

# PhotoVoice Digital Exhibit & Guidebook



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# Accessibility Statement

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While we aim to ensure that this book is as accessible as possible, we may not always get it right. There may be some supplementary third-party materials, or content not created by the authors of this book, which are not fully accessible. This may include videos that do not have closed captioning or accurate closed captioning, inaccessible PDFs, etc.

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# PHOTOVOICE SAMPLE: "I THRIVE WHEN..."



*Image of student crocheting.*



# WHAT IS PHOTOVOICE?

## Introduction

PhotoVoice was developed by Caroline Wang and Ann Burris as a participatory action research strategy. Since that time, within the literature, PhotoVoice has been adapted as a pedagogical tool to enable students to consider a focal issue and topic that is relevant to their lives at a deep level, while also considering the social justice and social change implications of their work with PhotoVoice. In the present context, the purpose of this PhotoVoice project was to engage students to critically think about a focal topic that relates to them, and to encourage them to express their views through the mixed medium of photos and accompanying narratives. This project hoped to serve as training in advocacy and public and civic engagement, in addition to enhancing writing and communication skills, critical thinking, ability to apply concepts to real-life contexts, teamwork, project planning and execution, peer-learning and peer-mentoring, and to expand their knowledge in an interdisciplinary context of collaborative learning.

In the most recent iteration of the PhotoVoice project at X/Ryerson University, during the pandemic, we made several key modifications to our delivery model to fit with an online format: we used breakout rooms for first year students and their mentors in an upper year course to meet and work together, we shifted from a physical exhibit to a virtual one, and we created an online gallery to showcase the work of students. Through this project, we also expanded PhotoVoice into a co-curricular environment at Centennial College.



# OBJECTIVES OF THE PROJECT

1. To co-create a digital exhibit of the student experience, by inviting contemplation, mentorship, and photographic and narrative response to the provocation: “What does it mean to thrive at a post-secondary institution during a pandemic?”
2. To demonstrate how PhotoVoice can work in two post-secondary contexts: (1) in the context of two courses, and (2) as a co-curricular program.
3. Within the curricular context, our goal is to provide the structure of two sequenced, facilitated workshops about PhotoVoice, designed to match first-year students with upper-year students as mentors. These workshops result in all participants getting the opportunity to collaborate and learn from one another about what it means to thrive in their respective contexts.
4. Within the co-curricular context, our goal is to provide an experiential learning opportunity for students outside of their respective programs through two sequenced workshops. With the focal prompt of “I thrive when...” these workshops will engage students in collaborative exercises that assist them in learning about what it means to thrive.
5. To demonstrate how both the PhotoVoice component and mentorship component can be implemented flexibly within two different post-secondary contexts: a university and a college and within curricular and co-curricular models.



# KEY COMPONENTS OF THE PHOTOVOICE PROJECT

Steps for implementing PhotoVoice in a curricular environment:

1. Planning a PhotoVoice Project:
  - Timeline
  - Recruitment
  - Logistics
  - Waivers/forms
  - Surveys
2. Recruiting courses and students in the course/s:
  - Options for recruiting both mentors and mentees in curricular context (e.g. recruiting courses that include senior and junior year students), completion of waivers/forms
3. PhotoVoice (joint) workshop one – focus on learning about PhotoVoice and how photos convey meaning; introductions, informing timelines
4. PhotoVoice (joint) workshop two – focus on sharing photos, selecting the final photo and beginning the process of writing the narratives (see Appendix B for workshop facilitation guides)
5. One-one peer meetings – mentors and mentees meet to exchange ideas regarding PhotoVoice projects and regarding their university experiences
6. Submission of photos and narratives for developing posters
7. Submission of reflective assignment related to the PhotoVoice project (for a specific example see Appendix E).
8. Preparing and Sharing the PhotoVoice Exhibit

- Digital (see Appendix M for an example of a digital PhotoVoice exhibit – AND/OR already captured as a companion resource)
- Live/in-person

## 9. The Importance of Accessibility Throughout Your Planning Process

This project ensures equity and access to students throughout the project. Some examples of ensuring accessibility in this project include:

- optional participation of the students in the courses and in co-curricular activities
- accommodating schedules of participating students when organizing different workshops
- support provided to participants for the writing of narratives through the mentoring relationship,
- access to TA/Career Boost student staff for communication and problem-solving
- ASL audit of the content of the guidebook, narratives for posters
- Incorporating alternative (alt) text will help students who are blind and/or low vision to understand the equivalent meaning of images in textual form
- an accessibility audit helps to ensure that the guidebook and virtual exhibit meets the needs of students with disabilities

# STEPS IN THE PHOTOVOICE METHOD (CURRICULAR)

## Overview

PhotoVoice was implemented in a curricular environment in two X/Ryerson University courses in the Faculty of Arts, one first-year course (SSH102) and one upper-year course (PSY706). The PhotoVoice project was introduced as a ‘bonus assignment’ for both courses, in which students can earn an extra 5% bonus marks towards their final grade if they chose to participate. The topic was to complete the sentence “*I thrive when...*” through a photo and narrative.

## The Assignment:

The students in the first-year Learning and Development Strategies SSH102 course were invited to be mentees, and the students in the fourth-year Positive Psychology and Personal Growth PSY706 course served as their mentors.

The expectations for students in both courses were to:

- attend two facilitated workshops to learn about PhotoVoice and make their first connection with their mentor/mentee
- meet on several occasions with their mentor/mentee to explore the topic
- select their photo and write the narrative to accompany it for the virtual exhibit
- participate in a live exhibit where they would answer questions about their photo (when engaged in on-campus learning)

## **Evaluation:**

- in the virtual model, students were asked to write their answers to five reflection questions and submit their answers as part of the bonus assignment. See Appendix H (for the questions we asked the mentees) and Appendix I for the questions we asked the mentors.

Note, you can find a sample course syllabus for a different fourth-year social psychology course that we used in previous years in Appendix G, and detailed information on the current curricular PhotoVoice assignments in Appendix E (first-year course) and Appendix F (fourth-year course).

# STEPS IN THE PHOTOVOICE METHOD (CO-CURRICULAR)

1. Planning a PhotoVoice Project
  - Timeline
  - Recruitment
  - Logistics
  - Waivers/forms
  - Surveys
  
3. Recruiting students from both contexts (first year and upper-year)
  - Options for recruiting both mentors and mentees in co-curricular context (e.g. placement students as mentors, incentivizing participation, partnering with existing mentorship programs, etc.)
  
4. PhotoVoice workshop one – focus on learning about PhotoVoice and how photos convey meaning
5. PhotoVoice workshop two- focus on sharing photos and beginning the process of writing the narratives (see Appendix B for workshop facilitation guides)
6. One to one peer meetings – mentors and mentees meet to exchange ideas regarding PhotoVoice projects and regarding their university/college experiences (see Appendix C for mentorship guides to support peer mentorship in the co-curricular model)
7. Submission of photos and narratives for developing posters
8. Preparing and Sharing the PhotoVoice Exhibit
  - Digital (see Appendix M for an example of a digital PhotoVoice exhibit)

- Live/in-person

# SURVEY RESULTS

## Curricular Survey responses:

We asked: what does thriving mean to you now? (In this context, at this moment, after this full semester, and after having completed PhotoVoice).

### Overview

In their responses, ten first-year students (SSH 102) and fourteen fourth-year students (PSY 706) stated that thriving can hold multiple meanings and is a unique experience for the individual. Students' responses reflect how thriving speaks to a collective sense of unity with others and the need for strong social relationships. Additionally, students shared that they had a greater appreciation for a wide variety of emotional experiences, recognizing those moments of peace and happiness. Living in the present evoked feelings of gratitude, the inevitability of unpleasant emotions and the importance of hardships in the process of personal growth. Students conveyed that thriving speaks to an overall sense of health and well-being beyond external accomplishments. Responses reflect that students are thriving and living for themselves when they engage in experiences that allow them to cultivate their concept of self and well-being, when they connect with nature, and when they can express themselves authentically with others. Further, responses expressed that the process of achieving their goals is as important and indicative of thriving as achieving the end result/goal for which they strived. Students' reflections also articulated the power of experiential knowledge and connection with others in the process of cultivating new perspectives.

Themes regarding 'Thriving' that emerged from the curricular responses:

- There is no such thing as a single way to thrive: everyone experiences it

differently

- Thriving involves focusing on your mental health amid a global pandemic
- Thriving involves self-discovery, growth, and being your best self
- Being able to practice gratitude for moments of peace and happiness in life, and feeling satisfied with the present state of life
- Being present in the moment
- The notion of holistic health and becoming mindful of emotional, physical, mental health
- Being connected to nature, friends, family and community
- Understanding that thriving, while unique to each individual is a collective experience, it brings a sense of connectedness with others

In addition to the full survey results, which can be found in Appendix K, we selected some of the comments made by our students to illustrate the range of responses they provided in the survey. These are organized according to two categories: what it means to thrive and the impact of participating in the PhotoVoice project.

1. What it means to thrive:

“In this moment, due to the struggles of school in a pandemic, and various personal struggles, thriving means finding myself and motivation daily to do the things that I love and inspire me.” -First-year student (mentee)

“Thriving to me means that I don’t have to be the best at everything, it just means I must be the best for myself. Thriving means to live for yourself, do the things that you like and to live your life on your own terms.” -Fourth-year student (mentor)

“...I was someone who explored the world, found inspiration in everything and everyone and wanted to constantly be a better version of myself before I needed to have a “reason” for everything: I just lived without fear of failure. To thrive would be to find this person again within myself and nurture her.” -First-year student (mentee)

“...thriving means working towards and accomplishing your goals. I feel great about my performance in this academic semester, and I realize that I was thriving

even when I had to spend long hours finishing some assignments and studying for midterms.” -Fourth-year student (mentor)

“All the things that I have learned from either a positive or negative light, have made me grateful that as long as I keep going in life regardless of the imperfections and hurdles I face, I will continue to thrive.” -First-year student (mentee)

“It is also possible to be thriving while not always feeling the same positive emotions, sometimes the times in life where you are being challenged are times where you can grow and thrive from that experience.” -Fourth-year student (mentor)

“...but I feel like sometimes I got caught up in the question of “Ok what is next ” rather than “Wow what I am doing is really fun and I am so lucky”. I definitely will be looking at life and journey in a different light.” -First-year student (mentee)

“Thriving, to me, means prioritizing myself, my health, and my wellness. For me this looks like going to therapy, spending time with loved ones, and engaging in activities that bring me joy. It also means putting in the work necessary to achieve that. Most importantly, thriving to me means doing my best, however, I need to define thriving in a specific space and at a specific time. As explained in one of the PhotoVoice meetings, “thriving is active”, it is making things happen, not passive acceptance.” -Fourth-year student (mentor)

“The world is all interconnected – the services that we receive on an everyday basis work hand in hand with one another. I believe that the same should happen with education in order to collectively thrive towards a better future.” -First-year student (mentee)

## 2. Participation in the PhotoVoice project

“...we are in the process of thriving by learning to thrive. I loved seeing and learning about what makes people thrive, it made me so happy.” -First-year student (mentee)

“I am very happy to have been a part of this assignment and will continue to use some of the lessons I have learned about thriving in the future.” -Fourth-year student (mentor)

“This assignment reminded me of the person I used to be.” -First-year student (mentee)

“After witnessing people’s experience in thriving, I found we all shared common ground in holding thriving as something of high importance in the current moment, whether it was travelling, exercising, academics, or stepping outside of our comfort zone.” -Fourth-year student (mentor)

“Before this semester and PhotoVoice, I used to only acknowledge academic and spiritual challenges. Through the course of this semester and the experience of PhotoVoice, I have learned to overcome and thrive despite physical and social challenges.” -First-year student (mentee)

## Co-Curricular Survey Responses:

We asked: what does thriving mean to you now? (In this context, at this moment, after this full semester, and after having completed PhotoVoice).

### Overview

In their responses, students acknowledged their own meaning of what thriving means to them and its connection to tackling adversity towards achieving their own goals. Eight of the ten students responded to the question, with all eight having positive responses about what thriving means to them. Students also acknowledged the importance of physical, mental and social wellness in addition they also recognized that thriving in their own experiences also relates to having positive emotions.

Themes regarding ‘thriving’ that emerged from the responses:

- Thriving involves tackling adversity in difficult environments
- Thriving involves positive emotions
- Thriving involves cultivating a supportive environment to achieve goals
- Thriving involves supporting one’s mental and physical health

In addition to the full survey results, which can be found in Appendix J we selected some of the comments made by our students to illustrate the range of responses they provided in the survey. Two main themes are found within the comments: what it means to thrive and the connection made between thriving and overcoming challenges to achieve goals.

1. What it means to thrive:

“Thriving means taking care of my health and reaching out for help when I need it. It entails creating the conditions so that i can thrive in ways that are attainable and relevant to my goals/desires, e.g., taking medication, keeping my space clean and exercising daily allows me to feel at my best so i can study, explore my hobbies and engage in my communities.” Second-year student (mentor)

“To me thriving means doing well in situations that may be difficult, or doing well on something challenging and being able to achieve the desired outcome.” Second-year student (mentor)

“Thriving to me means pushing myself to be the best version of myself, and getting myself physically and mentally to a state where I am able to perform to the best of my abilities, effectively grounding myself to deal with the challenges we all face everyday and above all, being happy” Second-year student (mentor)

“Thriving is doing well, happy with what I am doing, and recognizing that I need to learn more but unafraid of the challenges ahead of me.” Second-year student (mentor)

“When you can unlock your full potential by doing something that generates a good impact for you or others.” First-year student (mentee)



# ADVANTAGES AND LIMITATIONS OF THE PHOTOVOICE PROJECT



# Influence of Positive Psychology on the PhotoVoice Project

PhotoVoice is traditionally focused on a community-based problem and implemented in order to solve the problem and to give community-based participants the opportunity to have a voice in calling attention to the problem, for example to policymakers, and to be part of the solution.

Within the post-secondary curricular context, we chose to focus on thriving as our theme, in conjunction with the Positive Psychology content of both courses in which this project was implemented. The first-year course focused on the skills associated with thriving as a student in a post-secondary context, based on the Thriving in Action program developed by Dr. Deena Kara Shaffer and Dr. Diana Brecher, at X/Ryerson University. The upper-year course focused on research and theories of Positive Psychology and personal growth. Students from the fourth-year course served as mentors to the first-year students.

The co-curricular PhotoVoice project adopted this theme since it is consistent with the aims of those services.

Psychology as a field of study has traditionally focused on helping people resolve crisis, loss, trauma and suffering, and to help people return to their previous level of functioning.

Positive Psychology instead, takes as its aim the exploration of what makes people feel great, how to move from one's baseline of functioning to feeling even better, and ultimately how to flourish. Positive Psychology is the study of optimal human functioning. It is the study of how we thrive, and it focuses on our strengths. It blends insight, research, and wisdom taken from cognitive psychology, health psychology, organizational behaviour, and beyond.

# Pros and Cons of the Curricular method

## Pros

PhotoVoice is a high-impact educational practice, integrating theoretical learning, practical world issues, self-reflection and connection of individual experiences with concepts, and applied action through participation and contribution to an exhibit. Bringing a PhotoVoice project into the classroom and building on the course curriculum affords a valuable experiential learning opportunity for students to express themselves creatively as part of their grade in the course and, in the context of this particular project (i.e., with a mentorship component), to develop their personal and professional skills. Students will appreciate the opportunity to earn marks in a way that allows them to be creative, to explore a focal topic in some depth (such as *“I thrive when...”*), as a group, at a very personal level, and, most importantly, to not have to write yet another academic essay.

Through course readings and class discussion, students are able to learn about the history of PhotoVoice and its development as a qualitative, community-based participatory research technique. Students may also learn about the philosophy and theoretical frameworks underlying PhotoVoice, including feminism and the work of educator, Paulo Freire. Lastly, through their studies, students will learn about the myriad applications of PhotoVoice as a method of gathering data (i.e., a research technique), particularly from groups that have often been marginalized and excluded from participating in research, and as a vehicle for advancing social justice issues through the public exhibition of the final PhotoVoice project.

As an experiential learning opportunity, after learning about PhotoVoice, students will create their own posters on the focal topic (e.g., *“I thrive when...”*) for public display, either in person or online. The final exhibit of their photos and narratives becomes a collective experience where students share their posters

among themselves and with the wider community. Ideally, members of the wider community will include individuals in positions of privilege and power who can act upon the issues raised by the exhibit to bring about change.

By viewing their classmates' works and seeing how others have interpreted the focal topic, students may come to see their fellow students in a different way than they experience in the classroom. They may find connections on a personal level across the different themes that emerge from the posters and see how they share similar experiences and identities with others.

The mentorship opportunity allows students in the upper-year course (the mentors) to meet with students in a lower-year course (the mentees) to discuss (in the context of this project) what it means to thrive in university and to share their experiences as upper-year students of how they have learned to thrive. Mentored students benefit by having the opportunity to learn from their mentors and to talk with them about struggles they may be having. Both parties learn about what it is to thrive in university (as well as in other life domains) and to explore together this aspect of positive psychology. Mentor students are often anxious about initiating the discussion with their mentees at the outset, worried about what they will have to talk about. They can be told that the context for their discussion is the mutual exploration of the focal topic as well as the creation of the PhotoVoice posters, as students in both groups are tasked with creating their own poster in response to the focal topic.

Finally, at the end of the course, students are required to either answer survey questions (as we did in F2021) or write a reflection paper (in previous years), which may include an academic literature review on PhotoVoice (to consolidate their learning) and to reflect on what they have learned from both the mentorship experience and the experience of creating a PhotoVoice poster.

## Cons

The biggest challenge involves managing the logistics of scheduling the two workshops and the sessions for mentors and mentees to meet. Ideally, meetings should take place more than twice, to enable students to explore the meaning of the focal topic and to discuss it in relation to the PhotoVoice project. As well,

there will be sessions where one or more students from either group are unable to attend, leaving a gap in their joint discussion, which can be disappointing for the students.

A second con in the selection of the focal topic for the PhotoVoice project. There is often limited time in a course for a discussion about the topic selection. In a community-based PhotoVoice project, community participants will engage in a fulsome discussion to select the focal question or topic that is relevant and meaningful to them. In a classroom-based project, it is most expedient for the instructor to select the topic, perhaps a broad topic with several options for the specific question and to allow some time for discussion among the students.

# Pros and Cons of the Co-curricular method

## Pros

Introducing PhotoVoice through a co-curricular approach provides students with an experiential learning opportunity to express themselves creatively outside of the classroom. Within this approach, we paired first-year students (Mentees) with higher-year students (Mentors). Through this partnership, both parties bring their rich experiences as they explore together and individually what the focal topic asks of them within the PhotoVoice project (such as “*I thrive when...*”). Moreover, through this co-curricular approach, the facilitation of reflection and discussion exercises allows students to gain deeper levels of critical thinking and insight while touching on areas of expression towards capturing their photos and narrative.

In workshop one, students gain knowledge of the history of PhotoVoice and are introduced to its advantages in research and expression in areas such as social activism. The introduction of PhotoVoice through an online format offers students the opportunity to connect with other students from other programs while working both individually and with their partners as they explore what the focal topic asked of them. In workshop two, both mentors and mentees come together to discuss what photos they have taken and begin opportunities to discuss their response to the focal topic. Discussions and storytelling become an important component for this workshop and allow participants to share their revelations and new connections as they are guided by prompts and showcase their own captured photos.

Approaching the PhotoVoice project through an online format brought positive results surrounding accessibility and connection for student participants. Mentees who were international students and still in their home countries were not only able to participate but also were able to connect and network with upper-year international and Canadian students. This allowed the first-year international

students to begin gathering both knowledge and support in their transition to the institution and country. Moreover, online facilitated discussion and exercises brought new ideas, challenges and insight among students' exploration of the focal topic "*I thrive when...*". Highlighted among the student's discussions within both workshops, were personal anecdotes and stories from both mentors and mentees surrounding their unique skills and practices to support their own wellbeing, and how our current realities pushed them to adapt. Others include storytelling of difficult moments and how tough times propelled them to thrive and carry on today.

By the end of the project, students completed two workshops and submitted their photos and narrative for a public exhibit. The exhibit displaying their work will provide audiences insight into their realities and lived experiences captured in response to the focal topic. Audiences of the exhibit can include classmates, alumni, faculty, college staff and communities outside of their post-secondary institution. Through the exhibit, a connection to the students' photos and narratives can allow audiences to also relate to their own experiences with the presented focal topic and connect or challenge their present ideas and thoughts. Those who may hold power and privilege can gain valuable insight into the lived experiences of these students through this lens and possibly enact change themselves.

## Cons

Scheduling times for students to meet for both workshops posed a challenge. As students were from different programs and schools at the institution, a barrier to finding times that allowed everyone to meet at one time was tricky as their program schedules were quite diverse. However, being flexible in providing multiple workshops which consisted of different times and days allowed all students to complete both workshops.

Although an online format provided students who were abroad and in different programs to connect online, it also hindered meaningful discussion. Though space was provided to discuss and reflect, lack of informal conversations and awkwardness of online conversations were present. Observed by the facilitator,

students were hesitant in the beginning to speak up and initiate discussion without the facilitator's prompt. In addition, the online format did not allow students to have informal conversations with their classmates that could be meaningful in relationship building.



# PARTING WORDS

One thing we found interesting was seeing the flexibility of PhotoVoice as a student reflection and learning tool. PhotoVoice allows the students to consolidate and process what they think about thriving and how it applies to their lives today, living through a pandemic.

The fact that we implemented PhotoVoice in both the curricular and co-curricular contexts demonstrates its flexibility in yet another way. For example, when we implemented PhotoVoice in an existing co-curricular mentorship program, it led us to consider all the different ways somebody could embed it in future programming, for example, in Orientation, psycho-educational groups, or Thriving in Action.

When we implemented PhotoVoice in the curricular context, we began to understand the tool's flexibility in another way. Embedding PhotoVoice into the classroom gives students the opportunity to serve as a mentor or mentee, giving them a voice within the institution through their photos and narratives to express what they feel about their post-secondary educational experience, and what they may need from the institution in order to thrive. Thereby, participating in a PhotoVoice project provides them with an opportunity to potentially influence how faculty and staff can support them in their journey through the post-secondary context.

For example, one fourth-year student said: I wish I had a mentor when I was in my first year. Another fourth-year student reflected that they learned as much from their mentee as their mentee learned from them. And yet another fourth-year student stated: I met my mentee, and you know it turned out to be fantastic. We talked for an hour about all sorts of things. This student concluded that they had made this connection with their mentee for this project, and it was a surprisingly positive, pleasant experience.

We also noted that the PhotoVoice project seemed to provide a space to connect and find common ground with international students, despite having many differences among them, including country of origin and program of study. The students discovered that they share a common interest in how they thrive and just having that space to reflect and think about what helps us thrive was experienced as something wonderful.

Finally, given that the original roots of PhotoVoice are as a participatory action or community-based research tool, we thought that we should identify some of the common themes that ran through the posters displayed in the virtual exhibit for both the university and college students. From a cursory review of the posters, we identified five broad themes about thriving; that thriving emerges from and within these students' experiences of creativity, nature, travel, exercise/self-care, and a sense of familiarity.

In conclusion, we feel that it is the flexibility of the PhotoVoice program that is its greatest strength, and we sincerely hope that you too discover the many ways it can work best for you in your context!

# Appendix A. Waiver forms

This is the waiver we typically use: X/Ryerson University PhotoVoice Release Waiver and Agreement form CELT PhotoVoice Release and Waiver form

Waiver form used for eCampus project X/Ryerson University: PhotoVoice Release Waiver and Agreement form Release and Waiver Agreement

Centennial College PhotoVoice Release, Waiver and Agreement form.

# Appendix B. Facilitation guides for each workshop

## WORKSHOP #1: ORIENTATION

### Overview

At Workshop #1: Students are introduced to the concept of PhotoVoice, to the focal question of the project and to the process leading up to the final exhibit.

### Suggested Workshop Format:

- Introduction to the project: project details, timelines, expectations
- Introduction to PhotoVoice:
  - Concept of PhotoVoice, a brief history
  - PhotoVoice as a tool for social change
  - Its use as a collective research technique
  - Its inclusivity and work with disenfranchised populations
  - Its approach towards creating social change
  - Its power to raise social issues
  - Provide examples of past projects and impact
- Introduction to course-related PhotoVoice project
  - Introduce the focal topic (*e.g.*, “*I thrive when...*”). General, open discussion with students on questions such as:
    - How do you define Thriving?

- How do you define wellness?
  - How does Thriving relate to self? community? Our environment?
- Provide detailed instructions regarding\*:
    - number of photos to take
    - length of the narrative
    - deadlines and deliverables

### **Break-Out/Small Group Exercise**

Students are divided into small break-out rooms for a reflection activity.

- Use a set of pictures (Examples of pictures can be found below under “SAMPLE PHOTOS”) to involve students in a group to discuss what the pictures depict. See below an example of the discussion session:
- SHOWeD Prompt Exercise:  
The SHOWeD prompt exercise offers students the opportunity to critically analyze photos and reflect on a deeper level of what it may mean in relation to their own experiences.
  - What do I **See** here?
  - What is **Happening** in this photo?
  - How does it impact **Our** lives? (or my life)
  - **Why** is it happening?
  - (How can this picture/poster **Educate** people)
  - What can we **Do** about it?

\*Provide instruction to students for the next steps: Prompt: “*I thrive when...*”

- Take 3-5 photos in response to the statement
- Choose the photo you believe is most fitting for the focal topic and resonates with you
- 100-120 word narrative describing how the photo represents thriving to you
- A title that describes your photo

## Conclusion/ Wrap-up

- Return to main room; debrief from small groups
- Provide weblink for release and waiver form
- Remainder of next steps: taking pictures, date of Workshop #2 and structure of 1-1 peer meetings

## SAMPLE PHOTOS

These photos (below) are used to have students reflect on the manifest and latent meaning of photos, similar to the SHOWeD method of reflecting on photos.





## **WORKSHOP #2**

### **Overview**

Workshop #2 focuses on discussions regarding the meaning of pictures taken by the students in relation to the focal question, in order to enable the selection of the final picture and writing of the brief narrative for each student.

# Suggested Workshop Structure

- Check-in and general recap of project timelines
- Check-in: completion of release and waiver form
- Provide guidelines for submission of pictures and narratives – date/s, format
- Break-out into small groups: (in-person or virtual) for focused, reflective discussion on the pictures taken by students
  - Students showcase one/two photos they have taken and share with their group what it means to them in relation to ‘thriving’ (i.e. the theme of the PhotoVoice project)
  - Students discuss their narrative
  - Get feedback from peers

## Small group discussion prompts:

- What does the word ‘thriving’ mean to you? What first comes to mind?
- What helps you thrive? Can you think back to a time/situation where you felt like you were thriving?
- How do you think your definition of thriving may be similar/different than others?
- How could you convey the theme of thriving in a photo? Visually, what would that look like to you?
- Return to the main room
  - Debrief from small group discussions
- Wrap-up: recap of next steps:
  - submission timelines, submission guidelines/instructions
  - Provide instructions for 1-1 peer meetings (*if included as part of the PhotoVoice project*)
  - Q&A

## Sample Schedule

### Workshop #2: Reviewing pictures and discussion on narratives

Time	Activity
10:30-10:40	Settling-in and welcome; recap of timelines
10:40-10:50	Check-in and questions (taking pictures activity)
10:50-11:35	Break out into small groups for discussion of photos & ideas for the narrative
11:35-11:50	Return to main room; report from small groups; general reflection; wrap up and next steps
11:50-12:00	Submission instructions

## PhotoVoice Co-Curricular Facilitation Guide (Workshop #1)

### Overview

The instructions presented in this document are to assist the facilitation of workshop

1. Specifically, these instructions cover sections that can assist facilitators in supporting their PhotoVoice project through a co-curricular approach within their post-secondary institution.

### **Introduction to PhotoVoice**

A brief introduction to the history of PhotoVoice within community psychology and its opportunity to create an expression that can lead to social change:

PhotoVoice areas to address:

- Advantages of raising awareness
- Challenging stereotypes
- Its value in starting important conversation for social change

### **Introduction to the V.O.I.C.E Acronym**

This acronym can be explained to assist students in exploring the photos they have taken and writing their narratives.

Acronym:

- **V**oicing
- **O**ur
- **I**ndividual
- **C**ollective
- **E**xperience

### **History of PhotoVoice:**

Providing the history of PhotoVoice can be valuable in assisting students in understanding the power this approach has for social change. Areas to touch on include:

- Its use as a collective research technique
- Its inclusivity and work with disenfranchised populations
- Its approach towards creating social change
- Its power to raise social issues
- Examples of past projects and impact

### **Introduction to your PhotoVoice project**

In this section you will introduce your focal topic (e.g., *"I thrive when..."*) and detailed instructions on how many photos and how long the narratives needs to

be. In addition deadlines and deliverables can be provided to assist the students in navigating this project outside of their classwork.

**Instruction Example:**

1. Prompt: I thrive when....
2. Take 10-15 photos in response to the statement “*I thrive when...*”
3. Choose the photo you believe is most fitting for the focal topic and resonates with you
4. 100-120 word narrative describing how the photo represents thriving to you
5. A title that describes your photo

Note: As students’ time is valuable, the PhotoVoice project in a co-curricular approach offers students flexibility in their schedule and should be highlighted in the presentation.

SHOWeD Prompt Exercise: Facilitating the shown prompts exercise offers students the opportunity to critically analyze photos and reflect on a deeper level of what it may mean in relation to their own experiences:

- What do I **See** here?
- What is **Happening** in this photo?
- How does it impact **Our** lives? (or my life)
- **Why** is it happening?
- (How can this picture/poster **Educate** people)
- What can we **Do** about it?

Examples of pictures can be found in Appendix D

**Introduction to Self Reflection**

Explaining the importance and definition of self-reflection can help students understand the importance of this practice within the project.

Definition: Self-reflection: the process of deliberately paying attention to our experiences and behaviours, understanding how our meanings of the world are formed, and noticing the role these play in decision-making

- Self-reflection requires us to critically consider our role within the context of moral, political, and ethical issues

**Self-reflection Exercise:**

In small groups, go over the following questions:

- How do you define Thriving?
- How do you define wellness?
- How does Thriving relate to our community? Our environment?

**Conclusion:**

- Debrief content
- Provide and explain guidelines, future dates, and accommodations
- Explain and remind students to complete waiver and consent forms
- Go over the process of 1v1 meetings with mentors
- Provide contact information and opportunity for questions to clarify any miscommunication

## **PhotoVoice Co-Curricular Facilitation Guide (Workshop #2)**

**Overview:**

The instructions presented in this document are to assist the facilitation of workshop 2. Specifically, these instructions cover exercises that can assist facilitators in supporting their students in completing the narrative in their PhotoVoice project. The examples provided are based on a PhotoVoice project whose prompt is “I thrive when...”.

## **Introduction of PhotoVoice project timelines:**

As it has been some time since students have attended workshop one, it is important to reiterate the goals and what has been completed so far in the project.

## **What to submit**

Be clear with what you are asking both mentors and mentees when submitting their photos and narrative:

### **Example:**

What to submit for the PhotoVoice poster (3 components)

1. Choose the photo you believe is most fitting for the focal topic and resonates with you
2. 100-120 word narrative describing how the photo represents thriving to you
3. A title that describes your photo

## **How to Submit:**

- Submit your photo as a jpeg file
- Submit your narrative & title as a word document
- You will submit the above 3 to Miguel Litonjua at [MLitonjua@centennialcollege.ca](mailto:MLitonjua@centennialcollege.ca)

## **Peer Meeting Prompts Exercise:** In small groups again discuss these questions:

- What does the word thriving mean to you? What first comes to mind?
- What helps you thrive? Can you think back to a time/situation where you felt like you were thriving?
- How do you think your definition of thriving may be similar/different than others?
- How could you convey the theme of thriving in a photo? Visually, what would that look like to you?

## **Collaborative Discussion**

In small groups in person or online follow the points below:

- Talk/share the photos you have taken
- Discuss writing your narrative
- Get feedback from peers/ask questions
- Come back to the main room after break-out sessions are done!

**Showcase Your Photos:** This is the opportunity now for students to share their photos!

## **Instructions:**

- Showcase one photo you have taken and share with your group what it means to you in relation to thriving!

## **Conclusion:**

- Provide reminders to complete waiver forms
- Provide dates for the upcoming exhibit
- Go over any learning goals or outcomes
- Provide reiteration of the presented material
- Provide contact details of the facilitator for any questions and remind mentees to reach out to their mentors.

## **Tips for the Facilitator:**

- Since the workshop can be a lot of information for students, it is useful to reiterate what and how to submit their narratives in your closing.
- Have time for questions at the end of the workshop to clarify any miscommunication.
- Send follow-up emails and ask the mentors to check in on mentees after the workshop.
- There may be questions on how to write narratives, therefore providing examples within the presentation can be useful.

# Appendix C. Co-curricular Mentorship guide for mentors (expectations, resources on building mentorship relationship, timelines and suggested tips /tricks to support mentee)

## **Overview**

The instructions presented in this document are to assist the training of mentors for the PhotoVoice project through a co-curricular approach. Specifically, these exercises are implemented within workshop 1 and can assist facilitators in training upper-year students (mentors) to support lower-year students (Mentees) within the PhotoVoice project.

## **Exercise One:** How do I practice/support students in self-reflection?

Discussion questions facilitated among breakout rooms is conducted:

- How do we lean into curiosity when supporting our mentees?
- How do we actively listen and ask open-ended questions?
- Practice self-reflection prompts found in Appendix I

## **Exercise Two:** Self-Reflection:

Second Discussion questions facilitated among breakout rooms are conducted:

- How do you define Thriving?
- How do you define wellness?
- How does Thriving relate to our community? Our environment?

## **Expectations for Mentors:**

- To attend training, workshops one and two
- To exchange contact information with mentees and assist them with any questions they may have about PhotoVoice.
- To be present during their mentees both workshops and participate in the discussion.
- To meet with mentees at least once between workshops 1 and 2 to discuss

Appendix C. Co-curricular Mentorship guide for mentors (expectations, resources on building mentorship relationship, timelines and suggested tips /tricks to support

progress and share their own work and experience.

## **Important Notes for Facilitator:**

Whether you are partnering with an existing mentorship program or our recruiting students for a brand new one, below are some areas to consider:

- Many students may not come ready or trained in taking on leadership. Providing set deliverables, schedules, flexibility and ongoing contact is key to success.
- Training students during workshops should be an interactive component. Having students lead the conversation during the discussion can be helpful in assisting them in taking ownership of the project.
- Continuing to support them through emails and having open dialogue can clarify any miscommunication and assist them in working with their mentee.
- Having flexibility in the dates of workshops and meetings is crucial in accommodating the mentors' and mentees' schedules. As mentors can be from a diversity of programs, their schedules can pose a barrier to attending meetings.
- Creating group chats can be useful in having fast communication with mentors and keeping them up to date with any updates or questions.
- Having mentors trained 1 month prior to facilitating workshop 1 can allow flexibility in planning ahead with the project.

# Appendix D. Workshop Schedule

## **WORKSHOP I – JOINT ORIENTATION – SAMPLE SCHEDULE Mentors and Mentees**

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<b>Time</b>	<b>Description</b>
10:50-11:00	Describe the focal topic – (“I Thrive When...”)
11:00-11:10	A brief overview of PhotoVoice – process and project
11:10-11:30	Small group activity with photos
11:30-11:50	Small group discussion on the focal topic (relate to small group activity)
11:50-12:00	Wrap up and next steps

---

# Appendix E. Curricular - PhotoVoice Bonus Assignment - first-year course

## First-year course/mentees used in Fall 2021

**OPTIONAL:** PhotoVoice participatory action research program.

Students will address the question: “I thrive when…”

5% Bonus

This is a participatory action research program between first-year students in and upper-year students.

### **Step 1: Orientation Session**

Attend PhotoVoice Orientation – 2nd week of term

### **Step 2: Take Photos**

Independently, take photos in response to the question/provocation between the 3rd week of term and the 8th week of term.

### **Step 3: Joint Workshop**

With your mentors, critically discuss the meaning of these photos sometime during the 8th week of term and select one for the exhibit. Be sure to exchange contact information with your mentor.

### **Step 4: Write Description**

Supported by your mentor, individually craft a paragraph (100 words) that explains the message behind the picture.

### **Step 5: Submit**

Submit final photo and paragraph to the CELT team on the 10th week of term.

### **Step 6: Digital Exhibit**

The photo will be exhibited on the final class of the term.

# Appendix F. Curricular - PhotoVoice Bonus Assignment - upper-year course

## Upper-year course/mentors used in Fall 2021

**OPTIONAL:** PhotoVoice participatory action research program.

Students will address the question: “I thrive when...”

5% Bonus

This is a participatory action research program between upper-year students and first-year students.

### **Step 1: Orientation Session**

Attend PhotoVoice Orientation – 2nd week of term

### **Step 2: Take Photos**

Independently, take photos in response to the question/provocation between the 3rd week of term and the 8th week of term.

### **Step 3: Joint Workshop**

With your mentees, critically discuss the meaning of these photos sometime during the 8th week of term and select one for the exhibit. Be sure to exchange contact information with your mentee.

### **Step 4: Write Description**

1. Craft a paragraph that explains the message (100 words) behind the picture, taking into account input from your peers and mentees.
2. Support your mentee to individually craft a paragraph (100 words) that explains the message behind the picture.

**Step 5: Submit**

Submit final photo and paragraph to the CELT team on the 10th week of term.

**Step 6: Digital Exhibit**

The photo will be exhibited on the final class of the term.

# Appendix G. Curricular - PhotoVoice Assignment - upper-year course

## Upper year course description of the assignment used in W2020

### Overview

The assignment for the PSY 918 course will use *PhotoVoice* (Wang & Burris, 1994), a technique used in participatory research that allows individuals to document their experiences through photography. The culmination of *PhotoVoice* is the displayed collection of photographs, which are described, and shared with others to convey some important aspects of the individuals' lives. As a participatory research technique in community psychology, *PhotoVoice* gives people who might otherwise have been ignored in research a voice to communicate important aspects of their experience.

A brief discussion of *PhotoVoice* is provided in chapter 12 of the textbook we will be using for the course (*Applied Social Psychology*, edited by Schneider, Gruman, & Coutts, 2012), on applying social psychology to the community. In addition, an orientation session will be provided for students by the Community Engaged Learning and Teaching Office in the Faculty of Arts (CELT), as well as several meetings to enable X/Ryerson students to connect with students in our partner group and to complete the project.

## The Assignment

For this assignment, X/Ryerson students will be paired with students in our partner group. The task is for both groups to take photographs in response to the question “*What stresses you out?*” Each student will take about five photographs and then select one for display. In pairs, students will write a narrative to describe why that photo was meaningful to him or her and what the photo conveys to the viewer. With potentially 23 students in the course, each paired with a P2E student, the final exhibit could comprise 46 photos.

In addition to the photo exhibit, the X/Ryerson students will write a 6-8 page reflection paper on their experiences with *PhotoVoice* and their work with the partner group students. The paper will ask students to reflect on the first visit with their partner group peer, on working with their peer, as well as their observations, analysis, and critical reflection of the experience. The reflection paper will also have an advocacy and social change component to it, in keeping with the *PhotoVoice* methodology.

In addition to the photo exhibit, the X/Ryerson students will write an 8 to 10-page paper (not including title page and References list) on the *PhotoVoice* class project. The paper will include: 1) a scholarly literature review of *PhotoVoice* and 2) a description of your experiences with *PhotoVoice* and your work with the partner group. Section 2 of your paper will take the form of a personal reflection. In your reflection paper, you will reflect on your meetings with the partner group students, as well as your observations, analysis, and critical reflection of the experiences. As well, your reflection paper must include an advocacy or social change component, in keeping with the *PhotoVoice* methodology. The reflection papers will allow you to reflect on what you learned from the experience and what new information you gained from the experience. As a result of this experience, what were your thoughts and reflections about the use of *PhotoVoice* as a research tool and as a tool for social change?

In your paper, you must include at least five (5) peer-reviewed articles relevant to your paper. While you may use the course textbook or a lecture as a starting point, you must do some outside research on *PhotoVoice*. This part of your paper, which should be no more than about four pages, will take the form of a literature review of your topic from scholarly journals. As an academic literature

review, you should aim to provide an integrated discussion of the material from the articles, organized around thematic points, for example, population studied, topic of the work, or PhotoVoice methodology or techniques, rather than a cursory discussion of each article as a discrete paper or study. The papers will be graded for APA style, spelling, grammar, organization, overall quality of the writing, and thoughtfulness.

Note also that some students may not be able to participate in this *PhotoVoice* assignment, for one reason or another, in which case an alternative assignment will need to be created, perhaps a scaled-down version of the *PhotoVoice* assignment.

# Appendix H. Reflection questions for mentees to submit as part of earning their 5% bonus marks for the first-year course

In this bonus assignment, you were asked to take a picture, craft a written narrative, a title, and finally submit your work to be turned into a poster, which will be placed in a virtual gallery, instead of the live exhibit as originally planned.

In light of our closed campus, to fully complete this bonus assignment, we ask that you upload to D2L your answers to the following questions. Imagine that you are being asked these questions by an interested passerby, curious about your work, your process, and what you've created.

## Marking scheme:

Photo & description (5 %)

Answer these five interview questions below (5 marks, 1 for each question) and upload them to the D2L course shell.

**Due date:** 2 weeks before the final class this semester

## Interview Questions:

Please answer in clear, pre-planned, thoughtful, edited, and polished ways.

1. What do you hope your community will take away from your photograph and description?
2. What do you hope X/Ryerson executives and decision-makers take from your photograph/description and turn into policy or new programming?
3. What was the best part of working with upper-year students? What did you learn from your mentor?
4. How will what you learned from working in a mentorship relationship in this PhotoVoice process inspire or mentor others on their thriving journeys?
5. What does thriving mean to you now? (In this context, at this moment, after this full semester, and after having completed PhotoVoice).

# Appendix I. Reflection questions for mentors to submit as part of earning their 5% bonus marks for the fourth-year course

In this bonus assignment, you were asked to take a picture, craft a written narrative, a title, and finally submit your work to be turned into a poster, which will be placed in a virtual gallery, instead of the live exhibit as originally planned.

In light of our closed campus, to fully complete this bonus assignment, we ask that you audio-record and upload to D2L your answers to the following questions. Imagine that you are being asked these questions by an interested passerby, curious about your work, your process, and what you've created.

## Marking scheme:

Photo & description (5 %)

Answer these five interview questions below (5 marks, 1 for each question) and upload them to the D2L course shell.

**Due date:** 2 weeks before the final class this semester

## Interview Questions:

Please answer in clear, pre-planned, thoughtful, edited, and polished ways.

1. What do you hope your community will take away from your photograph and description?
2. What do you hope X/Ryerson executives and decision-makers take from your photograph/description and turn it into policy or new programming?
3. What was the best part of working with first-year students? What did you learn from your mentee and the process of mentoring a first-year student?
4. How will what you learned from working in a mentorship relationship in this PhotoVoice process inspire how you mentor others on their thriving journeys?
5. What does thriving mean to you now? (In this context, at this moment, after this full semester, and after having completed Photovoice).

# Appendix J. PhotoVoice method co-curricular

## **Overview:**

The PhotoVoice project launched in Fall 2021 was led by Centennial College's Centre for Accessible Learning and Counselling Services (CALCS) and involved 10 students across a variety of academic programs. Partnered with Centennial's Student Life Engagement and Development department (SLED) and their pre-existing mentorship program, the PhotoVoice project was pitched to their student mentors and mentees. From this mentorship program, 3 mentors and 3 mentees had registered in addition to 4 CALCS student interns. Observed by the facilitator, most students were interested in joining the project due to its unique approach to photography, leadership opportunity and the chance to showcase their work to their community. Moreover, as the project was based entirely online it had provided both an advantage to recruiting students and to making this project accessible to those who were abroad, as 4 out of our 10 students were international students with 2 being in their home countries of India and Colombia. Within the project students engaged in two workshops which allowed them to gain new insights, reflect and practice storytelling as they explored the prompt "I thrive when...". Moreover, students had the opportunity to not only take photos and craft their narrative but also learn about their peers' journey and their insights gained through this experiential learning opportunity. As students came from different cultural backgrounds, life experiences and education focus, discussions were rich and commonalities were found throughout the online discussions within the workshops. Although a small group, photos and narratives were rich with detail and provided a lens to the realities of students' lives and what thriving means to them.

## **PhotoVoice Project Guidelines and**

# Instruction Sheet

1. For any accommodation needs with respect to the PhotoVoice project, please inform the Wellness Programmer
2. You are representing Centennial College in the PhotoVoice project in partnership with X/Ryerson University, please abide by the following policies:
  - Student Code of Conduct
  - Centennial's Accessibility and Accommodation policies
  - Ontario's Accessibility for Ontarians with Disabilities Act, 2005 (AODA):
  - Harassment and Discrimination Prevention Policy
  - Centennial's Sexual Violence Policies
3. Make sure you sign the waiver and release form to participate in this PV project.
4. If you include any person/s in your photograph, make sure you obtain their consent and get them to sign a waiver form, as per Centennial College policy.
5. Instructions for the photos and the narrative:
  - Take 10 to 15 photos based on the prompt "I thrive when"
  - Save the photos in a JPEG format
  - The narrative should be 100-150 words
  - Give your photo/poster a title
6. Showed Prompt Resource:
  - What do I See here?
  - What is **H**appening in this photo?
  - How does it impact **O**ur lives? (or my life)
  - **W**hy is it happening? (How can this picture/poster **E**ducate people)
  - What can we **D**o about it?

7. Second workshop: October 26, 2021, at 5 pm
8. Send the photo, narrative and title by November 19, 2021, to [mlitonjua@centennialcollege.ca](mailto:mlitonjua@centennialcollege.ca)

# Appendix K. Survey results - Curricular

## **CELT/PhotoVoice Project: Qualitative feedback by students**

### **SSH102; PSY 706, Fall 2021**

What does thriving mean to you now? (In this context, at this moment, after this full semester, and after having completed PhotoVoice).

#### **Overview**

In their responses, first-year (SSH102) and the third and fourth year (PSY706) students expressed that thriving can hold multiple meanings and is a unique experience to the individual. Students' responses reflect on how thriving speaks to a collective sense of unity with others and the need for strong social relationships in order to thrive. Additionally, students shared they had a greater appreciation for a wide variety of emotional experiences, recognizing those moments of peace and happiness. Living in the present, evoked feelings of gratitude, the inevitability of unpleasant emotions and the importance of hardships in the process of personal growth. Students conveyed that thriving speaks to an overall sense of health and well-being beyond external accomplishments. Responses reflect that students are thriving and living for themselves when they engage in experiences that allow them to cultivate their concept of self and well-being, when they connect with nature, and when they can express themselves authentically with others. Further, responses expressed that the process of

achieving their goals is as important and indicative of thriving as achieving the end result/goal for which they strived. Student's reflections also articulated the power of experiential knowledge and connection with others in the process of cultivating new perspectives.

## **Themes regarding 'Thriving', emerging from the responses:**

- There is no such thing as a single way to thrive: everyone experiences it differently.
- Thriving involves focusing on your mental health amid a global pandemic
- Thriving involves self-discovery, growth, and being your best self
- Being able to practice gratitude for moments of peace and happiness in life, and feeling satisfied with the present state of life
- Being present in the moment
- The notion of holistic health and becoming mindful of emotional, physical, mental health
- Being connected to nature, friends, family and community
- Understanding that thriving, while unique to each individual is a collective experience, it brings a sense of connectedness with others

## **First Year course – SSH 102**

“Having completed this bonus PhotoVoice assignment, I discovered that everyone has their own way of interpreting the word thriving. At this moment, thriving to me means doing what I love and succeeding at what I am doing. It is a feeling of happiness and comfort that helps me flourish as a person. After reflecting, I've learned that it is very important to thrive in life, no matter how thriving may resonate with you.”

“Currently, thriving to me means learning and being at peace. I feel that this semester really showed me that the process of learning and developing skills, and

engaging in a peaceful mindsets that will benefit your life is a form of thriving. Additionally, we are in the process of thriving by learning to thrive. Furthermore, PhotoVoice showed me that numerous places and things that are captured by individuals are a form of thriving. Each picture can make one reflect differently on how this specific photograph makes them question “what could thriving mean in this picture”, which is why there are so many definitions to what thriving can be when we are referring to a picture. I loved seeing and learning about what makes people thrive, it made me so happy.”

“Thriving to me means being happy and being satisfied with life. Being content with what I have and having constant gratitude. This semester has taught me to slow down and focus on my mental health, all goes well if your mind is healthy and happy. To me thriving does not mean to be better than anyone, to me thriving means to be better for myself every day.”

“Thriving at my age, point in life and current state has a myriad of definitions. In this moment, due to the struggles of school in a pandemic and various personal struggles, thriving means finding myself and motivation daily to do the things that I love and inspire me. However, this also goes hand in hand with my desire to “find myself” again and figure out what I do love these days. After this semester, I would like to thrive by finding my light again, being near the end, I am filled with fatigue and exhaustion, with little time to do the things that I love or that bring out my light. I would like to thrive in the small things, rather than always focusing on the “big picture”. This assignment reminded me of the person I used to be. Someone who explored the world, found inspiration in everything and everyone and wanted to constantly be a better version of myself before I needed to have a “reason” for everything: I just lived without fear of failure. To thrive would be to find this person again within myself and nurture her.”

“Thriving can mean so many different things to me. Over this past semester, the meaning behind it has slightly changed though. In this past half year, I have felt as though I have grown into myself a lot more than I have in the past, and I feel as though that has something to do with finding passion in life. Before when I was working both academically and in the workforce, I had no clue what future I was working towards. So, I just kind of went with the motions of life without purpose. After deciding what I want out of my future career, I was able to enjoy life much more than before. Now when I am at work I know I am there to save up money for my education, when I am doing school work I feel like I can thrive

because there's not an end goal that I can look forward to. Moreover, the work I am doing evokes passion within me. I believe that passion and thriving often go hand-in-hand for these reasons."

"In my PhotoVoice assignment, I talked about thriving outside of the classroom and workforce, which is just as important. To thrive completely in life, you need a work-life balance. Being in nature always makes me feel grounded. When I go back to my daily life after time in nature, I am also able to thrive academically. This project has helped me further realize this, and I now put in effort to seek out nature in the big city and will continue to do so after this semester. Everything is beautifully connected in this world; to find passion and to be grounded is, to me, to thrive."

Thriving means to me when an individual is growing and feeling ready for each moment. Thriving is about living in each moment and being yourself. Each person has to ask themselves, when do they thrive, and for me, I thrive in the beauty of nature. Before this semester, I may have only acknowledged myself thriving during vacation, or at my cottage. Currently, I have been able to appreciate and grasp the little things of nature and appreciate the moment. Over this semester I have grown and my mind has developed. In nature, I become aware of who I am and this is when I thrive."

"To me, thriving means the ability to grow or blossom to become my best self. Especially with the pandemic, it has helped me become grateful for every little thing in my life even when things get really tough and busy. Being able to remind myself of happy moments, getting back at my hobbies that make me happy or help improve myself as a person, as well as successfully completing my very first semester in university. All of these thoughts and experiences have impacted the kind of person that I am becoming. All the things that I have learned from either a positive or negative light, have made me grateful that as long as I keep going in life regardless of the imperfections and hurdles I face, I will continue to thrive."

"Thriving to me means being able to be my best self. Other than the past semester I've really been prioritizing my health which really took a toll beforehand. I learnt how to balance my school, and social life with making my health a priority as well which really means a lot to me."

"Thriving to me, now I believe is still the same but with the slight change of also enjoying the present. This semester has gone by so quickly, I can barely believe that there are only a few more weeks left in my first semester of freshman

year. I remember it all, but I feel like sometimes I got caught up in the question of “Ok what is next ” rather than “Wow what I am doing is really fun and I am so lucky”. I definitely will be looking at life and journey in a different light.”

“Thriving means giving your all, everyday. Life is too short to take advantage of the time you have with those you love and those you choose to surround yourself with. If one is stuck in a fixed mindset, one cannot grow as an individual. In my opinion, I must be able to adapt to change in order to thrive because I cannot thrive in the absence of growth.”

“To me thriving means surviving. Thriving is about sustaining oneself and cultivating one’s abilities. It is necessary to be healthy internally and externally in order to survive. To survive, you must first figure out what it is that helps you “survive” and then stick to it. In order for me to “survive,” I require certain things in my life. One of them is working out. I could feel like I’m thriving at the moment if I exercise for one day, but if I do it consistently, I feel like I’m surviving. Discipline, time management, responsibility, and accountability are all required. That takes time to develop, you’re cultivating yourself.”

“Now, thriving means picking myself up when I have stumbled in some way. Whether it be mental, physical, spiritual, or social. Thriving is that moment when I reorient myself, make peace with my situation and start fresh. Before this semester and PhotoVoice, I used to only acknowledge academic and spiritual challenges. Through the course of this semester and the experience of PhotoVoice, I have learned to overcome and thrive despite physical and social challenges.”

“Thriving to me means sharing my knowledge beyond those that I come across in my discipline. People are often very focused within their own areas of study, and only interact with those that they tend to cross paths with. However, disciplines can become stronger together when we learn about other areas of study and where our fields intersect. The world is all interconnected – the services that we receive on an everyday basis work hand in hand with one another. I believe that the same should happen with education in order to collectively thrive towards a better future.”

## Fourth-year course – PSY 706

“To me, thriving now means to feel as if whatever it is you are doing, thinking, or feeling, that you are able to not only be your best self but to grow past your preconceived notion of what your best self is. Thriving is also unique to everyone. To me, thriving can look like reading my favourite book by candlelight, but to others, thriving can be winning a race they trained hard for or solving a complex equation. It is important for people to take the initiative to learn the context in which they thrive.”

“At this point in the semester, I realize that thriving means many things for many people. However, I believe that thriving is when I am able to challenge myself and push my capabilities both in a personal sense and academically. I understand that thriving may not only be a state of mind, but it can also be a gradual process and it may take a long period of time to notice. It is also possible to be thriving while not always feeling the same positive emotions, sometimes the times in life where you are being challenged are times where you can grow and thrive from that experience.”

“Thriving in my perspective is to be social and forcing yourself to experience nature even if it is something that you would rather avoid at the moment. It will help recenter and refocus yourself. This has been positively benefitting my mood and motivation. In other words, I thrive when I can reconnect with my friends, the community, and myself.”

“Right now, thriving means working towards and accomplishing your goals. I feel great about my performance in this academic semester, and I realize that I was thriving even when I had to spend long hours finishing some assignments and studying for midterms. This view still aligns with my initial interpretation of thriving as being productive, but I have also been reminded recently of how great it feels to get good feedback on assignments and projects that you have worked so hard on. So in a sense, positive feedback you get from your hard work makes you feel that you are thriving and reinforces future hard work. I am very happy to have been a part of this assignment and will continue to use some of the lessons I have learned about thriving in the future.”

“Thriving in my opinion is being exuberant. Being satisfied with life and not feeling deprived of anything. Thriving to me means that I don't have to be the

best at everything, it just means I must be the best for myself. Thriving means to live for yourself, do the things that you like and to live your life on your own terms.”

“Thriving to me is being able to grow in every aspect of life. As a student, we are more prone to solely focus on our academic growth and neglect our personal lifestyle. However, in order to holistically grow and flourish as a student and an overall individual, it is important to focus on our mental, physical and social factors of life.”

“Thriving means to me “the growth within myself”. I feel that this is important because you should grow to be more connected with yourself. I have become much more united with myself. This has allowed me to be more motivated and achieve higher grades. I connected with nature which helped me realize that things in nature grow, which means I can grow within myself.”

“Thriving, to me, means prioritizing myself, my health, and my wellness. For me this looks like going to therapy, spending time with loved ones, and engaging in activities that bring me joy. It also means putting in the work necessary to achieve that. Most importantly, thriving to me means doing my best, in however I need to define thriving in a specific space and at a specific time. As explained in one of the PhotoVoice meetings, “thriving is active”, it is making things happen, not passive acceptance.”

“Thriving to me has grown into a holistic image that is in constant fluctuation. I can be thriving emotionally but not necessarily physically, and I can be thriving in one moment and feel like I’m stagnant in the next. I also think thriving is a subjective experience, unique to each person’s experiences. Some see thriving in maintaining a busy schedule, while others see it as spending time with loved ones. Thriving to me is similar to the idea of flow, which lies between feeling anxious and bored, where the challenges I face meet my own abilities. I think thriving is something that people find fulfillment in. After witnessing people’s experience in thriving, I found we all shared common ground in holding thriving as something of high importance in the current moment, whether it was travelling, exercising, academics, or stepping outside of our comfort zone.”

“Thriving means to me being my most optimal self. It means showing up as the best I can and actively choosing to engage in activities that support my well-being. It also means surrounding myself in an environment that is optimal for my

growth. It means every dip, every challenge and every failure pushes me towards growth”

## **Additional Survey Responses**

Based on the survey responses, it is fair to say that the PhotoVoice project took their understanding of what it means to thrive to a deeper level, by adding two additional layers to the responses – “I thrive when...”.

### ***Experience on being a Mentor/Mentee***

1. First and foremost was the opportunity to either be a mentee (a first-year student in SSH102) or a mentor (a fourth-year student in PSY706). Students from both courses described how gratifying it was to meet someone for the other end of their respective journeys.

#### **Excerpts from the first year students’ perspective:**

“The best part of working with upper-year students from another program is seeing the open-mindedness and interchangeability between disciplines, and how connectivity can still be found. Although students of different years and programs may have different values, I find that the end goal stays consistent. Students are always willing to learn and apply their knowledge where it is possible, which allows other students in a mentorship opportunity to learn beyond their curriculum. What I learned from this mentorship relationship is when students utilize each other as resources, they will succeed much more. Often, students tend to see each other as competition, but I like to view it as everyone can succeed and things can be done better together. This opportunity has inspired me to be there for other students in their thriving journeys, as everyone seeks a different means to succeed, such as through acquiring motivation, time management skills, and consistency in work ethic.”

Another student said: “The best part of working with an upper-year student was gaining a new perspective. My mentor is in a different major than me,

which allowed me to understand her version of thriving in her current academic environment. I learned that university would take some time to adjust to and there are many ways to connect with my peers and get support. During this mentorship relationship, I have learned that everyone is different and there are different ways of approaching life and your own situation. This mentorship relationship has only enriched my desire to help others on their thriving journey.”

While this student said: “The best part about working with an upper-year student was simply talking to my mentor. He was an easy person to talk to and it made me realize that although we are online, it’s still possible to have meaningful conversations. As we were talking he told me that it’s not necessarily what we learn in our courses that will help us become successful but instead, it’s the process of this journey that will teach us the skills and abilities to be successful. For example, in a class where we feel like we won’t be able to apply the content into the real world, we must look at it like the time management skills that we are learning while balancing many other classes will teach us the skills that we can apply in our daily lives. As I am a first-year student, I have found the transition from high school to university quite difficult. My mentor was telling me that he has class, goes to work and makes time for himself which I found extremely inspiring. Although he has a busy schedule, the way he spoke about his situation was positive. He motivated me and made me feel excited about the next few years of university and the future instead of feeling overwhelmed. I’d like to have this kind of impact on other students as I believe it would help them thrive in their journeys. It brings one peace of mind talking to people who have already been through what you are going through. Therefore, I’d like to be that person for a future student at Ryerson University.”

**Excerpts from the fourth year students’ perspective:**

This student said: “I was paired with a lovely student. There were many wonderful things about working with her, she was very proactive, easy to communicate with, in addition to being very kind and understanding. If I had to pick one thing, the best part about working with her also overlaps with what I learned from being a mentor, she had as much to teach me as I did to teach her. When we discussed the concept of what thriving means in our one-on-one meeting, she explained her perceptions of thriving which varied greatly from my own at the time. Her definition focused more on perspective, focus, and calmness. This opened up my perspective to not only consider this in my

own photograph and description but also to think differently in terms of course themes and content, which we discussed to aid in our individual projects”

This student observed: “The best part of working with first-year students was making an impact in someone’s life. University was a big transition in my life, filled with uncertainty, stress and challenges, and yet I was able to overcome these obstacles through the teachings and support of various mentors in my life. I have always wanted to help others the way I have been helped, and so being able to use my knowledge and experience to give back to others who were in a similar situation was an amazing opportunity to fulfil this goal. Something I learned from being a mentor was that being inspired can occur from both the mentee and mentor side. I found myself relating to my mentee about exercise, and how much it has meant to both of us in terms of representing our idea of thriving. Seeing her resolve to face her obstacles head on and her aspirations entering university was inspiring to see. Another aspect of the mentorship program which I personally found really cool was realizing how far I have come from my first year of university. Talking to my mentee reminded me what life was like 4 years ago, and how much I have grown since then and of course how much more growing I still have left to do. This realization grounded my sense of self to the present, and reminded me of the wonderful memories I have made since coming to Ryerson.”

Another student stated: “The best part of working with first-year students is that I help them understand how important it is to look at things from different perspectives. I learned that being a mentor helps you learn from talking to other students. As they learn different theories and you can exchange information and learn from each other. I have learned to apply what I have learned in my PSY 706 class, which is great! I hope to keep mentoring, that way I can apply different theories which I have learned from my Positive Psychology class.”

## ***Having a Voice within the Institution***

2. The second concept observed by all the participants in the curricular process was in reference to having a voice within the institution, through the exhibit of both photos and narratives to communicate with university administrators what they think about thriving in a post-secondary context.

### **Excerpts from the First Year Students' Survey:**

This student said: "I hope that Ryerson executives and decision-makers will take my photograph and description as another representation of how we can perceive thriving, and that we can see thriving in a wider lens, as in that we can observe different environments thrive, and by doing so, we can enlarge our perspective of what it means to thrive, and this will allow us to take in count different and numerous meanings and objectives of thriving, not just the traditional 'I thrive when I achieve my goals and big things' meaning of thriving. I believe that many feel that they are thriving only when they achieve ultimate success because thriving has been objectified as the end goal of something big, and then the process of achieving the goal is forgotten about, and that suddenly, one is shown that they thrived just because they achieved or reached their target. However, we need to learn and understand that we are unconditionally thriving even when we fail, get closer to our goal, or reach our goal (s), including the process it took in all situations/circumstances. I hope that there is a new policy to accept failure just as much as success, and to teach students to learn to love and value themselves for all they do because I believe it is the base of ultimate thrive. I feel that students will be able to feel unconditional thriving if they are not shown that failure is a setback, but rather is to be admired."

Another student observed: "Students have gone through a hard time for a year and a half – I am sure every school executive knows and acknowledges this fact. I hope that my narrative helps them further realize how much taking a break from the pressures of academia and being able to get out in nature can help students with their grades and mental health. It might be nice to have some outdoor school-based activities that Ryerson can hold to let students have the opportunity to retreat from their homes and campus."

This student stated: "...While education provides a means for knowledge and survival through acquiring a job, I think that universities should support and promote mental wellbeing much more than they currently are."

While this student said: "I hope Ryerson executives and decision-makers take my photograph/description as a reminder to find time to relax... How wonderful life is when we decide to take it easy, slow down and actually live for each and every day we are given. Finding that gratitude in the present time and taking the moment to just breathe and soak in the sea."

### **Excerpts from the Fourth Year Students' Survey:**

One student said: “I hope that Ryerson executives and decision-makers can take my version of thriving and apply it to new and innovative ways of engaging students with the university. I think that students do much better in school when they have a clear plan and goal for what they want to achieve in university. Perhaps executives and decision-makers can emphasize the planning and reflection aspects of a student’s academic journey. For example, a program could be implemented where students in first year are asked to reflect on what they really want to gain from and achieve in university. There could be follow-up reflections every semester where students are asked whether they have gotten closer or further away from their goals. A process like this allows students to critically evaluate their progress while providing them a goal to work towards, something that I feel is essential to thriving.”

Another student stated: “I hope Ryerson decision-makers have a better understanding on how the environment of Ryerson is closely tied to the school’s identity and how being a downtown university has given students the opportunity to come from all laces and find opportunities to express themselves and introduce themselves to new people and experiences. I also hope that they can use the school’s location to encourage other students to expose themselves to places and events. This will hopefully help them become familiar with the city and gain the confidence to face and overcome a variety of challenges.”

This student said: “I hope Ryerson executives and decision-makers take from my photograph the importance of incorporating nature into our campus. Nature has numerous health benefits and being located downtown, where cement and concrete are more prominent than trees and grass, minimizes these benefits greatly. Therefore, they must prioritize creating green spaces on campus where students can go to study and socialize.”

While this student stated: “One thing I hope Ryerson executives take from my photograph and description it is that being a student is really difficult. I love school and I enjoy learning, but I also work, I volunteer, I am involved in my community, I am a family member, a friend, a partner, and prioritizing self-care is a necessity in my life. Balance, for me and my student peers, is essential to thriving. A university environment widely does not accommodate to the various needs of students. Thriving in university seems to be more or less defined by the institution, you must meet a GPA standard achieved by writing essays, acing tests, as well as schedule many hours per week to read the abundance of readings

assigned to multiple courses. Thriving for students involves more than being students and trying to achieve a predetermined definition of success. Prioritizing time for us to thrive can improve our student experience and potentially our performance.”

# Appendix L. Survey results - Co-curricular

## **PhotoVoice Project: Qualitative feedback by students Fall 2021**

What does thriving mean to you now? (In this context, at this moment, after this full semester, and after having completed PhotoVoice).

### **Overview**

In their responses, students acknowledged their own meaning of what thriving means to them and its connection in tackling adversity towards achieving their respective goals. Eight of the ten students responded to the question with all eight having positive responses on what thriving means to them. Among the responses also highlighted areas of the dimensions of wellness and the importance of positive emotions in relation to thriving.

### **Themes regarding ‘Thriving’ (emerging from the responses):**

- Thriving involves tackling adversity in difficult environments
- Thriving involves positive emotions
- Thriving involves cultivating a supportive environment to achieve goals
- Thriving involves supporting one’s mental and physical health

## Responses:

“To me thriving means doing well in situations that may be difficult, or doing well on something challenging and being able to achieve the desired outcome.”

“Thriving to me now is about happiness. Knowing that I have come this far to ultimately succeed in whatever obstacle or challenge that came my way.”

“Thriving means taking care of my health and reaching out for help when I need it. It entails creating the conditions so that I can thrive in ways that are attainable and relevant to my goals/desires, e.g., taking medication, keeping my space clean and exercising daily allows me to feel at my best so I can study, explore my hobbies and engage in my communities.”

“Thriving is doing well, happy with what I am doing, and recognizing that I need to learn more but unafraid of the challenges ahead of me.”

“I have the same ambitions and understand it will take perseverance to reach my goals. My memories of great accomplishments continue being my motivator as I have had a great semester.”

“When you can unlock your full potential by doing something that generates a good impact for you or others.”

“Thriving to me means pushing myself to be the best version of myself, and getting myself physically and mentally to a state where I am able to perform to the best of my abilities, effectively grounding myself to deal with the challenges we all face everyday and above all, being happy.”

“Thriving is continuously developing regardless of your environment.”

# Appendix M. Virtual Exhibit

Click here to view the Virtual Exhibit online through the Community- Engaged Learning and Teaching (CELT) Website at X/Ryerson University.

Click here to view the PDF version of the Virtual Exhibit.

# Appendix N. Checklist to launch a live exhibit

## **In-person exhibit: planning guidelines**

### Pre-exhibit planning:

- Include a date for the exhibit in the course outline
- Inform students regarding a public display of posters
- Include a waiver and release from students regarding the display of their work
- Develop an invitation to be sent to various stakeholders to attend the exhibit
- Ensure timely promotion of the exhibit

### Plan the exhibit:

- Book a space for the exhibit, early in the semester
- Display plan –
  - Organize for printing
  - Obtain quotes for printing
  - Coordinate sending files to the printers and ensure delivery of the printed posters at least 3 days before the exhibit
  - Organize resources needed for the display, such as easels, tables, poster stands
  - Organize volunteers for putting up and taking down the exhibit

# Appendix O. Selected Annotated Bibliography

1. Mulder, C. & Dull, A. (2014) Facilitating Self-Reflection: The Integration of PhotoVoice in Graduate Social Work Education, *Social Work Education*, 33:8, 1017-1036, DOI: 10.1080/02615479.2014.937416

This paper explored PhotoVoice as a pedagogical tool to support and further refine critical reflection skills of first-year Master of Social Work students. Discussion of PhotoVoice as a research tool and its use in a classroom was also explored. PhotoVoice provided a rich experience for students to critically reflect on certain experiences and share them with their peers. The PhotoVoice assignment was split into three different phases, where students had time to reflect on prompts, then were asked to provide a photograph representing the situation, followed by a cohesive narrative of how the photograph was connected to the prompt. Students were then randomly assigned to groups for debriefing and to build connections with one another. The paper concluded with a reflection from a graduate student and a reflection from a faculty member explaining their own lived experience of the PhotoVoice assignment. The integration of visuals, words, and learning through PhotoVoice to cultivate critical self-reflection was also discussed.

2. Robinson-Keilig, R.A., Hamill, C. Gwin-Vinsant, A., & Dashner, M. (2014) Feminist Pedagogy in Action: PhotoVoice as an Experiential Class Project. *Psychology of Women Quarterly*. Vol 38-(2) 292-297. <https://doi.org/10.1177/0361684314525580>

This article was a teaching brief by the researcher who was also the

instructor for the course and students. PhotoVoice was used as a research method to explore graduate students' thoughts of violence against women, specifically using three pedagogical principles, "challenging instructor/student hierarchy, valuing student experience and knowledge, and facilitating critical consciousness." The project was split into five different phases, where students would name the topic they wanted to explore, followed by generating photos related to the topic, a reflection, and identifying patterns across one's own photographs, then doing a peer-share session where students would generate themes for others, followed by a large group debrief. The result of the assignment was students discussing the question, "what is gender to me?" PhotoVoice helped break down barriers in the classroom and provided students with the opportunity to contribute to knowledge production and active engagement with content.

3. Lichty, L.F. (2013). PhotoVoice as a Pedagogical Tool in the Community Psychology Classroom. *Journal of Prevention and Intervention Community*. 41(2): 89 -96. DOI:10.1080/10852352.2013.757984

This article explored PhotoVoice as a pedagogical tool that provided students with the opportunity to take part in participatory community-focused research. Twenty-nine students enrolled in a community psychology course all took part in the PhotoVoice assignment. Students were asked to contemplate two broad questions, "what defines your experience of community? And – What needs to change in your community?" (pp. 91). The entire class had one collective blog that they were expected to upload their pictures and narratives to the website. This was a summative assignment, so it was done in parts over the course of the semester. Near the end of the course, students debriefed as a large group about what the assignment meant to them and how it impacted them. The instructor reflected on how incorporating PhotoVoice helped bring more life into the course content and that they appreciated using a hybrid approach with the online and in-person sessions. Furthermore, PhotoVoice

supported group learning and facilitated critical thinking skills by creating space to study the nuance presented in the photographs.

4. Amanda O. Latz. (2017). *PhotoVoice Research in Education and Beyond: A Practical Guide From Theory to Exhibition*. Routledge.  
<https://search-ebshost-com.ezproxy.lib.ryerson.ca/login.aspx?direct=true&db=nlebk&AN=1501313&site=ehost-live>

This book is a comprehensive guide that is split into seven different parts to explain the theoretical basis, application, and pros and cons of PhotoVoice as a research method. Section one (pages 1-24) discusses the history of photography and inquiry, followed by section two (pages 25-57) which is an exploration of the theories that guide PhotoVoice, section three (pages 58-90) explains how to use PhotoVoice as a research method, section four (pages 91-103) discusses how to analyze PhotoVoice data, section five (pages 104-118) explores the ethics process, section six (pages 119-151) is an example exhibition of Amanda O. Latz and Thalia M. Mulvihill's work, and section seven (pages 152-160) explores the future of PhotoVoice, benefits and shortcomings.

5. Christensen, M. C., Caswell, C., & Yilmazli Trout, I. (2020). A constructivist examination of using PhotoVoice as a teaching method with MSW students and involving the larger community. *Social Work Education*, 1–19.  
<https://doi.org/10.1080/02615479.2020.1858046>

Researchers analyzed the coursework of 55 students in the Master of Social Work program. The aim of the study was to, “understand what MSW students found meaningful when implementing and evaluating a PhotoVoice project focused on transforming rape culture.” Students wrote an 8–10-page reflection paper describing the experience of using PhotoVoice and answering six questions related to, what they felt they had

learned from the experience and what they have learned about themselves. Data were analyzed using line-by-line coding through a constructivist-grounded theory approach (Charmaz, 2014). The themes that were generated across student experiences were, decentering of social work and highlighting community experiences in a deeper way. The decentering of social work also highlighted tapping into students' critical consciousness. For others looking to use PhotoVoice as an intervention, the recommendations include ample pre-planning of each part of the assignment to mitigate time constraints.

6. Chio, V. C. M., & Fandt, P. M. (2007). PhotoVoice in the Diversity Classroom: Engagement, Voice, and the “Eye/I” of the Camera. *Journal of Management Education*, 31(4), 484–504. <https://doi.org/10.1177/1052562906288124>

Researchers implemented PhotoVoice as an intervention in a diverse classroom as developed by Wang and Burris (1997) to strengthen students' engagement with the subject matter. The aim was to implement inclusive pedagogy and provide students with the opportunity to be knowledge producers. Students were asked to use photograph(s) to tell their own story based on broad themes presented in class. Suggestions for others who are looking to implement PhotoVoice in the classroom are as follows, be clear on the aims, scope, and themes that you are asking the students to explore, understand the sequencing of the assignment and whether the experience would be best served through a group assignment or individual. This assignment had a dual role where teachers also were able to gain perspective from the insights shared by students. The attached appendices outline the assignment instructions.

7. Solano-Ruiz, M. C., Andina-Díaz, E., Noreña-Peña, A., & Siles-González, J. (2021). PhotoVoice and dramatisation in the classroom with nursing students: An exploratory study to raise awareness of the cultural and social dimensions of violence against women. *Nurse*

Education Today, 103, 104974. <https://doi.org/10.1016/j.nedt.2021.104974>

Researchers explored PhotoVoice as a participatory-action research intervention to further cultivate critical thinking skills in nursing students. Researchers used a combination of dramatisation and PhotoVoice together to deeply explore scenarios of violence against women in daily life. Forty nursing students in their fourth year of study were split into groups of five and asked to complete two phases for their PhotoVoice assignment. In the first phase, students were asked to view scenes of violence against women in everyday contexts. In the second phase, students were asked to take three to four photographs during the performance that resonated with them about the objective of the assignment. Lastly, students had a larger discussion about the pictures and what they represented to them. Data were analyzed using MAXQDA and four themes emerged from the data, “violence against women,” the “victim” and “abuser,” social viewpoints and components of emotions. Students discussed how education plays a key role in changing social behaviour. The combination of PhotoVoice and dramatisation helped nursing students further refine their critical thinking skills as well as, explore more deeply the social and cultural dimensions of violence against women.

8. Cheryl Cooper, W. S. (n.d.). Visualising the health of communities: Using PhotoVoice as a pedagogical tool in the college classroom – Cheryl Cooper, William Sorensen, Susan Yarbrough, 2017. SAGE Journals. Retrieved October 8, 2021, from <https://journals.sagepub.com/doi/abs/10.1177/0017896917691790>.

Instructors used PhotoVoice as a pedagogical tool to support the deeper engagement of content presented in an undergraduate community health course. The assignment was divided into five phases, phase one focussed on learning about PhotoVoice as a research tool, phase two was comprised of students being split into groups where they were asked to, “identify

a community they have lived in and specific health concerns related to that community,” in phase three students were each asked to take 25 photographs, and then asked to narrow the photos down to their top five, phase four consisted of group members asking questions and debriefing with one another about their chosen pictures, and phase five dealt with students presenting their work to the instructors and a cohesive narrative. Initially, students had thought the photographs would be too objective and would not convey a deeper meaning. However, over the course of the assignment students were able to explore the nuance associated with PhotoVoice and the phenomena that were captured on film. Instructors explained that they wanted to extend the use of PhotoVoice across other courses to support deeper understanding and cultivate critical thinking skills.

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