

臺灣教育社會學研究 八卷一期

2008年6月，頁129~150

評析德國教育學者K. Mollenhauer (1928-1998) 的批判教育學思想

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摘要

本研究主要在探討德國教育學者K. Mollenhauer (1928-1998) 在1970年代的批判教育學思想。Mollenhauer在1960年代中期以後，引用批判理論擴充了傳統的教育議題，也將對社會正義的思考帶入了教育學中。然而，「解放」做為批判教育學的核心概念，不應只是外在政策與措施的鬆綁，同時也應該是個人自我人格的陶冶與發展，而師生平等溝通的理念除了有雙方彼此尊重的意涵之外，同時也不可忽略要以提升未成年者的經驗與知識做為平等溝通的條件。這些都是批判教育學在發展上必須正視的問題。

關鍵詞：Mollenhauer、德國批判教育學、解放教育學

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• 投稿日期：96年4月26日，接受刊登日期：97年5月3日。

On K. Mollenhauer's (1928-1998) Critical Pedagogy

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Abstract

The study examines the ideas of the German educator, K. Mollenhauer (1928-1998) on critical pedagogy, as developed in the 1970s. After the mid-1960s, Mollenhauer employs critical pedagogical theories to expand his discussion of traditional educational issues, while also incorporating the idea of social justice in his discussion. However, the notion of “emancipation” as a core concept in critical pedagogy should not only be applied to external procedures and policies but also to the cultivation of personal character. The paper argues that egalitarian communication between teachers and students should not only imply mutual respect on both sides, but should also focus on improving the knowledge and experience of the youth as a basis for such communication. These are the major issues that should not be overlooked by educators interested in the theory and practice of critical pedagogy.

Keywords: K. Mollenhauer, german critical pedagogy, emancipatory pedagogy