze positive change, which will address the needs and issues identified by the participants (Wang & Burris, 1997 as cited in Latz, 2017, p. 43).

Photovoice is a research method that, with some work, can be adapted for classroom use at both the undergraduate and graduate levels in a variety of disciplines. I see its greatest potential as elevating the students’ voices into teaching and learning conversations, which can help us improve our pedagogy for better learning.

Eight Steps of Photovoice for Pedagogy

1. Identification. Identify place, people, and purpose of study/activity. Answer the questions: What is the purpose of the study/activity? Who will be involved? What is the research site? How will images be captured and submitted?

2. Invitation. Invite class members to participate

3. Education. Teach co-researchers/participants about consent and how their photographs might be used

4. Documentation. Ask participants to respond to questions or prompts related to the project’s purpose.

5. Narration. Participants will narrate the contents of their photographs through either individual interviews or focus group sessions. This could also be done online using a discussion board in Elearning or as a writing exercise.

6. Ideation. The researcher/instructor generates themes. This may be done alone or in concert with participants/co-researchers. The themes will be converted into findings with practical implications.

7. Presentation. Exhibitions can be held in a variety of ways: poster, brochure, website, digital story, museum display, or in class. During this step, participants have the opportunity to interact with people in the community, such as policymakers, who have the capacity to enact change.

8. Confirmation. The researcher/instructor should try to understand how people who interacted with the exhibition received the presentation. Were the messages clear? What perceptions did they have? Will policy be influenced? In the classroom, this might involve other instructors and/or students, or it may be limited to the instructor and co-researcher/class members. (Adapted from Latz, 2017)

Using Photovoice as Pedagogy

Regina L. Garza Mitchell

Instructional Development Project/Travel Grant Award 2018-29


Contact information
Regina L. Garza Mitchell, Associate Professor
Department of Educational Leadership, Research, & Technology
regina.garzamitchell@wmich.edu

Photos by Tamaya Greenlee Photography, taken at the Ball State University Photovoice Workshop used with permission.