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Interactive interviewing and imaging: engaging Dutch PVE-students in dialogue

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ABSTRACT

Schools are important settings to promote health as they provide a context where children and young people learn to develop competencies to understand and influence their lifestyles and living conditions. This requires a school climate that encourages democratic learning processes and empowers students to become agents in their own lives. This process can be supported by taking an asset approach which focuses on opportunities and resources to enable change. It also requires methods that enable students to express their perspectives and engage in dialogue with peers and adults. Based on a case study in the Netherlands, this paper explores the use of two methods to actively engage Pre-Vocational Education (PVE) students in peer dialogue about their perspectives on active lifestyle, thereby rapidly mapping their assets instead of their needs. For this purpose, two action research methods were adapted and field-tested: the Structured Interview Matrix (SIM) and Photovoice. We describe the optimization process of these methods to fit with PVE-students in classroom settings. The protocols developed were applied in different PVE-schools with children aged 12–14 years and adapted iteratively based on the evaluations by critically reflecting on the experiences. We conclude that a combination of these methods (labelled Triple I) provides students with real opportunities to visualise their perspectives and engage in mutual deliberation. It also allows for efficiently collecting qualitative data from a large group of participants in an engaging way.

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Introduction

Schools are important settings to promote health in children and young people (WHO/WPRO 1996). Health promotion, according to the definition in the Ottawa Charter (WHO 1986), is ‘the process of enabling people to increase control over, and to improve their health’. This is also the foundation of the health promoting school approach which

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implies that promoting health in schools is 'a democratic learning process that aims to develop children's and young people's competencies in understanding and influencing lifestyles and their living conditions (Barnekow et al. 2006; Buijs 2009). This resonates with Paulo Freire's ideas of critical pedagogy (1973) for which students voicing and reflecting on their personal experiences in the light of the context they live in, form a starting point for youth empowerment and youth taking action for change (Warne, Snyder, and Gådin 2012; Giroux 2010). As stipulated by Hamstra and Van den Ende (2006), actively involving students in dialogue about their perspectives on lifestyle leads to more acceptable and effective interventions if they address the dreams and perspectives of students, focusing on what they enjoy doing and taking into account the possibilities of their local context and characteristics.

Although studies reporting on the participation of youth in constructing healthy school environments are still scarce (Hagquist and Starrin 1997; Simovska 2007), the results are promising as is concluded by Hyndman (2015) and Davison, Ghali, and Hawe (2011). Simovska (2005) argues that for students to develop action competency it is very important for them to engage in dialogue with peers and/or adults about health issues and strategies, to experience change of perspective, and to reflect on and construct shared meanings. Furthermore, Simovska (2007) encourages the genuine participation of students in health education and health promotion, which implies the need for the development of personal meanings and knowledge co-construction, as well as recognizing that students are inseparable from their individual contexts. Also, for students' motivation and engagement (Baum 2016), methods should be participatory, involving them in a co-creating process *with*, *by* and *for* them while generating data, determining priorities and deciding on actions (Lawson et al. 2015; Lansdown 2001).

Additionally, focusing on solutions rather than health issues could strengthen this strategy. For this, a Salutogenic approach is particularly suitable as it focuses on resources and assets for health and health promoting processes (Eriksson and Lindström 2008) rather than deficits, risk factors and disease (Morgan and Ziglio 2007). Starting with resources and assets helps students to discover opportunities, talents, abilities, experiences, places, contacts and networks of support (Morgan and Ziglio 2007) to develop health in their own contexts and within their reach, yielding realistic opportunities to lead a good life as they aspire (Eriksson and Lindström 2008).

Therefore, schools aiming at promoting healthy lifestyles need to find strategies to involve students to discover their perspectives and to empower them for action, for two reasons. First, it will respect their *agency*, i.e. active subjects, in understanding and influencing their behaviours and school context. Second, students are the real experts on their own lives and contexts and their perspectives will provide pivotal information to design health promotion interventions (Fricker 2007). These strategies require a method that can be used in the classroom and school context to stimulate dialogue and construct shared meanings between peers, which is able to bring to light the individual perspectives and contexts of all the students, regardless of age, intellectual capacities or background, and which enhances self-driven learning processes minimally influenced by a teacher or researcher.

There are several participatory research methods to determine assets of individuals or a community. Individual and focus group interviews were used in collecting data in various studies and on a variety of topics (e.g. (Parker and Tritter 2006). Other methods

involve narrative techniques where participants are asked to share experiences in an open interview setting using pictures and focus groups (e.g. (Hill and Azzarito 2012)). A study of Wright and Mahiri (2012) used an assets-approach in repositioning students at the centre of the learning process in literacy development by (1) creating a safe space for learning, (2) the use of engaging teambuilding strategies, (3) pedagogical approaches that identify and build on the youths' assets, (4) youth literacy-development apprenticeships by adults and by young people, and (5) connecting learning outcomes to real-world purposes. Further, both the asset approach and participatory action research methodologies have been successfully combined in the Asset Based Community Development (ABCD) approach developed by McKnight and Kretzmann. However, these methods require specific expert interventions and are therefore not easily applicable in a normal school setting with larger groups than 8–12 persons, fitting day-to-day curriculum activities with none to minimal influence of a teacher or researcher.

From the range of methods available, two were found to be of particular interest: the *Structured Interview Matrix* (SIM) and *Photovoice*. The SIM facilitation technique (Chartier (2002) as quoted in O'Sullivan et al. 2009) accommodates voices for up to 40 participants and has been shown to stimulate authentic engagement through group discussion. It enables each voice to be heard as all participants express their views by way of an individual-to-individual interviewing procedure with researchers' bias being minimal. The SIM procedure as adapted by O'Sullivan and colleagues (2015) involves a stepwise process to enhance social connectivity and finding common ground among participants, and thereby stimulates solution-oriented thinking, and contributes to asset literacy. The latter procedure was considered particularly promising to offer insight into the insiders' perspectives of students and mobilising them into action.

Photovoice is a participatory action research procedure in which participants are invited to visualize the meaning of their verbalizations, attitudes, understandings and concepts and to discuss their interpretation (Wang et al. 1998). Based on Freire's concept of educating to promote critical consciousness (Freire 1973 as quoted in (Wang et al. 1998)), participants engage in a three-step process: taking photos, facilitating group discussions and participatory analysis. Photovoice has been used in various contexts, adapted to specific characteristics of participants and various research and intervention goals (Catalani and Minkler 2010; Jorgenson and Sullivan 2009). Some researchers have successfully adapted Photovoice for youth participants in an after-school programme (Strack, Magill, and Kara 2004; Hannay et al. 2013; Wilson et al. 2007).

As there are no studies describing the SIM being applied with students as participants nor Photovoice being used in a classroom setting, we explored the possibilities to apply both methods in the classroom as an asset-mapping tool and engaging students in dialogue. As a case study, we chose the topic 'active lifestyles' in the Netherlands and the educational setting of 'Pre Vocational Education' (PVE)¹, also referred to as lower secondary education, with students aged 12–14 (level 2, of the ISCED-2011 (UNESCO Institute for Statistics 2012)). This population was selected for three reasons. First, because PVE-students are less likely to participate in sports clubs and exercise less compared to their peers in other school levels (Slot-Heijs and Lucassen 2018). Second, because PVE-students have a practical and visual rather than theoretical orientation (Hamstra and Van den Ende 2006) and they use interactive media abundantly for gaming, problem solving

and gathering information. Third, PVE-students are motivated if they relate to school (feel connected and are able to identify), are allowed to work autonomously and with flexible methodology with only little homework (Severiens, Liu, and Rezai 2005).

Our aim was to explore the use of these methods to stimulate dialogue between students about their perspectives to be used in the classroom setting. Therefore, the main objectives of this paper are: First, to design a procedure applying SIM and Photovoice in the classroom setting with PVE-students, and second, to field-test it on the topic of active lifestyle. We do this by iteratively adapting the procedures based on the evaluation by critical reflection on the experiences from several cycles of application.

Methods

Selection of participants

Two PVE-schools were recruited with a first and second grade class at each school. We worked with students aged 12–14 (level 2; ISCED-2011 (UNESCO Institute for Statistics 2012)) of which in total 96 students participated during four SIM sessions and 48 also in two Photovoice sessions. The sample contained equal numbers of girls and boys.

Ethics

Passive informed consent from all students and their parents was obtained through a mailing by the participating schools explaining the possibility to opt-out in which case schools provided an alternative programme. Students were informed about the sessions and asked and encouraged to participate actively, emphasizing the importance of their contribution and engagement as co-designers in translating their perspectives into intervention(s) to be developed in their schools, transforming their environment (Cook and Buck 2010). At the start of each session, opting out was again mentioned to ensure that all students experienced withdrawing from the study as a realistic possibility.

Development of the questions

Four main questions were developed to identify the assets and thereby students' perspectives regarding the topic of active lifestyle. Assets were defined as 'all aspects that would enhance their ability to achieve, maintain and sustain an active lifestyle' (Morgan and Ziglio 2007). The questions represented the main asset categories as described by Foot and Hopkins determining lifestyle choices which, in the context of students at school were translated into 4 categories and corresponding questions:

- Practical skills, capacities, knowledge and talents: *'When do you exercise enough to stay fit?'*
- Interests and passions that provide them with energy: *'What do you do to be "cool"?';*
- Networks and connections including friendships; social environment: *'With whom or what do you exercise?'; and*
- Resources in physical environment, including (sports) associations: *'What would you really like to have in school to make you more active?'*

Based on the experiences in the first sessions – further described in the results section – questions were rephrased matching the language of the students: *When are you exercising sufficiently to stay fit?*, extended with *And do you think you're exercising sufficiently?* (knowledge and skills); *If you could organise an event for your class, what kind of activity would you choose?* (social environment); *If you come home from school and put down your bag, what do you like to do?* (passions); *What would you enjoy doing at school in breaks or after school?* (physical environment).

Development of the instruments

Structured interview matrix (SIM)

SIM entails dialogue at three levels (O'Sullivan et al. 2009): (1) one-on-one interviews conducted by the participants in the group; (2) facilitated small group synthesis of the data collected during the one-on-one interviews; and (3) plenary presentation of the small group syntheses and a facilitated plenary discussion. To match this process with the characteristics of school context (timetable and curriculum) and the participants, we developed a comprehensive and shortened version (Figure 1), limiting the amount of interview rounds to three which fitted an approximately 120-minute session, although we added a step to the process in which subgroups prepared interview questions for the short interviews.

At the start of a session (Figure 1) participating students received a colour assigning them to a subgroup dedicated to one of the four main questions. After a plenary start, subgroups prepared interview questions to inform their main question (step 1, Figure 1). Next, the one-on-one interviews were performed in three 5-minute rounds (step 2). The students were either interviewer or interviewee where the interviewer asked questions and took notes. After the interview rounds, students returned to their subgroups to share and compare notes, add their own ideas and subsequently categorize subgroup findings on a flipchart (step 3). Finally, subgroup members presented their flipchart notes to the full group and further findings were added from the plenary feedback (step 4).

Photovoice

To allow implementation in the school context, the Photovoice procedure was reduced to an approximately 3,5 clock hour session (Figure 2).

Following a plenary introduction and summary of their first (SIM) session, recapitulating their earlier statements on active lifestyles, the class was divided into four colour coded subgroups (step 2, Figure 2). Each subgroup established group norms related to creating a safe environment and talked and agreed upon the aim of the project. The photo-taking process was explained and the SHOWeD technique introduced (Wilson et al. 2007, 241–261) and practiced to help them discover causality in photos and to practice verbalizing (step 3). Experiencing that a photo can evoke varying impressions by different people helped in instructing them how to view and describe their photos. Sometimes viewing photos in couples helped increase students' responsiveness.

The SHOWeD questions were slightly adapted to ensure students would better understand them:

- What do you see in this photo?
- What do you think is actually happening?

Structured Interview Matrix

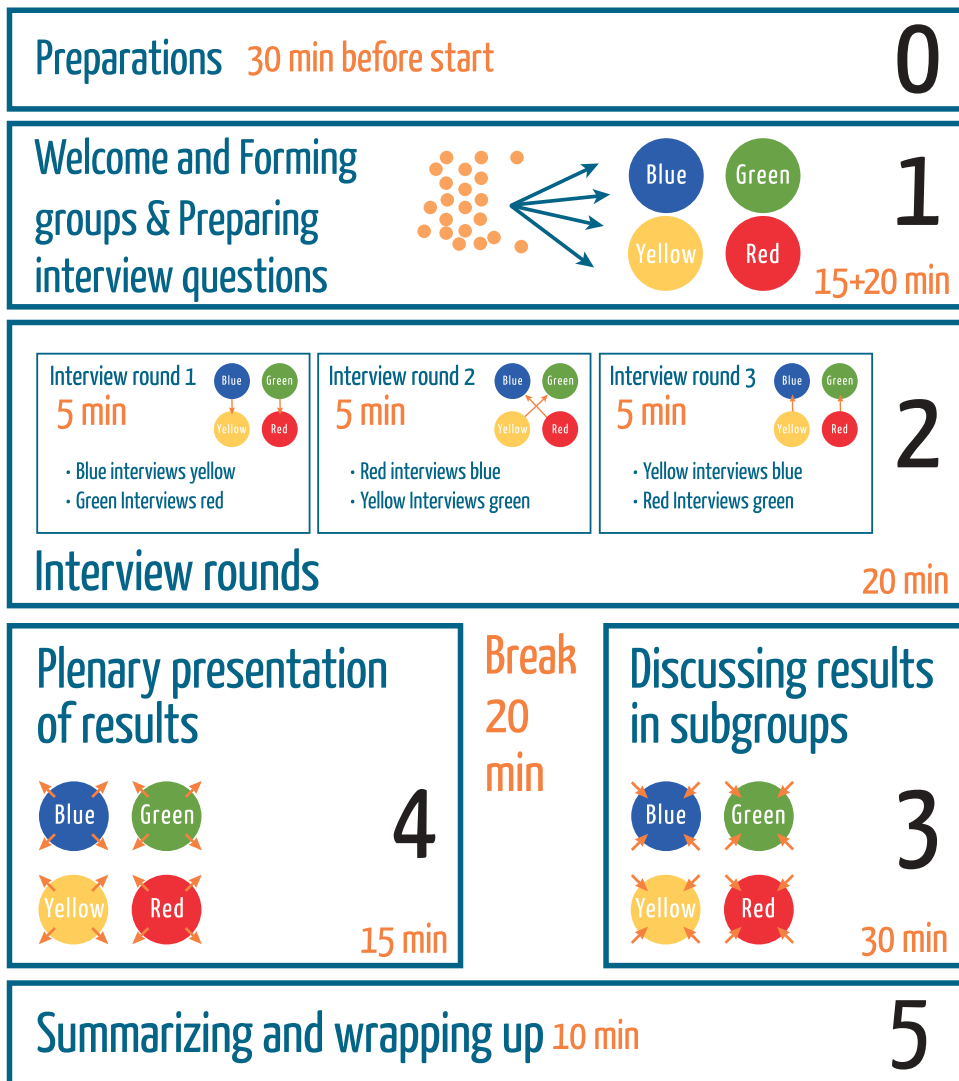


Figure 1. Schematic representation of the SIM session.

- How does this influence an active lifestyle?
- How can we use it to make the school more active?

Then, each subgroup brainstormed about the meaning of an active lifestyle to them and how this could be visualized (through places, activities, people, groups). Next (step 4), they received the photo assignment and went out into the school to take one photo per theme:

Photovoice session

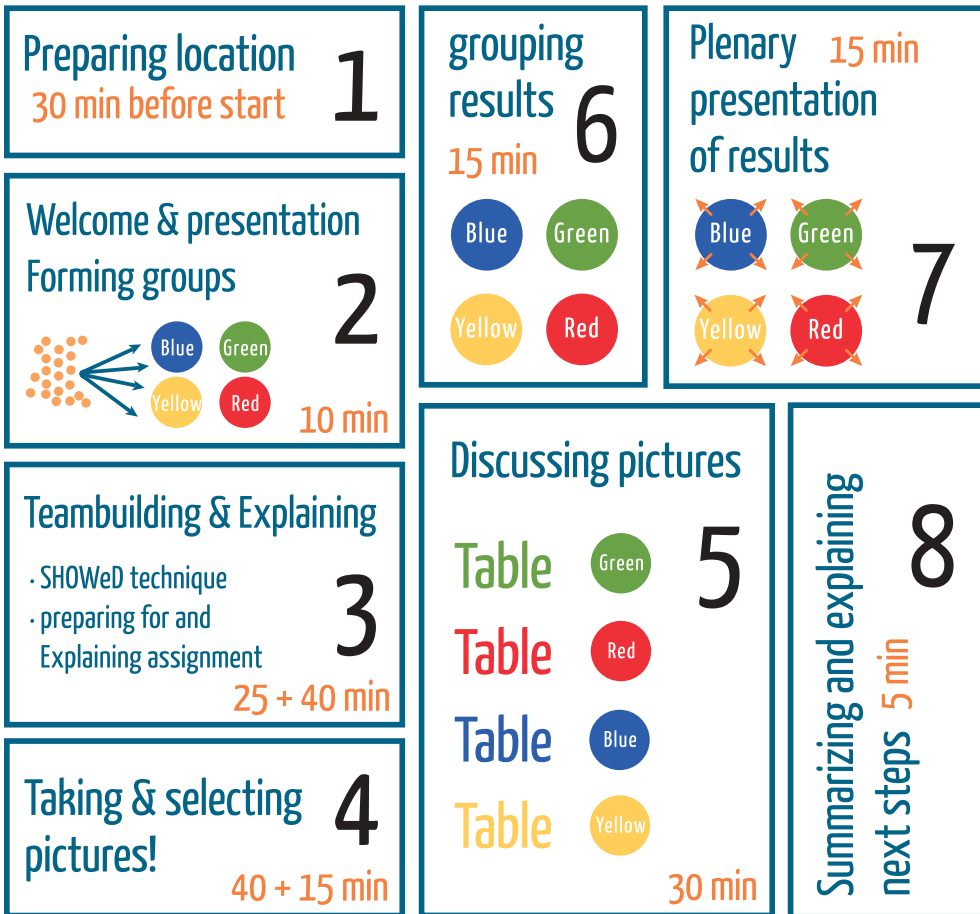


Figure 2. Schematic representation of the Photovoice session.

- Something or someone that helps you to be active in school, during breaks or immediately after school;
- A moment that makes you happy or gives you energy;
- An activity you enjoy doing with others during school breaks or after school.

A physical perimeter around the school was demarcated and students were instructed about ethical restrictions for photographing people. Photos were sent to a general email-address or uploaded to a computer. Upon return they wrote a short account per photo. Next the photos and accounts were discussed in the subgroups using the SHOWeD questions (step 5). Finally, they categorized the photos and comments on a flipchart (step 6), which each subgroup presented plenary (step 7).

Based on the experiences in the first Photovoice session both the questions and procedure were adapted. In the results section we will go into more detail on the motivation for these adaptations. The questions were adapted into:

- **What** do you have in your environment that helps you to be active in a way that you enjoy?
- **Who** helps you to be active?
- **What** makes you happy or gives you energy?
- **What are you good at** that helps you to be active?

The procedure for the second school was adapted: students received the photo assignment one week before the session through their mentor. They were asked to take four photos related to the SIM questions, formulate a key phrase for each photo about what it represented, following the SHOWeD technique and send the photos and texts to a general email-address prior to the Photovoice session at school. During this session students ($n = 24$) received their photos and sat down at one of the colour-coded tables addressing one of the questions. During four 20-minute rounds they discussed their corresponding photos at the tables, using the SHOWeD questions. Facilitators remained at the tables; students moved around. At each table a flipchart was created summarizing the main outcomes of the four discussion rounds which finally were presented as a plenary session.

Selection and training of research assistants as facilitators

To ensure all PVE-students would engage in the process, group work was facilitated by research assistants. Bachelor students in Physical Education or Sport, Health and Management were selected as they are used to working with students as teachers and coaches. Being close in age to the PVE-students they could empathize more easily, understand their perspectives and were more likely be considered as peers (Meesters 2018). These research assistants were trained as facilitators by first undergoing a SIM and Photovoice session themselves. Their feedback was used to improve the methods and questions. Their observations aided the evaluation of the methods.

Data collection and analysis

To establish the final procedure for SIM and Photovoice, facilitators and researchers evaluated and reported the process for fittingness with the PVE classroom setting and school schedules after each session. These process evaluation reports were used as data input. Data analysed were: facilitator's reports on general impressions of time management; their reports of experiences with keeping the students focused and engaged; students' skills related to preparing and performing interviews; responsiveness to interview questions; experiences with engagement in discussing interview results in subgroups; and experiences with the plenary presentations. Based on the iterative evaluation procedures, the guiding questions were adapted.

Results

Procedure of SIM and photovoice

Location and timing

Planning, timing and most materials differed marginally for the SIM and Photovoice sessions. Although the SIM sessions took place at the town hall, students quickly got used to this location. They felt free to wander around and speak with peers and facilitators/researchers. Most SIM sessions took place in one central room. One experiment to organize the interviews and subgroup discussions in multiple rooms to keep them focussed proved logistically too challenging, which is why subsequent sessions were again organised in one central room.

The school classroom was fitting for the Photovoice sessions. However, asking students to walk around their school to take pictures during school time caused some disturbance for other classes. Therefore, in preparation for the second Photovoice session, the photo assignment was provided as homework. Thus, results from the two sessions slightly diverged as one group was limited to the school area and was short on time, whereas the other group could take photos at home, doing leisure activities and had a week to complete the task. Gathering photos involved other challenges: online connection problems hindered collecting the digital photos made 'on the spot' for subgroup discussion. If made at home, some students forgot to bring or send in their photos.

Furthermore, the timing of the sessions affected session quality: afternoon sessions were associated with a shorter attention span, less in-depth interviews and more superficial subgroup discussions compared to the morning sessions. To overcome students' short attention span we interrupted the session with one or two energising activities for them to refocus and concentrate on the next activity.

Age and educational level

The SIM-sessions were performed in first and second grade PVE classes. First-grade students reported having difficulty in formulating questions and performing interviews: they seemed to yield more superficial answers and less usable and in-depth information. For example, the question 'If you come home from school and put down your bag, what do you like to do?' would yield answers such as 'gaming' or 'nothing', uninformative about the reason why, or what that particular activity meant to them. All second-grade students were able to perform in-depth interviews, but students in all groups needed high levels of structuring (e.g. a specific timetable and clear instructions, restrictions as to the in-class use of mobile phones) to concentrate and perform the tasks. Based on these experiences with SIM sessions we decided to organise Photovoice sessions only with the students from the two second-grade classes to ensure better data quality.

Facilitators

The facilitators' role during the sessions was crucial for adequate procedural instruction, keeping the participants focussed and for facilitating discussion; over sessions the facilitators improved their skills in guiding and monitoring the students. This could be the result of developing rapport with the students. Consequently, over consecutive sessions more in-depth information could be gathered, and students retained motivation and focus.

Furthermore, although anecdotal, facilitators' clothing appeared to be of influence: sports clothing seemed to induce sports-related answers, whereas with regular clothing, answers opened up to activities such as 'walking the dog' and 'hanging around at the supermarket'.

General instructions

The first SIM session comprised a lengthy introduction about the project's rationale by multiple presenters. This resulted in students quickly losing attention. In all subsequent sessions, the introduction was, therefore, shortened to a five minute-introduction by a single presenter, who explained session structure and students' roles, showing a locally filmed video. This yielded students having a better focus and behaving more responsively.

Plenary wrap-up

Most students were able to summarize group discussions in a plenary session. Their presentations led to additional questions or statements from classmates, especially in the Photovoice sessions. Many students found it hard to keep focus, though. Plenary discussions were, therefore, mainly limited to sharing subgroup summaries and ended with a brief explanation of the follow-up procedure.

SIM procedure

Interviewing appeared to be a skill needing extensive introduction and practicing. In the first session, students were introduced to the central question and started interviewing each other without further explanation. This yielded rather shallow interviews, lasting only 2–3 minutes and substantively rather uninformative. For example, if the answer to the question 'what do you do to be cool?', was 'playing soccer', this could end the conversation. Despite piloting, the initially formulated questions proved too complex, abstract and focused on sports instead of an active lifestyle. Therefore, for the next SIM sessions changes were applied on several levels:

- Questions were rephrased matching the language of the students;
- Questions were projected on a screen and each subgroup was provided with their specific question on paper;
- Each subgroup was asked to prepare probing questions and was briefed on interviewing techniques before interviewing rounds started.

This improved the depth of interviewing considerably and consequently the informative quality of the narratives: students could better handle asking probing questions. Collected answers involved both sports and leisure activities. They gave examples such as 'hanging around at playgrounds', 'playing in the street' or even 'playing instruments' or 'cooking' as well as explanations why, for example 'being part of a group', 'winning', 'taking care of others' and 'immerse myself in the music'.

The sessions also revealed that in the original set-up, some students were themselves interviewed twice but only interviewed one other student, thus creating an imbalance in the data. The later SIM sessions, therefore, comprised four interview rounds and were further improved by expanding the time for preparing the interviews to 15 minutes.

By using probing questions, the facilitator stimulated the subgroups' own reflection and discussion about their question, providing more divergent perspectives on aspects

influencing their active lifestyle. This resulted in students providing examples such as a girl adding that she felt that sports activities were mainly geared toward boys and indicated that she preferred to play hockey with other girls. The first-grade students appeared to have limited reflection skills; second-grade students were better able to retrospect and prospect.

Because of the adaptations we made to the protocol, responsiveness to the interview and discussion statements improved over the subsequent sessions. This was due to the reformulation of the questions so they were better understood by the students, more advanced educational levels of the students and increased experience of the facilitators.

In the different SIM sessions subgroup sizes varied between four to eight participants which allowed for proper preparation of questions and reflection on answers. With larger subgroups it might have been more difficult to keep all participants actively involved.

Photovoice procedure

In the first school, where the photo assignment was given during the session, extensive explanation of the procedure was pivotal since students appeared confused: some students took photos together, some individually and most of them were very hesitant to take photos, not knowing what to photograph. Overall, the task took them about 40 minutes to complete and because sending and uploading photos to computers was time-consuming and resulted in loss of attention, there was too little time for subgroups' discussion of photos.

Therefore, in the second school, the procedure was adapted and students had more time and options for photographing and selecting photos before submitting them. The photos themselves differed compared to the 'in-school-assignment'. Where the 'in-school' assignment mainly resulted in photos of the school building the schoolyard, their teachers and other students, the 'out-of-school' assignment also rendered photos with street features, playing/sport fields, their pets and musical instruments. Furthermore, the 'out-of-school' students had time to reflect on the assignment and provide an account of their photos, yielding better preparations and more session time for discussion.

In both set-ups students reflected upon and discussed their own photos and those of others in the subgroups. They were corrected by their peers if their answers were deemed not truthful e.g. 'you don't even like running', or if they were joking around e.g. 'I'm only active in my bedroom'. In the second school, it appeared helpful when facilitators stimulated dialogue between students by first asking group members what they would see in a photo before asking the photographer to elaborate. After the discussion, they clustered the photos and added new ideas. A good example was the photo of a high brick wall around the schoolyard, which some students described as making them feel imprisoned. In the discussion that followed they co-created the idea of cheering up the atmosphere by applying professionally designed graffiti. The suggestion of one student that it would be too expensive, was challenged by his peers suggesting they could contribute themselves by organizing a market to sell the objects they made in different lessons at school and by organizing some kind of sports event for fundraising. In addition, a group size of 6 to 8 students worked best, since in those group sizes all students were able to take turns at explaining their photos and to participate in the group discussion.

Reflection on process and researchers' roles

In the process of field-testing the methods the aim was to provide an atmosphere and context in which students would feel important, equal and safe and treated as valuable and essential for the work that we were doing with and for them. We tried to level as much as possible with the students by reducing the influence of power relationships based on hierarchy (teachers were not involved) or age. This is why we collaborated with our bachelor students as research assistants and why we experimented with ways in which students were merely dialoguing with each other rather than the main researchers. In this way the study became a joint co-creative process. Our roles as main researchers were supervising the whole session and facilitating some of the subgroup discussions. The results of the sub-sessions facilitated by the research assistants and the main-researchers yielded similar results. Although as (co-)researchers we could not fundamentally level with the students as peers, our hands-on experiences while working with them are that the adaptations in the procedures did allow us to iteratively get closer to their life worlds and insiders' perspectives.

Discussion

The combination of the adapted SIM with 4 interview rounds and Photovoice with a homework assignment facilitated and stimulated PVE students' active participation and peer dialogue, discussing different topics related to active lifestyle. Both methods allowed students to express and discuss their thoughts and ideas in different ways and moments by visualizing, reflecting, verbally describing and discussing them, both individually in interviews and through photos, in subgroups and in the plenary part of the sessions. Where both SIM and Photovoice were expected to give insight into students' perspectives, in the presented set-up, SIM appeared to yield a little less insightful information compared to Photovoice, probably because the students missed the time and skill to really reflect on questions. However, SIM appeared to stimulate students to contemplate active lifestyles and what this could entail and as such prepare them for the Photovoice assignment and group discussions.

Therefore, based on our findings the added value of combining the methods is that by setting the scene using SIM, students start thinking about active lifestyle, discuss these thoughts with peers, hence broadening their individual perspectives. This helps in the preparation of the consecutive Photovoice assignments eventually yielding more various and carefully considered photos and narratives. Both methods, independently and used in combination, facilitate efficient participatory asset mapping from a large group of students. Both methods can be applied in a classroom setting at different school levels without undesirably interrupting the school curriculum.

Still, some critical considerations are in place. First, the technical advantages of mobile phones notwithstanding, students sometimes brought in strange photos less easy to connect with the Photovoice-assignment. An explanation for this is that they found the task of producing, selecting and interpreting photos, difficult (Van der Neut, Teurlings, and Kools 2005). While deliberating, however, they could indeed provide explanatory accounts, even for photos that initially seemed irrelevant. As such, this seeming disadvantage actually emphasizes the importance of combining a visual method such as Photovoice with a method addressing verbal reflections on the visuals which resonates with studies into dual core learning (Paivio 2014).

Second, SIM and Photovoice as action research methods aim to engage participants to take action for change, in other words to become agents of their own lives. In our field-test with PVE students, the assistance of facilitators in the subgroups proved to be essential to gain more in-depth insight into the straightforward answers collected in the interviews. They needed to stimulate discussion, asking probing questions while sharing and clustering interview results. This was challenging as we wanted the level of influence of teachers/researchers to be as limited as possible. With our choice of bachelor students as facilitators we were able to create an atmosphere of openness while at the same time stimulating the discussion and keeping all students engaged in the group dialogue. To effectively use these methods in a classroom setting to engage students as agents, teachers or researchers should carefully consider the characteristics of their participants and consider power relationships to be able to ensure both the open and equal atmosphere and at the same time facilitate group dynamics.

Third, as SIM turned out to be rather difficult for first-grade students, yielding rather superficial reflections, we decided to experiment with Photovoice for the second-grade students only. A possible explanation for the relatively shallow reflections in the SIM session, besides possible limitations in reflective capacity of children of this age, is that SIM capitalises on verbalizations of thoughts. However, Photovoice may turn out to be a useful instrument for first-grade students as well, because in the procedure students are allowed to visualize what they find important on their own terms. Thus, the method has a low threshold for participation and is easy to apply with mobile phones. This also resonates with Hamstra and Van den Ende (2006) who propose that particularly PVE-students are oriented more visually than cognitively. Further research is warranted into such visual methods with younger students as they are indeed promising for providing insight into their perspectives as the work of Abma and Schrijver (2019) suggests.

We consider our insights on applying a combination of verbal and visual participatory methods, such as with SIM and Photovoice, for providing the insiders' perspectives of students an important first step to developing more accepted and effective health promotion interventions in schools. Such combinations might also form a first step for students to become conscientious and engaged in actions within their schools to influence active lifestyle among fellow students. However, such intended outcomes require more than student insights: it requires teachers and schools to facilitate, encourage and support their ideas and the notion of active participation and students as agents at large. For this, teachers need to have the competency to work with participatory strategies that encourage student ownership and relational learning and that contribute to the development of action competence (Simovska 2007).

In closing, we combined two interactive methods: a playful visual method (Photovoice) with an interactive, reflective verbal method (SIM) that was found to work well with the target group of PVE-students. We labelled this new procedure 'Triple I': *Interactive Interviewing and Imaging*. We consider Triple I an addition to the ethnographic research repertoire with youth, because it helps to understand the ways in which students' social worlds are constructed and controlled by themselves (Emond 2005; Meesters 2018) balancing methodological control with respondent participation in a way that matches their daily life activities. The main contribution of this study is therefore, that we developed a promising and applicable method that can be applied in various contexts and for different purposes if insight in insider's constructions of the social world is required and verbal interactions are not sufficient.

Particularly, in the crossover of health promotion and education, we deem Triple I of interest for teachers and health promotion professionals working with schools and students.

Note

1. In the Netherlands secondary education is characterized by division: it is oriented toward the needs of the student as assessed during primary school. PVE takes four years to complete between ages 12–16 and offers four level streams (Nuffic 2nd Edition, January 2011 | Version 6, July 2019).

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