

Intercultural aspects of internationalization in Higher Education

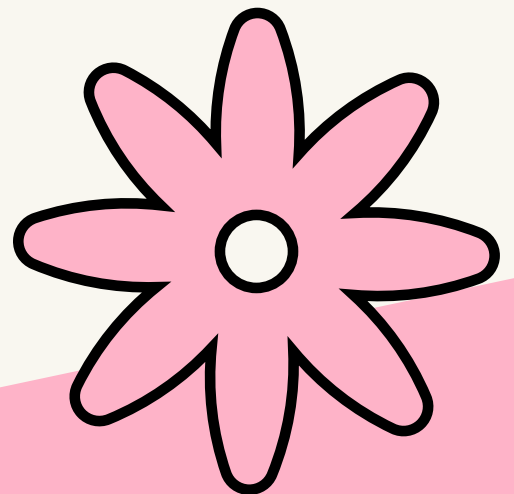


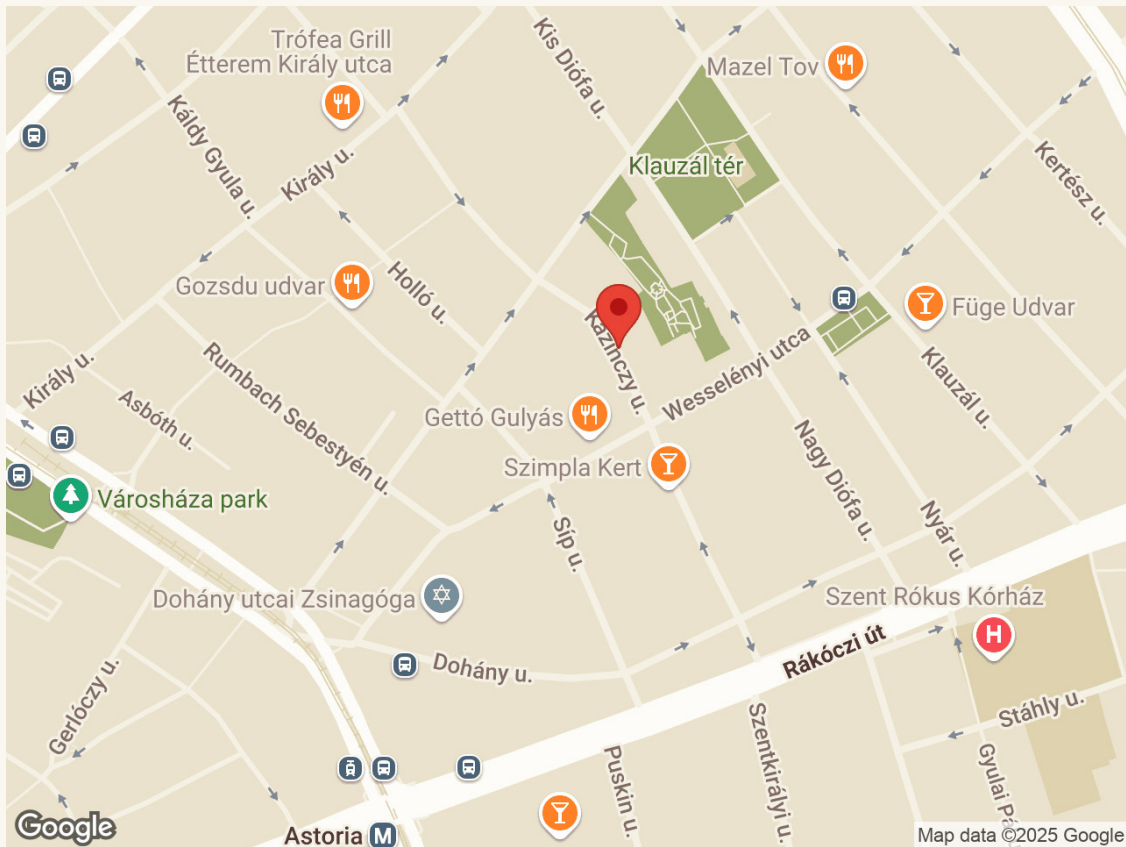
NetWorkShop

Institute of Intercultural Psychology and Education,
Faculty of Education and Psychology,
Eötvös Loránd University, Budapest, Hungary

1075 Budapest, Kazinczy utca 23-27.

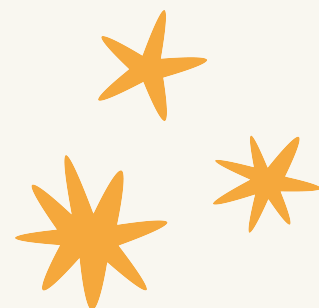
10 June 2025





Venue:
Eötvös Loránd University
Faculty of Education and Psychology

1074 Budapest Kazinczy utca 23–27



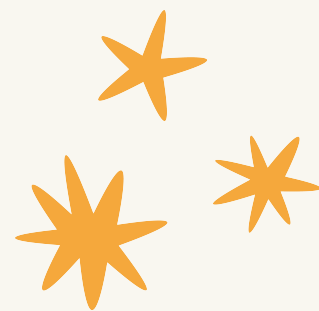
Concept and organization
Erzsébet Csereklye
Orsolya Endrődy
Lan Anh Nguyen Luu

Edited by Erzsébet Csereklye

Institute of Intercultural Psychology and Education
Faculty of Education and Psychology
Eötvös Loránd University
Budapest, Hungary
2025.

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Concept



Since 2015, the Institute of Intercultural Psychology and Pedagogy (IPPI) of ELTE PPK has been actively collaborating with international partners in intercultural and multicultural pedagogical research.

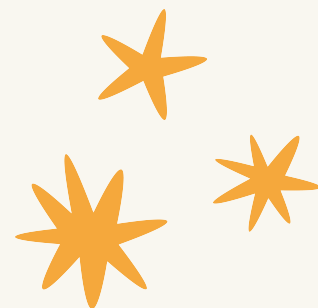
During this time we have established several partnerships, which were bilateral at the beginning, but since 2022 we have been explicitly working towards networking. International network building has been a priority both in our Erasmus+ partnerships within the European partner countries and also in our recent Erasmus+ International Credit Mobility (ICM) cooperations..

On a smaller scale in the last years we have organized partner meetings (in 2022, we have organized joint workshops with our colleagues in partnership with Seoul National University, South Korea (SNU), Graz University, Austria (UniGraz), and Chiang Mai University, Thailand (CMU) and Hue University of Education, Vietnam (HUE), involving our students and colleagues at ELTE.

Bilateral links with our other partners in Europe are currently in place, and we would like to network these to create future joint courses and research projects among the members of our Erasmus+ supported partnerships.

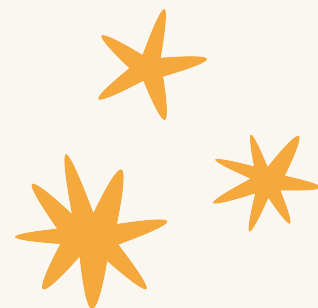
The NetWorkShop is an innovation that both complements and elevates bilateral partnerships to a new level. It provides an opportunity to reconceptualize our traditional bilateral educational and research collaborations within a network involving partner universities and researchers who share similar interests and are personally acquainted. As a result of our NetWorkShop our future plan is to coordinate international mobility with our partners and to jointly develop educational and research initiatives within the network.

We would like to express our sincere thanks to the students of the Illyés Sándor College for Advanced Studies for their collaboration in making this event possible!



Program 10 June 2025

9:30-10:00	Morning coffee & tea - 204
10:00- 11:30	Institutions in Spotlight - 203 Presentation on the partner institutions
11:40-12.00	Coffee & tea - 204
12:00-12:50	Research interest in spotlight - 203 Elevator pitches 1
12:50-13:50	Sandwich lunch - 415
13:50-14:40	Research interest in spotlight - 203 Elevator pitches 2
14:40-15:00	Coffee & tea - 204
15:00-16:00	Word Café - 203



Institutions in spotlight

10:00–11:30, Lecture hall 203

In this session we will learn about the participating institutions.

Our goal here is to get a good understanding of the partner institutions' profile and get inspiration for future Erasmus+ and ICM mobility cooperations, just as collaboration in research and joint teaching programs.

When preparing your presentation, please follow the suggestions bellow!

Recommended Presentation Format

1. Introduction (1 slide, 2 minutes)

- Start with an attention-grabbing question, fact, or brief story.
- Provide a short overview of the institution, highlighting its unique features.

2. Main Body (3 slides, 6 minutes)

- Slide 1: Present the internationalization efforts with examples or key achievements from an intercultural perspective
- Slide 2: Showcase the institute/department's research projects, focusing on the intercultural aspects and the possibility of international cooperation
- Slide 3: Highlight the institute/department's future plans or vision for international cooperation with intercultural perspectives (what are you open to, where is your focus).

3. Conclusion (1 slide, 2 minutes)

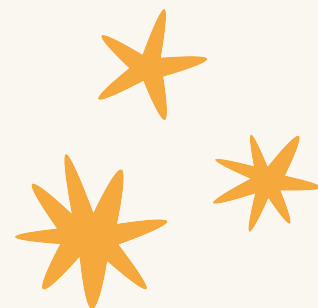
- Summarize the three main points briefly.
- End with a closing thought or message that leaves a lasting impression on the audience both in English and your primary language.

Tips for a Successful Presentation:

- Use visuals (charts, images) instead of text-heavy slides.
- Stick to the time limit; rehearse your presentation beforehand to ensure smooth delivery.

Please upload your slides in the NetWorkShop folder, by June 02.

<https://drive.google.com/drive/folders/1bdPWVeVCasv8ItATYT1WCHiU2DWDCha4p?usp=sharing>



Institutions in spotlight

10:00–11:30 room 203

- 10:00-10:10 Welcome by professor Andrea Dull
Elected dean of the Faculty of Education and Psychology
Eötvös Loránd University, Budapest, Hungary, ELTE
- 10:10-10:20 Eötvös Loránd University, Budapest, Hungary, ELTE
Faculty of Education and Psychology,
Institute of Intercultural Psychology and Education
Prof. Dr. Lan Anh NGUYEN LUU
- 10:20 - 10:30 University of Mauritius, Reduit, Mauritius, UoM
Faculty of Social Sciences and Humanities
Dr. Verena TANDRAYEN-RAGOOBUR
- 10:30 - 10:40 Seoul National University, Republic of Korea, SNU
College of Education
Department of Social Studies Education,
SNU Center for Multicultural Education Research
Prof. Dr. Kyung-Hwan MO
- 10:40-10:50 Chiang Mai University, Thailand, CMU
Faculty of Education
Division of Social Science Education
Dr. Pisith NASEE, Dr. Nannaphat SAENGHONG
- 10:50-11:00 Sultan Idris Education University, UPSI
Faculty of Computing and Meta-Technology
Prof. Dr. Bahbibbi RAHMATULLAH
- 11:00 - 11:10 University of Modena and Reggio Emilia, Italy, UNIMORE
Department of Education and Humanities
Prof. Dr. Barbara CAPRARA, Dr. Lucia SCIPIONE
- 11:10 - 11:20 European University Cyprus, Nicosia, Cyprus, EUC
School of Humanities, Social and Education Sciences
Department of Education Sciences, Dr Eleni THEODOROU
Department of Arts, Dr. Elena STYLIANOU
- 11:20 - 11:30 University of Thessaly, Greece, UTh
Center for European Projects
Mr. Charalambos SAMANTZIS



Research in spotlight

Elevator pitches

12:20 – 13:10, room 203

13:50 – 14:40, room 203

In this session we will learn about the individual researchers, participating this workshop. Each participant will introduce their research interest in 3 minutes. The goal here is to find partners for future collaborative research,

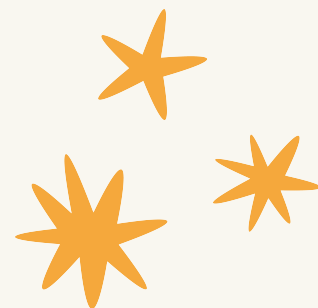
An elevator pitch is a concise and compelling summary designed to introduce your research work and interest in a short amount of time— 3 minutes at our NetWorkShop. It aims to grab attention and spark interest for further discussion and cooperation in the field of intercultural education.

Key elements of an elevator pitch include:

- - **Introduction:** Who you are, what is your motivation for your work?
- - **Projects:** What research project(s) do you work in? What's your goal?
- - **Value Proposition:** Why it matters, why is it genuinely interesting?
- - **Call to Action:** A request or invitation for follow-up and cooperation.

Max. 1 slide/ elevator pitch, please upload your slide in the NetWorkShop folder, **by June 05.**

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Research in spotlight 01

Elevator pitches

12:20 – 13:10, room 203

COLLABORATIONS

Fostering Organizational Learning through Joint Degree Programs: An Intercultural Perspective
Dr. Luca ERDEI, ELTE, Hungary

European Projects initiatives
Mr. Charalambos SAMANTZIS, UTh, Greece

Where Code Meets Compassion: Technological Collaboration Across Disciplines
Prof. Dr. Bahbibí RAHMATULLAH, UPSI, Malaysia

INNOVATIVE EDUCATORS

Innovative Educator and Researcher in Educational Technology
Dr Norhidayah CHE LAH, UPSI, Malaysia

Learning to Learn: Mapping a Complex Competence in Teacher Education
Dr. Lucia SCIPIONE, UNIMORE, Italy

Teacher Education for Diversity in Southeast Asia: A Comparative Policy Perspective
Dr. Nannaphat SAENGHONG, CMU, Thailand

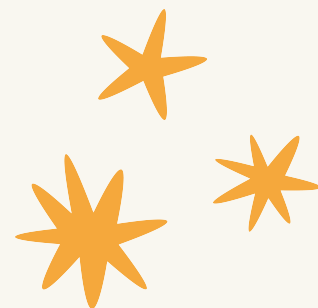
Teachers, teaching and professional development in the field of supplementary private education
Dr. János GYÓRI, ELTE, Hungary

CHILDHOOD

A Journey Through Game-Based Learning Across Borders
Dr. Suzani MOHAMAD SAMURI, UPSI, Malaysia

Framing Childhood: An Anthropological and Sociological Perspective
Dr Eleni THEODOROU, EUC, Cyprus

Childhood Narratives in Education
Dr. Orsolya ENDRÓDY, ELTE, Hungary



Research in spotlight 02

Elevator pitches

13:50 – 14:40, room 203

ART, CULTURE & EDUCATION

Key Technologies in Cultural Heritage

Dr. Aslina SAAD, UPSI, Malaysia

Working with art communities on an island

Dr. Elena STYLIANOU, EUC, Cyprus

Language, Identity, and Mobility: Rethinking Multicultural Education in a Globalizing Korea

Prof. Dr. Sang-Hwan SEONG, SNU, Korea

INCLUSION & EQUITY

Education for the Marginalized: Rethinking Inclusion in Urban Thailand

Dr. Pisith NASEE, CMU, Thailand

Bridging Technology and Humanity: Intercultural Digital Pedagogy for a Sustainable Future

Ms. Nor Asiah MOHAMAD@RAZAK, UPSI, Malaysia

A Prepared Learning Environment to Promote Self-Directed Learning as a Path to Educational Inclusion

Prof. Dr. Barbara CAPRARA, UNIMORE, Italy

Rethinking Multiculturalism: Equity and Belonging in Korean Classrooms

Prof. Dr. Kyung-Hwan MO, SNU, Korea

UPWARDS MOBILITY STRUGGLES

Voices of Roma Intellectuals: Qualitative Research Results on Identity and Coping Strategies

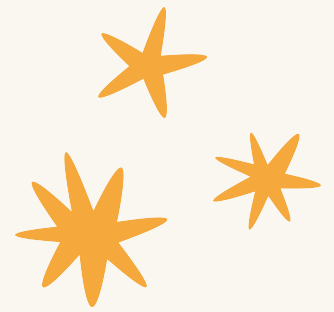
Dr. Borbála SIMONOVITS, ELTE, Hungary

Our relationships and friendships

Dr. Krisztina BORSFAY, ELTE, Hungary

PhD - Mission or struggle? On the professional socialization of doctoral students

Dr. Erzsébet CSEREKLYE, ELTE, Hungary



Public lectures

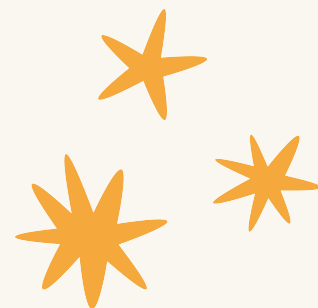
03. June 2025, 10:00–11:30 Kazy 213

From Classroom to Region: A Decade of Teaching Multicultural Education and the Search for Inclusive Teacher Training

Dr. Nannaphat SAENGHONG, CMU

From Margins to Momentum: Intercultural Education and the Power of Listening

Dr. Pisith NASEE, CMU



Public lectures

11. June 2025, 9:00–11:30 Kazy 203

- | | |
|-------------|--|
| 9:00-9:20 | Beyond Tokenism: Promoting Authentic Multicultural Education in Korea
Prof. Dr. Kyung-Hwan MO, SNU |
| 9:20-9:40 | The intercultural aspects of higher education mobility at the SNU
Prof. Dr. Sang-Hwan SEONG, SNU |
| 9:40.-10:00 | The Role of Digital Innovation in Intercultural Heritage Preservation
Dr. Aslina SAAD, UPSI |
| 10:00.10:20 | Problem-Solving E-Module for Education
Dr Norhidayah CHE LAH, UPSI |
| 10:20-10:40 | Beyond One Size Fits All: A Culturally-Informed Comparative Study of Information and Communication Technology (ICT) Integration in Malaysian Elementary Schools
Ms. Nor Asiah MOHAMAD@RAZAK, UPSI |
| 10:40.11:00 | Games, Data, and Discovery: A Journey Through Game-Based Learning Analytics Across Borders
Dr. Suzani MOHAMAD SAMURI, UPSI |
| 11:00-11:20 | From Oxford to UPSI: A Cross-Cultural Perspective on Higher Education and Emerging Technologies Adoption
Prof. Dr. Bahbibbi RAHMATULLAH, UPSI |

Mai Ling: Dirt Nouveau

OFF-Biennale Budapest Workshop

11. June 2025, 14:00

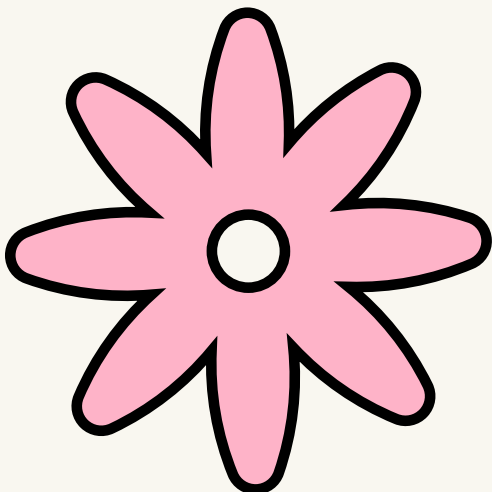
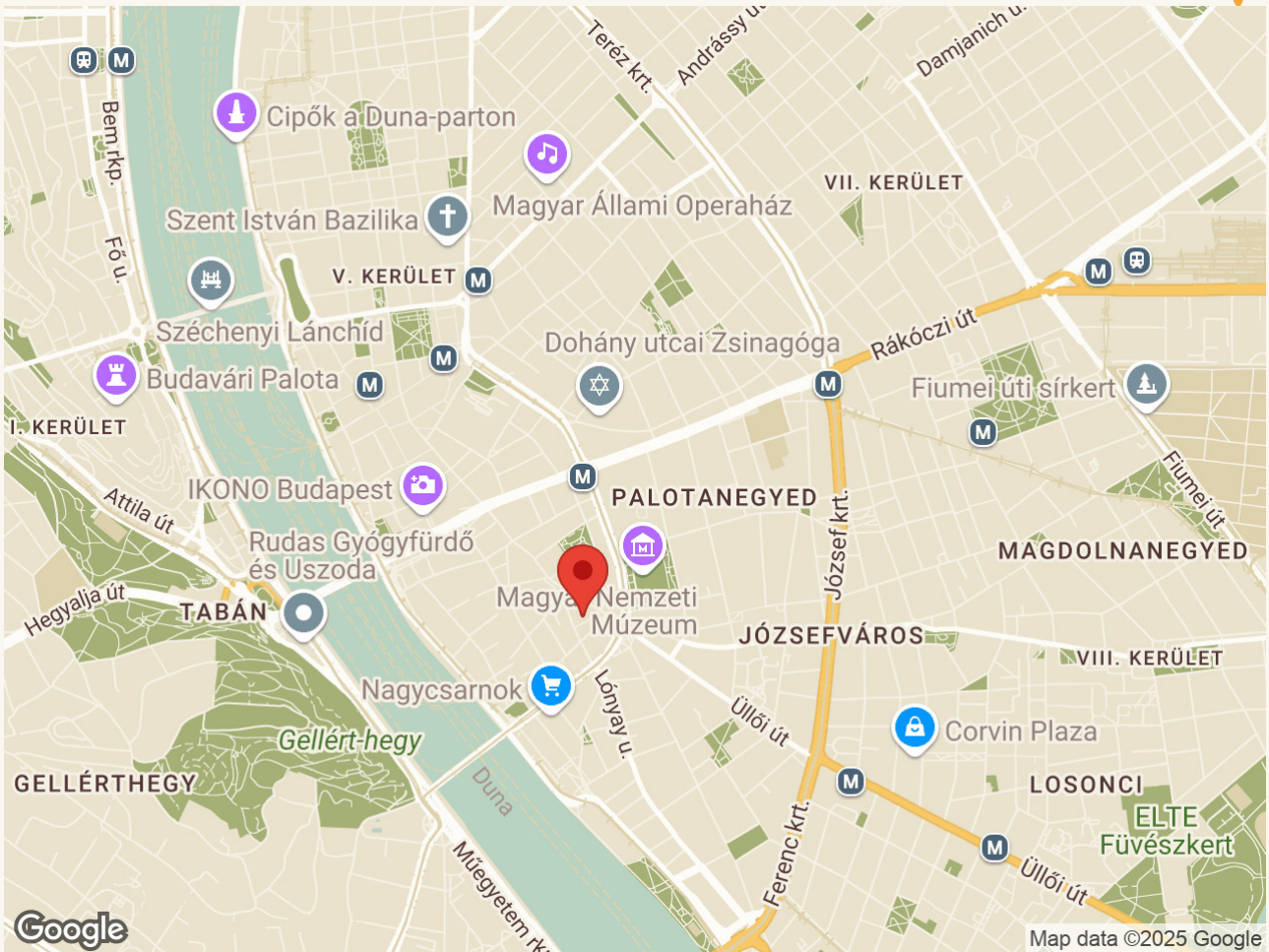
Kisterem, Képiró utca 6., 1053 Budapest, Hungary

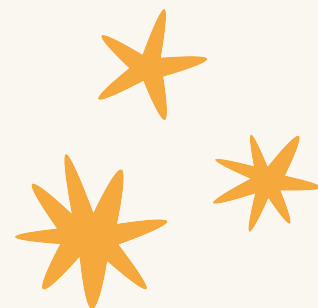
The Vienna-based artist collective Mai Ling presents its exhibition *Dirt Nouveau* at the Kisterem Gallery as part of the OFF-Biennale. In the exhibition the kudzu plant plays a central role, introduced as an ornamental plant at the 1876 World Exposition in the U.S. and later used in agriculture to prevent soil erosion. Native to East and Southeast Asia and some Pacific islands, kudzu is also used in traditional textiles, folk medicine, and cuisine. The root is used to make thickener and glue. In Europe, it is considered an invasive species.

Mai Ling uses the plant's roots to create a sticky substance featured among others in their *Dirt Nouveau* installation. The viscous quality symbolizes not only unity and community but also resistance, challenging the stereotypes associated with "Asia" as the exotic Other, and questioning the entanglements of food, migration, colonization, and the dirty and sticky intersections of imagination.

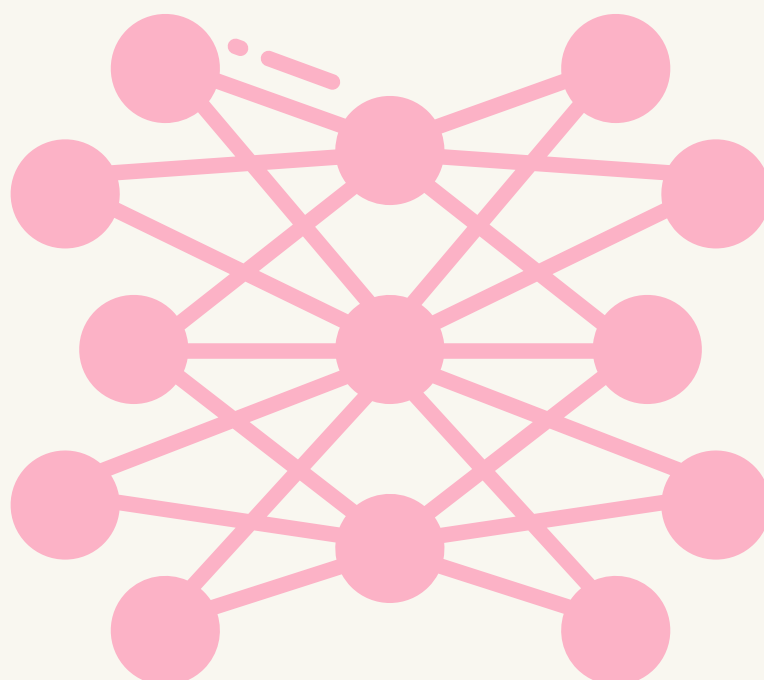
In the exhibition, visitors step into an immersive space of sound installations surrounded by ornamental plant islands. Through collective and individual memories linked to the plants, the stories of Mai Ling's members are revealed, highlighting complex connections between colonization, horticultural exoticism, and immigrant experiences. The kudzu also appears as ornamentation in the space on a secession-style wallpaper. However, as the title suggests, the art nouveau style of the early 20th century is transformed into dirt nouveau at Mai Ling. The installation was first shown at Mai Ling's solo exhibition *NOT YOUR ORNAMENT* at the Secession in Vienna in 2023. Another work on display is the collective's first video manifesto, *The Beautiful Alien Girl* (2019), which critiques the enduring sexist and racial stereotypes of Asian women, based on a 1979 German TV sketch by Gerhard Polt. In the video, the Asian woman (Mai Ling) is objectified by the comedian to satisfy the white man's fantasies. In her satirical work, Mai Ling captures the actuality of this heteronormative attitude.

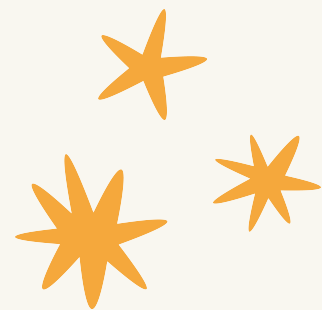
Founded in Vienna in 2019, Mai Ling seeks to initiate dialogue against racism, sexism, homophobia, and all forms of prejudice, focusing on the experiences of Asian FLINT* (female, lesbian, intersex, non-binary, and trans) communities. The collective works to build a network that combats gender and racial discrimination, amplifying victims' voices and proposing new forms of community and collaboration. Mai Ling is a hybrid formation, with an ever-changing and anonymous membership where everyone identifies as "Mai Ling." The collective works across various artistic and discursive forms, creating text- and sound-based works, videos, conversation series, interventions, and protests.





Participants





Participants from Cyprus



**European
University Cyprus**



Dr. Elena Stylianou

Elena

**Department of Arts
European University Cyprus, Nicosia, Cyprus (EUC)**

Dr Stylianou is Associate Professor in Art and Art History at European University Cyprus. She is also the Director of NiMAC [Nicosia Municipal Arts Center, associated with the Pierides Foundation]. She researches, writes, and curates at the crossings of the history and theory of photography, modern and contemporary art, critical studies, and museum and curatorial practices. She has curated a number of art exhibitions in Cyprus and her work has been published in peer-reviewed journals and edited volumes. She is the co-editor of Contemporary Art from Cyprus: Politics, Identities and Cultures Across Borders (Bloomsbury, Spring 2021), Ar(t)chaeology: Intersections of Art and Archaeology (IAPT Press, 2019), and Museums and Photography: Displaying Death (Routledge, 2018).

Working with art communities on an island

The last year or so, as appointed Director of the Nicosia Municipal Arts Centre, associated with the Pierides Foundation I have had the chance to engage with artists and their communities in Cyprus. It is a job that challenges me in constantly trying to find ways to bridge theories and practices and respond to the demands of an increasingly shifting and developing creative landscape on the island where issues of funding, community engagement, grassroots initiatives, ecological concerns and accessibility to cultural heritage become central. As a result the notion of island ecologies in relation to contemporary art has also emerged as a central research interest.

Book

The Unbearable Lightness of Being by Milan Kundera

Quote

Don't forget to breathe

Fun fact

I wanted to be a detective (or a ninja) when I was a kid



Dr. Eleni Theodorou

Eleni

**Department of Education Sciences,
School of Humanities, Social and Educational Sciences
European University Cyprus, Nicosia, Cyprus (EUC)**

I am an Associate Professor in Social Foundations of Education at the Department of Education Sciences at the European University Cyprus. I earned my doctorate from the University of Virginia with a focus on anthropology of education. My research interests include sociological and anthropological constructions of childhood, children's lives and identities, intercultural education politics and policy. Some of my more recent work focuses on youth activism, the datafication of childhood, and the memorialization of childhood in death, mainly investigated through qualitative research methodologies. I have participated in various locally and internationally funded projects as well as European co-projects. My work has been published in international peer review journals and in edited book volumes

not sure I have one :)

My work is situated in anthropology of education and childhood studies with a bit of a sociological flavor. During my years in academia I have been engaged in different projects across all levels of education and areas of sociological/anthropological interest such as intercultural education policies and politics, immigrant children's identities, and school-family relationships. Some of my more recent work has focused on youth activism, the memorialization of childhood in death, the datafication of childhood, and the representation of refugee children in press

Book

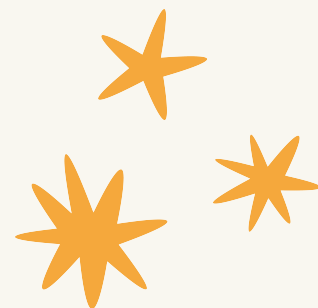
Constructing childhood by
James (2004)

Quote

i no longer can remember

Fun fact

No fun fact to share sorry:)
it's all pretty mundane
actually!



Participants from Greece



UNIVERSITY OF
THESSALY



Ms. Faviola Alexiou

Faviola

Center of European Projects **University of Thessaly, Greece (UTh)**

Ms. Faviola Alexiou is a Research Associate and Technical Expert, specializing in European-funded projects at the Centre for European Projects (CEP), University of Thessaly, since 2021. She is responsible for the administrative and financial management of multiple Erasmus+ initiatives, contributing her expertise in digital education, AI, cybersecurity, sustainability, and civic engagement. A Computer Science graduate from the University of Thessaly, she holds strong technical skills in programming (Java, Python, C++), database management, WordPress, and various digital tools. Her research interests include educational technology, artificial intelligence, cybersecurity, updated education methods, green economy, and civic engagement in the context of international projects.

Book
Shiver

Quote
Life is short

Fun fact
I've visited more countries than I
have pairs of jeans.



Ms. Aggeliki Dareiou

Aggeliki

**Center of European Projects
University of Thessaly, Greece (UTH)**

My name is Aggeliki Dareiou, I am employed at the Center for European Projects of the University of Thessaly as a researcher in various project initiatives. I graduated from the Department of Business Administration of Kingston University of London. I have significant experience as an administrative staff member in the private sector. I am currently responsible for the administrative and financial aspects of various European projects.

Book

When the Body Says No- Gabor Mate

Quote

Be the change that you wish to see in the world

Fun fact

I'm a financial administrator, but don't worry—I still cry at art galleries.



Ms. Dimitra Printziou

**Center of European Projects
University of Thessaly, Greece (UTh)**

Ms. Dimitra Printziou works as a Researcher-Project Manager given her expertise and wide experience in implementing project initiatives. She has been part in various initiatives such as DG employment, Erasmus+, EASME and more. Her experience working for a public University, University of Thessaly, enabled her to acquire practical experience in project management while her collaboration with the Society of People with visual impairment for the district of Magnesia “Magnites Tifli” from September 2009 to July 2015 empowered her with excellent organizational, and technical and researching skills working with disabled people in a practical manner. Furthermore, she was employed as a professor in private institutions from July 2014 to June 2018.



Mr. Charalampos Samantzis

Center of European Projects University of Thessaly, Greece (UTh)

Mr. Charalampos Samantzis is the European Commission's authorized evaluator expert. HE is currently employed as Managing Director of the Center of International Education of the University of Thessaly as EU project manager and coordinator of different EU initiatives. He has been responsible for the Lifelong Learning Center of the Institution since 2016. He has been responsible for the Career Services Office since 2004 and European Project Coordinator in various EU project initiatives. Being responsible for the development of the strategy and implementation plan for the Career Services Office, Mr Samantzis was also responsible for developing and expanding the base of organizations interested in offering training and employment opportunities to students graduating from the University of Thessaly.

European Projects initiatives

I would like to express my interest in participating in the Erasmus+ Staff Mobility programme as part of my professional development and ongoing commitment to international collaboration in higher education.

As a staff member at University of Thessaly, my work involves implementation of EU projects. Participation in this mobility programme would provide a valuable opportunity to engage with colleagues at partner institutions, exchange knowledge and best practices, and explore innovative approaches that can be adapted to our local context.



Ms. Eleni Vezali

Center of European Projects University of Thessaly, Greece (UTh)

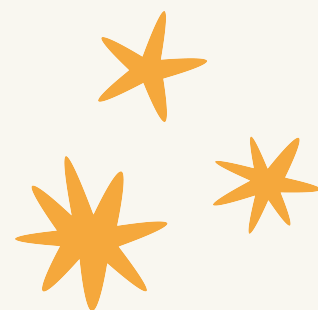
Ms Eleni Vezali is an expert in EU projects having participated in more than 100 initiatives over the past 8 years (Erasmus +, EASME, DG employment and more). She has been employed in the Vocational Training Centre of University of Thessaly as a Project Manager/Coordinator, being promoted to the institutional Center for International Education the last 2 years and then the Center for European Projects (until today) Ms. Vezali provides a wide range of assistance given her studies in Applied Economics and Finance with her master degree emphasizing sustainable business growth as her thesis required. Ms. Vezali is a project writer herself with a success rate of 80% realizing market needs and depicting proposals to benefit end users across the EU. Finally, Ms.Vezali is fluent in 3 language

Quote

If you can dream it, you can do it.

Fun fact

Multilingual and excellent with languages. Can learn a new one in 2-3 months!



Participants from Italy



UNIMORE

UNIVERSITÀ DEGLI STUDI DI
MODENA E REGGIO EMILIA



Prof. Dr. Barbara Caprara

Barbara

**Department of Education and Humanities
University of Modena and Reggio Emilia, Italy (UNIMORE)**

Barbara Caprara is an associate professor in General Education at the University of Modena and Reggio Emilia. She holds a PhD in Psychological Sciences from the University of Trento. Her expertise lies in educational innovation for early childhood and primary school education, with a particular focus on prepared indoor and outdoor learning environments in natural settings. She is a dedicated scholar of Maria Montessori's pedagogy and its practical application in schools of the public sectors. She has worked for more than 20 years as a researcher at the trilingual University of Bolzano-Bozen, where she has learnt that placing the child at the centre of the educational process also means paying great attention to respecting all forms of diversity, including linguistic diversity.

A Prepared Learning Environment to Promote Self-Directed Learning as a Path to Educational Inclusion

In the three minutes at my disposal, I would like to offer an overview of the idea of a prepared school environment, equipped with a range of specific materials, designed to support the child's free choice and enable them to engage in learning activities autonomously, respecting their individual pace and interests. Many of the insights that help us envision such a learning environment come from the work of Maria Montessori. More recently, similar principles can also be found in station-based learning and, more broadly, in open education approaches. The characteristics of these educational settings and the organisation of the materials offer an opportunity to reflect on the inclusive potential of learning processes based on self-determination and free choice.

Book

"Memories of a Dutiful Daughter"
Simone de Beauvoir

Quote

"Be the change that you wish to see in the world"
Gandhi

Fun fact

When my daughter was a little girl, I took her to so many conferences about Maria Montessori, and she heard me talk about it so often with my friends and colleagues, that one day at dinner she said: 'Please, enough, Maria Montessori is destroying my childhood!' I couldn't stop laughing, but I also felt a bit silly!



Dr. Lucia Scipione

Lucia

**Department of Education and Humanities
University of Modena and Reggio Emilia, Italy (UNIMORE)**

Originally from Abruzzo (central-southern Italy), I have lived in Bologna for 20 years. I am a primary school teacher and assistant professor on a tenure track in didactics and special pedagogy. I teach group work methodology and educational technologies in the single-cycle Master's degree in Primary Teacher Education, preparing future teachers for early childhood and primary schools. Except for my first degree in Philosophy from the University of Bologna, my academic background developed in Reggio Emilia, with some experience abroad. My research explores philosophy in education, focusing on argumentation and classroom discussion, and the competence of learning to learn, especially in study strategies and reading comprehension.

Learning to Learn: Mapping a Complex Competence in Teacher Education

My elevator pitch focuses on the key competence of learning to learn (L2L), essential for lifelong learning and transversal to all other competences. Beyond its policy relevance, L2L is a pedagogical construct that investigates the very meaning of learning. It includes cognitive and metacognitive dimensions, as well as social and emotional aspects of both learning and teaching. Though complex and sometimes elusive, it is often implicitly present in everyday teaching practices. Making it explicit and supporting teachers in reflecting on it creates space for educational reflexivity and highlights the value of essential elements such as collaboration, responsibility, motivation, and autonomy.

Book

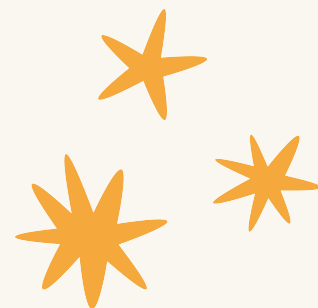
The Tomb of Antigone
(Maria Zambrano)

Quote

Today is the tomorrow you
worried about yesterday, and
all is well

Fun fact

This question took me longer to
answer than the entire
questionnaire... and I'm still
working on it!



Participants from Korea



Education
SEOUL NATIONAL UNIVERSITY
서울대학교 사범대학



Prof. Dr. Kyung-Hwan Mo

Prof. Mo

**Department of Social Studies Education
Seoul National University, Republic of Korea (SNU)**

Dr. Kyung-Hwan Mo is a Professor of Social Studies and Citizenship Education at Seoul National University in Korea, where he also serves as the Director of the SNU Center for Multicultural Education Research. He previously served as President of the Korea Association for Multicultural Education and is currently President of the Korea Association of Social Education, a leading academic society in the field of citizenship education. He specializes in citizenship education, multicultural education, and curriculum studies. He is a Council Member of the World Coalition for Equity and Diversity in Education (WCEDE). His scholarship has been published in prominent journals including Multicultural Education Review and in edited volumes from leading academic presses.

Rethinking Multiculturalism: Equity and Belonging in Korean Classrooms

In the context of Korea's increasingly multicultural society, this pitch proposes an educational framework designed to foster equity and belonging among students from migrant backgrounds. As classrooms become more diverse, students face linguistic, cultural, and structural barriers that hinder their participation and achievement. This project examines how curriculum design, teacher training, and school policy can be restructured to promote inclusive practices, validate diverse identities, and bridge cultural gaps. The goal is to support migrant-background students not merely in adapting to Korean classrooms, but in being recognized as active and valued members of school communities.

Book

Paulo Freire. Pedagogy of the Oppressed.

Quote

We Make the Road by Walking.

Fun fact

Because of my curly hair, some African American friends in grad school used to say, 'You could almost pass for one of us!' It was a funny and warm moment of unexpected connection.



Prof. Dr. Sang-Hwan Seong

Sang-Hwan

Department of German Language Education, College of Education

The SNU Center for Educational Research

Kyujanggak International Center for Korean Studies

Seoul National University, Republic of Korea (SNU)

Sang Hwan Seong is a Professor of Germanic Linguistics and the Chair of Department of German Education at Seoul National University. He received his Ph.D. from the University of California at Berkeley with a focus on German, English and Korean syntax and semantics. From 1998 to 2005, he served as a Guest Professor in Korean Studies at the University of Bonn, Germany. His research spans Germanic linguistics, intercultural pragmatics, and multilingual education. Recently, he has extended his focus to the global Cold War history of the Korean Peninsula based on German Political Archives. Dr. Seong is the Chair of National Committee for Cultural Diversity in Korea and is directing the Center for Educational Research and International Center for Korean Studies at SNU.

Language, Identity, and Mobility: Rethinking Multicultural Education in a Globalizing Korea

This theme highlights Dr. Seong's interdisciplinary research bridging Germanic linguistics, intercultural pragmatics, and multicultural education. With a strong foundation in multilingual education research, his work explores how language reflects and shapes identity in transnational contexts. He critically investigates communication gaps between local and foreign communities in Korea, including discrimination in academic settings. His recent focus connects linguistic education to global Cold War memory and student mobility. By combining linguistic theory and real-world cultural complexity, his research contributes to inclusive education and global citizenship in rapidly changing societies.

Book

Comparative Typology of
English and German

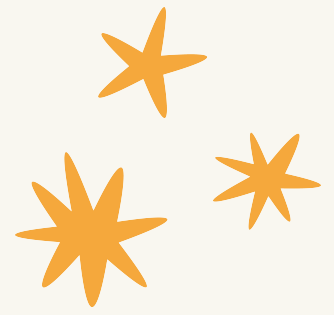
Quote

"Education is the most powerful weapon
which you can use to change the world." —
Nelson Mandela „Sprache ist der Schlüssel
zur Welt.“ — Wilhelm von Humboldt

Fun fact

multicultural and multilingual
nomad

I would like to make new friends
and to meet innovative
researchers.



Participants from Malaysia



UNIVERSITI
PENDIDIKAN
SULTAN IDRIS

اونيورسيتي قنديديقن سلطان ادريس

SULTAN IDRIS EDUCATION UNIVERSITY



Dr. Noor Hidayah Che Lah

Faculty of Computing and Meta-Technology Sultan Idris Education University (UPSI) Malaysia

Dr. Noor Hidayah Che Lah is a Senior Lecturer at the Faculty of Computing and Meta-Technology, Sultan Idris Education University (UPSI) in Tanjong Malim, Perak, Malaysia. She was appointed as a senior lecturer at UPSI in 2021. Her research interests encompass educational technology, online learning, 21st-century teaching and learning, Rasch model analysis, structural equation modeling (SEM), design and development research (DDR), and educational assessment and evaluation research. She has authored over 30 publications in web of science and Scopus journals. She has secured 11 research grants and has been recognized for her innovative contributions to teaching and learning, receiving 25 awards (gold & silver) for educational innovation products.

Innovative Educator and Researcher in Educational Technology: Dr. Noor Hidayah Che Lah

Dr. Noor Hidayah Che Lah, a Senior Lecturer at the Faculty of Computing and Meta-Technology, UPSI, specializes in educational technology, online learning, and 21st-century teaching practices. Appointed in 2021, she has published over 30 papers in Web of Science and Scopus-indexed journals, and her expertise spans Rasch analysis, SEM, DDR, and educational assessment. She has awarded 11 research grants and earned 25 awards for her innovative contributions to educational product development and teaching excellence.

Book

eLearning Engagement in a
Transformative Social Learning
Environment

Quote

“Don’t limit yourself. Many
people limit themselves to
what they think they can do.
You can go as far as your
mind lets you. What you
believe, remember, you can
achieve.”

Mary Kay Ash

Fun fact

I love my job, but I love my
family even more.



Dr. Nor Asiah Mohamad@Razak

Asiah

Faculty of Computing and Meta-Technology Sultan Idris Education University (UPSI) Malaysia

Dr. Nor Asiah Mohamad is a Senior Lecturer at the Department of Software Engineering and Smart Technology, Faculty of Computing and Meta-Technology, UPSI. She earned her Ph.D. in Educational Technology from Universiti Putra Malaysia in 2019, after completing an MBA to strengthen her foundation in business management. With over a decade of industry experience in technology management, human resources, and educational content development, her research now focuses on digitalization in education, particularly project-based learning and communities of inquiry. She is also a fellow researcher at Edu-Green@UPSI, promoting environmental sustainability through education. Dr. Nor Asiah has published in Scopus and WoS journals and serves as a reviewer for national and international publications

Bridging Technology and Humanity: Intercultural Digital Pedagogy for a Sustainable Future

This pitch presents a vision for bridging technology and humanity through intercultural digital pedagogy that promotes sustainability. Grounded in project-based learning and the Community of Inquiry (CoI) framework, the approach empowers learners to engage collaboratively across cultures while advancing 21st-century skills. By integrating software education with inclusive and environmentally conscious practices, the initiative seeks to cultivate global citizenship, critical thinking, and meaningful innovation. This work highlights the transformative potential of digital learning to connect diverse learners and drive educational impact beyond borders.

Book

"Teaching as a Subversive Activity" by Neil Postman and

Quote

The function of learning is to help you to live your life, not to prepare you to live somebody else's.

Fun fact

I'm not entirely sure what my fun fact is, since I'm usually a serious person, but when I do laugh, it reveals a whole different side of me. Maybe that's the fun part about me... haha!



Prof. Dr. Bahbibi Rahmatullah

Bibi

Faculty of Computing and Meta-Technology Sultan Idris Education University (UPSI) Malaysia

Bahbibi Rahmatullah is a Professor at the Faculty of Computing and Meta-Technology, Sultan Idris Education University, Malaysia. With over 25 years of teaching and research experience, she is passionate about connecting technology with human development, especially in educational and social contexts. Her academic journey began in the USA (Vanderbilt Univ.), continued in Malaysia (MMU), and led her to Oxford University, where she explored the use of AI in child and maternal health. Dr. Bibi now focuses on how digital tools, data, and learning analytics can support inclusive education, learning development, and teacher empowerment. She enjoys working across disciplines and welcomes collaboration with researchers in psychology and education to co-create meaningful impact through technology

Where Code Meets Compassion: Technological Collaboration Across Disciplines

This elevator pitch explores how interdisciplinary collaboration can humanize technology for meaningful impact in education and social development. Drawing from my journey in AI research and education—from Oxford to UPSI—I highlight how projects in child development, healthcare, and digital literacy demonstrate the potential of technology when guided by compassion and purpose. By bridging technical innovation with educational and social science perspectives, we can create inclusive, data-informed solutions that truly serve communities and empower the next generation of learners and educators.

Book

7 Habits of Highly Effective
People

Quote

Collaboration and
cooperation will beat
competition every time.

Fun fact

I dream of being that
free-spirited nomad who road
trips across continents in a
motorhome... but my back and I
are still in negotiations about it.



Dr. Aslina Saad

Aslina

**Faculty of Computing and Meta-Technology
Sultan Idris Education University (UPSI)
Malaysia**

Dr. Aslina Saad is an Associate Professor at the Faculty of Computing and Meta-Technology, Sultan Idris Education University (UPSI), Malaysia. She hold her PhD in Computer Science from Loughborough University, United Kingdom, in 2011, following her earlier academic training at two of Malaysia's leading research institutions—Universiti Kebangsaan Malaysia (UKM) and Universiti Teknologi Malaysia (UTM). With over two decades of experience in teaching, research, and academic leaders. Throughout her career, Dr. Aslina has remained deeply committed to shaping the future of education by guiding students, supporting peers, and contributing actively to research, curriculum development, and professional training, empowers both students and educators to embrace innovation, solve real-world challenges

Key Technologies in Cultural Heritage

This topic explores key technologies enhancing the preservation and exchange of intercultural heritage. Innovations like 3D scanning, AI, VR/AR, mobile application and GIS enable the documentation, interpretation, and sharing of diverse cultural expressions across borders. These tools foster mutual understanding, support inclusive narratives, and bridge communities by making intercultural experiences more accessible and immersive. Technology thus plays a vital role in safeguarding and celebrating shared human heritage in a globalized world.

Book


Be cool

Quote

Poor minds talk about people
Average minds talks about events
great minds talk about ideas

Fun fact

I took my very first flight at the age of 27, when I traveled abroad to pursue my PhD!



Dr. Suzani Mohamad Samuri

Su

Faculty of Computing and Meta-Technology Sultan Idris Education University (UPSI) Malaysia

An Associate Professor in the Department of Software Engineering and Smart Technology, Faculty of Computing and Meta-Technology. I serve as Deputy Dean of Research and Innovation and Head of the DILIGENT Special Interest Group. My research focuses on how AI and learning analytics can deepen our understanding of student learning. I previously served as Coordinator of the National Child Data Centre, overseeing data on children's development from 3 months to 4 years old across Malaysia. One of my recent studies used a game-based platform to assess logic development in 4-year-olds in Malaysia and Indonesia, revealing early cultural differences in learning behaviour. This drives my ongoing work in modeling learning behaviour with AI to support culturally responsive and personalized education.

A Journey Through Game-Based Learning Across Borders

My research explores how AI and learning analytics can help us better understand how students learn, particularly in multicultural and multilingual settings. In a recent study with 4-year-old children in Malaysia and Indonesia using a game-based platform, I observed not only improvements in logic development but also subtle cultural differences in how tasks were approached. This suggests that even early learning behaviours may be shaped by cultural context. I'm now working on AI-based modelling of student behaviour to support more personalized and culturally responsive education. My experience in data-driven research has deepened my passion for inclusive and personalized education. I welcome AI, learning analytics, and intercultural education collaborations to support diverse learners.

Book

Membina Imaginasi Cemerlang
(Building Brilliant Imagination)

Quote

Even when others don't see it, Allah sees every little act of sincerity.

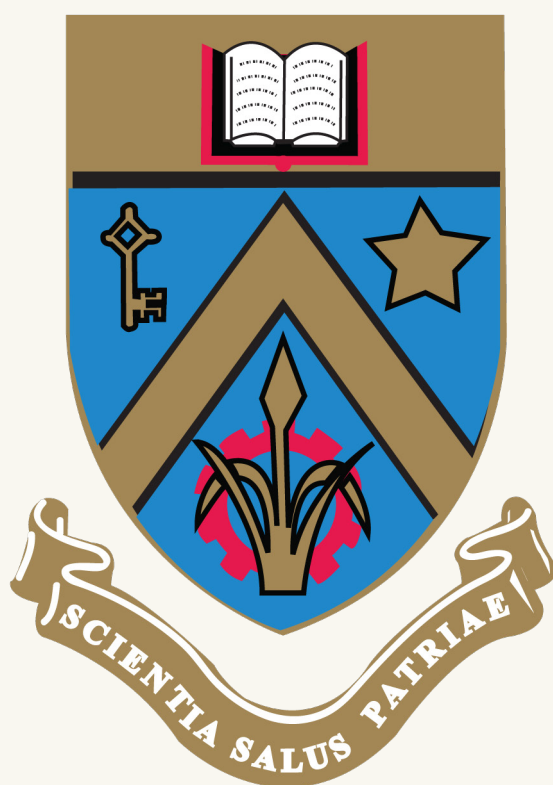
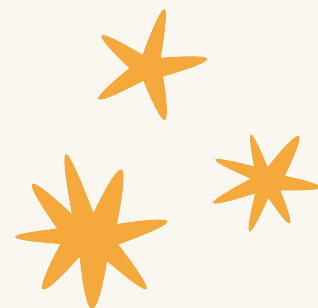
"And say, 'Do [as you will], for Allah will see your deeds..."— Surah At-Tawbah (9:105)

Fun fact

I enjoy both arts and sports. Not many people know this, but I used to be a traditional dancer, representing my school and the organization I previously worked with. I've also been playing netball since I was six and still find joy in the game today. During my time at the University of Sheffield, I played for the university's netball club in the local league and was honoured to be named Best Player in several matches—perhaps unexpectedly, as I'm only 5 feet tall and played as a shooter!

Membina Imaginasi Cemerlang (Building Brilliant Imagination), a powerful and personal book that really resonated with me. It shares the author's journey from a modest childhood—raised by a resilient single mother in a large family—toward achieving success through the power of imagination. What touched me most was how he turned dreams into tools for real-life progress, using knowledge, passion, and an open mind to rise above his circumstances. The book reminded me that imagination isn't just wishful thinking, but a valuable force in shaping our future. I also learned about the wonders of the mind, how it works under pressure, and how to improve memory and self-awareness. Overall, it's an inspiring read that encouraged me to reflect on my own goals and the importance of nurturing a strong, imaginative mindset.

Participant from Mauritius





Dr. Verena Tandrayen-Ragoobur

Verena

**Faculty of Social Sciences and Humanities
University of Mauritius (UoM)
Mauritius**

Verena Tandrayen-Ragoobur is Associate Professor in Economics in the Department of Economics and Statistics at the University of Mauritius. She is currently the Dean of Faculty of Social Sciences and Humanities which consists of 5 departments. Verena has a Masters in Economics and International Economics, from the University of Nottingham, UK and has completed a PhD in Economics from the University of Mauritius. She was a Commonwealth Scholar under the Split-Doctoral Scholarship tenable at the University of Nottingham. Her research areas focus on international and development economics. She works on social protection, social policies, labour market, trade, climate change, gender and poverty. She is currently heading the Pole of Applied Socio-Economic Research and Analysis

Book

“I’m not much of a fiction reader, but a book that has had a big impact on me is ‘Atomic Habits’ by James Clear — it’s all about how small changes can lead to big results.”

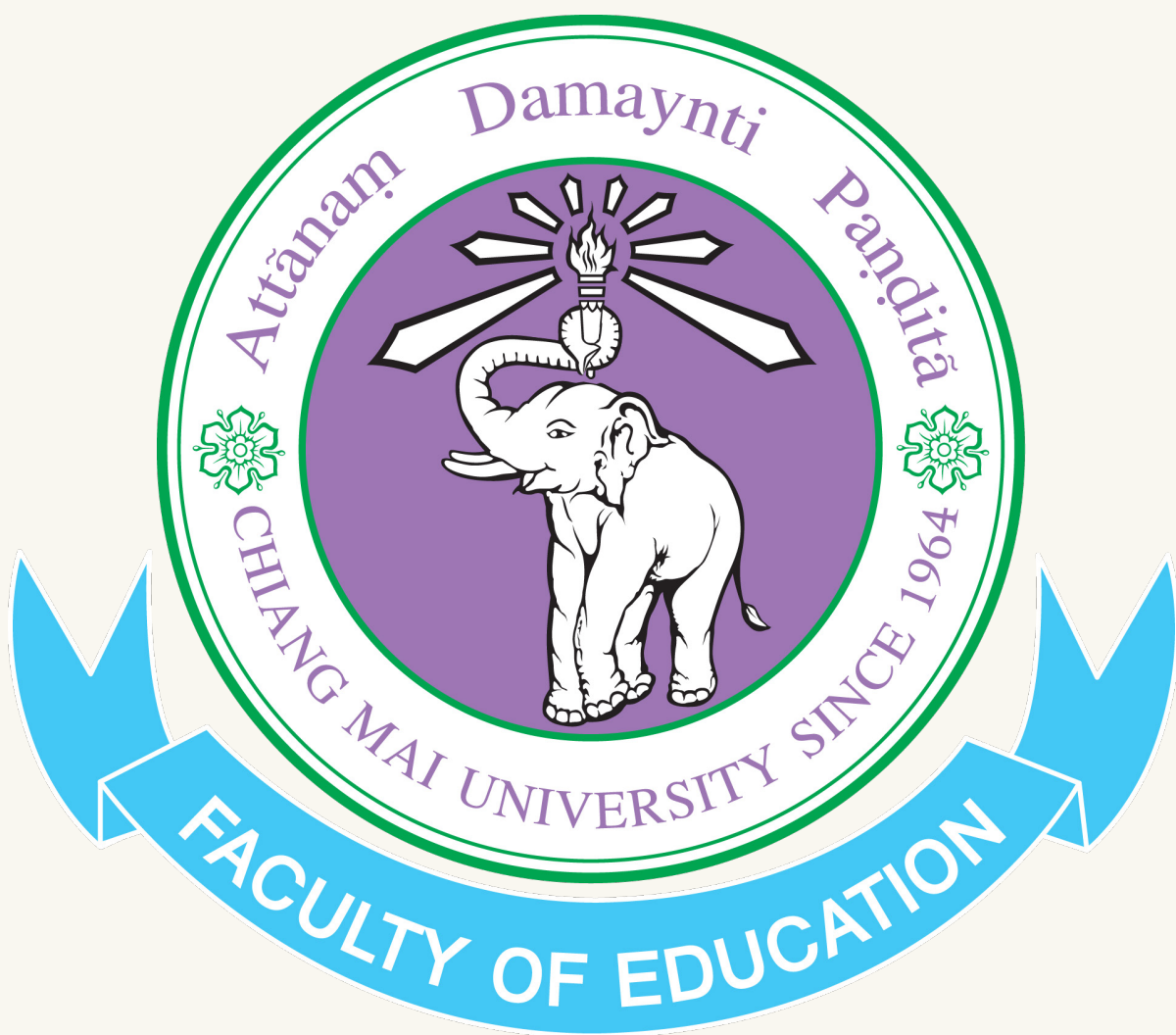
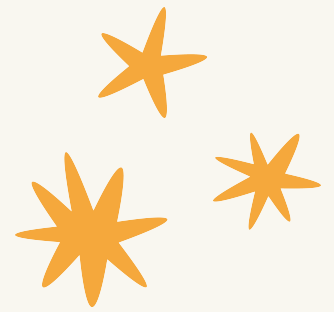
Quote

“Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful.” – Albert Schweitzer

Fun fact

Seeing the smile of my daughter is all I need — it instantly brightens even the toughest days.

Participants from Thailand





Dr. Nannaphat Saenghong Nang

Department of Educational Foundations and Development Chiang Mai University, Thailand (CMU)

Nannaphat Saenghong is an Assistant Professor in the Faculty of Education at Chiang Mai University, Thailand. Since 2015, she has taught courses in multicultural education with a strong focus on developing multicultural competence among pre-service teachers. Her research examines multicultural teacher education and education policy across Southeast Asia, particularly in Malaysia, Singapore, Indonesia, Vietnam, and Thailand. She is also affiliated with the Centre for Multiculturalism and Education Policy (Multied) at Chiang Mai University. Her recent work focuses on strengthening multicultural competence among in-service teachers in Chiang Mai, and she is currently developing a self-paced online training course to support educators working in culturally diverse classrooms.

Teacher Education for Diversity in Southeast Asia: A Comparative Policy Perspective

This study compares how five Southeast Asian countries—Malaysia, Singapore, Indonesia, Vietnam, and Thailand—prepare teachers for culturally and linguistically diverse classrooms. Using Paul Gorski’s framework on multicultural teacher education, the research analyzes national teacher education policies and curriculum standards to examine how multicultural competence is defined, supported, and embedded. The findings highlight regional trends, challenges, and policy gaps, and propose potential pathways for collaboration—particularly through platforms like SEAMEO. By connecting policy-level analysis with broader issues of inclusion and equity, this study offers insights for strengthening teacher training systems to meet the needs of increasingly diverse student populations in Southeast Asia.

Book

“Other People’s Children:
Cultural Conflict in the
Classroom” by Lisa Delpit
This book made me realize
how power, language,
culture, and equity shape

Quote

Life becomes meaningful
when you dedicate yourself
to doing something that

Fun fact

I walk fast because of my
short legs—but I always
slow down to talk to
flowers.



Dr. Pisith Nasee

Pisith

**Division of Social Science Education, Faculty of Education
Chiang Mai University, Thailand (CMU)**

Pisith Nasee is an Assistant Professor and Head of the Division of Social Science Education, Faculty of Education, Chiang Mai University (CMU), Thailand. He currently also serves as Chair of the Graduate Program in Education. He is also the head of the Research Center for Multiculturalism and Education Policy at CMU. He teaches Multicultural Education to pre-service teachers and various graduate courses. His research focuses on development, multicultural education, critical pedagogy, and social justice, particularly in urban contexts and marginalized communities. Beyond his academic endeavors, Pisith has been actively involved in civil society initiatives. Since 2022, he has served as a board member of the MAP Foundation (Foundation for the Health and Knowledge of Ethnic Labor).

Education for the Marginalized: Rethinking Inclusion in Urban Thailand

My motivation arises from the complex cultural landscape of Chiang Mai, Thailand, a rapidly urbanizing city where ethnic minorities, stateless populations, and migrant workers navigate everyday inequalities-especially in education. I see education not just as a tool for transmission, but as a transformative space for inclusion, identity reconstruction, and justice. Why does this matter? Because multicultural education today must go beyond celebrating diversity. It must confront systemic exclusions, give voice to the marginalized, and build bridges between policy and lived realities. Whether we're talking about classroom curriculum or national education reform, we need to ask: Who is being left out, and how do we bring them in-not as tokens, but as agents of change?

Book

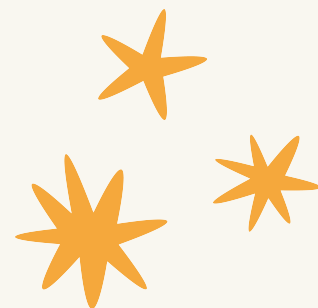
- Sophie's World by Jostein Gaarder
- Pedagogy of the Oppressed by Paulo Freire (2005)
- Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education by Peter McLaren

Quote

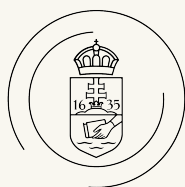
Live like there is no tomorrow.

Fun fact

I'm a morning person. I'm a coffee lover.




Participants from Hungary



ELTE

FACULTY OF EDUCATION
AND PSYCHOLOGY



Prof. Dr. Lan Anh Nguyen Luu

Lan Anh

Institute of Intercultural Psychology and Education Eötvös Loránd University, Budapest, Hungary (ELTE)

Dr. Lan Anh Nguyen-Luu is a Vietnamese-born, Budapest-based intercultural/social psychologist. She holds the title of Doctor of the Hungarian Academy of Science and is a Professor and Director of the Institute of Intercultural Psychology and Education, as well as the Socialization and Social Processes Ph.D. Program of the Psychology Doctoral School at the Faculty of Education and Psychology, Eötvös Loránd University in Budapest, Hungary. Her primary areas of research interest include the acculturation and adaptation of international students and migrants, intergroup relations, cultural and ethnic identity, gender beliefs, and teachers' attitudes toward diversity. These topics are addressed in her teaching and her work as an intercultural trainer.

The international friendly campus and the adaptation of international students

Recruiting international students is a strategic goal for many universities, bringing benefits but also challenges. Based on interviews and survey data from international students in Hungary, this talk explores what supports academic adaptation, what issues may arise, and how institutions can respond. It highlights how inclusive, interculturally aware campuses not only help international students thrive but also create opportunities for local students to engage with internationalization at home. What makes a campus truly international-friendly for all students?

Book

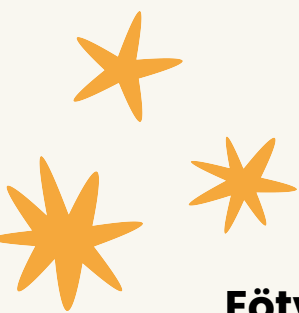
Mikhail Bulgakov:
Master and Margarita

Quote

* What does not kill you can
make you stronger (might
not be a quote).

Fun fact

I can easily read text upside
down—for example, when
someone is reading a page,
I can read it from across the
table without turning it
around.



Ms. Laura Alzmeter

Laura

**Doctoral School of Education
Eötvös Loránd University, Budapest, Hungary (ELTE)**

I am a PhD candidate soon to finish my research on the participation of students in the life and governance of higher education institutions, specifically International students in Hungarian institutions. Under the framework of internationalisation at ELTE, I have co-founded an international student organisation working closely with the International Strategy Office to bridge the gap between international and Hungarian students and implement international student representation at ELTE. I co-teach a course on inclusive pedagogy every year at the faculty of Education and Psychology, which I always enjoy since my students are mostly Erasmus students with so many different cultural backgrounds. n another level, my professional background goes back to Early Childhood Education and Education management within Formal Education (schools and universities) and Non-formal Education such NGOs, and Scout associations.

Book

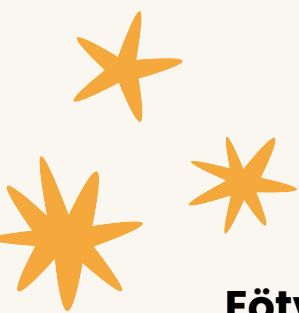
La petite voix: Méditations quotidiennes by Eileen Caddy (a french journal offering profound, practical, and compelling messages for every day)

Quote

Always keep moving forward...

Fun fact

I have been in the guiding and scouting movement since 1999, and it takes a big place in my heart. Last year, I had my dream come true by travelling all the way to Norway to my first ever international guiding and scouting camp of 6000 guides and scouts from all around the European continent.



Ms. Fanni Anna Bede

Fanni

**Doctoral School of Education
Eötvös Loránd University, Budapest, Hungary (ELTE)**

I am a second-year PhD student. My research area is the investigation of the impact of early childhood music education on social and emotional development. As a member of the Relation between Shadow and Public Education Research Group I am studying the relationship between shadow education and public education in the field of extracurricular music education in early childhood. Previously I obtained degrees as a flutist, and then as a kindergarten teacher.

Book

Paulo Coelho: The alchemist

Quote

"There are always conditions for people to do what they dream of." (P. Coelho, the Alchemist)

Fun fact

In my teenage years I was a scout, then I completed leader training, during which I gained a lot of experience.



Dr. Krisztina Borsfay

Krisztina

**Institute of Intercultural Psychology and Education
Eötvös Loránd University, Budapest, Hungary (ELTE)**

Krisztina BORSFAY (Ph.D.) is a psychologist, a senior lecturer at ELTE Institute of Intercultural Psychology and Education. As a faculty member she is teaching and conducting research in various fields of intercultural psychology. Topics she teaches include: sensitivity and intercultural training, minority and majority identity, social psychology of prejudices and ideologies, individual and group intercultural counseling. In her doctoral research she examined the future plans, values and coping strategies of Hungarian Chinese immigrant children and youth. Currently she is working on research about the social psychology of relational mobility and the development of friendships. In addition to her academic activities, she also has a psychological counseling practice.

Our relationships and friendships

Loneliness has become a global issue affecting people of all ages in modern society (Surkalim et al., 2022). Relational mobility—the degree to which individuals can freely form and dissolve social ties—plays a crucial role in shaping friendships. According to Oishi and Schug (2012), high-mobility societies foster more new relationships, but these tend to be less stable. Perceptions of relationships and their cultural characteristics can help us understand the processes of relationship formation. In my research, I present preliminary research on the questionnaire-based study of relationship mobility and the development of friendships.

Book

Rick Rubin: The Creative Act

Quote

“Wheresoever you go, go
with all your heart.” —
Confucius

Fun fact

I play drums in a samba band.



Dr. Erzsébet Cserekllye

Erzsébet

**Institute of Intercultural Psychology and Education
Eötvös Loránd University, Budapest, Hungary (ELTE)**

I am a senior lecturer and my research interests focus on diversity and students' pathways through the educational system. I teach courses on social aspects in education, including inequalities, equity, as well as social and international mobilities in education. I also teach at the University of Graz, Austria, and serve as the head of the Intercultural Division of the Hungarian Pedagogical Association.

I have been involved in several international research projects, focusing on the educational experiences of non-dominant students, teachers' professional socialization, and the internationalization of higher education. My current research synthesizes these topics, exploring the professional socialization of students pursuing doctoral education in Hungary.

PhD - Mission or struggle? On the professional socialization of doctoral students

The DocSoc research is a research project to understand the experiences of domestic and international doctoral students studying in Hungarian doctoral schools. The project started in 2023 with over 50 interviews, and now an ongoing survey on how doctoral students are perceiving their journey towards becoming a scientist. Their journey starts well before entering the doctoral school and does not end by receiving their title. The research investigates the social context, working relationships with their supervisors and mentors, strategies for building presence in the scientific community, professional identity development, career planning, and psychological wellbeing of doctoral students. In the presentation I will talk about the international dimensions based on the interview research.

Book

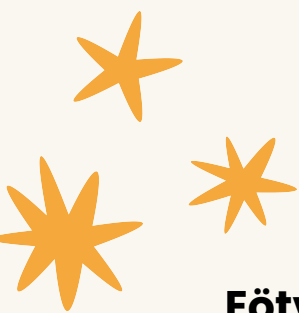
Daniel Kehlmann:
Measuring the world

Quote

Everything will be well in the end. If it's not well, it's not the end.

Fun fact

I am happy to talk any time about the secrets of organic gardening, deep mulching, and organic fruit growing and preservation.



Ms. Hasene Durgut

Hasene

**Doctoral School of Education
Eötvös Loránd University, Budapest, Hungary (ELTE)**

Hasene Durgut is an English teacher and teacher trainer with a master's degree in Educational Management and Social Integration. She is currently a PhD candidate at Eötvös Loránd University (ELTE) in Budapest. Her research focuses on multicultural education and the attitudes of pre-service teachers toward diversity, with a particular interest in migration-related contexts. She has collaborated on numerous local and international projects involving the educational integration of Syrian refugees. In addition to her academic work, she develops and leads training programs for educators across Europe, focusing on inclusive education, culturally responsive pedagogy, and equity in classrooms under the Erasmus+ Projects .

Book

Third Culture Kids: Growing Up Among Worlds by David C. Pollock, Ruth E. Van Reken, and Michael V. Pollock

Quote

“No one leaves home unless home is the mouth of a shark.” – Warsan Shire
This line reminds me why I study migration and motivates me to keep understanding and telling migrant stories.

Fun fact

I'm a constant traveler with zero sense of direction—I manage to get lost in every country I visit! I'm also famously skilled at booking the wrong flight dates (more than once!).



Dr. Orsolya Endrődy

Orsi

**Institute of Intercultural Psychology and Education
Eötvös Loránd University, Budapest, Hungary (ELTE)**

Orsolya Endrődy, PhD is a Senior Lecturer at Eötvös Loránd University. She is at the Faculty of Education and Psychology Institute of Intercultural Psychology and Education. Her main interests are childhood studies including gender, inclusion, global education, sustainability and intercultural understanding. She is editor and associate editor in the main educational scientific journals in Hungary as well as a member of board in Hungarian Educational Scientific Association. She has been involved with several Erasmus KA2 and ICM projects as a project leader of ELTE: EXCIITE, STROLL, EdutainSTEM. She has recently published a full issue on Early Childhood in Global Context, and her new book. She also has Q1 and D1 ranked publications in the field of Childhood, Education and Linguistics.

Childhood Narratives in Education

Although there are many approaches to childhood as a narrative, as researchers we have only begun to explore it from the perspective of children in the last decade. How does a four-year-old preschooler define himself or herself and what does a teenager say? What are the ethical ways of approaching a fuller understanding of children's thinking, starting from their own world? These are the questions that can be answered by a recent research project that analyses the word associations of Hungarian-Russian and Laotian children and interprets childhood as a possible construct in an interdisciplinary way at the intersection of psycholinguistics and childhood studies.

Book

Umberto Eco: Il nome della rosa,
A rózsá neve, The name of the
Rose

Quote

Mikor álommá lesz az élet, akkor
lesz életté az álom. When life
becomes a dream, the dream
becomes life.

Fun fact

I was a child actress.



Ms. Pálma Farkas

Pálma

**Institute of Intercultural Psychology and Education
Eötvös Loránd University, Budapest, Hungary (ELTE)**

I have been working for 4 years at the Institute of Intercultural Psychology and Education, ELTE PPK as an educational organizer.

I have a degree in Master of Education, and I am also a local history researcher. My research interests: the 1960s-1980s in Hungary, including society, the image of women and women's issues. I speak at conferences and local history events, and I also publish.

In my spare time I do a lot of hiking and reading, last year I completed the longest hiking trail in Hungary, the National Blue Trail (1172 km).

Book

Hungarian: Endre Fejes: Generation of Rust

International: Gabriel García Márquez: 100 hundred years of solitude

Quote

It's not those who have the best of everything that make life worth living,
it's those who make the best of what they have

Fun fact

I photograph old neon advertising and shop signs all over the country.



Dr. Luca Alexa Erdei

Lucy

**Institute of Research on Adult Education and
Knowledge Management
Eötvös Loránd University, Budapest, Hungary (ELTE)**

Lucy Erdei, PhD, an Assistant Professor at the Institute of Research on Adult Education and Knowledge Management, Faculty of Education and Psychology, Eötvös Loránd University (ELTE), Hungary. In addition to her academic role, she serves as a mobility expert and co-lead of a work package within the CHARM European University Alliance. Her research primarily explores international student and staff mobility, joint degree programmes, and inter-institutional collaboration, with a particular emphasis on institutional perspectives. Bridging academic scholarship and professional practice, Lucy is committed to translating research into actionable insights and contributing to strategic development within CHARM-EU and other research and innovation projects.

Fostering Organizational Learning through Joint Degree Programs: An Intercultural Perspective

This presentation explores how international joint degree programs serve as catalysts for organizational learning in higher education institutions. Drawing from qualitative data collected across four HEIs of a European University Alliance (N = 34), the research explores the intertwined organizational and pedagogical aspects of these programmes. The pitch demonstrates how international JD programs create an environment that triggers intercultural awareness, extending beyond participants to other individuals within HEIs, thereby promoting a more inclusive and globally competent academic community. By fostering intercultural awareness, these programs not only enhance collaboration among students and staff, but also contribute to the evolution of teaching methods and pedagogical approaches.

Book

Sally Rooney - Beautiful World, Where Are You

Quote

Life without challenges is like a pool without water - you can dive in but won't get anywhere.

Fun fact

I'm a total fan of shared e-scooters; nothing recharges me after a long day like riding around the city just to clear my head.



Prof. Dr. János Győri

János

**Institute of Intercultural Psychology and Education
Eötvös Loránd University, Budapest, Hungary (ELTE)**

Along other research areas, Dr. János Győri's professional interests include the cultural characteristics of education in East Asian countries with a Confucian tradition, education in the United States, issues of gifted development with particular attention to gifted development in the field of mathematics, ontogenetic and phylogenetic developmental factors of teaching ability, characteristics of teachers' knowledge development and shared knowledge with particular attention to lesson study as a method, and the relationship between shadow education and public education. In this latter field he is particularly interested in the role of supplementary private tutoring in the development of teacher identity and knowledge.

Teachers, teaching and professional development in the field of supplementary private education

One of the most interesting questions in shadow education research is how tutors develop their teaching skills. Unlike formal education, this sector includes certified teachers, university professors, and self-taught tutors without official qualifications. Quality control is inconsistent: private tutors working alone are rarely supervised, while those in larger companies may have supervisors, who are not always trained educators. Franchise systems provide their own training focused on specific methods, not general teaching skills. This has created a separate world of training and certification, valid only within shadow education. Interestingly, parents often pay high fees for private tutors who may not have formal teaching credentials-a contrast to expectations in regular schools. This diversity of backgrounds and the lack of standard training make shadow education a complex and evolving field, which still lacks sufficient international research on tutor qualifications and teaching quality.

Book

Dostoevsky: Sin and punishment

Quote

We're not now that...in old days
Moved earth and heaven, that which
we are, we are;
One equal temper of heroic hearts,
Made weak by time and fate, but
strong in will
To strive, seek, to find, not to yield.

Fun fact

I was born on 1/April/1956.
April 1: fools' day
April 1 in 1956: Easter Sunday
1956: the year of revolution for
freedom in Hungary
For me it is a sign of a kind of
sign of completeness:
cheerfulness/humor, spirituality,
and devotion for freedom.



Dr. Monika Kovács

Moni

**Institute of Intercultural Psychology and Education
Eötvös Loránd University, Budapest, Hungary (ELTE)**

Dr. Monika Kovács is associate professor at the Institute of Intercultural Education and Psychology at Eötvös Loránd University (ELTE) in Budapest, teaching social psychology at BA, MA and PhD level.

With her colleague professor Lan Anh Nguyen Luu she has conducted many intercultural preparation trainings for incoming and outgoing students as well as for staff of ELTE's partners and for staff of ELTE itself.

She is one of the lead researchers of the Horizon Europe EU-founded project titled "Anti-Gender Backlash and Democratic Pushback" (PushBackLash) that focuses on actors, attitudes, agendas, and strategies that push back against gender equality and democracy as well as on evidence-based strategies to counteract this pushback.

Book

Thomas Mann: Tonio Kröger

Quote

"Non, rien de rien. Non, je ne regrette rien" (Edith Piaf)

Fun fact

I don't like chocolate.



Dr. Lilla Lendvai

Lilla

**Institute of Intercultural Psychology and Education
Eötvös Loránd University, Budapest, Hungary (ELTE)**

I am an assistant professor whose research is grounded in feminist disability studies. My main focus is on examining majority societal attitudes toward disabled people through an intersectional lens, particularly exploring how these attitudes are shaped by gendered norms and power relations. Alongside this, I study the lived experiences and personal narratives of disabled individuals, with special attention to the ways gender and disability intersect in their everyday lives. I am personally engaged with these questions not only as a scholar but also as a neurodivergent woman with reduced work capacity. I am committed to inclusive education, critical disability awareness, and amplifying marginalized voices in both research and teaching.

Book

There have been several influential books in my life, so it's hard to choose just one, but as a feminist, I would probably highlight *A Room of One's Own* by Virginia Woolf, which I often recommend to my students as well. :)

Fun fact

Here's a fun fact (or a few!): I'm an open water diver, I used to have an alternative rock band - even though I studied jazz singing - and I still have a baby tooth. :)



Ms. Edina Makszim

Edina

Culture, Diversity and Education Program

Doctoral School of Education

Eötvös Loránd University, Budapest, Hungary (ELTE)

I am a PhD student in the Culture, Diversity and Education program at the Doctoral School of Education at ELTE. My research area focuses on special education teachers' participation in supplementary education fields, including supplementary private education and socially inclusive supplementary education. I am a member of the Shadow Education and Public Education Research Group at ELTE PPK's Institute of Intercultural Psychology and Education and the Intercultural Education Section of the Hungarian Pedagogical Society. Alongside my doctoral studies I work as a special education teacher at KOMA Bázis, supporting the disadvantaged youth through non-formal educational methods.

Book

The Choice by Edith Eger

Quote

"You can't change what happened, you can't change what you did or what was done to you. But you can choose how you live now. My precious, you can choose to be free." (Edith Eger)

Fun fact

I'm doing aerial gymnastics (aerial hoop), and together with my duo partner, we have qualified for the World Cup in 2025.



Dr. Borbála Simonovits

Bori

**Institute of Intercultural Psychology and Education
Eötvös Loránd University, Budapest, Hungary (ELTE)**

Borbála Simonovits, (PhD in Sociology, AMA in Social Policy Analysis) is an Associate Professor at Eötvös Loránd University, Budapest Faculty of Education and Psychology. Her major research interests include the sharing economy, labour market, trust, discrimination, international migration, and field experiments.

Currently she is taking part in the international H2020 research, titled as EqualStrength, „From one Closed Door to Another: Cumulative Discrimination and Prejudice Against Marginalised Groups in Europe”, as the Principal Investigator of the Hungarian team. Besides she is co-leading a research titled as "Social trust, participation, and perceived risks associated with shared mobility services. How to promote participation in shared

Voices of Roma Intellectuals: Qualitative Research Results on Identity and Coping Strategies

This presentation introduces preliminary findings from a qualitative study based on interviews with Roma intellectuals in Hungary. It explores how participants experience and interpret their Roma identity, navigate societal and institutional challenges, and develop coping strategies in response to different forms of discrimination. Special attention is given to their perspectives on diversity, equity, and inclusion (DEI) policies. These narratives provide critical insight into the interplay of ethnic identity, social mobility, and institutional challenges, contributing to broader discussions on minority representation and policy effectiveness in the Hungarian context.

Book

Karl Ove Knausgård: My Struggle

Quote

"Science and everyday life cannot and should not be separated."
— Rosalind Franklin

Fun fact

I have a tandem bike and a British Shorthair cat, named Lulu



Ms. Krisztina Vesztergombi

Kriszta

Culture, Diversity and Education Program

Doctoral School of Education

Eötvös Loránd University, Budapest, Hungary (ELTE)

My research focuses on the views and school choice strategies of privileged parents. I obtained my Bachelor's degree in Science Education as a primary school teacher and my Master's degree as an intercultural expert from the Institute of Intercultural Pedagogy and Psychology at ELTE PPK. My knowledge as a child trainer and general family mediator was mainly used in the school environment. I gained my pedagogical experience in an alternative school setting as a class teacher (grades 3-6), mainly teaching mathematics and science. I was involved in designing and writing the curriculum for two start-up schools. For the last two years I have also worked as an educational coordinator. I am currently working on my doctoral research.

Book

Douglas Adams: The Hitchhiker's Guide to the Galaxy

Quote

The end of the path is the beginning of the path. W.S.Burroughs

Fun fact

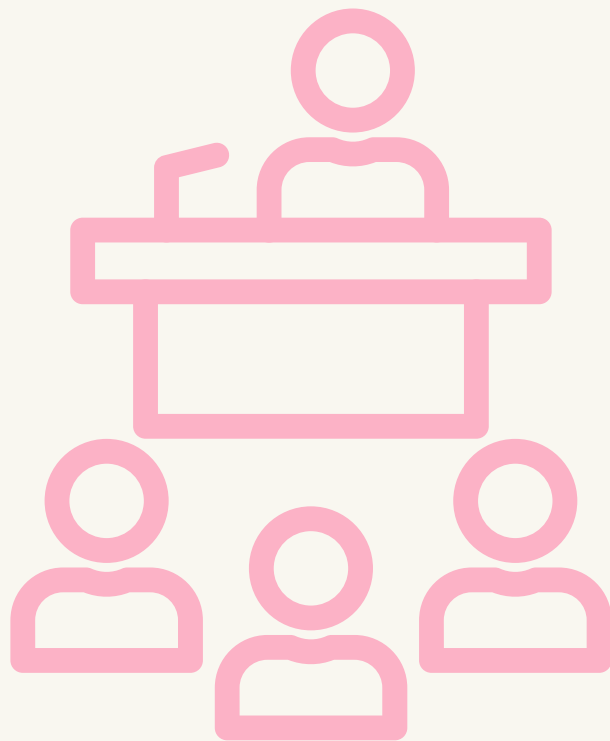
I was a member and performer of a Tribal belly dance group for 8 years



Public lectures

03. June 10:00

11. June 09:00, Kazy 203



03. June 10:00–11:30

Kazy 213

Dr. Nannaphat Saenghong
Nang

**Department of Educational Foundations and Development
Chiang Mai University, Thailand (CMU)**

**From Classroom to Region: A Decade of Teaching
Multicultural Education and the Search for Inclusive
Teacher Training**

This year marks my 10th year teaching multicultural education to pre-service teachers in Northern Thailand—an experience that has shaped my understanding of inclusion, identity, and equity in education. Over time, I began asking, how are other countries in Southeast Asia preparing their teachers for diversity? This question led me to a comparative research project exploring teacher education policies in five countries. In this talk, I'll reflect on what I've learned from both the classroom and the policy level and share why building multicultural competence in teacher education is not just an academic task but a regional responsibility. I'll also invite a conversation on how we might move forward together through shared learning and collaboration.

03. June 10:00–11:30
Kazy 213

Dr. Pisith Nasee

Pisith

**Division of Social Science Education, Faculty of Education
Chiang Mai University, Thailand (CMU)**

**From Margins to Momentum: Intercultural Education and
the Power of Listening**

I work at the intersection of teaching, research, and community engagement. And if there's one belief that drives everything I do, it's this: education—when rooted in justice and listening—can turn the margins into momentum. I live and work in Chiang Mai, a city of contrast: cultural richness, but also deep inequality. It is home to diverse ethnic groups, migrant workers, and stateless populations—many of whom face persistent barriers to meaningful education. In this context, intercultural education cannot be reduced to festivals or flags. It must engage the structural questions: Who belongs? Who decides? Whose knowledge counts? My research aligns with this vision. From projects on stateless youth and migrant children in urban schools, to collaborative work with UNHCR, UNICEF, and NGOs like MAP Foundation, I've seen how multicultural education can be a site of

11. June 9:00–11:30
Kazy 203

Dr. Noor Hidayah Che Lah

**Faculty of Computing and Meta-Technology
Sultan Idris Education University (UPSI)
Malaysia**

Problem-Solving E-Module for Education

The Problem-Solving E-Module for Education is a comprehensive digital learning tool created to foster the development of students' critical thinking, analytical reasoning, and decision-making abilities. It addresses the growing need for 21st-century skills by offering a structured yet flexible learning experience that goes beyond traditional teaching methods. Designed for use in diverse educational settings—such as schools, higher education institutions, and training centers—the module incorporates multimedia elements including videos, simulations, animations, and interactive quizzes that cater to different learning styles and preferences. This e-module presents learners with real-world problems framed within authentic contexts, allowing them to apply theoretical knowledge to practical situations. The scaffolded design ensures that learners gradually build competence, starting from guided practice to more open-ended challenges that require independent problem-solving and creativity.

11. June 9:00–11:30
Kazy 203

Prof. Dr. Bahbibí Rahmatullah

**Faculty of Computing and Meta-Technology
Sultan Idris Education University (UPSI)
Malaysia**

From Oxford to UPSI: A Cross-Cultural Perspective on Higher Education and Emerging Technologies Adoption

This talk explores the evolving role of emerging technologies in education through a cross-cultural lens, drawing from experiences at Oxford and UPSI. With a focus on AI-driven personalized learning, digital literacy, and interdisciplinary research, I will discuss key innovations in child development assessment, STEM education, and healthcare applications. From AI-powered early detection of postpartum conditions to digital solutions for economic empowerment, the talk highlights the transformative impact of technology in higher education and society. I will also share insights on research mentorship, international collaborations, and strategies to bridge gaps between AI, social sciences, and education. The session aims to foster discussions on global partnerships, knowledge exchange, and the future of AI in learning and development.

11. June 9:00–11:30
Kazy 203

Dr. Nor Asiah Mohamad@Razak

Asiah

**Faculty of Computing and Meta-Technology
Sultan Idris Education University (UPSI)
Malaysia**

Beyond One Size Fits All: A Culturally-Informed Comparative Study of Information and Communication Technology (ICT) Integration in Malaysian Elementary Schools

The COVID-19 pandemic accelerated ICT integration in education, transforming teaching across contexts. From a sociocultural perspective, ICT serves as a mediating tool that supports learner-centered approaches. Yet, despite significant investments, ICT adoption remains limited due to regulatory, infrastructural, and pedagogical barriers. This study explores sociocultural factors influencing ICT integration in two high-performing Malaysian primary schools—one National-Type Chinese and one National school. Guided by Engeström's Cultural-Historical Activity Theory (CHAT) and Activity Systems Analysis (ASA), qualitative data were collected via interviews, observations, and documents, analyzed using ATLAS.ti. Findings reveal two key themes: (1) distributed leadership that reduces teacher workload through collaboration, and (2) community engagement in funding ICT resources. The study offers insights for policymakers and school leaders to strengthen ICT practices in diverse settings.

11. June 9:00–11:30
Kazy 203

Dr. Aslina Saad

Aslina

**Faculty of Computing and Meta-Technology
Sultan Idris Education University (UPSI)
Malaysia**

**The Role of Digital Innovation in Intercultural Heritage
Preservation**

Digital innovation is transforming intercultural heritage preservation by providing advanced tools to document, safeguard, and share cultural assets. With technologies like 3D scanning, mobile application, web-based system, AI, VR/AR and IoT, experts are creating detailed replicas and immersive experiences that protect historical sites and traditions from disasters, urban expansion, and neglect. These digital solutions enable global access to cultural narratives, facilitate real-time environmental monitoring, and ensure authenticity through secure record-keeping. Case studies from around the world highlight successes in conserving both tangible and intangible heritage. Overall, digital innovation strengthens cultural resilience and deepens intercultural understanding for future generations.

11. June 9:00–11:30
Kazy 203

Dr. Suzani Mohamad Samuri

Su

**Faculty of Computing and Meta-Technology
Sultan Idris Education University (UPSI)
Malaysia**

**Games, Data, and Discovery: A Journey Through
Game-Based Learning Analytics Across Borders**

This session shares the journey of a cross-country research project that began with a simple question: can we use games to assess logical thinking in young children? Working with 4-year-olds in Malaysia and Indonesia, the study showed promising results—and revealed interesting differences in how children approached the same tasks. These observations offered early insight into how culture might influence learning behaviour. In this lecture, I'll share how we designed a game-based platform to capture learning data, what the children's gameplay revealed about logic, habits, and communication, and the practical challenges of conducting research across countries. I'll also reflect on how learning analytics can evolve to consider not only what students do, but why they do it. This is more than a data story—it's about how analytics and intercultural research can deepen our understanding of learners and the human side of education.

11. June 9:00–11:30
Kazy 203

Prof. Dr. Kyung-Hwan Mo

Prof. Mo

**Department of Social Studies Education
Seoul National University, Republic of Korea (SNU)**

**Beyond Tokenism: Promoting Authentic Multicultural
Education in Korea**

In this talk, I examine how multicultural education in South Korea is shifting from a mono-nationalist framework to a more inclusive vision. For decades, Korean education emphasized national identity, seeing diversity mainly as individual difference. But since the early 2000s, rising immigration has pushed policymakers to include intercultural perspectives in the curriculum. While these efforts are meaningful, they still focus too narrowly on specific immigrant groups. I argue for a broader understanding of diversity—one that includes class, gender, and other intersecting identities. I also highlight the role of teacher training in building inclusive practices and reflect on persistent educational inequalities. Ultimately, I call for a deeper, systemic commitment to equity and belonging that supports all learners in today's rapidly diversifying classrooms.

11. June 9:00–11:30
Kazy 203

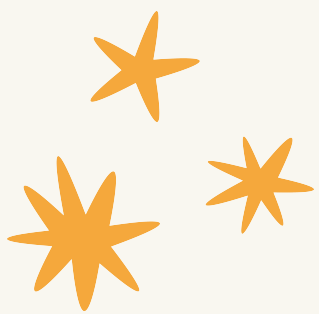
Prof. Dr. Sang-Hwan Seong

Prof. Seong

Department of German Language Education, College of Education
The SNU Center for Educational Research
Kyujanggak International Center for Korean Studies
Seoul National University, Republic of Korea (SNU)

The intercultural aspects of higher education mobility at the SNU

This lecture critically explores the cultural differences in communication, time, and spatial perception, and how these shape interactions in globalized university settings. It aims to help Korean students enhance intercultural sensitivity and understand the complexities of multicultural societies. Organizational dynamics are compared between relationship-oriented cultures (Asia) and task-oriented cultures (the West). The lecture examines perceived discrimination experienced by foreign faculty and students at Seoul National University and discusses communication problems in global contexts. It proposes ways to minimize misunderstandings and promote intercultural understanding. Through interaction between Korean and international students, the lecture emphasizes the need for critical reflection on student mobility in intercultural education.



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