

A Systematic Review of Photovoice as a Pedagogical Tool for Young People

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Abstract

This systematic review was undertaken to identify and assess an interactive pedagogical tool which uses photography to educate young people, with the participatory action research methodology, Photovoice being so identified. Photovoice involves participants photographically documenting a specific issue, then using the images to drive discussions with relevant policy and decision makers. This review analyses literature that examines the use of Photovoice as a pedagogical tool among young people aged from 13 to 19 years old in a variety of educational conditions around the globe.

Research studies published between 2012 and 2017 that meet inclusion criteria were analysed in order to answer the research question: how effective is Photovoice as a pedagogical tool among young people in a variety of multicultural settings? Literature was searched in two academic databases, based on search terms derived from the research question. The Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) guided the selection of the articles, which resulted in 14 studies meeting the criteria.

Findings show that as a pedagogical tool for young people, Photovoice is highly successful in using photography to educate students from across the globe. The methodology overrides barriers of language, culture, social settings, gender and location, and its interactive and participatory nature results in it effectively tackling a multiplicity of issues face by young people around the globe.

Keywords: Photovoice, pedagogy, participatory action research, education, youth

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