

Researchers

Iceland

Hanna Ragnarsdóttir hannar@hi.is is the project leader. She is Professor of Multicultural Studies at the University of Iceland, School of Education. She completed a B.A. degree in anthropology and history from the University of Iceland in 1984, an M.Sc. degree in anthropology from the London School of Economics and Political Science in 1986 and a Dr.philos in education from the University of Oslo in 2007. Her research has mainly focused on immigrants (children, adults and families) in Icelandic society and schools, multicultural education and school reform. She has published widely on these issues in international and national journals.



Renata Emilsson Peskova rep1@hi.is is a PhD student at the University of Iceland, School of Education. Her research interest lies with plurilingual students and heritage language learning in formal and informal settings. She has worked as a language teacher for over fifteen years and is currently chairing an NGO that coordinates heritage language classes in Reykjavík.



Sue Gollifer susangollifer@yahoo.co.uk is a doctoral student and teacher assistant at the School of Education, University of Iceland. She has published on citizenship and human rights education, multicultural education policy and marginalised women's success in overcoming political exclusion. She has worked on education and development projects in Cambodia for over twenty years and is currently working on an EdD study that explores how human rights education in upper secondary schools in Iceland is represented by ten teachers and their stories.



Anna Katarzyna Wozniczka akw1@hi.is is a PhD student in educational sciences at the University of Iceland with a background in education studies and international relations from Poland, Spain and Iceland.



Anh-Dao Tran adk3@hi.is Tran's field of studies is multicultural education with the focus on upper secondary level. Her dissertation has the title Difficult Foreigners or Untapped Resources: Students of Vietnamese Background in Icelandic Upper Schools. Her MA was in teaching hearing-impaired students. She left her home country, Vietnam at the end of the war in 1975. She has found that being able to work with other members of the team from different countries in the Learning Spaces Project has broadened her perspectives in her field of studies.



Susan Rafik Hama srh2@hi.is is a PhD student at the School of Education, University of Iceland. She completed her MEd in adult education and human resources development from the University of Iceland, a BA degree in Icelandic as a second language in 2011, and a teaching certificate in 2008 from the same university. She also completed a BA in English from Salahaddin University in 1997 and a diploma in pedagogy from the Institute of Education in Suleimany in Iraqi Kurdistan in 1993.



Samúel Lefever samuel@hi.is is an Associate Professor at the University of Iceland and has taught English and language teaching methodology in the School of Education since the year 2000. He has a MA in Education with emphasis on Teaching English as a Second Language from the University of Kansas, USA. He has done research on incidental language learning and English skills of young children in Iceland and took part in research conducted by the University of Iceland on the changing status of English in Iceland and its impact on the learning and teaching of English. He also works in the area of second language learning and is currently looking at young immigrants' language use and participation in Icelandic schools and society.



Hildur Blöndal Sveinsdóttir hildsvei@hi.is is a doctoral student (PhD) at the University of Iceland, School of Education and a former Adjunct Lecturer. She has a MEd in Multicultural education and her research has mainly focused on global mobility, multicultural education and immigrant issues in Icelandic schools and society. She has published both nationally and internationally on issues relating to multicultural education, international education and empowerment.



Edda Óskarsdóttir edo@hi.is is a research assistant and currently pursuing her doctorate at University of Iceland. She has 19 years of experience as a special education teacher and coordinator of support services at the compulsory school level in Iceland. Her research is a self-study of inclusive practices and how special needs education can be inclusive practice.



Hafdís Guðjónsdóttir hafdgud@hi.is is a professor at the University of Iceland, School of Education. Previously she worked for 25 years as a general classroom teacher and special educator in compulsory schools. She completed her PhD at the University of Oregon in 2000. Hafdís has collaborated with colleagues from Europe, Australia and United States on projects focusing on inclusive practices and multicultural education, teacher education, and self-study of teacher education practices. Her research

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Börkur Hansen borkur@hi.is is a professor at the School of Education, University of Iceland. He finished a BA degree in education and psychology from the University of Iceland in 1982, and a PhD from the University of Alberta in 1987. His major research interests are in the area of leadership, school management, school development and educational governance.



Fríða Jónsdóttir frida.b.jonsdottir@reykjavik.is is a PhD student at the School of Education, University of Iceland. She is also a project director and consultant for multicultural preschool education at the City of Reykjavík Department of Education and Youth. Her main research interest lies within multicultural early childhood education with a special focus on linguistic development of multilingual children and educational partnership with parents. She graduated with an MEd in Multicultural Education in 2011.



Helgi Þorbjörn Svavarsson hths11@hi.is is a PhD student at the school of Education, University of Iceland. He is also a project manager at Eyjafjörður lifelong learning centre (SÍMEY) in Akureyri, Iceland. His main research interest is in educational leadership in diverse schools with special focus on democracy and social justice. Helgi has a background in music education and performs regularly as a professional horn player in orchestras, ensembles and as a soloist.



Robert Berman robertb@hi.is is an Associate Professor at the University of Iceland. He has an MA from the Ontario Institute for Studies in Education, University of Toronto and a PhD from the University of Lancaster in English: Linguistics research. He has taught at every school level: Grades 6-8 on a Native Reserve in Canada; at a secondary school in Iceland; at a community college in Toronto; and at universities in Canada and Iceland. He directed the English Language Program at the University of Alberta for eight years. He has also worked as a taxi driver, an airplane navigator and a barman. Multicultural and intercultural education have long been among his interests. However, it was only after joining the LSP team that he began to research (language-related questions) within the field, work he finds especially rewarding.



Karen Rut Gísladóttir karenrut@hi.is is an Assistant Professor in the School of Education at the University of Iceland. She completed her PhD in Education in 2011 from the University of Iceland. Her research interests include multicultural education, sociocultural research on literacy and language teaching and learning and self-study of teacher education practices. Her research methods are qualitative action research, teacher research and self-study.

Finland



Fred Dervin is Professor of Multicultural Education at the University of Helsinki (Finland). Dervin also holds several professorships in Canada, Luxembourg and Malaysia. In May 2014 he was appointed Distinguished Professor at Baoji University of Arts and Sciences (China). Prof. Dervin specializes in intercultural education, the sociology of multiculturalism and student and academic mobility. Dervin has widely published in international journals on identity, the 'intercultural' and mobility/migration.



Heidi Layne heidi.layne@helsinki.fi is a Research Assistant and Doctoral candidate at the University of Helsinki, Department of Teacher Education. Her research interests include critical pedagogy and postcolonial perspectives on intercultural education in teacher education and internationalization of higher education, immigration and social justice. She has work experience in teaching continuing education courses for kindergarten teachers and elementary school teachers in Atlanta, USA, and on a Finnish-Namibian summer high school project in Namibia. In Finland she has been involved with international migration issues and developing methods for intercultural learning and career guidance for international students.



Heini Paavola PhD heini.paavola@helsinki.fi is working as a university lecturer in didactics, especially multicultural education, in the Department of Teacher Education at the University of Helsinki. Her research focuses on multicultural education in a teacher education context as well as pre- and primary school contexts. Paavola is an active member in Finnish national development and evaluation projects as well as on steering committees for multicultural education and in some international research and development projects. She also has over 20 years experience in working as a class teacher and special education teacher in compulsory schools.



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Norway



Lars Anders Kulbrandstad lars.kulbrandstad@hihm.no is a professor of Norwegian at Hedmark University College. His research interests include multilingualism, language acquisition, language attitudes and education in a multilingual and multicultural society, and in these areas he has published books and articles nationally and internationally and led several research projects, alone or with others. Professor Kulbrandstad is a member of the steering team for the strategic research area *Education and Diversity* at his university college.



Joke Dewilde joke.dewilde@hihm.no holds a position as Associate Professor in education at Hedmark University College. She is particularly engaged in issues related to the fields of multilingualism and multilingual education. In her PhD dissertation, Dewilde is concerned with the opportunities and challenges bilingual migrant teachers encounter in Norwegian compulsory schools. In the research project Learning Spaces for Inclusion and Social Justice, she has particularly enjoyed working with young immigrant people and studying their writings in school and spare time.



Thor-André Skrefsrud thor.skrefsrud@hihm.no works as an Associate Professor in education at Hedmark University College in Norway. His research interests include intercultural education and educational philosophy. In his PhD dissertation Skrefsrud investigated the concept of intercultural dialogue in policy documents for teacher education. In the research project Learning Spaces for Inclusion and Social Justice he has particularly enjoyed working with teachers in primary schools and learning from their interactions with immigrant students.



Kirsten Lauritsen Kirsten.Lauritsen@hint.no is a Senior Lecturer/Associate Professor at Nord-Trøndelag University College. Lauritsen is a social anthropologist and educator, and has been a researcher since 1995, with research topics related to immigration and refugee related issues (living conditions in asylum centres, repatriation, unaccompanied minors and cultural diversity in schools and kindergartens). She leads several research and development projects on intercultural competence in kindergarten, grade school and internally at the university college and has published numerous research reports, books and articles in the field of immigration.

Sweden



Anette Hellman anette.hellman@ped.gu.se is a Senior Lecturer at the University of Gothenburg, Department of Education, Communication and Learning. She completed her PhD in Education in 2010 from the University of Gothenburg, Sweden by writing the thesis, *Have you ever seen a pink Batman: Negotiations about boyishness and normality in Swedish Preschool*, and a post doc from Gakugei University of Tokyo, Japan in 2013 where she conducted a study about nationalism, class, age and gender in preschools and nurseries in Tokyo. Her research has mainly focused on negotiations of norm and normality in children's everyday life, processes of inclusion and exclusion and on production of knowledge and meaning in preschool among children, teachers and university students.



Johannes Lunneblad johannes.lunneblad@ped.gu.se is Associate Professor at the University of Gothenburg, Department of Education, Communication and Learning. His main interests of research include critical pedagogy, urban education and multicultural education. He has participated in both international and national research projects on learning, culture and identity in educational settings in multi-ethnic communities. "The LSP project is important because it explores how education can make a difference and gives me a great opportunity to work with other Nordic scholars."



Ylva Odenbring ylva.odenbring@gu.se, Ph.d. is Associate Professor of Education, Department of Education, Communication and Learning, University of Gothenburg. Her main research interests are in the fields of gender studies and social justice in early childhood education and in primary and secondary school levels. She teaches modules at undergraduate and postgraduate levels and is supervising PhD students in the field of child and youth studies.

