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Descriptive Emotion Sharing: Photovoice

Betimleyici Duygu Paylaşımı: Fotoses

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ABSTRACT

Photovoice is a method of qualitative study that is applied as an instrument for both personal and societal change. It is utilized in participatory community-based research and needs analysis. This method involves participants at all stages of the research process, from taking the photos to analyzing the images, using photography to show and record people's lived experiences.

The main purpose of this paper is to inform researchers by explaining the definition, features, theoretical origins, and technical stages of the photovoice method. At the same time, it aims to attract the attention of researchers by noting the lack of organizational studies in the relevant literature and to be instrumental in both practical and theoretical developments. In order to meet the need for organizational studies, it is important for researchers to understand the photovoice method well. This study is expected to help researchers at this point.

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ÖZ

Fotoses, hem kişisel hem de toplumsal değişim için bir araç olarak uygulanan nitel bir araştırma yöntemidir. Katılımcı topluluk tabanlı araştırmalarda ve ihtiyaç analizinde kullanılır. Bu yöntem, insanların deneyimlerini göstermek ve kaydetmek için fotoğraf kullanarak, araştırma sürecinin tüm aşamalarında katılımcıları içerir.

Bu çalışmanın temel amacı, fotoses, yönteminin tanımını, özelliklerini, teorik kökenlerini ve teknik aşamalarını açıklayarak araştırmacıları bilgilendirmektir. Aynı zamanda, ilgili literatürde örgütsel çalışmalara yönelik eksikliğe dikkat çekerek araştırmacıların dikkatini çekmeyi ve hem pratik hem de teorik gelişmelere katkıda bulunmayı amaçlamaktadır. Örgütsel çalışmalara olan ihtiyacı karşılamak için araştırmacıların fotoses yöntemini iyi anlaması önemlidir. Bu çalışmanın araştırmacılara bu noktada yardımcı olması beklenmektedir.

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1. INTRODUCTION

Photovoice, a participatory research method first used by Wang and Burris (1994), enables individuals to reflect on their own experiences through photographs and identify the strengths and weaknesses of the society they live in. As a qualitative research method, photovoice is used as a tool for individual and social change. It is used in needs analysis and community-based participatory research (Wang & Burris, 1997).

The photovoice method is based on three theoretical origins: Paulo Freire's empowering education approach, feminist theory, and documentary photography (Wang, 1999). These three theoretical approaches share the common goal of ensuring that change is realized through social participation. Photovoice research has three main objectives: To provide individuals with the opportunity to document the strengths and weaknesses of the society in which they live, To encourage critical dialogue and empower individuals through group discussions, To communicate with policymakers (Wang & Redwood-Jones, 2001). Recently, social science researchers have increasingly used qualitative research methods. Photovoice, a participatory qualitative research method, has both similarities and differences with other qualitative research methods such as symbolic interactionism, ethnography, phenomenology, art-based research, grounded theory, and heuristic inquiry. The common purpose of qualitative research is to provide an in-depth examination of a research topic and to understand the "why" and "how" of the subject without the need for statistical data.

Photovoice is a suitable research method for social sciences because it allows researchers to work effectively with participants to understand their experiences. The photography method can be said to progress as a gradual process, passing through several technical stages. First stage, identify a potential theme and select the target audience, second stage create a participant group, third stage orientation process and approval, fourth stage identify specific theme with the participant group, fifth stage taking photos within the scope of the determined theme, sixth stage choosing the most suitable photos for the theme, seventh stage delivering selected photos to policy makers and community leaders and putting them into action. While the photovoice method provides advantages to researchers and participants in general, it also has some disadvantages. The most important disadvantage is the time commitment required for the research. However, the most important advantage is that it can initiate social change by raising individual and social awareness.

This paper was conducted to introduce the photovoice method and to draw attention to the lack of organizational photovoice studies in the relevant literature.

2. PARTICIPATORY QUALITATIVE STUDY: PHOTOVOICE

Photovoice is a qualitative research technique that participants know by describing their feelings, thoughts, and perspectives through photographs. Photovoice is defined as "a process by which people can convey, represent and develop their communities with a particular photographic technique" (Wang & Burris, 1997). Photovoice encourages us to blend narrative with photography to reveal social problems and collectively discuss that problem and make suggestions. Unlike other conventional techniques, in the photovoice technique, the participants are also in the role of researchers. Therefore, continuity is expected from the participants in their participation in every stage of the research.

The origin of the photovoice method is based on three theoretical frameworks: Freire's empowering education approach, feminist theory, and documentary photography (Sutton-Brown, 2014). The common point of these three theoretical approaches is that they emphasize the importance of social participation for social change. According to Freire's concept of empowerment education for critical consciousness, both individual and social participation is necessary to achieve social equality (Carlson et al., 2006). This approach, closely associated with emancipatory community development approaches (Carlson et al., 2006), highlights the importance of critical group dialogue in fostering understanding and promoting action that challenges the status quo (Freire, 1973). Interpersonal dialogue is necessary for the development of critical consciousness. The photovoice method aims to instill critical consciousness in participants through dialogue. Similarly, feminist theory aims to emphasize women's roles as researchers, advocates, and active participants in subjective processes and highlights the importance of women's experiences for social change. Another point emphasized by feminist theory is that women should be active participants in decision-making and policies that affect them (Wang et al., 1996). The photovoice method serves as a tool that aims to provide opportunities for not only women but also other marginalized groups in society to be included in decision-making processes, voice their experiences, and be heard. Documentary photography has long been used to amplify the stories of vulnerable groups, including women, children, and the elderly, who have experienced structural violence (Wang et al., 1996). The photovoice method goes beyond simply amplifying their stories and directs participants towards social action by allowing them to document and share their own experiences through photography (Molloy, 2007).

The principles of photography, critical pedagogy and the phenomena of feminism contributed to and thus inspired Wang and Burris to create photovoice. So why did Wang and Burris need it? Wang and Burris' goals were (Wang & Burris, 1997):

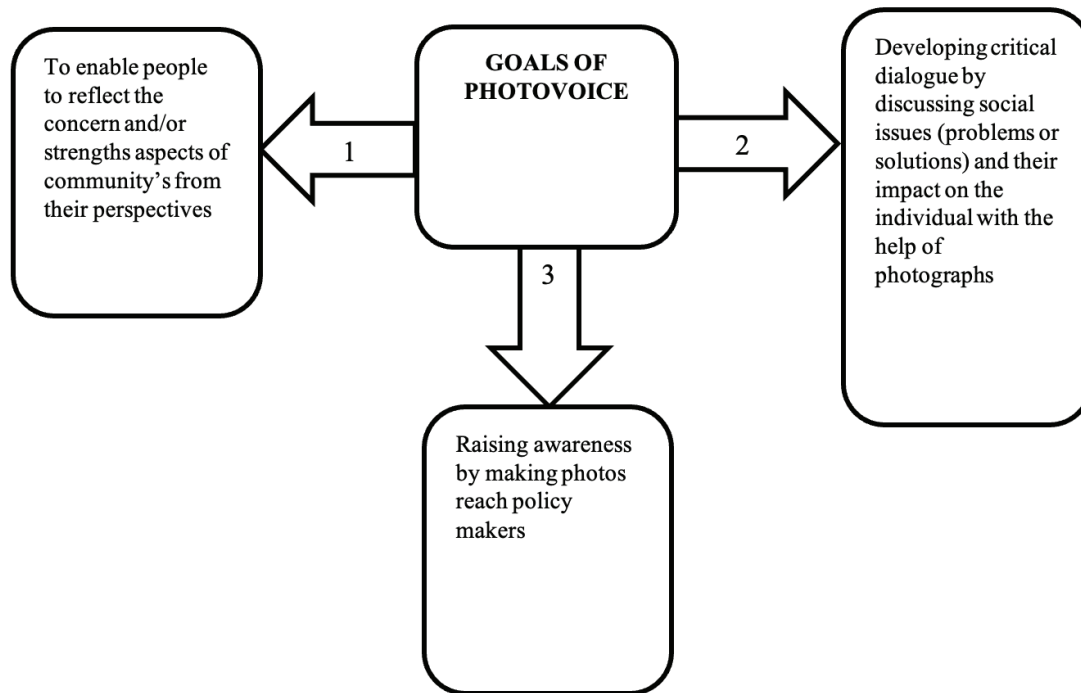


Figure 1. Three Main Goals of Photovoice. **Reference:** Wang & Burris (1997, p. 370).

This rather new qualitative research technique has attracted the attention of some researchers, and various studies have been carried out for these purposes (Figure 1), considering different contexts and different disciplines.

To date, photovoice have been made with various participants. These studies are: with Chinese village women (Wang & Burris, 1997), female working class (Mcintyre, 2003), mothers of those with learning disabilities (Booth & Booth, 2003), mentally handicapped (Jurkowski & Paul-Ward, 2007), young adolescents (Wilson et al., 2007), refugees (Dumbrill, 2008), foster mothers (Pickin, Brunsdon, & Hill, 2011), the elderly (Mahmood et al., 2012; Mysuk & Huisman, 2019), cancer patients (Morrison & Thomas, 2014), youths (Kütük Yılmaz, 2011; Collins et al., 2015; Pickering et al., 2022), with the physically disabled (Payne et al., 2016), with children (Adams et al., 2017), with graduate students (Yılmazlı Trout & Yıldırım, 2021).

Photovoice is a qualitative methodology that was originally developed by Wang and Burris in 1994. It is a participatory process that empowers individuals to articulate their perspectives using photographs as a medium. Participants are not just subjects, but also active researchers in the process, which enables a more inclusive and authentic representation of their experiences. In 1997, Wang and Burris conducted a series of studies in Yunnan, China, aimed at unveiling a visual research methodology known as photovoice. This innovative approach involves collecting photos from women in the community. In this way, it is aimed to encourage participation and share information, and the ultimate goal is to support social change and development.

This research has led to a valuable outcome where photovoice has provided an extraordinary avenue for health researchers and professionals to gain profound insights into individuals' perspectives and enhance their understanding of their unique experiences. It also provided a comprehensive tool for assessing community health care needs through the effective medium of critical imagery. In addition, photovoice facilitated a more inclusive approach by enabling individuals to express their thoughts and contribute actively to the research process. As a result, photovoice has played a crucial role in promoting a more complex and comprehensive understanding of the complex interplay between health, community, and individual experiences. McIntyre's research (2003) focusing on female workers has highlighted the importance of photovoice as an invaluable tool to enable women to effectively communicate their unique perspectives and experiences regarding the physical and social environment. Additionally, photovoice facilitated a deep understanding of the barriers women face in their communities, shedding light on ways in which these challenges can be effectively overcome through policy and planning interventions. In a separate study, Wilson et al. (2007) concluded that photovoice has significant potential as a tool to encourage the participation of young adolescents in social action and community development initiatives. Furthermore, photovoice has been utilized as a powerful instrument to involve young adolescents in social action, enabling them to express their thoughts creatively and participate in meaningful dialogues regarding topics that hold significance for them. Mahmood et al. (2012); Mysuk and Huisman (2019)

both reached the same conclusion in their respective studies, highlighting that Photovoice is an effective tool for promoting the active participation of older adults in research endeavors and empowering them to share their valuable perspectives and experiences. Both studies also underscore the immense potential of Photovoice as a valuable tool for delving into the unique experiences of older adults and fostering their active involvement in research and community development initiatives. Payne et al. (2016) conducted a study focusing on physically disabled women, aiming to raise awareness about a significant social issue. Utilizing the participatory approach of photovoice, the study has yielded a profound insight into the obstacles confronted by women with disabilities, particularly in relation to their sexuality, and the influence of social attitudes and cultural norms on their experiences. Moreover, the study underscored the importance of increased representation and visibility of women with disabilities in the media and popular culture. By challenging stereotypes and promoting greater acceptance and understanding of disability and sexuality, such

representation can play a vital role in fostering inclusivity and breaking down societal barriers.

Considering these studies, the common purpose of photovoice is that it is a tool to encourage social change and empower marginalized communities for every individual (elderly, adolescents, children, women, workers, disabled, mothers, students, etc.) who are part of society. In addition, these studies involve acting by policy makers through public awareness.

3. COMPARISON WITH OTHER QUALITATIVE METHODS

Photovoice has both different and similar aspects to other qualitative studies in some respects, as seen in the literature. The reason for photovoice's existence can be better explained by considering other qualitative methods.

The common purpose of qualitative research is to provide an in-depth examination of a social science topic and to understand the "why" and "how" of that subject without the need for numerical data. This field

Table 1. Other Qualitative Research Perspectives

Perspectives	Disciplinary Roots	Purpose of perspective
Symbolic interactionism approach	Social psychology	Symbolic interactionism is a theoretical perspective that aims to make sense of social change and systematically analyze social behavior at the beginning of the 20th century, when industrialization and urbanization accelerated (Morva, 2017).
Ethnography method	Anthropology	Ethnography is a practice that aims to capture the subject-centered dimension of social reality by entering the life world of the subject through participatory observation and aims to deal with social phenomena from the perspective of the actors who produce them and who are exposed at the same time (Morva, 2017).
Phenomenology approach	Philosophy	The aim of phenomenology is to understand human experience (Van Manen, 2007). Phenomenology is a method that allows people to express their understanding, feelings, perspectives and perceptions about a particular phenomenon or concept (Rose, Beeby & Parker, 1995).
Art based approach	Social psychology	In art-based research, which is an interdisciplinary design, students' perceptions and perspectives on various situations are tried to be revealed through artistic expressions based on their own impressions (Eisner, 2002).
Grounded Theory Approach	Sociology	The purpose of grounded theory studies is to discover or construct a theory (Holtzlander, 2004). Grounded theory design is one that asks not "what" but "how" and "why" (Mil, 2007). It is a general methodology for developing an inductive theory about an independent field describing what exists, created from data collected and analyzed through a number of systematically applied methods (Eaves 2001).
Heuristic approach	Humanistic psychology	The heuristic approach requires dedication to the research process; It is a research method that the researcher uses by including himself in the research process, designed to understand and explore (Hiles, 2001; Patton, 2001).

has a rich history of research, as evidenced by its well-suited structure for studying social phenomena. Social facts are understood in the context of the environment in which they occur, and social phenomena are shaped by the driving force of environmental factors and find meaning. As the demand for qualitative research continues, new qualitative research methods are developed. Although the photovoice method was developed in the 90s, it has gained popularity recently. Some important qualitative research methods are listed in Table 1. These qualitative research methods are similar to and different from the photovoice method in some ways.

The symbolic interactionist perspective considers man not only as a physical being, but also as an organism with a self. Symbolic interactionist thought - also called Meadian thought - which emerged as an alternative approach in the period when behavioral psychology was dominant, analyzes the self as a dynamic process that interacts with both the individual himself and his environment. Joint action derives from this two-way interaction, according to Mead (1992). Blumer (1969), the creator of the term symbolic interactionism, states that the basic principle on which this approach is based is that human action always occurs in a situation and this situation occurs based on the actor's interpretation. Blumer emphasizes the divisive aspect of symbolic interactionism, which treats human action not as an automatic response but as a process based on mutual identification and interpretation. Human behavior is mediated through the use and interpretation of symbols or the understanding of other people's actions. This is equivalent to placing the process of interpretation between the stimulus and response in human behavior (Blumer, 1969). According to both Blumer and Mead, there is a direct relationship between meaning and action. In Photovoice, he seeks the meaning of social issues in human behavior and perspectives that are reflections of behavior. Considering that they are similar in this respect, the essence of these two qualitative studies is to focus on the meaning of human actions. Unlike the symbolic interactionist approach, photovoice focuses on searching for this meaning through photography and finding solutions to the social problems in those meanings.

Ethnography, on the other hand, is a product of anthropology that has also been adopted by sociologists. This qualitative methodology involves collecting and interpreting data through participation and observation over time (Denzin & Lincoln, 2011; Reeves et al., 2008; Berry, 2011). In this respect, it shares similarities with photovoice. In photovoice, although full participation and observation are important throughout the research, the participants' social perceptions are reflected in the photographs. Phenomenology is a philosophical and methodological approach that focuses on explaining the visible and how it emerges. This approach examines the participants' perspectives on their own world and attempts to describe in detail the content and structure of the subjects'

consciousness. It also conducts research to understand the qualitative diversity of experiences and to explain their basic meanings. In this way, phenomenology contributes to a deep understanding of human experience and enables us to understand the different worldviews of individuals (Willig, 2007). Similarly, in photovoice, the aim is to raise social awareness because of the way participants perceive the world and their different perspectives. In addition, this awareness is formed by reflecting the subject's consciousness in the photograph in the process of understanding the world and society better.

In grounded theory informed by symbolic interactionism, the researcher tries to determine the symbolic meanings, gestures, and words that have meaning for groups of people interacting with each other (Cutcliffe, 2000). Grounded theory is a sociological research approach that both describes and explains the social system or behavior under study. This approach uses systematically collected and analyzed data to develop theory (Strauss & Corbin, 1994). As a result, grounded theorists look for social processes that emerge from interaction between human groups (Hutchinson, 1993). This method aims to explore patterns and processes in order to understand how a group of people construct their own reality through their social interactions (Stern et al., 1982). Photovoice can also be defined as a discovery process for understanding social problems. From this point of view, participants' social interactions are elevated to a higher level by focusing on social problems, and because of these interactions, the participants' realities gain meaning in the context of social events.

Taking Pablo Picasso's statement as a starting point, we can explain the art-based approach as a research method that involves the creation of artistic expressions in different forms of art, in which the artistic process is used systematically to understand and examine the experiences of the researcher and participants. This method allows researchers and participants to express themselves through art and to conduct research in a more creative way (McNiff, 2007). Similarly, photovoice aims to explore the inner world of society and individuals through experiences and shed light on the search for meaning through photography. In art-based studies, while it attempts to solve educational problems by helping children express their point of view, photovoice is a process that can be used by all disciplines, and participants use it to reflect their perspectives through photography.

The heuristic approach is a research method designed to explore and help us understand. This approach requires the researcher to be involved in the research process, reflect on their experiences, and collaborate with other stakeholders (Hiles, 2001; Patton, 2001). The heuristic approach integrates the researcher into the research process. In some cases, the researcher needs to be in direct contact with the subject of the research to discover its significance and meaning (Moustakas, 1990). Photovoice

also involves similar processes. The researcher participates in the research alongside the participants until the end of the research and embarks on the journey of “discovery of meaning” with the participants. The researcher should not be isolated from the process to raise participants’ awareness and reveal the social meaning. What distinguishes it from the heuristic approach is that both the researcher and the research participants play an active role during the research period.

4. TECHNICAL STAGES OF THE PHOTOVOICE

When applying the photovoice method, it is important to make detailed planning and preparation in advance so that each step in the method is clear and understandable, considering the individual needs and potential sensitivities of the participants (Tajuria et al., 2017). Therefore, considering the studies carried out, it can be said that the photovoice method is a gradual process with some technical steps. Wang (1999) performed the photovoice method in nine stages in his study. These stages were as follows: (1) choosing a target audience, (2) recruit a group of participants, (3) training participants on photovoice and facilitating discussion, (4) get informed consent, (5) Create a starter theme for taking photos, (6) give cameras to participants, (7) giving participants time to take pictures, (8) meet to discuss photos, (9) plan to share photos with participants, policy makers and community leaders. Liebenberg

(2018) states that the photovoice method should have the following stages to be applied:

1. Identify a research theme that facilitates interaction and participation in collaborative communities.
2. Training participants about the technical side of photography, including privacy and ethical issues.
3. Taking photos that are suitable for the theme and that can be used for group discussion and choosing photos from the photos taken.
4. Using the SHOWED technique proposed by Wang (1999), interpreting, and discussing selected photographs within the group to reconstruct the meaning of the photographs.
5. Sharing results with policy makers and community leaders.

Considering these stages and the stages in other existing photovoice studies, the stages of the photovoice method can be summarized as in Figure 2.

1. Identify a potential theme and select the target audience

The photovoice method is most often studied to address social themes, and it can be used as a form of resistance to give a voice to marginalized individuals in society. Good planning is required before applying the photovoice method. The theme of the research is clarified through discussion groups with the participants, but it is important to identify a potential theme in advance to provide a framework for the research. When planning the research,

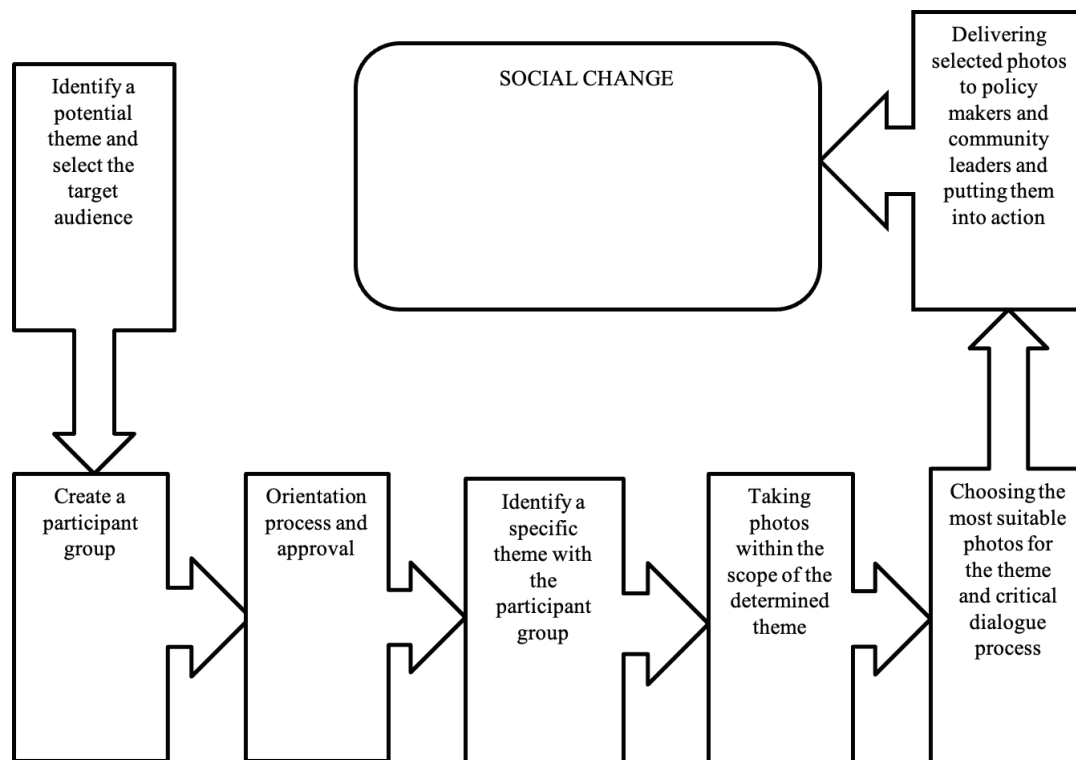


Figure 2. Technical Stages of The Photovoice.

consider the following questions: What problem will we address? Who is the target audience with the authority to resolve the problem? Which social group will the participants belong to? Is this a common problem for the participants? The target audience is people with the authority to solve the problems of the participants, such as council members, politicians, doctors, journalists, researchers, and administrators (Wang, 1999).

2. Create a participant group

It is important to create the right participant group in the photovoice method, which is a participatory research method. Since the participant is included in the whole process of the research, it affects the continuity of the research. Participant group in one of the common social groups such as age, gender, income, race, health status may be preferred. While making a choice, it is important for the validity and contribution of the research to choose the participant group that is suitable for the potential theme and goals of the research. Photovoice; requires the participant group to assume more than one role. As a photography participant, individuals share their thoughts and concerns about their experiences and the society they live in. They also take on the role of photographer, with the responsibility of capturing photos that fit the theme. In addition, participants were asked to identify the research theme, they also take on the role of co-researcher due to their responsibilities in collecting data, performing data analysis, and sharing research findings (Palibroda et al., 2009). As a matter of fact, the selection of the participants is of vital importance at the point of reaching the goals of the research.

3. Orientation process and approval

After the participant creates the group, the orientation process of the participants starts with the initial meeting. The initial meeting with the participating group never starts with the distribution of cameras, it starts with the introduction of the concept and method of photovoice and continues with the basic issues of camera usage techniques, power, and ethical concepts. Participants are informed about the potential risks that may occur during the research and how these risks can be minimized (Wang, 1999). Photovoice includes research with people, who are an important part of society, so it requires ethical approval from an official institution. The researcher should indicate to the participants that the participation is voluntary, and that continuous participation is required for the research to reach the goal, and their consent should be obtained. In addition, the researcher should share with the participants any potential benefits and harms that may arise from the research (Sutton-Brown, 2014).

4. Identify specific theme with the participant group

At this stage, it is important to brainstorm with the group of participants selected according to the potential theme on which themes they can focus on to improve

common problems. It is also important to reach a consensus that each photo frame will envision the identified theme (Wang, 1999). By embracing Freire's theory and exploring the importance of photographs, what they signify, why these situations arise, and what solutions can be found, participants can become aware of the broader social processes and conditions in which their experiences are embedded. At the same time, through critical awareness processes, they can better highlight what is needed to change these situations and better identify available resources and better highlight needed resources (Liebenberg, 2018). Photovoice tends to focus more on the social dimension of the community, and it is quite difficult to determine themes on social issues, but it is believed that photovoice can also be effective in organizational research. If we think of the organization as a small community that includes employees, it is possible to identify and address problems and issues within the organization as a theme.

5. Taking photos within the scope of the determined theme

Cameras or smart phones should be provided to the participants so that they can take the most suitable photos for the theme, and necessary practical training on their use should be given. (Povee et al, 2014). For the participants to take pictures independently, the tools they need (such as wheelchairs for the physically handicapped, etc.) should be provided in consultation with them. (Ripat et al, 2019). In addition, participants should be asked before the meetings whether they would like to continue participating in the research so that they do not feel pressured. It should be stated that one-to-one communication with a participant who has a specific question or problem is always open (Povee et al, 2014). After the participants' needs and cameras are provided, a certain time should be allowed to take the most appropriate photos in accordance with the theme (Wang, 1999). Participants should not be limited in the number of photos. Since the participants will take pictures of places that will represent their experiences while taking pictures and attribute meaning to them, researchers should free the participants as much as possible at this stage and avoid manipulation.

6. Choosing the most suitable photos for the theme

To initiate critical dialogue in the photovoice method, it is important to share all the photos collected with the participants. Therefore, in photovoice, priority should be given to the interpretation of that photograph rather than the photograph itself (Wang & Burris, 1997). In the critical dialogue stage, the participant group tries to tell their experiences in accordance with the content of the photographs by sharing their stories about the photographs (Sutton-Brown, 2014). While some studies ask the participant group to choose the most important photographs they took (Wang, 1999), some studies ask the participant group to discuss all the photographs they took (Castleden & Garvin, 2008). Wang and

Burris developed a special technique called “SHOWeD”, which is an abbreviation of the questions so that participants can better discuss each photo.

- What do you See here?
- What is really Happening here?
- How does this relate to Our lives?
- Why does this situation, concern, or strength exist?
- What can we Do about it? (Wang, 1999)

These questions encourage participants to discuss and develop perspectives on photography. Wang and Burris describe their purpose in developing this technique as follows: “identify the problem or the asset, critically discuss the roots of the situation, and develop strategies for improving the situation” (Wang, 1999).

7. Delivering selected photos to policy makers and community leaders and putting them into action

One of the ultimate goals of the photovoice method is to draw attention to the problem, to inform the decision makers (policy makers and community leaders etc.) about it and to try to alleviate or solve the problem (Argan et al, 2020). In the most important and final part of the research, it may be necessary to present the photographs selected because of the joint decision to the public, through the press or in the form of advertisements and spots. A format such as a slide show can be planned to show the photos of the participants and the stories the photos tell to policy makers, community leaders and the public (Wang, 1999). Therefore, decision makers are expected to take action and create solution-oriented social change through photographs reflecting social problems.

5. ADVANTAGES AND DISADVANTAGES OF PHOTOVOICE

The photovoice method, which is a participatory qualitative study, has some advantages and disadvantages for both the participants or the facilitator (the person responsible to a group and openly committed to social change (Wang, 1997)). Table 2 shows the advantages and disadvantages of the photovoice method for both the participants and the researchers.

The most important disadvantage of the photovoice method for the participants and researchers is the time commitment. Because it has a long-term research process, it may prevent some participants from participating in the research and even discourage the researcher. Therefore, the individual and social awareness that the research will gain and the desire for important advantages such as social change that will occur as a result of the study can motivate the researcher and the participant. Another important challenge for researchers in applying this method may be the supply of cameras. The supply of cameras given to each participant or the deterioration, breakage, etc. possible situations such as these can be a burden to the researcher. It is important that the research question is

chosen carefully. Failure of research to accurately explain or distort the societal problem may pose risks for participants and researchers.

6. NEED FOR PHOTOVOICE METHOD IN ORGANIZATIONAL STUDIES

Photovoice, a fairly new qualitative research technique, tends to expand literature by using it in different contexts and in different disciplines. Therefore, the photovoice method is applicable to every discipline. This method, which is more prone to be used in social sciences, has found a wide place in sociology, psychology and sociopsychology in social sciences. It has been observed that some studies have been carried out using the photovoice method within the business discipline. Davis and Mitchell (2021), in their study “Understanding Racial Capitalism using the photovoice method: Black tourism in France” published in the *Journal of Marketing Management*, examines the racial and economic effects of black tourism and tries to understand its relationship with tourism marketing. It presents the experiences of black tourism using the photovoice method while focusing on diversity and inclusion in the tourism industry. This can help marketers review strategies for broad diversity and inclusion in their target audience. At the same time, it encourages those working in the tourism sector and tourism marketers to raise awareness at the point of awareness and understanding. It provides a perspective for understanding the relationship between racial capitalism and marketing activities. In another study, Özdemir et al. (2022) used the photovoice method to make sense of the feeling of being invisible in the workplace of the cleaning workers who did dirty work. This research provided the opportunity to share their own voices and experiences with the help of photographs such as dustbins and cleaning materials taken by the cleaners at the workplace. Cleaning staff who experience dirty work; It can be shown among the results of the research that being exposed to treatment such as being invisible, belittled, despised, and humiliated will damage their commitment and belonging to their workplace.

When the current literature is examined, the fact that there are almost no studies in the organizational field has revealed the need for the photovoice method in organizational studies. Therefore, it can be thought that a research question that employees and managers can convey their organizational problems through photography based on their experiences will contribute to the literature.

7. DISCUSSION AND CONCLUSION

Photovoice, a participatory qualitative research method, aims to raise awareness among individuals in society based on social justice and change. Photovoice is both different and similar to other qualitative studies. Therefore, an attempt has been made to better explain the photovoice

Table 2. Advantages and Disadvantages of Photovoice

	Researchers (Facilitators)	Participants
ADVANTAGES	<ul style="list-style-type: none"> ➤ Photovoice can provide researchers with valuable insights to understand the issues, and listening to real stories from participants can also provide researchers with different perspectives. ➤ Researchers applying the photovoice method differ from traditional research methods and create a shared power sharing with the participants, so the researcher, who is the facilitator, has developed a new academic position. ➤ In the photovoice method, the researchers aim to strengthen society and involve the participants in the research without pressure. (Palibroda,2009) ➤ Researchers attach importance to cooperation to improve society and find solutions to problems. This may increase the awareness of the research and the recognition of the researcher. 	<ul style="list-style-type: none"> ➤ Photovoice research offers ordinary citizens (participants) the opportunity for social exchange and cooperation. As a result of this opportunity, participants can feel powerful and contribute to their personal development (Palibroda,2009). ➤ Participants can gain valuable skills to reflect on the realities of their lives, broaden and/or diverge their perspectives on issues, have the opportunity to see covert issues and have the opportunity to educate others on these issues (Wang,1999) ➤ Participants can learn about the fact that they are a part of the whole and expand their knowledge by sharing their individual experiences. As Blackman and Fairey put it, “the personal is political.” (Blackman and Fairey,2007). ➤ Photovoice can provide participants with critical analysis and critical thinking skills as it leads to critical dialogue (Blackman and Fairey,2007). ➤ It can develop a sense of belonging to a group or society (Palibroda,2009).
DISADVANTAGES	<ul style="list-style-type: none"> ➤ The time commitment to be taken from the participants to be able to implement the photovoice method can be challenging for researchers. ➤ The costs of cameras and other equipment required to implement the method may cause concern to researchers. ➤ There may be a possible risk of loss or damage to the cameras delivered to the participants. (Palibroda,2009) ➤ The differing interpretations and choices of the participants about the photographs can make it difficult for the researcher to control the fierce debates. 	<ul style="list-style-type: none"> ➤ Participants may experience time problems in research and may not accept long-term work. ➤ The information revealed while developing a critical dialogue may reveal psychological problems that affect the individual. ➤ Among the participants, there may be those who could not take photos in accordance with the theme or who could not fully interpret the photos they took because they were abstract. This may make the participant feel inadequate (Palibroda,2009).

method by considering its similarities and differences with qualitative study methods used in fields such as social psychology, anthropology, philosophy, social psychology, sociology and humanistic psychology. In the literature, it is seen that the studies using the photovoice method are generally carried out with the participation of vulnerable individuals. The first photovoice research was conducted by Wang and Burris (1997) to raise awareness of health professionals from the perspective of village women. There has been an increase in photovoice studies in later times. Some

of these researches aim to raise awareness of target groups and participants for social justice and social change by benefiting from the perspectives of the elderly, adolescents, children, female workers, women, cancer patients, the poor, the mentally disabled, and those with mental illnesses.

The aim of this study is to describe the photovoice method and to explain its theoretical origins and technical stages. In addition, it aims to raise awareness of researchers by explaining the advantages and disadvantages of the photovoice method. One of the main purposes of this

article is to show the usage areas in the literature and to explain the technical stages to be followed when using this method.

Recently, the demand for qualitative studies in organizational research has increased. The photovoice method may also be applicable in organizational research. Therefore, it can be thought that the photovoice method will provide practical and theoretical contribution to the organizational field by applying it to the employees and managers.

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