

Self-Evaluation Report

Department of Arts Education

Submitted for subject-level review according to the Quality Enhancement Framework for Icelandic higher education

October, 2019

Table of Contents

Supporting Documents	2
1. Foreword	3
2. Former Review – Lessons Learned from QEF1.....	5
3. Department Profile: Goals and Context.....	12
3.1. Institutional Context	12
3.2. Department Overview.....	13
3.3. Department Mission and Goals	14
4. Department Organisation and Decision-Making	16
4.1. Organisational structure	16
4.2. Decision-Making Processes	16
4.3. Internal Quality Management	17
5. Study programmes.....	20
5.1. Curriculum and study Structure	20
5.2. Delivery.....	24
5.3. Study Environment	27
5.4. International Collaboration	29
5.5. Interaction with the Professional Field	31
6. Student Trajectory.....	36
6.1. Enrolment and Orientation	39
7. Facilities, Resources, and Support.....	40
7.1. Facilities	40
7.2. Financial Resources.....	41
7.3. Student Support and Counselling.....	43
8. Academic Faculty	45
8.1. Size and Composition of Academic Faculty.....	45
8.2. Faculty Support.....	46
9. Research	48
9.1. Institutional Context	48
9.2. Departmental Research Organisation and Research Culture.....	49
10. Summary and Main Conclusions	53
11. Action Plan.....	54

Supporting Documents

Appendix I: IUA Strategy 2019 – 2024

Appendix II: Academic positions and working procedures

Appendix III: Design and Approval of Programmes

Appendix IV: Monitoring and Review of Programmes

Appendix V: Overview of programmes – flow of study and courses offered

Appendix VI: Learning outcomes of study programmes

Appendix VII: Description of final projects at the master's level

Appendix VIII: Assessment criteria and final project examination process

Appendix IX: IUA grading scale and scoring rubric

Appendix X: IUA's Language Policy

Appendix XI: Guest lectures in the academic year 2015-19 (Open lectures)

Appendix XII: Grievance Committee on Student Rights

Appendix XIII: IUA's Ethical Code

Appendix XIV: Procedures in matters of sexual assault, harassment and bullying

Appendix XV: IUA's Equal Rights Policy

Appendix XVI: Rules on Academic Appointments

Appendix XVII: Framework for a formal internal evaluation of research output

Appendix XVIII: Rules on sabbatical

Appendix XIX: Framework for research management

Appendix XX: Research Policy of the Department of Arts Education

Appendix XXI: Schedule for the meetings with the external expert

Appendix XXII: External expert report, Doret de Ruyter

Appendix XXIII: IUA Rules 2017-2018

1. Foreword

The following self-evaluation report is the result of an internal evaluation process within the Department of Arts Education (DoAE), one of five departments of the Iceland University of the Arts (IUA). The process was conducted as part of an internal quality procedure in accordance with the Quality Enhancement Framework for Icelandic Higher Education 2017-2024.

The review committee consisted of three members of the department's academic faculty, one student and an international expert:

- Kristín Valsdóttir, Dean and Chair of the committee and Editor of the SER
- Guðbjörg R. Jóhannesdóttir, Assistant Professor
- Ingimar Ó. Waage, Assistant Professor and Programme Director of General teacher training programme
- Ólöf Huguín Valdimarsdóttir, Department Project Manager
- Jóhanna Ásgeirsdóttir, 2nd year Masters' student
- Doret de Ruyter, Professor at the University of Humanistic Studies, Utrecht, External Expert

Hulda Stefánsdóttir, Acting Director of Division of Quality, Teaching, and Research worked with the committee throughout the process.

The self-evaluation work took place during spring 2019. The report was written following numerous meetings with programme directors, faculty and part-time teachers as well as students, alumni and stakeholders. During the meetings every facet of the department was discussed and evaluated thoroughly.

The review committee convened between September 5th–6th, in Iceland, where the external expert, Doret de Ruyter, was present (See Appendix XXI). During the visit, de Ruyter relayed her reflections and feedback to the committee members and sent her personal report swiftly after the visit. This feedback was incorporated into the SER, the report is also included as Appendix XXII.

THE CONTRIBUTORS

IUA faculty members, institutional leadership and administration personnel:

Fríða Björk Ingvarsdóttir - Rector

Vigdís Másdóttir - Director of Communications

Björg Jóna Birgisdóttir - Director of Student Affairs

Gunndís Ýr Finnbogadóttir - Assistant Professor, Programme Director

Vigdís Gunnarsdóttir - Adjunct, Programme Director

Sigríður Geirsdóttir - Project Manager, Division of Quality, Teaching and Research

Einar Torfi Einarsson - Research Committee Representative

Sóley Björt Guðmundsdóttir - Director of Human Resources

Magnús Loftsson - Managing Director

Rósa Bjarnadóttir - Director of Library and Information Services

Part time lecturer:

Elín Anna Ísaksdóttir - Programme director in the Department of Music, part-time teacher at DoAE

Rósa Gunnarsdóttir - Final thesis external examiner for M.Art.Ed, MA, previous part time teacher at DoAE

Þórey Sigþórsdóttir - Voice and lecturing part time teacher, alumni from DoAE

Stakeholders:

Kristín Cardew - Primary School Teacher- Hjallastefnan Primary School, artist, alumni from DoAE and DoMusic of IUA

Ása Helga Ragnarsdóttir Proppé - Chairperson from FLÍSS - Association for Theatre in Schools, actress, teacher at IU, IUA part-time teacher

Áshildur Sveinsdóttir - FÍMK - Association of Design and Art Teachers, artist, elementary school teacher

Former and enrolled students:

Sigríður Ásta Eypórsdóttir - Occupational therapy, 1st year

Ingunn Elísabet Hreinsdóttir- Dance, 2nd year

Logi Bjarnason - Fine Art, 2nd year

Gísli Hilmarsson - Design, 2nd year

Nick Candy- Performing Arts, graduated 2017

Hugrún Margrét Óladóttir- Performing Arts, graduated 2018

Jóní Jónsdóttir - Fine Arts, graduated 2011

2. Former Review – Lessons Learned from QEF1

The following is a list of objectives and action points put forward in the 2015 self-evaluation report, followed by an account of reactions and the current status of tasks.

	Suggestions	Response	Result
1.	LEARNING AND TEACHING		
	Clarify more explicitly scope and the learning outcomes of 10, 20 and 30 ECTS final projects.	The instructions for the final project were revised in the academic year of 2015-16 and revised again in spring 2017, allowing for the possibility of a graduation without conducting a formal final project. These smaller, independent projects required 6-10 ECTS.	In spring 2019, a decision was made to cease offering the possibility of graduating without a formal final project and instead offer 10 ECTS final projects again. The regulations for the 10 ECTS projects are distinctly defined from the 20 and 30 ECTS projects. The criteria are clearer and introduce flexibility for students to choose the scope of their graduation projects. The scope of the project is always based on the students chosen topic and approach. Those who graduate with 10 ECTS final project graduate with the same amount of ECTS in total, in the last term students attend 20 ECTS in the form of courses (See Appendix VII).
	Review the Department grading scale for final projects.	The Department's grading scale for the final projects was revised in the academic year of 2015 – 16. As of autumn semester 2019, the Department has decided to implement a pass/fail assessment for all courses. The decision has provoked discussions about reviewing the Department grading scale for final projects in a similar manner and to introduce awards for outstanding projects.	In autumn 2016 a new and more thorough scale was implemented. The scale is introduced to students and their supervisors prior to starting their final project work. The scale has proven to be very useful for supervisors and the external examiner when working on grading and the written reviews (See Appendix VIII).
	To further develop the Department in	The Reykjavík School of Visual Arts offers a two-year diploma	In autumn 2016 the Department presented the

	collaboration with other departments of IUA and initiate new study programmes.	<p>programme after which students can apply to complete a BA degree at an arts university.</p> <p>In the academic year of 2015 – 16, a working group was formed by the Department of Music and the Department of Arts Education with the aim of developing a joint study line in Instrumental/Vocal Education on the MA level.</p>	<p>possibility of entering the MA/M.Art.Ed. programme with one-year preliminary studies. These students will conclude their degree in three years.</p> <p>In autumn 2016 the Department presented a MA/M.Mus.Ed. study programme in Instrumental/Vocal Education in collaboration with the Department of Music (DoM). Students are enrolled in the DoM but attend several obligatory courses in pedagogy at the Department of Arts Education.</p>
	To formalise cooperation and conversation between faculty and part-time teachers on learning and teaching.	The Department's current strategy/aim is to hire more permanent teachers and reduce the need for part-time teachers.	The monthly cross-departmental "Teachers' Cafe" is open to all teachers (permanent and part-time alike). This is an informal platform for teachers to discuss various aspects of teaching at the university level, share experiences, and gain insights from each other. This has proved to be a beneficial way of promoting peer-discussions of academic teaching methods and curricular developments.
2.	RESEARCH		
	Enhance the research profile of the department: clarify research criteria in print and publish. Develop a forum for publications of research on Arts Education.	<p>The resources of the Department have not allowed for establishing a printed and published research criterion. An online publication platform is being developed for the whole institution.</p> <p>Faculty members are actively working on research in their respective fields. See further in chapter 5.5.</p>	<p>The Department has enhanced the internal research activity by supporting its staff in their research projects. Some staff members have worked on different research projects in collaboration with each other and other researchers from other institutions.</p> <p>Staff members edited and published the book Framtíðarmúsík (Music of the Future) in 2018 and envision the publication to be the first in a book series on arts education. The IUA's online</p>

			journal is underway, the first issue will be published in 2019.
	Enhance cooperation with practicing arts educators and institutions within the field of research.	<p>Because of the small size of the Department and few faculty members, focus has been placed on participation in collaborative projects and joint ventures such as workshops, conferences and publications.</p> <p>A positive effect of this approach has been the extended public outreach it entails.</p>	<p>A faculty member is on the editorial board of the cross-departmental IUA online journal.</p> <p>For further details see above.</p>
	Offer research methodology workshops and courses for artists and arts teachers.	The course From Studio to Classroom has been offered in the Open IUA programme.	Practising artist/teachers have taken the course from Studio to Classroom and have engaged with the research community of IUA, i.e. by participating in <i>Hugarflug</i> , the IUA annual research conference. The course is obligatory for students with background in visual art.
	Find research funding and improve access to funds.	<p>The Department participates in one large-scale international Erasmus+ project.</p> <p>The Department is also a participant in another large-scale Erasmus+ application on the Paradox of Democratisation in Europe.</p> <p>The Department collaborates annually with The Association of Teachers in Arts and Design in upper-secondary education on an intensive summer-course, which has been funded by the Retraining teachers at Upper Secondary Level fund (Icel. SEF) within the Icelandic Centre for Research.</p>	<p>An intensive collaborative summer course takes place annually in August.</p> <p>The large-scale international Erasmus+ project currently in place concludes in autumn 2020.</p> <p>The results from the present Erasmus+ application on the Paradox of Democratisation in Europe will be announced in July.</p>
3.	PUBLIC INTERACTION /PROFESSIONAL FIELD		
	Enhance the Department's identity	The Department maintains a good professional relationship	The Department remains committed to the

	<p>within the sector and local community: Research Centre for Arts Education (founded in 2014), increased participation in unions, associations, conferences, societal projects in Iceland and abroad.</p>	<p>with many institutions and associations in the sector and continuously works on developing these professional rapports. For further information see chapter 5.5.</p>	<p>enhancement of its identity within the sector and various local communities. The Department maintains its pre-existing relationship with networks; ASAD-network (Arctic Sustainable Arts and Design), ASSITEJ- International Association of Theatre for Children and Young People, Arts for All (Icel. List fyrir alla), Edda Norden, InSEA, SOTI. Collaborating universities are located in the Netherlands, Germany, Norway and Finland.</p>
	<p>Continue to develop programmes for the Open IUA.</p>	<p>When organising timetables, teaching hours and days, the Department has considered target groups of the Open IUA, assessing the most suitable times for an outside student to attend courses. The Department has also sought ways to develop more variations in its course offerings.</p>	<p>The advertising for open courses is now more targeted. Most of the Department's elective courses are available to outside students through the Open IUA and the Department still offers the largest open course selection of all departments at the IUA. In general, shorter courses, e.g. a hands-on practical day course in musical teaching in October 2018, are very well attended by music teachers.</p>
	<p>Develop closer connections with arts educators in public and private schools: initiate events, information disseminated to practicing arts educators.</p>	<p>Communication with the professional community of arts educators has been enhanced in recent years. Arts educators are now invited to selected departmental events.</p>	<p>Summer courses for arts educators in grammar schools, (Icel. SLHF) presented annually since 2017. Summer course to be held in August 2019 for arts educators in primary schools in Reykjavik, in collaboration with Reykjavík City Primary school and Leisure Centre. Day course for kindergarten teachers in November 2018, in collaboration with the Professional Group for Creative Teaching in Kindergartens. Regular open Friday lectures in the Department during the academic year.</p>

			Open courses offered through the Open IUA.
	Formalise and enhance collaboration with the arts sectors, various stakeholders and alumni.	The Department applied for a formal collaboration with <i>List fyrir alla</i> (Art for All), a cultural project for children and youth under the auspice and funded by the Icelandic Ministry of Education, Science and Culture.	In spring 2018 the Department held its first graduation event in Gerðarsafn museum and the Kópavogur Municipal Library. Graduating students presented their final theses through workshops and lectures. This was repeated in spring 2019 and has already proven to be a successful collaboration, well received by the public. Art for All is an annual collaborative event. The Department regularly receives information on various job offers from professional bodies, schools and the arts sector and makes these jobs known to the Department's alumni.
4.	MARKETING		
	Produce promotional videos with students for online distribution.	In spring 2019, promotional videos with interviews with three selected graduated students from the Department where produced and distributed online, as a part of IUA promotional campaign for studies at the University.	
	Involve stakeholders and alumni more in advocating for the Department in general.	The Department's project manager has contacted chosen alumni and written up interviews with them for promotional purposes in the past three years. In spring 2019, the Ministry of Education and Culture conducted a campaign with the aim of increasing the number of applicants for teacher's education. The Department participated in the campaign through various means.	Application numbers increased by over 120% in spring 2019 and were the highest in the history of the Department.
	Promote the open courses more.	In spring 2018, a Facebook page for the Open IUA was	The Open IUA has been established more firmly as an

		<p>created where courses from all departments are promoted. Instagram is also used for that purpose. The IUA email newsletter presents the course selection of the Open IUA. Specific courses aimed at arts teachers are promoted via email and Facebook.</p>	<p>entity, both within the University as well as with public presentations.</p>
5.	INSTITUTION		
	<p>To increase collaboration with other MA programmes at IUA: explore possibilities of shared courses.</p>	<p>In autumn 2016 an experiment was made of joining all the MA programmes at IUA four times over the semester in the research courses taught in each programme.</p> <p>The same fall the DoAE joined the course Deila/Dealing, a week-long intensive course for all 1st year MA students at IUA, for the first time.</p>	<p>Deila/Dealing is now an obligatory course for 1st year MA students in arts education.</p>
	<p>To further develop cooperation with other departments and initiate new study programmes.</p>	<p>During the last two semesters, the department has been developing a new study programme; “MA/M.Ed in Arts based Teacher Education”. This study programme is aimed at those eligible for submission (BA degree) into the department but lacking formal education within the arts, yet wanting to teach using creative and artistic approaches. In many instances, these applicants have substantial experience and training in the arts.</p> <p>In spring 2017, the Ministry of Education, Science and Culture, called for ideas and projects from Universities and schools in cooperation with the business sector, that could be a bridge for individuals to the University level, i.e. through skills assessment and alternative courses. The DoAE, in collaboration with the DoM,</p>	<p>The new study programme was launched in August. There were 12 applications received this spring and 11 admitted. A new position of Programme Director has been established. Admissions for the new study programme will be open every two years.</p> <p>This project is well underway. Criteria for skills assessment have been developed and the first courses will be offered in spring semester 2020.</p>

		<p>took the initiative of applying for a ministry grant to develop a study programme to meet the needs of music teacher's with little formal education.</p> <p>The application was well received and fully granted and a project manager from the DoM was hired to continue to develop the project.</p>	
--	--	---	--

3. Department Profile: Goals and Context

Department description, historical trajectory, overview of programmes, goals and mission with prioritisation and future vision.

3.1. Institutional Context

The Iceland University of the Arts (IUA) is the only higher education institution in the field of the arts in Iceland, and thus responsible for education, research, and policy making in that sector of Icelandic society. The IUA is most conscious of the responsibilities of being at the forefront of knowledge enhancement and innovation in the field of the arts in Iceland; it seeks to communicate knowledge and expertise, and to promote professionalism in the arts nationwide. It is a self-governing institution providing education in fine arts, performing arts (theatre and dance), music, design, architecture and arts education. The IUA benchmarks itself against other art universities in the Nordic Region (Norway, Sweden, and Finland) by participating in Nordic and Nordic-Baltic networks at the subject level, as well as being a member of ELIA and the annual Nordic Rectors' Conference.

The Charter for the IUA was signed by representatives from the Federation of Icelandic Artists and the Ministry of Education and Science in (MESCS) in 1998, leading to its legal status as a higher arts education institution (HEI) a year later with the admission of the first student cohort.

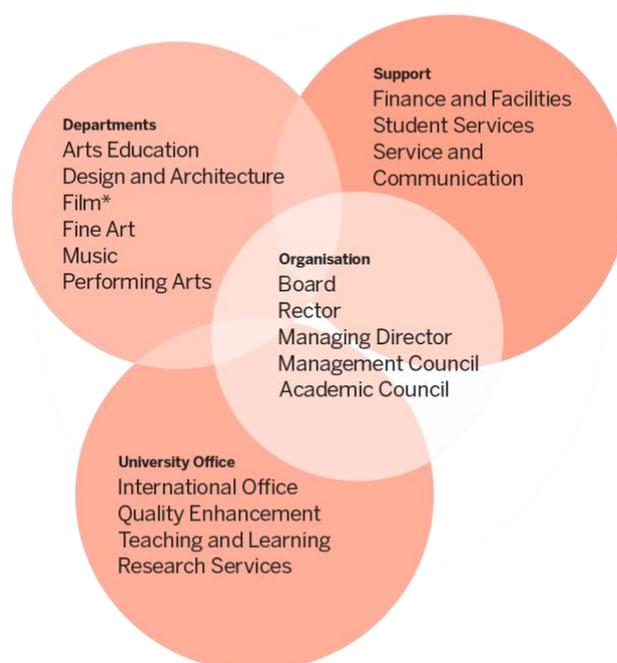


Fig. 3.1.1 - IUA Organisational Chart

Two decades later the IUA has developed into a dynamic and manifold institution, running five departments, and preparing for the sixth; Department of Film*. It offers a total of 22 study programmes, eight of which are at the graduate level. In 2017 – 2018, 437 students were enrolled, thereof 90 were at the graduate level. A total of 124 permanent staff were employed, filling 86,9

full-time positions (thereof 46,7 full-time academic positions). A total of 400 part time and guest lecturers contributed to the institution during that time, equivalent of 23 full-time positions on annual basis.

Management Council

The Management Council (MC) is the main decision-making platform within the University. In its weekly meetings, the MC discusses issues shared by all departments and support services, quality assurance and the general organisation of the University's operations, including teaching and research management. The MC consists of the rector (chair), the managing director, and the deans of departments. Members of support services and central administration occasionally participate in MC meetings.

Academic Council and Sub-Committees

The Academic Council (AC) is a trans-departmental consultation and information-sharing platform for the University's administrators, lecturers, and students on academic affairs. The AC discusses the University's professional objectives, performance and quality, and provides leadership for administrators in academic affairs. The Academic Council takes the initiative on formulating its agenda, while also addressing issues from the rector and the Management Council, departmental councils, and the University's committees.

The Academic Council consist of the rector, a representative of the dean of departments, five representatives from the faculty, one from each department, two representatives of part-time lecturers, and two student representatives, one from the undergraduate programme and another from the graduate programme. The Academic Council elects a chair from the group of faculty representatives for one year at a time. The chair calls meetings, prepares agendas, and chairs meetings. The council meets at least once a month throughout the academic year.

The Council supervises the operations of the Teaching and Research Committees. The sub-committee's operations are guided and supported by staff of the Division of Quality, Teaching and Research. The committees are represented by an academic faculty member from each department and a student representative. Each committee elects a chair, who reports to the AC once a semester. The committees meet once a month. (See Appendix II and XXIII).

3.2. Department Overview

The Department of Arts Education was founded in 2009 and organised according to a new Icelandic legislation on teacher training. Prior to that (2001-2009) the IUA offered a one-year diploma for artists, first mainly in visual arts but soon developed courses of study for musicians, actors, and dancers. Today the department offers four study programmes on the MA level:

M.A./M.Art.Ed. in Arts Education

From 2009: 120 ECTS programme. The admission requirement is a BA Degree or equivalent qualification in arts.

From 2016: 180 ECTS programme including preliminary studies. The admission requirement is at least two-year studies in arts at the BA level.

M.A./M.Ed. in Education

From 2019: 120 ECTS programme. The admission requirement is a BA Degree or equivalent qualification in any field.

Diploma in Arts Education

From 2009: 60 ECTS programme for teacher certification at primary and upper secondary school levels. The admission requirement is a MA Degree in Arts.

Preschool Diploma in Arts Education

From 2018: 30 ECTS programme for teacher certification at the preschool level. The admission requirement is a teacher certification at primary and upper secondary school levels.

As presented above, three new study programmes have been developed from 2016-2019.

During the academic year of 2018-19, 34 students were enrolled in the Department (autumn 2018), 29 female and five male. Five academic staff were employed (equivalent to 2,65 full positions), and 36 part-time teachers, field-work teachers and supervisors for final projects (equivalent to 2,1 full positions). The student numbers decreased from 2015-2018 (see table 3.2.1). Following a promotional campaign, led by the Ministry of Education in cooperation with universities offering teacher education, the Teachers Union, and the Federation of Local Authorities in Iceland, the number of applications increased by over 120% in spring 2019.

Department of Arts Education	M.Art.Ed	Diploma	MA	Diploma in preschool education	M.Art.Ed. Preliminary studies	Total	Male	Female
Autumn 2015	36	4	5			45	7	38
Autumn 2016	26	4	4		2	36	5	31
Autumn 2017	21	1	2		3	27	3	24
Autumn 2018	25	3		2	4	34	5	29

Table 3.2.1. Number of students at the DoAE 2015-19

3.3. Department Mission and Goals

The MA programme in arts education is a 120 ECTS practice-based academic programme where, until spring 2019, artists from various disciplines study to become arts educators, certified to teach in primary- and upper secondary schools. In autumn 2019 the first students within a new teacher training programme will enter the Department. Those are students with a BA degree from other disciplines than the arts who wish to undergo their general teacher training focusing on the arts as a method of instruction in schools. The new study line is a part of the Department's mission to increase the number of teachers with knowledge and interest in the arts.

One of the main aims of the Department is to meet individual needs and connect the learning to students' prior experience. Consequently, the Department considers it an important goal to provide students with a learning environment and learning culture that helps them to become more aware of, and make sense of, their practical and artistic knowledge and to facilitate its combination with this new knowledge. Students are encouraged to be critical and conscious of their expectations and values by reflecting on their former experience and connecting this with entering a new field, which is one of the bases for the development of their own personal, practical knowledge as arts educators.

Reflections:

- The overall progress and development of the Department undergo regular revisions and are subject of an ongoing dialogue at departmental meetings and at department council meetings. In 2017, in connection with the development of the IUA strategy 2019-2024 (see Appendix I) some points were further emphasised for the coming years 2018-2022. With the new strategy of the IUA published in early 2019, and through this self-evaluation process, the Department's mission and strategies will formally be reviewed.
- In the review process stakeholders discussed the positive effects of the new study programme in arts-based teacher education and the opportunities for continuing education (lifelong learning) offered by the Open IUA.
- We are and have been concerned about the gender imbalance in the Department. However, the imbalance is in line with statistics from 2009 that show that out of a total of 4,978 teachers in Icelandic primary schools, 3,969 are female and 1,011 are male.

4. Department Organisation and Decision-Making

4.1. Organisational structure

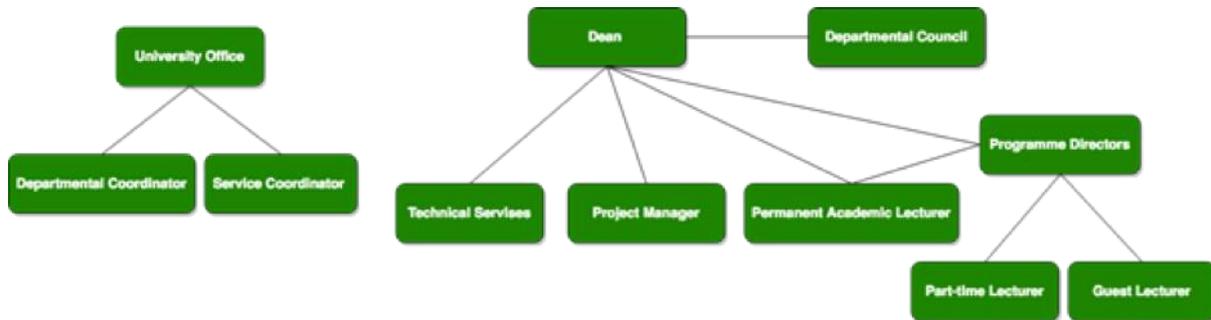


Fig. 4.1.1. - Flow chart of organisational structure

In the Department of Arts Education all academic staff and the project manager are members of the dean's staff. The departmental coordinator is part of the centralised University office's staff. Within this structure, the dean and the dean's staff manage part-time teachers, lectures and supervisors, admissions, student affairs alongside the IUA's director of student's affairs, events and departmental finances. Other affairs, such as housing, IT, research framework and international relations are managed in collaboration with the University Office.

The dean leads the development of strategy, vision, and action planning of the DoAE and is responsible to the rector. The dean attends weekly meetings of the IUA Management Council alongside other IUA deans, the rector and the managing director. The Department's programme directors are responsible for the course development within their fields; visual art, music, and performing arts. The dean and the academic staff are appointed to various departmental and cross-departmental committees (see Appendix II). Temporary committees are formed according to need (e.g. the Self-Evaluation Committee).

4.2. Decision-Making Processes

Department Council

The Department Council serves as a reflective decision-making platform within the Department and advises the dean on academic issues. The council consists of the dean, the programme directors, and other academic faculty, as well as two student representatives (first- and second-year students nominated by the Student Council). The department coordinator and project manager have an observatory role (the latter serves as the council's secretary). The dean directs the council's activities and serves as its chair. These meetings are held four times a year on average.

Departmental Meeting

The dean convenes departmental meetings where all permanent faculty discuss the Department's daily tasks and general policy making. This platform selects their representatives in the IUA's Academic Council, and its two sub-committees; The Research Committee and the Teaching Committee, as well as other institutional committees. Meetings are held every fortnight on average.

Student Council

The Student Council in the Department of Arts Education currently consists of two people (representative for each year-group). The chairman has a seat on the IUA Student Union Board, comprised of the chairpersons of all five student councils within the IUA. The student council members are also the Department's representatives in the MA level student society (Icel. Meistarafélagið Jakob), founded in spring 2016. This society is a common platform for all the MA programmes at the IUA. Representatives of the Student Council have a seat on the Department Council and present proposals and concerns from the student body. The representatives and the Dean relay information back to the Student Council, following up on procedures and action taken due to concerns raised. The aim of the council is to ensure student's interest within the Department and in the larger institutional context. It also organises social events.

Reflections:

- At a meeting with part-time teachers it was pointed out that in the early years of the Department, when it did not have many full-time faculty members, part-time teachers participated more frequently in departmental meetings and were paid for attendance. Both part-time teachers that have been teaching at the department since then and full-time faculty feel that those meetings were of great value. Getting part-time teachers more often to meetings with faculty could result in better quality of teaching since such meetings could be a platform for teachers of the Department to share their methods and approaches and find ways of establishing connections between various courses.

4.3. Internal Quality Management

During the last few years, the IUA has been developing its internal quality system with emphasis on formalisation and enhancement. The main stepping-stones include; i) formalisation of working procedures and general administration, followed by a heightened transparency and accountability, ii) higher level of student engagement and participation in academic decision making and administration, and iii) development of a formal and all-inclusive quality management system. The quality system is being developed in alignment with the national quality framework for Icelandic higher education (QEF), and is designed in line with external benchmarking, such as European Standards and Guidelines 2015 (ESG) and National University Law.

A new administrative body was established in Autumn 2016, Division of Quality, Teaching and Research (Division of QTR), whose role is to oversee central administration in the relation to these three components of the institution's workings, i.e. collection of official data and key statistics, teaching evaluation, survey among graduating students, alumni survey, management and evaluation of research output, dissemination of curriculum, monitoring of LOs and study programmes, publication of internal quality procedures (this is not yet reflected in the IUA organisational chart due to ongoing Strategy Planning, to be published in early 2019). Two fundamental working procedures were recently implemented in accordance to ESG 1.2 Design and Approval of Programmes, and ESG 1.9 On-Going Monitoring and Period Review of Programmes (see Appendices II and III).

Approval of New Programmes and Periodic Review of Existing Programmes

New study programmes have been developed to meet the needs of the society and in line with institutional strategy developments, the interest and specialism of faculty and from student's propositions. These needs are carefully considered and discussed both on the department council and during the bi-annual staff weeks, which all permanent faculty attends. The formal procedure requires the initial permission from the rector to commence the development process, guided by

the institutional benchmarking. The design of the working procedure emphasises student and alumni participation as well as consultation with the respective professional fields, with extended consultation processes with internal decision-making bodies, such as the Division of QTR, The MC and AC. The rector presents a complete proposal for a new study programme to the Academic Board for final approval. Systematic monitoring of programmes is expected to take place every three years, also with emphasis on student and alumni participation as well as representatives from the professional field.

Reflections:

- The new processes and procedures for developing new programmes were followed when designing the new programme, for students coming to the DoAE from other disciplines than the arts, in 2018. The format proved to be very well structured, with helpful instructions, especially in regard to requirements of the involvement of different groups of stakeholders and institutions from the field.

Teaching Evaluation

At the end of each course, students participate in electronic teaching evaluation in MySchool (the IUA intranet). The evaluation is in two parts where students are asked to answer questions about the course and about teacher performance.

At the end of each semester, when students have received all their grades, a project manager in the Division of QTR makes the results accessible to the teachers of the corresponding courses. The project manager reviews the results for the whole institution and shares them with the deans and programme directors of each department. The dean and programme directors take appropriate action for resolution of problems that may arise, and the dean gives feed-back to students on how improvements will be made. Finally, the rector reviews the results and is informed about the meetings with the deans and the programme directors. The review is confidential, enhancement-led process and is linked to staff development.

In autumn 2017, 56% of all students in IUA participated in the evaluation, with a 90% participation in the Department of Arts Education.

Reflections:

- This evaluation is an important part of the quality enhancement mechanisms which the department can use and is considered a vital part of teaching assessment.
- To be able to use this form of teaching evaluation as a quality tool and recognition of good teaching it would be necessary to add other forms of teaching evaluation or research, e.g. focus group interviews.
- Results from the teaching evaluation for the spring semester 2019 show 66.6% participation rate of all students in IUA. Student participation was the highest in the DoAE, or 95% respond ratio, although participation is growing in all departments. This might be related to their field of study i.e., arts education, the teaching evaluation is well introduced by teachers and staff and students are becoming more aware of the importance of this form of evaluation, considering it a part of their studies.
- It is emphasised that this is one form of many for evaluation and students are encouraged to participate in open and ongoing dialogue on learning and teaching methods and to engage in quality enhancement process as a vital part of their learning experience.

Survey Among Graduating Students

A survey among graduating students in the IUA has been conducted annually since 2013. The survey, sent via email, enquires about several factors of the students' studies in general, i.e. the programme

structure, the quality of teaching, the facilities, and the atmosphere in the designated departments. In 2018, 7 of 11 graduates (64%) from the DoAE participated in the survey.

Reflections:

- Results from 2018 show all of the participants (100%) were satisfied with the quality of teaching, the programme structure, and the atmosphere in the Department. Regarding facilities, access to workshops, other specialised areas, and library services, participants were less satisfied (57%). In 2018, 100% of the participants would recommend the IUA as an educational institution.

Alumni Survey

The IUA General Alumni Survey has been conducted among the alumni community graduating between 2003-2015. In the survey participants are asked about how the studies benefited them in their professional field, about IUA as an educational and cultural institution, and about their salary and employment. The survey is sent out by email every three years, with the most recent one sent out in 2017 to the graduating classes of 2012 and 2015.

The sample size for the DoAE turned out very low, or 11%. In general, there is a lack of participation in this survey, which is a matter of concern.

As a part of this self-evaluation process, an email survey specifically aimed at DoAE's alumni was sent out to all graduated students from 2010-2018 in February 2019. The number of students who received the survey were 156, with a 55% respond rate. Of those who answered 79% were female and 17% male, 76% of them are in the age 36-55 and 89% of them live in Reykjavik or neighbouring municipalities. Most of them had completed an M.Art.Ed degree or 61%, 23% completed a diploma and 16% completed an MA degree.

The majority of these graduated students had a visual arts background before they entered the DoAE, or 61%, 23% came from a performance art background, and 15% with a background in music. 95% of the graduated students have worked as teachers after graduation. 84% are still employed as teachers and 62% have a full-time job as teachers. Most of them are working in primary schools, and a majority of the 72% who had some teaching experience before entering the DoAE received that experience from working in primary schools. Majority of the graduated students, or 95%, agree that the education programme they took at the DoAE has prepared them well for their jobs as teachers.

Reflections:

- Overall, the graduated students are content with their education; over 90% answer positively questions concerning whether they have learnt to: analyse and categorise information, make clear arguments, connect theory and practice, deal with unpredictable situations in the classroom, reflect on own ideas and action in the classroom, develop communication and collaboration skills. Also, over 90% answered positively questions regarding whether they felt supported and respected by the teachers at the DoAE, that they felt appreciated on their own terms, and that they felt trust among the students in the group.

5. Study programmes

Programme descriptions, teaching methods, curriculum and study structure, learning outcomes.

Student numbers and student/teacher ratio. Assessment methods and teaching culture.

International perspectives. Relations between teaching and research. Interactions with the artistic professional field.

5.1. Curriculum and study Structure

The master programmes in education and arts education are practice-based academic programmes where students learn to become educators. The programmes consist of courses in pedagogy, psychology, philosophy, and theories of art education, as well as practical teacher training in schools and in other settings in society, and practical workshops. Teaching and communication require social skills and creative thinking and the programme therefore focuses on students' communication skills and their ability to transmit subject matter in a diverse and clear manner.

Reflections:

- Because of our diverse group of students, coming from different art disciplines and other disciplines (2019) as well as being of different ages, the Department offers quite a few courses focusing on strengthening their academic skills, especially for those with a background in the arts. The call for more support in academic work has come both from students themselves and the academic staff. Some students arrive well prepared academically from their undergraduate studies, whereas others have less to stand on in that respect. According to our faculty, this has more to do with the type of undergraduate degree our students have than, for example, their age or art discipline. The balance between the academic, practical and artistic part of the programme is, however, always under revision.
- Many of the students are experienced teachers and therefore do not require as much general teacher training courses or field training. Until now each student has been assessed according to their experience and former education. This process could be made clearer by developing a special study line for those who are already licenced teachers and have been teaching for many years.
- Emphasis is put on connecting and reflecting on teaching and theoretical work in and through the methods of the arts in all the department's study lines and programmes.
- Part-time teachers could and should be included more in curricular development.

180 ECTS Master Programme Including Preliminary Studies

Adding the three-year M.A./M.Art.Ed. in arts education in 2016 was structured in cooperation with other departments at the IUA, starting within the Department of Fine Art. In the first year, the students take required theory courses offered on the BA level in their own field of art. In 2018 the first student came from performing arts and in autumn 2019 the first music student will begin the study programme with preliminary studies.

MASTER IN ARTS EDUCATION 120 ECTS 2019-2021												
Mandatory courses	1st semester autumn	Course number	ECTS	2nd semester spring	Course number	ECTS	3rd semester autumn	Course number	ECTS	4th semester	Course number	ECTS
	Dealing	MHV10002DE	2	Pedagogy of Performing Arts I	KSLV00110M	10	Pedagogy of Performing Arts II / Preschool Pedagogy I	KSLV00210M / KLEIK0110M	10	Final Project MA	LKJ0000MK	30
	The Hot Tub	HEP0104MK	2	Pedagogy of Visual Arts I	KSLQ0110M	10	Pedagogy of Visual Arts II / Preschool Pedagogy I	KSLQ0210M / KLEIK0110M	10	Seminar I	MAL0000MK	0
	The Teaching Profession	KEN0000MK	6	Pedagogy of Music I	KTOM110MK	6	Pedagogy of Music II / Preschool Pedagogy I	KTOM210MK / KLEIK0110M	6	Final Project M Art Ed	LKJ1000MK	10 ebs 30
	Research Training	RAN0100MK	10	The Philosophy of Education	HSM0000MK	6	MANDATORY ELECTIVE					
	Project Management	VST0104MK	4	Arts for All	LFA0000MK	2	Seminar I - Academic Essay Writing	MAR0100MK	2			
				Psychology	SAL0000MK	6						
				Literacy I	LAE0000MK	2						
Full studies 30 ECTS pr. Semester			24			26				12		30
Elective courses												
	Arts for Students with Alternative Skills	LNF0000MKv	6	Arts and Cultural Management	LMS0000MK	6	Aesthetic Values Ethics and Education	FAE0100MK	6	Play is an Art	LEL0000MK	6
	Arts and Sustainability	LQZ0000MK	6	The Teacher - The Artist	KLQ0004MK	4	Developing Educational Material	NAM0004MK	4	Directing with Young People	LSF0004MK	4
	Museum Education	SAF0106MK	6	Literacy II	LAE0004MK	4	Research Training II	RAN0004MK	4	The Arts and Multiculturalism	LFD0004MK	4, 6
	Developing Educational Material	NAM0004MK	4	Fab-Lab in Education	FAB0002MK	4	New Media in Education	NYM0104MK	4	Community Based Arts	LSD0400MK	4, 6
	Creative Writing	SKK0004MK	4	From Studio to Classroom*	STC0002MK	2	Dance Theory	LDN0002MK	2	Introduction to Art Therapy	LMT1144v	4
	Grant Applications-Creative Industries	LSF0002MK	2	Voice - Improvisation - Expression	RST0002MK	2	The Art of Lecturing Voice-Performance	FYR0002MK	2	The Teacher - The Artist	KLQ0004MK	4
	The language of the puppet**	TUL0002MK	2	Artbooks	BOK0002MK	2	Geometry - Environment	FOR0002MK	2	Introduction to Art Therapy	LMT1144v	4
	Body Percussion	KRO0002MK	2	Youth Choir	BOU1142/L	2	Improvisation in Music Education	FRO0002MK	2	From Studio to Classroom	STC0002MK	2
	Working with Colors in 3D	HLQ0202MK	2	Textiles in Contemporary Art	TLQ0202MK	2	Grant Applications-Creative Industries	LSF0002MK	2	The Supervising Teacher	LMS0002MK	2
	Whittling-Connecting with Nature	TAL0102MK	2	Textual Art	TEX0202MK	2	Geometry - Environment	FOR0002MK	2	Note and Possibilities of Dance	LKJ0000MK	2
	Electric Music and Recordings	RTU0002MK	2	Exhibition - Performance	SYN0101MK	2	Literacy I	LAE0000MK	2	Visual Arts for Preschool Teacher	SJKUG000MK	2
	Exhibition - Performance	SYN0101MK	2	Independent Project	SER0000MK	2 /6	Experiencial and Outdoor Education	UGU0102MK	2	Drama for Teachers of Young Children	SYN0202MK	2
	Independent Project	SER0000MK	2 /6				Exhibition - Performance	SYN0101MK	2	Literacy II	LAE0004MK	2
							Independent Project	SER0000MK	2 /6	Exhibition - Performance	SYN0101MK	2
										Independent Project	SER0000MK	2 /6
			42							36		44

Fig. 5.1 - 120 ECTS MA/M.Art.Ed. in Arts Education study structure

M.A./M.Art.Ed. in Arts Education Preliminary studies (performing arts) 2019-2022												
Mandatory courses	1st semester autumn	Course number	ECTS	2nd semester spring	Course number	ECTS						
	Dealing	MHV10002DE	2	Arts for All	LFA0202MK	2						
	The Hot Tub	HEP0104MK	2	Literacy I	LAE0202MK	2						
	Theater Analysis	REIN0055	5	Theatre History of the Isms	SSI065	6						
	Theatre History I	SRR01075	7	Theatre History II	SVSII075	7						
	Performance Concepts & Approaches	AHS0055	5	Icelandic Theatre History	ISL00045	4						
	Seminar	MAL00015	1	Seminar	MAL00015	1						
				Directing with Young People	LST0004MK	4						
Full studies 30 ECTS pr. semester			20									26
Elective courses												
	Arts for Students with Alternative Skills	LNS0006MKv	6	Arts and Cultural Management	LMS0206MK	6						
	Arts and Sustainability	LOS0006MK	6	The Teacher - The Artist	KLQ0004MK	4						
	Museum Education	SAF0106MK	6	Literacy II	LAE0204MK	4						
	Developing Educational Material	NAM0004MK	4	Fab-Lab in Education	FAB0202MK	4						
	Creative Writing	SKK0004MK	4	From Studio to Classroom*	STC0202MK	2						
	Grant Applications-Creative Industries	LSF0002MK	2	Voice - Improvisation - Expression	RST0002MK	2						
	The language of the puppet**	TUL0002MK	2	Artbooks	BOK0002MK	2						
	Body Percussion	KRO0002MK	2	Youth Choir	BOU1142/L	2						
	Working with Colors in 3D	HLQ0202MK	2	Textiles in Contemporary Art	TLQ0202MK	2						
	Whittling-Connecting with Nature	TAL0102MK	2	Textual Art	TEX0202MK	2						
	Electric Music and Recordings	RTU0002MK	2	Exhibition - Performance	SYN0101MK	2						
	Exhibition - Performance	SYN0101MK	2	Independent Project	SER0000MK	2 /6						
	Independent Project	SER0000MK	2 /6									

Fig. 5.2 - MA/M.Art.Ed. in Arts Education preliminary studies (performing arts) study structure

Diploma in Arts Education

The Diploma in Arts Education is a 60 ECTS programme for teacher certification at the primary and upper secondary school levels. The structure of the studies is very similar to the MA in arts education with less academic work and no final thesis/project. The admission requirement is an MA Degree in arts.

5.2. Delivery

Learning Outcomes

Learning outcomes (LOs) correspond to the National Qualification Framework, published by the Ministry of Education, Science and Culture. LOs for the BA degrees are aligned with European Qualifications Framework (EQF) level 6, and the LOs for the MA degrees are aligned with EQF level 7. The general learning outcomes for the study programmes are available (see Appendix VI, Learning Outcomes).

LOs are accessible in MySchool, the IUA online learning management system, in addition to syllabus, assessment and timetables for each course. At the start of each course students are introduced to the syllabus and made aware of learning outcomes.

Reflections:

- The learning outcomes for the Department's study programmes were revised at the same time as the new study programme in general teacher education was created. Since then the connection between courses taught in the programmes and the Department's learning outcomes has also been revised.
- In the review process students reported that they were happy with the courses offered; the content, the teaching methods and connections to learning outcomes.
- The department offers a great variety of smaller elective courses based on different educational background and emphasis of the students. To be able to offer all these courses they are also offered in the Open IUA for practicing teachers and artists. However, since the number of students from different fields often varies from year to year, especially from the fields of performing arts and music, it is not guaranteed that the department can offer all the courses every year. This has created difficulties for some of the students. Thus, a large number of small elective courses may not be sustainable.

Emphasis in the Programme and Educational Policy in Iceland

Icelandic educational policy, set forth in a new curriculum between 2011-2013, is based on six fundamental pillars of education; literacy, sustainability, democracy and human rights, equality, health and welfare, and creativity. All courses at the Department of Arts Education relate to creative work and great emphasis is placed on creative processes and students' implementation. Almost all mandatory courses connect their themes to the new educational policy and work on related projects that allow students to reflect and present their own critical vision of the new policy and how it is embodied, both in project-based work and teaching.

The principle of equality in education is emphasised in addition to the importance of creating a learning environment and providing tasks that suit each individual student, irrespective of background, field of interest or perspective on life. This approach to equality and mutual responsibility is conducive to both mental and physical well-being, which in turn benefits education and good communication.

Almost without exception, artists have been trained to carefully scrutinise accepted ideas and stereotypes within their community, and to take a stand on the ethical issues that may arise in this context. Students continue to receive encouragement to look closely at, and form opinions on, the interaction between humans, culture, nature, and well-being, and to develop the habit of critical thinking and formulate opinions on sustainability. A critical discourse on social issues can effect a change in values that, in turn, can lead to a more sustainable lifestyle.

It is inherent with arts education to not only focus on strengthening students' sense of Icelandic, both written and oral, but also to cultivate multimodal literacy in the broad sense.

Field Studies

Field studies are connected to the pedagogical approaches of each discipline (music, drama, dance, and visual arts) for students in arts education. The Pedagogy of Art I, discusses education and teaching at the primary school level and The Pedagogy of Art II refers to the secondary level. As the programme aims to graduate students qualified to apply for teaching credentials at the primary and secondary level, students will receive field training at these levels in connection with the above-mentioned courses.

Field studies for general and preschool teacher students are in a similar way connected to core courses in pedagogy.

Field studies account for 4 ECTS training at each level of the education system and students are expected to observe and teach a minimum of 10 hours each week or a total of 20 hours. Supervising teachers are paid for guiding students.

In recent years, the Department of Arts Education has enjoyed a fruitful collaboration with many primary and secondary school arts teachers who have been both effective and dedicated to their task. While the cost incurred during field studies is quite high for such a small department, the importance of these payments has never been questioned. Some discussion, however, has focused on ways to lower these costs.

Many courses also focus on projects in the field. In the autumn semester, students from the local primary schools attend a weekly art workshop led by students from the Department of Arts Education under the supervision of their teacher. Students from the Department have also worked on teaching and workshop projects with other primary schools and institutions.

On completing the programme, students are issued a Teaching Diploma which, along with previous studies, legally enables them to apply for a professional qualification of a primary/secondary or college teacher at the Ministry of Education, Science and Culture (MESC).

Reflections:

- The dates for the field studies will be changed in the academic year 2019-20 because of the need of more extensive time of field study.
- The students will be better prepared before starting their field studies. A part of the preparation will involve watching their receiving teacher in practice and consult with them on the syllabus.
- Students call for more practice and field-studies over a longer period of time. They also call for more peer-learning and peer-evaluation connected to the field-studies. At a meeting with stakeholders some reported the same worries that the field studies were not extensive enough and that the students were still insecure when they had finished their field studies. It was suggested that the students should be provided with more tools and preparations before going into the field studies.
- The field studies are expensive for the Department and offering a longer period of paid field studies would mean more cost for the Department, especially within upper secondary levels. Therefore, the Department has developed various ways of interaction with the field, for example in courses such as List fyrir alla (Art for All).

Final Projects

Final projects are 10, 20 or 30 ECTS and can be in the form of a theoretical thesis, new learning material, the organisation of an art event, own work of art or artistic practice where the methods of artistic research or other research methods are applied. The projects all relate to teaching and

dissemination in one way or another. The decision of the scope of the project should be based on what the chosen research topic and approach calls for. It is also based on the student's former experience and knowledge. For example; a student with strong academic skills may choose to do a 10 ECTS project to be able to take more courses in their artistic field thus simultaneously expanding their practical skillset. The assessment of the final project is in the hands of an external examiner. The focus is on independent, professional working methods, a creative approach, critical thinking, contemplation of own performance and the formation of their own working tenets. Students present their final projects in seminars or workshops in an open graduation event, held in The Culture Houses of Kópavogur. The graduation event is advertised specifically among professional associations of arts teachers and artists and is also open to the general public.

Reflections:

- The Ministry of Education, Science and Culture (MESC) has recently decided to offer funding to graduating students in teacher education. The funding is connected to the students' final thesis and initially only offered to those graduating with a 30 ECTS final project. In the review process stakeholders stressed the importance of continuing to offer the different options for the scope of final projects and pointed out that other universities now consider offering smaller final project options to their students. The stakeholder's findings were that the DoAE and other institutions should not change their programmes/curriculums to adjust to the Ministry's new funding option. The stakeholders furthermore emphasised the importance of this for teachers working in the field; being able to do smaller final projects in relation to their teaching practice is often a more viable option when the teachers decide to return to conclude their MA degree.
- The faculty presented these arguments in a memo sent to the ministry on May 28th, 2019, which led to the compromise of the ministry also offering funding to students who are graduating with 20 ECTS final projects. However, the funding for 20 ECTS projects is considerably lower and none is offered to those graduating with 10 ECTS. This has led to a huge increase in the group of students graduating in spring 2020 with 30 ECTS projects.

Assessment

Assessment is based on written and practical assignments as well as teaching performance within and outside of a school setting. Importance is placed on acquainting students with a diverse range of assessment methods, such as continuous assessment, supervisory assessment, peer evaluation, and self-assessment. Students' progress and performance in each course is graded and reviewed by the supervising teacher.

In 2010, assessment criteria were developed within the Department for various assignments i.e. theses, performances and presentations, that was adapted and applied in other departments. The IUA is now moving away from giving grades by number for assignments and courses and towards giving Pass or Fail with written or verbal feedback.

Reflections:

- The assessment tools that teachers use influences their methods of teaching and the idea that methods of assessment should be diverse so students can also learn from experiencing different methods of assessment.
- The aim of the DoAE is to put more emphasis on self-assessment so students can learn from working on the assessment themselves. Students also call for more peer-assessment and more diverse and practice-based assignments. Assessing themselves and other students can be empowering for them as students and later as teachers.
- Students call for the abandonment of grades by numbers and part-time teachers want to learn from new assessment approaches that have been tried in other departments. It is

important to ensure that all departments cooperate and learn from each other when the whole institution moves from grades to pass/fail with feedback.

- In rare instances, the amount of course assignments need to be adjusted to the ECTS given for the courses. It seems that the amount of course assignments can be different between courses. Students generally have a significant workload outside of their studies as well, so awareness of not requiring more assignments than necessary is important.
- The DoAE aims to organise special meetings with all teachers at DoAE (part time and full time) dedicated to sharing their assessment methods and advising each other, for example on how to use more self-assessment, and making sure that assignments per ECTS are balanced between different courses.

Student Numbers and Student/Teacher Ratio

In the academic year 2018-2019, 35 students were enrolled in the Department. Permanent faculty members were 1.5 and part-time faculty contribute to 2.1 full-time positions. This translates to the student/teacher ratio of 10.3 students per full-time position. To increase student numbers in courses, compulsory courses are sometimes only taught every other year, which sometimes does not suit students the best. Elective courses are often taught every other year. All elective courses are open to practicing teachers and artists through the Open IUA and advertised among the target group, but sometimes the minimum student numbers are not met, and courses are cancelled as a result (the minimum number of students is eight in most courses).

- The student/teacher ratio is the highest within the IUA. This can be explained by the nature and size of the Department, however the workload for full-time staff is heavy due to the DoAE's great emphasis on student driven learning.
- In spring 2019 applications ratio increased over 120% from the average number from the years 2013 – 18. Due to the amount and the good quality of applications and the ministries campaign to increase the number of teachers and teacher training students a decision was made to double the number of students admitted to the department. 54 applications were received, and 45 students were admitted. This is more than double of the number of students admitted in 2018.
- After the first weeks of teaching in the fall semester 2019 it is clear, that the department has reached its limits unless more permanent staff will be hired, and other changes made. The workload of the current permanent staff has evidently increased, and adjustments have had to be made so that this does not influence the quality of teaching.

Due to the few members of faculty, and the importance of the Department's presence and participation in administrative and academic committees, the workload on faculty members is less distributed than in other departments.

- Part of the small group of permanent staff at the DoAE also has a role within the IUA in support to teaching and research within the institution, as a whole.

5.3. Study Environment

Learning culture

The Department of Arts Education is a professional learning community. It is a community where people with different backgrounds and education share their knowledge and are open to new encounters in various forms. The majority of students have been working for years as artists and/or as arts educators in various settings, in addition to other forms of experience. According to key

statistics from the IUA, in 2018-19, most students in arts education were between the ages of 41 and 50 years old (see Fig. 5.2 below).

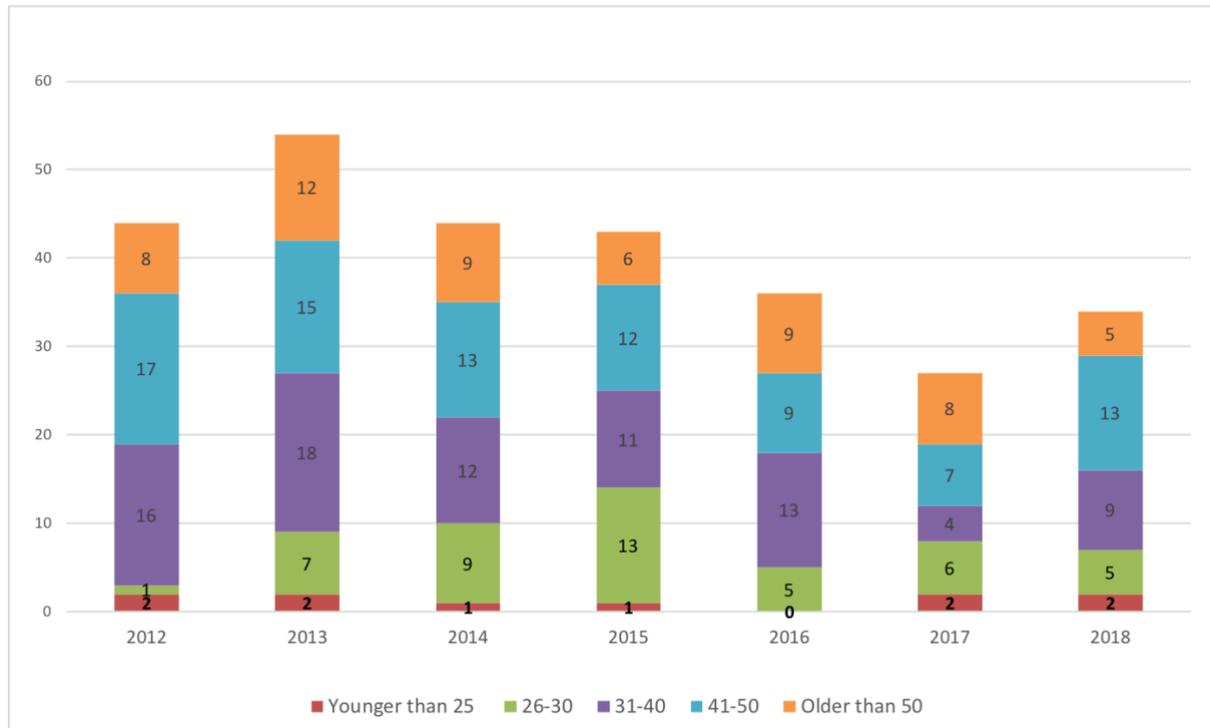


Fig. 5.2 - Student age

The students at the DoAE are appreciative of their learning environment in general. They enjoy studying alongside, and with, fellow artists and consider this a big and important part of their learning experience at the IUA. The teachers within the Department also agree that they learn a lot from the students.

A few courses rely to a great extent on group work which, in spite of being time consuming and logistically more complicated to do, is of value to our students, especially in relation to their future profession as teachers.

Students who bring with them skills to create and re-create the world on their own terms continue to practice their literacy with regard to words, musical notes, movement, images, and emotions, all of which can provide strengths when it comes to interaction and communication as teachers.

All these elements must be in place to enable students, if needed, to abandon their comfort zone to engage with future tasks in a democratic manner by using critical and creative work processes.

Reflections:

- Through their education within the new field of higher and teacher education, the students/artists report that they develop new contacts and networks that reinforce their social capital. The conversations and collaborations with other students and teachers form new connections but also a new vision of themselves, their art practices and their profession.
- In autumn 2019, when the new study programme in Arts based Teacher Education began, a new group of students with different educational backgrounds enrolled in the Department. This will add more diversity in regard to educational background and hopefully more opportunities for students and staff to learn from each other.

Language – Language policy

The IUA has a public language policy (see Appendix X). Special emphasis is placed on supporting students at the Department of Arts Education in written and oral language skills so that they may become role models within the Icelandic school system. Entry requirements at the DoAE include a solid grasp of the Icelandic language and the language of instruction is Icelandic. International applicants must be prepared to meet this challenge and demonstrate the ability to understand and communicate orally in Icelandic although they have been allowed to do written assignments in English. Each semester, the Department receives some guest teachers from abroad, and in those instances the language of instruction is English. The language affects collaboration with other MA courses offered at the IUA as they are international programmes taught in English. For the same reason no exchange students have been received at the Department, although this might change in the coming years.

The Open Iceland University of the Arts – Lifelong Learning

In addition to formal studies, the Department offers some courses to teachers and artists as a lifelong learning opportunity through the Open IUA. These courses are part of the structured programme and can be finished with or without credits. They have been offered since autumn 2011 and have developed rapidly ever since.

Over 300 practising artists and teachers have taken courses through the Open IUA, mostly with ECTS credits, and some see it as an opportunity to enter the MA programme while still fully employed, keeping open the possibility of finishing the degree if they are satisfied with the course of study. The benefits of this arrangement are multiple. It makes it possible for such a small department to offer diversity in courses, it provides practising teachers and artists opportunities to take classes along with their work and it expands the experience of both formal students and those practising teachers and artists that take individual courses within the Department.

Reflections:

- According to the Alumni survey from 2019, more than half (56%) of the respondents have sought continuing education after graduation and 91% plan to do so in the future. 84% are aware of the courses offered at the Open IUA and 28% have already attended open courses at the DoAE.
- In the review process, stakeholders reported that the opportunities for continuing education for practicing teachers that the Open IUA offers add a very important component to professional development options for teachers.
- On the institutional level the aim is to further enhance the Open IUA and to establish a stronger team around its operations.

5.4. International Collaboration

The Iceland University of the Arts actively participates in international collaboration. Through the Nordplus and the Erasmus+ programmes for education, students and staff of the Department of Arts Education are able to be mobile internationally. Both within Europe (KA103) and outside of Europe (KA107) and develop study programmes in international collaborations through the Erasmus+ Strategic Partnership grant. This enables them to share new skills and knowledge, compare different methods and approaches and gain new perspectives. Combined, these two programmes offer mobility grants for regular student exchanges, short term student exchanges, staff and teacher exchanges, and student internships abroad. To facilitate these exchanges the IUA has made bilateral agreements with close to 200 academies abroad, covering the field of art, design, architecture, music and performing arts as well as arts education. Being a small institution in a small country, it is

necessary to reinforce and develop connections and networks that allow both students and faculty to experience their work in a wider context. Exchanges and partnerships are therefore encouraged. The IUA has been offering internship grants for graduates since 2007, first within the Leonardo programme and within Erasmus+ as of 2014.

Student Mobility

The total number of outgoing students from the Department over the period from 2015-19 is three students, in addition to three students that have participated in internship programs abroad.

Reflections:

- Relatively few students in the DoAE choose to study abroad. This is in part due to the fact that the average age of students is higher than in other departments of the IUA, many have studied and lived abroad, and in part because the studies as such focus on the local educational system. Field work in Icelandic schools/community is a mandatory part of the programme, which may also contribute to arts education students being less motivated to go abroad, or they might not find a mobility window as easily as students in other departments of the IUA.
- This has been addressed by officials at the EU commission, as in general there are much fewer teaching students going on study exchange compared with other fields of study in higher education.
- The department has offered some courses that involve traveling to other universities abroad and studying with local students in joint courses. Joint courses with other universities abroad have also taken place at the department, where students and teachers from abroad have come here.
- Every year a joint course with all the other master's programmes at the IUA is taught with the aim of creating connections and community between all the programmes. This is a great opportunity for the DoAE students to engage with an international student's community since most of the other master's programmes are international programmes.
- Almost every academic year students from other countries that live in Iceland have been admitted to the programme and these students also contribute to an international conversation at the department.

Staff Mobility

Teachers are generally very active in international collaboration, and many have developed regular partnerships with academic staff and/or Universities. The staff mobility numbers are relatively low or six outgoing between 2015-19, and two coming in, one through Erasmus+ from Enterprise and one mobility for teaching.

Reflections:

- Outgoing staff exchange is an important part of staff development and through staff exchange teachers are able to develop their personal and professional skills by sharing ideas, methods and best practices with their colleagues abroad.

International Networks and Memberships

The DoAE leads a two-year Strategic Partnership **Social inclusion and Well-being through the Arts and Interdisciplinary Practices (SWAIP)**. In summer 2018, the project received €204.855 from the Erasmus+ programme, to develop curricula for a study programme, which will train artists to work with social inclusion in their artistic projects. The goal is to introduce them to art's abilities to make connections, facilitate well-being, empowerment and strengthen self-confidence. Emphasis will be

on training flexible and sensitive artists, capable of relating to advanced ideas and finding new roles in the constant changing society.

The project is a collaboration between Iceland University of the Arts (co-ordinator), University of Porto, University of Alicante, University of Hertfordshire, Academy of Fine Arts in Munich, Metropolia University of Applied Sciences in Helsinki, and AEC (The Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen).

The project's activities serve as a venue for exploring learning approaches developed by an interdisciplinary group of specialists, which have the common ambition of using art as a tool for social inclusion. The group's development work will result in curricula for a study programme that provides artists and health workers with an arts background, with opportunities to train and work in a professional environment, presenting creative interdisciplinary learning approaches.

In Assessment Conclusion the project got the total score of 86/100, equally distributed between the four criteria: Relevance, quality of the project design and implementation, quality of the project team and cooperation arrangements, and impact and dissemination.

Reflections:

- The review from 2015 expressed a wish to further develop the Department and the idea of possibly dividing it into three study tracks: Arts Education (teacher training), Community-based Arts, and Arts and Health (peripheral groups, i.e. disabled, senior citizens etc.). As of today, we have not taken decisive steps into this direction, however, the results of the SWAIP project could be considered as an inkling of an Arts and Health study line.
- Developing these types of international project offers the opportunity for students to both take smaller courses related to the projects but also in the future to connect their final projects to international research communities.

5.5. Interaction with the Professional Field

Since its foundation, the general policy of the IUA has been to forge, emphasise, and strengthen the connection with the various sectors of society. It is further emphasised in the strategy 2019-2024 where it says that one of the main goals of the IUA is to: *Expand areas of contact with the community and develop a variety of ways to mediate art and research.* The DoAE work in accordance with this strategy and is very aware of its role and responsibility towards the field of arts education in Iceland.

Primary and secondary schools in Iceland are the core collaborators of the Department, but collaboration with private companies and public institutions is always welcomed. Open lectures are an essential part of the University's public relations in addition to being an open platform for connecting students with the world of ideas and experience of artists and academics.

THE DEPARTMENT OF ARTS EDUCATION'S MAIN COLLABORATIVE PROJECTS

The Department has initiated several collaborative projects with other universities and institutions in Iceland. The programme emphasises working across disciplines and through teamwork with a focus on student-driven initiatives. Many courses include projects that connect to society as part of the course structure and are organised in collaboration and with the support of companies or public institutions. Some of those projects can lead to summer research projects or workshops funded by the Icelandic Student Innovation Fund.

Reykjavik Children's Culture Festival

Children's culture, culture for children, and culture with children – these are the three main aspects of the Reykjavik Children's Culture Festival; a week-long arts and culture festival dedicated to children and youth, taking place in April/May each year. Ever since this project started, the Department has been an active participant in the festival. The unique aspect of this festival is that it emphasises participation, focusing on the child as an artist. During the festival, students from the Department have offered a variety of activities for children, including theatre workshops, visual arts workshops, a circus, music workshops, puppetry, and dance activities within theatres and other cultural institutions.

Art for All

Art for All is a cultural project for children and youth under the auspice and funded by the Icelandic Ministry of Education, Science and Culture. The project is ongoing and started in 2015. The project chooses and produces art events nationwide to give all children and youth equal opportunities in experiencing various and elaborate art events, regardless of their residence and domestic situation. Members of faculty have been actively taking part in developing the project; both through participation in an advisory board, regarding the project as a whole, and in the selection committee. One of our mandatory courses (2 ECTS) is a practical and creative course in collaboration with the Art for All project.

In addition to regular projects, the DoAE has actively participated in these events:

- **Back to the Sandbox: Art and Radical Pedagogy – 2016**
 - Conference about art and radical pedagogy in connection with the exhibition Back to the Sandbox focusing on the relationship between art and radical pedagogy. Students in the Department organised a special event, Day of the Art Teacher, in response to the exhibition and the conference.
- **Arts and Culture as Therapy: Icelandic Museums & Alzheimer – 2017**
 - Conference and workshops in collaboration with the University of Iceland, City of Reykjavik, the National Museum, the Alzheimer Association, The National University Hospital of Iceland, and the Icelandic Museums Association
- **Interwoven: Conference, workshops, and exhibition – 2017**
 - The exhibition included works by artists associated with four universities in the Arctic region; the University of Lapland, the Sámi allaskuvla/Sami University of Applied Sciences, Bergen University and the IUA. Sustainability, crafts and culture from the starting point of all the works in the exhibition
- **Framtíðarmúsík (The Music of the Future) – 2018**
 - Publication event of a book containing research papers about music education. Hosted by DAE's Research Centre on Arts Education.

DoAE encourages students' initiatives to participate in:

- **Museum Night**
 - As part of the Winter Lights Festival, Reykjavik's museums stay open past midnight and offer special events. The Department's students frequently organise events in different locations.
- **Design March**
 - Design March is Iceland's most prominent design event. For four days, Reykjavik is host to hundreds of openings, exhibitions, workshops, and events spread across the city. The designers who study at the Department regularly take an active part in the festival, i.e. with site-specific workshops.
- **Art Without Borders**

- Art Without Borders (List án landamæra) aims to promote the art of people with disabilities and to facilitate cooperation between people with and without disabilities. Many students have been active in this festival, both through their independent study and MA thesis projects

THE DEPARTMENT OF ARTS EDUCATION'S OPEN LECTURES

Members of staff are encouraged to give open lectures at the Department on their research activities. Several scholars, visiting professors and other respective speakers have also given talks and presentations on their work and ideas. The lectures are intended to introduce and encourage discussions about a range of issues regarding arts education, as well as foster and provide stimulation for cross-disciplinary discourse (see Appendix XI).

MA Students' Open Seminars

Each semester, M.A. and M.Art.Ed. students present their final projects. The projects differ in content and approach. The seminars and workshops that take place during the DoAE's graduation event are open to the public and professionals, who receive notification of the event. These seminars have been well attended and well received among arts and craft teachers who see this as an opportunity to monitor the latest ideas, research, and development in the field of arts education. The purpose of the seminar is to create a forum for students to present their projects and learn about the work of others with a dialogue about the projects with teachers working in the field of art education. It also provides mutual support.

THE CONSULTANT ROLE OF THE DEPARTMENT

The dean and programme directors of the Department of Arts Education are all active in art practice and professional discourse, communication and interaction with various sectors of the professional body in an ongoing dialogue through both official and informal meetings, conferences, committees and multiple organisational panels. As the leading specialists in the area of arts education, many seek the Department's advice and ask staff members to serve in the role of specialists on various committees and boards.

Examples of stakeholders and projects:

- **Ministry of Education, Science and Culture**
 - Development of teachers' education
 - Consultative group about the redefinition of teacher certification
 - Consultative group about life-long learning and professional development
 - Consultative group about the promotion of the teaching profession in regard of recruiting more students into teaching education programmes.
- **Directorate of Education**
 - Counselling on learning material in production
 - Faculty members are active in writing teaching materials
 - Symposium on illustrations in textbooks in education and visual literacy
- **City of Reykjavik**
 - Reykjavik Children's Culture Festival
 - Participation in a developmental team for the children and youth culture action plan
 - Various workshops and conferences
- **Association of Visual Art Teachers**
 - Various workshops and conferences
- **Association of Arts and Design Teachers in Upper Secondary Schools**
 - Various workshops and conferences

- **The Icelandic ORFF Association**
 - Various workshops and conferences
- **Local cultural authorities around the country**
 - Various workshops and conferences
- **Other**
 - Active peer-reviews for publication
 - Organising courses for unions and associations
 - Workshops and seminars all around Iceland

Within the Iceland University of the Arts

Since its establishment, the Department has played an essential role within the IUA regarding development of teachers' support services, i.e. by giving short courses on pedagogical issues, writing learning outcomes, and on assessment. The Department took on a leading role in developing learning assessment criteria for the school. The dean of the Department was a leading member of the curriculum committee, which reorganised the framework for all departments within the IUA. The permanent staff members all play an essential role in various committees within the University.

The courses offered through the Open IUA have become a continuing education opportunity for teachers from other departments. The Department has the potential to be an active part of developing life-long learning systems and developing courses in collaboration with the Director of Academic Affairs.

The Research Centre on Arts Education

The Research Centre on Arts Education, which was established in 2014, has had consultation meetings with the participants. 2017-2018 the Research Centre edited and co-published a book on research in music education; Framtíðarmúsík.

NETWORKS

The Department's staff are active in different professional unions for artist and arts educators in Iceland including:

- FÍMK – the Association of Art Education
- SLHF – Association of Arts and Design Teachers in Upper Secondary Schools
- FLÍSS – Association of Theatre in Schools, the Association of Icelandic Theatre and Film Directors ORFF – the Association of Orff Music Educators, the Association of Music Teachers
- SÍM – the Association of Icelandic Visual Artists
- The Association of Independent Theatres in Iceland
- The Living Art Museum Association

The Department of Arts Education is also an active member of the following international associations and networks:

- University of the Arctic – ASAD
- ASSITEJ
- EDDA Norden – a Nordic-Baltic network for visual art education
- InSEA – International Society for Education through Art
- SOTI – Icelandic Orff Association
 - SOTI is part of the Orff-Schulwerk and NSU Artistic Research, InSEA – International Society for Education through Art, and NSU Artistic Research
- NOSP – Nordic Society for Phenomenology

- NSA – Nordic Society for Aesthetics

Reflections:

- The purpose of this collaboration is to create a more diverse platform and bring a broader perspective on arts education to the Department's students, outside of the classroom. It is another (supplementing) way of exposing students to field work, giving them experience
- The collaboration creates a connection between the Department (and the IUA) to places and people in rural Iceland.
- The summer courses for arts educators in upper secondary schools, (Icel. SLHF) were formalised upon request from the association of upper secondary arts teachers.
- Students are encouraged to create collaborations outside of the IUA. An example of this is a student connecting a final project to the Iceland Airwaves annual music festival, a recognised cultural event.
- Plans to collaborate with MMS (Directorate of Education).
- ASAD-network conferences in Shetland Islands 2016 and Rovaniemi 2017.
- Landscape and participation 2016-2018: An interdisciplinary pilot project funded by the Icelandic National Planning Agency in collaboration with various departments of the University of Iceland.
- Regular participation at the Conference of the Humanities in University of Iceland.
- Regular participation in Hugarflug; the annual IUA conference on research in the arts, design, and architecture.

6. Student Trajectory

Recruitment

The IUA website contains general information about the institution and the individual departments. It is the main channel for information on the application process, entry requirements, the study structure, and other practical information for prospective students. In 2017, the whole curriculum became available online. As shown in Figure 6.1, the majority of the Department's students come from the visual arts. Therefore, the Department has in recent years emphasised a dialogue with the teacher's union and associations of musicians, actors, and dancers to advertise the studies.

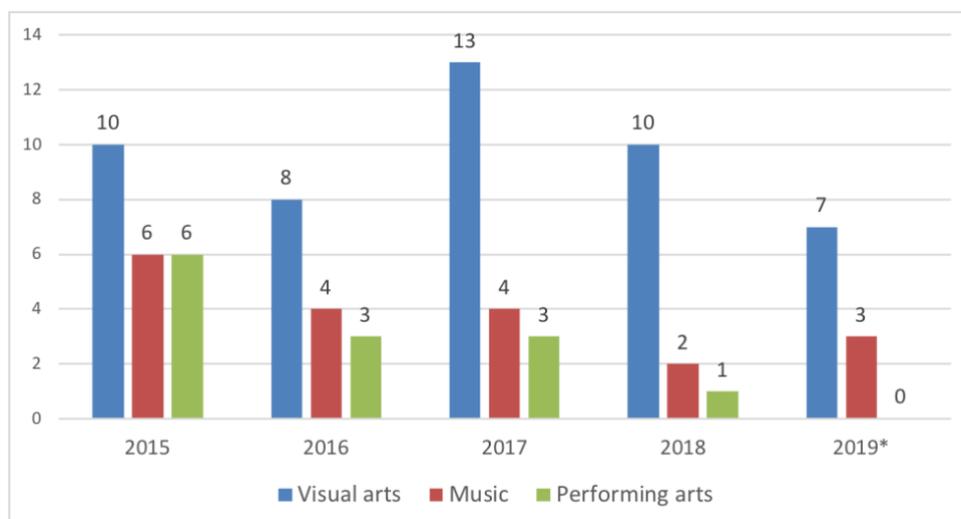


Fig. 6.1 - Graduates by field. *Five more students to graduate in autumn 2019

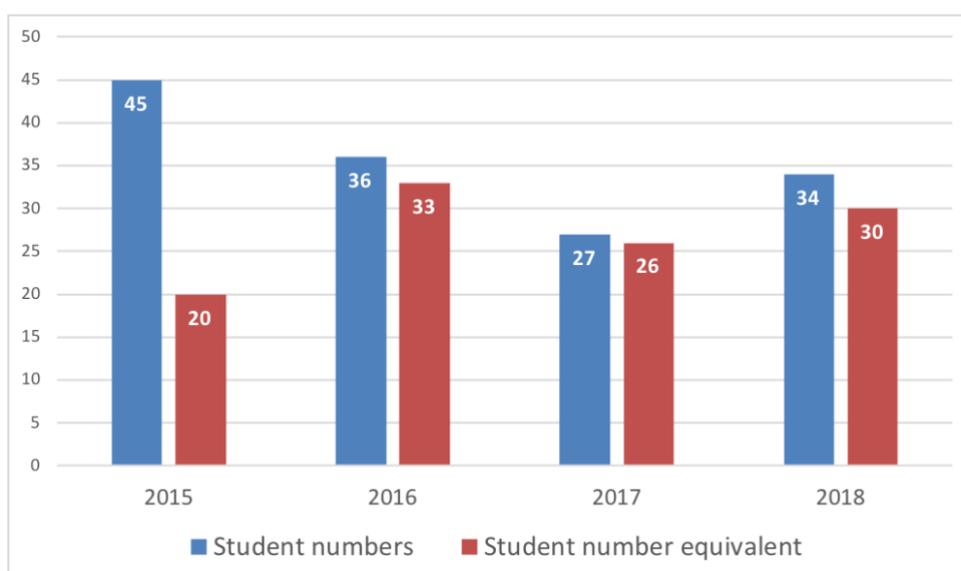


Fig. 6.2 - Student numbers vs. Student number equivalent

Admission Process and Entrance Qualification

Application is through the IUA website. Applications are evaluated by an admission committee, appointed by the dean. Typically, the admission committee consists of the dean, the programme directors, and the department coordinator. The admission committee reviews applications based on

submitted information and interviews are conducted by the dean and the programme director of each art discipline. Since there is no programme director for dance education within the Department, a specialist from outside the Department is asked to evaluate applications from dancers.

Entrance Requirements

Admission requirements for the MA programme in Arts Education is a BA degree in arts (i.e. fine art, design, architecture, theatre, dance or music), or comparable education assessed by the admission committee, in accordance with IUA Rules.

In response to a severe shortage of teachers in the field of theatre, music, and dance in Iceland, the Department of Arts Education made some changes in requirements:

- 2012: Applicants with completed BEd degrees or an equivalent 180 credit study programme at a certified university, and who have substantial educational experiences in the areas of either drama, music or dance are now able to apply.
- 2016: Admission requirements for the three-year MA in Arts Education is 120 ECTS in arts.
- 2019: Admission requirements are BA degree in any discipline.

Individuals with an MA degree in one of the disciplines of art can apply for a one-year diploma. The Diploma programme is a 60 ECTS course conferring a teaching certification.

Admission is based on clauses of the Act on Legal Protection of Professional Title and Qualifications of Primary/Secondary School and College Teachers and School Principals from 2008, as well as Icelandic Regulations on Legal Protection of Professional Title and Qualifications of Primary/Secondary School and College Teachers. In addition to an interview, in every instance, the applicant's experience in the areas of art, art education and communication is considered.

	M. Art. Ed. / MA Preliminary studies						
	Applications			Admissions			
	Female	Male	Total	Female	Male	Total	% Appl./Adm.
2015							
2016	1	1	2	1	1	2	100%
2017	1		1	1		1	100%
2018	2		2	2		2	100%
Total	4	1	5	4	1	5	100%

Table 6.1 – Applications and admission rate; Preliminary studies

As shown in table 6.1, the admission rate for preliminary studies is 100%. This study track was initially offered to meet the need for students graduating from The Reykjavik School of Visual Arts, an institution which provides education in visual art up to level 4, according to Icelandic Qualification Framework, or credit points that can be evaluated up to 120 ECTS at the university level to finish a BA degree. Some of those students go abroad to finish their BA degree, and this option is open to those interested in becoming art teachers.

M. Art. Ed. / MA							
	Applications			Admissions			
	Female	Male	Total	Female	Male	Total	% Appl./Adm.
2015	19	6	25	17	5	22	88%
2016	14	2	16	11	1	12	75%
2017	13	1	14	10	1	11	79%
2018	15	1	16	14	1	15	94%
Total	61	10	71	52	8	60	85%

Table 6.2 – Applications and admission rate; MA/M.Art.Ed.

As can be seen in table 6.2, there were fewer applications in 2016-2017 than in the years before and after. Not only were they fewer but there were also more applicants accepted to the programme who, for some reason, could not commence their studies when term began.

As table 6.3 shows, there was a substantial increase in application numbers in spring of 2019. Application numbers in spring 2019 are similar to numbers in spring 2009, which was the first year of the DoAE.

2019							
	Applications			Admissions			
	Female	Male	Total	Female	Male	Total	% Appl./Admis.
M.Art.Ed./MA	25	5	30	20	3	23	77%
M.Ed./MA	15	0	15	8	0	8	53%
Diploma	9	0	9	5	0	5	56%
Alls	49	5	54	33	3	36	67%

Table 6.3 – Student admission numbers in 2019

Reflections:

- In the interviews the applicants are asked why they are interested in studying in at the DoAE, a common answer was that they have heard good things about Department and the studies.
- It is obvious by the change in number of applicants that the ongoing campaign, on behalf of the Ministry, universities, and teacher's union, to increase the number of people choosing teaching as a carrier, has paid off. The campaign might have influenced those who had previously thought about applying before to decide to apply now. It is also possible that reaching out to all teacher and artist unions, using Facebook and other media more systematically helps – but the applicant's perspective is clear; former students are the best spokespersons for the Department.
- In the admission process the department looks to educational background, work experience and interests involving community work, letters of intent from the applicants and letters of recommendation. All applicants fulfilling the educational standards are interviewed. Social and communication skills are evaluated during the interview.
- The students have the opportunity to become licenced art educators by attending the programmes offered by the University of Iceland and the University of Akureyri where there are no tuitions. The high number of students admitted to the DoAE, and low rate of dropouts can be connected to the fact that most of the applicants have made a very determined and well contemplated decision to apply for the programme.

6.1. Enrolment and Orientation

Students who accept the invitation to study at the DoAE are enrolled in May/June and receive a welcome letter from the rector. Early in August, students receive more detailed information with the course programme for their first semester and a login to MySchool; the IUA intranet. The first day of the semester is allocated to orientation of the Department and the IUA infrastructure and support offices. The dropout rate of the Department is close to none.

Alumni

The Iceland University of the Arts Alumni Association was established as an organisation in 2015. All graduated students automatically become a member of the Alumni Association. The Association's agenda is to enhance the connection between IUA and its alumni, support networking and discourse on education and research in the field of art.

7. Facilities, Resources, and Support

7.1. Facilities

The IUA is located in four buildings, in different parts of Reykjavik. The Department of Arts Education shares facilities at Laugarnesvegur in Reykjavik with the Department of Fine Art and, since autumn 2018, with the Department of Performing Arts. The house was planned and built (never finished) as a meat processing factory and suffice to say it is not the ideal housing for these departments. It is however more spacious than the other buildings utilised by the IUA. When the Department was established in 2009 it was allocated the part of the building that it now occupies. Changes have been made to the building over these ten years, some in relation to the founding of the new MA programme in the Department of Fine Art and more recently the relocation of the Department of Performing Arts. The Department now has three classrooms (lecture rooms) which are used for all courses, although practical courses in visual arts and music are normally carried out in rooms equipped with appropriate material and instruments.

Reflections:

- In the reviewing process students registered complaints about some of the facilities; how the working and learning spaces in the building could be made more attractive, suggesting i.e. the set-up of a room for meditation/silence in the building. As a respond to this, reforms were made before the beginning of the academic year of 2019-2020.
- The facilities appear to be a permanent problem where diverse groups with different ethos share access to lecture rooms. Room sharing is a part of the collaboration between departments and individual lecturers.
- The students at the DoAE have not had individual working spaces, and they have regularly expressed their wish to gain access to spaces similar to the spaces MA students in other programmes at the IUA have. In the academic year 2018-19, they were offered a communal working space with desks, chairs and couches for the first time. This space has no windows and does not offer opportunity for other work than laptop work and reading. Students request a working space more suitable to their artistic practice. They insist that the room that they have to use for artistic practice (Finland-visual art) is not accessible enough. In autumn 2019, the students of the DoAE will get a new communal working space that is more spacious and has windows. However, it will not be possible to offer them individual working spaces for their artistic practice in the near future.
- Students complain about the cafeteria; that the food and coffee should be of better quality and cheaper. Last year a survey was made where students and staff at Laugarnesvegur 91 were asked to assess the quality of the cafeteria service. The cafeteria service was most receptive of the comments made, improving the variety of food on offer as well as lowering their prices. The new coffee room for students will have equipment for students to heat their own food.
- Students have repeatedly asked for more access to the University's workshops (e.g. wood-, photograph-, video workshops etc.). These are connected to the departments of visual art and architecture and design.

The Arts Education Library, Associated Equipment and Service

The IUA library operates in two locations: Þverholt and Laugarnesvegur – serving the whole of the academic community as well as the public.

The arts education collection is small or around 1670 titles but as the programme is interdisciplinary students make use of the total collection. In addition to the physical library, users have access to a selection of electronic databases and e-journals through the Iceland Consortium (IC) made available online at leitir.is. The IC is a service agreement between the National and University Library of Iceland and the Ministry of Education, Science and Culture that provides academic and scholarly content to anyone online with an Icelandic Service Provider and an Icelandic IP number. The IUA is a participating institution in this service, and also caters to students and faculty of all departments by providing access to expert databases and e-journals within each discipline.

The library offers a range of services to both students on the BA and MA level, faculty and part-time lecturers. In addition to general library services, the library offers course input by teaching information literacy at both degree levels. It also manages a booking system and service for one-on-one research assistance, as well as short courses for faculty.

Access to a computer for students with dyslexia is available at the library in Laugarnes.

Reflections:

- In the review process students reported that the time frame for library loans could be more flexible and that it would be desirable if the library would have more copies of books for loan. It seems to have been unclear which books at the reserve library should be on a short loan and which books can be loaned for longer periods. Clearer communications with the library staff about flexibility in loan time is needed.
- There are plans for longer library hours in Laugarnes and library opening hours on Saturdays at the Þverholt premises.

7.2. Financial Resources

The IUA is a self-governing institution operating on a contract with the Ministry of Education, Science and Culture. The institution, as the rest of the university sector in Iceland, has been underfunded since the financial crisis in 2008. The HEIs in Iceland receive considerably less than the OECD average and an even smaller percentage of the Nordic average from the state budget. Nevertheless, the IUA has been run within its allocated operation budget in recent years. It receives 81% of its funding from the Ministry and 16% from student fees. The contract allows for a minimum of 385 students and a maximum of 600 students. The number of students is a calculated number from two years prior to the funded year. The number of full-time students funded in 2018 is calculated as follows: 50% of full-time students 2016 + 50% of full-time students 2017. This method acts as a buffer for the number of students funded each year. For the academic year of 2017-18, this number was 371 BA students, 5 Diploma students, and 71 MA students.

In 2018, funds from the Ministry were 1.162 million ISK. Contribution per student was 1.2 million ISK to 4.2 million ISK, depending on the study programme, the arts education programme being the lowest and the acting programme the highest. Extra funds are then added for each graduated student. The University has been trying, without success, to have the contribution model per student changed since the arts ed students are no less “expensive” than other IUA students. The costs/income ratio will therefore almost always be negative for the Department as a unit.

The 2018 budget also lists a 40 million ISK support for research from the Ministry to improve the IUA’s standing in getting contribution from national competitive funds as well as an extra 40 million

ISK to improve housing in Laugarnes for the Department of Performance Arts. Student fees (tuition) in 2018 were 230 million ISK. The IUA budget is made in a cooperative effort of the deans, the financial manager, the managing director overseeing the support services, and the rector – and is finally approved by the IUA Board.

Costs 2018

Table 7.1 – Department of Arts Education costs for 2018, ISK

Salary and wages	36.469.958
Office and administrative costs	300.905
Tools and equipment	188.857
Other operating costs (travel, materials, student costs)	1.132.858
Costs total	38.092.573

In addition to these costs the Department contributes to other operating costs of the University, mainly housing and support services. This cost is calculated by number of students as a percentage of the whole, i.e. 7%, or 48 million ISK.

Total costs of the Department for 2018 were **86 million ISK**.

Income 2018

In 2018 the contribution from the Ministry of Education towards each arts education student was 1.2 million ISK. The total number of students in the Ministry's budget was 32 students so the contribution was 37.9 million ISK. Income from tuition fees was 15.6 million ISK, income from the Open IUA was 2.6 million ISK. The Department's income from the governmental contribution and tuition was therefore 56 million ISK, the Department's other income from grants was 1.4 million ISK. The Department's income as a share of extra funds (other than student contribution) was 16 million ISK (a 7% share).

Total income of the Department for 2018 was **74 million ISK**.

Reflections:

- As mentioned above, the Ministry of Education, Science and Culture has not taken into account that the arts teacher education is more expensive than general teacher education as it requires more specific facilities (i.e. dance and theatre spaces, instruments, paint, and other equipment). It is also a fact that in a small country like Iceland, arts teacher students will always be relatively few, making the education more expensive per student. At public universities, students only pay a registration fee of 75.000 ISK. At private and self-governing institutions the tuition varies. At the IUA the amount is 265.000 ISK per semester for undergraduate programmes and 277.263 ISK for arts education and NAIP at the MA level.
- In other MA programmes, tuition is 420.000 ISK. The IUA has pointed out to the Ministry of Education, Science and Culture, that studying to become arts educators is the only teaching profession where students have to pay tuition fees.
- The Ministry has been on a campaign attracting more students to choose teaching as their path in higher education, offering salary for teaching during the last year for pre-service teachers along with a special grant available for those writing their final thesis. The Department has written a report explaining how the position of IUA arts teacher students is

unjust in the aspect that DoAE students are neither offered the salary nor the grant in full but still have to pay tuition. DoAE students are therefore not fully included in the Ministry's initiative.

- In the review process, students reported that the tuition is too high and ask what they gain in return. They claim that compared to students from other departments, not the least Department of Fine Art situated in the same building, they do not have equivalent space nor appliances and equipment, so they ask: What are we paying for?

7.3. Student Support and Counselling

Processes for Student Claims and Ethical Issues

Students have a seat on all major institutional and departmental councils and committees. Students have regular meetings with their supervisors and the programme directors that serve as canals for student claims. The formal channel for complaints is the Grievance Committee on Student Rights (see Appendix XII). Student complaints are also reflected in the teaching evaluation. In addition, the IUA has published an ethical code, intended for students and staff as a reference guide in all its activities. It engages with three main issues: general communication within the University, with the society and the environment and in regard to art practice, teaching and research. This code was reviewed and republished in January 2019. (See Appendix XIII).

The University wants to ensure that its human resources, the talents of its employees and its students, thrive as well as possible. Guidelines for procedures in matters of sexual assault, harassment and bullying have been reviewed across the institution as a whole in reaction to #metoo, autumn 2017 (Appendix XIV). The IUA has an Equal Rights Council which addresses, and processes matters that come up. Recently a change in the definition of gender has been made.

Annual Dean's Meetings

The dean meets with students from each study programme every academic year to discuss course content, development of the programme, and other issues students want to discuss. The aim is to ensure that the dean is informed about subject specific issues that might not come across through the teaching evaluation, and it gives students a possibility to discuss issues related to their studies as a whole.

Rector's Meetings

The rector and the director of student affairs meet with all students in each year group once a year. At these meetings, educational issues of concern to students are discussed. These include the organisation and content of study programmes, instruction received and experiences of the courses on offer, facilities and services, social activities and interaction between students, teachers, and administration in general. Minutes from these meetings are shared with the dean and the rector before being sent to all faculty members and students of the departments. The main purpose of the meetings is to guarantee the teaching and services comply with students' needs, in addition to ensuring students' direct access to the central administrative team.

Student support and Counselling Services

When students are faced with a challenge regarding their studies, they turn to their teachers or programme director who act as students' tutor, or to the departmental coordinator. These persons provide assistance and information regarding the curriculum and the progression of studies.

The goal of student counselling services is to enhance the students' awareness of their position, interests, and talents for optimal results in their studies. The main tasks of the services are to offer interview sessions, as well as answering daily emails and telephone calls from students. Furthermore, it is a venue for students to address educational and personal matters with the support of a student counsellor who acts as their confidant.

The student counselling services also provide support for students with special needs such as dyslexia or other learning disabilities. It is the student's responsibility to inform the student counsellor of his/her disability when commencing studies at the IUA. It seems that need for psychological support has increased and it has been discussed on a wide institutional level to improve services in that aspect. The student counsellor has in some cases offered sessions with a psychologist to students in need at cost of the institution.

Student Equality

The IUA has an Equal Rights Policy (see Appendix XV) that aims to ensure the equal rights of students (and staff) within the academic community through specific actions and by encouraging active debate about equal rights in all areas of the University's operations.

8. Academic Faculty

8.1. Size and Composition of Academic Faculty

Academic Appointments

Institutional procedure for academic appointment and progression underwent significant changes in 2014-15, together with the revision of core documents describing division of responsibilities and working procedures among academic staff. Distinct qualification criteria were defined for each academic position (assistant professor, associate professor, professor), sabbaticals were introduced (on a competitive basis), and appointment periods were extended to 4+4+2 years, or a total of 10 years (from 8 years). Between the periods, academic staff can apply for progression, based on their teaching, research and artistic output. Total appointment period for deans is 5+5 years, accommodating one sabbatical within each of the five-year periods (non-competitive). One of the main purposes of this framework is to increase equality and transparency throughout the institution.

Rules on appointments at the IUA specify the advertisements, application process, committee evaluation procedures, and final decision protocols for all academic staff (See Appendix XVI, Rules on Academic Appointments).

Composition of Academic Faculty

The current academic faculty consists of dean and programme director for music (100%), assistant professor and programme director for Arts based Teacher Education (100%), assistant professor and programme director for visual art (100%), assistant professor and final project coordinator (50%) and adjunct and programme director for performing arts (25%).

Recent Faculty Changes

Since 2017 some changes in academic faculty have occurred. Programme director of performing arts and the programme director of visual art, left in 2017. A new adjunct and programme director of performing arts was appointed in autumn 2017 and a new assistant professor and programme director for the new Arts based Teacher Education programme was appointed in the spring of 2019, adding one full time position to the faculty. In 2017 and 2018 two staff members progressed from adjunct to assistant professors.

Academic faculty	Gender	Position	Teaching	Admin	Research
Dean	Female	100%	10%	90%	1 sabbatical semester per five years
Programme director/assistant professor	Male	100%			20%
Programme director/assistant professor*	Female	100%			20%
Programme director/adjunct	Female	25%			
Assistant professor	Female	30%	80%	0%	20%
Adjunct	Male	1,20%	100%	0%	0%
Part time lectures**	NA	210%%			0%%
Support faculty					
Department Coordinator***	Female	50,00%	0%	100%	0%
Project Manager	Female	50,00%	0%	100%	0%

Fig. 8.1 – Department faculty 2018-2019

Reflections:

- The DoAE permanent academic staff consists of only five people, not all of which have full positions and are therefore not available at all office hours. This explains why some students report that they don't get enough individual consultation hours with the teaching staff. To respond to this, special office hours will be set for each academic staff member where they will be available for individual consultations with students.
- Some students report that some teachers do not react as quickly as others to emails. This could be because of the low number of permanent academic staff in full positions and the high number of part-time teachers, it could however also be a result of increasing demands of availability at all times in society as a whole. The Department has the policy of not sending or replying to emails at night or during the weekends, and the students need to be aware of this.

8.2. Faculty Support

Introduction and Orientation for New Faculty Members.

There is a formal procedure that deans follow when welcoming a new faculty member. In the Department, the induction and orientation for new faculty members also happens in conversation with the dean and other members of staff, and staff members learn as they go about departmental work methods and procedures.

Annual Staff Interviews

The dean offers all permanent members of staff annual staff interviews. The main focus of them is to discuss individual performance in a formal way. Part of the conversation focuses on the teaching, research and administrative projects and responsibilities that the staff member has. Wellbeing, job satisfaction, communication, and goals are discussed. Staff development and wishes in that regard are also discussed. The aim of the conversation is to find ways to support the staff member and provide positive feedback and encouragement.

When the courses for the next academic year have been finalised, each faculty member goes over the next academic year with the dean and the hours and timing for teaching and research are discussed.

Human Resources

A new human resources policy was implemented in autumn 2016. This entailed a formal set up of the annual working plans of academic staff and a framework for support staff developments and enhancement of the follow up procedures on decision making within the Management Council. More emphasis is placed on improving the working environment, with focus on health awareness, increased academic support (through centralised administrative services) and equality. The teacher's handbook, last issued in 2012, will be re-issued online in autumn 2019. The handbook contains various information for academic staff about the working environment, support on offer and educational resources on academic matters.

An annual survey has been conducted among staff of the IUA since 2013. The most recent survey shows high satisfaction with management, morale, flexibility and independence in the workplace, flow of information, staff development, and equality. Less so for workload, salaries, and housing. With recent changes in housing, satisfaction has increased in that regard. More detailed information is gathered through the annual staff interviews offered by the deans, which are used to improve the working environment and form further strategies.

Reflections:

- In the review process part-time teachers discussed that the DoAE/IUA staff have a very heavy workload, one explanation is a low number of staff members in permanent full-time positions. It has been suggested that the institution should offer opportunities to staff to deal with stress related issues at the workplace, for example by providing yoga/meditation classes or create spaces for meditation/quietness.
- There is quite an imbalance between the number of fulltime staff at the department and the quantity of part-time teachers which increases administrative workload. However, due to the various background of students teaching requires a broad and variable field of expertise and specific knowledge that would not carry a whole permanent position. In a way the number of part-time teachers can be seen as a strategy to enhance relations to the field.
- The institute is working towards more centralization of administrative workload.
- Clearly the housing situation poses challenges, with regard to communication between departmental staff, and support staff of the University's central office.

Staff Development

Erasmus and Nordplus grants are available as part of staff development, as well as several internal funds, such as the Academic Staff Development Fund, Publication Fund, Research Fund, and the Support Staff Development Fund.

Support with Research Practice

To enhance research activity, academic staff have been offered a course on writing as part of the work hours (in exchange for less teaching hours). Formal procedures for sabbaticals were introduced in 2015 (see chapter 9.1).

Support with Pedagogical Practice

Teachers' Café is an informal platform for teachers to discuss various aspects of the teaching art at the University level, to share experiences and gain support from each other. It is a part of promoting academic work at the University and is intended as support for teachers' career development. Preparatory day in August is a day where scholars in pedagogy deliver lectures and workshops to support teachers' work, present a variety of teaching methods and encourage innovative approaches to teaching.

Reflections:

- While part-time teachers generally feel they belong to the staff, they don't meet each other or the staff very often. Hence, part-time teachers feel they belong but there are obstacles preventing good flow of information resulting in inconsistencies in the teaching practice. However, ten years ago IUA stopped paying them for attending meetings. This has resulted in part-time teachers becoming more distant from practical matters.
- The DoAE should find ways to pay part-time teachers for attending regular teaching meetings regarding practical matters and add meetings where teachers can share their teaching experiences, methods and approaches, and support each other professionally.
- There were also plans to include part-time teachers more after the last self-evaluation report, but we seem to have failed in implementing this.

9. Research

9.1. Institutional Context

The Iceland University of the Arts values research and promotes and supports academic staff as active participants in the international research community of the arts. We also understand the importance of artistic practice and the variety of forms the exposition this can take both within and between diverse specialisations, disciplines, and methods. Despite its undisputed responsibility in terms of research in the field of the arts, institutional funding for research is extremely limited compared to other HEIs in Iceland. As a result, the IUA is forced to reallocate part of the Ministry funding for teaching, with limited possibilities of furthering research development without affecting its standard of teaching. The IUA leadership has made considerable efforts to claim more research funding, especially since research is now an institutional priority. The IUA has recently defined formal parameters for artistic research and this has had a significant impact on the IUA research culture, which is now more open and transparent. Some progress has been made regarding acknowledgement of research in the arts by public funding bodies in Iceland in recent years. The arts have entered the panel of humanities in the Iceland Research Fund (now referred to as The External Panel for Humanities and the Arts), with the first two grants being allocated to an IUA research project in 2018 and in 2019. In 2019, the IUA rector became a member of the Icelandic Science and Technology Policy Council, chaired by the Prime Minister of Iceland. The definition of formal parameters for artistic research within the context of the IUA has had significant impact on the IUA research culture and institutional approach, which is now more open and transparent. Recent developments include:

- A new framework for a formal internal evaluation of research output built on a scheme developed in 2014 was activated in 2018 after undergoing trial test in 2017 (see Appendix XIX).
- Further suggestions made by the research committee (based on the trial test) are now under the consideration of the Management Council and a committee for the revision of IUA's academic framework.
- Writing workshops and research workshops have been organised where academic staff can discuss, train and exercise their skills on a cross-departmental level. Other discursive platforms have been organised as part of staff development within each department.
- IUA's annual conference on research in the arts, *Hugarflug*, has proven to be a fruitful ground for an open dialogue that enhances the relationship between teaching, learning and research across the university.
- Rules on sabbatical were implemented in 2015 (see Appendix XVIII) with the first faculty members going on sabbatical leave in 2016-17. As a result, two members of the University's academic staff (of the total of 45) have on average been granted a sabbatical leave each year. In addition to this, the deans of departments have a contracted sabbatical leave for each of their two five-year contract periods. Two faculty members at the DoAE have been granted sabbaticals.
- Research agendas at the departmental level have emerged from within all departments, with action plans and sub-steps.
- A Publication Fund was established in 2015.
- A new Research Fund was launched in spring 2019.

Institutional Management of Research Output

All faculty members with a research component in their employment contract account for their artistic and scholarly activities within a defined framework of assessment. The newly revised

assessment criteria present a specific basis of a quality framework for research management and approach to research at the institutional level (see Appendix XVII). The framework embraces research activity, dissemination, impact and critical reflections by faculty, in accordance to benchmarking with Nordic HEIs. The framework is expected to have an impact on academic staff progression, applications for sabbaticals, and applications to the IUA Research Fund. Other engagements with the professional field will remain an important factor in the University's policy of involvement with society and contributions to the local culture. Such engagement will be recognised in the context of staff members' career development and networking activities.

9.2. Departmental Research Organisation and Research Culture.

During the academic year 2018-2019, three members of staff had research time as part of their contract, ranging from 10% to 20%, depending on their academic positions. This translates to 18,3% of the total workload of permanent staff members. One staff member completed a PhD project during this year, another staff member continued work on his PhD project, and third continued work on her post-doctoral research project. All of these projects are directly related to the work these staff members do at the Department.

Research Policy

Following the emphasis on research at the university level, the research policy of DoAE is articulated in the description of the Centre for Arts Education Research (CRAE).

The Centre for Arts Education Research (CRAE)

The objective of The Centre for Arts Education Research is to inspire and promote research and development in the field of arts education and art study at all educational levels in close collaboration with professionals on the ground. Other objectives include supporting initiatives for further research and creating a platform for disseminating knowledge and presenting the results of studies in the field, through e.g. conferences and seminars, the publication of scholarly articles and full-length works as well as lectures.

The centre's role is to function as a platform for dialogue between art educators, artists and all who work on research in the field of art study, arts education, and the communication of art. It spans all fields of the arts and emphasis will be placed on interdisciplinary approaches and relationships with international research centres.

Reflections:

- A future vision includes broad collaboration with professionals working on research and development of arts-based teaching and study methods and creative approaches to education with an emphasis on current issues that span across diverse working methods and discourse (arts, education, pedagogy, politics, cultural studies, digital communication, philosophy, museum education, and community-based arts). Collaboration and dialogue between the arts and other academic fields give rise to infinite possibilities for research and development projects.
- It is important to promote close collaboration with (grassroot) artists' associations and cultural and artistic activities in the country with the objective of fomenting further innovation and supporting as broadly as possible the emergent growth of arts education.
- The research lab operates under the umbrella of the Iceland University of the Arts's Department of Arts Education and is located on its premises.

Relation Between Teaching and Research

At the DoAE the relation between teaching and research is very strong. Kristín Valsdóttir, the dean of the DoAE, has in January 2019 completed a PhD project titled *Learning Journeys to Become Arts Educators: A Practice-Led Biographical Study*, where she examines the culture and development of the Department. This work has had and continues to have great impact on the development of the approaches and methods for teaching and learning used in the Department.

Ingimar Ólafsson Waage is currently working on his PhD project, *Art, Emotions and Virtues: Character Education through Visual Arts*. This work feeds directly into his teaching of the courses *Theory of Visual Art Education* and *Multimodal Literacy*. In addition to that he has developed along with Guðbjörg R. Jóhannsdóttir a new course on *Aesthetics, Ethics and Learning*, and the course is based on Ingimar's PhD research and on Guðbjörg's PhD research on the aesthetic value and experience of natural landscapes. Before this course was developed, Guðbjörg taught courses on phenomenology, perception, and aesthetics based on her PhD research. In this way staff members are able to explore connections between their research projects through teaching. Guðbjörg and Ingimar also teach Philosophy of Education together where their research also influences both content and methods. Guðbjörg is currently working on a post-doctoral project on landscape experiences and embodied ways of knowing and is participating in the research project *Embodied Critical Thinking* at the University of Iceland's Institute for Philosophy. The methods and approaches to critical thinking and theory development being used and developed in that project feed directly into her teaching methods in the Research training courses and coordination of final project work.

Vigdís Gunnarsdóttir's research interests lie within theories of applied theatre which feeds into her teaching methods and approaches. Gunnþís Ýr Finnbogadóttir's artistic research within visual art feeds into her teaching of courses about artistic research and her expertise is very important in the Department's development of finding paths where artistic and educational research can meet.

Even though Ásthildur B. Jónsdóttir is no longer part of the permanent faculty, the Department is still benefitting from the expertise she gained in her PhD project that was completed in 2018, *Artistic Actions for Sustainability: Potential of art in education for sustainability*, as she regularly teaches courses on art and sustainability at the Department and supervises students who are working on final projects related to this topic.

- The department staff could use their teaching and development of teaching methods as material for new research topics. Creating more space for conducting action- and practice led research would be beneficial for the ongoing structure quality of the programme and could also encouraged deeper conversation at the IUA and elsewhere about teaching in higher education.

Dissemination

The institutional research infrastructure and support was discussed above, however, the DoEA emphasises on dissemination through platforms that supports the research environment. The following are the most important:

- Open Friday Lecture Series featuring lecturers by academic staff and outside presentations that cover a broad spectrum of art education, education in general, and research.
- CAER – Centre for Arts Education Research has hosted events such as seminars, workshops, and symposia. CAER edited and co-published a book on research in music education.

In addition, the University organises an annual research conference, *Hugarflug*, and we encourage the participation of academic staff, post-graduate students, professionals, and other academics. *Hugarflug* has been an important platform for staff to highlight the research component in their

projects, and to bring their ideas to their colleagues and other professionals for discussion. Academic staff also actively participates in peer-reviewed international and national conferences within other academic institutions.

Impact

The Department uses the institutional framework to evaluate research. As described in chapter 5.5, some research projects have fed into the teaching of staff members.

General Reflections

- During the review process, stakeholders reported having a very positive experience of employing graduates from the DoAE, and their work, both as arts teachers and general teachers, is very good. The graduates are able to work in very diverse and creative ways and in relation to this it was emphasised that the DoAE is graduating teachers who are very adept to dealing with a changing teaching and learning environment demanding different methods. In this context, the stakeholders expressed their satisfaction with the DoAE now offering teacher education to students with BA degrees in other fields than art, as teachers who are able to teach different subjects in a diverse and interdisciplinary manner will become more important and valuable.
- It is also positive that, according to the results of the survey amongst graduated students, a very large number of the students who graduate from the DAE are working as teachers, mostly in primary schools.
- The strong connection that the DoAE teacher education has to the art disciplines was mentioned at the stakeholders' meeting as very positive and important, i.e. the manner in which the programme emphasises the role of art teachers teaching art itself rather than teaching other subjects through art. However, it was suggested that the DoAE could connect more with the BA studies (especially in performing arts) to increase awareness and interest amongst the practicing performing artists community in Iceland about the value and importance of teaching. The fact that the Department of Performing Arts is now based in the same building as the DoAE should increase connections with the BA studies in performing arts and should also prove more successful. It is important to get more performing arts educators into the school system since what happens at the primary school level influences the awareness and understanding of performing arts in society.
- Some students suggest that there could be more emphasis on art-based teaching methods and more diversity in teaching methods in general. Students want more opportunities for practical and creative assignments, not just academic assignments. In relation to this some students suggest that the study programme is too academic and should be more practice based, providing more opportunities for students to practice being an art teacher and trying out creative learning methods. Creative/practice-based assignments should be part of course evaluations. Some suggest having less reading and more practice. And some also suggest having more lecture recordings (flipped teaching).
- When options like visual essays are offered as part of course assignments, these options need to be introduced and taught, students are interested in using these options but don't know how to. Assignments and course syllabus are sometimes unclear.
- Students would like to teach more, to practice the ideologies they are learning about, and suggest that they could teach each other – they would like more opportunities to learn from each other.
- Students report that permanent staff teachers are good, but part-time teachers less so.
- Some students would like to see more courses on dance and dance theory, others suggest more focus on design and creativity in general as well as art.

- We will involve students more in teaching, providing opportunities for them to teach each other and evaluate each other.
- It would be optimal to have more full-time teaching staff and we need to get part-time teachers more involved, for example by paying them for meetings about teaching methods etc.

10. Summary and Main Conclusions

During this self-evaluation process, the DoAE has been reviewing its place in the local institutional context of the IUA, as well as the broader educational context in Iceland. The process included an examination of the study programmes, the curriculum, delivery (teaching and assessment methods) and of the study environment in general. The student trajectory and support were analysed as well as the work environment and support provided to academic faculty. Finally, the IUA research management and the department's research policy, dissemination and impact were investigated. Through this process areas where further improvement can be implemented were identified. The input from the external expert was both critical and encouraging in this regard.

Several recurring themes appeared throughout the self-evaluation process. Some of those reflect underlying trends and attitudes on a societal level, such as the significant gender imbalance which is prevalent in Icelandic schools but significantly more accentuated in the DoAE. Other issues reflect the innate structure of IUA and its financial situation. Among these are the high tuition-fees as students at the DoAE are the only students in teacher-education in Iceland required to pay tuition fees. Lack of access to specialised workshops; general quality concerns of the premises in Laugarnes, and access to individual and communal working spaces for the students of DoAE is also a prominent subject.

The core of the self-evaluation process is to scrutinise and evaluate primary practices within the DoAE, e.g. learning, teaching, communication and culture, research and overall structure. Finding ways to extend field studies is a predominant concern from all contributors. The main issue revealed as a subject for improvement and concern is a large number of small elective courses. The question arose whether this affects the quality of teaching and learning in the programme, and whether this has an impact on professional and artistic relations in the field. Too many small student groups invite higher administrative complexity and cancelled elective courses can induce disappointment and difficulties in finding other courses for students. We should consider if elective courses within other departments could result in better use of resources and staff and possibly be beneficial to the cooperation across departments of IUA.

An ongoing theme and connected to the high number of electives is finding ways for more active participation of part-time teachers — both in meetings for enhanced collaboration and curricular development.

Concerning research, we should find ways to enhance the department's research profile through monitoring the new assessment system, the new master programme in general teachers' education, and a prospective large-scale collaborative research project on illustrations in student's textbooks.

11. Action Plan

Departmental Action Plan for the next 5 years.

TEACHING & LEARNING	DELIVERABLES	Deadline	Responsible party
ACTION 1	Review the one-year preliminary study plan to evaluate demands		
	Analysis of pros and cons of the study programme	2020-2022	Programme directors and Dean
ACTION 2	Extend the time of field studies		
	Develop ways to extend the time of field studies in cooperation with receiving teachers in schools.	2019-2021	Programme directors and Dean
	Explore ways to lower payments for field work in cooperation with the teacher's union, the UI and the Ministry	2019-2020	Dean
ACTION 3	Evaluate the option of offering two tracks in the masters programme; for licensed teachers and for novices		
	Analysis of pros and cons of running two tracks programme	2020-2021	Programme directors and Dean
ACTION 4	Evaluate the effects of reducing the quantity of elective courses		
	Analysis of pros and cons, i.e. reduced administrative workload vs enhanced visibility and engagement with professionals in the field	2020-2024	Programme directors and Dean
	Possibilities of enhanced collaboration with other IUA's departments, better use of resources and cross-disciplinary academic staff.	2020-2024	
ACTION 5	Development of online education and distance learning		
	Collaborative institutional project	2020-2022	Dean & Div. of QTR
PROFESSIONAL DEVELOPMENT & OUTREACH			
ACTION 1	Contribute to the development of a teacher training course for IUA staff		

	Collaborative institutional project lead by Div. of QTR	2020-2021	Dean & Div. of QTR
ACTION 2	Enhance offer of courses and talks through the IUA Open University		
	Monitoring the needs for new courses and short study programmes amongst arts teachers and artists	2019-2021	Programme directors, Dean and Project Manager
RESEARCH			
ACTION 1	Enhance research profile of academic staff		
	Public lectures series on research projects of academic staff	2020	Dean
	Online publication	2021	
ACTION 2	Establish research projects to analyze and monitor developments of new programme and teaching methods at the DoAE		
	Research project on the new assessment system	2020-2022	Programme directors and Dean
	Research project on the new Master Programme in Arts based teacher training	2020-2022	
ACTION 3	Apply for more extensive research collaboration grants		
	Research project about illustrations in student textbooks in collaboration with MMS, Dept. of Design & Architecture and UI	2021-2023	Programme director Ingimar Waage
	Research project on Embodied Critical Thinking	2020-2022	Programme director Guðbjörg R. Jóhannesdóttir
	Education for sustainability in the Arts		Programme director Gunnþís Ýr Finnbogadóttir
ACTION 4	Develop a doctorate programme in Arts		
	Collaborative institutional project	2019-2023	Institutional leadership