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## ***The Boredoms: Learning under Duress***

Boredom may seem like the opposite of engagement, but I argue that boredom resides in the tension between engagement and disengagement—and in that tension, there is much to discover about literacy learning. That which bores us has its hooks in us; if we don't want to do something and aren't under any obligation to do it, we simply don't. Students often become bored when their agency is obstructed, in situations in which they lack control or are under duress. Drawing on student writing, as well as on theories of engagement and duress (Hall, Rallin), the speaker examines what boredom is, how it relates to literacy learning, and how a deeper awareness of boredom by student and professor can inform curricular changes to empower student agency and engagement.