

The Socio-emotional Impact of a Photography-based Program in High School Students – A Quantitative Investigation

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Abstract

This article discusses the benefits of integrating visual language, such as photographs, into Social-Emotional Learning (SEL) programs. It presents a study conducted in an Israeli high school, where students in one class (experimental group) participated in the SEL program with a photography component, while students in another class (control groups) participated in SEL programs without photography. The study aimed to examine the impact of the program on five SEL aspects: Self-Awareness, Social Awareness, Self-Management, Responsible Decision-Making, and Relationship Skills. The findings show an enhancement in all aspects related to SEL for both groups, with the photography-enhanced SEL group showing significant improvement in social awareness and responsible decision-making.

1. Introduction

Pictures have the ability to evoke feelings and empathy, making them useful for learning processes related to emotions. The mirror neuron system present in the human brain plays a crucial role in generating moral feelings [3]. Empathy is generated when we recognize the emotions of those in front of us and we feel the urge to take action to alleviate the distress associated with the identified facial expressions and body language, with higher levels of empathy being linked to mirror neurons [3].

2. Photography as a communication tool

Pictures can be a powerful tool to teach about emotions, as they can evoke feelings and empathy. Weiser [25] suggests that photography is an effective communication technique that can help individuals understand themselves and others by looking at pictures, fostering perceptions, values, and expectations. As 80% of information is received visually [20], visuals play a crucial role in communication, particularly in schools. Nowadays, people take and share hundreds of photos every day on social media, especially youths who use them to

express their customs, culture, preferences, feelings, and opinions [7]. Photographs are an accepted tool to reach young people, particularly those who feel invisible [2]. They facilitate self-awareness and self-identity and can alleviate anxiety during complex discussions by enabling indirect communication that replaces verbal interaction [17]. However, the reliance on smartphones and "technological intelligence" has made us overly dependent and less reliant on our natural intelligence, leading to a lack of curiosity and indifference to the true value of photography [17]. To avoid this indifference, we need to focus on the manual and observational process that involves practices such as observing, comparing, researching, recording, and distinguishing between essential and irrelevant information. This approach can produce knowledge that is different from learning facts and is crucial for learning in any discipline. It is essential to observe and distinguish the structure and quality of relationships, such as the relationship between the segments and the whole, as well as between the segments themselves. The development of personal abilities such as intuition, imagination, and invention are responsible for intelligence and less control over facts.

2.1. Photography pedagogy

According to Niemi et al. [16], photography is a valuable tool for teachers to facilitate meaning-making and collective interpretation through reflective social interactions with their students. There needs to be more than the traditional model of memorizing and verifying content, as the labor market demands more critical and reflective professionals who can solve problems. Therefore, teachers are expected to assimilate competency-oriented skills and encourage the active participation of their students in the learning process [19]. In Agbenyega's [1] study, photography was used to express students' opinions without words in a more enabling environment. The photographs taken by students in the study revealed a detachment between teachers and students and uncomfortable classroom situations. Matsui [15]

found that incorporating photography into the curriculum can provide students with a more comfortable space for writing and talking and encourage thoughtful conversations about topics often considered taboo in school. One of the prominent techniques for combining photography and pedagogy is the Photovoice technique [24].

2.2. Photovoice

Wang and Burris's photovoice theory [24] is a popular technique that empowers individuals to voice their concerns and strengths in relation to their community. The primary objective of the photovoice theory was three-fold. Firstly, it aimed to give individuals a platform to express their voice and share their concerns and strengths within their community. Secondly, it aimed to use photography to initiate a critical dialogue about significant community issues in large and small group discussions. The third and final objective was to raise awareness among policymakers so that they could be cognizant of these issues. Participants identify issues, photograph aspects of them, discuss them in groups, select main photos, and present them to the public in a photo exhibition. The model includes a set of six questions [24], which aim to emphasize the genuineness of the participants' intentions, thoughts, and mindfulness: S – What do you SEE here; H – What is really HAPPENING here; O – How does this relate to OUR lives (or your life personally); W – Why does the situation, concern, or strength exist; e – How could this image EDUCATE the community (or class); D – What can we DO about it (SHOWeD).

These questions are the primary tool for assessing the participants [11]. Researchers have found this technique helpful in getting more authentic perspectives of the participants [12]. Photovoice has also been found to benefit participants by increasing involvement and social connections with peers, learning new skills, influencing and making a change in their class or community [27]. Implementing the photovoice technique positively affects the experience of success, long-term memory, relationship skills, knowledge level, academic skills, problem-solving skills, common language, and well-being [24], [12], [13], [17].

2.3. The influence of the Photovoice pedagogy (individuals, groups, community)

Photovoice is an effective method for personal development and creating positive change in the community. Participants can learn new skills, create social connections, and influence change in their class or community. They feel empowered as their opinions and ideas are heard. The method also leads to success, as participants who engage more have a higher chance

of succeeding. The process enhances long-term memory and implementation, as participants transfer the knowledge and skills they acquire to their routine in the community. Photovoice strengthens relationships among participants and creates a common language that connects students with disabilities or from different cultures. It also promotes active-real-world problem-solving and enhances academic skills. Finally, it contributes to gaining self-awareness, self-identity, and reducing anxiety [12], [13], [17], [24].

2.4. Photovoice in youth education

There are three key points that reinforce the effectiveness of the photovoice method, particularly when working with youth [28]. Firstly, photovoice's visual feature and flexibility make it more attractive and suitable to specific population groups as it is not limited by languages or research topics. Additionally, photovoice is a participant-centered approach that can be easily adjusted with the study procedure. Secondly, photovoice's broad research questions facilitate participants' exploration of community issues that mainly affect people's well-being and need immediate attention. It can also capture nuances that are not typically covered by other qualitative methods. Lastly, photovoice is a powerful tool for CBPR and PAR that fully involves participants in the research process, from photo shooting and discussion to thematic analysis.

The photovoice method is often used with youth, whose skills and knowledge are often ignored or underestimated [6]. This is especially true for youth affected by discrimination as they may have limited chances to engage in community activities or have conversations with adults about issues related to their lives and experiences. Photovoice can also empower youth and increase their community involvement by providing them with opportunities to express their own realities, which may differ from how they are portrayed in the majority culture [8]. According to a review of photovoice projects implemented with youth, it was found that there are various recruitment methods, project designs, and outcomes, and that no one method fits all project subjects and communities [6]. Therefore, photovoice projects should be specially designed to fit the needs of the specified population to enable the community and participants to benefit most from the project.

Photovoice is an immersive learning method that promotes active-real-world problem-solving, interdisciplinary collaboration, student-driven teams, and high-impact learning experiences [13]. Photovoice's benefits extend to creating a collaborative, mutually beneficial relationship between staff and students in educational institutions, expanding educational opportunities, and fostering parity and equity in the 21st-century world. Moreover,

Photographic images can be a powerful tool to uncover and address beliefs and cultural assumptions, contributing to multicultural education and dealing with anxiety-provoking issues such as sexism, classism, and racism [17].

Unlike most pedagogical approaches that position students as participants rather than facilitators, Photovoice puts them in the position of narrators and interpreters of their own and their peers' photographs [13]. This method promotes learning about diversity, understanding, and empathy that students draw from their peers and teachers.

2.5. Social-emotional learning (SEL)

SEL is considered an integral aspect of human growth and development. It involves the acquisition and application of knowledge, attitudes, and skills by individuals of all age groups, aimed at fostering the development of personal identities, emotional regulation, goal achievement, empathy towards others, building stable relationships, and making responsible and compassionate decisions [4]. CASEL's model is based on: Self-Awareness, Self-Management, Social-Awareness, Relationship skills and Responsible decision-making process [4].

Social-emotional interactions play a crucial role in shaping individuals' emotional responses and motivations. These interactions can also influence collective emotional experiences and people's emotions following learning tasks [14]. Moreover, it may be possible for individuals to guide others in shaping their emotional lives by understanding social situations and expectations [26]. Therefore, understanding how members of a group adapt to mutually shared tasks and maintain a healthy social-emotional environment is crucial [10].

2.6. SEL and high school students

Adolescence is a crucial phase that starts with puberty and ends when an individual develops a mature perspective and corresponding behavior [18]. During their freshman year of high school, adolescents' socio-emotional needs play a significant role in shaping their academic achievements and behavioral outcomes. Schools being the primary unit of socialization and the place where adolescents spend most of their time, it's critical to establish school-based support systems to cater to their SEL needs. Such support systems can have positive impacts on both their academic and behavioral outcomes [21].

2.7. SEL and photography

Several research studies have examined the effectiveness of SEL and have concluded that this model enhances learning outcomes by fostering self-awareness, social awareness, self-management,

responsible decision-making, and relationship skills [9], [4]. These outcomes can empower students and enrich the learning environment of the school. With the advent of social media platforms and the widespread use of mobile phones, social networks serve as a ubiquitous means of communication, primarily through visual communication using cameras. Photography, being a common language that anyone can understand, has given rise to a new way of expressing emotions and thoughts that is immediate, realistic, and reflective. Combining the SEL model with photography as a means of expression can create an innovative approach to communication that encourages empathy, compassion, and active participation. This approach is especially beneficial for introverted individuals or those experiencing social anxiety, as photography does not solely rely on verbal communication [29], [22].

3. Design and Methodology

The study aims to examine the effects of an intervention program incorporating photography or wording on improving the five aspects of SEL in the classroom among high school students. Four classes of high school students underwent the same program. Two identical courses were conducted with two groups of 15-16 years old students in Israel, with one group using SEL photography-based tools (SEL-PB) and the other using SEL-wording-based tools (SEL-WB). To ensure research ethics, participants' faces in photographs were concealed, and photos were uploaded anonymously without the possibility of sharing. An informed consent letter was sent to the student's parents before the start of participation, as the participants are under 18. The research was conducted in a school where the researcher has no prior acquaintance with the students.

In our study we examine two research question: (1) Will the groups SEL-Photography-Based and SEL-Wording-Based significantly differ in their improvement of SEL? (2) Will the demographic characteristics of the high school students as well as their grouping assignment explain their level of improvement in the SEL aspects?

Both research questions will be examined separately as well as in conjunction, in order to obtain a comprehensive understanding.

4. Design and Methodology

The effects of a Social-Emotional Learning Visual-based Empowerments program (SELVEs), quantitative research, which aim to design, implement and test a photography-based interdisciplinary program targeting the levels of the five SEL aspects within 10th grade students. The data was collected through one questionnaire: Before and post program implementation (T1-T2), based on SSIS SEL [5]. Our

research hypotheses were: (1) High school students who will undergo the two types of SEL intervention programs (SEL-PB, SEL-WB) will exhibit a greater improvement in their level of SEL aspects compared to high school students who will be assigned to the control group. Moreover, high school students who will assign to the SEL-PB will exhibit a greater improvement in their level of SEL aspects compared to the SEL-WB group. (2) The demographic characteristics of the high school students as well as their grouping assignment will explain their level of improvement in the SEL aspects in the classroom.

4.1. Measures

Elliot et al. [5] developed the SSIS SEL Brief Scales–Student Form (SSIS SELb-S) to assess students' social and emotional learning efficiently. The questionnaire was specifically designed for 8-18 years old students and is based on the CASEL framework. It consists of 20 statements, each divided into four questions for each SEL aspect, with four answer options available to the participant. The questionnaire has high reliability with .70 in Elliot et al. [5] research, while Cronbach's alpha levels were .91 for the SSIS SELb-S SEL Composite and ranged from .67 to .72 (Median = .69) across SSIS SELb-S scales. The test-retest reliability coefficients were also high at .87 for the SSIS SELb-S SEL Composite and ranged from .64 to .83 (Median = .71) across SSIS SELb-S scales. The questionnaire can be used to evaluate the efficacy of evidence-based interventions that align with the CASEL SEL framework. It can serve as a universal screener or periodic progress monitoring assessment to measure the effectiveness of such interventions. For instance, one of the statements in the questionnaire is "I try to think about how others feel."

4.2. Participants

The study was conducted during the school year spanning from January to June 2023. The sample consisted of 157 10th-grade students (68 males and 89 females) who were high school freshmen between the ages of 15-16. These students attend the general education program at the high school named after Oded Raor in Kadima-Zoran, Israel. The students were divided into three experimental groups, out of which 57 were assigned to the control group, 49 were assigned to the SEL Wording-Based experimental group (SEL-WB), which was further divided into two groups for convenience. These students participated in a SEL workshop that primarily focused on conversation, writing, and reading text. The second experimental group comprised 51 students in the SEL Photography-Based group (SEL-PB), also divided into two groups for convenience. These students participated in the same workshop as the Wording-

Based group, but the primary pedagogical tools were based on the photos they took during the workshop. The workshop was designed to be conducted over 15 weeks, with approximately three weeks passing in between each meeting. As a part of the high school social curriculum, the meetings were regularly scheduled.

4.3. Procedure

The education system has adopted visual tools mainly as a secondary addition to textbooks and as tools used by the educational staff. The visual language has become a communication mediator for most of the youth, who have a smartphone, a camera, and access to social networks. It is about conversation with photographs instead of about photographs [23]. The Social-Emotional Learning Visual-based Empowerments program (SELVEs) meets the lack of using visual discourse as part of the SEL program with adolescents. The program consisted of a 15-week class intervention (workshop) program with 6 sessions of 2 hours each. Students used their personal smartphones to take photos, which was a cost-effective option and enabled immediate sharing and uploading. Additionally, it allowed them to use a familiar tool that they employ in their daily routine and feel at ease with its functionality. The photos were saved only on the students' personal smartphones according to their wishes.

The structure of the SELVEs program can be summarized as follows: The *first* session focused on self-awareness, with an introduction to the concept and the importance of self-awareness as a driver of positive change, serving as a foundation for the subsequent sessions. The activity was getting to better know oneself through the eyes of a classmate. The main task was for the students to interview classmate about oneself and express self-reflection. End product – pictures of peer (SEL-PB) or discussing metaphor related to the peer (SEL-WB). The *second* session emphasized relationship skills, with a focus on cultivating effective communication and collaboration abilities, which were integrated into the project from start to finish, and served as a foundation for strengthening the acquisition of other skill sets. The activity was to make an in-depth acquaintance with a classmate with whom there is no friendship. The main activity was to make an in-depth acquaintance with a classmate with whom there is no friendship. The tasks included interviewing classmate with the help of short given questions, and trying to have a conversation about subject both students disagree on. End product – pictures of peer (SEL-PB) or writing positive things related to the peer (SEL-WB). The *third* session focused on self-management, which involves regulating one's thoughts, emotions, and behaviors as an individual and as part of a group. The main activity was researching and solving a

problem as a group, by reaching an agreement about all the aspects of the process and by involving impulse-management. The tasks were researching a problem and taking a picture (SEL-PB) or writing a poem (poetry slam) about the problem, as a group (SEL-WB). The *fourth* session aimed to increase social awareness, with participants encouraged to comprehend the other group's perspective and empathize with their beliefs through the lens of their own group's values and unity. The main activity was building stronger connections within the group to achieve a sense of unity and cohesiveness while establishing relationships with other groups by considering and understanding their perspectives. The tasks were researching a problem and planning a picture to shoot (SEL-PB) or planning a Kahoot! quiz. Before execution, groups in the class replacing planned project and each group executes other group's project. The *fifth* session was focused on responsible decision-making, with participants presented with social dilemmas and situations to analyze. Educating children emotionally and socially can enhance their ability to solve dilemmas pro-socially, leading to moral action. The main activity was analyzing a situation of a social-moral dilemma and providing a group solution that is agreed upon by the whole group. The tasks were analyzing a situation of a social-moral dilemma, and processing the situation by role playing or taking a joint photo by the group, until group agreement is obtained and presenting it in front of the whole class. The *sixth* and final session was about collaborative problem-solving, that fosters identity, agency, belonging, and curiosity among young people. The goal was to carry out a problem-solving task while maintaining positive interpersonal relationships between group members based on social and emotional competence, leading to productive results and a feeling of belonging to the group. The main activity was planning a social product (SEL-WB) or setting up a social photography exhibition (SEL-PB), while thinking about solving and

analyzing social problems as a group. The tasks were, for the SEL-WB group: each group initiating, planning and presenting a social product that gives solution to a certain social problem. For the SEL-PB group: an exhibition of the class's photographs from the 4th and 5th sessions is presented, in which the students need to analyze and give solutions to the problem the meet.

4.4. Results

The normality distribution of dependent variables was checked for each study group using Shapiro-Wilk tests. As the dependent variables were not normally distributed, for each study group ($p < .05$), both non-parametric and parametric analyses were utilized. The Kruskal-Wallis and Wilcoxon tests were used as non-parametric analyses to examine the differences between three study groups in the dependent variables at T1 and T2, and between two time points in each study group, respectively. The results of non-parametric analyses were consistent with the parametric analyses. Therefore, this section presents the mean, SD, and F-values of the parametric analyses. MANOVA and ANOVA were conducted to identify differences in the SSIS SELb-S factors among the three study groups at T1 and to examine the differences in the total score of the SSIS SELb-S questionnaire at T1, respectively. However, the findings of the analyses revealed no significant differences in the SSIS SELb-S questionnaire factors, as well as the total score of the SSIS SELb-S questionnaire at T1, among the three study groups.

The initial research hypothesis stated that high school students who receive SEL interventions (experimental group) will demonstrate more significant improvement in SEL aspects than the control group. Furthermore, it was hypothesized that students assigned to the SEL-PB group would show greater improvement in their SEL level than those assigned to the SEL-WB group. Essentially, the

Table 1. Mean, SD and F-values of SEL questionnaire measures at T1 and T2 by study groups

Measures	Group	Time points				Paired comparison		Mixed ANOVA (3*2)			Mixed ANOVA (2*2)
		T1		T2		t	d	F-values (η_p^2)			F-values (η_p^2)
		M	SD	M	SD			Time	Group	Interaction	Interaction
SSIS SELb-S questionnaire											
Social awareness	SEL-WB	3.26	0.42	3.49	0.46	2.69**	0.38	43.05*** (.22)	23.60*** (.24)	25.30*** (.25)	17.52*** (.15)
	SEL-PB	3.20	0.56	3.93	0.13	9.52***	1.33				
	Control	3.09	0.59	3.03	0.55	.78	0.10				
Responsible decision-making	SEL-WB	3.19	0.38	3.43	0.44	3.48***	0.50	55.29*** (.26)	18.21*** (.19)	25.21*** (.25)	17.28*** (.15)
	SEL-PB	3.24	0.49	3.88	0.18	9.37***	1.31				
	Control	3.14	0.54	3.12	0.52	.27	0.04				
Self-awareness	SEL-WB	2.52	0.64	3.33	0.48	8.61***	1.23	138.63*** (.47)	11.95*** (.13)	27.88*** (.27)	1.20 (.01)
	SEL-PB	2.68	0.68	3.63	0.38	10.08***	1.41				
	Control	2.64	0.66	2.72	0.67	.99	0.13				
Self-management	SEL-WB	2.65	0.79	3.33	0.52	5.78***	0.83	115.07*** (.43)	20.59*** (.21)	18.68*** (.20)	3.34 (.03)
	SEL-PB	2.70	0.70	3.65	0.35	11.02***	1.54				
	Control	2.47	0.70	2.63	0.61	1.81	0.24				
SEL – total score	SEL-WB	3.03	0.32	3.42	0.15	5.93***	0.85	109.95*** (.42)	30.05*** (.28)	35.55*** (.32)	16.53*** (.14)
	SEL-PB	3.06	0.46	3.82	0.42	12.12***	1.70				
	Control	2.95	0.48	2.96	0.46	.17	0.02				

hypothesis predicted that the interaction between group and time (3x2) would be significant in all measures, indicating that the improvement from T1 to T2 would vary depending on group assignment. The second part of the research hypothesis proposed that students in the SEL-PB group would exhibit more significant improvement in SEL aspects compared to the SEL-WB group. To test this hypothesis, two-way (2x2) mixed ANOVA analyses were conducted for each SSIS SELb-S factor among students from the experimental groups only. The study group (as between-subject factor) and time (as within-subject factor) served as the independent variables. A significant interaction between group and time in these analyses indicated that the improvement from T1 to T2 was significantly higher among one intervention group compared to the other. Besides the mixed ANOVA analyses, paired sample t-tests were also performed to examine the differences between the two-time points in each study group. The Cohen's d effect size was then calculated. Table 1 presents the mean, SD and F-values of the SEL questionnaire measures at T1 and T2 by study groups.

The SSIS SELb-S questionnaire (Table 1) showed significant improvement in the four subscales and total score at T2 compared to T1. The SEL-PB group had significantly higher scores compared to the SEL-WB and control groups. The experimental groups (SEL-PB, SEL-WB) showed significant improvement at T2 compared to T1, while no significant differences were found among the control group. Significant interactions of Group and Time were found in the social awareness and responsible decision-making factors and in the SSIS SELb-S total score. The effect of differences between the two time points was significantly higher in the SEL-PB group compared to the SEL-WB group. No significant interactions of Group and Time were found in the self-awareness and self-management factors, but the effect of differences between the two time points was high in both the SEL-PB and SEL-WB groups.

The third hypothesis of the research stated that the characteristics of high school students and their grouping could be the reason behind their improvement in the SEL aspects. To investigate this claim, multiple regression analyses were conducted on the background characteristics and grouping assignment of students to the EPV of SSIS SELb-S factor scores. In a stepwise fashion, only significant variables were entered into the regression model, based on their contribution to the EPV. It's worth noting that the regression analyses were carried out solely for the four factors of the SSIS SELb-S questionnaire, as improvements were only observed on these measures.

The findings (see Table 2), reveal that the variable of whether a participant was assigned to the SEL-PB group was the first significant contributor to the EPV of the SEL aspects of "social awareness" and

"responsible decision-making" (33.9%, 21.3%, and 21.0%). The positive β coefficients suggest that students in the SEL-PB group showed greater improvements in these areas. Additionally, the variable of whether a participant was assigned to the SEL-WB group contributed an additional variance of

Table 2. Multiple regression analysis of the students' improvement rate on the SSIS SELb-S questionnaire measures by their background characteristics and their grouping assignment¹

Explanatory variables	B	SE.B	β	R ²	ΔR^2
Social awareness					
SEL-PB ¹	.77	.11	.55***	.213***	---
SEL-WB ²	.30	.11	.21**	.247***	.034**
Mother's birthplace ³	-.32	.13	-.17*	.278***	.030*
Frequency of taking pictures with camera/smartphone	-.10	.04	-.16*	.302***	.025*
Responsible decision-making					
SEL-PB ¹	.66	.09	.56***	.210***	---
SEL-WB ²	.26	.09	.22**	.247***	.036**
Self-awareness					
Control ⁴	-.78	.10	-.50***	.260***	---
Gender ⁵	-.26	.10	-.17*	.285***	.025*
Father's birthplace ³	-.32	.14	-.15*	.308***	.023*
Self-management					
Control ⁴	-.66	.11	-.42***	.176***	---
Mother's birthplace ³	-.46	.15	-.21***	.212***	.036**
Frequency of sharing pictures on social networks	.10	.05	.15*	.235***	.023*

3.4% and 3.6% to the same SEL aspects, respectively,

also with positive β coefficients. These results indicate that experimental groups demonstrated a greater improvement on these aspects compared to the control group. On the other hand, the variable of whether a participant was assigned to the control group was the first significant contributor to the EPV of "self-awareness" and "self-management" SEL aspects, with 26% and 17.6% respectively. The negative β coefficients suggest that students in the control group exhibited lesser improvements on these measures compared to both experimental groups.

The study also revealed that the birthplace of a participant's mother or father was a significant contributor to the EPV of "social awareness," "self-awareness," and "self-management" SEL aspects. The negative β coefficients indicated that students whose parents were not born in Israel demonstrated higher improvements in these areas. Finally, the frequency of camera/smartphone use and sharing pictures on social networks were found to be significant contributors to the EPV of "social awareness" and "self-management" SEL aspects.

5. Conclusion

This study suggests that integrating the fields of photography and social-emotional learning in high school-aged teenagers can improve self-awareness,

social awareness, self-management, relationship skills, and responsible decision-making. The SELVEs intervention program was found to be effective in this regard, with a focus on social awareness and responsible decision-making. The study also found that photography helped students express their opinions, feelings, and authority in a way that text-based communication could not.

One of the main conclusions from this research is that photography can be considered a universal language easily understood by people across cultures and borders. However, it needs to be formally taught as a language in educational institutions or by individuals. Hence, the primary conclusion of this study is that there is a pressing need to explore practical ways of imparting the language of photography by considering the students' perspective and understanding its various aspects, such as visual, moral, value, technical, and social rules. This will enable teachers and students to utilize photography as an additional means of communication that can bridge diverse groups and facilitate meaningful interactions.

The study also suggests that photography can be utilized as a mechanism for enhancing our ability to observe and understand our surroundings, thereby aiding in the development of critical social skills, sharpening insights, and filtering information. The research indicates that increased engagement with photography may result in a temporary improvement in social awareness. However, further investigation is required to ascertain the long-term impact of students' photography practices on their levels of social awareness.

Since the program puts more emphasis on the social aspect, it is possible that the skills related to "self" were less significant, and there is room to put more emphasis in this direction. Additionally, the findings suggest that photography as a daily activity can affect students' social awareness and interaction with others. Finally, the study supports the idea that photography could be a valuable tool in helping children of parents from different cultures integrate into unfamiliar societies.

We are fully aware that the study's small sample size of only four classes limits the generalizability of the conclusions drawn. Therefore, conducting a more comprehensive study with a more extensive and diverse sample is recommended to ensure the applicability of the research findings.

Declarations - Ethics Approval for all the procedures in the study involving human participants were approved by the Israeli Chief scientist.

Consent to Participate - Informed consent was obtained from all individual participants included in the study and students' legal guardians.

Conflict of Interest - The authors declare that they have no conflict of interest.

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