

# *Centre for Visual Methodologies & Social Change*

*Annual Report, October 1, 2007 – September 2008*



*"Video Dancing Girls" : Participatory videomaking workshop at Gobindlovu school (2007).*

***School of Language, Literacies, Media and Drama Education, Faculty  
of Education, University of KwaZulu-Natal***

<http://cvm.za.org/>



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## **1. BACKGROUND**

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The establishment of the Centre for Visual Methodologies and Social Change came out of several initiatives in the Faculty of Education, UKZN but chiefly through two research grants awarded in 2004 related to HIV and AIDS, i.e. the *Learning Together Project*, funded by the NRF and headed up by Naydene De Lange, and the *Seeing for Ourselves Project*, through the Competitive Grant structure of UKZN, headed up by Claudia Mitchell. The establishment of the Centre was further facilitated by a series of training workshops on visual methodologies conducted on the Edgewood Campus in March 2004 with Shannon Walsh of McGill University and Concordia University of Montreal, Canada. These workshops involved more than 40 participants, made up of postgraduate students in education at UKZN and a number of researchers and teacher educators. The enthusiastic response of the participants signaled a need for further development in this area of research. Additionally, though, while visiting UKZN and as part of the Researching Change series Shannon Walsh screened the documentary she directed, called *Fire & Hope*. Members of the Sekwanele Youth Group also participated in the session, providing a sense of how we might begin to engage young people and other community members in the work of the Faculty. The teaching component of the CVMSC was launched more formally in the School of Languages, Literacies, Media and Drama Education in August, 2004 through the offering of a module on Cinematic, Documentary and Television texts, and a related set of training sessions on video documentary conducted by Monica Mak of McGill University. The Centre officially ‘came to be’ during the time of this module and the workshops.

## **2. PURPOSE AND ORGANIZATION**

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The Centre for Visual Methodologies and Social Change has several main purposes:

- to advance the study of visual methodologies (photovoice, video documentary, digital technology, dress and other forms of material culture, artistic representation, performance, ethical issues and visual evidence, working with visual data) within social action research;
- to promote a cultural production approach to media education not only in the context of teacher development but also within community outreach involving youth, community health workers, teachers, etc;
- to ensure appropriate training opportunities for staff and students who wish to incorporate visual methodologies into their research.

Based on our work we see a strong empowerment component that we would like to extend and study further as part of the whole process of democratizing research through the use of visual modes of inquiry and representation.

### **2.1 HIV and AIDS: Putting People in the Picture**

“Five young people are being infected with HIV every minute, 7000 every day and 2.6 million every year. The largest percentage of these cases are in sub-Saharan Africa. Young people themselves, teachers and other community workers all have a key role to play in “taking action” (from *My Photos, My Video, My Story*, 2005).

“In sub-Saharan Africa alone, the number of children who lost one or both parents to AIDS increased from under 1 million to over 12 million between 1990 and 2003. In 2003 alone, 4 million children in sub-Saharan Africa lost both their parents to AIDS” (United Nations Population Fund: *Youth and HIV/AIDS Factsheet, State of World Population*, 2005).

Located in the School of Language, Literacies, Media and Drama Education within the Faculty of Education of the University of KwaZulu-Natal—and at the epi-centre of HIV and AIDS in the province of KwaZulu-Natal—the Centre focuses on ways of ‘putting people in the picture’ in terms of addressing prevention, treatment and care. The participation of youth is central to this work and we see that visual methodologies can play a central role in giving young people a voice. We also see that teachers and other community workers also need to have a voice in their work ‘on the front lines’.

## **2.2 Partnerships and Affiliations**

There is a partnership between the Centre for Visual Methodologies and Social Change at UKZN and the International Visual Methodologies Project of McGill University (funded through Professor Claudia Mitchell, James McGill Professor, and the Social Sciences and Humanities Research Council of Canada). As noted throughout this report, researchers and graduate students from the two universities and their affiliates participate in a number of funded research collaborations, co-authorships of conference papers and articles, training and course development.

The Centre for Visual Methodologies website is also linked to its partner sites, International Visual Methodologies Project [www.ivmproject.ca](http://www.ivmproject.ca), Digital Girls [www.digitalgirls.org](http://www.digitalgirls.org), the Image and Identity Research Collective [www.iirc.mcgill.ca](http://www.iirc.mcgill.ca) and the Gendering Adolescence and AIDS Prevention Project [www.utgaap.info](http://www.utgaap.info).

## **2.3 Location**

The Centre is located in F519 within the School of Language, Literacies, Media and Drama Education, Edgewood Campus, Faculty of Education. The space accommodates material on visual methodologies and visual documentation (visual research data, photo novella posters, posters, photographs, video documentaries, drawings, visual installation material) that is also in the process of being digitalized. It also includes several editing stations, video cameras and inexpensive ‘point and shoot’ cameras.

For more information about the Centre, contact our administrator at 260 3409, or visit the Centre’s website at <http://cvm.za.org>.

## **2.4 Website**

<http://cvm.za.org/>

## **2.5 Management**

The Centre for Visual Methodologies is managed through a Steering Committee.

Executive Director:

Claudia Mitchell, James McGill Professor, Faculty of Education, McGill University, Honorary Professor, School of Language, Literacies, Media and Drama Education

Director:

Jean Stuart, Head of Discipline (Media), Lecturer, School of Language, Literacies, Media and Drama Education

Steering Committee:

Thabisile Buthelezi, Senior Lecturer, Schools of Language, Literacies, Media and Drama Education

Naydene De Lange, Associate Professor, School of Education Studies

Relebohile Moletsane, Deputy Dean of Graduate Studies, Professor, School of Education Studies

Robert Balfour (ex officio), Associate Professor and Head of School of Language, Literacies, Media and Drama Education (until August 1, 2008)

Administrator:

An administrator supports the work in the centre.

### **3. KEY ACTIVITIES, 2007-2008**

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#### **3.1 Rural Teacher Education Project (RTEP)**

In 2008, as a follow up to the placement of student teachers from UKZN in rural schools in the Vulindlela district for their 4 week practicum in 2007, we worked with the teachers and principals of two secondary schools, Gobindlovu and Kuhlekonke, and 19 student teachers. From 14 July to 8 August the student teachers, along with two interns attached to the project, a visiting McGill faculty member and various members of the UKZN staff stayed at Calderwood Lodge and worked in the schools. The RTEP was funded through the NRF Research Niche Area : Every Voice Counts, along with support from the Albert Wessels Foundation (through Toyota), and Social Sciences and Humanities Research Council of Canada.



A debriefing handbook has been developed for follow up (see Appendix A)

An evaluation report, *Dispelling the myths of rural education* produced in 2007 by Faisal Islam, a doctoral student, formed the basis for revised programming. RTEP in 2008 included the following:

*In the photograph above: Student teachers, interns Dorothe Raht, Jes Smith and Prof Gale Seiler*

- closer contact with the schools and mentor teachers starting with mentor workshops both at the beginning of the project and at the end;
- deeper engagement by the students in school life so that all student teachers organized after school activities (debating, soccer clubs, drama clubs and so on);
- strong support for the reflexivity on the part of the student teachers with an in-resident intern working in the area of participatory theatre, along with the involvement of a teacher educator living 'on site';

- greater involvement of UKZN staff: 3 new faculty members joined the team;
- greater attention to the research possibilities (faculty members attached to the project have all embarked upon research studies);
- stronger support for the schools themselves (each participating school received a laptop, lcd projector and digital camera. UKZN, through another related project (Digitizing Data) provided an internet hookup and is providing some training on managing the set up. 12 learners and 2 teachers also came to UKZN for training on blogging. Student teachers at Kuhlekonke school also embarked upon such projects as creating murals with the learners to improve the look of the school.
- Stronger support for community engagement: We are currently looking into sectoral partnerships with Agriculture to set up community gardens; the Calderwood Lodge itself is engaged developing plans for assisting the participating schools with food for orphans.
- Greater visibility within the Faculty as a whole for the possibilities for rural teacher placements: The student teachers along with the interns and research team were involved in a Symposium at UKZN on August 28 to present their work.



*Photograph above: Student teachers ready to set off to Vulindlela*

### 3.2 Youth as Knowledge Producers Project (YAKP)

#### **Youth As Knowledge Producers: Arts-based approaches to HIV and AIDS prevention and education in rural KwaZulu-Natal**



*Photograph above: Rob Pattman, Relebohile Moletsane, Claudia Mitchell, Naydene de Lange, Jean Stuart (PI), Mathabo Khau and Thabisile Buthelezi at a team meeting*

Youth as Knowledge Producers, an NRF funded project, is in its second year of delivery and research. It draws together, in a unique way, three key groups in relation to addressing HIV and AIDS: a cohort of young people preparing to become teachers; a cohort of rural teachers in several rural secondary schools, and a group of secondary school learners. In 2007 the beginning teachers explored ways in which they could develop themselves as resources to meet the challenges of education in the era of HIV and AIDS. Campus based workshops concentrated on ways to use participatory arts-based methodologies including: Photovoice and Collage; Video making; Forum and Image Theatre; and Hip Hop. Expertise developed was then translated into a school based intervention in a rural school. Through these activities and reflective debriefing we were able to identify some of the possibilities for using arts-based approaches for HIV and AIDS education and also possible barriers.

In 2008, efforts to promote and use arts-based methods effectively in the era of HIV and AIDS have been extended on a number of fronts. In line with research that suggests that young people need to be given a more significant voice in shaping HIV and AIDS messages (Ford, Oddalo and Chorlton, 2003), we concentrated on youth-focused and learner-centred approaches which position young people as knowledge producers.

Blogging provides new media space for individual voicing of views and self-expression around issues related to HIV and AIDS and in May our core of beginning teachers who had trialed ways to use arts-based methods in 2007, together with some new members, attended a weekend of workshops where they learnt how to establish their own blog sites and, blogging through a form of photovoice, expressed their ideas and reflections about their involvement in Youth as Knowledge Producers and on how we are all affected by HIV/AIDS but can take action within our communities. In the weekend

following, members of this group were then able to act as facilitators to a group of learners from a rural school who in turn came to tell their stories and blog on their perspective on HIV and AIDS. We were very fortunate to have John Pascarella, course lecturer, researcher & PhD Student at McGill University, Canada, to design and lead the workshops. His skill, initiative and dedication enabled these two groups to develop an additional angle on using arts-based approaches to address HIV and AIDS. For his angle on blogvoice and the Youth as Knowledge Producers blogging intervention see [blog-voice.blogspot.com](http://blog-voice.blogspot.com).



*Photographs above: A YAKP student assisting a learner from Gobindlovu school during the blogging workshop; learners engaged in blogging, and a teacher from Gobindlovu learning to blog*



## Sharing our experiences

Drawing on the project work and the comments of beginning teachers/peer educators at the end of the 2007 workshops, a poster was presented in March 2008 at AERA in New York:

*'I am so excited about the workshops that I can't stop thinking about it. All education should be like this'*

*'We can't end here it will be a waste of all that we have learnt'*

*'We want to take this further'*



*Photograph above : Jean Stuart presents at AERA in New York, March 2008*

## From the UKZN Online

### **UKZN Hosts Blogging Workshops for Rural Students to Address HIV and AIDS**

The Centre for Visual Methodologies and Social Change hosted a two-day series of digital media workshops for rural high school students and two teachers from the Vulindlela region, May 19 and 20th.

The focus of the workshops was on developing digital literacy skills such as navigating the Internet, creating e-mail accounts, and building individual student blogs.

John Pascarella, from McGill University in Montréal, Canada, joined professors Claudia Mitchell, Jean Stuart, and Naydene de Lange May 4-24, 2008 to host the digital media workshops. The team was also joined by UKZN education students participating in Dr. Stuart's project, "Youth as Knowledge Producers," which seeks to develop arts-based methodologies with young people in rural schools to create a more youth-centered approach to knowledge production and behavior change in the context of HIV and AIDS. During the series of workshops, education students assisted the rural high school learners in developing the digital media skills necessary to constructing personal blogs by using free online blogging software.



The formations of the blogs enabled learners to create online publications, which involved the use of Photo Voice – what researchers Caroline Wang and Ann Burris define as "a method that enables people to define for

themselves and others, including policy makers, what is worth remembering and what needs to be changed." Learners were challenged to confront the struggles of raising awareness of HIV and AIDS in their own rural community by responding to a series of critical questions based on self-selected photographs taken in rural settings similar to their own.

Key results of the workshop included developing online affiliations centered around various forms of media (emailing, blogging, web-searching, etc); creating digital expressions by uploading digital photos to their new established personal blogs in order to interpret and reflect on the images; collaborative problem-solving by working in pairs or small groups to complete problem-posing tasks and develop new knowledge; and lastly, by producing circulations in the final publication of their blog postings through which the larger online public can view and respond to the learner's blog productions addressing HIV and AIDS. When asked what are the benefits of blogging about HIV and AIDS, several participants agreed that they were more comfortable writing about their thoughts specific to sex and sexuality than discussing these thoughts in their traditional classrooms. Learners were encouraged to write their blogs in their native language, IsiZulu, or in English. Nearly half of the bloggers wrote postings in IsiZulu. Most notable from the blogging experience for participants was the feeling of having communicated their knowledge and awareness of HIV and AIDS to a broader (possibly global) audience beyond their immediate rural community.

### **Toolkit production and usage**

In order to broaden dialogue into the usage of arts-based methods and make these methods practically accessible to interested teachers, researchers in the project converted findings from Youth as Knowledge Producers and work from Shannon Walsh and Claudia Mitchell's Fire and Hope project (Walsh, Mitchell and Smith, 2002) into a practical toolkit. This kit offers guidance, materials and arts-based approaches for opening up discussion around HIV and AIDS related issues such as gender-based violence. Tips given for effective facilitation and question techniques resulted for careful observation of difficulties teachers encounter in converting new methods into classroom activities. We were grateful for the enthusiasm and hard work two interns from the Centre for Visual Methodologies, Jes Smith and Dorothe Raht brought to compiling this toolkit (see also Appendix D).

During the Faculty of Education Practice teaching period, all 19 beginning teachers involved in the Rural Teacher Education Project were given a toolkit so that they had a range of arts-based approaches at their finger tips for classroom and extra-curricular activities. The toolkit, together with workshops on arts-based approaches led by Rob Pattman, Jean Stuart, McGill University Professor Gale Seiler and our CVM interns Jess Smith and Dorothe Raht, ensured that even some of those teachers who had not originally explored ways of using these methods were able to use arts-based methods to open up spaces of discussion around social issues and to invite and enable learners to take action around challenging aspects of their lives by becoming knowledge producers.

These beginning teachers have shared their findings at a University of KwaZulu-Natal Education Faculty Symposium. Innovative adaptation of arts-based methods was reported. The beginning teachers are continuing to reflect on and share these findings within a pilot module for HIV and AIDS Education on the Edgewood Campus, University of KwaZulu-Natal. In-depth evaluation of the project will be conducted through the SSHRC project *What Difference Does This Make: Studying Youth as Knowledge Producers in the Age of AIDS*.

### **3.3 Digitization and Data Management with Visual Data in Social Research: Giving life (to data) to save lives (in the age of AIDS)**

This NRF funded project draws on the vast collection of visual data of the previous 'Learning Together' project (2004-2006). It intends to pilot the management, storing, and analysis of the collections of visual data, not only for researchers to access and use, but also to get the community, where the data originated, to access and use it to address HIV and AIDS.



*The photograph on the left:*

*The project team consists of Claudia Mitchell, Naydene de Lange (project leader), Jean Stuart, Myra Taylor, Relebohile Moletsane (not in photograph), Thabisile Buthelezi (not in photograph) (all from UKZN) and Eun Park (not in photograph) from McGill University.*

The project work for the first year (2008) started off briskly with piloting the protocol for digitizing the data and creating the metadata schema. This was developed in collaboration with Prof Eun Park, a library information specialist from McGill University, in Canada. Once the metadata elements had been agreed upon, the digitizing of the visual data and adding the metadata could commence. A small data set of 125 photographs around stigma was used in the pilot in 2008. To learn to build a digital archive required training and we were fortunate to enlist the expertise of Colleen Goldsworthy and Pat Liebetau of Digital Images South Africa (DISA) <http://www.disa.co.za> . The one day training allowed the team members, a masters student (Thoko Mnisi) and a research assistant from Community Health, to be trained in using Greenstone Software to build the digital archive.



*Photograph above: Colleen Goldsworthy (from DISA) training Thoko Mnisi how to use the Greenstone Software*

After the training, Thoko Mnisi was assigned to build the digital archive, which is now hosted on the DISA site (with restricted access). This allowed researchers to comment on the digital archive to facilitate improvement. The pilot work was presented at The American Education Research Association annual conference in New York, in March 2008. Digital archives have

been built and used, but applying it to visual data produced in educational research to address HIV and AIDS in rural areas, in innovative.



*Photograph above: Naydene de Lange and Eun Park at AERA in New York, March 2008*

### **3.4 Every Voice Counts :Teacher Development and Rural Education in the Age of AIDS**

The NRF funded Research Niche Area, “Teacher development and rural education in the age of AIDS,” (2007-2011) takes as its broad goal the notion of drawing together several research areas which ‘converge’ on teacher development in rural education in the age of AIDS: (1) Reflexive methodologies in studying teachers’ lives, (2) school leadership and management, (3) the participation of young people in addressing HIV and AIDS, (4) teachers and communities tackling gender violence in and around the schools, and (5) partnerships and pedagogies in preparing new teachers for new times. The team members are De Lange N (Project Leader), Bhana D, Mitchell C, Moletsane R, Balfour R, Wedekind V, Buthelezi T and Pillay, G.

The first study area, *Reflexive methodologies in studying teachers lives*, is headed up by Daisy Pillay with Volker Wedekind. The work begun with teachers at the two rural schools in Vulindlela in 2007 has been continued in 2008. NRF funded masters student, Shereen Salojee with Daisy Pillay has generated data during various visits to the schools, but also by inviting the teachers to the Marriannahill Monastery over two weekends, working with them using arts-based focus group interviews, making collages, and in-depth individual interviews. The data is being analysed and written up as Shereen’s M Ed full dissertation and feeds into the bigger data set.

The second study area, *School leadership and Management*, headed up by Relebohile Moletsane and Thabisile Buthelezi (drawing in Vitallis Chikoko in 2008). The work in 2008 focused on how School Management Teams address the issue of children orphaned and made vulnerable in the age of AIDS. Fumane Khanare, an NRF funded Masters student, with Naydene de Lange, gathered data at the two schools but also by inviting the SMT members to Calderwood House. Here the two SMTs met each other for the first time, and worked together on reflecting on the way forward in addressing the issue of vulnerable children in their schools, through an arts-based focus group discussion. The data has been analysed and submitted as Fumane’s dissertation.

The third study area focuses on *‘Teachers and communities addressing gender violence in and around schools’* and the team members are Naydene de Lange, Devia Bhana and Claudia Mitchell. The previous years work around exploring how gender-based violence is constructed, in particular by teachers in a rural school, has culminated in conference presentations at The American Education Research Association in New York, and a publication, titled, *‘Male teachers talk about gender violence: “Zulu men demand respect”*.



*Naydene de Lange with her poster at AERA conference in New York 2008*

Further work around addressing gender-based violence in a rural school is being undertaken by Mart-Mari Bosch, a Masters student, under the supervision of Prof de Lange. She is employing participatory video documentary to explore what solutions the learners envisage in addressing gender-based violence at school.

The *fourth and fifth study areas* have been written about under the heading of RTEP and YAKP.

#### **4. CENTRE-SPONSORED SEMINARS and TRAINING**

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##### **4.1 Digidata and Metadata New Media Seminar (See Appendix B)**

Shazia Ahmad, a Masters of Library and Information Studies (Archival stream) student at McGill University and Thoko Mnisi, a Masters of Education (UKZN) student gave a presentation on May 22<sup>nd</sup> 2008 on metadata. University of KwaZulu-Natal staff attended the presentation titled “Metadata for Images – What is It? And Why Talk About it Now?” In it, they introduced the concept and purpose of metadata, and its use in describing visual resources. As well, they explained the work being done by the Centre for Visual Methodologies with regard to digitizing photographs, cataloguing (through metadata), and the creation of digital photo collections.

John Pascarella of McGill University gave a presentation in the same seminar on Blogging as Libratory Practice. The talk was based on John’s doctoral work and workshop experience with learners and teachers from Vulindlela District

## 4.2 Rural Teacher Education Symposium (See Appendix C)

Several of the RTEP student teachers, with some project team members and interns, presented a symposium showcasing the work they had done in Vulindlela, by also reflecting on the impact that participating in the project had on their personal and professional development.

## 4.3 Visiting Academics

### 4.3.1 Gale Seiler, McGill University

Gale Seiler, from McGill University in Canada, was a visiting “in resident” faculty member. As such, she provided logistical and organizational support to the student teachers at their lodging site and at the schools. This included working with the graduate interns, Jes Smith and Dorothe Raht, to plan and lead the nightly debriefing sessions in ways that responded to the student teachers’ needs and addressed emerging issues. She also did a presentation for the student teachers on how to teach English language learners in all content areas. In addition, she helped to coordinate transport and other needs, such as the need to borrow science equipment from the Edgewood campus.

At Gobindlovu and Kuhlekonke schools, Gale worked to facilitate communication with the mentor teachers, the principal, and other administrators at each site. She was present at one of the two schools each day, offering advice, encouragement, and troubleshooting in a variety of ways. She often observed the student teachers in their classrooms and offered informal feedback to them.

Gale offered, where possible, support to the mentor teachers in the two schools. At each school she met informally with science teachers on several occasions. She was asked to teach several topics, such as the Doppler Effect and Hydrogen Bonding in organic liquids, to science classes to illustrate how to approach such advanced topics without the usual science resources and equipment. These lessons demonstrated how materials for such lessons can be located using the Internet.

Gale conducted research around the experiences of the student teachers learning to teach in these two rural schools. Using video and other data collected through classroom observations, journals, and debriefing sessions she hopes to explore pre-service teacher identities and standpoints around teaching, focusing on how life stories and experiences contribute to a teacher's multiple identities and ways of being in a classroom and how these intersect with the pedagogical approaches and construction of knowledge in the classroom.

## 5. INTERNSHIPS

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Caitlin Wake

Through the McGill Centre for Research and Teaching on Women (MCRTW), Caitlin Wake participated in a Canadian International Development Agency (CIDA) internship as research intern at the Centre for Visual Methodologies from July 2007- January 2008.

*My seven month internship at the Centre for Visual Methodologies was the most incredible learning experience in my life. Over the course of the internship, I had the privilege of working with professors and students at UKZN, as well as teachers and learners at three schools in Vulindlela - conducting research, shooting photographs and film, and editing short videos. Patricia Staniforth and I also had an opportunity to present photographs from RTEP 2007 at the Kenton Education Conference. The internship changed my life - my thoughts and goals and*

*dreams, and I am incredibly grateful to everyone at the SLLMDE, the CVM and the wonderful people- particularly Claudia Mitchell and Derek Buchler- who made it possible.*

Shazia Ahmad

Shazia Ahmad, a visiting Masters of Library and Information Studies (Archival stream) student from McGill University (Montreal, Canada), was an intern at the Centre for Visual Methodologies in May 2008. She worked on the *Giving Life (to data) to Save Life (in the age of AIDS): Meta-analyses through Digitization of Visual Data in the Social Sciences* project for Professors Eun Park (McGill University), Claudia Mitchell (McGill University), and Naydene de Lange (University of KwaZulu-Natal).

She created metadata using Dublin Core and custom-made elements for sepia photographs and charcoal-on-paper drawings, done by children, health workers and teachers in the Vulindlela District. These images document the impact and perception of HIV/AIDS, as well as the perceptions of health workers to teachers and vice versa. This metadata was attached to the photographs in Greenstone open-source software and both the catalogued images and their metadata descriptions were then combined to build digital photographic collections. It is hoped that more researchers, both in South Africa and internationally, will have access to these digital collections online in the future, and that they may be able to use the metadata to better understand the subject matter and context of each photograph.

Dorothe Raht

Dorothe Raht from Germany is a Masters student in Social Sciences and was an intern at the CVM from July – September 2008.

*For me this internship was the best I could have ever imagined. I got amazing support by the centre's associates and benefited from their great knowledge and experience. One of the best parts of my internship was the "Rural Teacher Education Project" which I got the chance to coordinate together with Gale Seiler and Jes Smith in the field. I have learned so much in Vulindlela, through organising and conducting daily debriefings, during the work with the student teachers, from Gale and Jes and through being at the schools and with the learners. I will never forget the time as intern in the CVM and I believe I made friends for a lifetime.*

Jes Smith

Jes Smith from the University of Guelph in Ontario, Canada was an intern at CVM from July-August 2008 working on the RTEP Project.

*This year the RTEP project was housed at the Calderwood Hall, and the students had placements at Kuhlekonke high school and Gobindlovu high school. At Gobindlovu high school 10 student teachers had their placements, and at Kuhlekonke there were 9 student teachers. This year, an exciting new addition to the program was the after school programs that the students ran, offering programs such as poetry, hip hop, drama, soccer, tutoring, and forum discussion group. The student teachers received great response from the learners with their after school programs, and tried their best to make the afterschool activities sustainable so that it could continue after they had left.*

*During the RTEP project, the student teachers grappled with issues particularly pertinent in the rural context, such as high rates of HIV and AIDS, gender based violence, and suicide. Each day after school, the facilitators would host a workshop for the student teachers, covering issues such as teamwork, communication, reflectivity, teaching in rural contexts, gender, becoming a teacher in the age of AIDS etc. and leave space for them to share their experience and learn from each other. This year there was also a particular focus on arts-based approaches such as drama and Photovoice, and the student teachers were given a toolkit on facilitating arts-based approaches produced by the YAKP, and were encouraged to try out these different approaches in their classrooms. We also incorporated some arts-based approaches into the workshops with the student teachers.*

*As facilitators, we learned a lot about working in groups, and especially about working in a context completely foreign to anything any of us were familiar with. We complimented each other with what we brought to the project, and were challenged daily by the students and the contexts at the two schools. We made every effort to tailor each workshop to the students' needs and concerns, and tried to make every workshop interactive and participatory as much as possible.*

**Thoko Mnisi**

Thoko Mnisi is an M Ed Educational Psychology candidate and an intern for the project, 'Digitizing data: Giving Life to data to save lives in the age of AIDS'

*Working as an intern has provided both formal and informal learning as I have been working alongside and under the supervision of academics. I started digitizing data after receiving some training in the use of Greenstone Software in order to compile a digital archive containing metadata elements. This has not only been an "intern job" but a learning curve as my M Ed study in progress draws from a data set (staged HIV stigma photographs) which I digitized and compiled an archive for. My M Ed research is titled: *Beyond Data Production: Exploring the use of digital archives with educators in addressing issues around HIV and AIDS related stigma in two rural schools in KwaZulu-Natal.* I have also had opportunities of sharing ideas with local and international interns, which saw me working together with Shazia Ahmad from McGill University, Canada. Together we did a presentation on metadata in the University of KwaZulu-Natal in May, 2008.*

## **6. DOCTORAL and POSTDOCTORAL FELLOWS**

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**Mathabo Khau**

*I have worked with the "Youth As Knowledge Producers" since September 2007, and it has been a great pleasure and learning experience. What I have enjoyed most was trying out the different arts based approaches in the schools and the response that we got from the students. My group which was responsible for trying out the use of "Hip-hop" in teaching about HIV and AIDS was very exciting and made me realize that not only hip-hop but every other music genre can be used in teaching about almost any sensitive subject. Using music makes it easier for people to talk about issues they would otherwise have felt shy about because the focus of the whole process is on producing and performing the song and not on the particular individuals.*

*Another interesting issue was producing the media tool-kit to be used in the schools. I found it stimulating to be involved in producing a user friendly document which could help other people to use arts based participatory methodologies in their teaching around HIV and AIDS.*

*My PhD study is focusing on the experiences of women teachers who teach sexuality education in rural schools in the age of HIV and AIDS. The aim is to explore how and why women teachers teach about issues of sexuality, HIV and AIDS in rural classrooms, how their woman self and teacher self influence each other in shaping their teaching of sexuality education, and how the gender dynamics characteristic of rural contexts play out in women teachers' teaching of sexuality education. The working title of my study is "Women teachers talk sex: A gendered analysis of women teachers' experiences of teaching sexuality education in the age of HIV and AIDS"*

**Monika Mak**

Monika Mak, of McGill University, was awarded a postdoctoral fellowship by the Quebec Government (FQSRC) to conduct a project on collaborative video and HIV and AIDS through the Centre for Visual Methodologies, 2006- 2007.

**Faisal Islam**



Faisal Islam is a doctoral student from the Faculty of Education, McGill University (and the Partnerships for Change Project) working on the Rural Teacher Education Project. From August, 2007-November, 2007 Faisal conducted a participatory evaluation on RTEP. He authored a report on the project called *Dispelling Illusions*.

## **7. PUBLIC ENGAGEMENT**

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### **7.1 Photo Exhibition**

Things come together: Portraits of pain and possibility in a practicum. *Kenton Phumula Conference*, South Coast, 25-28 October.

### **7.2 Photobook**

Blogging as Libratory Practice: A photobook, by John Pascarella

## **8. COMMUNITY OUTREACH**

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### **8.1 Rural schools in Vulindlela bridging the digital divide**

Prof Naydene de Lange (Faculty of Education UKZN) and Prof Claudia Mitchell (Honorary Professor at UKZN) handed over a laptop computer, a data projector and a digital camera to each of the two schools in the Vulindlela district which have been part of NRF and SSHRC funded research projects since 2004. Mrs Dube, deputy-principal at Gobindlovu Senior Secondary School and Mr Ngcobo, principal at Kuhlekonke Senior Secondary School with Mr M Madlala, chairperson of the School Governing Body received the equipment. Teachers will be using the equipment to enhance their teaching. Recently, when the Education Faculty went wireless, Gobindlovu Senior Secondary also benefitted by being linked up to UKZN network. The Faculty of Education has an NRF Research Niche Area, 'Every voice counts: Rural teacher development in the age of AIDS' which is the umbrella under which the research in rural areas is done.



*Presentation of equipment to Kuhlekonke School*



*Claudia Mitchell, Mrs Dube(Deputy Principal a Gobindlovu Senior Secondary School) and Naydene de Lange*



*Mr Abdullah Shariff (ITC UKZN) congratulates Mr Nkabine, the principal of Gobindlovu, on having his school hooked up to the UKZN network. Mrs Nellie Duma and Mrs Sindi Nkabine, the two computer teachers, are in the background.*

## **8.2 Sekwanele Youth Group**

The Centre for Visual Methodologies has been working closely with the Sekwanele Youth Organization for the past three years. The group has participated in many of the Centre's youth-related activities in Vulindlela (for example, participatory video making workshops, documentary filmmaking, and the Putting People in the Picture symposium). Sekwanele is a non-profit organization working in the Mariannhill and surrounding areas targeting youth. 'Sekwanele' in English means 'It is Enough!'

The group aims to:

- develop youth talents in the field of performing arts;
- empower the community with relevant skills to fight poverty, unemployment and social instabilities, through community development projects;
- supervise musical groups during events and campaigns.

For further information contact Zinhle Mkhwanazi at 073 501 2982.

## 9. FUNDED RESEARCH: International & National

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### 9.1 Current Research

*What Difference Does This Make: Studying Youth as Knowledge Producers in the Age of AIDS* (Social Sciences and Humanities Research Council of Canada, 2008-2011, \$142,000) Claudia Mitchell, June Larkin, Sarah Flicker, Naydene de Lange and Jean Stuart.

#### **Aims:**

- (1) To develop and test out evaluative tools that can be used to study the impact of our arts-based approaches to HIV and AIDS education and prevention interventions with South African youth.
- (2) To explore the ways in which new projects on youth, the arts and HIV and AIDS can incorporate an evaluation component.
- (3) To contribute to the field of youth participation and arts-based research by developing evaluative tools that can be modified to provide evidence-based data to assess the value of projects beyond those of the Gendering Adolescence and AIDS Prevention Project (GAAP) and the Centre for Visual Methodologies for Social Change (CVMSC).

#### **Design and Methodology**

##### *1<sup>st</sup> Stage: Protocol development*

The first stage will be devoted to conducting several pilot participatory group evaluations as a way to begin to map out the qualitative indicators relevant to arts-based research projects, particularly in the field of HIV/AIDS. We are seeing this as an iterative process and for this reason we plan to study as a group in depth data from least one project in the first year which will provide common ground for the team to refine future work. We will test out through feminist research methodology procedures adapted from Holland et al (1999) a team approach to looking at the data. We will also develop a restricted-access web portal for collecting and analyzing the data. This will be managed through CVMSC.

##### *2<sup>nd</sup> Stage: Protocol refinement and application*

The second stage involves expanding the work to include participatory evaluative approaches to working with young people from least 3 more projects sites, and testing out the ways that arts-based approaches such as photo voice can also serve as an evaluative tool, and which could also contribute to public exhibitions and presentations.

##### *3<sup>rd</sup> Stage: Building networks*

In the third year of the study we will have developed several versions of evaluative protocols which could be used by other groups including research teams such as ours, but also young people (and those working with youth groups). These we will design as part of a draft toolkit which will be tested out at a regional policy forum on evidence based approaches to evaluating youth-focused visual and arts-based participatory approaches to HIV education to be convened by the CVMSC. An important 'spin off' of this work will be to develop tools which can also be incorporated into YAHANet ([www.yahanet.org](http://www.yahanet.org)) the webtool on youth, the arts and HIV and AIDS and which could therefore contribute to the design of new media projects.

*Seeing for Ourselves: Visual methodologies for self-study with teachers in addressing HIV/AIDS.* (Social Sciences and Humanities Research Council of Canada, 2005-2008, R800,000) Claudia Mitchell, June Larkin, Sandra Weber, Naydene de Lange, Lebo Moletsane.

This project is meant to address two main facts of life in rural KwaZulu-Natal: (1) death and dying as a result of HIV/AIDS, and (2) a paucity of solutions that recognize the pivotal position of teachers as both infected and affected by AIDS. Although teachers are potential key players in transforming communities from sites of weekly funerals to sites of change, to date, they have not figured

prominently (as solutions at least) in the AIDS crisis in South Africa, even though education itself has been seen as central to the transformation process of the post-apartheid era. The specific objectives of the project include the following:

1. to explore the role of visual arts-based methodologies (particularly photovoice and video documentary) in facilitating teachers' own self-study in relation to addressing issues around HIV/AIDS in their local school communities;
2. to explore the ways in which visual arts-based approaches to self-study can encourage teachers to take an active role in curriculum and community development in relation to HIV and AIDS;
3. to advance the study of visual arts-based methodologies in education through a focus on technical and ethical issues in relation to documentation and visual data.

*Looking for a change.* (Social Sciences and Humanities Research Council of Canada, 2006-2009, R500,000) Claudia Mitchell and Sandra Weber

This project is designed to explore how participatory arts-based visual methods can suggest and support changes in how teachers and their students frame and deal with critical questions relating to the social realities in their own lives. These might range from issues of how to stop violence, discrimination, inequities and injustice, to how to protect the environment, promote peace, equality, health, security, safety, and democracy, to exploring some sense of 'how we make a difference' in our everyday lives. This work is used to situate teachers and teacher educators to themselves and their actions within both local and broader contexts and in so doing:

- identify and articulate hopes, aspirations, and situational dilemmas;
- encourage democratic and critical models of teaching and learning;
- promote thoughtful self-critique and critique of the status quo;
- encourage creative thinking to address both practical and theoretical problems;
- communicate their views, ideas, and theories about social change.

*Partnerships for a Change: Becoming teachers in changing times.* (Social Sciences and Humanities Research Council of Canada, 2007-2009, R700,000) Claudia Mitchell, David Dillon and Teresa Wilson.

This study in Quebec and KwaZulu-Natal addresses the challenges of preparing pre-service teachers to take on the rapidly changing situations that they are meeting, or are likely to meet, in teaching today.

*Project Objectives:*

- generating knowledge about how partnerships can be used to enhance teacher education at the present time in local and global contexts;
- build on professional initiatives already underway by attending to the nature of partnership itself, including its benefits and challenges;
- investigate the role of partnerships in creating contexts supportive of formation of teacher professional identities within rapidly changing times.

*Youth As Knowledge Producers: Arts-based approaches to HIV and AIDS prevention and education in rural KwaZulu-Natal.* (National Research Fund, 2006- 2008) Jean Stuart, Naydene deLange, Lebo Moletsane, Thabisile Buthelezi, R. Pattman, Claudia Mitchell.

(see section 3.2)

*Digitization and Data Management with Visual Data in Social Research: Giving life (to data) to save lives.* (National Research Fund, 2007- 2011) Naydene de Lange, Claudia Mitchell, Lebo Moletsane, Jean Stuart, Thabisile Buthelezi and M. Taylor

(see section 3.4)

## 9.2 Pending

*Through their eyes: Rural Rwandan Girls' and Women's Vision for Engendering Poverty Reduction Strategies* (Myriam Gervais; Claudia Mitchell, Eliane Ubalijoro, Euthalie Njoro; Naydene De Lange; SSHRC, \$196,000)

This research project aims to identify lessons, challenges and opportunities for enhancing gender equality, and to reveal ways of rethinking current poverty strategies through the inclusion of women in development process. As such, it draws upon an interdisciplinary approach, utilizing participatory visual methodologies to analyze key issues through the experiences of rural girls and women, using rural Rwanda as a case study. This case study will focus on extensive analysis of gender in relation to the lives of girls and women and draw attention to women's own analyses, helping to (a) provide insight into the challenges, desired solutions and realities they prioritize, and (b) incorporate girls' and women's tacit knowledge and priorities with expert opinions into development programs and poverty strategies reduction (PRSP). The research findings and data gained from this particular study can provide theoretical insights for other contexts or situations which are comparable elsewhere in Africa.

*Advancing an Understanding of Youth and Social Identity through Developing Digital Archives* (Eun Park; Claudia Mitchell, Teresa Strong-Wilson, Sandra Weber, Naydene De Lange, Jean Stuart; FQRSC, \$60,000)

The use of visual data in social science is increasingly common particularly for projects that seek a wider dissemination in order to spark reflection on policy and practice issues. The idea for our program capitalizes on the *successes* researchers have achieved in using visual methodology tools such as photovoice and video documentary in social research, the *challenges* of fully mining the resulting (and expanding) sets of photographs as visual data, and the *potential* of new developments within the study of digital technology to provide opportunities for social scientists to collaborate in the development of methodologies for creating a digital archive for analysis. While the overarching objective of our program as social scientists working with youth and social identities, is to 'save lives' through a deeper understanding of the social issues, the specific objectives of the program relate to how to 'give life' to the visual data with which we

## 10. Projected Activities

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### 10.1 Every Voice Counts: Critical Partnership for Teacher Education and Rural and Local Communities (see Appendix E)

## 11. SELECTED PUBLICATIONS

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### 11.1 Books

Pithouse, K, Mitchell, C. & Moletsane, R. (under contract). *Making connections: Self-study and social action*. New York: Peter Lang.

Moletsane, R., Mitchell, C., Smith, A. & Chisholm, L. (2008). *Mapping a Southern African girlhood*. Rotterdam: Sense.

Mitchell, C. & Reid-Walsh, J. (2008). *Girl Culture: An Encyclopedia* (2 volumes). Westport, CT: Greenwood Press.

De Lange, N., Mitchell, C. & Stuart, J. (Eds.) (2007). *Putting people in the picture: Visual methodologies for social change*. Amsterdam: Sense.

## 11.2 Articles

Mitchell, C. (2008). Taking the picture, changing the picture. Visual methodologies in educational research in South Africa. *South African Journal of Educational Research*. 28 (3)365-383.

Mitchell, C., De Lange, N., & Thuy, X. (2008) "Let's just not leave this problem": Exploring inclusive education in rural South Africa. *Prospects*. Springer Netherlands. ISSN 0033-1538 (Print) 1573-9090 (Online).

Park, E., Mitchell, C. and De Lange, N. (in press). Social uses of digitization within the context of HIV/AIDS. *Online Information Review*.

Mitchell, C. and Umurungi, J.P. (2007). What happens to girls who are raped in Rwanda. *Children First*, 13-18.

Moletsane, R., Mitchell, C., De Lange, N. Stuart, J., Buthelezi, T. & Taylor, M. (In Press) What can a woman do with a camera? Turning the female gaze on poverty and HIV/AIDS in rural South Africa. *QSE*

Mitchell, C., De Lange, N. (2008) Through Our Eyes : Using Photovoice to Address Stigma in the Age of AIDS. *Girlhood Studies* 1(1), 138–142.

Bhana, D., De Lange, N., & Mitchell, C. (In Press) Male teachers talk about gender-based violence: Zulu men demand respect. *Educational Review*.

De Lange, N., Olivier, M.A.J., Wood, L. (Accepted) Participatory video documentary: just for whom? *Education as Change*.

Park, E., Mitchell, C., & De Lange, N. (2008) Social Uses of Digitization within the Context of HIV/AIDS: Metadata as Engagement. *Online Information Review*, 32, 6.

De Lange N (2008) Visual Participatory Approaches to HIV and AIDS Research as Intervention in a Rural Community Setting. *Journal of Psychology in Africa*, 18 (1):181-186.

Mitchell C, Moletsane R & de Lange N (Guest Editors) (2007). Editorial : Inclusive Education in South Africa in the era of AIDS: Every voice counts. *International Journal of Inclusive Education*, 11(4): 383-533.

Buthelezi T, Mitchell C, Moletsane R, De Lange N, Taylor M & Stuart J (2007) Youth voices about sex and AIDS: implications for life skills education through the 'Learning Together' project in KwaZulu-Natal, South Africa. *International Journal of Inclusive Education*, 11(4):445-459.

## 11.3 Chapters

Mitchell, C. & De Lange, N. (In Press) "Our videos /our stories": community-based video and social action in the age of AIDS. In *Handbook of Visual Methodologies*. London: Sage.

Mitchell, C., Weber, S., & Pithouse, K. (In press). Facing the public: Using photography for self-study and social action. In D. Tidwell, M. Heston & L. Fitzgerald (Eds.), *Research methods for the self-study of practice*. New York: Springer.

- Pithouse, K., De Lange, N., Mitchell, C., Moletsane, R., Olivier, T., Stuart, J., Van Laren, L., & Wood, L. (In press). Arts-based and other participatory strategies for teacher development in the age of AIDS. In J. Kirk, & M. Dembélé (Eds.), *More and better teachers: Teachers and teacher issues in development contexts*. UNESCO IIEP and id21 Insights Education.
- Mitchell, C, Stuart, J., De Lange, N., Moletsane, R., Buthelezi, T. Larkin, J. and Flicker, S. (in press). What Difference Does This Make? Studying Southern African Youth as Knowledge Producers in the Age of AIDS In C. Higgins and B. Norton (eds). *Applied Linguistics in the Field: Local Knowledge and HIV/AIDS*. Clevedon: Multilingual Matters
- Mitchell, C. (in press) “You can be raped in the toilets”: School geographies and school safety in sub-Saharan Africa. In O. Gershoern and B. Penner (Eds.) *Ladies and Gents*. Temple University Press. London and New York:Routledge.
- Mitchell, C., De Lange, N., Moletsane, R., Stuart, J., Taylor, M., Buthelezi T.(in press) Participatory Video With Young People In Foluke Ogunleye (Eds) *Addressing Gender Violence in and around rural South African Schools* . Book under contract.
- Mitchell, C., Weber, S., & Yoshida, R. (2008). Where are the youth?: Reframing teacher education within the context of youth participation. In Anne Phelan & Jennifer Sumsion, *Critical readings in teacher education:Provoking absences*. Rotterdam: Sense Publishers. 139-154.
- Mitchell, C. & Walsh, S. (2008). I'm too young to die: HIV, masculinity, danger and desire in urban South Africa. In A. Welbourne (Ed.), *HIV and AIDS, gender and Development*. Oxford, UK: Oxfam.
- Mitchell, C. & Reid-Walsh, J. (2008). Introduction to the girl culture encyclopedia. In C. Mitchell & J. Reid-Walsh (Eds) *Girl culture: An encyclopedia*. Westport, CT: Greenwood Press.
- De Lange, N., & Stuart, J. (2008) Innovative teaching strategies for HIV & AIDS prevention and education. In L.Wood (Ed.) *Dealing with HIV & AIDS in the Classroom*. Cape Town: Juta.
- Mitchell, C. & Reid-Walsh, J. (2008). A reader's guide to studying girl culture. In C. Mitchell & J. Reid-Walsh (Eds) *Girl Culture: An encyclopedia*. Westport, CT: Greenwood Press.
- Allnutt, S., Mitchell, C., & Stuart, J. (2007). The visual family archive: Uses and interruptions. In N. De Lange, C. Mitchell, & J. Stuart (Eds.) *Putting people in the picture* (pp.89-99). Amsterdam: Sense.
- De Lange, N., Mitchell, C. & Stuart, J. (2007) An introduction to putting people in the picture: Visual methodologies for social changes. In N. De Lange, C. Mitchell, & J. Stuart (Eds.) *Putting people in the picture: Visual methodologies for social change* (pp.1-9). Amsterdam: Sense.
- Larkin, J., Lombardo, C., Walker, L., Bahreini, R., Tharao, W., Mitchell, C., & Dubazane, N. (2007). Taking it Global Xpress: Youth, photovoice and HIV & AIDS. In N. De Lange, C. Mitchell, & J. Stuart (Eds.) *Putting people in the picture: Visual methodologies for social change* (pp.31-43). Amsterdam: Sense.
- Mitchell, C., de Lange, N., Stuart, J., Moletsane, R., & Buthelezi, T. (2007). Children's provocative images of stigma, vulnerability and violence in the age of AIDS: Revisualizations of childhood. In

- N. De Lange, C. Mitchell, & J. Stuart (Eds.) *Putting people in the picture: Visual methodologies for social change* (pp.59-71). Amsterdam: Sense.
- Moletsane, R. & Mitchell, C. (2007). On working with a single photograph. In N. De Lange, C. Mitchell, & J. Stuart (Eds.) *Putting people in the picture: Visual methodologies for social change* (pp.131-140). Amsterdam: Sense.
- Park, E., Mitchell, C., & de Lange, N. (2007). Working with digital archives: Photovoice and meta-analysis in the context of HIV & AIDS. In N. De Lange, C. Mitchell, & J. Stuart (Eds.) *Putting people in the picture: Visual methodologies for social change* (pp.163-172). Amsterdam: Sense.
- Pithouse, K., & Mitchell, C. (2007). Looking into change: Studying participant engagement in photovoice projects. In N. De Lange, C. Mitchell, & J. Stuart (Eds.) *Putting people in the picture: Visual methodologies for social change* (pp.141-151). Amsterdam: Sense.
- Mitchell, C., De Lange, N, Moletsane, R., Stuart, J., Taylor, M. and Buthelezi, T. (in press). "Trust no one at school": Participatory video with young people in addressing gender violence in and around South African schools. In F. Ogunleye (ed.) *African Video Film Today 2*. Matsapha, Swaziland: Academic Publishers Swaziland.
- Mitchell, C. & Allnut, S. (2007). Working with photographs as objects and things: Social documentary as a new materialism. In G. Knowles and A. Cole (Eds.) *Handbook of the arts in qualitative research: Perspectives, methodologies, examples and issues*. (pp. 251-263) London: Sage.
- Mitchell, C. & Reid-Walsh, J. (2007). Culture and digital technologies in the age of AIDS. In S. Weber and S. Dixon (Eds) *Growing up on line*. (pp. 195-210) New York: Palgrave MacMillan.
- Mitchell, C. & Sokoya, G. (2007). New girl (and boy) at the internet café: Digital divides, digital futures. In S. Weber and S. Dixon (Eds) *Growing up on line*. (pp. 211-225) New York: Palgrave MacMillan.
- Weber, S. and Mitchell, C. (2007). Imaging, keyboarding, and posting identities: Young people and new media technologies. In David Buckingham (Ed.) *Youth, identity, and digital media* (pp. 25-48). Cambridge, MA: MIT Press.
- Mitchell, C., Walsh, S. & Weber, S. (2007). Behind the lens: Reflexivity and video documentary. In G. Knowles and A. Cole. *The art of visual inquiry*. (pp 281-294) Halifax: Backalong Press. (with S. Walsh & S. Weber)
- Stuart J. (2007). Drawings and transformation in the health arena. In N. De Lange, C. Mitchell & J. Stuart (Eds.) *Putting people in the picture: Visual methodologies for social change*. (pp. 229-240) Amsterdam: Sense.

#### **11.4 Conference Papers**

- Mitchell, C. (2008) Researching things, objects and gendered consumption in childhood and youth studies. *Consuming childhood Conference*, Trondheim, Norway, 23-26 April.
- Mitchell, C. (2008) Youth as knowledge producers: Through our eyes in addressing adolescent sexuality. *Adolescent Sexuality Conference*, McGill University, 2-3 April.



- Mitchell, C., Pithouse, K., and Weber, S. (2008) Self-study and teacher education in changing times. Paper presentation at the *Annual Meeting of the American Educational Research Association*, New York, 24-28 March.
- Stuart, J. (2008). Participatory approaches to addressing HIV/AIDS within teacher education: orientation to exhibition. *HESA First National Colloquium: Addressing HIV/AIDS within teacher education: challenges and opportunities*, Kopanong, Pretoria, 7-8 April.
- De Lange, N., Mitchell, C. and Bhana, D. (2008) If we can all work together' in the age of AIDS. (Poster Presentation) *American Education Research Association*, New York, 24-27 March.
- De Lange, N., Mitchell, C, Moletsane, R., Stuart, J. (2008) Ethical Issues in using Participatory Video in addressing Gender Violence in and around schools: The Challenges of Representation, *American Educational Research Association(AERA)*, New York, 28-31 March.
- Mitchell C, De Lange N, Moletsane R, Stuart J, Wedekind V, Pillay D, Balfour R & Buthelezi, T. (2008) Every voice counts: Challenges facing teachers and schools in rural communities addressing children's vulnerabilities in the age of AIDS. (Poster Presentation) *American Education Research Association*, New York, 24-27 March.
- Bhana D, De Lange N & Mitchell C. (2008) Zulu Men demand Respect! What does rural male teachers' account of violence mean for working with youth in the context of HIV? (Poster Presentation) *American Education Research Association*, New York, 24-27 March.
- Stuart J, Pattman R, Moletsane R, De Lange N, Mitchell C. (2008) Youth as knowledge producers in addressing HIV and AIDS in South Africa *American Education Research Association*, New York, 24-27 March.
- De Lange N, Mitchell C & Park E. (2008) Working with digital archives: Giving life (to data) to save lives (in the age of AIDS).(Oral Presentation) *American Education Research Association*, New York, 24-27 March.
- Balfour R. and Moletsane, R.. Rurality and teacher education in the age of AIDS. *Kenton Conference*, October 27-29.
- De Lange N. (2008) An Asset-based approach to research and intervention in the context of HIV&AIDS. (Paper Presentation) *Fourth European Conference on Positive Psychology*. Opatija, Croatia, July 1-4.
- De Lange N, Olivier MAJ, Wood, L. (2008) Using Video Documentary to Explore Teachers' Lived Experience. (Paper Presentation) *American Association for the Advancement of Curriculum Studies*. New York, 21-24 March.
- Stuart J, Pattman R, Moletsane R, De Lange N, Mitchell C. (2008) Youth as knowledge producers in addressing HIV and AIDS in South Africa.(Poster Presentation) *American Education Research Association*, New York, 24-27 March.
- De Lange N, Mitchell C & Park E. (2008) Working with digital archives: Giving life (to data) to save lives (in the age of AIDS).(Oral Presentation) *American Education Research Association*, New York, 24-27 March.
- De Lange, N., Mitchell, C., & Bhana, D. (2008). Using participatory video as a starting point to disrupt gender injustices in the context of HIV and AIDS: A case of one rural school. *EASA Conference*, Mykanos, Langebaan, 8-11 January.

- De Lange, N., Olivier, MAJ, & Wood, L. (2008). Research in education: Just for who? *EASA Conference*, Mykanos, Langebaan, 8-11 January.
- Balfour, R., Moletsane, R. Mitchell, C. (2007) Troubling Contexts: towards a generative theory of rurality as research. *Kenton Phumula Conference*, South Coast, 25-28 October.
- Things come together: Possibilities in a Rural Practicum. Photo exhibition presented at the 2007 Kenton Conference, KwaZulu-Natal, South Africa.
- Pillay D. (2007) When principles and political symbols no longer suffice: Methodologies for the era of evidence based education policies: A case for Qualitative methodologies for researching rural teachers live's. Kenton Phumula Conference, South Coast, 25 – 28 October 2007
- Pillay D, & Swart, M. (2007) Membering or demembering: mentoring relationships as the space for learning to become a teacher. Education Association of South Africa – Club Mykonos. 7-11 January 2008
- Aslam, F., Mitchell, C., Moletsane, R., Balfour, R., Strong-Wilson, T., Mongrain, N., Rudd, C., & Pithouse, K. (2008). Provoking curricular formation and re-formation: "Curriculum-as-lived" by teachers in challenging contexts. Panel presentation at the Seventh Annual Meeting of the American Association for the Advancement of Curriculum Studies, New York, 21-24 March.
- Mitchell, C., Aslam, F., Dillon, D., O'Connor, K. Strong-Wilson, T., Mongrain, N., & Pithouse, K. (2008). On looking into change: Visual evidence in deepening an understanding of teacher education. Panel presentation at the Annual Conference of Education Graduate Students Society, McGill University, Montreal, 13-15 March.
- Dillon, D., Mitchell, C., Strong-Wilson, T., Islam, F., O'Connor, K., Rudd, C., & Pithouse, K. (2008). Partnerships for a change: Becoming teachers in changing times. Panel presentation at the Research Exchange Forum, McGill University, Montreal, 4 March.
- Stuart, J. Mitchell, C. (2007). Where are the youth in Faculties of Education? Preservice teachers as cultural producers in addressing HIV and AIDS. (Oral Paper) *Fourteenth International Teaching and Learning Conference*, Wits University, Johannesburg, 26-29 June.
- Moletsane R, Stuart J, de Lange N Mitchell C. (2007). Every voice counts: Re-mapping young people's participation through visual methodologies in the Age of AIDS (Symposium) *Fourteenth International Teaching and Learning Conference*, Wits University, Johannesburg, 26-29 June.
- Stuart J, Mitchell C, De Lange N, Moletsane R, Buthelezi T & Taylor M (2007). Participatory video in addressing HIV and AIDS in a rural community: A methodology for dialogue? *Third South African AIDS Conference*, Durban, 5-8 June.

### **11.5 Materials Development**

Debriefing Handbook on RTEP (see Appendix A)

Youth as Knowledge Producers Toolkit (see Appendix D)

### **11.6 Reports**

Islam, F. *Dispelling Illusions*

A participatory evaluation of Rural Teacher Education Project in 3 schools in Vulindlela District in the province of KwaZulu-Natal, South Africa

### **11.7 Video Production**

*Shattering the Glass Ceiling (Directed and produced by Ann Smith, Naydene DeLange and Claudia Mitchell)*

What can a group of women principals and vice principals in a gender and leadership course do with a video camera? This short document offers a close up view of how the women, all participants in the Matthew Goniwe Leadership and Governance Centre chose to represent some of the issues of the glass ceiling for women in educational leadership.

*Rural Teacher Education Project, 2007*

This video documents the 4 week practicum of a cohort of beginning teachers from UKZN and McGill in a rural placement.

## **12. LOCAL AND INTERNATIONAL PARTNERS**

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### **12.1 Reaching Out To Make A Difference Project**

*South Africa*

Nelson Mandela Metropolitan University. Project Leader: M.A.J. Olivier, Co-investigator: L. Wood, C. Jordaan,, N. de Lange, M. Guma and V. Msutwana. (2005-2010).

In this Project teachers are assisted in facilitating community projects, using participatory research approaches, which highlight the areas which need intervention, and which become interventions in themselves. Photography-based visual procedures are employed to help explore the experiences of all the stakeholders in the school community in addressing the particular problems they are faced with (e.g. poverty, HIV and AIDS, child sexual activity, etc.) and to identify what is already being done in the community.

### **12.2 International Visual Methodologies for Social Change Project (IVMP)**

*Canada*

The IVMP is an initiative of a group of researchers, artists and practitioners interested in advancing the study and use of visual methodologies in social research. The project's work spans a number of countries and research sites including Canada, South Africa, Swaziland, the Caribbean, China, and Germany. IVMP is committed to the idea of 'putting people in the picture' by ensuring that participants can 'see for themselves' through the uses of photography, video documentary, performance, and so on as tools which are central to the research process. The project's work applies in particular to addressing prevention, treatment and care in HIV and AIDS, safe schools, girlhood studies, gender, and poverty.

### **12.3 Gendering Adolescence and AIDS Prevention (GAAP)**

*Institute for Women Studies and Gender Studies, University of Toronto Canada*

HIV and AIDS is a global crisis and young people worldwide are one of the most vulnerable groups. Within the youth population there is strong evidence that girls are particularly at risk. Although female vulnerability to HIV infection is now acknowledged, there are few research studies that focus specifically on issues of gender and youth in relation to HIV prevention. The GAAP project is made up of researchers (faculty and graduate students) working in several research sites and interested in participatory approaches to working with young people in relation to sexuality, HIV prevention and AIDS awareness. GAAP has a number of projects and

research studies. The overall goal of this work is to develop gender-based analyses of HIV and AIDS that can be used in prevention programs with youth. Current projects include:

- “HIV risk, systematic inequities and aboriginal youth: widening the circle for prevention programmes”, Montreal and Toronto (CANFAR);
- Partnership with “Taking it Global” on the Global Classroom Project, University of Toronto, McGill University (CIDA);
- Development of a new project on youth and voluntary counseling (VCT) with Kenya, South Africa, and Germany (SSHRC)

For further information see: [www.utgaap.info](http://www.utgaap.info), or contact:

June Larkin, Ontario Institute for Studies in Education, University of Toronto  
[jlarkin@oise.utoronto.ca](mailto:jlarkin@oise.utoronto.ca)

### 13. MEDIA

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**BlogVoice.blogspot.com** *UKZN Online* Wednesday, 18<sup>th</sup> June 2008 Volume 2 Issue #11  
<http://www.ukzn.ac.za/UKZNonline/V2/11/issue11.htm>

***Debriefing Handbook***  
Rural Teacher Education Project 2008

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**Activity: Drawing .....**  
**Activity: Attentive Listening .....**  
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**Game: You have won the Lottery! - Greeting Game .....**  
**Game: The Human Knot .....**  
**Activity: 1 Word Check-out / 1 Word Check-in .....**  
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**Activity: Gender Walk .....**  
**Game: The Great Game of Power .....**  
**Game: Different degrees of risk of HIV transmission .....**  
**Game: Quiz about HIV and AIDS .....**  
**Game: The Hot Chocolate River .....**  
**Buddy Partner Interview Questions .....**  
**Handout 1: Giving and Receiving Feedback .....**  
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## 14.2 APPENDIX B:

# The Centre for Visual Methodologies for Social Change



invites you to a Faculty Education Seminar

## What can new media contribute to our research and pedagogical practice?

**Innovative students from McGill University and University of KwaZulu-Natal currently working in the Centre for Visual Methodologies for Social Change present their thoughts on this topic**

**22 May at 15h00 to 16.30 in Room 201**

**All Faculty members and post-graduate students most welcome.**

**Blogging as a liberatory praxis: How digital media can engage learners, educators and researchers**

**John Pascarella, McGill University**

Several significant challenges face university faculty members and researchers who are developing pedagogical strategies, modes of assessment, and research methods that effectively foster critical thinking, literacy skills and data collection in and beyond their classrooms. Forms of new media often intended to facilitate these efforts have acted as a gateway to more effective and interactive teaching and research methods, or as a complex impediment that causes great frustration and anxiety. These digital practices have arguably produced what Henry Jenkins describes as a participatory culture, one in which most youth and university students are members. John Pascarella will host a series of workshops this month with participants in UKZN research projects addressing these concerns and demonstrating the multiple uses of blogs in classroom and research settings.

**Why talk about metadata now?**

**Shazia Ahmad , McGill University, and Thoko Mnisi from University of KwaZulu-Natal**

Metadata, or “data about data,” is a method of describing digital/data objects, whether they are digital images, learning objects, government information, geographic information, or electronic objects (such as Web pages). Metadata functions much like library cataloguing in that it describes surrogates or representations of objects and it offers access points to these objects through indexing.

So why talk about metadata now? The answer is simple: given the wealth of digital information and objects thanks to technological advancements, the need for metadata has never been greater. We catalogue books and analogue materials using Machine Readable Cataloguing and the *Anglo-American Rules for Cataloging* (AACR2r). We also use Greenstone (Open Source) to digitally catalogue photographs. Now learn about Dublin Core, by far the easiest and most widely used metadata standard.

## 14.3 APPENDIX C:



### **Rural Teacher Education Symposium**

Thursday 28 August 2008  
Margaret Martin Lecture Theatre  
1210 –1345

- |   |                     |
|---|---------------------|
| 1. Welcome (Prof De Lange)<br>About the Rural Education Research Niche Area | 1210-1215           |
| 2. The RTEP Project in Vulindlela (Dr Combrinck)                            | 1215-1220           |
| 3. Youth as Knowledge Producers (Dr Jean Stuart)                            | 1220-1225           |
| 4. Managing the 'field': Intern experiences (Dorothe Raht & Jes Smith)      | 1225-1230           |
| 5. Panel presentation : 'The Rural Teaching Experience'                     | 1230-1330           |
| Introduction  | Thulisile Zulu      |
| HIV/AIDS and education in rural communities                                 | Thembinkosi Mabaso  |
| Changing views and experiences of rural education and research              | Amelia Pillay       |
| Drawings of becoming a teacher – before and after RTEP                      | Claire Molony       |
| The impact of social issues on children's learning                          | Phiwayinkosi Sibiyi |
| RTEP, the whole experience  | Andile Ndwane       |
| The positive impact of debating   | Sbusiso Ngubane     |
| Strategies to inspire poetry  | Tyrone Curran       |
| Rural Art   | Ryan Aitken         |
| Questions and Answers   | All participants    |
| 6. Response from principals and circuit managers                            | 1330-1335           |
| 7. Vote of thanks   |                     |

Centre for Visual Methodologies for Social Change  
Faculty of Education

# YOUTH AS KNOWLEDGE PRODUCERS TOOLKIT

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1.3 Some tips for facilitating arts-based workshops with youth.....	
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3.3 No way to say No! Gender-based violence .....	
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## 14.5 Appendix E

### HEADS NATIONAL COLLOQUIUM ON ADDRESSING HIV/AIDS WITHIN TEACHER EDUCATION: CHALLENGES AND OPPORTUNITIES

7 and 8 April 2008

Kopanong Hotel and Conference Centre, Benoni, Gauteng, South Africa

#### **Participatory approaches to addressing HIV/AIDS in teacher education: orientation to exhibition**

Chair: Jean Stuart

Orientation to participatory practices and to the exhibition of related projects (posters, photos, videos) on HIV/AIDS from various teacher education institutions

Screening of "'Masenze Umehluko' Reaching out to make a difference", by Lesley Wood and Tilla Olivier (Nelson Mandela Metropolitan University) and Naydene de Lange (University of KwaZulu-Natal)

Walk-about

Poster display: Youth as Knowledge Producers, Jean Stuart (University of KwaZulu-Natal)

Photo exhibit: Rural Teacher Education Practicum, Patricia Staniforth, Caitlin Wake, Claudia Mitchell (University of KwaZulu-Natal)

Photo exhibit: A case for photovoice in identifying challenges and solutions in addressing HIV and Aids (Centre for Visual Methodologies, University of KwaZulu-Natal)

Poster: Integrating HIV and AIDS and Maths Education, Linda van Laren, (University of KwaZulu-Natal)

Poster display: Media and HIV and AIDS (University of Western Cape)

Poster display: Challenges facing teachers in the age of AIDS, Volker Wedekind, Daisy Pillay, Thabisile Buthelezi, Relebohile Moletsane, Claudia Mitchell, Naydene de Lange, Robert Balfour (University of KwaZulu-Natal)

Poster display "'If we can all work together' in the age of AIDS" Naydene de Lange, Claudia Mitchell, Devia Bhana, Jean Stuart (University of KwaZulu-Natal)

