

教室における「退屈」の再考

Rethinking classroom boredom today

2018年5月18日（金）14：30～16：00

芸術スポーツ研究棟2号館2階

第三会議室

参加無料・事前申込不要

近代学校空間において、退屈は悪いことのようにとらえられがちです。子どもが授業中に退屈していることは、悪いことなのでしょう。このセミナーでは、近代の学校教育における「退屈」の意味を再考し、私たちの生活や子どもの発達におけるそのポジティブな側面に注目します。使用言語は英語です。

In this presentation, I address the problem of boredom. The main question, arising from this problem, which I address is “what is the meaning of boredom for modern schooling?” My central thesis in addressing this question is that boredom should not be demonized but redeemed in contemporary curriculum studies, and, to this end, there is a need for a paradigm shift in looking into this common education phenomenon. The aims and purpose of this study are thus to understand the characteristics of the modern education in views of boredom inquiry, and to suggest a praxis for today’s classrooms. This study is in the domain of philosophy and theory of curriculum chiefly drawing on Hannah Arendt’s natality and action theory. I start with the explanation and justification of the boredom as a human faculty and an approach to curriculum inquiry assuming that, as a normal phenomenon in human life and children development, boredom has profoundly positive implications for modern classroom. It will be argued that through phenomenology of boredom, we can better understand many problématiques of modern pedagogy and curriculum such as motivation, driving force, reflection, concentration, dialogics and creativity, which are in turn connected to lethargy, drop out, incompetence, and maladjustment. From these I formulate a multi-dimensional conceptual framework of boredom in curriculum. The significance of this study lies in the contribution to an almost non-existing in-depth theoretical engagement surrounding boredom in contemporary education.



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