



Education as a hope in uncertain times

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On the necessity of major and minor *synväändor* in the educational sciences:

UN-learning to RE-learn for epistemic-sustainability

This keynote aims to contribute to a re-thinking, un-learning and re-learning space that looks at some core ideas and assumptions related to contemporary societal and planetary concerns, including concerns within the research enterprise. Beyond offering an invitation to pause and re-think, this keynote interrogates universalizing vocabularies that fixate our ways of thinking and working in educational practices, including how our scholarship risks becoming complicit in re-cycling and re-creating reductionistic ideas that loop back into educational practices. My overarching argument aligns with an emergent call within research and higher education for going beyond its universalizing monolithic ethos.

Marked through the concept *synväändor* and using a mobile gaze, I draw attention to the need for shifting perspectives in major and minor ways in research and educational work across K-12 and higher education. These *synväändor* are needed for epistemic-sustainability so that scholarship in areas of relevance to contemporary schooling and teacher-education – such as, communication, culture and diversity – can move beyond ethnocentrically framed biases and connect with challenges of our times. Troubling key taken-for-granted universalizing truths and using the areas of Language Sciences and Identity research as illustrative points of departure, I raise concerns about the outsourcing of important educational agendas to concepts that build on contentious assumptions. It is this *default* outsourcing that is troubled through a curiosity-driven *multiversal* and *global-centric* mobile gaze wherein both northern and southern knowledge-regimes are privileged.

In contrast to universalizing hegemonies, global-centric scholarship enables multiversal framings that can contribute to epistemic-sustainability both in educational practices and in how research is produced and consumed. Providing hope, multiversality enables shifting research challenges and societal crisis towards epistemic-sustainability. The ideas presented in this keynote are based on my engagement with both north-centric and south-centric scholarship, including fieldwork and writings in and across northern and southern territories. Explicitly multi/inter/cross/trans-disciplinary, this work is relevant to epistemic-sustainability given its non-allegiance to mono-disciplinarity.



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