

Using Photography to Determine Knowledge, Attitudes and Perceptions towards Heritage Sites: The Case of Buff Bay

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2017 Edna Manley College/Rex Nettleford Arts Conference

Kingston, Jamaica

*To change society
we must first change the individual,
and education is the most effective social
institution to accomplish this task*

- Stephen R. White (after Theodore Brameld)

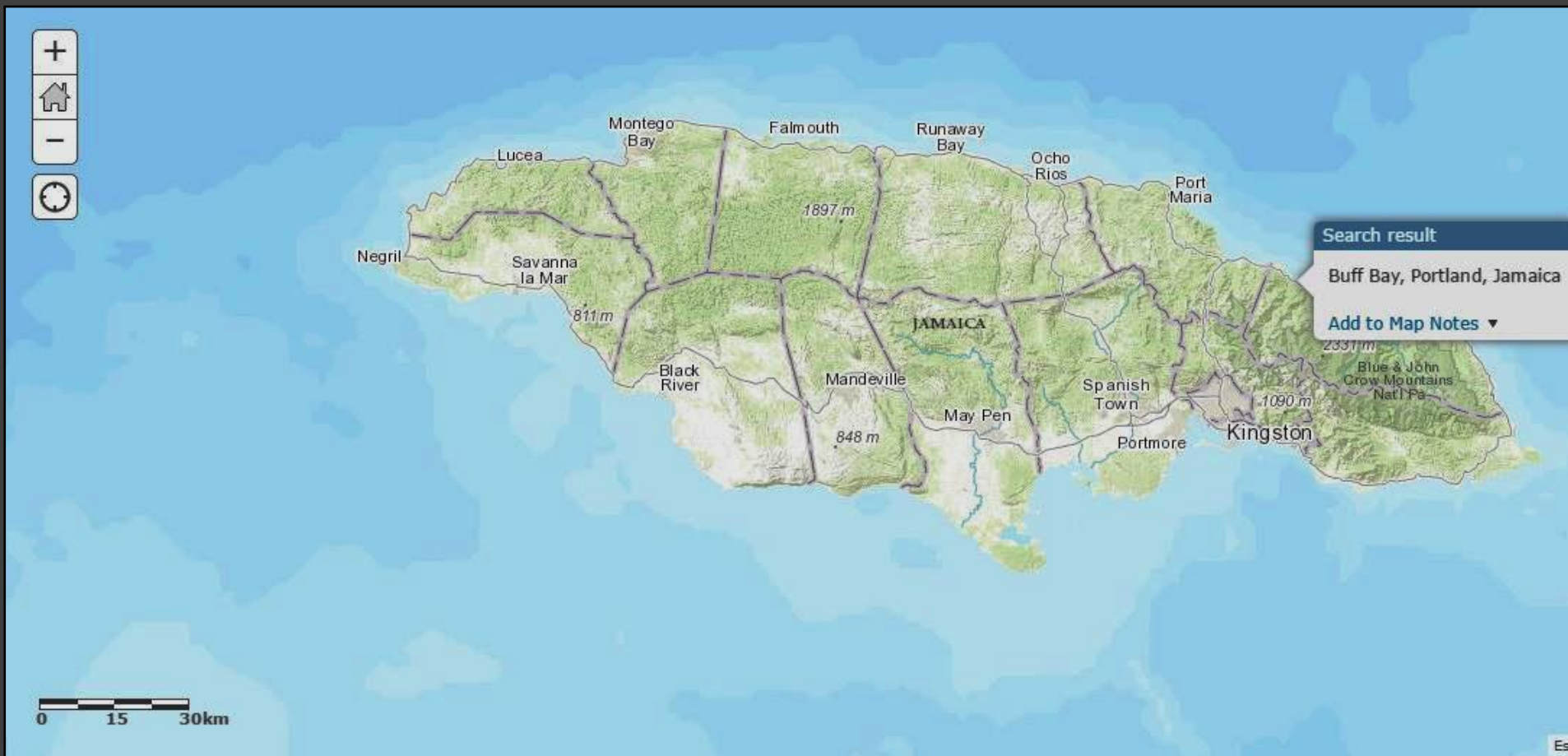
Research Problem

- There is a need to interest and educate young people about the natural and cultural heritage sites in their communities so that they can be recognised as potential sources of employment and as catalysts for rural sustainable development.

Introduction

- A pilot study to determine how photography can be used to educate high school students about how heritage sites can be used for sustainable rural community development.
- Grade Nine students of Buff Bay High School in Portland on Jamaica's north-east coast were selected due to the researcher's familiarity with the location and its wealth of natural and cultural heritage.

Study Area: Buff Bay & the Buff Bay Valley



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- In the community buffer zone of the Blue & John Crow Mountains, a UNESCO World Heritage Site.
- Most persons in the Buff Bay valley fall below Jamaica's poverty line.
- Poverty levels become more severe moving up the valley and away from Buff Bay. (Wright, 2002)
- High poverty levels due to high dependence on farming.



UNESCO World Heritage Site (Mixed Site)



From (L to R): The endemic red-billed swallow-tailed hummingbird; Maroon Kramanti dancing by the Charles Town Maroons; The 200 ft. One Drop Waterfall.

Photos by Andrew P. Smith

Research Objectives

- To use photography to educate Grade Nine students about the heritage sites present in their community.
- To photograph the condition of these sites, so that they can be used as references for conservation and renovation.
- To use photography to generate online discussions about how the sites can be used.
- To encourage students to photograph heritage sites in order to have visual references for personal research.
- To examine the knowledge, perceptions and attitudes (KAP) of these students towards selected community heritage sites.

Knowledge, Attitudes & Perception

- Knowledge: (Oxford University Press, 2017): Facts, information, and skills acquired through experience or education;
- Attitude (Cherry, K., 2017): A set of emotions, beliefs, and behaviours toward a particular object, person, thing, or event which are often the result of experience or upbringing...while attitudes are enduring, they can also change.
- Perception (Williams, Y., n.d.): A process where we take in sensory information from our environment and use that **information in order to interact** with our environment. Perception allows us to take the sensory information in and make it into something meaningful.

Knowledge, Attitudes & Perception

- This information is being gathered to determine:
 - i. Are students able to identify heritage sites within the community?
 - ii. What knowledge do students have about the history and usage of these sites?
 - iii. Have they been to the sites before?
 - iv. What do they think should be done to the sites?
 - v. How do students view the sites?

Education Theories

- Relevant theories are John Dewey's Social Activism Theory, the Scaffolding Theory of Lev Vygotsky and Jerome Bruner's Discovery Learning.
 - Learning requires social interaction (Dewey). This took place in workshops, in the field and discussions with fellow students.



Education Theories

- Learning takes place when learners are guided by experts to build on pre-existing knowledge (Vygotsky). Experts led workshops on heritage tourism, site conservation and photographic documentation. Learners' pre-existing knowledge include local knowledge of their community and their familiarity with using camera phones.
- Learning exists through exploration and self-discovery (Bruner). This occurred in the field.



Heritage Education – Definition & Rationale

- An approach to teaching and learning about history and culture that uses information available from the material culture and the human and built environments as primary instructional resources.
- To strengthen students' understanding of concepts and principles about history and culture and to enrich their appreciation for the artistic achievements, technological genius, and social and economic contributions of men and women from diverse groups (Hunter, 1988).

Heritage Education - Importance

- Nourishes a sense of continuity and connectedness with our historical and cultural experience; encourages citizens to consider their historical and cultural experiences in planning for the future; and fosters stewardship towards the legacies of our local, regional, and national heritage (Hunter, 1988).
- Through education, young people can find new ways to build commitment and strengthen action in favour of preserving our cultural and natural heritage, our tangible and intangible heritage, and our local and world heritage. Their efforts will benefit not only the present generation but also the generations of the future (Matsuura, K., UNESCO, 2002).

Photography for Heritage Education & Conservation

- Photography has been used in heritage education as follows:
 - i. Creating photographic surveys of built heritage (Tostões & Braga, 2013).
 - ii. Creating photographic heritage trails (de Almeida Silva, da Silva Neves, Neves, and Fonseca Arruda, 2016).
 - iii. Teaching history through photography (Lindquist, 2012).
 - iv. Addressing national identity issues (Welch, 2008).
 - v. Conservation of historical buildings (Letellier, 2007).
 - vi. Conservation of biodiversity (Marquis, 2009).

Methodology


- 100 Grade Nine students of Buff Bay High School participated in this research project.
- 77 students completed an online questionnaire to determine their KAP of five heritage sites in Buff Bay and the Buff Bay Valley.
- Questionnaire was divided into five sections, according to the heritage sites, as well as biographical data.
- Students then participated in a series of workshops
 - i. Built Heritage Conservation & Rehabilitation
 - ii. Built Heritage Documentation
 - iii. Community Tourism in Buff Bay
- In-class workshops were followed by field class to the sites.
- Students were to post and discuss findings on-line.

How Photography was Used

- Questionnaires to determine the students' KAP of the sites.
- Workshop material
 - i. Built Heritage Conservation & Rehabilitation
 - ii. Built Heritage Documentation
 - iii. Community Tourism in Buff Bay
- Historic images to compare the past and present state of sites
- On-site photography by students.
- On-line posting by instructor and participants

Questionnaires to Determine Students' KAP

QUESTIONS RESPONSES 77



14. Do you recognize the building/site in the photograph? *

☐ Yes

☐ No

Knowledge, Attitudes and Perception towards Heritage Site #2

Please answer all questions regarding the building/site in the photograph below:

Image title



Questionnaires to Determine Students' KAP



40. Do you recognise the building/site in the photograph? *

Knowledge, Attitudes and Perception towards Heritage Site #4

Please answer all questions regarding the building/site in the photograph below:

Image title



53. Do you recognise the building/site in the photograph? *



66. Do you recognise the building/site in the photograph? *

☐ Yes

☐ No

67. Which of the following do you normally associate this building/site with? *

Workshop Material

- i. Built Heritage Conservation & Rehabilitation
- ii. Built Heritage Documentation
- iii. Community Tourism in Buff Bay



30/10/2016



Community Heritage Tourism in Buff Bay.
Andrew P. Smith M.A.

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Historical Images



1960



2016

Buff Bay Train Station

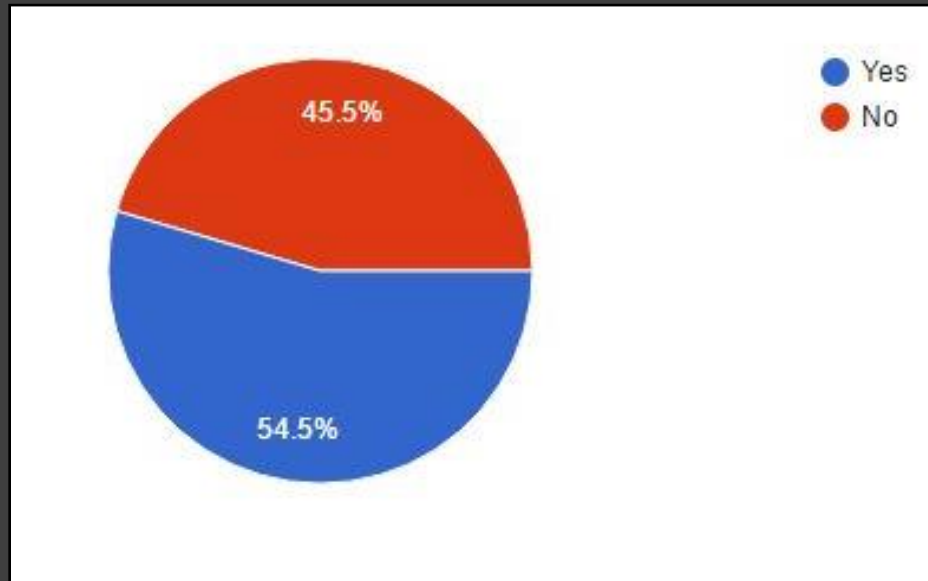
On-site photography by students



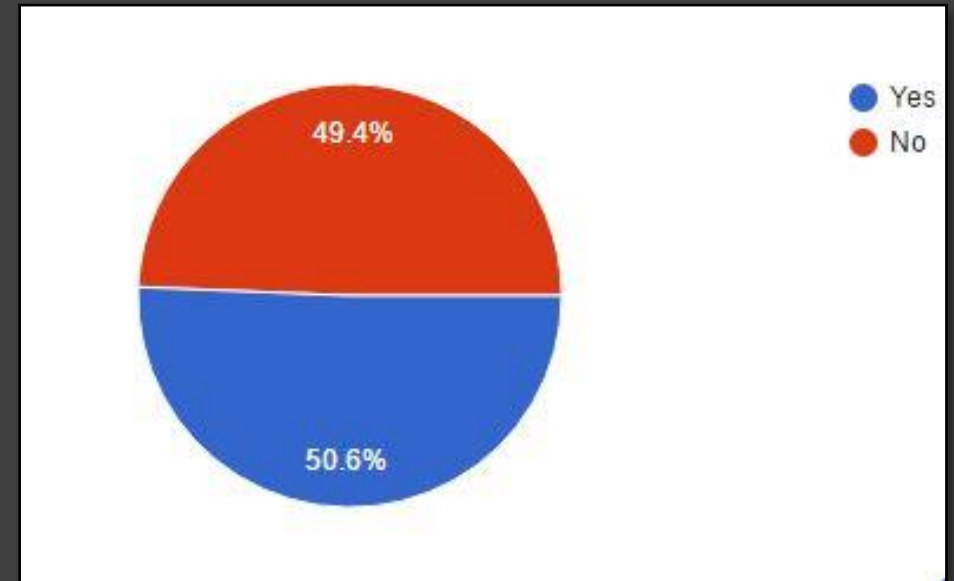
On-line posting by instructor and participants



Findings – Digital Divide

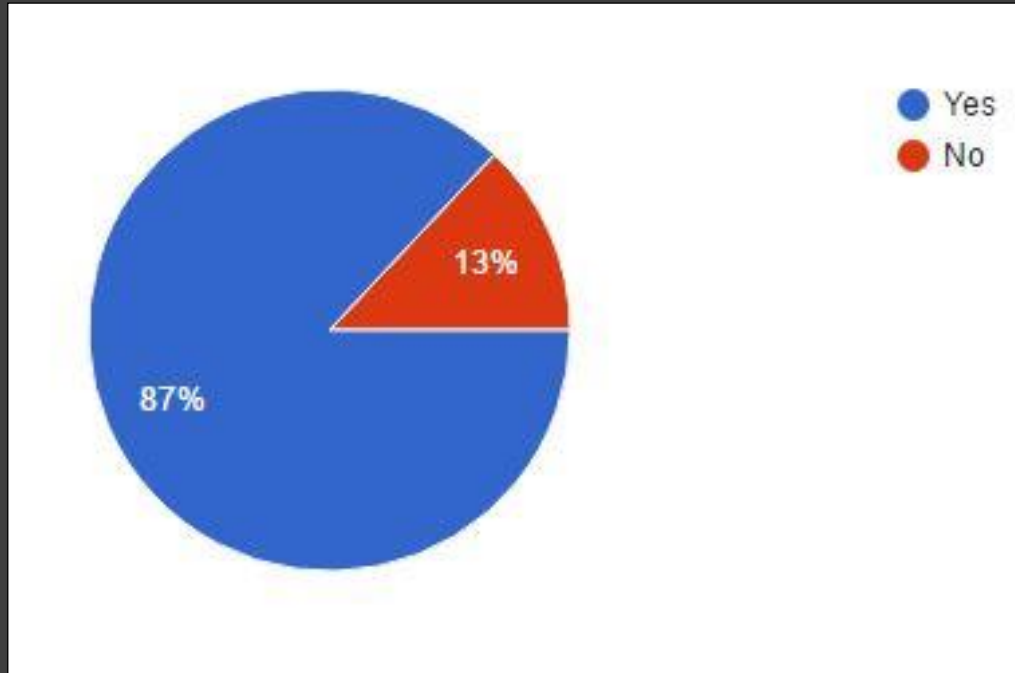


Percentage of students with internet access at home

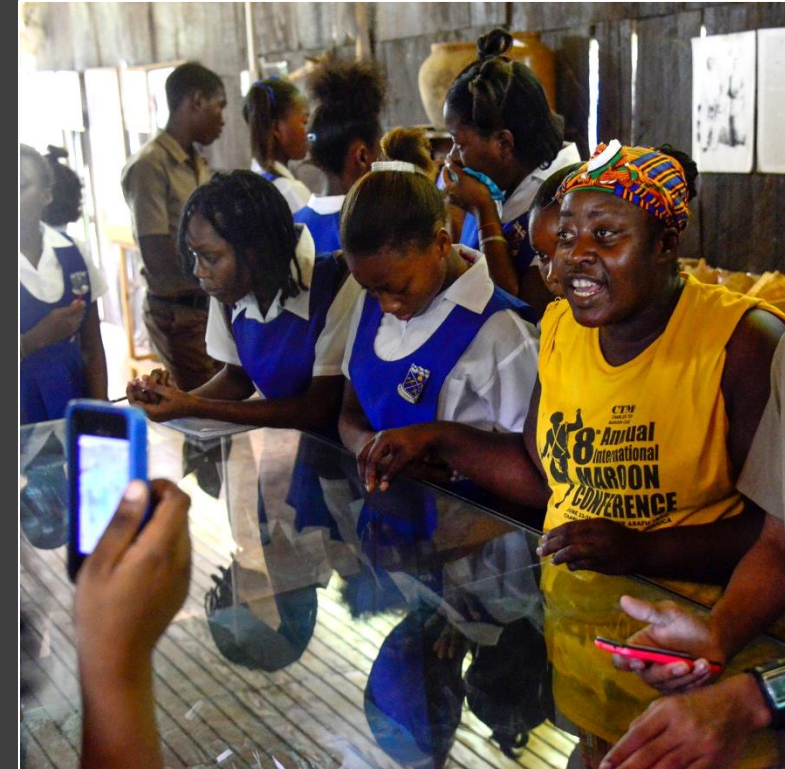


Percentage of students with internet access at school. (One dedicated computer lab with 25 computers and computers in the main library for 793 students)

Findings – Smart Phone Ownership



Percentage of Grade 9 students at Buff Bay High School that own smart phones



Students of Buff Bay High School documenting activities at the Charles Town Maroon Village.

Photo by Alecia Clarke


Findings – Photos in Questionnaires

- Answered based on pre-workshop knowledge.
- Represented the current state of the site.
- The recognition of the site was proportional of the site's distance from Buff Bay.

Knowledge, Attitudes and Perception towards Heritage Site #4

Please answer all questions regarding the building/site in the photograph below:

Image title



53. Do you recognise the building/site in the photograph? *

Findings – Students' KAP

QUESTION	St Georges	Train Station	Court House	Charles Town	Coffee Ranch
Do you recognise the building/site in the photograph	95%	70%	94%	43%	38%
Do you believe that this site represents Jamaica's national culture and identity?	82%	57%	77%	71%	66%
Do you believe that this site has the potential to provide employment for members of the community?	71%	58%	70%	60%	61%

Findings – Students' KAP

If YES, how?	St Georges	Train Station	Court House	Charles Town	Coffee Ranch
As an attraction for visitors / tourists	34.4	14.5	23.5	39.6	48.4
As a building to be renovated and repaired.	36.1	50	32.4	25.9	25.8
As a building that requires maintenance	29.5	33.9	41.2	34.5	24.2
Don't know		1.6			1.6
Keep using it as is			2.9		

Findings – Workshop Material

- History brought to life.
- New information about their community, both historical and contemporary.
- Seeing the old with new eyes – a different context
- Recognise the state of these buildings and sites.
- A new perspective on how sites can be used – compared with other, similar site.



Findings – Use of Historical Images

- Student interest in seeing the present in the past.
- Learning unknown aspects of their community.
- Learn how old the present-day structures are.
- Incentive to find out more from community elders.



Findings – In field documentation

- The challenges and limitations of smart-phone photography.
- Photographing when should be listening.
- Enjoyed the participatory aspect of taking photographs.



Findings – Online Postings

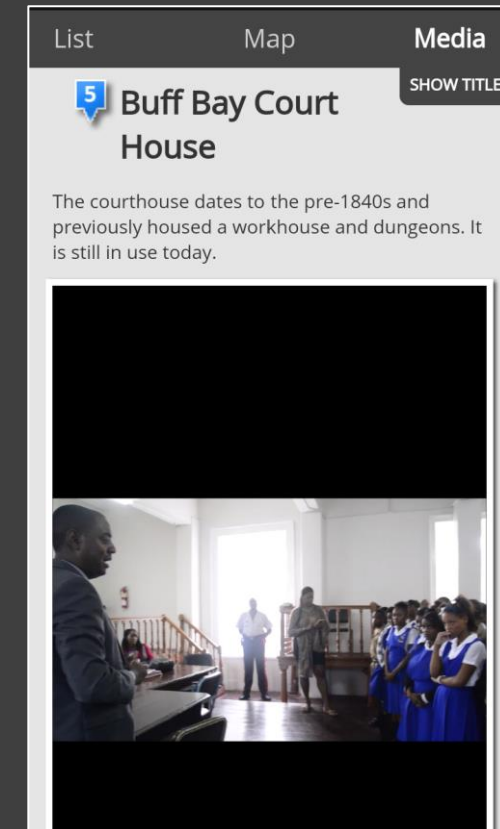
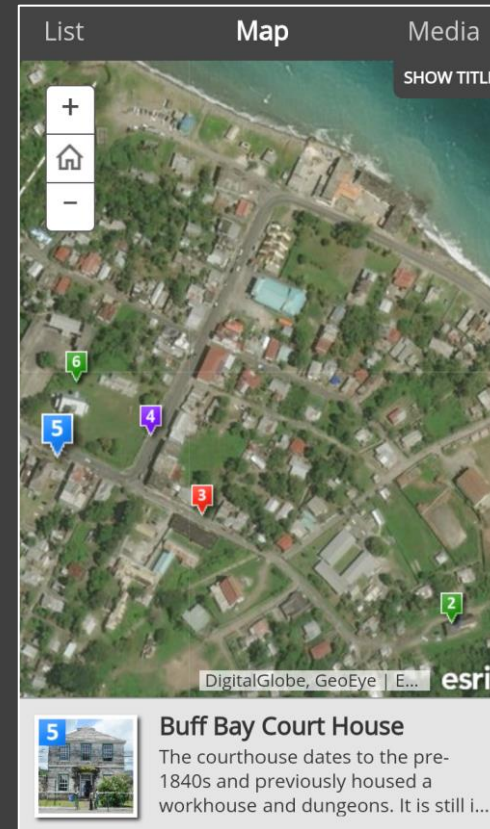
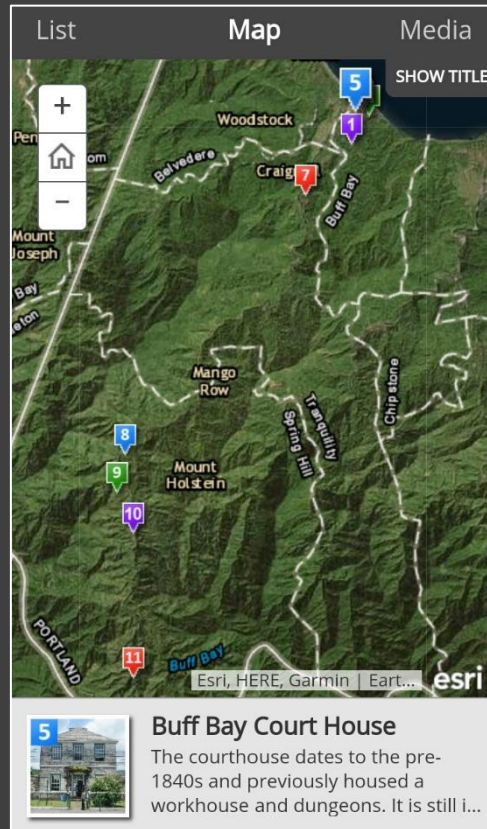
- Photographs drove discussion about the heritage sites.
- Photos helped students to write and express themselves.
- Topics included the condition of the sites, their experiences and the potential used of the sites.
- Students were drawn to photographs in which they were in.



Recommendations for Future Implementation

- Use smaller student groups.
- Spend more time with the students before, during and after.
- Allow students to get information from community elders.
- Most Grade Nine students were not of the required maturity level.
- Examine findings from post-workshop questionnaires.
- The digital divide has to be addressed.
- Use an online platform that can store references and allow discussion.
- Provide cameras.
- Use the heritage tour mobile app as a long-term reference.

Photographic Heritage Trail



Screen shots of the “Buff Bay Valley Sites of Interest” Mobile App. © Andrew P. Smith

Acknowledgements

- Research Funding: UTech Jamaica Research Development Fund Grant
- Mrs. Sandra Buchanan, Principal of the Buff Bay High School.
- Dionne Thomas, Grade Nine Supervisor of the BBHS.
- Grade Nine students of the BBHS.
- Marcia Douglas and Rodney Rose. Charles Town Maroons.
- Devon and staff of Devon's Coffee Ranch.
- Rev. Sedley Gooden & Ms. Johnson. St. George's Anglican Church, Buff Bay.
- Ms. Desiree Gutzmore, J.P.
- Ms. Alecia Clarke, Research Assistant.

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Thank You!!

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