ILLUSTRATING THE PROCESS:

CREATING & USING VISUALS IN RESEARCH

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POSITIONING

RESEARCH BACKGROUND

ART AND DESIGN EXPERIENCE
ROLES OF VISUALS IN RESEARCH

Knowledge creation

Knowledge mobilization
APPROACH

Responsive  Collaborative  Iterative
TO ILLUSTRATE...
EXAMPLE 1: MENTAL HEALTH LITERACY IN AGRICULTURE

Context
- "In the Know" training program led by Dr. Andria Jones-Bitton and Briana Hagan
- Stakeholder Working Group (SWG) guides direction of program

Goal
Use visuals to enable discussions and mobilize information from SWG meetings to inform program development

Process
Used graphic recording to co-create resources for mental health literacy in agriculture
EXAMPLE 1: MENTAL HEALTH LITERACY IN AGRICULTURE
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Supports for Farmer Mental Health

Connecting with ag service "getaways" to supports

Access to help lines, doctors, mental health workers, and other health professionals

On-site therapists

Self-help groups

Farm financial advisors and succession planners

Help at home or with kids

On-farm help

Off-farm vacations (often within driving distance)

...... and off-farm vacations

Taking walks in the field

or your neighbour's field

Spending time with pets

Eating well

Sleeping well (including naps)

...... and also having your own space

"Do work" on the farm to give your mind a rest

Giving yourself permission to pause

Spending time with family and friends

"Non-farm friends"

"Farm friends"

Volunteering

Service clubs

Community dinners (often advertised in local newspapers)

Playing cards

Puzzles

Fishing

Hunting

Social media

as well as "cell phone free" time

Developed by the Stakeholder Working Group for farmer mental health at the University of Guelph
Illustrated and designed by A. Savard-Ky
EXAMPLE 2: ARRELL FOOD SUMMIT - STUDENT PROJECTS

Context
Four groups of students, each focusing on a key agri-food challenge

Goal
Develop visual summaries of research projects to share at the 2018 Arrell Food Summit

Process
Worked with each group to identify and illustrate the "stories" of their projects
Guiding Questions

- What is the challenge your team chose to work on?
- Who are the “characters” in this challenge story?
- What is the physical setting of the challenge?
- How did this challenge begin?
- What is the current situation of the challenge?
- Where there are existing attempts at a solution, what’s working and what’s not?
- What is your team’s proposed solution?
- What will be the impact of your team’s project?
EXAMPLE 2: ARRELL FOOD SUMMIT - STUDENT PROJECTS

Agricultural research led by farmers

Ecological & sustainable farming practices
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HOW CAN VISUALS ENRICH RESEARCH IMPACTS?
IMPORTANCE OF THE PROCESS
IMPORTANCE OF THE PROCESS

SITUATE & CONTEXTUALIZE
IMPORTANCE OF THE PROCESS

ENGAGE
IMPORTANCE OF THE PROCESS

TRANSPARENCY & ACCOUNTABILITY
IMPORTANCE OF THE PROCESS

CONSIDER POWER, REPRESENTATION, & INCLUSION
ENRICHING RESEARCH IMPACTS
ENRICHING RESEARCH IMPACTS

OFFER NEW PERSPECTIVES
ENRICHING RESEARCH IMPACTS

ENABLE OUT-OF-THE-BOX THINKING
ENRICHING RESEARCH IMPACTS

IMPROVE RELATABILITY & RESONANCE
ENRICHING RESEARCH IMPACTS

CREATE MEANINGFUL & IMPACTFUL CHANGE
THANK YOU

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