

Teaching portfolio

1. Teaching CV: A list of teaching and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD). Please state the teaching method used (e.g. lecture, class teaching, exercises, supervision, examination, coexamination, distance teaching, internet-based teaching and evaluation of teaching). Please also indicate the language of instruction.

Former MA in History of Ideas and Aesthetic Cultural Work from Aarhus University, and worked before the research world began as a folk high school teacher at Brandbjerg Højskole from 1990-1997, teaching philosophy, history of ideas, psychology and Practical Cultural Work. (Has also been a theme consultant, developer and teacher on the Culture and Philosophy line at the Kaospilot programme in its inception in 1990. And I have also been a part-time teaching assistant in the International Rooms at AAU 1990-1991).

DLH/Danmarks Pædagogiske Universitet (DPU)/Aarhus University
(PhD in Educational Philosophy (2002), Assistant and Associate Professor 2002-2011)

DLH:

1996-1997: Team teacher and module leader for the module Knowledge and Formation at the Teacher Training College (DLH) in Aarhus and Haderslev

1997-1999: Responsible for the study unit Philosophy of Education and Cultural History at the Master's Programme in Pedagogy at DLH in Aarhus.

1997-1999: Responsible coordinator and lecturer at the Diploma Programme in Adult Education and Educational Planning at DLH in Aarhus and Copenhagen

2000-2003: Responsible for and lecturer at the study unit Adult Didactics at the Master's programme in General Education at DLH in Aarhus and Copenhagen.

2001-2003: Thesis supervisor at the Master's programme in general education at DLH in Aarhus and Copenhagen.

DPU/Aarhus University:

Master in guidance:

2003-2011: Lecturer, thesis supervisor on Master in Guidance at DPU.

2003-2011: Module responsible for the module Philosophical Guidance at the Master in Guidance, DPU.

2005-2011: Lecturer and supervisor on the Master's programme in Educational Philosophy at the Department of Educational Philosophy under Peter Kemp, DPU.

Continuing education courses at DPU

Develops the module and teaches the "Philosophical Guidance Module A, B and C" (15 ECTS), module leader and lecturer.

Aalborg University (Professor of Applied Philosophy, 2012 -)

Department of Communication and Psychology

Bachelor in Communication and Digital Media (KDM)

- "Theory of Science" (6th semester) Module leader, lecturer and supervisor since 2013

- "Organizational learning through communication and intervention"(6th sem). Lecturer and tutor since 2013.

- "Change and intervention through communication"(6th sem), lecturer since 2017.

- "Theory of science" (4th sem). Module leader, lecturer and tutor since 2022.

- "Organisational consultation through organisational learning and intervention"(6th sem). Module leader, lecturer and supervisor since 2022.

- Supervisor and examiner of final bachelor thesis since 2020.

Master in Communication and Digital Media (KDM)

- "Research Methodology"(2nd sem). Module leader and lecturer since 2021

- "Analysis in interaction in organizations"(2nd sem), lecturer.

- Thesis supervisor in 10th sem at KDM since 2020.

Department of Learning and Philosophy/Learning and Culture

Bachelor in Applied Philosophy

- "Applied ethics, philosophy of life and political philosophy"(2nd sem), 2017, lecturer and supervisor.
- "Values, reality and management in organizations"(4th sem), lecturer and supervisor.
- "Philosophical dialogue and tutoring"(3rd sem), module leader, lecturer and tutor since 2014.
- "Organizational philosophy"(4th sem), lecturer since 2016.

Master in Applied Philosophy

- "Philosophy of change and interaction", (8th sem.). Module responsible, lecturer and tutor since 2019.
 - "Philosophy of Organization and Dialogue" (8th sem.). Module responsible, lecturer and tutor since 2016
 - Main supervisor of the Internship course in the Organisation and Dialogue Philosophy line (9th sem.), since 2019.
 - Thesis supervisor of the 10th semester Master in Applied Philosophy since 2014.
- Master in Physical Education (Sport Science).
- "Innovation and Entrepreneurship" at the Bachelor of Physical Education (Sport Science).

Masters in Culture and Learning

- Teacher and tutor on Master in Organizational Coaching and Learning/Master in Process Management and Organizational Change (PROF) since 2015.
- Lecturer at LOOP (Master in Management and Organisational Psychology since 2022).

Continuing education courses at AAU:

Develops new and is main lecturer on continuing education courses:

- "Professional wonder": module responsibility and lecturer 2013-2018.
- "Philosophical guidance and creativity": module leader and lecturer 2013-2018
- "Philosophy of dialogue and communication in professional communication practice"

2. Study/programme administration and management: Experience in programme management and coordination. A list of study administration tasks, e.g. study board membership, chair of study board, semester or course coordinator, accreditation tasks, etc. Experience in planning teaching activities. Experience in programme development. Participating in committees and commissions etc. on education issues.

2. Administration, management and development training:

- Member of the Educational Committee of the Association of Folk High Schools in Denmark (FFD) (1994-1996)
- Member of the Academic Council, Faculty of Humanities (Aarhus University, 2011-2012)
- Participated for four years in the Board of Studies for Bachelor of Communication and Digital Media, Department of Communication and Psychology, Aalborg University (1.1.2016-1.1.2020)
- Assessment of lecturer applications (first amanuensis, Norway, Associate Professor, USA)
- Evaluations of professor applications (two in Norway)
- Opponent of PhD theses at University of Oslo, University of Tromsø (Center for Praktisk Kunnskap in Bodø), University of Gothenburg.
- Peer review of research articles in the Netherlands and abroad
- Peer Review of foreign research projects
- Subject coordinator (module leader) for several academic courses at Bachelor and Master in Communication and Digital Media (AAU) - and at Bachelor and Master in Applied Philosophy (AAU)
- Member of the international university pedagogical network CHEF (Centre for Higher Education Futures)
- Participant in the international development group of PaTHES (Philosophy and Theory in Higher Education Research)

3. Formal pedagogical training: A list of completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc. Written assessment from the course in university pedagogy for assistant professors. Participation in conferences on pedagogy and didactics. Please enclose any documentation of the above, such as course certificates, references, etc

T3. Formal pedagogical education:

- Several adult education courses and higher education pedagogy courses in the 1990s and early 00s (see previous section above)
- Training courses in philosophical guidance and Socratic dialogue groups in Germany, England and the Netherlands as

part of my PhD studies at the Danish University of Education from 1999-2002.

- Completed Adjunct Pedagogical Studies in 2005 at the Danish Pedagogical University with Professor Per Fibæk as supervisor
- Supervisor for Assistant Professor Anete M. Camilla Strand, Department of Communication and Psychology, at the Adjunkt pædagogikum at Aalborg University, 2015.
- Leader and supervisor of four PhD courses at Aalborg University, see previous PhD courses I was responsible for.
- Responsible for development of and supervisor on special creative and phenomenological-oriented PhD writing course at the Schools of Architecture and Design in Denmark (2014) (see also Hansen et al. (2016)).
- At Agder University as Visiting Professor/Professor II (2018-2020) in connection with their research network for professional research PRONETT and supervisor here also for PhD students and junior researchers.
- Principal supervisor of a PhD fellow at Aarhus University (2011) and three Business PhD students at Aalborg University (2018-2023).

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4. Other qualifications: Conference contributions and attendance, contributions to debates, scientific articles on pedagogical issues etc. Peer supervision, editorials, mentoring experience or other types of competence development activities.

4. Other qualifications (e.g. conference contributions, debate papers, editorial work, networking with a focus on (multicultural, high school, adult, existential, formation and wonder) pedagogy and university pedagogy, as well as books and articles on pedagogy in pedagogical journals and anthologies):

Specialist literature in selection:

- Hansen, F.T. (1995). The art of navigating chaos: On education and identity in a multicultural world. Vejle: Kroghs Forlag.
- Hansen, F.T. (1998). Interkulturel pædagogik - på vej towards en ny voksenpædagogik? In: Pædagogiske Teorier (3. ed.), Bisgaard, N.J. (ed.). Kbh.: Billesø & Baltzer forlag.
- Hansen, F.T. & Dupont, S. (ed.) (1998). Eksistenspædagogik - på vej mod en ny voksenpædagogik? Roskilde: FOFU/P10: Roskilde Universitetscenter.
- Hansen, F.T. & Dupont, S. (1999). Eksistenspædagogik i støgeskeen. Dansk Pædagogisk Tidsskrift, No. 2, pp. 70-91. Kbh.: Christian Ejlers Forlag.
- Hansen, F.T. (2001). Self-formation and existential adult education: when self-directed learning becomes a philosophical practice, pp. 139-162. In Schou, L.R. (ed.), Democracy and lifelong learning. Kbh.: Gads forlag.
- Hansen, F.T. (2002). The philosophical life. Et formelsesideal för eksistenspædagogikken. Kbh.: Gyldendal. (Ph.d.-thesis, 482 pages).
- Hansen, F.T. (2002). On ethical and democratic formation in multiethnic schools. In: Demokrati i skolans vardag, Frånberg, G.-M. & Kallós, D. (eds.), pp. 83-100. Umeå University, Nordic Council of Ministers publication.
- Hansen, F.T. (2006). Pædagogik som en filosofisk praksis, pp. 210-261. In: Rydahl, J. (ed.), Etik og dannelse i skolen. Kbh.: Gyldendal.
- Hansen, F.T. (2006). Formation is "to grasp the infinite in the form of ignorance". In: Dannelse mellem subjektet och det almene (ed. Bergstedt, B. & Lieberkind, J.). Aarhus: Aarhus Universitetsforlag.
- Hansen, F.T. (2008). To stand in the open. Formation through philosophical wonder and presence. Kbh. Hans Reitzel (478 pages).
- Hansen, F.T. (2008). It was as if they had some kind of love for what they were doing. On the existential dimension in high school educational and vocational guidance. Kbh.: FFD-forlag (76 pages).
- Hansen, F.H. (2010). The Phenomenology of Wonder in Higher Education. In: Education: Phenomenological Perspectives. Ed. / Malte Brinkmann. Würzburg, 2011, pp. 161-178.
- Hansen, F.T. (2010). Thoughts from Svalbard: on wonder, teaching and 'practice-based research' in creative higher education. Journal of creativity, spontaneity and learning - Chara. 1, 3, pp. 343-356.
- Hansen, F.T. (2010). Philosophical guidance and practical knowledge in professional education. Research report from teacher education, 366 pages, VIA University College. Aalborg University. Open Source: <https://vbn.aau.dk/da/publications/filosofisk-vejledning-og-praktisk-kundskab-pa-professionsuddannel>
- Hansen, F.T. (2011). The overall goal of the university must be to create freedom for the 'life of the spirit'. In University education in the 21st century: Learning, formation, market, eds. Feldt, J.E. & Dohn, N.B., pp: 20-49. Odense: Southern University of Denmark Press.
- Hansen, F.T. (2011). Useless as a rose: is existential formation in higher education an unnecessary luxury or a crucial momentum? Tenkning, maturning, refleksjon. Hagtvet, B. & Ognjenovic, G. (eds.), pp. 236-264. oslo.
- Hansen, F.T. (2011). Being in the ethical. KVAN - journal for teacher education and school, no. 91 (theme: Ethics and Pedagogy), pp. 7-17.
- Hansen, F.T. (2012). Slowness and the living gaze. Kognition & Paedagogik. Vol. 22 (June), No. 84 (June), pp. 8-25.
- Hansen, F.T. (2013). Formation understood as tactfulness towards 'the true and the enigmatic'. In Formation in a time of learning, ed. Pahuus, M., pp: 103-149. Aalborg: Aalborg University Press.
- Hansen, F.T. & Herholdt-Lomholdt, S.M. (2013). Philosophical guidance in clinical practice. In Glasdam, S. & Hundborg, S. (Eds.), Learning in and from clinical practice, pp. 177-194. Dansk Sygeplejeråd. Nyt Nordisk Forlag Arnold Busck.
- Hansen, F. T. (2014). Is it possible to wonder without words? Design and university pedagogy in creative higher education. Aalborg: Aalborg University Press. (548 pages)

Hansen, F. T. & Solberg, M. (2015). On Academic Bildung in Higher Education: A Scandinavian Approach. In: Academic Bildung in Net-Based Higher Education. Moving beyond Learning, eds. Fossland, et al, pp 28-54.

Hansen, F.T. (2016). Wondering at the end of life: On the use of philosophical conversations in palliative work [To Kbh.: Akademisk forlag.(339 pp).

Hansen, F.T. et al. (eds.)(2016). Architecture and design pedagogy : in a practice-oriented and phenomenological perspective. Aarhus: Arkitektskolen (376 pages). Open Access Publication).

Hansen, F.T. et al. (ed.)(2017). 'Innovating with the heart': teaching wonder-driven innovation and entrepreneurship in professional education. : Final report of an action research project in VIA University College (2013-2015).(225 pages).(Peer-reviewed): <https://vbn.aau.dk/da/publications/at-innovere-med-hjertet-undervisning-i-undringsdrevet-innovation->

Hansen, F. T. (2018) Facilitating phenomenological wonder conversations. In Dialogical process facilitation. Alrø, H., Dahl, P. & Billund, L. (eds). Aalborg: Aalborg Universitetsforlag, pp. 121-140.

Hansen, F.T. (2018). Wonder-driven innovation in Vejle Municipality. Empirical research report. Vejle Municipality and Aalborg University, August 2018 (218 pages).

Hansen, F.T. (2018). To Encounter the World in Wonder: Liberal Education, Innovation and Organizational Development in an Existential Perspective. Copenhagen: Hans Reitzel (245 pages).

Hansen, F.T. (2019). The tactful tutor, pp. 132-157. In Plant, P. & Buhl, R. (Eds.), Guidance didactics. Frederiksberg: Frydenlund.

Hansen, F.T. (2019). Learning to innovate in higher education through deep wonder. Philosophy and Theory in Higher Education, Vol. 1 (3): pp. 51-74.

Hansen, F.T. (2021). On the Educational Importance of Wonder: A Book Review of Anders Schinkel's Wonder and Education: On the Educational Importance of Contemplative Wonder (Bloomsbury, 2021) Philosophy and Theory in Higher Education. Vol.3, No.2, pp. 69-77.

Hansen, F. T. (2021). Wonder motivates increased carrying and weaving. In Dietrichsen, C. (Ed.), Sustainability: the human side of sustainability, pp. 70-87. Frederikshavn: forlaget Dafolo.

Thorsted, A.C.. & Hansen, F.T. & (2022). Thinking with the heart: a primer in existential practice phenomenology. Aarhus: Klim. (378 pages).

Hansen, F.T. (2022). The courage, the call and the quiet wonder. In Broström, S. & Mellon, K. (Eds.), Courage in pedagogy, pp. 19-48. Kbh.: Akademisk forlag.

Hansen, F.T., Eide, S.B., & Leget, C. (eds.)(2023 - in press). Wonder, Silence and Human Flourishing: Towards a humanization of the professions of Health & Care, Welfare and Education. Lanham: Lexington Books. (225 pages)

Debate paper and conference initiative and committee paper:

2004: organizer and keynote speaker at the 7th International Conference in Philosophical Practice in Copenhagen focusing on the dimension of formation, 97 philosophers, educators and consultants.

2013: co-organiser (with Professor Svend Brinkmann and Professor Lene Tanggaard) of 31st International Human Science Conference (IHSC) on creativity and creativity on research, University of Aalborg, 150 qualitative researchers, some also working on learning, formation and pedagogical processes.

2017: Research seminar: Meaning- and Wonder-based Innovation, invited keynote Professor Roberto Verganti, Milan: 50 participants. (on Innovation Pedagogy among others)

2019: Leader of Research seminar on Communication Ethics with Professor Ronald Arnett (USA) as keynote: 35 participants.

2019: Leader of International research seminar on Wonder, Silence and Human flourishing, University of Agder (Norway)

2020: Keynote and organizer of the 10th Nordic Conference on Philosophical Practice in Copenhagen, 80 participants from the Nordic countries.

2022: Debate presentation on Uddannelses.dk (annual expert presentation on current educational and pedagogical themes and issues in Denmark). Interview now also published on the journal Pædagogisk Ekstrakt on their podcast: <https://anchor.fm/paedagogisk-extrakt/episodes/Kunsten--filosofien-og-eksistentiel-sundhed-e1qpkc3>

Interview on the occasion of the publication of the anthology Courage in Pedagogy (2022). Interview now also published on the journal Pædagogisk Ekstrakt on their podcast: <https://anchor.fm/paedagogisk-extrakt/episodes/Modet--kaldet-og-det-stille-under-e1m1kr1>

2023: January 3th: Keynote and facilitator of the Undringskompass as a pedagogical dialogue model at the annual conference for music teachers and music leaders (500 participants) at the Royal Academy of Music in Copenhagen. Music Conservatory in Copenhagen.

Member of research networks in university education and other education research-oriented networks, journals and organizations:

2002 - Founder and board member of the Danish Society for Philosophical Practice

2004: Organizer of the 7th International Conference in Philosophical Practice, DPU, Copenhagen.

2010: Member of the International Network for Philosophical Practice

2013 - Member of the Danish Research Network for Existential Phenomenology [Livsverden.dk]

2013 - Member of the research group of the Center for Applied Philosophy

August 2013: co-organizer of the 32nd international conference on humanities research (in Aalborg. University (topic: Creativity in Human Science Research)

2016 - : Member of research network with research unit on ethics of care at University of Humanistic Studies, Utrecht, Netherlands and the research network around the Center for Practical Knowing, Bodø, The Arctic University of Norway.

August 2017 - - Initiator and leader of the Research Network for Dialogue and Professions Research in an Existential and Practice Phenomenological Perspective.
 January 2019: Associate member of the research group "Interdisciplinary Phenomenology" at the University of Tromsø (Norway).
 May 2019: Academic contributor to the Philosophical Practice series, Lexington Academic Books, (USA).
 January 2020: Board member of the "Grundtvig Research Circle" at Vartov Copenhagen.
 2021 - : Member of the international research network on Playful and Slow Academia.
 Sept. 2022: Webinar (Keynote) on the webinar on Slow and Contemplative Academia organized by the Journal of Theory and Philosophy of Higher Education

5. Pedagogical development and research: Development of new courses, teaching materials, teaching methods, examination types or other types of pedagogical development. Didactic and pedagogical research. Cooperation with external collaboration partners.

5. Educational development and research:

2004-2005: development of new continuing education courses and teaching materials at the Danish Pedagogical University in a new field called Philosophical Guidance. It consisted of three modules (5 ETCS credits) and was developed to be (overall) part of a flexible Master at DPU.

2009-2012: development of a new pedagogical concept and dialogue model "Wonder Workshop" created for artistic and creative teaching modules in design and university pedagogy. Outgrowth of an externally funded action research project at Designskolen Kolding which I led. See the book *Can you wonder without words? Design and university pedagogy in creative higher education* (Hansen, 2014).

2013: responsible for the development of a new dialogue laboratory at Aalborg University in the Center for Dialogue and Organization (CDO), at the Department of Communication and Psychology:
<https://www.kommunikation.aau.dk/forskning/vidensgrupper/cdo/forskning/dialogue-labs>

2012-2013: Development of new continuing education courses at AAU in Professional Wonder, which consisted of three modules (10 ETCS credits) that were also (later) linked to electives in the Bachelor of Communication and Digital Media at the Department of Communication and Psychology.

2014-2016: development of new learning and dialogue model for training hospice care professionals in existential health communication. Outgrowth of an externally funded action research project I led at Anker Fjord Hospice. See the book *Wondering at the End of Life: On the Use of Philosophical Conversations in Palliative Work* (Hansen, 2016).

2016-2018: development of pedagogical innovation and learning models in the externally funded action research project at the innovation department ("Spinderihallerne") in Vejle Municipality (Hansen, 2018a) and "Wonder-driven Innovation in Vejle Municipality: a research report"(Hansen, 2018b).

2018-2020: Development of new existence-pedagogical and formation-theoretical concepts and understanding frameworks and model for health, education and welfare education and professions. International research collaboration between Aalborg University, University of Humanistic Studies (Utrecht, The Netherlands) and Agder University (Norway), which I led through a special "Professor II" appointment at Agder University for three years.

2019-2021: Development of wonder-pedagogical forms of interaction and dialogue linked to performing arts and artistic activities. Externally funded (Statens Kunstfond) artistic follow-up research (action research), where I acted as both qualitative research interviewer and observer and later also co-creative explorative interaction research with the group. (See the results at the research seminar: *The Mystery Shines* 25.11.2: <https://www.youtube.com/watch?v=a2Lwo630Fds>)

2021: AAU-supported internal pedagogical development project in the context of digital teaching (under corona), in which I investigated how a special Socratic Harvard questioning approach could be combined with 'fliplearning' in the module Philosophical Dialogue and Guidance (3rd sem) of the Bachelor of Applied Philosophy, Department of Learning and Culture, AAU, E2021.

6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.

6. Statements on teaching competences by superiors and colleagues.

Examples:

"Thank you very much for enriching meetings, conversations and teaching. You inspired and impressed me and everyone present by teaching theoretical material from the top shelf while being personally present with presence in the room and the conversations and managing to link the material to the lives and practices of the participants. You are a formidably good present, present and language arts teacher."

Jonas Norgaard Mortensen: Historian of ideas, author, consultant and director of the consultancy Norgaard, who is responsible for (in 2022-2023) a two-year major educational project "Guldborgsund Municipality as a Municipality of Formation", where 10 professors from Denmark were/are invited to teach welfare professionals in the municipality about creating formation processes. The opinion came on 9 December 2022 by email after my teaching on this project.

"Finn Thorbjørn Hansen is an eminent facilitator and he is really good at describing how wonder is part of art. Moreover, he has many years of experience in working with educational institutions and municipalities, so he is used to putting into words the work art."

- Sara Topsøe-Jensen, artistic director of Carte Blanche theatre in Viborg, in application to Statens Kunstfond, 2017. A research project where we received the grant.

Textbooks that emphasize a high pedagogical competence in communicating difficult material to students:

"Finn Thorbjørn Hansen has, with this book [Meeting the World with Wonder, 2018], put himself a difficult task. He articulates themes that are almost at the limit of what language can do offers, but he manages this very well by using good and apt metaphors, literary and philosophical selections and more practical examples and quotations. I perceive this as a good guide through difficult 'terrain'. It is impressive to see how the author manages to draw lines from advanced philosophy to the practical everyday life we are all part of. It is an interesting journey. It's a very rich book that provokes thought - an exciting book."

Aslaug Kristiansen (Professor of Education at the University of Agder, Norway).

"My experience is that existential phenomenology and the conduct of empirical research on existential phenomenological grounds, is often shrouded in a narrative that it is 'too difficult' or 'diffuse' for university and professional students. With the book 'Thinking with the Heart: A Primer in Existential Practice Phenomenology'(2022) this narrative is well and truly dismantled. In addition to a solid introduction to the philosophical foundations of existential phenomenology, the book also provides concrete, annotated and very helpful examples of the collection of lived experiences as empirical material, phenomenological analysis and the dissemination of phenomenological insights. These examples and related commentaries can support and inspire students to embark on a phenomenological project and to carry it out. Supervisors will similarly find the book helpful. In addition, the book as a whole is inspiring and reader-friendly and also written in the phenomenological tone that the content aims at. Fundamentally, this is a deeply impressive piece of work in communicating difficult material in a helpful and understandable way, and it therefore receives my warmest recommendations."

Sine Maria Herholdt-Lomholdt, PhD, nursing researcher and lecturer, employed as amanuensis (university lecturer) at Norduniversitet, Norway.

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogical development, plans for following up on student feedback/evaluations, etc. Personal reflections on your own pedagogical practice, including objectives, methods and implementation. This should include an analysis and a reasoned description of your pedagogical activities in relation to your pedagogical understanding and student learning. Thoughts on the teaching method at Aalborg University (which is largely based on group-organised project work and problem-based learning)

7. Any personal reflections and initiatives:

Pedagogical approach

As a former primary school teacher (from 1990-1997) and member of the pedagogical committee of the Association of Folk High Schools in Denmark (FFD: <https://www.fhd.dk>) for three years, and with articles on what good high school pedagogy is, and later with employment at the Center for

Adult Education and Public Education at the Danish Teachers' College in Copenhagen and later again at Department of Educational Philosophy and finally as a lecturer in guidance employed at Aarhus University at Centre for Educational Development and Digital Media (CUDIM) - I have been almost regularly 'immersed' in pedagogical considerations and reflections on didactics, learning and competency goals and testing also in practice new pedagogical techniques. I write 'immersed',

because while I have been passionately concerned with how to supervision, and in the 'fermentation periods' between the confrontation classes at university (or on the Continuing Education courses I contributed to), can create 'spaces for real

encounters' and 'real wondering spaces' and the possibility of actual 'wondering communities' in the classroom between teacher and student - at the same time I have been wary of the 'pedagogical question' and 'didactic technologies'.

Ever since the days of elementary school, when teaching there was basically about 'showing the wonder' in our lives and everyday lives, and teaching not in subjects but through subjects, I have been preoccupied with the importance of dialogue and formation for good teaching. When Grundtvig writes in a hymn: "And he has never lived/Who was wise to it/Has not loved at first", this can be seen as the credo behind my basic pedagogical approach. The second half of my doctoral thesis *The Philosophical Life: An Educational Ideal for Existential Pedagogy* (Gyldendal, 2002) is about how to - through philosophical thinking and questioning, through Socratic dialogue groups and philosophical guidance - get university students and adults in the educational system to strengthen their learning and educational processes through "self-directed adult learning processes" and "lifelong learning". Precisely by getting students to also talk and reflect on what underlying values and ethics and views of humanity are taken for granted in their project work and problem formulations, or are taken for granted in their descriptions of the cases and the organisations and requesters, they have to work with - precisely by making them stop at such ethical and value reflections, I have seen time and again in teaching and tutoring how the student or students in groups have 'woken up' as if they had a new motivation or insight into what is essential and at stake both in their own learning and formation process, as well as in their encounter and with and knowledge of the world. 1

Developing teaching and learning methods and new pedagogical concepts

In my 2005 Assistant Professor of Education paper, I focus on how we can learn to think from what I call a "double-track pedagogy". On the one hand you have the mainstream problem-solving or theory-oriented knowledge- and competence- and learning-led approach with clear goals and means (a kind of top-down teaching, where you take theories or 'best practices', which you then teach the students to practice or perform). On the other hand, good university and professional education also follows another track, which is concerned with a wonder-, formation- and wisdom-oriented approach. Here the deeper ethical, existential and social meaning is interrogated with the underlying silent assumptions and values as an underlying value horizon or basic premise under the formulated problem or method. It is when one wishes to promote the second 'educational track' that the non-pedagogical form of questioning in particular becomes necessary, that is, the form of teaching and dialogue that, as Gadamer writes in *Truth and Method*, is not guided by rhetorical and pedagogical (or psychological-coaching help-relations) questions, but by genuine questions. In the sense of questions to which neither the teacher nor the students know the answer from the start, and perhaps not even the way/method to get there.

It is here that the concept of the 'community of wonder' has its value in the university pedagogical and other educational context. In the book *Can one wonder without words? Design and university pedagogy in creative higher education* (Hansen, 2014) and later also in Hansen et al. (2016). *Architecture and design pedagogy in a practice-oriented and phenomenological perspective*, I further unfold how to work with a wonder-based design and architecture pedagogy in practice and also where in university pedagogy this type inquiry-oriented conversation can have value.

Later, in my research and teaching and pedagogical development work, I also link this wonder-oriented pedagogy and formation thinking to creativity, entrepreneurship, innovation and PBL pedagogies. I do this in a large number of research articles and research dissemination articles (see previous section) and in the research report Hansen et al. (2017) *Innovating with the Heart: Teaching wonder-driven innovation and entrepreneurship in professional education* and in books such as Hansen (2018). *Facing the world with wonder: education, innovation and organisational development in a philosophy of value perspective*, Thorsted & Hansen (2022). *Thinking with the heart: a primer in existential practice phenomenology and contributions in AAU as Hansen* (2020). *Professional wonder and the Wonder Workshop*. In: Vestergaard, J. & Andreasen, M.B. (eds.), *PBL and Entrepreneurship: Linking and developing concepts and practices that foster entrepreneurial competencies at the AAU*.

8. Any other information or comments.

It is my hope that the AAU will, to a greater extent than we do now, also incorporate an existential dimension of wonder, formation and wisdom into university pedagogy as such and also into PBL thinking. As I have written elsewhere (Hansen, 2020, 2022), this could foster both students' (and lecturers') personal and inner motivation for genuine immersion and critical and creative innovation, but it would also give students (and lecturers) an ethical outlook and an eye for "responsible innovation" that has not only a democratic and sustainable perspective but also a planetary Gaia and web-sustainable perspective (see Hansen, 2020).

I have currently (December 2022) been invited by Ronald Barnett, Emeritus Professor of Higher Education, University College London Institute of Education and President of the Philosophy and Theory of Higher Education Society to write a monograph for the series: *Debating Higher Education: Philosophical Perspectives* | Book series home - Springer . *Debating Higher Education: Philosophical Perspectives* is a new book series launched by Springer and is motivated by two considerations.. Higher education has become a huge matter globally, both politically and socially, commanding massive resources, national and cross-national decision-making, and the hopes of many.

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