



United Nations Sustainable Development Goals Open Pedagogy Fellowship

What You Eat: Photo Essay/Field Notes

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Introduction:

Welcome to your role in an international mission. This mission is dedicated to expanding educational access and championing student empowerment through "open pedagogy." In this approach, you, as a student, are at the heart of an engaging, collaborative learning environment, with the freedom to access your educational journey. What is this mission's ultimate goal? To heighten social justice in our community, promoting the free exchange of knowledge and work. Under the United Nations Sustainable Development Goals (SDGs) framework, this renewable assignment paves your path to becoming an agent of change within your community. Prepare to embark on this transformative journey.

For this work, we will integrate the disciplines of Sociology and English Language for Academic Purposes to achieve the primary goal of responding to SDG #2: Zero Hunger. Within this SDG we will focus on the specific target 2.4. This assignment also focuses on SDG #13: Climate Action.

Purpose:

This participatory-based learning activity is designed to enhance your observation and documentation skills and help you gain experience initiating primary research that is community action-based research. The artifacts will be shared with the class, future students, and community events.

Learning Objectives:

Students will explore individual and cultural norms involved in their daily food choices and reflect on how their individual choices and behaviors of food consumption are patterned and informed by larger social processes: economic, social, cultural, etc.

Students will consider and implement food waste reduction practices and document and reflect upon their experiences.

Instructions:

Option 1

In this assignment, you will Track/Photograph at least one meal a day for one week. For each of the photos, please record the date and time each photo was taken, followed by a quick narrative of the meal.

Why did you choose this meal? How long did it take to prepare? Is this a typical meal or 'special'? Does it have any significance?

You will be asked to reflect on the series of conscious actions and decisions and the cultural meanings behind your food choices.

Apply the insights from your readings and class discussions by including at least one-course concept and definition to describe/explain your food choices/consumption patterns.

Assessment Tasks

- ☐ Assignment submission using a Field Notes Template
- ☐ Complete qualitative documentation and use of descriptions implementing various senses (taste, smell, touch, sight, hearing)
- ☐ Incorporate a mix of at least two of the following: text, image, video, and/or audio
- ☐ Complete a reflection of the activity on Course Learning System
- ☐ Sharing Final Product in Course Gallery (no identifying information on document)

Major Skills: Qualitative data collection/documentation, Reflective writing

Option 2:

In this assignment you will document your experiences of regrowing kitchen scraps in order to learn about and respond to food waste from the comfort of your own home!

Document your own thoughts and actions in the form of field notes using the Field Notes Template available on [Canvas LMS](#) (course learning management system). Apply the insights from your readings and our class discussions by including at least one-course concept and its definition to describe food waste's practical and structural implications.

Be as detailed as possible when describing your experiences by incorporating actions and thoughts. Which vegetables did you select and why? Remember to document shortcomings and 'failures' as much as successes. What did not work is just as valuable as what did!

Assessment Tasks

- ☐ Assignment submission using a Field Notes Template
- ☐ Complete qualitative documentation and use of descriptions implementing various senses (taste, smell, touch, sight, hearing)
- ☐ Incorporate a mix of at least two of the following: text, image, video, and/or audio
- ☐ Complete a reflection of the activity on Course Learning System
- ☐ Sharing Final Product in Course Gallery (no identifying information on document)

Major Skills: Qualitative Observation, Qualitative Data Collection (Field Notes), Writing and Reflection, Participatory Action

Introduction to qualitative methods and principles.

How to take field notes.

Format Requirements:

Parameters should be discussed and agreed upon by the class and meet the writing requirements for the designated course level and may refer to that discipline's citation formatting and guidelines.

Assessment Criteria:

Students should complete the following tasks and meet the requirements agreed upon by the course participants (students as participatory researchers should be part of the design process to address needs/desires of that course).

Assessment Tasks

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