Creative Information Seeking-Research and Artistic Ability: The Divine Connection (Part I)

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Abstract: The main intention of this paper is to argue a case for the introduction of a reflective learning framework into the doctoral programme of business students, in order to support and facilitate their personal creative information seeking-research (CIS-R) process. The paper focuses on CIS-R processes, doctoral student’s individual learning needs, and behavioural patterns in this regard. A doctoral programme has been described by some researchers as a time when they experience a ‘kaleidoscope pattern of thoughts and feelings typical of intellectual inquiry activities’, therefore, rendering it a deeply challenging endeavour in all ramifications. Furthermore, it has been argued that doctoral programs should prepare students for a ‘lifetime of intellectual inquiry that manifests itself in creative learning and research’. However, there is a dearth of studies about how doctoral students facilitate their CIS-R process.

In the context of four key themes – information seeking processes, creativity process, doctoral studies, and individual learning, an in-depth literature review which focuses on the four key themes was carried out. This was done in order to determine and understand the core elements of the doctoral student’s individual learning. The empirical investigation was undertaken at a Business School in the UK. A small group of doctoral business students (management and marketing) that had used their artwork as an intervention strategy to combat the negative experiences encountered during their CIS-R process were specifically selected. Scenarios from their research experience were recorded and analysed.

The findings suggest that artistic ability plays a key role in the doctoral business student’s facilitation of their personal CIS-R process. Furthermore, the investigation revealed that facilitation of the process involves three main stages: Unblocking (or Deconditioning), Critical Thinking, and Risk Taking, which are governed by several individual learning fields: Knowledge, Understanding, Wisdom, Attitude, Skills, Emotions, and Perceived Self-efficacy or Faith, and together form the KUWASEP reflective learning framework. Therefore, it is possible to conclude that these learning fields form the divine connection between CIS-R and artistic ability. This being the case, such a framework could be a useful reflection tool for facilitating the CIS-R process of doctoral business students.