



Pluriversalizing (Higher) Education: meanings, contexts and possibilities

Pluriversaliser l'enseignement (supérieur) : définitions, contextes et perspectives

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This presentation explores hybridity, multilingualism and mediation in (Higher) Education, especially when (university) classrooms become more visibly diverse and multilingual. It begins by identifying first which professional dilemmas and opportunities the diversifying classroom creates for both teachers and students. How does increasing diversity affect for example language policy, assessment, expression, and curriculum development? The paper next suggests that taking an interdisciplinary outlook might shed interesting lights on these questions. In particular, drawing on insights from sociolinguistics, multilingual education, social semiotics and post-colonial studies might lead to renewed thinking about traditional concepts of mediations and re-mediations. Finally, drawing on both successful and problematic cases, the discussion explores the meanings, challenges and opportunities that arise when adopting what researchers from the South have called a pluriversal perspective, and when one substitute a multilingual ethos and an ethics of care to the more traditional monolingual, eurocentric orientation most prevalent in Western universities.