The Photovoice Process as a Teaching Method to Facilitate Communication and Reflection in an Initial Early Field Experience Course

Need for Innovation

- Early field experience (EFE) provides experience in a school setting (Retallick & Smalley, 2012)
- Reflection helps students make meaning of their experience. (Retallick & Smalley, 2012)
- Social-constructive premise for the course (Doolittle & Camp, 1999)
- A method was needed to enhance social-interaction and discussion.

How It Works

- Photovoice allows participants to tell a story from their individual perspective (Catalani & Minkler, 2010)
- Students took three photographs during their EFE
- One photograph to represent each of the three components of the SBAE model
- Photographs and a 250 word description/reflection were submitted in a threaded discussion
- Must obtain consent from their cooperating agriculture teacher prior to taking any photographs
- Students presented their photographs, described the content, and their reason for choosing the content they selected in class
- A class discussion focused on comparing and contrasting the EFE student's experience was facilitated by the course instructor

FFA

SAE

Results

- Photovoice was used in one course for one semester
- Positive feedback from students
- More in-depth discussion
- Provided the instructor with student perceptions of the agricultural education model

Future Plans/Advice to Others

- The photovoice method could be adapted to other field experience courses
- Photography skill is not the primary focus
- Use as a tool to encourage reflective thought
- Focus on making meaning of the EFE and sharing experience

Costs/Resources Needed

- Minimal to no cost
- Used cell phone cameras
- Travel was paid by the student as part of the course

References

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