I am asking myself what holds me to remain in academic communities even after my university undergraduate graduation. Do I need more knowledge? Which knowledge? From whom? By whom? For whom? Does more knowledge guarantee my becoming a respectable person who is able to serve the family, society, nation, and ultimately, this universe in which I live?

Before my first teaching role as a student teacher in Korea, I thought I was well prepared with knowledge to be delivered to my students, as a soldier who is equipped with various weapons in the face of war. I had already taken all the prerequisite courses required to become an articulate teacher - Educational Philosophy, Educational Sociology, Educational Psychology, Counselling, etc., all filling me in the name of professional knowledge. Having imparted well-prepared knowledge, I felt that I was vomiting something indigestible from my stomach. In the face of unexpected questions posed by students, I found myself embarrassed. I discovered my ignorance of knowledge of things beyond which the academia had taught me. Reflecting on the knowledge that had accumulated within myself, I was not so much like a teacher but a tailor who was stitching and seaming precise curves of edges. I was blocking possible gates for "alternative" knowledge by advocating "legitimate" knowledge. Lived experiences were disregarded by established knowledge, which had been accepted as something given to us from the specialized experts. I distanced myself from my own knowing as well as that of my students. I was quite detached from my own life and my students' lives with regard to teaching. Where should I locate myself in this process of imparting knowledge from disciplinary specialists to students?

Academic communities conventionally believe that knowledge can be implanted into students' brains because of a presupposition that knowledge processes a transparent and unequivocal translatability. Academia disregards knowledge to which exists in-between lines of the abstracted and the lived life, and directs us into one specific perspective -"knowledge in there" and "absorber of knowledge out there." Such an idea results in the exclusion of many students from academia due to the superficial nature of this perception of knowledge. Academic knowledge generally excludes heterogeneous perspectives by placing "legitimated" knowledge at its center. I dream that my academy listens to the spaces of ruptures from different angles. I sing that my community proliferates narrative knowledge.