Dear Delegate

Welcome to our celebration of research comprising the Research Methods Festival and the Annual Student Conference. Whether you are a student of the College of Social Sciences and International Studies already or whether you are visiting us for the first time we would like to extend a warm welcome to you ..........
9th, 10th and 11th May 2013

Dear Delegate

Welcome to our celebration of research comprising the Research Methods Festival and the Annual Student Conference. Whether you are a student of the College of Social Sciences and International Studies already or whether you are visiting us for the first time we would like to extend a warm welcome to you.

We are extremely proud of the vibrant research community that exists in the College of Social Sciences and International Studies. We are pleased that you can be a part of this community as you participate in these events. We do hope that you will find them extremely productive and we would like to take this opportunity to thank you for all that you will contribute to these events.

Please use this conference programme to find out further details about the events, including: programme outlines, campus maps, lists of speakers, titles of papers and brief abstracts.

When you arrive on campus for the Research Festival or the Annual Student Conference please come directly to the Queen’s building café and foyer area. In the foyer of this building you will be able to register for both/one of these events and pick up your printed copy of this programme and name badge (to be worn for the duration of the festival and conference events). Light refreshments will also be available in this area at times stated in the programme.

The Research Methods Festival will open with a key note speech from Professor Gaby Weiner at 1.30pm on Thursday 9th May in Queens lecture theatre 1 (LT1). We are also pleased to announce that Dr Andrew Richards (Director of Graduate Research in CSSIS) will be offering the welcome address for the Annual Student Conference at 9.15am on Friday 10th May in Queen’s LT1.

Finally, I would like to take this opportunity to personally thank all of the staff members who have agreed to participate in this event, either as conference chairs or as workshop leaders. Special thanks should also go to Lucy Smith for her excellent co-ordination of this event.

Best Wishes,
Dr Alexandra Allan
Programme Director for the MSc in Educational Research
Please note that all events in the Research Methods Festival and Student Conference will take place in Queen’s Building (number 11 on the Streatham Campus map).

Directions to Streatham Campus can be found online: http://www.exeter.ac.uk/visit/directions/streatham/
Please note that all of the weekend events will take place in Queen’s Building. The café and foyer areas of Queen’s Building will be used for registration and refreshments. All events will take place in either Queen’s Lecture Theatre 1 (LT1) or the Margaret Rooms 1, 2 and 3 (MR1, MR2, MR3), which can be found on the ground floor of this building. Please wear your registration badge at all times to gain entry to the events in this building.
## Programme Outline

### Thursday 9th May 2013

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>1.30pm-2.30 pm</td>
<td>Welcome and Keynote Speech</td>
<td>Professor Gaby Weiner will be speaking about her recently published text: ‘Deconstructing and Reconstructing Lives’</td>
</tr>
<tr>
<td>2.30pm-3.30 pm</td>
<td>Refreshments and Roundtables</td>
<td>Delegates will have the opportunity to talk to Scholars and University personnel in order to find out about the following issues: working with your supervisor, careers in academia, managing and storing data, writing for publication, preparing research proposals and gaining research funding</td>
</tr>
<tr>
<td>3.30pm-5.00 pm</td>
<td>Spotlight on Social Science Research</td>
<td>Researchers from across CSSIS will be sharing their current research work in this presentation session. Each presentation will last for just ten minutes and will simply aim to introduce delegates to the work and to share some advice in relation to a range of methods and methodological issues</td>
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<tr>
<td>5.00pm-5.30pm</td>
<td>Comfort Break</td>
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<tr>
<td>5.30-6.30 pm</td>
<td>Mock Viva</td>
<td>Have you ever wondered what actually happens in a PhD viva? During this session you will get the chance to see a re-enactment of a PhD viva. This should be a light-hearted and entertaining event but one which should give you some insight into this process</td>
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<tr>
<td>6.30pm</td>
<td>Drinks Reception in the Queen’s Café Atrium</td>
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## Friday 10th May 2013

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8.45am</td>
<td>Registration Desk Opens</td>
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</table>
| 9.15- 9.30 am | Conference Opening Address  
Dr Andrew Richards, Director of Doctoral Research for the College of Social Sciences and International Studies will be giving the opening address to the conference |
| 9.30 – 10.45 am | Parallel Paper Session 1                                           |
| 10.45-11.15 am | Refreshment Break                                                   |
| 11.15-12.30 pm | Parallel Paper Session 2                                           |
| 12.30- 1.30 pm | Lunch                                                               |
| 1.30 – 2.45 pm | Parallel Paper Session 3                                           |
| 2.45 – 3.15 pm | Refreshment Break                                                   |
| 3.15 – 4.30 pm | Parallel Paper Session 4                                           |
| 4.45 – 6 pm   | Parallel Paper Session 5                                           |
| 7 pm          | Optional Evening Meal (Waterfront Restaurant Exeter, £11 per person) |

## Saturday 11th May 2013

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8.45 am</td>
<td>Conference Registration Desk Opens</td>
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<tr>
<td>9-10.00am</td>
<td>Parallel Paper Session 6</td>
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<tr>
<td>10.15 – 11.15 am</td>
<td>Parallel Paper Session 7</td>
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<tr>
<td>11.15 – 11.45 am</td>
<td>Break</td>
</tr>
<tr>
<td>11.45 – 12.45 pm</td>
<td>Parallel Paper Session 8</td>
</tr>
</tbody>
</table>

**12.45 – Conference closes**

Please consult schedule of papers for details of parallel paper sessions.
EVENT INFORMATION

KEYNOTE SPEECH

We are pleased to announce that Professor Gaby Weiner will be our visiting keynote speaker for the CSSIS Annual Postgraduate Conference and Research Methods Festival. These events will be taking place in the Queen’s Building, on the Streatham Campus, from Thursday 9th – Saturday 11th May. Professor Weiner’s talk will be at 1.30pm in Queen’s Lecture Theatre 1 on Thursday 9th May 2013.

Professor Weiner will be speaking about biographical and autobiographical methods, particularly in relation to her recently published book: ‘Deconstructing and Reconstructing Lives. Auto/biography in Educational Settings’ (University of Western Ontario: the Althouse Press, with Lucy Forsyth Townsend).

Whilst the book primarily relates to the use of these methods in educational settings, Professor Weiner’s work is relevant, and should be of interest, to researchers from across the Social Sciences. Indeed, Professor Weiner has shared her work with a range of different audiences, including the British Sociological Association’s auto/biography study group (of which she is a member).

Professor Weiner is currently a Professor of Teacher Education at Umeå University, Sweden, a visiting Professor at the University of Sussex and an Honorary Professorial Fellow at Manchester Metropolitan University.

Professor Weiner has published on a number of different sociological and educational issues over the years (Higher education, family history, action research, equalities in education, young people and the internet, school effectiveness, curriculum, assessment and policy making).

Professor Weiner also has a particular interest in gender and education. Some of the key texts which she has co-authored and edited, in this respect, include: ‘Just a Bunch of Girls: Feminist Approaches to Schooling’ (Open University Press, 1985) and ‘Closing the Gender Gap: Postwar Educational and Social Change’ (Cambridge Polity Press, 1999). Until recently Professor Weiner served as the chair for the UK’s Gender and Education Association.

If you are currently a CSSIS postgraduate student, or you are considering becoming one in the near future, then we warmly invite you to attend this event. We are delighted that Professor Weiner will be sharing her methodological expertise with us and that she wishes to converse with our postgraduates in this forum.
RESEARCH FESTIVAL SPOTLIGHT SESSION LEADERS

Liz Trinder  
Annika Jones  
Mike Sanderson  
Rob Freathy  
Jonathan Githens-Mazer

Susan Jones  
Gill Haynes  
Brahm Norwich  
Jonathan Doney

TECHNICAL SUPPORT

We would like to thank Steve Lunn and Jenny Weaver for offering us technical support for the conference.

In order to help the technology run smoothly during the conference please ensure that you arrive at the room in which you are presenting with time to spare. Please bring your presentation slides (if you are using any) on a memory stick.

We strongly advise that you do not attempt to access your presentation slides through email or by attaching your own computer to the projector (this is due to the time and support we will be able to offer during the day and because no guarantees can be made that we will be able to upload data using these means).

NOTES FOR CONFERENCE PRESENTERS

Speakers have been allocated 25 minutes for presentations; we suggest you speak for approximately 15 minutes, allowing the rest of the time for questions and discussion. Those chairing the sessions have been asked to stick rigidly to the time allotted so please do endeavour not to run over the 25 minutes.

OHPs, projectors and laptops for PowerPoint presentations will be available for use during the sessions and a technician will be present all day should any problems or queries arise (the technician will be available in Queen’s Building Foyer).

CONFERENCE SESSION CHAIRS

Sabina Leonelli  
Alison Black  
Nigel Pleasants  
Christine Allison  
Gill Haynes  
Katherine Evans  
Chris Longman

Brahm Norwich  
Alexandra Allan  
Salah Troudi  
Rob Freathy  
Mark Brenchley  
John Heathershaw

Klejda Mulaj  
Brian Rappert  
Nigel Skinner  
Anna Craft  
Karen Walsh  
Bice Maiguashca
NOTES FOR SESSION CHAIRS

Please ensure that you are in the presentation room in advance of the paper session in order to introduce yourself to the conference presenters. Please ask each presenter if they would like you to formally introduce them before they present. If they do require this introduction you should take a note of their name, their affiliation/department/course and their paper title (also to be found in the programme for the day). Please try to upload any Powerpoint presentations to the computer at the beginning of the session.

You could also ask the presenters if they would like you to facilitate the questions that they are to receive from the audience. You will need to indicate to the audience and to the speaker who you have accepted to ask a question at any one time.

Please remind the presenters of the time allowances before the paper session begins. You will find a set of ‘time cards’ in each presentation room. These coloured cards should be used to remind the presenter of the time when they are nearing the end of their allocated slot. In order to ensure that everyone has a chance to present it is vital that we stick to these time slots.

POSTERS

Please note that posters presenting analyses and results of small quantitative studies conducted by the students currently doing the Scientific Methodologies module (MSc Educational Research) will be on display in the Queen’s building café area during the conference. Please feel free to come and browse these posters during the comfort and refreshment breaks.

If you are currently a student on the SM module and you have a poster that you will be presenting at the event, please consult your handbook (or speak to the module leader, Nasser Mansour) about the requirements. Students are to bring their posters to the event with them. They should advise the person that is registering them that they have a poster. Each student will then be given the necessary resources for them to pin their poster to the display boards that have been provided.

REFRESHMENTS AND MEALS

Light refreshments will be provided at both the Research Methods Festival and the Annual Student Conference.

Research Methods Festival: Refreshments will be served from 2.30-3.30pm (during the round table sessions). There will be a drinks reception following the Research Methods Festival at 6.30pm in the Queen’s Café Atrium.
Annual Conference Friday 10th: Refreshments will be served between 10.45 and 11.15am (for morning coffee). A packed lunch will be available from 12.30 to 1.30pm. Afternoon refreshments will be available from 2.45 to 3.15pm. An evening meal has been arranged for the Friday evening at 7pm in the ‘On the Waterfront’ restaurant, on Exeter’s quayside. Please see the restaurant’s website for further details: http://www.waterfrontexeter.co.uk/. Please note that you can only attend this meal if you have pre-booked a place online (as indicated in the preconference communications). If you have booked a place you are required to attend the meal as we will book for the exact number. Failure to turn up could result in a charge. The cost of this buffet meal will be £11, to include pizza, garlic bread, chips, onion rings, salads and a soft drink.

Annual Conference Saturday 11th: Refreshments will be available between 11.15 and 11.45. There will be an optional working lunch at 12.45 in Queens Café to discuss the development of a new postgraduate journal ‘Working Papers in Education’. If you wish to attend this lunch then please make sure that you contact Mark Brenchley ahead of the conference: mdtb201@exeter.ac.uk.

ACCESSIBILITY

All of our workshop and presentation rooms should be accessible to all of our presenters. All rooms have wheelchair access.
Fakhriya Al Qasmi

Pre-service English Language Teachers’ Perceptions of Cooperative Learning at Rustaq College of Applied Sciences, Oman

Cooperative learning has rooted its foundation in the field of teaching and learning. It is considered to be a powerful alternative to the traditional competitive classroom. It is very difficult to challenge its remarkable existence and rich contributions because it has penetrated deeply into educational research and practices. This study sets out to investigate the pre-service English language teachers’ perceptions of cooperative learning. It aims to explore how pre-service teachers perceive the role of cooperative learning in classroom. The study employs an inductive qualitative research approach. The data were collected by means of three focus group interviews which were taped and transcribed. Then a qualitative content analysis was performed. In addition, the researcher observed five male and five female pre-service teachers in their teaching practice classrooms to see if their perceptions of cooperative learning are reflected in their teaching practices. The findings have shown that the pre-service English language teachers perceive cooperative learning positively when it is used as a learning method during the classroom. On the other hand, they think that using cooperative learning as an assessment method has detrimental effects on the students as some students rely on their peers and do not cooperate with them. In addition, the implementation of cooperative learning in the teaching training courses is effected by gender issues as all the students prefer to work with the same gender because of some religious and cultural considerations despite that they believe that working with the other gender would enhance their performance on the task. The study has some significant pedagogical implications on how to develop and implement cooperative learning successfully as all the participants believe that they need to be trained very well on how to implement cooperative learning appropriately.

Abdullah Alazemi

Teaching of Academic Subjects in English and the Challenges Kuwaiti Students Face: The Ethical Issues

Language Policy is concerned with the means by which governments and other groups advocate their intentions in developing and exploiting the languages of the people they represent. It is a complex and sensitive field as language is seen by many as their identity, value, and represents who they are. English has been taught in Kuwait for nearly a century, it has been imbedded from the last decade in all educational levels. Furthermore, in higher education, it has been an essential requirement to pass the English language test before being accepted in most majors. This requirement has deprived a lot of students from their careers, even if they have scored high grades from secondary school. The data for my research will be collected mainly through semi-structured interviews, as my essential aim is to elicit the participants’ views and
perceptions. For using this method of data collection, several ethical issues will be confronted, of which is the role of the researcher. The role of the researcher in a semi-structured interview is a complex one. It involves building a rapport with the participants before engaging in the interview, it also involves designing an interview schedule, which serves as an aiding tool to insure the smooth flow of an elaborative interview.

Jassim Alazemi

Student engagement in virtual learning environments
Educational institutions were facing problems with using new technology as there was dissatisfaction with this mode of teaching. However, the technical issues have reduced as technology has become more user-friendly and robust and yet traditional modes still hold sway with students.

The purpose of this literature review is to highlight the importance of student engagement in virtual learning environments (VLEs). It focuses on the impact of technological approaches and its effects on student motivation. It discusses the value of using VLEs and if adequate pedagogical support is being provided to enhance learner engagement and achievement.

This literature review was guided by the following research questions:

1. What is required from implementing a VLE?
2. As technological factors are significant for ICT integration the review will seek to understand to what extent technological factors act as barriers to VLE implementation?
3. What are teacher’s attitudes towards implementation of VLE?
4. How does VLE contribute to enhancing student engagement and achievement?
5. Is culture an important factor to consider in the implementation of virtual learning environments?

When using VLEs, the literature reviewed showed increases in motivation and engagement where group interaction and collaboration were made possible through these technologies.

Bader Alfelaij

Why Integrating Technology into Classrooms Has Been Unsuccessful

In fulfilling my master’s degree and PhD degree thesis requirements, I used two paradigms: an experimental paradigm in which I used a learning management system to deliver the content to the students and an interpretive method in which I used smartphone applications other than the learning management system (LMS). I believed that technology could solve various problems for both teachers and students, particularly communication issues.

However, neither attempt to integrate technology into the classroom completely satisfied students’ needs; on the contrary, they suffered from the complexity of the LMS, although some were satisfied using their own smartphones. I ultimately realized that it is not about the teacher or the technology, but rather what students need: How clear-cut is the tool? How do students feel about it? why they need the it? Without answering these questions, most attempts to integrate technology into the classroom will be fruitless.

Thus, based on these experiences, I can offer educators several guidelines/recommendations:

- Give students what they want, not what the teacher wants.
• Do not exaggerate. No tool will replace good support from the teacher.
• Think about how students will feel about the tool and how they will use it in the real world.
• Consider what Cathy Moore said: “Our job is to design an experience, not present information.”
• Carefully think about the local context, norms and cultural effect, technical barriers, and perspectives, and keep it as simple as you can.

Leen Al-Habash

State-Society Relations in Authoritarian Contexts: Power and Resistance at the Local Level in Syria Before and After the Revolution

Civil society in Syria has always been heavily controlled and severely impaired by various measures taken by the state. During the reform, civil society became a national priority. However, this did not mean that organisations were empowered. They continued to be controlled and infiltrated. Organisations were used by the regime to enhance its position and to accumulate power. The social and political dynamics that the state created discouraged people at local level from participating in civil society. However, these dynamics have changed when the uprising started in 2011. New initiatives emerged at grassroots level. The paper aims to study the evolution of state-society power relations in Syria. It will examine how civil society activists perceive their role and state-society power relations during the reform and after the uprising. It will compare organisations that were established before the revolution with the grassroots initiatives that spontaneously emerged after the revolution and will examine the subtle techniques used by the society during the reform to resist the state power (e.g. bargaining and false compliance) as well as the explicit techniques that the society has resorted to after the uprising (e.g. overt confrontation). By understanding the dynamics of interaction between state and society, it might be possible to interpret the current developments and explain how the Syrian society reached a point to revolt and to continue to challenge the regime, even with the elevated human toll of the uprising.

Abdullah Alharbi

The Society of al-Yamama during the first three centuries of the Islamic calendar (12252/633-866)

This paper will primarily study the society of al-Yamama, by concentrating on its main sectors and their significant roles in different aspects, such as political, economic and social ones. It will also attempt to identify the most important activities of the populace, since the area occupied an ideal location in the centre of the Arabian Peninsula. Consequently, they worked in various activities, such as economic, managerial and scientific ones. In addition, it will study the lifestyle and social values of the community of the area, as well as the extent of their continuity and change.

It will also endeavour to highlight a number of other related issues. To begin with, it will explore the paramount importance of the area's geographical location. In addition, it will shed light on the consequences of the apostasy wars on the community as well as the extent of acceptance
of apostasy and uprisings by the people of the area. It will also point out the influence of the Islamic conquests and migration on the region's inhabitants. Since there was a new wave of residents coming to the area, their profound influence on the society will be considered and examined thoroughly. Finally, another important point that the paper will explore is the effect of the negative actions which were taken by some leaders towards the community.

Naeemh Alhasan

What we know and don't know about peer tutoring in Higher Education
The Higher education system has been increasingly turning to alternative teaching methods to enhance students learning and to improve more traditional ways of teaching. Tutoring is one teaching strategy which depends on utilizing students to instruct other students by encouraging independent learning. The benefits of tutoring include learning by explaining, responding to questions and teaching others. The view underpins this strategy learning by teaching as a pedagogical approach derives from the old saying "to teach is to learn twice". Research in higher education has demonstrated the effect of tutoring on academic achievement, social skills and emotional gains for all learners. Moreover, research has targeted different objectives. This paper will present a literature review related to peer tutoring in higher education. It will provide a critical analysis of the theoretical advantages and potential problems of this strategy.

Naser Ali

Researchers and their Responsibilities at the College of Basic Education in the Public Authority for Applied Education & Training (PAAET) in the State of Kuwait
1. Title: Researchers and their Responsibilities at the College of Basic Education in the Public Authority for Applied Education & Training (PAAET) in the State of Kuwait.
2. Summary of the area of interest: The research aims to study the challenges and barriers of ICT implementation in the Department of Educational Technology at PAAET. The primary focus revolves around the Pedagogy of Instructional Photography through Media and Technology in the Department of Educational Technology.
3. The reasons behind choosing the current field?
4. Why this study will be important?
5. Who the participants of the study are? And what methodological approach is endorsed?
6. Ethical Issues:
   - What does ethic means (make an argument between different opinions)
   - What kind of barriers that one expects to face during data collection?
   - How can one deal with these barriers? For instance, does this reflect exposure and experience? Or it could be through the role that researchers should play it.
Research questions:
7. What are the researchers roles during data collection?
8. How can a researcher avoid the barriers that could disrupt the process of data collections?
Lulwah Almushaileh

Constructivist approach to learning in primary education: an empirical study
This research is basically making an attempt to the constructivist theory of learning in the context of primary education. While there are quite a good number of theoretical studies and the literature is rich in models and constructs very little has been done to empirically test these models and establish relationships between the variables of research interest. Having realized this need the proposed research has been undertaken to empirically test the constructivist approach to learning.

The research methodology has both qualitative and quantitative approach. While qualitative approach is basically meta-analysis of literature quantitative component of research involves statistical techniques. A survey will be undertaken in primary education school in Kuwait with a sample size based on simple random sampling technique. Meta-analysis of literature will be the basis for developing the metric that included the variables constituting the hypothetical research model. The tool used for data analysis will be t-test of significance. Reliability in terms of internal consistency is by alpha Cronbach and goodness of fit is through R-square values. The variables of study include Content, Methods, Sequence, and Sociology as the antecedents of learning environment which in turn is the determinant of learning that is taking place. The results will answer specific questions regarding relationship between the content and learning environment as well as sequence of delivery of the module and the learning environment.

Aisha Almutairi

Professional Training for Kindergarten Teachers (Literature Review)
Early childhood is considered an important phase of development where the basic abilities start to grow. At this stage, a human develops physical, mental, psychological, educational, and social skills. Accordingly, greater attention should be focused toward on kindergarten stage. The main goal of the kindergarten stage is to prepare a generation which is able to cope with and be successful in adulthood. Thus, considerable attention should be given to preparing kindergarten teachers and improving kindergarten teaching. From the above, it can be seen that the establishing a programme for training specialized teachers in the domain of pre-school education is crucial. This paper will shed a light on programme training for kindergarten teachers. First, I will define what both kindergarten and professional training are. Furthermore, I will explain the difference between pre-school and kindergarten term as well as early childhood. Then, I will focus on the importance of teacher preparation programme through the illustration of some literature reviews, which focus on the professional training programme for kindergarten and present different views for each study. This paper will investigate and attempt to answer some questions like: what knowledge and skills are the most important and necessary for the kindergarten teachers? What is the structure of teacher education programme? Finally, what are the knowledge bases for kindergarten teachers within education programme?
Faisal Almutairi

**Computer-Supported Collaborative Learning**

Collaborative learning, which draws from the social-constructivist model of learning, is based on the theory that the role of teaching is not to transmit knowledge from the instructor to the learner; rather knowledge is constructed by the learner. It is a complex phenomenon as there is a sense of togetherness or group self-reliance in the learning activity but at the same time learners struggle with a multidimensional set of other interests that are linked to other activities. While technology can support the development of rich learning environments, the extent to which and how this technology can be used by teachers and how it influences the nature of student’s collaborative knowledge construction is still unclear. The real challenge lies in the integration of the CSCL concept into courses without requiring students to collaborate outside of class.

Badiah Alnasib

**The effect of Cooperative Learning on students’ academic achievements**

The importance of cooperative learning has long been recognized and emphasized, as it is one teaching strategy that can create a comfortable and low-threat learning environment in the classroom. Therefore, it is not surprising that the use of it is growing among educators as well as a rapid growth in the number of researchers who are interested in investigating the positive effects of it on a range of students (academic achievements, social interaction, self-esteem, etc). This presentation will shed a light on the impact of cooperative learning on students’ academic achievements. Firstly, I will define cooperative learning and explain how it is different from collaborative learning. Then, I will briefly present its educational outcomes. Furthermore, I will discuss the effect of cooperative learning on students’ academic achievement through the illustration of some literature reviews, which focus on its effect across different curriculum areas, at all grade levels, in all types of schools in many countries. However, it is not enough to just highlight its positive impact. Indeed, there is a necessity to find the answer to some questions; under what conditions cooperative learning has an impact, and which students gain most from cooperative learning, high achieving students or low achieving students.

Thariya Al-Riyami

**Exploring Omani ESL learners’ identities construction in study abroad (SA) context**

The aim of this study is to explore ESL Omani learners’ identity construction and SA context. Identity in this study is defined as how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future (Norton, 2000). The data collection method is standardized open-ended interviews which were recorded and transcribed. The study started with interviewing 6 participants but based on purposeful sampling in qualitative research (Creswell, 2007), two participants were selected because they represent the phenomenon from two opposite perspectives. The findings indicate that language learners' identity is multiple, a site of struggle, and subject to change across time and space. Talking about their identity in the
past, both learners agreed that they lacked the strong foundation in English because of the system and teachers back in Oman. Their experience in SA context has been shaped by their pre-expectations, the extent of mutual engagement and developing a 'third space' in the new environment. On the other hand, their perception of themselves affects how they see their potentiality in the future. The study ends with some recommendations to Omani government, host universities and learners themselves.

Nashmi Alshammari

**Professional Development of Saudi in-Service Teachers**

Few studies have been done on the Saudi in-service Teachers’ Professional Development (TPD). The main purpose of this presentation is to present a critical literature review of TPD in different contexts. I will attempt to shed light on the meaning of TPD, the different approaches to TPD, teachers’ strategies to develop themselves professionally, the factors that hinder/enhance TPD in different contexts with special emphasis on the Saudi context. I will also highlight the teacher’s different roles in TPD such as the teacher as a researcher, and a reflective practitioner, and an online communicator in a professional community.

Bashar Awadh

**The Impact of ICT on Students' Learning**

The subject that I am interesting to talk about at the conference event is ICT and how impact it is on education and learning. ICT in education can play a vital role in students’ learning and achievement. ICT can be used in different ways to improve students’ learning; it can be used as a communication device, an information resource and a production tool. In my presentation, I will explore the different tasks and uses ICT can have in education as well as how using ICT affects curriculum subjects including Mathematics, Science, Music and English. ICT can be used across the curriculum to deepen and enrich students’ thinking and understanding. ICT can be also used as a tool to improve imagination, to increase student interaction and discussion.

Moreover, I will be presenting evidence of empirical research on using ICT in the classroom and the results it has yielded. For example, how ICT improved attitude to learning, achievement gains through ICT, and how ICT made access to education easier.

The use of ICT has introduced other ways of learning for students such as E-learning. Students now have the option to take classes and learn from home thus linking learning at school with learning at home. ICT has further offered people who did not previously have access to education the option to pursue education and increase their educational levels and qualifications by enrolling in E-classes. Some people have family and work commitments and attending classes away from home is not an option. ICT provides these students an opportunity to improve their ICT skills and to share and discuss information with other students. I will discuss the advantages and benefits that ICT offers for students using E-learning for educational purposes.
Nevertheless, in the third part of my presentation I will talk about the impact of ICT on teachers and teaching style and how ICT changed the relationship between teachers and students and the way teachers interact with their students. Finally, I will come up with my conclusion.

Adeeb Bader

EU Inconsistent Discourse regarding Hamas: Norms and Values under Investigation
This paper scrutinizes the inconsistencies in the EU discourse towards its norms and values in the Palestinian democratic context which has brought Hamas to power in 2006. It clearly illustrates how these norms have functioned when they have been practically examined on the ground. The deduced conclusions, based on the gap between theoretical claims and practice, have been socially constructed through a process of conflictual interactions between preconceptions and realities in the Palestinian-Israeli field as could be construed by the constructivist school of thought. Hence, the EU driving normative discourse in its FP towards Palestine, as declared, will be subject to inquiry. Significantly, the socio-politically constructed perception about the EU marginalization and ignorance of its norms in favour of specific interests which are interrelated with the international coalition demands, represented in the Quartet common three political conditions, will be addressed in this analysis. Considerably, democracy promotion and human rights values along with the EU support given to the emergency status declared by the Presidency of the Palestinian Authority on the expense of these norms will be underlined duly. In addition to articulating the basic pillars of the EUFP towards Hamas and the substantial approaches used, the significance of this paper lies in the necessity of highlighting the interactions which governed the relations between the two actors over time and the path these relations have taken.

Niels Baron

Intervention in Libya, Non-Intervention in Syria and the Fundamentals of the Responsibility to Protect
Quite widely spread, the 2011 Libya intervention is seen as a successful showcase for practicing the Responsibility to Protect (R2P). However, systematically analysing the Libya case with respect to R2P on the normative, the institutional, and the implementation level reveals shortcomings on every level. In particular on the implementation level – even taking into account ambiguities in the UN Resolution – substantial issues in implementing UN Res. 1973 can be identified. The issues of ‘regime change’ and ‘stretching the terms of UN Res. 1973’ respectively, as well as of the military strategy and measures taken play a central role. The key question to what extent the persistent failure of the international community to effectively deal with the Syria conflict might be attributed to the effect of the ‘Libya example’ and a related potential erosion of R2P will be discussed.
Maha Binhayyan

**Inclusion: Its importance on the social development and behaviour of children with Down Syndrome in mainstream primary schools’**

This wide-ranging literature review will cover the issue of inclusion of children with Special Educational Needs (SEN) in mainstream primary schools, with particular reference to children with Down’s Syndrome. The literature will review the developmental needs and milestones of a Down’s Syndrome child; how these needs and milestones compare with those of ‘normal’ children; and the effect inclusion has on the social development and behaviour of Down’s Syndrome children. The paper will also consider the advantages and disadvantages of inclusion in mainstream education for Down’s Syndrome children and their families by investigating the lived experiences of families whose Down’s Syndrome children attend mainstream schools. The literature will demonstrate that the provision for children for very similar needs varies widely from one Local Authority to another. Inclusion has been a hotly-debated subject since the publication of the Green Paper Every child matters (DfES, 2004). The paper will consider the pedagogical theory which underpins successful inclusion, with particular reference to primary education. In 2011, the Coalition Government published a Green Paper, Support and aspiration: A new approach to SEN and disability, which introduces sweeping changes to the programme of inclusion and which has met with mixed reactions from teachers and special educational needs associations. The paper will investigate the National Union of Teachers’ claim that the United Kingdom Government is in the process of reneging on its commitment to inclusion for children with Special Educational Needs (SEN) and consider the future for SEN children, particularly those with Down’s Syndrome, in mainstream education.

Nick Binney

**Using integrated history and philosophy to inform diagnostic medicine: The case of heart failure**

I will present a history of the diagnostic practices associated with heart failure, and use this history to show that many philosophical assumptions made by physicians are problematic. Historical work shows that the development of diagnostic practices associated with heart failure was a complex, iterative and historically contingent process. This process has produced several logically incompatible diagnostic practices which select different groups of patients as diseased, some of which are potentially useful today in different medical contexts. Despite this, many cardiologists express their concern that physicians in general practice frequently misdiagnose the disease. Physicians appear to expect that there is a single ‘correct’ method of diagnosis, which will classify patients optimally for any medical purpose. Cardiologists argue that physicians in general practice rely too much on the clinical signs and symptoms associated with the disease to make a diagnosis, and that echocardiographic measurements should be made as well. Some physicians, however, argue that heart failure is diagnosed accurately using symptoms and signs alone. All parties use empirical evidence to support their arguments. However, their arguments are problematic, and often self-contradictory. I will present an analysis of some of these arguments, pointing out how they are problematic, where they are self-contradictory, and how they are revealing of philosophical assumptions made by
physicians. I will argue that the contradictions identified are the result of physicians’ attempts to present these different practices as part of a single ‘correct’ version of heart failure. Overall I will argue that integrated historical and philosophical research can be used to inform medical practice.

Charlie Bishop

Does International Human Rights Law have the Potential to Impact upon the Understanding of the Context and Dynamics of Intimate Partner Abuse in the UK?
The starting point of this paper is the claim that the UK legal system is failing to operate with an understanding of the true social context and dynamics of intimate abuse, thus preventing it from comprehending the reality and appropriately addressing the issue. Intimate abuse of the type under consideration will be set in the context of the marital-type relationship with an analysis of the gender expectations that create the circumstances needed for intimate abuse, concluding that solutions need to address the causes of this type of abuse at a society-wide level. The paper will then look to international human rights law and whether it has the potential to be harnessed in ways that make it more able to address intimate abuse than the domestic law currently does. Considerations of the potential of international human rights law will be looked at in terms of an advocacy approach and a litigation approach, and the limitations of each for tackling intimate abuse will be highlighted. It will be concluded that unless Article 5(a) of the Women’s Convention (CEDAW), calling for states to tackle the root causes of discrimination and banish gender stereotypes, becomes binding upon States Parties, international human rights law will continue to have little impact on the prevalence of intimate abuse in this country.

Maria Blanco Palencia

The Study of Protest in Authoritarian States: a Critical Approach to Political Process Theory (PPT)
The increase in protest activities since 2011 at a global level calls for a need to study strategies of protest further, especially in authoritarian contexts such as the Arab region, where protests have been understudied. This paper intends to explore one of the paradigms, the American paradigm Political Process Theory (PPT), and the possibilities of applying it in authoritarian contexts. PPT focuses on ‘political opportunity structure’ (Edelman), also called the ‘political process model’ (Almeida), looking at states and the specific political opportunities they provide to facilitate collective action and movement strategies. This theoretical perspective views activist organizations as ‘eminently rational’ and focuses on the conflictive and external environments of social movements. It focuses on the political shifts that occur at the level of the state, for example, unusual repression, divided political elites, or divergent interests between political and economical elites, as the most important opportunity to the development of opposition movements. Therefore, when applied in authoritarian contexts, it may entail conceptual and analytical difficulties which must be addressed beforehand. The article argues that PPT can be a useful framework to study protest in authoritarian contexts but
there is a need to rethink some of the main concepts used by this framework such as political opportunity, state repression and threat, or success and outcome.

Mark Brenchley

Obviating the learning paradox
The nub of the argument to be proposed here will hopefully run something like as follows: an intuitive conceptualization of learning, despite equally intuitive observations of student development, seems to run us afoul of the learning paradox. According to this paradox, it is literally impossible to learn stuff more complex than the stuff we already know, all learners' developmental horizons remaining insurmountably circumscribed. I want to suggest that we needn’t, in fact, find ourselves so mired; rather, the paradox is something we can productively obviate. To do so requires a way of characterizing student learning that does not result in unhelpful philosophical conundrums and, which would be handy, admits the possibility of practical, educationally-framed solutions. Such a characterization is, I believe, available once we adopt a more behaviourally-oriented stance, one suggested by Reif’s (2008) underlining of student “performance”. It is to this argument that I now turn.

Faith Briggs

Different Kinds of Minds: Developing an Awareness of Executive Functions in Teaching Adults with Mental Health Problems
Adult educators are often required to teach learners with both declared and hidden mental health problems with little or no training. This can lead to a bumpy introductory ride into the world of adult education. Executive functions are cognitive processes which manage or control other cognitive processes in the brain, such as problem-solving or planning. This paper will address issues resulting from a review of key literature on the subject of executive functions and its application to the world of teaching adults.

Patrick Businge

Using ‘critical grounded theory’ to study education and disability in armed conflict
This presentation will showcase my current research on the education of children with disabilities in armed conflict settings. First, I will discuss the steps taken to construct a ‘critical grounded theory’ methodology used in this inquiry. Second, I will reflect on how data generation methods such observation, questionnaires and interviews have been formed and transformed by this methodological approach. Last, I will use preliminary findings from a field study carried out in Northern Uganda in 2012 to offer insights into issues faced by practitioners in a setting emerging from iterative armed conflict.
Rachel Canter

An exploration of students’ experience of challenge, difficulty and stuckness in Higher Education - highlights from my literature review

The aim of this presentation is to share some of the issues which have emerged from my literature review and how I have arrived at my research questions. I am in the early stages of the research phase of a part-time EdD programme and I am aiming to explore students’ experience in Higher Education of challenge, difficulty and stuckness. I am drawing on both Educational and Psychological perspectives to explore what is meant by difficulty and stuckness and what might trigger these experiences. The presentation will also draw together ideas on what we know about liminal spaces and how it might feel to be in a ‘stuck place’. Finally I will discuss some current thinking on the ways individuals might respond to and manage these experiences in educational settings. My thinking and research ideas are also influenced by my experiences as an educator, most recently by my work as an Academic Skills Adviser at the University. I hope that sharing these ideas with fellow students will enable me to receive feedback and further my thinking as I continue with the research process.

Morgane Colleau

Iran’s Nuclear Policy: A Delicate Balance between Path Dependency and Turning Threats into Opportunities

Since the 2012 public revelations of its concealed facilities and activities, Iran’s nuclear programme has become a defining threat of international peace and security. The basic issue underlying the nuclear dispute between Iran and the international community has been one of trust and confidence regarding Iran’s nuclear intentions and behaviour. Periods of high level talks and hopes for a breakthrough have been repeatedly followed by diplomatic dead-ends, sanctions, threats of war, and further escalations of Iran’s nuclear programme. The two sides have been stuck in a dangerous escalatory dynamic.

Iran’s rationale for its seemingly inflexible nuclear policy remains particularly challenging to analyse. This paper seeks to shed light Iran’s nuclear policy from 2002 to 2012 and makes three arguments.

Firstly, a constructivist approach to the “nuclear issue” allows for a better understanding of the importance of the historical context and processes of interaction between Iran and the international community in the social constructions of Iran’s nuclear programme as a security issue or a matter of inalienable rights.

Secondly, Iran’s strategies to deal with the “nuclear issue” evolved, partly in response to its processes of interacting with the EU-3/ P5-1. Iran defined its interests and shaped its actions in light of its socially constructed knowledge of others’ intentions. The repeated diplomatic dead-ends can thus be largely attributed to the reproduction of the social structures of relationships between Iran and the state negotiators.

Finally, the Iranian leadership sought to turn the “nuclear issue” into an opportunity to reposition Iran in the international system, by bridging the gap between its desired and actual role due to its “rogue state” status.
Geoff Dean

Digging Deep into Grammar: Selecting the most appropriate grammar for the language learning primary classroom

Grammar gradually disappeared from English and literacy classrooms in primary and secondary schools in England during the 1960s and 1970s. Most teachers realised that their grammar teaching programmes were having little effect on improving standards of their pupils’ writing. Yet, during the last decade there has been renewed interest in reviving grammar teaching, but not as before. Most people are astonished to learn that there is not one single grammar, but multiple grammars, which linguists and language focused academics have been exploring for more than half a century. This study will take the form of a literature review, dealing with the range of agreed current grammars, with the ultimate aim of selecting the most suitable and appropriate form(s) of grammar to recommend as the most likely to contribute to writing improvement in the upper end of Key Stage 2 in primary schools.

Jonathan Doney

Local manifestations of trans-national ideas: Ecumenical developments and the normalization of World Religions Teaching during the 1960s and 1970s in English Religious Education

During the 1960s, dialogue between Christians and those of other world-views (both religious and non-religious) expanded significantly due to the work of the Christian Ecumenical movement. The Ecumenical theories and ideas exemplified in the work of The Second Vatican Council of the Roman Catholic Church (1962-5) and The World Council of Churches (established 1948) are, by nature, supra-national; by transcending national boundaries they have the potential to influence even the most nationally-orientated educational systems. However, many existing historical studies of RE are framed entirely within national boundaries (e.g. Skottene 1994; Skrunes 1995; Haarkedal 2001; Jackson and O’Grady 2007; Knauth 2007; Skeie 2007; Lied 2009; Moschner 2010; Simioji 2010; Müller 2010; Buchardt 2012), and therefore underplay the national effects of supra-national processes (see Bråten 2010).

This paper highlights the currently overlooked influence of the supra-national Ecumenical movement on the development of English RE, focusing particularly on the publication of Working Paper 36 (WP36). I will argue that WP36 draws heavily on Ecumenical developments as a justification for the inclusion of world religions teaching within a wider process of normalizing such an approach in English religious education during the 1960s and 1970s.

Ana Douglas

The question we dare not ask: What is the purpose of special education?

As part of my research I am conducting an ethnographic study of student experience in year 11 of a special school for students with a label of moderate learning difficulty. During my time in the school I have come to see the contradictions between student, teacher, official (Ofsted) and parental meanings of ‘education’. Although the politics of segregated schooling are well researched, the purpose of special education is rarely questioned. In posing this question I in no way question the value or importance of special education, or the dedication of those
involved. Rather, I look at the values inherent in what teachers, parents and Ofsted feel is important, leading to further questioning of the outcomes of education. How relevant are current education approaches to the students' later lives? For example only 7% of people with learning difficulties have a job (Foundation for People with Learning Disabilities), yet many college courses are based on work skills and vocational training. My questioning is brought about through in-depth discussion with teachers and parents, revealing the dichotomy that preoccupies them but is rarely openly discussed, the conflict between real and ideal world scenarios. To me it appears that individuals' teaching approaches are often driven by their own answers to the question they do not dare ask, what is the purpose of special education? I will present some initial and selective research findings and thoughts on this subject.

Jenny Evans

What is Art: the Value of a Good Definition
While working on a literature review the researcher noticed that in the comparative study definitions were not the same, thus creating a predicament in gaining understanding to make an educated comparison. There will be a comparison of current definitions in an attempt to find common descriptors for the word “art” to create an educated culturally diverse definition. Additionally, a survey of 40 generalist primary teachers was employed to illustrate the diversity in definitions. This presentation explores the evolution of that process as well as describing the dilemma of making non-comparable comparisons, with possible solutions to remedy the situation for current research.

Katherine Evans

Dominant discourses of ‘readiness’ and the production of inequality in the Early Years Foundation Stage
This paper draws on post-structural understandings of equality, intelligence and progression, inspired by the writings of Jacque Ranciere, in order to problematize dominant discourses of ‘readiness’ within early childhood education in England. It argues that dominant constructions of ‘readiness’ are framed according to particular teleological understandings of education that impose normative and totalizing limits on possibilities for teaching and learning in the early years. The problematic nature of this dominant discourse is highlighted, emphasizing the take-for-granted status of particular, neoliberal, understandings and social constructions of the child, education, learning and knowledge (Moss, 2012). The influence of these taken-for-granted ideas is highlighted, in generating practices and vocabulary through which the ‘worthiness’ (or not) of each child can be compared in relation to categories of ‘readiness’ (Gustafson, 2010). By employing post-structural lenses this paper aims to illustrate the potential impact of such dominant discourses on excluding children from positions of success within the school environment. It argues that dominant constructions of ‘readiness’, and the practices and technologies they engender, act to Other certain children to positions of alterity and disadvantage, whilst at the same time, ‘grasping’ to make them the Same and bring them in line with dominant notions of a ‘successful’ and ‘school ready’ child. This paper concludes with a rationale for research contesting dominant constructions of ‘readiness’ within early childhood
education, emphasizing the importance of engaging with ‘readiness’ as a lived discourse through the experiences and perspectives of those who feel its influence in everyday contexts.

Xuying Fan

An Investigation of Teachers’ Interpretations and Practice of Intercultural Communicative Competence in English as Foreign Language (EFL) Classrooms in Chinese Primary Schools
This small-scale research study focuses on teachers’ in-depth understanding of ICC in the Chinese primary classroom. 6 teachers will be involved in the research and will be interviewed. Their teaching practices will also be observed in three different EFL classrooms, thus, children will be considered as participants in this research. The main focus of this presentation is to discuss the cultural ethical issues that might occur during the data collection. It is questionable that the guidelines and suggestions made by public sectors and scholars on ethical issues are suitable and applicable to the Chinese contexts.

Giorgia Ferrari

The Implications of Arabic Variation in the Teaching of Arabic as a Foreign Language
Arabic has been initially approached as a diglossic language (Ferguson 1959), described as a stable linguistic state in which two varieties of the same language exist, i.e. a highly codified and superimposed variety next to the community’s native dialect. Nevertheless, further linguistic analyses have brought to light that reality consists of various levels that represent different forms of linguistic communication, in relation to the function they serve. The existence of different levels of variation will be evaluated under three different point of views. Firstly, under a sociolinguistic perspective, it has been pinpointed that Arabic native-speakers switch from one variety to the other both across sentence boundaries and within the same sentence, through what has been referred to as “diglossic code-switching”, which follows principles that rule bilingual code-switching as well. In second place, in terms of language evolution, Arabic seems to be undergoing standardisation on a vast scale, towards a form of semi-formal level that is often labelled as Educated Spoken Arabic (ESA). Finally, the theorisation of ESA leads to the unresolved issue of standard and prestige levels of the language. Which variety of Arabic can be considered the "standard" variety? And which one, instead, holds the role of prestige language?
Arabic linguistic and sociolinguistic analyses will help us define the use of the language in contexts which represent native speakers’ performances, and consequently its implications in outlining the four language skills, namely speaking, writing, listening and reading, that Arabic students need for complete communication.

Kaveh Ghobadi

The representation of subjectivity in the Kurdish novels
We get to know ourselves through an image reflected back to us by the ‘other’ and our very identity is shaped by the discourses and ideologies possessed by that ‘other’. Under the light of Bakhtin, Althusser and Lacan’s theory of ‘subjectivity’ and ‘subject-formation’, I would study the
construction and representation of a character’s subjectivity and identity through its interactive relations with the social, political, and cultural discourses and ideologies in three Kurdish novels, The Birds Soaring on the Wind, The Misty Valley, and The City of White Musicians. The group or national identity could not be ignored while studying identity. Belonging to a certain group, party, or nation would draw the borders between insiders and outsiders. At stake here is whether allegiance to a certain group is enabling for a character’s subjectivity or disabling, in the sense that whether it empowers that character to further implement its agency in the world of the novel or not. Above all, to implement its agency, a character’s subjectivity has to be constructed/represented ‘dialogically’, that is, to be granted a fully weighted and independent voice along with that of the author. And, if it is granted the power to actively contribute to construct its identity and environment, would it be achieved by striving to challenge and subvert the authoritative definition of, say, among others, truth, history, and hierarchical social order, or simply by reinforcing the existing order and thus reproducing the previous monologism and authoritarianism?

Elif Gozler

Citizenship in Turkey and the Participation of Ethnic Groups to the New Constitutional Process
The focus of this study is the new constitutional process yet this thesis is not about the technicalities of constitution making. It is about understanding the ways of minority participation in the new constitutional process, their influence on drafters, and the interaction between the Constitutional Commission and the contributors. This study is grounded on minorities’ historical and current citizenship problems in context with state’s current attitude and minority participation in the new constitutional process. In this respect, two groups of research questions have been designed in order to make the research well-structured. First group of questions, the citizenship status which is regulated in constitutions, its influences on ethnically different groups and their problems about citizenship issues will be examined along with state policies. The new constitutional process regarding the demands of minorities and their ways of participation about the issues regarding citizenship will be the main concerns for the second group of questions.
Along with the guidance of these questions, the challenges against the nationalist character of citizenship and its transformation will be explained. Also, the citizenship perceptions of ethnic groups which are reflected in the new constitutional process will be examined through the nature of interaction between state and contributor NGOs. These two dynamics and their interaction in public consultation process will be the empirical part of this study. Thus interview outcomes from these two parts will be examined comparatively in context with the public consultation process.

Rita Gracio

Women and Rock Music in Portugal
This paper presents some findings of an on-going PhD project in Sociology entitled “Women and rock music in Portugal”. The field of popular music studies is consensual on presenting rock
music as “male field” and efforts have been made to analyze and make visible the experience of women in rock, especially in the UK and USA (Bayton, 1998; Downes, 2012; Fournet, 2010; Leonard, 2007; Schippers, 2002). Following these efforts, but using a “music-in-action” theoretical approach (DeNora, 2011), and grounded in qualitative methodologies, this paper explores the musical “affordances” of rock music for women, both musicians and fans, in Portugal.

Karmand Hamad

Multicultural Classroom in an English-Speaking University: Kurdish Students’ Perceptions and Experiences
The substantial growth of international students has led most western academic institutions into multicultural settings. Universities in the US, UK, Canada, Australia, etc. increasingly try to recruit students from diverse cultural, social and linguistic backgrounds. This paper is an attempt to explore Kurdish students’ experiences in multicultural classroom in an English-speaking university. The participants in this research are six Kurdish students doing their master level degrees across different disciplines. The data in this study is mainly qualitative and collected through semi-structured interviews. While submitting this abstract, the researcher is still analyzing and interpreting the data.

Angelique Hilli

High Quality Teaching and Learning in Higher Education: A Disputed Policy Context
Recent UK Higher Education (HE) government policy supports a strong focus on the high quality of the student experience as key for higher education institutions. The thoughts of refocusing on high-quality teaching as well as student charters, student feedback and graduate outcomes are introduced in this policy. Furthermore, a recommendation is made for the higher education institutes to engage in high-quality teaching in order to attract funding and increase the variety of their provision. (Cable & Willetts 2011, 2-3, 5, 8.)
What are the perceptions on this issue from the academics point of view?
A brief analysis of recent debates between academics reveals that they see the issue as troublesome. Academics are concerned with what they perceive to be an overly consumerist approach to teaching where education is seen as a mere production process that exists to satisfy the consumer (i.e. the student) needs and produce goods for profit, rather than developing the students own knowledge, thinking and understanding (King 2013, electronic reference).

In this conference paper, I will explore the apparent divide of perceptions between the government policy makers and the academics. I will analyse the policy of Cable & Willetts (2011) and conduct a systematic review of debates published in the leading influential newspapers in the UK.

The information generated by this analysis could serve the work needed to bridge the gap between perceptions on this issue and achieving the goal of maintaining and developing high-quality teaching.
Ogbonnia Ibe-Enwo

Teachers’ epistemological beliefs and pedagogical practices about the applications and use of web 2.0 in higher education in Nigeria (work in progress)

This study investigates the nature of polytechnic teachers’ epistemological beliefs about knowledge and their pedagogic practice exploring how these change in the context of imposed change of practice using web 2.0 (Facebook) teaching and learning environment. The research sits within the qualitative interpretive world view and using social constructivism as the lens underpinning the study, employing a multi-phase approach with methodological triangulation and respondent validation for verification of findings. During phase 1 (reported here), focus group discussion, observations and semi-structured interviews were used. This phase of the research was viewed as exploratory aiming to examine a range of polytechnic teachers’ epistemological beliefs of knowledge and their pedagogic practice, as well as the relationship between them. This phase represented a way of “testing the ground” and obtaining the “building blocks” for phases 2 and 3. This study involved four teachers from a federal polytechnic in south eastern Nigeria (3 males, 1 female) aged between 32 and 48 years. All had teaching qualifications and between 5-19 years’ experience including varying years working with personal computers. The focus group guided the design of the observation protocol. Both the focus group and observation field notes guided the design of the semi-structured interview protocol, also piloted. The observation was to ascertain, if teachers’ previously stated and inferred beliefs matched practice. The interviews probed deeper into the teachers’ epistemological beliefs to find out why they did what they did or failed to do. Data collected was analysed inductively using constant comparative strategy and thematic analysis leading to six key themes, 63 categories and sub-categories. The findings show the four teachers differing according to their epistemological beliefs about teaching/learning and teaching practice. This has implications for the integration of ICT in the curriculum and will help the research community to understand better the change processes of teachers’ epistemological and pedagogical beliefs, giving guidance on the use of computer-supported collaborative learning (CSCL) tools in education. Recommendations are made for further research.

Dler Ismael

The ESL/EFL Teachers’ Experiences of and Beliefs about Practice Strategies for Teaching Collocations and the Role of Contextualised Materials and Activities

Teaching English formulaic language including collocations in linguistic and situational context needs special instruction and systematic attention since teaching them resists tuition and not explicable by grammar, thus, unpredictable and ungeneralisable. Consequently, using collocation structures is considered a serious obstacle in ESL/EFL teaching and learning. So, the prime aim of this study is to find precise answers to some TESOL-oriented questions concerning those difficulties of teaching English collocations by investigating ESL/EFL teachers’ awareness of those issues and their experiences, opinions and beliefs about them that subsequently influence their practices in their classrooms. For collecting such data, interviews are carried out with 10 ESL/EFL native and non-native speaker teachers. Each interview question is categorised to belong to an aspect of the teachers’ beliefs, strategies and experiences of teaching English
collocations. Therefore, this study attempts to develop methods of teaching collocation structures and its recommendations will be effective as it might suggest some new techniques of teaching collocations based on teachers’ experiences, opinions and beliefs that might be a real contribution to TESOL studies. This study is based on the interpretive ontological and epistemological assumptions that educational reality is created by teachers’ minds and that approaching their knowledge should be “personal, subjective and unique;” more precisely, it sticks to the phenomenologic approach in interpretivism in which researchers can understand teachers only by focusing on the meanings that events (classroom behaviours and activities) have for them; not only what they do but also how they think and feel about those events.

**Emma Johnson**

**Exploring the issues of stigma: An epileptic student’s experiences of Education in the contemporary UK**

Within this paper I will explore how students experience and describe their experiences of stigma as a result of having epilepsy and how this affects their personal identity. I will also be discussing the distinct lack of qualitative research into how epilepsy affects student’s education and how this impacts on their psychosocial wellbeing. Many of the studies conducted on epilepsy and education focus largely on medical research and are conducted with a quantitative manner. There is a lack of research in the UK that looks interpretively into student’s stories and experiences of having epilepsy and how this has impacted on their education and encounters of being a school environment. This type of research would not only be crucial to students but also the public’s awareness of epilepsy.

**Efstathia Karakosta**

**Managing inclusive provision for pupils with Speech and Language Disorders (SLD) in mainstream Greek primary schools**

The examined research study aimed to explore the field of Speech and Language Disorders (SLD) in Greek mainstream primary schools. Specifically the intention of the study was twofold: to identify and assess speech, language and communication skills of pupils with noticeably slow progress in these specific domains (primary difficulty), and to examine the provision made for pupils who experience this type of difficulties in inclusion classes (or language units) and mainstream classrooms. Therefore the study was designed in two phases. Focusing on the first phase, the pupils whose speech and language development was not as anticipated and raised concerns for their teachers were identified through a screening assessment instrument. A sample of these was then assessed individually through a battery of tests, for a more detailed examination of their functioning across a range of areas. Data analysis for this phase, indicated differences in speech and language performance between the pupils experiencing SLD, other SEN, and those with typical development, while further differences were also indicated from comparisons made with associated factors, such as pupils’ Year group, gender, literacy difficulties and inclusion class attendance. Through a brief description of the second phase’s design are examined the measures applied for identifying the existing provision for pupils experiencing SLD and other SEN, in terms of the
nature of the support offered to them in the mainstream primary school settings, the teaching and learning methods, their academic attainments, social participation and peers’ acceptance.

George Koutsouris

Young people’s preferences for social interaction in terms of homophily and social inclusion: Early stages of analysis of scenario-based interviews
A tension between homophily – a preference for being among similar others – and inclusion – the principle of embracing difference – can be sought in the plethora of the everyday decisions that students and educators have to make. These decisions can be responses to various issues, from peer relationships and classroom management, to matters of social inclusion and justice at institutional level. In all cases, such decisions would involve ethical weighting between choices that would be in line with individual preferences, and choices that would promote social inclusion, given that they may be contrary to each other. This idea is particularly relevant to students with disabilities when they are a minority in their class or school, in terms of how their preferences for social interaction may come into tension with the principle of social inclusion. These tensions are examined through scenarios that are used to stimulate discussion during semi-structured interviews with young people with and without disabilities and members of school staff from mainstream and special settings. The project is at the early stages of analysis of these interviews.

Sara Liviero

Teachers’ beliefs about grammar teaching in the secondary school foreign languages curriculum in England
This paper presents some of the preliminary findings of a qualitative, small-scale ESRC-funded study into foreign languages (FL) teachers’ beliefs about teaching grammar in the specific context of English secondary school FL education. The role of grammar in a language curriculum has long been a contested area in both first language and FL curricula in Anglophone countries. Yet, FL teachers largely kept explicitly teaching grammar. This qualitative study employed mixed methods recommended for accessing eight teachers’ declared and enacted beliefs about grammar teaching, selecting them according to criteria of experience and nationality. The data reveal consistencies and discrepancies amongst participant teachers’ beliefs about the role of grammar teaching; the impact of teachers’ education and contexts; Teachers’ beliefs about how students learn grammar; and their beliefs about grammar teaching in subject English teaching. The findings signal the importance of considering teachers’ beliefs about grammar when devising MFL policy or practice.

James Lowe

Edmund Beecher Wilson and Amphioxus: The comparative and the experimental
The experiments that Edmund Beecher Wilson conducted in 1892 with the marine invertebrate Amphioxus (now Branchiostoma lanceolatum) have commonly been interpreted as a move towards experimental embryology, and the causal morphology or developmental mechanics
proposed and pioneered by Wilhelm His and Wilhelm Roux. The disagreement in the literature on Wilson’s ‘experimental turn’ has largely focused on the extent to which his entry into experimental work constituted a ‘revolt from morphology’ (cf. Allen, 1978). While I generally agree with Maienschein and others (e.g. Maienschein, 1981; Benson, 1981) that there was continuity between Wilson’s earlier morphological and his later experimental work, I would like to take this a step further. I will detail how Wilson’s work on Amphioxus derived from, and constituted an investigation by other means, of embryological problems that had evolved over the preceding years. In particular, I will highlight how Wilson tracked the origin of later adult and embryological characters and structures to the earliest stages of the embryo, and how he tried to make sense of the phenomenon of cleavage. Amphioxus, in this context, lent itself to experimentation since it showed a large degree of natural variation in cleavage patterns already. In understanding the Amphioxus work in this way, one can see how it actually formed a bridge between Wilson’s established comparative methods and his venture into experimentation.

Mika H Mankhwazi

Curriculum Adaptation and Development: Exploring ethical issues and factors that influence them

Curriculum adaptation and development will always be necessary in order to take into account current trends and contemporary issues in education. There are many other reasons for curriculum adaptation and development in educational research. Researchers work to improve curricula in different fields so that teaching and learning is maximised. This process can be physically and mentally demanding to the researchers, as well as the teachers and their learners. Curriculum adaptation and development involves critical decision making which can also lead into many ethical issues. This paper discusses the reasons for curriculum adaptation and development by exploring the ethical issues that develop in the process. It also describes the factors that lead to the ethical decisions and how these ethical decisions can affect the process of curriculum adaptation and development in education.

Catherine Owen

Russia’s Public Monitoring Commissions: Public Control or State Co-optation?

In this paper, I examine Public Monitoring Commissions (obshchestvennye nablyudatel’nye komissii) in Russia and ask how far they guarantee ‘public control’ of places of detention. Founded in 2008 by Russian law, these commissions allow NGO representatives chosen by the Public Chamber (obshchestvennaya palata) to monitor the conditions of prisoners in places of detention and make recommendations for their improvement. The idea of ‘public control’ of government activity has gained currency in Russia since the establishment of the Public Chamber in 2005, and has led to the proliferation of various hybrid institutions which appear to blur the boundary between state and society. This development can, on the one hand, be seen as a democratic breakthrough, creating new possibilities for popular participation in governance processes or, on the other, as a corporatist co-optation of ‘civil society’ activists, making them more easily manageable by the state. Studying such organisations allows for a
deeper understanding of the kind of state-society relationship that is envisaged both by the state which created them and the activists who populate them. Drawing on interview data with members of PMCs in Moscow, St Petersburg and Samara, as well as relevant policy and media reports, I argue that public control of places of detention is constrained and, in some cases, undermined by three main factors. First, PMCs in Russia vary in their ability to ensure public oversight due regional specificities in the relations between state and society: PMC members in the centre and the regions have very differing expectations of ‘public control’. Second, the PMC selection process via the Public Chamber means that the authorities always have an indirect influence over who the Commission members will be, and tend to choose individuals who are less likely to challenge the status quo. Finally, the general weakness of political institutions in Russia means that possibilities for the corruption and malfunctioning of PMCs are high. Taken together, these factors shed light on the broader trend towards hybridized forms of neoliberal governance in Russia which combine the recognition of active citizens as potential partners in the governing process with the country’s historic autocratic tendencies.

Sumeyye Parildar

**Intentionality at the Crossroads of Phenomenology, Analytical Philosophy and Medieval Philosophy**

The possibility of putting different conceptual frameworks in a dialogue either horizontally as among different traditions or vertically as through history has been challenged and made a subject of debate until now. The challenge sometimes appears as a methodological problem as it is in Cambridge school's work; sometimes borrows 'the incommensurability thesis' from philosophy of science and sometimes blows its wind from lands of semantics and hermeneutics. This paper will focus on the possibility of creating a higher order vocabulary to be used to overcome the cultural, methodological and historical differences; on the example of discussions around “intentionality”.

Margaret Peat

**What Works – Does it Work for Offender Centred Research**

Ex offenders are especially at risk of experiencing the most oppressive aspects of social exclusion through unemployment related to their criminal histories and lack of access to literacy and vocational training and they can regard themselves as “disappeared” from full membership of society. My study involves those who are “excluded from the normalised and normalising accounts of literacy education”. It focusses on ex offenders as the primary interest group and also explores the linked vulnerabilities of people with disabilities and those discharged from the Armed Forces. Much of the existing offender based research, especially that undertaken in the Probation Service in the last thirty years, has been dominated by What Works with a concentration on demonstrating the effectiveness of community based Probation programmes. The presentation examines the history and rationale for What Works and sets out the
philosophical and methodological arguments for and against its use and its relevance to offender centred research.
What Works has instilled some rigour into methods of researching crime prevention programme and has been a pragmatic response to the requirement to justify public expenditure on such interventions. However, it provides limited opportunity for ex offenders and the other groups to express their views. The presentation argues for life history research to engage and give voice to participants as part of a mixed methods approach, also drawing on What Works methods, enabling exploration of what works for whom and in what context.

Mandy Roberts

Ethics and Knowledge Production in Educational Research: Real world dilemmas from a current research project
Can researchers ever fully anticipate and prepare for the ethical considerations involved in a piece of research with young people? Can they ever be confident about the type of knowledge that research with young people will produce? These questions became pertinent whilst conducting a research project on racism in secondary schools in the North West of England, during which issues about ethics and knowledge continually evolved. Ethical considerations are perhaps never more important than in research with young people and although gaining ethical approval means considering these well in advance, the practical realities of carrying out research can at times lead to unanticipated difficulties. During our project, these have sometimes had to be resolved on the spot, or at other times have not become apparent until later on and have led to a re-evaluation of our methods. Similarly, the situated nature of the knowledge produced by the research has also been constantly re-evaluated throughout the life of the project, especially in terms of a growing realisation that young people inhabit and see the world in ways that might not be fully accessible to us as researchers, something which is compounded by the multiple realities created by intersections with gender, class and race. This paper will draw on examples from our research to illustrate how the consideration of ethics and the nature of knowledge production are never ‘done’ in a research project, but must continually be re-evaluated throughout its lifecycle and their impact on any findings given explicit consideration.

Denise Ryder

WHAT follows IF policy and practice for dyslexic students in HE are out of sync with research findings?
Research findings on dyslexia in general, and adult dyslexia in particular, are far from consensual. There is no agreement on what dyslexia is, how it can be accurately identified, or even about the reliability and validity of some of the tests commonly used to formally identify the cognitive weaknesses thought to be partly responsible for the functional difficulties experienced by dyslexic individuals. There is, though, wide agreement about the spectrum or continuum, as opposed to categorical, nature of such functional differences, and of the cognitive and biological differences thought to be associated with them. This empirical
recognition has equity implications for current legislative and institutional disability policies that assume a clear-cut, mental impairment, binary divide between dyslexic and non-dyslexic students, disabled and non-disabled students, based on what have been exposed as questionable identification processes. It has similar implications for institutional disability practices for dyslexic students, which tend to be focused on general categorical, rather than individual, needs. The presentation will endeavour to highlight some of the uncomfortable anomalies in disability provision for dyslexic HE students resulting from policies and practices that appear not to have kept apace with research findings. As such it will focus on some of the important issues that form the background of the researcher’s dissertation topic: the identification, assessment and disability provision for dyslexic students in HE.

Abdus Samad

Exploring Pakistani EFL Students’ Foreign Language Speaking-Anxiety
Foreign language anxiety (FLA) is regarded as a phenomenon specific to language learning situations. FLA has detrimental effects on foreign/L2 learning and the majority of language learners experience anxiety in the class (Toth, 2010). FLA might obstruct the language learning process since “it can interfere with the acquisition, retention, and production of the new language” (MacIntyre & Gardner, 1991:86). In this talk, I will present and discuss major findings of an investigation into the perspectives of Pakistani tertiary EFL students on foreign language speaking-anxiety. The findings ranged from personal to procedural levels; for instance, fear of negative evaluation, competitiveness, communication apprehension, and formal classrooms. The data were collected through both quantitative and qualitative methods. Based on the results, implications and recommendations for enhancing language learning and alleviating FLA will be discussed.

Christie Smith

Articulating Ecological Injustices in the Politics of Global Nuclear Energy: Distribution, Recognition and Representation
Public debates over nuclear energy in the UK - an inextricable part of broader debates over how to respond to ecological and energy crises, including climate change - take place within limited discursive terms which exclude important issues of injustice to both human and nonhuman nature. Articulating such issues proves difficult and is limited in the context of dominant instrumental rationalist discourses where the powers of scientific and economic facts and figures tend to predominate and obfuscate. This paper proposes an ecological articulation of the politics and injustices of nuclear energy in order to provide a thicker language of description to account for vital yet neglected aspects of this political struggle. Drawing upon three images of politics taken from the theory and practice of liberation and justice struggles, I seek to ecologically flesh out our understandings of injustices in terms of distribution, recognition and representation. I ground these articulations in the global politics of nuclear energy, drawing upon my own and others’ experiences resisting the building of Hinkley C in Somerset, UK, and the wider international struggle against nuclear energy in which this plays a key role. These
articulations are intended to help enable a clearer picture of what is at stake in the global politics of nuclear energy.

**Lauren Stentiford**

**Girls and exclusion: The ‘hidden’ problems experienced by girls in UK schools**

This paper will seek to explore girls’ experiences of exclusion within UK schools, and will examine why girls’ experiences of exclusion often remain relatively ‘hidden’ from view. First, this paper will explore the official definition of ‘exclusion’, and will suggest that the definition could be extended to cover unofficial and self-exclusionary practices – which girls often perform – as well as formal forms of exclusion. This paper will then go on to consider why girls’ experiences of exclusion within schools could be regarded as ‘hidden’, and why this is a problem. This paper will then review some of the current research literature concerning self-exclusion amongst girls in order to build up a clearer picture of some of the problems currently faced by girls in education. Finally, this paper will consider why girls’ experiences of exclusion deserve greater attention both within the research literature and by politicians and policy makers.

**Georgina Tarling**

**Logged On, Switched Off? What does it mean to be digitally wise?**

Much contemporary research on education and digital technology takes for granted the idea that, in our 21st century ‘knowledge society’, technology will make education better. Yet some of educational technology’s most eloquent scholars are also questioning this technoromanticist view and urging more subtle and complex reflection on the bigger picture of technology’s role in education. Selwyn argues that ‘developing a fuller sense of how and why digital technologies are being used in educational settings in the ways that they are … demands a broad recognition of issues of power, control, conflict and resistance’ (2012: 217). Facer urges researchers to ‘address the questions of what it means to become human and achieve agency in changed socio-technical contexts. Such questions suggest a need to re-engage the educational technology field with educational philosophy, with questions of sustainability and with concerns around social justice’ (2010: 88).

I came to PhD research from a background of media production and education. My original area of interest was in developing effective pedagogy using digital media, but I am currently having a crisis of conscience. What assumptions about the role of digital media in education are implicit in my research? What bigger picture do I ignore by adopting this approach? What ‘digital divisions’ should education really be addressing? What type of research would represent a more authentic engagement with ‘digital wisdom’? This paper will use a range of perspectives to explore some of these ethical questions.
Gabriel Arthur Thebolt

What does ‘socially constructed’ really mean?
Sceptics (e.g. mainstream physicalists) like to think of social construction (SC) as bound up with the claim that a given phenomenon or object’s existence is enabled and/or controlled by social or cultural factors (rather than natural factors). This is not what SC is, or at least not what it should be seen as, I argue, as this would have radical implications for a basic ontology: this version of SC could lead to anti-physicalist claims, where ideas/spirtu (on the humanities side) and numbers/strings (on the ontologically-reductionist side) are on common ground with matter-and-force aggregates. In Ian Hacking’s *The Social Construction of What?* (1999), he tries to show that there are many different kinds of candidates for social construction, each with their own subtleties. I use contemporary (metaphysical) jargon to demonstrate that there is no metaphysically and empirically significant difference between the social construction of (as he tries to do) facts, genders, races, quarks, strings, reality, persons, and ideas: their construction is all via the same process (property ascription for weak object individuation). As Andrew Pickering (1984/1999) and others have already shown, natural science practice is demonstrably littered with coded observations—invented, integrated, individuated objects—to which we ascribe meaning and/or purpose (in many cases via models). I broadly argue that SC (or just C) cannot be a category for certain objects or phenomena. It is the lens through which we admit to ourselves that we never had any observation-independence, and that ‘reality’ will always be only partially ‘captured’.

Owen Thomas

‘We must have a full public inquiry!’: Understanding the practice the Iraq public inquiry as constitutive of security
This paper examines the relationship between publicity and security as instantiated in the pre and post-war public scrutiny of British participation in the Iraq War. This paper argues that publicity and security are co-constitutive. In so doing, this paper challenges the pervasive idea that that publicity exists in opposition or balance with security; that is, it is often supposed that either public participation restrains the state from war, or the value of public participation is outweighed by the imperatives of national security. By distinguishing between the deontological ideal of publicity and the political practices in which acts of publicity actually take place, I argue that publicity constitutes a rationality of governance for the British state: publicity constitutes a strategy of security.
The central claim of this paper is that publicity has a ‘double aspect’: the normative principle establishes the groundwork for enlightenment ideals but as a practice of governance it is a constitutive component of liberal security - governing through inquiries into political behaviour and granting authority to act against deception. This has two implications: firstly, the false metaphor of ‘balance’ generates a obsession with official secrecy that distracts attention from the essential role of liberal publicity practices in authorising and legitimising the use of force against Iraq; secondly the public inquiry and the international inquiries into Iraq’s deception are part of the same apparatus of security constituted by publicity. Our ubiquitous calls for a ‘full public inquiry’ re-inscribe the very strategy that the inquiry attempts to hold to account.
Fiona Wooton

Contributory factors in community sustainability: participation, power and co-production in Cornwall’s Look Group Network

This paper will present the main findings from my PhD research project. Positioned within the realm of public policy and public administration, this is an empirical study of “The Look Group Network” – an interconnected series of adult, informal learning groups located in geographically diverse communities across Cornwall. Based on the premise of a ‘book group’, Look Groups meet regularly to talk about art, artists and ideas in an informal and enjoyable way. The Look Group Network, delivered by Tate St Ives (a non-departmental government body) in partnership with Cornwall Council, was developed in response to the Learning Revolution – a nationwide strategy launched in 2009 which identified a key role for adult informal learning in building and sustaining communities.

I have employed a participatory action research approach to the study, with researcher and research subjects working together to explore how state and society co-evolve and determine public perceptions of the sustainable community and how in turn these perceptions shape policy and intervention at the local level. Interview and group discussion transcriptions have been analysed through a Complexity Science framework to provide insight into how individual communities of learners and the Look Group Network as a whole might exhibit the behaviours of a Complex Adaptive System and what wider benefits these behaviours might bring.

Lai-Yin Yang

An Exploration of the College Students’ Perceptions on the Use of Computer-mediated Picture Books in an EFL Classroom

The use of English picture books in primary schools in EFL context has received much attention from researchers. However, the extent literature regarding the use of English picture books with adult EFL learners are scarce. This purpose of this ongoing study is to address to the use of computer-mediated storybooks with undergraduate students in terms of the scaffolding provided for EFL learning.

The story-based learning activity approach was implemented with forty EFL undergraduate students of non-English majors, with English proficiency ranging from basic to intermediate levels, from a college of technology in Taipei City for twelve weeks in year 2011. The picture storybooks refer to the books which combine texts and images to convey their shared meanings in telling stories. Six picture storybooks used were either from the teacher’s recommended book lists or from the students’ own choice. After a demonstration by the teacher as researcher, students in groups would read the stories together with PowerPoint slides which they had previously dubbed with background music or special sound effects, followed by a presentation of an extension activity.

Students’ reflective logs were carried out after class and interviews with students were conducted nine months after the project. Qualitative data were generated and analyzed through multiple semi-structured interviews in order to explore the views of my participants on the issues. As this is an ongoing research, findings will be available in the forthcoming end of April.
Roos Zandstra

The use of reflective writing in qualitative research
This presentation will explore ethical, ontological and issues of “validity” of the use of reflective writing of invited participants, researchers and researcher-participants. Reflective practice is repeatedly described as a core part of the qualitative research process. This element of qualitative research design is visible to different extents within research reports and can be a source criticism of qualitative research. The practice of researchers keeping reflective journals and using these as primary and visible research tools will be broadly explored. However the focus of this paper will be to critically analyse the use of participant reflective writing as a stand alone method, or for example in combination with participant interviews as a primary data source within qualitative research. How can we develop participant trust and confidence to ensure the success of such a research tool? What types of research questions can be addressed in this way?

Mohamed Zeidan

The Royal Quality in the United Kingdom
This study investigates the potential for systematising quality in the United Kingdom through establishing a system for the Royal Quality. This new vision would complement current operations of quality in the country by the creative systematisation. The study is structured in two phases. The first phase explores the current state of quality (systems analysis) in the United Kingdom and how this might be enhanced by creating new systematisation called ‘The Royal Quality’. The second phase explores the potential state of quality (systems design) by creating new vision about the possible creation of the Royal Quality as a national project and the possible role of the Government in supporting such new vision of systematisation. I conducted this study using the creative methodology based on seven levels of analysis: individual; programme; department/school; institutional; national; regional; and international.

Biao Zhang

Historical Reason in International Relations
The study of international relations in the Anglophone world had been conducted over nearly a century. The discursive practice of international studies, which may be termed “the IR of language”, cannot exist without certain terms that constitute as well as regulate this practice as the “language of IR”. Notions such as state, power, and rationality are indispensable to the Anglophone study of international relations; consequently, the frequent and recurrent appeal to rationality, which results in the drastic change of its semantic meaning and theoretical function in the last century, has not been scrutinized comprehensively. In this presentation I shall be concentrating upon a newly developed conception of rationality as “historical reason” in recent years. The notion of “historical reason” contains, as will be argued, three essential elements: the emphasis upon history as a process of formation and transformation; human nature, state and international system are co-constitutive; the change of international relations are conceptualized as both evolutionary and revolutionary. Further to this is the attempt to
briefly historicize “historical reason” itself, that is, to show how the idea of historical reason itself had been installed and developed within IR in the last six decades.

A Celebration of Research
The Research Methods Festival and the Annual Student Conference May 2013