PAL Projekt Delaktighet för alla? (Participation for All? PAL)

1. Published – academic peer-reviewed works (2016 – present)

Peer-reviewed journal articles

Sub-project 1 Group A

2022

Messina Dahlberg, G. (In preparation). Ethnographies for a better future? Perspectives on young adults' practices of participation and transitioning in and across contexts. Accepted as a contribution to the EARLI edited volume on the theme "Re-theorizing learning and research methods in learning research". Publication estimated January 2022.

Messina Dahlberg, G. (In preparation). Conceptual explorations of the study of access, inclusion and participation in and across digital/physical space and time boundaries. Planned as part of a special issue withing the theme "Alternatives for the 21st century models of Education? A critical evaluation of the legitimacy and normativity of "new" models for learning" in *Learning Media and Technology.* Publication estimated second half of 2022.

2021

Messina Dahlberg, G. (In preparation). Practices and policies of transitions and widening participation in higher education: cartographies of becoming of students with a functional variation. Paper proposal for the symposium Participation for all? to be submitted to the EARLI 2021 Online Conference "Education and Citizenship: Learning and Instruction and the Shaping of Futures" 22-28 August 2021.

Jornet Gil, A., Messina Dahlberg, G., Rajala, A., Renshaw, P., & Surian, A. (In preparation). The politics of learning and education - (Re)searching the conditions for equity, access, and sustainable education in a changing world. Symposium proposal for the EARLI 2021 Online Conference "Education and Citizenship: Learning and Instruction and the Shaping of Futures" 22-28 August 2021

Subproject 2 Group A

2021

Taneja Johansson, S. (under review). *Facilitators and barriers along pathways to higher education in Sweden: a disability lens.* International Journal of Inclusive Education.

Taneja Johansson, S. (under review). *Looking back on compulsory school: Narratives of young Adults with ADHD in Sweden*. Emotional & Behavioural Difficulties.

2019

Van Kessel, R., Walsh, S., Ruigrok, A.N.V., Holt, R., Yliherva, A., Kärnä, E., Moilanen, I.; Hjörne, E.; Taneja Johansson, S.; Schendel, D.; Pedersen, L.; Jørgensen, M.; Brayne, C.; Baron-Cohen, S. & Roman-Urrestarazu, A. (2019). Autism and the right to education in the EU: Policy mapping and scoping review of Nordic countries Denmark, Finland, and Sweden. *Molecular Autism, 10*(44), 1-15.

Subproject 2 Group D

2021

Holmström, I. & Bagga-Gupta, S. (under final review). Patient or citizen? Interpretation, accessibility and participation for deaf and hard-of-hearing people in Sweden. *Scandinavian Journal of Disability Research*.

2017

Bagga-Gupta, S. (2017). Going beyond oral-written-signed-virtual divides. Theorizing languaging from social practice perspectives. *Writing & Pedagogy*, 9(1). 49-75. https://doi.org/10.1558/wap.27046 (accessible as pre-print status http://urn.kb.se/resolve?urn=urn:nbn:se:hj:diva-33412)

Bagga-Gupta, S. (2017). Language and Identity beyond the mainstream. Democratic and equity issues for and by whom, where, when and why. *Journal of the European Second Language Association*. 1(1). 102-112. http://doi.org/10.22599/jesla.22

Subproject 2 Group D + general

2016

Bagga-Gupta, S., Messina Dahlberg, G. & Winther, Y. (2016). Disabling and enabling technologies for learning in higher education-for-all. Issues and challenges for whom? *Informatics.* Special issue: *Information and Communication Technology in Higher Education.* 3(4), 21. Guest editors: Diego Bonilla & Mark Stoner. http://www.mdpi.com/journal/informatics/special_issues/communication-technology. doi:10.3390/informatics3040021

Subproject 2 Groups A + D

2021

Bagga-Gupta, S. & Messina Dahlberg, G. (2021, accepted). Disentangling participation across scales. Perspectives on practices of access, communication and inclusion in contemporary lives. *Outlines. Critical Practice Studies*. Special Issue: Transmethodology: Research Beyond Proceduralism. Editors: Iram Khawaja & Dorte Kousholt.

Hjörne, E., Säljö, R. & Taneja Johansson, S. (2021). En hälsofrämjande skolutveckling i praktiken– vad och hur gör man? In E. Hjörne & R. Säljö (Eds.), *Elevhälsa och hälsofrämjande skolutveckling i teori och praktik* (p. 153-162). Malmö: Gleerups

2020

Hjörne, E. & Säljö, R. (2020). Educational Leadership, Diversity, and Inclusion in the Swedish School. *Oxford Research Encyclopedia of Education*. Ed. Rosemary Papa. New York: Oxford University Press, doi:10.1093/acrefore/9780190264093.013.ORE_EDU-00639.R2

2019

Hjörne, E. & Säljö, R. (2019). Diagnoses and their instructional implications- children's agency and participation in school activities. *Emotional and Behavioural Difficulties 24*(3), 219-224.

Hjörne, E. & Säljö, R. (2019).Teaching and learning in the special education setting: Agency of the diagnosed child. *Emotional and Behavioural Difficulties 24*(3), 224-239.

Singal, N., Lynch, P., & Taneja Johansson, S. (Eds.). (2019). *Education and Disability in the Global South: New Perspectives from Africa and Asia.* London: Bloomsbury Publishing.

Singal, N., Taneja Johansson, S. & Lynch, P. (2019). Education of children with disabilities: Changing landscapes of new opportunities and challenges. In N.Singal, P.Lynch & S.Taneja Johansson (Eds.), *Education and Disability in the Global South: New Perspectives from Africa and Asia* (p.145-164). London: Bloomsbury Publishing

Tegtmejer, T., Hjörne, E. & Säljö, R. (2019). 'The ADHD diagnosis has been thrown out': exploring the dilemmas of diagnosing children in a school for all. *International Journal of Inclusive Education.* doi: 10.1080/13603116.2019.1569733

2018

Hjörne, E. (2018). Elevhälsa för ett förebyggande och hälsofrämjande arbete. I C. Löfberg (Red.). *Elevhälsoarbete under utveckling – en antologi.* Stockholm: Specialpedagogiska skolmyndigheten.

Tegtmejer, T., Hjörne, E. & Säljö, R. (2018). Diagnosing ADHD in Danish primary school children: a case study of the institutional categorization of emotional and behavioural difficulties. *Emotional and Behavioural Difficulties 23*(2), 127-140.

2017

Hjörne, E. (2017). ADHD in the classroom - a pedagogy and its paradoxes. *Sangeeta Bagga-Gupta, (Ed). Marginalization Processes. Studies of participation across sites.* Newcastle-upon-Tyne: Cambridge scholars publishing.

Hjörne, E. (2017). Excluding for sake of inclusion: Contrasting narratives in policy and practice in a school for all in Sweden. *Scuola Democratica. Learning for democracy*, *1*, 213-220.

Hjörne, E. & Säljö, R. (2017). Categorizing learners beyond the classroom, i S. Wortham, D. Kim & S. May (Eds.). Discourse and Education. Encyclopedia of Language and Education, 3rd Ed., 123-134. New York, NY, Springer International Publishing.

Riddell, S., Weedon, E. & Hjörne, E. (2017). Conceptions of social justice and citizenship in Scottish and Swedish education systems. *Education, Citizenship and Social Justice 12*(1), 3-7.

Subproject 2 Group general

2020

Bagga-Gupta, S., Messina Dahlberg, G. & Vigmo, S. (2020). Equity and social justice for whom and by whom in contemporary Swedish higher and adult education. *Learning and Teaching: The International Journal of Higher Education in the Social Sciences*. Special issue: Conditions and possibilities of/for educational praxis in higher education. 13(3). 82-110. https://doi.org/10.3167/latiss.2020.130306

Subprojects 2 + 3 Groups A+D

2021

Messina Dahlberg. G., Bagga-Gupta, S. (In preparation). Re-orienting for openness and inclusion: on the myth of one higher education for-all? Planned for the journal *Högre utbildning*

2019

Bagga-Gupta, S. (2019). Languaging across time and space in educational contexts. Language Studies and Deaf Studies. *Deafness & Education International*. 21(2-3). 65-73. https://doi.org/10.1080/14643154.2019.1594081

Subproject 2 + 3 Group general

2021

Lindberg, Y. & Bagga-Gupta, S. (under second review). Naming and making (in)visible (dis)ability. Constructs in the daily press across time in the nation-state of Sweden. *Scandinavian Journal of Disability Research*.

Subproject 3 Group D:

Messina Dahlberg, G. & Bagga-Gupta, S. (2019). On the quest to "go beyond" a bounded view of language. Research in the intersections of the Educational Sciences, Language Studies and Deaf Studies domains 1997-2018. *Deafness & Education International*. 21(2-3). 74-98. https://doi.org/10.1080/14643154.2018.1561782

Peer-reviewed books and substantial scientific reports

Subproject 2 Group D

2019

Bagga-Gupta, S. editor (2019). Special issue: Language Studies and Deaf Studies. Theoretically framed empirical contributions on languaging inside and outside educational settings. *Deafness and Education International*. 21(2-3). https://www.tandfonline.com/toc/ydei20/21/2-3?nav=tocList

Subproject 2 Group D + general

2020

Bagga Gupta, S. & Weckström, P. (Eds.) (2020). *On 3rd positions in democratic contexts. An education-for-all, culture-for-all and a society-for-all. Om 3:e positioner i demokratiska kontexter. En-utbildning-för-alla, kultur-för-alla och ett samhälle-för-alla*. Research Report Nr 11. (in English and Swedish), Jönköping University, School of Education and Communication. ISBN-nr: 978-91-88339-22-5. : http://urn.kb.se/resolve?urn=urn:nbn:se:hj:diva-48145-

Subproject 2 Group A + D + general

2017

Bagga-Gupta, S. (Ed) (2017). *Marginalization Processes across Different Settings. Going beyond the Mainstream*. Newcastle upon Tyne: Cambridge Scholars Publishing. http://www.cambridgescholars.com/marginalization-processes-across-different-settings

Bagga-Gupta, S., Hansen, A. L. & Feilberg, J. (Eds) (2017). *Identity revisited and reimagined. Empirical and theoretical contributions on embodied communication across time and space*. Rotterdam: Springer. http://www.springer.com/gb/book/9783319580555

Peer-reviewed book chapters

Subproject 2 Group D

2021

Bagga-Gupta, S. (accepted, 2021). Analytical engagement with "promises in policy". Illuminating equity and language policy AS participation in and across the wilderness of contemporary human life. In Bonacina-Pugh, F. (Ed.). *Language Policy as Practice*. Palgrave McMillan.

2019

Bagga-Gupta, S. (2019). Identity Positioning and Languaging in Deaf-Hearing Worlds: Some insights from studies of segregated and mainstream educational settings. In Leigh, Irene & O'Brien, Catherine (Eds.). *Deaf Identities. Exploring new frontiers*. (162-192). Oxford: Oxford University Press. DOI:10.1093/oso/9780190887599.003.0008

2017

Holmström, I. & Bagga-Gupta, S. (2017). "Va sa han?" – Technologies and participation strategies in mainstream school settings. In S. Bagga-Gupta (Ed.) *Marginalization Processes across Different Settings. Going beyond the Mainstream*. (164-186). Newcastle-upon-Tyne: Cambridge Scholars Publishing.

Subproject 2 Group A + D + general

Bagga-Gupta, S., Messina Dahlberg, G. & Almén, L. (accepted, 2021). Gatekeepers and gatekeeping. The *practiced* norms of participation and marginalization in everyday life. In Kristofer Hansson, Hanna Egard & David Wästerfors (Eds.). *Inaccessibilities in today's society*. New York: Routledge.

Subproject 2 Group D + general

2020

Bagga-Gupta, S. (2020). A third-position regarding a one-school/society-for-all. On "making the impossible possible" and "driven for culture, young-people and coffee". En tredje position angående en-skola/ett-samhälle-för-alla. Att "göra det omöjliga möjligt" och "strävan efter kultur, ungdomar och kaffe". In Bagga-Gupta, S. & Weckström, P. (Eds.) *On 3rd positions in democratic contexts. An education-for-all, culture-for-all and a society-for-all. Om 3:e positioner i demokratiska kontexter. En-utbildning-för-alla, kultur-för-alla och ett samhälle-för-alla*. Research Report Nr 11. (in English and Swedish), Jönköping University, School of Education and Communication. ISBN-nr: 978-91-88339-22-5. : http://urn.kb.se/resolve?urn=urn:nbn:se:hj:diva-48145

Weckström, P. & Bagga-Gupta, S. (2020). On going beyond dichotomies towards 3rd positions. Some theoretical and pragmatic implications with regards to culture-for-all and a society-for-all. Om att gå bortom dikotomier och mot 3:e positioner. Några teoretiska och pragmatiska utfall när det gäller kultur-för-alla och ett samhälle-för-alla. In Bagga-Gupta, S. & Weckström, P. (Eds.) *On 3rd positions in democratic contexts. An education-for-all, culture-for-all and a society-for-all. Om 3:e positioner i demokratiska kontexter. En-utbildning-för-alla, kultur-för-alla och ett samhälle-för-alla*. Research Report (in English and Swedish), Jönköping University, School of Education and Communication. Nr 11. ISBN-nr: 978-91-88339-22-5. : http://urn.kb.se/resolve?urn=urn:nbn:se:hj:diva-48145

2019

Bagga-Gupta, S., Messina Dahlberg, G. & Gynne, A. (2019). Handling languaging during fieldwork, analysis and reporting in the 21st century. Aspects of ethnography as action in and across physical-virtual spaces. In Bagga-Gupta, S., Messina Dahlberg, G. & Lindberg, Y. (Eds.). *Virtual Sites as Learning Spaces. Critical issues on languaging research in changing eduscapes in the 21st century*. (331-382). London: Palgrave Macmillan. https://link.springer.com/content/pdf/10.1007%2F978-3-030-26929-6_12.pdf

2017

Bagga-Gupta, S. (2017). Center-staging language and identity research from *earthrise* perspectives. Contextualizing *performances* in open spaces. In S. Bagga-Gupta, A. L. Hansen & J. Feilberg (Eds.) *Identity revisited and reimagined. Empirical and theoretical contributions on embodied communication across time and space*. (65-100). Rotterdam: Springer.

Subproject 2 general

2017

Bagga-Gupta, S. (2017). Introduction. Studies of marginalization processes and participation across sites. In S. Bagga-Gupta (Ed.) *Marginalization Processes across Different Settings. Going beyond the Mainstream*. (1-21). Newcastle-upon-Tyne: Cambridge Scholars Publishing.

Subproject 2 & 3 Group D

2017

Bagga-Gupta, S. (2017) Signed Languages in Bilingual Education. In: S. May (General Ed), *Encyclopedia of Language and Education*. O. García and A. M.Y. Lin (eds) Volume 5: *Bilingual and Multilingual Education.* (131-145). Rotterdam: Springer.
https://link.springer.com/referenceworkentry/10.1007/978-3-319-02258-1_12

2. Published – popular scientific (2016 – present)

Popular science articles/presentations & international/national scientific lectures

Subproject 2 Groups A + D

2017

Bagga-Gupta, S. (2017). Expanded-intersectionality and Hybridity-continuum. Cross-faculty Adjunct Professor lecture at Aligarh Muslim University, AMU, Aligarh, India.

Subproject 2 & 3 Group D

2019

Bagga-Gupta, S. (2019). Language and Identity in Media in the 21st century. Theoretical reflections and vocabulary related challenges. Invited lecture in the University Grants Commission Faculty Refresher Course. Ministry of Human Resource Development, India. 26 November 2019. Mumbai University, India.

Bagga-Gupta, S. (2019). "Jag är inte bara händer eller öron". Språkande och medlemskap i döv-hörande världar ["I am not just hands or ears". Languaging and membership in deaf-hearing worlds]. Invited keynote at the Nationella Dövteam konferens [National Deaf-teams conference]. Gothenburg. 10-12 April 2019.

2018

Bagga-Gupta, S. (2018). On "Making the impossible possible" – Democracy and Inclusion *for* whom and *by* whom. Invited presentation at the conference ICPQIE https://www.specped.su.se/om-oss/nyheter/intergenerational-and-comparative-perspectives-on-quality-inclusive-education-icpqie-1.375985. Stockholm University, 18-19 September 2018.

2017

Bagga-Gupta, S. (2017). Expanded-intersectionality and Hybridity-continuum. Cross-faculty Adjunct Professor lecture at Aligarh Muslim University, AMU, Aligarh, India.

2016

Bagga-Gupta, S. (2016). Att vara besatt av gränser VS länkning och kontinuum i språkande och identietande [To be obsessed about boundaries VS chaining and continuum in languaging and identiting]. Keynote article based on the Invited keynote at the Nordic conference on bimodal bilingualism of signing children [Nordisk konferens om bimodal tvåspråkighet hos teckenspråkiga barn]. Trondheim, Norge. http://www.statped.no/globalassets/kurs-og-konferanser/nordisk-konferanse/presentasjoner-2016/sangeeta-bg-13-nov-2016-artikel--keynote-nordisk-konf-3.pdf

Subproject 2 & 3 Group A + D

2017

Bagga-Gupta, S. (2017). LanguagING and LearnING. What, where, when, who and for whom is Languaging and Learning? Adjunct Professor lecture at the Department of Education, at Aligarh Muslim University, AMU, Aligarh, India. 2/11 2017.

Bagga-Gupta, S. (2017). ResearchING LearnING. Adjunct Professor lecture at the Department of Linguistics, at Aligarh Muslim University, AMU, Aligarh, India. 1/11 2017.

Subproject 2 & 3 general

2017

Bagga-Gupta, S. (2017). ”Om att göra det omöjliga möjligt”. Demokrati och delaktighet för vem och av vem? [”On making the impossible possible”. Democracy and participation for whom and by whom?] Invited keynote at the Nordic Minister Council's conference Barehagen og skolen som sentrum for inkludering og demokratisk medborgerskap [Preschool and school as the centre for inclusion and democratic citizenship]. 2-3 May. Oslo, Norway. https://www.berg-hansen.no/eventportal/?E=2587&A=65057&Att=0&WebNo=1&Sec=faabgYjkjppjbJPd

3. Conferences – academic peer-reviewed papers (2016 – present)

Peer-reviewed conference contributions and international/national keynotes

Sub-project 1 Group A

2020

Messina Dahlberg, G. (2020). Ethnographies for a better future? Studies on young adults transitioning and participation. Paper presented at the EARLI SIG 10, 20 & 25 meeting, July 1-3 2020, University of Gröningen, The Netherlands.

Messina Dahlberg, G. (2020). Conceptual explorations on the (im)permeable membrane of virtual spaces: diverse mobilities and the "situatedness" of learning. Paper accepted as part of the symposium organized by Mariette de Haan and Sanne Akkerman on the theme "Alternatives for the 21st century models of Education? A critical evaluation of the legitimacy and normativity of "new" models for learning" at the ISCAR – Cultural-historical activity research in crisis contexts: challenges and perspectives. August 24th-29th 2020Federal University of Rio Grande do Norte. Natal, Brazil. (postponed to 2021 for the Covid-19)

2019

Messina Dahlberg, G. (2019). Disentangling diversity: perspectives on young adults' practices of participation and transitioning in and across contexts. Paper presented at the MuDD conference Multilingualism, Diversity and Democracy, 8-10 April 2019 School of Education and Communication, Jönköping University, Sweden.

2018

Taneja Johansson, S. (5-6 July 2018) *"Why did I go to school?" A retrospective account of schooling experiences of young adults with ADHD."* Paper presented at the Alter Conference, European Society for Disability Research, Lille, France.

Taneja Johansson, S. (3-7 Sep 2018). *Educational pathways of young adults with ADJD: Trajectories, transitions and turning points.* Paper presented at the European Educational Research Association Conference, the Free University Bolzano.

2019

Taneja Johansson, S. (8-10 May 2019). *Mapping and understanding the support accessed and/or received by young adults with ADHD in Sweden.* Paper presented at the Nordic Network of Disability Research Conference, Copenhagen.

Taneja Johansson, S. (27 - 29 June 2019) *Transitions to, within and beyond higher education using an ADHD lens.* Paper presented at the Interdisciplinary International Symposium "Disability Studies & Participation in Higher Education", University of Innsbruck.

Subproject 1 Group D

2019

Bagga-Gupta, S. (2019). "Jag är inte bara händer eller öron". Språkande och medlemskap i döv-hörande världar ["I am not only hands or ears". Languaging and membership in deaf-hearing worlds]. Invited keynote at the National Deaf-Team meeting. Gothenburg 10-12 April 2019.

Bagga-Gupta, S. (2019). Revisiting and questioning the circularity and taken-for-grantedness of older and newer concepts in the Language and Educational Sciences. Paper in the panel Circulation and trajectories of Southern concepts in the fields of Multilingualism, Language and Education". Conference GlobalizationS and circulation of ideas, knowledge and norms. Paris, France, 12-13 Sep 2019.

2017

Bagga-Gupta, S. (2017). "I am not just big hands or big ears". Membership and Languaging in deaf-hearing collaborations in Sweden. Paper in the panel "Sign Language Ideologies in Practice". AAA, American Anthropology Association 116th annual conference: Anthropology Matters! 29 Nov – 3 Dec 2017. Washington DC, USA.

Bagga-Gupta, S. (2017). Visually-oriented participation and learning. Contributions from Deaf Studies, Multilingual Studies and Literacy Studies to an education-for-all. Invited keynote at the International Symposium "Visualization and augmented reality as learning tools for children with special needs. Inventory of the present - exploring the future". 2-4 October. Norrköping, Sweden.

Hjörne, E. & Säljö, R. (Aug 2017). *One teacher – one child: Agency of the diagnosed child in a learning context.* Earli, Tampere.

Hjörne, E. (May 2017) *Educational practices in special classes for diagnosed children -learning to become a participant in regular class.* Paper presented at the Nordic Network of Disability Research Conference, Copenhagen.

Sub-project 1 Groups A+D

2020
Bagga-Gupta, S. & Messina Dahlberg, G. (2020). Participation in situated meaning-making. Disentangling languaging, identiting and processes of access. Paper presented at EELC8, Explorations in Ethnography, Language and Communication – "Perspectives across disciplinary and political borders", 24-25 September 2020, University of Oslo, Oslo, Norway.

Messina Dahlberg. G., Bagga-Gupta, S. (2020). Re-orienting for openness and inclusion: on the myth of one higher education for-all? Paper presented at the Praxis symposium: "Academic professional and student responsibility for a world worth living in", 5-6 October 2020, University of Borås, Sweden.

2019
Bagga-Gupta, S., Messina Dahlberg, G., Vigmo, S. (2019). Equity and social justice for whom and by whom in contemporary higher education. Mapping policies of inclusion/integration in the nation-state of Sweden. Paper presented at the Praxis symposium: "Praxis in higher education with a focus on the Nordic contexts", 22-24 May, 2019, University of Borås, Sweden.

Malmqvist, J. & Bagga-Gupta, S. (2019). Provision of support and services in compulsory education in Sweden. School placement patterns of pupils with ADHD or hearing difficulties. ECER (European Council of Educational Research) conference "Education in an Era of Risk – the role of educational research in the future. Hamburg, Germany, 3-6 Sep 2019.

Messina Dahlberg, G., Vigmo, S. & Max, C. (2019). Widening participation? (Re)searching 'openness' and 'flexibility' in the institutional pathways of participation/transitions in and across educational practices for 'marginalized groups'. Invited symposium of SIG 21 at the EARLI 2019, Thinking Tomorrow's Education: Learning from the past, in the present and for the future. 12-16 August 2019, Aachen, Germany.

2018
Messina Dahlberg. G., Bagga-Gupta, S., Vigmo, S., Montebelli, A. & Malmqvist, J. (2018). A Broader Participation? Research issues and challenges related to Transitions and Inclusion in and across educational settings (BroTIn). SIG formation proposal at the conference "Forskning om högre utbildning" March 2018, Lund, Sweden.

Subproject 1 Groups D + general

2019

Bagga-Gupta, S. (2019). Normalt språkande och medlemskap i olika livsvärldar. Om synliggörandet av vår besatthet vad gäller gränsdragning [Normal languaging and membership i different life-worlds. On making visible our obsession with demarcations]. Invited keynote at the National network meeting for teacher educators of Swedish as a Second Language. Jönköping 3-4 June 2019.

2018

Bagga-Gupta, S. & Weckström, P. (2018). DoIT sektorsövergripande samarbete i demokratins tjänst. Behovet av ett tredje perspektiv på delaktighet och inkludering [DoIT cross-sector cooperation for democracy. The need for a third perspective on participation and inclusion]. Paper at the SPARC conference "Deltagande Aktionsforskning i demokratins tjänst" [Participation action-research in the service of democracy] in Botkyrka, Stockholm 28-29 May 2018.

2017

Bagga-Gupta, Messina Dahlberg, G., & Winther, Y. (2017). Dis/enabling technologies for learning in higher education-for-all. Issues and challenges for whom? Paper at EARLI 2017, Education in the crossroads of economy and politics – Role of research in the advancement of public good. 29 August – 2 September. Tampere, Finland. http://www.earli2017.org/

Subproject 1 Groups A + D + general

2019

Bagga-Gupta, S., Messina Dahlberg, G. & Vigmo, S. (2019). Equity and social justice for whom and by whom in contemporary higher education. Mapping policies of inclusion/integration policies in the nation-state of Sweden. Praxis Symposium: Praxis in Higher Education with a focus on the Nordic Context, University of Borås, Sweden. 22-23 May 2019.

2018

Bagga-Gupta, S. (2018). On "Making the impossible possible" – Democracy and Inclusion *for* whom and *by* whom. Invited lecture at the international conference ICPQIE https://www.specped.su.se/om-oss/nyheter/intergenerational-and-comparative-perspectives-on-quality-inclusive-education-icpqie-1.375985, Stockholm University 18-20 June 2018.

Messina Dahlberg, G., Bagga-Gupta, S. & Vigmo, S. (2018). Widening participation through digitalisation? Research issues and challenges related to transitions and inclusion in and across educational settings. Paper at the Symposium: Undervisning och lärande i ett praxis-orienterat universitet [Teaching and learning in a praxis-oriented university]. Borås, Sweden. 27-28 September 2018.

Subproject 2 Group D

2019

Holmström, I. & Bagga-Gupta, S. (2019). Patient or customer? Interpretation, accessibility, and participation for deaf people in Sweden. Poster presentation at WASLI (World Association of Sign Language Interpreters), Paris, France, 15-19 July 2019.

Subproject 2 Groups A + D + general

2021

Local organising committee, *International Mobility Conference 17*: *Challenges for an inclusive society.* The conference was to take place in June 2020, but was postponed to 22-25 April 2021 due to Covid-19

2019

Organised the international symposium *Pathways to inclusive and equitable quality education for people with disabilities: cross context conversations and mutual learning,* 12th-14th February 2020, Gothenburg.

2018

Bagga-Gupta, Messina Dahlberg, G., & Winther, Y. (2018). Issues and challenges for whom in higher education-for-all? Disabling and Enabling technologies for learning. Paper at Forskning om högre utbildning [Research on higher education], Lund 15-16 May 2018. http://konferens.ht.lu.se/forskning-om-hogre-utbildning/

Subproject 2 & 3 Groups A + D + general

2018

Bagga-Gupta, S., Messina Dahlberg, G., Vigmo, S., Malmqvist, J. & Montebelli, A. (2018). A Broader Participation? Research issues and challenges related to transitions and inclusion in and across educational settings. Initiation of Speical Interest Group BroTin. At Forskning om högre utbildning [Research on higher education], Lund 15-16 May 2018. https://konferens.ht.lu.se/fileadmin/user_upload/conference/fohu/Program_20180514.pdf

Subproject 3 Group D

2018

Messina Dahlberg, G. & Bagga-Gupta, S. (2018). On the quest to "go beyond" bounded semiotic codes. Research in the Language Sciences/Deaf Studies 1997-2017. Paper in the Colloquium "Language Studies and Deaf Studies, LSDS. Theoretically framed empirical contributions on languaging across time and space", at the Sociolinguistics Symposium 22. Crossing Boarders: South, North, East, West. 27-30 June 2018. Auckland, New Zeeland.

2017

Messina Dahlberg, G. & Bagga-Gupta, S. (2017). Understanding functionality in Higher Education. Enquiring into research across disciplines in the 21st century. Paper at EARLI 2017, Education in the crossroads of economy and politics – Role of research in the advancement of public good. 29 August – 2 September 2017. Tampere, Finland.

Messina Dahlberg, G. (2017). Digital Technologies, Access and Participation: A Technification of Higher Education-for-all? Invited paper at the International Conference on Dis/Ability Communications. Perspectives and Challenges in the 21st century, ICDC – 2017. Pre-conference proceedings. Uttan, Maharashtra, India. 9-11 January 2017. Department of Communication Journalism, University of Mumbai, India & Sage Publishing, India.

Subproject 3 Groups A + D + general

2017

Messina Dahlberg, G. & Bagga-Gupta, S. (2017). Understanding functionality in Higher Education. Metaresearch across disciplines in the 21st century. Paper at EARLI 2017, Education in the crossroads of economy and politics – Role of research in the advancement of public good. 29 August – 2 September. Tampere, Finland. http://www.earli2017.org/

Subproject 3 Groups D + A + general

2017

Messina Dahlberg, G. & Bagga-Gupta, S. (2017). Understanding functionality in Higher Education. Enquiring into research across disciplines in the 21st century. Paper in the Symposium organized by S. Bagga-Gupta Participation and inclusion in educational settings. Issues and challenges. NNDR, Nordic Network on Disability Conference at Örebro, Sweden, 3-5 May. https://www.oru.se/jps/nndr2017.

Subproject 2 Groups D + A + general

2017

Bagga-Gupta, S. (2017). Analytical framings on dis/abilities, participation and inclusion. Going beyond dichotomized hegemonies in the domains of Language and Identity. Invited paper at the International Conference on Dis/Ability Communications. Perspectives and Challenges in the 21st century, ICDC – 2017. Pre-conference proceedings (55-58). Uttan, Maharashtra, India. 9-11 January. Department of Communication Journalism, University of Mumbai, India & Sage Publishing, India.

Subproject 2 Groups D + general

2017

Weckström, P. & Bagga-Gupta, S. (2017). Exploring Diversity and Dis/Ability in Theatre – Meeting Places and Conditions for Participation. Invited paper at the International Conference on Dis/Ability Communications. Perspectives and Challenges in the 21st century, ICDC – 2017. Pre-conference proceedings (25-27). Uttan, Maharashtra, India. 9-11 January. Department of Communication Journalism, University of Mumbai, India & Sage Publishing, India.

Subproject 3 general

2017

Mohan, S. & Bagga-Gupta, S. (2017). Boundaries in the areas of "Languages" and "Disabilities" in the nation-state of India. A case study of the period 1881-2016. Paper at the International Conference on Dis/Ability Communications. Perspectives and Challenges in the 21st century, ICDC – 2017. Pre-conference proceedings (23-24). Uttan, Maharashtra, India. 9-11 January. Department of Communication Journalism, University of Mumbai, India & Sage Publishing, India.

Subproject 2 Groups D + general

2016

Bagga-Gupta, S. & Maräk Leffler, J (2016). Mobalizing intersectionality through a focus on social-textual practices. Recognizing or marginalizing Sami, deaf and immigrants? Paper presentation at the g16 Gender research conference Boundaries, Mobility and Mobilization. 23-25 November, Linköping, Sweden. http://www.genus.se/g16/

Subproject 2 Groups D + A + general

2016

Bagga-Gupta, S. (2016). Att vara besatt av gränser VS länkning och kontinuum i *språkande* och *identitetande* [Our obsession with boundaries VS Chaining and continuum in *languaging* and *identiting*]. Invited keynote at the Nordic conference on Bimodal Bilingualism in signing children", 26-27 October, Trondheim, Norway. http://www.statped.no/globalassets/kurs-og-

konferanser/nordisk-konferanse/presentasjoner-2016/sangeeta-bg-13-nov-2016-artikel--keynote-nordisk-konf-3.pdf

Subproject 3 Groups D + general

2016

Bagga-Gupta, S. (2016). A third position on Language and Identity across learning sites. Democratic and equity issues for whom, where, when and why. Invited lecture at the "Language Learning Round-Table at EUROSLA 2016". 24-26 August, Jyväsklä, Finland.

Subproject 2 Group D + general

2016

Bagga-Gupta, S., Messina Dahlberg, G. & Gynne, A. (2016). Ethnography as fieldwork practice in and across physical-virtual spaces. Focusing current methodological practices. Paper in the Colloquium "Research methods as practice. Current fieldwork strategies and methodological accountings", at AAAL, 9-12 April. Orlando, USA.

Subproject 2 Group D + general

2016

Bagga-Gupta, S. (2016). Center-staging language and identity research from *earthrise* perspectives. Chasing the elusive monolingual, monocultural hegemonic human state in the global North! Plenary/Keynote at the "International conference on South Asian Languages and Literatures, ICOSAL-12". 7-9 January. Hyderabad, India.

4. Conferences and invited talks (2016 – present)

See above!

5. Grant Applications (if related to project PAL in some manner)

1. NGO facilitation of Labour Market and Entrepreneurship Experiences of Syrian Refugees to Canada and Sweden. Co-applicant Sangeeta Bagga-Gupta to the Canadian Social Sciences and Humanities Research Council. Application successful.

2. International conference *International conference Multilingualism, Diversity and Democracy.* MuDD. 2018. Main application to the Swedish Research Council. Application successful.

3. Nya samhällsrum och förändrade praktiker – en tredje position. 2018. Main applicant with Örebro Theater to Vinnova. Application not successful.

4. Identiteter, inflytande och inkludering inom ekonomiskt bistånd. Utveckling av en evidensbaserad praktik med lokal kunskapsutveckling till gagn för klienter. 2019. Co applicant Sangeeta Bagga-Gupta (main applicant Irene Josephson). Application successful.

5. Utveckling av kunskapsbaserad social välfärdspraktik. Skapandet av ett hållbart samhälle genom förebyggande arbete i öppen ungdomsverksamhet. Ansökan till pilotprojekt 2020. Main applicant Sangeeta Bagga-Gupta. FORTE. Application not successful.

6. 2021 planeras att skickas minst två ansökningar till FORTE och VR med en utvecklad tematik som avser ansökan angett ovan (nr. 5)

7. Widening participation? (Re)searching institutional pathways in higher education for transnational students – The case of Sweden and Italy (WideR). *Grant application submitted to Vetenskapsrådet, call project grant in Educational Science,* in April 2020.

8. Messina Dahlberg, G. & Vigmo, S., Surian, A. (2019). Widening participation? (Re)searching institutional pathways in higher education for "marginalised groups" (WiRe). *Grant application submitted to Vetenskapsrådet, call project grant for research on migration and integration,* in April 2019.

9. Messina Dahlberg, G. & Vigmo, S. (2019). Widening participation: Researching institutional pathways for successful transitions in higher education for transnational students" (WideR). *Grant application (project call) submitted to Riksbankens Jubileumsfond* in January 2019

10. This grant has been developed into a journal article that has now been fully accepted for publication:

    Messina Dahlberg, G. & Vigmo, S., Surian, A. (Accepted). Widening participation? (Re)searching institutional pathways in higher education for migrant students. The cases of Sweden and Italy. *Frontline Learning Research.*

11. Swedish Research Council, Conference grant, 2019. Pathways to inclusive and equitable quality education for people with disabilities: cross context conversations and mutual learning.

12. Linnaeus-Palme planning grant with Kathmandu University, 2020. Teaching and learning of and with persons with disabilities across the life span.

13. Postdoctoral grant, University of Gothenburg, 2020. *Widening the gaze on inclusive practice: re-imagining the role of special education*.

6. Related to or of theoretical and/or methodological relevance to project pal

Journal articles

2022

Bagga-Gupta, S. & Kamei, M. (2022, accepted). Lines, Liminality and Lim. Disrupting the nature of things, beings and becomings. *Bandung Journal of the Global South*.

Bagga-Gupta, S. & Rane, K. (planned submission Dec 2020). The social organization of banal learning across settings. Languaging *as* an issue of what, where, when, why and how. *Multilingual Margins*.

2020

Almén, L., Bagga-Gupta, S. & Bjursell, C. (2020). Access to and Accounts of Using Digital Tools in Swedish Secondary Grades. An Exploratory Study. *Journal of Information Technology Education: Research*. 19, 287-314. https://doi.org/10.28945/4550.

2018

Bagga-Gupta, S. & Messina Dahlberg, G. (2018). Meaning-making or heterogeneity in the areas of language and identity? The case of translanguaging and nyanlända (newly-arrived) across time and space. *International Journal of Multilingualism*. 15(4), 383-411. https://doi.org/10.1080/14790718.2018.1468446

Bagga-Gupta, S. (2018). Going beyond "single grand stories" in the Language and Educational Sciences. A turn towards alternatives. Special issue: "Language Across Disciplines". *Aligarh Journal of Linguistics*. 8, 127-147. http://urn.kb.se/resolve?urn=urn:nbn:se:hj:diva-42343

Bagga-Gupta, S. & Rao, A. (2018). Languaging in digital global South-North spaces in the twenty-first century: media, language and identity in political discourse. *Bandung: Journal of the Global South*. 5(3), 1-34. https://rdcu.be/NbDk

2016

Gynne, A., Bagga-Gupta, S. & Lainio, J. (2016). *Practiced* linguistic-cultural ideologies and educational policies. A case study of a "bilingual Sweden Finnish School". *Journal of Language, Identity and Education*. 15(6). 329-343. http://dx.doi.org/10.1080/15348458.2016.1217160

Books

2022

Bagga-Gupta, S. Ed. (2022). *Bandung: Journal of the Global South*. Double Special Issue theme: Languaging, Diversity and Democracy. Contemporary issues of participation and ways-of-being across the global North-South.

2019

Bagga-Gupta, S., Messina Dahlberg, G. & Lindberg, Y. (Eds.). (2019). *Virtual Sites as Learning Spaces. Critical issues on languaging research in changing eduscapes in the 21st century*. London: Palgrave Macmillan. https://link.springer.com/book/10.1007/978-3-030-26929-6.

Peer-reviewed book chapters

2021

Bagga-Gupta, S. (accepted, 2021). Circulating discourses in the places and spaces of planet earth. On loitering and a mobile gaze in the Language Sciences. In Deumert, A. & Makoni, S. (Eds.).

From Southern Theory to Decolonizing Sociolinguistics – Voices, Questions and Alternatives. Cleveland: Multilingual Matters.

Bagga-Gupta, S. (accepted, 2021). On Naming Traditions. *Losing sight* of communicative and democratic agendas when language is *loose* inside and outside institutional-scapes. In Kaiper, A., Mokwena, L. & Makoni, S. Eds. *Handbook of Language and Southern Theory*. New York: Routledge.

Bagga-Gupta, S. (accepted, 2021). RE. Vocabularies we live by in the Language and Educational Sciences. In Severo, C, Makoni, S, Abdelhay, A, & Kaiper, A. (Eds.). Language and Higher Education in the Global South: Emerging technological, ideological and theoretical approaches. New York: Routledge.

2019

Bagga-Gupta, S. (2019). Learn*ing* Languag*ing* matters. Contributions to a turn-on-turn reflexivity. In S. Bagga-Gupta, A. Golden, L. Holm, H. P. Laursen & A. Pitkänen-Huhta (Eds). *Reconceptualizing Connections between Language, Literacy and Learning*. (103-125). Rotterdam: Springer.

Bagga-Gupta, S. & Messina Dahlberg, G. (2019). On Epistemological Issues in Technologically Infused spaces. Notes on Virtual Sites for Learning. In Bagga-Gupta, S., Messina Dahlberg, G. & Lindberg, Y. (Eds.). *Virtual Sites as Learning Spaces. Critical issues on languaging research in changing eduscapes in the 21st century*. (3-25). London: Palgrave Macmillan.

Bagga-Gupta, S., Laursen, H.P. & Golden A. (2019). Bridging Language, Literacy and Learning. In S. Bagga-Gupta, A. Golden, L. Holm, H. P. Laursen & A. Pitkänen-Huhta (Eds). *Reconceptualizing Connections between Language, Literacy and Learning*. (15-32). Rotterdam: Springer

2017

Bagga-Gupta, S. (2017). *Languaging* and Isms of reinforced boundaries across settings: Multidisciplinary Ethnographical Explorations. In D. J. Rivers & K. Zotzmann (Eds.) Volume 11 Series Language and Social Life. *-isms of Oppression in Language Education*. (203-229). Berlin: Mouton de Gruyter.

Bagga-Gupta, S., Feilberg, J., & Hansen, A. L. (2017). Many-ways-of-being across sites. Identity *as* (inter)action. In S. Bagga-Gupta, A. L. Hansen & J. Feilberg (Eds.) *Identity revisited and reimagined. Empirical and theoretical contributions on embodied communication across time and space*. (5-23). Rotterdam: Springer.

Bagga-Gupta, S. & St John, O. (2017). Making complexities (in)visible: Empirically-derived contributions to the scholarly (re)presentations of social interactions. In S. Bagga-Gupta (Ed.) *Marginalization Processes across Different Settings. Going beyond the Mainstream*. (352-388). Newcastle-upon-Tyne: Cambridge Scholars Publishing.

Peer-reviewed conference contributions and international/national keynotes

2020

Bagga-Gupta, S. (2020). Digital Media Landscapes through Decolonial lenses. Troubling understandings of the nature of communication and identity. Invited keynote. Conference Emerging Styles of Communication and Storytelling in a Digital Media Landscape. Usha Pravin Gandhi College of Arts, Science and Commerce, Mumbai, India. 7 March 2020.

2019

Bagga-Gupta, S. (2019). A Second Wave of Southern Perspectives. On the situated and distributed nature of named languages, named cultures and named identities. Invited keynote. GEReSH-

CAM. Governance et Emergence de la Recherche en Sciences Humaines au Cambodge. Cambodia. 16-18 Oct 2019.

Bagga-Gupta, S. (2019). Making visible and going beyond "single academic stories" in the Language and Educational Sciences. A turn towards alternatives. Paper in the symposium "Southern Theories". The Annual Conference of the International Association for the Integrationist Study of Language and Communication: Integrationism and Philosophies of Language: Emerging Alternative Epistemologies in the Global North and the Global South". Pen State University, USA. 30 Aug – 2 Sep 2019.

Bagga-Gupta, S. (2019). Researching 21st century institutional trajectories. Challenges of going beyond 20th century educational concepts. Paper in the EARLI SIG 21 invited symposium "Widening participation? (Re)searching 'openness' and flexibility' in the institutional pathways of participation/transitions in and across educational practices for 'marginalized groups'. EARLI, Achen, Germany, 12-16 Aug 2019.

Bagga-Gupta, S. (2019). Quality and equity in global academic publishing for whom, by whom and other sticky issues. Invited commentary in EARLI SIG 25 Invited Symposium "How can peer reviewing be made fair for all theoretical frameworks in EARLI and beyond? EARLI, Achen, Germany, 12-16 Aug 2019.

Bagga-Gupta, S. (2019). Hållbar Forskning. Kunskapsregimer och kunskapsmångfald [Sustainable Research. Knowledge regimes and knowledge diversity]. Paper at the SPARC conference "Deltagande Aktionsforskning och kunskapsdemokratin" [Participation action-research in the service of democracy] Stockholm 24 May 2019

Bagga-Gupta, S. & Rao, A. (2019). Languaging features and identity-positionings in contemporary socialmedia: A contrastive analysis between global South-North spaces. Paper at the conference MuDD (Multilingualism, Diversity and Democracy). Jönköping University, Sweden 8-10 April 2019.

Bagga-Gupta, S. (2019). Academic Social Responsibility. On thinking freely and recognizing alternatives. Invited keynote at the 6th International Media Summit. Media Integrity. 14-16 Feb 2019, Mumbai, India.

2018

Bagga-Gupta, S. (2018). Making visible and going beyond "single academic stories" in the Language and Educational Sciences. A turn towards alternatives. Keynote at the international conference Linguistics Across Disciplines (LAD) Aligarh University, Aligarh, India. 2-4 November 2018.

2016

Bagga-Gupta, S. (2016). What, where, when, why and for whom is Language? Democratic and equity issues inside and outside school. Invited lecture in the stream "Research" at the Scandinavian conference "Languages go far in the North" [Språk så in i Norden]. 18-19 April, Stockholm.

Bagga-Gupta, S. (2016). Invited lecture at the Faculty Development Annual Day ANUBHAV-16. "Research *AS* activity and epistemologies. Knowledge cultivation for whom, how and for what purpose?". KC College, Mumbai University. 16 January.