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## The transformation of the world - Froebel pedagogy as resonance pedagogy

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### Summary

Forging relationships in the digital world is easier today than ever before thanks to hardware and software. But are they real relationships that allow resonance, a simultaneous oscillation? Hartmut Rosa has applied the concept of "resonance" to interpersonal interactions from a sociological perspective. Since success at school is very much dependent on the teacher (cf. Hattie 2008), it is obvious to transfer the resonance approach to the school context (cf. Rosa/Endres 2016). This approach is now being critically discussed (cf. e.g. Winkler/Beljan 2019) and could also be discovered in Froebel pedagogy. Recent studies dealing with Froebel's third gift and its use in a mathematical support context (Rathert 2022) as well as with the effects of Froebel's pedagogy on environmental awareness in natural history lessons (Martin 2022) emphasise the importance of interaction and communication as a core of Froebel's pedagogy, despite the results measured with classical (psychological) empirical instruments, which sees a transfer of knowledge and individual education as only realisable through relationships.

In this article, the resonance pedagogical approach is briefly outlined and then alternative school and reform pedagogical aspects that can be found in Froebel's pedagogy are presented on the basis of the two examples mentioned.

### Keywords

Resonance Pedagogy, Special Education, Froebel's Gifts

### References

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