

2016

# Development Abstracts

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

Edited by Gregory T. Papanikos

THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH





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Greece

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First Published in Athens, Greece by the Athens Institute for Education and  
Research.

ISBN: 978-960-598-069-6

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8 Valaoritou Street  
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# Preface

This abstract book includes all the abstracts of the papers presented at the *Annual International Conference on Development, 13-16 June 2016*, organized by the Athens Institute for Education and Research. In total there were 46 papers and 48 presenters, coming from 20 different countries (Australia, Belgium, Brazil, China, Croatia, France, Germany, Greece, Hungary, Iran, Italy, Poland, Portugal, Russia, Singapore, South Africa, Sweden, Turkey, UK, and USA). The conference was organized into eleven sessions that included areas of Development and other related disciplines. 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 four research divisions and nineteen 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**



**CONFERENCE PROGRAM**  
**14<sup>th</sup> Annual International Conference on Development, 13-16 June**  
**2016, Athens, Greece**

**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 B-Mezzanine Floor): The European Union  
- New Perspectives on European Integration**

**Chair:** \*Hussein Solomon, Professor, University of the Free State, South Africa

1. Erzsebet Csatos, Senior Lecturer, University of Szeged, Hungary. Cooperation of National Administrative Authorities in the EU: Questions with and without Answers.
2. George Kyris, Lecturer, University of Birmingham, U.K. The Europeanisation of Political Parties: Public Opinion and Competition in the 2014 European Parliament Elections in Greece.
3. Judit Siket, Assistant Lecturer, University of Szeged, Hungary. Legal and Constitutional Protection of Local Governments' Rights.
4. Olga Kulkova, Senior Research Assistant, Russian Academy of Sciences, Russia. The Dialogue of the EU and Africa in the Light of the Migration Crisis-2015: Search for Solutions within the Paradigm of "Security - Development Nexus".

**10:30-12:00 Session II (ROOM B-Mezzanine Floor): International Economics, Economic Crisis & Asymmetric Development**

**Chair:** Erzsebet Csatos, Senior Lecturer, University of Szeged, Hungary

1. Olivier Nay, Professor, Université de Paris 1, France. Governing through Open Knowledge Networks: The Case of the World Bank in Development Aid.
2. Elena Georgiadou, University Teacher - Programme Director in International Crisis Management, Loughborough University, U.K.

(Re)organising Greek Commercial Diplomacy in Response to the Economic Crisis. (Monday, morning)

3. Annamaria Artner, Senior Research Fellow, Centre for Economic and Regional Studies HAS, Institute of World Economics, Hungary. Role of State in Crisis – The Example of Ireland.
4. Zahra Ahmadipor, Professor, Tarbiat Modares University, Iran, Mahdi Karimi, Ph.D. Candidate, Tarbiat Modares University, Iran & Erfan Dalili Didar, Student, Beheshti University, Iran. Peace Education and Environmental Sustainability.

**12:00-13:30 Session IV (ROOM B-Mezzanine Floor): Geopolitics, International Relations and Security**

**Chair:** \*Ilaria Anna Colussi, Marie Curie Post-doctoral Fellow, University of Liège, Belgium

1. \*Hussein Solomon, Professor, University of the Free State, South Africa. Going Beyond the State: International Security in the Age of Islamic State.
2. Jacek Wieclawski, Assistant Professor, University of Warmia and Mazury in Olsztyn, Poland. Neoclassical Realism and the Explanatory Ability of the Realist Paradigm in Contemporary International Relations.
3. De Leon Petta Gomes da Costa, Researcher, University of Sao Paulo, Brazil. Geopolitical Management Through Irregular Actors.
4. Mohammadreza Hafeznia, Professor, Tarbiat Modares University, Iran. Appearing the New Geopolitical Structure of the World.

**13:30-14:30 Lunch**

**14:30-16:00 Session V (ROOM B-Mezzanine Floor): International Trade**

**Chair:** Athanasios Mihalakas, Academic Member, ATINER & Assistant Professor, The State University of New York, at Brockport, USA.

1. \*Julan Du, Chinese University of Hong Kong, Hong Kong, China. Multinational Enterprises under the Shadow of Oppositional Sentiments: A Study of Japanese Automobile Sales in China.
2. \*Ilaria Anna Colussi, Marie Curie Post-doctoral Fellow, University of Liège, Belgium. International Trade Sanctions related to the Dual-Use Goods and Technologies.
3. Salif Kone, Lecturer, Félix Houphouët-Boigny University, Côte d'Ivoire. Limits of Comparative Advantage's Principle.

**16:00-17:30 Session VI (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 VII (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 VIII (ROOM B-Mezzanine Floor): The European Union**

**Chair:** \*Orna Almog, Senior Lecturer, Kingston University, U.K.

1. \*Evanthia Balla, Professor - Research Fellow, Autonomous University of Lisbon, Portugal. European Security Strategy in the 21<sup>st</sup> Century: The Blair Doctrine Revisited.
2. \*Littlejohn Reid, President, Coast Economic Consulting, USA. Has A High Value Added Tax Harmed the European Economy?
3. Tor Brunzell, Assistant Professor, Stockholm University, Sweden. The Enlargement Strategy of the European Union Should be Continued but Refined: Where the Institutionalization is Promoted by Internal Forces Instead of the EU External Forces.

**09:30-11:00 Session IX (ROOM B-Mezzanine Floor): Africa & Central and Latin America**

\*Littlejohn Reid, President, Coast Economic Consulting, USA

1. Ilja Luciak, Professor, Virginia Polytechnic Institute and State University, USA. Security, Inequality and Gender in El Salvador.
2. \*Athanasios Mihalakas, Assistant Professor, State University of New York - Brockport, USA. Regional Integration in Africa - The Role of Trade and the TFTA in Advancing Political Integration.
3. Tatiana Deych, Leading Research Fellow, Russian Academy of sciences, Russia. What does BRICS mean for Africa?

**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 XI (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 XII (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. (Tuesday June 14, 2016)
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 XIII (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)**

**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.

**Zahra Ahmadipor**

Professor, Tarbiat Modares University, Iran

**Mahdi Karimi**

Ph.D. Candidate, Tarbiat Modares University, Iran

&

**Erfan Dalili Didar**

Student, Beheshti University, Iran

## **Peace Education and Environmental Sustainability**

The peace and looking the ways to keep it have been one of the most essential obsessions of the human beings throughout the history. Even in the establishment of the new international society, based on the charter of the UN, peace building and keeping has been considered as the major objective of the UN, to the point that respect to human rights and fundamental freedoms have been considered as an instrument to reach that object. Such view is also reflected in the introduction of the Universal Declaration of Human Rights, International Covenant on Civil and Political Rights and International Covenant on Economics, Social and Cultural Rights.

If peace building means the totality of activities that aim to permanently keep the use of violence at a distance in solving conflicts and to create those conditions that make peaceful conflict resolution increasingly attractive, and if negative peace means the absence of violence, and if positive peace can be regarded as a situation in which citizens can live together, because they have built and invested in sustainable structures that solve their problems in a peaceful way, this is in this situation that the role of peace education becomes apparent. In other words, peace education is central to create sustainable and positive peace. Sustainable peace paves the way for development and in particular sustainable development. 'Development' covers social and economic improvement in a broad sense. The emphasis is not on economic growth per se but rather on 'qualitative improvement in human well-being' or 'unfolding of human potential'. Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable development includes types of economic and social development which protect and enhance the natural environment and social equity. Three principal aspects of sustainable development are environmental, economic and social sustainability. Environmental sustainable which involves making decisions and taking action that are in the interests of protecting the natural world, with particular emphasis on preserving the capability of the environment to support human life. It is an important topic at the present time, as people are realizing the full impact that businesses and individuals can have on the environment. This paper is intended to investigate the relationship between peace education and sustainable development and in particular environmental sustainability.

**Orna Almog**

Senior Lecturer, Kingston University, U.K.

## **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.

**Annamaria Artner**

Senior Research Fellow, Centre for Economic and Regional Studies  
HAS, Institute of World Economics, Hungary

## **Role of State in Crisis - The Example of Ireland**

Since the outbreak of the world economic crisis in 2008 the role of state has gained momentum both in the economy and society in many countries. As a consequence, the mainstream economics had to pay more attention to the phenomena and admit that state intervention has not been an outdated or harmful element of a national economy. It also means that neoclassical economics that favours the freedom of market faced more criticisms in the last years especially because it seems that the bubbles that had led to the 2008 crisis have become possible because of free market policies and had been even stimulated by them. It is interesting to examine how the policies of governments have changed due to the crisis towards state intervention. To answer the question the discussion of special cases seems to be beneficial. My study is one of them. It examines the role of state and the types of state interventions in Ireland in the last decades with special regard to the courses of nationalization and privatization.

The conclusion is that the increase of state ownership in the course of crisis management did not mean the renaissance of the classical “developmental state” neither its Irish form, the “networked developmental state” that serves economic efficiency by „a web of agencies and policies that create the conditions in which international enterprises locate in Ireland and Irish enterprises connect with global markets” (The Developmental Welfare State. NESCF, Dublin, May, 2005. <http://www.socialinclusion.ie/documents/NESCFDevelopmentalWelfareState.pdf>). This network of institutions has more or less survived despite the privatization of certain service sectors. However, the other pillar of the “developmental state” that should serve social welfare has been hurt by the austerity measures. The evolution of “the developmental welfare state” (ibid.) has become less likely in Ireland in the course and results of crisis management.

**Evanthia Balla**

Professor – Research Fellow, Autonomous University of Lisbon,  
Portugal

### **Europe's Security Dilemmas after 9/11: Lessons from Britain – the Role of Tony Blair**

The 9/11 terrorists attacks in New York and Washington marked a new era in international relations, an era rich in political and security adventurism, where terrorism, Islamic fundamentalism and Weapons of Mass Destruction appear more threatening than ever before. At the centre of these new challenges, significant divergences and political clashes came to test the long lasting transatlantic relationship. America and Europe faced a historical challenge to contribute to a fairer and safer world, but instead they appeared trapped by a security dilemma of interests and strategies. The Iraq war became the focal point of this crisis and the source of significant divergences and political clashes between European states as well.

After 9/11, Tony Blair was distinguished as the leader with the most controversial political stand among Europeans. Blair responded to the events by elaborating further his doctrine of international community, defending a progressive view of the world starting from the reality of interdependence in an age of globalization, and acting according to certain values, equal to strategic interests. It is through his controversial practicing of leadership that the presentation shall draw a map of challenging new realities in the international scene, mainly on transatlantic unity, European leadership and adequate responses to global security challenges.

In the light of the security challenges that Europe faces today, such as the economic downturn which threatens to lead to a security downturn, the rise of the Islamic State and its terrorist operations in European soil, the spread of European jihadists, Europe's migration crisis, the war in neighboring Ukraine, and the rise of nationalistic and xenophobic forces inside Europe itself, this presentation shall draw important lessons on what to avoid and what to pursue in future security encounters, a theoretical manual and basis for action for a safer Europe in an unsafe world.

**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 directschool 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.

**Tor Brunzell**

Assistant Professor, Stockholm University, Sweden

**The Enlargement Strategy of the European Union Should be Continued but Refined: Where the Institutionalization is Promoted by Internal Forces Instead of the EU External Forces**

In this paper we urge the European Union to continue its enlargement strategy but also that the Enlargement Strategy of the European Union should benefit with focusing on individual companies in aspiring member states instead of focusing on individual countries as a whole. The key purpose of the enlargement strategy is to bring peace, security and stability in Europe, but the strategy shall also provide increased economic and trade opportunities to the mutual benefit of the EU and the aspiring Member States. However, the enlargement strategy has led to a large enlargement fatigue in the existing European Union member states, much due to the fact that the new member states do not have the needed stability of the adopted institutionalization. Also, with issues such as the refugee crisis and Britain's bid to renegotiate its relationship with the EU, the Commission has a lot of other things to think of. However, we claim in this paper that the enlargement strategy should work without enlargement fatigue if the strategy was redefined from whole countries to individual companies in the aspiring countries. This way the 'institutionalization change' would be forced from the inside by an internal force by the demand of the people, instead of having the institutionalization being forced from the outside (EU) with an external force. Since changes of a country mean culture changes, we will outline in this paper the sociological and anthropological advantages of institutionalization changes by internal forces instead of external. In the western world control of individual companies for fulfilling a special standard is well established, where the most common are the credit rating and Corporate Social Responsibility (CSR).

**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.

**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.

**Ilaria Anna Colussi**

Marie Curie Post-doctoral Fellow, University of Liège, Belgium

## **International Trade Sanctions related to the Dual-Use Goods and Technologies**

One of the basic rules in trade law is the freedom of trade. However, such rule encounters some limitations, derogations and exceptions when the object of trade is constituted by strategic and sensitive items, among which there are the so-called "dual-use items". Despite the difficulty to define what "dual-use" means, because of its 'slippery-slope' nature, there is a common understanding that they are Weapons of Mass Destruction related items, or weapons related items, or items linked to the control of information and communication. In general these goods may have peaceful (civilian/commercial) or non peaceful/military applications, and they are tangible or intangible: in the first category there are goods like chemical, biological, nuclear materials, delivery systems and surveillance technology that could be used for human rights abuses, while to the second group belong software and emails that could spread illicit knowledge and are spreading intangible know-how of knowledge and research, and are very difficult to follow and trace.

Trade of these categories of goods needs to be controlled, and thus the freedom of trade is not an absolute one: indeed, economic reasons should be put in relation with non-economic ones, i.e. for the protection of security, public morals, public order, health, etc., such as embedded in Article XXI of the General Agreements on Tariffs and Trade (GATT). Among the measures for controlling the trade of dual-use items and the activities conducted by the whole supply chain, there are control lists, licenses, authorizations, information-sharing and cooperation mechanisms, reports, records, declarations, screenings and sanctions as well.

The paper aims at focusing on trade sanctions provided for the pursue of non-economic purposes at the international level, and having as an object the aforementioned dual-use items. These measures consist of embargoes or boycotts or bans of selected items. The legal provisions established at the World Trade Organization (WTO) and at the United Nations level (namely, Chapter VII of UN Charter and Security Council resolutions) are expressly analyzed.

**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.

**Erzsebet Csatlós**

Senior Lecturer, University of Szeged, Hungary

## **Cooperation of National Administrative Authorities in the EU: Questions with and without Answers**

The growing number of European Union (EU) policies that require the elimination of State borders in many aspects of life increased the emergence of transboundary issues. Due to this, the cooperation of national authorities has become a key issue for the effective execution of EU law. However, this legal area has never been generally legislated, only *ad hoc* steps were made when a specific issue arose. Besides, the right of EU citizens to *good administration* has reevaluated and an intense demand has been emerged for a transparent and reliable administration. Therefore, the Lisbon Treaty was a milestone in the history of European integration as it first regulated a tiny piece of administrative cooperation.

Nowadays one of the central challenges for regulating EU administrative procedures is finding solutions for the forms of intense procedural cooperation between national and European administrative actors, so EU administrative procedure law needs to overcome its fragmentation. This was intended by a group of experts when they tried to codify this legal area and published the so called *ReNEUAL Model Rules*. The presentation aims to analyze the legal basis for regulating administrative cooperation of authorities, the necessity of such legislation, the result of codification, its deficiencies and the alternatives to achieve the main goal: an effective execution of EU law.

**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

**Tatiana Deych**

Leading Research Fellow, Russian Academy of sciences, Russia

**What does BRICS mean for Africa?**

**Julan Du**

Chinese University of Hong Kong, Hong Kong, China

## **Multinational Enterprises under the Shadow of Oppositional Sentiments: A Study of Japanese Automobile Sales in China**

This paper uses the anti-Japanese demonstrations in China in 2010 as shocks of interstate friction to study the impacts of oppositional sentiments on multinational enterprises. In the past 15 years, economic interdependence between China and Japan grew rapidly, but bilateral political relations and non-governmental exchanges and cooperation entered tumultuous waters because of disputes over war responsibilities (during World War II). Given that China and Japan are the current world's second and third largest economies, the coexistence of close economic linkage and interstate hostilities provides us with a good setting to study whether oppositional sentiments can affect multinational enterprises adversely.

By using the nationwide automobile registration data in China, we investigate whether Japanese-brand automobile sales were affected by the shocks of the anti-Japanese demonstrations in 2010. First, we examine Japanese-brand automobile sales in China before and after the anti-Japanese demonstration. Japan is a leading automobile manufacturer, but automobiles are also a primary target of consumer boycott and government regulatory sanctions. By comparing the changes in Japanese-brand automobile sales in the wake of the anti-Japanese protests with the corresponding changes for indigenous brands and other countries' brands, we can find direct evidence on whether interstate animosity hit multinationals' product sales.

Second, we examine the variations in responses among different groups of buyers and different regions to shed light on the mediating channels. We pay particular attention to the roles played by war memories, nationalism promoted by government propaganda, the occurrence of strong protests, etc., in shaping the consumer responses to Japanese-brand cars.

We find that the anti-Japanese demonstration brought a negative shock to the sales of Japanese brand autos in China. It is mainly the individuals rather than corporations or government entities that curtailed saliently their purchases of Japanese-brand autos. Females decreased their purchases more than did males. At the same time, older generations (people born before in the 1970s or earlier) reduced their purchases of Japanese-brand cars more than did the younger generations.

By employing heterogeneous responses analysis, we find that nationalism is a major factor motivating consumer responses. In particular, war memories (with civilian casualties in the war period as a proxy) and nationalist education played an important role. Meanwhile, the concern about the possible damage to the purchased Japanese-brand cars is also an important reason for the changes in consumer purchasing behavior.

**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 21<sup>st</sup> century learning.

**De Leon Petta Gomes da Costa**  
Researcher, University of Sao Paulo, Brazil

## **Geopolitical Management through Irregular Actors**

The main idea of this study is based on the theory that State authorities can eventually use irregular actors and their connections, like organized crime groups, militias and terrorist organizations to manage Empty Areas, like Amazon area in Brazil, and Nonconforming Sectors, like Chechnya in Russia, bringing some kind of government presence to those areas. In areas where there is a lack of a government authority due to geographic isolation or hard access, the central authority may establish deals with once illegal or marginalized groups to avoid separatist or others problems. There are a lot of factual examples not only in the ancient times, when kings and princes made arrangements with erratic bandits or mercenaries to guarantee their rule and loyalty over those places, or in present times when central authorities negotiate agreements, sometimes bribes, to stabilize or prevent disruptions of their power and legitimacy that can lead to separatist movements. This strategy, even if controversial, is a way that the State found to establish a management over troubled geographical areas.

**Elena Georgiadou**

University Teacher – Programme Director in International Crisis  
Management, Loughborough University, UK

## **(Re)organising Greek Commercial Diplomacy in Response to the Economic Crisis**

In a growing number of countries, national diplomatic systems are in a process of profound transformation as a response to the dynamics of globalisation, regionalisation and the pressures of the world economic crisis. In this process, a key element of change is that commercial and business activities have become foreign policy priority. In order to pursue this priority effectively, governments of developed economies have integrated commercial diplomacy to their national diplomatic systems by re-arranging their foreign ministries, centralising commercial diplomacy or in some cases merging their foreign ministries and trade/economic ministries.

And although literature on commercial diplomacy of competitive economies has found its way into the mainstream of diplomatic studies, there is lack of smaller country based studies with regard to how they choose to organise their commercial diplomacy. Such national accounts of changing diplomatic structures, processes and practices inform well the study of contemporary diplomacy and foreign policy.

In this light, this paper aims to explore the organisational setup of commercial diplomacy in Greece with an emphasis on developments as a response to the concurrent pressures of the European/world economic crises. More specifically, this article seeks to investigate the structures and processes that Greek governments have put in place for the conduct of commercial diplomacy as a means of economic recovery.

**Mohammadreza Hafeznia**

Professor, Tarbiat Modares University, Iran

**Appearing the New Geopolitical Structure of the World**

Geopolitical structure is a concept with the two dimensions: spatial and power relations (Hafeznia, 2006: 191-195). With the view of power relations, geopolitical structure explains, power systems, power levels and strategic relations with each other.

With the view of the spatial, geopolitical structure explains the distribution of power on the geographical spaces, which appear in the form of domination, control, penetration, influence and so on.

Geopolitical structures are not mainly stable and permanent, but they are dynamic, in the both dimensions, spatial and power relations. Among the two structures (old and new), there is a period of geopolitical transition (Ibid: 143).

During the Cold war era (1945-1990), there was a bi- polar structure of power in the world. After the collapse of this structure at 1990, the world entered to the geopolitical transition period, which I named it as "Geopolitical Fluidity Period". At this long transition period, many issues have been appeared for the world and human beings, such as: chaos, insecurity, lack of management for the control of regional and global processes, military aggression, competition among powers, insatiable coalitions, international terrorism, international migrations and so on.

After this period, it seems that a new geopolitical structure is appearing and develops for the future of the world. The main particulars of this structure are as under:

1. This structure comprises of two section (West & East), not only with unique leadership such as the Cold war era, but each of section would have a leadership by a club of unequal powers, which U.S.A and Russia would have the main role in each of the clubs.
2. From geographical point of view, the main cores of this structure would be in the northern hemisphere (north-north), with the east-west direction.
3. From the spatial dimension, the world will be divided into the alternate and distinct units with the various identity and functions. Each of them would have a core and periphery structure, which the core would be in the north and periphery would be in the south
4. The whole of the structure seems to be reconstruction of the Cold war structure. Although it seems such, but it is another one, with different nature & identity, function, motive, leadership and spatial structure.

**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 modeling 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.

**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.

**Salif Kone**

Lecturer, Félix Houphouët-Boigny University, Côte d'Ivoire

**Limits of Comparative Advantage's Principle**

**Olga Kulkova**

Senior Research Assistant, Russian Academy of Sciences, Russia

**The Dialogue of the EU and Africa in the Light of the Migration Crisis-2015: Search for Solutions within the Paradigm of "Security - Development Nexus"**

Within the EU's political and intellectual discourse, there has long been a debate about the role of migration from third countries in terms of their impact on the security and development - both for the EU and for the countries of origin of migrants. Migration crisis in 2015 only highlighted the previously existing problems. The events of the Arab Spring, civil wars in Syria and Libya, conflicts in some African countries have intensified the "push factors" forcing people to flee. In 2015, the migration crisis overwhelmed the EU and placed under question the effectiveness of the EU's approach of addressing the "root causes" of migration, of the EU policies on foreign aid development and conflict resolution. New challenges to security and development appeared within EU with the unprecedented influx of migrants.

African migration to the EU has long been a lens, focusing both the problems of security and development. Until 2005, migration from Africa was mainly seen in the EU as a "problem" to be solved in the framework of the concept of "security". The tragic events in Ceuta and Melilla in October 2005 prompted EU leaders to change this perspective. Since 2006, because of political dialogue between the EU and Africa, EU's perception of migration changed: it was viewed no longer only as a threat, but also as a possibility for development, which was reflected in the Joint Africa-EU Strategy (2007). However, now many achievements of the EU-Africa dialogue could evaporate in the face of the worst immigration crisis since the WWII. The challenge is not to return to exclusively security-oriented approach. Today EU is not able to cope with the new threats on its own. Now it will have to cooperate with the countries of origin and transit of migrants more actively and to help them solve their problems in the field of security and development more effectively, because their problems directly influence the security and development of the EU itself.

**George Kyris**

Lecturer, University of Birmingham, UK

**The Europeanisation of Political Parties: Public Opinion  
and Competition in the 2014 European Parliament  
Elections in Greece**

This paper looks at the example of 2014 European Parliament elections in Greece in order to investigate how the EU changes patterns and outcome of competition between political parties. The discussion on Europeanisation, which looks at EU-induced changes in national affairs, has comparatively neglected political parties and especially the mechanisms of change. In this regard, the paper seeks to contribute to this discussion by exploring the relationship between public opinion and campaigns of political parties as a Europeanisation mechanism that has been under theorised (Ladrech). It is hypothesised that changes in public attitudes towards the EU would result in changes in the patterns and outcome of competition between political parties. Based on this, it also assumed that the Euro zone crisis has increased the role that the stance towards the EU plays in the profile and programmes of political parties and that widespread euro scepticism has led to a better performance of euro sceptic parties. In order to test this, the paper focuses on the 2014 EP elections in Greece, where there has been evidence of increasing Euro scepticism in recent years as a result of the Euro zone crisis. In this regard and beyond its conceptual contribution to the Europeanisation discussion, this article also aims to offer a missing empirical account on the Euro zone crisis and political competition in Greece.

**Ilja Luciak**

Professor, Virginia Polytechnic Institute and State University, USA

**Security, Inequality and Gender in El Salvador**

Over the past decade, women's participation in conflict prevention, conflict resolution and post-conflict reconstruction has received much-deserved attention. The introduction of a gender perspective at the international, regional and national level has led to a better understanding and appreciation of women's participation in armed conflict and subsequent peace negotiations, as well as their central role in the reconstruction of post-conflict societies. Several international conferences and resulting documents have recognized women's role and their contributions to matters of peace and security. Yet "the role of women in peace processes generally continues to be viewed as a side issue rather than as fundamental to the development of viable democratic institutions and the establishment of sustainable peace."<sup>1</sup> Moreover, women's experiences and agency are rarely considered in debates surrounding the problems of insecurity plaguing post-conflict democracies.

On October 31, 2000, the United Nations Security Council unanimously adopted Resolution 1325 on Women, Peace, and Security. The resolution - legally binding for all member states - adopted an inclusive concept of security by calling on member states to ensure the full and equal participation of women in all peace and security matters. Specifically, the resolution urges all member states to strengthen gender equality "at all decision-making levels in national, regional and international institutions and mechanisms for the prevention, management, and resolution of conflict."<sup>2</sup> It calls on "all actors involved, when negotiating and implementing peace agreements, to adopt a gender perspective, including inter alia: a) The special needs of women and girls during repatriation and resettlement and for rehabilitation, reintegration and post-conflict reconstruction; b) Measures that support local women's peace initiatives and indigenous processes for conflict-resolution, and that involve women in all of the implementation mechanisms of the peace agreements; c) Measures that ensure the protection of and respect for human rights of women and girls, particularly as they relate to the constitution, the electoral system, the police and the judiciary." Importantly, the Security Council asked "all parties to armed conflict to take special measures to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, and all other forms of violence in situations of armed conflict."<sup>3</sup>

Mounting security concerns plaguing post-conflict democracies have disappointed hopes for lasting peace. Of particular concern are staggering levels of violent crime and continued state violence—testimonies to the limitations of democratic transitions in resolving fundamental social contradictions and their exacerbation by neoliberal economic policies and state reductionism. Many warn that developing countries are not moving towards polyarchy, as the democratization paradigm would suggest, but something new and violent. President Barack Obama highlighted the centrality of regional security when he selected El Salvador, one of the most violent countries in the continent, as one of three countries he visited on his first trip to Latin America. In this context, security has reemerged as a central activity of increasingly militarized states that exercise violence against a range of threats in defense of the democratic “rule of law”. Security has also emerged as a key concern for leftist, feminist, and indigenous movements that engage in ongoing struggles over the meanings and the limits of democracy.

Women’s and feminist organizations promote alternative conceptions of security focused on how intersections between patriarchy and economic inequality lead to the systematic victimization of women. They highlight the gendered effects of violence and crime and challenge security paradigms that treat domestic violence as a “private” concern. Feminists also point to connections between militarism and sexual violence against women. Furthermore, women’s experience and analysis also problematize the analytical separation of political and economic violence, by highlighting the gendered violence of economic relationships. When women expand “security” to include “economic security” as one of the key factors in establishing a just democracy, the means of enforcing security and fighting insecurity move beyond the realm of the police and electoral systems. Apart from criticisms of extremely troubling patterns of femicide (Maldonado 2009), there has been little attention to the ways that experiences of insecurity are gendered and how women have organized against crime and violence in the democratic period.

It is the premise of this project that sustainable peace, development, and democracy in Latin America require the full implementation of Security Council Resolutions 1325, 1820, 1888 and 1889. The project calls attention to the importance of implementing these agreements of the world community and bringing their broader conception of security to bear on post-transition political realities by analyzing key issues of security and gender in the Latin American context.

**Athanasios Mihalakas**

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**Regional Integration in Africa – The Role of Trade and the TFTA in Advancing Political Integration**

Africa's economic prospects have always been a topic of great consternations for local governments and international analysts and commentators. A continent rich in commodities (oil, diamonds, minerals), with a favorable demographic trends, and the potential for economic growth, has historically been 'underperforming'. Learning from the experience of the European Union, where regional economic integration has dramatically improved European economies in the post-WWII period, African countries have established the African Union, and created various Regional Economic Communities (RECs) to improve growth through trade. These RECs are pursuing integration through free trade, and developing customs unions and a common market. Eventually, these efforts are expected to converge to an African Common Market (ACM) and an African Economic Community (AEC), whereby economic, fiscal, social and sectoral policies will be continentally uniform.

In order to promote trade, and therefore economic growth and development, African nations have been attempting to remove barriers that inhibit trade. In order to address this trend, African leaders are making new commitments to boosting intra-African trade. One of the most significant efforts to increase intra-African trade was the decision by three regional trade agreements (COMESA, EAC, and SADC) to establish a single Free Trade Area. The launch of the Tripartite Free Trade Area (TFTA) in 2015, covering 26 African countries (more than half of AU membership) with a combined population of 530 million (57% of Africa's population) and a total GDP of \$630 billion (53% of Africa's total GDP), has galvanized interest towards a much broader Continental FTA (with a common currency and a political dimension).

In this paper, I look at the concept of regional integration as a means of promoting economic development in Africa. I take the position that socio-political development cannot be achieved before there is economic development. The formation of the TFTA, with its objective of promoting a common market within the African continent, is a right step to the direction of economic development. My intent is to explore the role that the TFTA (and intra-African trade in general) on the further integration (economic, and political) of the African Union (AU).

**Ljubica Milanovic Glavan**

Assistant Professor, University of Zagreb, Croatia

**Vesna Bosilj Vuksic**

Professor, University of Zagreb, Croatia

&

**Dalia Susa**

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## **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).

**Olivier Nay**

Professor, Université de Paris 1, France

## **Governing through Open Knowledge Networks: The Case of the World Bank in Development Aid**

This communication will critically examine the changing role of international organizations (IOs) in the production of policy knowledge in the field of development aid. It argues that the emergence of the aid industry leads IOs to adopt new organizational strategies for elaborating and disseminating prevailing policy norms that legitimize their interventions. IOs increasingly encourage new knowledge platforms bringing non-state actors and transnational networks based in the South together with their state experts, through collaborative tools and new communication technologies. They shift from knowledge production activities - mainly driven by their own policy experts - to transnational open knowledge networks.

The empirical development of the communication is based on the study of the transformative role of the World Bank in the last 20 years, which has been the leading international institution initiating a new transnational approach to policy knowledge development.

**Ian Nelson**

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### **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.

**Littlejohn Reid**

President, Coast Economic Consulting, USA

## **Has a High Value Added Tax Harmed the European Economy?**

The Value Added Tax (VAT) is widely used throughout Europe and is analogous to state and local sales taxes in the United States (U.S.) in that both are taxes on consumption. However, the VAT rate is much higher than the U.S. sales tax rate. The basic VAT rate ranges from 20% in Austria to 27% in Hungary. In contrast, U.S. state sales tax rates range from 4% in Alabama to 7.5% in California. Additionally, U.S. taxpayers can take an income tax deduction for sales taxes paid; thereby reducing their overall income tax bill. In part, the relatively low U.S. sales tax contributes to the difference in recent economic performance between the U.S. and Europe. Over the last year, Real Gross Domestic Product has increased by 2.4% in the United States compared with 1.4% in the Euro Area. The U.S. civilian unemployment rate is 5.1% compared with 11.0% in the Euro area (Source: *The Economist*, October 3, 2015, p. 95).

This paper determines whether or not Europe has been harmed by the high VAT rate. I collect revenue and expenditure data for 19 European countries, 17 of which are members of the European Union. For each country, I determine the effect of the VAT rate on GDP, the unemployment rate, and on social welfare as defined by Saez (2003).

The paper refers to an optimal tax theory according to which an optimal tax regime is defined as one in which social welfare is maximized. I introduce two additional criteria: GDP maximization and unemployment rate minimization. I compare the existing European tax regime to the current U.S. tax regime and estimate the optimal tax regime for each country.

**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**

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 ( $r = .79, p < 0.01$ ).

**Anne-Francoise Schmid**

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Paris Tech, France

**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.

**Judit Siket**

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## **Legal and Constitutional Protection of Local Governments' Rights**

The Council of Europe (CE) – currently has 48 member states – is one of the most important defender of human rights and the institutions of democracy in Europe. The activity of the CE has significant importance in the field of local democracy and local self-governance. The basic document of protection of local self-government is the Charter of Local Self-Government (Charter) was adopted under the auspices of the Congress and was opened for signature on 15 October 1985. At present all member states are parties to the Charter.

The Article 11 of the Charter requires the legal protection of local self-government. It provides that *“Local authorities shall have the right of recourse to a judicial remedy in order to secure free exercise of their powers and respect for such principles of local self-government as are enshrined in the constitution or domestic legislation.”*

The analysis attempts to illustrate the most important elements of local autonomy and the accessible measures of legal and constitutional protection. It provides an overview on the collective right to local self-governance in some European countries and the Hungarian system would be presented also, in particular as regards the period after the 2010 change of government.

Studying the issue of legal protection, several possible interpretations could be given. It is appropriate to distinguish legal supervision over municipalities in local public affairs provided by the institutions of government, and constitutional or legal protection can be used against legislation or court of law. The protection of municipal operation can be examined on the side of individuals, what measures they could use contrary to local governments' decisions. The performance takes into account the procedures laid down in the relevant areas, as well as attempts to evaluate changes in the procedural rules.

The research of the topic tries to examine the theoretical interpretation of the possibilities of legal protection, and addresses the issue of legal efficiency. Legal protection tools would be presented through international examples.

**Hussein Solomon**

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## **Going Beyond the State: International Security in the Age of Islamic State**

With the threat posed by Islamic State to international security, much focus has been on the role of airpower vs. 'boots-on-the-ground' by coalition forces, whether Syrian President Bashar-al-Assad is part of the solution or the problem, and the strained relations between Putin and Obama given their contrasting roles in the Middle East imbroglio. What is lacking however are deeper reflections that the challenge of Islamic State poses to our prevailing state-centric security paradigm? Jihadis from 90 countries have flocked to fight under the Islamic State's banner. The 'regiments' and 'brigades' which Islamic States field is conversely multi-national. 17 Islamic State regional affiliates have appeared from Indonesia to Nigeria over the past year. Moreover, Islamic State has sleeper cells in over 60 countries. By contrast, the international response to Islamic State has been fractured, delayed and altogether ineffective. A large part accounting for this relates to the state-centric nature of international security. We cannot fight a 21<sup>st</sup> century terrorism global movement reliant on 19<sup>th</sup> century security structures. The United Nations, the European Union, the Arab League, the African Union and the like remain state-based structures which continue to reflect realist national self-interest considerations as opposed to truly collective security interests which these organizations aspire to. This paper examines the role of non-state actors in the fight against Islamic State including private military corporations, multi-national corporations, major banking houses, the Anonymous movement and within the African context, clan militias. In an effort to arrive at more global security structures this paper will explore the interfaces and mechanisms needed between state and non-state actors.

**Marc Stuhldreier**

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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.

**Solon Thanos**

Director, University of Münster, Germany

## **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.

**Jacek Wieclawski**

Assistant Professor, University of Warmia and Mazury in Olsztyn,  
Poland

## **Neoclassical Realism and the Explanatory Ability of the Realist Paradigm in Contemporary International Relations**

The main thesis of this paper is that neoclassical realism becomes the most promising stream in the frame of the realist paradigm after the end of the Cold War. It helps to overcome the crisis of realism after the fall of the bipolar order. Besides, it opens the door for possible dialogue with some contemporary liberal theories, even if the previous generations of realists considered the dialogue with liberalism as hardly possible.

The collapse of the bipolar system considerably undermined the prestige and explanatory ability of the realist paradigm. The structural stream of Kenneth Waltz, that dominated realism in the 1980s, appeared ineffective in following the dynamic processes of the fall of the USSR. The defeat of the structural realism has translated into the crisis of the whole realist paradigm.

The paper contends that the structural theory of Kenneth Waltz cannot be the basis for any further theories in the frame of the realist paradigm. The new realist theoretical approaches must come back to some conclusions of classical realism, to include Hans J. Morgenthau's political thought. They must return to the dynamic concept of power as well as comprehensive and multi-faceted analysis of contemporary international relations. They should reflect both the variables at the level of international system and domestic politics.

Neoclassical realism becomes the new stream that responds to the new challenges. It is realist and accepts the role of power in politics. Yet, it considers the struggle for power as a complex phenomenon. Besides, following Morgenthau, neoclassical realism accepts the potential of conflict in politics yet it postulates self-restriction, moderation and other mechanisms (to include some forms of international cooperation) that help to master the worst emanations of power. It is opened for dialogue with other paradigms and considers a broad catalogue of determinants that accompany contemporary international relations.

**Mark Wilkinson**

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

**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.

**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**

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.