

DISCUSSION SEMINAR WITH SANGEETA BAGGA-GUPTA

TARGET AUDIENCE: PhD students; CIDTFF researchers

FEBRUARY 5th, 2025 | 10h30-12h30

5.3.27, Department of Education and Psychology, University of Aveiro, Portugal

Zoom link: <https://videoconf-colibri.zoom.us/my/helenaaraujoesa>

Discussant: Sangeeta Bagga-Gupta

Professor-Chair in *Education with a multidisciplinary background*

School of Education and Communication

Jönköping University

Jönköping, Sweden



Bio: Sangeeta Bagga-Gupta is a senior scholar of colour, has an explicit multidisciplinary and multi-field background. She has been full-professor since 2007 at the departments of Education, Gender, Rehabilitation, Communication, Language – at Örebro and Jönköping University's, Sweden. Bagga-Gupta has held visiting professor and expert consultant positions at universities and research associations across northern-southern territories. Currently, she is visiting professor (2024-27) at both the SeDyL National Research Center (CNRS-IRD-INALCO) research Centre, Paris, France, and MANUU National University, Hyderabad, India. Bagga-Gupta's multidisciplinary research deals with issues pertaining to communication, identity, culture and learning from n/ethnographically framed, multi-scalar, sociocultural and decolonial framings. She is the editor of the 2025 Palgrave Handbook of Decolonizing the Educational and Language Sciences. In addition to publishing extensively in different disciplinary and multidisciplinary areas, Bagga-Gupta is multilingual in oral, written and signed languages. ju.se/en/personinfo.html?sign=BAGSAN & [Orcid.org/0000-0002-1846-858X](https://orcid.org/0000-0002-1846-858X)

Program

10h30: Luís Dantas, PhD student, Doctorate in Education

A Plurilingual and Multimodal Pathway as a Pedagogical Tool for Reimagining Spaces and Fostering Meaning-Making Through Activism

10h40: Erickinson Lima, Junior Researcher

Can blind students learn musical conducting?

10h50: Rodrigo Loos, PhD student, Doctorate in Education

Music and Education in a Community in Rio de Janeiro: Evaluation of a Project for Social Inclusion

11h00: Discussion

11h30: Mariana Dantas, PhD student, Doctorate in Education

Participation, Belonging, and Learning in Higher Education: The Voices of Students with Intellectual and Developmental Disabilities (IDD)

11h40: Maria Manuel Carvalho, PhD student, Doctorate in Education

Students with Intellectual and Developmental Disabilities in Higher Education: support and mediation strategies for post-university life

11h50: Discussion

12h30: Closing

Brief description

Luis Dantas

A Plurilingual and Multimodal Pathway as a Pedagogical Tool for Reimagining Spaces and Fostering Meaning-Making Through Activism

The present research project is articulated with the Smart Knowledge Garden (SKG) from the University of Aveiro which integrates education, research, and community engagement to foster connections across diverse subjects, spaces and stakeholders. Grounded in an assemblage-oriented perspective (Pennycook, 2024), this project embraces the Linguistic Landscape (LL) of Aveiro and its lagoon as a living classroom for children aged 10 to 12. Through a plurilingual and multimodal pathway, the project encourages learners to critically analyze, interpret, and transform the LL's multisemiotic elements into diverse artistic and semiotic forms, guided by concepts like resemiotization (Iedema, 2001). In this process, children are viewed as agents of change within their community and "plurilingual social actors" (Coste et al., 2009) empowered to explore cultural intersections and reimagine urban spaces through activism, combining art and activism. By engaging with the city's LL, children create artistic interventions—installations, performances, and creative expressions that highlight social issues and foster awareness. This research proposal, designed to be explored with students from the 2nd Cycle of Basic Education in Portugal, aims not only to cultivate critical and multimodal literacies but also to enable students to use art as a medium for advocacy and transformative dialogue.

References

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Mariana Dantas

Participation, Belonging, and Learning in Higher Education: The Voices of Students with Intellectual and Developmental Disabilities (IDD)

This study explores the experiences of students with Intellectual and Developmental Disabilities (IDD) within the pioneering Individual Multidisciplinary Studies Program (PIEM) at the University of Aveiro, Portugal. Utilizing an adapted Photovoice methodology, the research aimed to understand students' perspectives on inclusion in higher education. Through interviews and a photo exhibition, students with IDD actively participated in documenting their experiences, revealing their unique perspectives on campus life and highlighting the importance of their voices in shaping their educational journey. Key findings emphasize the significance of student-centered approaches, including Person-Centered Planning and mentorship, in fostering a sense of belonging and promoting successful inclusion. The study underscores the value of Photovoice as both a research tool and a valuable learning experience for students, enhancing their digital literacy and self-expression.

References

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Maria Manuel Carvalho

Students with Intellectual and Developmental Disabilities in Higher Education: support and mediation strategies for post-university life

This research focuses on the transition of students with Intellectual and Developmental Difficulties (IDD) from higher education to (other) community environments. It aims to explore support and mediation strategies for life after university, as part of the Individual Multidisciplinary Study Programme (PIEM) course, which guarantees access and full inclusion of students with IDD in Higher Education.

The research will be guided by the following research question: "How does the Person-Center Planning (PCP) complemented with Support Intensity Scale (SIS-A), mediate the transition of students with IDD from Higher Education (other) community environments?"

The objectives centre on evaluating the effectiveness of the PCP and SIS-A in implementing support plans for this period.

The study, of a mixed nature, will be situated in the socio-critical paradigm, and will follow a Design-Based Research (DBR) methodology. DBR allows for the iterative development, testing and adjustment of educational interventions. The timetable includes four phases: problem identification; development of prototype solutions; implementation; reflective evaluation of the results. It is intended to contribute to the development of inclusive and innovative practices, and to the improvement of transition strategies for students with IDD from higher education to (other) community settings. And to offer insights for inclusive educational policies, reinforcing support for this population.

References

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Erickinson Lima

Can blind students learn musical conducting?

The presentation addresses the possibilities of inclusion and integration of blind students in higher education in music, with an emphasis on the field of musical conducting (Lima, 2024). Through theoretical and practical reflections, it discusses the challenges faced by visually impaired students and the pedagogical adaptations required for their full development (Lima & Gagliano, 2021). The presentation explores accessible strategies and technological resources that promote equal opportunities and active participation for these students in an inclusive educational environment (Porto, 2005). Furthermore, it highlights how inclusive practices enrich music education and broaden the horizons of conducting as an integrative art form.

References

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Rodrigo Loos

Music and Education in a Community in Rio de Janeiro: Evaluation of a Project for Social Inclusion

The research will focus on a social project that works with music education for children and adolescents in a community situated in the complex and challenging context of the northern zone of Rio de Janeiro. We aim to evaluate how this social project can promote inclusion and combat social exclusion in the pursuit of a more just society. Thus, we will seek to demonstrate how educational-musical social projects are structured, acting as enablers of possibilities for the reconstruction of social spaces and for the civic participation of children and youth from an excluded community.

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