

教育研究集刊
2026年3月，72 (1)，頁95-136
[http://doi.org/10.6910/BER.202603_72\(1\).0003](http://doi.org/10.6910/BER.202603_72(1).0003)



邁向共鳴導向的素養教育： H. Rosa共鳴教育學的啟示

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摘要

研究目的

素養導向教育強調使學生具備解決真實生活問題的核心能力，並能在真實情境中展現其學習成果。然而，在今日高度升學主義與功績主義的氛圍中，教育的實踐極易使對學生能力的培養被工具化，成為從世界攫取資源以實現個人成就的手段，而非與世界建立深刻意義連結的經驗歷程。本研究試圖藉由德國社會學家H. Rosa的共鳴教育學觀點，對當代社會加速脈絡下開展的素養導向教育提出理念性的補充，以對抗可能的異化。

主要理論或概念架構

Rosa延續法蘭克福學派（Frankfurt School）對異化的批判，將重心從社會系統的壓迫，或是人與人之間的蔑視，轉向人與世界關係的疏離。他藉「加速」的

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投稿日期：2025年05月05日；修改日期：2025年07月13日；接受日期：2026年02月02日

概念指出，在不得不講求持續進步與成長效率的邏輯中，人們與世界的關係逐漸失去意義感，轉而為支配、利用與物化，形成一種「缺乏關係之關係」。為回應這樣的異化，Rosa提出「共鳴」作為替代性的關係模式，試圖使人與世界的關係能一改工具性的單向挪用，而是在既受世界觸動，同時也主動回應世界的互動中，開展難以預先掌控與支配的共同轉化歷程。基於Rosa的理論構想，本研究試圖探究其共鳴教育學，如何在教師、學生與課程材料之間，創造非異化的共鳴關係。

研究設計／方法／對象

本研究透過對Rosa相關理論著作與研究文獻的梳理、分析與詮釋，試圖回應當代教育可能面臨的異化問題，並發展出一種共鳴導向之素養教育構想。本研究首先對可能扭曲素養導向教育理念落實的功績主義邏輯進行批判性反思，並在回顧Rosa之智識背景後，分別聚焦於其異化與共鳴概念的分析。最後，透過其教育意涵的討論，據以形成回應問題意識之省思。

研究發現或結論

在當代功績主義的社會脈絡下，教育的推動可能出現以下的異化：學生難以建構學習經驗與自身相關的意義感、師生關係陷入冷漠或敵意而難以相互傾聽與回應、學習材料不再使學生通向更廣闊的世界而僅存工具價值。如若僅單純著重培養學生的素養，可能不足以回應此一異化危機。相對的，共鳴教育學所主張主體與世界相互接觸、彼此回應並共同蛻變的無法全然掌控歷程，則提供了我們一條重新與世界建立積極意義連結的關鍵徑路。是以，本研究透過將共鳴導向之素養教育作為教育異化的可能處方，闡明素養應是學生基於在與世界相互轉化的共鳴關係中自然生成的結果。

理論或實務創見／貢獻／建議


本研究提出的共鳴導向之素養教育思路，期能為教育工作與政策制定者提供一不同於主流績效思維的改革參照。有別於傳統以能力習得為核心的教育，這樣的教學強調以學生與世界之間的共鳴關係作為教與學開展的基礎。本研究建議教學實務現場應為共鳴的發生創造條件，例如：一、營造安全信任、允許失敗與意見不一致的師生關係；二、設計能引發情感觸動與真實世界連結的學習情境；

三、透過反思性對話與自我效能經驗，強化學生透過「自己的聲音」回應世界；
四、減緩過度競爭與時間壓迫，為共鳴經驗保留必要的節奏與空間，讓學生能夠在先回到與世界建立「有感」關係的前提下，再使素養的學習發生於此共鳴關係之中。

關鍵詞：Rosa、共鳴教育學、社會加速、素養導向教育、異化

Bulletin of Educational Research
March, 2026, 72(1), pp. 95-136
[http://doi.org/10.6910/BER.202603_72\(1\).0003](http://doi.org/10.6910/BER.202603_72(1).0003)

Toward Resonance-Oriented Competency-Based Education: Insights From H. Rosa's Pedagogy of Resonance

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Abstract

Purpose

Competency-based education emphasizes enabling students to develop core competencies for solving real-life problems and demonstrating their learning outcomes in authentic contexts. However, within the context of today's credentialism and meritocracy, educational practice is prone to instrumentalizing the cultivation of students' abilities, turning it into a means of extracting resources from the world to achieve individual success, rather than an experiential process of forming meaningful connections with the world. Drawing on the perspective of resonance pedagogy proposed by the German sociologist H. Rosa, this study seeks to offer a conceptual supplement to competency-based education as it unfolds

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Manuscript received: May. 05, 2025; Revised: Jul. 13, 2025; Accepted: Feb. 02, 2026

under conditions of social acceleration, in order to counteract the alienation it may produce.

Main Theories or Conceptual Frameworks

Continuing the Frankfurt School's critique of alienation, Rosa shifts the focus from oppression by social systems or misrecognition among individuals to the disconnection between human beings and the world. Through the concept of "acceleration," he points out that under a logic that demands continuous progress, growth, and efficiency, people's relations with the world gradually lose senses of meaning, becoming instead relations of domination, utilization, and reification, which may be described as a "relation of relationlessness." In response to such alienation, Rosa proposes "resonance" as an alternative relational mode, in which the relationship between the subject and the world is not a one-way instrumental appropriation, but an interactive process where one is affected by the world while actively responding to it, giving rise to a mutual transformation that cannot be fully predicted or controlled. Based on Rosa's theoretical framework, this paper explores how resonance pedagogy can foster non-alienated resonant relationships among teachers, students, and curricular materials.

Research Design/Methods/Participants

This study conducts a review, analysis, and interpretation of Rosa's major theoretical works and related literature to address alienation in contemporary education and to develop a vision of resonance-oriented competency-based education. The paper begins with a critical reflection on the meritocratic logic that may distort the realization of the ideals of competency-based education. After reviewing Rosa's intellectual background, the study then focuses on analyzing his concepts of alienation and resonance. Finally, through a discussion of the educational implications, the study develops reflective responses to the identified problems.

Research Findings or Conclusions

Within the contemporary social context of meritocracy, educational practice may give rise to several forms of alienation: students struggle to construct a sense of self-related meaning in their learning experiences; teacher-student relationships lapse into indifference or repulsion, undermining mutual listening and responsiveness; and learning materials no longer open up a broader world to students, retaining only instrumental value. A sole emphasis on cultivating competencies may therefore be insufficient to address this crisis of alienation. By contrast, resonance pedagogy, which emphasizes the uncontrollable process through which subjects and the world encounter, respond to, and mutually transform one another, offers a crucial pathway for re-establishing meaningful and affirmative connections with it. Accordingly, this paper argues that competencies should be understood as outcomes that emerge organically from students' participation in resonant, mutually transformative relationships with the world, and proposes resonance-oriented competency-based education as a possible remedy for educational alienation.

Theoretical or Practical Insights/Contributions/Recommendations

This paper advances a resonance-oriented approach to competency-based education, aiming to provide educators and policymakers with an alternative point of reference beyond dominant achievement-driven paradigms. Unlike traditional models centered on the acquisition of skills, this approach emphasizes the resonance between students and the world as the foundation for teaching and learning. In practice, the paper suggests that educational settings should cultivate conditions conducive to resonance, such as: (1) fostering teacher-student relationships characterized by safety, trust, tolerance for failure, and openness to disagreement; (2) designing learning situations that evoke emotional engagement and authentic connections to the real world; (3) strengthening students' capacity to respond to the world through "their own voice" via reflective dialogue and experiences of self-efficacy; and (4) alleviating excessive competition and time

pressure in order to preserve the necessary rhythm and space for resonant experiences. Under these conditions, when students first re-establish a felt and meaningful relationship with the world, competency learning can then emerge within and through such resonance.

Keywords: H. Rosa, resonance pedagogy, social acceleration, competency-based education, alienation