

Taejin BAE

anselmo@s.ied.edu.hk

*Hong Kong Institution of Education*



## **Possibilities and Direction of Boredom as a Curriculum Topic: Understanding a Boredom Based on Natality of Hannah Arendt**

In this study I address the problem of boredom (Svendsen, 2005). The main question which I address is “Why do we have to understand a boredom as a curriculum topic? And how can we deal with a boredom in curriculum area” My central thesis is that boredom should not just be demonized but, rather, redeemed in contemporary curriculum studies, and, to this end, there is a need for a paradigm shift in its conceptualization. My aims and purpose in this study are thus to conceptualize a boredom for educational studies, and to suggest a possible map to inquire a boredom in curriculum area. The research context of this study is in the domain of philosophy and theorizing of curriculum; ‘re-conceptualists’. I conceptualize a boredom by criticizing of the Heidegger tradition which is a mainstream of boredom studies in modern philosophy and its shadows, rather suggesting a Natality as a human existential condition suggested by Hannah Arendt, to support the possible subject in educational situation. This study employs a philosophical methodology with a focus on documentary analysis and exemplifying understanding (*Bispielverstehen*) as a phenomenological approach. My results show that there are also profound and positive dimensions of boredom such as driving force, reproduction, reflection, and creativity (Peter, 2011) that can lead to educational development, and 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-existent in-depth theoretical engagement surrounding boredom in contemporary education.