

CURRICULUM VITAE

Andrea Kárpáti , Professor of Education, UNESCO Chairholder

Education:

Institution [Date from - Date to]	Degree(s) or Diploma(s) obtained:
Hungarian Academy of Sciences 2002	Doctor Scientiarum Academiae, scientific degree in Education awarded by the Hungarian Academy of Sciences
Hungarian Academy of Sciences 1988	Candidatus Scientiarum - scientific degree in Education awarded by the Hungarian Academy of Sciences, equivalent of PhD
Eötvös Loránd University, Faculty of Arts 1978-80	Doctoral Scholarship
Eötvös Loránd University, Faculty of Arts 1973-1978	M. A. in Art History and M. A. in English Language and Literature

Membership of professional bodies:

- Executive Board member, EDEN (European Distance Education Network (2006-2010))
- Executive Board member, EARLI (European Association of Research on Learning and Instruction (2001-2004))
- Vice President, InSEA (International Society for Education Through Art / UNESCO) (1996-2002), member of the InSEA World Council, (1990-1995)
- Member of UNITWIN – Network of UNESCO Chairs (2001-...)
- Executive Board Member, UNESCO Commission, Hungary (Vice Chair for Education (1996—2001, 2006-2008) member of the Executive Committee (2002-...))
- National Representative, European Union, Division of Education and Culture, Future Objectives Expert Group C, “ICT in Education” (2003-2005)
- National Representative for Education and Information Technology, IFIP (International Federation of Information Processing) (2003-2007)
- President of the Subcommittee for ICT in Education of the Educational Committee of the Hungarian Academy of Sciences. (2001-...)
- Member, AERA (American Educational Research Association)
- Member, NAEA (National Arts Education Association), USA

Prizes and professional recognitions:

USA, National Arts Education Association Edmund Ziegfeld International Research Award (2002)

Knights' Cross Medal of the Republic of Hungary (a state distinction) (2005)

Minister of Education's Kis Árpád Prize for Research Excellence (1998)

Széchenyi Research Scholarship (1998-2001, 2002-2005)

Life Achievement Award of the Hungarian Art Educators' Association (2001)

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Undergraduate and post graduate courses taught

- Comparative Education
- Theory of Education
- Information and Communication Technologies in Education
- Child Art / Visual Skills Development
- Modern Media in Art education
- History and Theory of Art and Design Education

Present position:

- Head, UNESCO Centre for ICT in Education, Eötvös Loránd University
- Head of the Ph.D. Sub-Programme, "Information Technology and Educational Research"
- Founding member of the Institute for Teacher Training, Hungarian Academy of Crafts and Design

Publications: (see list attached)

- Author of more than 80 peer reviewed international journal publications and book chapters in English, German, French, Japanese and Spanish
- Editor and co-author of 3 volumes of studies in English and German
- Guest editor of three special issues of international journals and 3 volumes of studies in English and German
- Author of 12 books and 35 studies and editor of 2 series of teacher training manuals in Hungarian

Editorial board membership:

- Member of the Editorial Board of *Learning, Media & Technology* (previously: (Education, Communication, Information) – an international journal by Taylor and Francis
- Member of the Editorial Consulting Boards of the *Journal of Art and Design Education* (published by Routledge)
- Member of the Editorial Board of *European Journal of Open and Distance Learning* (EURODL)
- Member of the Editorial Board of *LNCS Transactions on Edutainment*
- Member of the Editorial Board of the *Hungarian Journal of Education* (a national research journal published by the Hungarian Academy of Sciences).

Language skills: Indicate competence on a scale of 1 to 5 (1 - excellent; 5 - basic)

Language	Reading	Speaking	Writing
Hungarian	Mother tongue		
English	1	1	1
German	1	1	1
French	2	2	2
Russian	3	3	3

MAJOR INTERNATIONAL, ONGOING RESEARCH PROJECTS

KP-Lab – Knowledge – Practice Laboratory

Project home page: <http://www.kp-lab.org>

KP-Kab – Knowledge Practice Laboratory	IST eContent 4	KP-Lab; 027490	2006-2011
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Function in the project: Leader, Hungarian research team, member of Work package 9, Teacher education

KP-Lab focuses on creating a learning system aimed at facilitating innovative practices of sharing, creating and working with knowledge in education and workplaces. The project aims at developing theories, tools, and practical models that enhance deliberate advancement and creation of knowledge as well as transformation of knowledge practices. The essential way of developing the collaborative technologies is a co-evolution process of researchers, technological developers and users. Therefore, the design principles are the following: 1. Organizing activity around collaborative advancement of knowledge artefacts, 2. "Symmetric knowledge advancement" around authentic problems, 3. Deliberate transformation of knowledge practices, 4. Co-evolution of tools, social practices, and agents.

KP-Lab involves design experiments and longitudinal studies in educational institutions and professional organizations. The technology builds on emerging technologies, such as semantic web, real-time multimedia communication, ubiquitous access using wireless devices, and inter-organisational computing. The technologies will be mostly based on open source technology. The first three years will be a research and development phase, and the two last years will be a dissemination and exploitation phase. The consortium is planned to represent different expertise. Researchers representing both pedagogy and psychology define and investigate the models of tools and practices; researchers of technology investigate and develop the technological solutions; enterprises offer authentic environments for investigation and they also participate in the development of technological tools, and institutions representing end-users participate in the co-evolutionary processes.

Calibrate - Calibrating e-Learning in Schools

CALIBRATE	IST eContent 4	028025	2005-2007
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Project home page: http://calibrate.eun.org/ww/en/pub/calibrate_project/home_page.htm

Function in the project: Leader, Work package 4, Validation

CALIBRATE () is a 30-month project (October 2005 – March 2008) co-ordinated by European Schoolnet (EUN) and supported by the European Commission's Information Society Technologies Programme (IST). The key aim of the project is **to support the collaborative use and exchange of learning resources in schools** by allowing teachers to access resources in a federation of learning repositories supported by six Ministries of Education (Austria, Estonia, Hungary, Lithuania, Poland and Slovenia). CALIBRATE is also strategically important as it will help **provide the framework for a New European Learning Resource Exchange (LRE)** that will be launched by the EUN in 2006.

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Teachers participating in the project will be able to search for learning resources in this network of linked repositories via a CALIBRATE portal, the first operational version of which was launched in September 2006. Also included in the portal will be a new 'learning toolbox' for teachers. This collaborative learning environment will allow teachers and pupils to develop community-driven learning content repositories and also to carry out collaborative learning activities using both content developed by the schools themselves and resources found using the CALIBRATE system. Information, support and advice will also be provided, culminating in the development of a manual for teachers that will include international examples of good practice on how schools taking part in the project have used the portal for collaborative learning.

Piloting EPICT, a new e-learning course for teachers on ICT in education in Hungary

Project home page: <http://www.epict.org/>

2005-2006 <i>EDC 22210</i>	<i>EPICT</i> - Adapting the European pedagogical ICT Licence	EU eContent Program
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Function in the project: member of the International EPICT Consortium, leader of the Hungarian EPICT research and development team.

EPICT - The European Pedagogical ICT Licence is a comprehensive, flexible and efficient in-service training course introducing a European quality standard for the continued professional development of teachers in the pedagogical integration of information, media and communication technologies (ICT) in education. EPICT comprises content, method, technology and processes, all of which are controlled internationally by the EPICT Group and nationally by the EPICT country, enabling the national environment to obtain both recognition and accreditation for its professional development.

EPICT combines pedagogical knowledge of ICT integration with basic ICT skills training. The basic philosophy is that when upgrading teachers, one without the other makes the training useless.

The training course is realized through blended, flexible learning where the methodology applied is team-based and involves process-oriented learning, problem-based learning, collaboration activities and team-based assessment. Thus the Pedagogical ICT Licence is a course concept that offers teachers basic ICT skills on a personal and a professional level through focusing on the pedagogical integration of ICT in the teaching practice.

Content of the European Pedagogical ICT Licence	
Compulsory modules	Optional modules (select 4)
<ul style="list-style-type: none"> • Using the Internet and Internet resources, search and evaluate data • Writing electronically • Communicating electronically • School innovation 	<ul style="list-style-type: none"> • Using digital images • Using spreadsheets • Using presentations • Producing educational websites • A head start with databases • Models and simulations • Layout and dtp • Educational software • ICT and learning styles • ICT and reading (special needs) • ICT as a compensatory tool (special needs) • Games and learning

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The course requires PC and internet access and a degree in education. As all tasks and exercises are closely connected to school practice, it is important that all group members were employed in education during the course. Four compulsory and four optional modules have to be learnt. Knowledge and skills are tested through group based, collaborative tasks realised in the authentic setting of the school of the participants. Technical and educational support is provided by the facilitator assigned to the group, a practicing teacher with high level ICT skills trained to mentor online. Focal points of the course are:

1. The role of ICT in the realisation of new educational paradigms
2. Development of ICT competencies of teachers
3. Planning for computer-supported learning
4. Usage of digital tools, teaching aids and resources
5. Use of ICT in school management and communication

The course has been in use in 12 countries worldwide (among them, Australia and 6 African countries, cf. [www. Epict.org](http://www.Epict.org)) and is currently been piloted and accredited in Hungary and Great Britain.

Participants of the pilot course for EPICT in Hungary are 130 primary and secondary teachers.

NEMED – Network of Multigrade Schools in Europe

Project home page: <http://www.nemed-network.org/>

2005-2007 114323 - CP -1-2004-1- GR - COMENIUS – C3PP	<i>NEMED – ICT in Multigrade Schools - (Work Package Team Member, Teacher Training)</i>	EU SOCRATES / MINERVA Alaprogram
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Function in the project: Leader, ICT in Education Work Package

NEMED (NEtwork of Multigrade Education) is a trans-national network supported by the Comenius 3 Action of the Socrates Programme of the European Union. NEMED brings together educationalists and researchers from ten European countries, who share an interest in researching, enhancing and supporting Multigrade education, in their countries and at the European level.

Multigrade schools play an important role in providing access to 'Education for All' in many parts of the world – both developing and industrialised. In Multigrade schools, teachers work with more than one curriculum grade at the same time in the same class. They are also more than a reality in primary education in many parts of Europe, arising through necessity rather than choice. Their role is crucial, as they provide isolated communities in remote and disadvantaged areas with pedagogy and community service of good standards. Nevertheless, due to geographical peculiarities and other socio-economic oddities, Multigrade schools typically constitute a neglected aspect of education systems.