

# Cultivating Creative Inquiry in Higher Education

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## ABSTRACT

Incorporating media in our disciplines “entails a form of ‘critical framing’ that enables learners to take a theoretical distance from what they have learned, to account for its social and cultural location, and to critique and extend it” (Buckingham, 2007, p. 45). However, traditional teaching modes that prioritize print-based literacy continue to dominate (Rhodes & Robnolt, 2009) despite being restrictive and limiting access for diverse learners to engage in meaning making. Visual journaling transforms pedagogy by supporting critical and diverse ways of learning and expressing knowledge. Students are invited to process knowledge and generate new understandings in reflexive ways that move beyond the uniform experiences of traditional classrooms. Visual journaling as a strategy for inviting creative inquiry and learning may also facilitate the development of democratic classrooms that extend pathways for inclusion and equity. This poster reports on the preliminary results of an exploration of visual journaling as a teaching and learning strategy to cultivate creative inquiry in higher education. The authors prompted students to use multiple media to engage with, reflect on, and synthesize course materials.

## REFERENCCESS

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## ALISE RESEARCH TAXONOMY TOPICS

curriculum; pedagogy; education; information literacy; information use; social justice; students; teaching faculty

## AUTHOR KEYWORDS

creative inquiry; visual journaling; multimedia; transformative pedagogy; multiliteracies; inclusion; equity