

RannMennt Annual Report 2019-2020

RannMennt – The Research Center for Education Policy, Globalization and Social Justice

Address: Skipholt, Menntavísindasvið Háskóla Íslands

Chair: Berglind Rós Magnúsdóttir

Board, staff and housing

The research center is a collaborative forum for scholars who examine the intersections between education policy, globalization and social justice in their research. The center is part of the Institute of Education at the University of Iceland. In addition to scholars at the Department of Education and Diversity, Gunnlaugur Magnússon, Associate Professor at Uppsala University, is a member of the Board.

Berglind Rós Magnúsdóttir, Associate Professor

Annadís G Rúdólfsdóttir, Associate Professor

Brynja Elisabeth Halldórsdóttir, Lecturer

Kristín Björnsdóttir, Professor

Jón Ingvar Kjaran, Professor

Auður Magndís Auðardóttir, Adjunct Lecturer and Doctoral Student

Eva Harðardóttir, Adjunct Lecturer and Doctoral Student

Gunnlaugur Magnússon, Associate Professor at Uppsala University

The research center has not had any actual staff or special accommodation.

Research projects

The center was originally established at the end of 2018 and actual activities did not begin until 2019. The center was established to manage certain research projects that did not find a uniform channel within the existing research centers in the School of Education. The research was not dedicated to specific aspects of social justice such as gender (RannKyn), or origin (Research Center of Multiculturalism) or disability / special educational needs in school work (Research Center of Inclusive Schools) but the research was characterized by examining the intertwining of these factors. Therefore, it was considered necessary to establish a special center that specialized in the integration of differential variables, with an emphasis on aspects that had not been of great importance in educational research until now, such as class status and origin. There was also an emphasis on the importance of looking at contradictions and conflicts in education policy and not just naming one education policy (inclusive school). As stated in the request for the establishment of the Research Center:

The main objective of the laboratory is to create a platform for a group of scholars who conduct critical research in the fields of education policy, sociology of education, social geography, and examine the intersections of multiculturalism, gender studies, queer studies, disability studies in connection with social justice in pedagogy and education. Emphasis is placed on examining the effects of the

intersections of different factors, such as class, gender, sexual orientation, origin and disability, on power relations and social justice in pedagogy and education.

Mapping of class in the Icelandic educational field is one of the urgent tasks of the center, as it has been neglected in Icelandic research until now. Other main emphases in research are social justice in education, educational policies in an international context, the impact of market and globalization and inclusive education on policy-making, pedagogy and schooling. The office is a forum for and participates in discussions concerning these topics.

The aim of the center is to formulate a new field of study in educational research in Iceland on a broad basis; disseminate knowledge, promote discussion, empower professionals and stakeholders in the field of education, and create a platform for future scholars, including master's and doctoral students, to participate in critical educational research (from a letter to Kristín Harðardóttir on the establishment of the center).

The research projects are therefore all within this framework. The projects that were related to the center 2019-2020 are as follows:

Parental Practices, Choices and Responsibilities in the Icelandic field of Education (PAPIS); Intersections of gender, origin and social status

Sponsored by the Icelandic Gender Equality Fund, RANNÍS and the University of Iceland Research Fund and led by Berglind Rós Magnúsdóttir. Extensive data collection has taken place. Qualitative interviews were collected from

- mothers of Icelandic origin – Auður Magndís doktorsnemi
- young mothers of Icelandic origin – Kristín Kolbrún Waage meistaranemi
- fathers of Icelandic origin – Pétur Hjörvar Þorkelsson tómsundafræðingur
- parents of Asian origin – Elizabeth Lay doktorsnemi
- mothers of Polish origin - Joanna Eva Dominiczak meistaranemi
- parents of African origin - Zitha Ngulube meistaranemi
- parents of Latino origin - Gloria Zarela Castro Conde meistaranemi
- parents with the status of refugees – Eva Harðardóttir doktorsnemi
- white upper class mothers with the status of immigrants – Angela Shapow meistaranemi

In 2019-2020, the main focus of this project was on collecting data from parents of foreign origin under the name IPP (immigrant parental practices) and with fathers under the name PPP (paternal parental practices).

Several master's theses have been written and journal articles published where the data on mothers is used. Two master's students were hired to process data on fathers, but they both stopped writing an essay and completed an MT teacher's exam where an essay is not required.

I-PIC : Irregular Processes of Inclusion and Citizenship as experienced by Migrant Youth in Iceland, Norway and the UK

Sponsored by RANNÍS 2020-2023. See more here: <https://evahardar.wixsite.com/ipicproject/home-1>

MAPS: Mixed classes And Pedagogical Solutions: Inclusive education in diverse environments of Finland, Iceland and the Netherlands.

The director of the MAPS study is Sonja Kosunen, associate professor at the University of Helsinki and the director of the Icelandic team is Berglind Rós Magnúsdóttir, associate professor at the University

of Iceland. See here: <https://www2.helsinki.fi/en/researchgroups/mixed-classes-and-pedagogical-solutions>

POL-NET

Joint Nordic project funded by Norwegian RANNÍS. The project manager is Kirsten Sivesind and the participants on behalf of Iceland during this period were Berglind Rós Magnúsdóttir and Jón Torfi Jónasson. See more here: <https://www.uv.uio.no/iped/english/research/projects/sivesind-policy-knowing-and-lesson-drawing/>

Gunnlaugur Magnússon has been hired for the project for the next two years.

Scholars' visits and public lectures organized by the center

Three events were held in the name of the center in 2019-2020. Gunnlaugur Magnússon gave the first public lecture on behalf of the center in June 2019. In the autumn of 2019, a series of seminars was held on the marketisation of the university system and in October 2020, a series of seminars on parents was held.

June 2019 – The first public lecture by RannMennt

Gunnlaugur Magnússon. (June 4, 2019) An Inclusive School - A Struggle for Justice, Future Dreams, or a Political Savings Strategy? Stakkahlíð, University of Iceland. For this first public event, a logo was developed by Elizabeth Lay in collaboration with the chairman and x. This was a kind of experiment, but it is planned to develop and tailor the goals and appearance of the center in the near future. See the ad for the event here:

Skóli án aðgreiningar – réttlætisbarátta, framtíðardraumar eða pólitísk sparnaðaraðferð?

Stakkahlíð, H-207, 4. júní, kl. 11:45-12:30

Dr. **Gunnlaugur Magnússon** mun fjalla um hugtakið "inclusive education", eða "skóli án aðgreiningar" frá ýmsum sjónarhornum. Farið er yfir sögulega þróun hugtaksins og mismunandi skilgreiningar þess sem hafa þótt margræðar og jafnvel óskýrar í umræðunni um menntamál bæði í rannsóknnum, pólitískri umræðu og daglegu skólastarfi. Sýnt verður fram á hvernig þessi skortur á skýrleika hefur áhrif á forgangsröðun, bæði í stefnumótun og daglegu skólastarfi. Dæmi eru tekin úr sænsku menntakerfi. Færð eru rök fyrir því að stefna um „skóla án aðgreiningar“ hafi víða verið notuð til að réttlæta sparnaðaraðgerðir í skólastarfi frekar en að gera skólastarf aðgengilegt fyrir hið breiða litróf nemenda. **Dr. Berglind Rós Magnúsdóttir**, dósent við **HÍ stýrir viðburðinum**. Friða **Bjarney Jónsdóttir** verkefnastjóri fjölmenningar hjá **Reykjavíkurborg** er málsheljandi (discussant).

Gunnlaugur Magnússon er lektor í menntunarfræðum við Uppsala Háskóla í Svíþjóð. Hann hefur skrifað um kennslufræði háskólanáms, markaðsvæðingu sænska menntakerfisins og gert gagnrýnar greiningar á skóla án aðgreiningar sem menntastefnu.

Sjá nýlegan pistil hans á Kjarnanum, [Hver ber ábyrgð á skóla án aðgreiningar?](#)

HÁSKÓLI ÍSLANDS

RannMennt Rannsóknarstofa um menntastefnu, alþjóðavæðingu og félagslegt réttlæti

The event was very well attended and Gunnlaugur received detailed coverage in Morgunblaðið, see here:

https://www.mbl.is/frettir/burdargrein/2019/09/15/hagraeding_med_omurlegum_afleidingum/

Lecture series by Mark, the Reykjavík Academy and RannMennt

Here you can see news and an interview with Auður Magnús, the organizer, about the lecture series:

https://www.hi.is/frettir/ny_fundarod_um_markadsvaedingu_haskola

The lecture series began with a lecture by Ylva Hasselberg and was followed by feedback from Ingólfur Ásgeir Jóhannesson and then a panel discussion.

On the panel were:

Ásgeir Brynjar Torfason, guest researcher at the University of Gothenburg Research Institute
Berglind Rós Magnúsdóttir, Associate Professor at the School of Education at the University of Iceland

Magnús Þór Torfason, lecturer at the Faculty of Business Administration and mentor of Snjallræði, an accelerator of ideas on behalf of the Höfði Peace Center

Viðar Hreinsson, self-employed literary critic

Lectures in chronological order:

Ylva Hasselberg (Sept. 13, 2019). Unbelief in science, its rise (and fall). Háskólatorgi HT-102, University of Iceland. See a more detailed description here:

https://www.hi.is/vidburdir/thekking_til_solu_vantruin_a_visindi_ris_hennar_og_fall

Arnar Pálsson. (Oct. 11, 2019). Are universities run like margarine factories? See a more detailed description of the presentation here:

https://www.hi.is/vidburdir/thekking_til_solu_eru_haskolar_reknir_eins_og_smjorlikisverksmidjur

Ásgeir Brynjar Torfason. (Nov. 8, 2019). Is there room for creative thinking in the marketplace of knowledge? See a more detailed description of the lecture here:

<https://www.akademia.is/vidburdur/hvernig-kerfin-breyta-okkur-og-hvernig-vid-breytum-kerfunum/>

Finnborg Salóme Steinþórsdóttir (December 6, 2019). Leading universities - marketisation that promotes gender inequality?

https://www.hi.is/vidburdir/thekking_til_solu_haskolar_i_fremstu_rod_markadsvaeding_sem_ytir_undir_kynjamisretti

Seminar series organized by RannMennt and RannKyn at Menntakvika 2020 on the role of parents in a critical light

The research institutes RannMennt and RannKyn conducted a series of seminars in three sessions that discussed parenting in a critical light. It was asked what social forces shape Icelanders' view of the capable parent and not least the capable mother. Seminars 1 and 2 discussed the role of parents in connection with the school system. The question was, among other things, which parents are active in school choosing? Who chooses a private school and on what grounds? Which parents are less visible and active in their children's parenting and schooling and why? How does having a short schooling and a low income shape the parent's attitude towards school? To be without citizenship or come from a distant land? Which fathers deal with their parental responsibilities at least equally to the mothers towards primary school, why and how do they deal with it? What kind of masculine discourse shapes ideas and actions? Seminar 3 discussed the shaping of femininity through the role of the mother and communication with the institutions of power in society. How do ideas about motherhood shape the woman? What kind of woman can become a mother? Can you refuse to become a mother and even regret it? The presentations were either in Icelandic and English, depending on whether the abstract is written in Icelandic or English, as the group behind them is multinational. The research has in common the use of critical theories, e.g. theories dealing with feminism, racism, classism, integration, Sarah Ahmed's theories of Affects, Bourdieu's theory of class, and the effects of neoliberalism on the daily lives of parents and children.

Seminar 1: Activity, choice and responsibilities of parents in the Icelandic education system - Active and centralized parent groups

Seminar director: Auður Magnús Auðardóttir

- Auður Magnús Auðardóttir, adjunct and doctoral student at the School of Education at the University of Iceland and Sonja Kosunen, associate professor at the University of Helsinki. Parental choice and development of school communities in the capital area: social differentiation in independent schools in Iceland.
- Elizabeth Lay PhD-student and Brynja E. Halldórsdóttir Assistant Professor. Following the recommendations: Parent perspectives on Icelandic school operations in the time of COVID-19.
- Angela Marie Shapow, MA candidate at UI & Berglind Rós Magnúsdóttir Associate Professor. Transnational high-income mothers and their experience of Icelandic urban schools.

Seminar 2: Functional choosing and responsibilities of parents in the Icelandic education system: Decentered parents' groups

Seminar director: Berglind Rós Magnúsdóttir

- Berglind Rós Magnúsdóttir associate professor and Unnur Edda Garðarsdóttir adjunct. Fathers play a key role in their children's pedagogy and schooling - The effects of class status, class origins and masculinity ideas.
- Eva Harðardóttir PhD student, Elizabeth Lay PhD student & Berglind Rós Magnúsdóttir Associate Professor, School of Education, University of Iceland. Parents of Arab, African and Asian descent: The importance of transnational wealth, whiteness and class status when entering the Icelandic school system.
- Joanna Ewa Dominiczak, primary school teacher and master's student, and Berglind Rós Magnúsdóttir, associate professor. The experience of low-income mothers of Polish origin from parenting in primary schools in the capital area: Class, social and transnational wealth.
- Björk Alfreðsdóttir special teacher and master student and Berglind Rós Magnúsdóttir associate professor. Lower class mothers of Icelandic origin: Childhood experience, activity and participation in the child's schooling.

Seminar 3: Becoming a woman! The formation of femininity through the role of the mother and communication with the institutions of power in society

Seminar director: Annadís G Rúdólfssdóttir

- Margaret Anne Johnson, PhD student in gender studies, and Gyða Margrét Pétursdóttir, associate professor in gender studies: "What a Shame! The Childfree Choice and Regretting Motherhood"
- Sunna Símonardóttir post-doc, Annadís Rúdólfssdóttir associate professor and Helga Gottfreðsdóttir professor. "We at least say we are equal": Gender equality and class in healthcare professionals discursive framing of migrant mothers.
- Freyja Haraldsdóttir, PhD student, UI and Annadís G. Rúdólfssdóttir, associate professor, MVS, UI: "It was as if I was such a criminal, that I was doing something terribly wrong": Unruly, joyfully disabled mothers.
- Cynthia Trililani doctoral student and Annadís Greta Rúdólfssdóttir associate professor. Immigrant Mothers in Icelandic Higher Education: Navigating Multiple Roles and Responsibilities

Promotional activities and publishing

Regarding publication, the office points to the websites of the members of the office.