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December 2020

Education

2007. Dr. philos. University of Oslo, Faculty of Education.

1993. Teachers' certificate – For Upper secondary and compulsory schools. University of Iceland.

1986. M.Sc. London School of Economics and Political Science. Social Anthropology.

1984. B.A. University of Iceland. Anthropology-Sociology-History.

University Positions

Professor at the University of Iceland from July 2013.

Associate professor at the University of Iceland July 2008-June 2013 (IUE and UI merged in 2008).

Associate professor at the Iceland University of Education October 2007-July 2008.

Assistant professor at the IUE August 1998-October 2007.

Publications

Google scholar citations: <https://scholar.google.is/citations?user=yTcgUeQAAAAJ&hl=en>

Orcid: <https://orcid.org/0000-0002-8878-7498>

Selected (peer-reviewed) Publications

Journal articles and book chapters (2014 – 2020 only)

Ragnarsdóttir, H. (2020). Educational partnerships of teachers, parents and children in multilingual preschool contexts. In M. Schwartz (ed.), *Springer International Handbooks of Education: Handbook of Early Language Education*.

https://link.springer.com/referenceworkentry/10.1007/978-3-030-47073-9_20-1

Ragnarsdóttir, H. (2020). Refugee families in Iceland: Opportunities and challenges in schools and society. *International Journal of Qualitative Studies on Health and Well-being (QHW)*. Special issue: *The predicament of the child refugee*.

DOI: <https://doi.org/10.1080/17482631.2020.1764294>

Ragnarsdóttir, H., Jónsdóttir, H., Gunnarsson, G. J., & Finnbogason, G. E. (2020).

Diversity, religion and tolerance: Young adults' views on cultural and religious diversity in a multicultural society in Iceland. *Religion and Education*,

Doi: 10.1080/15507394.2020.1828233

<https://www.tandfonline.com/doi/full/10.1080/15507394.2020.1828233>

Ragnarsdóttir, H., Tran, A.-D., & Jónsdóttir, K. L. S. (2020). From [non] Policy to Practice: Staff's perspectives on support and services for students of immigrant background in Icelandic universities. *Globalisation, Societies and Education*.

DOI: 10.1080/14767724.2020.1831904

<https://doi.org/10.1080/14767724.2020.1831904>

Gunnþórsdóttir, H. & **Ragnarsdóttir, H.** (2020). Challenges and opportunities in the education of students with immigrant background in Iceland. *Education in the north*, 27(2). Special issue: Remote teaching to ensure equal access to education in rural schools.

<https://doi.org/10.26203/hc32-ab90>

Hama, S. R., Benediktsson, A. I., Hansen, B., Jónsdóttir, K. L. S. & **Ragnarsdóttir, H.** (2020). Formal and informal support at Icelandic universities: Experiences of staff members and immigrant students. *Tímarit um uppeldi og menntun/Icelandic Journal of Education*,

29(1), 45-64. <https://doi.org/10.24270/tuum.2020.29.3>

Benediktsson, A. I. & **Ragnarsdóttir, H.** (2020). Icelandic as a second language: University students' experiences. *Tímarit um uppeldi og menntun/Icelandic Journal of Education*, 29(1), 1-20.

<https://doi.org/10.24270/tuum.2020.29.1>

Benediktsson, A. I. & **Ragnarsdóttir, H.** (2020). Immigrant students' experiences of assessment methods used in Icelandic universities. *Multicultural Education Review*.

<https://doi.org/10.1080/2005615X.2020.1756090>

Peskova, R. E. & **Ragnarsdóttir, H.** (2020). Heritage language teachers' views of their work: Hopes and frustrations. *Selected Papers from 5th International Conference: Crossroads of Languages and Cultures: Languages and cultures at home and at school Rethymno, 1-3 June 2018*. https://clc5.ediamme.edc.uoc.gr/wp-content/uploads/2020/03/Selected-Papers_CLC5.pdf

Ragnarsdóttir, H. & Hama, S. R. (2020). Refugee children's learning and integration in Icelandic schools. *Selected Papers from 5th International Conference: Crossroads of Languages and Cultures: Languages and cultures at home and at school Rethymno, 1-3 June 2018*. https://clc5.ediamme.edc.uoc.gr/wp-content/uploads/2020/03/Selected-Papers_CLC5.pdf

Ragnarsdóttir, H. (2019). Perspectives on bi- and multilingual children's participation in kindergartens in Iceland. *AILA Review. Policy and practice in early language learning*, 32(1), 138–159. DOI: <https://doi.org/10.1075/aila.00024.rag>

Ragnarsdóttir, H. (2019). Perspectives on equity, inclusion, and social justice in education in four Nordic countries. In *Immigration and refugee policy: Breakthroughs in research and practice* (pp. 155-170).

<https://www.igi-global.com/gateway/book/218539>

DOI: 10.4018/978-1-5225-8909-9.ch009

Tran, A.-D. & **Ragnarsdóttir, H.** (2019). Students of Vietnamese heritage: What are their academic experiences in Icelandic upper secondary schools? In *Immigration and refugee policy: Breakthroughs in research and practice* (pp. 187-204).

<https://www.igi-global.com/gateway/book/218539>

DOI: 10.4018/978-1-5225-8909-9.ch011

Benediktsson, A., Wozniczka, A., Tran, A. D., & **Ragnarsdóttir, H.** (2019). Immigrant students' experiences of Higher Education in Iceland: Why does culturally responsive teaching matter? *Nordic Journal of Comparative and International Education*, 3(2), 37-54. <https://doi.org/10.7577/njcie.2850>

Benediktsson, A. & **Ragnarsdóttir, H.** (2019). Communication and group work in the multicultural classroom: Immigrant students' experiences. *European Journal of Educational Research*, 8(2), 453-465. <http://dx.doi.org/10.12973/eu-jer.8.2.453>

Ragnarsdóttir, H. (2019). „Það er ekki til ein uppskrift“. Fyrsta ár flóttabarna í leikskólum í þremur sveitarfélögum á Íslandi / “There isn't a single recipe”. Refugee children's first year in preschools in three municipalities in Iceland. *Netla – Online Journal of the School of Education, University of Iceland*. <https://ojs.hi.is/netla/article/view/3111>

Hreinsdóttir, A. M. & **Ragnarsdóttir, H.** (2019). Að tilheyra, taka þátt og læra í leikskóla margbreytileikans: Evrópuverkefni um menntun ungra barna án aðgreiningar / Enabling all children to belong, be engaged and to learn: A European project on inclusion for young children. *Netla – Online Journal of the School of Education, University of Iceland*. <http://netla.hi.is/greinar/2019/ryn/07.pdf>

Vaznaityte, E. & **Ragnarsdóttir, H.** (2019). „Jákvæður kennari getur gert kraftaverk“: Viðhorf sérkennara af erlendum uppruna til skóla án aðgreiningar / “A positive teacher can make miracles”: The views of special educators of foreign background of inclusive schools. *Glæður*, 29, 52-61.

Ragnarsdóttir, H. (2019). Menntun og þátttaka í nýju landi: Reynsla innflytjenda, flóttafólks og skóla / Education and participation in a new country: Experiences of immigrants, refugees and schools. *Tímarit um uppeldi og menntun / Icelandic Journal of Education*, 28(2), 91–105. <https://doi.org/10.24270/tuuum.2019.28.7>

Ragnarsdóttir, H. (2018). Perspectives on equity and social justice in education in four Nordic countries. *International Journal of Bias, Identity and Diversities in Education*. <http://www.igi-global.com/journal/international-journal-bias-identity-diversities/125026>

Tran, A.-D. & **Ragnarsdóttir, H.** (2018). Untapped resources or deficient ‘foreigners’? Experiences of students of Vietnamese heritage in Icelandic upper secondary schools. *International Journal of Bias, Identity and Diversities in Education*. <http://www.igi-global.com/journal/international-journal-bias-identity-diversities/125026>

Ragnarsdóttir, H. (2018). Teacher education in Iceland. In K.G. Karras & C.C. Wolhuter (Eds.), *International Handbook of Teacher Education Worldwide*, Vol. 1 (pp. 650-661). Revised and Augmented Edition. Nicosia: HM Studies and Publishing.

Ragnarsdóttir, H. & Rafik Hama, S. (2018). Refugee children in Icelandic schools: Experiences of families and schools. In H. Ragnarsdóttir & S. Lefever (Eds.). *Icelandic Studies on Diversity and Social Justice in Education* (pp. 82-104). In book series *Nordic Studies on Diversity in Education*. Cambridge: Cambridge Scholars Publishing.

Gunnarsson, G.J., **Ragnarsdóttir, H.**, Finnbogason, G.E. & Jónsdóttir, H. (2018). Young people's discourse about diversity, tolerance, prejudice and human rights in a multicultural society. In H. Ragnarsdóttir & S. Lefever (Eds.). *Icelandic Studies on Diversity and Social*

Justice in Education (pp. 105-129). In book series *Nordic Studies on Diversity in Education*. Cambridge: Cambridge Scholars Publishing.

Kulbrandstad, L.A., Layne, H., Paavola, H., Hellman, A. & **Ragnarsdóttir, H.** (2018). Immigrant students in Nordic educational policy documents. In H. Ragnarsdóttir & L.A. Kulbrandstad (Eds.), *Learning Spaces for Inclusion and Social Justice: Success Stories from Immigrant Students and School Communities in Iceland*. In book series *Nordic Studies on Diversity in Education*. Cambridge: Cambridge Scholars Publishing.

Ragnarsdóttir, H. & Tran, A.-D. (2018). Municipal educational policy related to immigrant students in Iceland: Experiences of key people in four municipalities. In H. Ragnarsdóttir & L.A. Kulbrandstad (Eds.), *Learning Spaces for Inclusion and Social Justice: Success Stories from Immigrant Students and School Communities in Iceland*. In book series *Nordic Studies on Diversity in Education*. Cambridge: Cambridge Scholars Publishing.

Hellman, A., **Ragnarsdóttir, H.**, Jónsdóttir, F.B., Blöndal, H., Lauritsen, K. & Paavola, H. (2018). Socially just learning spaces: Inclusion and participation in preschool settings in the Nordic countries. In H. Ragnarsdóttir & L.A. Kulbrandstad (Eds.), *Learning Spaces for Inclusion and Social Justice: Success Stories from Immigrant Students and School Communities in Iceland*. In book series *Nordic Studies on Diversity in Education*. Cambridge: Cambridge Scholars Publishing.

Svavarsson, H., Hansen, B. & **Ragnarsdóttir, H.** (2018). Democratic leadership practices in three preschools in Iceland. In H. Ragnarsdóttir & L.A. Kulbrandstad (Eds.), *Learning Spaces for Inclusion and Social Justice: Success Stories from Immigrant Students and School Communities in Iceland*. In book series *Nordic Studies on Diversity in Education*. Cambridge: Cambridge Scholars Publishing.

Skrefsrud, T.-A., **Ragnarsdóttir, H.**, Hellman, A. & Lunneblad, J. (2018). Enhancing inclusive practices in school and teacher education: Professional development of teachers in four Nordic countries. In H. Ragnarsdóttir & L.A. Kulbrandstad (Eds.), *Learning Spaces for Inclusion and Social Justice: Success Stories from Immigrant Students and School Communities in Iceland*. In book series *Nordic Studies on Diversity in Education*. Cambridge: Cambridge Scholars Publishing.

Ragnarsdóttir, H. (2017). Building empowering multilingual learning communities in Icelandic schools. In P. P. Trifonas & T. Aravossitas (Eds.), *International Handbook of Heritage Language Education Research and Pedagogy*. Springer Publishers.
http://link.springer.com/referenceworkentry/10.1007/978-3-319-38893-9_44-1

Peskova, R. E. & **Ragnarsdóttir, H.** (2017). Strengthening linguistic bridges between home and school: Experiences of immigrant children and parents in Iceland. In P. P. Trifonas & T. Aravossitas (Eds.), *International Handbook of Heritage Language Education Research and Pedagogy*. Springer Publishers. http://link.springer.com/referenceworkentry/10.1007/978-3-319-38893-9_29-1

Ragnarsdóttir, H., Berman, R., & Hansen, B. (2017). Successful educational contexts in Iceland for immigrant students: Case studies of nine Icelandic schools. *SAGE Research Methods Cases collection*. <https://srmo.sagepub.com/cases>

Ragnarsdóttir, H., Jónsdóttir, F.B., & Blöndal, H. (2017). *Addressing linguistic and cultural diversity in Icelandic preschools: Creating inclusive learning spaces*. In A. Hellman & K. Lauritsen (Eds.), *Diversity and social justice in early childhood education: Nordic perspectives* (pp. 130-150). In book series *Nordic Studies on Diversity in Education*. Newcastle upon Tyne: Cambridge Scholars Publishing.

<https://www.cambridgescholars.com/diversity-and-social-justice-in-early-childhood-education>

Ragnarsdóttir, H. & Blöndal, H. (2017). Empowering female ethnic minority students in Iceland. *Journal für LehrerInnenbildung (Journal for Teacher Education)*, 2, 33-37.

Ragnarsdóttir, H. & Jónsdóttir, S. R. (2017). Kreativitet i mångkulturella kontexter i Island: Fall från Reykjavík / Creativity in multicultural contexts in Iceland: Cases from Reykjavík municipality. In *Vem får vara med? Perspektiv på inkludering och integration i kulturlivet i de Nordiske länderna* (pp. 188-204). Stockholm: Kulturanalys Norden.

Ragnarsdóttir, H., Gunnarsson, G. J., Finnbogason, G. E. & Jónsdóttir, H. (2016). Viðhorf ungmenna í íslensku fjölmenningsarsamfélagi til menningar- og trúarlegs margbreytileika. *Tímarit um uppeldi og menntun / Icelandic Journal of Education*, 25(2), 219-238.

Ragnarsdóttir, H. & Jónsdóttir, F. B. (2016). Aðgengi tví- og fjöltyngdra barna að menntun á Íslandi / Bi- and multilingual children's access to education in Iceland. In Dóra S. Bjarnason, Hermína Gunnþórsdóttir & Ólafur Páll Jónsson (Eds.), *Skóli margbreytileikans: Menntun og manngildi í kjölfar Salamanca / The diverse school: Education and human dignity after Salamanca* (pp. 157-184). Reykjavík: Háskólaútgáfan.

Ragnarsdóttir, H. (2016). Farsælt skólastarf með ungum innflytjendum / Successful educational contexts for young immigrants. In Dóra S. Bjarnason, Hermína Gunnþórsdóttir & Ólafur Páll Jónsson (Eds.), *Skóli margbreytileikans: Menntun og manngildi í kjölfar Salamanca / The diverse school: Education and human dignity after Salamanca* (pp. 235-258). Reykjavík: Háskólaútgáfan.

Ragnarsdóttir, H. (2016). Námsrými félagslegs réttlætis og menntunar án aðgreiningar: Niðurstöður norrænnar rannsóknar um velgengi nemenda af erlendum uppruna og skóla á fjórum Norðurlöndum / Learning Spaces for Inclusion and Social Justice: Success Stories from Immigrant Students and School Communities in Four Nordic Countries. *Netla – Online Journal of the School of Education, University of Iceland. Special issue: Learning Spaces for Inclusion and Social Justice*.

http://netla.hi.is/serrit/2016/namsrymi_felagslegs_rettlætis_og_menntunar_an_adgreiningar_learning_spaces_for_inclusion_and_social_justice/001.pdf

Ragnarsdóttir, H. & Tran, A.-D. (2016). Stefna í málefnum nemenda af erlendum uppruna og innleiðing hennar í fjórum sveitarfélögum á Íslandi / Educational policy and implementation in four municipalities in Iceland. *Netla – Online Journal of the School of Education, University of Iceland. Special issue: Learning Spaces for Inclusion and Social Justice*.

http://netla.hi.is/serrit/2016/namsrymi_felagslegs_rettlætis_og_menntunar_an_adgreiningar_learning_spaces_for_inclusion_and_social_justice/004.pdf

Tran, A.-D., Lefever, S. & **Ragnarsdóttir, R.** (2016). Equitable pedagogical practice in culturally diverse classrooms: Perspectives of teachers and students in upper secondary schools. *Netla – Online Journal of the School of Education, University of Iceland. Special issue: Learning Spaces for Inclusion and Social Justice*.

http://netla.hi.is/serrit/2016/namsrymi_felagslegs_rettlætis_og_menntunar_an_adgreiningar_learning_spaces_for_inclusion_and_social_justice/005.pdf

Hansen, B., Svavarsdóttir, S. H., Svavarsson, H. Þ. & **Ragnarsdóttir, H.** (2016): Stöðugleiki í forystu menntunar nemenda af erlendum uppruna: Tilvikslýsingar úr þremur grunnskólum / Leadership and succession in ethnically diverse schools: Examples from three compulsory schools in Iceland. *Netla – Online Journal of the School of Education, University of Iceland. Special issue: Learning Spaces for Inclusion and Social Justice.*

http://netla.hi.is/serrit/2016/namsrymi_felagslegs_rettlaetis_og_menntunar_an_adgreiningar_learning_spaces_for_inclusion_and_social_justice/002.pdf

Ragnarsdóttir, H., Jónsdóttir, F. B. & Blöndal, H. (2016). Fjölmennningarlegt leikskólastarf: Þátttaka, samskipti og umhyggja í þremur íslenskum leikskólum / Multicultural preschool practices: Participation, communication and care in three Icelandic preschools. *Netla – Online Journal of the School of Education, University of Iceland. Special issue: Learning Spaces for Inclusion and Social Justice.*

http://netla.hi.is/serrit/2016/namsrymi_felagslegs_rettlaetis_og_menntunar_an_adgreiningar_learning_spaces_for_inclusion_and_social_justice/006.pdf

Wozniczka, A. K. & **Ragnarsdóttir, H.** (2016). Lög, stefna og úrræði í málefnum háskólanema af erlendum uppruna í þremur háskólum á Íslandi / Acts and policies regarding immigrant students and services available to them in three Icelandic universities. *Netla. Netla – Online Journal of the School of Education, University of Iceland. Special issue: Menntun, mannvit og margbreytileiki.*

http://netla.hi.is/serrit/2016/menntun_mannvit_og_margbreytileiki_greinar_fra_menntakviku/003.pdf

Ragnarsdóttir, H. (2016). Competences for active communication and participation in diverse societies: Views of young people in Iceland. In F. Dervin & Z. Gross (Eds.), *Intercultural competence: Alternative approaches for different times*. Rotterdam: Sense publishers.

Svavarsson, H., Hansen, B., Lefever, S., Guðjónsdóttir, H. & **Ragnarsdóttir, H.** (2016). Leadership and diversity in Icelandic schools. *Nordic Studies in Education*, 36(2), 159-172.

Gunnarsson, G. J., **Ragnarsdóttir, H.**, Finnbogason, G. E. & Jónsdóttir, H. (2016). Young people's views on religions in a multicultural society. *Theological Journal (Publication of Estonian Theological Society), Special Issue: Shifting borders in religious education*, 69(1), 93-109.

Ragnarsdóttir, H. & Blöndal, H. (2015). Multicultural and inclusive education in two Icelandic schools. In H. Layne, V. Trémion, & F. Dervin (Eds.), *Making the most of intercultural education* (pp. 35–58). Cambridge Scholars Publishing.

Ragnarsdóttir, H. & Kulbrandstad, L. A. (2015). Læringsrum for integration og social retfærdighed: Succeshistorier fra elever med indvandrerbaggrund og skolesamfund i fire nordiske lande. *Språk i Norden*, 2015, 61–70.

<http://ojs.statsbiblioteket.dk/index.php/sin/article/view/22808/19942>

Ragnarsdóttir, H. (2015). Reynsla ættleiddra barna á Íslandi af skólum og samfélagi: Eigindleg langtímarannsókn / Experiences of internationally adopted children in Iceland of schools and society: Qualitative study. *Uppeldi og menntun*, 24(1), 34–52.

Gunnarsson, G. J., Finnbogason, G. F., **Ragnarsdóttir, H.** & Jónsdóttir, H. (2015). Friendship, diversity and fear: Young people's life views and life values in a multicultural society. *Nordidactica – Journal of Humanities and Social Science Education*, 2015(2), 94–113.

Ragnarsdóttir, H. (2014). Internationalization of education studies at the University of Iceland: Two examples. In Rabensteiner, P.-M. & Rabensteiner, G. (Eds.), *Internationalization in teacher education, vol. 2, Interculturality* (pp. 82–93). Baltmannsweiler: Schneider Verlag Hohengehren.

Ragnarsdóttir, H. & Hansen, B. (2014). The development of a collaborative school culture: The case of an inner-city school in Reykjavík, Iceland. In H. Ragnarsdóttir & C. Schmidt (Eds.), *Learning spaces for social justice: International perspectives on exemplary practices from preschool to secondary school*. London: A Trentham Book, Institute of Education Press.

Ragnarsdóttir, H. & Blöndal, H. (2014). Inclusive practices: Participation and empowerment in a preschool in Iceland. In H. Ragnarsdóttir & C. Schmidt (Eds.), *Learning spaces for social justice: International perspectives on exemplary practices from preschool to secondary school*. London: A Trentham Book, Institute of Education Press.

Ragnarsdóttir, H. & Blöndal, H. (2014). Fjölmennningarlegt námssamfélag. Reynsla nemenda af alþjóðlegu námi í menntunarfræði við Háskóla Íslands / Multicultural educational community. Experiences of students in the International Studies in Education program at the University of Iceland. *Uppeldi og menntun*, 23(1), 27–45.

Lauritsen, K. & **Ragnarsdóttir, H.** (2014): Multilingual teachers in Iceland and Norway: Opportunities and challenges. *The International Journal of Education for Diversities*, 3, 119–136.

Chen, F. & **Ragnarsdóttir, H.** (2014). Single-parent immigrant families in Iceland: Lives and educational experiences of their children. *Netla – Online Journal of the School of Education, University of Iceland*. <http://netla.hi.is/greinar/2014/ryn/006.pdf>

Zielinska, M., Kowzan, P. & **Ragnarsdóttir, H.** (2014). Polish complementary schools in Iceland and England. *Intercultural Education*, 25(5), 405–417.
<https://www.tandfonline.com/doi/full/10.1080/14675986.2014.967967>

Books

Óskarsdóttir, E., **Ragnarsdóttir, H.** & Lefever, S. (Eds.) (2019). *Raddir margbreytileikans: Sögur úr skólasterfi / Multicultural voices: Stories from schools*. Reykjavík: Háskóli Íslands, Menntavísindastofnun / University of Iceland, Educational Research Institute.

Ragnarsdóttir, H. & Lefever, S. (Eds.) (2018). *Icelandic studies on diversity and social justice in education*. Newcastle upon Tyne: Cambridge Scholars Publishing.
<https://www.cambridgescholars.com/icelandic-studies-on-diversity-and-social-justice-in-education>

Ragnarsdóttir, H. & Kulbrandstad, L. A. (Eds.) (2018). *Learning spaces for inclusion and social justice: Success stories from four Nordic countries*. Newcastle upon Tyne: Cambridge Scholars Publishing. <https://www.cambridgescholars.com/learning-spaces-for-inclusion-and-social-justice>

Dervin, F. & **Ragnarsdóttir, H.** (Eds.) (2014). *Origins: A sustainable concept in education?* Publisher: Sense.

Ragnarsdóttir, H. & Schmidt, C. (Eds.) (2014). *Learning spaces for social justice: International perspectives on exemplary practices from preschool to secondary school*. London: A Trentham Book, Institute of Education Press.

Ragnarsdóttir, H. & Jónsdóttir, E. S. (Eds.) (2010). *Fjölmennning og skólastarf / Multicultural Issues in Education*. Reykjavík: Rannsóknastofa í fjölmennningarfræðum HÍ & Háskólaútgáfan.

Ragnarsdóttir, H. (2008). *Collisions and continuities: Ten immigrant families and their children in Icelandic societies and schools*. VDM Verlag Dr. Mueller.

Ragnarsdóttir, H., Jónsdóttir, E. S. & Bernharðsson, M. Þ. (Eds.) (2007). *Fjölmennning á Íslandi / Multicultural Issues in Iceland*. Reykjavík: Rannsóknastofa í fjölmennningarfræðum KHÍ og Háskólaútgáfan.

Editor of journals

Editor of *Uppeldi og menntun / Icelandic Journal of Education Studies* 2009-2010.

Editorial board member of *Uppeldi og menntun / Icelandic Journal of Education Studies* 2001-2, 2007-8.

Administration and committee work

2017 – 2020. (Appointed) Head of the Equality Committee of the University of Iceland Council.

2016 – 2019. (Appointed) Head of the board of the University of Iceland Research Fund.

2008 (July) – 2014 (July). (Elected) Head of Faculty of Education Studies, School of Education, University of Iceland.

2007 (August) – 2008 (July). (Appointed) Deputy Rector of Teaching, Iceland University of Education.

2007 – 2013. Manager of Research Centre for Multicultural Studies IUE/UI.

2005 – 2007. (Appointed) Head of the Equality Committee of the Iceland University of Education.

Supervision

Masters students:

Supervision of 35 masters students since 2005.

Doctoral students:

Completed, defense 25.11.2020; Susan Rafik Hama. Thesis title: *Experiences and Expectations of Successful Immigrant and Refugee Students while in Upper Secondary Schools in Iceland*. Main supervisor: Hanna Ragnarsdóttir. Co-supervisors/doctoral committee members: Börkur Hansen and Thor-André Skrefsrud.

Completed, defense 29.5.2020; Artëm Ingmar Benediktsson. Thesis title:

“It is not only the Teacher who is Talking; It is an Exchange”. *Immigrant Students’ Experiences of Learning Environments and Teaching Methods used in Icelandic Universities*. Main supervisor: Hanna Ragnarsdóttir. Co-supervisors/doctoral committee members: Lise Iversen Kulbrandstad and Guðrún Geirsdóttir.

Completed, defense 26.8.2015; Anh-Dao Tran. Thesis title: *Untapped Resources or Deficient ‘Foreigners’: Students of Vietnamese Background in Icelandic Upper Secondary Schools*. Main supervisor: Hanna Ragnarsdóttir. Co-supervisors/doctoral committee members: Chris Gaine and Gestur Guðmundsson.

Currently main supervisor of two doctoral students who intend to defend their theses in 2021 and co-supervisor of three.

Research Projects - funded (from 2011 only)

2020 – 2022. *Language policies and practices of diverse immigrant families in Iceland and their implications for education*. Hanna Ragnarsdóttir. Funded by UI Research Fund.

2016 – 2018. *Educational aspirations, opportunities and challenges for immigrants in university education in Iceland*. Project leader: Hanna Ragnarsdóttir. Funded by Rannís/The Icelandic Research Fund.

2015 – 2018. Spinoff grant for project *Promoting Social Justice Teacher Education*. Funded by NordForsk.

2013 – 2015. *Learning Spaces for Inclusion and Social Justice: Success Stories from Immigrant Students and School Communities in Four Nordic Countries*. Funded by NordForsk and Rannís/The Icelandic Research Fund. Project leader: Hanna Ragnarsdóttir. Project website: <http://lsp2015.hi.is/>

2011 – 2014. *Diverse Teachers for Diverse Learners*. Project leader: Hanna Ragnarsdóttir. Funded by NordForsk and UI Research Fund.

2011 – 2014. *Young people’s attitudes to life and life values in multicultural societies*. Gunnar Finnbogason, Gunnar J. Gunnarsson, Hanna Ragnarsdóttir and Halla Jónsdóttir (all at UI, School of Education). Funded by UI Research Fund.

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