

**Abstract**

**Sensuous Critique or: Making Sense of Resilience**

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Critical thinking has been highlighted as a key value in an increasingly heterogeneous information culture. Thus, at the same time as digitalization enables an expansion of educational institutions' fields of activity, the world faces an immediate need for people who can not only think well but also act in accordance with their judgment. The social issue of our time has precarious social, economic, cultural, and not least ecological claims to education that need a reconsideration of the potential of critical thinking and its role in understanding education. Based on critique as a sensuous and imaginative activity, this paper opens up to a conversation between thinkers who in different ways emphasize the importance of the cultivation of the senses. Classic educators like Maria Montessori, Ellen Key, and Rudolf Steiner are here put in dialogue with later thinkers such as Adriana Cavarero, Marcia Cavalcante Schuback, Jean-Luc Nancy, Martha Nussbaum, and decolonial practitioners.

This paper marks the beginning of a research project that will be about education and ecological critique. Departing from the etymology of the term oikos-logos, ecology is understood here as a knowledge of our common home. Critique draws on the Greek *kritika* which means discernment. Overall, the study wants to approach a classic educational theme from a contemporary question: How can critique be understood as a capability for sensuous discernment in the encounter with our common home?

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