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Preface

Education is currently undergoing a period of profound transformation. Rapid technological developments, increasing demands for sustainability, the challenges of social and cultural inclusion, as well as the need to strengthen democratic citizenship and promote socially relevant knowledge production, are raising new questions for educational research and innovation. In this context, the Research & Innovation in Education: Emerging Challenges Congress, organised by CI&DEI (Centre for Studies in Education and Innovation), provides a privileged forum for reflection, debate, and scientific exchange on the challenges that shape the present and will influence the future of education.

The programme includes two plenary lectures, thirteen parallel sessions, and five round tables, involving the participation of two keynote speakers, seventy-two authors of oral presentations, twenty-six invited speakers and twenty-one moderators across the various sessions and round tables. This broad participation highlights the thematic diversity, international scope and dynamism of the scientific community engaged in this event.

The contributions gathered in this volume are organised according to the four research lines of CI&DEI: Educational Policies, Didactics and Training; Health Education and Quality of Life; Education, Citizenship and Inclusion; ICT and Multimedia in Education.

The contributions presented by the authors reflect the richness and diversity of contemporary educational research, addressing topics that lie at the heart of the international scientific agenda, including pedagogical innovation and teacher education, digital transformation and the integration of artificial intelligence into teaching and learning processes, the promotion of inclusion, diversity and social justice, education for sustainability and global citizenship, health, well-being and quality of life, as well as the advancement of collaborative research and international cooperation.

An analysis of the contributions presented reveals a shared concern: the need to develop educational responses capable of addressing the growing complexity of contemporary contexts. Beyond the transmission of knowledge, education is now expected to foster critical, creative and ethically responsible citizens who are prepared to participate actively in the construction of more inclusive, sustainable and democratic societies.

The themes discussed throughout this congress are also closely aligned with the principles of the United Nations 2030 Agenda and the Sustainable Development Goals, reaffirming the central role of education in promoting human development, social equity, innovation, and sustainability. In this regard, educational research carries an increased responsibility: to produce rigorous and relevant knowledge that contributes to the improvement of educational and social policies, practices, and institutions.

This book therefore stands as evidence of the dynamism of the scientific community and its capacity to respond to the emerging challenges facing education. We hope that the contributions presented herein will deepen knowledge, stimulate further research and strengthen networks of collaboration among researchers, practitioners and institutions from diverse national and international contexts.

On behalf of the Organising Committee, I wish to express my deepest gratitude to all keynote speakers, authors, reviewers, invited speakers, moderators, participants and partner institutions whose commitment, dedication, and collaboration made the organisation of this congress and the publication of this book possible.

Antonino Pereira
Scientific Coordinator of CI&DEI



Education, Citizenship and Inclusion

The panel on Education, Citizenship and Inclusion reveals strong convergences around the development of inclusive educational practices grounded in social, cultural, and generational diversity. The contributions emphasize the importance of lifelong digital literacy, including learning processes among older adults, as well as the role of emotions and intergenerational learning in addressing ageism and fostering more equitable learning communities. At the same time, several studies highlight inclusive approaches in areas such as physical education, teacher education, and collaborative responses to child poverty, underlining the relevance of context-sensitive practices that recognize individual and collective trajectories.

A second line of convergence points to pedagogical innovation aimed at strengthening active citizenship and social justice. The panel brings together research on participatory interventions with migrant populations, multi-sensory and narrative-based inclusive strategies, and the use of urban and cultural spaces as expanded learning environments. In parallel, the contributions stress the importance of teachers' digital competences, collaborative practices, and culturally responsive mediation in fostering inclusive educational settings. Overall, these perspectives converge in framing education as a transformative space that promotes equity, values diversity, and supports the formation of critical and engaged citizens, in dialogue with emerging approaches such as artificial intelligence, interculturality, and hypercultural educational spaces.

Cristiana Madureira

Coordinator of the CI&DEI
Research Line Education,
Citizenship and Inclusion

Readings in urbanity: street art and social dynamics (re)interpreted - the artistic and cultural sensibilities of social education students

The contemporary urban space and its increasingly intense daily dynamics encompass symbolic and interpretative potential that reflects particular experiences, both individual and collective. Through these interpretations, an opportunity arises to analyse artistic productions and visions, cultural and ethnographic records, and aesthetic tensions, as well as manifestations of the social power assumed by street art, in a process of communication and the sharing of opinions and perspectives, expressed publicly. The relationship established between expressions of memory and the tangibility afforded by photography contains enduring elements that become a source of information and reflection.

Thus, the following objectives were defined: i) to identify artistic sensibilities in students on initial teacher training programmes through a project involving photographic documentation, and ii) to reflect on the socio-cultural and artistic interpretations that this photographic documentation facilitates. Using the qualitative methodology of participatory photography, social education students were challenged to create photographic records in nearby communities and to develop a narrative around them.

Keywords

- street art
- photographic narratives
- social dynamics
- initial training

This potential for socio-artistic analysis through visual language identified interpretative sensibilities, prompted reflections and enabled moments of sharing and dialogue amongst the students. The capture of preserved moments informs, communicates and democratises through the image; it values artistic and cultural aspects and raises awareness among all individuals of a relationship with communities through interaction and participation, recognizing that all aesthetic and artistic expressions are to be valued, embraced and enjoyed.

Leituras na urbanidade: arte de rua e dinâmicas sociais (re)interpretadas – as sensibilidades artístico-culturais dos estudantes de educação social

O espaço urbano contemporâneo e a sua dinâmica quotidiana, cada vez mais intensa, abrange potencialidades simbólicas e interpretativas que refletem vivências particulares, tanto individuais como coletivas. Através dessas leituras, uma oportunidade de analisar produções e visões artísticas, registos culturais e etnográficos, tensões estéticas, mas igualmente manifestações de um poder social assumido pelas manifestações artísticas da arte de rua, numa comunicação e partilha de opiniões e visões, expressos publicamente. A relação que se estabelece entre as expressões de memória com a tangibilidade permitida pela fotografia contém elementos perpetuados que se tornam fonte de informação e reflexão. Assim, se definiram os objetivos: i) identificar sensibilidades artísticas nos estudantes, da formação inicial, através de uma proposta de registos fotográficos e, ii) refletir sobre as leituras socioculturais e artísticas que esses registos fotográficos proporcionam. Com recurso à metodologia qualitativa de fotografia participativa, foi dirigido aos estudantes de educação social o desafio de realizar registos fotográficos em comunidades próximas e a sua narrativa. Esta potencialidade de análise socio-artística pela linguagem imagética identificou sensibilidades interpretativas, propôs reflexões e permitiu momentos de partilha e de diálogo, entre os estudantes da formação inicial. A captação de momentos preservados informa, comunica e democratiza pela imagem, valoriza aspetos artístico-culturais e consciencializa todos os indivíduos para uma relação com as comunidades pela interação e pela participação, pelo reconhecimento de que todas as manifestações estético-artísticas são de valorizar, de assumir e de usufruir.

Palavras-chave

- arte de rua
- narrativas fotográficas
- dinâmicas sociais
- formação inicial

