Epistemological multilingualism: A tool for conviviality
Epistemological Multilingualism: A Tool for Conviviality

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Abstract

In a globalized world where the traditional, the modern, and the postmodern increasingly meet, there is a growing need for understanding, particularly of views different from our own. In this paper, I want to explore the concept of epistemological multilingualism and its value to scholarship, advancing the notion that epistemological multilingualism—the ability to respect and understand multiple epistemic standpoints—emerges out of a postmodern, integral perspective which sees the reality of several epistemological frameworks, as well as the ability to understand, learn from, and even to contribute to the development of those frameworks. I examine the dialogical capacities that contribute to epistemological multilingualism, and conclude that epistemological multilingualism can play a vital role in a world of education where differing worldviews manifest within the same classroom and the lives of the learners with whom we work.

Keywords

Dialogue, Epistemology, Buber

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