



LEARN PHOTOVOICE

See qualitative research from a new point of view

#LearnPhotovoice

ACRL Conference, 2023

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INTRODUCTION

What is photovoice? Why use it?

20 minutes | 1:00-1:20 PM



THE FOCUS GROUP

- Group interview
- Pre-written questions
- Brings out shared experiences
- Usually analyzed thematically

A downside to using focus groups is that they often privilege the perspective of the researcher and socially assertive participants

WHAT MAKES PHOTOVOICE DIFFERENT?

Photovoice is similar to focus groups, but **co-created** with the participants themselves.



TAKE PHOTOS

Participants take photos and give them captions in response to prompts



DISCUSS AS A GROUP

Participants share about their experiences by discussing the photos they took



FIND THEMES

Researchers identify common patterns in what participants submit and discuss

WHERE DID PHOTOVOICE COME FROM?

'68

PAULO FREIRE develops the idea of “problem-posing” education in *Pedagogy of the Oppressed*

- Learning by discussing community artifacts that represent social realities
- Part of the framework of critical pedagogy

'97

WANG & BURRIS adapt problem-posing into an assessment method

- Modified by encouraging the community to create their own artifacts using documentary photography
- Intended to empower communities to make social change as “participatory action research”

HOW HAS IT BEEN USED?

FARM-WORKERS

The original work of Wang & Burris in 1997 (pictured)

PUBLIC HEALTH

See Catalani & Minkler 2010

EDUCATION

See Latz 2017

LIBRARIES

See Luo 2017



Figure 3. “Drinking water is a problem in our mountainous area. The water is not very clean. The water the woman is getting flows from two faucets. The faucet water is pumped up from the pond by the electric power station. Whenever there is a power blackout in our mountain areas, even the water from these faucets is not available. I wanted to show the difficulty of getting drinking water.” Photograph and caption by Li Cui Zhen, a Chengjiang County farmer, age 34.

See also: photovoice.org,
photovoiceworldwide.com

WHAT ARE THE MAJOR CHALLENGES?



Discussion topics may be sensitive, often by design



Thematic analysis can be difficult and time-consuming



High buy-in means recruitment may be difficult & attrition expected



Complications can arise from funding needs

WHAT CAN PHOTOVOICE DO?

ANSWER

questions you might never have thought to ask

ENCOURAGE

community engagement and participation

EMPOWER

communities for social action

REVEAL

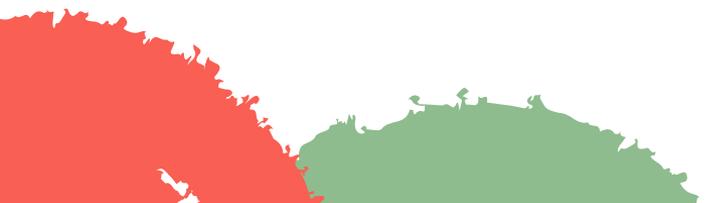
hidden experiences that participants might not bring up a typical study

VALUE

the perspectives of all participants

DISCOVER

the role your library plays in participants' broader lives



OUTLINE OF TODAY'S WORKSHOP

	INTRO: WHAT IS PHOTOVOICE? WHY USE IT?	20 min	1:00-1:20 PM
	SIDEBAR: USING THE WORKSHOP TOOLKIT	10 min	1:50-2:00 PM
	STEP 1: CREATING RESEARCH QUESTIONS	15 min	1:20-1:35 PM
	STEP 2: CREATING PHOTO PROMPTS	15 min	1:35-1:50 PM
	STEP 3: TAKING PHOTOS	30 min	2:00-2:30 PM
	BREAK	5 min	2:30-2:35 PM
	STEP 4: DISCUSSING PHOTOS AS A GROUP	25 min	2:35-3:00 PM
	STEP 5: THEMATIC ANALYSIS	40 min	3:00-3:40 PM
	OUTRO: REPORT BACK AND QUESTIONS	20 min	3:40-4:00 PM

Questions before we begin?



SIDEBAR

Using the workshop toolkit
at bit.ly/PhotovoiceToolkit

10 minutes | 1:50-2:00 PM





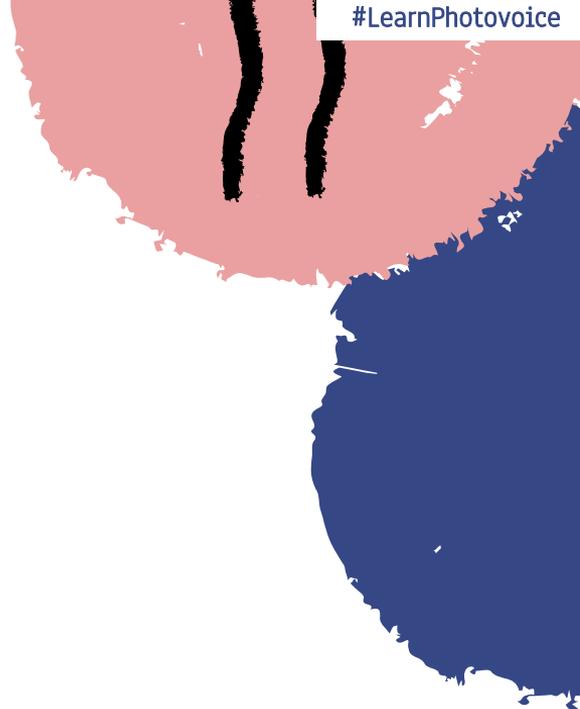
STEP 1

Creating research questions

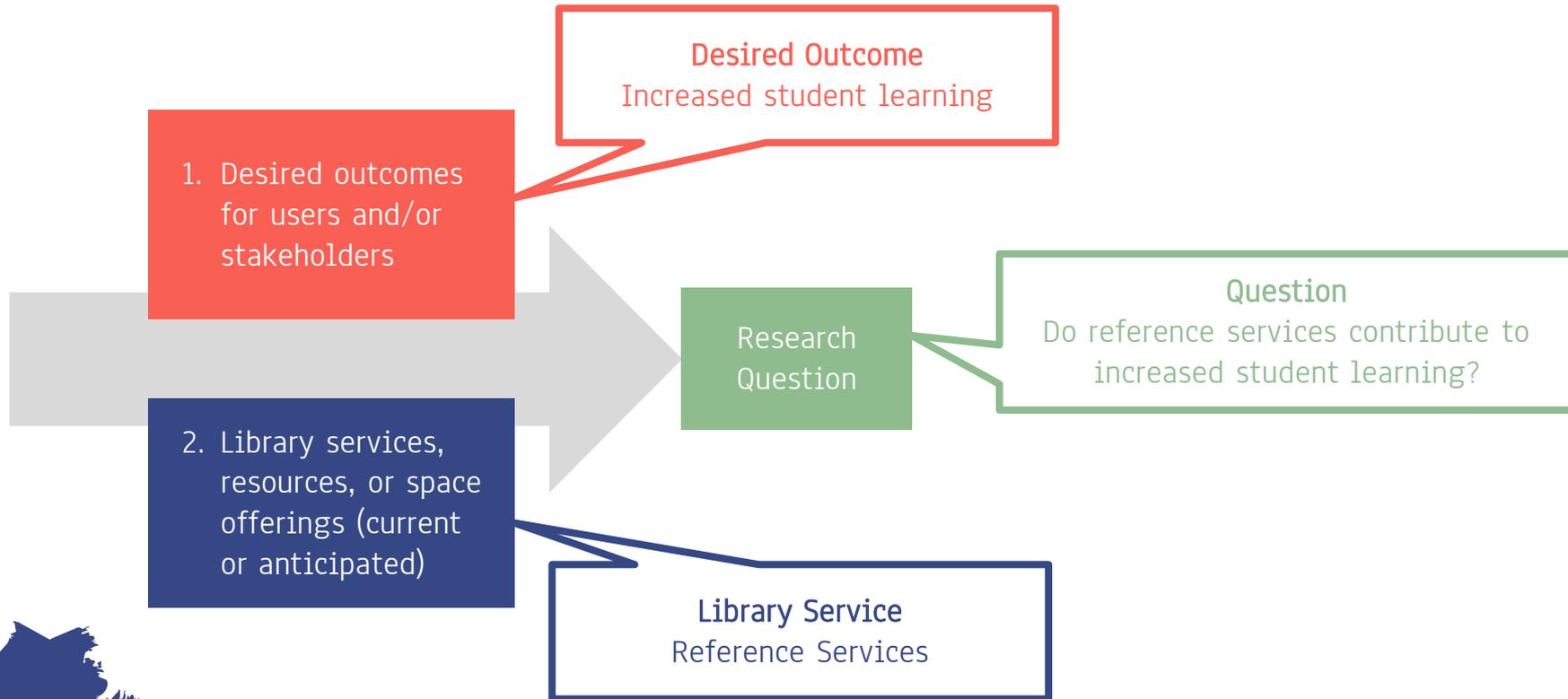
15 minutes | 1:20-1:35 PM



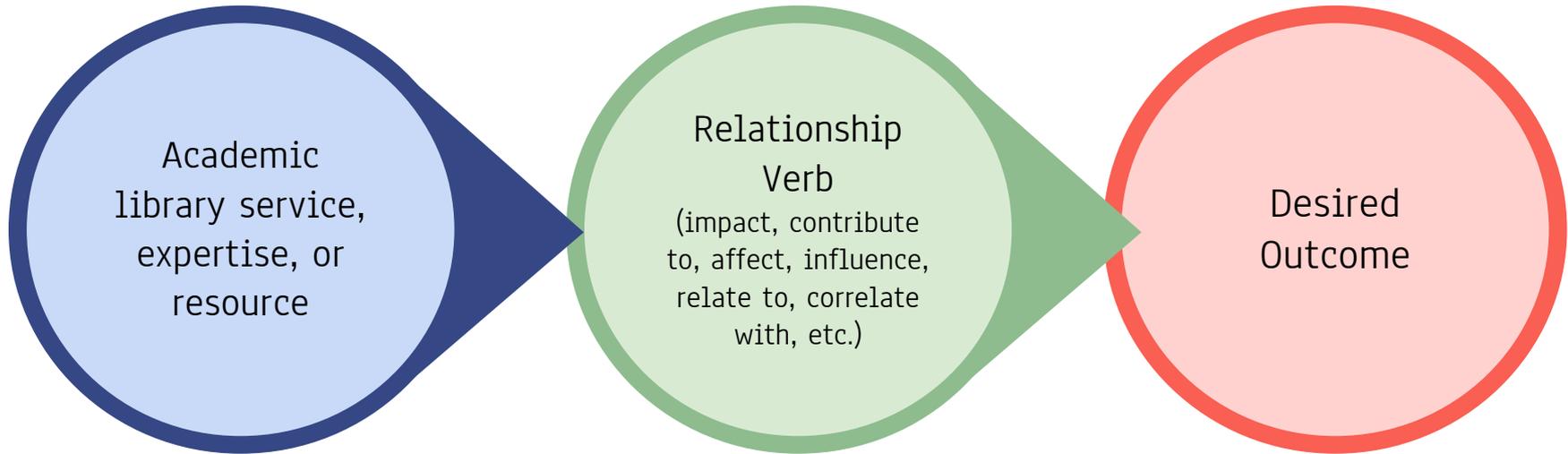
TOPICS

1. Identifying research questions: 3 components
 2. Library research question structure
 3. Writing library impact research questions
 4. Research questions for photovoice
 5. Research questions we've used
 6. Your turn!
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IDENTIFYING RESEARCH QUESTIONS: 3 COMPONENTS



LIBRARY RESEARCH QUESTION STRUCTURE



Do reference services ...

contribute to ...

increased student learning?

Do our library spaces ...

contribute to ...

a sense of inclusiveness and belonging for [population of interest]?

WRITING LIBRARY IMPACT RESEARCH QUESTIONS

LIBRARY SERVICE, RESOURCE, OR SPACE	RELATIONSHIP VERB	DESIRED OUTCOME
To what extent are library resources	viewed as	inclusive by [population of interest]?
To what extent is the library	viewed as	a mentally and emotionally safe space by [population of interest]?
To what extent are library [resources, services, spaces]	viewed as	inclusive by [population of interest]?
What changes can the library	make to ensure	[population of interest] feel supported and included?



Be **explicit** in stating the question that is at the heart of the project.

TIP: You can always turn around the structure and start with the outcome ... or use a different structure altogether.

RESEARCH QUESTIONS FOR PHOTOVOICE



FOCUSED

around a particular theme



RELEVANT

to a particular community and their social issues, experiences, or environment.



PERSONAL

to the individual perceptions and everyday realities of participants



ACTIONABLE

in that the answer should stimulate change by influencing decisions and policies.

Source: Nykiforuk, C. I., Vallianatos, H., & Nieuwendyk, L. M. (2011). Photovoice as a Method for Revealing Community Perceptions of the Built and Social Environment. *International journal of qualitative methods*, 10(2), 103-124.

<https://doi.org/10.1177/160940691101000201>

RESEARCH QUESTIONS WE'VE USED

To what extent is our library viewed as a **physically/mentally/emotionally** safe space by [population of interest]?

To what extent are our library **spaces/services/resources** viewed as inclusive by [population of interest]?

To what extent do [population of interest] experience microaggressions or bias at our library?

How can our library improve spaces, services, and programs to ensure [population of interest] feel supported and included?

Feel free to adapt for your own use in the future!

CREATE YOUR OWN RESEARCH QUESTIONS

It's your turn!

Time: 10 minutes

- Create groups of 4 (whoever is nearby at your table)
 - Each group should take one of the two number cards at their table. This will help us keep things organized later on.
- Discuss the tutorial and examples
- Create 1-3 research questions related to participants' experiences at ACRL.
 - You might consider focusing your questions around spaces, signage, ability to make connections ... (things that photos from ACRL attendees might help you answer).
 - Feel free to adapt questions from the previous slide for this exercise.



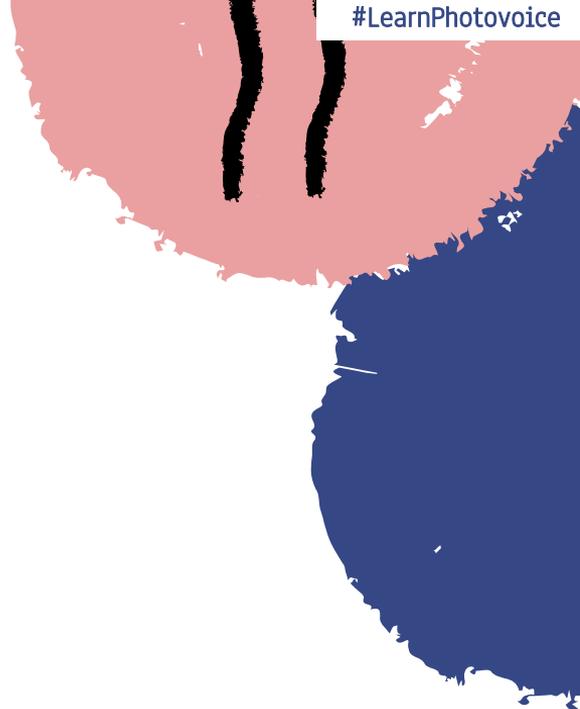
STEP 2

Creating photo prompts

15 minutes | 1:35-1:50 PM



TOPICS

1. About photo prompts
 2. What makes a good prompt?
 3. Prompts that we've used
 4. Your turn!
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ABOUT PHOTO PROMPTS

- Prompts are designed to give your participants a voice and allow them to share their points of view and lived experiences.
- Reflective prompts work best - ask for participants' meaning, experiences, changes in behavior, views, or opinions.
- Keep the prompts broad and open-ended. This leaves room for creative interpretation by your participants.
- Give your participants prompts that allow them to share both positives as well as negatives.
- Give participants choices (EX: provide 6-7 prompts but only require them to respond to 3-4. This gives them agency over what they want to contribute to the study.)

WHAT MAKES A GOOD PROMPT?

PERSONAL	OPEN	SPECIFIC	RELEVANT TO LIVES OF PARTICIPANTS	RESULTS CAN BE CONVEYED THROUGH PICTURES
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Includes the word you

Cannot be answered with just "yes" or "no"

What makes you feel safe at Atkins Library?

yes

Not a yes/no question. Requires personal interpretation.

Focused on safety in the library

Relevant to Black students, particular in face of recent violence against black citizens.

Photographs can be taken that represent safety to the participant.

What makes you unwelcome or excluded at Atkins Library?

yes

Not a yes/no question. Requires personal interpretation.

Focused on "unwelcomeness" or "exclusion"

Black students (and Black citizens overall) have historically been marginalized, excluded, and often made to feel unwelcome.

Photographs can be taken that represent "unwelcomeness" or "exclusion."

Adapted from Rutgers International Photovoice Facilitator's Guide:

<https://rutgers.international/wp-content/uploads/2021/09/Photovoice-Facilitators-guide.pdf>

PROMPTS WE'VE USED

What most represents our library to you?

What aspect of the library is most useful or helpful to you? (Consider all aspects: physical or online resources, services in the building, online, or in class, etc.)

What makes you feel safe, welcome, or included at our library?

What makes you feel unsafe, unwelcome, or excluded at our library?

Feel free to adapt for your own use in the future!

CREATE YOUR OWN PHOTOVOICE PROMPTS

It's your turn!

Time: 10 minutes

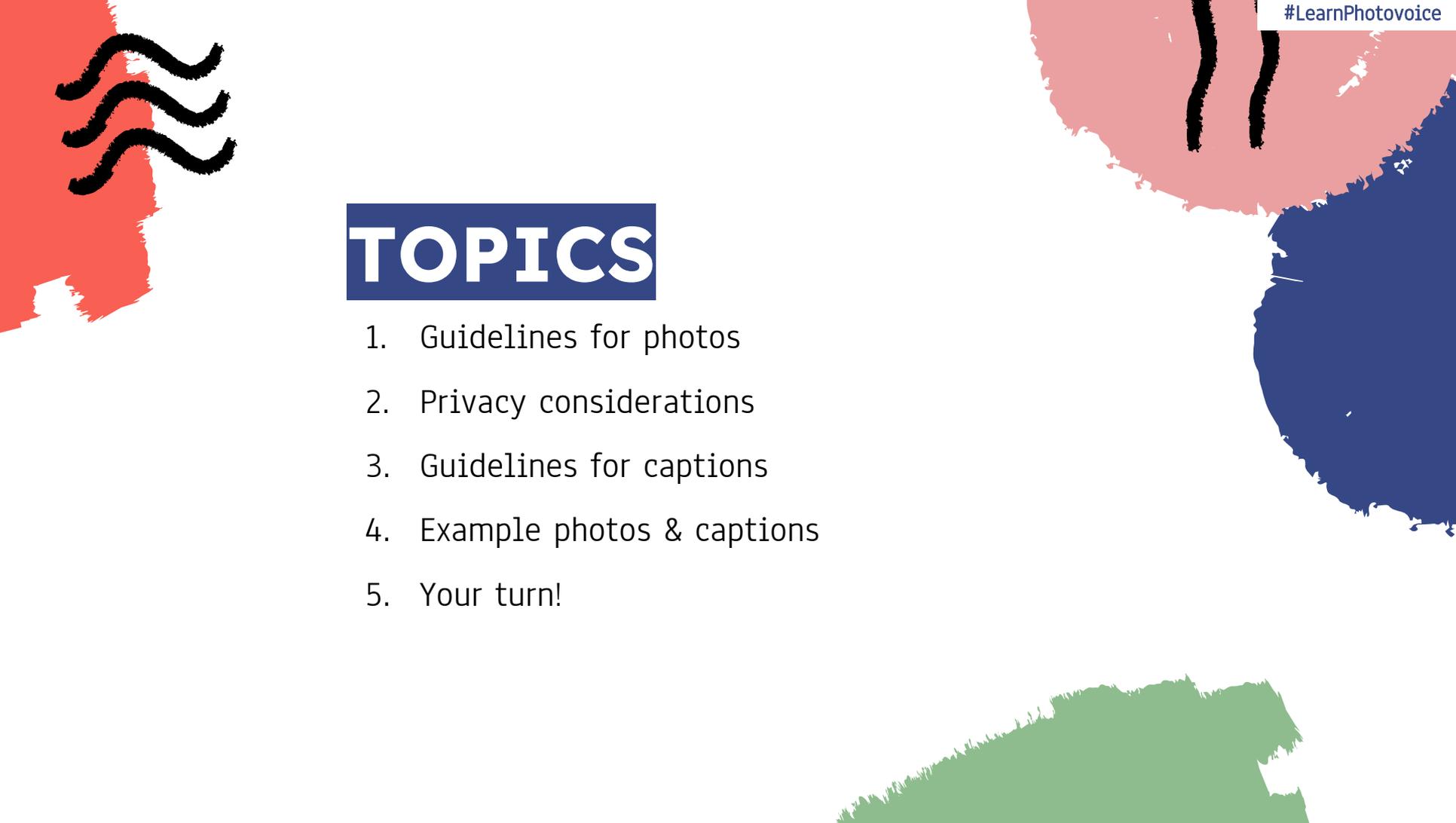
- Continue working with your table group.
- Discuss the tutorial and examples
- Create 3-4 photo prompts related to the research questions you created.
 - Feel free to adapt prompts from the previous slide for this exercise.



STEP 3

Taking photos

30 minutes | 2:00-2:30 PM



TOPICS

1. Guidelines for photos
2. Privacy considerations
3. Guidelines for captions
4. Example photos & captions
5. Your turn!

GUIDELINES FOR PHOTOS

- Request responses to a minimum number of photo prompts, but few enough that they maintain flexibility
- Specify that photos should all maintain some relevance to the central theme of the study, but allow as much creative freedom as possible within that
- Participants should feel free to submit photos that fall at any degree of the scale from strictly functional to artistic.

TIP: Accepting screenshots of web content is an easy way to give participants more flexibility

PRIVACY CONSIDERATIONS

- Since libraries are places where people gather, participants' photos are likely to include non-participants
- Setting very clear boundaries for privacy may be important for your IRB. You may find it helpful to offer to cover faces in any submitted photos prior to them being shared

Here are some guidelines we've used, but consult with your IRB for details:

It's generally okay to take photos of groups/crowds without express permission, as long as

- It's in a general-use, open space like a lobby or patio
- The focus is broadly on the group/crowd, and not a specific individual

If these don't apply, avoid taking photos of another person without their permission

Don't take photos of any person who has specifically asked you not to.

Don't share the photos from the study publically

GUIDELINES FOR CAPTIONS

Participants should have lots of freedom when it comes to writing captions, but it may help to offer them some guiding questions, such as:

How does the photo relate to your prompt?

What's most important in the photo?

How does the subject of the photo make you feel?

TIP: Make sure it's clear to participants that they don't have to identify themselves in the caption. Similarly, remind them not to reveal someone else's identifying info in the caption without permission.



“The library’s history that is displayed at Atkins Library needs to be updated to reflect more African American leaders who contributed to the library’s success.”



“The selection of books featured near the entrance help me feel welcome. I noticed that there are some books by black authors being showcased, which is cool since representation is often scarce. I can count at least three by black authors, which is decent considering how diverse the bookshelf is already.”



“concentrated white dominance.”

TAKE PHOTOS

It's your turn!

Time: 20 minutes (+ 5 minute break)

- Take photos that respond to at least 2 of your group's prompts.
 - Try to submit 3-4 total photos, but no more than 5 (to save time today)
 - Keep the photos relevant to ACRL in some way, but beyond that, you can get creative!
 - Consider taking screenshots of web content to mix things up
- After taking your photos, go to the submission form at bit.ly/PhotovoiceSubmit
 - You can also use the the QR code on this slide
 - Either submit your photos as you capture them, or if you prefer, take lots of photos, then select the 3-4 you want to share
- For each photo you submit:
 - Enter the prompt you're responding to
 - Upload your photo
 - Enter a caption

The workshop will resume at 2:35 PM





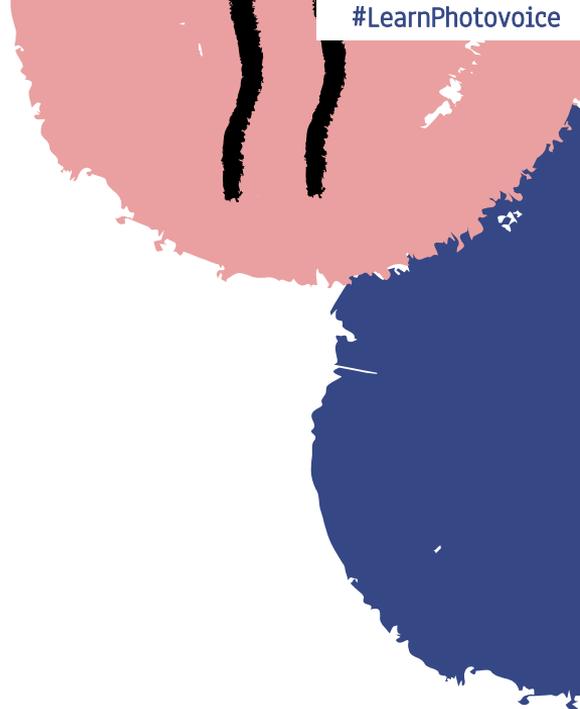
STEP 4

Discussing photos & captions as a group

25 minutes | 2:35-3:00 PM



TOPICS

1. Facilitator guide
 2. Ground rules
 3. Leading the discussion
 4. Follow-up questions
 5. Gathering final thoughts
 6. Your turn!
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FACILITATOR GUIDE

In a live environment, giving your facilitator a clear guide will help them and participants feel more comfortable.

Introduce yourself and other study team members who are present

Describe your role as facilitator

Recap what you asked participants to do before the session

Describe if you've done anything to pre-process photo submissions

Outline what the participants will be asked to do in the session

Consider providing participants with tools for reflection & notes

Find the guide that UNC Charlotte used in the toolkit or at <https://go.charlotte.edu/facilitatorguide>

GROUND RULES

Because the discussion can sometimes involve sensitive topics, it's good to set expectations.

Ground rules should encourage participants to...



Keep the conversation private



Feel comfortable speaking and allowing others to speak



Respect other participants' points of view



Speak their own truth, not assuming others feel the same

Find the ground rules that UNC Charlotte used in the toolkit or at <https://go.charlotte.edu/groundrules>

LEADING THE DISCUSSION

To generate a discussion about each photo, try using the mnemonic **SHOWED**

S

What do you
SEE here?

H

What's really
HAPPENING
here?

O

How does this
relate to **OUR**
lives?

W

WHY does this
problem or
situation exist?

E

How could this
image **EDUCATE**
others?

D

What can we **DO**
about the problem
or situation?



FOLLOW-UP QUESTIONS

The best follow-ups use open-ended questions that encourage **CONVERSATION**

Sample questions:

Would you elaborate about that?

Can you give an example?

Why is that?

How did you feel about that?

Can you explain what you mean by that?

How did you respond to that?



GATHERING FINAL THOUGHTS

After going through your photos (if there is time remaining) give participants time to express any thoughts they haven't had a chance to mention. For example:

"What other comments related to the topic would you like to share if you haven't yet had the chance? (It doesn't necessarily need to relate to the photographs.)"

"Based on our discussion today, what else could we do to [relate back to the purpose of the study]?" (e.g., "be more supportive, welcoming, or inclusive?")

DISCUSS THE PHOTOS AND CAPTIONS

It's your turn!

Time: 20 minutes

- In the toolkit (bit.ly/PhotovoiceToolkit), each group should have a folder with a slideshow of their group's photo submissions
- One group member should serve as a facilitator to
 - Run the slideshow
 - Prompt discussion with guiding questions (remember "SHOWED"!)
 - Take notes
- Group members (including facilitator) are encouraged to ask follow-up questions to each other
- Group members are also welcome to take their own notes - these will come in handy in our next section, when we analyze data



STEP 5

Thematic analysis

40 minutes | 3:00-3:40 PM



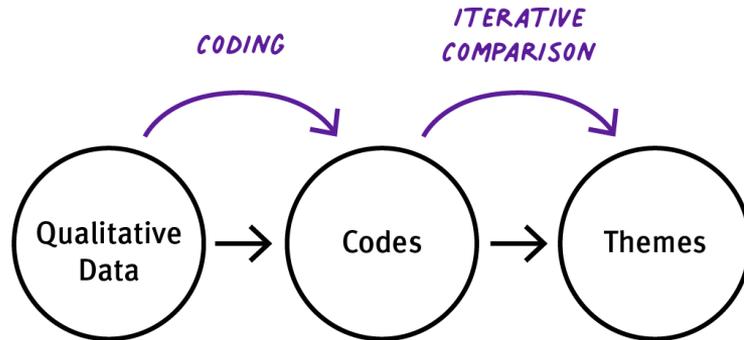
TOPICS

1. Purpose and goal
2. Examples: low-tech & digital
3. Affinity mapping
4. Reviewing notes, developing codes
5. Identifying basic themes
6. Relating analysis back to research questions
7. Tips and tools to use in the future
8. Your turn!



PURPOSE AND GOAL

Thematic Analysis



NNGROUP.COM NN/g



A systematic method of organizing qualitative data



Tag observations and quotes with **codes**



Generate **themes** from related codes or findings

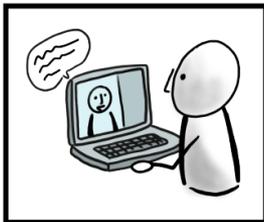


Lots of ways to do it—develop methods that suit your data and resources

6 STEPS TO DOING A THEMATIC ANALYSIS

STEP 1

Gather your data.



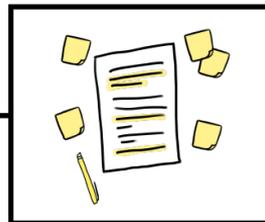
STEP 2

Read all your data from beginning to end.



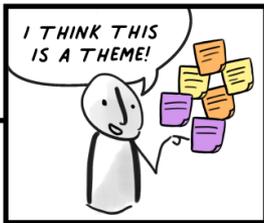
STEP 3

Code the text based on what it's about.



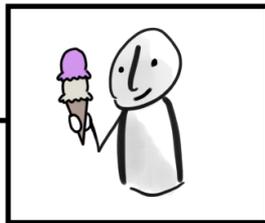
STEP 4

Create new codes to encapsulate potential themes.



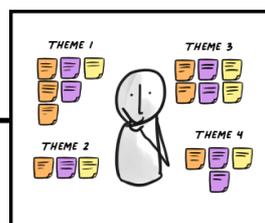
STEP 5

Take a break for a day.



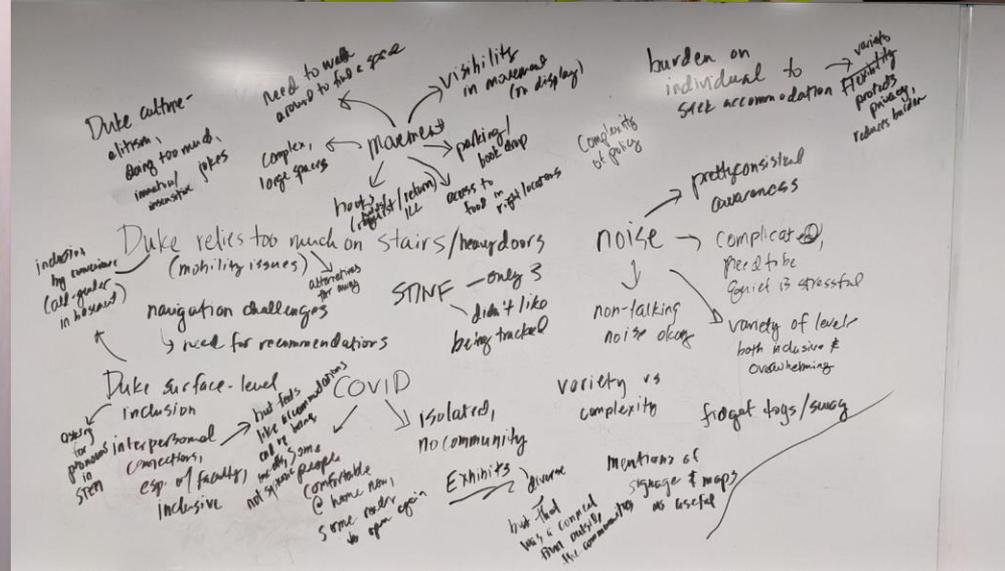
STEP 6

Evaluate your themes for good fit.



REPEAT AS NEEDED

LOW-TECH THEMATIC ANALYSES



AFFINITY MAPPING

Break data into small pieces



Reassemble into meaningful groups



Look for themes

LOTS OF BENEFITS

- Collaborative
- Quick
- Inexpensive
- Digital or analog
- Adaptable;
- Visual
- Tactile
- Iterative

SOME DOWNSIDES

- Not as thorough as more intensive methods
- Challenging if working with large amounts or varieties of data



REVIEWING NOTES, DEVELOPING CODES

- Transcribe discussion sessions
- Closely read and tag interesting quotes in the transcripts and photo captions supplied by participants
 - These keywords or tags are your “codes”
 - Codes can be **descriptive** or **interpretive**
- Consider developing brief descriptions or definitions of your codes

TIP: More than one person from the research team should closely read and tag, if possible



IDENTIFYING BASIC THEMES

- Gather with your research team in-person or online
- Share codes that emerged from your close reading, defining codes as needed
- Work together to compare, discuss, and group common codes. These new codes or “mega codes” may become your essential themes

TIP: If possible, take a break from your data and themes, then return with fresh eyes. Do your themes still make sense? Does the data sufficiently support the themes? What needs refinement?

RELATING ANALYSIS BACK TO RESEARCH QUESTIONS

Return to your research questions, and review your themes while reflecting on them. Ask...

Do the high-level takeaways and themes help you answer or more fully understand your research questions?

What has not been answered?

Will additional analysis of existing data be sufficient, or do you need to collect more data?

What recommendations for improvement emerge at this point?

What other follow-up is needed?

THEMATIC ANALYSIS

It's your turn!

Time: 30 minutes

- Review your group's notes, and reflect on your discussion
- Consider any color-coding or special notations you'll use (e.g., blue highlights to indicate concerns)
- Individually, tag each interesting note with a "code" (or comment if you're working in Google Docs)
- As a group, identify at least 3 themes or patterns from the discussion or codes
- Consider how your findings help answer your research questions
- Find time to take a short break if possible (~5 min). Return to your themes with fresh eyes, and adjust as needed.

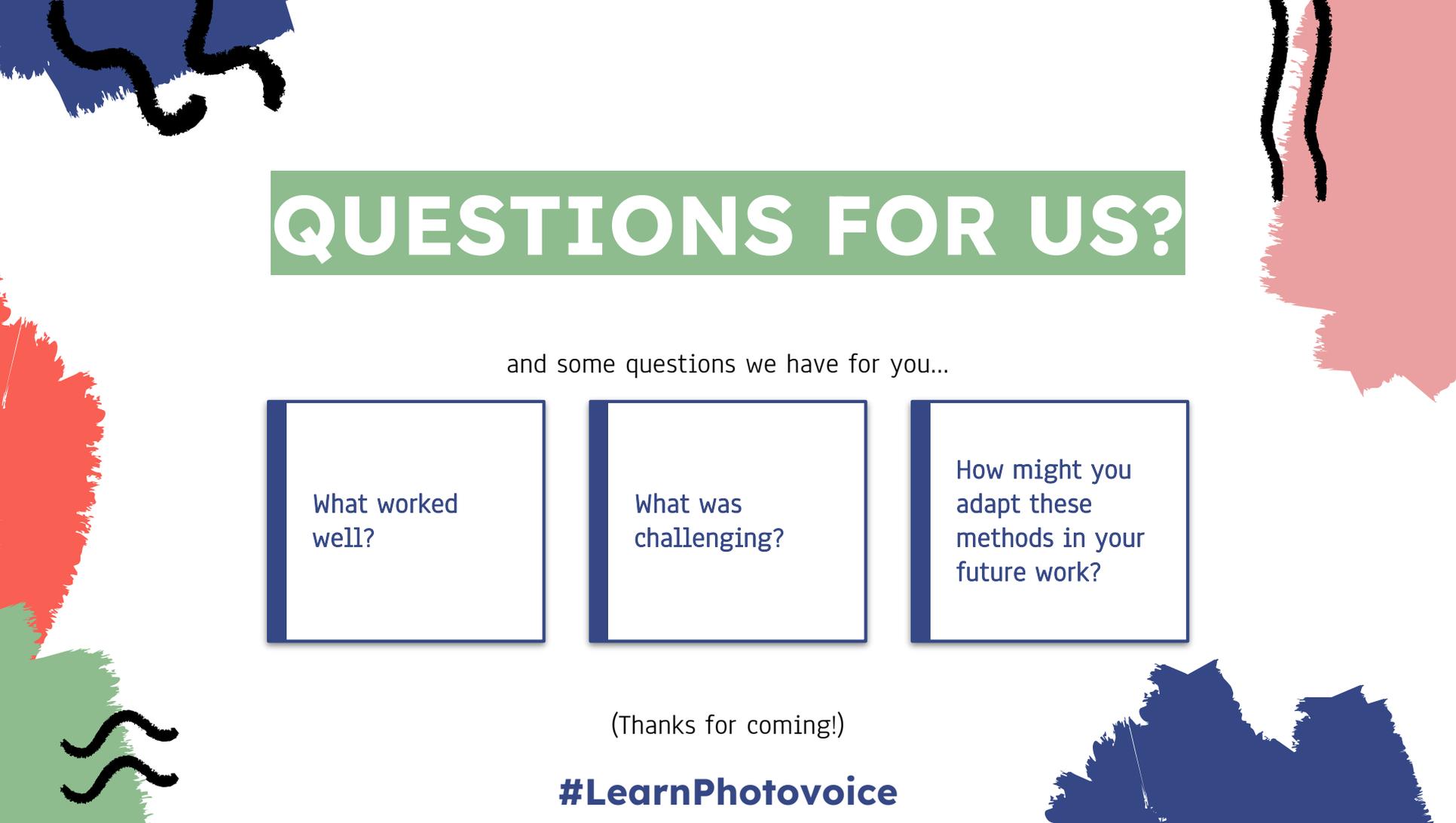
Questions before you get started?



OUTRO

Report back and questions

20 minutes | 3:40-4:00 PM



QUESTIONS FOR US?

and some questions we have for you...

What worked well?

What was challenging?

How might you adapt these methods in your future work?

(Thanks for coming!)

#LearnPhotovoice

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