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Research

Research Field: School leadership, mentoring and pedagogy.

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UN Sustainable development goals: 3) Good Health and Well-being, 4) Quality Education, 5) Gender Equality, 10) Reduced Inequalities, 16) Peace, Justice and Strong Institutions, 17) Partnerships for the Goals.

Education

Degree	Type of degree	University	Date
PhD	Doctorate in education leadership	University of Iceland	April 24 th , 2018
Diploma	In public administration	University of Iceland	2011
M.Sc.	Master of Public Health	Reykjavík University	2008
Diploma	For a licence in teaching	University Collage of Education	1998
B.Sc.	For medical technician	Technical University of Iceland	1994

Grants

Source	Name of the project	PI	Funding fee	Date
Menntarannsóknarsjóður	The Prosperity Act within three municipalities: Implementation, enactment, and co-creation of knowledge across boundaries of profession, school levels and leisure.	Kolbrún Pálsdóttir	31.200.000 ISK	2023–2025
UI Research Fund	Reduced Length of Academic Programs in upper secondary education	Guðrún Ragnarsdóttir	2.400.000 ISK	2022–2025
Suomen Akatemia	Leadership in Education, COVID-19, societal challenges, health promotion.	Guri Skedsmo	36.850 Euros	2021–2023
Rannís (see here)	Upper secondary education and COVID-19: Crisis, challenges, and adaptability	Guðrún Ragnarsdóttir	55.550.000 ISK	2021–2024
UI Research Fund	Consequences of the Reduced Length of Academic Programs in upper secondary education	Guðrún Ragnarsdóttir	3.000.000 ISK	2018–2021
UI Research Fund: Eimskipasjóður (see here)	School leaders' perceptions of contemporary change at the upper secondary school level in Iceland. Interaction of actors and social structures facilitating or constraining change (PhD)	Guðrún Ragnarsdóttir	7.493.064	2013–2015
UI Anniversary Fund	Evidence-based publications on upper secondary education in Iceland, 2003–2012. (PhD)	Guðrún Ragnarsdóttir	Salaries for 18 months	2012

University experience

Position	Date
Associate Professor (100%)	2021–...
Department chair of Educational leadership and evaluation studies	2019–...
Mentoring programme for physicians	2018– ...
Assistant Professor (100%)	2018–2021
Adjunct (65%)	2016–2018
Project Manager: Menntavísindastofnun (35%)	2017–2018
Researcher, doctoral candidate and assistant teacher	2012–2016
Committees and other tasks: Ministry of Education and Children: Professional development of school leaders and teachers (2023– ...). Self-assessment for School of Education (2021–2022) Ministry of Education Culture and Science: Development of a support system for professional development for Teachers and School leaders. Representative for School of Education, University of Iceland (2018–2019). University of Iceland: Professional Development. Board Substitute for School of Education (2018– ...).	

Supervision of Postgraduate Students

María Jónasdóttir, 180 ECTS PhD, University of Iceland. Estimated graduation October 2024.

Ómar Örn Magnússon, 180 ECTS PhD, University of Iceland. Estimated graduation October 2027.

Þorsteinn Á. Sürmeli, 180 ECTS PhD, University of Iceland. Estimated graduation October 2026.

Supervision of master students completed: Marteinsdóttir, A. B. (2024, June), Melsted, B. (2023, October), Helgadóttir, G. (2023, October), Einarsdóttir, Á. R. (2023, June), Jörgensen, J. (2023, February), Ámundadóttir, S. (2022, October). Pálsdóttir, G. (2022, June). Jónsdóttir, H. (2022, June). Halldórsdóttir, H. (2020, October). Svarfdal, A. B. (2020, October). Sigurðardóttir, D. M. (2019, October). Einarsdóttir, K. E. (2019, June).

Research projects

- 2022–....: The Prosperity Act within three municipalities: Implementation, enactment and co-creation of knowledge across boundaries of profession, school levels and leisure.
- 2020–....: Upper secondary education and COVID-19: Crisis, challenges, and adaptability. Principal investigator for the Rannís fund. Mixed method: [See here](#)
- 2019–2020: The impact of Covid-19 on work and working environment of Upper secondary school staff. Coordination and survey designer. 47% (N = 2.194).
- 2020–2022: NordLead. Nordic cooperation.
- 2019–2022: Consequences of the Reduced Length of Academic Programs in Upper Secondary Education: The Impact on Higher Education. Interview study.
- 2013–2019: Upper secondary school practices in Iceland: Teaching and Learning – Student Engagement and Initiative (Team 7 JustEd).
- 2012–2014: Educational research and innovation activities map on upper secondary school education: Document analyses.
- 2008–2012: Wellbeing and working environment of Upper Secondary School professionals: Comparative and additional quantitative research 2008 (N=901), 2010 (N=892) and 2012 (N=1.156).

Journal Publications

- Ragnarsdóttir, G., Bjarnadóttir, V. S., & Jónasdóttir, M. (2024). Skilvirkara stúdentspróf eftir styttingu? Reynsla háskólanema og háskólakennara af stefnubreytingum á framhaldsskólastiginu [More efficient matriculation examination in upper secondary education after shortening the study time? University students' and university teachers' experiences of the policy consequences]. *Icelandic Review of Politics and Administration*. <https://www.irpa.is/index.php/irpa/article/view/3749/2311>
- Magnússon, Ó. Ö., Ragnarsdóttir, G., Reiss, M. J., & Björnsdóttir, A. (2024). A place for Basil Bernstein in the field: How applicable is Basil Bernstein's theory of codes and social groups as a way of understanding educational inequity in upper secondary education in Iceland during the first year of the COVID-19 pandemic? *European Educational Research Journal*. <https://doi.org/10.1177/1474904124123597>
- Blöndal, K. S., Eiríksdóttir, E., & Ragnarsdóttir, G. (2023). Stigveldi framhaldsskóla: Frjálst skólaval ýtir undir og endurskapar félagslega lagskiptingu [Upper secondary school and pathway selection in the light of

- educationa l hierarchies and social stratification]. *Netla – Vef tímarit um uppeldi og menntun*. <https://doi.org/10.24270/serritnetla.2024.3>
- Árnason Sürmeli, Þ., Ragnarsdóttir, G. & Gestsdóttir, S. M. (2024). Leading the dance. The role of teacher collaboration and collegiality during sudden disruptions. *Teaching and Teacher Education*, 139, 104453. <https://doi.org/10.1016/j.tate.2023.104453>
- Björnsdóttir, A., Pálsdóttir, G. M. & Ragnarsdóttir, G. (2023). Framhaldsskólanemar á tímum heimsfaraldurs: Námsupplifun ólíkra nemendahópa [The Experiences of different groups of upper-secondary school students during the COVID-19 pandemic]. *Netla – Vef tímarit um uppeldi og menntun*. <https://doi.org/10.24270/serritnetla.2023.22>
- Jónasdóttir, M., Ragnarsdóttir, G. & Eiríksdóttir, E. (2023). Cascading effects of upper secondary education policy reform: the experiences and perspectives of university teachers. *Education Inquiry*. <https://doi.org/10.1080/20004508.2023.2207297>
- Ragnarsdóttir, G. (2023). School leaders' actions and hybridity when carrying out reform and confronting teachers' responses: Institutional and organisational perspectives. *Education Inquiry*, 14(1) 40–65 <https://doi.org/10.1080/20004508.2021.1950272>
- Ragnarsdóttir, G., & Jónasson, J. T. (2022). Stofnunareðli framhaldsskóla í faraldurskreppu. Ný reynsla og breytt umboð skólastjórnenda [The institutional nature of upper secondary education during the COVID-19 pandemic crisis: New experience and changed agency of school leaders]. *Icelandic review of Politics & Administration*. <https://doi.org/10.13177/irpa.a.2022.18.2.6>
- Ragnarsdóttir, G. & Gestsdóttir, S. M. (2022). Togstreita og andstæð sjónarmið: Sýn kennara og skólastjórnenda á þróun og framtíðarmöguleika framhaldsskólans [Conflict and colliding points of view: Teacher's and school leader's vision of the development and future possibilities of the upper secondary education], *Netla – Vef tímarit um uppeldi og menntun*.
- Ragnarsdóttir, G., Gestsdóttir, S. M. Björnsdóttir, A. & Eiríksdóttir, E. (2022). Starfsumhverfi framhaldsskólakennara á fyrsta ári COVID-19 heimsfaraldurs [The working environment of upper secondary school teachers during the first year of the COVID-19 pandemic]. *Netla – Vef tímarit um uppeldi og menntun*.
- Mompoin-Gaillard, P., Ragnarsdóttir, G., & Jónasson, J. T. (2022). The key role of moderators in online communities of teachers: How presences support co-construction of knowledge in asynchronous discussions. *Teaching and Teacher Education*, 116, 103751. <https://doi.org/10.1016/j.tate.2022.103751>
- Bjarnadóttir, V. S. & Ragnarsdóttir, G. (2021). „Við skiptum máli fyrir samfélagið“. Samfélagslegt mikilvægi og flókin samkeppnistaða tveggja framhaldsskóla í dreifðum byggðum. [“We matter for Society”: Societal Importance and complex market position of two rural upper secondary schools]. *Icelandic Journal of Education*. 30(2), 67–87. <https://doi.org/10.24270/tuom.2021.30.8>
- Gestsdóttir, S. M. Ragnarsdóttir, G., Eiríksdóttir, E. & Björnsdóttir, A. (2020). Fjarkennsla í faraldri: Nám og kennsla í framhaldsskólum á tímum samkomubanns vegna COVID-19 [Upper secondary education in Iceland during the COVID-19 pandemic]. *Netla – Vef tímarit um uppeldi og menntun. Sér rit um COVID-19 og menntakerfið*. <https://doi.org/10.24270/serritnetla.2020.25>
- Ragnarsdóttir, G., Jóhannesson, I. Á., Jónasson, J. T. & Halldórsdóttir, B. E. (2020). Evidence-based publications on upper secondary education in Iceland, 2003–2012. *Icelandic Review of Politics and Administration* 16(1), 43–64. <https://doi.org/10.13177/irpa.a.2020.16.1.3>
- Sigurðardóttir, D. M. & Ragnarsdóttir, G. (2020) Fagleg forysta eða stjórnun í erli dagsins: Hlutverk og staða aðstoðarskólastjóra í grunnskólum Reykjavíkur [Educational leadership or administration during a busy workday: The status and roles of assistant principals]. *Icelandic Journal of Education*, 29(2), 91–112. <https://doi.org/10.24270/tuom.2020.29.5>
- Ragnarsdóttir, G. (2018). Kvika menntabreytinga: Viðbrögð framhaldsskólans við kröfum menntayfirvalda um breytingar [Dynamics of change: The upper secondary schools' responses to ministerial demands for change]. *Netla – vef tímarit um uppeldi og menntun. Sér rit 2018 – Framhaldsskólinn í brennidepli. Menntavísindasvið Háskóla Íslands*. <https://doi.org/10.24270/serritnetla.2019.5>
- Eiríksdóttir, E. Ragnarsdóttir, G. & Jónasson, J. T. (2018). Þversagnir og kerfisvillur? Kortlagning á ólíkri stöðu bóknáms- og starfsnámsbrauta á framhaldsskólastigi [On the Parity of Esteem between Vocational and General Academic Pathways in Upper Secondary Education in Iceland]. *Netla – vef tímarit um uppeldi og menntun. Sér rit 2018 – Framhaldsskólinn í brennidepli. Menntavísindasvið Háskóla Íslands*. <https://doi.org/10.24270/serritnetla.2019.7>
- Nylund, M., Rosvall, P., Eiríksdóttir, E., Holm, A., Isopahkala-Bouret, U., Niemi, A. & Ragnarsdóttir, G. (2018). The Academic-vocational divide in three Nordic countries: Implications for social class and gender. *Education Inquiry* 9(1), 97–121. <https://doi.org/10.1080/20004508.2018.1424490>

- Ragnarsdóttir, G. & Jóhannesson, I. Á. (2014). Curriculum, crisis and the work and well-being of Icelandic upper secondary school teachers in educational change. *Education Inquiry*, 5(1), 43–67. <https://doi.org/10.3402/edui.v5.24045>
- Ragnarsdóttir, G., Matthíasdóttir, Á. & Sigurðarson, J. F. (2010). Teachers' wellbeing is the key to a potent secondary school: A study of job satisfaction and work environment of secondary school teachers. *Netla – vef tímarit um uppeldi og menntun*. <http://netla.hi.is/greinar/2010/008/index.htm>.

Book projects

- Sigurðardóttir, S. M., & Ragnarsdóttir, G. (2023). School Leaders within the Icelandic Education System: Complex Roles, Multilevel Relations, and Fragmented Support: Complex Roles, Multilevel Relations, and Fragmented Support. Í A. E. Gunnulfsen, H. Ärlestig, & M. Storgaard (Eds.), *Education and Democracy in the Nordic Countries.: Educational Governance Research* (Vol 21, pp. 45–59). (Educational Governance Research). Springer, Cham. https://doi.org/10.1007/978-3-031-33195-4_4
- Ragnarsdóttir, G., & Storgaard, M. (2023). Policy Demands, Expectations, and Changed Leadership Roles During the COVID-19 Crisis: Critical Comparative Case Studies from Denmark and Iceland. Í A. E. Gunnulfsen, H. Ärlestig, & M. Storgaard (Eds.), *Educational Governance Research: Education and Democracy in the Nordic Countries*. (Volume 21, pp. 133–151). (Educational Governance Research). Springer, Cham. https://doi.org/10.1007/978-3-031-33195-4_9
- Eiríksdóttir, E., Blöndal, S., & Ragnarsdóttir, G. (2022). Selection for whom? Upper secondary school choice in the light of social justice. In A. Rasmussen & M. Dovenmark (Eds.), *Governance and Choice of Upper Secondary Education*, vol 18. Springer publication, Cham. https://doi.org/10.1007/978-3-031-08049-4_10
- Jónasson, J.T., Ragnarsdóttir, G. & Bjarnadóttir, V. D. (2021). The intricacies of educational development in Iceland: Stability or disruption? In L. Moos & J. B. Krejsler (Eds.), *What works in Nordic School Policies? Mapping Approaches to Evidence, Social Technologies and Transnational Influences*. Springer publication, Cham. https://doi.org/10.1007/978-3-030-66629-3_4
- Jónasson, J.T., Bjarnadóttir, V. S. & Ragnarsdóttir, G. (2021). Evidence and accountability in Icelandic education – An Historical Perspective? In L. Moos & J. B. Krejsler (Eds.), *What works in Nordic School Policies? Mapping Approaches to Evidence, Social Technologies and Transnational Influences*. Springer publication, Cham. https://doi.org/10.1007/978-3-030-66629-3_9
- Ragnarsdóttir, G. & Jónasson, J.T. (2020). The impact of the university on upper secondary education through academic subjects according to school leaders' perceptions. In L. Moos, E. Nihlfors & M. Paulsen (Eds.), *Re-centering the critical potential of Nordic school leadership research: Fundamental but often forgotten perspectives* (pp. 191–207). Springer publication, Cham. https://doi.org/10.1007/978-3-030-55027-1_11
- Ragnarsdóttir, G. (2018). *School leaders' perceptions of contemporary change at the upper secondary school level in Iceland. Interaction of actors and social structures facilitating or constraining change* (PhD). Háskóli Íslands, Reykjavík.
- Ragnarsdóttir, G. (2015). Vellíðan starfsfólks í framhaldsskóla – Starfsánægja og styðjandi starfsumhverfi. Í Sigrún Danielsdóttir. (Ed). *Handbók um geðrækt í framhaldsskólum*. [Well-being of employees at the upper secondary school level in Iceland – Job-satisfaction and supportive working environment]. Reykjavík. http://www.landlaeknir.is/servlet/file/store93/item26483/Handbok%20um%20gedraekt%20C3%AD%20framhaldsskolum_m%20bls%20tali%20og%20footer.pdf
- Ragnarsdóttir, G. (2008). *Líðan og starfsumhverfi framhaldsskólakennara. Munurinn á bók- og verknámskennurum*. [Well-being and working conditions of upper secondary school teachers. – The difference between academic and vocational teachers]. (Master thesis), Háskólinn í Reykjavík, Reykjavík.
- Ragnarsdóttir, G. (2007). *Are you really who I think you are? Education for democratic citizenship and human rights. Council of Europe. Mompont-Gaillard, P. (Ed.)* http://www.coe.int/t/dg4/education/pestalozzi/home/training_units/EDC_EN.asp
- Ragnarsdóttir, G. & Guðmundsdóttir, M. (2006, reprinted 2007 and 2009 and rewritten 2011). *Leikur að lífa*. [Game to play. Life skills]. Edda-Miðlun. Reykjavík. References and additional material: <http://www.forlagid.is/forsida/detail.aspx?id=3761>
- Ragnarsdóttir, G. & Guðjónsson, K. A. (2005, rewritten 2006 and reprinted 2009). *Eðli vísinda*. [The spirit of the natural sciences]. Edda-Miðlun. Reykjavík. References and additional material: <http://edda.is/nat123/>

Other publications

- Ragnarsdóttir, G. (2019). Samstarfsráð um starfsþróun kennara og skólustjórnenda. Skýrsla til mennta- og menningarmálaráðherra. [Committee on teachers and school leader's professional development.

- Report to the Minister of Education, Science and Culture]. In Samstarfsráð um starfsþróun kennara og skólástjórnenda. <https://www.stjornarradid.is/lisalib/getfile.aspx?itemid=349b2e00-ef44-11e9-944e-005056bc530c>
- Ragnarsdóttir, G., Maris, G. & von Bönninghausen, M. (2013). Sex/sexuality education – Personal development, prevention of discrimination and violence. Trainer training module series. External report – Evaluation on Module A. Council of Europe. Pestalozzi Programme. http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Module/SexEdu/FinalreportModA_2013opt.pdf
- Ragnarsdóttir, G. (2012). Aðferðafræði rannsóknarinnar [Methodology]. Reykjavík: Author. <http://ff.ki.is/?PageID=3267>
- Ragnarsdóttir, G. (2012). Fjöldi í námshópum og þjónustan í kennslustofunni. [Number of students in each class and the services in the classroom]. Reykjavík: Author. <http://ff.ki.is/?PageID=3267>
- Ragnarsdóttir, G. (2012). Framhaldsskólalögin, ráðgjöf og aðstoð við framhaldsskóla [Upper secondary school legislation, counsel and assistance in upper secondary schools]. Reykjavík: Author. <http://ff.ki.is/?PageID=3267>
- Ragnarsdóttir, G. (2012). Lengd vinnudags félagsmanna KÍ í framhaldsskólum. [The length of the working day of upper secondary school members in KÍ]. Reykjavík: Author. <http://ff.ki.is/?PageID=3267>
- Ragnarsdóttir, G. (2012). Menntun símenntun og starfsþróun félagsmanna KÍ í framhaldsskólum [Education, professional development and lifelong learning of upper secondary school members in KÍ]. Reykjavík: Author. <http://ff.ki.is/?PageID=3267>
- Ragnarsdóttir, G. (2012). Starfsánægja og líðan félagsmanna KÍ í framhaldsskólum. [Job-satisfaction and well-being of upper secondary school members in KÍ]. Reykjavík: Author. <http://ff.ki.is/?PageID=3267>
- Ragnarsdóttir, G. (2012). Stóraukið starfsálag í framhaldsskólum landsins! Fyrri hluti [Increased working stress in the upper secondary schools! First part]. *Skólavarðan* 12(2), 32–35. http://timarit.is/view_page_init.jsp?pagelid=6667539
- Ragnarsdóttir, G. (2012). Stóraukið starfsálag í framhaldsskólum landsins! Annar hluti [Increased working stress in the upper secondary schools! Second part]. *Skólavarðan* 12(1), 38–43. http://timarit.is/view_page_init.jsp?pagelid=6667593
- Ragnarsdóttir, G. (2012). Streita og álag í framhaldsskólum [Stress in upper secondary schools]. Reykjavík: Author. <http://ff.ki.is/?PageID=3267>
- Ragnarsdóttir, G. (2011). Comparative report of Fjölbrautarskólinn í Breiðholti and the population of the databases about upper secondary school education professionals. Reykjavík: Author.
- Ragnarsdóttir, G. (2011). Comparative report of Menntaskólinn á Ísafirði and the population of the databases about upper secondary school education professionals. Reykjavík: Author.
- Ragnarsdóttir, G. (2011). Comparative report of Verzlunarskóli Íslands and the population of the databases about upper secondary school education professionals. Reykjavík: Author.
- Ragnarsdóttir, G. & Björnsdóttir, F. (2010). Áhrif efnahagskreppunnar á líðan og starfsumhverfi framhaldsskólakennara. [The effect of the economic crisis on well-being and working condition of upper secondary school teachers]. Reykjavík: Author. <http://ff.ki.is/?PageID=3267>
- Ragnarsdóttir, G. & Björnsdóttir, F. (2010). Viðhorf framhaldsskólakennara til nýrra framhaldsskólalaga. [The upper secondary school teachers attitude towards the new legislation implementation]. Reykjavík: Author. <http://ff.ki.is/?PageID=3267>
- Ragnarsdóttir, G. (2010). Wellbeing and working environment of Upper Secondary School Teachers in 2008 and 2010. Reykjavík: Author.
- Ragnarsdóttir, G. (2009, March 1st). Líðan og starfsumhverfi framhaldsskólakennara: Bóknámskennarar eru óánægðari í starfi en verknámskennarar [The work end well-being of upper secondary school teachers: Academic teachers have lower job satisfaction than the group of vocational teachers] (Guðnadóttir, K. E. Interviewer). *Skólavarðan* 9(1), 14–15. http://timarit.is/view_page_init.jsp?pagelid=6663665

Conference Presentations

- Ragnarsdóttir, G. (2024). Current issues and policy contradictions in the Icelandic upper secondary education: School autonomy and social stratification. *UAB Universitat Autònoma in Barcelona, January 23*.
- Ragnarsdóttir, G. & Storgaard, M. (2024). Mapping the field: Dominant approaches, focuses and knowledge domains. Symposium Mapping contemporary international research landscape of crisis management and school leadership *Nordiska förening för pedagogisk forskning (NERA) in Malmö, March 6.–8*. <https://program.invajo.com/program/nera-2024/>

- Björnsdóttir A., Ragnarsdóttir G., & Pálsdóttir G. (2024). Experiences of different groups of upper-secondary school students during the COVID-19 pandemic. *Nordiska förening för pedagogisk forskning (NERA) in Malmö, March 6.–8.* <https://program.invajo.com/program/nera-2024/>
- Jónasdóttir, M., Eiríksdóttir, E. & Ragnarsdóttir, G. (2024). Manifestations of educational reforms: contextual factors of individual schools. *Nordiska förening för pedagogisk forskning (NERA) in Malmö, March 6.–8.* <https://program.invajo.com/program/nera-2024/>
- Sürmeli, Þ. Á., Gestsdóttir, S. M. & Ragnarsdóttir, G. (2024). Teacher collaboration and collegial relationships in post-pandemic upper secondary education. *Nordiska förening för pedagogisk forskning (NERA) in Malmö, March 6.–8.* <https://program.invajo.com/program/nera-2024/>
- Ragnarsdóttir, G., Gestsdóttir, S. M., Elsa Eiríksdóttir, E. & Björnsdóttir, A. (2024). The working Conditions of Teachers During the CoViD-19 Pandemic: A Gender Paradise Exposed. *Presentation at AERA, in Philadelphia, April 11–14th.* https://convention2.allacademic.com/one/aera/aera24/index.php?PHPSESSID=68dsjil60qk1g848dmmsgve1qo&cmd=Online+Program+Search&program+focus=fulltext+search&search+mode=content&ffset=0&search_text=Gu%C3%B0r%C3%BAAn+Ragnarsd%C3%B3ttir
- Ragnarsdóttir, G, Blöndal, K. S., & Eiríksdóttir, E. (2023). Stigveldi framhaldsskóla: Frjálst skólaval yfir og endurskapar félagslega lagskiptingu [Upper secondary school and pathway selection in the light of educational hierarchies and social stratification]. *Menntavísindasvið May 14th.* <https://www.facebook.com/events/974293787628237>
- Ragnarsdóttir, G. & Sigurðardóttir, S. M. (2023). Principals' views on past, contemporary and future crises. Symposium at *Nordiska förening för pedagogisk forskning (NERA) in Oslo, June 15–17th.* <https://booking.berg-hansen.no/eventportal/#/event/109273/published/f770af4c8d01fec1c9737f4adeb685896ded6d03>
- Gestsdóttir, S. M. & Ragnarsdóttir, G. (2023). The Working Environment of Upper Secondary School Teachers During the First Year of the COVID-19 Pandemic. Presentation at *European Educational Research Association (ECER) in Glasgow, September 22.-25th.* <https://eera-ecer.de/ecer-programmes/conference/28/contribution/57305>
- Sürmeli, Þ., Ragnarsdóttir, G., & Gestsdóttir, S. M. (2023). The Importance of Teachers' Collaboration and Collegiality During Sudden Disruptions in Schools. Presentation at *European Educational Research Association (ECER) in Glasgow, September 22.-25th.* <https://eera-ecer.de/ecer-programmes/conference/28/contribution/57359>
- Björnsdóttir, A., Ragnarsdóttir, G., & Pálsdóttir, G. (2023). Student Well-being During COVID-9 And Willingness to Return Back to School. Presentation at *European Educational Research Association (ECER) in Glasgow, September 22.-25th.* <https://eera-ecer.de/ecer-programmes/conference/28/contribution/57288>
- Magnússon, Ó. Ö., Ragnarsdóttir, G., & Björnsdóttir, A. (2023). A place for Basil Bernstein in the field. Presentation at *European Educational Research Association (ECER) in Glasgow, September 22.-25th.* <https://eera-ecer.de/ecer-programmes/conference/28/contribution/57485>
- Coutre, J-C., Ragnarsdóttir, G., & Looney, A. Grottvik, R., Jónasson, J.T., & Siles, P. (2023). The Diverse Futures Orientations of Teachers and School Leaders: A collaborative research study. Presentation at *European Educational Research Association (ECER) in Glasgow, September 22.-25th.* <https://eera-ecer.de/ecer-programmes/conference/28/contribution/56115>
- Ragnarsdóttir, G. (2023). The Institutional Nature of Upper Secondary Education During the COVID-19 Pandemic Crisis: Changed Agency of School Leaders. Presentation at *European Educational Research Association (ECER) in Glasgow, September 22.-25th.* <https://eera-ecer.de/ecer-programmes/conference/28/contribution/55245>
- Björnsdóttir, A., Pálsdóttir, G. & Ragnarsdóttir, G. (2023). Framhaldsskólanemar á tímum heimsfaraldurs: Námsupplifun ólíkra nemendahópa. [Upper secondary school students in times of the COVID-19 pandemic: The perception of different students' groups]. Presentation at *Menntakvika in Reykjavík, September 29th.* <https://virtual.oxfordabstracts.com/#/event/4658/submission/218>
- Sürmeli, Þ., Gestsdóttir, S. M. & Ragnarsdóttir, G. (2023). Skólamenning og viðbrögð kennara við COVID-19: Samanburður á þremur íslenskum framhaldsskólum. [School cultures and teachers' responses to

- COVID-19: Comparison of three upper secondary schools]. Presentation at *Menntakvika* in Reykjavík, September 29th. <https://virtual.oxfordabstracts.com/#/event/4658/submission/190>
- Jónsdóttir, H. & Ragnarsdóttir, G. (2023). Sýn og áherslur skólustjóra á velfarnað kennara í grunnskólum [School leaders perception on prosperity in compulsory education]. Presentation at *Menntakvika* in Reykjavík, September 29th. <https://virtual.oxfordabstracts.com/#/event/4658/submission/190>
- Ragnarsdóttir, G. & Jónasson, J. T. (2022). Skyggnst í reynslu og umboð skólameistara og aðstoðarskólameistara framhaldsskólanna til nýrra afskipta í heimsfaraldri. Presentation at *Menntakvika* in Reykjavík, October 7th. <https://menntakvika.hi.is/dagskra-7-oktober-2022/>
- Eiríksdóttir, E., Blöndal, K. S. & Ragnarsdóttir, G. (2022). Val fyrir hvern? Framhaldsskólaval í ljósi félagslegs réttlætis. Presentation at *Menntakvika* in Reykjavík, October 7th. <https://menntakvika.hi.is/dagskra-7-oktober-2022/>
- Sürmeli, Þ., Gestsdóttir, S. M. & Ragnarsdóttir, G. (2022). Úr viðjum vanans. Áhrif skólamenningar á sjálfræði og sjálfstæði framhaldsskólakennara til breytinga í og í kjölfar heimsfaraldurs. Presentation at *Menntakvika* in Reykjavík, October 7th. <https://menntakvika.hi.is/dagskra-7-oktober-2022/>
- Gestsdóttir, S. M. & Ragnarsdóttir, G. (2022). Togstreita og andstæð sjónarmið: Sýn kennara og skólustjórnenda á þróun og framtíðarmöguleika framhaldsskólans. Presentation at *Menntakvika* in Reykjavík, October 7th. <https://menntakvika.hi.is/dagskra-7-oktober-2022/>
- Magnússon, Ó. Ö. & Ragnarsdóttir, G. (2022). Foreldrar framhaldsskólanema í nýju hlutverki á tímum COVID-19. Presentation at *Menntakvika* in Reykjavík, October 7th. <https://menntakvika.hi.is/dagskra-7-oktober-2022/>
- Sürmeli, Þ., Gestsdóttir, S. M. & Ragnarsdóttir, G. (2022). The Use of Recordings in Upper Secondary Education in Iceland During the COVID-19 Pandemic. Obstacles and Opportunities (1557). Presentation at *European Educational Research Association (ECER)* in Armenia, September 1st. <https://eera-ecer.de/ecer-programmes/conference/27/contribution/53592/>
- Jónasdóttir, M., Eiríksdóttir, E. & Ragnarsdóttir, G. (2022). The Consequences of Reducing the Length of Academic Studies in Upper Secondary Education (1532). Presentation at *European Educational Research Association (ECER)* in Armenia, August 23rd. <https://eera-ecer.de/ecer-programmes/conference/27/contribution/53570/>
- Gestsdóttir, S. M. & Ragnarsdóttir, G. (2022). Learning from Education During a Pandemic: Aims and Purposes of Secondary Education from the Perspective of Teachers and School Leaders(1517). Presentation at *European Educational Research Association (ECER)* in Armenia, September 2nd. <https://eera-ecer.de/ecer-programmes/conference/27/contribution/53557/>
- Ragnarsdóttir, G., Couture, J. C. & Jónasson, J. T. (2022) We Tomorrow - Mapping the Futures Orientations of School Leaders. Presentation at *European Educational Research Association (ECER)* in Armenia, September 24th <https://eera-ecer.de/ecer-programmes/conference/27/contribution/53400/>
- Björnsdóttir, A., Páldóttir, G. & Ragnarsdóttir, G. (2022) Impact Of the COVID-19 Pandemic On Wellbeing Of Upper Secondary-school Students in Iceland. Presentation at *European Educational Research Association (ECER)* in Armenia, September 23rd <https://eera-ecer.de/ecer-programmes/conference/27/contribution/53464/>
- Magnússon, Ó. Ö. & Ragnarsdóttir, G. (2022). Parental Role in Students' Learning at the Upper Secondary School Level in Iceland During the COVID-19 Pandemic. Presentation at *European Educational Research Association (ECER)* in Armenia, September 6th <https://eera-ecer.de/ecer-programmes/conference/27/contribution/53777/>
- Magnússon, Ó. Ö. & Ragnarsdóttir, G. (2022). It is all about keeping the routine going': Parents in a new situation during the COVID-19 pandemic. Presentation at *Nordiska förening för pedagogisk forskning (NERA)* in Reykjavík, June 1–3rd. https://menntavisindastofnun.hi.is/sites/menntavisindastofnun.hi.is/files/2022-05/Program_All_Sessions_NERA_2022.pdf
- Sürmeli, Þ. Á. Ragnarsdóttir, G. & Gestsdóttir, S. M. (2022). Icelandic upper-secondary teachers' teaching experience during the first year of the COVID-19 pandemic: Contrasting perspectives.

- Presentation at *Nordiska förening för pedagogisk forskning (NERA)* in Reykjavík, June 1–3rd.
https://menntavisindastofnun.hi.is/sites/menntavisindastofnun.hi.is/files/2022-05/Program_All_Sessions_NERA_2022.pdf
- Ragnarsdóttir, G. & Storgaard, M. (2022). School Leadership, Policy and Pandemic. Contemporary Historical Policy Demands, Expectations, and changed Roles of school leaders in times of the COVID-19-crisis. Symposium at *Nordiska förening för pedagogisk forskning (NERA)* in Reykjavík, June 1–3rd. https://menntavisindastofnun.hi.is/sites/menntavisindastofnun.hi.is/files/2022-05/Program_All_Sessions_NERA_2022.pdf
- Sigurðardóttir, S. M. & Ragnarsdóttir, G. (2022). School leadership within the Icelandic education system: School leaders' role, power, agency, and vision. Symposium at *Nordiska förening för pedagogisk forskning (NERA)* in Reykjavík, June 1–3rd.
https://menntavisindastofnun.hi.is/sites/menntavisindastofnun.hi.is/files/2022-05/Program_All_Sessions_NERA_2022.pdf
- Jónasdóttir, M., Eiríksdóttir, E. & Ragnarsdóttir, G. (2022). Reduced time for academic studies in upper secondary education: Consequences, content change and impact. Poster session at *Nordiska förening för pedagogisk forskning (NERA)* in Reykjavík, June 1–3rd.
https://menntavisindastofnun.hi.is/sites/menntavisindastofnun.hi.is/files/2022-05/Program_All_Sessions_NERA_2022.pdf
- Björnsdóttir, A., Pálsdóttir, E. & Ragnarsdóttir, G. (2022). Impact of the COVID-19 pandemic on the well-being of secondary-school students in Iceland. Presentation at *Nordiska förening för pedagogisk forskning (NERA)* in Reykjavík, June 1–3rd.
https://menntavisindastofnun.hi.is/sites/menntavisindastofnun.hi.is/files/2022-05/Program_All_Sessions_NERA_2022.pdf
- Gestsdóttir, S. M., Eiríksdóttir, E., Ragnarsdóttir, G. & Björnsdóttir, A. (2022). Upper secondary teacher's working conditions during COVID19. Presentation at *Nordiska förening för pedagogisk forskning (NERA)* in Reykjavík, June 1–3rd.
https://menntavisindastofnun.hi.is/sites/menntavisindastofnun.hi.is/files/2022-05/Program_All_Sessions_NERA_2022.pdf
- Jónasdóttir, M., Eiríksdóttir, E. & Ragnarsdóttir, G. (2021). New challenges for higher education in Iceland: Cascading effects of upper secondary education reforms. Presentation at *Nordiska förening för pedagogisk forskning (NERA)* in Odense, November 3–5th. <https://event.sdu.dk/nera2021/program-with-abstracts>
- Ragnarsdóttir, G. & Gestsdóttir, S. M. (2021). Pandemic and professionalism: teacher's point of view. Presentation at *Nordiska förening för pedagogisk forskning (NERA)* in Odense, November 3–5th.
<https://event.sdu.dk/nera2021/program-with-abstracts>
- Magnússon, Ó. Ö, Ragnarsdóttir, G. & Gestsdóttir, S. M. (2021). The COVID-19 crisis and upper secondary education in Iceland in the light of social justice. Presentation at *Nordiska förening för pedagogisk forskning (NERA)* in Odense, November 3–5th. <https://event.sdu.dk/nera2021/program-with-abstracts>
- Ragnarsdóttir, G. & Storgaard, M. (2021). Symposium: School leadership, Policy and Pandemic: Contemporary Historical policy demands, expectations and changed roles in times of COVID-19 crisis. Presentation at *Nordiska förening för pedagogisk forskning (NERA)* in Odense, November 3–5th.
<https://event.sdu.dk/nera2021/program-with-abstracts>
- Jónasson, J.T., Ragnarsdóttir, G. & Bjarnadóttir, V. (2021). Symposium: The intricacies of educational development in Iceland: Stability or disruption? Presentation at *Nordiska förening för pedagogisk forskning (NERA)* in Odense, November 3–5th. <https://event.sdu.dk/nera2021/program-with-abstracts>
- Bjarnadóttir, V., Jónasson, J.T. & Ragnarsdóttir, G. (2021). Symposium: Evidence and accountability in Icelandic education – An Historical Perspective? Presentation at *Nordiska förening för pedagogisk forskning (NERA)* in Odense, November 3–5th. <https://event.sdu.dk/nera2021/program-with-abstracts>
- Gestsdóttir, S. M. & Ragnarsdóttir, G. (2021). COVID-19 og framhaldsskólinn: Raddir nemenda [COVID-19 and upper secondary education: Students voices]. Presentation at *Þjóðarspejillinn* in Reykjavík, October 29th. <https://thjodarspejillinn.hi.is/leitarnidurstodur/?keyword=&event-speaker=6983>

- Magnússon, Ó. Ö. & Ragnarsdóttir, G. (2021). Félagslegt réttlæti og framhaldsskólinn á tímum COVID-19 [Social Justice and the COVID-19 in upper secondary education]. Presentation at *Menntakvika* in Reykjavík, October 15th. https://menntakvika.hi.is/wp-content/uploads/2021/10/Agripaskjal_15102021.pdf
- Ragnarsdóttir, G. & Gestsdóttir, S. M. (2021). Breyttur framhaldsskóli í kjölfar heimsfaraldurs? [Changed upper secondary education after the pandemic?]. Presentation at *Menntakvika* in Reykjavík, October 15th. https://menntakvika.hi.is/wp-content/uploads/2021/10/Agripaskjal_15102021.pdf
- Ragnarsdóttir, G. & Gestsdóttir, S. M. (2021) Upper Secondary Education in Iceland During the COVID-19 Pandemic: Students Perspective. Presentation at *ESA* in Barcelona, August 31st September 3th. <https://www.europeansociology.org/esa-conference-2021-in-barcelona>
- Gestsdóttir, S. M. & Ragnarsdóttir, G. (2021). Upper Secondary Education in Iceland during the COVID-19 pandemic: Teachers. Presentation at *ESA* in Barcelona, August 31st September 3rd. <https://www.europeansociology.org/esa-conference-2021-in-barcelona>
- Halldórsdóttir, H. & Ragnarsdóttir, G. (2020). Fagleg forysta vikur fyrir tæknilegum úrlausnarefnum úr ytra umhverfi framhaldsskóla: Sýn og reynsla aðstoðarskólameistara. [Educational leadership gives way to technical issues from the external environment of upper secondary schools: The vision and experience of assistant school directors]. Presentation at *Menntakvika* in Reykjavík, October 1st. <https://menntakvika.hi.is/malstofa/framhaldsskolinn-a-timamotum/>
- Jónasdóttir, M., Eiríksdóttir, E. & Ragnarsdóttir, G. (2020). Áhrif styttingar námstíma til stúdentsprófs: Viðhorf, reynsla og sýn háskólakennara. [The effect of shorter matriculation examinations in upper secondary education: Attitudes, experiences and views of university teachers]. Presentation at *Menntakvika* in Reykjavík, October 1st. <https://menntakvika.hi.is/malstofa/framhaldsskolinn-a-timamotum/>
- Ragnarsdóttir, G. & Gestsdóttir, S. M. (2020). Framhaldsskólinn og heimilin á tímum COVID-19: Áskoranir og tækifæri. [Upper secondary education and the homes during COVID-19: Challenges and opportunities]. Presentation at *Menntakvika* in Reykjavík, October 1st. <https://menntakvika.hi.is/malstofa/framhaldsskolinn-a-timamotum/>
- Ragnarsdóttir, G. & Mörk, S. B. (2020). Hlutverk starfsfólks leikskóla við innleiðingu breytinga: Lærdómur, samstarf, sjálfsrýni og næstu skref [The role of playschool when implementing change: Learning, work, self-reflection and next steps]. Keynote presentation at *Gott að leika saman, þá fær maður hugmyndir*. Lærdómssamfélag og fagmennska. Ráðstefna fyrir starfsfólk leikskóla Reykjavíkurborgar á Hilton Reykjavík Nordica [Good to play, then you gain innovative ideas". Learning communities and professionalism. Conference for Kindergarten staff within Reykjavík city at Hilton Reykjavík Nordica], in Reykjavík, February 7th.
- Ragnarsdóttir, G. (2019). Teacher education and mentoring. Presentation at *University of Iceland, School of Education* in Reykjavík, November 13th.
- Ragnarsdóttir, G. (2019). Chair of Armchair discussion amongst researchers from Denmark, Finland, Iceland, Norway and Sweden: Chair of armchair discussion at Menntavísindasvið Háskóla Íslands in Reykjavík at the conference Teacher Development Summit: Is there a future for Nordic Teacher Induction (NTI)? November 11th–12th. Further information at <https://www.usn.no/nti/program-teacher-development-summit-2019>
- Ragnarsdóttir, G. (2019). Subject hierarchy and institutional control are a fundamental but often forgotten (and ignored) factor in constraining change in upper secondary education. Presentation at the symposium *Fundamental and often forgotten perspectives on/in School and Leadership* in Copenhagen, October 10th–11th. https://conferences.au.dk/fileadmin/conferences/2019/Perspectives_on_school_and_leadership/5_Students_Abstracts_2.pdf og <https://conferences.au.dk/perspectives-on-school-and-leadership/>
- Ragnarsdóttir, G. & Bjarnadóttir, V. S. (2019). Framhaldsskólinn og krafan um skilvirkni. Viðhorf skólastjórnenda og kennara í níu íslenskum framhaldsskólum til fjölbreytts nemendahóps í ljósi dreifingar á fjármagni. [Upper secondary education and the productivity demand: Perspective of school leaders and teachers in nine Icelandic upper secondary schools to diverse students in the light of financial distribution]. Presentation at *Menntakvika* in Reykjavík, October 4th. https://menntakvika.hi.is/wp-content/uploads/2019/10/menntakvika_19_4okt_nytt.pdf

- Bjarnadóttir, V. S. & Ragnarsdóttir, G. (2019). Framhaldsskólar í dreifðum byggðum: Áskoranir og ávinningur fyrir nemendur, kennara, stjórnendur og nærumhverfi. [Rural upper secondary schools: Challenges and the value for students, teachers, school leaders and the locality]. Presentation at *Menntakvika* in Reykjavík, October 4th.
- Sigurðardóttir, D. M. & Ragnarsdóttir, G. (2019). „Það er svo gott að geta talað við einhvern“. Hvaða stuðning hafa aðstoðarskólalastjórar í starfi sínu? [“It is so good to chat with someone”. What support do assistant school leaders have?]. Presentation at *Menntakvika* in Reykjavík, October 4th.
- Ragnarsdóttir, G. & Jónasson, J.T. (2019). The impact of tertiary education on the content of upper secondary education. Presentation at *European Educational Research Association (ECER)* in Hamburg, September 3–6th.
- Bjarnadóttir, V. S. & Ragnarsdóttir, G. (2019). Challenges and Local Value: A Study on Two Rural Upper Secondary Schools in Iceland. Presentation at *European Educational Research Association (ECER)* in Hamburg, September 3–6th.
- Mompoin-Gaillard, P. Ragnarsdóttir, G. & Jónasson, J.T. (2019). Features of the conversation: the role of moderators in co-construction of knowledge and management of controversy in online communities of teachers. Presentation at *European Educational Research Association (ECER)* in Hamburg, September 3–6th.
- Ragnarsdóttir, G. (2019). Hierarchy of subjects, school leadership, and different responses to ministerial demands for change. Presentation at AERA, a conference on Leveraging Education Research in a “Post-Truth” Era: Multimodal Narratives to Democratize Evidence in Toronto, April 5–9th.
- Ragnarsdóttir, G. & Bjarnadóttir, V. S. (2019). Trapped in financial rut: Economic structures and their impact on upper secondary education: Perspective of school leaders and teachers. Presentation at *Nordiska förening för pedagogisk forskning (NERA)* in Uppsala, March 6–8th.
- Eiríksdóttir, E., Ragnarsdóttir, G. & Jónasson, J. T. (2019). Þversagnir og kerfisvillur? Kortlagning á ólíkri stöðu bóknáms- og starfsnámsbrauta á framhaldsskólastigi [On the Parity of Esteem between Vocational and General Academic Pathways in Upper Secondary Education in Iceland]. Presentation at *Framhaldsskólinn í brennidepli* in Reykjavík, February 8th.
- Ragnarsdóttir, G. (2019). Kvika menntabreytinga: Viðbrögð framhaldsskólans við kröfum menntayfirvalda um breytingar [Dynamics of change: The upper secondary schools’ responses to ministerial demands for change]. Presentation at *Framhaldsskólinn í brennidepli* in Reykjavík, February 8th.
- Eiríksdóttir, E., Ragnarsdóttir, G. & Jónasson, J. T. (2018). Þversagnir og kerfisvillur: Ólík staða bóknáms og starfsnáms á framhaldsskólastigi [On Parity of Esteem between Vocational and General Academic Programs in Upper Secondary Education in Iceland]. Presentation at *Menntakvika* in Reykjavík, October 12th.
- Ragnarsdóttir, G. & Jónasson, J. T. (2018). Kvika menntabreytinga og þversagnir í kerfinu: Áhrif menntayfirvalda og háskólans [Dynamics of change and contradictions within the system: The Impact of the Ministry and Tertiary Education on Upper Secondary Schools]. Presentation at *Menntakvika* in Reykjavík, October 12th.
- Ragnarsdóttir, G. & Jónasson, J. T. (2018). Dynamics of change: The interaction between upper secondary schools, the government, and the university level. Presentation at *European Educational Research Association (ECER)* in Bolzano, September 4–7th.
- Eiríksdóttir, E., Ragnarsdóttir, G. & Jónasson, J. T. (2018). On the Parity of Esteem between Vocational and General Academic Pathways in Upper Secondary Education in Iceland. Presentation at *European Educational Research Association (ECER)* in Bolzano, September 4–7th.
- Eiríksdóttir, E., Holm, A., Isopahkala-Bouret, U., & Ragnarsdóttir, G. (2018). The Academic-vocational divide in three Nordic countries: Implications for social class and gender. Presentation at *JustEd, a conference on Promoting Justice through Education* in Helsinki, May 22–23rd.
- Ragnarsdóttir, G. & Jónasson, J. T. (2018). The inclusive role of upper secondary schools in Iceland in light of signals from the ministry and the university. Presentation at *JustEd, a conference on Promoting Justice through Education* in Helsinki, May 22–23rd.

- Mompont-Gaillard, P., Jónasson, J. T. & Ragnarsdóttir, G. (2017). The motivation of education professionals to participate in 'the conversation' through online learning communities. *European Educational Research Association (ECER)* in Copenhagen, August 24th.
- Ragnarsdóttir, G. & Jónasson, J. T. (2017). Teachers' and school leaders' responses to ministerial demand for change in the upper secondary school (curricula) in Iceland. Presentation at *European Educational Research Association (ECER)* in Copenhagen, August 22nd.
- Ragnarsdóttir, G. & Jónasson, J. T. (2017). Responses of upper secondary school leaders in Iceland to new curriculum in ostensibly decentralized system. Presentation at *Nordiska förening för pedagogisk forskning (NERA)* in Copenhagen, March 23rd.
- Ragnarsdóttir, G. & Jónasson, J. T. (2016). Kvika menntabreytinga: Viðbrögð framhaldsskólans við ytri kröfum um breytingar [Dynamics of Educational change: Upper secondary schools' response to macro demands for change]. Presentation at *Menntakvika* in Reykjavík, October 7th.
- Ragnarsdóttir, G. & Jónasson, J. T. (2016). What influences change at the upper secondary school level in Iceland from the perspective of the school leadership. Presentation at *European Educational Research Association (ECER)* in Dublin, August 22-26th.
- Ragnarsdóttir, G. & Jónasson, J. T. (2016). Vertical and horizontal influences on change at the upper secondary school level in Iceland as seen by the school leadership. Presentation at *Nordiska förening för pedagogisk forskning (NERA)* in Helsinki, March 9–11th.
- Jónasson, J. T. & Ragnarsdóttir, G. (2016). Which external forces are in control of upper secondary education? Exploration of official documents and the views of the school leadership. Presentation at *JustEd*, a preconference for Nordiska förening för pedagogisk forskning (NERA) in Helsinki, March 8th.
- Ragnarsdóttir, G. & Bjarnadóttir, V. S. (2016). Actual or illusory? Student influence in selected upper secondary schools in Iceland from the perspectives of school leaders and students. Presentation at *JustEd*, a preconference for Nordiska förening för pedagogisk forskning (NERA) in Helsinki, March 8th.
- Jónasson, J. T. & Ragnarsdóttir, G. (2015). Það er iðulega talið mikilvægt að stefnumörkun í menntamálum og skólaþróun taki mið af gögnum og rannsóknum [It is often considered important that evidence and educational research guide policy making and educational change]. Presentation at *Menntakvika* in Reykjavík, October 2nd.
- Ragnarsdóttir, G. & Jónasson, J. T. (2015). Kvika menntabreytinga: Hreyfiöfl ólíkra áhrifahópa í íslenskum framhaldsskólum [Dynamics of change: Interacting actors at the upper secondary school level in Iceland]. Presentation at *Framhaldsskóli á krossgötum?* in Reykjavík, September 25th.
- Ragnarsdóttir, G., Jónasson, J. T. & Jóhannesson, I. Á. (2015). The role of evidence, published or not, in educational change at the upper secondary school level in Iceland. Presentation at *Nordiska förening för pedagogisk forskning (NERA)* in Gothenburg, March 5–8th.
- Ragnarsdóttir, G. & Jónasson, J. T. (2014). What are the external and internal influences that guide the educational changes at the upper secondary school level in Iceland? Presentation at *Menntakvika* in Reykjavík, October 3rd.
- Ragnarsdóttir, G. & Jónasson, J. T. (2014). What are the external and internal influences that guide the educational changes at the upper secondary school level in Iceland? Presentation at *Nordiska förening för pedagogisk forskning (NERA)* in Lillehammer March 5–7th.
- Ragnarsdóttir, G. & Jóhannesson, I. Á. (2013). Curriculum, crisis, and the work and well-being of Icelandic upper secondary school teachers. Presentation at *ECER 2013*, September 10–13th.
- Ragnarsdóttir, G. & Jóhannesson, I. Á. (2013). Research and reform/innovation map on the Upper Secondary Education in Iceland from 2003-2012. From theory to practice? Presentation at *ECER 2013*, September 10-13th.
- Ragnarsdóttir, G. & Jóhannesson, I. Á. (2013). Research and reform/innovation map on the Upper Secondary Education in Iceland from 2003-2012. From theory to practice? Presentation at *Nordiska förening för pedagogisk forskning (NERA)* in Reykjavík, March 7–9th.
- Ragnarsdóttir, G. & Jóhannesson, I. Á. (2013). Starf og vellíðan íslenskra framhaldsskólakennara í námskrárbreytingum og efnahagskreppu [Curriculum, crisis, and the work and well-being of Icelandic

upper secondary school teachers]. Presentation at an annual conference for Icelandic educational research *Menntakvika*, September 27th.

Ragnarsdóttir, G. (2013). Rannsóknir og umbótastarf á framhaldsskólastigi í upphafi 21. aldarinnar [Research and reform on the Upper Secondary Education in the beginning of the 21. Century]. Presentation at a symposium for the upper secondary school level in Iceland, February 6th.

Ragnarsdóttir, G. (2008). Student's democracy. Conference in Malmö.

Other presentations

Ragnarsdóttir, G. (2021). Annar fundir haustið 2021. Presentation at *Menntaskólinn við Sund* in Reykjavík, October 27th.

Ragnarsdóttir, G. (2021). Starfendarannsóknir, bandamenn og endurgjöf jafningja. Presentation at *Menntaskólinn við Sund* in Reykjavík, September 22th.

Ragnarsdóttir, G. (2021). Viðhorf og reynsla framhaldsskólakennara af starfinu sínu í kreppu: Áskoranir og tækifæri. Presentation at *Menntaskólinn við Sund* in Reykjavík, May 11th.

Ragnarsdóttir, G. & Gestsdóttir, S. M. (2021). Lært af reynslunni: Framhaldsskólinn í kjölfar COVID-19. Presentation for *Sociology teachers* at Laugarvatn, April 18th.

Ragnarsdóttir, G. (2021). Spurningar og sturningatækni. Presentation at *Menntaskólinn við Sund* in Reykjavík, April 18th.

Ragnarsdóttir, G. (2020). Kófið og menntakerfið: Áskoranir [The pandemic and the education system: Challenges and opportunities]. *Ministry of Education, Science and Culture*. Retrieved from <https://www.youtube.com/watch?v=JnO3TKkh8AU>

Ragnarsdóttir, G. (2020). Menntaspjall: Kófið og framhaldsskólinn. [Educational discussion: COVID-19 and upper secondary education]. *Ministry of Education, Science and Culture*. Retrieved from <https://www.facebook.com/events/934811730375312>

Ragnarsdóttir, G. & Gestsdóttir, S. M. (2020). Að hvetja frmhaldsskólanema af stað eftir páskafrí: Áskoranir og leiðir fyrir foreldra [To motivate upper secondary students after Easter holiday. Challenges and approaches for parents]. *Heimilin og háskólinn*. Retrieved from <http://bakhjarl.menntamidja.is/2020/04/14/ad-hvetja-framhaldsskolanemann-af-stad-ef-tir-paskafr-i-askoranir-og-leidir-fyrir-foreldra/>

Ragnarsdóttir, G. (2020). Gagnvirkar kennslustundir á tímum fjarkennslu [Interactive lessons in times of distance teaching and learning]. *Rafrænar fjarmenntabúðir [Online learning]*. March 26th online presentation. Retrieved from <http://bakhjarl.menntamidja.is/frjoir-fimmtudagar-fjarmenttabudir/>

Ragnarsdóttir, G. (2020). Action Research starting again in MS. Presentation at *Menntaskólinn við Sund* in Reykjavík, March 11th.

Sigurðardóttir, A. K. & Ragnarsdóttir, G. (2019). Hlutverk stjórnenda í innleiðingu menntastefnu [The role of school leaders when leading change]. Presentation at *SFS Reykjavík city* in Reykjavík, November 12th.

Ragnarsdóttir, R. (2019). Árangursríkar og lýðræðislegar aðferðir sem ýta undir jákvæðan bekkjarbrag. [Quality and democratic methods supporting positive school climate]. Presentation at *SFS Reykjavík city* in Reykjavík, October 14th.

Ragnarsdóttir, R. (2019). Samvinnunám sem lýðræðisleg aðferð í skólastarfi: Völd og valdaójafnvægi [Cooperative learning as democratic method in educational practises: Power and unequal power relations]. Presentation at *Verzlunarskóli Íslands* in Reykjavík, September 25th.

Ágústsson, T. P. & Ragnarsdóttir, R. (2019). Skipulag sérnáms og handleiðslu: Marklýsing, mat og endurgjöf [The structure of clinical supervision and mentoring: Curriculum, evaluation and feedback]. Presentation at *Geðdeild Landsspítalans* in Reykjavík, August 28th.

Ragnarsdóttir, G. (2019). Starfsþróun í FS [Professional development FS]. Presentation at *Fjölbrautarskóli Suðurnesja* in Keflavík, May 14th.

Ragnarsdóttir, G. (2019). Leiðsagnarnám [Formative assessment]. Presentation at *Vættaskóli* in Reykjavík, April 29th.

- Sigurðardóttir, A. K. & Ragnarsdóttir, G. (2019). Hlutverk stjórnenda í innleiðingu menntastefnu [The role of school leaders when leading change]. Presentation at *SFS Reykjavík city* in Reykjavík, May 17th.
- Sigurðardóttir, A. K. & Ragnarsdóttir, G. (2019). Hlutverk stjórnenda í innleiðingu menntastefnu [The role of school leaders when leading change]. Presentation at *SFS Reykjavík city* in Reykjavík, May 2nd.
- Ragnarsdóttir, G. (2019). Professional development of teachers in Iceland. Presentation at *Menntavísindasvið Háskóla Íslands* in Reykjavík, April 11th.
- Ragnarsdóttir, G. (2019). Forystuhlutverk skólastjórnenda í breytinga- og þróunarstarfi [School leadership in times of educational change and development]. Presentation at *SFS Reykjavík city* in Reykjavík, March 21th.
- Ragnarsdóttir, G. & Jónsson, I. R. (2019). Samræður og leiðsagnarnám [Communication and formative assessment]. Presentation at *Laugarlækjaskóli* in Reykjavík, March 19th.
- Ragnarsdóttir, G. (2019). Samræðumenning og árangursríkar samtalsaðferðir [Communication culture and progressive communication methods]. Presentation at *SFS Reykjavík city* in Reykjavík, February 18th.
- Ragnarsdóttir, G. (2018). Framvindan: Árangursríkar og lýðræðislegar aðferðir sem ýta undir jákvæðan starfsanda og teymisvinnu [The progress: Progressive and democratic methods for positive school culture and team work]. Presentation at *Þjónustumiðstöð Vesturbæjar, Miðborgar og Hlíða* in Reykjavík, October 22th.
- Ragnarsdóttir, G. (2018). Framvindan: Árangursríkar og lýðræðislegar aðferðir sem ýta undir jákvæðan starfsanda og teymisvinnu [The progress: Progressive and democratic methods for positive school culture and team work]. Presentation at *Þjónustumiðstöð Vesturbæjar, Miðborgar og Hlíða* in Reykjavík, October 22th.
- Ragnarsdóttir, G. (2018). Árangursríkar og lýðræðislegar aðferðir sem ýta undir jákvæðan starfsanda og teymisvinnu [Progressive and democratic methods for positive school culture and team work]. Presentation at *Þjónustumiðstöð Vesturbæjar, Miðborgar og Hlíða* in Reykjavík, August 28th.
- Ragnarsdóttir, G. (2018). Virkjum hópinn. Árangursríkar og lýðræðislegar aðferðir sem ýta undir jákvæðan bekkjarbrag [Activate the group: Democratic and progressive methods for positive school culture]. Presentation at *Langholtsskóli* in Reykjavík, August 9th.
- Ragnarsdóttir, G. (2018). Democratic practices in schools and active participation of all. Presentation at *Kvennaskólinn* in Reykjavík, May 25th.
- Ragnarsdóttir, G. (2018). Upplifun og reynsla skólaskólustjórnenda af breytingum í íslenskum framhaldsskólum: Áhrif háskólastigsins og stigveldi námsgreina [Upper secondary school leaders' perspective and experiences of educational change: The impact from tertiary education and the hierarchy of subjects]. Presentation at *Árlegur fundur Háskólans með skólustjórnendum framhaldsskólanna* in Reykjavík, May 7th.
- Ragnarsdóttir, G. (2018). Lýðræðislegir kennsluhættir: Virk þátttaka og jafnt aðgengi [Democratic teaching methods: Active participation and equal access]. Presentation at *Kvennaskólinn* in Reykjavík, January 19th.
- Ragnarsdóttir, G. (2017). Upplifun skólustjórnenda á samtímabreytingum í íslenskum framhaldsskólum: Gagnvirk áhrif einstaklinga, hópa og félagskerfa [The perspective of school leaders on contemporary change in upper secondary education: The interaction between individuals, groups and social structures]. *Aðalfundur FÍS* in Akureyri, June 7th.
- Ragnarsdóttir, G. (2012). Teacher's union representative: Wellbeing and working environment of education professionals – The changes from 2008-2010-2012.
- Ragnarsdóttir, G. (2012). Teacher's chairman's meeting: and working environment of education professionals – The changes from 2008-2010-2012.
- Ragnarsdóttir, G. (2011). Association for school development: Comparative study of working environment for teachers that work in schools with "elite students" and teachers that work in schools "for all students". http://notendur.hi.is/ingvars/SAS/arsting2011/Skjamyndir_Gudrunar_Ragnarsdottur.pdf.
- Ragnarsdóttir, G. (2011). Verslunarskóli Íslands: Comparative studies – wellbeing and working environment. Presentation for staff meeting.

- Ragnarsdóttir, G. (2011). Fjölbrautarskólinn í Breiðholti: Comparative studies – wellbeing and working environment. Presentation for staff meeting.
- Ragnarsdóttir, G. (2010). Menntaskólinn við Sund: Wellbeing and working environment of teachers in general. Presentation for staff meeting.
- Ragnarsdóttir, G. (2010). Teacher's union representative: Wellbeing and working environment of teachers – The changes from 2008-2010. Presentation for the Association of Icelandic Upper Secondary Schools.
- Ragnarsdóttir, G. (2010). Teacher's chairman's meeting: Wellbeing and working environment of teachers – The changes from 2008-2010. Presentation for the Association of Icelandic Upper Secondary Schools.
- Ragnarsdóttir, G. (2009). Network for Health Professionals in University of Iceland (2009): Wellbeing and working environment of teachers 2008. Presentation for members.
- Ragnarsdóttir, G. (2009). Fjölbrautarskóli Suðurnesja: Action research at Borgarholtsskóli. Presentation for staff meeting.
- Ragnarsdóttir, G. (2008). University of Iceland: Life skills education.
- Ragnarsdóttir, G. (2006). Ministry of Education in a conference about Citizenship Education: Icelandic citizen in a global village. Presentation for participants.

Training, coordination and board member

- 2007–...: [Learn to Change: Change to learn](#): Vice President and founder (2015–2020):
[Association for School Development](#): Vice President and founder (2009–2019),
 Staff training in upper secondary schools (2008–...): Diversity of issues involved
 Staff training for Grunnskólar Reykjavíkur (2015): Well-being of students
 Staff training for SEF (2012–2013): Health and wellbeing as part of the national curriculum pillars.
 Teacher training for CoE (2008–...): EDC, ICE, HRE and SexEd (coordinator).
 Staff training in Akranes (2010–2011): Wellbeing from the angle of HRE and EDC.
 Lifelong learning in University of Iceland (2009): Life skills training in citizenship education and human right education.
 Lifelong learning programme in University of Iceland (2007): Coordinator: Citizenship and Human Rights Education. Professor Cathie Holden from Exeter University UK was a key trainer.

Other work experience

- 2006–2017: **Council of Europe – Pestalozzi Programme:**
Coordinator for SexEd (2013–2014): “Teacher Training in sex- and sexuality education”.
Steward in the Community of Practice (2012–2017): “Facilitating the online community of practice”.
Coordinator of the Pestalozzi summer school in Olympia (2016): “Physical Education and Sport for Democracy and Human Rights. Summer School”.
Teacher Trainer in a Workshop in Oslo (2015): “Inclusive sexual education, how to teach young people about sexuality, gender and anti-discrimination”.
Teacher Trainer in a National Event in Malta (2015): “Pedagogy makes the difference”.
Trainer in the Pestalozzi Summer school of Bad Wildbad (2015): “Pedagogy makes the difference”.
Editor (2015): SOCMED, SEXED and RESPECT ([see here](#)).
Teacher Trainer in a Pestalozzi workshop in Budapest (2014). “Cooperative learning”.
Conference in Strasburg (2012): “Pestalozzi representative: EDC looking ahead”.
Teacher Trainer in Kosovo (2009–2011): “Intercultural Education as a part of The Bologna Process”.
Teacher Trainer in Bad Wildbad (2010): “Gender equality in schools”.
NET 2 in Strasbourg (2010): Participant and lecturer.
NET 1 in Oslo (2008): Participant and lecturer.
Teacher Trainer in Armenia (2008): Stereotypes.
Education for Democratic Citizenship and Human Rights Education (2006–2008): Trained Teacher Trainer.
- 1999–2012: **Borgarholtsskóli**
Head of Academic Study (2008–2012): The job includes leadership and curriculum development, staff authority and professional development, cooperation with other departments, students and parents, budget responsibility and member of the school board.

- Project Management in Curriculum Development* (2009–2012): Curriculum leadership.
Upper Secondary School Teacher (1999–2012): Chemistry, Life Skills, Natural Sciences, Biology, Health Science, Nutrition and Math.
Project management (2001–2009): Subject Leadership in (1) Natural Science and (2) Life Skills, (3) contact person with the nearest community and (4) reception of freshman's and parental cooperation.
Teacher Trainer for University of Iceland (2006–2008): Facilitator.
- 2008: **Committee for the Ministry of Education, Science and Culture:** Education for Democratic Citizenship and Human Rights Education in schools:
http://bella.mrn.stjr.is/utgafur/skyrsla_mannrettindafrædsla_08.pdf.
- 2004: **Mímir ehf:** *Teacher.* Health science.
- 2000–2003: **ALCAN:** Lifelong learning programme, *teaching:* Chemistry and textbook writing.
- 2000–2002: **Íslenskar lyfjarannsóknir:** *Pharmacy research.*
- 1998–1999: **Fjölbrautaskóli Suðurnesja:** *Teaching:* Chemistry and nutrition.
- 1997–1998: **Fjölbrautaskólinn við Ármúla:** *Teaching:* Chemistry.
- 1996: **Primary school in Reyðarfjörður:** *Teaching:* Physics, chemistry and biology. Curriculum writing.
- 1993–1998: **Head of the research department in Fjórðungssjúkrahúsið í Neskaupstað and Reykjalundur:** Temporary head and researcher at two hospitals.