



# Photovoice as a Pedagogical Tool to Examine Student Understanding

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# Classes in this Study

## Food Culture, Sovereignty, and Politics

- **Agricultural Communication**

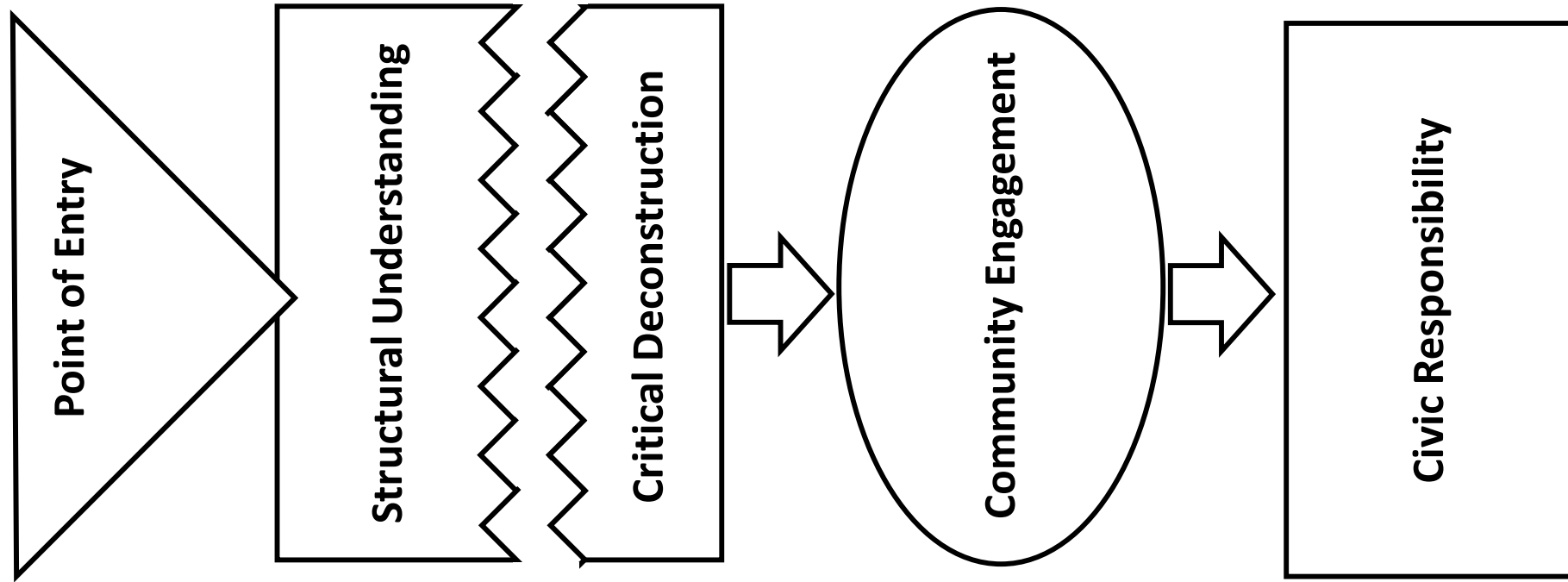
- *Culture-Centered Communication and Engagement (AGCM 4300S)*
- Introduction to methods in cross-cultural communication, civic responsibility, and community engagement → Food Insecurity

- **Geography**

- *Athens Urban Food Collective (GEOG 4890)*
- Introduction to politics of food, linking politics to personal experiences, fostering civic engagement through service-learning



# Culture-Centered Approach Pedagogical Model



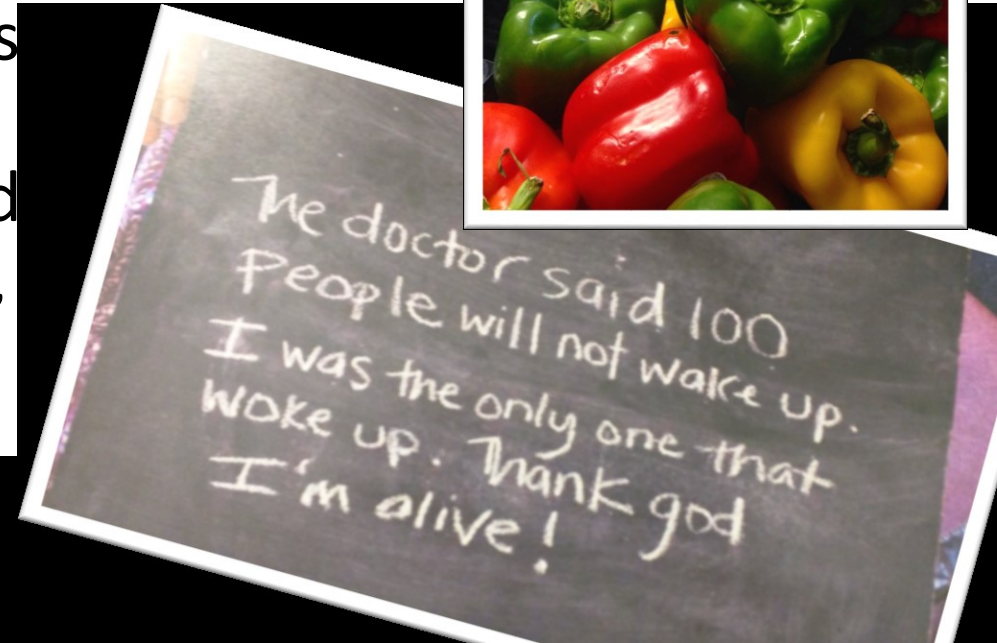
# Photovoice

## A Description

- A method to visually portray that which is difficult to explain (Nykiforuk et al, 2011)

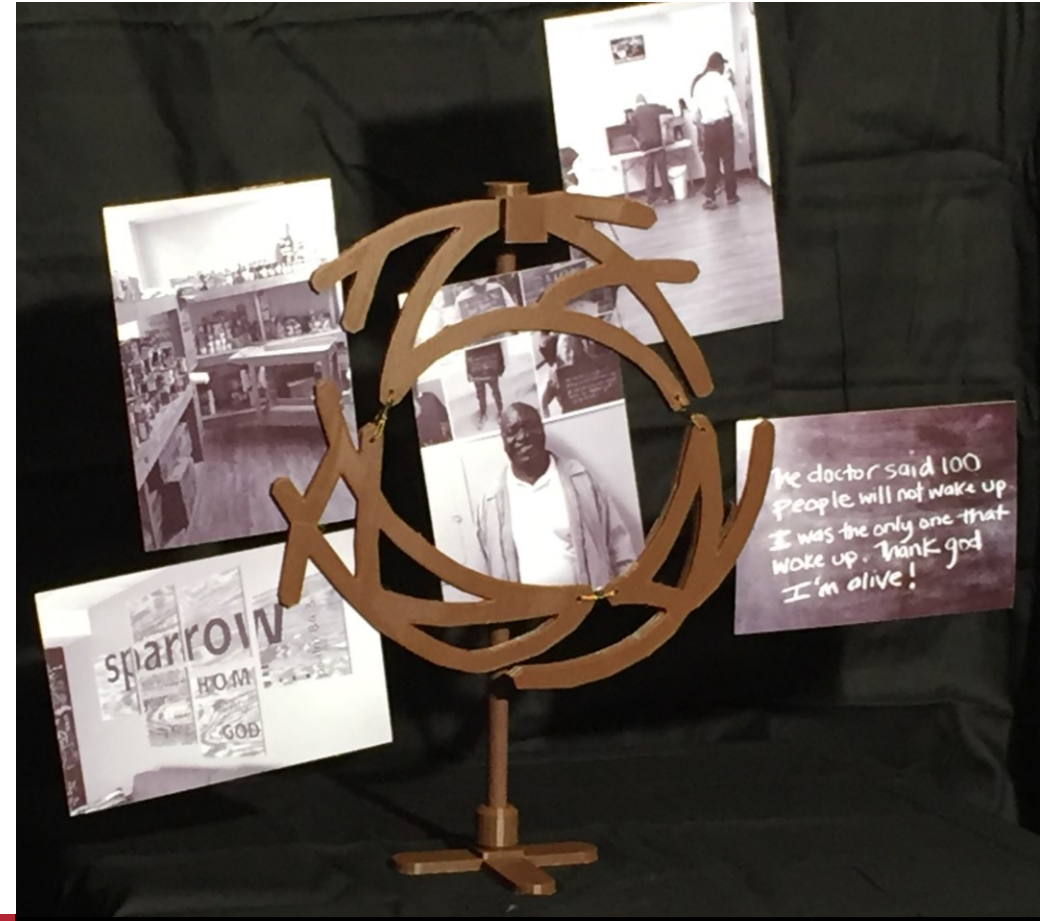
## The Value

- Often used in CBPR, photovoice uses photos to illustrate participant perceptions of a given issue, providing an alternative method of voicing lived experiences, held meanings, and perceptions on a social issue.



# Learning Tools

- Critical reflexive analysis
- Photovoice and photovoice exhibit
- Community volunteering/service learning
- Critical deconstruction assignments
- Other???



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# Research Objectives

## Examine how students:

- Explore politics of food and their respective positions within food systems using photos.
- Group the class' collective photos into categorical meanings based on each of their own perceived meanings.



# Methods

## Epistemological & Pedagogical Analysis

- **Q-Methodology** – catalogs and categorizes the personal constructs and values of the participants on a particular issue, problem or topic.
  - **Uses Q-Sort** – factor analyzes responses to group people
  - **Intentions** – To understand how subsets of students think about or value particular topics can allow for more appropriate instruction, interventions, or activities suitable for their perceptions of the issues.







# Results

## In AGCM 4300S only –

- 3 distinct student groups emerged
  - Each handed a packet of their unique results
- Pg. 1: Two photos that represent the high (+) and high (-)
- Pg. 2: Represents all photos that were placed in similar places among the three groups.
- Pg. 3: Show any photos that had a statistically significant difference (using highest threshold of p-value) and the other two groups.



MOST AGREE +6

MOST DISAGREE -6

28

12



MOST AGREE +6

MOST DISAGREE -6

7

24



MOST AGREE +6

MOST DISAGREE -6

16

10



## Faces not places

“The photos in this sort were taken literally, with little symbolism. Food insecurity is best understood by use through the faces and things directly tied to not having access.”

## The Loyalists

“We found meaning in our experiences at the [food pantry] but not necessarily in the photos from the [other pantry]. We negatively rank what we didn't have context for.”

## Helpful Hands

“We see people as the most important aspect surrounding food insecurity, whether it's those who are in need or the people working to combat food insecurity, people are the biggest component.”



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1785

# Results

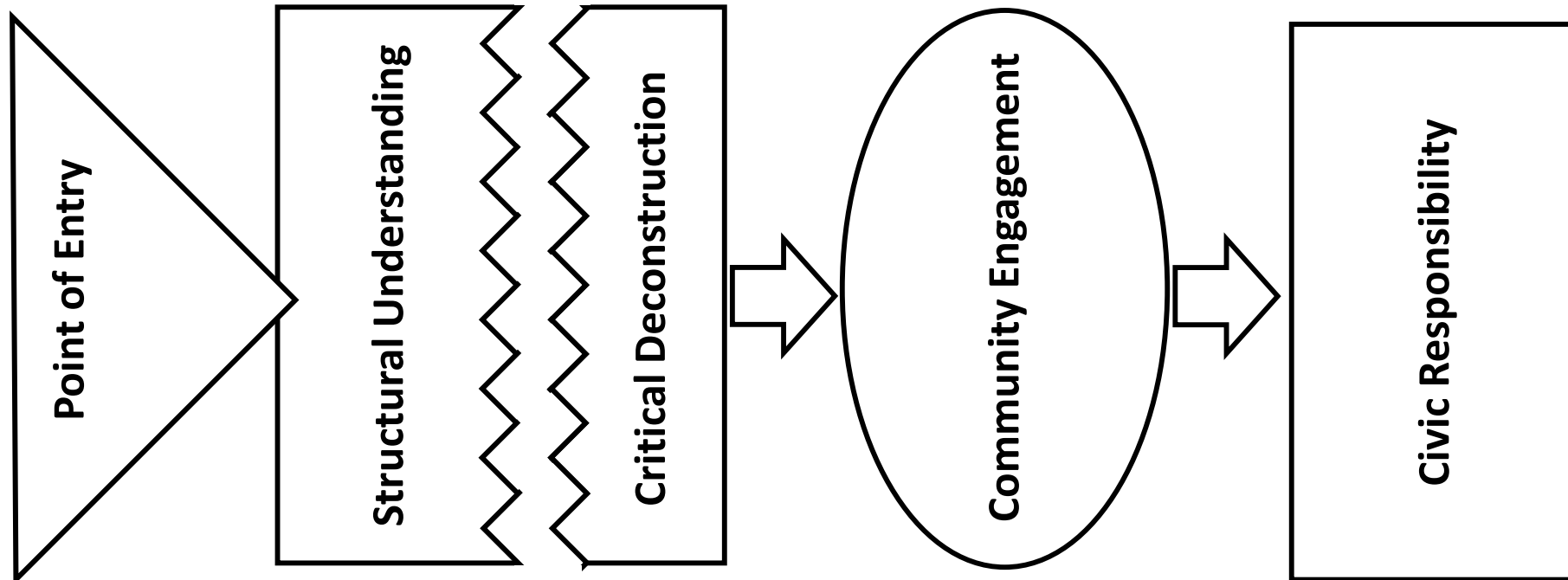
- **Faces not places** – Food insecurity is about the people who experience it, not about one definition.
- **The Loyalists** – Food insecurity is about the people, not about judgement
- **Helpful Hands** – Food insecurity is about self-sufficiency, not just about food.



# Conclusions

## *Culture-Centered Communication and Engagement (AGCM 4300S)*

- Introduction to methods in cross-cultural communication, civic responsibility, and community engagement → Food Insecurity



# Conclusions

**Q-sort revealed** that, while students met course objectives from the standpoint of culture-centered communication and their role as civically engaged communicators...

- Subgroups of students operationalize and contextualize key factors differently
  - Food insecurity
  - Their professional role
  - Their understanding and respect for each other
- Pedagogically, I need to account for a variation of held meanings



# Thank you!

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