Learning Spaces for Inclusion and Social Justice: Education in multicultural societies

15. October
11:00 – 12:30

Room: H-001
Hanna Ragnarsdóttir and Anh-Dao Tran, University of Iceland, IS
Knowledge and Understanding: Municipal Educational Policy Related to Immigrant Students in Iceland

Susan Elizabeth Gollifer and Brynja Elizabeth Halldórsdóttir, University of Iceland, IS
A University Program with “The Whole World as a Focus”: Supporting and expanding an international education program in Iceland

Yuka Kitayama, Buuskerud and Vestfold University College, NO
Education, Diversity and the Challenges for Justice: Educators’ discourses on xenophobia in Japan

Room: K-207
Aslaug Andreassen Becher and Brit Steinsvik, Høgskolen Oslo, No
Discourses about Cultural Diversity in Preschool and Teacher Education

Cecilie Thun and Karin Fajersson, Oslo University, NO
A multilayered concept of culture

Anh-Dao Tran and Hanna Ragnarsdóttir, University of Iceland, IS
Born at Leifstöð Iceland International Airport: The Deficiency Model

Room H-201
Thor Ola Engen, Hedmark University College, NO
A discussion of the research of Melby-Lervag and Lervag on transfer of reading comprehension

Ásgrímur Angantýsson, University of Iceland, IS
The symbolic value of fluent literacy and legitimate language proficiency in Icelandic secondary schools

Leigh M. O’Brien,
Do all young children in Iceland, including children with disabilities, have equal access to ‘the good childhood’?

Room: H-203
Dasha Shalimo, University of Toronto, CA
Working within and between paradigms in ECEC: How is the concept of young children’s participation defined in Canadian ELFs?
Maria Westvall, Jan-Erik Mansikka and Marja Heimone, Örebro University SE
Teachers’ perspectives on Multicultural Music Education: Interactive aspects of additive, inclusive and critical approaches.

Room: H-208  Symposium
Reykjavík’s Multicultural Educational policy and practice in the light of Cummin’s and Nieto’s eyes.

Friða Bjarney Jónsdóttir, Munisipality of Reykjavík, IS
The World is here – Multicultural policy for Education and Youth in Reykjavík.

Kristín R. Vilhjálmsdóttir, Munisipality of Reykjavík, IS
The Flying Carpet/Intercultural encounters in preschools, elementary schools and colleges – Wings and voices to the personal culture of children, youngsters and adults.

Oddý Sturludóttir, University of Iceland, IS
Being nice is not enough – how schools can motivate critical thinking, hope and justice for all students, according to the theories and ideas of Nieto and Cummins

13:30 – 15:00

Room: H-001
Thor-Andre Skrefsrud, Joke Dewilde, Anne Skaret and Ole Kolbjørn Kjørven, Hedmark University College, NO
Inclusive Practices or Exotic Happenings? – A Study of a Global Focus Week in a Norwegian Primary School

Berglind Rós Magnúsdóttir, School of Education, UI, IS
Educational ‘choices’ and values reconsidered: Middle-class parents with children diverging from normative ideals

Markéta Levínská and David Doubek, University of Hradec Králové, CZ
Struggle for trust – Unintended Consequences of an “Integration Project”

Room: K-207
Cosmin Ionut Nada and Helena Costa Araújo, University of Porto, PT
How do students experience cultural diversity? A Narrative Approach to Migration

Gestur Guðmundsson, Unveristy of Iceland, IS
Three pathways to adulthood among young immigrants in Iceland

Hildur Blöndal, PhD student University of Iceland
Can you make sense of global mobility? Exploring lived experiences

Room: H-201
Gunnhild Tomter Alstad, Hedmark University College, NO
Linguistic diversity in early childhood education language pedagogies

Ása Helga Ragnarsdóttir and Rannveig Björk Thorkelsdóttir, University of Iceland, IS
Language learning through drama. To inspire language learning through drama and theatre

Renata Emilsson Peskova and Maria Sastre, University of Iceland, IS
Heritage language teachers’ view of heritage language instruction in the Greater Reykjavík Area
Marte Monsen, Hadmark University College, NO
Standardized testing and social justice

Jennie Sivenbring, University of Gothenburg, SE
Untouchable gobbledygook in assessment A student perspective on learning and assessment language.

Samuel Lefever and Robert Berman, University of Iceland, IS
English among immigrant students in Iceland: implications for self-identity

Room: H-208  Symposium
Learning spaces for inclusion and social justice in Nordic Preschools; some key factors of success

Hildur Blöndal, Friða B. Jónsdóttir, Hanna Ragnarsdóttir, University of Iceland, IS
Socially just learning spaces: Success and participation in Icelandic preschools

Heini Paavola, University of Helsinki, FI
Successful preschool – cases from Finland

Anette Hellman, Marina Hanawa and Eva Rohde, University of Gothenburg, SE
Building a learning and caring preschool organization: Swedish Preschools

Kirsten Lauritsen, University College of Nord-Trøndelag, NO
“Learning Spaces” – kindergartens in Norway

Room: H-209  Symposium
“We are all failures – at least the best of us are” (Barrie): Researching Immigrant Students’ School Success – Concepts, Methods and Ethics

Thor Andre Skrefsrud,
Lessons from research on “successful” schools: Dilemmas of methods, ethics and critical thinking

Joke Dewilde, Hedmark University College, NO
Research on ‘successful immigrant students’. A critical approach to research ethics and methodology

Heidi Layne and Fred Dervin, University of Helsinki, FI
“I may look like Somali but I am a Finn” - Who are we talking about when researching immigrant students?

Fred Dervin and Heidi Layne, University of Helsinki, FI
Comfortability as convenience in Nordic education? Desperately seeking immigrant success stories

16. October
9:00 – 10:30

Room: H-206
Fiona Hallett and Dave Allen, Edge Hill University, UK
Human Rights versus Educational Rights: perspectives from Georgia and Armenia
Sigrún Aðalbjarnardóttir, University of Iceland, IS
Young people’s attitudes towards immigrants’ human rights: The role of civic justice feelings and democratic classroom discussion

Ólafur Páll Jónsson, University of Iceland, IS
Inclusive education, democracy and justice

Room: H-101
Ragnheiður Sigurbjörnsdóttir, teacher, IS
We all smile in the same language

Olenka Bilash, Univeristy of Alberta, CA
Developing intercultural competence through an “I-Thou” relationship in Japanese schools

Guðný Ósk Eyólfsdóttir and Brynja Elisabeth Halldórsdóttir, University of Iceland, IS
"...this is not just babysitting and we do not do anything": Parental and teachers successful experiences of immigrant children’s

Room: H-208
Hermína Gunnþórsdóttir, University of Akureyri, IS
Icelandic student-teachers’ views and thoughts about issues on inclusive education - Relevance and usefulness of inclusive education

Amy Johnson, Hunter College, USA
Preparing Culturally and Linguistically Diverse Teachers for Culturally and Linguistically Diverse Classrooms

Hulda Karen Danielsdóttir, Munisipality of Reykjavík, IS
Research Weds Practice Makes Perfect? Review of three Icelandic developmental projects

Room: H-203  Symposium
Organizational structure and leadership in immigrant education.

Hanna Ragnarsdóttir, Helgi Þorbjörn Svavarsson, Friða B. Jónsdóttir and Hildur Blöndal, School of Education, University of Iceland
Leader profiles in successful preschools

Kirsten Lauritsen, Nord-Trøndelag University College, NO
When engaged preschool leaders leave ....

Börkur Hansen and Helgi Þ. Svavarsson, University of Iceland, Sigurlaug H. Svavarsdóttir, Principal in Reykjavik
Leader succession in ethnically diverse schools: Examples from three compulsory schools in Iceland

Helgi Þ. Svavarsson, Börkur Hansen and Edda Óskarsdóttir, University of Iceland, IS
Democratic leadership practices in Icelandic compulsory schools

Lars Anders Kulbrandstad, Hedmark University College, NO
Organizational models and school success in the Learning Spaces Project - a synthesis of findings

Room: H-205  Rountable
Organizer: Hafdis Guðjónsdóttir, University of Iceland, IS
Diverse methodologies for diverse research: Reinventing the role of an educational researcher and her relationship with participants and communities

Anna Katarzyna Wozniczka and Karen Rut Gísladóttir, University of Iceland, IS
Research with immigrant children – importance of revealing linguistic and cultural resources
Megumi Nishida and Hafðís Guðjónsdóttir, University of Iceland, IS
A Way to Empowerment: Immigrant Educational Personnel and Self-Study
Edda Óskarsdóttir and Hafðís Guðjónsdóttir, University of Iceland, IS
Being self-reflexive in researching with children

15:15 – 16:45
Room: H-206
Brian Morgan, Glendon College, York University, CA
Conformity and Critique: “Dangerous” Pedagogies and the Teaching of Volunteerism in a University EAP Course
Dóra Bjarnason, University of Iceland, IS
„She may be the skipper but...”: Icelandic and immigrant fathers’ voices on disability in the family
Lilli Williams, Freie University Berlin, DE
Facilitating habitus transformation through informal mentoring

Room: H-101
Signild Risenfors and Kerstin von Brömssen, University West, SE
The ‘Immigrant Corner’: A Place for Identification and Resistance
Valgerður Garðarsdóttir, Teacher, IS
Conquering obstacles: Supporting first generation immigrants through an Icelandic upper secondary school.

Room: H-208
Heike de Boer, Benjamin Brass and Catharina Fuhrmann, University Koblinz-Landau, DE
Community of Inquiry – Research-based Teaching and Learning for Inclusive Practice
Anke Spies, Carl-von-Ossietzky University, DE
Research-based learning in German teacher education – Space for experimental research on school development
Brynja Elísabeth Halldórsdóttir and Berglind Rós Magnúsdóttir, University of Iceland, IS
She sounds ... angry and doesn’t want to be there.” Cultural biases in anonymous teaching evaluations in higher education

Room: H-203  Symposium
The story of my teaching: Constructing learning spaces in multicultural contexts
Joke Dewilde and Thor-André Skrefsrud, Hedmark University College, NO
Creating Cultural and Linguistic Resistance – Stories from Norwegian Teachers
Johannes Lunneblad, Annette Hellman and Ylva Odenbring, University of Gothenburg, SE
Spaces of learning and collaborative relations: bridging projects for inclusive education.
Anna Katarzyna Wozniczka, Karen Rut Gißladóttir and Hafdis Guðjónsdóttir, University of Iceland
Learning spaces as an arena for inclusion and responsive pedagogy in multicultural contexts. Teachers’ stories.
Hille Janhonen-Abruquah and Heidi Layne, University of Helsinki, FI
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”

Room: H-205  Roundtable
Organizing author: Jan Van Boeckel, ActSHEN partners

Action for sustainability in higher education: creative assessment in student driven initiatives in Nordic higher education institutions
Ásthildur Björg Jónsdóttir and Sue Gollifer, University of Iceland, IS
Applying a relational assessment system in the context of a human rights and visual arts course
Auður Pálsdóttir, University of Iceland, IS
Student influence on what and how they learn
Allyson Macdonald, University of Iceland, IS
Participatory values
Student representatives
Student responses: Experienced reality and wishful conjecture

17. October
10:00 – 11:30
Room: H-209

Annika Sulzer, University of Oldenburg, De
Cooperating with immigrant families – insights into a German social justice development project
Þórdís Þórðardóttir, University of Iceland, IS
The role of children’s literature and popular culture in peer-groups: Respectability in two Reykjavik preschools
Kathrine Moen, Nord-Trönderlag Univeristy College, NO
Diversity of values in a Norwegian kindergarten?

Room: H-101

Olenka Bilash, University of Alberta, CA
A minority community envisions its future in multicultural Canada
Aleksandra Kurowska-Susdorf, University of Gdansk, PL
Success stories: multicultural teaching in monocultural environment. Projects ran at school and academic levels
Aase Vivaas, Teacher, No and Berglind Rós Magnúsdóttir, University of Iceland, IS
The structural and cultural shaping of the competent habitus: East-European middle-class mothering in the Icelandic context

Room: H-201
Jón Torfi Jónasson, University of Iceland, IS
Multi-cultural education or multi-educational culture? A reflection on an impasse faced by modern education
Tony Dowden and Chris Brough, University of Southern Queensland, AU
Democratic curriculum design in Aotearoa/New Zealand: Blurring discipline boundaries to create student-centred learning contexts
Lars Anders Kulbrandstad, Hedmark University College, NO
Educational Policy Documents and Immigrant Students’ School Success

Room: H-203
Susan Rafik Hama and Hróbjartur Árnason, University of Iceland, IS
Exploring Limited Participation in Lifelong Learning Courses in Iceland: Voices of Women from the Middle East
Kristín Lilliendahl, University of Iceland, IS
“I could have learned so much more” Reflecting on life and learning as a gifted student

Room: H-208  Symposium
Organizer: Robert Berman, Associate Professor, University of Iceland
Discussant: Gestur Guðmundsson, Professor, University of Iceland
Successful upper secondary school students with immigrant backgrounds: Beating the odds

Mbu Waye, Fred Dervin and Heidi Layne, University of Helsinki, FI
Subjective projections of success: A look at upper secondary students’ explicit and implicit perspectives in Finland
Susan Rafik Hama, Renata Emilsson Peskova, Anh-Dao Tran, Samuel Lefever, Hanna Ragnarsdóttir, Robert Berman, University Iceland, IS
Young immigrants’ success in upper secondary schools, at work and in everyday life
Anh-Dao Tran, Susan Rafik Hama, Renata Emilsson Peskova, Samuel Lefever, Hanna Ragnarsdóttir and Robert Berman, University Iceland, IS
The impact of social interaction on young immigrants’ well-being and academic success in their new learning spaces in Iceland

Room: H-205  Structured Poster Session
Hafdís Guðjónsdóttir, University of Iceland, IS
Teaching and learning: Creating learning environments that respond to cultural and linguistic diverse students in creative ways
Jóhanna Karlsdóttir, University of Iceland, IS
Responding to students’ cultural and linguistic resources in creating learning spaces for all Teaching and learning through Storyline in multicultural classrooms.
Ása Helga Ragnarsdóttir and María Lovisa Magnúsdóttir, University of Iceland, IS
Good things happen slowly: Can drama methods help increasing vocabulary skills among teenagers learning Icelandic as second language?

**Svanborg R. Jónsdóttir, University of Iceland, IS**

Creating an intermediate space in education: Innovation- and entrepreneurial education

**Jónína Vala Kristinsdóttir, University of Iceland, IS**

Teaching mathematics in diverse classrooms

**Karen Rut Gísladóttir, University of Iceland, IS**

Developing habits and routines for reading and writing

**Renata Emilsson Peskova, University of Iceland, IS**

Heritage Language Instruction with the help of technology: Teachers’ experience