Photovoice

Self-Learning Box

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Acknowledgements

Content

1. Introduction

This report details the experience of using the "Photovoice box". This box is a product of the LuDiTIC (Playful, Didactic and Technological) project, created to respond to the challenges or possible emerging solutions identified in the research carried out during the pandemic, from which the report "Emergency distance teaching. Analysis of the experiences and opinions of teachers and students" (Noguera, Sala, & Valdivia, 2020), which shows the emerging methodological needs.

During the period of intermittency between face-to-face and virtual education (Wang et al., 2020), teachers, within their possibilities, have tried to adapt in an agile and rapid manner, using the available technological resources. This has involved intense reprogramming, learning, and adaptation work for both teachers and students (Crawford, 2020).

The report offers clues about the needs and possible solutions. Many interesting pedagogical practices emerged, as well as the generation of peer-to-peer learning and informal and spontaneous networks. The challenge for this project is to maintain interest and openness towards ICT learning, offering permanent and sustainable training proposals.
Faced with this situation, the LuDiTIC innovation project focuses on maintaining interest and openness towards ICT learning. For this reason, it proposes to create boxes that offer flexible and playful self-learning, to be used in the classroom, it is sought:

- To provide teachers with tools, skills and confidence to use innovative resources and emerging technologies.

- To inspire them to bring different experiences to the classrooms for the learning of their students and as a resource proposal for future teachers.

In an ever-changing world, it is vital to adopt teaching methods that respond to today's needs for educational efficiency and effectiveness. The importance of self-learning lies in allowing students and teachers to learn at their own pace, respecting their times and ways of learning. This flexible approach is crucial to foster inclusive education adapted to the diverse realities of individuals, promoting continuous and adaptive learning.
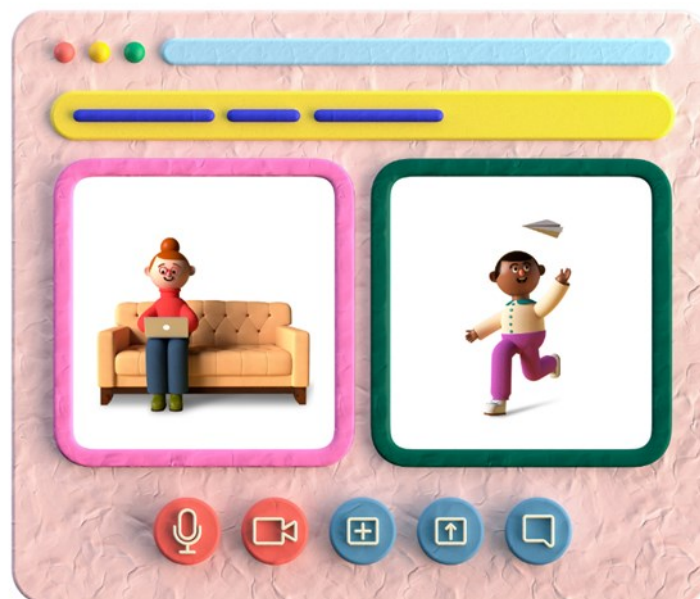
2. Photovoice Box

This box is presented as a creative solution, using the photovoice methodology to encourage autonomous and meaningful learning. This approach not only enriches the educational experience, but also facilitates empowerment processes for students and teachers, providing them with resources that support methodologies such as flipped learning. It ensures that teachers do not need to deviate from their original theme or planning. This resource stimulates students' self-learning and creates a more dynamic and participatory educational environment.

Photovoice is a participatory methodology that uses photography as the primary tool for people to document and reflect on their own experiences, communities, and social issues. Developed by Caroline Wang and Mary Ann Burris (1997), this technique is used to understand and address complex social issues from the perspective of those who experience them in their daily lives (Ciolan & Manasia, 2024; Pinheiro, Araújo, & Sousa, L., 2024).

Participants capture images with text or audio that represent their everyday realities, then discuss and analyse these images in groups, generating collective knowledge and promoting social change (Wass et al., 2020).
This methodology allows students to connect with their environment, reflect on their experiences in a meaningful way, and express their opinions and perspectives, making them co-creators of knowledge (Witkowski et al. 2021).

What Photovoice contributes as a methodology

- **Empowerment and voice for students**: It allows people to express their experiences and perspectives, making them co-creators of knowledge.

- **Visualization of social problems**: Facilitates the identification and understanding of complex social problems from the perspective of those who experience them.

- **Critical reflection and analysis**: Promotes critical reflection and collective analysis through group dialogue on captured images.

- **Generation of creative solutions**: It helps to identify creative solutions and collective strategies to address social problems, strengthening empathy and awareness among participants and society at large.

In short, it is aligned with the principles of social pedagogy and popular education, focusing on learning through active participation and critical reflection in social and community contexts.

What learning Photovoice brings to future teachers

- **Encourage participation and critical dialogue**: Allows participation in critical discussions and constructive dialogues, promoting more inclusive and participatory learning.

- **Develop social awareness and empathy**: Helps to reflect on experiences of inequality, poverty and discrimination through photography.

- **Promoting social change and community action**: Future teachers can use Photovoice to identify local problems and promote community actions.

- **Encourage creativity and innovation**: It allows experimentation with photographic techniques and creative compositions to convey your messages effectively.

- **Facilitate introspective processes**: It helps us to reflect on our experiences and contexts, promoting a deeper and more critical understanding of ourselves and the environment.

In summary, Fotovoz not only enriches social research, but also provides significant benefits in the training of future teachers, from a more critical, inclusive, creative and reflective pedagogy.

3. Contents of the Photovoice Box

The Self-Study: Photovoice Box contains the following materials and resources:

- A presentation sheet and instructions for use of the materials in the box
- A group of six cards explaining what photovoice is
- A QR code that leads to an explanatory video about the cards
- A group of 17 cards with examples of the different phases and possibilities of how to make a photovoice
- A sheet with the Canva to create the photovoice
- A 7-sheet list with photovoice examples
- A small box with strings to create an exhibition
- A small box with tweezers for mounting the photovoice exposure

Figure 1: Photograph of the box assembly process

4. Project objectives

General Objective: To facilitate the autonomous learning of the photovoice method using an interactive and didactic self-study box.

Specific Objectives:

1. Promote the flipped classroom methodology, encouraging active learning where students prepare before class, allowing classroom time to be used for more interactive and collaborative activities.
2. Save time on straightforward explanations, reducing the need for lengthy theoretical explanations and focusing on practice and skill development.
3. Increase participation and commitment, motivating students by offering them material that allows them to organize and use them according to their needs.
4. To offer a proposal for permanent teacher training, providing a flexible and playful format based on challenges, for continuous and adaptive learning.
5. To promote the exchange of innovative pedagogical practices, facilitating the dissemination and adoption of new methodologies between the department's teaching staff and the educational community.

5. Development and phases of the project

The project began in 2022, dedicating the first year to a pilot program in which a total of four boxes were used. After talking with the teachers involved and sharing the results with other colleagues, five more teachers joined in the second year. Due to the growing demand, 21 boxes were needed. However, it was decided to change the format from boxes to folders to make it easier for teachers to handle. In all cases, the resource was used following the indications that the teachers agreed with the project team. The actions by year are detailed below.

Year 2022-2023: It began in September with the granting of the subsidy by the Department. The proposed action was as follows:

- **Phase 1: Preparation:** Based on the inspiration and proposals of the team.
- **Phase 2: Prototyping:** Create the box with various materials to start using the technologies, with text and video instructions to solve the challenge, examples and lists of materials needed.

- **Phase 3: Piloting:** It was carried out in a small environment with two teachers, allowing adaptations or modifications. The conceptualization and its application were evaluated. Validated, four boxes were created and used.
- **Phase 4: Implementation:** All the teaching staff of the department were invited to use the boxes. There is a delivery order, where two teachers will apply what they have learned in two subjects. The evaluation was carried out through a survey, evaluating criteria such as clarity, sustainability, originality, adaptability, creativity, structuring and complexity.

This first year was the pilot implementation, which oversaw professors Nair Zárate Alva and Anna Ciraso, who explored and adapted the photovoice methodology through the box.

Subject	Number of students	Teacher
Planning, Research and Innovation (Universitat Autònoma de Barcelona)	15	Anna Ciraso
Master's Degree in Psychopedagogy (Universitat Autónoma de Barcelona)	10	Nair Zárate

The first year ends with the publication of the content in open virtual format in the Dipòsit de Documents Digitales (DDD) of the Universitat Autònoma de Barcelona. The proposal arose at the request of the teachers.

Figure 2: Screenshot of DDD repository: https://ddd.uab.cat/record/272929?ln=ca

Year 2023-2024: The process began in September when the department awarded the grant. The following was the proposed action:

- **Phase 5: Dissemination and Impact:** In the second year we discussed the achievements of colleagues such as Xavier Úcar and Laura Corbella. We invited more teachers to participate, for example, Professor Anna Ciraso invited her classmates. All this allowed an adjustment of the methodology and the contents of the boxes. The material is published digitally, so we know that it has been used by other professors, to all the teaching staff of the department, following a shift. The first LuDiTIC boxes will be available to DTEPS teachers.

- **Phase 6: Consolidation:** At the end of the second year, this final report is published, and the consolidation of the project is expected. This requires reviewing materials, translating them into other languages, reviewing links, and including links to suggested assessment instruments.

The expansion of the project in the second year includes five teachers, such as Xavier Úcar, Laura Corbella, Anna Camps and Anna Diaz.

<u>The teachers were accompanied, explaining the project and</u> discussing how to adapt the Photovoice methodology to their teaching proposal to offer added value, as well as the use of the resource, whether in box, folder or virtual format. The teachers gave the material to the students with the specific indications, then they sought feedback from the students and reminded them to answer the evaluation on the use of the boxes.

Three professors, from the subject Planning, Research and Innovation, linked the group activity of the photovoice with an individual evaluation task. To this end, they provided the SHOWED questions and the associated rubric as a guide, as well as those proposed by González Juárez (2021).

Finally, a member of the team of this project has met with the participating teachers to discuss the application and adaptation of the methodology.

Subject	Titration	Number of students	Teacher
Social Pedagogy/Social Education/ 3rd grade/ compulsory subject	Community education	70	Xavier Úcar
Planning, Research and Innovation (Universitat Autònoma de Barcelona)	Primary education	240	Anna Ciraso, Anna Camps* and Anna Díaz*
Theoretical and methodological corrents in social education University of Girona	Community education	40	Laura Corbella*

* They used the materials in digital format.

At the end of the second year we can say that the photovoice box has been used by 375 students, 6 teachers, consulted 1115 times and downloaded up to 793 times.

Figure 3: Screenshot of the statistics of the photovoice material in the DDD
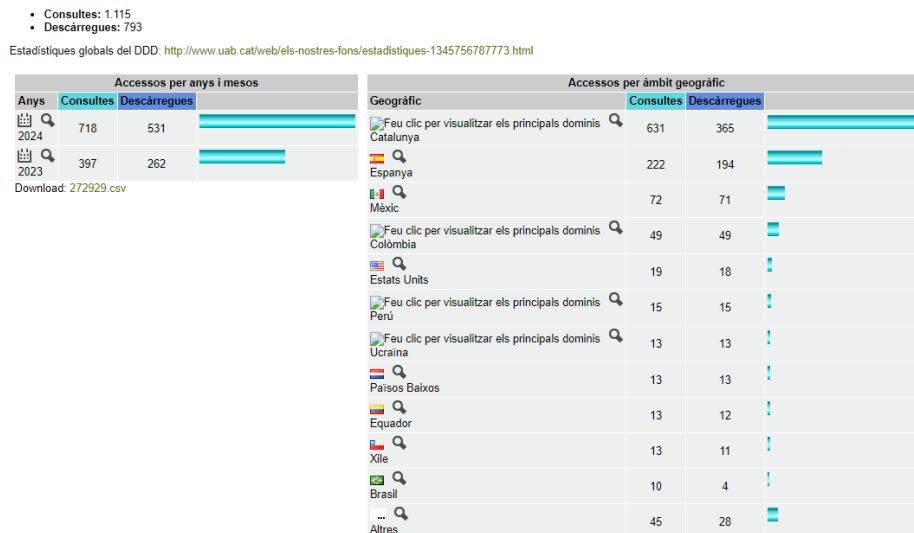
6. Project evaluation

To evaluate the effectiveness of the Photovoice box, a survey was carried out that was answered by both 4 teachers and 57 students at the end of the experience. The survey consisted of 8 items, including single-choice questions, Likert scales, short text and multiple-choice questions.
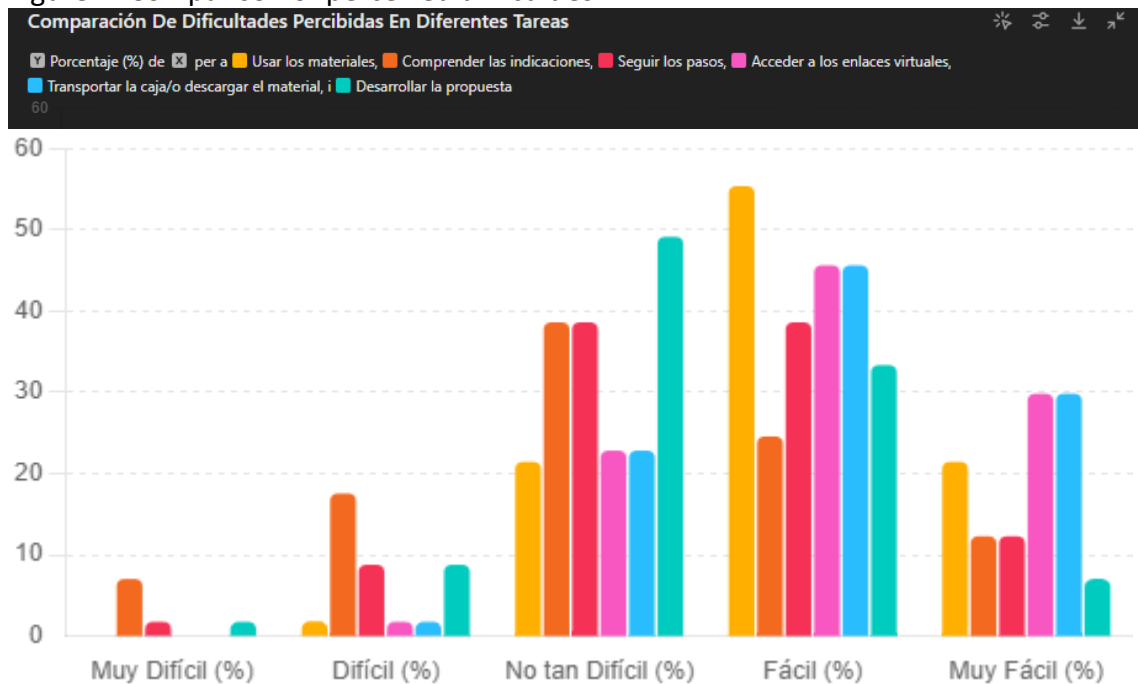
The degree of difficulty of the learning experience

As for **using the materials**, most users (55.36%) consider it to be easy, followed by 21.43% who find it very easy. This indicates that this task does not present great challenges for most respondents.

The task of **understanding the indications** has a greater distribution of responses, with 38.60% indicating that it is not that difficult, while 24.56% find it easy and 12.28% very easy. However, 17.54% consider it difficult and 7.02% very difficult, suggesting that there is room to improve the clarity of the instructions provided.

When **following the steps**, the majority (38.60%) find the task easy or not so difficult, with a small percentage considering it very difficult (1.75%). This suggests that while generally manageable, some users could benefit from further simplification in the steps to take.

Figure 4: Comparison of perceived difficulties

Comparación De Dificultades Percibidas En Diferentes Tareas

Porcentaje (%) de per a ■ Usar los materiales, ■ Comprender las indicaciones, ■ Seguir los pasos, ■ Acceder a los enlaces virtuales, ■ Transportar la caja/o descargar el material, i ■ Desarrollar la propuesta

For the task of accessing **virtual links**, most users (45.61%) find this task easy, followed by 29.82% who consider it very easy. This reflects a general positive perception about the accessibility of virtual links.

As for transporting **the box or unloading the material**, a similar trend is observed to the task of accessing virtual links, where the majority (45.61%) find this task easy and 29.82% consider it very easy. This suggests that these physical tasks do not pose a significant problem for most users.

Finally, in the task of **developing the proposal**, the perception is more varied with 49.12% finding it not so difficult and 33.33% easy. A small percentage (1.75%) consider it very difficult, indicating that although generally manageable, there may be complexities that some users find challenging.

Valuing your experience

- **Satisfaction**: Most of the participants (53.57%) consider that satisfaction with the training process is good, and 25% evaluate it as excellent. 14.29% consider it fair, and 7.14% rate it as bad. There were no appalling satisfaction ratings.

    Figure 5: On the evaluation of dimensions of the training process

Evaluación de Dimensiones del Proceso Formativo
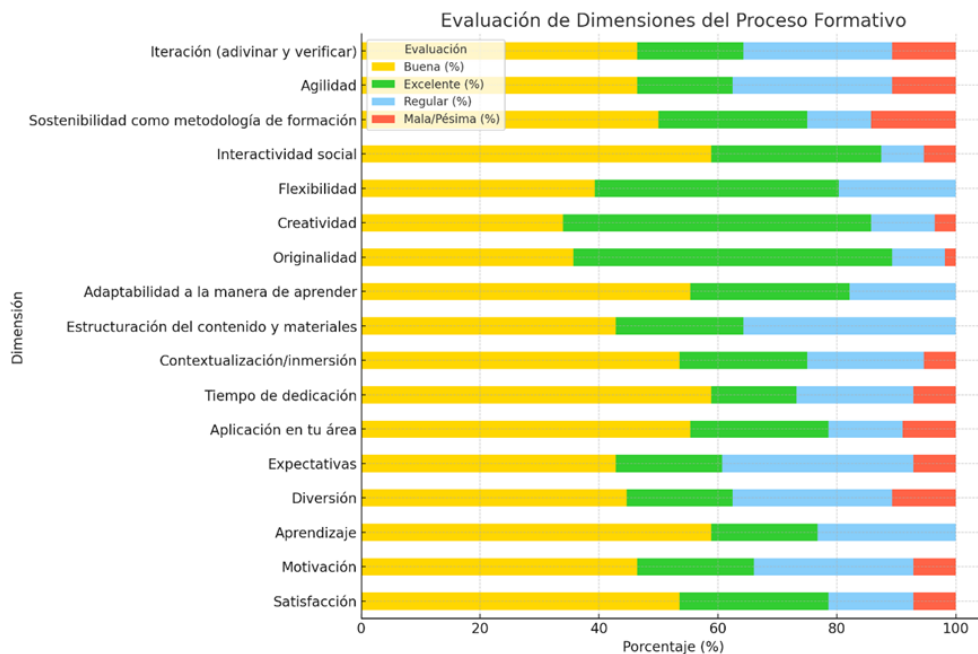
- **Motivation**: Motivation among users is high, with 46.43% evaluating it as good and 19.64% considering it excellent. However, 26.79% rate it as fair, while 7.14% find it unsatisfactory (3.57% bad and 3.57% terrible).
- **Learning**: Learning is mostly perceived positively, with 58.93% of the participants evaluating it as good and 17.86% as excellent. 23.21% consider it average, with no negative evaluations in this dimension.
- **Fun**: Fun is rated as good by 44.64% of participants and excellent by 17.86%. 26.79% consider it average, while 8.93% evaluate it as bad and 1.79% as terrible.
- **Expectations**: Regarding expectations, 42.86% of users consider them to be well met and 17.86% evaluate them as excellent. However, 32.14% consider them to be regular, 5.36% bad and 1.79% terrible.
- **Application in your area**: The relevance of the content to the specific area of the participants is mostly positive, with 55.36% considering it good and 23.21% excellent. 12.50% find it average and 8.93% evaluate it as bad, without terrible evaluations.
- **Time spent**: The perception of time spent is positive for most users, with 58.93% rating it as good and 14.29% as excellent. 19.64% consider it average, 5.36% as bad and 1.79% as terrible.
- **Contextualization and immersion**: Most of the participants (53.57%) evaluate contextualization and immersion as good and 21.43% as excellent. 19.64% consider it average, 3.57% as bad and 1.79% as terrible.
- **Structuring of content and materials**: The structuring of content and materials is viewed positively by 42.86% of users, who consider it good, and 21.43% evaluate it as excellent. 35.71% rate it as fair, with no negative evaluations.

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- **Adaptability to the way of learning**: The adaptability of the process to the different ways of learning is evaluated as good by 55.36% and excellent by 26.79%. 17.86% consider it fair, without negative evaluations.
- **Originality**: The originality of the content is highly valued, with 53.57% of the participants evaluating it as excellent and 35.71% as good. Only 8.93% consider it fair and 1.79% poor, without terrible evaluations.
- **Creativity**: Creativity is another highly valued dimension, with 51.79% of users rating it as excellent and 33.93% as good. Only 10.71% consider it fair and 3.57% poor, without terrible evaluations.
- **Flexibility**: The flexibility of the training process is mostly perceived as excellent by 41.07% and good by 39.29%. 19.64% evaluate it as fair, without negative evaluations.
- **Social interactivity**: Most of the participants (58.93%) consider the process to be socially interactive in a good way, and 28.57% evaluate it as excellent. 7.14% rate it as average, 3.57% as bad and 1.79% as terrible.
- **Sustainability as a training methodology**: The sustainability of the training process is viewed positively by 50% of the participants, who evaluate it as good, and 25% as excellent. 10.71% consider it fair and 14.29% evaluate it as bad, without bad evaluations.
- **Agility**: The agility of the process is mostly perceived as good by 46.43% and excellent by 16.07%. 26.79% consider it average, while 5.36% evaluate it as bad and 5.36% as terrible.
- **Iteration (guessing and verifying):** The iteration in the training process is viewed positively by 46.43% of the participants, who consider it good, and 17.86% evaluate it as excellent. 25% consider it average, 7.14% as bad and 3.57% as terrible.

In general, the dimensions evaluated have a mostly positive perception. Areas that could benefit from further improvements include motivation, fun, expectations, dedicated time, contextualization/immersion, social interactivity, sustainability as a training methodology, agility and iteration in the training process.

7. Future of the project

The future of the project focuses on two key aspects: the consolidation of the use and the scalability and adaptability of the methodology, based on the results of the evaluation.

Consolidation of use

To ensure the continuous improvement of materials and methodology, the following strategies are proposed:

- **Clarity of instructions:** Improve the clarity and conciseness of the instructions provided in the Photovoice box, ensuring that they are easy to understand and follow for all interested persons.
- **Improvement of materials:** Optimize the quality and functionality of the materials included in the box, also considering their sustainability (broken links) and ease of use.
- **Accompaniment to teachers**: Facilitate the implementation process for teachers, as well as exchange practices carried out with the fund, ensuring the generation of knowledge and transfer of the project.

Scalability and adaptability

To expand and adapt the project to various educational needs and contexts, the following actions are suggested:

- **Expansion to different educational contexts**: Adapt the Photovoice box for use in different educational levels and disciplines, ensuring its relevance and applicability in various environments.
- **Technology integration**: Develop complementary digital tools, such as mobile applications or online platforms, that facilitate access to Photovoice materials and resources.
- **Interdisciplinary collaboration**: Promote collaboration between different departments and disciplines to enrich the Photovoice methodology with diverse perspectives and encourage the exchange of good practices.

9. References

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Appendices

Instrument

Projecte LuDiTIC: learning open, playful, didàctic with ICT
How has this experience happened? Les teves respostes ens ajudaran a millorar and a saber como has viscut la proposta de la caixa.

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1. Indicate the teu profile. (Single election)
   - Professorat d'universitat
   - Professorat de centres educatius
   - University student
   - Estudiants de l'ESO
   - Pedagogical Resource Centre

2. Select the company you will value. Requireix a resposta. (Single election)

   - Caixa: photovoice
   - Caixa: playful storytelling

3.Rate the degree of difficulty of the learning experience: Requereix una resposta. (Likert)

	Molt difficult	difficult	Not so difficult	Easy	Molt Easy
Use the materials					
Comprendre les indicacions					
Follow the steps					
Accedir als enllaços virtuals					
Transporting the caixa/or unloading the material					
Unwrapping the proposal					

4.Rate the experience in complete the following aspects:
Requereix una resposta. (Likert)

	Damn it	Painful	regular	Bona	excel·lent

- Satisfied

- Motivation

- Learn

- Fun

- Expectations

- Aplicació en la teva àrea

- Dedication Time

- Contextualization/immersion

- Estructuració dels contingut i materials

- Adaptabilitat a la teva manera de aprendre

- Originalitat

- Creativitat

- Flexibility

- Socialment interactiu per complir el repte

- Sustainability with training methodology

- Agile

- Iteratiu perquè permet "endevinar i verificar" durant el procés

5. Points to highlight from experience. Requireix a resposta. (Text d'una única lineia)

Escriviu la vostra resposta.

6. Punts a millorar de l'experiència Requereix una resposta. (Text d'una única lineia)

Escriviu la vostra resposta.

7.Ho recomanaries? Who? Requireix a resposta. (Multiple choice)
I wouldn't recommend

- Professorat d'universitat
- Professorat de centres educatius
- University student
- Estudiants de l'ESO
- Pedagogical Resource Centre

8.Escriu un exemple de com aplicaries l'après. Requireix a resposta. (Text d'una única lineia)

Escriviu la vostra resposta.
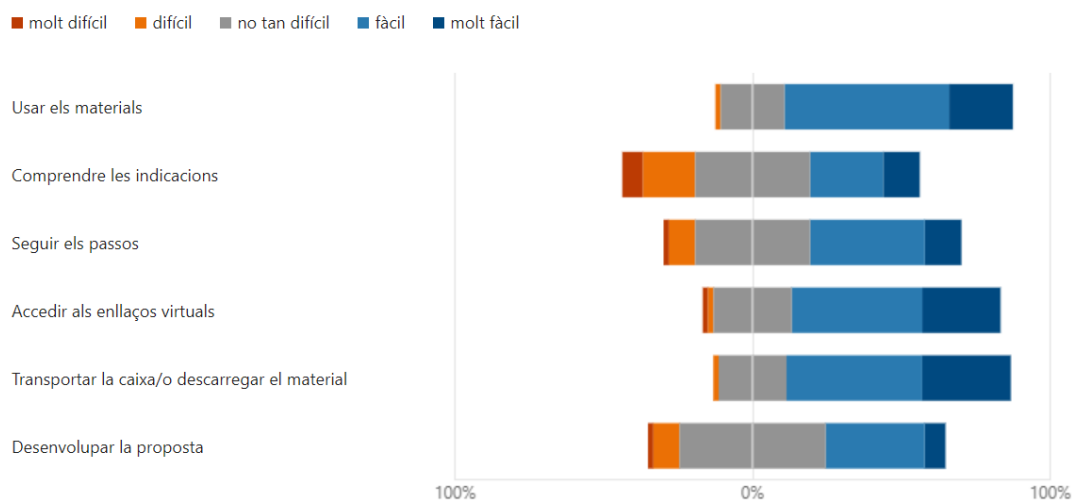
9. General valuation of the proposta

1 2 3 4 5 6

Results

The results of the instrument are detailed below:

A. General data

The total number of participants is 57 of which 53 are students and 4 faculty of the faculty of education

B. Assesses the degree of difficulty of the learning experience

Detailed results:

> Use the materials

- Hard molt: 0.00%
- Hard: 1.79%
- **Not So Hard: 21.43%**
- **Easy: 55.36%**
- **Easy molt: 21.43%**

> Comprendre les indicacions

- Hard molt: 7.02%

- Difficult: 17.54%
- **Not So Hard: 38.60%**
- **Easy: 24.56%**
- Easy molt: 12.28%

Follow the steps

- Hard molt: 1.75%
- Hard: 8.77%
- **Not So Hard: 38.60%**
- **Easy: 38.60%**
- Easy molt: 12.28%

Accedir als enllaços virtuals

- Hard molt: 0.00%
- Hard: 1.75%
- Not So Hard: 22.81%
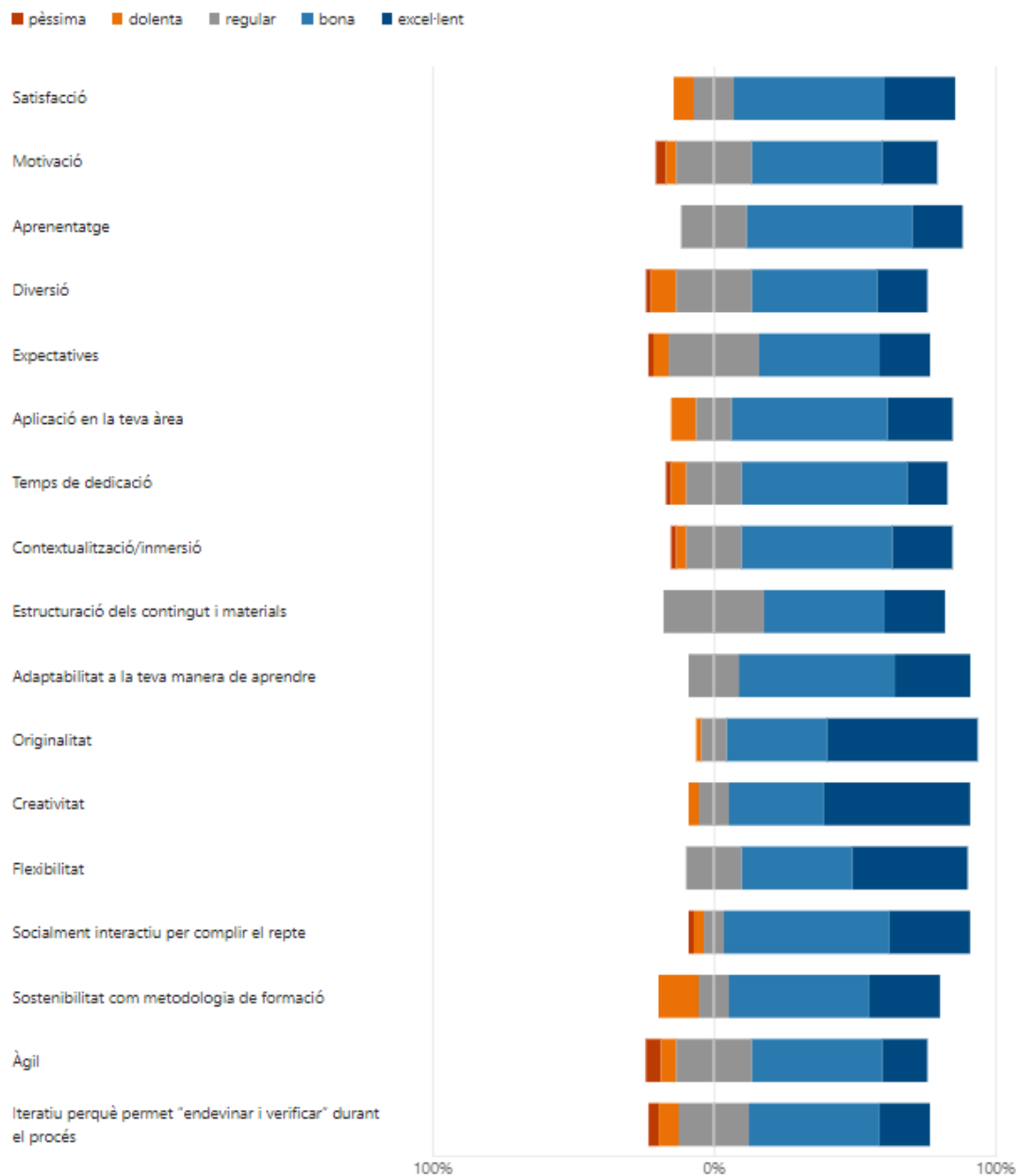- **Easy: 45.61%**
- **Easy molt: 29.82%**

Transporting the caixa/or unloading the material

- Hard molt: 0.00%
- Hard: 1.75%
- Not So Hard: 22.81%
- **Easy: 45.61%**
- **Easy molt: 29.82%**

Unwrapping the proposal

- Hard molt: 1.75%
- Hard: 8.77%
- **Not So Hard: 49.12%**
- **Easy: 33.33%**
- Easy molt: 7.02%

C. Valora la teva experiència tenint en compte els següents aspectes:

A detailed evaluation of each dimension evaluated by the participants in the training process is presented below, using the correct percentages for each evaluation category: pèssima (terrible), dolenta (bad), regular, bona (good) and excel·lent (excellent).

Satisfacció (Satisfaction)

- Excellent: 25%
- Good: 53.57%

- Fair: 14.29%
- Poor: 7.14%
- Terrible: 0%

The majority of participants (53.57%) consider satisfaction to be good, followed by 25% who find it excellent. 14.29% evaluate it as average and 7.14% as bad, without terrible grades.

Motivational (Motivation)

- Excellent: 19.64%
- Good: 46.43%
- Fair: 26.79%
- Poor: 3.57%
- Terrible: 3.57%

The majority of users (46.43%) are highly motivated, with 19.64% indicating that motivation is excellent. 26.79% consider it average, and 7.14% evaluate it as bad or terrible.

Aprenentatge (Learning)

- Excellent: 17.86%
- Good: 58.93%
- Fair: 23.21%
- Poor: 0%
- Terrible: 0%

58.93% of the participants evaluate the learning as good and 17.86% as excellent. 23.21% consider it fair, without negative evaluations.

Fun.

- Excellent: 17.86%
- Good: 44.64%
- Fair: 26.79%
- Poor: 8.93%
- Terrible: 1.79%

Fun is rated as good by 44.64% of participants and excellent by 17.86%. 26.79% consider it average, 8.93% evaluate it as bad and 1.79% as terrible.

Expectations

- Excellent: 17.86%
- Good: 42.86%

- Regular: 32.14%
- Poor: 5.36%
- Terrible: 1.79%

Expectations are mostly considered good by 42.86% of users, while 17.86% evaluate them as excellent. 32.14% consider them to be regular, 5.36% bad and 1.79% terrible.

Aplicació en la teva àrea (Application in your area)

- Excellent: 23.21%
- Good: 55.36%
- Fair: 12.50%
- Poor: 8.93%
- Terrible: 0%

55.36% of the participants consider the application in their area as good and 23.21% as excellent. 12.50% consider it average and 8.93% as bad, without terrible evaluations.

Time of dedication (Time of dedication)

- Excellent: 14.29%
- Good: 58.93%
- Fair: 19.64%
- Poor: 5.36%
- Terrible: 1.79%

The time spent is mostly considered good (58.93%) or excellent (14.29%), with 19.64% rating it as regular, 5.36% as bad and 1.79% as terrible.

Contextualization/immersion (Contextualization/immersion)

- Excellent: 21.43%
- Good: 53.57%
- Fair: 19.64%
- Poor: 3.57%
- Terrible: 1.79%

Contextualization and immersion is seen as good by 53.57% and excellent by 21.43%. 19.64% evaluate it as fair, 3.57% as bad and 1.79% as terrible.

Estructuració dels contingut i materials (Structuring of content and materials)

- Excellent: 21.43%
- Good: 42.86%
- Fair: 35.71%
- Poor: 0%

- Terrible: 0%

42.86% of the participants consider the structuring of the content and materials as good, 21.43% as excellent and 35.71% as fair, without negative evaluations.

Adaptability to the new way of learning (Adaptability to your way of learning)

- Excellent: 26.79%
- Good: 55.36%
- Fair: 17.86%
- Poor: 0%
- Terrible: 0%

Adaptability to the way of learning is seen as good by 55.36% and excellent by 26.79%. 17.86% consider it fair, without negative evaluations.

Originalitat (Originality)

- Excellent: 53.57%
- Good: 35.71%
- Fair: 8.93%
- Poor: 1.79%
- Terrible: 0%

The originality of the content is rated as excellent by 53.57% of users, good by 35.71%, fair by 8.93% and bad by 1.79%.

Creativitat (Creativity)

- Excellent: 51.79%
- Good: 33.93%
- Fair: 10.71%
- Poor: 3.57%
- Terrible: 0%

Creativity is considered excellent by 51.79%, good by 33.93%, fair by 10.71% and bad by 3.57%, without bad evaluations.

Flexibilitat (Flexibility)

- Excellent: 41.07%
- Good: 39.29%
- Fair: 19.64%
- Poor: 0%

- Terrible: 0%

Flexibility is evaluated as excellent by 41.07%, good by 39.29% and fair by 19.64%, with no negative evaluations.

Socialment interactiu per complir el repte (Socially interactive to meet the challenge)

- Excellent: 28.57%
- Good: 58.93%
- Fair: 7.14%
- Poor: 3.57%
- Terrible: 1.79%

58.93% of the participants consider that it is socially interactive in a good way, 28.57% as excellent, 7.14% as average, 3.57% as bad and 1.79% as terrible.

Sostenibilitat com metodologia de formació (Sustainability as a training methodology)

- Excellent: 25%
- Good: 50%
- Fair: 10.71%
- Poor: 14.29%
- Terrible: 0%

Sustainability as a training methodology is seen as good by 50%, excellent by 25%, fair by 10.71% and bad by 14.29%, without terrible evaluations.

Agile

- Excellent: 16.07%
- Good: 46.43%
- Fair: 26.79%
- Poor: 5.36%
- Terrible: 5.36%

Agility is evaluated as good by 46.43%, excellent by 16.07%, fair by 26.79% and bad or terrible by 5.36%.

Iteratiu perquè permet "endevinar i verificar" durant el procés (Iterative because it allows "guessing and verifying" during the process)

- Excellent: 17.86%
- Good: 46.43%
- Fair: 25%

- Poor: 7.14%
- Terrible: 3.57%

The iterative approach is considered good by 46.43%, excellent by 17.86%, fair by 25%, bad by 7.14% and terrible by 3.57%.

Highlights of experience

Creativity and Innovation

Responses in this category highlight creativity and innovation as crucial aspects of the experience. The participants have valued the ability of this method to promote imagination and originality, and have pointed out flexibility and novelty as essential elements.

Representative Comments:

- *"Creativitat, imaginació. Different."*
- *"Encourages creativitat, flexible molt!"*
- *"Motivating and innovative proposal in education."*
- *"Nova eina que no havia utilitzat mai."*
- *"Ha sigut quelcom nou que hem pogut innovar."*

Conclusions: The methodology used seems to be highly effective in stimulating creativity among the participants. The flexibility and novelty of the proposals are appreciated elements that facilitate innovative thinking and creative expression.

Methodology and Learning

This dimension collects comments on the learning method and process. The responses indicate that the methodology is interactive, adaptive, and allows for deep reflection. The ability of the methodology to present information in a different and meaningful way is also highlighted.

Representative Comments:

- *"Ha estat una experiència diferent però molt interessant."*
- *"Permet posar en joc la creativitat i la reflexió d'una manera diferent."*
- *"És interessant realitzar aquesta metodologia, ja que aprens diferents maneres de fer."*
- *"There has been a different and original way of developing the tavern, which has allowed us to encourage our critical and creative experience."*
- *"Permet aprendre de forma pràctica i diferent."*

Conclusions: The methodology is seen as an effective approach to interactive and meaningful learning. Participants value the opportunity to explore new ways of learning and to apply concepts in practical ways, which contributes to deeper and more critical learning.

Personal Experience and Reflection

In this dimension, participants share their personal experiences and reflections. The comments highlight the opportunity to share the learning process, the flexibility of the method and the personal involvement in the development of the task.

Representative Comments:

- *"I have been able to share the process of learning with the best students who have also been able to serve the house to develop a classroom tavern."*
- *"The fet of thinking about the experiences and developing the photovoice."*
- *"M'ha permès aprendre una manera diferent de fer recerca, essente la població objecte d'estudi participícip de la investigació."*
- *"Ha estat un aprenentatge el qual s'ha transmès amb facilitat i significament."*
- *"In the framework of the assignment that the student has applied to the students, the materials have been excellently applied by the students and the students. It allows students to involve personal and affective in the development."*

Conclusions: The participants positively value the opportunity to share and reflect on the learning process. Personal involvement and active participation in research are highlights that contribute to a meaningful and enriching educational experience.

Criticisms and Suggestions

Responses in this category include constructive criticism and suggestions for improving the methodology. Participants mention the need for clearer guidelines and the difficulty of understanding certain indications.

Representative Comments:

- *"Not sufficient guidelines."*
- *"Indicacions molt abstractes, no s'entenia si s'havia de posar veu o no. If it was to be a reflection or a million..."*
- *"Ha estat extremadament confús perquè no parties d'indicacions clares."*

Conclusions: Criticisms point to the need to provide clearer and more concise indications. The lack of defined guidelines has been a challenge for some participants, suggesting that instructions and guidance should be improved to facilitate the understanding and execution of tasks.

Punts a millorar de l'experiència

Instructions and Clarity

Participants have pointed out the need to improve the clarity and conciseness of instructions. Many found the explanations confusing or insufficient, making it difficult to understand and execute the tasks.

Representative Comments:

- *"Material Usage Instructions."*
- *"More clarity when giving explanations. A lot of instructions that said the same thing."*
- *"Explicació i presentació de la proposta."*
- *"Indicacions poc clares. I didn't know how to incloure the udio."*
- *"Més pautes."*
- *"It's going to cost you to understand the tavern that mai havíem fet quelcom així. Ens ha requerit bastant temps."*
- *"You happen to follow them per fer a photovoice. I didn't have to know what it was, or that it was from the audio or that it was from the text; les exemples no eren representatius."*
- *"Les instruccions mes clares."*
- *"Les indicacions les faria més summarides i més clares. Hi ha excés d'informació."*

Conclusions: It is essential to improve the clarity and conciseness of the instructions to avoid confusion. More detailed instructions and clear examples will help participants better understand the tasks and execute them more effectively.

Materials and Sustainability

The need to improve the quality and handling of the materials used has been highlighted. The importance of sustainability in the use of materials has also been mentioned.

Representative Comments:

- *"Disposar d'una caixa més gran per guarda el material :)"*

- *"Potser caldria una plataforma on agrupar tant audio amb fotografies, per després no haver-ho d'agrupar tot."*
- *"The photos we have them posed in a Padlet, think that it is more sustainable that I did not print them."*
- *"Sustainability."*
- *"Sustainable POC."*

Conclusions: It is necessary to improve the quality and functionality of the materials provided. In addition, sustainability should be considered when choosing and using materials, opting for greener alternatives where possible.

Participation and Methodology

The participants value the methodology but suggest that participation and monitoring of the process could be improved. The need to spend more time on certain activities for better understanding and implementation was also mentioned.

Representative Comments:

- *"Més implicació i participació per parte de la mostra escollida per a fer l'estudi."*
- *"The participation of the people will be molt baixa."*
- *"Potser deixar mes temps per fer-lo o explica-lo més a classe."*
- *"Month followed."*
- *"Més temps de dedicació a la investigació."*

Conclusions: It is important to encourage greater participation and time commitment to activities to ensure proper understanding and implementation. Closer monitoring of the process and more dynamic presentations could significantly improve the experience of participants.

Positive Evaluations and Overview

Some participants consider the instructions and material to be adequate and have no significant suggestions for improvement.

Representative Comments:

- *"Crec que tot està força clara."*
- *"Cap."*
- *"I don't think you're making me cry."*
- *"Cap."*

Conclusions: Despite some criticisms, there are participants who find the process and materials suitable as they are, which suggests that the proposed improvements should be implemented in a way that does not alter the positive aspects already valued by other users.

Additional Comments and Specific Suggestions

Several specific suggestions were provided to improve the methodology and use of materials, including the addition of more elements and a better explanation of the tools and techniques.

Representative Comments:

- *"I don't say that I am still essential, but I could think of incloure more elements, suggestions for visualizing the photovoice/socialitzar (a més de la corda i les agulles, que ens han anat molt bé)."*
- *"A preliminary explanation of the delivery of the material."*
- *"Explicar millor com accedir a aplicacions per crear els codis qr."*
- *"Donate clear instructions."*
- *"Més explicació per part del professorat, ja que es una metodologia nova."*
- *"Millor explicació de la tècnica, seguiment del procés."*
- *"Million indicators."*

Conclusions: Specific suggestions provide valuable guidance for improving the methodology. Implementing more visuals, providing detailed pre-explanation, and improving teacher training are all important steps in optimizing the educational experience.

The analysis of the responses reveals key areas for improving the educational experience. Clarity of instructions and quality of materials are critical aspects that need to be addressed. In addition, encouraging greater participation and monitoring of the process will contribute to a more enriching experience. Finally, specific suggestions provided by participants should be implemented to ensure a more effective and sustainable approach.

D. Ho recomanaries? Who?

Més dades

🔵 No ho recomanaria	1	
🟠 Professorat d'universitat	26	
🟢 Professorat de centres educatius	30	
🔴 Estudiant d'universitat	37	
🟣 Estudiants de l'ESO	38	
🟤 Centre de Recursos Pedagògics	28	
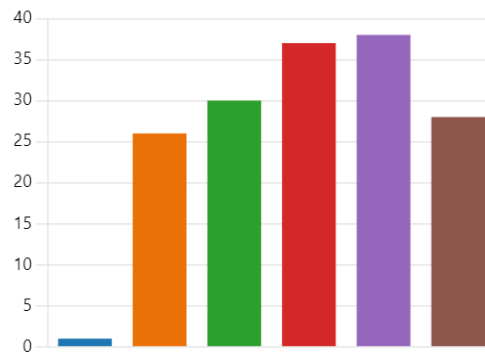
E. Escriu un exemple de com aplicaries l'après

Mental Health

- In mental health
- Promote prevention issues in Mental Health
- Promoting well-being through campaigns

Diferents Col·lectius

- En diferents colectius
- Above all, to work on taboo topics, to promote awareness campaigns, to work with groups at risk of social exclusion...
- Adapt the material to each collection and on the whole, and participate with the people who had an interaction with the companies and with the project.
- Fent servir la metodologia en grups de treball de l'àmbit de la educació social

Education

- In the teaching of any subject of general interest to the target group. For example: sex-affective education
- En centres o institucions que tinguin la necessitat de abordàtica concreta o treballar, per exemple, en centres educatius etapes històriques
- In a classroom with students, we carry out practical cases.

- I would try to donate more guidelines for participation and with the teacher to offer a time to the classroom for the explanation of how it is, what is the demand and when it is the right to leave.
- A centres educatius per aprendre sobre un tema o saber l'opinió
- Ho aplicaria a centrs per poder expandir l'aprenentatge
- Ho aplicaria a estudiants de ESO per desenvolupar la seva creativitat i epxresar emocions
- In education
- Amb un tema d'interés per a discents.
- In different reflections during the race.
- Ho aplicaria en qualsevol tema d'àmbit social.
- Possibly in a workshop or in a course in which it is work some subject where it grows that it is a good way to be able to work on the reflection, identification of the problem and the identification of proposals to serve the new technologies
- Mirar el voltant d'una manera más activa i concreta
- To be creative in educational and professional projects.

Methodologies and Projects

- In our case, we could visualize the story and from it start a debate/reflection on the story. Or our storytelling could also be visualized and users could propose alternative endings. Storytelling could also be even more immersive and that it is the students who direct a story ("choose your own adventure" style).
- I would love to be able to develop a photovoice with all the group-classe, with a participatory research process. Abans ho had a hint of intuition, so that he could see it most possible.
- Trobar l'opinió de diverses persones envers una mateixa temàtica
- He pogut veure sobretot com en aquest tipus de recerca tan àmplia pot passar qualsevol cosa i has d'anar adaptant-te a la situació.
- Tinc moltes propostes de millores per l'àmbit que he estudiat
- To express sentiments, thoughts through images and a story
- Visual metaphors
- Per a desenvolupar la creativitat i l'expressió a través de l'art en altres treballs
- Fent un projecte

Not specified

- Don't give me temps
- Honestly I don't know, I don't understand the question
- In real life with the users

F. General valuation of the proposta

- Number of responses with a score of 2:2
- Number of responses with a score of 3: 2
- Number of responses with a score of 4: 19
- Number of responses with a score of 5: 15
- Number of responses with a score of 6: 8