

PERSONAL STATEMENT

Erika Kopp

I have been a member of ATEE AC since 2019 and was nominated as treasurer by the AC last year.

Based on my experience as an AC member in previous years, I can tell you that it has been a very difficult few years for the organisation. Covid19 has made it very difficult to keep the association running, as events that were a cornerstone of ATEE's work have been cancelled or moved into the digital space. However, I think these were not the only difficulties, I have learned a lot as a member of the AC about how to adapt to different challenges and respond to challenging situations with new solutions.

If elected, as a member of the Administrative Council, I would like to work towards the following goals in the coming years:

- to incorporate new solutions developed during the closures into the functioning of the organisation,
- to involve early career researchers, teachers and doctoral candidates in the work of the ATEE,
- to maintain the financial stability of the organization, attracting additional resources.

I hope to have the opportunity to work towards these goals as a member of the AC in the coming period.

Curriculum Vitae-et-Studiorum

Erika Kopp

Eötvös Loránd University, Faculty of
Education and Psychology,
Institute of Education
Kazinczy u. 23-27.
H-1075, Budapest, Hungary

5351

email: kopp.erika@ppk.elte.hu
ORCID: 0000-0001-6558-

Academic Positions

- 2021 - present *associate professor – Univeritate Selyeho, Komarno, Slovakia*
- 2009 - present *associate professor -Eötvös Loránd University, Faculty of Education and Psychology, Budapest, Hungary*
- 2003 – 2009 *assistant professor - Eötvös Loránd University, Faculty of Education and Psychology, Budapest, Hungary*
- 1994 – 1996 *lecturer, International Pethő Institute, Budapest, Hungary*

Studies

- 1986 – 1991 ELTE – TFK secondary school teacher – Hungarian Language and Literature (280/1991)
- 1992-1997 ELTE – BTK Educational Science Ma (1011/97)
- 1999 – 2006 ELTE BTK Doctoral School of Educational Science (P 2041/2006)

Research and development projects

- 2021-2023 *Reimagining a Positive Direction for Education - KA226 - Partnerships for Digital Education Readiness*
- 2021 - 2022 *Expert Network on Recognition of outcomes of learning periods abroad in general secondary education - EAC-2019-0620*
- 2018-2021 *PROMISE - Erasmus+ Key Action 2 - Strategic Partnerships*
- 2015-2018 *Inside out – outside in. Building bridges in teacher education through encounters with diversity - Erasmus+ Key Action 2 - Strategic Partnerships 2015.*
- 2015-2019 *Transformative Teacher Learning for Better Student Learning within an Emerging European Context - Horizon 2020 Marie-Sklodowska-Curie 676452.*

- 2012-2015 *European Doctorate in Teacher Education – Erasmus Lifelong Learning Programme - 527604-LLP-1-2012-1-AT-ERASMUS-EMCR*
- 2013-2015 *Országos koordinációval a pedagógusképzés megújításáért [National Reform of TE Hungary]- TÁMOP 4.1.2.B.2-13/1*
- 2002 - 2005 *„A pedagógusképzés megújítása” Reforming teacher education in Hungary. MATRA (Maatschappelijke Transformatie)*

Publications

Book

Kopp Erika (2007): *Mai magyar református középiskolák identitása.* Budapest: Károli Gáspár Református Egyetem

Kopp, Erika ; Széll, Krisztián (2018): *Megújuló energiák: Innováció és eredményesség a református középiskolákban. [Innovation in Hungarian Calvinist Schools]* Budapest, Hungary : Magyarországi Református Egyház Református Tananyagfejlesztő Csoport , 200 p.

Rapos Nóra, Kopp Erika (2015): *A tanárképzés megújítása – 2015. [Reforming Teacher Education – 2015]* Budapest: ELTE Eötvös Kiadó

Kopp Erika – Vámos Ágnes (2013): *Új tanulástámogató eszközök megjelenése a felsőoktatásban - elemzés, fejlesztés, akciókutatás. [Supporting Learning in Higher Education]* Budapest: OFI

Kopp Erika (2006): *A pedagógusképzés megújítása. [Reforming Teacher Education]* Budapest: Gondolat Kiadó

Book Chapter

Kopp Erika (2016): *A pedagógusok által érzékelt iskolai kultúraelemek és kapcsolatuk a szervezeti szocializációval. In: Vámos Ágnes (szerk.): Tanuló pedagógusok és az iskola szakmai tőkéje. Budapest: ELTE Eötvös Kiadó. 57-78.*

Kopp Erika (2016): *A pedagógusok által érzékelt iskolai kultúraelemek és kapcsolatuk a szervezeti szocializációval. In: Vámos Ágnes (szerk.): Tanuló pedagógusok és az iskola szakmai tőkéje. Budapest: ELTE Eötvös Kiadó. 57-78.*

Kopp Erika (2014): *Mentoring in Higher Education. In: Ágnes Vámos, Sándor Lénárd (szerk.): Training programme and organisation in the Bologna process of Hungarian higher education: The BaBe project. 185 p. Budapest: ELTE Eötvös Kiadó, 2014. pp. 129-140.*

Kopp Erika (2012): Mentorálás a felsőoktatásban. In: Vámos Ágnes, Lénárd Sándor (szerk.): Képzési program és szervezet a magyar felsőoktatás bolognai folyamatában: A Babe-projekt 2006-2011. 377 p. Budapest: ELTE Eötvös Kiadó, 2012. pp. 221-241.

Article

Pesti, Csilla ; Györi, János ; Kopp, Erika (2019): Ausztria tanárképzési rendszere. PEDAGÓGUSKÉPZÉS

Fehérvári, Anikó ; Kopp, Erika ; Lénárd, Sándor (2018): Innovative Teachers in Hungarian Schools. *Hungarian Educational Research Journal (HERJ)* : 3 pp. 23-42. , 20 p. (2018)

Pesti, Csilla ; Györi, János ; Kopp, Erika (2018): Student Teachers as Future Researchers: How do Hungarian and Austrian Initial Teacher Education Systems Address the issue of Teachers as Researchers? *Ceps Journal* 8 : 3 pp. 35-57. , 23 p. (2018)

Kopp Erika, Vámos Ágnes (2016): Die Leistungen der ungarischen Schüler und Schülerinnen an den kirchlichen Schulen und deren pädagogisch eingebrachter Wert. *Zeitschrift für Religionspädagogik* 15:(2) pp. 310-327.

Kopp Erika (2013): Tanulásközpontú programfejlesztés. *Felsőoktatási Műhely*. 7:(2) pp. 39-56. (2013)

Kopp Erika (2010): A kálvinizmus hatása a magyar oktatásügyre. *Magyar Tudomány* 171:(2) pp. 159-168. (2010)

Kopp Erika, Juhász-Ollerényi Tamás, Birkás Anna, Csík Orsolya (2009): Időutazás a gyermekkorba - fotóinterjú alapuló kutatás és oktatás a tanárképzésben. *Pedagógusképzés* 7:(4) pp. 93-107.

Kopp Erika (2007): Kooperatív technikák az oktatásban. *Magyar Református Nevelés* 3: p. 6.

Kopp Erika (2007): A személyes segítő. *Szakoktatás* 57:(10) pp. 12-18.

Conference Papers

Kopp Erika, Szivák Judit, Lénárd Sándor, Rapos Nóra (2015): The Position of Social Justice in Teacher Education Curriculum in Hungary. In: György Mészáros, Franciska Körtvélyesi (szerk.): Social Justice and Diversity in Teacher Education: Proceedings 2014.

Orsolya Kálmán, Nóra Rapos, Erika Kopp, Judit Szivák (2016): Autonomy and Collaboration for the Professional Development of



UNIVERSITY OF BIAŁYSTOK

FACULTY OF EDUCATION

Białystok, 21.04.2022

Letter of recommendation

TO WHOM IT MAY CONCERN

It is my great pleasure to write this letter of recommendation for **Associate Professor Erika Kopp (PhD)** from the Eötvös Loránd University (Hungary), in relation to her candidacy for the post of ATEE AC member. In my opinion, she should most definitely be re-elected for this position.

Firstly, Erika is a well-known researcher on issues related to teacher education and teacher professional development. She has proactively published numerous articles in journals and books with an international scope, which are highly cited and used by other researchers worldwide. She is (and has been) involved in numerous international projects on teacher education, e.g., EDITE. Furthermore, what is really important for the future extension of the ATEE community, she has a wide research network in the area of teacher education in the CEE region. Erika, therefore, has extensive knowledge, research experience, and a well-established position in international networks - this is a vital asset for the ATEE board and I know that she is willing to bring it all to the table.

Secondly, Erika has been involved in ATEE activities for several years: first as an individual member, then as an active member of several RDCs and, for the last three years, as a member of the ATEE board. Since last year, she has served as a treasurer for the Association. Thus, she is well acquainted with the specifics of working in this association and the potential challenges it may face. Erika has also organised numerous meetings, seminars, and research projects. For example, last year she organised a very successful seminar for PhD students on 'Research in teacher education - the next generation'. Her re-election will allow this very important event to be continued for an academic community currently under-served by the ATEE.

Thirdly, on a more personal level, Erika is helpful, open, and willing to help others. She is a warm and friendly person, who always looks for ways to share her resources and welcomes newcomers. Erika always has integrity in her words and actions.

Taking into account all the above, I fully support Erika's candidacy for the position of ATEE AC member.

Sincerely,

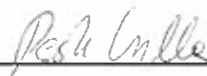
Dr Marta Kowalczyk-Walędziak
Vice-Dean for International Co-operation
Faculty of Education, University of Białystok

ATEE Administrative Council Candidature

With this letter I wish to express my support for Dr. habil Erika Kopp regarding her candidature in the Administrative Council of ATEE. She has been an active member of the Association for many years and showed her professional devotion by attending and organizing conferences and various events. She has a wide network of international relationships that she continuously broadens by international collaboration and R&D projects.

As a senior lecturer at Eötvös Loránd University, Budapest (ELTE), she has over 25 years of teaching and research experience in the field of pre-service and in-service teacher education. Besides academia, she has a strong connection to the world of schools – she has been involved in numerous school development projects.

Her work is in align with the aims of ATEE and I truly believe her experience will be a valuable resource for the Association's activities.



Dr. Csilla Pesti

Assistant professor

Karoli Gaspar University of the Reformed
Church in Hungary, Faculty of Humanities
and Social Sciences, Teacher Training Centre

H-1146 Budapest, Dózsa György str. 25-27

www.kre.hu/btk