

**Digital Imagery:**  
**Inverting the Gaze Towards Diversity**

"Knowledge is inextricably *situated* in the physical and social context of its acquisition and use." (J. Brown)

- > Accessing Active learning via multimedia approaches ~ combining technology with pedagogical practice
- > Engaging creative agency in the curriculum

H. Gardner (1983) describes a theory of multiple intelligences. He states that along side traditional markers of intelligence (verbal, logical and mathematical) others exist, such as visual/spatial, bodily/kinesthetic, musical, intra/interpersonal, and spiritual.

By implementing digital imagery as a means of promoting active learning, cohesion between conceptual teaching and collaborative learning occurs. Student-centered exploration using visual and oral media assists the transcending of classroom borders.

Varying educational theories, as well as cognitive psychology, emphasize that visual learning enhances student knowledge acquisition by stimulating creative and critical thinking. Situated in a constructionist framework, students draw the own conclusions in a hands-on way, while teachers take on the roles of facilitator or mediator. Essentially the goal is to not teach "at" students.

By using interplays of multimedia in our curriculum, we instigate a learning medium for describing who we are in a multidimensional space. A confluence of visual and verbal information is experienced in a fashion open for interpretation, hence breaking the pedagogical dichotomy of learner/teacher.