

Developing boredom as a pedagogical tool for fostering creativity in higher education: a pedagogical metaphor

Boredom is a very prevalent and impactful experience, common to most students. While boredom has been mostly associated with negative outcomes, recent research suggests that boredom may actually perform a self-regulatory function and may also be open to moderation. This suggests that boredom, if guided appropriately, may even be directed towards positive outcomes. One potential positive outcome that is important to the higher education context is creativity. My study, therefore, set out to determine whether the concepts of boredom and creativity overlap, to establish if boredom may foster creativity and may potentially be applied as an educational tool for fostering creativity in higher education.

Using concept analyses of current literature on boredom and creativity, my study found that various areas of the concepts of boredom and creativity overlap. I demonstrated these findings in a pedagogical metaphor that describes how boredom, when applied within a face-to-face educational environment designed to support creativity, may enhance the emergence of creativity.

The study further conceptualised how boredom may potentially be put to good use within the higher education context and suggests possible ways for future research and application to explore boredom as an educational tool for fostering creativity when applied to appropriate educational settings.

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