

## **SHORT BIOGRAPHICAL NOTES OF KEY PARTICIPANTS**

**Alfredo Soeiro, Faculty of Engineering, University of Porto, Portugal, [avsoeiro@fe.up.pt](mailto:avsoeiro@fe.up.pt)**

Alfredo Soeiro holds a ‘Licenciatura’ in Civil Engineering from the University of Porto, FEUP, 1976, and a PhD in Civil Engineering, from U. Florida (USA), 1989, having been Fulbright Scholar. He is presently associate professor at the Faculty of Engineering, U. Porto.

From his very many initiatives and activities, the following deserve mention: founder and vice-president, EUCEN, 1992-1998 (European Universities Continuing Education Network - [www.eucen.org](http://www.eucen.org)); member of the Council, IACEE, since 1995, and president, 2001-2004 (International Association of Continuing Engineering Education - [www.iacee.org](http://www.iacee.org)); Pro-Rector, University of Porto, 1998-2003; Academic Dean of Civil Engineering and Vice-Dean, University of Porto, 2004-2007; founder and president of AUPEC, 2001-2005 (Association of Portuguese Universities in Continuing Education - [www.up.pt/aupec.htm](http://www.up.pt/aupec.htm)); founder of RECLA and member of the Board, 1998-2002 (Latin American Network of Continuing Education - [www.cfp.upv.es/recla](http://www.cfp.upv.es/recla)); president of SEFI, 2003-2005 (European Society for Engineering Education - [www.sefi.be](http://www.sefi.be)); coordinator and partner in several projects sponsored by the European Commission; invited expert as evaluator and consultant of EC; member of editorial board of EJEE (European Journal Engineering Education) since 1997 and of JHEOE (Journal of Higher Education Outreach and Engagement - 1998-2006); member of international advisory board of JEE (Journal of Engineering Education - [www.asee.org](http://www.asee.org)).

**Armando Silvestre, University of Aveiro, Portugal, [armsil@ua.pt](mailto:armsil@ua.pt)**

Armando Silvestre was born in Vagos, Portugal in 1968. He holds a ‘Licenciatura’ (second-cycle degree, 1990), a Ph.D. in Chemistry (1994) and the ‘Agregado’ (Habilitation) degree in Chemistry (2008), all from the University of Aveiro, where he is Associate Professor of the Department of Chemistry since 2002. His research interests are centered in the chemistry of lignocellulosic materials and on the production of chemicals and materials from renewable resources. He is author/co-author of six book chapters, around 90 papers in refereed journals and more than 150 papers in conference proceedings. He is Socrates-Erasmus coordinator of the Chemistry Department and Director of Studies in Chemistry since 2000.

He has been actively involved the TUNING Project and the Implementation of the Eurobachelor and Euromaster labels. He has been actively involved in the implementation of the Bologna Process at the University of Aveiro.

## Bologna Seminar on 'Development of a Common Understanding of Learning Outcomes and ECTS'

Porto, Portugal, 19-20 June 2008



**Caroline Carlot, Student, Bologna Expert, ESU representative, [caroline@esu-online.org](mailto:caroline@esu-online.org)**

Caroline Carlot has started to be a student representative on the local level, when elected as member of the board of Sciences Po Lyon. In 2006, she was elected vice president of FAGE (Fédération des Associations Générales Etudiantes, French national student organisation) with responsibility for European affairs. In 2007, she was nominated

as a Bologna expert in the French team. During the same year, she was elected in the

Bologna Process Committee of European Students' Union (ESU). Being a European student representative, she has main responsibilities in ESU in topics such as the ECTS system, recognition issues and lifelong learning.

**Declan Kennedy, University of Cork, Ireland, [d.kennedy@ucc.ie](mailto:d.kennedy@ucc.ie)**

Declan Kennedy MSc, Med, PhD, HDipEd, FICI, graduated from University College Cork (UCC) with a BSc in Chemistry, a Postgraduate Diploma in Education and an MSc in X-ray crystallography. He subsequently studied science education at the University of York, England and graduated with a Masters Degree in Education and a PhD in Education. He spent over 20 years teaching science in Colaiste Muire Secondary School, Cobh, Co Cork, Ireland. He was appointed lecturer in science education at UCC in 1998 and was promoted to senior lecturer in 2006.

He has written several textbooks and numerous journal articles in the field of Education and is very involved in helping colleagues in various third level institutions in Ireland and other countries prepare for the implementation of the Bologna Agreement. In his role as lecturer on the Postgraduate Certificate/Diploma in Teaching and Learning in Higher Education he wrote the book **Writing and Using Learning Outcomes - A Practical Guide** for the staff in his own university. To date, this book has been translated into six languages. He is external examiner for the University of Brunel, London, England.

**Gerard Madill, Universities Scotland, [g.madill@universities-scotland.ac.uk](mailto:g.madill@universities-scotland.ac.uk)**

Gerard Madill has over 18 years' policy experience in Higher Education, having worked for the National Union of Students Scotland, the Scottish Higher Education Funding Council and Queen Margaret University. He now works as Policy Adviser for Universities Scotland, the representative body of Scotland's Principals and Vice-Chancellors. He covers the broad field of learning and teaching policy and has particular expertise on quality assurance, the Bologna Process, qualifications frameworks, learning outcomes and credit. He has presented widely at national and international conferences and seminars on these policy areas.

Mr Madill represents Universities Scotland on a wide range of external committees and advisory groups at Scottish, UK and European levels. He is an expert member of the Council of Europe Coordinating Group on Qualifications Frameworks. He was a member of the group which oversaw the certification of the Framework for Qualifications of HEIs in Scotland against the Framework for Qualifications of the European Higher Education Area.

## **Bologna Seminar on ‘Development of a Common Understanding of Learning Outcomes and ECTS’**

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**Isabel Huet, University of Aveiro, Portugal, [huet@ua.pt](mailto:huet@ua.pt)**

Dr Isabel Huet has a Ph.D. in Education and is currently a Researcher at the University of Aveiro in Portugal. Her research interests include new teaching and learning approaches with emphasis on engineering and science education, e-learning, and linking teaching and research in Higher Education. Currently she is also interested on professional training of university teachers and the implications of the Bologna process in curricula design, teaching and learning.

**Lorraine Walsh, University of Dundee, Scotland, [l.walsh@dundee.ac.uk](mailto:l.walsh@dundee.ac.uk)**

Lorraine Walsh, FHEA, FRSA, is the Director of Academic Professional Development at the University of Dundee, Scotland, UK. Dr Walsh develops and delivers development opportunities for academic staff across the institution and runs the university's postgraduate programme for new lecturers. Her work at the university also involves responsibility for the QAA (Scotland) Quality Enhancement Themes and her external work includes leading Universities Scotland Educational Development Subcommittee which represents heads of educational development across Scotland. Her research interests include the deconstruction and reconstruction of personal and professional identities of 'the teacher' and 'the learner' within the global classroom of the 21<sup>st</sup> century. Her publications include 'Developing your Teaching: Ideas, action and insight' with Dr Peter Kahn (Routledge, 2006) and she is currently working on a new book, 'Collaborative Working in Higher Education: The social academy' (Routledge, forthcoming 2009). Dr Walsh is a Fellow of both the Higher Education Academy and the Royal Society of Arts.

**Lucien Kerger, University of Luxembourg, [lucien.kerger@uni.lu](mailto:lucien.kerger@uni.lu)**

Lucien Kerger specialized in educational psychology, educational sociology and teacher education. He worked formerly as: teacher in education - children with special needs, youngsters with difficult back-ground; inspector of education; advisor at the Ministry for education; director of the institute for educational research and teacher education, responsible for the CPD offer for primary school teachers; and coordinator for the reform of teacher education in Luxembourg.

He was appointed by an international committee as professor at the University of Luxembourg, in 2003.

He was elected as dean of the faculty of literature, humanities, arts and educational sciences (2003-2007) and appointed as academic vice-rector by the Government board of the university (2008).

**Madalena Patrício, Association for Medical Education in Europe, Lisbon University, Portugal, [patricio@fm.ul.pt](mailto:patricio@fm.ul.pt)**

Madalena Folque Patrício, (MA).Ed., is a senior lecturer at the Institute of Introduction to Medicine at the Faculdade de Medicina da Universidade de Lisboa. She is also a Coordinator of the Lisbon BEME Group (Best Evidence in Medical Education) where she coordinates a Systematic Review on the Objective Structured Clinical Examination (OSCE).

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At international level she is the President of AMEE (Association for Medical Education in Europe), and Member of the Executive Board of WFME (World Federation for Medical Education), of BEME (Best Evidence in Medical Education) and of Medical Teacher (a key Journal on Medical Education)

She is also a temporary Adviser of the World Health Organization (WHO). She participated on several programs in Africa namely in two projects in Mozambique and one in Sao Tome e Principe for “*Teaching Doctors on How to Train other Doctors*”. She was also a Coordinator of the Master Course on Medical Education at the Universidade de Agostinho Neto, in Angola.

In terms of scientific activity she is Co-author and Editor of a Medical Educational Handbook - *Manual de Boas Práticas Pedagógicas em Saúde*, co-editor of 7 books, co-author of 21 papers and she has more than 130 presentations in conferences or other similar events.

**Robert Wagenaar, U. Groningen, The Netherlands, [r.wagenaar@rug.nl](mailto:r.wagenaar@rug.nl)**

Robert Wagenaar is director of undergraduate and graduate studies at the Faculty of Arts of the University of Groningen in the Netherlands. He is a Higher Education expert for the European Commission and has been involved in main initiatives to harmonize European Higher Education, like the development of the European Credit Transfer and Accumulation System (System) and European qualifications frameworks (‘Bologna Framework’ and ‘EQF for LLL’). He is also the chair of the Dutch team of experts for the implementation of the ‘Bologna Process’ in European Higher Education institutions. Together with Julia Gonzalez (University of Deusto, Bilbao Spain) he coordinates the large scale innovative projects Tuning Educational Structures in Europe, Tuning Russia, Tuning Georgia and Tuning América Latina. Furthermore, he is coordinator of the Erasmus Mundus Master Programme Euroculture: Europe in the Wider World as well as the director of the Euroculture Network of Universities.

**Volker Gehmlich, University of Applied Sciences in Osnabrück, Germany, [V.Gehmlich@fh-osnabrueck.de](mailto:V.Gehmlich@fh-osnabrueck.de) -**

Since 1972, Volker Gehmlich is Professor of Business Management at the University of Applied Sciences in Osnabrück, Germany. He is course director of undergraduate and postgraduate double degree programmes. As a Bologna-Promoter he has been the major initiator of the restructuring of the institution in terms of modularising study-programmes, introducing ECTS and defining a grid of learning outcomes for bachelor and master students.

Volker Gehmlich has been involved in EU-programmes since 1978 in various functions: project co-ordinator, assessor of project applications, contributor to the design of new EU initiatives, evaluator and trainer of assessors, EU-programme-expert. He is also active in the Tuning Project, the ECTS National Contact Point for Germany, and the author of various publications on the internationalisation of organisations, skill needs, learning outcomes and credit systems in particular and has just finished a study on the potential introduction of a German Qualifications Framework for Lifelong Learning.