CURRICULUM VITAE

Khalil Gholami
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EDUCATION

Degree	University	Major and Thesis	Year
Ph.D.	University of Helsinki	Teaching and Curriculum Studies Dissertation: Representing the epistemic nature of teachers practical knowledge	2005- 2009
MED	University of Tehran	Educational Planning Thesis: High school Education and employment in informal economic sections	1996-1998
BED	University of Tabriz	Instructional Technology	1989-1993

EMPLOYMENT HISTORY

Period	Position and role	Employer
08/2011- current	Postdoctoral Researcher, Lecturer	University of Helsinki, Finland
09/2009-Current	Assistant Professor, Lecturer	University of Kurdistan (Iran)
08/1998- 11/2004	Chair and coordinator of Teaching and Teacher Research Institute.	Office for Education, Kamyaran, Iran
08/1998-11/2004	Lecturer	Payame Noor University, Iran
03/1993-07/1998	Teacher and Lecturer	High school, Teacher Training College, Kurdistan, Iran

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HONORS AND AWARDS

Year	Award
2007	The Excellent International Student Grant of the year, awarded by University of Helsinki
2006	The Excellent International Student Grant of the year, awarded by University of Helsinki
2006	CIMO Fellowship, Finland
2005-2009	Ph.D. Scholarship of Iran's Ministry of Science, Research, and Technology

FUNDED RESEARCH PROJECTS

Project	Fund source
Gholami. K., Husseini,E,Nosrati,S.,Ameli,D. (in progress). A triangulation study on High School students' needs in Kurdistan (Iran)	General Office for Education, Iran
Gholami K.,Tiri.K. (in progress) Teachers' moral competency in the new professional encounter	University of Helsinki
Gholami,K. (2010) Faculty's perception of basic elements in virtual Education of Higher Education	University of Kurdistan, Iran
Gholami,K.(2004). *The socio- cultural characteristics of traditional tribes in the region of Kamyaran,*	The Local Governor of Kamyaran
Gholami,K.(2003). A survey on "why Kurdish minority failed to *participate in presidential election in Kamyaran, Kurdistan, Iran".*	The Local Governor of Kamyaran
Gholami,K.(2002). N*ational consensus in Kurdistan: How to enhance national agreement in Kurdistan*	Iran's Ministry of Culture and Islamic Guidance

PUBLICATION

BOOKS

Gholami, K. (2009). Representing the epistemic nature of teachers' practical knowledge: The case of class teachers' general pedagogy**.** Germany, Saarbrücken: VDM Verlag

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REFEREED ARTICLES

Gholami.K.,& Tiri.K. (2011). Contextualistic insight to judging good practice:
Dynamics of professional and situational contexts in teaching. Asia-Pasific Journal
of Teacher Education (under review)

Gholami,k.,& Sayadi,Y. (2011). A new route to Higher Education: A case study on the
Faculty's' perception about the application of virtual education in higher
education., *Journal of Higher Education* (in press)

Gholami, K. 2011, Moral care and caring pedagogy: two dimensions of teachers' praxis;
Pedagogy, Culture and Society (19)1, 133-151

Gholami, K; Jukka. H. (2010),How do teachers reason about their practical
knowledge? Representing the epistemic nature of teachers' practical
knowledge, *Teaching and Teacher Education*, 26 (8),1520-1529

CONFERENCES

Gholami.K.,Saadatmand,M.,& Mobaraki.M (2011).Web-enhanced instrucation in higher
education: A case of blended learning using Wikis in an undergraduate course. Full
paper presented and published in the proceedings of ED-Media, Lisbon, Portugal
(June 27-July 1).

Gholami.,& Zarei,A. (2011) Virtual education in Iran's higher education: Faculty's
reflection on the application of Web 2.0 tools in University of Kurdistan. Full paper
presented and published in the proceedings of ED-Media, Lisbon, Portugal (June
27-July 1).

Gholami,K. (2011) Why do teachers teach: a phenomenological insight into teachers'
philosophy (full paper presented and published in the proceedings of *15th biennial
International conference ISATT*, Braga,Portugal 5-8 July)

Gholami, K. (2011).Contextualistic insight to judging good practice: Dynamics of
professional and situational contexts in teaching. (full paper accepted for
presentation and publication in the proceedings of *15th biennial International
conference ISATT,* Braga,Portugal 5-8 July)

Gholami. & Hajizadeh, S. (2011). Enhancing teachers agency with valuing them: The
link between teacher-rated servant leadership of principals and teachers' perceived
empowerment. ((full paper accepted for presentation and publication in the
proceedings of *15th biennial International conference ISATT,* Braga,Portugal 5-8
July)

Gholami. & Seiadi,Y. (2011) A new route to Higher Education: A case study on the
Faculty's' perception about the application of virtual education in higher education
(*paper accepted for presentation and publication in the proceedings of The*

First Iranian International Conference of Management, Futurism, Entrepreneurship and industry in Higher Education, Sanandaj,Iran: 18-19 May)

Gholami & Mobaraki,M. (2011). Investigation learning conditions of virtual education in higher education: A case study on a web-enhanced instruction course in University of Kurdistan (*paper accepted for presentation and publication in the proceedings of The **First Iranian International Conference of Management, Futurism, Entrepreneurship and industry in Higher Education**, Sanandaj,Iran: 18-19 May*)

 Gholami, K. (2010) An Aristotelian insight into teaching: Connection between teachers' philosophies and philosophy of teaching, paper presented in ***Ecer 2010*,** Helsinki, Finland: August 23-27

Gholami. (2010). Contextual justification system in teaching context, Paper in international conference ***Ecer 2010***, Helsinki, Finland: 23-27 August

Gholami, K. (2009). Dimensions of normative teaching, paper presented in the ***International Study Association for Teachers and Teaching (ISATT***)conference, Rovaniemi, Finland:1-4 July

Gholami,K. (2008), How do teachers reason about the practice of teaching: Representing the pedagogical care in the teachers' practical knowledge, Paper presented at Mock viva programs in ***The European Conference of Educational Research (ECER***), Gothenburg, Sweden: 8-12 September

Gholami, K. (2007) Representing the epistemic nature of teachers practical knowledge as a way for professional development, paper presented in the ***International Study Association for Teachers and Teaching (ISATT***)*Conference*, St. Catherines,Canada: 4-6 July

Gholami, K (2006), the epistemic nature of teachers' practical knowledge as a meta-cognitive process, Paper presented in the ***Second world Curriculum Studies, Tampere***, Finland: 21-24 May.

JOURNAL EDITORIAL

Journal	Role	Impact factor
Teaching and Teacher Education: An International Journal of Research and Studies	Reviewer	**1.55**
Journal of Higher Education	**Reviewer**	

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WORKSHOPS HELD

Topic of workshop	Target group	Organization and year
Teaching and Learning in Higher Education	University Faculty	University of Kurdistan,2011
Theoretical framework and practices of qualitative data analysis	University Faculty	University of Kurdistan, 2010
Data management and APA style	Graduate students	University of Kurdistan,2009

LANGUAGE SKILLS

	Write	**Speak**	**Read**	**Understand**	**Principal language**
English	Excellent	Excellent	Excellent	Excellent	
Persian					✓
Kurdish					✓
Finnish		Slight	Slight	Slight	
Arabic		Slight	Fair	Fair	

COMPUTER SKILLS

Data analysis tools	SPSS, Liserl, AMOS	Average
Text processing		Advanced
Internet	Designing Educational setting in Web.20 platforms, online course and instruction	Advanced
Presentation tools		Advanced

PERSONAL SKILLS

- Excellent systematic thinking in designing instruction and research
- Excellent speech and presentation skills
- Excellent communication and collaborative skills
- Innovative and creative in new ideas

MEMBERSHIP IN PROFESSIONAL ASSOCIATION

International Study Association for Teaching and Teacher (ISATT), 2007-current