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BOREDOME AND EDUCATION IN 21ST CENTURY: LACK OF MOTIVATION OR FATIGUE?

The 21st century has begun as an era of constant activity and busyness. The development of information and communication technologies (ICT) has led to a world in which there is always something to do. Not only are we busy in the public realm, increasingly competitive, but also in the private spheres. Social networks, blogs, chats, videogames, etc. overrun our lives, especially in the case of teenagers. They are always entertained. They are always interacting. On the contrary, school, as it is clung to the past, bores them. Boredom has been largely considered one of the root causes of school failure. It is said that digital natives learn in a different way. They are more active and participatory. Traditional teaching methods do not encourage them. As a result, educational psychology has been focused for years on improving learning strategies. From a philosophical-educational perspective, and thus by means of critical analysis of texts, this paper will try to demonstrate a misunderstanding. Most of the students are not bored, but overstimulated. New stimulus, therefore, cannot be the solution. We will find it however in another kind of boredom, a deeper one. This boredom is that which allows us to take a break for thinking by ourselves. Finally, we will conclude, against what pedagogues use to defend, that boredom is an essential educational experience.