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Extended Intersectional Case Study Reading Guide

Photo-elicitation in educational and community contexts

Guiding question

Who can participate, decide and interpret when a visual methodology is used?

Case 1

Childhood, communication and adult power

Case 2

Autism, school supports and standards

Case 3

Migration, care and territory

Material Sense

This guide accompanies the three case infographics. It expands the reflection so that students can observe not only what was done, but also what power relations, supports, absences and methodological decisions go through each application.

How to use this guide

The three articles are not presented as intersectional case studies in the strict sense. This guide proposes a formative reading to review how visual methodologies can broaden or limit participation.



What it means to read intersectionally

It does not consist of listing individual traits. It involves analysing how age, gender, disability, language, origin, economy, territory and institution relate and produce unequal conditions for expressing, deciding, interpreting and beingrecognised within research.



Where Intersectionality Is Seen

In the participants, but also in the design: who asks the question, who produces or selects the photographs, what forms of communication are validated, who interprets the results and what is returned to the community.

Cross-cutting questions

- What social positions and living conditions are involved in the case?
- Who produces, selects and comments on the photographs?
- What forms of communication are recognized as knowledge?
- What supports allow participation and which can condition autonomy?
- What institutional or territorial norms influence what can be shown?
- Who interprets the results and what perspectives are absent?



Idea for students

A visual methodology can open up avenues for participation, but it can also reproduce inequalities if it is applied without reviewing the specific conditions of use.

Referencias de base: Crenshaw (1989); Collins y Bilge (2020).

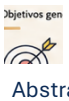
Looking at learning from childhood

Photo-elicitation with children in early childhood education to understand how they interpret their daily experience in the classroom.

32 girls and boys | 3 lessons | 3 meetings | Collective book

What the case shows

Pyle (2013) designed a process that combined the production of photographs, the selection of images, conversations in small groups, and the collective elaboration of a book on the experience in early childhood education. The starting point was to recognize children as capable of producing knowledge about their own experience.



Why it's relevant to education

Abstract questions can be difficult during early childhood. The photographs linked the conversation to recognizable places, activities, and people in the classroom. Thus, the research did not rely solely on interviews designed for adults.

What an intersectional reading brings

The central relationship occurs between age, institutional position and forms of communication. Children occupy an unequal position compared to teachers and researchers: they are used to answering questions asked by adults and can try to identify the expected answer. Photo-elicitation partially modifies this relationship because it allows images to be produced, chosen and commented on, although the adult continues to define the purpose, organize the sessions and make decisions about analysis and dissemination.

Methodological key

Participation does not appear only when speaking. It can also be expressed by producing, ordering, preserving, rejecting, or reviewing images.

Reference APA: Pyle, 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

Childhood, communication and adult power

The most significant contribution

The case of an autistic child with nonverbal communication allows us to deepen intersectional reading. His age, his form of communication and his position as a student could exclude him from a conventional interview. By classifying photographs, he was able to keep the images that he considered significant and reject others, participating in the selection and analysis without depending on oral language.

Ethical tension

Photographs can function as a form of expression equivalent to a verbal quotation. However, showing them can identify children, teachers or schools. If all the images are hidden, the identity can be protected, but also the most significant contribution of those who express themselves visually can disappear.

Case Limits

The article delves into age, adult-childhood relationships and communicative differences. It does not systematically develop how gender, cultural origin, racialization or socioeconomic position influence. This shows that research can be inclusive in one dimension and maintain other unexplored differences.

Questions to Further Reading

- Were all the girls and boys able to participate in the same phases?
- What forms of communication were recognized as knowledge?
- How did adult authority influence selection and interpretation?
- What perspectives might emerge when analyzing gender, origin, or family conditions?
- How to disseminate the work without making invisible those who expressed themselves through images?

Reference APA: Pyle (2013).

Researching School Wellness with Autistic Students

Photo-elicitation promoted by those who participate to explore what favors or hinders a good school experience.

Sídney, Australia | 10 students | 7 institutes | 2 meetings

What the case shows

Danker, Strnadova, and Cumming (2017) used photo-elicitation driven by those who participated. Students took photographs related to what favored or hindered a "good life" at school and then talked about them in individual interviews.

Why it's relevant to education



The methodology reduced reliance on abstract questions and immediate verbal responses. The photographs allowed for the documentation of places, activities, and situations that the research team could not observe directly, and gave each student room to decide what to comment on and in what order.

What an intersectional reading brings

The case shows that disability cannot be treated as a homogeneous category. Participation was conditioned by age, autism, communication needs, concurrent diagnoses, type of schooling, presence of support staff, school rules, access to devices, and gender. Methodological flexibility was a condition of participation, not a secondary adaptation.

Methodological key

Photography is not a substitute for support. It can facilitate conversation, but it requires time, instructions, resources and forms of accompaniment tailored to each person.

Reference: Danker, J., Strnadová, I., y Cumming, T. M. (2017). Engaging students with autism spectrum disorder in research th rough participant-driven photo-elicitation research technique. Australasian Journal of Special Education, 41(1), 35–50. https://doi.org/10.1017/jse.2016.7

Autism, School Supports and Standards

The role of institutions

Opportunities to produce photographs did not depend solely on the decisions of the student body. Each school established different rules on the use of telephones, the times when images could be taken, and the possibility of photographing others.The images available reflected both the students' experience and the institutional conditions.

Support and autonomy

The presence of teachers or support staff could help to understand instructions, reduce anxiety and facilitate communication.At the same time, an adult could influence what was photographed or what was considered appropriate to share. The question is not whether there should be support, but how to offer it without substituting decisions.

Case Limits

All participants were male. The study does not allow us to analyze how gender can be related to autism identification, school experience, or forms of participation. Nor does it systematically examine cultural origin, racialization, or economic status.The use of one-party devices introduces potential inequality.

Questions to Further Reading

- ¿How did the school rules modify the photographs that could be produced?
- What support facilitated participation and what could have conditioned the responses?
- What happens when a person does not have their own device?
- How would the case change with a sample of different genres?
- What internal differences are hidden by talking about "autistic students" as a single group??

Reference: Danker, Strnadová y Cumming (2017).

Understanding the changes in the daily lives of refugee families

Interviews supported by photographs to explore food, physical activity, care and conditions of the territory.

North of England

27 mothers and fathers

2 organizations

Arabic and English

What the case shows

Alsubhi et al. (2022) used interviews supported by photographs to explore how resettlement transformed family routines, everyday spaces, and practices related to child nutrition and physical activity. Families were contacted through community-based organizations.



Why it's relevant to education

The case broadens the view beyond the school. Children's educational life is linked to family, housing, neighbourhood, community networks, climate, language, school and host society. The photographs facilitated conversations about everyday practices that could be difficult to explain in an abstract way.

What an intersectional reading brings

This case allows us to observe how different conditions act together. Food and physical activity cannot be explained as individual decisions or attributed only to "culture". Displacement, country of origin, language, gender, economic situation, family responsibilities, housing, perceived safety, climate, access to public spaces, school and community networks are involved.

Methodological key

The photographs function as starting points for conversation. They do not represent a community in themselves nor do they have universal meaning.

Referencia APA: Alsubhi, M., Epton, T., Goldthorpe, J., y Peters, S. (2022). A qualitative investigation of the health behaviours of young children from refugee families using photo elicitation interviews. Health Psychology and Behavioral Medicine, 10(1), 1086–1109. https://doi.org/10.1080/21642850.2022.2141245

Migration, care and territory

Gender and care

The sample was mainly composed of mothers. This composition can be related to the distribution of care, work schedules, the confidence needed to talk about family life, and conceptions about who knows best the daily practices of daughters and sons.Low paternal participation is not only a problem of recruitment: it also informs about family responsibilities.

Who produces the images

The photographs were prepared with the collaboration of a small group of mothers and then selected for interviews. This favored the cultural relevance of the stimuli, but does not guarantee that they represent the diversity of countries, trajectories, family structures, and times of residence.

Missing perspectives

The study collected the interpretations of mothers and fathers about the lives of their children. The children's voices werenot obtained directly. In addition, most of the participants came from Syria, so the category "refugee families" can hide linguistic, religious, economic, family and territorial differences.

Questions to Further Reading

- What internal differences are hidden under the category "refugee families"?
- How do gender, language, economy and territory influence together?
- What experiences may have been left out of the photographs?
- How to directly incorporate the perspective of children?
- How can we avoid explanations that attribute the results solely to culture?

Reference : Alsubhi et al. (2022).

What changes between the three cases

Photo-elicitation does not have the same meaning in all contexts. Methodological decisions change according to the people, territories and power relations involved.

Analysis Question	Case 1 Childhood	Case 2 Autism	Case 3 Refugee families
Central dimension	Age, Communication and Adult Power	Disability, Supports, and School Standards	Migration, gender, language and territory
What the technique facilitates	Questions Situated in Classroom Experiences	Control over images and conversation order	Discuss recognizable everyday changes
Methodological risk	Protecting identity can make visual contributions invisible	Support can influence autonomy	Common stimuli can reduce diversity
Less visible perspective	Gender, origin and social class	Gender and economic inequality	Direct voices of children



Common learning

An isolated characteristic does not explain participation. The opportunities to express oneself, decide and be recognized depend on how personal, social, institutional and territorial conditions are related.

Cases analyzed: Pyle (2013); Danker, Strnadová and Cumming (2017); Alsubhi et al. (2022).

Questions to design with an intersectional perspective

These questions can be used before, during, and after applying photo-elicitation in an educational or community context.

Before

- Is the group being treated as homogeneous?
- Who decides the question and the photo assignment?
- What communicative, linguistic or technological supports will be necessary?
- What rules of the centre or entity can limit what is photographed?

During

- Can people choose what to show and what not to show?
- Are forms of non-verbal participation recognized?
- Does adult support facilitate or substitute decisions?
- Does the conversation allow you to correct the team's interpretations?

After

- Who is involved in the analysis and validation?
- What perspectives were absent?
- How will the results be returned without exposing identities?
- How useful will the knowledge be for those who participated?



Closing

Intersectionality does not add a decorative section to the design. It helps to review whether the methodology fairly distributes the possibility of producing images, narrating experiences, interpreting results and deciding on their use.

This list complements the Self-Learning Box's Ethical, Participatory, and Intersectional Review Canvas.

References

References used to support the guide and the three cases.

Alsubhi, M., Epton, T., Goldthorpe, J., y Peters, S. (2022). A qualitative investigation of the health behaviours of young children from refugee families using photo elicitation interviews. Health Psychology and Behavioral Medicine, 10(1), 1086-1109. https://doi.org/10.1080/21642850.2022.2141245

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Danker, J., Strnadová, I., y Cumming, T. M. (2017). Engaging students with autism spectrum disorder in research through participant-driven photo-elicitation research technique. Australasian Journal of Special Education, 41(1), 35–50. https://doi.org/10.1017/jse.2016.7

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Usage Note

The case sheets and this guide can be read independently. For more, it is advisable to review the full articles using the QR codes included in each case infographic.