

Anke Zeißig

zeissig@b-tu.de

Brandenburgische Technische Universität Cottbus-
Senftenberg



Boredom and Creativity – Contrast or connection?

Boredom is a common emotion in everyday school life with implications for academic performance (Moeller, Brackett, Ivcevic, & White, 2020). For complex cognitive performances in the school context, such as creative processes, there are conflicting findings related to boredom.

Boredom seems to decrease creativity (Haager, Kuhbandner, Pekrun, 2018), reduce academic performance (Tze, Daniels, & Klassen, 2016, Götz, Kranich, Roos & Gogol, 2018), demotivate, and to lead to disrupt behavior (Brown-Wright, Tyler, Graves, Thomas, Stevens-Watkins, & Mulder, 2013). But other research found no relationship between boredom and learner performance (Lüftenegger, Klug, Harrer, Langer, Spiel & Schober, 2016). Additionally, findings suggest a positive relationship between boredom and creative thinking performance (Belton & Priyadharshini, 2007, Gasper & Middlewood, 2014).

An initial model for the positive and negative relationships between boredom and creativity will be presented for discussion. Belton, T. & Priyadharshini, E.(2007) Boredom and schooling: a cross-disciplinary exploration, *Cambridge Journal of Education*, 37:4, 579- 595.

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