

16 October 2015

	Borgartún 30, 6th floor, Room A	Borgartún 30, 6th floor, Room B	Saga Film, Room B	Saga Film, Studio	Borgartún 30, 3rd floor
	Paper session	Paper session	Paper session	Symposium	Roundtable
9:00 - 10:30	Strand: Social justice and inclusion in education	Strand: Multicultural education: Exemplary practices	Strand: Teachers: professionalism and education	Strand: Leadership: participation democracy, directives	Strand: Questioning concepts and methods: working on multicultural education
	Human rights versus educational rights: perspectives from Georgia and Armenia	"I could have learned so much more" Reflecting on life and learning as a gifted student	Icelandic student-teachers' views and thoughts about issues on inclusive education: relevance and usefulness of inclusive education	Organizational structure and leadership in immigrant education 1. Leader profiles in successful preschools, 2. When engaged preschool leaders leave....., 3 leader succession in ethnically diverse schools: examples from three compulsory schools in Iceland 4. Democratic leadership practices in Icelandic compulsory schools, 5. Organizational models and school success in the Learning Spaces Project - a synthesis of findings.	Diverse methodologies for diverse research: Reinventing the role of an educational researcher and her relationship with participants and communities. 1. Research with immigrant children – importance of revealing linguistic and cultural resources; 2. A way to empowerment. Immigrant educational personnel and self-study 3. Being self-reflexive in researching with children
	Young people's attitudes towards immigrants' human rights: The role of civic justice feelings and democratic classroom discussion	Developing intercultural competence through an "I-Thou" relationship in Japanese schools	Preparing culturally and linguistically diverse teachers for culturally and linguistically diverse classrooms		
	Inclusive education, democracy and justice	"..this is not just babysitting and we do not do anything": Parental and teachers successful experiences of immigrant children's	Research Weds Practice Makes Perfect? Review of three Icelandic developmental projects		
10:30 - 11:00					
Saga Film Studio: Coffee					
11:00 - 11:45					
Saga Film Studio: Keynote II. Gert Biesta					
11:45 - 12:45					
Saga Film Studio: Introduction of Schools and Organizations					
11:45 - 12:45					
Saga Film Studio: Lunch					
12:45 - 14:45					
Saga Film Studio: Invited symposium I. Organizer: Jim Cummins					
14:45 - 15:15					
Saga Film Studio: Coffee					
15:15 - 16:45	Paper session	Paper session	Paper session	Symposium	Roundtable
	Borgartún 30, 6th floor room A	Borgartún 30, 6th floor room B	Saga Film, room B	Saga Film Studio	Borgartún 30, 3rd floor
	Strand: Social justice and inclusion in education	Strand: Multicultural education: exemplary practices	Strand: Teachers: professionalism and education	Strand: Teachers: professionalism and education	Sustainability in higher education
	Conformity and critique: "Dangerous" pedagogies and the teaching of volunteerism in a university EAP course	The 'Immigrant Corner': A Place for identification and resistance	Community of Inquiry – Research-based teaching and learning for inclusive practice	The story of my teaching: Constructing learning spaces in multicultural contexts	Action for sustainability in higher education: creative assessment in student driven initiatives in Nordic higher education institutions
„She may be the skipper but...": Icelandic and immigrant fathers' voices on disability in the family	Conquering obstacles: supporting first generation immigrants through an Icelandic upper secondary school.	Research-based learning in German teacher education – space for experimental research on school development	1. Creating cultural and linguistic resistance – stories from Norwegian teachers; 2. Spaces of learning and collaborative relations: bridging projects for inclusive education; 3. Learning spaces as an arena for inclusion and responsive pedagogy in multicultural contexts. Teachers' stories.	1. Applying a relational assessment system in the context of a human rights and visual arts course; 2. Student influence on what and how they learn;	
Can you make sense of global mobility? Exploring lived experiences.	Exploring Limited participation in lifelong learning courses in Iceland: Voices of women from the Middle East	Untouchable gobbledegook in assessment courses in Iceland: A student perspective on learning and assessment language.	4. A good teacher but a bit more – "I worked for a year in an easier school, where everyone could understand Finnish, but I got bored, this is where strong teachers like me are needed"	3. Participatory values; 4. Student responses: Experienced reality and wishful conjecture	