SALAMA EMPOWER

PHOTOVOICE FACILITATION GUIDE

FOSTERING ADOLESCENT WELLBEING

SEPTEMBER 2021

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About SALaMA

SALAMA

Adolescence is a critical phase of development, during which physical, neural, and emotional growth are influenced by external factors. Experiences during adolescence can have a profound effect on health and wellbeing that last through adulthood. While this developmental period can be challenging for any individual, adolescents who have been – or whose parents have been – resettled from the Middle East and North Africa (MENA) region face a number of unique challenges ranging from exposure to conflict in countries of origin to difficult migration experiences to daily stressors related to resettlement in the US.

The Study of Adolescent Lives after Migration to America (SALaMA) is a mixed-methods study that is conducted by Washington University in St. Louis with support from Qatar Foundation International (QFI). It seeks to better understand the experiences and psychosocial wellbeing of in-school adolescents, with a focus on immigrants and refugees/asylum-seekers from countries in the MENA region. Emerging findings from the study have shown small declines in adolescent resilience with increased time spent in the US. SALaMA findings emphasized the need for programming that helps support sustainable coping mechanisms and support systems throughout adolescence and into adulthood. While ample evidence supports the important role that schools play in promoting refugee and asylum-seeking adolescents' mental health and psychosocial wellbeing, minimal literature to date has documented newcomer students' perspectives and recommendations on how schools can serve them more effectively. **Greater attention to the lived experiences, perspectives, and ideas of these young people may provide critical insight for making school-based supports more inclusive of immigrant and refugee adolescents.** Participatory research provides the opportunity to understand how newcomer students from conflict-affected countries in the MENA region experience the challenges and opportunities of acculturation. Through the use of PhotoVoice, the EMPOWerment and rEsilience pRogram (EMPOWER), centers adolescents' voices, ideas, and priorities in research efforts. By generating evidence on how these students are faring and how to successfully navigate and address the taboo/stigma around mental health in Arab/Muslim communities, EMPOWER helps to fill the gap in what critical supports and services to help students better transition and thrive in the US and their new schools will be culturally relevant, sensitive, and accepted by student immigrants and refugees and their families.

What is PhotoVoice?

PhotoVoice is a participatory action research method created by Caroline Wang and Mary Ann Burris in the 1990s (Wang & Burris, 1994). Using photography, a medium that transcends language and literacy barriers, individuals are empowered to express themselves, inform others of their realities or concerns, and be actively involved in decisions that affect their own lives and their communities. In the decades since, PhotoVoice has been used in all corners of the world among a wide variety of populations for different purposes including research, advocacy, needs assessments, program monitoring and evaluation, and income generation (Maclean & Woodward, 2013; Wang, 2006; Wang & Burris, 1997). Research has shown PhotoVoice can promote positive social change through fostering recognition of the need for change, improving self- and community-awareness of lived realities, enhancing often marginalized populations as agents of change, and strengthening problem-solving skills (Carlson et al., 2006; Peabody, 2013; Seedat et al., 2015).

PhotoVoice is particularly effective when conducting research with traditionally disenfranchised groups because it shifts the traditional power dynamics in research, making participants co-investigators or co-creators of knowledge (Call-Cummings et al., 2019). This shift in power dynamics challenges the traditional images of research that follow a more positivist epistemology: a researcher, distinguished in a white coat, extracting data from participants kept ignorant of the study's intention, ensuring a process free of bias. Instead, PhotoVoice takes a relatively constructivist approach (Latz, 2012) and sees participants as experts of their own lived experiences. This method is often noted for its ability to empower participants, which is often described as particularly important when conducting research with marginalized and disenfranchised groups like adolescent migrants (i.e., resettled refugees, asylum seekers, immigrants) from Arabic-speaking countries who are often talked about but rarely given the opportunity to be heard (Hong, 2016). Refugees and asylum seekers face intersecting points of marginality.

BACKGROUND

Their immigration status often paints them as either dangerous or pitiable victims in need of Western aid and assistance. In addition, Arabs and Muslims face rampant discrimination, particularly following the September 11th terrorist attacks (Ogan et al., 2014). This prejudice continues to the present day, with spikes in hate crimes correlating with negative public discourse, particularly around the time of the 2016 presidential election. Further, students' status as minors adds another layer of marginality (Maradiegue, 2003). As minors, they have relatively fewer opportunities to make their own choices; as such, a research method that affords them the power to shape the research process and positively transform their community is particularly meaningful.

PhotoVoice requires that the researchers and participants follow up on the project to engage in positive social change activities. Without this critical action component, the project does not truly comprise PhotoVoice (Sitter, 2017). This emphasis on community change and action is essential when working with youth. Civic participation among youth tends to lag behind older adults (File, 2014), though the policies being formed today will have the greatest impact on youth who will live to see the long-term consequences of such decisions. PhotoVoice's ability to facilitate critical reflection and engagement is particularly impactful for youth participating in the research.

Alternative data gathering methods (i.e., surveys, interviews) traditionally rely on participants to be verbose and/or proficient in reading and writing. PhotoVoice, while it does incorporate speaking, reading, and writing, also introduces another medium accessible to many ages and levels of ability: photography (Jurkowski, 2008; Wang & Burris, 1997). Because participants have time to reflect on the research questions and process their responses to these questions while taking photographs (Graziano, 2011), they are able to more easily verbalize their thoughts relative to other methods that require quick, on-the-spot, answers to questions. This can be particularly beneficial for recently immigrated adolescents from Arabic-speaking countries who may find themselves, on the road to becoming bilingual, unable to fully express themselves easily in one or both of their languages.

A Note on Research

EMPOWER can be implemented as a stand-alone program, but it can also be implemented within a broader research study, whereby the implementers analyze and publish the data. If this is the case for you and your team, facilitators should be sure to submit a protocol for ethical review, use consent forms, and be explicit about the research components of the project throughout implementation.

While PhotoVoice projects can look like many different things, the following is an outline of a typical PhotoVoice project (See also the guide published by Sutton-Brown in 2014):

Step 1: Recruit and obtain informed consent.

Step 2: Gather participants together, introduce the project, describe the basics of PhotoVoice, give basic photography training, establish ground rules for discussion and conduct.

Step 3: Participants take photos either as a group or individually. Typically, if they are taking photos in a group, the photos are meant to be very context-specific (i.e., school-related topics might ask participants to take photos in the school they attend). Often, captions are included with the photos.

Step 4: Participants share their photos and reflect on others' photos. This group discussion can take many forms but should allow participants to comment on other participants' photos and discuss crosscutting similarities and differences.

Step 5: Participants and researchers engage in a discussion and create an action plan to address the challenges participants identified or to bolster the community strengths discussed in the group discussion.

Step 6: In many cases, participants are invited or required to join in the data analysis process.

Step 7: The photos and other products that may have been produced during the project are shared with the public (and potentially lawmakers or other decision makers) in the form of a gallery.

OVERVIEW

Welcome Session

Introduction to EMPOWER, receiving participant and parental consent, the goals of the project, establishing and communicating project norms and expectations, photography basics, and PhotoVoice ethics.

Reflection Session #1

Sharing photos as they relate to activity goals in both small and large groups, and exploration of common themes.

Reflection Session #2

Photo analysis using the **SHOWeD** method to identify and explore participants' priorities as they relate to study objectives:

- What do you **s**ee?
- What is really **h**appening?
- How does it relate to **o**ur lives?
- **W**hy does this situation, concern, or strength **e**xist?
- What can we **d**o about it?

Analysis Session #1

Photo categorization task, introduction to data analysis

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Analysis Session #2
Group training on coding, independent coding practice of both Arabic and English transcripts from Reflection Sessions, group reflection on the process of coding, discussion of transcript content (e.g., patterns, relationships between concepts, similar/different experiences)

Analysis Session #3
Lesson on various ways to summarize and present data. Discussion of the data generated from this activity (e.g., Is it needed? Not needed? Why or why not? Is it generalizable (Does it apply to all Arab migrant high schoolers?)?, and decision on how to present data for EMPOWER gallery.

Analysis Session #4
Create the piece(s) for the EMPOWER Gallery.

EMPOWER Gallery
Display photos, captions, selected quotes, and participant analyses at a public gallery.

Note: Facilitators may also consider adding sessions on social emotional learning (SEL), cultural awareness, career development or other relevant content to complement the discussions and skills building throughout the program.

TRAINING

- **EMPOWER Overview**
- **Data Collection and Analysis**
- **Writing Questions**
- **Listening**
- **Mock PhotoVoice Session**
- **Tips and Considerations**

*EMPOWER facilitators should ideally have a connection to the participants' community. In some cases, the facilitators may even be peers or near peers. If there is no connection to the community, the training should include topics to better acquaint facilitators with the norms of the community and how to be respectful in that setting. The following training guidelines assume the facilitators are from or at least well acquainted with the community. The depth of each training session should be adapted to the skills and background of the facilitators. (Please see **Appendices** for accompanying training slides.)*

EMPOWER Overview

- What is 'research'?
  - Ask facilitators to reflect on what they think about when they hear 'research.' Often, people usually imagine a sterile lab environment, with strict divisions between researchers and the people under study.
- Overview of participatory action research (PAR)
  - Rooted in liberation psychology, PAR restructures power dynamics between the researcher and community.
  - In PAR, there is a strong partnership between the participant and researcher in solving issues.
- Epistemology
  - Give an overview of the emphasis on positivism, especially in contrast with constructivist views.
  - Acknowledge views that often fall in-between.
- Basic overview of the goals and purpose of EMPOWER
- Walk through the steps of EMPOWER.
- Consider the assumptions of EMPOWER and its unique contributions, particularly its ability to capture community-individual interaction through photos of the physical community and the social interactions in the group discussions.
- Share examples of past PhotoVoice projects.

Suggested Readings

Valera, P., Gallin, J., Schuk, D., & Davis, N. (2009). "Trying to Eat Healthy" A Photovoice Study About Women's Access to Healthy Food in New York City. Affilia, 24(3), 300-314.

Becker, K., Reiser, M., Lambert, S., & Covello, C. (2014). Photovoice: Conducting community-based participatory research and advocacy in mental health. Journal of Creativity in Mental Health, 9(2), 188-209.

Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. Health education & behavior, 24(3), 369-387.

Data Collection and Analysis

- Overview of group discussion facilitation in a PhotoVoice setting including norms and procedures such as sample size, preparation tips, in-the-moment facilitation tips, and the role of the facilitator in a participant-led methodology (see slide 6 'How are Group Discussions Facilitated?' in the slide deck titled '1 data collection and analysis').
- Outline data collection approach options such as audio recording and transcription, in-session notes, post-session notes and the benefits, cons, and considerations for each method (see slide 8 'Data Collection Approach' in the slide deck titled '1 data collection and analysis').
- Describe the process of thematic analysis following Braun & Clarke, 2006.
- Show an example of a thematic analysis diagram and work together to interpret the diagram.
- Engage in example coding and analysis diagram creation.
- Reflect on how understanding basic qualitative analysis can help inform data collection and facilitation.

Writing Questions

- Share an overview of best practices when asking questions. For example:
  - Ask for concrete life stories
  - Effective probing
  - Consider effective order of questions
- Share an overview of what to avoid when asking questions. For example, avoid:
  - Double barreled questions
  - Technical jargon
  - Overly abstract questions
  - Close-ended questions
  - Avoiding assumptions in questions
- Have participants practice improving a sample list of bad questions!
- Discuss the "backwards approach" to forming questions.
- Practice writing questions from scratch and consider what probes might be helpful.

Suggested Readings

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative research in psychology, 3(2), 77-101.

Braun, V., & Clarke, V. (2013). Interactive data collection 2: focus groups. Successful Qualitative Research: A Practical Guide for Beginners. Sage, London.

Suggested Reading

McClelland, S. I. (2017). Vulnerable listening: Possibilities and challenges of doing qualitative research. Qualitative Psychology, 4(3), 338.

Listening

- Ask facilitators to reflect on times when they felt listened to.
- Overview of best practices, including a discussion of **how effective listening might look different across cultures.**
- Emphasize the deeply personal nature of qualitative research and the importance of respect and appreciation for the participants' stories.
- Practice listening techniques with each other and let the mock interviewee reflect on the experience.

Managing Emotions in a Research Setting

The topics explored in these sessions can be deeply personal and facilitators may make deep connections with students. We found that participants and/or the parents of participants may share personal and distressing information with the facilitators. Review strategies for providing emotional support with facilitators and establish a list of mental health and psychosocial resources facilitators can point program participants to.

Mock EMPOWER Session

The mock EMPOWER session is an essential training element where the facilitators can put theory and training into practice. For this practice session, a group of mock participants should bring photos on a particular topic similar or equal to the research question that will be discussed in the actual session. The trainees will be asked to lead the session from start to end without interruption as if it was the real session. While the trainees are leading the session, the trainer will take detailed notes paying attention to the quality of the questions and probes, the listening effectiveness, the observed rapport building, and the general flow of the session.

At the close of the mock session, the participants should be given at least ten minutes to reflect on the experience, commenting on what was effective and ineffective. If the conversation is overly positive or negative, the lead trainer should guide the mock participants to give more wholistic feedback (e.g., if the mock participants are singularly positive about the quality of the probes, the trainer could ask, 'It seems that you found the probes really helpful. Were there any particular probes that were more effective than others? Or less effective?' The trainees should be given at least five minutes each to reflect on the experience to describe what went well or less well, what was surprising, etc.

At this point the mock participants can be thanked for their time and excused. The trainer can then share their detailed feedback with the trainees verbally and share the notes with them for future study and reflection.
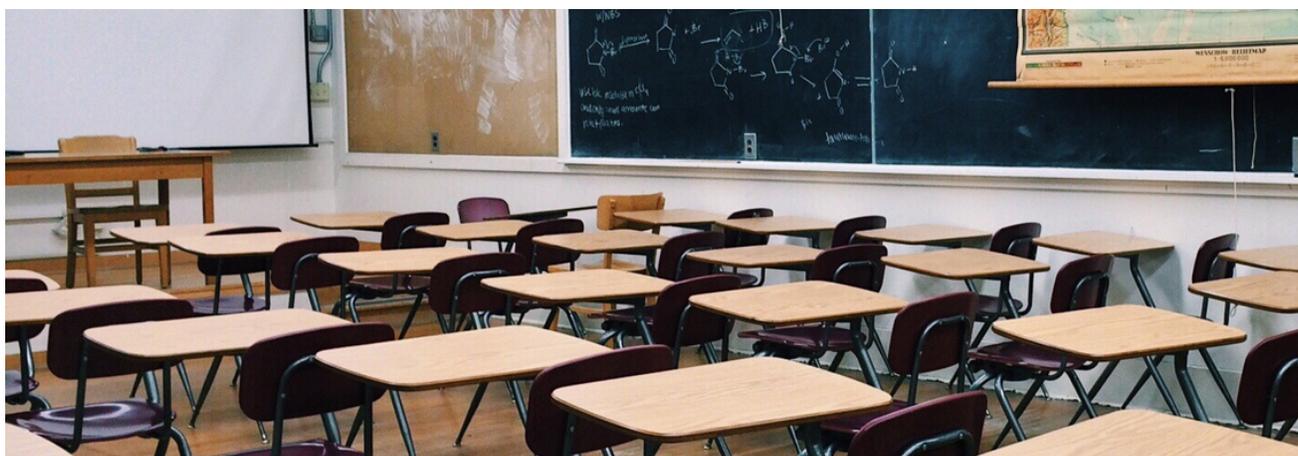
General Organizational Tips and Considerations

- Sessions can be held more often than two times a week. **A compressed schedule may help participants better recall what was discussed in previous sessions.** Note, this compressed timeline would not apply to those sessions where photos need to be taken in the interim (see below).

- When scheduling, be sure to provide the participants with enough time during which they can photograph (1 or 1.5 weeks). Some PhotoVoice projects even hold a session and ask the participants to take photographs during the session. This is more common when the research questions are context specific, such as experiences in school (and so participants can walk around the school taking photographs. The facilitators can also schedule a follow up (virtual or in person) with the participants during their individual photography to make sure participants ask any lingering questions.

- Usually, and depending on the group, sessions might start a little later as many participants tend to arrive 10-15 min late (make sure to keep that in mind while planning your sessions).

- The participants **must come to every session**, so facilitators need effective communication strategies to remind the participants to attend, or the sessions should be aligned with something in the participants' schedule that they are already accustomed to. This could look like multiple things such as the program taking place during homeroom or after school. The facilitators, when looking for effective communication strategies to remind the participants of the session, may ask for the participants' emails and phone numbers. If facilitators feel comfortable, they can create a WhatsApp group or GroupMe or other form of communication to keep reminding them to come to the sessions. This form of communication would need to be approved by the IRB.

- **Snacks are everything**. Facilitators can provide snacks that are fairly filling and easy to clean and eat during each session. Future sessions should avoid packaging that is noisy as it might interfere with the audio recordings.

- Develop a multi-point technology plan to **avoid distractions**. Discuss with the participants the importance of putting their phones out of sight because there will be important sessions in the coming weeks and their attention matters. You may even find it necessary to put the phones in a box at the beginning of the session to avoid the temptation of looking at their phones.

- If you have two or more group discussions happening at the same time, you should split the groups in different rooms to avoid background noise that might distract the participants and disrupt the recordings.

- The facilitators should **coordinate and divide responsibilities** before each session. For example, one facilitator might be responsible for the recorders, while the other might be responsible for setting up snacks, etc. If budget allows, it would be ideal to have a third person who can observe and assist with other tasks to help the main two facilitators.

- Observe the participants' behavior and emotional state. Facilitators in past sessions observed that there were some participants who would habitually come into the session feeling sad, which is something that facilitators should be aware of and feel prepared to address in a manner that is appropriate for their role, qualifications, and personal comfort.

WELCOME

Session Objectives

This session serves to orient the participants to the research project's goals, the PhotoVoice process, and to begin building rapport between each of the participants and the facilitators.

Activities

- **Introductions**
- **ROPES**
- **Photography 101**
- **Mini PhotoVoice**

Materials

- **Informed Consent Documents**
- **PPT presentations**
- **Day 1 Handouts**
- **Cameras**
- **Consent form to photograph individual subjects**

1.1 Program Introduction

" **SAY:**

- Hello! My name is [insert your name] and I am super excited to be here today! I was invited to talk to you all about a really important topic: your experiences, stories, and ideas for how your schools and communities can better support you!
- Together we're running EMPOWER, which makes use of the PhotoVoice method. Our goal is to learn about your thoughts and experiences as immigrant and refugee/asylum-seeking students. Specifically, we're interested in learning more about your pathways to wellbeing, the challenges you had in coming to the United States, the challenges you still face, and ways we can support you and others like you coming from a different country and resettling in this community.

- This is something that is really important to me, personally, because [optional: can self-disclose any shared identity or experience to build rapport, trust, and a sense of connectedness].
- At the end of the program, we'll hold a public gallery to feature your photography and prompt community discussion about issues important to your wellbeing.

Note: *You may rely on a slide deck to make this more engaging.*

1.2 Informed Consent

" SAY:

- Before we begin, we need to make sure that each of you and your parents have signed an informed consent document. This is standard for anyone who participates in a research study. It explains the study itself, what you can expect as a participant, and what the research team expects of you.
- Please remember that participation is completely voluntary, and you can stop participating in the program at any time. If anything comes up that is concerning to you, we are always able to talk with you about it, so please don't hesitate to talk with us. We want this to be a great experience for you and are happy to make changes to make you feel more comfortable with the process.

✓ DO:

- Confirm from whom you've obtained informed consent prior to this first session and who you need to ensure signs the documents. **You are responsible for knowing who needs to complete the consent documents and you should not rely on the participants to identify themselves.**
- Pass out paper copies of the informed consent document to those who have not yet completed it.
- Allot time to talk with parents and explain what different aspects of the document mean.
- Offer something to keep the other participants engaged and happy (e.g., snacks) while you are finishing the consent documents.

> **SAY:**

- Thank you all for being patient as we finished up the consent process! Now that we have obtained informed consent from everyone, we can officially begin!
- As you know, we will be recording these sessions. We will not share these audio files with anyone outside our research team. We will use the audio to create written transcripts that include everything people say during the sessions. We will be looking at these transcripts later in the program when we learn to analyze data, so **be sure that if there is something you want to say off the record that you let us know so we don't record anything you feel uncomfortable with.** We also ask that you leave the recorders in the places we set them untouched because it will otherwise make it difficult to hear everything on the recording.

1.3 Pseudonyms

> **SAY:**

- To ensure your privacy we will ask you to pick a pseudonym – or a fake name.
- Take some time now to think what name you would like to use for this project. You can pick anything you like!

✓ **DO:**

- Have participants come to the front of the classroom and write their chosen pseudonym next to their given name on the program roster.
- If desired, participants can make name tents or name tags with their pseudonym.

1.4 Introductions

✓ **DO:**

- Center participants' attention and ask them to sit in a circle for introductions.

❝ **SAY:**

- Thank you again for participating in the SALaMA EMPOWER PhotoVoice program! While we'll be continuing to getting to know each other over the next 10 sessions, let's start off with a round of introductions.
- When it's your turn, please share your name, where you're from, and what you hope to gain from this program.

✓ **DO:**

- One of the facilitators can volunteer to introduce themselves to provide an example for participants.

1.5 Group Guidelines

? ASK:

- "What comes to mind when you hear the word 'ropes'?" Or "What are ropes used for?"

✓ DO:

- Welcome both positive and negative associations.
- Common responses: jumping, exercise, tying something up, hanging, keeping something separate, creating boundaries (i.e. in a pool or at the beach).
- Review responses and summarize that ropes have a variety of positive and negative uses.

" SAY:

- The concept of ropes can also be used in group work too. If we use ROPES to set our rules, we provide (1) boundaries for group members and (2) safety and support when group members are trying something new or talking about difficult subjects. However, if we make the ROPES rules too rigid, people may feel constrained, and it can limit the group sharing process.
- The goal of this next activity is to create guidelines for our group. Using the ROPES acronym, let's brainstorm words that begin with each letter.

✓ DO:

- The facilitator writes the acronym 'ROPES' on a large piece of paper and adds participants' suggestions as they call them out.

? ASK:

- What do you think of this list?
- Are there any changes we should make?

ROPES Example

- *R – respect, responsibility, reporting, keep it "real"*
- *O – open, opportunity, "oops" and "ouch" (i.e., Participants have the ability to say "oops" when they realize they said something that could be offensive and "ouch" as a respectful way to hold another member accountable for something that triggers an emotional reaction.)*
- *P – participate/pass. Privacy, phones, personal questions, prepared*
- *E – escuchar (Spanish for "listen"), enthusiasm, empathy, education, empowered, excited, "ELMO" (i.e., "Enough! Let's move on." This is useful for establishing some decisions about what things might need to move to the parking lot during a group session)*
- *S – safety (take care of yourself, privacy/confidentiality), silence (phones, technology), "said here, stays here", safe space, self-awareness, share, sense of humor*

✓ **DO:**

- Facilitators should be sure to highlight the importance and value of hearing different perspectives that we may or may not agree with. They should also emphasize avoiding distractions and showing classmates respect by listening with their full attention.
- Once participants agree that the list is complete, the facilitator may ask each participant to come up and sign the guidelines as a way to acknowledge that they will honor the ROPES, or they can simply ask the group whether they agree with the ROPES.

1.6 Introduction to PhotoVoice

❝ **SAY:**

- This is an x-week program and we will meet every x and y day until [month day]. If anyone here thinks they might miss a day please reach out to us. **It is very important to come to each session because we really build off each one and won't have time to catch everyone up during the session.**
- This diagram depicts a timeline of our program. We will start off today just learning about the program and what PhotoVoice is. After today, you all will go home and take pictures based on some specific questions. After you take these pictures, you will write captions and send the photos to us so we can print them before we meet again for the discussion sessions. We will have two discussion sessions where we can see what photos everyone took and hear the stories behind each of these photos. We will also be having larger group discussions that are inspired from these pictures and the conversations that stem from them. As you know, we will be audio recording these sessions.

- After we record these sessions, we will send these audio clips to the research team who will start to transcribe the audio recordings into written scripts. We will then review these transcripts together and learn how to use a research method called qualitative analysis. That basically means that we will be summarizing data that is made up of words and not numbers. These are great skills to learn and it's something you all can include on college applications and resumes as you apply for jobs. We have four analysis sessions scheduled, and on the last day we will be creating a final product of your choosing that can be displayed to the public or sent to a specific audience. After all this is over, we will be hosting a gallery and reception at [location] on [date] where we will display your photos, quotes, and potentially your analyses for public viewing. Of course you are all invited to the gallery and it should be a really great time where you can celebrate everything you accomplished.
- You might be asking, what exactly is PhotoVoice and what makes it different from other kinds of research? Essentially, PhotoVoice is a way of better understanding your perspectives and life experiences. This method is different from other research methods in that it is structured in a way that makes you all more like partners in research. You all will learn a lot about research and have a lot of control over the process.
- As a PhotoVoice participant, you will use cameras to become recorders and catalysts for social change. You will be able to express your point of view of what it is like to be a person living and adapting in the U.S.
- During reflection sessions, you will have a chance to have conversations with other participants by sharing your stories and thoughts with them and listening to their stories as well.
- Your photos will be published in a gallery which might attract policy makers and stakeholders to take action to support your community.

PhotoVoice has three main goals:
1. It helps people to record and reflect on their community's strengths and problems.
2. It identifies important issues through group discussion and photographs.
3. Finally, it gets the attention of politicians and other policymakers for the hope of positive change.

PhotoVoice programs usually follow the same process:
- Participants learn about PhotoVoice and the photo prompts.
- On their own, participants take photos that represent their responses to the photo prompts and write captions.
- Participants come back together to discuss their photos and reflect on their experiences.
- A public gallery is held showcasing participants photos and captions, providing an opportunity for reflection with the general public.

? **ASK:**

- What parts of this process or method don't make sense? What questions do you all have at this point?

1.7 SALaMA EMPOWER PhotoVoice

" **SAY:**

- In this PhotoVoice program we're exploring four different questions:
  - What do you want people to know about you?
  - What does wellbeing mean to you?
  - How would you describe your life in the U.S. to a friend back in your country of birth?
  - What does "belonging" mean to you? What community/communities do you belong to? What makes you feel most and the least like you belong to your community?
- For each question we want you to take at least two pictures. That's a total of eight photos. Take a minute now to brainstorm some ideas of how you might answer these questions and what pictures you want to take.
- Make sure to email us/fill out the google form we sent you at [show QR code or emails on PowerPoint].

✓ **DO:**

- If you want to collect all the entries in one place, you can create a google form or something similar that allows the participants to submit their photos online. Make sure to leave an open text space for captions and an upload section for photo consent in case they take identifiable photos of people. Instead of having a link on the screen, you can create a QR code for free online and the participants can access it with a mobile phone. You can also send them a link over email.

1.8 Photography 101

❝ **SAY:**

- We really don't emphasize that you all take professional photographs, but we do want to be sure you all know some basic photography tips and tricks so you can best depict what you want to share.
- First off, one of the easiest mistakes to make is having a dirty lens when you take pictures. If something is smudging part of the lens, your photo won't come out as clear as you might want. That being said, you could decide to intentionally smudge the lens for artistic or symbolic effect. It's totally up to you and how you want the pictures to turn out!
- Make sure you focus on the subject. You can often do this on your phones by tapping the subject on the screen. If you want to focus on a specific small thing, we suggest taking the picture and cropping later to avoid getting a blurry image.
- Try to avoid lens flare. Again, you might decide you want to achieve a specific effect, but usually lens flare is an accident that has to do with how the light hits the camera lens. Sometimes you can change the angle you take the picture from or you can cup your hand over the lens to shield it from the sun like this.

✓ **DO:**

- Show how to cup your hand to avoid lens flare. If they seem interested, let them try it on their own out the window as a short interactive break.

66 SAY:

- Generally, it is better to avoid flash. It tends to leave the image washed out and looking unnatural. If you can, use natural light and try to hold the camera/phone really still since it will take longer to snap the photo in low light. You can even prop it against something and then click the photo or set a timer to make sure it's held steady while the photo is taken.
- Consider what your subject is and make sure that the background doesn't distract from the subject. If your background is cluttered, it is difficult to know what the photo is about.
- Take lots of shots and then go back and select your favorites and delete the rest. This way you can be picky about the exact angle and composition.
- Go light on filters. While filters can be a great way to show artistic expression, they can also start to look tacky if you overdo it.
- When you are making decisions about using filters, lens flare, cropping, blurriness, etc., ask yourself, **"Does adding this filter or cropping it in this way help tell the story I am trying to tell? Or does it distract from that story?"** We always want to choose the option that best tells the story you want to tell.
- Most important of all, don't forget good camera etiquette. You generally are allowed to take pictures of crowds of people in public, but if you are focusing on a specific person and their face is visible, **you should absolutely ask for their consent before taking the picture.** As you take the photo, think about how they would want to be represented and make sure you don't do anything they would find offensive or insulting. You will also need to make sure they sign this form if they are identifiable, meaning you can see their face or another identifiable feature.

✓ DO:

- Lift up the photo consent form document you passed out earlier and offer more for anyone who would like more copies. Note that there are different forms for minors and adults being photographed.

- It can sometimes be tempting to go to extreme lengths to get the perfect angle or the perfect shot. But make sure you don't do anything that would put you in a dangerous or compromising situation. For example, if you wanted to take a picture of a bakery and you feel like the right distance is in the middle of the street, do not take a picture while standing in the middle of the street! Try standing safely across the street and cropping to make sure you don't get hurt while pursuing photography perfection.
- Finally, this is supposed to be fun! **Feel free to break all these stylistic 'rules' and do what makes you happy.** Don't stress out about the perfect shot. These are just visual aids to help tell your story. In the end, it's the stories you tell that we are the most interested in. The photos are a piece of that, but they aren't everything.

Note: Ensure that participants understand that while they have complete stylistic freedom in their photos, such as lens flare and focus, getting consent from those they take photos of is not optional.

1.9 Photovoice Practice Activity

SAY:

- We are going to practice taking pictures now, just like we will ask you to do after this session. If you recall, we are going to have a series of research questions and you will take pictures of things that answer those questions. We are going to practice with a different set of questions now just to get used to the method. **These questions are, "What does 'academic success' look like to you? What motivates you to do well in school?"** Try taking a bunch of photos that address these questions. Then look through the images and choose your favorite two photos per question (four total) and write a caption for each. The caption can be as long or as short as you want. They can be as small as an emoji or they can be larger descriptive text that fully explains the photo. We will share these photos and captions and then you will have a chance to tell the story behind the photo and the caption. When you share the photo, be sure to say what the photo means to you and why it's important. Don't forget the photography tips and tricks we just shared with you. And remember, you can take pictures of things you are directly talking about or you can take pictures of things that are more abstract and symbolic. You have total freedom as long as you tell the story and it relates to these two questions.

✓ **DO:**

- Display the two research questions in a public place that participants can continually refer to throughout the activity.
- Hand out cameras to participants who need them and show them how to operate the cameras while the other participants begin the activity.

? **ASK:**

- Go around the room and ask participants individually what is confusing to them. If they feel confident, then ask them if they have ideas of what pictures they want to take and why. **This is a great opportunity to intervene privately (not in front of all their peers) in case they are confused and shy to ask questions.**

✓ **DO:**

- Group the participants in small groups and ask them to share their photos with each other. Remind them to not just share the photos and the captions, but to also say why they took these photos and how the photos address the two questions.

1.10 Ethics Reminder

? **ASK:**

- Ask a couple of volunteers to summarize photography ethics again (we just covered it before the activity so this should be easy).

" **SAY: (if you are implementing PhotoVoice as part of a research study)**

- Remember, everything we say and do here should stay in this room. This is a research study, and so we must agree to keep things confidential so that everyone feels like it is a safe space to share their perspectives and life experiences. Maybe if this was during regular school hours it would be okay to share things others said to your parents, friends, siblings, etc. but since this is research, we have a legal obligation to our peers to keep their involvement in the study and the particular things they say private. If you ever have any concerns about this, you can always reach out to us.

1.11 Closing Statements

✓ **DO:**

- **If communication channels have not been formed yet, be sure these are in place to offer reminders to the participants.** If implementing PhotoVoice as part of a research study, ensure that the method of communication you employ is in line with IRB standards.
- Use a slide deck to help emphasize the schedule and deliverables. Consider creating a calendar with the deliverable dates marked on the calendar for additional clarity.
- Set deadlines slightly earlier than they need to be. There are always participants who forget to submit or who will submit late. Give yourself time to contact these people who do not submit on time to remind them to do so.
- One area that participants often find confusing is what to capture in their photographs. Be sure to spend adequate time encouraging questions about this.

" **SAY:**

- Don't forget, we are focusing on these four research questions, and you will take photos that address each question just like we practiced today. Next time we meet, on [day], we will have group discussions about these photos. When you come back to share your photos, you will be doing more than just reading the caption and showing the picture. We will be asking you more detailed questions such as "What do we see in the picture? What does this represent? How does this answer one of the research questions?"
- **It's really important that you all submit your photos [say the method for submission] by [date and time] so we have time to print the photos before the next session**. Remember, these are all supposed to be pictures you took yourself, not photos you found online. You're welcome to use photos you took in the past if you don't have access to a certain place, person, or thing. But be sure to take some new photos too.

✓ **DO:**

- Encourage the participants to take home the leftover snacks.
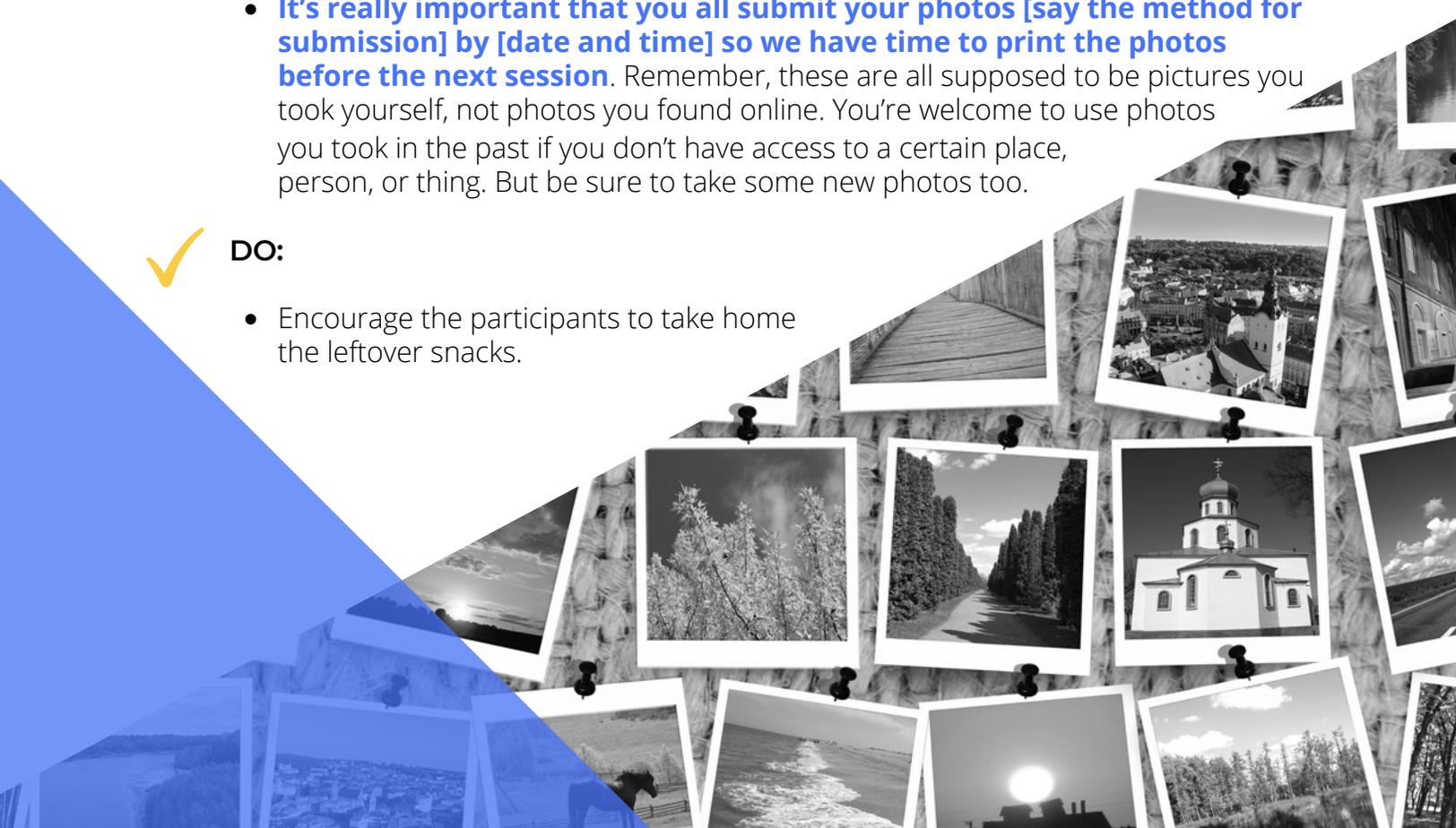
REFLECTION 1

Session Objectives

This session is the first of two sessions where we will collect our main source of data.

Activities

- **Introduction and Ground Rules**
- **Photosharing**
- **Small Group Discussion**
- **Full Group Discussion**
- **Closing**

Materials

- **Printed photographs**
- **Projected research questions**
- **Collect the consent forms for photography subjects**
- **Recorders**

Preparation

- Prior to beginning the session, write or project the research questions in large font in the room so they can be easily seen throughout the session. The research questions can also be printed onto smaller papers that can be kept with the small groups.
- Facilitators should also bring printed copies of the participants' photos and the associated captions. Feel free to place the participants' photos in small piles where you want them to sit so they pre-sort themselves into the correct groups as they arrive.
- Create smaller groups of about 4-7 participants and arrange the chairs in smaller circles as far from each other as they can be to avoid the recorder picking up both conversations (separate rooms is best).
- Before the session begins, decide how you will form these smaller groups. Usually we prioritize splitting siblings apart, then we split by age. Depending on language proficiency of the participants and the facilitators, you may need prioritize based on language match. While you may need to make last minute changes, arrive to the session with a plan for how you will split the groups. You might also consider splitting up pairs that are particularly chatty or who get each other distracted and off track in other ways.
- Provide paper and pens so the participants can take notes during the session. Set these materials in front of each chair.

2.1 Introduction & Ground Rules

" **SAY:**

- Welcome back! Thank you for sending in the photographs you took over the last week! [insert encouraging comment about the photo submissions].
- For those of you who haven't finished taking all of your photos, you still have a bit of time! You can submit your photos tonight and we will print them for our next session. If you completed all your photos, but get an idea for a different photo you want to share at the next session, you're also welcome to submit additional photos, but this is optional.
- Today each of you will be sharing the photos you took and what they represent to you. At the beginning, we will just take turns sharing the photographs and we will only interrupt to ask clarifying questions. This ensures that we will have time to get to everyone's photos. If someone's photo makes you think about something or it resonates with you in some way, we encourage you to write down your idea because we will be asking for people's impressions after everyone has had a chance to share their photos. We will want to hear about your thoughts when you heard people's stories, what aspects seemed similar across people and what was different and unique.
- But before we share photos and stories, I want to remind you all of the group guidelines we created and agreed to last week.
- We will also be transcribing today's conversations. In line with our group guidelines, we will use your pseudonyms (fake names) on the transcripts so that no one outside of this group will know who said what.
- Additionally, we will be using these transcripts during our analysis sessions towards the end of the program when we learn to analyze data.
- Just one last reminder, make sure it's clear how the photo addresses the research question!

Reminder: If you are implementing PhotoVoice as part of a research study, please say: "This is a research study, and so we must agree to keep things confidential so that everyone feels like it is a safe space to share their perspectives and life experiences."

✓ DO:

- Make sure you have at least one facilitator per group sitting with the participants at the table.
- During the initial photo sharing time, the facilitators should limit probes to approximately one or two probes per participant to balance showing interest and increasing clarity and depth in descriptions while also prioritizing full group discussion time.
- Facilitators should also try not to lead the participants in a particular direction and instead use things the participants already shared and encourage expansion on these topics. The only exception is if it seems a research question has not been addressed.
- **Intentionally elicit counter examples.** It is easy in a focus group for everyone to agree, but it is important to encourage dissenting opinions and validate those perspectives as well.

Note: In a previous PhotoVoice program, there was an issue where siblings shared information about each other to their parents, so it is important to emphasize confidentiality throughout the session.

2.2 Photo Sharing

❝ SAY:

- To start today's small group discussions, you'll each have the opportunity to share your pictures while explaining the meaning, ideas, and experiences the pictures represent. Some questions to guide you are:
  - What do we see in the picture?
  - What does this represent?
  - How does this answer one of the research questions?
- If it is not your turn to share, please give your attention to your peers and do not interrupt them except for clarification.
- After every person has shared their photos, we will have an opportunity to comment and ask questions about their photographs and stories.
- While you are listening, we encourage you to take notes using the paper and pen in front of you so you can recall your thoughts and observations when it's time to discuss with the full group.

In particular, note the meanings of the pictures from the presenting photographers and reflect on whether the picture and the story are also applicable to you, or if you had a very different perspective or experience.

- Throughout today's session, please say your pseudonym before you begin sharing so that we can easily identify each speaker in the transcription.

Note: The research questions/photo prompts should be visible throughout the session to remind the participants about the main foci of the discussion.

? ASK:

- What questions do you have?

✓ DO:

- If you have not done this already, split the group into their assigned rooms/spaces for the smaller group discussion.
- Ask participants to sit in a circle so that they are able to see everyone in their group. You can also pre-set the furniture to encourage this.
- Place two recorders in the middle of the participants so they can pick up the entire conversation. Try to place this out of reach so the participants don't touch them and interrupt the recording.

Note: It may be a good idea to place two recorders with each group. This will reduce the risk of data loss if one recorder malfunctions.

Facilitator Best Practice

In accordance with PhotoVoice methodology and community-based participatory research guidelines, the photos themselves and what they represent to the photographer should guide group discussions, as opposed to having a predetermined and specific guide as you would with a traditional focus group discussion or interview. With that being said, you should be sure that the discussion never loses sight of the research questions.

? **ASK:**

- Who would like to share their photos first?

Note: While the participants are sharing their photos, take notes on interesting points mentioned from each person so you can reference specific observations if the conversation needs stimulation during the small group discussion. You can also comment to show interest or ask clarifying questions during the participant photo sharing time at the beginning of the session. However, to ensure there is enough time, try to limit these comments to about one per participant. Also, pay attention to speaking time per participant and encourage the participants who speak less by mentioning their photos or asking what their thoughts are about the topic currently under discussion.

2.3 Small Group Discussion

" **SAY:**

- Thank you all for sharing your photographs. [Insert a reflective/summarizing statement].
- I'd now like to open up the floor for a group discussion on what we all saw and heard. Think about the ideas you found most compelling, relatable, or different from your own experience.
- Going back to our group guidelines, if you disagree with a peer's perspective, it is important to express disagreement with the idea rather than the individual.

Facilitator Tip

If participants do not begin the discussion after a reasonable period of silence, you can further prompt the discussion by asking the participants if they saw common themes or similarities among the photos. You can also ask participants if they saw a photo someone else took that they wanted to take and how they reflect on that or if there was something that they wanted to take a photo of but couldn't and their reflection on that. This will in turn spark discussion among the participants. If you try these methods and there is still a lull in the discussion, you can also describe a pattern you observed yourself and ask if anyone else saw this pattern and their thoughts about it. These patterns should be less focused on the content of the photos (more shallow observations) and more about the underlying ideas they represent that relate to the research questions (more interpretive observations). Continue to prompt the participants as necessary, but aim to let the participants carry the conversation themselves and allow yourself to fade into the background if they stay on topic, relative to the research questions, and engage in a discussion that includes equitable participation of all members.

2.4 Full-Group Discussion

✓ DO:

- Bring the participants back to a full group discussion approximately 15 minutes before the end of the session.

❓ ASK:

- I know our group had a great discussion, and I'm really curious to hear from the other groups as well. Who is willing to volunteer to describe something their group talked about?
- Are there some important topics your group didn't talk about yet or didn't talk about in as much detail as you would like that we should address in the next session?

Note: If there are topics they identify that should be covered but haven't yet, note this down and prompt them with this in reflection session 2.

2.5 Closing

❝ SAY:

- Thank you for sharing your photos and their stories. Remember, you can take additional photos if you feel like you missed something important that you would want to include or if you didn't take two pictures per research question yet.

Note: This second submission opportunity gives an opportunity for students who may have misunderstood the directions or, after the discussion, realized they took too narrow of a scope and wish they had expressed some other important ideas.
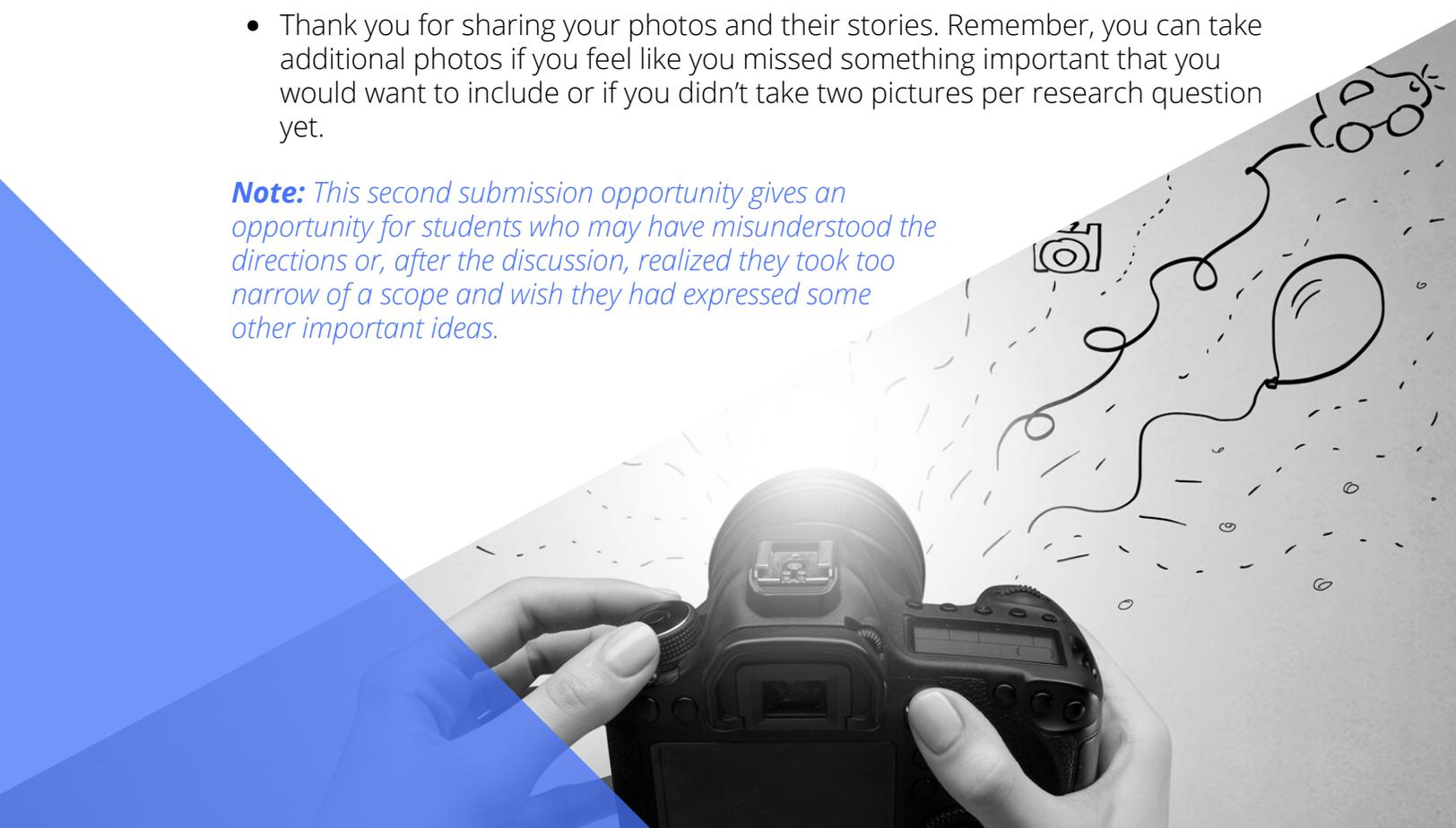
REFLECTION 2

Session Objectives

This session is the second of two sessions where you will be collecting the main data for the study. In this session you will ensure any additional photos are shared with the group and you will have the opportunity to go deeper into topics already covered, and then cover areas that had light or only superficial coverage in the first reflection session.

Activities

- **Introduction and photo sharing**
- **Small Group Discussion Part 1**
- **Small Group Discussion Part 2**
- **Full Group Discussion**

Materials

- **Printed photographs**
- **Projected research questions**
- **Collect the consent forms for photography subjects**
- **Recorders**

Preparation

- The facilitators should listen to the recordings of session 1 (all sub-groups) and take notes about which research questions were answered well and which ones require more discussion. Consider probes you may use (ideally referencing something brought up already by the participants in their discussions or in their photos). For example, if a participant took a picture of items that remind them of their home country, you might say, *"I recall that Rose took a photo of a tea set that her grandmother gave her and Roro took a picture of the Syrian flag. It seems like reminders of home are important to you. How does staying connected to your home country help you? At what times is thinking of home difficult for you?"* The facilitators should communicate with each other on their strategy with regards to topic coverage or any effective strategies they found worked really well in reflection session 1.
- In terms of set-up, consider swapping rooms if the groups were in separate rooms. Some participants find this more engaging. Otherwise, maintain the set-up protocol from reflection session 1.
- Print any additional photos that were submitted after session 1 and bring the original group of photos as well.
- If there is an issue with one group missing more people than the other, feel free to swap group members to even out the groups.

3.1 Introduction and Photo Sharing

" SAY:

- Thank you all for joining us today. Remember to grab snacks now if you want them so as not to interrupt your group members while they are sharing their photos. We are going to pick up where we left off. For those of you who brought new photos, we will start as we did last time by sharing these photos with the small groups. From there we will have a group discussion like we did last time and we will have a chance to cover the topics we didn't have time to discuss last week.

3.2 Small Group Discussion Part 1

" SAY:

- Thank you for sharing your photos. Does anyone have any thoughts or observations they would like to make about these new photos?

Note: Allow the group to make any comments or ask questions. Any probes you use should be somewhat novel from the session before, so the participants do not feel like they are repeating themselves. If you do ask a somewhat repetitive question, you can show you were listening the first time by acknowledging the earlier responses and then ask if there are any additional perspectives. For example, they may have already talked about family pressure. If you want to make sure you have full topic coverage without seeming like you don't remember the conversation, you can say, "I know we talked last time a lot about how family pressure can add a lot of stress to your life. Did anyone have anything additional they wanted to say about this? Did anyone have a different perspective than the ones already brought up? For example, does anyone see family pressure as something that helps you do better or live a better, happier life?" Another example can be like this: "I remember last time we talked a lot about how the community can be really supportive. You all talked a lot about how nice it was to see Arabic signs on businesses and how people are there to help you and support you. Are there times when you don't feel so welcome in the community? If so, what kinds of experiences did you have that made you feel this way?"

3.3 Small Group Discussion Part 2

Note: *These parts will seem fairly seamless to the participants, but you will be taking a different strategy when guiding the discussion.*

66 **SAY:**

- Social action and critical reflection are essential elements of PhotoVoice method. Therefore, I would like to brainstorm with you all and consider what are the underlying causes for the hardships and successes that you all experience personally and what you observe in the community? And further, I would like to know what you all think can be done about it.
- Let's think about one of the issues we have been talking about, such as [list a few examples of issues they brought up], and think about 'Why does this situation, concern, or strength exist?' and 'What can we do about it?' Let's take a minute to write down some ideas individually first on the paper you all have and then we will discuss as a group.

? **ASK:**

- Can each of you take a turn to share your answers to these questions? Be sure to first tell us what topic you are addressing and then tell us why that exists and what you think we, or someone, can do about it.

Note:
- *If organic discussion begins after people share their ideas, let it take its course and then when the conversation lulls or begins to stray off topic, prompt the next participant to share what they came up with during the individual reflection time.*
- *If the participants are struggling to answer the question regarding what they can do about it, ask them to think what needs to change, who has the power to change that, and if that person isn't them (e.g., an elected official, principal, etc.), then ask them to think how to communicate to the person who can make that decision.*

- *If they are still stuck you can share examples of what past PhotoVoice projects did to get the conversation going. For example, a PhotoVoice study concerning environmental health in China sent the photos they took and a short written summary of the issues they talked about and mailed these to the local politicians. The politicians made changes that resulted in better health for the community. In another past project with adolescent refugees, the participants emphasized how they wanted people to be more understanding of each other and see everyone as fellow humans. Therefore, they displayed their analysis posters that depicted this in a gallery intended for a public audience.*
- *In general, if they seem to be considering a narrow idea of what action can look like, intervene to broaden their scope so they at least consider a wider range of action (e.g., meeting with the principal, writing a letter to a politician that represents the local area, displaying an art piece in the hallway at their school, etc.).*

3.4 Full Group Discussion

Note: Be sure to begin the full group discussion at least 30 minutes before the end of the session.

? ASK:

- We just ended discussing various issues in the community, why these issues exist, and then what action we can take to address these root causes. As you all know, we hope to make a positive impact on the community through the work we are doing, and these discussions are the beginning of that. Can you all share some ideas you all talked about in the smaller group?

3.5 Closing

❝ SAY:

- Thank you all for sharing these great ideas. We will be revisiting these ideas when we decide what our plan of action should be for our final project. Keep thinking about these root causes and the actions we can take throughout the program because we will be revisting these ideas in the future.
- Before leaving, select what photos you want to display at the exhibition and place them in this pile. If you do not want a photo displayed, please put it in this pile and we will make sure to make a note of your preference.

ANALYSIS 1

Session Objectives

Elicit feedback about the participants' experiences with the study thus far. Introduce the participants to analysis in an intuitive way that will prepare them for subsequent sessions.

———

Activities

- **Methodological Feedback**
- **Sorting Photos and Creating Categories**
- **Conclusion**

Materials

- **Printed photographs**
- **Recorders**

Preparation

- Arrange the room so that the participants can all face each other in one big circle with the recorder(s) in the middle and out of reach.

4.1 Methodological Feedback

SAY:

- Welcome back everyone.
- Before we get into analysis, we want to get your feedback and ideas for how to improve our program thus far. We plan to hold future sessions so this feedback will shape our future sessions that will take place both nationally and internationally. Don't be shy in giving us advice. Think of yourselves as a part of the research team right now, like a colleague. We can really benefit from your perspectives and ideas.
- We have a series of questions for you. Start by writing down your answers to these questions and then we will share and have a discussion as a larger group.

1. What are your thoughts on the past sessions we had?
2. What do you think went well?
3. What didn't go well?
4. What could've been improved?
5. What stood out to you about these sessions?
6. What surprised you?
7. What can we do to improve this program?

Note: *When they have had adequate time to write down their ideas individually, open up the full group discussion and prompt them with general questions first like, 'What were the best parts of the program?' and 'What parts could be improved and what would you do to improve it?' After they addressed these general questions, you can ask more specific questions like:*
- *Were there times you felt confused about what to do?*
- *What made it click so you figured it out?*
- *How did language play a part in the process?*
- *How would it have been different to have a peer facilitating these groups (i.e., someone your age, your background, maybe even someone you know personally from your community)?*
- *What did you think about mixed age or mixed gender in the groups?*
- *How did having siblings in the same group either facilitate or inhibit sharing?*

Be sure to collect the individual responses and also record the full group discussion.

66 **SAY:**

- Thank you all for that amazing, thoughtful feedback. It will really help us shape our future studies so it can be even better for future participants.

4.2 Sorting Photos and Creating Categories

SAY:

- We are going to start learning how to analyze data. In this first activity, you will decide on collective categories for the pictures you all discussed the previous week as they relate to the research questions. These categories you create should essentially summarize the various answers you all gave to each research question. So if a random stranger came by and saw the research question and they saw the names of the categories, they should be able to have a decent understanding of what we talked about as a group.

ASK:

- Is it clear to everyone what 'categories' are? Can someone summarize for us what they are?

Note:
Regardless of whether they answer correctly, give the group an easy example and walk them through it. (e.g., Imagine we asked you 'what are some barriers to making it to work on time?' and we categorized pictures of a bike, car, and a bus schedule to indicate barriers relating to transport methods). It's important to not give an example too similar to the research question to allow the participants to express their own perspective with limited intervention. A slide deck with detailed examples are available online.

It is important to let the participants drive the categorization and naming of the categories. However, this exercise requires analytical skills and as facilitator you should ask questions to ensure you do not end up with categories that are too broad, too vague, overlapping, or (most importantly) not answering the research questions. (e.g., grouping nature photographs versus urban photography or photos with people versus photos of objects). Participants will likely need constant guidance until they fully grasp the concept. For example, you could ask something like, "How does that category help answer the research question?"
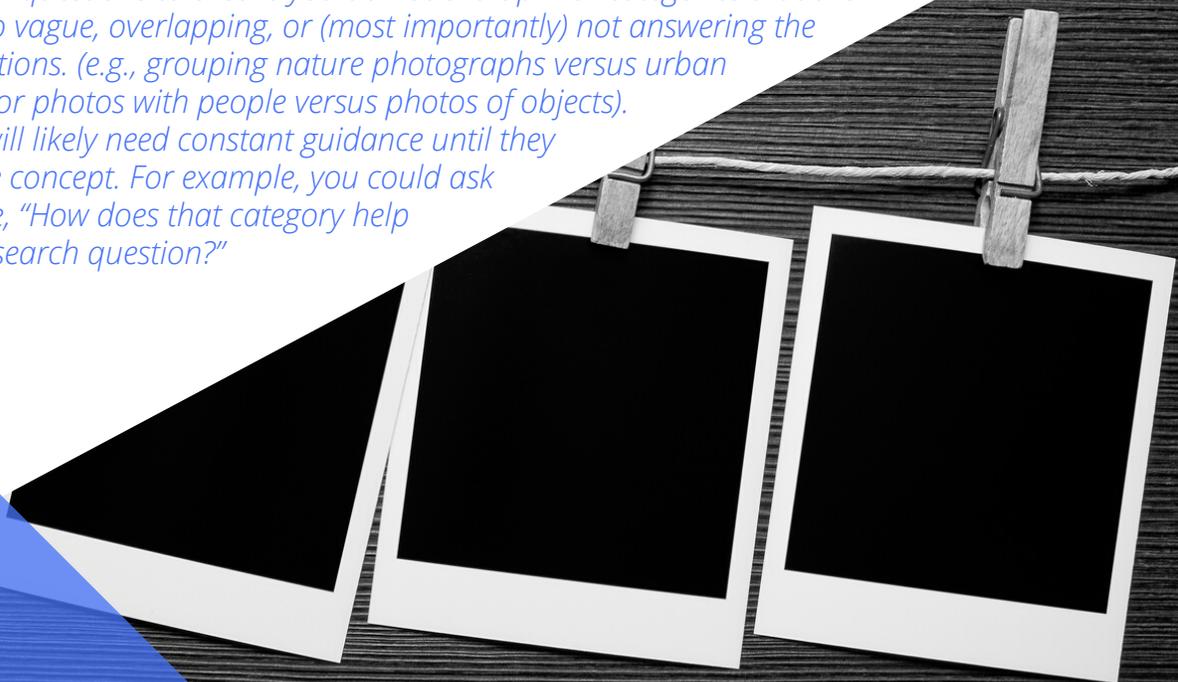
" SAY:

- You all will need to work together on this activity and consider only a single photo at a time. [Depending on your classroom space demonstrate and explain how to cluster the photos on the wall (see note).]

Note:
- *Using photocopies of the photos, have them put their photos up on the sticky wall one at a time. Every participant can decide for each photo if the photo and the caption are in line with the ideas, meanings, or experiences in a group of photos that's already on the wall. If so, then the participant moves the picture to form a group. If not, the participants can start a new group.*
- *When all pictures are on the wall, ask participants to work together to see if everyone agrees with the groupings and if are any changes need to be made.*

? ASK:

- Now that you have created some clusters, can you try to name these categories in a way that would be understandable to a stranger who did not listen to our sessions? Can you create names that summarize the main ideas?

Note: You can assist in this process. It is the group's decision, but always have your own ideas ready if you see the process is going awry. Remind participants that the categories must always relate to the research question and be understandable to someone who was not a part of this process. It is likely that on this first day, the categories might be too broad or not as connected to the research question as you would like. That's okay for now. This is just an introduction and by the next session they can build on what they learned in this session to name more specific and useful codes.

An example of a code that is too broad might be 'culture'. A more specific version of this could be 'sense of belonging to heritage culture'.

- **When all categories are made, give the participants the opportunity to re-categorize.** *This stage was flagged as particularly important by past facilitators. You may ask the following questions to prompt re-categorization:*
  - *Do we all understand the categories?*
  - *Do the individual pictures match the category?*
  - *Is there someone who wants to change something?*
- *To conclude, see if you agree with the categories made by the participants, and if the pictures with captions are in the right category. Remember that this should be a participant-driven activity, so you should not tell the participants to change anything or change anything yourself directly. You can, however, ask clarifying questions if you think there are misunderstandings or different opinions.*

4.3 Closing

SAY:

- Great job with that activity, everyone. In a way, you all just analyzed your own data. As you can see, data analysis can be a bit intuitive, but there are also a lot of considerations and things to learn as well. The kind of analysis we are about to share with you is very similar to what professors do in universities. Data analysis can be a really powerful tool that can be used to persuade others, help us understand an issue, or determine what issues to prioritize. People use data analysis in universities, health care, business, government, and just about every sector you can think of, so it's a great skill to learn no matter what your future plans are.

ANALYSIS 2

Session Objectives

Get the participants accustomed to identifying simple codes and organizing these codes into categories.

Activities

- **Introduction**
- **Example Coding**
- **Coding Transcripts**
- **Conclusion**

Materials

- **Transcripts in Arabic and English**
- **Recorders**
- **White board, chalkboard, large paper with and easel, or any visible writing space**
- **Slides**

Preparation

- Arrange the room in small circles (the same number of sub-groups as the reflection sessions) that allow the participants to see each other with the recorder(s) in the middle and out of reach.
- Lay the Arabic and English transcripts of the two reflection sessions based on language preference on the tables. If the transcribers need more time, you can distribute session 1's transcript and save session 2 for the next analysis session.
- Access the Analysis Session 2 slide deck (please see **Appendix**) and project the slides in anticipation of the session to ensure there are no technological issues.
- Set up a white board, chalkboard, large paper with and easel, or any visible writing space where you can write during the session while ensuring everyone can see it.

5.1: Introduction

SAY:

- Welcome back, everyone. Today we will continue to learn how to do qualitative analysis, and we will even begin to code the transcripts from the reflection sessions we had. But first, we are going to start by coding a few samples together.

5.2 Example Coding

DO:

- Advance the slide to example 1 and follow the prompts on the slides. Do not rush through these examples and make sure everyone is actively participating.
- Before shifting to example 2, say, "Remember, there is not one right way to code, particularly during the early coding stages. We all come from different backgrounds and perspectives and this may influence each of us to code the same passage in different ways. That's why it's so important to work in groups and engage in discussions throughout the qualitative analysis process. We can see the data from multiple perspectives, all of which are valuable and serve to help us tell a more complete story."
- Go through example 2 slides.

5.3 Code Transcripts

SAY:

- Now we are going to code our own data using the transcripts of the previous group discussions.
- Remember these examples and start by just identifying ideas and topics. Go ahead and do this for about 20 minutes on your own. Flag us down with any questions you have. Remember, there is no single right answer. We all see different things in this data so we are happy to see unique perspectives.

ASK:

- Let's take a quick group check-in now that you all have had time to get through some of these transcripts. What kinds of codes are you coming up with so far? Feel free to just shout them out.
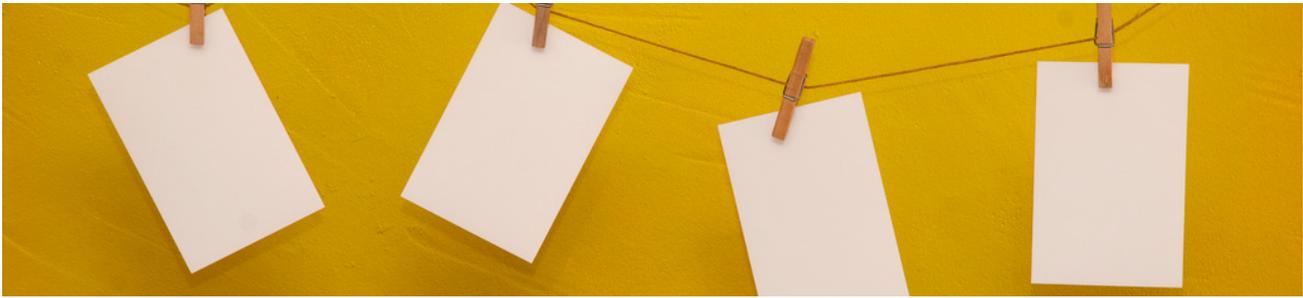
Note:

- *Write the codes down on the board you set up prior to the beginning of the session.*
- *After you have a good number of codes, ask if they think any of the codes are similar to each other?*
- *As they begin pairing the codes (like they did in the example), make adjustments on the board, clumping similar codes together.*
- *Ask them to name these clumps and then see if the clumps connect to other clumps in a broader way.*
- *If they become confused at all remind them of the examples you went through on the PowerPoint slides and if needed, return to those slides to remind them of the process.*
- *Ask them to return to coding the data, and as they code, invite them to start creating clumps and diagrams (like shown in the example).*
- *Allow them to code for another 20 minutes, again, based on how bored or engaged they look.*

SAY:

- I walked around and saw some really great analyses started. Nice going! We just wanted to think about what we're seeing in the data for a minute and engage in a bit of a discussion.
- So I know you all identified [summarize what they mentioned in the previous discussion].
- As you analyzed more, did you notice if some people had different or similar experiences? Why do you think that was?
  - For example, do people have similar or different experiences because they have a shared or diverging demographic factor?
  - For example, do younger people tend to say one thing while the older participants say another thing? Are you noticing any gender differences?
- Or it can be not related to demographic variables at all, but just general patterns. For example, you might notice that people who talk about having supportive parents also talk about how doing well in school is important to them.

5.4 Closing

❝ **SAY:**

- You all are doing an amazing job! **The kind of work you are doing is really college level and we couldn't be more impressed with the progress you all made today.**
- Just a reminder, we have two sessions left. Next session, we will be thinking more about how to organize and communicate our analysis findings.
- We will also have to make some decisions about what we want our final project to be. As you all remember, the point of doing all this is to make positive change in the areas you all identify as needing improvement. So be thinking about these issues and what we could do to solve these problems. There might even be a great opportunity to use the data analysis as a part of that solution. So keep thinking about this so we can have some great ideas at the next session!
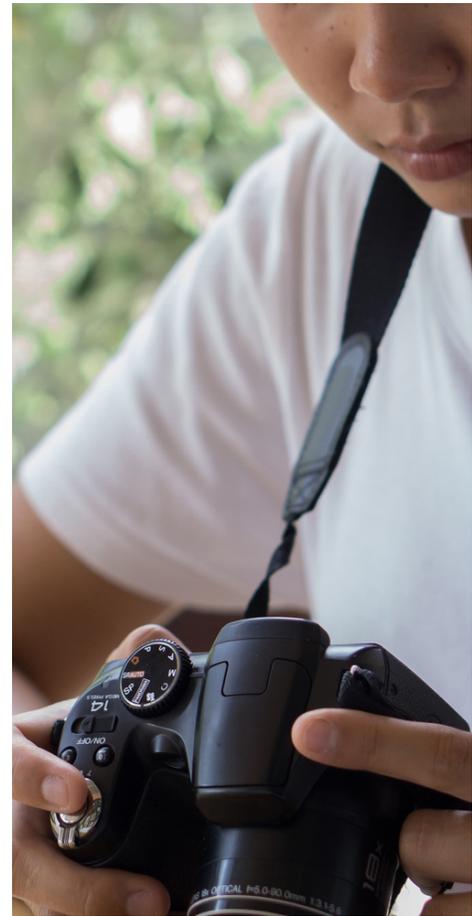
Facilitator Best Practice

"I very intentionally make parallels to college-level work when working with youth because I think it helps them envision themselves in a college environment and believe they are fully capable to succeed at that level."

-Noor, a facilitator in SALaMA's first PhotoVoice cohort.

ANALYSIS 3

Session Objectives

Get the participants acquainted with different ways of illustrating data and have them try out different methods. Participants should create an action plan/final project to be completed in the final session. If there is time, engage the participants in a critical discussion that makes them recognize the importance of representation in research and the critical role they can play as community insiders.

Activities

- **Introduction**
- **Analysis Training and Implementation**
- **Action Plan for Final Session**
- **Conclusion**

Materials

- **Transcripts in Arabic and English**
- **Recorders**
- **Slides**

Preparation

- Arrange the room in small circles (the same number of sub-groups as the reflection sessions) that allow the participants to see each other with the recorder(s) in the middle and out of reach.
- If you collected the transcripts, then lay the Arabic and English transcripts of the two reflection sessions in each participant's place. If they took them home then keep some extra copies on hand for when they lose them.
- Access the Analysis Session 3 slide deck (please see **Appendix**) and project the slides in anticipation of the session to ensure there are no technological issues.

6.1: Introduction

- Welcome back, everyone. Today is our last day to learn qualitative analysis, and we will be focusing on how to best communicate and diagram our findings.
- We will also be making a decision about what our final project will be, so if you didn't already come up with some ideas, keep that going in the back of your mind as we work today.
- Before we really get started though, let's just brainstorm a bit. What do you think might be some effective ways to communicate this information? Any ideas before we start going through some possible methods?

6.2 Analysis Training and Implementation

✓ **DO:**

- Turn to the slide deck after they offered a few ideas.
- When going through the different examples, give them a chance to just study the images for a while by themselves so they can make their own observations about what that method is doing. Then, ask someone to summarize the method and comment on its pros and cons. Then, as indicated in the slides, allow the participants to try the method with their own codes from the prior session.

❝ **SAY (if there is time):**

- One of the biggest challenges with this kind of analysis is that we cannot cover everything in one summary. We need to pick and choose which elements of the story are most important to share.
- One thing that is always important to stay conscious of is what you choose to share and why. **Look at your own analyses and ask yourself why you might have focused on that?** Is it because you find these things important? Does your analysis fit a certain narrative you want to portray?
- How might an outsider look at this data differently? How might stereotypes and prejudices play a role in what kind of information they choose to convey?
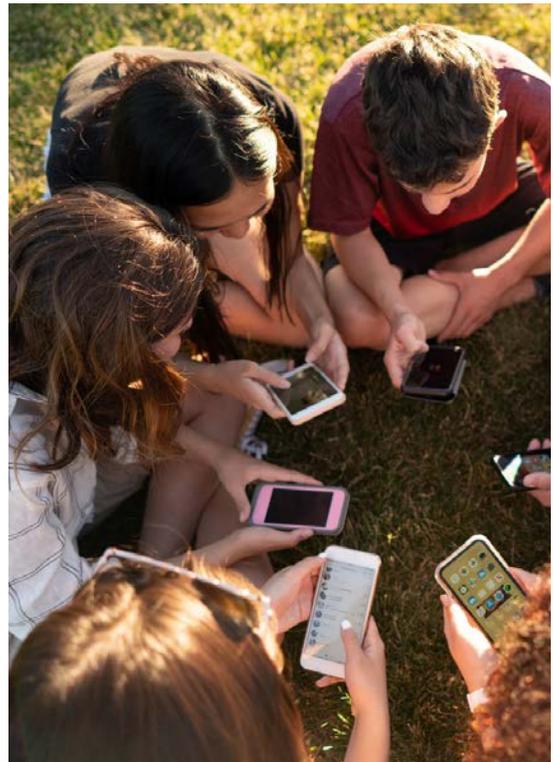
- Now what if all researchers were insiders to the community? What if all researchers were outsiders? What kind of information would we get and what stories would be told about this community? Do you think things might be different for the community if there were more community members conducting this kind of research?
- Now, we talked about representing this community, but I'm curious what you all think about the extent to which we can assume these findings are similar outside of the community? Do these findings apply to all Arab migrant high school students in the US? Why yes or no? What might be the dangers in people assuming one group's account can represent everyone? What might be the benefits?

Note: *These prompts should be utilized to facilitate a group discussion. Do not ask all these questions at once, but rather use them as a general guide and create a natural flow that allows them to build consciousness as it relates to research and bias.*

6.3 Action Plan for Final Session

DO:

- When you get to the 'Plan for the final session slide,' use the first bullet point of questions to help them think through the process to strategically take action to address the issue at hand. Do not rush this.
- Write down a shopping list for the final session based on what they need for their planned projects. If they don't mention basic materials, you might choose to buy those anyway to have on hand in case they forgot they need those items.

Note: *Save at least hour for this! Often, sessions run out of time which leads to feeling rushed when making a plan for the final day.*

6.4 Conclusion

SAY:

- Thank you all for coming up with these great plans. We will be purchasing all the materials and we can't wait to see you all for our final session on [date].

ANALYSIS 4

Session Objectives

Create final product for the action plan. Elicit feedback on the program. Make participants feel proud of their participation in the program!

Activities

- **Create final product**

Materials

- **Transcripts in Arabic and English**
- **Recorders**
- **TBD based on participants' request in the prior session**

Notes:

- *Participants will have nearly the entire session to create their chosen deliverable to display at the gallery that, they think, best summarizes, highlights, and communicates their analysis of the reflection sessions. Depending on the method, you may need to consider an alternate venue. For example, in a past project, the students wanted to use paints which could get messy, so this session took place in a nearby park.*
- *This session is always tight on time, and so organizers of future PhotoVoice projects may consider increasing the time from two hours to three, or you might consider adding on a fifth session to ensure the participants have adequate time to create their final projects.*
- *Before ending the session, remind the participants about various resources available to them in the community. These should include mental health resources. Consider handing them a printout with these resources. You may be able to use an existing print-out from a community health center. We suggested resources available through ACCESS in Dearborn for an earlier version of this study.*

- We found your earlier feedback so helpful and so we would like to ask you for more feedback on the recent analysis sessions. If you could first write down some ideas on these papers, we will collect them later and, time allowing, we will discuss your feedback as a full group.

1. What are your thoughts on the past sessions we had?
2. What do you think went well?
3. What didn't go well?
4. What could've been improved?
5. What stood out to you about these sessions?
6. What surprised you?
7. What can we do to improve this program?

Send-off

DO:

- Present their award for completing the session. Get creative with ways to make the send-off feel more like a moment of accomplishment. You can emulate a graduation ceremony where you hand over a gift card, certificate, and give a handshake or any other activity that doesn't take too much time and that would be fun for the participants. Particularly for this send-off, we know you will have gotten to know the participants very well by this point, so we encourage you to be creative and come up with something you think would be fun and meaningful to them.

ACKNOWLEDGMENTS

ACKNOWLEDGMENS

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APPENDIX
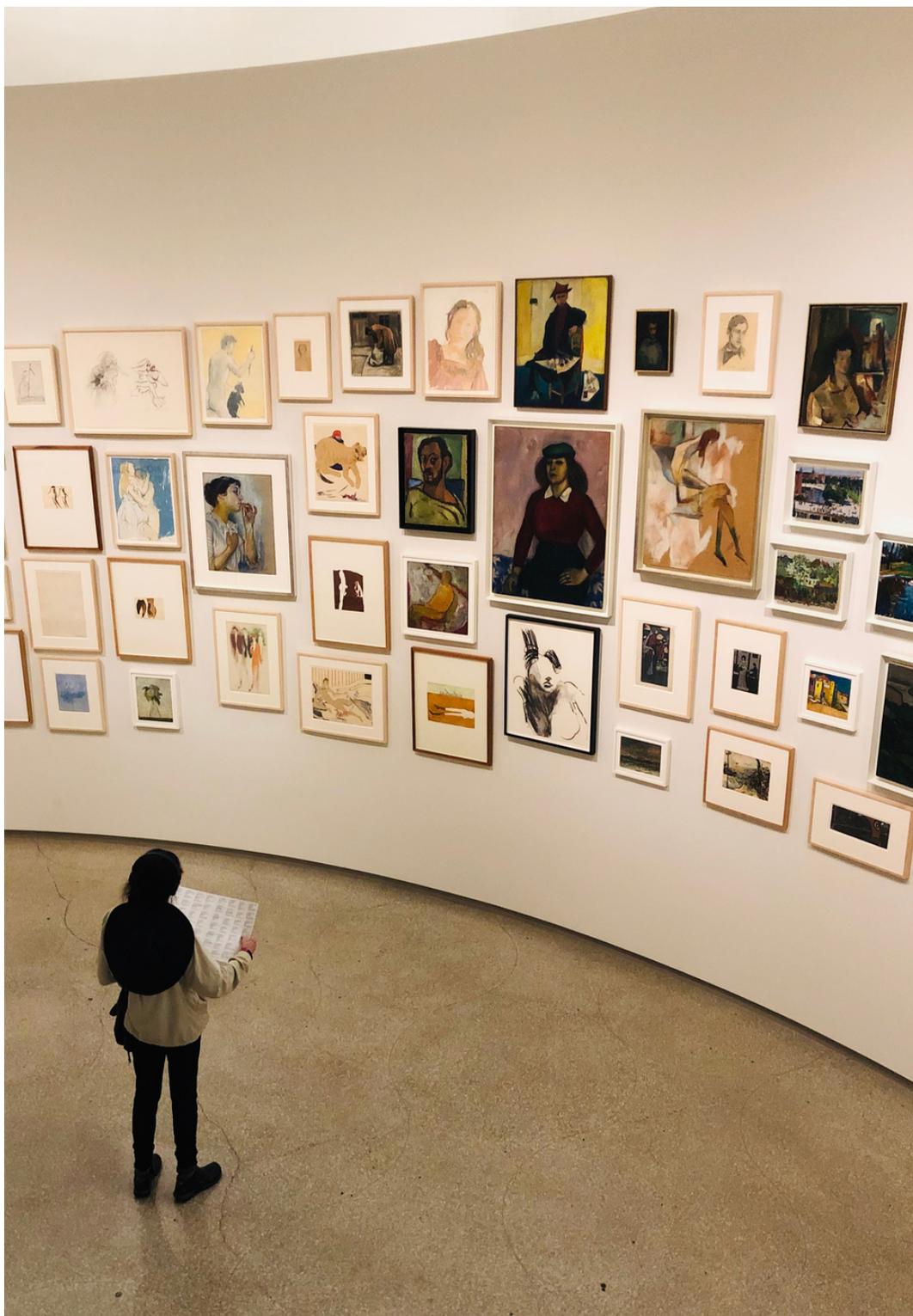
These lists of programs and partners were compiled based on what key informants shared during interviews, and therefore may not be exhaustive.

Training Slides: Data Collection & Analysis

Photovoice Training

How to Deal with Data and Analyze

Training Approach

📊	Session 1: Data and Analysis
❓	Session 2: Asking Questions and Probing
👂	Session 3: Listening
🖥️	Session 4: Mock Photovoice Session
📅	Full Group Photovoice Intro: Date TBD

Photovoice is a form of participatory action research (PAR)

Participatory Action Research

- Community research with a focus on **participation** and **action**
  - Participation: Research participants are **partners** in research.
  - Action: While gaining understanding, this method tries to make positive change
- Considerations
  - Community trust
  - Empowerment

Photovoice

- "Photovoice is a process by which people can identify, represent, and enhance their community through a specific photographic technique..." (Wang & Burris, 1997, p. 369).

- Users are "visual anthropologists" (Wang, Burris, & Ping, 1996) and "research collaborators" (Mahalingam & Rabelo, 2013).

- A 'snapshot' of the technique
  - Community members learn basics of photographic techniques
  - Participants take photos on a certain theme
  - The photos facilitate small group conversations on a topic
  - The group creates an action plan
  - Group members can be a part of the analysis process

How are Group Discussions Facilitated?

- Usually 5-10 people (consideration of sub-groups)

- Set of prepared questions ready prior to session to stimulate discussion

- 'Off- the-cuff' probes and follow-ups

- Can be just questions or can provide material and ask them questions or for their reactions about the material (e.g., photos or comments from group members)

- Minimal facilitator involvement to ensure flow and equal(ish) member participation

Data Collection Approach

- We are audio recording and transcribing
- How might in-the-moment notes help?
- How might post session notes help?
- *Make sure if you plan to do notes that it is permissible with the IRB

Process of Analysis

Phase		Description of the process
1	Familiarising yourself with your data	Transcribing data (if necessary), reading and rereading the data, noting down initial ideas
2	Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code
3	Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme
4	Reviewing themes	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis
5	Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme
6	Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis

I would also add... recognize your bias and reflect how it may influence your interpretation of the results. Bias isn't necessarily bad, it's always present. But its important to recognize it and challenge your thinking.

From Chaos to Structure: Organizing your Data

- If interested, see Braun and Clarke paper for elaboration on data organization.
- Generally, group the specific things they are saying into larger categories and themes to help organize the data

Financial Support from Arab Ethnic Enclave
- Pay bills when unable to
- Offer interest-free loans when needed
- Patrons of their business

Emotional Support from Arab Ethnic Enclave
- Understanding of Situation
- Someone to Talk to
- Share in holidays when family is in Syria
- Affirm feelings
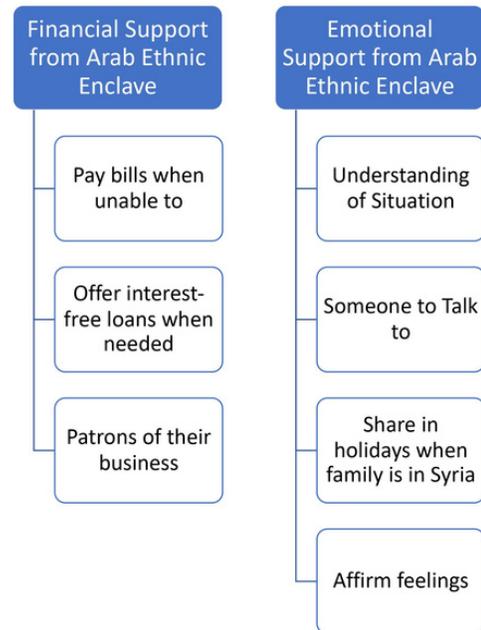
Example Coding and Making a Data Structure

- It [the day I graduated from college] changed me because it's something I worked hard for for four years. Right. Something that I put, not only myself, the the work, not only because of me, but because of the support of my family. And, everywhere that supported me. It changed, it changed, it changed for me, how i saw, education. It changed how it, it takes a community to be successful. And I think form that day on, I put that lens on me. And the reason I'm actually in a college setting is to be that support to be that support system for my community as, as a whole.

Example 2

- being a person of color. And being a person of, uh, one of things is, being a Muslim would be another difficulty too...being a Muslim in this political climate. Yeah, those are the things that make it difficult to have a good life. Because at the end of the day, there's a systematic, uh there's a system that's in place to, to pull us back. So it's kind of, no matter how much we work hard, there's always gonna be the odds...Those obstacles that we face. So no matter how much, we have to work ten times harder than our colleagues, or friends, etc, etc. Knowing that, it's really hard, knowing that you might not get paid the same as your colleague, but you do more of the work. Things like that.

How Does Understanding Qualitative Analysis Impact Data Collection?

- What is our end goal? What do we want our data to be able to do? How do we work backwards from that to ensure we get data that suits that end goal?
- What kind of responses are good for analysis?
- What kind of responses are not as helpful for analysis?
- How can you elicit the most useful responses as a facilitator?
- How can you make sure you don't accidentally elicit less helpful data as a facilitator?

What Questions Do You Have?

Training Slides: Writing Questions

Photovoice Training

How to Write Good Questions and Probes

How to Write Good Questions: What to Do

Concrete	Ask for Concrete Life Stories • "Can you describe a time when a teacher supported you?"

↓

Probing	Be Ready to Elicit Elaboration when Needed • "What did she/he do that was really nice?" • "How did that action impact how you felt about school?"

↓

Question Order	Begin with Less Sensitive Questions and Work your Way up Logical Flow Be ready to change any planned order in case the participants naturally guide you to another topic

How to Write Good Questions: What to Avoid

Double barreled questions
- "Does your family support you emotionally and academically?"

Technical jargon
- "How do you experience intersectionality within academic contexts?"

Overly Abstract
- "How do you see structural inequity impacting your academic success?"

Close Ended Questions
- "Do you feel comfortable with your cultural identity at the school?"

Questions/prompts should not make assumptions
- "Describe your favorite volunteering experience." (Did they volunteer before at all?)

Remember...

- You're going to be creating questions and probes on the spot, so internalizing the best practices and what to avoid is extra important.

Fix up these questions!

- Does your family support you emotionally and academically?
    - [type improved question here]
- How do you experience intersectionality within academic contexts
    - [type improved question here]
- How do you see structural inequity impacting your academic success?
    - [type improved question here]
- Do you feel comfortable with your cultural identity at the school?
    - [type improved question here]

Backwards Approach to Forming Questions

What informational/analytical goals do you have?	What questions would elicit that information?	What specific probes might help delve deeper into that information?
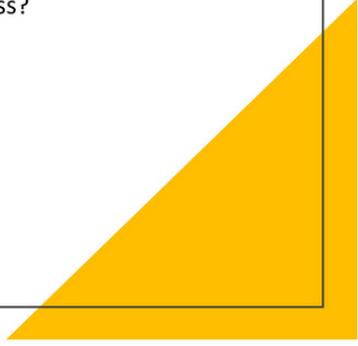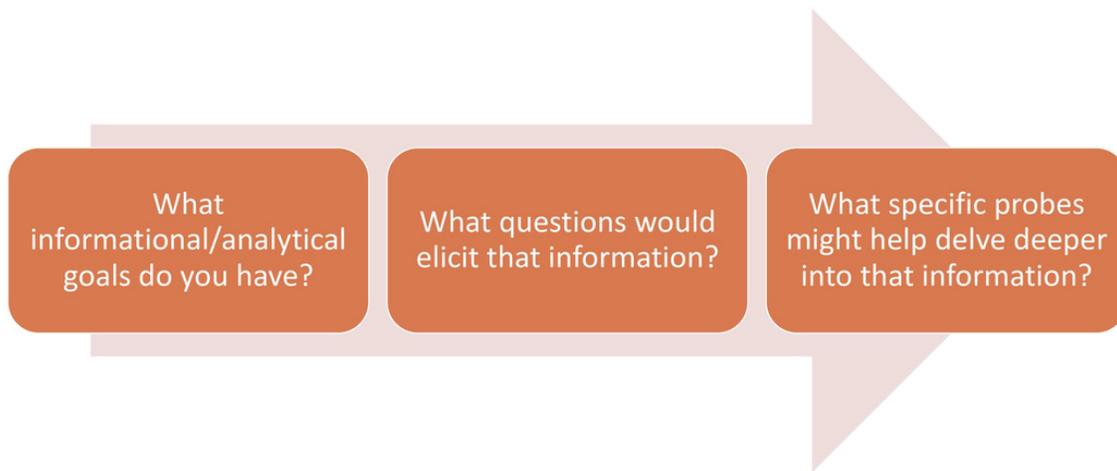
Training Slides: Listening

Focus Group Training

How to Listen and Facilitate

What makes you feel listened to?

Reflect on experiences when you felt listened to.

What did that person do?

What did they *not* do?

How to Listen: Best Practices

- Hearing is Different than Listening
  - Know your questions well enough that you don't have to pay attention to that
  - Be open to what they're saying
  - Check to make sure you understand
  - Silence is okay! Wait longer than you feel you should to avoid cutting them off
- How Can you Acknowledge You Heard Them?
  - Body language
  - Verbal cues

- This is an interaction between people- not a sterile lab environment

- People are sharing meaningful and potentially personal information they would not ordinarily share with a stranger. In a sense, they are sharing a gift with you. Appreciate that.

- I don't express disagreement, even if I think/feel it.

- Unconditional positive regard, affirmative

Personal Thoughts and Reflections

Prep for Mock Photovoice Session/Organizing Session Details

What topics should we have them take photographs about?

Run-through of facilitation procedure

Remaining Questions? Wish to review any material?

Review and Practice: Question Formation, Listening, and Analysis

(If time) Practice Listening Techniques with each other

Review/Revisit Data Analysis

- being a person of color. And being a person of, uh, one of things is, being a Muslim would be another difficulty too...being a Muslim in this political climate. Yeah, those are the things that make it difficult to have a good life. Because at the end of the day, there's a systematic, uh there's a system that's in place to, to pull us back. So it's kind of, no matter how much we work hard, there's always gonna be the odds...Those obstacles that we face. So no matter how much, we have to work ten times harder than our colleagues, or friends, etc, etc. Knowing that, it's really hard, knowing that you might not get paid the same as your colleague, but you do more of the work. Things like that.

Optional (based on time): Begin to Write your own Questions!

1	2	3	4	5
Focus on one idea: Mental health and supportive resources	Write a list of 5 questions might elicit information on that idea.	Meet back with the full group, peer review questions, give feedback	Revise questions based on feedback.	Consider some probes that might help elicit more detailed information

Analysis Session #2 Slides

Coding Examples

Because you're learning to become researchers...

Example 1: Why didn't you vote this year?

Even if I wanted to vote, it's really not feasible. I used to have a bus pass when I was a student but they took that away when I graduated. My only transportation are my sneakers and that would take me like 30 min to get there. When it's really hot it's just not worth it. I can't afford a car. I can't afford a bus pass. Maybe if someone gave me a ride I would go. But I don't like asking people for favors. Also, I work three jobs and so I can't even imagine how I would find the time. And even if I did put in all that effort to vote, what's the point? The politicians don't get me and they don't care about me or my people. I've seen them on the news and they think we are just a burden on society. We're not. But they don't get that. Even the ones that seem okay can't get anything done. Like AOC had the green new deal, but what ever happened with that? Literally nothing. I don't even see the point of having them in these positions if they can't do anything. My dog could be a senator and get as much done as anyone in there now.

What things are you hearing from this participant?

[add student suggestions]

These are some things I heard from the participant (these are not the only correct observations you can make!)

Financial strain

Lack of transportation

Too busy

Disillusionment

Belief that politicians don't care about her or her group

Thinks politicians are ineffective

How would you create clusters with these codes?

Financial strain

Lack of transportation

Too busy

Disillusionment

Belief that politicians don't care about her or her group

Thinks politicians are ineffective

These were the clusters I found

Lack of Resources

Financial strain (*we can remove this since the only financial strain was related to transportation- overlaps*)

Lack of transportation

Too busy

Disillusioned with the Political System

Disillusionment *(this is an overall descriptor of all these, so doesn't have to be a separate code and we can remove it)*

Belief that politicians don't care about her or her group

Thinks politicians are ineffective

```
                    ┌─────────────────────┐
                    │  Barriers to Voting │
                    └─────────────────────┘
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│  polling place │ │ voting day   │ │anything done │ │candidates care │
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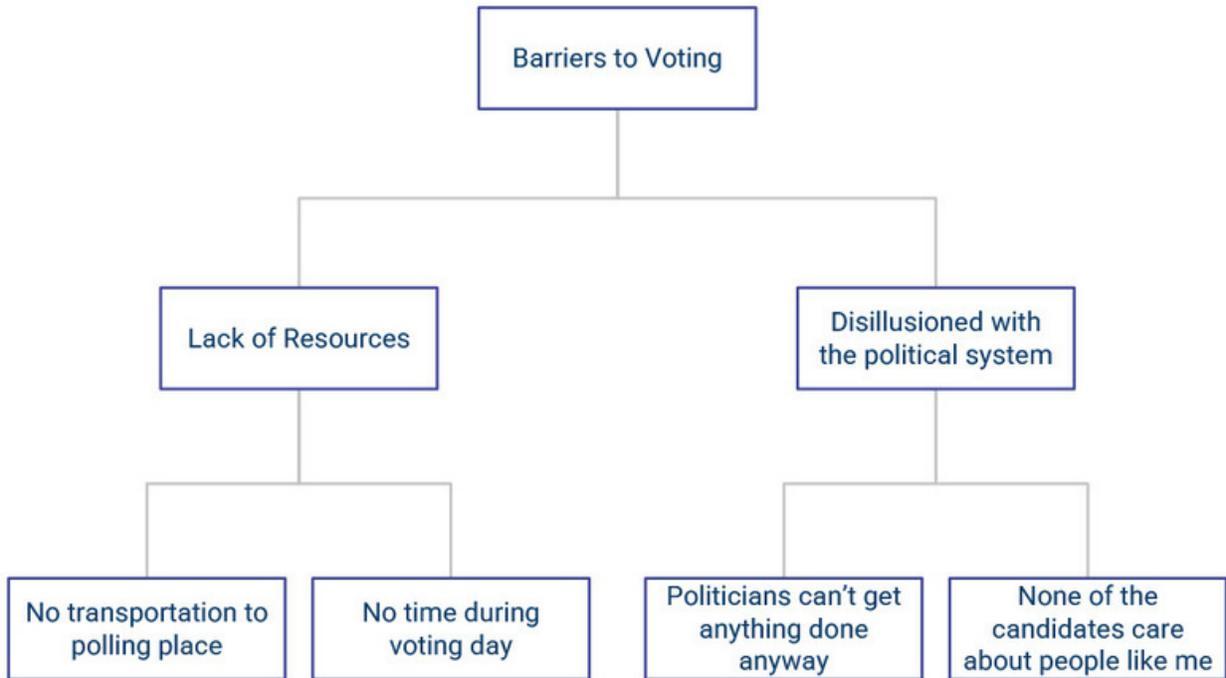
A few things to ask yourself...

Am I answering the research question?

Could a stranger look at my diagram and codes and understand what I'm talking about without context?

Do any of these codes say the same thing (are they repetitive)?

Am I being too general? Could a code be more specific? (Codes should be very close to what the people actually say)

Am I considering all points of view? Does my coding diagram need more nuance? (in qualitative research, even if one person says something, that is just as important as if many say one thing)

Example 2: How would you describe an ideal job?

I really like to help people in my work. That way I'm not just making money but I'm spreading goodness in my community. For example, in my job there was a family that was really struggling and we were able to get them a place to stay that was affordable given their salary. I also really like to work with interns. I like to see them start with little practical knowledge and by the end, with my help, they really flourish and are able to contribute a lot to the team. You can see they just gain so much confidence in the process and I like to be a part of that. Same thing is true with new staff. When they are new they are a bit nervous and overwhelmed so i like to help smooth that transition for them. I actually got some awards for this. It really made me feel good to get that award. And afterwards my boss said they nominated me and told me what an amazing job I have been doing. This really made me feel like I have an ideal job. The last thing i can think of that is important is knowing that if you do well you can be promoted. Climbing the 'career ladder' is something i find really motivating and important for a good job. If you feel like your job is a dead end street then it really isn't motivating. I like to feel like I am accomplishing something in my job.

What things are you hearing from this participant?

[add student suggestions]

These are some things I heard from the participant (these are not the only correct observations you can make!)

Mentoring interns

Boss recognizing good work

Finding housing for community

Helping new staff adjust

Awards for good work

Opportunities for promotion

Helping the community

Doing good for people through work

How would you create clusters with these codes?

Mentoring interns

Boss recognizing good work

Finding housing for community

Helping new staff adjust

Awards for good work

Opportunities for promotion

Helping the community

Doing good for people through work

These were the clusters I found

Benevolence

Mentoring interns

Helping new staff adjust

->These two above can be combined to mentoring junior colleagues

Finding housing for community

Helping the community

Doing good for people through work

-> These three are so similar we can just say helping the community to simplify

Achievement

Boss recognizing good work

Awards for good work

->We can combine these two into recognition of good work to simplify if we want to

Opportunities for promotion

Welcome to the
3rd Analysis session

Participants' Codes

Reflection session #1

- Culture (food, tradition (ramadan or eid)
- Comfort food, connecting with nature
- Drawings, walking, reading, playing video games, watching horror movies, cooking, (hobby)
- Proud of their hometown
- Feeling welcomed to a community (belonging)
- Family oriented
- Embarrassed of their families
- School activities (after school)
- COVID affected their lives and coping
- Using electronics
- Supporting their community (protest)
- Community reminds them of their hometown
- Sweet and sour moments

Reflection session #2
- Flood in the city (natural disaster)
- Differences between charter and public schools
- Bad school systems
- Belonging is coming from the similar background
- Racism (Arabs are racist) same tone and entitled to stay better things despite being born in a different place
- Pollution and earth
- Smoke
- Struggling financially
- Peace (us) vs. war (back home)
- Belonging (mental state)
- Unsafe environment (detroit)
- Change due to COVID
- Family (siblings)
- Chores and routines
- Online school (education)
- Friends at school
- Long-distance friendship
- Sexist arab culture
- Cocid and online school
- Therapy
- Arab community + mental health (stigma)
- Stigma +reputation (gender + mental health)
- Generational trauma
- Racism toward other race and toward arab community
- Intraracial
- Comparing US to other countries
- Adapting with surrounding
- Arabs don't assimilate to the American society while living in an Arab community (fixed mindset)

YOU JUST LEARNED HOW TO ANALYZE

How to Diagram Qualitative Data

Cause who doesn't prefer pictures?

- How do we summarize information?

- How do we best explain to others who have never met us or heard our discussions?

General Goals for Diagramming Data

- Summarize the findings
- Use visual cues to help aid understanding
- Communicate as clearly and concisely as possible

*Think, someone has just one minute to understand everything you all talked about on the transcripts (regarding a specific research question). How are you going to communicate 8 hours worth of audio in just a minute with no opportunity for this stranger to ask you questions?

Additional Considerations

- What is your specific goal for the analysis?
    - Who do you hope to communicate with?
    - What do you want to tell them?
    - What would be the most persuasive techniques to make them understand and care about your issue?

From here, work backwards and think about how to communicate your findings (through diagrams or other methods).

Examples of Qualitative Diagrams
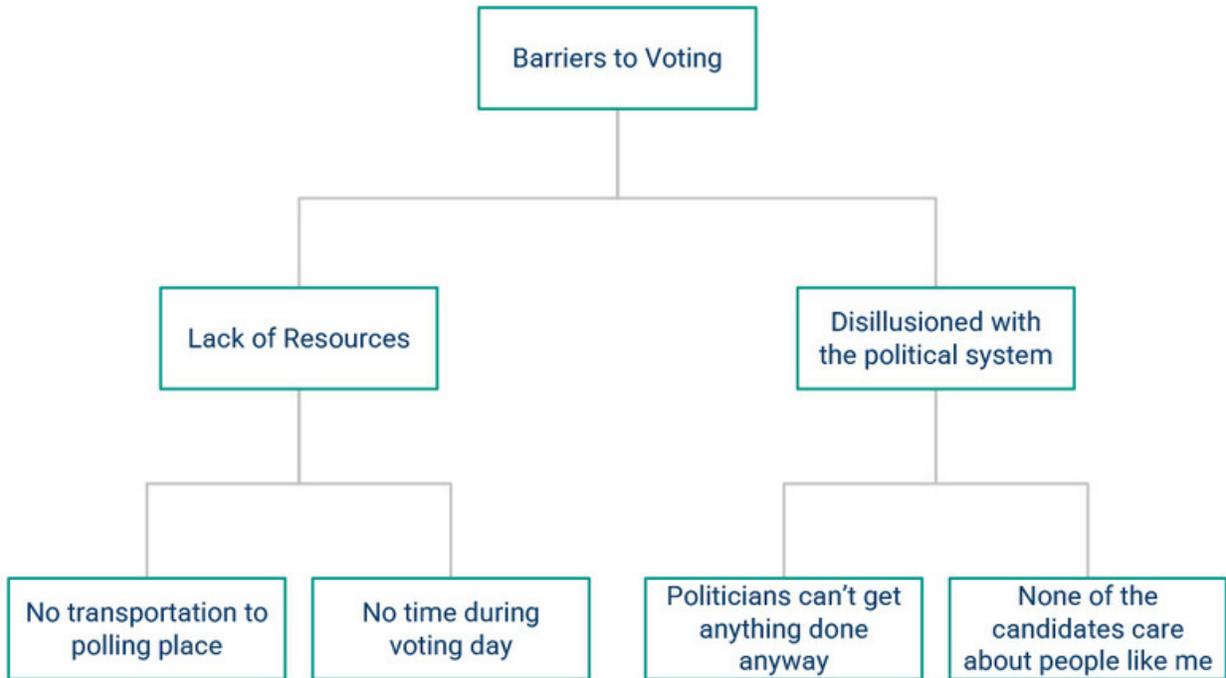
Barriers to Voting

- **Lack of Resources**
  - No transportation to polling place
  - No time during voting day
- **Disillusioned with the political system**
  - Politicians can't get anything done anyway
  - None of the candidates care about people like me

The Ideal Job

- **Benevolence**
  - Mentoring Junior Colleagues
  - Helping the Community
- **Achievement**
  - Recognition for good work
  - Opportunities for Advancement

Now you try it!

Using your coded transcripts and your memory of the session, create your own version of these diagrams.
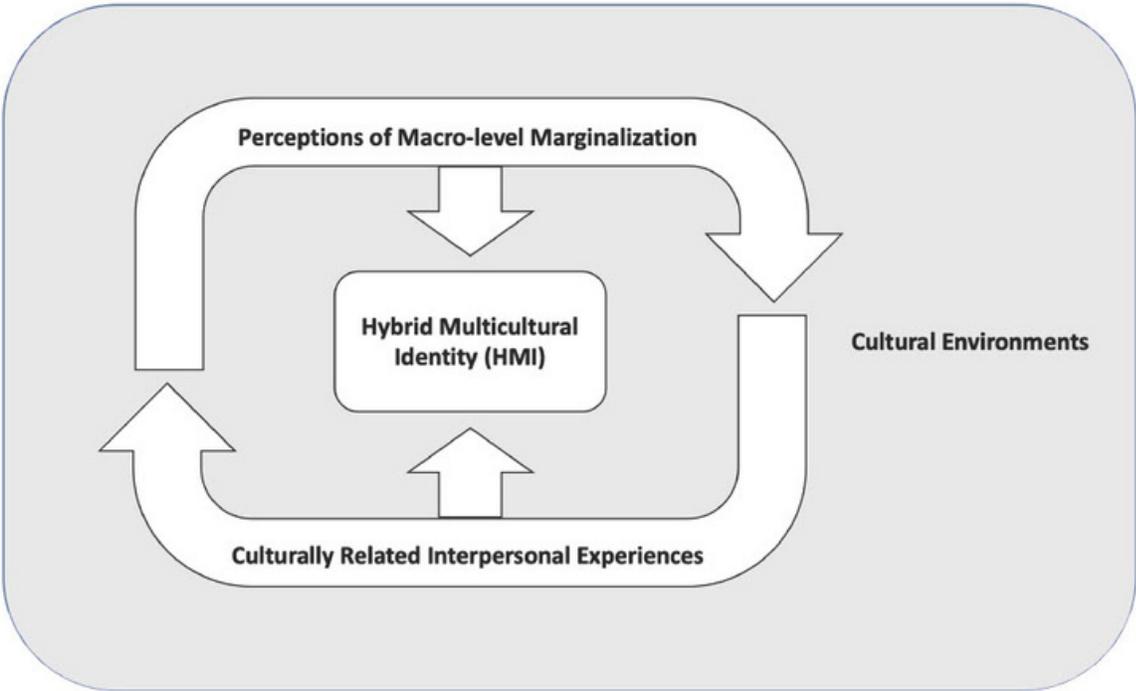
Perceptions of Macro-level Marginalization

Hybrid Multicultural Identity (HMI)

Cultural Environments

Culturally Related Interpersonal Experiences

Now you try it!

**Using your coded transcripts and your memory of the session, create your own version of this diagram.**

Now you try it!

Using your coded transcripts and your memory of the session, create your own version of this diagram.

Selection of Past Participant Analysis Posters
(Made for a Gallery Audience)
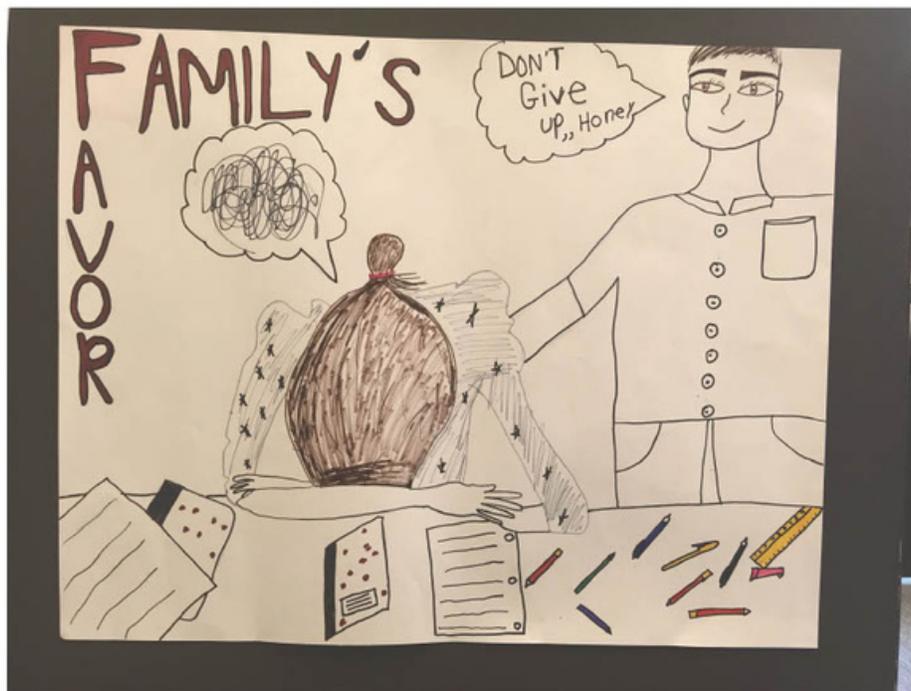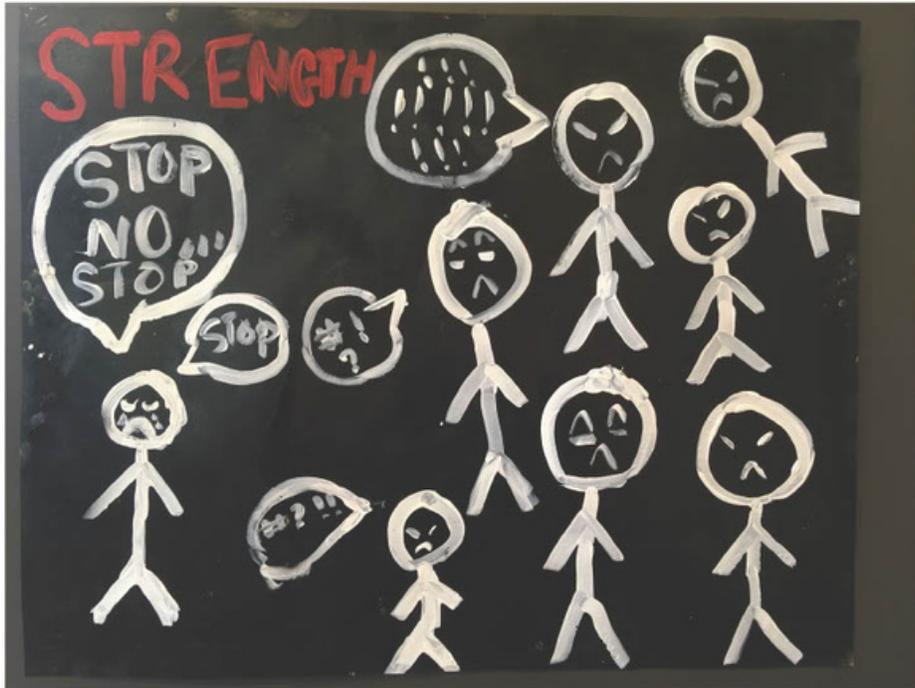
Consider How a Diagram Might be Used as a Tool of Persuasion

(Think About Your Action Plans)

This one-pager stems from a very different context but notice how the policy document uses a diagram, associated detailed information, a summary statement, and suggested future action to make its point to its audience (a congressperson)

High-skilled Workers Improve our Nation's Economy & More

The United States needs to attract more high-skilled workers to stimulate the economy, help fill the STEM talent gap, make American business leaders in innovation, and create jobs through entrepreneurship.

Decline in international students	• International student enrollment dropped 6.5% nation-wide [1, 2] while Australia and Canada have seen increases of 15 and 16%, respectively [3]. • The continued decline in international student enrollment since fall 2016 has cost the U.S. economy $11.8 billion and more than 65,000 jobs [4].
Need to recruit international students	• International students supported 455K jobs and contributed $39B to the U.S. economy in 2018 [5]. • 22% of billion-dollar startup companies were founded by former international students [6].
Recruiting international talent creates jobs	• 1 H1B worker, on average, generates 5 additional jobs for American-born workers [7] • Immigrants in Michigan start high tech firms at 619% the rate of the general population [8] • Immigrants are more likely to start businesses when demand is unstable or uncertain [8]

Suggested for Future Advocacy Collaboration

• Attracting international talent and encouraging entrepreneurship should be a key element of economic recovery legislation.
• Revive bipartisan legislation such as S.3192 - The SMART Jobs Act or S.3217 - Startup Act 2.0 from the 112th congress, which centered American Job creation by encouraging international entrepreneurship.

Plan for the Final Session

- How will you summarize the most important points from the discussions you all had? Who is your audience? What do you hope to accomplish through your analysis (think about your action plan).
- Come up with two- three options independently
- Talk with a partner about these options
- Decide your favorite plan and share that with the full group
- As a group, decide on the best one or two options to pursue on Monday (our final session together).

1. How biases and prejudices might influence what story a researcher chooses to focus and tell?
2. What stories are YOU more likely to focus on versus an outsider?
3. How representation in research might impact the stories told about their community?

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