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Conducting Participatory Research Methods Online: A How-To Guide

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Abstract

The pandemic challenged many of us as researchers, requiring that we reflect upon our methods and make modifications to allow for online facilitation. As researchers who traditionally use participatory research (PR) methods, we were significantly challenged to reflect on our approach and the ways in which we may remain true to the spirit of PR. Through this article, we provide an overview of how we modified two PR methods, Group-Level Assessment (GLA) and Photovoice. Additionally, we provide a debrief on the aspects of PR we intentionally reflected on as part of our modification process, particularly how we upheld and honored the tenets of PR throughout these modified processes.

Keywords: COVID-19, online research methods, participatory research methods, participatory research

Introduction

As participatory researchers, we value the ability to facilitate intentional research while also developing meaningful relationships with our participants. Due to the COVID-19 pandemic, we were forced to pivot and deeply reflect on our methods, particularly focusing on how we could modify them without sacrificing the integrity of participatory research (PR) methods. As COVID began, we were in the midst of multiple research studies. With an overwhelming desire to continue our studies and relationships with stakeholders, we began to reflect on how we might transform our preferred PR methods to an online format, which provided us the opportunity to reflect on the integrity and benefits of our methods, Group-Level Assessment (GLA) and Photovoice. Below we outline the modifications to GLA and Photovoice, along with reflections on modifying the methods.

PR methods flip the traditional positivistic research paradigm on its head. Instead of considering the population being investigated as research subjects, PR views research subjects not as subjects

but as fully engaged participants in the research process. PR is inclusive and iterative, and it allows researchers to work collaboratively with stakeholders to solve relevant problems within their communities. This type of participant-centered research requires in-depth partnership and commitment to relationship-building and trust. As such, interaction and mutual contribution between researchers and participants is key, and we typically facilitated these engagements and methods in-person. Fostering relationships with participants was fairly straightforward in an in-person setting in which we could engage in informal conversations, develop rapport, and more easily answer questions and address ad hoc inquiries.

Through GLA, "the group publicly and synergistically shares information and comes to own the data they generated and evaluated" (Vaughn & Lohmueller, 2014, p. 346). This collaborative process allows all stakeholders to work together to discuss complex issues and research questions (Vaughn & Lohmueller, 2014, p. 350). The traditional GLA process includes a facilitator guiding stakeholders through seven steps during in-person sessions: climate setting, generating, appreciating, reflecting, understanding, selecting, and action (Vaughn & Lohmueller, 2014; Vaughn, 2014). Researchers have begun to adapt PR to allow for online facilitation, paying particular attention to the integrity of the methods. Dorhout (2023) found that although facilitating a GLA online had hiccups, it still allowed for participants to have meaningful discussion. Raider-Roth et al. (2021) developed an approach to facilitating a Future Creating Workshop online, highlighting the accommodation of participants in different time zones as a major benefit of adapting methods to an online format. Both synchronous and asynchronous approaches can allow for participants from around the world to collaborate in an online space, no longer binding us to the constraints of physical space. By implementing methods in synchronous and asynchronous approaches, we are able to creatively facilitate meaningful PR methods. However, adapting PR to be facilitated in an online space may still be considered novel. We are on the precipice of adapting our methods to continue facilitating meaningful and sustainable change with stakeholders.

Conducting a Group-Level Assessment Online

GLA is a collaborative PR method that allows stakeholders to discuss a relevant topic to establish common ground and shared vision for moving into the future. The GLA process invites participants to identify relevant needs, analyze data, prioritize key themes, and develop an action plan (Vaughn & DeJonckheere, 2019). The GLA process ensures that both the problem and the potential solutions are defined by and with participants from the group's perspective (Vaughn et al., 2011). Using a participatory approach ensures that the solutions developed are culturally appropriate within the context of a specific community (Vaughn et al., 2011). As originally designed, GLA was intended to be in-person to allow for face-to-face stakeholder engagement. Guy (2017) modified the GLA process to be held online in an asynchronous format; our modified online GLA method included both asynchronous and synchronous components (Arthur Mellon, 2021).

Figure 1. *Comparing Traditional GLA to Modified Online GLA (Arthur Mellon, 2021)*

Modified GLA in an Online Environment

In order to facilitate the transition of the GLA to an online format, the seven steps of the conventional GLA were organized into three distinct phases: pre-online GLA, online GLA, and post-online GLA. Figure 1 presents a comparison between the traditional GLA process and the adapted online GLA process (o-GLA). The following sections provide a detailed description of each step involved in the online o-GLA approach.

Step 1: Generating (Pre-o-GLA)

During the generating step, participants were asked to respond to prompts using a Qualtrics survey. This invited participants to answer the prompts while maintaining their anonymity. Having participants complete the prompts asynchronously permitted us to save time when we met synchronously. Sending the prompts to participants ahead of time ensured they could take all the time they needed in responding, rather than feel rushed with a time limit if facilitated synchronously. This allowed participants the opportunity to be more thoughtful and candid in their responses, with no time limitation.

Step 2: Appreciating (Pre-o-GLA)

A week after participants completed the generating step, they received the responses of all the participants via Google Docs. This was the second and last step in the asynchronous pre-online phase of the o-GLA process. Participants were asked to review the responses and put an asterisk (*) next to responses they agreed with or that resonated with them.

Step 3: Climate Setting (o-GLA)

Climate setting, the first step of the traditional GLA process, was the first step of the synchronous component of the o-GLA process. During this step, participants were asked to share their name, year, and major. Additionally, we asked participants to share, "What is something funny you've experienced during quarantine or something you are thankful for during this time?" This icebreaker question helped establish a positive tone for the remainder of the o-GLA session. After the introductions and icebreaker, the facilitator reviewed the o-GLA process and established the agenda for the remainder of the o-GLA session.

We requested that participants turn on their cameras, if they were comfortable doing so, in order that participants could all see each other. Being able to see each other contributed to a feeling of camaraderie. Especially during a unique time of feeling isolated from others due to social distancing, feeling a sense of togetherness by being able to see each other helped create a positive atmosphere.

Step 4: Understanding (o-GLA)

During the understanding step, participants were asked to collaborate in small groups to review the prompt responses and look for common themes. This step required participants to dig deeper into the data to do an initial analysis. Each group consisted of three to four participants who were placed into breakout rooms in Zoom. This allowed each group to meet separately to discuss themes. Participants were randomly assigned to one of seven groups. Each small group was given responses for four to five prompts to review. During this process we reiterated that the participants were to develop themes across the prompts rather than develop themes for each of the assigned prompts individually.

Step 5: Selecting (o-GLA)

After the participants spent time reviewing the prompt responses and developing themes, we came back together as a large group to complete the selecting phase. During this phase, each group shared the initial themes they developed. The large group then worked together to create common themes that encompassed the work of the small groups. This process required condensing individual small group themes to allow overarching themes to be developed.

Throughout this step, the facilitator took notes in Google Docs, which were visible for everyone to see via the screen-sharing feature in Zoom. Participants used the "raise hand" feature to share ideas or questions. As facilitators, we would call on the participant by name and welcome them to contribute. This supported the flow of conversation while ensuring we did not talk over each other.

This step required the most time, so it was important to plan accordingly to ensure there was enough time to allow conversation to flow naturally.

Step 6: Action (o-GLA)

During the action step, we transitioned from discussing themes to forming concrete action steps. Participants were asked to develop action items that aligned with the discussed themes, with the goal that these action items could contribute to positive change. During this step, facilitators led the conversation while taking notes for everyone to see through the screen-sharing feature. The participants again used the "raise hand" feature to signal they wanted to contribute. Throughout this process we reminded the participants that they were the experts in this space, and they were the ones from whom we hoped to learn. This stance helped create a sense of empowerment.

Step 7: Reflecting (Post-o-GLA)

During the reflecting step modified for the o-GLA process, the hope was that participants would take the time after the synchronous session to reflect on their thoughts and feelings regarding the process, the content of the discussion, and their contributions. Occurring after the o-GLA session, participants completed a brief reflection survey via Qualtrics. The survey link was shared directly with participants at the end of the o-GLA. We sought to understand through this survey the participants' experience and perception of the o-GLA session.

Conducting a Photovoice Study Online

Photovoice is an arts-based PR method that involves the use of participant-taken photos as data (Hergenrather et al., 2009). Grounded in feminist theory, Photovoice is traditionally implemented in marginalized communities, framed by the seminal work of Wang and Burris (1997). Unlike photo elicitation or other photography-based methods, Photovoice involves participants throughout the process of data collection, dissemination, and reflection (Liebenberg, 2018). The purpose of Photovoice is to create actionable change in a community or organization through responding to a problem via photographs and subsequent discussion (Guy & Rogers, 2022).
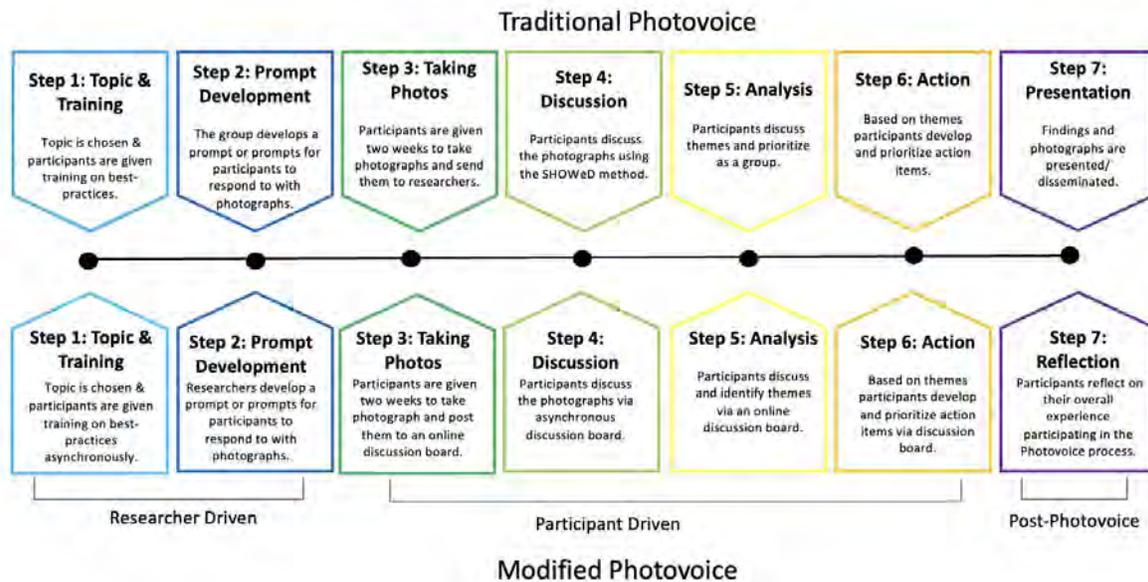
Figure 2. *Comparing Traditional Photovoice to Modified Online Photovoice*

Modified Photovoice in an Online Environment

To facilitate the transition of Photovoice to an online platform, the stages of the conventional Photovoice procedure were categorized into three main phases: research-oriented, participant-oriented, and post-Photovoice. Figure 1 illustrates a comparison between the traditional Photovoice process and the adapted asynchronous, online Photovoice process. The subsequent sections outline each step involved in the online Photovoice approach.

Step 1: Topic & Training (Researcher-Driven)

In an online Photovoice process, the researchers choose the topic and relay that information to the participants via email. Instead of an in-person Photovoice training, the training is recorded and posted online into a Learning Management System (LMS). Photovoice training includes an overall description of the process, consent as it relates to photography, and what to do if the photographers or the persons being photographed are in an unsafe situation.

Step 2: Prompt Development (Researcher-Driven)

For the purpose of an online, asynchronous Photovoice process, the researchers develop the prompts for participants to respond to. Participants are given one to three prompts and are asked to take photographs in response to those prompts.

Step 3: Taking Photos (Participant Driven)

Participants are given two weeks to take photographs in response to the prompts provided. Participants are asked to post their photographs with a brief description of their thought process and the meaning of the photo in the discussion board housed in the LMS.

Step 4: Discussion (Participant-Driven)

In a traditional Photovoice process, discussion of the photographs and their meanings are facilitated in person using the SHOWeD process:

1. What do you **S**ee here?

2. What is really **H**appening here?

3. How does this relate to **O**ur lives?

4. **W**hy does this condition **E**xist?

5. What can we **D**o about it?

In the online Photovoice process, participants are asked to respond to the SHOWeD questions for each of their peers' photographs in the discussion board responses. Participants are given one week to dialogue in the discussion board.

Step 5: Analysis (Participant-Driven)

During the analysis piece, participants are broken into asynchronous small group discussion boards. Via the discussion board, small groups are asked to come up with three to five themes that surfaced during the Photovoice discussion. Small groups then share their themes in a discussion board with the larger group, and the large group consolidates the themes into three to five overarching themes. This part of the process takes about two weeks to complete.

Step 6: Action (Participant-Driven)

In a new discussion thread with the large group, the final themes are posted and participants discuss actions that can be taken in response to the issues that came to light during the Photovoice discussion. Participants will brainstorm with one another steps that can be taken to achieve these actions.

Step 7: Reflection (Post-Photovoice)

Post-photovoice, participants are asked to complete a short reflection on the Photovoice process. This portion is completed individually and submitted directly to the researchers.

Reflection on Implementing PR Methods Within an Online Environment

PR provides a structure for creating a collaborative and engaging environment, but how can that be translated into an online space? The online environment challenges us as participatory researchers to modify and adapt our approaches and methods to an online format, whether synchronous or asynchronous. PR methods, such as GLA and Photovoice, provide participants with the opportunity to connect with one another. In any PR study, creating space for connection is key, especially in an online environment where physical distance may lead participants to feel more disconnected from each other and from the process. As participatory researchers, we intentionally create such spaces for our participants, ensuring the environment makes them feel safe and welcome to share and contribute. Additionally, we are often attempting to create a space that allows participants to connect with others to ensure we are capturing the collaborative spirit of a PR method (Raider-Roth et al., 2019).

PR captures real life as people collaborate to create change and, as such, has a great deal of messiness and unpredictability (Coghlan & Brannick, 2010). Honoring the lived experiences of participants as complex, multifaceted, and complicated ensures their voices are truly heard while also ensuring that a cycle of marginalization is not perpetuated. Throughout our studies, we attempted to embrace the messiness of collaborating with others. Rather than view this unpredictability as a limitation, we consider this a strength of PR that we wholeheartedly embrace. As researchers, we should note that we felt this unpredictability was amplified by the online space. Below, we reflect on the ways we modified the GLA and Photovoice processes, specifically looking at the tenets of PR, and we provide considerations for future work using PR methods.

Voice/Empowerment

Voice is an essential component of any PR, as it allows for a greater diversity of stakeholders to be included in the creation of social change (Anderson et al., 2007). Listening and truly hearing the voices of participants is one of the main benefits of implementing a PR method (Vaughn & Jacquez, 2020). Each time we facilitate PR, we are inspired by the participants' discussion and their development of themes. The participants are indeed the experts of their own experiences and must be encouraged to share solutions to the problems facing their community. However, intentionally listening and creating space for voice felt very different and even more of a necessity in an online environment. The modified PR methods we've facilitated hold true to this tenet: the participants are the ones who hold the knowledge. It is essential that researchers who modify PR methods in the future reflect on how they can continue to encourage voice in a meaningful way.

One of the primary roles of PR is suggested to be the "enlightenment and awakening of common peoples" (Fals-Borda & Rahman, 1991, p. vi). By emphasizing collaboration, specifically within oppressed communities, PR strives to confront the causes of injustice and inequality while focusing on finding specific and community-appropriate solutions (Williams & Brydon-Miller,

2004). Specifically in the context of our o-GLA, participants shared that this experience invited them to feel heard and validated (Guy & Arthur, 2021a; Guy & Arthur, 2021b).

PR challenges structures of power by creating opportunities for communities to participate in the creation of innovative and effective solutions. This tradition affirms "the notion that ordinary people can understand and change their own lives through research, education, and action" (Brydon-Miller & Maguire, 2009, p. 81). For many participants, the process of engaging in a PR method can be empowering, where they are recognized as an expert in a particular space. During the climate setting phase of the o-GLA, we were intentional in highlighting that the participants were in fact the experts in this space and that as researchers we were hoping to learn from them. Following the phase, our o-GLA participants mentioned they felt empowered, inspired, and less alone (Guy & Arthur, 2021b). One participant wrote, "I used to think that issues I had on co-op were specific to me and that there was nothing for me to do besides deal with them myself, but this GLA showed me that change can come from discussion and sharing experiences."

Connection/Collaboration

Reason (1994) reminds us that in PR methods, the process of working with participants should be a genuine collaboration (Reason, 1994), stating that we "must embrace a genuine commitment to work with these democratic values to honor the wisdom of the people" (p. 13). PR methods require research to be done in collaboration: it is inquiry *with* community (Herr & Anderson, 2015). The individuals involved in the research are not subjects but rather collaborators and partners in the research process (Chevalier & Buckles, 2013), acknowledging and valuing other participants for the knowledge and experience they bring to the process.

Throughout the o-GLA, participants were welcomed to participate in synchronous discussion through large group discussion, smaller breakout group discussion, and the chat feature offered in Zoom. Giving participants multiple avenues to engage in the process was intentional, in hopes that one of the offered options would resonate and allow participants to feel more comfortable. When conducting Photovoice online, we took a similar approach in an asynchronous model; participants were able to engage with one another via small group discussion boards, large group discussion boards, and individual written reflections. We hoped that in having multiple avenues for participants to share, each participant could find a way to communicate in which they were most comfortable.

In the reflection survey, participants stated that the o-GLA session created an engaging environment where they were able to feel connected with each other. One participant stated, "I thought it was an engaging environment where I could express my ideas and thoughts without feeling judged." The participants appreciated that they were able to participate in the conversation without leaving their homes. It was stated, "It was nice to see everybody's faces" during the GLA session. A few participants felt that the conversation would have flowed more naturally if the GLA

had been face-to-face; however, some participants said that they were more confident to share in the o-GLA due to the format making them "less stressed from a public speaking perspective."

Within our studies, participants appreciated the opportunity to hear a variety of opinions, and they specifically enjoyed getting to hear about the experiences of other participants (Guy & Arthur, 2021). A participant from the o-GLA wrote, "Hearing people's experiences and opinions introduced me to new ideas that I hadn't considered, and also made me reflect on my own experiences in a way I hadn't before." Other participants echoed this sentiment, with one stating, "I just enjoyed listening to everyone's perspectives. It was really interesting to read and react to the responses on my own, and then hear the conversations in person. I gained a lot of perspective on the underlying issues people are facing that lead them to complain about certain things."

Through participating in the o-GLA, participants felt less alone in their experiences (Guy & Arthur, 2021). "I really enjoyed hearing everyone's thoughts and realizing that I am not the only one who has experienced what I have," explained one participant. Another participant said, "The ideas discussed here are so relatable and seeing how much others also care makes me feel like I wasn't wrong or alone to feel that way." These participant quotes highlight that even though the method was facilitated online, it still offered a meaningful opportunity for them to connect and engage with others.

Reflection Summary

Implementing PR within an online environment presents both challenges and opportunities. By modifying and adapting PR methods, like GLA and Photovoice, we created a collaborative and engaging space for participants. Creating an environment that fosters connection and collaboration is essential, especially in an online setting where physical distance may contribute to feelings of disconnection; as one participant mentioned, "after participating in the GLA, I immediately feel more connected with my female engineering peers and like I'm a part of a big group of confident women." The o-GLA and Photovoice sessions allowed participants to feel heard, validated, and less alone in their experiences.

It is advisable to consider limiting the number of participants in online PR to ensure sufficient time for each individual's voice to be heard without being overshadowed by a large group. Additionally, a larger participant group can pose challenges for facilitators in managing the conversation effectively. These considerations should be taken into account when planning and implementing online PR to optimize participant engagement and facilitate meaningful interactions.

Multiple avenues for participation, including synchronous and asynchronous discussions, provided flexibility and accommodated participant preferences. Despite the challenges, participants expressed a sense of connection and gained new perspectives from engaging with others online. Moving forward, it is crucial to consider power dynamics and access to resources to minimize exclusion and ensure equitable participation. By embracing the strengths and addressing the limitations of online PR, researchers can drive meaningful engagement and social change.

Discussion

As a research community, continuing to explore ways to use PR can help us adapt to an ever-changing world. When asked about the overall experience with the o-GLA, one participant explained, "I really liked this experience and wish there were more interactive research studies where an open discussion can take place." As researchers, we were challenged to re-envision what GLA and Photovoice could look like in an online space while still maintaining the integrity of the process and the fundamental nature of the experience for participants. Although the experience was different from a process standpoint, the essence of the experience and the beauty of the methods were maintained. We were able to create an empowering and engaging environment for participants, which supported the development of insights and impactful action items by participants. Both online and face-to-face environments have benefits for PR; above, we have explored a few of these benefits from the online perspective. We look forward to continuing to explore opportunities to do meaningful participatory work in an online environment.

Power and Privilege

Both opportunities and limitations became apparent through our online participatory work, and it is crucial to acknowledge the dynamics of power and privilege that are present in both face-to-face and online settings. Moving PR online can present certain privileges, such as increased accessibility and inclusivity for individuals facing challenges related to disability, travel limitations, or other factors that hinder their participation in traditional in-person methods. The online environment has the potential to create a more inclusive space where diverse voices and perspectives can be heard, breaking down geographical barriers and enabling individuals who may have been excluded in the past to contribute meaningfully. By removing the need for physical presence, online PR offers opportunities for those who may have faced systemic barriers in participating in research.

However, it is crucial to recognize that moving research online also introduces new barriers and exclusions based on power dynamics and access to resources. Not everyone has equal access to technology, internet connectivity, or the necessary skills to navigate online platforms effectively. These disparities can perpetuate existing inequalities, leaving behind individuals who lack the resources required to participate in online research. It is important for researchers to be mindful of these power dynamics and actively work toward minimizing exclusionary practices. Efforts should be made to provide alternative means of participation, accommodate different technological capabilities, and ensure that the research process is accessible and equitable for all participants.

While online PR methods have the potential to increase inclusivity and overcome certain barriers, researchers must remain vigilant in addressing the power imbalances and privileges that exist in both face-to-face and online contexts. Recognizing and actively working to minimize exclusions

based on resources and privilege is essential to ensuring that online PR is truly representative, inclusive, and socially impactful.

Synchronous Versus Asynchronous

Because there were both synchronous and asynchronous components to each method, with GLA being a mix of both and Photovoice being in a purely asynchronous format, we became aware of the pros and cons of each.

Synchronous components offer real-time interaction and immediate communication between researchers and participants, fostering dynamic discussions and facilitating quick feedback. This approach promotes collaboration and engagement, allowing participants to actively contribute, share ideas, and build a sense of community. In addition, real-time interaction enables the development of personal connections and trust, leading to richer data. However, scheduling challenges, limited reflection time, and technical issues can create obstacles to the effectiveness of synchronous methods.

On the other hand, asynchronous components provide flexibility by allowing participants to engage at their convenience, accommodating different time zones, and eliminating scheduling conflicts. This flexibility enables participants to provide in-depth responses as a result of having ample time to reflect and respond. Asynchronous methods also enhance accessibility as individuals with limited availability due to various commitments can still participate. However, these methods may result in reduced collaboration and fewer opportunities for direct interaction among participants, potentially limiting the depth of engagement and the ability to build upon each other's ideas. Longer response times and lower response rates can also be drawbacks of asynchronous methods.

Ultimately, the choice between synchronous and asynchronous online PR methods depends on the specific research objectives, participant characteristics, and available resources. Researchers must carefully consider these factors to determine the most suitable approach for their research, weighing the advantages and disadvantages of each method to ensure the best possible outcomes.

Future Directions

As researchers, it is crucial to continuously explore and adapt PR methods to meet the demands of an ever-changing world. While the COVID-19 pandemic initially forced us to transition our methods to an online space due to social distancing guidelines, we discovered several benefits to this format. Moving forward, we anticipate that other PR methods will be adapted for facilitation in an online environment.

The transition of PR to a remote/online setting opens up innovative ways to reach participants. By leveraging technology and online platforms, researchers can engage with individuals from diverse backgrounds and geographical locations. This expansion of reach allows for the inclusion of previously underrepresented voices and perspectives, leading to more comprehensive and inclusive research outcomes.

To ensure the effectiveness of online PR, researchers must approach the process with intentionality and reflection. This includes adapting and modifying methods to accommodate the online environment while maintaining the fundamental principles and values of PR. It is essential to consider the unique challenges and opportunities presented by the online space, such as issues related to power dynamics, privilege, and access to resources.

In the future, researchers should continue to explore the benefits and limitations of online PR, seeking innovative ways to enhance collaboration, engagement, and inclusivity. This may involve developing and refining digital tools and platforms specifically designed for PR purposes. Additionally, ongoing research and evaluation should be conducted to better understand the impact and effectiveness of online PR compared to traditional face-to-face approaches.

By embracing these future directions, researchers can harness the potential of online PR methods to create positive social change, foster meaningful connections, and address pressing issues in society. The continuous exploration and adaptation of these methods will contribute to the evolution of PR and its continued relevance in an increasingly digital world.

Conclusion

Online PR methods have the potential to be modified and adapted to various settings, expanding their reach and making them accessible to new audiences. This adaptability opens up opportunities to solve novel problems in meaningful ways. By utilizing online platforms, PR can transcend geographical boundaries, enabling individuals from diverse backgrounds and locations to connect and engage in research. This creates opportunities for collaboration and relationship-building among groups of individuals who may never have met otherwise.

The online environment provides unique advantages for PR. It allows for increased accessibility, as participants can engage from the comfort of their own homes or workplaces, overcoming barriers such as physical distance, mobility limitations, or time constraints. This inclusivity fosters a more diverse and representative range of voices and perspectives, enhancing the overall quality and relevance of the research outcomes.

Furthermore, the online environment offers a wealth of digital tools and platforms that can enhance the PR process. These tools can facilitate activities such as surveys, discussion forums, virtual brainstorming sessions, and collaborative document editing, enabling participants to contribute and cocreate knowledge in innovative ways. Online platforms also offer the potential for

anonymity or pseudonymity, which can encourage greater openness and honesty in sharing experiences and perspectives, particularly in sensitive or stigmatized research topics.

However, it is important to acknowledge that there are still pros and cons to both online and in-person facilitation of PR. In-person methods may provide richer face-to-face interactions and a deeper sense of community, while online methods offer the benefits of flexibility, convenience, and increased participation rates. Researchers should continue to explore and evaluate the benefits and limitations of the online environment for facilitating PR, considering factors such as participant preferences, research goals, ethical considerations, and resource constraints.

By embracing the opportunities provided by online PR, researchers can harness the power of technology to engage diverse audiences, promote collaboration, and address new and emerging challenges in innovative ways. Continued exploration and adaptation of online PR will contribute to advancing knowledge, fostering meaningful connections, and creating positive social change.

Our hope is that we continue to challenge ourselves as researchers to modify methods to accommodate facilitation in an online environment, while keeping intentionality and adaptability at the forefront of our modifications. Although initially we were disappointed to have to move our methods to an online space due to social distancing guidelines, we quickly discovered several benefits to an online format. In the future, we anticipate other PR methods will be adapted for facilitation in an online environment.

In the face of the ongoing pandemic and its repercussions, it may be challenging to envision a future that goes beyond a mere return to the pre-pandemic normalcy. However, it is essential to imagine a future where we can collaboratively tackle challenges in meaningful and innovative ways. The transition of PR to a remote/online setting allows researchers to reach participants in new and innovative ways (Raider-Roth et al., 2021). Through intentionality and reflection, the facilitation of PR in an online space can continue to be a powerful and effective research tool (Guy & Arthur, 2021).

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