

OFFICIAL DOCUMENT provided by the Hungarian Educational Research Association (HERA) as a proof of attendance and presentation at the Hungarian Conference on Educational Research (HuCER) at the University of Debrecen, Debrecen, Hungary on May 29-30, 2025:



HERA


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CERIFICATE

This paper confirms the participation of *Ma. Macrose Gaffud Pascual* in the annual Hungarian Conference on Educational Research (HuCER2025) as well as giving a presentation.

Title of the presentation: Meaning-Mapping of Horns:
Learning In the Approaches of Critical Public Pedagogy
and Multimodal Anthropological Research.

30th May 2025, Debrecen-Hungary


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Dr. Erika Juhász
HERA president

CONFERENCE REPORT

Attending and presenting at a conference for the first time was a significant experience in my academic endeavor. The experience was both exhilarating and slightly intimidating, especially given the formal setting and the fact that only four individuals were to present. Although despite the initial nerves, I believe the presentation went well from my perspective.

One of the highlights of my presentation was the visual component. I incorporated a series of photos that illustrated the methods I employed in my research. These visuals, which included elements of visual arts, drawing, and sculpture, were not only central to my methodology but also served as engaging points of interest for the audience. I was particularly encouraged when one of the attendees took a photo of my presentation slide. Perhaps an indication, I felt, that the content resonated with them.

The research I presented was deeply rooted in community engagement understanding symbols such as horns. My methodology was participatory in nature, involving collaboration with community members who are international students as well. This approach allowed the research process to evolve organically, shaped by the interactions and shared experiences with the community. The theme of the conference which I applied was community learning, was indeed aligned with my work. It emphasized the idea that learning is not confined to traditional academic institutions but can flourish in collaborative, real-world settings or experiences.

During my presentation, I received two questions from the audience. The first asked why I chose to focus on horns as a symbol in my research. This allowed me to elaborate on the symbolic and cultural significance of horns within the context of my own cultural narratives coming from the Philippines, the community I worked with, and how this motif emerged naturally through our collaborative exploration. The second question inquired whether I was aware of the relationship between horns and St. Michael. This was an intriguing point that I have an idea already, but opened up further reflection on the broader symbolic interpretations of the imagery I used, and how these might intersect with religious or mythological narratives other people knew.

Throughout the conference, I observed a similar ethos in the work of other presenters. Many of them also highlighted how learning and knowledge production can emerge from community-based practices. This reinforced my belief in the value of participatory research and the importance of co-learning with communities.

The conference offered a valuable opportunity for me to connect with new acquaintances who shared similar interests. These interactions provides diverse ways in which learning can occur. Overall, the experience was enriching and affirming, and it has inspired me to continue exploring community-centered approaches in both research and practice.