connects research
Design of research with social entities

Material 3

Implementation stages and key considerations

Photo-elicitation

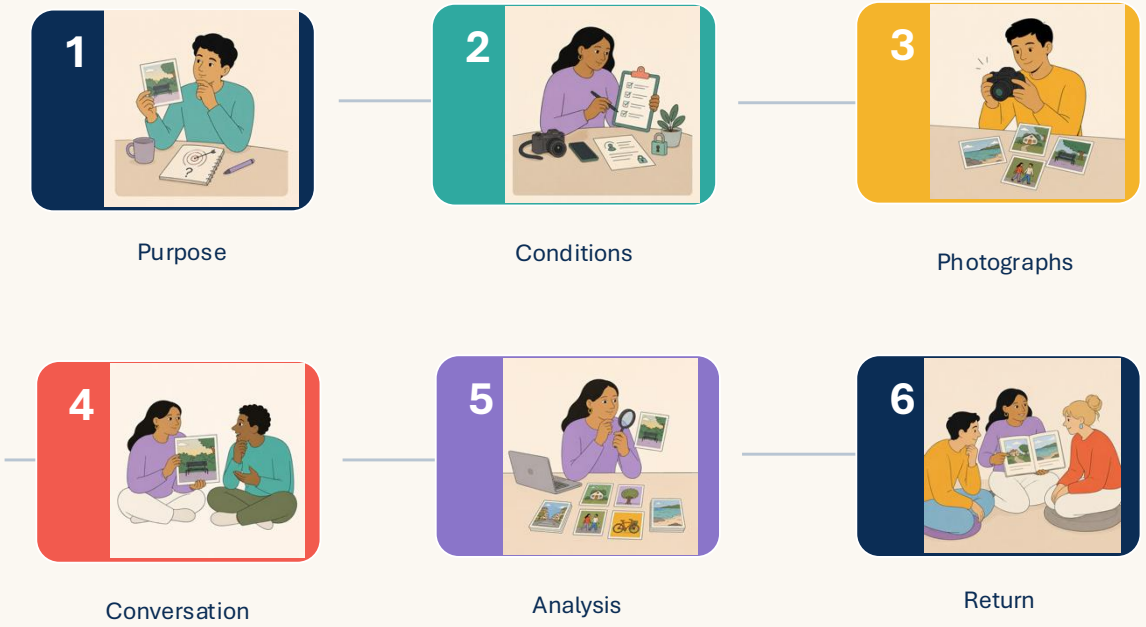
How to Design, Conduct, Analyze, and Return a Conversation Generated from Photographs



Self-Study Box for University Students & Staff

Implementation path

Photo-elicitation connects purpose, conditions, photographs, conversation, analysis, and feedback. It moves forward in order: each stage indicates what to do, what to decide, what should be recorded, and what to review before continuing.



Example of an article detailing the phasesPyle, A. (2013). Engaging young children in research through photo elicitation. *Early Child Development and Care, 183*(11), 1544–1558. https://doi.org/10.1080/03004430.2012.733944



Early Child Development and Care

Publication details, including instructions for authors and subscription information:
http://www.tandfonline.com/loi/gecd20

Engaging young children in research through photo elicitation

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Published online: 24 Oct 2012.

To cite this article: Angela Pyle (2013) Engaging young children in research through photo elicitation, Early Child Development and Care, 183:11, 1544-1558, DOI: 10.1080/03004430.2012.733944

To link to this article: http://dx.doi.org/10.1080/03004430.2012.733944

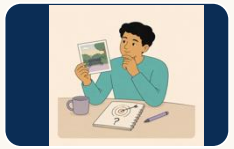
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Fuentes de síntesis: Harper, 2002; Pyle, 2013; Danker et al., 2017.

Stage 1. Define the purpose and design



What do you want to understand and what role will photographs have?

Article that delves into this phase, page 424.
doi:10.1111/1748-8583.70033

What do you do?

1. Formulate the objective and the question.

2. Decide whether photo-elicitation will be the main or complementary technique.

3. Specify participants, context and type of conversation.

4. Anticipate how the images and stories will be analyzed.

Decisions

- Question
- Participants
- Modality
- Analysis

Expected Result	A design that connects objective, images, conversation and analysis.
Critical point	That the question turns the activity into a visual resource, but not into photo-elicitation.



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SPECIAL ISSUE ARTICLE OPEN ACCESS

Using Photo-Elicitation to Make Marginalised Voices Heard and Seen in Human Resource Management Research

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Received: 30 March 2024 | **Revised:** 19 January 2026 | **Accepted:** 4 February 2026

Keywords: critical human resource development | marginalised groups | photo-elicit interviews | research method | researcher guidance

ABSTRACT

Photo-elicitation (PE) is a qualitative research method that utilises images to obtain a deeper understanding of the perspectives, and beliefs of the research participants. The PE approach can be particularly advantageous for marginalised voices (silenced or underrepresented groups with limited power) by exploring different world views, challenging commonly accepted information, and investigating the material work context. Additionally, it has the potential to impact power dynamics between the researcher and the participants, while promoting collaboration. Consequently, we contend that the use of PE can enhance the representation of marginalised perspectives in human resource management (HRM) and the effectiveness of sustainable transformations in the workplace. To support our assertion, we present our PE research endeavours from a participant-driven and researcher-driven PE approach. While there are other instances of PE in HRM studies, this observational study identifies and revises the practical translation of applied method and data analysis supporting researchers in their future PE applications.

1 | Introduction

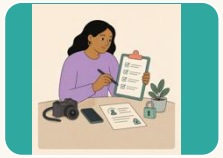
The photo-elicitation (PE) approach is a well-known visual research method in the social sciences 'which use[s] visual materials of some kind as part of the process of generating evidence in order to explore research questions' (Rose 2014, 25). Thus, PE describes the use of photos to stimulate a dialog with participants in the research which was developed as a qualitative research technique to guide and prompt in-depth interviews (Bugos et al. 2014; Jones et al. 2025). Photos (or visuals) and words can contextualise each other. Although visuals alone do not provide a comprehensive record of a research phenomenon, they set a different strand and representation of it due to the subjective and individual contextualisation of the participants (Pink et al. 2010). This article therefore proposes the (re)introduction of alternative research methods such as PE to enhance the inclusion of marginalised groups for social change in organisational and management studies (OMS).

Marginalised voices or groups are 'those with limited power within their units, organisations, or communities' (Jones et al. 2025, 3). Jones et al. (2025), building on the work of Bothello et al. (2019), argue in a similar way for the epistemological relevance of marginalisation that not just holds important knowledge but further may challenge and even extents existing theories of OMS including human resource management (HRM). By employing PE, individuals can record their expertise, which encourages contemplation of often disregarded material and physical practices of their work. Material practices represented via images can include workplaces, physical environments, tools and equipment, uniforms as well as organisational artefacts, while physical practices refer to physical labour, organisational symbols, movement, interactions and social interactions, as well as memories, emotions and organisational history including power and employee voices (Quattrone et al. 2021). Material and physical practices are central to understanding workplace experiences, as they shape how

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Fuentes: Collier, 1957; Harper, 2002; Lapenta, 2011.

Stage 2. Preparing ethical and practical conditions



Before taking or showing images, rules and care must be agreed upon.

What is done?

1. Explain purpose and consent
2. Do the photographs have permissions and rights of use?
3. Review devices, accessibility, times and supports.
4. Prepare folders, file names, and secure channels.

Decisions

- Consent
- Devices
- Privacy
- Supports

Expected Result

Brief protocol for participation, registration and care of images.

Critical point

Poor preparation can exclude those who do not have a device, break school rules or generate unpublishable images.

Article detailing this phase well, page 47.doi:10.1017/jse.2016.7



Engaging Students With Autism Spectrum Disorder in Research Through Participant-Driven Photo-Elicitation Research Technique*

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School of Education, UNSW, Australia

Participant-driven photo-elicitation, a visual research technique, is commonly used with marginalised and vulnerable groups of individuals. Reflections on the use of this technique are illustrated through a study examining the conceptualisation of student wellbeing from the perspectives of teachers, parents, and students with autism spectrum disorder. Interviews were used to collect data from teachers and parents, while photovoice, a community and participatory action research strategy, was used as a data collection method for students. Although participant-driven photo-elicitation (a component of photovoice) requires much planning, resources, collaboration with teachers, and the flexibility of the researcher, it empowers and engages students with autism spectrum disorder, helps develop social, communication, and self-awareness skills, enables the collection of rich data, and enables the voices of these students to be heard.

Keywords: autism spectrum disorder (ASD), photo-elicitation, photovoice, visual research

The rights of children, including those with disabilities, to express their views and make decisions regarding matters affecting them were articulated in the United Nations Convention on the Rights of the Child (1989) and the United Nations Convention on the Rights of Persons with Disabilities (2006). This emphasis on children's rights has inadvertently led to an increasing recognition among researchers about the necessity to seek the perspectives of children with disability in research concerning them (Prunty, Dupont, & McDaid, 2012). Additionally, it has been demonstrated that the worldviews of adults and children may be fundamentally different as a result of their differing sociocultural contexts (Llewellyn & Leonard, 2010). A study by Fattore, Mason, and Watson (2009) examining the conceptualisation of wellbeing from children's perspectives revealed that although adults believed that children's wellbeing is a multidimensional construct, children conceptualised their wellbeing as mostly consisting of their emotional lives. It is therefore essential that researchers adopt appropriate research techniques that are well suited to the needs and abilities of children with disability to enable them to participate meaningfully

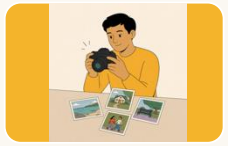
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*This manuscript was accepted under the Editorship of Umesh Sharma.

Australasian Journal of Special Education | vol. 41 | issue 1 | 2017 | pp. 35–50 | © The Author(s) 2016 | doi: 10.1017/jse.2016.7

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Fuentes: Danker et al., 2017; Pyle, 2013.

Stage 3. Select or produce photographs



The images must answer the question without closing the eyes of those who participate.

What is done?

1. Present a comprehensible and situated prompt.
2. Decide who chooses or produces the photographs.
3. Limit the number of images that will be commented on.
4. Record authorship, context, date and reason for selection.

Decisions

- Origin
- Luggage storage
- Number
- Registration

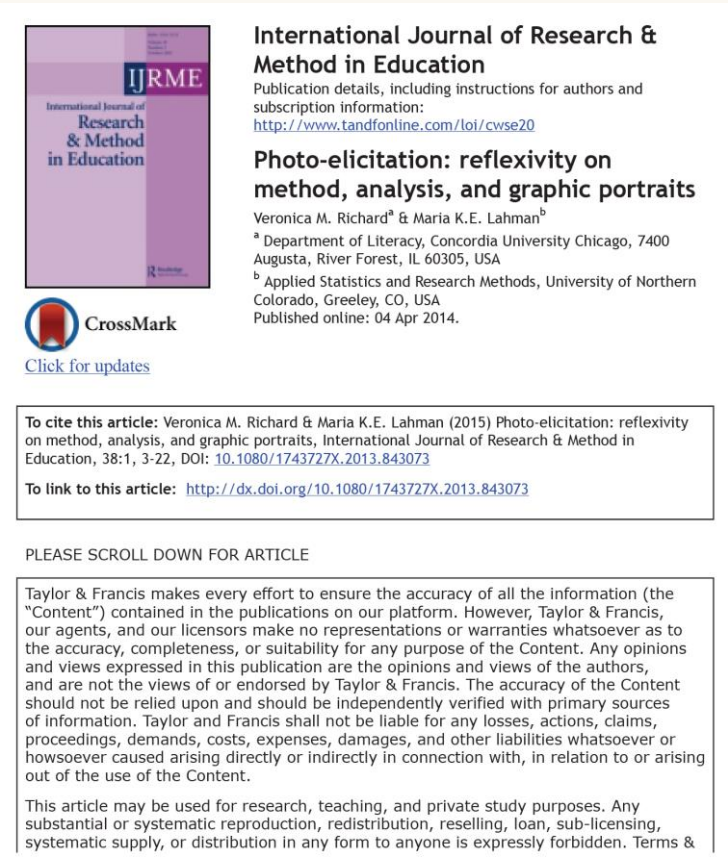
Expected Result

Manageable set of photos linked to the lens.

Critical point

A vague slogan generates images that are difficult to analyze; a slogan that is too closed prevents one's own priorities from emerging.

Article detailing this phase well, page 6.doi: 10.1080/1743727X.2013.843073



International Journal of Research & Method in Education

Publication details, including instructions for authors and subscription information:
http://www.tandfonline.com/loi/cwse20

Photo-elicitation: reflexivity on method, analysis, and graphic portraits

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Published online: 04 Apr 2014.

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To cite this article: Veronica M. Richard & Maria K.E. Lahman (2015) Photo-elicitation: reflexivity on method, analysis, and graphic portraits, International Journal of Research & Method in Education, 38:1, 3-22, DOI: 10.1080/1743727X.2013.843073

To link to this article: http://dx.doi.org/10.1080/1743727X.2013.843073

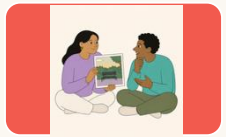
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Fuentes: Pyle, 2013; Alsubhi et al., 2022.

Stage 4. Develop the conversation



Photography opens the dialogue; interpretation must come from those who participate.

What is done?

1. Display one image at a time or in small sets.

2. Ask what sample, why it was chosen and what it means.

3. Explorar lo que queda fuera del encuadre.

4. Record stories, silences, disagreements and decisions of meaning.

Decisions

- Questions
- Rhythm
- Group or individual
- Registration

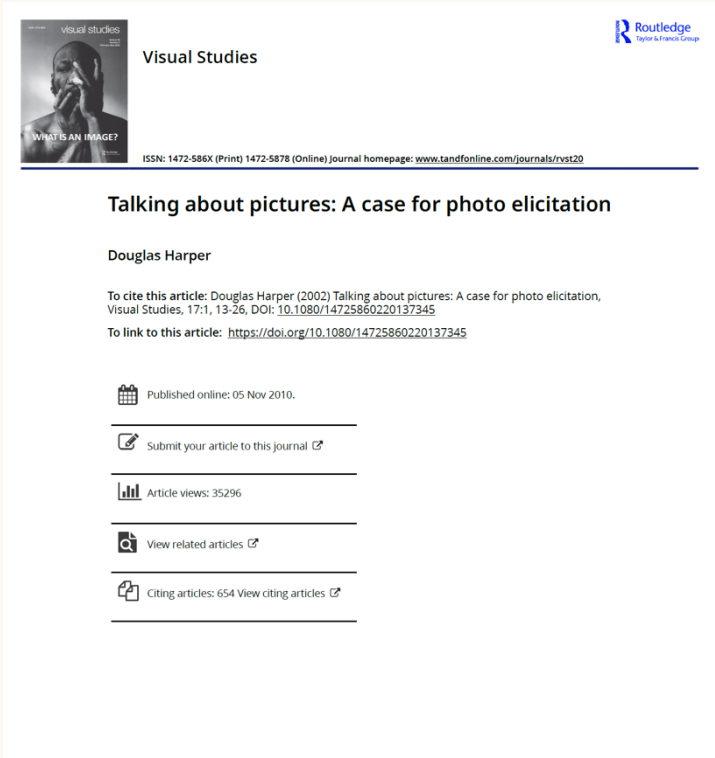
Expected Result

Stories linked to each photograph and its context of production or selection.

Critical point

Interpreting the image before listening to the participant shifts their perspective and impoverishes the information.

Article detailing the methodology, doi:10.1080/14725860220137345.



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Visual Studies

ISSN: 1472-586X (Print) 1472-5878 (Online) Journal homepage: www.tandfonline.com/journals/rvst20

Talking about pictures: A case for photo elicitation

Douglas Harper

To cite this article: Douglas Harper (2002) Talking about pictures: A case for photo elicitation, Visual Studies, 17:1, 13-26, DOI: 10.1080/14725860220137345

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Fuentes: Harper, 2002; Pyle, 2013; Laws et al., 2018.

Stage 5. Analyze and validate interpretations



The unit of analysis is not only the photo: it is photo, story, decision and context.

Article that delves into this phase.doi:10.1111/1748-8583.70033

What is done?

1. Relate each image to your conversation.
2. Analyze visual content, story, and production conditions.
3. Compare images of a person and between participants.
4. Contrast interpretations when possible.

Decisions

- Unit of analysis
- Codes
- Contrast
- Validation

Expected Result

Interpretations that preserve the link between image, story and context.

Critical point

Using the photos as decoration or separating them from the story eliminates a central part of the data generated.



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SPECIAL ISSUE ARTICLE OPEN ACCESS

Using Photo-Elicitation to Make Marginalised Voices Heard and Seen in Human Resource Management Research

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Received: 30 March 2024 | **Revised:** 19 January 2026 | **Accepted:** 4 February 2026

Keywords: critical human resource development | marginalised groups | photo-elicit interviews | research method | researcher guidance

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Marginalised voices or groups are 'those with limited power within their units, organisations, or communities' (Jones et al. 2025, 3). Jones et al. (2025), building on the work of Bothello et al. (2019), argue in a similar way for the epistemological relevance of marginalisation that not just holds important knowledge but further may challenge and even extents existing theories of OMS including human resource management (HRM). By employing PE, individuals can record their expertise, which encourages contemplation of often disregarded material and physical practices of their work. Material practices represented via images can include workplaces, physical environments, tools and equipment, uniforms as well as organisational artefacts, while physical practices refer to physical labour, organisational symbols, movement, interactions and social interactions, as well as memories, emotions and organisational history including power and employee voices (Quattrone et al. 2021). Material and physical practices are central to understanding workplace experiences, as they shape how

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Fuentes: Harper, 2002; Pyle, 2013; Lapenta, 2011.

Stage 6. Return, disseminate and preserve



Closure is also methodological: it defines what is shared, with whom and under what care.

What is done?

1. Agree on which images can be used and which can only be described.
2. Prepare understandable feedback for participants or community.
3. Review anonymity, authorship, licenses, and storage.
4. Record learning and limits of the process.

Decisions

- Return
- Anonymity
- Authorship
- Archive

Expected Result	Product or return consistent with the consent and purpose of the process.
Critical point	The dissemination of photographs can identify people, places or relationships even if names are omitted.

Article that delves into this phase.doi:10.1177/16094069231165714



Regular Article

International Journal of Qualitative Methods
Volume 22: 1–8
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DOI: 10.1177/16094069231165714
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Photo-Elicitation Technique: Utility and Challenges in Clinical Research

O'Brien M. Kyololo[1], Bonnie J. Stevens[2,3], and Julia Songok[1]

Abstract

Photo-elicitation interview techniques, a method in which researchers incorporate images to enrich the interview experience, have been gaining traction in numerous spheres of research over the last two decades. Little is, however, written about the utility of the technique in studies involving vulnerable populations in clinical contexts. Drawing on research where researcher-generated photographs were used to elicit mothers' experiences of pain and perceptions about use of pain-relieving strategies in critically ill infants, we aim to demonstrate (a) how the method can be used to generate harmonized and detailed accounts of experiences from diverse groups of participants of limited literacy levels, (b) the ethical and methodological consideration when employing photo-elicitation interview techniques and the (c) possible limitations of employing photo-elicitation interview techniques in clinical research.

Keywords

photo-elicitation, clinical research, interviews, photographs, techniques

Introduction

Photo-elicitation is a technique that incorporates photographs into research interviews (Harper, 2002) allowing for reflexivity between image and verbalisation to produce data (Harrison, 2002). Reflexivity in the method manifests in the integration of photographs into the in-depth interviews to trigger participants' views so as to evoke reflections and generate rich data (Harper, 2002; Meo et al., 2010). The method has assumed different names in the literature, including photo-interviewing (Vila, 2013), photo-voice (Wang et al., 2004) and photofeedback (Serbinski, 2014) depending on the level of participant involvement in the generation and analysis of the images (Close, 2007). Unlike the other variances of the method, photo-voice tends to be participatory oriented, focusing more on the promotion of critical dialogue that brings about change at community and policy level (Bugos et al., 2014; Wang & Burris, 1997). A more detailed description of the other variations is available in the literature (Close, 2007; Hurworth, 2003); and making further distinctions is beyond the scope of this paper. However, for purposes of advancing our arguments, we take photo-elicitation as any form of interviewing that incorporates images in the data generation process (Harper, 2002;Skrzypiec et al., 2013).

Photo-elicitation method was first used in the field of anthropology in the 1950's (Collier, 1957) before gaining traction in the 80's and 90's (Blinn & Harrist, 1991; Chiozzi, 1989; Schwartz, 1992). The last two decades has witnessed an exponential upsurge in use of the method in various fields including sociology (Harper, 2002; Hurworth, 2003; Packard, 2008), education (Douglas, 1998; Meo, 2010; Shaw, 2013), business (Warren, 2005) and public health (Bender et al., 2001; Bukhave & Huniche, 2016; Schrader et al., 2011). Photo-elicitation has also been used in clinical studies with midwives (Copeland et al., 2014), old persons with dementia (Parke et al., 2013) and children (Drew et al., 2010; Epstein et al., 2006; Khair et al., 2013). Evidence on use of the method in infant pain research is scarce. Concerns about power and positionality as well as the intrusiveness of the method could

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Fuentes: Pyle, 2013; Danker et al., 2017.

Critical issues that run through the entire process

These issues can come up at any stage. Review them throughout the process, not just at the end.

C	Issue	What to keep in mind	How to care for it
1	Luggage storage	The way photographs are requested influences what is photographed and what is left out.	Test the slogan and leave room for your own priorities.
2	Participation	Taking photographs does not guarantee participation if decisions remain concentrated in the team.	Agree on who decides the images, questions, interpretation, and use.
3	Image limits	The photo does not capture sounds, smells, relationships, emotions or everything that is outside the frame.	Ask about absences and complete the image with the story.
4	Resources & Supports	Devices, time, or support needs can facilitate or limit participation.	Provide alternatives, support and flexible times.
5	Emotions	Some images can trigger sensitive memories or experiences.	Allow not to comment, remove an image, or stop the conversation.
6	Identification	Removing names doesn't always prevent you from recognizing people, places, or relationships.	Review each image before sharing or keeping it.

Fuentes de síntesis: Briggs et al., 2014; Danker et al., 2017; Beuls et al., 2022; Kyololo et al., 2023; Ladwig y Phuong, 2026.

Checklist: Before, During and After

Before

- ☐ The question is clear.
- ☐ The photographic slogan is connected to the lens.
- ☐ The privacy and consent rules are agreed.

During

- ☐ The conversation starts from the interpretation of those who participate.
- ☐ Each photograph is linked to its story.
- ☐ Doubts, silences and disagreements are recorded.

After

- ☐ The analysis maintains the photo-story-context relationship.
- ☐ The return is planned.
- ☐ Dissemination protects identity, authorship and future use.



Quality criteria: No stage should move forward without a recorded decision and a revised ethical precaution.

Fuentes de síntesis: Pyle, 2013; Danker et al., 2017; Lapenta, 2011.