



Examining Students' Environmental Hands on Learning Through Photo Voice

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Introduction

- Role: Creative and marketing director
- Main focus was to promote the capturing of photo artifacts during field experiences
- Photovoice is a qualitative research method that is used to document and reflect individual views (Jongeling, 2016).

Methods

- Field experience documentation: photographic artifacts
- I developed an interview guide. Then I recruited returning students, consisting of 3 college and 3 high school students. The students chose three photos from their 2018 and three photos from 2019 experiences. I then completed a mock interview to work through any kinks. The photo voice interviews were conducted lasting 20-30 minutes. Finally, I was able to transcribe and code the qualitative data. The devices that were used were a recorder, Microsoft word, format transcripts and correct mistakes made by auto-transcription software called otter.

Discussion

- Promoted capturing our experiences with photographic artifacts
- Conducted interviews to investigate the impacts of hands on learning immersed in nature
- Great experience for my future public health career
- Findings are important because this form of data shares a personal story of a shared experience
- Future instructions:
 - White water naturalist opportunities
- Limitations:
 - Small sample size
 - Reliant on technology

Findings

- Themes found from qualitative interviews
 - Emotions described throughout the EcoliteracySCHOOL experience
 - Learning evaluation
 - Photo collection details
 - Description of important events
 - Personal Opinions

"The fact that it is covered by grants is phenomenal. It shows that literally everyone can do it. Not everyone, anyone can do it." - 0005

"I don't think you're going to get this chance again so you might as well try it once and if you don't like it at least you gave it a try." - 0004

"An experience you will probably take with you for the rest of your life" - 0011

"It's not all serious business... it's cool to have the flexibility with projects." - 0019



Fig. 1 High School students getting their photo taken



Fig. 2 College student documenting her role

Interview guide questions examples:

- Do you see any common themes within the photos you chose to discuss? Feel free to take a moment to review your photos.
 - What were your motives with taking these photos?
- When looking at these photos describe your overall experience at EcoliteracySCHOOL?
 - If you had to choose an emotion to represent last year's experience and this year's experience what would they be?
- What is the most impactful or most influential thing you learned on this experience?
 - Walk me through why this was so impactful or influential to you?



Fig. 3 The entire EcoliteracySCHOOL class

References

- J. Barnett, personal communication, fall semester, 2019.
 Jongeling, S., Bakker, M., Zorge, R., & Kakebeeke, K. (2016). Photo Voice Facilitator's Guide. Rutgers, NJ: Zwaan Print Media.
 K. Osiecki, personal communication, fall semester, 2019.