

Authors

Paloma Valdivia Vizarreta, Universitat Autònoma de Barcelona, @hurukuta

Paloma Sepúlveda, Universitat Autònoma de Barcelona

Maria Naranjo, Complutense University of Madrid

Aranzazu Carrasco, Universidad Complutense de Madrid, @acpedagogia

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It was proposed by the EFI group, we are a research group that studies the evaluation of continuing education from different disciplines and placing special emphasis on the transfer of training. EFI is made up of researchers and professionals with a pedagogical, psychological and sociological background.

EFI Group: Effectiveness for Training

Building G6, despatx G6/148, Facultat de Ciències de l'Educació.

UAB Campus, 08193 Bellaterra (Cerdanyola del Vallès).

<https://grupsderecerca.uab.cat/efi/es>



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#Ser_FP
#formacionprofesional

A guide to
creating
personal
narratives.

*Your experience in Vocational Training
through lifeline and photovoice.*

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Presentation

The goal of this guide is to explain the process for creating personal narratives. With them, we seek to make visible the value of VET by identifying the elements and situations that have facilitated your success and empowerment during and after having studied VET.

To achieve this, you will use two narrative tools. The first is the *lifelines*, which allows you to organize the memories and reflections that we will request from you chronologically. The second is *photovoice*, which will allow you to enrich with multimedia language those elements and situations that are important to highlight.

In this one you will find:

- What is a *lifeline* and a *photovoice* and how are they made (including examples and tips).
- What is the work methodology, the expected times and phases for the creation of personal narratives. Throughout this process you will have the support of a person from the team, who will advise you and answer your technical or content questions.

Before continuing, we invite you to read the ethical considerations that we must take into account about the information you will share. You can also review the glossary, in which we share the meaning of some of the concepts that we will use the most.

What's in it for you?

This is an introspective personal process, as this project invites you to reflect on your life, the moments, people and places that have been part of your life project and their relationship with Vocational Training. We will accompany and guide you through this process and help you create them.

Ethical Considerations

What are we committed to?

- To provide you with an Informed Consent with all the information necessary for your participation in the study and with our commitments regarding privacy and the use we will make of your data.
- That all the information produced in the *lifelines* and *photovoice* will be used through a pseudonym or anonymized.
- That all the information produced in the *lifelines* and *photovoice* will be used exclusively for the purposes of research and dissemination of the study.
- To advise you and resolve your doubts throughout the study by email and/or telephone, as appropriate.
- Email and phone numbers, as well as any contact information, will only be used by the researchers of the project to send you information related to the study and will NEVER be shared with third parties.

What do we ask of you?

- That you read and sign the Informed Consent.
- That if you include images, names or references to people in your *lifelines* and *photovoice*, they do not allow you to identify sensitive people or places. And in the case of including minors, the authorization of their guardians must be obtained.
- That you record the *photovoice* in image and audio through an App (recommended), which you will have to download to your mobile, and share them through the recommended means.
- Turn on your camera and audio in online individual and group work sessions to be recorded and then used for analysis and as part of the results of the study.

Who will participate and how long will the process take?

Throughout the process you will be accompanied by a researcher from the research team, we will call her "guide researcher" and she will always be the same. If you have questions, concerns, or need further guidance on any phase of the creation process, please write to them.

From the time you receive this guide until you make the last shipment, the period will be 4 months.

Lifeline

What is a *lifeline*?

Lifelines are a research method used to know the **biography** of a person based on certain **milestones or key moments** (previously discussed), which the person himself identifies, explains and evaluates in a **reflective** way.

This biography is **represented** visually - as a timeline - and **materially** - through the medium you decide.

There is no one right or single way to create a *lifeline*. It is, above all, a reflective, creative and very personal exercise.

What are the key elements to create a *lifeline*?

Milestones or key moments: in this research we have defined that the relevant milestones to know your "success" trajectory in Vocational Training are:

Personal Achievements



Life projects (professional)



Career goals achieved



Life projects (not related to the professional field)



Academic Achievements



Decision-making



Support elements in important moments/processes



Changes, transfers, or travel (physical or symbolic)



Important people or social relationships



Unpleasant moments/processes



People Who Help



Barriers at important moments/processes



What do you think of those milestones? Would you add others?

Visual representation: Once you've identified your milestones, you'll need to graphically place them in an image (like a traditional timeline, based on three

stages: before, during, and after taking VET or in other ways that can best describe your intention.

Format/material: the above visual representation must be on a physical medium which you can work on and then send it to us by post (consider as total measurements: width Z and length X).

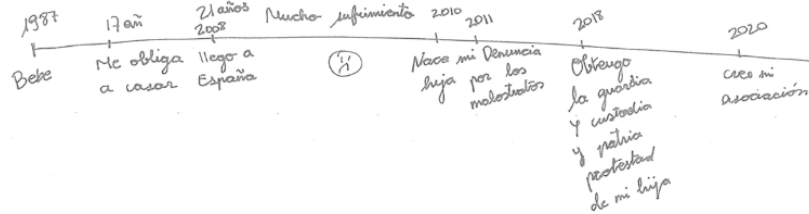
You can choose the materials to use freely and without limitations, for example, different types of paper, cardboard, colors, shapes, aggregates on the paper, materials that give textures, etc. Just remember that it must be able to be sent by post and then it will be scanned.

Reflection: consider that digging into your biography involves a *retrospective* exercise (i.e., looking back) and at the same time deep *introspection* (i.e., looking inwards). For this reason, creating a *lifeline* will take time and take up a lot of energy, you will surely come back several times to re-do or re-place what you have created and it is very good! You will also have many doubts and therefore there will be a researcher accompanying you throughout the process.

Examples of *lifelines* in other research:

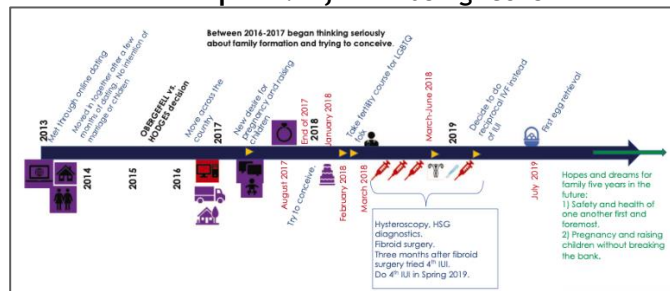
To inspire you, here are three screenshots of examples of *lifelines* used in other research:

Example 1. *Lifeline Manuscript (Early Stage)*



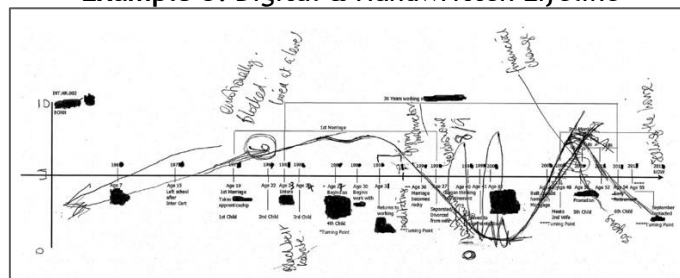
Source: Gutiérrez-García, Solano-Ruiz, Siles-González, Perpignan-Galvañ (2021)

Example 2. *Lifeline using icons*



Source: Sexton and Bauermeister (2021)

Example 3. *Digital & Handwritten Lifeline*



Source: Gray and Dagg (2019)

Photovoice

What is a *photovoice*?

Photovoice is a technique that combines photos and text and/or audio recorded by a person to respond to questions or requests. Photovoice aims to give voice through photography, so the information that is added helps to document, reflect and communicate the reasons, emotions and experiences that have guided the choice of images.

What are the key elements to create a *photovoice*?

In the first part, the research guide explains the project and the objectives. You are asked to think about what you want to highlight from your *lifeline*, and from that you take photographs (the object of study) and complement them with texts, audios or videos for a certain period of time.

We are also interested in knowing if you consider yourself a participatory, responsible person, with critical capacity, with self-esteem, aware of your meta-learning, effective, autonomous, with community identity and who knows how to work in a team (description of the concepts in the glossary). Think about what VET has enhanced in you, some of these characteristics. Explain through *photovoice* which one does, which one doesn't, and why?

The next step is a progressive work, which you will complete day after day, so it is necessary to prepare, we encourage you to review your photo albums, photographs on the networks, your CV, etc.

Audio-visual-textual representation:

Once you have checked and decided what you want to share in *photovoice* format, take between 12 and 20 photographs and accompany them with your reflections, reasons, emotions and experiences in text or audio. Photos can be old or current and are located within your *Lifeline*.

Format/material: Photographs should reflect what you want to express. Use your mobile phone to take the photos or scan them, then upload them to apps designed to share images with audio and/or text. The person on the research team can advise you on how to improve your photographs and also how to send them to them.

Materials: It is advisable to check if you have a device to take quality photos and with storage space. We recommend the ComPhone app for Android phones.

Page to download the app:

<https://play.google.com/store/apps/details?id=ac.robinson.mediaphone&hl=es&gl=US>

Page with technical explanation to use it:

<https://hurukuta.blogspot.com/2016/05/contar-historias-en-formatos-digitales.html?m=0>

Examples of *photovoices*

To inspire you, here are three examples of *photovoice formats*:

Example 1

Un photovoice de Krista
"Perspectiva"



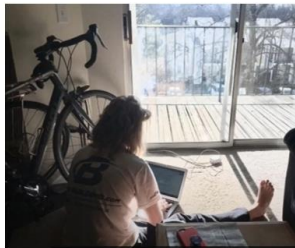
Formato foto y texto

Fuente: Novak, D. R. (2010). Democratizing qualitative research: Photovoice and the study of human communication. *Communication Methods and Measures*, 4(4), 291-310.

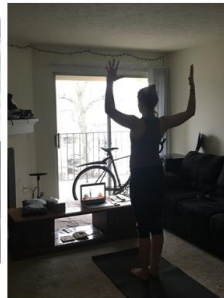
Bien, cuando trabajas por StreetWise, eres el pequeño y más si vas en una silla de ruedas. Y, ya lo sabes, la gente te asegura. Te ponen nombres. Ellos, ya lo sabes, básicamente expresan su opinión sobre tú. No te conocen. Y esto lo consigues cada día. Tienes que tratar con gente racista, machista, que tenga prejuicios. No los gustas porque no los gustas. El mundo no gira alrededor de nadie. Porque, si muriera mañana, el mundo continuaría girando. Así que creo que es una experiencia humilde. Otro motivo por el cual hice esta foto, porque es un tipo de perspectiva. Soy aquí bajo y después hay gente rica que vive allí arriba en algún lugar. Tú tendrás que tratar con gente que te insulta, si no estás acostumbrado, hay gente que empieza a pelearse y perder la paciencia, se amargan o simplemente dirían: "Oh, no quiero hacer esto", y se volverían a casa. Esto no es para todo el mundo. Por lo tanto, es perspectiva. Supongo que esta palabra... somos aquí bajo y ellos allí arriba. "No quiero hacer esto", y se volverían a casa. Esto no es para todo el mundo. Por lo tanto, es perspectiva. Supongo que esta palabra va de que estamos aquí bajo y ellos allí arriba. Podría decir no quiero hacer esto, y me volvería a casa. Esto no es para todo el mundo. Por lo tanto, es perspectiva.

Example 2

Un photovoice de Danielle
"Los ataques de ansiedad son diferentes para cada persona"



Formato foto y voz

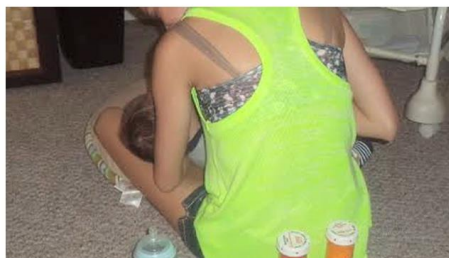


Fuente:
<https://laughwithdan.wordpress.com/2018/04/24/a-look-inside-stress-management-and-mental-health-in-graduate-students-a-photovoice-project/>

Los ataques de ansiedad tienen un aspecto diferente para todo el mundo. Estas son mis consecuencias. Un día sentada en la alfombra llorando con mi pijama y con mi cama desordenada documentando, por escrito, furiosa mis sentimientos en un intento de descifrarlos. La gestión del estrés no siempre es bonita y elegante. No siempre son baños de burbujas y velas. A veces es llorar incluso cuando quieres desesperadamente ser feliz. O sentirse orgulloso de tú mismo por haber salido al otro lado aunque te haya dejado en tierra en un charco de lágrimas. U obligarte a levantarte y hacer ejercicio. O llamando a tu madre por teléfono porque su voz tiene un poder calmado sobrehumano. U obligaros a manteneros fuera de las redes sociales por vuestra propia tranquilidad y productividad. Es reconocer el que necesitas y hacer incluso el más pequeño en la dirección de tus necesidades.

Example 3:

Un photovoice anonimizado
"De espaldas a las drogas"



Formato foto y video

Esta foto la describen en el vídeo subtulado (Minuto 16 al 17). Explica como la foto le hizo reflexionar sobre su maternidad y sus necesidades.

<http://opioidoverdoseprevention.org/photo-voice-projects/>

Work Methodology

Lifelines Creation Phase:

1. **Creating Lifeline-Sketch:**
 - You will have to draw a lifeline, identifying milestones or key moments around three general stages: before taking vocational training, during vocational training studies, after having completed vocational training.
 - In the *lifeline* you can include all the milestones that you consider relevant (these can be people, dates, processes, elements, periods, etc.). To guide your selection of milestones, we recommend that you answer these questions:
 - What life projects (professional and non-professional) have I had before taking VET, during VET studies and after having completed VET?
 - What personal, academic and professional achievements have I achieved before taking VET, during VET studies and after I have completed VET?
 - Who have had an impact on my life project and achievements?
 - What barriers and support elements have had an impact on my life project and achievements?
 - What decision-making processes and what changes (physical or symbolic) have had an impact on my life project and achievements?
 - It's your first *lifeline sketch*! He believes that creating a *lifeline* is a job that will be improved. Don't worry if you make multiple changes and have questions about how to organize your information.
2. **Sending Lifeline-sketch:** take a photograph with your mobile phone of the *lifeline* created and send the file to the guide researcher.
3. **Individual Lifeline-Sketch Feedback Session:**
 - In a 1-hour online session, you will meet with the guide researcher to discuss your doubts, obstacles, and ideas to continue building your *lifeline*. In addition, the researcher will share her assessment of the *lifeline* sent and will guide you on aspects that you could deepen or enrich.
 - You'll be able to reflect on how the shared ideas will help improve your *Lifeline-outline*.
4. **Lifeline-final creation:**
 - The ideas and learnings from the online session will help you improve-rectify your *lifeline*.
5. **Lifeline Feedback and Socialization Group Session:**
 - In a 2-hour online session, the researchers will present in general terms the comments of the *lifelines* sent by all the participants (obviously respecting the anonymity of each person's work).
 - During this session you will be able to reflect on your experience and share it with others.

- In this session we will begin the work of the second technique (*photovoice*), for which the researchers will explain the steps to follow and techniques that will be used.

Photovoice creation phase:

6. Review the glossary to understand the meaning of personal characteristics.
7. Define which format and app you will use.
8. Choose the *photovoices* you will create and their location in your *lifelines*.
9. Send the *photovoices* to the "guide researcher".
10. Hold a video conference to discuss the creation process, share the photos, and answer a few questions about your creation.

Submission and closing phase:

11. **Lifeline-final submission:** take a picture with your mobile phone of the *lifeline* and send the photo file to the guide researcher. Then, mail your *lifelines* .
12. **Sending the photovoices:** make a single submission to the guide researcher with all the *photovoices* you have created.

If you have questions, concerns, or need further guidance on any phase of the creation process, please write to the person on the research team who assigned you.

Glossary

Technical Concepts

- **Photo:** Images that capture special moments, objects, people, etc. that represent important moments in a person's life.
- **Narrative:** A written description of an event
- **Milestone:** A significant and timely event that marks an important moment in a person's life.

Inspiration Zone

- **Introspection:** A person's reflection on his or her own consciousness or moods at a particular moment.
- **Retrospection:** A look or examination of a past time in order to evoke or remember it.
- **Multimedia:** Use of various physical or digital means of expression to present information (text, sound, images, music, etc.).
- **Participation:** I am part of something (a project, a group, an association, a club, etc.)
- **Responsibility:** I am able to assume and finish the tasks entrusted to me, make my own decisions and accept the consequences
- **Critical capacity:** I am able to formulate my arguments and compare them with the ideas of others
- **Self-esteem:** I have a positive attitude towards myself, I appreciate myself and value myself
- **Meta-learning:** I am aware of my learning process and what I learn from previous experiences
- **Effectiveness:** I can achieve my goals
- **Autonomy:** I am able to set my own goals and the norms of behavior that make them possible
- **Community identity:** I am aware of sharing socio-cultural elements with my community.
- **Teamwork:** I am able to interact with a group of people who intentionally collaborate to achieve a common goal.