6. október

H-204

Háskólar: Háskólar og rafræn kennsla

Providing formative assessment opportunities using the online math learning platform Möbius in mathematics and physics teaching in Frumgreinadeild at Reykjavik University

Snjólaug Steinarsdóttir, Þorgerður Jónsdóttir, Kristinn Torfason, og Þorgerður Jónsdóttir, frumgreinakennarar í HR

Digital technologies can offer powerful tools and environments to enhance the practice of assessment, particularly formative assessment, in mathematics education. Möbius is an online mathematics learning platform that the Department of Preliminary Studies (Frumgreinadeild) at Reykjavik University piloted in their math and physics teaching during the Summer 2021, Fall 2021, and Spring 2022 semesters. The implementation of Möbius involved the creation of a comprehensive Question Bank that was then used to build assignments for students to complete. While these assignments contributed to students' final grades, their primary focus was formative. Students could work on the assignments at their own time and pace, receiving instant, automated feedback on their performance while having the opportunity to repeat the assignment, with the system retaining the highest grade achieved. Möbius offers a high degree of flexibility in terms of question design. It is possible to create variables based on algorithms, random parameters and mathematical formulas, graphics, and even animated plots. Thus, questions appear different from student to student, and different on each attempt. Additionally, the system supports multi-part questions whereby the answer to part 1 of the question informs part 2 of the question etc. In this presentation, we describe how we implemented Möbius in teaching, share our own reflections and discuss feedback gathered from students on their experience of using Möbius and its impact on their learning.

7. október

H-101

Heilbrigði og vellíðan með gleði, hamingju og bjartsýni að leiðarljósi

A Conceptual Model for increasing joy, happiness and optimism among staff and children within the Reykjavik Department of Education and Youth

Seth Sharp verkefnastjóri á grunnskólaskrifstofu skóla- og frístundasviðs

Students who are happy in school are likely to be more engaged in school, function optimally and learn more efficiently. Happy students, who feel connected in school, are less likely to engage in bullying or be bullied. Students who feel well have a greater chance of having productive adult lives and are less likely to suffer from depression or other mental health crises as adults. Optimistic students are much more likely to stay in school and show persistence in achieving their academic goals. Teachers who have good relationships with their students are likely to engage in advanced teaching methods which benefit their students academically. Teachers who feel satisfied in their workplace are likelier to remain as teachers in the school system and be effective teachers. In the best-case scenario, schools are safe and productive institutions which have positive social climates, where there is mutual respect between teachers and administrators, where teachers feel supported, and students feel motivated and connected. The Department of Education and Youth (skóla- og frístundasviðReykjavíkur SFS) is endeavoring to use a research-based approach to moving closer to ideal conditions for staff and students in relation to implementing Reykjavík's Educational Policy and the general actions supporting the implementation. This approach is to promote joy, happiness and optimism in schools and recreational centers in Reykjavik and to enjoy all the benefits that come with joyful, happy, optimistic and socially connected staff and students. In this talk, we will look at some of the ways to accomplish this ambitious and important goal.

10:45-12:15

K-205

Byrjendur í lestri: Áhættuþættir, skimun og stuðningur

Identifying risk factors for poor reading performance among 1st graders in Iceland

Amelia Larimer, doktorsnemi, MVS HÍ. Leiðbeinandi: Anna Lind Pétursdóttir, prófessor, MVS HÍ

Students with exceptional learning needs are entitled to a high-quality equitable education. To provide this, schools need to identify students requiring moderate and intensive support to be successful early on in their education. This study examined the reading performance and growth scores of approximately 300 1st graders in eight schools in the capital area of Iceland across the 2021-22 school year. The data was analyzed to identify predictive risk factors of students who may require a more intensive level of support to improve reading performance. Analyses indicated that the youngest students, students with a native language other than Icelandic and students with initial low letter naming knowledge had significantly lower oral reading fluency growth and achievement than their peers. The gap between these at-risk student groups and their peers widened as the year went on. No significant differences in reading performance were observed between girls and boys. Implications for changes to practices as well as additional research will be discussed. Early identification and effective instruction are the key to improving educational outcomes for at-risk students.

H-001

Háskólar: Að efla nám nemenda

Development of Flip Lab Teaching in Environmental Engineering Major Courses and its Effectiveness on Students' Lab Performance

Bing Wu, dósent, VON HÍ

In Environmental Engineering programme, laboratory practice is an essential part for students to apply theoretical knowledge into real-world expertise. In recent years, as a new pedagogical method, flip teaching has received great attention in higher education, especially during COVID-19 pandemic. In this project, we aim to examine the effectiveness of flip lab teaching on students' lab performance in the Environmental Engineering programme. The flip lab teaching materials (videos, documents) for four BS/MS-level courses were developed and applied in 2021 Fall and 2022 Spring semesters. Seventeen survey questions focusing on preparation of lab teaching materials (teacher's behaviour), students' action before lab teaching, students´ performance during and after lab teaching, were prepared. After collecting 32 survey responses, the key factors relating to improvement of students´ learning outcomes were identified by qualitative and quantitative analysis (i.e., linear regression model with multi-independent numerical variables). It was found that the students' attitude towards the lab teaching method had a positive effect on their academic grades ($p < 0.1$). While the quality of flip teaching materials (i.e., teacher's behaviours) and students' activities during flip lab teaching process appeared not to be significantly influence their grades ($p > 0.1$). Thus, the solutions for further improvement of flip lab teaching materials and motivation of students during flip lab teaching process will be highlighted in future. For example, providing background details in recording videos and lab instruction materials; giving online quiz questions for students' self-evaluation before coming to the lab.

The use of student generated multiple choice questions (MCQs) in an undergraduate 1st year psychology course

Martin Bruss Smedlund, stundakennari, HR og John Baird, kennsluráðgjafi, HR

Assessing learning in high-enrollment or „over-sized" classes is a persistent and significant challenge for teachers as they try to balance their own workload with offering students opportunities to actively engage with course content. Asking students to create their own questions as a formative assessment strategy is one potential approach to addressing this issue. In this presentation, we will describe an intervention in a class of 77 first-year undergraduate psychology students which required them to create weekly multiple-choice questions (MCQs) based on assigned course topics. These questions were then used to create quizzes in our institution´s learning management system, Canvas, and made available to students for formative assessment purposes. We investigated, via an end-of-course survey, whether the MCQ-writing task was acceptable to students, whether they could feasibly complete it, and whether it engaged students in desirable learning behaviours. In addition, we examined Canvas data to determine how students accessed and used the Canvas quizzes during the semester.

H-202

Sköpun, kennsla og stuðningur

Family musicking as a tool for fostering the identity of immigrant families with young children in Iceland

Adam Switala, PhD student, School of Education UI and Helga Rut Guðmundsdóttir, professor, School of Education UI

The purpose of this research project is to build on a popular method for family music classes developed in Iceland and adapt it to the language, culture, and traditional music of the Polish and Ukrainian immigrant populations. Further, the aim is to broaden the current state of knowledge of social integration and well-being of immigrant families. A Polish language version of the method was launched in the fall of 2019 and the Ukrainian version will be led by native Ukrainian-speaking teachers. This approach will be described in further detail. The study uses mixed methods including questionnaires and semi-structured parent interviews analysed using reflexive thematic analysis. The respondents emphasized the importance of attending events in the native language with their children for cultivating culture and traditions of their home country, albeit no correlation was found between their previous participation in cultural events in Iceland and Icelandic language proficiency. The opportunity to establish new and cultivate existing friendships, and the opportunity to foster social skills of the children, were brought up as the main benefits from the program. The Polish participants observed a link between the classes and the children's daily use of their native language, as well as ability to memorise Polish traditional songs and rhymes. The participating families continued to use the Tónagull activities in their daily routine during the covid-period when in-person classes could not be held and perceived them as useful tools for parenting. Discussions will include the difference between language-specific music methods versus non-language specific methods.

The Concept of the Faroese in Music Education - Negotiating Identity and Notions of Tradition

Knút Háberg Eysturstein, doktorsnemi, Fróðskaparsetur Føroya/University of the Faroe Islands

This is an introductory presentation and reflection on the PhD project which will be undertaken by Knút Háberg Eysturstein at University of the Faroe Islands starting in September 2022. The project's main objective is to examine how notions of tradition are negotiated in curriculums in a music educational context. In order to do this the project must both discuss the concept of the Faroese as it pertains to music, i.e., the role of notions of tradition and identity, and uncover how music education is practiced in the Faroes educational system. Therefore, this project will be done as a two-part study. First, a theoretical part will construct the conceptual map of the project including key terms, concepts and theory which will be further outlined in a literature review. Second, an interview part where the project leader will conduct qualitative in-depth interviews both individually and in focus groups with teachers and musicians selected across age and gender groups on the issues of negotiation between traditional music and contemporary approaches to music education and practice. The interviewees' answers will then be subjected to theoretical analysis, interpretation and reflection based on the conceptual map put forth in the first part of the project. These questions and matters will furthermore be discussed, analyzed and put to the test through lectures, seminars and workshops at the University of the Faroe Islands and at relevant institutions abroad.

H-209

Hreyfing og heilsa

Schoolyard Affordances for Physical Activity: A Pilot Study in 6 Nordic–Baltic Countries

Þórdís Lilja Gísladóttir, dósent, MVS HÍ, Renata Rutkauskaite, associate professor, Lithuanian Sports University, Ingunn Fjortoft, professor, University of South-Eastern Norway, Maret Pihu, assistant professor, University of Tartu, Lise Kjonniksen, assistant professor, University of South-Eastern Norway, Terhi Huovinen, assistant professor, University of Jyväskylä, Irinja Lounassalo, assistant professor, University of Jyväskylä

The aim of the study was to explore and describe the main characteristics of schoolyards in six Nordic–Baltic countries, and how they afforded PA and motor skills in 7–16-year-old pupils and how the schoolyards met the pupils' preferences. The study examined schoolyards in six different Nordic–Baltic countries: Estonia, Finland, Iceland, Latvia, Lithuania, and Norway. One compulsory school (grades 1–9) in urban or sub–urban districts was selected from each country. The schoolyard environments, facilities, and equipment for PA in the six schoolyards were described and identified through Orto-Photo maps and standard registration forms for field observations. Registration was made of available materials and equipment for different activities and sport facilities and landscape design in the schoolyard. Qualitative data collection on pupils' preferences for PA was performed by group interviews in selected groups at each school. The interviews were done in groups of 2–6 pupils. The interview included pre-structured questions about schoolyard and PA during school day. In total 85 (N) pupils were interviewed (51% girls). Across nationalities, the responses from pupils regarding their schoolyard were similar: they liked their schoolyards though they wished for more variety of activities and things to do during recess. A common design of schoolyards indicated mostly flat topography with sparse vegetation and green areas dominating by large traditional sport arenas such as football field, different ball game areas and areas suitable for track and field activities. Green areas and varied topography were more prominent in the Nordic countries.

H-101

Critical Pedagogy

Teachers' pedagogic practices: challenges and possibilities for transformative human rights education in Icelandic upper secondary schools

Sue Gollifer, lecturer, School of Education, UI

Transformative human rights education (HRE) implies a pedagogic intention to generate human rights cultures to protect against and prevent human rights violations. This paper identifies five core principles underpinning Freirean critical pedagogy, providing a valuable framework for transformative HRE: explicit pedagogic intention; a multifaceted approach; cosmopolitanism informed by diverse content and contexts; and the creation of safe spaces for dialogic learning. The six fundamental pillars in the general section of the Icelandic national curriculum guide include democracy and human rights. The descriptions of the pillars imply social and ecological transformation is a core purpose of schooling. Drawing on a narrative study that draws on the perspectives of ten upper secondary school teachers who self-identify as working with human rights and social justice concerns, this paper aims to answer the question: *What do upper secondary school teachers' pedagogic practices suggest about the challenges and possibilities for HRE as a transformative pedagogy in Icelandic upper secondary schools?* Thematic analysis of data suggests two main challenges: narrow interpretations of HRE pedagogies and lack of safe spaces for teachers to collaborate and cooperate on social justice as a purpose of education. The analysis further points to possibilities in the form of teachers' strong moral and political convictions towards social justice and the power of narratives to provide diverse content and contexts to develop teachers' human rights knowledge and critical consciousness to act against injustice. The paper concludes with insights for teacher education, raising questions of significance for teacher education in Iceland and internationally.

A reflection on developing transformative pedagogical approaches within the IPIC project

Eva Harðardóttir, doctoral student and I-PIC project manager

In this presentation light will be cast on the process of the IPIC project from beginning to this date focusing specifically on the cooperation between researchers and teachers. The aim of the project was to develop visual and participatory teaching and research methods and pedagogical approaches to better include and engage with students with diverse cultural backgrounds from three different upper-secondary schools in Iceland. Drawing on current frameworks on critical global citizenship education and classical theoretical concepts from John Dewey and Hannah Arendt, concerning the purpose of education, the aim is to understand more deeply if and how the approaches used within the IPIC project may be supporting the global goal of transformative and inclusive education while also recognizing the challenges teachers face in pursing such educational goals while working within normative and nationally oriented educational structures.

12:45-14:15

H-205

Leikskólastarfið og rannsóknir

What characterizes Icelandic preschool edcuation research in the 21st century

Anna Árnadóttir, aðjúnkt, MVS HÍ and Brynja Elísabeth Halldórsdóttir, associate professor, School of Education, UI

Icelandic educational research has in the past 40 years increased significantly. In this presentation we discuss a systematic review of research on preschools in the Icelandic educational context. A previous review of educational research conducted 2003-2005, by Kaldalóns and Macdonald (2005) based on publication data from 1998-2002, examined educational research and publications from preschool to upper secondary education. Our goal in this presentation is to extend this previous survey to better understand what types of research have been prevalent on Icelandic preschools in the past 20 years. Understanding the development trajectories of education research allows for critical understanding of research trends and characteristics, which can then illuminate the gaps. Our data show that there has been significant development of research and subsequent academic publications related to the preschool level. The focus of the articles is highly diverse and include topics such as language acquisition, gender identity development and multicultural education (including immigrants and refugees). Preliminary findings further indicate that methodological descriptions have become more developed and detailed in qualitative research (which is the primary methodological choice) and that action research has become increasingly popular as a research methodology, reflecting a trend of teacher actively working in the field while conducting their research. Findings also reflect a gendered difference in authors, where women have published significantly more than men about preschool research, which reflects the profession's gender disparity as 93% of employees in preschools are women.

12:45-14:15

H-209

Næring og heilsa

Household food security and nutrition knowledge – examining barriers and enablers to food choice

Brittany Marie Repella, master student. Leiðbeinendur: Gréta Jakobsdóttir, lektor, MVS HÍ og Bryndís Eva Birgsdóttir, prófessor, HVS HÍ

Research from other countries, such as the US and Australia, have found food and nutrition knowledge (FNK) to help enable and empower individuals to make more affordable, healthier and safer choices within their food environments. This includes cooking skills, meal planning, recipe development and simple budgeting in addition to the understanding of basic nutrition concepts. Additionally, there is a strong importance for nutritional, health and cooking education to help achieve Sustainable Development Goals 1 and 2, ending poverty and hunger, and 3, good health and wellbeing, by 2030. The aim of the research was to collect data on a small group of adults residing in Iceland through the Food Gift Survey (FGS). Questions were asked about household food security status, nutritional intake and dietary and food choice behaviors. The results of this research broadly suggested an opportunity to address FNK for food insecure and secure individuals, particularly for the improvement of dietary intakes and adherence to the dietary guidelines, among others. Updates and improvements to the current food assistance landscape in Iceland was also shown to need improvement, which was revealed through open-ended responses from the respondents. Further, more in-depth research in Iceland is needed. Hands-on FNK education courses may be a solution for those experiencing household food insecurity. These courses can be used to connect individuals with appropriate resources to empower them to become self-sufficient and, for those utilizing food assistance, provide more support beyond food donations.

K-207

Methodological challenges encountered in research: Symposium I

Svanborg R. Jónsdóttir
SVANHAF samfélag leiðbeinenda og doktorsnema

Methodological challenges of doing research in a foreign culture

Guðlaug Erlendsdóttir, doktorsnemi og grunnskólakennari, MVS HÍ

My research is based in Mangochi District, Malawi. I explored different aspects of the school community, such as teachers' living and working conditions, parental involvement with their children's education and the community's attitude towards teachers and teaching. Having obtained permission for my research from the Ministry of Education in Malawi and district authorities, four rural primary schools were selected for participation. I used a qualitative approach for my research and collected data through semi-structured interviews and focus group discussions. In total, 124 participants contributed directly to my research, including the director for primary education at the Ministry of Education, the District education manager, teachers, headteachers, primary education advisors, parents, local leaders, and members of the communities through various groups associated with the participating schools. Embarking on research can bring various complications and potential difficulties which need to be addressed. In this presentation, I will limit my discussion to some comparatively complex aspects which I encountered in the data collection phase of my research, namely: The role of the researcher as an outsider and an insider. In data collection, I had to use two languages, English and the local language. Thus, interview questions were translated and verified for situational relevance and translated back into English and independently verified. These approaches helped me to establish trust, good teamwork, and collaboration between my two research assistants and myself.

Doing participatory action research with children – challenges, experiences, and learning

Ruth Jörgensdóttir Rauterberg, aðjúnkt, MVS HÍ

The presentation builds on my experience of doing participatory action research with children in a compulsory school in my PhD-study. It is the aim of the study to identify, develop and strengthen inclusive practices within the school and promote children's participation in school development. The methodology of PAR builds on the participation of all stakeholders. Participants research their own professional and social sites, investigate practices, engage in dialogue and collaborative inquiry, produce knowledge, change current practices, and develop solutions. Doing PAR in cooperation with children can provide valuable insight into children's experiences of inclusive and exclusive school practices and lead to successful solutions that respond to issues brought up by the children. However, collaboration with children in PAR also implies various methodological, ethical, and conceptual challenges, and various questions arise: How can children be involved in creating a feasible research framework and finding suitable methods? How can we safeguard children´s

interests and wellbeing, deal with power-imbalances and ensure equal opportunities for all children to participate? How do we engage with children in iterative data analysis? How do we collaborate in finding solutions and evaluating success? In the presentation, I will outline how we tried to meet these challenges in the study and what we have learned from the process so far. I will then discuss the upcoming challenge of making changes and developments sustainable within a framework and how the PAR methodology could come in useful for creating the framework.

Whose story is this? On the importance of awareness of one's own biases and preconceptions while conducting a qualitative study

Soffía Valdimarsdóttir, lektor, FVS HÍ

Qualitative research is characterized by a process of methodological reconsiderations and adaptations as an understanding of the research subject develops. The interpretive nature of that process must account for the researcher's biases and preconceptions. Awareness of these factors as well as critical self-reflection is key to establishing rigor in qualitative research. This presentation is based on my experience while conducting a qualitative study among self-employed craft makers as part of my PhD-project. The aim of the study was to identify the experience of those who have chosen to utilize craft knowledge as a means of making a living. In the presentation, I will discuss two methodological challenges I have struggled with in the study. Firstly, doubts about my research design/criteria for participation. Secondly, probable preconceptions about the participants experiences due to my positive biases towards crafts activities. For a critical reflection, I applied content analysis to the interview data and field notes looking for examples of it and then looking especially for how my preconceptions may have influenced the research design and outcome. Findings indicate that doubts about criteria were unnecessary but also that my preconceptions were influential in the early stages of the study. Guidelines for the interviews lack critical questions about e.g., income and workload. My biases therefore might have ended up influencing research outcomes. In the presentation I will discuss how I met these challenges and established rigor for my research by applying methods of hermeneutical interpretations, enabling me to adapt further data collecting and analysis.

H-203

Áskoranir og skólakerfið

Supporting student neurodiversity in our teaching design

Grischa Liebel, assistant professor, UR and Steinunn Gróa Sigurðardóttir, UR

Neurodiversity is an umbrella term that includes autism, specific learning difficulties (e.g., dyslexia, dyspraxia, dyscalculia), and ADHD. While each of these differences has its own characteristics, the concept of neurodiversity views them as variations in how human brains can work - human brain diversity. They may be diagnosed or undiagnosed, and may or may not have been communicated to us as teachers. In this presentation, we will describe a number of

interventions to show how content was presented in four courses in the Department of Computer Science in order to improve accessibility for neurodiverse students. The focus of these interventions was primarily on small, economic changes that have large impact. We will also share student feedback on the impact of these changes on student perceptions of the learning environment and the impact on their learning.

14:30-16:00

K-207

Methodological challenges encountered in research: Symposium II

Hafdís Guðjónsdóttir
SVANHAF samfélag leiðbeinenda og doktorsnema

Fostering researcher's reflexivity in research with immigrant students

Anna Katarzyna Wozniczka, doktorsnemi, MVS HÍ

Reflexivity is an ongoing process of being self-aware of own assumptions and beliefs and examine how these may influence the research process. In other words, reflexivity is a form of an inner dialogue and evaluation of the impact of researcher's behavior, values and perceptions on data collection and analysis. This presentation examines my role as a reflexive researcher while negotiating issues that may arise while preparing and conducting research with immigrant students. It is a personal narrative from my experience of doing a multiple-case study in Iceland. The purpose is to present the path of self-development as a reflexive researcher. I applied critical autobiography which helps a researcher to deconstruct a story in terms of audiences of the research, purposes for telling story and social critique of one's subjectivity. Data collection included my journal, interviews with students, story-crafting, video-recordings and field notes from observations. During the analytical process, I located four themes that present the stages of development of my reflexivity. Findings indicate that to develop the research, I needed first to learn about myself as a researcher. Giving participants time to gain trust and using diverse data collection tools allowed me to capture stories that otherwise might have been omitted. It was important to constantly renegotiate my role and be careful not to position participants according to personal experience. With the growing number of students with multicultural background in Iceland, there is a need for a further dialogue on how to do research with these students in a conscientious way.

Swimming against the current: A self-study of a preschool teacher

Ásta Möller Sívertsen, doktorsnemi, MVS HÍ

Nearly ten years ago, starting work at a preschool, I was thrown into the deep end of the pool. I did not know what was expected of me. I had a vague idea of the school values, but I did not know how to work according to those values. Soon I realized that I wanted to become a qualified preschool teacher, to be able to make decisions based on professional knowledge and reflection. I worked as a preschool teacher for a year and a half after graduating with a

masters' degree as a preschool teacher. When I took on a new position, I felt there was something lacking. I wasn't working according to my values and my heart wasn't in it. I thought that after graduation I would be recognized as one of the professional teachers but that did not happen. My values and ideas were not in harmony with the preschool's values and I found myself alone. I am designing and will be conducting a study into my development as a preschool teacher, building on the self-study methodology. Through conducting this study, I aim to enhance my own professional leadership abilities and to gain a deeper understanding of my personal transition from being an unqualified teacher to a qualified preschool teacher. I am the main subject, other participants are children, administrators, head teachers, teachers, and assistants. In this presentation I will discuss ethical challenges I have come across in the early stages of myself study journey.

Making it challenging, or saving it from the challenge: The need for methodological inventiveness in self-study research

Megumi Nishida, doktorsnemi, MVS HÍ

In this presentation, I discuss the necessity of methodological inventiveness in research while reflecting on my own self-study experience from 2014 to the present. Self-study is a qualitative methodology which supports educators' exploration of their own practice through various creative methods for the purpose of improving their practice as a goal. However, it took me five years to make meaning of my self-study because I did not know how inventiveness would save me from a challenge. To make my argument valid in the context of my experience, I took a retrospective approach for analyzing my artefacts – including my teaching journal, reflective short stories, and the publication of book chapters and journal articles – I employed literary arts-based methods of metaphor and Haiku. When I started studying my practice at an Icelandic preschool in 2014, I kept writing my teaching journal. A year later, I coded my journal to understand my experiences as I did for my master's project interview data. I found some themes and edited some stories to capture the related moments, but I could not solve my frustration. Five years later, I learned about arts-based methods. I found that metaphors could help me express the complexity of my practice through the narrative story of building the boat. Literature of methodological inventiveness expanded my interest for employing Haiku to examine my teaching with student teachers in Japan and my own practice. It was a challenge to initiate literary-arts methods, but in the end, it saved me from a challenge I was trapped in for many years.

Poster

Skáli

Preschool children's assessment of participating in a case study

Anna Elísa Hreiðarsdóttir, lektor, HA

The poster presents research concerning preschool children's assessment of participating in a study where a temporary makerspace was set up in their preschool. After each workshop, the children filled out an evaluation form, first alone using emojis and then with their teacher, who wrote down comments. The poster shows the results of analyses of the data from the focus group and the evaluation forms from the children. The researcher's field notes were used to give a fuller account of the data. Ten weeks after the workshops, the children participated in a focus group interview where they discussed their experiences. The focus group interview with the children support materials, such as photos to revisit the children's time in the makerspace, was used. The main findings indicate that children are both able and have something to say about their experiences during the workshops and research. The children considered activities they had the most control over as most important and fun. The focus group interview showed that the children were both interested and had a lot of opinions about the project. They discussed, reflected, and made critical comments about their experiences. What stands out as learning is that children are able participants in research, but at the same time, the researchers must be careful in their roles and not overstep the children's boundaries. How the children used and understood the emoji triggered a lot of questions. Children´s comments and explanations made the researchers aware that the children used the emoji in a complicated way.