Using Photovoice in PETE Programs to Initiate Positive Change

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Goal of PETE Programs…

…to prepare preservice teachers to meet the overarching goal of physical education, which is to ensure that students have the knowledge, skills, and competence to engage in physical activity for a lifetime (National Association for Sport and Physical Education [NASPE], 2004).

PETE Program Assessment

- Galluzzo and Craig's Purposes of Program Assessment (as cited in Metlzer & Tjeerdsma, 2000a)
  - Accountability
  - Improvement
  - Understanding
  - Knowledge

•Georgia State University Physical Education Teacher Education Assessment Project (PETEAP) (Metzler & Tjeerdsma, 2000)

- •Beginnings, 1994
- •Evolving Goals of PETE programs
- •Passing vs. Effective PETE programs
- •Evidence-based outcomes

Program assessment is an ongoing process, made necessary by continuous change in society (Gurvitch, Lund, & Metzler, 2008).

Asking Different Questions

Previous question asked in program assessment:

Do our undergraduate PETE students possess the knowledge of content, teaching, and student learning or pedagogical content knowledge (PCK) (Shulman, 1986)?

New Question:

What are our pre-service teachers prepared for and what are our pre-service teachers not prepared for in the evolving public school and physical education context?

Answering the Question

Participatory Action Research (PAR)

- ✓ Process that focuses on specific research questions with the intention of taking action
- ✓ Put the capability of change in the hands of the participants so they can transform their own lives
- ✓ Works to empower participants through their active participation in the study's process

(Brighton & Moon, 2007; Creswell, 2007; Liu, Gao, & Pusari, 2006; O'Brien, 1998)

Why PAR?

- PAR is most effective because it allows those "living with the experiences" the opportunity to become the change process (Hossain, Bhuiya, Khan, & Uhaa, 2004).
- Seeks to reduce the struggle of power found in many research activities between the participants and researcher by establishing equity in the research process between both parties (Stuttaford & Coe, 2007).
- Overall the researcher seeks to find out what the participant knows versus what he does not know.

Photovoice

- A methodology commonly used in community-based participatory research (CBPR) and an assessment tool for use by various practitioners from people working with HIV/AIDS populations to teachers of students with autism (Booth & Booth, 2003; Carnahan, 2006; Clark & Zimmer, 2001; Downey & Anyaegbunam, 2010; Hergenrather, Rhodes, & Clarke, 2006; Streng et al., 2004; Wang & Pies, 2004; Wang, Morrel-Samuels, Hutchison, Bell, & Pestronk, 2004; Wilkin & Liamputtong, 2010).

Why Photovoice?

- An innovative method of participatory action research using photography to create social change

- Photovoice supports the objectives of participatory action research because individuals come together to identify factors contributing to the question in focus and organize to initiate change

(Wang, Morrel-Samuels, Hutchison, Bell, & Pestronk, 2004; Wang 2006)

Goals of Photovoice

1) Allow participants to photograph everyday phenomena that relate to a given question
2) Allow for group discussion of the photographs, giving special attention to issues that are of greatest concern
3) Connect the ideas and concerns shared in the discussions with decision makers (Wang & Pies, 2004).

Procedures for Using Photovoice in PETE Programs

1) Choose appropriate context
   - Best suited for senior seminar-type course
2) Provide students with background information (www.Photovoice.org)
3) Provide students with a camera
4) Instruct students to record everyday realities through pictures
   - Give students at least seven days to take photographs

5) Require students to present and discuss their photographs with the class using the SHOWeD Method

The SHOWeD Method is the recommended five question outline to help students discuss and describe their photographs.

(1) What do you **S**ee here?
(2) What is really **H**appening?
(3) How does this affect **O**ur lives?
(4) Why does this strength or weakness **E**xist
(5) What can we **D**o about it? (Wang, Burris, & Xiang, 1996)

Example of Photovoice Project

Setting
-Senior Seminar for Health and Physical Educators

Objectives
-To identify PETE program strengths and weaknesses
-To actively engage pre-service teachers in a discussion about program needs and their perception of preparedness to teach in real-life situations

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Example of Photovoice Project, cont.

Participants
   -16 undergraduate PETE majors

Materials needed
   -Camera

Procedures
   -Take pictures of the factors (barriers/assets) that influence preparedness to teach in real-life situations
   -Take 4 pictures of barriers and 4 of assets, present photographs using SHOWeD Method

Example of Photovoice Project, cont.

Time frame

-6 weeks (class met only once per week)

Week 1

-Introduce Photovoice goals, uses and project

Week 2

-Facilitate a brainstorming session to help provide photograph ideas that would meet the project requirements

-Allow students to ask questions

Weeks 3 and 4

-Take pictures

Example of Photovoice Project, cont.

Week 5 (barriers)

-Students present and discuss photographs, using slide presentation software to display photos.
-Instructor took notes on major concepts the students identified as program weaknesses

Week 6 (assets)

-Students present and discuss photographs, using slide presentation software to display photos.
-Instructor took notes on major concepts the students identified as program strengths

Forum

-Present photographs to all PETE faculty and discuss
-PETE faculty take notes and engage in dialogue to inform future programmatic decision making

Example of a Strength
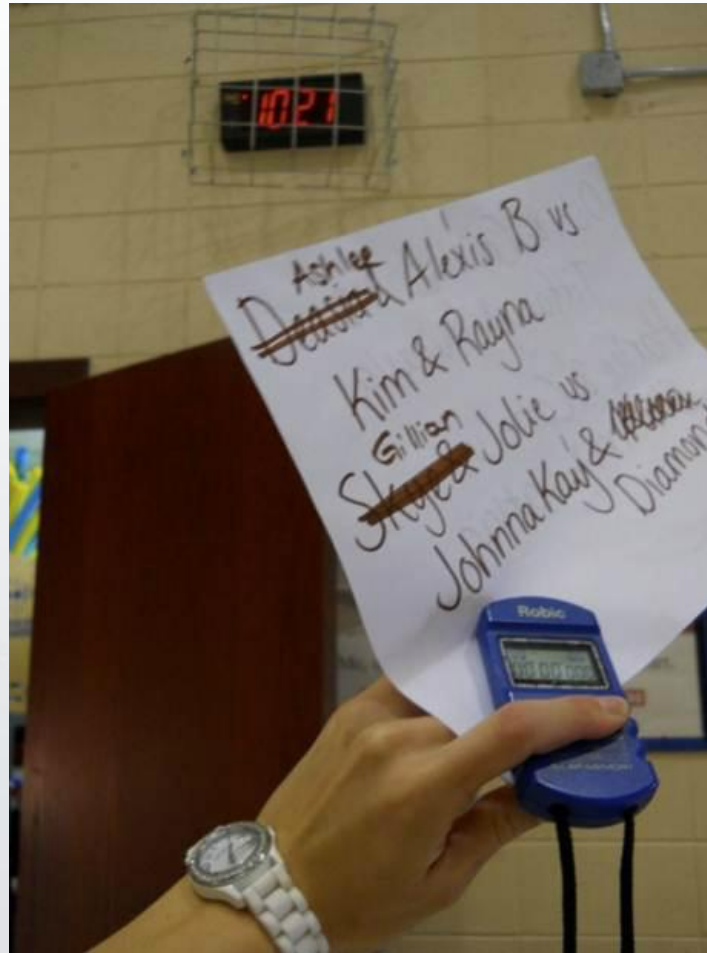
"Adapting a lesson plan"

Example of a Weakness

"Prepare to Face Worst-Case Scenario"

Example of Suggested Actions to Improve Program

Identified Problem	Suggested Action	Rationale	PETE Faculty Solutions
Prepare to face worst-case scenario	• Restructure methods courses class to include more information about behavior modification • Prepare PETE students to teach with little/no equipment	• Better preparation to teach while dealing with misbehavior • Currently students have access to high-end equipment in course work but have access to little to no equipment in student teaching	• Additional focus placed on behavior management in adapted physical education courses. Expectation of integration of these techniques in field experience • Service learning project to make PE equipment
Cost	• Use technology more, rotate student teachers to allow carpool during last semester • Better utilization of HPEC funds	• Things like Dropbox would eliminate paper cost • Students are able to carpool until student teaching • Students want to know what HPEC funds are being used for-have more input	• Fewer paper/pencil assignments • Students vote on budget and how funds are used

Questions?

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