

Ferenc Arató

Date of birth: 1970. July 24. | **Nationality:** Hungarian | **Gender:** Male | **Phone number:** (+36) 308227058 (Mobile) | **Email address:** arato.ferenc@pte.hu |

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EDUCATION AND TRAINING

2024. JUNE 18.

HABILITATION IN EDUCATIONAL SCIENCES Eötvös Lóránd University, Budapest, Hungary

Website www.elte.hu | **Level in EQF**

2009. SEPTEMBER 01. – 2012. JUNE 16. Pécs, Hungary

PHD IN SOCIOLOGY OF EDUCATION University of Pécs, Pécs, Hungary

Website www.pte.hu | **Level in EQF** EQF level 8

1988. SEPTEMBER 01. – 1993. JUNE 30. Pecs, Hungary

LITERATURE, LINGUISTICS, AND AESTHETICS - MA AND TEACHING DIPLOMA Janus Pannonius University, Pécs

Website www.pte.hu | **Level in EQF** EQF level 7

WORK EXPERIENCE

2025. JANUARY 01. – CURRENT

ASSOCIATE PROFESSOR - TEACHING AND RESEARCH INSTITUTE OF EDUCATIONAL SCINECES, FACULTY OF HUMANITIES AND SOCIAL SCIENCES, UNIVERSITY OF PÉCS

Cooperative Learning,
Educational Assessment,
Social-Constructivist Approaches to
Education,
Social Inclusion,
Inclusive Excellence,
Nonviolent Communication,
Lead Instructor of the Future Teacher Association (2015-2021, 2023-)

2018. OCTOBER 01. – 2024.06.30.

DEPUTY HEAD OF INSTITUTE at INSTITUTE OF EDUCATIONAL SCINECES, FACULTY OF HUMANITIES AND SOCIAL SCIENCES, UNIVERSITY OF PÉCS

As Deputy Head of a Scientific Institute, I was responsible for the development of the institute's training programs, subjects, and courses, and for coordinating development efforts.

2021. OCTOBER 01. – CURRENT

CO-COORDINATOR OF NICLEE NETWORK OF INTERNATIONAL COOPERATIVE LEARNING EDUCATORS AND ENTHUSIASTS

2015. JANUARY 01. –– CURRENT

EDITOR-IN-CHIEF at AUTONOMY AND RESPONSIBILITY JOURNAL OF EDUCATIONAL SCIENCES

2009. SEPTEMBER 01. – 2024. DECEMBER 31.

ASSISTANT PROFESSOR - TEACHING AND RESEARCH INSTITUTE OF EDUCATIONAL SCIENCES, FACULTY OF HUMANITIES AND SOCIAL SCIENCES, UNIVERSITY OF PÉCS

2017. JANUARY 01. – 2021. JUNE 30. Budapest, Hungary

SENIOR ADVISOR, EXPERT EDUCATIONAL AUTHORITY, HUNGARY

Strategic development of the EFOP 3.1.5 project "Supporting At-Risk Institutions to Reduce Dropout Rates" – Development of system-level institution development, educational materials and modules for teachers, design, and facilitation of online and offline collaborations for network members

2007. FEBRUARY 01. – 2017. JUNE 30. Strasbourg, France

EXPERT, PROGRAM DEVELOPER, AND ONLINE FACILITATOR COUNCIL OF EUROPE

Pestalozzi Program – Development of educational materials and modules for teachers, design, and facilitation of online collaborations for Pestalozzi network members

2003. JANUARY 01. – 2005. JUNE 30. Budapest, Hungary

SENIOR ADVISOR SULINOVA, EDUCATIO KHT

Strategic development of the HEFOP 2.1.3 b project "National Educational Integration Network" – Development of system-level institution development, educational materials and modules for teachers, design, and facilitation of online and offline collaborations for network members

1995. SEPTEMBER 01. – 1998. JUNE 30. Budapest, Hungary

CIVIC EXPERT AND PROGRAM COORDINATOR OPEN SOCIETY INSTITUTE, BUDAPEST, HUNGARY

Strategic development of Roma Support programs and networking, development of a country-wide network of activists, professionals, and educators. Development of educational materials and modules for teachers, design, and facilitation of online and offline collaborations for network members

1993. SEPTEMBER 01. – 1995. AUGUST 31. Pécs, Hungary

FOUNDING TEACHER "GANDHI" HIGH SCHOOL

Teacher of Hungarian Literature and Language, Curriculum Developer, and Senior Advisor

1990. SEPTEMBER 01. – 1995. JUNE 30. Pécs, Hungary

LECTURER - TEACHING AND RESEARCH INSTITUTE OF ART SCIENCES, FACULTY OF HUMANITIES, JANUS PANNONIUS UNIVERSITY, PÉCS, HUNGARY

Modern and postmodern literature
Deconstruction and hermeneutics
Philosophy of language
Theories of literature

LANGUAGE SKILLS

Mother tongue(s): **HUNGARIAN**

Other language(s):

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken production	Spoken interaction	
ENGLISH	C1	C1	C1	C1	C1
FRENCH	A1	A2	A1	A1	A1
RUSSIAN	A2	A2	A2	A2	A2

Levels: A1 and A2: Basic user; B1 and B2: Independent user; C1 and C2: Proficient user

PUBLICATIONS

2024

Selected publications

2026

Arató, F. (2026). Next level of AI supported learning—The collaborative paradigms of human-based knowledge construction in the era of AI. In R. M. Gillies (Ed.), Teaching and learning 21st-century skills: Collaboration and communication in formal and informal educational settings (pp. 421–441). Springer Nature Singapore. https://doi.org/10.1007/978-981-95-5997-8_22

Arató, F., & Fridrich, M. (2026). Game, play, and learning: An analytical framework for differentiating game-based approaches from an educational perspective. Technology, Knowledge and Learning. Advance online publication. https://doi.org/10.1007/s10758-026-09980-9

Montero-Sieburth, M., & Arató, F. (2026). The de-escalation and decline of diversity, equity and integration initiatives in the USA and Hungarian public education: How educators can respond. Journal for Multicultural Education. Advance online publication. https://doi.org/10.1108/JME-11-2025-0296

2025

Arató, F. (2025). Plurilingual cooperative learning in higher education: A structural framework for equitable success. Education Sciences, 15(10), Article 1319. https://doi.org/10.3390/educsci15101319

Arató, F., & Bodnár, B. A. (2025). A Peace Education (békével nevelés) nemzetközi diskurzusa és lehetséges kapcsolódási pontjai a hazai neveléstudományi megközelítésekhez. Iskolakultúra, 35(9), 81–100. https://doi.org/10.14232/iskkult.2025.9.81

Arató, F. (2025). Next level of AI supported learning: The need for collaborative paradigms of human-based knowledge construction in the era of AI [Conference abstract]. In G. Jenei & I. Lázár (Eds.), Currents in education: Navigating change in languages, cultures, and communities: Book of abstracts (p. 103). ELTE Eötvös Kiadó.

2024

Arató, F., & Bodnár, B. A. (2024). Narratives and common traits of peace education and the 'Teaching Students to be Peacemakers' programme: Rethinking the role of cooperative learning in peace education. Intercultural Education, 35(5), 539–557. https://doi.org/10.1080/14675986.2024.2405323