

Creative Spaces for Emancipatory Pedagogies: Exploring Identity and Creativity as A/r/tographer

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Abstract

Situated within a/r/tographic inquiry and embodied research, this study addresses rhizomatic learning in art education and in arts-based educational research and literature. The study tells the story of being in a space of creative thought, action and practice, being with creativity, being with a/r/tography, being creative as an artist, researcher, teacher through sustained practice. It explores how open and participatory forms of learning can turn on the imagination and contribute to the formation of experimental and democratic societies and emphasizes and examines the role of art and art education in a global dialogue about what and how we learn. Jennifer Skriver earned her B.A. of Education (2009) at University College Lillebælt and has taught in a variety of educational settings. After almost a decade of work and child rearing, she has joined a new site of learning and is currently participating in the NoVA Masters program in Nordic Visual Studies and Art Education at Aalborg University. She is a/r/tographer and her practice as artist, as researcher, and as teacher is developed out of an embodied and performed praxis as a/r/tist and a/r/tographic explorer. She has ongoing intellectual interests in the role of

young people in social change, the gendered meanings of politics, and the complex relationship between political culture, identity, and practice.

Keywords

Rhizomatic learning, Creativity, Identity, a/r/tography.