




Károli Gáspár University of the Reformed Church in Hungary

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Type of organisation:

SME School University Public Authority
 Training No Profit NGO

Other (Specify)

Fields of action :

SMEs Youth Universities Public Authorities
 Equal opportunities Schools Unemployed

Other (Specify)

Description of the organisation

Károli Gáspár University of the Reformed Church in Hungary was established in its present form in 1993, but its history roots back to 1839. Besides Budapest and Nagykőrös and Kecskemét where the main campuses are located, Károli Gáspár University provides courses in Romania in Târgu Mureş/Marosvásárhely and Ilieni/Ilyefalva. More than 8500 students and an academic staff of 425 persons belong to the five faculties of the university. The Faculty of Teacher Training of the Károli Gáspár University of the Reformed Church in Hungary is one of Hungary's most significant institutions in the field of teacher training.

With 1550 students, 47 full-time faculty members, the Faculty of Teacher Training is a rapidly growing faculty of the University. The faculty is known for its academic excellence and the personalised attention paid to students. The Faculty of Teacher Training offers programmes at first cycle (BA).

Experience of the organization in previous European projects

Translanguedu 2019- Translanguaging for Equal Opportunities: Teaching romani at School	2019-2021	2019-1-HU01-KA203-060919	Károli Gáspár University of the Reformed Church in Hungary
TEEM 2019 – Civic and History Teachers' Education in Europe. Models for the Development of Democratic Competences and Social Responsibility	2019-2022	2019-1-AT01-KA203-051234	University of Graz
DFM - Developing Flipped Methods for Teaching	2020-2023	2020-1-HU01-KA203-078844	Károli Gáspár University of the Reformed Church in Hungary

Experience and Expertise of the organization in the project's subject area

At the Teacher Training Faculty, the Department of Language, Literature and Culture also accommodates specialised courses within the "Foreign Language Content Area", both in English and in German. Students who elect to take the English or German content area will learn over four semesters how children aged 6-12 acquire foreign languages, and what methods should be applied in their teaching. Training in this content area is completed by practice teaching, which can be accomplished in lower primary school, or in grades 5 and 6. During the language classes taught in the primary school, students can put their theoretical knowledge to the test, and can gain first-hand experience in primary-school language education. Training in this content area closes with a comprehensive exam that involves an assessment of the students' linguistic level, a synthesis of their theoretical and practical experience, and the presentation of a small-scale classroom research project. The degree to be obtained in this content area is equivalent to a complex advanced-level language exam (Level C1).

Contributions that can be provided to the project

The team of Károli University taking part in the project has a very strong expertise in teaching Language for specific purposes, especially in the field of pedagogy. The language lecturers in the team have already developed and implemented language for the specific purposes for university students taking part in child care, kindergarten teacher and lower primary teacher BA courses both in English and German languages. There is a collection of teaching materials to teach the specific language of pedagogy to be used both in offline and online educational settings, and it can serve as a point of departure.

TheICT (Information and Communication Technologies) Research Centre established at the Károli Gáspár University of the Reformed Church in Hungary in 2018 is a central institution of education at the University. The most important aims of the centre are

- elaboration and development of an ICT-strategy supporting university teaching and research work,
- promoting teacher and student research on the subject,
- cooperation with national and international researchers and associations,
- organization of and participation in conferences related to the topic,
- development of manuals, training and teaching materials related to e-learning in higher education and
- organisation trainings and seminars to develop digital competencies of academic staff.

The head of the research centre is a lecture of German language, and she also supports the Hungarian project team, so we can rely on the expertise of this research centre, as well.

Reasons of involvement in the project

“Foreign Language for Special Purposes” is a two-semester course whose objective is to teach students the basic vocabulary of their profession (primary school education, kindergarten education, creche education, child care, pedagogy) and to enable them to communicate basic educational concepts in the target language. In the first semester, students read about and discuss general topics related to professional language use, while second-semester students are trained to tackle unique problems, both orally and in writing. The aims of the project would promote language teachers’ skills both to teach language for special purposes and pass language exams that students need to obtain their degrees. According to the actual regulations, BA and MA students must have a B2 level language exam to get their university degrees. By making HEI teachers able to use digital methods and tools, they could improve the quality of their teaching and raise the students’ motivation.

Contact Person’s Experience and Expertise

Dr Ildikó Szabó PhD took part as an expert in the following relevant projects: a) INTACT project that aimed to support primary and secondary school teachers towards more effective pedagogical use of interactive technology devices in the classroom. She participated in developing cooperative and collaborative teaching and learning resources that can be applied for content-integrated-language-learning (CLIL) instruction and, through the use of an online platform, were made available over cultural borders. b) ISIT (Implementation Strategies for Innovations in Teachers’ Professional Development) aimed at supporting the introduction of cross literary training into in-service teacher training in a blended learning course where structures of teacher education integrated digital learning opportunities into teachers’ professional development. c) “BleTeach - Blended-Learning in Teachers’ Professional Development” an international consortium developed an advanced professional development course enabling secondary teachers of all school subjects to integrate content-specific literacy skills into their subject classes in a „blended learning“ format. d) AduLeT project provide lecturers an environment with helpful information for their teaching. Therefore, the project developed a Community of practice: a support system is to be implemented as a community of practice (CoP) providing the possibility to get into contact with other lecturers and to share experiences about teaching with TEL. The project also collected teaching methods that can be used with TEL tools in higher education. Case studies were also collected including existing strategies, support concepts and facts about TEL linked on the CoP to provide the lecturer with further information.

Dr. Éva Szűcs Ujlaky PhD is a college professor at Károli Gáspár University of the Reformed Church in Hungary’s Faculty of Teacher Training; she is responsible for Teaching English to Young Learner course and deals with young learners EFL curricula. She has 15 years of experience in teaching her majors in different primary and secondary schools. Her Master of Education in TESOL is from the University of Leeds (Great Britain) in 1999. She has been the curriculum developer and course leader of the EFL to Young Learner specialization since 1996. Her books (Children’s Literature Handbook and British Studies I) are taught on these courses. She is specialized in young learners’ foreign language development. Her PhD is on foreign language teacher education from Pannon University in 2006. She has also been participant in several European projects in ISTEPEC and ELICIT and ELICIT +. She has worked on curriculum development and EFL teacher development. She has got experience in secondary and primary teaching, in pre-service teaching practicum activities. As the previous head of the in-service teacher development department she has got wide contacts with schools and teachers. College professor at Károli Gáspár University of the Reformed Church in Hungary.

Ildikó Anna Tóth is the Institutional Erasmus coordinator at Károli Gáspár University of the Reformed Church in Hungary and has been working on several European projects in this position.