

Photovoice – evaluation of SEKEHE

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I. Evaluating involvement of experts by experience in the co-teaching process

- an internal evaluation of our co-teaching experience (2022)
- individual interviews with experts by experience
- one focus group with teachers
 - > **topic of needs**
 - > results presented to EBEs, discussion followed by a question:
- *“How would you capture in one photo what stayed with you when discussing needs of experts and teachers in co-teaching?”*
(individual pictures of teachers and experts)
- Grouping needs into 3 categories:
- **relational needs** (good relationship with teachers, clear expectations, feedback, meetings with teachers), **teaching needs** (interactive formats of co-teaching, timely information about the course, to be able to respond to inappropriate questions) **and impact needs** (transferability to practice).

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*“What pictures represent those three categories of needs for you?”
(group shortlisting of individual pictures by experts by experience)*



Straws in the glass (relational needs)

- As a group we need to get on well in order to stay together in one glass.
- The glass is the faculty that supports us in co-teaching. Straws because they are grounded in one spot.
- Straws have various colours, we also have different stories.
- Background of the picture is green and it feels safe.

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Clock (teaching needs)

- To work with limited time in the course.
- To educate yourself takes time and an effort.
- To get information about the course on time.
- The clock is the limit not only quantitative, but also qualitative – we only get one “shot” in the course in order to get through the message we want to tell.
- Time of our life, retrospective perception of the story, going back to the past, but also looking for the present moments in the story.
- Time machine with various stages of my life.

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Tree trunk (impact needs)

- Growth but it is limited (not to the sky).
- Experience, to reach the destination. You can see results and collaboration in reaching them.
- The tree grows and in that it changes itself, also conditions for the growth change.
- Needles do not fall off – stability, but even the tree needs regeneration, like us experts, in the winter it rests.
- It is one tree trunk but then it divides, we also started with one method and now we have more.
- Strong roots in the ground so it holds the tree.
- I see the Way of the Cross and the blue sky - it is a spark of hope.
- We are gardeners – how we take care for the soil influences the results, how we talk to students, influences their future and perspectives.

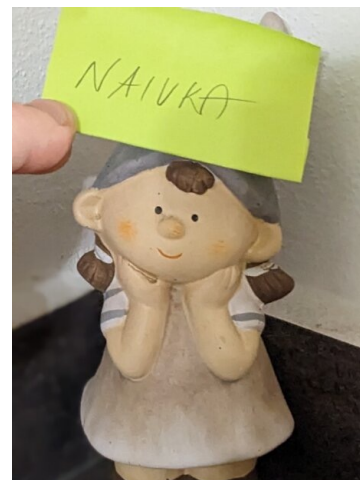
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“What was the most powerful moment for you connected to your involvement in the team of experts by experience?” (mixed group pictures)

Little naive girl

- Realizing one's own naivety in the past.



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Flower

- We grow together and flourish.

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Sitting man

- Feedback from students and where it takes us.

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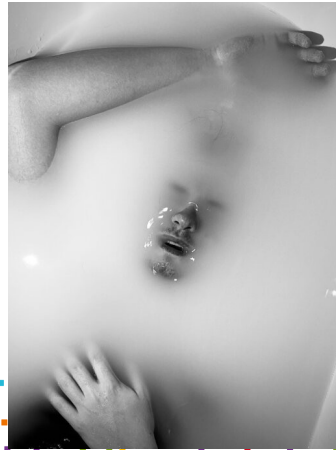


II. Evaluating an innovated course Critical Social Work

- *“What stays with you after hearing the stories of experts by experience and working on PCS analysis?” (individual pictures of students)*

→ the topic of oppression:

- **how students perceive oppression,**
- **who is the oppressed person,**
- **how oppression arises,**
- **features of oppression** – intersectionality, commonality, invisibility, dehumanization,
- **how to overcome oppression,**
- **and barriers on the way.**



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“What pictures resonates most with what you wanted to tell about oppression in the course?” (experts in two shortlisting the individual pictures of students)



Woman

- It is important to understand the context, and to see what might not be visible at first.

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Stairs

- The life is up and down,
- The journey from the bottom to the personal wellbeing is slow, but you are on the move.
- The beginning of the oppression starts in the family.

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Behind the bars

- Sometimes you need an external impulse for a change (like going to prison).

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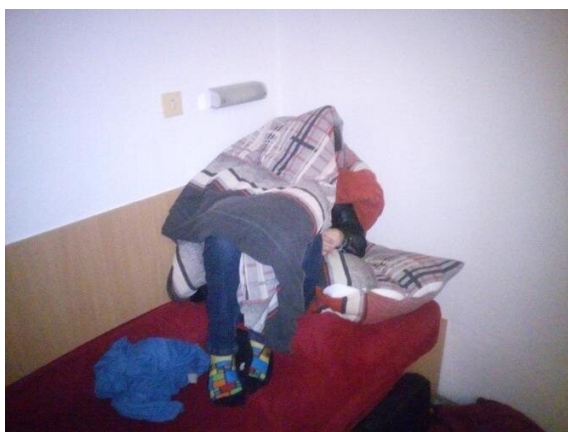
Forest

- There is a light – hope in the dark.

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Under pillows

- To experience oppression as a child, ending in institutional care as a baby.

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Barriers

- Oppression as stigmatisation, exclusion and humiliation – being locked in institutions.

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“What was the most powerful moment for you in the course connected to co-teaching with experts by experience?” (group pictures of students)



Backpack

- What seems as usual object to someone, can have a special value for the other, being attentive to meanings we attribute to things.

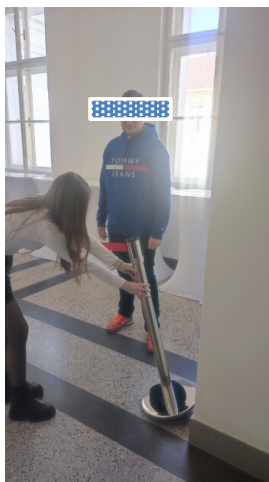
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Exit

- When you are down, there might be a way out of it.

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Barriers

- Social workers should focus on eliminating barriers for the oppressed groups, but it is not an easy way as society is not set up that way.

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The statues of oppression

- There are two statues – oppressor and the oppressed, there is a long distance between them, the way out of oppression might be long too.

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Tree of Life

- There is a story behind everyone, so we should not judge immediately. Connectedness, we are not alone.

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What did you learn from this for SEKEHE?

- Importance of building trust with experts by experience.
- Importance of forming a group of experts so they can support each other.
- Importance of spending time with experts by experience.
- Importance of reflection of the process of co-teaching.
- Participatory evaluation works – importance of being creative in it.

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