Students of the College of Basic Education use the participatory photography approach accurately and ethically and gain research experiences in light of the preventive restrictions of the virus (COVID-19) in the State of Kuwait

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Abstract

The study aimed to identify the extent to which students of the College of Basic Education use the participatory photography approach accurately and ethically and gain research experiences in light of the preventive restrictions of the virus (COVID-19) in the State of Kuwait. The descriptive survey approach was used. The researcher randomly selected the study sample of (398) male and female students. The researcher prepared a questionnaire consisting of (16) items, and the validity and stability of the application of the tool were measured. The results showed that students of the College of Basic Education and participants from the community used the participatory photography approach accurately and ethically. And gained research experience in light of the preventive restrictions of the virus (COVID-19) in the State of Kuwait, and the arithmetic average as a whole was (3.18), and an average degree. The results showed no statistically significant differences (a = 0.05) due to the effect of gender.

Keyword: participatory photography, accurately, COVID-19, Kuwait.

Introduction

The new circumstances and realities in the world after the emergence of the Corona pandemic, and the earthquake of stable societal systems, especially the official education systems in various countries of the world around the world, have differed, as contemporary educational systems have been forced to resort to distance e-learning in the time of the pandemic, and the use of educational platforms to manage the educational and learning process, and this educational strategy adopted - as a possible alternative after the suspension of studies and the closure of educational institutions - has made "home" a candidate educational-learning medium as an alternative to rooms Study and universities. This educational mediator nominated within the framework of the distance education formula faces - in our Arab environment in general, and the Egyptian environment in particular - some challenges, but as a possible educational option, it has some opportunities and is characterized by some characteristics that make betting on it possible, and the responsibility has become greater on the shoulders of the teaching staff.

Several education fields have been particularly affected by the widespread lockdowns imposed to stop the spread of COVID-19, the disease caused by the novel coronavirus. These areas included e-learning, changes in university admission rules, new graduate jobs, new programs and specializations, international students, and staff mobility, which means that the future of higher education and its outcomes after the coronavirus crisis differ in terms of learning styles, specializations, jobs, trends in light of change, and learning styles (Natan, 2020).

Many methods of indirect education depend on employing technological innovations to achieve the required learning and make the student self-reliant in the learning process, such as the use of smart and digital devices, and there are several types of educational technology such as multimedia technology, computer technology, video technology, and the Internet. Educational technology and its digital technologies have contributed to the development of teaching and learning processes at various educational levels, and teaching aids and learning technologies have an important role in the educational, teaching and educational process, to increase learners' motivation and participation, meet different learning styles and improve learning outcomes (Eady & Lockyer, 2013).

Digital learning resources support information processing by helping students develop mental representation through a combination of media elements presented to them. Digital learning resources include content and sometimes educational and research activities, combining multimedia elements including text, images, video, and audio to provide information (Mayer, 2008).

It was necessary to switch to the use of digital technology in photography and cameras of smart devices and mobile, whose cameras are used to take pictures and make videos with ease, and microfilm photography can be used for digital photography, whose degree is of great importance, and there are devices for digital photography from cameras, so film photographers can be converted through special devices on built-in loans, and the introduction of computer systems in the process of displaying images within certain programs, and also provided with printers and disc copiers, and digital technologies in Shoot at high speed and accuracy in taking pictures. Creative photography has been used in the design of digital lessons and activities, which involves university professors creating a set of digital lessons or in paper form, based on specific content (Itmazi & Ferchichi, 2012).

The researchers (Azahari, Ismail, Susanto, 2019) indicated that photography is a contemporary requirement for education to form the abilities, skills, and knowledge of students through

automatic sources of creativity, and through this technology can be chosen; from digital imaging devices (mobile phone cameras, smart devices, etc.) for innovation, development, improvement or research, which can be adapted and improved, and technology is chosen through a set of steps, such as identifying technological needs in light of the desired goals, and then directing attention to the educational system To guide students towards the acquisition of knowledge, modern skills, capacity building, and research skills.

Wurdinger & Allison (2017) confirmed that photography is used as an advanced educational method, and educational photography is one of the new terms in the teaching and learning processes and contributes to the educational learning process by in providing learners with many skills. Photography has become a set of disciplines and each discipline has its substandard and theories.

Michel (Mitchell, 2011) stated that the visual image creates a creative space for research, and can therefore look new as a participatory emancipatory experience. Apart from that, experiential learning theory (ELT) provides a holistic model for the learning and thinking process, which emphasizes the central role that experience plays in the learning process.

Rodrigues (2017) noted thro h an experiment he conducted on tourism graduate students at the Polytechnic Institute of Beja, Portugal, the aim was to explore impressions and opinions based on photographs, and a more interpretive technique was needed for data analysis, such as content analysis. Content analysis was conducted as a qualitative method for making reproducible and valid inferences from data into context, from this perspective; Photographs, videos, or any other element that can be converted into analyzable text Content. Accordingly, we QADA software was us for imagery and text analysis (Souza, Costa & Moreira, 2016). Arguably, adopting visual methods and techniques in educational contexts that need to be thought about provides new insights and perspectives that need to be explored further in the future.

Participatory photography has become a popular tool for researchers, educator and other professionals, especially those working with

marginalized groups. Although the literature enumerated many benefits of participatory photography, researchers drew attention to its risks, ethical pitfalls, unexpected problems that may arise when doing participatory photography, and the dual potential of photography for social control and surveillance, and for learning and teamwork (Lykes, Blanche & Hamber, 2003; McIntyre & Lykes, 2004; Williams & Lykes,2003).

Participatory photography researchers use cameras to represent their experiences and perspectives on topics such as strengths and societal problems as learning objectives. After discussing and installing the images collectively, participants usually create a product such as a book, or exhibition, and/or use the images to inform community projects and advocate for their interests. Such projects have the potential to subvert hierarchical relationships between professionals or researchers and participants, enabling ordinary people to investigate and represent their lives. Due to its wide appeal, participatory photography has been used with children,, youth, and adults in diverse settings, including education (2010; PrinsLuttrell, 2006; McAllister, Wilson, Green & Baldwin, 2005; Spielman, 2001).

When participatory photography is used as a requirement from students for participatory educational and research activities in the field with the community, there is an ethical responsibility that falls on students when photographing in the surrounding environment and society, and it may have unexpected and contradictory consequences, enabling people to express themselves in new ways and generating doubt, embarrassment, and criticism when taking pictures, in addition, the social and cultural factors and customs that have regulated how learners and society respond to photography, and discussing how learners benefit from the research project. Although participatory photography has many potential benefits, there are social and cultural habits that need to be taken into account. It is naïve not to be aware of the dangers of participatory photography and to pay insufficient attention to ethical issues, social and cultural contexts, and the kinds of pitfalls they may also face (Prins, 2010).

Theoretical framework

The importance of a participatory photography approach

Researchers (Kharbach, 2020)argue that visual tools are becoming increasingly popular as an alternative qualitative approach to enriching and complementing quantitative studies, but also as a tool in their own right. The "participatory photography" methodology has been used to understand group formation processes, gain insight into group dynamics, distribute social capital, and evaluate and document the tangible and visual impacts of development projects. Putting cameras in people's hands changes the power relations between the researcher and the researcher and between the researchers themselves.

Corbett & White (2010) noted that participatory photography is a methodology often used to highlight how people perceive circumstances that affect them, in which community members take pictures to express their opinions, which are specific to the site A participatory story video is also a form of participatory media in which a group or community creates their own film. The idea behind this is that making a video is easy and accessible, and it's a great way to bring people together to explore issues, express concerns or simply be creative and tell stories(Lunch, 2007).

Participatory photography and video is used on projects that focus on community development, promoting local innovation and local development, therapeutic work, giving marginalized groups the opportunity to express themselves, stimulating community-led action and a tool for communicating with policymakers, and a means to engage users in their own research such as action research, participatory research. , user-led research, and also for monitoring and evaluation of programs, or social impact assessment... Newly enabled applications are constantly being developed (Williams & Lykes, 2003).

Prince (2010) explained that participatory photography is also an integral part of participatory research (PAR), because it integrates education, collaborative research, and work, and seeks to tap into less powerful groups. Practical

knowledge), interacting with people in new ways (empirical knowledge), and developing new conceptual concepts (proposed knowledge).

Use a participatory photography approach accurately and ethically

Noland (2006) points out that photography is used in research because of its appeal to communicate, express emotions, share experiences, raise new awareness of participants and potential audiences, clarify social issues, and develop action plans. Taking and sharing photos has become easier, especially because of the easy access to devices with cameras. However, the use of images in research can undermine anonymity and confidentiality, and the unexpected publication of unauthorized digital images raises ethical concerns for researchers using photography. in their research methods.

Kharbach (2020) discussed the method of participator photography and made practical suggestions for conducting ethical research using participatory photography, highlighting the cultural, social, and contextual status of ethics by drawing on the research project with young people with experience with refugees.

Williams & Lykes (2003) detailed several problems in the PAR project, including women's reluctance to take pictures, the need to get their husband's permission, not remembering how to use the camera, the fear of asking someone for permission to take their photos, worrying about it, and what neighbors would say when they saw them taking pictures. Some residents viewed photography as a surveillance technique or criticized participants for taking pictures, prompting them to observe their own behavior, as a result of the local situation, civil wars and problems with authority; from which a culture of fear and distrust of government, foreigners, and other citizens, or betrayal by neighbors, often expressed through envy, gossip and animosity between individuals (Dickson-Goʹmez, 2002; Simon, 2003), as well as reluctance to join community projects for fear of reprisals. Participating photographers may face hostility, and tensions and disagreements within the group

present additional challenges, especially when creating group texts (McIntyre & Lykes, 2004).

Ethical dilemmas in research projects have ensured invasion of privacy, revealing embarrassing facts about individuals, placing them in false photographs, using one's image for benefits, and issues related to recruitment, representation, participation, and advocacy. To overcome such risks, the researcher begins by discussing photography, ethics, and authority, and they require different approvals. Researchers should also anticipate the possibility of disturbing or divisive images and the strong emotional responses that photography elicits. Wisdom and sensitivity are required to overcome These dilemmas, as well as the blurred lines between researchers and participants. In addition, researchers must be aware that taking photos or creating videos does not mean that (the participant) is now "free" to tell any story about himself, or that it has been freed from researchers' scrutiny. McIntyre & Lykes, 2004).

Foucault's insights offer two implications for this study. First, the violation of social norms increases individuals' visibility, subjecting them to others' scrutiny; Foucault's insights offer two implications for this study. First, the violation of social norms increases individuals' visibility, subjecting them to others' scrutiny; Foucault shows that participatory photography is not a surveillance tool, and using it for the researcher's own purposes, even against the will of participants, or deception without permission, has led to the violation of social norms, increased visibility of individuals and subjecting them to the scrutiny of others, and therefore, participants may be reluctant to take pictures if this leads to increased visibility to the point of discomfort. In societies with a history of surveillance and betrayal by the state or citizens, people may view cameras and photography as tools for surveillance and censorship. Social, and in other societies cause marital and family problems and the environment to violate social norms (Prins, 2008).

William & Lykes (2003) asserted that it includes cultural beliefs, historical events, social and gender relationships, and social norms. Weiss (2004) noted that giving participants cameras

democratizes knowledge production and surveillance.

Palibroda, Krieg., Murdock & Havelock, 2009) pointed to the advantages of participatory photography, as it builds the capacity of community members by teaching them basic techniques of photography. The experience and skills acquired by these individuals in image production and how digital image processing and image processing and display become the property of the community or community and an internal project to share and develop these capacities. As for the researcher, he has acquired research, knowledge, ethics, and in dealing with society. The use of the concept of participatory photography enables community members to take a leadership role, and increases photographers' self-confidence in the role they can play in the learning process. The use of photographic equipment as a responsibility must be fulfilled, and the following issues need to be discussed: when is it appropriate to take a picture? is it okay to take pictures of people without their knowledge? what types of responsibilities are associated with using the camera? what activities do you not want to be photographed while you are doing? Answers to these questions are likely to vary depending on the cultural environment in which participatory photography is used. This type of issue should be discussed in a training session with community members or groups, before taking a photo. This training session should also include a discussion on how to use the camera and an introduction to some of the imaging techniques described below. These techniques will also be useful for researchers to take meaningful images. The moderator may wish to remind participants of their moral duties and responsibilities, and of the importance of free, prior, and informed consent already discussed.

Prince (2010) believes that participatory photography will be a creative tool for self-expression, enabling learners to play a more active role in study, and generating insight into research questions. This approach – taking a creative idea and working with it – is often the way research unfolds. Participants must be prepared for the ethical and social issues involved in participatory photography.

Despite the unexpected difficulties, participatory photography and research or participatory activities enhanced the personal and intellectual development of the participants, a sense of appreciation for taking pictures, a sense of importance during the implementation of research activities when they took pictures, and learners developed a sense of pride and overcame some of their shyness, as they took pride in learning a new skill and completing an important task. Sharing cameras also fostered collaboration and respectful communication, learning to make friends to share cameras with others, sharing moments in taking pictures, and women as housewives The project enabled them to explore the community with other people, talk about the photos they took or planned to take, and they gained a different or deeper understanding of their community, many experiences, and skills, learning to solve problems or to take more important to problems. Society (Prins, 2010; Barndt, 2001), McIntyre (2003) points out that the investigation and visual representation of their communities helped learners analyze topics such as societal needs, and that the opportunity to visually represent oneself and one's world can promote social respect and appreciation.

Researchers can use multiple strategies to navigate the risks and dilemmas of participatory photography, adapted to local conditions. Acquire cooperative inquiry skills, such as practicing empathy and awareness of others, and deriving and responding to the meanings of others. Sensitivity to the emotional distress of micro-speculators is particularly important (Ewald, 2001). Supervisors can help identify potential problems and ensure that photography fits local standards; in turn, this information can help researchers anticipate how social and cultural factors might shape local responses to photography. Photography projects should also start with a discussion of authority and ethics such as Seeking permission to take photos adealingeal with revealing embarrassing information (Wang & Redwood-Jones, 2001).

However, culturally appropriate methods of obtaining permission and meaningful consent vary across settings and may conflict with IRB requirements. As such, researchers should

consider developing IRB consent and approval forms with participants (Brydon-Miller & Greenwood, 2006). In addition, it is important to frequently discuss participants' concerns and ways to solve emerging problems, which in turn require an atmosphere of safety, inclusion, and freedom of expression of divergent opinions.

Role-playing is a non-threatening way to negotiate social interactions involved in taking pictures (e.g., asking permission, responding to criticism) and experimenting with alternative actions (Williams & Lykes, 2003), Finally, researchers should ask participants about the types of support. Participatory photography carries significant risks, but this situation and broader literature reveal that it is also a promising way to derive local knowledge, reframe how individuals see themselves and their surroundings, promote oral writing and literacy, and discern group perspectives that who are often dismissed or ignored. Understanding photography as a culturally secure technique, with social control, and restoring the subject knowledge stimulus can help ensure that participatory photography projects generate confidence, learning and action rather than suspicion or embarrassment.

Accordingly, the researcher investigated the extent to which students of the College of Basic Education used the participatory photography approach accurately and ethically and gained research experience in light of the preventive restriction of the virus (COVID-19) in the State of Kuwait, due to the importance of the topic and its lack of treatment among the relevant studies.

Previous studies

Conducted by Prins (2010), a case study of a participatory photography project with the Salvadoran Adult Literacy Program explores some of the challenges and risks that arise when people use cameras to document their lives. The study examines the unexpected problems faced by the author and participants (such as doubt, cowardice, and cynicism), and illustrates how historical, social, and cultural factors shaped the responses of learners and community residents to photography. In addition, the study identifies how participants benefited from the project and

discusses the implications of using participatory photography. Based on Foucault's analysis of control and authority, an eight-month ethnographic study (2001-2002) was conducted for dissertation research. The research was conducted with Alf alit, the literacy program was implemented, funded by the Christian Commission for Global Reform (CRWRC) and Preliteracy , in the rural villages of Colima and Rosario de Mora located 50 kilometers from San Salvador, led by volunteers from the local community, the four-month literacy program was open to all adolescents and adults. The volunteer facilitators formed ten literacy classes that mainly included neighbors and relatives. Regular attendance included 27 women and 26 men, aged 13 to 66 (two people shared each camera), with first- to sixth-grade instruction and varying literacy. The program used a Freirean-inspired curriculum that showcased a book with generative themes (e.g. education), accompanying drawings or pictures, and reading and writing exercises. The study combined ethnographic research methods with partial research activities, including photography. The study focused on Tatyana's class of nine women and two men as well as research activities combined with four other classes in both villages. Consider learners in Tatiana's class, and conduct weekly interactive research activities during the scheduled class time regularly. I have recorded in interventions Observers of daily life and events, informal conversations, and literacy classes, and interviewed 21 learners and five facilitators, among others. The researcher planned research activities using the differentiation approach, these activities included a participatory photography project and 29 interactive focus groups using gender analysis, popular education, and rural participatory visual assessment methods, in this study, participation included group production and discussion of learners' knowledge of their lives, communities and literacy program. By creating and interacting with data (such as maps, images, and representational clips), I believed that participants would enjoy themselves, learn from each other, and enhance communicative and civic abilities such as listening. The researcher found that participatory photography built literacy skills with literacy, and pictures illustrating the changes resulting from attending literacy classes and

classroom experience, and they gained experience in photography and the use of cameras, and the participants presented posters to their classrooms, explaining the meanings of each image, and annotations, and the study showed that photography is a technique with contradictory capabilities for social control and control of the negative effects of the civil war on society, lack of trust and fear of others, and to restore knowledge oppressed for marginalized groups. Although participatory photography has many potential benefits, researchers and educators must also anticipate its unintended consequences, pay attention to ethical considerations, and learn how the social and cultural environment mediates this tool. This study suggests that participatory photography is a powerful technique that has predictable unintended consequences.

The study (Brigham, Baillie Abidi., Zhang, 2018) aimed to identify migration as a gender phenomenon, rooted in patriarchal structures and social relations that extend beyond state borders. The study draws on a transnational feminist framework to explore the gender dimensions of learning experiences and young refugee women and migrants. Ten women participated in a participatory research project in photography over the course of two years, where they took and participated in photographs, and participated in storytelling and self-reflection through writing and dialogue. And through comics, Women are the plurality of refugee and immigrant stories and how these stories contribute to the larger social analysis of what it means to be an immigrant or refugee in Atlantic Canada. This paper focuses on three main themes: (1) Formal and informal learning experiences. (2) the essential role relationships play in women's migration experiences; and (3) the importance of reflecting on and embracing life's journeys.

The study of Gotschi., Freyer & Delve (2008) aimed from a methodological point of view to give rise to several questions: how to introduce the tool into society, what guidelines to follow when training and accompanying a group during the process, how to analyze many of the data generated, and finally, how to deal with ethical challenges?, and aimed to identify the use of participatory photography for cross-cultural

research in the Buzi region, Mozambique. The process adopted by the researchers consisted of three photography cycles with eight groups of farmers (11-35 members per group), where they took photos to critically and collectively analyze their group membership, the investments required, the problems they face, coping strategies and the benefits/incentives of being in the group. The farmers, both as a group and in individual sessions, explained their choice of image and its interpretation of what it meant to them. Handing over cameras and monitoring how groups handle the camera allowed them to gain insight into the group's operations and be able to work together for a common purpose. It allowed for more insights into group hierarchy and power distribution; in vulnerable groups, the introduction of participatory photography can cause conflicts and the researcher risks losing control of the process. However, advantages, such as photography (for example, group activities and social reality), the integration of everyday knowledge and the active integration of various stakeholders in research outweigh the risks and disadvantages. The researchers found that monitoring the group's processes for dealing with image cameras gives insights into new aspects of social capital (i.e., the degree of mutual cooperation, solidarity, altruism, and the ability to engage with the camera as a group). These ideas can be used to develop indicators that describe the maturity of groups.

The Buchan study (Buchan, 2020) aimed to identify therapeutic benefits and limitations experienced by adults with mental health problems through PP imaging. It systematically searched six academic databases. Eleven articles met the inclusion/exclusion criteria and were of medium to high quality. Topics were extracted using objective analysis. The results showed that seven axes were identified: Empowerment, mental therapy, improved therapeutic relationships, peer support, creative expression, sense of accomplishment and enjoyment, and limitations. A limited evidence base prevents fixed conclusions. Higher PP projects in terms of personal significance and intensity were associated with greater therapeutic benefits. Most of the topics identified are supported by the broader literature on PP. Limitations indicate that PP is not suitable for everyone and requires

adaptation to individuals and the potential seriousness of ethical issues. The results showed implications for practice; participatory photography can be a beneficial therapeutic intervention for some, but not all, adults with mental health problems. More needed of research to the development of a limited evidence base, especially quantitative research that would allow comparisons with other interventions.

Kolb's study (Kolb, 2008) discussed the video interview method used in a participatory, interdisciplinary research environment. The video interview has proven to be particularly useful for sustainability and environmental studies in which eliciting community perspectives is critical to research efforts. Based on experiences in several countries, the author describes and analyzes the video interview process and its three phases – involving participation and analysis – and explores potential impacts on data quality. In the first stage, researchers use the video interview method To involve community residents from different levels of society in the research process. In the second stage, the video interview method encourages community residents and scholars to exchange ideas and perspectives and participate in the development of a common understanding of local structures and processes and possible solutions. In the third stage, the video interview method allows researchers to analyze visual and textual data as a representation of a local societal context. In decoding images, researchers base the analysis in subjective perspectives, use visual symbols of residents along with other methods to further analyze community data, and explore the broader societal context in which the study is included.

Commentary on studies

The current study was distinguished from previous studies by being - according to the researcher's knowledge - the first of its kind in the State of Kuwait with regard to the subject of the study, which sought to identify the use of the participatory photography approach by students of the College of Basic Education in an accurate and ethical manner and to gain research experiences in light of the preventive restrictions of the virus

(COVID-19) in the State of Kuwait, and previous studies were used in terms of sample, methodology and statistical methods, in addition to that it was used in preparing the current study tool, and the results of the studies.

Study problem and questions

The problem of the study lies in light of the preventive measures for the spread of the Corona virus, the suspension of the educational process, and then resorting to distance e-learning through educational platforms, so faculty members had to choose learning styles, means and teaching methods that are compatible with distance e-learning, and according to the researcher's experience with his students, visual and editorial student activities were prepared remotely and participatory research based on the conditions and preventive restrictions of the virus (COVID-19) Within the students' potential, the aim is to integrate education, collaborative research, work, revitalize knowledge, develop new conceptual concepts, and also learn how to take pictures (practical knowledge), and interact with people in new ways. The required participatory research activity was: monitoring that the students conduct participatory photography, in partnership with the community (citizens and residents) to clean the seashore carried out by many participants and the students filmed the process of cleaning the beach from waste, and in exchange the participants were doing the process of filming and exchanging among themselves and participating in filming the event, and the students before doing the participatory research required of them, they sought permission from the participants and followed the ethics of participatory research accurately, so as not to be or cause a problem or embarrassment to the participants, nor There is hatred or a sense of hostility, and being an active participatory work that is accurate to gain learning experiences, students investigate moral values.

There were a number of students' observations; problems occurred at the beginning and before the start of the required activity, and even before permission, just to see digital cameras and carry smartphones and some tools; some objected to filming, and some, especially married women,

refused, and there are some who refuse to film for special reasons, and some refuse because of non-compliance with preventive measures such as wearing a mask, distancing, etc., including lack of trust in others. Accordingly, the researcher will investigate the extent to which students use the participatory photography approach accurately and ethically and gain research experiences in light of the preventive restrictions of the virus in the State of Kuwait. This is done by answering the main question: "**To what extent do students of the College of Basic Education use the participatory photography approach accurately and ethically and gain research experiences** in light of the preventive restrictions of the virus **(COVID-19) in the State of Kuwait?"**

The following questions branch out from the main question:

− Are there statistically significant differences at the level of significance (≤ 0.05) α between the arithmetic averages in the use of the participatory photography approach by students of the College of Basic Education in an accurate and ethical manner and the acquisition of research experiences in light of the preventive restrictions of the virus (COVID-19) in the State of Kuwait due to the gender variable (male, female)? **".**

Objectives of the study

The present study aims to achieve the following:

1- Identify the extent to which students of the College of Basic Education use the participatory photography approach accurately and ethically and gain research experiences in light of the preventive restrictions of the virus (COVID-19) in the State of Kuwait.

2- Detecting statistically significant differences in the use of participatory photography approach by students of the College of Basic Education in an accurate and ethical manner and gaining research experiences in light of the preventive restrictions of the virus (COVID-19) in the State of Kuwait according to the variable (gender).

The importance of the study

The importance of the study is as follows:

1- Identify the importance of the participatory photography approach accurately and ethically and use it to gain research experience for students in light of the preventive restrictions of the virus (COVID-19).

2- The study may contribute to other studies in participatory photography within the framework of distance education in the formation of students' knowledge, skills and abilities within new variables.

3- In light of the results of the current study, it may give indicators that can be used in the development and diversification of teaching methods, educational tools in light of the preventive restrictions of the virus and the choice of technology such as imaging, educational programs, which contribute to the teaching and learning process, and learning the basics of community research.

Terminology

- **Imaging:** "The technique of recording an image of an object through light or radiation on a light-sensitive material" (Rosenblum, Grundberg, Gernsheim & Newhall, 2018: 1).

- Participatory photography: A methodology often used to highlight how people perceive circumstances that affect them, is that members of a community or group take pictures to express their opinions, which are specific to the situation (Corbett & White, 2010).

Limitations of the study

1- **Objective limits:** The study limited itself to revealing the extent to which students of the College of Basic Education used the participatory photography approach accurately and ethically and gained research experiences in light of the preventive restrictions of the virus (COVID-19) in the State of Kuwait.

2- Human limits: The study was limited to students of the College of Basic Education in the Public Authority for Applied Education and Training in the State of Kuwait.

3- Time limits: During the semester 2021/2022.

Method and procedures

Study Methodology

The descriptive analytical approach was used, which is concerned with presenting the measured phenomenon as it is, as this approach is suitable for the objectives and purposes of the current research and its variables.

Study population

The entire population of the study consisted of (17455) male and female students from the College of Basic Education in the Public Authority for Applied Education and Training in the first semester of the academic year 2021/2022, and the number of male students reached (5324) male students and females (12131) students.

Study Sample

The researcher randomly selected the study sample of (398) male and female students from the bachelor's students in the academic year 2021/2022, and the sample included (155) male and (243) female students in the College of Basic Education in the Public Authority for Applied Education and Training. The study tool was applied to the random sample.

Table (1)

Frequencies and percentages by study variables

	Categories	Iteration	Percentage
Gender	male	155	38.8
	Female	324	61.2
	Total	**839**	**100.0**

Study Tool

The researcher prepared a questionnaire to measure the extent to which students of the College of Basic Education use the participatory photography approach accurately and ethically and gain research experiences in light of the preventive restrictions of the virus (COVID-19) in the State of Kuwait after reviewing the few previous foreign research and studies that are not available in the Arab world. The scale consisted of two parts, the first: the inclusion of general and basic information about the sample, including: gender, level of education; and the second part: Students use the participatory photography approach accurately and ethically and gain research experience.

Believe the tool

The researcher to ensure the sincerity of the tool to measure the apparent honesty by presenting it to a number of arbitrators specialized in research methods and educational technology in order to ensure the measurement of the appropriateness of paragraphs and their affiliation, and the clarity of the phrase and the integrity of its wording, and to submit proposals for amendment, addition or deletion, and the arbitrators have expressed observations and the appropriate sound opinion, and were taken and made formal amendments in the drafting, and the final questionnaire was taken out.

Stability of the tool

To ensure the stability of the study tool, the test and retest method was verified by applying the scale, and re-applying it after two weeks on a group of (30) outside the study sample, and then the Pearson correlation coefficient was calculated between their estimates both times (0.90). The stability coefficient was also calculated by internal consistency method according to the Cronbach alpha equation, as it reached (0.86) and these values were considered appropriate for the purposes of this study.

Statistical criterion

The Likert five-point scale was adopted to correct the study tools, by giving each of its paragraphs one degree out of its five degrees (very large, large, medium, weak, very weak) and it is represented numerically (5, 4, 3, 2, 1) respectively, and the following scale has been adopted for the purposes of analyzing the results:

1.00-2.33 weak

From 2.34-3.67 Medium

 3.68-5.00   Large

And so on,,

The scale was calculated by using the following equation:

$$\frac{\text{Upper Scale (5) - Minimum Scale (1)}}{\text{Number of Required Categories (3)}}$$

$$\frac{5\text{-}1}{3} = 1.33$$

Hence adding the answer (1.33) to the end of each category.

Procedures for carrying out the study

To achieve the objectives of the study, the following steps and procedures were followed:

− Identify the random study sample from the entire population.

− Preparing the study tool and presenting it to the arbitrators to benefit from their observations and take them into account.

− The researcher distributed the questionnaire to an exploratory sample of students of the College of Basic Education in the Public Authority for Applied Education and Training, and then after extracting the truthfulness and stability, the questionnaire was distributed to the sample.

− The researcher unloaded the questionnaires and conducted statistical analysis using appropriate statistical treatments to present and discuss the results and make recommendations.

Statistical processing

In the light of the study questions, the researcher used the appropriate statistical treatments by analyzing them on the SPSS program, and the researcher used arithmetic averages, standard deviations, Cronbach's internal consistency coefficient alpha, repetition stability and frequencies, in addition to quadruple variance analysis to show the study variables, and the use of Scheffe's method for dimensional comparisons of the effect of variables.

- Presentation and discussion of results

The first question: The question read: **"To what extent do students of the College of Basic Education use the participatory photography approach accurately and ethically and gain research experiences** in **light of the preventive restrictions** of the virus **(COVID-19) in the State of Kuwait?"**

To answer this question, the arithmetic averages and standard deviations were extracted for the students of the College of Basic Education to use the participatory photography approach accurately and ethically and to gain research experiences in light of the preventive restrictions of the virus (COVID-19) in the State of Kuwait, as shown in Table (2).

Table (2)

Arithmetic averages and standard deviations of paragraphs Students of the College of Basic Education use the participatory photography approach accurately and ethically and gain research experiences in descending order according to arithmetic averages

figure	Rank	Paragraphs	Arithmetic mean	Standard deviation	Level
1	1	Using a participatory photography approach catalyzes positive change.	3.52	1.19	medium
14	2	Allows you to learn assessment and applied research skills for students and people concerned with issues.	3.45	1.17	medium
2	3	It helps to learn to solve problems and acquire research skills and experience among students and community participants.	3.42	1.17	medium
16	4	Contributes to the collective discussion of images and the use of images to inform community projects and advocate for their interests.	3.37	1.32	medium
13	5	Instills moral responsibility within students when photographing in the surrounding environment and society.	3.33	1.17	medium
12	6	Accustom students to unexpected and contradictory consequences such as suspicion and embarrassment, criticism when taking pictures, and social and cultural factors and customs that have organized how learners and society respond to photography.	3.21	1.15	medium
15	7	It is used as agreat way to bring people together in order to explore issues, express concerns or simply be creative and tell stories.	3.20	1.29	medium
8	8	It promotes local innovation and development, therapeutic work, and gives marginalized groups the opportunity to express themselves.	3.19	1.20	medium
10	9	Participatory photography is expected to be a creative tool for self-expression, enabling learners to play a more active role in study.	3.18	1.20	medium
11	9	Contributes to engaging users in their own research such as: action research, participatory research, user-led research, and social impact assessment.	3.18	1.21	medium

figure	Rank	Paragraphs	Arithmetic mean	Standard deviation	Level
5	11	It integrates education, collaborative research, and action, and seeks to tap into less powerful groups.	3.16	1.35	medium
7	12	It activates knowledge, how to take pictures, interact with people in new ways, and develop new conceptual concepts.	3.09	1.19	medium
4	13	It raises ethical concerns for researchers who use photography in their research methods and participating photographers face hostility.	3.00	1.47	medium
3	14	It stimulates the expression of feelings, the exchange of experiences, raising new awareness of participants and potential audiences, clarifying social issues and making action plans.	2.94	1.13	medium
6	15	It causes marital and family problems and the environment to violate social norms.	2.86	1.25	medium
9	16	Stimulates community-led work and a tool to communicate with policymakers.	2.83	1.22	medium
		Overall Score	3.18	.780	medium

Table (2) shows that the arithmetic averages ranged between (2.83-3.52), where the paragraphs came with an average degree in sequential order (1, 14, 2, 16, 13, 12, 15, 8, 10, 11, 5, 7, 4, 3, 6, 9), and the arithmetic average for the field as a whole was (3.18), and to an average degree. The researcher attributes the result that the participatory photography approach in Kuwaiti society is limited to customs and traditions, and raises ethical concerns, despite this, the students' participation activities and research required of them It was successful in light of the preventive restrictions of the virus (COVID-19) in the State of Kuwait, despite some problems that students faced with participants in society, and they investigated moral values accurately and sought permission before filming, but the matter was not without due to the different cultures and diversity of nationalities in Kuwaiti society, and because of customs, customs and traditions, especially married women, and conservative girls, and student researchers and participants gained a lot of skills and learning and research experiences, and gained experiences in photography and the use of cameras In their forms, and the production of images, but to investigate credibility and scientific honesty, these participatory images and videos were not presented for their confidentiality in the current research, in order to make experimental research successful, social participation, and the acquisition of cognitive skills and cooperative inquiry, such as practicing empathy and awareness of others, and deducing the meanings of others, and responding to them. Participatory photography is a powerful technique, predicting potential unintended consequences. It seems that distance learning has had an impact under the conditions of repeated quarantine and preventive restrictions of the virus and the success of community participation, even if it is within a specific scope, and the use of participatory photography in an accurate and ethical manner contributed to the acquisition of students and participants research experiences and many skills as it is a new community experience of its kind in light of the preventive restrictions of the virus (COVID-19) in the State of Kuwait. The result of the current study agreed with the study (,

2010Prins; Brigham., Baillie Abidi., Zhang, 2018; Gotschi., Freyer & Delve 2008; Kolb, 2008).

The researcher noted that there are large numbers of people with special needs, and those with psychological problems participated in participatory photography and it seems that the experience contributed to peer support, creative expression, and a sense of accomplishment and enjoyment, and the result of the current study agreed with the study (Buchan, 2020).

The second question: The question read: **"Are there statistically significant differences at the level** of significance (≤ **0.05**) **between the arithmetic averages in the use of the participatory photography approach by students of the College of Basic Education in an accurate and ethical manner and** the α**acquisition of research experiences** in light of the **preventive restrictions** of the virus (**COVID-19**) **in the State of Kuwait due to the gender variable (male, female)? ".**

To answer this question, the arithmetic averages and standard deviations were extracted for the students of the College of Basic Education to use the participatory photography approach accurately and ethically and to gain research experiences in light of the preventive restrictions of the virus (COVID-19) in the State of Kuwait according to the gender variable, and to show the statistical differences between the arithmetic averages, the "T" test was used, and the first summary below tclarified this.

Table (3)

Arithmetic averages, standard deviations, and the "T" test for the effect of gender on the use of the participatory photography approach by students of the College of Basic Education accurately and ethically and gaining research experiences

	Number	Arithmetic mean	Standard deviation	value "T"	Degrees of freedom	Statistical significance
male	152	3.80	.585	-1.163	390	.245
Female	240	3.87	.563			

Table (3) shows that there were no statistically significant differences (a = 0.05) due to the impact of gender for students of the College of Basic Education to use the participatory photography approach accurately and ethically and to gain research experiences in light of the preventive restrictions of the virus (COVID-19) in the State of Kuwait. The result may be attributed to the fact that the use of participatory photography accurately and ethically has a positive impact on both genders, being an effective tool in the educational and community field, the genders appear to them the same The need to use, and the awareness of students and participants (male, praise) the role of photography, its effectiveness and attraction towards it on the teaching and learning field, and the tangible development of students and participants in learning skills and the acquisition of research experiences, so I show their tendencies to use participatory photography accurately and ethically in learning. The current question result agreed with a study (2010Prins; Gotschi., Freyer & Delve 2008; Kolb, 2008) where no differences were shown for the effect of genders.

The current question result differed with the study (Brigham., Baillie Abidi., Zhang, 2018).

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