

HELGA DORNER
CURRICULUM VITAE

Center for Teaching and Learning
Central European University
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EDUCATION

University of Szeged, Graduate School of Educational Science Ph.D. in Educational Science	Szeged, Hungary 2010
Eötvös Loránd University, Faculty of Humanities M.A. in English Language and Literature M.A. in German Language and Literature	Budapest, Hungary 2005 2004
University of Heidelberg Deutsche Akademische Austauschdienst (DAAD) Scholarship	2000

PROFESSIONAL DEVELOPMENT

Erasmus Academic Staff Exchange University of Helsinki	S2009
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TEACHING AND RESEARCH INTERESTS

Teaching innovations in higher education, (online) mentoring for university teaching, teacher and faculty development for technology integration

Theories of social learning, collaborative learning, community of inquiry

LANGUAGE SKILLS

Hungarian native speaker
English, German – fluent written and spoken
French – conversational level of proficiency

TEACHING EXPERIENCE

Central European University (CEU)	Budapest, Hungary
Lecturer	2013 - Present

Courses taught or co-taught at PhD level:

Foundations in Teaching in Higher Education: Scholarship, Reflection, and Innovation	F2013, F2014 F2015, W2016
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Starting your Teaching Portfolio	F2013, S2014, F2014 S2015, F2015, S2016
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Dorner 2017

Design for Learning: Planning, Assessment, and Curriculum Design	W2014, W2015
Course-redesign: Blending online and in-person teaching strategies	W2014, W2015, W2016
Persuasive Communication in Teaching and Research Contexts	W2014, W2015, W2016
Teaching in Legal Studies: Reflective Practice and Preparation	S2013, S2014

Instructor **2011 - 2013**

Courses taught or co-taught at PhD level:

Teaching in Higher Education: Scholarship, Reflection, and Innovation	F2011, F2012
Teaching in online environments: from face-to-face to blended learning	W2012, W2013
Starting your teaching portfolio	S2012, F2012, S2013

Eötvös Loránd University (ELTE) **Budapest, Hungary**

Visiting lecturer, Faculty of Education and Psychology
Distance and e-learning **F2015, F2016**

Visiting lecturer, Faculty of Science
Mentoring for technology integration in higher education **W2012, S2012**

Visiting lecturer, School of English and American Studies
ELT methodology and classroom practice **2007-2009**

Visiting lecturer, Germanistisches Institut [Institute for German Studies]
Internet in DaF Unterricht [Internet in the German higher education classroom] **2005-2006**

DOCTORAL SUPERVISION **2016 - Present**

Eötvös Loránd University (ELTE), Faculty of Education and Psychology
Doctoral School of Educational Science

Kinga Káplár-Kodácsi: Innovation and reflective practice in mentoring future teachers

Gabriella Kovács: Innovation in adult learning – with a special focus on adult learning in EU-funded projects

PROFESSIONAL CONSULTANCY

CIVex: STRENGTHENING the Capacity of Women Movements and Organizations, International Centre for Democratic Transition, sponsored by the International Visegrád Fund, 2013

VITRIN: Digital Storytelling, sponsored by Anthropolis Anthropological Public Benefit Association, Lindenfeld Partners, & Egységes Magyarországi Izraelita Hitközség (EMIH) [Lubavitch of Hungary], 2014

RESEARCH EXPERIENCE**Central European University**

Budapest, Hungary

Principal Investigator

Sound Relations: Transgressions, Disruptions, Transformations	2016 - Present
Academic professionalism in teaching and learning in the 21 st century	2016 - Present
Learning in blended environments: students' approaches to and conceptions of their learning in social sciences and humanities	2013 - Present
Exploring learning-centred course redesign supported by new technologies at CEU: The online collaborative seminar	2012 - 2015
Researching the pedagogical potential of multimedia narratives in university teaching	2012 - 2015
Scaffolding reflective thinking through electronic portfolios	2012 - 2015

Eötvös Loránd University (ELTE)

Budapest, Hungary

Researcher

2006-2011

Knowledge Practice Laboratory (KP-Lab) project (FP6-2004-IST-4)

Consortium leader: University of Helsinki, Finland

Researcher and online mentor

2005-2008

CALIBRATE project (IST-028025)

Consortium leader: European Schoolnet, Belgium

Researcher

2005-2007

eTwinning program (www.etwinning.net)

Central support service co-ordinator: European Schoolnet, Belgium

Researcher and observer

2006-2007

European Pedagogical ICT License (EPICT) Hungary

Co-ordinator institution: Eötvös Loránd University, Center for Multimedia in Education, Hungary

GRANT ACTIVITY

Dorner, H. (2016). Project Leader. Sound Relations: Transgressions, Disruptions, Transformations. Funded by CEU Intellectual Themes Initiative, 120K EUR

Dorner, H. (2016) Project Leader. Academic Professionalism in teaching and learning in the 21st century. Funded by CEU Research Grant 3K EUR

Dorner, H. (2012). Scaffolding reflective thinking through electronic teaching portfolios. Funded by CEU Research Grant, 4K EUR

Dorner, H. (2013). Scaffolding Reflective Thinking through Electronic Teaching Portfolios. Phase 2. Funded by CEU Research Grant, 4K EUR

PROFESSIONAL MEMBERSHIPS AND SERVICE

International and national

Subcommittee on Technology and Education

Hungarian Academy of Science's (MTA) Education Committee (2012 - Present)

Executive Committee Member

European Distance and E-learning Network (EDEN) (2016 - Present)

Member

European Association for Research on Learning and Instruction (EARLI) (2010 - Present)

American Educational Research Association (AERA) (2012 - Present)

European Distance and E-Learning Network (EDEN) (2010 - Present)

University (internal)

Advisor, CEU Senate Standing Committee, Computer Committee, 2012-2013

Member, CEU Senate Standing Committee, Computer Committee, 2013-2014

Member, Provost's Faculty Task Force on Academic Technology, 2014-present

Reviewer for (selected list):

British Journal of Educational Technology

Internet in Higher Education

Journal of Teacher Education

International Journal of Mentoring and Coaching in Education

MERLOT Journal of Online Learning and Teaching

ReCALL

HONORS

European Distance and E-learning Network (EDEN) Fellow (2015)

PUBLICATIONS

REFEREED (PEER-REVIEWED) ARTICLES

In English

- Dorner, H.** & Kumar, S. (in press) Pre- and inservice teacher satisfaction with online collaborative mentoring for technology integration. *Online Learning*
- Dorner, H.** & Renc-Roe, J. (2016). Doctoral students' conceptions of online teaching portfolios. An exploration of the authenticity and performativity spectrum. *Zeitschrift für Hochschulentwicklung. Special Issue: Development and Socialization of Academics, 11(5)*, 25-43.
- Dorner, H.** (2016) Exploring students' conceptions of internationalised learning: Experiences from international online collaborative seminars. *Innovations in Education and Teaching International*. DOI: <http://dx.doi.org/10.1080/14703297.2016.1210530>
- Dorner, H.** & Kumar, S. (2016). Online collaborative mentoring for technology integration in pre-service teacher education. *TechTrends Special Issue, Teacher Education Division. 60(1)*, 48-55.
- Dorner H.** (2012). Effects with online mentoring in CSCL environments: mentor presence and cognitive engagement. *American Journal of Distance Education, 26(3)*, 157-171.
- Dorner, H.** & Kárpáti, A. (2010). Mentoring for innovation: key factors affecting participant satisfaction in the process of collaborative knowledge construction in teacher training. *Journal of Asynchronous Learning Networks, 14(3)*, 63-77.
- Dorner, H.** & Major, É. (2009). Evolving collaboration among teacher trainees – analysis of collaborative discourse. *WoPaLP (3)*, 76-96.
Available at: http://langped.elte.hu/W3Dorner_Major.pdf
- Lakatos-Török, E. & **Dorner, H.** (2008). Monitoring the eTwinning program in Hungary - A survey of basic conditions and teachers' experience. *eLearning Papers* <http://www.elearningeuropa.info/files/media/media18030.pdf>
- Dorner H.** (2006). E-mail projects in the EFL classroom – with special focus on students' intercultural learning. A Hungarian perspective. *Studies About Languages KALBU STUDIJS, (9)*, 64-70.

In Hungarian

- Dorner, H.** & Konyha, R. (2015). Esettanulmányon Alapú Online Kollaboratív Tudásépítés Vizsgálata – A Tudásépítő Interakciók Kapcsolatrendszere az Elégedettséggel és az Eredményességgel [Exploring online collaboration in a case-based learning situation: patterns of interaction, participant satisfaction and group performance]. *Magyar Pedagógia, 115(3)*, 1-26.
- Dorner, H.** & Kárpáti, A. (2008). Mentorált innováció virtuális tanulási környezetben, *Magyar Pedagógia, 108 (3)*, 225-246. [Mentored innovation in virtual learning environments]
- Dorner, H.** & Major, É. (2008). A kollaboratív interakciók kialakulásának folyamata egy kevert oktatási formájú tanárképzési kurzus keretében. *Iskolakultúra. (11-12)*, 3-22. [Collaborative interactions in a blended type of teacher training course]
- Dorner, H.** & Lakatos-Török, E. (2007). Felkészítés nemzetközi projektekre a pedagógusképzésben, *Iskolakultúra, (4)*, 80-87. [Preparing for international collaborative projects in teacher training]

BOOK CHAPTERS

Dorner H. & Pető, A. (2015). Geschlecht und Holocaust: konzeptuelle und methodologische Herausforderungen der Lehre mit dem Visual History Archive – eine Fallstudie. In: A. Bother & C. Brüning (Eds.), *Geschlecht und Erinnerung Online* (pp. 373-403). Berlin, Germany: Lit. Verlag.

Dorner H., Jeges, E. & Pető, A. (2015). New Ways Of Seeing: Digital Testimonies, Reflective Inquiry, And Video Pedagogy In A Graduate Seminar. In: A. Pető & H. Thorson (Eds.), *The Future of Holocaust Memorialization: Confronting Racism, Antisemitism and Homophobia through Memory Work* (pp. 42-45). Budapest, Hungary: Tom Lantos Institute.

Dorner, H. (2012). Mentoring innovation through online communications in a digital culture. In: Fletcher, S. & Mullen, C. (Eds.), *Handbook of Mentoring and Coaching in Education* (pp. 169-183). London: Sage.

Kárpáti, A. & **Dorner H.** (2012) Developing epistemic agencies of teacher trainees. Using the Mentored Innovation Model. In: A. Moen, A.I. Mørch, & S. Paavola (Eds.), *Collaborative knowledge Creation. Practices, Tools, Concepts* (pp. 219-232). Rotterdam: Sense Publishers.

Kárpáti A. & **Dorner, H.** (2008). Mentored innovation model in teacher training using two virtual collaborative learning environments. In: J. Zumbach, N. Schwartz, N. Seufert, & L. Kester (Eds.), *Learning and Instruction with Computers. Beyond Knowledge: the Legacy of Competence Meaningful Computer-based Learning Environments* (pp. 29-41). Wien: Springer Verlag.

PEER-REVIEWED PROCEEDINGS

Dorner, H. (2016). *Exploring students' conceptions of learning through the lens of internationalisation: Experiences from international collaborative seminars*. A paper presented at the Higher Education Conference: The Scholarship of Teaching, Learning, and Organizing, July 13-15, 2016, Amsterdam: Netherlands.

Deshler, J., **Dorner, H.**, & Renc-Roe, J. (2016). *Peer Teaching as an Opportunity for Enactment and Academic Practice in a Higher Education Excellence in Teaching Certificate Program*. A paper presented at the Higher Education Conference: The Scholarship of Teaching, Learning, and Organizing, July 13-15, 2016, Amsterdam: Netherlands.

Kereszty, O., Kovacs, Zs., & **Dorner, H.** (2016). *Exploring Hungarian doctoral students' professional socialization in the context of organizational culture*. A paper presented at the Higher Education Conference: The Scholarship of Teaching, Learning, and Organizing, July 13-15, 2016, Amsterdam: Netherlands.

Kumar, S. & **Dorner, H.** (2016). *Evaluating Online Programs: Adapting the Community of Inquiry Survey*. A paper presented at the 25th annual conference of the EDEN "Re-imagining learning environments", June 14-17, 2016, Budapest: Hungary.

Dorner, H. (2015). *Teaching presence as 'overarching' condition in an online community of inquiry in higher education*. A paper presented at the 16th biennial conference of the EARLI Conference for Research on Learning and Instruction Towards a reflective society: synergies between learning, teaching and research, August 25-29, 2015, Limassol: Cyprus.

Dorner, H. & Konya, R. (2015). *Patterns of interaction and their relation to participant satisfaction in an online collaboration*. A paper presented at the 16th biennial conference of the EARLI for Research on Learning and Instruction "Towards a reflective society: synergies between learning, teaching and research", August 25-29, 2015, Limassol: Cyprus.

Dorner, H. (2015). *Exploring causal relationships among teaching, cognitive and social presence in international collaborative seminars*. A paper presented at the 20th annual conference of the EDEN “Expanding learning scenarios”, June 9-12, 2015, Barcelona: Spain.

Dorner, H. (2014). *Learning in transition: students’ approaches to and conceptions of their learning in an international telecollaborative research seminar*. A paper presented at the biennial conference of the EARLI SIG4 Higher Education and SIG17 Qualitative and Quantitative Approaches to Learning and Instruction, (Assessing Transitions in Learning), August 20-22, 2014, Leuven: Belgium.

Pető, A. & **Dorner, H.** (2014). *Using VHA for Teaching about Sexual Violence – Experiences at CEU*. Paper presented at the conference Gendered Voices: Neue Perspektiven auf digitale Zeitzeug/innen-Archive, Pädagogische Hochschule Freiburg, July 18, 2014, Freiburg: Germany.

Dorner, H., Jeges, E., & Pető, A. (2014). *New Ways of Seeing: Digital Testimonies, Reflective inquiry, and Video Pedagogy in the Graduate Seminar*. Paper presented at the conference The Future of Holocaust Memorialization: Confronting Racism, Antisemitism and Homophobia through Memory Work, June 10-11, 2014, Budapest: Hungary.

Dorner, H. & Pető, A. (2014). *Digital Technology for Teaching Gender and Holocaust: Conceptual and Methodological Challenges of using the Visual History Archive*. A paper presented at the online conference of the Holocaust and Contemporary Genocides, Popular Culture and Digital Technologies Research Forum, April 22, 2014.

Dorner H. & Renc-Roe, J. (2013). *Between performativity and authenticity: researching reflection in doctoral student’s electronic teaching portfolios*. A paper presented at the annual research conference Society for Research into Higher Education (SRHE), (Experiencing Higher Education: Global Trends and Transformations), December 11-13, 2013, Newport, Wales: UK.

Dorner, H. & Pető, A. (2013). *Digital Repositories of Traumatic Memories: A Possibility for Gendered Analysis?* A paper presented at the conference 44 International Association of Labour History Institutions (IALHI), (Conference Opening up Social History Repositories: New Technologies and New Methods), Open Society Archives at the Central European University September 26-28, 2013, Budapest, Hungary.

Dorner H. & Pető, A. (2013). *Using VHA for Teaching Sexual Violence: conceptual and methodological challenges*. Paper presentation accepted for the conference Geschlecht und Erinnerung Online, Freie Universität, 4 March 2013, Berlin, Germany.

Dorner, H. (2011). *Identifying barriers and drivers of participants’ satisfaction in CSCL environments. Using the Kano model*. Paper presented at the 14th Biennial Conference for Research on Learning and Instruction (EARLI), Education for a Global Networked Society, 30 August - 3 September 2011, Exeter, UK.

Dorner, H. (2011). *Training the trainers: Social and teaching presence in online mentoring*. Paper presented as part of the international symposium: From concept to implementation: social presence in networked learning scenarios at the 14th Biennial Conference for Research on Learning and Instruction (EARLI), Education for a Global Networked Society, 30 August - 3 September 2011, Exeter, UK.

Dorner, H. (2010). *Effects with online mentoring – developing social, cognitive and teaching presence in teacher training scenarios*. Paper presented at the Future Visions for Learning and Teaching. Joint Conference of EARLI SIG Higher Education and SIG Teaching and Teacher Education, 13 - 16 June 2010, Kirkkonummi, Finland.

Dorner, H. (2009). Social presence as a predictor of satisfaction in pedagogical scenarios designed in a blended set-up. Paper presented at the 13th Biennial Conference for Research on Learning and Instruction (EARLI), Fostering Communities of Learners, 25 - 29 August 2009, Amsterdam, Netherlands.

Dorner H. (2009). Investigating the patterns of interactions in the Calibrate project – the use of social network analysis (SNA). Paper presented at the European Distance and E-learning Network (EDEN) Annual conference, Innovation in learning communities, 10 - 13 June, 2009 Gdansk, Poland.

Dorner, H. and Major, E. (2008). Developing common collaborative discourse - a model in teacher training. Paper presented at the 3rd European Practice Based and Practitioner Research Conference on Learning and Instruction (EARLI PBPR), 26-28 November, 2008 Bergen, Norway.

Dorner, H. (2008). Conceptual change of teacher trainees in computer-supported mentoring events – with special focus on the role of online discussions. Paper presented at the 6th International Conference on Conceptual Change (EARLI SIG 3), Conceptual change across disciplines: Theoretical and applied issues, 23- 25 August, 2008 Turku, Finland.

Dorner, H. (2008). Collaborative knowledge advancement and evolving epistemic agency in an ICT-Based retooled EFL teacher-training course. Paper presented at the EUROCALL 2008 Conference, New Competences and Social Spaces, 3-6 September, 2008 Székesfehérvár, Hungary.

Kárpáti A. and **Dorner, H.** (2008). Mentored Innovation Model in teacher training using two virtual collaborative learning environments. Paper presented at the Learning and Instruction with Computers, EARLI SIG 6 & 7 Conference. Beyond Knowledge: the Legacy of Competence Meaningful Computer-based Learning Environments, 3-5 September, 2008 Salzburg, Austria.

Kárpáti A. and **Dorner, H.** (2008). The Mentored Innovation Model in e-learning courses for teacher education. Paper presented at the European Distance and E-learning Network Annual Conference, New Learning Cultures, 11-15 June, 2008 Lisbon, Portugal.

Dorner, H. and Major, É. (2008). Preservice teachers' collaborative knowledge advancement and self-perceived development in a Hungarian blended learning teacher training course. Poster presented at the European Distance and E-learning Network Annual Conference, New Learning Cultures, 11-15 June, 2008 Lisbon, Portugal.

Dorner H. and Török E. (2008). Efficacy of the international eTwinning program – A survey of the Hungarian teachers' perceived advancement. Paper presented at the 1st International Conference for Theory and Practice in Education, 23 May, 2008 Fürstenfeld, Austria.

Dorner, H. and Major, É. (2007). Blended learning in a Hungarian teacher training course – with special focus on student satisfaction and self-perceived development. Paper presented at the 2nd European Practice Based and Practitioner Research Conference on Learning and Instruction (EARLI PBPR), 14-16, November 2007 Maastricht, Netherlands.

Dorner, H. (2007). The role of e-mail communication in fostering knowledge creation in a teacher training course designed in a collaborative learning environment. Paper presented at the 12th Biennial Conference for Research on Learning and Instruction (EARLI), 28 August - 1 September, 2007 Budapest, Hungary.

ACCEPTED CO-AUTHORED BOOK PROPOSAL

Digital Conversations about Gender, Memory and Past. New Approaches to Teaching Gender. To appear in 2016 at Sense Publishers, Rotterdam: The Netherlands.