

Factory, Enterprise, Entrepreneurship: On the Three Versions of Pedagogical Imagination and their limitations

Ted Yu-chung Liu,
National Pingtung University of Education, Taiwan
tedycliu@gmail.com,

One important lesson on creativity provided by Deleuzian thinking is the significance of the immanent field of creator. According to Deleuze, the immanent field as the plane of creation is the image of thought, which ‘envelops infinite movements that pass back and forth through it’ (Deleuze, 1994:36). In other words, it is the immanent field that determines the expressive form of thought and its performance. The immanent field comprises the boundary of our imagination and creation. Thus, what kind of education we might have may be directly derived from the immanent field of educators, from which different versions of pedagogical imagination are created. This paper tries to portrait the different versions of pedagogical imagination, namely, factory, enterprise and entrepreneurship, in order to explore how these three versions of pedagogical imagination have determined or might influence the practice of education in terms of its conceptions of knowledge, learning and organizational/institutional routines. Moreover, the limitation of each version and the possible strategy to overcome these limitations will also be discussed in this paper. Through such reflection, a pedagogy of entrepreneuring will be further proposed in order to provide a sustainable machine of knowledge creation and of boundary crossing in service to the emergent knowledge society.