



(REVIEW ARTICLE)



## Integrating Photovoice 'SHoWeD' analysis with experiential learning as pre-service teacher's self-reflection

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### Abstract

One of the education programs for potential teachers is a teaching practicum. It is a significant part of teacher preparation that enables pre-service teachers to put theories into practice. Pre-service teachers have implemented experiential learning during their teaching practice. There is a reflective observation phase in experiential learning. For pre-service teachers, the reflection process has two purposes: it sheds light on their professional learning experiences and critically reflects on their chosen profession as teachers. Self-reflection can help pre-service teachers become more imaginative and transformative in their classroom instruction. It stimulates an interest in how pre-service teachers self-reflect during their teaching practice. This theoretical paper contributes the conceptualization of the photovoice SHoWeD analysis as self-reflection of pre-service teachers during their teaching experience. Subsequently, it proposes the pre-service teachers to apply SHoWeD analysis as innovation for educational program. Finally, implications and recommendations for next research focus on SHoWeD analysis as teachers' self-reflection are also included.

**Keywords:** Photovoice; Showed Analysis; Experiential Learning; Self-Reflection

### 1. Introduction

It is typically a must in education departments for pre-service teachers to conduct educational programs. Teaching practicum is one of the education programs for aspiring teachers. Teaching practicum is essential component includes in teacher education which gives pre-service teachers an opportunity to apply the theories into practice (Mannathoko, 2013). During teaching practicum, the pre-service teachers are in the course of learning to teach through which they have to reflect on their practice-based professional development (Ho, 2013). Here, the pre-service teachers will be involved in experiential learning which improve their professional development. For a long time, programs for teacher education have prioritized experiential learning (Lee, 2019). One of the stages of experiential learning is reflective or observation. Reflection is important thing that have to be done by pre-service teachers in teaching practicum (Suphasri and Chinokul, 2021) . A big question is "how the pre-service teachers conduct self-reflection during their teaching practice?" There are some studies that integrate photovoice as educational tool. Some of them has integrated photovoice as the learning media and method in order to help the students in understanding the learning materials. Additionally, there are others research that uses photovoice as a technique for teachers' reflection during their teaching (Mulder and Dull, 2014), (Drajati et al., 2020), (Ferdiansyah et al., 2022). This article describes how photovoice's SHoWeD analysis is incorporated into the reflective stage of experiential learning when pre-service teachers engage in self-reflection.

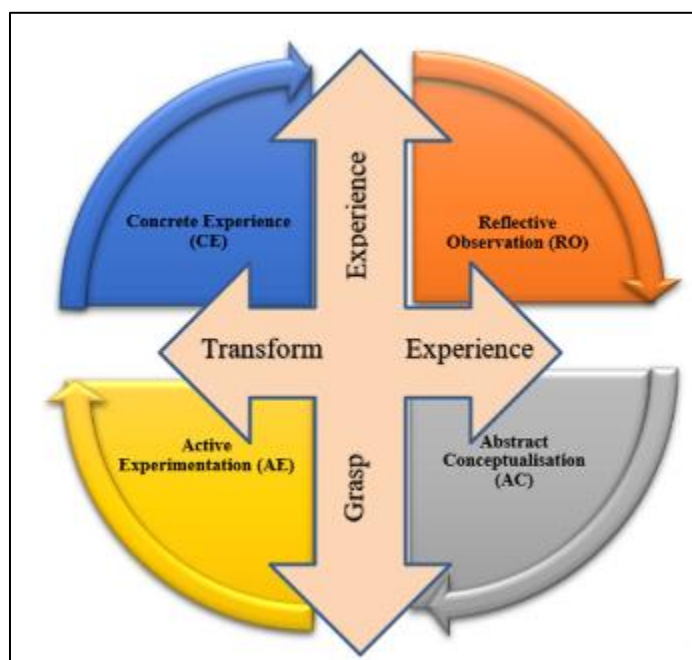
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## 2. Conceptual Framework

### 2.1. Teaching Practicum as Experiential Learning for Pre-Service Teachers

University educators have come a long way in terms of their willingness to embrace experiential learning's significance and effectiveness as a method of improving student learning. Experiential learning is defined as a specific type of learning via real-world experience; it is frequently contrasted with classroom and lecture-style learning. (Kolb, 2015). Experience learning in particular gives students the chance to show that they can apply theory in practice through professional competence, which is emphasized by critical analysis and self-reflection on their practice. Kolb and Rogers based their models for experiential learning on the idea of "learning by doing" proposed by psychologist John Dewey. Since education plays such a significant role in our society, it is easy to assume that we are fully aware of what it entails and how best to use it. Beard and Wilson states that learning through experience is one of the most fundamental and natural means of learning available to everyone (Los, n.d.)

Since more than thirty-five years ago, the experiential learning theory (ELT) has been widely applied to management learning research and practice. Perhaps some definitions of experiential learning could be taken into account to bring forth greater clarity. Experiential learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience (Kolb, 1984). The understanding developed through the conscious or unconscious internalization of our own or other people's experiences that expands on our prior knowledge or experiences (Beard and Wilson, 2002).



**Figure 1** The cycle of Experiential learning (Kolb, 2015)

Based on the root of experiential learning concept, there are some developments about the definition and the cycle of experiential learning. Based on Dewey, Lewin and Piaget's perspective Kolb defines the experiential learning design by taken together the Dewey' philosophical pragmatism, Lewin's social psychology, and Piaget's cognitive-developmental genetic epistemology form a unique perspective on learning and development. The four-stage cyclic process in experiential learning are Concrete Experience, Reflection, Abstract Conceptualization, and Active Experimentation, as described by Kolb (Kolb, 2015). The detail explanation of each stage as following (Dunn and De Saintonge, 1997) .

- Concrete Experience: *Doing*. Students gain practical experience with problem-solving tasks through involvement in learning activities. Individual affections are included in the personal experience.
- Reflection: *Observing*. Students review and reflect on the process either individually or in a group, using their memories or records of the learning activities. Throughout the activities, learners also watch how others behave.
- Abstract Conceptualisation: *Thinking*. Students generalize knowledge and theory

- from the previous experience based on the reflection.
- Active Experiment: *Planning*. Students then adapt previously acquired ideas and knowledge using the novel theory they develop and use in subsequent contexts.

Kolb connected learning styles with experience learning as well. He emphasizes how each person has a unique personality, and how learning preferences might lead to a propensity towards a certain stage of the experiential learning model. Experiential learning provides the framework for a method of teaching and learning that is based on the intellectual traditions of social psychology, philosophy, and cognitive psychology and views learning as a lifetime process. The experiential learning model aims to establish a framework for analyzing and enhancing the critical relationships between education, employment, and personal development (Kolb, 2015). The reflective stage in experiential learning relates to the educational program that have been conducted by higher education institution as personal development of for pre-service teachers namely 'teaching practicum'.

Based on literature review teaching practicum has been defined as teaching practice (e.g., Eroz-Tuga 2013; Farrel 2008' Mak 2011; nel and Muller 2010; Ong;ondo and Borg 2011, internship (e.g., Crandall 2000; Lima and Pessoa 2010; Rosaen et al 2008, school teaching or field placement (e.g., 2008; Yan and He 2010), practical or field-based experiences (e.g., Crandall 2000; Farrel 2001) (Linguistics et al., 2019). Teaching practicum is essential to the growth of student teachers because it allows them to put the practical pedagogical knowledge they have learned in didactic lectures and workshops to practice (Yan and He, 2010). The period for pre-service teachers to put the theory, information, and skills they learned while enrolled in a teacher education program into practice is known as the teaching practicum (Prabjandee, 2019). Cirozki (Linguistics et al., 2019) states that the main purpose of teaching practicum is connect the theory and practice. Karlstrom and hamzah states that planning, teaching, and reflection are the three primary components of teaching practicum in teacher education programs.

The pre-service instructors make decisions about concepts, objectives, and aims throughout the planning phase. The pre-service instructors prepare a lesson plan during this stage. Pre-service teachers instruct in a genuine school setting during the second teaching phase. In addition, Becker (Becker et al., 2019) states that the teaching practicum stages consist of planning, teaching, and reflecting on lessons. The third phase, reflection, is a review for pre-service teachers to improve their instructional techniques (Karlström and Hamza, 2019). This phase deals with the concept of experiential learning that also required a reflective stage in learning. It also because experiential learning has been a key component of teacher education programs includes the teaching practice which is the concrete experience for the pre-service teachers (Lee, 2019). In addition, the concept of experiential learning explores the cyclical pattern of all learning from experience through reflection and conceptualizing to action and on to further Experience. The significant point of the explanation is teaching practicum that conducted by pre-service teachers includes as their experiential learning.

## 2.2. The Role of Teachers' Self-Reflection

It can be denied that the importance of self-reflection has been discussing for many decades. Although different academics and researchers define and interpret reflection in different ways, they all agree that it is a desirable attitude and habit to enhance one's practice and learning (Freese, 2006). The concept of 'Reflection' has been used in some teacher education programs that aims to help the pre-service teachers to clarify their ideas about their own teaching practice and evaluate their teaching competences (Vekli, 2019). Therefore, reflection activity includes in the part of teacher education programs in various term, such as 'reflective teaching', 'reflective practice', 'reflective thinking', 'the teacher as decision-maker', 'the teacher as researcher' and 'the teacher as reflective practitioner'. According to Dewey (1993) Reflection is an activity that is based on "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it." (Noormohammadi, 2014). Reflection in education requires teachers to think systematically and to gradually and logically analyze their instructional environment (Korthagen, 1993). The teacher's reflection can be reflected by the reflective practice during the teaching process. Reflection is important in teacher education because it ties with learning in that students utilize it to exercise their minds and assess their educational experiences.

In educational scope, Braun and Crumpler (2004) state that reflective practice fosters the development of coworker connections and boosts teachers' sense of self-efficacy. Reflection and efficacy are two key elements connected to teacher perseverance, retention, and resiliency, according to research on effective novice teachers. In addition, Yost (2006) also discovered that self-efficacy and reflective practice play a bigger role in new teachers' effectiveness than a good school climate (Noormohammadi, 2014).

For pre-service teachers, the reflection process serves the dual purposes of shedding light on their professional learning experiences as well as critically reflecting on their chosen profession as teachers, including any ideals that may be imposed on them by strict rules (Kuswando, 2012). Reflective teaching is a process of examining own teaching activities to rethink and redefine for continuing professional development (Suphasri and Chinokul, 2021). This action allows the teacher to be innovative and transformative. Teachers can assess their principles and views as well as their strengths and weaknesses while they teach by using reflective teaching (Effendi and Triastuti, 2022). Reflection in and on action, in particular, can be a significant component of all teachers' professional development, with potential advantages for the school, community, and beyond (Griffiths, 2000). Based on the explanations, reflective practice can be a helpful tool for pre-service teacher in teacher professional development.

### **2.3. Photovoice Integration with Pedagogical Scope**

Photovoice is an innovative participatory tool which helps people to use visual evidence to recognize and voice their problems and potential solutions to policy makers (Wang and Burris, 1997). A photovoice is a recorded account of a person's life events used as a tool of critical analysis to promote social change. The research using photovoice as the source material aims to shape public policy and emphasizes both individual and collective action (Wang, 1999). Wang (1999) introduce the photovoice procedure that includes SHoWeD analysis which the acronym of five questions, they are: 1) what do you See here? 2) what is really Happening here?, 3) how does this relate to Our lives?, 4) Why does this situation, concern, or strength exist?, 5) what can we Do about it?. SHoWeD analysis included in photovoice procedure to find out the participants' opinion of their photos.

Despite the fact that photovoice is primarily a research approach, several researchers have looked into its instructional uses (Latz et al., 2016). It proved by some researchers who adopted photovoice as the pedagogical tools to support the learning process. Komaie et al. (2018) use photovoice as a pedagogical tool to explain qualitative research methods to community people engaged in Saint Louis, Missouri's 15-week Community Research Fellows Training Program. Cummings (2019) explores the experiences gained while participating in a photovoice project with English Language Learners (ELLs) in a middle school in suburban Virginia, USA. Lorusso et. al ( 2020) conduct a broad investigation into their own experiences as PE graduate students in Canada using photovoice. Malka (2020) showing the possibilities of photovoice as a creative tool in student learning processes.

Moreover, in a learner-centered workplace literacy program, Gallo looked into how English language learners used photography to address issues and speed up language learning (Gallo, 2002). Carnahan discussed how photovoice increased two young boys with autism's interaction with classmates and educational resources as well as how teachers used photovoice to express their strengths and needs in relation to instructing students with autism and other disabilities (Carnahan, 2006). By using photovoice as a learning platform, Ferdiansyah et al. investigate how pre-service teachers engaged in writing instruction and recorded their emotional experience as they progressed through the writing process (Ferdiansyah et al., 2020). Moreover, Younis discussed about the most recent transformational pedagogy models found in the literature and how they relate to photovoice pedagogy (Younis, 2022). Sari and Sultan (Sari and Sultan, 2022) investigate how using photovoice in writing class helps novice writers explore their emotions about learning to write.

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## **3. Discussion**

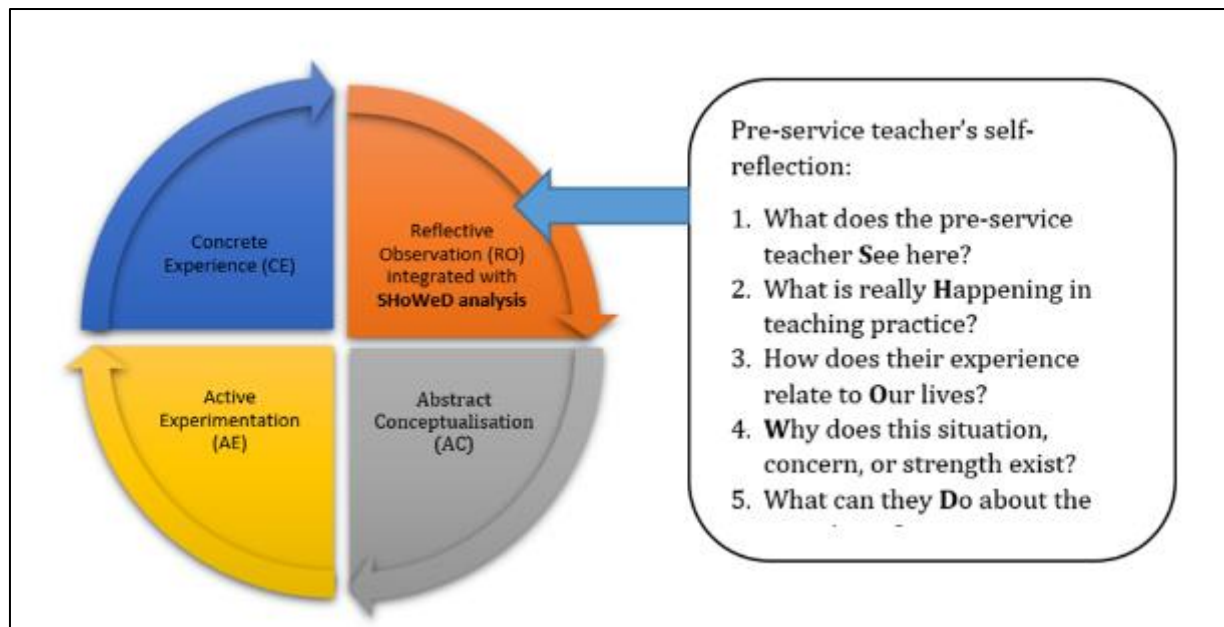
### **3.1. Future Research and Implications for Application**

This review provides directions for future research and implications for practices. The teacher's self-reflection is important for pre-service teacher during their teaching practice. It refers to the concept of experiential learning, which includes activities such as reflection in reflective observation stage. Silver (2021) study of the use of experiential to promote effective learning. The result shows that institutional and pedagogical responses are elicited by both Experiential Learning and ESL approaches. Both emphasize real-world skills, leading to success in the classroom, which is critical as the number of English Learners in schools continues to climb. Silver states that approaches rely on reflection. Reflection allows students to digest not only their thoughts but also their experiences, which can lead to deeper understanding.

In addition, there are some researchers who explore the role of photovoice as teacher's self-reflection. First, Drajadi et.al. report on action research that investigated photovoice in emerging teachers' self-reflective on multimodal literacy (Drajati et al., 2020). Furthermore, Ferdiansyah et.al. discussed the role of photovoice in service learning where participants used photo-voices, a photo-mediated self-reflection, to explain how they adjusted to the intercultural life (Ferdiansyah et al., 2022). Ferdiansyah analyze how pre-service teachers participated in service learning and explored

their sociocultural adaptation of their first two-week placement in the assigned area. Whereas Drajadi applies the photovoice analysis namely SHoWeD that promoted by Wang and Burris (1999) for analyze the teachers's photograph in emerging teachers' self-reflection. Both of the research result inspire an idea to integrate SHoWeD analysis in teaching practice as the experiential learning did by the pre-service teachers.

As seen through research, the use of photovoice has expanded beyond the social sector and into the area of education. Dealing with the explanation and previous studies, this article offers a novel approach to integrate SHoWeD analysis with the reflective phase of experiential learning as pre-service teacher's reflection. Therefore, future research must consider the concept of integrating SHoWeD analysis as teacher's self-reflection in order to conduct a research that focus on teacher's self-reflection. This concept is also valuable for researchers who want to investigate the usage of SHoWeD analysis as a teacher's self-reflection during their teaching activities. The integration of SHoWeD analysis as pre-service teacher's self-reflection can be illustrated through the following figure.



**Figure 2** The conceptual framework of SHoWeD analysis integration in experiential learning

### Limitations

This theoretical study comes with limitations. While the purpose of this paper was to show how photovoice's SHoWeD analysis is incorporated into the reflective stage of experiential learning when pre-service teachers engage in self-reflection, it should be highlighted that the analysis is basic and stimulates study for further research. Additionally, it is possible for the next researchers to refine the concept offered by this paper.

## 4. Conclusion

Experiential learning has been adopted by pre-service teachers during their teaching practice. In experiential learning there is a reflective observation phase. The reflection process has two functions for pre-service teachers: it sheds light on their professional learning experiences while also critically reflecting on their chosen profession as teachers. Self-reflection can make pre-service teachers become more innovative and transformative in teaching. It raises curiosity of how pre-service teachers do self-reflection during their teaching practice. One of the advances in allowing pre-service teachers to practice self-reflection is the incorporation of photovoice as self-reflection. In photovoice procedure, there is a stage that apply SHoWeD analysis. SHoWeD analysis is an analysis based on five questions, they are: 1) what do you See here? 2) what is really Happening here? 3) how does this relate to Our lives? 4) Why does this situation, concern, or strength exist? 5) what can we Do about it? In fact, the function of SHoWeD analysis is to analyze the photographs taken by the participants in a photovoice study. Here, the innovation is applying the SHoWeD analysis in reflective stage of experiential learning that conducted by pre-service teachers. This integration will help the pre-service teachers do self-reflection during their teaching practicum. In addition, it will give inspiration for the next researchers in investigating the implementation of SHoWeD analysis as pre-service teacher's self-reflection.

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## Compliance with ethical standards

### *Disclosure of conflict of interest*

No conflict of interest to be disclosed.

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