



UNIVERSITY OF ICELAND

School of Education

Handbook
for doctoral studies at the School of
Education
University of Iceland

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Practical information

This guidebook is intended for doctoral students at the School of Education. The manual is compiled by the Doctoral Board and is updated when necessary. PhD students are encouraged to familiarize themselves well with the rules and regulations for the doctoral program of the University of Iceland. Information about the doctoral program can be found in VI. chapter of the [Rules of the University of Iceland, no. 569/2009](#) (hyperlink). These rules provide a framework for the doctoral program at the University of Iceland. The School of Education has specific rules for the doctoral program ([Rules of doctoral studies at the School of Education, no. 440/20118](#)).

Ethical guidelines for research, accepted by the University Council in February 2014 can be found here: <http://www.hi.is/adalvefur/sidareglur>

The Centre for Graduate Studies is responsible for ensuring and enhancing the quality of doctoral studies at the University of Iceland. The services that is available to the doctoral students at the University of Iceland and information relating to the affairs of the University's doctoral program is presented on the Centre's [website](http://midstodframhaldsnams.hi.is/english) : <http://midstodframhaldsnams.hi.is/english>

Association of Doctoral Students at the School of Education

The Association was established in 2007 with the purpose of protecting the interest of doctoral students and contributing to academic discussion. It organises regular formal and informal meetings, such as "soup-discussion" during lunch hours, morning meetings and seminars.

Website: <http://nemendafelog.hi.is/Fdmhi/>

Association Board: Susan Elizabeth Gollifer (s.8410185, 5617313, seg12@hi.is), treasurer; Skúlína Kjartansdóttir (s. 6934967, 5680107, shk10@hi.is) secretary og Helgi Þorbjörn Svavarsson (s. 4615132, 8931788, hths11@hi.is) board member.

Allocation of work places

Doctoral students please contact one of the following to have a work place allocated:

Sólrún B. Kristinsdóttir project manager (525 5987, solrunb@hi.is)

Björg Gísladóttir, general manager of the School of Education (525 5947, bjorggi@hi.is)

Funds and Grants from UI

[Eimskip University Fund](#) and [the University of Iceland Research Fund](#) (common form and the same deadline). see: http://english.hi.is/university/research_and_innovation

Teacher Assistance Grants administered by the Schools.

[Travel Grants for doctoral students who speak at conferences abroad](#)

The School of Education allocates also travel grants to doctoral students who present papers at conferences, three times during their doctoral study, see:

http://vefsetur.hi.is/mvsdoktorsnam/styrkir_0

Funds managed by Rannís, the Icelandic Centre for Research

Research Funds, Technology Funds, Research Studies Fund

See further information: <http://rannis.is/forsida/>

University International Office

Provides information on Nordic and European grants:

ERASMUS <http://lme.is/id/16>

NordPLUS http://ask.hi.is/page/ask_nordplus

See further: <http://ask.hi.is>

University of Iceland Course Catalogue

Doctoral students and supervisors are required to adhere to requirements stated in the Course Catalogue:

<https://ugla.hi.is/kennsluskra/index.php?tab=skoli&chapter=content&id=-2016&kennsluar=2016>

Coordination and project management of the doctoral programme

Gestur Guðmundsson,, coordinator of doctoral studies and chair of the Doctoral Board

(gesturgu@hi.is)

Sólrún B. Kristinsdóttir, project manager of the doctoralstudy (525 5987 solrunb@hi.is)

Doctoral Board

Spring 2019

- Gestur Guðmundsson, formaður
- Arna H. Jónsdóttir
- Atli Harðarson
- Ársæll Arnarsson
- Helga Rut Guðmundsdóttir
- Sólrún B. Kristinsdóttir
- Bjarnheiður Kristinsdóttir (fulltrúi doktorsnema)

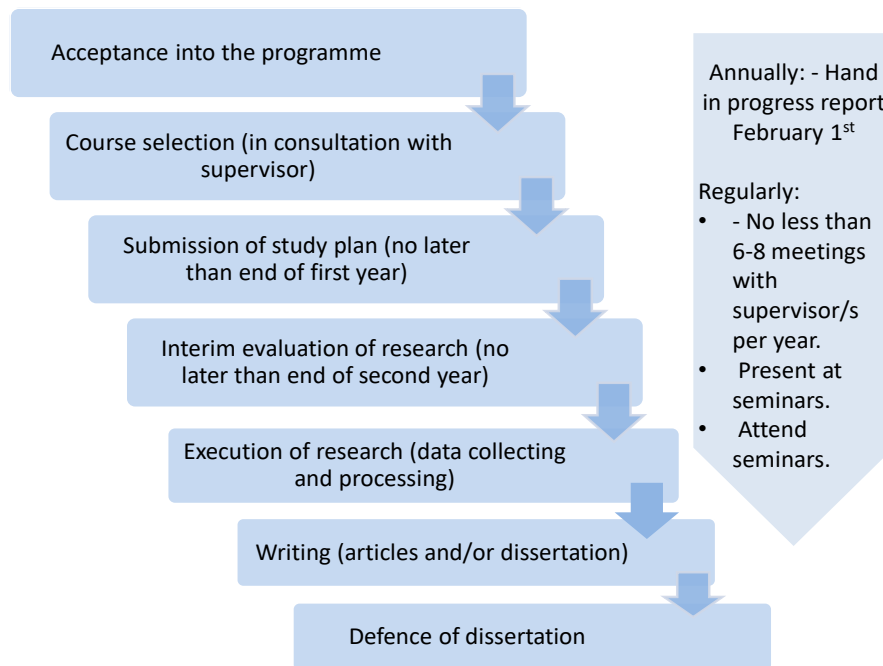
School of Education Doctoral School website: <https://english.hi.is/node/52285/>

Academic calendar

The academic calendar can be found here: https://english.hi.is/university/academic_calendar

Each year the Academic Calendar is published within the Course Catalogue. The Calendar provides exact dates with information, for instance, regarding course registration, study periods, and add-drop course deadlines. Below is an overview of important dates for each month of the school year. [See the course Catalogue: https://english.hi.is/university/course_catalogue](https://english.hi.is/university/course_catalogue)

Steps in the study process



In the first year or two of doctoral study the task of the supervisor in collaboration with the student is to choose literature and courses that the student may need to carry out his or her research, the creation of a study plan, and the preparation for creating a research proposal. The supervisor assists the student in getting the consent of the Doctoral Board and the Centre for Graduate Studies for his study plan. In this work, supervisory meetings play an important role.

Supervision meetings

It is important that the student's time with the supervisor is well used. The student should therefore prepare for their meetings and show up in a punctual manner. It is recommended that he or she send the supervisor an agenda for the meeting well in advance. The supervisor reads drafts of chapters or articles and the dissertation as a whole and it is important that the student indicates to the supervisor what kind of comments he is looking for. The student should always keep a copy of all materials that he/she submits to the supervisor(s); accident do happen!

The student should start preparing for his research early and keep a journal of his work from the start of his doctoral studies. He/she should keep a register of all meetings with the supervisor, record each meeting and write minutes of their discussion that he/she sends the supervisor afterwards. This information becomes useful as material for regular reports of progress but also staves off unnecessary misunderstandings of the topic under discussion, the conclusion reached and the next steps in the process.

Doctoral committee

A doctoral committee of three to five is assigned to each doctoral project. It includes the student's supervisors and experts within the area studied (preferably from outside the School of Education). The role of the committee is

- to discuss and evaluate a report submitted for interim evaluation,
- discuss and evaluate the doctoral dissertation before it is submitted for defence,
- undertake other tasks agreed upon.

The doctoral committee is appointed when the student submits his report for an interim evaluation and completes its appointment when the thesis has been defended.

Study plan

At the outset a study plan shall be created by the student in collaboration with the supervisor. The plan should be realistic as well as ambitious. To do this they are expected to evaluate what skills the student requires to carry out his or her project and create a plan of what courses or readings the student must complete to acquire the required skills. The study plan shall include a schedule for when the student plans to complete those courses that he or she is required to take. It shall also include ideas for papers at conferences and writing of articles.

The study plan shall be prepared by the end of the first year if the student is enrolled part-time or sooner if he or she is full-time. The study plan shall be in writing and approved by the supervisor and student.

Courses

Doctoral students enrol in courses in consultation with their supervisor/s to strengthen their knowledge and skills, as necessary to carry out the research project. Doctoral students are able to take a variety of courses at the graduate level at the School of Education, at other schools within the university, overseas, at other universities, or in the form of specially organised reading and conference courses.

Course registration takes place twice a year in accordance with dates published in the Course Catalogue which are announced to students.

Registration of credits earned outside of the University of Iceland is through the completion of a form for that purpose (see the Forms chapter later in this Handbook).

Reading and conference courses (*í lesnámskeið*) are offered to doctoral students based on their own suggestions. Students can request that such courses be held and can suggest their topic, scope, and teachers. Such suggestions should be made to the coordinator of the doctoral programme. Roughly 6-8 students are required in order for a reading and conference course to be held. When the course has been approved by the Head of Faculty it is published in the Course Catalogue and advertised amongst the doctoral students. The purpose of such reading and conference courses is first and foremost for a group of students to read and discuss specific topics under the supervision of a teacher. Formal lectures are not expected. The final assessment for a course of this nature is based on written assignments where students display their knowledge of the material and their abilities to apply such knowledge.

Interim evaluation of the research project

(see Article 10 of the Rules)

Full time students are expected to submit a fully prepared report of the research project for interim evaluation no later than by the end of the second academic year. Once the report of the research project has been prepared, the student shall make a request for an interim evaluation. A special form is attached to this guide. The main supervisor submits an argued proposal for the evaluation to the doctoral board. This evaluation is intended to be an important milestone regarding the student's commitment to his or her research project and his or her ability to carry it out.

A complete report of the research project is expected to be around 40-60 pages, where a large portion is a draft of the theoretical background to the research and the methodology, but also includes a clear plan for the structure of the thesis and timing of the work.

If a student is accepted to the doctoral studies at the School of Education having already completed a great deal of work on his study the doctoral committee is nevertheless expected to confirm the plan, even if the research is already underway.

A report on the research project shall, amongst other things, include:

Introduction

- Introduction and scope of the topic
- General statement of purpose, goals and value of the research
- Rationale for the choice of topic and how it relates to the past experience or future plans of the author

State of the art

- Theoretical approach and definition of concepts, as needed
- Status of existing knowledge from related research projects
- Description on the subject in context with the theoretical overview and results on the status of knowledge
- Research questions to be answered or issues to be discussed

Methods and methodology

- Methodology and research design
- Structure/format of the project
- Preliminary inquiries
- Statement regarding data collection
- Ethical issues
- Planned processing of data
- Project limitations

If the student has chosen to write articles as opposed to a dissertation then he or she shall include a description of each planned article, what topic it will address, what data will be used, and how it will be structured. It is important that the combination of articles relate to the research question. The report of the research project should preferably include, if at all possible, ideas regarding writing of articles with or without the supervisor/s.

Time and execution plan

Bibliography/List of references

Seminars

Doctoral seminars at the School of Education are held on a regular basis. Doctoral students are expected to attend doctoral seminars regularly and discuss their project at least twice during the course of study, either in the same forum or in a comparable forum.

The seminars are a venue for general, communal discussion regarding the doctoral projects. It is expected that this discussion will often regard technical, in particular methodological, matters. Each student shall present their project at least twice per year in seminars. In this regard a great emphasis will be placed on the presenter explaining clearly to those attending the seminar what he or she is trying to accomplish with the project, regardless of what part of the project is being discussed at the time.

The seminar are an arena for discussions and presentations regarding a variety of topics that affect doctoral students as a group, or some part of a group, such as regarding specific technical or theoretical issues.

Supervisors are expected to attend seminars when their students are presenting. The student shall consult the supervisor in regards to timing. It is essential for students to develop skill in

discussing his or her project in public presentation. If a student is going to a conference with a talk it is recommended that he or she present at a seminar and practice and receive constructive criticism.

Study time abroad

As stated in the regulations, the doctoral student shall spend some time at a university outside Iceland or participate in equivalent formal collaboration with foreign academics. The purpose of this requirement is to connect with the international scholarly community in the field of the doctoral research and to encourage participation in international research collaboration. The selection of the institution abroad and/or collaborating partners shall be in full consultation with the student's supervisor/s. Upon completion of the student's time abroad the supervisor/s shall approve the student's report regarding the time abroad or the collaboration and submit it to the coordinator of the doctoral programme. Students can find applications for various grants on this <https://www.hi.is/node/303296>

Record of progress

Students are required to submit certain information each academic year, which is important to maintain organization and oversight in the programme, and to provide students with good service.

Information is required regarding the progress of studies by filling in a progress report. The doctoral students are required to submit a progress report in order to provide an overview of each and every student's progress in the programme.

Progress report

On 1st February each year doctoral students at the School of Education submit a progress report, which is in two parts. The first part is a progress report describing the activities of the past academic year, until 1st February, and includes information regarding participation and activity in the scholarly community. The second part of the report is the completed form *Current student status* (see appendix), which the student fills out cumulatively each year.

The process is as follows: the doctoral student writes the progress report, submits it to the lead supervisor who makes comments and calls for explanations or corrections as appropriate. The report shall be saved under the student's name and year. When it is fully prepared, the lead supervisor sends the report to the project manager of the doctoral programme no later than 1st February each year.

Members of the doctoral board review progress reports, after which the student and supervisor/s receive feedback. Those students who are deemed to not have shown sufficient progress will be summoned for an interview. Further information regarding the format and content can be found later in this handbook.

Carrying out the research

Upon completion of the research proposal, the data collection commences in most instances. Work on the theoretical part of the project is often continued alongside data collection, particularly when fresh data indicates the need for checking prior related research. The student improves his or her research skills and general academic skills, takes part in seminars, social events and conferences and collaborates in research projects with other doctoral students and academics. If he or she has been awarded a grant, its conditions must be fulfilled. Sometimes the interim evaluation of doctoral projects takes place after data collection has started. Stay in another university or research institution abroad that may initiate collaboration with foreign scholars may also fall into this period. Writing often starts before data collection is completed and the report submitted for interim evaluation often serves as the first draft of the final thesis or articles for publication. Execution of the research therefore often goes hand in hand with other parts of the doctoral study although the main emphasis of the work during this period is

data collection and analysis that hopefully give rise to new knowledge on the topic under study. It is therefore important to utilise time well.

Writing

Writing on the research topic starts as soon as ideas emerge and continues long after the doctoral study is completed. The largest part of the writing, however, takes place during the formation of the research proposal that is later submitted for the interim evaluation and during the writing up of the articles or thesis that compose the final dissertation. As a rule of thumb it is sometimes maintained that, the write-up takes as long time as the data collection, but that is of course dependent on the type of study involved. Writing demands concentration, therefore many who do their doctorate part-time alongside a job apply for temporary leave for write-up, not the least towards the end of the research period.

Doctoral dissertation and defence

Please refer to Articles 11-15 of the Doctoral Studies Regulations at the School of Education (see Procedural Guidelines below) regarding the presentation and submission of the doctoral dissertation and the proceedings of the defence.

Joint degree with another university

The arrangement of graduating with a joint degree (i.e. from two universities) is possible for some universities. Collaboration between supervisors is necessary for this to happen. The student is enrolled at both universities, and fulfills the academic requirements of both institutions. The student works on his or her doctoral research under the guidance of both supervisors and the collaboration is based on a contract that is made between the student and the two supervisors.

Student-supervisor collaboration

Each doctoral student shall have supervision from the start of his or her studies (see Article 7 of the Regulations). Indeed it is a precondition for acceptance of an applicant into the doctoral studies that a main supervisor is found for him or her from the School of Education. Whilst it is primarily the responsibility of the student to choose an area of research for study, the selection of a main supervisor is dependent on the research topic. Due to the cross-disciplinary nature of education students are expected to have two supervisors, in addition to other members of their doctoral committee.

- Supervisors and students are expected to meet regularly during the study period. It is necessary for these meetings to be documented, that is how often they are held, what is discussed, and what the conclusion is (see an example of a form later in the handbook). Students can have meetings with their main supervisor, co-supervisor, or both at once, as appropriate.
- It is suggested that minutes be written after each meeting. The student shall write the minutes and send to the supervisor by e-mail. The supervisor reads and signs the minutes to confirm agreement, or confirms approval through e-mail. The student and supervisor archive the meeting minutes.
- There is no simple rule as to how often a supervisor meets with a student. However, students must be able to expect a certain minimum number of meetings with the supervisor, and there shall be no less than 6-8 meetings per year, regardless of whether the student is enrolled part-time or not. It is also necessary for students to report their progress to the supervisor. Meetings are sometimes intended to review materials or plans, but sometimes only to review progress, have a conversation, such as regarding the progress of the research.
- All materials submitted to the supervisor for review must be submitted with sufficient advance notice.
- The role of the supervisor is first and foremost to provide guidance, support, and encouragement to the doctoral student. They shall not steer the project other than to ensure that it is in line with those requirements made of doctoral projects. The doctoral student is not required to wholly adhere to the supervisor's instructions. The doctoral project is the student's project.
- At the start of supervision it is normal to discuss the content and structure of the supervision, how often the student and supervisor should plan to meet, how long each time, and what demands can be made of the supervisor's time and work. The supervisor has a specific amount of time allocated to supervision and his/her/their work must fall within this frame.

Student's responsibility

Emphasis is placed on the student being responsible for his or her studies. The student's role is to:

- Arrange with the supervisor/s what sort of supervision is most appropriate.
- Arrange meetings and negotiate work between meetings.
- Prepare a study plan, research plan, and time plan for the project's completion.
- Work on his or her project in accordance with the approved plan.
- Allow supervisor/s to monitor the progress of the project.
- Participate in doctoral seminars.
- Seek the permission of the supervisor/s prior to commencing the research.

Supervisor's responsibility

The role of the main and co-supervisors is primarily to:

- Provide advice regarding the scope of the topic and the presentation of the research questions.
- Provide guidance on gathering and processing of data.
- Provide guidance on how to access specialist references in libraries or other databases.
- Discuss the presentation of findings.

- Supervise the progression of the project and assess it with an eye to the work plan.
- Participate in discussions regarding problems that arise.
- Participate in the final assessment of the doctoral project in collaboration with the doctoral committee.
- The main supervisor chairs the doctoral committee.
- The main supervisor submits the student's study plan to the doctoral board within the first year of study. The doctoral board seeks the approval of the Centre of Graduate Studies.

Expectations of authorship

It is important to discuss and define the right of students and supervisor/s to be co-authors of doctoral articles, or later writings that are based to some extent on the doctoral project. It is important to draw up a formal agreement regarding these matters which shall always be based on mutual rights and respect. Rules for doctoral studies at the School of Education stipulate that doctoral students who wish to submit a dissertation based on articles must be the first author of at least three of the articles (see Article 12 of the Rules of doctoral studies at the School of Education).

The draft Code of Ethical Rules of Science of the University of Iceland state the following about co-authorship (section 4.5). See: http://www.hi.is/sites/default/files/vshi_sidareglur_16_1_2014.pdf.

Only those who have something to contribute to the documentation, analysis and scientific writing content and are responsible for it as a whole shall be listed as co-author. Working at the research does not automatically entitle one to become a co-author of the publication of the results. To be considered rightful author of a paper the researcher's contribution needs to be substantial and well defined. Such a contribution shall at least extend to the theoretical work and research proposal or data processing and analysis. In addition, the author must have worked on the manuscript or taken a significant part in its review, finishing and be responsible for the work as a whole.

Supervision for a PhD study does not therefore automatically mean that supervisors will be co-authors of the publication of research results. For a supervisor or another individual to be considered a co-author he or she must have worked on the manuscript or taken a significant part in its review, finishing and be responsible for the article as a whole. As a rule commenting on a text does not automatically qualify one to be co-author.

Further stipulations on co – authorship according to the Vancouver agreement can be seen at: <http://www.awhinahealthcampus.co.nz/Portals/0/Documents/Research/Knowledge%20Base/WaitemataDHBAuthorshipGuidelines.pdf>
<http://www.phdontrack.net/share-and-publish/co-authorship/>

Assessment of prior studies

If a student who is commencing studies at the University of Iceland, School of Education has previously been enrolled in similar or equal university studies he or she can apply to have those prior studies credited as part of his or her studies at the School of Education. Doctoral applicants for assessment of prior studies cannot assume that their application will be approved, and are therefore advised to proceed with studies as if the assessment has not occurred until a conclusion is reached.

Assessment committee

An assessment committee, appointed by the Doctoral Board, is responsible for evaluation of prior studies. The committee is comprised of two Doctoral Board representatives, one of whom is the chair of the Doctoral Board, and the project manager of the Doctoral board. The evaluation committee works in accordance with procedural guidelines which, amongst other things, ensure an overall viewpoint and accordance with criteria for evaluation, as detailed below.

Preparation of applications (see a form later in the handbook)

For the evaluation committee to be able to review an application for assessment of prior university studies that application must fulfil the following criteria:

- The student shall state which courses at the School of Education he or she believes to have been fulfilled by previous university studies.
- The student shall state which courses, of those completed in previous studies, he or she wishes to receive credit for. The name and credits of the course shall be included. The application shall include a description of the courses and a signed and stamped photocopy of the academic transcript from the respective institution.
- The application shall include information on if the courses have previously been submitted for credit assessment at the University of Iceland or another university. The findings of the assessment must be included in the application.

Applicants are responsible for including all of the above information in their applications so that it is possible to review and process them. If an application does not fulfil the requirements it will be not be processed.

Processing of applications

The evaluation committee of the Doctoral Board processes applications with the criteria here below in mind, in consultation with the supervisor/s. The committee is permitted to seek the guidance of a specialist in the respective field, if necessary.

In general the processing of applications can take 6-8 weeks from the time all materials have been received. After the application is reviewed the doctoral student and the supervisor/s will receive a notification of the outcome of the assessment, a copy of which is sent to the Office of Academic and Student Affairs (OASA) at the School of Education for their records.

General stipulations regarding assessment of prior studies

When assessing prior studies every effort shall be made to assess courses in a particular field as the equivalent and equal to courses in the proposed study programme at the School of Education, despite the content of the courses not being fully the same.

It is not possible to receive credits for a course that has previously counted towards a completed degree.

A student who wishes to commence studies again, after taking a leave from studies, shall commence studies in accordance with the structure and organization in place when recommencing, and the evaluation committee shall recommend in what manner older courses fulfil the requirements of the new structure.

Restrictions in the assessment of prior studies

In general no studies other than formal university studies can be assessed for credits.

A final project or thesis cannot be assessed for credits. If 10 or more years have passed since prior studies were completed such prior studies are not generally credited.

The evaluation committee is only permitted to credit whole courses from prior studies.

The evaluation committee is permitted to take into account grades earned when courses are credited, and for instance to reject the crediting of a course completed with a grade below 6.

1. THE DOCTORAL BOARD'S PROCEDURAL GUIDELINES

Procedural guidelines are adopted by the Doctoral Board but not necessarily by the Board of the School of Education or any other body of the university. They may be altered with a simple majority of the Doctoral Board. Doctoral studies regulations of the School of Education have, on the other hand, been approved by the Board of the School and any changes to these need the same approval.

Registration of participation in international courses

The process for transferring credits from international courses attended by School of Education doctoral students is outlined below (OASA =Office of Academic and Student Affairs).

Prior to the course

	Action	Time	Execution
1	Doctoral students select courses	All year	Student in consultation with supervisor
2	Intended course listed on form "Study contract for international course"	Min. one month prior to course start date	Supervisor/course coordinator with student
3	Original copy of signed study contract submitted to OASA, supervisor keeps photocopy	One month prior to course start date	Supervisor/course coordinator
4	Submit required attachments to OASA: course description and reading list (copy)	With study contract	Supervisor/course coordinator
5	Copy sent to finance department if SoE required to cover cost ahead of time	As soon as available	OASA
6	Scanned copy sent to SoE Course Catalogue representative	As soon as available	OASA
7	Course created in Uglu in accordance with information in the study contract	As soon as possible	Course Catalogue representative or OASA
8	Course registered on doctoral student's transcript, incomplete	As soon as it has been created	OASA

After course completion

	Action	Time	Responsibility/Execution
1-a	Student receives overview/statement of completed course	Upon course completion	International school (e.g. submitted by mail after the fact), student can request it
1-b	When SoE course coordinator completes course assessment: writes statement and submits OASA - skip to part 6	Upon course completion	Course coordinator
2	Student submits original overview/-statement from international school to supervisor/stand-in	As soon as possible	Doctoral student
3	Course approved, overview/statement signed, email sent to OASA (or original of study contract signed on site)	At the same time or as soon as possible	Supervisor/course coordinator
4	Original of overview/statement for course submitted to OASA (supervisor can store copy, if desired)	When approval is granted	Doctoral student
5	Student can store original overview, OASA keeps certified copy	At the same time	OASA
6	Study contract and overview/statement scanned and attached to student in Uglu	Same day or as soon as possible	OASA
7	Course listed as completed on student transcript in accordance with information in study contract or email from supervisor	Same day or as soon as possible	OASA
8	Original of study contract and overview/statement for school saved in doctoral student's portfolio at the OASA	Same day or as soon as possible	OASA

Interim evaluation of a research project

The doctoral student shall present a report of his/her research project for interim evaluation not later than two years after commencing doctoral studies. With at least three months notice the student applies to the coordinator of doctoral studies to have his or her project evaluated. The student's main supervisor provides the Board with a reasoned request that the doctoral candidate should be given the opportunity to submit a research project for evaluation.

The research project is evaluated by two external experts in the area under study. Together with the supervisor(s) and a person appointed by the Doctoral Board they constitute the evaluation committee. The committee evaluates the research project and the performance of the doctoral student in an open presentation and in a closed meeting. It then submits its report to the Doctoral Board within ten days of the event. The report should state whether the knowledge and competence of the student to carry out research is considered acceptable and it should provide guidelines on how the research project may be improved.

Aims and objectives

The aim of the interim evaluation is twofold:

- To assess the knowledge and ability of the student to carry out research in the selected area.
- To allow the doctoral student to receive feedback which might improve the research and identify potential problems.

The specific objectives of the interim evaluation are to:

- Assess the academic relevance of the proposed research.
- Ensure that the proposed research topic is adequately defined and feasible.
- Allow the doctoral student to receive advice on the questions posed in the area of study, on theories, on current research and on methodological issues.
- Assess the knowledge and capability of the study in the research area.

Members of the Evaluation Committee

The Evaluation Committee comprises of:

- a) a representative of the Doctoral Board as chairperson/moderator
- b) the student's supervisor(s)
- c) two experts from outside the School of Education, one of whom may be/become a member of the student's doctoral committee.

The project manager acts as a scribe.

The open presentation

The student makes a 40 minute presentation of his/her research project in a lecture open to all members of staff and graduate students in the School of Education. An additional 20 minutes are then scheduled for questions and discussion.

The presentation shall be announced on the SoE open website at least ten days in advance.

The evaluation meeting

The evaluation of the research project takes place at a meeting with the supervisor/s and two evaluators who are external to the School of Education and who are experts in the respective research field. The evaluators have read the student's report in advance and evaluated it according to agreed criteria (see below). At the meeting the external experts start by raising their points about the report whilst the student replies and the supervisors comment if they so desire. The questions cover, for example, the research topic, theoretical framework, related research and the proposed design and methodology. Upon completion of the discussion of the raised points, the student leaves the room whilst the committee comes to a conclusion. The student is then called in again, and told what the conclusions are: Whether he/she needs to respond to the committee's comments and if so how, when and to whom.

Report of the interim evaluation

A report of the interim evaluation is sent to the Doctoral Board within ten days of the meeting. The project manager, who acts as a scribe to the committee, edits the report in collaboration with the chair of the committee who is responsible for its content. Its purpose is to

- register the conclusion of the evaluation and the committee’s recommendations, if appropriate, so that the Doctoral Board can take its decisions on the student’s standing in the doctoral programme based on the quality of his/her project and
- register the committee’s questions, comments and guidance to the student that he/she needs to respond to, use in his/her research or take account of in other ways.

In the report a conclusion is selected from a list of “Possible outcomes of the evaluation” (see below). It is also stated how the student is expected to respond to comments, if applicable, to whom, and within what time limit. For example the student is told whether he or she is expected to rewrite any part of the report or instead explain how he or she will take account of the comments in his research work.

The Doctoral Board decides, on the basis of the report, whether to accept the committee’s recommendation and notifies the main supervisor accordingly.

Criteria for evaluating a research proposal

Criteria	Accomplished (2)	Acceptable/Pass (1)	Unacceptable/Fail (0)
Organization and Presentation	Very clearly focused with identifiable thesis; exceptionally organized with very apparent structures and transitions (e.g., introduction, middle, conclusion, other organizational headings); on topic; written with intact paragraphs; coherent; highly appropriate style/tone	Generally focused and logical with identifiable thesis; generally well organized with apparent structures and transitions; accurate with clearly stated ideas; appropriate style/tone	Somewhat unfocused or unclear; weak; not related to thesis; abrupt in transition; disconnected with random thoughts with no discernable point; sketchy with important details missing; inaccurate with erroneous information provided
Theoretical Discussion	Very thorough with a clear statement of the problem; very descriptive of how and why the problem is important; well articulated with in-depth analysis of key theories supporting the study; compelling in arguing for why study would contribute to knowledge; very clear in highlighting the theoretical or conceptual framework	Generally clear in stating the problem; logically organized; adequate with in-depth analysis of key theories supporting the study; adequate in arguing for why study would contribute to knowledge; reasonably clear in describing theoretical or conceptual framework	Unclear with weak organization and statement of problem; superficial in understanding and discussing core theories; unrealistic in proposed theory; inadequate and superficial in arguing why the study contributes to the knowledge base; weak theoretically or conceptually

<p>Review of the Literature</p>	<p>Extensive in reviewing describing, summarizing, and evaluating the relevant theoretical literature; well organized into sections that present themes or identify trends related directly to the research questions; excellent in synthesizing results into a summary of what is and is not known; exceptional in identifying areas of controversy and gaps in the literature; highly appropriate using methodological criteria in critiquing studies; clear/strong in making arguments.</p>	<p>Adequate in reviewing, describing, summarizing, and evaluating the relevant theoretical literature; fairly well organized into sections that present themes or identify trends related directly to the research questions; beginning to synthesize results but could improve; adequate in identifying areas of controversy and gaps in the literature; beginning to critique studies but lacks deep understanding of weaknesses in the literature; fairly strong in making arguments</p>	<p>Relatively weak in reviewing, describing, summarizing, and evaluating the relevant theoretical literature; lacking in organization of the review, and not clear in relating issues directly to the research questions; inadequate synthesizing results and identifying gaps in the literature; weak in critiquing studies; weak in making arguments</p>
<p>Research Questions / Hypothesis</p>	<p>Directly implied from the literature review; substantial and noteworthy for study; in alignment with methodology; clearly defined; not in need of revision before conducting the dissertation research</p>	<p>Directly implied from the literature review; reasonably important for study; in alignment with methodology; clearly defined; in need of minor revision before conducting dissertation research</p>	<p>Not implied from the literature review; not important for study; not in alignment with methodology; unclear; in need of major revision before conducting dissertation research</p>
<p>Methods</p>	<p>Clearly appropriate to the question(s) (quantitative, qualitative, or mixed, etc.); clearly described and appropriate to the study; illustrative of deep understanding regarding study design; explicit regarding the kind of data to be collected; very clear in defining limitations; very clear in describing how data will be analyzed; precise regarding the timeline for data collection; not in need of revision before conducting the dissertation research</p>	<p>Appropriate to the question(s) (quantitative, qualitative, or mixed, etc.); clearly described and appropriate to the study; illustrative of deep understanding regarding study design; explicit regarding the kind of data to be collected; very clear in defining limitations; very clear in describing how data will be analyzed; precise regarding the timeline for data collection; in need of minor revision before conducting dissertation research</p>	<p>Not appropriate to the question(s) (quantitative, qualitative, or mixed, etc.); not clearly described and appropriate to the study; not illustrative of deep understanding regarding study design; not explicit regarding the kind of data to be collected; not clear in defining limitations; not clear in describing how data will be analyzed; not descriptive regarding the timeline for data collection; in need of major revision before conducting dissertation research</p>

Quality of Writing	Precise, interesting, specific, and accurate; excellent in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); generally ready for publishing with minor touch-ups	Readable and the writer's meaning on a general level is clear; adequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); moderately ready for publication	Limited in vocabulary; unclear with misused parts of speech that impair understanding; inadequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); not ready for publication
APA Style	In excellent compliance	In good compliance	In inadequate compliance

For purposes of the interim evaluation the centre column is used: Acceptable/pass

Possible outcomes of the evaluation

The Evaluation Committee selects one of five conclusions:

- A. The project is accepted as it stands. The student is not expected to make any amendments but encouraged to continue with his/her own plan.
- B. The project is accepted on condition of amendments being made consistent with the committee's comments. The student shall demonstrate to his/her doctoral committee within a stated length of time that he/she has responded to the comments in a satisfactory manner.
- C. The project is accepted on condition of amendments being made consistent with the committee's comments. Another meeting with the evaluation committee is required where the student shall demonstrate to the committee within a stated length of time that he/she has responded to the comments in a satisfactory manner. Another open presentation is not called for.
- D. The project is accepted on condition of another evaluation. The student shall demonstrate to the committee, through a second open presentation and another evaluation meeting within a stated length of time that he/she has responded to the committee's comments in a satisfactory manner. Upon completion of a second evaluation the committee accepts the project, recommends that the student transfer back to a masters level programme or that he/she abandons his work towards a doctoral degree altogether.
- E. The project is not accepted. The student is advised to start again and write another research proposal or leave the doctoral programme.

Time frame for the interim evaluation

Time	Subjects	Responsibilities	Implementation	Documents
At least three months before the evaluation	Submit an application for interim evaluation of the research project with a suggestion for specific date. The application should include a description of the research project, a copy of the student's	Doctoral student	Doctoral student with the approval of supervisors.	Doc. 1. A letter to the doctoral board (project manager)

	records, and a statement of payment for the annual submission fee of all registered study years from the OASA.			
At least two months in advance	The main supervisor sends reasoned opinion that the doctoral student is ready for a interim evaluation . Also makes a reasoned recommendation of two or three outside experts who will be considered as possible external examiners. Main supervisor contacts the potential examiners.	The main supervisor	The main supervisor	Doc. 2. E-mail to the coordinator of doctoral study and the project manager . Encloses CVs for the external examiners recommended
At least six weeks in advance	The choice of the external examiners and committee chairman confirmed	Doctoral board	Project manager	Doc. 3. Letters of appointment sent to the examiners and instructions on the evaluation to the Chairman of the evaluation committee
At least one month in advance..	Date confirmed with the evaluation committee and rules and criteria identified	Doctoral board	Chairman of the evaluation committee	Doc. 4. Letter to the evaluation committee describing the event accompanied by rules and criteria for evaluation.
At least one month in advance	The report submitted for evaluation sent to the to the evaluation committee. Book rooms for the presentation and meeting.	Doctoral student	Doctoral student in collaboration with his main supervisor. Project manager	Doc. 5. Student's report to evaluation committee and project manager.
At least two weeks in advance	Examiners indicate whether the research project meets the	The chairman of the	The chairman of the evaluation committee	Doc. 6. Letter from the external examiners to the

	minimum requirements.	evaluation committee		chairman of the evaluation committee.
Ten days before the event.	Request ad on web of UI	Project manager	Editor of the SoE website.	Doc. 7. Letter to the website's editor
Before the event	External evaluators meet with the manager to compare their comments and decide how they will manage their responses in the ceremony.	The chairman of the evaluation committee	The chairman of the evaluation committee and the external evaluators	
Before the event	Technical preparations (for example, if the examiner takes part in the meeting from abroad).	The project manager	The project manager	
The day of the interim evaluation	The doctoral student's presentation, reviews, questions and comments from examiners; discussions.	The chairman of the evaluation committee	Doctoral student, examiners, supervisors	
Within ten days of the evaluation	Report of the interim evaluation sent to the Doctoral Board	Chair of the evaluation committee	Project manager	Doc. 8. Report of the interim evaluation.

Key documents in preparation for the interim evaluation

Document 1. Doctoral student asks to submit a research report for interim evaluation.
The student sends a letter to the coordinator of doctoral studies with a copy to the main supervisor. Enclosed is

- the name of the project,
- a true transcript from the OASA of the courses taken as part of his/her doctoral studies and the number of units completed,
- a confirmation by the OASA that the student has paid his annual registration fees.

Document 2. Main supervisor recommends that the students' project is submitted for interim evaluation.
In the letter from the main supervisor to the Doctoral Board where he reasons why the student should be permitted to submit his work for evaluation the following information is enclosed:

- The student's name and ID number; the name of supervisor(s).
- Title, table of content and abstract of the research project, where its value and originality is argued.
- A reasoned recommendation of two or three experts who are possible external examiners at the evaluation.
- Curriculum Vitae of these recommended experts.

Document 3 Letters of appointment to the external examiners and confirmation to chairman of the evaluation committee

Following the agreement of the Doctoral Board the coordinator of doctoral study sends the external examiners a confirmation of their appointment and also the appointed chair of the evaluation committee directions on the coordination of the event.

Document 4 A letter to the evaluation committee

The chair of the evaluation committee sends its members (with a copy to the doctoral student)

- a confirmation of the date, time and place of the event
- a copy of the Rules relating to the interim evaluation
- a description of the event
- criteria for the evaluation of the research report.

Document 5 The research report by the doctoral student

The doctoral student sends the committee the report of his research that he is submitting for interim evaluation, with a copy to the project manager.

Document 6 A preliminary assessment of the report

The external examiners send the chairman of the committee a preliminary conclusion that the report meets minimum requirements for evaluation. This is to forestall embarrassment should an unacceptable report be presented by default. In such rare cases the event would be called off in advance.

Document 7 A request for a public announcement of the event

The chair of the evaluation committee sends the public relations person of the SoE a request that the interim evaluation be announced publicly on the university events calendar and by SoE internal e-mail.

Document 8 A report on the interim evaluation

The project manager, who serves as a scribe to the evaluation committee, sends a report on the evaluation to the Doctoral Board. The chair of the committee is responsible for the report.

Doctoral defence

The doctoral candidate sends his dissertation to the main supervisor (his doctoral committee) approximately seven months in advance of the desired time for defence with a request for permission to submit the work for defence and to qualify with a doctorate. The doctoral committee evaluates the thesis and finding that it qualifies for defence sends a detailed report thereof to the Doctoral Board. Accompanying the report should be the thesis, all possible articles and chapters that have been written as part of the dissertation, if appropriate, together with all other documents demonstrating that the candidate has completed the doctoral programme for graduation. Also enclosed is a proposal of two or three possible opponents at the defence.

It is the dean of the School of Education who authorises the defence and formally informs the main supervisor of his/her decision. Opponents are appointed by the SoE dean with the approval of the Centre for Graduate Studies. They evaluate the thesis and return a written report to the Doctoral Board. After approval by the Board the doctoral candidate must make improvements to the thesis in accordance with the comments by the opponents, if appropriate, and these must be approved by his/her doctoral committee and by the opponents before dates for the defence ceremony can be decided.

Aim

The main aim of the oral defence is to have a professional and academic debate between the doctoral candidate and examiners about the thesis. The candidate has to demonstrate his/her command and knowledge of the subject and his/her ability as a public speaker/lecturer.

Defence of the doctoral thesis – overview of key events

Time plan	Actions	Responsibility	Implementation	Documents
About seven months before the defence	The doctoral candidate sends the thesis to the doctoral committee	Doctoral candidate	Doctoral candidate	A request from the student to present the thesis for defence (Document 1, next page).
About six months before the defence	The doctoral committee assesses whether / when it is practicable for the thesis to be submitted.	Main supervisor	Doctoral committee	
Six months in advance	The Doctoral committee sends a request for the dissertation to be submitted for defence.	Main supervisor	Main supervisor	Letter to the Doctoral Board (Doc.2). Appended are: The dissertation. Synopsis. Other Proposal of external examiners/opponents with their CVs (Document 3)
At least five months in advance	The Doctoral board discusses the request for the defence of the thesis.	Chair of the Doctoral Board	The Doctoral Board	Letter of approval to the dean of the School of Education. (Doc. 4) Request to the dean that he/she obtain agreement from the Centre for Graduate Studies to appointing the examiners proposed.
At least five months in advance	A request of approval to the Centre for Graduate Studies of University of Iceland Contact made with external examiners.	The board of the Centre for Graduate studies	Project manager	Approval letter from the Centre for Graduate Studies to the appointment of examiners.
At least four months in advance	The dean agrees to the defence and to the external examiners. He/she announces the defence.	Chair of the Doctoral Board	Project manager	The external examiners are sent letters of appointment, the thesis, if ready, and guidelines for the ceremony. (Document 5).
Two months in advance	The examiners send their report on the thesis to the doctoral board and the supervisors.	Examiners	Examiners	Examiners' report on the thesis (Document 6)
Two months in advance	Doctoral Board and the supervisors discuss the examiners' report.	Chair of Doctoral Board. Main supervisor	Doctoral Board Doctoral committee	The result of the Doctoral Board's discussion together with the report sent to the main supervisor and the doctoral student.
Two months before the defence	The doctoral student responds to the comments and makes alterations if necessary.	Doctoral candidate	Doctoral candidate	The thesis revised sent to the Board, the committee and the examiners.
One month before the defence	The Doctoral Board, the doctoral committee and the Dean approve the thesis finally for defence.	Main supervisor	Main supervisor	Notice of the proposed defence is sent to the rector's office with a copy to the student and his main supervisor (Document 7).
Four weeks before the defence	15 printed copies of the thesis are delivered to the SoE library. Other preparations are made in response to requests from the OASA, the dean's office and the rector's office. The student prepares a 20-25 minutes presentation. on the thesis for the defence.	Doctoral candidate	Doctoral candidate Project manager	

Key documents in preparation for the defence

Document 1 Request from the student to present the thesis for defence

A letter from the student is sent to the supervisor(s) and committee with a request to present his/her thesis for defence and to request permission to register for graduation. The following documents accompany this request:

- A certified transcript from the OASA of the courses taken as part of doctoral studies and the total number of credits earned. Care must be taken to record any courses taken abroad or with other departments as part of the doctoral studies
- Confirmation from the OASA that the student has always paid the required registration fees.

Document 2 Request from the doctoral committee for the thesis to be presented

The doctoral committee submits a request to the Doctoral Board for the student to present his/her thesis for defence. The following information accompanies the request:

- Name of student and ID number, name of supervisor(s) and others in the doctoral committee.
- Overview of the candidate's doctoral studies, including the period of study and the courses taken as part of the doctoral studies together with credits earned. Any other relevant papers of the student with regard to examinations. The committee's assessment of the candidate's academic progress.
- The thesis if ready.
- Synopsis of the research topic, its scientific value and any innovative aspects. Evaluation of any papers published or intended for publication (i.e. submitted, accepted, in press or published) or other documents which the student wishes to present before defence and graduation.

Document 3 Possible examiners/opponents

The main supervisor submits to the Doctoral Board three names of possible external examiners. The CVs of the possible examiners accompany the request. The supervisor reminds the coordinator to send it to the dean for the final decision.

Document 4 Approval of the external examiners

The Doctoral Board sends the Dean of the School of Education its approval of the proposed external examiners and asks the dean to seek the approval of the Centre for Graduate Studies.

Document 5 The appointment of the examiners and permission to defend

The dean appoints two examiners and sends them the thesis.

Document 6 The examiners send their report

The external examiners send their report to the Doctoral Board. When the Board has come to a conclusion the report goes to the main supervisor. The doctoral candidate responds to the comments made in the report and submits a revised copy of the thesis to the doctoral committee, the Doctoral Board and the external examiners.

Document 7 Announcement of the defence

On the recommendation of the Doctoral Board the dean informs the rector's office of the intended defence, and a copy is sent to the candidate and the supervisors. In the letter from the dean there is the following information: the name and ID number of the students, the research area, the title of the essay and an abstract, as well as the date and place for the defence. The names of the supervisor, the members of the committee and the examiners are also listed in the announcement.

Quality standards for doctoral theses

A doctoral thesis shall be a comprehensive work, either in the form of a single work or a collection of scientific articles forming a single whole.

A monograph thesis

A thesis shall, as a rule, be 50,000-100,000 words in length. It must meet standards for academic and scientific methodology and represent an independent contribution to the creation of knowledge within a field of study.

An article- based dissertation

An article-based dissertation must include a sufficiently extensive introduction and synopsis combining the articles/chapters into a comprehensive scientific entity with an integrated set of problems. It should give a detailed critical appraisal of the theses of the publications justifying their relevance and contribution to knowledge. The synopsis must also include the methods and results of the research. The length should be around 10000 words, or if the articles are short then a longer introduction and synopsis is necessary.

When a Ph.D. dissertation consists of a collection of articles the recommended number of articles is 3 – 5.. At the time of the defence at least two must be accepted for publication or meeting the requirements for publication by international refereed journals or books in a field related to the dissertation. The articles, except one, may include co-authored publications if the doctoral candidate is the first author of at least three publications.

When an Ed.D. dissertation consists of a collection of articles the recommended number is 2-3. At the time of the defence at least two must be accepted for publication or meeting the requirements for publication by international refereed journals or books in a field related to the dissertation.

The number of articles is not crucial in itself. Instead, the scientific contribution realized through the articles and introduction-synopsis is essential. The articles shall accompany the dissertation and the doctoral candidate shall obtain permission from publishers of those articles that have been published for 15 copies to be turned over to the School of Education Library.

The order of the parts of the dissertation shall be as follows:

1. Preface (the work context: committee, allegiance, acknowledgements, abstract, list of publications, declaration of contribution by author)
2. Synopsis (a description of the thesis: background of the research project, problems, content and relevance of each article and the whole, overview of dissertation a substantive analysis: methods, results, synthesis and appraisal of each article and the dissertation project, summary, references).
3. Article 1
4. Article 2
5. Article 3
6. Article 4
7. Article 5

The format of a doctoral dissertation

The author of a doctoral dissertation shall indicate clearly in the preface that it is written at the University of Iceland, the supervisors shall be named, the scientific field of the work and the research centre mentioned, if appropriate, also the grants that made the research possible and those institutions and individuals that the doctoral candidate is indebted to after the work. The front page of the dissertation shall bear the logo of the University of Iceland. If this is a joint degree logos of both or all universities shall be on the front. The layout of the dissertation shall follow the format provided by the School of Education for doctoral theses.

The doctoral candidate shall return at least 15 copies of the dissertation to the School of Education Library. The work shall be displayed in the SoE library and the UI main library for three

weeks in advance of the defence. The doctoral dissertation shall be displayed in or in front of the hall where the defence ceremony is held.

Criteria for evaluation of the thesis

The thesis is forwarded to an external examiner in confidence. An examiner is under an obligation to maintain confidentiality, and in no circumstances should he/she discuss the thesis or any part of the examination process with a third party without the prior approval of the Doctoral board.

Each examiner is asked to give an overall evaluation of the thesis where he/she indicates whether he/she considers that the thesis makes a significant contribution to knowledge and understanding of the field concerned, whether the thesis contains material worthy of publication in a form appropriate to the discipline, and the format and literary presentation of the thesis are satisfactory.

Examiners are asked to make general comments on the following:

Literature review and theoretical background	Does the review demonstrate both a thorough knowledge of literature and theories relevant to the topic and general field, and of the candidate's ability to exercise critical and analytical judgement of that literature and relevant theories?
Topic	Does the thesis deal with a topic of sufficient range and complexity to meet the requirements of the doctoral degree?
Investigation of topic	Does the thesis comprise a sufficiently coherent investigation of the chosen topic?
Methodologies	Does the thesis display a mastery of appropriate methodology and/or theoretical material?
Publication	Are any parts of the thesis, in the opinion of the examiner, worthy of being the basis of a publication?
Presentation	Is it satisfactory in extent, style and literary presentation?
Original contribution	Does the thesis make an original contribution to knowledge in its relevant field?
Conduct & presentation	Does the thesis meet internationally recognized standards for the conduct and presentation of research in its field?
Summary	Is the thesis a work of substance such as may reasonably be expected of candidates who have fully applied themselves to research for not less than two (normally three) calendar years, or for a longer but equivalent period of part-time study?

In the case of an article-based dissertation the dissertation and the candidate's contribution to each part and the whole is assessed by the opponents before and at the doctoral defense ceremony. In the evaluation of the aggregate, attention is paid to the publishing forum and to the way in which the articles and synopsis form a whole entity.

Examiners are asked to submit their report in two parts:

- a) Information that may be released to the candidate before the oral examination
- b) Questions for the oral examination - and whether these may be released to the student before the oral examination.

The initial reports of the examiners are directed to the doctoral board and are confidential until they have been approved by the board. Once the thesis has been approved to proceed to oral examination, or for revisions prior to the oral, the external examiners' reports may be released to the lead supervisor and the candidate in accordance with the directions of the examiners.

Oral defence of the doctoral thesis

A doctoral thesis at the University of Iceland shall be defended and judged in accordance with University rules on doctoral degrees. The thesis is defended in a forum open to the public. A grade is not given for a doctoral thesis or a doctoral defence.

The Head of Faculty or his substitute is in charge of the ceremony. When entering the room where the defence is to take place, the Dean and the Head of Faculty goes first with the candidate at his/her side, then the examiners followed by the doctoral committee.

The Dean sets the ceremony and gives the floor to The Head of Faculty which introduces him/herself, the candidate and the examiners briefly and announces the title of the thesis. He/she then explains how the defence is organised, the presentation by the candidate and the role of the examiners. The Head of Faculty informs the gatherings who the supervisors are and who are on the doctoral committee.

The defence starts with a presentation by the candidate of his/her research project. The allocated time is 20-30 minutes. It is important that the agreed time limit is adhered to as it is part of the examination to keep to the time frame. The Head of Faculty can terminate the presentation should the candidate exceed the agreed time.

The candidate is permitted to use common teaching aids such as a data projector.

The candidate shall start or end the presentation by thanking the University of Iceland for accepting the thesis for defence.

The external examiners present their evaluation of the thesis according to a prior agreement on division of tasks. They can organise their review of the research field and the work of the candidate as they choose. The examiners critically examine the strengths and weaknesses of the thesis and ask questions of the candidate that the candidate responds to immediately. They promote debate about the methodology, analysis, interpretation, ethics and other issues arising from the thesis.

The Head of Faculty then announces that the examiners and the doctoral committee will leave the room to decide whether the thesis should be accepted and the defence deemed valid. They return to the room when a conclusion has been reached. The Head of Faculty and members of the committee return to their seats or onto the stage.

The Head of Faculty announces the result. If the thesis and the defence have been deemed valid, he/she then reads the doctoral certificate, hands it to the new doctor and congratulates him/her. The examiners may now offer their congratulations.

The Head of Faculty then invites the new doctor to speak. The new doctor thanks the Head of Faculty for steering the ceremony, thanks his/her examiners and others whom he/she chooses to thank officially. Finally the doctor should thank the University of Iceland for the honour bestowed upon him/her and express his/her best wishes for the University.

The Head of Faculty thanks the new doctor for the presentation and defence. He/she thanks the examiners especially for their contribution and those others who attended the oral defence. He/she then presents the new doctor with a flower arrangement.

The Head of Faculty closes the ceremony.

The new doctor and his/her closest family (spouse, children and parents), the examiners, Dean, the Head of Faculty and doctoral committee are then invited for a short celebration in the doctoral room at the University. There they sign a visitors' book, in which the rector has ahead of time recorded the occasion for the celebration.

As to other details that are not mentioned here the university's general guidelines for doctoral defence ceremonies are followed.

2. RULES

Regulation on doctoral study at the University of Iceland School of Education, no. 440/2018.

Authorised translation

Article 1. Objective of doctoral studies and degrees at the University of Iceland School of Education.

The primary purpose of doctoral programmes at the University of Iceland School of Education is to strengthen research and knowledge in those academic fields studied at the School. The objective of doctoral studies is to enhance the competence of doctoral students in conducting independent research and academic work, and prepare them for specialist positions in educational science both within Iceland and abroad.

Two degrees are offered, in accordance with the postgraduate degree programmes available. For a Ph.D., emphasis is placed on traditional academic research. For an Ed.D., emphasis is primarily placed on professional development and research in the student's field of work.

A student in an Ed.D. programme shall, as a rule, have four years of work experience in the field.

Furthermore, the structure of the study programmes shall differ, cf. Article 6. The degree title shall be subject to the consent of the doctoral studies committee and the governing board of the School of Education. Doctoral students may be awarded a joint degree from the University of Iceland School of Education and another university, or another school at the University of Iceland.

The University of Iceland Graduate School shall oversee and follow up established standards and requirements for the quality of postgraduate studies at the University of Iceland, cf. Article 66 of the Regulation for the University of Iceland, No. 569/2009. Any information requested by the Graduate School must be supplied.

Article 2. Management of doctoral studies.

Doctoral programmes at the School of Education are organised across the School's faculties. The School board shall make decisions on matters pertaining to doctoral studies on behalf of faculties. The School of Education doctoral studies committee shall manage matters pertaining to doctoral studies on behalf of the School board in accordance with item 1, Article 69 of the Regulation for the University of Iceland no. 569/2009 on standing committees. The doctoral studies committee shall comprise the following seven members: a chair, appointed by the School board and also representing the School dean, representatives of all four faculties, one representative of School administration, who is also the project manager for doctoral studies, and one doctoral student representative. The doctoral studies committee is appointed for a two-year term. The chair of the committee shall also act as coordinator for doctoral studies and as the School's contact with the Graduate School.

The role of the doctoral studies committee is to formulate policy on the organisation of doctoral studies and take responsibility for its implementation. The committee promotes the study programmes on offer, discusses applications and monitors the progress and quality of teaching and learning through, e.g., evaluation of the status of research projects during the study period. The committee shall prepare matters to be dealt with by the School of Education governing board, such as recommendations concerning the admission of doctoral students and the appointment of supervisors, doctoral committees, external examiners and opponents.

Article 3. Admission to a doctoral programme.

Doctoral programmes at the School of Education are advertised on the University of Iceland website. The governing board of the School of Education shall determine – upon receiving the recommendation of the doctoral studies committee – the number of students permitted to pursue doctoral studies at any given time.

Article 4. Admission requirements and evaluation of previous study.

Those who have completed a Master's degree or equivalent qualification from a recognised university may apply for admission to a doctoral programme. Applicants shall generally have completed a 30-ECTS Master's thesis. When admitting students, applicants' academic performance and work experience shall be taken into account.

Students wishing to commence a doctoral programme directly after completing a Master's degree may apply before they obtain their degrees, if it can be confirmed that they will complete their programmes with a satisfactory level of performance before the doctoral programme begins. Undergraduate courses (Bachelor's or equivalent level) may not account for part of a student's doctoral studies. Courses at a Master's level may, however, be approved as part of a doctoral programme, for a maximum of 20 ECTS, provided that these courses have not previously been credited towards a Master's degree. A Master's thesis may not be re-used as the basis for a doctoral thesis.

In accordance with item 4, Article 69 of the Regulation for the University of Iceland no. 569/2009, a member of academic staff at a faculty may not be admitted to doctoral studies at that faculty. In light of the fact that organisation of doctoral studies at the School of Education spans the School's faculties, it is generally not permitted to admit a member of academic staff at the School of Education to doctoral studies at the School.

Article 5. Processing of applications.

Applications for admission to doctoral studies must be submitted to the School of Education's Office of Academic and Student Affairs. The application process is as follows:

An application for admission to doctoral studies shall be submitted using a specific form, cf. instructions published on the School of Education website. The application shall be accompanied by degree certificates, a draft study plan, a statement describing the applicant's academic reasons for applying and a draft research proposal.

Applications to doctoral studies must include the details of two impartial referees.

The School Office of Academic and Student Affairs reviews and registers applications and ensures that the required information is enclosed.

The doctoral studies committee discusses and evaluates applications and the results of interviews. The committee seeks the opinion of specialists at the School where appropriate. The doctoral studies committee prepares a recommendation for the governing board of the School of Education on admissions, which shall conform with the following criteria:

The applicant is deemed competent to undertake doctoral studies and carry out demanding research work.

Experts in the field in which proposed research is to take place are available to supervise the applicant and evaluate the research project.

There are sufficient financial resources to attend to the doctoral student and suitable study facilities are available.

The doctoral studies committee's recommendation shall be accompanied by a reasoned argument covering all main points of the application, reasoned suggestions for supervisors and suggestions for additional and/or preparatory studies that an applicant may require. The recommendation is discussed by the School of Education governing board.

After the board of the School of Education has processed the application, the Office of Academic and Student Affairs shall send a written response to the applicant on behalf of the School dean. Written responses shall be sent to applicants no later than two months after the application deadline.

Article 6. Number of credits and length of study.

A doctoral study programme at the University of Iceland School of Education is conducted on an individual basis and consists of a minimum of 180 ECTS. A maximum of 240 ECTS is permissible.

In a Ph.D. programme, a student must complete a thesis worth 180 ECTS and 30-60 ECTS in the form of coursework.

In a Ed.D. programme, a student must complete a thesis worth 120 ECTS and 60-120 credits in the form of coursework.

All study requirements must, as a rule, have been met within four years of commencing full-time study or eight years of commencing part-time study. Study shall be considered to commence on the date of initial enrolment. Doctoral students are presumed to be able to complete 60 credits per year. If the programme is not completed within this time frame, a doctoral student may apply to the doctoral studies committee for an extension. Should such an extension be granted, this may be done on the condition that the doctoral student meet current requirements for doctoral study, despite having commenced the programme whilst other regulation applied.

A student may take a maximum leave of absence of one year. Students must be registered and pay the registration fee for the duration of the period of study, including any leave of absence.

Article 7. Supervision and appointment of the doctoral committee.

Upon commencing study, each doctoral student shall be assigned a tutor, with whom to discuss the organisation of study, selection of courses and other aspects of the programme. The tutor is generally also the student's main supervisor and chairs the doctoral committee. The tutor shall be a permanent member of academic staff at the School, but supervisors and other specialists on the doctoral committee may be external to the School. A recommendation concerning the appointment of supervisors shall be made to the doctoral studies committee and the appointment of supervisors shall be subject to the approval of the board of the School of Education. Each student shall generally have two supervisors, who shall agree amongst themselves on employment ratio and division of responsibilities.

The doctoral committee shall comprise the supervisors and one to three specialists in the academic field of the thesis. At least one committee member shall hold a position outside the School of Education. Should a doctoral student change the research topic, the doctoral studies committee shall review the composition of the doctoral committee.

The role of the doctoral committee is to ensure that student progression is in accordance with the study plan and that research work meets with academic standards in the field of study in question.

The tutor shall chair the doctoral committee. The doctoral student may consult the committee on the writing of the study plan, the organisation of the programme, choice of courses, writing of the research proposal, implementation of the research and writing of the thesis.

It is generally assumed that the doctoral committee will be fully appointed within two years of admission for student in full-time study. The committee shall not, however, be fully appointed before the completion of an interim evaluation of the student's research project, cf. Article 10.

Supervisors and other specialists on the doctoral committee must, as a rule, hold a doctorate and have undergone a qualifications assessment for academic work, as well as having been recognised by the University of Iceland Graduate School. Care shall be taken to ensure that supervisors have demonstrated research activity and that they have, for example, published works in an outlet which makes rigorous academic demands. Generally, they must have experience of supervision, international collaboration and applying for research grants. Doctoral students' projects must fall under the specialisations of their supervisors.

The doctoral student and supervisors shall come to an agreement between themselves regarding their rights and obligations and the nature of their cooperation.

Should a major conflict arise between supervisors or between a student and supervisors, the matter shall be referred to the doctoral studies committee, which will recommend a solution. The doctoral studies committee may set further regulations concerning the cooperation and roles of supervisors, doctoral students and doctoral committees.

Article 8. Student progression.

A revised study plan and research proposal should have been submitted within one year of commencing study, cf. Article 9. Student and supervisors shall work together to prepare the study plan. The study plan shall include a list of proposed courses and their weighting in the study programme.

Doctoral students shall take part in seminars as part of the doctoral programme and present their research at these seminars as well as at domestic and international conferences. They shall spend

some time at a university outside Iceland or participate in equivalent formal collaboration with foreign academics. Supervisors shall monitor and encourage the doctoral student's active participation in the academic community within the School and international scholarly activities. The School of Education Office of Academic and Student Affairs shall maintain an academic record for each and every student, in which the date of initial enrolment shall be specified and whether the student is registered in an Ed.D. or Ph.D. programme. The length of the doctoral thesis and the number of credits completed shall likewise be specified. The academic record shall also contain application materials, study and research plans, information on supervisors and experts involved in the study programme, progress reports and the findings of the study evaluation.

Article 9. Responsibilities of doctoral students.

Doctoral students are required to submit the following reports and to respond to surveys relating to their studies when requested to do so:

Doctoral students shall submit an annual progress report by 1 February of each year. The purpose is to obtain an overview of the position of all students in their studies. In this report, the supervisors and student shall evaluate the progress of study. The student's supervisors must approve the report and send it to the doctoral studies committee for review. If a student's progress is unsatisfactory, the doctoral studies committee may place conditions on the student's continuing in the study programme. The doctoral studies committee may require doctoral students who fail to submit a progress report to leave the programme.

Students shall submit a revised study plan and research proposal to their supervisors within one year of commencing study.

Doctoral students are expected to attend doctoral seminars regularly and discuss their project at least four times during the course of study, either in the same forum or a comparable forum.

Students shall submit a report to the doctoral studies committee on their research project for interim evaluation around halfway through the programme (see Article 10).

They shall spend some time at a university outside Iceland or participate in equivalent formal collaboration with foreign academics. A student's supervisors shall approve a report on the study period abroad and/or collaboration and deliver it to the doctoral studies committee.

Doctoral students are required to acquaint themselves thoroughly with those rules and ethics pertaining to academic work, and to adopt recognised academic practice in research and the handling of sources. Among other things, staff and students shall show one another respect in their conduct, speech and writing, exchange opinions in an unbiased manner and work together with integrity. Furthermore, the provisions of Article 51 of the Regulation for the University of Iceland no. 569/2009 and the University of Iceland Code of Ethics shall apply to the responsibilities of doctoral students.

Article 10. Interim evaluation of research project.

A formal interim evaluation of the research project shall be conducted around halfway through the programme. A report on the research project, presented by the student for evaluation, shall outline the theoretical premises underpinning the research, a summary of prior research in the field, a description of the acquisition and processing of data and a timetable for the research project. The student shall also submit any completed chapters or journal articles.

The doctoral student shall submit a request to the coordinator for doctoral studies that an interim evaluation of the research project take place, with three months' notice.

The supervisors shall submit a reasoned verdict to the doctoral studies committee as to whether the student meets the requirements to be given the opportunity to receive such an evaluation.

The interim evaluation of the research project is carried out by an evaluation committee comprised of the supervisors and two external examiners, who are experts in the research field in question and shall generally hold a position outside the School of Education. These external examiners are expected to meet the requirements made of supervisors, cf. Article 7. The project and the doctoral student's performance shall be evaluated and a report submitted to the doctoral studies committee. This report shall outline whether the doctoral student's knowledge and research competence are deemed satisfactory and what the student must do in response to the comments of the evaluation

committee, cf. rules of procedure on the interim evaluation of research projects, published on the website for doctoral studies.

Article 11. Doctoral thesis requirements.

A doctoral thesis shall be a comprehensive work, either in the form of a single work or a collection of scientific articles forming a coherent whole. The doctoral thesis shall generally be 50,000-100,000 words in length. The doctoral studies committee may grant exemptions from these word limits.

In the case of a thesis based on a collection of academic articles, the student must compose a special overview explaining the academic premise of the work, theories, methodology and ethical considerations, summarising the main content of the individual articles, providing academic links between them and presenting overall conclusions. A Ph.D. thesis composed of articles must include a total of 3-5 articles. At the time of the doctoral defence, all articles must have been submitted for publication and a minimum of two must have been accepted for publication in a recognised, peer-reviewed outlet. A minimum of two articles should be published in an international outlet and the doctoral student must be the primary author of at least three. An Ed.D. thesis composed of articles must include a total of 2-3 articles, of which the doctoral student must be the primary author of at least two. At the time of the doctoral defence, a minimum of two articles must have been accepted for publication in a recognised, peer-reviewed outlet.

In accordance with the University of Iceland language policy (approved by the University Forum 10 May and by the University Council 19 May 2016), the main language used for doctoral theses is English. Theses may, however, be written in Icelandic. In this case steps must be taken to ensure that Icelandic-speaking specialists with sufficient knowledge are available such that it will definitely be possible to appoint a doctoral committee and find eligible opponents. The doctoral thesis may, however, be written in a language other than English or Icelandic with the consent of the doctoral studies committee.

All theses (written in Icelandic) must include a detailed abstract in English.

Article 12. Submission and format of doctoral thesis.

When the doctoral committee deems a doctoral thesis to be ready for defence, the doctoral student shall submit a final draft to the doctoral studies committee, along with the reasoned verdict of the doctoral committee, cf. Article 7. Upon receiving the approval of the doctoral studies committee, the main supervisor shall send the thesis to opponents.

A transcript of the student's academic record shall be submitted at the same time as the doctoral thesis is presented for defence. The Office of Academic and Student Affairs shall prepare and certify the transcript.

The thesis must be available at the School of Education office, in the School of Education library and in the National and University Library for four weeks prior to the defence. The doctoral candidate must submit at least 15 copies to the School of Education. The introductory chapter must clearly indicate that the project was completed at the University of Iceland, specifying the name of the supervisor, school and research institute, if applicable, any University of Iceland funds or other parties which have sponsored the project, and those institutes or companies outside of the University with which the doctoral student has had relations concerning work on the project. The logo of the University of Iceland must appear on the front page of the thesis. In the case of joint doctorates awarded with another university or universities in accordance with an agreement thereon, the logos of both or all universities involved must appear on the front page of the thesis.

Article 13. Opponents.

Opponents for the doctoral defence must be two independent parties who are not members of the doctoral committee. They are appointed by the board of the School of Education upon receiving the recommendations of the doctoral committee and with the approval of the doctoral studies committee and Graduate School. Opponents shall, as a rule, hold doctorates. Care must be taken to ensure that they are recognised academics in the relevant field and have published works in an outlet which makes rigorous academic demands. At least one of them must work outside of the School.

Opponents shall receive a copy of the thesis at least four months before the defence is planned to take place. Six weeks later, they must have sent a reasoned statement on whether they consider the thesis acceptable for defence, along with suggestions for necessary changes, should there be any. The doctoral student shall take a position on these comments, along with the supervisors, and explain this position in a report sent to the opponents within one month. In order for a doctoral defence to be held, the doctoral student must have made satisfactory amendments, as determined by the opponents and supervisors.

Article 14. Doctoral defence.

The doctoral candidate shall publicly defend the thesis at the University of Iceland. The thesis shall be assessed and defended in accordance with the University regulations on doctoral studies. Grades are not awarded for doctoral theses. The School of Education governing board shall establish further rules of procedure regarding the holding of doctoral defences.

Article 15. Entry into force.

The Regulation on doctoral study at the University of Iceland School of Education is established in accordance with Articles 47 and 68-69 of the Regulation for the University of Iceland no. 569/2009, and the authority of the Act on Public Higher Education Institutions no. 85/2008. This Regulation has been approved by the faculties and governing board of the School of Education and confirmed by the University Council, having received a statement from the Graduate School, cf. Articles 66 and 69 of the Regulation for the University of Iceland no. 569/2009. This Regulation enters into force immediately. At the same time Regulation no. 641/2011 on doctoral studies at the University of Iceland School of Education is repealed.

University of Iceland, 17 April 2018.

3.FORMS

All the forms shown in this section can be found as individual document in the doctoral file on Ugl.

Supervision meetings

Date	Present	Topics for discussion	Signature of student

Short record of a supervision meeting

A short report of each meeting between a student and a supervisor should be written by the student and sent to the supervisor after the meeting who makes comments where necessary.

Supervisor:
Student:
Date and length of meeting:
Main topics discussed:
Main decisions taken:
Short description of anticipated next steps:
Date of next meeting:
Proposed topic:
Other comments:

Course plan

Prepared at the beginning of the course of study and revised at the end of the first year

Name of student	ID number
Name(s) of supervisor(s):	Year accepted
Working title of research project	Required ECTS

Record here the courses which the student intends to take. It is possible that other courses will be added later. If so then a new plan is prepared.

Name of course	Number	Year

Workplan/timetable

	Period	

Application for transfer of credits (courses)

Submit to the doctoral studies' project manager with all accompanying documents

Full name:		ID number: xx
Supervisor(s): Name and e-mail address of supervisor(s)		
Enrolment: Year and semester when doctoral studies began	Proposed date of completion:	Study line: EdD or Ph.D. , essay or publications
Research area:		

Request for previous research experience to be given credits

Short argument must accompany application

or:

Courses to be transferred from another university to the School of Education:

University: Name, department		
Address:		
On-line site: web-site of university and department		
e-mail:	Phone:	Fax:

Courses to be credited:

Number of name of completed course:	Equivalent to	Applied for transfer in place of the following courses in University of Iceland	Yes/no	

Note that in some case two or more courses could be equivalent to one course here. It is also possible to give credit for specialised courses that are not offered at HÍ but that are related to the student's research field.

Documents which must accompany the application:

- Official transcript from the school in question showing all completed courses *or*
 - Original or certified copy of completion of course
 - Course description from official Course Catalogue
 - Teaching schedule with reading list.

Have you applied before for accreditation of this course? _____

If yes, where? _____ (*Outcome of application must follow*).

Date and signature of student: _____

Application for evaluation of prior studies

(peer-reviewed research articles)

Student:		ID:	
Supervisor(s):			
Enrollment: Year and semester when doctoral studies began	Proposed date of completion:	Study line: Ed.D. or Ph.D. , essay or publications	
Research area:			

Request that the following articles be assessed for credit:

Authors	Name of the article	Journal and year	Volume and page numbers

It is possible to apply for credit for published research carried out after completion of a master's degree and before doctoral studies began. The criteria for publications in peer-reviewed journals are used to assign 0, 2, 4, 6, 8 or 10 ECTS, according to the impact/status of the journal. Articles published during the five years prior to doctoral studies will receive a maximum of 10 ECTS in total.

It is essential that a copy of the article accompanies the application.

Have you previously applied for this work to be accredited? _____

If yes, where? _____

The outcome of the assessment must accompany

Date and signatures:

Doctoral student: _____

Chairman of the evaluation committee: _____

Request to establish a 'reading and conference' course

All information must be submitted in Icelandic and English according to the rules governing the production of the HÍ Course catalogue.

Course coordinator:
Name of course:
Learning outcomes (Bologna)
Subject matter:
Organisation of course:
Reading list:
Assessment:
Time schedule (semester)
Expected participants:

Doctoral student

Course coordinator

Date

Contract for course taken abroad - form

Submitted to the doctoral studies' project manager one month prior to the course start date

Name:	ID number:
Supervisor:	Responsibility for the course (if other than supervisor):
Name of the course in English and in the original language if it is not in English:	
Is the course being offered in cooperation between the University of Iceland and another institution? ___Yes ___No	No. of ECTS::
If yes, who is the course leader here at the University:	
If no, what international organisation is responsible for the course:	
Description of course:	
Travel and time plan:	
Course materials:	
Evaluation:	

Contract approved – course recorded in student file

Date and signature:

Doctoral students _____

Supervisor _____

Responsible party (if other than supervisor) _____

(this area is filled out at the end of the course)

The course has been satisfactorily completed and should be recorded as such in the student's file maintained by the School of Education

grade? _____

completed, no grade assigned

Verified by supervisor

Date and signature _____

Contract for course taken abroad - instructions

Submitted to the doctoral studies' project manager one month prior to the course start date

Name: <i>Full name required</i>		ID number: <i>Icelandic ID # required</i>
Supervisor: <i>Name of the student's lead supervisor, staffmember of UI</i>		Supervisor's stand-in: <i>UI Staff Member who enters into a study contractor with the student in the absence of the lead supervisor</i>
Responsibility for the course (if other than supervisor): <i>Overseas course lead, head of department, head of faculty, teaching manager - can be a number of individuals</i>		
Name of the course in English and in the original language if it is not in English: <i>self-explanatory</i>		
Is the course being offered in cooperation between the University of Iceland and another institution? ___Yes ___No		No. of ECTS: <i>Note ½ credits if applicable - student record will only reflect whole credits</i>
If yes, who is the course leader here at the University: <i>Full name and email address.</i>		
If no, what international organisation is responsible for the course: <i>University name, city, country.</i>		
Description of course: <i>2-4 sentences - this text will show on the student's academic transcript if it is requested inclusive of course descriptions</i>		
Travel and time plan: <i>Exact dates if available, otherwise rough estimate. If more than one trip overseas is involved this must be noted here.</i>		
Course materials:		
Evaluation: <i>Appended - course agenda & reading materials</i>		

Contract approved – course recorded in student file

(Project manager ensures creation of course in accordance with this contract, and registers it as incomplete on the student's transcript)

Date and signature:

Doctoral students _____

Supervisor _____

Responsible party (if other than supervisor) _____

(Two photocopies are taken of the signed document, one for the supervisor and one for the doctoral student. The original copy is sent or submitted to the Project manager, where it is archived in the student's file).

(this area is filled out at the end of the course)

(The project manager fills out the original copy based on an email from the supervisor (Must come from their UI address) or the supervisor comes to the project manager's office to sign).

The course has been satisfactorily completed and should be recorded as such in the student's file maintained by the School of Education

grade? _____

completed, no grade assigned

Verified by supervisor

Annual progress report (submit 1st February every year)

All doctoral students submit a two-part progress report for the previous academic year.

Part 1: A report describing the scholarly activity of the student during the past academic year only.

Part 2: Current student status (update annually)

The student prepares the report and submits it to the supervisor. Both the student and the supervisor make a brief statement on the progress made during the year and the current status. The report shall be submitted to the project manager by the supervisor no later than 1st February.

All progress reports are assessed by members of the doctoral board, following which the student and supervisor are provided with feedback. Those students who are not making adequate progress will be called for an interview with their supervisor(s). The progress report includes the following information:

Part I: Scholarly activity during the past academic year or since admission

Please fill in following information:

- Name of the doctoral student _____
- Personal id number _____
- Year of admission _____
- Supervisor/supervisors _____

A. Assessment of progress by student (150-200 words)

B. Assessment of progress by supervisor(150-200 words)

C. Doctoral project

- The research project
 - State the title of the research project, goals and main research question(s). Primary methods, data and practical value of the research project. Names of supervisors.
- Data gathering - research work
 - Describe what has been done during the past year and give an overview of meetings with supervisors (date, content, decisions).
- Applications and research plan
 - State whether and what applications have been completed and their outcomes.
- Reading of literature and preparation
 - State how the reading of theoretical literature has progressed and whether or what has been written in relation to the reading.

D. Studies and participation in the scientific community

- Courses
 - Report on courses that have been completed, both those that have resulted in formal credits and others completed that have strengthened the student in his/her studies.
- Participation in research projects
 - Include information regarding participation in research collaboration.
- Conferences and seminars
 - Include information on conferences and seminars attended and denote what talks the student has given.
- Writing - books, articles and reports
 - Report on what material has been written, whether or not it has been published. This can include e.g. reports, chapters, articles or course essays.

E. Other

Here information can be added that does not clearly fall under previous sections. This can include various general study matters or problems related to e.g. workload or supervision.

Part 2 – Overall status of doctoral studies (updated annually)

<i>Name of student:</i>		<i>Kt:</i>	
<i>Application accepted:</i>			
<i>Interim evaluation</i>	finished, date :	planned, date:	
<i>Anticipated presentation of thesis</i>			
<i>Committee</i>		<i>Date</i>	<i>Comments:</i>
<i>Lead supervisor:</i>			
<i>Institution</i>			
<i>Co-supervisor:</i>			
<i>Institution</i>			
<i>Committee member 1:</i>			
<i>Institution</i>			
<i>Committee member 2:</i>			
<i>Institution</i>			
<i>Presentation of study outline to committee</i>			
<i>Presentation of research proposal to committee</i>			
<i>Progress reports submitted</i>			
<i>Year 1</i>			
<i>Year 2</i>			
<i>Year 3</i>			

<i>Courses taken for Ph.D.:</i>	Name of course/no. of ECTS	Date	Institution and country
<i>Unitse completed in the doctoral project</i>			
Total sum of units			
<i>Presentations at doctoral seminars within University of Iceland/Interim evaluation</i>	Title of presentation	Date	
<i>Presentations of doctoral research at seminars in Iceland and other countries</i>	Title of presentation	Date	Location
<i>Activity within University of Iceland</i>	Title	Term	Project/course

<i>Study leave abroad</i>	University/Research institution	Term	Activity
<i>Allocated work space and facilities</i>			Location
<i>Shared office – use of computer – access to printer</i>			
<i>Shared office – use of computer – access to printer</i>			
<i>Study semester abroad</i>			
<i>Related professional activity</i>	Title	Term	Activity
<i>Published articles on doctoral research</i>	Title	Date	Journal – issue - isbn
<i>Professional publications during period of doctoral studies</i>			
<i>Grants/funding</i>			

4. APPENDICES

Appendix A – Examples of custom-designed doctoral courses

Reading and conference courses:

- FOM002F Söguleg orðræðugreining [Historical discourse analysis] (2 ECTS)
- STM025F Kennslufræðileg forysta [Pedagogic leadership] (5 ECTS)
- STM026F Leiðsögn og stafsþróun kennara [Supervision and teachers' professional development] (5 ECTS)
- STM201F Þjónustumat [Programme evaluation] (10 ECTS)
- UMD037F Educational action for sustainability: a global initiative (6 ECTS)
- UMD038F Issues and Themes in Action Research (6 ECTS)
- UMD215F Heimspekilegar forsendur uppeldisvísinda [Philosophical assumptions of educational sciences] (5 ECTS)
- UMD214F Sociology of Education: Research Training Course (6 ECTS)
- UMD209F Menningar-söguleg starfsemiskenning [Cultural-historical activity theory] (6 ECTS)
- UMD006F Ráðgjöf og leiðsögn [Counseling and guidance] (4 ECTS)
- UMD202F Kenningar Bandura um trú á eigin getu [Bandura's theories of self-efficacy] (4 ECTS)
- UMM040F Kenningar Basils Bernstein [Basil Bernstein's theories] (6 ECTS)
- UMD039F Qualitative research – possibilities for changing education (2 ECTS)

Mini-courses:

- Conference poster design
- Seminars on writing in different languages
- PowerPoint for conference papers
- EndNote and EndNote Web
- Nvivo and Atlas.ti data processing software

Examples of international courses which students have completed (participants apply themselves for admission)

Methods and Methodology in International and Cross Cultural Comparative Research. April 2010. Nordic Centre, Fudan University, Shanghai. <http://www.nordiccentre.org/>

Writing Educational Research. Summer School on Academic Writing for International/European Journals Conferences, Edited Books and Thesis. University Gothenburg and Deutsche Gesellschaft für Erziehungswissenschaft. June 2010. See: www.eera-ecer.eu

The Role of Theory in Educational Research. The British Educational Research Association (BERA), in association with the ESRC Teaching and Learning Research Programme (TLRP) do a series of one-day workshops for postgraduate research all year 2010. See: www.bera.ac.uk or http://uc-media.rhi.hi.is/tmp/nadpg/BERA_TLRPResearchTrainingWorkshops.pdf

New Researchers for the New Europe: Lifelong Learning and Active Citizenship. CiCe Fifth Annual Research Student Conference, Universitat Autònoma de Barcelona, Spain. May 2010. <http://cice.londonmet.ac.uk/>

The anthropological theory of the didactical (ATD). December 1, 2009

A PhD-course in science and mathematics education organised by the Department of Science Education (IND) and the Graduate School of Education (FUKU), University of Copenhagen.

LinCS (Doctoral School in Educational Sciences) Gothenburg (www.ipd.gu.se/dses)

Learning and transitions between education and working life (2009, October 23)

Analyzing video recordings in the learning sciences (2009, October 23)

Learning, diversity and schooling (2010, January 18)

Theoretical and methodological issues in educational effectiveness research (2010, March 16)

Statistical Modelling of Complex Hierarchical Data Fredericton - October 2009

<http://www.unbcrisp.ca/mail/temp/images/1/bg-header3.gif>

Learning-in-practice: Socio-cultural and political theories in engineering, mathematics, and science education. Sæby, Denmark – November 2009

<http://www.smerg.moodle.ell.aau.dk>

Capacity Building for Ph.D. supervisors in Educational and Learning research. NordForsk course, Reykjavik Iceland. November 2008.

The role of Theory in Science Education. NordForsk doctoral course, Gothenburg, Sweden. November 2008.

The role of Theory in Educational Research. Stirling University, Scotland. June 2010.

Social Education. May 2010. NordForsk. <http://vefsetur.hi.is/mvsdoktorsnam/node/248>

The Millennium Children: Their Perspectives and Experiences. NordForsk course for doctoral students in Reykjavik, February 2011.

Physical activity and well being in children and adolescents NordForsk course for doctoral students in Laugarvatn , June 2012. see <http://vefsetur.hi.is/nordforsk/>

Further information about NordForsk: <http://www.nordforsk.org/>

Further information about LinCS (Doctoral School in Educational Sciences) Gothenburg
www.ipd.gu.se/dses

International seminar. March 2013. A seminar for doctoral students linked to the NAFOL net (Norwegian National Graduate School) including students at the School of Education:

http://vefsetur.hi.is/mvsdoktorsnam/al%C3%BEj%C3%B3leg_n%C3%A1mskei%C3%B0_%C3%A1_vegum_doktorsn%C3%A1ms_%C3%A1_menntav%C3%ADsindasvi%C3%B0i

The programme offered by the doctoral school grouped according to semesters may be found at:

<http://vefsetur.hi.is/mvsdoktorsnam/>

Appendix B - Examples of topics a doctoral student and a supervisor can make an agreement on

Commitments by a graduate student

- I undertake the main responsibility of completing my studies successfully. I promise to pursue my graduate studies meticulously and to demonstrate this through my efforts in the classroom and laboratory. I will practice first-class professionalism and show motivation, commitment, scientific curiosity and ethical standards.
- I will meet with my supervisor regularly and provide him/her with information on my progress and the outcomes of my work and experiments.
- I will work with my supervisor on my final project/research. That includes, among other things, making a timetable for each step of my work. I will dedicate myself to meeting set deadlines.
- I will work with my supervisor in choosing the doctoral committee. I commit myself to meeting with the doctoral committee at least once a year (or more often according to the rules of the program). I will happily accept the advice and a constructive criticism of my doctoral committee.
- I will familiar myself with the policy and the requirements of the graduate study, in my faculty and the educational institution. I commit myself to meeting these requirements, including teaching duties.
- I will attend and participate in laboratory sessions, seminars and daily meetings that are part of my studies.
- I will follow the policy of the institution, such as the academic learning milestones. I will follow both the spirit and direction of all security controls at the organisation of laboratories, also in terms of research on animals and humans.
- I will participate in the courses offered by my institution; I will show responsible manners in research training and practice the criteria put forward by the institution in the implementation of the final project/my research.
- I will be a good user of a laboratory. I agree to participate in and be responsible for the joint management of the laboratory and use its assets wisely and sparingly. I will maintain the safety and cleanliness of the laboratory. I will respect and show tolerance towards all the employees of the laboratory and participate in their work.
- I will keep a detailed, structured and proper research schedule. I realize that the original files and all tangible research data are the property of my institution and that I am authorized to make backup files and take with me when I have finished my final project/research.
- I will discuss the policy regarding working hours; sick leave and leave with my supervisor. I will consult with my supervisor and let colleagues in the laboratory know in advance of my absence from there.
- I will discuss policies regarding copyright and attendance at professional meetings with my supervisor. I will collaborate with my supervisor to publish all significant findings, which are ready for publication, in time for my graduation.

- I agree that it is my responsibility to continue my career upon completion of doctoral study. I will consult my supervisor, career advisors, doctoral committee, consultants and others who are available when it comes to advice for future jobs.

Commitments by a supervisor

- I commit myself to providing the graduate student with lifelong counseling. I commit myself to the education and training of the student as a representative of the future of the scientific community.
- I commit myself to the student's research project. I will assist in planning and directing the student's project, set sensible goals that can be achieved, and create a timeline for delivery of the project. I accept the possibility of a conflict of interest between research projects funded from outside the school and the student's project, and I will not let this prevent his concentration on his final project/research.
- I commit myself to meet with the student regularly in personal meetings.
- I commit myself to finding a financial sponsor for the student in accordance with the organisation's standards so that he may concentrate on his/her final project/his research project.
- I understand the requirements and the terms of how to finalize the graduate studies as well as the organization's requirements, including teaching duties and criteria regarding human resources. I shall instruct the student in this respect.
- I will assist the doctoral student in choosing other members of his doctoral committee. I shall ensure that the committee meet at least once a year (or more often in accordance with the study requirements) to review the student's progress.
- I will be a role model to the student, and help him/her with the training of generic scientific skills which each scientist must acquire; such as oral and written communicational skills, writing grant applications, managing a laboratory, policies regarding research on animals and humans, ethical management of research and scientific professionalism. I will encourage the student to acquire experience of teaching if the student's study does not require that.
- I expect the student to cooperate in common projects of the research laboratories and use its equipment sensibly and sparingly.
- I will not expect the student to work at projects which do not relate to his study or professional development.
- I will discuss the policy of authorship with the student regarding the writing of articles. I will accept the student's scientific contribution to my research laboratory and collaborate with him/her on the publication of his/her projects before graduation.
- I will discuss issues related to policies in academic practice with respect to provision of information, patent law and publication of research findings.
- I will encourage the student to attend scientific/professional meetings and contribute towards and facilitating the financing of such activities.

- I will advise the student regarding a future occupation and assist him in finding a position when his studies are completed. I will provide honest references for his next professional step. I am also willing to provide advice and feedback regarding career goals.
- I will ensure every student in my care environment that is theoretically stimulating, emotionally supportive, safe and free of harassment.
- While the student is working in my laboratory I will give him/her support, be fair, within range, inspiring and respectful. I shall foster the student's professional safety and encourage critical thinking, scepticism and creativity.