PICTURE PERFECT

The potential of photographs in the tertiary classroom

Adie Haultain - Waikato Institute of Technoloy

Massey University Master's Student

OUTLINE OF WORKSHOP

- Background information

- Literature

- Research project

- Activity 1: Current uses of photos and what more could be done

- Activity 2: Benefits and limitations

- Interesting findings from research so far

- Q & A

BACKGROUND INFORMATION

Whenever we view a photo or a picture, the power that photo evokes can be vivid, thought provoking and generate intense emotions.

- Used photo elicitation as a means of gathering data for research project.
- Amazed at the data gathered, relationships built, participants enthusiasm.
- Inspired by this potential, started using photos more within the classroom, and reading more literature surrounding the use within the tertiary classroom
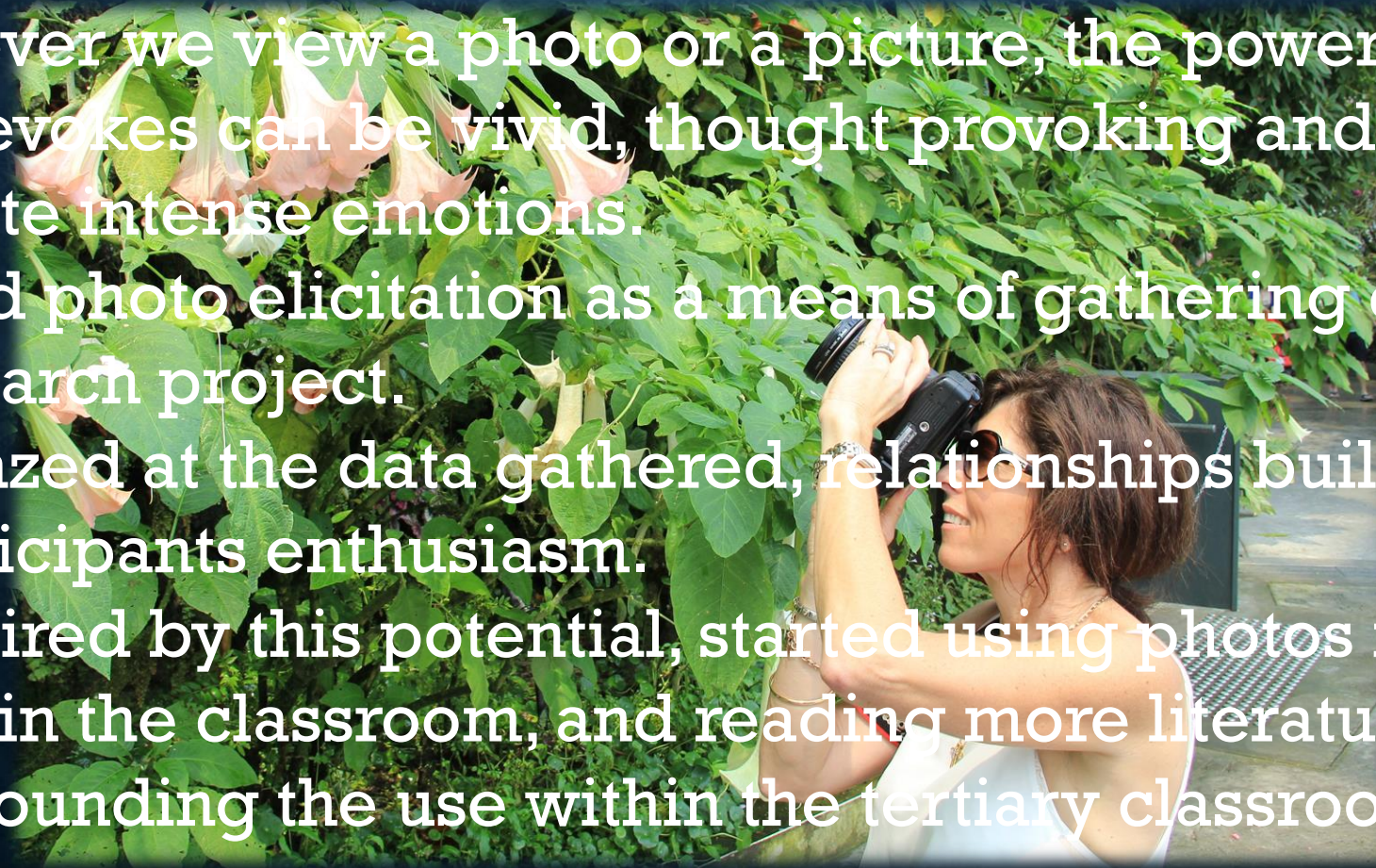
BENEFITS OF PHOTOS IN THE CLASSROOM

- Improved recall and reflection
- Effective teaching tool - Critical thinking - Demonstration of learning - Construction of knowledge
- Engagement of students - Active participation - Increased discussion and interaction - Promote collaboration
- Ownership of learning – Empowerment -
- Bridging gaps
- Freedom – creativity – enjoyment
- assessment

EVIDENCE FROM THE LITERATURE

- "photos required a level of reflection that exceeded what conventionally occurs when students get to know a topic through a literature review and provided a detailed perspectives on a variety of substantive areas within sociology'' (Schell, et al., 2009, p.346)
- ''attach imagery to lived experiences'' (Schell, et al., 2009, p.340).
- "allow[s] the student to focus on demonstrating their knowledge through supplied examples rather than spending time considering an appropriate example'' (Fanning, 2012, p.185).
- "student participation is central to photo-elicitation as it is through making sense of the photographs that the theory becomes real, therefore, it has a grounded element'' (Fanning, 2012, p.190).
- "photography is a 'creative tool' which reveals how learning goes beyond just 'looking and learning' but by 'learning from experience' and drawing from previous knowledge'' (Power and Morgan, 2010, p.20).
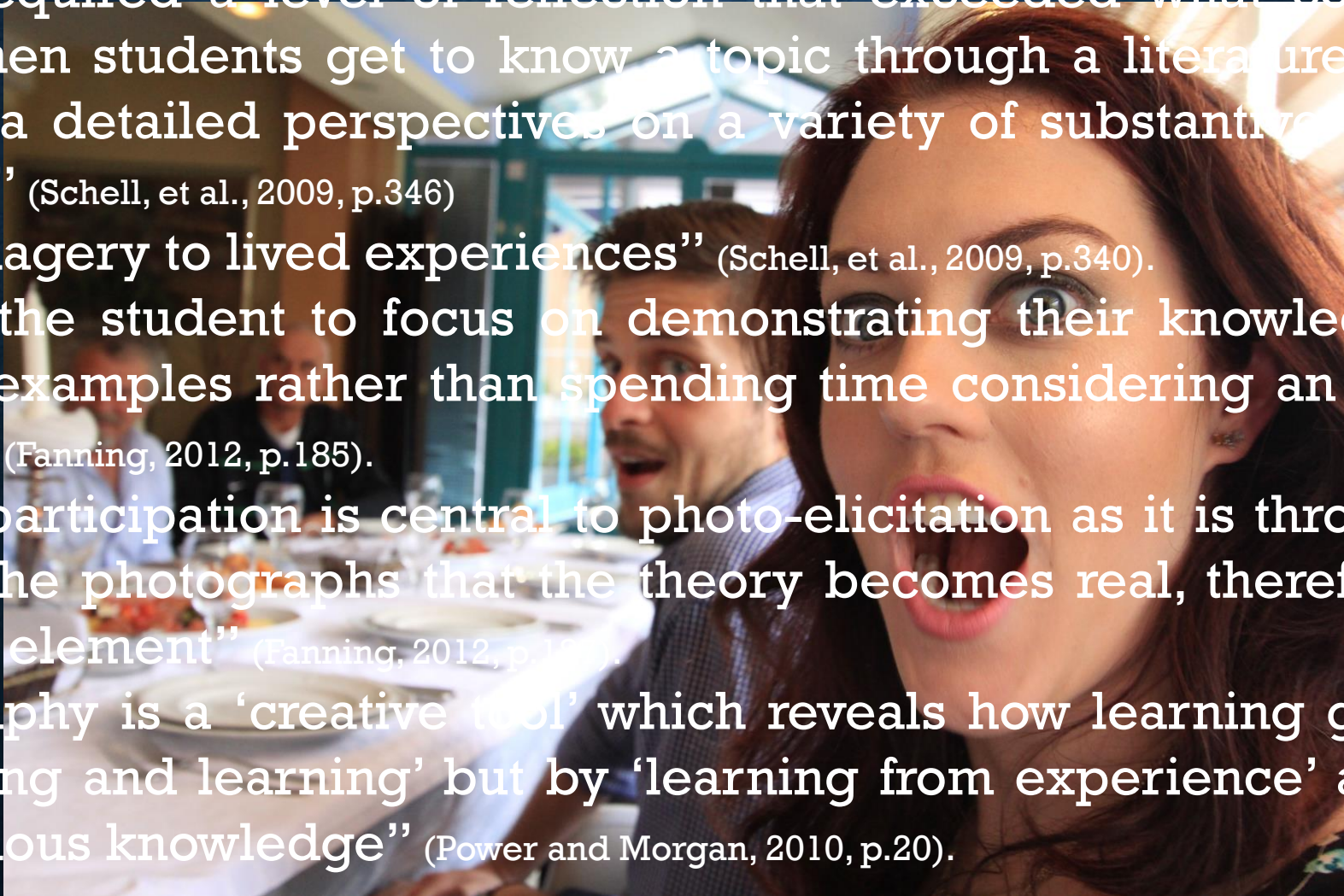
LIMITATIONS FROM THE LITERATURE

- Cost of printing photos
- Requires consideration, planning and monitoring
- Photos are often symbolic – need discussion
- What is left out of the photos?
- Difficult to capture significant events
- Unfamiliarity with technology
- Piloting required
- Time intensive
- Ethical complexities
- Lack of education around visual literacy
- Student resistance – lack of engagement

RESEARCH OVERVIEW

The purpose of this research is to gain an understanding into the ways in which photos are currently being utilised within the tertiary classroom in order to enhance teaching, learning and assessment, in order to understand whether they could be used further and what the implications are for tertiary teachers, in order to ensure more effective use in the future.
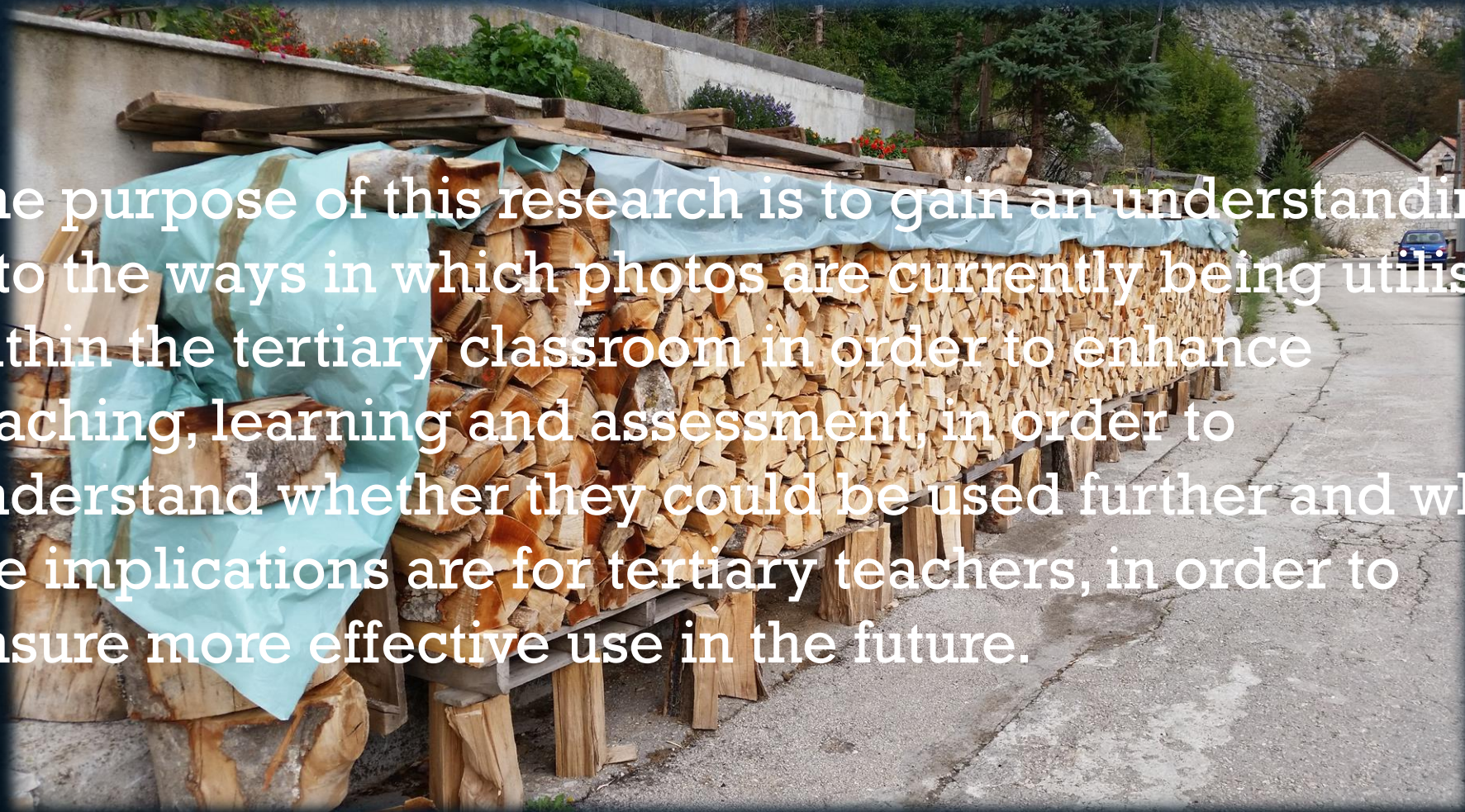
RESEARCH CONTINUED

Initial survey:

• Online survey of teaching staff. - 35 ASMS

Case study:

• 6 staff members

• Initial interview including photos

• Teaching observations

Develop better practice framework:

Focus Group:

HOW DO YOU, OR COULD YOU USE PHOTOS?

Identify if you are a 'user' of photographs or a 'non-user'.

'Users': Brainstorm a list of the ways in which you currently use photographs. Explain how you have used them in one of your teaching units, and what you perceive as the advantages of using them.

'Non-users': Think of a situation where you think you might be able to include photos.

As a group: Work together to come up with an appropriate way of using photos in one of the activities highlighted by the Non-users, discussing the value of doing so.

COMPARISONS FROM RESEARCH

Look at the examples you have been given.
Compare these and be prepared to discuss what you consider the advantages and barriers are of using photos within these contexts.

- Feedback of Teaching Practice
- Maths / Engineering example

INITIAL DATA AND ANALYSIS

Interesting results

Online survey – Interesting results.
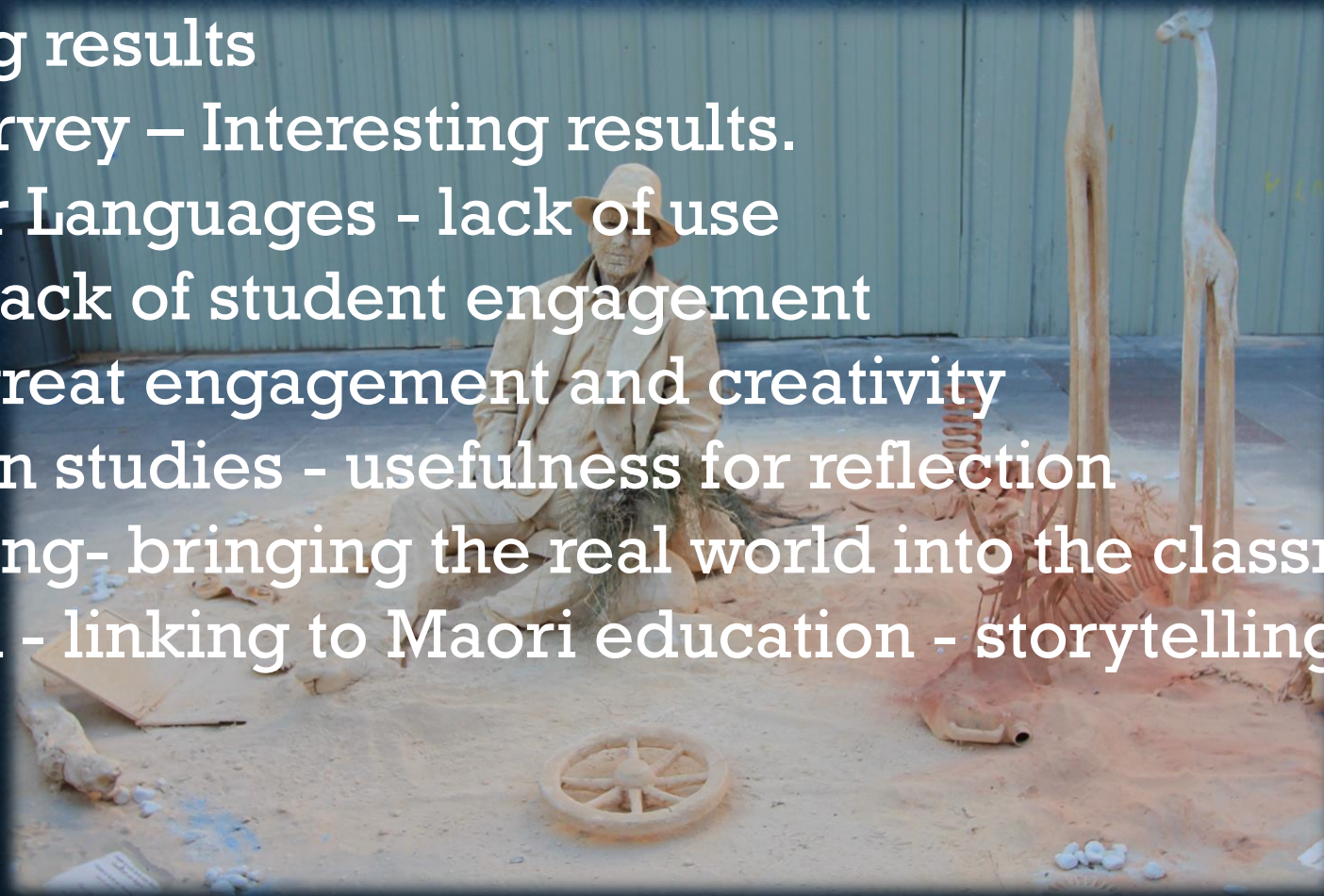
Centre for Languages - lack of use

Trades - Lack of student engagement

Online - great engagement and creativity

Foundation studies - usefulness for reflection

Engineering- bringing the real world into the classroom

Education - linking to Maori education - storytelling

DISCUSSION AND QUESTION TIME

REFERENCES

- *Fanning, S. (2011). Visual Methodologies:Photo-Elicitation in the University Classroom.* Retrieved April 2014, from Research Online: http://ro.ecu.edu.au/ecuworks2011/427

- *Schell, K., Ferguson, A., Hamoline, R., Shea, J., & Thomas-Maclean, R. (2009). Photovoice as a Teaching Tool: Learning by Doing with Visual Methods. International Journal of Teaching and Learning in Higher Education , 21* (3), 340-352.

- *Power, L., & Morgan, P. (2010). Navigating Reflection: Photography as a learning tool on a cruise field trip.* Southampton Solent University, Faculty of Business, Sport and Enterprise.

USEFUL LINKS

- 33 most perfectly timed photos - http://blog.getnarrative.com/2015/02/33-most-perfectly-timed-photos-will-take-your-breath-away/

- Literacy Through Photography - http://www.edutopia.org/blog/literacy-through-photography-for-ells-tabitha-dellangelo

- Themed photos - https://www.flickr.com/photos/eltpics

- Ideas for ELTs - https://takeaphotoand.wordpress.com/2014/09/21/bringing-it-back-to-the-classroom/