

Is there a Philosophical Life in Adult Education and why is the area of Adult Education and Lifelong Learning a natural place for Philosophical Practice to be?

a forum for a dialogue - where I present some of my many years of experience in the field of adult education and how I have been working with philosophical practice in this area, and why I think that philosophical practice has a strong future (there is a strongly growing interest) in especial the adult learning (Lifelong Learning and Guidance domain). I will take my departure from some "lived experiences" in training teacher college professors in philosophical practice and tell about the observations I did when they tried it out among their teacher students. (In my research I talk about "The Phenomenology of Wonder" - and my new book "To Stand in the Openness. Bildung [Self-Cultivation] through Philosophical Wonder and Presence" will be published now the 6. of May. Quiet a job (and pleasure) to have done (480 pages) and I am happy about it). Hopefully it will be translated some day into English!

Title of workshop:

Is there a Philosophical Life in Adult Education and why is the area of Adult Education and Lifelong Learning a natural place for Philosophical Practice to be?

This workshop will first of all be a place for a dialogue and discussion about the place of Philosophical Practice in Adult Education, Teacher Training and Lifelong Learning. For many years I have been training counsellors, college professors, nurses and social workers in philosophical practice. It has been a big challenge. The question is of course: Can educational counsellors and adult educators and nurses, who do not have a professional education in philosophy, become good philosophical practitioners? In my latest book "To Stand in the Openness. Self-Cultivation through Philosophical Wonder and Presence"(2008, Danish) I follow in the footsteps of Hannah Arendt who tell us that real philosophizing and "thinking" do not arise from "professional philosophers". So, in what way can philosophy be approached - also my educated adult learners and counsellors in a way that make them open for practical wisdom (phronesis) and the wonder of life in their practical working life? A keyword for good philosophical practice is the "Community of Wonder". Sometimes the very experienced nurse is likely to be more open and receptive for this wisdom and wonder than the young professional philosopher or Ph.D-student in philosophy. There is a Philosophical Life in Adult Education - and maybe the human being as such is most potential for listening and searching for wisdom when he or she is not in a course of treatment or in a pragmatic utilitarian mode but in a course of Bildung, that is in a searching and learning process?

In the workshop Finn Hansen will make a short 20 minutes talk (with out powerpoints and paper!) and then start a dialogue/discussion with the participants.

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Practice and his Ph.D-dissertation had the title "The Philosophical Life - A edification Ideal for Existential Predagogy"(2002). He runs master courses in Philosophical Counselling at his universit, and workshops for social workers outside university. Some of his latest English articles are: Hansen, F.T. (2007). Philosophical Counselling. A hermeneutical-dialogical approach to Career Counselling. In (P. Plant ed.). Ways. Copenhagen: Danmarks Pædagogiske Universitets forlag and Hansen, F.T. (2007). Eros, Authenticity and Bildung as Keywords for Philosophical Practice in Teacher Training". Paideusis - Journal of Canadian Philosophy of Education (ed. H. Bai), December 2007.