

THE AUDIOVISUAL TURN: RETHINKING KNOWLEDGE, PEDAGOGY, AND RESEARCH IN THE SCREEN AGE

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ABSTRACT

The contemporary era is defined by the dominance of screens and audiovisual media in everyday life, reshaping how knowledge is produced, disseminated, and consumed. This paper explores the “audiovisual turn” in education and research, analysing its implications for pedagogy, epistemology, and scholarly practice. Drawing on theories of multimodality, media literacy, and critical pedagogy, the study examines how audiovisual forms challenge the primacy of text, expand the possibilities of teaching and learning, and redefine what counts as legitimate knowledge. Through a conceptual and analytical methodology, the paper highlights opportunities for inclusivity, creativity, and accessibility, while also addressing challenges related to critical literacy, institutional resistance, and ethical concerns. Ultimately, the audiovisual turn is presented as both a disruption and an opportunity: a call to rethink pedagogy and research in ways that embrace multimodal knowledge while safeguarding intellectual rigor and critical reflection.

KEYWORDS: *Inclusivity, Engagement, Creativity, Accessibility, Critical Literacy, Institutional Resistance, Ethical Concerns, Superficial Engagement, Professional Development, Methodological Innovation, Ethical Rigor, Policy Evolution, Multimodal Literacy.*

Article History

Received: 20 Mar 2026 | Revised: 23 Mar 2026 | Accepted: 25 Mar 2026
