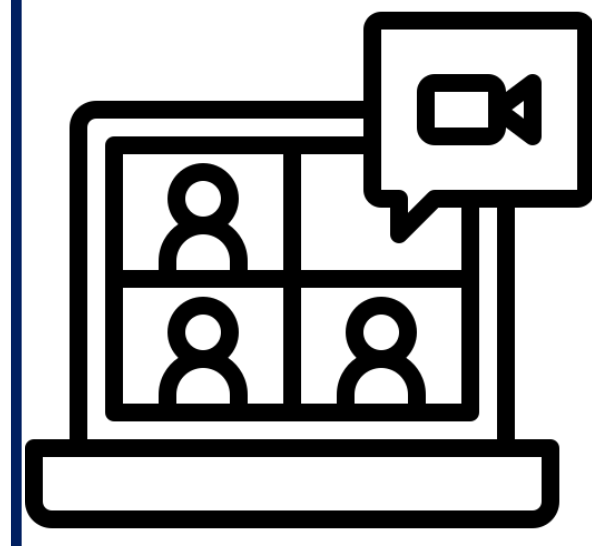


Evaluating the Application of Photovoice as a Teaching Tool for Enhancing Critical Thinking and Reflection Skills of Undergraduate Students

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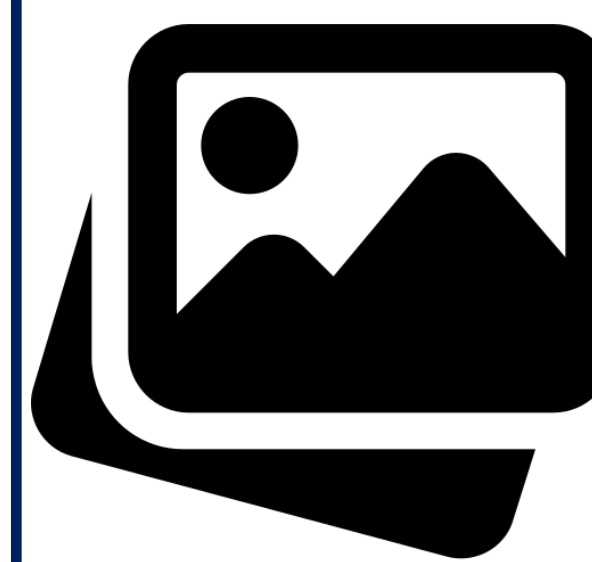
Introduction

CHALLENGE:



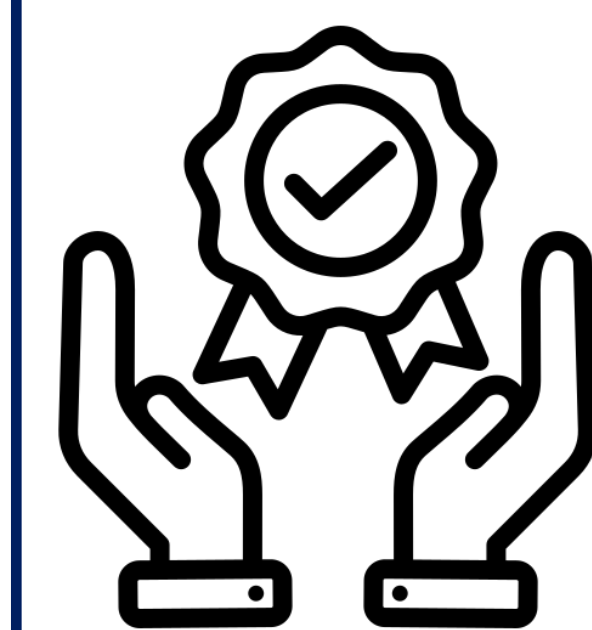
The COVID-19 pandemic required students to transition to online learning limiting peer-to-peer & instructor-to-student interactions & live learning opportunities

PROPOSED SOLUTION:



Photovoice, a community-based research tool that prioritized lived experience, was adopted in post-secondary settings as an innovative pedagogical tool to maintain and enhance learning

EXISTING GAP:

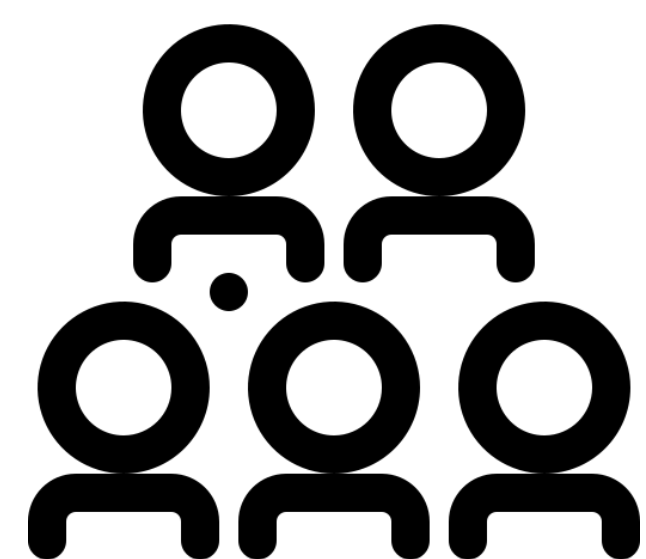


Despite the use of this tool, there was a gap in understanding student experience using this tool and in assessing the quality of employing this tool in post-secondary education

Objective



Assess the quality of this tool

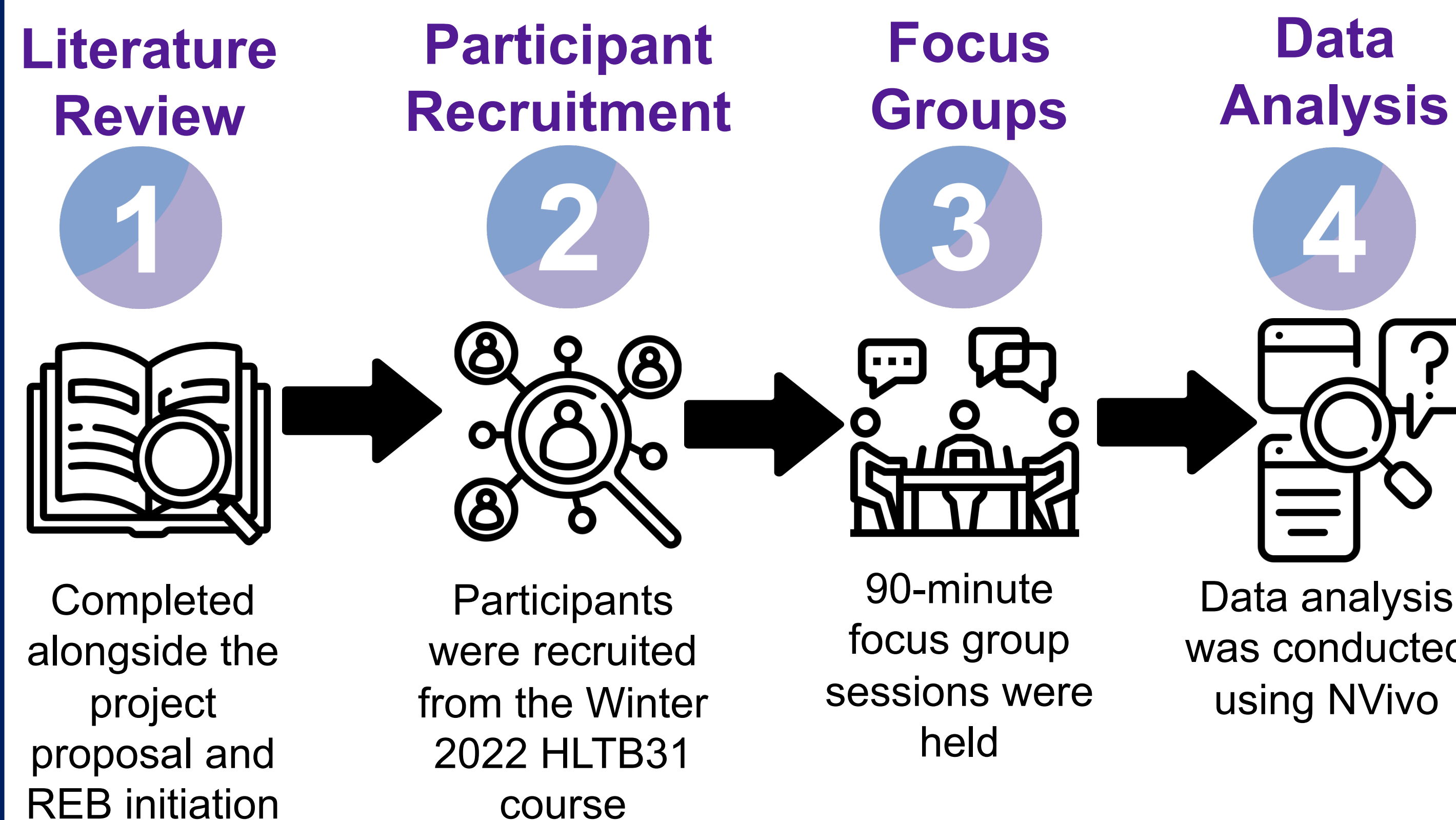


Engage student perspectives



Promote uptake in education

Methods



Results

Through the analysis of the data collected during the focus groups, 3 core themes emerged with 2-3 codes each.

Themes		
 Unique Learning & Engagement Opportunity	 Bridging Lived Experiences & Education	 Post-Photovoice Impact
Codes		
<ul style="list-style-type: none"> • Opportunities for creativity • Barriers to Success • Photovoice in Different Settings 	<ul style="list-style-type: none"> • Prioritizing Lived Experience • Representation of Social Identities 	<ul style="list-style-type: none"> • Connecting their learning to the world • Employing diverse perspectives • Skill development & critical reflection
Key Results		
 Increased their awareness of their environments & opportunity to express themselves creatively	 Described bringing their intersectional experiences to their learning	 The knowledge they learned stayed with them

Key Quotes

Quote 1: "Photovoice always allows us to explain what we see and what we think about. It also allows us to write and express what we're thinking, how we feel in our picture. I feel it was an effective tool, and it was easy to use."

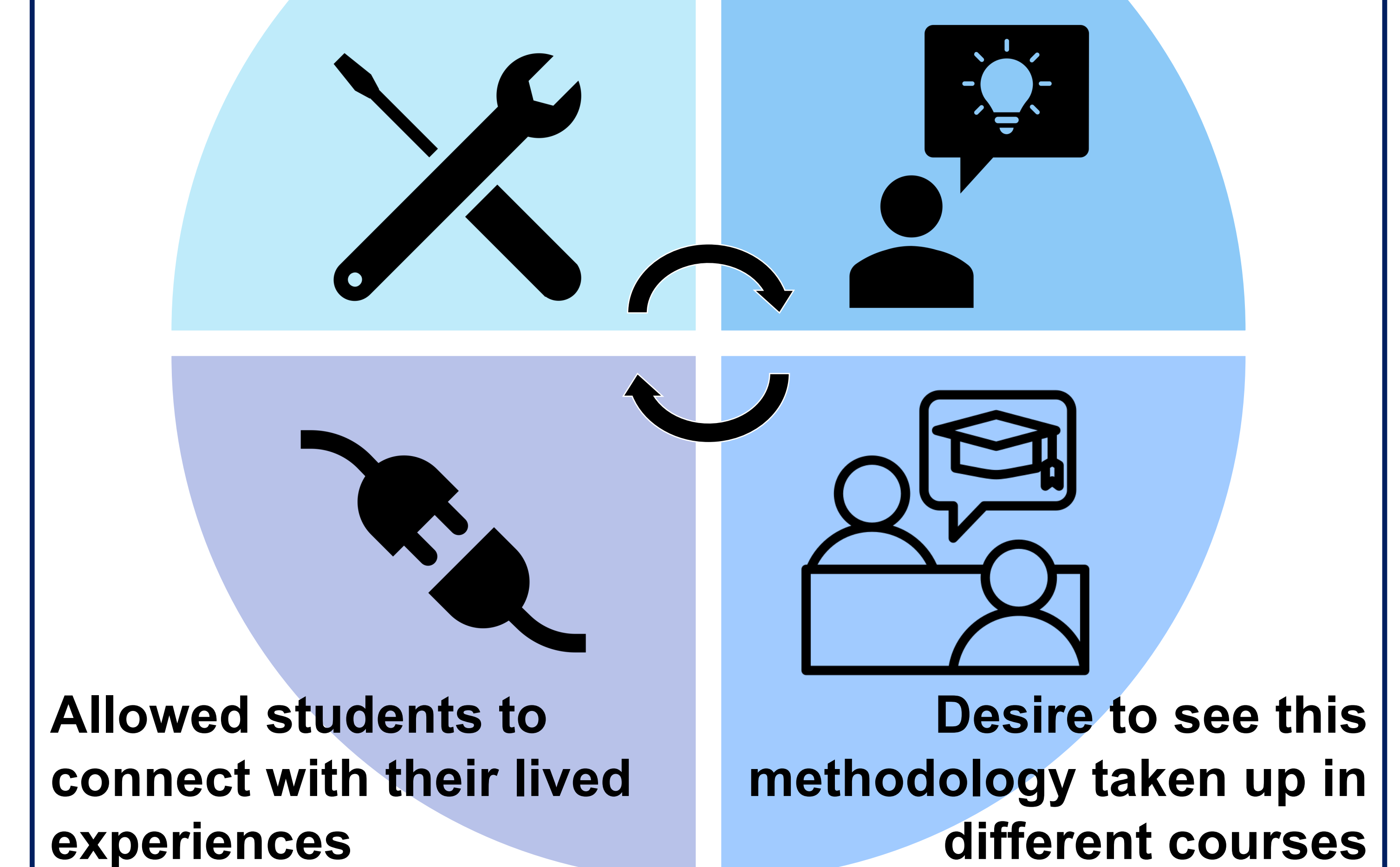
Quote 2: "This showed how, because of the COVID, even mosques had to be closed, this led to a lot of isolation because a lot of people came here because not everybody has friends at home or nearby. So, when they came to the mosque, they could talk to a bunch of other people. Having the mosque closed really impacted me during the lockdown. The mosques were filled, and we'd have the late-night prayers, and people would go to break their fast there, but everything was closed off."

Quote 3: "Using the Equity Diversity and Inclusion lens was really helpful, because obviously our experiences are not the only way the issue is addressed. There are other people, there are their stakeholders who are affected by similar experiences. So, it kind of gave us the opportunity to look into the ways in which we, as well as others, may be affected, or maybe experiencing the same situation."

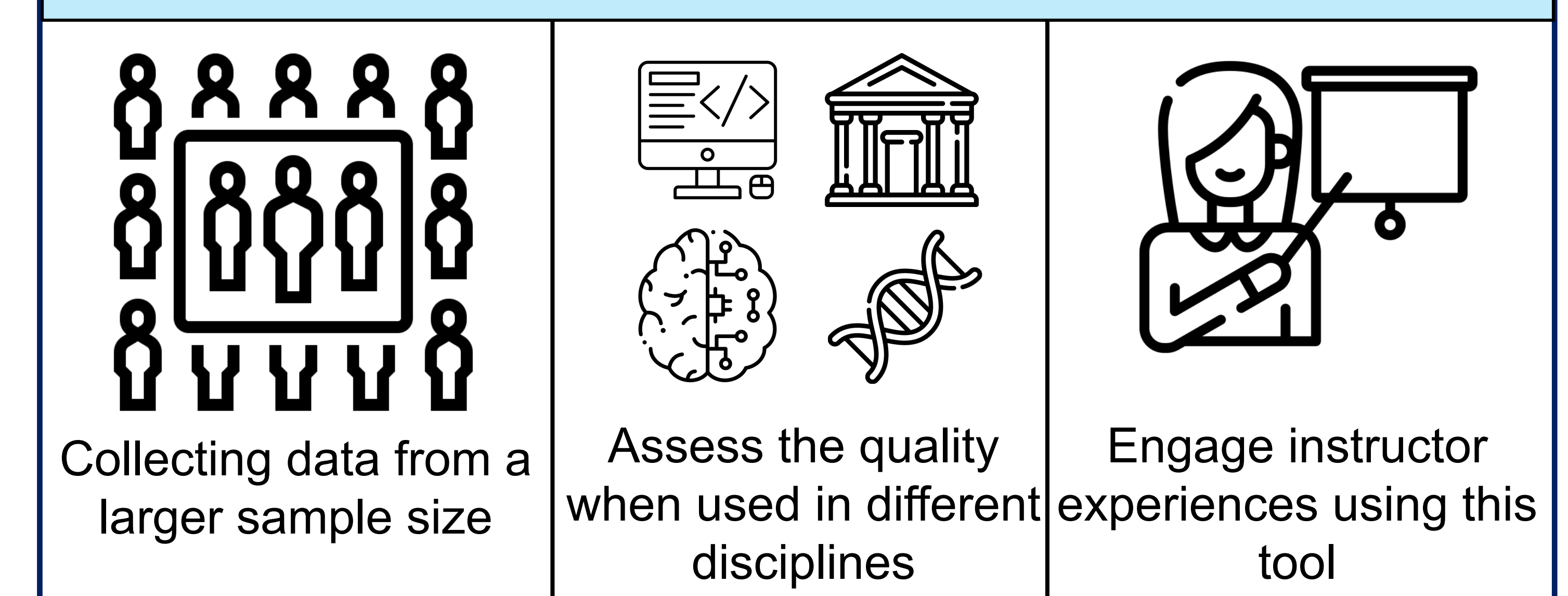
Conclusion

This is an effective tool in the post-secondary setting

Students had the opportunity to reflect critically



Future Directions



References

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