

1. Record Nr.	UNINA9911035078703321
Titolo	The Palgrave Handbook of Decolonising the Educational and Language Sciences // edited by Sangeeta Bagga-Gupta
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Palgrave Macmillan, , 2025
ISBN	9783031803222
Edizione	[1st ed. 2025.]
Descrizione fisica	1 online resource (XXIII, 1086 p. 250 illus., 58 illus. in color.)
Collana	Education Series
Disciplina	418.0071
Soggetti	Language and languages - Study and teaching Knowledge, Theory of Imperialism Education Language Education Language Teaching and Learning Epistemology Imperialism and Colonialism Education Science Ensenyament de la llengua Comunicació intercultural Colonialisme Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Imaginings and re-imaginings in doing multiversal science; Sangeeta Bagga-Gupta -- Part I: Historical gazing contributing to global-centric perspectives -- On finding a voice and decolonizing oneself. Practices of transnational adoption; Tobias Hübinette -- Claiming epistemic spaces through protests against the self. Making disobedience central to syllabi and classrooms; Sanjay Ranade -- Learning as enculturation: Universalism, particularism and ecologies of knowing; Roger Säljö -- Educational implications of language seen as multilinguality; Rama Kant Agnihotri -- Decolonizing and revoicing multilingual spaces in a

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Southern schooling. A decolonial lens on languaging in textbooks; Xolisa Guzula & Robyn Tyler -- 'Taking my language back' – complex tensions and indigenous-based pedagogical approaches for language reclamation; Jane Juuso & Pia Lane -- Transforming normativities in the Nordic context. Languaging and participatory collaborative research in linguistically diverse schools; Heini Lehtonen -- Getting to know decoloniality through dialogue. Critical reflections from students and educators; Donnesh Dustin Hosseni, Aniela Bakowicz, Colette Mair, Nighet Riaz, Samuel Skipsey, Laura Tansley, & Michèle Vincent -- Decolonial (academic) multilogues. Towards scholarly engagement that transcends coloniality; Lars Almén, Gayatri Ahuja.

Sommario/riassunto

“When ‘decolonizing’ has become a fashionable buzzword in academia, paradoxically, I often feel stuck by the enduring totality of coloniality, which seems only further energized by such discourse. In this timespace, the PaDELS Handbook emerges as a breakthrough at the intersections of language and education, daring readers to reimagine, re/member, and re-engage with knowledge-making through global-centric and multiversal epistemic approaches. By curating multilogues among knowledge producers from diverse geopolitical and subjective locations—a rare and challenging achievement precisely because of the colonial politics of knowledge—the handbook disrupts the entrenched colonial order and circulates alternative Southern vocabularies. In doing so, it also serves as a powerful pedagogical tool, inviting and guiding readers, especially those in higher education, to reclaim language, knowledge, and education as diverse and liberatory practices capable of unsettling coloniality at its core.”— Jeong-eun Rhee, Professor in Education, College of Education, Information & Technology, Long Island University, USA This open access handbook contributes to decolonising the scholarship that lies at the intersections of the educational and language sciences. Contributors from across the planet interrogate issues related to mainstream western/northern hegemonies of knowledge production and institutional hierarchies and practices which continue to dominate the research landscape. Engaging with alternative, marginalised and/or Southern thinking, the scholarship presented here goes beyond calls for multidisciplinary, and instead offers multiversal, ‘undisciplinary’ ways and waves of doing research ‘otherwise’. The handbook will appeal to scholars and students working in and beyond the broad areas of education and language who are interested in discussions about Southern and decolonial perspectives, positionality and the politics of knowledge production. Sangeeta Bagga-Gupta is Professor Chair at the School of Education and Communication, Jönköping University, Sweden. During 2024-2027 she is also Visiting Professor at both the SeDyL Research Center (CNRS-IRD-INALCO), France, and at the Maulana Azad National Urdu University (MANUU), India.
