TRANSVERSAL ACTIVITIES: RICH PICTURE MAP

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CONNECTS WITH:
All Modules

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INTRODUCTION

Transversal activities are an important component of ecohealth courses. They are activities that last for several days and provide an opportunity for participants to return to them at several different moments, bringing new things that they have learned and making adjustments to what they had previously known (or thought they knew). The transversal activities presented here can be used as activities for all of the modules in this teaching manual.

PEDAGOGICAL SIGNIFICANCE:

- Transform student – teacher relations by fostering alternative modes of engagement, feedback and conversation.
- Foster transdisciplinarity by providing a space for participants to make connections between elements of the course which could not have been predicted.
- Act as a device for the creation of experiential continuity throughout the course.
- Break down linear thinking by encouraging multiple forms of expression.
**Rich Picture Map**

This activity is designed to:

- Foster attention to place.
- Facilitate collaborative work.
- Enable the construction of a complex visual narrative.
- Promote systematic reflection on group learning.

A rich picture map is a collection of images composed in a way that tells a multi-layered, complex, visual narrative of an issue, through the lens of a theme within a specific context. The map is collaboratively constructed in small groups and is a multi-part activity. Students are arranged in groups according to one of the core ecohealth principles. They will work together in groups to visually explore this theme.

*Note: This activity can be embedded as a task within the large case study, or it can stand on its own.*

**STEP 1: Image Collection**

Students are asked to take pictures of a particular context during a specified time period. For instance, during the Guelph course, students were asked to take pictures during the tour of Hamilton Harbour, which consisted of visits throughout the day to several very different locations. During the Montreal course, students were asked to take pictures of garbage they saw on the street during a walk from the University to Mont Royal (a large park covering the mountain in the centre of the city).

The process of capturing images during this activity, encourages purposeful **attention to place**. The selection of images to express and/or represent aspects of the context of the case emphasizes the importance of developing a sense of place when doing ecohealth research. The composition of images promotes an understanding of the **multi-perspectival, complex nature of ecohealth problems**.

**STEP 2: Visual Composition**

Students work in groups to select images and compose their map. This aspect of the activity consists in cropping, juxtaposition, framing, contrast, backgrounding and foregrounding, along with in depth discussion and reflection on the ecohealth principle and the problem they are working with. The activity serves both as an illustration of the effects of visual framing on the construction of perception, and also as a prompt for collaborative thinking.

This activity can be connected with the [Case Study], in which case it promotes collaborative thinking about an in-depth problem.
LOGISTICS:

1. Students are instructed to take pictures and submit them for developing
2. Course facilitators develop images and return them to students
3. Student work in groups to construct their map
4. Groups present their maps, explaining key features that express and/or represent the problem through the lens of the theme, and inviting others to explore them.

MATERIALS:

- cameras (disposable or digital)
- scissors, markers, glue, tape
- paper
- cardboard or bristol board
- play dough
- popsicle sticks
- toothpicks

EXAMPLES:
TRANSVERSAL ACTIVITIES: RICH PICTURE MAP