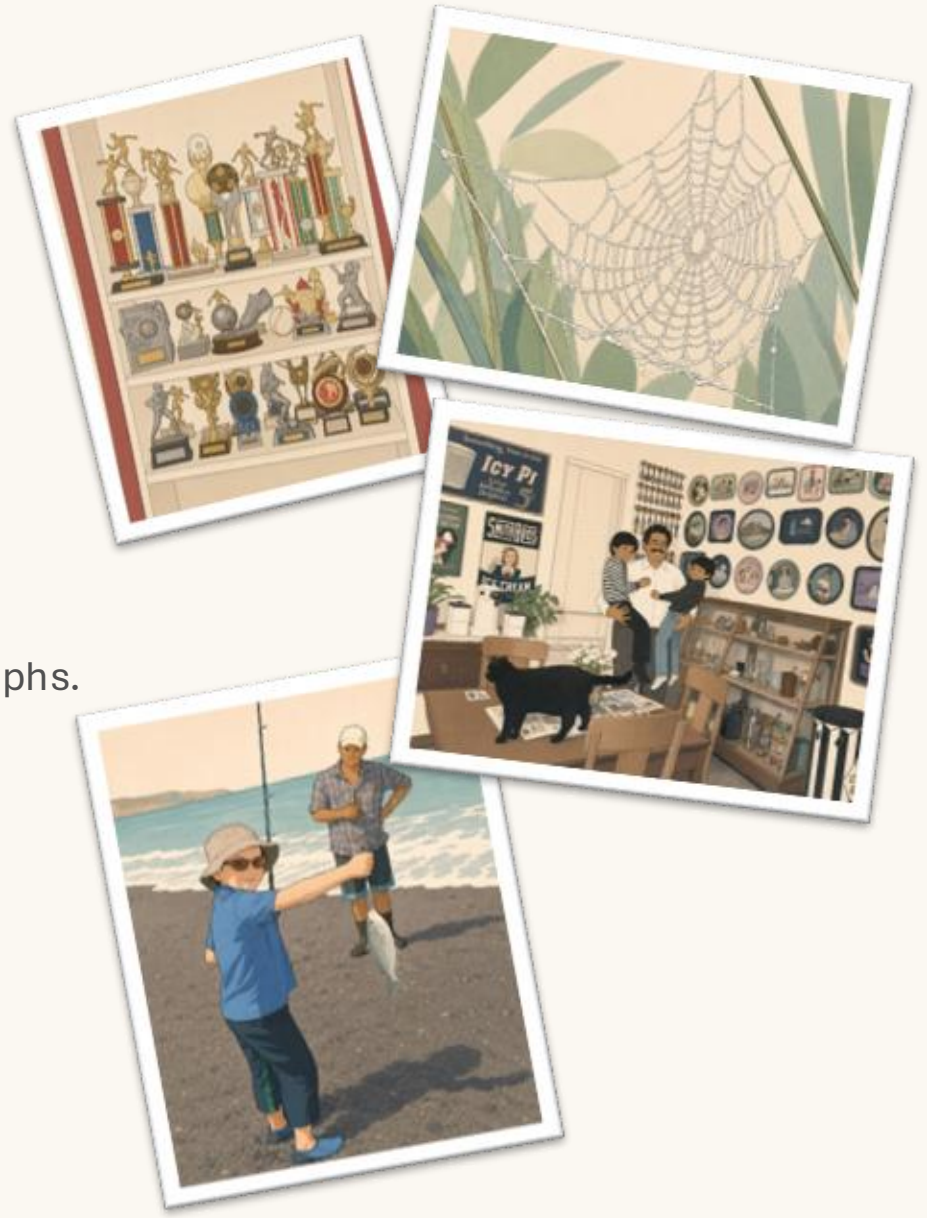
connects research
Design of research with social entities

Material 4

Visual examples

Photo-elicitation

Figures taken from articles and spaces prepared for authorized photographs.



Revised version.

How to Read These Visual Examples

Each example shows a different way of obtaining, selecting or preparing photographs for a photo-elicitation. The image helps to recognize the methodological choice and the text explains which decision it illustrates.

1

Origin of the images

Where do they come from?

2

Preparation and use

How do they join the conversation or interview?

3

Methodological decision

What does this choice bring and what should be taken care of?

Criteria for the final version

Before publishing open material, each image must have authorship, source and permission to use or a compatible license. If an image is not reusable, it should be replaced with your own or authorized photograph.

Possibilities of photographs in photo-elicitation

All photography incorporates decisions and subjectivity in its production.

Collective and institutional memory



Figure 5. This photograph, of a neighborhood threshing crew, circa 1945, was shown to several farmers who had worked together in similar crews during their youth. Several messages were conveyed: farmers remembered the social connections they experienced as part of such work crews, and they remembered details of events, people, and circumstances that gave meaning to the memory of farming. The farm wives who had prepared the feast the men were eating often contested these idyllic perspectives: the labor exchange required intense preparation and little of the sociability experienced by the men.

Visual Inventory



Figure 2. Suchar: "…could you tell me a little about the things in the photograph … are there significant things there?"
Subject: "The big thing is David and Daniel … and Max the cat … our other cat Missy would be jealous … I should have dusted the trays."
Suchar: "What about the trays and ice cream collection? That's obviously a major part of the house."
Subject: "They're a major part of this room, but we try to keep it somewhat balanced. We have it balanced so that the collection doesn't take over the house … We've been to some people's houses where the collections take over the house; where they're everywhere and become oppressive … I've been to a friend's house in Atlanta, where you can't sit down; you've got to move things to sit down … When you live with it [the collection] you don't think about it." [continues]

Intimate experience



Figure 1. This photograph shows a mother who integrates her child into her work-world.
Subject: "This picture was taken before Caspar could walk. It was easier to bring him along to work then. Now he can walk and reach much more to tear things up!"
"When I take him to work, I always hope that the telephone won't ring. When I work together with somebody else, I often take him along, so that I don't have to answer the telephone. Or I take him during vacation time in July and August because there are fewer consultations. Today I had a consultation that was not too difficult and during that half hour Caspar was totally quiet. I was glad about that. Otherwise I would have explained that I am here alone with Caspar and that when everybody else is on vacation I have to work much more." [continues]

Source of guidance: Harper (2002).

Decontextualized photographs

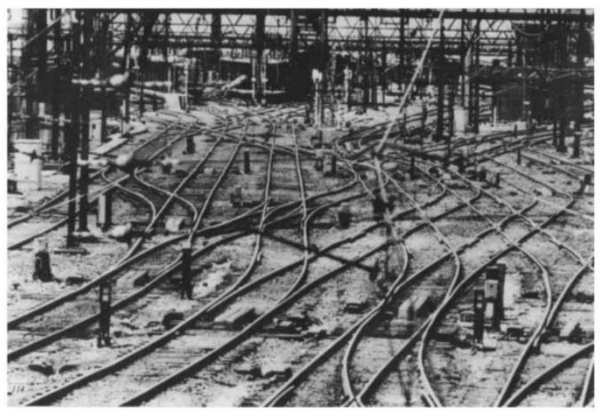
Richard & Lahman (2015)
Photolanguage set with 130 black and white photographs.

Where they come from
Photolanguage bank of decontextualized images.

How they were used
People chose images and spoke from them.

What this example teaches
Photo-elicitation can also work with images not directly linked to the lives of those who participate.







Visual source: Richard & Lahman (2015), fig. 1.

Photographs taken by the researcher

Beuls et al. (2022)
Collages A3 elaborados con fotografías de espacios de cuidados paliativos.

Where they come from
The first author photographed the interior and exterior spaces and organized the images into collages.

How they were used
The collages served as stimuli during the interviews.

What this example teaches
When participants have limited mobility, photographs of the researcher can facilitate conversation without increasing the load.

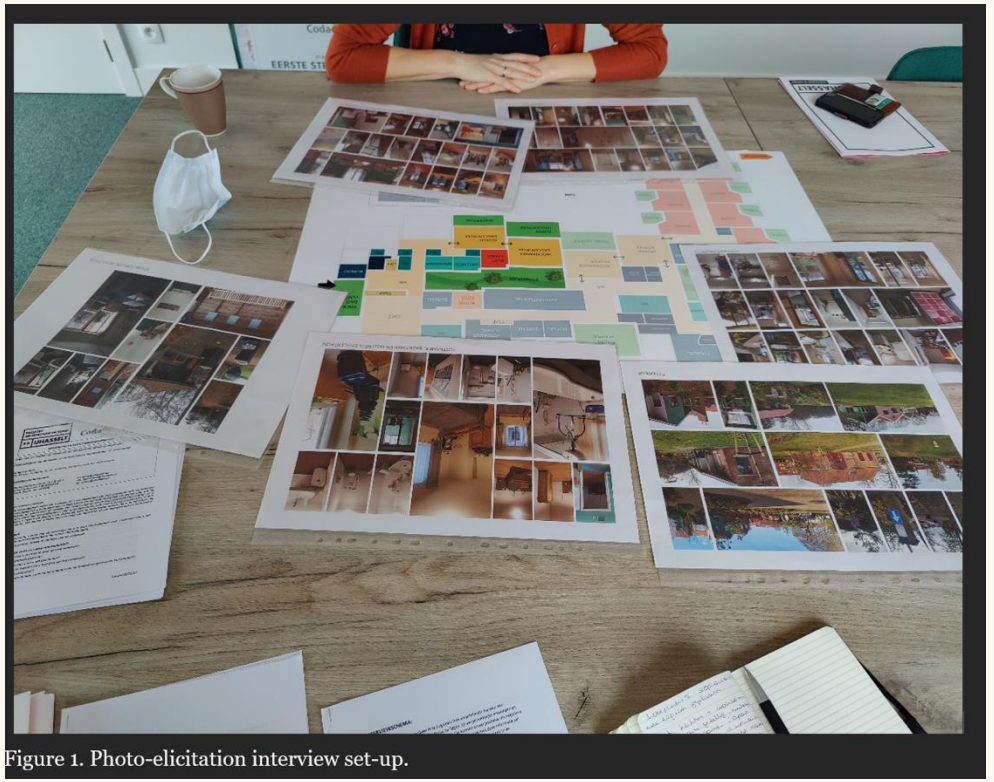


Figure 1. Photo-elicitation interview set-up.

Visual Source:Beuls et al. (2022), fig. 1. CC BY 4.0.

Images constructed from previous interviews

Ladwig & Phuong (2026)
Six metaphorical images built from the previous analysis.

Where they come from
The images were constructed after coding interviews about trans and gender-diverse work experiences.

How they were used
They were used as stimuli to discuss barriers and opportunities at work.

What this example teaches
Images can also be designed after prior analysis to make complex topics visible.



Visual Source:Ladwig & Phuong (2026), fig. 2. CC BY 4.0.

Photographs produced and selected by participants

Schänzel & Smith (2011)
Where they come from
Children took pictures during family vacations with disposable cameras.

How they were used
Each participant chose 5 or 6 memorable images to comment on in the interview.

What this example teaches
The in-house production favors the appearance of significant experiences from the perspective of those who participate.



Figure 1. Photograph taken and selected by an 8-year-old boy



Figure 2. Photograph taken and selected by 11-year-old boy



Figure 3. Photographs taken and selected by 10-year-old girl

Visual Source: Schänzel & Smith (2011), figs. 1–3.

Open photographs integrated into fictitious social networks

Laws et al. (2018)

Where they come from
The research team selected open photographs related to alcohol consumption and intoxication.

How they were used
He integrated them into fictional scenarios on Facebook, Instagram, and Snapchat to spark conversation.

What this example teaches
The images can be adapted to everyday contexts for the participants, without using actual publications.



Figure 1. Fictitious Instagram post featuring an image of two women enjoying drinking.



Figure 2. Fictitious SnapChat photo of two young men playing "Edward 40 hands".



Figure 3. Fabricated Facebook newsfeed post featuring a photo of a young woman sprawled out on a public bench.

Visual Source:Laws et al. (2018), figs. 1–3. CC BY-NC 4.0.

Photographs produced and selected by participants

Weiss et al. (2017)

Where they come from
Special Olympics athletes took pictures for a month with disposable cameras.

How they were used
They then selected their 10 favorite photos to comment on in the interview.

What this example teaches
Photo-elicitation can expand the expression and participation of people with intellectual disabilities.



Figure 1 Athlete 2's photograph of bowling balls at the bowling alley.



Figure 4 Athlete 1's photograph of her trophies cabinet at home.

Visual Source:Weiss et al. (2017), figs. 1 y 4.

References

Harper, D. (2002). Talking about pictures: A case for photo elicitation. Visual Studies, 17(1), 13–26. doi:10.1080/14725860220137345.

Richard, V. M., & Lahman, M. K. E. (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.

Beuls, I., Petermans, A., & Vanrie, J. (2022). Exploring photo-elicitation to elicit architecturally rich users' experiences with(in) palliative environments through a human-centred approach: A pilot study. The Evolving Scholar | ARCH22. doi:10.24404/6230be09d0a75d903cadfc3c.

Ladwig, R. C., & Phuong, J. (2026). Using photo-elicitation to make marginalised voices heard and seen in human resource management research. Human Resource Management Journal, 36, 414–429. doi:10.1111/1748-8583.70033.

Laws, R., Hunt, G., & Antin, T. M. J. (2018). Social media platforms as a photo-elicitation tool in research on alcohol intoxication and gender. Nordic Studies on Alcohol and Drugs, 35(4), 288–303. doi:10.1177/1455072518781998.

Schänzel, H. A., & Smith, K. A. (2011). Photography and children: Auto-driven photo-elicitation. Tourism Recreation Research, 36(1), 81–85. doi:10.1080/02508281.2011.11081664.

Weiss, J. A., Burnham Riosa, P., Robinson, S., Ryan, S., Tint, A., Viecili, M., MacMullin, J. A., & Shine, R. (2017). Understanding Special Olympics experiences from the athlete perspectives using photo-elicitation: A qualitative study. Journal of Applied Research in Intellectual Disabilities, 30(5), 936–945. doi:10.1111/jar.12287.