

## PHOTOVOICE WORKSHOP GUIDE

### DAY 1: INTRODUCTION – PHOTOGRAPHY TRAINING (Friday 12:00 – 16:30)

Day 1	REFLECTIONS ON EXPERIENCES OF INCLUSION/EXCLUSION AND THEIR IMPACT ON LEARNING (STORY BOARDS)	
30 mins	<b>Introduction</b>	Welcome and outline of the workshop, permission for use of photos, signing of consent forms, etc. Explain photovoice again. Discuss vouchers.
30 mins	<b>Cameras</b>	Explain basic use of cameras, hand out individual cameras and have students sign for them. Review pre-workshop activity 1
60 mins	<b>Reflecting on and recalling specific experiences of inclusion and exclusion</b>	Hand out their individual river of life drawings and ask them to add and detail. Guiding questions:  What helps you and what does not help you in your learning achievements/outcomes? What are the things that have affected your learning in a positive and negative way?  Review pre-workshop activity 2 and 3 (Connection between river of life and flower story)
30 mins	<b>LUNCH</b>	
30 mins	<b>Discussion on camera use</b>	Questions about Hlumi's photography training video – puzzles, questions, surprises. Basic training on how to use the camera and how to frame good photos, what to look for in terms of angles, light, symmetry etc. And discussion about symbolic photographs.
30 mins	<b>Taking photos and camera practice</b>	Participants take two/three photos each
60 mins	<b>Learning from each other</b>	Participants to see their photos together on a big screen and learn about things that make for good or bad photos
Post-workshop	<b>Taking photos</b>	Participants use the rest of the afternoon to go out and take photos keeping in mind what they have learnt from the first attempts and previous analysis. First attempt at taking photos that represent inclusion and exclusion at university.

**DAY 2: STORYBOARDS AND PHOTOGRAPHS (Saturday 10:00 – 16:30)**

<b>Day 2</b>	<b>CAMERA TRAINING</b>	
60 mins	<b>Storyboards</b>	Develop storyboards, followed by group discussion
120 mins	<b>Taking photos</b>	Participants go out and take photos again keeping in mind what they have learnt from the first attempts and previous reflections (river of life, and consistency with storyboard ideas)
30 mins	LUNCH	
60 mins	<b>Discussion of photos</b>	Viewing and discussing photos taken so far
60 mins	<b>Taking more and improved photos</b>	Reshooting some of their photos or taking new ones to get 12 + good photos
60 mins	<b>Top 12 photos selection</b>	Each student selects twelve good photos that best represent or symbolise what their storyboards reflected. Work together to narrow down to 6 photos for printing overnight.

**DAY 3: CURATION PHASE (Sunday 10:00 – 16:30)**

Day 3	CURATION PHASE	
60-90 mins	<b>Final 6 photos selection</b>	Each member sticks his or her 6 selected photos + Storyboard on the wall. Each person goes through and explains photos and takes comments on order, the narrative (including suggestions of photos which might need to be added or reshot).
60-90 mins	<b>Titles and captions</b>	Each person to provide a general title for her/his photo story, in addition to title and caption for each photo. Sticking small pieces of paper under each photo and on the top of all the photos, students write their text individually. Each participant to present her/his story and explain why they have selected the six photos. Feedback on how well photo story works.
30 mins	LUNCH	
60 mins	<b>Group discussion</b>	<p>In one group discuss: what have we learnt/what do our photo stories say about learning opportunities and outcomes at this university and what needs to be done to move towards inclusion for all.</p> <p>What have we learnt or gained from being visual storytellers?</p> <p>Discussion of exhibition of all stories to be held at UFS in 2019.</p>
120 mins	<b>Individual storytelling videos (Voluntary)</b>	Students who wish to, narrate and are video recorded telling their story.

**DAY 4: COLLECTIVE DATA ANALYSIS (09:00-17:30)**

Friday, 29 March	<b>REFLECTIONS ON INDIVIDUAL AND COLLECTIVE EXPERIENCES OF INCLUSION AND EXCLUSION AT UNIVERSITY</b>	
09:00-09:30	<b>Introduction</b>	Ice-breakers and outline of the day (including full information re. participation, exhibition, signing of consent forms to use data from group discussions and voice recordings for digital story).
09:30-10:30	<b>Reflections on individual photo stories</b>	Students are to go around and spend time looking at each photo story, focusing on the story titles, and the captions and titles of each photo as well as the quality of the photographs taken in order to identify common/recurring themes. They will also be chatting to and among themselves and should be beginning to think about a photo selection
10:30-11:30	<b>Group discussions</b>	<p>In three groups of 6 (mixed gender groups, across universities) students sit down and discuss what stands out for them as common or recurring themes across the photo stories.</p> <p>By the end of the discussion each group should have written down at least five common issues from the photo stories that they think are most relevant or important with regard to 'feeling/being excluded' and five issues with regard to 'feeling included/being included'..</p>
11:30-12:00	<b>Report back</b>	One student from each small group reads out the issues identified to the larger group (shorthand notes to be made by Miratho research team on chart paper, also indicating whether issue falls under inclusion or exclusion e.g. draw inclusion and exclusion columns on chart paper)
12:00-12:30	LUNCH	
12:30-14:00	<b>Creating an inclusive space</b>	From the issues identified in the previous discussion students return to work together in small groups of 6 for about 30 minutes to brainstorm practical ideas about what can be done by university policy makers to make universities more inclusive. Each group to then spend at least 30 minutes to draft an 'inclusion charter' together, consisting of no more than 5 action points for policy makers

		<p>that they think would make the biggest difference in eliminating exclusions in universities.</p> <p>When ready, one person (different person from last report back) from each small group presents their ideas to everyone.</p>
14:00-14:30	<p>Tea break</p> <p>(During the break Miratho research team sits together and summarise the 15 action points from the 'inclusion charters' drafted by students in small groups. The summary should comprise of one list with at least 5 points that capture students' ideas, with no overlap in suggestions from each group).</p>	
14:30-15:00	<b>Feedback</b>	Present summary of action points for university policy makers/ draft of inclusion charter to students for feedback and revision. Each action point gets written on a large notecard that can be reviewed at the end of the day.
15:00-16:00	<b>Selecting photos</b>	Students return into small groups with a copy of the inclusion charter. For each action point, students should select the most evocative photograph that best represents the message that informs/underlies the point by sticking a post it note on the corresponding photo. Photos should not reflect the name or identifiable buildings of any university.
16:00 – 16:30	<b>Final photo selection</b>	Facilitator to pre-select photos with most 'votes' for each action point on inclusion charter and present to students. Students then vote as a whole group on one photo for each point.
16:30 – 17:30	<b>Title and captions for inclusion photo story</b>	Together in a big group, students decide on the title of the inclusion photostory, languages they want the common storybook translated into, the order of the photographs, or if they want to change or keep the original captions for each photo (e.g. into first person plural) or write new captions. Facilitator to guide process.
	<b>Reflexive writing moment</b>	All students to write something about what they learned and felt during their participation in the photovoice (using template page provided).
17:30	Dinner	