Participatory video: A non-formal education tool for adult educators

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Abstract

Adult education is a wide field which is dealing with the educational needs of adult learners from a diversity of groups, including people with special needs, women, refugees and asylum seekers. The aim of this study is to understand and analyse the opinions of the educators regarding their understanding of the participatory video method, the usage, the benefits and the contribution of the participatory video method to their professional development, and finally their thoughts on the participatory video method. The qualitative study and the case study with a holistic single case were used. Face-to-face interviews using semi-structured interview forms were used to collect data. The results show that the understanding of the participatory video method by the educators was the inclusion of different groups of people, collaborating and learning new skills; the benefits gained by educators were learning new things and skills; the participatory video method has contributed to their professional development and the majority of the educators are eager to implement it in their workshops and practices; and the educators perceived the participatory video method as an inclusive, connecting, tutorial and a generally positive phenomenon. These findings will inspire adult educators to use this method in their training organised for disadvantaged groups.

Keywords Adult education; participatory video method; people with special needs

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1. Introduction

Adult education is a wide field which is dealing with the educational needs of adult learners from a diversity of groups, including people with special needs, women, not in education, employment or training, refugees and asylum seekers. Educators of these groups generally do not take up any courses or training about the features of adult education. The need for this kind of course and training is underlined by many researchers in the adult education field.

The educational needs and ways of adults are different from those of children (Knowles, 1980; Merriam, 2001). Moreover, adult learners are autonomous, independent, self-reliant and self-directed towards goals (Knowles, 1980), they need to be free to direct themselves since they tend to be autonomous and self-directed (Lieb, 1991). Therefore, adult educators should take into consideration the educational needs of adults, and while preparing their training, they should include the participants in their learning process and should act as facilitators in this learning process.

The specific features of adult learners that should be taken into consideration while organising training for adults are that adults need to connect new knowledge to past events and experience (Kolb, 1984; Lieb, 1991), an adult is more problem-centred than subject-centred in learning (Merriam & Caffarella, 1999), adults need to be actively involved in the learning process and adult learner needs a climate that is collaborative, respectful, mutual and informal (Cercone, 2008). To provide an appropriate education for adult learners, there are different adult learning theories. However, Frey and Alman (2003) state that there is not one adult learning theory that successfully applies to all. Therefore, adult educators should learn the background of adult learners, use adult learning theories to understand them and design more meaningful learning experiences for them (Vezne, 2019).

Adult educators usually use non-formal education tools while designing their training since it gives participants a chance to be more active in the pieces of training. Non-formal education is defined by several researchers, and one of them is '*any organised, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children*' (Coombs & Ahmed, 1974, p. 8). Since there are different understandings of non-formal education in Europe, the European Association for Non-Formal and Informal Education published a book to examine the meanings of non-formal education in different countries in Europe (Clarijs, 2005). Non-formal education is also supported by the European Union's Erasmus+ Programme. Projects supported by this programme uses non-formal education methods in the training activities designed for young people and adult learners, including people with special needs. In other words, the Erasmus+ Programme is in action between 2014 and 2020 and gives grants to projects organising educational workshops and training to disadvantaged groups, like people with special needs or educators who are working with these groups, and producing educational outputs for these groups (European Commission, 2018). This article is trying to classify the opinions of adult educators on a method used in one of the workshops which is organised for educators of people with special needs and funded by the European Union (EU) under the Erasmus+ programme. Before giving detailed information about the project, workshop method and research questions, the visibility, social inclusion and educational needs of people with special needs are discussed since one of the final beneficiaries of the adult education includes people with special needs.

1.1. People with special needs

Besides improving legal and other issues, people with special needs are in need of living independently and are included in the community (ANED, 2019). According to van Houten and Jacobs (2005), empowerment of people with special needs can only be achieved through focusing on personal, social and political transformation. Raising the self-esteem and employability skills of individuals are the issues that should be focused on personal transformation. EU policy documents use 'Key Competencies' for these employability skills. For example, Key Competencies for Lifelong Learning: European Reference Framework document states that these key competences (communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression) are required in continuously changing societies, including flexible and adaptable citizens (European Commission, 2007). In particular, the key competences of people with special needs who are socially marginalised should be improved through non-formal education since several literature studies show that they suffer from the negative psychological effects of marginalisation, stigma and social exclusion (Corrigan & Watson, 2002; Paterson et al., 2002).

EU supports young people, adults, adult educators through the Erasmus+ Programme projects which use non-formal education to improve the key competencies of participants during project training and workshops including people with special needs. 'Guide Us into Arts2 (GUIA2)', funded by the Turkish National Agency between 2018 and 2021, Erasmus+ Strategic Partnership in the field of Adult Education Project is one of them. GUIA2 uses inclusive learning activities which empower educators who work with people with special needs by enhancing participants' soft skills, including communication in foreign languages, learning to learn, social and civic competences, and cultural awareness and expression. Besides, participants learn different methods and techniques that can be used in working with people with special needs and that can be useful for combating marginalisation, social discrimination and low basic skills. In the first workshop of the project, the hosting partner from Poland used the participatory video method as an inclusive learning method used for disadvantaged groups, including people with special needs.

1.2. Participatory video

The participatory video (PV) brings a group or community together to create their own film, to explore issues, to express their ideas or to be creative. In the PV, the essential thing is the process which can be very empowering and which helps a group or community to take action in solving their own problems. In this respect, PV can be used for marginalised people and people with special needs to help their self-development based on their needs (Insightshare, n.d.).

The first PV was done by Don Snowden using media to enable a people-centred community development approach. Then, the second implementation was done on a small fishing community (Schugurensky, 2005). The villagers recorded and watched each other's films, and they realised that they shared the same problems and that they could solve some of the problems together. The films were also shown to politicians, and these dialogues helped to change the government policies and actions (Quarry, 1994). The first community-made video was made in Canada (Insightshare, n.d.). Community members were trained to record videos to represent their struggle for affordable and accessible medical care. It was shown across Canada and the USA, to inspire other projects

(Schugurensky, 2005). PV can be applied to projects especially focussing on community development, marginalised groups and communicating with policy-makers. The process of the PV is as follows:

- Learning how to use video equipment through games and exercises.

- Identifying and analysing important issues in the community by participatory video techniques, such as social mapping, action search, and prioritising.

- Directing and filming short videos and messages.

- Showing footage to the wider community.

- Promoting awareness between different target groups by showing films (Insightshare, n.d.).

1.3. A Brief literature on participatory video

PV has been used for many purposes including supporting communities and raising awareness on different issues apart from education. PV has been a popular tool for supporting communities in low- and middle-income countries and to raise awareness of different issues which are not represented adequately in mainstream media (Cooke et al., 2020). PV is also used by adult learners like farmers. One study suggested that PV proposal process was a good tool for supporting capacity building of the farmer group and the development of their competencies (Richardson-Ngwenya et al., 2019). In another study carried out on farmers, Snyder et al. (2019) stated that PV helps participants to represent themselves and to express their thoughts on important issues in their lives. PV is also used for migrants and ethnic minorities. For instance, Lin et al. (2019) conducted a project to explore the reflexive use of emotion in understanding emerging relational rhythms in the participatory video, and worked with migrant domestic workers, asylum seekers and ethnic minorities. Grossman (2019) also conducted a PV project on adults used PV methodology to design and create learning videos in Gambia and revealed that learning with PV was easily accessible and the skills presented had benefits for the lives of village women. Another PV project was conducted with 12 migrant domestic workers from The Voice of Domestic Workers (Jiang et al., 2020). This project highlighted the significant role of participatory art in supporting the voice of marginalised communities and the important role of art in helping oppressed groups to achieve social changes. There are plenty of research studies on PV usage for disadvantaged groups, such as indigenous communities (Mistry et al., 2016; Thompson, 2018), people who experienced natural disasters like earthquakes (Haynes & Tanner, 2015; Puga, 2018), addicted young people (Park et al., 2017), young women (Blazek et al., 2015; Kindon, 2016; Singh et al., 2017) and rural communities (Mitchell et al., 2016).

Fedeli (2020) conducted several research studies on PV, and one of them was carried out with students in a PV project to check how a hands-on workshop affected students' reflection and the effectiveness of media formats. The author underlined that PV was seen as an important opportunity for students to express what they really perceived about digital citizenship and what sources they could rely on to strengthen their knowledge and plan an educational use of the video. Another study was conducted with students by Cardinal (2019) and revealed that the participatory video makes knowledge-making collaborative and empowers students.

Adults with special needs are one of the disadvantaged groups that should be given great importance while organising and designing trainings. The adult educators should use non-formal education tools, such as PV, to organise better training, make these target group more active, give them a chance to express their opinions and feelings, act more independently, raise their self-esteem

and develop self-confidence in their training. Unfortunately, there is limited research on this subject in the literature. Whitley et al. (2020) researched to examine the feasibility of using PV with people with severe mental illness. According to their study, using PV with people with mental illness is an effective anti-stigma intervention, and the videos and screenings affect viewers positively and could be an effective means of reducing stigma.

1.4 Purpose of this research

Since there is limited research on the effect of PV as a non-formal education tool for people with special needs, this research aimed to discover the opinions of adult educators about PV, the benefits of PV as a non-formal education tool for people with special needs, and the contribution of learning this PV to adult educators' professional development. In order to test the impact of the participatory video method as a non-formal learning tool on people with special needs and educators who work with them, qualitative research was conducted during the GUIA2 Project. The data for the research were collected from nine participants from six different EU countries during a 5-day workshop in Warsaw, Poland, where they learned the hosting organisation's PV method that they use with and for people with special needs.

The participants were asked five questions in this study:

1.   What do adult participants understand from participatory video?
2.   Where is the participatory video method used? How and why?
3.   What are the benefits of using participatory video and why?
4.   Does the adult participatory video method contribute to their professional development? Why?
5.   What do educators think the participatory video method is like?

2. Method

The qualitative study is used in this research and it is a case study with a holistic single case. The researcher collected data with face-to-face interviews and used semi-structured interview forms. The qualitative study used a process to present events in a holistic and realistic way in the natural environment, and used observation, interviews and document analyses to collect data (Yildirim & Simsek, 2000). According to the literature, the case study presents results by carrying out observations in their real context. This method allows researchers to retain the holistic and meaningful characteristics of real-life events (Cohen et al., 2007; Yin, 2012).

2.1. Sampling

This was conducted at Cotopaxi in Warsaw, Poland, from April 8th, 2019 to April 12th, 2019. Nine participants from six countries, including educators, participated in the Erasmus Key Action 2 Strategic Partnership in the Field of Adult Education Project's Workshop. The purposive sampling method of a non-probability sample technique was used in the research, and the sample does not represent the whole population, it simply represents itself. This is frequently the case in small scale research; for example, a particular group of participants, where no attempt to generalise is desired (Cohen et al., 2007).

Table 1. Participant's information

Code	Position	Age	Interview
A	Educator	31	Yes
B	Educator	20	Yes
C	Educator	41	Yes
D	Educator	50	Yes
E	Educator	32	Yes
F	Educator	29	Yes
G	Educator	45	Yes
H	Educator	38	Yes
I	Educator	28	Yes

As seen in Table 1, the participants were educators. Nine participants from six countries participated in the PV workshop held by Cotopaxi Film Workshop Association in Poland. The educators were chosen from the ones who volunteered.

2.2. Data collection

In order to analyse the educators' opinions, the researcher used semi-structured individual interviews since these kinds of interviews helps to explore the topic deeply. Semi-structured individual interviews also allow flexibility, like changing the order of questions and simplifying the questions (Cohen et al., 2007). Data were collected from April 8th, 2019 to April 12th, 2019 via face-to-face interviews, which were recorded with a camera.

2.3. Data analysis

Several readings of interview transcripts were carried out before the data analysis. Then, the data were organised categorically, reviewed repeatedly and continually coded. NVIVO 10, a qualitative data analysis computer programme, was used in the data analysis process. It just organises data, recodes and notes so that it supports the researcher to conduct the analysis (Cohen et al., 2007; Kelle, 1995).

2.4. Ethical considerations

The researcher gave information to the participants about the research. Then, a consent form was signed between the hosting partner and each participant. This form provided information to the participants about the use of the data and its dissemination.

2.5. Validity and reliability

For reliability and validity of the research, the data were used as direct quotations from the interviews, and the researchers did not make any comments on them. Moreover, a purposive sampling method was used to obtain opinions and experiences. Next, two independent researchers coded the data, and the researcher calculated Cohen's kappa coefficient (0.91) to determine inter-rater reliability of themes coded (Landis & Koach, 1977). Finally, camera recordings of the interviews were kept for outer reliability.

3. Results

The aim of this study was to analyse the educators' opinions on the participatory video method as a non-formal learning tool for people with special educational needs. Firstly, educators were asked their understanding of the participatory video method; secondly, what the usage of the participatory video method was and what the benefits of the participatory video method were; and thirdly, what the contribution of the participatory video method to educators' professional development was, and their thoughts on the participatory video method.

3.1. The understanding of the participatory video

Educators' understanding of the participatory video was asked and the data are shown in Table 2.

Table 2. The Understanding of the participatory video

Participatory video	A	B	C	D	E	F	G	H	I	*f*	%
1. Inclusion	√	√	√		√	√		√		6	66.6

2. Collaboration	√	√					2	22.2
3. New skills				√	√	√	3	33.3

As understood from the frequency analysis of the understanding of the participatory video in Table 2, 66.6% of educators expressed that their understanding of the participatory video was inclusion. The opinions of some of the participants are as follows:

We use this method in different groups, people can be from NGOs, from different social groups, people with disabilities and health differences. We use it to give chance to these people, to be protagonists of their lives. So, this is the main goal for me, I mean. (A1, 1)

Yes. For me, you participate and videos you take, also for participants, or sometimes changing the director, or camera, operator, so everybody is involved in it. And it's like helping people to get them to the normal lives, and this is how I understand it. (B1, 1)

As it was described by Lukasz, it's an inclusive practice of video creation, in which all those involved are on the same level, with the same rights and obligations. (C1, 1)

It is a nice method to get people to know each other and to open up. And to really speak about their problems and to get more engaged than they are and to let others know what their problems are or what makes them happy and how they live their life. (E1, 1)

Next, 22.2% of the educators stated that their understanding of the participatory video was collaboration. The opinions of the participants are as follows:

… Instead of having a director, setting high ranking, we are all equal and can influence to the production of the video, the idea that we want to present. (C1, 2)

I think it's collaborating with group of people, to be able to make videos together, to communicate about an issue, and trust is important to the group. (D1, 2)

22.2% of the educators stated that their understanding of the participatory video was new skills. The participants' opinions are as follows:

What I understand, like, it is a method which brings people together, for me it is a tool to work with people to awake their skills, and yeah create some group processes, something like this. (F1, 3)

I really like sound recording and how to use that equipment and hand the equipment. Ah, it is very technical skills. How to be confident with technical skills so when you facilitate a workshop your confidence comes out, you know what you are doing. (G1, 3)

When the educators' opinions on the understanding of the participatory video generally were analysed, educators stated that the participatory video is a method which can be used for inclusion of different groups of people, which helps people from different social groups and people with special needs to collaborate and learn new skills. They also stated that the participatory video helps people to collaborate more and learn new skills. This means they think that the participatory video method is a useful tool to gather the society and people with special needs together, and give them a chance to collaborate and learn new skills together.

3.2. The usage of the participatory video

Educators were asked about where and how the participatory video method is used. The data are shown in Table 3.

Table 3. The usage of the participatory video

Usage of PV	A	B	C	D	E	F	G	H	I	f	%
1. People with special needs		√	√	√					√	4	44.4
2.Different type of organisations	√	√				√		√		4	44.4
3.Differernt groups	√				√	√	√			4	44.4

As understood from the frequency analysis of educators' opinions about the usage of the participatory video in Table 3, 44.4% of the educators stated that the main usage of the participatory video was with people with special needs to support their inclusion. The opinions of the participants are as follows:

As I have finished my PhD in sociology, in relation to participatory reaction research. So, me professionally this was very useful in extending my knowledge in participatory video and perhaps for using in my work with people with disabilities, depends on outside factors. (C2, 1)

For me, point of participating is to have an alternative in mainstream ways of working, particularly with disabled people, there is a tendency of making videos about disabled people, working directly with disabled people it's possible to get that view ahead. It's completely different way of working. (D2, 1)

It is used to help people with disabilities, also to teach them. (B2, 1)

When we are working with people disabled in the workshops so we make some records, recording things, and when we are recording them we use the PV method so it is easy to connect with them. (I2, 1)

Next, 44.4% of the educators stated that the participatory video method can also be used in a different type of organisations, like schools, NGOs and universities. The opinions of the participants are as follows:

I think you can use it in different types of schools, study centres, or you can open public workshop for free, I don't know. (A2, 2)

I think this method can be used anywhere, it's like a universal method, to teach and also to learn, and help people. (B2, 2)

Maybe you can use it in schools, also in the work atmosphere to make the working atmosphere better, and bring the group together, and to send a message as well. (F2, 2)

It can be used for everything and every work. For example, we use at university if we want to learn something from students and staff. I think very useful for us. (H2, 2)

44.4% of the educators stated that that the participatory video method can also be used in different groups, like marginalised people, social activists and visual learners or adults learning by doing. The opinions of the participants are as follows:

> *As I said before it can be used by the different groups, and in special centres with these groups of people. (A2, 3)*

> *In this project, it is used for working with people from marginalised groups, but it is better used absolutely in every situation and that is very interesting method and we can learn different opinions, sport, so i really liked it (E2, 3)*

> *I think it has a big variety, so I could use it for social activism, like some topics more public. (F2, 3)*

> *I found the PV quite descriptive and visual, we are visual learners. Equipment, tripods, physically interacting with the equipment. Physical interaction is very good for me. (G2, 3)*

When the educators' opinions on the main usage of the participatory video generally were analysed, educators stated that it can be used for people with special needs, marginalised groups and adults learning by doing and in any kind of educational organisations, like schools, NGOs and universities.

3.3. The benefits of the participatory video

Educators' benefits of the participatory video were asked and the data are shown in Table 4.

Table 4. The benefits of the participatory video

Benefits of PV	A	B	C	D	E	F	G	H	I	*f*	%
1.Learning new things and skills			√	√	√	√	√	√	√	7	77.7
2.Socialisation	√			√		√				3	33.3
3.Self-confidence	√									1	11.1
4.Empowerment and inclusion			√							1	11.1
5.Happiness		√								1	11.1

As can be understood from the frequency analysis of the participatory video in Table 4, 77.7% of the educators stated that the main benefit of the participatory video was learning new things and skills. The opinions of some of the participants are as follows:

> *… so I think this method would be useful in that sense to bring them in to teach them some subject and teach them also how to use the video and how to produce videos, which is also very contemporary skill, which can be used on YouTube… (C3, 1)*

> *Makers have a chance to experience a collective working, by makers I mean the ones who a doing the work and their facilitators. For the facilitator, it makes different ways of thinking, supports the expression of views, life experiences. (D3, 1)*

All the benefits are definitely from what, I never used it before so it is a new method for me. ... So, I think the benefits are that first you get people to know something new and after a while, they get focused much on the camera and technical aspect and they open up really, because they don't think anymore that you are recording or filming all the time. We were always focus during the workshop on the camera we were using not the actual camera that was filming us ... (E3, 1)

I think the opportunity to hold the camera and catch the pictures you want gives you freedom, and you can use your own world to create something, so it is very personal and individual. (F3, 1)

Next, 33.3% of the educators stated that the benefit of the participatory video was meeting new people and socialisation. The opinions of adult educators are as follows:

… and also, as a result, screening of these videos I think, it's very important for socialisation for the rest of the people to meet special groups, to know how they live and how they see the life. (A3, 2)

… And for participants is a chance to express the participant's views, and also to have fun in a participant determined way (D3, 2)

11.1% of the educators stated that the benefits of the participatory video were gaining self-confidence, empowerment, inclusion and happiness. The opinions of adult educators are as follows:

The benefits as I said is self-encouragement the people who make their own participatory video, it empowers their self-confidence (A3, 3)

For me, the main benefit will be empowerment and inclusion, so if you are working with marginable groups or with such as people with disabilities, or who is in some way is disadvantaged in socially and economically and so on. It's very difficult to get them involved in some educational activities, because they are already experienced in rejection in society or being discredited by society. So, they don't see the point in participation in educational activities, where they can learn something, employed and so on… (C3, 4)

When the educators' opinions on the benefits of the participatory video generally were analysed, the majority of the educators (seven out of nine) stated that the benefits they gained were learning new things and skills. Accordingly, they stated that the participatory video method helps people with socialisation, self-confidence, empowerment, inclusion and gives happiness. It can be understood that the educators found this method very useful for any kind of learner.

3.4. The contribution of the participatory video to professional development

The contribution of the participatory video method to adult educators' professional development was examined and the data are shown in Table 5.

Table 5. The contribution to professional development

Contribution of PV	A	B	C	D	E	F	G	H	I	*f*	%
1.Yes	√	√	√	√	√	√	√	√	√	9	100
2.Using it in practices				√	√	√		√		4	44.4

3.Using it in workshops	√		√	2	22.2

As it is understood from the frequency analysis of the contribution of the participatory video method to professional development in Table 5, 100% of the educators expressed that it has a positive contribution to their professional development. The opinion of one of the participants is as follows:

> *Yes, as I said 2 questions before, I have finished Ph.D. in sociology and my research is based on participatory reactions, which extends my own knowledge and I won't use it depending on outside factors and I learned some other few things, which I will use regardless future real prosperities. (C4, 1)*

Next, 44.4% of the educators stated that the contribution of the participatory video method to professional development was that they can use it in their practices. The opinions of the participants are as follows:

> *I think that we can look at the way that we can include in our practice. We primarily work with the disabled, and we also work with people with learning disabilities, who are artists. So, our approach might be slightly different, it would be participative, to void the aim of making art. (D4, 2)*

> *Absolutely, yes. I cannot wait to get home to my group and to do the exercises we did here. I am really looking forward to implementing what I learnt here and working with my group (E4, 2)*

> *Yes, I think I can use it. Before that, I really need a better camera, I think afterwards I would really like to try it. Yes, just to see it is possible that organisation, I think it is possible, but I like. It differs from group to group, so I confirm to test it. (F4, 2)*

22.2% of the educators stated that the contribution of the participatory video method to professional development was that they can use it in their workshops. The opinions of the participants are as follows:

> *For sure. I work as a teacher and I also practice dancing, make workshops, so I can use it in my profession, while working with students and young people. (A4, 3)*

> *Yes, I feel confident with technical skills. I feel confident to facilitate a workshop. (G4, 3)*

When the educators' opinions on the contribution of the participatory video method to professional development generally were analysed, all of the educators stated that it has contributed to their professional development and the majority of the educators are eager to implement it in their workshops and practices.

3.5. Metaphors for the participatory video

Six educators formulated the metaphors and they were categorised under three themes as shown in Table 6: things, activity and person. Three educators did not use metaphors. Three of the educators formulated the 'things' metaphor in defining the PV. C described the PV as *a circle*: '*Symbol of PV for me is a circle, because it an inclusive shape, we strive for it and we want to make a perfect circle, because circle can be a symbol of inclusion. As you know, in non-formal education, usually the seating of the place, of the venue, where education takes place, there is no frontal point to where all attention goes, like a lector and students, but in non-formal education, we all focused on the group. So, in PV it will be a suitable symbol*'. Similarly, F used a spider net metaphor for describing the PV: '*For me, it is*

maybe like spider net, like, for example, every dot is one human, individual. With the method of PV, dots can be connected, and so because now we are sharing, every one of you has special screens and memory, but now everyone is connected, so something like spider net'. As for H, he defined the PV as a pencil: '*PV method is like a pencil. If you think a lot of things and you want to write on a paper, and you have to use a pencil. Like it, you can use PV method if you think a lot of things and you want to learn from people, you can use it.*'

Table 6. Metaphors for the Participatory Video

Metaphors	A	B	C	D	E	F	G	H	I	*f*	%
1. Things			√			√		√		3	33.3
2. Activity					√				√	2	22.2
3.Person							√			1	11.1

Two other educators used the 'activity' metaphor in defining the PV. Participant E used an activity metaphor and described the PV as opening the window. As for I, he defined the PV as screaming: '*It is a kind of screaming. When you are screaming, others can hear you so when you are screaming everybody can hear you, so because of this, I can say that it is like a scream. Especially people with disabilities, they cannot connect with other people as we did, so if they use PV method, it can be a scream for them*'. Finally, G used a 'person' metaphor and defined the PV as a child: '*It is like a child. You are interacting. It is like starting from scratch, opening tripod, putting the camera.*'

As it is understood from the analysis of metaphors of adult educators, the workshop was seen as an inclusive, connecting, tutorial and a positive phenomenon in general.

4. Discussion, conclusion and recommendations

This research was conducted to analyse the adult educators' opinions regarding their understanding of the participatory video method, the usage, the benefits and the contribution of the participatory video method to their professional development, and finally their thoughts on the participatory video method.

The understanding of the participatory video method by educators was inclusion of different groups of people, collaborating and learning new skills. When the understanding of the participatory video method was interpreted generally, it could be said that participants see the participatory video method as a way of including different groups of people, people with special needs and integrating them to society. Using the participatory video method is an inclusive tool for educators to facilitate collaboration and teach new skills in their local workshops and training. Similarly, Cooke et al. (2020) defined the PV as a popular tool for supporting communities in low- and middle-income countries and to raise awareness of different issues in their study.

Educators express different usages of the participatory video method in this research. First of all, educators stated that it can be used for people with special needs and marginalised groups. There are also parallel studies on the implementation of the PV for disadvantaged groups and marginalised groups in the literature, such as indigenous communities (Mistry et al., 2016; Thompson, 2018), addicted young people (Park et al., 2017) and rural communities (Mitchell et al., 2016). One of the

participants underlined visual learning and learning by doing. As Cecerone (2008) expressed, adults need to be actively involved in the learning process and need scaffolding to be provided by the instructor; the findings of this research shows that adults prefer learning by doing.

The benefits gained by educators were learning new things and skills. Accordingly, they stated that the participatory video method helps people with socialisation, self-confidence, empowerment, inclusion and gives happiness. This finding is parallel with what Lenette (2019) wrote in their study. The authors underlined in their study that the PV enhances participants' self-confidence and self-esteem. Moreover, in the current study, it can be understood that educators found this method very useful for any kind of learners. These learning outcomes are also the learning outcomes of non-formal learning. As it was stated by Etling (1993), non-formal education is more learner-centred and focuses on practical skills and knowledge. Moreover, the main contributions of non-formal education are gaining insight into oneself, enhancing interpersonal relationships, creating social structures for community action and improving one's ability to function satisfactorily in a chosen career (La Belle, 1982). The results of the current research also overlap with La Belle's explanation of the contribution of non-formal education. Moreover, Vezne et al. (2018) found in their study that training which used non-formal learning methods improved participants' communication skills and self-confidence.

When the educators' opinions on the contribution of the participatory video method to professional development generally were analysed, all educators stated that it has contributed to their professional development and majority of the educators are eager to implement it in their workshops and practices. These findings show that the project contributed to the European Commission's aim of developing adult educators' competences to deal with diversified groups of learners (European Commission, 2016). The educators perceived the participatory video method as an inclusive, connecting, tutorial and generally a positive phenomenon. Therefore, it is suggested that this method should be used in more diverse groups, disadvantaged groups, immigrants, refugees, people with special needs in the local training, workshops, and in any kind of non-formal learning environments and settings. As stated by Goffman (1990), only direct and intense interaction has the potential to make any real change. Finally, additional workshops and research studies can be beneficial for adult educators to learn new methods and use them in their local training.

In general, the PV was seen as an effective learning tool to activate participants, including people with special needs by adult educators, which is consistent with the results of several case studies (Fedeli, 2020; Fedeli, 2019a; 2019b; Whitley et al., 2020).

It is concluded in this study that the PV is an effective non-formal education tool for small groups of people, especially people with disabilities. However, more research studies are recommended to be carried out on also other disadvantaged groups. Moreover, the PV can also be used in school education and the effectiveness of the PV can be examined in school environment. Since this was a case study, the number of participants is limited. More quantitative research studies can also be carried out to see the effectiveness of the PV method in adult education and on disadvantaged groups in a wider perspective. Moreover, scale development studies can be conducted to measure the effectiveness of the PV method among different adult groups.

Funding

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