

2016

Interdisciplinary Studies Abstracts

Annual International Conference
on Interdisciplinary Studies, 13-
16 June 2016, Athens, Greece

Edited by Gregory T. Papanikos

THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH



Interdisciplinary Studies
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Annual International
Conference on
Interdisciplinary Studies 13-16
June 2016, Athens, Greece

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Preface

This abstract book includes all the abstracts of the papers presented at the *Annual International Conference on Interdisciplinary Studies, 13-16 June 2016*, organized by the Athens Institute for Education and Research. In total there were 44 papers and presenters, coming from 18 different countries (Australia, Belgium, China, Croatia, France, Germany, Israel, Italy, Kosovo, Mexico, Namibia, Philippines, Qatar, Singapore, South Africa, Turkey, UK, and USA). The conference was organized into eleven sessions that included areas of Special Topics on Interdisciplinary Studies I, Special Interdisciplinary Panel on Teacher Training I and other related fields. As it is the publication policy of the Institute, the papers presented in this conference will be considered for publication in one of the books and/or journals of ATINER.

The Institute was established in 1995 as an independent academic organization with the mission to become a forum where academics and researchers from all over the world could meet in Athens and exchange ideas on their research and consider the future developments of their fields of study. Our mission is to make ATHENS a place where academics and researchers from all over the world meet to discuss the developments of their discipline and present their work. To serve this purpose, conferences are organized along the lines of well established and well defined scientific disciplines. In addition, interdisciplinary conferences are also organized because they serve the mission statement of the Institute. Since 1995, ATINER has organized more than 150 international conferences and has published over 100 books. Academically, the Institute is organized into six research divisions and twenty-seven research units. Each research unit organizes at least one annual conference and undertakes various small and large research projects.

I would like to thank all the participants, the members of the organizing and academic committee and most importantly the administration staff of ATINER for putting this conference together.

Gregory T. Papanikos
President

FINAL CONFERENCE PROGRAM
**2nd Annual International Conference on Interdisciplinary Studies, 13-
16 June 2016, Athens, Greece**

PROGRAM

Conference Venue: [Titania Hotel](#), 52 Panepistimiou Street, 10678
Athens, Greece

Monday 13 June 2016

(all sessions include 10 minutes break)

08:00-08:30 Registration and Refreshments

08:30-09:00 Welcome & Opening Address (ROOM B)

Gregory T. Papanikos, President, ATINER.

George Poulos, Vice-President of Research, ATINER & Emeritus
Professor, University of South Africa, South Africa.

**09:00-10:30 Session I (ROOM A-Mezzanine Floor): Current Refugee and
Migration Crisis in the Mediterranean Basin**

Chair: *Anitha Devi Pillai, Lecturer, Nanyang Technological University,
Singapore

1. Javier Gonzalez-Rosas, Director of Socio-Economic Studies and International Migration, National Population Council, México & Iliana Zarate-Gutierrez, Assistant Director of State and Local Coordination, National Population Council, México. The Stable Bounded Theory. An Alternative to Prove Stability of net Migration. The Case of México.
2. *Lilach Lev Ari, Associate Professor and Head of Research and Evaluation Department, Oranim Academic College of Education and Bar-Ilan University, Israel & Arnon Medzini, Head of Geography Department, Oranim Academic College of Education, Israel. New Borders - New Policy: Can they Prevent the Entry of Forced Migration? (Panel)
3. *Jessica Lambert, Assistant Professor, California State University Stanislaus, USA. Psychotherapy and Psychosocial Interventions with Refugees: Toward Identifying Best Practices. (Panel)
4. David Curwen, Professor, Western Michigan University (WMU), USA. University based Interdisciplinary Collaboration and Creative Process: Combining Dance, Motion Capture Technology, and Music focusing on Global Socio-political Events.

10:30-12:00 Session II (ROOM A-Mezzanine Floor): Socio-Cultural/ Pedagogical Issues

Chair: David Curwen, Professor, Western Michigan University (WMU), USA

1. Kanglong Luo, President, The Institute of Anthropology and Ethnology, Jishou University, China & Chunxia Ma, Assistant Professor, The Institute of Anthropology and Ethnology, Jishou University, China. A Conservational Study on Traditional Villages under Community Construction.
2. Luis Duno Gottberg, Associate Professor, Rice University, USA. Inmate Rule and Religious Mediation. A Study of Power in a Venezuelan Prison.
3. Sophie Richter-Devroe, Associate Professor, Doha Institute for Graduate Studies, Qatar. Indecipherable Citizens: Naqab Bedouin Women's Everyday Resistance to Israeli State Policies.
4. Mary Acel German, Assistant Professor, University of Makati, Philippines. Broadcast Media, Mobile Phones and Changing Identities: Narratives of a Mountain Community in Valderrama, Antique Province, Philippines.
5. *Anitha Devi Pillai, Lecturer, Nanyang Technological University, Singapore. Community & Literacy Practices: The Evolution of the Migrant Singapore Malayalee Community (1900 - 2016).

12:00-13:30 Session III (ROOM A-Mezzanine Floor): Families

Chair: *Jessica Lambert, Assistant Professor, California State University Stanislaus, USA

1. Daniel Smith, Professor and Chair of Anthropology, Brown University, USA. Modern Marriage, Masculinity, and Intimate Partner Violence in Nigeria.
2. *Sharon Garber, Professor, Western Michigan University, USA. Utilizing *Great Works* Dances as Essential Pedagogical Practice and Educating Dance Audiences with Pre-Performance Videos.

13:30-14:30 Lunch

14:30-16:00 Session IV (ROOM A-Mezzanine Floor): Population and Economic & Social Issues

Chair: *Lilach Lev Ari, Associate Professor and Head of Research and Evaluation Department, Oranim Academic College of Education and Bar-Ilan University, Israel

1. Philipp Deschermeier, Economist, Cologne Institute for Economic Research, Germany. Forecasting the Office Employment in German Cities.
2. Delphine Burguet, Postdoctoral Researcher, CNRS / ENTPE / University of Lyon, France. Anthropological Perspective on Innovation in Industrial Chemistry.
3. Quentin Megret, Postdoctoral Researcher, ENTPE, France. Respect for the Environment among Researchers in Chemistry: Just a Technical Concern?

16:00-17:30 Session V (ROOM B-Mezzanine Floor): Special Topics on Interdisciplinary Studies I

Chair: *Reyhan Agcam, Assistant Professor, Kahramanmaraş Sütçü İmam University, Turkey

1. Fatma Celik Kayapinar, Associate Professor, Mehmet Akif Ersoy University, Turkey. Sport in Turkey Party Programs.
2. Asao Inoue, Associate Professor, University of Washington Tacoma and Director of University Writing, USA. Engaging in Classroom Writing Assessment as Social Justice.
3. Ljubica Milanovic Glavan, Assistant Professor, University of Zagreb, Croatia, Vesna Bosilj Vuksic, Professor, University of Zagreb, Croatia & Dalia Susa, Research Assistant, University of Zagreb, Croatia. Case Study of Conceptual Framework for Process Performance.
4. Behsat Savas, Assistant Professor, Mehmet Akif Ersoy University, Turkey. Historical Thinking in the Fourth Grade.
5. Martin Combrinck, Manager: Quality Assurance, North-West University, South Africa. The Practice of Quality Assurance: A Case Study at the Unit for Open Distance Learning, North-West University.
6. Anne-Francoise Schmid, Research Associate and Chair, Design Theory and Innovation, MinesParisTech, France. Interdisciplinarity, Genericity and Collective Intimacy.

17:30-19:30 Session VI (ROOM B-Mezzanine Floor): Special Interdisciplinary Panel on Teacher Training I

Chair: Mary Ellis, Senior Lecturer, National Institute of Education, Nanyang Technological University, Singapore.

1. Moyra Boland, Deputy Head of the School of Education, University of Glasgow, U.K. Practice-Based Pedagogies for Initial Teacher Education: The Role of Teacher Educators. (*Panel on Teacher Training*)
2. Joan C. Fingon, Professor, California State University Los Angeles, USA & Leila Ansari Ricci, Associate Professor, California State University Los Angeles, USA. Faculty Modeling Co-Teaching Approaches and Collaborating Practices in General Education and Special Education Courses in Teacher Preparation Programs. (*Panel on Teacher Training*)
3. *Reyhan Agcam, Assistant Professor, Kahramanmaraş Sütçü İmam University, Turkey & Dr. Niyaz Can, Professor, Kahramanmaraş Sütçü İmam University, Turkey. An Investigation on Self-Efficacy Beliefs of Primary School Teachers in Turkey. (*Panel on Teacher Training*)
4. *Fiona Budgen, Senior Lecturer, Edith Cowan University, Australia & *John West, Lecturer, Edith Cowan University, Australia. Identifying and Supporting Numeracy Needs of First Year Undergraduate Education Students. (*Panel on Teacher Training*)
5. Margaret Jago, Programme Leader, University of Glasgow, U.K. & Delia Wilson, Senior Teacher, University of Glasgow, U.K. Partnership Approaches to School Experience Placements: The View of the Student Teacher. (*Panel on Teacher Training*)

21:00-23:00 Greek Night and Dinner (Details during registration)

Tuesday 14 June 2016

08:00-09:30 Session VII (ROOM A-Mezzanine Floor): Health and Mortality

Chair: Olga Gkounta, Researcher, ATINER

1. Aref Abu-Rabia, Professor, Ben-Gurion University of the Negev, Israel. Middle East Diet Fighting Cancer.
2. Courtney Coughenour, Assistant Professor, University of Nevada, Las Vegas, USA, Sheila Clark, Assistant Professor, University of Nevada, Las Vegas, USA, Eudora Claw, Research Assistant, University of Nevada, Las Vegas, USA, James Abelar, Research

Assistant, University of Nevada, Las Vegas, USA & Joshua Huebner, Research Assistant, University of Nevada, Las Vegas, USA. Examining Racial Bias as a Potential Factor in Pedestrian Crashes.

3. Christina Caramanis, Ph.D. Student, University of Texas at Austin, USA & Cynthia Osborne, Associate Professor, The University of Texas at Austin, USA. Childhood Instability: Dynamics and Cumulative Impacts.

09:30-11:00 Session VIII (ROOM A-Mezzanine Floor): Fertility

Chair: Dr. Barbara Zagaglia, Academic Member, ATINER & Assistant Professor, Polytechnic University of Marche, Italy

1. *Nelago Indongo, Senior Lecturer, University of Namibia, Namibia. Spatial Analysis of Teenage Pregnancy in Namibia.
2. Avni Kastrati, Chief of Population Statistics, Kosovo Agency of Statistics, Kosovo. Kosovo Migration 1969-2015.

11:00-14:00 Educational and Cultural Urban Walk Around Modern and Ancient Athens (Details during registration)

14:00-15:00 Lunch

15:00-16:30 Session IX (ROOM B-Mezzanine Floor): Special Topics in Politics and International Studies

Chair: Dr. Ioannis Stivachtis, Director, International Studies Program, Virginia Polytechnic Institute and State University, USA.

1. *Orna Almog, Senior Lecturer, Kingston University, U.K. The Israeli-Palestinian Conflict Oslo and Beyond.
2. *Ziba Moshaver, Lecturer, London University, U.K. Strategic Predicaments of Foreign Policy: Making Sense of Iran's International Relations.
3. Ian Nelson, Assistant Professor, The University of Nottingham, Ningbo, China. Cross-Cultural Research and Teaching in the Post-9/11 Era: The Case of China.

16:30-18:00 Session X (ROOM B-Mezzanine Floor): Special Topics on Interdisciplinary Studies II

Chair: *Linda Mary Hanington, Lecturer, National Institute of Education, Nanyang Technological University, Singapore

1. *Mirjana Pejic-Bach, Professor, University of Zagreb, Croatia. Expanding the Technology Acceptance Model for Business and Process Intelligence: Preliminary Research.
2. Johanna Maria Roels, Professor at the Academy Muwoda of Heist op

den Berg, Postdoctoral Researcher at the University of Antwerp, Belgium. Music Learning in an Interdisciplinary and Transdisciplinary Manner.

3. *Solon Thanos, Director, University of Münster, Germany. Molecular Control of Postinjury Axonal Regeneration in Primate Retinal Ganglion Cells.
4. Marc Stuhldreier, Ph.D. Student, Northumbria University Newcastle, Germany. To What Extent is the Risk to Health Created by Patent Rights on Medical Products under International Law Linked to the Development Process of Least Developed Countries?
5. Mirko Pasquini, MA Graduate, University of Bologna, Italy. "Time Disabilities". The Everyday Struggle between Illness Related Time and Working Needs among Mental Health Clients in Northern Italy.
6. *Pierre Chardin, Research Director, INSERM, France. Hypothesis: Brain Size and Skull Shape as Criteria for a New Hominin Family Tree.

18:00-20:00 Session XI (ROOM B-Mezzanine Floor): Special Interdisciplinary Panel on Teacher Training II

Chair: *Fiona Budgen, Senior Lecturer, Edith Cowan University, Australia

1. *Mary Ellis, Senior Lecturer, National Institute of Education, Nanyang Technological University, Singapore. Teacher's Language Development Center (TLDC) in the English Language and Literature Department at the National Institute of Education (NIE) in Singapore: Theory to Practice. (*Panel on Teacher Training*)
2. *Linda Mary Hanington, Lecturer, National Institute of Education, Nanyang Technological University, Singapore. Linking Theory and Practice: Facilitating Transfer in Teacher Education. (*Panel on Teacher Training*)
3. Anitha Devi Pillai, Lecturer, National Institute of Education, Nanyang Technological University, Singapore. Connecting the Dots: Interlinking Subject Content Knowledge and Pedagogical Content Knowledge in Writing. (*Panel on Teacher Training*)
4. Christine Anita Xavier, Lecturer, National Institute of Education, Nanyang Technological University, Singapore. Interlinking Subject Content Knowledge and Pedagogical Content Knowledge in Pedagogical Grammar Courses at the NIE. (*Panel on Teacher Training*)
5. Mark Wilkinson, Lecturer, National Institute of Education, Nanyang Technological University, Singapore. Theory, Practice, and Envisioning Future Classrooms in a Digital Journalism Project. (*Panel on Teacher Training*)

21:00-22:30 Dinner (Details during registration)

**Wednesday 15 June 2016
Cruise: (Details during registration)**

**Thursday 16 June 2016
Delphi Visit: (Details during registration)**

Aref Abu-Rabia

Professor, Ben-Gurion University of the Negev, Israel

Middle East Diet Fighting Cancer

In anthropology, classic debates have focused on systems of classification of edible and inedible animals and plants, the nature and logic of food taboos, the sacrifice of animals and plants and the social role of food in exchange and commensality. Anthropologists, among other fields, are interested in studying what we eat, how we eat, and why we eat what we eat. On the other hand, as it is said - 'We are what we eat'.

The first objective of this paper is to describe the various food groups and dietary habits of the pastoral nomads in the Middle East, in relation to their ways of life. The second is to identify wild edible plants and their uses among different pastoral nomadic tribes. The third goal is to examine the wild edible and medicinal plants believed by nomadic tribes to confer protective effects against a wide range of diseases, including cancer.

Parallel to this, the paper reviews current knowledge within the alternative medicine community concerning plants and cancer prevention and treatment. These wild plants are part of the natural fauna of the Middle Eastern countries.

Mary Acel German

Assistant Professor, University of Makati, Philippines

**Broadcast Media, Mobile Phones and Changing Identities:
Narratives of a Mountain Community in Valderrama,
Antique Province, Philippines**

This study looks into the social identity construction among the youth of a distant mountain community. In 2006-2008, the researcher conducted fieldwork in the area and found the community negotiating through various identities and labels (i.e. Indigenous People, Catholics, 'bandits,' 'upright farmers') articulated in different degrees as they relate with different outsiders (academics, researchers, state agencies and other lowlanders).

In 2016, a decade after the first fieldwork, the researcher will re-visit the community and examine how the children of the first fieldwork, now grown-ups, form and perform their identities especially in a social landscape pervaded by broadcast media and mobile phones. The researcher will explore the pervasiveness of communications technology in the area and the social meanings associated with them. Ethnography will be employed to document how the youth re-author their community's narratives, how they managed the stigma of past labeling, and how they locate themselves in the collective history of the community.

Drawing on theories of Ethnicity, Labeling, Social Stigma and Social Identity, the study hopes to contribute to the understanding of identity and identity formation as well as to the pool of literature on mountain people of South East Asian Region.

Reyhan Agcam

Assistant Professor, Kahramanmaraş Sütçü İmam University, Turkey
&

Niyaz Can

Professor, Kahramanmaraş Sütçü İmam University, Turkey

An Investigation on Self-Efficacy Beliefs of Primary School Teachers in Turkey

Self efficacy is defined by Bandura (1977: 3) as beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments. Accordingly, teacher self-efficacy refers to teachers' beliefs in their abilities to organize and execute courses of action necessary to bring about desired results (Tschannen-Moran et al., 1998). A great deal of research has been conducted on the perceptions and beliefs of teacher self-efficacy with the aim providing deeper insight into the field of teacher education. Most of the related research in Turkey focused on self-efficacy beliefs of pre-service teachers rather than their in-service colleagues. Hence, the present study scrutinizes self-efficacy of 120 teachers working at primary state schools in Turkey regarding such dimensions as instruction, adapting instruction to individual needs, motivating students, and maintaining discipline. It specifically aims to reveal whether gender and experience have a significant influence on the teachers' self-efficacy beliefs. Data obtained from the participants' responses to the items in the Norwegian Teacher Self-Efficacy Scale (Skaalvik & Skaalvik, 2010) were analysed using a statistical programme. The study will report findings of the analysis, and implications to teacher training programmes. It will end with limitations and some suggestions for further research

Orna Almog

Senior Lecturer, Kingston University, UK

The Israeli-Palestinian Conflict Oslo and Beyond

This paper will examine the main issues in the long and bloody Israeli- Palestinian conflict. An intractable prolonged dispute it has claimed the lives of many and yet there is no sign of hope on the horizon. This paper will briefly look at the history of the dispute up to the Oslo accord in 1993 which was seen as a watershed in the region, symbolised an end of a conflict and a new dawn. However, the accord failed to deliver on its promises resulting in the second intifada (uprising) of 2000 which had brought the conflict to an unknown level of bloodshed for nearly five years. During this period several attempts were made by international and regional actors to resuscitate the negotiations and putting diplomatic negotiations back on track with no success, resulting in stagnation and further animosity. The current level of unrest between the two parties demonstrating the endless spiral of violence and the inability of both sides to move forward or even to manage the conflict. This paper will analyse the main difficulties between the two parties in the past and present, the main actors' policies, aims and positions as well as the successes and failures of the accord against the wider background of growing instability in the region.

Moyra Boland

Deputy Head of the School of Education, University of Glasgow, UK

Practice-Based Pedagogies for Initial Teacher Education: The Role of Teacher Educators

The “policyscape” (Ball 2006) which constructs the international context for initial teacher education, commonly finds that it is weak and ineffective (Dinham and Scott (2000), Levine (2006) and Carter (2015)). Teacher education is charged with failing to form the fully-rounded teacher who are “classroom-ready”. It is in this context that this paper examines the learning experiences for pre-service teachers being constructed on the Partnership Model of teacher education at the University of Glasgow where the School of Education works with ten Scottish local authorities that employ teachers and direct school strategy. University-based teacher educators work with Head Teachers and teachers in the schools and during the periods where students are in schools, a university-based teacher educator accompanies them during the placement, providing seminars, organising peer review of teaching in the form of learning rounds and writing joint reports with members of school staff. Building on evaluative work done by Menter et al. in 2011 and 2012, this paper draws on data from six semi-structured interviews with university-based teacher educators: three are permanent members of staff and three are casual members of staff. We argue that this model of teacher education based on inter-professional working provides scope for pedagogical innovation on the site of practice. The attitudes of university-based teacher educators to this model are contrasted with their attitudes to traditional models of initial teacher education. New pedagogies enable university-based teacher educators to use their own skills more completely as well as developing practice-based pedagogy in a way that responds to the needs of pre-service teachers.

Fiona Budgen

Senior Lecturer, Edith Cowan University, Australia

&

John West

Lecturer, Edith Cowan University, Australia

Identifying and Supporting Numeracy Needs of First Year Undergraduate Education Students

Currently, pre-service teachers' levels of personal numeracy are under a great deal of scrutiny in Australia. There are calls for universities to raise entry standards into teaching degrees and counter-calls that the output of universities should be the gauge rather than inputs. In 2015, doubts about the ability of graduate teachers to convey the desired skills, knowledge and attitudes in mathematics led the Australian Government to mandate the introduction of the Literacy and Numeracy Test for Initial Teacher Education Students. All pre-service teachers in Australia will be required to sit and complete this test from 2016. The present research sought to identify specific areas of support that may be needed by first year primary education students in order to meet the anticipated numeracy requirements of the test. De-identified examination scripts of 471 first year primary education students were analysed. Errors were identified and coded to reveal aspects of mathematical content knowledge requiring further attention. The results revealed that further support was needed in areas including operations with fractions, order of operations, line symmetry, converting fractions to decimals and metric conversions. The analytical investigation of available examination data was used to inform the development of a series of online numeracy support resources. Focus group interviews were conducted in a pilot study of the perceived efficacy of the resources, leading to recommendations for the subsequent development and deployment of targeted online numeracy support resources.

Delphine Burguet

Postdoctoral Researcher, CNRS / ENTPE / University of Lyon, France

Anthropological Perspective on Innovation in Industrial Chemistry

This anthropological research is part of an interdisciplinary project involving researchers in chemistry and anthropologists, funded by the G8 Research Councils Initiative. The 'chemistry' part of the project consisted of creating a 'sustainable' material with new features making him more effective. The anthropological aim was to follow technological innovation and to observe chemistry research "in the making". It focuses particularly on innovation processes in French industrial chemistry.

We conducted non-directive interviews with research and development services (R & D) and production services. We consider that these services do not face the same constraints that in the business environment and offer different staff profile. In the company concerned by this R & D activity, we conducted an observation of the latest innovation in order to appreciate in the same way the arguments formulated and the innovation practices.

This qualitative research allowed us to apprehend a business sector and specific innovation processes that remain rarely examined by our discipline. Our interest for the ways by which chemical makers apprehend novelty and conceive innovation can be expressed through the following questions: what are the conditions enabling innovation? What elements these industrial operators must take into account in order to innovate? How do they rank and prioritize these elements?

Christina Caramanis

Ph.D. Student, University of Texas at Austin, USA

&

Cynthia Osborne

Associate Professor, The University of Texas at Austin, USA

Childhood Instability: Dynamics and Cumulative Impacts

Disrupting the settings of children's daily lives, childhood instability can manifest in many overlapping ways. Moving beyond conventional studies focused on single dimensions of instability, this paper explores the implications of four domains of childhood instability for child wellbeing. Data from the Fragile Families and Child Wellbeing Study (N = 2,957) are used to assess the cumulative and multiplicative consequences of changes in family composition, economic resources, residential mobility, and childcare arrangements during the first five years of a child's life for a host of child cognitive and behavioral outcomes. In particular, do certain domains of childhood instability during the first five years of life matter more than others in the context of children's cognitive and behavioral readiness at age five? Further, how, and to what extent are measures of economic instability, maternal relationship transitions, residential transitions, and childcare transitions during the first five years of life related to each other? Using cross-lagged panel models with fixed effects, this analysis estimates associations of childhood instability measures with trajectories of child cognitive and behavioral outcomes. Given overall increasing rates of instability in the family at birth and over time, and the higher prevalence of such unstable families among some of the more disadvantaged groups in society, patterns and mechanisms of childhood instability highlight mediating and moderating pathways through which inequality is perpetuated in the United States.

Fatma Celik Kayapinar

Associate Professor, Mehmet Akif Ersoy University, Turkey

Sport in Turkey Party Programs

Sport and politics have long been linked; additionally governments represent the most political sports events. Sport transcends many disciplinary perspectives and involves economics, politics, international politics, and so on. This research highlights the politic of sport in Turkey parties, as a way of understanding key aspects of our educational world. A systematic literature review, focused on sports policy in party programs, was carried out using the parties' web sites. It included 10 party programs in October 2015. Two reviewers completed the search independently, applying the same selection criteria: sports. The search results were compared and disagreements resolved by consensus. Parties were reviewed by two authors to find eligible studies. Once the parties were chosen, inclusion was discussed by all authors to resolve differences of opinion. For programs in languages Turkish or English, the pages were reviewed to determine eligibility. This review showed that there are a large variety of sports politics that are different in types, methods, and their values. While a party program was explaining sportive facilities would be provided from the kindergarten to university graduation, another party was said support for athletes and clubs achieving international successes would be increasingly maintained.

Pierre Chardin

Research Director, INSERM, France

Hypothesis: Brain Size and Skull Shape as Criteria for a New Hominin Family Tree

Today, gorillas and chimpanzees live in tropical forests, where acid soils do not favor fossilization. It is thus widely believed that there are no fossils of chimpanzees or gorillas. However, four teeth of a 0.5-million-year (Ma)-old chimpanzee were discovered in the rift valley of Kenya and a handful of teeth of a 10-Ma-old gorilla-like creature were found in Ethiopia, close to the major sites of Homo discoveries. These discoveries indicate that chimpanzees and gorillas once shared their range with early Homo. However, the thousands of hominin fossils discovered in the past century have all been attributed to the Homo line. Thus far, our family tree looks like a bush with many dead-branches. If one admits the possibility that the australopithecines can also be the ancestors of African great apes, one can place Paranthropus on the side of gorilla ancestors and divide the remaining Australopithecus based on the brain size into the two main lines of humans and chimpanzees, thereby resulting in a coherent family tree

Martin Combrinck

Manager: Quality Assurance, North-West University, South Africa

The Practice of Quality Assurance: A Case Study at the Unit for Open Distance Learning, North-West University

Introduction: Pedestrian injuries are a significant public health issue. Pedestrians are overrepresented in the number of traffic fatalities; about 10% of all trips are made on foot, but pedestrians account for about 13% of all traffic fatalities (Alliance for Biking and Walking, 2014). In the United States, racial minority populations are disproportionately affected by pedestrian crashes. From 2001 to 2010 the pedestrian fatality rates for black and Hispanic men were more than twice the rate for white men and American Indian/Alaska Native men had a rate more than 4 times higher (CDC, 2013). One potential explanation for such a disparity which is under studied is the influence of racial bias on driver yielding behaviors. The purpose of this study was to examine the potential for racial bias in driver yielding behaviors at a midblock crosswalk in Las Vegas, NV.

Methods: Research participants (1 white female, 1 black female) approached a midblock crosswalk while trained observers recorded the number of cars that passed before yielding to the pedestrian and the length of time the pedestrian waited before being able to safely enter the roadway.

Results: Each pedestrian crossed the road 30 times. T-tests revealed a significant difference in wait time for pedestrians to enter the roadway, with the black pedestrian waiting longer ($M=16.34$ v. $M=11.96$; $p=0.006$). Additionally, 85.7% of the time the first car yielded for the white pedestrian, compared to 56.7% for the black pedestrian ($p<0.001$).

Discussion: Results showed that there was a bias in driver yielding behavior. Such bias may be one influencing factor in higher rates of pedestrian crashes in minority populations.

Courtney Coughenour

Assistant Professor, University of Nevada, Las Vegas, USA

Sheila Clark

Assistant Professor, University of Nevada, Las Vegas, USA

Eudora Claw

Research Assistant, University of Nevada, Las Vegas, USA

James Abelar

Research Assistant, University of Nevada, Las Vegas, USA

&

Joshua Huebner

Research Assistant, University of Nevada, Las Vegas, USA

Examining Racial Bias as a Potential Factor in Pedestrian Crashes

Introduction: Pedestrian injuries are a significant public health issue. Pedestrians are overrepresented in the number of traffic fatalities; about 10% of all trips are made on foot, but pedestrians account for about 13% of all traffic fatalities (Alliance for Biking and Walking, 2014). In the United States, racial minority populations are disproportionately affected by pedestrian crashes. From 2001 to 2010 the pedestrian fatality rates for black and Hispanic men were more than twice the rate for white men and American Indian/Alaska Native men had a rate more than 4 times higher (CDC, 2013). One potential explanation for such a disparity which is under studied is the influence of racial bias on driver yielding behaviors. The purpose of this study was to examine the potential for racial bias in driver yielding behaviors at a midblock crosswalk in Las Vegas, NV.

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David Curwen

Professor, Western Michigan University (WMU), USA

**University based Interdisciplinary Collaboration and
Creative Process: Combining Dance, Motion Capture
Technology, and Music focusing on Global
Socio-political Events**

Philipp Deschermeier

Economist, Cologne Institute for Economic Research, Germany

Forecasting the Office Employment in German Cities

Demographic change is dramatically transforming the German society: the ratio of young to old and of the gainfully employed to pensioners is shifting in favour of older persons. In the coming decades, this development causes a substantial macroeconomic structural transformation affecting all of the important markets in Germany, including the market for commercial properties and especially the office market.

Commercial properties (office buildings) play a central role in economics. They are the most important real estate investment class for institutional investors, even more important than the housing market. We are interested in forecasting the future development of the office employment until 2025, as it is a key determinant for the future demand for offices and office space and therefore an important information for future investments in the market for commercial properties.

Our research proposal focuses on the seven largest cities in Germany, as they are the major hubs for the office market. Our forecasting approach will use a mix of deterministic and stochastic methods. Besides a population projection for each city, we need to model the future development of the labour force participation rate to determine the part of the population that is economically active. For each city we also need to forecast the local proportion of people working in a branch of the economy that is part of the office market while taking future structural changes of the economy into account.

Anitha Devi Pillai

Lecturer, Nanyang Technological University, Singapore

**Community & Literacy Practices: The Evolution of the
Migrant Singapore Malayalee Community (1900 - 2016)**

Anitha Devi Pillai

Lecturer, National Institute of Education, Nanyang Technological
University, Singapore

Connecting the Dots: Interlinking Subject Content Knowledge and Pedagogical Content Knowledge in Writing

It's often stated that writing teachers need to have a good understanding of the theoretical frameworks influencing writing pedagogy (Gebhardt, 1976) and be writers themselves (Hairston, 1982; Graves, 1983). Effective writers make better writing teachers who are able to implement suitable writing strategies based on the needs of their class when they start teaching (Chambless & Bass, 1995; Lapp & Flood, 1985; Street, 2002).

This paper examines how the various courses offered by TLDC of National Institute of Education, Singapore helps to deepen pre-service teachers' subject content knowledge on the various types of texts that they are required to teach in their classrooms. TLDC offers courses on learning to write academic essays (*Academic Discourse*); increase language proficiency (*Digital Storytelling, Online Journalism*) and develop appropriate professional communication strategies (*Communication Skills for Teachers*).

In this presentation, I will discuss how the section on written communication in the *Communication Skills for Teachers* module, supports writing teacher's understanding of professional communication while the *Academic Discourse* module provides them with a platform to learn the mechanics of academic research writing. Both modules aid in increasing pre-service teachers' content knowledge of different types of expository texts such as the research project essay and persuasive essay.

Other modules such as *Digital Storytelling and Online Journalism*, provides them with a platform to experience process writing and gain pedagogical knowledge, as well as increase their knowledge on other types of texts such as narratives and visual texts.

The presentation examines how the various courses synergizes to support the theory-practice nexus of both their subject content knowledge and pedagogical content knowledge to develop pre-service teachers as effective writing teachers.

Luis Duno Gottberg

Associate Professor, Rice University, USA

**Inmate Rule and Religious Mediation.
A Study of Power in a Venezuelan Prison**

This paper explores inmate rule and religious mediation within a complex power structure that regularizes and rationalizes violence inside a Venezuelan prison (Parahuachón). I argue that the State seemingly delegated the internal control of the facility to prisoners, and, in turn, gang leaders have delegated certain regulatory or disciplinary functions to the Evangelical community. In this manner, the structural issues of Venezuelan penitentiaries intertwine with a very particular context in which, as I argue, a state-within-the-state instrumentalized religious structures to consolidate its power. In this particular case, the development and concentration of inmate power emulates the rise of a Modern State, with its secularizing and bureaucratic impulses.

The first two sections of this chapter, "A Foundational Myth for a Modern Inmate Order" and "The Cleansing of the temple," describe the way in which the Evangelicals understand/represent the current power structures in the prison, and the relationship between the religious and the secular. The last three sections, "Rituals of Confinement," "Rituals of Containment," and "Capturing Labor," describe the economic and social functions fulfilled by the of the religious sphere in Parahuachón.

Mary Ellis

Senior Lecturer, National Institute of Education, Nanyang
Technological University, Singapore

**Teacher's Language Development Center (TLDC) in the
English Language and Literature Department at the
National Institute of Education (NIE) in Singapore:
Theory to Practice**

The TLDC provides language courses for pre-service teachers at NIE, the sole teacher training institute in Singapore. The courses are designed to help student teachers develop English Language and communication skills needed for their studies and teaching careers. Institutional Directives such as TE 21 will be discussed, along with the impact their policies have had on the TLDC programs. The importance of the theory-practice nexus will be explored through a discussion of TLDC courses and how what is learned is applicable to other NIE courses as well as to classroom teaching. The panel presentation would consist of an overview of the program with discussions of the following courses: Digital Story Telling, Writing, Grammar and Online Journalism. Implementation of ICT in the courses which is line with institutional directives will also be presented.

Joan C. Fingon

Professor, California State University Los Angeles, USA
&

Leila Ansari Ricci

Associate Professor, California State University Los Angeles, USA

Faculty Modeling Co-Teaching Approaches and Collaborating Practices in General Education and Special Education Courses in Teacher Preparation Programs

Globally and within the United States there are increasing numbers of students entering schools with varied learning needs. One viable option to address K-12 students' different learning skills is through co-teaching or pairing of general and special education teachers in the same classroom to help all students learn (Murawski, 2010). This paper describes one- special education professor and one- general education professor experience's during their first-time endeavor in modeling collaboration and co-teaching practices in their respective graduate reading methods courses at a large, public, urban university in California. Thirty-four graduate students from both classes were introduced to co-teaching approaches and collaborating through jointly taught workshops on co-planning, co-teaching, and co-assessing to help them differentiate learning needs of children they teach or plan to teach as future educators. Workshop sessions included Power Point presentations, videos, and small group activities to promote students' understanding of collaboration and co-teaching skills and how to plan for implementation by developing a co-teaching lesson plan with their general and special education partner. Data sources included faculty members' ratings of the co-teaching lesson plans developed by students, student evaluations of the faculty members' workshop sessions, and final written reflections and comments on students' overall collaboration and co-lesson planning experience. Preliminary findings from graduate students suggest that open communication, willingness to participate, and being flexible and open minded to each other's perspectives and expertise are among the key factors for effective co-teaching and collaboration. Recommendations from both faculty members for university teacher preparation faculty interested in beginning such a project are also shared. This work highlights the benefits and realities as a source of knowledge that supports university faculty modeling of co-teaching practices and collaboration in general and special education teacher preparation courses for 21st century learning.

Sharon Garber

Professor, Western Michigan University, USA.

**Utilizing Great Works Dances as Essential Pedagogical
Practice and Educating Dance Audiences with
PrePerformance Videos**

Javier Gonzalez-Rosas

Director of Socio-Economic Studies and International Migration,
National Population Council, México

&

Iliana Zarate-Gutierrez

Assistant Director of State and Local Coordination, National Population
Council, México

The Stable Bounded Theory. An Alternative to Prove Stability of net Migration. The Case of México

The Interior Ministry of México in 2011 and the Pew Hispanic Center in 2012, reported that outflow of mexicans at 2005-2010 period, was compensated with return of countrymen from United States and immigrant. That is, the mexican net migration was zero. This fact was corroborated by the United States Census Bureau and by expert national and international demographers. In this context, article has two objectives, first, prove that net migration tend to stabilize, and besides, it estimate value in which stability will occur, and second, it do stochastic forecasts for 2011-2020 period. Methodology that was used is to apply the Stable-Bounded Theory, to data of 2004-2010 period calculated by national expert demographers and the Mexican Society of Demography. Using Stable Bounded Theory, we prove that net migration of México will stabilize, and besides we could calculate value of stability. Major results indicate that net migration nowadays it is not zero, but that it tends to stabilize at this value. Also, they show that population loss will continue decreasing to an annual percent rate of 36.12 inhabitants, what implies that in year 2016 are going to get out of our country 2007 persons, for year 2018 will be 819, and finally for 2020 will get out 334, that is, net migration of México each time will be more, and more near of absolute zero.

Linda Mary Hanington

Lecturer, National Institute of Education, Nanyang Technological
University, Singapore

Linking Theory and Practice: Facilitating Transfer in Teacher Education

A significant challenge in teacher education is bridging the so-called 'theory-practice gap'. This challenge has also been recognized in the writers' institution and ways of addressing the theory-practice nexus have been proposed using a framework that comprises four elements; experiential learning, pedagogical tools that bring the classroom to the university, reflection and school-based enquiry or research (NIE, 2009). The presenter will demonstrate how, by integrating the elements from this framework into an existing course, participants were better able to bridge the theory-practice gap.

The course discussed is a short intensive programme which gives pre-service teachers the opportunity to experience process approaches to learning with the aim of enhancing their own language and communication skills. It was considered by the tutors to be an ideal way of modelling how these approaches could be applied in class. However, they found that the experiential approach alone was not sufficient for the participants to appreciate how they could transfer something they had learned about in theory and experienced themselves to their own teaching practice and so they introduced other elements from the framework into the course. A small scale research study was conducted with 60 participants after the changes were introduced and the qualitative data from the reflections they wrote during the course and after observing lessons in school are used to demonstrate how the changes helped them better relate what they had experienced to their future practice.

Nelago Indongo

Senior Lecturer, University of Namibia, Namibia

Spatial Analysis of Teenage Pregnancy in Namibia

Due to high prevalence, teenage pregnancy is no longer seen as a social problem only, but now considered an important public health issue. In fact some studies suggest that teenage pregnancy can be influenced not only by individual characteristics but also economic, social and education structures of the community where teenagers are. The effects of these components are based on the premises that individuals cannot be studied without taking into account the various ecological system in which they live. As people are geographically grouped, the analysis incorporating the group structure allows behaviors to be considered. To assess the distribution and impact of teenage pregnancy across regions, this paper used on secondary analysis of the 2013 Namibia Demographic and Health survey data focusing on women who gave birth at ages between 13-19 years. The analysis of spatial distribution of teenage pregnancy in Namibia reveals high prevalence in regions where literacy and education levels are low. The majority of mother who gave birth as teenagers started attending ANC during second trimesters. Although 96% of teenage mothers had ever breastfeed, only 2.7% of the mother had exclusively breastfeed their babies. Full coverage of Diphtheria, Pertussis and Tetanus Vaccine (DPT) reported by mothers who gave birth as teenagers is also lower compared to the one reported by mothers who gave birth at later ages. DPT full coverage is however high in rural than in urban areas. For teenage mothers, DPT full coverage is high among those in Ohangwena, Omusati, Zambezi and Hardap regions; and DPT full coverage is very low in Khomas, Oshana and Kunene regions. The results also show that the impact of teenage pregnancy on under-five mortality is high in Kavango and Ohangwena regions than in all other regions. Although the Government of the Republic of Namibia pronounced itself with regard to teenage pregnancy policy in the Education sector, there is still need to create additional platforms targeting parents in all regions as effort to equip them with more information and ways to talk to their teenagers on sexual and reproductive issues.

Asao Inoue

Associate Professor, University of Washington Tacoma and Director of
University Writing, USA

Engaging in Classroom Writing Assessment as Social Justice

How does a college or university professor enact a social justice agenda in his or her classroom in responsible and ethical ways, in ways that do not take too much time away from the content or coverage of any given material demanded by the curriculum and doesn't attempt to proselytize agendas to students? In this panel presentation, the presenter offers a way to engage in social justice work through the writing assessment ecology created in the classroom, using writing assessment as a way to interrogate with students dominant, white discourses, their own discourses, and the harmful traditional grading systems that usually place these discourses into hierarchies. In effect, this presentation offers a way to make a professor's writing assessment practices into a social justice project that invites students to participate in important ways.

All dominant academic discourses are closely associated with a white, middle-class discourse (Keating, 1995; Ratcliff, 2003; Myser, 2003). Judging students on how well they can approximate those discourses favors most white, middle-class students, and automatically places at a disadvantage many students of color and multilingual students. The scholarship on grading writing is also unanimous about the unreliability or inconsistency and the idiosyncratic nature of grades (Bowman, 1973; Charnley, 1978; Dulek & Shelby, 1981; Elbow, 1997; Tchudi, 1997; Starch & Elliott, 1912). Just as much research shows how grades and other kinds of rewards and punishments de-motivate and harm students and their abilities to learn anything (Elbow, 1993; Kohn, 1993; Pulfrey, Buchs, & Butera, 2011). Therefore, if grades are the primary ecological products of writing assessment ecologies, then those ecologies work against language diversity and difference (e.g., class, gender, race, culture, religious view, sexual orientation, ability, etc.), reinforce a norming to a white racial *habitus* that is pervasive in dominant academic discourses used as standards for judging student writing, and to race academic places (e.g. classrooms, papers, etc.) in the ways that Mills (1997) argues occurs in social spaces.

This presentation offers a conception of writing assessment as ecology (Inoue 2015) that accounts for a variety of racial, gendered, class-based, and other social subjectivities to be investigated in the writing assessments of the classroom that already exist. The

presentation offers both a larger, macro design of writing assessment for most courses' writing assignments that encourages deeper labor on the part of students drafting and revision activities, and reduces the often harmful effects of using a standard, which is based on a dominant discourse, to grade and rank students.

Margaret Jago

Programme Leader, University of Glasgow, UK

&

Delia Wilson

Senior Teacher, University of Glasgow, UK

Partnership Approaches to School Experience Placements: The View of the Student Teacher

In 2010, the Scottish Government tasked Professor Graham Donaldson with conducting a fundamental review of the teaching profession in Scotland, resulting in the seminal report 'Teaching Scotland's Future' (Donaldson, 2011). The report outlined the need for greater partnership working between universities, schools and local authorities based on agreed principles and shared responsibility for the development of initial teacher education programmes.

In direct response, the University of Glasgow, School of Education, developed a new partnership model of school experience for student teachers enrolled on the one year Postgraduate Diploma in Education (PGDE). This model encouraged much closer inter-professional working between university tutors and school partners in all aspects of school experience and included innovative features such as peer observations based on the Learning Round Model (City et al. 2009) and joint assessment processes. The model was piloted with a small group of students in session 2010-11 and rolled out to the entire cohort in session 2015-16, having been positively evaluated (Menter et al, 2011).

In session 2014-15, due to the introduction of a National Placement System in Scotland, a group of around 30 students had one placement in the partnership model and the remaining two on the traditional model, or vice versa. This group is unique in being the only group to have experienced both models.

In this study, student teachers from this group were invited to participate in focus groups after each of their three placements and asked to comment on different aspects of their experience. By the end of their time on the PGDE programme, the student teachers agreed that the partnership model provided a supportive experience compared to the traditional model. While students identified many benefits of the partnership approach, the single most critical difference identified was the support provided by peers during partnership placements.

Avni Kastrati

Chief of Population Statistics, Kosovo Agency of Statistics, Kosovo

Kosovo Migration 1969-2015

Large scale of emigrants (occurred in the late 1980's with a larger flow in 1990 and 2014). More than 37% of Kosovar who have born in Kosovo living abroad.

Main Reason for emigration: family reunifications and the high of unemployment rate in country.

Destination: Germany, followed by Switzerland and Italy.

The age group 25-44 years comprised 47.2% of the migrant population.

Impact in fertility: 45% decreased fertility in country.

Remittance: 14% of GDP

Jessica Lambert

Assistant Professor, California State University Stanislaus, USA

Psychotherapy and Psychosocial Interventions with Refugees: Toward Identifying Best Practices

Individuals fleeing war and persecution have typically been exposed to multiple traumatic stressors in their home countries and during the process of migration. Most also encounter a multitude of ongoing stressors once resettled. It is not surprising then that high rates of psychological distress and mental illness have been documented among this population. As the number of refugees worldwide continues to grow, determining the efficacy of trauma-focused psychotherapy and more comprehensive psychosocial interventions is crucial. In this presentation, I will provide a synthesis of outcome data from randomized controlled trials of trauma-focused psychotherapy and uncontrolled studies of psychosocial interventions with refugees. I will extend my previous meta-analysis (Lambert & Alhassoon, 2015) that included 12 studies by adding new research, including studies with children, and examining post-treatment levels of posttraumatic stress and depression. Results of a meta-regression analysis evaluating the impact of the number of sessions and use of interpreter on therapy outcome will be reported. An empirical review of outcome data from uncontrolled studies of psychosocial interventions with refugees will also be discussed. These include both community and school-based interventions targeting distress and general adaptation. Strengths and limitations of each treatment approach will be reviewed with the intention of identifying best practices for psychological treatment of distressed refugees.

Lilach Lev Ari

Associate Professor and Head of Research and Evaluation Department,
Oranim Academic College of Education and Bar-Ilan University, Israel

&

Arnon Medzini

Head of Geography Department, Oranim Academic College of
Education, Israel

**New Borders – New Policy: Can they Prevent the Entry of
Forced Migration?**

Kanglong Luo

President, The Institute of Anthropology and Ethnology,
Jishou University, China

&

Chunxia Ma

Assistant Professor, The Institute of Anthropology and Ethnology,
Jishou University, China

A Conservational Study on Traditional Villages under Community Construction

Community construction refers to a way of culture recognition. An effective conservation on traditional villages largely depends on the level of culture recognition. Community construction lies in the social activities in the culture recognition process, which is embodied in the integrated constructivism, including reorientating the overall research, transforming the research ways fundamentally, and regulating the system reconstruction. After an anthropological analysis on the key categories - right and power- in the culture heritage conservation of traditional villages, three general rules in traditional village culture conservation can be concluded through this way. First, community construction should be localised; second, culture recognition relies on the culture subjects; third, local original culture should be kept consistent and sustainable.

Quentin Megret

Postdoctoral Researcher, ENTPE, France

Respect for the Environment among Researchers in Chemistry: Just a Technical Concern?

Funded by the G8 Research Councils Initiative, we're actually working on an international project that brings together researchers in chemistry and anthropologists. This project aims to design a durable material. As anthropologists, our research analyses various social aspects of that device. The researchers in chemistry who devised this "hybrid" material present him as environmentally-friendly so that the ecological dimension appears as an ideological property of the material. Nevertheless, the development of this material requires nanotechnologies, whose uses are the subject of numerous controversies in France or warnings like in USA.

Regarding nanotechnologies, two opposing visions emerge. The first focuses on the immense range of possibilities these technologies offer, particularly in health field. The second concentrates on the potential negative consequences of such uses in the absence of systematic and rigorous toxicological tests.

In our project, chemistry researchers follow the first trend. They tend to ignore the debate on nanotechnologies and to regard them as neutrals, like if they were separated and isolated from the socio-political world. Their arguments on the properties of that material concentrate solely on the opportunities available, particularly concerning respect of the environment.

A series of non-directive interviews was conducted. The aim was to analyze their vision of the respect for the environment that appears to be very specific, and to interpret the various elements they mobilize to build their argumentation. The researchers in chemistry mention the method of treatment of the material - providing the opportunity to reduce waste -or invoke the quality of the dispersion of nanotechnology in a polymer- arguing the effectiveness of the product. In each of this discourse, the question we address is the following: can we consider that the arguments they mobilize to produce this respect for the environment always remain technical and avoid any contact with the socio-political world?

Ljubica Milanovic Glavan

Assistant Professor, University of Zagreb, Croatia

Vesna Bosilj Vuksic

Professor, University of Zagreb, Croatia

&

Dalia Susa

Research Assistant, University of Zagreb, Croatia

Case Study of Conceptual Framework for Process Performance

In order to gain a competitive advantage many companies are focusing on reorganization of their business processes and implementing process-based management. In this context, assessing process performance is essential because it enables individuals and groups to assess where they stand in comparison to their competitors. In this paper, it is argued that process performance measurement is a necessity for a modern process-oriented company and it should be supported by a holistic process performance measurement system. It seems very unlikely that a universal set of performance indicators can be applied successfully to all business processes. Thus, performance indicators must be process-specific and have to be derived from both the strategic enterprise-wide goals and the process goals.

Based on the extensive literature review and interviews conducted in Croatian company a conceptual framework for process performance measurement system was developed. The main objective of such system is to help process managers by providing comprehensive and timely information on the performance of business processes. This information can be used to communicate goals and current performance of a business process directly to the process team, to improve resource allocation and process output regarding quantity and quality, to give early warning signals, to make a diagnosis of the weaknesses of a business process, to decide whether corrective actions are needed and to assess the impact of actions taken.

Ziba Moshaver

Lecturer, London University, UK

Strategic Predicaments of Foreign Policy: Making Sense of Iran's International Relations

Changing systemic paradigms tends to be more problematic than what post-revolutionary states imagine. Yet the desire grabbed imagination of practically all revolutions from French to Russian to Chinese and to Iranian. Some prove more successful in enforcing change but all, with no exception, face unintended consequences. It is mainly these unintended consequences that come into conflict with strategic realities of the state in relations to regional and international environments.

Iran is the most recent case in point. The theocracy that took power after 1979 did not only change internal system but envisaged far reaching systemic changes based on an interpretation of Islamic tradition with an emphasis on resistance and social justice. Yet thirty-eight years on, Islamic Republic's regional and international relations remain enigmatic. It is defined in many different but contradictory ways: ideological utopian, rationalist pragmatic, territorial and defensive, expansionary and offensive among others.

The question is which one best explain? What drives the IRI to act as it has been? And, what is the likely trajectory?

The simple answer is that they all have explanatory value if we look at specific policies. But become reductionist when we want to understand broad contours of IRI's foreign policy and possible trajectory. For this, we need to see specific policies in relations to its intended aim(s), but equally, in relations to four other levels of analysis: internal, regional, international, and more specifically regime/elite legitimacy. The latter is particularly important to post-revolutionary regimes as they need to justify revolutionary change against reform.

The paper explains that contradictions are also due to a mistaken identification between transient interests of the regime/elite with strategic realities of the state imposed by geography, history, and national resources, both material and human. The two, transient and strategic, are largely in conflict as the new regime faces old realities based on Iran's geographical centrality in relations to several sub-regions: Central, East, South and South-West Asia, along with uninterrupted history associated with old Persia imposing distinct identity(s).

Ian Nelson

Assistant Professor, The University of Nottingham, Ningbo, China

Cross-Cultural Research and Teaching in the Post-9/11 Era: The Case of China

Among Western academic publications the al Qaeda attacks on the United States in September 2001 are routinely categorized as being an occasion that 'heralded a new epoch in world affairs'. However, whether the accompanying assertions as to the world-wide significance of the events are universally perceived as such, or indeed as accurate and applicable as imagined, is arguably another question entirely, particularly outside the more direct orbiting influences of the United States and the northern Western hemisphere generally.

In 2015 the scholar Aaron Ettinger posited the question, 'How do you teach the politics of the post-September 11 wars to the post-September 11 generation?' This paper explores the experience of conducting research and teaching transnational history and politics to this category of students in the People's Republic of China where the attacks on Washington and New York, or even the abbreviation '9/11', is not necessarily recognized or broadly comprehended; and the idea that the date represents the beginning of a particular period of world history, or defines an incident of global magnitude, are perhaps more critically questioned against comparisons with other examples along with those involving South-East Asia.

Mirko Pasquini

MA Graduate, University of Bologna, Italy

**“Time Disabilities”. The Everyday Struggle between
Illness Related Time and Working Needs among Mental
Health Clients in Northern Italy**

Can you respect timetables? Illness crisis, meds side effects, sleeping problems, dependence from health service, hospitalizations, sufferance, isolation. These are persistent time-wasting associations with mental illnesses. Those create people considered as unreliable employees, not able to discern between self-dedicated time and working needs. Their experience of pain demands a particular time management fashioned by health services, medications and external aids. How this could fit work internships? What about the neoliberal market? What kind of efficacy could be shown by these “improper bodies” (M. Lock, J. Farquhar, 2007) in times of economic depression and strong unemployment? This paper addresses the challenging position between stigmatization and anxiety that patients experience into this entangled plot between “working time” and the right to wellbeing.

Mirjana Pejic-Bach

Professor, University of Zagreb, Croatia

Expanding the Technology Acceptance Model for Business and Process Intelligence: Preliminary Research

Process intelligence refers to the set of methods and techniques that are used for analysis, prediction, monitoring, control and optimization of business processes, while business intelligence comprises a set of tools to transform data into information and knowledge suitable to support decision-making. In turbulent and globalized economy, the competitiveness of the companies is largely affected by the usage of business and process intelligence systems.

The goal of this paper is to present a framework for investigating the usage determinants of the business intelligence and process intelligence systems in companies, by expanding technology acceptance model (TAM). Original TAM is based on the theory of planned behavior, and explores the relationship between perceived usefulness, perceived ease of implementation, intentions to implement and actual system implementation. Our goal is to propose a normative model that expands the basic TAM model by incorporating latent and mediating variables representing the task industry fit, project management culture and top management support. Task industry fit incorporates technology characteristics and industry characteristics, and we presume that it would have the impact to the perceived usefulness of the technology. Project management culture incorporates the change management, knowledge sharing and information quality, and we presume that it would have the impact to the perceived ease of implementation. In addition, we aim to explore to what extent the actual system implementation is determined by the top management support.

Proposed model is a basis for developing future research hypothesis, in order to examine the determinants of the BI and BPM systems. Based on the proposed model, research instrument for measuring acceptance of business and process intelligence is presented. Scientific contributions, as well as research limitations of the proposed model are discussed.

Sophie Richter-Devroe

Associate Professor, Doha Institute for Graduate Studies, Qatar

Indecipherable Citizens: Naqab Bedouin Women's Everyday Resistance to Israeli State Policies

In September 2014 Israeli Agriculture Minister Shamir stated:

We have to take all the Bedouin and get them out of the desert a bit and bring them closer to a normal state from the perspective of legislation, life expectancy, education and livelihood. Perhaps we could even deal with the phenomenon of multiple wives to reduce the birthrate and raise the standard of living (Haaretz, 29-09-2014).

The Naqab Bedouin are an indigenous community of ca. 200.000 Arab Palestinians who hold Israeli citizenship. Today, after various waves of displacement and expulsion, they predominantly reside in the Northern Naqab region of Southern Israel; ca. half live in state-planned townships, and the other half in villages that remain unrecognised by the Israeli state. Bedouin land expropriation and forced sedentarisation continues. In the official state narrative it is often framed as a 'development' strategy. Women's bodies, as Shamir's statement above illustrates, become markers of 'modernity': birthrate control policy is justified as a benevolent modernising act aimed at eradicating 'backward traditions' while its real purpose - to counter Israel's growing demographic 'problem' - remains obscured.

In this presentation I investigate how Israeli sedentarisation policies have targeted and impacted local Bedouin gender norms and practices. More specifically, I trace how women from the Nakba generation have adapted to, coped with and resisted these drastic changes. Based on ethnographic fieldwork in the three Bedouin townships of Laqiya, Rahat and Shqeeb as-Salam from 2013-2015, and ca. 80 oral history interviews with members of this indigenous community, I argue that Nakba-generation Bedouin women have challenged and resisted (although often silently) Israeli state control over their bodies through complex negotiations with 'tradition' and 'modernity'. They have maintained their own, more flexible, localised traditions which rely on the live, the oral and the performed/practiced, rather than the recorded, the text and the discursive. It is through the flexibility and ambiguity inherent in these traditions that women have managed to maintain their own spaces of social and political power and have not been turned into, and become legible as, 'good modern citizen' of the Israeli state.

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Music Learning in an Interdisciplinary and Transdisciplinary Manner

In this paper I will give examples of two (of four) studies I made in perspective of my doctoral dissertation entitled: Authenticity in children's musical creations. Research into children's musical thinking and acting when composing at the piano: dimensions of interdisciplinary and transdisciplinary learning.

The first study grew out of my experiment with visual expression and is entitled: 'The integration of visual expression in music education for children' with the following research question: 'How do children use their own drawings as a composition plan and how do they visualise music-theoretical concepts?' In this study I look at the impact of visual expression on the musical creative process and the understanding of music theory.

The second study grew out of the first study and is entitled: 'Transdisciplinary dimensions in the composing activities of children: transfer of strategies and transformation of knowledge' and formulated the following research question: 'How do children compose if they have originally learned to compose by transforming their own drawings? Is there a transfer of strategies?' In this study, compositions resulting from the transformation process (transformation of drawings), are compared with compositions generated without the aid of visual expression.

The final results demonstrate that the non-musical input of the visual dimension seems to awaken a synergy of a broader range of other capacities and skills. In the process of structuring music children use authentic strategies varying from intuitive, spontaneous mechanisms to complex mechanisms whereby knowledge and skills from other disciplines, such as mathematics, language or chess, is transposed. We also see how children, beyond simply abstracting from their own drawings and stories, are abstracting from a learning process, which represents an evolution towards self-regulating and transdisciplinary learning.

An overall question is in how far arts education (such as visual expression and music) can have an impact on learning in general.

Behsat Savas

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Historical Thinking in the Fourth Grade

Social studies lesson have the potential to help students develop the ability to comprehend and analyze events from the past in order to make sense of the decisions they face in the present. Students who are taught skills and strategies to think critically about learning history will have a greater understanding of historical events and be more engaged in that learning leading to increased confidence in their ability to learn. Research is quantitative study utilizing a cross-sectional survey design. The specific research questions for the study include the following: Is there a statistically significant main effect or interaction between gender and living area of students and their historical thinking and attitudes.

The Historical Thinking Survey was designed to gather information about historical thinking, attitudes about Turkey history. There were two constructs that were created as a result of this survey: historical thinking construct, attitudes construct. The survey included 14 items, which used a 5 point Likert-type scale ranging from strongly agree a Lot (5) to Strongly disagree a Lot (1). Data collected in Burdur from October 2015 to November 2015. This study was limited to fourth grade elementary students that were willing to participate in the survey. Descriptive statistics described the participants. Inferential statistics such as Pearson correlation, independent t-test, MANOVA test analyzed. Three public schools were contacted for data collection and 230 participants were included in this study. Results have a significant interaction between the effects of gender and living area historical thinking and attitudes ($p < .05$).

There was an association between the historical thinking and attitudes of fourth grade students. Pearson's Correlation Coefficient test was used to answer the research question. Results showed that the two variables were significantly correlated with a very strong positive correlation ($r = .79, p < 0.01$).

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Interdisciplinarity, Genericity and Collective Intimacy

The term of interdisciplinary is not any more self-sufficient in itself. The symptoms are the following ones: - The repetition for 50 years of the distinctions between inter-, multi-, pluri-, trans. - That the interdisciplinary is evoked when there is a lack in a discipline- That he has no epistemological foundation, but the justification by uneven practices. These symptoms are owed to the fact that we suppose that there are direct relations between the disciplines, and that it is thus enough to find a common language so that an interdisciplinary project succeeds.

Proposals: We put by hypothesis that the disciplines have no direct relation between them. The nomadism of the concepts is not enough for the interdisciplinary. So that an interdisciplinary has a rigor which does not depend any more on concerned disciplines, one needs a generic space. Relatively independent from disciplines, he can collect propositions; "decompose" them as said Poincaré, to recombine them otherwise under the guarantee of compatibility of the disciplines. Decomposition and compatibility are the conditions of the construction of an epistemological medium for the interdiscipline.

Historical models: There were attempts: the philosophy of Poincaré which appears as a generic space, the effects on his scientific practice are for example his algebraic Mechanics or his theory of relativity. In other part, Russian philosophers and scientists (so Chpet, Florensky, etc.), supposing a point of exteriority to the disciplines, allow free passages between disciplines, without depending on the lack of one of them.

Proposed concepts: The generic space, not depending on a particular discipline, may show what is emergent in science, and is not recognized by an epistemology resting on historic cases taken in example. This generic space allows another type of scientific exchange, named collective intimacy. This concept, invented by ethnopsychiatrists, allowed to describe and to build interdisciplinary forms where the Design of the Unknown took its entire place.

Daniel Smith

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Modern Marriage, Masculinity, and Intimate Partner Violence in Nigeria

This paper explores the ways that ongoing social changes have affected the context of intimate partner violence in southeastern Nigeria. At the core of these changes are transformations and contestations around gender dynamics. The paper argues that masculinity and the perceived challenges to patriarchy are at the core of understanding and addressing this problem. But rather than simply condemning male behavior, it must be put in context. While not excusing men's violence, such an approach is absolutely necessary to curb it. In addition, modern relationship ideals, such as the increasingly popular belief that marriage should be grounded in romantic love, can also deprive women of traditional avenues for protection via kinship and community. This is generally not because a union that is negotiated outside the avenues of arranged marriage has no support from kin. Instead, women's lack of recourse to kin often comes because both parties are invested in the public appearance of modernity. To acknowledge philandering, violence, or unhappiness in a love union threatens the very grounds of a woman's achievement of personhood through her choice of marriage. When combined with reassertions of patriarchy, including ideas promoted in popular Pentecostal churches, new challenges to understanding and preventing intimate partner violence arise.

Drawing on several case studies, the paper focuses on the ways that wider social changes reverberate in the most intimate arenas of life, particularly at the intersection of gender, morality, and violence. It analyzes the occurrence, meanings, and social responses to cases of intimate partner violence in marriage in contemporary Nigeria in the context of transformations in the region's political economy, kinship practices, gendered social organization, and religious landscape, paying particular attention to men's lives and the ways that changing ideas and practices of masculinity intersect with and help explain the dynamics of intimate partner violence.

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To What Extent is the Risk to Health Created by Patent Rights on Medical Products under International Law Linked to the Development Process of Least Developed Countries?

This paper examines how the international patent regime introduced through the TRIPS agreement influences the accessibility of medical products and thereby public health care systems in least developed countries (LDCs). The issue becomes especially relevant as the harmonisation process of patent rights on medical products is due to be completed by January 2016, ending special provisions for LDCs, and bringing into effect the enforcement of a strict application of the TRIPS agreement in all Member States of the WTO.

The strict application however leads to a quasi-monopoly position of pharmaceutical companies, with the potential consequence of increased drug prices and therefore higher costs for public health

care systems. Generally, LDCs are not capable of covering these costs due to the economic situation of governments and private individuals.

This paper recognises that poor health affects the working capacity of individuals which impacts on the whole economy of a country. Inadequate treatment of communicable diseases can result in further dissemination of these illnesses, worsening the already detrimental situation. In families where the wage earner suffers from poor health, children may be required to help provide for the family and therefore their education suffers. In states with insufficient health care systems, children's diseases usually have severe repercussions and constitute a further threat to educational development.

Sustainable development has 3 key factors: namely economic, social and environmental development. The aim of this paper is to expound how far poor health care due to high drug prices can impose a threat to two of those three key factors - economic and social development.

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Molecular Control of Postinjury Axonal Regeneration in Primate Retinal Ganglion Cells

Purpose: To scrutinize molecular mechanisms which are responsible for regenerative failure of primate retinal ganglion cell axons.

Methods: Retinas were obtained from newborn to adult monkeys (*Callithrix jacchus*) immediately after death, freed from surrounding tissue and used to prepare explants which were cultured *in vitro*. Growth of axons was monitored using phase contrast microscopy and time-lapse video cinematography. Immunohistochemistry, Western blotting, qRT-PCR, proteomics and genomics were performed to characterize molecules associated with axonal growth. Then, siRNA experiments were conducted to identify the causal involvement of selected molecules in triggering axonal growth.

Results: Primate* retinal ganglion cells (RGCs) are known to lose the ability to regenerate cut axons during postnatal maturation, but the underlying molecular mechanisms are unknown. We screened for regulated genes in monkey RGCs during axon growth in retinal explants obtained from eye cadavers on the day of birth from New World marmosets (*Callithrix jacchus*), and hybridized the regeneration-related mRNA with cross-reacting cDNA on human microarrays. Neuron-specific human rib nucleoprotein N (snRPN) was found to be a potential regulator of impaired axonal regeneration during neuronal maturation in these animals. In particular, up-regulation of snRPN was observed during retinal maturation, coinciding with a decline in regenerative ability. Axon regeneration was reactivated in snRPN-knockout adult monkey retinal explants. These results suggest that coordinated snRPN-driven activities within the neuron-specific rib nucleoprotein complex regulate the regenerative ability of RGCs in primates, thereby highlight a potential new role for snRPN within neurons and the possibility of novel post injury therapies.

Conclusions: The data show that even after maturation, the molecular mechanism for post injury axonal growth still exist and can be reactivated to result in growth cone formation and lengthy stump extension. Understanding of the molecular mechanisms of axonal regeneration will help to develop therapeutic concepts for brain injuries.

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**Theory, Practice, and Envisioning Future Classrooms in a
Digital Journalism Project**

Interactive Online Journalism is a two-week intensive camp offered through the Teachers' Language Development Centre (TLDC) at the National Institute of Education (NIE) in Singapore. In this camp, student teachers participate in a digital journalism project in which they refine their English language skills while documenting an aspect of Singapore's history or culture. The project is grounded in constructivist theory and aims primarily to 1) help student teachers enhance their knowledge of and facility with English to communicate more effectively in school contexts; 2) provide opportunities for knowledge creation through the development of the digital documentary video. But beyond these aims, the project also supports the development of desired competencies outlined in NIE's Model of Teacher Education for the 21st Century (TE21) that go beyond language enhancement.

This presentation will describe the theory behind the design of the project, the links with TE21, and how the project provides learning opportunities that can be transferred to the students' own teaching contexts.

Although the presentation describes a course design tailored to the Singapore context, this design could be effective in other contexts where student teachers need to both improve their language skills and develop an awareness of how teaching through project creation can bring enhanced learning opportunities.

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Interlinking Subject Content Knowledge and Pedagogical Content Knowledge in Pedagogical Grammar Courses at the NIE

This presentation will discuss how, in addressing the theory-practice nexus, there is conscious interlinking of subject content knowledge and pedagogical content knowledge in both the pre-service and in-service pedagogical grammar courses at the National Institute of Education (NIE), Singapore.

In response to findings by the Ministry of Education (MOE) that some English Language teachers lacked a solid content knowledge in English Language, a suite of English Language Content Enhancement courses was introduced within the Teachers' Language Development Centre (TLDC) at NIE in 2009 to enhance the English Language content knowledge of pre-service teachers. This presentation discusses, with specific reference to the Pedagogical Grammar of English course (one of the courses within this suite of courses), how subject content knowledge and pedagogical content knowledge in grammar are interlinked. The MOE's English Language syllabus emphasizes that students need a strong foundation in the grammar of English as its use will enable them to use the language accurately, fluently and appropriately. In order to develop students' knowledge of and proficiency in grammar, teachers themselves need to possess deep grammatical content knowledge to make appropriate pedagogical decisions when teaching.

The presentation will illustrate how subject content knowledge and pedagogical content knowledge in grammar are interlinked on the course through a lesson exemplar that demonstrates how the grammatical content knowledge taught to pre-service teachers is then translated to pedagogical content knowledge. This translation is facilitated by the use of curricular materials which serve both as a pedagogical tool to complement and inform the grammatical concepts taught during the course and as a pedagogical tool to complement their teaching of grammar in the future.