Adrian Lyde, PhD, CHES
Illinois State University

Digital Photostories: Creative Expression for Health Education Service Learning

Agenda

- About the course
- About the service learning/field experience
- About collaborative action research
- About the Leave Something Behind project
- About the digital photo story
  - Journaling to scripting
  - Photos
  - Software/computer lab-time
  - Assessment
- Example student stories

At the end of the session, participants will:

- understand the process by which a 3-5 minute digital photo story script and photo story are created; and
- evaluate the use of technology based creative expression experiences to facilitate student engagement in and reflection about the service learning experience.

"Take chances! Try one new thing!"

INSPIRATION FOR THE DIGITAL PHOTO STORY ASSIGNMENT

RAFE ESQUITH

- 2009 American Education Week, Guest Speaker, Illinois State University
- Hobart Boulevard Elementary Teacher, Los Angeles
- Multi-Award Winner
- Founder, The Hobart Shakespeareans

Arnita's Digital Photo Story

HSC 292, Community Public Health

- Required course for community and school health majors and minors
- Course purpose: examine and experience major concepts and structures of community and public health.
- Conceptual emphasis placed on organization and administration of community health programs and services, community organizing, coalition building, epidemiology, and ecological influences on health.

Service-Learning/Field Experience

- Required 30 hour, service learning/field experience with a community based organization (CBO)

- CBO = public health, health education, and related programs and agencies

- Students learn about CBOs and rank order by preference , including writing a short essay describing why they would be a good fit to work with the top three ranked organizations.

- Instructor determines CBO assignments based upon rank order, CBO position availability, and best fit.

- Forty one (41%) of total grade is dependent upon assignments and projects related to the field experience (five writing assignments; two projects)

Service-Learning/Field Experience

- "Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities" (Learn and Serve America: National Service Learning Clearinghouse: www.servicelearning.org).
  - Benefits the student and the agency
  - Attention to services provided
  - Attention to learning process, including reflection

- Also known as field or clinical experience at ISU, it provides essential opportunity for students to connect coursework to professional settings.
  - Overall purpose of linking theory to practice
  - Knowledge, skill, and disposition development

Community Based Organizations

- American Red Cross of the Heartland
- Children's Discovery Museum
- Community Cancer Center
- Ecology Action Center
- Heartland Head Start
- ISU Health Promotion and Wellness, Student Wellness Ambassador Team
- McLean County Health Department
- OSF Health Care, Center for Healthy Lifestyles
- Heritage Manor: Nursing/Assisted Living Community
- UNITY Community Center: K-12 academic after school program
- Prairieland Elementary PTO
- Western Ave. Community Center (K-5 after school program)

Leave Something Behind (LSB)

- The LSB project's engages students in a process to create a product the CBO can utilize or facilitate a project the CBO needs.
- Examples:
  - organizing an event, analyzing data, developing or revising print materials (e.g. educational material, organization policy and procedures), implementing or evaluating CBO programs, creating educational displays, or developing CBO advocacy or media kit, and so on).

Leave Something Behind (LSB)

- With the CBO supervisor's approval, the student:
  - Selects one of the *Seven Areas of Responsibility for the Health Educator* to serve as a frame for the LSB project.
  - Example: the CBO may need a specific program to be developed, thus, *Responsibility II, Plan Health Education Strategies, Interventions, and Programs*, should be selected as the corresponding Responsibility.

Collaborative Action Research (CAR)

- CAR provides an investigative process for the student to use in the CBO work setting to determine what the CBO might need, which informs LSB development.
- CAR is a process used to identify "problems" and develop solutions for specific work settings.
- CAR supports the student to use a structured process to assess need and develop a valuable LSB for the CBO within the semester's time.

CAR Steps

1. Identify the problem.
2. Gather data.
3. Interpret data.
4. Act on evidence.
5. Evaluate results.
6. Determine next steps.

Digital Documentation

- Throughout semester students digitally document (digital images) CBO/service learning experience for the purpose of combining with an original, audio recorded story script.
- Students take pictures of their choice as allowed by CBO policy.

Script Development Via Journaling

- Journal 1: Getting to know your CBO and identifying your intentions

- Journal 2: Connecting story, self, and setting

- Journal 3: Planning story script and content

- Journal 4: Script draft

Assessing the Photo Story

Criterion	Unacceptable (6)	Acceptable (7)	Target (10)
Purpose of Story (Storyline)	It is difficult to figure out storyline or purpose of story.	Establishes storyline or purpose early on; a few lapses in story clarity occur.	Establishes storyline or purpose early on and maintains distinct clarity throughout.
Point of View *(specific realization or lesson learned; story ownership voice or personality)*	Point of view or specific realization only hinted at; difficult to discern. Story knowledge and ownership lacking; story personality lacking.	Point of view or specific realization clear but not connected throughout story; Story knowledge and ownership evident in most of story; story personality minimal.	Point of view or specific realization is well developed; writing from knowledge demonstrates story ownership that contributes to overall meaning of story. Story personality evident throughout.
Economy of Story Detail *(Flow)*	Lack of story detail detracts from point of view; too short or too long to be interesting; extensive editing needed.	Story detail provides point of view; story drags a bit with too much detail or needs more detail in one or two sections; some editing needed.	Story detail completes point of view; not too short or too long to be interesting; no editing needed.
Quality of Images	Little or no attempt to use images to create complimentary tone for story.	Image choice logical but not consistent with tone throughout entire story.	Images create tone that matches all parts of story. Images communicate symbolism and/or metaphors.
Editing *(Grammar, Mechanics,)*	Errors in grammar/mechanics distracted from story, including clarity and point of view.	Grammar/mechanics were correct for chosen dialect most of story and errors did not distract from clarity and point of view.	Grammar/mechanics were correct for chosen dialect and contributed to clarity and point of view.
Total			/50 pts

Ryan's Digital Photo Story

Putting it all together....

- Photo Story 3 for Windows
- Health Sciences Computer Lab Time
- A lot of prodding, encouragement, and emotional support, depending on student needs ☺
- Digital Story Symposia (in past semesters)
- Digital Story Academy Awards (this semester)
- Excitement over finished product
- Student reflection of self and experience

References

- Center for Collaborative Action Research (2011, March 1). *Understanding action research*. Retrieved from: http://cadres.pepperdine.edu/ccar/

- Center for Digital Story Telling (2011, March 1). *Digital story telling cookbook (2010)*. Retrieved from: http://www.storycenter.org/cookbook.pdf

- Ferrance, E. (2011, March 1). *Themes in education: Action research* (2000). Retrieved from http://www.alliance.brown.edu/pubs/themes_ed/act_research.pdf

- Learn and Serve America (2011, March 1). *What is service learning*? Retrieved from: http://www.servicelearning.org/what-is-service-learning

- National Commission for Health Education Credentialing (2011, March 1*). Areas of responsibility for the health education specialist* (2010). Retrieved from: http://www.nchec.org/_files/_items/nch-mr-tab3-110/docs/areas%20of%20responsibility%20and%20competencies%20for%20health%20education%20specialist%202010.pdf

Contact Information

Adrian R. Lyde, PhD, CHES, FASHA
Assistant Professor of Health Education
School Health Teacher Education Coordinator
Department of Health Sciences
College of Applied Science and Technology
226A Felmley Science Annex
Illinois State University, Normal, IL 61790-5220
(P) 309.438.5957 (F) 309.438.2450
arlyde@ilstu.edu