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Impact of Photovoice in Enhancing the Social Skills of Children with Specific Learning Disabilities: A Review

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Abstract: Photovoice is a creative method of thinking, communicating, learning, sharing, and assisting oneself and others. Photovoice provides cameras to students with valuable practical knowledge so they may explore and share their viewpoints. Understanding student's viewpoints on a topic can be done in a novel way using the Photovoice method. It is intended to be a system that encourages students to post their photos in open forums and take part in discussions about them with other students. Children with distinctive learning disabilities are commonly stigmatized. Children who have specific learning impairments have been found to be more dissatisfied by day-to-day problems connected to their disability and to face more social exclusion as a result of cultural stigma. All this hampers the social skills of children with disability. When adopting the Photovoice method, students capture pictures to document their experiences. They record changes by photographing things that are important to them. Students can choose for themselves with Photovoice which aspects of a program or service are crucial enough to keep and which ones need improvement. Decision-makers and others have access to their picture archives. As a result, their opinions are heard and they are able to support them with visuals.

KEYWORDS: Photovoice, Social Skills, Children with special needs

I. INTRODUCTION

Specific Learning Disabilities:

The phrase "learning disability" refers to a broad range of learning issues. Anyone with a condition known as learning disability may find it difficult to pick up new abilities and use them successfully. Skills in reading, writing, speaking, listening, thinking, and mathematics are usually affected. Dyslexia, executive function challenge, perceptual difficulties, brain injury, minimal brain malfunction, and developmental aphasia are a few examples of specific learning disability categories. Learning issues caused by physical challenges (visual, hearing, motor skills), emotional disturbance, cultural variables, environmental issues, or economic adversity are not considered to be part of SLD.

Due to ignorance, a large number of children with learning problems in our nation go untreated, which leads to poor academic achievement, in-class penalties, and school dropout. Since these children work hard to learn and overcome their obstacles, learning becomes essential for them. Lack of motivation, sadness, and anguish, dropping out of school, and peer rejection can all contribute to academic failure.

It might be difficult for kids who struggle with reading to comprehend the phonological makeup of words and to correctly interpret single words. Common reading patterns, reading comprehension skills, and word identification abilities were present in children with reading disabilities. When asked to read aloud word by word, many children with learning difficulties struggled with fluency and displayed weakness. Children with learning problems commonly experience challenges with oral reading. These issues include rearranging the order of words, adding new



words when others are absent, swapping words, pronouncing words incorrectly, and skipping words. Reading difficulties can have a negative impact on the motivation of pupils, self-esteem, and confidence.

The following characteristics are frequently present in children with disabilities: delayed development of spoken language, a lack of spatial orientation ideas about a time crunch Having difficulty assessing connections, direction-related ambiguity ineffective manual dexterity, deficits in focus, defective motor skills, social and nonverbal communication issues, difficulties with verbal communication (vocabulary, expressiveness, etc.), obstacles in mathematics (quantitative, temporal, spatial, etc.), readability issues (word decoding, comprehension, etc.)

Photovoice:

Photovoice is a creative method of thinking, communicating, learning, sharing, and assisting oneself and others. Photovoice provides cameras to people with valuable first-hand experience so they may research and share their viewpoints. The extensive use of Photovoice as a participatory visual research technique has helped a variety of fields, including health, community development, management, social research, and education. Understanding people's viewpoints on a topic can be done in a novel way using the Photovoice method. It is intended to be a system that encourages people to post their photos in open forums and take part in discussions about them with other people. Photographs of personally meaningful objects, things, or activities associated with a certain topic or concern are taken by participants to begin the process. Once the pictures are shot, each participant chooses a portion of them to share. The members' discussion of their photographs is the main goal of the group talks. Group conversations center on the relevance of the images, how they relate to the selected theme, and the issues they depict. Photovoice is frequently used to direct interviews in the areas of international development, education, public health, and community development. Before taking photos in answer to a challenge, participants in Photovoice often attend an introductory photography course. Following that, a formal interview is done with the use of the participant-taken images as references. Unlike traditional interviews, photovoice offers the advantage of not relying only on spoken communication.

II. LITERATURE REVIEWED

- **Bonati and Andriana (2021):** did a study on amplifying children's voices through Photovoice in Indonesia. Although social inclusion has only recently been developed, some schools are increasingly welcoming and promoting it. In the study mentioned above, a qualitative participatory methodology was utilized to involve 31 students—some of whom had learning difficulties, others of whom did not—in a project related to the school curricula and centered on issues of social inclusion, belonging, and community. As co-researchers, the students took pictures and analyzed them during interviews and group discussions. In response to inclusive characters, community engagement on a cultural and civic level, and self-determination, themes evolved. Students with learning disabilities can convey their experiences, perspectives, and social inclusion in their classrooms and communities by using Photovoice to amplify their voices.
- **Tümkiye, Kayiran, Tanhan and Arslan (2021) :** The theoretical framework was used to help potential instructors better understand the factors that both ease and complicate online/distance learning procedures in the COVID-19 curriculum. This study aimed to investigate the impacts of the COVID-19 pandemic on Turkish classroom teaching department students' experiences with online or distance learning through the use of online photovoice. 16 barrier themes and 11 significant facilitator themes emerged as a result of the data. The top three main facilitator themes were: access to online or distance learning (37%), technology, computers, the internet, and useful course materials (30%), as well as private space (10%). The primary challenges were a lack of suitable technology (32%), online education (15%), and financial difficulties (12%).
- **Sprague, Okere, Kaufman and Ekenga (2021):** In order to create future environmentalists, scientists, decision-makers, and involved citizens, environmental education (EE), a trans disciplinary conservation strategy, encourages place-based and nature-centered learning. Youth access to nature and environmental education (EE) encounter considerable challenges. These barriers may lead to racial, geographic, and



socioeconomic disparities in exposure to nature and environmental consciousness. In this study, the environmental viewpoints, STEM ability, and environmental awareness of 335 low-income urban children (aged 9 to 15) were evaluated. A control group, an EE intervention group that did not include a Photovoice activity, or an EE intervention group were allotted to the youth. Three key subthemes—social, natural, and built—were used by participants in the Photovoice exercise to classify the environment. In the photovoice programme, participants expressed both positive and negative sentiments about their surroundings. Following the EE intervention, participants in the Photovoice activity had greater STEM-capacity score increases than those who just participated in the EE intervention without the Photovoice activity. In addition, EE participants improved their STEM aptitude and environmental awareness ratings compared to a control group of children who did not participate in the EE intervention and who did not notice any discernible improvements in any of these domains. The study's conclusions suggest that the Photovoice exercises may be related to superior learning results.

- **Benedict (2019):** From the perspective of the students who benefit from inclusive educational practices, this inquiry investigates the outcomes in American public schools. The targeted pupils, who attended public schools in Washington state, were between the ages of 14 and 21. The study is expected to inspire more impaired kids to advocate for themselves and their education. Participants in a participatory research technique called "Photovoice" are instructed to take images that highlight the topic under study. The participants' brief narratives or descriptions might then be added to these photographs. Students who took part got the chance to talk about the Photovoice procedure, debate repeating themes they found in one another's pictures and descriptions, and come up with ideas for approaching regional leaders and policy-makers. In this survey, students with disabilities have a direct and accessible opportunity to take part and share their thoughts about the educational services they received in American public schools. Students with disabilities must be included more in conversations concerning curriculum development, financial support, and extracurricular activities. These children bring priceless and immeasurable experiences to the table because they have firsthand understanding of what is essential in special education programs. Students talked on how vital it is to feel included and have the opportunity to follow their interests outside of class, whether that be taking part in extracurricular activities like sports or after-school clubs or researching their favorite movie characters online.
- **Cluley (2016):** did a study on the use of photovoice to include participants with severe and multiple learning difficulties. In this essay, the author explores how to use the photovoice method to include people with significant and multiple learning disabilities in research. The article uses an inclusive, mediated research process that acknowledges and supports the needs of all those engaged. A case study of photovoice research conducted with individuals who have learning difficulties demonstrates the viability of this approach. When designing inclusive research, researchers should take into account the variety of demands that participants with learning disabilities can bring to the research process as well as the need to modify procedures to meet these needs. Such an action calls for a flexible approach to the inclusive research methodology.
- **O. Latz, Phelps-Ward, Royer and Peters (2015):** An overview of the photovoice project's experience is given in this article. Through a description of the research, expression of the findings, and discussion of the project's effects, this work illustrates the possibilities of photovoice. They frame the use of photovoice as a research approach, an instructional tool, and a partnership-building tactic in this student-led participatory action research project. Publicly engaged scholarship offers a platform on which research with people and communities can be done. Projects like the one mentioned here are probably going to teach students and campus partners the value of delegating tasks. Community colleges and four-year universities should collaborate and benefit from each other in order to provide access to educational opportunities and, ultimately, to advance parity and equity in today's society. A unique opportunity to bridge the gap between the two-year and four-year educational experiences is also provided by Photovoice. Through this effort, graduate students who are most accustomed to the four-year context were directly exposed to at-risk



community college students. Reflective essays written by graduate students assist them develop their research skills while also improving their capacity for critical analysis and experience learning. Graduate students were given the opportunity to question their own preconceived notions about them by developing significant relationships with community college students as part of this effort. This project made use of the opportunity to strengthen ties between two local institutions. Meaningful partnerships can develop as professors, employees, and administrators at community colleges examine the advantages of cooperating with four-year universities. Community college students effectively meet graduate students while also forming relationships with teachers from various institutions. Similar to how graduate students benefited from confronting their preconceived beliefs about community college students, the community college students matured and profited from interacting with students in a completely different level of education.

- **Simmond, Rouxs and Avest (2015):** This article explores the possibility of merging photovoice and narrative inquiry to create a narrative-photovoice technique for gender-based research. Using narrative-photovoice, South African schoolgirls take part in the research as co-authors and analyse the advantages and disadvantages of this methodology for gaining a knowledge of gender equity in their daily lives. The main conclusions are summarised in the following themes: Entry is hindered by doubt and superstition. Embracing creativity, moving past abstraction, switching from a disposable camera to a digital one, and having fun while learning are some additional subjects. At the conclusion, the authors remark on the narrative-photovoice experiences of the participants and highlight key considerations for using this methodology.
- **Cook (2015):** In order to gather participant comments regarding how environmental issues affect their daily life, the photovoice method was used in this study. In an effort to democratize the conversation on environmental sustainability, photovoice acted to counter the "objective view from nowhere" by providing insider viewpoints on the culture, values, and meaning linked with the classroom and community members' sense of place. Critical analysis examines the meanings that people infer from their own experiences. The major goal of this research is to improve the world, hence its ultimate goal is to make explicit what is implicit. It is the duty of the researcher to provide an environment where participants may speak honestly about their personal experiences and feel safe and supported. It is the role of researchers to help individuals explore their experiences using their own words, ideas, and metaphors.
- **Mulder and Dull (2014):** In the present study, a collection of Photovoice-based assignments were developed to aid first-year Master of Social Work students in developing a greater sense of self. The development of self-awareness in social work education is examined in this paper, along with learning styles. The essay also considers the applications of photovoice in a research setting and how it may be changed for use in a classroom. Both strategies seek to give participants in this case, student a platform where they can explore and talk about various aspects of their life experiences and how those experiences shaped their views and viewpoints. This paper focused on the use of photovoice in the social work classroom to create a framework for students to engage in self-reflection. Debriefing and peer discussion took place in the classroom after this procedure. In the same way that it was utilised in research, the photovoice projects served to represent each student's prior experiences and ideals while also allowing them to learn more about one another and themselves. Reflective elements in the exercises promoted intrapersonal development and self-awareness, which are essential for students just starting out in the social work area.
- **Falconer (2013):** carried out a study on Photovoice Participatory-Action Research Design and Adaptations for Difficult Fieldwork Conditions. The initiative was able to retain the method's data collection features while eschewing any participatory action components that would have sparked a community debate and sparked change regarding the health issues revealed. The project was able to keep the data-collection parts of the method by using Photovoice and making difficult changes to the fieldwork design as a result of logistical limitations. Photovoice can be used as a strategic data collection approach when time, logistics,



and linguistic barriers prevent using traditional qualitative fieldwork methodologies. It can be used for debriefing participants, for public discussions about the photographic representations that participants create, or for both.

III. CONCLUSION

The above analysis of the relevant literature made it very clear that photo voice may be utilized as a teaching method to help students learn about their current surroundings, increasing their awareness of it and enabling them to form stronger social ties with those around them. With the use of their own photos, students can better interpret social signs using Photovoice. Understanding body language, facial expression, posture, and other visual cues through closer observation and interpretation will benefit students. With the help of photography, the Photovoice approach allowed students to actively participate and express their opinions about their social environment. Photovoice assisted students with certain learning challenges who wanted to learn more about social skills and improve their understanding of them. Gaining social intelligence makes it easier to form wholesome interactions. The improvement of kids' interactions with classmates and adults, encouragement of cooperative conduct, and assistance in becoming helpful, courteous, and responsible members of their communities are all benefits of social ability development. Students learn patience and how to create and accomplish personal goals during this period, all of which are essential for their successful transition into adulthood. A person's ability to succeed in school also greatly depends on their social abilities. Children who are good at interacting with others are more likely to succeed in school and in life. They can participate in group projects, make friends, and build strong relationships with academics, all of which improve academic results.

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