

CONFERENCE REPORT

Educational Innovation and Tradition in the Digital Age
Obuda University, Hungary
2026 May 28-29

Attending and presenting at the HERA 2026 Conference was a significant experience in my academic endeavor. It provided a meaningful opportunity to share the direction of research with a wider scholarly community and to receive constructive feedback from participants whom I shared interests with.

My presentation focused on the role of culturally responsive pedagogy in contemporary education, particularly in culturally diverse societies where learning is shaped not only by formal knowledge but also students' lived experiences, communal relationships, and cultural identities. The research is also grounded in the idea that learners are not passive recipients of knowledge but active participants who interpret and co-construct meaning within their educational environment. In this sense, teaching and learning are influenced by wider social, political, economic, and ideological forces that shape curriculum, classroom relationships, and the recognition of legitimate knowledge.

The key part of my research is that it engages with the concept through arts-based intervention in a form of a culturally situated board game (Fig.1) allowing participants to experience, interpret, and reflect on cultural values through play, interaction, and visual engagement.

During the Q&A session after my presentation, I received an important question regarding the comparative scope of my research. The question asked why I need to conduct the study in South Korea, since Hungary and the Philippines already appeared to make sense: Hungary because I am studying here, and the Philippines because I am Filipino. This question encouraged me to clarify the intellectual value of including Korea in the study. My response moreover, was that I do not wish to abandon the comparative potential of the research. Including South Korea allows the study to examine how a culturally situated game is interpreted across different educational and cultural settings. This question was valuable because it helped me articulate more clearly that the study is not only applying my own narrative in familiar or personally connected contexts. Rather, it is about examining the broader educational possibilities of culturally grounded, arts-based, and relational learning approaches.

Overall, presenting at the conference was both affirming and intellectually productive. It allowed me to situate my research within broader conversations on culturally responsive pedagogy, curriculum politics, visual ethnography, and community-centered learning.



Fig. 1. Culturally situated board game

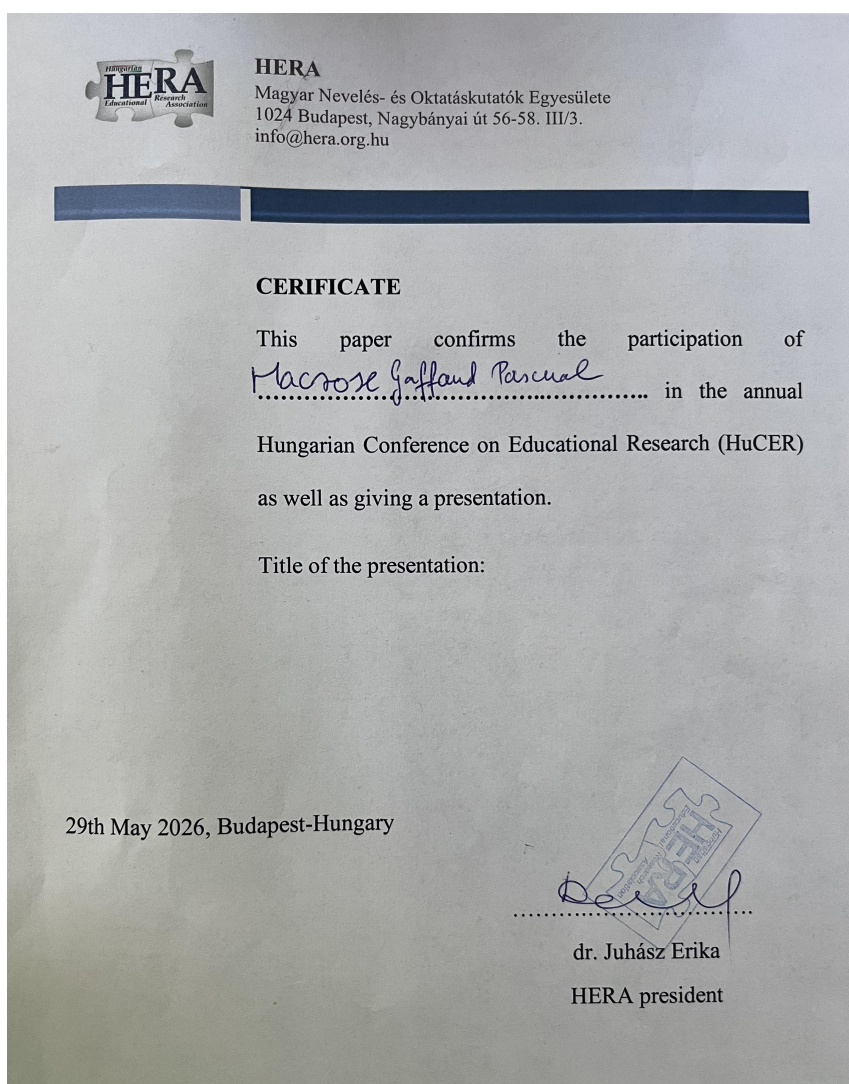


Fig. 2. Certificate