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## Application to the Icelandic Teaching Academy- Teaching portfolio

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## Reflections on teaching in Higher Education<sup>1</sup>

In 2018 I participated in an exercise based on *Crafting a vision statement* by Schaetti, Ramsey and Watanabe (2012). During the exercise I developed the following statement based on a given format (in **blue/bold**) and words I had selected as important in teaching and learning (in *green/italic*).

**As a teacher** at the University of Iceland **I am investing** in *community* **so that** students have *AHA moments* **leading to** our joint *growth* and *self-realization*.

Although the statement is forced as the process of choosing words came prior to constructing a sentence it still captures the essence of my beliefs about teaching and learning. My aim is for students to understand, not just be able to replicate the learning material (Case & Marshall, 2009; Entwistle & McCune, 2004, Marton and Säljö, 1976). I further believe that students are more likely to experience *AHA moments* when they actively approach the learning material, rather than passively listen to a lecture. I'm not alone in this approach as research has shown, that in spite of students initial beliefs, they do learn more from active learning (Deslauriers, Schelew, & Wieman, 2011, Weimer, 2013). This means that as a teacher I do my utmost to organize the time I have with students in the classroom around class projects, guest lectures and discussions where the aim is for the students to apply the material they reviewed before the class (readings and/or short recordings). I believe that by applying the theory/skill the students gain new insights into the world around them, offering a potential for *growth* and *self-realization*.

Arriving at this position on teaching has, however, taken time. When I first started to teach, I was as so many others very concerned with the transmission of the curriculum (Kugel, 1993). I was focused on making sure I covered the material and fixed on the idea that I was the one with the knowledge, and the goal was to transmit the knowledge to the students. This meant I was constantly terrified that the students might have a question I would not have the answer to, even when I was trying to active students in discussions at the same time. Today my approach is more in line with Weimer (2013) I walk into a classroom, with a new problem/project or discussion point, and projects selected by the students, and trust that I know the method (qualitative research) or the theory (organizational theory/organisation of the creative industries) well enough to help the students explore the topic. There will almost inevitably be questions I don't have a ready answer to, but that's when the students learn the most and I continue learning and truly enjoy teaching. I'm still learning and *growing* as a teacher, but there is tremendous relief in no longer fearing the students.

*Community* has been a fundamental aspect of my path to *growth* and as a teacher. This is true both inside and outside of the classroom. The community of teachers who talk about teaching and support each other's in trials and errors has been a source of inspiration. This informal community of teachers has offered both professional and personal support and I

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<sup>1</sup> The main text of this document is 6962 words, excluding references

am happy to now call many of the members of this community friends (Appendix A offers a short outline of my collaborations).

When I wrote the statement above, I had led teaching development at the School of Social Sciences just over a year. I had at the time started working towards building a *community* around teaching and learning (McDonald & Cater-Steel 2016) at the School of Social Sciences. I know through this work that building a strong community around teaching and learning requires *investment*. In the context of teaching development *investment* means prioritizing and spending time on the projects aimed at aiding teaching development, as well as building infrastructure that supports teaching development. It means changing organisational culture, shifting the focus in the academic community towards fostering a culture where prioritizing teaching and learning is seen as *investment* rather than a sacrifice of research time. I approach this in line with my philosophy of student-centred active learning (Weimer, 2013), but informed by my theoretical background in organisational theory, emphasizing shared beliefs, and vision in creating organizational change (Ocasio, Jeffrey & Nigam, 2015). In defining the strategy to employ I have actively used conversations with my students in organisational theory, I have asked students to apply the readings (Battilana, 2006; DiMaggio & Powell, 1983; Meyer & Rowan, 1977; Thornton & Ocasio, 1999) to higher education teaching and analyse the underlying beliefs about quality in higher education teaching. The discussions I have had with students in class have then informed my work in educational development. The two, my theoretical background and the higher education teaching projects, are therefore quite interlinked and support each other. I have, further embraced the ideology of Scholarship of Teaching and learning (SoTL) (Felten, 2013) and actively use SoTL in developing my courses in conversation with student, by reading others research on teaching in similar context, and by disseminating my findings both in presentations as well in publications (list of presentations in appendix B). I am privileged to be a Social Scientist doing SoTL, as I can apply the same methods I use for research in general to the topic of teaching (McKinney, 2013). But I have also connected my academic background in Organisational theory to Higher Education and actively participate in research projects related to the development of Higher Education.

The application text is organized as follows. I start out with an overview of the courses I have taught during my time at the University of Iceland. Followed by four cases. They are organised in such a way, that in the first, *Teaching as dialog* I expand on my teaching philosophy and give examples of how I see dialog and *community* as an important part of the learning experience. I then move on to case two *Can't you just tell us how it is supposed to be?* describing how my teaching of qualitative research is informed by SOTL. The third case *Expecting critical thinking without telling the student what critical thinking is* describes problems I encountered in my own teaching, and how this has informed my work in leading teaching development, and finally in case four *Are teachers really that different from students? Using pedagogy to aid teaching development*. I draw the parallels I see between students and teachers and outline how I have applied teaching principles to teaching development.

The final chapter of the applications is an outline of how the community of teaching and teaching development has influence my research in general and how I envision the future in my teaching, administrative work, and research.

## Teaching experience – brief overview

I started teaching at the Faculty of Business Administration of the University of Iceland in January 2008, the year of the financial crisis. My first full year of teaching fulltime was 2009, which was according to the then head of department “the hardest year ever to teach business in Iceland”. I was very hard on myself as a teacher, and quite critical of the organisation of the graduate program at the faculty of business administration. In 2010 I was appointed program leader for the Strategic Management master’s program. Following this, I became head of the graduate school at the faculty of business administration (with over 600 graduate students) and the faculty’s representative in the teaching committee at the School of Social Sciences. In this role I implemented learning outcomes for all the graduate programs in the Faculty of Business Administration, leading a revision of the content of all the programs as well as all the courses in the programs to align with the learning outcomes defined for each program<sup>2</sup>. In 2017 I was appointed chair of the School of Social Sciences teaching committee, as well as head of teaching development.

I have been fully responsible for the organisation and content of the following courses:

- VIÐ407G *Vinnulag og aðferðafræði* – undergraduate course on academic development and research methods
- VIÐ522G *Creative industries* – an elective undergraduate course on the creative industries taught in English.
- VIÐ184F *Eigindleg aðferðafræði* – a graduate course in Qualitative Research methods
- VIÐ274F *Skipulag og atferli* – graduate course in Organisational Theory and Organisational Behaviour.

Supervision experience:

- 18 Bachelors theses’
  - 16 at the University of Iceland and 2 at the Icelandic Academy of the Arts.
- 32 Master’s theses’
  - Two of which were in collaborations with other academics in the Faculty of Business Administration, one in collaboration with an academic in media studies and one with an academic in environmental studies.
- I currently have one PhD student, focusing on Creative Industries in Iceland.

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<sup>2</sup> I have jokingly said the best way to clear any area of campus of academic staff would be to say „What about the learning outcomes?“ as the implementation was very much top down and the pushback from academic staff was strong. But the truth is that I learned a lot in implementing learning outcomes and now actively use them in helping students in understanding how the learning outcomes are a form of quality control connecting the readings, videos and learning assessments.

## Cases

The cases were not written to represent a lineal narrative, at least not in time. As they are lined up here, the cases could however be argued be organised by level of analysis. Starting with the individual level of my own teaching in dialog with co-teachers and students.

Moving on to the course as a level of analysis in case two, followed by a case on how my experience on the course level informed my meso level work in teaching development, with a focus on students. Concluding with a case on teaching development level with a focus on teachers.

### 1: Teaching as dialog

My educational background is in philosophy. Although most of the teaching in philosophy in the 90's was lecture based there was considerable room for discussion, at least compared to the courses I took in business administration. Elective courses in philosophy were student centred, with a student presentation and student lead discussions in each class. In a way it could be argued that presenting and leading discussions in these elective courses was my first experience in 'teaching'. My first real teaching experience, however, was as a microeconomics tutor. Where the "teaching" consisted of me demonstrating how you calculated a problem on the blackboard in front of a small group of students, again and again until I had finished all the groups. I hated it and dreaded any question I might get from students<sup>3</sup>. When scheduled to tutor again at CBS in during my doctoral studies I was terrified of having to go through the same again. I was fortunate in that I was not the only tutor in the course, I shared the responsibility with my friend Maria Theresa Norn. We had long conversations about what we wanted to do different from when we ourselves were students. We both agreed that the problem with teaching as we had experienced it was, way too many boring lectures, whereas we both felt we learned the most through dialog. Although I did not at the time have a theoretical reference for this, what we wanted to create in our classroom was an active learning environment (Weimer, 2013). It was enormously important for me to have a friend to prepare the class with, and we quickly started experimenting with the format. One of the experiments we did to get students to participate in discussions was to split the class in two opposing teams and have them argue for or against statements we put forth, based on the reading material. The format was borrowed from the Druid conference (druid.dk) which we both attended. The format was both a hit and miss. Some students loved it, but others hated it, and although the classes were sometimes highly energetic and entertaining it took a lot of energy on our behalf. As we were not responsible for covering the material, our role was to help the student understand the material, we felt safe in experimenting. We were therefore able to step outside of the transmissional way of thinking. The most important aspect of this experience was, however, to be able to share the teaching with a friend and participate in an ongoing discussion about teaching.

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<sup>3</sup> To my dismay I found myself repeating many of the things I found problematic when I was a student, such as the irritated voice explaining what I believed to be fundamental "*when you move -1 over = it changes to 1*".

When I started teaching at the University of Iceland, I took over the graduate course on Organisational Theory. I was hoping to have a discussion with the person teaching the course before me, but was met with a closed door, and empty folders in the learning management system. I built the course from scratch on the theories I had studied as part of my PhD degree and found similar courses abroad to emulate. But the responsibility of getting the curriculum across weight heavily on me, and when I found that in comparison to international programs, I should really add some organisational behaviour I felt I was not in any place to teach something I had very limited knowledge of. Around that time Kári Kristinsson joined the faculty, and he was interested in organisational behaviour and after some discussion we decided that we would teach the course together. We also agreed that we had always disliked courses with many disconnected teachers who were clueless as to what the other was doing, leaving the student to make sense of the course themselves. So, we both participated in about the third of the course, giving students the opportunity to not only hear one opinion at the time but our friendly bicker about the theories. The students where at first taken aback, and I remember one student asking, “how can you two be friends?” Which lead to a discussion about theories, and how we both know that no theory can explain everything and the reason we did not agree on theories was that we did not always agree on what we wanted to focus on in our research. But this did not mean that we did not respect each other’s work and opinions. This conversation<sup>4</sup> at the very start of the class helps create an environment where different opinions are respected. This is especially important in the Organisational theory course as it is organised without a textbook and lectures. The learning is organised through discussions of journal articles, where the aim is to lead the students towards their own *AHA moments* when they understand concepts, sometimes but not always threshold concepts, through discussion. The courses rely on many different approached to discussions, such as ‘think, pair, share’, the fishbowl, or ‘jigsaw method’. But also, by dividing the students into smaller groups to discuss how the articles might be applied to a given situations. I have heard from students that they dread the course, and only about half of the student that sign up for the course each year attend the first class. However, those brave enough to attend the second class usually finish, and attendance in the course is always well over 90%. The dialog at the beginning of the very first class is important in creating a safe learning environment, where the students are not afraid to participate. The ease can e.g., be seen in that it is the course I teach that experience the most laughter.

As the dialog has worked well in teaching, I have started to apply it to supervision as well. The students that seek me out as a supervisor do so either as they are interested in the organisational theories I teach or in doing a qualitative research project. This often coincides with fields or theories I’m not familiar with or quantitative researcher methods which I’m not an expert on. This has led to some incredibly inspiring collaborations on supervision.

At the start the collaboration in teaching helped me deal with the isolation of teaching. The dialog about teaching was important in helping me avoid what I felt were pitfalls in teaching, i.e., lectures and disconnection in material between teachers, but my experience

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<sup>4</sup> Later on Magnus Þór Torfason joint the organisational theory team and we have since taught the class in some combination of the three of us.



is that the collaborations also help students in approaching the learning material as the collaborations within in the classroom or in supervision showcase how to approach the learning material through critical discussion. It creates a *community* around the learning experience allowing for *growth* for both the students and teachers.

## 2: 'Can't you just tell us how it is supposed to be?'

Much of my SoTL work has centred around a graduate course in qualitative research. I started out teaching half of a 6 erts course on research methods, where half of the course was quantitative and half qualitative. This was in no way optimal, and 3 erts in qualitative research is nowhere near enough for students to develop skills in conducting qualitative research. I and Kári Kristinsson, who taught the quantitative aspect of the course, both felt that there needed to be two research method courses and fought to have the course split. Which happened in 2012. The first year the qualitative research methods were taught separately it was big, with over 160 students. Whereas I thought I had solved the problem of students not grasping qualitative research by developing a whole course on the subjects I simply ran into another problem. It is very hard to teach qualitative research, which is best can be quite ambiguous (Hein, 2004), in a class that size. I tried to solve this problem by alternating lectures and discussion groups but felt there was still not enough support for students. I was at the time starting the diploma course in higher education and decided to flip the course (Merrill, 2015), recording all lectures, dividing the students into smaller discussion groups, and organising my time with them in such a way that they could be focused on discussions or problem-based learning allowing for more active learning environment (Weimer, 2013).

In fall 2014 made short recordings of all the lectures parts of the teaching and put online for the students to view before class, and then I and Thamar M. Heijstra met the students in small groups for 50 minutes every week. Being two in the classroom allowed us to further split up the group to better support students in their work. During the first year of the flipped teaching Thamar and I found it interesting to see how differently the students reacted to the flipped classroom. This inspired us to conduct research on the course. The first article we published was "Why can't you just tell us how it's done" in an Icelandic journal (Margrét Sigrún Sigurðardóttir & Thamar Meljanie Heijstra, 2016). Our findings indicated that the students found the uncertainties and "it depends" in Qualitative research difficult, as well as the added complexity of the flipped classroom. We made accommodations in the class the next year offering more support for students in understanding the flipped format, but also started a research project with Gyða Margrét Pétursdóttir on teachings qualitative research. We have used the findings from this research project as an example of a qualitative research project in the course and are also working on an article on teaching qualitative research based on the interviews. The changes we made in teaching helped students' insecurity the following year, but we found it interesting how few students watched the recordings before class. Looking at the viewing data we found that students who watched the recordings got a slightly higher grade (Heijstra & Sigurdardottir, 2017). The following year we used this finding to encourage students to prepare for class. The male students did, however, still lag female students in their viewing pattern which inspired us to conduct focus groups among male students to better

understand why they might not fully participate (Sigurdardottir & Heijstra, 2020). I have not taught the course in the last two years but based on the findings and conversation with the teachers who taught the course in 2020, short quizzes on the recordings and reading material now need to be taken the day before the class. From what I hear this has helped in that almost all students are now prepared when they turn up for the face-to-face part of the course. This was important in 2020 as the course was taught online.

The continuing development of this course has taught me several things. First and foremost, I have learned that I'm not the only one who finds teaching qualitative research challenging (se e.g. Roulston, de Marrais and Lewis, 2003). The nature of qualitative research is such that it is impossible to conduct without thinking critically about the specific topic you are conducting research on. It is very hard to just replicate what others have done. This requires deep approach (Marton and Säljö, 1976) which makes many students very insecure. In addition to this insecurity the flipped classroom added to the insecurity of many students. Listening to students helped me understand what students were going through. Based on what I learned from student I have tried to limit the insecurities in the learning environment, e.g., with rubrics and quizzes on videos which set a clear framework for what is expected of students and through this we have been able to create a safe space for the students to take on the challenges in conducting qualitative research. The conversations with Tamar while working on articles on teaching qualitative research has further helped me understand what it important to me in teaching.

### 3: Expecting critical thinking, without telling the student what critical thinking is.

The first course I was fully responsible for at the University of Iceland<sup>5</sup> was an undergraduate course on academic development and research methodology VIÐ407G. Where the aim was to prepare second year students for their Bachelor of Science thesis. The course was fixed- choice electives (bundið val) course, where student could either choose Math B or this course. In the first semester only under 20 students signed up and only 13 students finished the course, most of whom had not chosen the course based on interest but rather to escape math<sup>6</sup>.

The course was organised in a way that the student developed skills needed to be able to write a research proposal and write up research findings. I was given free rein on how I organised this course. I don't think there was much interest in this course in the faculty, as the general believe was that business students were not interested in research, even if they did have to show some proficiency in this when they wrote their bachelor thesis (6 or 12 etc).

My aim from the start was to help students to read and write in a critical way. As outlined in the first case, my approach to teaching is dialog based. Although my teaching was at that time also transmission oriented (Biggs & Tang 2011), I was trying to engage the students in some conversation. This was, however, an uphill battle. I remember one morning while I

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<sup>5</sup> I had as master's student lectured, in management theory as well as tutorials in microeconomics.

<sup>6</sup> If I remember correctly one of the students was there because he had a parent working in academia and had been gently pushed to take the course and two friends who were anxious about the bachelor thesis. The rest was there because they did not want to take math.



was trying to get students to engage in a conversation about the topic at hand and relating it to the national handball team (who were doing well at the time) and was met with “Why are you being so difficult?”<sup>7</sup>. It was at that time I realised that it was not enough to teach the student the topic at hand, I also needed to teach them to participate in discussions and think critically, to approach their studies in a deeper way (Marton and Säljö, 1976). I further realised that it was way too late to do this in their fourth semester<sup>8</sup>. We expect that students to be critical thinkers (Viðmið um æðri menntun og prófgráður<sup>9</sup>), but we don’t teach them to become critical thinkers. As Susan Ambrose et al. (2010) points out we need to take an active role in helping the students to organise and categorise what they are learning.

I took several steps to help the students to become better at the skills necessary in higher education. I worked with the department of Icelandic in developing support for the students writing, always allowing for feedback on their writing before they handed the projects in to be graded. I started every class with a discussion on a news clip reporting on research e.g., how red wine or chocolate make you healthier. The students loved it<sup>10</sup>. I also spent time in developing the exams in such a way that they reached the higher levels of Blooms taxonomy. Making sure that they students had to think in a critical way in the exam, e.g. by analysing a news segment on research on their own (see an example of an exam is in appendix C).

The students must, have realised that what they learned was helpful to their academic study as the course size doubled every year for the next few years and became mandatory, mostly based on student demands. During the time I taught the course the student agreed with me that many of the topics they learned in the course e.g., critical thinking skills and writing needed to be addressed in the first semester, as it is in many other departments at the University of Iceland. This helped in gaining the support of the head of department, and the move finally happened in 2014. By that time, however, I could not teach the course due to health reasons.

The story does, however, not end there. As I took over as head of teaching development one of my first tasks was to conduct a survey<sup>11</sup> to better understand what students and teachers thought of teaching at the School of Social Sciences. The findings were interesting on many levels but one thing in particular stood out. The divide in how teachers and students thought students were doing in critical thinking. This is interesting as both groups evaluated the student’s performance in quantitative skills as the same.

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<sup>7</sup> „Af hverju ertu svona erfið við okkur?”

<sup>8</sup> I took my worries to the head of department and asked to have the course moved for the first semester but was met with lack of understanding. There was, from the departments point of view, no reason to waste resources in teaching first semester students an elective course on research methods, half of them would drop out any way. It took me four years to argue that the course should first not be elective but compulsory and that it might help with attrition to teach academic development in the first semester.

<sup>9</sup> <https://kennslumidstod.hi.is/wp-content/uploads/2019/05/Lokadr%C3%B6g-refill-apr%C3%AD-20111.pdf>

<sup>10</sup> I learned that once I had done this for over a year some of the students were placing bets on what clip from the lifestyle section I would bring up.

<sup>11</sup> The survey was based on a survey created by BioSeed <https://bioceed.w.uib.no/the-bioceed-survey-2015/>

To me this spelled a difference in understanding of what critical thinking is. Even if we believe that critical thinking is the cornerstone of higher education, we as teachers were failing to explain to students what critical thinking is. To follow this up I called in all the teachers teaching academic development at the School of Social Sciences to discuss what we felt was the problem and brainstorm what we could do to remedy the problem. Discussions among the teachers showed, that we agreed what the main problems were, but we often felt that we would not be the best person to discuss the material with the students, although the knowledge of all these aspects existed within the School of Social Sciences. The solution was to create learning material in video format which could then be used in the various classes, as well as revision for students working on their dissertations. We applied to the Teaching development fund at the University of Iceland for the development of online recordings to aid students in understanding what we mean by critical thinking among other topics. We hired students from the School of Social Sciences to create the videos which further helped in making them relevant for students. The recordings included topics such as; what is critical thinking, reading in a critical way, how to write in a critical way and why it is important to cite. The recordings consisted of interviews with experts in the given topic and focus on explaining why the topic is important. This was in particular important in explaining why citations matter in academic writing, something students often struggle with finding any meaning in. The aim with the videos was thus, to help students understand the importance of approaching their studies in a critical way, to prepare them to tackle the projects in the academic development course as well as their studies in general. In this way we hope that the videos help the student create a framework around their studies (Ambrose, et al, 2010).

The results of this project can be found in the teaching committees YouTube channel.<sup>12</sup> Although I do not at present teach the undergraduate course on academic development, I have used these recordings in the graduate course in Organisational Theory, where the students were grateful for recordings and the topics they cover. Having pooled together experiences from all the departments at the School of Social Sciences we seem to have been able to touch on all the aspects of reading, thinking, and writing critically the students find difficult. And yet again this is not the end of the story, the new dean of the School of Social Sciences wants to develop this project even further with more resources, such as online evaluations and projects the teachers can use to supplement their teaching. The recordings are open to everyone, offering support to among other students who might not have paid attention during their first semester but need the information when finishing their bachelors or master's thesis.

VIÐ407G, and the subsequent collaboration with other teachers teaching the same subject is probably what has helped me most in understanding what it means to learn how to be a university student, and why it is also important to teach students to be university students. I learned through this process how important it is to listen to student. It is through conversation we help students understand why we make the demands we do and build the foundation for them to have *AHA moments* and *grow*. In turn these conversations also help us understand when the demands we make might be outdated.

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<sup>12</sup> <https://www.youtube.com/channel/UCmf9d5g-2wtfcNCicusmilw>

### 3: Are teachers really that different from students? Using pedagogy to aid teaching development.

In 2017 I was appointed chair of the teaching committee at the School of Social Sciences, I had been a member of the committee before on behalf of the Faculty of Business Administration and felt that the committee operated administratively in a void. It did not have any formal authority yet was expected to be leading in teaching development. I asked if some changes might be made, in particular I wanted to be there on behalf of the Dean not as a representative for my department. This meant I could talk with the heads of departments on an equal level, something I believed was important organisationally. This request was granted, but I was then faced with the question how do you enhance teaching development in School where every reward system based on research productivity? I decided to apply what I had learned in organisational theory and marketing. I started out with an extensive data collection. We sent out the survey referred to in case three among teachers as well as students. The findings were presented in a meeting with students and staff, and the findings were then followed up by discussions on what quality means to us in: teaching, learning environment, teaching/learning material, examination, and future-proofing education. The seminar was then followed up by focus groups among staff and students. The whole process resulted in two core ideas about teaching and learning we could all agree on:

- Active students
- Strong teaching community<sup>13</sup>

Based on this we planned several projects. But despite best intentions, it must be said, participation was dismal. Very few showed up for events. The same people who complained that student attendance was horrible did not turn up to discuss teaching, even if I knew they were interested. Academic staff were in that sense not better than the students. I realised something had to change. First the incentive system had to change, there had to be some incentive to work on teaching development<sup>14</sup>. Second, we needed to create events that the teachers would be willing to participate in. Our first try of a new format was with a two-day workshop on internationalisation of curriculum, with one overnight stay in the Universities facilities at Laugarvatn. The two-day form was based on a very successful seminar on immigration in Iceland, where researchers had fruitful discussions about research. The idea was to bring people away from campus and that giving them time, food and wine would aid the discussion. We hired international experts, and although I personally gained the quote on which I started this application from the seminar, it was a failure. Very few participated in the course and none of those was very interested in the follow up. Taking two days out of a busy schedule was obviously reserved for research.

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<sup>13</sup> Virkir nemendur, Öflugt kennslusamfélag

<sup>14</sup> I will not describe the process leading to the Teaching academy of the Public Universities in Iceland her. But the work was obviously fruitful.

I realised that teachers, as students, vote with their feet. If they don't see clear benefits from attending, then they don't attend. And then it occurred to me that maybe the same changes I made to teaching and helped increase attendance might work for teachers. Instead of expecting students to passively attend a lecture, my focus in teaching has been on activity during the time I have with student face to face, moving transmission into recordings online. What if I did the same with the teaching development? The answer was the 'flipped meeting'. The first flipped meeting was done in spur of the moment, I grabbed one of the students working on the critical thinking videos outline in the third case and he recorded me giving a seven-minute overview of what we had accomplished in teaching development and what we wanted to do next, ending with an invitation to come and drink coffee and discuss the future of teaching development at the School of Social Sciences. Attendance was much better than to any event we had held before, or twenty people, and the discussion was very lively. After the meeting I went around and asked people why they had decided to attend this meeting in particular. The clearest answer I got was, "I have attended so many meetings that look promising and then turn out to be dreadful that I have pretty much stopped going to meetings I don't have to attend, but because of the video I knew what we were going to talk about, and I knew it would be interesting".

The following semester Pálmi Gautur Sverrisson and I developed the format further. We defined topics<sup>15</sup> based on the discussions we had with teachers in the teaching committee and in meetings with heads of departments at the School of Social Sciences. We made short recordings with two or three teachers and one student giving an inside into how they tackled the problem, and I made an overview recording on my phone and again invited teachers to come and discuss the topic with the teachers in the video, and academic staff continues to turn up. But most importantly, we were seeing new people every time. And while attendance stayed between 15-20 people at each event, viewing numbers were much higher. I learned that even if teachers were not making time for meetings, they were turning the videos on while they had lunch, showing the same pattern as the students in their viewing (Sigurdardottir & Hejstra, 2017). The recordings further helped the teachers to understand how the student feel about recoding's. They had first-hand experience with seven-minute recordings feeling long, and they realised that the recordings did not have to be fancy but could be made on a phone or computer<sup>16</sup>. With the 'Teachers common room' group we started on Facebook and the flipped meeting recordings we were reaching a far wider audience than before. This proved in particular important at the start of COVID, when all teaching was flipped over to online. On Facebook we had a platform to answer questions and post information about the new reality, there teachers could often get answers to their questions very quickly. Whether they were having problems grading on a Sunday evening or could not remember the code to the physical teacher's room on campus. In fall 2020 we send out a survey to the teachers at the School of Social Sciences about teaching and teaching development and are looking forward basing further work on in teaching development on the findings. In collaboration with Matthew Whelpton I further plan to gather data on the use of the flipped meeting in teaching development with focus groups.

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<sup>15</sup> The topics included, group projects, use of Inspira and Canvas

<sup>16</sup> Even if we made sure to have professional recordings of the teachers the introduction recording, I made was a simple phone recording, showing how the quality of the video was not the most important factor in a successful video, and anybody with a phone or computer could make a recording.

The aim with my work in leading teaching development has been to create a *community*, where teachers can learn and *grow* as teachers. There is nothing like the *AHA moment* you get when you talk about teaching with someone with a slightly different experience and you gain through new insights into your own teaching. This does however require *investment* on behalf of the teachers, something I know can be hard to make in a system that almost exclusively rewards research.

## Blurring lines – Next steps in teaching development and research

In the above case I have outlined the work I have conducted on my own teaching as well as my work in teaching development. The aim through all this work has been on *AHA moments, growth, self-realisation* both mine and the students. This has required considerable *investment* on my behalf but would never have happened had it not been for the *community* I found in those willing to *invest* time in developing teaching. This has been a rewarding journey and I will without a doubt continue on the same path. I'm currently involved in an international project on creating learning modules for the creative industries, and next fall I hope to launch a project called #qualityteaching with students. Where we hope to gather short quotes from students on what they feel is good teaching and spread the word in a positive twist on the #metoo movement. With this we hope to open a discussion about the small things teachers do that students approve of, and through this praising those who do these things and giving those who do not a window into the small steps that could be taken towards quality. I'm at the very least sure I will learn something!

As I hope is clear from the text above, I have dived headfirst into SoTL, but as I applied research methods to my teaching, I could not help but apply my own theoretical background in organisational theory to further issues at the University. This means that my own research has increasingly moved into organisation in higher education. I am currently involved in three research projects related to higher education. Social network of students, Student evaluation of teaching, and research on the external funding of research in Danish higher education. Further information is available in appendix D.

I find the organisation of higher education extremely interesting. Universities are complex organisations who daily struggle to provide quality teaching and learning while at the same time create new knowledge through research and contribute to society at large. At the University of Iceland reward systems have traditionally been focused on research, creating an incentive to focus time on research rather than *investing* in developing teaching. I hope to be able to be part of changes in the organisation of higher education towards a balance between teaching and research, and conversely, I believe that research on higher education as organisations is an important step in making this change happen. What started out as an interest in improving teaching, from when I was a student myself, and becoming a better teacher has therefore taken over all my academic endeavours, my teaching, my administrative work as well as my research. I don't believe that every teacher needs to research teaching (SoTL), but I do believe that the best way to get a researcher to listening is by referring to research, a strong SoTL *community* as the Teaching Academy hopefully will

provide, is therefore an important step in creating a balance between research and teaching.

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## Appendix A - Collaborators

**Anna Helga Jónsdóttir:** I first met Anna Helga while taking the introductory course in diploma in Higher Education Teaching. Although the courses we were teaching, statistics and qualitative research, might on the surface not be further apart, we partnered up to evaluate each other's teaching. I learned a lot by attending her course and having her attend my course, but my biggest gain has by far been our following friendship and research collaborations. We have collaborated on two large research projects, on student social networks with Magnús Þór Torfason and student evaluations of teaching with Daði Már Kristófersson and Guðbjörg Linda Rafnsdóttir.

**Daði Már Kristófersson:** I first worked with Daði when we co-chaired a committee on teaching research methods. I was responsible for the qualitative and he the quantitative methods. Daði became Dean of the School of Social Sciences in 2013 and in 2017 he pointed me chair of the teaching committee and head of teaching development. I am very grateful for our collaboration in developing teaching development at the School of Social Sciences, and in particular the preparatory work we did for the teaching academy of the public universities in Iceland. Although not all our projects have succeeded, we managed to create some discussion about teaching development. We have also collaborated on a research project on student evaluation of teaching.

**Gyða Margrét Pétursdóttir:** I got to know Gyða through an all female writing group Thamar and I both belong to. As Thamar and I were discussing the articles we were working on, on teaching qualitative research it was natural to bring Gyða who also taught qualitative research into the conversation. From there the idea of research project, that could also be used in teaching, developed.

**Kári Kristinsson:** I have shared responsibility of two courses with Kári. First, we taught the mixed quantitative and qualitative course together, although our communication in that course was limited to arguing for the course to be split into two courses in research methods in the graduate programs. While I was responsible for the strategic management master's program, I found out that compared to other similar programs abroad we were not teaching any organisational behaviour. To amend that I called Kári in to teach in VIÐ274 on Organisational theory. It has been very enjoyable to teach with Kári and discussions about the organisation of the course have made the course better and the experience of teaching the course better.

**Magnús Þór Torfason:** As Magnús and I have primarily collaborated on social networks research it is fitting to explain here that he is also my brother-in-law. Although this might, at first glance, not have much to do with academia, it is very much in line with emphasis of the importance of social networks. We both have a background in organisational theory, and when he started working at the faculty of business administration it made sense to bring him in to teaching in the VIÐ274 course on organisational theory. This meant we were talking about teaching when we met outside of work, and from there we moved on to discuss research projects. Although not outlined in the cases in this application we have collaborated on developing the organisational theory course, e.g. by piloting a peer review

program called Comproved <sup>17</sup>. The discussion on teaching and students has further led to research collaborations, first on social networks in the business studies (Magnús Þór Torfason og Margrét Sigrún Sigurðardóttir, 2017), and later the social network project with Anna Helga Jónsdóttir.

**Maria Theresa Norn:** I met Theresa while we were PhD students at CBS. We both started our journey in teaching in the same course, where we were responsible for two different discussion group as described in Case 1. When we first met as PhD students our research interests seemed to be very far from each other. While I was interviewing record label managers, she was analysing patents in biotech. Her research on science policy has led to an interest in external financing of higher education in Denmark, and we are currently working on a research project on organisation of Danish higher education described in appendix C.

**Matthew Whelpton:** I first met Matthew when we both served on the selection committee for a new Learning Management System (LMS). Although the discussion there was focus on the technology, we hit it off right away in discussing the different approaches we had in organising course material in the LMS. When Matthew was pointed director of teaching development for the School of Humanities, we again had the opportunity to discuss teaching and teaching development. We share the same passion for teaching and teaching development and have already started discussing how we can improve the work we are doing by researching it effectiveness.

**Pálmi Gautur Sverrisson:** I started my work in teaching development quite ambitiously, and soon ran into problems with administrative support. I was simply not possible for me to get everything I wanted to do done. I was granted the resources for support for a few hours a week but would have to find the person myself. I had recently run into one of my masters' students from organisational theory and had learned that he was looking for a job. I knew from the class that he was a critical thinker and that he had strong opinions on teaching quality in higher education. (We had discussed changed in higher education from the point of view of institutional logics in the course the previous year). The administration like him, and he was hired fulltime to work on teaching development as well as the adoption of a new digital archive. Pálmi has been instrumental in developing both the teachers common room Facebook group and the YouTube channel<sup>18</sup>. His experience from working in theatre has been extremely valuable in the production of video material, as well as project management.

**Thamar M. Heijstra:** When I had flipped the VIÐ184F Qualitative research methods course I was looking for someone who could teach the course with me. Thamar got the highest recommendations and was willing to take on this then unusual form of teaching with me. As we were getting to know each other, we spent quite some time talking about the teaching. What we found in particularly striking was the difference between the groups and we soon decided that it would be interesting to study this difference in more detail. We therefore

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<sup>17</sup> <https://comproved.com/en/>

<sup>18</sup> <https://www.youtube.com/channel/UCmf9d5g-2wtfcNCicusmilw>

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each started a teaching diary where we reflected on our experience in teaching the course. The analysis of these lead to our first publication on teaching qualitative research (Margrét Sigrún Sigurðardóttir & Thamar Meljanie Heijstra, 2016) which then morphed into further research on teaching qualitative research (Heijstra, & Sigurðardóttir, 2017). We, along with Gyða Margrét Pétursdóttir, are currently working on an article based on interviews with teachers of qualitative research in Iceland, trying to understand the differences in approaches which we have termed 'nudging' and 'handholding'.

## Appendix B – Lectures on Teaching and Teaching development

### Jafnréttisdagar 2021

- Kennslukannanir við Háskóla Íslands. Vettvangur áreitni?  
Margrét Sigrún Sigurðardóttir, Daði Mári Kristófersson, Anna Helga Jónsdóttir & Guðbjörg Linda Rafnsdóttir

### Menntakvika 2020

- Vendifundir til að styðja við umræðu um kennslu og kennsluþróun  
Margrét Sigrún Sigurðardóttir, dósent, FVS, HÍ
- Að kenna og stunda eigindlegar rannsóknaraðferðir  
Thamar Melanie Heijstra, dósent, FVS, HÍ, Margrét Sigrún Sigurðardóttir, dósent, FVS, HÍ og Gyða Margrét Pétursdóttir, prófessor, FVS, HÍ

### Hvað er góð háskólakennsla? Kennsluráðstefna KHA 2020

- Kennsluþróun uppbygging kennslusamfélags - opunar fyrirlestur  
Margrét Sigrún Sigurðardóttir

### Menntakvika 2019

- Er kennslukönnun vettvangur áreitni?  
Margrét Sigrún Sigurðardóttir, Sveinn Guðmundsson, Daði Már Kristófersson og Guðbjörg Linda Rafnsdóttir

### SoTL with out borders: Engaged practices for Social Change, ISSOTL19 Atlanta

- Mixed Approach to Learning Within the Flipped Classroom  
Margrét Sigrún Sigurðardóttir og Thamar M. Heijstra

### Menntakvika 2018

- Krefjast raunvísindi meiri seiglu en félagsvísindi? Rannsókn meðal nýnema á Félagsvísinda- og Verkfræði- og náttúruvísindasviði HÍ  
Margrét Sigrún Sigurðardóttir, lektor, FVS, HÍ, Anna Helga Jónsdóttir, lektor, VON, HÍ, Daði Már Kristófersson, prófessor, FVS, HÍ, og Magnús Þór Torfason, lektor, FVS, HÍ
- Áhorf nemenda á fyrirlestraupptökur – samanburður á stað- og fjarnemum  
Daði Már Kristófersson, prófessor, FVS, HÍ, og Margrét Sigrún Sigurðardóttir, lektor, FVS, HÍ

### Menntakvika 2017

- Vendikennsla – samþætting náms og daglegs lífs  
Margrét Sigrún Sigurðardóttir, lektor FVS, HÍ og Thamar M. Heijstra, lektor, FVS, HÍ

### Rástefna kennslumiðstöðvar

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- Vendikennsla og virk hlustun og virkni í tímum  
Margrét Sigrún Sigurðardóttir, lektor, FVS HÍ

### **Menntakvika 2016**

- Tengslanet og brotthvarf  
Magnús Þór Torfason og Margrét Sigrún Sigurðardóttir
- The flipped classroom: does viewing the recordings matter?  
Margrét Sigrún Sigurðardóttir, Thamar M. Heijstra

### **Fjölbreyttir kennsluhættir – Hvernig eflum við saman gæði náms og kennslu? 2013**

Málþing kennslumálanefndar, gæðanefndar, Stúdentráðst og Kennslumiðstöðvar Háskóla Íslands

- Námsverkefni í tengslum við atvinnulíf  
Margrét Sigrún Sigurðardóttir



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## Appendix C – Example exam

### VID407G Vinnulag og aðferðafræði

**Prófdagur og tími:** 03.06.2013 09:00-12:00

**Prófstaður:**

Aðalbygging - A-207 (fjöldi:1)

Háskólatorg - HT-103 (fjöldi:5)

**Kennarar:**

Margrét Sigrún Sigurðardóttir (mss@hi.is / S: 4445 / GSM: 6955659) Umsjónarkennari

Kristian Guttesen (Ekkert netfang / GSM: 6624222) Aðstoðarkennari

Heiðrún Ólafsdóttir (Ekkert netfang) Aðstoðarkennari

**Skriflegt próf (Vægi: 40%)**

**Skráðir til prófs: 6**

**Kennslumisseri:** Vor 2013

**Úrlausnir skulu merktar með nafni**

**Prófbók/svarblöð:**

Línustrikuð prófbók

**Hjálpargögn:**

Gagnfræðakverið handa Háskólanemum.

**Önnur fyrirmæli:**

**Aðgangur að prófverkefni að loknu prófi:**

Kennslusvið sendir eintak í prófasafn

**Einkunnir skulu skráðar í Uglu eigi síðar en 17.06.2013.**

AHUGIÐ að einhverjar úrlausnir úr fjölmönnum prófum geta verið í þunnum umslögum sem auðvelt er að yfirsjá. GÖÐ VINNUREGLA er að byrja á því að opna öll umslög, telja úrlausnir og athuga hvort fjöldi stemmir við uppgöfnn fjölda sem kvittað var fyrir.

Prentað: 31.05.13

*Samkvæmt 60. grein Reglna fyrir Háskóla Íslands skulu einkunnir birtar í síðasta lagi tveimur vikum eftir hvert próf, nema eftir desemberpróf, þá eftir þrjár vikur. Einkunnir skulu skráðar í Uglu.*

Blaðsíða 1/10

HÁSKÓLI ÍSLANDS

Viðskiptafræðideild

**Sjúkrapróf**

**VIÐ407G Vinnulag og aðferðafræði**

**Mán. 3. júní**

**kl. 9-12**

Athugið prófið er 10 blaðsíður og gangið úr skugga um að engar blaðsíður vanti.

Stuttar spurningar og krossaspurningar eru á blaðsíðum 2 til 6. Merkja á við krossa á prófblaði (35%). Almennt er ekki dregið niður fyrir röng svör. Undantekning á þessu er spurning 21, og ef nemandi merkir við alla valmöguleika í krossaspurningu, þar sem fleiri en einn valmöguleiki er til staðar.

Greining á texta er á blaðsíðu 7 – merkja á við APA villur á prófblaðinu en útskýring á rökvillum skal skrá í prófbók (25%).

Blaðagrein um rannsókn er á blaðsíðu 9 – svar skal skrá í prófbók (15%).

Rannsóknarspurning er á blaðsíðu 10 – svar skal skrá í prófbók (25%).

Gangi ykkur vel,

Margrét

Blaðsíða 2/10

**Skilgreiningar (15%) – hvað eigum við við með eftirfarandi hugtökum:**

1. Afleiðsla:

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2. Tvíblind rannsókn:

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3. Hálf opin viðtalssrannsókn:

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4. Aðgerðarbinding:

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5. Rauður þráður:

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Blaðsíða 3/10

**Rétt eða rangt (5%)**

	Satt	Ósatt
6. Markmið með rannsóknum í félagsvísindum er allaf að mæla veruleika okkar.		
7. Samkvæmt félagsmótunarkenningunum er rannsakandinn aldrei alveg óháður viðfangsefni sínu.		
8. Rannsóknarspurningu er alltaf svarað með tilgátu.		
9. Menntun þátttakenda í tilraunum getur haft áhrif á niðurstöður.		
10. Þegar við notum gögn frá öðrum skiptir ekki máli í hvaða tilgangi gögnunum var safnað.		
11. Rannsókn sem byggir á gögnum sem aðrir hafa safnað er áreiðanleg, ef þeir sem söfnuðu gögnunum upphaflega eru áreiðanlegir.		
12. Forprófun á spurningalista er mikilvæg til að koma í veg fyrir úrtaksskekkjur.		
13. Það hvernig spurningalisti er lagður fyrir hefur áhrif á það, hversu áreiðanlega svörun við fáum.		
14. Þegar rýnihópar eru gerðir er mikilvægt að nota meira en einn hóp til að forðast skekkjur, sem geta myndast vegna einstaklinga í hópnum.		
15. Í eigindlegum rannsóknum notum við próbingspurningar til að vera viss um að við skiljum viðmælendur rétt.		

Blaðsíða 4/10

**Krossasurningar (5%) Ekki er dregið niður fyrir röng svör**

**16. Hvaða fullyrðingar um fræðilegt yfirlit eru réttar (geta verið fleiri en ein rétt fullyrðing)**

Í fræðilegu yfirliti..

- ☐ má aldrei vísa í annað en í ritrýndar fræðilegar greinar.
- ☐ eru niðurstöður rannsóknarinnar birtar.
- ☐ er nóg að endursegja það sem aðrir hafa skrifað um efnið.
- ☐ rannsóknin sett í stærra fræðilegt samhengi.
- ☐ er gagnrýnin umfjöllun um rannsóknir annara.

**17. Hvaða fullyrðingar eiga við um greiningu á eigindlegum viðtölum? (geta verið fleiri en ein rétt fullyrðing)**

Markmið með greiningu á eigindlegum viðtölum er að...

- ☐ setja fram alhæfingar út frá niðurstöðum.
- ☐ lýsa veruleikanum frá sjónarhorni viðmælenda.
- ☐ hafna eða staðfesta tilgátur okkar.
- ☐ draga fram atriðið sem við höfðum ekki hugsað út í fyrirfram.
- ☐ flokka upplýsingar sem fram koma til að geta greint innihaldið.

**18. Tilraunasnið í rannsóknum er notað til að sýna... (eitt svar)**

- ☐ Sambandið milli rannsóknarhópa.
- ☐ Áhrif óháðu breytunnar á háðu breytuna.
- ☐ Áhrif háðu breytunnar á óháðu breytuna.
- ☐ Fylgni milli tveggja þátta.
- ☐ Hvaða áhrif umhverfið hefur á rannsóknir.

**19. Hvað af eftirfarandi atriðum á ekki við um hálf opin viðtöl? (eitt svar)**

- ☐ Svör þurfa að fást við öllum spurningum í viðtalsramma.
- ☐ Ýtarspurningar eru notaðar til þess að fá meiri upplýsingar.
- ☐ Beðið er með bakgrunnsspurningar þar til undir lok viðtals.
- ☐ Spurningar eru opnar.
- ☐ Viðmælandi fær að ráða flæðinu í viðtalinu.

Blaðsíða 5/10

**20. Í rannsóknnum þar sem þátttökuathugun er beitt er gjarnan lögð áhersla á að rannsóknin nái yfir heilt ár. Markmiðið með þessu er að: (eitt svar)**

- ☐ ná að kynnast öllum þeim sem eru á vettvangi.
- ☐ vera nógu lengi til að vera viss um að hafa náð að skrá niður allar upplýsingar sem skipta máli.
- ☐ vera nógu lengi á vettvangi til þess að rannsakandi hafi ekki lengur áhrif á hegðun þeirra sem eru á vettvangi.
- ☐ vera nógu lengi til að árstíðarbundnar sveiflur hafi ekki áhrif.



Blaðsíða 6/10

## 21. Hvaða hugtök eiga saman (10%)

Hér að neðan eru þrjú dæmi um rannsóknarsnið og listi af hugtökum sem tengjast rannsóknum með ólíkum hætti. Þið eigið að tengja þessi hugtök við rannsóknarsniðin. ATH hvert hugtak getur átt við **fleiri en eitt** rannsóknarsnið, eða **ekkert** af þeim.

Tilraunasnið \_\_\_\_\_

Viðtalsrannsókn \_\_\_\_\_

Spurningakönnun \_\_\_\_\_

- A. Viðmiðunarhópar
- B. Rýnihópar
- C. Rannsóknarspurning
- D. Tilgáta
- E. Opín kóðun
- F. Aðleiðsla
- G. Bakgrunnsspurningar
- H. Tvíblind
- I. Skalabreytur
- J. Megindlegt
- K. Raunhyggja
- L. Flugla á vegg

Athugið – í þessari spurningu er dregið niður fyrir að setja bókstaf við rannsóknarsnið sem hann á ekki við um.

Blaðsíða 7/10

## 22. Greining á texta (25%)

Í textanum hér á eftir eru nokkur atriði sem ekki eru í samræmi við þær kröfur sem við gerum til gagnrýnnar hugsunar eða eru ekki í samræmi við APA staðalinn. Lesið textan vel, merkið þau atriðið sem vísað er til, ræðið í hverju vandinn felst og leiðréttið þegar við á.

### Merkið inn á prófblaðið – en skrifið texta í prófbókina

Á undanförunum árum hefur verið mikið fjallað um mikilvægi skapandi greina, hvoru tveggja sem atvinnustarfsemi sem stuðlað gæti að hagvexti með beinum hætti en ekki síður með því að draga til sín hina skapandi stétt (Florida, 2000) en rannsóknir hafa sýnt að þar sem hún býr er meiri hagvöxtur. Skapandi greinar hafa einnig verið í umræðunni á Íslandi, meðal annars í kjölfar kortlagningar á hagrænum áhrifum skapandi greina á Íslandi (Sigurðardóttir og Young, 2010). Margar mismunandi skilgreiningar liggja á baki hugtakinu skapandi greinar (e creative industries) (Caves, 2000; Garnham, 2005; Cunningham, 2010; DCMS, 2010; Cunningham, 2011) og fer það miklu leiti eftir því á hvaða skilgreiningu er byggt hversu mikið umfang skapandi greina er. Þannig eru skapandi greina langstærstar þegar byggt er á skilgreiningu WIPO, en innan hennar rúmast öll hugverk þar með talin tölvuforrit. Samkvæmt skilgreiningu Unesco (2007), sem innifelur listgreinar og stuðningsgreinar við þær, var velta skapandi greinar nærri 200 milljörðum á Íslandi árið 2009 og um 5% af vinnumarkaðum unnu við skapandi greinar. Stjórnvöld hafa gripið þessar tölur á lofti og eins og fram kemur í stefnumótuninni 2020 (Forsætisráðuneytið, 2011) og stefna að því að auka hlutfall þeirra sem vinna í skapandi greinum, enda er eðlilegt að hlutfall skapandi greina í atvinnulífinu sé það sama og í Bretlandi og Ástralíu eða um 7 % af vinnuafli.

Árið 2009 voru útflutningstekjur skapandi greina um 3% af heildar útflutningi Íslands, lungað úr þessu eru tölvuleikir. En ljóst má vera að enn eru tækifæri til vaxtar í skapandi greinum, enda hafa þær vaxið erlendis. Velta og útflutningstekjur sýna einnig fram á að varla er þörf á því að styrkja listsköpun á Íslandi, enda eru velta í greinunum

Blaðsíða 8/10

umtalsverð og sýnt hefur verið fram á að listamenn eru vanir að vera fátækir (Hans Abbing, 2002).

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Blaðsíða 9/10

### 23. Réttmæti rannsóknar (15%)

Hér er því haldið fram að það sé lífshættulegt fyrir börn að sofa uppi í hjá foreldrum sínum. Getur rannsóknin, miðað við þær upplýsingar sem við höfum um hana, sýnt fram á, að staðhæfingin „Lífshættulegt er fyrir börn að sofa uppi í“ sé sönn? Útskýrið hvað þyrfti til að svo væri.

## Lífshættulegt fyrir börn að sofa uppi í

PRÍTTABLAÐIÐ | 28. maí 2013 06:00

Líkar þetta 999



Mikilvægt er að setja ungabörn strax aftur í eigið rúm eftir brjóstgjöf að nóttu. Líkur á vöggudaða fimmfaldningu af barnið sefur í rúmi hjá foreldrum sínum. PRÍTTABLAÐIÐ/STEFNAN ÖR. AAFIS

ekki vera ný tíðindi. Það hafi löngu verið vitað að ævfn ungbarna og foreldra í sama rúmi sé áhættuþáttur fyrir vöggudaða.

„Þetta hefur verið þekkt vel og lengi sem einn af þessum stóru áhættuþáttum fyrir vöggudaða. Þessi rannsókn ef til vill staðfestir það enn frekar og sýnir fram á einhvern ákveðinn margföldunarefni sem ekki hefur verið sýnt fram á áður eða að það séu sterkari tengsl en áður var talið, en þetta er vel þekkt.“

Hann nefnir að reykingar móður séu einnig stór áhættuþáttur fyrir ungbarnadaða sem og að börn séu látnin sofa á maganum. Mikilvægt sé að börnin séu látnin strax aftur í eigið rúm eða vögg eða brjóstgjöf ljúkur að nóttu til.

„Þú veist aldrei hvað þú gerir þegar þú sefur, hvernig þú leggst að barninu eða hvernig barn færir sig, þannig að það er auðvitað aldrei mælt með því að ungabörn sofi í rúmi með foreldrum sínum heldur í einu eigin rúmi.“

Hann segir áhættuna minnka eftir því sem barnið eldist en engu að síður sé það góður síður að verja barnið við að sofa í eigin rúmi. „Það er líka góður síður upp á framhælið og einkalíf að verja þau við eigið rúm sem fyrst.“

Núverandi leiðbeiningar í Bretlandi um aðgerðir til varnar vöggudaða kveða á um að aðeins þeir foreldrar sem reyka eða nota áfengi og/öðra eitryfjandi sofi ekki í sama rúmi og ungabörn þeirra.

Aðrir sérfræðingar vara við breytingum á núverandi reglum og segja að bann gæti leitt til aukna vöggudaða þar sem foreldrar væru þá illdegi til að sofa þar sem þeir væru að einna barni í sofa eða stól sem mun vera önnur varasemara en að sofa með barninu í rúmi.

Ungabörn sem sofa uppi í rúmi hjá foreldrum sínum eru fimm sinnum illdegi til að deyja vöggudaða samkvæmt nýrri breskri rannsókn. Sindri Valdimarsson barnalæknir segir löngu vitað að það sé stór áhættuþáttur vegna vöggudaða.

Niðurstaða nýrrar breskrar rannsóknar leiðir í ljós að ungabörn sem sofa uppi í hjá foreldrum sínum eru fimm sinnum illdegi til að deyja vöggudaða en börn sem sofa ein í rúmi.

Hafa heilbrigðislyfjirvöld í Bretlandi verið hvött til þess að bregðast hratt við og endurskoða fyrri ráðleggingar sínar, og beina þeim tilmiðum til foreldra að sofa aldrei með börn undir þriggja mánaða aldri uppi í rúmi hjá sér.

Það hefur þegar verið gert í Bandaríkjunum og Hollandi. Sindri Valdimarsson, barnalæknir á Barnaspítala Hringins, segir niðurstöðurnar

Blaðsíða 10/10

#### 24. Rannsóknaráætlun (25%)

Undanfarnar vikur hefur verið nokkur umræða um hversu lágt hlutfall nemenda á Íslandi ljúka framhaldsskóla. Í því sambengi vilja stjórnvöld skoða hvaða ástæður liggi að bak því að íslenskir nemendur ljúki ekki framhaldsskólanámi til jafns við nemendur í nágranna löndunum og leita eftir svari við spurningunni:

*Hvers vegna ljúka íslenskir nemendur ekki framhaldsskólanámi?*

Hvernig myndir þú vinna rannsóknina? Vinsamlegast tilgreinið hvaða aðferð þið mynduð nota, lýsið hvernig gögnum yrði safnað og þau greind.

Hverjir eru kostirnir og gallarnir við að nota þá aðferð sem þú hefur ákveðið að nota? Og hvað getur þú gert til að vinna upp á móti göllum.

Rökstyðjið svar ykkar vell

## Appendix D – Higher education research projects

### Student social network

In 2016 Magnus Thor Torfason and I (2017) conducted a small pilot study on social networks and attrition within the Faculty of Business Administration. Our findings indicate that number of connection students had were important for attrition. However, not all connections were created equal, as connections with students who dropped out, increased the likelihood of dropout. Building on this we teamed up with Anna Helga Jónsdóttir and started an extensive research project of the social networks of students starting their undergraduate studies at two schools at the University of Iceland School of Social Sciences and School of Engineering and Life Sciences. In 2017 we started data collection of students' social networks and continued to gather data over the next three years, as well as tracking their progress through the degree program. This was to be the extent of the data collection, but in light of the current situation with Covid, we decided to continue collecting data and follow the students starting the undergraduate education in fall 2020. As these students do not have the same opportunities to build connections due to limits to on-campus attendance. We have completed one article in Icelandic on how the school students attended before influencing their social network (Magnus Þór Torfason, Margrét Sigrún Sigurðardóttir & Anna Helga Jónsdóttir, under review). Our findings so far indicate that the ability to develop new social connections is an important aspect of attrition.

The research on social networks among undergraduate students indicates that *community* is an important aspect of their education. Further research on the topic might help in organising education in a way that helps students build social networks, and thereby increase attrition.

### Student evaluation of teaching (SET)

Following the #metoo movement there was considerable debate in the academia in Iceland about sexual harassment of female teachers in student evaluations of teaching. There I found out that I was by no means the only teacher to be on the receiving end of inappropriate comments. The discussion spurred interest in studying the SET at the University of Iceland. I joined forces with, Anna Helga Jónsdóttir, Dadi Mar Kristofersson, then dean of the School of Social Sciences and Gudbjorg Linda Rafnsdottir, pro-rector of Science at University of Iceland. We conducted a quantitative study on SET data from 2013-2017 at the University and a qualitative coding of the open questions in SET for the academic year 2016-2017 – the year before #metoo.

The most important finding in the research on SET at the University of Iceland is however that the survey cannot explain the variance in the evaluation of courses. Following these findings, we have started a conversation with the division of academic affairs on the quality of the survey and will suggest a comparative study of three different forms of student



evaluation of teaching with the aim of selecting the survey which offers the best explanation for the variance in the findings. We hope that by using a better tool for the student evaluation of teaching we can contribute to the development of teaching at the university level. We have taken the first steps in further research on SET with collaboration with researchers at the Copenhagen Business School, my alma mater.

Our findings indicate that there is a slight difference in the way male students and female students evaluate female teachers. But not in their evaluation of male teachers. We further find that even if there are some sexually explicit comments on female teachers most of the inappropriate comments are on same gender teachers. That is male students seem to know they are not to comment on their female teachers, but do not seem to have the same respect for their male teachers, and the same holds true for female students. In commenting on female teachers. The fact that Iceland ranks at the very top in gender equality, hence seems to translate into less explicit sexual harassment in student's evaluation of teaching<sup>19</sup>.

### Higher education – financing and organisation

My friend Maria Theresa Norn approached me with 23 interviews with leaders in the Danish University system. She thought that my background in organisational theory would be valuable in analysing the interviews. The focus of the interviews is the external funding system. Our first round of analysis is focused on the relationship between external funding and the concept of academic freedom. The interviews are however a rich source of information, and we plan to continue the work and look at possible means end decoupling between public policy and the internal organisations in higher education. We are also planning further data collections on individual academics, and how their opinions and positions relate to the information we have from leaders.

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<sup>19</sup> We presented our findings on Equality days at the University of Iceland earlier this year. A recoding of the presentation can be found here: <https://www.facebook.com/117975578302051/videos/210758550774378>

## Appendix E – Letters of recommendation



HÁSKÓLI ÍSLANDS

VIÐSKIPTAFRÆÐIDEILD

FÉLAGSVÍSINDASVIÐ

Reykjavík, 29. apríl 2021

Til þeirra sem málið kann að varða

Bréf þetta er ritað vegna umsóknar Margrétar Sigrúnar Sigurðardóttur. Margrét Sigrún er dósent í viðskiptafræðideild og ég hef getað fylgst náið með störfum hennar þar, bæði sem stjórnandi og samstarfsmaður, allt frá því er hún hóf störf við deildina.

Margrét Sigrún hefur að mínu mati aðdáunarverðan metnað og eldmód hvað varðar skipulag og framþróun háskólakennslu. Þetta birtist ekki eingöngu í þeim námskeiðum sem hún hefur sjálf komið að kennslu á heldur ekki síður í ötulli vinnu hennar við að bæta kennsluhætti almennt í þeirri deild sem við vinnum saman í. Ég hef einnig fylgst með vinnu hennar utan deildarinnar, þar sem hún hefur einnig haft mikil áhrif, en ég ætla hér eingöngu að fjalla um starfið á vegum viðskiptafræðideildar.

Hennar eigin kennsla hefur einkennst af bæði metnaði og vilja til að hafa frumkvæði að breytingum. Hún gerði þannig veigamiklar breytingar til batnaðar á kennslu í aðferðafræði, bæði á meistarastigi og í grunnnámi í deildinni. Í grunnnámi hafði hún frumkvæði að því að gefa aðferðafræði og vinnulagi betri sess í skipulagi námsins, m.a. með því að hafa námskeið um þau efni strax á fyrsta misseri BS náms.

Þá var kennsla hennar um skapandi greinar mikið frumkvöðulsstarf. Sérstaklega vel tókst til við að flétta saman kennslu sem byggði á miklum fjölda gestafyrirlesara úr þessum geira við hefðbundnari kennslu. Hún hefur alltaf fengið afar góðan vitnisburð fyrir kennslu sína frá nemendum.



HÁSKÓLI ÍSLANDS

VIÐSKIPTAFRÆÐIDEILD

FÉLAGSVÍSINDASVIÐ

Margrét Sigrún tók einnig að sér formennsku í meistaranámsnefnd deildarinnar. Starf nefndarinnar er afar umfangsmikið enda námsframboð fjölbreytt með miklum fjölda nemenda á mörgum og ólíkum námslínunum. Þar nutu skipulagshæfileikar Margrétar Sigrúnar og áhugi á gæðamálum sín vel. Þannig breytti hún móttöku nýnema til batnaðar og lék lykilhlutverk í að vinna hæfniviðmið fyrir allar námslínurnar og hrísla þau á einstök námskeið. Það var veruleg vinna og krafðist mikillar lipurðar í verkstjórn og hvatningu til samstarfsfólks. Þá bætti hún sér fyrir endurbótum á kennsluáætlunum í meistaranámskeiðum, m.a. með því að standa fyrir námskeiði um smíði þeirra. Loks tók hún virkan þátt í vinnu við sjálfsmatsskýrslu deildarinnar.

Í ljósi alls þessa gef ég henni mín bestu meðmæli, bæði sem kennara og sem stjórnanda á sviði kennslumála.

Virðingarfyllst,

Gylfi Magnússon, deildarforseti

Reykjavík 28. maí 2021

Til þess er málið varðar

Undirritaður, Stefán Hrafn Jónsson forseti Félagsvísindasviðs, mæli með að umsókn Margrétar Sigrúnar Sigurðardóttur um þátttöku í kennsluakademíu verði tekin til greina og að Margrét verði valin til þátttöku í þeim ágæta hópi kennara þar sem framþróun kennslufræði háskóla verður sinnt með mikilli þrýði.

Ég kynntist Margréti fyrir allmörgum árum og veitti strax athygli áhuga hennar á kennslumálum. Eftir að ég tók við sem forseti Félagsvísindasviðs hef ég náð að kynnast Margréti enn betur en áður. Sem forseti Félagsvísindasviðs hef ég meira og meir gert mér grein fyrir hversu mikilvægt skref það var af forvera mínum í starfi að fela Margréti Sigrúnu það hlutverk að vera formaður kennslumálanefndar og síðar kennsluþróunarstjóri.

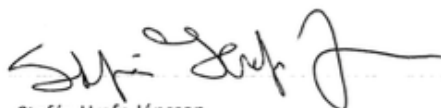
Af nægu er að taka til að benda á kosti Margrétar í þessu hlutverki. Margrét er skipulögð, vel lesin í kennslufræðum, ávallt tilbúin til að gefa af sér og sífellt að huga að því hvernig unnt sé að gera góða kennslu á Félagsvísindasviði enn betri. Ég geri ráð fyrir að Margrét geri vel grein fyrir verkum sínum í umsókn sinni. Verk Margrétar bera skýr merki um fagmennsku og einlægan áhuga um að auka gæði kennslu við Félagsvísindasviðs.

Margrét hefur verið í fararbroddi í að nýta vendikennslu á Félagsvísindasviði, hún hefur útbúið gott kennsluefni sem eftir er tekið. Hún stóð fyrir gerð myndbanda sem nýtast vel kennslu í vinnulagsnámskeiðum á FVS. Margrét var dugleg að nýta fjölbreytta möguleika í Moodle kennsluumsjónarkerfinu en á sama tíma meðvitað um takmarkanir þess kerfis og ágalla þess að nota tvö kennsluumsjónarkerfi. Í kjölfarið var hún ötull talsmaður og baráttukona þess að taka upp nýtt kennsluumsjónarkerfi. Árangursrík ákvörðun um að festa kaup á og nota Canvas sem tekin var í kjölfar baráttu Margrétar ber þess glöggt merki hversu vel Margrét fylgir straumum og nýjungum í kennslumálum í háskólum. Innleiðing á Canvas kennsluumhverfinu var með afbrigðum góð. Áhugavert var að sjá hversu gott framlag Margrétar var í þeirri innleiðingu.

Árangur Margrétar sem kennsluþróunarstjóri, og sem háskólakennari, er með afbrigðum góð. Margrét er ötull talsmaður og virkur þátttakandi í því að efla samtal kollega um kennslu. Fyrir ekki svo mörgum árum var undarlega fátítt að kennarar á Félagsvísindasviði ræddu saman um kennslu. Kennsluþróunarstjóri á FVS hefur breytt þeirri menningu með undraverðum hætti m.a. með því að stofna til vendifunda um kennslu og stofnað Facebook síðu þar sem allmargir kennarar á FVS deila reynslu sinni um kennslumál. Margrét hefur einnig samið gott kennsluefni

Rannsóknir Margrétar á kennslu hafa augljóslega eflit Margréti sem kennara og sem kennsluþróunarstjóra FVS. Þar má nefna rannsóknir á áhrifum tengslanets nemenda á árgangur og rannsóknir hennar á kennslumati nemenda sem kemur m.a. fram í mörgum góðum hugmyndum um kennslukannanir og framþróun þeirra.

Ég mæli því eindregið með að Margrét Sigrún Sigurðardóttir verði tekinn inn í Kennsluakademíu Háskóla Íslands



Stefán Hrafn Jónsson

Forseti Félagsvísindasviðs Háskóla Íslands.

## Appendix F – Extended CV

### Margrét Sigrún Sigurðardóttir, PhD

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### Education

<b>Dipl.</b>	University of Iceland, Faculty of Education and Pedagogy Diploma in Higher Education Teaching	May 2017
<b>PhD</b>	Copenhagen Business School Department of innovation and Organisational Economics Organisational Theory	May 2010
<b>MSc</b>	University of Iceland, Faculty of Business Administration Strategic management	May 2004
<b>BA</b>	University of Iceland, Faculty of History and Philosophy Philosophy	May 1998

### Work experience

<b>Associate professor</b> <b>University of Iceland</b> , Faculty of Business Administration	2020 -
<ul style="list-style-type: none"><li>As an assistant professor I have been responsible for an undergraduate course in Creative industries and graduate course in Organisational theory and Qualitative research. I have actively build research collaborations around research, in particular research on Higher Education</li></ul>	
<b>Head of Teaching development</b> , Chairman of the teaching committee <b>University of Iceland</b> , School of Social Sciences	2017 -
<ul style="list-style-type: none"><li>As head of teaching development I have been responsible for creating a dialog around teaching and teaching development, as well as offering support in the move to Canvas and Inspira.</li></ul>	
<b>Head of Graduate School committee</b> , <b>University of Iceland</b> , Faculty of Business Administration	2010 - 2013

Margrét Sigrún Sigurðardóttir, PhD

Chair of the teaching committee, head of teaching development<sup>1</sup>, School of Social Sciences

Associate Professor, Faculty of Business Administration, School of Social Sciences, University of Iceland

- As head of the graduate School committee, I was responsible for implementing learning outcomes, working towards moving the graduate course into a system of four 'term' during the school year, as well as moving the program from 90ects to 120 ects.

**Assistant Professor,**

2010 - 2020

**University of Iceland,** Faculty of Business Administration

- As an assistant professor I had the added responsibility of leading the Strategic management graduate program, as well as teaching undergraduate courses in academic development and research and Creative industries and graduate course in Organisational theory and Qualitative research.

**Lecturer,**

2008 - 2010

**University of Iceland** Faculty of Business Administration

- As a lecturer I was responsibility for two courses, Undergraduate course in academic development and a graduate course in Organisational theory.

**Research assistant/project manager,**

2001- 2003

**University of Iceland,** Institute for Business Research

- As a project manager at the institute for Business Research I was among other things responsible for the organisation of the NFF conference held in Iceland in 2003. It was the largest NFF conference held at the time.

**Marketing Manager**

2000 - 2001

**Gagrín,** Reykjavik

- As a marketing manager at Gagarín, I worked among other projects on the contact Gagarín had with the Icelandic parliament on building information architecture. I lost the job when the .com bubble burst and demand for multimedia project disappeared.

**Account Executive** Location

1998 - 2000

**Ydda,** Advertisement agency

- At Ydda I was responsible for accounts ranging from private companies as the Blue Lagoon NGO's such as the Icelandic Postal service and multinational companies such as the Coca-Cola company.

**Executive assistant**

1996 - 1997

**Stöð 3** TV station

- At Stöð 3 I was the executive assistant to the VP of acquisition. In my job I was in daily contact with international content producers such as Warner. As most in the company I lost my job in a hostile takeover.

## Teaching development projects - funded

2019 Development of online teaching material in academic learning skills

2017 Development of Social networks among undergraduate students.

2013 Teaching qualitative research, resources

## Publications

### *Journal publications and book chapters*

Magnús Þór Torfason, Margrét Sigrún Sigurðardóttir og Anna Helga Jónsdóttir, (Forthcoming)  
Menntaskólaklíkur – Bakgrunnur og tengsl nýnema í háskólanámi. Tímarit um uppeldi og menntun.

Klemenž Kristjánsson, Margrét Sigrún Sigurðardóttir & Valgerður Anna Jóhannsdóttir (2020).  
Um fjöllum um erlent vinnuafli í íslenskum fjölmiðlum – spegla fjölmiðlar raunverulega þróun?. *Íslenska þjóðfélagið*, 11(2), 40-55.  
<https://www.thjodfelagid.is/index.php/Th/article/view/197>

Sigurðardóttir, M. S., & Heijstra, T. M. (2020). Mixed Approaches to Learning in the Flipped Classroom: How Students Approach the Learning Environment. *Canadian Journal for the Scholarship of Teaching and Learning*, 11(1), n1.

Erla Rún Guðmundsdóttir, Margrét Sigrún Sigurðardóttir og Magnús Þór Torfason (2020). Iceland  
Airwaves sem samskiptavettvangur og farvegur hugmynda. *Íslenska þjóðfélagið*, 11(1).

Einarsdóttir, T., Rafnsdóttir, G. L., Sigurdardóttir, M. S., & Torfason, M. T. (2020). Networks, homogeneity and gender in Icelandic business elites. *Scandinavian Journal of Management*, 36(1).

Íris Sigurðardóttir og Margrét Sigrún Sigurðardóttir (2020). Samfélagsleg ábyrgð í hröðum vexti.  
Staða samfélagslegrar ábyrgðar í ferðaþjónustu á Íslandi. *Tímarit um viðskipti og efnahagsmál*. 17(1)37-54

Sigurdardóttir, M. S. (2020). Signaling Similarity in the Icelandic Labour Market: How Can Immigrants Reduce Statistical Discrimination?. *Migration Letters*, 17(2), 349-356.

Sigurdardóttir, M. S. (2019) And Björk of course – the image of Icelandic music, in Howell, T. (Ed.).  
The Nature of Nordic Music. Routledge.

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Sigurdardottir, M. S., & Candi, M. (2019). Growth strategies in creative industries. *Creativity and Innovation Management*, 28(4), 477-485.

Kári Kristinsson og Margrét Sigrún Sigurðardóttir (2019). Ráðum við frekar Guðmund og Önnu heldur en Muhammed og Aishu? Áhrif múslimsks nafns í ferilskrá. *Íslenska þjóðfélagið* 10(2)

Stangej, O., Minelgaite, I., Kristinsson, K., & Sigurdardottir, M. S. (2018). Post-migration labor market: prejudice and the role of host country education. In *Evidence-based HRM: a Global Forum for Empirical Scholarship*. Emerald Publishing Limited.

Magnús Þór Torfason og Margrét Sigrún Sigurðardóttir (2017) Tengslanet nemenda og brotfall úr háskólanámi. *Netla – Vef tímarit um uppeldi og menntun*. 5. Október

Heijstra, T. M., & Sigurðardóttir, M. S. (2017). The flipped classroom: Does viewing the recordings matter?. *Active Learning in Higher Education*, 19(3), 211-223

Magnús Þór Torfason, Þorgerður Einarsdóttir, Guðbjörg Linda Rafnsdóttir, & Margrét Sigrún Sigurðardóttir, M. S. (2017). Elítur á Íslandi-einsleitni og innbyrðis tengsl. *Stjórnmal og stjórnsýsla*, 13(1).

Margrét Sigrún Sigurðardóttir & Thamar Meljanie Heijstra (2016): „Af hverju getur þú ekki bara sagt mér hvernig þetta á að vera?“ Upplifun kennara af ólíkum viðhorfum nemenda til náms í eiginlegri aðferðafræði á meistarastigi. *Tímarit um uppeldi og menntun*. 25(1), 67-84

Kristín Loftsdóttir, Margrét Sigrún Sigurðardóttir & Kári Kristinsson (2016). "Hún gæti alveg verið múslimi og allt það": Ráðning fólks af erlendum uppruna til íslenskra fyrirtækja. *Stjórnmal og stjórnsýsla* 12(2) (393-416)

### **Conference papers**

Sigurdardottir, M.S. & Heijstra, T. M. (2019) Mixed Approach to Learning Within the Flipped Classroom. Paper presented at ISSOTL19 Conference 9-12<sup>th</sup> October, Atlanta, USA

Sigurdardottir, M. S. & Candi, M (2018) Growth strategies in the Creative industries. Paper presented at *EURAM 2018* Conference 19-2 June, Reykjavik, Iceland.

Einarsdottir, TH, Rafnsdottir, G.L., Torfason, M. TH & Sigurdardottir, M.S. (2018) Networks, Homogeneity and Gender in Icelandic Business Elites. Paper presented at *EURAM 2018* Conference 19-2 June, Reykjavik, Iceland.

Sigurdardottir, M. S., Kristinsson, K. & Loftsdóttir, K. (2017) Prejudice or Uncertainty Avoidance? Underappreciated Expertise in the Hiring of Immigrants. Paper presented at *EURAM 2017* Conference 21-24 June, Glasgow, UK.

Christiansen, T., Sigurdardottir, M. S. & Heijstra, T. M. (2017). Female entrepreneurs in the making: Perceptions of the glass ceiling, entrepreneurship and themselves. Paper presented at *EURAM 2017* Conference 21-24 June, Glasgow, UK.



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Sigurdardottir, M.S. (2013) The business of breaking the mold - Business models in the creative industries. Paper presented at 22nd *Nordic Academy of Management Conference*, University of Iceland, 21-23 August, 2013.

Christiansen T. & Sigurdardottir, M. S. (2013). Do entrepreneurial women have a different view of the glass ceiling? Paper presented 22nd *Nordic Academy of Management Conference*, University of Iceland, 21-23 August, 2013.

Sigurdardottir, M.S. (2012) Personal values or financial returns: Creativity and low income in creative industries in Reykjavik. Paper presented at *IFKAD and KCWS 2012 Knowledge, Innovation and Sustainability: Integrating Micro and Macro Perspectives* Matera, Italy - 13-15 June 2012

Guðrún Pálína Ólafsdóttir & Margrét Sigrún Sigurðardóttir (2012): Stjórnendur og vald í innleiðingu breytinga. Í Kári Kristinsson, Magnús Pálsson og Þórður Óskarsson (Ritstj.), *Vorráðstefna Viðskiptafræðistofnunar Háskóla Íslands* (bls. 45-49). Reykjavík: Viðskiptafræðistofnun Háskóla Íslands

Hulda Guðmunda Óskarsdóttir & Margrét Sigrún Sigurðardóttir (2012): Vísindaleg sjónarmið í viðskiptum. Í Kári Kristinsson, Magnús Pálsson og Þórður Óskarsson (Ritstj.), *Vorráðstefna Viðskiptafræðistofnunar Háskóla Íslands* (bls. 65-69). Reykjavík: Viðskiptafræðistofnun Háskóla Íslands

Sigurðardóttir, M.S. (2012): Personal values or financial returns: Creativity and low income in creative industries in Reykjavik. In Giovanni Sciuma, JC Spender, Tan Yigitacilar (eds), . *Knowledg, Innovation and Sustainability: integrating micro and macro perspectives*. Paper presented at IFKAD –KCWS 2012 (p. 938 – 949)

Bjargey Anna Guðbrandsdóttir & Margrét Sigrún Sigurðardóttir (2011): Í viðskiptum með vísindahugsun – Lífætti á Íslandi Í Auður Hermannsdóttir, Jón Snorri Snorrason og Þóra Christiansen (Ritstj.), *Vorráðstefna Viðskiptafræðistofnunar Háskóla Íslands* (bls. 31-43). Reykjavík: Viðskiptafræðistofnun Háskóla Íslands.

Margrét Sigrún Sigurðardóttir (2011): Munur á viðhorfi viðskiptafræðinema og listaskólanema til tónlistar Í Auður Hermannsdóttir, Jón Snorri Snorrason og Þóra Christiansen (Ritstj.), *Vorráðstefna Viðskiptafræðistofnunar Háskóla Íslands* (bls. 159-165). Reykjavík: Viðskiptafræðistofnun Háskóla Íslands.

Kári Kristinsson, Haukur Freyr Gylfason & Margrét Sigrún Sigurðardóttir (2011) Reynsla og samdómaskekkja í vínsmökkun Í Auður Hermannsdóttir, Jón Snorri Snorrason og Þóra Christiansen (Ritstj.), *Vorráðstefna Viðskiptafræðistofnunar Háskóla Íslands* (bls. 245-249). Reykjavík: Viðskiptafræðistofnun Háskóla Íslands.

Margrét Sigrún Sigurðardóttir (2010) Áhrif niðurbætur á skipulag í tónlistariðnaði Í Eiríkur Hilmarsson, Þóra Christiansen og Snjólfur Ólafsson (Ritstj.), *Vorráðstefna Viðskiptafræðistofnunar Háskóla Íslands* (bls. 80-87). Reykjavík: Viðskiptafræðistofnun Háskóla Íslands.

Margrét Sigrún Sigurðardóttir & Gunnar Þór Jóhannesson (2009) List og viðskipti Rannsóknir í félagsvísindum X - Erindi flutt á ráðstefnu í október 2009 ritstjóri Ingjaldur Hannibalsson Í

Margrét Sigrún Sigurðardóttir, PhD  
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Ingjaldur Hannibalsson (Ritstj.), *Rannsóknir í félagsvísindum VVI* (bls. 259-268). Reykjavík: Félagsvísindastofnun Háskóla Íslands.

Margrét Sigrún Sigurðardóttir (2008) Eru skapandi atvinnugreinar ólíkar hefðbundnum atvinnugreinum? Áhrif viðhorfa og skoðana á skipulag fyrirtækja. *Rannsóknir í Félagsvísindum IX – Erindi flutt á ráðstefnu í október 2008* ritjóri Ingjaldu Hannibalsson. Í Ingjaldur Hannibalsson (Ritstj.), *Rannsóknir í félagsvísindum IX* (bls. 417-425). Reykjavík: Félagsvísindastofnun Háskóla Íslands.

Margrét Sigrún Sigurðardóttir (2006) Co-existence of institutional logics – empirical study of music industry Í Ingjaldur Hannibalsson (Ritstj.), *Rannsóknir í félagsvísindum VVI* (bls. 259-268). Reykjavík: Félagsvísindastofnun Háskóla Íslands.

Margrét Sigrún Sigurðardóttir (2006) Co-existence of institutional logics – empirical study of music industry Druid Summer conference  
<http://www2.druid.dk/conferences/viewabstract.php?id=362&cf=8>

Margrét Sigrún Sigurðardóttir (2005) Co-existence of two Opposing Institutional Logics - An Empirical Study of Music Industry Druid Winter conference  
<http://www2.druid.dk/conferences/viewabstract.php?id=2545&cf=17>

Margrét Sigrún Sigurðardóttir (2003) Umhverfi sköpunar – tilviksathugun á Smekkleysu í Ingjaldur Hannibalsson (Ritstj.), *Rannsóknir í félagsvísindum IV* (bls. 265-272). Reykjavík: Félagsvísindastofnun Háskóla Íslands.

## Reports

Erla Rún Guðmundsdóttir og Margrét Sigrún Sigurðardóttir (2018), Íslenski tónlistariðnaðurinn í tölum. [http://ibr.hi.is/sites/ibr.hi.is/files/skapandi\\_greinar/islenski-tonlistaridnadurinn-i-tolum.pdf](http://ibr.hi.is/sites/ibr.hi.is/files/skapandi_greinar/islenski-tonlistaridnadurinn-i-tolum.pdf)

Margrét Sigrún Sigurðardóttir, Bryndís Jónatansdóttir & Vilborg Júlíusdóttir (2015), Vinnumarkaður skapandi grein óbirt skýrsla fyrir Menningar og ferðamálaráð Reykjavíkurborgar.

Margrét Sigrún Sigurðardóttir & Júlía Björnsdóttir (2014) Sóknarfæri skapandi greina á höfuðborgarsvæðinu. *Samtök sveitafélag á höfuðborgarsvæðinu*  
[http://www.ssh.is/images/stories/Soknaraaetlun/Lokaskyrslur/Vaxtarsamningur/skapandi\\_greinar\\_prufa\\_11.6.2014.pdf](http://www.ssh.is/images/stories/Soknaraaetlun/Lokaskyrslur/Vaxtarsamningur/skapandi_greinar_prufa_11.6.2014.pdf)

Margrét Sigrún Sigurðardóttir & Júlía Björnsdóttir (2014) Nám í skapandi greinum á framhaldsskólastigi Fýsileikagreining á listmenntaskóla, *Samtök sveitafélag á höfuðborgarsvæðinu*. [http://www.ssh.is/images/stories/Soknaraaetlun/Lokaskyrslur/Skolar/Fysileikagr\\_fors\\_og\\_bls2\\_NET.pdf](http://www.ssh.is/images/stories/Soknaraaetlun/Lokaskyrslur/Skolar/Fysileikagr_fors_og_bls2_NET.pdf)

Margrét Sigrún Sigurðardóttir & Tómas Young (2011) *Kortlagning á hagrænum áhrifum skapandi greinar*. [http://ibr.hi.is/sites/files/ibr/Kortlagning\\_Vefur\\_02.pdf](http://ibr.hi.is/sites/files/ibr/Kortlagning_Vefur_02.pdf)

## **Professional service**

- 2019 -2021 Preparatory committee for the Teaching Academy of the public Universities in Iceland.
- 2018 Music industry in number – report for the Icelandic Music Export office, Icelandic Music Association and Ministry of industry and innovation,
- 2013 – 2014 Attractiveness of the Capital area for Creative industries– report for the Association of municipalities in the Capital area
- 2013 – 2014 Feasibility for a Creative industries School in the Capital area – report for the Association of municipalities in the Capital area
- 2010 – 2011 Mapping of the Creative industries in Iceland, academic supervision
- 2007 – 2008 „Penny for your Thoughts“ – Book published about starting up and running companies in Creative industries. The book was a result of a project funded by the Nordic Innovation Centre. Project manager.
- 2005 – 2006 „Improve the knowledge base in creative industries“ – Project supported by the Nordic Innovation Centre
- 2005 Conference on the Creative industries Collaboration between the University of Iceland, the Icelandic Art academy, Innovation Centre Iceland, and Imagine... research Centre at CBS. Project manager.
- 2003 – 2004 The Future in Design: The competitiveness and industrial dynamics of the Nordic design industry – Project funded by the Nordic Innovation Centre
- 2002 – 2003 NFF (Nordic Academy of Management) Conference organization.

## **Community service**

### **The Icelandic Dyslexia association**

Founder and chairperson, Reykjavik, 1994-1998

### **Leikfélag Kópavogs**

Secratery, Kópavogur, 1992-1994

## **Languages**

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Associate Professor, Faculty of Business Administration, School of Social Sciences, University of Iceland

**Icelandic:** Native language

**English:** Spoken fluent, Advanced reading and writing

**Spanish:** Spoken fluent, advanced reading, limited writing.

### **Computer skills**

Computer literate, use office 365 applications daily as well as atlas.ti

### **Other**

Apart from interest in teaching developments, I have kept bees and am an avid knitter.

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## References

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University of Iceland  
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**Dr Daði Már Kristófersson** Former Dean School of Social Sciences, Professor,  
Faculty of Economics  
University of Iceland  
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