Canadian Medical Education Journal Revue canadienne de l'éducation médicale

CMEJ

Fractals Fractales

Tashya Orasi, Hoi Cheu and Brianna-Lee Beaudry

Volume 13, Number 3, 2022

URI: https://id.erudit.org/iderudit/1091019ar DOI: https://doi.org/10.36834/cmej.75251

See table of contents

Publisher(s)

Canadian Medical Education Journal

ISSN

1923-1202 (digital)

Explore this journal

Cite this document

Orasi, T., Cheu, H. & Beaudry, B.-L. (2022). Fractals. Canadian Medical Education Journal / Revue canadienne de l'éducation médicale, 13(3), 83–83. https://doi.org/10.36834/cmej.75251

© Tashya Orasi, Hoi Cheu, Brianna-Lee Beaudry, 2022



This document is protected by copyright law. Use of the services of Érudit (including reproduction) is subject to its terms and conditions, which can be viewed online.

https://apropos.erudit.org/en/users/policy-on-use/



Fractals Fractales

Tashya Orasi (Artist),¹ Hoi Cheu,² Brianna-Lee Beaudry³

¹Lakehead University, Ontario, Canada; ²Laurentian University, Ontario, Canada; ³Northern Ontario School of Medicine (NOSM) University Research Team, Ontario, Canada

Correspondence to: Tashya Orasi; email: torasi@lakeheadu.ca

Published ahead of issue: May 27, 2022; published on July 6, 2022. CMEJ 2022, 13(3). Available at https://doi.org/10.36834/cmej.75251

© 2022 Orasi, Cheu, Beaudry; licensee Synergies Partners. This is an Open Journal Systems article distributed under the terms of the Creative Commons Attribution License. (https://creativecommons.org/licenses/by-nc-nd/4.0) which permits unrestricted use, distribution, and reproduction in any medium,



Fractals is from the Social Sciences and Humanities Research Council funded study of social accountability: Stories and Art of Local Transformation in Health Care and Medical Education: Social Accountability During COVID-19 (2020-2022).¹ This project used arts integrated activities and interviews to obtain information about perceptions of social accountability from participants in medical education. For this piece, along with the site researchers Dr. Hoi Cheu (Laurentian University) and Breezy Beaudry (Northern Ontario School of Medicine University, NOSM), we conducted dialogic analysis of participants' art works at the NOSM site (Thunder Bay and Sudbury, Ontario) using the arts integrated research methodology, Parallaxic Praxis.²

The mixed mediums, colours, and composition are intended to play with the character of fractals (shapes that reflect all or some part of the whole) as metaphors for the dynamism and chaotic nature of complex health care

systems, its networks, sub-structures, and points of connection. Reflective of the multiplicities of the participants' art works-which included imagery of rainbows, hearts, suns—this piece seeks to capture the hopeful aspirations of the participants while also exploring the underlying tensions of social accountability in health care through disrupted layers of brightly coloured paint, wrong-sized networks and fractured polygons, and the embedding of morse-code text from participant data, "See no stranger. You are part of me that I have not met yet." As icons for capability, industriousness, and responsibility, the bees as fractals of a larger system and each other, reflect the contexts of the participants as those working within the front lines of the system tasked with socially accountable health care and caring for the most vulnerable in their communities. Fractals is a metaphor for conceptualizing social accountability in complex health systems through awareness, connectedness and reflection.

This art draws on research supported by the Social Sciences and Humanities Research Council and the New Frontiers in Research Fund. The full project, Stories and Art of Local Transformation 2020/05/01-2022/06/03 is led by Principal Investigator, Dr. Erin Cameron. https://www.salt-he.com

References

- New Frontiers in Research Fund. The Stories and Art of Local Transformation (SALT) Study: Social Accountability During COVID-19. May 5, 2020 – Jun 3, 2022.
- Sameshima P, Maarhuis P, Wiebe S. Parallaxic praxis: Multimodal interdisciplinary pedagogical research design. 2019. Vernon Press.