Appendix 3: Methodological Review Matrix

Reference	Data collection: photographs for elicitation	Data collection: photographs as data	Analysis	Output
Photographs with no textual support				
Cruickshank, I., & Mason, R. (2003). Using photography in art education research: A reflexive inquiry. Journal of Art and Design Education, 22(1), 5-22.		photographs taken by women and children and interpreted by researchers and professional photographer	'reflexive interpretation' of photographs by research team and professional photographer	photographs used in the paper
Aldridge, J. (2007). Picture this: The use of participatory photographic research methods with people with learning disabilities. Disability & Society, 22(1), 1-17.		Disposable (24 exposure) cameras were given to 10 participants on one project (all male) and 9 on another (5 male, 4 female). Participants were asked to take photographs on site on projects over a period of time (approximately one month). General guidance to respondents included asking them to take photographs of aspects of their attendance on projects that they particularly enjoyed or liked. Projects were revisited after a month in order to collect the cameras and to discuss progress with project organizers and the respondents who participated in the study. All participants were asked to choose five favourite photographs and, where possible, to explain their reasons for their choices. 14 of the 19 participants were able to do this.	Content analysis performed on all photographs. Separate analysis of participants' favourite photographs. Thematic categories and sub-categories were used to describe the subject matter of the photographs	photographs included in the paper
Lehna, C., & Tholcken, M. (2001). Continuum of care. using visual inquiry to		Students took photographs of the families as case management documentation and used them to	• Photo projects as a whole examined to look for pictures telling a story	Oral presentation and photo-book presentation to clients and

reveal differences in nursing students' perception of case management. Pediatric Nursing, 27(4), 403-409.		illustrate their written-up projects in a 'photo-book'	• Inventory of all picture-books and personal notes by researchers about their experiences with the students • Photos sorted into categories by 3 researchers. One photo could be in more than one category • Structural analysis on how students learned children's community case management by helping families to solve problems. • Emerging themes validated by students and categories re-ordered by students. This was done in group validation (focus group?) sessions for the GNSs, and individual meetings for the PRNSs. They were asked why they chose particular photographs to illustrate their projects. • Returned to photo-books to establish context and search for overtones (as directed by Collier and Collier, 1986)	families, and also to Children's Special Services Team.
Photographs with limited textual support				
Clark, L., & Zimmer, L. (2001). What we learned from a photographic component in a study of Latino children's health. Field Methods, 13(4), 303-328.		3 methods using photographs with women and children, one of which was: (i) photographs taken by mother of index child (birth – 19 mths, born during course of study). 13 women were given disposable cameras at 3 month intervals to record events/situations 'relevant to children's health'. Total 1018 photographs. Interview with participants so they could say 'what's happening' in each photograph but no in-depth narrative	All photographs digitized and catalogued on Microsoft Access Qual and quant analyses on images – comparisons between participant and researcher photographs Qual: 2 content categories – activity portrayed and people present	
Hume, C., Salmon, J., & Ball, K. (2005). Children's perceptions of their home and neighborhood		photographs with brief explanations (no interviews) were the primary data	thematic content analysis	photographs included in the paper

environments, and their association with objectively measured physical activity: A qualitative and quantitative study. Health Education Research, 20(1), 1-13.				
Monteiro, J. M. C., & Dollinger, S. J. (1998). An autophotographic study of poverty, collective orientation, and identity among street children. Journal of Social Psychology, 138(3), 403-406.	unclear - photo-essays produced but not clear if interviews took place	unclear - photographs analysed for content but not clear if stand-alone or alongside verbal/written data	content analyses on photographs	
Rampton, T. B., Rosemann, J. L., Latta, A. L., Mandleco, B. L., Roper, S. O., & Dyches, T. T. (2007). Images of life: Siblings of children with down syndrome. Journal of Family Nursing, 13(4), 420-442.	• Interviews took place with the photographs in the family home but in private • Siblings were asked to identify each photograph and then talk about why it was important • Interviews only lasted 30 minutes so assumed not to be in-depth textual support	• Participants were given disposable cameras and asked to take photographs of the people, places and things that were important in their lives • Siblings had 2 weeks to take photographs, then cameras were collected	• Researchers sorted the photographs prior to meeting up together to discuss • Open coding used to sort the photographs whereby initial themes were identified, patterns collapsed, categories created and themes identified. Final categories were then identified. • Transcripts were analysed after photographs were coded for the common themes related to why that category/subcategory of photograph was important • The number and percentage of photographs taken in each theme, category, and subcategory were calculated. In addition, the number and percentage of photographs each sibling took in each theme/category/subcategory were determined. • Sibling age and gender differences in the number and percentage of photographs taken also were identified and chi-square analyses were conducted to determine if differences were significant. For the analyses that examined age differences, the siblings were divided into	photographs included in the paper

			three age groups: 7- to 9-year-olds; 10- to 12-year-olds; and 13- to 15-year-olds.	
Rapport, F., Doel, M. A., & Jerzembek, G. S. (2009). 'Convenient space' or 'a tight squeeze': Insider views on the community pharmacy. Health & Place, 15(1), 315-322.		Participants were asked to take at least 5 photographs of their workspace and write a minimum two-page biography about workspace	Photographs were analysed using the constant-comparison method (Van Manen) which looks for overarching themes and similarities and differences • Photographs were considered in terms of: object type, positioning, affect, placement and type of space being photographed	photographs included in the paper
Sampson, R., & Gifford, S. M. (2010). Place-making, settlement and well-being: The therapeutic landscapes of recently arrived youth with refugee backgrounds. Health & Place, 16(1), 116-131.		• Participants were given disposable cameras and instructed to take photographs of their street; the outside of their house; a favourite place at their house; the place they like most at school; a place they do not like at school; a place they feel they belong; a place they feel they do not belong; the place they spend most of their time when out of school and something unusual or strange in Australia. • Photographs were pasted into "settlement journals" along with the name of the place, description and reasons for taking the shot • Participants wrote comments in English with the help of interpreters • Participants were allowed to use class time to create the settlement journals	• Lists were made of the places appearing in the photographs, along with whether they were "liked" or "disliked" (same with maps) • Lists were compared to identify the types and qualities of the places as noted in the participants' written logs.	Drawings and photographs included in the paper
White, A., Bushin, N., Carpena-Méndez, F., & Laoire, C. N. (2010). Using visual methodologies to explore contemporary Irish childhoods. Qualitative Research, 10(2), 143-158.		• Children were given disposable cameras and asked to take photographs of "people, places and things that are important to me" • Photographs were returned to children in a classroom setting where they were encouraged	Photographs were analysed for content and categorised prior to returning photographs to children	Scrap books

		to choose their favourite and stick them in a scrapbook called "My Life" • Children were also encouraged to talk or draw about the photographs • Researchers circulated the room taking notes of the children's conversations • 970 of 1458 photographs were included in scrapbooks, which were digitally scanned.		
Dockett, S., & Perry, B. (2005). 'You need to know how to play safe': Children's experiences of starting school. Contemporary Issues in Early Childhood, 6(1), 4-18.		photographs and verbal explanations used as primary dataset	photo-books, consisting of photographs and comments, were thematically analysed. Combined photograph and text was unit of analysis. Numeric content analysis performed on photographs (with comments)	class photo-books
Photographs with full textual support				
Sitvast, J.E.; Abma, T.A.; and Widdershoven, G.A.M (2010) Facades of Suffering: Clients' Photo-Stories about Mental Illness. Archives of Psychiatric Nursing, Vol. 24(5):349–361	Photographs taken by clients at psychiatric institutions in the Netherlands were discussed in two rounds of group sessions. The first round of sessions focused on what participants consider as valuable or dear to them. The second round focused on the formulation and visualization of a wish or goal that participants would like to realise in the near future.	Photographs taken by clients at psychiatric institutions in the Netherlands. Clients were asked to photograph things that were valuable or dear to them, and a wish or goal for the future.	Semiotic analysis: images interrogated in terms of perspective, theme, focus, tone and setting; Barthesian analysis: unravel the symbolic meaning of the image, understand this symbolism in relation to its context, and provide information on the function this serves for the participant;	Photographs included in the paper
Meo, A. I. (2010) Picturing Students' Habitus: The Advantages and Limitations of Photo-Elicitation Interviewing in a Qualitative Study in the City of Buenos Aires. *International Journal of Qualitative Methods*, Vol	Pupils at two secondary schools were asked to "show their lives through photography". They then participated in photo-elicitation interviews			Photographs included in the paper

9(1): 149-171.			
Radley, A., Hodgetts, D. J. & Cullen, A. M. (2005). Visualizing homelessness: a study in photography and estrangement. Journal of Community and Applied Social Psychology, 15(4), 273-295.	participants took photographs of what it is like being a homeless person, which were then used in interviews		photographs interpreted alongside transcripts - researchers went between photograph and transcript for each case; photographs also categorised numerically for each participant	photographs included in the paper
Percy, M. S. (1995). Children from homeless families describe what is special in their lives. Holistic Nursing Practice, 9(4), 24-33.	1. interpretations of the word 'special' and cameras given to each child to take photographs of anything that was special to them over 24 hrs. 2. Children viewed and described their pictures. 3. Described 5 special photographs that had been enlarged, ranked from least special to most special.		Transcripts and pictures separated Transcripts cut into 'complete ideas' and taped to index cards and colour coded. Photographs reviewed with the cards. Photographs 'clarified the transcripts', so were illustrative rather than being analysed. Transcripts seen as essential in understanding the participants' meaning in the photographs	
Radley, A., & Taylor, D. (2003). Images of recovery: A photo-elicitation study on the hospital ward. Qualitative Health Research, 13(1)	• Disposable cameras given to 9 patients on medical and surgical wards. • Participants told to capture 12 things on the ward that were significant about their stay. • Participants planned photos and researchers checked plans. • Participants were asked specific questions about each photograph		Verbal and visual data taken together – interviews not transcribed which they felt did not privilege the interviews. Photographs understood only with verbal narrative/story. No structured analysis of photographs	
Farough, S. D. (2006). Believing is seeing: The matrix of vision and white masculinities. Journal of Contemporary Ethnography, 35(1), 51-83.	• Participants asked, after intensive interview, if they would take photographs of: o Things that remind him of race relations/whiteness o Things that remind him of gender relations/masculinity • Follow-up interview discussed the race and gender meanings behind each photograph.			photographs used in paper

Samuels, J. (2004). Breaking the ethnographer's frames: Reflections on the use of photo elicitation in understanding Sri Lankan monastic culture. American Behavioral Scientist, 47(12), 1528-1550.	photographs taken of 11 topics given to them by researchers, and then used in interviews - participants asked to match photographs to the 11 themes.			photographs included in the paper
Frohmann, L. (2005). The framing safety project: Photographs and narratives by battered women. Violence Against Women, 11(11), 1396-1419.	Participants took photographs on a weekly basis, guided by 4 areas relating to violence in their lives. Photographs were discussed each week in meetings, and used in interviews with each woman		photographs sorted alongisde narratives according to themes emerging from interviews	Community exhibition attended by 1000 people; television appearences by 2 participants; radio chat show about domestic violence.
Garcia, C. M., Duckett, L. J., Saewyc, E. M., & Bearinger, L. H. (2007). Perceptions of health among immigrant Latino adolescents from Mexico. Journal of Holistic Nursing, 25(2), 81-91, 93-5.	Phtographs taken by participants about their lives as immigrants, then used in interviews to explore how they were feeling, thinking, seeking and meaning.			photographs used in the paper
LeClerc, C. M., Wells, D. L., Craig, D., & Wilson, J. L. (2002). Falling short of the mark: Tales of life after hospital discharge. Clinical Nursing Research, 11(3), 242-266.	photographs used in PE nterviews to construct narratives			photographs included in the paper
Miller, G., & Happell, B. (2006). Talking about hope: The use of participant photography. Issues in Mental Health Nursing, 27(10), 1051-1065.	photographs taken of participants' perceptions of 'hope' were then used in interviews as a catalyst for discussion			
Singhal, A., & Rattine-Flaherty, E. (2006). Pencils and photos as tools of communicative research and praxis analyzing Minga Peru's quest for social justice in the Amazon. International Communication Gazette,	photographs taken by participnts and used in interviews where they elaborated on why they took each one, what it was depicting and what it meant to them			

68(4), 313-330.				
Stevens, C. A. (2006). Being healthy: Voices of adolescent women who are parenting. Journal for Specialists in Pediatric Nursing, 11(1), 28-40.	Participants asked to take photographs of their everyday lives. Photographs used in interviews to encourage discussion and contextualise interviews			
Turner, D. S. (2005). Hope seen through the eyes of 10 Australian young people. Journal of Advanced Nursing, 52(5), 508-517.	participans asked to imagine they were producing phootgraphs for an exhibition on 'hope'; photographs then used in interviews			photographs included in paper
Shalhoub-Kevorkian, N. (2006). Negotiating the present, historicizing the future: Palestinian children speak about the Israeli separation wall. American Behavioral Scientist, 49(8), 1101-1124.	photographs taken by children, captions added to each one and disscusse with researchers			photographs included in the paper
Xie, P. F. (2004). Tourism field trip: Student's view of experiential learning. Tourism Review International, 8(2), 101-111.	Students were asked to take photographs and give each one a theme. Each student selected 5 photographs and wrote a detailed description of the meaning of the trip as depicted through the photographs	main bulk of photographs were seen as primary data even though they had themes written on the back of them	Participants (students) asked to write a theme on the back of each photo and sort them into categories. Q-sort performed by researcher	
Douglas, C. H., & Douglas, M. R. (2005). Patient-centred improvements in health-care built environments: Perspectives and design indicators. Health Expectations, 8(3), 264-276.	Participants took photographs of what they liked and disliked on the hospital ward and explained why they took each one, although this process is unclear	photographs were seen as the primary dataset, but interpreted alongside the narratives	content analysis of photographs but again very little information	
Aubeeluck, A., & Buchanan, H. (2006). Capturing the Huntington's disease spousal carer experience: A preliminary investigation using the "photovoice" method. Dementia, 5(1), 95-116.	Participants asked to label their photographs and write about the positive or negative impact the subject matter had on their quality of life	photographs were seen as a major dataset and interpreted, but alongside the narratives	content analysis of photographs along with labels and narratives	

Gates, M. F., Lackey, N. R., & Brown, G. (2001). Caring demands and delay in seeking care in African American women newly diagnosed with breast cancer: An ethnographic, photographic study. Oncology Nursing Forum, 28(3), 529-537.	Photographs developed and discussed at second (ethnographic) interview – elicited type, extent and context of caring behaviour.	Photographs analysed on own	Photographs analysed for content, arrangement and meaning and synthesized into themes along with rest of data	
Sharples, M., Davison, L., Thomas, G. V., & Rudman, P. D. (2003). Children as photographers: An analysis of children's photographic behaviour and intentions at three age levels. Visual Communication, 2, 303-330.	Children were asked to use single use cameras "any way they wish" without adult interventions. In video- and audio-taped interview (groups of three children), children were asked to choose three photographs each that they particularly liked (total = 513 photographs). They were asked where and why each photograph was taken, how they might change it or make it better, and what they would do with it. Children were also asked general questions such as: "Do you the camera differently to your parents? How? / Why not?"	Yes, photographs and interviews were analysed separately using different coding frames.	photographs were coded	
Riley, R. & Manias, E. (2003). Snap-shots of live theatre: The use of photography to research governance in operating room nursing. Nursing Inquiry, 10(2), 81-90.	Asked to take photographs that showed "the daily life of an operating room nurse" taken during their working routines. In interview, photographs were discussed in the order they were taken. Participants were asked "tell me about this photograph" and each interview concluded with a discussion of the process.	photographs were analysed on their own as well as being used to elicit information in interviews	• Authors chose the method of 'reading' (Wright, 1999): o Looking through the image to information internal to it o Looking at the image to examine the way in which the content is presented o Looking behind the image to examine the context or social and cultural relations that shape its production and interpretation.	photos used in the paper
Lassetter, J. H., Mandleco, B. L., & Roper, S. O. (2007). Family photographs: Expressions of parents raising children with disabilities. Qualitative	parents asked to take photographs of images of life important to them. PE interviews elicited information about each photograph as well as ones they could not take	photographs used as stand-alone dataset initially, with narratives placed alongside as part of analysis	open coding of photographs before relevant bits of transcripts analysed alongside groups of similar photographs	

Health Research, 17(4), 456-467.				
Dennis, S.,F.Jr, Gaulocher, S., Carpiano, R. M., & Brown, D. (2009). Participatory photo mapping (PPM): Exploring an integrated method for health and place research with young people. Health & Place, 15(2), 466-473.		Participants took photographs on their routine use of community and recreation environments with the researcher present. Participating young people used GPS units to track their neighbourhood walks and the researchers used software to place photographs along the routes in a GIS (ESRI's ArcGIS 9.2). Several iterative focus group sessions produced explanatory narratives for the photographs. These discussions often produced multiple interpretations (e.g., by different age groups) of the same images, which allowed more nuanced themes to emerge.	Through a series of sorting exercises, participating children selected the photographs that best represented their shared experience of health and safety in the neighbourhood. These geocoded photographs and narratives were then mapped using a GIS.	photographs included in the paper
Brown, K., Worrall, L., Davidson, B., & Howe, T. (2010). Snapshots of success: An insider perspective on living successfully with aphasia. *Aphasiology, 24*(10), 1267-1295.	After the first interviews, participants with aphasia were asked to take photographs of objects, people, places, or other items, that represented their perspectives on the meaning of living successfully with aphasia. Participants were provided with disposable cameras or could elect to use their own camera to complete this step. A suggested time-frame of 2 weeks was given to participants to take their photographs, with a few participants electing for a longer time-frame of 3 or four weeks. Participants were instructed to take as few or as many photographs as they desired and the number of photographs taken ranged from 1 to 44, with a mean number of 15.4			

	The photographs were developed and formed part of the discussion in a subsequent interview session. Participants were also given the option of bringing previously taken photographs or other artefacts (for example, certificates, written documents etc.) to talk about. In this subsequent "photo interview" participants were asked to explain the significance of the images or artefacts and the reasons they were chosen to depict living successfully with aphasia. The specific prompts provided to participants were "Tell me about this photo/object" and "What does this photo/object show about living successfully with aphasia?" Participants chose the order in which they wished to discuss the photographs/artefacts and were also given the opportunity to discuss any further photographs they would have liked to have taken on the topic, but were unable to do so for whatever reason. In the instance of the participant who took 44 photographs, discussion centred on groups of similar photographs rather than individual shots (e.g., 6 photos of the participant's speech language pathologists were grouped).			
Cannuscio, C. C., Weiss, E. E., Fruchtman, H., Schroeder, J., Weiner, J., & Asch, D. A. (2009). Visual epidemiology: Photographs as tools for probing street-level etiologies. Social Science and Medicine,	For the "insider" photography, participants were recruited from neighbourhood organizations, service agencies, and non-profit organizations to take part in interviews Each participant was asked to invite a friend or		At the start of each interview, participants were asked to name, locate on a map, and describe their neighbourhoods of origin in order to establish their reference point for assessing how their current neighbourhoods affect health.	

69(4), 553-564.	family member to become a participant. Each participant was given a 27-exposure disposable camera to be used over the course of the following week, during their normal daily routines. Interviews were conducted in a recording studio at the Linguistic Data Consortium on the University of Pennsylvania campus. From any of the three categories into which participants sorted their photographs (see "analysis"), participants were asked to choose the photograph that represented their most important health priority or concern. The interviewers began with an open-ended prompt, asking the participant to tell the story of that ''first photograph'' and its significance to health. Interviewers emphasized questions regarding causal interpretations, asking why a particular problem or resource exists (Photovoice-style), in order to probe residents' street-level aetiologies.		Interviewers then asked participants to review their photos and sort them into three piles: barriers to health, promoters of health, and neutral or mixed images. Using four themes resulting from analysis of interviews, a "first photo" analysis took place to characterize the predominant concern represented in the photo and accompanying narrative.	
Carawan, L. W., & Nalavany, B. (2010). Using photography and art in concept mapping research with adults with dyslexia. Disability & Society, 25(3), 317-329.	Participants were asked to 'take 12 or more pictures of anything that would help people understand your dyslexia' and to 'take part in a two hour interview at a time that is convenient for you'. Disposable cameras were offered to each individual to take the photos, but not all participants accepted them, since many of them had digital cameras of their own. Participants were asked a grand tour			

	question/focus statement, 'What does dyslexia mean to you as an adult?', to begin this part of the research process. The researcher presented the photographs one by one to the participant, which provided an opportunity for him/her to share information about each picture. Researchers numbered each photograph and often wrote or provided direct quotes on the back of each one.		
Dean, C. (2007). Young travellers and the children's fund: Some practical notes on an experimental image-based research project. Journal of Research in Special Educational Needs, 7(1), 16-22.	Disposable cameras distributed to seven groups of children (each group consisted of 1-4 children in a single family) Children were asked to take photographs of the places, people, activities and things of interest to them over the coming fortnight Researcher returned to family homes to make the photo albums and discuss the photographs. In three cases this took place at the local school with the intention of bringing traveller and non-traveller pupils closer. Elicited accounts were used to plan activities for traveller children.		Papers included in the paper Photo albums Page on Children's Fund (umbrella intervention) website Case study document for practitioners (no photos)
Didkowsky, N., Ungar, M., & Liebenberg, L. (2010). Using visual methods to capture embedded processes of resilience for youth across cultures and contexts. Journal of the Canadian Academy of Child & Adolescent Psychiatry, 19(1), 12-18.	Negotiating Resilience Project (NRP): an international study of 16 youth which uses video recording a day in the life of youth participants, photographs produced by youth, and reflective interviews with the youth about their visual data. • Youth participants took part in semi-structured one-to-one interviews focused on understanding	Photographs taken by youth were included as research data (although does not say how) as well as being used in interviews.	

	the adversities faced by the youth participants and their perspectives and experiences of resilience. • At the interviews, youth were provided with a disposable camera and asked to take photographs of anything they wished to talk about, including obstacles to personal development, mental and physical health resources, social supports, and how they navigate their way through the challenges they face. • Once images had been developed they were included in the study as research data, as well as used as prompts in further interviews with participants. • Participants were also shown the photographic images he or she had produced. Through reflective discussions with youth about the visual data, researchers were better able to understand the content, purpose and the youth's interpretation. • Finally, the compilation video of a youth from another research site was shown to the youth for comment.			
Frith, H., & Harcourt, D. (2007). Using photographs to capture women's experiences of chemotherapy: Reflecting on the method. Qualitative Health Research, 17(10), 1340-1350.	• Women participated in an initial interview where they were asked about their expectations and concerns regarding chemotherapy treatment. Informed consent was also obtained. • Women were given a disposable camera to capture their experiences during treatment, particularly how they felt about the changes to			

	their appearance and bodies. • Women were contacted towards the end of their treatment and sent an envelope to return the camera. • A second interview took place after treatment had ended, where women were asked to "speak to" to photographs one at a time, saying why it had been taken and what aspect of their experience it represented. • Women were also asked about "missing" photographs i.e. times when the camera was not available, or the photograph had not come out, or the experience was too emotionally difficult to think about taking a photograph.		
Harding, J., Harding, K., Jamieson, P., Mullally, M., Politi, C., Wong-Sing, E., et al. (2009). Children with disabilities' perceptions of activity participation and environments: A pilot study. Canadian Journal of Occupational Therapy, 76(3), 133	• Children took photographs with parental/guardian help as needed, using a disposable camera over a period of at least seven days, of their out-of-school activities • Cameras were returned to researchers via prepaid envelopes. • Interviews took place in children's homes to discuss the content of the developed photographs • Participants were asked to choose their two most favourite and one least favourite places (assume this means places were photographed? Not enough detail) which were then used in a focused discussion using the questions "Tell me about this place and what you do here," and "Tell me what you like/don't like about this place.		Photographs included in the paper

	Why?"			
Johnsen, S., May, J., & Cloke, P. (2008). Imag(in)ing 'homeless places': Using auto-photography to (re)examine the geographies of homelessness. Area, 40(2), 194-207.	• In depth interview to explore experiences of homelessness and perception of services • If willing, a disposable camera was given to participants and a brief lesson on how to use it • Participants were asked to carry it with them for one week and to take pictures of the places that they utilised in daily life and/or that were in some way important to them. • A follow up interview took place to discuss the photographs. The following questions were asked: o where each photo was taken; o what that place was used for, by whom and when; o how photographers felt in that space (e.g. safe, intimidated, relaxed, 'at home' etc.); o how the use of that space was negotiated with other homeless people, members of the public, local retailers, the police and so on. o Why were these photographs chosen? o Were there any that could not be taken, if so why? • The 300 photographs were numbered so they could be cross-referenced with interview transcripts			Photographs included in the paper
Fleury, J., Keller, C. and Perez, A.(2009) Exploring Resources for Physical Activity in Hispanic Women, Using Photo Elicitation. *Qualitative Health*	• Participants attended an initial training session during which ethical issues were discussed as well as the photo-assignment itself • Participants used disposable cameras to		• Each photograph was numbered and marked according to relevant citations in the verbal recordings of participant narratives. • Content analysis performed on visual (and verbal)	

229

Research, Vol.19: 677	"record resources for engaging in physical activity, with attention to factors that made staying active easier or more difficult"		data	
	• Participants had 2 weeks to complete the assignment, after which the camera was collected for developing			
	• Interviews were conducted the following week, and participants were asked to choose 6-8 photographs to talk about.			
	• For each photograph, participants were asked to describe (a) what the image was, (b) what was happening in the photograph, and (c) why the image was important. Questions to elicit detail included (a) What do you see in this photograph? (b) What is happening in the photograph? (c) What resources for physical activity are shown in the photograph? and (d) In what ways do these resources influence physical activity?			
	• Participants were then asked to look at all of the photographs together to identify any recurring ideas or themes around resources for physical activity, and to comment on the relevance of these themes.			
	• Following discussion of the photographs, participants were asked to comment on the acceptability of the use of photographs as a part of the study, the instructions provided for use of the camera, and the study procedures in general.			

Marquez-Zenkov, K. (2007). Through city students' eyes: Urban students' beliefs about school's purposes, supports and impediments. Visual Studies, 22(2), 138-154. AND **Marquez-Zenkov, K., Harmon, J., van Lier, P., & Marquez-Zenkov, M.** (2007). If they'll listen to us about life, we'll listen to them about school: Seeing city students' ideas about 'quality' teachers. Educational Action Research, 15(3), 403-415.		• Students were given 35mm cameras and film • As part of a video production class, students learned how to use the cameras • Students did a "photo walk" into the school's neighbourhood to "model the photo-evaluation process" (no further details) • Over 12 months students took photographs – approx 8 rolls / 200 photographs each. • They were asked to address the following questions: 1) What are the purposes of school? 2) What helps you to succeed in school? 3) What gets in the way of your school success? • Students met every 2 weeks to view, discuss and write about their photographs	• Three researchers separately content analysed the photograph/paragraph pairings for "prevalent and outlying descriptive topics and themes"	photographs included in the paper
Mizen, P., & Ofosu-Kusi, Y. (2010). Unofficial truths and everyday insights: Understanding voice in visual research with the children of accra's urban poor. Visual Studies, 25(3), 255-267.	• Children were asked to make a photographic account of their working lives • Disposable cameras were given to the children who were shown how to use them but given no further training • Children and researchers participated in a "subsequent discussion" of the photos – no further details			photographs included in the paper
Moore, G., Croxford, B., Adams, M., Refaee, M., Cox, T., & Sharples, S. (2008). The photo-survey research method: Capturing life in the city . Visual Studies, 23(1), 50-62.	• Semi structured interviews were held with each participant which included discussion of photographs and some general questions. Participants were told to refer to the photographs whenever they liked during the interview.	• Approximately two weeks before the scheduled interview dates a disposable camera (27-exposure, 35mm film, 400 ISO with flash), a log-sheet, prepaid envelope and instruction letter were sent to each participant. • Participants were asked to take photographs of their local area – both the positive and negative	• Content analysis of 1894 photographs	photographs in the paper

		aspects, and to bear in mind smells and sounds as well as what things look like. • Participants were asked to complete a log sheet for each photograph, noting the time, date, location and description of each shot		
Moss, J., Deppeler, J., Astley, L., & Pattison, K. (2007). Student researchers in the middle: Using visual images to make sense of inclusive education. Journal of Research in Special Educational Needs, 7(1), 46-54.	• Each pair reviewed their developed photographs and decided on an order of importance • Researchers listened to these discussions and asked questions to clarify meanings • Discussions were recorded and transcribed	• Students were asked to work in pairs to take photographs of spaces they thought were: • inclusive and exclusive; • best and worst; • comfortable and uncomfortable; • places where they felt welcome and unwelcome. • Student pairs recorded notes at the time of taking the photographs (does not specify if verbal or written) • Each pair reviewed their developed photographs and decided on an order of importance		• Photographs used in paper • 10 photographs chosen to represent the themes were enlarged, printed in black and white and mounted • The mounted photographs were presented gallery-style along with "collages" made by international researchers who used the same method (no further detail on how collages were made, and none were included in the paper as images)
Wallis, A. B., Winch, P. J., & O'Campo, P. (2010). "This is not a well place": Neighborhood and stress in Pigtown. Health Care for Women International, 31(2), 113-130.	• Participants were given disposable cameras and asked "show me your neighbourhood" • Cameras were developed and photographs used in follow up interviews			photographs included in the paper
Briscoe, L., & Lavender, T. (2009). Exploring maternity care for asylum seekers and refugees. British Journal of Midwifery, 17(1), 17-24.	• Women were given disposable cameras and told to "capture anything related to their maternity experiences that they would like to share with the researcher" • Women were interviewed at five time points and the photographs were used as prompts for discussion at the fourth interview (1-2 weeks			

	post natal)			
Carrington, S., Allen, K., & Osmolowski, D. (2007). Visual narrative: A technique to enhance secondary students' contribution to the development of inclusive, socially just school environments -- lessons from a box of crayons. Journal of Research in Special Educational Needs, 7(1), 8-15.		A meeting was held between researchers, teachers and students at the school. The research aims were discussed and students were asked to produce a set of digital photographs representing the students' views of inclusion and exclusion in their school community. The researcher suggested that the images may focus on identity, place in the group, social networks, class groupings, hierarchies and relationships, achievement, failure, support, learning, leisure, sport and spaces in the environment. In the meeting, students discussed these issues in small groups and shared examples back to the whole group. Students were also asked to write about their images or record an 'oral telling' to explain their interpretation of what they saw/felt at the time, or the messages they wished to convey through the visual images. After the meeting, the teachers facilitated the data collection process. Students used digital cameras either individually, in friendship groups or in new partnerships. Group processes and discussions were video recorded. Once students had taken a number of photographs, they brought them to a classroom for printing and sorting (no further detail on how	The photographs were pinned to notice boards around the classroom for display and discussion with fellow students – do not know if fellow students means the 15 participants or other students not in the study Students chose the photos that best represented their collective ideas of inclusion and exclusion at school, and shared their narratives – no further detail on this process	A 10-minute DVD including still and moving photography, with filmed footage of students giving their narratives on each photograph, was produced. 7 photographs and narratives were presented in the paper A team of seven students presented their work at the Australian Association of Research in Education national conference in Melbourne in 2004.

		they were sorted) Student teams took anywhere from 15–30 photographs – approx 200 photographs in total		
Bachfisher, G., Robertson, T., & Zmijewska, A. (2007). Understanding influences of the typographic quality of text. Journal of Internet Commerce, 6(2), 97-122.	• Participants were given a digital camera and asked to "photograph their experiences with examples of typographic text encountered by them during their visits" (p.104). • Locations included a science museum and several shopping centres. • Participants were given tasks to guide their photography e.g. getting to the shopping centre's post office • Photographs were taken to help participants recall their views in subsequent interviews. • Interviews explored the following questions: o What mattered to participants about textual displays o What they noticed about them o What they liked about a specific piece of text o What made them useful in a particular context o What attracted their attention			
Einarsdottir, J. (2005). Playschool in pictures: Children's photographs as a research method. Early Child Development and Care, 175(6), pp. 523-541.	(i) walking interviews where children took photographs while talking about their perceptions of the school environment; (ii) children left to take their own photographs then interviewed by teacher with the photographs	photographs used as primary data in part of the study	numerical content analysis of photographs (as well as descriptive analysis of narratives)	photographs included in the paper