**The Power of Imagination: Derrida and Text in the educational field**

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**Abstract**

*The wisdom of life comes from the imagination and exploration of the life-world. Imagination is extremely important for the development of education. Today's education is facing the challenges of changing, and Derrida’s philosophy of deconstruction provides an example of dynamic empowerment and transformation. It is possible to get the inspiration of the flipping and redesigning pedagogy through the philosophy of Derrida's deconstruction. How Derrida's philosophy of deconstruction can enhance our imagination to the educational field? How can the deconstruction of Text be applied to the classroom interaction? The deconstruction of Text with the new perspective of interaction and dialogues allows teachers and students to use various forms of interactions in their teaching and learning. Contemporary education needs imagination and creativity to transform the Text of classroom interaction. Based on the imagination of Text, we might create the possibilities of expanding teaching horizons and improving class climate, which are part of the hidden curriculum. This research paper is divided into three main parts: first, the creative interpretation of Derrida's philosophy of deconstruction in education; second, the imagination and the transformation of Text in the classroom interaction, and finally the implications of Derrida’s Text as well as its reflection on the educational field.*

Keywords: imagination, deconstruction, text, education

*Introduction*

Nowadays education is facing the challenge between traditional power-value and the deconstruction of postmodernism. Educational transformation is able to change the traditional curriculum design to adjust multiple perspectives. The power of imagination in learning interaction is a philosophical method and texts by student- centered idea into the variable projection. The critical thinking is in relation to the classroom climate (atmosphere) and the implications embodied in the classroom interactions between teachers and students. Derrida’s “Of Grammatology”(1967) creates the deconstruction of logocentrism, which has an enormous effect on people’s viewpoints to the world. Derrida (1992) argues that the concept of logocentrism in language and writing is able to help us understand more about the cultural and social differences. Deconstruction is an attempt to expose and undermine metaphysics. Derrida attempts to illustrate the structure of writing and language. Most importantly, we can apply the concept of deconstruction with a new viewpoint for classroom interaction.

Why dose Deconstruction influence education even with controversial views? Since Derrida’s deconstruction of the Text can possibly inspire classroom interaction, we should reconsider the change of the traditional teaching method. The relationship between teachers and students in the classroom interaction is extremely important, and the postmodern educational perspective also emphasizes that a flexible communication should update the conventional teacher-centered point. The deconstruction of Text means to transcend the traditional teaching method, whether in the formal or informal education system.

Education through Derrida’s deconstruction of thought is able to produce unlimited possibilities. Derrida’s Différance is a multiple metaphor experience in the text of writing and reading. Creativity absolutely contains imagination, which is new and may be conflicting with the traditional thinking pattern. Why would Derrida’s philosophy inspire our imagination and unlimited potential in the educational field? How could Derrida’s philosophy of deconstruction improve our critical ability in the classroom interaction? The deep meaning of Derrida’s key perspective deconstruction is going to be discussed in the classroom interaction. The classroom interaction between teachers and students is facing many challenges. For this reason, the imagination of the theory of deconstruction is another alternative viewpoint.

*The creative interpretation of Derrida's philosophy*

The term “Différance” in Derrida’s deconstruction represents a creative thinking and imaginative vitality. Différance includes two levels of text, the outward diffusion and defer (Zeng, 1996), and therefore it provides an example of movement and transformation. The Différance transcends boundaries and enables the mobility to the information to regain a new meaning. Derrida criticizes that the inherent desire possibly dominates in the dialogue, reflecting a constant dialogue with the traces of expanding Différance to dissemination. When Différance is applied in the games, it can make a difference and enrich the quality of education. The significance of education is derived from the process of educational exchange. Glendinning (2004, p. 7) argueswhat Derrida aims to show is that there could never be such an order of pure intelligibility, and no logos or meaning would be an ideal presence. Based on the viewpoints, Différance has its root as a symbol of language. Derrida (1973, p.45) argues that the dissemination is a potential delay replacement, which cannot be reduced to a precise concept because it forms dismemberment and breaks the semantic origin. Thus, Différance is the time of game with different elements, which gets traces of interaction with each other. Derrida’s Différance is with an open imagination, and it allows itself the abstract order and signs within the text, as well as remaining problems in any open status.

Différance generates two significant changes. First, Différance enhances the effects of playing games. Second, Différance is a free extension of philosophical reflection to break the illusion of the eternal world. Différance through reflection leaps into another place and time of the event, and it means a kind of eternal existence without ultimate fixed meaning in the world. Derrida (1997) argues that Différance is being claimed to a present delay or desire to reproduce some symbols. The word Différance produces different things and is able to create differentiation during the movement. Simultaneously, Différance integrates the initiative activity and passivity as a correspondence for each other. Différance is the production of difference and the result of difference. Différance represents to put things on as long as it will contain more different possibilities. Vitality of the different possibilities keeps on going with the extension of Text.

The structure of time creates Différance’s unlimited development of possible structures (Derrida, 1992). In Derrida’s viewpoint, the term of deconstruction is a sign of occidental history and essentially theological with reference to logocentrism. Derrida applies a metaphysical approach of semiology, using the concept of sign to the deconstruction, which is always exposed to be misunderstood. That means an undecided decision becomes a free decision only in the unfolding calculable process. Derrida (1981 b, p. 19) argues that “Now, everyday language is not innocent or neutral”. The status of language is filled with ambiguous and floating meanings. Although it only receives little attention, the relation of the signifier and signified concept is open to the possibility of a language system. The concept of signature and signified simply presents language thinking independently to the language system. It is even the opposition between signifier and signified in the open possibility. The sign is proposed a transcendental signified and may not refer to any signifier. The deconstruction of the language system has adopted a potential concept of Différance. The deconstruction of language is to challenge symbols and objects and the inevitable correlation between reading and the deconstruction of metaphysics. Derrida points out that writing is a kind of game between authors and readers. The process of reading and rewriting opens the readers into the text-self or grafts them into the other open text. In Derrida’s deconstruction, Text can be regarded as a concept of participating process for author and readers. The application of Text in classroom can be adopted to change the classroom climate and the interaction between teachers and students.

The meaning of social phenomena is perhaps presented in Différance, in which the infinite regression allows to free interpretation. The educational field still has a long way to go, facing the inter-subjectivity transformation and interaction between teachers and students. Through the Différance, we can create a new point of view. In other words, education existing in time and space creates more possibilities for different ideas to stretch the imagination of infinity. Educational activities can across multiple languages and cultures, that is, different types of languages, cultures, and consciousness of mutual communication. Derrida (1973) tries to loose traditional Western metaphysics of logocentrism ideological prejudices. He concluded that the case centered with the phonocentrism founded by Plato's metaphysical tradition was passed down through Rousseau, Hegel, and Saussure, etc. He believes this bias will collect all and non-contradictory significance of rational logic and thus should not be regarded as illegal.

*The imagination and transformation of Text*

Derrida（1973）explored the essential differences of Text structure and Western metaphysics. Derrida’s Text aims to trigger our imagination by the deconstruction of education and influence transformation and dissemination in education. The form of Text can be used as a metaphor in the classroom. For example, classroom climate is the philosophical deconstruction of text to students and teachers. The meaning of Text processes forms with uniqueness to be reflected in the process of reading and is open to readers. The traditional teacher-centered way of classroom instruction can be transformed to student-centered. The deconstruction of Text shows a different point of view in the classroom climate, where all kinds of interactions include conflicts or communication between students and teachers, or among student peers. Therefore, the deconstruction of the classroom climate indicates that many suppressed or ignored problems should be reconsidered.

In the contemporary educational field, educators face various challenges, such as the multicultural problems in politics, society and technology. Teaching and learning shifted on various aspects, as comes from Derrida’s criticized logocentrism. The conflict of teaching and learning needs interaction between teachers and students with an open perspective in educational field. Conflict is inevitable in the complex educational field, but classroom communication seems to be more important day by day. The classroom Text represents all feelings, thoughts, and values impact on the classroom interactions between teachers and students. Based on the deconstruction of empowerment in the classroom, the relationship between teachers and students is able to be improved. Thus, Text in the educational field can be regarded as the interactions between teachers and students with physical and mental conditions. Différance represents a multiple transformations in the process of teaching and learning, which is able to be an application in the deconstruction of education.

However, how to use the deconstruction concept to flip today's educational field is a philosophical question. Deconstruction creates doubts on the interpretation of author-center Text. The educational field as a reader-centered text and student-center are giving education a new teaching philosophical interpretation. Deconstruction as a process with mobility in the classroom is inevitable and cannot be completely stopped. In the imagination of Text, classroom dialogue should not appear in any fixed or closed form of interaction. The meaning of Supplement means to increase or substitute the traditional model or teaching style, and a new form of education is to be developed. The climate of classroom is like the Text which must face a change at any time. The relationship of teaching and learning keeps on changing. The theory of deconstruction breaks the teacher-centered teaching in the classroom and creates a new dialogue or communication format. Hence, Derrida’s deconstruction can be said to have the power of imagination and a forward-looking perspective in the educational field.

Text in the hidden curriculum is like a symbolic metaphor. Classroom interaction is able to build development in teachers and students, and it can improve the educational dynamic power through the hidden curriculum. From the perspective of sociology, communication reflects critical thoughts of postmodernism that reveals the values of multicultural education. Hence, the subtle interactionism of Text shows the meaning of hidden curriculum. Ballantine & Hammack (2012, p.260) argue that the climate or atmosphere of schools and classrooms includes the architecture, type of classroom, ability and age grouping, and other aspects of the school. The school culture of every school is distinctive; moreover, the interaction patterns in the classrooms are part of the climate. Factors such as gender and race that affect classroom interaction are discussed in the educational field.

Hidden curriculum conveys the concept of informal system in education, and it might cover more subtle social norms and passively dynamic behavior. Based on symbolic interactionism as spindles, communication theory, informal education sees kinetic energy as a symbol of transformation. The dissemination of symbols for educators and learners can expand educational horizons, thoughts on the transformation of education and has constructed a new possibility. Ballantine & Hammack (2012) state that hidden curriculum of the informal system includes the curriculum students learn that is not part of the formal curriculum. It includes implicit demands, values, and latent functions. Climate refers to a general social condition that characterizes a group organization or community, such as the general opinion in a community, as it affects what happens in schools and as it contributes to effective schools. In addition, the architectural designs reflect the purpose that a building is to serve. The design influences activities within a building and how these will interact with the surrounding activities and buildings. The architecture, size, and physical conditions build an ideal school.

Students experience schools differently depending on their class backgrounds. Some conflicts in schools reproduce students’ social class, largely through the hidden curriculum, though many of these demands and values are explicit on the school report cards. The hidden curriculum is one part of the total system, and we can understand it only by understanding the context or school setting. We now review some of the elements that make up the informal system. The important elements of the hidden curriculum have been identified in higher education settings as well (Ballantine & Hammack, 2012). It is essential to become aware of the informal system in the education. The understanding of the classroom interaction process is also important to the educational system.

Classroom interaction is a form of social condition for teachers and students, and the application of Sociology is needed. There are two major categories in Sociological conflicts. The first is the Socio-psychological aspects of the para-curriculum from the functionalist-conservative or radical-conflict point of view. The second is Sociological aspects from a functionalist-conservative account or the more radical-conflict position (Ballantine & Hammack , 2012, pp.262-268). The Sociology of Education concerns the students’ practical learning with their motivations. Students’ learning achievements and values will influence the effectiveness of school teachers. For example, student’s home environment, self-concept, and classroom interaction form the context of the teaching conditions.

The classroom climate refers to a general social condition that characterizes a group, organization, or community, such as the general opinion in a community, as it affects what happens in schools and contributes to effective schools. The classrooms can also stress the affective or emotional growth of students. Ballantine & Hammack (2012) suggest that power dynamics are presented in any hierarchical system. Both students and teachers develop coping strategies to deal with the dynamics. Power in schools can be actively used or seen as latent potential to keep students in line. Sociology of Education teaches educators what they have to learn about effective school teaching. For example, student friendship and interaction patterns in the classroom should be open, flexible, and democratic. Moreover, ideal classroom learning climate can promote the enjoyment of learning among students who are motivated toward self-improvement and academic success. However, classroom interaction is like dynamic Text which can be changed every day. It is possible to produce anti-school feelings especially in competitive restrictive class. Therefore, the teacher-student relationship in school acquaints us with some of the issues.

Ballantine & Hammack, (2012, p.275) claim that teachers can adopt some classroom strategies to deal with their classroom teaching, for example:

1. Informal organization implies groups of students working together and more interaction between class members.
2. The teacher may supervise student action and intervene when deviation occurs. Alternatively, the teacher may act more as a participant.
3. The teacher may make use of orders and demands backed by concern and the authority of the position. Alternatively, the teacher may make personal appeals to the rights and obligation of any person, backed by legitimate resources.
4. Class or school test may be used for comparison of student performance. Alternatively, there may be no formal assessment. Many commonly used informal strategies of grouping are based on age, ability versus random grouping based on student choice, friendship groups, or no formal grouping.

The above points regarding the status of the classroom interaction can be compared to the concept of Différance. Since Différance is flexible in education, it can help renew the teaching method. Functional theorists argue that students learn societal roles by cooperation with adult-enforced rules, whereas conflict theorists feel that there is constant potential for conflict because of power dynamics. The theoretical explanation of power dynamics in the classroom means that Functional theorists emphasize the consensus resulting from the socialization function of the classroom as it prepares students for societal roles. On the other hand, Conflict- theorists regards the powerful school staff as the dominate group in the adult world, so students must be controlled by various strategies. For example, the schools foster types of personal development compatible with the relationships of dominance and sub-ordinary in the economic sphere. Hence, the school is able to build a close correspondence in the social control through the educational system. However, the education of social reproduction should be reconsidered and redesigned.

The change of the traditional teacher-centered one-way teaching reflects on any possible critical and creative thinking for pedagogy. Therefore, the rational cognitive experience leads to all critique of Derrida’s argument that the deconstruction of hegemony as the deconstruction of language dominated the postmodern educational texts. This means the deconstruction of education in the postmodern teaching which will contain the possibilities of development of multiple intelligences. Education should pay attention to the student’s subjectivity in the learning because the concern of individual’s learning condition is the aim of deconstruction of education.

Education is like an endless trip that requires teachers to express their ideas, passion and boundless imagination. Derrida’s deconstruction is like a game being played, in which teachers and students interact for future imagination in the education inquiry. Derrida’s philosophy might be criticized, but it still reflects creative thinking to contemporary education, inspiring us with imaginations. Teaching process is like reading, which needs our perceptions to explore our inner world and outside world. Students’ cognition and understanding depends on the process of meaningful learning. Hence, the process of teaching and learning is a collective game play, and it will lead to more creative learning by means of philosophical thinking and personal growth. Construction of the subject of education and identification of issues discuss construction of pharmaceutical relations. The main flow of space and metaphor to education and identity practices inspired by the concept of space-time trajectory and time geography raised the so-called theory of the construction of the subject.

Depending on the subject of mobile trajectory in space and time, plans are to be completed. Reading increases our understanding and imagination. Derrida explored the deconstruction of critical theory in terms of education, and the implications of the findings not only injected new blood into the philosophy of education but also provided a way of reversed thinking. The translation of language is like a hidden sign in the cultural text of education. A hidden sign in the original text will become the key to educational transformation. The process of teaching and learning is like the translation of language, and the social culture and the possibility of political change will influence the learning interaction of classroom. Based on the learning interaction of classroom, students are asked to cooperate with their peers and teachers, but not to compete with each other. This is called ‘peer tutoring’, whereby more advanced students help other students to perform academically. Interaction means that new teaching approaches is introduced to build the relationships between teacher and students in the classroom.

We need to explore the process of teaching and learning as the creative imagination. The metaphor of language is like the text in the educational field. Derrida (1978) suggests that education is like medicine or poison which reflects the complicated status of the current education. Derrida believed that Western philosophical thinking logocentrism is mandatory for all things, and it is easy to form a teacher-centered way of instruction. The educational problems of contemporary vibration fatigue, as well as doubts about the educational tradition of rationalism and its authenticity, Derrida’s rebellious words deny the suspicious presence. Derrida’s Différance is a way of deconstruction of education, and teachers can use it as a power of imagination to change the current teaching situation. A new teaching perspective may change students’ learning attitude, and the interaction between teachers and students will produce more creative teaching and learning possibilities. Students’ classroom interaction experiences depend on their different social backgrounds. Functional theorists argue that students learn societal roles by cooperation with adult-enforced rules, whereas conflict theorists feel that there is constant potential for conflict because of power dynamics.

Teachers may supervise student action and intervene when deviation occurs. Alternatively, teachers may act more as participants for comparison of student performance of learning. Derrida’s deconstruction can be applied in the educational field, in which teaching analysis and critic thinking should be a long-term necessary process. Whenever teaching conflicts appear, teachers should know how to transform or improve the classroom climate. For example, the informal organization implies groups of students working together and more interactions among class members. As a result, knowledge and power have become synonymous. Contemporary educational sociology has opened up to wider text of power on politics. People should improve their personal skills and promote nature and freedom. Unbalanced relationship of the social and political organization is a sign of leading to die in the text of education.

Derrida explained that he would like to make the term deconstruction appear to be vague. They are vague, he asserts, precisely because they have given up the so-called subjectivity. From the Sociology of Education viewpoint, teachers attempt to integrate the informal curriculum to students’ daily learning. The hidden curriculum of the informal system includes the latent learning of student’s demands and social values. Some Conflict-theorists argue that schools reproduce students’ social class, largely through the hidden curriculum with demands and values explicit on school report cards. By the succession of Différance in the teaching system, teachers or educators will find endless Différance is to reveal transcendental consciousness. The deconstruction of education is able to open a new text of imagination between teaching and learning. In the interpretations of text, education in different climax will produce different results. Conversely, we don’t just put text as a process of physical reproduction, but we are able to imagine and create multiple meanings of text. It is deconstruction of text in the future explanations. The text of school can be buildings or equipment, or intangible ideology of the teaching and learning. The student-centered approach will be a new way to understand more learning effectiveness. The text in the school will include the interactions of student-teacher, classroom textbooks, school functional organization, and peer relationships.

*The implications of Text with the reflection of educational field*

Based on the viewpoint of Rousseau (1712-1778), people’s personality comes from the preference of freedom and spontaneity in childhood. Derrida inherits Rousseau's thinking that emphasizes freedom of education. The deconstruction of education is able to return children’s nature as freedom by child-centered philosophy. It means we can produce an imaginary teaching text that allows children to play games freely. Derrida is not the complete disintegration of tradition, instead he emphasizes that the transformation of tradition is possible to educational field. Each student should be regarded as a complete human, and teachers should develop more possibilities to change their current teaching practice. The process of teaching and learning is very important to the teaching quality, which is going to determine the school future development. In other words, the teaching climate, such as teaching materials, teaching methods, and classroom interaction, are making of learning effectiveness. The teaching climate is not only based on the students’ cognition but also their emotional activities.

On the philosophy of Deconstruction, Derrida thinks reading is different from the traditional way of reading. Reading will be a process of adding text itself, and the readers can deconstruct the text to make a new meaning on the concept of dissemination. Teaching and learning can be seen as a text in the educational field, that is, Text as an educational climate. The deconstruction of text refers to transforming the traditional teaching style and the teaching attitude. Dissemination refers to effect (effective?) relationships between teaching and learning. It is also seen as the spirit of deconstruction to the postmodern teaching and learning. Moreover, Dissemination implies that both the teachers and students may affect one another in a relationship, and the relationship can be changed according to the different status.

The text of teaching and learning style changes not as the traditional philosophical concepts logocentrism. Mou, Z. (1988) states human life is an ever-lasting changing process. Changes also happen in each moment of teaching and learning, hence, teaching and learning is as a dynamic interaction, and which is always in a continuous changing system. Derrida (1997, pp. 62-63) has argued against logocentrism, which means against power-domination on both sides of words game with a strategy of writing. Derrida claims that education needs to imbue with naturalism and liberty. Today’s problem in the postmodern education is losing vitality in the educational field, so we need to rebuild confidence among students and teachers within the current educational challenge. Derrida’s dialectical analysis against logocentrism may offer us another creative imagination to the fixed education system by means of deconstruction.

According to Derrida, the deconstruction of rational center is able to provide justice to our real-world and educational communication. Reading and understanding is a two-way communication process in the concept of Différance, which may result in unlimited possibilities in the teaching and learning imagination. On the field of education, classroom interaction is always complicated and ambiguous as the text- relationships between writing and speech. Teaching is difficult to provide a format to meet the student’s different demands within a classroom. Therefore, teachers will explore imagination to create potential teaching strategies to meet their future education. The deconstructive approach is able to change and re-write the classroom interaction. There are two principles behind the deconstruction. First, any writing of content would never be author-centered as it may express other meanings from readers’ viewpoints. Philosophical and critical thinking in the classroom is able to be presented through teacher’s creativity. In today’s changing world, the deconstruction of infinite possibilities can open a cross-cultural imagination for the diversity of contemporary education.

Teaching and learning is able to help each other dialectically. Classroom interaction may create students’ positive learning attitude, and which often becomes student’s future growth. The classroom interaction is real-time experience, which should not have any subjective points for the communication between teachers and students. In the teaching context, the individual’s subjective consciousness between teachers and students should become inter-subjectivity. Therefore, teachers and students have to tolerate each other's heterogeneity, seeking the possibility of dialogue with each other in the intervening space.

*Conclusion*

The dialogue of the classroom interaction needs the participation of teachers and students, and the participant form should not be confined. Différance as a symbol of interaction and the different meaning is disseminated in the activity. It builds students’ identity to find differences from other people. The understanding process of teaching is like the concept of Différance, which needs a continuous dialogue between teachers and students. The unlimited exploration of education is the development of imagination and creativity. From the opportunities provided by Derrida’s deconstruction, we try to find various practices and theoretical views to eliminate different perspectives. Therefore, it must be subject to the postmodern challenge to education, even the educational field is too complicated to get a resolution or meet everyone’s satisfaction. Derrida (1981b, p. 27) creates possibilities for us to refer to other locations and have different point of view to make our plight to education. This further enhances our tolerance and understanding in the future. Through Différance and the deconstruction of education, we are able to find out a potential for teachers and students in the classroom interaction and establish their reconciliation with any cultural differences.

Deleuze (1993, p.79) argues that the best world is never going to be created again, but people’s creativity is continuous. When the whole world is filled with innovation and creativity, the aim of philosophy will continue to change. The classroom interaction in the postmodern education highlights the constant changing relationships between teachers and students. The dispersion and differentiation of learning experience is a two-way communication in time and space. Teaching process is as an awareness of creativity, and the teacher’s awareness generates from the power of imagination. Consequently, we must admit that the teaching text is forever beyond boundaries and there is no fixed presence and existence. In sum, Derrida’s philosophy of deconstruction in the postmodern education is worth to be reviewed and applied in the classroom interactions.

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