

# ***Summarizing the Semester with Photos***

*UCF FCTL Winter Conference  
December 14-15, 2020*

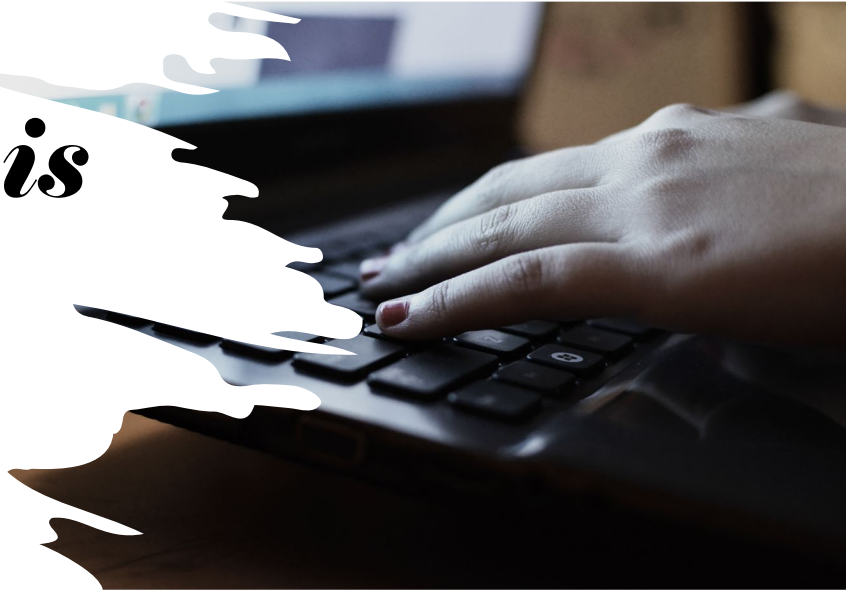
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# *What inspired this activity...*

Photovoice is a tool using photographs and narratives. It is often used to create awareness around a certain issue or concern.

“People can identify, represent, and enhance their community through a specific photographic technique” (Wang & Burris, 1997, p. 369).



# Closure Activity for Master's Students Earning the Career Counseling Certificate

## Course Assignment:

You are to **take a photo with your smart phone** (or digital camera) that captures your growth so far through your own career journey. What image best represents you and your journey so far? This is to be a new photo, not one that you have already taken before this assignment. Once you have your photo, you are to reflect on the meaning it has for you and how the image you captured connects with your growth.



I chose a photo of my three plants because each of them represents a different area of my career journey. My home garden includes a snake plant, a peace lily, and a Cuban oregano plant.

Each plant is symbolic. When I got the snake plant it was already sturdy, strong, and in need of minimal assistance on my part. Since the snake plant was already in good condition, I think it symbolizes my strengths. I still need to pay attention to this plant in order to maintain its condition, but it doesn't need immediate attention. The peace lily perfectly captures my areas for growth within my career as a professional school counselor. When I got the peace lily from my neighbor, it was already wilting a bit and in need of immediate attention.

This makes me think of the areas of growth that have come up within my career journey. They require extra care in order to grow and eventually flourish. Lastly, my career identity is symbolized by the Cuban oregano. It is lively, fragrant, flourishing, and appropriately Cuban- just like me!





I believe this photo taken from my favorite coffee shop resonates with me and my career growth. I think that often my walls can be up, but like this image I am trying to open myself to allow feedback and insight through. Within this wall there are also plants and odd figures. I believe the plants are a showcase of growth and the continuous development I will have within career counseling.

I also believe that the sunlight coming in and the whiteness of the walls provides positivity and clarity which oftentimes is a struggle for me when it comes to feeling confident in my abilities.

Throughout this final capstone course, I have challenged and opened myself to seeking growth professionally and personally. Overall, I believe that this image is the representation of growth, openness and positivity, all three characteristics are what I would always like to take with me as a future counselor.



# **Closure Activity for Doctoral Students Completing their first Co-Teaching Experience**

## Course Assignment:

You are to take a photo with your smart phone (or digital camera) of something that represents a concept that we covered in our Doctoral Supervision course this semester.

Once you take the photo, you are to reflect on the meaning it has for you and how the image you captured connects with a concept you learned in this course.

For me, this semester was like making our own food dish. The image I chose is a plate of barbeque with several sides. This semester has been like constructing a plate that make sense to me, and also fulfills an important need. I use this comparison because there a lot of pieces that make up my co-teaching experience.

The first concept that stood out to me is creating a syllabus. There is so much thought that goes into a syllabus and like the barbeque dish is comprised of many parts. I realized a syllabus communicates not only the goals and objectives, the assignments for a course, it also highlights my teaching philosophy and ways I can promote inclusivity.

This experience has also allowed me to think about the learning process. From the readings and coteaching experience it was noticeable that each learning approach has a “seat at the table”. I also learned that as educators we do have to evaluate and reflect on the way we teach. Going back to my image, I think about choosing the right recipe. Some prefer a spicy dish, and some might prefer a sweet dish, yet the chef is looking for ways to create the dish for everyone. In the classroom I realized I am constantly trying to find ways to engage all students and just like side dishes, make sure they go with everything on the plate.





DESPITE THE COUNTLESS NUMBER OF TOYS I HAVE PURCHASED FOR MY DOG, HER FAVORITE THING TO PLAY WITH IS A PLASTIC BOTTLE. I'VE DECIDED TO USE THIS PHOTO BECAUSE I FEEL IT HAS CONNECTED WITH ME REGARDING THE CONCEPT OF CONCEPTUAL-DEVELOPMENTAL THEORY.

WHILE MANY TIMES THROUGHOUT THE SEMESTER I HAVE TRIED TO STRUCTURE LEARNING FOR BOTH MY CO-TEACHING COURSE AND MY SUPERVISEES, ULTIMATELY, THEY'VE LEARNED THE MOST WHEN I MET THEM WHERE THEY ARE AND TAILORED TEACHING TO THEIR LEARNING NEEDS.

AFTER SOME REFLECTION, I FINALLY BECAME OKAY WITH MY DOG PLAYING WITH PLASTIC BOTTLES. SIMILARLY, WITH MY TEACHING EXPERIENCES THIS SEMESTER, I FOUND THAT STUDENTS LEARNED MORE WHEN I DIDN'T PUSH THEM TO HOW *I* WOULD DO THINGS.

IT'S NOT ABOUT HAVING ALL THE ANSWERS OR COMING UP WITH THE BIG IDEA, BUT RATHER, ALLOWING YOUR STUDENTS TO GROW AND LEARN IN THE WAY THAT WORKS BEST FOR THEM.





# ***Some comments from students***

*This was a creative way to end the semester*

*I love taking photographs, so this assignment was exciting to me.*

*This allowed me to make meaning of elements in the class to my own my growth and development.*

*I thought this activity was challenging for me; but I enjoyed the process at the end.*

*I liked doing something different and original.*

*I loved the sharing-seeing everyone's photos and listening to their perspectives was great.*

# ***For more information on Photo Voice:***

Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education & Behavior*, 24(3), 369-387. doi: 10.1177/109019819702400309

Wang, C. C., Morrel-Samuels, S., Hutchison, P. M., Bell, L., & Pestronk, R. M. (2004). Flint Photovoice: Community building among youths, adults, and policymakers. *American Journal of Public Health*, 94(6), 911-913.

Link:

[Projects - Ethical photography for social change | PhotoVoice](#)



A large, irregular pink brushstroke shape serves as a background for the text. It has a soft, painterly texture with visible brush marks and a slightly darker pink outline.

**Thank you**

*Are there ways you could  
integrate Photo Voice  
into your courses?*