

Jean Monnet Programme – Unilateral projects



Reference number <i>To be completed by the Agency</i>	
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APPLICATION FORM

Programme	Lifelong Learning Programme		
Sub- programme	Jean Monnet Programme, Key Activity 1		
Call for Proposals	EACEA/18/2011		
Action type	Information and Research Activities for "Learning EU at School"		
Deadline for submission	15 September 2011		
Project title	<p><b>Expanding Horizons</b></p> <p>(Teachers' toolkit for teaching EU-studies at different level of education )</p>		
Project title in English (if appropriate)	<p><b>Expanding Horizons</b></p> <p>(Teachers' toolkit for teaching EU-studies at different level of education )</p>		
Application Language	<input checked="" type="radio"/> English	<input type="radio"/> French	<input type="radio"/> German

<b>Part A. Identification of the Applicant</b>
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A.1 ORGANISATION			
Legal name of organisation	<i>Nyugat- magyarországi Egyetem, Savaria Egyetemi Központ</i>		
Translation in English, if necessary	<i>University of West Hungary, Campus Savaria</i>		
Legal Address (Street and Number)	<i>BAJCSY-ZSILINSZKY STR. 4.</i>		
Postcode	9400	City	Sopron
Region	Győr- Moson- Sopron Megye		
Country	Hungary		
Website	<a href="http://www.nyme.hu/">http://www.nyme.hu/</a>		

A.2. PERSON AUTHORISED TO REPRESENT THE ORGANISATION IN LEGALLY BINDING AGREEMENTS (Legal representative of the applicant organisation)			
Title	Prof. Dr.	First name	Sandor
Surname	Farago	Mandatory	<input checked="" type="radio"/> Male <input type="radio"/> Female
Position	rector		
Address (if different from the address provided in section A.1)			
Postcode	9400	City	Sopron
Region			
Country			
Telephone 1	+36 / 99/ 518-100	Telephone 2	++ /
Fax	+36 / 99/ 518-100		
Email	<a href="mailto:rectoro@nyme.hu">rectoro@nyme.hu</a>		

A.3. PERSON RESPONSIBLE FOR THE MANAGEMENT OF THE APPLICATION (Academic coordinator)			
Title	Ms.	First name	Agnes
Surname	Nemeth Toth	Mandatory	<input type="radio"/> Male <input checked="" type="radio"/> Female
Department	Department of Education		
Position/Grade/Category	Associate Professor		
PhD Title	<input checked="" type="radio"/> Yes <input type="radio"/> No	Accredited to supervise doctoral theses?	<input type="radio"/> Yes <input type="radio"/> No
Address	Karolyi G. sgr. 4.		
Postcode	9700	City	Szombathely
Country	Hungary		
Telephone 1	+36 / 94/ 504- 442	Telephone 2	++ /
Fax	+36 / 94/ 504- 404	Website	<a href="http://www.bdf.hu/tmk/pdgi/default.aspx">http://www.bdf.hu/tmk/pdgi/default.aspx</a>
Email	<a href="mailto:tagnes@mnsk.nyme.hu">tagnes@mnsk.nyme.hu</a>		

**Part B. Organisation and Activities**

B.1 STRUCTURE		
Legal Status	<input type="radio"/> Private	<input checked="" type="radio"/> Public
	<input type="radio"/> For profit	<input type="radio"/> Not for profit
Type of organisation	<input checked="" type="radio"/> University	<input type="radio"/> Association
	<input type="radio"/> Non University Higher Education	<input type="radio"/> Higher Education Research Centre

B.2 OBJECTIVES AND ACTIVITIES OF THE ORGANISATION
Please provide a short presentation of your organisation (key activities, affiliations etc.) relating to the domain covered by the project. <i>Max 1000 characters</i>
Our Campus (NYME- SEK) is a significant higher education institution in the Western Transdanubian region of Hungary. With a history of over 50 years, higher education in Szombathely has given thousands of highly trained professionals to the fields of education, science, and public administration alike. The main profile of the Campus is teacher education and training. It has three different faculties with 27 BA and 24 MA level courses we also have <a href="#">25 different adult trainings</a> . The Institute of Pedagogy & Psychology, which employs six scientifically qualified lecturers, has established cooperation with several universities within Europe. We believe that our psycho-pedagogical trainings are adequate to improve the modern <a href="#">research-based methodological awareness</a> of practicing teachers in order to demonstrate our experience in teaching, research and educational activities on European integration issues. For this reason, the following Jean Monet LLP project will be realised in the frame of a professional cooperation with the Institute for International and European Studies.

B.3 OTHER EU GRANTS			
<i>Details of projects in which your organisation has participated with the financial support of any EU Programme in the last three financial years.</i>			
Programme or initiative	Identification/contract number	Contracting Organisation	Title of the Project
<i>New lines can be added</i>			
<i>Details of other applications submitted under the 2011 LLP Call for proposals in which your organisation is involved.</i>			
Sub-Programme/Action	Title of the Project	Applicant Organisation	
<i>New lines can be added</i>			

**Part C. Description of the project**

**C.1 SUMMARY OF THE PROJECT**

For successful applications, this section will be reproduced, as presented below, in project compendia, etc. You should therefore ensure that it is carefully prepared and gives an appropriate overview of your project including:

- The reason for the project and its objectives
- A concise description of the outputs, results and / or products
- The impact envisaged.

*Max 1000 characters*

Our aim is to raise the level of general knowledge of the European Union with a teachers' toolkit made by interdisciplinary cooperation between university institutes & public education.

For this reason, we are providing new e-learning materials for students & teaching tools for practicing teachers in order to adapt 11 new (EU) modules in the daily teaching plans.

*Outputs of the project are:*

- in-service training for practicing teachers & university students
- local & international seminars and conference
- interactive teaching materials & tools (toolkit) for EU-studies in universities & public education
- research database on EU-studies in Western Hungary
- professional publications
- website (how to teach EU-studies in universities or public education?) included --e-journal for teachers
- media events

*The impact is envisaged in*

- two institutes of a university (20 professors, researchers & lecturers; 200 university students preparing to become teachers)
- 40 schools of public education (120 teachers, 10-20.000 students & 10-15.000 families)
- 30 regional stakeholders in different towns & villages of VAS county

**C.2 Discipline**

Please tick only one box

<input type="radio"/> EU Historical Studies	<input type="radio"/> EU Legal Studies	<input type="radio"/> EU Communication and Information Studies
<input type="radio"/> EU Political and Administrative Studies	<input type="radio"/> EU International Relations and Diplomacy Studies	<input type="radio"/> EU and Comparative Regionalism Studies
<input type="radio"/> EU Economic Studies	<input type="radio"/> EU Intercultural Dialogue Studies	<input type="radio"/> EU Interdisciplinary Studies

**C.3 LIFELONG LEARNING GENERAL OBJECTIVES ADDRESSED**

Please identify, if relevant, which of the Objectives of the Lifelong Learning Programme this application addresses by ticking the appropriate boxes.

LLP-Obj-a	to contribute to the development of quality lifelong learning and to promote high performance, innovation and a European dimension in systems and practices in the field;	<input type="radio"/>
LLP-Obj-b	to support the realisation of a European area for lifelong learning;	<input type="radio"/>

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LLP-Obj-c	to help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within Member States;	<input checked="" type="radio"/>
LLP-Obj-d	to reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment;	<input type="radio"/>
LLP-Obj-e	to help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit;	<input type="radio"/>
LLP-Obj-f	to contribute to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic background;	<input checked="" type="radio"/>
LLP-Obj-g	to promote language learning and linguistic diversity;	<input type="radio"/>
LLP-Obj-h	to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning;	<input checked="" type="radio"/>
LLP-Obj-i	to reinforce the role of lifelong learning in creating a sense of European citizenship based on understanding and respect for human rights and democracy, and encouraging tolerance and respect for other peoples and cultures;	<input checked="" type="radio"/>
LLP-Obj-j	to promote co-operation in quality assurance in all sectors of education and training in Europe;	<input checked="" type="radio"/>
LLP-Obj-k	to encourage the best use of results, innovative products and processes and to exchange good practice in the fields covered by the Lifelong Learning Programme, in order to improve the quality of education and training.	<input type="radio"/>

<b>C.4 JEAN MONNET PROGRAMME OPERATIONAL OBJECTIVES ADDRESSED</b>		
Please identify, if relevant, which of the Objectives of the Jean Monnet Programme this application addresses by ticking the appropriate boxes.		
JEA-OpObj-1	To stimulate excellence in teaching, research and reflection in European integration studies in higher education institutions within and outside the European Union	<input checked="" type="radio"/>
JEA-OpObj-2	To enhance knowledge and awareness among specialists academics and among European citizens generally of issues relating to European integration	<input type="radio"/>

<b>C.5 PERTINENCE OF THE PROJECT IN VIEW OF THE SPECIFIC PRIORITIES SET IN THE CALL FOR PROPOSALS</b>		
Please identify, if relevant, which of the Specific Jean Monnet priorities of the 2011 call for proposals this application addresses by ticking the appropriate boxes.		
Information and Research Activities	<input checked="" type="checkbox"/> involving higher education institutions, institutions and/or associations demonstrating evident experience in teaching, research and educational activities on European integration issues	
Please explain how you address the priorities selected above <i>Max 2000 characters</i>		
<p>During the project life, we are going to focus on <u>four different points of view</u> such as</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> giving the most modern contents of EU-integration studies &amp; pedagogy</li> <li><input checked="" type="checkbox"/> using the most modern teaching &amp; research methodology &amp; tools</li> <li><input checked="" type="checkbox"/> involvement of the widest range of participants in research and development activities</li> <li><input checked="" type="checkbox"/> informing the widest population of the citizens about the project events included education authorities</li> </ul> <p>Achieving the goals, we shall have interdisciplinary cooperation between <u>two university institutes</u> (Institute of Education &amp; Institute for International and European Studies) and professional cooperation between <u>higher education, public education and regional educational authorities</u>.</p> <p>Our planned project is aspired to teach EU Interdisciplinary Studies to <u>university students</u> who become teachers in the near future as well as <u>graduated teachers</u> who are participants of our researches and in-service trainings. University students and pupils in public education, including pupils with special educational needs will also be addressed by the help of local authorities. They join the project to help developing learning modules on EU integration studies in order to create a sense of <u>European citizenship based on understanding and respect for human rights and democracy, and encouraging tolerance and</u></p>		

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respect for other people and cultures.

Researches planned in the project will be realised with the contribution of university professors, practicing teachers & university students while learning modules for public education will be developed and tested by professors at the university and practicing teachers in public education. This is to stimulate their excellence in teaching, research and reflection in European integration studies in public and higher education institutions.

Participants, selected for the trainings will be only partly needed to attend a full-class learning group because their courses will be created with the most modern learning methods such as e-learning & distance learning. These features are more attractive than daily class learning in adult education and at the same time it provides more opportunities for lifelong learning, making it more accessible.

### C.6 TIMING OF THE PROJECT

Please indicate the total duration of the project.

For Information and Research Activities for "Learning EU at School", the projects activities must start between 1 December 2011 and 31 January 2012. The maximum duration of projects is 12 months.

Start date	01.12.2011.
End date	01.12.2012.

**Part D. Technical Capacity**

<b>D.1 SKILLS AND EXPERTISE OF KEY STAFF INVOLVED IN THE PROJECT</b>	
Please provide the names of the key staff members and indicate for each his/her expertise relevant to the implementation of the project and the role to be undertaken in the project	
Name	Summary of relevant skills and experience (Limit 750 characters per person)
<p>Agnes N.Toth Ph.D.</p> <p>Academic coordinator of the project; member of teaching staff; module leader of research activities</p>	<p>Qualified primary school teacher &amp; expert of public education with having 17 years teaching experience in teacher education &amp; social science researches. Her name is linked to the curricula accreditation of Master level teacher education at the Campus. She is responsible for five different adult trainings for practicing teachers to get further qualification.</p> <p>Lectures and seminars at various Universities, such as University of Salerno/Italy; Selcuk University Konya/Turkey; Universidade Fernando Pessoa Porto/Portugal; Ataturk University Erzurum/Turkey;</p> <p>Role in the project is manager, as an experienced contributor in several national and international projects such as Grundtvig, Comenius &amp; Cedefop; Responsible for <u>research and publication activities in the project.</u></p>
<p>Prof. Dr. Ferenc Miszlivetz</p> <p>Chair of the project</p> <p>member of teaching staff; module leader of EU studies</p>	<p><i>Prof. Miszlivetz, Director of ISES, Jean Monnet Chair, is a university professor. Among many professional activities, he was a research expert of Notre Europe Research Institute, Paris, France; member of the Reflection Group at the European University Institute headed by Jacques Delors and Jean-Luc Dehaene; member of the Screening Committee, Global Security and Cooperation Research Program launched by the Social Science Research Council, New York. He has an international reputation for research, teaching and publication on the European construction, civil society and transition in Central Europe. He is a scientific adviser at the Institute of Political Science, Hungarian Academy of Sciences. Through his leadership ISES was awarded a JM Centre of Excellence in 2001.</i></p> <p><u>Responsible for the module of EU studies in the project and proof-reader of its products.</u></p>
<p>Ildiko K. Szabo Ph.D.</p> <p>member of teaching staff; module leader of the dissemination activities</p>	<p>Qualified primary school teacher with having 10 years teaching experience in teacher education &amp; social science researches. She is responsible for five different master courses in social science such as inter &amp; multicultural education or qualitative evaluation in public education.</p> <p>Role in the project is a teaching staff member &amp; responsible for <u>group organization &amp; course accreditation activities.</u></p>
<p>Csilla Kiss Ph.D.</p> <p>member of teaching staff; module leader of international activities</p>	<p>Qualified teacher of English with having 14 years teaching experience in higher education &amp; political science. She is responsible for five different courses in political science such as Introduction to European Studies; The Foreign Policy of the European Union; The EU and East-Central Europe</p> <p>Role in the project is a <u>teaching staff member of EU-studies &amp; leader of international activities (workshops; conference).</u></p>
<b>D.2 ASSESSMENT OF THE ACADEMIC PROFILE OF KEY STAFF MEMBERS</b>	
The following mandatory information should be provided for each academic key staff member (in particular for the proposed Chair holder or academic coordinator of the academic activity):	
<ul style="list-style-type: none"> <li>§ A curriculum vitae</li> <li>§ A recent list of all relevant publications (where appropriate)</li> <li>§ The 6 most relevant publications (the title and an abstract/short summary for each publication, including year of publication and for articles, the name of the review/journal in which the article appears)</li> <li>§ The 3 most relevant/recent teaching experiences (the title and a short summary of the content of the teaching course including the name of the organisation in which the course is delivered) - <i>not applicable to proposals for Associations of Professors and Researchers and Information and Research Activities</i></li> </ul>	



## Europass Curriculum Vitae

### Personal information

Surname(s) / First name(s) **Agnes N. Toth Ph.D.**  
Address **33/b Fenyves str.  
H-8431 Bakonyszentlászló  
Hungary**  
Mobile **+3630 9594572**  
Fax(es) **+3688 465429**  
E-mail(s) **[lagnes@mnsk.nyne.hu](mailto:lagnes@mnsk.nyne.hu)**  
Nationality **Hungarian**  
Date of birth **04/04/1959**  
Gender **Female**



Desired employment /  
Occupational field **Teaching professional**

### Work experience

Dates **01/09/1977 - 31/08/1978**  
Occupation or position held **Primary School**  
Main activities and responsibilities **Free time teacher**  
Name and address of employer **Primary School  
Balatonfőkajár (Hungary)**  
Type of business or sector **Education**  
Dates **01/09/1978 - 31/08/1985**  
Occupation or position held **Foster Home Teacher**  
Main activities and responsibilities **Free time organising for students after the school**  
Name and address of employer **Foster Home (Gyermekváros)  
2153 Fot (Hungary)**  
Type of business or sector **Education**  
Dates **01/09/1985 - 31/08/1994**  
Occupation or position held **Teaching professional**  
Main activities and responsibilities **Teaching of students with learning disabilities**  
Name and address of employer **Elementary School  
8431 Bakonyszentlászló (Hungary)**  
Type of business or sector **Education**  
Dates **01/09/1994 →**  
Occupation or position held **Associate professor**  
Main activities and responsibilities **Teaching didactic and special pedagogy**



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Name and address of employer [University of West Hungary](#)  
[Károlyi Gáspár, 9700 Szombathely \(Hungary\)](#)

Type of business or sector [Higher education](#)

Dates [01/09/2005 →](#)

Occupation or position held [Teacher of Adult Education](#)

Main activities and responsibilities [Teaching; training \(group dynamic; learning methodology\)](#)

Name and address of employer [Vas Megyei TIT, HU- Szombathely, Kőszegi u.2.](#)

Type of business or sector [Adult Education](#)

### Education and training

Dates [01/09/1981 - 15/06/1985](#)

Title of qualification awarded [Teacher of disabled children](#)

Principal subjects / occupational skills covered [Anatomy; Psychology; Pedagogy;](#)

Name and type of organisation providing education and training [Bárczi Gusztáv Teacher Training College](#)  
[Bethlen G. sqr., Budapest \(Hungary\)](#)

Level in national or international classification [Bsc](#)

Dates [01/09/1990 - 15/06/1993](#)

Title of qualification awarded [Lecturer of Pedagogy](#)

Principal subjects / occupational skills covered [Psychology; Pedagogy; Research methodology;](#)

Name and type of organisation providing education and training [Eötvös Lorand University](#)  
[Ajtósi Dürer, Budapest \(Hungary\)](#)

Level in national or international classification [Msc](#)

Dates [01/09/1998 - 15/06/2002](#)

Title of qualification awarded [Ph.D. degree](#)

Principal subjects / occupational skills covered [Special Education; Research methodology](#)

Name and type of organisation providing education and training [Eötvös Lorand University](#)  
[Kazinczy Ferenc, Budapest \(Hungary\)](#)

Level in national or international classification [Ph.D.](#)

### Personal skills and competences

Mother tongue(s) [Hungarian](#)

Other language(s)

Self-assessment

European level (\*)

English

German

Russian

Understanding				Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production			
B2	Independent user	C1	Proficient user	C1	Proficient user	C1	Proficient user	C1	Proficient user
A2	Basic User	A1	Basic User	A2	Basic User	B1	Independent user	A1	Basic User
A1	Basic User	A1	Basic User	A1	Basic User	A1	Basic User	B1	Independent user

(\*) [Common European Framework of Reference \(CEF\) level](#)

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Social skills and competences	- Team working; - Good ability to adapt to multicultural environments, gained through my work experience abroad (University of Salerno/Italy); - Good communication skills gained through my experience as supervisor (Grundtvig LLP; Comenius School Partnership).
Organisational skills and competences	- Leadership (currently responsible for a team of 6 people); - Sense of organisation; - Good experience in project or team management.
Technical skills and competences	Good command of quality control processes
Computer skills and competences	- Good command of Microsoft Office™ tools (Word™, Excel™, Smart Notebook and PowerPoint™);
Driving licence(s)	B

### Additional information Research activities in last ten years:

1. Nationwide representative research „Children with learning difficulties in elementary schools of Hungarian villages“ Hungarian Scientific Academy 1998- 2002
2. Curricula development for adult education, Berzsenyi Daniel Teacher Training College 2000
3. Inclusive education of children with learning difficulties, Hungarian Scientific Academy 2000-2001
4. Optional curricula developing for the special schools, Ministry of Education, Budapest 2001
5. University students' approaches toward the integration of special educational needs, Berzsenyi Daniel Teacher Training College 2004
6. Practising teachers' attitudes toward the SEN University of West Hungary 2007
7. Know how of women learning (Six countries wide project), Grundtvig Foundation of EU 2008
8. Ready For Inclusion Comenius School Partnership on Special Education 2009
9. Teachers' professional development (Data analysis of the career monitoring system at University of West Hungary) 2010-11

### International scholarships/fellowships/conferences in last five years :

1. Inclusive education in primary schools - Conference at University of Rethimno/Greece, by Comenius EU 2006
2. „Know-how for active mind“ International seminar in Kocaeli/Izmit- Turkey, by Grundtvig EU 2007
3. Practise of developing adult women's learning abilities, Conference Karabük/Turkey by Grundtvig EU, 2008
4. Social Inclusion- Study visit in Dublin by Cedefop EU, November 2008
5. Teachers' attitudes towards Inclusion in Western - Hungary' International Congress on Family, School and Society – Special Education Porto/Portugal, July 2009
6. Invited professor at UNISA (University of Salerno), 2009/10
7. Methodological lack in movement evaluation at the special schools In: Il corpo e il movimento nella ricerca didattica /University of Salerno, 28-29.05.2010
8. Preparatory visit for improvement a Grundtvig multilateral project Kocaeli/Turkey by Grundtvig National Agency 2010
9. Erasmus staff mobility SELCUK UNIVERSITY, Konya/Turkey, 2010
10. Hungarian model of teacher education ESRUC (Eurasian Silk Road Universities' Convention) Atatürk University Erzurum/Turkey 2011

### Professional experience and activities

2010- membership in Ph.D. School of University of Salerno/ Italy  
2009-2010 Guest Professor at UNISA (University of Salerno/ Italy)

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2009-2011 membership in the management of Ready For Inclusion /Comenius School Partnership on Special Education (Bercsenyi School, Szombathely)  
 2008-2010 Grundtvig/Brussel -management membership in Know- how for Women learning- Six Country wide (PT- LT- RO- SE- TR- HU) Learning Partnership  
 2002-2003 KOMA (Foundation of Modernization of Public Education) scholarship- teaching tolls development for mathematic learning at elementary schools  
 2000- 2002 OKTK (National Social Science ResearchFoundation) research manager - nation wide research on inclusive education in Hungary  
 1998-2000 MTA - OM (Hungarian Scientific Academy) research manager – nation wide research on inclusive education in Hungary  
 1995-1997 MKM KOMA (Education Ministry of Hungary) research manager -alternative core curricula development for special schools in Hungary  
 1992- membership in Hungarian Association of Public Education Experts  
 1987-1990 MKM - KFA (Education Ministry of Hungary) research manager -regional innovative project on special education.  
 1985- membership in Hungarian Association of Special Teachers

Model of publication list	
Please add a new table for each member of staff mentioned under section D1(if appropriate).	
Name:	<i>Agnes N. Toth Ph.D.</i>
Role:	<input type="radio"/> Chair holder <input type="radio"/> Academic coordinator <input checked="" type="radio"/> Module leader <input checked="" type="radio"/> Member of the teaching staff
Title of publication 1: Abstract (Limit: 5 lines):	Curricula development for adult education, BDF, Szombathely, 2000. 120 pgs This book includes ten chapters in the field of teaching practice e.g. how to develop a training curricula for adults or how to choose an adequate teaching method. All chapters were created for self-training especially for adult trainers. The structure of the book follows a typical learning process regarding to learning new knowledge- consolidate new knowledge- assignments of new knowledge.
Title of publication 2: Abstract:	Study book for learning Didactic, BDF, Szombathely, 2005 156 pgs. This book was written to students who want to become teachers, in order to have a general awareness of class teaching. Its chapters deal with classical elements of didactics from curricula development to assessment. The book pays attention to special educational needs as well.
Title of publication 3: Abstract:	Inclusive school (E-book for Distance learning) TÁMOP 4.1.2/C project 2010, NYME-PSZK <a href="http://hefop.pszk.nyme.hu/course/view.php?id=248">http://hefop.pszk.nyme.hu/course/view.php?id=248</a> 170 pgs. It is a distance-learning material that deals with the questions of disabilities and inclusive education in Hungary and Europe.
Title of publication 4: Abstract:	European cyclorama of Inclusive Education, Fejlesztő Pedagógia Budapest, 6/2008 ISSN 0866-2495 p. 20-26. This paper was written after an international seminar, held in Dublin (2008 by Cedefop) and details the level of social integration of different EU states.
Title of publication 5: Abstract:	Teachers' attitudes and inclusive education Magyar Pedagógia, ISSN 0025-0260 , 2009. (109. évf.) 2. p. 105- 120. This is a study report focusing on teachers' inclusive attitudes at different levels of

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	Hungarian public education.
Title of publication 6:	<a href="#">Similarities and Differences between Systems of Pre-Primary Education in Hungary and Italy In: Teaching Motor Activities at Italian Infant School Based on the National Guidelines of the Ministry of Education 2007 (ed: Agnes N. Toth) By Savaria University Press, Szombathely 2011 p.7-26. ISBN 978-963-9882-69-0</a>
Abstract:	The mentioned chapter of the book belongs to comparative science education and looks for similarities between two different EU states' preschool education.

Model of teaching experiences Please add a new table for each member of the staff mentioned under section D1 (if appropriate).	
Name:	<a href="#">Agnes N. Toth Ph.D.</a>
Role:	<input type="radio"/> Chair holder <input type="radio"/> Academic coordinator <input checked="" type="radio"/> Module leader <input checked="" type="radio"/> Member of the teaching staff
Title of the teaching course:	<a href="#">Methodological issues in educational research Academic year 2009/10 University of Salerno /Italy (Ph.D.-course)</a>
Summary of content:	<p>The course is designed to help students to understand a typical research process in order to create their theses.</p> <p><b>Content:</b>            Aims of the educational researches; Specialities of educational research; Process of educational research; Description of the research problematic; Hypotheses; Research strategies; Research methods; Objectivity- reliability- validity; Sample of the research; Research tools; Ethical questions of the research; How to develop a research plan?</p> <p><b>Bibliography:</b></p> <ol style="list-style-type: none"> <li>Burke Johnson &amp; Larry Christensen (2007) Educational Research, Quantitative, Qualitative, and Mixed Approaches, Sage, USA <a href="http://www.southalabama.edu/coe/bset/johnson/2conceptmaps.htm">http://www.southalabama.edu/coe/bset/johnson/2conceptmaps.htm</a></li> <li>Ivan Falus (2003): Research methodology, Keraban Kiadó, Budapest</li> </ol> <p><b>Recommended literature:</b></p> <ol style="list-style-type: none"> <li>Pam Grossman and Morva McDonald (2008): Back to the Future: Directions for Research in Teaching and Teacher Education American Educational Research Journal March 2008</li> </ol> <p><b>Didactic method:</b> lecture, PPT  <b>Examination method:</b> Class performance of a small group research  <b>Teaching language:</b> English</p>
Title of the teaching course:	<a href="#">Pedagogy of higher and adult education Academic year 2010/11 University of West Hungary -Master course for teachers</a>
Summary of content:	<p>The course is designed to draw up the structure of higher and adult education in Europe and Hungary focusing on the Bologna process in teacher training. Students must be informed in basic questions of andragogy as part of educational science.</p> <p><b>Content:</b>            European higher education;            Hungarian educational system;            Similarities and Differences between higher and adult education;            Hungarian universities and colleges;            Credit system and credit-transfer system;            Two-cycle teacher education in Hungary;            Adult education providers;            Curricula development in higher or adult education;            Andragogy as part of educational science;</p> <p><b>Bibliography:</b></p> <ol style="list-style-type: none"> <li>Istvan TARRÓSY (2002): Higher Education in Hungary, by the Ministry of Education of the Republic of Hungary</li> <li>Zoltan Györgyi (2004): Adult Education in Hungary, By Institute for Higher Educational Research</li> <li>Agnes N. Toth (2000): Curricula development for adult education, BDF, Szombathely, 120 pgs</li> </ol>

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	<p>Recommended literature:  1. Tamas Kozma (2003): Accreditation in the higher education system of Hungary, International Institute for Educational Planning, Paris  Didactic method: lecture, PPT, group discussion  Examination method: course plan for a university seminar  Teaching language: Hungarian</p>
Title of the teaching course:	<p>Modern teaching methodology  <i>Academic year 2010/11 University of West Hungary –In-service training for graduated teachers</i></p>
Summary of content:	<p>This course focuses on the teaching practice, to solve new challenges in a class such as lack of motivation in students, co-learning, co-teaching, or digital teaching.  Content:</p> <ul style="list-style-type: none"> <li>Ø Teaching skills;</li> <li>Ø Organizing a good learning environment;</li> <li>Ø Reflective teaching</li> <li>Ø Methodology of Students' Motivation;</li> <li>Ø Verbal &amp; non-verbal teaching methods;</li> <li>Ø Cooperative methods;</li> <li>Ø Teachers' question- culture;</li> <li>Ø Student Projects &amp; Presentations;</li> <li>Ø Learning by Doing;</li> <li>Ø Frequent Assessments;</li> <li>Ø Computer Aided Teaching,</li> <li>Ø Teaching Portfolios;</li> </ul> <p>Bibliography:  1. Ivan Falus (2008): Didaktika, Tankönyvkiadó, Budapest  2. Agnes N. Toth (2007): How to teach in an inclusive class? Papai Nyomda Kft, Pápa</p> <p>Recommended literature:  Shalini Whadhva (2008): Handbook of teaching, Sarup &amp; Sons, New-Delhi</p> <p>Didactic method: class performance; group- discussion; in-situ practice  Examination method: lesson plan development  Teaching language: Hungarian</p>

## Jean Monnet Programme – Unilateral projects

Curriculum Vitae  
Professor Ferenc MISZLIVETZ  
Jean Monnet Professor

### SENIOR RESEARCH FELLOW

HUNGARIAN ACADEMY OF SCIENCES  
1014 Budapest  
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Email: [fmiszlivetz@axelero.hu](mailto:fmiszlivetz@axelero.hu)

### DIRECTOR

INSTITUTE OF SOCIAL AND EUROPEAN STUDIES,  
Daniel Berzsényi College  
9700 Szombathely  
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Hungary  
Tel. + Fax: 36-94-329-918  
Email: [europa@fs2.bdf.hu](mailto:europa@fs2.bdf.hu)

### EDUCATION

1994 Candidate of Science in Sociology, Hungarian Academy of Sciences, Budapest  
1983 Ph.D. in Twentieth Century European History, ELTE University, Budapest

### PROFESSIONAL EXPERIENCE

2002 Visiting professor – Carleton University  
2000 Head of Department, International and European Studies, Dániel Berzsényi College, Szombathely  
2000 Head of the Hungarian Team and Expert, „Preparity – Structural Policy and regional Planning Along the External Eu Frontier to Central Europe: Preparing for Eastern Enlargement.”  
2000 Visiting Professor, University of Vienna, Institut für Politikwissenschaft  
1999 Guest Professor, Babes-Bolyai University, Cluj/Kolozsvár, Romania  
1998-2000 Deputy Academic Director, European Peace University, Stadtschlaining, Austria  
1998 Director, Institute of Social and European Studies  
1997 Jean Monnet Chair in European Studies, Dániel Berzsényi College, Szombathely, President of the Board of Trustees, ISES Foundation  
1997 European Union Visitors Program, Brussels, London, Berlin, Bonn

### MAIN RESEARCH TOPICS

§ social movements ¶ emerging civil societies and participation ¶ new political parties and human rights in Eastern Europe during the transition period ¶ § European integration ¶ § European security the eastern enlargement of the European Union ¶

### LANGUAGES

Native fluency in Hungarian, English, German; Reading knowledge: Russian.

### PARTICIPATION IN EU PROJECTS

European Studies Curriculum Development, European Studies Centers, TEMPUS and PHARE cross-border cooperation projects, European Documentation Centre, Jean Monnet European Centre of Excellence

### MEMBER OF

Reflection group: Political Dimension of Eastern Enlargement under the leadership of Jean-Luc Dehaene, The Committee of the Social Science Research Council's Programme on Global Security and Cooperation, Advisory Board Member, Global Civil Society Almanach, London School of Economics

Jean Monnet Programme – Unilateral projects

Model of publication list	
Please add a new table for each member of staff mentioned under section D1 (if appropriate).	
Name:	<i>Prof. Dr. Ferenc Mészlivetz</i> <i>Jean Monnet Professor</i>
Role:	<input checked="" type="checkbox"/> Chair holder <input checked="" type="checkbox"/> Academic coordinator <input checked="" type="checkbox"/> Module leader <input checked="" type="checkbox"/> Member of the teaching staff
Title of publication 1:	<i>The crisis of European Constitution and the search for a European civil society.</i> In: From transition to globalization: new challenges for politics, the media and society (ed. by Bayer József, Jody Jensen) Budapest: MTA Politikai Tudományok Intézete, 2007. p. 206-224
Abstract (Limit: 5 lines):	The EU is facing multiple crises: of communication, institutional functioning, identity, trust and accountability, etc. Paradoxically, the roots of this complex crisis can be found in the success story of the process of European construction
Title of publication 2:	<i>Hungary looks to its 2010-11 EU Presidency to cure a deep-seated political malaise.</i> In: Europe's World, 2007 Autumn. – p. 184-185.
Abstract:	Hungary is facing a great opportunity as well as a great challenge with the EU presidency in 2011. Comprehensive and deeply going social reforms and a new social consensus is needed in order to exploit this great opportunity. Without a further reinvigoration and participation of civil society there is little chance for Hungary to fulfil its task properly.
Title of publication 3:	<i>The Future of Democracy and Civil Society in Europe.</i> In: Central European Political Science Review, 2005. vol. 7. no. 23-24. – p. 52-63.
Abstract:	The future of transnational European democracy and an emerging European civil society is closely intertwined. Civil society, however, cannot be invented and "introduced" from above – neither on national, nor on supranational (EU level).
Title of publication 4:	<i>The Haydn-Liszt Quartett: new institutions, social actors and networking in the West-Pannonian Euro-region.</i> In: <i>The New Europe is Nventing itself at its Margins? Notre Europe Groupment D'Etude de Recherches. Paris, 2001</i>
Abstract:	The paper describes and evaluates the development of cross border networking in the West-Hungarian-Austrian border region. The answer to the question of the volume is positive.
Title of publication 5:	<i>Új szuverén születik. Az európai konstrukció.</i> Szombathely, Savaria University Press, 2005. 196 p.
Abstract:	This book is a succinct review and analysis of the "European Construction" and explores the possibility of the birth of a new type of "sovereign".
Title of publication 6:	<i>Európa jövője : Demokrácia, civil társadalom, bővítés.</i> Szombathely: Társadalomtudományok és Európa-tanulmányok Intézete – Budapest: MTA Politikai Tudományok Intézete, 2002. p67.
Abstract:	The paper is a contribution to the debate about the Future of Europe from the perspective of Eastern Enlargement.





Jean Monnet Programme – Unilateral projects

	<ul style="list-style-type: none"> <li>• Political instability;</li> <li>• A low level of predictability of political actors,</li> <li>• Emerging populist movements, the politics of “values”,</li> <li>• Scapegoating,</li> <li>• Legitimizing xenophobia.</li> </ul> <p>Erosion of trust in democratic institutions is one of the most fundamental common denominators.  This course will try to analyse and understand these complex and interrelated trends and seek to identify alternatives for deeply divided societies characterized by the lack of trust. It will try to identify the necessary conditions for possible escapes from social and political traps in order to “reinvent” the countries and the region of East Central Europe. During lectures and seminars, the bottom-up approach of civil society, and the top-down approach of institution-building will be used, keeping in mind Jean Monnet’s warning that “everything starts with the people but ends up with institutions.”  Students will study the history of transition in East Central Europe, as well as theories of transition and civil society, and social trust as is indicated in the bibliography.</p> <p><b>Bibliography:</b>  Bellah, R.N., Madsen, R., Sullivan, Swidler W.M.A, and Tipton, S.M. (1985): Habits of the Heart: Individualism and Commitment. Berkeley and Los Angeles: University of California Press.  Dahrendor, Ralf (1997): After 1989: Morals, Revolution and Civil Society. London: Macmillan, Oxford: St Antony’s College.  European Values Study. <a href="http://www.europeanvalues.nl">http://www.europeanvalues.nl</a>  Fukuyama, F. (1995): Trust: The Social Virtues and the Creation of Prosperity. London: Hamish Hamilton.  Hankiss, Elemér (1990): East European Alternatives. Oxford: Clarendon Press.  Hanley, E. et al., (1996): The Making of Post-Communist Elites in Eastern Europe: A Comparison of Political and Economic Elites in the Czech Republic, Hungary and Poland. Prague.  Inglehart, R. (1999): “Trust, well being and democracy”, in M.E. Warren, ed., Democracy and Trust. Cambridge: Cambridge University Press, 88-120.  Konoridos. S.M. (2005): Networks, Trust and Social Capital: Theoretical and empirical investigations from Europe. Aldershot, England: Ashgate Publishing Limited  Lagerspetz, M., Trummal, A., Ruutsoo, R., Rikmann, E. (2004): Non-profit sector and the consolidation of Democracy. Studies on the development of Civil Society in Estonia. Tallinn: Kunst.  Miszlivetz, Ferenc (1999): Illusions and Realities: The Metamorphosis of Civil Society in a New European Space. Szombathely: Savaria University Press.  Seligman, A.B. (1997): The Problem of Trust. Princeton: Princeton University Press.  Staniszki, Jadwiga (1999): Post-Communism. The Emerging Enigma. Warsaw.  Wolchik, Sharon L. and Jane Curry, eds. (2008): Central and East European Politics from Communism to Democracy. Lanham, Boulder, New York, Plymouth, UK: Rowman and Littlefield Publishers.  Didactic method: lecture, seminar, group discussion  Examination method: academic essay  Didactic support tools: power point presentations  Teaching language: English</p>
<p>Title of the teaching course:</p> <p>Summary of content:</p>	<p style="text-align: center;">THE GLOBAL CRISIS: CHALLENGES AND PERSPECTIVES</p> <p>Academic Year: 2009/2010</p> <p>What is in Crisis?</p> <ul style="list-style-type: none"> <li>• The financial system?</li> <li>• The car industry,</li> <li>• Globalization?</li> <li>• Capitalism?</li> <li>• The Eco-system?</li> <li>• The Western value system?</li> </ul>

## Jean Monnet Programme – Unilateral projects

- Human Civilization?

### The Triumvirate

- Ecological crisis
- The crisis of neoliberalism
- Geopolitical crisis

### Early predictions and system analysis (late 60s, early 70s)

- Club of Rome: the Limits to Growth,
- Ervin Laszlo: Mankind at the Turning Point
- Jürgen Habermas: how long is a system identical with itself?
- Wallerstein: World system perspective: the long transformation of the capitalist world economy: 1945 – 2025

### Crisis breakdown today

- Monetary
- Real estate
- Car industry (GM becomes Government Motors)
- Energy
- Climate
- Institutional: losing legitimacy and credibility
- Geo-political: the decline of Pax Americana: what comes?
- Social: growing polarization and inequalities
- Value and belief systems: radicalization instead of reconciliation

### The Crisis offers New Alternatives

- To the dominant way of thinking
- To build new democratic structures of cooperation
- To challenge old dogmas and ideologies

### Dangers and Opportunities

- Poverty: the poor pay more for the crisis
- Burdening the middle classes
- Certain categories of elites have to pay

### New Perspectives

- Public regulation
- Ecological emergency
- Social/participative/network democracy
- The rise of global citizenship + civil society along with global governance
- The rise of cultural creativity
- New geopolitical constellation

### Possible Actions

- Short Run: avoiding the danger
- Medium Run: Influencing strategies
- Long Run: transformation of the world system

### Lingering Questions

- Ecological and social emergency?
- New social contracts? >Towards a global social contract?
- Common good or common bad?
- New models of representation?
- Reconstructing societies: Networks of civil societies?
- Paradigm shift?
- Rise of regionalism? Or back to the nation-state?
- Regulation of global markets?
- Is Global Governance feasible?

Jean Monnet Programme – Unilateral projects

**Bibliography:**

Fraser Cameron: The future of Europe. Integration and enlargement. London: Routledge, 2004.

David P. Calleo: Rethinking Europe's future. Princeton: Princeton University Press

Didactic method: lecture, seminar, group discussion

Examination method: academic essay

Didactic support tools: power point presentations, hand-outs

Teaching language: English



## Europass Curriculum Vitae

### Personal information

First name(s) / Surname(s) *Ildiko K. Szabó Ph.D.*

Address(es) 3. Előd vezér str.  
H-9700 Szombathely  
Hungary

Mobile +36 20 468 3742

E-mail [szildi@mnsk.nyme.hu](mailto:szildi@mnsk.nyme.hu)

Nationality Hungarian

Date of birth 30/12/1961

Gender female

### Desired employment / Occupational field

education in public education, teacher training and other adult education

### Work experience

Dates 2010-

Occupation or position held Associate Professor

Main activities and responsibilities keeping lectures and seminars in teacher training and further training in subjects: sociology of education, the school's organisation sociology, multicultural education, critical thinking, form-master tasks, keeping school practise, supervising dissertations

Name and address of employer University of West Hungary Campus Savaria Department Education, Szombathely

Type of business or sector higher education – teacher training

## Jean Monnet Programme – Unilateral projects

Dates	2005-2010
Occupation or position held	college professor
Main activities and responsibilities	keeping lectures and seminars in teacher training and further training in subjects: sociology of education, the school's organisation sociology, multicultural education, critical thinking, form-master tasks, keeping school practise, supervising dissertations
Name and address of employer	Berzsenyi Dániel Teacher Training College, Szombathely
Type of business or sector	higher education – teacher training
Dates	2001-2005
Occupation or position held	assistant professor
Main activities and responsibilities	keeping seminars in teacher training
Name and address of employer	Berzsenyi Dániel Teacher Training College, Szombathely
Type of business or sector	higher education – teacher training
Dates	1995-99
Occupation or position held	librarian and teaching assistant
Main activities and responsibilities	keeping media library, keeping seminars
Name and address of employer	Berzsenyi Dániel Teacher Training College, Szombathely
Type of business or sector	Education
Dates	1993-95
Occupation or position held	teacher and librarian
Main activities and responsibilities	teaching Hungarian language and literature, keeping school library
Name and address of employer	Hunyady János Primary School, Szombathely
Type of business or sector	Education
Dates	1992-93
Occupation or position held	day-school educators
Main activities and responsibilities	keeping study group and free time organising for students
Name and address of employer	Primary School, Vép
Type of business or sector	education

### Education and training

Dates	2002-2010
Title of qualification awarded	Ph.D degree
Principal subjects/occupational skills covered	Psychology, Pedagogy
Name and type of organisation providing education and training	Eötvös Lorand University, Budapest University of Pécs
Level in national or international classification	Ph.D.

**Jean Monnet Programme – Unilateral projects**

Dates [1997-2000](#)  
 Title of qualification awarded [Lecturer of Pedagogy](#)  
 Principal subjects/occupational skills covered [Sociology, Psychology, Pedagogy with school analysis and school development specialisation](#)  
 Name and type of organisation providing education and training [University of Pécs](#)  
 Level in national or international classification [Msc](#)

Dates [1982-86](#)  
 Title of qualification awarded [teacher of Hungarian language and literature- librarian](#)  
 Principal subjects/occupational skills covered [Hungarian language and literature, library science](#)  
 Name and type of organisation providing education and training [Berzsenyi Dániel Teacher Training College, Szombathely](#)  
 Level in national or international classification [Bsc](#)

**Personal skills and competences**

Mother tongue(s) [Hungarian](#)

Other language(s)

Self-assessment

*European level (\*)*

**English**

**Russian**

Understanding				Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production			
B2	Independent User	B2	Independent	B2	Independent	B2	Independent	B2	Independent
A1	Basic User	A2	Basic User	A1	Basic User	A2	Basic User	A2	Basic User

(\*) [Common European Framework of Reference for Languages](#)

Social skills and competences [self knowledge and communication – cooperation training \(University of Pécs\)](#)  
[critical thinking \(University of Pécs and Foundation Soros\)](#)

Computer skills and competences [Good command of Microsoft Office tools \(Word, Excel , PowerPoint\), basic command of SPSS](#)

Artistic skills and competences [basic level experience glass painting and mosaic](#)

Driving licence [B](#)

Annexes [Publications and teaching courses](#)

Jean Monnet Programme – Unilateral projects

Model of publication list	
Please add a new table for each member of staff mentioned under section D1(if appropriate).	
Name	<i>Ildiko K. Szabó Ph.D.</i>
Role:	<input type="radio"/> Chair holder <input type="radio"/> Academic coordinator <input type="checkbox"/> Module leader <input type="radio"/> Member of the teaching staff
Title of publication 1:	<i>Köcséné Szabó I. (2001): Does the Teachers' Training College train teachers?</i>
Abstract (Limit: 5 lines):	<p>Survey on career orientation at Berzsenyi Dániel Teachers' Training College) In : Boreczky Ágnes (ed.): <i>Pedagógiai műhely : Beszélgetések : In honorem Vastagh Zoltán</i>. PTE Tanárképző Intézet, Pécs. 57-64.</p> <p>The paper analyzes teacher profession from aspect of sociology. The main questions are, that the students, who learn in teacher training college, want to became teachers, or they want a diploma simply. Another side the paper asks social origin students.</p>
Title of publication 2:	<i>Köcséné Szabó I. (2002): Pedagogy of teachers ( book review) Iskolakultúra, No.2 109-112.</i>
Abstract:	This paper introduces a book about teachers thinking. The research team of ELTE University has considered hundred teachers with qualitative methods off teacher profession and teaching.
Title of publication 3:	<i>Köcséné Szabó I. (2004): A few characteristics of self-image of teachers-to-be. Pedagógusképzés.No.2. 45-54.</i>
Abstract:	This paper presents partial results of a research in teacher training. The main question was the students how look themselves as teacher, and what do they think about good teacher.
Title of publication 4:	<i>Köcséné Szabó I. (2007): What kind of teacher will I become? Students about themselves and the teaching profession. In: Falus Iván (ed.): A tanárrá válás folyamata. Gondolat Publishing Company, Budapest.</i>
Abstract:	<p>The paper presents results of the research from students thinking about teachers and teaching. The questions deriving from the aim of the research are the following:</p> <p>-What categories with regard to the content can describe the beliefs of teachers-to-be on teachers?          What is the importance of each category?          -What is the correlation among the particular categories?</p>
Title of publication 5:	<i>Köcséné Szabó I. (2010): Basics of the teaching profession (E-book for Distance learning).</i>
Abstract:	TÁMOP 4.1.2/C project 2010, NYME- PSZK. <a href="http://hefop.pszk.nyme.hu">http://hefop.pszk.nyme.hu</a> This is an e-book for students want became teachers in order to improve their pedagogical skills such as communication, tolerance, sense of humour and perseverance.
Title of publication 6:	<i>Köcséné Szabó I. (2010): Multicultural pedagogy (manuscript) TÁMOP 3.3.3-08/1 project NyME- Csertán Sándor Primary School Nemesapáti</i>
Abstract:	It is a learning material for teachers and students in the topic the multicultural education, including methods, knowledge and tasks.

Model of teaching experiences	
Please add a new table for each member of the staff mentioned under section D1 (if appropriate).	
Name:	<i>Ildiko K. Szabó Ph.D.</i>
Role:	<input type="radio"/> Chair holder <input type="radio"/> Academic coordinator <input type="checkbox"/> Module leader <input type="radio"/> Member of the teaching staff
Title of the teaching course:	<i>Multicultural education</i>
Summary of content:	The course is designed students acquainting students the problems of coexistence from cultural different people, and demonstrating different methods for education in multicultural school.

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	<p><b>Content:</b> Identify-diversity-otherness; attitudes-beliefs-prejudices; legitimacy in school; intergroup relationships and strategies; culture, multicultural; conflict from cultural different in the school: same cultural pedagogy; various teachers role; differentiation, learning in cooperative groups; multicultural curriculum and school books</p> <p><b>Bibliography:</b></p> <p>Aronson, E.: A társas lény. KJK-Kerszöv, Budapest, 2004. Andor Mihály - Liskó Ilona: Iskolaválasztás és mobilitás. Iskolakultúra, Budapest, 2000 Banks J. A.: Multiethnic education: Theory and Practice. Boston, Allyn and Bacon, 1994 Boreczky Ágnes: Kultúraazonos pedagógia. Új Ped. Szemle, 2000/7-8. júl.aug. Boreczky Ágnes: Multikulturális pedagógia- új pedagógia? Új Ped. Szemle, 1999/4. ápr. Nahalka I. és Torgyik J.(szerk): Megközelítések. Roma gyerekek nevelésének egyes kérdései. Eötvös J. Kiadó, Budapest, 2005.</p>
<p>Title of the teaching course: Summary of content:</p>	<p><b>Reflective pedagogy</b> The course's main aim is the cognition of the teacher's thinking and effective teaching. Designed student summarizing their knowledge and experiences about teaching, based their evolution in teaching profession.</p> <p><b>Content:</b> Thinking and action in teaching profession; reflexion in the teacher's thinking; stage of reflexion in the thinking and action; reflective teaching and learning; inhibitory factors of the reflection; evaluation and self-evaluation in learning and teaching</p> <p><b>Bibliography:</b> Berliner, D. C. (2001): Learning about and learning from expert teachers. <i>International Journal of Educational Research</i>. Calderhead, J. (1989): Reflective teaching and teacher education. <i>Teaching and Teacher Education</i>. 1. 43-51. Falus Iván (szerk.) (2007): A tanárrá válás folyamata. Gondolat, Budapest. Kimmel Magdolna (2006): A tanári reflexió korlátai. <i>Pedagógusképzés</i>, 3-4. 35-50.o. Moon, J.A. (2004): <i>A Handbook of Reflective and Experiential Learning</i>. Theory and Practice. Routledge Falmer, London and New York. Szivák Judit (2003): A reflektív gondolkodás fejlesztése. Gondolat, Budapest.</p>
<p>Title of the teaching course:</p>	<p><b>Basics of the teaching profession</b> The course is designed revealing student's implicit beliefs and changing that into explicit. Knowing the methods for being aware in teaching practise and self-development.</p> <p><b>Content:</b> Pedagogical knowledge, beliefs, preconceptions – with literature support; exploring teacher perceptions – with teacher's role model; student's-teacher's role – with concept maps; learning-teaching – with concept maps; the school – with metaphors; novice teacher – with interview analyses; profession-vocation-identification – with literature support</p> <p><b>Bibliography:</b> Bullough, R. V. és Kerrie, B. (1997b): <i>First-year teacher eight years later</i>. Teacher College Columbia University, New York-London Calderhead, J.(1996.): Teachers : Beliefs and knowledge. In : D. Berliner – R. Calfee (szerk.) <i>The Handbook of Educational Psychology</i>. Mc Millan. New York. 709-725.p. Delores, A. és Westwman, J. (1991): Expert and novice teacher decision making. <i>Journal of Teacher Education</i>.4. 292-305.</p> <p>Falus Iván (2006): <i>A tanári tevékenység és a pedagógusképzés új útjai</i>. Gondolat Kiadó, Budapest. Richardson V. (1996): The Roles of Attitudes and Beliefs in Learning to Teach. In: Sikula, J. (szerk.): <i>Handbook of Research on Teacher Education</i>. MacMillan, New York. 102-119. Szivák Judit (2002): <i>A pedagógusok gondolkodásának kutatási módszerei</i>. Műszaki Könyvkiadó, Budapest. Wubbels, T. (1992): Taking Account of Student Teacher's Preconceptions. <i>Teaching and Teacher Education</i>, 2.sz. 137-149.</p>





## Europass Curriculum Vitae

### Personal information

First name(s) / Surname(s) *Csilla Kiss Ph.D.*  
Address 9 Sestakert, 4032 Debrecen (Hungary)  
Mobile +36305916674  
E-mail(s) [csilla.kiss@mail.mcgill.ca](mailto:csilla.kiss@mail.mcgill.ca)  
Nationality Hungarian  
Date of birth 30/11/1969  
Gender Female

### Work experience

Dates 15/10/2006 →  
Occupation or position held Associate Professor  
Main activities and responsibilities Teaching university courses, carrying out independent research  
Name and address of employer University of Western Hungary  
9700 Szombathely (Hungary)  
Type of business or sector Education

Dates 2003 - 2004  
Occupation or position held Course lecturer  
Main activities and responsibilities teaching university courses, lecturing, preparing course material, readers; examination; supervising  
teaching assistants  
Name and address of employer McGill University  
Montreal (Canada)  
Type of business or sector Education

Dates 1997 - 2003  
Occupation or position held Teaching Assistant  
Main activities and responsibilities conducting seminar discussions, grading exams and papers  
Name and address of employer McGill University  
Montreal (Canada)  
Type of business or sector Education

### Education and training

Dates 09/1997 - 02/2005  
Title of qualification awarded PhD  
Principal subjects / occupational skills covered Political Science  
Name and type of organisation providing education and training McGill University  
Montreal (Canada)

## Jean Monnet Programme – Unilateral projects

Dates	09/1992 - 05/1993
Title of qualification awarded	MA
Principal subjects / occupational skills covered	History
Name and type of organisation providing education and training	Central European University Budapest (Hungary)
Dates	09/1988 - 06/1994
Title of qualification awarded	Oklevél
Principal subjects / occupational skills covered	History English language and literature
Name and type of organisation providing education and training	Lajos Kossuth University Debrecen (Hungary)
Dates	10/1995 - 06/1996
Title of qualification awarded	Visiting Student FCO/Soros Scholarship
Principal subjects / occupational skills covered	Politics
Name and type of organisation providing education and training	Oxford University Oxford (Great Britain)
Dates	09/1994 - 02/1995
Title of qualification awarded	TEMPUS exchange student
Principal subjects / occupational skills covered	Political Science
Name and type of organisation providing education and training	Lund University Lund (Sweden)

### Personal skills and competences

Mother tongue(s) **Hungarian**

Other language(s)

Self-assessment <i>European level</i> (*)	Understanding				Speaking				Writing	
	Listening		Reading		Spoken interaction		Spoken production			
<b>English</b>	C2	Proficient user	C2	Proficient user	C2	Proficient user	C2	Proficient user	C2	Proficient user
<b>French</b>	B1	Independent user	B2	Independent user	A2	Basic User	B1	Independent user	A2	Basic User
<b>Spanish</b>	-	-	B2	Independent user	-	-	A2	Basic User	-	-

(\*) [Common European Framework of Reference \(CEF\) level](#)

Jean Monnet Programme – Unilateral projects

Model of publication list Please add a new table for each member of staff mentioned under section D1(if appropriate).	
Name:	<i>Csilla Kiss Ph.D.</i>
Role:	<input type="radio"/> Chair holder <input type="radio"/> Academic coordinator <input type="radio"/> Module leader <input checked="" type="radio"/> Member of the teaching staff
Title of publication 1:	"Transitional Justice and the Reconstruction of Identity in Post-Communist Countries", in: Hg. v.: Hammerstein, Katharina von / Hofmann, Birgit / Wezel, Katja / Trappe, Julie / Fritz, Regina, <i>Diktaturüberwindung in Europa. Neue nationale und transnationale Perspektiven</i> , Heidelberg: Universitätsverlag Winter, 2010, 69-83.
Abstract (Limit: 5 lines):	Examining post communist transitional justice the article shows how TJ is used for the creation of an anti-communist identity. It argues that TJ in most post-communist countries is comparable to similar procedures in postwar Europe. With a special focus on what I call "inverse TJ" the paper also suggests that these procedures highlight the current division within Europe concerning recent history.
Title of publication 2:	"Transitional Justice. The (Re)Construction of Post-Communist Memory", in: Ene Köresar, Epp Lauk and Kristin Kuutma eds., <i>The Burden of Remembering. Recollections &amp; Representations of the 20<sup>th</sup> Century</i> , Helsinki: Hakapaino Oy, 2009, (Finnish Literature Society), <i>Studia Historica</i> 77, pp. 119-138.
Abstract:	The article examines transitional justice in post communist Europe, arguing that it serves as a vehicle to come to terms with the past, however not through a meticulous examination of past events but by aiming at the <i>reconstruction</i> of memory making it more comfortable to live with. It shows how countries engage in the reframing of national memory and how different social groups approach TJ, reflecting diverse narratives concerning the past.
Title of publication 3:	<i>A szabadságeszme Magyarországon a XIX. század közepén Európai kontextusban</i> [The theories of liberty in Hungary in the middle of the 19th century in a European context], ISES Füzetek 8, Szombathely-Kőszeg, 2008. [ISES papers, ISBN 978-963877467-5], 59 p.
Abstract:	The booklet analyzes the most important approaches of Hungarian political thinkers to different definitions of liberty in Hungary between 1850 and 1875. Drawing on various books and articles of the period it considers individual, political and national freedom, the issues of local government and state-society relations, while also showing how political theory is fitting into a larger European context, focusing on their interaction.
Title of publication 4:	"The Misuses of Manipulation: The failure of transitional justice in post-communist Hungary", <i>Europe-Asia Studies</i> , 58: 6 (2006), 925-940.
Abstract:	The article argues that transitional justice in Hungary has been used primarily for political manipulation and introduces the main types of such manipulation. A discussion of the two main components of Hungarian transitional justice illustrates the failure of this process. The article offers some tentative explanations for this failure, finding it in the sharp ideological division within the political elite and in the population's indifference towards issues of TJ.
Title of publication 5:	"Semprun es Villepin az európai emberről" [Semprun and Villepin on L'homme européen], <i>Hungarian Lettre Internationale</i> , 71, winter 2008, 70-72.
Abstract:	The article is a review of Jorge Semprun's and Dominique de Villepin's book written during and after the French referendum on the EU Constitution. It shows and compares the most important aspects of European integration emphasized by the two authors, highlighting different ways to approach the EU, which however all emphasize the need to preserve and deepen the European construction.
Title of publication 6:	"Who Wants to Be My Neighbour?", <i>Central European Political Science Review</i> , 7: 23-24 (2006), 120-124.
Abstract:	Based on a conference held in Vienna in 2006 the article examines the European Neighbourhood Policy, its aims and instruments, especially in promoting democratization. It analyzes the weakness of the programmes in terms of leverage the EU might exercise over non-member states and highlights the difficulties inherent in a policy that hopes to impose EU values on states without even long-term prospects of accession.

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<p>Model of teaching experiences Please add a new table for each member of the staff mentioned under section D1 (if appropriate).</p>	
Name:	<i>Csilla Kiss Ph.D.</i>
Role:	<input type="radio"/> Chair holder <input type="radio"/> Academic coordinator <input type="radio"/> Module leader <input checked="" type="radio"/> Member of the teaching staff
Title of the teaching course: Summary of content:	<p><b>Introduction to European Studies</b> Introductory course covering the most important issues of European integration students will examine in detail during their university studies. Topics covered: the postwar situation in Europe, texts by Churchill and Jean Monnet; theoretical approaches to European integration (intergovernmentalism, federalism, functionalism); key dates and events in European integration; current problems.</p> <p><u>Literature</u> István Bibó, "Az európai társadalomfejlődés értelme" [The meaning of European social development]. Nugent, Neill, <i>The Government and Politics of the European Union</i>, 7<sup>th</sup> edition, Palgrave Macmillan: 2010. Rosamond, Ben, <i>Theories of European Integration</i> Basingstoke: Macmillan, 2000.</p>
Title of the teaching course: Summary of content:	<p><b>The Foreign Policy of the European Union</b> The course examines the EC/EU as an international actor, its legal foundations, powers, representation and institutional structure. Surveys the development of the Common Foreign and Security Policy, the EU's international relations with other regions. Analyzes the internal problems that might hinder the common foreign policy, the "low policy"/"high policy" dichotomy, and the current trends in Europe's international relations.</p> <p><u>Literature</u> Tibor Babos, <i>Az európai biztonság öt központi pillére</i> [Five central pillars of European security], Budapest : Zrínyi, 2007. Péter Balázs, <i>Az Európai Unió külkapcsolatai</i> [Foreign relations of the EU], KJK Kerszöv Kiadó, 2002. Charles Grant with Tomas Valasek, <i>Preparing for the multipolar world. European foreign and security policy in 2020.</i> Keukeleire, S. and MacNaughtan, J., <i>The Foreign Policy of the European Union</i>, Palgrave Macmillan, 2008.</p>
Title of the teaching course: Summary of content:	<p><b>The EU and East-Central Europe</b> The course analyses the Eastern enlargement of the EU, highlighting various tensions during the enlargement process between old and future member states, as well as within the aspiring states themselves. Examines the enlargement process, discusses the issues of conditionality, regional stability and the prospects of regional cooperation. Studies the lessons and consequences of membership for these countries and asks the question whether it is still useful to talk about a "Central European region" after enlargement.</p> <p><u>Literature</u> István Borsody, <i>Közép-Európa – A két világháború és ami utána következett.</i> [Central Europe – the two world wars and what came after], Savaria University Press, Szombathely, 1998. Tony Judt, <i>Európa – a nagy ábránd – Europe – The Grand Illusion?</i> Kairosz, Szentendre, 2002. Grigore Pop-Eleches, "Between Historical Legacies and the Promise of Western Integration: Democratic Conditionality after Communism", <i>East European Politics and Societies</i> 2007; 21.</p>

**Part E. Project implementation / Award criteria**

This section provides applicants with an opportunity to provide experts with statements in support of their application, as described in the other sections of this form, according to the award criteria against which they will be judged. More details on these criteria can be found in the Call for Proposals and on the Agency website.

**E.1 Quality of the applicant**

Quality (excellence) of the applying organisations and the project coordinators (CVs) in the specific field of European integration studies and/or pedagogy and teacher training.

Information to be provided in addition to Part D, if applicable.  
Max 2000 characters

Key staff of the project will be completed by three other people as teaching staff members and/or researchers.

**Mihaly Gaspar Ph.D. (Researcher):** Qualified psychologist and group leader; Multiplier-education in teachers' further education; Expert of distance learning Experienced researcher of the psychology and expert of Hungarian Scientific Research Fund OTKA; His name is linked to the responsibility of the teacher education at University of West Hungary; Dean of the applicant Faculty. Lecturer of Personality psychology; Introduction in cognitive psychology; Learning psychology; His professional activities:

- Curricula development for teacher education
- Pedagogical, communicational and personality development trainings

**Andras Farkas Ph.D. (Member of teaching staff):** He has 15-years experience in fields of adult education, skilled training and firm trainings. As a university lecturer he is responsible for many of BA and MA courses as Teaching Informatics, Basic Software sin Informatics, ICT in Pedagogy. As PhD in Education. His research fields are Adapting Info-technologies in Education, methodology of it, pedagogical projects and using blended learning in higher education. He has managed several organizing duties and developing tasks in connection with teaching of info-technologies, in projects related European Union (ROP, HEFOP, and TAMOP). In the frame of these projects he has taken part in development of interactive teaching materials, methodology of interactive whiteboard and educational duties related to courses in adult education. He is a founder, lecturer of postgraduate courses on pedagogic and/or informatics issues.

**Klara Szekeley Ph.D. aspirant (Member of teaching staff):** Her professional activities regarding the EU studies are: Teaching specific knowledge concerning the European Union – History of EU, its development, organization, economical relationships. Politological investigation of the political activities done by the EU. Teaching EU as a subject for economists, teachers and state officials. She is a participant of Jean Monnet Professor Programme – Teaching EU basic knowledge focusing on presenting it on college level furthermore a member of Hungarian Society of Political Science and Croatian – Hungarian Cultural Association.

**E.2 Quality of the methodology and the work programme**

Quality and detail of the planned activities. Strategy for achieving the anticipated results. Methodology and management of the work programme;

Max 2000 characters

Beside the above mentioned aims we are targeting different groups such as university students & practicing teachers to develop their competences that are necessary to teach EU- studies.

*Activities to enhance the aims:*

- A) Research central educational documents (National Core Curricula & local documents)
- B) Development of interactive teaching materials & tools for EU-studies
- C) ICT-based in-service training for university students & practicing teachers
- D) organizing round tables, conferences and seminars for the members of the target groups
- E) writing professional literature (e-book, e-journal)
- F) designing web page for the project events and products
- G) media events & publications

*Methodology:*

Methodology of the project follows the participant Institutes' traditional competences such as curricula development, providing modern teaching methods, researches, publications, course organization and trainings. Volunteers, 40 practicing teachers & 20 university students, as the target groups will be selected by the management to join the training on EU-studies. The training of practicing teachers will be complemented by a module of teaching tools development. This way they will be active participants of the course.

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<p><i>quantitative &amp; qualitative indicators to demonstrate the efficiency of the project are the following:</i></p> <ul style="list-style-type: none"> <li>-number of involved university student and practicing teachers &amp; their feedback (verified by <a href="#">research data</a>)</li> <li>-number &amp; quality of modules of an in-service training (verified by <a href="#">research data</a>)</li> <li>-number &amp; quality of seminars and its participants (verified by <a href="#">research data</a>)</li> <li>-number of <a href="#">potential users</a> to avail our services (teaching materials for EU-studies in public education);</li> <li>-number of children and their relatives being touched by the new knowledge (verified by <a href="#">research data</a>)</li> <li>-number &amp; quality of new teaching methods introduced at our teachers' training (verified by <a href="#">research data</a>)</li> <li>-number &amp; quality of new teaching tools introduced at our teachers' training (verified by <a href="#">research data</a>)</li> <li>-number &amp; quality of <a href="#">professional publications</a> (certified by the readers' feed-back)</li> <li>-website (certified by the readers' feed-back)</li> <li>-e-journal (certified by the readers' feed-back)</li> <li>-number of audience at the conference and their interest (certified by the comments)</li> <li>-media events (certified by the comments)</li> </ul>
<p>E.3 Impact and relevance of the results Likely impact of the activities on stimulating teaching of European integration at the level of primary and secondary schools and in vocational education and training institutions. Dissemination and utilisation of the results.</p>
<p><i>Max 2000 characters</i></p> <p>Our project <a href="#">directly influences</a>:</p> <ul style="list-style-type: none"> <li>*40 teachers (25 at primary &amp; 15 at secondary schools – 10 secondary grammar &amp; 5 in vocational education)</li> <li>*20 university students becoming teachers of history, geography or foreign languages because they will be the first user of the products.</li> </ul> <p>School teachers will be addressed by the applicant Department but not only considered as trainees but also as partners in development of teaching materials for pupils. University students will be selected by their main subjects.</p> <p>The <a href="#">indirect impact</a> of the project is really envisaged in 15.000 people (among them 100 university professors; 800 public school teachers &amp; 200 university students; 50 other local &amp; regional stakeholders; decision makers) who will be informed by different media (news papers, TV &amp; radio channels, local &amp; international conferences). Thus we must provide a <a href="#">large publicity</a> for our theoretical and practical outcomes in publications, seminars and conferences. Different actions of the project being public are designe</p> <p>We are expecting several <a href="#">reports and publications</a>, about</p> <ul style="list-style-type: none"> <li>Ø 60 experience reports &amp; presentations related to the training</li> <li>Ø 5 professional articles on the research results &amp; trainings,</li> <li>Ø 5 -5 different modules, including teaching tools on EU-studies for primary &amp; secondary school students</li> <li>Ø 1 module, including teaching tools on EU-studies for university students</li> <li>Ø 3 conference lectures on EU-studies in public education for international audience in Europe ,</li> <li>Ø 2 TV interviews at local channel,</li> <li>Ø 2 research reports in international professional journals.</li> </ul> <p><a href="#">Project events are</a> also planned to help the dissemination process:</p> <ul style="list-style-type: none"> <li>Ø 2 local/regional round-tables for different sectors of education (with 30 invited stakeholders)</li> <li>Ø 1 International conference on EU-studies in public education (for 200 teachers)</li> </ul> <p>Furthermore <a href="#">products</a> of the project can also provide publicity such us:</p> <ul style="list-style-type: none"> <li>Ø EU-studies <a href="#">in-service training</a> for adaptation at universities or adult education providers</li> <li>Ø <a href="#">Teacher's toolkit</a> including 11 different EU -teaching modules for adapting in history, geography or foreign language teaching at different level of public &amp; higher education</li> </ul> <p>At the end of the training, a certificate will be given to the participants <a href="#">to confirm their new skills</a>. d to ensure high level of our external PR strategy.</p>
<p>E.4 Innovative character Degree of innovation of the project.</p>
<p><i>Max 2000 characters</i></p> <p>It is a general experience that numerous trainings are planned in offices, not taking into consideration the real needs of target groups. Therefore, in this project we are focusing on the involvement of the target groups in all phases.</p> <p>The innovations of the project are the following:</p> <ul style="list-style-type: none"> <li>Ø usage of the most modern teaching technique such as <a href="#">interactive class learning &amp; e-learning</a> to introduce opportunities for practicing teachers and university students</li> </ul>

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- Ø our trainees do not need to join in a “weekend -class” work rather to use [distance learning tools](#)
- Ø membership of the target group [will also be accepted as developers](#) and [involved in the teaching tools development](#) e.g. interactive teaching materials for pupils;
- Ø development of the new EU modules [will be based on the needs analysis of different learner groups](#)
- Ø teachers will be given new [research- based methodological awareness](#), including activities related to their learners’ needs;
- Ø [inputs and the outputs of our trainings](#) will be studied in the project and the differences will be registered to compare the learning results of learners in different level of education. These results will help us to correct our modules and to share the most effective tools & methods in teaching EU studies;
- Ø trainees’ new knowledge will be practiced by [‘own-experience exercises’](#) e.g. when they are learners they will study [how to develop new tools](#) and after this further training they can act as [developers](#) and create new tools for pupils;
- Ø teachers will be required to test these interactive materials & techniques in their classes, such as [Internet, e-books](#) or [distance learning](#) in their teaching processes

**Part F. Work plan – Specific activities to be supported**

For each activity type (see page 1) there are up to three specific activities that can be selected. Please use one table per specific activity and add as many tables as required (by copying and pasting the template table). Each specific activity/table must be numbered.

F.1 Specific Activity: TEACHING

Teaching Nr.	F1 / 1	
Title	In-service training to teach EU –studies	
Prof. in charge <sup>1</sup>	Prof. Ferenc Mislivetz	
Typology	<input type="radio"/> Lecture <input type="radio"/> Seminar	ü Training course (31.05.2012.)
Description	<p><b>Part 1 –EU studies (90 hours)</b>                  The course – taking into consideration the work of the most authentic experts - is trying to focus on the fundamental certainties of the of European culture, such as the European time perception and the belief in human freedom among other things.                  The aim of the course is to introduce the history of the European Union, its institutional structure, operational mechanisms, and internal institutional culture. The course essentially focuses of the EU itself; however, the individual chapters address related issues as well, such as the concept and idea of Europe, the alternative system of institutions in the Eastern bloc, EFTA, NATO, or the candidate for joining in the nineties.                  The main thematic points of the course:</p> <p><b>Mai The main thematic points of the course</b></p> <ul style="list-style-type: none"> <li>Ø The history and process of EU integration;</li> <li>Ø The EU's institutional structure and its policies</li> <li>Ø The European social dimension;</li> <li>Ø The EU-Hungary relations;</li> </ul> <p><b>Bibliography</b></p> <ul style="list-style-type: none"> <li>Ø Boer, Pim den (1995): Europe to 1914: The Making of an Idea. in: Wilson, Kevin - Dussen, Jan van der (eds.): The History of the Idea of Europe. Routledge, London &amp; New York. (2. javított kiadás, első kiad.: 1993)</li> <li>Ø István Bibó: Az európai társadalomfejlődés értelme, in: Bibó István összegyűjtött művei, <a href="http://mek.oszk.hu/02000/02043/html/430.html">http://mek.oszk.hu/02000/02043/html/430.html</a></li> <li>Ø Castells, Manuel (2000)The Information Age: Economy, Society, and Culture, Volume I. – End of Milleneum (Blackwell; London, )</li> <li>Ø Castells, Manuel The Internet Galaxy (2001): Reflections on the Internet, Business and Society (Oxford University Press; Oxford,)</li> <li>Ø DUFF, Andrew - PINDER, John - PRYCE, Roy (eds1994.) Maastricht and Beyond - Building the European Union (Routledge, London,)</li> <li>Ø EL-AGRAA, Ali M. (2001):The European Union: Economics and Policies (Prentice Hall, Harlow,)</li> <li>Ø HILL, Richard (1999): Mi Európaiak (Geomedia Szakkonyvek, Budapest,)</li> <li>Ø KENDE, Tamás &amp; SZÚCS Tamás (2000):Az Európai Unió politikái (Osiris; Budapest,)</li> <li>Ø M. J. ARTIS &amp; N. LEE: The Economics of the European Union; Policy and Analysis (Oxford University Press)</li> <li>Ø WALLACE, H &amp; WALLACE, W (1997): Policymaking in the European Union (Oxford, Oxford University Press,)</li> </ul> <p><b>Part 2- E-learning and its tools (30 hours) Responsible: Andras Farkas</b>                  Aim of the course is to train our target group the development of the interactive teaching/learning materials &amp; tools. They generally have knowledge in PC usage but only rarely use interactive board and apply these kinds of materials. They have no experience in how to create &amp; develop these materials &amp; tools.                  To reach this goal they should learn more about how to use and create these materials. In the frame of this training they will be required to develop one module per each to teach EU-</p>	

<sup>1</sup> Please note that for Jean Monnet Chairs, only one professor may hold the Chair and must assume sole responsibility for delivering the minimum number of teaching hours required (90 hours).



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	<p>knowledge in their class. After finishing this development process they will be asked to fill their modules and correct it by their experiences.</p> <p>The main thematic points of the course</p> <ul style="list-style-type: none"> <li>Ø What is e-Learning and its advantages &amp; disadvantages</li> <li>Ø The interactive features of learning materials</li> <li>Ø The interactive devices (PC, white board, Softwares)</li> <li>Ø The interactive teaching-learning process (methodology)</li> </ul> <p>Bibliography</p> <ul style="list-style-type: none"> <li>Ø Agnes N. Toth (2005): Guide for learning Didactic Papai Nyomda Kft, Pápa</li> <li>Ø Andras Farkas (2010): Interactive board using NYME- PSZK, Szombathely</li> <li>Ø SDT (Schoolnet Digital Knowledge Base) 2007: Sulinet, Budapest  <a href="http://sdt.sulinet.hu/Player/Default.aspx?q=53da5e12-5347-4a85-908b-77414e4d041f&amp;cid=ed42a9c4-713e-4f8e-964a-6fe18aab147b">http://sdt.sulinet.hu/Player/Default.aspx?q=53da5e12-5347-4a85-908b-77414e4d041f&amp;cid=ed42a9c4-713e-4f8e-964a-6fe18aab147b</a></li> <li>Ø Thomas Richter &amp; Ulf Daniel Ehlers(2010): Barriers and Motivators for Using Open Educational Resources in Schools  <a href="http://www.icde.org/filestore/Resources/OPAL/RichterEhlers-BarriersandMotivatorsforUsingOERinSchools.pdf">http://www.icde.org/filestore/Resources/OPAL/RichterEhlers-BarriersandMotivatorsforUsingOERinSchools.pdf</a></li> </ul>			
Impact	40 practicing teachers; 1200 students of public education			
N° of hours <sup>2</sup>	1 <sup>st</sup> acad. year:	2 <sup>nd</sup> acad. year:	3 <sup>rd</sup> acad. year:	Total over 3 years:
	120			
N° of students	40 public education teachers			
Discipline of audience <sup>3</sup>	EU- studies; Education Science			

<sup>2</sup> Please indicate number of hours per year and total number of hours over the 3-year duration of the project. This information must be consistent with the financial form.

<sup>3</sup> e.g. Law, medicine, architecture etc.

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Teaching Nr.	F1 / 2			
Title	Training course for university students for teaching EU –studies in their subjects			
Prof. in charge <sup>4</sup>	Prof. Ferenc Miszlivetz			
Typology	<input checked="" type="checkbox"/> Lecture (31.05.2012.) <input checked="" type="checkbox"/> Seminar (31.05.2012.)	<input type="checkbox"/> Training course		
Description	<p>The aim of the course is to introduce the history of the European Union, its institutional structure, operational mechanisms, and internal institutional culture. The course essentially focuses of the EU itself; however, the individual chapters address related issues as well, such as the concept and idea of Europe, the alternative system of institutions in the Eastern bloc, EFTA, NATO, or the candidate for joining in the nineties. The main thematic points of the course:</p> <p>EU Studies (30 hours) The main thematic points of the course</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The history and process of EU integration;</li> <li><input checked="" type="checkbox"/> The EU's institutional structure and its policies;</li> <li><input checked="" type="checkbox"/> The European social dimension;</li> <li><input checked="" type="checkbox"/> The EU-Hungary relations;</li> </ul> <p><b>Bibliography</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Boer, Pim den (1995): Europe to 1914: The Making of an Idea. in: Wilson, Kevin - Dussen, Jan van der (eds.): The History of the Idea of Europe. Routledge, London &amp; New York. (2. javított kiadás, első kiad.: 1993)</li> <li><input checked="" type="checkbox"/> István Bibó: Az európai társadalomfejlődés értelme, in: Bibó István összegyűjtött művei, <a href="http://mek.oszk.hu/02000/02043/html/430.html">http://mek.oszk.hu/02000/02043/html/430.html</a></li> <li><input checked="" type="checkbox"/> Castells, Manuel (2000)The Information Age: Economy, Society, and Culture, Volume I. – End of Milleneum (Blackwell; London, )</li> <li><input checked="" type="checkbox"/> Castells, Manuel The Internet Galaxy (2001): Reflections on the Internet, Business and Society (Oxford University Press; Oxford,)</li> <li><input checked="" type="checkbox"/> DUFF, Andrew - PINDER, John - PRYCE, Roy (eds1994.) Maastricht and Beyond - Building the European Union (Routledge, London,)</li> <li><input checked="" type="checkbox"/> EL-AGRAA, Ali M. (2001):The European Union: Economics and Policies (Prentice Hall, Harlow,)</li> <li><input checked="" type="checkbox"/> HILL, Richard (1999): Mi Európaiak (Geomedia Szakkönyvek, Budapest,)</li> <li><input checked="" type="checkbox"/> KENDE, Tamás &amp; SZÜCS Tamás (2000):Az Európai Unió politikái (Osiris; Budapest,)</li> <li><input checked="" type="checkbox"/> M. J. ARTIS &amp; N. LEE: The Economics of the European Union; Policy and Analysis (Oxford University Press)</li> <li><input checked="" type="checkbox"/> WALLACE, H &amp; WALLACE, W (1997): Policymaking in the European Union (Oxford, Oxford University Press,)</li> </ul> <p>Interactive teaching tools (15 hours)</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Use of interactive tools (PC; white board; softwares)</li> <li><input checked="" type="checkbox"/> The interactive teaching-learning process (methodology)</li> </ul> <p><b>Bibliography</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Andras Farkas (2010): Interactive board using NYME- PSZK, Szombathely</li> <li><input checked="" type="checkbox"/> SDT (Schoolnet Digital Knowledge Base) 2007: Sulinet, Budapest <a href="http://sdt.sulinet.hu/Player/Default.aspx?q=53da5e12-5347-4a85-908b-77414e4d041f&amp;cid=ed42a9c4-713e-4f8e-964a-6fe18aab147b">http://sdt.sulinet.hu/Player/Default.aspx?q=53da5e12-5347-4a85-908b-77414e4d041f&amp;cid=ed42a9c4-713e-4f8e-964a-6fe18aab147b</a></li> </ul>			
Impact	20 university students; 15 professors;			
N° of hours <sup>5</sup>	1 <sup>st</sup> acad. year:	2 <sup>nd</sup> acad. year:	3 <sup>rd</sup> acad. year:	Total over 3 years:
	30			
N° of students	20 university students			
Discipline of audience <sup>6</sup>	EU- studies; Pedagogy			

<sup>4</sup> Please note that for Jean Monnet Chairs, only one professor may hold the Chair and must assume sole responsibility for delivering the minimum number of teaching hours required (90 hours).

<sup>5</sup> Please indicate number of hours per year and total number of hours over the 3-year duration of the project. This information must be consistent with the financial form.

<sup>6</sup> e.g. Law, medicine, architecture etc.

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F.2 Specific Activity: EVENTS

Event Nr.	F2 / 1	
Title	<i>Kick-off work shop (15.12.2011.)</i>	
Typology	<input type="radio"/> Conference <input type="radio"/> Seminar <input checked="" type="radio"/> Workshop	<input type="radio"/> Roundtable debate <input checked="" type="radio"/> Lectures <input type="radio"/> Teaching/study visit
Description	<p><a href="#">Draft agenda</a></p> <p>9.00- 9.15 Rector's welcome (Professor Sandor Farago)            9.15- 9.30 Campus President's welcome (Professor Karoly Gadanyi)            9.30- 10.30 Necessity of EU-knowledge in society (Professor Ferenc Miszlivetz)            10.30- 11.00 Coffee brake            11.00 – 12.30 Hungary and Europe (Professor Péter Balázs)            12.30 – 13.00 Lunch brake            13.00 - 14.30 Necessity of "learning EU" at schools (Professor Erhard Busek)            14.30 - 15.00 Introduction of the project idea (Associate professor Agnes N. Toth)            15.00 – 15.30 Coffee brake            15.30 – 16.00 Teaching tools development in the project (Associate professor Andras Farkas)            16.00 – 16.30 Research activities in the project (Professor Mihaly Gaspar)            16.30 – 17.00 Up- coming publication activities of the project (Associate professor Ildiko K.Szabo)            17.00- 18.00 Questions &amp; answers (Associate professor Agnes N. Toth)            18.00 Closing ceremony (Professor Mihaly Gaspar)</p> <p><a href="#">Speakers</a></p> <p>Mr. Sandor Farago, Rector of University of West Hungary            Mr. Karoly Gadanyi, President of the Campus Savaria            Mr. Ferenc Miszlivetz, Jean Monnet Professor; Director of Institute for International and European Studies University of Western Hungary; Scientific Adviser of Institute of Political Sciences Hungarian Academy of Sciences; Academic Director of Advanced Study Center, IGES-Corvinus, Kőszeg            Mr Péter Balázs, Director of the EU Enlargement Centre at the Central European former Jean Monnet Chair at Budapest Corvinus University; former Minister of Foreign Affairs of Hungary; former Member of the European Commission; former Ambassador of Hungary to the EU            Prof. Erhard Busek Rector and Jean Monnet Chair ad personam at the Salzburg University of Applied Sciences;            Ms. Agnes N. Toth Project manager, associate professor of Department of Education of University of West Hungary; Member of teaching staff            Ms. Ildiko K. Szabo Member of teaching staff; associate professor of Department of Education of University of West Hungary            Mr. Andras Farkas Member of teaching staff; associate professor of Department of IT of University of West Hungary            Mr. Mihaly Gaspar, Member of teaching staff; coordinator of the research activities in the project; Dean of the Faculty of Visual Arts and Music, Education and Sport;            *Translator's activity is planned as teachers' task in the work plan.</p> <p><a href="#">Responsible:</a>            Agnes N. Toth &amp; Csilla Kiss</p>	
Host country	Hungary	
Duration	1 day	
N° of participants <sup>7</sup>	75 people (40 teachers; 10 professors/researchers; 5 local decision makers; 20 university students)	
N° of non-local speakers <sup>8</sup>	Prof. Erhard Busek Rector and Jean Monnet Chair ad personam at the Salzburg University of Applied Sciences; Chairman of the Institute for the Danube Region and Central Europe; Coordinator of the Southeast European Cooperative Initiative; President of the European Forum Alp Bach; former Special Coordinator of the Stability Pact for South Eastern Europe; former Vice Chancellor of Austria; former Special Representative of the Austrian Government for the Enlargement of the European Union.	
Target group	<input checked="" type="radio"/> Teachers <input checked="" type="radio"/> University students <input type="radio"/> Administrative and other non-teaching staff	<input checked="" type="radio"/> Researchers <input type="radio"/> Professional groups <input type="radio"/> General public

<sup>7</sup> Obligatory information for Information and Research Activities that will be used to calculate the grant awarded to successful proposals.

<sup>8</sup> Obligatory information for Information and Research Activities that will be used to calculate the grant awarded to successful proposals.

Jean Monnet Programme – Unilateral projects

Event Nr.	F2 / 2	
Title	Development starting workshop	
Typology	<input type="radio"/> Conference <input type="radio"/> Seminar <input checked="" type="radio"/> Workshop (31.05.2012.)	<input type="radio"/> Roundtable debate <input type="radio"/> Lecture series <input type="radio"/> Teaching/study visit
Description	<p><u>Programme of the workshop (1 day):</u>            9.00- 11. 30 Description of the development process' <u>professional aspect</u> e.g. Which subjects can include EU-topics? What sort of EU-topics should be underlined? These questions will be answered on the base of our previous research activity. (<i>Ferenc Miszlivetz &amp; Mihaly Gaspar</i>)            11.30 - 12.00 Lunch brake            12.00- 14.30 <u>Technical aspects</u> of the development process. E.g. What structure must be given to the documents? How many hours should be programmed? How many tests must be built into the module? How can they upload their documents to the platform we are going to ensure for this job? (<i>Andras Farkas</i>)            14.30 - 15.00 Coffee brake            15.00- 16.30 Team-working/consultation            16.30 - 17.30 Questions and answers (<i>Ferenc Miszlivetz, Mihaly Gaspar, Agnes N. Toth &amp; Ildiko K. Szabo</i>)            17.30 Closing ceremony (<i>Mihaly Gaspar</i>)</p> <p><u>Responsible: Agnes N. Toth</u></p>	
Impact	Two departments of the University, around 20 professors; 20-30 public schools in Vas county of Hungary means around 800 people	
Host country	HU	
Duration	1 day	
N° of participants <sup>9</sup>	45 people (40 teachers; 2 professors; 3 researchers)	
N° of non-local speakers <sup>10</sup>	0	
Target group	<input checked="" type="radio"/> Teachers <input type="radio"/> University students <input type="radio"/> Administrative and other non-teaching staff	<input checked="" type="radio"/> Researchers <input type="radio"/> Professional groups <input type="radio"/> General public

<sup>9</sup> Obligatory information for Information and Research Activities that will be used to calculate the grant awarded to successful proposals.

<sup>6</sup> Obligatory information for Information and Research Activities that will be used to calculate the grant awarded to successful proposals.

Jean Monnet Programme – Unilateral projects

Event Nr.	F2 / 3	
Title	Module presentation workshop	
Typology	<input type="radio"/> Conference <input type="radio"/> Seminar <input checked="" type="radio"/> Workshop (31.08.2012.)	<input type="radio"/> Roundtable debate <input type="radio"/> Lecture series <input type="radio"/> Teaching/study visit
Description	<p>This workshop is intended to finish the process during which, teachers are going to create their new modules that should be adapted in their daily teaching plans. Developers' products should be shared with the others so they will present their modules in the frame of this workshop. Each of the teachers' team is given 10 minutes to present their product and 5 minutes to answer the questions addressed to them.</p> <p><u>Programme of the workshop:</u>            9.00- 10. 00 Presentation of the <u>two modules</u> made for elementary schools &amp; special schools (<i>Agnes. N. Toth</i>)            10.00- 11.30 Presentation of the <u>three modules</u> made for lower secondary schools (<i>Ildiko K. Szabo</i>)            11.30 - 12.30 Lunch brake            12.30- 14.00 Presentation of the <u>three modules</u> made for general secondary schools (<i>Ferenc Miszlivetz</i>)            14.00 - 15.00 Presentation of the <u>two modules</u> made for vocational secondary schools (<i>Ferenc Miszlivetz</i>)            15.00 - 15.30 Coffee brake            15.30 - 16.00 Presentation of the <u>module</u> made for university students (<i>Ferenc Miszlivetz</i>)            16.00 - 17.00 Following activities in the projects (<i>Agnes. N. Toth &amp; Mihaly Gaspar</i>)            17.00 Closing ceremony (<i>Mihaly Gaspar</i>)</p> <p>Responsible: Agnes N. Toth &amp; Andras Farkas</p>	
Impact	40 school teachers;20 university students; 20 professors; 5 authorities; 3 local decision makers	
Host country	HU	
Duration	1 day	
N° of participants <sup>11</sup>	50 people (40 practicing teachers; 5 professors/researchers; 5 local decision makers;)	
N° of non-local speakers <sup>12</sup>	0	
Target group	<input checked="" type="radio"/> Teachers <input checked="" type="radio"/> University students <input type="radio"/> Administrative and other non-teaching staff	<input checked="" type="radio"/> Researchers <input type="radio"/> Professional groups <input type="radio"/> General public

<sup>11</sup> Obligatory information for Information and Research Activities that will be used to calculate the grant awarded to successful proposals.

<sup>6</sup> Obligatory information for Information and Research Activities that will be used to calculate the grant awarded to successful proposals.

Jean Monnet Programme – Unilateral projects

Event Nr.	F2 / 4	
Title	EU-studies in education (31.10.2012.)	
Typology	<input checked="" type="checkbox"/> Conference <input type="checkbox"/> Seminar <input type="checkbox"/> Workshop	<input type="checkbox"/> Roundtable debate <input type="checkbox"/> Lecture series <input type="checkbox"/> Teaching/study visit
Description	<p>This conference, as an international event might be an excellent opportunity to share our experiences among the teachers, decision makers &amp; different stakeholders of the education in Hungary and beyond. Duration is planned to <u>three days</u> in order to ensure enough time for different sections such as representatives of elementary schools, lower secondary schools, special schools, secondary schools or universities. <u>Keynote speakers (5 people)</u> are Jean Monnet professors. Three of them will be invited from Belgium, Germany, Austria and two from Hungary. Our planned sections are led by the researchers or professors of the host University.</p> <p>Conference <u>language is English</u>, but plenary lectures will be translated into Hungarian. Translator's activity is planned as teachers' task in the work plan.</p> <p><u>Programme agenda of the conference:</u></p> <p><u>1<sup>st</sup> day</u></p> <p>9.00- 11.00 Registration (<i>Agnes. N. Toth</i>)            11.00- 11.30 Opening ceremony (Professor Sandor Farago)            11. 30-11.45 Campus President's welcome (Professor Karoly Gadanyi)            11.45- 12.30 Keynote speaker Nr.1. (Necessities of EU-studies in education)            12.30- 13.00 Lunch brake            13. 00- 13.45 Keynote speaker Nr.2. (EU-studies in public education)            13.45- 14. 15 Coffee brake            14.30- 16.30 Parallel sections (1-2-3)            16.30- 19.00 Rest time            19.00 Dinner</p> <p><u>2<sup>nd</sup> day</u></p> <p>9.00- 11.00 Parallel sections (1-2-3)            11.00- 12.00 Keynote speaker Nr.3. (EU-studies in secondary education)            12.00- 13.00 Lunch brake            13.00- 14.00 Keynote speaker Nr.4. (EU-studies in higher education)            14.00- 14.30 Coffee brake            14.30- 16.00 Parallel sections (1-2-3)            16.00- 19.00 Cultural programme            19.00 Dinner&amp; cultural programme</p> <p><u>3<sup>rd</sup> day</u></p> <p>9.00- 12.00 Parallel sections (1-2-3)            12.00- 13.00 Lunch brake            13.00- 14.00 Keynote speaker Nr.5. (EU-studies in teacher education)            14.00- 14.30 Coffee brake            14.30- 16.00 Section reports            16.00 Closing ceremony</p> <p>Responsible: Agnes N. Toth &amp; Csilla Kiss</p>	
Impact	200 participants; 100 guests as decision makers or authorities; 10.000 other people through the media;	
Host country	HU	
Duration	3 days	
N° of participants <sup>13</sup>	200 people	
N° of non-local speakers <sup>14</sup>	3 (speakers' name is none applicable yet)	
Target group	<input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> University students <input type="checkbox"/> Administrative and other non-teaching staff	<input checked="" type="checkbox"/> Researchers <input checked="" type="checkbox"/> Professional groups <input checked="" type="checkbox"/> General public

<sup>13</sup> Obligatory information for Information and Research Activities that will be used to calculate the grant awarded to successful proposals.

<sup>14</sup> Obligatory information for Information and Research Activities that will be used to calculate the grant awarded to successful proposals.

Jean Monnet Programme – Unilateral projects

F.3 Specific Activity: DELIVERABLES

Deliverables Nr.	F3 / 1
Title	<a href="#">Website (31.01. 2012)</a>
Typology	<input type="radio"/> Teaching materials <input type="radio"/> Books <input type="radio"/> CD-Rom/DVD <input checked="" type="radio"/> Website <input type="radio"/> Database <input type="radio"/> Paper-Brochure-Newsletter
Description	<p>This website is intended to realize the project e.g. includes all the important information related to the activities and in the same time to inform the visitors about the project life (aims; activities; events)</p> <p>This website will be an organic part of the Campus's main website as Jean Monnet Activities' tab including an e-journal for teachers to help their EU-teaching activities.</p> <p><u>Contents of the tab are:</u></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Events of the project life (continuity editing)</li> <li><input checked="" type="checkbox"/> Research data and conclusions (29.02.2012; 30.11.2012)</li> <li><input checked="" type="checkbox"/> Teachers' toolkits to be used or downloaded (31.01. 2013)</li> <li><input checked="" type="checkbox"/> E-journal on teaching EU studies in education (30.06. 2012)</li> </ul> <p>We believe, it is necessary that these aims in the project should get wider publicity among teachers and professors in order to ensure that EU-studies have a worthy place in the curricula. Therefore, we are planning to launch a professional e-Journal dealing with this topic. Manuscripts are accepted from Hungary and beyond. Members of its editorial board will be selected from the participants of this project such as professors, researchers and teachers. If some manuscript must be translated this activities will be done by English teachers.</p> <p><u>Responsible:</u>  <a href="#">Ildiko K. Szabo</a></p>
Impact	800- 1000 teachers/professors; 200 university students; 1200 pupils
Language	HU- EN
N° of copies	None applicable
N° of pages	None applicable
Estimated Date of publication	31.01.2012.

Jean Monnet Programme – Unilateral projects

Deliverables Nr.	F3 / 2
Title	Research in the background of the project (Part 1- Learning needs' analysis)
Typology	<input type="checkbox"/> Teaching materials <input type="checkbox"/> Books <input type="checkbox"/> CD-Rom/DVD <input type="checkbox"/> Website <input type="checkbox"/> Database <input type="checkbox"/> Paper-Brochure-Newsletter
Description	<p><u>Aim of the study</u> is to observe the best place for EU- studies in different school subjects. To reach this target we are going to analyse different central and local school documents. Research will be carried out by the lead of the responsible professors, researchers (5 people) and practicing teachers (40 people).</p> <p><u>Subjects of the study:</u></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> National Core Curricula (2 researchers involved)</li> <li><input checked="" type="checkbox"/> Local curricula of primary schools elementary level (5 teachers involved)</li> <li><input checked="" type="checkbox"/> Local curricula of primary schools lower secondary level (15 teachers involved)</li> <li><input checked="" type="checkbox"/> Local curricula of special schools (5 teachers involved)</li> <li><input checked="" type="checkbox"/> Local curricula of general secondary schools (10 teachers involved)</li> <li><input checked="" type="checkbox"/> Local curricula of vocational secondary schools (5 teachers involved)</li> <li><input checked="" type="checkbox"/> Curricula of the teacher education at NYME (University of West Hungary) (2 researchers involved)</li> <li><input checked="" type="checkbox"/> Practicing teachers' awareness towards EU- knowledge and its place in teaching plans (sample of the research is 800- 1000 teachers; 3 researchers involved)</li> </ul> <p><u>Research process:</u></p> <ol style="list-style-type: none"> <li>1. which <u>subjects</u> of the schools include EU- topics?</li> <li>2. what sort of <u>EU- topics</u> can be found in the different subjects?</li> <li>3. which <u>subjects</u> of the schools could include EU- topics?</li> <li>4. practicing <u>teachers' awareness</u> toward the EU-integration</li> <li>5. what sort of <u>EU- topics</u> can be accepted by the teachers as a new module?</li> </ol> <p><u>Research sample:</u> 40 schools at different level of education included 800- 1000 teachers</p> <p><u>Research methodology:</u></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Document- analysis at 40 schools</li> <li><input checked="" type="checkbox"/> Questionnaire (800-1000 copies)</li> </ul> <p><u>Researcher group:</u></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 3 university professors</li> <li><input checked="" type="checkbox"/> 2 researchers</li> <li><input checked="" type="checkbox"/> 40 practicing school teachers</li> <li><input checked="" type="checkbox"/> 5 students for data recording</li> </ul> <p><u>Results of the research</u> will be published in our e-Journal, national and international journals too.</p> <p>Some of the manuscripts must be translated into English by the help of English teachers.</p> <p><u>Responsible:</u> Agnes N. Toth &amp; Prof Mihaly Gaspar</p>
Impact	800- 1000 teachers
Language	HU- EN
N° of copies	100 brochures written about research results in Hungarian; summary will be published on the web & offered to international participants for application as a <u>study visit</u> , being organised after the project
N° of pages	N.a.
Estimated Date of publication	29.02.2012.



Jean Monnet Programme – Unilateral projects

Deliverables Nr.	F3 / 2
Title	Research in the background of the project (Part 2- Further trainings' efficiency)
Typology	<input type="checkbox"/> Teaching materials <input type="checkbox"/> Books <input type="checkbox"/> CD-Rom/DVD <input type="checkbox"/> Website <input checked="" type="checkbox"/> Database <input type="checkbox"/> Paper-Brochure-Newsletter
Description	<p><u>Aim of the research</u> is to study the observations of participants related to the course: What do they think about their new awareness &amp; skills? How do they think to use their new skills in their future activities? Research will be carried out by the lead of the responsible professors, researchers (5 people) and data will be collected in the group of participants (60 people).</p> <p><u>Subjects of the study:</u></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teachers' attitudes towards EU- studies (sample of the research is 40 teachers)</li> <li><input checked="" type="checkbox"/> University students' attitudes towards EU- studies (sample of the research is 20 university students)</li> </ul> <p><u>Research process:</u></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Participants' opinion on the course thematic</li> <li><input checked="" type="checkbox"/> What do they think about the new IT methodology introduced in the training?</li> <li><input checked="" type="checkbox"/> Do they think that their knowledge &amp; skills are improved enough to teach EU-studies?</li> <li><input checked="" type="checkbox"/> What do they mention as a shortcoming of their teaching skills</li> </ul> <p><u>Research sample:</u> 60 people</p> <p><u>Research methodology:</u></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Questionnaire (60 copies)</li> <li><input checked="" type="checkbox"/> Interviews</li> </ul> <p><u>Researcher group:</u></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 3 university professors</li> <li><input checked="" type="checkbox"/> 2 researchers</li> <li><input checked="" type="checkbox"/> 5 students for data recording</li> <li><input type="checkbox"/></li> </ul> <p><u>Results of the research</u> will be published in our e-Journal, national and international journals too. Some of the documents must be translated into English by the help of English teachers.</p> <p><u>Responsible:</u> Agnes N. Toth &amp; Prof Mihaly Gaspar</p>
Impact	60 teachers included 20 potential teachers in the future
Language	HU- EN
N° of copies	N.a.
N° of pages	N.a.
Estimated Date of publication	31.05.2012.

Jean Monnet Programme – Unilateral projects

Deliverables Nr.	F3 / 4
Title	Teachers' toolkits' development
Typology	<input type="checkbox"/> Teaching materials <input type="checkbox"/> Books <input checked="" type="checkbox"/> CD-Rom/DVD <input type="checkbox"/> Website <input type="checkbox"/> Database <input checked="" type="checkbox"/> Paper-Brochure-Newsletter
Description	<p>By the end of this project, we are expecting <u>eleven different new toolkits</u> for teaching EU-studies such as:</p> <ul style="list-style-type: none"> <li>Ø One for <u>elementary level</u>.</li> <li>Ø One for <u>special needs education</u> (teaching disabled children);</li> <li>Ø Three for <u>lower secondary level</u> at geographic; history &amp; foreign language</li> <li>Ø Three for <u>general secondary level</u> at geographic; history &amp; foreign language</li> <li>Ø Two for <u>vocational secondary level</u> at history &amp; foreign language</li> <li>Ø One for <u>university level</u></li> </ul> <p>Teachers' toolkits include</p> <ul style="list-style-type: none"> <li>Ø a <u>complex module</u> of EU-integration for teaching at <u>different level of public &amp; teacher education</u>. Modules will be constructed to help e-learning methodology such as             <ul style="list-style-type: none"> <li>• <u>interactive text-processing</u>,</li> <li>• <u>exercises</u>,</li> <li>• <u>operating structure figures &amp;</u></li> <li>• <u>videos</u>. Moreover, toolkit includes</li> </ul> </li> <li>Ø <u>in &amp; output tests</u> for knowledge analysis and</li> <li>Ø <u>reference brochures</u> for the users.</li> </ul> <p>Toolkits' developers' (newly trained practicing teachers) job should be coordinated by the researchers (3 people) and university professors (2 people). Efficiency of the tools will be justified by a scientific research. These activities are the organic part of <u>our research plan</u> guided by the researchers &amp; detailed section F3 / 3.</p> <p><u>Programme of the toolkit development process (3 months):</u>          This process is a <u>team activity</u> of the six teachers' groups which is guided by the professors during the period. Groups will work on their different modules and testing tools but can be helped by their lead partners. Communication will be solved via e-mails or personal meetings (e.g. <u>round tables</u>) depending on the teachers' needs. At the end of this period, teams are required to <u>present their products</u> for the other teams and discuss their difficulties. (see Event No F2 / 3)</p> <p>As it will be detailed below in table Nr. F3 / 4, toolkits will be tested with introduction <u>in the real learner groups</u> at public education. This process will be done by the 40 teachers, who were also developers of the toolkits.</p> <p>Teachers' toolkits <u>must be translated into English</u> in order to give them wide publicity in Europe and beyond. Translator's activity is planned as teachers' task in the work plan.</p> <p><u>Responsible:</u>          Andras Farkas &amp; Agnes N. Toth</p>
Impact	40 schools and one university
Language	HU - EN
N° of copies	N.a.
N° of pages	N.a.
Estimated Date of publication	30.10.2012.

Jean Monnet Programme – Unilateral projects

Deliverables Nr.	F3 / 5
Title	Research in the background of the project (Part 3- Teachers' toolkits' efficiency)
Typology	<input type="checkbox"/> Teaching materials <input type="checkbox"/> Books <input type="checkbox"/> CD-Rom/DVD <input type="checkbox"/> Website <input type="checkbox"/> Database <input type="checkbox"/> Paper-Brochure-Newsletter
Description	<p>After finishing the process of toolkit development, it is necessary that we have authentic information of the <u>efficiency</u>. Two ways, seem to be reliable to enhance this goal. Firstly, <u>modules must be piloted</u> in the public schools &amp; the university as well. Secondly, pupils' &amp; students' <u>knowledge must be measured</u> by scientific methods.</p> <p>Piloting is planned to guide by the teachers during a two months long period. Before starting, students' in-put knowledge will be tested and after finishing the process out-put knowledge will be studied.</p> <p><u>This study</u> certifies the modules' efficiency. It will be carried out by the professors, researchers (5 people) and practicing teachers (40 people).</p> <p><u>Subjects of the study</u> (sample is 380- 475 students)</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> One module for <u>elementary level</u> (sample is 120- 150 pupils)</li> <li><input checked="" type="checkbox"/> One for <u>special needs education</u> ((sample is 30- 50 learning disabled children )</li> <li><input checked="" type="checkbox"/> Three for <u>lower secondary level</u> (sample is 75- 90 pupils)</li> <li><input checked="" type="checkbox"/> Three for <u>general secondary level</u> (sample is 75- 90 students)</li> <li><input checked="" type="checkbox"/> Two for <u>vocational secondary level</u> (sample is 60- 70 students)</li> <li><input checked="" type="checkbox"/> One for <u>university level</u> (sample is 20- 25 students)</li> </ul> <p><u>Research process:</u></p> <ol style="list-style-type: none"> <li>1. Research tools developing for different modules for learning EU- topics</li> <li>2. Data collection by tests &amp; data recording</li> <li>3. Data analysis (SPSS)</li> <li>4. Summary and Conclusions of the research</li> </ol> <p><u>Research sample:</u> 380- 475 pupils and 20- 25 university students</p> <p><u>Research methodology:</u></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Questionnaire to evaluate their attitudes towards the EU- integration</li> <li><input checked="" type="checkbox"/> Test to evaluate their knowledge on EU- integration</li> </ul> <p><u>Researcher group:</u></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 2 university professors</li> <li><input checked="" type="checkbox"/> 3 researchers</li> <li><input checked="" type="checkbox"/> 40 teachers</li> <li><input checked="" type="checkbox"/> 5 students for data recording</li> </ul> <p><u>Results of the research</u> will be published in our newly started e-Journal, national and international journals too.</p> <p><u>Responsible:</u> Agnes N. Toth &amp; Prof Mihaly Gaspar</p>
Impact	40 schools and one university
Language	HU
N° of copies	N.a.
N° of pages	N.a.
Estimated Date of publication	30.11.2012.

Jean Monnet Programme – Unilateral projects

Deliverables Nr.	F3 / 6
Title	<b>In-service training accreditation</b>
Typology	<input checked="" type="checkbox"/> Teaching materials <input type="checkbox"/> Books <input type="checkbox"/> CD-Rom/DVD <input type="checkbox"/> Website <input type="checkbox"/> Database <input checked="" type="checkbox"/> Paper-Brochure-Newsletter
Description	<p>One of the milestones of our project's is an in-service training for practicing teachers. In the second period, after finishing the training, course curriculum can be corrected and hand in for accreditation. After a <a href="#">national accreditation</a> University of West Hungary will be allowed to organise different groups of school teachers to learn EU-studies in further trainings. <a href="#">EU accreditation</a> allows us to publish opportunity for foreigners to join in our study visit courses and get experience in teaching EU-studies at public education.</p> <p>Our planned training, being in line with the different accreditation requirements can be modified but its structure will be the same. One third of the curriculum is built from e-Learning education science while two third deals with EU-studies.</p> <p>Part 1 - EU- studies</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The history and process of EU integration;</li> <li><input checked="" type="checkbox"/> The EU's institutional structure and its policies;</li> <li><input checked="" type="checkbox"/> The European social dimension;</li> <li><input checked="" type="checkbox"/> The EU-Hungary relations;</li> </ul> <p>Part 2- e- Learning Education Science</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> What is e-Learning and its advantages &amp; disadvantages</li> <li><input checked="" type="checkbox"/> The features of interactive learning materials</li> <li><input checked="" type="checkbox"/> Interactive tools (PC; white board; software)</li> <li><input checked="" type="checkbox"/> The interactive teaching-learning process (methodology)</li> <li><input checked="" type="checkbox"/> Efficiency evaluation</li> </ul> <p>Translator's activity is planned in the column of teacher activity.  <u>Responsible:</u>  <b>Ildiko K. Szabo</b></p>
Impact	100 teachers (per semester!!) as Hungarian participants of the master level studies at University of West Hungary; 10 teachers (per academic year!!) as participants of the international in-service training in Hungary
Language	HU- EN
N° of copies	N.a.
N° of pages	N.a.
Estimated Date of publication	31.12.2012.

Jean Monnet Programme – Unilateral projects

Deliverables Nr.	F3 / 7	
Title	Professional publications	
Typology	<input type="radio"/> Teaching materials <input type="radio"/> Books <input type="radio"/> CD-Rom/DVD	<input type="radio"/> Website <input type="radio"/> Database <input checked="" type="radio"/> Paper-Brochure-Newsletter
Description	<p>These deliverables will be written by the staff members, professors and researchers but it is also possible that our newly trained teachers will write their experiences in different domestic or foreign professional journals although they will have the opportunity to speak during the conference too.</p> <p>Probably, the number of publications will be about 3-5 because the project has three logical units such as training, toolkit development &amp; research.</p> <p>Contents of the publications are not known yet but surely will be related to the project activities. Translator's activity is planned in the column of teacher activity.</p> <p>Responsible:  <a href="#">Agnes N. Toth</a></p>	
Impact	N.a.	
Language	HU and /or EN	
N° of copies	N.a.	
N° of pages	N.a.	
Estimated Date of publication	31.12.2012.	

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F.4 TIME SCHEDULE FOR THE IMPLEMENTATION OF THE SPECIFIC ACTIVITIES

Outline the timing of the type of the specific activities within the context of the project's lifetime (timetable), the length of each stage of the activity and the staff required (by category).

\* Translator's or interpreters' activity is planned in the column of teacher activity.

Timetable (activity stages within project's lifetime <sup>15</sup> )	Length of activity (duration of each stage)	Specific Activities (T= Teaching, E=Events, D=Deliverables)	Title	Human resources required (by staff category)					N° of teaching hours / N° of participants	
				Professor	Researcher	Teacher*	Technician	Administrator		
1st Stage Give a birth for a project	2 months 01.12.2011 - 29.02.2012	E (F2/1)	Kick-off workshop	4	3	2	1	1	N.a.	Megjegyzés [A3]: 12.04.2012
		D (F3/1)	Web designing; e-Journal starting	1	2	1	1	1	N.a.	Megjegyzés [A1]: 31.01.2012.
		D (F3/2)	Learning needs analysis (Research Part 1)	2	4	4	1	5	N.a.	Megjegyzés [A4]: 30.04.2012. Megjegyzés [A2]: 15.04.2012. Megjegyzés [A5]: 30.04.2012.
2nd Stage Learn to teach	3 months 01.03.2012 - 31.05.2012	E (F2/2)	Toolkit- development starting workshop	2	3	2	1	1	N.a.	Megjegyzés [A8]: 30.06.2012.
		T (F1/1)	In-service training for practicing teachers	2	3	3	1	1	120/ 40	Megjegyzés [A9]: 30.06.2012. Megjegyzés [A6]: 16.04.2012
		T (F1/2)	In-service training for university students	2	3	3	1	1	45/ 20	Megjegyzés [A7]: 30.06.2012 Megjegyzés [A10]: Will be moved to stage 6 <sup>th</sup> and ended by 20.12.2012.
		D (F3/3)	Trainings' efficiency (Research Part 2)	2	3	1	0	5	N.a.	Megjegyzés [A11]: 30.12.2012.
3rd Stage Teachers' toolkits	6 months 01.06.2012 - 31.11.2012	D (F3/4)	Teachers' toolkit- development	2	3	40	0	1	N.a.	Megjegyzés [A14]: 30.08.2012.
		E (F2/3)	Module presentation workshop	2	3	2	1	1	N.a.	Megjegyzés [A15]: 30.11.2012
		E (F2/4)	International conference on teaching EU- studies in education	6	3	2	2	2	N.a.	Megjegyzés [A12]: 01.07.2012. Megjegyzés [A13]: 30.11.2012.
		D (F3/5)	Teachers' toolkits' efficiency analysis (Research Part 3)	2	4	4	1	5	N.a.	Megjegyzés [A16]: Will be moved to the 4 <sup>th</sup> stage and ended by 30.01.2013 Megjegyzés [A17]: 30.12.2012.
		D (F3/6)	Training curricula accreditation	2	2	1	0	1	N.a.	Megjegyzés [A18]: 01.12.2012.
4th Stage Share your experience with others	1 months 01.12.2012 - 31.12.2012	D (F3/7)	Professional publication	2	3	2	0	1	N.a.	Megjegyzés [A19]: 30.01.2013. Megjegyzés [A20]: 30.01.2013.

<sup>15</sup> For example, first semester, first year, second year etc.

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**Part G. Declaration of honour**

To be completed by the person legally authorised to sign on behalf of the applicant organisation

I, the undersigned, hereby request a grant for this project from the Education, Audiovisual and Culture Executive Agency of 47 355,00 € for the costs covered by this grant application.

I, the undersigned, certify that all information contained in this application, including the description of the project, is correct to the best of my knowledge and that I am aware of the content of the annexes to the application form.

I confirm that my institution/organisation has the financial and operational capacity to complete the proposed project.

I take note that under the provisions of the Financial Regulation applicable to the general budget of the European Union, grants<sup>15</sup> may not be awarded to applicants who are in any of the following situations:

- a) are bankrupt or being wound up, are having their affairs administered by the courts, have entered into an arrangement with creditors, have suspended business activities, are the subject of proceedings concerning those matters, or are in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- b) have been convicted of an offence concerning their professional conduct by a judgment which has the force of res judicata;
- c) have been guilty of grave professional misconduct proven by any means which the contracting authority can justify;
- d) have not fulfilled obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which they are established or with those of the country of the contracting authority or those of the country where the contract is to be performed;
- e) have been the subject of a judgment which has the force of res judicata for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the European Union's financial interests;
- f) following another procurement procedure or grant award procedure financed by the EU budget, have been declared to be in serious breach of contract for failure to comply with their contractual obligations;
- g) in their grant application, are subject to a conflict of interest;
- h) in their grant application, are guilty of misrepresentation in supplying the information required by the contracting authority as a condition of participation in the grant award procedure, or fail to supply this information.

I confirm that neither I nor the institution for which I am acting as legal representative are in any of the situations described above, and that I am aware that the penalties set out in the Financial Regulation may be applied in the case of a false declaration.

In the event that my grant application is successful, I authorise the Commission / the Agency to publish on its website or in any other appropriate medium:

- the name and address of the beneficiary of the grant, for networks, the name and address of the members;
- the subject of the grant;
- the amount awarded and the rate of funding of the costs of the approved project.

Note: For Lifelong Learning Programme: Also considered to be public bodies are: all schools and higher education institutions specified by Member States (participating countries), and all institutions or organisations providing learning opportunities which have received over 50 % of their annual revenues from public sources over the last two years, or which are controlled by public bodies or their representatives

Please tick the statement below that applies to the organisation you represent

- I declare that the organisation I represent:
- is a public body
  - is a private body that is considered to be a "public body" in the terms defined by the Decision establishing the Lifelong Learning Programme as specified above
  - is a private body

By signing this application form, I accept all the conditions set out in the Call for proposals EACEA/18/2011 of the Lifelong Learning Programme (2007-2013), including the general conditions of the European Commission published on the Executive Agency website.

Done at: Sopron

Date: 05 / 09 / 2011

Signature:



Stamp of the applicant organisation /

Name and position in capitals: Prof. Dr. Farago Sandor Reclor

<sup>15</sup> Council Regulation (EC, Euratom) No 1605/2002 (OJ L 249 of 16.09.2002), amended by Regulations (EC, Euratom) No 1995/2006 (OJ L 390 of 30.12.2006) and (EC) No 1525/2007 (OJ L 343 of 27.12.2007). These can be consulted in the Official Journal online at: <http://europa.eu/rapid-articles/en/index.htm>



## PÉNZÜGYI ADATLAP

ADATVÉDELMI NYILATKOZAT: [http://ec.europa.eu/budget/execution/files\\_fr.htm](http://ec.europa.eu/budget/execution/files_fr.htm)

BANKSZÁMLA MEGNEVEZÉSE	
MEGNEVEZÉS <sup>(1)</sup>	Magyar-magyarországi Egyetem
CÍM	Bajcsy-Zsilinszky. u. 4.
VÁROS	Sopron
IRÁNYÍTÓSZÁM	9400
ORSZÁG	HUNGARY

ELÉRHETŐSÉG	Berczeg László
TELEFON	(36 99) 518-392
TELEFAX	(36 99) 341-004
E-MAIL	gazdfoig@nyms.hu

BANK	
BANK NEVE	Magyar Államkincstár
CÍME (BANKFIÓK)	Czuczor G. u. 26.
VÁROS	Győr
IRÁNYÍTÓSZÁM	9022
ORSZÁG	HUNGARY
BANKSZÁMLASZÁM	10033001-00290610-30005008
IBAN <sup>(2)</sup>	HU19 10033001-00290610-30005008

MEGJEGYZÉS:

**BANKI BÉLYEGZŐ ÉS A BANKI KÉPVISELŐ ALÁÍRÁSA**  
(mindkettő kötelező)<sup>(3)</sup>

**DÁTUM ÉS A BANKSZÁMLA-TULAJDONOS ALÁÍRÁSA**  
(kötelező)



DÁTUM: 30.05.2011

<sup>(1)</sup> Azon név vagy cím, amelyre a számlát nyitották, és nem a meghatalmazott neve.  
<sup>(2)</sup> Amennyiben az IBAN-kódot (nemzetközi bankszámlaszám) alkalmazzák azon országban, ahol a bank található.  
<sup>(3)</sup> Amennyiben lehetséges, kérjük, csatoljon egy újkéltű bankszámla-kivonatot. Ebben az esetben a banki bélyegző és a banki képviselő aláírása nem szükséges. A bankszámla-tulajdonos aláírása minden esetben kötelező.



Jean Monnet Programme – Unilateral projects

Összevont Számlakivonat 14/ 365

Számlaszám: 10033001-00290610-30005008 Kivonat sorszám: 102  
IBAN : HU15 1003 3001 0029 0610 3000 5008 Kincstári nap: 2011.08.25  
Név : Európai Unió programok célleltérítési forrásai

Nyitó egyenleg : 3,950,849 Éves nyitó korrekció 0  
Terhelés : 3 (db) 53,928 0  
Jóváírás : 0 (db) 0 0  
Záró egyenleg : 3,896,924

**Kiegészítővel Terhelési értesítő**

Fizető Jogosult (\*)  
10033001-00290610-30005008 11773360-04738597-00000000  
Nyugat-magyarországi Egyetem Biz.szám Jancsó Tamás  
Közlemény: 000001  
201117/1869 KTK  
#410 - Összeg: Terhelés  
Kincstári nap: 2011.08.25 47,000  
Tr.azon: 500827505

Szárm. kód: 0121 Bankközi elektr. floppy

Kiegészítő bizonylat Összeg Bizonylatszám: 11/08380  
Sorszám AMT(T) KTK 47,000  
1 000000 410

-----

Fizető Jogosult (\*)  
10033001-00290610-30005008 11773360-01593055-00000000  
Nyugat-magyarországi Egyetem Biz.szám Engler Péter  
Közlemény: 000002  
201117/1869 KTK  
#410 - Összeg: Terhelés  
Kincstári nap: 2011.08.25 25,000  
Tr.azon: 500827506

Szárm. kód: 0121 Bankközi elektr. floppy

Kiegészítő bizonylat Összeg Bizonylatszám: 11/08381  
Sorszám AMT(T) KTK 35,000  
1 000000 410

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Fizető Jogosult (\*)  
10033001-00290610-30005008 11773425-02041838-00000000  
Nyugat-magyarországi Egyetem Biz.szám Molnár András  
Közlemény: 000003  
23569 KTK  
#131 - Összeg: Terhelés  
Kincstári nap: 2011.08.25 11,925  
Tr.azon: 500827507

Szárm. kód: 0121 Bankközi elektr. floppy

Kiegészítő bizonylat Összeg Bizonylatszám: 11/08382  
Sorszám AMT(T) KTK 11,925  
1 000000 131

A MÁSOLAT HITELELT.

2011 AUG. 30



## Jean Monnet Programme – Unilateral projects

### Annex 3. Check List

Please make sure that your application contains the following elements:

LLP Sub programme	Jean Monnet Programme, Key Activity 1 – Unilateral Projects	
Type of action	• Information and Research Activities for "Learning EU at School"	ü
• Compliance with administrative rules:		
– the application is being submitted by an higher education institution, institutions or association as indicated in the Call for proposals;		ü
– the proposal is written in English, French or German;		ü
– the application form bears the original signature of the legal representative of the applicant organisation;		ü
- if appropriate, a document attesting power of attorney of the person who signed the declaration of honour is annexed;		o
– the application form is submitted to the Executive Agency exclusively on the official application form plus three bound copies and one copy on CD ROM or DVD.		ü
• Compliance with the deadline, as published in the call for proposals.	15/09/2011	ü
• Indication of a detailed financial budget, to be presented by using the specific Excel tables in the Application forms.		ü
• The legal entity form is completed, signed and bears the stamp of the institution/association.		ü
• The financial identification form is completed and signed by the institution/association and certified by the bank.		ü
• The "Acknowledgement Slip" has been completed.		ü

Jean Monnet Programme – Unilateral projects

Acknowledgement of Receipt

Name *University of West Hungary*  
Address *Bajcsy-Zsilinszky str 4.*  
Postcode and Country *9400 Sopron Hungary*

This page will be returned to you on receipt of your application. To this end, kindly fill in your address and information regarding the project.

Subject : Acknowledgement slip regarding:

Action type	<i>Information and Research Activities for "Learning EU at School"</i>
Title	<i>Expanding Horizon</i>
Name of the academic coordinator	<i>Agnes Nemeth Toth</i>

We hereby acknowledge your request for funding under the Jean Monnet Programme, Key Activity 1 2011.

Your application has been registered with the number

This file number should be used in all subsequent correspondence.

Yours faithfully,

Brussels,

Date:

Signature:

Stamp of the Executive Agency: