

You don't need this side of the paper



Cut here



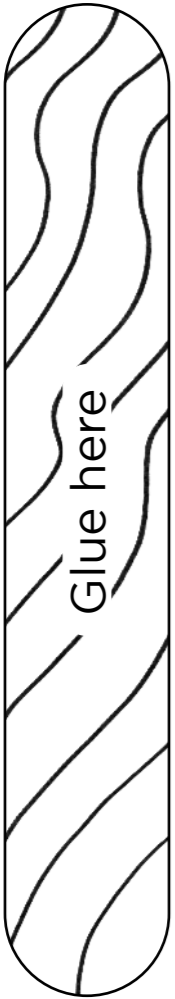
Cut here



Cut here



Cut here



Glue here



Fold here



Fold here

Photovoice toolkit

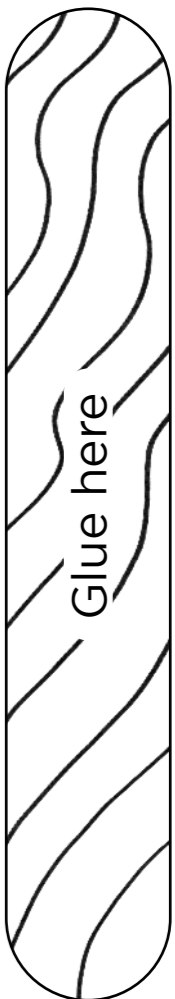
7 leaflets + 1 paper belly band



Fold here

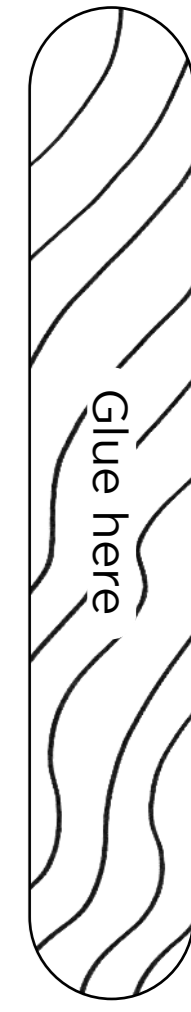


Fold here



Glue here

You don't need this side of the paper



Cut here



Fold here



Cut here

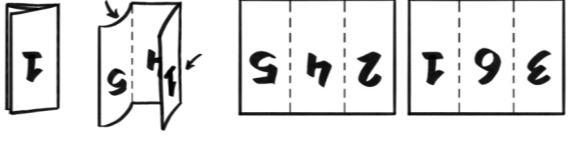


Instructions

1. Download the PDF file. Print all pages.

2. Print on A4 or A3 paper — up to you. Print **double-sided** and make sure your printer is set to **flip on long edge**.

3. Fold all the leaflets along the **dotted lines** like this:



4. Cut this page in half and fold it along the dotted lines. Make a cut where indicated and apply glue in the marked areas for a better **assembly**.



5. Wrap the 7 leaflets with this **paper belly band** to keep them together.



There are 7 leaflets in total.



Fold here



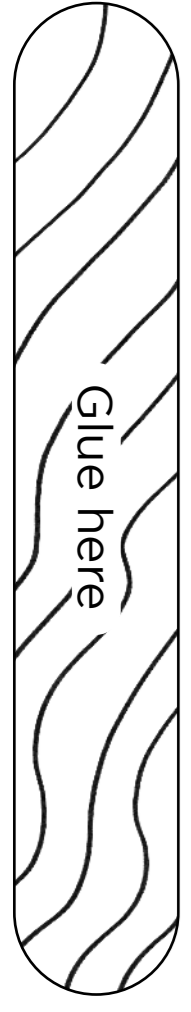
Cut here



Fold here



Cut here



2

What is this booklet?

This photovoice booklet is designed to guide you on your journey of using this participatory method in your research.

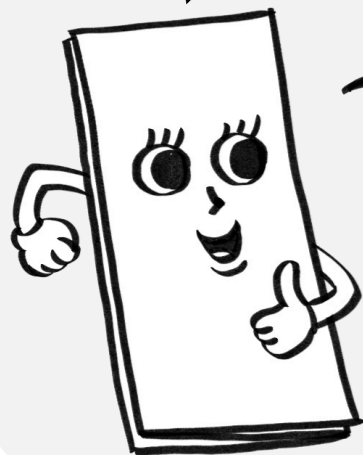
We will start by explaining what photovoice is and how it can be applied in research.

Next, we will introduce various steps you can take, based on the activities you need to do.

The steps are not in a specific order, allowing you to use them flexibly. However, we will give you some advice that you can follow based on your specific goals.

Each step is presented in a different leaflet, composed of an explanation of the step and how to carry it out, an example together with a reflection from students who have previously taken that step, space for you to add your own reflections or pictures.

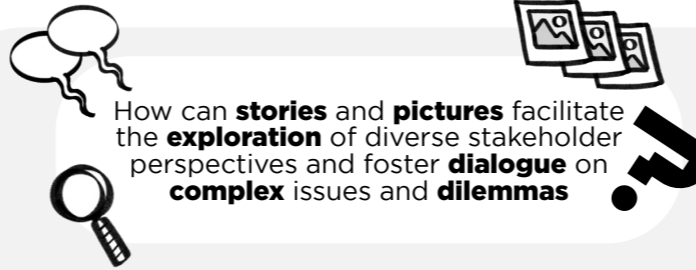
We have envisioned this booklet as an interactive companion



a tool to not only guide your learning but also inspire your own creativity and reflection. We hope it supports you on your journey. **Good luck!**

4

What is photovoice?



How can **stories** and **pictures** facilitate the **exploration** of diverse stakeholder perspectives and foster **dialogue** on **complex** issues and **dilemmas**

Photovoice is one of the visual research methods used for answering this question.



This qualitative method invites participants to take or select or reflect about a picture or any visual material to capture feelings, ideas, or perspectives about a specific situation or phenomenon.



Afterward, they share these visuals in an educational or research setting, exploring the elements, meanings, and reasoning behind their choice (Wang 2006).

Since the first application and conceptualization of this method from Wang (1994) it has been applied in very diverse context, encompassing and crossing disciplines, co-creating knowledge with participants in relation to health (Dennis et al. 2008), sense of place (Ngo & Brklacich 2014), nature and values (Pereira et al. 2020) and farming and food systems participatory research (Materson et al. 2018).

5

Set your goal

In this booklet you can find different steps that you can take and not all of them are compulsory. In this section we give you some advice on which steps you can take depending on your specific goal (research and/or self-reflection) what topic you want to study, the setting and conditions of the case study and people interviewed.

It is important to start with a clear idea of what your goal is in order to take the best steps that fit into it.

If for example you are doing a thesis, you need to have the goals and the research questions clear before you select the steps that you want include. For this phase you can ask help to supervisors or colleagues.

Let's give you some examples on possible steps you can take!

Are you using the method for self-reflection activities (e.g. For your internship, for a personal activity, for your course)



Are you writing your Bachelor or Master thesis or a research assignment or project? You should do steps 1- 2 or 3-(4)-5-(6)-(7)



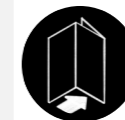
Are you using photovoice for team building activities? You should do steps 1-2 or 3- 6



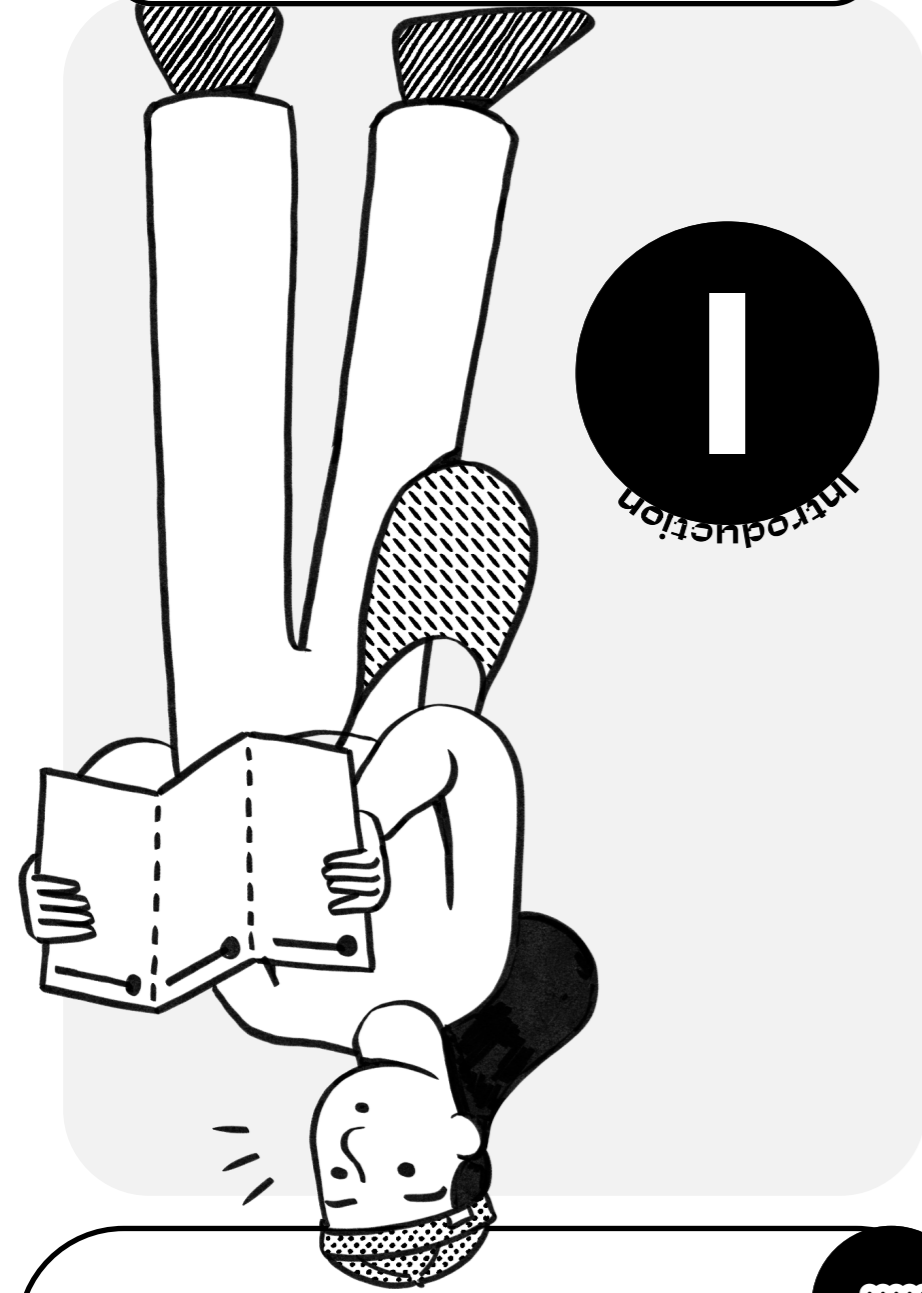
Are you using photovoice to better involve your stakeholders in your research? You should do step 1- 3- 6



Join the steps to create your own roadmap.



1 Introduction



Instructions

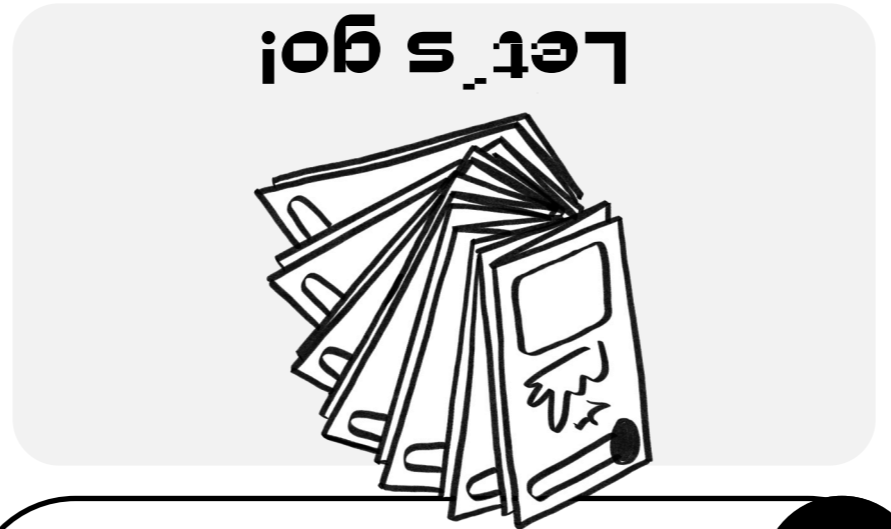
This icon means you need to write something on the leaflet!

1 Download and print the files

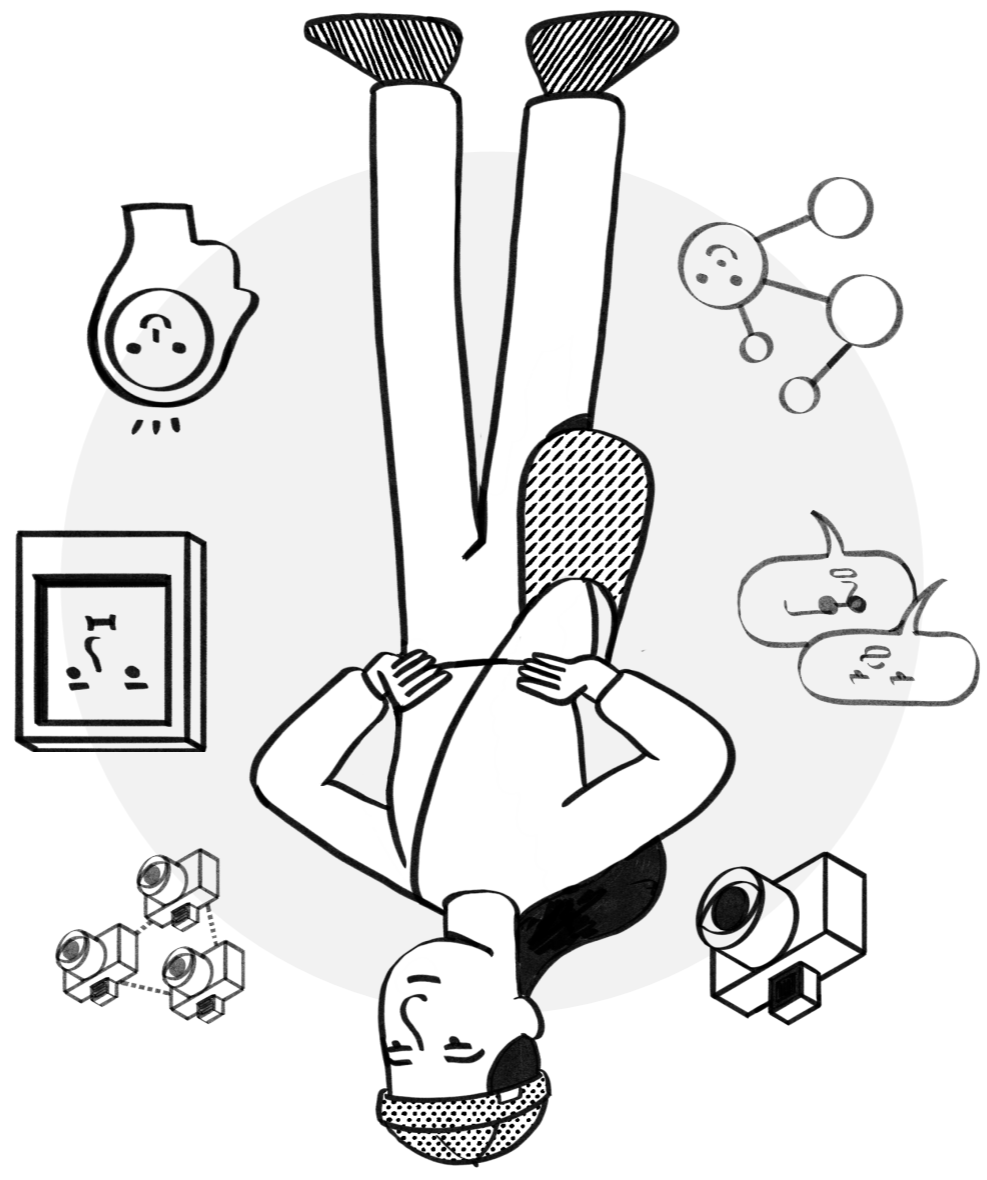
2 Fold the sheet along the dotted lines.

3 Your leaflet is ready!

2 Big step code

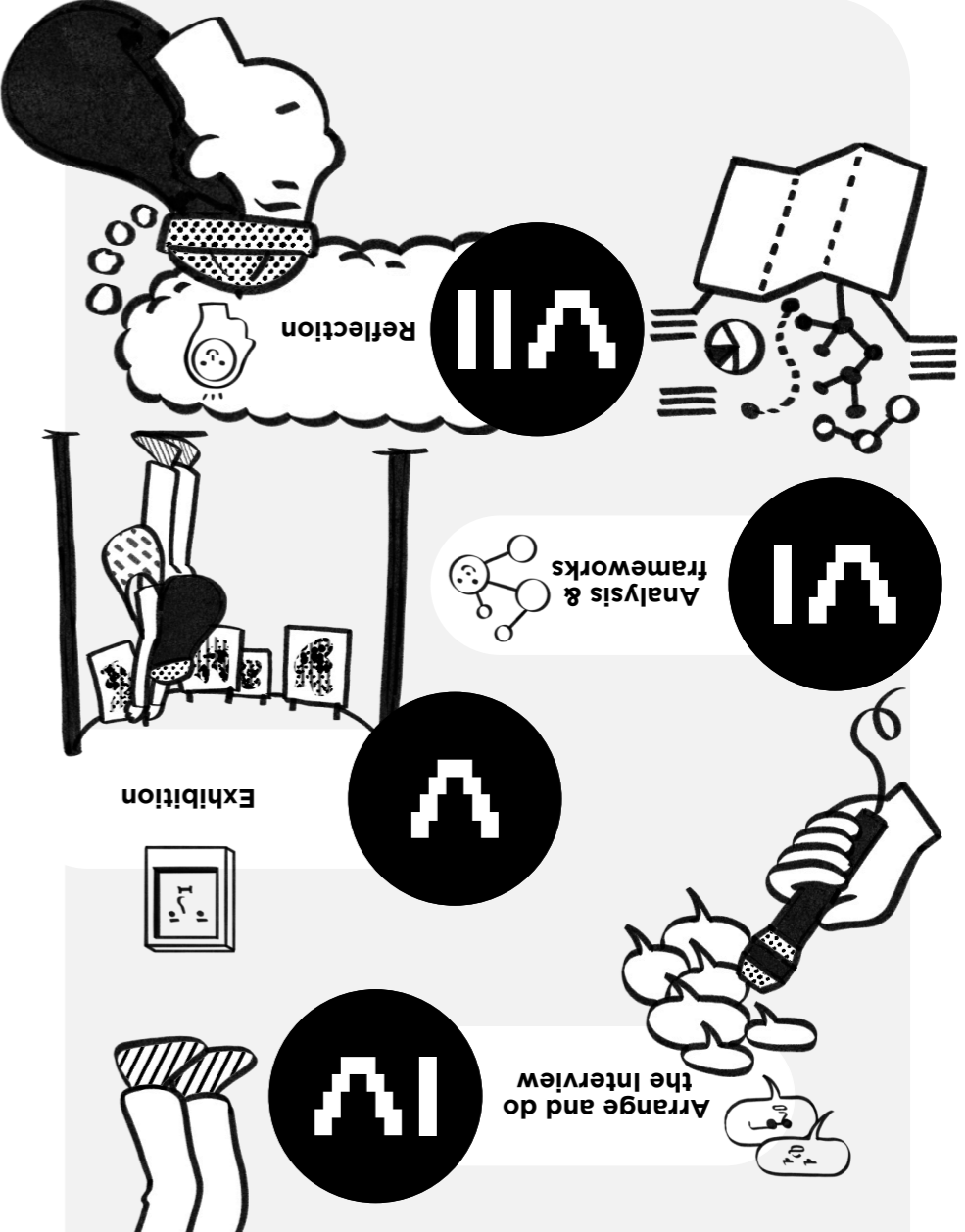
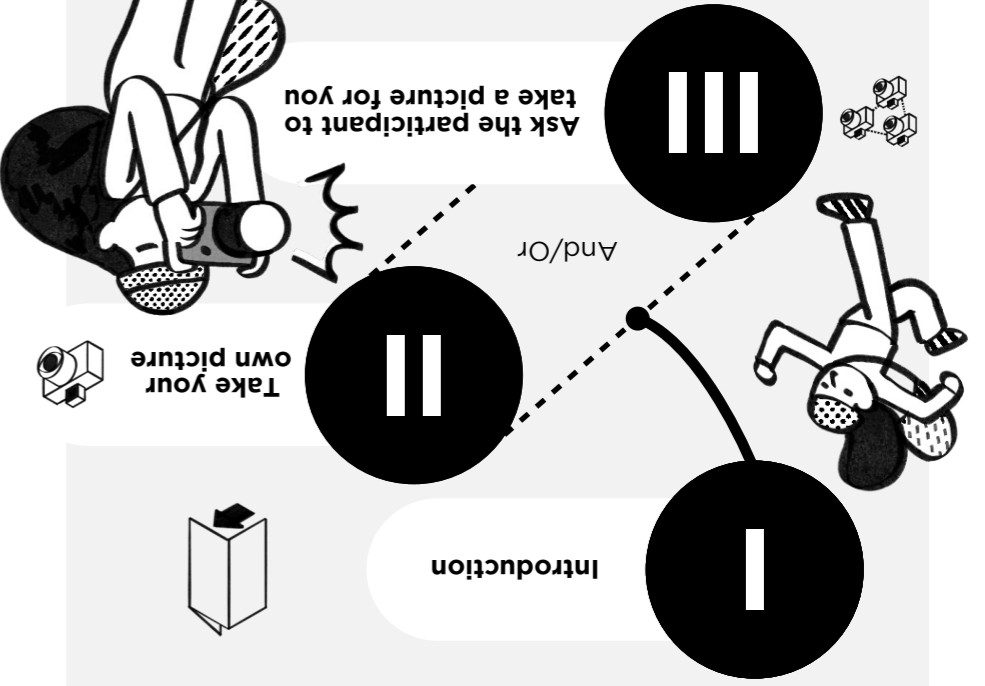


Let's go!



Andreotti, F., Ercoli, N., De Jager, S., McGill, I., & Vervoot, M. (2025). Using Photovoice to Facilitate Boundary Crossing Learning in Higher Education.

3 Roadmap



2

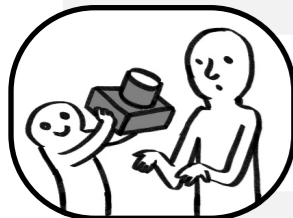
How to take your own picture

Take pictures that trigger any type of connection with your research topic or question or that can act as a prompt for self-reflection.



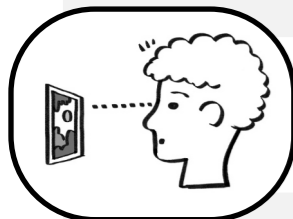
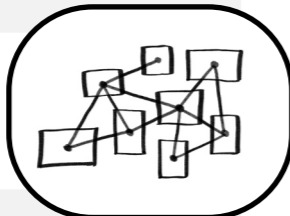
This can be anything - a landscape, an object or a situation (while respecting others' privacy).

To take the pictures, consider going outside, go for a walk anywhere you feel inspired to go to (e.g. a natural environment, an urban area, a workplace etc.).



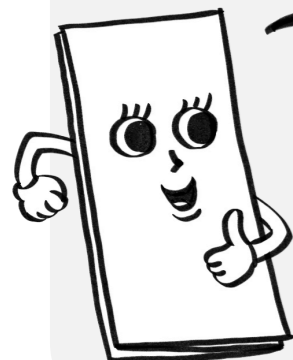
Unable to take a specific picture you have in mind? Maybe you can ask someone else to take it for you.

After taking pictures, select from your collection. For self-reflection, one may suffice; for interviews, choose a few (e.g., 3-4).



Choose pictures that you think might provoke different reactions, but keep in mind that expectations about how the pictures will affect people might not match reality.

And that this is a good thing!



After selecting your pictures, provide each picture with a title: a brief description that describes the image without telling people how to interpret it.

You can write that in this booklet or in your notes.

4

Reflection by other students



The photograph captures a figure that is alone and is standing in front of a very big landscape, that can feel somewhat disorienting. Above the figure, the sky appears a bit sunny, but moon and stars are also there. Below, the ground offers no landmarks to guide the individual's path. This image is exactly my experience when I embarked on the photovoice assignment.

When I started the task, I found myself in big uncertainty, navigating in an unfamiliar soil to me. I was really unsure on where to begin and which photographs to incorporate.

However, the more I understood the assignment's objectives, the easier it got to select a picture that showed exactly what I had in mind about my topic. It was not easy, but with the help of supervisors and other students, I completed the task and I learned a lot about self-discovery through art.

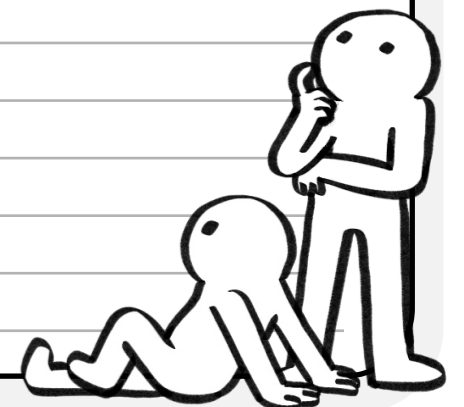
Choosing a picture is not easy, but it unlocks parts of yourself that you do not necessarily know in advance.

5



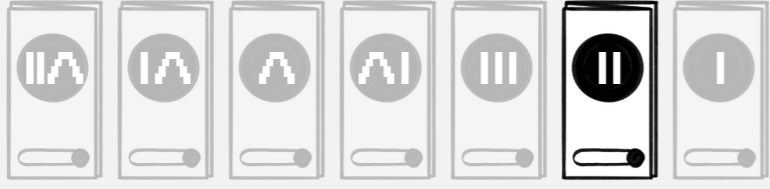
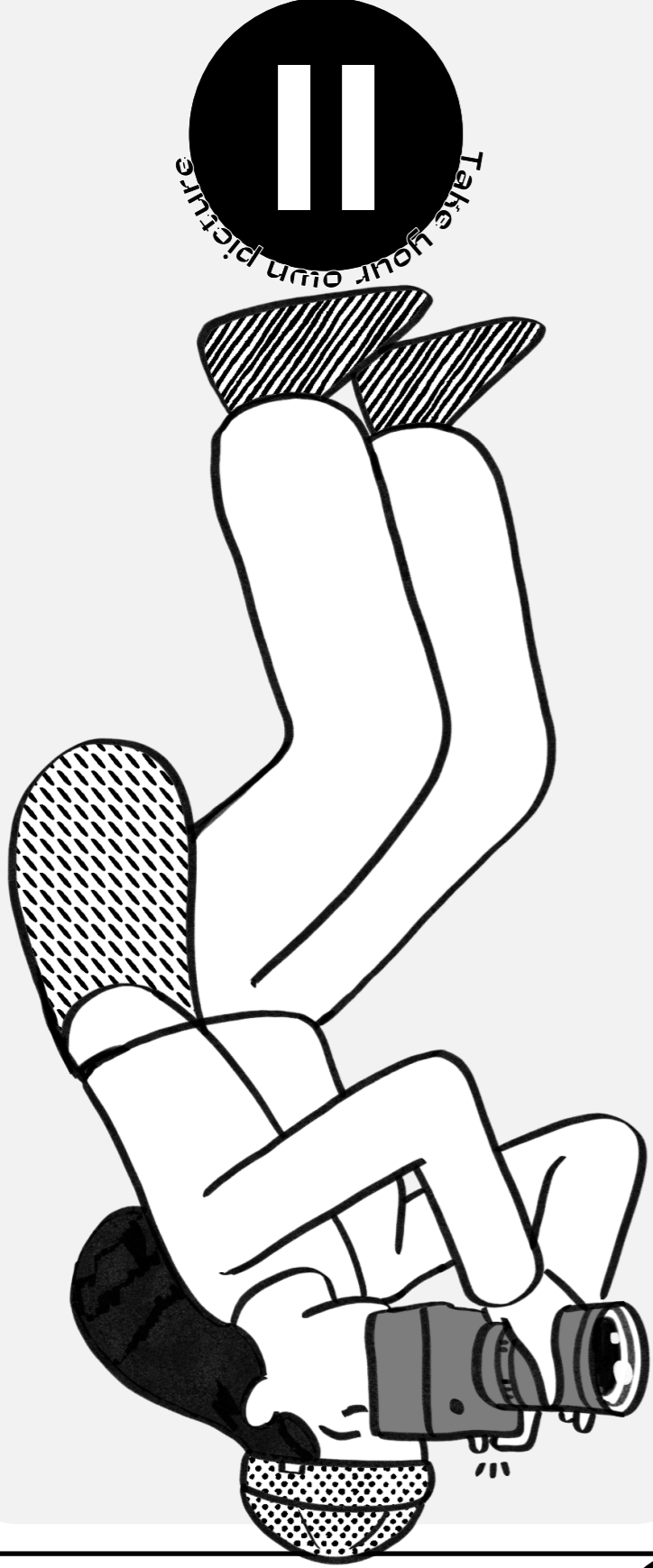
Write here your reflections:

Lined area for writing reflections.



Take your own picture

1



Example

3



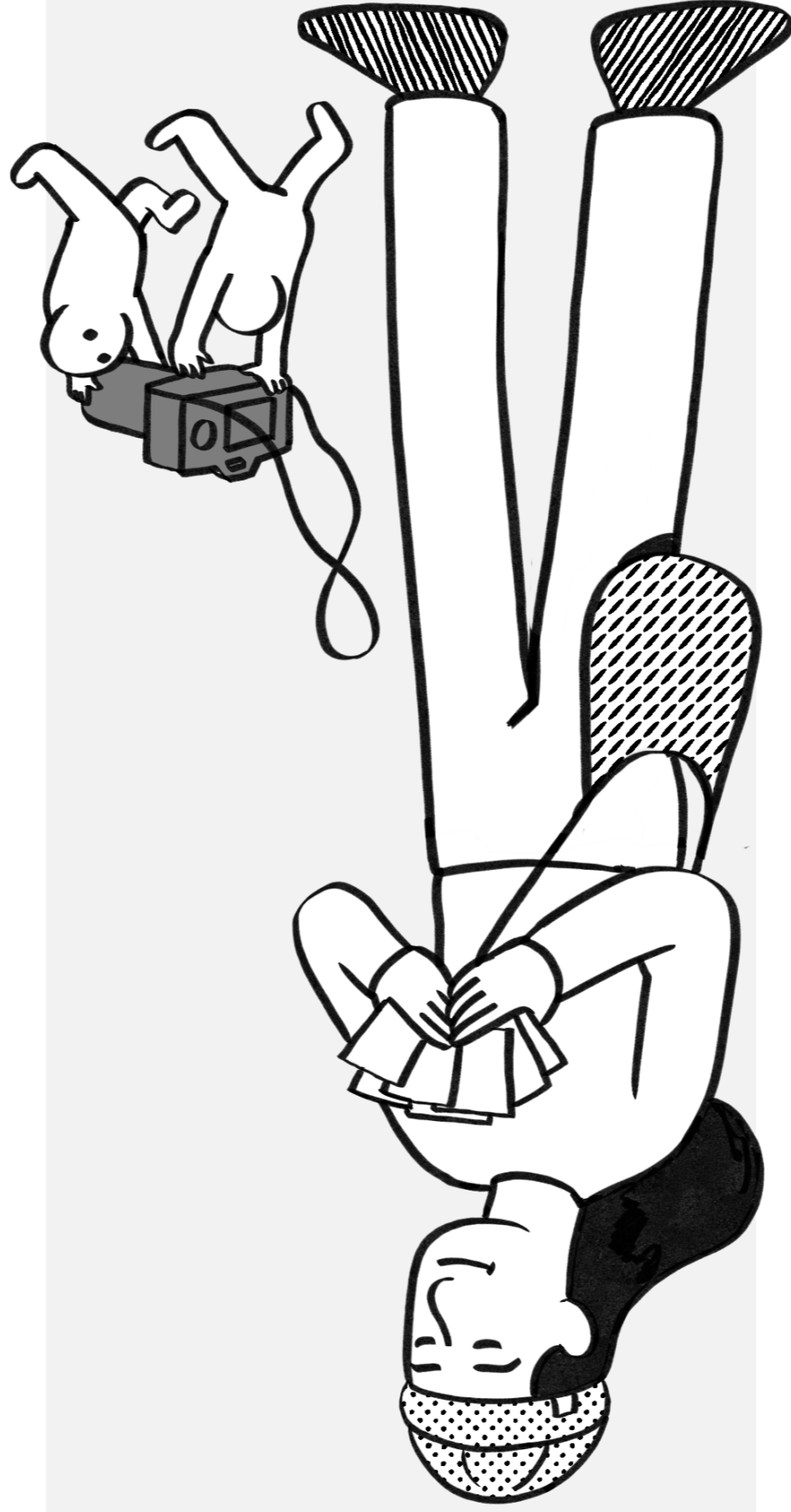
Cooking a meal while being sustainable.

This is a picture showing the dilemma between healthy food (e.g., lots of vegetables, no meat), but also the presence of waste and plastic.

Use this box to note the location, time, date, title, or any other relevant details.



5



Andreotti, F., Ercoli, N., De Jager, S., McGill, I., & Vervoort, M. (2025).
Using Photovoice to Facilitate Boundary Crossing Learning in Higher Education.

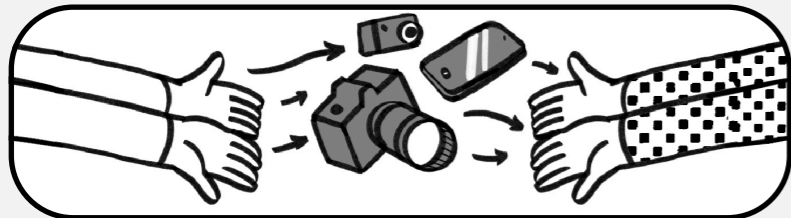
2

How to ask the participant to take a picture?

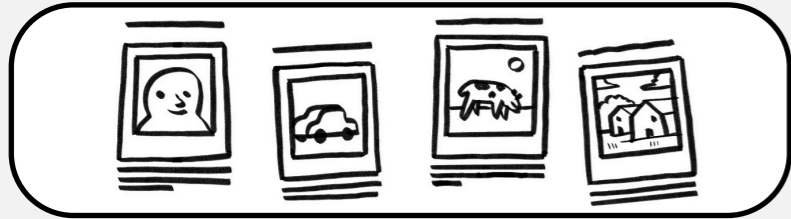
In this step the researchers ask the participant of the study to take the picture.

You can give the participant your own device, which can be a camera or a phone, and they can take a picture themselves.

Otherwise, you can ask what they would like to photograph, and you can take a picture yourself of that object.



You can check together with the participant what feels most comfortable for them. After taking the picture (s), provide each picture with a title: a brief description that describes the image without telling people how to interpret it. You can write that in this booklet or in your notes.



This step can be very related to the **interview** step if used for research purposes, so you need have a look at the instructions simultaneously. If you are using this step for non-research purposes, still make sure to check whether the participants did agree on being part of this process and they feel comfortable doing it.

Asking for a picture can be intimidating, or even personal, so we suggest you to introduce and explain this method at the beginning of the conversation, to give them more time to feel comfortable. It can happen that participants do not want to take the picture, so you should not pressure them and communicate that at any stage they can step out of the process.

4

Reflection by other students

When I asked the participant to take a picture at the beginning, it was intimidating. I did not know how they would react or if they would take it seriously. For some, it was not an easy task; they found it hard to think of a picture that would represent the specific topic I was asking about. For others, it was quick and straightforward.

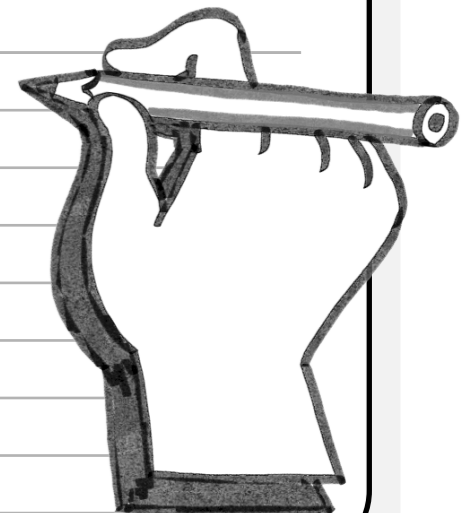
What I have learned in this process is that participants need time to think, as it is not a usual question, and they are not used to this kind of research method either. It is important to make them feel comfortable and give them all the time they need. I found it useful to ask for the picture and then, while they were thinking, talk about other things to avoid making them feel pressured.



5

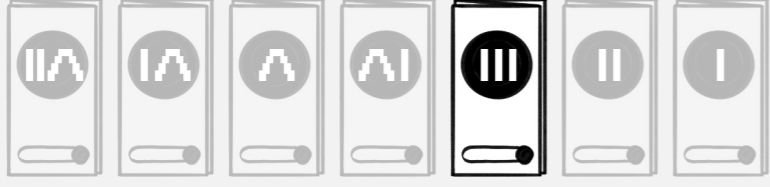
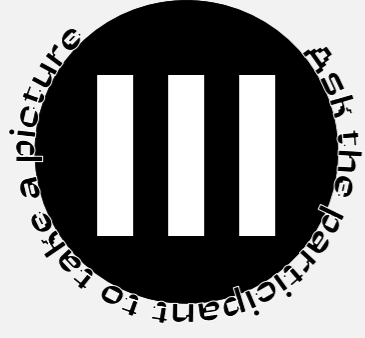
Write here your reflections:

Lined area for writing reflections, with a pencil icon at the top right.



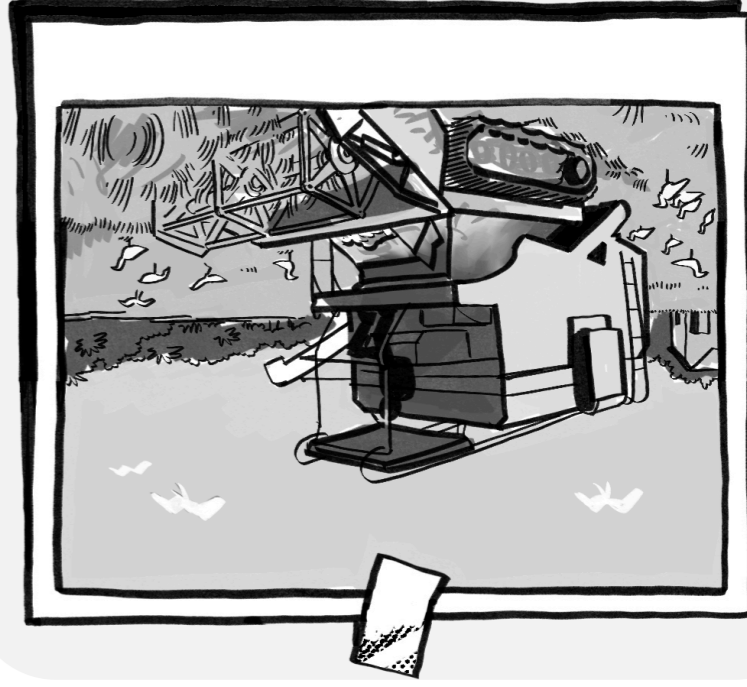
Ask the participant to take a picture

1



Example

3



Picture showing equipment used in a town in Western Africa and the presence of birds in the field that cause pre- and post-harvest lost in rice production.

Use this box to note the location, time, date, title, or any other relevant details.



Andreotti, F., Ercoli, N., De Jager, S., McGill, I., & Vervoort, M. (2025).
Using Photovoice to Facilitate Boundary Crossing Learning in Higher Education.



5

2

How to arrange interviews?

When selecting interviewees for photovoice interviews make sure to include **individuals with relevant experience related to your topic**, diverse perspectives and backgrounds, and, most importantly, a willingness and ability to share their experiences.

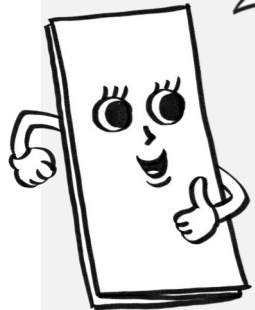
You can either bring your own pictures to the interview or ask the interviewees to bring or take their own photo materials.



If you are using photovoice to conduct interviews, ensure to develop **clear and concise questions**, and consider your **ethical conduct**.

It is common to use **standardized sets of open questions** to guide the interviews that are designed to centralize the interviewees' perspective (see set of example questions below).

Practice the interview questions beforehand, keep a 45-60-minute time limit, and have participants sign a consent form (ask your supervisor or a teacher for an example). Introduce yourself, explain the purpose of the interview, and manage expectations regarding outcomes.



Conduct the interview while encouraging participants to share their thoughts: do not make assumptions and ask more in-depth questions for clarification.



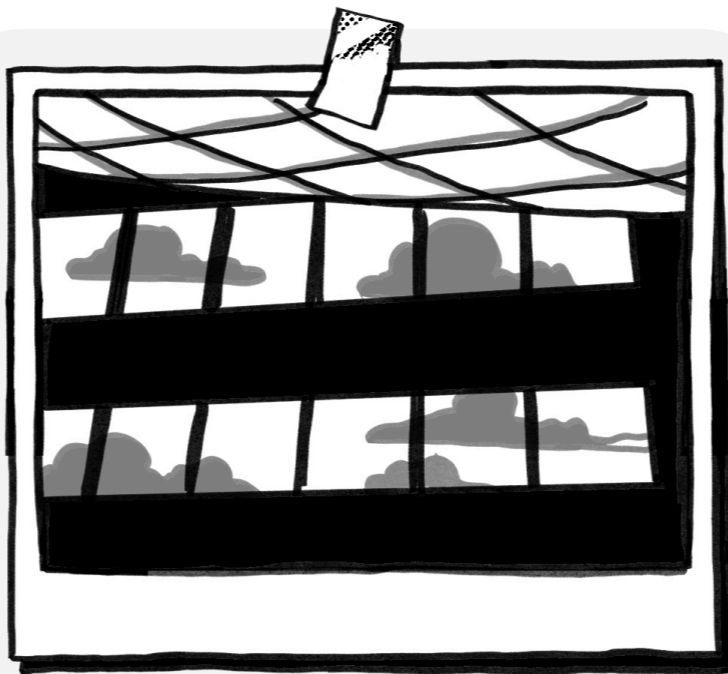
For research purposes make sure to carefully discuss your interview guidelines with your supervisor.



If you have permission, you can record the interview for reference, transcription and data analysis. Carefully consider how to store the data (in alignment with what you state in your consent form).

4

Reflection by other students



I took this picture because you could see these windows also see as boxes. For the photovoice assignment you sometimes had to think outside the box, especially when taking the picture.

The differences in cloudiness in the picture also reminded me of how the interviews went during the photovoice assignment.

During one interview the person being interviewed had no troubles with coming up with ideas related to our topic when looking at the pictures.

This experience would be represented by a window with almost only blue sky and some thinking clouds. But during another interview the person being interviewed had a really hard time coming up with ideas related to our topic when looking at the pictures.

I would say this experience is more represented by the window with only dark and grey clouds. But that there are dark and grey clouds associated with his interview does not mean it was a bad interview and that there is still blue sky behind the grey and dark clouds.

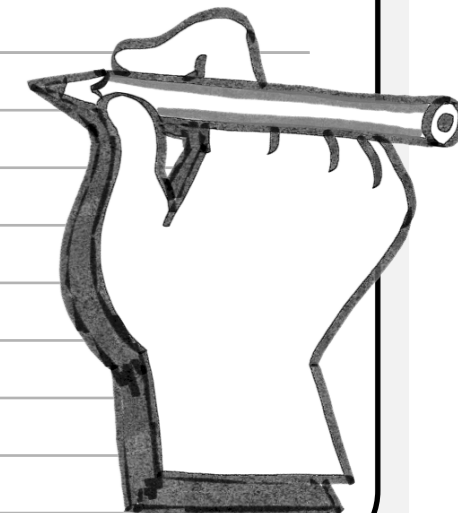


5

Write here your reflections:

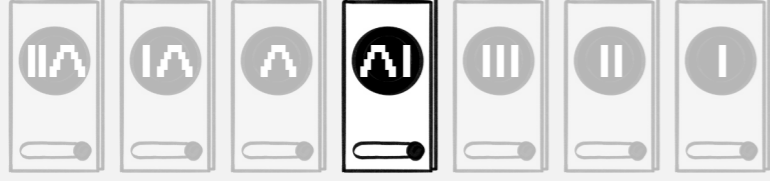
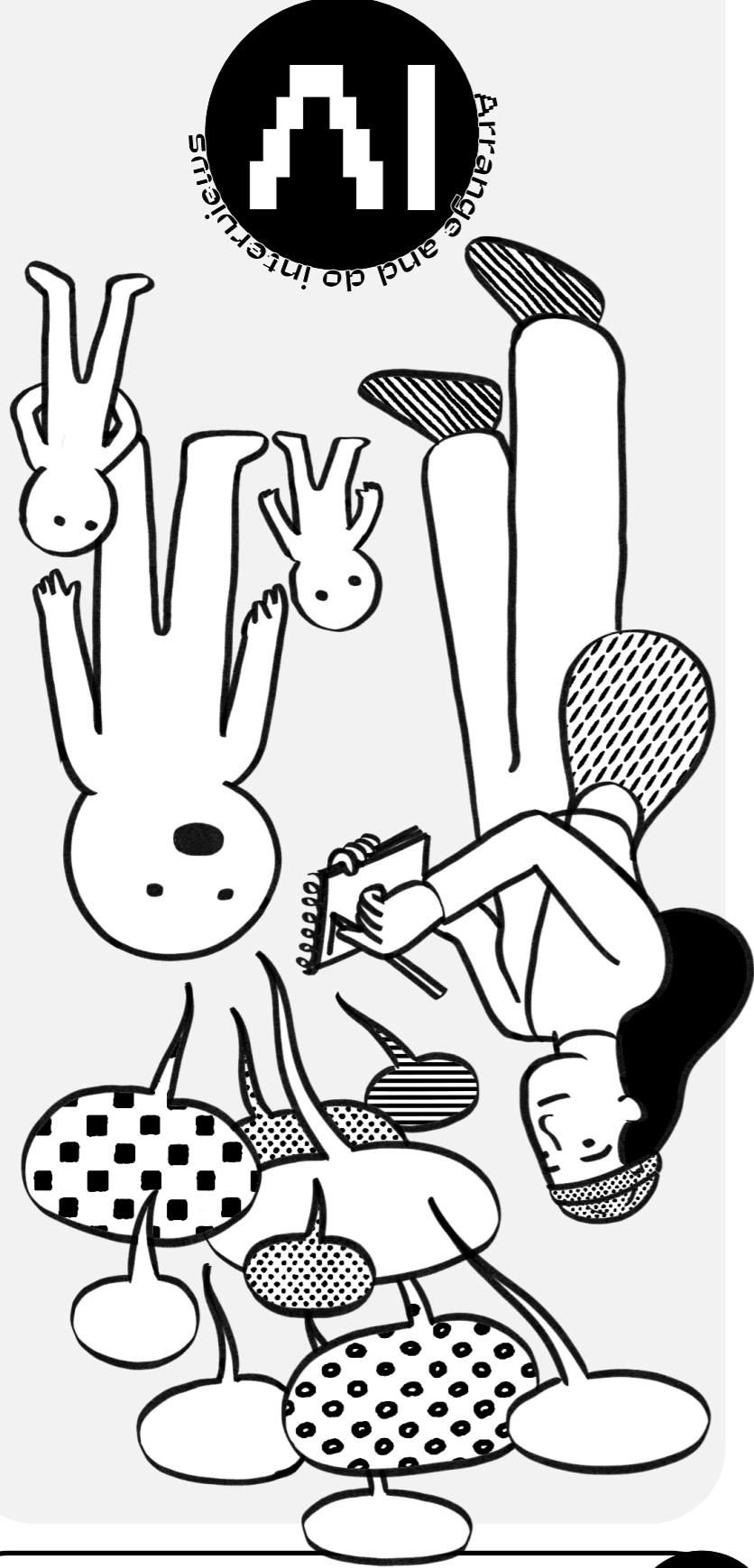


Lined area for writing reflections.



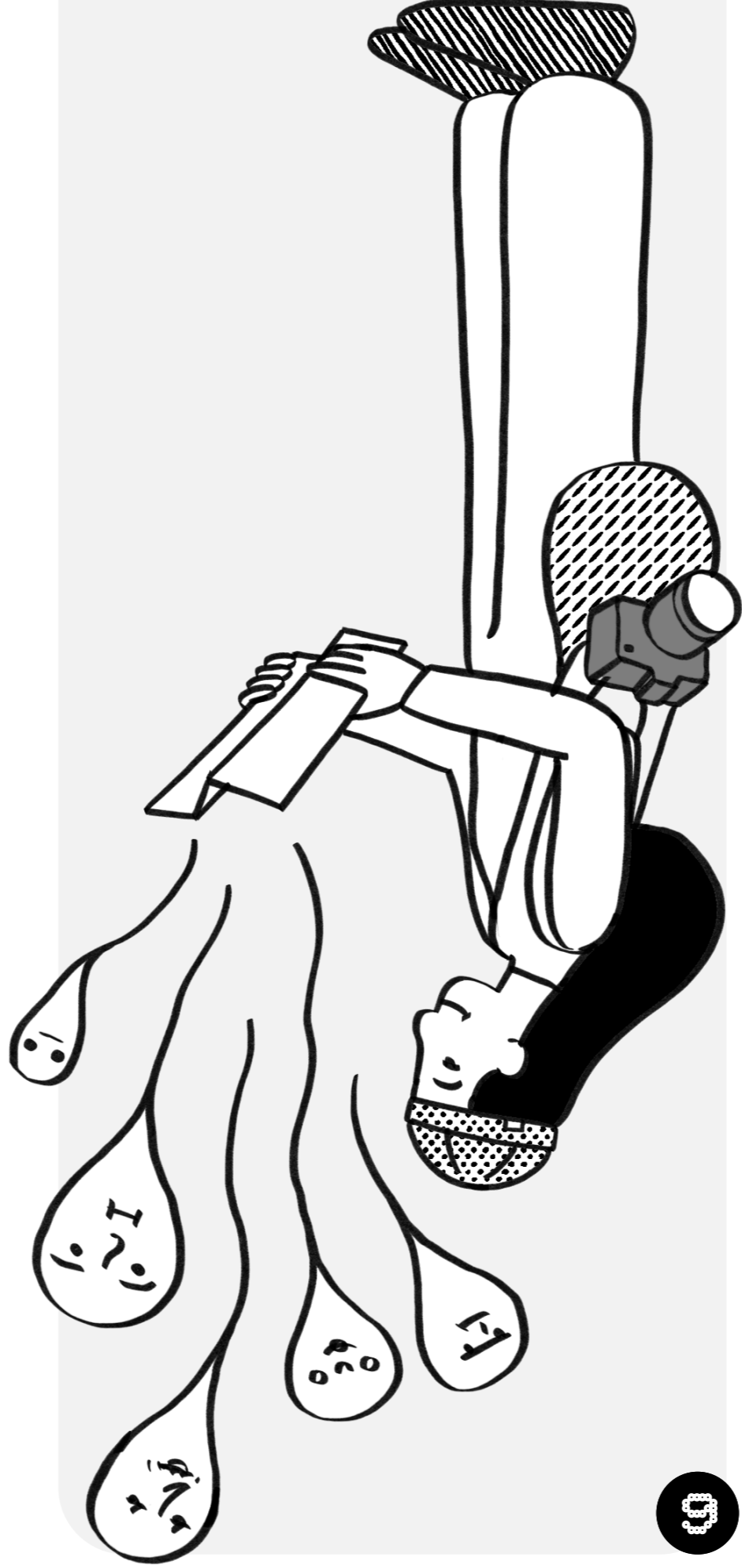
Arrange and do interviews

1



Andreotti, F., Ercoli, N., De Jager, S., McGill, I., & Vervoort, M. (2025).
Using Photovoice to Facilitate Boundary Crossing Learning in Higher Education.

2



Example

3

Example of a set of standardized questions for Photovoice interviews (Based on the SHOWEd method by Schaffer, 1983):



What do you see in this photograph?

What is happening in this picture?

What does this photograph represent in relationship to (e.g. case topic)....?

How do you think this photograph portrays.....(e.g. case topic)....?

Shaffer, R. (1983). *Beyond the dispensary*. Nairobi: AMREF (The African Medical and Research Foundation).

2

After the **interview** it is the moment to **analyze the data** that you collected. For this phase there are different ways to do it using different frameworks. The ones we suggest here are:

The **visual analysis** framework
(Rose G., 2022)

The **framework of values**
(PBL, 2018; Pereira et al., 2020)

The **sense of place** framework
(Ngo & Brklacich, 2013)

Each framework will be explained so you can choose the one that best aligns with your research goals (you can also ask your supervisor or colleagues for advices, or use other frameworks).

Before jumping into them it is important to transcribe your interviews.

You can use various tools for transcription, including Microsoft Word (guidance is available on Microsoft Support). Once your transcription is complete, you can start the data analysis based on the framework that you choose. For this phase you might use Excel or Atlas.ti, which is a software designed for qualitative research and thematic analysis. But what is a thematic analysis? It's a method of analyzing text data by identifying and organizing codes and themes. This process helps structure, interpret, and categorize your data.

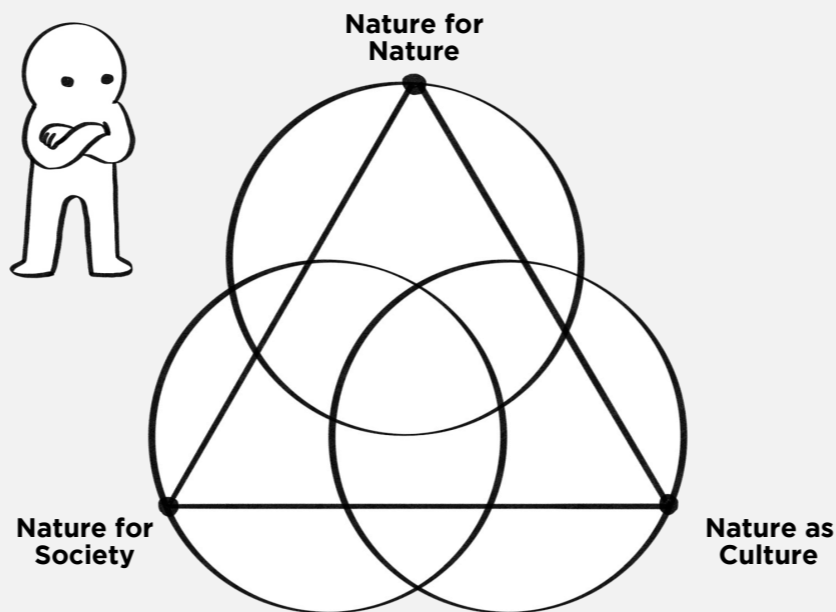


4

Framework of values

Another framework that can be used is called the **Nature Futures Framework** (PBL, 2018). The Nature Future Framework (NFF) is a framework of different value perspectives: **Nature for Nature** (intrinsic), **Nature for society** (instrumental), and **Nature as Culture** (relational). A way to use it, it is to code the text from the interviews into those three different values/perspectives. Short descriptions of these three perspectives from Pereira et al. 2020 (also see figure):

- **Nature for Nature**, in which nature has value in and of itself, and the preservation of nature's diversity and functions is of primary importance;
- **Nature for Society**, in which nature is primarily valued for the benefits or uses people derive from it, and which could lead to an optimization of multiple uses of nature and
- **Nature as Culture**, in which humans are perceived as an integral part of nature, and therefore what is valued is the reciprocal character of the people-nature relationship.



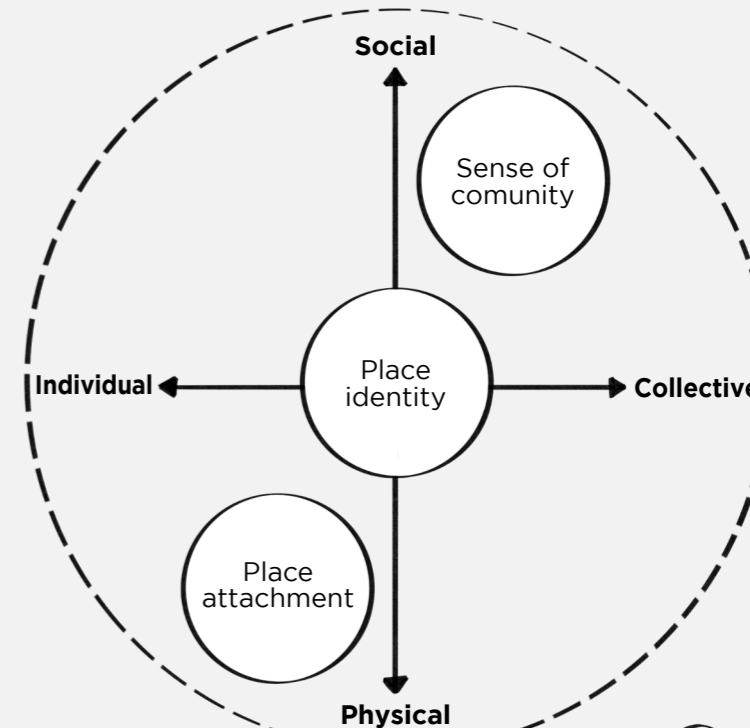
Notes

5

Sense of place

Another possible framework is the **sense of place** framework (Ngo & Brklacich, 2013). It is divided into place identity, place attachment, and sense of community. The **place identity** is defined as the expressions of place as a reflection of oneself (e.g. connected to purpose, personal and professional alignment, forming an extension of self and living values), while the **place attachment** are the positive or negative experiences associated with the physical environment (e.g. connecting to nature or sense of wonder, physical isolation or scaled up experience), and the **sense of community** are the positive and or negative experiences associated with the social environment (e.g. challenges fitting in, mixed experiences, defining expectations) (Ngo & Brklacich, 2013).

With this framework you can categorize the different quotes based on those definitions (using Atlas.ti or simply excel).

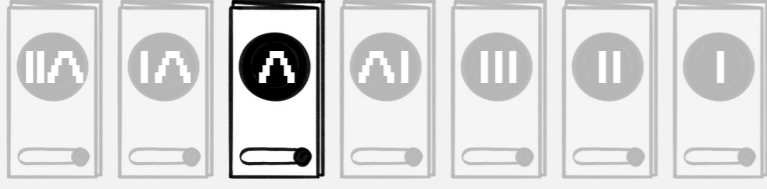


Notes



Data analysis

1

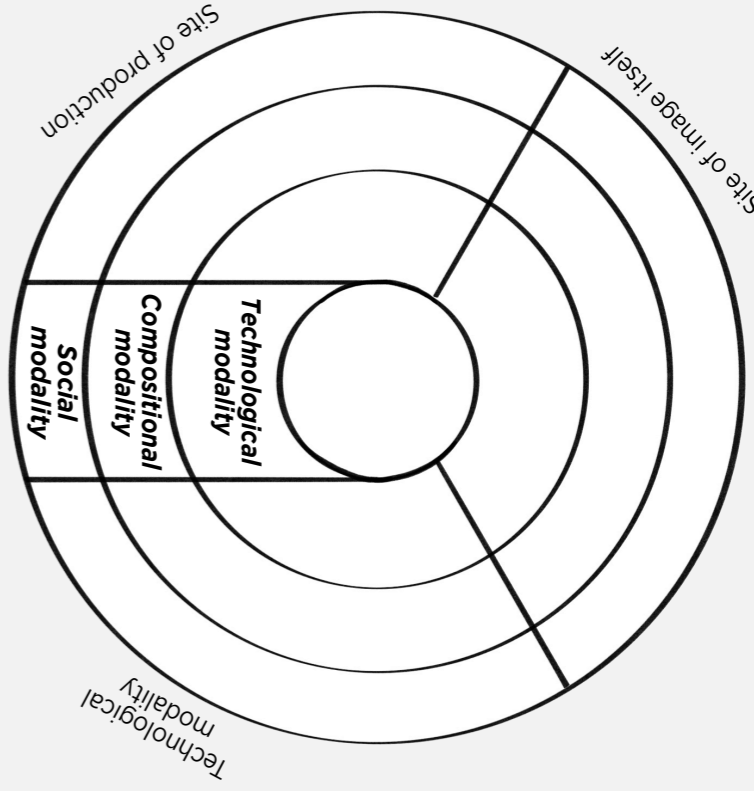


Visual analysis

3

The first framework we present is **visual analysis** framework by Rose G. (2022). It is a framework that helps analyzing and understanding pictures, from a visual point of view. The framework, shown in the next figure, focuses about three aspects of the image, such as the **social modality**, **compositional modality** and **technological modality**. By answering and categorizing the information in the different sections, you will be able to analyze the image you took or you asked the participant to take.

With the help of your supervisor or colleagues you can readapt the framework in a way that fits well with your research.



Notes

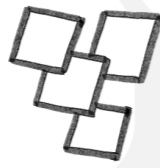
3



Andreotti, F., Ercoli, N., De Jager, S., McGill, I., & Vervoort, M. (2025).
Using Photovoice to Facilitate Boundary Crossing Learning in Higher Education.

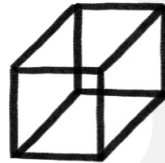
2

Based on your goal, you can choose to organize an exhibition where you showcase collages of the photos along with quotes from interviews and any frameworks used for the analysis.



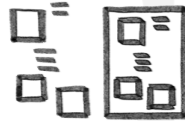
Organizing an exhibition based on your photovoice research creates a platform to inform others of your findings but, equally important, can stimulate dialogue and exchange of perspectives amongst the attendees.

Make sure to find a suitable venue for the event—one that allows people to move around easily and provides poster boards for displaying materials.



Beyond choosing the right location, consider who to invite—such as your interviewees, other stakeholders, policymakers, or fellow students—and think about how to encourage reflection and conversation among attendees.

The collages of the materials can be kept quite simple (printed and cut out pictures and quotes) or you could create custom made posters if you have the time and resources.



Consider how you would like to organize the interactions during the exhibition. Do you want people to answer standardized reflection questions for each photo they visit and collect these (via an online form) for a central discussion?

You can also consider hanging reflection prompts next to the photos to stimulate conversation amongst attendees. As mentioned earlier, the interactions and exchanges at an exhibition are valuable outcomes in themselves.



However, if you plan to analyze or incorporate the exhibition's results into your research, consider how you will document the event and whether informed consent is required.

Make sure that all the process is well informed to all the attendees and that they all feel they can step out at any point. Sharing pictures and opinions can be personal for some people, especially in case studies involving conflicts or sensitive topics. We advise you to always ask for advice to your supervisor.



4

Reflection by other students



One of the most surprising aspects of the whole course might be the whole photovoice experience.

At first I was a bit sceptical because I was like 'how could these pictures and interviews help us eventually writing some sort of advice. However in the end, it meant so much for the result of our white paper. That's why I took this picture of the exhibition during the last week of the course. It shows the open space in Gaia where the exhibition was held and we learned a lot about the other projects as well.

More importantly, we were able to talk our fellow students through our dilemma and the background in detail because we interviewed several important people that gave us insights in the world of agriculture.

By for example a former PhD student that is now professor in Entomology in Bangladesh, we got to know much more about what is living in society in Bangladesh and the governmental policies.

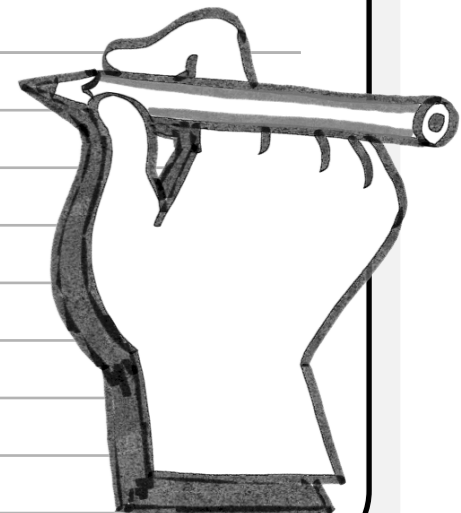
We, as students in Wageningen, could only focus on literature and things on the internet which was a very limiting aspect on our topic. So, it was very useful to also get to know specific things about Bangladeshi way of farming, policies in Bangladesh and the feelings of farmers and inhabitants of Bangladesh towards our dilemma.

5



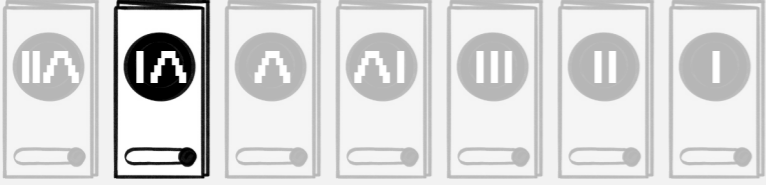
Write here your reflections:

Lined area for writing reflections.



Arrange a photovoice exhibition

1

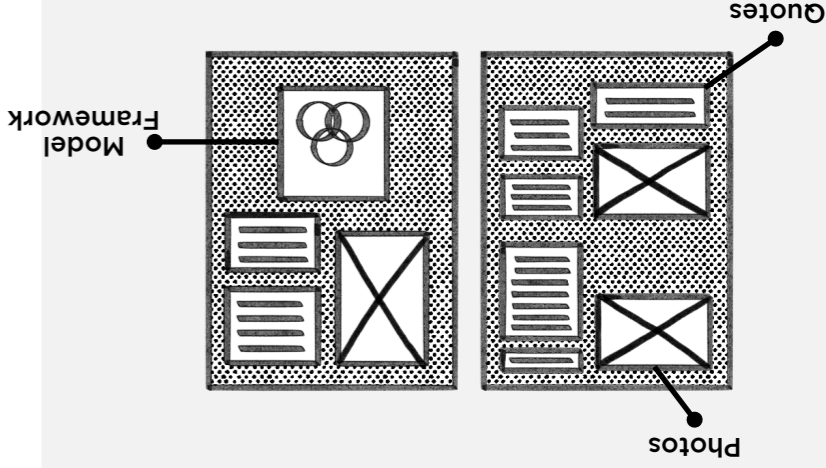


Organizing an exposition

3

Here we will show you a way to organize a photovoice exhibition.

- Firstly, **collect** your quotes, photos, framework you used in a PDF or ppt file.
- You can **print** all on A3.
- Make sure your **quotes** are in a **large font**.
- Take **scissors** to the photo exhibition to make sure you can arrange everything the way you intended.
- Here an **example** on how to arrange the **poster board**.

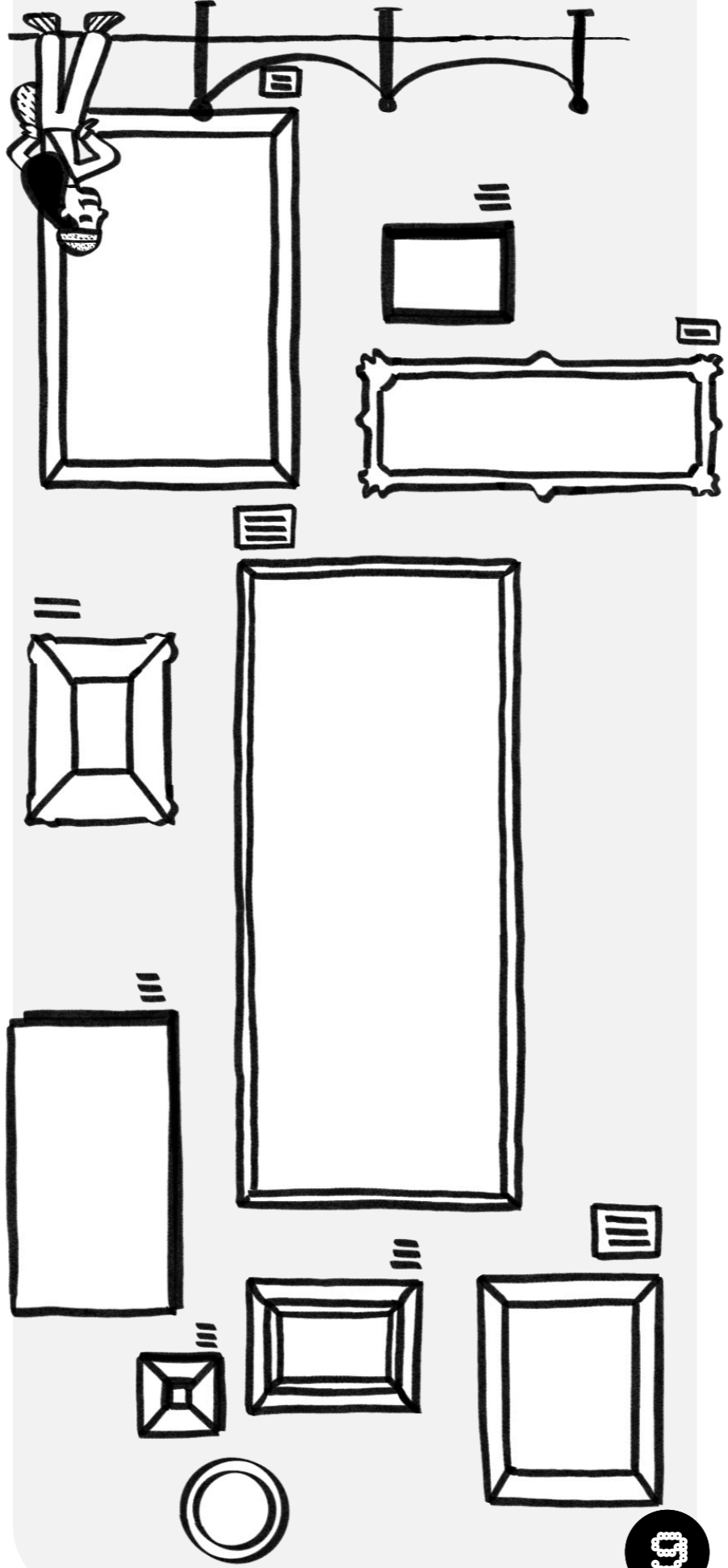


Notes



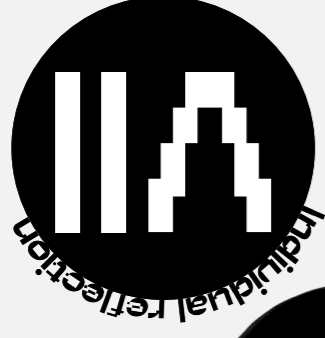
Using Photovoice to Facilitate Boundary Crossing Learning in Higher Education.

Andreotti, F., Ercoli, N., De Jager, S., McGill, L., & Vervoort, M. (2025).



5

1 Individual reflection



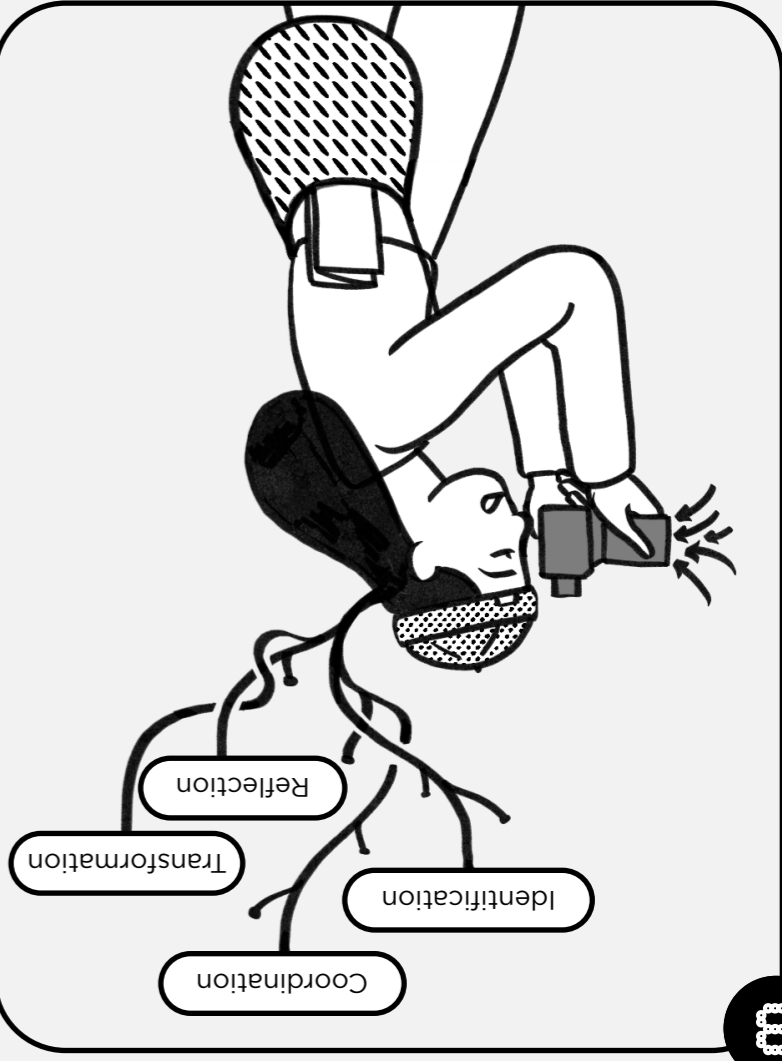
1

Andreatti, F., Ercoli, N., De Jager, S., McGill, I., & Vervoort, M. (2025). Using Photovoice to Facilitate Boundary Crossing Learning in Higher Education.



2 Donei

2



3

In case you want to use photovoice as a reflection on the use of the method itself, you could use a framework developed by Andreatti et al. (2025). The framework combines photovoice methodological steps to boundary crossing learning mechanisms as presented by Akkerman and Bruining (2016). The mechanisms are:

- boundaries identification
- coordination across practices
- individual and collective reflection
- perspective and practice transformation in your reflection activity.

Boundary crossing in an educational and research setting invites participants to explore new perspectives and unfamiliar disciplines, promoting curiosity and creativity, and giving the opportunity to understand and integrate multiple knowledges (Fortuin et al. 2024). Boundary crossing is therefore a set of individual and collective competences which allow to collaborate and co-create knowledge (Akkerman and Bakker 2011; Akkerman and Bruining 2016), and trajectories which are embedded in the university study programs (Fortuin et al. 2024). Further, learning mechanisms have been conceptualized to achieve boundary crossing as boundaries identification, coordination across practices, individual and collective reflection, and perspective and practice transformation (Akkerman and Bruining 2016).

In **conclusion**, you can use this framework to assess whether photovoice helped you overcome certain boundaries and how it facilitated that process.